

# UTQAP Cyclical Review: Final Assessment Report and Implementation Plan

## 1. Review Summary

<b>Programs Reviewed:</b>	Cinema Studies, B.A. (Hons.): Spec, Maj, Min Cinema Studies, M.A., Ph.D.
<b>Unit Reviewed:</b>	Cinema Studies Institute (EDU:A)
<b>Commissioning Officer:</b>	Dean, Faculty of Arts & Science
<b>Reviewers:</b>	<ol style="list-style-type: none"><li>1. Prof. Catherine Russell, Mel Hoppenheim School of Cinema, Concordia University</li><li>2. Prof. Johannes von Moltke, Department of Screen Arts &amp; Cultures, Department of Germanic Languages &amp; Literatures, University of Michigan</li><li>3. Prof. Susan Lord, Department of Film and Media, Queen's University</li></ol>
<b>Date of Review Visit:</b>	March 26 – 27, 2018

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## Previous Review

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**Date: November 17 – 18, 2005 – Review of B.A. (Hons.): Spec, Maj, Min**

2007 – M.A. program approved to commence

2012 - Ph.D. program approved to commence

## Summary of Findings and Recommendations

### 1. Undergraduate Programs

The reviewers observed the following strengths:

- Among the top undergraduate film studies programs in Canada, recognized as Innis College's flagship program.
- Rational organization and remarkable quality of the program and courses

The reviewers made the following recommendations:

- Conduct review of the curriculum

### Faculty/Research

The reviewers observed the following strengths:

- Senior faculty have good research profiles, and junior faculty show excellent promise
- Faculty has critical mass to support becoming an Institute and offering an M.A.

The reviewers identified the following areas of concern:

- Impressive quality, but lacking in demographic balance due to recent retirements

The reviewers made the following recommendations:

- Make a senior hire to rebalance the faculty
- Hire a specialist in Canadian cinema

### Administration

The reviewers observed the following strengths:

- Good working relationship with the Principal of Innis College and with units who offer affiliated courses
- Town Hall and smaller theatre are excellent facilities

The reviewers identified the following areas of concern:

- Other classrooms and media commons screening rooms require some renovation

The reviewers made the following recommendations:

- Become an institute and offer an MA program and expand staffing as enrolment expands
- Improve teaching spaces to accommodate expansion

# Current Review: Documentation and Consultation

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## Documentation Provided to Reviewers

Terms of Reference; Self-study and Appendices; Faculty CVs.

## Consultation Process

The reviewers met with the Dean, Faculty of Arts & Science; Associate Dean, Undergraduate Issues and Academic Planning; Director of CSI; Undergraduate and Graduate Coordinators; Tenured, Tenure-stream, and Teaching-stream Faculty; Representatives of Cognate Units: Chairs of the Departments of French, History, German, Italian, Comparative Literature, and English, and Director of the Centre for Drama, Theatre and Performance Studies; Principal of Innis College; CSI Administrative staff; Innis College staff; Undergraduate and Graduate students.

# Current Review: Findings and Recommendations

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## 2. Undergraduate Program

The reviewers observed the following **strengths**:

- Overall quality
  - Cinema Studies Institute (CSI) offers rigorous undergraduate and graduate programs in film and media history, theory and criticism
  - Healthy undergraduate program
- Objectives
  - Students develop media literacy, excellent writing and research methods, and a firm understanding of American and European cinema history
- Admissions requirements
  - Students are prepared to undertake the challenging nature of the program's curriculum
- Curriculum and program delivery
  - Interdisciplinary program with a greater range of media studies courses resulting from change to EDU:A status and new hires
  - Programs are all clearly and coherently structured, tied to learning outcomes, and based in excellent teaching and learning opportunities
  - CSI is committed to classroom learning, with the support of digital learning platforms
  - Location in Toronto is an advantage for placements
- Assessment of learning
  - Appropriately assessed through tests, essays and in some cases hybrid project models
- Student engagement, experience and program support services

- Students have positive sense of belonging with a very strong student union
- Impressive undergraduate use of research collections of the Innis library
- Unique, impressive undergraduate journal
- Quality indicators – undergraduate students
  - Mean entry average of around 88%, which is in line with the other U15 universities in Canada and comparable schools in the USA
  - Entering average has been steadily increasing since Fall 2015 due to program demand
  - Completion rates are in line with other institutions

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

- Curriculum and program delivery
  - Students feel that the process for access to upper level seminars is opaque
  - Challenges for students unable to take the Business of Film course
  - Most cinema studies programs offer greater diversity in regional and national cinemas outside of the US and Europe
  - Fewer students have been taking advantage of placements recently
- Accessibility and diversity
  - Though “each member of the teaching staff would read themselves into this phrase and the principles behind them,” CSI’s program objectives do not include an explicit commitment to “principles of equal opportunity, equity and justice”
  - Lack of diversity in faculty and courses; students are hungry for content that reflects the contemporary social and cultural landscape

The reviewers made the following **recommendations**:

- Curriculum and program delivery
  - Provide more transparency around access to upper level seminars
  - Clarify curricular options and provide a structured or required set of opportunities for internship or practicum courses to mobilize research outside of academic settings and prepare students for a wider array of future job placements
  - Create more flexibility and opportunity for extension of research into the communities beyond the university
- Assessment of learning
  - Allow students to undertake more media-based or hybrid projects, within the constraints of being a studies-centred program
- Quality indicators – undergraduate students
  - Consider admitting more students to keep up with demand

### 3. Graduate Program

The reviewers observed the following **strengths**:

- Overall quality
  - Cinema Studies Institute offers rigorous undergraduate and graduate programs in film and media history, theory and criticism
- Objectives
  - Students develop media literacy, excellent writing and research methods, and a firm understanding of American and European cinema history
- Admissions requirements
  - Admissions requirements for the MA and PhD are consistent with the program's mandate and its core strengths in theory, history and criticism
- Curriculum and program delivery
  - Curricula reflect balance between faculty expertise and core requirements
  - Programs are all clearly and coherently structured, tied to learning outcomes, and based in excellent teaching and learning opportunities
  - Students are being given good mentorship in terms of academic professionalization
  - CSI is committed to classroom learning, with the support of digital learning platforms
  - Location in Toronto is an advantage for placements
- Student engagement, experience and program support services
  - Student experience in the CSI is very positive
  - Graduate students have a dynamic sense of their cohorts and are appreciate of their faculty
- Quality indicators – graduate students
  - Students enter with excellent grades and previous training
  - Research at the PhD level reflects the diversity of PhD projects currently underway
  - MA students have the option of writing a research paper as part of their degree, and approximately half of each cohort take advantage of this opportunity
- Student funding
  - Comparable rate of external awards for MA and PhD students shows that the quality of the students' records and the program are recognized nationally

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

- Admissions requirements
  - PhD does not require connection to a mentor before admission
  - One-year MA program is not tightly linked to the PhD as only a handful of students enter the PhD, with many taking a “gap year” between the programs due to lack of preparation or encouragement to apply
- Curriculum and program delivery
  - Challenges around distribution of students over different classes at the graduate level
  - Some ambiguity about the transition from coursework to comps in PhD program
  - Comprehensive exams structured into the second year of the PhD
  - Fewer students have been taking advantage of placements recently

- Accessibility and diversity
  - Though “each member of the teaching staff would read themselves into this phrase and the principles behind them,” CSI’s program objectives do not include an explicit commitment to “principles of equal opportunity, equity and justice”
  - Lack of diversity in faculty and courses; students are hungry for content that reflects the contemporary social and cultural landscape
  - MA program has been unable to enrol international students; PhD program has been able to enrol only one international student per year thus far
- Assessment of learning
  - Rethink the comprehensive exams to permit a time-limited take home
  - Reconsider the second year exam reading list to reflect greater regional and identity-based diversity
- Quality indicators – graduate students
  - The first PhD students who entered in 2013 have not yet scheduled their defenses, potentially causing financial and psychological stress on students who go beyond a fifth year
- Student funding
  - Certain faculty members advocate funding the fifth year of doctoral study by de-funding MA students

The reviewers made the following **recommendations**:

- Admissions requirements
  - Reconsider practice of not requiring a connection to a mentor for PhD students before admissions, as students will be drawn to the graduate program director or core course instructors, overburdening some and not providing supervisory opportunities for others
  - Support MA students’ application to the PhD in fall term of their first year
- Curriculum and program delivery
  - Clarify curricular options and provide a structured or required set of opportunities for internship or practicum courses at both levels
  - Consider PhD structures in a range of other schools in order to facilitate the students’ foundational needs and progress, and providing students with competitive CVs for positions in collateral cultural institutions
- Accessibility and diversity
  - Increase acceptances of international students
- Quality indicators – graduate students
  - Streamline the PhD and think about flexible forms of the thesis to reduce time to completion, such as shorter thesis projects or a manuscript or portfolio linked to comprehensive exams in order to help students finish in four or five years
- Student funding
  - Keep MA funding as it is, as defunding it is not a viable way forward
  - If fifth year PhD funding is provided, include professionalization such as teaching fellowship or RA funding that results in a publication, making students competitive in the academy

## 4. Faculty/Research

The reviewers observed the following **strengths**:

- Overall quality
  - Current faculty complement is extremely strong in terms of research capacity and teaching strengths
  - Faculty and alumni have had a significant impact on the shaping of cinema studies, nationally and internationally—reflected in the objectives in the academic programs
- Research
  - Cohesive and productive research unit
  - Faculty maintain active research programs within film and media history, theory and criticism
  - Research productivity is high with a continuous publication stream of monographs, anthologies, and refereed journal articles, generally in key publishers and journals
  - In several cases publications have garnered prestigious awards - notably at the Society of Cinema and Media Studies, the field's most important North American professional organization
  - Students are appropriately engaged in and by research at CSI

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

- Research
  - Unit has been branching out into adjacent areas of television and media studies, but it is not currently recognized for its strength in these areas
  - Grant volume is comparatively low for a unit of such distinction
  - Most research faculty seemed to concur that the application process was too arduous
  - CSI does not maintain a space in which to share ongoing research
  - Little research collaboration among faculty
- Faculty
  - Three faculty have received releases, leaving teaching, course development, and supervision to very few, stretched, colleagues
  - Only three tenure-stream faculty are 100% associated with CSI, with five other partially based in other departments
  - Serious lack of diversity in the faculty complement
  - Women do not see a clear path forward through the ranks because of their service burden, even though they have significant impact as researchers

The reviewers made the following **recommendations**:

- Research

- Arts & Science and Office of Research Services could provide more tailored, localized grant writing assistance to help foster more successful applications in the future
- Consider launching a research colloquium
- Faculty
  - Hire two lines: 1) indigenous cinema, with Canadian and/or Quebec as a strength; 2) race and media, with a subfield of transmediality
  - Faculty to offer support for PTR, especially for promotion from associate to full professor
  - Allow assistant professors to supervise doctoral students

## 5. Administration

The reviewers observed the following **strengths**:

- Relationships
  - Strong sense of community and cohesion among students
  - Institute owes much of its success to Innis College; mutually beneficial relationship between Innis and CSI
  - CSI is at the fulcrum of an interdisciplinary exchange of faculty and students, crossing academic units as well as other research units in the university
  - CSI attracts high enrolments, and thus supports TA training for graduate students in other departments
  - CSI is well partnered with local organizations, particularly through its association with Innis College
  - Innis Town Hall hosts regular cinema-related events and is an important venue for independent, foreign and Canadian film screenings
  - Several instructors have integrated community-based organizations such as TIFF and Power Plant into their courses, and prominent directors, screenwriters, critics, producers, and programmers are brought in from time to time to teach courses
  - Faculty members are active in a variety of outside organizations
- Organizational and financial structure
  - Staff are supportive of the Institute and very much part of the collegial work environment
  - Innis expansion plan will benefit the CSI, which will result in increased classroom size and additional faculty offices
  - Successful track record of fundraising in Innis College
- Long-range planning and overall assessment
  - CSI has fulfilled many of the key recommendations set out in the Arts & Science Academic Plan from 2011
- International comparators
  - As one of the leading graduate programs in the country, CSI will be producing film scholars to join the ranks of media educators nationally and internationally



- Differs from some programs in that it does not offer a substantial link to practice; in close alignment with the University of Chicago, UC Berkeley, Yale, Indiana University

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

- Relationships
  - Relationships with community organization and industry professionals seem to be ad-hoc rather than structural
  - Underutilized potential experiences for students in downtown Toronto
  - Little follow-up research on MA graduates and no PhD graduates yet, so it's hard to assess the social impact of the Institute at this stage
- Organizational and financial structure
  - Staff are clearly overworked; only one full-time staff and one half-time staff, who reports to five different supervisors
  - Very few faculty meetings; not as much cohesion and collegiality among faculty as there is among students
  - Decision making on the part of Institute leadership is opaque
- Long-range planning and overall assessment
  - Lacking emphasis on diversity, equal opportunity, equity, and justice in programs and research
  - Faculty profile and course content would benefit from enhanced diversity
  - No explicit recognition of considerable challenge the Truth and Reconciliation Commission (TRC) presents to the mission of postsecondary education
  - Present organizational model with Innis College is not sustainable

The reviewers made the following **recommendations**:

- Relationships
  - Engage in more collaboration on the graduate level in terms of interdisciplinary teaching and research opportunities for students and faculty
  - Capitalize on the Institute's location for student professional experiences and create better integration with local film culture
  - Integrate faculty from Mississauga and Scarborough into the fragmented culture of the Institute, perhaps through research-related events
  - Track job placement and career outcomes of MA and PhD graduates to assess the Institute's social impact
- Organizational and financial structure
  - Prioritize hiring a second full-time assistant to the Institute to manage the website, handle the budget, support advancement and co-ordinate events planning alongside the graduate programs
  - Consider making the CSI governance structure more transparent and accountable by involving elected representatives
- Long-range planning and overall assessment

- Take up the issue of diversity across all units and programs: within the curriculum (from the first year forward to the PhD); in the faculty complement; in leveraging its location in the city; and in considering regional studies beyond North America and Europe
- Engage in a more vigorous approach to Indigenous media and bring the CSI more directly into the conversations proposed by the TRC
- Engage in strategic planning to determine a sustainable, long-term relationship with Innis College, which also addresses support staff, AV requirement, advancement, and space
- Arts & Science should take responsibility for the costs of CSI and provide more support directly to the Institute to give it more autonomy with respect to facilities, budgets, and other support services, without being reliant on the college
- International comparators
  - Consider carefully how CSI positions itself in relation to international trends in the field of cinema and media studies



## 2. Administrative Response & Implementation Plan

UNIVERSITY OF TORONTO

FACULTY OF ARTS & SCIENCE

March 8, 2019

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

### **Re: UTQAP cyclical review of the Cinema Studies Institute**

Dear Professor McCahan,

Along with the faculty, staff and students of the Cinema Studies Institute, I am pleased with the external reviewers' assessment of CSI and its programs: Cinema Studies, B.A., Hons., Specialist, Major, Minor; and Cinema Studies, M.A., Ph.D. The reviewers complimented CSI on its "*rigorous undergraduate and graduate programs in film and media history, theory and criticism*" and the Institute having "*significant impact on the shaping of film studies, nationally and internationally.*"

The quality of this program notwithstanding, as per your letter dated January 21, 2019, the review report raises a number of issues and challenges. I am writing to address the areas of the review report that you identify as key. The response to these items and implementation plan are separated into immediate (six months), medium (one to two years), and longer (three to five years) terms, where appropriate, along with who (Institute Director, Program, Dean) will take the lead in each area. The Dean's office, including Vice-Deans and senior staff, has discussed the reviewers' comments through consultation with the Director of the Cinema Studies Institute, who has in turn discussed the response with the Graduate and Undergraduate Coordinators for CSI; these consultations have resulted in the following implementation plan incorporating the reviewers' recommendations.

**The reviewers emphasized the importance of increasing diversity in the faculty complement.**

#### Implementation Plan

**Immediate term response:** Increasing diversity in the faculty complement is a priority for CSI. One significant step in this direction has been taken since the reviewers' site visit. Specifically, CSI is in the process of completing a search for a specialist in the area of race and media. All three short-listed candidates are members of underrepresented groups, and two are women.

**Medium term response:** At the graduate level, hiring at the other campuses also has the potential to enhance diversity. Indeed, a new graduate faculty member with a primary appointment at UTM will be joining the graduate program in 2019-20; this faculty member is a member of a group currently underrepresented in CSI, and her area of expertise, East Asian

cinema, will also increase the diversity of course offerings at the graduate level.

**Longer term response:** Increasing diversity will remain a priority in requests for faculty lines in the future. More specifically, CSI hopes to hire in the future in the area of Canadian film and media, and would be especially eager to consider candidates who specialize in Indigenous and/or Quebecois film and media.

Diversity in faculty complement is also a priority for the Faculty more generally. In 2017-2018, Arts and Science identified a set of six Faculty Priorities (<http://www.artsci.utoronto.ca/faculty-staff/academic-planning>) including one focused on enhancing equity, diversity and inclusion. As part of the Faculty's current Academic Planning exercise, the Dean has formed a new Equity, Diversity and Inclusion Working Group, with representation from faculty, staff, and students. This group has a mandate to explore ways to increase representation from underrepresented groups and enhance opportunities to build diversity and create a more inclusive Faculty environment. The Working Group will develop a series of recommendations in a report to be submitted to the Dean in May, 2019.

**The reviewers recommend Faculty support for PTR, tenure and promotion processes, especially for promotion from Associate to Full; they also noted the burden of service undertaken by women and the impact this may have on promotion.**

The Faculty of Arts & Science offers programming and supports for new faculty, including an annual orientation and a session that offers advice and guidance on the PTR process. Additionally, all new faculty receive a resource binder at the time of appointment that provides an overview of the various academic HR processes. They also receive a monthly newsletter with information on divisional and central supports (including sessions offered through VPFAL and CTSD).

#### Implementation Plan

**Immediate to medium term response:** This past year, the Faculty has implemented a new program for new and continuing academic administrators that includes sessions on academic appointments, academic HR review processes, PTR and supporting faculty research portfolios.

The Faculty is in the process of developing additional programming to support mid-career faculty, in part drawing on the recommendations from focus groups with women associate professors in the tenure stream.

At the level of the unit, the Director will raise the issue of service and its impact on promotion at the annual CSI retreat in May. Because the unit is relatively new, there are few Full Professors (only one among Institute faculty and one more among core graduate-only faculty). As a result, this promotion process has not been normalized or modeled for other faculty. With additional faculty expected to move into the ranks of full professors in the near future, there will be additional opportunities for mentorship.

**The reviewers made a number of recommendations to support research engagement and collaboration, including launching a colloquium and Faculty support for research applications. Drawing a connection to research engagement and PTR, the reviewers also recommend that pre-tenure faculty supervise graduate students.**

### Implementation Plan

#### **Immediate term response:**

*Graduate supervision:* CSI has now changed its policy regarding the supervisory capacity of pre-tenure faculty. Many faculty members continue to believe that it is important to protect pre-tenure faculty from too many service expectations; accordingly, the Institute is now putting in place a system wherein a pre-tenure faculty member can opt-in to a supervisory role if they choose to do so. They can also, however, choose not to take on this supervisory role, and the Institute will ensure that such a choice is not held against pre-tenure faculty in any formal or informal way.

*Support for engagement and collaboration:* CSI has now formed a new Events Committee to create more opportunities for collaboration and intellectual exchange. For example, the Committee has coordinated (or assisted in the coordination of): a pedagogy discussion group, a professionalization seminar for grad students (devoted to navigating the job market), and a faculty/student screening series. These events are aimed at enhancing research engagement and collaboration.

*Research Support:* The Director is playing an active role in encouraging faculty to engage with funding opportunities. Indeed, this year two CSI faculty applied for SSHRC Insight Grants and one for a Connection Grant; two others applied for Connection Grants last year. This is an improvement over past years, and the Institute is committed to growth in this capacity.

**Medium term response:** The Faculty of Arts and Science provides support directly to those faculty who require assistance in developing grant applications through office of the A&S Social Sciences Research Funding Officer. The Funding Officer encourages faculty to initiate grant applications and helps them to shape and package their proposals successfully, prior to their being submitted to Research Services for the normal institutional review and approvals. The Director will be more proactive about letting people know about the supports there are in place for faculty already, including those offered by the Funding Officer in the Office of the Dean.

#### **The reviewers emphasized the importance of increasing diversity in the curriculum.**

The Director acknowledges the reviewers' point, but also notes that the reviewers did not appear to take into consideration the many courses in the CSI curriculum that come from other units, especially language departments. For example, the Department of Spanish and Portuguese offers a course on Latin American cinema; East Asian Studies teaches courses on Japanese and Korean cinemas; the French Department teaches courses on French and African cinemas; and the Department of Slavic Studies offers a course on Czech animation. While these courses do not have a CIN prefix and are usually not taught by core CSI faculty, they are included in the CSI curriculum and count for CIN credit. Indeed, these courses underscore the interdisciplinary foundations of the CSI program. In addition, many CIN courses which are more thematic in

nature (e.g., Feminist Approaches to Cinema, Ecocinema, etc.) also include significant content that enhances diversity in the curriculum.

### Implementation Plan

**Immediate term response:** Although the curriculum does already include significant diversity, the Director agrees that CSI can certainly continue to improve on this count. The upcoming hire in the area of race and media will enhance the diversity of the curriculum by bringing new elective courses into the mix. Moreover, the Institute is committed to using the arrival of that new faculty member as an occasion to revisit core courses to ensure they are suiting the needs of students and keeping pace with changes in the discipline. More generally, the Institute is moving to a greater emphasis on diversity and concomitantly less emphasis on the Eurocentric canon that has, for many decades, structured film studies.

**Medium term response:** CSI is contemplating mounting a course on Indigenous film and media. Although CSI does have non-Indigenous faculty who have the expertise to teach this course, an even more compelling option at this point in time is hiring an Indigenous scholar, with existing connections to our program, in a sessional instructor capacity. This option would be consistent with CSI's plan to request future hires in the area of Indigenous film in the medium to longer-term.

### **How does the Institute plan to provide additional structured experiential learning opportunities for students in all programs?**

#### Implementation Plan

**Immediate term response:** At the MA level, CSI will continue to offer the option of an internship as a capstone experience. (The other option will remain a major research paper.) At the undergraduate level CSI does have an internship course on the books, and it has been taught once. It became apparent that the course requires a measure of administrative support, above and beyond that which is provided by the instructor. With only 1.5 FTE of staff support for the entire Institute, CSI did not have the means to provide that support. CSI requested additional staff to support this course as well as other initiatives. The Faculty has now approved an additional .5 FTE staff position to support the graduate program. With the additional staff capacity, CSI should be in a better position to support experiential learning initiatives. The Faculty will continue to work with CSI to review staffing needs.

**Medium term response:** Arts and Science is in the process of setting up a new Experiential Learning and Outreach Support Office. This office will assist departments and programs to build more experiential, research, and international opportunities into their curricula, and to develop outreach activities that enable faculty and students to engage with relevant community and non-profit organizations, as well as industry. The office will also facilitate work or community placements for students that align with their educational goals.

Moving forward, this office will work with CSI to provide support for the development of new experiential learning opportunities.

**The reviewers recommended a number of strategies to reduce PhD time-to-completion, including thinking about flexible forms of the thesis and supporting alternative careers; they also recommended tracking outcomes and making some changes to MA/PhD admissions processes.**

### Implementation Plan

**Immediate term response:** Time-to-completion: The Institute has now made changes to the exam process to streamline the PhD program. Specifically, the general comprehensive exams have been replaced with multiple special field exams to create better flow between the exam process and the dissertation that follows it. This streamlining should improve PhD time-to-completion.

In addition, through the collaboration of the Graduate Committee and the newly formed Events Committee, the Institute has introduced new professionalization events for graduate students (for example, a “Preparing for the Job Market” workshop and a “Two-Minute Research Pitch” challenge); CSI has also offered more graduate student workshops with visiting scholars than ever before. Insofar as these kinds of events tend to foreground (among other things) practical matters, such as how to be work in a strategic and efficient way, they should help with the time-to-completion question.

*Admissions:* Since the receipt of the external review, the Institute has taken to heart the suggestion that they fully support their MA students who want to apply to PhD programs right away – that is, in the first semester of their MA – so as to avoid a “gap year” in their graduate education. As a result, two of the seven domestic students to whom CSI has extended an offer of admission into the PhD program this year are currently enrolled in the MA program. CSI will continue this practice moving forward.

### **Medium term response:**

*Time-to-completion:* Additional changes to the graduate program will be discussed at the upcoming faculty retreat, including the possibility of more flexible forms of the thesis and a change in the structure of the proseminar; the retreat will provide an opportunity for faculty to discuss options that would allow the proseminar to support students’ progression through the program more directly.

*Alternative careers and tracking students:* The Faculty of Arts and Science is committed to providing graduate students with information about alternative careers. Indeed the Milestones and Pathways program offers seminars on alternative career options (<https://teaching.artsci.utoronto.ca/mpcareers/>). Arts and Science also offers funding through this program for individual units to support professional development initiatives for graduate students. At the upcoming faculty retreat, CSI will discuss possible options for using Milestones and Pathways funding to develop a unit-specific initiative to support alternative careers. A&S has participated in the successful SGS initiative to track PhD student outcomes: the 10,000 PhD project (<http://www.sgs.utoronto.ca/about/Pages/10,000-PhDs-Project.aspx>). At the unit level, CSI has not had sufficient graduate program staff in the past to track graduate outcomes. With the addition of .5 FTE, as noted above, the program will have more capacity for such initiatives in the future.

*Admissions:* The reviewers recommended that CSI consider requiring PhD program applicants to have an established connection to a future supervisor. They argued that “students will naturally be drawn to the graduate program director or core course instructors, overburdening some and not providing supervisory opportunities for others.” It is the case that there is currently an unequal distribution of students across the faculty, but the reasons for such are not the ones identified by the review: that is, it is not the case that students have consistently gravitated *en masse* toward the Graduate Coordinator or the core course instructors. In light of this, CSI would like to observe prevailing trends in supervision for a little longer before making any changes to the admissions process. In the short-term, however, CSI will continue to create more opportunities (for example, social and scholarly events) for incoming PhD students to ensure that students gain exposure to all faculty. Moreover, CSI will continue the practice of assigning a different mentor to each incoming PhD student in the hopes of creating logical pairings that could potentially be formalized into supervisory relationships in the second year.

**The reviewers observed that undergraduate students wanted more transparency around access to upper level seminars; some undergraduate students were unable to access certain courses.**

#### Implementation Plan

**Immediate term response:** In response to student confusion about the process of enrolling in 400-level seminars, the Institute has increased outreach efforts: as of last year, CSI has been providing information about this process through individual emails, information on the Institute’s website, and biannual information sessions run by the CSI Undergraduate Coordinator.

**Medium term response:** A closer examination of the issue has revealed that the concern about access to certain courses is primarily focused on one course: Business of Film, which is offered once a year with enrollment capped at 50 students. This is a popular course because it allows students to meet their program-level quantitative reasoning requirement; however, the course is not in and of itself a program requirement. Apparently, many students were unaware that they could meet the quantitative reasoning requirement through a whole host of other courses as well. Accordingly, the Director will work with the Undergraduate Coordinator on an ongoing basis to ensure that students are aware of the full range of options available to them for meeting program requirements.

**How can the relationship with Innis College be further enhanced to support students in the program and long-term planning for space needs?**

#### Implementation Plan

**Medium to longer term response:** The most important factor in enhancing the relationship between Innis and CSI is staffing. As mentioned above, CSI has made certain requests regarding changes in staffing. These requests relate not only to CSI, but also to Innis College since Innis currently provides certain services to CSI (AV support, event planning support, financial services) that are not, strictly speaking, the College’s responsibility. The Faculty will work with the program and the College to ensure that the CSI programs have appropriate supports. The



Faculty will also work with the College to address longer-term space planning.

The Dean's office will monitor the implementation of recommendations, with, at minimum, a brief report to the Office of the Vice-Provost, Academic Programs, midway between the year of the site visit and the year of the next site visit. The year of the next review will be the 2025-2026 academic year.

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

Sincerely,

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

David Cameron  
Dean and Professor of Political Science

cc.

Corinn Columpar, Director, Cinema Studies Institute

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

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

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

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

At its meeting on April 2, 2019, the Committee on Academic Policy and Programs (AP&P) concluded that there were no issues to be drawn to the attention of the Agenda Committee but requested a follow up report in one year on progress made towards increasing faculty diversity. The follow-up report will be considered by AP&P at the Cycle 5 meeting in 2019-20.

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

The reviewers praised the quality of the students admitted, who are well prepared to take on the rigorous and challenging curriculum. Faculty complement is strong, with a good range of expertise and impressive research and publication record. The reviewers remarked on the very healthy relationship with Innis College, which compliments the overall positive sense of community among the faculty, staff and students at the Institute. The reviewers recommended that the following issues be addressed: increasing diversity in the faculty complement; providing Faculty support for PTR, tenure and promotion processes, especially for promotion from Associate to Full; addressing the burden of service undertaken by women and the impact this may have on promotion; supporting research engagement and collaboration, including launching a colloquium and Faculty support for research applications; allowing pre-tenure faculty supervise graduate students; increasing diversity in the curriculum; providing additional structured experiential learning opportunities for students in all programs; reducing PhD time-to completion, including thinking about flexible forms of the thesis and supporting alternative careers; tracking outcomes and making some changes to MA/PhD admissions processes; providing undergraduate students with more transparency around access to upper level seminars; and further enhancing the relationship with Innis College to support students in the program and long-term planning for space needs. The Dean's Administrative Response describes the Faculty, unit and programs' responses to the reviewers' recommendations, including an implementation plan for any changes necessary as a result.

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

The Dean's Office will monitor the implementation of recommendations, with, at minimum, a brief report to the Office of the Vice-Provost, Academic Programs, midway between the year of the site visit and the year of the next site visit. The year of the next review will be the 2025-2026 academic year.

### **6. Distribution**

On May 17, 2019, the Final Assessment Report and Implementation Plan was posted to the Vice-Provost, Academic Programs website and the link provided by email to the Dean of the Faculty of Arts & Science, the Secretaries of AP&P, Academic Board and Governing Council, and the Ontario Universities Council on Quality Assurance. The Dean provided the link to the Director of the Unit.