

UTQAP Cyclical Review: Final Assessment Report and Implementation Plan

1 Review Summary

Program(s) Reviewed:	Undergraduate program (<i>housed within Victoria College</i>): <ul style="list-style-type: none"> Literature & Critical Theory (HBA): Specialist, Major, Minor Graduate programs (<i>housed within the Centre for Comparative Literature</i>): <ul style="list-style-type: none"> Comparative Literature: MA, PhD
Unit Reviewed:	Centre for Comparative Literature
Commissioning Officer:	Dean, Faculty of Arts & Science
Reviewers (Name, Affiliation):	<ul style="list-style-type: none"> Patricia Badir, Professor & Head of Department of English Language and Literatures, University of British Columbia Ayesha Ramachandran, Associate Professor, Department of Comparative Literature, Yale University Krzysztof Ziarek, Professor & Director of Undergraduate Studies, Department of Comparative Literature, University of Buffalo
Date of Review Visit:	February 7-8, 2024
Review Report Received by VPAP:	April 29, 2024
Administrative Response(s) Received by VPAP:	March 6, 2025
Date Reported to AP&P:	April 10, 2025

Previous UTQAP Review

Date:

Summary of Findings and Recommendations

Significant Program Strengths

- One of the most important graduate programs in the field
- Very high quality graduate students with very wide breadth of academic focus
- Uniquely flexible undergraduate program provides an alternative independent major for students in the humanities
- High quality educational experience for undergraduates, evidenced by students' feedback
- Commendable levels of engagement between faculty, students, and administrators
- Wide ranging and internationally visible research conducted by faculty

Opportunities for Program Enhancement

- Revising the graduate program's curriculum and structure, including its support of alternative career pathways and the development of professional competencies
- Reviewing the structure of TA assignments and their impact on times-to-completion
- Increasing mentoring for all students and tracking outcomes
- Finding the right balance between core and affiliated faculty for the graduate program
- Encouraging further collaboration between the undergraduate and graduate programs
- Improving organizational and financial structures to ensure optimal support for the programs

Current Review: Documentation and Consultation

Documentation Provided to Reviewers

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

Consultation Process

Dean, Vice-Dean Academic Planning, Interim Associate Dean, Unit-Level Reviews, Faculty of Arts & Science; Centre's Graduate Program Director; Graduate program faculty; Graduate Students; Centre Administrative Staff; College Principal; LCT Program Coordinator; Program Faculty; Program/College administrators; Undergraduate Students; as well as members of relevant cognate units (East Asian Studies; English; Classics; Germanic Languages and Literatures; Jackman Humanities Institute; Jewish Studies; Medieval Studies; Near and Middle Eastern Civilizations; Philosophy; Spanish and Portuguese; Slavic Languages & Literatures; Women and Gender Studies).

Current Review: Findings and Recommendations

1. Undergraduate Program(s)

a. Literature and Critical Theory (LCT) program housed in Victoria College

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

The reviewers observed the following **strengths**:

- Overall quality
 - ▶ Program is highly valued by both students and faculty
- Objectives
 - ▶ LCT program provides students with opportunities for literary study that is comparative and interdisciplinary, and linked to critical theory
 - ▶ Program's structure and learning objectives are consistent with the University's commitments and priorities
- Admissions requirements
 - ▶ While the program remains small, it has no entrance requirements and is open to any interested student
- Curriculum and program delivery
 - ▶ Curriculum appears to be strong and innovative; its topics model provides opportunities for students to read widely, deploy a range of methodologies and explore alternative forms of scholarship
 - ▶ The program's emphasis on comparative approaches and critical theory complements its focus on close reading and critical reasoning
 - ▶ LCT draws on faculty from a wide range of units to deliver its courses, which supports a greater diversity of offerings
- Student engagement, experience and program support services
 - ▶ Students are enthusiastic and invested in the program
 - ▶ Students are generally satisfied with the program's curriculum and structure
 - ▶ Victoria College fosters a "fertile intellectual environment" for students, who also benefit from its cohort structure
 - ▶ Small classes enhance the student experience, particularly with regard to writing and research
 - ▶ Student morale appears to very high; reviewers note this as particularly laudable, given reports of unprecedented undergraduate student anxiety and other mental health concerns across post-secondary institutions
- Quality indicators – undergraduate students
 - ▶ "LCT is clearly attracting some of the best students in the U of T (with very high GPAs, but also with varied interests)"
 - ▶ "[F]aculty, without exception, spoke about the extraordinary quality of the LCT students"

- ▶ Many LCT students intend to pursue graduate studies or pathways to teaching careers, indicating the rigorous academic nature of the program

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

- Curriculum and program delivery
 - ▶ There is some duplication between LCT course syllabi, with students asked to read the same texts for multiple classes
- Student engagement, experience and program support services
 - ▶ “Given that CCL students TA for the LCT program, it is surprising how little students seem to know about CCL”
 - ▶ The unit’s self-study notes that student advising protocols could be enhanced; reviewers also note that students appear to be left to figure out much on their own, particularly regarding program language requirements

The reviewers made the following **recommendations**:

- Curriculum and program delivery
 - ▶ Encourage faculty to consult on their course reading lists before each term begins, to minimize any duplication
 - ▶ Recruit faculty from FAS units other than CCL (in particular African Studies), to enhance the diversity of course offerings
 - ▶ Explore developing a dedicated first-year course, based in Victoria College; such an offering could encourage enrolment in the LCT program
- Student engagement, experience and program support services
 - ▶ LCT and CCL student advisors are encouraged to “consult and coordinate to the mutual benefit of both programs”
 - ▶ Encourage LCT student participation in existing experiential learning opportunities through promotion and student advising
 - ▶ Noting LCT program desire to enhance international learning opportunities, reviewers recommend promoting existing opportunities and dedicating resources to developing LCT-specific global opportunities
- Student funding
 - ▶ CCL and LCT encouraged to work together to identify potential MA applicants in the LCT program, and assist them with applications for SSHRC grants to fund their master’s studies

2. Graduate Program(s)

b. Faculty of Arts and Science Centre for Comparative Literature (CCL)

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

The reviewers observed the following **strengths**:

- Objectives
 - ▶ CCL's graduate programs provide opportunities for students interested in comparative studies to pursue their chosen coursework and undertake research
 - ▶ CCL provides an academic pathway for talented students from LCT to continue their studies
 - ▶ MA and PhD are consistent with U of T's commitment to liberal arts education; and its emphasis on research, scholarship and advanced graduate training
 - ▶ Program requirements and learning outcomes are clear and appropriate
- Curriculum and program delivery
 - ▶ Graduate curriculum and course offerings "have an inspiring breadth"
- Student engagement, experience and program support services
 - ▶ Students report that the frequency and quality of faculty supervision is good
 - ▶ The development of the Graduate Writing Program in CCL is noted as having very positive impacts on student welfare, morale and time to completion
 - ▶ Graduate student morale seems high
- Quality indicators – alumni
 - ▶ PhD graduates pursue scholarly and pedagogical careers in Canada and beyond
 - ▶ Most PhD graduates since the previous review have gained academic appointments as postdoctoral fellows or assistant professors
 - ▶ Quality and breadth of scholarly interest among graduate students is very high level
 - ▶ Time to degree completion is generally quite good
- Student funding
 - ▶ PhD students are funded for five years

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

- Student engagement, experience and program support services
 - ▶ Graduate students note desire for more opportunities to interact with their cohorts, and to learn about various program opportunities earlier on
 - ▶ Students note desire for more structured faculty mentorship
 - ▶ The Graduate Writing Program initiative lacks sustained funding
 - ▶ Concerns noted regarding the shrinking academic job market in the humanities
- Quality indicators – graduate students
 - ▶ Doctoral students often take a long time to complete their degrees, which reviewers note is connected to graduate funding challenges, and the very competitive humanities job market

- Student funding
 - ▶ Reviewers observe a lack of stable funding in the MA program

The reviewers made the following **recommendations**:

- Admissions requirements
 - ▶ Reviewers recommend that the PhD program size should remain stable, due to the state of the current academic job market
 - ▶ Reviewers note potential for substantial growth in the MA program
 - ▶ “We [...] believe that CCL is underestimating the number of MA students willing to do an unfunded MA and recommend that CCL extend more offers to strong students”
- Curriculum and program delivery
 - ▶ Consider a smaller number of annual graduate course offerings that strategically and consistently highlight CCL’s areas of research excellence; such an approach could aid in student recruitment, particularly in the MA
 - ▶ PhD time to degree could be shortened by modifying the stages between coursework and dissertation prospectus, and by introducing “at least 1 scholarship year” devoted to writing, without teaching commitments
- Student engagement, experience and program support services
 - ▶ LCT and CCL student advisors are encouraged to “consult and coordinate to the mutual benefit of both programs”
 - ▶ Linking program strengths to the various potential professional opportunities afforded by the MA may significantly aid with MA recruitment
 - ▶ Consider instituting a formal structure of cohort meetings to enhance the experience of graduate students
 - ▶ Consider enhancing the structure of student-supervisor relationships, perhaps through the use of mentorship agreements to encourage productive conversation and set appropriate expectations for both students and their advisors
 - ▶ Reviewers urge continued investment in writing and professionalization programs for graduate students, and recommend allocating CCL faculty service to such initiatives
- Student funding
 - ▶ CCL and LCT encouraged to work together to identify potential MA applicants in the LCT program, and assist them with applications for SSHRC grants to fund their master’s studies
 - ▶ The CCL PhD program would benefit from more substantive overall funding for its students
 - ▶ Explore the feasibility of releasing PhD students from teaching for 1-2 years without decreasing their overall funding package; reviewers note this could have a significant impact on shortening the time to degree and the quality of finished dissertations

3. Faculty/Research

a. Literature and Critical Theory (LCT) program housed in Victoria College

The reviewers observed the following **strengths**:

- Overall quality
 - ▶ LCT program benefits from the research expertise of both tenured and non-tenured faculty from across FAS
 - ▶ Program enjoys close ties with research faculty in CCL
 - ▶ “The program is reasonably well-resourced with a strong complement of faculty that is somewhat diverse in terms of interests and experience”
- Faculty
 - ▶ The mix of tenure and teaching stream faculty contributing to the LCT program appears to be working in the college-based program context

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

- Faculty
 - ▶ “Teaching-Stream appointments are not advantageous for the LCT’s relationship with CCL and it seems clear that CCL faculty teaching in LCT are invested in the program and would like to participate more fully in LCT appointments procedures”
 - ▶ There is only one faculty member with a joint appointment between CCL and LCT, which places a large burden of teaching and administrative responsibility on this individual

The reviewers made the following **recommendations**:

- Faculty
 - ▶ Opportunities highlighted for LCT to work with African Studies, as well as other relevant units, to continue to diversify the faculty that teach in the program
 - ▶ Reviewers affirm LCT’s assertion that the program’s curriculum would be greatly enhanced by the appointment of an Indigenous Scholar; such an appointment could also benefit CCL
 - ▶ LCT faculty feel strongly that the program would benefit from the greater stability that would come with further dedicated appointments
 - ▶ Reviewers stress the importance of strategic complement planning between CCL and LCT, particularly in underrepresented fields such as Indigenous Studies and African Studies
 - ▶ Explore the possibility of an additional tenure-stream faculty member, who could devote time to integrating CCL and LCT

b. Faculty of Arts and Science Centre for Comparative Literature

The reviewers observed the following **strengths**:

- Overall quality
 - ▶ CCL faculty composed of prominent and widely recognized scholars, who are active in research and publication, and who make innovative interdisciplinary contributions
- Research
 - ▶ Faculty research publication records are strong; and many have received research grants in recent years
 - ▶ Faculty achievements seem comparable with those of faculty in other prominent Comparative Literature PhD programs
- Faculty
 - ▶ CCL and its graduate programs effectively make use of the expertise of faculty across a number of units and programs
 - ▶ Recent hires in CCL, and a proposed hire in Indigenous Literature respond to changing trends in the discipline

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

- Research
 - ▶ CCL's ability to obtain SSHRC funding is severely compromised by a quota system which only allows them to put forward a small number of candidates
 - ▶ U of T's model for managing faculty research grant quotas appears to disadvantage students and faculty in CCL (and in humanities units more broadly); CCL's joint appointments pose a particular challenge, because faculty SSHRC success is counted only in their home units
- Faculty
 - ▶ Although 15 faculty members have appointments at CCL, their appointment percentages are equivalent to only 5.37 'full' lines; reviewers also note that faculty with split appointments often end up doing more work than those appointed to a single unit
 - ▶ There is only one faculty member with a joint appointment between CCL and LCT, which places a large burden of teaching and administrative responsibility on this individual

The reviewers made the following **recommendations**:

- Research
 - ▶ Work with divisional and institutional administration as appropriate to ensure clarity and equity related to research funding allocation processes for CCL faculty who teach and supervise in multiple units
- Faculty
 - ▶ Reviewers strongly recommend adding faculty members to CCL when opportunities permit with appointments that are primarily in the Centre, in order to create a more

stable core of faculty supporting the unit, and assure leadership of the program as well as its pedagogical commitment to the field

- ▶ CCL urged to “consolidate its existing strengths” when pursuing any new appointments
- ▶ Noting some flux in the state of the Comparative Literature discipline, reviewers observe that it could be advantageous for the Centre “to think creatively about how its research profile and faculty could be clustered”; CCL would benefit from identifying visible and appealing core areas of excellence, “giving a recognizable stamp to its innovative teaching and scholarship”
- ▶ Reviewers stress the importance of strategic complement planning between CCL and LCT, particularly in underrepresented fields such as Indigenous Studies and African Studies
- ▶ Cooperation between CCL and the Centre for Indigenous Studies in complement planning could be mutually beneficial
- ▶ Explore the possibility of an additional tenure-stream faculty member, who could devote time to integrating CCL and LCT

4. Administration

Note: Issues that are addressed through specific University processes and therefore considered out of scope for UTQAP reviews (e.g., individual Human Resources issues, specific health and safety concerns) are routed to proper University offices to be addressed, and are therefore not included in the Review Summary component of the Final Assessment Report and Implementation Plan.

a. Literature and Critical Theory (LCT) program housed in Victoria College

The reviewers observed the following **strengths**:

- Relationships
 - ▶ LCT has a strong relationship with CCL, enhanced by a recent MOA
- Organizational and financial structure
 - ▶ LCT program’s embeddedness in Victoria College has allowed it to remain small, and faculty and students benefit from a unique cohort experience

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

- Relationships
 - ▶ LCT faculty “seem anxious” about the program’s stability
- Organizational and financial structure
 - ▶ Many LCT program community members indicate there is a need for additional administrative support
 - ▶ Reviewers highlight concerns that it is difficult to find faculty to run the program when the director takes leave
 - ▶ CCL faculty are encouraged to teach LCT courses, but reviewers note a lack of clarity regarding when and how many of these courses should be staffed by CCL members

- Long-range planning and overall assessment
 - ▶ Implementing recommendations of the current review will place additional burden on the program director
 - ▶ Reviewers note some potential long-term challenges related to their recommendation to further integrate CCL and LCT, including potential faculty reluctance to take on additional undergraduate teaching, and concerns in both CCL and Victoria College related to governance and control of the LCT program

The reviewers made the following **recommendations**:

- Relationships
 - ▶ Reviewers observe that LCT would benefit from stronger promotion to first year students, and recommend that FAS and Victoria College work together to enhance the program's visibility beyond Victoria College
 - ▶ LCT should develop a robust social media and web presence; staff or student work-learn support should be allocated to such endeavors
 - ▶ Reviewers recommend that the LCT program develop stronger, closer relationships with CCL to further leverage resources and enhance the substantial disciplinary and faculty crossover; partnership between LCT and CCL "needs to be stronger if both both programs are to thrive and grow"
 - ▶ Reviewers note potential for synergies between LCT, CCL and Victoria College's Creativity and Society Minor; and the programs are encouraged to consider further opportunities for collaboration, with support from Victoria College
- Organizational and financial structure
 - ▶ The program might stay connected to Victoria College in order to retain its unique seminar-oriented cohort nature, and to leverage Victoria College resources
 - ▶ Explore the creation of a hybrid steering committee between LCT and CCL, responsible for governance of the LCT program and pedagogical training for CCL graduate students; such a committee might include faculty from both Victoria College and CCL
 - ▶ "To ensure equitable exchange between CCL and Victoria College [related to a potential LCT/CCL Hybrid Steering Committee], there may need to strategic cross-appointments between U of T and Victoria College"
 - ▶ Reviewers recommend development of a Memorandum of Agreement that clearly outlines CCL faculty teaching responsibilities in LCT to encourage stability, closer links and long-term growth between both programs
- Long-range planning and overall assessment
 - ▶ Reviewers note capacity for LCT program growth; and observe that "[i]ndeed, it will need to grow if it is to build a case for new faculty appointments"
 - ▶ Noting anticipated administrative burden on LCT program director of implementing review recommendations, reviewers encourage pursuing "at least a 50% appointment, ideally shared with CCL"
 - ▶ "It is clear from conversations with faculty and administrators across various parts of the university that the vibrancy and dynamism of CCL's academic mission (both research and teaching) would be best served by closer integration with an

undergraduate program. The most obvious connection is with the Literature and Critical Theory program, currently located at Victoria College: stronger intellectual and governance collaborations between the 2 units would strongly benefit both programs.”

- ▶ U of T administration and Victoria College are urged to consider “whether LCT and Creativity and Society might profitably be linked together and with CCL to create an innovative, indeed groundbreaking, creative-critical program in literary and theoretical studies”

b. Faculty of Arts and Science Centre for Comparative Literature

The reviewers observed the following **strengths**:

- Relationships
 - ▶ CCL provides an “umbrella” for intellectual and pedagogical work for faculty from various units
 - ▶ CCL students hold faculty in high regard, and faculty appreciate the quality and breadth of interests of graduate students
 - ▶ The faculty engaged in administrative and committee work for CCL are to be commended
 - ▶ Staff are diligent, hard-working and experienced
 - ▶ CCL has a strong relationship with LCT, enhanced by a recent MOA
 - ▶ CCL has begun to develop exciting connections with other undergraduate programs housed in Victoria College, such as the Creativity and Society Minor; and some CCL graduate students serve as TAs in Creativity and Society
- Organizational and financial structure
 - ▶ With the support of a new part-time administrative staff person, staff are able to meet daily challenges of running the program
 - ▶ CCL is well-supported in terms of space, with meeting spaces and a lounge area for graduate students
- Long-range planning and overall assessment
 - ▶ The Centre and its graduate programs constitute an important, “unique hub for interdisciplinary studies” at U of T
- International comparators
 - ▶ While highlighting the difficulty of comparing Comparative Literature units and offerings across institutions, reviewers note that in terms of faculty scholarly productivity and international reputation, and graduate placements, CCL compares very well with international peer institutions

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

- Relationships
 - ▶ Faculty seem anxious about the future of CCL, especially related to PhD funding and the resources required for more robust MA recruitment

- Organizational and financial structure
 - ▶ The complexity of split faculty lines means that few people are able to serve in leadership positions in CCL
 - ▶ CCL faculty are encouraged to teach LCT courses, but reviewers note a lack of clarity regarding when and how many of these courses should be staffed by CCL members
 - ▶ Staff note some capacity challenges, and concerns that any new staff will require substantial training and introduction to the culture and budgetary complexities of the Centre
- Long-range planning and overall assessment
 - ▶ CCL faculty hail from many different departments and are partially appointed in the Centre; “While this arrangement provides for a plethora of interesting avenues of graduate study (and results in inventive undergraduate course offerings for LCT), it also does not immediately project the sense of a distinctive academic and scholarly profile”
 - ▶ “The future of CCL as a sustainable unit within the institutional structure of the U of T system has been negatively affected by the challenges of funding graduate education, the difficulty of placing graduate students in relevant teaching assistantships, and the pressures facing doctoral students in the humanities more generally”
 - ▶ Reviewers note some potential long-term challenges related to their recommendation to further integrate CCL and LCT, including potential faculty reluctance to take on additional undergraduate teaching, and concerns in both CCL and Victoria College related to governance and control of the LCT program
- International comparators
 - ▶ “[T]he overall comparison of quality and program outcomes in the discipline of Comparative Literature is notoriously difficult and imprecise, because of the fact that departments and programs in this discipline have varying configurations at different institutions”

The reviewers made the following **recommendations**:

- Relationships
 - ▶ Reviewers recommend that CCL distribute administrative and committee burdens more effectively across its faculty, and engage more of its faculty directly in decision-making processes
 - ▶ Reviewers recommend that the LCT program develop stronger, closer relationships with CCL to further leverage resources and enhance the substantial disciplinary and faculty crossover; partnership between LCT and CCL “needs to be stronger if both programs are to thrive and grow”
 - ▶ Reviewers note potential for synergies between LCT, CCL and Victoria College’s Creativity and Society Minor; and the programs are encouraged to consider further opportunities for collaboration
 - ▶ Explore expanding the exchange program with the University of Utrecht, and developing ties with cognate programs in the United States

- Organizational and financial structure
 - ▶ Explore the creation of a hybrid steering committee between LCT and CCL, responsible for governance of the LCT program and pedagogical training for CCL graduate students; such a committee might include faculty from both Victoria College and CCL
 - ▶ “To ensure equitable exchange between CCL and Victoria College [related to a potential LCT/CCL Hybrid Steering Committee], there may need to strategic cross-appointments between U of T and Victoria College”
 - ▶ Reviewers recommend development of a Memorandum of Agreement that clearly outlines CCL faculty teaching responsibilities in LCT to encourage stability, closer links and long-term growth between both programs
- Long-range planning and overall assessment
 - ▶ Noting anticipated administrative burden on LCT program leadership of implementing review recommendations, reviewers encourage pursuing “at least a 50% appointment, ideally shared with CCL”
 - ▶ “What was repeatedly stressed to us was the need for creating a more stable number of faculty members whose primary appointment and responsibilities, pedagogical, scholarly, and administrative, would be in CCL”
 - ▶ “Although CCL was created for the sake of advanced study, our sense is that in order to continue to fulfill its university mission, the Centre needs to strengthen its ties with LCT and expand its undergraduate teaching”
 - ▶ Reviewers suggest that it may be beneficial for CCL to develop several focal points to highlight its most innovative research and study opportunities; this could serve to attract more graduate students, especially to the MA
 - ▶ Potential expansion of the MA program could serve as a bridge between LCT and CCL, and “fill out the graduate cohorts in a responsible and ethical manner”
 - ▶ “It is clear from conversations with faculty and administrators across various parts of the university that the vibrancy and dynamism of CCL’s academic mission (both research and teaching) would be best served by closer integration with an undergraduate program. The most obvious connection is with the Literature and Critical Theory program, currently located at Victoria College: stronger intellectual and governance collaborations between the 2 units would strongly benefit both programs.”
 - ▶ U of T administration and Victoria College are urged to consider “whether LCT and Creativity and Society might profitably be linked together and with CCL to create an innovative, indeed groundbreaking, creative-critical program in literary and theoretical studies”



UNIVERSITY OF TORONTO
FACULTY OF ARTS & SCIENCE

February 28, 2025

Professor Nick Rule
Vice-Provost, Academic Programs
University of Toronto

RE: UTQAP cyclical review of the Literature & Critical Theory undergraduate program and the Centre for Comparative Literature and its graduate programs

Dear Prof. Rule,

I write in response to your letter of November 7, 2024, regarding the February 7-8, 2024, bundled UTQAP cyclical reviews of the Literature & Critical Theory undergraduate program (housed in Victoria College); and the Centre for Comparative Literature and its graduate programs, and requesting our Administrative Responses. The programs reviewed were: Literature & Critical Theory, Hons. BA: Specialist, Major, Minor (Victoria College); Comparative Literature, MA, PhD (Centre for Comparative Literature).

On behalf of the Faculty of Arts & Science, we would first like to thank the reviewers: Professor Patricia Badir, University of British Columbia, Professor Ayesha Ramachandran, Yale University, and Professor Krzysztof Ziarkek, University of Buffalo, for their very comprehensive review of the Literature & Critical Theory undergraduate program and the Centre for Comparative Literature and its graduate programs. We would also like to thank the Director of the Centre for Comparative Literature, the Victoria College Principal, the Literature & Critical Theory Program Coordinator, faculty, administrative staff, and all those who contributed to the preparation of the self-study. We also wish to thank the many staff, students, and faculty members who met with the external reviewers and provided thoughtful feedback. The UTQAP cyclical review process is an invaluable exercise that affords us the opportunity to take stock of our academic units and programs, to recognize achievement, and identify areas for improvement.

The review report was finalized on April 30, 2024, after which the Director of the Centre for Comparative Literature and the Victoria College Principal's office shared it widely with faculty, staff, and students in both units. We are extremely pleased with the reviewers' positive assessment of the overall strength of both units and their outstanding, productive faculty.

At the Centre for Comparative Literature, the reviewers noted that the quality and breadth of scholarly interest among graduate students is very high level; faculty are prominent and widely recognized scholars, who are active in research and publication and make innovative interdisciplinary contributions; and faculty engaged in administrative and committee work for CCL are to be commended. The review report also raised several issues and challenges and identified areas for enhancement in the Centre, including anxiety about the future of CCL,

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especially related to PhD funding and the resources required for more robust MA recruitment; and the complexity of split faculty lines that means that few people are able to serve in leadership positions in CCL.

Regarding the Literature & Critical Theory program, the reviewers noted that LCT clearly attracts some of the best students in the U of T who are enthusiastic and invested in the program; the program's embeddedness in Victoria College has allowed it to remain small, and faculty and students benefit from a unique cohort experience. They also raised several issues and challenges and identified areas for enhancement including concerns that it is difficult to find faculty to run the program when the director takes leave; there is some duplication between LCT course syllabi and some gaps in disciplinary coverage.

Each of these recommendations has been addressed in the attached Review Recommendations Table that outlines the unit's response, the Dean's response, and an Implementation Plan identifying action items and timelines for each recommendation. My Administrative Response and Implementation Plan was developed in consultation with the Director and the College Principal, and with the Vice-Dean, Academic Planning, and senior leadership within my office. The Implementation Plan provided identifies timeframes of immediate- (six months), medium- (one to two years), and longer- (three to five years) term actions and who (Faculty, Dean, unit) will take the lead in each area. I also identified any necessary changes in organization, policy, or governance, where appropriate, as well as any resources, financial or otherwise, that will be provided, and who will provide them.

As this bundled review was deferred from the 2022-23 review cycle and took place in the 2023-24 review cycle, the next UTQAP cyclical review of the Centre for Comparative Literature and the Literature and Critical Theory program will take place no later than the **2030-31** review cycle, as stipulated in your letter to my office dated October 7, 2022.

My office monitors progress on Implementation Plans through periodic meetings with chairs and directors and through the Centre for Comparative Literature's five-year unit-level academic planning process, which will begin at the conclusion of the cyclical review. I also acknowledge that your office will request a brief Interim Monitoring Report midway between the February 2024 UTQAP cyclical review and the year of the next site visit in 2030-31 to report on progress made on the Implementation Plan as outlined in the accompanying Review Recommendations Table.

Thank you very much for the opportunity to respond to the review report. The reviewers' comments and recommendations will help inform the future priorities of the Literature & Critical Theory undergraduate program and the Centre for Comparative Literature and its graduate programs.

Sincerely,



Melanie Woodin
Dean, Faculty of Arts & Science
Professor, Department of Cell & Systems Biology

cc.

Alex Hernandez, Principal, Victoria College

Conrad James, Program Coordinator, Literature & Critical Theory program, Victoria College

Grase Kim, Director of Administration, Office of the Principal, Victoria College

Jill Ross, Director, Centre for Comparative Literature, Faculty of Arts & Science

Gillian Hamilton, Vice-Dean, Academic Planning, Faculty of Arts & Science

Lachmi Singh, Director, Academic Programs, Planning & Quality Assurance, Office of the Vice-Provost, Academic Programs

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

2023-24 UTQAP Review of the Literature & Critical Theory Program (Victoria College); and the Centre for Comparative Literature and its programs- Review Recommendations

Please do the following for each recommendation in the table:

- If you **intend** to act on a recommendation, please provide an **Implementation Plan** identifying actions to be taken, the time frame (short, medium, long term) for each, and who will take the lead in each area. If appropriate, please identify any necessary changes in organization, policy or governance; and any resources, financial and otherwise, that will be provided, and who will provide them.
- If you **do not** intend to act on a recommendation, please briefly explain why the actions recommended have not been prioritized.
- In accordance with the UTQAP and Ontario's Quality Assurance Framework, "it is important to note that, while the external reviewers' report may include **commentary** on issues such as faculty complement and/or space requirements when related to the quality of the program under review, **recommendations** on these or any other elements that are within the purview of the university's internal budgetary decision-making processes must be tied directly to issues of program quality or sustainability" (emphasis added)
- You may wish to refer to the [sample table](#) provided by the Office of the Vice-Provost, Academic Programs

Request Prompt <i>verbatim from the request</i>	Rec. #	Recommendations from Review Report <i>verbatim from the review report</i>	Unit/Program Response	Dean's Response
Literature & Critical Theory (LCT):				
The reviewers highlighted opportunities to encourage greater faculty interaction related to LCT course content and reading lists, with an eye to minimizing overlap across course offerings.	1	"We recommend that LCT provide an opportunity for colleagues to consult on their reading lists, before the term begins, to [avoid duplication]."	We agree that duplication of reading and course content may incur opportunity costs for both students and the program, though we also believe that such overlaps are in fact rare. In the medium term, the Principal's Office will conduct a curricular review of the program to better assess its overall offerings, which would profit from close collaboration with a proposed CCL Steering Committee. We could provide faculty members with a more structured way of sharing their syllabi, by providing Program Coordinators with SharePoint or OneDrive space dedicated to this purpose.	Immediate term: The ASDO is pleased to note that the unit has already begun to respond to this recommendation.
The reviewers recommended exploring the possibility of expanding the involvement of faculty from various units across the Faculty of Arts and Science (in particular African Studies) in the delivery of LCT courses, noting that such an approach could compensate for	2	"In order to enhance the diversity of course offerings, we recommend that LCT recruit faculty from units in FAS other than CCL. In particular we recommend recruiting faculty from African Studies to make up for recent departures in this field"	We agree that LCT would profit from diversifying its offerings and would gladly partner with other FAS units. While we note that such collaborations may be complicated by uncertainties surrounding the new budget model, Victoria College would invite FAS to help us in crafting and encouraging durable,	Immediate-medium term: The ASDO supports the College identifying other production relationships with cognate units that would strengthen program offerings for students. The ASDO will ensure that all Units are well informed about the new budget model, which will facilitate inter-Unit teaching.

any disciplinary coverage gaps, and enhance the diversity of course offerings.			medium-term MOAs with its partner units that would render it possible for LCT to expand its teaching scope. In particular, partnerships with African Studies, Diaspora and Transnational Studies, and South Asian Studies would be welcomed. Such measures would strengthen existing diversity within a program that consistently draws from instructors affiliated with the Centre for Caribbean Studies, East Asian Studies, Spanish and Portuguese, Slavic Languages and Literatures, and other units. We emphasize as well that we are excited by the prospect of a joint-hire with CCL for a specialist in Indigenous Literatures (see no.19).	Longer-term: Regarding the proposed joint hire with Comparative Literature, the units are invited to submit a request to the Faculty Appointments Committee (FAC). All requests for new positions across the Faculty are submitted to FAC, which includes representation across its sectors (Humanities, Social Sciences and Sciences) and from the Colleges. All FAC requests must include discussion of EDI. The FAC reviews all requests for new positions and makes recommendations to the Dean regarding which requests should be granted. In any given year, there are many more requests than available positions.
The reviewers encouraged FAS and Victoria College to collaborate on developing approaches to enhance the visibility of the LCT program beyond Victoria College. They also noted opportunities to strengthen promotion and awareness of existing experiential learning and international opportunities.	3	“We recommend that The Faculty of Arts & Science work with Victoria College to enhance the program’s visibility beyond Victoria College.”	3, 4, and 5. We agree with this recommendation and will work to enhance the visibility of LCT programs beyond Victoria College. We see two means by which to achieve this in the short and medium term. First, the CCL will have a new website which will offer information about LCT programs and courses for undergraduates interested in the subject. Second, Victoria University (and thus, Victoria College) will similarly be overhauling its website which will allow us to promote LCT programs. Creative social media promotion will also link to these online resources in the hopes of increasing overall visibility and wayfinding for LCT programs. We will also continue to take full advantage of in-person recruitment events sponsored by the Faculty of Arts and Science (program exploration days, etc.) on an ongoing basis.	<p>Immediate-medium term: The ASDO is pleased to note that Victoria College has already begun working on this recommendation and is addressing the changes needed on the College website to enhance the visibility of both its own and CCL’s programs, and that CCL has likewise done the same.</p> <p>The Faculty recommends that the College work with A&S Student Success Programs regarding events such as Program Exploration Days and with A&S Student Recruitment & Admissions regarding outreach such as the Ontario Universities Fair and Fall Campus Day. To support its reputation-building, A&S Communications & Public Affairs can work with the College to help promote their news and events within the University community and beyond.</p> <p>Through the Sidney Smith Commons, the Faculty of Arts & Science offers a series of in-person and online events, workshops and</p>

				<p>resources through Program Exploration Days to support students as they prepare to make their program selection. The Program Exploration Fair offers two full days for students to explore over 300 programs available to Arts & Science students and learn about experiential learning including research, internships and international opportunities.</p> <p>The weekly AMA (Ask Me Anything) event in February features upper year students talking about their experiences and offering tips for navigating program selection and learning about program options and experiential learning opportunities. Program Planning Days also offer students insight into how to choose a program of study and understand program requirements.</p> <p>Program student unions also participate in “Clubs Fair” held at the beginning of each academic year.</p> <p>U of T participates in the Universities Fair each year, and the College is encouraged to participate directly in that event.</p>
	4	“We recommend LCT develop a social-media presence and work with communicators to enhance student access to LCT programming on their website (perhaps through video interviews of current students).”	See # 3, above.	See # 3, above.
	5	“We recommend that Victoria College allocate staff support (or student work-learn support) to the promotion of the LCT program.”	See #3, above.	See # 3, above.
	6	“We recommend that LCT and Victoria College develop a first-year course (a Vic 100 course) for the LCT program and that this course be advertised broadly to incoming students in all colleges.”	This is already one of the stated goals of the Frye stream of Vic One. We will also consider building existing Vic One Hundred courses into the program structure of LCT, where	Immediate term: The ASDO’s Vice-Dean Undergraduate and Associate Dean Teaching and Learning are both available for guidance on curricular changes related to the unit’s plan.

			appropriate, in order to create new pathways into the program.	
	7	“We recommend that LCT promote, through advising, existing experiential learning opportunities available to students (thesis, graduate courses in CCL).”	The Victoria College Programs Liaison Officer already promotes such experiential learning opportunities, but we can work harder to foreground such programs for students in their 3 rd and 4 th years. Additionally, Victoria College can work alongside ELOS to develop further experiential learning opportunities in the medium term.	Immediate term: The Office of Experiential Learning and Outreach Support (ELOS) is available and would be pleased to work with the College to develop further experiential learning opportunities for LCT program students, and to help in the promotion of experiential learning initiatives.
	8	“We recommend that LCT promote, through advising, existing international opportunities (study abroad etc.) and consider developing program specific opportunities.”	Victoria College has long promoted study abroad opportunities for all its students and expects to continue to do so. One result of the curricular review mentioned in 1. (above) might be the launch of a program-specific LCT course to be run by Woodsworth College’s Study Abroad program. Further consultation on this possibility may begin as early as next year.	Immediate term: The ASDO’s Vice-Dean Undergraduate, Associate Dean Teaching and Learning and ELOS Office are available for guidance on curricular changes related to the unit’s plan for international opportunities for LCT students.
<u>Centre for Comparative Literature (CCL):</u>				
The reviewers broadly recommended the development and articulation of a “visible and appealing core of interests” to distinguish CCL’s innovative teaching and scholarship. They noted related opportunities to assess and streamline CCL’s assortment of graduate course offerings, with an eye to more closely aligning course topics with faculty research interests.	9	“We recommend that the CCL articulate a visible and appealing core of interests that would give a recognizable stamp to their innovative teaching and scholarship.”	At our Faculty Retreat in September, we discussed the need to articulate a core set of intellectual principles that animates both the research of the faculty at the Centre and the courses offered that grow out of and enrich this research. The Centre comprises a group of faculty members whose work is not only culturally, chronologically and geographically diverse, but is also broadly interdisciplinary. A core feature of this interdisciplinarity is the strong role played by philosophically-oriented critical theory and its major thinkers in the comparative research and teaching that takes place at the Centre. We intend to highlight this common theoretical focus of comparativity, an approach to research that undergirds all the teaching and research at the Centre. We intend to develop language highlighting this focus and make it clearly	Immediate term: The ASDO is pleased to note that the unit has begun to address this recommendation.

			available on our website that is currently being redesigned. We are beginning to draft this language and will refine the text at meetings in the spring semester, both at our Policy and Curriculum Committee and in a full Faculty Meeting, with the intention of posting this on our newly revamped website by June of this year. As part of the process, we will also develop categories of different modes of comparativity with a view to making clear how each of our courses is informed by this comparative focus, a focus that is integral to all of the research and teaching at the Centre.	
	10	“We recommend that CCL reduce the number of graduate courses with an eye to research foci and core interests in the faculty.”	We agree that we could reduce the number of courses we offer in a given year. Next year’s course schedule has already been reduced to 6 courses per semester from the more typical 8 courses per semester. We will continue to monitor the number of courses, privileging the teaching of core faculty members. The incoming Director will monitor the number of courses for the next several years and maintain stability in our course offerings.	Immediate term: The ASDO is pleased to note that the Centre has already begun responding to this recommendation.
The reviewers made several recommendations related to strengthening supports and resources for graduate students. They suggested approaches that include enhancements to the structure of student-supervisor relationships; continuing to support writing and professionalization offerings; considering the expansion of international exchange opportunities; and broadly encouraging interaction and community building among members of the graduate student population.	11	“We recommend that CCL institute a formal structure of cohort meetings to enhance the experience of graduate students.”	We agree that we could be providing more opportunities for student cohorts to enhance both the intellectual and social experiences of graduate students. While students who are in the midst of course work have many cohort-building experiences, this tends to fall off once they have achieved candidacy. The greatest need, then, is to bring cohorts together who are currently engaged in the writing of their dissertations. To that end, we have already instituted a new in-person colloquium beginning this January for post-field examination students. All post-field exam students will be expected to attend. Each student will be invited to share their research and any other challenges they are	Immediate term: The ASDO is pleased to note that the Centre has already begun responding to this recommendation.

			facing. There will be two presenters each semester. Following the presentation and discussion, there will be refreshments and opportunities to socialize.	
	12	“We recommend that CCL enhance existing exchange opportunities and seek out new ones.”	We agree that more could be done to enhance exchange opportunities. We already have an agreement in place with the Comparative Literature program at Utrecht University. We have initiated further conversation with the Director of that Program to explore other ways of deepening the relationship through student colloquia or shared online course participation. Given budgetary constraints and our inability to support students financially on long-term exchanges, we don’t think it is feasible to establish concrete exchange opportunities with U.S. universities. We already provide other shorter-term, but highly prestigious, opportunities for our students to interact with scholars and students from universities in the U.S. and around the world. Every summer we support one student’s attendance at the Institute of World Literature run by Harvard University. We are an affiliate of that Institute. We also send one student per year to the School of Critical Theory held every summer at Cornell University. These opportunities are, in effect, wonderfully robust models intellectual exchange. Our Centre covers tuition, travel and accommodation costs for both these programs. Medium term implementation.	Immediate term: The ASDO supports the unit’s approach to this recommendation. The ASDO will also bring to the Unit’s attention the University’s International Doctoral Clusters program, which supports doctoral training through research engagement with international collaborators.
	13	“We recommend that CCL offer PhD students at least 1 year of postcandidacy funding in which they are not expected to teach.”	We would love to be able to have the budget to offer PhD students at least one year of post-candidacy release from teaching, as many of our peer U.S. institutions do. Given the anticipated constraints of the new budget model, we do not foresee this as a possibility unless the Faculty of Arts and Science is willing to fund such a release from teaching. We could foresee having a competitive	Immediate-long term: Under the new budget model (NBM), Unit budgets will be determined primarily by their activity - the net revenue from their graduate enrolments, and undergraduate teaching activity (whether in their Unit or other Units). Unit budgets will be stable in transition – they will receive the same budget they would have

			process where we could only offer teaching release to one doctoral student per year. This would be a medium-term goal since the incoming Director will need to assess how and whether the new budget model will enable this. We also should point out that given the rules set out by CUPE and the provisions of labour law, we will be unable to prevent students from accepting other teaching, but a paid teaching release would certainly reduce the burden.	received under the old methodology (and this will persist), so that their budgets will change under the NBM incrementally. Going forward, Units will have both the changes in revenues and responsibility for changes in costs. They will have greater budgetary clarity and agency as they will be well informed and able to pursue their own academic priorities and goals, such as choosing to provide an extra year of doctoral support.
	14	“We recommend that CCL structure supervisor-student relationships perhaps through a mentorship agreement between the supervisor and the student.”	The Centre follows the guidelines set out by the School of Graduate Studies for both supervisors and supervisees. The new Centre for Graduate Supervision and Mentorship provides excellent resources for students as they navigate relationships with their supervisory committee. Recently updated guidelines for supervisors already include a checklist of important elements and expectations that must be discussed and put into practice, while also recognizing that there are differences in supervisory styles. Students also receive a copy of the SGS guidelines that pertain to supervisees. The Centre ensures that all students have scheduled meetings with their committees and supervisors engage frequently with their supervisees. We will be sure to circulate these documents to our faculty again and remind them to discuss the supervisory process fully with their students. We don’t see the need to re-invent the wheel given the already robust set of guidelines and resources provided by SGS.	Immediate-long term: As noted, CCL is utilizing the guidance provided by the new Centre for Graduate Supervision and Mentorship.
	15	“We recommend that CCL continue to support writing and professionalization programs for graduate students. We also recommend that CCL allocate faculty service to such initiatives to garner	We, along with the help of FAS’s Milestones and Pathways program, support a writing initiative that includes weekly meetings of a writing group as well as two annual retreats,	Immediate term: The Dean’s office, in 2023, introduced a new Office of Graduate Professional Development & Student Success (GPDSS). The office offers regular graduate

		institutional recognition in the form of funding and/or course equivalents.”	one in-house at our Centre, and the other, off-site at a cottage north of the city. Given the very few faculty members at our disposal, we would find it difficult to release faculty from teaching or provide extra funding for guiding this initiative. Advanced graduate students have stepped into a leadership role in this initiative, with the Associate Director ready to provide support and advice. The Associate Director’s 1.0 course release, stipend and research funding allows for involvement in the writing initiative. We see student leadership in this writing initiative as an opportunity for both leadership and professionalization, providing valuable experience in honing organizational skills that will be helpful on both the academic and non-academic job markets.	<p>professionalization workshops, as well as a dedicated 8-session cohort-based program for PhD students that facilitates students’ preparation for strong career prospects both inside and outside the academy.</p> <p>The GPDSS office also works closely with graduate units to offer tailored support for unit-level programming and initiatives with respect to academic and non-academic careers. This unit-level work on graduate professionalization is informed by unit and sector level data on doctoral employment outcomes (and indeed, master’s employment outcomes) in academic and non-academic careers (tracked and provided by the School of Graduate Studies).</p> <p>The Director, Graduate Writing Support in the Faculty of Arts and Science, also offers a series of workshops and writing groups for graduate students to support their writing progress and is available to offer tailored workshops for individual academic units.</p>
The reviewers recommended engaging in strategic faculty complement planning with an eye to enhancing the unit’s stability. They encouraged CCL to prioritize the consolidation of existing disciplinary strengths in pursuing any potential hiring opportunities.	16	“We recommend to the Faculty of Arts & Science that CCL receive a dedicated appointment of 1 new faculty member whose appointment would be primarily (that is 60-70%) in CCL in order to assure the stability of the program’s directorship as well as its pedagogical commitment to the field. We have no recommendation with respect to field, but CCL should consider consolidating its existing strengths when making this appointment.”	The Centre fully agrees with this recommendation for a majority position in Comparative Literature. In addition to a position in Indigenous literatures and theory, we would seek a faculty member whose area of specialty aligns with our research focus on comparativity. It is also important for our Centre to have more majority Complit faculty members to help support the Centre’s administration as well as the undergraduate LCT program.	Medium-long term: The unit is invited to submit a request to the Faculty Appointments Committee (FAC). All requests for new positions across the Faculty are submitted to FAC, which includes representation across its sectors (Humanities, Social Sciences and Sciences) and from the Colleges. The FAC reviews all requests for new positions and makes recommendations to the Dean regarding which requests should be granted. In any given year, there are many more requests than available positions.
The reviewers urged CCL and FAS leadership to work with the School of Graduate Studies as appropriate, to ensure clarity and equity	17	“We recommend that the School of Graduate Studies revisit its SSHRC quota allocation model in order to take into account the research funding won	We fully agree. This recommendation arises out of the inequities of which the reviewers were made aware by the faculty and	Immediate term: Arts & Science utilises the same criteria as SGS in determining the quota of research applications forwarded to tri-

related to research funding allocation processes for CCL faculty who teach and supervise in multiple units.		by CCL faculty – this funding is currently counted only in the faculty member’s home unit – if the faculty member is actively teaching and supervising in both units, it should be counted in both units.”	administration at CCL. The fact that the research grants of our budgetary faculty whose home departments are in other units (nearly everyone!) do not count towards the algorithm for determining things like SSHRC quota allocations, or even more importantly, for the allocation of PhD spots (research grants are one of 5 criteria used to determine this), points to the need to adjust how research grants are counted and distributed. The reviewers were mistaken about the role of SGS in this process. It is the Faculty of Arts and Science that makes such decisions.	<p>Council funding bodies (i.e., how successful the unit’s applications have been, averaged over the past three years; and the unit’s % of the doctoral population).</p> <p>The research grant metric is based on administering unit of the grant and not home unit of the faculty member. Grants being administered through CCL would be captured.</p>
<u>Joint LCT and CCL Recommendations:</u>				
<p>The reviewers made several suggestions related to strengthening connections and coordination between the CCL and LCT programs, and further leveraging the resources of both. They highlighted opportunities to encourage more routine interactions, formalize teaching agreements, and consider strategic faculty complement planning between CCL and LCT, prioritizing enhanced coverage in underrepresented areas such as Indigenous Studies and African Studies. The reviewers further noted opportunities to strategically strengthen collaboration between CCL, LCT and the Creativity and Society minor program, also housed in Victoria College.</p>	18	<p>“Our sense is that the [LCT] program could stay connected with Victoria College in order to retain its unique seminar-oriented cohort nature and to leverage Victoria College resources (academic, administrative, and student-facing). At the same time, we do recommend that the program develop a stronger, closer relationship with CCL in order to further leverage resources and enhance the already substantial disciplinary and faculty crossover.”</p>	<p>We agree that it is highly beneficial for both LCT and CCL to maintain close links to optimise our shared disciplinary resources. Comp. Lit faculty have, at different points, served as coordinators for the LCT program and, as outlined in our MOA, Comp. lit faculty have specific commitments to teaching in LCT. In order to strengthen the already close relationship which we have with LCT we will be establishing a steering committee which will oversee curriculum development and course administration among other issues. This collaborative steering committee will be comprised of the LCT Program Director, Vic faculty, the director of CCL and two or more faculty members of CCL.</p>	<p>Immediate-medium term: The Dean’s Office supports the creation of a steering committee, which will enhance communication between LCT and CCL on both curricular matters and pedagogical synergies.</p> <p>In addition, please see below, #21.</p>
	19	<p>“An Indigenous Literatures appointment would be consistent with U of T’s stated priorities and goals as well as with the recommendations of the TRC. Such an appointment would also enhance CCL.”</p>	<p>We agree with the need to hire a specialist in Indigenous Literatures. This has been our goal for the last 5 years. Such a hire would attract Indigenous students and the growing number of students interested in Indigenous literatures to both the Centre for Comparative Literature and to the Literature and Critical Theory program, and would provide unique, non-Western approaches to theory, oral literary traditions, Indigenous languages and</p>	<p>Please see above, #16.</p>

			comparatist approaches between artistic media. It would work towards the efforts at diversifying LCT course offerings otherwise highlighted by the external reviewers. We will be submitting another appointment request this winter.	
	20	“The creation of a hybrid steering committee between CCL and LCT that is vested with the governance of the LCT program and pedagogical training for CCL graduate students. Such a committee should preserve the strengths of an undergraduate college-based program with the benefits of close ties to an interdisciplinary, wide-ranging graduate unit. This might include faculty from both CCL and Victoria College who have defined terms of service and who oversee the curricular structure, staffing, and academic pathways for LCT students. To ensure equitable exchange between CCL and Victoria College, there may need to strategic cross-appointments between U of T and Victoria College.”	We think this is an excellent idea. We will have a joint steering committee made up of faculty from both CCL and LCT in place by the summer. One of the faculty members on this committee should be the Director of CCL in order to better coordinate the resources available. The Director’s term on the steering committee should extend to the full term of the Directorship. Other committee members from CCL could be appointed for terms of 3 years in order to create continuity and stability in the LCT program. We are looking towards the strategic cross-appointments as recommended by the reviewers (see answers to points 16 and 19), and we envision such appointees becoming part of our MOA. Short to Medium term.	Immediate term: The ASDO is pleased to see that both units are taking up this recommendation and considering how and when to implement it.
	21	“A clear MoA that outlines the teaching responsibilities of CCL faculty to LCT. Currently, CCL faculty are encouraged to teach LCT courses, but there is no clarity of when and how many such courses should be staffed by CCL faculty. For stability, closer links and long-term growth between the two programs, teaching responsibilities to each unit need to be clearly defined.”	21 and 22. There is already a clear MOA in place that outlines which faculty members of CCL regularly teach in LCT and how much of their FTE is placed in that program. Beyond the faculty members named in the MOA, CCL has passed a policy that requires any CCL member whose teaching cycle would allot 2 graduate seminars to CCL, to move one of those seminars to LCT. These cycles are variable depending on the percentage of the appointment held in CCL with the result that there is not a stable number of courses taught in LCT by CCL faculty each year. However, the system has been working well. We are in the midst of updating the MOA to take into account retirements and new faculty members who will be added. New shared appointments	Given the impending implementation of the new budget model, this is an opportune time to revisit the MOA. In the Immediate term, the Dean’s office will take an active role in the MOA review and revisions.

			between CCL and LCT would go a long way to creating more predictability in the delivery of the LCT curriculum. We fully agree that such appointments should be a priority. Short to Medium term	
	22	“Strategic hiring between CCL and LCT is necessary, particularly in traditionally underrepresented fields (such as Indigenous Studies, African Studies, etc) [...] 1 additional line of research faculty (beyond the line in CCL that we recommend above) devoted to integrating CCL and LCT will make a significant difference to the development and governance of both programs. Faculty in both programs have indicated that the first of these appointments should be in Indigenous Studies. We agree that this is a priority area.”	See #21 above.	Please see above, #16 & 21.
	23	“We recommend that Victoria College facilitate further collaborations between LCT and the Creativity and Society Minor also housed at Victoria College.”	We agree with this sentiment, but note as well that such collaborations fall almost entirely within the scope of Victoria College only (and not the CCL). Nevertheless, a number of LCT and CRE instructors regularly teach across these two programs, including instructors secured by MOAs with partner FAS units and interdivisional arrangements (e.g. Faculty of Music). We would similarly welcome opportunities for CCL faculty to teach across these two programs when appropriate.	Please see above, # 21.
	24	“Finally, we note that CCL has begun to develop exciting connections with another undergraduate programs located in Victoria College: the Minor in Creativity and Society. Currently, some graduate students in CCL pursuing the new creative track towards the dissertation serve as teaching assistants in Creativity and Society. We recommend that UT and Victoria College consider whether LCT and Creativity and Society might profitably be linked	We will continue to foster connections between CCL and Victoria College’s undergraduate programs. For the last two years, a CCL post-doc has served as a course instructor in the Creativity and Society Minor program, while CCL graduate students have served as TAs in various courses. We will consider additional teaching opportunities for CCL students, and enhance networking and	Immediate-medium term: The ASDO supports the College’s and Centre’s exploration of fruitful collaborations that enrich the teaching and learning environment for students.

		together and with CCL to create an innovative, indeed groundbreaking, creative-critical program in literary and theoretical studies. The above reflections on governance, hiring, and steering of the curriculum would apply in this case as well.”	research collaboration via the College’s Junior Fellows program and Northrop Frye Centre. Further, we will review curricular offerings to explore opportunities for critical-creative collaboration. Innovative cross-listed courses may appeal to students in both programs; we will also review cognate courses to maximize opportunities across both programs while maintaining the distinct priorities and learning outcomes of each.	
Other recommendations not prioritized in the Request for Administrative Response	25	“We recommend that CCL increase the size of its MA program. The PhD program should remain stable.”	The M.A. program in CCL this year has already expanded significantly. We currently have 10 M.A. students in the program (5 domestic, 5 international). Our application pool this year promises to be robust and we hope to continue attracting many excellent M.A. students. The next Associate Director will be expected to continue the active recruitment of M.A. students in collaboration with the Director of CCL.	Immediate-medium term: The office of the Vice-Dean, Graduate Education would be pleased to provide advice to CCL as they consider whether the continued expansion of the MA program should be an academic and budgetary priority for the unit.

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

The spokesperson for the reading group reported that the review summary accurately described the full review and that overall, they had found the review to be positive. The reading group reported that the Dean's administrative response had adequately addressed issues identified by the review. They asked, however, that the College further comment on the revised Memorandum of Agreement ("MOA"), graduate funding (MA & PhD), faculty complement, allocation of grants.

Dean Melanie Woodin responded that regarding the MOA renewal, the CCL and Victoria College had a long standing collegial and productive relationship which they were eager to continue. Plans were underway to review the MOA, with the first meeting scheduled on May 6. The Dean's office had ensured that the program and college leadership were aware of the new budget model, and understood its potential impacts related to the MOA.

As the main point of contact for future graduate students, SGS had updated their website with data on student funding at the unit level, to ensure transparency for future students. As the primary point of contact related to the students' financial packages, FAS had extended its SharePoint platform to include information about graduate funding. This robust site presented extensive information on all aspects of funding of the program, amplifying information provided by SGS.

Regarding faculty complement and stability, Dean Woodin reported that proposed faculty appointments were reviewed by the Faculty Appointments Committee, which included representation from all disciplines to ensure a transparent and fair process.

Regarding the allocation of grants, Dean Woodin reported that faculty members with budgetary appointments in multiple units were able to choose the unit through which their grant funds would be administered. Dean Woodin noted that grant funding cannot be administered through a unit in which a faculty member has a non-budgetary appointment, but that this information would be reported in units' review self studies going forward.

Jill Ross, Director, Centre for Comparative Literature reported that the website was updated and reflected the new \$40,000 funding package, increasing student awareness of this development.

No follow-up report was requested.

4 Institutional Executive Summary

The reviewers highlighted the following strengths:

- **LCT Program:** The reviewers observed that the Literature and Critical Theory (LCT) undergraduate program is highly valued by both students and faculty, and provides

students with the opportunity to pursue comparative interdisciplinary literary study with links to critical theory. Its location in Victoria College allows the program to remain small, and students and faculty alike benefit from this unique cohort experience. The program attracts exceptional students, and is reasonably well-resourced, with a strong complement of faculty who have diverse interests and experience.

- **CCL:** The Centre for Comparative Literature (CCL) compares very well with international peer institutions, and reviewers note that it is an “important and unique hub” for interdisciplinary studies at U of T. Its graduate programs offer a pathway for talented students from the undergraduate LCT program to continue their studies; program requirements and learning outcomes are clear and appropriate; and contributing faculty are prominent and widely recognized scholars, active in research and publication and praised for innovative interdisciplinary contributions. The reviewers observe that the quality and breadth of scholarly interest among graduate students is on a very high level, and PhD graduates appear to be successful at finding faculty or teaching-related positions after completion. Finally, the Graduate Writing Program, which supports writing practice and professionalization opportunities is noted as positive, and the Centre is well-supported in its space needs.

The reviewers recommended that the following issues be addressed:

- **LCT Program:** encouraging greater faculty interaction related to LCT course content and reading lists, with an eye to minimizing overlap across course offerings; exploring the possibility of expanding the involvement of faculty from various units across the Faculty of Arts and Science (in particular African Studies) in the delivery of LCT courses; pursuing collaboration between FAS and Victoria College on developing approaches to enhance the visibility of the LCT program beyond Victoria College.
- **CCL:** developing and articulating a “visible and appealing core of interests” to distinguish the CCL’s innovative teaching and scholarship, and streamlining CCL’s graduate course offerings; strengthening supports and resources for graduate students; engaging in strategic faculty complement planning with an eye to enhancing the unit’s stability; and working with the School of Graduate Studies as appropriate, to ensure clarity and equity related to research funding allocation processes for CCL faculty who teach and supervise in multiple units.
- **LCT and CCL:** strengthening connections and coordination between the CCL and LCT programs, and further leveraging the resources of both; and strategically strengthening collaboration between CCL, LCT and the Creativity and Society minor program, also housed in Victoria College.

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 Arts & Science Dean's office monitors progress on Implementation Plans through periodic meetings with chairs and directors and through regular governance and curricular oversight.

The Dean will provide an interim report to the Vice-Provost, Academic Programs no later than midway between the February 2024 UTQAP cyclical review and the year of the next site visit in 2030-31 on the status of the implementation plans.

The next review will take place no later than 2030-31.

6 Distribution

On August 15th 2025, the Final Assessment Report and Implementation Plan was posted to the Vice-Provost, Academic Programs website and the link provided by email to the Dean of the Faculty of Arts and Science, the Secretaries of AP&P, Academic Board and Governing Council, and the Ontario Universities Council on Quality Assurance. The Dean provided the link to unit and program leadership.