

**UNIVERSITY OF TORONTO MISSISSAUGA CAMPUS COUNCIL
REPORT NUMBER 29 OF THE ACADEMIC AFFAIRS COMMITTEE**

NOVEMBER 12, 2018

To the Campus Council,
University of Toronto Mississauga

Your Committee reports that it held a meeting on November 12, 2018 at 4:10 p.m. in the Council Chambers, William G. Davis Building, at which the following were present:

Steven Short, Chair
Laura Taylor, Vice-Chair
Ulli Krull, Vice-President & Principal
Angela Lange, Acting Vice-Principal,
Academic & Dean
Kent Moore, Vice-Principal, Research
Andrew Petersen, Acting Vice-Dean,
Teaching & Learning
Ronald Beiner
Brett Beston
Laura Brown
Melinda Ann Callahan
Jill Caskey
Marc Dryer
Salma Fakhry
Ulrich Fekl
Ria Haque
Monika Havelka
Shelley Hawrychuk
Rosa Hong
Nathan Innocente
Abi Karunendiran
Momin Kashif
Michael Lettieri
Yan Li
Diane Matias
Ashley Monks
Lorretta Neebar
Andrew Nicholson
Andreas Park
Esteban Parra
Steve Szigeti
Mohamad Tavakoli-Targhi
Maya Tomkiewicz

Anthony Wensley
Samra Zafar
Daniel Zingaro

Non-Voting Assessors:

Rosa Ciantar, Acting Program and
Curriculum Officer
Mark Overton, Dean of Student Affairs

Regrets:

James Allen
Jessica Duggan
Miquel Faig
Alexandra Gillespie
Simon Gilmartin
Claudiu Gradinaru
Advait Hasabnis
Sanja Hinic-Frlog
Sara Hughes
Kajri Jain
Konstantin Khanin
Anna Korteweg
Teresa Lobalsamo
Emmanuel Nikiema
Jay Nirula
Diana Raffman
Chester Scoville
Mihkel Tombak
Rebecca Wittmann
Liye Xie
Xiaodong Zhu

In Attendance:

Atif Abdullah, Vice-President External, UTMSU

Leena Arbaji, Vice-President Equity, UTMSU

Tracey Bowen, Internship Coordinator, Institute of Communication, Culture, Information & Technology

Craig Chambers, Associate Chair, Psychology

Saher Fazilat, Chief Administrative Officer

Anne Gaiger, Assistant Directors, Employer Relations & Marketing, Career Centre

Lucy Gaspini, Director, Academic Success & Integrity

Jackie Goodman, Manager, Orientation, Transition & Engagement, Centre for Student Engagement

Felicity Morgan, Director, Career Centre

Felipe Nagata, President, UTMSU

Anuar Rodrigues, Director, Academic Planning, Policy & Research

Kayla Sousa, Experiential Learning Officer

Zahira Tasabehji, Vice-President Campus Life, UTMSU

Stephanie Vega, Experiential Learning Officer

Secretariat:

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

Alexandra Di Blasio, Governance Coordinator, UTM

1. Chair's Remarks

The Chair welcomed members to the meeting and noted that the nominations for elected positions on Academic Affairs Committee would open on Monday, January 7, 2019 and close on Friday, January 18, 2019. Once filled, these terms would begin on July 1, 2019. The Chair advised members to contact Ms Cindy Ferencz Hammond, Deputy Returning Officer, if they had any inquiries about the available positions and the nominations and elections process.

2. Learning By Doing: Experiential Learning at UTM

The Chair invited the Vice-Dean, Academic Experience, Professor Michael Lettieri, and Experiential Learning Officers, Ms Kayla Sousa and Ms Stephanie Vega, to present¹. The presentation provided updates on experiential learning initiatives at UTM, detailed the growth of internship opportunities in the areas of Chemical and Physical Sciences, Biology, and the Institute for Communication, Culture, Information & Technology (ICCIT), and discussed the Professional Experience Certificate in Digital Media, Communication, and Technology (Certificate). The number of internship postings secured in Biology and ICCIT far exceeded targets, with all students successfully placed, and the Experiential Education Unit (EEU) further assisted in the creation of a fourth-year internship course in the Department of Chemical and Physical Sciences. The presentation further detailed the structure of the Certificate, which consisted of two professional practice courses, a fourth-year capstone thesis course, and two paid summer work placements.

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

In response to a member's question, it was explained that the framework of the Certificate could be easily adopted by other departments to fit their unique needs. Completion of the Certificate appeared as a transcript notation on a student's academic record, however, it was noted that a student would not be prevented from graduating if they did not complete the certificate.

Many members expressed their appreciation for the support offered by the EEU. Comments included the suggestion to develop experiential learning opportunities that bridge academic disciplines to explore collaborations, and the introduction of research projects in labs.

3. Minor Undergraduate Curriculum Changes: Humanities, Sciences and Social Sciences

The Chair invited Professor Andrew Petersen, Acting Vice-Dean, Teaching & Learning, to present this item. Professor Petersen first explained the process by which curriculum reports and changes arrive to the Academic Affairs Committee. He referenced the extensive documentation provided, and highlighted the main changes proposed in the Humanities, Sciences, and Social Sciences.

Professor Petersen reported that changes proposed in the Humanities were primarily driven by new hires, which led to the introduction of new courses in Linguistics, Cinema Studies, and Fine Art History. Larger proposed changes included wording changes in Historical Studies and the introduction of an entry requirement to the Language Studies program, as the department wished to maintain the current size of its programs.

Professor Petersen remarked that the Sciences had the most proposed changes, many of which were driven by the division of two first-year Calculus courses from full-year to half-year courses. He noted that changes in Earth Sciences were driven by accreditation requirements, as part of an ongoing effort to ensure that students would meet Ontario qualifications to work in the field upon graduation. Specialized courses and program changes would be introduced in the area of Forensic Science in response to a recent program review, and Robotics courses would be introduced in the area of Computer Science as a result of three new hires.

Professor Petersen indicated that proposed changes in the Social Sciences reflected growth in the field and changes to student interest, which led to the introduction of new courses by the Department of Sociology and the Institute of Communication, Culture, Information and Technology. The Department of Sociology also requested that their programs move from being Type 2 programs (entry by requirement), to Type 3 programs (restricted size program), with the ability to change admission requirements from year to year.

On motion duly made, seconded and carried,

YOUR COMMITTEE APPROVED,

THAT the proposed Humanities undergraduate curriculum changes for the 2019-20 academic year, as detailed in the respective curriculum reports, be approved.

THAT the proposed Sciences undergraduate curriculum changes for the 2019-20 academic year, as detailed in the respective curriculum reports, be approved.

THAT the proposed Social Sciences undergraduate curriculum changes for the 2019-20 academic year, as detailed in the respective curriculum reports, be approved.

4. Modification to Existing University of Toronto Mississauga Academic Regulation: *Repeating Passed Courses Policy*

The Chair invited Professor Angela Lange, Acting Vice-Principal, Academic & Dean, to present this item. Professor Lange indicated that the existing *Repeating Passed Courses Policy (Policy)* allowed a student to retake a course if a minimum grade was required for entry into a limited-enrolment program, or to satisfy a prerequisite, or if a specific level of performance had to be demonstrated for an external credential or future graduate study. Under the existing *Policy*, the second attempt was denoted as Extra (EXT) on the student's transcript, and was therefore not factored into the student's GPA or degree credit count. The proposed changes to the *Policy* would allow a student to designate up to 1.0 passed credits under the existing *Policy*, but would allow the second attempt for credit (SAC) to be factored into the student's GPA. Professor Lange explained that the proposed changes would allow more opportunities for students to recover from challenges encountered in early in their academic career.

In response to a member's question, it was explained that the proposed policy would mostly be applied to first and second-year courses, and was subject to approval by the Office of the Registrar, which would consult with the Department, as appropriate.

A member inquired if the proposed policy was in conflict with the *Exclusion Policy*. It was explained that the *Exclusion Policy* pertained to a student's participation in two separate courses with significant overlap in course content, whereas the *Repeating Passed Courses Policy* addressed a student's repetition of the same passed course.

A member asked if a student could retroactively request to count the grade from the second course attempt into their GPA after completion of the course in order to optimize their GPA for entrance into programs. It was explained that the same deadline used for the *Credit/No Credit Policy* would be imposed for the *Repeating Passed Courses Policy*, and students would have to declare their intention to use the grade from the second course attempt prior to that deadline.

In response to a member's concern that the proposed policy would be more advantageous to those with greater financial resources, it was explained that use of the proposed policy was limited to a maximum of 1.0 credits, and therefore would not allow for continual repeated use.

A member expressed concern that a student may use this Policy in order to make a second attempt at a course for which they had initially denoted as Credit/No Credit, and use the grade from the second attempt to gain entry into a program. It was explained that if a student attempted to enter a program based on a course that was denoted as Credit/No Credit, the course would need to be addressed through the petitions process in the Office of the Registrar.

The Chair invited Mr. Felipe Nagata, President, University of Toronto Mississauga Students' Union (UTMSU), to speak to the item. Mr. Nagata voiced his support for the item, and indicated that the proposed changes to the *Policy* would offer students an opportunity for growth by mitigating the effects of challenges experienced in first year. He thanked past UTMSU leadership and the Office of the Dean for their efforts and ongoing support.

On motion duly made, seconded and carried,

YOUR COMMITTEE RECOMMENDED,

THAT the proposed *Repeating Passed Courses Policy*, as recommended by the Acting Vice-Principal, Academic and Dean, Professor Angela Lange, in the proposal dated October 22, 2018, be approved, effective May 1, 2019.

5. Fall Implementation of the University of Toronto Mississauga Undergraduate Academic Calendar

The Chair invited Ms Lorretta Neebar, Registrar and Director of Enrolment Management, to present this item. Ms Neebar stated that the *Academic Calendar (Calendar)* was implemented annually in May, and the current proposal requested that the effective date of the *Calendar* be moved to September. This would allow for a greater amount of time for publication after completion of the governance year, would better align with other University policies and processes, and reduce confusion regarding the effective dates of policies. She further indicated that the Faculty of Arts and Science implemented this change last July. After broad consultation, it was proposed that this change come into effect as of May 1, 2019, with the implementation of the 2019-20 UTM *Academic Calendar* in September 2019.

On motion duly made, seconded and carried,

YOU COMMITTEE APPROVED,

THAT the modification to the Fall Implementation of the University of Toronto Mississauga Undergraduate Academic Calendar, as recommended by the Acting Vice-Principal, Academic & Dean, Professor Angela Lange, in the proposal dated October 21, 2018, be approved, effective May 1, 2019.

6. Reviews of Academic Programs and Units

The Chair noted that the Committee would receive for information and discussion, reviews of academic programs and units consistent with the University of Toronto Quality Assurance process. The reviews had also been forwarded to the Committee on Academic Policy and Programs for consideration. The Chair invited Professor Andrew Petersen, Acting Vice-Dean, Teaching & Learning, to present² the annual report on external reviews of departments and programs for the year 2017-18. Professor Petersen provided an overview of the external review process. He informed Committee members that external review processes were guided by the Quality Assurance Framework overseen by the Ontario Universities Council on Quality Assurance. The role of reviewers was to determine the quality of the program or department and make recommendations on opportunities for improvement. For 2017-18, the Institute of Communication, Culture, Information & Technology, Department of Anthropology and the Department of Forensic Science were reviewed. Professor Petersen provided an overview of the positive elements, areas of opportunities, and the response of the administration for each review.

² A copy of the presentation is attached as Attachment B.

7. Other Business

There was no other business.

8. Reports of the Presidential Assessors

No further reports were provided at the meeting.

9. Report of the Previous Meeting: Report 28 – September 12, 2018

Report number 28, from the meeting of September 12, 2018 was approved.

10. Business Arising from the Report of the Previous Meeting

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

11. Date of the Next Meeting – Tuesday, January 15, 2019 at 4:10 p.m.

The meeting adjourned at 5:21 p.m.

Secretary

November 19, 2018

Chair



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Learning by Doing: Experiential Learning at UTM

Experiential Education Unit, Office of the Dean

Experiential Learning Updates

- Alongside support from the Provincial Government and U of T, UTM has continued to make Experiential Learning (EL) a priority.
- UTM's commitment to EL is being operationalized by support from various groups on campus, including the Career Centre, the Centre for Student Engagement and the Experiential Education Unit (EEU).
- The EEU has made an effort to sustain and enhance current EL opportunities, assist in the creation of new EL opportunities, and also offer support to a pilot Work-Integrated Learning initiative.
- In order to complete these tasks, the Experiential Education Unit has hired Rena Banwait, Manager, Experiential Education, as well as Stephanie Vega and Kayla Sousa, Experiential Learning Officers.
- Both Stephanie and Kayla are embedded within different academic units, though they remain centralized with the Office of the Dean.

CPS & BIO Unpaid Internships

- **Created 18 internship opportunities** in the Biology internship course for the current academic year.
 - 15 students enrolled in BIO400Y5Y (2018-19).
- **Assisted in the internship planning of a new fourth-year internship course** in the Department of Chemical & Physical Sciences.
 - Successfully established new partnerships with local, Mississauga-based organizations.
 - Placed 7 students for this first offering of CPS400Y5Y (2018-19).
- **Streamlined administrative placement process** to formalize partnerships and protect interests of students and partners.

ICCIT Unpaid Internships

Fall 2018 Courses (CCT410H5F & WRI410H5F):

- Goal: secure 10-12 internship postings
- Received: **49**
 - Over 50% from new partners
- Current student enrollment: **35**
 - Previous average: 20

Professional Experience Certificate in Digital Media, Communication, and Technology

- 2 professional practice courses (one at the 200-level and one at the 300-level).
- 2 paid work terms occurring over the course of two summers (four months in duration each).
- 400-level capstone thesis course.
- Next steps for the rollout of the certificate program include:
 - Establishing a feedback advisory board consisting of partners and alumni;
 - Hosting information sessions;
 - Developing marketing materials to promote the program to prospective and current students;
 - Recruiting (and maintaining) industry partners; and
 - Tracking student success.

Professional Experience Certificate in Digital Media, Communication, and Technology

Co-Op	Professional Experience Certificate
<ul style="list-style-type: none">• Usually operates in 3-semester school programs, allowing work placements to occur in different seasons of the year	<ul style="list-style-type: none">• Work placements occur specifically during summers, allowing UTM to keep current structure of academic timeline
<ul style="list-style-type: none">• Centralized Co-Op office, usually <i>external</i> from unit	<ul style="list-style-type: none">• Administrative staff person <i>within</i> unit working with faculty and staff
<ul style="list-style-type: none">• Often begins in first year upon admission	<ul style="list-style-type: none">• Begins end of second year after students have selected program and completed prerequisite course work, achieving 2.4 CGPA

Contact Us

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Annual Report: External Reviews of Departments and Programs 2017-18

**Andrew Petersen, Acting Vice-Dean, Teaching & Learning
Academic Affairs Committee**

November 12, 2018

External Review Process

- An internal self-study, using a standardized template, is prepared by the program director or departmental chair in context of widespread consultation with faculty, staff, cognate units and students.
- The self-study addresses the programs, research, teaching, governance and plans for the future to be discussed.
- External reviewers visit the campus for two days and prepare their report for the Dean. Their report provides detailed evaluation of programs and curriculum.

External Reviewers

- Chosen on the basis of administrative experience and wide-respect within their fields. We typically choose one Canadian and one U.S. reviewer.
- Assist in determining the quality of the program or department, make recommendations for improvement, and raise any significant areas of concern.

Response to External Reviewer Report

- Department chair or program director checks external reviewer report for any inaccuracies.
- The external reviewer report is forwarded to the Provost's office. The Provost provides a summary and writes a request for decanal response. Dean consults with program director/chair in preparing response.
- Review summary and decanal response shared with:
 - Academic Affairs
 - Campus Councils
 - Committee on Academic Policy & Programs (AP&P)
 - Academic Board

2017-18 Reviews

- Institute of Communication, Culture, Information and Technology
- Department of Anthropology
- Forensic Science Programs

Institute for Communication, Culture, Information and Technology

- April 6-7, 2017
- Review Team from
 - University of South California, Annenberg
 - University of Alberta
- Director: Anthony Wensley

Major Findings - Positive Elements

Reputation

- One of the most innovative and most recognized units in the country

Curriculum

- “Admirably”-built program with a wide range of areas in its majors; Sheridan partnership for CCIT and DEM teaches students “hands-on” information technology skills

Personnel

- Faculty are collegial and productive; deeply invested in their programs and students

Recommendations of the Reviewers and Opportunities for Enhancement

Curriculum

- Map each program's competencies and ensure courses, learning activities, and faculty resources are in place to support them in an integrated way

Partnerships

- Implement a more integrated approach to Sheridan partnership to avoid silos between technical skills and theoretical learning
- Rethink collaboration with the Faculty of Information with respect to combined degree programs

Research

- Develop a plan to support UTM-based research and enhance ICCIT's research profile, including possible graduate programs

Response to Review

Curriculum

- Identify Program Co-ordinators and establish Curriculum Planning committees to create curriculum maps for undergraduate programs
- Increased staff support from the Experiential Education Unit to assist with experiential learning opportunities and internship courses

Partnerships

- Develop a new Memorandum of Agreement between UTM and Sheridan

Research

- Develop a CCIT concentration in existing Faculty of Information PhD and an MA in Digital Humanities with other units
- Designate a Research Co-ordinator and develop a research strategy to enhance and support the research culture of ICCIT

Department of Anthropology

- February 22 - 23, 2018
- Review Team from
 - University of British Columbia
 - University of Arizona
- Interim Chair: Gary Crawford

Major Findings - Positive Elements

Personnel

- “World-class” faculty with a strong culture of collegiality
- Lively undergraduate student association

Curriculum

- “Remarkably comprehensive” courses that expose students to a breadth of approaches within its four disciplinary fields
- Detailed curriculum maps and regular reviews of syllabi ensure that courses are oriented towards shared program goals

Partnerships

- Range of student-centered active and experiential learning opportunities, particularly within BSc programs
- Commitment to improving Indigenous engagement

Recommendations of the Reviewers and Opportunities for Enhancement

Personnel

- Expand expertise in Anthropology and Health through a hire in Indigenous health and medicine
- Strengthen communications staff to enhance student recruitment, community engagement, and alumni outreach

Curriculum

- Introduce new courses to enhance foundational and research skills
Develop a strategy to integrate Indigenous perspectives into all courses

Partnerships

- Increase collaboration with cognate units, including Historical Studies
- Fundraise for experiential learning and student research opportunities

Response to Review

Personnel

- Develop presence in the area of Environmental Anthropology
- Assess complement needs with an emphasis on Indigenous scholarship, Anthropology of Health, and Cultural Resource Management
- Look for opportunities to alleviate strain on existing staff

Curriculum

- Address curriculum needs by introducing new courses (i.e., 200-level Statistics, 400-level Anthropology of Health, etc.)
- Collaborate with RGASC to support students in writing-intensive courses

Partnerships

- Work with Mississaugas of the New Credit First Nation to develop course on “Anthropology and Indigenous Peoples of Turtle Island” and co-host (with Department of Geography) symposium on Indigenous Education

Forensic Science Program

- February 21-22, 2018
- Review Team from
 - University of Technology, Australia
 - Université de Lausanne, Switzerland
- Director: Tracy Rogers

Major Findings - Positive Elements

Personnel

- Highly competent and committed faculty and staff; high quality consultants; experienced professionals and technician

Curriculum

- Richness in program and course options available to students
- Innovative program delivery through experiential learning in field schools, laboratories, and the crime scene house

Partnerships

- Outstanding outreach and communication to youth and high schools in the local community contributes to high program recruitment
- Strong connection with professional stakeholders provides many opportunities for learning beyond the classroom and applied research

Recommendations of the Reviewers and Opportunities for Enhancement

Structure

- Urgent creation of an adequately resourced and formalized structure, such as an EDU-A, with an accompanying vision and strategy for the program that addresses organization and resource challenges

Personnel

- Expand much needed resources/faculty while augmenting technical and administrative support to manage program growth

Curriculum

- Build a global forensic science identity to address student issues such as scheduling, lab access, and overlap in curriculum between programs
- Develop a strong, international forensic science vision through enhanced faculty and student research

Response to Review

Structure

- Establish the program as an EDU-B with the intention of building resources (faculty, space, etc.) towards an EDU-A in the long-term

Personnel

- Request a research-stream Forensic Psychology position for hiring in 2019-20 and prioritize future hiring in three areas: Forensic Psychology, Forensic Microbiology, and Forensic Epistemology/Ontology
- Increase Lab Technician to 100% FTE; hire a Program Outreach Officer

Curriculum

- Continue curriculum mapping process to review and redefine degree learning expectations and program learning outcomes
- Implement significant curriculum revisions, including new required and optional courses, to reduce scheduling issues and overlapping content