

**UNIVERSITY OF TORONTO MISSISSAUGA CAMPUS COUNCIL
REPORT NUMBER 17 OF THE ACADEMIC AFFAIRS COMMITTEE**

SEPTEMBER 14, 2016

To the Campus Council,
University of Toronto Mississauga

Your Committee reports that it held a meeting on September 14, 2016 at 4:10 p.m. in the Council Chambers, William G. Davis Building, at which the following were present:

Professor Judith Poë, Chair
Professor Angela Lange, Vice-Chair
Professor Ulli Krull, Interim Vice-President &
Principal
Professor Amrita Daniere, Vice-Principal
Academic and Dean
Professor Bryan Stewart, Vice-Principal,
Research
Professor James Allen
Ms Celina Baines
Professor Liza Blake
Professor Ron Buliung
Professor Tracey Bowen
Ms Diane Crocker, Registrar
Ms Salma Fakhry
Professor Norm Farb
Professor Claudiu Gradinaru
Ms Shelley Hawrychuk
Professor Rosa Hong
Professor Nathan Innocente
Professor Stuart Kamenetsky
Ms Renu Kanga Fonseca
Professor Heather Miller
Professor Kent Moore
Professor Emmanuel Nikiema
Mr. Jay Nirula
Ms Farah Noori
Professor Andrea Olive
Dr. Christoph Richter
Professor Manfred Schneider
Professor Joan Simalchik
Professor Alison Syme
Professor Mihkel Tombak

Mr. Glenn Thompson
Professor Kathi Wilson
Mr. Ian Whyte
Professor Liye Xie
Dr. Daniel Zingaro

Non-Voting Assessors:

Mr. Mark Overton, Dean of Student Affairs
Mr. Anuar Rodrigues, Program and Curriculum
Officer

Regrets:

Professor Gordon Anderson
Mr. Anshul Bhatnagar
Professor Aurel Braun
Mr. Zakk Dodge
Ms Elaine Goettler
Professor Sanja Hinic-Frlog
Professor Kajri Jain
Ms Kristina Kaneff
Professor Konstantin Khanin
Professor Anna Korteweg
Ms Jennifer Park
Professor Diana Raffman
Ms Caitlyn Seale
Professor Anthony Wensley
Mr. Jose Wilson
Professor Rebecca Wittman
Professor Xiaodong Zhu

In Attendance:

Ms Nour Alideeb, President, UTMSU
Professor Tyler Evans-Tokaryk, Director, RGASC
Ms Cliona Kelly, Coordinator, RGASC

Secretariat:

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

1. Orientation

The Chair, Professor Judith Poë, and Ms Cindy Ferencz-Hammond, Director of Governance, UTM and Assistant Secretary of the Governing Council gave an Orientation presentation¹, and members were directed to Orientation Resources available at <http://uoft.me/OrientationUTM201617>.

The Chair explained that the Committee would oversee academic matters affecting the teaching, learning and research functions of the Campus. She also gave an overview of the difference between the role of governance and administration, and talked about the roles and responsibilities of members. Ms Ferencz-Hammond discussed the use and value of cover sheets and the governance portal, Diligent Boardbooks.

2. Chair's Remarks

The Chair welcomed members to the first meeting of the Academic Affairs Committee for the 2016-17 academic year. She introduced Professor Angela Lange, Vice-Chair of the Committee; Professor Ulli Krull, Interim Vice-President and Principal; and the Committee's voting assessors, Professor Amrita Daniere, Vice-Principal Academic & Dean and Professor Bryan Stewart, Vice-Principal, Research. The Committee's non-voting assessors were also introduced: Mr. Anuar Rodrigues, Program and Curriculum Officer and Mr. Mark Overton, Dean of Student Affairs.

3. Orientation and Welcome from the Dean

The Chair invited Professor Amrita Daniere, Vice-Principal Academic and Dean to present the Office of the Dean's priorities for the upcoming 2016-17 academic year². Professor Daniere provided an overview of the changes to the administrative structure within the Dean's Office, which included the introduction of three new Vice-Dean portfolios in Academic Experience, Faculty and Teaching & Learning. Professor Daniere noted to members that in the past the Dean's office had to primarily respond in a reactive way and that the planned staff additions would allow the Office to build proactive and visionary capacity. She added that another major priority for her office was the development of a UTM vision, for which a draft statement would be released the following week. Professor Daniere emphasized that the document's intent was to serve as a starting point for discussion and would involve a significant level of collaboration with faculty, staff and students throughout the UTM community. Following consultation and the incorporation of feedback, a task force would be struck to design a strategic plan to implement that vision. Professor Daniere added that she would also be overseeing 37 faculty searches this year.

4. Robert Gillespie Academic Skills Centre (RGASC) Initiatives

The Chair invited Professor Tyler Evans-Tokaryk, Director, RGASC, Ms Cliona Kelly, Coordinator, RGASC and Dr. Laura Taylor, English Language Learning (ELL) Specialist, to present³ on recent initiatives at the RGASC. Professor Evans-Tokaryk advised members that there three new areas of

¹ A copy of the Orientation Presentation is attached as Attachment A.

² A copy of the Assessor Presentation is attached as Attachment B.

³ A copy of the Assessor Presentation is attached as Attachment C.

programming had been introduced: the English Language Learning program, Numeracy and Scientific Reasoning Support and Promoting Academic Skills for Success (PASS). Dr. Taylor provided an overview of the ELL program, which included targeted skills-based and grammar workshops, one-to-one appointments and the introduction of academic integrity tutorials for instructor use. She noted that the departments of Visual Studies, Historical Studies and Management had also taken part in targeted skills-based workshops specific to that discipline and informed members this was also available to other departments. Professor Evans-Tokaryk explained that numeracy support primarily focused on pre-university math issues and on building quantitative reasoning skills rather than on specific assignments. He added that the Scientific Literacy support had begun the use of a new Graded Response Method which encouraged deeper student engagement with their course material. Ms Kelly spoke to members about the PASS program at UTM, a non-credit course that had launched in February, 2015 and was aimed at students who were qualified as academically “at risk”. The program was jointly supported by the Office of the Registrar, and maintained a high ratio of peer mentors to students. Members discussed various ways in which to encourage the use of the academic integrity tutorial in first year classes. In response to a member’s question, Ms Kelly noted that mathematics workshops were provided to students at high schools; however the focus of the RGASC was to provide service primarily to first year students at UTM.

5. Calendar of Business, 2016-17

The Chair referred members to the Calendar of Business, and advised that the document would be updated on the Office of the Campus Council website on Fridays; she encouraged members to review the Calendar on a regular basis and consult with the Secretariat if they had any questions about forthcoming items.

6. Other Business

There was no other business brought forward.

7. Assessors’ Report

Professor Daniere advised members on items that would come forward for the next governance cycle which included minor undergrad curriculum changes, a Certificate in Curatorial Studies from the department of Visual Studies and a new Business Minor for Science Students, by the department of Management.

CONSENT AGENDA

On motion duly moved, seconded, and carried

YOUR COMMITTEE APPROVED

THAT the consent agenda be adopted, with the exception of Item 8 - Report of the Previous Meeting.

9. Business Arising from the Report of the Previous Meeting

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

10. Date of the Next Meeting – November 23, 2016 at 4:10 p.m.

END OF CONSENT AGENDA

8. Report of the Previous Meeting: Report 16 – April 26, 2016

A member requested that the words “twenty percent” replace the words “a portion” in the following sentence, under item number 5, *New Graduate Program - Master of Forensic Accounting (MFAcc), Institute for Management and Innovation (IMI)*: “Professor Gunz explained that professional deregulated programs normally committed a portion of revenue and noted that competing institutions required to submit smaller proportions.”

The amendment was approved.

The meeting adjourned at 5:58 p.m.

Secretary
September 21, 2016

Chair

University of Toronto Mississauga Academic Affairs Committee

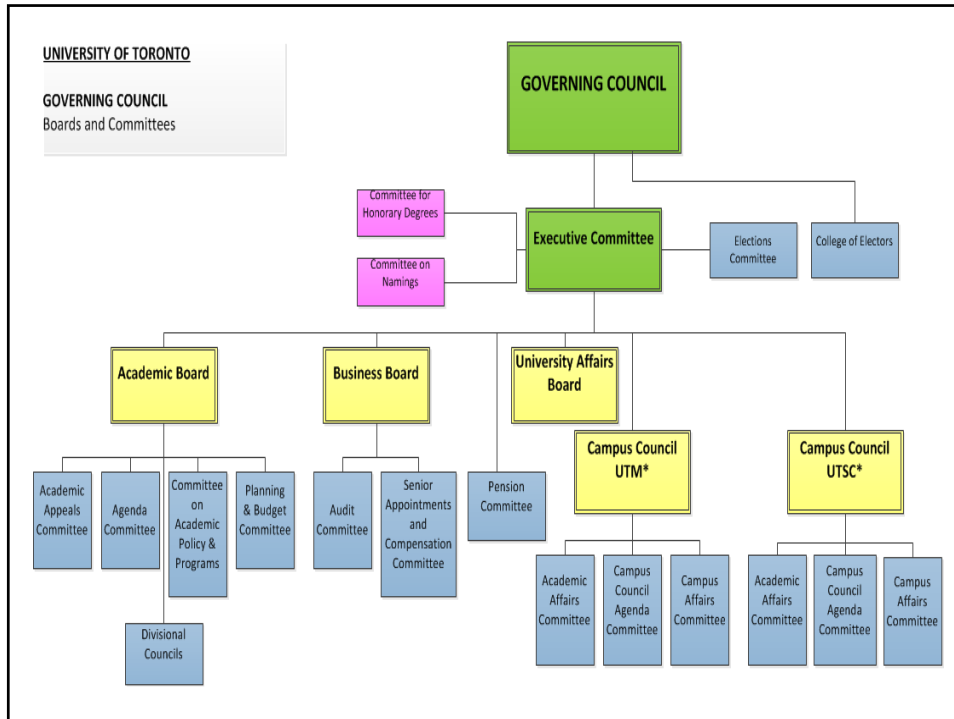
September 14, 2016
Orientation



What are the Terms of Reference of the AAC?

- Consider all matters that affect the teaching, learning and research functions of the Campus.
- Monitor, review and make recommendations concerning divisional academic policies.
- Receive reports from administrators.





What is the Committee's Role in Relation to Other Governing Bodies?

- The Committee is an entry point to governance.
- Most items can be approved by the AAC; some must be forwarded to AP&P, Academic Board for approval.
- Other bodies to which recommendations are made expect this body to have engaged in the fullest and most detailed discussion and debate before items move on.

Who are the AAC Members ?

- 63 members
 - 2 administrative staff
 - 3 community members
 - 2 librarians
 - 35 teaching staff
 - 9 students
 - 10 *ex officio* members
 - 2 Presidential Assessors (voting)



Who are the Assessors?

- Voting Assessors
 - Vice-Principal Academic & Dean, Amrita Daniere
 - Vice-Principal Research, Bryan Stewart
- Non-voting Assessors
 - Dean of Student Affairs, Mark Overton
 - Program and Curriculum Officer, Anuar Rodrigues/Yen Du



What is the Role of the Assessors ?

- Bring forward proposals from the administration for consideration
- Provide reports for information.
- Introduce items before discussion and vote
- Roles of the assessors to this committee reflect their administrative terms of reference



What are the Responsibilities of AAC Members ?

- Reflect the perspectives of their estate, as appropriate
- Members act in the best interests of the institution as a whole
- Refer to “Expectations and Attributes of Governors & Key Principles of Ethical Conduct” in the quick reference guide



Committee Members: Tips for Effective Participation

Informed participation → review materials in advance
(attention to cover sheets)

- **Adding value**
 - Provide feedback/advice to assessors in preliminary stages of a proposal
 - Make suggestions for improvements to presentations for subsequent bodies in the governance process
 - Ask questions (if answers will require preparation it is best practice to alert assessors in advance so that they can be prepared)
 - Ask about consultation process
 - The importance of Items for information



Calendar of Business: What business will be brought to AAC this year?

- Developed annually for all Governing Council bodies
- An overview of all anticipated business to be transacted in the year
- New items are added (updated Friday) as they arise from the administration



Items for Consideration

- **Minor Modification:** Considered by AAC only
 - New courses, and annual undergraduate curriculum changes, new minor within existing program
- **Major Modification:** Considered by AAC; forwarded to Committee on Academic Policy & Programs (AP&P) for information
 - Combined degree programs, new freestanding minor programs, new campus admission policies
- **Program Closures or New Undergraduate Programs within existing degrees:** AAC, AP&P for approval.
- **New Graduate Program:** AAC, AP&P, Academic Board (AB).

How is the Agenda Set?

- Agenda planning is the “hand-off” from the administration to governance.
- Agenda planning group includes the Chair, Vice-Chair, the assessors and others as deemed appropriate by the Chair.
- The guiding principle is that the agenda is set by the Chair after receiving advice from the agenda planning group.



What is the Structure of the Agenda ?

1. Reports and Presentations
2. Items for Approval
3. Other Business
4. Assessor's Report (standing item)
5. Consent Agenda (routine/transactional items)
6. In Camera Session



What are Strategic Presentations?

Strategic Presentations:

- Not a standing item – normally at the beginning of meetings
- Briefing session for members on a topical matter
- Context and information
- Prepares members for consideration of items

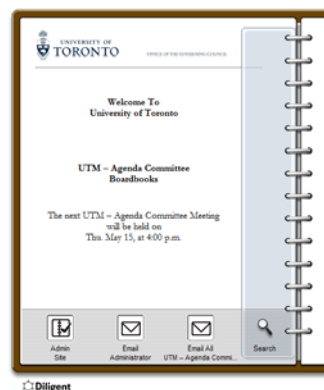
What is the Consent Agenda ?

- Items for which it is anticipated that there will be little or no discussion or debate because they are more routine or transactional are put on the Consent Agenda.
- Any member may request to have an item removed from the Consent Agenda and placed on the regular Agenda by contacting the Secretary in advance of the meeting.




How Does One Access Meeting Documents ? The Governance Portal: Diligent Boardbooks

- Only tool used to distribute confidential meeting documentation to members, and therefore the expectation is that all members make use of it
- Password protected
- Instructions for setup:
<http://uoft.me/GovernancePortal> User Name: "firstname lastname" and the temporary Password is "July2016".



Cover Sheets

- 1 General
- 2 Header Information
- 3 Sponsor & Presenter
- 4 Jurisdictional Information
- 5 Previous Action Taken
- 6 Highlights
- 7 Recommendation

| FOR RECOMMENDATION | CONFIDENTIAL | CLOSED SESSION |
|--|--------------|----------------|
|  UNIVERSITY OF TORONTO OFFICE OF THE GOVERNING COUNCIL | | |
| TO: Name of Governance Body | | |
| SPONSOR: Name, Position, Division/Department/Unit | | |
| CONTACT INFO: Phone Number, Email Address | | |
| PRESENTER: Name, Position, Division/Department/Unit | | |
| CONTACT INFO: Phone Number, Email Address | | |
| DATE: Date Prepared for Date of Meeting | | |
| AGENDA ITEM: Item Number | | |
| ITEM IDENTIFICATION: The full name of item as listed on the agenda appears here. | | |
| JURISDICTIONAL INFORMATION: Jurisdictional information related to the item and the Governance Body's role is specified here. | | |
| GOVERNANCE PATH: 1. Entry Point Governance Body (Date of Meeting) 2. This Governance Body (Date of Meeting) 3. Next Governance Body (Date of Meeting) + Governance Body (Date of Meeting) + Governance Body (For Information) (Date of Meeting) 4. Final Governance Body (Date of Meeting) | | |
| PREVIOUS ACTION TAKEN: Previous action taken is delineated here. | | |
| HIGHLIGHTS: In respect of the Body's terms of reference, the highlights of the proposal are summarized here. | | |
| FINANCIAL IMPLICATIONS: The financial implications of the proposal are outlined in this section. | | |
| RECOMMENDATION: Be It Recommended to the Next Governance Body: THAT the action be taken, to be effective on the date specified. | | |
| DOCUMENTATION PROVIDED: First Document Name Second Document Name | | |

Conduct of Meetings

- Modified version of Bourinot's Rules of Order which are included in the Governing Council's By-Law Number 2.
 - Meetings are normally open.
 - Members may speak once in a debate for up to 5 minutes to allow for wide participation
 - Only members and voting assessors may participate in debate and vote.
 - Non-members who wish to speak must request to do so in advance of the meeting.

Decisions

Proposals may be

- Approved (occasionally clarified or amended)
- Rejected
- Referred back to the administration **with advice.**
- Withdrawn by the administration.



How is all of this accomplished ? The Secretariat

- Facilitate governance process with neutrality
- Act as expert resource to members and administration
- Ensure that documentation and Cover Sheets are complete
- Maintain the Calendar of Business
- Support the Chair and the Committee
 - UTM Director of Governance, Assistant Secretary to Governing Council – Cindy Ferencz-Hammond
 - UTM Committee Secretary – Mariam Ali



How does the Role of Governance differ from that of Administration?

- Administration manages the University, issues reports and proposals.
- Governance is the receiver of proposals and reports from the administration.
- Primary Functions of Governance – Oversight, Advice, Approval or Rejection
- Together the functions of governance and administration are sustaining and advancing the University's purpose, strength and well-being.



Member Resources

- <http://uoft.me/OrientationUTM201617>
- Quick access to frequently used member resources (membership lists, assessors, COB, schedules, TOR, portal)



UNIVERSITY OF TORONTO MISSISSAUGA

Campus Snapshot

Academic Affairs Committee

September 14, 2016



FACTS & FIGURES

- 15 Distinct Academic Departments
 - Institute of Communication, Culture, Information and Technology
 - Institute for Management & Innovation
 - Mississauga Academy of Medicine
 - Centre for South Asian Civilizations

147 PROGRAMS AND 90 AREAS OF STUDY

- Over 14000 students (undergraduate + graduate) (top 1/3rd of Canadian universities)
- Over 2500 full-time & part-time employees, including 980 permanent faculty & staff

OVER 54000 ALUMNI

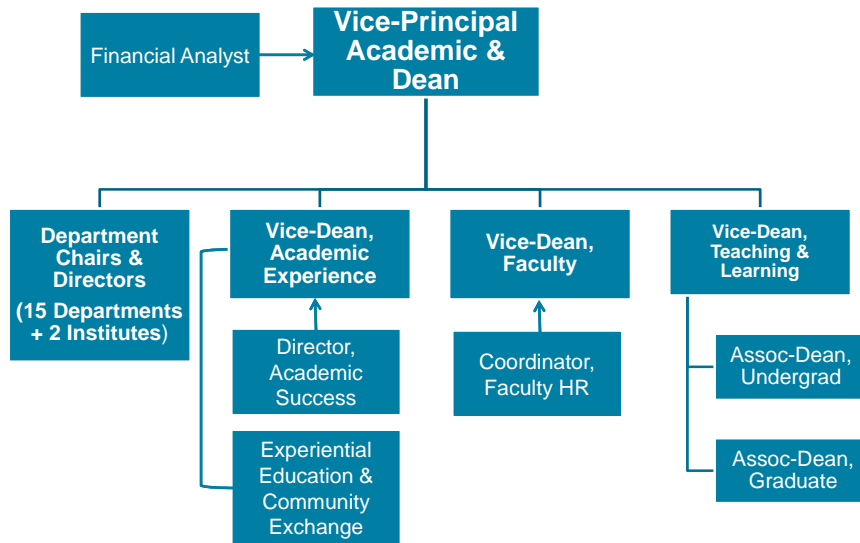
U of T is ranked first in Canada for its research - UTM is a part of that success

- **225 acres; nearly 2.5 million gsf of built space; replacement cost in excess of \$2.5 billion** - 21 academic and administrative buildings plus 9 residence complexes

TOTAL REVENUE \$270.4 M

NET OPERATING BUDGET: 204.2 M (+\$20 M IN ANCILLARIES REVENUE)

ADMINISTRATIVE STRUCTURE: OFFICE OF THE DEAN



3



OFFICE OF THE DEAN FOCUS FOR 2016-17

- Reorganization of the Office of Dean to create proactive and visionary capacity
- Development of UTM vision and identity through collaborative process
- Development of strategic plan to begin implementing vision
- Overseeing faculty growth and renewal- 37 positions

4



Robert Gillespie Academic Skills Centre: New Programming & Initiatives

Academic Affairs Committee
September 14, 2016

Tyler Evans-Tokaryk (Director, RGASC)
Cliona Kelly (Coordinator, RGASC)

Three New Areas of Programming

- English Language Learning Program
- Numeracy & Scientific Reasoning Support
- Promoting Academic Skills for Success (PASS)

Laura Taylor, ELL Specialist (laura.taylor@utoronto.ca)

ENGLISH LANGUAGE LEARNING PROGRAM

English Language Learning Program

- Targeted skills-based workshops
 - RGASC
 - Visual Studies, Historical Studies, Management
 - Residence
 - Registrar
- One-to-one appointments
 - Grammar
 - Referencing
 - Speaking / Writing Skills

English Language Learning Program

- Academic Integrity Tutorial
 - Details all aspects of integrity, not just plagiarism
 - Focuses on success rather than penalty
 - Highlights good referencing practices
- Grammar Workshop
 - Series of 10 PPT workshops and related quizzes
 - Available on Blackboard
 - Does not affect ‘Grade Centre’

The “Academic Integrity” Online Tutorial

The screenshot shows a quiz interface with two questions. Question 4 asks about handling references and offers four options: integrating quotations, removing distractions, hoping the professor doesn't notice, or adding more of one's own ideas. Question 5 asks which actions constitute plagiarism, with four options: changing a few words, condensing sentences, direct copying, or expressing ideas in one's own words. The interface includes 'Save Answer' buttons for each question, a 'Save All Answers' button, and a 'Save and Submit' button.

QUESTION 4 10 points Save Answer

It looks as though your assignment just contains lots of references from sources to other people's ideas. What can you do about this?

- Integrate quotations, paraphrases, and summaries with your own words and use different reporting verbs to introduce your sources.
- Take out some citations if they are a distraction from the points you make and so it looks as though you have written more.
- Leave it as it is and hope that the professor doesn't notice that it is overcrowded.
- Put in more of your own ideas and opinions, without backing them up with any sources.

QUESTION 5 10 points Save Answer

Which of the following constitute plagiarism?

- When you use an idea from a source and change a few words and include a citation to the source.
- When you provide one or two sentences in your own words, condensing the main point made by a source.
- When you write something directly from a book or article and then include a citation to the source.
- When you express in your own words the ideas of what an author has said and include a citation to the source.

Click Save and Submit to save and submit. Click Save All Answers to save all answers.

Save All Answers Save and Submit

Each of the three main modules includes a test.

Michael deBraga, Numeracy & Scientific Literacy Specialist
(michael.debraga@utoronto.ca)

NUMERACY & SCIENTIFIC LITERACY SUPPORT

Numeracy Support

Foundational mathematics skills supported through face-to-face appointments and/or drop-in sessions:

- Support aims at diagnosing foundational (pre-university) mathematical issues;
- Interventions focuses on promoting a deeper understanding of foundational mathematical concepts including: algebraic formulation, basic statistical methods, pre-calculus, and advanced functions;
- Instruction includes facilitating the development of the students' quantitative reasoning skills (rather than helping with math homework or assignments).

Scientific Literacy Support

- Provided through the development and implementation of a new assessment tool—the Graded Response Method (GRM)
- The Graded Response Method:
 - Is an alternative to Multiple Choice testing;
 - Supports the development of students’ critical thinking skills by requiring them to “justify” whether a response is or is not valid;
 - Requires students to rank responses through a series of logical statements distinguished on the basis of the degree of truthfulness (i.e., always true, sometimes true, sometimes false, or always false);
 - Encourages greater student engagement with course material.

An Example of a GRM Question

Define biogeography and describe what major contributions to the discipline were made by Alfred Wallace during the late 19th century.

- A. A branch of science that deals with the geographical distribution of animals and plants. Wallace was a major contributor to the discipline through his analysis of regions, promoting their use as an organizing principle of zoogeographical analysis.
- B. Biogeography is growing in popularity as people around the globe explore their role in the biosphere. Wallace was the co-founder of the theory of natural selection along with Charles Darwin. However, he never achieved the recognition that Darwin did.
- C. A branch of science that deals with the worldwide distribution of life. Wallace contributed to the discipline through the use of the principle of zoogeographical analysis.
- D. Biogeography explores the physical structure of ecosystems and is fundamental to understanding the nature of evolution. Wallace was a 19th century naturalist who studied organismal behaviour.

Answer: A, C, B, D

GRM @ UTM

- ANT101
- BIO153
- BIO356
- CHM110
- CSC290
- CSC108
- GGR111
- GGR202
- GGR305
- MGM200
- MGM301

*Michael deBraga, UNIVERSITY OF TORONTO MISSISSAUGA,
michael.debraga@utoronto.ca*

Cleo Boyd, UNIVERSITY OF TORONTO MISSISSAUGA, cleo.boyd@utoronto.ca

*Shahad Abdulnour, UNIVERSITY OF TORONTO MISSISSAUGA,
shahad.abdulnour@utoronto.ca*

Using the Principles of SoTL to Redesign an Advanced Evolutionary Biology Course

ABSTRACT

A primary goal of university instruction is the students' demonstration of improved, highly developed critical thinking (CT) skills. However, how do faculty encourage CT and its potential concomitant increase in student workload without negatively impacting student perceptions of the course? In this investigation, an advanced biology course is evaluated after structural changes (implemented in 2010) met with a poor student evaluation of the course and the instructor. This analysis first examines the steps used to transform a course to encourage CT and then explains how it can be assessed. To accomplish these goals, the instructor

Numeracy & Scientific Literacy Support Models

Numeracy:

- In-class presentations & workshops
- Co-curricular workshops
- Drop-in Math Support Sessions

Scientific Literacy:

- Consultations with faculty members to help them develop assessment and teaching strategies (especially rubric construction and GRM tools)

Thomas Klubi, Learning Strategist & Program Manager
(thomas.klubi@utoronto.ca)

PROMOTING ACADEMIC SKILLS FOR SUCCESS PROGRAM (PASS)

PASS @ UTM

- Based on successful models elsewhere (e.g., Bounce Back @ San Diego State University)
- Launched February 2015
- Provides dedicated support to academically “at risk” students
- Program goals:
 - Rebuild students’ motivation
 - Model successful behaviors
 - Raise students’ self-awareness
 - Build students’ resilience

PASS @ UTM

- Seven-week non-credit course
- Followed by individualized monitoring and support in the subsequent term
- Each week of the course includes:
 - One-hour “class meeting” focusing on foundational academic skills (listening, note-taking, reading, writing, problem-solving, critical thinking, research skills);
 - Follow-up one-hour small group “interactive session”;
 - Reflective writing exercise delivered online.

PASS @ UTM

Key features:

- Three levels of interaction
- High ratio of Peer Mentors to students (1:6)
- Interactive game activities at core
- Accountability of students for engagement
- Extensive documentation

PASS @ UTM

- Offered three times per year (Summer, Fall, and Winter).

| Term | Enrolled | Completed | Re-enrolled |
|-------------|----------|-----------|-------------|
| Winter 2015 | 10 | 3 | 2 |
| Summer 2015 | 23 | 12 | 3 |
| Fall 2015 | 35 | 26 | 1 |
| Winter 2016 | 15 | 13 | 0 |
| Summer 2016 | 53 | 31 | 3 |

PASS @ UTM: Impacts

| Session | Participants | Improved CGPA |
|-------------|------------------|---------------|
| Winter 2015 | 3 | 2/3 (67%) |
| Summer 2015 | 12 | 11/12 (92%) |
| Fall 2015 | 26 (19 assessed) | 15/19 (79%) |
| Winter 2016 | 13 (7 assessed) | 7/7 (100%) |

| PASS Session | Compliance Rate |
|--------------|-----------------|
| Summer 2015 | 67% (6/9) |
| Fall 2015 | 100% (7/7) |
| Winter 2016 | 50% (2/4) |
| Summer 2016 | 100% (5/5) |