



# University of Toronto Quality Assurance Process (UTQAP) Cyclical Review: Final Assessment Report and Implementation Plan

<b>Programs Reviewed:</b>	Comparative Literature, M.A., Ph.D. Literature and Critical Theory, B.A. (Hons.): Spec, Maj, Min (offered through Victoria College) Literature and Critical Theory in the Cultural Theory Stream, B.A. (Hons.): Spec, Maj (offered through Victoria College)
<b>Division/Unit Reviewed:</b>	Centre for Comparative Literature (houses graduate program), Faculty of Arts & Science
<b>Commissioning Officer:</b>	Dean, Faculty of Arts & Science
<b>Reviewers (Name, Affiliation):</b>	1. Prof. Sander Gilman, Ph.D., Graduate Institute of the Liberal Arts, Emory University 2. Prof. Martin Kreiswirth, Ph.D., Department of English, McGill University 3. Professor Galin Tihanov, Ph.D., School of Languages, Linguistics and Film, University of London
<b>Date of Review Visit:</b>	February 12–13, 2015
<b>Date Reported to AP&amp;P:</b>	October 27, 2015

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

## 1 Outcome

- The Committee on Academic Policy and Programs (AP&P) concluded that the Decanal response adequately addressed the review recommendations.

## 2 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

## 3 Opportunities for Program Enhancement

The reviewers recommended that the following be considered:

- 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

## 4 Implementation Plan

The Dean undertook in consultation with the Centre and the Program Director to support the following changes:

- Immediate Term (6 months)
  - Increasing mentoring for all students and tracking outcomes
    - The Centre ran a series of six (increased from 3 in previous years) professionally focused workshops this past fall and provided support to enable selected graduate students to attend summer seminars.
    - The Centre, in consultation with faculty and students, approved an initiative that all incoming doctoral students will be paired with both a faculty member as well as a senior doctoral student with whom they would be required to meet at least once a semester. This compliments the already existing requirement for all PhD students in years 1–3 to meet with the Graduate Coordinator, and those at a more advanced stage to meet annually with their thesis committees.
    - The Centre will develop clusters that bring together faculty and students working in related areas, meeting twice a semester to discuss academic support and support exchange of ideas.
    - The LCT program initiated group advising sessions, targeting LCT third year majors and specialists, addressing degree requirements and alerting students to the possibilities for pairing LCT with another discipline.
  - Improving organizational and financial structures to ensure optimal support for the programs

- The Faculty will continue to work with the Centre to ensure discussions affecting resources and complement take place.
- Medium Term (1–2 years)
  - Revising the graduate program’s curriculum and structure, including its support of alternative career pathways and the development of professional competencies
    - The Faculty and the Centre will work out a detailed revision of the core course over the next year and a half, with a new course in place by Fall 2017.
    - Two new courses in the Digital Humanities will be offered as part of the Centre’s curriculum over the next two years, with the first course taking place next year.
  - Reviewing the structure of TA assignments and their impact on times-to-completion
    - The Centre will continue to work with the Dean’s Office to ensure graduate students receive TAs in fields of interest and academic preparation.
  - Increasing mentoring for all students and tracking outcomes
    - The Centre will provide internship opportunities for graduate students and will be working with the School of Graduate Studies and with other Chairs and Directors of graduate programs in the humanities to put forward an initiative to expand the federal MITACS program to the humanities.
  - Encouraging further collaboration between the undergraduate and graduate programs
    - The Center, the LCT, the Faculty of Arts and Science and Victoria College will work together to review current arrangements and the possibilities of new initiatives for both the graduate and undergraduate programs and their students.
- Longer Term (3–5 years)
  - Finding the right balance between core and affiliated faculty for the graduate program
    - The Centre will generate a faculty renewal plan as a number of core faculty approach retirement.
  - Improving organizational and financial structures to ensure optimal support for the programs
    - The Faculty will review arrangements with the LCT program, Victoria College and the University in matters relating to resources, space and complement.

The Dean’s Office will follow up annually with the unit to assess progress.

## 5 Executive Summary

The reviewers identified the programs’ strengths as the graduate program’s position as one of the most important in the field; the very high quality graduate students with very wide breadth of academic focus; the uniquely flexible undergraduate program that 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; and the wide ranging and internationally visible research conducted by faculty. The reviewers recommended that the following issues be addressed: revising the graduate program’s curriculum and structure; reviewing the structure of TA assignments; 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; and improving organizational and financial structures to ensure optimal support for the programs. The Faculty and the Centre will work out a detailed revision of the graduate core course. The Centre

approved an initiative that all incoming doctoral students will be paired with both a faculty member as well as a senior doctoral student with whom they would be required to meet at least once a semester. The Centre will develop clusters that bring together faculty and students working in related areas, meeting twice a semester to discuss academic support and support exchange of ideas. The LCT program initiated group advising sessions, targeting LCT third year majors and specialists. The Centre will generate a faculty renewal plan as a number of core faculty approach retirement. The Faculty will review arrangements with the LCT program, Victoria College and the University in matters relating to resources, space and complement. The Committee on Academic Policy and Programs (AP&P) concluded that the Decanal response adequately addressed the review recommendations.