



University of Toronto Mississauga Campus Council  
**ACADEMIC AFFAIRS COMMITTEE**

**Wednesday, January 7, 2015 at 4:10 p.m.**

**Council Chamber, Room 3130, William G. Davis Building**

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**AGENDA**

1. **Chair's Remarks**
2. **First Year Academic and Transition Support: Presentation by Mr. Andrew Petersen, Director, Robert Gillespie Academic Skills Centre and Ms Jackie Goodman, First-Year Transition and Academic Support Coordinator, Office of the Dean** (for information)
3. **Reviews of Academic Programs and Units: Professor Amy Mullin, Vice Principal, Academic & Dean** (for information)
4. **New Courses in the Masters of Management & Professional Accounting (MMPA) Program**

Be it Resolved,

THAT the new courses proposed by the Masters of Management & Professional Accounting (MMPA) program, offered by the Institute for Management and Innovation (IMI), recommended by the Vice-Principal Academic & Dean, Professor Amy Mullin, and described in the proposals dated December 1, 2014, be approved, effective on the date specified for each course in each proposal.

5. **Other Business**
6. **Report of the Previous Meeting:** Report 8 – November 10, 2014
7. **Business Arising from the Report of the Previous Meeting**
  - a. Experiential Education Notation (EXP) Guidelines
8. **Assessors' Report**
9. **Date of Next Meeting** – Wednesday, February 11, 2015, 4:10 p.m.

\* Documentation included

\*\* Documentation for consent item included. This item will be given individual consideration by the Academic Affairs Committee only if a member so requests. Members with questions or who would like a consent item to be discussed by the Academic Affairs Committee are invited to notify the Committee Secretary Mariam Ali at least 24 hours in advance of the meeting by telephone at 905-569-4358 or by email at [mariam.ali@utoronto.ca](mailto:mariam.ali@utoronto.ca)



# First-Year Academic Transition at UTM

January 7, 2015

**Andrew Petersen**, Director, TLSI, RGASC and Senior Lecturer

**Jackie Goodman**, First-Year Transition and Academic Support Coordinator



# Presentation Topics

- Why Academic Transition Matters
- Current UTM Transitional Initiatives
- Future Projects and Opportunities for Faculty Involvement

# Why Academic Transition Matters

## ■ Benefits to Students

*Community development:* Engages students in the community, introducing campus culture and available supports and resources.

*Academic preparation:* Communicates the university's academic expectations and develops basic university-level academic skills.

## ■ Benefits to the University

Boosts retention to second year, persistence to graduation, and overall academic performance.

# Who Supports Transition at UTM?

- Transitional support is a shared responsibility
- Student Life and the Office of the Dean both run major transitional programs
- Multiple other units on campus support transition

OR101: Office of the Registrar

Library

Health and Counseling

# Current Academic Transition Initiatives

- Head Start
- utmONE Scholars' Seminars
- utmONE Courses
- utmONE Connect
- Facilitated Study Groups (FSGs)
- Exam Jam



# HeadStart

- HeadStart is an orientation to university-level expectations and academic skills.

*The program runs the week before orientation.*

*Topics covered include: academic integrity, note taking, time management, and search skills.*

- Just over 400 students attended at least one HeadStart workshop this August.

## utmONE Scholars' Seminars

- Small, interactive classes geared toward top-achieving first-year students

0.5 Credit

Seminar-style

Communication and Research Skill focus

Interdisciplinary content

- ((Evaluation data to be added))



## utmONE Courses

- Theme-based courses that emphasize academic skill-building

0.5 Credit

University expectations and resources

Interdisciplinary content

ONE Tutorials – deliver holistic messaging to first-year students

- ((Evaluation data to be added))

## utmONE Connect

- Peer-led transition program that groups students by discipline

No credit offered

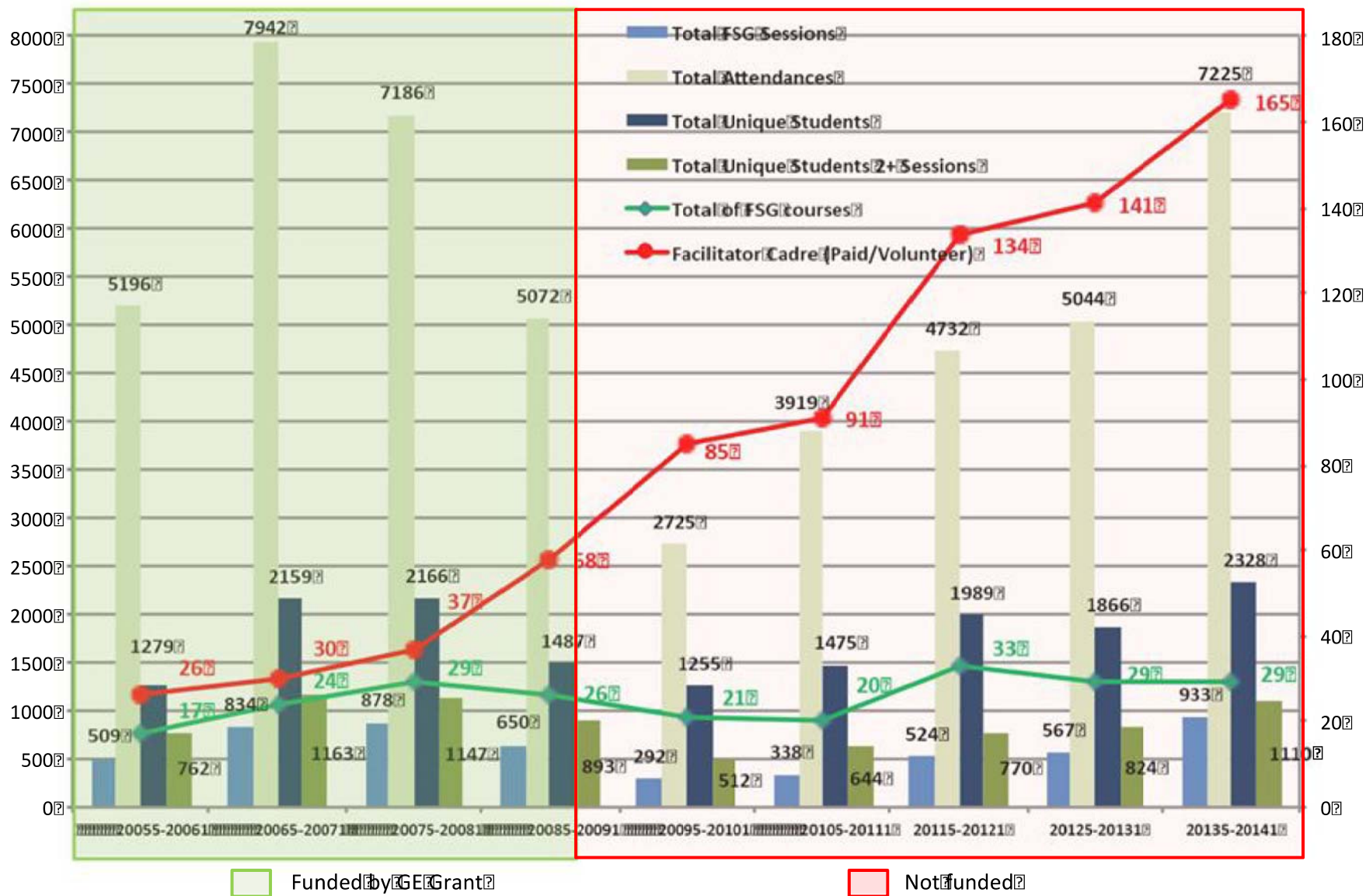
Weekly Themes: University expectations, effective reading strategies, campus resources, study skills, academic integrity, navigating library resources, critical thinking, and equity

- ((Participation and Evaluation data to be added))

## Facilitated Study Groups (FSGs)

- FSGs are optional, *peer-led* sessions associated with clusters of courses
- Each FSG session focuses on a transferrable *academic skill* necessary for success in the associated discipline
- The program targets *gateway courses*: courses that are challenging and which introduce a discipline

### FSG Aggregates 2005-2014



\*Note 1: Change over to 12 week term in September 2009

Note 2: Composition of facilitator cadre for 2008/09 - 30 paid / 28 volunteer

## Exam Jam

- Day-long event that bridges course-specific review sessions with stress reducing activities and tips
- ((Participation and evaluation data to be added))

# Future Projects

- **Early Alert Initiative**

*Seeks, by the fourth week of the term, to identify students who need additional support to succeed academically.*

Partnership between the Office of the Registrar, Student Life, and the Office of the Dean.

A pilot will be run this winter.

- **PASS (Promoting Academic Skills for Success)**

*Provides structured support for the development of time management and academic skills to students identified by Early Alert.*



# Proposed Consolidation

- (Proposed) Office of Student Transition

*Would enable more effective evaluation of the impact and reach of Academic Transition Supports.*

*Would coordinate the transition efforts of units across campus.*

Proposed by a working group containing staff from Student Life and the Office of the Registrar, librarians, and faculty.



# Faculty Involvement Opportunities

- Teaching a utmONE Course or Scholars' Seminar
- Requesting FSG sessions for your course  
*And making other instructors aware of the FSG initiative*
- Holding a review session at Exam Jam
- Piloting Early Alert in a first year course



**FOR INFORMATION**

**PUBLIC**

**OPEN SESSION**

**TO:** Academic Affairs Committee

**SPONSOR:** Amy Mullin, Vice-Principal Academic and Dean

**CONTACT INFO:** 905-828-3719, [vpdean.utm@utoronto.ca](mailto:vpdean.utm@utoronto.ca)

**PRESENTER:** See above

**CONTACT INFO:**

**DATE:** December 17, 2014 for January 7, 2015

**AGENDA ITEM:** 3

**ITEM IDENTIFICATION:**

Reviews of Academic Programs and Units

**JURISDICTIONAL INFORMATION:**

Section 5.6 of our Terms of Reference states that the Academic Affairs Committee shall receive for information and discussion reviews of academic programs and/or units, consistent with the protocol outlined in the University of Toronto Quality Assurance Process.

**GOVERNANCE PATH:**

- 1. Academic Affairs Committee [For Information] (January 7, 2015)

**PREVIOUS ACTION TAKEN:**

These reviews were received by the Committee on Academic Policy and Programs (AP&P) as part of the Compendium of Reviews of Academic Programs and Units, April – September, 2014, for information and discussion on October 28, 2014. This item was also received for information by the Academic Board at its meeting held on November 13, 2014, as well as the Governing Council at its meeting held on December 11, 2014.

**HIGHLIGHTS:**

For both the external reviews of the Departments of Sociology and Economics, the reviewers met with the Vice-Principal Academic and Dean; the Vice-Dean Undergraduate; the Chairs of the Departments, UTM; the Graduate Chair; junior and senior faculty members; graduate and undergraduate students; and administrative staff. The department’s strengths, areas of concern and recommendations of the review are outlined in the attached summary report and in the administrative response document.

**FINANCIAL IMPLICATIONS:**

There are no net implications for the campus' operating budget.

**RECOMMENDATION:**

This item is presented for information.

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**DOCUMENTATION PROVIDED:**

Presentation on External Reviews;  
Review Summary and Administrative Response: Department of Economics;  
Review Summary and Administrative Response: Department of Sociology.

# External Reviews of Departments and Programs 2013-14

Annual Report from Amy Mullin, Vice-Principal  
Academic & Dean to the Academic Affairs Committee

January 7, 2015



# Quality Assurance Framework

- Quality Assurance Framework is now in its fifth year.
- External reviews, governed by this framework, occur at intervals of no more than 8 years.
- Supervised by the provincial Quality Council, which is responsible for auditing the process.

# Role of External Reviews

- External reviewers are chosen on the basis of administrative experience and wide-respect within their fields. We typically choose one Canadian and one U.S. reviewer.
- They assist in determining the quality of the program or department, make recommendations for improvement, and raise any significant areas of concern.
- Often external reviews coincide with a chair's end of term and help shape the mandate for the new chair.

# External Review Process

- Preparation and submission of internal self-study by program director or departmental chair in context of widespread consultation with faculty, staff, cognate units and students.
- Templates and much of the data to be used in self-study provided centrally. Programs, research, teaching, governance and plans for the future to be discussed, along with measures of quality to assess the program or department against national and international peers.
- External reviewers (typically 2 for a department) visit campus for two days and prepare their report for the Dean. Important that report provides detailed evaluation of programs and curriculum.



# Response to the External Review

3

- Department chair or program director checks external review for any inaccuracies.
- The external review is forwarded to the provost's office. Provost provides summary and writes request for decanal response. Dean consults with program director/chair in preparing response.
- Review summary and decanal response are shared not only with Academic Affairs and Campus Council but also with the Committee on Academic Policy & Programs (AP&P), and Academic Board.

# 2013-14 Reviews

Department of Sociology

Department of Economics

# Sociology

3

- Visit February 4-5, 2014
- Dr. Carroll Seron, University of California Irvine
- Dr. Michael Smith, McGill University
- Chair in 2013-14: Professor Shyon Baumann

# Major Findings- Positive Elements

- Productive energetic faculty with impressive research profiles
- Deep faculty commitment to first rate educational experience for undergraduate and graduate students
- Curriculum is comprehensive and up to date
- Students are positive about their experiences in the department

# Opportunities for enhancement

- Develop a hiring plan that balances undergraduate program needs with tricampus graduate priorities
- Reduce overlap in material covered, review curricula to ensure offerings well coordinated
- Enhance program's location at UTM as locus for faculty and graduate students
- Ensure program quality remains high as enrolments grow

# Response to review

- Curriculum review initiative to reduce overlap
- New location in 2017 will have dedicated space for graduate students
- Department has increased number of courses, spaces in courses, and faculty hires to meet student demand
- Further increases in faculty complement are planned

# Economics

3

- Visit March 24-25, 2014
- Dr. Audra Bowlus, Western University
- Dr. Charles Clotfelter, Duke University
- Chair in 2013-14: Professor Varouj Aivazian



# Major Findings – Positive Elements

- High quality of educational experiences offered through the programs
- Breadth of field and specialized courses available to students
- Faculty talented researchers who link their research to student learning
- Innovative teaching techniques and program design developed by dedicated faculty

# Opportunities for Enhancement

- Monitor students' performance in first year and quantitative courses
- Increase faculty cohesion and identity with UTM undergraduate program
- Strengthen the student experience across programs
- Track student performance, time-to-completion and post-graduation pathways

# Response

- Explore appropriate mathematics requirements for each program
- Increase cohesion of curriculum and program delivery in upper years
- Continue to encourage faculty participation in ROP and provided increased research experiences for students
- Explore means of enhanced faculty-student interaction outside the classroom

## Review Summary

<b>Program(s):</b>	Sociology, B.A., Hons.: Specialist, Major, Minor Criminology and Socio-Legal Studies, B.A., Hons.: Specialist, Major
<b>Division/Unit:</b>	Department of Sociology, University of Toronto Mississauga
<b>Commissioning Officer:</b>	Vice-Principal Academic and Dean
<b>Reviewers (Name, Affiliation):</b>	<ol style="list-style-type: none"> <li>1. Dr. Carroll Seron, Department Chair and Professor of Criminology, Law &amp; Society and Sociology of Law, Department of Criminology, Law &amp; Society and Sociology of Law, University of California Irvine</li> <li>2. Dr. Michael Smith, James McGill Professor of Sociology, Department of Sociology, McGill University</li> </ol>
<b>Date of review visit:</b>	February 4-5, 2014

### Previous Review

<p><b>Date:</b> 2007</p> <p><b>Summary of Findings and Recommendations:</b></p> <p><b>1. Undergraduate Programs: Sociology, B.A.: Specialist, Major, Minor; Crime Law and Deviance, B.A.: Specialist, Major</b></p> <p>The reviewers observed the following strengths:</p> <ul style="list-style-type: none"> <li>• Students satisfied with the quality of teaching, library facilities, and program structure</li> <li>• Curricular improvements streamlined programs</li> <li>• Appropriate TA support</li> </ul> <p>The reviewers identified the following areas of concern:</p> <ul style="list-style-type: none"> <li>• Growing class sizes</li> <li>• Lack of community or vibrant campus culture</li> <li>• Students would like to form a sociology club and feel isolated from the other UofT student groups and activities</li> </ul> <p>The reviewers made the following recommendations:</p> <ul style="list-style-type: none"> <li>• Organize course schedules and office hours so that at least one faculty member is present in the department during regular business hours</li> <li>• Involve undergraduates in research</li> <li>• Assign a faculty member to sponsor the sociology club</li> </ul>
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<p><b>2. Graduate Programs</b> n/a</p> <p><b>3. Faculty/Research</b> The reviewers observed the following strengths:</p> <ul style="list-style-type: none"> <li>• Highly productive intermediate and senior faculty; very promising junior faculty</li> <li>• Recent hiring of talented, young researchers</li> </ul> <p>The reviewers identified the following areas of concern:</p> <ul style="list-style-type: none"> <li>• Narrow vision of scholarly excellence</li> <li>• Lack of diversity in faculty complement</li> </ul> <p>The reviewers made the following recommendations:</p> <ul style="list-style-type: none"> <li>• Consider race/ethnic diversity in faculty hiring</li> </ul> <p><b>4. Administration</b> The reviewers observed the following strengths:</p> <ul style="list-style-type: none"> <li>• Department undergoing expansion and improvement</li> </ul> <p>The reviewers identified the following areas of concern:</p> <ul style="list-style-type: none"> <li>• Morale weakened by tri-campus issues; inconsistent, contradictory expectations among faculty about their roles at UTM and St. George</li> <li>• No permanent office space for UTM faculty at St. George</li> <li>• Lack of transparency in decision-making processes</li> </ul> <p>The reviewers made the following recommendations:</p> <ul style="list-style-type: none"> <li>• Develop measures to better integrate UTM faculty in the St. George department</li> <li>• Involve UTM faculty in selecting their teaching assistants</li> <li>• Create greater transparency in the tenure process and conduct annual reviews of junior faculty</li> <li>• Address departmental governance issues and processes</li> <li>• Involve students in faculty meetings</li> </ul> <p><b>Last OCGS Review(s)</b>            n/a</p> <p><b>Date(s):</b></p>
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## Current Review: Documentation & Consultation

### Documentation Provided to Reviewers:

- Terms of Reference
- Department of Sociology Self Study, 2013
- UTM Degree Level Expectation Guidelines
- Tri-Campus Framework
- UTM Academic Planning Process Document
- U of T Facts & Figures, 2012
- UTM Viewbook, 2013
- U of T Domestic Viewbook, 2014-2015
- UTM Academic Calendar, 2013-2014

**Consultation Process:**

The reviewers met with the Vice-Principal Academic and Dean; the Vice-Dean Undergraduate; the Chair of the Department of Sociology, UTM; the Graduate Chair; junior and senior faculty members; graduate and undergraduate students; and administrative staff.

## Current Review: Findings & Recommendations

### 1 Undergraduate Program

Sociology, B.A., Hons.: Specialist, Major, Minor

Criminology and Socio-Legal Studies, B.A., Hons.: Specialist, Major

**The reviewers observed the following strengths:**

- Admissions requirements
  - Recently increased admissions standards
- Curriculum and program delivery
  - Curriculum balances the department's two programs and reflects the current state of the discipline
  - Faculty are taking creative steps to improve programs
  - Many opportunities for students to improving written communication skills through class assignments
  - Current development of a third stream in social policy
  - Students have opportunities to work with faculty on research projects
- Enrolment
  - Department has effectively managed significant undergraduate enrolment growth
- Students
  - Positive about their experience
  - Appreciate the friendly, collegial environment
- Support
  - Impressive faculty commitment to student engagement
  - Academic Skills Center supports tangible improvements in student reading comprehension and writing skills
  - Excellent counselling given to students

**The reviewers identified the following areas of concern:**

- Admissions requirements
  - Increase in GPA minimum may not have anticipated impact on quality of students in the program
- Curriculum and program delivery
  - Redundancy in content across courses—particularly in the area of theory; may be linked to the proportion of courses taught by sessional faculty
  - Significant increase in enrolments has resulted in unusually long wait lists
  - Little opportunity for students to enhance oral presentation skills

- Undergraduate class sizes quite a bit larger than similar universities in Canada and abroad
- Assessment of learning
  - Reduced volume of work and fewer and shorter papers assigned to students in response to rising enrolments and lowered levels of student preparation
- Quality indicators
  - Some concern that the average quality of students admitted has fallen, though data show that the mean entering averages have not fallen
  - More than 40% of students enrolling in the social sciences at UTM do not graduate from these programs
  - 40% students who do graduate from social sciences programs take six or more years
  - No information available on the occupational outcomes of graduates
- Enrolment
  - Increases in enrolment may have a negative impact on program and teaching quality
- Support
  - Academic Skills Center could be better and more effectively resourced in light of the University's goal to reach a wider group of prospective students
  - Recent adjustments in TA assignments have added further challenges to teaching large courses; TAs are now much less likely to conduct tutorial sessions

**The reviewers made the following recommendations:**

- Curriculum and program delivery
  - Attend to the issue of redundant course content
  - In developing the proposed social policy stream, use it to bridge both course offerings in sociology and criminology and socio-legal studies
    - Include quantitative approaches, which will help students as they seek employment after graduation
    - Give careful consideration to the fields that might enhance the capacity of the program to bridge existing programs, such as immigration and criminology or organizational theory
  - Reconsider whether to offer a year-long course in sociological theory given inclusion of material in other courses
  - Include opportunities for students to enhance oral communication skills in the curriculum
- Quality indicators
  - Investigate why students are not graduating from social sciences programs; use that information to shape corrective policies at the departmental level and above
  - Investigate time-to-completion in social sciences programs
- Support
  - Allocate more resources to the Academic Skills Center in anticipation of increased demand for services
  - Consider the optimal deployment of available TA resources, including responsibility for grading and tutorials



## 2 Graduate Program

N/A

## 3 Faculty/Research

### The reviewers observed the following strengths:

- Overall quality
  - Energetic, productive, positive group of faculty
  - Impressive research profile; faculty publishing in top-tier generalist and specialist journals
- Research
  - Strong applied research emphasis, supported by a broad range of funding sources
  - Research programs are attractive to tri-campus graduate students
  - Success in research grant competitions, with a significant proportion of faculty holding an SSHRC grant
  - Considerable strength in crime and socio-legal studies
- Faculty
  - Collegial, respectful of each other's research and teaching
  - Deeply committed to delivering a first-rate educational experience for graduate and undergraduate students
  - Active hiring to meet demand from increasing enrolment, including two well-received and well-respected teaching stream faculty
  - Large group of new, untenured faculty supported by informal mentoring from colleagues at UTM and St. George
  - Plans to add 14 more positions over the next two years
  - Thoughtful supervision and mentoring given to graduate students, helping them compete in the job market

### The reviewers identified the following areas of concern:

- Research
  - Average SSHRC awards are modest; SSHRC Insight grant success is historically low
- Faculty
  - Formal mentoring program not effectively supporting new faculty
  - Intellectual life of faculty closely associated with St. George campus, providing both challenges and opportunities as the complement expands
  - Pressure to meet undergraduate teaching needs may dominate hiring choices
  - Some disagreement between faculty about future directions, particularly how much of their future hiring should take into account Criminology and Socio-Legal Studies course demands

**The reviewers made the following recommendations:**

- Research
  - Encourage pursuit of larger average awards from the SSHRC
- Faculty
  - Consider adding two more teaching stream professors to the faculty complement
  - Allocate a portion of the projected hires to more senior faculty, insuring greater balance in the complement and reducing service demands on early career faculty
  - Ensure that the hiring plan balances the requirements of the undergraduate program the eight research foci of the Ph.D. program, the proposed program directions, and broader developments in sociology
  - Consult with tri-campus colleagues in developing a hiring plan so that priorities are coordinated

## 4 Administration

**The reviewers observed the following strengths:**

- Relationships
  - Impressive morale and collegiality between faculty, students, and staff
  - Very positive, improved relationship between St. George and UTM
  - Appropriate academic interconnections with other institutions
  - Potential for social impact of research to grow as young faculty advance their careers
- Organizational and financial structure
  - Organizational structure works well
  - Reasonable office space allocation
  - Impressive staff
  - Collegial, highly effective departmental leadership through a period of significant growth
- Planning / Vision
  - Programs and plans are consistent with the UofT mission and academic plan
- Department/unit/programs relative to the best in Canada/North America and internationally
  - Well-earned international reputation
  - Research activity compares very favourably to scholars in peer institutions both within Canada and beyond

**The reviewers identified the following areas of concern:**

- Organizational and financial structure
  - Little back up or cross-training amongst administrative staff
  - Mild concerns about transparency in leadership's decision-making
  - Some tension between the Dean's Office and the department associated with TA allocations
- Planning / Vision

Updated October 6, 2014

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- Continued growth at the undergraduate level without an adequate complement of faculty may compromise the reputation of the University

**The reviewers made the following recommendations:**

- Planning / Vision
  - When planning for future growth, be cognizant of the impact that rising enrolments have on reputation and quality

**ADMINISTRATIVE RESPONSE – Appended**



OFFICE OF THE DEAN

August 5, 2014

Professor Sioban Nelson  
 Vice-Provost, Academic Programs  
 Office of the Vice-President and Provost  
 Simcoe Hall

Dear Professor Nelson:

### **Administrative Response to the Review of the UTM Department of Sociology**

I am writing in response to your memorandum of March 20, 2014 regarding the divisional response to the External Review of the Department of Sociology. I share your positive views of the report: its commentary on the productive and collegial nature of the teaching staff, the department's strong research profile, the commitment of administrative and academic staff to the life of the department, the quality of the student experience, and its ability to respond to unprecedented growth. Nonetheless, the report also highlights some areas for possible change, as noted in your memorandum:

#### 1) Curriculum and Program Delivery

- *"The reviewers encouraged the faculty to engage in critical evaluation of the curriculum to address redundancy in course content (particularly in theory) and the potential to bridge between existing and new programs".*

The department had started to address this concern prior to the reviewers' visit. The problem is specific to redundancy across a few of the required and elective courses within the Criminology and Socio-Legal Studies programs. A lecturer within the department has taken on the role of Faculty Advisor for these programs, with the mandate to coordinate course content across the courses involved. Faculty have signalled a willingness to work collectively to resolve this issue, which arose initially because of the rapid and dramatic growth of the program in the last 8 years.

- *"Given the reviewers' observations about retention and graduation rates in the Social Sciences, can the Faculty please examine this issue in order to develop a fulsome analysis of the factors behind the specific graduation and retention rates for the programs offered by the Department of Sociology."*

The department's self-study indicated that a substantial minority of students admitted to the Social Science subject post at UTM did not graduate from a social science program and the reviewers expressed concern about timely progress towards graduation. Just under 70% of the students admitted to the subject post Social Science graduate from UTM, over a long time horizon. The graduation rate does not capture students who transfer to another campus of the University of Toronto or another university. Many of the students admitted to the Social Science subject post received alternate offers, in other words, they did not apply to Social Science at UTM but instead applied to UTM for Commerce or Management or Psychology or other programs for which they were not qualified in terms of the

prerequisite courses and grades in those courses. In 2013, approximately 30% of registered students admitted to the Social Science post at UTM did not apply to the Social Sciences but instead were given alternate offers. These students may never enrol in a program in the social sciences but instead may meet the requirements of their desired program after their first year of study or transfer elsewhere. This high percentage of alternate offers is true of no other subject post and we aim in our ongoing recruitment efforts to decrease the number of alternate offers we make in Social Science. We are also committed to efforts more broadly to improve retention and graduation rates by investments we are making in transition programs and in changes in our course registration practices that now allow 4th and 3rd year students to select their courses far earlier than happened in past years and receive academic advising and support to ensure they have access to the courses they need to graduate in a timely manner. We do not at this time have access to data that reports graduation rates that are specific to a department but have noted that waitlists for courses in Sociology programs are very high (as discussed below). The department has increased the number of spaces available in their courses and is offering additional courses, and has been hiring faculty in continuing positions to respond to the significant student demand for their courses. We are interested in working with the provost's office to develop business intelligence tools that would allow us to provide data to external reviewers that is specific to the department or program under review.

## 2) Quality Indicators

- *"The reviewers felt that the department has effectively contended with rising enrolment, but they expressed concern about a possible tension between continued growth and overall quality. They noted that rising enrolment has impacted access to courses, the length and depth of assignments, opportunities to improve written communication, and TA support for grading.*

Over the past few years, we have seen unprecedented enrolment growth in this department, with increasingly large waitlists for courses, particularly during the fall/winter session. The department has responded by increasing the number of courses and sections and increasing the size of their courses. To illustrate, in 2010 its class sizes were generally smaller than those of their counterpart in the Faculty of Arts and Science: with the exception of first year, their class sizes are now generally larger. In addition, the department has experienced a reduction in their TA funding per student, following an analysis that revealed that their levels of funding had grown over time to be considerably higher than any other social science at UTM and the Sociology department within the Faculty of Arts and Science. While the ratio is still relatively high relative to cognate disciplines, it is not dramatically so. These factors have clearly created major challenges for the department's instructional staff.

The department's faculty and staff have risen admirably to the challenges of accommodating a growing number of students, teaching large courses at virtually every level of the program and offering multiple sections of required courses. A constraint on further offerings is simply the availability of instructional resources of any form (whether continuing appointments, sessional instructors, or graduate students), a reality that I have sought to rectify through fairly intense investment in faculty complement for the Department. The department is also deploying its TA resources more strategically, arranging for tutorials in most of their required courses which in turn gives students more instructional time, more opportunities to practice the skills they are learning, and a greater number of occasions when they will be evaluated. This department has a very strong commitment to developing the writing skills of its students and has designated all of its fourth year courses, and a selection of lower level courses, as writing intensive, providing these courses with enhanced TA support to manage the amount of marking entailed.

## 3) Faculty:

- *“In the context of growth in the undergraduate programs, the department intends to shortly make significant number of faculty hires. The reviewers encouraged the department to develop a hiring plan that balances the needs of the undergraduate programs with tri-campus graduate priorities”.*

All UTM departments strive – with each search proposed – to ensure that planning reflects the needs of both the graduate and undergraduate departments. This department, because of its acute instructional needs, has been very responsive to undergraduate priorities, addressing this in part with the hiring of 2 lecturers in the recent past. It recognizes that, with the rapid growth, there has been a tension within the department between satisfying the undergraduate and graduate teaching priorities. With the appointment of the 2 lecturers and an anticipated moderation of enrolment growth, the department expects that in future it will be more successful in achieving a better balance between satisfying graduate and undergraduate teaching needs when making complement choices.

- *“The reviewers commented on the challenges and opportunities resulting from the fact that the intellectual life of faculty and graduate students is focused on the St. George campus. In light of the anticipated complement growth, please address how UTM will enhance its position as a focus for faculty and graduate students.”*

UTM Sociology faculty members generally feel that pressure to enhance UTM’s position as a locus for faculty and graduate students is a *source* of added challenges, not a solution to such challenges. This is particularly the case because of the low ratio of graduate students to faculty in this discipline at U of T. Space for graduate students on our campus has also been an inhibiting factor. When Sociology moves into new space in 2017, there will be a dedicated space for graduate students. Nonetheless, members of the UTM department believe that facility will be attractive to a small number of students and that having a hub for intellectual life for graduate students on the St. George campus with high-quality resources and which benefits from the intellectual capital of 3 campuses, best serves the needs of the UTM department and graduate students.

As Dean, I would encourage the department to seek meaningful way to integrate graduate students into the life of our campus, particularly given the very strong library resources and computing resources that are and will be available to graduate students on our campus. I realize that this can be a challenge for non-lab-based departments but other departments have devised methods of promoting a graduate student presence on campus, including: 1) setting a graduate student “help desk” for UTM undergraduates; 2) holding graduate student speaking series; and 3) having graduate students participate in academic society events where they talk about postgraduate possibilities.

I hope I have addressed the key issues you raised. Please let me know if you have any questions or concerns.

Sincerely,



Amy Mullin  
Vice-Principal Academic and Dean

## Review Summary

<b>Program(s):</b>	<p>Economics, B.A., Hons.: Specialist, Major, Minor</p> <p>Economics (Commerce and Finance), B.Com.: Specialist - Offered with University of Toronto Mississauga (UTM) Department of Management</p> <p>Financial Economics, B.A., Hons.: Specialist</p> <p>International Affairs, B.A., Hons.: Specialist</p> <p>Human Resources and Industrial Relations, B.A., Hons.: Major*</p> <p>Economics and Political Science, B.A., Hons.: Specialist - Offered with University of Toronto Mississauga (UTM) Department of Political Science</p> <p>*admissions to this program was suspended September 25, 2013</p>
<b>Division/Unit:</b>	Department of Economics, UTM
<b>Commissioning Officer:</b>	Vice-Principal Academic and Dean, Amy Mullin Office of the Dean, University of Toronto Mississauga
<b>Reviewers (Name, Affiliation):</b>	<p>1. Professor Audra Bowlus, Department of Economics, University of Western Ontario</p> <p>2. Professor Charles Clotfelter, Duke Sanford School of Public Policy, Duke University</p>
<b>Date of review visit:</b>	March 24 & 25, 2014

### Previous Review

<p><b>Date:</b> November 14-15, 2007</p> <p><b>Summary of Findings and Recommendations:</b></p> <p><b>1. Undergraduate Programs: Economics, B.A., Hons.: Specialist, Major, Minor; Economics (Commerce and Finance), B.Com.: Specialist; International Affairs, B.A., Hons.: Specialist; Industrial Relations, B.A., Hons.: Specialist; Economics and Political Science, B.A., Hons.: Specialist</b></p> <p>The reviewers observed the following strengths:</p> <ul style="list-style-type: none"> <li>• Student satisfaction with program</li> </ul>
---

The reviewers identified the following areas of concern:

- Insufficient number of upper-year courses
- 60% of courses taught by permanent teaching staff
- Limited academic advising available to students contemplating graduate studies

The reviewers made the following recommendations:

- Continue use of undergraduate students as tutorial leaders in first- and second-year courses

## **2. Graduate Programs: n/a**

### **3. Faculty/Research**

The reviewers observed the following strengths:

- One of top economics research departments in Canada
- Recruitment of high quality faculty due to arrangement with St. George campus (STG)

The reviewers identified the following areas of concern:

- Faculty prefer to teach on STG
- Any weakening in relationship with STG will result in retention challenges

The reviewers made the following recommendations:

- Hire faculty to maintain quality of student experience

### **4. Administration**

The reviewers identified the following areas of concern:

- Current resource levels insufficient to sustain Department in future
- Shortage of staff

The reviewers made the following recommendations:

- Postpone development of professional master's degree due to limited resources

**Last OCGS Review(s)**            n/a

**Date(s):**

## **Current Review: Documentation & Consultation**

### **Documentation Provided to Reviewers:**

Terms of Reference

Department of Economics Self Study, 2013

UTM Degree Level Expectation Guidelines

Tri-Campus Framework

UTM Academic Planning Process Document

U of T Facts & Figures, 2012

UTM Viewbook, 2013

U of T Domestic Viewbook, 2014-2015

UTM Academic Calendar, 2013-2014



**Consultation Process:**

The reviewers met with the Vice-Principal Academic and Dean; the Vice-Dean Undergraduate; the Chair of the Department of Economics, UTM; junior and senior faculty members; graduate and undergraduate students; and administrative staff.

## Current Review: Findings & Recommendations

### 1 Undergraduate Program

Economics, B.A., Hons.: Specialist, Major, Minor  
 Economics (Commerce and Finance), B.Com.: Specialist - Offered with University of Toronto  
 Mississauga (UTM) Department of Management  
 Financial Economics, B.A., Hons.: Specialist  
 International Affairs, B.A., Hons.: Specialist  
 Human Resources and Industrial Relations, B.A., Hons.: Major (admissions to this program was suspended September 25, 2013)  
 Economics and Political Science, B.A., Hons.: (Specialist) - Offered with University of Toronto  
 Mississauga (UTM) Department of Political Science

**The reviewers observed the following strengths:**

- Overall quality
  - Excellent calibre of faculty
  - Strong initiatives linking faculty research and student learning
- Objectives
  - Department's dedication to research and its translation in the classroom consistent with both University mission and goals of top North American economics departments
- Admissions requirements
  - Appropriate first-year economics and math course requirements
  - Recent increased enrolment has been accompanied by increased minimum requirements
- Curriculum and program delivery
  - Curriculum reflects current, global state of the discipline
  - Students provided with core courses, diverse field and specialized courses
  - Student and faculty satisfaction with streams for second-year required courses (specialist, commerce, and major)
  - Student exposure to writing development and small research projects
  - Strong proposal for new degree program in quantitative economics
- Assessment of learning
  - Appropriate, varied, and innovative assessment tools being used
  - Use of undergraduate teaching assistants (UTAs) facilitates use of flexible assessment tools graded by graduate students
- Quality indicators
  - Reviewers' impression of very high program quality

- Faculty dedication to making material meaningful for students
- Faculty creativity evident in teaching techniques and program design
- Record of high faculty teaching evaluations
- New initiatives designed to connect faculty research and experiential learning opportunities, including small internship program, reading courses, research opportunity programs, graduate help desk, graduate school information sessions, and experiential learning assessments
- Successful undergraduate teaching assistants program provides valuable experiences to both students and teaching assistants
- Students accepted to top graduate programs are source of pride for faculty
- Enrolment
  - Growing student enrolment in programs
- Support
  - Faculty strive to make themselves available to students
- Faculty resources
  - Extraordinary quality of faculty, especially given size of Department
  - Many faculty dedicated to undergraduate program
- Program Development
  - Strong proposal for new degree program in quantitative economics

**The reviewers identified the following areas of concern:**

- Admissions requirements
  - MAT133 provides less calculus preparation for advanced courses than higher-level MAT135
- Curriculum and program delivery
  - Second-year streams for specialists, majors, and commerce may contribute to differential student performance in third-year courses
  - Informal approach to oversight and coordination of streams
  - Slight concern that students should work with data at earlier stage in program
  - Limited opportunities for students to conduct large research projects
  - Suggestion that mainly top students avail themselves of research opportunity projects and other initiatives
  - Delayed credit transfer for students in study abroad program
- Assessment of learning
  - Unclear to reviewers that faculty have systematically reviewed curriculum for any overlap or gaps in learning outcomes across courses
  - Unclear that faculty have evaluated current teaching and assessment methods
- Quality indicators
  - Few existing metrics to demonstrate quality of programs
  - Lower Social Sciences admissions cut-off than St. George campus (STG) (80% vs. 84%)
  - Low response rate for recently implemented online course evaluations
  - Small number of students graduating from specialist program (less than 10)
  - Small number of UTM Economics students proceeding to graduate studies

- Time to completion data for UTM Economics unavailable
- Modal UTM Social Science time to completion is four years, but many students take five to six years
- No program-specific data on post-graduate employment available
- Undergraduate counsellor report of graduates from major programs having difficulty finding employment
- Program Administration
  - Perception of need for second program counsellor due to increased enrolments has been expressed
- Faculty resources
  - Many faculty appear to prioritize research and graduate supervision over undergraduate teaching
  - Faculty spend little time on the UTM campus (one day per week) in comparison with the St-George campus
  - Challenge to build cohesion among faculty with respect to the undergraduate program

**The reviewers made the following recommendations:**

- Admissions requirements
  - Advise students on benefits of taking MAT135 over MAT133 in preparation for economics programs
  - Review content of MAT133
  - Consider implementing a linear algebra course requirement
- Curriculum and program delivery
  - Formalize oversight and coordination of second-year streams to ensure student success in upper years
  - Develop capstone thesis course enabling students to conduct original research
  - Explore possible transfer agreements with select partners to facilitate student study-abroad experiences
  - Develop community-building events such as a Departmental student awards night
- Assessment of learning
  - Implement more formal course content evaluation and greater consistency of learning outcomes across courses
  - Conduct research on effective teaching techniques and student learning
- Quality indicators
  - Use incentives to increase student response rate of online evaluation forms
  - Use peer reviews, mentoring, and paper-based mid-term evaluations by students to provide feedback on the quality of faculty teaching
  - Survey recent graduates about post-graduate paths to strengthen the program and tailor to needs of students
- Faculty resources
  - Strengthen faculty members' identity with UTM undergraduate program as a means of improving student experience

## 2 Graduate Program

n/a

## 3 Faculty/Research

### The reviewers observed the following strengths:

- Overall quality
  - Very high scope, quality and relevance of faculty research activities in comparison to top North American departments
- Research
  - Faculty possess rich breadth and depth of economics expertise
  - Excellent quality of research publications in top general interest and field journals
  - Department of Economics (STG/UTM) consistently ranks first in Canada and among top 25 in North America
  - Faculty share their research in upper-year courses
  - UTM faculty supervise a number of high quality graduate students
- Faculty
  - Outstanding Departmental hires of engaged junior faculty
  - Effective formal faculty mentoring program
  - Valuable joint appointments with UTM Management Department
  - Faculty contribution to STG Master of Financial Economics (MFE) program
  - Appropriate complement plan to fill three tenure-track and one teaching-stream positions

### The reviewers identified the following areas of concern:

- Research
  - Overall quality of Department would decrease if relationship between UTM and STG Departments deteriorated
  - Economics Department's top ranking may be challenged with expansion of other Canadian departments
- Faculty
  - Faculty reluctance to participate in additional professional master's programs given current involvement with MFE program
  - Market pressures will require Departmental action to retain junior faculty

### The reviewers made the following recommendations:

- Faculty
  - Use faculty mentoring program for both research and teaching
  - Encourage junior faculty to accept guidance from mentors
  - Examine strategic plan for UTM faculty retention and hiring
  - Develop creative recruitment strategies

- Hire some mid-career faculty to balance complement

## 4 Administration

### The reviewers observed the following strengths:

- Relationships
  - Very high faculty morale despite dual STG/UTM role
  - Engaged undergraduate and graduate students very satisfied with programs
  - Committed staff with high morale
  - Mutually beneficial relationship with STG Economics Department
  - Joint Commerce program benefits from good working relationship with UTM Management Department
  - Many faculty serve on editorial boards and other professional organizations and share their research knowledge with governmental bodies
  - Faculty members' provision of policy advice to organizations suggests impact on society through research
- Organizational and financial structure
  - Future hiring of financial staff member will be welcome addition
  - Construction of new building wing will provide much-needed space
  - Increased appeal of program due to campus enrolment growth will contribute to new revenue generation
- Planning / Vision
  - Consistency with UTM academic plan through Departmental focus on research and quality undergraduate and graduate programs
- Department/unit/programs relative to the best in Canada/North America and internationally
  - When combined with STG Economics Department, UTM Department is one of top 25 worldwide

### The reviewers identified the following areas of concern:

- Relationships
  - Poor faculty identity with UTM contributes to less attention of UTM undergraduate program
  - Faculty apprehension that future responsibilities to the Institute for Management and Innovation might negatively impact their relationship with the STG Economics Department
- Organizational and financial structure
  - Chair's lack of financial autonomy hinders Departmental efficiency
  - Current structure not conducive to acquisition of budget management skills by faculty
  - Newly-constructed space may be filled quickly by new hires
  - STG offices for UTM faculty may be difficult to sustain with future space demands
  - Few ideas for revenue generation were presented to reviewers
  - Growth in international student enrolment tied to greater need for student services

- Planning / Vision
  - No information about Departmental fundraising initiatives was provided to the reviewers
  - Need for another Departmental leadership search from among a small pool of faculty in a few years

**The reviewers made the following recommendations:**

- Relationships
  - Institute formal mechanism to strengthen pride in program
  - Maintain strong economics component in joint Commerce program
  - Preserve positive relationships of the UTM Economics Department with the STG Economics Department and the UTM Management Department
- Organizational and financial structure
  - Keep dual offices (UTM and STG) for UTM faculty; serve as key recruitment tool
- Planning / Vision
  - Engage in Departmental fundraising initiatives to garner support for Departmental activities
  - Develop leadership succession plan

**ADMINISTRATIVE RESPONSE – Appended**



OFFICE OF THE DEAN

August 14, 2014

Professor Sioban Nelson  
 Vice-Provost, Academic Programs  
 Office of the Vice-President and Provost  
 Simcoe Hall

Dear Professor Nelson:

### Administrative Response to the Review of the UTM Department of Economics

I am writing in response to your memorandum regarding the divisional response to the External Review of the Department of Economics. I share your positive views of the report: its commentary on the high quality of the educational experience offered by the Department, the quality and dedication of its faculty, the initiatives linking research and learning and the strong working relationship between the UTM department and the tri-campus graduate department. Nonetheless, the report also highlights some areas for possible change, as noted in your memorandum:

#### Curriculum & Program Delivery

- *The reviewers concurred with the importance of screening applicants in first-year economics and math courses, given the math-based nature of the program. They suggested that preparation provided by linear algebra and higher-level calculus courses would be beneficial for students admitted to the program.*

Given the quantitative orientation of modern economics, it is important that students wishing to pursue an economics degree receive a solid foundation in essential areas of mathematics. For Economics Specialists, the department would like to raise the requirements in preparation for some of the more technical courses they will encounter. Specifically, they want to make MAT135 and MAT223 (linear algebra) compulsory. For Economics Majors, the department would like to require either all majors to take MAT135 (and eliminate MAT133 as a requirement), or require that the MAT133 course content be strengthened to the same level as that of MAT135. As the proposed change regarding MAT133 will have an impact on Commerce and Management programs, the department will discuss this issue with the Department of Management and the Department of Mathematical and Computational Sciences (which offers the MAT courses).

- *The reviewers recommended that the Department consider ways to strengthen the student experience across all streams. Further enhancement of student research opportunities as a means of providing greater preparation for graduate studies and a thesis course for specialist students could be explored by the Department.*

With respect to the student experience, there has been a growing concern among faculty in the department about the quality of undergraduates entering the program, with a perception that the quality of students has been falling over time, impeding students' ability to success in the program. In order to address this issue, the department's Curriculum Committee, along with all of its first year

instructors, will meet to address the issue of whether program entrance requirements need to be strengthened.

Beyond first year, the department will also examine ways to improve the cohesion of our curriculum and program delivery in the upper years. For example, instructors of second year and third year core courses (Microeconomics, Macroeconomics and Econometrics) will be asked to coordinate their course content better so that students in both the specialist and major programs will have a smooth second year to third year transition.

As noted by the reviewers, the quality of the undergraduate program in Economics can be further strengthened is by offering more extensive research opportunities for undergraduates. This department has a tradition of participation in UTM's Research Opportunity programs and intends to continue to encourage faculty participation in this program. There are also important opportunities to conduct research as part of the existing course structure. All specialists must take ECO327, which already incorporates a data analysis and research component, as students are required to write a term paper. Many of the department's third and fourth year courses (ECO324, ECO323, ECO333, ECO336, ECO344, ECO358, ECO373, ECO433, and ECO463, for example) open to non-specialists also involve a writing component, especially valuable given that many students do not speak English as their native language. In moving forward, the department will place greater emphasis on writing in economics, strengthen writing requirements, and encourage instructors to utilize the funding for writing TAs and writing instruction support (through resources such as the Academic Skills Centre) and through funding available from the Dean's office. It plans to use these writing resources to improve the overall quality of their students but also to promote student and faculty cohesion in the form of a best policy paper award, a best econometrics paper award, and possibly a student awards night.

The reviewers raised the possibility of offering an undergraduate thesis course. While this is an attractive idea, the department believes that this would not be the best use of scarce resources. Existing course offerings allow for students to write research papers, and the more ambitious students can and do get involved in faculty research. To offer a dedicated thesis writing course would require at least one faculty member to devote a full course to that end, and significant TA support would also be needed.

- *The reviewers suggested that the Department would benefit from increased data enabling them to more easily track student performance, time-to-completion, and post-graduation pathways.*

We agree with the reviewers' emphasis on making better use of information already collected and to gather new information from students as part of a continued effort to improve course offerings in Economics. The Registrar's Office collects information on student course selections, student performance (including missed tests), and time to completion. Analysis of this information will help the department identify courses that need to be promoted better or altered. I would be glad to provide support from my office for such analysis.

A number of faculty members have a keen interest in pedagogy, and conduct quantitative research in the education field as part of their research interests. The department plans to draw on that expertise to evaluate different teaching methods, collecting data to help us understand which methods lead to better outcomes while students are still at UTM.

Members of the department have concerns about the ability of the new online course evaluation to provide meaningful feedback on course instruction, content, and structure, citing the low response rate.



In fact, the response rate is only slightly lower than it was under the non-automated system. We will encourage instructors who have obtained high participation rates to share their practices with others and will continue to share centrally prepared messages.

Students, especially those who have graduated, serve as an important potential asset to the institution. Currently, there are almost no systematic efforts to maintain links with those students. This is a situation that should be changed. The department plans to implement an exit survey of graduating students, combined with events to bring our alumni back to UTM to share their knowledge and experience with undergraduates. I have also encouraged the department to work closely with the new Director of Alumni Relations at UTM to explore opportunities for strengthening links with alumni and possibly tracking student outcomes after graduation.

#### **Faculty**

- *The reviewers noted the challenges posed by the shifting North American market and recommended that the Department consider the hiring and retention of mid-career faculty and plans for ongoing Departmental leadership.*

The department strives to hire high-quality faculty and has recently been authorized to search for a mid-career candidate. Increasingly, Economics faces competition from business schools and well-endowed US institutions for new recruits. Over the past several years, members of the department have regularly been approached with offers from other institutions: more than any other department at UTM, retention of faculty has been a challenge, one which we have not always won. We will continue to explore ways of attracting and retaining top-quality faculty by offering competitive salaries, securing spousal employment, and other incentives.

- *The reviewers observed that the faculty greatly value their relationship with the St. George campus Department of Economics and benefit from it enormously. They emphasized the importance of strengthening faculty cohesion and identity with the UTM undergraduate program and building the Department's reputation.*

The reviewers raised a concern regarding the number of days that faculty members spend at the UTM but their statement that the majority of faculty spend only one day/week at our campus is incorrect. A minority follow this practice, with the majority spending 2 – 5 days/week on campus. I would note as well that, due to office shortages, some faculty have been obliged to share their office space, a situation that will be rectified when the department moves to new space in September 2014. The department is emphatic that its faculty are fully committed to undergraduate teaching at the UTM but note that members have to split their time between the UTM and the St. George campuses due to graduate teaching and supervision duties. As Dean, I am most concerned that faculty spend their time at UTM in a meaningful way, with a full commitment to teaching and our undergraduates – and that their schedules respond to students' needs as well as reflect their own. The department must remain attentive to this issue, ensuring that the desire to concentrate teaching days does not limit pedagogical choices or students' access to faculty. I am glad to see that the department is exploring options for enhanced faculty-student interactions outside the classroom. The presence of faculty at events such as 'meet-and-greet' functions, an awards night, alumni panels, and the annual Mary-Lynn Williamson Lecture series are important vehicles for promoting such interaction.

### Additional Remarks

There were concerns raised in the report that the top students were possibly receiving more attention than the less accomplished students. The department wished to emphasize that its faculty/initiatives are not tailored only to our top students. Nor are faculty members more interested in graduate teaching and research than undergraduate teaching. In this regard, the chair writes (and I would add that I agree with the sentiments expressed):

This was one small area of the report where we feel the reviewers may have received a misleading impression. Our faculty members are committed to providing a serious and rigorous economics education to all our undergraduate students. As many faculty members can attest, a considerable amount of time and energy goes into course preparation and delivery, and this is reflected in positive evaluations and a high level of student satisfaction.

There are some inherent challenges that we face. The student population is heterogeneous in its ability, and in some of the larger courses, the best students cannot be fully challenged without making the course content too difficult for the majority. This is a tension that many faculty members have to confront, but the typical resolution involves 'pitching' the course to the middle of the distribution, then providing more challenging parts to stimulate the very best students. In no sense is our program dedicated to those at the very top: we wish the students in the middle to 'move up' just as much as we want the best students to excel. That said, it might be the case that those who are keenest and show the greatest initiative are the ones who receive more attention. In a non-coercive system, it is hard to see how this could be otherwise. For example, some of the ROP courses that we offered were open to all economics students. However, as a matter of fact, the students who ended up taking the courses were generally highly motivated ones.

We should note that the internship course (ECO400) is now open to any economics student who wishes to apply, without a CGPA minimum requirement.

Please let me know if you have any questions about this response.

Sincerely,



Amy Mullin  
Vice-Principal, Academic and Dean  
University of Toronto Mississauga



**FOR APPROVAL**

**PUBLIC**

**OPEN SESSION**

**TO:** Academic Affairs Committee

**SPONSOR:** Amy Mullin, Vice-Principal Academic and Dean  
**CONTACT INFO:** 905-828-3719, [vpdean.utm@utoronto.ca](mailto:vpdean.utm@utoronto.ca)

**PRESENTER:** Len Brooks, Director, MMPA  
**CONTACT INFO:** 905-828-3916, [len.brooks@utoronto.ca](mailto:len.brooks@utoronto.ca)

**DATE:** December 17, 2014 for January 7, 2015

**AGENDA ITEM:** 4

**ITEM IDENTIFICATION:**

New Courses: Master of Management and Professional Accounting (MMPA)

**JURISDICTIONAL INFORMATION:**

Under section 5.6 of its terms of reference, the Academic Affairs Committee is responsible for major and minor modifications to existing programs.

**GOVERNANCE PATH:**

- 1. Academic Affairs Committee [For Approval] (January 7, 2015)

**PREVIOUS ACTION TAKEN:**

No previous action in governance has been taken on this proposal.

**HIGHLIGHTS:**

The University of Toronto Mississauga (UTM) currently houses four Professional Graduate Masters Programs and one Professional Graduate Diploma Program under the Institute for Management and Innovation (IMI), including the Master of Management and Professional Accounting (MMPA) Program. The MMPA Program is seeking approval to enhance their suite of course offerings with the addition of two new courses.

The MMPA Program is a lock-step program in which courses must be taken in a defined order and in which courses are offered only once per year. Consequently, if a course is missed, students must complete this missed requirement in one of three ways: 1) wait a year for the next offering of the course; 2) take a similar graduate-level course in another UofT Department or at

another University; or 3) complete an approved undergraduate course in addition to a graduate-level research project (appropriate to the expectations for the level of course missed).

All three options above are currently in practice within the MMPA Program and the program currently offers a number of elective courses in a format that would fulfill the third option listed (e.g. MGT111H: Marketing, MGT112H: Finance, MGT2091: Advanced Financial Accounting, MGT211H: Taxation I, etc.). These two new proposed courses, MGT117H: Reading & Research Course I and MGT217H: Reading & Research Course II, will serve to further formalize this third option by offering a generic course that can be used to make-up for any missed course requirement in either the first- or second-year of the program. This will allow students to complete the missed course requirement in a timelier manner (i.e. during the co-op work term before the next academic cycle begins).

The objective of both courses will be to ensure that the graduate student has attained the required knowledge of the subject area, comparable to that of the missed course within the MMPA Program. The undergraduate course completed will need to be pre-approved by the MMPA Program Director to ensure appropriateness. A minimum course grade of 70% in the undergraduate course must be earned. The graduate-level research project will be supervised by a graduate faculty member and provide evidence that the student understands the subject matter and its relevance to the MMPA Program as well as to the professional accounting field; can assess and analyze aspects of the subject; can provide useful and original insights, observations, and recommendations in this area; and can communicate their findings in a professional manner.

There are no resource implications for either course as all requirements for both courses will be met with existing resources.

Both course proposals were reviewed and approved by the IMI Curriculum Committee as well as the Graduate Curriculum Oversight Committee.

**FINANCIAL IMPLICATIONS:**

There are no net implications for the campus’ operating budget.

**RECOMMENDATION:**

Be it Resolved,

THAT the new courses proposed by the Masters of Management & Professional Accounting (MMPA) program, offered by the Institute for Management and Innovation (IMI), recommended by the Vice-Principal Academic & Dean, Professor Amy Mullin, and described in the proposals dated December 1, 2014, be approved, effective on the date specified for each course in each proposal.

**DOCUMENTATION PROVIDED:**

MGT1117H – Reading & Research Course I

MGT2117H – Reading & Research Course II

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**Governance Form C**

**Proposal Type:**

x	New Course (ROSI Form also required)
	Changing Weight of Existing Course (ROSI Form also required)
	Changing Grading Scale of Existing Course
	New Delivery Mode of Existing Course

**Faculty:**

University of Toronto Mississauga

**Name of Graduate Unit:**

Institute for Management of Innovation (IMI), University of Toronto Mississauga

**Course Title:**

Reading & Research Course I

**Rationale:**

The MMPA Program is a lock-step program, with only one optional course, in which courses must be taken in a defined order, and in which specific courses are offered once per year. Consequently, if a course is missed due to illness, or failed, a student has three options to make up this missed course:

1. wait a year for the next offering of the course;
2. take a similar graduate-level course in another UofT Department or at another University (if offered); or
3. complete an approved undergraduate course in addition to a graduate-level research project (supervised by a graduate faculty member).

This proposed new course will formalize option #3 (above) under a general course code for the MMPA Program. This will allow students in the first year of the program to complete a missed course requirement in a timelier manner as it provides a chance to make-up for this requirement during the co-op work term before the next academic cycle begins.

The MMPA Program currently offers a number of courses in this format and for this purpose (i.e. MGT1113H, MGT1115H). MGT1117H is meant to be a generic course that can be used to make-up for any missed course requirement in the first year of the program. A course sub-title will be added to designate the specific subject area of the course.

**Course Description:**

MGT1117H will be offered as an alternative course option for MMPA students that need to make up a first-year program requirement. The course will have two main components – completion of an appropriate undergraduate course and completion of a graduate level research project. The undergraduate university and/ or department and course must be approved in advance, and the grade achieved must be at least 70% and will be accorded a weight of 60% of the overall final course grade

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University of Toronto

for MGT1117H. The graduate-level research project (supervised by a graduate faculty member) will be accorded 40% of the overall final course grade for MGT1117H.

4

The objective of the graduate-level project is to provide evidence that the student: understands the subject chosen and its relevance to the MMPA Program and to the professional accounting field; can assess and analyze aspects of the subject; can provide useful original insights, observations and recommendations; and can communicate her or his findings, all in a professional manner.

**Course Designator, Number and Weight:**

M	G	T	1	1	1	7	H
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**Abbreviated Course Title:**

R	E	A	D	I	N	G	&	R	E	S	E	A	R	C	H	C	O	U	R	S	E	I						
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**A Graduate Faculty Member has been or will be assigned to teach/coordinate this course:**

<input checked="" type="checkbox"/>	Yes
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**Course Format:**

This course will consist of a graduate-level research project and an undergraduate course similar to the graduate course coverage being replaced.

**Regular/Modular/Continuous/Extended Course:**

<input checked="" type="checkbox"/>	Regular	<input type="checkbox"/>	Modular	<input type="checkbox"/>	Continuous	<input type="checkbox"/>	Extended
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**Does this change involve a course that is required to complete a graduate program?**

<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>	YES (please also submit a completed Governance Form A with revised Calendar entry)
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**Contact Hours:**

3 Hours per week expected

**Grading Scale:**

<input checked="" type="checkbox"/>	Letter Grades	<input type="checkbox"/>	CR/NCR
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**NOTE:** Information on Evaluation Components, Percentage Value and Timing are no longer required on this form. Details are kept on record in the graduate unit. According to the University Assessment and Grading Practices Policy (effective July 2012), participation may not constitute more than 20% of the overall grade.]

**Enrolment Projection:** 2 students per term

**Prerequisites/Co-requisites/Exclusions/Enrolment Restrictions:**

This course is restricted to students in the MMPA Program.

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**Similarity/Overlap:**

None

**Resources Required:**

x	All elements of the course will be met with existing resources
	Additional resources will be required

**Effective Session Date:**

May 1, 2015

**Approvals/Actions prior to Faculty Governance Approval:** [List graduate unit bodies that have approved the proposal. Include the date of each approval, and summarize substantial questions that have arisen. Consultation with graduate students should be included; indicate how it has occurred.]

- Curriculum Committee, Institute for Management and Innovation: 2014-11-12
- Graduate Curriculum Oversight Committee, UTM: 2014-11-24

**Chair/Director Name(s):**

- Reisz, Robert; Vice-Dean Graduate
- Gunz, Hugh; Director, Institute for Management and Innovation
- Brooks, Leonard; Director, MMPA Program

**Date:** 2014-12-01

**Faculty Council Meeting Date:**

- Academic Affairs Committee (AAC), UTM: January 7, 2015

**Please note: Posting of this form on the GCT indicates that the Faculty Vice-Dean Graduate, or designate, has reviewed the proposal.**

For SGS use only	
GPO	
Comments	



### SGS Academic Activity (ROSI) Form

This form is to be completed by the Graduate Administrator to accompany Governance Form C\* (for new courses or changing the weight of an existing course) or Governance Form B\* (for other changes to existing courses except course renaming, de-activation or changing a course into an extended course).

**New Academic Activity Codes (ADD)**

If a new course number is required, please check to make sure that it has not been used previously. Previously-used course numbers may only be reused after the previous course has been dormant for five or more years. If a new abbreviation is required, please check that it is not already being used by another program.

**Reusing Academic Activity Codes (MODIFY)**

Previously-used course numbers may only be reused after the previous course has been dormant for five or more years.

Is this a new course or changing the weight of an existing course (Form C)?  Yes  No

Is this a change to an existing course (excl. changing its weight) (Form B)?  Yes  No

(i.e. renumbering a course, new course designator, splitting one full course into two half-courses, amalgamating two half-courses into one full course, or changing an existing course into a continuous course)

SGS division codes: Division I HUMGS; Division II SSCGS; Division III PHSGS; Division IV LFSGS

			Use this column for the half-course that is created when a full course is being split.	
<b>Maintain Academic Activity Basic Information screen (1ABA)</b>	<b>FIELD</b>	<b>ACTIVITY 1</b>	<b>ACTIVITY 2</b>	
	Academic Activity Code	MGT1117H		
	Level of Instruction	G	G	
	Academic Activity Type (Course or seminar?)	CRS	CRS	
	Previous Acad. Activity Code (for renumbered or re-weighted courses)	N/A		
	Council Approval Date	N/A	N/A	
	Target Start Session	N/A	N/A	
	Transcript Print	Y	Y	
Subject Code	MGT			
<b>Maintain Academic Activity Offering Information screen (1ABD)</b>	<b>FIELD</b>	<b>ACTIVITY 1</b>	<b>ACTIVITY 2</b>	
	Academic Activity Code	MGT1117H		
	Start Session Code	20155		
	End Session Code	99999	99999	
	Primary Organization Code	SGS	SGS	
	Secondary Organization Code (graduate unit - ROSI code)	IMI		
	Administrative Org Code (SGS division)	SSCGS		
	Co Secondary Org Code (Faculty – ROSI code)	ERIN		
	Minimum Credit	These should be the same value. If credit is variable please consult with SGS.	.75H	
	Maximum Credit		.75H	
	Full Course Equivalent Weight (Full or half) F/H	H		
	Credit (Y/N)	Y	Y	
	Section Average (Y/N)	Y	Y	
	Total Hours	N/A	N/A	
	Auditor Allowed (Y/N)	N	N	
	Continuous course (multi-year) (Y/N)	N		
	Computer Requirement Code	N/A	N/A	
	Min. Mark	N/A	N/A	
	SWS – available to students on the SWS? Y/N	N		
	Degree Navigator	N/A	N/A	
Science Credit Y/N	N/A	N/A		

\* A complete list of graduate curriculum proposal types, appropriate forms to use and required approvals is available from the [SGS website](#).

School of Graduate Studies  
University of Toronto

**Governance Form C**

**Proposal Type:**

x	New Course (ROSI Form also required)
	Changing Weight of Existing Course (ROSI Form also required)
	Changing Grading Scale of Existing Course
	New Delivery Mode of Existing Course

**Faculty:**

University of Toronto Mississauga

**Name of Graduate Unit:**

Institute for Management of Innovation (IMI), University of Toronto Mississauga

**Course Title:**

Reading & Research Course II

**Rationale:**

The MMPA Program is a lock-step program, with only one optional course, in which courses must be taken in a defined order, and in which specific courses are offered once per year. Consequently, if a course is missed due to illness, or failed, a student has three options to make up this missed course:

1. wait a year for the next offering of the course;
2. take a similar graduate-level course in another UofT Department or at another University (if offered); or
3. complete an approved undergraduate course in addition to a graduate-level research project (supervised by a graduate faculty member).

This proposed new course will formalize option #3 (above) under a general course code for the MMPA Program. This will allow students in the second year of the program to complete a missed course requirement in a timelier manner as it provides a chance to make-up for this requirement during the co-op work term before the next academic cycle begins.

The MMPA Program currently offers a number of courses in this format and for this purpose (i.e. MGT2252H, MGT2111H). MGT2117H is meant to be a generic course that can be used to make-up for any missed course requirement in the second year of the program. A course sub-title will be added to designate the specific subject area of the course. The research component of this course will be at the level of a standard 2000-level graduate course. Expectations and assessment of student performance will also be in line with that of a 2000-level graduate course to ensure that this make-up course maintains the same academic level of all other second-year MMPA courses.

**Course Description:**

MGT2117H will be offered as an alternative course option for MMPA students that need to make up a second-year program requirement. The course will have two main components – completion of an

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University of Toronto

appropriate undergraduate course and completion of a graduate level research project. The undergraduate university and/ or department and course must be approved in advance, and the grade achieved must be at least 70% and will be accorded a weight of 60% of the overall final course grade for MGT2117H. The graduate-level research project (supervised by a graduate faculty member) will be accorded 40% of the overall final course grade for MGT2117H.

The objective of the graduate-level project is to provide evidence that the student: understands the subject chosen and its relevance to the MMPA Program and to the professional accounting field; can assess and analyze aspects of the subject; can provide useful original insights, observations and recommendations; and can communicate her or his findings, all in a professional manner.

**Course Designator, Number and Weight:**

M	G	T	2	1	1	7	H
---	---	---	---	---	---	---	---

**Abbreviated Course Title:**

R	E	A	D	I	N	G	&	R	E	S	E	A	R	C	H	C	O	U	R	S	E	I	I
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

**A Graduate Faculty Member has been or will be assigned to teach/coordinate this course:**

<input checked="" type="checkbox"/>	Yes
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**Course Format:**

This course will consist of a graduate-level research project and an undergraduate course similar to the graduate course coverage being replaced.

**Regular/Modular/Continuous/Extended Course:**

<input checked="" type="checkbox"/>	Regular	<input type="checkbox"/>	Modular	<input type="checkbox"/>	Continuous	<input type="checkbox"/>	Extended
-------------------------------------	---------	--------------------------	---------	--------------------------	------------	--------------------------	----------

**Does this change involve a course that is required to complete a graduate program?**

<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>	YES (please also submit a completed Governance Form A with revised Calendar entry)
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**Contact Hours:**

3 Hours per week expected

**Grading Scale:**

<input checked="" type="checkbox"/>	Letter Grades	<input type="checkbox"/>	CR/NCR
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**NOTE:** Information on Evaluation Components, Percentage Value and Timing are no longer required on this form. Details are kept on record in the graduate unit. According to the University Assessment and Grading Practices Policy (effective July 2012), participation may not constitute more than 20% of the overall grade.]

**Enrolment Projection:** 2 students per term

**Prerequisites/Co-requisites/Exclusions/Enrolment Restrictions:**

School of Graduate Studies  
University of Toronto

This course is restricted to students in the MMPA Program.

**Similarity/Overlap:**

None

**Resources Required:**

x	All elements of the course will be met with existing resources
	Additional resources will be required

**Effective Session Date:**

May 1, 2015

**Approvals/Actions prior to Faculty Governance Approval:** [List graduate unit bodies that have approved the proposal. Include the date of each approval, and summarize substantial questions that have arisen. Consultation with graduate students should be included; indicate how it has occurred.]

- Curriculum Committee, Institute for Management and Innovation: 2014-11-12
- Graduate Curriculum Oversight Committee, UTM: 2014-11-24

**Chair/Director Name(s):**

- Reisz, Robert; Vice-Dean Graduate
- Gunz, Hugh; Director, Institute for Management and Innovation
- Brooks, Leonard; Director, MMPA Program

**Date:** 2014-12-01

**Faculty Council Meeting Date:**

- Academic Affairs Committee (AAC), UTM: January 7, 2015

**Please note: Posting of this form on the GCT indicates that the Faculty Vice-Dean Graduate, or designate, has reviewed the proposal.**

For SGS use only	
GPO	
Comments	

### SGS Academic Activity (ROSI) Form

This form is to be completed by the Graduate Administrator to accompany Governance Form C\* (for new courses or changing the weight of an existing course) or Governance Form B\* (for other changes to existing courses except course renaming, de-activation or changing a course into an extended course).

**New Academic Activity Codes (ADD)**

If a new course number is required, please check to make sure that it has not been used previously. Previously-used course numbers may only be reused after the previous course has been dormant for five or more years. If a new abbreviation is required, please check that it is not already being used by another program.

**Reusing Academic Activity Codes (MODIFY)**

Previously-used course numbers may only be reused after the previous course has been dormant for five or more years.

Is this a new course or changing the weight of an existing course (Form C)?  Yes  No

Is this a change to an existing course (excl. changing its weight) (Form B)?  Yes  No

(i.e. renumbering a course, new course designator, splitting one full course into two half-courses, amalgamating two half-courses into one full course, or changing an existing course into a continuous course)

SGS division codes: Division I HUMGS; Division II SSCGS; Division III PHSGS; Division IV LFSGS

			Use this column for the half-course that is created when a full course is being split.	
<b>Maintain Academic Activity Basic Information screen (1ABA)</b>	<b>FIELD</b>	<b>ACTIVITY 1</b>	<b>ACTIVITY 2</b>	
	Academic Activity Code	MGT2117H		
	Level of Instruction	G	G	
	Academic Activity Type (Course or seminar?)	CRS	CRS	
	Previous Acad. Activity Code (for renumbered or re-weighted courses)	N/A		
	Council Approval Date	N/A	N/A	
	Target Start Session	N/A	N/A	
	Transcript Print	Y	Y	
Subject Code	MGT			
<b>Maintain Academic Activity Offering Information screen (1ABD)</b>	<b>FIELD</b>	<b>ACTIVITY 1</b>	<b>ACTIVITY 2</b>	
	Academic Activity Code	MGT2117H		
	Start Session Code	20155		
	End Session Code	99999	99999	
	Primary Organization Code	SGS	SGS	
	Secondary Organization Code (graduate unit - ROSI code)	IMI		
	Administrative Org Code (SGS division)	SSCGS		
	Co Secondary Org Code (Faculty – ROSI code)	ERIN		
	Minimum Credit	These should be the same value. If credit is variable please consult with SGS.	.75H	
	Maximum Credit		.75H	
	Full Course Equivalent Weight (Full or half) F/H	H		
	Credit (Y/N)	Y	Y	
	Section Average (Y/N)	Y	Y	
	Total Hours	N/A	N/A	
	Auditor Allowed (Y/N)	N	N	
	Continuous course (multi-year) (Y/N)	N		
	Computer Requirement Code	N/A	N/A	
	Min. Mark	N/A	N/A	
	SWS – available to students on the SWS? Y/N	N		
	Degree Navigator	N/A	N/A	
Science Credit Y/N	N/A	N/A		

\* A complete list of graduate curriculum proposal types, appropriate forms to use and required approvals is available from the [SGS website](#).

**UNIVERSITY OF TORONTO MISSISSAUGA CAMPUS COUNCIL  
REPORT NUMBER 8 OF THE ACADEMIC AFFAIRS COMMITTEE**

**NOVEMBER 12, 2014**

To the Campus Council,  
University of Toronto Mississauga

6

Your Committee reports that it held a meeting on September 18, 2014 at 4:10 p.m. in the Council Chambers, William G. Davis Building, at which the following were present:

Ms Judith Poë, Chair  
Professor Angela Lange, Vice-Chair  
Professor Deep Saini, Vice-President & Principal  
Professor Amy Mullin, Vice-Principal Academic and Dean  
Professor Bryan Stewart, Vice-Principal, Research  
Ms Farishta Amanullah  
Professor Tracey Bowen  
Professor Ron Buliung  
Ms Diane Crocker, Registrar and Director of Enrolment Management  
Mr. Kevin Golding  
Ms Paula Hannaford  
Professor Kelly Hannah-Moffat, Vice-Dean, Graduate  
Dr. Monika Havelka  
Ms Shelley Hawrychuk  
Dr. Nathan Innocente  
Dr. Stuart Kamenetsky  
Professor Bernard Katz  
Ms Genevieve Lawen  
Mr. Sheldon Leiba  
Professor Heather Miller  
Professor Emmanuel Nikiema  
Dr. Christoph Richter  
Ms Laura Sedra  
Dr. Joan Simalchik  
Mr. Kumar Thapliyal  
Mr. Ian Whyte, Chief Librarian  
Professor Anthony Wensley  
Dr. Kathleen Wong  
Professor Xiaodong Zhu  
Dr. Daniel Zingaro

**Non-Voting Assessors:**

Ms Yen Du, Program and Curriculum Officer  
Prof. Ulli Krull, Vice-Principal, Special Initiatives  
Mr. Mark Overton, Dean, Student Affairs

**Regrets:**

Dr. Kelly Akers  
Professor Shyon Baumann  
Professor Craig Chambers  
Professor Philip Clark  
Ms Sara da Silva  
Professor Charles Elkabas  
Ms Jessica Eylon  
Dr. Louis Florence  
Professor Claudiu Gradinaru  
Professor Yael Karshon  
Ms Alice Li  
Professor Peter Loewen  
Ms Maaham Malik  
Professor Kent Moore  
Ms Mariam Munawar  
Ms Stacey Paiva  
Professor Brian Price  
Professor Todd Sanders  
Professor Ed Schatz  
Ms Grayce Slobodian  
Professor Sasa Stefanovic  
Professor Alison Syme  
Professor Holger Syme  
Professor David Francis Taylor  
Professor Mihkel Tombak  
Professor Rebecca Wittman

**In Attendance:**

Ms Belinda Grayburn, Academic Advisor, CTEP  
Professor Paula Maurutto

**Secretariat:**

Mr. Lee Hamilton, Acting Assistant Secretary of the Governing Council

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

Ms Mariam Ali, Committee Secretary

**1. Chair's Remarks**

The Chair welcomed members to the meeting.

**2. Accommodations for Students with Disabilities: Presentation by Professor Amy Mullin, Vice-Principal Academic & Dean, Mr. Mark Overton, Dean of Student Affairs and Ms Nythalah Baker, Equity and Diversity Officer**

The Chair invited the presenters to discuss current accommodations for students with disabilities at UTM. Professor Mullin noted that while accommodations were also provided to faculty and staff, this presentation was focused on those made available to students. The presentation included the following key points<sup>1</sup>:

- Ms Baker advised that all UofT policies regarding accommodations were in line with provincial legislation, specifically the Ontario Human Rights Code. She noted the commitment to an accessible learning environment that provides reasonable accommodations to enable students with disabilities to meet the essential academic requirements of our courses and programs;
- Each campus has an *AccessAbility* Resource Centre (ARC), designated to provide accommodations, gather and maintain medical documentation and maintain the confidentiality and privacy of students;
- Letters of academic accommodation could be issued throughout the year to accommodate episodic or short term disabilities;
- ARC and the Robert Gillespie Academic Skills Centre (RGASC) promoted universal design and inclusive teaching practices, in order to help decrease the possibility of individualized accommodations;
- Mr. Overton noted there had been a dramatic increase in number of registered students with disabilities, and that the leading disabilities were psychiatric in nature. This was not unique to UTM, but demonstrated the ability of universities to serve and accommodate more effectively, as well as an indication of increased support at the high school level;
- Professor Mullin noted that during an assessment, advisors must determine if the student has a disability or an illness, and if it was a disability, whether it would impact services or academic requirements;
- Ms Baker provided examples of classroom and exam accommodations, as well as available peer resources;
- The responsibilities of faculty members included identification of essential requirements of courses; providing course material in advance and including syllabus statements to assist students with disabilities in connecting with the ARC;

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<sup>1</sup> A copy of the presentation is attached as Attachment A.

In response to a member's question, Ms Elizabeth Martin, Director, ARC, clarified that students who were already registered were not required to re-submit a full registration package, but were asked to provide any relevant updated medical documentation.

A member asked how faculty members were to accommodate students who were not willing to register with ARC. Ms Martin and Mr. Overton advised that there were a myriad of services and advice that could be offered to students and faculty in such instances through the ARC.

In response to a member's question, Ms Martin advised members that the ARC could accommodate a new applicant in approximately two weeks, after which the student would undertake an assessment. During the interim two weeks while waiting for an assessment, the psychologist would contact the ARC and advise staff of any short term accommodations.

A member asked for clarification on whether staff or faculty would be responsible for deciding course requirements and where alternatives would be appropriate. Ms Martin noted that this remained at the discretion of the instructor.

There was discussion regarding the myriad of psychiatric disabilities identified and challenges facing staff and students. Professor Mullin noted that such challenges were a good indication that universities were becoming increasingly accommodating students with disabilities.

### **3. New Combined Degree Programs: Masters of Science in Sustainability Management (MScSM) & Honours Bachelor of Science and Honours Bachelor of Arts, UTM Geography\***

The Chair reminded members that major and minor modifications to existing degree programs were considered for approval by the Committee. Professor Mullin advised the proposed combined degree programs were between the Institute for Management and Innovation's (IMI) Master of Science in Sustainability Management (MScSM) program and four Department of Geography undergraduate programs. She noted that the proposed new programs would provide the strongest undergraduate students in Environmental Sciences and Environmental Management the opportunity not only to apply for early admission to the MScSM graduate program but to also experience graduate level courses in their final year of undergraduate study. Professor Mullin noted that while there would be no acceleration in completion time for the combined degree programs, students would benefit from early admission to the MScSM program, early exposure to graduate level courses and a reduced course load while completing the MScSM. She indicated that the Department of Geography and the MScSM program were consulted, and undergraduate students in all four programs were surveyed. All were in strong support of these programs.

On motion duly made, seconded and carried,

YOUR COMMITTEE APPROVED,

THAT the following proposed Combined Degree Programs, as recommended by the Vice-Principal Academic and Dean, Professor Amy Mullin, in the proposal dated October 28, 2014, be approved, effective September 1, 2015:

- Combined Degree Program UTM Honours Bachelor of Arts Specialist in Environmental Management / Master of Science in Sustainability Management; and



- Combined Degree Program UTM Honours Bachelor of Arts Major in Environmental Management / Master of Science in Sustainability Management; and
- Combined Degree Program UTM Honours Bachelor of Science Specialist in Environmental Science/ Master of Science in Sustainability Management; and
- Combined Degree Program UTM Honours Bachelor of Science Major in Environmental Science/ Master of Science in Sustainability Management.

#### 4. New Minor: Education Studies

The Chair advised members that the proposed new freestanding minor qualified as a major modification, as there was no existing specialist or major. Professor Mullin stated the proposed Education Studies (EDS) minor focused on a global approach to education and training. The program offered students a strong foundation of skills, knowledge and experiential learning that could be applied to a variety of applications in addition to formal teaching such as community and counselling services, training, human resources, and education research. Experiential learning would be heavily emphasized in this program.

Professor Emmanuel Nikiema, Chair, Department of Language Studies spoke in favour of the proposal as it provided opportunities for students and would optimize course offerings. He thanked members of the Office of the Dean, and John Smith and Belinda Grayburn of the CTEP program.

Professor Mullin explained the admissions process in response to a member's question. It was asked whether there were any plans to create a major program. Professor Mullin stated that although not all students applying to the minor would be pursuing teaching; those students who were, would require teachable subjects and would therefore be more likely to pursue a Minor program that left room for them to pursue other programs that would provide sufficient teachable subjects.

On motion duly made, seconded and carried,

YOUR COMMITTEE APPROVED,

THAT the proposed New Minor in Education Studies, offered by the Department of Language Studies, as recommended by the Vice-Principal Academic & Dean, Professor Amy Mullin, in the proposal dated November 3, 2014, be approved, effective September 1, 2015.

#### 5. Minor Undergraduate Curriculum Changes: Humanities, Sciences and Social Sciences

The Chair invited Professor Mullin to speak to the item. Professor Mullin first explained the process by which curriculum reports and changes arrive to the Academic Affairs Committee. The Decanal divisional curriculum committees of Humanities, Social Sciences, and Sciences met in September and October. Each curriculum committee was appointed a Committee-Chair by the Vice-Principal Academic and Dean. Each academic unit whose curricular changes were discussed by the committee was represented by the unit's chair or director, or designate, including the unit's undergraduate advisor. Representatives from the Office of the Registrar attended as did the Program and Curriculum Officer from the Office of the Dean. Consultation with students occurred at the level of the academic unit.

Professor Mullin thanked the curriculum committees, specifically the chairs: Professor Paula Maurutto (Social Sciences), Dr. Monika Havelka (Sciences) and Professor Charles Elkabas (Humanities), for their hard work and careful attention to detail in leading the work of the curriculum committees. Professor

Mullin also thanked Yen Du, the Office of the Dean's Program and Curriculum Officer for her many contributions to the process.

Professor Mullin explained that the Curriculum Reports were comprised of Major and Minor curriculum changes. In the context of the University of Toronto Quality Assurance Process (UTQAP), Major changes involved new programs (Minors, Majors, and Specialists), closure of programs, major modifications to existing programs, the creation of transcript notations, and certificates. The remainder of the curricular changes would have significant positive impact on a cumulative basis, but were considered Minor changes in the context of the UTQAP. Professor Mullin referred to the reports, which identified the calendar copy information for Major changes, however the full proposals for these Major changes would be submitted separately to the AAC throughout the governance year.

Professor Mullin indicated that resource implications for various course changes and new course additions were noted in the curriculum reports and were discussed and approved by the Office of the Dean. New courses that did not require resources would be taught by existing or new faculty. All library resources were discussed and approved by the Hazel McCallion Academic Learning Centre (HMALC).

Professor Mullin advised that the Humanities Curriculum Committee reviewed a number of minor programmatic changes, as well as new courses that would capture the interests and strengths of existing faculty and new hires in various departments, as well as student demand for new offerings. She noted that a small number of full year courses in Language Studies were to be deleted, in order to allow for the course content to be presented in two half courses instead. This would provide increased flexibility in course scheduling and assignments. There were a number of course description changes made to provide a more accurate description of course content and goals. Further clarifications were made for the number of contact hours.

On motion duly made, seconded and carried,

YOUR COMMITTEE APPROVED,

THAT the proposed Humanities undergraduate curriculum changes for the 2015-16 academic year, as detailed in the respective curriculum reports, be approved.

Dr. Havelka, Chair of the Science Curriculum Committee noted that the most significant change had been the introduction of the new Forensic Science Minor program, approved by the AAC at its meeting held on September 18, 2014. Another important change was the introduction of a cumulative GPA requirement to the Biology minor program, which would bring the program in line with other minor programs in the Sciences. Dr. Havelka noted that some Departments had also introduced greater emphasis on experiential learning through expansion of course offerings. She stated there were many proposed minor programmatic changes, mostly to increase course options, or to update current course offerings. Six half courses, and one full year course were proposed to be added, and would reflect the expertise of recent faculty hires. Dr. Havelka noted that these courses highlighted the modernization and increased diversity of course offering across the Sciences division. Additional changes included the creation of better learning opportunities for students with the introduction of small group practicals and tutorials, as well as increased number of contact hours. There were a number of course description changes made to provide a more accurate description of course content and goals.

In response to a member's question, Dr. Havelka explained that the CGPA requirement of 2.0 for the Minor in Biology would ensure that students would be well-prepared to succeed in the program and would also assist program students in being able to enrol in required courses, where currently there were waiting lists.

On motion duly made, seconded and carried,

YOUR COMMITTEE APPROVED,

THAT the proposed Sciences undergraduate curriculum changes for the 2015-16 academic year, as detailed in the respective curriculum reports, be approved.

Professor Paula Maurutto, Chair of the Social Sciences Curriculum Committee reported that an extensive array of changes were proposed, including 19 new half courses, and two new full year courses. The majority of new courses were in Management and Sociology and were in response to student demand and reflected the strengths of existing hires. These courses would also assist in reducing scheduling conflicts by providing increased options within their programs. Professor Maurutto noted that deleted courses were primarily a result of the CTEP closure and a re-working of the Management curriculum. She noted that minor programmatic changes were proposed to clarify program requirements to ensure that a strong foundational knowledge is achieved by students before moving on to senior level courses. Professor Maurutto noted that the specialist program in Economics and Political Science increased the minimum course grade required for entry into the program to 70 percent, which would bring the enrolment requirements in line with other cognate programs in Economics at UofT. There was a 0.5 FCE increase in 400-level credits required for the Geography Major to ensure more advanced knowledge of the discipline in graduates of the program. A number of courses in the Social Sciences also saw course description changes. These changes provided a more accurate description of course content and goals.

On motion duly made, seconded and carried,

YOUR COMMITTEE APPROVED,

THAT the proposed Social Sciences undergraduate curriculum changes for the 2015-16 academic year, as detailed in the respective curriculum reports, be approved.

## **6. Other Business**

There was no other business brought forward.

## **7. Assessors' Report.**

Professor Mullin discussed upcoming items in the next two cycles, as stated in the Calendar of Business. She noted that the proposed closures of two programs specializing in the area of human resources were due to the development of a new program, taken through governance last year, that meets requirements of professional bodies, and to a lack of either faculty or student interest in the programs previously available in the area. The two programs have closed their admissions, but students currently enrolled will be enabled to complete their programs. Professor Mullin also advised members that the Committee would hear about external reviews of academic departments in February.

Professor Mullin reported that an additional item for information would be added to the agenda for the next AAC meeting, on Experiential Learning. She noted the identification of experiential learning as an important element of the Academic Plan and President Gertler's educational strategy. The new item will concern a calendar notation for students about courses offering experiential learning and guidelines for departments to identify those courses. Members interested in the topic were invited to contact the dean's office via Ms Yen Du (905-828-5266, yen.du@utoronto.ca) to provide input.

Professor Mullin also asked members for advice on an additional item for the upcoming meeting, which would be to propose the assessment of students at the end of every academic session (with the exception of their first session of study). Currently students are assessed only after they complete 4.0 courses, but recent mechanisms such as late withdrawal without academic penalty and the Credit/NoCredit option have meant that some students are assessed late in their tenure at UTM. This has impacted their ability to receive formal feedback on their academic progress, Professor Mullin advised that the proposed change would allow registrarial staff to identify students at risk and for our campus as a whole to provide academic support earlier. This would also mean students could potentially be on academic probation at an earlier point in their academic careers. Professor Mullin emphasized that feedback from faculty and students would be very welcome, and currently the Registrar and Departmental Chairs were in support. Professor Mullin noted that the draft proposal was also available from the Office of the Dean and asked members to contact Ms Yen Du (905-828-5266, yen.du@utoronto.ca) for a copy.

Members discussed the proposal and provided input, including the following key points:

- Students would be at risk of academic probation with a lower number of completed credits;
- A member of UTM's Academic appeals subcommittee pointed out that students who were on probation were normally advised not to return to their studies in the summer semester, because potentially a very few number of courses could result in them being placed on suspension.;
- Ms Diane Crocker, Registrar, advised that currently students who are at risk of suspension receive an email notification and a phone call from Registrarial staff advising them if they are still registered within summer courses. She noted that staff review midterm marks and monitor progress with students who face potential suspensions;
- An earlier warning could provide students with more clarity on their progress;
- Ms Crocker noted that approximately 300 students were not assessed this academic year as they had not completed the required four credits. Students can stay several years in classes not being assessed by using no-credit/credit and late withdrawals. This would likely increase their financial burden.

The Chair was thankful to the Dean for providing items in advance for consultation, and urged members to consult with the Office of the Dean when appropriate.

## CONSENT AGENDA

On motion duly moved, seconded, and carried

YOUR COMMITTEE APPROVED

THAT the consent agenda be adopted and that Item 8 - Report of the Previous Meeting, be approved.

### **8. Report of the Previous Meeting: Report 7 – September 18, 2014**

### **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 Next Meeting – Wednesday, January 7, 2015, 4:10 p.m.**

The meeting adjourned at 5:26 p.m.

\_\_\_\_\_  
Secretary  
November 14, 2014

\_\_\_\_\_  
Chair

## Academic Accommodations for Students with Disabilities

Academic Affairs Committee  
November 12, 2014

Nythalah Baker, Equity & Diversity Officer, Office of the Principal  
Amy Mullin, Vice Principal Academic and Dean  
Mark Overton, Dean of Student Affairs



### Focus of Presentation

- University of Toronto's policies and obligations
- Review of UTM's *AccessAbility* Resource Centre
- Faculty member's role in academic accommodations
- Resources and Questions



## University of Toronto's Policies and Obligations

- The university has a legal duty to accommodate students with disabilities (Ontario Human Rights Code)
- Our commitment: an accessible learning environment that provides *reasonable accommodations* to enable students with disabilities to meet the *essential academic requirements* of our courses and programs



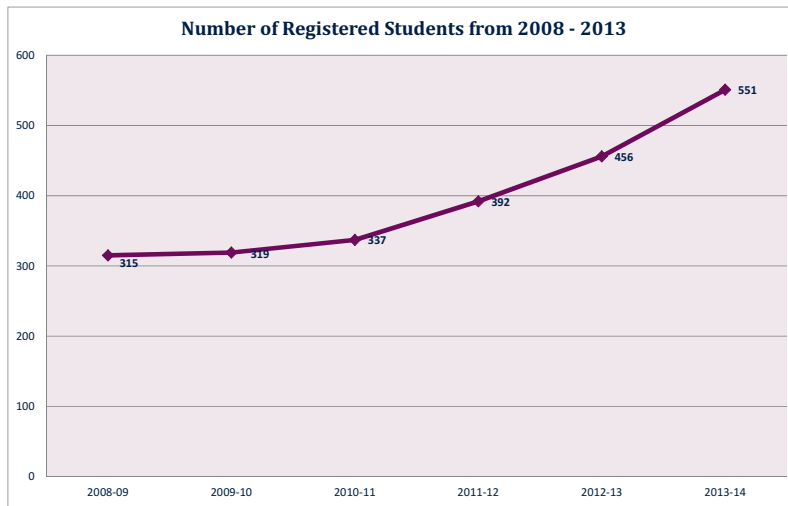
## Meeting our Obligations

- Accessibility services offices - the designated offices for us to respond to requests for accommodations
- Departments CANNOT require that they be provided with medical documentation of a disability
- At UTM our AccessAbility Resource Centre receives requests, reviews documentation, recommends accommodations
- Letters of Academic Accommodation may be issued at any time during the year

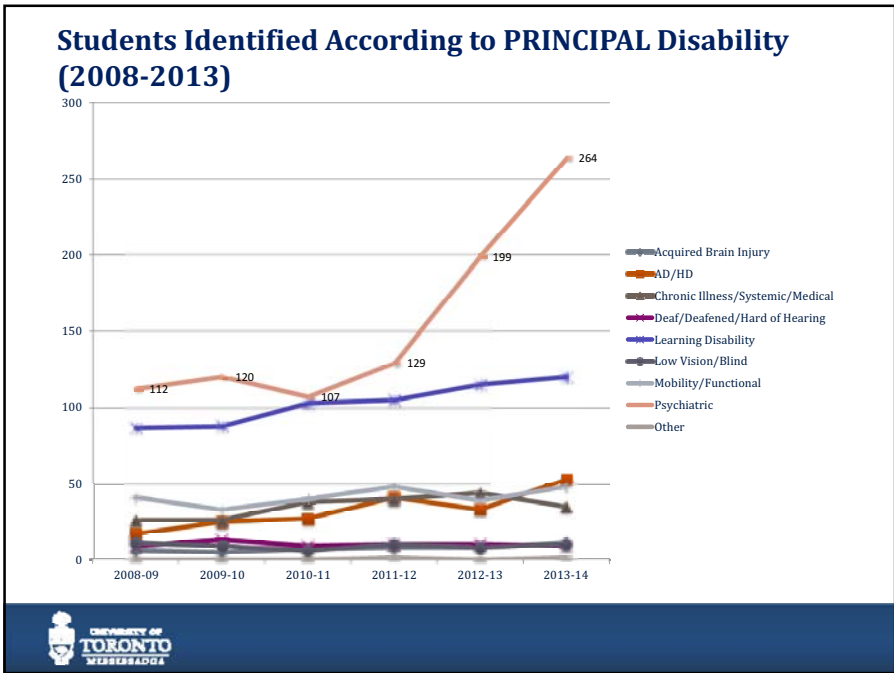


## AccessAbility Resource Centre:

- Focuses on individual students' strengths and challenges
- Respects the essential requirements of the academic courses and programs
- Promotes Universal Design and Inclusive Teaching practices
- Seeks community partnerships and collaboration to enhance services







## AccessAbility Team

Consulting Services

Accommodations and Services

Exam Office

Volunteerism and Outreach

- Consulting with faculty, staff, student groups and academic/ administrative departments (e.g. Facilities, Library) on disability related issues
- Disability Advisors set up individualized academic accommodations and provide services to students (e.g. referrals, learning strategies)
- Coordination of tests/quizzes/final exams written under the supervision of the AccessAbility Resource Centre
- Note-taking services
- Outreach and education initiatives relating to the service and disability issues (internal and external communities)

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## **Registration with UTM AccessAbility**

- Students complete a 5-page Medical Certificate form
- Students provide medical documentation
- Annual re-registration required



### **Who Qualifies to Register with AccessAbility?**

**In order to assess if a student qualifies for accommodations AccessAbility considers:**

1. Does this student have a disability?
2. Does the disability impact services or academic requirements for which the student would need accommodations?
3. Does the student's medical documentation support the accommodation(s) requested?



## Classroom Accommodation Examples

- Use of a sign-language interpreter or computerized note-taker
- Permission to obtain copies of overheads
- Peer note-taker
- Alternative assignments to group assignments
  - Group projects can be extremely difficult for students with Asperger's, Schizophrenia, Severe Depression, and Social Anxiety Disorder
- Permission to digitally record lectures



## Exam Accommodation Examples

- Writing exams in an alternate location
- Use of assistive devices (e.g., a computer equipped with specialized software)
- Additional time
- Use of a scribe, for students who are blind or have low vision



### **Other Academic Accommodations**

- Alternative format textbooks such as e-text, large print, braille
- Use of an assistant in a lab or lecture
- Assistant/Attendant for field trips including international (e.g. for a student who is blind)



### **Additional Student Services Offered by AccessAbility:**

- Peer Mentorship Program for First Year Students with Disabilities
- Autism Spectrum Peer Group
- Learning Strategy Services for students with learning disabilities
- Adaptive Technology Room in HMALC



## Verification of Student Illness or Injury Form

- Presented when students seek exceptions due to short-term illness or injury **not disability**
- Form and supporting document should be submitted to designated department contact (such Academic Advisor) to maintain privacy
- Students who present the Verification of Illness form but are seeking long-term accommodations should be directed to *AccessAbility*



## Faculty Members and Academic Accommodations

- Maintain students' confidentiality
- Refer students to *AccessAbility*
- Contact *AccessAbility* with questions and to work with Advisor



## **Faculty Members and Academic Accommodations (con't): Learning Environment**

- Identify essential requirements of course (important when alternate assessment of learning is needed)
- Provide handouts and/or presentation slides in advance of class, so interpreters and/or students can be prepared for the class
- Include 'syllabus statement' to assist students with disabilities in connecting with *AccessAbility*



## **Faculty Members and Academic Accommodations (con't): Tests and Exams**

- Be available to answer questions: call in, stop by, or provide number
- If unavailable, assign TA to be available to answer questions
- Be sure to pick up exams and tests from students writing with *AccessAbility*



## Resources for Faculty and Staff

AccessAbility Advisors

Room: DV 2047

905-569-4699

[access.utm@utoronto.ca](mailto:access.utm@utoronto.ca)

Faculty and Staff Resources:

[www.utm.utoronto.ca/accessability/facultystaff-resources](http://www.utm.utoronto.ca/accessability/facultystaff-resources)

## Questions?

Elizabeth Martin

Director, AccessAbility Resource Centre



December 2, 2014

Experiential learning was identified as an important priority in UTM's Fall 2012 Academic Plan and was announced as a key element of President Gertler's education strategy for the university in his September 18 presentation of his top three priorities to PDAD&C, October 2 presentation to Academic Board, and the slide deck of that presentation shared in a PDAD&C communication of October 15. In order to raise the profile of UTM's experiential learning offerings, allow students to better identify those offerings, and allow instructors to more easily identify those who offer them; UTM developed a way to designate courses that offer considerable experiential learning activities in our Academic Calendar. After a discussion with departmental chairs and key figures with expertise in the area, Divisional Curriculum Chairs were provided with guidance for identifying such courses with a designation of EXP, for those units who were interested in doing so. Based on these guidelines (provided herewith), Humanities identified 37 half courses and 28 full-year courses; Social Sciences identified 27 half courses and 12 full-year courses; and Sciences identified 79 half courses and 25 full-year courses with this new EXP notation. In addition to the notation, the following information will appear in our 2015-16 Academic Calendar.

**Experiential Learning Designation (EXP)**

Courses designated as EXP involve a minimum of 10 hours per 0.5 credit and 20 hours per 1.0 credit of experiential learning. Experiential learning is learning by doing through carefully chosen experiences that are supported by reflection, critical analysis and synthesis, and includes feedback on the effectiveness of students' learning efforts. Experiential learning can occur inside or outside the classroom and will typically involve a relationship that goes beyond an individual instructor and student. Within the classroom, lab or tutorial, experiential learning can take place in laboratory experiences that involve student initiated projects and experiments, participation in case studies, role-playing, simulations or debates, in circumstances that require students to reflect on what they have learned in these experiences. Experiential learning often promotes strong relationships between academic studies and either career exploration or community involvement through creative interactions with a business, community group, research project or the physical environment. Outside the classroom, experiential learning can occur in field trips, service learning, courses that involve assisting faculty with research projects, internships and practicum.

A handwritten signature in black ink, appearing to read "A. M.", written over a light blue horizontal line.

Professor Amy Mullin  
Vice Principal Academic and Dean  
University of Toronto Mississauga

Encl. *Experiential Education Notation (EXP) Guidelines*





## Experiential Education Notation (EXP) Guidelines

These guidelines will assist in determining which courses qualify for the Experiential Education Notation (**EXP**) to be included in the University of Toronto Mississauga (UTM) Academic Calendar. The approach to experiential learning at UTM has been, and continues to be, that we offer a wide array of different experiential opportunities to students and this notation is part of making those opportunities clear to our students.

### **Defining Experiential Learning for Calendar Inclusion:**

Experiential learning is about learning by doing through carefully chosen experiences that are supported by reflection, critical analysis and synthesis<sup>1</sup>.

Experiential education can take place both within and outside of the classroom and will typically involve a relationship beyond that between an individual instructor and a student. In the classroom, lab and tutorial, experiential learning goes beyond situations in which students participate in a prescribed set of learning experiences and imitate the examples provided to them; rather it is an opportunity for students to play a part in managing their own learning and reflecting upon their experiences. Experiential learning can occur in field trips, a field course, an internship or practicum, and in laboratory experiences that involve student initiated projects and experiments. Other experiential learning opportunities that take place within the classroom include students participating in case studies, role-playing, simulations, and debates, and then reflecting on what they have learned in these experiences.<sup>2</sup> Outside of the classroom, experiential learning includes a student who creatively interacts with a business, government or community group or the physical environment, and then reflects on what has been learned. Experiential learning often promotes strong relationships between academic studies and either career exploration or community involvement.

In experiential learning in higher education, the primary focus should be on engaging students in a process that best enhances their learning – a process that includes feedback on the effectiveness of their learning efforts<sup>3</sup>.

### **Addition of EXP Notation to UTM Calendar Courses:**

In order to easily identify undergraduate courses within the UTM Academic Calendar that include a significant experiential learning component, the **EXP** notation has been added as an option to select in the Course Distribution field through the Academic Calendar Database. Including the **EXP** notation with courses will enable students to readily identify those courses that involve experiential learning, as well

<sup>1</sup> <https://uwaterloo.ca/centre-for-teaching-excellence/resources/integrative-learning/experiential-learning>

<sup>2</sup> <http://www.ryerson.ca/content/dam/lt/resources/handouts/ExperientialLearningReport.pdf>

<sup>3</sup>

[http://www.hear.ac.uk/assets/documents/subjects/medev/178\\_Learning\\_styles\\_and\\_learning\\_spaces\\_Kolb\\_himself.pdf](http://www.hear.ac.uk/assets/documents/subjects/medev/178_Learning_styles_and_learning_spaces_Kolb_himself.pdf)



## Experiential Education Notation (EXP) Guidelines

as assisting the Experiential Education Office in making sure these courses are accounted for in various reporting mechanisms, and identifying instructors who might wish to share their experiments in experiential learning with one another and other interested colleagues.

In order to select the **EXP** option for a given course it must contain the learning and reflection criteria as described above (see Defining Experiential Learning for Calendar Inclusion), and it must include a minimum of 10 hours per semester of experiential education.

If your Department engages in assessing students for an experiential and/or independent learning requirement for program completion you may wish to include language in your course descriptions that indicates whether a course designated as EXP fulfils the requirement.

If you are unclear about whether a course qualifies for the **EXP** notation or wish to discuss the possibilities of creating courses that encompass experiential learning, contact Melissa Berger, Community Outreach Coordinator in the Experiential Education Office at [melissa.berger@utoronto.ca](mailto:melissa.berger@utoronto.ca).

### **Examples of Potential EXP courses:**

Some likely types of courses that **may** be suitable for EXP designation include:

- An internship or practicum with an external organization
- A course with a service learning component
- Courses with substantial hands on productive activities where students engage with their environment and reflect upon those activities
  - For example: devising and conducting their own experiments, performing in a play as part of the course, doing studio work, working in teams on case studies.
- Courses that involve field trips where students gather data and conduct experiments
- Research Opportunity Program (ROP) courses
- Independent Research Courses that have students engaging in hands on research
- Courses that have students work in teams to produce blogs/podcasts/social media campaigns