

UNIVERSITY OF TORONTO

THE UNIVERSITY OF TORONTO SCARBOROUGH CAMPUS COUNCIL

**REPORT NUMBER 29 OF THE ACADEMIC AFFAIRS COMMITTEE**

**February 13, 2018**

To the University of Toronto Scarborough Campus Council, University of Toronto Scarborough,

Your Committee reports that it met on Tuesday, February 13, 2018 at 4:10 p.m. in the Council Chamber, Arts and Administration Building, with the following members present:

**Present:**

Elaine Khoo, Chair  
Conor Anderson, Vice-Chair  
Bruce Kidd, Vice-President and  
Principal, UTSC  
Marc Cadotte, Acting Vice-  
Principal, Research  
William Gough, Vice-Principal,  
Academic and Dean  
Nada Barrie  
Shelley A. Brunt  
Dean Carcone  
Curtis Cole  
Colleen Gillon  
Vassos Hadzilacos  
Alen Hadzovic \*  
Clare Hasenkampf  
Mariam Issa  
Marilyn Kwan  
Lydia V.E. Lampers-Wallner  
Katherine R. Larson  
Karen Lyda McCrindle  
Mari Motrich  
Rania Salem  
Mahinda Samarakoon  
Mark A. Schmuckler  
Mary T. Silcox  
Michael Souza\*

Lynn Tucker

Jessica Wilson\*

**Non-Voting Assessors:**

Annette Knott  
Varsha Patel

**Secretariat:**

Amorell Saunders N'Daw  
Rena Prashad

**Absent:**

Syed W. Ahmed  
George B. Arhonditsis  
Corinne Beauquis  
Li Chen  
George S. Cree  
Tarun Dewan  
Neal Dolan  
George Fadel  
Mark Hunter  
Alexander Irving  
Whitney Kemble  
Themabela Kepe  
Margaret Kohn  
Michael J. Lambek  
Andrew C. Mason

Jennifer McKelvie  
 William M. Nelson  
 Sonja Nikkila  
 Victoria Owen  
 Larry A. Sawchuk  
 Sonia Sedivy

Zohreh Shahbazi  
 Ahmad Shanqiti  
 Daniel Silver  
 Jennifer Xue  
 David Zweig

\* Telephone Participants

**In attendance:**

Aarthi Ashok, Associate Professor, Teaching Stream, Department of Biological Sciences  
 Joshua Brandt, Assistant Professor, Department of Philosophy  
 Hugh Laurence, Associate Professor, Teaching Stream, Department of Management  
 Carl Mitchell, Associate Professor & Associate Graduate Chair, Department of Physical and Environmental Sciences

**1. Chair's Remarks**

The Chair welcomed members and guests to the meeting.

**2. Revised *Guidelines for the Assessment of the Effectiveness of Teaching***

Clare Hasenkampf, Associate Dean, Teaching and Learning, presented<sup>1</sup> the revised *Guidelines for the Assessment of the Effectiveness of Teaching*. The revised *Guidelines* were part of a University-wide initiative to bring divisional teaching evaluation guidelines into alignment with recent changes to the *Policy and Procedures on Academic Appointments* [PPAA] and the approval of the new *Policy and Procedures Governing Promotion in the Teaching Stream* [PPPTS], which included a number of changes including the introduction of professorial ranks and titles for faculty in the teaching stream. Expanding on the existing 2012 *Guidelines*, the revisions suggest common standards and expectations for teaching, how teaching effectiveness should be evaluated, and what documentation should be collected to support that assessment. Professor Hasenkampf explained that the *Guidelines* were designed to make the materials, criteria, and process clear for academic administrators running reviews, candidates preparing for reviews, and evaluators considering material provided as part of a review. She also emphasised that the revisions to the *Guidelines* separated teaching effectiveness into two sections-- one for faculty in the Tenure Stream and one for faculty in the Teaching Stream to demonstrate a clear and accurate reference to the *Policy* related to teaching assessment in each stream. To conclude, she emphasised that the revisions to the *Guidelines* was a highly consultative process, which began in March 2017 and included the Vice-Provost, Faculty and Academic Life, Chairs and Directors and all faculty.

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<sup>1</sup> Presentation- Revised Guidelines for the Assessment of the Effectiveness of Teaching

**REPORT NUMBER 29 OF THE UTSC ACADEMIC AFFAIRS COMMITTEE—February 13, 2018**

A member asked what the difference was between an Assistant Professor and an Associate Professor. Professor Hasenkampf explained that Assistant Professors were faculty who received annual contracts, and that Associate Professors were continuing faculty.

In response to a question regarding the difference between tenure and teaching stream faculty, Professor Hasenkampf explained that a tenure stream faculty appointment included 40 percent research, 40 percent teaching, and 20 percent service to the University. A teaching stream faculty appointment included 80 teaching and 20 percent service to the University.

A member asked whether a Full Professor, Teaching Stream, could be evaluated periodically to ensure teaching excellence was maintained. William Gough, Vice-Principal, Academic and Dean, remarked that there were opportunities for annual evaluations. In addition, professional development opportunities (i.e. conferences, workshops) could assist in maintaining and enhancing teaching excellence.

A member commented on the inclusion of student evaluations in promotion dossiers, which could hold bias towards a particular faculty member. Professor Hasenkampf explained that student evaluations were included as one type of documentation to support teaching effectiveness. She emphasized that review committees looked for a convergence in supporting documentation to arrive at a promotion decision.

A member asked how a faculty member being considered for promotion to Full Professor, Teaching Stream, would obtain comments on their teaching effectiveness from no fewer than 200 present and former students. Professor Hasenkampf explained that review committees often received assistance from the Registrar's Office.

On motion duly made, seconded, and carried,

**YOUR COMMITTEE RECOMMENDS,**

**THAT** the revised UTSC Guidelines for the Assessment of Effectiveness of Teaching, described in the proposal dated February 13, 2018, recommended by the Vice-Principal Academic and Dean, Professor William Gough, be approved.

### **3. Minor Undergraduate Curricular Modifications**

Mark Schmuckler, Vice-Dean, Undergraduate, reported that the Department of Biology, Management and Philosophy were proposing new courses and minor program modifications for approval. More specifically, the Department of Biology was proposing 5 new courses and 8 minor program modifications. Professor Schmuckler discussed the minor program modification to revise the enrolment requirements to the Major Program in Biology on the basis of academic performance rather than a fixed cumulative grade point average (CGPA). The revision would result in fluctuating cut-off averages and the ability to compete for enrolment into the program. To conclude, he reported that new courses were being proposed by the Departments of Management (i.e. 2 new courses) and Philosophy (i.e. 6 new courses).

A member asked how the fluctuating cut-off average for the program would impact advice offered to students by Academic Advising and Career Centre (AA&CC). Aarthi Ashok, Associate Professor, Teaching Stream, Department of Biological Sciences, explained that the Department had been able to accommodate students seeking enrolment into the program. With the revised requirements in place the Department could work towards higher cut-off averages at which time the AA&CC would be informed.

In response to a question regarding the financial implications for new courses, Professor Schmuckler explained that the proposals for new courses had been approved by the Office of the Vice-Principal, Academic and Dean, which included any financial commitments.

On motion duly made, seconded, and carried,

**YOUR COMMITTEE APPROVED,**

THAT the minor modifications to undergraduate programs, submitted by UTSC undergraduate academic units, described in Undergraduate Minor Curriculum Modifications for Approval, Report: Biological Sciences (Revised), dated February 8, 2018, and Undergraduate Minor Curriculum Modifications for Approval, Report: Management, dated January 25, 2018, and Undergraduate Minor Curriculum Modifications for Approval, Report: Philosophy, dated January 25, 2018, and recommended by the Vice-Principal Academic and Dean, Professor William Gough, be approved to be effective the academic year 2018-19.

#### **4. Minor Graduate Curricular Modifications**

Mary Silcox, Vice-Dean, Graduate, reported that the Graduate Department of Physical and Environmental Sciences was proposing revisions to the program requirements for the Master in Environmental Science (MEnvSc) by adding an optional course to the Climate Change Impact Assessment field. In addition, the PhD program in Environmental Science was proposing the inclusion of an additional 1.0 FCE to the program requirements for direct entry students to ensure the program was in compliance with School of Graduate Studies (SGS) academic regulations.

In response to a comment regarding the available pathways to complete a PhD in Environmental Science, Professor Silcox explained that direct entry PhD students were exceptional Bachelors graduates. The more common route was applying to the PhD program upon the successful completion of a MEnvSc or Master of Science (MSc) degree.

On motion duly made, seconded, and carried,

**YOUR COMMITTEE APPROVED,**

THAT the minor modifications submitted by UTSC Graduate Department of Physical and Environmental Sciences, described in 2018-19 Curriculum Cycle: Graduate

Minor Curriculum Modifications for Approval, Report 1, dated January 25, 2018, and recommended by the Vice-Principal Academic and Dean, Professor William Gough, be approved effective for the academic year 2018-19.

## **5. Revisions to Academic Regulations- Credit/No Credit**

Professor Mark Schmuckler reported that revisions to the Credit/No Credit (CR/NCR) academic regulation had been revised with implementation planned for the 2018-19 academic year. The deadline to select a course to be graded as CR/NCR was changed from the last day to drop courses without academic penalty, to the last day of classes. He explained that the revisions allowed students to take courses outside of their concentration without fear of the course negatively impacting their academic record. It also reduced the occurrence of early CR/NCR selection, which sometimes resulted in students sacrificing a strong grade on their academic record. In addition, the revisions reduced the number of petitions for CR/NCR reversal or to have a course grade included on the academic record. Professor Schmuckler emphasised that the revisions could benefit students financially by offering another option besides late withdrawal (LWD) where a student would pay more tuition to take an additional course.

In response to a question regarding the type of courses that qualified for CR/NCR, Professor Schmuckler confirmed that courses required in programs and Supervised Reading courses were precluded from the CR/NCR regulation.

In response to a comment regarding CR/NCR petitions, Curtis Cole, Registrar & Assistant Dean, Enrolment Management, explained that under the current regulations, students could submit a petition to the Registrar's Office in order to be exempted from an academic regulation, rule or policy. With the revised CR/NCR regulation, the administration expected fewer petitions for CR/NCR reversal or to have a course grade included on the academic record because the last day to select CR/NCR had been moved to the last day of classes.

A member asked whether the regulation was in alignment with other University divisions, and Professor Schmuckler confirmed that the regulation was aligned with the Faculty of Arts and Science and University of Toronto Mississauga (UTM) regulations.

## **6. Strategic Topic: Rural Initiatives**

Professor Gough offered a presentation<sup>2</sup> on Rural Ontario and access to education. The presentation included the following highlights:

- One of the pillars of the UTSC Academic Plan was access to education to 'non-traditional and possibility disadvantaged populations'. At UTSC these populations

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<sup>2</sup> Presentation- Strategic Topic: Rural Initiatives

- include: Indigenous, Black, Communities of Colour, low income, and rural and remote communities;
- The geography of opportunity was central to urban communities with respect to income and education;
    - The grade 12 participation rate, based on 2006 statistics, in rural Ontario public school boards was 10-14 percent. The rate for the Catholic District School board was 20-24 percent;
    - Income by postal code revealed that rural incomes were significantly less than those in urban centres;
  - Focus areas were Bluewater District School Board (DSB) and Hastings/Prince Edward County DSB. Hastings/Prince Edward County DSB was selected as the pilot. Professor Gough visited several schools in the area discussing the University concept and easing the transition from rural to urban;

A member asked what retention plans would be in place for rural students. Professor Gough explained that there were plans to develop a cohort of students from rural communities.

A member expressed support for the initiative and commented on the positive synergies that would be developed between domestic, rural domestic, and international students.

A member suggested that faculty from rural communities be profiled and included in recruitment materials when visiting the high schools in Hastings/Prince Edward County DSB.

A member commented on access to education for other disadvantaged groups. Professor Gough explained that different strategies needed to be developed to address access to education for each disadvantaged group.

## **7. Reports of the Presidential Assessors**

Professor Gough reported that the University and the Canadian Union of Public Employees (CUPE) 3902 Unit 1 reached a tentative agreement on February 8, 2018. On February 12, 2018, the members in attendance at the Unit 1 Ascension Meeting had voted to send the tentative agreement to a ratification vote. Professor Gough urged all Unit 1 employees to participate in the electoral process. He acknowledged the diligent work of the bargaining team who carefully examined and considered the issues presented by CUPE 3902 Unit 1.

Marc Cadotte, Acting Vice-Principal, Research, reported that Premier Kathleen Wynne and Mitzie Hunter, Minister of Advanced Education and Skills Development, had visited the campus earlier that day. They met with graduate students from the Department of Physical and Environmental Sciences (DPES) who presented projects showcasing environmental research that was occurring at UTSC.

**CONSENT AGENDA**

On motion duly made, seconded, and carried

YOUR COMMITTEE APPROVED,

THAT the consent agenda be adopted and that the item requiring approval (item 10) be approved.

**8. Minor Undergraduate Curricular Modifications**

**9. Minor Graduate Curricular Modifications**

**10. Report of the Previous Meeting: Report Number 28-** Tuesday, January 9, 2018

**11. Business Arising from the Report of the Previous Meeting**

**12. Date of the Next Meeting–** Thursday, March 29, 2018 at 4:10 p.m.

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**13. Other Business**

No other business was raised.

The meeting adjourned at 5:40 p.m.

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Secretary

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Chair

February 23, 2018

Request for recommendation for approval of the revised

**GUIDELINES FOR THE ASSESSMENT OF EFFECTIVENESS OF  
TEACHING (at UTSC)**

**History: In 2012**

Existing Guidelines were revised in 2012. They have been used to assess the teaching effectiveness of those faculty with teaching duties at each rank change. In 2012 there were 5 ranks for faculty who teach.

Asst. Professor, tenure stream  
↓  
Associate Professor, tenure stream  
↓  
Professor, tenure stream

Lecturer in our teaching stream  
↓  
Senior Lecturer in our teaching stream

**History through November 2016**

The 2012 guidelines were still robust for all ranks, even with the rank changes approved through governance as of November 2016

Asst. Professor, tenure stream  
↓  
Associate Professor, tenure stream  
↓  
Professor, tenure stream

Lecturer became **Assistant Professor, teaching stream**  
↓  
Senior Lecturer became **Associate Professor, teaching stream**

**In December 2016, a new rank was created**

Asst. Professor, tenure stream  
↓  
Associate Professor, tenure stream  
↓  
Professor, tenure stream

Assistant Professor, teaching stream  
↓  
Associate Professor, teaching stream  
↓  
**Professor, teaching stream**

required change to U of T policy for assessing teaching effectiveness and changes to Divisional guidelines such as UTSC's





## Background: Teaching guideline revisions

### December 2016:

- *Policy & Procedures Governing Promotion in the Teaching Stream* introduces new rank: Professor, Teaching Stream
- Necessitates revision of Divisional Teaching guidelines

### March/April 2017:

- Instruction by Vice Provost Faculty & Academic Life (VPFAL) on revising guidelines
- UTSC: broad consultation on draft 1
  - Expanded format, criteria remained the same as 2012

### Summer 2017: First round of review by VPFAL

- *All divisions instructed to rewrite guidelines to ensure clear alignment with policy*

Maydianne C. B. Andrade

UNIVERSITY OF TORONTO SCARBOROUGH  
1265 Military Trail, Toronto, Ontario M1C 1A4



## Proposed Timeline

### Current status:

#### Guidelines:

- circulated to faculty @ UTSC (December 2017)
- reviewed & approved in principle by Vice Provost Faculty & Academic Life (December 2017)
- Revisions done after consultations with UTSC Chairs and faculty (January 2018)
- Minor Language revisions done after last consultation with VPFAL Feb 12, 2018

#### Consultations:

- VPFAL (complete done in multiple iterations)
- Dean, UTSC (complete, done in two major iterations)
- Chairs & Directors (complete, done in two major iterations)
- UTSC Faculty: complete done in 2X2 major iterations

#### Revised document to enter Governance in cycle 4:

- February 13: UTSC Academic Affairs requesting a recommendation for approval
- **February 27: Academic Policy & Programs (final approval)**

#### Passage on February 27<sup>th</sup> would allow Promotion applications this year

Maydianne C. B. Andrade

UNIVERSITY OF TORONTO SCARBOROUGH  
1265 Military Trail, Toronto, Ontario M1C 1A4



## Guiding ideas: New draft

### Vice Provost FAL (and Dean's Office):

- Adherence to policy & language of policy, not just for the new language for promotion to Professor, teaching stream, but for the language for Guidelines for Assessing Teaching Effectiveness for all Ranks.

### UTSC revision team: Andrade, Hasenkampf, Lewis

- **Incorporate comments from** discussions since 2012 and in particular in the recent multiple rounds of UTSC consultations
- **Create a useful, practical document** for use by Chairs, Directors, and candidates that makes very clear 'who provides what' both to the candidates and their departmental administrators.
- **Explicitly includes** different forms of scholarly practice
- **Clarity** Increase examples of how demonstrate criteria

Decrease use of footnotes & creation of separate sections for tenure stream and teaching stream

Maydianne C. B. Andrade

UNIVERSITY OF TORONTO SCARBOROUGH  
1265 Military Trail, Toronto, Ontario M1C 1A4



We believe that the guidelines presented retain the essence of our previous guidelines but

- provide more flexibility in how excellence is achieved
- provide more examples of how effectiveness and excellence could be demonstrated that resonant with both streams
- align more explicitly with U of T policy for Assessing Teaching Effectiveness across the document
- provide clarity for both academic administrators and candidates in the assembly of materials, **and in the assessment of the assembled materials**

Thank You, questions?

UNIVERSITY OF TORONTO SCARBOROUGH  
1265 Military Trail, Toronto, Ontario M1C 1A4

## Rural Ontario

Access to Education  
William A. Gough  
Vice-Principal Academic & Dean  
UTSC

## UTSC Academic Plan

- UTSC Values (Academic Plan, 2016)
  - Excellence in teaching and research
  - Equity and diversity
  - Recruitment of excellent students
  - Access to Education to “... non-traditional, possibly disadvantaged, populations”
  - Student success

## UTSC Academic Plan

- UTSC Values (Academic Plan, 2016)
  - Excellence in teaching and research
  - Equity and diversity
  - Recruitment of excellent students
  - Access to Education to “... non-traditional, possibly disadvantaged, populations”
  - Student success

## Access to Education

- Who are the “... non-traditional, possibly disadvantaged, populations”?
  - Locally
    - Indigenous
    - Black
    - Communities of Colour
    - Low Income
  - More broadly
    - Rural and remote

## Access to Education

- Who are the “... non-traditional, possibly disadvantaged, populations”?
  - Locally
    - Indigenous
    - Black
    - Communities of Colour
    - Low Income
  - More broadly
    - Rural and remote

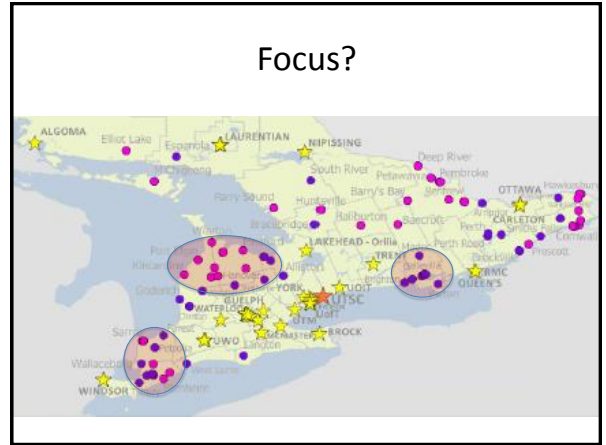
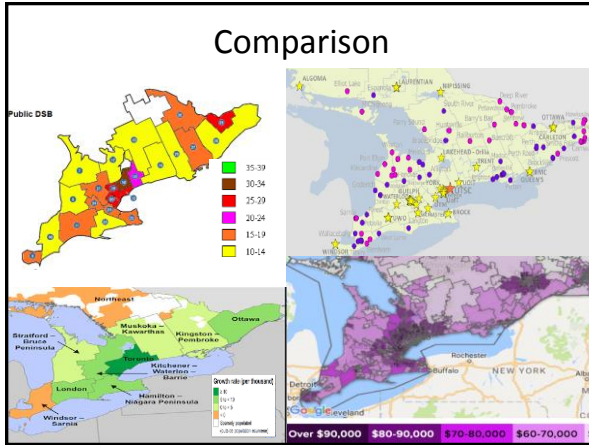
## Urban vs. Rural

# THE GEOGRAPHY OF OPPORTUNITY: WHAT'S NEEDED FOR BROADER STUDENT SUCCESS

2016







- ### Focus Areas
- 1. Bluewater DSB (Bruce, Grey)
    - Competitors (Waterloo, WLU, Guelph, L-O, Western)
    - Many HS > 75 km, area of 10-14% rate of U attendance; 17 HS
  - 2. Hastings and Prince Edward County DSB
    - Competitors (Queen's, Trent, UOIT)
    - >50 km, area of 10-14% rate of U attendance; 6 HS

- ### Recruitment Plan
- Chose Hastings/Prince Edward County as the pilot
    - Spoke to several schools in the area
    - Two prong strategy
      - Selling the University concept
      - Easing the transition
-

## Selling the University concept

- Recruiters offer the following:
  - Grade 10 presentation: Why University?
  - Grade 11 presentation: Why U of T/UTSC?
  - Grade 12 – meetings with applicants
  - Evening meeting with parents
  - Academic lectures to range of classes (by an academic)
- Easing the Transition
  - Residence bursary (50% reduction) for one year
  - Enables transition to new experience in supportive environment
- Initiatives with Loyalist College