

**UNIVERSITY OF TORONTO MISSISSAUGA CAMPUS COUNCIL
REPORT NUMBER 19 OF THE ACADEMIC AFFAIRS COMMITTEE**

JANUARY 9, 2017

To the Campus Council,
University of Toronto Mississauga

Your Committee reports that it held a meeting on January 9, 2017 at 4:10 p.m. in the Council Chambers, William G. Davis Building, at which the following were present:

Professor Judith Poë, Chair
Professor Angela Lange, Vice-Chair
Professor Ulli Krull, Interim Vice-President
& Principal
Professor Amrita Daniere, Vice-Principal
Academic and Dean
Professor Bryan Stewart, Vice-Principal,
Research
Professor Gordon Anderson
Professor Liza Blake
Professor Tracey Bowen
Ms Diane Crocker, Registrar
Ms Salma Fakhry
Professor Norm Farb
Ms Elaine Goettler
Ms Shelley Hawrychuk
Professor Rosa Hong
Professor Nathan Innocente
Professor Kajri Jain
Professor Stuart Kamenetsky
Ms Renu Kanga Fonseca
Professor Heather Miller
Professor Kent Moore
Professor Emmanuel Nikiema
Mr. Jay Nirula
Ms Farah Noori
Professor Andrea Olive
Dr. Christoph Richter
Professor Manfred Schneider
Professor Joan Simalchik
Professor Alison Syme
Dr. Laura Taylor
Professor Mihkel Tombak
Mr. Glenn Thompson

Professor Anthony Wensley
Mr. Jose Wilson
Professor Kathi Wilson
Mr. Ian Whyte
Professor Liye Xie
Dr. Daniel Zingaro

Non-Voting Assessors:

Mr. Mark Overton, Dean of Student Affairs
Ms Yen Du, Program and Curriculum
Officer

Regrets:

Professor James Allen
Ms Celina Baines
Mr. Anshul Bhatnagar
Professor Aurel Braun
Professor Ron Buliung
Mr. Zakk Dodge
Professor Norm Farb
Professor Claudiu Gradinaru
Professor Sanja Hinic-Frlog
Ms Kristina Kaneff
Professor Konstantin Khanin
Professor Anna Korteweg
Ms Jennifer Park
Professor Diana Raffman
Ms Caitlyn Seale
Professor Rebecca Wittman
Professor Xiaodong Zhu

In Attendance:

Ms Nour Alideeb, President, UTMSU

Ms Andrea Carter, Assistant Dean, Student Wellness, Support & Success

Professor Louis Florence, Director, Undergraduate Programs, Management

Professor Alberto Galasso, Program Director, MMI

Secretariat:

Ms Cindy Ferencz Hammond, Director of Governance, Assistant Secretary of the Governing Council

Ms Mariam Ali, Governance Coordinator, UTM

1. Chair's Remarks

The Chair welcomed members to the first meeting of this year and provided an overview of the available positions during the 2017 Elections, noting that the nomination period was underway and would close on Friday, January 13, 2017. The Chair advised members to contact Ms Cindy Ferencz Hammond, Deputy Returning Officer if they had any inquiries.

2. The Reality of Academic Accommodations - Demystifying and Updating the Process

The Chair invited Ms Andrea Carter, Assistant Dean, Student Wellness, Support & Success, Student Affairs to provide an overview of academic accommodations. Ms Carter advised the Committee that she would discuss the framework in which academic accommodations were provided to students in post-secondary education, its challenges and opportunities and how Accessibility Services at UTM were working to engage the community to promote student success. The presentation included the following key points¹:

- Disability and accommodation were complex concepts and non-evident disabilities were sometimes the most difficult to accommodate as they also came with a great amount of stigma, with mental health falling into this category;
- There were two components of academic accommodations - undue hardship and essential criteria. Undue hardship considers the total institutional budget to make a determination on whether or not an accommodation would be reasonable whereas essential criteria was an important concept to consider when determining the most appropriate and reasonable accommodation options;
- Issues surrounding academic integrity were increasingly complex and in that context, an essential criterion referred to the maintenance of standards for curriculum, evaluation, and student achievement. The expressed concern was that modifications to curriculum or evaluation methodologies would dilute academic standards and render them less meaningful;
- Faculty could assist by carefully considering what the essential duties or requirements are, and the format in which their mastery be demonstrated;

¹ A copy of the presentation is attached as Attachment A.

- Individual accommodations were managed by the AccessAbility Services office at UTM and not by professors directly. This allowed for an evaluation of the functional limitations of the student and determination of the most reasonable accommodation;
- The service will undertake a review to ensure that the needs of legislation, policy, students and faculty were being met.

A member noted the cyclical nature of mental health issues and inquired how this was being accommodated. Ms Carter advised that staff worked with students to identify triggers which were usually at busy times in the semester, but also working with faculty to ensure that expectations are clearly outlined for students in order to create an accessible environment. She added the outreach which will occur over the next several years and hoped that would allow for more creative solutions to arise.

A member noted that they had not been previously consulted on arrangements for accessibility accommodations and that AccessAbility services provided the same amount of time for each academic accommodation despite the difference in challenges faced by individual students. Ms Carter responded that there were new approaches for discipline-specific challenges and agreed that there be increased faculty engagement on these.

Members discussed the need for balance between protecting the academic components of each program, and recognition that students bring a range and diversity of skill to said programs. Members suggested streamlining the process for faculty and also discussed the kinds of support that were available to faculty as the number of requests for academic accommodations were increasing. Ms Carter noted that AccessAbility was able to assist faculty with course design, and could advise on how to incorporate accessibility in the classroom. She added that a new framework will be released by the government in approximately two years which would provide more guidelines for faculty and staff in the future.

3. Major Modification: Minor in Business, Science, and Entrepreneurship, Department of Management, Institute for Management and Innovation (IMI)

The Chair informed members that the Committee was responsible for major and minor modifications to existing programs. She then invited Professor Louis Florence, Director, Undergraduate Programs, Management to present this item. Professor Florence advised members that the proposed new freestanding minor program was designed to equip students that wished to pursue an education in the sciences, with the fundamentals of business. Students would benefit from coupling the two subject areas together and would have the opportunity to evaluate and make decisions while taking into account a greater variety of factors. Professor Florence noted that there had been widespread consultation throughout the development of this proposal both with degree-bound Bachelors of Sciences students as well as with departments at UTM who had indicated significant interest and support. External to UTM, the University of Toronto Scarborough (UTSC) Department of Management and the Rotman School of Management were consulted and had no objections.

A member suggested that the program be approved with the addition of a new faculty position. Professor Daniere responded that future faculty hires would be discussed once the external review of the Department of Management had been completed.

In response to a member's question, Professor Florence clarified that students in the minor program would not pay deregulated fees, and would not have access to the Management career centre as that service was paid for by deregulated Management fees. A member asked how the department would accommodate a lower student demand. Professor Florence advised that based on responses from a survey that had been sent out to students, it was indicated that students would wish to enrol in this program whether it was regulated, or deregulated. The concern of the department was instead that they student demand would exceed the number of spaces currently in the program. In response to a member's question about the potential expansion of the program, Professor Florence indicated this program was considered a large pilot program. If the demand existed for multiple sections of the course, then the department would look to acquire resources for it. Professor Daniere advised that there was support to grow these programs, if demand was as anticipated.

On motion duly made, seconded and carried,

YOUR COMMITTEE APPROVED,

THAT the proposed New Minor in Minor in Business, Science, and Entrepreneurship, proposed by the Department of Management, offered by the Institute for Management and Innovation (IMI), recommended by the Vice-Principal Academic & Dean, Professor Amrita Daniere, and as described in the proposal dated November 22, 2016, be approved, effective September 1, 2017.

4. Minor Modification: Masters of Management of Innovation (MMI) Program Requirement and Course Change

The Chair informed members that the Committee was responsible for major and minor modifications to existing programs. She then invited Professor Alberto Galasso, Program Director, Master of Management of Innovation to present this item. Professor Galasso advised members that the MMI program proposed a change in curricular content for *MMI1050H - Accounting and Negotiations* from a hybrid 0.5 FCE core course to a course focused entirely on Negotiations, while introducing a new 0.5 FCE core course in Accounting (*MMI1040H*). The introduction of the new core course would be accompanied by a reduction in the number of elective courses in the fall term, thereby keeping constant the total number of courses and credits required for the MMI degree. Professor Galasso noted that students had long expressed interest for more exposure to the topic in teaching evaluations, and the proposed change would allow students to access material that was increasingly relevant in today's business environment. The changes were supported by instructors, students and administrators.

On motion duly made, seconded and carried,

YOUR COMMITTEE APPROVED,

That the changes in program requirements proposed by the Masters of Management of Innovation (MMI) program, offered by the Institute for Management and Innovation (IMI), recommended by the Vice-Principal Academic & Dean, Professor Amrita Danieri, and as described in the proposal dated November 15, 2016, be approved, effective September 1, 2017.

5. Revision to the UTM Academic Affairs Committee *Terms of Reference*

The Chair explained that this item was for information and that the Governing Council has established Boards and Committees and assigned responsibilities among those bodies through their terms of reference. In response to changing circumstances, including the need for some routine, minor changes, the Governing Council has periodically approved changes in Board and Committee terms of reference. The Chair then invited Ms Cindy Ferencz Hammond, Director of Governance and Assistant Secretary of the Governing Council to present the item. Ms Ferencz Hammond advised members the proposed changes to the membership composition of the UTM Academic Affairs Committee were in light of changes to the organizational structure of the UTM Office of the Dean. The two newly created positions: Vice-Dean, Academic Experience and Vice-Dean, Teaching & Learning would replace the now eliminated positions of Vice-Dean, Undergraduate and Vice-Dean Graduate.

6. Other Business

- a. University of Toronto Mississauga Student Union: Ms Nour Alideeb, President (for information)

Ms Nour Alideeb, President, UTMSU stated that the Union worked towards consultation with students, which was then forwarded to administration and governance. Ms Alideeb noted that several campaigns were in place to raise awareness on issues such as tuition fees, student centre expansion and many more events such as Orientation Week, which UTMSU had been operating for 37 years. Other services offered by the UTMSU included the UPASS, Blind Duck Pub, academic advising, tax clinics and a multitude of services offered at the Student Centre to student clubs. Ms Alideeb explained to members that there were key areas where students wished to make recommendations, which included: student centre expansion, the introduction of a co-op program, reduced fees, grade forgiveness and divestment.

A member asked whether the Union had considered the dichotomy between divesting from successful companies which provide funds to the University, and the desire to have the University help students through increased initiatives and supports. Ms Alideeb noted that there was much research on the topic and that members of the UofT community would be the best candidates to create a solution.

In response to a member's question regarding an update on the equity breadth requirements, Ms Alideeb advised that the initiative was in its preliminary stage and the Union planned on surveying students.

7. Assessors' Report

- a. Update on the UTM Vision Statement and Strategic Planning Task Force:
Professor Amrita Daniere, Vice-Principal Academic & Dean (for information)

Professor Daniere reminded members that the initial draft had been distributed to the UTM community in late September, and since then a revised statement had been posted which reflected the degree of consultation which had occurred. The final statement was currently being reviewed and would be released the following week, at which point a Strategic Planning Task Force would be created that would advise on the academic plan and its implementation over the next 3 to 5 years. Professor Daniere added that following the external review which had occurred the prior year, UTM was required to create an academic plan. She noted that the plan was to take a ground up, highly consultative approach which would result in a draft plan by May, 2017 and a final plan by June, 2017. Professor Daniere emphasized that the aim was to make the process as participatory and inclusive as possible, and also encouraged students to submit ideas for consideration to the Task Force.

CONSENT AGENDA

On motion duly moved, seconded, and carried

YOUR COMMITTEE APPROVED

THAT the consent agenda be adopted and that Item 9 - Report of the Previous Meeting, be approved.

8. Report of the Previous Meeting: Report 18 – November 23, 2016

9. Business Arising from the Report of the Previous Meeting

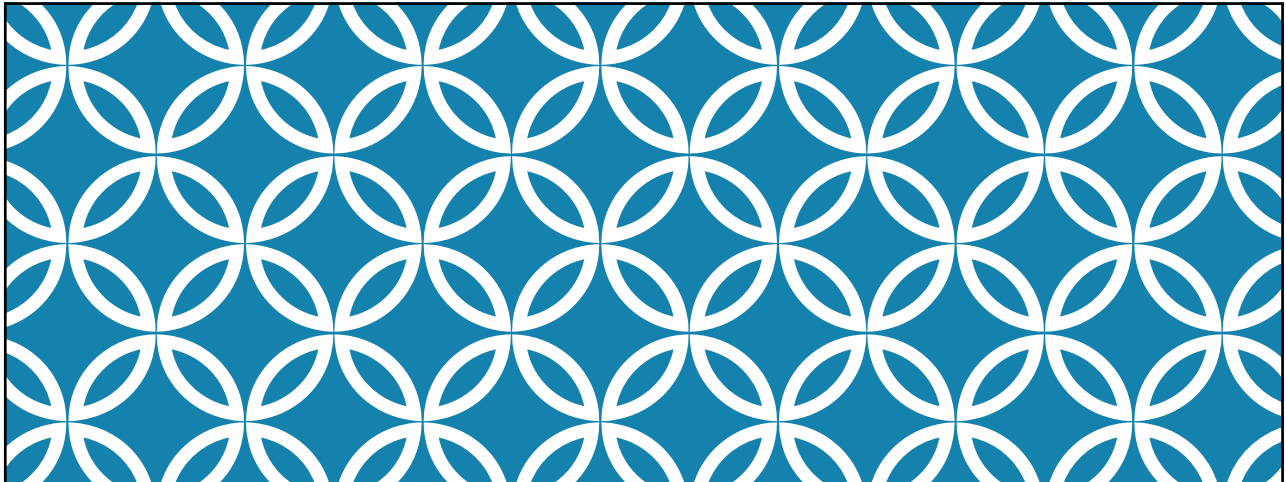
There was no business arising from the report of the previous meeting.

10. Date of the Next Meeting – Wednesday, February 8, 2017 at 4:10 p.m.

The meeting adjourned at 5:25 p.m.

Secretary
January 27, 2017

Chair



THE REALITY OF ACADEMIC ACCOMMODATIONS - DEMYSTIFYING AND UPDATING THE PROCESS.

Andrea Carter, Assistant Dean
Student Wellness, Support &
Success
January 9, 2017

DISABILITY

The nature or degree of certain disabilities might render them “non-evident” to others. Chronic fatigue syndrome and back pain, for example, are not apparent conditions. Other disabilities might remain hidden because they are episodic. Epilepsy is one example. Similarly, environmental sensitivities can flare up from one day to the next, resulting in significant impairment to a person’s health and capacity to function, while at other times, this disability may be entirely non-evident.

LEGISLATION

The Code requires that accommodation be provided where doing so does not compromise the essential criteria of the course or program, and cause undue hardship to the University.

The University provides academic accommodations for students with disabilities in accordance with the statutory duty arising from the Ontario Human Rights Code.

OHRC GUIDELINES

“An appropriate accommodation at the post-secondary level would enable a student to successfully meet the essential requirements of the program, with no alteration in standards or outcomes, although the manner in which the student demonstrates mastery, knowledge and skills may be altered. In this way, education providers are able to provide all students with equal opportunities to enjoy the same level of benefits and privileges and meet the requirements for acquiring an education without the risk of compromising academic integrity.”

MAKE UP TESTS/ EXTENSIONS

a student may be unable to write a mid-term test or complete graded term-work for disability-related reasons. Accommodation in this instance would normally require that scheduled graded term work or tests be adjusted by providing similar evaluation on alternate dates.

ALTERNATIVE EVALUATION FORMATS

When reviewing accommodations requests Faculty members need to be able to answer if the method in which they are testing the student is an essential course requirement.

ACCESSIBILITY VS. ACCOMMODATION

Accessibility is universal. It potentially helps everyone even those without a disability. No need to disclose if coping well. Example: push buttons on doorways, or facing the class when teaching.

Accommodation is about the individual. It is case by case. Varies among individuals and requires additional assistance from those who specialize in the area. Example: reading glasses, pm classes only.

MOVING FORWARD

Recognizing policy directives on functional limitations to ensure appropriate accommodations are in place for students to help them succeed

Building relationships with faculty to better understand the work and framework of academic accommodations

Ensuring that learning outcomes are consistent among all students