



University of Toronto Scarborough Campus Council

**ACADEMIC AFFAIRS COMMITTEE**

**Tuesday, June 16 2015**

**4:00 p.m.**

**UTSC Council Chamber, Arts and Administration Building, Room AA 160**

**1265 Military Trail**

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**AGENDA**

- 1. Chair's Remarks**
- 2. Assessors' Reports**
- 3. New Courses & Minor Curricular Modifications, Undergraduate Academic Units *\*(for approval)***

Be It Resolved,

THAT all new courses and minor modifications to programs submitted by UTSC academic units, as described in the documentation dated May 26, 2015 and recommended by the Dean and Vice-Principal (Academic), Professor Rick Halpern, be approved effective immediately for the academic year 2015-16.

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**CONSENT AGENDA\*\***

- 4. Editorial & Minor Curricular Modifications, Undergraduate & Graduate Academic Units *\*(for information)***
- 5. Report of the Previous Meeting: Report 11 – Monday, April 27, 2015 *\*(for approval)***
- 6. Business Arising from the Report of the Previous Meeting**
- 7. Date of the Next Meeting –Tuesday, September 8, 2015, 4:00 p.m. - 6:00 p.m.**

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**8. Other Business**

\* Documentation Attached

\*\* Documentation for consent included. This item will be given consideration by the committee only if a member so requests. Members with questions or who would like a consent item discussed by the Committee are invited to notify the Secretary, Ms Amorell Saunders N'Daw at least 24 hours in advance of the meeting by telephone at 416-287-5639 or email at saunders@utsc.utoronto.ca

\*\*\* Documentation to follow

+ Confidential documentation included for members only



OFFICE OF THE CAMPUS COUNCIL

**FOR APPROVAL**

**PUBLIC**

**OPEN SESSION**

**TO:** UTSC Academic Affairs Committee

**SPONSOR:** Professor Rick Halpern Dean and Vice-Principal (Academic)  
**CONTACT INFO:** vpdean@utsc.utoronto.ca

**PRESENTERS:** Professor, William Gough, Vice-Dean, Graduate  
Professor Mark Schmuckler, Vice-Dean, Undergraduate

**CONTACT INFO:** vdeangrad@utsc.utoronto.ca  
vicedean@utsc.utoronto.ca

**DATE:** Tuesday, June 16, 2015

**AGENDA ITEM:** 3

**ITEM IDENTIFICATION:**

New Course & Minor Curricular Modifications, Undergraduate Academic Units

**JURISDICTIONAL INFORMATION:**

University of Toronto Scarborough Academic Affairs Committee (AAC) “is concerned with matters affecting the teaching, learning and research functions of the Campus (AAC *Terms of Reference, Section 4*).” Under section 5.6 of its terms of reference, the Committee is responsible for approval of “Major and minor modifications to existing degree programs.” The AAC has responsibility for the approval of Major and Minor modifications to existing programs as defined by the University of Toronto Quality Assurance Process. (*UTQAP, Section 3.1*)

**GOVERNANCE PATH:**

1. UTSC Academic Affairs Committee [For Approval] (June 16, 2015)

**PREVIOUS ACTION TAKEN:**

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

**HIGHLIGHTS:**

This package includes all new courses and minor modifications to curriculum requiring governance approval as submitted by all UTSC undergraduate academic units, effective in the 2015-16 academic year (e.g. Program change – Major in Environmental Studies

*UTSC Academic Affairs Committee-  
New Course & Minor Curricular Modifications, Undergraduate Academic Units*

(BA); and new courses in the Department of Political Science, Department of Biological Sciences, and Department of Anthropology – Health Studies Group). Minor modifications to curriculum are understood as those that do not have a significant impact on program or course learning outcomes. They require governance approval when they modestly change the nature of a program or course. These items are being presented out-of-cycle to be effective for the 2015-16 academic year.

**FINANCIAL IMPLICATIONS:**

There are no net financial implications to the campus operating budget.

**RECOMMENDATION:**

Be It Resolved,

THAT all new courses and minor modifications to programs submitted by UTSC academic units, as described in the documentation dated May 26, 2015 and recommended by the Dean and Vice-Principal (Academic), Professor Rick Halpern, be approved effective immediately for the academic year 2015-16.

**DOCUMENTATION PROVIDED:**

1. 2015-16 Curriculum Cycle: Out-of-Cycle New Courses and Minor Modifications for Approval Report: All Academic Units, dated May 26, 2015



**2015-16 Curriculum Cycle**  
**Out-Of-Cycle New Courses and Minor Modifications for Approval Report:**  
**All Academic Units**  
May 26, 2015

**Undergraduate Units (only)**

**Department of Anthropology – Health Studies Group**

*Item 1: New Course – HLTB11H3*

**HLT B11H3 Basic Human Nutrition**

An introductory course to provide the fundamentals of human nutrition to enable students to understand and think critically about the complex interrelationships between food, nutrition, health and environment.

Prerequisite: HLTA02H3 and HLTA03H3

Exclusion: NFS284H1

Breath Requirement: Natural Sciences

*Rationale:*

A basic understanding of human nutrition is essential preparation for a study of the social determinants of health, global health and chronic disease. This course will be part of the core of both Health Studies programs. C-level courses such as HLTC05, C18 and C21 will benefit from being able to refer to it.

It is being proposed out of cycle so that it can be offered in Fall 2015. The course will likely run in the Fall session each year.

The course is similar to NFS284, which is given as an exclusion. It will not make any existing courses redundant.

*Consultation:*

Approved by the Departmental Curriculum Committee. Reviewed by the Dean's Office.

*Item 2: New Course – HLTB42H3*

**HLT B42H3 Foundations of Medical Anthropology**

This course introduces students to anthropological perspectives of culture, society, and language, to foster understanding of the ways that health intersects with political, economic, religious and kinship systems. Topics will include ethnographic theory and practice, cultural relativism, and social and symbolic meanings and practices regarding the body.

Prerequisites: HLTA02H3 and HLTA03H3  
Breadth Requirement: Social & Behavioural Sciences

*Rationale:*

Medical Anthropology fits well with the Health Studies programs, and a major in Anthropology is an attractive pairing with a major in Health Studies. As such it would be very desirable for relevant courses in medical anthropology to be accessible to Health Studies students. These include: ANTC24: Culture, Mental Illness, and Psychiatry, ANTC61: Medical Anthropology: Illness and Healing in Cultural Perspective and ANTC68: Deconstructing Epidemics. However, it is expected that other Anthropology courses will also be attractive to Health Studies students, such as ANTB64: Anthropology of Food, and ANTC10: Anthropology of Development. This course has been designed in collaboration with Anthropology to provide health studies students with a suitable background for these courses.

This course is to be offered in Fall 2015 so that students will be prepared for ANTC24 in the Winter term. Students who have completed B42 will be admitted to ANTC24 by permission of the instructor. In the fall Anthropology will be adding HLTB42 as an alternative to the existing prerequisites for C24, C61 and C68.

No similar courses are offered elsewhere.

*Consultation:*

Approved by the Departmental Curriculum Committee. Reviewed by the Dean's Office.

***Item 3: New Course – HLTD23H3***

**HLTD23H3 Special Topics in Health**

The topics presented in this course will represent a range of contemporary issues in health research. Topics will vary by instructor and term.

Prerequisite: [Completion of at least 6.0 credits from the requirements of the Major/Major Co-operative programs in Health Studies] and [a minimum CGPA of 2.5 in HLT courses] and [permission of the instructor]

Enrolment Limits: 30

Breadth Requirement: Social & Behavioural Sciences

*Rationale:*

This is an advanced course that builds on the knowledge and skills acquired from core courses in Health studies. Students should have gained knowledge about health studies from other offered courses before taking this course. In addition, students should ideally be in their last year of study and should demonstrate a good level of academic potential to succeed in this course.

This course is being proposed out of cycle so that it can be offered in the Fall 2015 session. An adjunct faculty member from IHPME has agreed to teach a course on an area of his expertise this coming year. He is only available in the Fall term.

*Consultation:*

Approved by the Departmental Curriculum Committee. Reviewed by the Dean's Office.

## Department of Biological Sciences

### *Item 1: New Course – BIOA11H3*

#### **BIOA11H3 Introduction to the Biology of Humans**

An exploration of how molecules and cells come together to build and regulate human organ systems. The course provides a foundation for understanding genetic principles and human disease and applications of biology to societal needs. This course is intended for non-biology students.

Exclusion: BIOA01H3, BIOA02H3, CSB201H1

Breadth Requirement: Natural Sciences

Note: (1) Priority will be given to students in the Major/Major Co-op in Health Studies – Population Health. Students across all disciplines will be admitted if space permits. (2) Students who have passed BIOA11H3 are permitted to take BIOA01H3 and BIOA02H3.

*Rationale:*

This course will provide students who have not taken high school biology a university-level introduction to the study of biology from a human body perspective. It is being proposed out of cycle, so that it can be offered in Fall 2015.

We project an initial enrolment of 200 based on the number of health studies students that are likely to be interested in such a course offering. However, no enrolment limit is being proposed at this time.

There are similar courses taught at the University of Toronto: An online course offered at UTSG, CSB201H1 indicates some overlap in content and targets non-biology students as well. Given, the emphasis on biotechnology in this UTSG course and the online format, the overlap with the proposed course is likely minimal. It is however listed as an exclusion to the proposed course.

This course is distinctive in that it will be the first of its kind (a biology course for non-biology students) that will be offered at UTSC. It serves to highlight a partnership between the Biological Sciences and Health Studies departments in providing students with opportunities to develop a strong foundation in biology when working towards degrees such as a Major in Population Health (Health Studies). It will hopefully also attract students from across other disciplines who are interested in learning biology from a human perspective.

The course does not make any existing course redundant.

*Consultation:*

Approved by the Departmental Curriculum Committee. Consultation with the Health Studies group in the Department of Anthropology. Reviewed by the Dean's Office.

**Item 2: New Course – BIOD35H3**

**BIOD35H3 Sports Science**

In this practical introduction to sports science, students will explore how basic science is used to enhance athlete performance. Modules will focus on basic and applied aspects of physiology, biomechanics, strength and conditioning, sports medicine, sports nutrition, and sports psychology. Taught at the Toronto Pan-Am Sports Centre (TPASC).

Prerequisite: BIOC33H3 or BIOC34H3

Recommended Preparation: Completion of an A-level Physics course

Enrolment Limits: 40

Breadth Requirement: Natural Sciences

*Rationale:*

This course will fit into Biological Sciences programs that focus on issues related to human health, basic biological principles as they relate to the human body, and the interaction of humans with the environment. Thus, the course will be added to the Specialist in Human Biology, Major in Human Biology, Specialist in Integrative Biology, and Major in Biology programs. The proposed course will bolster these programs' goal of showing how basic science translates to a variety of human endeavours, in this case athletic performance.

This proposal is being submitted out of cycle so that the course can be offered in Fall 2015, thereby taking advantage of the excitement surrounding the PanAm Games at the new TPASC.

At UTSC, there is no course investigating the impact of exercise and exercise training on human functioning. In the wider UofT, there are multiple courses in the Kinesiology and Physical Education program that investigate the impact of exercise on health, but currently no course investigating the multiple scientific disciplines working together to improve elite athlete performance. This will be the only course on any of the three campuses that explicitly links exercise training theory with real-life sport application. In particular, the proposed course will provide students with an understanding of how multiple disciplines of science (physiology, biomechanics, psychology, nutrition, sports medicine, and strength & conditioning) work together to improve an athlete's adaptation to exercise training and performance.

Students will be exposed in class and in the lab component of the course to new cutting-edge technology at the Canadian Sport Institute Ontario, which is used to assess and monitor athlete performance and progression.

*Consultation:*

Approved by the Departmental Curriculum Committee. Consultation with Canadian Sport Institute Ontario (CSIO). Reviewed by the Dean's Office.

## Department of Physical and Environmental Sciences

### *Item 1: Program change – Major in Environmental Studies (BA) [program shared with Department of Political Science]*

#### *Overview of Changes:*

- Delete POLA51H3, POLA83H3 and POLB50H3 from requirement 1; add POLA01H3 and POLA02H3 to requirement one
- Add ESTC35H3 and ESTC36H3 as required courses to requirement 2
- “or equivalent” is added to STAB22H3
- GGRB21H3 is changed from a required to an optional course in requirement 2
- Delete HLTA01H3 as an option from requirement 2; add EESD13H3, ESTC34H3, GGRB21H3, IDSC02H3, PHLB02H3, POLB50Y3, SOCC37H3 as options to requirement 2
- Delete ESTC34H3 as a required course in requirement 3

#### *Rationale:*

##### Requirement 1. Core Courses

- POLA51H3, POLA83H3 and POLB50H3 are being removed from the program because they have been deleted by their home unit. POLA01H3 and POLA02H3 have been added to requirement 1 since they are appropriate substitutes for the deleted POL A-levels.

##### Requirement 2. Foundations & Skills

- To build a more robust Environmental Studies Program we are including EST courses as requirements in all three components of the program: Core courses, Foundations & Skills courses, and Capstone & Applications courses. ESTC35H3 and ESTC36H3 are new courses that have been developed as required Foundations & Skills courses. They will provide students with the necessary knowledge and skills for environmental practice and decision-making, namely a better understanding of the role of science and technology in solving environmental problems, and the relationship between knowledge, ethics and the environment. They will provide a strong bridge between environmental studies, geography, international development, political science, sociology and the humanities, and will make the environmental studies program more attractive to students in these other disciplines. To accommodate these changes the total credits for requirement 2 increase from 3.5 to 4.0.
- STAB22H3 “or equivalent” has been added to STAB22H3 to give students greater flexibility in completing their statistics requirement; by “or equivalent” we mean: ANTC35H3, MGE11H3/(ECMB11H3), (POLB11H3), POLC11H3, PSYB07H3, (SOCC06H3), STAB52H3, STAB57H3, STA220H, STA250H, POL242Y, or equivalent transfer credit.
- GGRB21H3 has become an optional course in requirement 2 to ensure Environmental Studies provides some course overlap for students pursuing the Major and Minor programs in Human Geography, and Major in Physical and Human Geography.
- EESD13H3, PHLB02H3, SOCC37H3, and IDSC02H3 have been added to requirement 2 because they are relevant to the Environmental Studies program and strengthen the links between environmental studies and the environmental sciences, sociology and international development studies.
- POLB50Y3 has been added as an option to requirement 2 because it replaces POLB50H3
- HLTA01H3 has been removed from the program because it has been deleted by its home unit.



### Requirement 3. Capstone & Applications

- ESTC34H3 has been removed from required courses options because there is another project-based required course (ESTD17Y3 Cohort Capstone Course in Environmental Studies) in which students in their final year conduct a year-long project on an environmental issue. ESTC34H3 has been moved to the 2.0 optional courses list in Foundations and Skills. Moreover, requiring 4 capstone and applications courses to complete the Environmental Studies program represents a disincentive for students and it is unusual to require this many final capstone courses. Thus we have reduced the number of credits for the Capstone and Applications course options from 2.5 to 2.0.

#### *Consultation:*

Approved by the Departmental Curriculum Committee. Consultation with the Department of Political Science, and also with the Centre for Critical Development Studies, and the Department of Human Geography. Reviewed by the Dean's Office.

#### *Calendar Copy Showing Changes:*

### MAJOR PROGRAM IN ENVIRONMENTAL STUDIES (ARTS)

Program Director. N. Klenk (416-208-5089) Email: nicole.klenk@utoronto.ca

Companion majors include: Anthropology, Human Geography, Political Science, Public Policy, Sociology, Biology, Biodiversity, Ecology and Evolution, Chemistry, Biochemistry, and Environmental Science, Physics and Astrophysics, and Physical Sciences. Other majors are possible with permission of the Supervisor of Study.

### **Program Requirements**

Completion of 8.5 credits as follows:

#### 1. Core Courses (2.5 credits)

EESA01H3 Introduction to Environmental Science

[MGEA01H3/(ECMA01H3) Introduction to Microeconomics or MGEA05H3/(ECMA05H3) Introduction to Macroeconomics]

ESTB01H3 Introduction to Environmental Studies

*and* 0.5 full credit chosen from:

ANTB01H3 Political Ecology

GGRA03H3 Cities and Environments

~~POLA51H3 Critical Issues of Canadian Democracy~~

~~POLA83H3 Exploring Globalization~~

~~POLA01H3 Critical Issues in Politics I~~

~~POLA02H3 Critical Issues in Politics II~~

~~POLB50H3 Canada's Political Institutions~~

POLB80H3 Introduction to International Relations

*and* 0.5 full credit chosen from:

EESA06H3 Introduction to Planet Earth

EESA07H3 Water

EESA09H3 Wind

EESA10H3 Human Health and the Environment

EESA11H3 Environmental Pollution

EESB18H3 Natural Hazards

2. Foundations & Skills (~~3.5~~ 4.0 credits)

ESTC35H3 Environmental Science and Technology in Society

ESTC36H3 Knowledge, Ethics and Environmental Decision-Making

~~GGRB21H3 Environments and Environmentalisms~~

IDSB02H3 Development and Environment

STAB22H3 Statistics I or equivalent

and 2.0 full credits chosen from:

EESB03H3 Principles of Climatology

EESB04H3 Principles of Hydrology

EESB05H3 Principles of Soil Science

EESB17H3 Hydro Politics and Transboundary Water Resources Management

EESC13H3 Environmental Impact Assessment and Auditing

EESD13H3 Environmental Law and Ethics

ESTC34H3 Sustainability in Practice

GGRA30H3 Geographic Information Systems (GIS) and Empirical Reasoning

~~GGRB21H3 Environments and Environmentalisms~~

GGRC22H3 Political Ecology Theory and Applications

GGRC26H3 Geographies of Environmental Governance

GGRC44H3 Environmental Conservation and Sustainable Development

~~HLTA01H3 Plagues and People~~

IDSC02H3 Environmental Science and Evidence-Based Policy

PHLB02H3 Environmental Ethics

POLB50Y3 Canadian Government and Politics

POLC53H3 Canadian Environmental Policy

POLD89H3 Global Environmental Politics

SOCC37H3 Environment and Society

3. Capstone & Applications (~~2.5~~ 2.0 credits)

~~ESTC34H3 Sustainability in Practice~~

ESTD16H3 Project Management in Environmental Studies

ESTD17Y3 Cohort Capstone Course in Environmental Studies

ESTD18H3 Environmental Studies Seminar Series

## Department of Political Science

### *Item 1: New Course – POLD59H3*

#### **POLD59H3 Politics of Disability**

An in-depth analysis of the place and rights of disabled persons in contemporary society. Course topics include historic, contemporary, and religious perspectives on persons with disabilities; the political organization of persons with disabilities; media presentation of persons with disabilities; and the role of legislatures and courts in the provision of rights of labour force equality and social service accessibility for persons with disabilities.

Area of Focus: Canadian Government and Politics

Prerequisite: 8.0 credits, of which at least 1.5 credits must be at the C- or D-level

Enrolment Limit: 25

Breadth Requirement: Social & Behavioural Sciences

*Rationale:*

Despite approximately 14% of Canadians living with a disability, the politics surrounding their efforts to secure equal status in society have been largely ignored. This course helps to fill this gap. It provides an opportunity for senior students to learn about the historic and contemporary challenges facing persons with disabilities: in religious doctrines, in the media, and in society more broadly. The course maps the progress that has been made towards their equitable treatment, including in the workplace, and the role of legislatures and courts in such progress.

This course is being proposed out of cycle so that it can be offered in the Fall 2015 session.

The course is distinctive in that its instructor, David Onley, has personal experience of living with a disability and has been active in promoting rights of persons with disabilities. There is no similar course at UTSC or at the University of Toronto.

*Consultation:*

Approved by the Departmental Curriculum Committee. Reviewed by the Dean's Office.



OFFICE OF THE CAMPUS COUNCIL

**FOR INFORMATION**

**PUBLIC**

**OPEN SESSION**

**TO:** UTSC Academic Affairs Committee

**SPONSOR:** Professor Rick Halpern, Dean and Vice-Principal (Academic),  
**CONTACT INFO:** vpdean@utsc.utoronto.ca

**PRESENTERS:** Professor William Gough, Vice-Dean, Graduate  
Professor Mark Schmuckler, Vice-Dean, Undergraduate

**CONTACT INFO:** vdeangrad@utsc.utoronto.ca  
vicedean@utsc.utoronto.ca

**DATE:** Tuesday, June 16, 2015

**AGENDA ITEM:** 4

**ITEM IDENTIFICATION:**

Editorial & Minor Curricular Modifications, Undergraduate and Graduate Academic Units

**JURISDICTIONAL INFORMATION:**

University of Toronto Scarborough Academic Affairs Committee (AAC) “is concerned with matters affecting the teaching, learning and research functions of the Campus (AAC *Terms of Reference, Section 4*).” Under section 5.7 of its Terms of Reference, the Committee “receives annually from its assessors, reports on matters within its areas of responsibility.”

**GOVERNANCE PATH:**

1. UTSC Academic Affairs Committee [For Information] (June 16, 2015)

**PREVIOUS ACTION TAKEN:**

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

**HIGHLIGHTS:**

The Office of the Dean and Vice-Principle (Academic) reports, for information, all editorial and minor curricular changes to programs and courses that do not require governance approval.

*UTSC Academic Affairs Committee-  
Editorial & Minor Curricular Modifications, Undergraduate and Graduate Academic Units*

Non-curricular editorial changes include:

- Changes to course titles;
- Changes to course descriptions (where there are no changes to the learning outcomes);
- Acknowledging the deletion of a course in a program or another course;
- Revisions to program admission or enrolment information that has no impact on the program requirements;
- Overview or introductory paragraphs about academic units or programs; and
- Routes to specialization and guides to course sequencing.

Minor curricular modifications that do not require governance approval include:

- Changes to existing programs that do not impact the learning outcomes;
- Course deletions; and
- Changes to existing courses that do not impact the learning outcomes.

**FINANCIAL IMPLICATIONS:**

There are no net financial implications to the campus operating budget.

**RECOMMENDATION:**

This item is presented for information only.

**DOCUMENTATION PROVIDED:**

1. 2015-16 Curriculum Cycle: Out-of-Cycle Editorial and Minor Modifications for Information Report: All Academic Units, dated May 26, 2015



**2015-16 Curriculum Cycle**  
**Out-Of-Cycle Editorial and Minor Modifications for Information Report:**  
**All Academic Units**  
May 26, 2015

**Part I: Graduate Units**

**Graduate Department of Physical and Environmental Sciences**

*Note regarding consultation:*

All changes have been approved by the Graduate Unit, and reviewed by the Dean's Office. Appropriate consultation has taken place with the School of Graduate Studies, and the Office of the Provost and Vice-President.

***Item 1: Change to Course Title: EES 1120H***

*Changes are editorial only, and have been included in the 2015-16 SGS Academic Calendar.*

From: The Dynamics of Contaminant Dispersal in Fluids

**To: Fluid Dynamics of Contaminant Transport**

Course is an optional course for both the Master of Environmental Science (MEnvSc) and the Doctor of Philosophy in Environmental Science (PhD).

## Part II: Undergraduate Units

### Department of Anthropology

***Note regarding consultation:***

All changes have been approved by the Departmental Curriculum Committee, and reviewed by the Dean's Office. Where changes may have had an impact on outside academic units, appropriate consultation has taken place.

***Item 1: Course change – ANTB16H3, ANTB19H3, ANTB20H3, ANTB64H3, ANTC34H3***  
*Changes are minor modifications to existing courses, and have been implemented in the 2015-16 UTSC Academic Calendar.*

***Rationale:***

Prerequisites have been revised to allow students in the Minor in Migration and Ethnic Diversity to take these courses. There is no impact on learning outcomes.

***Calendar Copy Showing Changes:***

**ANTB16H3 Canadian Cultural Identities**

This course explores the creation or invention of a Canadian national identity in literature, myth and symbolism, mass media, and political culture. Ethnographic accounts that consider First Nations, regional, and immigrant identities are used to complicate the dominant story of national unity.

Area course

Prerequisite: ANTA02H3 or [any 4.0 credits in ANT, HLT, IDS, CIT, GGR, POL, SOC or HCS courses]

Breadth Requirement: Social & Behavioural Sciences

**ANTB19H3 Ethnography and the Comparative Study of Human Societies**

This course introduces students to the theory and practice of ethnography, the intensive study of people's lives as shaped by social relations, cultural beliefs, and historical forces. Various topics, including religion, economics, politics, and kinship introduce students to key anthropological concepts and theoretical developments in the field.

Prerequisite: ANTA02H3 or [any 4.0 credits in ANT, HLT, IDS, CIT, GGR, POL, SOC or HCS courses]

Exclusion: ANT204Y, ANT207H

Breadth Requirement: Social & Behavioural Sciences

**ANTB20H3 Culture, Politics and Globalization**

This course is a further examination of approaches to the study of human cultural diversity in an interconnected world. Through ethnographic accounts and documentary films, students examine the effects of globalization through the political dimensions of culture and the global flows of technology, religion, kinship networks, migration, capital and crime.

Prerequisite: ANTA02H3 or [any 4.0 credits in ANT, HLT, IDS, CIT, GGR, POL, SOC or HCS courses]

Exclusion: ANT204Y, ANT204H

Breadth Requirement: Social & Behavioural Sciences

### **ANTB64H3 The Anthropology of Foods**

This course examines the social significance of food and foodways from the perspective of cultural anthropology. We explore the beliefs and behaviours surrounding the production, distribution and consumption of food, and the role of food in shaping or revealing cultural relations, identities, political processes, and forms of globalization.

Prerequisite: ANTA02H3 or [any 4.0 credits in ANT, HLT, IDS, CIT, GGR, POL, SOC or HCS courses]

Exclusion: (ANTC64H3)

Enrolment Limits: 150

Breadth Requirement: Social & Behavioural Sciences

### **ANTC34H3 The Anthropology of Transnationalism**

This course considers dimensions of transnationalism as a mode of human sociality and site for cultural production. Topics covered include transnational labour migration and labour circuits, return migration, the transnational dissemination of electronic imagery, the emergence of transnational consumer publics, and the transnational movements of refugees, kinship networks, informal traders and religions.

Prerequisite: [ANTB19H3 and ANTB20H3] or [any 8.0 credits in ANT, HLT, IDS, CIT, GGR, POL, SOC or HCS courses]

Enrolment Limits: 60

Breadth Requirement: Social & Behavioural Sciences

## Department of Anthropology – Health Studies Group

### ***Note regarding consultation:***

All changes have been approved by the Departmental Curriculum Committee, and reviewed by the Dean's Office. Where changes may have had an impact on outside academic units, appropriate consultation has taken place.

### ***Item 1: Course change – HLTB15H3, HLTD06H3***

*Changes are minor modifications to existing courses, and have been implemented in the 2015-16 UTSC Academic Calendar.*

### ***Rationale:***

Prerequisites have been revised to allow students in the Minor in Migration and Ethnic Diversity to take these courses. There is no impact on learning outcomes.



*Calendar Copy Showing Changes:*

**HLTB15H3 Introduction to Health Research Methodology**

The objective of this course is to introduce students to the main principles that are needed to undertake health-related research. Students will be introduced to the concepts and approaches to health research, the nature of scientific inquiry, the role of empirical research, and epidemiological research designs.

Exclusion: (HLTA10H3)

Prerequisite: [HLTA02H3 and HLTA03H3 and any Statistics course] or [any 4.0 credits, including SOCB60H3]

Enrolment Limits: 150; Restricted to students in health studies and health science programs (e.g. Human Biology, Mental Health Studies, Computer Science - Health Informatics stream, Health Studies).

Breadth Requirement: Social & Behavioural Sciences

**HLTD06H3 Special Topics in Migration and Public Health**

The focus of this seminar is on public health as an institution and on the contemporary and historical practices related to migrants in Canada and globally. Practices include surveillance, screening, detention, and quarantine, among other forms of governance and regulation. Societal issues, social theory, and historic case studies drawn from literature, film and empirical research explore enduring questions and tensions related to the treatment of migrants by public health systems.

Prerequisite: [[HLTB16H3 and HLTC05H3] and [1.5 credits at the C-level in HLT courses] and [a minimum CGPA of 2.5]] or [SOCB60H3 and an additional 15.0 credits]

Recommended Preparation: Courses in the social sciences (ANT, HLT, IDS, CIT, GGR, POL, SOC)

Enrolment Limits: 30

Breadth Requirement: History, Philosophy & Cultural Studies

***Item 2: Course change – HLTB22H3***

*Changes are minor modifications to existing courses*

*Rationale:*

Students without any preparation in Biology struggle greatly with HLTB22H3, but those who have completed BIOA01H3 and BIOA02H3 have thrived. A new course - BIOA11H3 - has been designed by Biological Sciences and Health Studies to prepare students without any background in Biology for HLTB22H3.

BIOA11H3 (also submitted out-of-cycle - for approval) will be offered in Fall 2015 and HLTB22H3 will be offered in Winter 2016. BIOA11H3 is being introduced as a prerequisite for HLTB22H3 now so that when students register for B22 in July, they will see that they must also register for A11, unless they have completed BIOA01 and A02. The academic unit will publicize this change widely.

*Calendar Copy Showing Changes:*

**HLTB22H3 Biological Determinants of Health**

This course is an introduction to the basic biological principles underlying the origins and development of both infectious and non-infectious diseases in human populations. It covers population genetics and principles of inheritance.

Prerequisite: HLTA02H3 and HLTA03H3 and **[[BIOA11H3 or [BIOA01H3 and BIOA02H3]]**

Enrolment Limits: Restricted to students in health studies and health science programs (e.g. Human Biology, Mental Health Studies, Computer Science - Health Informatics stream, Health Studies).

Breadth Requirement: Natural Sciences

**Department of Arts, Culture and Media**

***Note regarding consultation:***

All changes have been approved by the Departmental Curriculum Committee, and reviewed by the Dean's Office. Where changes may have had an impact on outside academic units, appropriate consultation has taken place.

***Item 1: Course change – MDSB03H3, VPAB05H3, VPAC15H3***

*Changes are minor modifications to existing courses, and have been implemented in the 2015-16 UTSC Academic Calendar.*

***Rationale:***

Prerequisites have been revised to allow students in the Minor in Culture, Creativity, and Cities to take these courses. There is no impact on learning outcomes.

*Calendar Copy Showing Changes:*

**MDSB03H3 Advertising and Consumer Culture**

This course introduces students to the study of advertising as social communication and provides a historical perspective on advertising's role in the emergence and perpetuation of "consumer culture". The course examines the strategies employed to promote the circulation of goods as well as the impact of advertising on the creation of new habits and expectations in everyday life.

Prerequisite: MDSA01H3 or **SOCB58H3**

Breadth Requirement: History, Philosophy & Cultural Studies

**VPAB05H3 Introduction to Contemporary Cultural Theory**

An introduction to key concepts and issues in contemporary cultural theory. Emphasizes critical reading, thinking, and writing. Students will engage with a wide range of theoretical and methodological developments in the study of art and culture, including, cultural studies, feminism, and postmodernism.

Prerequisite: **[4.0 credits, including VPAA10H3] or [SOCB58H3 and an additional 4.0 credits]**

Breadth Requirement: History, Philosophy & Cultural Studies

### **VPAC15H3 Cultural Policy**

A survey of the principles, structures and patterns of cultural policy and arts funding, both nationally and internationally. The course will explore a wide range of cultural policy issues, addressing both the subsidized arts and cultural industries sectors, and exploring the strengths and weaknesses of particular policy approaches.

Prerequisite: [8.0 credits, including VPAA10H3 ~~&~~ and VPAB05H3] or [8.0 credits, including SOCB58H3 and registration in the Minor in Culture, Creativity, Cities]

Breadth Requirement: Arts, Literature & Language

## **Department of English**

### ***Note regarding consultation:***

All changes have been approved by the Departmental Curriculum Committee, and reviewed by the Dean's Office. Where changes may have had an impact on outside academic units, appropriate consultation has taken place.

### ***Item 1: Program change – Minor in Creative Writing***

*Changes are minor modifications to an existing program, and have been implemented in the 2015-16 UTSC Academic Calendar.*

### *Overview of Changes:*

- Add ENGB63H3 as an optional course to requirement 2 of the program

### *Rationale:*

ENGB63H3 is a core creative writing course, which should be an option in the Minor in Creative Writing.

### *Calendar Copy Showing Changes:*

### **MINOR PROGRAM IN CREATIVE WRITING (ARTS)**

Program Supervisor: D. Tysdal (416-287-7176) Email: dtysdal@utsc.utoronto.ca

### Program Requirements:

Students must complete 4.0 credits as follows:

#### 1. 1.5 credits:

ENGB03H3 Critical Thinking about Narrative

ENGB04H3 Critical Thinking about Poetry

[ENGB60H3 Creative Writing: Poetry I or ENGB61H3 Creative Writing: Fiction I]

#### 2. 2.5 credits to be selected from:

ENGB60H3 Creative Writing: Poetry I (if not already counted as a required course)

ENGB61H3 Creative Writing: Fiction I (if not already counted as a required course)

**ENGB63H3 Creative Non-Fiction I**

ENGC04H3 Creative Writing: Screenwriting  
ENGC05H3 Creative Writing: Poetry and New Media  
ENGC06H3 Creative Writing: Writing for Comics  
ENGC08H3 Special Topics in Creative Writing I  
ENGC86H3 Creative Writing: Poetry II  
ENGC87H3 Creative Writing: Fiction II  
ENGC88H3 Creative Non-Fiction  
ENGD22H3 Special Topics in Creative Writing II  
ENGD26Y3 Independent Studies in Creative Writing: Poetry  
ENGD27Y3 Independent Studies in Creative Writing: Fiction  
ENGD28Y3 Independent Studies in Creative Writing: Special Topics

**Item 2: Course change – ENGD27H3**

*Changes are minor modifications to an existing course, and have been implemented in the 2015-16 UTSC Academic Calendar.*

*Rationale:*

These changes are necessary to accommodate creative nonfiction writers within the Minor in Creative Writing. Changing the course from “fiction” to “prose” gives students the opportunity to complete both fiction and nonfiction projects. Students can now study genre writing at the B, C and D-level, progressively exploring more nuanced and complicated issues related to the craft. Practically speaking, it also allows creative nonfiction writers to pursue longer, book-length projects in this genre in their latter years at UTSC.

*Calendar Copy Showing Changes:*

**ENGD27Y3 Independent Studies in Creative Writing: ~~Fiction~~ Prose**

Advanced study of the writing of fiction **or creative nonfiction** for students who have excelled at the introductory and intermediate levels. Admission by portfolio. The portfolio should contain 30-40 pages of your best fiction **or nonfiction** and a 500-word description of your project. Please email your portfolio to [dtysdalawestoll@utsc.utoronto.ca](mailto:dtysdalawestoll@utsc.utoronto.ca) by the last Friday of April (for Independent Studies beginning in either the Fall ~~or Winter~~ semesters).

Prerequisite: [ENGB61H3 **or** ENGB63H3] and [ENGC87H3 **or** ENGC88H3] and [1 other C-level Creative Writing course] and permission of the instructor.

Exclusion: (ENGD27H3)

NOTE: Students may count no more than 1.0 full credit of D-level independent study towards an English program.

## Centre for French and Linguistics

**Note regarding consultation:**

All changes have been approved by the Departmental Curriculum Committee, and reviewed by the Dean’s Office. Where changes may have had an impact on outside academic units, appropriate consultation has taken place.

**Item 1: Program change – Specialist in French (BA)**

*Changes are minor modifications to an existing program, and have been implemented in the 2015-16 UTSC Academic Calendar.*

*Overview of Changes:*

- Replace FRED14H3 with FRED13H3 in requirement 4(d)

*Rationale:*

FRED14H3 was added to the bin in error during the 2014-15 curriculum cycle; replacing it with FRED13H3 corrects this error.

*Calendar Copy Showing Changes:*

**SPECIALIST PROGRAM IN FRENCH (ARTS)**

For curriculum inquiries, contact the CFL Undergraduate Assistant: [cfl-ua@utsc.utoronto.ca](mailto:cfl-ua@utsc.utoronto.ca)

This program is designed to provide students with a fundamental knowledge and grasp of principles and practices in core areas of French: language, grammar, linguistics, literature and culture.

Enrolment in the CTEP program in French has been suspended indefinitely. Students who enrolled at UTSC prior to the 2014 Summer Session should refer to the 2013/14 UTSC *Calendar*.

**Program Requirements**

This program requires 12.0 credits as follows including at least 4.0 credits at the C- or D-level of which at least 1.0 must be at the D-level:

1. 4.0 credits consisting of:
  - [FREA01H3](#) Language Practice I
  - [FREA02H3](#) Language Practice II
  - [FREB01H3](#) Language Practice III
  - [FREB02H3](#) Language Practice IV
  - [FREC01H3](#) Language Practice V
  - [FREC02H3](#) Language Practice VI
  - [FRED01H3](#) Language Practice VII: Written French
  - [FRED06H3](#) Language Practice VIII: Oral French(Except where substitution of other French credits is permitted for students with special proficiency in the French language)
2. 2.0 credits selected from:
  - [FREB44H3](#) Introduction to Linguistics: French Phonetics and Phonology
  - [FREB45H3](#) Introduction to Linguistics: French Morphology and Syntax
  - [FREB46H3](#) History of the French Language

- [FREC12H3](#) Semantics: The Study of Meaning  
[FREC46H3](#) Syntax II  
[FREC47H3](#) Pidgin and Creole Languages  
[FREC48H3](#) Sociolinguistics of French  
(FRED49H3) French Semantics
3. 1.5 credits selected from:
    - [FREB22H3](#) The Society and Culture of Québec
    - [FREB27H3](#) Modern France
    - [FREB28H3](#) The Francophone World
    - [FREB70H3](#) Cinema of the French-Speaking World
    - [FREB84H3](#) Folktale, Myth and the Fantastic in the French-Speaking World
    - [FREC83H3](#) Cultural Identities and Stereotypes in the French-Speaking World
  4. 3.0 credits in literature which must include:
    - (a) [FREB50H3](#) Introduction to French Literature I
    - (b) [FREB35H3](#) Francophone Literature
    - (c) 1.0 credit in literature from Québec, selected from the following:
      - [FREB36H3](#) The 20th Century Québec Novel
      - [FREB37H3](#) Contemporary Québec Drama
      - [FREC38H3](#) Topics in the Literature of Québec
      - [FRED14H3](#) Advanced Topics in the Literature of Québec
    - (d) 1.0 credit in French Literature, selected from the following:
      - [FREB51H3](#) Literary History in Context: From the Middle Ages to the 17th Century
      - [FREB55H3](#) Literary History in Context: 18th and 19th Centuries
      - [FREC57H3](#) French Fiction of the 19th Century
      - [FREC58H3](#) Literature of the Ancienne Regime
      - [FREC63H3](#) Topics in French Literature: Encountering Foreign Cultures: Travel Writing in France
      - [FREC64H3](#) French Fiction of the 20th and 21st Centuries
      - ~~[FRED14H3](#) Advanced Topics in the Literature of Québec~~
      - ~~[FRED13H3](#) Advanced Topics in French Literature~~
  5. 1.5 additional credits in French from either the above-mentioned courses (where not already taken) or from the list below:
    - [FREB08H3](#) Practical Translation I
    - [FREB11H3](#) French Language in the School System
    - [FREB17H3](#) Spoken French: Conversation and Pronunciation
    - [FREB18H3](#) French in the Workplace
    - [FREB20H3](#) Teaching Children's Literature in French
    - [FREC11H3](#) Teaching French as a Second Language
    - [FREC18H3](#) Translation for Business and Professional Needs

Note: Specialist students (including CTEP) cannot obtain more than 0.5 credit (out of 12.0) by taking a course in English. This does not include CTEP courses taught in English through OISE.

## Department of Historical and Cultural Studies

### *Note regarding consultation:*

All changes have been approved by the Departmental Curriculum Committee, and reviewed by the Dean's Office. Where changes may have had an impact on outside academic units, appropriate consultation has taken place.

### **Item 1: Course change – GASC59H3, GASD01H3, GASD56H3, HISC36H3, HISC59H3, HISD31H3, HISD35H3, HISD56H3**

*Changes are minor modifications to existing courses, and have been implemented in the 2015-16 UTSC Academic Calendar.*

### *Rationale:*

Prerequisites have been revised to allow students in the Minor in Migration and Ethnic Diversity to take these courses. There is no impact on learning outcomes.

### *Calendar Copy Showing Changes:*

#### **GASC59H3 Being Tamil: Race, Culture, Nation**

This course explores the transnational history of Tamil nationalism in the modern world. How have ideas of race and culture created modern Tamil national identity? Themes include ethnic politics, self-determination, mass-mobilization and diaspora.

Same as HISC59H3

Africa and Asia Area

Prerequisite: [[GASA01H3/HISA06H3 or GASA02H3 or GASB57H3/HISB57H3] and 1.0 additional credit in GAS or HIS courses] or [SOCB60H3 and an additional 8.0 credits]

Exclusion: HISC59H3, (GASB54H3), (HISB54H3)

Breadth Requirement: History, Philosophy & Cultural Studies

#### **GASD01H3 Senior Seminar: Topics in Global Asian Cultures**

This course offers an in-depth study of important cultural issues in historical and contemporary Asian and diasporic societies. Themes for study include music, art, cinema, media, literature, drama, and representations. It is conducted in seminar format with emphasis on discussion, critical reading, and writing of research papers.

Prerequisite: [[GASA01H3 and GASA02H3] and one C-level course from the options in the Specialist or Major program requirement #2] or [15.0 credits including SOCB60H3]

Enrolment Limits: 15

NOTE: Topics vary from year to year. Check the website:

[www.uts.utoronto.ca/~hcs/programs/global-asia-studies.html](http://www.uts.utoronto.ca/~hcs/programs/global-asia-studies.html) for current offerings.

#### **GASD56H3 'Coolies' and Others: Asian Labouring Diasporas in the British Empire**

'Coolie' labourers formed an imperial diaspora linking South Asia and China to the Caribbean, Africa, the Indian Ocean, South-east Asia, and North America. The long-lasting results of this history are evident in the cultural and ethnic diversity of today's Caribbean nations and Commonwealth countries such as Great Britain and Canada.

Africa and Asia Area

Same as HISD56H3

Prerequisite: [8.0 credits, at least 2.0 of which should be at the B- or C-level in Modern History] or [15.0 credits including SOCB60H3]

Exclusion: HISD56H3

Breadth Requirement: History, Philosophy & Cultural Studies

### **HISC36H3 People in Motion: Immigrants and Migrants in U.S. History**

Overview of the waves of immigration and internal migration that have shaped America from the colonial period to the present. Topics include colonization and westward migration, immigrants in the industrial and contemporary eras, nativism, stances towards pluralism and assimilation, and how migration experiences have varied by race, class, and gender.

United States and Latin America Area

Prerequisite: [HISB30H3 & and HISB31H3] or [any 8.0 credits, including SOCB60H3]

Breadth Requirement: History, Philosophy & Cultural Studies

### **HISC59H3 Being Tamil: Race, Culture, Nation**

This course explores the transnational history of Tamil nationalism in the modern world. How have ideas of race and culture created modern Tamil national identity? Themes include ethnic politics, self-determination, mass-mobilization and diaspora.

Same as GASC59H3

Africa and Asia Area

Prerequisite: [[GASA01H3/HISA06H3 or GASA02H3 or GASB57H3/HISB57H3] and 1.0 additional credit in GAS or HIS] courses or [SOCB60H3 and an additional 8.0 credits]

Exclusion: GASC59H3, (GASB54H3), (HISB54H3)

Breadth Requirement: History, Philosophy & Cultural Studies

### **HISD31H3 Thinking of Diversity: Perspectives on American Pluralisms**

A seminar exploring the evolution of American thinking about diversity -- ethnic, religious, and regional -- from colonial-era defenses of religious toleration to today's multiculturalism.

Participants will consider pluralist thought in relation to competing ideologies, such as nativism, and compare American pluralisms to formulations arrived at elsewhere, including Canada.

Transnational Area

Prerequisite: [HISB30H3 & and HISB31H3] or [15.0 credits including SOCB60H3]

Enrolment Limits: 15

Breadth Requirement: History, Philosophy & Cultural Studies

### **HISD35H3 The Politics of American Immigration, 1865-present**

A seminar that puts contemporary U.S. debates over immigration in historical context, tracing the roots of such longstanding controversies as those over immigration restriction, naturalization and citizenship, immigrant political activism, bilingual education and "English-only" movements, and assimilation and multiculturalism. Extensive reading and student presentations are required.

United States and Latin America Area

Prerequisite: [HISB30H3 & and HISB31H3] or [15.0 credits including SOCB60H3]

Enrolment Limits: 15

Breadth Requirement: History, Philosophy & Cultural Studies



**HISD56H3 'Coolies' and Others: Asian Labouring Diasporas in the British Empire**

'Coolie' labourers formed an imperial diaspora linking South Asia and China to the Caribbean, Africa, the Indian Ocean, South-east Asia, and North America. The long-lasting results of this history are evident in the cultural and ethnic diversity of today's Caribbean nations and Commonwealth countries such as Great Britain and Canada.

Africa and Asia Area

Same as GASD56H3

Prerequisite: [8.0 credits, at least 2.0 of which should be at the B- or C-level in Modern History] or [15.0 credits including SOCB60H3]

Exclusion: GASD56H3

Breadth Requirement: History, Philosophy & Cultural Studies

**Item 2: Course change – WSTA03H3**

*Changes are minor modifications to existing courses*

*Rationale:*

There is sufficient overlap between WSTA03H3 and WGS260H to warrant WGS260H being added as an exclusion.

*Calendar Copy Showing Changes:*

**WSTA03H3 Introduction to Theories of Feminism**

An introduction to feminist theories with a focus on the diverse, multidisciplinary and multicultural expressions of feminist thought. An overview of the major themes, concepts and terminologies in feminist thinking and an exploration of their meanings.

Exclusion: (NEW160Y), WGS160Y, WGS200Y, **WGS260H**

Breadth Requirement: History, Philosophy & Cultural Studies

## **Department of Human Geography**

***Note regarding consultation:***

All changes have been approved by the Departmental Curriculum Committee, and reviewed by the Dean's Office. Where changes may have had an impact on outside academic units, appropriate consultation has taken place.

**Item 1: Course change – GGRB21H3**

*Changes are minor modifications to an existing course, and have been implemented in the 2015-16 UTSC Academic Calendar.*

*Rationale:*

1. GGR233H was added to the exclusions during the 2014-15 curriculum cycle; there was a typo in the course code, which should have been given as GGR223H – this change corrects the error.
2. ENV222H1, ENV222H1 and JGE31H1 are being removed from the exclusions after consultation with the School of the Environment showed there was little overlap with GGRB21H3.

*Calendar Copy Showing Changes:*

**GGRB21H3 Environments and Environmentalisms**

This foundational course explores different conceptions of 'the environment' as they have changed through space and time. It also analyzes the emergence of different variants of environmentalism and their contemporary role in shaping environmental policy and practice.

Exclusion: **ENV221H, ENV222H, GGR222H, GGR233H, GGR223H, JGE324H**

Enrolment Limits: 150

Breadth Requirement: Social & Behavioural Sciences

## Department of Political Science

***Note regarding consultation:***

All changes have been approved by the Departmental Curriculum Committee, and reviewed by the Dean's Office. Where changes may have had an impact on outside academic units, appropriate consultation has taken place.

***Item 1: Course change – POLD52H3***

*Changes are minor modifications to an existing course, and have been implemented in the 2015-16 UTSC Academic Calendar.*

***Rationale:***

Prerequisites have been revised to allow students in the Minor in Migration and Ethnic Diversity to take these courses. There is no impact on learning outcomes.

*Calendar Copy Showing Changes:*

**POLD52H3 Immigration and Canadian Political Development**

Immigration has played a central role in Canada's development. This course explores how policies aimed at regulating migration have both reflected and helped construct conceptions of Canadian national identity. We will pay particular attention to the politics of immigration policy-making, focusing on the role of the state and social actors.

Areas of Focus: Canadian Government and Politics; Public Policy

Prerequisite: [[POLB50Y3 or equivalent] and [1.5 credits at the C-level in POL and/or PPG courses]] or [15.0 credits including SOCB60H3]

Enrolment Limits: 25

Breadth Requirement: Social & Behavioural Sciences

## Department of Psychology

***Note regarding consultation:***

All changes have been approved by the Departmental Curriculum Committee, and reviewed by the Dean's Office. Where changes may have had an impact on outside academic units, appropriate consultation has taken place.

***Item 1: Course change – NROC64H3***

*Changes are editorial only, , and have been implemented in the 2015-16 UTSC Academic Calendar.*

***Rationale:***

The proposed changes are necessary to provide sufficient depth as is appropriate for a C-level course. Currently, NROC64 provides too much breadth in topics as demonstrated by the reliance on materials from two textbooks. The course will benefit from a more focused examination of sensory systems in the context of motor control (i.e. motor control would be impossible without spatial senses, especially vision, vestibular sense and somatosensation, but does not require specific insights into smell and taste). Olfactory, auditory and gustatory topics are currently covered in courses such as PSYB51 and BIOC34. These changes do not impact learning outcomes.

***Calendar Copy Showing Changes:***

**NROC64H3 ~~Sensory and Motor~~ Sensorimotor Systems**

A focus on the mechanisms by which the nervous system processes sensory information and controls movement.

The topics include sensory transduction and the ~~sensory physiology for each of the~~ **physiology** ~~for sensory systems (olfactory, visual, somatosensory, auditory, gustatory vestibular) and models of sensory processing.~~

Prerequisite: NROB60H3

Exclusion: PSY290H

Breadth Requirement: Natural Sciences

## Department of Sociology

***Note regarding consultation:***

All changes have been approved by the Departmental Curriculum Committee, and reviewed by the Dean's Office. Where changes may have had an impact on outside academic units, appropriate consultation has taken place.

**Item 1: Course change – SOCB44H3, SOCB58H3, SOCC26H3, SOCC27H3, SOC44H3**  
*Changes are minor modifications to existing courses, and have been implemented in the 2015-16 UTSC Academic Calendar.*

*Rationale:*

Prerequisites have been revised to allow students in the Minor in Culture, Creativity, and Cities to take these courses. There is no impact on learning outcomes.

*Calendar Copy Showing Changes:*

**SOCB44H3 Sociology of Cities and Urban Life**

A theoretical and empirical examination of the processes of urbanization and suburbanization. Considers classic and contemporary approaches to the ecology and social organization of the pre-industrial, industrial, corporate and postmodern cities.

Prerequisite: [SOCA01H3 and SOCA02H3] or [any 4.0 credits and enrolment in the Minor in Culture, Creativity, and Cities or the Major/Major Co-op in Cities Studies]

Exclusion: SOC205Y

Enrolment Limits: 170

Breadth Requirement: Social & Behavioural Sciences

**SOCB58H3 Sociology of Culture**

An introduction to various ways that sociologists think about and study culture. Topics will include the cultural aspects of a wide range of social phenomena - including inequality, gender, economics, religion, and organizations. We will also discuss sociological approaches to studying the production, content, and audiences of the arts and media.

Prerequisite: [SOCA01H3 and SOCA02H3] or [any 4.0 credits and enrolment in the Minor in Culture, Creativity, and Cities]

Exclusion: (SOCC18H3), SOC360Y

Enrolment Limits: 170

Breadth Requirement: History, Philosophy & Cultural Studies

**SOCC26H3 Sociology of Urban Cultural Policies**

A popular civic strategy in transforming post-industrial cities has been the deployment of culture and the arts as tools for urban regeneration. In this course, we analyze culture-led development both as political economy and as policy discourse. Topics include the creative city; spectacular consumption spaces; the re-use of historic buildings; cultural clustering and gentrification; eventful cities; and urban 'scenes'.

Prerequisite: [(SOCB05H3 or [(SOCB40H3) and (SOCB41H3)] or STAB22H3] and [0.5 credit from the following: SOCB30H3, SOCB42H3, SOCB43H3, SOCB47H3, (SOCC39H3)]] or [SOCB58H3 and enrolment in the Minor in Culture, Creativity, and Cities] or [CITB02H3 and enrolment in the Major/Major Co-op in City Studies]

Exclusion: SOC386Y

Recommended Preparation: SOCB44H3

Enrolment Limits: 60

Breadth Requirement: Social & Behavioural Sciences

### **SOCC27H3 Sociology of Suburbs and Suburbanization**

This course examines the political economy of suburban development, the myth and reality of suburbanism as a way of life, the working class suburb, the increasing diversity of suburban communities, suburbia and social exclusion, and the growth of contemporary suburban forms such as gated communities and lifestyle shopping malls.

Prerequisite: [[SOCB05H3 or [(SOCB40H3) and (SOCB41H3)] or STAB22H3] and [0.5 credit from the following: SOCB30H3, SOCB42H3, SOCB43H3, SOCB47H3, (SOCC39H3)]] or [SOCB58H3 and enrolment in the Minor in Culture, Creativity, and Cities] or [CITB02H3 and enrolment in the Major/Major Co-op in City Studies]

Recommended Preparation: SOCB22H3 or SOCB49H3

Enrolment Limits: 60

Breadth Requirement: Social & Behavioural Sciences

### **SOCC44H3 Media and Society**

Provides an introduction to the emergence, organization and regulation of various media forms; social determinants and effects of media content; responses of media audiences; and other contemporary media issues.

Prerequisite: [[SOCB05H3 or [(SOCB40H3) and (SOCB41H3)] or STAB22H3] and [0.5 credit from the following: SOCB30H3, SOCB42H3, SOCB43H3, SOCB47H3, (SOCC39H3)]] or [SOCB58H3 and enrolment in the Minor in Culture, Creativity, and Cities]

Exclusion: (SOCB56H3), (SOCB57H3)

Enrolment Limits: 60

Breadth Requirement: Social & Behavioural Sciences

### ***Item 2: Course change – SOCB05H3, SOCB53H3, SOCC25H3, SOCC34H3, SOCC52H3, SOCC55H3, SOCD15H3, SOCD21H3***

*Changes are minor modifications to existing courses, and have been implemented in the 2015-16 UTSC Academic Calendar.*

#### *Rationale:*

Prerequisites have been revised to allow students in the Minor in Migration and Ethnic Diversity to take these courses. There is no impact on learning outcomes.

#### *Calendar Copy Showing Changes:*

### **SOCB05H3 Logic of Social Inquiry**

This course introduces the logic of sociological research and surveys the major quantitative and qualitative methodologies. Students learn to evaluate the validity of research findings, develop research questions and select appropriate research designs.

Prerequisite: [SOCA01H3 and SOCA02H3 and enrolment in a Sociology program] or [any 4.0 credits and enrolment in the Minor in Migration and Ethnic Diversity]

Exclusion: SOC200H, SOC200Y, (SOCB40H3), (SOCB41H3)

Enrolment Limits: 170

Breadth Requirement: Quantitative Reasoning

### **SOCB53H3 Race and Ethnicity**

The course draws on a geographically varied set of case studies to consider both the historical development and contemporary state of the sociological field of race, racialization and ethnic relations.

Prerequisite: [SOCA01H3 and SOCA02H3] or [any 4.0 credits and enrolment in the Minor in Migration and Ethnic Diversity]

Exclusion: SOC210Y

Enrolment Limits: 170

Breadth Requirement: Social & Behavioural Sciences

### **SOCC25H3 Ethnicity, Race and Migration**

A theoretical and empirical examination of ethnic identity formation, race and racism, and their relationship to international migration.

Prerequisite: [[SOCB05H3 or [(SOCB40H3) and (SOCB41H3)] or STAB22H3] and [0.5 credit from the following: SOCB30H3, SOCB42H3, SOCB43H3, SOCB47H3, SOCC39H3]] or [SOCB60H3 and an additional 8.0 credits and enrolment in the Minor in Migration and Ethnic Diversity]

Recommended Preparation: SOCB22H3 or SOCB49H3

Enrolment Limits: 60

Breadth Requirement: Social & Behavioural Sciences

### **SOCC34H3 Migrations & Transnationalisms**

Examines the relationship between contemporary modes of international migration and the formation of transnational social relations and social formations. Considers the impact of transnationalisms on families, communities, nation-states, etc. This course has been designated an Applied Writing Skills Course.

Prerequisite: [[SOCB05H3 or [(SOCB40H3) and (SOCB41H3)]] and [1.0 credit from the following: SOCB30H3, SOCB42H3, SOCB43H3, SOCB47H3, SOCB60H3, (SOCC39H3), IDSB01H3]] or [SOCB60H3 and an additional 8.0 credits and enrolment in the Minor in Migration and Ethnic Diversity]

Enrolment Limits: 60

Breadth Requirement: Social & Behavioural Sciences

### **SOCC52H3 International Migration and Immigrant Incorporation**

The course provides an overview of competing theories and concepts in the field of international migration and immigrant incorporation. Discussion puts the Canadian case in comparative perspective. Topics include global migration flows, refugeeship, citizenship and non-citizenship, economic incorporation, children of immigrants, and social exclusion.

Prerequisite: [[SOCB05H3 or [(SOCB40H3) and (SOCB41H3)] or STAB22H3] and [0.5 credit from the following: SOCB30H3, SOCB42H3, SOCB43H3, SOCB47H3, SOCB60H3, (SOCC39H3)]] or [SOCB60H3 and an additional 8.0 credits and enrolment in the Minor in Migration and Ethnic Diversity]

Exclusion: (SOCB52H3) and SOC210Y

Enrolment Limits: 60

Breadth Requirement: Social & Behavioural Sciences

### **SOCC55H3 Special Topics in Race and Ethnicity**

This course addresses key concepts and debates in the research on race and ethnicity. Topics covered may include historical and global approaches to: assimilation, ethnic relations, intersectionality, racialization, and scientific racism.

Prerequisite: [[SOCB05H3 or [(SOCB40H3) and (SOCB41H3)] or STAB22H3] and [0.5 credit from the following: SOCB30H3, SOCB42H3, SOCB43H3, SOCB47H3, SOCB60H3, (SOCC39H3)]] or [SOCB60H3 and an additional 8.0 credits and enrolment in the Minor in Migration and Ethnic Diversity]

Enrolment Limits: 60

Breadth Requirement: Social & Behavioural Sciences

NOTE: Please see the Sociology Department website at <http://www.utsct.utoronto.ca/~socsci/> for a listing of the course topics for current and upcoming semesters.

### **SOCD15H3 Advanced Seminar in Migration and Ethnicity**

This course offers an in-depth examination of selected topics in Migration and Ethnic Diversity. **Students will be required to conduct independent research based on primary and/or secondary data sources.** Check the department website for details at:

[www.utsct.utoronto.ca/sociology/programs](http://www.utsct.utoronto.ca/sociology/programs)

Prerequisite: SOCB05H3 and [1.0 credit from the following: [SOCB30H3, SOCB42H3, SOCB43H3, SOCB47H3, (SOCC39H3)] and [0.5 credit from the following: SOCC25H3, SOCC34H3, SOCC52H3, SOCC55H3] and [an additional 0.5 credit at the C-level in Sociology] or [SOCB60H3 and an additional 15.0 credits and enrolment in the Minor in Migration and Ethnic Diversity]

Enrolment Limit: 20

Breadth Requirement: Social & Behavioural Sciences

NOTE: Priority will be given **first** to students **enrolled in the Minor in Migration & Ethnic Diversity first, then to students in the Specialist and Major programs in Sociology.** Additional students will be admitted as space permits.

### **SOCD21H3 Immigrant Scarborough**

This course will teach students how to conduct in-depth, community-based research on the social, political, cultural and economic lives of immigrants. Students will learn how to conduct qualitative research including participant observation, semi-structured interviews and focus groups. Students will also gain valuable experience linking hands-on research to theoretical debates about migration, transnationalism and multicultural communities. Check the department website for details at: [www.utsct.utoronto.ca/sociology/programs](http://www.utsct.utoronto.ca/sociology/programs).

Prerequisite: [SOCB05H3 and [1.0 credit from the following: SOCB30H3, SOCB42H3, SOCB43H3, SOCB47H3, (SOCC39H3)] and [0.5 credit from the following: SOCC25H3, SOCC34H3, SOCC52H3, SOCC55H3] and [an additional 0.5 credit at the C-level in Sociology]] or [SOCB60H3 and an additional 15.0 credits and enrolment in the Minor in Migration and Ethnic Diversity]

Enrolment Limits: 30

Breadth Requirement: Social & Behavioural Sciences

**Item 3: Course change – SOCB47H3, SOCC37H3**

*Changes are minor modifications to existing courses, and have been implemented in the 2015-16 UTSC Academic Calendar.*

*Rationale:*

Prerequisites have been revised to allow students in the Major/Major Co-op in Public Policy to take these courses. There is no impact on learning outcomes.

*Calendar Copy Showing Changes:*

**SOCB47H3 Social Inequality**

A sociological examination of the ways in which individuals and groups have been differentiated and ranked historically and cross-culturally. Systems of differentiation and devaluation examined may include gender, race, ethnicity, class, sexual orientation, citizenship/legal status, and ability/disability.

Prerequisite: [SOCA01H3 and SOCA02H3] or [any 4.0 credits and enrolment in the Major/Major Co-op in Public Policy]

Exclusion: SOC301Y

Enrolment Limits: 170

Breadth Requirement: Social & Behavioural Sciences

**SOCC37H3 Environment and Society**

This course links studies in the classical sociology of resources and territory (as in the works of Harold Innis, S.D. Clark, and the Chicago School), with modern topics in ecology and environmentalism. The course will include empirical research, and theoretical issues, in the relationship of various social systems to their natural environments.

Prerequisite: [[SOCB05H3 or [(SOCB40H3) and (SOCB41H3)] or STAB22H3] and [0.5 credit from the following: SOCB30H3, SOCB42H3, and SOCB43H3, SOCB47H3, (SOCC39H3)]] or [any 8.0 credits and enrolment in the Major/Major Co-op in Public Policy]

Exclusion: SOC385H

Enrolment Limits: 60

Breadth Requirement: Social & Behavioural Sciences

**Item 4: Course change – SOCB30H3**

*Changes are minor modifications to existing courses*

*Rationale:*

The course content has changed significantly, and there is no longer sufficient overlap with the deleted course SOCC39H3 to warrant identifying it as an exclusion.

*Calendar Copy Showing Changes:*

**SOCB30H3 Political Sociology**

An examination of power in its social context. Specific attention is devoted to how and under what conditions power is exercised, reproduced and transformed, as well as the social relations of domination, oppression, resistance and solidarity. Selected topics may include: nations, states, parties, institutions, citizenship, and social movements.



Prerequisite: SOCA01H3 and SOCA02H3

Exclusion: (SOCC39H3)

Enrolment Limits: 170

Breadth Requirement: Social & Behavioural Sciences

**Item 5: Course change – SOCC58H3**

*Changes are minor modifications to existing courses*

*Rationale:*

SOCB27H3 was a lecture-oriented course that focused on substantive issues related to the sociology of development and globalization. SOCC58 is a writing-intensive course with a narrow focus on issues of global transformations in work and politics. The course evaluation components, course content, learning objectives and pedagogical skills have little to no overlap.

*Calendar Copy Showing Changes:*

**SOCC58H3 Global Transformations: Politics, Economy and Society**

A sociological examination of contemporary global transformations including changing social, economic, and political conditions. Topics examined may include the shifting nature of state-society relations in a global context; the emergence of globally-integrated production, trade and financial systems; and the dynamics of local and transnational movements for global social change.

This course has been designated as a Writing Skills course.

Prerequisite: [SOCB05H3 or [(SOCB40H3) and (SOCB41H3)]] and [1.0 credit from the following: SOCB42H3, SOCB43H3, SOCB47H3, (SOCC39H3)]

Exclusion: (SOCB27H3), SOC236H

Enrolment Limits: 60

Breadth Requirement: Social & Behavioural Sciences

UNIVERSITY OF TORONTO

THE UNIVERSITY OF TORONTO SCARBOROUGH CAMPUS COUNCIL

**REPORT NUMBER 11 OF THE ACADEMIC AFFAIRS COMMITTEE**

**April 27, 2015**

To the University of Toronto Scarborough Campus Council, University of Toronto Scarborough,

Your Committee reports that it met on Monday, April 27, 2015 at 4:00 p.m. in the Council Chamber, Arts and Administration Building, with the following members present:

**Present:**

Ms Kathy Fellowes (Chair)  
Dr. Christopher Ollson (Vice-Chair)  
Professor Bruce Kidd, Vice-  
President and Principal  
Professor Malcolm Campbell, Vice-  
Principal, Research  
Professor Rick Halpern Vice-  
Principal and Dean (Academic)  
Mr. Syed W. Ahmed  
Ms Maryam Ali  
Dr. Johann Bayer  
Dr. Corinne Beauquis  
Professor Christine Bolus-Reichert  
Professor William R. Bowen  
Professor Nick Cheng  
Professor John A. Hannigan  
Professor Clare Hasenkampf  
Professor Madhavi Kale  
Dr. Elaine Khoo  
Dr. Sarah D. King  
Professor Patricia Landolt  
Ms Nancy Lee  
Mr. Andrew Leung  
Professor Nathan R. Lovejoy  
Professor Andrew C. Mason  
Ms Susan Murray  
Mr. George Quan Fun  
Professor Mark Schmuckler  
Dr. Jayeeta Sharma  
Professor Mary T. Silcox  
Ms Lynn Tucker

Mr. Selim Younes

**Non-Voting Assessors:**

Ms Jennifer Bramer (Ankrett)  
Ms Annette Knott  
Mr. Desmond Pouyat

**Secretariat:**

Mr. Louis Charpentier  
Ms Amorell Saunders N'Daw  
Ms Rena Parsan

**Regrets:**

Dr. Curtis Cole  
Professor George S. Cree  
Professor Neal Dolan  
Professor Suzanne Erb  
Professor David J. Fleet  
Professor William A. Gough  
Professor Benj Hellie  
Professor Matthew J. Hoffmann  
Mr. Jerry Yu Jien  
Mr. John Kapageridis  
Ms Whitney Kemble  
Ms Noor Khan  
Professor Heinz-Bernhard Kraatz  
Professor Philip Kremer  
Professor Michael J. Lambek  
Dr. Karen Lyda McCrindle  
Professor John Robert Miron  
Mr. Moataz S. Mohamed  
Professor Matthias Niemeier

**REPORT NUMBER 11 OF THE UTSC ACADEMIC AFFAIRS COMMITTEE- April 27, 2015**

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Ms Victoria Owen  
Ms Charmaine Louise C. Ramirez  
Professor Grace Skogstad  
Professor Andre Sorensen

Ms Tisha Tan  
Mr. Lukas Zibaitis  
Professor David Zweig

**In attendance:**

Ms Lesley Lewis, Assistant Dean, Office of the Dean and Vice-Principal (Academic)  
Professor Ryan Isakson, Assistant Professor, Centre for Critical Development Studies  
Ms Shelby Verboven, Director of Recruitment, Office of the Registrar

**1. Chair's Remarks**

The Chair welcomed members and guests and introduced the members who participated by teleconference. She reported that the agenda featured three important educational topics reflective of the Committee's Terms of Reference. She highlighted that the Dean's Office planned to bring curricular agenda items forward for consideration on the reserved meeting date of June 16<sup>th</sup>, and requested that members continue to hold that date in their calendars.

**2. Assessors' Reports**

Professor Rick Halpern, Dean and Vice-Principal (Academic) updated the Committee on the labour negotiations with CUPE 3902 Unit 1, which would involve a binding arbitration process. He explained what post-strike measures were in place to ensure that students completed their course work in time for spring convocation in June (i.e. credit/no-credit option and late withdrawal). He reported that he was pleased with the minimal academic disruptions, and how well the UTSC community pulled together during the strike period. Professor Halpern expressed gratitude to colleagues in his Office, Academic Department Chairs and Directors, Registrar's Office staff, the Academic Advising and Career Centre, and the Director of Campus Safety, Issues and Emergency Management for their leadership and support during and after the strike.

**3. Strategic Topic: Admissions and Recruitment**

The Chair invited Professor Halpern to introduce the strategic topic. He explained that the admissions and recruitment team had been very busy preparing offers for students who had applied to UTSC. He invited Ms Shelby Verboven, Director of Recruitment to present. The presentation<sup>1</sup> highlighted the following key themes:

- **Strategic Enrollment Management (SEM)**- UTSC operated under the SEM framework which considered student enrollment to be a broader and more dynamic task encompassing local and regional changes, the institutional mission and goals, and coordinated efforts in areas such as marketing, student recruitment and retention,

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<sup>1</sup> Presentation- Strategic Topic: Admissions and Recruitment

**REPORT NUMBER 11 OF THE UTSC ACADEMIC AFFAIRS COMMITTEE- April 27, 2015**

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tuition pricing, financial aid, academic and career counselling, and curriculum reform.

- **UTSC Goals-** The 2015 recruitment goals for UTSC were ambitious based on high intake numbers and a desire to continue to recruit high quality students. The 2015 recruitment intake target was 3,464 students. In 2014, the high school average of entering UTSC students was 82.8 percent.
- **Demographic Context-** The largest market for the recruitment of students was from Ontario. UTSC had ambitious recruitment targets with fewer students projected to be in the system between 2014-2018.
- **Ontario System Trends-** In 2015, the number of Ontario high school applicants decreased by 1.8 percent, but were up 4 percent at UTSC due to desirable program offerings in the co-op streams. The 4 percent increase was the highest among all University of Toronto divisions and the 4<sup>th</sup> highest in the province. It was reported that increases in the number of applications from non-Ontario high school students had increased (e.g. 6 percent from out of province and international students and 13 percent from transfer students from other post-secondary institutions).
- **Opportunities and Projects-** Efforts to begin recruiting students in earlier grades had been implemented along with the following strategies: exploring new international markets, combining bachelor and masters programs, and leveraging the new Toronto Pan-Am Sports Centre.

In response to a question regarding admittance of co-op students, Ms Verboven explained that students who were not admitted to a co-op program were offered the non-co-op program option, and that students who were admitted to co-op programs were assessed based on their entering average. She noted that some programs had a supplementary application process, which looked at non-academic characteristics and traits.

A member asked what the UTSC catchment areas were, and Ms Verboven reported that it was strongly tied to the local community along with students coming from Markham and Richmond Hill.

A member commented on UofT and UTSC's practice of sending out offers later than other institutions and asked whether that timing could be reconsidered. Ms Verboven acknowledged that the timing of U of T offers could push anxious students to accept earlier offers from other institutions. She explained that the admissions process was centralized and that every effort was being made to consider innovate ways to get offers out to students sooner.

#### **4. Presentation: Academic Advising and Career Centre (AA&CC)**

The Chair invited Mr. Desmond Pouyat, Dean of Student Affairs, to introduce the presentation. He advised the Committee that the work done by the Academic Advising and Career Centre (AA&CC) was a very valuable academic resource for students and that it helped support their academic and career aspirations. He invited Ms Jennifer Ankrett (Bramer), Director of the Academic Advising and Career Centre, to provide more insight on

**REPORT NUMBER 11 OF THE UTSC ACADEMIC AFFAIRS COMMITTEE- April 27, 2015**

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the work of the Centre. The following key points were addressed<sup>2</sup>:

- As the UTSC central academic and career advising hub on campus, the Centre used a holistic approach to answer questions related to academic advising, learning and study skills, career development, and employment.
- The core annual programs included: Get Started (UTSC's academic orientation for incoming students and their parents/guests), Hire Power (career conference), Choosing Your Program Month, and Academic Integrity Matters (AIM)
- The service offerings were delivered through drop-in sessions, one on one appointments, peer support, workshops and panels, chat sessions and social media.
- In 2014, key highlights included: 13,126 students attended 394 workshops and events, 4<sup>th</sup> most visited website at UTSC, and 2,262 students attended the annual Get Started program.

A member asked whether UTSC tracked graduates after graduation, and Ms Ankrett (Bramer) reported that some tracking was done by the Academic Departments and Development and Alumni Relations, but acknowledged that greater consistency was necessary across the campus to generate precise statistics.

## **5. Annual Report: Research**

The Chair introduced and invited Professor Malcolm Campbell, Vice-Principal, Research, to present his final Research portfolio annual report to the Committee. Professor Campbell's presentation<sup>3</sup> highlighted the following key points:

- Between 2009-2014 UTSC Tri-Council success (Canadian Institutes of Health Research (CIHR), Natural Sciences and Engineering Research Council (NSERC), Social Sciences and Humanities Research Council (SSHRC)) had increased from previous years. UTSC was also successful in obtaining funding from other sources, including corporate, foundation and international contributions.
- Infrastructure investments had contributed to strengthening research capacity.
- The portfolio's research website had been updated and a UTSC Research Advisory Committee had been put in place to help share information more broadly.
- Research partnerships have been formed with a number of stakeholders (e.g. City of Toronto, Rouge Valley Health System, Royal Ontario Museum, and Canadian Sport Institute of Ontario).
- The Research Competitiveness Fund encouraged UTSC faculty members to submit external grant applications with an emphasis on submissions to the Tri-Councils. In between 2011-2015, 117 applications were submitted, which generated \$2.8M in external funding.
- Recommendations for continued research success in the future at UTSC included broadening faculty participation in research, enhancing student engagement in

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<sup>2</sup> Presentation: Academic Advising and Career Centre (AA&CC)

<sup>3</sup> Presentation: Annual Report- Research

**REPORT NUMBER 11 OF THE UTSC ACADEMIC AFFAIRS COMMITTEE- April 27, 2015**

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research, building centres of research excellence, and building research reputation through knowledge mobilization.

A member asked what the average number of hired researchers was over the past five years and Professor Campbell reported that approximately 20 research faculty were hired annually.

In response to a question regarding the number of publications generated by the Research Competitiveness Fund, Professor Campbell explained that this was not tracked because of the short duration of Research Competitiveness funding. The member agreed with this, but suggested that the focus should be on tracking publications over a longer term for analysis of quantity and quality.

Professor Bruce Kidd, Vice-President and Principal, thanked Professor Campbell for serving in the role as Vice-Principal, Research over the past five years, and for his role as an Assessor on the Committee. He acknowledged Professor Campbell's passion for research and his role in helping to transform the Research portfolio at UTSC. He wished Professor Campbell the best of luck and great success in his new role as Vice-President, Research at the University of Guelph.

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**CONSENT AGENDA**

On motion duly made, seconded and carried,

YOUR COMMITTEE APPROVED,

THAT the consent agenda be adopted and the item requiring approval (item 6) be approved.

6. **Report of the Previous Meeting: Report 10 – Tuesday, February 10, 2015**
7. **Business Arising from the Report of the Previous Meeting**
8. **Date of the Next Meeting –Tuesday, June 16, 2015, 4:00 p.m. - 6:00 p.m.**

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**9. Other Business**

There were no other items of business.

The meeting adjourned at 6:05 p.m.

**REPORT NUMBER 11 OF THE UTSC ACADEMIC AFFAIRS COMMITTEE- April 27, 2015**

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Secretary

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Chair



**Overview**

1. Strategic Enrollment Management (SEM)
2. UTSC goals
3. Demographic context
4. Ontario system trends
5. A snapshot of 2015
6. Opportunities and projects

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**The SEM Approach**

Strategic enrollment management is a broader, more dynamic task that begins with an understanding of the world around us, anticipates changes, probes institutional mission and goals, modifying them if necessary, and coordinates "campus-wide efforts in such areas as marketing, student recruitment and retention, tuition pricing, financial aid, academic and career counseling, and curriculum reform."  
(Thomas Williams, 2003)

**The Student Success Continuum**  
An Integrated Approach:  
Recruitment, Engagement, Persistence, Performance, Completion

The SEM Perspective

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**UTSC Goals: New Intake**

	2011	2012	2013	2014	2015 target	2016 target	2017 target
Total Year 1 Intake	2,905	3,217	3,155	3,226	3,464	3,464	3,464
International %	16.2%	16.2%	16.7%	19.5%	17.7%	17.7%	17.7%

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**UTSC Goals: Quality**

	2008	2009	2010	2011	2012	2013	2014
Final high school average of entering UTSC students	81.4	82.0	81.9	82.2	82.4	82.6	82.8

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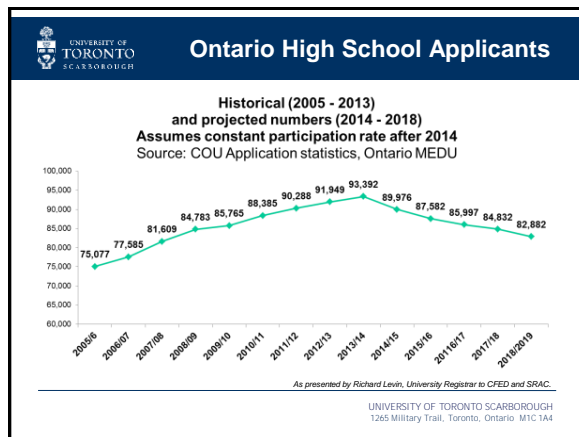
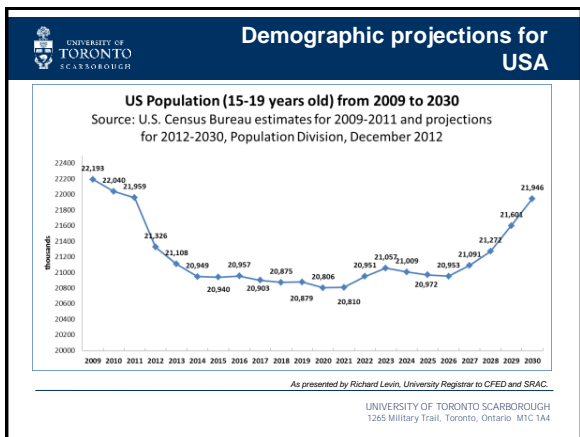
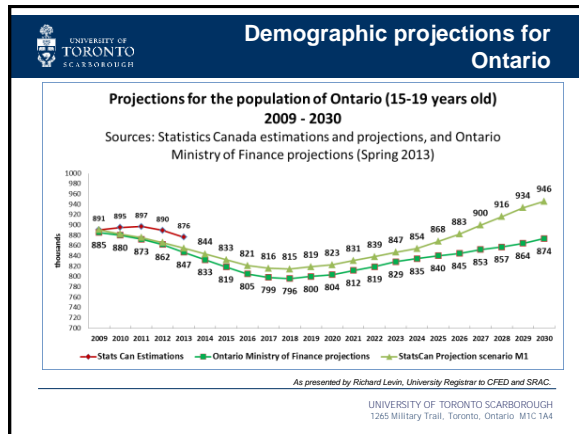
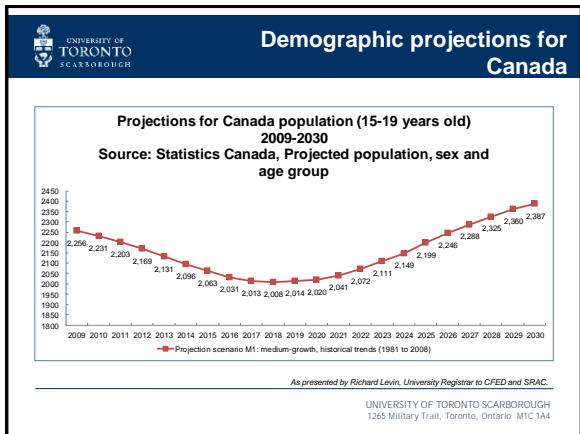
**UTSC Goals: Abracadabra!**

Enrolment + Quality

=

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### Ontario High School Applicants 2015 Trends

Ontario system decline in applications for the second year in a row.

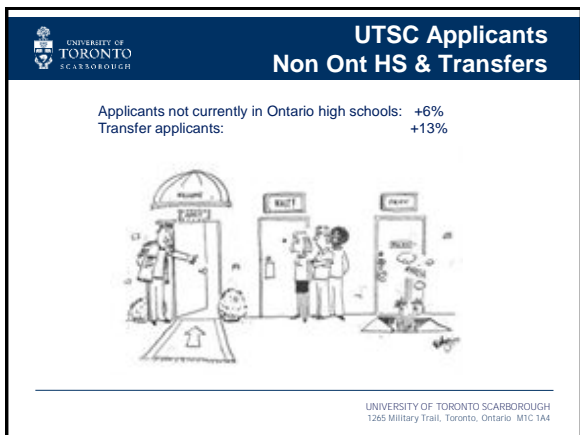
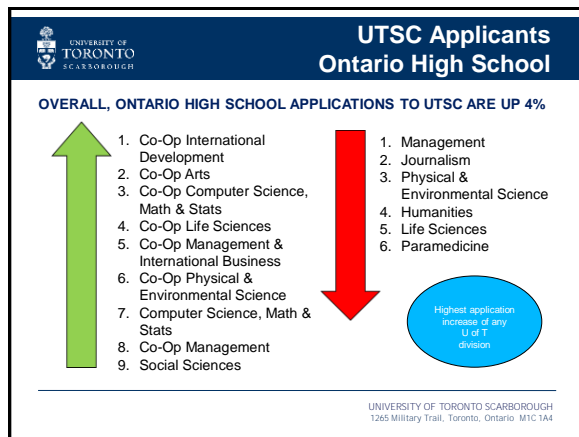
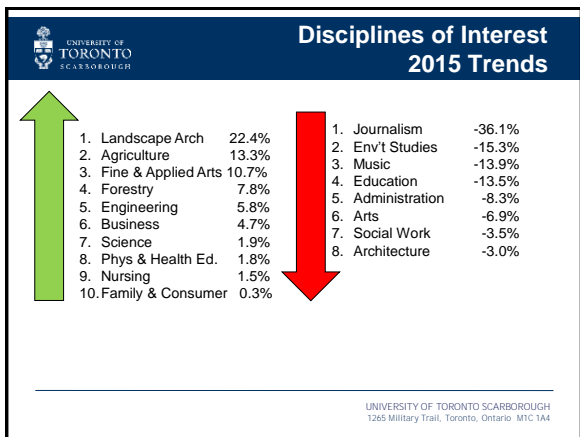
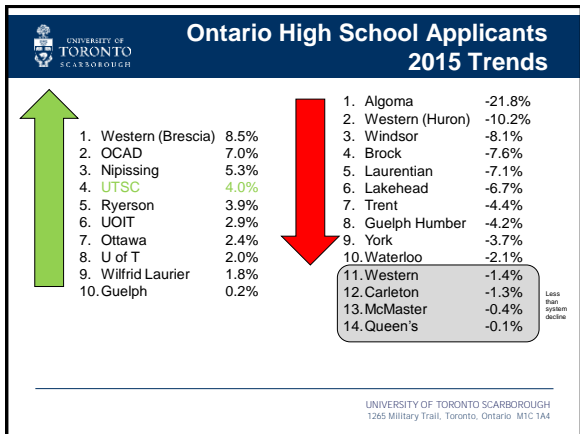
The number of Ontario high school students applying for 2015 entry to Ontario universities has decreased by 1.8%.

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### Ontario High School Applicants 2015 Trends

1. Western (Brescia)	8.5%
2. OCAD	7.0%
3. Nipissing	5.3%
4. Ryerson	3.9%
5. UOIT	2.9%
6. Ottawa	2.4%
7. U of T	2.0%
8. Wilfrid Laurier	1.8%
9. Guelph	0.2%
10. Waterloo	-2.1%
11. Western	-1.4%
12. Carleton	-1.3%
13. McMaster	-0.4%
14. Queen's	-0.1%

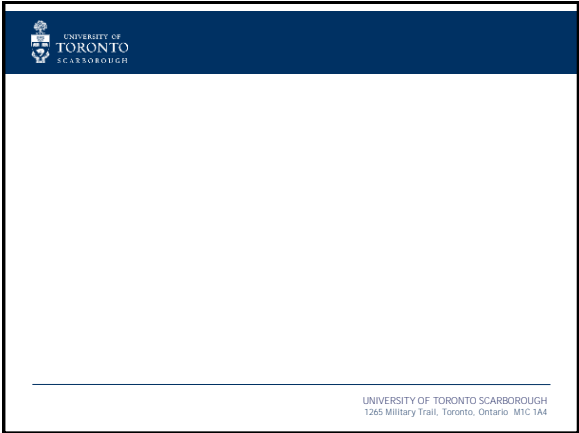
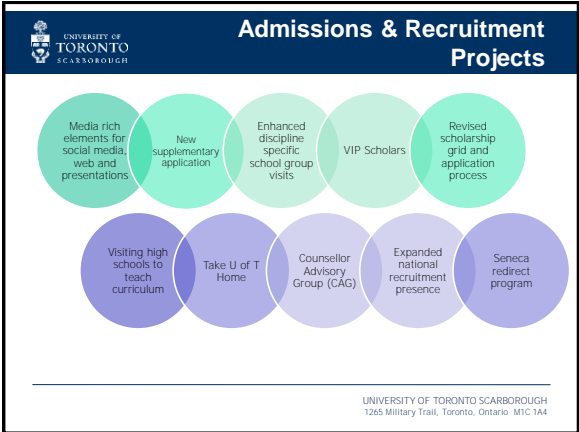
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### Opportunities

- Local international students
- Exploring new international markets
- Academic English programs
- Younger grade students
- UTSC/Seneca Liberal Arts transfer program
- Collaboration with local school boards
- Combined bachelor/masters programs
- Pan-Am and TPASC



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Academic Advising & Career Centre  
DIVISION OF STUDENT AFFAIRS

## Academic Advising & Career Centre


Supporting Students' Academic & Career Success

## Holistic Model

UTSC's central advising department:

- Academic Advising
- Learning Skills Support
- Career Development & Employment Support



## UTSC: Vision for the Future

1. New and Emerging Areas of Scholarship: Lead thinking in traditional disciplines, and build new areas of scholarship
2. Innovative Research: Create and share new knowledge in new ways
3. Global Perspective: Harness the advantages of our local surroundings and global reach
4. Experiential Learning: Enhance learning through experiences on campus and beyond
5. Strong Foundations: Create strong interpersonal connections through the campus of tomorrow




## AA&CC Overview

Academic, learning, career and employment support:



- Workshops
- Drop-in, 1-1 appointments & peer coaching
- Chat sessions & social media
- Fairs, panels & sessions
- Pillar Programming
- Experiential learning

→ Foster UTSC community of practice





## AA&CC Highlights 2014

- 13,126 students attended our 394 events & workshops
- 4,104 unique students in appointments
  - 8,911 appointments total
- 2,262 incoming students 755 parents & guests attended Get Started
  - 6,264 slices of pizza!!
- 4<sup>th</sup> most visited website at UTSC
- 51 paid student staff positions

## Pillar Programming

- Get Started
- Hire Power
- Choosing Your Program
- Academic Integrity Matters (AIM)
- In-class workshops

## Experiential Learning



- Extern
- In the Field
- Partners in Leadership
- Networking panels & events

Academic & Career  
Advising & Centre  
Division of Student Affairs



## Moving Forward

- Academic specialties & embedding
- Student success initiatives
- Employer & alumni engagement
- Research catalogue
- Resource development



Academic & Career  
Advising & Centre  
Division of Student Affairs



## Thank You!

Questions

Academic & Career  
Advising & Centre  
Division of Student Affairs



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## UTSC Research Performance 2009-2015

University of Toronto Scarborough  
Malcolm M. Campbell  
Vice-Principal Research

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## UTSC Research Oversight Pre-2009

- ▶ UTSC VPR Office established 2005
- ▶ 1.5 Personnel
- ▶ Incredible campus growth – research oversight not scaled
- ▶ Outmoded, overtaxed
- ▶ *Ad hoc*, reactive decision-making

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## UTSC Annual Research Funding

### Total

Year	Total Funding (\$)
2009-2010	8,500,000
2010-2011	8,800,000
2011-2012	9,500,000
2012-2013	10,000,000
2013-2014	9,200,000

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## UTSC Annual Research Funding

### Total, with CFI & Federal Indirect Costs Removed

Year	Funding (\$)
2009-2010	6,800,000
2010-2011	6,200,000
2011-2012	6,800,000
2012-2013	8,000,000
2013-2014	8,500,000

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## UTSC Annual Research Funding

### Change relative to University of Toronto

Year	Change relative to U of T
2009	-1.30
2010	0.60
2011	0.65
2012	0.40
2013	0.45

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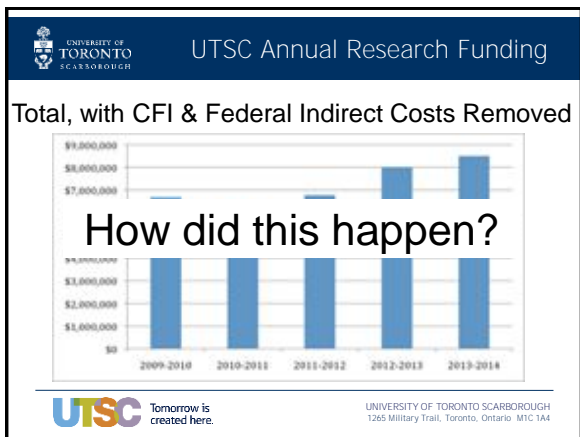
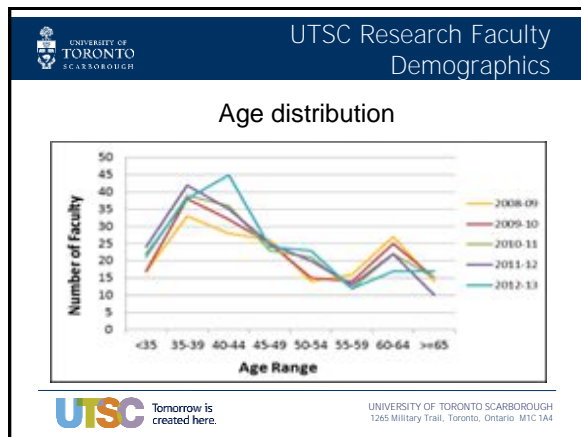
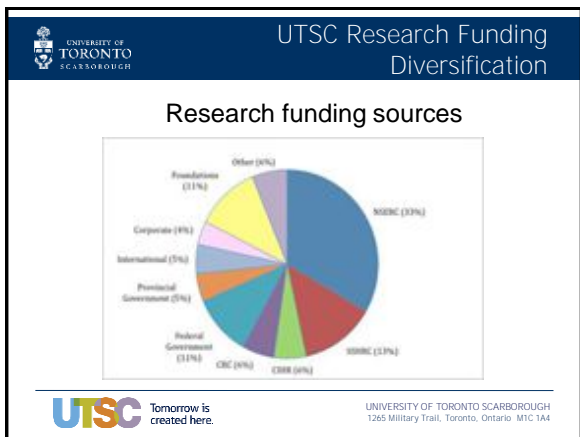
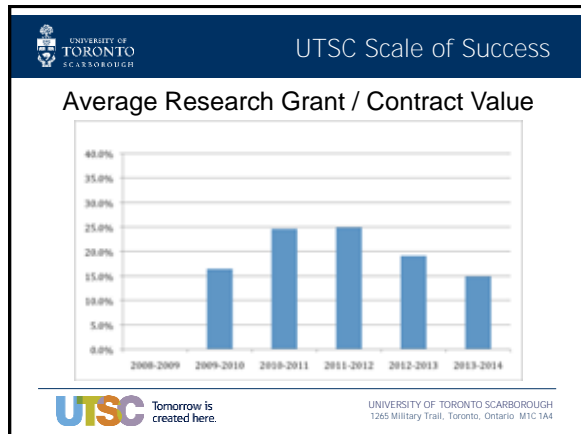
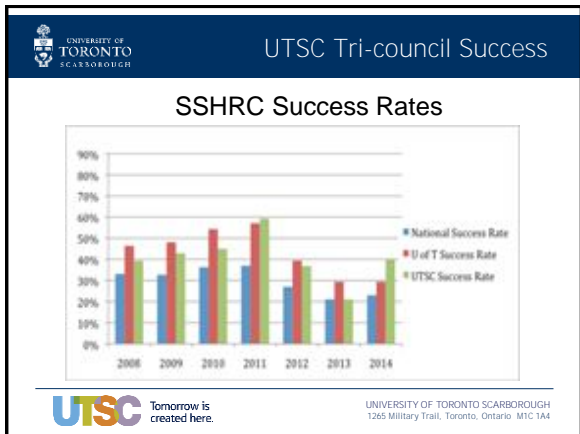
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## UTSC Tri-council Success

### NSERC Success Rates

Year	National Success Rate (%)	U of T Success Rate (%)	UTSC Success Rate (%)
2008	70	75	70
2009	65	80	75
2010	60	70	65
2011	60	75	70
2012	65	75	70
2013	60	70	70
2014	65	75	80

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### Exceptional staff



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### Exceptional students



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### Exceptional infrastructure



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### Research that resonates



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### Promoting research culture

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## New ways of doing things

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## New ways of doing things

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## New ways of doing things

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## Research Competitiveness Fund 2011-2015

- ▶ Applications: 117
- ▶ Funded: 67
- ▶ Success rate: 57%
- ▶ Total funding: \$679,440
- ▶ Leveraged (external) funding: \$2,751,706
- ▶ Return on investment: 5.5 (on \$441,272 awarded)
- ▶ Number of HQP trained: 64 (32 u/g, 30 grad, 2 other)
- ▶ Number of conferences reports supported: 8
- ▶ Number of verified publications: 4

to 2015

to 2014

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## Research Competitiveness Fund

Applications by Discipline: 2011-2014

Awards by Discipline: 2011-2014

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## UTSC VPR Office

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Director, Research Operations

**Valeria Guido-Taylor**  
Research Operations & Finance Officer

**Suzanne Jaeger**  
Research Partnerships & Innovation Officer

**Kristine Peruzzi**  
Assistant to UTSC VPR

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 **UTSC Research Oversight**  
Post-2009

- ▶ **Strategic decision making**
  - ▶ Consultative
  - ▶ Transparent
  - ▶ Accountable
- ▶ Capacity building – investment in people, infrastructure, supports
- ▶ Culture building – honour diverse research cultures
- ▶ Increased engagement with stakeholders


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 **Recommendations:**  
UTSC Research


- ▶ **Broaden faculty participation in research at UTSC**
  - ▶ extend research competitiveness to encompass a broader range of UTSC researchers
- ▶ **Enhance student engagement in research**
  - ▶ better embed research in UTSC's academic mission, focusing on enhanced student participation in the research enterprise & research team building
- ▶ **Build centres of research excellence**
  - ▶ capitalise on centres of research excellence that have emerged as a consequence of targeted campus growth
- ▶ **Build research reputation through knowledge mobilisation**
  - ▶ enhance UTSC's capacity to mobilise research successes to a broader community, to elevate the campus reputation and to align with the division's aim to undertake research that is resonant with and relevant to the world beyond academe.

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 **Questions?**

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