

**UNIVERSITY OF TORONTO MISSISSAUGA CAMPUS COUNCIL
REPORT NUMBER 9 OF THE ACADEMIC AFFAIRS COMMITTEE**

JANUARY 7, 2015

To the Campus Council,
University of Toronto Mississauga

Your Committee reports that it held a meeting on January 7, 2015 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
Dr. Kelly Akers
Ms Farishta Amanullah
Professor Tracey Bowen
Professor Craig Chambers
Ms Diane Crocker, Registrar and Director of
Enrolment Management
Ms Sara da Silva
Professor Charles Elkabas
Ms Jessica Eylon
Ms Paula Hannaford
Professor Kelly Hannah-Moffat, Vice-Dean,
Graduate
Ms Shelley Hawrychuk
Dr. Stuart Kamenetsky
Professor Anna Korteweg
Ms Genevieve Lawen
Professor Heather Miller
Professor Kent Moore
Ms Stacey Paiva
Professor Brian Price
Dr. Christoph Richter
Professor Todd Sanders
Ms Laura Sedra
Dr. Joan Simalchik
Professor Alison Syme
Professor Sasa Stefanovic
Mr. Ian Whyte, Chief Librarian
Dr. Kathleen Wong

Non-Voting Assessors:

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

Regrets:

Professor Ron Buliung
Professor Philip Clark
Dr. Louis Florence
Mr. Kevin Golding
Professor Claudiu Gradinaru
Dr. Monika Havelka
Dr. Nathan Innocente
Professor Yael Karshon
Professor Bernard Katz
Mr. Sheldon Leiba
Ms Alice Li
Professor Peter Loewen
Ms Maaham Malik
Ms Mariam Munawar
Professor Emmanuel Nikiema
Professor Todd Sanders
Professor Ed Schatz
Ms Grayce Slobodian
Professor Sasa Stefanovic
Professor Holger Syme
Professor David Francis Taylor
Mr. Kumar Thapliyal
Professor Mihkel Tombak
Professor Anthony Wensley
Professor Rebecca Wittman
Professor Xiaodong Zhu
Dr. Daniel Zingaro

In Attendance:

Professor Len Brooks, Director, MMPA

Secretariat:

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

Ms Mariam Ali, Committee Secretary

Mr. Patrick McNeill, Acting Assistant Secretary of the Governing Council

1. Chair's Remarks

The Chair welcomed members to the first meeting of the New Year. She advised members that the nomination period would close on January 13, 2015 and asked members to encourage those interested in governance to contact the Deputy Returning Officer, Ms Cindy Ferencz-Hammond for more information. She also noted nomination forms were available on the Office of the Campus Council website.

2. First Year Academic and Transition Support: Presentation by Ms Jackie Goodman, First-Year Transition and Academic Support Coordinator, Office of the Dean

The Chair advised members that Mr. Andrew Petersen was unavailable to participate in the planned presentation, however, Ms. Jackie Goodman would discuss the topic of first year academic and transition support in its entirety¹. Ms Goodman advised members of the many benefits of academic transition to students and to the University, especially when students participate in these programs within the first six weeks of their academic career. Transitional programming was a shared priority of the university and was provided by multiple units, which included Student Life, Residence, Office of the Registrar, International Education Centre, Robert Gillespie Academic Skills Centre, Office of the Dean and the Accessibility Resource Centre. Ms. Goodman provided examples of current academic transition initiatives offered through the utmONE program. She spoke about Facilitated Study Groups (FSGs), which were optional peer-led sessions associated with a significant number of 1st year and some 2nd year courses, particularly gateway courses. Ms. Goodman noted that the program was originally funded and continued to operate after the loss of funding.. Despite this, the participation levels have now caught up to the level achieved during funded support, demonstrating the strength of the program.

Ms. Goodman advised members of future projects, such as the *Early Alert Initiative* which would identify students who required additional support to succeed academically within the first 4 weeks of the term. A pilot was being run during the winter semester. In addition, Promoting Academic Skills for Success (PASS) would provide structured support for time management and academic skills to students who were to be identified by the *Early Alert Initiative*. Professor Mullin added that faculty members would decide the criteria upon which a student would be identified for the *Early Alert Initiative* program.

Ms. Goodman informed members that the outcome of a working group on transition support was a proposed Office of Student Transition which would centralize and coordinate transition efforts across campus. Professor Mullin noted that central funding had been requested for this initiative. Ms. Goodman also listed the many ways in which faculty could become involved in transition support.

In response to a member's question, Ms. Goodman noted that the *Early Alert Initiative* would be available to students in first year courses during the pilot, however was expected to be available for all courses in Fall 2015. A member spoke of her concern regarding students who were not doing poorly academically,

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

but were not in the right program. Professor Mullin responded that the instructors were able to identify this activity based on parameters which had been set by them. Ms Diane Crocker, Registrar, added that the Office of the Registrar identified and called approximately 700 students this fall who were enrolled in courses outside of their subject area, a regular exercise undertaken by that Office. In response to a member's question Ms. Goodman responded that the Early Alert program did not have mandatory enrolment for faculty members.

3. Reviews of Academic Programs and Units: Professor Amy Mullin, Vice Principal, Academic & Dean

The Chair noted that the Committee would receive for information and discussion, reviews of academic programs and units consistent with the University of Toronto Quality Assurance process. The reviews are also forwarded to the Committee on Academic Policy and Programs (AP&P) for consideration. The Chair invited Professor Mullin, Vice-Principal Academic & Dean to present the annual report on external reviews of departments and programs for the year 2013-14². Professor Mullin informed Committee members that external reviews occurred at intervals of no more than 8 years and were supervised by the provincial Quality Council which was responsible for the auditing process. The role of the reviewers was to determine the quality of the program or department and make recommendations for areas of opportunity for improvement.

For 2013-14, the Department of Sociology and the Department of Economics were reviewed. Professor Mullin highlighted the positive elements of the Department of Sociology review, which included energetic faculty who had impressive research profiles, deep faculty commitment to educational experience, a comprehensive curriculum and positive student experiences. The areas of opportunity included the following: development of a hiring plan that balanced undergraduate program needs with tri-campus graduate priorities, reduction of course material overlap, enhancement of the program's location at UTM as a locus for faculty and graduate students, and ensuring program quality remained high as enrolments grow. In response, a curriculum review initiative was implemented to reduce overlap, a dedicated space for graduate students will be added in 2017, and further increases in faculty complement were planned in order to facilitate an increased number of courses and spaces in courses.

Professor Mullin then highlighted the positive elements of the Department of Economics review, which included the following: high quality of educational experiences through the programs, breadth of field and specialized courses, talented faculty researchers who linked research to student learning and innovative teaching techniques and program design developed by dedicated faculty. The identified opportunities for enhancement were to increase faculty cohesion and identity with the UTM undergraduate program, monitor first year student performance in quantitative courses, a strengthened student experience across programs and to track student performance, time to completion and post-graduation pathways. In response, the Department would 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 provide increased research experiences for students and would explore means of enhanced faculty student interaction outside the classroom. Professor Mullin provided examples of events for increased interaction, such as Student awards night and events where faculty would present research to students. The Chair and Professor Mullin noted the importance of external reviews and provided examples of their positive impact.

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

A member commented on the high percentage of students who did not graduate from their program. Professor Mullin explained the use of certain programs as place holders by students who were enrolled in a subject post, but were not taking those courses. She noted that the Office of the Registrar was currently developing ways in which to improve data collection on this matter. Professor Mullin also commented that many students did not finish within 4 years and this could often be attributed to a change in programs, and was also often the case for regulated programs that had lower tuition fees versus deregulated programs.

4. New Courses in the Masters of Management & Professional Accounting (MMPA) Program

The Chair reminded members that major and minor modifications to existing degree programs were considered for approval by this Committee. The Chair invited Professor Len Brooks, Director, MMPA to present the item. Professor Brooks advised members that 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 was 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). This proposal for two new courses (MGT1117H Reading & Research Course I and MGT2117H Reading & Research Course II) would formalize this third option and allow students to make-up for a missed or failed course requirement in a timelier manner and without having to extend the time of their studies. These two courses will provide students in both program years the opportunity to attain knowledge similar to that from the missed course while keeping them within their program cohort. The MMPA Program currently offers a number of courses in this format and for this purpose such as MGT1113H Accounting II and MGT2252H Financial Reporting 2. Professor Brooks informed members that the course objective was to ensure graduate students had attained knowledge of the subject area similar to the missed course and a minimum grade of 70 percent must be earned. He noted that both course proposals were approved by the Institute for Management and Innovation (IMI) Curriculum Committee as well as the Graduate Curriculum Oversight Committee.

On motion duly made, seconded and carried,

YOUR COMMITTEE APPROVED,

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

There was no other business brought forward.

6. Report of the Previous Meeting: Report 8 – November 10, 2014

On motion duly made, seconded and carried,

YOUR COMMITTEE APPROVED,

That Item 6, Report of the Previous Meeting, be approved.

7. Business Arising from the Report of the Previous Meeting

a. Experiential Education Notation (EXP) Guidelines

The Chair reminded members that at the previous meeting it was noted that the Dean would share with the Committee for information some guidelines on Experiential Learning and that members had been invited to contact the Dean's office to provide input on this topic. Professor Mullin noted that experiential learning had been identified as a key priority by the UTM community in academic planning, as well as by President Gertler. Experiential learning goes beyond paid co-op positions undertaken by Business or Management students. The courses which meet the criteria would be identified in the Calendar with an EXP designation. Professor Mullin provided examples of the different forms of experiential learning which could take place and pointed members to the Experiential Learning Guidelines document that was included with the agenda materials for today's meeting.

8. Assessors' Report

Professor Mullin noted that a future meeting of the AAC would see an item regarding the academic assessment of students at the end of every academic session with the exception of the first term of the first year, as discussed at the previous meeting. She noted that the proposal is currently under review. She encouraged members to continue to get in touch with her if they had any early input on this topic. Professor Mullin also advised members, specifically faculty, of timelines regarding submission of new program proposals, indicating a proposal for a new major would be implemented at its earliest in 2017. She emphasized the importance of an initial consultation with the Office of the Dean and noted that new program proposals required a much longer period of time to create than new streams or new minors. Professor Mullin encouraged members interested in establishing a new major to contact Ms Yen Du, Program and Curriculum Officer, Office of the Dean.

Professor Bryan Stewart, Vice-Principal, Research, provided an update to members on UofT's involvement with the Canada First Research Excellence Fund (CFREF). Subsequent to the announcement of the Fund, the tri-campus research offices collaborated to gather ideas on large scale projects. Shortly thereafter, the government announced that only one proposal per university was to be submitted. In response, the Vice-Principal, Research and Innovation Office created a collection of proposals, which would be deliberated on this week, after which one proposal would be chosen for submission. Professor Stewart noted that he and his UTSC counterpart had worked closely on a proposal called, *Healthy People, Healthy Communities* that encompassed many different departments and community organizations. He informed members that the formal call for submissions would be announced by the federal government shortly. Professor Saini commented on the high quality of proposals that had been submitted to the senior administration thus far, which had re-energized the University's leadership who would continue to build momentum around these proposals should they not receive funding from the CFREF specifically.

9. Date of Next Meeting – Wednesday, February 11, 2015, 4:10 p.m.

The meeting adjourned at 5:24 p.m.

Secretary
January 12, 2015

Chair



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**

- **Multiple units on campus run transitional programming**

Student Life
Residence
Office of the Registrar

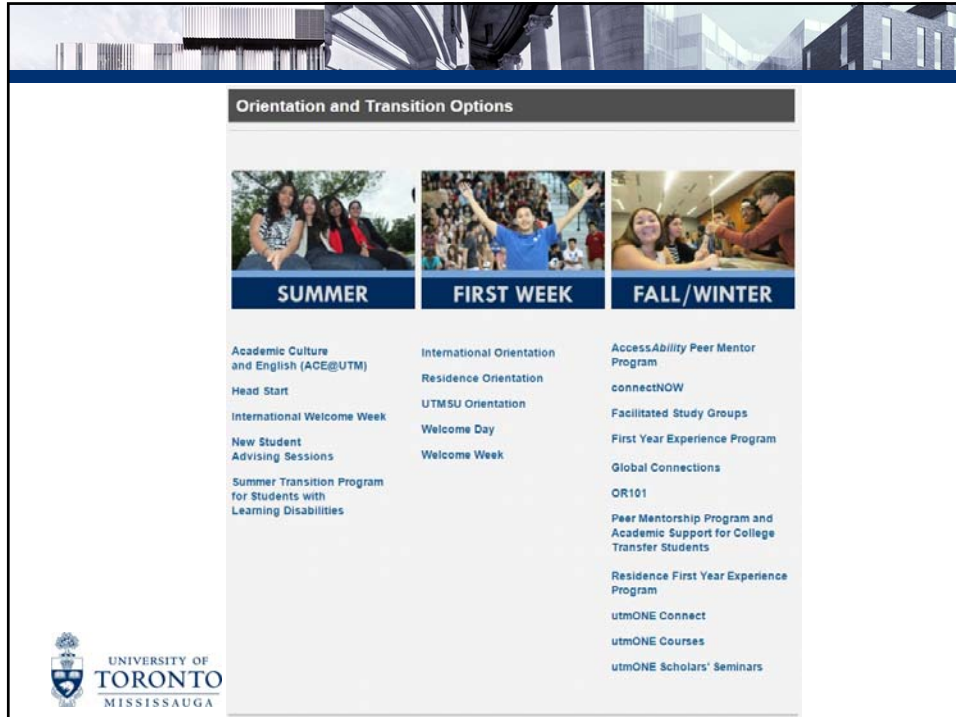
International Education Centre
AccessAbility Resource Centre

- **Multiple other units on campus support transitional programming**

Library
Career Centre

Health and Counseling Centre
Equity and Diversity Office





Orientation and Transition Options

SUMMER	FIRST WEEK	FALL/WINTER
Academic Culture and English (ACE@UTM) Head Start International Welcome Week New Student Advising Sessions Summer Transition Program for Students with Learning Disabilities	International Orientation Residence Orientation UTMSU Orientation Welcome Day Welcome Week	AccessAbility Peer Mentor Program connectNOW Facilitated Study Groups First Year Experience Program Global Connections OR101 Peer Mentorship Program and Academic Support for College Transfer Students Residence First Year Experience Program utmONE Connect utmONE Courses utmONE Scholars' Seminars

UNIVERSITY OF TORONTO MISSISSAUGA

Current Academic Transition Initiatives

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



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

- **Fall 2014 Statistics**

75 Students

3 Seminars Offered



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

- **Fall 2014 Statistics**

156 Students

3 Courses Offered





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

- **Fall 2014 Statistics**

267 Participants

15 Sections in 3 Streams



Exam Jam

- **Day-long event that bridges course-specific review sessions with stress reducing activities and tips**

- **Fall 2014 Statistics**

55 Course Review Sessions Held

14/16 Departments Represented

4 RGASC Test Strategy Sessions Offered

2,678 Students Scanned In

1,920 Unique Student Scans

77 Student Volunteers





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.

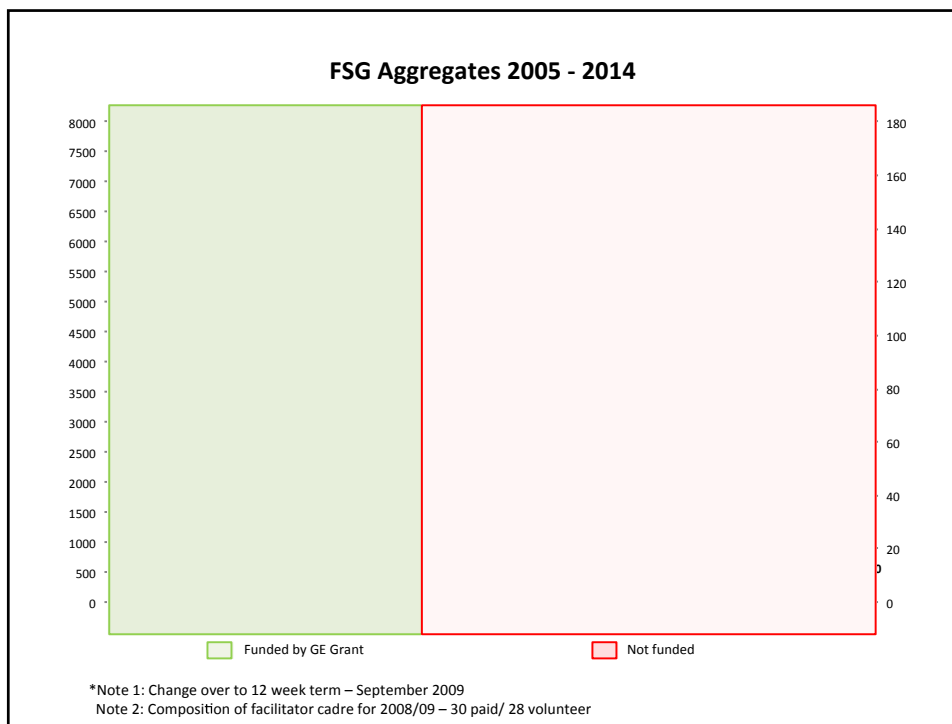
- **Just over 400 students attended at least one HeadStart workshop this August.**



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





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**
- **Student Mentor Recommendations**
- **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**



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.



3

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.



4

Response to the External Review

- 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

- 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

- 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