

## REVIEW SUMMARY

<b>DIVISION/UNIT:</b>	<b>Faculty of Dentistry</b>
<b>DATE:</b>	June 21-22, 2007
<b>COMMISSIONING OFFICER:</b>	Vice-President and Provost
<b>PROGRAMS OFFERED:</b>	
<b>Undergrad &amp; First Professional</b>	Doctor of Dental Surgery, DDS
<b>Graduate:</b>	M.Sc. / Dental Specialty Program, Doctor of Philosophy, PhD Doctor of Dentistry and Doctor of Philosophy combined programs, DDS/PhD
<b>Diploma/Certificate:</b>	Certificate of Qualification in Dentistry, Cert.Q.P.Dent.
<b>Continuing Education</b>	The Faculty offers courses recognized for credit by the Royal College of Dental Surgeons of Ontario, and the American Dental Association Continuing Education Recognition Program (ADA CERP) and Academy of General Dentistry

### EXTERNAL REVIEWERS

**International** Dr. Charles Bertolami, Dean, Faculty of Dentistry, University of California, San Francisco

**Canadian** Dr. James Lund, Dean Faculty of Dentistry, McGill University

**DATE OF PREVIOUS REVIEW:** 1999

### SUMMARY FINDINGS AND RECOMMENDATIONS OF PREVIOUS REVIEW:

- The Faculty is well respected among dental schools in North America.
- The reviewers concluded: "The Faculty has been proactive in developing scholarly activity, refining the undergraduate and graduate programs, strengthening community, continuing education and alumni programs and restructuring the administrative units."
- The Faculty has been developing a DDS curriculum that combines evidence-based practice and clinical skills.
- The graduate programs are being unified and consolidated.
- The reviewers recommended implementation of an intramural practice, inclusion of clinical professoriate in the Faculty, and structuring of programs for junior academic staff to pursue a PhD.
- The Faculty should follow through on its plan for a proactive selective program of student recruitment.
- The Faculty requires new facilities in order to meet the goals of the Academic Plan, including study carrel and office space. The reviewers noted that "greater proximity to the rest of the health science facilities would provide value to academic programs and scholarship".
- There should be a dedicated student services staff and director (registrar). Space renovation is required to provide an inviting and confidential space for students seeking aid and counseling.
- A comprehensive study of the Faculty's administrative structure should be completed.

**RECENT OCGS REVIEW DATE:** 2006

### DOCUMENTATION PROVIDED TO REVIEWERS:

- *Stepping UP* – Synthesis
- Review Terms of Reference
- 2006-07 Calendar, Faculty of Dentistry
- Academic Plan Update, May 2007 (Self Study), Faculty of Dentistry
- External Review Report, Faculty of Dentistry, 1999
- Dental Research Institute: Annual Research Report, 2005-06
- Research Institute Clinic Review, Faculty of Dentistry

- OCGS Report, 2006
- Accreditation Report, 2006
- Faculty of Dentistry, Research Review, Office of Research

**CONSULTATION PROCESS:**

The reviewers met with the Vice-President and Provost, Vice-Provost Academic, Hospital Dental Department Chiefs, and the Faculty of Dentistry Dean, senior academic administrators and representatives from faculty members, administrative staff, undergraduate and graduate students, and alumni. Representatives from the cognate units of the Faculties of Medicine, Nursing, Pharmacy, Physical Education and Health and hospital dental department chiefs.

**FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES:**

The reviewers highlight that an important next step for the Faculty will entail the restructuring of the existing DDS curriculum to update and modernize clinical education. This restructuring is essential in order to allow the Faculty to address the identified inadequacy of the current space for the Faculty. The reviewers note that the “current space is inadequate and renovation of the existing buildings is not an option”.

Research activities of faculty members and their interactions with cognate units should be reviewed with the aim of optimizing interactions and creating centers of excellence. The reviewers note that some of these nodes may best reside in the Faculty facilities while others should be distributed among the most appropriate host facilities. A similar process should be considered for the clinical facilities—both from an educational and a care delivery perspective. The reviewers highlight a number of exciting opportunities for the Faculty and detail the advantages of such a proposed distributed model.

The reviewers laud the Faculty in that “external objective measure of the performance of DDS graduates of the Faculty of Dentistry suggest that the Faculty has been highly successful in educating dental practitioners for the Province of Ontario”. However, they flag that significant changes are present in the current practice environment and the Faculty will “need to recognize this and implement significant restructuring of its traditional curriculum to meet future needs.” Improvements to the curriculum suggested by the reviewers include “streamlining the existing curriculum, making it more efficient by removing redundant and duplicative course materials and laboratory exercises of doubtful pedagogical merit. This would allow greater free time for students to absorb and assimilate curricular materials and to engage in self-directed learning or other valuable educational experiences.” The reviewers point out that “Dean Mock is currently playing a critical role in effecting a transition to new facilities and an improved educational program.”

Relations with alumni of the Faculty are not ideal. The current Faculty administration has made significant efforts to improve relationships. The reviewers recommend that the Faculty seek greater support from central alumni/development office and participate in the development of a more specific health-sciences development effort. Effective growth and improvement of the Faculty’s Continuing Education program has also been a focus of the current Dean.

Students have benefitted from the Faculty’s improved administrative structure with the creation of an office of student services, located in proximity to the place where students spend the most time, and creation of the position of Faculty registrar. The administration has been responsive to students, faculty and staff and acts expeditiously to address concerns when it is possible to do so.

The reviewers note that the Faculty should work to more clearly define relationships with hospital dental departments so that they are more clearly included in Faculty life, both in terms of consideration of faculty appointments and strengthening educational and administrative links.

## ADMINISTRATIVE RESPONSES

### Dean's response

I am grateful that the report was very supportive of the direction that our Faculty has been moving and also of our plans for the future. The reviewers were quite clear in noting that the Faculty's future growth and success was dependant on improvements in the quality and quantity of available space. Although they suggest that the Faculty's plans revolve around "the direct translation of the current DDS curriculum into the new building", this is not the case. However, it is true that there is much that still needs to be done to overcome the obstacles presented.

The review suggests that the undergraduate curriculum undergo a complete review, aiming at modernizing the program, reducing redundancy and eliminating laboratory exercises of questionable value. I strongly agree with the principles outlined, however, from a practical perspective, a new curriculum will be influenced by the nature of the new space provided, as much as we would hope that the program would dictate the nature of the new facilities. Over the past six years, various aspects of the program have been examined and modified but I agree that such an overall, internal review should be initiated to outline the ideal curriculum. This should then be aligned with established general principles regarding the nature of the space and facilities that could be available.

The reviewers suggest that "the research enterprise of the faculty and its interactions with allied Faculties and Departments should be thoroughly reviewed to optimize interactions and to create centers of excellence". The research activity at the Faculty of Dentistry has undergone a major restructuring over the past six years with the establishment of a Research Office, under the direction of the Associate Dean, Research. Staff and space have been allocated to the administration of the Dental Research Institute. The Faculty already has partnerships with two University interdisciplinary programs, the Institute for Biomaterials and Biomedical Engineering (IBBME) and the Centre for the Study of Pain (UTCSP), the latter as the "lead faculty". In the case of the former, this has led to two shared appointments with the Faculty of Engineering over the past few years, benefiting the appropriate departments in Engineering, IBBME and the Faculty of Dentistry. Plans are underway for a School of Public Health at the University of Toronto in which the Faculties of Medicine, Dentistry and Nursing will be major participants. As well, discussions are underway for a collaborative program in Microbiology with the Faculty of Medicine. Possible mutually beneficial arrangements with the Department of Otolaryngology and Head and Neck Surgery and the Department of Ophthalmology in the Faculty of Medicine have been initiated. Thus, I agree with the reviewers' suggestion and we will continue to pursue these directions.

The reviewers also recommended a more structured and active relationship with the hospital dental departments. At present, there are six Toronto teaching hospitals that have active dental departments, the Hospital for Sick Children, Bloorview MacMillan Children's Centre, Sunnybrook Health Science Centre, Toronto Rehabilitation Institute, Princess Margaret Hospital and Mount Sinai Hospital. All active staff in these dental departments hold status only appointments in the Faculty. Historically, with one exception, these have been established almost solely as hospital service departments that subsequently requested affiliation with the Faculty of Dentistry. Therefore, the emphasis has been on the provision of clinical care for specific patient populations, generally medically or physically compromised and the relationship with the Faculty has been dictated by the hospitals themselves to date. The space in these departments is considerably limited, thus restricting their ability to incorporate students. Approximately five years ago, the oldest dental department affiliated with the Faculty at the Toronto General Hospital and the one with the strongest links to our teaching programs was closed. Very recently, all of the hospitals with existing dental departments have expressed a desire to align more closely with the Faculty and participate in our programs. This is certainly a welcome change in philosophy but, in order for them to be effective in our clinical programs, an expansion of their physical facilities will likely be necessary. Discussion with those hospitals most interested has been initiated and a seventh teaching hospital has been identified that holds even more promise. As suggested by the reviewers, these initiatives should be pursued in the immediate future. The degree of commitment possible with each of the affiliated hospitals and their dental departments will dictate the likelihood of success. The nature of appointments for clinical academic staff is an additional obstacle that will have to be overcome to facilitate our clinical educational programs whether they are in hospitals, community clinics or the Faculty itself. More recently, a review of clinical appointments has been undertaken through the Council of Health Science Deans with the cooperation of the office of the Provost's office that will hopefully overcome this problem. The Faculty and

teaching hospitals should therefore move towards “regularizing the faculty appointments of all hospital staff and strengthening the educational and administrative links with the Faculty”, as suggested by the reviewers.

The reviewers correctly state that “Relationships with new graduates could be improved by streamlining the existing curriculum, making it more efficient by removing redundant and duplicative course materials and laboratory exercises of doubtful pedagogical merit.” Although we have been moving in this direction over the past six years, I agree that, with the promise of new facilities, the time has come to be more aggressive. For the last two years, the Faculty has hired the appropriate assistance for the academic staff to develop web-based learning tools and we expect to initiate a “laptop program” by the next academic year. Originally, we expected to have it in place by this September but we did not feel that there was enough material available to justify the additional expense to our students. Members of our academic staff have developed some unique and innovative learning tools besides putting more typical information sources on the Faculty’s learning portal. Members of the University community have recognized the Faculty of Dentistry’s accomplishments in this direction. The curricular revisions and the addition of the available web-based tools, should improve the student experience.

**Provost’s response:**

This is clearly a very positive review and the Provost welcomes the reviewers' enthusiastic endorsement of changes made in the Faculty in recent years. The strength of the academic program and suggestions for its improvement are astute. The review team has identified and articulated the challenges facing the Faculty, and provided sound strategies and advice for responding to these challenges.

In July, 2008 Professor Mock will begin his second term as Dean of the Faculty, and the Provost has every confidence that he and the Faculty will meet the challenges outlined by the review report and within their academic planning. During his first term, he did much to promote an excellent working relationship with the other academic divisions, and to position the Faculty on a stronger financial base. He has been a strong spokesperson for the Faculty of Dentistry, both to the internal University community and to the broader external community.

The space requirements for the Faculty remain a significant challenge. A number of options are being actively explored for redevelopment or relocation of the Faculty.

## REVIEW SUMMARY

<b>DIVISION/UNIT:</b>	<b>Faculty of Physical Education and Health</b>
<b>DATE:</b>	October 25, 2007
<b>COMMISSIONING OFFICER:</b>	Vice-President and Provost
<b>PROGRAMS OFFERED:</b>	
<b>Undergrad &amp; First Professional</b>	Honours Bachelor of Physical Education and Health, BPHE Concurrent Teachers Education Program, BPHE/BEEd
<b>Graduate:</b>	MSc., PhD in Exercise Sciences
<b>EXTERNAL REVIEWER</b>	
<b>Canadian</b>	Professor Art Quinney, Senior Advisor to the Provost, and former Dean of Physical Education and Recreation, University of Alberta
<b>DATE OF PREVIOUS REVIEW:</b>	2004
<b>SUMMARY FINDINGS AND RECOMMENDATIONS OF PREVIOUS REVIEW:</b>	<p>Overall, the <u>Undergraduate program</u> is of high quality and is in demand. The students were uniformly pleased with their program, would recommend it to others and all would select the program again if given the option. The students recognized that the Faculty had taken appropriate measures to recruit a diverse pool of students but suggested that there were some negative cultural aspects within the undergraduate experience. It was indicated that unacceptable levels of sexism, homophobia, and discrimination exist within the program.</p> <p>The <u>Graduate program in Exercise Sciences</u> is small in size. The program draws good applicants but few offers are accepted. Based on size and faculty complement the reviewers felt it would be possible for the faculty to take more graduate students. The program is in need of immediate attention particularly in light of the upcoming OCGS review of the program. The students often had good individual working relationships with their supervisors. While the calendar lists a large number of course offerings, students indicated the actual offerings were far fewer. They were disappointed with the amount of research being conducted within the department and when asked if they would recommend the program to others, all indicated they would not.</p> <p>Graduate and undergraduate students raised concerns about the facilities in the Faculty.</p> <p><u>Research</u> is generally of good quality and relevant to the field although a strong culture of research is lacking. Continued effort must be made in the academic and research programs to develop and maintain linkages across UofT.</p> <p><u>Co-Curricular Program</u>: The Faculty must advocate for excellence in athletics and that the breadth of the intercollegiate sport program should be reviewed with a view to reducing offerings and increasing support for priority programs. The intramural, physical activity instruction and leadership development programs are well managed within the Faculty and attract large numbers of appreciative participants. The role of the Athletics and Recreation program in the quality of student life at U of T was raised with a strong representation that an investment in facilities for these programs was a priority for students.</p> <p>The Faculty is viewed as a valued contributor to the broader community decisions made with regard to physical activity programming. The administrative structure appears to be functioning effectively. However, maintaining two separate budget envelopes is difficult. There is a need for</p>

greater transparency. The Faculty lacks a well-documented Strategic Plan for the next 5 years.

**RECENT OCGS REVIEW DATE:** 2005

**DOCUMENTATION PROVIDED TO REVIEWER:** Terms of Reference  
Faculty Strategic Plan, 2006  
Faculty Self Study, 2007  
External review report of the Faculty, 2004  
*Stepping UP – Synthesis*, 2004

**CONSULTATION PROCESS:** The reviewer met with the Vice-President and Provost, Vice-Provost Academic; the Dean, Divisional Coordinators, members of the faculty and athletic instructors, administrative and support staff, representatives from graduate and undergraduate students, and representatives from cognate divisions (Hart House).

**Note:** The Faculty of Physical Education and Health has recently undergone a complete external review (2004), an Administrative Review Report (2003), an accreditation by the Canadian Council of University Physical Education and Kinesiology Administrators (2003) and an OCGS Periodic Review (2005). The current external review (by one of the external reviewers for the Faculty in 2004) was commissioned by the Vice-President and Provost in order to update the most recent Faculty's external review.

## **FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES:**

### Undergraduate Program

The reviewer noted that the observations of the 2004 External Review Report remain accurate with regard to the quality of the undergraduate program. In the interim, enrolment in the undergraduate program has increased and large sections are now taught outside the Faculty resulting in a decrease in the sense of cohesion. The demand for the program and the quality of applicants remains very high. However, the top cohort of applicants is not accepting admission due to lack of scholarships.

The Faculty has successfully introduced a new Concurrent Teacher Education Program. It has developed and implemented an Active Healthy Living course first year course which is attracting strong enrolment from students in other Faculties.

The recently initiated curriculum review should consider the impact of the recent status of kinesiology as a registered health profession as "a large number of BPHE graduates will wish to gain membership in the Ontario Kinesiology Association and their curriculum should be adjusted, if necessary, to allow them to become registered."

Potential opportunities for the Faculty within the new U of T budget framework should be considered by the Faculty. The reviewer suggested negotiating with UTM and UTSC campuses to offer the first and second years of the BPHE.

The administrative structure in place for the academic programs appears sound and is functioning effectively.

### Graduate Program

There has been significant improvement of the quality of the program since the 2004 External Review, with resulting increase in satisfaction of graduate students with their programs and increase in admissions. The program received a strong positive endorsement from the 2005 OCGS review. The number of faculty members available to supervise graduate students, however, remains small. The space available for graduate students and for research remains a serious, ongoing issue.

The development of a professional masters degree should be considered.

### Research

The research performance of the Faculty is a weakness overall although there are some faculty members with very strong research programs. A continued effort to create a strong research culture is essential as is the space available for research.

#### Co-Curricular Programs

The breadth of the intercollegiate program and lack of adequate resources to support the development of strong competitive teams remains a concern. The Leadership Development Program is a notable success. Facilities for the co-curricular program remain a barrier to meeting the needs for athletic and recreation programming. Varsity Centre is a major addition but does not begin to fill the facility deficit. Discussion should begin soon with Hart House to determine if there are any synergies that can be gained through coordination and collaboration. The incidental fee that supports the co-curricular programs remains high and a secure source of operating funding for the operation of the Varsity Centre remains an issue.

It is recommended that a full review of the co-curricular program be undertaken jointly by the new Dean and the Provost's Office, including all elements of the co-curricular program such as the administrative structure and breadth of programming.

#### Planning, Faculty Resources and Administration

The Stepping UP plan is thorough and detailed, although will need to be updated regularly.

Based on the Faculty's Self Study, the development of new revenue streams will be very important in the next few years. The Faculty will have to increase its advancement performance.

The new Dean will have to establish his/her senior administrative team carefully, delegate authority and monitor progress to insure accountability across all program areas. S/he will have to spend considerable time outside the Faculty, and Associate and Assistant Deans will have to be counted on to provide internal leadership and management.

## ADMINISTRATIVE RESPONSES

### Response from the Office of the Dean:

Professor Quinney is to be thanked and commended for his thoughtful, thorough report. For the most part, we accept his observations and recommendations, and they will stand the Faculty and the new Dean in good stead in the months and years ahead.

There are a few points on which we take different views, however, or where we believe it important to elaborate the context, or repeat for emphasis. The following comments should be read in direct response to the corresponding sections of Professor Quinney's report.

#### 1. General observations:

The Stepping UP accountability framework is now up-to-date (as of December 31, 2007). While the framework provides a valuable checklist, the Faculty also requires more detailed performance indicators, including outcome and impact measures. This needs to be a priority of the new Dean.

As Professor Quinney noted, internationalization is becoming a growing goal of both University and Faculty. During the last few years, the Faculty has extended its reach and reputation internationally in many ways, through individual faculty members' conference presentations, refereed journal publications and editorships, by successfully bidding for international research grants and contracts, hosting international seminars and conferences, establishing faculty and student exchanges with leading universities in physical education and exercise sciences in other countries, recruiting more undergraduate and graduate students, including student-athletes, from abroad; and in collaboration with other U of T divisions, working with several southern African universities to strengthen their capacity for research, teaching and outreach about HIV/AIDS. There is tremendous appetite for these initiatives within the Faculty, and with appropriate funding, they could quickly be grown to scale. Preparing a strategic plan for internationalization should thus be a task for the new Dean. Of course, finding a stable source of significant funding for internationalization, alongside all the funding challenges the Faculty faces, will be a difficult balancing act. It would help significantly if there was University-wide or external funding for such programs.

Professor Quinney observed that

*concerns about facilities were raised in every interview session during this review. Some progress has been made with Varsity Centre now in place but facilities remain a major issue for the Faculty.*

This challenge has long been recognized by the leadership of the Faculty—in fact, all five of the current deans spend much of their time on facility issues. Facilities are a challenge for the undergraduate and graduate degree programs and research capacity, as well as co-curricular teaching, programming and outreach. With the creative support of the current President and Provost, the Faculty has made significant strides towards Varsity renewal in the last few years. The challenge for the new Dean will be to continue this momentum. S/he must ensure that the completion of Varsity renewal—the construction of the long-awaited Centre for High Performance Sport and the Varsity Arena renovation—occurs with the same success as the new Varsity Stadium. At the same time, s/he must work beyond Varsity to bring about the necessary improvements to the Athletic and Physical Education Centre, the Back Campus, and the Robert Street properties, and ensure that academic and co-curricular facility renewal occurs in a coordinated way.

#### 2. Undergraduate Program

Professor Quinney refers to 'the PED 110 course which is attracting strong enrolment from students in other Faculties and there are plans to introduce it at the other campuses.' The correct designation for the course is PHE 110.

With respect to the curriculum review now underway, he observes



*that review must consider the impact of the recent status of kinesiology as a registered health profession.... A large number of BPHE graduates will wish to gain membership in the Ontario Kinesiology Association and their curriculum should be adjusted, if necessary, to allow them to become registered.*

It should be pointed out that the current BPHE curriculum already meets the criteria for OKA certification and has done so for many years. Moreover, the future relationship between undergraduate curricula, CCUPEKA accreditation and Ontario requirements for HPRAC certification is a matter of considerable debate. Some stake holders argue for the relationship Professor Quinney suggests, i.e. kinesiologists would prepare for licensing primarily through their undergraduate degrees. But others, citing the practice in professions like law and nursing, argue for a model whereby an undergraduate degree in program by an academic credentialing body like CCUPEKA would provide entry to post-graduate qualifying courses, internships and ultimately exams conducted by the licensing body, not the universities. At the recent CCUPEKA meeting, deans and directors heard from a representative of the interim regulating body that the final resolution of these issues will likely take years of discussion. It should also be pointed out that the accepted academic definition of kinesiology is much broader than the professional one defined by the Ontario legislation, and some universities may well want to preserve the broader, scholarly definition of the field.

Professor Quinney also suggests that the Faculty consider

*Negotiat(ing) with the UTM and UTSC campuses to offer the first and second years of the BPHE with the St George campus retaining all four years of the program. With an emphasis on third and fourth years and graduate studies, there would be strong rationale to enhance facilities and staffing to support this programming and reduce the need for large classes.*

While this option should be considered, we doubt that the economics of student funding would favour the St. George program. Moreover, one of the great recruiting strengths of the BPHE program is that it is direct entry to study on the St. George campus, with a very high retention rate. The 2-2 option would undermine that strength. Finally, such consideration should occur in the context of the University's response to the larger issues about enrolment pressures and tri-campus relations raised by the presidential planning exercise, Towards 2030.

### 3. Graduate Program

We are delighted that Professor Quinney recognizes 'the very good progress in improving the graduate program over the past four years.

### 4. Research

In recommending ways to strengthen research, Professor Quinney suggests that

*a new Dean look how total workloads can be balanced across the Faculty so that professors with weak research performance are assigned additional teaching or other responsibilities.*

We believe that every effort should be made to strengthen the Faculty's and individual faculty members' capacity for research. That being said, we are very reluctant to see a reduction in teaching assignments used as a strategy for improving research. Teaching duties in the Faculty are not onerous; teaching is one of the great strengths of the Faculty's undergraduate and graduate programs, and in our experience, the best teachers are the best researchers and vice versa. Research-informed teaching is becoming a hallmark of leading-edge education. Moreover, teaching is essential to the University's #1 priority, namely 'enhancing the student experience'. Rather than assigning 'professors with weak research performance additional teaching or other responsibilities', we would suggest that professors with outstanding teaching records be rewarded with financial and other forms of assistance to help them in their research.

## 5. Co-Curricular Programs

After extolling the breadth and richness of co-curricular programs, Professor Quinney observes

*these programs present a significant challenge to the Faculty to provide adequate leadership and financial support. In particular, the breadth of the intercollegiate program and lack of adequate resources to support the development of strong competitive teams remains a concern for coaches, athletes and members of the University and broader communities.*

We readily acknowledge that under the current financial model and the current political economy of higher education in Ontario, conducting outstanding co-curricular programs, and services is a challenge. But the solution cannot be found by reducing the number of intercollegiate programs, as Professor Quinney and some coaches, student athletes and alumni suggest (as long as it's not their teams that disappear). That solution was tried at U of T in the early 1990s, and it unleashed an almost fatally divisive period for the co-curricular programs. It has being rejected at other Ontario universities where it has been tried as well. The solution must be found in obtaining adequate funding, not reducing opportunities for student co-curricular learning.

Professor Quinney notes that 'the incidental fee that supports the co-curricular programs remains the highest in Canada'. This is true, but his comment does not take into effect the extent to which the Faculty has reduced or eliminated user fees, in the belief that a single uniform fee that all students pay is fairer than a lower overall fee with many user fees. The University of Toronto does not have a user fee for playing intercollegiate athletics, as the University of Alberta does, for example, nor the legion of special fees to be found across the other universities of Ontario. If these factors were taken into consideration, the U of T fee would be much closer to the national average.

We fully support the proposed full review of co-curricular athletics and recreation. We suggest broad terms of reference. In addition to the issues enumerated by Professor Quinney, we hope that the reviewers would examine how the Faculty could more effectively infuse the academic mission into all aspects of co-curricular programming. We also ask them to recommend the best administrative structure for research, teaching and co-curricular programs and services that we hope will soon take place on two distinct sites, Varsity and the AC. And finally, we ask that they consider the funding of co-curricular athletics and recreation—U of T is one of the few universities in Canada that does not support co-curricular athletics and recreation from the operating budget--and the protocol that shapes the budget approval process and the student athletic fee.

### **Provost's response:**

The Provost was pleased that the review indicated the academic programs at the undergraduate and graduate level had been strengthened by the Faculty of Physical Education and Health.

The Provost has made an investment with Student Experience Fund (SEF) in the Faculty to improve facilities available to students. A new student computer lab will benefit approximately 600 undergraduate and graduate students in the faculty's degree programs, in addition to student athletes in the co-curricular intercollegiate programs. The lab will serve as a teaching environment for computer based labs and multi media presentations. SEF will enable the Strength Conditioning Centre (SCC) to more fully accommodate students by expanding the space and supporting acquisition of new equipment. The SCC will focus on accommodating a greater diversity of users and encouraging more women to work on their strength fitness.

In terms of academic collaboration with other divisions in the University, the Provost agrees that this is an important priority. Funds have been provided to the Faculty to support interdivisional programs. The *Southern Africa Health and Humanities Exchange Program* is offered in conjunction with New College and the Faculties of Arts and Science, Nursing, Pharmacy and Physical Education and Health. Exchange opportunities with two universities in southern Africa (the University of Namibia and the University of Zambia in Lusaka) include service placements with non-governmental and governmental organizations and research components. The *Inter- and Trans-Professional Education (IPE)* program involves the

Health Science and Social Work Faculties to promote the development, implementation and ongoing evaluation of core IPE curriculum for students in dentistry, medical radiation sciences, medicine, nursing, occupational therapy, pharmacy, physical education and health, physical therapy, social work and speech/language pathology.

The revitalization of Varsity Stadium has been a goal of the Faculty of Physical Education and Health for the past 40 years. The first Users Committee for Varsity Centre was struck in 1998 and a variety of projects were explored. In 2005, the Governing Council approved an implementation plan for a multi-phased approach for the Varsity Centre for Physical Activity and Health.

The Provost agrees that the model of accreditation for the BPHE program is being discussed within the broader physical education and health community. The Faculty of Physical Education and Health should be actively involved in the discussions both within the professional and academic community.

The funding model for operating of the athletic facilities and co-curricular programs is an issue that the Faculty will need to address. The Provost is committed to following up on the review recommendation for a full review of the co-curricular program.

The University's research report highlights that the research within the Faculty is a significant issue. The need to strengthen the research profile of the Faculty is an identified priority in the current and previous external review. The Provost will work with the Dean of the Faculty to ensure that an action plan is formulated to begin to address the points raised in the review.

## REVIEW SUMMARY

<b>DIVISION/UNIT:</b>	<b>Woodsworth College</b>
<b>DATE:</b>	April 5, 2007
<b>COMMISSIONING OFFICER:</b>	Vice-President and Provost
<b>PROGRAMS OFFERED:</b>	
<b>Undergrad &amp; First Professional Programs of Study</b>	Major and specialist programs in Criminology Major and specialist programs in Employment Relations
<b>Graduate:</b>	Post-Degree Certificate Program in Human Resource Management
<b>Diploma/Certificate:</b>	Teaching English to Speakers of Other Languages (TESOL) Program Certificate Program in Human Resources Management (CHRM) Program
<b>Other</b>	Summer Abroad Programs Teaching in Higher Education Series Courses The Visiting Students Program Millie Rotman Shime Academic Bridging Program
<b>REVIEW/Advising Committee</b>	The review was undertaken by the Vice-President and Provost in consultation with the advisory committee for the Principal of Woodsworth College:  Prof. Vivek Goel, Vice-President and Provost (Co-Chair) Prof. David Farrar, Deputy Provost and Vice-Provost, Students (Co-Chair) Yvette Ali, Director, International and Professional Programs Prof. John Browne, HPME / Woodsworth College Bernice Frieday, President, Woodsworth Alumni Association Prof. Rosemary Gartner, Criminology / Woodsworth Tim Harrison, Academic Bridging Program graduate; Woodsworth student Prof Janet Paterson, Principal, Innis College Athmika Punja, President, Woodsworth Residence Council Prof. Frank Reid, Director, Centre for Industrial Relations and Human Resources J. Barbara Rose, Senior Lecturer, Woodsworth College Prof. Wendy Rotenberg, Director, Commerce Program Cheryl Shook, Registrar of Woodsworth College Prof. Pekka Sinervo, Dean, Faculty of Arts and Science Prof. Berry Smith, Vice-Dean, Students, School of Graduate Studies Helen Vavougios, President, Woodsworth Student Association
<b>DATE OF PREVIOUS REVIEW:</b>	1998
<b>SUMMARY FINDINGS AND RECOMMENDATIONS OF PREVIOUS REVIEW:</b>	<ul style="list-style-type: none"><li>• Construction of the new building has resulted in remarkable change. Enrollment demographics shifted: full time students increased, part-time students decreased and became very diverse.</li><li>• There was concern about maintaining certificate and diploma programs in areas of persistently low enrollment. It was recommended that the College re-examine the viability of such low enrollment programs.</li><li>• Student aid funding should be sought for the successful International programs.</li><li>• The fact that the complex administration of Summer and Winter Evening Sessions were run (albeit successfully) by one individual was a point of potential vulnerability.</li><li>• Teaching in Higher Education was successfully filling a much-needed niche.</li><li>• The range of programs and scope of functions provided by the College was too great. A thorough assessment was recommended as part of the upcoming planning exercise.</li></ul>

- Governance at the College was running effectively. The Principal and College staff had a good working relationship and morale was high. Woodsworth was very successful in attempting to understand its student population in meeting its needs.
- There was a positive and effective relationship with Arts and Science and collaborative efforts should continue in planning.

**DOCUMENTATION PROVIDED TO REVIEWERS:**

Principal's End of Term Report, September 2006  
 Woodsworth *Stepping UP* academic plan  
 Terms of Reference  
 Reports on every sector of the College

**CONSULTATION PROCESS:**

This review was undertaken by the Vice-President and Provost in consultation with the Advisory Committee for the appointment of a Principal of Woodsworth College. During the course of its meetings, the Committee reviewed the above-noted documents and received verbal reports on the major sectors of the College from senior administration, students, Alumni and Development, Residence Life, Academic Programs (professors), and the Transitional Year Program. A general call for submissions was issued by the Provost to the College community.

**FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES:**

Woodsworth College is an exciting, innovative part of the University which embraces new challenges. Its extraordinary diversity is part of its strength and dynamism, as well as a source of challenges. Woodsworth is well-positioned to continue to move forward with great strength and enthusiasm.

The College is the largest on the St. George campus in terms of students. Although traditionally known as the part-time college, it has evolved to contain a significant full-time constituency at 60% of the student population. The review report provides an overview of the student population and recruitment at Woodsworth, highlighting their academic and financial support needs. The College recruits a large number of Academic Bridging graduates who already have a strong affiliation with the College and choose to remain at Woodsworth. The Review Committee recommended that the College “continue to lead recruitment initiatives, appropriately coordinated with divisional and central efforts, and support all cohorts and programs at the College and ensure the needs of these various groups are represented across the University.”

The Review Committee identified that “Woodsworth’s challenge is to build a community and enhance the student experience for a diverse student population that spans a number of very different cohorts, including a large part-time population, a very large full-time (largely commuter) population, Visiting Students, and Academic Bridging students.” The College already enhances students’ academic experience with support in areas of academic advising, financial support and planning, the Academic Writing Centre, and a large computer lab that provides instructional services. Woodsworth and the Commerce Program have successfully partnered on a number of initiatives, resulting in many prospective Commerce students selecting Woodsworth as their college of choice. With the opening of the new Residence, the College created the position of Dean of Students to lead initiatives in developing student life in the College and enhance the overall community.

The Residence is an exciting new addition to the College that “offers rich opportunities and contributes to the changing demographic of the student population”. It is important to ensure that communications between the administrative units at the Residence and the College operate effectively.

## College Programs of Study

*Criminology:* Woodsworth's undergraduate program in Criminology incorporates theory, research methods, and knowledge from a range of disciplines, including history, political science, sociology, law, psychology, philosophy, and economics. Admission to the program is competitive. Approximately 540 majors and 15 specialists are enrolled in the program, making Criminology one of the largest programs of study (after Human Biology) on the St. George campus.

Relations between Woodsworth College and the graduate Centre of Criminology are excellent. An important challenge identified by the review committee is that the Woodsworth Criminology program does not have the majority of Criminology courses taught by core faculty at the Centre or other tenure-stream faculty at the University. The Review Committee suggested that the next Principal consider having a faculty member in the role of undergraduate coordinator/adviser when the position becomes vacant. Such a faculty member would possess greater expertise in the area of curriculum development and undergraduate advising.

*Employment Relations:* Woodsworth College sponsors undergraduate major and specialist programs in Employment Relations, an interdisciplinary field which allows the study of the employment relationship from a variety of disciplinary perspectives, including economics, history, law, management and sociology. The Employment Relations program is the undergraduate complement of the Masters of Industrial Relations and Human Resources (MIRHR) and Ph.D. programs administered by the graduate Centre for Industrial Relations and Human Resources (CIRHR). The Review Committee recommended that the Program and Centre continue to work together to ensure that the program thrive and evolve.

*Professional Programs:* The Review Committee reported on the professional programs offered by the College, including the Teaching English to Speakers of Other Languages (TESOL) certificate Program, Certificate Program in Human Resources Management, and the Teaching in Higher Education Series Courses. Other programs co-ordinated by Woodsworth include the Visiting Students Program, Summer Abroad Programs. The Review Committee had several recommendations for the later in terms of ensuring the program is well planned for and coordinated.

## Academic Outreach Programs

The *Academic Bridging Program* is for mature students who are at least 20 years of age and who have been away from formal education for some time (usually at least two years). The courses are intended to bridge the gap between a student's prior secondary education and the requirements of first year university courses. They feature study skills, essay writing skills, library research skills and the methodology of the specific academic discipline involved. The Academic Bridging program is directly linked to the vision of the College in aiming to overcome barriers to higher education, thus becoming a cornerstone of accessibility at the University of Toronto. The demographics of this program have been changing; it is a younger student population than in the past. Given this shift, the Review Committee recommended that the next Principal undertake a review of the program in general. The review should contemplate the transition from Academic Bridging to the Faculty of Arts and Science.

Although the *Transitional Year Program* (TYP) at the University is not a Woodsworth Program, there are points at which TYP and Woodsworth College have closely related interests. All of them are connected to the University's access and outreach objectives. TYP is a special access program for adults who do not have the formal educational background to qualify for university admission. TYP offers an intensive, one-year full-time course of studies leading to entrance to an Arts and Science degree program. Both Academic Bridging and TYP provide avenues for students not ordinarily qualified to find a way into first-entry university programs, although the two programs fit somewhat different types of candidates. The Review Committee recommended that the two programs should continue to build close connections.

## Relations with University divisions for academic programming

The *Commerce program* is a joint offering of the Joseph L. Rotman School of Management and the Faculty of Arts and Science. There is no one official College affiliation for the program, however, the relationship between Commerce and Woodsworth College is special in that a geographic identity for Commerce has been created at Woodsworth. For many years, Woodsworth College has administered

the Commerce Program summer offerings. Management courses are taught in its international summer programs.

Currently, there are 255 full-time and 33 part-time Commerce students enrolled at Woodsworth and these numbers have been growing. Commerce students, faculty and staff share facilities such as the computer lab, the writing lab, and the student club space in the main Woodsworth College building. Management courses are taught in the Commerce classroom in the Woodsworth Residence and the Commerce Program administrative offices are similarly all housed in the Residence.

The Review Committee recommended that the new Principal should work closely with the Commerce program to ensure that the relationship between it and the College continues to benefit students.

#### Academic Skills Development Services

The *Woodsworth Academic Writing Centre* operates year-round, including the summer session, and its schedule includes evening and Saturday hours to serve the needs of the Woodsworth students. The Centre provides a number of support programs targeting the special needs of particular groups of its students: It is active in several areas benefiting the University community beyond Woodsworth. For example, the Centre collaborates with the other college Writing Centres, Counseling and Learning Skills, and the Library to provide a campus wide series of academic skills workshops.

Given the shift in demographics occurring at the College, the Review Committee recommended that the College support further integration of the Writing Centre with Woodsworth's programs, ensuring that it provides effective support to all of the College's cohorts.

Alumni Relations and Development: Given the College's unique history and set of issues, the Review Committee recommended that the next Principal should continue to recognize the additional complexities of the College alumni and engage with its diverse constituencies, the Faculty of Arts and Science, the Division of Advancement and external community in order to develop and enhance alumni relations and opportunities.

Administration: The Review Committee noted that the administration at Woodsworth College is strong. Administrative units in the College are well run and staff morale is high. Woodsworth has more administrative staff than other colleges, reflecting the size and uniqueness of the programs offered. It is the only college that admits directly to the Faculty of Arts and Science, accepting applications, determining eligibility and processing admissions. The Review Committee recommended that, at the appropriate juncture, the new Principal review the need for an academic Vice-Principal to perhaps replace the current Program Director who is expected to retire during the Principal's term.

In a resource-limited environment, Woodsworth College is financially sound and well managed. The Review Committee recommended that the new Principal consult with the Faculty of Arts and Science about future expansion and potential revenue generating opportunities for Woodsworth programs. The financial model for the College Residence will need to be closely monitored. It is essential that the summer business in the Residence remains a priority for the Dean of Students and the Chief Administrative Officer.

The College is fortunate to have a large parcel of students' awards, mostly need based, reflecting the traditional part-time population of the College. Since Woodsworth began admitting direct-entry students, the College has set out to enhance its awards, especially admission awards. This should continue to be a priority for the College in the future. The College also receives a significant allocation from Admissions and Awards to help support students in financial need.

The Committee observed that the need for both faculty and student activity space arose on more than one occasion during the review and recommended that a comprehensive space analysis be conducted of the entire College to identify its specific space needs. This should be done as soon as possible, and in advance of the renovation of Kruger Hall.

## **ADMINISTRATIVE RESPONSE**

### **Acting Principal's response**

The Report of the Committee which reviewed Woodsworth College in April 2007 has served as the primary guide for the College administration over the past nine months. This response outlines the activities which have occurred in the academic areas noted in the Report and comments on the progress and challenges associated with them.

All the main points in this response have been discussed with Professor Desloges, the incoming Principal, in briefing meetings he has held with the acting principal and with senior college officers.

### **Programs of Study**

#### *Criminology*

Criminology remains one of the largest programs on the St. George campus. Two new tenure-stream appointments have been made in the program, both shared between the Centre (60%) and the College (40%). One of these appointments replaces a colleague who left the University several years ago; the other replaces Prof. Richard Ericsson, who died in Fall 2007. Thus, the complement of tenure-stream faculty who teach core courses in the program has increased by a net of one person since the time of the Review, with the result that at least one stipendiary course can be replaced by a course taught by a tenure-stream appointee.

As the Review noted, relations between the Centre and the College are excellent. The acting principal is currently serving on the search committee for a director for the Centre.

#### *Employment Relations*

One new tenure-stream appointment is currently under negotiation in the Centre for Industrial Relations and Human Resources; this appointment will be shared with the College (60/40). The new appointee will offer core courses in the ER program, likely replacing a stipendiary instructor.

### **Woodsworth Certificate Programs**

#### *TESOL; CHRM*

Relationships between the TESOL program and the Toronto Separate Secondary School Board, which provides practicum settings, are excellent. The quality of the program remains high; it is often cited as a model of its kind in Ontario.

The CHRM program places students who already hold an undergraduate degree in existing courses in the ER program; as a result, the program has minimal cost implications while generating both tuition and formula fee income. Many of the CHRM graduates go on to do graduate work in the CIRHR.

#### *THE 500*

Enrolments in THE 500 dropped sharply (~40%) in 2007-2008 following a decision by SGS in Summer 2007 to remove the course from students' transcripts. SGS is currently studying how it might offer professional development opportunities to graduate students in line with Tri-Council recommendations. After the outcome of this review is known, the College will decide the appropriate level of its resource commitment to THE 500.

In the meantime, and with the hope of a positive outcome to the SGS review, a small committee has been set up to review THE 500 with the aim of improving it and aligning it more closely with existing programs sponsored by Office of Teaching Advancement (see *The Report of the Committee to Review the Office of Teaching Advancement, September 2007*).

### **Other Programs**

#### *Summer Abroad*

Approximately 1,000 students will participate in the Summer Abroad Program in the 2008 session. Planning for the 2009 session has begun; in line with the recommendation of the Review Committee, great care will be taken to ensure that new course offerings do not compete with existing offerings.



The Woodsworth Review Report also recommended that the profile of SABR be raised in the University. Since the program has capacity for growth, preliminary contacts have been made with two professional faculties, PEH and APSE, to see whether interest exists in collaboration between them and the College.

The program has also had discussions with the assistant vice-president, international relations, to see how Woodsworth can support the University's strategic plans for increasing U of T's international presence. One possible result of these discussions could be the expansion of SABR offerings in China.

#### *Visiting Students' Program*

Discussions are underway with CIRHR to see whether a course can be designed for international visiting students which covers employment/human relations in a Canadian context. Students would thus get a credit which would be more likely count in an academic program at their home institution and which continues to emphasize aspects of Canadian history and culture.

### **Access/Outreach Programs**

#### *Academic Bridging Program*

In preparation for a review of the ABP recommended by the Committee, program staff have undertaken a self-study aimed at defining goals and objectives which fit with the Faculty of Arts and Science curriculum renewal plan. As part of this effort, senior ABP staff successfully applied to the Curriculum Renewal Initiatives Fund for the services of a learning strategist for two years. The strategist will assist program instructors and staff to develop ways of helping students to succeed in the ABP and to more easily complete the transition to the Faculty. The College will make the results of the strategist's work available to other colleges and to the Transitional Year Program.

#### *Seneca College Pilot Project*

The FAS Council has approved a transition initiative with Seneca College whereby a small number of selected students will enter a pilot project aimed at placing them in the third year of study in an Arts and Science program. Woodsworth will play the lead role in this project.

#### *TYP*

The Review Committee recommended that close connections continue to be built between the ABP and the TYP. During summer 2007, a series of informal conversations began with the Director of TYP about how to achieve this goal. Several positive steps have been taken as a result: examples include the learning strategist mentioned earlier and a recent meeting between Woodsworth, the TYP, the Centre for the Study of Students in Post-Secondary Education, and officials from MCTU.

The work of the Provostial Task Force on Outreach has accelerated discussions about the optimal connections between the TYP, the ABP, Woodsworth College, and FAS. The College administration believes that great potential exists if access programs can operate as coherently as possible; meetings so far have made all parties aware that the history and traditions of the ABP and the TYP have given rise to different views about program goals, student support, measures of success, and use of space. Woodsworth feels that, as they go forward, these discussions are best conducted at a pace which allows for all views to be heard and debated, and that they should be as inclusive of the different communities as possible.

### **Provostial response**

In July 2007 Professor John Browne began his term as Acting Principal of Woodsworth. He brings to the position many years of experience and expertise together with a strong sense of current issues at Woodsworth College.

Student Experience Funds recently awarded to Woodsworth College will support the Writing Centre On-line Appointment Bookings to support students more effectively and provide statistical information about student issues that will be of value to all academic units in the development of future initiatives. Enhancements to the Arts and Science College Writing Centre booking and record-keeping system will benefit almost the entire St. George Arts and Science campus student body.

In October 2007, the Provost announced the Task Force on Outreach to examine those activities that reach out to potential students who might not otherwise be thinking about attending a specific university program; that involve placing students, whether for academic credit or not, into programs that aim at the social good; that commit University resources to work with specific communities; and that create an inviting culture for the many communities we engage. The Task Force will assess and make recommendations regarding: the ways we measure the success of our existing programs; the scope of our programs; the internal and external relationships forged by our existing programs; and participant engagement.

The Provost is thankful to Professor John Browne for his service as Acting Principal. He has undertaken the recommended space review and planning for the College and the examination of academic programs in preparation for the beginning of the next Principal's term.

The review has identified some issues that will require the attention of the new Principal. Professor Joseph R. Desloges will begin his term as Principal of Woodworth College on July 1, 2008. He has extensive experience in University administration and has demonstrated an appreciation of the qualities that make Woodworth College unique.