

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

**TO:** Governing Council

**SPONSOR:** Susan McCahan, Vice-Provost, Academic Programs  
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**PRESENTER:** See above  
**CONTACT INFO:**

**DATE:** December 10, 2020 for December 17, 2020

**AGENDA ITEM:** 8(a)i

**ITEM IDENTIFICATION:**

Semi-Annual Report on the Reviews of Academic Units and Programs,  
April 2020 – October 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] (October 27, 2020)
2. Agenda Committee of the Academic Board [for information] (November 5, 2020)
3. Academic Board [for information] (November 18, 2020)
4. Executive Committee of the Governing Council [for information] (December 8, 2020)
5. **Governing Council [for information] (December 17, 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 (October 2019 – March 2020) was previously submitted to the Committee on Academic Policy and Programs on May 6, 2020.

#### **HIGHLIGHTS:**

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

Summaries of the external review reports and the complete decanal responses for ten external reviews of units and/or academic programs are being submitted to AP&P for information and discussion. Of these, two were commissioned by the Vice-President and Provost and eight 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 initiatives undertaken by the academic units to enhance equity, diversity, and inclusion.

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.

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**DOCUMENTATION PROVIDED:**

Compendium of Reviews of Academic Programs and Units, April 2020 – October 2020



UNIVERSITY OF  
**TORONTO**

OFFICE OF THE VICE-PROVOST,  
ACADEMIC PROGRAMS

# **Reviews of Academic Programs and Units**

**April 2020 - October 2020**

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

**October 27, 2020**

# Reviews of Academic Programs and Units

April 2020 – October 2020

Report to the Committee on Academic Policy and Programs

October 27, 2020

## Provostial Reviews

### University of Toronto Scarborough

- *No programs, not a UTQAP review*

### Faculty of Kinesiology and its programs

- Undergraduate: Bachelor of Kinesiology: B.Kin.
- Graduate: Master of Professional Kinesiology: M.P.K.; Exercise Sciences: M.Sc., Ph.D.

## Decanal Reviews

### Faculty of Arts & Science:

- Caribbean Studies program:
  - Undergraduate: Caribbean Studies, B.A. (Hons.): Specialist, Major, Minor
- Department of Sociology and its programs
  - Undergraduate: Sociology, B.A. (Hons.): Specialist, Major, Minor
  - Graduate: Sociology: M.A., Ph.D.
- Victoria College minor programs:
  - Undergraduate: Creative Expression & Society: Minor; Education & Society: Minor; Material Culture: Minor; Semiotics & Communication Studies: Minor

### Faculty of Applied Science and Engineering:

- Department of Materials Science and Engineering and its programs:
  - Undergraduate: Materials Engineering: B.A.Sc.
  - Graduate: Materials Science & Engineering: M.Eng., M.A.Sc., Ph.D.

### Ontario Institute for Studies in Education

- Department of Applied Psychology and Human Development and its programs:
  - Graduate: Child Study and Education: M.A.; Counselling and Clinical Psychology: M.A., Ph.D.; Field in Clinical Psychology: M.A., Ph.D.; Counselling Psychology: M.Ed., Ed.D.; Developmental Psychology and Education: M.Ed., M.A., Ph.D.; School and Clinical Child Psychology: M.A., Ph.D.
- Department of Curriculum, Teaching and Learning its programs
  - Graduate: Master of Teaching: M.T.; Curriculum and Pedagogy: M.Ed., M.A., Ph.D.; Language and Literacies Education: M.Ed., M.A., Ph.D.
- Department of Social Justice Education and its programs

- Graduate: Social Justice Education: M.Ed., M.A., Ed.D., Ph.D.

**University of Toronto Scarborough:**

- Department of Computer and Mathematical Sciences
  - Undergraduate: Computer Science, B.Sc. (Hons.): Specialist and Specialist Co-op, Major and Major Co-op, Minor; Mathematics, B.Sc. (Hons.): Specialist and Specialist Co-op, Major and Major Co-op; Statistics, B.Sc. (Hons.): Specialist and Specialist Co-op, Major and Major Co-op, Minor; Applied Statistics: Minor (Science)

**Appendix I:** Externally-commissioned reviews of academic programs, April 2020 – October 2020

# Non-UTQAP Review Summary - DRAFT

<b>Program(s) Reviewed:</b>	Not applicable
<b>Division Reviewed:</b>	University of Toronto Scarborough
<b>Commissioning Officer:</b>	Vice-President and Provost
<b>Reviewers (Name, Affiliation):</b>	<p>Professor Chandra Madramootoo P.Eng., FCAE, FEIC James McGill Professor Bioresource Engineering Department McGill University</p> <p>Professor Bonnie Thornton Dill Dean, College of Arts and Humanities University of Maryland</p> <p>Professor Evelyn Welch Provost and Senior Vice President (Arts &amp; Sciences) King’s College London</p>
<b>Date of Review Visit:</b>	February 4-6, 2020

## Previous Review

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**Date:** December 18-20, 2013 (Provostial, non-UTQAP review)

## Summary of Findings and Recommendations

### Teaching and Research

**The reviewers observed the following strengths:**

- Unique undergraduate courses and programs including signature co-op programs
- Graduate education and research are firmly a part of the campus culture
- Recent hires reflect well on the campus’ commitment to research excellence

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

- Tri-campus affiliation of faculty and high proportion of commuter students add difficulty to creating vibrant student life and culture
- Lack of resources to support the fine arts program at a level that is satisfactory to faculty members

**The reviewers made the following recommendations:**

- Ensure that all students can complete their degree requirements at UTSC in a timely fashion
- Address capacity issues with Management programs and co-op programs
- Conduct an internal review of fine arts
- Provide special training for TAs at UTSC
- Ensuring the continued full participation of UTSC faculty with graduate departments housed on the St. George campus plays a significant role as a quality assurance practice
- Ensure that the use of teaching stream faculty at UTSC aligns with campus strategic goals and U of T norms
- Grow analytical capacity so that the Principal and the Dean and Vice-Principal (Academic) have the information necessary to make management decisions and shape future strategic directions

## Organizational Structure & Resources

**The reviewers observed the following strengths:**

- High morale and enthusiasm for local autonomy
- Departmentalization is a strong operational decision
- Organizational model works well in practice (if not in theory)
- Departmental budgets adequate to support the new units' academic and infrastructure goals
- Adequate funding of support services and teaching assistants
- Resources well aligned with areas of current and future priorities

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

- Management at UTSC aspires to have Faculty status
- Some library spaces used inefficiently
- In some cases, growth in student numbers has not been supported by increases in revenue

**The reviewers made the following recommendations:**

- Include space in strategic planning processes and allocate it with academic priorities in mind
- Create appropriate campus spaces for both students and faculty to encourage social cohesion
- Place academic advising within the portfolio of the Dean and Vice-Principal (Academic)
- Conduct external reviews of several administrative units (Development & Alumni Relations, Student Life, Centre for Teaching & Learning) to recommend the most appropriate structure and operations
- Ensure that the budget and other resource allocation processes are transparent



and accountable, with significant participation by stakeholders

### **Internal & External Relationships**

**The reviewers observed the following strengths:**

- Faculty value their affiliation with the University of Toronto understood as a single entity for purposes of their research identity

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

- Mixed levels of engagement between UTSC departments, St. George, and UTM

**The reviewers made the following recommendations:**

- Ensure close, collaborative, and collegial relationships with cognate units on the St. George campus

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

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### **Documentation Provided to Reviewers**

The following documents were provided:

- Site Visit Schedule
- Terms of Reference
- Self-Study and Appendices
- UTSC draft Strategic Plan
- 2013-14 External Review Report and Dean's Administrative Response
- *Towards 2030: The View from 2012 - An Assessment of the University of Toronto's Progress Since Towards 2030*

### **Consultation Process**

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

- Vice-President and Provost
- Vice-Provost, Academic Programs
- Vice-President and Principal, University of Toronto Scarborough
- Vice Principal Academic and Dean, University of Toronto Scarborough
- Vice Dean Graduate
- Chairs and Academic Directors – Graduate Studies
- Campus Graduate Administrator
- Special Advisor to the Dean on Experiential Education
- Director, Arts & Science Co-op
- Managing Director, Management and Management Co-Op

- Director, Community Engagement and Development
- Associate Dean, Teaching and Learning and Director, Centre for Teaching and Learning (CTL)
- Graduate Students
- Senior Manager, Student Life & International Experience, Student Life
- Associate Director, *AccessAbility* Services
- Assistant Dean, Wellness, Recreation, Physical Activity and Sport
- Assistant Dean, Student Success
- Director, Housing and Residence Life
- Chief Administrative Officer
- Director, Human Resource Services
- Director, Equity, Diversity & Inclusion
- Executive Director, Marketing & Communications
- Vice Principal, Research
- Director, Office of the Vice Principal Research
- Executive Director, Development & Alumni Relations
- Dean of Student Affairs
- Associate Professor, Teaching Stream/Writing Centre Coordinator, CTL
- Coordinator, Experiential Learning, CTL
- Manager, Educational Innovation & Academic Initiatives, CTL
- Vice Dean Undergraduate
- Registrar & Assistant Dean (Enrolment Management)
- Academic Programs Officer
- Reception with UTSC faculty members
- Deans of Cognate Divisions (or delegates):
  - University of Toronto Mississauga
  - Faculty of Information
  - Faculty of Music
  - John H. Daniels Faculty of Architecture, Landscape & Design
  - Factor-Inwentash Faculty of Social Work
  - Faculty of Arts & Science
- Chairs and Academic Directors – Management and Co-op
- Chairs and Academic Directors – Sciences
- Chairs and Academic Directors – Social Sciences
- Vice Dean, Programs and Innovation, School of Graduate Studies (designate for the Vice-Provost, Graduate Research & Education and Dean, School of Graduate Studies)
- Vice-Provost, Faculty and Academic Life
- Postdoctoral students
- Undergraduate students
- Chairs and Academic Directors – Humanities
- Chief Librarian
- Coordinator of the BRIDGE
- Vice Dean, Faculty Affairs, Equity and Success

- Assistant Dean, Academic
- Manager, Academic HR
- Open Forum with UTSC Faculty

## Current Review: Findings and Recommendations

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

The reviewers observed the following **strengths**:

- UTSC has excellent, innovative undergraduate and graduate programs, internationally reputable areas of research, and a distinctive presence as an anchor institution for the Greater Toronto Area
- Commitment to excellence in teaching and research is evident
- Recent growth in student numbers has allowed UTSC to make major investments in impressive new tenure and teaching stream faculty
- Excellent, values-led strategic plan will help UTSC prioritise strategies for high quality academics, research, administration, and relationships with external partners; the plan is also well aligned with the university's long-term priorities
- Clear commitment to equity, diversity, inclusion, accessibility, and student wellness evident in heterogeneous student body, available advising and counselling resources, faculty hiring, and recent efforts toward gender pay equity
- Strengths in support services such as academic advising and counselling are enhanced by embedding some of these services in academic units
- Integration of postdoctoral researchers into the UTSC research community benefits the campus and supports their career development
- **Undergraduate:**
- Work-study, fieldwork, and research opportunities provide strong connectivity between research, educational excellence, and career development
- UTSC leverages their specific location to benefit programs in both sciences and humanities
- Reviewers praised UTSC's close attention to the demographics of immediate and adjacent areas including new immigrants, persons of colour, low-income families, first-in-family university entrants, and refugees
- Strong commitment to strengthening co-op ("a UTSC trademark") and expanding experiential learning opportunities for all students
- Impressive and successful recruitment, induction, and student success programs including Get Started, Get Finished, and the Green Path
- **Graduate:**

- Strong and rapidly growing graduate programs provide a model for future developments in graduate education at UTSC
- Existing programs are successful, with committed supervisors and graduate/postdoctoral students

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

- Research grant competition success is impacted by loss of research services support staff and difficulty providing appropriate laboratory facilities for new faculty
- Reviewers report mixed reception to the specific research clusters and specializations identified in the strategic plan
- Lack of clarity on the nature of commitment and engagement to embed Indigenous initiatives in academic programming
- High number of academic chairs are associate professors
- Very heavy reliance on teaching stream faculty to be available on campus to students at UTSC, contrasted with tenure stream faculty in some fields who spend a considerable amount of time on the St. George campus
- Faculty members expressed confusion, anxiety and scepticism about the research direction and expectations outlined in the new strategic plan
- Challenges in increasing representation among academic faculty, particularly for full professors; reviewers note “the lack of financial incentive to advance from associate to full professor”
- **Undergraduate:**
- Uneven enrolment across programs; too many students in some areas and too few in others
- Commitment to teaching and research excellence is tested in high-enrolment programs by “the large number of students, challenging staff-student ratios, and limited facilities”
- Many students transfer out of co-op programs due to structural barriers such as timetabling and sequencing of courses
- Timing of the ‘Get Started’ program excludes international students who arrive on campus in late summer
- Limited evidence of pedagogical innovations such as technology enabled education, problem-based learning, flipped classrooms
- Issues of student awareness/understanding of, and frequent changes to, processes and requirements for admission into high-demand programs
- **Graduate:**
- Reviewers observed frustration with development of new graduate programs at UTSC, particularly over university rules regarding duplication
- Lack of consensus on how to grow the graduate presence at UTSC, with some faculty in favour of program growth and others preferring the model in which graduate teaching and supervision is primarily carried out at the St. George campus

- Reviewers comment that the current mix at UTSC of a large undergraduate numbers and small graduate numbers “disadvantages both” populations
- Access to graduate student support services, seminars, and career development/networking opportunities are not on a par with opportunities at the St. George campus; students commented on difficulties with videoconferencing and commuting between the two campuses
- Overly informal graduate governance and student feedback mechanisms
- Reluctance among graduate students to take teaching assistantships at UTSC due to travel time and campus commitments at St. George
- Greater clarity needed for postdoctoral researchers regarding their access to graduate student and/or faculty resources
- Postdoctoral researchers need enhanced funding that is more appropriate to their experience

The reviewers made the following **recommendations**:

- Explore interdisciplinary collaborations and partnerships to enhance visibility and impact of UTSC research
- Consider experimenting with different models of research collaboration (ground-up networks to appointing a key leader)
- Identify at least one additional institute or set of research funding opportunities to support humanities-led projects
- Support research operations with additional staff in research grants support services
- Increase research intensity through participation in more Tri-Council funding programs, particularly the NSERC Alliance, Canada Research Chairs, industrial research chairs, and CFI Institutional Funds (CFI-IF); explore collaborations with UTM for CFI-IF
- Continue to monitor, support, and strengthen campus initiatives for accessibility, equity, diversity, and inclusivity
- Prioritize development of online/blended course delivery and digital learning/research, with additional investments in technological infrastructure and instructional design for online learning
- Prioritize student scholarships and fellowships in fundraising campaigns
- Continue development of a Black and African Diaspora Studies program
- Explore the potential of postgraduate programs and placements in Social Work
- Develop Equity, Diversity, and Inclusion materials such as webinars, seminars and other forms of mandatory training
- Continue efforts to increase representation amongst academic faculty
- **Undergraduate:**
- Work with local community groups to develop work-study, co-op, research, and other experiential learning opportunities
- High level of effort required for delivery of high-quality collaborative engagement and experiential learning opportunities should be reflected in the faculty funding and workload model

- Employ strategic enrolment management, curriculum mapping and data analytics to track and manage program enrolment rates, address high student/faculty ratios, and monitor and support at-risk students
- Provide dedicated enrolment and course selection advising for international students who are not able to participate in the Get Started program and consider obligatory advising for first year students
- Expand innovative pedagogical practices such as technology enabled education, problem-based learning, and flipped classrooms, with the engagement of the Centre for Teaching and Learning
- Expand co-op and experiential learning opportunities as “a strong, distinctive hallmark of UTSC”
- Rethink the sequencing and scheduling of co-op and summer offerings to address barriers to completion of co-op programs
- **Graduate:**
- Improve campus student services and professional development opportunities for graduate students located at UTSC; including expansion of videoconferencing capabilities
- Develop a formal governance mechanism through which graduate students may raise concerns and provide feedback on their experience at UTSC
- Provide appropriate financial and resource models to support growth in UTSC graduate programs and allow for complementarity with existing programs
- Enhance available supports to attract graduate students to teaching assistantships at UTSC
- Enhance funding packages and clarify available resources for postdoctoral researchers

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

The reviewers observed the following **strengths**:

- UTSC leadership is well placed to meet challenges identified in self-study
- UTSC location provides great potential for innovative, experimental, collaboratively developed education, research and service
- Commendable willingness to rethink financial transparency, delegation and accountability, particularly regarding budgetary allocations to academic units
- Very impressive faculty including strong new academic hires bring continued energy and new ideas to the Campus
- Strong induction, mentoring and support for early career faculty
- Recent appointments in the area of Development and Alumni Relations will help grow philanthropic and donor support

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

- Recent rapid growth has strained existing governance structures; senior leaders have too many direct reports

- Ongoing question of whether UTSC should be a single or multi-divisional campus
- Space concerns are a “major constraint on research excellence”; late delivery of essential laboratory resources negatively impacts new faculty research output and career trajectory
- UTSC currently contributes much more to the University Fund than it receives; “UTSC student tuition fees are effectively cross-subsidising other parts of the University of Toronto system which enjoy a seemingly more prestigious setting, lower staff-student ratios, and a greater range of dedicated facilities”
- High costs of maintaining dual office space for faculty at both UTSC and St. George, and inconsistency of practices across departments

The reviewers made the following **recommendations**:

- Implement UTSC Strategic plan, in particular proactively guide strategies for hiring and the efficient use of space
- Single vs. multi-divisional campus question should be reframed “in terms of the best way to deliver appropriate levels of delegation, financial autonomy and transparency for all departments”
- Invest in senior faculty to provide leadership in large scale collaborative research initiatives
- Encourage a change in culture around faculty progression through the ranks, to highlight the reputational benefits of full professorship
- University “must ensure that there is greater equality of educational experience for UTSC students at all levels relative to their peers on the St. George campus”
- Continue efforts toward greater openness, devolution of decision-making, and training to support responsible, accountable fiscal management
- Fundraising campaigns should highlight themes and stories that illuminate UTSC’s strategic priorities
- Increases in financial aid and bursaries for UTSC students should be an immediate fund-raising priority, along with intensification of academic, teaching, research and experiential learning linkages with the Eastern GTA
- Employ new technologies and digital/online approaches to enable greater access to UTSC campus as well as inter-campus communication and collaboration
- Develop strategic deployment of existing space, and planning for new space, in collaboration with the wider University, including the use of shared and collaborative space for faculty, research and students
- Clarify strategy and budgeting for research institutes to encourage faculty buy-in and attract new investments
- Strategic academic recruitment, particularly for CRCs and endowed chairs, will help to leverage larger Tri-Council research funding

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

The reviewers observed the following **strengths**:

- Strong, enthusiastic, vibrant UTSC community with appreciation of important benefits of belonging to the larger University of Toronto system
- Strong sense of community; faculty and students feel heard by colleagues and the administration
- Staff are uniformly committed to research and teaching excellence as well as student success
- Good relationships and mutual respect between senior leadership and faculty
- Pending review of the University's Tri-Campus system "will hopefully supply welcome clarity about the governance arrangements, allow for appropriate levels of autonomy and accountability and develop effective, complimentary identities for each of the three distinctive campuses"
- Societal impact is apparent in burgeoning research and scholarship in thriving graduate programs in clinical psychology, environmental science and accounting and finance
- Impactful co-op and community based experiential education, conducted in partnership with surrounding communities
- Strong commitment among administrators, faculty, staff, and students to engaging and collaborating with local communities

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

- Reviewers note "inevitable tensions" regarding UTSC's status within the tri-campus system, including issues with encouraging a greater presence of faculty at UTSC and the complexity of providing UTSC faculty with office space on the St. George campus

The reviewers made the following **recommendations**:

- Encourage faculty to see UTSC as a site for interdisciplinary research that can be undertaken in-situ with the local community
- Increased collaboration with networks and agencies focused on environmental management and policy, refugees, migration, minority rights will provide opportunities for students and inform departmental teaching and research priorities
- Strengthen communication for faculty with joint appointments with the St. George campus, particularly regarding tenure advice and the importance of presence at the UTSC campus
- Reconsider the current revenue model with a view to capitalizing on strengths and focusing on solutions, to move campuses and units to complementarity rather than competition





Office of the Vice-Principal Academic & Dean

September 21, 2020

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

### **Administrative Response, External Review of the UTSC Academic Portfolio**

Dear Susan,

Thank you for your letter of 16 July 2020 requesting my administrative response to the recent external review of the University of Toronto Scarborough (UTSC) Academic Portfolio. I'm very appreciative of the efforts and work of the external assessors throughout the review process and feedback provided to the academic portfolio at UTSC. I am pleased to provide you with my administrative response to this review.

We want to thank the review team – Professor Chandra Madramootoo, Bioresource Engineering Department, McGill University, Professor Bonnie Thornton Dill Dean, College of Arts and Humanities, University of Maryland and Professor Evelyn Welch, Provost and Senior Vice President (Arts & Sciences), Kings College London – for their consultation with us over two and half days on February 4, 5 and 6, 2020. In preparation for the site visit, the reviewers were provided with documentation including an extensive self-study portfolio, and the new UTSC Strategic Plan, [Inspiring Inclusive Excellence: A Strategic Vision for the University of Toronto Scarborough](#). The visit also began and concluded with meetings with the Provost, Vice-Provost, Academic Programs, Principal, and Vice Principal Academic & Dean. During their visit the reviewers met a range of senior administrators, faculty, staff, post-doctoral researchers and both undergraduate and graduate students.

The external review was received on February 16, 2020. The external review and the draft administrative response were circulated for feedback among the senior administration at UTSC, including the Vice-President and Principal, the Vice-Principal Research and Innovation, the Vice-Deans, Associate Deans, Registrar and departmental Chairs and Directors of Centres.

I am grateful to the reviewers for their time and feedback. The reviewers explicitly commented that they were impressed by the energy, commitment and vibrancy of the education, research, and community engagement they observed during the visit. They appreciated the enthusiasm and vibrancy of the UTSC community in wanting to build a strong, bold and distinctive campus that is part of **one** University of Toronto system. I'm also very pleased with the reviewers' comments about the high quality undergraduate and graduate programs, research excellence, inclusion, accountability, partnerships and participatory decision making, as well as the distinctive presence of UTSC as an anchor institution for the Eastern Greater Toronto Area (GTA).

The recommendations highlighted by the reviewers are closely aligned with the priorities identified in UTSC's new strategic plan, [Inspiring Inclusive Excellence: A Strategic Vision for the University of Toronto Scarborough](#). *Appendix 1 – Alignment of External Reviewer Recommendations with Strategic Plan Priorities* highlights the external review recommendations that have been addressed in the strategic plan. This alignment provides us an opportunity to intentionally address these important issues within the overall strategic planning implementation framework that has

been developed for the campus. Below, I will address the specific issues that you highlighted in your request for an administrative response. A timeline for the implementation of the recommendations is outlined in Appendix 2.

### Strategic Enrollment Management

- *The reviewers emphasized the need for strategic enrolment management in planning for future growth and managing current cohorts, particularly in highly competitive programs. They also recommended addressing high student/staff ratios in these programs, and improving communications regarding their processes and requirements for admission.*

In response to this recommendation, and as part of a general reorganization in campus leadership, a new Vice Dean of Recruitment, Enrolment and Student Success (VDRESS) position was created. The terms of reference for this position explicitly highlight strategic undergraduate enrolment management as a priority, as well as oversight of all Registrarial activities, and collaboration with the newly-created Vice Dean of Teaching, Learning and Undergraduate Programs (VDTLUP) on enrolment planning for new program development and program reviews. The VDRESS also has an explicit dual-report supervisory responsibility in collaboration with the Dean of Student Experience & Wellbeing for staff in that portfolio whose roles impact student success.

The following priorities aim to address the above recommendation:

- Understand student flow through different programs and program combinations, including the identification of the most popular combinations of major and minor programs, the emergence of new combinations, and the academic success of students in these different program combinations.
- With the Recruitment team and academic leadership in the departments, help departments with oversubscribed programs manage student flow and expectations, and develop messaging to help fill undersubscribed programs that may not be understood by entering students.
- Promote the Program Pathways mechanism to help students who are not admitted into the highly competitive oversubscribed programs see alternative routes to academic success.
- With the Recruitment team and the International Academic Programs and Initiatives (IAPI) Office, and using a locally developed international recruitment tool that focusses on push factors, identify countries that have high potential to diversify our international intake. Continue developing targeted recruiting strategies for these countries and regions.
- With Recruitment work to understand barriers to entry faced by potential students in the GTA, including western Durham Region (Pickering, Ajax, Whitby) and York Region. The VDRESS will work with the VDTLUP, Dean, Student Experience and Wellbeing and Director, Community & Learning Partnerships and Access to develop access strategies to facilitate entry of applicants facing greater barriers of entry, including but not limited to Indigenous, Black, communities of colour, those living with disabilities, and rural applicants.

There have been other actions taken already to address the recommendations above. A high-reward scholarship program has been initiated to target international students from countries other than China. In its first year, it has been hugely successful, with 128 scholarship offers accepted. This strategy will be explored (at perhaps a lower dollar amount) to direct international students into undersubscribed programs as well. Bridging (access) programs with Seneca, Centennial and Loyalist Colleges have been created. A UTSC based Transition Year Program (TYP) is launching in the fall of 2020. A residence bursary has been set up for rural applicants.

## Pedagogical Innovations

- *The reviewers encouraged greater support for pedagogical innovations such as flipped classrooms, problem-based learning, and online/blended learning and research. They recommended investments in technological infrastructure as well as in instructional design, training, and preparation of faculty; noting that these investments would “reduce barriers to online success” and help to address issues of access and communication both within UTSC itself and between UTSC and the rest of the University.*

Pedagogical innovation will continue to be an important area of priority at UTSC, reflected in investments in space design and technological infrastructure; faculty mentorship and training; and curriculum renewal. When we speak of ‘innovative teaching’ we refer to educational practices that more formally develop skills and competencies across our entire curriculum. This perspective will also be important in the development and revision of our programs, in which curriculum mapping is playing an increasing role.

The development of current capital projects at UTSC, notably the Instructional Centre 2, which is in the final stages of planning, are guided throughout by a focus on pedagogical innovation and excellence, including classroom designs and teaching spaces that facilitate group-based collaborations and active learning. Investment in technological resources is a related priority, both in terms of providing infrastructure that effectively enables teaching models like flipped classrooms and ensuring related training and support for faculty. The new 5-storey state-of-the-art Instructional Centre will house 21 classrooms, ranging from 40-seat active learning classrooms to a 500-seat classroom in the round. Each will have a unique character, be fully accessible and promote the use of new technologies. We are also renovating many existing classrooms and will ensure proper training and supports are in place to encourage instructors to use these spaces to their maximum potential. A student services hub will also be located in the building bringing together core student services together in one co-location to support student success, and in a largely academic building with what is expected to be very high student traffic.

In recent months, the Centre for Teaching and Learning (CTL) has undergone extensive transformation to integrate and strengthen student and faculty supports, which includes a consolidation and renovation of its spaces and a re-visioning of its budget, program delivery model and governance structure. The unit has added key staff resources in educational technology and development, including a Manager of Educational Innovation and Academic Initiatives, and educational developers with expertise in experiential education and inclusive teaching. COVID-19 has accelerated this shift in a number of ways. The move to remote course delivery in response to the pandemic, with faculty across disciplines re-visioning courses for online/hybrid learning, has resulted in key investments in teaching and learning. The campus has approved two hires in educational technology, another in educational development (with a focus on online learning and assessment), and an Assistive Technology Consultant (a joint position with AccessAbility Services). These positions will expand CTL’s capacity to develop new resources and provide support for UTSC instructors and students throughout the remainder of the pandemic and, longer term, as UTSC deepens its capacity for high quality online/hybrid education in conjunction with its commitment to inclusivity, flexible learning, and student access.

Pedagogical innovation and infrastructure are closely connected to curriculum development. A priority in the coming years, reflected also in UTSC’s Strategic Plan, will be a curriculum review to ensure that under-represented experiences and ways of knowing, including Indigenous and Black knowledge systems as well as international and intercultural perspectives, are prioritized across UTSC’s course offerings and core requirements, reflecting UTSC’s diverse population as well as the campus’s commitment to equity and inclusion. A related piece of this process will be to assess and bolster current pedagogical supports and training for faculty in anti-racist and inclusive pedagogies. A subset of the Learning Enhancement Fund, Pedagogies for Inclusive Excellence (PIE), will support this review and the related development of more inclusive curricula, teaching and learning design, and assessment tools.

Through our teaching grants, we have continued to support faculty projects, increasingly prioritizing innovative pedagogies and technologies. Furthermore, the revision of UTSC's teaching award guidelines this spring has streamlined the process to encourage more nominations, in particular from instructors who engage in new and innovative teaching methods. In addition, our increased investment in Facilitated Study Groups is building healthy student cohorts through problem-based learning opportunities. Virtual consultations and use of new technologies across CTL are also strengthening students' oral and written communication competencies and math and stats skills in order to improve overall academic success.

#### Faculty and Graduate Program Presence at UTSC

- *The reviewers observed a lack of consensus on the general issue of faculty presence on campus and on the best way to strengthen graduate programs' presence at UTSC, noting the desire in some cases to grow as a more autonomous campus and in others to continue with arrangements by which faculty members undertake graduate teaching, research, and supervision at the St. George campus and undergraduate teaching at UTSC. Despite the lack of consensus, the reviewers observed the following:*
  - *A heavy reliance on teaching stream faculty who are expected to be on campus and available to students, while tenure stream faculty "in some fields spend a considerable amount of their time on the St. George campus."*
  - *The need for improving UTSC-based supports for graduate students.*

Academic Departments and Centres at UTSC vary in their approach to balancing on-campus activity and time spent in their St George-based graduate unit. While supporting the full range of scholarly activity that contributes to the University's standing as a top research-intensive institution, UTSC has encouraged more on-campus research activity (and thus undergraduate access to those activities) through a number of funding initiatives and supports, including creation of research based EDU:Cs, graduate collaborative specializations, Post-doctoral funding programs, the nascent Clusters of scholarly prominence program, Undergraduate research awards (through departments and through the library), and a robust range of research related courses and programs in all units, as outlined in the self-study.

As a result, there are only a small number of units in which there are teaching stream faculty who are routinely on the UTSC campus paired with tenure stream faculty who spend a considerable amount of time on the St. George Campus. The relevant units and programs were the subject of 2019 external UTQAP reviews, which have spurred conversations about faculty morale and student engagement, and activities that are directly addressing the issue of the balance of workload among tenure and teaching stream faculty highlighted by the reviewers.

Graduate students on the St. George campus benefit from its central urban location, and from the vibrant academic culture that develops naturally as a result of so many different academic units being co-located. However, the smaller scale of UTSC enables our graduate students to enjoy a level of targeted and individualized support that comes from being part of a smaller community. Our goal in augmenting the supports for graduate students is to capitalize on these benefits, while striving to do as much as possible to create local opportunities for engagement with a broader academic life.

Our continuing efforts to improve UTSC-based supports have been focussed around 5 main areas:

- **Supports for students with families and other special circumstances:** The installation of changing tables in areas frequented by graduate students, as well as plans for partitioned and purpose-build lactation spaces for students near graduate lounges. The lack of local university-owned housing is particularly problematic for UTSC graduate students with families. A new bursary for graduate students with special circumstances (e.g., single

parents) has been established. Some of the existing stock of townhouses on campus will be dedicated in part as graduate student family housing, once the new undergraduate residence is built.

- Graduate student space on campus: The graduate students in our local programs have access to good quality lounge spaces, however, graduate students need more dedicated space on campus, particularly for UTSC affiliated students not in our locally administered programs, and those who come to campus as TAs. The Vice Dean, Graduate and Post-Doctoral Studies (VDGPS) is ensuring that planning for such space is part of the discussions as the campus expands.
- Support for graduate professionalization and writing: We will continue to expand our local Graduate Professional Skills program offerings including a new graduate student practicum that will provide PhD students with opportunities to interface with corporate partners. We are also building on supports for professional activities, including an increase the amount of the graduate student travel award (from \$400 to \$500/ annum). With respect to writing support, we are seeking to partner more closely with the Graduate Centre for Academic Communication GCAC, which currently does not operate at UTSC, to ensure equal access to their programming for our students.
- Graduate student health and wellness: UTSC implemented the first summer gym bursary in the University. Students in all UTSC administered programs have access to departmentally embedded counselors for mental health support, and all UTSC affiliated students have access to counselling support through our local Health and Wellness office. Communication around these offerings will be improved and the addition of more targeted graduate student programming would be beneficial.
- Creating local community: Graduate students at UTSC have their own speaker series (the New Frontier Speaker Series) which serves an important community-building purpose. In the past year the office of the VDGPS worked with the student NFSS committee to ensure that the offerings were appealing to a broad diversity of graduate students, and that EDI considerations were kept front of mind.

### Faculty Progress

- *The reviewers made a number of observations related to faculty progress through the ranks: concern over “the high number of academic chairs who were associate professors”; the lack of financial incentive for faculty to advance from associate to full professor; and the ongoing efforts to increase diversity among academic faculty, especially among full professors.*

UTSC’s demographic structure is such that recruiting leaders from among the ranks of Associate Professors is inevitable in some cases. In recent years awareness of the issue has resulted in an explicit conversation with the Dean and establishment of a plan for promotion. In many cases, this means augmented teaching release, or a mid-term leave. This approach has been largely successful. From 2013/2014 through 2019/2020, 7 faculty have been promoted to Professor while acting as academic leaders at UTSC, including five serving as Chairs or Directors, and two serving as Vice Deans. An additional two Chairs will be going forward for promotion review this year.

The University of Toronto does not provide financial incentive for promotion to Professor, although many units recognize this accomplishment with a Dean’s merit award. Supports and encouragements independent of financial incentive are important, and these include ongoing, yearly workshops on promotion, financial support for the ‘post-tenure pathfinders program’ of the National Centre for Faculty Diversity and Development, a pilot program for promotion-focused mentorship networks for Associate Professors, and local leadership opportunities for faculty who have attained the full rank.

UTSC has been successful in recruiting a diverse faculty. As an example, Provostial diversity funding has been secured for 10 hires at UTSC since it was instituted in 2016/2017. Efforts to recruit more senior faculty from equity-deserving

groups (employment equity and LGBTQ+ faculty) has led to more balanced representation across ranks, although much work remains to be done. For example, recruitment has included 7 tenure-stream faculty who identify in such groups at the Associate Professor or Professor rank since 2014/2015. Moreover, for the 2020/2021 recruitment cycle, UTSC will search for three positions with a stated preference for Black scholars at the Associate (2) or Professor rank (1), one position with a stated preference for an Indigenous scholar at the Associate level, and 4 other positions (3 tenure and 1 teaching stream) with pro-active efforts to recruit racialized or Indigenous faculty.

UTSC established an Inclusive Excellence Postdoctoral Fellowship program which aims to provide opportunities to Indigenous and Black scholars. This program mirrors the Provost's Postdoctoral Fellowship program for recruiting and mentoring Indigenous and/or Black scholars. Adjudicated by the Office of the Vice-Principal Academic & Dean, two inaugural Inclusive Excellence fellows were welcomed to the English and Human Geography Departments in 2019-20, both of which have gone on to tenure track jobs. Two new fellows are starting in the Departments of Health Studies and Physical and Environmental Science ultimately. We have allotted base funding to support three positions locally per year.

### Research

- *The reviewers recommended identifying “at least one additional institute or set of research funding opportunities to support humanities-led projects to enable excellent humanities and social-sciences research that can contribute to crucial questions of culture, curiosity, and problem-solving in the Eastern GTA catchment and beyond.”*

The three envisioned research institutes will be designed to provide an opportunity for faculty/researchers from all disciplines – the humanities, the arts, the social sciences, and the sciences – to find a welcoming and supportive space within each and to offer unique opportunities for cross-disciplinary interactions. This environment will offer a unique approach to scholarship allowing new ideas and directions to emerge, rooted in the academic strengths of individual departments. The three named institutes are examples of this new highly collaborative approach.

The Office of the Vice-Principal Research & Innovation (OVPRI) will continue to communicate that it welcomes the submission of proposals to establish additional research institutes. The proposed research institutes (and others that will follow) and the work undertaken therein are considered critical components of UTSC's vision to further develop and mobilize the capacity in people and infrastructure necessary to enhance UTSC's profile as a hub of world-class research and knowledge mobilization.

The OVPRI also offers a suite of funding programs that are available to all UTSC researchers, regardless of their disciplinary focus, with award decisions being based upon discipline-neutral criteria. These range from funding for “Working Groups” that enable ongoing scholarly interactions, field trips to archives, or hosting distinguished scholars, to “Research Competitiveness” funding providing funding to scholars leading to the future submission of an externally sponsored grant application. Other opportunities include financial support for international collaborations, visits to archives and research sites, and support for conferences, symposia, and speakers' series organized by UTSC faculty. Additional funding is made available to departments upon request to support activities related to involving undergraduate students in the research enterprise, knowledge mobilization, needed research equipment/infrastructure, and interdisciplinary research. UTSC also operates two post-doctoral programs. The UTSC Post-Doctoral Fellowship program provides fully-funded and partially-funded (i.e., co-funded by the supervisor/Department) two-year fellowships open to all Departments across UTSC. The UTSC Inclusive Excellence Postdoctoral Fellowship program (discussed above), provides opportunities for recruiting and mentoring Indigenous and/or Black scholars.

The recently established Clusters of Scholarly Prominence Program (CSPP) offers substantial funding dedicated to supporting the establishment of multidisciplinary research networks led by UTSC researchers. As well, the OVPRI is providing funding on a case-by-case basis to support all [Institutional Strategic Initiatives](#) (ISI) applications that substantively engage the UTSC research community/generate a significant footprint at UTSC. The funding provided via the CSPP and the support for ISI applications are available to all UTSC researchers.

### Space

- *The reviewers observed that laboratory space concerns are a “major constraint on research excellence” and identified space planning as an academic priority.*

With the reorganization of the Dean’s leadership team approved in 2019/2020, Vice Decanal roles increased (from 3 to 4 Vice Deans), and academic oversight of space planning was added explicitly to the portfolio of each Vice Dean, in areas related to their responsibilities. In particular, academic oversight of faculty offices and research space now formally resides with the Vice Dean Faculty Affairs, Equity & Success (VDFAES), and oversight of shared research facilities with the Vice Principal Research & Innovation (who also oversees faculty start-up budgets). Anticipating this change, new structures are being implemented to ensure laboratory space assignment. The CAO, VPRI and Office of the Dean are working together in space assignment for all new hires and new faculty in the laboratory sciences in particular. This includes:

- Starting in 2015/2016, the Dean (now VDFAES) chairs a recruitment needs round-table prior to posting of new faculty positions. This meeting includes the Academic Unit head, CAO, and VPRI. Space assignment, estimated renovation needs and plans, and start-up needs are discussed and confirmed for each new position.
- Starting 2019/2020, augmented communication with the CAO and VPRI during the recruitment process. At the time of shortlist approval, the VDFAES ensures any infrastructure or start-up implications of the research of the shortlisted candidates that may be outside the established scope are discussed, with a goal of only inviting potential candidates whose work can be supported with current and planned infrastructure.

These changes within the academic portfolio echo proposed changes to space planning more globally, with inter-portfolio cooperation emphasized through structural changes and processes that will be developed in response to the UTSC’s new Strategic Plan. Ongoing planning for a new Scarborough Academy of Medicine and Integrated Health, and a future new Science Building will alleviate the severe space constraints on laboratory infrastructure.

### Financial Autonomy and Transparency

- *The reviewers recommended reframing the question of whether UTSC should be a single or multi-divisional campus to focus on “the best way to deliver appropriate levels of delegation, financial autonomy and transparency for all departments at UTSC.”*

The notion of a multi-faculty campus has been much discussed and was included in the recent review of the Department of Management. The Dean’s Office is not in the position unilaterally to change the current one faculty structure to a multi-faculty structure. That step would need to occur at higher administrative levels and would need to consider the impact on the university as a whole. In the more immediate term, the re-framing by the reviewers of this issue provides more immediate opportunities for delegation, more degrees of fiscal autonomy and transparency. Although this may have been initially motivated by the aspirations of one department, a higher degree of budgetary autonomy to all the academic units appears to be generally desirable by these units and by the Dean’s Office. The Faculty Complement Committee (FCC) was created during the academic year 2019-20 to provide recommendations to the Vice-Principal Academic & Dean regarding the distribution of faculty positions sought by academic units in the yearly recruitment

cycle, within the context of strategic multi-year departmental and campus faculty complements. The FCC serves as a model for other processes proved to be a consultative, inclusive and transparent process. The process involved the participation of all academic units in determining the complement submission for 2020-21. We are committed to revising the budgeting process for all departments. At present Departments operate on expense budgets largely driven by historical precedent, as they have done for nearly 20 years, with adjustments for enrolment growth and new programs and other initiatives. The budgets are prescribed for specific usages. We are embarking on a process to provide Chairs and Directors with more autonomy to make local decisions. We are carefully considering how to build in revenue generation as part of the budget process while providing buffers for interannual fluctuations in enrollments and that the fact that certain disciplines require more resources per student than are generated by those students via government grant and tuition income.

Thank you for providing me the opportunity to respond to the external review of the UTSC academic portfolio.

Sincerely,

A handwritten signature in black ink, appearing to read 'WAG', written in a cursive style.

William A. Gough  
Vice-Principal Academic & Dean



## Appendix 1 – Alignment of External Reviewer Recommendations with Strategic Plan Priorities

	External Reviewer Recommendations (2020)	UTSC Strategic Plan Directions (2020-2025)
1.	<p><u>Strategic Enrollment Management</u>  <i>The reviewers emphasized the need for strategic enrolment management in planning for future growth and managing current cohorts, particularly in highly competitive programs. They also recommended addressing high student/staff ratios in these programs, and improving communications regarding their processes and requirements for admission.</i></p>	<p>1.3 Develop and implement a balanced and robust multi-year strategic enrolment management plan that maintains the integrity and viability of our academic mission.</p>
2.	<p><u>Pedagogical Innovations</u>  <i>The reviewers encouraged greater support for pedagogical innovations such as flipped classrooms, problem-based learning, and online/blended learning and research. They recommended investments in technological infrastructure as well as in instructional design, training, and preparation of faculty; noting that these investments would “reduce barriers to online success” and help to address issues of access and communication both within UTSC itself and between UTSC and the rest of the University.</i></p>	<p>1.1 Provide all students with transformative, experiential and holistic curricular, co-curricular and extra-curricular learning opportunities.</p> <p>1.2 Undertake comprehensive curriculum renewal that builds upon our top-tier teaching, prepare students for the world of work and the disruptions of the future, and supports innovations in inclusive teaching and learning.</p> <p>1.4 Develop academic programs that make University of Toronto Scarborough an exemplar of life-long learning and expand opportunities for non-traditional students.</p>
3.	<p><u>Faculty and Graduate Program Presence at UTSC</u>  <i>The reviewers observed a lack of consensus on the general issue of faculty presence on campus and on the best way to strengthen graduate programs’ presence at UTSC, noting the desire in some cases to grow as a more autonomous campus and in others to continue with arrangements by which faculty members undertake graduate teaching, research, and supervision at the St. George campus and undergraduate teaching at UTSC. Despite the lack of consensus, the reviewers observed the following:</i></p> <ul style="list-style-type: none"> <li>○ <i>A heavy reliance on teaching stream faculty who are expected to be on campus and available to students, while tenure stream faculty “in some fields spend a considerable amount of their time on the St. George campus.”</i></li> <li>○ <i>The need for improving UTSC-based supports for graduate students.</i></li> </ul>	<p>1.4 Develop academic programs that make University of Toronto Scarborough an exemplar of life-long learning and expand opportunities for non-traditional students.</p> <p>2.2 (iii) Establish <i>Inclusive Excellence graduate and post-doctoral fellowships</i> to help grow and diversify the community of researchers, especially from underrepresented communities.</p> <p>2.4 (1) Centre undergraduate, graduate, and post-doctoral research opportunities and experiences at the University of Toronto Scarborough.</p> <p>4.3 (1) Facilitate opportunities for U of T Scarborough faculty members and departments to lead or to actively participate in networks made possible by institutional initiatives such as Global Research Alliances and International</p>

		Doctoral Clusters that will promote scholarly excellence through international collaborations.
4.	<p><u>Faculty Progress</u>  <i>The reviewers made a number of observations related to faculty progress through the ranks: concern over “the high number of academic chairs who were associate professors”; the lack of financial incentive for faculty to advance from associate to full professor; and the ongoing efforts to increase diversity among academic faculty, especially among full professors.</i></p>	<p>2.2 Incentivize enhanced scholarly productivity and substantial growth in grant success.</p> <p>3.3 (1) Increase the number of tenured and tenure-track Black and Indigenous colleagues in the professoriate across all ranks and ensure proper supports for their career progression.</p> <p>5.1 (vi) Establish a leadership development pathway and succession planning through identification and growth of talent and recognition of contributions</p>
5.	<p><u>Research</u>  <i>The reviewers recommended identifying “at least one additional institute or set of research funding opportunities to support humanities-led projects to enable excellent humanities and social-sciences research that can contribute to crucial questions of culture, curiosity, and problem-solving in the Eastern GTA catchment and beyond.”</i></p>	<p>2.1 (iii) Optimize and invest in research infrastructure based on a culture of shared, collaborative, and synergistic use.</p> <p>2.1 (iv) Create new facilities that will strategically support student and faculty growth in programs and departments.</p> <p>2.3 Establish the University of Toronto Scarborough as a centre of excellence for research partnerships and knowledge translation.</p> <p>4.3 Create mutually supportive networks in our areas of established and emerging strength that mobilize large-scale resources and leverage extensive expertise to address complex questions, grand challenges, and globally significant issues that directly impact local communities and the world as a whole.</p>
6.	<p><u>Space</u>  <i>The reviewers observed that laboratory space concerns are a “major constraint on research excellence” and identified space planning as an academic priority.</i></p>	<p>2.1 Enhance and grow current and emerging areas of research strength that will differentiate University of Toronto Scarborough as a global research leader in those fields.</p>
7.	<p><u>Financial Autonomy and Transparency</u>  <i>The reviewers recommended reframing the question of whether UTSC should be a single or multi-divisional campus to focus on “the best way to deliver appropriate levels of delegation, financial autonomy and transparency for all departments at UTSC.</i></p>	<p>5.1: Foster a culture of empathetic, transparent and shared leadership to enhance participatory decision making at the campus and unit levels.</p> <p>5.3 Ensure transparency and accountability on all financial and budget matters across the campus.</p>

## Appendix 2 - Timeline for Implementation of Recommendations

Immediate (6 months)	Medium term (1-2 years)	Longer term (3-5 years)	Responsibility	Changes Required. <i>If appropriate, please identify any necessary changes in organization, policy or governance; and any resources, financial and otherwise, that will be provided, and who will provide them.</i>
<b>Strategic Enrollment Management</b>				
<p>Establish SEM Working group. Consult with Department Chairs, Recruiting and other engaged parties to establish framework for implementation. Work with University Business Office to develop tools to identify and understand past and current student “flow” through academic programs.</p>	<ul style="list-style-type: none"> <li>• Develop and implement strategies to increase representation of underrepresented communities among student body.</li> <li>• Develop and implement strategies to diversify our intake of international students.</li> <li>• Work with departments to establish mechanisms to direct students into appropriate and available academic programs.</li> <li>• Build on initial success of incentive programs for degree completion to decrease the numbers of lost” students.</li> <li>• Work with departments, University Business Intelligence and other parties to follow student pathways post graduation.</li> </ul>	<p>Use the experience gained in the preceding 2 years to capitalize on successful strategies for increasing the participation of underrepresented communities in the student population; diversifying international intake and managing student expectations and experiences</p>	<p>VDRESS</p>	

<b>Immediate</b> <i>(6 months)</i>	<b>Medium term</b> <i>(1-2 years)</i>	<b>Longer term</b> <i>(3-5 years)</i>	<b>Responsibility</b>	<b>Changes Required.</b> <i>If appropriate, please identify any necessary changes in organization, policy or governance; and any resources, financial and otherwise, that will be provided, and who will provide them.</i>
<b>Pedagogical Innovations</b>				
Continue to support faculty in the development and implementation of online courses for 2020-21	Transitioning out of pandemic response, ensure foundational supports for online/hybrid teaching models and prioritize investment in longer-term resource needs in educational technology	Continue to support faculty development in online/hybrid teaching and related areas of instructional design and pedagogical innovation and ensure cutting-edge technological support both in terms of staff resources and space design	Dean's Office (CTL, VDTLUP) and IITS	Assessment of and investment in long-term resources in educational technology and development through the Learning Enhancement Fund and related faculty supports and training around use of new and renovated classroom spaces.  CTL to continue to develop its program delivery model to support instructors and students, virtually and in its newly-renovated spaces.
Ensure that innovative instructional design and pedagogies and related technological infrastructure are prioritized in all current and future campus capital projects, particularly those that will include teaching spaces e.g. IC2, the Scarborough Literatures, Arts, Media, and Performance (LAMP)			Dean's Office (CTL, VDTLUP); CAO; IITS	Increased contribution from academic portfolio in planning and implementation of capital projects related to teaching.  Clear articulation of procurement processes for acquisition and roll-out of new technologies.

<b>Immediate</b> <i>(6 months)</i>	<b>Medium term</b> <i>(1-2 years)</i>	<b>Longer term</b> <i>(3-5 years)</i>	<b>Responsibility</b>	<b>Changes Required.</b> <i>If appropriate, please identify any necessary changes in organization, policy or governance; and any resources, financial and otherwise, that will be provided, and who will provide them.</i>
As faculty are developing online courses in response to COVID-19, provide opportunities to facilitate longer-term conversations about pedagogical innovation, creativity, and inclusive teaching and learning that will build on faculty members' collective experience of engaging with new technologies and teaching models.	Develop the infrastructure for mentorship and training for faculty that prioritizes pedagogical excellence and inclusive teaching and learning in online and blended learning frameworks.	Maintain this infrastructure, providing new opportunities for faculty mentorship and recognition, as well as longer-term models for sharing of faculty expertise.	VDTLUP, CTL	<p>Additional grants to support Scholarship of Teaching and Learning research focused on inclusive teaching and use of new technologies, including through the Learning Enhancement Fund.</p> <p>As a part of broader ongoing collaboration and clarification of roles in conjunction with the new decanal structure, move UTSC teaching award adjudication to VDTLUP portfolio, enabling CTL to focus on supporting preparation of teaching award nomination packages.</p> <p>Development of vetting process for UTSC faculty seeking tri-campus teaching grants and awards.</p>

<b>Immediate</b> <i>(6 months)</i>	<b>Medium term</b> <i>(1-2 years)</i>	<b>Longer term</b> <i>(3-5 years)</i>	<b>Responsibility</b>	<b>Changes Required.</b> <i>If appropriate, please identify any necessary changes in organization, policy or governance; and any resources, financial and otherwise, that will be provided, and who will provide them.</i>
<p>Launch curriculum review that prioritizes underrepresented areas of experience, notably Indigenous and Black knowledges. Assess current pedagogical supports and training for faculty in anti-racist and inclusive pedagogies.</p>	<p>Working in partnership with departments, with curriculum consultants, and with community partners, move program- and course-specific recommendations through governance. Establish a strong infrastructure of pedagogical resources and training opportunities for faculty that reflects UTSC’s commitment to anti-racism and inclusivity.</p>		<p>Dean’s Office (VDTLUP, CTL, VDFAES, VDGPS), EDI Office</p>	<p>Curriculum consultants with expertise in Indigenous and Black knowledges and experiences will be vital to this process. Joint workshops and training for educational staff (faculty, instructors, TAs). Resources related to this review to be prioritized through the Pedagogies for Inclusive Excellence (PIE) initiative.</p>

**Graduate Program Presence at UTSC**

<p>Improve support for graduate students with families and other special circumstances</p>				
<p>Construction of a dedicated lactation space in SW (plan already approved)</p>	<p>Partition some space in ECSB for students with lactation needs</p>	<p>Develop a dedicated family room</p>	<p>VDGPS</p>	
<p>Provide bursary support to graduate students facing particular housing challenges</p>		<p>Re-purpose some of the existing stock of townhouses for graduate students with families</p>	<p>VDGPS</p>	
<p>Improve the quantity and quality of graduate space on campus</p>				
<p>Provide new furniture for the SW building graduate lounge</p>		<p>Integrate student space into the planning for new buildings</p>	<p>VDGPS</p>	
<p>Improve support for graduate student professionalization and writing</p>				
<p>Increase amount of UTSC graduate student travel award and implement plan for a new graduate student practicum</p>	<p>Work with the GCAC to ensure equal access for UTSC students to their resources</p>		<p>VDGPS</p>	
<p>Improve support for graduate student health and wellness</p>				

Immediate (6 months)	Medium term (1-2 years)	Longer term (3-5 years)	Responsibility	Changes Required. <i>If appropriate, please identify any necessary changes in organization, policy or governance; and any resources, financial and otherwise, that will be provided, and who will provide them.</i>
Ensure that graduate students are aware of counselling support that is available	Expand targeted mental health offerings for UTSC affiliated graduate students		VDGPS	
	Re-vivify the Emerging Women in Academia support group			
<b>Faculty Progress</b>				
Reliance on teaching stream faculty for on-campus engagement				
Transparent monitoring of ratio of teaching to tenure stream faculty relative to scholarly field and campus norms. Considering the departmental balance in requests for new faculty positions in a new, Faculty Complement Committee process. Creation of UTSC post-doctoral fellow programs to establish centre of gravity for research at UTSC.	Launch of new Clusters of Scholarly Prominence funding program to establish centre of gravity for research at UTSC.		VDFAES	
Associate Professors as Academic Leaders & Incentives for Promotion				
Continue to ensure there is a case-by-case provision of a pathway to promotion with associated supports.	Continue to ensure there is a case-by-case provision of a pathway to promotion with associated supports.		VDFAES	
Recruit more senior academics.	Continue recruitment of Senior academics.		VDFAES	

<b>Immediate</b> <i>(6 months)</i>	<b>Medium term</b> <i>(1-2 years)</i>	<b>Longer term</b> <i>(3-5 years)</i>	<b>Responsibility</b>	<b>Changes Required.</b> <i>If appropriate, please identify any necessary changes in organization, policy or governance; and any resources, financial and otherwise, that will be provided, and who will provide them.</i>
	Launch more formal, compensated roles for leadership development (Senior Mentorship fellows).		VDFAES	
<b>Recruiting Diverse Faculty</b>				
Continue explicit, 2-track pathway for recruiting Indigenous and Black faculty, including a specific call for proposals each year. Continue to create pathways to faculty positions through the Inclusive Excellence post-doctoral program. Continue to discuss intentional processes to value diversity in recruitment.	Expanded education on manifestations of bias in recruitment and retention (rolled out across all units). Augment discussions about how to request and use diversity statements in recruitment. Hire senior academics who identify as Black and Indigenous.		VDFAES	
<b>Research</b>				
Completion of preliminary work to establish the three research institutes identified in the self-study, including discussions regarding the scope of existing opportunities (re: for the creation of additional institutes) and the character of administrative framework that will undergird each institute.	Establishment and publicizing of three research institutes identified in the self-study, including appointment both of an academic director for each institute and related administrative support.	Consultation/discussion regarding the structure, operation, activities and foci of the research institutes and potential desirable changes.	VPRII and VPRSI	It is expected that two support staff positions [Strategic Initiatives Officers] will be hired by October 2020).



<b>Immediate</b> <i>(6 months)</i>	<b>Medium term</b> <i>(1-2 years)</i>	<b>Longer term</b> <i>(3-5 years)</i>	<b>Responsibility</b>	<b>Changes Required.</b> <i>If appropriate, please identify any necessary changes in organization, policy or governance; and any resources, financial and otherwise, that will be provided, and who will provide them.</i>
<b>Space</b>				
Establish new inter-portfolio space planning processes	Ongoing work and support for a new Scarborough Academy of Medicine and Integrated Health, and a future new Science Building will alleviate the severe space constraints on laboratory infrastructure		VDFAES	
<b>Financial Autonomy and Transparency</b>				
Establish steering committee to review new budget model and process	Implement new budget model with pilot departments	All UTSC departments transitioned to new budget model	Dean's Office, CAO	

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

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

### **Institutional Executive Summary**

The reviewers praised UTSC's excellent, thoughtful strategic plan, as well as its focus on high quality undergraduate and graduate programs, research excellence, inclusion, accountability, partnerships, and participatory decision making; they highlighted UTSC's impressive investments in equity, diversity and inclusion for faculty and staff; they also praised the close attention that UTSC has paid to local demographics including new immigrants, persons of colour, low-income families, first-in-family university entrants, and refugees; they describe the Co-op program as "a UTSC trademark" and commend UTSC's commitment both to strengthening the Co-op program, and also to expanding experiential learning for all UTSC students; finally, reviewers noted the innovative and interdisciplinary undergraduate programs that leverage UTSC's location, "taking advantage of local nature reserves for environmental sciences education and research, as well its suburban setting for studies in the social sciences and humanities." The reviewers recommended that the following issues be addressed: implementing strategic enrolment management in planning for future growth and managing current cohorts; providing greater support for pedagogical innovations such as flipped classrooms, problem-based learning, and online/blended learning and research, and investing in technological infrastructure as well as in instructional design, training, and preparation of faculty; exploring a noted lack of consensus on the general issue of faculty presence on campus and on the best way to strengthen graduate programs' presence at UTSC; addressing a heavy reliance on teaching stream faculty; enhancing UTSC-based supports for graduate students; addressing various concerns regarding faculty progress through the ranks; identifying an additional institute or set of research funding opportunities "to support humanities-led projects to enable excellent humanities and social-sciences research that can contribute to crucial questions of culture, curiosity, and problem-solving in the Eastern GTA catchment and beyond"; prioritizing space planning, and particularly addressing laboratory space concerns; and finally reframing the question of whether UTSC should be a single or multi-divisional campus to focus on "the best way to deliver appropriate levels of delegation, financial autonomy and transparency for all departments at UTSC."

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

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

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

## **Distribution**

On **date**, the Final Assessment Report and Implementation Plan was provided by email to the Vice Principal Academic & Dean of UTSC and the Secretaries to AP&P, Academic Board and Governing Council.

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

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## 1. Review Summary

<b>Program(s) Reviewed:</b>	Bachelor of Kinesiology, B.Kin. Master of Professional Kinesiology, M.P.K. Exercise Sciences, M.Sc., Ph.D.
<b>Division Reviewed:</b>	Faculty of Kinesiology and Physical Education
<b>Commissioning Officer:</b>	Vice-President and Provost
<b>Reviewers (Name, Affiliation):</b>	John Bartholomew, Professor & Department Chair, Teresa Lozano Long Endowed Chair in Kinesiology and Health Education, Department of Kinesiology and Health Education, University of Texas at Austin  Simon Coleman, Co-Deputy Head of School / Senior Lecturer, Institute for Sport, Physical Education and Health Sciences (ISPEHS), Moray House School of Education, University of Edinburgh  Janice Deakin, Professor (former Provost and Vice-President Academic), School of Kinesiology, Western University
<b>Date of Review Visit:</b>	November 20-22, 2019

## Previous Review

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Date: July 27-29, 2011

### Summary of Findings and Recommendations

#### 1. Undergraduate Programs

The reviewers observed the following **strengths**:

- Practica are closely linked with theory courses, and applied learning linkages with the sport programs are clear
- Student satisfaction very high, above average NSSE scores

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

- Programs require larger number of in-Faculty courses than norm (62-72% rather than more normal 60%)

The reviewers made the following **recommendations**:

- Consider modifications that better align the program with health and clinical kinesiology areas
- Expand experiential learning linkages with sport programs, and applied learning opportunities
- Increase the number and value of scholarships to attract best students and remain competitive with other Ontario universities

#### 2. Graduate Programs

The reviewers observed the following **strengths**:

- Size and number of student awards has increased
- Significant breadth of program

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

- Overall funding remains comparatively low

The reviewers made the following **recommendations**:

- Expand/enhance research training, experiential learning linkages with sport programs, and applied learning opportunities
- Update and increase lab equipment, and space for graduate teaching and research

#### Faculty/Research

The reviewers observed the following **strengths**:

- With a dedicated focus on enhancing research culture, the exercise science unit has the potential to become a leader in research and graduate education in Canada
- The Faculty's strength in the socio-cultural area of study is well recognized

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

- Research activities among faculty are uneven and all members are not equally highly productive
- Faculty complement should be larger, more current, and with a higher performing research program

The reviewers made the following **recommendations**:

- Explore partnership opportunities to enhance competitiveness for external research funding
- Provide adequate start-up packages for new hires to support immediate research productivity
- Establish greater focus on health to meet prospective student interest, the needs of society, and participate in the unique and the critical role that Kinesiology programs provide in health promotion/rehabilitation

## **Administration**

The reviewers observed the following **strengths**:

- Students are very positive about the quality and accessibility of the administrative assistance and student services
- Dean has implemented a program to build research capacity through strategic funding and repurposing of space

The reviewers made the following **recommendations**:

- Reviewers supported decision to change Faculty name
- Continue investment in lab equipment and space

## **Co-Curricular Programs**

The reviewers observed the following **strengths**:

- The reviewers applaud the integration of the co-curricular programs into the Faculty

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

- Organizational structure appears disjointed; high number of staff members, many with blended responsibilities

The reviewers made the following **recommendations**:

- Conduct thorough operational review of co-curricular programs
- Continue to enhance collaboration with campus and external organizations
- More assertively use Athletic Financial Awards to recruit and support deserving student-athletes

**Last OCGS review(s) date(s): June 2005**

## Current Review: Documentation and Consultation

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### Documentation Provided to Reviewers

- Site Visit Schedule
- Terms of Reference
- Self-Study and Appendices, including access to course descriptions and faculty CV's
- Previous review report (2011) including administrative response
- 2018 Canadian Council of Physical Education and Kinesiology Administrators (CCUPEKA) Accreditation Review
- Towards 2030: The View from 2012 - An Assessment of the University of Toronto's Progress Since Towards 2030

### Consultation Process

The reviewers met directly with the following:

- Vice-President and Provost
- Vice-Provost, Academic Programs
- Dean, Faculty of Kinesiology and Physical Education
- Vice-Dean Academic Affairs
- Associate Dean Research
- Executive Director of Athletics & Physical Activity
- Director of Undergraduate Studies
- Current/Incoming Director of Graduate Studies
- Director, Master of Professional Kinesiology Program
- Registrar and Director of Student Services
- Director of Facilities
- Director, Centre for Sport Policy Studies
- Director, Mental Health & Physical Activity Research Centre
- Associate Dean Research
- Director, Centre for Motor Control
- Director of Communications
- Executive Director Advancement & Alumni Affairs
- Chief Administrative Officer
- Director of Human Resources
- Director of Information Technology
- Director of Finance
- Deans of Cognate Divisions/Campuses (or delegates):
  - Dalla Lana School of Public Health
  - Ontario Institute for Studies in Education
  - Faculty of Music
- Tenured and Continuing Status Faculty
- Pre-Tenure and Teaching Stream Pre-Continuing Status Faculty

- Vice-Dean, Students, School of Graduate Studies
- Graduate Program Coordinator
- Assistant Registrar – Admissions, Recruitment and Awards
- Recruitment, Events and Communications Coordinator
- Assistant Registrar – Registration and Records
- Student Advisor
- Academic and Experiential Program Coordinator
- President and executive members of the Kinesiology & Physical Education Graduate Society
- President and executive members of the Kinesiology & Physical Education Undergraduate Association

## Current Review: Findings and Recommendations

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### 1. Undergraduate Program

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

The reviewers observed the following **strengths**:

- Objectives
  - Rigorous B.Kin. program is in alignment with the University mission and Faculty academic plan
  - Extensive curricular mapping reflects a range of learning outcomes that match or surpass those at comparable programs; program progresses appropriately from foundational to more advanced skills
- Admissions requirements
  - Admission requirements are appropriate to the B.Kin. curriculum
- Curriculum and program delivery
  - Extensive options for undergraduate student research and experiential learning
  - Curriculum aligns with the current state of the discipline; emphasis on the broad range of areas within the discipline (e.g., physical cultural studies, biophysical and behavioural studies) is rare amongst peer institutions
  - Strategic goal of increasing student participation in international experiences aligns appropriately with current practices at leading international programs
- Innovation
  - Combined B.Kin./Master of Teaching program provides an innovative opportunity for advanced training in pedagogy
  - Unique offering of a certificate program in Global Kinesiology & Physical Education
- Assessment of learning



- Course sequencing advances students through increasing depth of assessment, ensuring that key learning outcomes are developed as students progress through the program
- Appropriate variety of assessment methods (e.g., exams, written assignments, group work, self-reflection, case studies) reinforces numerous program learning outcomes
- Student engagement, experience and program support services
  - Outdoor Project in year 1 provides a unique opportunity for student support and to build student rapport and cohesion
  - Students enjoy opportunity to explore a breadth of options for third and fourth year courses
  - Student support through KPE Registrar's Office is well-utilized, with over 70% of students in 2018 having met with academic advisors either individually or in group meetings
- Quality indicators – undergraduate students
  - Steady increase in B.Kin. enrolments reflects successful KPE recruiting efforts and the growing international popularity of kinesiology
  - Entering averages have risen from 83.5 to 86.4 since last review
  - 90% retention rate and four-year graduation rate of 75-80% are both “quite good”
  - NSSE results for B.Kin. students align with U of T averages; KPE survey results indicate 79% of alumni would recommend the program to a prospective student and 85% were satisfied or very satisfied with their experience

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

- Admissions requirements
  - Low number of applicants to combined B.Kin./M.T. program, possibly due to the requirement to apply in Year 2 of the B.Kin. and high minimum GPA
- Curriculum and program delivery
  - Mixed responses from students regarding breadth of course options: some appreciate it while others “might benefit from more direction and a choice amongst focused structures”
  - Outdoor Projects requirements reflect the history of physical education as a discipline rather than the modern, health-focused field of kinesiology; student response is mixed, seen by some as key distinguishers of the program and by others as “a burden that causes mental and financial stress.”
  - Relatively large class sizes (compared to the rest of the University) in required courses; mostly in years 1 and 2
  - Opportunities for formal student research exist but most students who undertake a research-based course do not do so until year 4; students described several barriers to participation:

- Ramping of statistics and methods courses: large jump in content and complexity from year 1 to year 2 can undermine confidence in research
  - A lack of sophisticated hands-on experiences in the first two years of the program
  - Specialization does not begin to occur until third year
  - Student-faculty ratio limits capacity to provide mentored research experiences for undergraduates
- Accessibility and diversity
  - Need for students to establish connections with faculty to identify research opportunities undermines equity as it favours the most outgoing and well-connected students
  - Low number of self-reported Indigenous students
- Student engagement, experience and program support services
  - Laboratory space used for course related work is limited in both quality and quantity
- Quality indicators – undergraduate students
  - Despite rising since last review, entering averages are still on the low end compared to peer institutions in the U.S.
  - Mixed student survey (NSSE) results, with low scores and a rather low ranking compared to other Canadian universities
  - Insufficient recruitment numbers result in an admissions rate that exceeds U of T norms
- Quality indicators – faculty
  - Relatively low number of tenure stream faculty given the size of the undergraduate program; large number of courses (~ 35% of compulsory courses and ~55% of non-compulsory courses) taught by sessional instructors

The reviewers made the following **recommendations**:

- Admissions requirements
  - Consider shifting the timing of applications for combined B.Kin./MT to year 3 of the B.Kin.
- Curriculum and program delivery
  - Make Outdoor Projects optional in year 1 and develop an on-campus alternative to build cohesion and comradery; remove Outdoor Projects for years 2 and 3
  - Consider embedding first-aid qualification within an existing, credit-bearing class
  - Develop certificates/specializations to provide students with guidance and improved structure in years 3 and 4
  - Highlight and expand research experience opportunities for students and increase participation through initiatives such as expanding laboratory space, allowing year 3 students to enrol in 400-level research courses, improving transition between year 1 and year 2 statistics and research methods courses, adding a formal laboratory internship to build research skills, and targeting

teaching-stem faculty to support undergraduate research experiences in collaboration with the co-curricular program

- Accessibility and diversity
  - Track broad indicators of student diversity and continue evaluating recruitment efforts to support diverse applicant pool
- Assessment of learning
  - Consider adding a culminating experience (e.g. research project, internship, international experience)
- Quality indicators – undergraduate students
  - Monitor student survey scores to ensure that student engagement and satisfaction concerns do not affect student recruitment
- Student funding
  - Seek greater advancement efforts to increase student financial support; convert existing student employment to paid internships.

## 2. Graduate Program

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

The reviewers observed the following **strengths**:

- Objectives
  - Program learning outcomes and core competencies are clear, appropriate, and well-mapped onto each course and assessment
  - M.Sc. and Ph.D. programs in Exercise Sciences span behavioral, biophysical, and physical cultural study, and represent the diversity expected of a graduate program in Kinesiology
- Admissions requirements
  - Admission requirements are appropriate and consistent with the degree level expectations and learning outcomes for each program; M.P.K. requirements include both high academic performance and applied experience
- Curriculum and program delivery
  - M.P.K. program:
    - Good mix of academic, applied, and professional content delivered by appropriate and highly-qualified teaching staff; includes opportunities to experience high-level study via involvement in faculty research projects
    - Well-sequenced placements build knowledge incrementally with experience in a wide variety of athletics- and health-focused settings
    - Capstone project integrates research, analytical, professional and presentation skills
  - Exercise Sciences M.Sc./Ph.D.:
    - Structure, content, methods of instruction, and learning outcomes are well articulated and communicated appropriately to students, with embedded requirements and opportunities for research, presentations, and sharing ideas across disciplinary boundaries

- Curricular changes enacted after 2011 review have improved alignment of curriculum and program requirements
- Innovation
  - Innovative M.P.K. program was the first of its kind in Canada and continues to lead in terms of depth and quality of study
  - Laboratory spaces are equipped with state-of-the-art equipment by disciplinary standards
- Assessment of learning
  - Assessments are well-mapped onto learning outcomes for courses and activities in each program; “there is a good balance of written, verbal and practical assessments”
- Student engagement, experience and program support services
  - Dedicated M.P.K. teaching, laboratory, and common space in the Athletic Centre aids learning and helps students develop a sense of academic and professional identity
  - KPE’s three research centres contribute to a vibrant set of opportunities for graduate students including research conferences, speaker series, projects, and involvement in leading exercise intervention work
  - Positive feedback from students regarding the collaborative and integrative nature of their programs, their access to clinical opportunities and cross appointed faculty members, as well as supervisor availability and responsiveness, timeliness of feedback, mentorship and support for scholarly activities
- Quality indicators – graduate students
  - M.P.K.: 93-100% complete the program within two-years
  - Significant increases in M.Sc. applications, offers, and new enrolments since last review; slight increases in Ph.D. applications and offers
  - M.Sc. average time-to-completion rate of 2.3 years aligns with other Life Science programs at U of T; 5 year average for Ph.D. is lower than in other Life Science programs and the University as a whole
- Student funding
  - Number of Ph.D. students holding tri-council or OGS awards increased from 6 in 2015-16 to 14 in 2019-20; M.Sc. external award winners have remained more or less constant

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

- Student engagement, experience and program support services
  - Difficult, manual process for enrolling in courses outside Exercise Sciences program
  - Quality of space for graduate students is highly variable; lack of graduate student lounge for informal gathering
  - Large undergraduate classes require a large number of TA positions, committing funds that might be used in other ways to support graduate students

- Quality indicators – graduate students
  - M.P.K. program intake is approximately 20% below target; significant challenges in the recruitment of students from outside the Greater Toronto Area
- Student funding
  - Students identified funding as the most critical obstacle to on-time completion; particularly when a need for additional employment results in less time to devote to their program
  - Sole use of operating funds to meet the minimum funding guarantee severely limits the size of funding packages that can be offered; availability of funding affects recruitment of students from outside the GTA

The reviewers made the following **recommendations**:

- Overall quality
  - Consider extent to which the ‘Exercise Science’ branding and the absence of an M.A. program may limit applications from students interested in the fields of cultural studies or sport policy
  - Consider offering a direct entry Ph.D. program
- Curriculum and program delivery
  - Ensure commitment to M.P.K. programme with continuing faculty appointments; ensure continued involvement of appropriate tenure stream faculty members
- Student engagement, experience and program support services
  - Leverage research centres for graduate recruitment and intra/inter-faculty collaboration
  - Explore process improvements for Exercise Sciences students enrolling in courses outside the faculty
- Quality indicators – graduate students
  - Increase recruitment efforts for M.P.K. program to meet longer-term goal of 150-200 applicants and 44-46 entrants per year
- Student funding
  - Reconsider funding packages to insure they are competitive with internal comparators; consider a mandatory faculty contribution from post-tenure faculty members

### 3. Faculty/Research

The reviewers observed the following **strengths**:

- Research
  - Impressive increase in research funding since 2011; overall funding increased nearly 400% from 2011-2018; tri-council funding increased 450% in the same period

- Participation rates in tri-council granting competitions has increased to 50% since 2011; KPE faculty holding tri-council funding has grown more than 300% in the same timeframe
- Recent success rates for SSHRC Insight Grants reflect the success of some mid-career KPE faculty
- “There was universal support of the internal seed funds for the preparation of tri-council and other major grants.”
- KPE’s three research centres enable collaboration with internal and external partners, engage faculty and graduate students in interdisciplinary research, and reflect the breadth of the discipline
- Research output reflects a level of scope and productivity that is consistent with peer institutions within North America and the UK.
- Faculty
  - Significant number of highly productive senior and midcareer scholars as well as a number of highly qualified new members
  - Overall faculty complement has increased since last review and now includes an externally recruited Canada Research Chair
  - Recent recruiting efforts have improved gender balance among junior faculty
  - Use of faculty complement and instructional staff in delivery of academic and co-curricular programs is appropriate, effective and efficient
  - 0.5 FCE reduction in first-year teaching workload for tenure-stream hires supports establishment of junior faculty members’ research programs

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

- Research
  - Feedback from faculty members indicates a “greater affinity for the work of the research centres and the encouragement of organic collaborations between faculty members than for the identification of official research clusters”
  - Participation rate in tri-council funding applications has improved, but remains below the rate of other Life Sciences programs (72%) and of the University overall (63%)
- Faculty
  - Too few women and too little diversity at the Professor level
  - Current complement limits ability to offer new graduate courses, enhance B.Kin. laboratory experiences, or create and support additional Masters level professional programs
  - Increases in undergraduate enrolment have outpaced increases in faculty complement; KPE student to faculty ratio is among the highest at the University
  - Teaching stream faculty are under-utilized for undergraduate research and capstone experiences
  - A number of tenure stream faculty devote less of their time to research than is normally expected

The reviewers made the following **recommendations**:

- Research
  - Continue with Dean’s seed funding in support of tri-council (or equivalent) grant applications
  - Continue to increase tri-council participation rates to match University of Toronto average
- Faculty
  - Formalize mentorship strategies to ensure pre-tenure faculty support, research success, and career advancement
  - Increase the diversity of the full professor rank with promotion of existing junior faculty members
  - Continue to support pre-tenure hires by using operating funds to support graduate students rather than requiring a faculty contribution
  - Provide additional research support and consider increasing teaching load for tenure-stream faculty members who are not research active
  - Consider cluster hires or joint appointments to address diversity issues and build innovative research programs with other faculties
  - Consider additional faculty hires to improve and expand programs and lower student faculty ratios; “We would re-affirm the commitment to hire faculty based on research potential first, with gaps in teaching filled by teaching stream faculty”

#### 4. Administration

The reviewers observed the following **strengths**:

- Relationships
  - High morale and reports of positive learning, teaching and working experiences from faculty, students and staff
  - KPE has cultivated productive and rewarding interdisciplinary collaborations with cognate Divisions (e.g., Public Health, Music) and with external partners such as hospitals and research institutes
  - Several successful outreach programs in which KPE faculty and students disseminate knowledge and work directly with community partners
  - KPE has successfully balanced the curricular and co-curricular users of shared spaces; “much of the success of this collaboration has been due to the excellent relationships between the faculty senior management team.”
- Organizational and financial structure
  - Significant financial growth since 2011; “The KPE senior management group should be congratulated for the expansion of the operating budget, particularly against a background of constraints in the domestic and worldwide education market”
  - Research grant income increased by 42% in the period 2011-2019

- Effective re-development and re-purposing of existing buildings has resulted in the creation of new and enhanced laboratory and teaching space
- Long-range planning and overall assessment
  - Commendable progress and improvements since 2011 review:
    - Faculty name change reflects new direction as a “modern, research-focused Kinesiology Faculty with health at its core”
    - Successful recruitment of a senior professor to a Canada Research Chair
    - Completion of the Goldring Centre
    - Creation of Certificate in Global Kinesiology and Physical Education and establishment of the M.P.K. program
  - Strong commitment to enrolment management, indicated by hiring of student recruitment coordinator charged with increasing overall recruitment, and specific recruitment of Black and Indigenous students
  - Appropriate emphasis on Indigenous students in financial aid budget
  - Excellent fundraising efforts successfully raised funds for new construction
- International comparators
  - Having made significant progress since the last review, “KPE would be considered within the middle rank of the top Kinesiology faculties across Canada, the U.S. and the U.K.”
  - M.P.K. is a high-quality postgraduate program compared with other Master’s programs in similar fields

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

- Relationships
  - Opportunities for inter- and multi-disciplinary research may be affected by resource and time constraints
  - Challenges in ensuring student awareness of opportunities such as scholarships and exchange programs with other universities
- Organizational and financial structure
  - Separation of responsibilities between Associate Dean Research and Associate Dean Graduate Studies may be a barrier to identifying further opportunities for graduate student participation in interdisciplinary research
  - Shortage of space prevents further expansion of student enrolment and the development of junior faculty members’ research programs
  - Some faculty members expressed dissatisfaction with workload, particularly uneven teaching and marking loads for various courses
  - Competing demands from academic and co-curricular programs can sometimes lead to space usage issues
- Long-range planning and overall assessment
  - “There is a sense that KPE is holding onto its previous identity as a Faculty of Physical Education.”
  - Insufficient recruitment results in an admissions rate that exceeds U of T norms



The reviewers made the following **recommendations**:

- Relationships
  - Consider collaborations with other U of T divisions to develop new programs (e.g., a joint undergraduate degree program with Public Health or a program in Sports Policy/Management at UTM or UTSC)
  - Continue and expand collaborative research networks with other U of T divisions
  - Raise student awareness of international opportunities and consider ways to increase participation with incentives such as financial support
  - Monitor metrics and consider strategies for improving faculty, staff and student satisfaction; particularly for faculty and staff workloads and work-life balance, and student interactions with faculty
  - Continue and expand community outreach programmes
- Organizational and financial structure
  - Continue with Associate Dean Research position and consider a formal association with the Vice-Dean Academic, to enhance undergraduate and graduate research opportunities
  - Continued growth will require a significant increase in teaching and research space
  - Continue to transition to shared lab space from individual lab model where appropriate
  - Identify and provide laboratory space to new tenure-stream hires
  - Review reporting structure for CAO's portfolio to ensure appropriate levels of service and accountability to both academic and co-curricular leadership
- Long-range planning and overall assessment
  - Continue trajectory toward the modern health-focused Faculty of Kinesiology; consider removing "Physical Education" from the Faculty name and better communicating the specific areas of research and educational excellence
  - Increase recruitment of international students and under-represented groups (e.g. Black and Indigenous high-school students) for undergraduate and graduate programs.
  - Consider developing other professional programs once M.P.K. has been established and has reached target enrolment numbers
  - Pursue additional revenue-generating opportunities, e.g., renting sports facilities to outside agencies
  - Fund-raising efforts should focus on student awards and other student support as well as capital funding of building projects

## 5. Co-Curricular Programs

The reviewers observed the following **strengths**:

- Co-curricular programs are clearly aligned with the University's mission and contribute to the Faculty's academic plans and operational capabilities

- Faculty and graduate students benefit from synergies of the co-curricular programs in participant recruitment for exercise-based intervention studies; co-curricular programming benefits from cutting-edge research by expert faculty

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

- Co-curricular program is not being fully leveraged for educational and research opportunities, particularly for undergraduate and professional masters students
- Staff resourcing and space needs of the Faculty's academic programs are often prioritized over the needs of the co-curricular programs
- Current structure inhibits the view of co-curricular programs as a *University-wide* resource rather than a set of programs within a single Faculty

The reviewers made the following **recommendations**:

- Convert unpaid positions for student workers within co-curricular programs to paid internships, to increase opportunities for financial support
- Make better use of co-curricular programs for developing undergraduate and graduate student research skills
- Reconsider the reporting structure of Chief Administrative Officer and the staff support units with respect to the role of the Executive Director of Sport and Recreation
- Determine the utility and viability of KPE's integrated model prior to the change in decanal leadership



UNIVERSITY OF TORONTO  
FACULTY OF KINESIOLOGY & PHYSICAL EDUCATION

25 September 2020

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

**Re: Administrative Response to the External Reviewers' Report, Faculty of Kinesiology & Physical Education**

Dear Professor McCahan:

This letter constitutes the administrative response to the external review report for the Faculty of Kinesiology & Physical Education dated 13 December 2019. It was gratifying to note that the reviewers recognized the many positive changes that occurred in KPE in response to the previous Review completed in 2011. The current self-study process and external review were very helpful in identifying foci for both our immediate and longer term attention, as well as in reinforcing areas of strength. In that regard, subsequent to the visit by the external reviewers our Faculty finalized its Academic Plan extension, "[Creating Capacity, Cultivating Change](#)" and we are actively working towards achieving the priorities set out therein.

The COVID-19 pandemic interruptions, and addressing consequences of the associated exigencies for KPE, has led to the unusual delay between our receipt of the reviewers' report and the issuance of this response. As a result, several of the issues raised are those around which broad consensus became apparent within the Faculty and the stimulus of the reviewers' comments motivated immediate action.

In your letter to me dated 28 January 2020 you requested responses to the specific areas raised by the reviewers and they are listed in the attached pages together with my responses.

We are grateful to the staff of your office for the coordination of the Review, and to the reviewers for a very insightful and constructive review that contributed significantly to our academic planning.

Sincerely,

A handwritten signature in black ink, appearing to read 'Ira Jacobs'.

Ira Jacobs, *DrMedSc, FCAHS*  
Professor and Dean

Enclosure: 1

## Administrative Response to the External Review of the Faculty of Kinesiology & Physical Education

### Undergraduate Program Recommendations

- **Admission requirements: Consider shifting the timing of applications for combined B.Kin./M.T. to year 3 of the B.Kin.**

*Status: Implemented*

From the [KPE B.Kin. guidance to students](#): “B.Kin. students in Year 3 of their undergraduate program have the opportunity to gain early conditional graduate admission on a competitive basis to the Master of Teaching (M.T.) program from the Ontario Institute for Studies in Education (OISE). Students who successfully complete their Combined Degree Program, will have earned two University of Toronto degrees (i.e. B.Kin. and M.T.), and be recommended to the Ontario College of Teachers for a Certificate of Qualification, which certifies them to teach in Ontario schools. For further details, please see the [Combined Degree Program Information Handout](#) on OISE's [Master of Teaching application](#) page.

- **Curriculum and program delivery: Make Outdoor Projects (ODP) optional in year 1 and develop an on-campus alternative to build cohesion and comradery; remove Outdoor Projects for years 2 and 3**

*Status: Short to mid-term action*

We agree with and have acted on the recommendation to reconsider the ODP courses, and the reviewers' recommendations stimulated the completion of a comprehensive review of the programs. The addition of the challenges for student engagement associated with remote learning provided more impetus for the development and implementation of “...a new on-campus program component to build cohesion among students...”

First some history: The ODP courses, in particular the mandatory 1st and 2<sup>nd</sup> year courses which have traditionally occurred in late August at a rented residential summer camp, have been a highlight for most, but not all students. These courses were considered by most alumni as having been integral to building of a sense of KPE community, as well as providing experiential educational leadership development opportunities for the upper year undergraduate students who participated in the planning and program delivery. These courses also provide exposure to outdoor education modules which were viewed as integral to the foundational knowledge and experience of kinesiology and physical education students. Finally, these ODP courses were one of the differentiators of our program from others. However, the recently completed ODP review revealed a small but growing number of accessibility, mental health, financial, logistical and cultural barriers to participation and satisfaction. Moreover, the academic and pedagogical rationale for the “overnight” and “up north” components of these courses is no longer viewed as strong. Since completion of the external reviewers' visit an on-campus model has been

developed for achieving the ODP objectives for orientation, cohesion and preparation for academic success through alternative delivery models. The ODP experience will therefore likely not be mandatory in the future, but may be very appealing when offered as a part of one or more upper year elective academic courses and clearly tied to academic content.

The exigencies of the current academic year expedited related planning and implementation since the traditional ODP delivery platform, at a residential summer camp, was not possible. See [KINections](#) for the new on-campus program for building student cohesion for kinesiology students.

- **Consider embedding first-aid qualification within an existing, credit-bearing class**

*Status: Short-term action*

Being considered by the KPE Curriculum Committee.

- **Develop certificates/specializations to provide students with guidance and improved structure in years 3 and 4**

*Status: Short to mid-term actions*

We agree with and acted on the recommendation. Since the completion of the review two certificates/specializations have been introduced: Certificate in [Global Kinesiology and Physical Education](#) (U of T Global Scholar); and the [Certificate in Physical Activity Instruction](#). The reviewers suggested excellent areas for specialization and our Curriculum Committee is considering the introduction of 2-3 more certificates over the next 1-2 years.

- **Highlight and expand research experience opportunities for students and increase participation through initiatives such as expanding laboratory space, allowing year 3 students to enrol in 400-level research courses, improving transition between year 1 and year 2 statistics and research methods courses, adding a formal laboratory internship to build research skills, and targeting teaching-stream faculty to support undergraduate research experiences in collaboration with the co-curricular program**

*Status: Mid-term action*

We enthusiastically endorse the recommendation in general. The “research experience” is one of the three high level categories of experiential education opportunities that KPE is systematically addressing, the other two being “in-field learning” and “international experience.” The recommendation of the reviewers has been incorporated into the [KPE Academic Plan](#) that was approved after the review. The capacity for augmentation of the research experience for undergraduate students is currently limited by KPE’s large student/faculty ratio and physical research space, with the latter limiting our capacity for hiring more tenure stream faculty mentors for the research experience. Since the review, focused

effort and resource commitments have directed to space planning; the result is concrete (excuse the pun) plans for significant augmentation of research space, which will facilitate the hiring of new faculty members so that undergraduate research opportunities can be significantly increased. Three net new tenure stream faculty were hired since the review.

- **Accessibility and diversity: Track broad indicators of student diversity and continue evaluating recruitment efforts to support diverse applicant pool**

*Status: Immediate and continuing action*

Accessibility and diversity initiatives such as this one recommended by the reviewers remain priorities that are reflected in the recommendations in the final report of the 2018 [KPE Taskforce on Race & Indigeneity](#). That report stimulated and continues to stimulate accessibility and diversity initiatives that are ongoing, completed, and in-progress described in the [KPE 2019-2020 Equity Report](#). The standing committees of the KPE Faculty Council are each tasked with initiating, planning, and reporting to Council about how the work of their committee will advance accessibility and diversity. The “tracking” recommended by the reviewers is being contemplated by the KPE Admissions Committee and the assistance of the University of Toronto central student recruitment office is being sought about best practices for such tracking. The assistance of those same offices has already been leveraged to identify specific secondary schools in the GTA for augmented recruitment initiatives with a view to increasing the applicant pool from under-represented groups.

- **Assessment of learning: Consider adding a culminating experience (e.g. research project, internship, international experience)**

*Status: Mid-term action*

We agree. This recommendation reinforces the work of the KPE Curriculum Committee as it considers establishing a requirement for one of research, international experience or in-field learning so that every student graduates with a culminating high-impact experience. We view this objective as achievable within 3-5 years.

- **Quality indicators – undergraduate students: Monitor student survey scores to ensure that student engagement and satisfaction concerns do not affect student recruitment**

*Status: Short-term and continuing action*

We agree. KPE application numbers have been increasing progressively year-over-year, as has the number of applicants with high GPAs. But, the rate of conversion of admitted applicants to students has not changed which reinforces the need to act on this recommendation. This recommendation reinforced the need to launch the new KPE program, [KINections](#), in the current academic year; it is specifically devoted to enhancing student engagement and satisfaction, including a pilot faculty-student mentorship program for 1<sup>st</sup> year BKin students.

New student survey vehicles are required and resources will be invested to commence such surveys immediately.

- **Student funding: Seek greater advancement efforts to increase student financial support; convert existing student employment to paid internships**

Status: Short to mid-term action

Yes, fund-raising to increase student financial support remains a high priority. Related organizational staffing initiatives to support this priority are in motion and scheduled to be completed in the current year. The reviewers' recommendation about converting student employment to paid internships is complex in light of collective bargaining and employment law frameworks that limit flexibilities, but the sentiment (i.e. to seek ways of leveraging the myriad student employment opportunities associated with the Faculty's sport and recreational programs) for student teaching and learning is sound and is being implemented.

## Graduate Program Recommendations

- **Overall quality: Consider extent to which the 'Exercise Science' branding and the absence of an M.A. program may limit applications from students interested in the fields of cultural studies or sport policy**

Status: Implemented and short-term action

This recommendation has already been considered and partially implemented. The Faculty agreed with the reviewers' comment about the importance of changing the name in order to expand the pool of potential graduate students. The Graduate Committee of the KPE Faculty Council recommended a re-branding as suggested by the reviewers. The KPE Faculty Council approved the Committee's motion to change the graduate department name from "Graduate Department of Exercise Science" to "Graduate Department of Kinesiology," effective 01 September 2020. Similarly, the KPE Faculty Council approved changing the doctoral stream masters and PhD program from Exercise Science to Kinesiology. The sole degree within that research stream masters program is still a MSc degree. Consideration of the offering of a MA degree is ongoing.

- **Consider offering a direct entry Ph.D. program**

Status: Implemented

This recommendation has already been considered and implemented. Upon the recommendation of the KPE Faculty Council's Graduate Committee, the KPE Faculty Council passed a motion endorsing the recommended offering of a direct entry Ph.D. program into the graduate Department of Kinesiology.

- **Curriculum and program delivery: Ensure commitment to M.P.K. programme with continuing faculty appointments; ensure continued involvement of appropriate tenure stream faculty members**

Status: Short to mid-term action

Agree. It was gratifying to read the positive impressions of the reviewers about this innovative Masters of Professional Kinesiology (M.P.K.) degree program. The Faculty remains very committed to it and it is a distinguishing feature of our graduate programs. Three tenure stream faculty members were hired since the review and, one of the considerations in their selection was disciplinary expertise that can contribute to both undergraduate and graduate programs, including the M.P.K.. Moreover, with this recommendation providing further encouragement, the M.P.K. program is now being considered as a general framework that can encompass the development and embedding of more specialized graduate diplomas and/or credentials.

- **Student engagement, experience and program support services: Leverage research centres for graduate recruitment and intra/inter-faculty collaboration**

Status: Short to mid-term action

Research “centers” led by KPE faculty members are already promoted in our graduate student recruitment activities, and the recent and rapid growth of the KPE tenure stream professoriate is leading to new research centre proposals and many new inter-faculty collaborations. The reviewers appropriately pointed out that KPE graduate student recruitment materials should make more effective use of these collaborative frameworks. Resources have been allocated and are ongoing for investments in such new promotional materials.

- **Quality indicators – graduate students: Increase recruitment efforts for M.P.K. program to meet longer-term goal of 150-200 applicants and 44-46 entrants per year**

Status: Short to mid-term action

We concur that more effective recruitment efforts are required. As discussed above, we anticipate that the embedding of micro-credentialing within the M.P.K. framework will be an important innovation that will significantly increase the pool of applicants.

- **Student funding: Reconsider funding packages to insure they are competitive with internal comparators; consider a mandatory faculty contribution from post-tenure faculty members**

Status: Short-term action

The metrics of graduate student funding packages that were provided to the reviewers likely presented a picture of graduate funding that was significantly less than reality. It has become



apparent that several faculty members have been employing graduate students as research assistants and lab managers, etc. where T4 income rather than T4A income is being paid but is not captured in tables as graduate student funding. Regardless, it is indeed the case that better financial support packages are needed to attract high quality graduate students, and the relatively high dependency on operating funds for graduate student funding packages is likely not sustainable at current levels without diversion of funding away from other priorities. Compulsory operating grant contributions to that financial support, particularly from post-tenure faculty members, seems like a fair and appropriate expectation, with allowances for the widely varying grant sizes that exist in a multi-disciplinary Faculty. The suggestion of the reviewers is a good one and will be acted upon in the short term by asking the KPE Graduate Committee to consider and recommend an approach after consideration of lessons to be learned from other divisions and wide consultation with KPE faculty, SGS, KPE senior administrators.

- **Admission requirements: Consider shifting the timing of applications for combined B.Kin./M.T. to year 3 of the B.Kin.**

*Status: Implemented, as per first bullet above*

## Faculty / Research Recommendations

- **Research:**
  - **Continue with Dean's seed funding in support of tri-council (or equivalent) grant applications**
  - **Continue to increase tri-council participation rates to match University of Toronto average**

*Status: Short-term and continuing action*

We are gratified that the reviewers recognized the KPE internal seed funding program as a significant component in the growth of the KPE research enterprise. And, we can confirm the intention to continue with the program, as well as to encourage continued growth in tri-council participation rates. The significant growth of the KPE tenure stream professoriate in recent years has been carefully considered in terms of areas of expertise. That consideration is now enabling the establishment of a critical mass of intellectual and research capital that has recently paid dividends and should position our scientists for increasing tri-council participation and success rates. However, we also recognize that our participation and success rates for tri-council grants in particular are not yet among the top tier of kinesiology programs in Canada. This internal seed funding program has not proven to be adequate to address this challenge. KPE Faculty Council will be asked to charge its Research Committee with proposing new initiatives to further encourage KPE faculty members to apply for tri-council funds.

- **Faculty:**
  - **Formalize mentorship strategies to ensure pre-tenure faculty support, research success, and career advancement**

Status: Short-term and continuing action

KPE has acted accordingly and established the Faculty's first Decanal Advisor on Early Career Faculty Development. KPE has had a relatively informal mentoring strategy for many years. With the significant increase in faculty complement over recent years, consultations with KPE professoriate suggested it would be beneficial to develop and provide a more formalized strategy for the mentoring of early career (Assistant and Associate Professors) tenure and teaching stream faculty. The Decanal Advisor position was established as the initial part of this more formal strategy to support and mentor faculty, particularly those who are pre-tenure and pre-continuing status. Thus, the overarching objective of the Decanal Advisor role is to help tenure and teaching stream faculty members make informed decisions about their research, teaching, service, and creative activities within FKPE and external to FKPE and the University of Toronto.

Citing the terms of reference for the position, the Decanal Advisor will:

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- a. *Regularly organize both individual and group information and professional development sessions on matters pertinent to supporting faculty members' research, teaching, service and creative professional activities within KPE and external to KPE and the University of Toronto.*
  - b. *Facilitate and encourage inclusive interactions and connections among early career faculty to discuss questions related to career and professional development.*
  - c. *Facilitate the establishment of mentoring partnerships between a newly appointed faculty member and a more established faculty member in accordance with guidelines to be provided by the Dean.*
    - i. *Encourage timely and regular interactions between mentors and mentees with a frequency that is to be determined by the mentee.*
    - ii. *Encourage and support the mentors and mentees in the development of individual short and long-term career plans.*
  - d. *Supplement the formal tenure and promotion process and related interactions that are the responsibility of the Dean by remaining current and informed about both processes and, as a mentor, review, consult with, and discuss the process and criteria for tenure and promotion within the FKPE at the University of Toronto with pre-tenure and pre-promotion faculty members.*
  - e. *Advise and direct faculty to appropriate sources that may facilitate career progress and professional development.*

- f. *Compose and submit a semi-annual report to the Dean about the general nature of the activities that are planned to take place during the upcoming academic year and have taken place during the previous year that are related to the role.*
  - g. *As needed and/or requested, consult and advise the Faculty's administrative leaders.*
  - h. *Other activities that are identified in consultation with and agreed to by the Dean.*
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- **Faculty:**
  - **Increase the diversity of the full professor rank with promotion of existing junior faculty members**
  - **Continue to support pre-tenure hires by using operating funds to support graduate students rather than requiring a faculty contribution**
  - **Provide additional research support and consider increasing teaching load for tenure-stream faculty members who are not research active**
  - **Consider cluster hires or joint appointments to address diversity issues and build innovative research programs with other faculties**
  - **Consider additional faculty hires to improve and expand programs and lower student faculty ratios; "We would re-affirm the commitment to hire faculty based on research potential first, with gaps in teaching filled by teaching stream faculty"**

*Status: Mid-term and continuing action*

Each of the above recommendations are appropriate and supported by the Faculty. After many years of a stable and relatively small professoriate, KPE has added two or three new junior faculty members annually over the last decade, including appointments that have contributed significantly to the professoriate reflecting a more diversified demographic, but not one that yet reflects the diversity of the community around us. Yes, there have been improvements over the last ten years in the female/male ratio within the KPE faculty complement, but there remains too few women and too little diversity at the Professor level. The barriers that exist for women and minorities need to continue to be addressed? The KPE [Task force on Race & Indigeneity](#) recommended initiatives to promote diversity among the professoriate, several of which have been [implemented](#), but that Report's recommendations needs to be reviewed regularly within each year with a view to furthering the diversity among our faculty at all ranks. Our newest additions to the professoriate continue to be successful in being promoted to the associate professor ranks on the basis of merit. And, since the student/faculty ratio in KPE remains among the highest among U of T divisions, the resourcing of continued expansion of the professoriate must remain a priority for the Faculty. The related recruitment activities will continue to prioritize merit and diversity and leverage the wealth of newly promulgated recruitment vehicles, guidelines, and programs now available for exactly that purpose.

## Administration Recommendations

- **Relationships:**
  - **Consider collaborations with other U of T divisions to develop new programs (e.g., a joint undergraduate degree program with Public Health or a program in Sports Policy/Management at UTM or UTSC)**
  - **Continue and expand collaborative research networks with other U of T divisions**

### Status: Mid- to longer term action

KPE enthusiastically supports the principle behind these recommendations. The KPE self-study describes several extra-departmental units in which KPE already participates with other divisions. KPE is also associated with Graduate Collaborative Programs which have enriched the learning experience of a limited number of our graduate students who have taken advantage of the teaching and mentoring expertise of faculty from other divisions. The suggestions of the reviewers are very viable and consistent with the KPE Academic Plan objectives for expanded teaching and learning and research collaborations. With the growth of our professoriate and the associated growth of our graduate student complement, such inter-divisional collaborations will become increasingly important for KPE as a graduate student recruitment tool and research trainee vehicle. The recommendations are being referred to our Curriculum, Graduate and Research committees for further consideration and planning.

- **Raise student awareness of international opportunities and consider ways to increase participation with incentives such as financial support**

### Status: Short to mid-term action

We support and have acted on the recommendation. It should be noted that our undergraduate experiential education framework encompasses three primary opportunities for students: **international experience**, in-field learning, and research. The new B.Kin. certificate in [Global Kinesiology and Physical Education](#) (U of T Global Scholar) provides a platform for promulgating and encouraging students to take advantage of international student experiences. Moreover, our Registrar's Office has a designated staff position that supports the international experience. Our very first undergraduate course involving international experiential education saw full registration and was scheduled to launch in the summer of 2020 but postponed because of the pandemic.

- **Monitor metrics and consider strategies for improving faculty, staff and student satisfaction; particularly for faculty and staff workloads and work-life balance, and student interactions with faculty**

### Status: Short to long term action

This recommendation is consistent with our recognition of the importance of developing and monitoring of the related metrics and strategies. To date there is a history of KPE students, staff,

and faculty members usually responding to the surveys conducted university-wide about these issues, and doing so at a high rate so that there is a sound basis for interpretation of the survey results. Student satisfaction rates have usually been among the highest within U of T on surveys such as NSSE, but the most recent results are recognized as a cause of concern because they are so very different from previous survey results. Those results caught our attention and, as a result, the Faculty has invested significantly in the development of our new student engagement program: [KINections](#). KPE will be monitoring the results of this investment. Similarly, recent staff and faculty surveys point to progressively increasing concerns about work-life balance. Faculty and staff workloads are currently the subject of workload reviews that are ongoing and planned to be completed over the short and mid-term.

- **Continue and expand community outreach programmes**

Status: Ongoing

Agreed! Such programs are ongoing continuously for the purposes of our undergraduate and graduate in-field learning placements, research, alumni relations, advancement activities, and as an integral part of the Faculty's sport and recreation co-curricular programs.

- **Organizational and financial structure: Continue with Associate Dean Research position and consider a formal association with the Vice-Dean Academic, to enhance undergraduate and graduate research opportunities**

Status: Short to mid-term action

If this recommendation refers to consideration of amalgamating the responsibilities within the oversight of a single academic administrator, then the Faculty is not supportive of this recommendation. The Faculty had such a structure historically --- a position for the Associate Dean Research & Graduate Programs and another position for the Associate Dean Undergraduate Programs. The research priority that has been so significantly improved since the last review entailed intentional organizational changes that resulted in the position of a dedicated Associate Dean Research who could focus on the research enterprise, and the establishment a Vice-Dean Academic Affairs position with oversight of both undergraduate and graduate programs (supported by academic directors of those programs). We view this re-organization as an important factor that has supported the large cultural shift about the research priority since the last review, and the growth and innovation in both research and academic programs. With a large number of newer faculty and the shift in research support and productivity still being relatively new, there are no plans or appetite to revert to the prior structure. The recommendation does, however, appropriately recognize the important synergies between the two mandates and that there is always room for improving those synergies. Reference to the KPE Academic Plan is the appropriate framework for the identification of initiatives that will support those synergies and the annual review of the Plan will once again be the appropriate forum to consider such initiatives. Moreover, the Faculty has now had almost a decade of experience with its current academic and research organizational

structures. The academic program supporting organization for the office of the Vice-Dean Academic Affairs has expanded significantly during the intervening years, motivated in large part by the amplified needs associated with supporting a student complement that has more than doubled. It is now time to consider opportunities for amplification of the resources to support the office of the Associate Dean research and the Faculty's growing research enterprise. The Associate Dean research will be asked to establish a KPE task force for this purpose. These suggestions can be acted upon in the short to mid terms.

- **Continued growth will require a significant increase in teaching and research space. Continue to transition to shared lab space from individual lab model where appropriate**
- **Identify and provide laboratory space to new tenure-stream hires**

*Status: Short to long-term action*

We agree and these recommendations reinforce the importance of a KPE master space planning activity that commenced in the spring of 2020. This master space planning is a mid-long term objective, while a shorter-term objective is the completion of capital renovations and construction projects that will result in significantly more research space. Commitments to those projects have been made and are short to mid-term objectives.

- **Review reporting structure for CAO's portfolio to ensure appropriate levels of service and accountability to both academic and co-curricular leadership**

*Status: Short term and continuing action*

The Faculty was established specifically to bring together synergies between academic and co-curricular programs. Regarding this specific recommendation, the following core services are managed by the CAO in support of KPE academic programs as well as U of T-wide co-curricular sport and recreation programs: human resources and labour relations; finance; facilities; information and learning technologies. Two other core services that support both programs and report directly to the KPE dean are public relations and communications, and advancement and alumni relations. The organization of these core services and the levels of support that are attributed to the academic and co-curricular programs are considered annually in conjunction with the University's respective budget preparation and reporting schedules. This practice will continue.

- **Long-range planning and overall assessment: Continue trajectory toward the modern health-focused Faculty of Kinesiology; consider removing "Physical Education" from the Faculty name and better communicating the specific areas of research and educational excellence**

This recommendation is not supported by the Faculty's current leadership at this time. The implication that the inclusion of "Physical Education" in the name of the Faculty is not

compatible with a health-focused Faculty is, in my opinion, at best controversial, albeit the sentiment is obviously supported by the majority of post-secondary institutions in North America which have done so. The name of the Faculty was changed to its current name in 2012 and, the raising of this issue by the reviewers notwithstanding, there is no appetite to consider another name change currently. There was consideration of their suggestion during the consultations and discussions that preceded the 2012 name change --- consultations that were fulsome, comprehensive, and, frankly, polarizing until the current name was accepted as representing an appropriate compromise. Some history may be helpful. The Faculty was created in 1998 through a merger of the School of Physical and Health Education and the U of T Department of Athletics and Recreation (formerly a student services unit), which provides co-curricular programs, services, and facilities to the entirety of the U of T community, including members of the broader community around us. At the same time the Graduate Program in Exercise Sciences, which was historically administered within the School of Public Health in the Faculty of Medicine, became a department within the Faculty. The concept guiding the amalgamation of these units was to create a 'teaching health centre,' in which research, teaching, and practice are closely linked to the benefit of both students in the Faculty's degree programs, and other U of T students. In January 2012, the Faculty changed its name to the Faculty of Kinesiology and Physical Education (formerly, Faculty of Physical Education and Health), a name that better reflects the breadth of its degree programs, the evolution of the academic discipline now recognized as "kinesiology," the scholarship and research of its faculty members, and the range of activities that happen under its umbrella. The retention of "Physical Education" was viewed as important to demonstrate that the Faculty still provided academic preparation for those who aspired to become physical educators, and also that U of T expected the Faculty to be the framework for the provision of co-curricular sport and recreation opportunities and experiences for all students of the University as an integral part of their academic experience.

This link of kinesiology and physical education, and the associated duality of our academic and co-curricular mandates are important points of distinction of U of T's organizational structure compared to other universities, points that we consider integral to our position as a leading university in Canada and the world. U of T was the first university in the British Commonwealth to offer a degree in Physical and Health Education; although that degree name was replaced with the Bachelor Kinesiology degree, the inclusion of Physical Education in the Faculty's name is a tribute to this history. We bemoan the decline of the support of physical education by public school boards and the consequences for public health because of the associated attrition of secondary school students' interest and engagement in healthy physical activity. The paucity of academic programs in North America that explicitly identify with the preparation of physical educators has been interpreted by several scholars, including some in KPE, as a contributing factor to the pandemic of physical inactivity. Finally, the KPE professoriate is multidisciplinary --- spanning the humanities, social, physical, and biological sciences --- and the retention of Physical Education in the Faculty name is considered advantageous for applications for those colleagues who seeking funds from granting agencies that support education research; in contrast those of our colleagues who are physical and biological scientists may consider the current faculty name a liability. We recognize that some high school students may not apply to

our Bachelor of Kinesiology degree because of the name of the Faculty, but others may be attracted because of a sincere interest in pedagogy and education at a time when such interest is so needed.

- **Increase recruitment of international students and under-represented groups (e.g. Black and Indigenous high-school students) for undergraduate and graduate programs**

*Status: Short term and continuing action*

The Faculty has acted on this recommendation and doubled our targets and intake of international students over the last two years compared with prior years. We look forward to the inauguration of a planned institutional survey of race among U of T students so that progress can be measured in the recruitment of under-represented groups of students. New initiatives have resulted in the identifications of secondary schools for our recruitment activities specifically with a view to increasing the representation of Black and Indigenous students in our academic programs. The [KPE Taskforce on Race & Indigeneity](#) included in their final report several related recommendations that are being incorporated into our recruitment activities. Lessons learned from the successes of other divisions, e.g. Faculty of Medicine, are being sought and studied for application in our own recruiting activities.

- **Consider developing other professional programs once M.P.K. has been established and has reached target enrolment numbers**

*Status: Short to mid-term action*

Definitely! We view this recommendation as crucial and consistent with our desire to augment our graduate student population. The Faculty's Graduate Committee and academic leadership are currently engaged in these discussions now.

- **Pursue additional revenue-generating opportunities, e.g., renting sports facilities to outside agencies**

*Status: Ongoing and continuing action*

As are all divisions of the University, KPE is eager to augment revenues that will lessen dependency on tuition and grant revenue. The last decade saw great success in raising sufficient revenues to have completely paid for a \$70M construction project within 5 years of its opening. We will continue with those activities and there are several exciting project proposals in the works that we hope will attract individuals and organizations as donors. The specific recommendation about renting of sports facilities is already a major contributor of revenues to the co-curricular sport and recreation budget. None of that rental revenue currently accrues to the academic budget.



- **Fund-raising efforts should focus on student awards and other student support as well as capital funding of building projects**

*Status: Ongoing and continuing action*

We agree, and see the above response.

## Co-curricular Programs Recommendations

- **Convert unpaid positions for student workers within co-curricular programs to paid internships, to increase opportunities for financial support**

There is no question that KPE embraces any recommendation about augmenting student financial support. In fact, KPE's co-curricular sports and recreation programs are the largest employer of students at the University of Toronto. But this recommendation suggests that the reviewers were not informed about the relatively recent changes in the Province of Ontario about the important differences between co-op programs, student placements/internships, etc. that render their recommendation unviable because of the evolution of academic, employment law, and collective agreements. The Faculty is committed to advancing diverse opportunities for KPE student experience, including student employment (casual or work-study), course-based experiential education (in-field learning, student research, international experience), as well as connecting students with employment opportunities beyond the U of T that are aligned with their area(s) of study.

- **Make better use of co-curricular programs for developing undergraduate and graduate student research skills**

This is an important recommendation upon which the Faculty is acting. The KPE Sport and Recreation programs provide a rich potential platform for research and the training of research trainees, and the volume and quality of interactions have never been higher than what has developed over the last couple of years. Yet, the size of the co-curricular programs in sport and recreation are huge because they are open to the entire of U of T community, and we agree with the reviewers that the potential is still relatively untapped. The Faculty's leaders of the teaching and learning, research, and sport and recreation programs are committed to developing systems and processes that will continue to enrich each of those sectors. The leveraging of the co-curricular programs as a research platform has been explicitly identified as an important initiative that supports the vision of the Faculty's Academic Plan. Similarly, the Plan also speaks to the advancement of participation rates of students' physical activity and sports, and improvements in performance success of varsity athletics; and, it is recognized that the knowledge and expertise of KPE scientists has been and will continue to be important supports of those objectives in the future. This objective and its related activities is ongoing and will be a continuing recommendation.

- **Reconsider the reporting structure of Chief Administrative Officer and the staff support units with respect to the role of the Executive Director of Sport and Recreation**

*Status: Short to mid-term action*

The Governing Council established the Faculty with a view to intentionally supporting both the academic and co-curricular mandates with a single supporting administrative framework that reports, as is the case with all divisions, to the Faculty's dean. It is the current dean's view that the reporting structure should continue to support the fundamental premise and, as is the case with all U of T divisions, this should continue to include a CAO who reports directly to the dean. Regular review of the Faculty's organization and operations are important and should include a review of this recommendation with a view to improving operational efficiencies and effectiveness.

- **Determine the utility and viability of KPE's integrated model prior to the change in decanal leadership**

This recommendation addresses the essence of the Governing Council's decision to establish the Faculty as an organizational entity that, on the one hand generates and teaches knowledge about physical activity, exercise, and sport over a wide spectrum of physical activity levels, and the interactions with individuals, groups and societies; and, on the other hand, applies that knowledge in the form of co-curricular student programs that enrich the U of T student experience. The issue is indeed one that is asked with increasing frequency among the Faculty leadership, suggesting that a "deep dive" into the topic in the form of a formal review is warranted. Given that the change in decanal leadership will happen in a few months, it is unlikely that such an important review can be completed before the change in leadership.

This report is a "Decanal Response" and my own views on this matter have been equivocal and evolved during my decanal term. But, in the absence of an analysis of the organizational structures that could evolve if there was disaggregation of the current Faculty, my view is that the current integrated model is advantageous to the University of Toronto. It should be retained because of the benefits that accrue to both the academic and the sport and recreational programs of the University; this decanal response to an external reviewers' report is not the appropriate framework for a detailed description of the rationale for my view. Any review of the "utility and viability" of a different model should include the presentation of potential disaggregation plans about the organization and administration of both KPE academic and sport and recreational programs.

**END OF DECANAL RESPONSE**

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

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

### 4. Institutional Executive Summary

The reviewers highlighted the Faculty's significant positive trajectory since its 2011 review; they noted its expanded and renovated facilities, and increased and successful efforts to attract and promote highly research-productive faculty as key developments; they commended the diversity of KPE's junior faculty, who with appropriate support and mentoring could continue to substantially enhance the Faculty's profile; they applauded the remarkable progress the Faculty has made towards its goal of becoming a modern Kinesiology faculty, and highlighted the development of the M.P.K., the Certificate in Global Kinesiology and Physical Education, and the Mental Health and Physical Activity Research Centre, and finally the construction of the Goldring Centre for High Performance Sport and other major capital renovations as innovative and impressive efforts in pursuit of this goal. The reviewers recommended that the following issues be addressed: considering the removal of "Physical Education" from the Faculty name to reflect the modernizing, health-focused trajectory of both the Faculty and the discipline; enhancing the B.Kin program by a) creating a new on-campus program component to build cohesion among students, and making the Outdoor Projects optional elective courses, b) developing B.Kin. certificates or specializations, c) adding a capstone experience to the program; exploring further collaboration with other Faculties or campuses; enhancing the M.Sc and PhD programs in Exercise Sciences by a) considering a mandatory faculty contribution to funding packages for post-tenure faculty members, b) addressing challenges in the recruitment of students from outside of the University of Toronto and the GTA, c) consider offering a MA program in Exercise Sciences to attract socio-cultural and policy applicants, as well as offering a direct-entry PhD program; formalizing a role for the Associate Dean Research with respect to graduate education; considering redistribution of workload allocation; addressing challenges related to the limited availability of teaching classrooms and laboratory space for researchers; and developing "a specific plan to better leverage the co-curricular programs to support education and research, particularly at the undergraduate and the professional masters levels."

### 5. Monitoring and Date of Next Review

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

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

### 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

Kinesiology and Physical Education, the Secretaries of AP&P, Academic Board and Governing Council, and the Ontario Universities Council on Quality Assurance.

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

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## 1. Review Summary

<b>Program(s) Reviewed:</b>	Hons. B.A., Caribbean Studies: Specialist, Major, Minor
<b>Division/Unit Reviewed OR Division/Unit Offering Program(s):</b>	Faculty of Arts & Science, offered in association with New College
<b>Commissioning Officer:</b>	Dean, Faculty of Arts and Science
<b>Reviewers (Name, Affiliation):</b>	<ol style="list-style-type: none"> <li>1. Professor Laurent Dubois, Department of History, Duke University</li> <li>2. Professor Brian Meeks, Department of Africana Studies, Brown University</li> </ol>
<b>Date of Review Visit:</b>	November 18, 2019

## Previous UTQAP Review

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Date: January 27, 2012

### Summary of Findings and Recommendations

#### 1. Undergraduate Programs

The reviewers observed the following strengths:

- Rich educational environment for students supporting critical and creative thinking, knowledge integration and global citizenship
- Highly engaged students
- Innovative mentorship of first-generation students to improve their basic academic skills and help them connect their lived experience with their academic interests
- Strong community profile and outreach activities

The reviewers made the following recommendations:

- Increasing the program's social science component to provide a greater diversity of disciplinary approaches
- Increasing and stabilizing course offerings to improve student access to courses and support growth in program enrolment
- Developing an elective second language component to support multilingual Caribbean Studies and extend students' understanding of global citizenship
- Including comprehensive or capstone courses to allow students to demonstrate achievement of program objectives

#### Faculty/Research

The reviewers observed the following strengths:

- Accessible and supportive faculty

#### Administration

The reviewers made the following recommendations:

- Increasing and regularly updating the Program's web presence and marketing to recruit students to the program and the University

Last OCGS review(s) date(s): N/A

## Current Review: Documentation and Consultation

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### Documentation Provided to Reviewers

Terms of reference; Self-study 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; Vice-Dean, Academic Planning, Faculty of Arts & Science; Principal and Vice-Principal, New College, Faculty of Arts & Science; Interim Program Director, Caribbean Studies; Former Program Director, Caribbean Studies; New College Registrar; New College administrative staff; Continuing Faculty; Faculty in Caribbean Studies from other STG units and divisions including History (STG), Women and Gender Studies Institute (STG), Culture & Media (UTSC), and Ontario Institute for Studies in Education; Sessional instructors; Undergraduate students; Caribbean Studies Advisory Board; Chairs of Cognate Units: African Studies, Centre for Comparative Literature, Department of History, Department of Spanish & Portuguese, Diaspora & Transnational Studies, Equity Studies.

## Current Review: Findings and Recommendations

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### 1. Undergraduate Program

The reviewers observed the following **strengths**:

- Overall quality
  - Unique and deeply valuable program, both for the University and the broader scholarly community of Caribbean studies
  - Program has significant positive influence within the University, “participating in central ways in the diversification of the faculty and of ways of thinking on the campus”
  - Program provides solid foundation of knowledge and experience for students interested in further careers in academia, or in international development, humanitarian work, or international entrepreneurial opportunities
- Objectives
  - Program largely fulfills ambitious objective to provide a broad, multilayered understanding of the region and its diasporas, including the history, culture, society, languages, “contemporary contexts and struggles, and... possible futures that may emerge”
- Admissions requirements
  - “Appropriately open” requirements allow a broad range of students to enter the program
- Curriculum and program delivery

- Well structured curriculum with expanded course offerings in social sciences and history, implemented since last review
- Core introductory course with five informal program pathways offers students breadth and depth in the subject area, allowing students to focus on their interests while receiving necessary core training
- Innovation
  - Intensive and ongoing program enhancement initiatives since 2012 review include curricular innovation, support for opportunities outside the classroom, and expanding faculty participation
- Accessibility and diversity
  - Clear commitment to welcoming a diverse group of students
- Student engagement, experience and program support services
  - Students have multiple opportunities for learning beyond the classroom through engagement with the local Caribbean community and various overseas programs
  - “Robust and useful” collaboration with the Caribbean Studies course union which supports conferences, a publication, and a study hall
  - Students spoke positively of the quality of instruction offered and especially appreciated small class sizes and special attention paid to writing in the program
- Quality indicators – alumni
  - Positive developments since 2012 review in program’s assessment of students’ learning trajectories and outcomes; reviewers praised using alumni surveys to supplement statistical information

The reviewers made the following **recommendations**:

- Curriculum and program delivery
  - Expand language training as well as learning abroad opportunities
- Innovation
  - Collaborate with other departments (e.g., Spanish and French), or as part of a consortium with other universities, to enhance opportunities to study lesser-taught Caribbean languages
- Student engagement, experience and program support services
  - Consolidate staffing and support for existing learning abroad programs
- Quality indicators – undergraduate students
  - Situate program’s broad learning outcomes in the context of its role in helping students in the Transitional Year Program succeed at the university
- Quality indicators – alumni
  - Find “holistic” ways of assessing post-graduate employability, taking into account the program’s multiple possible professional trajectories
  - Program’s long-term impact on individuals and on the production of knowledge about the Caribbean should be emphasized in assessing outcomes for alumni



## 2. Graduate Program N/A

## 3. Faculty/Research

The reviewers observed the following **strengths**:

- Research
  - Productive and highly-regarded faculty members conduct research in a wide range of areas covering a significant cross-section of the field of Caribbean studies

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

- Faculty
  - “A rich, diverse and robust program of Caribbean studies cannot be sustained with the present tiny cohort of faculty”
  - Substantial curriculum currently offered is only possible through teaching overloads and other voluntary efforts

The reviewers identified the following **recommendations**:

- Faculty
  - Pursue new tenure-track hires, ideally as joint appointments with other language or social science departments, to continue curricular expansion and innovation and strengthen the program

## 4. Administration

The reviewers observed the following **strengths**:

- Relationships
  - Program’s strong links with local Caribbean community promote significant public engagement, reflection, and scholarship
  - Program “clearly plays an important role in the formation of graduate students in other departments at the university interested in Caribbean Studies” and provides “an intellectual community and support system for doctoral students as well as their mentors”
  - Collegial, convivial relationships among program faculty members as well as with faculty in cognate departments
- International comparators
  - Program is unique in North America for focusing entirely on Caribbean studies; in most other universities the region is paired with Latin American studies programs, making direct comparison difficult
  - In offering programs leading to a Bachelor of Arts degree, Caribbean Studies is unique among peers in the discipline which in many cases offer certificates

- Leading-edge program is unique in its efforts to “encompass the entire Caribbean and its various diasporas while housing scholars with an active research agenda in the Humanities and Social Sciences of the region.”

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

- Organizational and financial structure
  - Director’s role involves considerable work in building and maintaining community relationships as well as additional responsibilities in advising and mentoring students of colour and first-generation students
- Long-range planning and overall assessment
  - With significantly enhanced support, Caribbean Studies will likely be able to increase enrolments, raise its profile across the University, and maintain its rich, diverse and robust program

The reviewers made the following **recommendations**:

- Relationships
  - Directors of cognate programs encouraged collaboration to strengthen work and create opportunities in areas of shared interest
- Organizational and financial structure
  - Audit the full range of tasks undertaken by the program Director, and consider granting extra relief from teaching duties for this position.
- Long-range planning and overall assessment
  - New College and the University need to make a decision as to the mid and long-term future of the Caribbean Studies Program and whether enrolment numbers should be the decisive metric in determining its future direction
  - Given the unique nature of the program and its strong ties to local community, program should be given special consideration and sufficient resources to continue and expand

## 2. Administrative Response & Implementation Plan

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UNIVERSITY OF TORONTO  
FACULTY OF ARTS & SCIENCE

September 21, 2020

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

### **Re: UTQAP cyclical review of Caribbean Studies**

Dear Professor McCahan,

Along with the faculty, staff, and students of Caribbean Studies, I am pleased with the external reviewers' assessment of the Caribbean Studies programs: B.A., Hons., Specialist, Major, Minor. The reviewers complimented program, noting that it is "*unique and deeply valuable both for the institution and the broader scholarly community in this field*" and that "*there is no other program like it in North America.*"

The quality of this program notwithstanding, as per your letter dated May 11, 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) term, 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 current and former Director of Caribbean Studies, as well as the Principal and Vice-Principal of New College, to develop the following implementation plan incorporating the reviewers' recommendations.

#### Implementation Plan

*The reviewers noted that the Caribbean studies program presents an opportunity "to envision a more robust way of encouraging students to deepen their study of various languages" and encouraged coordination with other FAS departments (Spanish and French in particular); they also suggested exploring a "consortium model" of collaborating with other universities to offer instruction in Caribbean languages.*

**Immediate-term response:** Caribbean Studies (CS) has considered the issue of language acquisition in the past but, in consultation with its Advisory Board, opted not to increase French or Spanish language requirements. Several factors played a role in this decision: (1) the pedagogical trade-off between increased language requirements and reduced interdisciplinary learning, which is a cornerstone of the Caribbean Studies programs; (2) declining enrolments in Caribbean Studies, which may have been negatively affected by increased course requirements; (3) uncertain access to French and Spanish courses (introductory language courses were and are

often oversubscribed), and (4) concerns about creating an equity barrier among CS students, as some students have prior language knowledge and others do not.

Nonetheless, in light of the reviewers' suggestion, the Program Director will meet with the Chairs of the Departments of Spanish and Portuguese and French to explore increasing language opportunities in Spanish and French. Caribbean Studies will report back and discuss these issues with its Advisory Board.

**Medium-term response:** If Caribbean Studies decides that it would like to pursue increased language requirements for its students, the Faculty will work with the French and Spanish and Portuguese departments to facilitate access to courses for Caribbean Studies students.

The Unit will also explore the possibility of offering a Creole language course.

*The reviewers suggested enhancing study abroad opportunities through the expansion of existing relationships with partner institutions, the development of new relationships, and the consolidation of staffing and support for overseas study.*

**Immediate-term response:** While experiential learning abroad is currently on hold due to COVID-19, CS will maintain its existing learning abroad opportunities in Belize and Cuba. In addition, CS is currently working with Woodsworth College on a new proposal involving Puerto Rico. As Puerto Rico is a site of interest to faculty from other units (developing research-practice partnerships), it may be possible to develop over time strong, stable links to Puerto Rico.

The Faculty of Arts and Science recently established the Experiential Learning and Outreach Support (ELOS) office in order to better support an expansion of faculty-led and course-based international experiential (among other) opportunities. The ELOS office has hired an Experiential Learning Officer (ELO), Research & International, whose role is specifically to support the expansion of research opportunities across all academic units and broaden international opportunities for Arts and Science students.

**Medium to Longer-term response:** Units across the Faculty and university continue to develop ties to the Caribbean. For example, the University currently has exchange agreements with the University of West Indies and UTM offers a Study Abroad opportunity in the Dominican Republic. In future, CS (and other Units in the Faculty) may be able to capitalize on these and future networks.

*The reviewers noted that “a rich, diverse and robust program of Caribbean studies cannot be sustained with the present tiny cohort of faculty” and encouraged institutional support for increasing the faculty complement, in either languages or social sciences, perhaps as a collaboration between appropriate departments and the Caribbean Studies program.*

**Immediate-term response:** The Unit has identified Caribbean Comparative Literature as an academic priority and the Faculty has approved the hiring of a new joint appointment between CS and Comparative Literature to fulfill this priority and strengthen their faculty cohort.

CS will continue to explore and foster their ongoing collaborations with Latin American Studies, Equity Studies, African Studies and History - their most successful institutional partnerships - and seek new relationships across FAS.

**Medium-term response:** As part of its current academic planning exercise, FAS has developed a unit-level academic planning template to assist units such as Caribbean Studies in articulating their 5-year vision. This planning process will begin at the completion of the UTQAP review process and will address complement planning among other issues.

**Longer-term response:** Please see below.

*The reviewers observed that the position of Program Director involves considerable additional work building and maintaining relationships with local Caribbean communities and mentoring both students of color and first generation university students; they recommended extra relief from teaching duties and an audit of the full range of tasks undertaken by the Director.*

**Immediate-term response:** The Director will begin a self-audit of the full range of tasks he undertakes and will work with the College to identify creative solutions that would lessen the Director's workload, such as establishing a mentoring program between graduate and undergraduate students.

**Medium-to-Longer term response:** Please see below. If the status of the program changes, the role and support for the Director will also change.

*The reviewers stated that "New College and the University need to make a decision as to the mid and long-term future of the Caribbean Studies Program," and encouraged the Faculty to consider strategies for raising the program's profile and finding other ways to support it.*

**Immediate to medium-term response:** The Dean's office is committed to the long-term success of the Caribbean Studies program. The Dean's Office will work collaboratively with the Unit and College to explore changing the status of the unit to an EDU-B. As an Extra-Departmental Unit (EDU-B), a Unit can hold up to 49 percent of academic appointments and can seek new appointments directly from the Faculty Appointments Committee. It may administer research funds and offer graduate programs where the number and research strength of faculty is appropriate. In addition, the Director is appointed under the University's Policy on Appointment of Academic Administrators. Administrators of EDU-Bs are then part of the Faculty's academic leadership team and have academic and budgetary responsibility for the Unit. Establishing Caribbean Studies as its own Extra-Departmental Unit may provide it with the resources it needs to raise the program's profile and enable it to grow and flourish.

The Vice-Dean, Academic Planning and Vice-Dean, Faculty, Academic Life and Equity have established a working group with representation from the Unit and College and a mandate to explore the benefits and challenges of establishing Caribbean Studies as an EDU-B. The working group will report back to the Dean within the year.

The Dean's office will monitor the implementation of recommendations through ongoing meetings with the Director, 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 November 18, 2019 site visit and the year of the next site visit, will be prepared.

The year of the next review will be the **2027-28 review cycle**.

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

Sincerely,

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

Melanie Woodin  
Dean and Professor of Cell and Systems Biology

cc.

Bonnie McElhinny, Principal, New College  
Tara Goldstein, Vice Principal, New College  
Néstor E. Rodríguez, Director, Caribbean Studies, Faculty of Arts & Science  
Melanie J. Newton, Former Director, Caribbean Studies, Faculty of Arts & Science  
Virginia Maclaren, Acting Vice-Dean, Academic Planning, Faculty of Arts & Science  
Gillian Hamilton, Associate Dean, Unit-Level Reviews, Faculty of Arts & Science  
Andrea Benoit, Academic Review Officer, Office of the Dean, Faculty of Arts & Science  
Daniella Mallinck, Director, Academic Programs, Planning & Quality Assurance, Office of the Vice-Provost, Academic Programs

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

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

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

The reviewers praised the program as well-structured and unique in North America in its specific focus on the Caribbean; they noted significant program enhancements since the previous review in terms of curricular expansion and innovation, learning assessment, and beyond-the-classroom opportunities, both local and overseas; and noted that the curriculum largely fulfills ambitious objectives of offering a "deep immersion" in the history, culture, and society (including contemporary contexts and struggles) of the region and its diasporas, to a diverse range of students. The reviewers recommended that the following issues be addressed: envisioning a more robust way of encouraging students to deepen their study of various languages in collaboration with other FAS departments and possibly other institutions; enhancing study abroad opportunities; enhancing institutional support for increasing the faculty complement, in either languages or social sciences; providing increased relief from teaching duties for the program Director and conducting an audit of the full range of tasks undertaken by this role; and making a decision about the future of the Caribbean Studies Program, while encouraging the Faculty to consider strategies for raising the program's profile and exploring additional ways to provide support.

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

The Dean's office will monitor the implementation of recommendations through ongoing meetings with the Director, 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 November 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 2027-28.

#### **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 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

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## 1. Review Summary

<b>Programs Reviewed:</b>	Sociology, BA (Hons): Specialist, Major, Minor Sociology, MA Sociology, PhD
<b>Unit Reviewed:</b>	Department of Sociology
<b>Commissioning Officer:</b>	Dean, Faculty of Arts & Science
<b>Reviewers (Name, Affiliation):</b>	<ol style="list-style-type: none"> <li>1. Neil Guppy, Professor, Department of Sociology (former Department Head, and AVP Academic Programs), University of British Columbia</li> <li>2. Eliza Pavalko, Vice Provost for Faculty and Academic Affairs and Professor, Department of Sociology, Indiana University</li> <li>3. Megan Sweeney, Chair, Department of Sociology, University of California, Los Angeles</li> </ol>
<b>Date of Review Visit:</b>	November 21-22, 2019

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## Previous UTQAP Review

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**Date: November 28-29, 2011**

### Summary of Findings and Recommendations

#### 1. Undergraduate Programs

*The reviewers observed the following strengths:*

- High quality undergraduate programs and students

*The reviewers made the following recommendations:*

- Address undergraduate class size to enhance opportunities for discussion, analysis, and engagement with faculty and TAs

#### 2. Graduate Programs

*The reviewers observed the following strengths:*

- High quality graduate programs and students

*The reviewers made the following recommendations:*

- Examine possibility of expanding grad program
- Examine TA opportunities for grad students and determine ways in which they might enhance student learning

#### 3. Faculty/Research

*The reviewers observed the following strengths:*

- “Very high research and scholarly profile” of faculty

*The reviewers made the following recommendations:*

- Prepare for faculty renewal and examine the balance between types of faculty positions

#### 4. Administration

*The reviewers observed the following strengths:*

- “the top Canadian department in its discipline” and one of world’s best sociology departments

*The reviewers made the following recommendations:*

- Assess/address the Department’s space needs and staff support structure

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

## Current Review: Documentation and Consultation

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### 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

Dean, Associate Dean Undergraduate Issues and Academic Planning, Faculty of Arts & Science; Chair, Undergraduate Program, and Chair, Graduate Program; Undergraduate Associate Chair, Interim Undergraduate Associate Chair, and Undergraduate Administrative Staff; Graduate Associate Chair and Graduate Administrative Staff; Office Administrative Staff; Junior and Senior Faculty, Undergraduate Program; Tri-campus Junior Faculty, Tri-campus Senior Faculty, Graduate Program; Chairs of St. George Undergraduate and Graduate Programs and Chairs of UTM and UTSC Undergraduate Programs; Chairs of Cognate Units: Centre for Industrial Relations and Human Resources, Centre for the Study of Korea, Centre for Criminology & Sociolegal Studies, & Ontario Institute for Studies in Education; Undergraduate and Graduate students.

## Current Review: Findings and Recommendations

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### 1. Undergraduate Program

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

The reviewers observed the following **strengths**:

- Overall quality
  - Undergraduate program is strong and improving
- Objectives
  - Program satisfies its mission to prepare students in gaining a “sequenced mastery of skills and knowledge through the in-depth study of sociology”
  - An impressive set of learning objectives have been identified for both individual courses and for the undergraduate programs
- Admissions requirements
  - Admissions to the minor, major and specialist are granted primarily based on a student’s success in introductory sociology courses, ensuring that only students deemed to be well-prepared are admitted to each program
- Curriculum and program delivery

- Ongoing substantial and highly successful revision of the St. George undergraduate program, which began in 2012 and is now almost fully implemented
- Effective laddering efforts have provided students with a more coherent sequence of courses, and more flexibility in selecting their upper level courses
- Department has done an excellent job articulating a systematic listing of the learning outcomes expected of BA graduates; these objectives have been integrated across the curriculum to ensure that students are gaining competencies across the full range of sociological skill sets
- Extremely impressive curriculum mapping exercises evident in the self-study
- Undergraduate enrolment is down to more manageable levels since the previous review, while the number of St. George faculty has risen modestly
- 100 level courses are attractive to students, and perform strongly in generating enrolments
- Some classes remain large, however all required courses now have a weekly workshop, tutorial or lab
- Department has gone to great efforts to ensure that upper level courses are capped, so that students (majors in particular) and faculty benefit from more intensive seminars that effectively highlight oral and written communication
- New dedicated teaching-stream faculty have been incorporated in undergraduate program delivery to “very good effect”
- Fewer than 10% of undergraduate courses are taught by sessional or contract faculty, which reviewers praise as a strong indicator of program quality
- Innovation
  - Students experience benefits from a rich array of pedagogical innovations; in particular, forms of active learning such as increased writing opportunities, and an emphasis on service learning and research training
- Assessment of learning
  - Student learning assessed via methods that “reflect the very best practices of the discipline”; reviewers positively note an emphasis on written work, especially in the upper years
- Student engagement, experience and program support services
  - Student morale (as expressed in course evaluations) has improved in recent years across courses, which likely reflects the implementation of curricular improvements
- Quality indicators – undergraduate students
  - Although enrolment has dipped since the early 2010s (when numbers were thought to be unmanageable given the faculty complement), all programs continue to attract large numbers of students
  - No evidence of grade inflation to attract undergraduate enrolments in recent years, and methods of evaluation appear to be strong and robust; average student grades in introductory classes hover around 68-70%
- Quality indicators – alumni

- Alumni of the undergraduate program continue to encounter many attractive options upon graduation (direct labour force entry, and professional/graduate school admission at leading institutions)
- Quality indicators – faculty
  - Student teaching evaluations show strong satisfaction

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

- Admissions requirements
  - Undergraduate enrolment has declined by approximately one third between 2011 and 2018
- Curriculum and program delivery
  - Curriculum revisions have made great improvements in the undergraduate experience, however several undergraduates expressed that they would like to have more quantitative course offerings
- Student engagement, experience and program support services
  - The large number of students (despite declining enrolments) and program revisions in recent years have led to difficulties in communication with undergraduates
  - Students interviewed expressed some dissatisfaction with the level of undergraduate advising, possibly due to remote location of department offices and large class sizes
  - Students also described departmental web information and available course listings as lacking sufficient detail; in particular students reported the undifferentiated listing of 75+ course offerings as overwhelming
  - Students also report disconnect between receiving approval from the professor to register in a course and their actual ability to enrol
  - Limited training time for and class attendance by TAs may be exacerbating communication issues with undergraduate students

The reviewers made the following **recommendations**:

- Admissions requirements
  - While the drop in undergraduate enrolment appears to be in response to rapid growth in the previous several years, and consistent with overall trends in the Faculty of Arts and Science, it may warrant further attention
- Curriculum and program delivery
  - Expand quantitative course offerings for undergraduate majors/specialists, or consider opening graduate courses to qualified undergraduate students
  - As part of the ongoing undergraduate curriculum revisions:
    - Assess how many/which courses should be required (especially at the lower level)
    - Assess the balance of allowing students flexibility in pursuing specific interests throughout the program, while ensuring that they have similarly

fulsome levels of background preparation in the discipline for upper level courses

- Student engagement, experience and program support services
  - Provide undergraduates with timely information tailored to their year level, such as specialist/major/minor opportunities, course suggestions based on their interests, and potential post-graduate pathways
  - Invest in improved web resources and increased social media communication with undergraduates, either by hiring a dedicated staff person, or shifting some current staffing responsibilities
  - Consider providing students with course listings organized by core themes that reflect the strengths of the department
  - Address rigidity of course registration process to provide faculty with more discretionary power to allow students to register in their courses
  - Prioritize improved TA training and integration

## 2. Graduate Program

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

The reviewers observed the following **strengths**:

- Overall quality
  - The Tri-Campus Graduate Department of Sociology continues to be one of the world's premier sociology research and doctoral training programs
  - Reviewers praise the doctoral program as unique in size, breadth and quality of faculty
  - Though some refinements could improve the PhD program, it is overall extremely strong
  - MA program is overall strong and improving
- Objectives
  - PhD program satisfies its objective to prepare students (as per the self-study) "to conduct theoretically informed and methodologically sophisticated state-of-the-art sociological research"
- Admissions requirements
  - PhD program is highly selective: each year 12-17 students are typically admitted from a pool of 100+ applicants; admissions process is consistent with similar Sociology graduate departments worldwide
  - MA admissions are also highly selective: 15 students admitted from a pool of ~150 applicants, and processes again are consistent with similar sociology departments globally
- Curriculum and program delivery
  - Curriculum enables PhD students to acquire deep knowledge in the substance and methods of sociology, with the option of specializing in a large number of potential subfields

- The structure and content of both MA and PhD program requirements are appropriate to the programs' objectives
- Innovation
  - A number of innovations have recently been made to enhance PhD student experience (which likely also benefit students in the MA program): new pro-seminars; an elective course on teaching sociology; multiple sections of required graduate courses annually; options for faculty to co-teach courses; and efforts to highlight the achievements of grad students and their mentors
  - Plans are also underway to further enhance the MA student experience, such as reviewing coursework assessment methods, improving student connections with prior graduates to grow awareness of career opportunities available after graduation, and the upcoming launch of a research training program for MA students to work with faculty members as funded research assistants
- Assessment of learning
  - Modes of PhD assessment vary appropriately from course to course, and are mirrored by MA assessment modes
- Student engagement, experience and program support services
  - PhD students report relatively high satisfaction with quality of teaching, support from dissertation advisors, and overall academic experience
  - Many graduate students generally satisfied with faculty mentoring they receive
  - Graduate Chair has engaged in significant overhaul of the grad program website to good effect
- Quality indicators – graduate students
  - Highly selective PhD program, accepting ~17% of applicants in 2017-18; 65% of successful applicants chose to enrol, reflecting the attractiveness of the program
  - Similarly, approximately 14% of applicants to the MA program were accepted in 2017-18, and more than 60% chose to enrol
  - Strong record of Sociology graduate students holding external fellowships/scholarships, when compared to the University's Social Sciences division as a whole
- Quality indicators – alumni
  - Graduate program boasts impressive PhD graduate placement record; nearly 75% hold tenure-track positions in an academic setting
  - Every Canadian university with a Sociology PhD program has at least one U of T graduate on faculty
- Quality indicators – faculty
  - A majority of faculty serve on at least one graduate supervisory committee, indicating that students are benefiting from the breadth of the tri-campus structure
- Student funding
  - TA positions available to Sociology PhD students pay relatively well, especially compared to other disciplines such as English, Political science and Computer Science

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

- Curriculum and program delivery
  - Concerns raised regarding the duration and pacing of the PhD program
- Student engagement, experience and program support services
  - PhD students appear to be somewhat less satisfied than peers in cognate units with research training, career orientation, student life experience, and quality of overall experience
  - Students report some unevenness in quality of faculty mentorship across subfields
- Quality indicators – graduate students
  - Reviewers noted time to completion for the 2017-18 PhD cohort as high (7.4 years), compared to the 2010-11 cohort (6.3 years), as well as the social sciences division as a whole (6.4 years)
  - Graduate students spend significant time in TA positions during their programs, which likely contributes to slowing their progress
- Student funding
  - Relatively high pay and demand for Sociology TAs combined with Toronto's high cost of living contributes to a situation where graduate students might spend excessive time working as TAs, thus slowing their progress
  - Concerns raised by students and faculty regarding a potentially excessive reliance on funding from TA work

The reviewers made the following **recommendations**:

- Curriculum and program delivery
  - Students report that official progress milestones in the initial years of the PhD program would benefit from reconsideration, to better align with program demands and student experiences
  - Consider an additional milestone in years 4-6 of the PhD, to ensure that students continue to progress through the program in a timely manner
  - Work with SGS on enforcement of milestones when students fall behind
  - Consider involving full tri-campus graduate faculty in annual review of student progress
- Assessment of learning
  - Pursue current plans to better differentiate learning assessments for MA and PhD students in the same courses, as MA students typically have less background preparation
- Quality indicators – graduate students
  - Explore and address factors impacting time to completion in the PhD program, perhaps via a committee comprised of both graduate students and faculty; in particular, assess ways in which the department diverges from cognate units
- Student funding
  - Provide students with more transparency in the TA position allocation process

- Assess graduate funding as it compares to other similar units and explore alternative avenues for student financial support, such as incentivising research assistance work, and providing students with paid fellowship time where they are exempt from outside work requirements, as is the norm in top ranked US peer institutions

### 3. Faculty/Research

The reviewers observed the following **strengths**:

- Overall quality
  - Faculty were observed to be collaborative and supportive of one another
  - The department enjoys extraordinary breadth of expertise (11 core specialization areas, and five additional areas of expertise), and offers students an exceptional breadth of training
  - Faculty have excelled at establishing culture and practices that reinforce and build on the strengths of a unified tri-campus system; many emphasized that they cluster according to areas of research interest, rather than home campus
  - The department “takes full advantage of the strengths offered by a large and intellectually diverse faculty”
  - Several faculty members have earned awards and prizes for teaching excellence
  - Department faculty have written some of the leading undergraduate sociology textbooks used throughout Canada, and contribute to the growing research literature in the scholarship of teaching
- Research
  - Faculty are prolific and widely cited, publishing both articles and monographs (over 1000 publications between 2011 and 2019)
  - Faculty have enjoyed great success at obtaining grants; and as junior faculty begin applying for grants and all faculty explore new funding opportunities, the potential for increased grant funding is high
  - Department has excellent mentoring structures in place to acclimate new faculty to research and funding opportunities
- Faculty
  - Department has grown significantly since the last review, and now includes 75 tenure-stream faculty, seven teaching-stream and three with cross-appointments in other units

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

- Research
  - Demography notably absent from the department’s stated areas of expertise
- Faculty



- Much of the recent complement growth has been at UTSC and UTM, with only modest growth at UTSG
- Recent retirements in the field of crime and deviance, an area that is noted as a strong draw for undergraduate enrolments, have weakened St. George undergraduate offerings in this field

The reviewers made the following **recommendations**:

- Faculty
  - Factor UTSG undergraduate enrolments into complement planning, in particular prioritizing hiring the areas of crime and deviance

#### 4. Administration

The reviewers observed the following **strengths**:

- Relationships
  - Staff are experienced and capable, and do excellent work in their fields of responsibility
  - Faculty morale is generally strong; despite the large complement size, members are unified and collaborative across the tri-campus system, respectful of different perspectives, and committed to the well-being of the department
  - Relationships with interdisciplinary cognate units seem to be functioning well and mutually beneficial, and the department continues to explore new collaborations
  - Department houses the Refugee Integration, Stress, and Equity (RISE) research team, focusing on the well-being of Syrian refugees in Toronto, and trainees have won numerous awards for their work with this group
  - Faculty and students also closely involved with national and international disciplinary societies
- Organizational and financial structure
  - Department and Graduate department are very effective and creative with their available resources
- Long-range planning and overall assessment
  - Reviewers describe a very strong department in one of the premiere public universities in the world, and were highly impressed by U of T's Sociology programs
  - The department boasts "a large and highly accomplished faculty, tremendous breadth and depth of graduate training, an impressive PhD placement record, a strong group of staff members, and a recently reorganized undergraduate program that is strong and improving"
  - Reviewers also praised the department's renewed emphasis on both undergraduate and graduate curriculum and program delivery since the last review

- Several UTSG rooms have been renovated in recent years to be used as flexible space for meetings or classes; this has alleviated some but not all of the spatial pressures faced by the department
- International comparators
  - Graduate program is unique in size, breadth and high quality of faculty
  - The doctoral program is consistently top-ranked in Canada, and among the best in the world

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

- Relationships
  - Problems with cohesion and coordination among department staff; reviewers note that staff appear to have little working knowledge of one another's roles, leaving gaps in basic department functions if someone is absent
  - Particular gap in staff coverage related to communication with undergraduate students
  - Lack of a dedicated staff manager increases the burden on the Department Chair, and impacts the effective functioning of administrative support for the department
- Organizational and financial structure
  - The graduate program has grown significantly since the last review, both with respect to PhD students and faculty, creating structural challenges for the Graduate Chair: a heavy burden of providing mentorship for a primarily junior level faculty; coping with shifting expertise due to faculty departures; and a growing representation of graduate faculty with primary appointments at UTM and UTSC, while the program's core graduate teaching and mentorship activities take place on the St. George campus
  - Despite the heavy workload, the Graduate chair receives "minimal compensation and minimal teaching relief", even compared to the associate chair of the St. George undergraduate program.
  - Space constraints are an ongoing challenge for faculty and students, impacting faculty morale, the undergraduate and graduate programs, and "the strength of a world-class department"
  - Both graduate and undergraduate students noted the poor quality and remote location of the available UTSG space
  - Faculty with primary appointments at UTM and UTSC cite difficulties in working with graduate students based on the St. George campus
- Long-range planning and overall assessment
  - Reviewers note some issues with governance and decision making in the graduate program, in particular related to faculty hiring: hiring priority areas are currently decided by campus, driven largely by undergraduate course demand at that campus, however ultimately impact the direction of the graduate department

The reviewers made the following **recommendations**:

- Relationships
  - Staff morale could be strengthened by introduction of a staff manager who could increase cohesion
- Organizational and financial structure
  - Increase support for the Graduate Chair, in particular providing them with course release which matches that receive by the UTSG undergraduate Associate Chair
  - Prioritize the hiring of a department manager to address overburdening of graduate chair, communication issues with undergraduate students, and issues of coordination among department staff; once in place, consider having manager work with HR to review staff job descriptions and build cohesion among staff members
  - Address space concerns at UTSG, which serves as a hub for the graduate department; adequate, flexible and central space for faculty and graduate student meetings and informal interactions is “central to the success of the tri-campus system”
  - Explore approaches for the department to be incorporated more centrally on the St. George campus
  - Increase UTSG office space for faculty with appointments on other campuses, with at most two people per shared office
  - Prioritize graduate student office space for increased TA/undergraduate interactions
- Long-range planning and overall assessment
  - In complement planning, develop mechanism for balancing needs of the graduate department with undergraduate demand, and engage in department-wide strategic planning for future hires
- International comparators
  - Assess the advantages and disadvantages of the one year MA program (vs. two year programs at many peer institutions in Canada and the US), and the extent to which the program offers career preparation for students who do not intend to move on to the PhD



## 2. Administrative Response & Implementation Plan

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UNIVERSITY OF TORONTO  
FACULTY OF ARTS & SCIENCE

September 21, 2020

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

### **Re: UTQAP cyclical review of the Department of Sociology**

Dear Professor McCahan,

Along with the faculty, staff and students of the Department of Sociology, I am pleased with the external reviewers' assessment of the undergraduate and graduate departments and their programs: Sociology, B.A., Hons., Specialist, Major, Minor; Sociology, M.A., Ph.D. The reviewers noted that "*University of Toronto Sociology is a very strong department in one of the premiere public universities in the world.*"

The quality of this program notwithstanding, as per your letter dated July 14, 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) term, 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 and Tri-Campus Graduate Chair of the Department of Sociology to develop the following implementation plan incorporating the reviewers' recommendations.

#### Implementation Plan

*The reviewers noted declining undergraduate enrolments in recent years, and recommended refinements aimed at stabilizing enrolment numbers and improving opportunities for students to take more advanced courses in general, and more quantitative courses in particular.*

**Immediate-term response:** The Department of Sociology has taken a number of recent steps to improve opportunities for students to take more advanced courses, particularly those involving quantitative approaches. It has added two new 400-level Special Topics courses - Advanced Quantitative Methods and Advanced Qualitative Methods to its 2020-21 offerings. These courses will improve student access to more advanced courses generally and quantitative courses in particular. The Department also joined the School of Cities' multidisciplinary urban capstone project, which provides students another avenue for advanced, experiential learning as part of a larger interdisciplinary team of students. Finally, the Department has increased the number of 300-level program-only courses by 60 percent and doubled the number of 400-level seminar courses students are allowed to take.

The Faculty recognizes the challenges of declining enrolments in some programs alongside the expansion of enrolment in others, such as Statistical Sciences and Computer Science. To respond to the growing demand for quantitative skills, the Faculty has prioritized the importance of access to quantitative training for all students. FAS appointed a Special Advisor to the Dean on Computational and Data Science. The Special Advisor will work collaboratively with Units, and with a newly established Working Group on Computational and Data Science Education, to develop teaching supports in quantitative education for instructors in courses across the Faculty. The Faculty is also planning to increase its offering of introductory-level data-intensive courses for students within each sector. These innovations will ensure that students' quantitative aspirations and training are embedded and supported across the Faculty's departments, including the Department of Sociology. These changes should improve enrolments in programs that were traditionally less quantitative.

In addition, the Faculty is planning to introduce through curricular governance innovative new programs that will combine traditional areas of study, such as Sociology, with new programs that leverage quantitative, applied skills. For example, FAS is exploring a potential Bachelor of Arts *and* Science degree that will enable students to study both a Science and an Arts program. In another proposal, the Centre for Industrial Relations and Human Resources is developing an option for students to learn about labour and organizations in the context of their other programs of study. This may be of particular interest to students in Sociology, where the study of networks, community, culture, and work stratification are central themes. These program innovations should also stimulate interest in many programs of study, such as Sociology.

**Medium and Longer-term response:** The Department of Sociology has created a virtual MS Teams group for its undergraduate students as a platform for new opportunities to engage students with faculty through 'meet-and-greet' sessions arranged by areas of research, and learn about opportunities for students after graduation, through both a graduate-student speaker series and professional skill development workshops. These initiatives will promote student engagement, which may serve to increase interest in Sociology programs among undergraduate students in the Faculty of Arts and Science.

The Faculty and the Department will continue to monitor enrolments and course offerings. If the new offerings in Advanced Quantitative and Qualitative Sociology are successful, for example, these courses will be brought through the curricular governance process to convert them to permanent course offerings in 2021-22.

With the longer-term in mind, the Faculty has established a Data Science Committee charged with strategic planning. The Committee has a broad mandate to reflect, consider, and recommend a strategy to best leverage and elevate quantitative education and research within the Faculty. This initiative dovetails well with the Department's future plans, as it is especially interested in building capacity in data science and computational social science, such as social network analysis, casual inference, and analysis of new forms of digital data (e.g. wearables) to explore foundational questions for sociologists. Various aspects are being explored including a computational social science network that would span the three campuses.

*The reviewers recommended that the department improve its communications with undergraduate students by enhancing web resources, increasing social media presence, and ensuring that students are well-informed about advisory services and availability.*

**Immediate-term response:** The Department has taken several steps to improve communication with students within the past six months. It has:

- (1) Increased the frequency of student correspondence to flag important dates, explain program requirements, highlight learning and research opportunities.
- (2) Held virtual town halls with students during the Spring and Summer, to disseminate information regarding the impact of COVID-19 on Summer and Fall course offerings and allow students to ask questions and voice any concerns.
- (3) launched an MS Teams page for Sociology program students. The Department is using this platform to post information, answer questions, and provide resources, including a FAQ.

**Medium-term response:** The Department plans to continue to hold Town Halls with students. In addition, the Department plans to utilize its student MS Teams group to host various forms of programming in the coming year. For example, the Department is planning several meet-and-greet sessions with faculty members; a graduate-student speaker series; and professional skills development workshops. These initiatives will not only improve communication flows with students, but also promote student engagement.

**Longer-term response:** The Department acknowledges that their website requires a modernizing effort. While the Department has begun this process, a complete overhaul will take several years to complete.

*The reviewers recommended that the department undertake a careful analysis of graduate students' progress in their programs and the issue of relatively high time-to-completion rates for Ph.D. students, noting that "students' perceptions of these causes generally differ from the faculty."*

**Immediate-term response:** With support from the Faculty, the Department has been planning to hold a retreat. It was scheduled for the Fall of 2020, but it will now occur when the Pandemic is over. One of the topics of discussion will be graduate student progress and, in particular, the optimal structure of the comprehensive exams, which may affect students' timely progress.

The Department of Sociology has also just created an Academic Progress committee consisting of the Graduate Coordinator, and three other graduate faculty, to review student progress more systematically.

The Faculty of Arts and Science (FAS) acknowledges that increasing time-to-completion is an issue of serious concern for many Units across the Faculty. Recognizing that the pandemic has had an adverse impact on some students' dissertation research, the Faculty of Arts & Science, in conjunction with the School of Graduate Studies, marshalled a suite of programs to respond to immediate and longer-term student needs. For instance, the Graduate Student Emergency Bursary, established in March of 2020, provided short term financial assistance to meet urgent needs. The Research Pivot Award is aimed at students whose research was derailed by COVID-

19. This award helps students with expenses students incurred if they had to resume or change their research agenda. Recognizing that COVID-19 will delay dissertation completion, Arts and Science instituted a Program Completion Award, which provides direct income support to students who need extra time. This Award complements the School of Graduate Studies Tuition Fee Exemption, a program that provides one session of tuition relief to graduate students outside of the funded cohort whose progress is impeded by COVID-19.

**Medium to Longer-term response:** Beyond responding to the immediate impact of COVID-19, the Dean has just appointed a Special Advisor on Graduate Student Pathways. The Special Advisor will work collaboratively across the Faculty with the Vice-Dean Graduate and Units within FAS to review the Pathways component of the current Milestones and Pathways program and advise on modifications to improve this already successful program.

The Faculty is also strengthening its professional development support for graduate students with the creation of a new coordinator role. The Professional Development coordinator will consult with faculty, departments and graduate students to assess and expand our ability to address the professional development needs of A&S graduate students. Providing more professional development opportunities will better prepare our graduate students for both academic and non-academic career pathways and may spark improvements in time-to-completion.

The Department of Sociology instituted two new required credit/no-credit seminar courses over the past few years (a first-year course in 2017 and a third-year course in 2019). Together these courses seek to build students' professional skills as effective and efficient communicators, which will in turn propel them more successfully towards thesis completion. The impact of this initiative should be evident in a few years as the first cohort to receive both courses entered the program in 2017. The Faculty and the Department will continue to track PhD time-to-completion to review the influence of the relatively new seminar series and the new Academic Progress committee.

*The reviewers noted the “critical integrative role” of the Graduate Chair in the success of the large tri-campus graduate program, and recommended increased support for this position.*

**Immediate-term response:** The administrative stipend support for Graduate Chairs is determined by the School of Graduate Studies and is uniform across Units. To effect a change in compensation for this role across the Faculty requires consultation with SGS and leadership representation from the three campuses. Recommendations for change should also align with the recommendations of the Tri-Campus Review spearheaded by the Provost this past year. Consideration should also be given to other elements necessary to support the Graduate Chair role. The Faculty can help facilitate such consultation.

*The reviewers recommended finding strategies to increase coordination and cohesion among departmental staff members.*

**Immediate-term response:** The Department has increased the frequency of staff meetings and are consulting with staff to develop strategies to ensure clear and transparent communication between staff.

**Medium to Longer term response:** The Department of Sociology will work with the Faculty of Arts & Science to address staffing issues. The Department, with guidance from the Faculty's Human Resources liaison, will create a staffing needs assessment. This exercise will provide an assessment of short, medium, and long-term staffing needs.

*The reviewers noted that the amount, quality and location of the department's available tri-campus space were reported as barriers to productivity and student/faculty interaction for both the graduate and undergraduate programs.*

**Immediate-Term Response:** Space is a key priority for the Faculty of Arts and Science, as it is with the larger university. The Faculty is committed to improving space conditions, both through the acquisition of new space and renovation and re-use of existing spaces. For instance, the Faculty recently subleased the 4<sup>th</sup> floor (over 55,000 square feet) of 700 University Avenue (the Ontario Hydro building). The Department of Statistical Science and its professional Masters programs are expected to relocate to this space later this year, a move that will free up considerable space in the central areas of campus. While plans to reallocate the soon-to-be released space have not been finalized, Sociology is one unit under consideration.

**Longer term response:** The Faculty has prepared a project planning report for a Sidney Smith Hall that would add significant capacity to this site. While this is a long-term plan, when realized it will greatly enhance and expand the teaching and research space within Sidney Smith. While the extra space will have both direct and indirect benefits for many Units within Arts and Science, the Department of Sociology is one of the Units that will benefit directly, as they are part of the complement slated to relocate to the new Sidney Smith.

*The reviewers recommended the development of a cohesive strategy for faculty complement planning, which takes into account the needs of both undergraduate and graduate programs.*

**Immediate-term Response:** The Department will undertake planning this year in their executive committee, which consists of the four chairs representing membership across the three campuses, in order to develop a cohesive strategy for faculty complement planning.

**Medium-term Response:** For the first time this year, units will be developing an academic plan, a process that begins when the UTQAP process ends. The plan will articulate the unit's key academic plans over the next 5-year period, including complement planning. In addition, departments with a tri-campus graduate program, such as Sociology, must discuss how consultations for complement planning have taken place across the three campuses and explain how complement plans will address needs at the graduate level. Senior academic and administrative leadership within the Dean's Office will meet with the leadership of Sociology to discuss the plan and provide feedback on its content.

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 November 21-22, 2019 site visit and the year of the next site visit, will be prepared.

The year of the next review will be the **2027-28** review cycle.



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

Sincerely,

A handwritten signature in black ink that reads "M Woodin". The letters are cursive and fluid, with a prominent loop on the "M" and a long, sweeping tail on the "in".

Melanie Woodin  
Dean and Professor of Cell and Systems Biology

cc.

Scott Schieman, Chair, Department of Sociology, Faculty of Arts & Science

Melissa Milkie, Tri-Campus Graduate Chair, Department of Sociology, Faculty of Arts & Science

Virginia Maclaren, Acting Vice-Dean, Academic Planning, Faculty of Arts & Science

Gillian Hamilton, Associate Dean, Unit-Level Reviews, Faculty of Arts & Science

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

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

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

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

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

The reviewers praised the ongoing substantial and successful revision of the undergraduate program, including improvements to course sequencing, class sizes, student experience and pedagogical innovations; the highly selective graduate program, with the PhD consistently ranked the top program in Canada and among the best in the world; the prolific, widely cited faculty with excellent records of grant success; and the faculty culture and practices that reinforce and build on strengths of the University's tri-campus system. The reviewers recommended that the following issues be addressed: implementing enhancements aimed at stabilizing enrolment numbers and improving opportunities for students to take more advanced courses; improving communications with undergraduate students, ensuring that they are well-informed about advisory services and availability; undertaking a careful analysis of graduate students' progress in their programs and the issue of relatively high time-to-completion rates for Ph.D. students; increasing support for the Graduate Chair; finding strategies to increase coordination and cohesion among departmental staff members; addressing issues around the quality and location of the department's available tri-campus space; and developing a cohesive strategy for faculty complement planning that takes into account the needs of both the undergraduate and graduate programs.

### **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 November 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 2027-28.

### **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 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

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## 1. Review Summary

<b>Programs Reviewed:</b>	Creative Expression & Society, Minor Education & Society, Minor Material Culture, Minor Semiotics & Communication Studies, Minor
<b>Division/Unit Offering Programs:</b>	Faculty of Arts & Science Victoria College
<b>Commissioning Officer:</b>	Dean, Faculty of Arts & Science
<b>Reviewers (Name, Affiliation):</b>	Professor Manina Jones Department of English & Writing Studies Western University  Professor April Nowell Department of Anthropology University of Victoria  Professor Robert J. Tierney Department of Language and Literacy Education University of British Columbia
<b>Date of Review Visit:</b>	February 27-28, 2020

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## Previous UTQAP Review

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**Date:** January 11-12, 2006 (Semiotics and Communication Theory program only)

### Summary of Findings and Recommendations

“The reviewers noted that the program rests largely on the considerable vitality of a single tenured full professor and recommend that steps be taken to maintain and even enhance the visibility of the program, perhaps finding resources to institute a new junior position in Semiotics to be offered competitively to departments strategically selected to assure future program development.”

## Current Review: Documentation and Consultation

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### 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

Dean, Vice-Dean, Academic Planning, Associate Dean, Undergraduate Issues & Academic Planning, Faculty of Arts & Science; Principal, Victoria College; Victoria College Academic Programs Administrative Staff; Program Coordinators of each of the 4 programs; Faculty, Creative Expression & Society Program; Faculty, Education & Society Program; Faculty, Material Culture Program; Faculty, Semiotics & Communication Studies Program; Chairs of Cognate Units – Creative Expression & Society Program: English; Cinema Studies Institute; Drama, Theatre, and Performance Studies; Fine Art; Music; St. Michael’s College; Chairs of Cognate Units – Education & Society Program: Ontario Institute for Studies in Education (OISE); Psychology; Chairs of Cognate Units – Material Culture Program: Anthropology; East Asian Studies; Fine Art; History; Institute for the History and Philosophy of Science and Technology (IHPST); Near and Middle Eastern Civilizations; Study of Religion; Chairs of Cognate Units - Semiotics & Communication Studies Program: Anthropology; Linguistics; Philosophy; Undergraduate Students in each of the 4 programs.

## Current Review: Findings and Recommendations

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Please note the following abbreviations used below for each program:

- CES: Creative Expression & Society, Minor
- ES: Education & Society, Minor
- MC: Material Culture, Minor
- SCS: Semiotics & Communication Studies, Minor

### 1. Undergraduate Program

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

The reviewers observed the following **strengths**:

- Overall quality
  - Programs offer supportive, dynamic, student-centered learning environment with high-quality faculty and interdisciplinary critical and creative engagements
  - Programs have adapted over time to remain contemporary, modernizing and critical
  - Semiotics & Communications Studies (SCS) program has rich history with connections to prestigious organizations and a range of high-profile visiting scholars
- Objectives
  - Creative Expression & Society (CES) objectives are consistent with the University's mission and Faculty's academic plans
  - Impressive Education & Society (ES) course offerings, in which students critically evaluate various aspects of society and schooling, including teaching practices
  - Material Culture (MC) program is among a handful of programs in the world focused upon this emerging interdisciplinary field of study; program has strong historical connections to curatorial studies and the local museum community
- Admissions requirements
  - CES program admission requirements are appropriate
- Curriculum and program delivery
  - All programs offer opportunities for small-class settings such as workshops and seminars that are appropriate to their learning outcomes
  - CES: Strong demand among students and faculty for more courses, particularly in creative writing

- CES: Reviewers report that there is both capacity and demand for expanding the program to a major, and they note that CES is seen as sufficiently differentiated from FAS English department offerings as to not be in conflict or competition
- CES program provides a “distinctive interdisciplinary and intermedial emphasis” and has the potential to be a “showcase for interdisciplinarity”
- CES program profits from local cultural communities and professional contexts
- CES is currently undertaking to expand experiential, community-engaged, and professional student opportunities, in collaboration with local cultural institutions
- MC: Well-developed internship program
- Innovation
  - CES students choose from an innovative array of course possibilities, with opportunities to study and practice creativity across a spectrum of disciplines and media
  - MC faculty emphasized a need to expand scope of curriculum beyond museum studies to study objects in hospitals, schools, social work settings, etc.
- Accessibility and diversity
  - ES field placement sites include urban settings to capitalize upon Toronto’s racial and economic diversity, as well as an international placement in China
  - ES: Reviewers were impressed with the proposed inclusion of faculty with the background and expertise to address Indigenous matters
- Assessment of learning
  - CES program offers a progressive, multidimensional educational experience through capstone projects and “master” genre classes
- Student engagement, experience and program support services
  - Programs are interdisciplinary, attracting “keen and curious” students from various departments and programs of study
  - CES students commented that the program is intellectually stimulating and creatively enriching
  - CES attracts strong interest, particularly among students intending to apply for graduate study in creative writing at the University
  - ES program is supported by qualified and supportive faculty and staff
  - ES students have formed a vibrant learning community, producing a newsletter and organizing events
  - MC faculty and students have access to world class collections and state of the art digital technologies at local cultural and educational institutions
  - MC: “Engaged and enthusiastic” student community has formed a student association and recently organized a research conference
  - SCS: Highly-engaged students see Semiotics as an enriching avenue of their academic studies, emphasizing the importance of semiotics as a soft skill set that contributes to a variety of career paths

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

- Objectives
  - ES: Attracting international students and developing out-of-province or international engagements will require forms of outreach and oversight beyond current levels of support
- Admissions requirements
  - ES: Admission Requirement of 70% grade in a large introductory Psychology course is problematic and outdated given changes in the field of Education over time
- Curriculum and program delivery
  - Student engagement in faculty research seemed less substantial across all programs
  - MC: Some students have difficulty undertaking the unpaid internship due to financial and time constraints
  - MC: Reviewers noted some disagreement among faculty and staff over whether the current size of the program is appropriate or should be increased
- Accessibility and diversity
  - MC: Faculty suggested that new course offerings could increase diversity in the program
- Assessment of learning
  - ES: Primary methods of assessment (e.g. reports, written analyses, and discussions) are “somewhat detached” and do not include assessments based on firsthand engagements with social justice matters
- Student engagement, experience and program support services
  - Little evidence of students’ collaborative scholarly inquiry with other students or with faculty/staff; possibly due to lack of funding or “a limited articulation of the value of such endeavors as desired outcomes of the programs”
  - CES: Some students report finding the program only by accident when searching for creative writing courses
  - CES: Relatively small participation in international learning opportunities among students
  - SCS: Semiotics journal *Semiotica* no longer housed at the University
  - SCS students unsure of level of recognition of Semiotics for future career/graduate education paths

The reviewers made the following **recommendations**:

- Objectives
  - ES: Pursue additional international opportunities and develop a more varied range of international experiences for students
- Admissions requirements
  - ES: Review admission requirements, particularly the elimination of the required introductory Psychology course
- Curriculum and program delivery
  - CES: Reinforce program links with other creative disciplines such as music, visual arts, and writing as well as capitalizing further on the program’s location

- CES: Augment the “society” aspect of the program through increased community engagement and other high impact experiences
- ES program encouraged to consider extending course offerings to cover topics such as multiple literacies, translanguaging, STEM, Art Education, Drama Education, Historical Consciousness and Museum education, children’s and adolescent literature, Asian Studies, African Studies
- ES program encouraged to explore possibilities of additional connections with the other Victoria College minor programs that address issues related to media
- MC: Create dedicated lab space, with a full-time lab technician, for research and to house a teaching collection
- MC: Modify internship program to either be a paid position, or to be worth a greater number of credits so that students do not have to take a full course load in addition to the internship
- SCS/MC: Consider options for developing additional connections between the programs, focused on their cultural studies-based commonalities; approaches could include shared courses or possibly a merger of the two programs
- SCS: Consider establishing a “Media and Semiotics” program in concert with the existing Book and Media Studies program, with a dedicated faculty member as Program Coordinator
- Innovation
  - MC: Pursue expansion of program scope beyond museum studies to study objects in hospitals, schools, social work settings, etc.
- Accessibility and diversity
  - CES: Increase attentiveness to cultural and gender diversity in the curriculum to better reflect the identities and cultural backgrounds of its students and engage with multi-cultural creative communities in the Toronto region
  - CES program encouraged to reflect on how it might Indigenize program offerings
  - Education programs, including ES, are encouraged to seek more students and staff from diverse backgrounds and to create more supervised experiences and engagements across a diverse range of settings
- Assessment of learning
  - ES: Include firsthand engagements with social justice matters in methods of assessment
- Student engagement, experience and program support services
  - CES: Increase program visibility on college websites and in recruitment materials
  - CES: Increase student participation in international learning opportunities with improved outreach and by adapting opportunities to appeal to CES students
  - ES: Enhance web-based communications to improve prospective students’ awareness of program offerings
  - ES: Provide fuller and more multifaceted engagement with digital literacies in courses and experiential/international engagements



## 2. Graduate Program (n/a)

## 3. Faculty/Research

The reviewers observed the following **strengths**:

- Research
  - Solid record of research engagement and scholarly publication among faculty at Victoria College
- Faculty
  - Faculty members are devoted to their programs
  - Teaching staff in the minor programs are highly regarded for their significant professional, scholarly, and creative accomplishments; sessional and term-appointed faculty provide “steadfast support” for the programs

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

- Faculty
  - Programs depend upon a significant proportion of part-time and term appointed faculty, rather than tenured or tenure stream faculty
  - MC program faculty commented on not having sufficient time to develop new external partnerships and take full advantage of local cultural and educational institutions
  - SCS: The responsibility and reputation of the program rests on “the dynamic contribution of a single faculty member who is nearing retirement”

The reviewers made the following **recommendations**:

- Faculty
  - CES: Reviewers encourage attentiveness to cultural and gender diversity in future faculty complement planning for the program
  - MC: Consider joint faculty appointments with cognate departments to increase the involvement of tenure-track faculty in the program; this will enable development of new external partnerships and fuller engagement with local resources
  - SCS: Reviewers commented that sustaining the Semiotics minor without a dedicated full-time faculty member as Program Coordinator is “not a realistic option”

## 4. Administration

The reviewers observed the following **strengths**:

- Relationships

- Victoria College Principal is trusted and respected by program faculty and staff, “bringing a mix of integrity, well- grounded knowledge, shared values and vision”
- Constructive team of dynamic administrative staff creates a sense of place and community in keeping with “the rich history and strong reputation of the College”
- International comparators
  - Victoria College programs are highly respected and have earned a strong national and international reputation; influential programs engage scholars and artistic producers “at or exceeding the level of its international comparators”

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

- Organizational and financial structure
  - Operational budgets associated with the programs appear to be historic rather than enrolment-based and may not be resilient to shifts in the budget formula
  - Each program is largely dependent on leadership of the Coordinator role; this enables adaptability but can create future uncertainty
- Long-range planning and overall assessment
  - Constrained budgetary conditions may result in difficulty diversifying faculty complement
- International comparators
  - SCS: Reviewers note that the University no longer offers graduate programs in Semiotics and observe that “programs with undergraduate and graduate specializations in Semiotics are now rare, both in Canada and internationally”

The reviewers made the following **recommendations**:

- Organizational and financial structure
  - MC: Allocate additional IT support for website enhancements to increase awareness of the program
- Long-range planning and overall assessment
  - Several programs are at a key development point at which a decision will be necessary on whether to maintain or expand, and/or be developed into a major program
  - Diversity and inclusiveness should be an important factor in planning for faculty complement, student body, and curricular content
  - SCS requires a dedicated faculty position in order to sustain the program; reviewers note the need to either hire new faculty or form inter-program relationships to continue offering some SCS courses

## 2. Administrative Response & Implementation Plan

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UNIVERSITY OF TORONTO  
FACULTY OF ARTS & SCIENCE

September 21, 2020

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

### **Re: UTQAP cyclical review of Victoria College Minor Programs**

Dear Professor McCahan,

Along with the faculty, staff and students of Victoria College, I am pleased with the external reviewers' assessment of Creative Expression & Society, Minor; Education & Society, Minor; Material Culture, Minor; and Semiotics & Communication Studies, Minor. The reviewers complimented the College, noting that "*the programs in the College provide a supportive and dynamic learning environment with interdisciplinary critical and creative engagement*" and stated of the programs that "*all are highly respected within and beyond the University of Toronto.*"

The quality of these programs notwithstanding, as per your letter dated July 15, 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) term, where appropriate, along with who (College, Dean) will take the lead in each area. The Dean's office has discussed the reviewers' comments through consultation with the Principal of Victoria College to develop the following implementation plan incorporating the reviewers' recommendations.

### Implementation Plan

#### **Overall:**

*The reviewers noted that all of the programs face key decisions:*

- *Several are at "a key point in their development when faculty will have to achieve consensus about whether to simply sustain a thriving program or aim to expand the capacity of the program and/or develop into a major."*
- *In the case of Semiotics & Communications Studies, the reviewers raised concern that the program rests on the "dynamic contribution" of a single faculty member, noting that "this minor program faces a choice about whether to hire or form inter-program relationships in order to continue to offer some of its courses."*

**Immediate-to-Medium term response:** Victoria College has been considering this issue since the reviewer visit. They are preparing a proposal to integrate the Minor in Semiotics with the Minor in Material Culture. This modification would draw on complementary elements between the two programs so as to enrich Material Culture and give students the opportunity to study Semiotics within that context. The proposal is expected to be brought to curricular governance in 2020-2021.

The College has also begun a process of consultation to consider whether to develop a proposal to add a Major to the Creative Expression and Society (CES) program of study. The establishment of a new degree program is a significant undertaking that requires external appraisal and Quality Council approval. The Dean's Office will work closely with the College to help assess the budgetary and faculty resource implications, in addition to considering potential student demand and enrolment effects across other programs in the Faculty. While FAS support for all new program initiatives should reflect the academic priorities of the Faculty, FAS will consider carefully all proposals brought forward by its units.

*The reviewers observe that the programs depend on “a significant proportion of part-time and term appointed faculty rather than tenured or tenure stream faculty.” While the reviewers observed that these faculty had noteworthy research engagement, they observed that students were less substantially engaged in faculty research.*

**Immediate-term response:** Ensuring that students have the opportunity to participate in at least one experiential learning experience during their undergraduate degree is a strategic priority of the Faculty, as articulated in the Academic Plan (2020-25). To help achieve this goal, the Faculty of Arts and Science recently established the Experiential Learning and Outreach Support (ELOS) office in order to better support an expansion of faculty-led and course-based research (among other) experiential opportunities. The ELOS office has hired an Experiential Learning Officer (ELO), Research & International, whose role is specifically to support the expansion of research opportunities across all academic units, as well as to broaden international opportunities for Arts and Science students.

Victoria College has been actively increasing support for students' research engagement, as it recently established the office of Undergraduate Research Coordinator; undergraduate fellowships at the College's Research Centres; and the Scholars-in-Residence humanities research residency program. All of the Victoria College Minor programs are well placed to draw on these College resources.

With regard to faculty complement, many of the part-time and term-appointed faculty are creative professionals- for instance, professional writers in Creative Expression & Society and curators in Material Culture. Given the nature of these Minor programs, the employment of highly esteemed practitioners as instructional staff enhances student experience by providing tangible evidence of employment opportunities for students. The review report recognizes these faculty as “diversely talented” and “dedicated and highly qualified”; it concludes that “Victoria College engages (in both a full and part-time capacity) scholars and artistic producers at or exceeding the level of its international comparators.”

*The reviewers recommended a heightened attentiveness to diversity among students, staff, and faculty and in some programs' curricula, as well as expanding intercultural/international learning opportunities for students.*

**Immediate-term response:** Equity, Diversity, and Inclusion (EDI) among students, staff and faculty are a key priority for the Faculty of Arts and Science. In order to promote EDI among staff and faculty, Arts and Science has established a new EDI Standing Committee, which is charged with identifying barriers faced by under-represented groups and developing policy proposals that will break down those barriers, enhance inclusion and promote diversity.

In terms of curricular review and development, significant progress has been made in recent years on integrating EDI within these programs. For instance, the Material Culture program has added several Indigenous components and the Education & Society program's "commitment to dealing with diversity" was also commended by the reviewers. FAS will continue to work with all programs in the Faculty to expand diversity. Together the Vice-Dean, Undergraduate and the Vice-Dean, Faculty, Academic Life and Equity are currently discussing strategies to imbed EDI across the FAS curriculum.

**Medium and Longer-term response:** The Faculty is committed to enhancing student diversity. While the student population is very diverse, some groups are under-represented. In order to improve representation, the Faculty is exploring such initiatives as broad-based admissions. Broad-based admissions expands the basis for admissions beyond academic performance, with the objective of establishing more equity-based admissions criteria that takes account of candidates' experiences and situation. Arts & Science is also committed to ensuring that all students are able to participate in all aspects of their university experience once admitted to the Faculty. To that end, Arts & Science is actively exploring ways to reduce barriers to participation in co-curricular, international and experiential learning opportunities. Initiatives include development of an Experiential Learning Student Bursary to help subsidize participation costs, as well as the building of an Experiential Learning Inclusion Lens for practitioners to assess their experiential learning programs and ensure equitable and equal access for all students.

While the Federated Colleges have some autonomy in hiring, as many academic appointments related to College programs are either University appointments or jointly held, it is important to note the steps the Faculty is taking to prioritize improving equity, diversity and inclusion among faculty and staff. While the Faculty will proceed cautiously over the next few years in making new commitments to faculty positions in general (because of the heightened financial uncertainty caused by COVID-19), appointments that enhance diversity will be prioritized. The Faculty also seeks to improve diversity in hiring by ensuring that units are well aware of the criteria and timelines necessary for application to Provostial funding programs targeted to increase diversity. In addition, FAS is also developing improved EDI guidelines for academic units to use in their requests for academic appointments; enhancing training programs for Dean's representatives on search committees to best ensure consistency in meeting the Faculty's goals in relation to searches; and has developed statements for Units to include in hiring advertisements requesting that candidates demonstrate their commitment to EDI through a statement of their academic and professional contributions and commitment to EDI principles.

The newly created ELOS office is poised to collaborate with academic units and Colleges to build new partnerships and deepen existing international opportunities available to undergraduate students throughout the Faculty.

The College is also actively working to expand intercultural learning and international exchange opportunities. However, developing program-specific study-abroad experiences for relatively small Minor programs is a resource-intensive, longer-term project. The College is focusing on strengthening ties to cognate programs and ensuring that students are aware of relevant international/intercultural opportunities.

### **Creative Expression & Society:**

*The reviewers noted that the program could benefit from greater exposure on websites and recruiting sessions.*

**Immediate-term response:** The Victoria College Minor programs, such as CES, are advertised in all of the College, Faculty, University-wide and external events, such as the Ontario Universities Fair. The College website is also up-to-date and well maintained. In the spring of 2020, the newly appointed CES Program Coordinator and the Coordinators of the other Minors began implementing new approaches to informing students about the Minor programs at an early stage of their studies (for instance, reaching out to students in relevant first-year courses).

**Medium-term response:** The Faculty, in consultation with the Colleges, is proposing to change course code designators from College-specific codes (e.g., VIC) to program-specific designators (such as CES). Colleges interested in this initiative will have the opportunity to submit these changes through curricular governance in the Fall of 2020. If accepted, these changes will appear in the 2021-22 course calendar. The rationale for this proposal is that students can readily search and find programs related to their interests with subject-relevant course designators. In contrast, college-code designators do not convey any information about the courses or their parent programs.

*The reviewers recommended that the CES reinforce its links with music, the visual arts, and other creative disciplines, as well as better leveraging community connections and the central Toronto location, noting that the “program has the potential to be a showcase for interdisciplinarity.”*

**Immediate-term response:** The CES program is working to leverage community connections in new ways. Toronto’s current Poet Laureate is a key full-time faculty member who involves students in community arts projects, and CES faculty regularly invite film-makers, editors, publishers, and other industry professionals to speak to their classes.

**Medium-term response:** The CES program is actively reaching out to faculty and practitioners in visual arts and seeking to incorporate multimedia forms (such as graphic novels and podcasts) into its course offerings through new courses expected to be introduced in the 2020-21 cycle. The Program Coordinator is undertaking new efforts to work with publishing houses, festivals, and student-run creative-writing journals.

### **Education & Society:**

*The reviewers raised concern about the admission requirement of a 70% grade in an introductory Psychology course, noting that “The size of this single course, the arbitrariness of the assessment measurement criteria, and the gate-keeping role of this course are problematic.”*

**Immediate to Medium term response:** The program agrees that it is timely to revise this aspect of the admission requirements. In consultation with the Faculty of Arts and Science, and in consideration of similar programs at UTM and UTSC, Education & Society reviewed its admission requirements in summer 2020 and formulated a proposal for revised requirements that are broader and more appropriate to the current orientation of the program. This proposal will be submitted for FAS approval in the Fall of 2020.

*The reviewers encouraged incorporating first-hand student engagement with social justice matters into the program, and recommended a review of program offerings and joint program possibilities. They also recommended offering courses in STEM, Art Education, Drama Education, Historical Consciousness, and Museum education.*

**Immediate-term response:** A review and update of Education & Society course offerings began in 2019-20, when a new Program Coordinator joined the program, and continued in response to the UTQAP process. Some modifications made in the course of this curriculum review will be implemented in 2020-21 (e.g., introduction of a “Multiple Literacies” course).

**Medium-term response:** Other modifications to the curriculum are in the proposal stage for implementation in Fall 2021 (e.g., introduction of a course entitled “Education in a Global Context,”). This new course proposal responds directly to a recommendation made by the reviewers and reflects the expertise of new faculty.

With regard to “joint program possibilities,” a proposal for a Combined Degree program – Honours Bachelor of Arts or Honours Bachelor of Science and Master of Arts in Child Study and Education (MA-CSE) – is in preparation for the 2020-21 curriculum change cycle. While any undergraduate major/specialist within the Faculty is acceptable for this program, the Minor in Education and Society is a required undergraduate element in the proposal. Once approved, the Combined Degree Program will provide students with the opportunity to gain early (conditional) graduate admission (in Year 3 of undergraduate study), a clear pathway towards the teaching profession, and access to an enriched combination of academic programs. The development of the proposal has involved considerable consultation between the relevant programs and guidance from the Faculty’s registrarial office.

With the recent hire of an Indigenous faculty member at Victoria College as June Callwood Professor in Social Justice, the program anticipates strengthening student engagement with social justice matters.

## **Material Culture:**

*The reviewers raised concern about unpaid internships, noting that some students “felt they could not afford the time to take the internship and work and complete their courses.”*

**Immediate-term response:** While unpaid academic internships taken as part of a supervised course are common across other units, the ELOS office is actively looking to reduce barriers for students unable to participate in unpaid internships due to financial circumstances.

In this particular case, clear communication may be an issue, as the course title (“Material Culture Internship”) appears to be a source of confusion. The “internship” is more accurately a community-engaged learning opportunity for students. It is an optional supervised course with an academic, in-class component and external placement hours that are completed in a museum, archives, or cultural institution. The unpaid nature of the placement is in line with similar experiential learning opportunities in other Arts & Science programs and at other institutions. The College is undertaking internal consultation to consider renaming the course “Experiential Learning in Material Culture” instead of the current “Material Culture Internship.”

With the assistance of the Faculty of Arts and Science’s Experiential Learning Office, the College is also reviewing the number of placement hours in the H and Y versions of the course to ensure that they are in line with other experiential learning courses at Victoria College and the Faculty of Arts & Science and that they are appropriate to the course credit weighting. The ELOS office will be doing a review of all academic internship programs across the Faculty over the next year.

*The reviewers recommended the creation of “dedicated lab space” for research and to house a teaching collection.*

**Longer-term response:** A modest Material Culture lab space currently exists but courses in the program make limited use of it because attractive options for hands-on work are available in nearby affiliated institutions such as the Gardiner Museum. However, as Victoria College plans for the future, within the context of capital planning at Victoria University, increased teaching and research space is a strong priority.

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 February 27-28, 2020 site visit and the year of the next site visit, will be prepared.

The year of the next review will be the **2027-28** review cycle.



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

Sincerely,

A handwritten signature in black ink that reads "M Woodin". The letters are cursive and fluid, with a large initial "M" and a stylized "W".

Melanie Woodin  
Dean and Professor of Cell and Systems Biology

cc.

Angela Esterhammer, Principal, Victoria College  
Virginia Maclaren, Acting Vice-Dean, Academic Planning, Faculty of Arts & Science  
Gillian Hamilton, Associate Dean, Unit-Level Reviews, Faculty of Arts & Science  
Andrea Benoit, Academic Review Officer, Office of the Dean, Faculty of Arts & Science  
Daniella Mallinick, Director, Academic Programs, Planning & Quality Assurance, Office of the  
Vice-Provost, Academic Programs

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

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

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

The reviewers praised all four programs for providing a “supportive and dynamic learning environment with interdisciplinary critical and creative engagements,”; they were impressed with the students in all programs; they noted the ways in which the programs leverage their location and connections within the city to enhance engagement with local academic, cultural, and community partners; and they commented on the quality, dedication, and significant scholarly and creative achievements of the faculty. The reviewers recommended that the following issues be addressed: In their comments addressed to all four programs, the reviewers recommended achieving a consensus about key decisions, such as whether to simply sustain the thriving program or expand the capacity and/or develop into a major; examining the programs’ dependence on “a significant proportion of part-time and term appointed faculty rather than tenured or tenure stream faculty”, and in particular its potential impact on student engagement in faculty research; and paying heightened attention to diversity among students, staff, and faculty and in some programs’ curricula, as well as expanding intercultural/international learning opportunities for students. In their comments addressed to the Creative Expression & Society program, the reviewers recommended increasing program exposure on websites and recruiting sessions; reinforcing program links with music, the visual arts, and other creative disciplines; and better leveraging community connections and the central Toronto location. In their comments addressed to the Education & Society program, the reviewers recommended reconsidering the program admission requirement of a 70% grade in an introductory Psychology course; incorporating first-hand student engagement with social justice matters into the program; reviewing program offerings and joint program possibilities; and expanding course offerings in the areas of STEM, Art Education, Drama Education, Historical Consciousness, and Museum education. In their comments addressed to the Material Culture program, the reviewers recommended addressing concerns regarding about unpaid internships and creating “dedicated lab space” for research and to house a teaching collection. In their comments addressed to the Semiotics & Communications Studies program, the reviewers recommended addressing concerns that the program rests on the “dynamic contribution” of a single faculty member, noting that “this minor program faces a choice about whether to hire or form inter-program relationships in order to continue to offer some of its courses.”

### **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 no later than midway between the February 27-28, 2020 site visit and the year of the next site visit on the status of the implementation plans.

The next review will be commissioned in 2027-28.

## **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 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

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## 1. Review Summary

<b>Programs Reviewed:</b>	Materials Engineering, BSc Materials Science & Engineering, MEng Materials Science & Engineering, MSc Materials Science & Engineering, PhD
<b>Unit Reviewed:</b>	Department of Materials Science & Engineering
<b>Commissioning Officer:</b>	Dean, Faculty of Applied Science & Engineering
<b>Reviewers (Name, Affiliation):</b>	<ol style="list-style-type: none"> <li>1. Prof. Angus Rockett, Head, Metallurgical &amp; Materials Engineering, Colorado School of Mines</li> <li>2. Prof. George Demopoulos, Chair, Mining &amp; Materials Engineering, McGill University</li> <li>3. Prof. Amit Misra, Chair, Materials Science &amp; Engineering, University of Michigan</li> <li>4. Prof. Mary Wells, Dean, College of Engineering &amp; Physical Sciences, University of Guelph</li> </ol>
<b>Date of Review Visit:</b>	February 25 - 26, 2019

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## Previous UTQAP Review

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**Date:** May 13 - 14, 2013

### Summary of Findings and Recommendations

#### Strengths

- Many well-structured, interactive and innovative learning opportunities available to undergraduate students
- Strong, highly productive research programs
- Positive morale in the faculty complement

#### Opportunities for Program Improvement and Enhancement

- Reforming undergraduate curriculum to both streamline offerings and better position courses within the programs
- Creating a core set of graduate courses and regularizing the offering of specialized graduate courses
- Better allocating space to encourage research programs of newer faculty
- Updating undergraduate laboratory spaces
- Creating a mentoring program for new faculty
- Offering equity and diversity training to search committees
- Making strategic junior faculty hires and increasing the complement of computational materials professors

## Current Review: Documentation and Consultation

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### Documentation Provided to Reviewers

- Confirmation Letter; Terms of Reference; Self-Study Report; Faculty CVs; Itinerary
- Previous External Review (May 13-14, 2013) Report; Dean's Response; Final Assessment Report and Implementation Plan
- FASE Academic Plan; Annual Report; Undergraduate and Graduate Calendars
- University of Toronto Towards 2030
- University of Toronto Quality Assurance Process

### Consultation Process

During the visit, the review team met with:

- Prof. Cristina Amon, Dean
- Prof. Jun Nogami, MSE Chair

- Vice-Dean, Undergraduate; Vice-Dean, Graduate Studies; Vice-Dean, Research
- Associate Chair, Undergraduate; Undergraduate Advisor
- Associate Chair, Graduate Studies; Graduate Program Counsellor & Administrator
- Graduate and undergraduate students
- Pre-tenure, assistant, tenured and teaching stream professors
- Department administrative staff
- Department technical staff
- Chairs and directors of cognate departments and institutes within the Faculty

## Current Review: Findings and Recommendations

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### 1. Undergraduate Program

The reviewers observed the following strengths:

- Objectives
  - Well-aligned with Canada's strong mineral/metal resource sector and manufacturing/industrial activity
  - Curriculum revisions and hiring in sustainable processing and extraction give graduates better preparation for employment
  - Positive to CEAB accreditation visit outcome
- Admissions requirements
  - Consistent with other similar engineering programs across Canada
- Curriculum and program delivery
  - Large number of optional minors and certificates across the Faculty offer great opportunities for the undergraduates
- Accessibility and diversity
  - Number of female students in MSE is on par with other materials departments across Canada
- Student engagement, experience and program support services
  - High levels of employment, suggesting that the educational experience, while stressful, has broad success
  - Effective undergraduate advising process that monitors students regularly and addresses problems as they arise
- Quality indicators – undergraduate students
  - Steady number of high quality applicants
  - Strong participation of students in the Professional Experience Year (PEY) option, up to 70%, with the grand majority of them (87%) completing their degree on-time within five years

The reviewers identified the following areas of concern:

- Objectives
  - Program does not seem to be focused on advancing beyond its current position
- Curriculum and program delivery
  - Relatively little access to research opportunities
  - Deficient design emphasis with very few students taking part in a capstone final design experience
  - Unclear amount of teamwork capstone/thesis project experiences
  - Interdisciplinary “capstone design” project offered via MIE has limited capacity to accept MSE students, leaving out a lot of MSE students
  - Four theme areas, though appropriate, do not seem to connect well with current faculty distribution
- Innovation
  - Content and mode of delivery for most courses appears to be relatively unchanged over many years
- Student engagement, experience and program support services
  - Students experience high levels of stress and workload, with little time for enrichment opportunities
  - Students who are not obviously in trouble have to be proactive to obtain personal advising
- Quality indicators – undergraduate students
  - Net decrease of the students entering second year, indicating program is not attractive for Track One or Engineering Science students
  - Data provided make it unclear what graduation rates are
  - Only ~50% of non-PEY students complete their studies on-time (4 years) and 85% after 5 years
  - Roughly 10% net loss of undergraduates through the course of their studies

The reviewers made the following recommendations:

- Curriculum and program delivery
  - Find more opportunities to get involved in research, mentored by MSE faculty, both during summers and the academic year
  - Consider introducing a departmental capstone design project course to replace the Thesis project course
  - Add undergraduate student representation to the Curriculum Committee for student input; current Curriculum Committee should evolve into an Academic Committee dealing with all aspects of the undergraduate program
  - Engage in more use of student data to enhance tracking of student progress and reduce enrollment losses
  - Improve teaching efficiency by optimizing offerings to avoid “oversupply” of technical complementaries as is the case in year three

- Review the amount of teaching effort required for the minors and certificates and whether that places an undue burden on their ability to offer MSE-specific graduate courses and electives
- Conduct regular surveys of recent graduates and peer institutions to assess best practices and lead to curriculum revisions
- Innovation
  - Pursue new teaching and learning techniques as identified in the Faculty's Transformative Teaching and Learning initiatives
- Student engagement, experience and program support services
  - Consider eliminating providing class rank data to each student as this appeared to create a more competitive environment amongst the students
  - Consider reviewing student workloads in an effort to increase engagement in enrichment opportunities
- Quality indicators – undergraduate students
  - Review undergraduate time to graduation statistics and trends to determine if MSE graduation rates are consistent with those across the Faculty
  - Examine why MSE is not attractive for Track One students
  - Examine how non-PEY graduation rates can be improved

## 2. Graduate Program

The reviewers observed the following strengths:

- Accessibility and diversity
  - MEng program appears to attract significant female participation
  - Significant lack of diversity among the graduate students by comparison to the undergraduates
- Student engagement, experience and program support services
  - Advising process seems to be working well and has an appropriate process for evaluating student progress
- Quality indicators – graduate students
  - Students are successful at getting jobs in the field

The reviewers identified the following areas of concern:

- Admissions requirements
  - Applications are limited; most faculty recruit students using individual efforts
- Curriculum and program delivery
  - Graduate course offerings are still limited
  - Acceptable but not uniquely novel or leading program structure, faculty research, or quality enhancement to ensure the intellectual quality student experience
  - Relatively high time to completion for PhD



- Core graduate courses have not been implemented and remain an important goal for the graduate program, providing foundational material for students entering from other disciplines and a unified identity for the graduates, and building community regardless of focus area
- Accessibility and diversity
  - Limited gender diversity, particularly for MASc and PhD, relative to undergraduates and other programs across Canada
  - No evidence of making the program more accessible
  - Structural or funding issues limit enrollment of international students
- Student engagement, experience and program support services
  - Significant capacity to increase levels of doctoral student supervision from the current 2.5-3/faculty to twice that to reach other peer research intensive Universities like McGill
  - Unclear faculty commitment to student mentoring
- Quality indicators – graduate students
  - PhD enrollment is low for a department this size

The reviewers made the following recommendations:

- Curriculum and program delivery
  - Consider introducing one or two common foundational courses that all grad students take, enhancing shared identity and uniformity of expectations
- Accessibility and diversity
  - Make a concerted effort to increase female student numbers in MASc and PhD programs
- Student engagement, experience and program support services
  - Ensure that graduate students are more involved in curriculum and departmental planning activities; add a graduate student representative on the Departmental Graduate Affairs Committee and the Departmental Curriculum Committee
  - Establish a Graduate Studies Committee with student representation; encourage them to reduce time to completion for doctoral students by one year
  - Establish a plan allows PhD students to take the QE earlier
- Quality indicators – graduate students
  - Make more use of statistics to evaluate key points for intervention to improve time to completion
  - Increase numbers of applicants to ensure higher quality

### 3. Faculty/Research

The reviewers observed the following **strengths**:

- Overall quality
  - High quality faculty with notable levels of accomplishment

- Research
  - Exceptionally large number of patents
  - Strong connections to other departments across campus
- Faculty
  - Chair is the main mentor for junior faculty
  - Reasonable faculty complement plan
  - Positive plan to hire additional faculty in process metallurgy as well as in computational materials science

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

- Research
  - Lack of interest in the external environment and the capabilities of competitors on the part of the faculty has led to a sense of complacency and lack of initiative
  - Very low number of graduate students in the Department relative to the research volume, suggesting that the faculty are leaning more to bringing in students from other departments, especially in the biomaterials area
  - Very little undergraduate research except limited experiences in summer sessions and senior thesis
  - Recognition of research (invited talks, citations to publications, and overall level of funding) is low relative to the University of Toronto's reputation and the Department's aspirational goals
  - Characterization instrumentation is limited
- Faculty
  - New interdisciplinary cross-appointed faculty with MSE, while a good idea, lacked clarity; involvement seems to be limited to participation in teaching
  - Relatively low number of graduate students per faculty member
  - Teaching efforts are still largely devoted to undergraduate courses
  - Limited progress made in hiring computational materials science and engineering faculty relative to its rapid growth and large workforce

The reviewers made the following **recommendations**:

- Research
  - Resume leadership in driving intra-Faculty collaborative efforts at the level of Research Institutes or Centres
  - FASE to address support of central research facilities and in particular the cost of operation of large materials characterization equipment like the TEM
  - Dean and VPRI to provide leadership on interdisciplinary research and centres of research excellence
  - Increase large scale research team activities in addition to individual research projects
- Faculty
  - Active participation of cross-appointed faculty in co-supervision or joint committees should be encouraged

- Pursue plans to hire in the computational and characterization areas
- Engage in partnership with other units for hiring in energy materials area
- Establish formal mentoring and performance evaluation mechanisms
- Strengthen/expand the role of committees with active participation of faculty and students
- Ensure technical staff report to academic lab directors, not the chair
- Ensure Department receives more credit for the activity of the split appointees, especially as these represent roughly 1/4 of the entire faculty in the Department; should include credit for graduate students advised, funds raised, service activities and courses taught
- Strengthen the diversity of the faculty
- Create formal mentoring and performance evaluation programs
- Incorporate computational materials and materials and mineral processing into the department
- Develop a strategic plan to guide future hiring in strategic areas such as computational materials science

## 4. Administration

The reviewers observed the following **strengths**:

- Relationships
  - Department is functioning well; general sense of contentment among the entire MSE community
  - Department contributes extensively to FASE through collaborations, course offerings, and its own degrees
  - Students are successful in getting jobs in the materials engineering field
  - Staff (both administrative and technical) seem highly positive and excited and the morale is high; faculty seem content and collegial
  - Relationships with other FASE academic units are collaborative and appear to value the MSE Department
  - Addition of new extractive metallurgy faculty strongly adds to department's social impact
  - Applied research nature of new faculty provides opportunities for industrial support
- Organizational and financial structure
  - Excellent, engaged Department Chair is appreciated by everyone, works hard, and is dedicated to enhancing the Department's performance
  - Addition of an external relations staff member was a positive step and will be critical to improving the reputation of the Department in the broader community and developing industrial connections and support of student and faculty interactions with industry
  - Administrative staff is well organized and functions as an effective team

- Technical staff also works well with the faculty in all areas and are to be highly commended
- Resource allocation has been managed well
- Long-range planning and overall assessment
  - Commendable that the Faculty maintains an independent department in this area with a dedicated faculty, curriculum at all levels, and valuable degrees, especially considering the tuition cuts announced by the Province of Ontario
  - Department's strengths relate to its diversity of research areas, the positive attitude of the faculty and staff, and the willingness to work hard on the part of the students
  - Undergraduate program is strong and has an effective enrollment strategy
  - MEng graduate program has high levels of enrollment; significant fraction of those students are international and represent a financial resource to the Department
  - Program is strong and making positive changes
- International comparators
  - Compares well with other national programs

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

- Relationships
  - Students indicate that they are overworked and stressed
  - Faculty do not seem highly motivated or driven
  - Interactions with cognate Faculties seem to be primarily through pre-existing formal relationships (i.e., joint appointments)
  - General lack of team-based, large scale research targeted at problems beyond the capability of individual faculty
  - Limited evidence of FASE departments collaborating strategically to leverage each other to achieve common goals in research excellence; could change as resources become more restricted
  - Modest level of collaboration with external research groups
- Organizational and financial structure
  - Concerns about financial support of the microscopy facility going forward
- Long-range planning and overall assessment
  - Lack of unsolicited graduate applications at the PhD level, with faculty doing individual recruiting of applicants by personal contact, limiting the applicant pool
  - Significant progress has been made in reducing the additional cost burdens for Visa PhD students
- International comparators
  - Mid-level 'average' department when compared to peer institutions in North America
  - Limited partnerships in comparison to other institutions in Canada and elsewhere
  - Lower numbers of typical achievement metrics relative to peers

The reviewers made the following **recommendations**:

- Relationships
  - Ensure that the external relations staff member works with the Department to improve awareness of the faculty and their research
  - Improve upon external partnerships and relationships to enhance the profile of the department, both on a national and international level
  - Develop areas of social impact more fully
  - Highlight the strength in extractive metallurgy across campus, as there is a significant presence in other departments; advertise these faculty as a unit
  - Ensure faculty are more involved in external collaborations and national/international leadership efforts in professional societies and related activities, to raise the profile of the MSE department externally
- Organizational and financial structure
  - Use Department surplus funds to address important recommendations including support of Visa students and others, renovation of teaching facilities, support for faculty travel, etc.
  - Create more effective advertising, billing and booking for materials characterization facilities to generate significant revenues
  - Make efforts to ensure smooth leadership transitions and avoid major changes in direction in the short term
  - FASE/VP-Research administration to develop a plan for subsidy and centralized support of essential materials analysis facilities across campus; account for this support when new instrument purchases are authorized
- Long-range planning and overall assessment
  - Engage more with other departments in Canada to promote applications from other schools
  - Continue efforts to reduce cost burdens with Visa PhD students
  - Continue additional efforts to diversify the faculty
  - Prepare a strategic plan, led by new department chair, and involving all staff; hold a retreat within the first six months of new chair's appointment, bolstering faculty engagement in the planning process
  - Foster awareness among the faculty of their status relative to peer institutions
  - Ensure faculty are more engaged with and leading most aspects of planning
  - Implement a strategic planning process incorporating active faculty and staff involvement to build stronger departmental cohesion and a common sense of vision and direction



### UNIVERSITY OF TORONTO FACULTY OF APPLIED SCIENCE & ENGINEERING

September 23, 2020

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

Dear Professor McCahan,

I write in response to your letter of February 18, 2020 regarding the February 2019 external review of the Department of Materials Science and Engineering (MSE) and its undergraduate and graduate programs.

The external review process is a valuable exercise that affords us the opportunity to take stock of the state of our academic units and of the Faculty as a whole. We appreciate the time and effort spent by the external review team – Professors George P. Demopoulos, Amit Misra, Angus Rockett and Dean Mary Wells – before, during and after their visit, and we are pleased with their positive assessment of the strength of the department. In particular, we appreciate their comments on the department’s positive atmosphere and excellent leadership, diversity of research areas and exceptionally large number of patents, strong connections to other departments across campus, and the success its graduates have in securing jobs in the materials engineering field.

This administrative response was written in consultation with Prof. Glenn Hibbard, chair of the Department of Materials Science and Engineering since 2019-2020, who submitted his unit response on September 15, 2020. The most serious deficiency identified by the review team was a sense of complacency within the department. In his response, Prof. Hibbard outlined an ambitious plan to capitalize on the changing nature of the MSE landscape within the context of the new Materials AI. In particular, he discusses the ‘silo-fication’ that has emerged in MSE and its programs over time, which is behind many of the review team’s observations. Prof. Hibbard’s innovative plan is to incorporate ideas from outside MSE as the foundation of a research and pedagogical innovation strategy towards decreasing this ‘silo-fication’.

The following responses incorporate the department’s immediate- (within six months), medium- (one to two years) and long-term (three to five years) plans to emphasize creativity and innovation across all operations (e.g., undergraduate and graduate education, research, outreach and service). I am in support of these plans, and, where appropriate, have added measures where the Faculty can assist.

**1. The reviewers observed that undergraduate programs offered students limited access to research opportunities, few team activities, limited capstone projects, and generally low levels of pedagogical innovation.**

On May 4, 2020 the department held a retreat focussed on undergraduate education. It was the kick-off for a deep curriculum review through the summer of 2020, with the objective to bind together the varying parts of the program more effectively. A key objective of this review process was to fit the conceptual elements of the core courses of the program together more effectively.

A biweekly second year seminar series, MSE 296/297: The Materials Paradigm at a Glance, was also created over the summer of 2020 using Category Theory from Mathematics and Information Theory from Electrical Engineering as a framework for organizing the concepts taught through second year. This course will tie together concepts from other second year courses by fusing parallel content in the second year curriculum as it unfolds week by week through the term, with the objective being to directly teach 'big picture' materials thinking (as opposed to hoping that it will have formed within the students before they graduate). Also developed during the summer of 2020 was a new fourth year capstone course.

Immediate-term goals

- Use the new MSE 296/297 seminar series as a platform for building a richer landscape of defined learning outcomes across second year such that program expectations can be more clearly defined for all relevant stakeholders.

Medium-term goals

- Because of the ongoing change in the mathematical organization of the discipline, in particular the transition from a descriptive-based science to a field making quantum mechanics-based predictions, the department will consider how it can more formally integrate robust mathematics into its teaching.
- Cultivate faculty-led pedagogical initiatives across the department; evaluate progress and recommend development steps, with each faculty member being encouraged to develop a teaching innovation plan to be reported in their annual activity report.
- At the Faculty level, leverage undergraduate research opportunity models in place in other FASE departments and institutes. Have a plan in place for summer 2021 to increase the number of opportunities and track this number through time.

Long-term goals

- Expand curricular integration initiatives and promote continuous, year-over-year course improvement and innovation.

- 2. The reviewers noted that the structure of the curriculum, which requires a robust list of courses in four theme areas, reduces opportunities for undergraduates to partake in other curricular opportunities in the Faculty, such as minors and certificates, and for faculty to teach graduate electives.**

MSE's recent curriculum changes allow students more flexibility in course selection by giving them the option of taking technical elective substitutes (courses that are outside the MSE list that can be requested through the undergraduate office). Most student who pursue a minor or certificate will take advantage of this opportunity as it allows them to double-count courses towards their degree and minor.

Note that MSE technical elective lists in third and fourth year are listed as specialization themes for the purpose of organizational grouping only. While there is currently no restriction as to how many courses must be completed within any given theme, this was the case in the past and could have resulted in a legacy impression during the site review.

#### Immediate-term goals

- Continue the work of the summer 2020 Undergraduate Task Force reviewing how to best fit together the undergraduate curriculum. This will include establishing a substantially more robust landscape of learning outcomes than have been used by the department in the past.

#### Medium-term goals

- Develop new computational and data analytics modules for presenting the Materials AI landscape at the undergraduate level.

#### Long-term goals

- Focus efforts around creating a 'de-silofied' materials curricular landscape.

- 3. The reviewers noted a number of ways to better support undergraduate students and reduce stress as they progress through the programs, specifically through targeted retention efforts, by eliminating class rank data and by reviewing workload.**

Regarding class rank data, the department requested that its students be removed from the FASE ranking process in summer 2019. FASE has since removed this ranking for its students.

Workload surveys amongst the upper year MSE undergraduate students showed a striking imbalance in the perceived workload between second year and third year, with the second year winter presenting the lightest of all eight terms and third year winter presenting the heaviest. As a rebalancing step, the department moved a 'heavier' core



course from winter of third year down to the winter of second year and moved an elective up into its place in the spring of 2020. Further refinements to the curriculum are ongoing.

MSE is building new communication channels with students and has expanded the scope and mandate of its Undergraduate Curriculum Committee to become an Undergraduate Studies Committee which now has undergraduate representation. It has also encouraged undergraduate students to develop a formal Undergraduate Academic Advisory Board to highlight and resolve their issues with the intent of partnering with the Undergraduate Studies Committee to find solutions and ensure accountability.

#### Immediate-term goals

- Hire for an 'active counsellor' position to help more pro-actively create programming and develop mental wellness strategies within the department. This programming will be developed in the context of 'wide-learning' as a part of the newly created MSE 296/297 seminar series in collaboration with the Troost Institute for Leadership Education in Engineering (ILead).
- At the Faculty level, incorporate lessons learned from the Decanal Task Force on Academic Workload (struck in January 2020), which is looking into academic workload and to develop strategies to help create a better balance. The Task Force's recommendations are expected at the end of the Fall term.

#### Medium-term goals

- Implement the newly-coordinated undergraduate engagement plan through the Undergraduate Academic Advisory Board.
- Continue developing the MSE 296/297 seminar course platform and integrate with the existing MSE 298 Communications course to fostering greater adaptability and resiliency amongst undergraduate population.
- Engage with outside partners to look for new solutions and develop strategies to enable wider learning.

#### Long-term goals

- Continue to iterate and re-evaluate program with input from all stakeholders.
- 4. The reviewers found both the numbers of graduate applicants and the gender diversity of the applicants to be limited. They recommended a concerted effort to increase female student numbers in the MASc and PhD programs. They also recommended generally increasing graduate applicant numbers to ensure quality, and increasing the number of graduate students per faculty member.**

The department needs to increase the annual number of graduate applicants in order to be in a position to better address the question of gender diversity. A major effort on this front is to invigorate the departmental website with rich media content that is focussed on telling more compelling stories around the leading edge research being conducted

within the unit. With better and more compelling stories told on its website (for example, properly reflecting its central role in enabling sustainability efforts and to highlight the strength of its innovation portfolio), the department will be able to attract a larger pool of students from which it will be possible to select students for a better gender balance. Likewise, the expanded graduate course offerings, and especially, the new emphasis on Materials AI is designed to entice a greater number of applicants. Increasing the number of graduate students per faculty member hinges upon increasing the amount of research funding available to each faculty member; departmental efforts towards this end are outlined in Section 8.

The department will also highlight the ground-breaking role of its first female faculty member, Ursula Franklin, in the lead up to the centenary of her birth (Fall, 2021). Prof. Franklin was at the leading edge of progressive social initiatives and the department has renamed its graduate seminar series after her to more prominently highlight her pioneering activities.

#### Immediate-term goals

- Model pathways to graduate school for female undergraduate students using the new seminar series MSE 296 as a place for illustrating the career progression of female engineering graduate students.
- At the Faculty level, work with the Equity, Diversity, and Inclusion Action Group (EDIAG) to develop strategies towards addressing gender diversity with an emphasis on supporting student-led initiatives.

#### Medium-term goals

- Work towards securing more large research grants to support needed funding for new students.
- Continue outreach efforts to promote graduate school to undergraduate students.

#### Long-term goals

- Set targets, define metrics, encourage year-over-year improvement and accountability.

### **5. The reviewers encouraged efforts to reduce PhD time-to-completion, including allowing students to take the qualifying exam earlier.**

The department's goal is to build easier and more accessible informational structures and to foster a culture of accountability. Over the summer of 2020 the department built a new SharePoint control platform for managing individual graduate student case files that streamlines the organizational and review process. Each graduate student now has their own SharePoint landing site through which all of their interactions with the department can be coordinated. The site is meant to be a one-stop location for all administrative activities at the graduate level and is color-coded to indicate if the student is falling behind in meeting any of their academic requirements in a timely

manner. It is directly accessible to members of each student's advisory committee and can be more easily reviewed and tracked by departmental personnel. In addition, the new site facilitates the collection of statistics across the department and will help enable new accountability measures. While the department was already planning to move in this direction before the pandemic hit, it is an even more timely development given the current COVID-19 landscape.

#### Immediate-term goals

- Collect statistics on historical graduate times-to-completion and create a time-to-completion index for faculty members with respect to their graduate student supervision to determine how they score, in general, in terms of their graduate student completion rates. This will be part of a new process of generating individual PI accountability statistics that can be reviewed on a year over year basis.

#### Medium and long-term goals

- Track and review progress; update SharePoint platform as needed.

### **6. The reviewers made recommendations to improve the graduate curriculum. They found graduate course offerings could be broadened, and they endorsed the idea of having common required core courses to ensure discipline identity.**

MSE has created eight new graduate courses in the past year, nearly doubling its annual complement from nine to 17. It has also joined the FASE Artificial Intelligence emphasis by developing three new Materials AI courses, with a fourth being planned. This set of courses first covers how to frame and pose Materials AI questions and then dives deeper into the three broad Materials AI informational "flavours": process-based, experimental-physics-based, and theoretical-physics-based.

#### Immediate-term goals

- Create a core graduate course based around thermodynamics that is team-taught and team-developed, to be offered as a pilot in 2021.

#### Medium-term goals

- The footprint of materials-related research across the University of Toronto is much broader than the activity within the MSE department. The department's objective is to lead in education across all fronts, offering a graduate-level "introduction to materials thinking" course to non-MSE graduate students doing materials-based research.

#### Long-term goals

- Continue to update, grow, and develop the new graduate curriculum including creating a collaborative specialization that provides students from MSE and other participating degree programs an additional multidisciplinary experience.

**7. The reviewers recommended creation of formal mentoring and performance evaluation programs as well as strengthening/expanding the role of committees with active participation of faculty and students.**

MSE has taken several steps to expand and strengthen its committees in the last year. It has created a Graduate Studies Committee with graduate student membership, and has reconstituted its Undergraduate Curriculum Committee as an Undergraduate Studies Committee with a broader mandate that includes student membership. The Undergraduate Studies Committee will work with the newly forming Undergraduate Academic Advisory Board (also populated by undergraduate students) and similarly tackle undergraduate issues on an ongoing basis. At the executive level, the chair has engaged in ongoing consultation through an active Departmental Executive Committee that is comprised of the chair and associate chairs and meets every week with a mandate to brainstorm ideas about the future of the department. An informal Three Chairs Committee was also created, composed of the chair and the two past chairs who meet as needed to discuss broader strategic directions and how to deal with specific challenging situations.

Immediate-term goals

- The chair will meet with relevant groups across the university to learn best practices on building a formal mentoring program, leveraging existing solutions and finding ways to apply them within MSE.
- Set up new meetings to engage with faculty and review their Activity Reports; have them outline their next steps for research and teaching innovation over the coming years.
- Initiate analogous engagement with the administrative staff under the direction of the director of administration to build an administrative culture of innovation in which MSE's year-over-year target is to make its systems easier to implement.

Medium-term goals

- Maintain and encourage a departmental culture of continuous improvement in all facets of departmental activity.

Long-term goals

- Find new strategies to grow and strengthen a "new normal" of strong committee participation and involvement, with more extensive engagement by faculty.

**8. The reviewers noted that there is a sense of complacency with respect to the department's research. They noted that there could be improvements in publishing, publicizing research, and partnering with external collaborators.**

The second departmental summer retreat (July 22, 2020) was organized around research, with a focus on leveraging local strengths in order to increase the impact of the department's research, with the department soliciting 'moonshot materials research

initiatives' that the department could envision tackling together. The department has also created a new Associate Chair, Industrial Relations position to raise funds and create a new departmental research consortium that pools expertise within the department.

#### Immediate-term goals

- With active leadership from new Industrial Relations Associate Chair, build research consortium and trigger development of new Industrial Advisory Board.

#### Medium-term goals

- Build international relationships, in particular with its longstanding partnerships with the University of Tokyo.
- At the national level, the department will host the 2021 Canadian Materials Science Conference and the inaugural symposium on Category Theory in Materials Science and Engineering. Amongst other benefits, these events will synthesize the work of MSE's re-framed graduate seminar series.
- Incentivize new cluster formation by providing additional graduate student support for MSE-led cluster activities, bridging these partnerships to other FASE units.

#### Long-term goals

- Build on opportunities that emerge from the 'de-silofication' initiative merged with Materials AI project work; synthesized year-over year through the department's group seminar series.

### **9. The reviewers encouraged strategic planning to guide future hiring, build department cohesion and create a common sense of vision and direction.**

Two academic retreats were held in the summer of 2020 to guide decision-making around research and education. The chair recognizes the need to promote faculty engagement and modify elements of departmental culture. To this end he has shortened the length of MSE faculty meetings, increased their frequency and extended them through the summer. In addition, the department has created new opportunities to develop social cohesion within the unit, starting a new 'Last Thursday of the Month' virtual socializing opportunity amongst faculty so that collaborations and ideas within the department can more naturally form.

#### Immediate-term goals

- The department is on track for four new hires in the Materials AI space, dramatically strengthening its footprint in this key strategic area.
- Encourage and build on new cultural and social engagement, including the creation of new spaces and opportunities for people to more naturally collaborate.
- Create a formal Industrial Advisory Board and Research Consortium for the department.

#### Medium-term goals

- Help faculty members develop their own initiatives and incentive cluster-based activities.
- Develop new ways to track departmental performance (new metrics) and build accountability against these into MSE's mission statement.

#### Long-term goals

- Formalize a culture of continuous departmental self-improvement and self-accountability; continually check where the department wants to go next.

The next review of the Department of Materials Science and Engineering and its programs is scheduled for the 2026-2027 academic year. In the interim, the chair of the department will report to me on progress made toward the implementation of recommendations on an annual basis, and I will submit an interim report to you in the 2022-2023 academic year, midway between the 2018-2019 review and the next site visit. This review will be discussed at the October 27, 2020 AP&P meeting. I will be in attendance, along with MSE chair, Professor Glenn Hibbard.

Attached is the draft summary of the review, which has been reviewed for tone and accuracy and with requested information provided.

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

Sincerely



Christopher Yip  
Dean

cc:

Daniella Mallinick, Director, Academic Programs, Planning and Quality Assurance  
David Lock, Coordinator, Academic Planning and Reviews  
Emma del Junco, Assistant Coordinator, Academic Planning and Reviews  
Professor Glenn Hibbard, Chair, Materials Science & Engineering  
Caroline Ziegler, Governance and Programs Officer

Attachments:

FAR/IP draft summary

Unit administrative response

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

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

### 4. Institutional Executive Summary

The reviewers highlighted the department's positive atmosphere and excellent leadership, and found the faculty, staff, and students to be hardworking and generally content; they noted that faculty work in diverse research areas and hold an exceptionally large number of patents, and the success that graduates have in getting jobs in the materials engineering field. The reviewers recommended that the following issues be addressed: addressing an overall sense of complacency, and emphasizing creativity and innovation across all operations; enhancing access to research opportunities, team activities, capstone projects and pedagogical innovation in the undergraduate program; addressing the restrictive structure of the undergraduate curriculum, which reduces access to other curricular opportunities such as minors or certificates; enhancing undergraduate student support and reducing student stress as they progress through the programs; making a concerted effort to increase gender diversity in the MASc and PhD programs, and generally increasing graduate applicant numbers; enhancing efforts to reduce PhD time-to-completion; improving the graduate curriculum by broadening course offerings, and establishing common required courses to ensure discipline identity; creating formal mentoring and performance evaluation programs, as well as strengthening/expanding the role of committees with active participation of faculty and students; addressing issues of complacency with respect to the department's research; and conducting strategic planning to guide future hiring, build department cohesion and create a common sense of vision and direction.

### 5. Monitoring and Date of Next Review

The chair of the department will report to the Dean on progress made toward the implementation of recommendations on an annual basis, and the Dean will submit an interim report to the Vice-Provost, Academic Programs no later than the 2022-2023 academic year, midway between the 2018-2019 review and the next site visit.

The next review of the Department of Materials Science and Engineering and its programs is scheduled for the 2026-2027 academic year.

### 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 Medicine, 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

<b>Program(s) Reviewed:</b>	<ul style="list-style-type: none"> <li>• Child Study and Education (MA-CSE)</li> <li>• Counselling and Clinical Psychology (MA, PhD) <ul style="list-style-type: none"> <li>○ Field in Clinical Psychology (MA, PhD)</li> </ul> </li> <li>• Counselling Psychology (MEd, EdD)</li> <li>• Developmental Psychology and Education (MEd, MA, PhD)</li> <li>• School and Clinical Child Psychology (MA, PhD)</li> </ul>
<b>Division/Unit Reviewed OR Division/Unit Offering Program(s):</b>	Department of Applied Psychology and Human Development
<b>Commissioning Officer:</b>	Dean, Ontario Institute for Studies in Education
<b>Reviewers (Name, Affiliation):</b>	Prof. Bradford Brown, University of Wisconsin-Madison Prof. John Loughran, Monash University Prof. Sheila Woody, University of British Columbia
<b>Date of Review Visit:</b>	March 2-4, 2020



## Previous UTQAP Review

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**Date: February 23-24, 2012**

### Summary of Findings and Recommendations

**Significant program strengths:**

- Unique emphasis on connection between policy, practice and research
- Large number of highly qualified applicants
- Strong student satisfaction
- “Strong links” with professional community
- “Palpable sense of collegiality” across program lines

**Opportunities for program improvement and enhancement. The reviewers recommended that the following be considered:**

- Finding ways to generate an increasingly diverse applicant pool
- Growing the School and Clinical Child Psychology program to meet community needs for school psychologists
- Responding to student demand for additional courses in specific areas
- Ensuring that core courses are large enough to be effective
- Developing a plan for faculty renewal to compensate for previous and anticipated retirements and departures

## Current Review: Documentation and Consultation

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### Documentation Provided to Reviewers

Terms of reference; Self-study; Previous review report including the administrative response(s); OISE Academic Plan 2017-2022; Access to the accreditation decisions and reports for the Department’s accredited programs; Access to all course descriptions; Access to the curricula vitae of faculty.

### Consultation Process

Faculty, students, administrative staff and senior program administrators as well as members of relevant cognate units; representatives from community partner organizations and institutions including clinical settings and teaching hospitals and schools.

# Current Review: Findings and Recommendations

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## 1. Undergraduate Program (n/a)

## 2. Graduate Program

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

The reviewers observed the following **strengths**:

- Overall quality
  - Impressive, thoughtful students in all programs at both campuses; UTSC students are “exceptional ambassadors for their developing program”
  - APHD provides high quality educational experiences, successfully integrating coursework, research, and applied training
- Objectives
  - Objectives of all programs are consistent with the University’s mission and the OISE Academic Plan, providing applied professional instruction grounded in research on developmental psychology and mental health
  - Program objectives, requirements, and learning outcomes are clear, appropriate, and consistent with other similar programs
  - Three APHD programs are accredited by external bodies; each program’s structure, curriculum, length and mode of delivery adheres to accreditation standards
    - Child Study and Education program is accredited by the Ontario College of Teachers, most recently receiving re-accreditation for seven years
    - Counselling and Clinical Psychology program and the UTSC Clinical Psychology field, as well as the School and Clinical Child Psychology program, are accredited by the Canadian Psychological Association
  - Counselling Psychology program points to membership in professional organizations as a way to ensure program quality
  - Developmental Psychology and Education curriculum is consistent with other research-intensive child development graduate programs in Canada
- Admissions requirements
  - Each program has clear and appropriate admission criteria
- Curriculum and program delivery
  - Curriculum and structure of all programs is clearly communicated in materials available to prospective and current students
  - Clear commitment from programs to monitor community practicum placements and to build good relationships with placement sites
  - All course requirements can be met through graduate-level courses
  - Many programs offer excellent opportunities for students to gain research experience

- Efficiencies enabled by course sharing across programs with similar accreditation requirements is “a clear advantage” of the department’s structure
- Students have regular opportunities to co-author publications and presentations with their research supervisor
- Innovation
  - Unique and exceptional Jackman Institute of Child Study (JICS) Lab School is “a jewel in the crown at OISE,” offering faculty and students an integrated setting for research and practice in teaching and learning; reviewers were also impressed that the Lab School is self-funded
  - Relationship with JICS Lab School for practicum placements greatly benefits the Child Study and Education program and supports the program’s goals to build educational leaders; recent increases in student enrolment numbers have not significantly impacted the strengths of the program’s practicum placements at the Lab School
  - “Innovative and important” distance practicum in the School and Clinical Child Psychology program provides supervised services to remote northern Ontario communities
  - Recent innovations in Indigenous Education include the “Natural Curiosity” educational resource and the planned practicum with an Indigenous Community
- Accessibility and diversity
  - APHD programs have undertaken numerous initiatives to enhance both accessibility and diversity; a significant minority of students in certain programs are “either immigrants, speak a non-English language at home, or come from a visible minority group”
  - APHD has greatly increased the proportion of international students and provides an array of supports for these students
  - Reviewers observed students’ diverse range of backgrounds, perspectives, and experiences and noted that greater diversity in programs “seemed to correlate with awareness of or emphasis on issues of diversity, social justice, and indigenization”
- Assessment of learning
  - Developmental Psychology and Education programs offer the option to complete a six-week (full-time) internship in lieu of writing a comprehensive examination paper; reviewers were “satisfied that the program has high standards for the scholarly component of this experience”
- Student engagement, experience and program support services
  - Since the previous review, strong efforts to publicize programs have resulted in a large increase in the overall number of applications; most programs have a high ratio of applications-to-offers
- Quality indicators – graduate students
  - Strong time-to-completion rates in PhD programs
- Student funding
  - Students in the UTSC Clinical Psychology field show impressive success rates in competitions for Tri-Council master’s scholarships and doctoral awards as well as

the Vanier Scholarship; students in the School and Clinical Child Psychology program are also highly successful in attracting OGS and Tri-Council awards

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

- Admissions requirements
  - Counseling Psychology MEd program does not require a background in psychology or a related field for admission; reviewers noted that this is unusual for an applied mental health program
- Curriculum and program delivery
  - Finding high-quality practicum placements in community settings can sometimes be difficult
  - No clear plan for providing expanded research opportunities in the Child Study and Education program after closure of Research Intensive Training field
  - Clarity varies across programs regarding whether students will have the opportunity to conduct research with their own supervisor, or if they are responsible for finding other research opportunities on their own
  - Use of hybrid and online course delivery methods in some courses in the Counselling Psychology program's Global Mental Health field may limit socialization among students and the development of complex interpersonal skills required for counselling
  - Uneven cross-program coordination regarding instruction in certain subject areas
- Assessment of learning
  - Lack of clarity in some cases regarding how programs assess students' achievement of specified learning outcomes
- Student Engagement, Experience & Program Support Services
  - Issues of quality and availability of graduate student supervision; faculty graduate supervision workloads are much higher than at comparable institutions
- Quality indicators – graduate students
  - Student survey data show uneven levels of satisfaction in graduate teaching and academic advising
  - Inconsistent collection of data related to the success of each program's educational objectives
- Quality indicators – alumni
  - Comments from community agencies that psychology students "seem unaware of the requirements and process of registration as a psychologist once they finish their program"
- Student funding
  - Student funding is an area of inequality across APHD programs; unevenness of financial support across programs creates barriers to students from diverse financial backgrounds

The reviewers made the following **recommendations**:

- Curriculum and program delivery
  - Consider ways for Child Study and Education MA program to meet goals of providing expanded research opportunities for all students without adding to faculty workload
  - Increase cross-program coordination and course-sharing to reduce unevenness of instruction in certain subject areas
- Accessibility and diversity
  - Continue to support diversity of student population
- Quality indicators – graduate students
  - Enhance efforts to collect robust post-graduation employment data
- Student funding
  - Consider ways to address unevenness in student funding to ensure adequate financial support for all students
  - Harmonize financial support for PhD students with time-to-completion rates; be clear in communications regarding funding commitment and average/expected time-to-completion

### 3. Faculty/Research

The reviewers observed the following **strengths**:

- Overall quality
  - APHD is home to highly accomplished faculty with international reputations for the quality and societal relevance of their research
  - Faculty are productive and innovative in their research, actively engaged in program quality improvement, committed to their students, and enthusiastic to serve their community
  - Strong pedagogical underpinnings of faculty teaching and mentoring
- Research
  - APHD faculty have been remarkably successful in procuring external research grants and have maintained a high scholarly output; total research funding has remained consistent despite reduced faculty numbers in recent years
  - Faculty research “ensures that students have access to intellectually stimulating instruction, supervision, and interactions with faculty”
- Faculty
  - APHD faculty members serve on the editorial boards of prestigious scholarly journals and take on leadership and service responsibilities in major foundations and professional societies
  - Current faculty include three Canada Research Chairs and an Endowed Chair
  - Thoughtful faculty complement plan addresses the need for further expertise in areas of diversity, social justice, and indigenization

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

- Research

- Reviewers observed a trend in recent years toward lower participation in Tri-Council funding competitions
- Faculty
  - Sustainability of faculty accomplishments is “threatened by the perfect storm of reduced faculty complement in the context of increasing program size”; faculty complement was noted as an urgent problem in the 2012 department review and seems to have grown worse in the intervening years
  - Student enrolment in most APHD programs has grown in recent years but faculty and staff complements have not kept pace and in some cases have been reduced
  - Varying levels of awareness or understanding of department’s complement renewal plan among faculty members; “the message from program leaders about the renewal plan has not been successfully communicated to faculty”
  - Obligations to attend meetings and other functions can create significant workload for faculty members affiliated with multiple program areas
  - Heavy burden of service responsibilities for faculty, due to attrition in tenure-stream faculty, accompanied by the hiring of part-time instructors; current approach to faculty hiring is functional in the short run but not sustainable
  - Reviewers observed a shortage of faculty with expertise in Indigenous issues, and noted recruitment challenges of finding either scholars with a strong research background in this area or scholars from indigenous backgrounds themselves
  - Reviewers observed varying levels of awareness or understanding of departmental supports available to new/junior faculty, including mentoring and support through the tenure track process

The reviewers made the following **recommendations**:

- Faculty
  - Consider more efficient ways of conducting program business to ensure parity of workload among faculty groups and to free up more of faculty members’ time for supervision, teaching, research, and grant applications
  - Proceed with the faculty complement renewal plan, adding tenure-stream faculty as expeditiously as possible
  - Improve communication regarding the faculty renewal plan to ensure awareness and understanding of both the plan and its timelines for implementation
  - Renewal plan should prioritize hiring scholars from under-represented groups into faculty positions
  - Place high priority on adding a faculty member with expertise in Indigenous Pedagogy and Elementary Education; seek philanthropic support to expand current educational initiatives in this area
  - Clarify the rationales for permitted or expected enrolments for APHD programs in light of current issues of workload and faculty complement size

- Develop a more active mentoring program for new/junior faculty so that they are able to take advantage of various institutional supports, of which they might otherwise be unaware

#### 4. Administration

The reviewers observed the following **strengths**:

- Relationships
  - Relationships among members of APHD programs are “in many ways very strong, with collaboration and cooperation, sharing of resources, and a shared sense of identity and purpose”
  - APHD programs maintain strong, harmonious relationships with community organizations, enabling a wide breadth of applied teaching opportunities
  - APHD faculty and staff work actively to advise provincial leadership in higher education (e.g., providing consultation on early childhood learning policies)
  - Department staff members display a great deal of pride in their work and are strongly committed to maintaining the program’s stature and meeting individual students’ needs
- Long-range planning and overall assessment
  - Reviewers observe numerous examples of APHD programs working to identify weaknesses and taking steps to improve their performance, including student surveys, unit reviews, and faculty retreats
- International comparators
  - “OISE enjoys a well-earned reputation as one of the best educational training programs in Canada, North America, and the world”; APHD has contributed substantially to this reputation

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

- Relationships
  - Morale in some programs appeared to be dampened by the high workload and lack of clarity about plans for faculty renewal
- Organizational and financial structure
  - Concern over whether structural resources for programs have increased commensurate with the growth in enrolment numbers
  - Administration, faculty, leadership, policies, and resources of the UTSC Graduate Department of Psychological Clinical Science are largely independent of OISE and “its de facto operations are not consistent with the ways in which they are represented to students”
  - Cooperation and coordination between OISE Clinical and Counselling Psychology program and the Clinical Psychology field, housed in the UTSC Graduate Department of Psychological Clinical Science “is almost imperceptible”; original

MOU between OISE and UTSC may no longer fully represent the nature of the relationship between the programs

- Staff members commented on a sense of increasing workload and responsibilities, without additional staff or other resources to assist them
- Current arrangements for staffing the Psychology Training Clinic do not meet the needs of the facility for coordination or programming
- Psychology Training Clinic Director is a core faculty member granted one half-course reduction in teaching obligation as compensation; most training clinics for accredited psychology programs in Canada have a dedicated director
- Cost-recovery model of APHD training clinic is unusual in Canada, and limits both the clinic's ability to work with underserved populations and the breadth of student learning experiences
- General issue of inadequate/outdated resources; reviewers noted uneven research and clinical facilities between OISE and UTSC programs, and observed that facilities, technology, and software in the Psychology Training Clinic need to be updated
- Long-range planning and overall assessment
  - Reviewers acknowledge that program enhancements and increases in faculty/staff complements may be difficult to accomplish without new revenue streams for the department, and note that new revenue generated by expanding international collaborations has been offset by increased workloads in instruction, supervision, and support

The reviewers made the following **recommendations**:

- Relationships
  - Provide resources for the UTSC Graduate Department of Psychological Clinical Science to develop nearby practicum sites and extend services on campus to nearby residents, to enhance the department's reputation for active engagement with the local community
- Organizational and financial structure
  - "Through the open and honest discussions with leadership and faculty at both OISE and UTSC it was apparent to the review team that now is an opportune time to revisit their MOU"; the revised MOU should harmonize policy and practice at OISE and UTSC and better reflect the relationship between programs at the two campuses
  - Reviewers convey a suggestion to create a central location for departmental staff members to make their interactions more efficient and recommend additional staff hires in the areas of grants administration and technical support for the JICS Lab School
  - Reviewers note the "urgent need" to hire an FTE staff psychologist as Director of the Psychology Training Clinic



- Provide stable funding for the basic operating budget of the Psychology Training Clinic to enable expansion of operations and support for underserved populations
  - Locate funding to update space and resources of the Psychology Clinic
- Long-range planning and overall assessment
  - Consider creative options for revenue generation, such as providing course work toward credentialing for certain professions



UNIVERSITY OF TORONTO  
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Glen A. Jones, Ph.D.  
*Professor and Dean*

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

September 18, 2020

### **Re: Administrative Response to the 2019-2020 External Review of the Department of Applied Psychology and Human Development and its programs**

Dear Professor McCahan,

Thank you for your request for the administrative response to the external review of the Department of Applied Psychology and Human Development (APHD) and its programs, and for the summary of the review.

The external review took place during the 2019-2020 academic year, following a period of academic planning at OISE and the conclusion of Professor Earl Woodruff's first term as Chair of the department. Professor Woodruff has been reappointed as APHD Chair for another five-year term effective July 1, 2020 and is best positioned to lead the implementation of the review recommendations. In addition to the department's five programs with their multiple fields and degrees, the review also encompassed the field in Clinical Psychology (MA, PhD) housed within the Graduate Department of Clinical Psychological Science (GD-PCS) at the University of Toronto Scarborough (UTSC). Broadly consultative and inclusive – involving the participation of faculty, staff and students – the self-study process allowed members of the department to reflect on their achievements and challenges while considering the future. I would like to thank the leadership, faculty, staff, and students for embracing the review as an opportunity for reflection, and for demonstrating a collective commitment to the department's continued success. We are also appreciative of the contributions of external reviewers, professors Brown (University of Wisconsin-Madison), Loughran (Monash University), and Woody (University of British Columbia) for their visit and consultation with us in March 2020; their report represents a thoughtful review of the challenges and opportunities facing both the department of APHD and GD-PCS. What follows is our response to the points raised (in italics) in your letter dated June 20, 2020. The administrative response was developed in consultation with Chairs of APHD and GD-PCS, and reflects key elements of their respective unit responses. Matters concerning the Tri-campus framework for Clinical Psychology are addressed in collaboration with the UTSC Dean's Office and the Office of the Vice-Provost, Academic Programs.

#### ***Faculty***

- *The reviewers recommended proceeding with the faculty complement plan, and urged that hiring scholars from under-represented groups into faculty positions should remain a high priority.*
- *The reviewers note that APHD faculty members “have a much higher supervision load than at comparable institutions, raising questions about the quality and availability of graduate supervision.” They observed significant intra-department service requirements for faculty members, and encouraged the department to “derive more efficient ways of conducting program business to free up more of faculty members’ time for supervision, teaching, and research.”*

- *The reviewers recommended improving communication with faculty regarding departmental plans and procedures, observing variability in faculty members' understanding (or awareness) of both the faculty complement plan and the institutional supports available for mentoring new/junior faculty.*

The Department of APHD is characterized by high-quality research, well-regarded graduate programs, exceptional professional education of early years and elementary teachers, and an excellent reputation for clinical training. Many of faculty in the department are renowned scholars who are committed to the advancement of applied knowledge in various areas including educational practice, policy, and research that informs our understanding of child development, special education and adaptive instruction, mental health, pedagogical practices, and theory. Despite challenges related to the declining faculty numbers and a slow rate of replacement, the department is optimistic and has invested tremendous energy and resources over the past three years to improve its programs, create new specializations and mount new programs. These initiatives have substantially increased the number of students and led the department to the next phase of faculty renewal planning that will sustain the excellence in research and scholarship, while supporting quality of its academic programs.

### ***Implementation Plan***

#### ***(a) Immediate to Medium-Term Actions (OISE, APHD)***

***Faculty Complement Plan and Diversity of Faculty.*** The previous review of APHD called for urgency in dealing with faculty renewal given the large number of faculty who were eligible to retire at the time. Since the 2011-2012 self-study, the department has had 13 faculty departures (12 for retirement, 1 for other reasons). On the other hand, the department has hired seven new faculty members plus a transfer from another department; however, this modest growth has not helped to offset the challenges related to declining faculty numbers. In collaboration with the Dean's Office, the department has developed a strategic and fiscally responsible faculty renewal plan that will be reviewed and updated annually. In addition to focusing on replacing retiring faculty and supporting the delivery of programs, the plan will prioritize increasing faculty diversity while continuing to support the department's commitment to innovation. As a step in this direction, Provostial approval was received to launch two new faculty searches in 2020-2021: one teaching-stream position in Developmental Psychology and Education; and the second tenure-stream position in Clinical and School Psychology: Anti-Black Racism in Mental Health and Education. These searches will focus on diversity and excellence and, if successful, will strengthen the department's faculty complement and contribute to increasing faculty diversity. Furthermore, OISE's Academic Plan 2017-2022 calls for increasing the diversity of faculty, staff and students in order to better reflect the communities we serve, which, along with our commitment to equity and social justice, continues to be a vital priority for all of our departments and units. With a view to realizing this commitment and ensuring that equity is evident throughout all institutional practices and at every level of engagement, [OISE's Guiding Principles on Equity and Diversity](#) inform all decisions and initiatives, including recruitment, hiring, retention, evaluation and promotion of faculty. At the institutional level, the Dean's office works collaboratively with the Dean's Advisory Council on Indigenous Education (DACIE), the Indigenous Education Network (IEN), and the Black Faculty Caucus to increase participation of under-represented groups. A call for nominations for two Tier 2 CRC reserved for faculty from the four under-represented groups identified by Tri-Council will soon be launched and will be open to faculty from all four departments. These initiatives are intended to establish and support a critical mass of diverse scholars and graduate students at OISE.

***Workload Management.*** The increasing faculty workload is an ongoing challenge for APHD and is a result of enrolment growth, rise in research grant funding, and expanded student services support. Over time, it has been exacerbated by the loss of faculty, inadequate staffing and increasing demands associated with department administration, supervision and teaching. The department does not have support staff to assist in

research grant administration (e.g. creating budgets, ordering equipment, facilitating contracts) further increasing the burden on faculty. To address this issue, the department will consider the possibility of adding a term position to support research, to be paid for by research funding across the department. Additionally, to alleviate pressures on faculty associated with intra-department service needs, the department will review its committee structure, which includes APHD Council, Executive and Program Committees with a focus on creating a more effective structure. An OISE-wide initiative, Thesis in Motion, has been set up to provide workshops to students who may be struggling during their thesis writing phase, which is intended to accelerate the time to completion for students in their final years and reduce supervision workload. OISE has also engaged in streamlining recruitment and admissions processes in collaboration with SGS through the use of the Slate platform. It is expected that these initiatives will increase efficiency in managing programs while allowing faculty more time for supervision, teaching and research.

***Communications, Procedures & Mentoring Junior Faculty.*** Working collaboratively with colleagues across OISE, the department will continue its efforts to improve communication and engage in streamlining procedures. Since the 2011-2012 review and subsequent departmental restructuring at OISE, the department has added a dedicated Communications and Event Planner staff position to help disseminate research results, improve communication with students and support marketing, outreach and recruitment initiatives. As a result of the increasingly complex and growing operations, the department also added the position of Manager, Departmental Academic Operations and Administration, which has had a positive impact on managing the department's academic and administrative priorities. In addition to the department-based support, OISE Dean's Office organizes a series of Early Career Faculty Development meetings (4 to 6 sessions a year) facilitated by a senior colleague with experience in faculty development and mentoring. Recent sessions have included, for example, discussions of approaches to graduate supervision, teaching in relation to interim review, tenure review, and continuing status review, use of teaching evaluation guidelines, and preparing a teaching portfolio. The Dean and Associate Deans also provide individualized mentoring to faculty related to the development of teaching and research.

***(b) Immediate to Medium-Term Actions (UTSC, GD-PCS)***

***Faculty Complement Plan and Diversity of Faculty.*** As a relatively new graduate department, the GD-PCS's faculty complement of seven tenure-stream and two teaching-stream faculty is not sufficient to meet the supervisory and administrative needs of a growing and vibrant clinical training program, as well as provide the best training environment for the departments' diverse students and the diverse population of the Greater Toronto Area (GTA), including the Scarborough region. With the goal of hiring additional faculty to strengthen the current complement, the department's faculty renewal planning will be accomplished through a collegial and collaborative process and will be targeted to enable the hiring of faculty from under-represented populations including Indigenous, Black, and People of Colour, as well as individuals from other under-represented groups.

***Students***

- *The reviewers observed that APHD students were drawn from a wide array of backgrounds and experiences, which enhanced interactions with their peers, colleagues, faculty and staff. The reviewers noted that programs appeared to vary in their degree of student diversity and recommended continuing to support diversity of student population through selection procedures.*
- *The reviewers commented on the variety of graduate funding structures across programs, and recommended ensuring the availability of adequate financial support to remove barriers to students from diverse financial backgrounds.*

***Student Diversity.*** APHD attracts excellent applicants to its programs, both domestic and international, allowing for admission of strong students who have a high rate of success in securing both external scholarships, as well as academic and other research positions. With most applicants coming from GTA

versus the rest of Canada and internationally, the need to continue to diversify the department's applicant pool is critical. Since the previous review, the department has significantly increased its international applicant pool and student enrolment. Specifically, the work on reinvigorating programs and creating new specializations (e.g. New field in Global Mental Health within the Counselling Psychology MEd), and increased international marketing initiatives (e.g. Developmental Psychology and Education MEd) have contributed to the growth of international student enrolment by over 400 percent over the last three years. It is expected that the new innovative EdD program in Child Study and Education, which will enroll its first cohort in September 2020, will contribute to this growth.

***Student Funding.*** In addition to base funding, students in research-stream programs are encouraged and supported by faculty to apply for external scholarships. Rates of external scholarship among APHD students is among the highest at OISE. For example, since 2012, an average of 42 percent of students have been supported by external scholarships each year with most of these students being funded by the Ontario Graduate Scholarship (OGS) or a Tri-Council scholarship. Additional sources of funding include conference funding and working on faculty grants or winning small scholarships. Funding for students in professional programs (MEd, EdD and Flex-time PhD) include bursaries and loans, including OSAP, Graduate Assistantships (GA), Research Assistantships (RA) and external awards. The main funding mechanism is the GA program. In addition to students in research-stream programs, a provision in the collective agreement allows a determined number of students outside the funded cohort to access GA-ships. In the aftermath of the disruption caused by COVID 19, OISE increased its emergency bursaries budget, and participates in the SGS tuition fee exemption initiative for students who need an additional semester to complete their degree.

### ***Implementation Plan***

#### ***(a) Immediate to Medium-Term Actions (OISE, APHD)***

Under the Equity, Diversity and Accessibility focusing theme, the OISE Academic Plan 2017-2022 includes an objective to “ensure appropriate admissions, recruitment and retention policies, based on clearly identified goals, in order to increase diversity among students.” To respond to this objective, in collaboration with the Office of Associate Dean, Programs, the Office of the Registrar and Student Services (ORSS), and the Office of Communications and External Relations, the new [recruitment website](#) was launched and supports diverse student recruitment. Additionally, as per the Academic Plan, a staff position to support the departments with recruitment and retention of international students, including identifying sources of funding for international students was established within the ORSS. Similarly, the Indigenous Education Liaison staff position was created within the Office of the Dean to provide administration and coordination support for Indigenous activities including Indigenous student recruitment and retention. In 2017-2018, OISE's Diverse Recruitment and Admissions Working group (DRAW) released a report on outcomes of the OISE Applicant Survey, which was distributed to the departments and programs to help identify and address applications and admissions process issues that may inhibit diversity. Drawing on findings from this report, the Office of Associate Dean, Programs will convene a committee of faculty and staff involved in student recruitment and admissions activities at OISE to develop a comprehensive recruitment strategy designed to increase the pool and quality of applicants with a view to enhancing participation of students from underrepresented groups in all programs. Additionally, a subcommittee of the OISE Programs Strategic Advisory Group (OPSAC) will be established to review current and investigate new mechanisms for providing student financial support and identify means of increasing the share of student funding provided through external research grants and fellowships. Both the development of a recruitment strategy and improved student funding mechanisms are important priorities outlined in the OISE Academic Plan 2017-2022, and are expected to be completed within the next two years. The department of APHD will participate in these OISE-wide initiatives and will continue to review and refine its recruitment and admissions strategies, and engage in program innovation in order to further diversify its student population.

***(b) Immediate to Medium-Term Actions (UTSC, GD-PCS)***

The GD-PCS is in the process of reviewing their admissions procedures, and as a first step, due to the pandemic, has waived GRE scores for the current admissions cycle<sup>1</sup>. Over the medium-term, to ensure a fair and inclusive admissions process for all applicants and to diversify the applicant pool, the GD-PCS will review GRE scores and other admissions strategies such as website, promotional materials, and interview procedures to confirm they reflect the department's inclusion, diversity and equity values. Related to student funding, in 2020, GD-PCS undertook a review of their graduate funding structures resulting in an increase to the base funding packages for MA and PhD students from 20K last year to 21K for 2020-2021, as well as in additional stipends for students holding Tri-Council, OGS or CGS D scholarships. The department will continue to work on improving its student funding mechanisms and—since the length of the program can be a financial impediment to students from diverse backgrounds—will also develop strategies to reduce time-to-completion, for example, by encouraging more manageable dissertation topics and strategically choosing clinical training opportunities. These initiatives will help the department provide competitive funding packages and attract the best students to its degree programs.

***Programs***

- *The reviewers commented on uneven program satisfaction rates among recent APHD graduates, and recommended closer tracking of “the success of educational objectives in each program,” as well as graduate employment outcomes, to guide quality enhancement efforts.*
- *The reviewers were surprised that the MEd in Counseling Psychology does not require a background in psychology or a related field, noting that this was unusual among applied mental health programs.*
- *The reviewers noted that the use of hybrid and online course delivery methods for international placements in the Global Mental Health field may limit students' opportunities to socialize and develop “the complex interpersonal skills required for counselling.”*
- *The reviewers noted the closure of the Research-Intensive Training field within the MA in Child Study and Education and recommended attention to mechanisms for expanding research opportunities for all MA CSE students without adding to faculty workload.*
- *The reviewers note that the relatively new UTSC-based field has not yet had an opportunity to develop nearby practicum sites or extend services on campus to nearby residents. They suggest that providing resources for these services would extend the department's reputation for active engagement with the local community.*
- *The reviewers highlighted some areas that might benefit from better cross-program coordination and sharing, for example Indigenous content between specialty areas in psychology. They flagged the need for greater access to course work on diversity, equity, and social justice issues throughout the program areas.*

The department of APHD consists of five programs with multiple degrees and fields all of which share a commitment to excellence in academic and professional training in psychological, educational, and policy aspects of typical and atypical human development across the lifespan contextualized within a framework that acknowledges the diversity of human experiences. Over the past five years, the department has developed and implemented several program innovations including the redesigned Doctor of Education (EdD) in Counselling Psychology (2017) featuring the ‘thesis – dissertation in practice’ as the culminating component of the program. In 2019, a new EdD in Child Study and Education was approved and will enroll its first cohort in September 2020. The proposal to add a new field in School Psychology within the Counselling Psychology (EdD) was developed and is expected to receive governance approval in the Fall of 2020.

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<sup>1</sup> This is also the case for APHD for the 2020-2021 admissions cycle.

## **Implementation Plan**

### **(a) Immediate to Medium-Term Actions (OISE, APHD)**

**Quality Enhancement.** The department is committed to continuous improvement of its programs under the University of Toronto's Quality Assurance Process (UTQAP). Assessing the success of educational objectives, program and graduate outcomes is typically accomplished through several mechanisms including academic change (program modifications), student evaluation of teaching in courses, accreditation and cyclical reviews of programs, as well as through academic planning. Under the Transformative and Innovative Pedagogy focusing theme, OISE's Academic Plan 2017-2022 includes a priority to establish ongoing quality assessment for programs including collection of data on student experience such as exit surveys, focus groups, and the role of students and staff in academic change in order to ensure continuous program improvement. Following the approval of the Plan in 2017, the position of Institutional Research Analyst was established within the Office of Associate Dean, Programs to improve accuracy and access to data for departmental administrators, and to support data-informed decision-making regarding programs and student experience. With the conclusion of the 2019-2020 review, the department will engage in implementing the review recommendations and monitoring progress. Additionally, OISE is scheduled to undergo a Provostial review in 2020-2021 commissioned to coincide with the last year the current Dean's term. It is expected that within two years, following the appointment of a new Dean, OISE will engage in a new planning cycle and opportunities to gather and analyze data on program and student outcomes will inform future planning, academic change and quality improvement initiatives.

**The Master of Education (MEd) in Counselling Psychology** is a professional program. In addition to an appropriate bachelor's degree from a recognized university with standing equivalent to a mid-B or better, at least one year of relevant professional counselling-related experience is required for admission to the program. Over the next academic year, the program faculty will review admissions requirements for the MEd degree with a view to ensuring that these requirements are appropriate and in alignment with the Degree Level Expectations and the Program Learning Outcomes.

**The field in Global Mental Health (GMH)** within the Counselling Psychology (MEd) was established in 2017 and following its initial success in boosting international student enrolment, the proposal to establish a Dual Degree Program involving the GMH field and a Master of Science (M.Sc.) in Applied Psychology offered by the Department of Psychiatry, China Medical University, was developed and is awaiting governance approval in the fall of 2020. In their second year, GMH students complete a 250-hour placement in an international field setting while registered the APD1283H Peer and Video-Based Counselling with Practicum Field-Based Learning in Global Mental Health course. The combination of online and in-person learning in this course provides a supportive structure for students during their placement. The pandemic imposed shift to online course delivery has also necessitated rethinking of the placement for this course and the need to offer local in-person or remote placements. Nonetheless, the course-based learning experience, will continue to ensure that students have the competencies and skills needed to pursue work in counselling within the global context including treatment planning, case conceptualization, ethical decision-making, etc.

**The Master of Arts in Child Study and Education (MA-CSE)** is a professional program accredited by the Ontario College of Teachers (OCT). Since its inception in 1997, the program has successfully combined the requirements of professional teacher education within advanced study of education theory and research. While the program offers two fields: (1) Practice-Based Inquiry (PBI) in Psychology and Educational Practice; and (2) Research Intensive Training (RIT) in Psychology and Education, due to low enrolment, in the fall of 2019, admissions to the RIT field have been administratively suspended. During the 2020-2021 academic year, the program faculty will consider the future of this offering and determine whether to formally close the RIT field while ensuring that students in the PBI field not only meet but exceed the OCT accreditation requirements related to the use of educational research and data analysis.



**(b) Immediate to Medium-Term Actions (UTSC, GD-PCS)**

**UTSC-based CP Field Partnerships.** The GD-PCS, is relatively new and is in the process of developing community partnerships; however, since the review, the department has developed partnerships with the Ontario Shores Centre for Mental Health Sciences (OSCMHS) and Scarborough Health Network (SHN). In collaboration with undergraduate departments of Health and Society and Computer and Mathematical Sciences, the department received 600K in funding from the Office of the Vice-Principal, Research and Innovation (OVPRI) under the UTSC Clusters of Scholarly Prominence Program. This will help to establish an interdisciplinary Clinical Research and Evaluation Cluster (CREC) that will enhance partnerships integrating epidemiology, health economics, clinical neuroscience, biostatistics, and health humanities to enhance the impact, reach, and implementation of evidence-based psychological treatments for mental health. It will also facilitate student training needs and clinical research. Additionally, the GD-PCS recently re-affirmed its participation in the Collaborative Specialization in Addiction Studies at the Dalla Lana School of Public Health, thereby supporting a multi-disciplinary training environment for students interested in studying addiction<sup>2</sup>. Over the long-term, GD-PCS will continue to leverage new opportunities to enhance its partnerships.

**(a) Immediate to Medium-Term Actions (OISE, APHD)**

**Cross-program Collaboration and Sharing.** All APHD programs include specific courses, or embed Indigenous, equity, diversity and accessibility issues within courses. For example, the APD1290H Indigenous Healing in Counselling and Psychoeducation is accessible to all APHD students, as well as to OISE students as one of the courses listed under the Indigenous Education degree theme<sup>3</sup>. Additionally, the APD1207H Counselling Topics in Sexual Orientation and Gender Identity Diversity, and the APD5013HS Special Topics in APHD: Master's Level Dimensions of Diversity: Teaching English Language Learners, are courses open to all APHD students. While the department will continue to explore possibilities for cross-program coordination and sharing, the Office of Associate Dean, Programs will identify equity, diversity and accessibility courses that are open to all OISE students with a view to adding the Equity, Diversity and Accessibility degree theme to the existing four themes (i.e. Indigenous Education, Urban Education, Educational Technology, and Program Evaluation). Regarding courses on Indigeneity, currently, there are 22 such courses, most of which are open to students from all four OISE departments including APHD. Related to this, it is important to note the accredited programs offer limited possibility for choosing courses outside the program; however, most programs have an elective space of at least two half-courses. Moreover, the Office of Associate Dean, Programs has undertaken consultations with DACIE members to explore the possibility of establishing an OISE-wide collaborative specialization in Indigenous Education, and to increase access and visibility of Indigenous courses in all programs, which will further enhance cross-program coordination and sharing while helping to realize specific priorities outlined in the Academic Plan.

**(b) Immediate to Medium-Term Actions (UTSC, GD-PCS)**

**Cross-program Collaboration and Sharing.** The GD-PCS is in the process of reviewing its curriculum for “diversity” of perspectives, authors, and content starting with reviewing syllabi for Fall 2020 courses and this will continue in the Winter term until all courses have been reviewed. In the medium-term, the department will engage in a fulsome curriculum review looking to enhance their coverage of Indigenous, social justice and other non-western perspectives and worldviews with the goal of strengthening their curriculum in these areas. In this process, in light of OISE’s leadership in areas of Indigeneity and social justice, the GD-PCS will discuss course sharing possibilities with their APHD colleagues. This work will naturally be facilitated with the renewal of the MOU between UTSC/GD-PCS and OISE/APHD.

<sup>2</sup> APHD’s CCP field MA, PhD degree programs are also participating in this Collaborative Specialization.

<sup>3</sup> OISE degree themes guide course selection and allow students to add an additional focus to their degree: [https://www.oise.utoronto.ca/oise/Programs/Degree\\_Themes.html](https://www.oise.utoronto.ca/oise/Programs/Degree_Themes.html)



### **Structures**

- *The reviewers made a number of recommendations regarding the operation of the OISE Psychology Clinic:*
  - *They identified as an “urgent need” the hiring of a full-time Clinic Director, to align with the practice at most comparable Canadian training clinics.*
  - *They noted that the clinic is “in need of attention in terms of generally updating the facility and a focus on appropriate recording equipment.”*
  - *They observed that most comparable training clinics do not operate on a cost-recovery model, and note that “providing stable funding for the basic operating budget would allow the clinic to work with underserved populations... and enhance the breadth of student learning.”*
- *The reviewers observed that “this is an opportune time to revisit the MOU between OISE and UTSC to harmonize policy and practice.” They note that, currently, “presenting these two fields as one program does not appear to accurately represent their true relationship to prospective students.” They recommended clarifying the structure of the University’s tri-campus framework for Clinical Psychology.*

**The OISE Psychology Clinic** serves the professional training needs of the Clinical and Counselling Psychology, and the School and Clinical Child Psychology programs. It also supports clinical research and provides comprehensive and confidential assessment and intervention services to children and adolescents, and adults in the Toronto community. Faculty who are licensed psychologists provide direct supervision to students working in the Clinic.

We would like to note that, due to the very demanding three-day review schedule involving meetings held on two different campuses, the reviewers did not have the opportunity for a comprehensive tour of the Clinic. For this reason, we would like to highlight that the Clinic has state-of-the-art facilities including equipment for video-recording of live psychotherapy sessions, a one-way mirror for in-vivo observation of sessions by faculty supervisors, and an extensive test library where students and faculty can access the latest assessment and instructional materials. Located on the 7<sup>th</sup> floor, the Clinic has two student and two faculty offices, a reception and waiting area with eleven clinical rooms, two group rooms, a clinical training room with play therapy with a small desk for young clients to work. There are also two AV rooms, photocopying room, and storage room. In 2017, the Clinic went through a renovation and doubled its footprint. The Clinic operations are managed by a full-time Administrator and a Steering Committee of faculty and students responsible for developing Clinic policy, monitoring the effectiveness of the management, and generating recommendations for action. The Clinic has an additional budget of \$82,849 mostly to pay support staff salary and benefits.

#### **(a) Immediate to Medium-term Actions (OISE, APHD)**

The last five years have seen significant development of the size and role of the Psychology Clinic. Through the Toronto Area Internship Consortium partnership, the Clinic is a “community meeting place” for excellence in the provision of psychological services. As such, the Clinic is increasingly viewed by APHD as a place where some of the real challenges of those living in the city can be addressed through assessment, academic remediation and psychological counselling services. Over the next cycle, the department will explore how the Clinic could grow its role as a hub of expertise and opportunity for meeting some of the needs of Toronto’s diverse, vulnerable, urban populations. For example, the Clinic could offer networking and professional education opportunities including offering courses for professionals needing additional training in assessment or intervention with specific client groups. Finally, through the Clinic, the department’s expertise in academic intervention could be profiled by involving professional master’s students (MEd & MA-CSE) partnering specifically with high-needs schools.

***The Tri-Campus Framework for Clinical Psychology.*** The Counselling and Clinical Psychology (CCP) program is part of the framework for the current and future development of Clinical Psychology as a tri-campus offering at the University of Toronto. The framework was established by the Memorandum of Understanding (MOU) signed by OISE and UTSC Deans and Chairs of Psychology Departments on May 6, 2013<sup>4</sup>. According to this framework, OISE’s program in Counselling Psychology was renamed ‘Counselling and Clinical Psychology’ with two fields: ‘Clinical and Counselling Psychology (CCP)’—based at OISE and offered within the Department of APHD, and ‘Clinical Psychology (CP)’—based at UTSC and offered within the GD-PCS. The rationale for the establishment of the tri-campus framework for Clinical Psychology, was in keeping with the principles and objectives of the University’s Towards 2030 long-range planning document including: (1) the development of graduate programs on all three campuses; and (2) non-duplication of doctoral stream graduate programs across the three campuses. The framework necessitated the review of the UTSC-based CP field along with the review of the Department of APHD and its programs in 2019-2020. Although this arrangement added to the complexity of the review process from selecting reviewers, harmonizing input from each department within the self-study, and coordinating a more demanding review schedule that involved a visit to two University of Toronto campuses, the review also represented an opportunity for collaboration between the two divisions and their respective departments.

### ***Implementation Plan***

#### ***(b) Immediate to Medium-term Actions (OISE, APHD & UTSC, GD-PCS)***

Because the review report raised issues related to the tri-campus Framework for Clinical Psychology, on July 27, 2020, the Office of the Vice-Provost, Academic Programs, arranged a meeting with OISE Dean, and Associate Dean, Programs to gain insights and discuss next steps for the tri-campus Clinical Psychology offerings. Following the consideration of the administrative response to the APHD review and other review documents (i.e. the review report, self-study and unit responses) by the Committee on Academic Policy & Programs (AP&P) on October 27, 2020, the Vice-Provost, Academic Programs Office will convene additional meetings involving academic and administrative leaders and faculty from OISE and UTSC to work towards the renewal of the MOU. It is expected that this process will clarify the structures ensuring that they are sustainable and represent the true relationship between the two divisions and their respective departments. Both OISE and UTSC and their departments of APHD and GD-PCS respectively agree that the 2020-2021 academic year is the opportune time to engage in the MOU renewal and look forward to working with the Office of the Vice-Provost, Academic Programs to facilitate this important process.

The Dean’s Office will monitor the implementation of recommendations through ongoing meetings with the department leadership. A brief report to the Office of the Vice-Provost, Academic Programs, midway between the March 2020 site visit and the year of the next site visit, will be prepared. The next review of the department and its programs will be in the 2027-2028 academic year.

We trust that this response addresses the main areas raised by the reviewers. Please contact me if you have any questions or require additional information.

Sincerely,



Glen A. Jones, PhD  
Professor and Dean, Ontario Institute for Studies in Education

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<sup>4</sup> Although the MOU stipulates that it should be reviewed annually, it has not been reviewed since it was signed.

Cc: Professor William Gough, Vice-Principal Academic and Dean, UTSC  
Professor Vina Goghari, Chair, Graduate Department of Psychological Clinical Science, UTSC  
Professor Earl Woodruff, Chair, Department of Applied Psychology and Human Development, OISE

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

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

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

The reviewers praised the Department's substantial contributions to OISE's reputation as one of the best educational training programs in the world; they were impressed by the high caliber of the students in all of the Department's programs across both campuses, and noted their success at obtaining awards and fellowships; they commended the faculty's record of research excellence; they noted the department's innovative facilities and practices, in particular the School and Clinical Child Psychology program's distance practicum and the Jackman Institute's Lab School; and they praised the department's numerous recent initiative to enhance accessibility, diversity and indigeneity across its administration and academic offerings. The reviewers recommended that the following issues be addressed: proceeding with the faculty complement plan and prioritizing scholars from under-represented groups; addressing significant intra-department service requirements for faculty and considering more efficient ways of conducting program business to free up faculty time for supervision, teaching and research; improving communication with faculty regarding departmental plans and procedures; continuing to support diversity of student population through selection procedures; ensuring the availability of adequate financial support to remove barriers to students from diverse financial backgrounds; considering background requirements in psychology or a related field for the MEd in Counselling Psychology; addressing potentially limited opportunities to socialize and develop interpersonal skills for international placements in the Global Mental Health field; considering mechanisms for expanding research opportunities for all MA CSE students without adding to faculty workload; tracking "the success of educational objectives in each program," and graduate employment outcomes; providing resources for the UTSC-based field to develop practicum sites or extend services on campus; improving cross-program coordination and sharing, in particular related to diversity, equity and social justice issues; clarifying the structure of the University's tri-campus framework for Clinical Psychology; and addressing operational issues at the OISE Psychology Clinic by hiring a full-time Clinic Director, updating the facility, and providing stable funding for the basic operating budget.

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

The Dean's Office will monitor the implementation of recommendations through ongoing meetings with the department leadership. A brief report to the Office of the Vice-Provost, Academic Programs, midway between the March 2020 site visit and the year of the next site visit, will be prepared.

The next review of the department and its programs will be in the 2027-28 academic year.

## 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 OISE 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

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## 1. Review Summary

<b>Programs Reviewed:</b>	Master of Teaching (MT) Curriculum and Pedagogy (MEd, MA, PhD) Language and Literacies Education (MEd, MA, PhD)
<b>Unit Reviewed:</b>	Department of Curriculum, Teaching and Learning (CTL)
<b>Commissioning Officer:</b>	Dean, Ontario Institute for Studies in Education
<b>Reviewers (Name, Affiliation):</b>	Ali A. Abdi, Professor, Department of Educational Studies, Faculty of Education, University of British Columbia  John Furlong, Emeritus Professor of Education, Oxford University  Jin Sook Lee, Professor and Vice Chair of the Department of Education, University of California, Santa Barbara
<b>Date of Review Visit:</b>	February 6-7, 2020

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## Previous UTQAP Review

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**Date:** March 5-6, 2012

### Summary of Findings and Recommendations

**Significant program strengths:**

- High quality programs
- Unique MT program allows completion of initial teacher certification and master's degree
- High level of student satisfaction
- Faculty research productivity and output
- Faculty commitment to a collegial and supportive culture for colleagues and graduate students

**Opportunities for program improvement and enhancement. The reviewers recommended that the following be considered:**

- Restructuring current programs to build on faculty research and teaching strengths
- Re-examining course offerings to ensure appropriate breadth and depth, ongoing viability, and coverage of existing and new areas, including Second Language Education and Aboriginal Education
- Fostering interdisciplinary and cross-departmental collaborations and synergies in program planning and development as well as research
- Assessing the nature of teaching staff resources in the department
- Developing effective enrolment strategies for the proposed expansion of the MT, M.Ed. and Flex PhD programs that meet the needs and demands of students and external stakeholders while balancing resources

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

## Current Review: Documentation and Consultation

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### Documentation Provided to Reviewers

Terms of reference; Self-study; Previous review report including the administrative response(s); OISE Academic Plan 2017-2022; Access to the Ontario College of Teachers Accreditation

Decision for the Master of Teaching program's accreditation renewal (2016); Access to all course descriptions; Access to the curricula vitae of faculty.

## Consultation Process

Faculty, students, administrative staff and senior program administrators as well as members of relevant cognate units; community partners including representatives of collaborating school boards and teacher federations.

## Current Review: Findings and Recommendations

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### 1. Undergraduate Program (n/a)

### 2. Graduate Program

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

The reviewers observed the following **strengths**:

- Overall quality
  - CTL excels in both in its teaching and research contexts
  - Unique and highly-regarded MT program integrates research and practitioner training; expansion and modification of the MT program, despite considerable budgetary constraint, is the department's single largest achievement since the last review
  - Curriculum and Pedagogy (C&P) and Language and Literacies Education (LLE) programs are among the best specialist programs in Canada, with excellent international reputations
  - Thorough, insightful, forward-looking self-study
  - Students appreciate the quality of the programs and the rich array of elective courses offered across the department
- Objectives
  - Students feel that the new C&P program title more clearly represents their scholarly identity
  - LLE: positive name change from "Second Language Education" better reflects the program's academic foci and current state of the discipline
- Curriculum and program delivery
  - Ongoing work to harmonize MT course offerings reflects commitment to equity, criticality and social justice
  - Nearly all MT students are supervised by instructors with doctoral qualifications and extensive field experience
  - MT: Emphases on developing students' research literacy, providing research experience on small projects, and developing research-informed core and elective courses, are vitally important aspects of the program



- Students spoke positively of the C&P program move “from a more positivist tradition of analytic and theoretical training to a more humanistic tradition”
- C&P and LLE students appreciate programs’ non-prescriptive nature, allowing coursework and research pursuits to align with their individual interests
- Programs provide ample research participation opportunities; students report that they are well-trained in research and highly competitive for academic positions
- Accessibility and diversity
  - Students appreciate department’s commitment to criticality, to issues of diversity and equity, and to Indigenous and antiracist education
  - C&P currently developing specialization in critically-needed area of Indigenous education
- Student engagement, experience and program support services
  - Student comments describe learning experiences as “transformative” and “eye-opening” and reflect positively on the accessibility of both faculty and administrative staff
  - Strong support structure and focus on student mental wellness
  - MT students’ unique internship and community-engaged learning opportunities provide additional training outside of required practicum
  - LLE students appreciate the program’s stimulating learning environment, strong sense of community, and experienced, approachable faculty
- Quality indicators – graduate students
  - CTL programs attract large numbers of highly-qualified applicants

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

- Curriculum and program delivery
  - Over 80% of MT courses taught by sessional staff, which leads to challenges with ensuring consistent, high quality, and research informed teaching
  - MT practicum meets minimum Ontario College of Teachers requirement, however the structure (four 4-week placements across the length of the program) does not provide experience teaching over a longer period of time; a longer placement toward the end of the program would align better with comparable programs internationally
  - MT practicum students commented on the need for more consistent opportunities to debrief with their fellow students
  - Theory-into-practice model used in MT program “is now being widely questioned in many countries” and may not align with current best practices for preparing “high quality professionals who can use and do research in their day-to-day practice.”
  - Faculty and students commented on significant negative impacts of sharing courses between MT and C&P/LLE programs, including large class sizes and reports that teaching was moved to twilight sessions in order to accommodate MT students; reviewers also noted some difficulty aligning the academic needs and

expectations of students in different programs, students expressed a desire for “more advanced courses... tailored to their particular needs”

- Expansion of MT program has resulted in increased workload for faculty and staff and is likely to limit the “very wide range of courses” that have been offered in the department
- Uncertainty about the coherence of the C&P program specializations and whether they align with the goals and vision of the program as a whole
- Student complaints that a “significant number” of C&P courses listed in the program bulletin each year are not actually offered; reviewers observe that “not all of the rich array of specialist courses currently listed can or should be sustained”
- Students report that core LLE courses, such as those on language acquisition, are no longer offered due to reductions in faculty complement
- Boundaries in course offerings between C&P and LLE, and the coherent vision of LLE, “were not entirely clear”; reports of student confusion over courses offered within C&P that seem to align more closely with LLE program
- Across all programs, emphasizing qualitative over quantitative methods of instruction may limit students’ ability to engage with “an increasing proportion of international literature” and to secure employment internationally
- Consistent criticism from doctoral students regarding lack of opportunity to gain teaching experience; students entering the academic job market without this experience are at a serious disadvantage
- Accessibility and diversity
  - Unique internship and community-engaged learning opportunities in MT program are not readily available to all students
  - MT students appreciate department’s overall commitment to diversity but noted that “such commitment was not currently reflected in the staffing of the program”
- Student engagement, experience and program support services
  - MT students raised concerns about difficulty of offering honest feedback on practicum placements, due to personal relationships between university staff and the Associate Teacher at their placement
  - Students commented on variable quality of supervision and support, C&P students noted in particular a lack of guidance in choosing courses
- Student funding
  - Offering funding for one international PhD student per year is “highly problematic” and jeopardizes department’s international teaching and research connections and overall reputation as a centre of international excellence

The reviewers made the following **recommendations**:

- Objectives
  - Continue refining relational aspect of all three programs with a smaller and more coherent set of “inter-connected organizational emphases”

- Consider additional ways to integrate the activities of the MT program into the academic life of the C&P and LLE programs and vice versa, in particular via the “teacher education and professional development” research theme
- Refine rationale and intellectual vision for the LLE program to clarify the relationship and enhance links with C&P program, and to distinguish itself from other international programs in language and literacies
- Curriculum and program delivery
  - Implement more robust procedures to monitor and promote quality and consistency of teaching in the MT program
  - Reconsider timing and length of MT practicum placements, and provide practicum students with more consistent opportunities to share and discuss their experiences
  - Consider ways to adapt MT program’s theory-into-practice model to align with current international best practices and ensure that students have the opportunity to develop research-informed teaching
  - Address issues and tensions resulting from joint teaching and cross-listing of courses between MT and C&P/LLE programs as a matter of priority; ensure that C&P/LLE students have access to more advanced courses focused on their learning needs
  - Undertake further efforts to define C&P program goals and strengths, in order to attract high-quality applicants and ensure that future faculty hiring is focused on the most important needs of the program
  - Review program quality assurance procedures, particularly regarding supervision workload and consistency and quality of instruction
  - Urgent need to devise a plan to enable doctoral students to gain teaching experience during their programs; review policy on appointing teaching assistants to increase teaching opportunities for students
  - Increase course offerings in quantitative methods to enhance students’ research literacy and align with international best practices
  - Rationalize course offerings to create a more coherent experience for students and ensure clarity regarding the courses that will be offered each year
- Accessibility and diversity
  - Emphasize importance of increasing teaching staff diversity when making new appointments
- Student engagement, experience and program support services
  - Develop avenues for MT students to confidentially provide candid feedback or register concerns about the program
- Student funding
  - Review the department’s funding practices for international PhD students, with a view to significantly increasing their numbers in the future.

### 3. Faculty/Research

The reviewers observed the following **strengths**:

- Research
  - CTL research activity is comparable to other Tier One Research Universities
  - Faculty members have established national and international research profiles with strong records for receiving grant funding, many having recently been recognized with prestigious awards
  - Positive recent developments in the department and OISE overall to be more deliberate and strategic with respect to building infrastructure support for externally funded research
  - LLE program has been central in managing and contributing to important and active research centers such as CERLL, CREFO, and CIDEDEC, which host seminars, guest lectures, and colloquia
  - CTL faculty also make valuable contributions to other research centers within OISE
- Faculty
  - Successful recruiting of highly qualified sessional teachers with doctoral level qualifications; significant steps in recent years to integrate sessional teaching staff more fully into the academic community at CTL
  - Positive recent efforts to increase the number of tenure-stream faculty teaching in the MT program; C&P faculty frequently divide teaching responsibility between C&P and MT programs, teaching many MT electives
  - C&P faculty edit *Curriculum Inquiry*, a leading international journal in the field of curriculum studies
  - Strong mentoring and support for new faculty hires

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

- Research
  - Marginal decline in grant activity since 2015, possibly due to reduced number of faculty
  - Faculty research productivity has been impacted by a shortage of support staff and increases in student supervision and teaching responsibilities
  - Reviewers commented on lack of formal documentation of departmental research achievements, priorities, or future strategy; they noted a general sense that research is “taken for granted,” largely specific to individual faculty members, and not in need of management or goal-setting at the departmental level
- Faculty
  - Over 80% of MT courses taught by sessional staff, creating challenges in ensuring consistent, high quality, and research informed teaching; reviewers found little indication that this percentage will be significantly reduced in the foreseeable future

- Recent faculty complement decreases in both C&P and LLE have resulted in very heavy supervision/teaching loads for faculty members and a serious lack of supervision capacity, and has reduced the number of students the department is able to admit each year
- Recent faculty appointments have primarily been for teaching specialists in the MT program, rather than in areas that were of direct relevance to master's and doctoral students in C&P
- C&P faculty includes prominent scholars but the collective identity of the faculty is unclear
- If unaddressed, the reduced number of LLE faculty members could negatively impact the program's attractiveness to applicants and may threaten its long-term viability
- "Overall, it seems that the [LLE] program with its current staffing is barely able to meet the needs of students to maintain the high level of training it has historically done."

The reviewers made the following **recommendations**:

- Research
  - Create and regularly update a research strategy document covering various aspects of the department's research profile, goals (e.g., funding, publications, key achievements), and overall vision
- Faculty
  - Reinforcement of tenure-line faculty and support staff is an issue of critical importance for all of the department's major teaching programs
  - CTL and OISE should review the current approach to reducing the number of sessional teachers in the MT program, with a view to bringing the staffing structure more in line with comparable programs in other leading universities internationally
  - Increase the faculty complement of both the C&P and LLE programs, after further clarification of the programs' distinctive foci and intellectual coherence; new faculty appointments should align with program research priorities and staff/student ratios should align more closely with other OISE departments

## 4. Administration

The reviewers observed the following **strengths**:

- Relationships
  - Faculty expressed great confidence in the department and OISE's leadership, as well as a commitment to developing strong interdisciplinary ties and establishing a unified academic front
  - Faculty, staff, and students alike all expressed a passionate commitment to establishing a culture of inclusiveness and collaboration across all levels of the

department (also noted by the reviewers as a key factor in the successful integration of the expanded MT program)

- CTL leadership team's efforts to communicate clearly with all members and to be transparent in administrative processes have helped resolve the initial challenges resulting from the integration of the MT program
- Positive recent efforts to promote a student-centric culture in the department
- Supportive and collegiate atmosphere amongst faculty, staff, students, and community leaders; faculty were for the most part "overwhelmingly positive about the overall situation of the unit"
- Strongly positive and fully engaged administrative staff, many staff members with extensive length of service in the department commented on the strength of the community and the supportive relationships among their co-workers
- CTL has been successful in forging valuable relationships with other academic units within the University, as well as valuable partnerships with community organizations; reviewers noted the considerable demand for further development of these partnerships
- Relationships with external bodies have helped to establish innovative teaching and research opportunities, and made meaningful contributions to OISE's mission and the needs of the community
- Department faculty, students and programs are all highly respected in the community
- Organizational and financial structure
  - Staff expressed appreciation for professional development and growth opportunities within the department
- Long-range planning and overall assessment
  - Impressive ongoing efforts to bring individual program leaders to a mutual understanding of the core context of the department
- International comparators
  - MT is unique and difficult to compare with other domestic and international programs, but "appears to have all the programmatic components of an excellent teacher education program"; program is strongly positioned to become an international leader in teacher education
  - C&P program offerings and faculty reputation compare well with other programs focused on curriculum and pedagogy/instruction
  - LLE program has enjoyed a premier international reputation in the field of second language education studies

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

- Relationships
  - Further development of community partnerships may be difficult given current levels of appropriate staffing resources
- Organizational and financial structure

- Integration of the MT program has resulted in tensions about staffing levels and programmatic coherence; recent organizational changes seem to have been driven largely by structural needs rather than research or scholarly visions of the department
- Large proportion of the budget spent on sessional staff represents a considerable lost opportunity in terms of staffing both for CTL and for OISE; reviewers note the challenges of staffing a program as large and complex as the MT but remain concerned that the program is staffed “in such an unusual way”
- Current staffing levels may limit administrative staff members from taking advantage of opportunities for professional development and growth
- Students and staff commented on the substandard state of some classrooms; complaints included insufficient available seating, classrooms with no windows, and inadequate technological equipment such as smartboards
- A number of complaints were also made about the lack of proper spaces for eating and socializing
- Long-range planning and overall assessment
  - CTL appears to be in the last stages of a work-in-progress following the restructuring of its programs and the modification and expansion of the MT program; in particular, inter-programmatic coherence seems to still be in development
  - Reviewers had difficulty discerning the department’s overall vision and “connecting rationale”

The reviewers made the following **recommendations**:

- Organizational and financial structure
  - Review the timetable for the refurbishment of the main OISE building in order to ensure that appropriate facilities are available as quickly as possible
- Long-range planning and overall assessment
  - In preparation for its next phase of development, CTL should devote time to both clarifying and communicating its future vision “for the department as a whole, for its intellectual rationale, for its professional education, and for the higher degrees it offers and its research”
- International comparators
  - As the C&P program is smaller in size in comparison to other similar programs in Canada and elsewhere, a more focused approach to research and teaching, covering a smaller set of unique yet coherent specializations, would contribute to boosting its current national/international reputation

## 2. Administrative Response & Implementation Plan

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UNIVERSITY OF TORONTO  
OISE | ONTARIO INSTITUTE  
FOR STUDIES IN EDUCATION

Glen A. Jones, Ph.D.  
Professor and Dean

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

September 2, 2020

Re: Administrative Response to the 2019-2020 External Review of the Department of Curriculum, Teaching and Learning and its programs

Dear Professor McCahan,

Thank you for your request for the administrative response to the external review of the Department of Curriculum, Teaching and Learning (CTL) and its programs, and for the summary of the review.

The review took place during the 2019-2020 academic year, following a period of academic planning at OISE including the Master of Teaching (MT) visioning process, and the integration of a significantly modified and expanded MT program within the department. Broadly consultative and inclusive – involving the participation of faculty, staff and students – the self-study process allowed members of the department to reflect on their achievements and challenges while considering the next phase of the department’s development. I would like to thank CTL’s leadership team, faculty, staff, and students for embracing the review as an opportunity for reflection, and for demonstrating a collective commitment to the department’s continued success. We are also appreciative of the contributions of external reviewers, professors Ali (University of British Columbia), Furlong (University of Oxford) and Lee (University of California, Santa Barbara), for their visit and consultation with us in February 2020; their report represents a thoughtful review of the challenges and opportunities facing the department. What follows is our response to the points raised (in italics) in your letter dated June 22, 2020. The administrative response was developed in consultation with Professor Clare Brett, CTL Chair, and reflects key elements of the unit response.

- *The reviewers noted that over 80% of MT courses are taught by sessional instructors, leading to challenges ensuring consistent, high quality, and research informed teaching.*

The MT is a program of professional education accredited by the Ontario College of Teachers (OCT). One of the accreditation requirements is that “the faculty members teaching the program are an appropriate combination of persons with appropriate academic qualifications; practitioners with appropriate experience in the field of education; and persons with appropriate expertise in the divisions and components of the program.” O. Reg. 347/02, ss. 9. (1) 12. As such, in order to offer an outstanding graduate teacher education program that meets the accreditation requirements, OISE and CTL relies on a diversified academic staffing model encompassing a variety of faculty from: (a) tenure-stream and teaching-stream faculty with continuing appointments; to (b) contractually limited term appointees (CLTA); (c) part-time faculty and (d) sessional instructors with contracts of less than twelve months.

With their strong links to schools and school districts, sessional instructors bring to the program their knowledge, professional expertise, enthusiasm and an understanding of the realities of life in Ontario schools, and contribute to strengthening the partnership between the university and the field. The course



content of the MT program—largely regulated by the OCT—benefits from being addressed by educators with a longstanding experience in the school system. In addition to being experienced educators, sessional instructors appointed in the MT program meet the requirements of the School of Graduate Studies (SGS) to teach at the graduate level. Relatedly, it is important to highlight that the process for hiring sessional instructors is highly selective; the department has a pool of excellent educators to draw from many of whom have made sustained contributions to the program over many years. However, since these instructors are on short-term appointments, maintaining continuity has been an issue in the MT. This has been overcome to a certain extent by establishing a number of continuing faculty positions for the department’s experienced CLTA members to take on administrative roles within the MT and provide program continuity. As well, assigning CLTA opportunities to promising early career sessional instructors who wish to eventually apply for continuing faculty positions as those become available has been a positive development and a possible model to achieve a greater staffing balance within the MT.

The disbalance between contract faculty and faculty with continuing appointments in the MT program has been identified as an issue in previous reviews and while certain steps have been taken to address it, the disbalance continues to be a challenge especially with the recent MT enrolment expansion from a program enrolling 139 students across two years (in 2013-2014) to 880 students (in 2019-2020). Now that teacher education at OISE is offered at the graduate level, the department has taken steps to increase engagement of faculty with continuing appointments in the MT, both tenure-stream and teaching-stream, and will continue to work on this important priority.

### ***Implementation Plan***

#### ***(a) Immediate to Medium-term Actions (Department)***

In addition to the above-mentioned model where long time CTLA faculty have been presented with an opportunity to apply for continuing faculty positions within the MT, one of the effective strategies the department has been working on includes the increased participation of tenured and tenure-stream faculty from CTL’s two other programs (the Curriculum and Pedagogy; and the Language and Literacies Education) in the MT in a variety of ways including course development and teaching electives, collaborating on instructional teams, etc. Another strategy entails increasing collaboration among instructional teams through the role of the Teaching and Learning Coordinator—a senior teaching-stream faculty member who is responsible for supporting faculty development activities related to program curriculum renewal; as well as the role of Course Leads—experienced instructors whose main role involves mentoring and supporting fellow instructors of a specific course, which contributes to building coherence within the MT. It is expected that these strategies will continue to be implemented over the next two years.

#### ***(b) Long-term Actions (Department and the Dean’s Office)***

Additionally, in close collaboration with the Dean’s Office, strategic and principled faculty renewal planning will be critical for the department and will need to shift from the replacement-only focused model of faculty hiring to a program-needs focused model, which will better support the MT program. Hiring tenure-stream and teaching-stream faculty in continuing positions in the MT will be prioritized in order to strengthen the MT and contribute to achieving a more balanced academic staffing within the program. To that effect, a faculty search to fill a tenure-stream position within the MT has been successful this year and a new faculty member has joined OISE as Assistant Professor – Mathematics Education effective July 1, 2020. For the coming year, a new faculty position received approval and a search will be launched for an Assistant Professor, Teaching Steam – Inquiry and Research Practice in Teaching and Teacher Education, which, if successful, will fill an identified need and strengthen the continuing faculty complement within the MT program.

- *The reviewers noted comments from Curriculum & Pedagogy students that “a significant number of courses that were listed were not actually offered on a regular basis” and recommended that the program undertake “further work to define the strengths, coherence and rationale of what is offered.”*

The Curriculum and Pedagogy (C&P) program is an interdisciplinary program with multiple disciplines represented among the current faculty members who are associated with multiple research units within OISE and across the University. In addition to the recent renaming of the program from the Curriculum Studies and Teacher Development to its current name, in 2018-2019, the C&P program introduced seven graduate emphases to better reflect the range of research areas the program offers. These include: Arts in Education; Critical Studies in Curriculum and Pedagogy; Digital Technologies and Education; Indigenous Education and Decolonization; Qualitative Methodologies; Science, Mathematics and Technology Education; and Wellbeing.

### ***Implementation Plan***

#### ***(a) Immediate to Medium-term Actions (Department and the Dean’s Office)***

The SGS Calendar and the OISE Bulletin list all approved courses although not all courses are offered each year depending on availability or preferences of faculty. Courses which have been inactive for five years, are regularly removed from the SGS Calendar and the OISE Bulletin. Related to the emphases, the reviewers noted that they signify a positive development and are reflective of the profiles of the current faculty; however, it is unclear how they are connected to one another in the broader context of CTL. They recommended that, in order to improve coherence and differentiate the program from other similar programs, it may be beneficial to focus on a smaller set of unique but coherent specializations while streamlining course offerings. To act on this recommendation, in collaboration with the Office of Associate Dean, Programs, over the summer of 2020, the department developed a major modification proposal to introduce a new field entitled: Online Teaching and Learning within the MEd degree. Following governance approval in the fall of 2020, the new field will enroll its first cohort of students in September 2021 and will provide a more structured academic experience focused on online teaching pedagogies. The societal need for specialists who can effectively design and teach online courses has become increasingly evident in the context of the current coronavirus pandemic, ongoing student mobility issues and globalization.

#### ***(b) Long-term Actions (Department)***

The consistency and availability of courses is an issue the department will continue to work on through current efforts to engage in long-term course planning by reviewing course offerings, by increasing support for faculty in classroom-based teaching, and—with the shift to online courses due to the pandemic—by providing additional support for online teaching and learning. Specifically, over the next three years, the C&P program will consider how the recently established Emphases can build community for students and faculty; how extra-curricular programming might be organized in line with the Emphases; and how the academic coordinator of each Emphases can engage more directly in course planning in order to establish a curated sequence of courses for each emphasis as opposed to the current open menu of courses.

- *The reviewers recommended increasing opportunities for quantitative research methods training for M.A. and Ph.D. students across the department.*

The need for greater availability of research methods courses, especially quantitative methods, was identified during the 2016-2017 academic planning process at OISE. The plan suggested that OISE create joint research methods courses (quantitative and mixed methods) and enhance supports for student research. In

order to broaden the offering of quantitative research methods courses for all research-stream students, two jointly offered quantitative research methods courses have been made available under the auspices of the Office of Associate Dean, Programs including JOI1287H: Introduction to Applied Statistics, and JOI6000H: Special Topics in Advanced Quantitative Research Methods. Although these courses are offered by instructors from two other OISE departments (i.e. Applied Psychology and Human Development; and Leadership Higher and Adult Education), registration is open to all OISE students. Strengthening capacity in this area within the department and within OISE will continue to be a priority.

### ***Implementation Plan***

#### ***(a) Immediate to Medium-term Actions (Department)***

The work on a longer-term course planning cycle will continue after the 2019-2020 review and a number of steps to strengthen the department's course offering, especially the quantitative research methods courses will be taken. First, over the coming year, the C&P and LLE program committees will consider strategies to increase methodology course offerings beyond: CTL1842H Mixed Methods Research in Education: Combining Qualitative and Quantitative Inquiries; CTL1847H Data Analysis and Integration in Mixed Methods Research (C&P); and CTL3810H Second Language Classroom Research Methods (LLE). One of the strategies will involve considering the possibility of developing and offering core departmental courses in quantitative methods, and negotiating and enhancing access for C&P and LLE students to the quantitative research methods courses offered in other departments and across OISE. Additionally, a newly cross appointed faculty member from the Department of Languages Studies at UTM with background in quantitative research has joined the LLE program in July 2020.

#### ***(b) Long-term Actions (Deans Office)***

Following the completion of the academic planning process at OISE, the Office of Associate Dean, Programs started two initiatives that will enhance inter-departmental collaboration and ensure a more systematic approach to program planning. These include: (1) the creation of the Student Experience Committee comprised of students, faculty and staff with a mandate to promote and support the development and implementation of student-centred initiatives and services that enhance the student experience at OISE; and (2) the establishment of the OISE Programs Strategic Advisory Committee (OPSAC) comprised of Associate Chairs, Academic Coordinators, Graduate Liaison Officers, and other individuals at OISE involved in the planning and delivery of academic programs. The mandate of OPSAC is to advise on issues that have the most significant impact on the development and delivery of OISE's programs, including ensuring that our programs continue to be strong and relevant in terms of their content and learning outcomes, and that they are sustainable and meet the needs of students. Over the next two years, a subcommittee of OPSAC will be formed to review the research courses across OISE in order to ensure a solid foundation in research methodology for students in research-stream programs (MA & PhD). The subcommittee will review existing research methods courses, identify duplication and gaps/areas for course development, with a view to increasing the number of and access to quantitative research methods courses for all research-stream students consistent with the decentralized budget model at OISE.

- *The reviewers recommended increasing opportunities for Ph.D. students to gain practical teaching experience via teaching assistantships.*

OISE provides graduate students with teaching opportunities through Teaching Assistantships (TA) and Course Instructor (CI) positions. Prior to OISE's transition to an all-graduate faculty of education, these positions were more available as graduate students had opportunities to teach in the now discontinued undergraduate teacher education programs: the Consecutive Bachelor of Education/Diploma in Technological Studies (B.Ed./Dip.Tech.Ed), and the Concurrent Teacher Education Program (CTEP).

With OISE's full transition into an all-graduate institute in 2015-2016, opportunities for PhD students to gain teaching experience have diminished. However, OISE continues to provide teaching opportunities in the academic writing centre—the OISE Student Success Centre (OSSC). Some OISE students take on TA opportunities in other departments at U of T, namely LLE students in language related departments at UTM and UTSC. In addition, in the context of the online delivery of courses since May 2020, additional TA positions have been created in CTL to support online teaching and learning. As well, enrolment growth in the MT program represents an opportunity to explore ways to involve the C&P and LLE PhD students in the MT program as mentors and tutors.

### ***Implementation Plan***

#### ***(a) Immediate to Medium-term Actions (Department)***

The Department of CTL is committed to providing an enriched student experience for all of its students. Over the next academic year, the department will work with the Associate Chair, Student Experience to identify opportunities to enhance teaching experiences for its PhD students. These may include: (a) connecting the C&P and LLE Student Associations with the MT Student Association to organize weekly seminar series where PhD students can present a completed study or a project in progress; and (b) creating a mentorship program where the C&P and LLE PhD students can become involved in the MT program as mentors and tutors, which will help them prepare for the post-degree demands of the workplace.

#### ***(b) Long-term Actions (Deans Office)***

Working with the aforementioned Student Experience Committee, over the next two years, the Office of Associate Dean, Programs will initiate an institute-wide discussion on enhancing teaching experiences for PhD students at OISE. This will include the exploration of possibilities with undergraduate departments at U of T to create opportunities for OISE students to TA in departments and faculties that focus on issues that OISE has expertise in. It is expected that this will result in creating more teaching opportunities through the Teaching Assistantship process.

- *The reviewers recommended a review of the current model of joint teaching between the M.T. and the department's other programs, noting difficulty aligning the needs and expectations of different student groups and faculty members.*

The above-mentioned enrolment expansion in the MT program, from 139 students in 2013-2014 to 880 students in 2019-2020, has had serious implications for staffing and support. This dramatic increase in the size of the MT resulted in a need to consider ways to productively structure the relationship among the CTL's three programs. Most academic departments have programs that are largely independent of one another and while there may be some cross-program teaching, program faculty groups are often largely separate. However, in CTL, scholarship broadly related to teacher education is now the largest area in terms of the number of students and faculty requiring a different way to conceptualize the relationships among the three programs. Particularly, the C&P faculty have been and continue to be instrumental in the integration of the expanded MT program within the department as many of them divide their teaching responsibility across the two programs.

### ***Implementation Plan***

#### ***(a) Immediate to medium-term Actions (Department)***

Now that the enrolment in the MT program has been stabilized, the department will focus on finding an organizational model that supports a strong sense of community, program coherence and collaboration, as well as faculty research in a financially viable way. This plan involves several elements, some of which are

already in place such as: (a) ensuring department meetings are held at a time when most faculty members from all three programs are available to attend; (b) organizing presentations of faculty from each program so that colleagues become increasingly aware of the excellent research being produced across programs and faculty groups; and (c) having annual retreats bringing together faculty, staff and student leaders to tackle issues that are relevant across programs such as Indigenous resurgence, environmental education and climate change, student experience, etc. The next departmental retreat will focus on how to move forward with implementing the recommendations from this review, including reconsidering the current model of joint teaching between the MT and the department's other programs with a view to finding and realizing an optimal organizational model that supports all three programs.

- *The reviewers commented that reinforcement of tenure-stream faculty and support staff is “an issue of critical importance” for sustaining and advancing the department’s programs.*

The Department of CTL is the largest academic department at OISE and it takes great pride in being a dynamic, engaged, and collaborative community with a clear sense of purpose and direction. However, since the 2011-2012 review, due to organizational changes including OISE's transition to an all-graduate institute, budgetary constraints, and faculty retirements, academic competencies in areas once broadly supported by the department (e.g. Mathematics, Early Childhood Education, Educational Technology, the Learning Sciences, Language Acquisition, Teacher Development) have diminished while, at the same time, previously under-supported areas (e.g. Indigenous Education, Anti-racism Education, Plurilingual Education) are now only beginning to be addressed. Supervision loads among most tenure-stream faculty grew rapidly in the last five years and continue to be at high levels, and both faculty and staff are experiencing a significant level of job intensification.

### ***Implementation Plan***

#### ***(a) Medium-term to Long-term Actions (Department)***

Over the past four years as part of the faculty renewal efforts, the department has hired two to three tenure-stream and/or teaching-stream faculty in continuing appointments annually and this trend will continue over the coming years to replace retiring faculty and address program needs. This will be accomplished through principled and fiscally responsible faculty renewal planning that will be reviewed and updated annually. In terms of administrative staff resources, over the next two years, the department will review the staffing structure with a view to building capacity among staff, especially in the area of equity, diversity and inclusion to strengthen the support for students in the department, particularly the significantly expanded MT program.

- *The reviewers recommended that the department develop and communicate their vision and strategy for programs, research, and future advancement.*

Since its inception in 1996, the Department of CTL has been in constant transition, undergoing periods of self-reflection and assessment, resulting in many changes in composition, scholarship, and programs. The 2019-2020 external review of the department and its programs is viewed as part of an ongoing focus of self-reflection and continuous improvement. In the next phase of its development, the department will face interesting and unique challenges that need to be carefully addressed in order to ensure that each of its three programs continues to be of high quality, meets the needs of students, has an adequate complement of continuing faculty, and is able to continue to attract excellent students, faculty, staff and funding to ensure the department's sustainability and financial viability.

## ***Implementation Plan***

### ***(a) Medium-term to Long-term Actions (Department)***

The 2019-2020 CTL self-study outlined a number of themes and goals at the program and department levels that represent a starting point for developing more detailed plans and strategies. These include: (a) principled and strategic faculty renewal planning that meets emerging program needs; (b) reviewing the department's staffing structure with a view to building capacity among staff especially in the area of equity, diversity and inclusion; (c) embracing Indigeneity (e.g. the recent establishment of the Centre for Indigenous Educational Research); (d) enhancing student experience (e.g. community building, academic support, wellness programming); (e) enhancing coherence, collaboration and communication within and across all programs; and (d) supporting, disseminating and celebrating research. Over the next two years, beginning at the next departmental retreat, the department will revisit its current vision to ensure that it reflects the department's current state of development, its identity and values. Further, the department will develop detailed action plans to act on and implement each of the above outlined goals and will monitor their progress annually by identifying and celebrating concrete accomplishments and updating actions as necessary.

The Dean's Office will monitor the implementation of recommendations through ongoing meetings with the department leadership. A brief report to the Office of the Vice-Provost, Academic Programs, midway between the February 2020 site visit and the year of the next site visit, will be prepared. The next review of the department and its programs will be in the 2027-2028 academic year.

We trust that this response addresses the main areas raised by the reviewers. Please contact me if you have any questions or require additional information.

Sincerely,



Glen A. Jones, PhD  
Professor and Dean  
Ontario Institute for Studies in Education

Cc: Professor Clare Brett, Chair, Department of Curriculum, Teaching and Learning

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

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

### 4. Institutional Executive Summary

The reviewers praised the commitment to a culture of inclusiveness and collaboration, evident at all levels of the department; they noted CTL students' appreciation of the rich array of elective courses, accessibility of faculty and staff, and the Departmental commitment to issues of diversity and equity; they highlighted the modification and expansion of the Master of Teaching program since the phasing out of undergraduate programs in Education; they noted that the non-prescriptive nature of the Curriculum and Pedagogy program enables students to take courses relevant to their own interests; the reviewers also remarked on the stellar international reputation of the Language and Literacies Education programs in the field of second language education studies; and noted the department's success in forging valuable relationships with other academic units at the University, and with community organizations. The reviewers recommended that the following issues be addressed: ensuring consistent, high-quality, research informed teaching in the MT courses, which are predominantly taught by sessional instructors; undertaking further work to define the strengths, coherence and rationale course offerings in the Curriculum and Pedagogy program; increasing opportunities for quantitative research methods training for M.A. and Ph.D. students across the department; increasing opportunities for Ph.D. students to gain practical teaching experience via teaching assistantships; reviewing the current model of joint teaching between the M.T. and the department's other programs; prioritizing reinforcement of tenure-stream faculty and support staff; and developing and communicating a departmental vision and strategy for programs, research, and future advancement.

### 5. Monitoring and Date of Next Review

The Dean's Office will monitor the implementation of recommendations through ongoing meetings with the department leadership. A brief report to the Office of the Vice-Provost, Academic Programs, midway between the February 2020 site visit and the year of the next site visit, will be prepared.

The next review of the department and its programs will be in the 2027-2028 academic year.

### 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 OISE, 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**

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## 1. Review Summary

<b>Program Reviewed:</b>	Social Justice Education (MEd, MA, EdD, PhD)
<b>Unit Offering Program(s):</b>	Department of Social Justice Education
<b>Commissioning Officer:</b>	Dean, Ontario Institute for Studies in Education
<b>Reviewers:</b>	<p>Professor Lynn Bosetti La Trobe University</p> <p>Professor Roderick Ferguson Yale University</p> <p>Professor Malinda Smith University of Alberta</p>
<b>Date of Review Visit:</b>	February 13-14, 2020

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## Previous UTQAP Review

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**Review:** OISE Department of Humanities, Social Sciences, and Social Justice Education and its programs

**Date:** March 22-23, 2012

### Summary of Findings and Recommendations

**Significant program strengths:**

- A number of faculty have strong research and publication records
- Many graduates are leaders in their field
- Reviewers recognized that the programs were in transition and strongly endorsed the Department's vision of the revamped interdisciplinary structure and curriculum

**Opportunities for program improvement and enhancement:**

The reviewers recommended that the following be considered:

- Developing a new curricular model that balances disciplinary and interdisciplinary study based on some of the program's traditional strengths, and defines a common core and strands with a focused curriculum for each of the strands
- Re-examining course offerings to ensure on-going viability and clarity for students
- Offering and advertising subjects on a three-year cycle rather than annually
- Developing a comprehensive research plan to provide mentorship, research development support, and opportunities for research collaboration
- Renewing faculty complement to fill in for recent retirements of internationally prominent faculty; and to ensure a rounded curriculum can be delivered with solid advisement for students

## Current Review: Documentation and Consultation

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### Documentation Provided to Reviewers

Terms of reference; Self-study; Previous review report including the administrative response(s); OISE Academic Plan 2017-2022; Access to all course descriptions; Access to the curricula vitae of faculty.

## Consultation Process

Faculty, students, administrative staff and senior program administrators as well as members of relevant cognate units and representatives from partner community organizations and school boards.

## Current Review: Findings and Recommendations

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### 1. Undergraduate Program (n/a)

### 2. Graduate Program

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

The reviewers observed the following strengths:

- Overall quality
  - Outstanding department is a unique asset within OISE and the University, with high quality students and a strong reputation for its commitment to critical scholarship, scholar activism, and community engagement
  - SJE has reoriented traditional areas of humanities and social sciences towards a form of cultural studies that educates students to address sometimes contentious historical and contemporary issues
  - SJE includes a number of interconnected areas of teaching and research strengths that share a commitment to critical pedagogy and social action, equity and diversity, and social justice
- Objectives
  - Robust graduate programs in the areas of critical social theories, decolonization and anticolonial studies, Disability Studies, Black Studies and anti-Blackness, Gender studies, and Indigenous studies
- Curriculum and program delivery
  - Integrative curriculum “sets an interdisciplinary agenda for the field of education studies—especially with regard to matters of race, gender, Indigeneity and disability”
- Accessibility and diversity
  - Heterogeneity of faculty, staff and students “brings epistemic diversity that informs teaching, research and community engagement, and is enriched by their experiences working in national and global contexts”
  - Students praised the department’s commitment to diversity
- Student engagement, experience and program support services
  - High levels of student satisfaction with program quality, the supportive environment in the department, fully-engaged professors, and the “opportunity to engage with like-minded individuals committed to social justice”
  - Study groups arranged by some advisors provide mentorship, peer support and a sense of community

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

- Curriculum and program delivery
  - Students commented on tension between MA and MEd programs over limited access to shared high-demand courses and the need for improved coordination between the two programs
  - High demand courses often have 30 or more students enrolled, with waitlists during the enrolment period
  - MA and MEd students commented on the need for more program-specific courses; e.g., foundational research methods courses in the MA and more applied courses focused on schooling in the MEd
  - Some students expressed a desire for a wider and more diverse array of theoretical perspectives and approaches, as well as access to different kinds of knowledge in their course work
  - Limited opportunities to gain teaching experience for SJE students is a major concern, particularly for students interested in pursuing careers in academia; lack of undergraduate courses in education means students can only gain teaching experience outside the department
  - Lack of communication and integration among SJE's intellectual subfields can result in intra-department silos, and issues managing faculty-to-student ratio and space allocation
- Student engagement, experience and program support services
  - Uneven distribution of mentoring and related support among students; established mentorship cohorts or other advising structures serve some students well while others receive inadequate mentoring or none at all
  - “Unsustainable” supervision workload for faculty members in high demand research areas limits advisory capacity and can impact students’ time-to-completion
  - Some students have difficulty understanding expectations and achieving key milestones of their graduate school experience such as securing a supervisor, accessing courses, and navigating program requirements
- Student funding
  - Fully-funded students expressed concern regarding the limited opportunities to gain research experience, as research assistantships are only available to partially-funded students
  - Students expressed desire for more guidance from the department on how to access other sources of funding
  - EdD students expressed concern about their inability to access funding, and about the general perception that they are “not valued because they are not in a research-intensive program and not eligible for funding”

The reviewers made the following **recommendations**:

- Curriculum and program delivery

- Consider new courses, or modifications to existing courses, to accommodate diverse perspectives, and to provide a wider array of theoretical approaches and a more inclusive space for students,
- Articulate effective pathways into, and through, SJE graduate programs such as undergraduate feeder or service courses, co-op education, and internships
- Develop seminars or other courses for students in research-focused programs to provide opportunity for deeper and more theoretical work than might be of interest to students in professional programs
- Student engagement, experience and program support services
  - Cultivate more collaborative approaches to graduate supervision, mentoring, and training (e.g., co-mentoring, network mentoring, and peer advising) to ensure that all students have equitable access to quality mentoring and support
  - Consider admitting students into their program with a designated supervisor, rather than an advisor, to distribute faculty supervision load, ensure sufficient supervision capacity, and alleviate students' uncertainty around the process
  - Improve communication with students to ensure understanding of procedures, requirements, and expectations as they navigate their graduate school experience; communication methods to consider include a graduate student guidebook, workshops, orientation sessions, a newsletter, and a regularly updated calendar of events
- Student funding
  - Consider whether EdD students' research practicum can be funded

### 3. Faculty/Research

The reviewers observed the following **strengths**:

- Overall quality
  - SJE is home to influential and internationally recognized scholars who make valuable contributions to research, education, and knowledge transfer in OISE and the university, as well as on domestic and international levels
- Faculty
  - More than half of faculty are full professors, and slightly more than a quarter are at the associate or assistant professor level
  - SJE faculty have been instrumental in various efforts to engage with and address issues of equity, diversity, and structural racism, within OISE as well as the University

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

- Faculty
  - Large student/faculty ratio creates uneven teaching, learning, supervision, and mentoring experiences, particularly in areas of growing research interest

- Lack of clarity around succession planning and overall strategy for new faculty hires, particularly whether to hire faculty to support either emerging fields or more established ones

The reviewers made the following **recommendations**:

- Research
  - Establish a new research centre focused on Disability Studies and consider new faculty hiring in this emerging area
- Faculty
  - “To expand programs and support more graduate students, hiring additional full-time faculty members is imperative”
  - Consider hiring new faculty who can teach in more than one area, to enable development of new areas of specialization while increasing capacity in existing areas
  - Regulate student/faculty ratio to ensure reasonable teaching and supervisory loads for faculty
  - Clarify faculty hiring and succession planning strategies with regard to supporting faculty renewal in established and emerging areas of study

#### 4. Administration

The reviewers observed the following **strengths**:

- Relationships
  - Department Chair makes a concerted effort to create an inclusive and democratic culture in the department, holding regular events and celebrations to strengthen relationships among faculty and staff
  - Faculty commented on improved morale in the department
- Organizational and financial structure
  - Strong and dedicated staff members, including recent hires and longer-serving members, provide valuable administrative support and “have more than stepped up to structural challenges within the unit”
- International comparators
  - SJE is “in a niche all its own”; some international institutions have research centres and/or clusters of researchers working on aspects of social justice and education, (e.g. U.C. Berkeley’s faculty concentration in Critical Studies of Race, Class, and Gender) but none with as concentrated a focus as SJE

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

- Relationships

- A number of factors in the culture of the department can create potential for the development of insular groups and “intellectual turf wars” leading to marginalization, silencing, and withdrawal of faculty and students
- Reviewers note troubling accounts of breakdowns in faculty/student and student/student relations; some members of the department commented on a “toxic culture” and “incivility witnessed in some classes, at meetings, and among staff”
- Organizational and financial structure
  - Pressing need for “a faculty member to supervise student progress and to guide students as they pursue institutional milestones”
  - Staff complement is too small for a department of SJE’s size and complexity
  - Uneven allocation, maintenance, and use of available space is a “major structural issue” within the department, impacting the culture and the experiences of faculty, staff and students
  - Students commented on the need for more technological support with 24/7 access to computers and printers
- Long-range planning and overall assessment
  - Long-range challenges include continuing to foster a climate of mutual respect and “establishing a sense of a collective project among the various elements of the department”

The reviewers made the following **recommendations**:

- Relationships
  - As appropriate, improve transparency in decision-making with regard to hiring new staff and addressing departmental culture
  - Undertake a departmental climate review, including the development of a healthy workplace policy; engage in performance management for unprofessional conduct
- Organizational and financial structure
  - Strong need for additional staff in communications and graduate liaison/coordinator roles, to provide continuity of support and a more sustainable workload for staff in these areas
  - Address space concerns and consider creating a designated, open space plan for graduate students to foster “a spirit of access, inclusion, collaboration, and solidarity,” allow shared use of technology, and to use available space more efficiently
  - Improve infrastructure with additional computers, printers, and updated research-relevant software



UNIVERSITY OF TORONTO  
OISE | ONTARIO INSTITUTE  
FOR STUDIES IN EDUCATION

Glen A. Jones, Ph.D.  
*Professor and Dean*

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

September 17, 2020

### **Re: Administrative Response to the 2019-2020 External Review of the Department of Social Justice Education and its programs**

Dear Professor McCahan,

Thank you for your request for the administrative response to the external review of the Department of Social Justice Education (SJE) and its programs, and for the summary of the review.

The external review took place during the 2019-2020 academic year, following a period of academic planning at OISE and the appointment of Professor Njoki Wane as Chair of the department in 2018. Broadly consultative and inclusive – involving the participation of faculty, staff and students – the self-study process allowed members of the department to reflect on their achievements and challenges while considering the next phase of the department’s development. I would like to thank the SJE leadership, faculty, staff, and students for embracing the review as an opportunity for reflection, and for demonstrating a collective commitment to the department’s continued success. We are also appreciative of the contributions of external reviewers, professors Bosetti (La Trobe University), Ferguson (Yale University) and Smith (University of Alberta), for their visit and consultation with us in February 2020; their report represents a thoughtful review of the challenges and opportunities facing the department. What follows is our response to the points raised (in italics) in your letter dated June 22, 2020. The administrative response was developed in consultation with Professor Njoki Wane, SJE Chair, and reflects key elements of the unit response.

- *The reviewers noted a number of concerns related to supervisory capacity and uneven supervisory loads, observing that current student-faculty ratios, particularly in areas of growing research interest, create uneven teaching, learning and mentoring experiences. Students expressed concern over the process of finding a supervisor, noting that “many professors are at capacity in supervision” and that faculty workload leads to difficulty finding sufficient time for student mentoring and supervision.*

Creating critical scholarship stems from strong relationships where students have the support they require to succeed. This includes accessible and supportive departmental advisors, supervisors, staff, and infrastructure that enable students to excel in scholarship and become successful professionals. Particularly, the student-supervisor relationship is a key factor for a successful graduate experience. In this regard, the department endeavors to follow the School of Graduate Studies (SGS) general regulations and supervision guidelines according to which, students in the thesis-based programs are admitted with a faculty advisor clearly identified at the time of admission. This allows a student to seek initial guidance while considering a faculty member whose research program best aligns with their research interests and who can serve as a most suitable supervisor. Normally, the advisor later becomes a formal supervisor; however, this is not always the case. Students and faculty members develop long-term relationships based on shared research interests, clear expectations and mutual respect; however, circumstances can change along the trajectory of a student’s

journey impacting the ability to secure a supervisor and contributing to uneven supervisory loads. Specifically, the problem occurs when a student's area of study shifts during their 2<sup>nd</sup> year of the program, which is normally the time by which a supervisor should be identified and a supervisory committee established. Other reasons could include change in relationship with the initially identified faculty advisor; a leave of absence from studies due to financial, personal, or health issues; faculty retirements/departures; student transfers into programs other than those originally enrolled in, etc. As noted, these issues can create difficulties for students in finding supervisors and impact faculty workloads.

### ***Implementation Plan***

#### ***(a) Immediate to Medium-term Actions (Department)***

Advising and mentoring of students is at the core of student experience within SJE and most faculty have study groups and learning circles that embrace students, provide supports and promote peer mentorship. The department has put in a place a number of initiatives to address the problem of uneven faculty workload: (1) Faculty members with lighter supervisory loads will engage more in advising and mentoring of master's students, and will take on service roles such as membership on departmental (e.g. Admissions) and institutional committees (e.g. OISE Council); (2) The department is currently rethinking its admission strategies between the various degrees offered and will consider, for example, reducing the admissions of PhD students as the admissions of EdD students increases. Newly admitted EdD students are grouped into cohorts to create a sense of community and facilitate future supervision; (3) The department is also focusing on helping current PhD students to complete their degree, so that the overall supervision load of faculty is reduced. Additional assistance to current PhD students is being offered by Office of the Associate Dean, Programs through the Thesis in Motion initiative where a senior OISE faculty member provides mentoring to students who struggle through the thesis writing phase. The department also invites faculty from other departments at OISE who have a specific interest in supervising or serving on a thesis committee in SJE to consider cross-appointments. In addition, two upcoming faculty hires including a Tier 1 CRC, will contribute to a redistribution of the supervisory load; (4) In addition to the position of Associate Chair, the position of Graduate Coordinator will be established effective 2020-2021, and a faculty member will be assigned to this role to work directly with the newly admitted cohorts and support them in navigating program requirements, selecting courses, and acquiring a formal supervisor. This will include advice on who to approach and how to initiate a conversation with a prospective supervisor, and follow ups to ensure students' ability to secure supervisors by the end of their 2<sup>nd</sup> year of the program; (5) Moving forward, the department hopes to utilize to a greater extent the SGS Progress Tracker, which is a relatively new online data management tool that tracks supervisory committee meetings, progress reports, and project milestones at the graduate level. In the meantime, a study progress report form must be completed by the student and supervisor at the end of each academic year to document progress, flag any issues, and support students at risk. Additionally, a stricter enforcement of the required annual meeting of the supervisory committee and the student, as well as a faculty meeting to discuss students at risk will be applied. It is expected that, over the next two years, these initiatives will improve issues related to supervisory capacity within the department.

- *The reviewers observed that some students experience difficulty navigating and meeting key milestones in their graduate school experience. They recommended increased communication efforts to clarify policies, procedures and requirements.*

The department is committed to helping students navigate the institution and supporting them in becoming leaders in research, community engagement and knowledge mobilization. OISE's Academic Plan 2017-2022 includes a commitment to enhancing student experience through excellence in teaching and graduate supervision, and providing better access to professional development and support mechanisms our students need to complete their programs, and transition into productive and rewarding careers. In addition to the



department-based supports, SJE students can access a number of services offered on the St. George campus through SGS, and through the Office of the Registrar and Student Services (ORSS) and its OISE Student Success Centre (OSSC).

### **Implementation Plan**

#### ***(a) Immediate to Medium-term Actions (Department)***

In addition to the position of Associate Chair, effective 2020-2021, the position of Graduate Coordinator will be established and a faculty member will be assigned to this role to work with the newly admitted students and support them in navigating their programs from selecting courses and finding a supervisor, to navigating forms, grants, awards, and bursary applications. Such direct advising will take the form of regularly scheduled monthly meetings with the entire cohort. To help create a community, the Graduate Coordinator will offer a course to all new doctoral students, initially as a special topics course that will later be converted into a regular course following a trial period.

In addition to the webpage with resources and a detailed student guide book, the department holds an annual orientation for incoming students; however not all students are available to attend. Working with the Graduate Liaison Officer, the Graduate Coordinator will devise a plan for increasing student participation at the orientation event, as well as for a more effective distribution of the student guide book. A letter from the Chair welcoming newly admitted students to the department could be one of the strategies and could feature the Chair's advice to students shared at the 2019-2020 orientation focused on 3 Ps: (1) Prepare (learn about the program requirements); (2) Participate (in courses and academic activities to meet expectations and achieve learning outcomes); and (3) Plan (how to accomplish your academic goals and aspirations). Additionally, information sheets with clearly outlined program requirements and collaborative specialization options for each degree program will be distributed at the orientation event, and via the student listserv.

#### ***(b) Medium-term to Long-term Actions (Dean's Office)***

Following the completion of the academic planning process at OISE, the Office of Associate Dean, Programs established the Student Experience Committee comprised of students, faculty and staff with a mandate to promote and support the development and implementation of student-centered initiatives and services that enhance the student experience at OISE. Each year, the Students Experience Committee focuses on different priorities. Over the next two years, the Committee will focus on one of the priorities from the OISE Academic Plan 2017-2022, that is, to develop a plan for student success that identifies goals and priorities to ensure that our students receive quality instruction, advising and supervision, and that they can access resources including financial support. This will benefit students in all OISE programs including SJE.

- *The reviewers commented on several areas of tension between the needs and expectations of students in both research and professional programs:*
  - *Competition for limited spaces in shared high-demand courses*
  - *Need for courses "around which students in a particular program can cohere," e.g., seminars or research methods courses for MA and more applied courses for MEd students*
  - *EdD students expressed concerns regarding inequitable treatment and "feeling like they are not valued because they are not in a research-intensive program and not eligible for funding."*

Academic programs, courses and other academic activities are integral part of the overall student experience. Access to courses including adequate offering or research methods courses for students in research-stream programs, as well as online courses could be improved through effective management of course enrolment and waitlists, as well as by ensuring that OISE Bulletin includes current information on available courses.

## ***Implementation Plan***

### ***(a) Immediate to Medium-term Actions (Department)***

In order to address the tension between the needs and expectations of students in both research-stream and professional programs, courses have been created with enrollment limited to specific degrees including adding additional sections of courses in the Summer of 2020 to respond to demand. Starting the fall of 2020, all incoming Master of Education (MEd) students are encouraged to enroll in SJE1903H Major Concepts and Issues in Education, which provides MEd students with basic theories and debates in social justice education. The course is open only to MEd students and will allow them to form a community. On the other hand, research-stream students (MA & PhD) are encouraged to enroll in SJE3905H Interdisciplinary Approaches to Research: Theory and Praxis. The department will explore the possibility of creating a course solely designated for PhD students experimentally as a special topics course with a view to converting the course into a regularly offered course within a year. This approach will provide a more inclusive space for students in professional and research-stream programs respectively and accommodate diverse critical and theoretical perspectives while alleviating tensions regarding shared high demand courses.

With respect to the EdD program, which was modified during the 2017-2018 academic year, SJE3997H Practicum in Social Justice Education is a required course for all EdD students and allows them to establish a community. Another innovative feature of the redefined EdD in SJE is the introduction of the *thesis - dissertation in practice* as the culminating component of the degree. As noted above, the department has seen a spike in enrollment since the modification of its EdD program. To further enhance the EdD student experience and provide a safety net so that no student feels unsupported in navigating the program, the department will assign one faculty member to guide and advise the students. This will not absolve the rest of the faculty members from advising individual students. Unlike the research-stream PhD degree, the EdD is a professional degree and is not part of the funded cohort; however, OISE offers bursaries for students in financial need and has increased its bursary funds in 2020.

### ***(b) Medium-term to Long-term Actions (Dean's Office)***

Following the completion of the Academic Plan 2017-2022, with a view to enhancing inter-departmental collaboration in program planning, the Office of Associate Dean, Programs established the OISE Programs Strategic Advisory Committee (OPSAC) comprised of Associate Chairs, Academic Coordinators, Graduate Liaisons, and others at OISE involved in the planning and delivery of academic programs. The OPSAC's mandate is to advise on issues that have the most significant impact on the development and delivery of OISE's programs ensuring that our programs continue to be strong and relevant in terms of their content and learning outcomes, and that they are sustainable and meet the needs of students. Over the next two years, a subcommittee of OPSAC will be formed to review the research courses across OISE in order to ensure a solid foundation in research methodology for students in research-stream programs (MA & PhD). The subcommittee will review existing courses, identify duplication and gaps/areas for course development, with the goal of increasing the number of and access to quantitative research methods courses for all research-stream students consistent with the decentralized budget model at OISE. The greater offering of quantitative research methods courses will benefit students in all of OISE's research-stream program including SJE.

- *The reviewers noted the limited opportunities for students to gain teaching and research experience.*

OISE provides graduate students with teaching opportunities through Teaching Assistantships (TA) and Course Instructor (CI) positions. Prior to OISE's transition to an all-graduate faculty of education, these positions were more available as graduate students had opportunities to teach in the now discontinued undergraduate teacher education programs: the Consecutive Bachelor of Education/Diploma in

Technological Studies (B.Ed./Dip.Tech.Ed), and the Concurrent Teacher Education Program (CTEP). While OISE's full transition into an all-graduate institute in 2015-2016 has diminished opportunities for PhD students to gain teaching experience, teaching opportunities, although limited, continue to be provided in the OISE Student Success Centre (OSSC). Additionally, some OISE students take on TA opportunities in other departments within the University of Toronto.

Regarding research experience, OISE students engage in research through both formal and informal relationships with researchers and are supported by institutional, domestic, and international grants and scholarships. Through faculty advisor and thesis supervisor roles, OISE's scholars guide and mentor students throughout their research program in a supportive environment. In addition to these mentoring relationships between faculty and students, OISE offers opportunities to engage in research projects through Graduate Assistantships (GA), Research & Development Graduate Assistantships (R&D GA), Research Assistantships (RA), and Research Fellowships (RF). The main funding mechanism is the GA program. In addition to students in research-stream programs, a provision in the collective agreement allows a determined number of students outside the funded cohort to access GA-ships. OISE students are also provided with many external research opportunities including travel awards and grants offered in partnership with SGS.

### ***Implementation Plan***

#### ***(a) Long-term Actions (Deans Office)***

While students in the research-stream programs (MA and PhD) have ample opportunities to engage in research, we recognize that teaching opportunities have diminished with OISE's transition to an all-graduate institute. Working with the aforementioned Student Experience Committee, over the next two years, the Office of Associate Dean, Programs will initiate an institute-wide discussion on enhancing teaching experiences for PhD students at OISE. This will include the exploration of possibilities with undergraduate departments at U of T to create opportunities for OISE students to TA in departments and faculties that focus on issues that OISE has expertise in. It is expected that this will result in creating more teaching opportunities through the Teaching Assistantship process.

- *In response to student comments, the reviewers encouraged the department to consider ways in which courses, either existing or newly-created, could provide a more inclusive space and accommodate diverse critical and theoretical perspectives.*

In their report, the reviewers noted that there are certain structural issues that seem to produce silos among the various intellectual subfields within the department; however, they also noted that "the department is characterized by representational and epistemic diversity" highlighting that this diversity "informs teaching, research and community engagement" within the department.

### ***Implementation Plan***

#### ***(a) Immediate to Medium-term Actions (Department)***

It is important to note that, what may be perceived as 'silos' are actually thematic orientations that are embedded in the Social Justice Education as an interdisciplinary program (e.g. Indigenous Education, Black Studies, Disability Studies). The program's interdisciplinarity is evident from the diverse disciplinary backgrounds of SJE faculty whose current research is, for example, in Philosophy, Indigeneity, Women Studies, Postsocialism, Africa-based Studies, Policy Studies, Political Economy, Media Studies, Media Literacy Education and Radical Pedagogies. Within the program, students can also take a more focused path by enrolling in one of the eleven collaborative specializations the department's degree programs are participating in, or by choosing their elective courses based on course themes, both from within the

department, and from the courses of other departments (e.g. Indigenous, Technological, Urban Education). To ensure that students feel included and valued, the following steps will be taken: (1) The department will develop an extensive description of Social Justice Education as an area of study, including the available specializations, degree themes, as well as the clusters of courses offered, which will be included in the SJE student guide book. This will allow students to explore possibilities and make informed decisions about structuring their degree and giving it a particular focus to ensure that they can accomplish their academic goals and that, as graduates, they are competitive on the employment market; (2) The department will create a bi-monthly Newsletter, paying particular attention to the rapid changes that are taking place due to COVID-19. The annual orientation, as well as recently added additional onboarding events with staff and the Graduate Coordinator will create opportunities to address student questions, explore program specializations and employment pathways; (3) The department will continue to offer and create new courses that bridge thematic orientations and connect epistemologies and will increasingly encourage students to enroll in these courses to broaden their lenses. The department also offers seminars intended to expose students to faculty research and specializations. It is expected that these steps will increase existing and create new inclusive spaces for students while accommodating diverse critical and theoretical perspectives.

- *The reviewers recommended increasing the staff complement to coordinate professional development, mentoring relationships, and other student supports and services.*

SJE is a vibrant and multi-layered department, which has strengthened its internal sense of community dramatically over the last five years. The reviewers noted that the SJE has dedicated staff members; however, the administrative staff complement is small given the size of the department's community particularly the graduate program and its communication needs. In fact, since the 2011-2012 review, due to organizational changes including OISE's transition to an all-graduate institute, budgetary constraints, faculty retirements and departures, both faculty and staff are experiencing a significant level of job intensification.

### ***Implementation Plan***

#### ***(a) Medium-term to Long-term Actions (Department)***

With a view to strengthening its faculty resources, the department will engage in principled and fiscally responsible faculty renewal planning that will be reviewed and updated annually. In addition to the tenure-stream position in Black Studies that was filled in 2018-2019, the Provostial approval was received to launch two tenure-stream faculty searches in 2020-2021, one in Disability Studies, and the second one in Black Studies in Education. Renewal and succession planning for new academic hires will enable growth in high demand research areas and support the present and future demands for supervision. Additionally, the role of Graduate Coordinator will be more central to strengthening the student support and advising. Historically, this role and the role of the Associate Chair were separate; however, in recent years, the two roles were merged into the Associate Chair role. Effective 2020-2021, the Graduate Coordinator position will be a separate and distinct role focusing solely on supporting and advising current students.

In terms of administrative staff resources, over the next two years, the department will review the staffing structure with a view to building capacity among staff to strengthen the support for students. As part of this plan, the role of Executive Assistant will focus on administrative support and operations rather than communications. The Business Officer role will remain the same focusing on financial management, business operations, space and human resource administration functions. The position of Recruitment and Communication Assistant has been a term position and the department will make a case for maintaining this important role as a continuing administrative staff position within SJE. The Graduate Liaison Officer position will be reoriented to work collaboratively with the Office of Graduate Coordinator to coordinate professional development, mentoring relationships, and other student supports. In order to build capacity, all

SJE staff members will be encouraged to utilize resources including professional development courses offered within the University's Centre for Learning, Leadership and Culture (LLC).

- *The reviewers commented on space and infrastructure issues in the department, noting that “available space is unevenly used, renovated, and allocated between programs” and that students expressed “the strong need for access to more computers and printers with the latest research-relevant software.” They suggested improvements that could foster “a spirit of access, inclusion, collaboration, and solidarity.”*

As the department continues to grow, the need for adequate space has become an ongoing issue for its community. This has been addressed through a number of strategic changes made to the physical space within SJE including the recent construction of a state-of-the-art research facility made possible by Canada Foundation for Innovation (CFI) funds secured by faculty member and Canada Research Chair of Indigenous Methodologies with Youth and Communities. While facilities in other areas of research within the department are yet to benefit from equivalent resources, it is expected that the upcoming search for a Tier 1 CRC in Black Studies in Education will result in the creation of additional research infrastructures. Moreover, space needs within the department will be addressed as part of the general OISE space planning exercise. Under the Community Building focusing theme, OISE's Academic Plan 2017-2020 calls for the development of “a space utilization plan that optimizes the efficient use of space and emphasizes community building, security and safety, accessibility, environmental sustainability and respect for cultural diversity”.

### ***Implementation Plan***

#### ***(a) Medium-term to Long-term Actions (Dean's Office)***

To realize this important goal, the OISE Space Planning Committee comprised of representatives of students, faculty and staff was established during the 2018-2019 academic year. The Committee includes an SJE faculty and student representative. The Committee's mandate is to review community needs in terms of space, analyze and assess space usage in the building, and develop broad space planning options guided by established core principles and community consultations. The Committee will also provide input on critical milestones, evaluation and phasing of space planning implementation. Over the next two years, the Committee will engage in community consultations that will lead to the development of a principle-based comprehensive space plan for OISE that will benefit all of its departments and units including SJE. In the meantime, the department has requested more space for its growing community needs. Related to technology needs, OISE's Education Commons (EC) has recently completed its Strategic Plan (2020-2022), and is taking steps to implement it ensuring that it can supply the technological infrastructure needed to support new and innovative forms of teaching, learning and research.

- *The reviewers noted some troubling issues of climate within the department involving some relationships between faculty and students.*

As per its Constitution, the department is “committed to shared governance, mutual care and respect, transparency and accountability” and is mindful of inequitable power relations and dynamics within and across the different constituencies that may inform, influence, and impact deliberations and decisions. To the best of their individual and collective capacities, the department works to challenge inequities, to recognize diverse perspectives, and to create inclusive spaces for its members.

## ***Implementation Plan***

### ***(a) Immediate to Medium-term Actions (Department)***

The department has come a long way in strengthening its sense of community over the last five years; especially since 2018, when SJE moved into a new era in its evolution under the leadership of the current Chair, Professor Njoki Wane. While the reviewers learned of some interpersonal challenges within the department during their meetings with students, it is important to note that such grievances should not overshadow the students' general appreciation of faculty, staff and fellow students within the department. As well, interpersonal challenges that may occur between members of a department or unit is not an issue unique to SJE. Regardless, the department leadership pays close attention to some of the interpersonal relations in the department and will pursue appropriate avenues to resolve any issues going forward.

The department continues to move forward together as a community and strives to be a welcoming place for all its members. Following the 2019-2020 review, the department is well positioned to expand its reach qualitatively in terms of its programs, community engagement and research impact, and quantitatively in terms of attracting excellent students, faculty and resources that will support OISE and the University of Toronto.

The Dean's Office will monitor the implementation of recommendations through ongoing meetings with the department leadership. A brief report to the Office of the Vice-Provost, Academic Programs, midway between the February 2020 site visit and the year of the next site visit, will be prepared. The next review of the department and its programs will be in the 2027-2028 academic year.

We trust that this response addresses the main areas raised by the reviewers. Please contact me if you have any questions or require additional information.

Sincerely,

A handwritten signature in black ink, appearing to read 'Glen A. Jones', written in a cursive style.

Glen A. Jones, PhD  
Professor and Dean  
Ontario Institute for Studies in Education

Cc: Professor Njoki Wane, Chair, Department of Social Justice Education

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

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

### 4. Institutional Executive Summary

The reviewers praised the Department for its “representational and epistemic diversity,”; they noted that the Department is home to influential, world-renowned scholars, and has a very strong reputation “for its commitment to critical scholarship, scholar activism, and community engagement”; they observed that the Department’s course offerings “integrate the study of education with some of the most exciting areas to emerge in the modern Western academy”; and finally noted that SJE students expressed high levels of satisfaction with the “quality of their program, the support from their colleagues and faculty, and the opportunity to engage with like-minded individuals committed to social justice.” The reviewers recommended that the following issues be addressed: addressing concerns related to supervisory capacity and uneven supervisory loads; increasing communication efforts with graduate students to clarify policies, procedures and requirements; addressing several areas of tension between the needs and expectations of students in both research and professional programs, including a) competition for spaces in high-demand courses, b) need for courses “around which students in a particular program can cohere”, c) EdD student reports of concerns regarding inequitable treatment and “feeling like they are not valued because they are not in a research-intensive program and not eligible for funding”; increasing opportunities for students to gain teaching and research experience; considering ways in which courses could provide a more inclusive space; increasing the staff complement to coordinate professional development, mentoring relationships, and other student supports and services; prioritizing space and infrastructure improvements to foster “a spirit of access, inclusion, collaboration, and solidarity”; and addressing troubling climate issues within the department, involving some relationships between faculty and students.

### 5. Monitoring and Date of Next Review

The Dean’s Office will monitor the implementation of recommendations through ongoing meetings with the department leadership. A brief report to the Office of the Vice-Provost, Academic Programs, midway between the February 2020 site visit and the year of the next site visit, will be prepared.

The next review of the department and its programs will be in the 2027-2028 academic year.

### 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 OISE, 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**

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## 1. Review Summary

<b>Program(s) Reviewed:</b>	Computer Science, HSc: Specialist and Specialist Co-op; Major and Major Co-op; Minor Mathematics, HSc: Specialist and Specialist Co-op; Major and Major Co-op Statistics, HSc: Specialist and Specialist Co-op; Major and Major Co-op; Minor Applied Statistics: Minor (Science)
<b>Division/Unit Reviewed OR Division/Unit Offering Program(s):</b>	Department of Computer and Mathematical Sciences University of Toronto Scarborough
<b>Commissioning Officer:</b>	Vice-Principal (Academic) & Dean University of Toronto Scarborough
<b>Reviewers (Name, Affiliation):</b>	Professor Anne Condon, Department of Computer Science, University of British Columbia  Professor Richard A. Davis, Department of Statistics, Columbia University  Professor Craig Evans, Department of Mathematics, University of California, Berkeley
<b>Date of Review Visit:</b>	February 20-21, 2020

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## Previous UTQAP Review

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**Date:** November 10-12, 2011

### Summary of Findings and Recommendations

#### 1. Significant Program Strengths

- High level of faculty research activity
- Well thought out programs
- Faculty dedication to student learning

#### 2. Opportunities for Program Improvement and Enhancement

- Increasing the emphasis on mathematical and scientific communication in all programs
- Increasing the number of upper-level courses available to students
- Allowing greater flexibility in course selection in the computer science program
- Creating one or more additional streams in the statistics program to respond to student demand and capitalize on the department's unique strengths
- Enhancing the co-op option and opportunities for student research and engagement outside the classroom

## Current Review: Documentation and Consultation

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### Documentation Provided to Reviewers

1. About the University and UTSC: UTSC Strategic Plan (2014/15 – 2018/19); UTSC Academic Plan (2015-20); UTSC Admissions Viewbook (2020-21).
2. About the Review: Terms of Reference; Review Report Template; Site Visit Schedule.
3. About the Department: Previous External Review Report (2011); Previous External Review Final Assessment Report; Unit Academic Plan, April 2015; Unit Self Study, February 2020.
4. About Programs and Courses: Description of all programs (2019-20 Academic Calendar); and description of all courses (2019-20 Academic Calendar); Course Enrolments from 2008 to 2019.
5. Course Syllabi (all courses).
6. Faculty CVs (all faculty).

## Consultation Process

The reviewers met with the following: the decanal group, including the 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 Computer and Mathematical Sciences; Associate Chairs and Program Supervisors; Computer Science faculty – tenure- and teaching-stream; Mathematics faculty – tenure- and teaching-stream; Statistics faculty – tenure and teaching-stream; the Director and staff from the Arts & Science Co-op Office; departmental administrative staff; and undergraduate students.

## Current Review: Findings and Recommendations

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### 1. Undergraduate Program

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

The reviewers observed the following **strengths**:

- Overall quality
  - Impressive, high-functioning unit despite the combination of three different disciplines in a single department
  - Collaboration among disciplines is a strength that benefits the campus
  - Program goals well aligned with UTSC's goals of promoting academic excellence and supporting both domestic and international students
  - Attractive Co-op program is positively perceived by both faculty and students
- Curriculum and program delivery
  - Well-designed program requirements often align with recommendations or curriculum guidelines from professional associations in each discipline
  - Programs offer strong breadth of coverage and significant depth in key areas
  - Some research opportunities exist for students, either through supervised study courses or through summer experiences at the St. George campus
  - Computer Science course content and delivery modes are frequently updated
- Innovation
  - New double degree program in Management & Finance (BBA) and Statistics—Quantitative Finance Stream (BSc), “the first of its kind” at the University, is a positive development
  - Considerable growth in popularity of the Specialist in Statistics – Statistical Machine Learning and Data Science stream
- Assessment of learning
  - Use of exams as primary method of assessment in many courses is appropriate to ensure fairness and manage instructor workload
- Student engagement, experience and program support services

- Student associations offer valuable extra-curricular experiences; annual Hackathon event provides significant recruitment opportunity
- Students are generally quite satisfied with their respective programs
- Strong comradery among students across disciplinary boundaries

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

- Admissions requirements
  - Extremely competitive admission process for entry into Computer Science programs is “a major problem,” causing high levels of student stress and a heavy focus on achieving high grades
  - “A majority of students who were initially admitted to the CMS department with the intention of pursuing a CS program are rejected from CS”
- Curriculum and program delivery
  - Computer Science Minor program is used as a “back door” into the department’s Major and Specialist programs; does not serve well as a supplement to specializations in other fields
  - Resource constraints have prevented the department from offering a more varied set of introductory and advanced undergraduate courses in Statistics, which could form the basis of a “comprehensive stream” Statistics program at UTSC; students often take such courses at the St. George campus
  - Teaching Assistants are “almost exclusively undergraduates” who receive minimal training, performance feedback, or professional development
  - Several students reported having opted out of the Co-op program in upper years
- Quality indicators – undergraduate students
  - Students report a limited number of “interesting” Co-op opportunities in the Mathematics Co-op program

The reviewers made the following **recommendations**:

- Overall quality
  - Departmental resources will need to increase to support expanding programs
- Admissions requirements
  - Computer Science admission criteria should be redesigned immediately to alleviate the current extreme student stress; redesigned process should be fair, transparent, and equitable
  - Consider lowering initial admission rates for Computer Science stream, admitting students directly to a Computer Science program, and eliminating the “second chance” for admission via the Minor program
- Curriculum and program delivery
  - Hire course coordinators to handle administrative aspects of large courses to allow instructors to focus on teaching quality
  - Course coordinators could also train and review course TAs to improve undergraduate learning experience and provide professional development for TAs

- Immediately enhance undergraduate research and funding opportunities across all three disciplines, with proactive and transparent communications to students
- Innovation
  - Statistics programs should consider incorporating emerging trends in Quantitative Finance, possibly with participation of Computer Science faculty
- Student engagement, experience and program support services
  - Student leaders would appreciate and benefit from more mentoring and guidance from faculty and staff in delivering extracurricular activities
- Quality indicators – alumni
  - Undertake a detailed assessment of the value of the Co-op program for students, including an assessment of career outcomes for students who complete the department’s Co-op programs versus those who do not

## 2. Graduate Program (N/A)

## 3. Faculty/Research

The reviewers observed the following **strengths**:

- Overall quality
  - Faculty in CMS department represent a small but distinguished part of “one of the best research groups in North America, comparable to all but the very best US universities.”
- Research
  - Research activities are situated primarily at the St. George campus in collaboration with labs and research groups there; this model, while unusual, works “extremely well for the CMS disciplines”
  - Strong research faculty in CMS; particularly impressive new hires
  - Computer Science teaching stream faculty “highly engaged” in research pertaining to Computer Science education, with a strong publication track record
- Faculty
  - Strong evidence of faculty research excellence in terms of awards and funding
  - Impressive recently-hired research faculty
  - Cross-disciplinary nature of the department is appealing for faculty hires
  - Impressive dedication and leadership among teaching stream faculty members; teaching stream faculty form an integral part of the department with full partnership in curriculum development

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

- Faculty
  - Large reliance on sessional faculty for teaching is a major concern
    - Difficulty ensuring teaching quality

- Burden on permanent faculty of frequently hiring and onboarding new sessional instructors
- Capacity to update course curricula and delivery modes is limited by the relatively high number of sessional instructors
- Department's tenure-stream faculty seem for the most part to be either extremely young or quite senior
- Limited opportunity for Statistics junior faculty members to teach graduate courses

The reviewers made the following **recommendations**:

- Research
  - Continue supporting strong research collaboration model between UTSC and St. George campus faculty
  - Ensure that UTSC faculty continue to have offices at UTSG for research purposes
  - Collaborate with the St. George campus and the Fields Institute to facilitate delivery of research colloquia using teleconferencing resources at UTSC
- Faculty
  - Immediately increase both tenure-stream and teaching-stream faculty complement
  - Ensure that salaries for teaching stream faculty in CMS are competitive with cognate positions at the St. George campus
  - Prioritize expanded hiring of postdoctoral fellows, to contribute to both teaching and research supervision
  - Expand research supervision, through co-supervision of students by faculty in the research and teaching streams
  - Consider hiring mid-career researchers to provide a bridge between the senior and junior faculty members
  - Consider offering more graduate Statistics courses at the St. George campus

## 4. Administration

The reviewers observed the following **strengths**:

- Relationships
  - CMS Department is “in a good place in terms of morale and harmony”
  - Outstanding cooperation across disciplines among departmental faculty
  - Faculty have positive relationships with research partners in other UTSC departments as well as with their “research homes” on the St. George campus
  - Staff work well together and are fully vested in the department; high morale and good communication between staff and faculty
- Organizational and financial structure

- Faculty form a cohesive group, working well together across disciplines and between teaching and tenure streams; most faculty members enjoy interdisciplinary nature of the department
- Long-range planning and overall assessment
  - Good use and management of available space, including recent spaces that have recently been “thoughtfully repurposed to improve the effectiveness of labs, support student interactions with peers and TAs, and support student clubs and societies”

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

- Relationships
  - Current positive relationships across disciplines may become strained as department continues to expand and face resource limitations
  - Some reports of dissatisfaction with how long the Department Chair role has been held by faculty from Computer Science
- Organizational and financial structure
  - Leadership structure, including department Chair, two Associate Chairs, and three Program Supervisors works effectively together but comprises a considerable fraction of the overall faculty complement and may create administrative overhead
  - Staff complement is too small for a department of this size and complexity; resulting increased administrative load for faculty detracts from their teaching and research work
  - Constraints on staff members’ access to certain administrative systems affect efficient performance of work duties
- Long-range planning and overall assessment
  - Current space constraints may create difficulty increasing staff complement to a more appropriate level
  - Unique interdisciplinary nature of the department may make long range planning difficult; possible future split into individual disciplinary departments if program growth continues

The reviewers made the following **recommendations**:

- Organizational and financial structure
  - Increase staff complement to better align with department size and complexity
  - Consider streamlining programs to reduce administrative overhead related to departmental leadership structure
- Long-range planning and overall assessment
  - Consider ways to address issues related to staff and space shortage in the short term; waiting for completion of major capital projects may result in erosion of program quality

- Develop departmental guidelines and by-laws to govern operations such as chair succession, selection of program directors, and formation of standing committees



Office of the Vice-Principal Academic and Dean

September 21, 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 Computer and Mathematical Sciences**

Dear Susan,

Thank you for your letter of June 12, 2020 requesting my administrative response to the external review of our Department of Computer and Mathematical Sciences (CMS). We want to thank the review team – Professor Ann Condon, Department of Computer Science, University of British Columbia; Professor Richard Davis, Department of Statistics, Columbia University; and Professor Craig Evans, Department of Mathematics, University of California, Berkeley – for their consultation with us during the site visit on February 20 and 21, 2020, and for their report, which was finalized on March 20, 2020.

I appreciate the seriousness with which the reviewers approached the external review process, as well the thoughtful consideration given to CMS and its undergraduate programs. I am very pleased by the overall positive review of the Department. In particular, the reviewers state that they were extremely impressed by the Department's operations and the strong collegiality of the faculty; they also praise the highly effective collaboration among the different disciplines of Computer Science, Mathematics and Statistics; in fact, they note: "This collaboration is a huge strength for the UTSC campus and we strongly advise the administration to do everything possible to maintain its continued success."

The external review report was sent to the Chair of the Department, Professor Michael Molloy, on March 24, 2020, with a request to share it widely among the faculty, staff and students. The decanal group (including myself, the Vice-Dean Teaching, Learning and Undergraduate Programs (VDTLUP), Vice-Dean, Recruitment, Enrolment and Student Success (VDRESS), Acting Associate Dean Undergraduate Programs and Curriculum (ADUPC), the Director of the Office of the Vice-Principal Academic and Dean, and the Academic Programs Officer) met with the Chair of CMS and the Associate Chairs for Computer Science, Mathematics, and Statistics, on August 6, 2020 to discuss the external review report and administrative response; I am pleased with the depth of the discussion that took place.

My administrative response to the points raised in your letter is given below. This response has been developed in close consultation with the Chair of CMS, and reflects the key elements of the unit response letter, dated September 16, 2020. It also includes responses to points raised in the Request for Administrative Response that are outside departmental control.

Let me address the specific points raised in your letter:

- *The reviewers raised concerns about the highly competitive Computer Science admission process, observing that it causes stress and uncertainty for students and that "a majority of students who were initially admitted to the*



*CMS department with the intention of pursuing a CS program are rejected from CS.” They noted the urgent need to “reduce uncertainty and stress in the admissions process, handling admissions fairly and transparently and keeping overall enrollment numbers under control.”*

As the Chair outlines in his response, CMS has been actively engaged in a thorough re-evaluation of the admissions process for its Computer Science (CS) programs. The impetus for this re-evaluation has been three-fold: first, to address the needs of students by significantly reducing, if not entirely eliminating, uncertainty and stress regarding admissions criteria; second, to ensure that admissions criteria support the Department’s academic goals; and finally, to ensure the admissions criteria are in line with the resources available within the Department. Following extensive discussion within CMS, review of the admissions processes in place at the other undergraduate divisions of the University, and consultation with my Office and the Office of the Registrar, CMS is proposing changes to the admissions process, to be effective as of Fall 2021. The Dean’s Office strongly supports these changes.

The new admissions process will mirror the process adopted by the Faculty of Arts and Science on the St. George campus. UTSC students will be admitted from high school into a specific Computer Science, Mathematics, or Statistics admissions category, and every student admitted to each of these admissions categories will be admitted to the corresponding program, as long as they achieve a minimum grade in selected courses (this minimum grade will be lower than the criteria currently in place). The crucial difference is that the existing admission criteria drive, and possibly exacerbate, student competition to get into CS programs, while the new criteria will allow CMS to focus on establishing students’ aptitude to succeed in CS programs. Students who are not admitted to the Computer Science admission category will also have a chance to apply for Computer Science programs after the completion of first year courses, although admission through this route will be competitive and consequently more difficult to achieve.

Under the new admissions process, CMS believes that the vast majority of students who are admitted to a Computer Science POST will achieve the minimum grades needed to select a Computer Science program; this will greatly mitigate the stress students experience since it will eliminate much of the uncertainty around whether they will be accepted into a Computer Science program. Every student who enters CMS as a first-year student can feel confident that they will be admitted to the program corresponding to their admission category, as long as they achieve the very reasonable grade requirements. It will also ensure that CMS accepts only as many students as it has the resources to properly support. My Office will provide ongoing support to CMS to assess the outcome of these changes to the admissions process, including providing relevant data as needed and requested.

- *The reviewers commented on the heavy use of sessional instructors for teaching, noting difficulty ensuring teaching quality as well as the burden on permanent faculty of frequently hiring and onboarding new sessional instructors. They suggested hiring post-doctoral fellows to contribute to both teaching and research supervision.*

CMS acknowledges that it currently makes heavy use of sessional instructors for teaching. Regarding the reviewers’ recommendation, they note that three new attractive post-doctoral positions in Mathematics were recently established, and these postdocs may be able to contribute, in a limited way, to teaching in the Department. However, the Department does not wish to rely on postdocs to solve their teaching problems, and the Dean’s Office supports their position.

As the Chair outlines in his response letter, CMS currently has 8 available faculty positions to be searched – 3 in CS, 4 in Mathematics, and 1 in Statistics. Of these lines, 4 are replacements and 4 are new. The Department is planning to conduct all of these searches in this academic year, but it is important to acknowledge that it is unlikely all 8 will result in success, in no small part because there is very strong competition for excellent faculty in all three of the CMS disciplines. A more realistic outcome is that the Department will successfully fill some of these positions this year, which will reduce the reliance on sessional instructors; the Department will continue to search for the remaining outstanding lines over the medium term.

In addition to filling all of the outstanding faculty lines, adding new faculty lines in the future will be considered seriously, alongside other campus needs. The Faculty Complement Committee (FCC) was created during the academic year 2019-20 to provide recommendations to me regarding the distribution of faculty positions sought by academic units in the yearly recruitment cycle, within the context of strategic multi-year departmental and campus faculty complements. The FCC provides a consultative, inclusive and transparent process that involves all academic units in determining the complement submission at UTSC. Going forward, the Dean's Office recognizes the need to increase faculty complement in CMS.

In the Chair's response, he notes that CMS has felt constrained by a lack of appropriate office space in the Department in making decisions to request new faculty. Space issues are endemic at UTSC; however, I can confirm that there are plans in place to complete the construction of a new Instructional Centre 2 building by 2023. Bearing in mind the space needs of other academic units, CMS will be allocated space sufficient to allow for growth.

- *The reviewers recommended increasing students' opportunities for research experiences across all three disciplines, and encouraged co-supervision of students by tenure and teaching stream faculty.*

The Department believes the review team may have gained an incomplete picture regarding the undergraduate research opportunities that exist in CMS. As the Chair notes in his response, over 30 undergraduate CMS students have participated in research projects during the past year in project courses such as CSCD94H3 and CSCD95H3. They have also recently introduced the "Undergraduate Research Group," which encourages undergraduate students to participate in a research project. Going forward, CMS will continue to provide opportunities for undergraduates to engage in research, and encourage students to take full advantage of these opportunities. In addition, the Office of the Vice-Principal Research and Innovation, in collaboration with my Office, will continue to work with CMS to develop new opportunities, and to find new ways to communicate with students about these opportunities.

With regard to the recommendation for co-supervision by tenure and teaching stream faculty: as the Chair notes, this is already happening in the Department. For example, there have been recent cases in which a teaching-stream faculty member and a tenure-stream faculty member have jointly supervised a USRA student; this has been important because faculty without NSERC grants are not eligible to be sole Principal Investigators.

- *The reviewers noted that the high student/staff ratio places an additional administrative burden on faculty members, and recommended engaging course coordinators to handle administrative aspects of teaching large courses and training/supervising TA's.*

The Department agrees that additional administrative support is needed. As the Chair notes, a position for a new academic advisor in the Department has been funded, and they are currently seeking to fill this position. The Chair argues that constraints on office space limits the number of staff that can be hired in the short-term, however, they are currently reviewing their needs and will establish a list of priorities, including the hiring of a new course coordinator. My Office will work with the Department to ensure staffing needs are met, including attention to the related allocation of space.

- *The reviewers noted that given the centrality of the Co-op model to the department, "a more detailed assessment of its value to students would be useful to have, "including an assessment of career outcomes for students who complete the department's Co-op programs versus those who do not.*

We agree that a review of the Co-op model for the Department is important. The Academic Advising & Career Centre, which falls within the portfolio of the Dean of Student Experience and Wellbeing at UTSC, is currently engaging in a survey and data analysis of career outcomes for UTSC students, which is due to be completed by the end of this

academic year. The Arts and Science Co-op Office, which falls within my portfolio, is participating, and an assessment of career outcomes for students in CMS's Co-op programs has been folded into this project; the report from this review should allow us to assess how effective Co-op is in providing academic and career opportunities, and develop longer-term plans.

- *The reviewers commented that resource constraints have prevented the department from offering a more varied set of advanced undergraduate courses, which would normally be part of a "comprehensive stream" program in Statistics.*

The Department agrees that they need to develop a more varied set of advanced courses in Statistics, however, this process is already in progress. There are new, junior Statistics faculty in the Department who are beginning to develop such courses, for example: D-level courses on the Theory of Machine Learning (introduced by Roy) and Analysis of Big Data (introduced by Sun). As such, the Department will be moving forward with their plans to introduce a new comprehensive stream in the Specialist in Statistics, to be effective Fall 2021. My Office will be working with the Department on the development of this proposal, including ensuring there are sufficient resources in place.

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 February 2020 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 2027-28.

Regards,



Professor William A. Gough  
Vice-Principal Academic and Dean

## Implementation Plan

Action	Timeline	Lead
Introduce and implement changes to the admissions process (for Fall 2021)	short term (6 months to 1 year)	Chair, Department of Computer and Mathematical Sciences
Complete faculty searches and appoint new faculty	medium- to long-term (1 to 5 years)	Chair, Department of Computer and Mathematical Sciences
Review and prioritize administrative staff needs; when appropriate, hire additional administrative staff support	medium- to long-term (1 to 5 years)	Chair, Department of Computer and Mathematical Sciences
Conduct an assessment of career outcomes for students who complete the department's Co-op programs versus those who do not	medium-term (1 to 2 years)	Assistant Dean, Student Success and Vice-Dean, Teaching, Learning and Undergraduate Programs
Develop new upper-level courses in Statistics, in support of the introduction of a proposed new "Comprehensive" stream in the Specialist in Statistics (for Fall 2021)	short- to medium term (6 months to 2 years)	Chair, Department of Computer and Mathematical Sciences

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

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

#### 4. Institutional Executive Summary

The reviewers observed that the department is a “huge strength for the UTSC campus”, and praised its well-designed programs for providing both breadth and depth of coverage in each area; they noted strong comradery and satisfaction among students in each program, and found the faculty cohesive and appreciative of the the department’s interdisciplinary nature, and noted strong evidence of research excellence; they found teaching stream faculty to be an integral part of the department and apparent full partners in developing the curriculum in all three subject areas; finally, the reviewers commented on the high morale in the department, and good communication and relationships between staff and faculty. The reviewers recommended that the following issues be addressed: responding to concerns about the highly competitive Computer Science admission process, which causes stress and uncertainty for students; decreasing reliance on sessional instructors for teaching by hiring postdoctoral fellows to contribute to both teaching and research supervision; increasing students’ opportunities for research experiences across all disciplines; engaging course coordinators to handle administrative aspects of teaching large courses and training/supervising TA’s and lighten the burden on faculty members; conducting a more detailed assessment of the co-op model and its value to students; and addressing resource constraints that have prevented the department from offering a more varied set of advanced undergraduate courses.

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

The Dean’s Office will monitor the implementation of recommendations through ongoing meetings with the Chair. 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 2027-28.

#### 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 Vice Principal Academic & 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.

## APPENDIX I

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

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

These reviews are reported semi-annually to AP&P as an appendix to the compendium of external reviews.

Unit	Program(s)	Accrediting Agency	Status
Pharmacy	Doctor of Pharmacy	Canadian Council for Accreditation of Pharmacy Programs (CCAPP)	Awarded accreditation status by the Canadian Council for Accreditation of Pharmacy Programs (CCAPP) for a six-year term ending June 30, 2026