

**UNIVERSITY OF TORONTO MISSISSAUGA CAMPUS COUNCIL
REPORT NUMBER 31 OF THE ACADEMIC AFFAIRS COMMITTEE**

MARCH 28, 2019

To the Campus Council,
University of Toronto Mississauga

Your Committee reports that it held a meeting on March 28, 2019 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
Amrita Daniere, Vice-Principal,
Academic & Dean
Andrew Petersen, Acting Vice-Dean,
Teaching & Learning
Ronald Beiner
Brett Beston
Melinda Ann Callahan
Jill Caskey
Salma Fakhry
Miquel Faig
Ulrich Fekl
Claudiu Gradinaru
Monika Havelka
Sanja Hinic-Frlog
Rosa Hong
Nathan Innocente
Diane Matias
Ashley Monks
Lorretta Neebar
Emmanuel Nikiema
Jay Nirula
Andreas Park
Esteban Parra
Kayla Sousa
Steve Szigeti
Mohamad Tavakoli-Targhi
Mihkel Tombak
Maya Tomkiewicz
Liye Xie
Daniel Zingaro

Xiaodong Zhu
Non-Voting Assessors:
Yen Du, Program and Curriculum Officer

Regrets:
James Allen
Laura Brown
Marc Dryer
Jessica Duggan
Alexandra Gillespie
Simon Gilmartin
Ria Haque
Advait Hasabnis
Shelley Hawrychuk
Sara Hughes
Kajri Jain
Abi Karunendiran
Momin Kashif
Konstantin Khanin
Anna Korteweg
Michael Lettieri
Yan Li
Teresa Lobalsamo
Rhonda McEwen
Kent Moore, Vice-Principal, Research
Andrew Nicholson
Diana Raffman
Chester Scoville
Rebecca Wittmann
Samra Zafar

In Attendance:

Anne Gaiger, Assistant Director, Employer Relations & Marketing, Career Centre
Fiona Rawle, Associate Dean, Undergraduate

Secretariat:

Cindy Ferencz Hammond, Assistant Secretary of the Governing Council
Alexandra Di Blasio, Governance Coordinator, UTM

1. Chair's Remarks

The Chair welcomed members to the meeting.

2. Learning Objectives and Curriculum Mapping: Professor Fiona Rawle, Associate Dean, Undergraduate* (for information)

The Chair invited Professor Fiona Rawle, Associate Dean, Undergraduate, to present¹. The presentation highlighted the importance of curriculum mapping and efforts at UTM to advance curriculum mapping use and support. Professor Rawle stated that curriculum maps were used as a key tool for program planning and evaluation as they aligned course material and assessment with predefined learning outcomes. They were also utilized during the external review process, and for program proposals and modifications. The government required the use of curriculum maps for certain processes, for which the University was required to report statistics.

The curriculum mapping initiative at UTM involved six departments, which worked to design exemplars and resources for the curriculum mapping process. A contact person had been identified in almost every academic department, and each department had completed an inventory of program-level learning outcomes, curriculum mapping, and assessment. One-on-one support was currently available through the Office of the Dean. On-line resources, such as a “how to” guide and exemplars from different disciplines would be available in the near future, which would further assist with the goal of establishing program-level learning outcomes and curriculum maps for all programs by Spring 2021.

3. Major Modification: Undergraduate Earth Sciences Program Proposal* (for approval)

The Chair invited Professor Marc Laflamme to present². Professor Laflamme reported that the proposed changes would adjust the program in line with curriculum mapping initiatives and would ensure an all-encompassing Earth Sciences education for students that graduate from the program. He indicated that the proposed changes were a response to the 2017 external review of the Department of Chemical & Physical Sciences, which showed that the Geology and Earth Science specialists caused confusion for students due to their similarity. Under the proposed changes, the two specialists would be consolidated into one program that would meet Association of Professional Geoscientists of Ontario (APGO) certifications, and new courses would be offered that would improve the connection between Earth Science and Chemical &

¹ The presentation is attached as Attachment A.

² The presentation is attached as Attachment B.

Physical Sciences. Additional changes included the inclusion of BIO152H5 and BIO153H5 as required first-year courses, and an increase in required credits from 11.0-14.0. Professor Laflamme identified two pathways around which students could focus their courses (Resources, Hazards & Tectonics, and Earth, Climate & Life), and included examples of how course loads could be structured in the program.

During the discussion, it was noted that BIO152H5 and BIO153H5 required grade 12 biology as a prerequisite. Professor Laflamme explained that students who entered the program typically had a Science background, and therefore the inclusion of these courses as required courses would likely not preclude interested individuals from entry into to the program. Program guides would be carefully adjusted to clearly reflect prerequisites so high school students interested in the program could plan their courses accordingly.

A member noted that students who entered the program in the fall would be APGO certified upon graduation, and inquired about students who were already entered in the program. Professor Laflamme stated that informal consultations had taken place with students regarding their academic planning to address this. He stated that most students who sought APGO certification entered into the Geology specialist program, which already satisfied APGO regulations.

On motion duly made, seconded and carried,

YOUR COMMITTEE APPROVED,

THAT the proposed changes to the Specialist in Earth Science (ERSPE1465), offered by the Department of Chemical & Physical Sciences, recommended by Vice-Principal, Academic & Dean, Professor Amrita Daniere, and described in the proposal dated January 18, 2019, be approved, effective September 1, 2019.

4. Minor Undergraduate Curriculum Changes: Humanities, Sciences and Social Sciences*
(for approval)

The Chair invited Professor Andrew Petersen, Acting Vice-Dean, Teaching & Learning, to present the item. Professor Petersen noted that the majority of the changes in this curriculum cycle pertained to corrections that reflected the number of practical and tutorial hours in each course, and adjustments to course descriptions and titles.

Professor Petersen provided a summary of proposed changes in the Humanities, Sciences, and Social Sciences. Changes in the Humanities included the addition of new courses in the Department of Visual Studies, which were added for new faculty hires. Changes to the Sciences included the addition of a Bayesian Statistics course in the Department of Mathematical and Computational Sciences. The course, which would be offered as an elective, would complement the current course offerings as it addressed an area of theory not covered by existing courses. Additionally, a fourth Robotics course was introduced in Computer Science, which reflected continued growth in this new cluster of faculty hires. With respect to the Social Sciences, the Department of Sociology introduced an Introduction to Criminology (SOC109H5) course to the Criminology Major program, which made the structure of the Criminology program more

symmetrical with that of the Sociology program. In response to a recent external review, the Department of Political Sciences was asked to increase course offerings in specific areas, and added two courses under topics shells.

On motion duly made, seconded and carried,

YOUR COMMITTEE APPROVED,

THAT the proposed Humanities undergraduate curriculum changes for the 2020-21 academic year, as detailed in the respective curriculum reports, be approved.

THAT the proposed Sciences undergraduate curriculum changes for the 2020-21 academic year, as detailed in the respective curriculum reports, be approved.

THAT the proposed Social Sciences undergraduate curriculum changes for the 2020-21 academic year, as detailed in the respective curriculum reports, be approved.

5. Reviews of Academic Programs and Units: Professor Andrew Petersen, Acting Vice-Dean, Teaching & Learning* (for information)

The Chair invited Professor Andrew Petersen, Acting Vice-Dean, Teaching & Learning, to present³ the item. The Department of Political Science was reviewed in April 2018, and received positive feedback with respect to the strength of its research programs, the diversity of its course offerings, and that the course offerings highlighted areas of growing importance in the field. Recommendations included expansion of the curriculum to include instruction on East Asia and the Middle East, the development of a strategy for experiential learning, and hiring to fill recent losses in the faculty complement. Professor Petersen reported that an experiential learning strategy would be developed from the findings of the current curriculum mapping initiative, and noted that the department would fill vacant positions in Comparative and Urban Politics.

6. Update on the Writing and Numeracy Subcommittee Report: Professor Andrew Petersen, Acting Vice-Dean, Teaching & Learning* (for information)

The Chair invited Professor Andrew Petersen, Acting Vice-Dean, Teaching & Learning, to provide an update on the Writing and Numeracy Subcommittee Report. Professor Petersen indicated that foundational writing and numeracy groups were created in response to the *Academic Plan*, in accordance with the goal of “developing communication skills from foundational to advanced levels”. The working groups met between December 2017 and July 2018, followed by consultation with Chairs and Directors and presentations at town halls. Proposals were revised in accordance with feedback from the community. Both working groups have recommended the introduction of first-year foundational writing and numeracy courses that would further develop students’ existing skill sets and bridge students’ understandings of the broad applicability of these skills. Development of these skill sets would continue in upper years

³ The presentation is attached as Attachment C.

of study through the expansion of program-specific service courses and the introduction of modules within existing courses.

While foundational writing courses would be mandatory for all first-year students, it would be at the discretion of individual programs to opt-in to foundational numeracy courses. Foundational writing courses would be portfolio-based and taught in small seminars of approximately 30 students to allow for extensive feedback from course instructors. The style of writing practiced in each course would vary based on the corresponding program of study, but learning outcomes would be consistent across all courses offered. Foundational numeracy courses would have a modular structure and would reinforce a baseline level of knowledge. Since programs would be required to opt-in to foundational numeracy courses, individual consultation would occur over the next weeks to gauge interest. Skilled experts in writing and numeracy would be hired to instruct foundational courses, and a proposal was under development for the creation of an Extra-Departmental Unit (EDU) to act as the home unit for these faculty members. It was noted that a new working group would be created five years following implementation to evaluate progress to date and review the initial recommendations.

A member voiced concern regarding the perceived generic nature of the proposed courses, and expressed the need for support within academic department to provide discipline-specific assistance. Professor Daniere noted that the preliminary plan was developed from evidence-based recommendations, and expressed confidence in the plan. While learning outcomes would be consistent across the courses offered, she stated the intention was to hire a range of professors of writing and numeracy from specific disciplines so that courses would be customized to fit specific departmental needs.

In response to a question about the hiring of professors of writing, Professor Daniere indicated that while each professor would be assigned to a specific discipline, they would be hired to work in an Extra-Departmental Unit (EDU) as their home unit, which was yet to be created. She noted that the possibility of joint appointments between departments and the EDU would be considered. The types of credentials that would be sought in the hiring of individuals as professors of writing had not been determined, but the qualifications sought would demonstrate excellence in teaching in the area of writing.

A member voiced concern that inclusion of a mandatory numeracy credit for Social Sciences programs may dilute the opportunity for exposure to foundational science courses, and therefore draw students away from participation in a course in which they could potentially be successful. Professor Petersen stated that numeracy-based courses and courses based on thought development were sufficiently different such that that mandatory participation in one course would not eliminate interest in the other.

A member voiced concern regarding the size of mandatory writing courses and the effect this would have on the level of engagement between instructors and students. Professor Daniere stated that an approximate class size would be 30 students, and the portfolio-based format of the classes would allow for a high level of feedback from both the instructor and other students in the course. It was further noted that, given the ordinarily large size of first-year courses, participation in a class of 30 students would be a transformative experience for most first-year students. Professor Laura Taylor, English Language Learning Specialist at the Robert Gillespie

Academic Skills Centre (RGASC), added that while the RGASC would continue to provide one-on-one assistance to students, the mandatory writing courses would target common issues and assist with the development of basic skills, which would provide a foundation for further growth and learning. Professor Daniere stated that the criteria by which students would be placed into foundational courses had not yet been determined, but noted that students' English language abilities would be taken into consideration.

A member commented that students should arrive at the University equipped with a higher skill level in writing and numeracy, and raised concern regarding the resources that would be required to administer the proposed courses. Professor Daniere stated that communication skills were much sought after by employers, and regardless of the skill level of students upon entry to the University, facilitating further development of this skill in students would make graduates of the campus more competitive in the job market.

A member inquired about how foundational numeracy courses would compare to existing courses. Professor Petersen explained that departments would have the option to opt in to numeracy courses, and those that chose to participate would work closely with the individual tasked to design the course. While there would be common learning outcomes across all foundational numeracy courses, they would be achieved through different mechanisms specific to each program.

In response to a member's question about the final grades in these courses, Professor Daniere stated that a specific grade requirement would not be imposed, but that students would be required to earn a passing grade in the courses.

A member noted that it was common for students to change their areas of academic focus after first year, and asked if that would pose an issue as the mandatory writing and numeracy courses completed in first year may not align with the academic paths taken by students. Professor Petersen explained that since learning outcomes would be consistent across all foundational writing and numeracy courses, the knowledge gained would be applicable to other disciplines. Professor Daniere added that in the event that students changed their areas of focus, the foundational courses taken would still count towards their course distributions.

7. Other Business

8. Reports of the Presidential Assessors

a) Professor Amrita Daniere, Vice-Principal, Academic & Dean

Professor Amrita Daniere, Vice-Principal, Academic & Dean, reported that staff from the Office of the Dean would soon move into newly renovated offices near the Department of Geography, in the W. G. Davis Building. She noted that, for some time, staff in the office had occupied shared spaces, especially since the functions within the Office of the Dean had expanded to include a statistical analysis team and the Experiential Learning team. The newly renovated area would include open-concept work spaces, and she encouraged departments to consider this

option given the space shortage on campus. She stated that the Shared Office Program was still offered, and departments that took part in the program would be provided with funds in return for their participation. Those interested in the program should contact Mr. Ciaran Graham, Director, Strategic Initiatives, in the Office of the Dean.

Continuing her report, Professor Daniere stated that Category 3 certificates were under development in conjunction with the Institute of Management and Innovation (IMI). Category 3 certificates were designed for individuals who were not registered students of the University, and would allow them to partake in a certain number of courses in an integrated area of learning. In response to members' questions, Professor Daniere stated that the proposed certificates would expand networks with industries through the participation of individuals who have connections to the community, and noted that the proposals fit well within the IMI portfolio.

b) Professor Andrew Petersen, Acting Vice-Dean, Teaching & Learning

Professor Andrew Petersen, Acting Vice-Dean, Teaching & Learning, stated that the Terms of Reference documents for the Curriculum Committees would be reviewed in April. Once the review was completed it would be presented for information to the Academic Affairs Committee in the fall.

9. Report of the Previous Meeting: Report 30 – January 15, 2019*

Report number 30, from the meeting of January 15, 2019, was approved.

10. Business Arising from the Report of the Previous Meeting

11. Date of the Next Meeting – Monday, May 6, 2019 at 4:10 p.m.

The meeting adjourned at 5:41 p.m.

Secretary

Chair

April 5, 2019

Update on Curriculum Mapping at UTM

Academic Affairs Committee
March 28, 2019

Fiona Rawle, Associate Dean, Undergraduate

Purpose for Curriculum Mapping

It is pedagogically valuable to have explicit program level learning outcomes and for the courses and assessments to be aligned with them.

- Key tool for program planning and evaluation
- Required (by the government) for some processes
 - External reviews
 - New program proposals and major modifications

Focus Areas at UTM

Map Creation

- Assisting departments with *required* program-level learning outcome development and curriculum mapping

Resource Creation and Innovation

- UTM Curriculum Mapping Initiative: interdisciplinary effort to establish exemplars and resources for curriculum mapping
- Departments involved:
Anthropology, Biology, English, ICCIT, Language Studies, Sociology

Current Progress

- Contact person for curriculum mapping has been identified in nearly all (88%) departments
- A departmental inventory has been completed on the state of:
 - Program-level learning outcomes
 - Curriculum mapping
 - Assessment of program-level learning outcomes
- Ongoing consultations to provide one-on-one support for learning outcome development and curriculum mapping

GOAL: All programs to have program-level learning outcomes and curriculum maps by Spring 2021.

Available Resources

- One-on-one assistance and feedback from the Office of the Dean
- Exemplars from different disciplines can be shared
- A “how to” guide has been produced

GOAL: Curriculum mapping resources to be available online by Spring 2019

Major Program Change

Specialist in Earth Science (ERSPE1465)

Rationale

◆ External Review in 2017:

1. The “Geology” and “Earth Science” specialist programs be consolidated
2. New courses (geophysics and geochemistry) be established to improve the collaboration between Earth Sciences and CPS

◆ Association of Professional Geologists of Ontario (APGO) accreditation

1. APGO requires 13.5 credits in Foundation Science (Math, Physics, Chemistry, Biology, Statistics, Computer Science), Foundation Geoscience, and Advanced Geoscience courses.
2. UTM is the only Earth Science Program in Ontario that does not meet APGO accreditation

Main changes

Pre

- ◆ **11.0 credits are required**, including at least 4.0 at the 300/400 level, of which 1.0 must be at the 400 level.
- ◆ APGO Accreditation not possible without taking additional courses at St George (not offered at UTM)

Post

- ◆ **14.0 credits are required**, including at least 5.0 at the 300/400-level, of which 1.0 must be at the 400 level.
- ◆ Two primary pathways for APGO Accreditation

First Year	(ERS101H5, ERS111H5) / ENV100Y5; (CHM110H5,120H5); MAT134Y5/ 135Y5/ 137Y5; (PHY136H5,137H5)/ (PHY146H5,147H5)	First Year	(ERS101H5, ERS111H5) / ENV100Y5; (CHM110H5, CHM120H5); (MAT135H5, MAT136H5); (PHY136H5, PHY137H5) / (PHY146H5, PHY147H5); (BIO152H5, BIO153H5)
Second Year	ERS201H5, 202H5, 203H5, 211H5; 1.0 credit from ERS225H5/GGR214H5/ 217H5/ 227H5/ 272H5/ 276H5/ 278H5	Second Year	ERS201H5, ERS202H5, ERS203H5, ERS211H5, ERS225H5; STA220H5
Third Year	ERS325H5; 2.0 credits from ERS301H5/ 302H5/ 303H5/ 311H5/ 312H5/ 315H5/ JGE378H5; 0.5 credit from ERS381H5/ GGR315H5/ 316H5/ 321H5/ 337H5/ 379H5/ 384H5	Third Year	ERS301H5, ERS303H5, ERS311H5, ERS315H5, ERS325H5;
Fourth Year	1.0 credit from ERS401H5/ 402H5/ 411H5/ 412H5/ 425H5/ 470Y5/ (471H5, 472H5) / JEG400Y5/ GGR407H5/ 463H5/ 464H5/ 484H5/ JCB487Y5/ ERI398H5/ CPS400Y5	Third Year & Fourth Year	2.5 credits from (any ERS course at the 300-level or 400-level / GGR201H5 / GGR217H5 / JGE378H5) ; 1.0 credit from ERS at the 400 level or JCB487Y5

Pathways

Resources, Hazards & Tectonics

- ◇ JGE378H5 – Natural Hazards
- ◇ ERS302H5 – Tectonics
- ◇ ERS304H5 – Geological Remote Sensing
- ◇ ERS402H5 – Advanced Structural Geology
- ◇ ERS403H5 – Earthquake Seismology
- ◇ ERS404H5 – Volcanology and Geothermal Systems
- ◇ ERS425H5 – Geology of North America
- ◇ ERS399Y5/ERS499Y5/ERS470Y5/ERS471H5/ERS472H5, JCB487Y5 – Research

Earth, Climate & Life

- ◇ GGR201H5 – Introduction to Geomorphology
- ◇ GGR217H5 – Fundamentals of Hydrology
- ◇ ERS304H5 – Geological Remote Sensing
- ◇ ERS312H5 – Oceanography
- ◇ ERS411H5 – Paleobiology
- ◇ ERS412H5 – Climate through time
- ◇ ERS425H5 – Geology of North America
- ◇ ERS399Y5/ERS499Y5/ERS470Y5/ERS471H5/ERS472H5, JCB487Y5 – Research



UNIVERSITY OF
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Semi-annual Report: External Reviews of Departments and Programs April-September 2018

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

March 28, 2019

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 programs, research, teaching, governance and plans for the future.
- External reviewers visit the campus for two days and prepare their report for the Dean. Their report provides a detailed evaluation of programs and curriculum.

External Reviewers

- Selected 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.
- The review summary and decanal response shared with:
 - Academic Affairs
 - Campus Council
 - Committee on Academic Policy & Programs (AP&P)
 - Academic Board

- Department of Political Science
 - April 26-27, 2018
 - Review Team from
 - University of Pennsylvania
 - University of Alberta
 - Chair: Edward Schatz

Major Findings - Positive Elements

Programs

- Department committed to providing students with the best possible learning experience
- Good range of topics with flexibility to accommodate student interest

Faculty/Research

- Diverse research programs that address areas of growing importance

Personnel/Administration

- Strong fellowship and positive attitude among faculty and staff

Recommendations and Opportunities for Enhancement

Experiential Learning

- Develop a departmental vision for experiential learning and encourage opportunities for experiential learning in curriculum

Programs

- Consider a “capstone” or thesis course for the specialist program for senior students interested in graduate studies
- Consider expanding curriculum to include the politics of certain geographic areas presently not covered, such as East Asia and the Middle East

Faculty

- Department to make up its losses in faculty complement

Response to Review

Curriculum/Experiential Learning

- Department to engage in a curriculum mapping initiative to better inform curricular changes, including enhancements to experiential learning

Personnel

- Department and Office of the Dean to assess and address staffing needs to support departmental structures and initiatives

Faculty

- Department has begun the process of filling vacancies
 - Requesting a position in Comparative Politics (East Asia/Africa/Middle East focus) and a position in Urban Politics
 - Hiring process will support diversity and the Truth and Reconciliation Commission recommendations



UNIVERSITY OF
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Foundational Skills Working Groups

Reports & Recommendations



Andrew Petersen, Acting Vice-Dean, Teaching & Learning
Office of the Dean, UTM
Academic Affairs Committee – March 28, 2019

Working Groups

- Struck in accordance with Goal 1 of UTM Academic Plan 2017
 - “Developing communication skills from foundational to advanced levels (**written, numerical, analytical, oral and visual**)”



Committee Membership

Foundational Writing Skills Working Group

(Chair) **Heather M.-L. Miller**, Office of the Dean

(Acting Chair) **Andrew Petersen**, Office of the Dean

(Secretary) **Adriano Pasquali**, Office of the Dean

Brett Beston, Department of Psychology

Feng Chen, Department of Management

Tyler Evans-Tokaryk, Robert Gillespie Academic Skills Centre

Adam Giles, Office of the Registrar

Shelley Hawrychuk, U of T Mississauga Library

Michael Kaler, Robert Gillespie Academic Skills Centre

Jayson Parker, Department of Biology

Lavan Puvaneswaran, Department of Management

Anjeza Rexha, Department of Biology

Jessica Silver, Centre for Student Engagement

Holger Syme, Department of English & Drama

Alan Walks, Department of Geography

Foundational Numeracy Skills Working Group

(Chair) **Heather M.-L. Miller**, Office of the Dean

(Acting Chair) **Andrew Petersen**, Office of the Dean

(Secretary) **Adriano Pasquali**, Office of the Dean

Andie Burazin, Robert Gillespie Academic Skills Centre

Tyler Evans-Tokaryk, Robert Gillespie Academic Skills Centre

Shay Fuchs, Department of Mathematical & Computational Sciences

Alexandra Gillespie, Department of English & Drama

Yuhong He, Department of Geography

Kent Moore, Department of Chemical & Physical Sciences

Judith C. Poë, Department of Chemical & Physical Sciences

Fiona Rawle, Department of Biology

Christopher Richter, Department of Biology

Bruce Schneider, Department of Psychology

Truc Tran, Office of the Registrar

Cosmin Munteanu, Institute for Communication, Culture, Information & Technology

Working Groups



Timeline

- Monthly meetings held Dec. 2017 – July 2018
- Initial reports presented at Chairs' and Directors' Meetings on September 12 and October 2 and in town halls
- Working Groups reconvened in late October 2018 to revise proposals according to feedback received
- Revised **numeracy** proposal to be brought to Chairs for consultation throughout February-March 2019
- More detailed **writing** proposal, including implementation recommendations, in progress for review in April-May 2019

WORKING GROUPS

COURSE APPROACH

UPPER-YEAR SUPPORT

INTEGRATED ASSESSMENT

RESOURCE IMPLICATIONS

BENEFITS TO UTM

Foundational First-Year Course



Course Approach

- Both Working Groups expressed strong interest in introducing a foundational first-year course taught by specialists in the pedagogy of writing/numeracy
 - The numeracy group also suggests a support option for units that do not wish to opt in to requiring a course.
- Course and curriculum overseen by a standing committee of specialists and disciplinary representatives
- Flexibility for different courses sections to engage different content, such as disciplinary applications
- Foundational courses will have integrated assessment to track student progress and tailor instructor feedback to their needs

WORKING GROUPS

COURSE APPROACH

UPPER-YEAR SUPPORT

INTEGRATED ASSESSMENT

RESOURCE IMPLICATIONS

BENEFITS TO UTM

Foundational Writing Course



Writing for University and Beyond

- Required course for **all students** at UTM to be taken in their first year of study
- Course will also serve a **cohort-building function** and provide support for students transitioning into university
- 100-level half-course fulfilling a **new writing (0.5 FCE) degree requirement**
- Small classes taught by instructors with a **specialized background** in teaching writing

WORKING GROUPS

COURSE APPROACH

UPPER-YEAR SUPPORT

INTEGRATED ASSESSMENT

RESOURCE IMPLICATIONS

BENEFITS TO UTM

Foundational Writing Course



Mechanics of Instruction

- Portfolio-based seminars
- Small class-sizes (maximum of 30 students)
- Offered across Fall/Winter/Summer semesters
 - Approximately 140-160 sections per year
- Reflective assessment in week 1 to help students choose whether to take a preparatory course
- Curriculum overseen by a multi-disciplinary committee to maintain consistency in learning outcomes

WORKING GROUPS

COURSE APPROACH

UPPER-YEAR SUPPORT

INTEGRATED ASSESSMENT

RESOURCE IMPLICATIONS

BENEFITS TO UTM

Foundational Numeracy Course



Foundational Numeracy

- Develop a set of courses in foundational numeracy with shared learning objectives, content, and structure, but with applications appropriate to particular disciplines
- First-year course that teaches foundational numeracy skills in contexts specific to disciplinary areas
- Interested science departments opt-in by including the course in their program requirements
- Offered to humanities and social sciences students as an elective that fulfills 0.5 FCE of the science distribution credit

WORKING GROUPS

COURSE APPROACH

UPPER-YEAR SUPPORT

INTEGRATED ASSESSMENT

RESOURCE IMPLICATIONS

BENEFITS TO UTM

Upper-Year Support

- Students are coming to university from diverse backgrounds with differing levels of ability that require a more individualized approach
- A single course will not be sufficient to improve writing and numeracy skills



Disciplinary Pathways

- Skills obtained in the foundational course must be reinforced in upper-years and applied to discipline-specific contexts
- Expand program-specific service courses, such as those offered by Mathematics and Statistics
- Introduce modules into upper-year courses as part of curricular pathways that hone advanced disciplinary skills

WORKING GROUPS

COURSE APPROACH

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RESOURCE IMPLICATIONS

BENEFITS TO UTM

Upper-Year Support



Writing Development Initiative

- Continue existing WDI services while encouraging and assisting departments with teaching discipline-specific writing skills in core courses across the curriculum



Numeracy Development Initiative

- Expand RGASC's current support for numeracy instruction into a full NDI following the model and successes of the WDI
- Numeracy specialists to offer support for discipline-specific module development and integration into existing courses

WORKING GROUPS

COURSE APPROACH

UPPER-YEAR SUPPORT

INTEGRATED ASSESSMENT

RESOURCE IMPLICATIONS

BENEFITS TO UTM

Integrated Assessment

- Both working groups stress the importance of assessment to evaluate program effectiveness and to improve delivery
- Student outcomes will be tracked both within the proposed courses and in upper years to evaluate long-term impact and effectiveness of upper-year support



Numeracy

- The numeracy group places particular emphasis on the importance of assessment, given that numeracy support has less history on this campus
- The committee calls for a new working group to be convened after five years to evaluate the data and to revisit the recommended course and upper-year supports

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RESOURCE IMPLICATIONS

BENEFITS TO UTM

Resource Implications



Staffing

- Both groups call for permanent teaching-stream faculty to teach the foundational courses and conduct research on pedagogy in their area
- WDI and NDI responsibilities would be built into their workloads
- Allows for continuity in the programs to support continuous improvement



Extra-Departmental Unit

- Both groups call for hires to be placed into a single unit (an EDU, to be created) to support a shared purpose and to ensure consistent promotion and support processes

WORKING GROUPS

COURSE APPROACH

UPPER-YEAR SUPPORT

INTEGRATED ASSESSMENT

RESOURCE IMPLICATIONS

BENEFITS TO UTM

Benefits to UTM



Faculty

- Providing all students with foundational writing and numeracy instruction in first year should result in improved performance with disciplinary applications in upper-year courses
- First-year, cohort-building courses that cross program boundaries will distinguish UTM among Canadian universities



Students & Parents

- Increased support for students transitioning into university, especially international students
- Improving qualitative and quantitative skills will provide UTM students with a distinct advantage and help to build resilience in their future careers

WORKING GROUPS

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RESOURCE IMPLICATIONS

BENEFITS TO UTM

THANK YOU



FEEDBACK



We invite you to consult broadly with your departments and the wider UTM community about this initiative. Please submit any comments and feedback to academicplan.utm@utoronto.ca.