



University of Toronto Scarborough Campus Council

ACADEMIC AFFAIRS COMMITTEE

Tuesday, September 9, 2014

4:00 p.m.

**UTSC Council Chamber, Arts and Administration Building, Room AA 160
1265 Military Trail**

AGENDA

- 1. Chair's Remarks**
- 2. Assessors' Reports**
- 3. Orientation** (*for information*)*
- 4. 2014-15 Calendar of Business** (*for information*)*
- 5. Strategic Topic: New Academic Programs - What's on the Horizon** (*for information*)
- 6. Undergraduate Program Revisions** (*for approval*)*

Major Modification Type C: Introducing a Combined BSc in Mental Health Studies (UTSC) and Master of Social Work (Factor-Inwentash Faculty of Social Work)

Be It Resolved,

THAT the

- 1. Combined Degree Program, UTSC, Honours Bachelor of Science, Specialist in Mental Health Studies/ Master of Social Work; and**

* Documentation Attached

** Documentation for consent agenda 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

UTSC Academic Affairs Committee- Tuesday, September 9, 2014

2. Combined Degree Program, UTSC, Honours Bachelor of Science, Specialist Co-operative in Mental Health Studies/ Master of Social Work, programs, as described in the proposal recommended by the Dean and Vice-Principal (Academic), Professor Rick Halpern, dated September 3, 2014 be approved to be effective immediately for the academic year 2014-15; and

THAT one associated new course: PSYD37H3 (Social Context of Mental Health and Illness), as described in the proposal recommended by the Dean and Vice-Principal (Academic), dated September 3, 2014, be approved to be effective immediately for the academic year 2014-15.

7. **External Review of Undergraduate Programs in International Development Studies (IDS)** *(for information)**
 8. **Annual Report: 2013-14 Subcommittee on Academic Appeals** *(for information)**
 9. **Report of the Previous meeting: Report 6– April 28, 2014** *(for approval)**
 10. **Business Arising from the Report of the Previous Meeting**
 11. **Date of Next Meeting** – Monday, November 10, 2014 at 4:00 p.m.
-

12. Other Business

* Documentation Attached

** Documentation for consent agenda 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



Committee Members' Quick Reference Guide to On-Line Resources

During the course of the year, you will receive a lot of documentation. You are encouraged to familiarize yourself with the resource documents in advance of the first meeting.

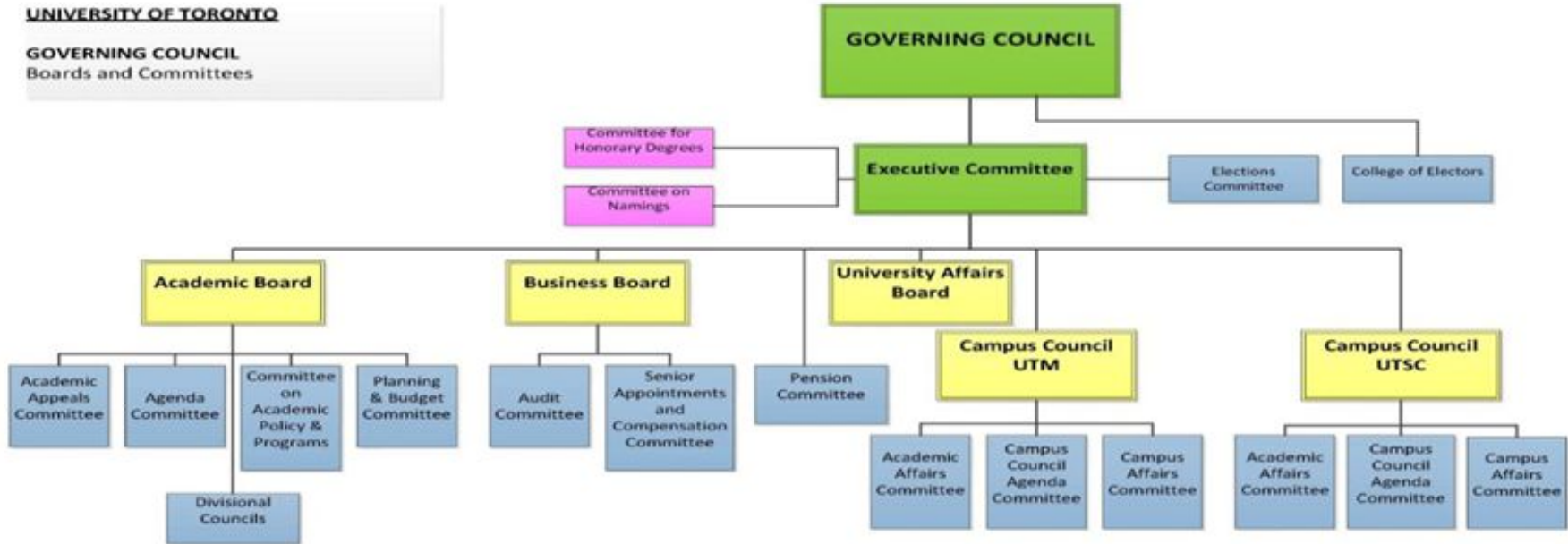
1. [Organizational Chart of the Governing Council](#)
2. [Terms of Reference](#) (UTSC Campus Affairs Committee)
3. [2014-15 UTSC Campus Affairs Committee Membership List](#)
Includes the names of members' and the constituency they represent.
4. [2014-15 Presidential Assessors](#)
Includes information on the members of the University's administration who bring forward business to governance bodies.
5. [2014-15 UTSC Academic Affairs Committee Meeting Schedule](#)
6. [2014-15 Calendar of Business](#) (updated every Friday)
Includes planned items for approval and information for each governance body.
7. [List of Commonly Used Acronyms](#)
Includes a list of commonly used acronyms across the University and in governance.
8. [Guidelines on Attendance at Meetings](#)
Defined are the parameters of open, closed and in camera meetings.
9. [A Guide to Cover Sheets that accompany each Item / Proposal submitted to Governance](#)
An "at-a-glance" explanation of the components of a key document.
10. [Principles of Good Governance](#)
Foundations of a robust governance process – approved by the Governing Council on October 28, 2010.
11. [Expectations and Attributes of Governors and Key Principles of Ethical Conduct](#)
Governors' responsibilities in contributing to an effective governance process – approved by the Governing Council on October 28, 2010.
12. [Mandate of Governance](#)
Succinct overview of governance mandate: approval, oversight, advice – approved by the Governing Council on October 28, 2010.
13. [Fiduciary Responsibilities of Members of the Governing Council](#)



University of Toronto Scarborough Academic Affairs Committee Orientation

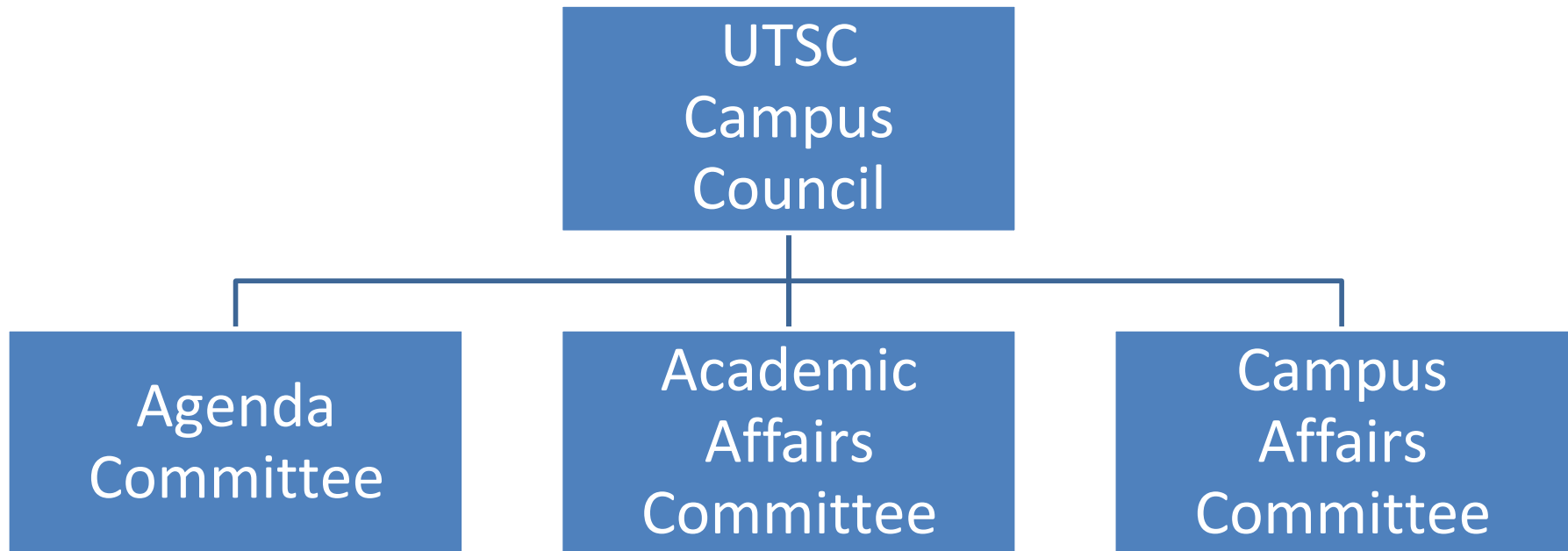
September 9, 2014

UofT Governing Council Organizational Chart



GC/GC-Boards-Committees-with-Campus-Councils_Sep.1.2013.pdf

The UTSC Campus Council and its Standing Committees



UTSC Campus Council & Committees

Description

- Campus Councils: comparable to the Boards of Governing Council and comprise representatives of the five estates; oversight of campus-specific matters.
- Academic Affairs Committees: relatively large reflecting the structure of Academic Board.
- Campus Affairs Committees: include a majority of members from the internal community.
- Agenda Committees: have agenda setting role and delegated responsibilities.

Local decision-making

- Committee members provide approval, oversight and advice on items of business being brought forward.
- Items of business can be approved, rejected or referred back to the administration.
- Motions can be approved, recommended for approval or confirmation.
- Campus Council is final body of consideration at campus level; motions passed are subject to Executive Committee confirmation.

Expectations of Committee Members

- Reflect the perspective of your estate in debate, as appropriate, but **act in the best interests of the institution** as a whole.
- Read meeting documentation in advance to facilitate informed participation. Attention to **Cover Sheet**.
- When possible alert assessors in advance to substantive questions to be asked at the meeting (so they can prepare).
- Attend meetings; participate in discussion.
- Act ethically and in good faith; declare all conflicts of interest.

Key Elements of the AAC

Terms of Reference

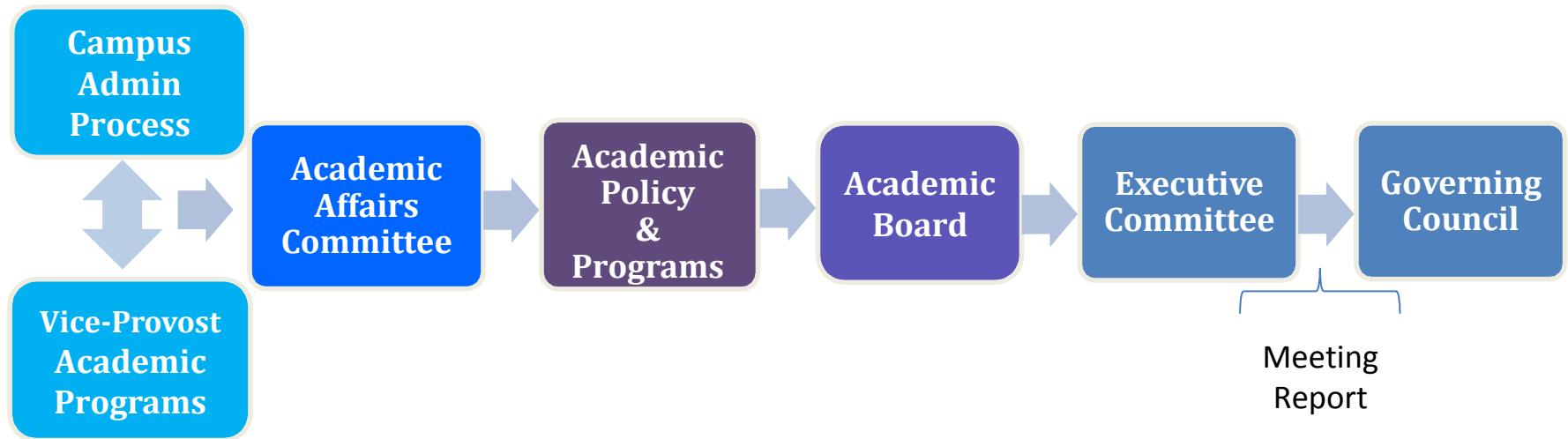
- Matters that concern the teaching, learning and research functions of the Campus
- Monitoring, reviewing and making recommendations concerning divisional academic policies
- Matters that impact priorities for teaching and research activities on Campus
- Most items are approved by the AAC, some items forwarded to AP&P

The UTSC Academic Affairs Committee

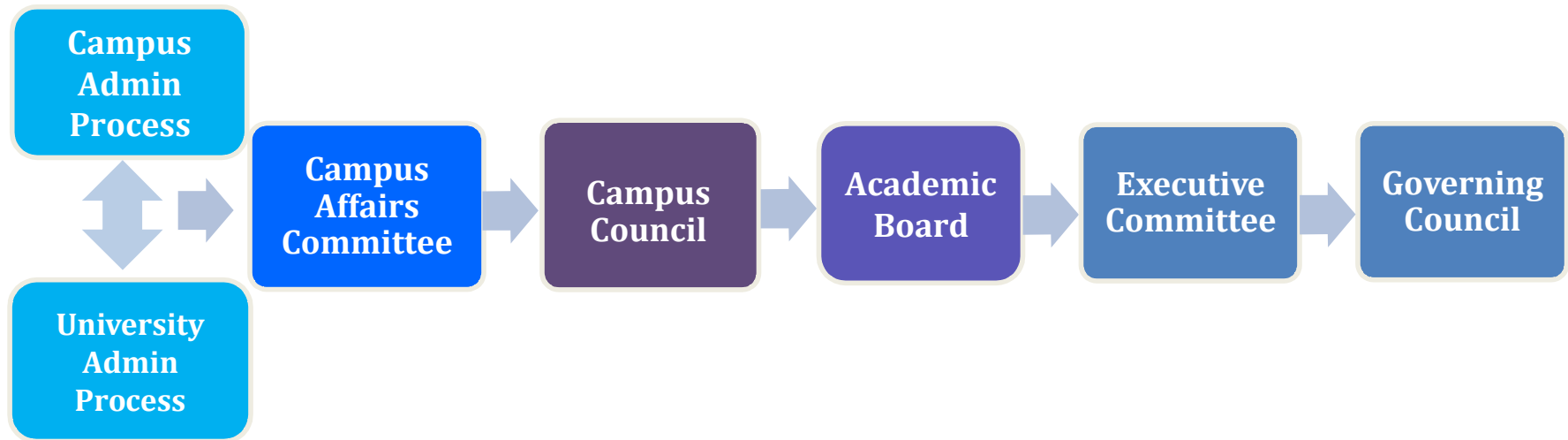
- Concerned with matters dealing with the teaching, learning and research functions of the Campus
- Amendments to academic policy and modifications to existing degree programs
- 61 members
 - 2 administrative staff
 - 3 community members
 - 2 librarian staff
 - 33 teaching staff
 - 9 students
 - 10 *ex officio* members
 - 2 Presidential Assessors



New Graduate Program



Establishment of an Academic Unit (EDU A or EDU B)



Role of Administration/Assessors

- Administration manages the University.
- Function of governance is to sustain and advance the University's mission; focuses on legislative and judicial matters.
- Governance bodies receive proposals and reports from the administration.
- Proposals may be...
 - Approved
 - Rejected
 - Referred back to the administration **with advice.**

Role of Administration/Assessors

- Presidential Assessors are included in the membership of Boards and Committees (*ref. TOR & By-law Number 2*).
- Senior Assessors assist with the discharge of the President's responsibilities with respect to the Committees.
- Voting Assessors are members of the University's administration who bring items for consideration.
- Voting Assessors provide recommendations for action on the items.
- Non-voting Assessors serve as subject-matter experts to the Committees.

Role of the Secretariat

- Provides support to Committee/Council Chairs and Committees:
 - Meeting preparation
 - Meeting follow-up
 - Communicate Council/Committee decisions
 - Manage governance records
 - Maintain Council and Committee membership records
 - Expert resource/policy advice

Meeting Agendas

- Agenda planning is based on the Calendar of Business; an overview of all anticipated business to be transacted in the governance year.
- Agenda planning is the “hand-off” from the administration to governance.
- Setting the agenda for Committee meeting is the responsibility of the Agenda planning group.

Meeting Agendas

- Meeting agendas may include:
 - Chair’s Remarks
 - Assessor Reports
 - Approval items
 - Reports/Presentations
 - Consent Agenda
 - Items for which there may be little or no discussion/debate because they are more routine or transactional in nature;
 - Committee members may request to move a Consent Agenda item to the regular Agenda in advance of the meeting.
 - Other business
 - *In camera items*

Meetings

- Meetings may be held in open session, closed session or *in camera*:
- **Open Session:**
 - Open to members of the University, the public, the media, up to room capacity. Most Council, Board and Committee meetings meet in open session.
- **Closed Session:**
 - Restricted to members of the Council, Board or Committee and individuals whose presence is considered by the Committee to be necessary (normally members of the administration). Motion needed to move from open to closed session.
- **In Camera:**
 - A meeting or part of a meeting may be held *in camera* where “intimate financial or personal matters of any person may be disclosed.” (*By-law Number 2*)
 - Motion needed to go into *in camera* session.

Decisions

Proposals may be:


- Approved
- Rejected
- Referred back to the administration **with advice.**

Motions may be:

- For Approval
- Recommendation for approval
- For Confirmation

Cover Sheets

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

		UNIVERSITY OF TORONTO	OFFICE OF THE GOVERNING COUNCIL
FOR RECOMMENDATION	CONFIDENTIAL	CLOSED SESSION	
TO:	Name of Governance Body		
SPONSOR: CONTACT INFO:	Name, Position, Division/Department/Unit Phone Number, Email Address		
PRESENTER: CONTACT INFO:	Name, Position, Division/Department/Unit Phone Number, Email Address		
DATE:	Date Prepared for Date of Meeting		
AGENDA ITEM:	Item Number		
ITEM IDENTIFICATION:			
The full name of item as listed on the agenda appears here.			
JURISDICTIONAL INFORMATION:			
Jurisdictional information related to the item and the Governance Body's role is specified here.			
GOVERNANCE PATH:			
<ol style="list-style-type: none">1. Entry Point Governance Body (Date of Meeting)2. This Governance Body (Date of Meeting)3. Next Governance Body (Date of Meeting) + Governance Body (Date of Meeting) + Governance Body [For Information] (Date of Meeting)4. Final Governance Body (Date of Meeting)			
PREVIOUS ACTION TAKEN:			
Previous action taken is delineated here.			
HIGHLIGHTS:			
In respect of the Body's terms of reference, the highlights of the proposal are summarized here.			
FINANCIAL IMPLICATIONS:			
The financial implications of the proposal are outlined in this section.			
RECOMMENDATION:			
Be It Recommended to the Next Governance Body:			
THAT the action be taken, to be effective on the date specified.			
<hr/>			
DOCUMENTATION PROVIDED:			
First Document Name Second Document Name			

Agenda packages

- Agenda packages are finalized and posted a week prior to the Committee meeting.
- Non-confidential meeting material is posted to the UTSC Campus Council website:
<http://www.utsc.utoronto.ca/governance/>

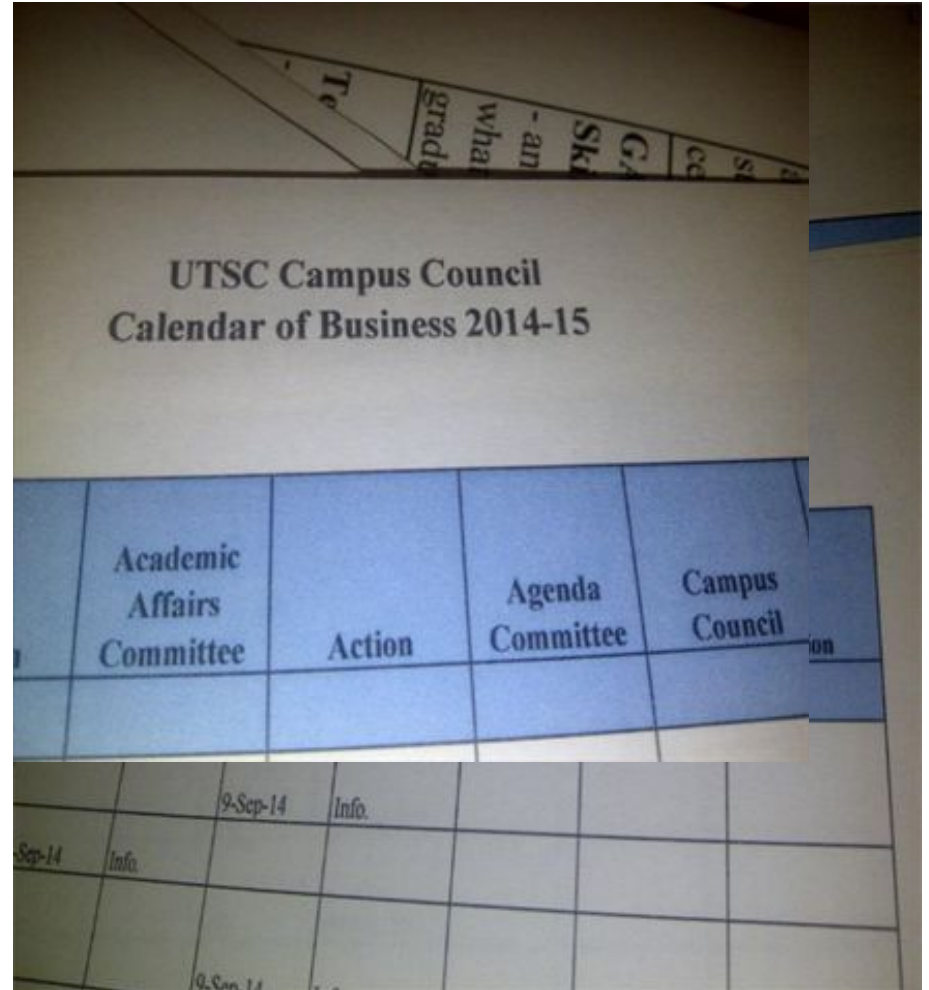
Diligent Boardbooks

- Only tool used to distribute confidential meeting documentation to members, and therefore the expectation is that all members make use of it
- Password protected
- Instructions for setup:
<http://uoft.me/DBBInstructions>
- User Name: “firstname lastname” and the temporary Password is “July2014”.



Calendar of Business: Highlights

- New Academic Programs—What’s on the Horizon
- Admissions Overview
- External Review Report-Office of the Dean and Vice-Principal (Academic)
- Modifications to Undergraduate and graduate programs
- The UTSC Academic Plan



Overview of UTSC

- More than 11,500 students from 80 countries
- 15 academic departments & academic centres
 - Anthropology
 - Arts, Culture and Media
 - Biological Sciences
 - Computer and Mathematical Sciences
 - Critical Development Studies
 - English
 - French and Linguistics
 - Historical and Cultural Studies
 - Human Geography
 - Management
 - Philosophy
 - Physical and Environmental Sciences
 - PhD Program
 - Master Program
 - Political Science
 - Psychology
 - MA/PhD in Clinical Psychology
 - Sociology
- 315 faculty
- Over 180 program options
- More than 1,200 courses offered annually





Questions

UTSC Campus Council
Calendar of Business 2014-15

Item	Originating Portfolio	Campus Affairs Committee	Action	Academic Affairs Committee	Action	Agenda Committee	Campus Council	Action
Cycle 2								
Strategic Topic: New Academic Programs- What's on the Horizon	Dean and Vice-Principal (Academic)			9-Sep-14	Info.			
Strategic Topic: Child Care at UTSC	CAO	16-Sep-14	Info.					
Annual Report: 2013-14 Academic Appeals	Dean and Vice-Principal (Academic)			9-Sep-14	Info.			
Calendar of Business	Secretary	16-Sep-14	Info.	9-Sep-14	Info.		9-Oct-14	Info.
Curricular items - Undergraduate programs	Vice-Dean, Undergrad			9-Sep-14	Approval /Info.			
Curricular items - Graduate programs	Vice-Dean, Graduate			9-Sep-14	Approval /Info.			
External Academic Review, International Development Studies (IDS)	Dean and Vice-Principal (Academic)			9-Sep-14	Info.			

UTSC Campus Council
Calendar of Business 2014-15

Cycle 3	Originating Portfolio	CAC	Action	AAC	Action	Agenda	CC	Action
Strategic Topic: Admissions Overview	Registrar			10-Nov-14	Info.			
Strategic Topic: A New Home for Athletics and Recreation	Dean of Student Affairs	11-Nov-14	Info.					
Curricular items - Undergraduate programs	Vice-Dean, Undergrad			10-Nov-14	Approval /Info.			
Curricular items - Graduate programs	Vice-Dean, Graduate			10-Nov-14	Approval /Info.			
Capital Project: Highland Hall	CAO	11-Nov-14	Recomm to CC			25-Nov-14	3-Dec-14	Approval
UTSC Budget Overview Presentation	CAO	11-Nov-14	Info.					

UTSC Campus Council
Calendar of Business 2014-15

Cycle 4	Originating Portfolio	CAC	Action	AAC	Action	Agenda	CC	Action
Strategic Presentation: Sports and Research-Opportunities Beyond PanAm	Dean and Vice-Principal (Academic)			8-Jan-15	Info.			
Strategic Presentation: Council on Student Services (CSS) Overview	Dean of Student Affairs	12-Jan-15	Info.					
Curricular items - Undergraduate programs	Vice-Dean, Undergrad			8-Jan-15	Approval /Info.			
Curricular items - Graduate programs	Vice-Dean, Graduate			8-Jan-15	Approval /Info.			
External Review, Office of theDean and Vice-Principal (Academic)	Dean and Vice-Principal (Academic)			8-Jan-15	Info.			
Capital Project: Parking Structure	CAO	12-Jan-15	Recomm to CC			21-Jan-15	4-Feb-15	Approval
Report: Student Summit	Dean of Student Affairs	12-Jan-15	Info.					
U of T Mental Health Framework--local implications	Dean of Student Affairs	12-Jan-15	Info.					

UTSC Campus Council
Calendar of Business 2014-15

Cycle 5	Originating Portfolio	CAC	Action	AAC	Action	Agenda	CC	Action
Strategic Topic: AAC TBD				10-Feb-15	Info.			
Strategic Topic: Infrastructure Planning	CAO	11-Feb-15	Info.					
Curricular items - Undergraduate programs	Vice-Dean, Undergrad			10-Feb-15	Approval/Info.			
Curricular items - Graduate programs	Vice-Dean, Graduate			10-Feb-15	Approval/Info.			
Capital Projects: Student Residence	CAO	11-Feb-15	Recomm to CC			24-Feb-15	3-Mar-15	Approval
Ancillary Operating Plan, 2015-2016	CAO	11-Feb-15	Recomm to CC			24-Feb-15	3-Mar-15	Approval
Operating Plans - Student Affairs and Services / Compulsory non-academic incidental fees	Dean of Student Affairs	11-Feb-15	Recomm to CC			24-Feb-15	3-Mar-15	Approval
Student Societies: Requests for Fee Increases	Dean of Student Affairs	11-Feb-15	Recomm to CC			24-Feb-15	3-Mar-15	Approval
University of Toronto Budget Presentation	Vice-President, University Operations						3-Mar-15	Info.
Appointments – UTSC Nominating Committee (additional members to Agenda Committee)	Chair					24-Feb-15	3-Mar-15	Approval

UTSC Campus Council
Calendar of Business 2014-15

Cycle 6A	Originating Portfolio	CAC	Action	AAC	Action	Agenda	CC	Action
Strategic Topic: The Academic Plan	Dean and Vice-Principal (Academic)			24-Mar-15	Info.			
Strategic Topic: Our Growing Campus-Security Implications	CAO	25-Mar-15	Info.					
Campus Operating Budget	CAO	25-Mar-15	Info				21-Apr-15	Info.
Curricular items - Undergraduate programs	Vice-Dean Undergrad			24-Mar-15	Approval/Info.			
Curricular items - Graduate programs	Vice-Dean Graduate			24-Mar-15	Approval/Info.			
Appointments - 2015-16 UTSC Campus Council and Standing Committee Community Members	Chair					9-Apr-15	21-Apr-15	Approval

UTSC Campus Council
Calendar of Business 2014-15

Cycle 6B	Originating Portfolio	CAC	Action	AAC	Action	Agenda	CC	Action
Strategic Topic: AAC TBD	Dean and Vice-Principal (Academic)			27-Apr-15	Info.			
Strategic Topic: Academic Advising & Career Centre	Dean of Student Affairs	29-Apr-15	Info.					
Curricular items - Undergraduate programs	Vice-Dean Undergrad			27-Apr-15	Approval /Info.			
Curricular items - Graduate programs	Vice-Dean Graduate			27-Apr-15	Approval/Info.			
Appointments: 2015-16 UTSC Campus Council Standing Committee Membership	Chair					13-May-15	27-May-15	Approval
Appointments: 2015-16 UTSC Agenda Committee Membership	Chair					13-May-15	27-May-15	Approval
Annual Report, Research	Vice-Principal, Research			27-Apr-15	Info.			
Annual Reports: Community Partnerships & Engagement, Campus Police Services and Recognized Campus Groups	CAO and Dean of Student Affairs	29-Apr-15	Info.					



FOR APPROVAL

PUBLIC

OPEN SESSION

TO: University of Toronto Scarborough Academic Affairs Committee

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

PRESENTER: Vice-Dean, Graduate Education and Program Development,
William Gough
CONTACT INFO: vdeangrad@utsc.utoronto.ca

DATE: Tuesday, September 9, 2014

AGENDA ITEM: 6

ITEM IDENTIFICATION:

Major Modification Type C: Introducing

1. Combined Degree Program, UTSC, Honours Bachelor of Science, Specialist in Mental Health Studies/ Master of Social Work
2. Combined Degree Program, UTSC, Honours Bachelor of Science, Specialist Co-operative in Mental Health Studies/ Master of Social Work

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] (Tuesday, September 9, 2014)**

PREVIOUS ACTION TAKEN:

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

*Proposal to introduce a Combined BSc in Mental Health Studies (UTSC) and
Master of Social Work (FIFSW)*

HIGHLIGHTS:

The University of Toronto Scarborough (UTSC) and Factor-Inwentash Faculty of Social Work (FIFSW) are proposing two related Combined programs that allow students to complete an Honours Bachelor of Science (BSc) in the Specialist and Specialist Co-operative programs in Mental Health Studies and a Master of Social Work (MSW):

1. Combined Degree Program, UTSC, Honours Bachelor of Science, Specialist in Mental Health Studies/ Master of Social Work
2. Combined Degree Program, UTSC, Honours Bachelor of Science, Specialist Co-operative in Mental Health Studies/ Master of Social Work

The appeal of these Combined programs is fourfold: they allow students in Mental Health Studies to apply early to the two year Master of Social Work program (in the third year of the BSc), they offer students access to a research opportunity in consultation with an FIFSW faculty member and supervised by a UTSC Psychology faculty member during their fourth year, they provide students with the opportunity to take a fourth year course – PSYD37H3 Social Context of Mental Health and Illness – offered at UTSC by an FIFSW faculty member, and FIFSW will benefit by enrolling a cohort of excellent students with a superb and relevant background in the social context of mental health and human development.

The combination of the MSW with the Specialist program in Mental Health Studies (BSc) and Specialist Co-operative in Mental Health Studies (BSc) is ideal preparation for a career as a social worker. These programs provide a rich intellectual pathway for exceptional undergraduate students by providing access to social work research before the completion of an undergraduate degree, and offers the students an opportunity to begin to be equipped for evidence-informed social work practice, through a D-level research course, PSYD98Y3 Thesis in Psychology (existing), in year 4, in consultation with an FIFSW faculty member, and a D-level half course, PSYD37H3 Social Context of Mental Health and Illness (new), taught at UTSC by an FIFSW faculty member. These enhancements specifically allow excellent students in Mental Health Studies to engage in the application of psychological frameworks and skills to relevant challenges arising in the field of social work by the supervision and tutelage of those actively working in social work research.

Providing the option of a Combined program will enhance the attractiveness of UTSC's Honours Bachelor of Science programs in Mental Health Studies (Specialist and Specialist Co-operative) thus yielding more and better applicants, both domestic and international. The MSW is not looking to increase enrollment; instead it will reserve space in the incoming two year MSW class for exceptional UTSC students with a strong psychology background in mental health. The combined program takes six years to complete.

FINANCIAL IMPLICATIONS:

There are no significant financial implications for the campus operating budget.

*Proposal to introduce a Combined BSc in Mental Health Studies (UTSC) and
Master of Social Work (FIFSW)*

RECOMMENDATION:

Be It Resolved,

THAT the

1. Combined Degree Program, UTSC, Honours Bachelor of Science, Specialist in Mental Health Studies/ Master of Social Work; **and**
2. Combined Degree Program, UTSC, Honours Bachelor of Science, Specialist Co-operative in Mental Health Studies/ Master of Social Work, programs, as described in the proposal recommended by the Dean and Vice-Principal (Academic), Professor Rick Halpern, dated September 3, 2014 be approved to be effective immediately for the academic year 2014-15; and

THAT one associated new course: PSYD37H3 (Social Context of Mental Health and Illness), as described in the proposal recommended by the Dean and Vice-Principal (Academic), dated September 3, 2014, be approved to be effective immediately for the academic year 2014-15.

DOCUMENTATION PROVIDED:

1. Major Modification proposal Type C, introducing:
 - Combined Degree Program, UTSC, Honours Bachelor of Science, Specialist in Mental Health Studies/ Master of Social Work
 - Combined Degree Program, UTSC, Honours Bachelor of Science, Specialist Co-operative in Mental Health Studies/ Master of Social Work
2. New Course proposal: PSYD37H3 Social Context of Mental Health and Illness.
3. Memorandum of Understanding for the proposed Combined program (unsigned) – **for information only**.



University of Toronto Major Modification Proposal – Type C: Combined Program (Undergrad-Grad)

Programs Proposed:	<ol style="list-style-type: none"> 1. Combined Degree Program, UTSC, Honours Bachelor of Science, Specialist in Mental Health Studies/ Master of Social Work 2. Combined Degree Program, UTSC, Honours Bachelor of Science, Specialist Co-operative in Mental Health Studies/ Master of Social Work
Department(s) / Unit(s) involved:	<ol style="list-style-type: none"> 1. Department of Psychology, UTSC 2. Factor-Inwentash Faculty of Social Work (FIFSW)
Faculty(s) / Academic Division(s):	University of Toronto Scarborough (UTSC) and Factor-Inwentash Faculty of Social Work (FIFSW)
Faculty / Academic Division Contact:	Annette Knott, Academic Programs Officer aknott@utsc.utoronto.ca
Department / Unit Contact:	George Cree, UTSC Faye Mishna, FIFSW
Anticipated start date of new programs:	September 2014
Date of first application to grad (ie. students are in 3rd year)	2014-15
Date of first cohort in Combined programs (ie. students are in 4th year and conditionally admitted to grad)	2015-16
Date of first cohort from Combined programs in grad	2016-17
Version Date:	September 3, 2014

1 Executive Summary

The University of Toronto Scarborough (UTSC) and Factor-Inwentash Faculty of Social Work (FIFSW) are in agreement that Combined programs between the UTSC Specialist program in Mental Health Studies (BSc) and Specialist Co-operative program in Mental Health Studies (BSc) (<http://www.utsc.utoronto.ca/~psych>) and the Master of Social Work (MSW) offered by FIFSW (<http://www.socialwork.utoronto.ca/programs/msw.htm>) are an ideal area for collaboration, and are consequently proposing Combined programs that allow students to complete an Honours Bachelor of Science (BSc) in the Specialist Program in Mental Health Studies and Specialist Co-operative program in Mental Health Studies, and the two year Master of Social Work (MSW). The appeal of these Combined programs is fourfold. First, they allow undergraduate students in Mental Health Studies to complete a research opportunity in consultation with a FIFSW faculty member and supervised by a UTSC Psychology faculty member during their fourth year, which will significantly enrich their educational experience, establishing an enriched foundation for subsequent graduate study. Second, they allow these students to apply early to the Master of Social Work program (in the third year of the BSc). Third, the Combined programs students will take a course offered at UTSC by an FIFSW faculty member exploring the social context of mental illness. Finally, FIFSW will benefit by enrolling a cohort of excellent students with a superb and relevant psychological background in the social context of mental health and human development. More broadly, these Combined programs are particularly important for students seeking a clear graduate pathway and they enhance the attractiveness of the UTSC undergraduate programs during recruitment and retention.

The FIFSW program is a professional Master's program (MSW). The combination of the MSW with the Honours BSc programs in Mental Health Studies (Specialist in Mental Health Studies and Specialist Co-operative in Mental Health Studies) is ideal for students intending to pursue a career as a social worker. It also provides a rich intellectual pathway for exceptional undergraduate students by providing access to social work research before the completion of an undergraduate degree, and offers students an opportunity to become equipped for evidence-informed social work practice, through a research course in year 4, with an FIFSW co-supervisor. This enhancement specifically allows excellent students in the Mental Health Studies programs (Specialist and Specialist Co-operative) to engage in the application of psychological frameworks and skills to relevant challenges arising in the field of social work in consultation with those actively working in social work research. Providing the option of Combined programs will enhance the attractiveness of UTSC's Specialist program in Mental Health Studies (BSc) and Specialist Co-operative in Mental Health Studies (BSc) thus yielding more and better applicants, both domestic and international. The MSW is not looking to increase enrollment; instead, it will reserve space in the incoming two-year MSW class for UTSC students. They will benefit by enrolling a cohort of excellent students with a superb and relevant background in the social context of mental health and human development.

2 Program Rationale

The University of Toronto Scarborough (UTSC) and Factor-Inwentash Faculty of Social Work (FIFSW) are in agreement that Combined programs between the UTSC Specialist program in Mental Health Studies and Specialist Co-operative program in Mental Health Studies (BSc) (<http://www.utsc.utoronto.ca/~psych>) and the Master of Social Work (MSW) offered by FIFSW (<http://www.socialwork.utoronto.ca/programs/msw.htm>) are an ideal area for collaboration, and are consequently proposing Combined programs that allow students to complete a Honours Bachelor of Science (BSc) in the Specialist program in Mental Health Studies and Specialist Co-operative in Mental Health Studies, and a Master of Social Work (MSW). The appeal of these Combined programs is fourfold: they allow undergraduate students in Mental Health Studies to apply early to the two year Master of Social Work program (in the third year of the BSc); they offer these students access to a research opportunity in consultation with an FIFSW faculty member and supervised by a UTSC Psychology faculty member during their fourth year; they provide students the opportunity to take a fourth year course – PSYD37H3 Social Context of Mental Health and Illness – offered at UTSC by an FIFSW faculty member; and FIFSW will benefit by enrolling a cohort of excellent students with a superb and relevant background in the social context of mental health and human development.

The combination of the MSW with the BSc in Mental Health Studies (Specialist and Specialist Co-operative) is ideal career preparation as a social worker. It provides a rich intellectual pathway for exceptional undergraduate students by providing access to social work research before the completion of an undergraduate degree, and offers students an opportunity to begin to be equipped for evidence-informed social work practice, through a D-level research course, PSYD98Y3 Thesis in Psychology (existing), in year 4, in consultation with an FIFSW faculty member, and a D-level half course, PSYD37H3 Social Context of Mental Health and Illness (new), taught at UTSC by an FIFSW faculty member. These enhancements specifically allow excellent students in Mental Health Studies to engage in the application of psychological frameworks and skills to relevant challenges arising in the field of social work by the supervision and tutelage of those actively working in social work research. Providing the option of a Combined program will enhance the attractiveness of UTSC's Specialist undergraduate programs in Mental Health Studies (Specialist and Specialist Co-operative) thus yielding more and better applicants, both domestic and international. The MSW is not looking to increase enrollment; instead, it intends to reserve space in the incoming two year MSW class for exceptional UTSC students with a strong psychology background in mental health. The Combined programs take six years to complete.

3 Need and Demand

The proposed Combined programs are ideal for students looking to work as a social worker. They also provide a rich intellectual pathway for exceptional undergraduate students by

providing access to social work research before the completion of an undergraduate degree, and offer students an opportunity to begin to be equipped for evidence-informed social work practice, through a research course, PSYD98Y3 Thesis in Psychology (existing), in year 4, in consultation with an FIFSW faculty member and supervised by a UTSC Psychology faculty member, and a D-level half course, PSYD37H3 Social Context of Mental Health and Illness (new). We anticipate strong demand for the programs although we will begin modestly with five students per year in total (taken from the Specialist and Specialist Co-operative programs combined). The Combined programs provide an enhanced undergraduate experience and a professional graduate degree.

Table 1 details the enrolment projections. During the fall of 2014 the first cohort will apply to the program. This group will be in fourth year in 2015/16 and in the MSW first year in 2016/17.

Table 1: Enrolment Projections

Year in program	Academic year	Academic year	Academic year	Academic year	Academic year	Academic year	Academic year
	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
Year 1 MSW			5	5	5	5	5
Year 2 MSW				5	5	5	5
Total:			5	10	10	10	10

4 Program Description

Students in the Combined program will be expected to complete all requirements of one of the undergraduate Honours BSc degrees in Mental Health Studies (Specialist or Specialist Co-operative) as well as the two year Masters of Social Work (MSW). Students will apply in year three of their specific undergraduate program to the Combined program and the MSW. Successful candidates will be given an offer of conditional admissions to the two-year MSW. The conditions include the completion of all undergraduate degree and program requirements and maintaining at least a 3.3 CGPA in 3rd and 4th year of the undergraduate program. In fourth year students in the Combined program will complete two additional courses, a research course, PSYD98Y3 Thesis in Psychology (existing), and a second D-level half course, PSYD37H3 Social Context of Mental Health and Illness (new), taught at UTSC by an FIFSW faculty member. This will provide a bridge to relevant social work research, theory and perspective. These courses will be in addition to the program requirements of the two undergraduate Specialist programs but can count toward degree requirements.

In year 5 of study, students who have met the conditions on admissions to the two-year MSW will begin that program. As is the case for all students admitted to the MSW, students in the

Combined program will select a specialization at the end of their first year. Students completing the Specialist Co-operative program in Mental Health Studies (HBSc), who choose the Health and Mental Health Field of the MSW, will be exempted from the lecture course SWK 4604 (Social Work Practice in Mental Health Services) and will replace it with an elective in their second year of MSW study. This does not have an impact on the practicum requirements for the MSW.

5 Admission Requirements

The admission requirements for the Specialist program in Mental Health Studies (BSc) and Specialist Co-operative program in Mental Health Studies (BSc) remain identical to the existing programs. [See UTSC Calendar: <http://www.utsc.utoronto.ca/~registrar/calendars/calendar/Psychology.html>]. Students will apply to the graduate degree program (and the Combined program) during the Fall term of the third year of the BSc programs. Offers of admission to the two year MSW program will be conditional on maintaining at least a B+ average in the third and fourth years of study, as well as conditional on completing one of the BSc programs and having the degree conferred. The offer is also conditional on meeting the MSW admissions requirements. During the student's final undergraduate year the student will take a research course, PSYD98Y3 Thesis in Psychology (existing). Students will also be required to take a second D-level half course, PSYD37H3 Social Context of Mental Health and Illness (new), at UTSC offered by an FIFSW faculty member. These two specific requirements are in addition to the program requirements of the Specialist program in Mental Health Studies and Specialist Co-operative program in Mental Health Studies. These courses however are eligible to count for degree requirements.

6 Program Requirements

School of Graduate Studies: Proposed Final Calendar Copy: 2015-16 Calendar

Bachelor of Science/Master of Social Work

Combined Degree Program, UTSC, Honours Bachelor of Science, Specialist in Mental Health Studies/ Master of Social Work

Combined Degree Program, UTSC, Honours Bachelor of Science, Specialist Co-operative in Mental Health Studies/ Master of Social Work

Mental Health Studies, Honours BSc

Social Work, MSW**Overview**

The Combined undergraduate Honours Bachelor of Science (BSc) degree programs in Mental Health Studies (Specialist or Specialist Co-operative) and Master of Social Work (MSW) programs are ideal for students pursuing a career as a social worker. These accelerated programs provide a rich intellectual pathway for exceptional undergraduate students by providing access to social work research before the completion of the undergraduate degree, and offer students an opportunity to become equipped for evidence-informed social work practice, through a research course in Year 4, with a Factor-Inwentash Faculty of Social Work (FIFSW) co-supervisor. The Combined program allows well-qualified students in either the Specialist program in Mental Health Studies (BSc), or the Specialist Co-operative program in Mental Health Studies (BSc) at the University of Toronto Scarborough (UTSC) to apply during their third year, and to be considered for admission into the MSW Two-Year Program in FIFSW.

Contact and Address**Honours Bachelor of Science Program
Department of Psychology**

Web: <http://www.utsc.utoronto.ca/psych/>

Email: psych@utsc.utoronto.ca

Telephone: 416-208-4867

Department of Psychology
University of Toronto Scarborough (UTSC)
1265 Military Trail
Toronto, Ontario M1C 1A4
Canada

**Master of Social Work Program
Factor-Inwentash Faculty of Social Work**

Web: www.socialwork.utoronto.ca

Email: admissions.fsw@utoronto.ca

Telephone: (416) 978-6314

Factor-Inwentash Faculty of Social Work (FIFSW)
University of Toronto
246 Bloor Street West
Toronto, Ontario M5S 1V4
Canada

Minimum Admission Requirements

- Applicants must apply to and be accepted by either the Specialist program in Mental Health Studies (BSc) or the Specialist Co-operative program in Mental Health Studies (BSc) in the Department of Psychology at UTSC and also the MSW Two-Year Program in the Factor-Inwentash Faculty of Social Work. Applicants must satisfy the admission requirements of each program. Undergraduate students apply to the master's program in the third year.
- Students must be enrolled full-time and be in good standing in one of the BSc programs with a B+ average (CGPA of 3.3) or higher in Year 2 to be admissible; students are expected to carry a full course load of 5.0 full-course equivalents (FCEs) each year.
- Qualified students in Year 3 of their chosen BSc program may apply to the MSW program; those

accepted will receive a conditional offer to commence the MSW program when their chosen BSc program requirements have been completed.

- Admission into the MSW program will have three conditions: students must (1) maintain a B+ average (CGPA of 3.3) or higher in Year 3 and Year 4 of their chosen BSc program, (2) complete the requirements of their chosen BSc program, and (3) demonstrate BSc degree conferral.

Program Requirements

- Students in the Combined programs must meet the full academic program requirements of either the Specialist program in Mental Health Studies (BSc) or the Specialist Co-operative program in Mental Health Studies (BSc) as well as the MSW Two-Year Program.
- Students must be registered full-time, enrolling in 5.0 full-course equivalents (FCEs) each year, throughout their chosen BSc program.
- Students who receive conditional offers of admission to the MSW during Year 3 of their chosen BSc program and complete their BSc program requirements in Year 4 will commence the MSW during Year 5 of the combined program.
- In Year 4 of their BSc studies, students must take a UTSC D-level research course (PSYD98Y3) under the supervision of a UTSC Psychology faculty member in consultation with an FIFSW faculty member.
- In Year 4 of their BSc studies, students must take the UTSC D-level course (PSYD37H3) *Social Context of Mental Health and Illness*, which will be taught by a FIFSW faculty member.
- MSW students in the Health and Mental Health Field who completed the Specialist Co-operative program in Mental Health Studies (BSc) are exempt from SWK 4604 *Social Work Practice in Mental Health Services* and will replace it with a graduate elective.

Registration Path to Completion

Year	Session	BSc	MSW
Year 1	Fall	Full-time	
	Winter	Full-time	
	Summer		
Year 2	Fall	Full-time	
	Winter	Full-time	
	Summer		
Year 3	Fall	Full-time	
	Winter	Full-time	
	Summer		
Year 4	Fall	Full-time	
	Winter	Full-time	
	Summer		
Year 5	Fall		Full-time
	Winter		Full-time
	Summer		Full-time
Year 6	Fall		Full-time
	Winter		Full-time
	Summer		Full-time

Time Limit: 7 years

University of Toronto Scarborough: Calendar Copy Changes for 2015-16

Added as new copy to Degrees section of Calendar:

Combined Degree Program, UTSC, Honours Bachelor of Science, Specialist in Mental Health Studies/ Master of Social Work, FIFSW

Combined Degree Program, UTSC, Honours Bachelor of Science, Specialist Co-operative in Mental Health Studies/ Master of Social Work, FIFSW

The Combined undergraduate Honours Bachelor of Science (BSc) degree programs in Mental Health Studies (Specialist and Specialist Co-operative) and Master of Social Work (MSW) programs are ideal for students pursuing a career as a social worker. These accelerated programs provide a rich intellectual pathway for exceptional undergraduate students by providing access to social work research before the completion of the undergraduate degree, and offer students an opportunity to become equipped for evidence-informed social work practice, through a research course in Year 4, with a Factor-Inwentash Faculty of Social Work (FIFSW) co-supervisor. The Combined program allows well-qualified students in either the Specialist program in Mental Health Studies (BSc), or the Specialist Co-operative program in Mental Health Studies (BSc) to apply during their third year, and be considered, for admission to the Factor-Inwentash Professional Master program in Social Work. The Combined program can be completed in 6 years. For more information about the program, see the Psychology section of this *Calendar*.

Added as new copy to Psychology section of Calendar:

Combined Degree Program, UTSC, Honours Bachelor of Science, Specialist in Mental Health Studies/ Master of Social Work, FIFSW

Combined Degree Program, UTSC, Honours Bachelor of Science, Specialist Co-operative in Mental Health Studies/ Master of Social Work, FIFSW

The Combined undergraduate Honours Bachelor of Science (BSc) degree programs in Mental Health Studies (Specialist and Specialist Co-operative) and Master of Social Work (MSW) programs are ideal for students pursuing a career as a social worker. These accelerated programs provide a rich intellectual pathway for exceptional undergraduate students by providing access to social work research before the completion of the undergraduate degree, and offer students an opportunity to become equipped for evidence-informed social work practice, through a research course in Year 4, with a Factor-Inwentash Faculty of Social Work (FIFSW) co-supervisor. The Combined program allows well-qualified students in either the

Specialist program in Mental Health Studies (BSc), or the Specialist Co-operative program in Mental Health Studies (BSc) to apply during their third year, and be considered, for admission to the Factor-Inwentash Professional Master program in Social Work.

Minimum Admission Requirements:

- Applicants must apply to and be accepted by either the Specialist program in Mental Health Studies (BSc) or the Specialist Co-operative program in Mental Health Studies (BSc) at UTSC and also the MSW Two-Year Program in the Factor-Inwentash Faculty of Social Work. Applicants must satisfy the admission requirements of each program. Undergraduate students apply to the master's program in the third year of full-time registration in the BSc program.
- Students must be enrolled full-time and be in good standing in either the Specialist program in Mental Health Studies (BSc) or Specialist Co-operative program in Mental Health Studies (BSc) with a B+ average (CGPA of 3.3) or higher in Year 2 to be eligible for admission into the MSW and the Combined program; students are expected to carry a full course load of 5.0 full-course equivalents (FCEs) each year.
- Qualified students in Year 3 of their chosen BSc program may apply to the MSW program; those accepted will receive a conditional offer to commence the MSW program when their chosen BSc program requirements have been completed.
- Admission into the MSW program will have three conditions: students must (1) maintain a B+ average (CGPA of 3.3) or higher in Year 3 and Year 4 of their chosen BSc program, (2) complete the requirements of their chosen BSc program, and (3) demonstrate BSc degree conferral.

Program Requirements:

- Students must complete the full academic program requirements of either the Specialist program in Mental Health Studies (BSc) or the Specialist Co-operative program in Mental Health Studies (BSc) as well as the MSW Two-Year Program.
- Students must be registered full-time, enrolling in 5.0 full-course equivalents (FCEs) each year, throughout their chosen BSc program.
- Students who receive conditional offers of admission to the MSW during Year 3 of their chosen BSc program and complete their BSc program requirements in Year 4 will commence the MSW during Year 5 of the combined program.
- In Year 4 of their BSc studies, students must take the D-level research course, PSYD98Y3, under the supervision of a UTSC Psychology faculty member in consultation with an FIFSW faculty member.
- In Year 4 of their BSc studies, students must take the D-level course, PSYD37H3, which will be taught by a FIFSW faculty member.
- MSW students in the Health and Mental Health Field who completed the Specialist Co-operative program in Mental Health Studies (BSc) are exempt from SWK 4604 Social Work Practice in Mental Health Services and will replace it with a graduate elective.

The path to completion is:

- Year 1: BSc requirements

- Year 2: BSc requirements
- Year 3: BSc requirements
- Year 4: BSc requirements PLUS [PSYD98Y3 and PSYD37H3]
- Year 5: MSW first year requirements
- Year 6: MSW second year requirements

Normal Program Length: 6 years full-time

Time Limit: BSc + 3 years MSW

7 Consultation

The proposed Combined programs will have minimal impact on the delivery of the Specialist program in Mental Health Studies and Specialist Co-operative program in Mental Health Studies. Students in these programs, who are accepted into the Combined programs, will take a research course in fourth year in consultation with a FIFSW faculty member (PSYD98Y3) and take a second D-level course offered at UTSC offered by an FIFSW faculty member (PSYD37H3). The delivery of the MSW program will remain the same. Combined programs students in the Specialist Co-operative program in Mental Health Studies (BSc), who choose the Health and Mental Health Field, will be exempted from SWK 4604 (Social Work Practice in Mental Health Services) and will replace it with an elective course in their second year of MSW study.

During 2013 and 2014, the UTSC Vice-Dean Graduate and the UTSC Chair of Psychology have consulted with the Dean of FIFSW to develop the MOU and this document. The Deans of FIFSW and UTSC have both approved the MOU and this document. No other Deans have been consulted.

8 Resources

Faculty – no additional faculty resources will be required at UTSC. FIFSW faculty are available to consult with the Combined program students in their fourth year research project and to teach, as part of interdivisional teaching, a D-level course at UTSC (PSYD37H3 Social Context of Mental Health and Illness).

Space – no additional space is required

Learning resources – no additional requirements

Financial Support for Students – no additional requirements

Infrastructure – no additional requirements

9 Governance Process

	Levels of Approval Required
Sign-off from the Provost's Office	February 14, 2014
Approval by Units	UTSC: 26 August 2014 FIFSW: 3 September 2014
Faculty/Divisional Councils	UTSC: 9 September 2014 FIFSW: 21 October 2014
Submission to Provost's Office	
Report to AP&P	
Report to Ontario Quality Council	

Office of the Dean
March 2014

University of Toronto Scarborough New Course Proposals

This template should be used to bring forward all proposals for new undergraduate courses for governance approval. Please use a separate form for each new course, and submit in MS Word format.

Proposed Course Code:	PSYD37H3
Proposed Course Title:	The Social Context of Mental Health and Illness
Earliest course start date:	April 1, 2015
Unit where the course will be housed:	Psychology
Discipline:	Mental Health Studies
Departmental Contact:	Minnie Kim
Divisional Contact:	Annette Knott, Academic Programs Officer <i>aknott@utsc.utoronto.ca</i>
Date of this version of the proposal:	September 3, 2014

DEAN'S OFFICE USE ONLY:

RESOURCE IMPLICATIONS	<p>None:</p> <ul style="list-style-type: none"> • The course will be offered through the UCDF program and taught by Graduate faculty from FIFSW (Charmaine Williams). Approval of UCDF funding confirmed (Trevor Rodgers): July 8, 2014. • No TA support required. • No additional space required.
QUESTIONS/CONCERNS	

1. Calendar Copy

PSYD37H3 Social Context of Mental Health and Illness

This course is an opportunity to explore how social practices and ideas contribute to the ways in which society, families and individuals are affected by mental health and mental illness.

Prerequisite: 10.0 credits completed and enrolment in the Combined BSc in Mental Health Studies/Masters of Social Work or Specialist/Specialist Co-op programs in Mental Health Studies
Breadth Requirement: Natural Sciences

2. Rationale

This unique course is a requirement for students who have been accepted into the Combined Degree Program, UTSC, Honours Bachelor of Science, Specialist in Mental Health Studies/ Master of Social Work or Combined Degree Program, UTSC, Honours Bachelor of Science, Specialist Co-operative in Mental Health Studies/ Master of Social Work. The course will be taught by an FIFSW faculty member and provides an enriched experience as well as an intellectual bridge into the Masters in Social Work.

If space permits, the course will also be open to students in the Specialist/Specialist Co-op programs in Mental Health Studies.

3. Learning Outcomes

Providing an important introduction to the social context and social issues associated with mental illness, this course will prepare students in the Combined Program UTSC Mental Health / FIFSW Master of Social Work for social work studies by teaching them about:

- major changes in approaches to mental health treatment over the past century;
- social determinants on mental health;
- the biopsychosocial perspective on mental health;
- the impact of social attitudes diagnosis and treatment of mental disorders;
- how families are affected when a relative is diagnosed with a mental illness or experiences ill mental health;
- how culture affects mental health and how mental disorder can have an influence on culture;
- practices and policies that promote mental health

Topics to be covered.

- A brief history of madness
- What is mental health and what causes mental illness
- The social context of diagnosis and treatment of mental illness
- Culture, mental health and mental illness
- Families, caregiving and mental illness
- Society, communities and mental health

Methods of assessment.

- Reflective assignment – directed at surfacing student attitudes and awareness of social attitudes to mental health and illness and their impact on individuals and families affected;
- Research paper – directed at analyzing clinical understanding of psychopathology in the context of social and cultural influences;
- Popular culture critique – directed at fostering a critical attitude and social justice orientation to publically circulated knowledge about mental disorder

4. Consultation:

UTSC Psychology, Chair George Cree
FIFSW Dean Faye Mishna, Associate Professor Charmaine Williams

5. Governance Process:

Levels of Approval Required	Date
Departmental Curriculum Committee [NOTE: All new courses must be approved by your departmental/unit curriculum committee. Proposals that have not been explicitly approved will not be reviewed by the Dean’s Office.]	June 26, 2014
UTSC Academic Affairs Committee	September 9, 2014

Memorandum of Understanding for:

- 1. Combined Degree Program, UTSC, Honours Bachelor of Science, Specialist in Mental Health Studies/ Master of Social Work (FIFSW)**
- 2. Combined Degree Program, UTSC, Honours Bachelor of Science, Specialist Co-operative in Mental Health Studies/ Master of Social Work (FIFSW)**

Preamble

The University of Toronto Scarborough (UTSC) Department of Psychology offers Specialist, Major, and Minor programs in Mental Health Studies, Psychology, and Neuroscience. It also offers a Specialist Co-operative option in each of these three areas. Co-operative students engage in a normal program of studies (eight 4-month terms of study) combined with two 4-month work terms, over a four year period. Many Psychology students, particularly those in the Specialist program in Mental Health Studies (BSc) and Specialist Co-operative program in Mental Health Studies (BSc), express an interest in continuing their studies in the field of social work, and apply for entry into MSW programs at the end of their undergraduate studies. Given this student interest, UTSC and the Factor-Inwentash Faculty of Social Work (FIFSW) have explored possible areas of collaboration.

UTSC and FIFSW are in agreement that Combined programs between the UTSC Specialist program in Mental Health Studies (BSc) and Specialist Co-operative program in Mental Health Studies (BSc) (<http://www.utsc.utoronto.ca/~psych>) and the Master of Social Work (MSW) offered by FIFSW (<http://www.socialwork.utoronto.ca/programs/msw.htm>) are ideal areas for collaboration, and are consequently proposing a Combined program that allows students to complete a Bachelor of Science (BSc) in either the Specialist Program in Mental Health Studies (BSc) or the Specialist Co-operative program in Mental Health Studies (BSc), and a Master of Social Work (MSW). The appeal of these Combined programs is fourfold. First, they allow undergraduate students in Mental Health Studies to complete a social work research opportunity in consultation with an FIFSW faculty member and supervised by UTSC Psychology faculty member during their fourth year, which will significantly enrich their educational experience, establishing an enriched foundation for subsequent graduate study. Second, they allow students to apply early to the Master of Social Work program (in the third year of the BSc). Third, the Combined program students will take a course offered at UTSC by an FIFSW faculty member – PSYD37H3 Social Context of Mental Health and Illness. Finally, FIFSW will benefit by enrolling a cohort of excellent students with a superb and relevant psychological background in the social context of mental health and human development. More broadly, this type of program is particularly important for students seeking a clear graduate pathway and it enhances the attractiveness of the UTSC undergraduate programs during recruitment and retention.

The FIFSW program is a two year professional Master's program (MSW). The combination of the MSW with the Specialist program in Mental Health Studies (BSc) and the Specialist Co-operative program in Mental Health Studies (BSc) is ideal for students seeking a career as a social worker. It also provides a rich intellectual pathway for exceptional undergraduate students by providing access to social work research before the completion of an undergraduate degree, and offers the students an opportunity to begin to be equipped for evidence-informed social work practice, through a research course – PSYD98Y3 (Thesis in Psychology) in year 4, in consultation with an

FIFSW faculty member. In addition, the Combined program students will take a course offered at UTSC by an FIFSW faculty member – PSYD37H3 Social Context of Mental Health and Illness.

Providing the option of Combined undergraduate Honours Bachelor of Science degree programs in Mental Health Studies (Specialist and Specialist Co-operative) with the graduate MSW program will enhance the attractiveness of the specific UTSC programs thus yielding more and better applicants, both domestic and international. As of 2013-2014 UTSC enrolls 197 students into the Specialist program in Mental Health Studies (BSc), and 53 students into the Specialist Co-operative program in Mental Health Studies (BSc). The Combined program will provide an excellent stream of students with a well-defined educational background in Mental Health Studies to the MSW program.

The MSW is not looking to increase enrollment; instead, it will reserve space in the incoming two-year MSW class for UTSC students, particularly those who have completed the Specialist Co-operative program in Mental Health Studies (BSc). Students completing the Specialist Cooperative program in Mental Health Studies, who choose the Health and Mental Health Field of the MSW, will be exempted from SWK 4604 (Social Work Practice in Mental Health Services) and will replace it with an elective in their second year of MSW study.

Key features of the Combined program include the consideration and conditional admission of students in their third year of undergraduate study. During the conditional admission period (until the undergraduate degree is complete) students will be required to take an independent study research course, PSYD98Y3 (Thesis in Psychology), supervised by a UTSC Psychology faculty member in consultation with an FIFSW faculty member. This course will be eligible to fulfill undergraduate program and degree requirements. The Combined program students will also take a D-level course, PSYD37H3 Social Context of Mental Health and Illness, taught by a FIFSW faculty member as part of the Provostial interdivisional teaching program (UCDF).

The conditions placed on admission are consistent with SGS policy—namely, the completion of the undergraduate degree and the maintaining of at least a B+ average (3.3. CGPA) in the third and fourth years of study. UTSC and FIFSW agree to admit up to five qualified students in total (taken from the Specialist and Specialist Co-operative programs combined), per year into the Combined program. This number can be increased by mutual agreement.

Admission

The admission requirements for the Specialist program in Mental Health Studies (BSc) and Specialist Co-operative program in Mental Health Studies (BSc) remain identical to the existing programs. [See UTSC Calendar: <http://www.utoronto.ca/~registrar/calendars/calendar/Psychology.html>]. Students will apply to the Combined program during the Fall term of the third year of their chosen BSc program. Offers of admission will be conditional on maintaining at least a B+ average in the third and fourth years of study, as well as conditional on completing the chosen BSc program and having the degree conferred. During the conditional admission period students will be expected to take a research course, PSYD98Y3 (Thesis in Psychology) supervised by a UTSC faculty member in consultation with an FIFSW faculty member. Students will also be required to take a D-level course

at UTSC offered by an FIFSW faculty member, PSYD37H3 Social Context of Mental Health and Illness.

Financial

Basic Income Units (BIU) income will remain as is for the three distinct programs. The two BSc programs (Specialist in Mental Health Studies and Specialist Co-operative in Mental Health Studies) will attract the normal BIU income that programs in the Sciences attracts. Upon expedited acceptance into the MSW, students will continue to attract undergraduate Sciences BIUs until the completion of the chosen undergraduate degree. Therefore students will attract undergraduate Sciences BIUs for years 1 to 4 of the Combined program. During years 5 and 6, students will attract a Category 7 weighted BIU of 1.33 per term, to a maximum of 4 BIUs per year.

Tuition for the UTSC BSc degree is assessed on a per course basis. All tuition revenue for the undergraduate degree will continue as it currently does in the stand-alone program. In the fifth and sixth years, the students will be assessed the Master of Social Work program fee in full as prescribed by the appropriate University of Toronto domestic/international tuition fee schedule.

Faculty Commitment

The two Faculties will coordinate on the Admissions process. The School of Graduate Studies has established an administrative pathway for the Combined program applications. The UTSC Psychology department will administer the recruitment of students in coordination with the UTSC Registrar. Admissions decisions lie with FIFSW. FIFSW commits to providing an instructor for PSYD37H3 (Social Context of Mental Health and Illness) annually. UTSC Psychology has applied to the UCDF program to fund the course (funding approved July 8, 2014). FIFSW faculty will be available to consult on the research undertaken in PSYD98Y3 (Thesis in Psychology).

Consultation with Dean's Offices of FIFSW and UTSC

This Memorandum of Understanding has been reviewed and agreed to by both the Dean and Vice-Principal (Academic) of UTSC and the Dean of the Factor-Inwentash Faculty of Social Work.

Date:

Date:

Professor Rick Halpern
Dean and Vice-Principal (Academic)
University of Toronto Scarborough

Professor Faye Mishna
Dean
Factor-Inwentash Faculty of Social Work



OFFICE OF THE CAMPUS COUNCIL

FOR INFORMATION **PUBLIC** **OPEN SESSION**

TO: UTSC Academic Affairs Committee

SPONSOR: Dean and Vice-Principal (Academic), Rick Halpern

CONTACT INFO: 416-208-7027, vpdean@utsc.utoronto.ca

PRESENTER: See Above.

CONTACT INFO:

DATE: Tuesday, September 9, 2014

AGENDA ITEM: 7

ITEM IDENTIFICATION:

External Review of Undergraduate Programs in International Development Studies (IDS)

JURISDICTIONAL INFORMATION:

Under section 5.6 of the Terms of Reference of the University of Toronto Scarborough Academic Affairs Committee (UTSC AAC) provides that the Committee shall receive for information and discussion reviews of academic programs and units consistent with the protocol outlined in the University of Toronto Quality Assurance Process. The reviews are forwarded to the Committee on Academic Policy and Programs for consideration.

GOVERNANCE PATH:

1. **UTSC Academic Affairs Committee [For Information] (September 9,2014)**

PREVIOUS ACTION TAKEN:

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

HIGHLIGHTS:

The *Cyclical Review Protocol* “is used to ensure University of Toronto programs meet the highest standards of academic excellence” (UTQAP, Section 5.1). The *Protocol* applies to all undergraduate and graduate degree programs offered by the University, and the University’s full complement of undergraduate and graduate degree and diploma programs are reviewed on a planned cycle. Reviews are conducted on a regular basis, and the interval between program reviews must not exceed 8 years.

External Review of Undergraduate programs in International Development Studies – for information

The external review of academic programs requires:

- The establishment of a terms of reference;
- The selection of a review team. For undergraduate programs there will be at least two reviewers, one of which must be external to the institution. Reviewers will be active and respected in their field, and will normally be associate or full professors;
- The preparation of a self study;
- A site visit;
- Receipt of a report from the external review team. The report will generally identify any highlights of the program, as well as its challenges;
- The preparation of a summary of the review report;
- The Vice-Provost, Academic Programs' formal request for an Administrative Response;
- The Dean and Vice-Principal Academic's formal Administrative Response; and
- Preparation of a Final Assessment Report and Implementation Plan.

In accordance with the *Protocol*, an external review of the undergraduate programs in International Development Studies, housed in the Centre for Critical Development Studies, was conducted in the 2013-14 academic year:

The review team was impressed by the programs, and in particular praised their academic rigour and innovation, in addition to noting the high morale and strength of commitment of faculty, staff and students. The review team made a number of recommendations regarding curriculum and complement planning, as well as staffing support and space planning. The review team also recommended the Centre for Critical Development Studies transition from an EDU:B to an EDU:A so that it may develop the full potential of its programs.

A meeting to discuss the review report has been held with the academic unit. This meeting was constructive, and the discussion that took place was detailed and substantive. The academic unit has taken the recommendations of the reviewers seriously, and already has begun to act upon many of them. The Centre for Critical Development Studies is engaging in curricular review, and the Dean's Office is discussing with the unit options for improving staffing support. Space will continue to be limited in the short term; however, a new building that will be ready for occupancy in 2015 will ease many of our space constraints. Finally, transitioning the Centre for Critical Development Studies from an EDU:B to an EDU:A is a top priority for both the academic unit and the Dean's Office.

FINANCIAL IMPLICATIONS:

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

External Review of Undergraduate programs in International Development Studies – for information

RECOMMENDATION:

For information.

DOCUMENTATION PROVIDED:

1. Review of Undergraduate Programs Administered by the Centre for Critical Development Studies (CCDS) - 2014
2. Provostial Summary of the External Review Report (April 15, 2014)
3. Provostial Request for Administrative Response (April 9, 2014)
4. Dean's Administrative Response (June 30, 2014)

University of Toronto at Scarborough
Review of Undergraduate Programs Administered by
the Centre for Critical Development Studies (CCDS)

Professor Susanna Hecht
Professor David Nugent
(*External Consultants*)

On Dec 12-13, 2013, a committee consisting of Drs. Susana Hecht (UCLA) and David Nugent (Emory) visited the University of Toronto Scarborough (UTSC) campus. We did so in order to review a group of undergraduate programs in International Development Studies (IDS) administered by the Centre for Critical Development Studies (CCDS). Prior to our arrival we had been given extensive documentary materials regarding the CCDS in particular and UTSC in general. During our visit to campus we supplemented what we learned from these documentary sources with information gathered from a range of key stakeholders. These included university administrators and faculty, staff and students.

We were charged with reviewing five undergraduate programs: the Specialist in International Development Studies (B.Sc.); the Specialist (Co-operative) in International Development Studies (B.Sc.); the Specialist in International Development Studies (B.A.); the Specialist (Co-operative) in International Development Studies (B.A.); and the Major in International Development Studies (B.A.). In the pages that follow we assess these programs according to the criteria set out in our Terms of Reference.

1. Programs.

A. Objectives.

Overall, we found the programs administered by CCDS to be highly consistent with and supportive of the University's general mission. We were particularly struck by the ways that the CCDS advances the strategic themes for UTSC outlined in the 2010-2015 Academic Plan. These include: "new and emerging areas of scholarship at the undergraduate level, internationalism, experiential learning and developing a sustainable university platform" (Academic Plan 2010-15, UTCS: 5). As we discuss in more detail later in our report, we were equally struck by the potential of CCDS to contribute to an additional strategic direction identified by the university, "enhanced[ing] graduate training" (Ibid)—although we have some concerns about the sustainability of the project

given its high faculty and student time demands, and the funding requirements for external study.

The objectives of the IDS programs are also well matched with the goals of the Centre for Critical Development Studies. The programs that the Centre administers provide students with excellent training in “the inter-connected range of issues and disciplinary approaches within the field of critical development studies” (CCDS Self-Study: 3). The programs considered here do an equally effective job of providing “students with a critical understanding of development theories,” and of allowing them to grasp the importance of power and context when analyzing theory and practice (Ibid). Another way that IDS programs advance the goals of the CCDS is by providing students with strong analytical, professional and writing skills (Ibid). We were also impressed with how able the students were in verbalizing their interests and support. This presentation ability also is clearly a result of the pedagogic process that the program provides.

Finally, it is obvious that the Centre has succeeded in creating a vibrant sense of community among its various stakeholders (Ibid)—which include students, faculty, administrators, alumni and partner organizations. We were very struck by the range of activities and events that regularly bring these different constituencies together—from potluck dinners to the wide array of talks and seminars the CCDS hosts. We were equally struck by the obvious sense of commitment that Centre faculty feel toward their students, and by the unusual investment of time and energy they make in order to insure that students receive a high quality education. The sense of community that the CCDS seeks to foster is undoubtedly enhanced by the fact that students are involved in governance processes, and have formal representation on the CCDS Executive Committee.

B. Admission requirements.

Admission requirements are appropriate for all the programs under consideration. This is evidenced by the fact that the IDS programs succeed in attracting bright and self-motivated students who are interested in excelling academically and professionally, and also in pursuing issues of social justice around issues such as poverty, inequality and the environment. It is further indicated by the fact that the CCDS succeeds in attracting students whose interests span the broad range of interdisciplinary concerns—in the social sciences, humanities, health sciences and environmental sciences—that are central to understanding development from a critical perspective.

The admission requirements for the Co-operative Programs warrant a separate discussion. Because these programs demand much more of students than conventional undergraduate programs it is very important that the admissions process allow the faculty to identify students who will respond in a positive manner to such a challenging environment. This means that the review process and the entrance requirements must be more rigorous for this highly selective program (which accepts approximately one of every seven applicants). The more rigorous selection process currently in place (which includes an

interview, higher level entry SAT scores, and a minimum GPA) helps ensure a high success rate, and contributes to the excellent reputation enjoyed by the students in the Co-operative Programs. The fact that the admissions process allows the Centre to identify students that are well suited for the Co-operative Programs is indicated by the high proportion (approximately two-thirds) of graduates who go on to pursue a post-graduate degree.

C. Curriculum and Program Delivery.

It is clear that the CCDS faculty have invested much time and energy in designing high-quality curricula for the IDS programs under review here, which provide students with excellent training in critical development studies. It makes much sense to begin in the first year by introducing students to an array of disciplinary approaches to development studies, and to follow this in the second year with coursework that supplements disciplinary breadth with issue-oriented interdisciplinary breadth. It also makes sense to have students choose thereafter between the BA and BSc streams, so that they can develop more specialized skills and interests. A final strength of the curriculum is that it compels students to round off their education with a culminating research experience that is appropriate to their Stream and to their interests (although as we note below, the Specialist [non-coop] programs could be strengthened by adding a capstone seminar in the senior year).

The programs that we have been asked to review share a common core curriculum in the first and second years. Thereafter, the IDS programs separate into Specialist BA and Specialist BSc Streams, each having its own Cooperative option (with the Major BA having cluster and specialized course requirements like those of the Specialist BA, but on a reduced scale). In the discussion that follows we review each of these in turn.

The Core Curriculum: A- and B-level Classes Common to the BA and BSc Streams.

If they are to participate in a useful and informed way in contemporary development debates, whether as professionals, academics or researchers, it is crucial that students be exposed to the full range of disciplinary approaches to development studies. The curriculum does well in offering a course designed specifically to provide students with an overview of this topic (“Introduction to International Development Studies” [IDSA01H]). It does equally well in supplementing this course with three others in specific disciplines (Microeconomics, Macroeconomics and Environmental Science [EESA01H]). We noted with approval that in addition to these core requirements the IDS BSc degree students are required to focus on science-based disciplinary courses (at the A and B levels) in such fields as biology, chemistry, physics and mathematics.

As is true of all interdisciplinary programs, a major challenge for IDS is to engage the issue of the integration of the disciplinary-specific understandings to which students are exposed in their A-level classes. The question of integration applies not only to the

relations between the disciplines but also between the disciplines and critical development studies. Students commented that while their A-level classes provided very good training in specific disciplines, it was often unclear how these insights were relevant to development. We gather that the “Introduction to International Development Studies” (IDSA01H) is currently being re-designed. It would help students understand the relevance of their A-level classes if the interconnections between specific disciplines, and between the various disciplines and critical development studies could be addressed more explicitly.

The courses offered in the second year—B-level courses—make a very nice complement to the disciplinary, A-level courses students take in their first year. The six B-level courses, which add issue-oriented interdisciplinary breadth to the disciplinary focus of the A-level courses, provide an excellent introduction to the key thematic areas currently at the center of development discussion and debate. A review of the syllabi for these courses show that are everything one could hope for—demanding, informative and high quality. The specific B-level courses that must be taken in the second year also act as an excellent basis from which students can make decisions about how to focus their studies as they continue with their training in development.

Students respond in a very positive manner to their B-level courses. Many remarked that it was only at the B level that “our training in development really begins.” A widely expressed sentiment among students was that they would like to be able to begin taking B-level classes in their first year. This may reflect the fact that it is currently difficult for students to make connections between the discipline-based, A-level courses they take in their first year and the broader concerns of development studies. It may well be, however, that the capacity to engage the B courses may reflect the A-level disciplinary background, and may allow the students to move into exacting and exciting terrain with at least a common vocabulary.

The Advanced Curriculum for the IDS BA Stream.

Overall, the advanced curriculum for the IDS BA stream is well designed. We were very pleased to see that the faculty had included basic methodological and professional skills as an essential part of students’ training in the BA Stream. We were equally impressed to see that advanced training in this Stream had been configured to allow students to deepen and apply their knowledge of development issues through sustained, in-depth examination of specific issues. The “cluster” design—in which students must take 2 FCEs each from two of six thematic clusters of courses—is an excellent way to help students focus their interests and understandings. The addition of more specialized course offerings at the C level in the last several years is also an important addition to the curriculum, and clearly has done much to enrich the education of students in the BA Stream.

Discussions with faculty and students alike raised some issues that should be addressed about the advanced curriculum for the BA Stream. First, while students very much like

the cluster concept, they noted that not all clusters are equally compatible with the common IDS core. Students singled out “political science and anthropology” as the clusters with the “best fit,” a sentiment that was echoed by faculty members. Students also said that, “other clusters are difficult or impossible.” Part of the problem appears to be that classes in these other clusters have prerequisites that students are not able to take because of the many courses they take in the IDS core. These students believe that there are too many requirements in first two years. It may be worthwhile for students and faculty to have a collective discussion about this matter, so that students who are interested in thematic and disciplinary areas not addressed within the political science and anthropology clusters may pursue their interests with greater facility.

Second, a number of students commented that the training they receive in research methods, while important, is not adequate to allow them to undertake their own research. It is notoriously difficult to provide students with training in methods in an interdisciplinary program like development studies. This is in no small part because development has no commonly agreed upon set of methods, and because methods diverge very widely depending on the topic being investigated. One way to address this problem would be to provide a suite of possible classes from a variety of disciplines, and to allow students to make their selection in consultation with their advisors. This might be especially useful given the multidisciplinary nature of development problems. At any rate, discussion between students and faculty about this issue would be useful as the program goes forward. This would be even more important if the CCDS establishes its own Masters program, a point we take up below.

Third, students commented that there were not sufficient course offerings in development and economics. In our view, the fact that students are currently unable to receive more advanced training in development economics represents a major problem. Furthermore, it is one that will seriously undermine the credibility of graduates of the CCDS. We strongly suggest that steps be taken to address this issue as soon as possible, preferably with the hire of a development economist, or a scholar in a related field, whose tenure home would be in the CCDS (on the assumption that the Centre can be re-designated as an EDU-A unit, a point we take up below).

Fourth, conversations with students and faculty alike suggest that IDS should consider creating a capstone, advanced seminar for (non coop) students in their fourth and final year of study (for Specialty BA and BSc Stream students). The addition of such a seminar would provide a final, integrating experience to these programs that they currently lack. In our view, this would be an important addition to the existing curriculum, and should be implemented as soon as possible.

The Advanced Curriculum for the IDS BSc Stream.

The advanced curriculum for the IDS BSc stream is also well designed. We were very impressed by the fact that steps had been taken to make the adjustments necessary to revive this stream, thus allowing UTSC to maintain its unique advantage over other

schools in offering the only IDS program in Canada that allows students to graduate with a BA or a BSc.

Several features of the BSc curriculum stand out. First, we noted with approval that in addition to the core requirements that everyone at the CCDS must take, students in the BSc Stream are required to focus on science-based disciplinary courses in such fields as biology, chemistry, physics and mathematics. Among the strengths of the BSc stream are the opportunities that students have to do advanced research in their final year of study.

Other topics that can be very useful in development analysis are remote sensing and modeling, and consideration should be given to adding them to students' core training. Familiarity with these areas may in fact be more useful in a practical sense than physics and science courses. These must be reviewed in light of the CCDS requirements for the BSc. Adding to existing requirements, of course, raises staffing issues. This is an especially important concern for recent hires, who are in many ways the back bone of the CCDS, and who already invest far more of themselves in the success of the Centre's program than is called for on paper.

The Specialist Co-operative Programs (BA and BSc).

The Specialist Cooperative Programs offered by the CCDS are among the most innovative of their kind anywhere in North America. It came as a great surprise (and delight!) to learn about these programs. The curriculum for these programs has much in common with those we have already discussed. Here, we will focus on ways in which the Co-operative programs differ from those reviewed earlier

We noted earlier the unusual admissions process that allows the Co-operative Programs to be as successful as they are. We believe that it is essential that the CCDS maintain this admissions process in the future. There are several other ways in which the plan of study for students in the Co-operative program differs from that of students in the other IDS programs. First, Co-operative students receive extra training in basic methodological and professional skills. In addition to the training in project management (IDSC04, IDSC07, or both), and the generalized requirement that all students in the IDS program be trained in qualitative and/or quantitative methods (1.5 FCEs for specialist students, 1 FCE for major students), students in the Co-operative Programs take a course in research design, entitled "Research Design for Development Fieldwork" (IDSC01H). The fact that these students spend approximately ten months working abroad in a development setting with a partner organization makes it imperative that they do this additional coursework. It is to the credit of the CCDS that it has recognized the need for such a course, and has arranged to make it available to its students. It is equally impressive that IDS provides its Co-operative students with training in project management, and that the CCDS does this before students go to the field. Training of this kind is essential to the ability of students to make the most of their field placement experience. Finally, the Co-operative programs are distinguished from the others in IDS in that students engage in a fifth year of study after they return from the field. This is a year long, senior thesis course, which consists

of a term of class-based preparation supervised by one of the CCDS faculty followed by a term of writing. The process as a whole requires students to reflect critically on some aspect of their field experience and their research in the context of discussion and debate taking place within development theory and or practice.

As noted above, this is a highly innovative program of study, and offers students unique opportunities to deepen their understanding of development processes. We laud the CCDS for establishing such an important and innovative program. The following remarks are intended to further improve what is already an outstanding program of study.

Overall, students in the Co-operative program were extremely pleased with their experience. They expressed great enthusiasm about it, and deep appreciation to their professors, who have obviously given so much of themselves to make this program such a success. The students did, however, have some suggestions concerning how to improve the Co-operative Program.

One problem they noted was that despite receiving extra training in methodological and professional skills, they were not really prepared to undertake research by the time they began their international placements. It may be possible to contribute to the resolution of this problem by offering students a suite of methods courses, and allowing them to make a relevant selection in consultation with their advisor (see above). But the problem appears to run somewhat deeper. While they are abroad, it appears that students are able to devote no more than 20% of their time to research activities. This suggests that in its current iteration, the Co-operative Program is not prepared to capture the learning opportunities represented by what students do with the remaining 80% of their time. Furthermore, the research itself can be problematic. This mix of research, analysis and evaluation has produced some uneasiness on the part of the students and faculty.

We therefore suggest that two alternative tracks be created in the Co-operative Program. One of these would continue to focus mainly on research. Students who chose to pursue this track would return from their field placement to write a research-based thesis, as they currently do. Students in the second track, however, would take a different approach. Rather than focus on research, they would use their skills and insights to produce a critical evaluation of the project of which they were a part. Upon their return, rather than a traditional thesis they would spend their fifth and final year producing a “professional report” that evaluated the project or organization in which they were involved. The addition of this new track would allow students in the Co-operative Program to focus their energies on what they spend the majority of their time doing while in their placements. We note that one of the C-level courses that has been added to the BA Specialist stream in recent years—“The Role of Research-Practitioner Engagement in Development” (IDSD19H)—appears to provide students with preparation for such a task.

This level of professional report is typically not required at the undergraduate level. Neither, however, is fieldwork training of ten to twelve months duration. The fact that the Co-operative programs are neither a traditional undergraduate degree nor a full Masters degree underscores their highly unusual nature. It also points to the potential to

transform the Co-operative program into a full Masters program with a modest investment on the part of UTSC—and in the process, to greatly increase the visibility of the university vis-à-vis other institutions. This is a point we take up below.

D. Assessment of learning.

Our discussions with students suggest truly exceptional learning outcomes. Students seem unusually knowledgeable, well informed and well trained. Those to whom we spoke seemed comparable to Masters level students we know from top-tier universities across North America. Discussions with professors and review of course syllabi suggest that there is a rigorous and comprehensive program in place that is producing students who are exceptionally well trained and also unusually pleased with the training they have received. This in turn suggests that the methods used to evaluate student achievement of IDS's defined learning objectives are both appropriate and effective. The fact that a very high percentage of students go on to graduate school (especially from the Co-operative Program) is a further indication that students are meeting and surpassing degree level expectations.

E. Quality indicators

All indications are that IDS is succeeding in attracting unusually well qualified students, is training them exceptionally well, and is moving them through their respective programs and on to graduation in a very effective manner. It is very impressive that IDS attracts such talented students. Having spoken to a number of them it came as no surprise, but was nonetheless very impressive to learn, that students accepted into the IDS Specialist Co-operative programs have the highest grade-level admission marks across all of the social science disciplines. This is actually rather unusual for development studies programs, which can, on occasion be a kind of “catch all” for students with broad interests. We take this as one indication of the success of the admissions process, which has been specially designed to identify those students who will thrive in the Co-op structure.

It was equally impressive to learn that grade-level admission averages are almost as high for students in the IDS Specialist non-Cooperative programs. While grade-level averages are somewhat lower for the IDS Major (BA) program, it appears that this reflects the desire of the best students to be a part of the Co-operative programs. Overall, the available figures make it clear that IDS is doing an excellent job of attracting talented students who are well-suited to the kind of training the CCDS has to offer, and are committed to it.

Data concerning CGPAs for students who graduate from the various IDS programs reflect very positively on those programs, although there is one area of concern. Unsurprisingly, the students in the Specialist Coop programs achieve very high CGPA levels. Students in the Specialist Non-Coop programs also perform well, although not so

well as the first group. The only area of concern is the CGPA of students in the Major programs. While their level of achievement upon graduation appears comparable to what one would expect based on their level of achievement at the time of admission, we suggest that the CCDS develop strategies that will improve the performance of these students. This seems especially important because they are the largest contingent of students in the program. Part of the problem may be that Major students do not feel fully integrated into the CCDS. A number of students told us that they felt like “second class citizens,” and that most attention and resources were devoted to the Co-operative programs. While students in the Major Program are not subject to the same rigorous selection process as are the students in the Co-operative Programs, they certainly share the same passions. In our view it is very important for students and faculty to have a collective discussion about this matter, so that students who are in the Major Program feel like they are an integral part of the CCDS.

Enrollment figures for the various programs under review support the view that IDS is doing its job well. While overall enrollment is down over recent years, this appears to be the result of two factors. The first of these is the suspension of the IDS minor program, which by 2012 had been reduced from 108 students to 18 (who were grandfathered). The second factor that appears to be responsible for a decrease in enrollment is the slight fall in the size of the Major programs, which may result from the fact that new requirements for the Major were added in 2010.

Enrollment figures for the Coop and Non-Coop programs, on the other hand, are quite different. As noted in the CCDS Self-Study, enrollment in the Non-Coop programs has grown modestly but steadily, and at a pace that is appropriate in terms of the ability of existing faculty to take on supervisory roles for senior research projects. Enrollment in Co-op programs has remained stable.

These figures, we believe, are positive overall. At the same time it is interesting that the Co-op programs, which offer students unparalleled opportunities to grow and develop, have not grown in size. This may reflect the increasingly competitive environment for development studies in universities more generally. While IDS at UTSC was among the first programs of its kind in Canada, and has things to offer that distinguish it from virtually all other programs, it is nonetheless true that UTSC faces competition from a number of other schools. If the CCDS is to remain the leader, and if UTSC wishes to continue to attract the very best students, it is imperative that the university provide this program with the resources and support it needs and so richly deserves. It is also crucial for the university to provide this highly unusual program with the visibility it deserves—not only in Canada but also across North America. Finally, it is imperative that UTSC give greater recognition and support to CCDS faculty, who give so much of themselves to insure the very high quality of the Coop Program. These are all points we take up presently.

2. Relationships

Overall, we were very struck by the strength of commitment of faculty, students and staff to the mission of the CCDS. The importance of such a sense of commitment is not to be underestimated, and is one of the great successes of IDS at UTSC. Indeed, without the willingness of everyone concerned to go the extra mile, and invest more of themselves in the program than is called for according to formal job requirements, IDS at UTSC would be greatly impoverished.

We would also like to remark on the strength of the relationships between the CCDS and the departments and programs whose cross-appointed faculty contribute so much to the success of IDS. As we understand it, because the CCDS is currently classified as an EDU-B unit, it can control no more than 49% of any given faculty line. The fact that other departments and programs control the lion's share of the positions upon which IDS relies to teach its courses and to offer services to its students inevitably means that IDS finds it very difficult to control its own fate or plan for its own future. So far, relationships between the CCDS and the departments and programs upon which it relies have been sufficiently strong that IDS has been able to fulfill its mission. Indeed, this is testimony to the good will and generosity of the departments and programs in question. To the extent that the demands on these cognate programs increase in the future, however, it is likely that they will find it increasingly difficult to be so generous with their resources. Also, younger faculty members run serious risks with respect to "burn out" and "departmental recognition." While programs may be happy that things are done beyond the departmental aegis, the demands and the extent of these activities may suffer from a sort of invisibility, which means that the faculty who participate may be seen as not being sufficiently committed to their own department.

According to the materials we were given, over the next several years the university plans to increase the number of students it accepts, by as much as 25%. As this occurs, departments and programs across UTSC will feel the pressure. It would not be at all surprising if they found it increasingly difficult to lend out their scarce faculty resources to the CCDS in a time of mounting pressures. The program should begin planning for this now, and also start to seek some external resources to enhance the longer-term viability under increasing demands that inevitably will be faced by the faculty.

3. Management of Resources for Programs

The CCDS has done an excellent job of drawing upon existing resources to mount a suite of programs that are of very high quality. In some cases (the Specialist Co-op programs), these are unparalleled across all of the North America, and have the potential to make UTSC a destination university for a broad range of students, who are currently not aware of the highly unusual nature of what the CCDS has to offer. The faculty and staff are to be highly commended for doing such an outstanding job in training students. The Centre and the University could do more, however, to publicize the CCDS programs.

What the Centre has accomplished is remarkable in light of the challenges it has faced. Some of these revolve around the fact that the CCDS is an EDU-B unit, and therefore does not control its own faculty. Other problems stem from the process of departmentalization that the university has undergone, which may undermine the interdisciplinarity of CCDS programs and adds greatly to the workload of its staff. Still other problems result from a lack of adequate space for the programs and activities sponsored by the Centre.

The faculty and staff of the CCDS have mounted this suite of IDS programs under something less than the best of conditions. Several factors have contributed to placing faculty and staff alike under undue pressure. First, as noted above, the fact that the CCDS is an EDU-B unit has made it difficult to control the faculty resources needed to mount IDS programs in a stable and predictable manner. This is a familiar problem for interdisciplinary programs that do not control their own faculty. As the experience of similar programs in other universities shows, however, it is also crucial to resolve this problem. We believe it is imperative for the administration to take this issue very seriously because it represents a fundamental instability in an excellent program. Further, the administration should make every effort to help at finding outside resources for a program whose international focus becomes more and more relevant daily, and which also resonates strongly with local communities.

A second issue that has confronted the CCDS with problems is a result of the process of departmentalization that the university has undergone in recent years. This process has greatly increased the workload of many of the CCDS staff. If the Centre is to maintain the high quality of its programs, it is essential that more be done to provide the CCDS with additional staff support.

A third issue concerns the availability of resources to learn foreign languages. Students and faculty alike commented to us about how unfortunate it is that UTSC has cut back in this area. While it may not be possible to offer traditional, classroom-based training in a large number of languages, it is essential that the university maintain whatever it can in the way of language training. Knowledge of a foreign language is essential to those who work in development, whether as professionals or academics. More generally, the ability to communicate across the boundaries of language communities is also crucial in our increasingly globalized world. In addition to traditional, classroom-based training, there are now available a variety of non-traditional resources, strategies and techniques that students may utilize to become familiar with new languages. We strongly recommend that UTSC help the CCDS make this a priority.

Some of the immediate challenges that the CCDS faces can be addressed in a straightforward manner. For example, the administration could do much to help the Centre manage some of its important, short-term faculty needs by hiring a full-time lecturer. Similarly, as we have outlined above, specific gaps in the curriculum could be filled by the addition of specific courses (i.e., a senior seminar for fourth year Specialist students) and personnel (i.e., a development economist). Expanding staff positions to

reflect the increased workload brought on by departmentalization is another important step that should be taken as soon as possible.

As we outline in the next section, however, allowing the CCDS to develop its full potential requires structural change. Indeed, in our view, IDS at UTSC is at something of a turning point. Unless the CCDS becomes an EDU-A unit, which will allow it to control its own faculty, it will become increasingly difficult to sustain the high-quality programs the Centre currently offers. This would be a great shame, as the university is currently in possession of something to which very few universities can lay claim—a program of study (the Co-op program) that is not only unique, but also superior to the vast majority of others of its kind, across all of Canada and the US. This program should be protected and nurtured. Although it is currently managing to survive (largely due to the prodigious efforts of the Centre’s devoted faculty and staff), the Co-op program both requires and deserves a significantly greater level of support from the university. As we explain in the next section, a modest but immediate investment in the future of the Co-op program has the potential to bring in much greater rewards—in terms of recognition, funding and international connections.

4. & 5. Long-Range Planning Challenges; International Comparators

As noted above, we found the programs administered by CCDS to be highly consistent with and supportive of the University’s general mission. Indeed, all of the programs administered by the CCDS advance the University’s strategic goals, although in different ways. One program in particular, however, stands out from the rest, and has enormous potential to advance the goals the university has set as priorities. We refer to the IDS Co-op Program. This program is unusual not only within the UT system, or even with respect to universities in Ontario and across Canada. The unique, in-depth training in development provided to students in the Co-op program makes it, the CCDS and UTSC unique among universities in North America writ large. With a modest level of additional support from the administration, and an increased endowment, the Co-op Program could become a real flagship program for the University. It could also become a destination university for highly motivated and talented students from across Canada and North America as a whole. Given its unusual field based nature, it could have broad international appeal to the emerging cohort of students in developing countries that seek training in the world-class universities. Integrating features of the Co-op program (and wherever possible, the other programs under review) with others at UTSC (in particular, City Studies) would enhance students’ experiential learning. It would provide all IDS students with a practical, real-world understanding of the challenges involved in working with organizations that seek to address the problems of underserved groups, and would help develop a local “living laboratory.” Although this would require some rethinking of how the curriculum might work, and would require the anthropology, sociology and urban programs to work together, it is “the world at home” that can benefit a great deal from understanding the dynamics of globalization within the megacity context of Toronto. Comparative studies can also be set up. It would also help prepare Co-op students for their experience abroad, which is the signature feature of the program.

Further, the “spill over effect” of using development studies as a framing mechanism for understanding local processes within the diversity of Toronto’s cultural matrix can help overcome some of the provincialism of first world urban studies.

Establishing a Masters Program.

Taking steps to provide the CCDS with the autonomy and resources it needs and deserves would also help the Center establish the stability and sustainability it needs to develop an innovative Masters Program in International Development Studies. This would make the CCDS a much more attractive funding option for prominent philanthropic foundations, corporations and governmental bodies, all of which have committed themselves to investing in the future of development, in a context in which the regular announcement of new development studies MA programs proceeds with regularity. Since we were in Toronto, Boston University announced a new MA development program, and other Universities are doing the same. This is due in part to the national and international demand for these programs. The rapid emergence of new MA programs reflects the existence of a large international cohort of potential students that seeks training in Europe or North America. Establishing a Masters Program would also help make UTSC the focal point of development-related activity within the UT system. Finally, because the in-depth training currently offered in the Co-op Program is so unusual, establishing such a Masters Program would require relatively little in the way of additional investment in structural development of the program (one could enhance the research skills, for example). One year of study added to the existing five would be more than sufficient to produce graduate scholars and professionals of the highest quality.

Establishing such a program would allow the CCDS to do something it is not currently able to do. Rather than watching its most accomplished students go on to do graduate work at other universities, the Centre would be able to finish the cycle of training of its own students, and the institution and program could capture the “value” in reputational terms of the excellent students you are developing. The Centre would also be in a position to place these highly trained students in prominent positions in the professional development community. This would bring much deserved recognition to the CCDS and UTSC. This kind of transformation is not exactly simple, and to add this professional degree on to the existing system would require a significant development of staff, and a commitment of FTE at least over time. Further, it would require some assessment of furthering the linkages with other departments on campus, which at the very least would require some transport infrastructure between the campuses, and better space for carrying out such a program. Further considerable attention needs to be paid into the transforming the system as a five plus one, as well as a two-year program. Finally, one does need to think about the younger faculty who would in many ways receive the brunt of the more artisanal process of training MA students. This process, though somewhat arduous would build on an excellent program, and given the kind of demand, if Toronto opts not to move into this admittedly competitive universe (where it actually would have an historical advantage), in some ways it will have missed the boat. We strongly recommend a careful review of the options in this arena and a very full participation of faculty from the relevant disciplines, as well as perhaps actively seeking out a big donor, to help support this transition.

In sum, we make the following recommendations:

I. Problems Requiring Immediate Action:

- a. Take steps to stabilize course offerings and relieve pressure on staff.
- b. Hire a full-time lecturer, and consider that hire for a tenure track position.
- c. Review the increased staff workload brought on by departmentalization, and bring on more staff in areas that are especially stressed. Ensure staff have adequate space to do their jobs properly.

II. Problems Requiring Short-Term Action:

- a. Petition the university for EDU-A status.
- b. Petition the university for the additional resources (especially an expanded endowment) necessary to maintain the quality and integrity of the Centre's programs—especially its Co-operative programs.
- c. Petition the university for the additional faculty lines necessary to address gaps in the curriculum, and to relieve pressure on existing faculty (who are currently over-worked). Primary among these should be a development economist, whose tenure home would be in the CCDS.

III. Problems for the Longer Term:

- a. Begin discussions about the feasibility of establishing a 5+1 Masters Program in Critical Development Studies.

Review Summary

Program(s):	International Development Studies, B.Sc., Hons.: Spec, Spec (Co-op) International Development Studies, B.A., Hons.: Spec, Spec (Co-op), Maj
Division/Unit:	n/a
Commissioning Officer:	Professor Rick Halpern, Dean and Vice-Principal (Academic), (UTSC)
Reviewers (Name, Affiliation):	1. Dr. Susana Hecht, Professor, Luskin School of Public Affairs, University of California 2. Dr. David Nugent, Professor and Director, Master’s in Development Program, Department of Anthropology, Emory University
Date of review visit:	December 12 – 13, 2013

Previous Review

Date: January 17-18, 2008 (with Department of Social Sciences)

Summary of Findings and Recommendations:

1. Undergraduate Programs: International Development Studies, B.Sc. Hons.: Spec, Spec (Co-op), Maj; B.A., Hons.: Spec, Spec (Co-op), Maj
 The reviewers observed the following strengths:

- Very positive reputation contributes to ability to recruit excellent students
- Engaged, enthusiastic faculty
- UTSC Social Sciences represent great but untapped potential
- Diverse UTSC student body

The reviewers identified the following areas of concern:

- Discipline-specific core courses not established
- Ill-advised option available to students to fulfill degree requirements by combining interdisciplinary major programs

The reviewers made the following recommendations:

- Conduct thorough curriculum review
- Track alumni post-graduation paths as one means of program assessment

2. Graduate Programs (n/a)

3. Faculty/Research

The reviewers identified the following areas of concern:

- Student-faculty ratio of 40:1 is impacting the quality of the student learning experience

The reviewers made the following recommendations:

- Increase permanent faculty positions
- Add formal mentoring and training programs for new faculty

4. Administration

The reviewers identified the following areas of concern:

- Current structure of the Department is not functioning and is unsustainable
- Faculty perception that management is top-down
- Department is under-resourced

The reviewers made the following recommendations:

- Change Departmental administrative and governance structure
- House interdisciplinary programs within the disciplines
- Commit financial resources to improve the Department

Last OCGS Review(s) n/a

Date(s):

Current Review: Documentation & Consultation

Documentation Provided to Reviewers:

UTSC Strategic Plan, 2008

UTSC Academic Plan, 2010-15

UTSC Annual Review, 2011-12

UTSC Viewbook, 2013-14

Terms of Reference, Centre for Critical Development Studies

Program and Course descriptions from 2013-14 Academic Calendar

Course Syllabi

Faculty CVs

Department of Social Sciences Academic Plan, May 2011

Departmentalization Proposal: Social Sciences, April 2012

Self Study Report, May 2013

Student Services Statement

Library Statement

Site Visit Schedule, December 2013

Consultation Process:

The reviewers met with the Vice-Provost, Academic Programs; Vice-Dean, Undergraduate; Director, Centre for Critical Development Studies; Associate Director, Centre for Critical Development Studies; senior and junior faculty in the Centre for Critical Development Studies; undergraduate students in International Development Studies programs; Program Advisor,

Centre for Critical Development Studies; Director, Arts and Science Co-op; administrative staff; and the Academic Programs Officer.

Current Review: Findings & Recommendations

1 Undergraduate Program

International Development Studies, B.Sc., Hons.: Spec, Spec (Co-op); B.A., Hons.: Spec, Spec (Co-op), Major

The reviewers observed the following strengths:

- Overall quality
 - Favourably positioned as sole Canadian international development studies (IDS) program offering both B.A. and B.Sc. degrees
 - Innovative co-operative programs unique in North America
 - Deep sense of community among program stakeholders
- Objectives
 - Undergraduate programs reflect commitment to the University's mission and advance strategic themes contained in the 2010-2015 UTSC Academic Plan
- Admissions requirements
 - Appropriate admission standards of all programs reflected in calibre of students and their diverse interests
 - Promising students are identified through more rigorous admissions process for co-operative programs; two thirds proceed to post-graduate degrees
- Curriculum and program delivery
 - Four-year program structure is well-developed and provides excellent training for students
 - Range of disciplinary approaches to development studies introduced in first- and second-year courses and are common to both the B.A. and B.Sc. streams
 - High quality second-year curriculum introduces current development thematic areas and prepares students well to make specialization decisions in subsequent years
 - Well-designed upper-year curriculum in B.A. stream provides training in methodological and professional skills while also enabling students to focus their interests through thematic clusters of courses
 - Science-based disciplinary courses in B.Sc. programs and opportunities for advanced research in fourth year
 - Excellent training in development of analytical and communication skills and consideration of key development studies issues
 - Additional preparatory courses in project management and research design enable co-operative students to maximize their experiences during a ten-month, international field placement
 - Students in the co-operative programs greatly appreciate their experiences and the steps taken by faculty members in support of the programs

- Assessment of learning
 - Evaluation methods of student achievement are appropriate and effective
 - Degree level expectations are being met and surpassed
- Quality indicators
 - Extremely well-qualified applicants are identified and guided through the programs to graduation in a very effective manner
 - Students with whom the reviewers met were comparable to master's-level students at top-tier, North American universities
 - Cumulative Grade Point Averages (CGPA) of students in the Specialist co-operative programs are very high; that of Specialist non-cooperative students is also strong
 - Steady, modest enrolment growth in non-co-operative programs is appropriate
- Faculty resources
 - Use of existing resources in developing high quality programs

The reviewers identified the following areas of concern:

- Objectives
 - Resource requirements (time and funding) may affect potential for developing a master's program
- Curriculum and program delivery
 - Absence of a fourth-year capstone seminar for the Specialist non-co-operative B.A. program
 - Relevance of discipline-specific, first-year courses to development studies is unclear to students
 - Student desire to take second-year, issue-oriented courses in first year
 - First-/second-year prerequisites limit ability of B.A. students to pursue upper-year clusters other than political science and anthropology
 - B.A. students are concerned they are inadequately prepared to pursue their own research
 - Limited courses in development and economics will undermine credibility of B.A. program graduates
 - In general, during international placements, students are only able to devote 20% of their time to research; learning that occurs during the remaining 80% of their time is not well-reflected in the curriculum
- Quality indicators
 - Students in the Major program feel that resources are mainly directed to the co-operative programs; CGPAs of these students could be strengthened
 - Lack of growth in the Specialist co-operative program enrolment might reflect increased competition from other universities
 - Decreased enrolment is perhaps due to the suspended Minor program or to altered Major program requirements implemented in 2010

The reviewers made the following recommendations:

- Admissions requirements
 - Maintain current admissions process for co-operative programs
- Curriculum and program delivery
 - Address more explicitly in first year the relationships among specific disciplines and between those disciplines and critical development studies
 - Discuss means of enabling B.A. students to more easily pursue upper-year clusters other than political science and anthropology
 - Enable B.A. students to choose from a suite of classes ranging in disciplines with guidance from faculty advisors; in that way appropriate research methodology training would be obtained
 - Strengthen development economics content of B.A. programs by hiring a tenure-stream faculty member for the CCDS
 - Implement a fourth-year, capstone seminar for non-co-op B.A. students as soon as possible
 - Expand B.Sc. analysis topics to include remote sensing and modeling, while considering impact on faculty workload
 - Create two tracks in the co-operative program – one that is research-focused, requiring a thesis, and one that is practitioner-focused, requiring a professional report upon return from the placement
 - Explore the establishment of a Master’s program, building on the co-operative program
- Quality indicators
 - Identify means of ensuring that students in the Major programs feel valued in the CCDS
 - Provide needed resources and support to ensure continued success of IDS programs together with greater recognition of CCDS faculty members
- Outreach / Promotion
 - Take measures to increase visibility of programs and awareness of their excellence

2 Graduate Program (n/a)

3 Faculty/Research

The reviewers observed the following strengths:

- Overall quality
 - Faculty contribute to remarkable sense of community among program stakeholders
 - Dedicated faculty members go beyond call of duty to ensure success of students

The reviewers made the following recommendations:

- Hire a full-time lecturer to meet short-term needs

4 Administration

The reviewers observed the following strengths:

- Relationships
 - Strong commitment of CCDS community enables the success of its programs
 - Generosity of cognate departments in contributing to IDS programs
- Organizational and financial structure
 - Remarkable achievements of the CCDS, given limited resources and status as an Extra-Departmental Unit B (EDU:B)
- Planning/Vision
 - The Co-operative Programs have the potential to further advance the University's priorities

The reviewers identified the following areas of concern:

- Relationships
 - Reliance on cognate units for support of programs due to EDU:B status
 - Faculty in cognate units may receive less departmental recognition for their contribution to the IDS programs and may risk over-extending themselves
- Organizational and financial
 - Structural instability due to EDU:B status
 - Departmentalization that occurred in UTSC over past few years has resulted in increased workload of CCDS staff
 - Limited resources to support foreign language learning in discipline where communication is critical

The reviewers made the following recommendations:

- Organizational and financial structure
 - Provide assistance in obtaining external resources
 - Establish CCDS as an EDU:A, enabling it to better manage faculty resources
 - Provide additional staff support in order to maintain high quality of programs
 - UTSC to assist CCDS in implementing strategy to enable students to gain familiarity with new languages
- Planning/Vision
 - Exploit existing strengths of the IDS programs through an increased endowment and administrative support to develop international appeal to prospective students seeking training in a world-class university
 - Integrate aspects of the Co-operative program with other UTSC programs, such as City Studies, to enhance experiential learning; this might require some re-examination of the curriculum
 - Consider development of comparative studies
 - Develop a master's program that might be structured as a five plus one and a two-year program, building on historical excellence and uniqueness, responding to demands that

other European and North American institutions are acknowledging, and enabling retention of excellent undergraduate students who might otherwise leave the U of T to pursue graduate studies elsewhere

- Seek a significant donor to sponsor the CCDS' transition and expansion

ADMINISTRATIVE RESPONSE – Appended



OFFICE OF THE VICE-PROVOST,
ACADEMIC PROGRAMS

April 9, 2014

Professor Rick Halpern
Dean and Vice-Principal
University of Toronto Scarborough

Dear Professor Halpern,

Thank you for forwarding the report of the December 12 – 13, 2013 External Review of the undergraduate programs in the UTSC Centre for Critical Development Studies (CCDS): International Development Studies, B.Sc. (Hons.): Specialist, Specialist (Co-op); B.A. (Hons.): Specialist, Specialist (Co-op), Major. As indicated in our *Statement of Institutional Purpose*, the University of Toronto is committed “to being an internationally significant research university, with undergraduate, graduate, and professional programs of excellent quality.” This quality is assessed through the periodic appraisal of programs and units, which considers how our research scholarship and programs compare to those of our international peer institutions and assesses the alignment of our programs with established Degree Level Expectations. The University views the reports and recommendations made by external reviewers as opportunities to celebrate successes and identify areas for quality improvement.

Congratulations on a very positive review. The reviewers praised the high quality of the programs, which provide students with outstanding preparation to pursue graduate studies. They noted that some of the students with whom they spoke “seemed comparable to Masters level students we know from top-tier universities across North America.” The reviewers were impressed by the calibre of students in the programs, their self-motivation, ability to articulate their interests, and their strong analytical and writing skills. The reviewers singled out the co-operative programs for particular praise, stating that they “are among the most innovative of their kind anywhere in North America”. The dedication of faculty to ensuring student success was also lauded by the reviewers, as was the deep engagement of other program stakeholders (administrators, alumni, partner organizations, staff, and students) and their contributions to a vibrant sense of community.

I am writing at this time to request your administrative response to this report and your thoughts on a timeline for implementing recommendations. At the same time I am forwarding you a summary of the review report for comment.

Specifically I would ask you to address the following areas raised by the reviewers and their impact on academic programs, along with any additional areas you would like to prioritize:

Curriculum and Program Delivery

- The reviewers suggested further ways of enhancing the already-strong curriculum. Specifically, they encouraged faculty to explore connections between disciplines and development issues in first-year courses, re-examine the structure of upper-year clusters, consider ways to ensure Majors' students feel valued and to integrate learning for fourth-year students not in co-operative programs, and expand analysis topics in the B.Sc. programs.
- The reviewers stated that the development economics and research methodology content of the curriculum should be strengthened.
- The reviewers praised the innovative Specialist Cooperative Programs and the opportunities they provided for students to gain field experience abroad. The reviewers suggested that the CCDS consider how student learning during placement might be maximized, including the possible creation of a research and a practitioner track.
- The reviewers stated that knowledge of a foreign language is essential to those working in development. They recommended that CCDS discuss non-traditional models of language learning for students.

Resources and Planning

- The reviewers emphasized the importance of CCDS creating greater stability and an expanded resource base through a variety of mechanisms, including exploring the potential to become an Extra-Departmental Unit A (EDU:A).
- The reviewers suggested that the CCDS seek out a significant donor to support the Centre's growth and exploit the opportunity to be a "Flagship Program" for the University.

Program Development

- Noting the high quality of the CCDS programs, the reviewers proposed that a logical extension would be the development of a master's program.

In terms of next steps, reviews of academic programs and units are presented to University governance as a matter of University policy. Under the University of Toronto's Quality Assurance Process (UTQAP), it is the responsibility of the Vice-Provost, Academic Programs to prepare a Report on all program and unit reviews and submit these biannually to the Committee on Academic Policies and Programs (AP&P). The summary of the external review of the undergraduate programs offered by the Centre for Critical Development Studies will be considered by AP&P at its meeting on October 28, 2014. My office will ensure that the necessary arrangements are made for you to attend this meeting in order to respond to any questions the Committee may have regarding the report and your administrative response and plan for implementing recommendations. The implementation plan should identify changes to be accomplished in the immediate (6 months), medium (1-2 years) and longer (3-5 years) terms, and who (Department, Dean) will take the lead in each area. AP&P may either conclude that there are no substantive issues that need to be dealt with or recommend that the Vice-Provost, Academic Programs bring forward a follow-up report in a year.

I would appreciate receiving your completed administrative response and plan for implementing recommendations, as well as any comments on the summary by Monday, September 29, 2014. This will allow my office sufficient time to prepare materials for AP&P. At the same time, we will work very closely with you to develop a summary of the review's outcomes, including plans for implementing recommendations, appropriate for posting on the University's Quality Assurance web site as required by the UTQAP process.

Please feel free to contact me or Mae-Yu Tan, Acting Coordinator, Academic Planning and Reviews, should you have any questions.

Sincerely,



Sioban Nelson
Vice-Provost, Academic Programs

cc.

- Jane E. Harrison, Director, Academic Programs and Policy
- Justine Garrett, Coordinator, Academic Planning and Reviews
- Mae-Yu Tan, Acting Coordinator, Academic Planning and Reviews
- Mark A. Schmuckler, Vice-Dean, Undergraduate, UTSC
- Lesley Lewis, Assistant Dean, Academic, UTSC
- Annette Knott, Academic Programs Officer, UTSC



UNIVERSITY OF
TORONTO
SCARBOROUGH

OFFICE OF THE DEAN &
VICE-PRINCIPAL (ACADEMIC)

20 June 2014

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

Dear Sioban,

**Administrative Response, External Review of the Undergraduate Programs in the
UTSC Centre for Critical Development Studies: International Development Studies,
B.Sc. (Hons): Spec, Spec (Co-op); International Development Studies, B.A. (Hons):
Spec, Spec (co-op), Maj.**

Thank you for your letter of 9 April 2014 requesting my administrative response to the recent external review of the UTSC Centre for Critical Development Studies (CCDS). I note the seriousness with which the external assessors approached the review process, and am appreciative of the careful consideration given to the International Development Studies (IDS) programs. The growth of the IDS programs, and CCDS as an academic unit, are a testament to the commitment of the unit's faculty and the leadership of its Director.

I am pleased the external assessors stress the vibrant sense of community prevailing in the academic unit, as well as the strong commitment of its faculty, students, and staff. The enthusiastic engagement of faculty is particularly noteworthy given the CCDS is not their primary appointment, and the IDS programs demand a significant investment of their time. The vibrancy and commitment reflect the deep desire among all to see the CCDS evolve quickly into a stand-alone EDU:A in which faculty can dedicate their full attention and efforts towards the vision and priorities of the unit. I also am delighted the reviewers recognize the exemplary quality of teaching by CCDS faculty and the uniqueness of the Co-op programs, which the reviewers observe are among the most innovative of their kind in North America. At the same time, the external assessors make very frank assessments of the challenges facing the academic unit and its programs. I am grateful for these and for their many helpful recommendations.

The external review report was sent to the Director of the CCDS, who shared it with the faculty and staff. On 27 May 2014, I, along with the Vice-Dean Undergraduate, Vice-Dean Graduate Education and Program Development, and the Assistant Dean (Academic) met with the Director, faculty, and staff to discuss the external review. The

tenor of that meeting was constructive, and the discussion that took place was detailed and substantive. It is clear the CCDS is taking the recommendations of the reviewers seriously, and already has begun to act upon many of them. The Dean's Office is committed to working with the CCDS to strengthen International Development Studies at UTSC and to move quickly to further enhance these excellent programs.

Let me now address the specific points raised in your letter of 9 April.

Curriculum & Program Delivery

- *The reviewers suggested further ways of enhancing the already strong curriculum. Specifically, they encouraged faculty to explore connections between disciplines and development issues in first-year courses, re-examine the structure of upper-year clusters, consider ways to ensure Majors' students feel valued and to integrate learning for fourth-year students not in co-operative programs, and expand analysis topics in the B.Sc. programs.*

The Centre is currently reviewing its curriculum with the recommendations of the external assessors in mind. IDSA01H3 (Introduction to International Development Studies) is being redesigned to place greater emphasis on the historical narrative of development studies and development practice as a field. In this way, students will gain an accurate understanding of the overarching issues in the field, and develop the broader theoretical context they will need for upper year courses. The course also will introduce students to IDS-related issues, which should resolve the concerns of students who expressed an interest in taking B-level IDS courses in their first year. CCDS has created three new D-level courses, including a capstone course, and these will be open to non-co-op students. Finally, the Centre has developed several other strategies to reach out to students in its Major program. These include: establishing a working group with strong student representation to devise better outreach strategies; organizing a day-long IDS program retreat for Fall 2014; advertising talks and seminars extensively and making Major students feel welcome; and launching a new CCDS/IDS website in Fall 2014. In addition, in collaboration with the Centre for International Experience and working closely with the Dean's Office, the Centre will explore partnerships with international universities to develop exchanges for Major students.

Other recommendations of the reviewers will be the subject of ongoing discussion by the CCDS curriculum committee. In particular, the Centre will address as a priority the recommendation concerning upper-level course clusters. In addition, CCDS will increase the experiential learning opportunities for non co-op students by integrating "local" learning opportunities.

- *The reviewers stated that the development economics and research methodology content of the curriculum should be strengthened.*

The Centre has taken several steps to resolve the Economics issue. It has negotiated successfully an agreement with the Department of Management that provides priority

status for IDS students in the Economics programs, and a new tenure stream position in development economics is the highest complement priority for CCDS going forward into the next academic planning cycle.

The Centre has partially resolved the need for greater training in research methods by including as electives a variety of methods courses provided by other disciplines.

- *The reviewers praised the innovative Specialist Co-operative programs and the opportunities they provided for students to gain field experience abroad. The reviewers suggested the CCDS consider how student learning during placement might be maximized, including the possible creation of a research and practitioner track.*

The CCDS notes its Executive Committee recently discussed a similar proposal to introduce a second option within the Co-op program. Rather than requiring that all students conduct supervised research in the field, students have the option to complete an extensive new project appraisal instead. The unit is moving forward with implementing this change. The Centre further notes that students are very interested in “meet-and-learn” engagements with practitioners and plans to grow the number of such opportunities available to students both in its co-op and non-co-op programs.

- *The reviewers stated that knowledge of a foreign language is essential to those working in development. They recommended that CCDS discuss non-traditional models of language learning for students.*

The Centre has begun to explore non-traditional models of language learning for students. One option being considered is to encourage co-op students to engage in language learning while they are on placement. In such cases, students who pass a proficiency test when they return to campus would receive a language credit. CCDS also intends to explore a more active partnership with the School of Continuing Studies, which offers a wide range of language courses. For both options, the primary challenge will be to ensure that students receive the appropriate academic credit.

Resources and Planning

- *The reviewers emphasized the importance of CCDS creating greater stability and an expanded resource base through a variety of mechanisms, including exploring the potential to become an Extra-Departmental Unit A (EDU:A).*

Transitioning the CCDS from an EDU:B to an EDU:A is a top priority for both the Centre and the Dean’s Office. In the coming year, the Centre will embark on an academic planning process that will include the articulation of a clear vision for the future, a plan to grow faculty complement and student enrolments, and the refinement of its advancement and student recruitment priorities. We anticipate that CCDS will be in a good position to move to an EDU:A within the next few years.

- *The reviewers suggested that the CCDS seek out a significant donor to support its growth and exploit the opportunity to be a “Flagship Program” for the University.*

As the external assessors attest, IDS is an excellent and unique program, but it is not widely promoted. The Centre will work in close collaboration with both the Dean and the UTSC Executive Director of Development and Alumni Relations to redouble its fundraising efforts. Also, it will work with the UTSC communications team to develop new marketing and branding strategies, and with the UTSC student recruitment team to develop a targeted recruitment strategy that will attract a more diverse, academically strong group of applicants from across the country and internationally.

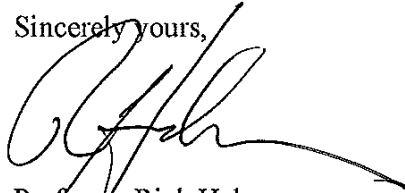
Program Development

- *Noting the high quality of the CCDS programs, the reviewers proposed that a logical extension would be the development of a Master’s program.*

Although there are obstacles to the development of a graduate program – including space issues, the need to coordinate with other academic units, managing demands on faculty time, and funding – the benefits of a Master’s program are clear. They include enhanced funding opportunities, a good fit with growing international demand, and the ability to capitalize on the value of the excellent IDS graduates. An important first step in this direction will be to transition the unit to an EDU:A. In addition, UTSC will explore the possibility of developing a collaborative partnership with existing graduate programs at the University of Toronto.

The CCDS will be celebrating its 30th anniversary this year and many activities have been planned to celebrate its success. The Centre has thrived in its new EDU:B status and looks forward with optimism to further strengthening and consolidating its foundations in the process of transforming into a fully autonomous unit.

Sincerely yours,



Professor Rick Halpern
Dean and Vice-Principal (Academic)



FOR INFORMATION

PUBLIC

OPEN SESSION

TO: UTSC Academic Affairs Committee

SPONSOR: Rick Halpern, Dean and Vice-Principal (Academic)

CONTACT INFO: 416-208-7027, vpdean@utsc.utoronto.ca

PRESENTER: See Sponsor.

CONTACT INFO:

DATE: Tuesday, September 9, 2014

AGENDA ITEM: 8

ITEM IDENTIFICATION:

Annual Report: 2013-14 Subcommittee on Academic Appeals

JURISDICTIONAL INFORMATION:

Section 5.7 of the the Terms of Reference of the University of Toronto Scarborough Academic Affairs Committee (AAC) provides that the Committee receives reports from its Subcommittee on Academic Appeals.

GOVERNANCE PATH:

1. **UTSC Academic Affairs Committee [For Information] (September 9, 2014)**

PREVIOUS ACTION TAKEN:

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

HIGHLIGHTS:

Under the new governance structure, the previous Academic Committee of the Scarborough College Council was dissolved and the UTSC Academic Affairs Committee was established, effective July 1, 2013. This new structure required that the Subcommittee on Academic Appeals (a subcommittee of the previous Academic Committee) be re-constituted, which was approved at the UTSC Academic Affairs Committee meeting on September 10, 2013.

The Subcommittee on Academic Appeals considers appeals against the decisions of the Dean's Advisory Committee on petitions from undergraduate students relating to exemption from an academic regulation. The Dean's Advisory Committee must hear all petitions before a student can appeal to the Subcommittee on Academic Appeals. In addition, the Registrar may seek advice from the Dean's Advisory Committee on unusual petitions. The Dean's Advisory Committee plays an integral role in the early resolution process, helping to reduce the number of appeals that are heard by the Subcommittee.

Between the period of September 1, 2013 and August 31, 2014, the Subcommittee heard three appeals, which included the following: request for early return from a 36-month suspension, review of course work, and request to rewrite an exam.

During this period, one decision of the Subcommittee on Academic Appeals was appealed to the Governing Council's Academic Appeals Committee.

FINANCIAL IMPLICATIONS:

N/A

RECOMMENDATION:

For Information.

DOCUMENTATION PROVIDED:

Annual Report: 2013-14 Subcommittee on Academic Appeals, PowerPoint Presentation Slides



Annual Report: 2013-14 Subcommittee on Academic Appeals

Tuesday, September 9, 2014



UofT Academic Appeals Process

Petition to the Registrar



Request for review by the Dean's Advisory Committee
(if the petition is denied by the Registrar)



Appeal to the Subcommittee on Academic Appeals
(if the appeal is denied by the Dean's Advisory Committee)



Appeal to the Appeals Committee of the Governing Council
(if the appeal is denied by the Subcommittee on Academic Appeals)



Dean's Advisory Committee

Membership:

- Chair (Vice-Dean, Undergraduate)
- Three *ex officio* (voting) members:
 - Dean (or designate)
 - Registrar (or designate)
 - Equity and Diversity Officer
- Two (non-voting) assessors:
 - Director of the Academic Advising and Career Centre
 - Director of Accessibility Services
- Members (voting):
 - Four members of faculty selected by the Chair
 - One student recommended by a faculty member





Dean's Advisory Committee

- Reviews the decisions of denied petitions.
- Advises the Registrar on unusual petitions.
- Upholds petition denial or grants the petition.



Annual # of Petitions Filed

Year (Jan-Dec)	# of Petitions Filed
2012	2230
2013	2220
2014 (up to end of summer term)	1504

of Petition Decisions reviewed by the Dean's Advisory Committee/Sub-Committee on Standing

Year	# of Petition Decisions Reviewed by DAC/S-CoS
2012	19
2013	31
2014	13 (incl. 7 scheduled for Sept. 15)



Role of the Subcommittee on Academic Appeals

- Considers appeals against the decisions of the Dean's Advisory Committee on petitions from undergraduate students relating to exemption from an academic regulation;
- The Dean's Advisory Committee must hear all petitions before a student can appeal to the Subcommittee on Academic Appeals;
- An appeal to the Subcommittee on Academic Appeals must be filed within 90 calendar days of the decisions of the Dean's Advisory Committee;
- The Subcommittee on Academic Appeal's decision is final within UTSC, but it may be appealed within 90 days to the Governing Council's Academic Appeals Committee.



Subcommittee Membership

Terms are 1 year, and may be renewed.

Composition:

- 14 Teaching Staff (one from each academic department)
- 2 Undergraduate Students

Appeal Hearing Quorum:

- 5 members required; 1 should be a student.
- The Chair must be from among teaching staff.
- The Assistant Registrar, Petitions attends each appeals hearing in a non-voting capacity to defend the decision of the Dean's Advisory Committee.
- The Director of Governance serves as the Subcommittee Secretary.





Subcommittee Appeal Hearing Procedure

- The Subcommittee on Academic Appeals meets in camera.
- The appellant may appear in person, with or without a representative.
- The Subcommittee may proceed in the appellant's absence.
- The decision of the Subcommittee is recorded and communicated in writing by the Chair.
- An oral statement of the decision without explanation is available from the Secretary of the Subcommittee by telephone request on the day following the hearing.



Appeal Hearings-Sept 1, 2013- Aug 31, 2014

- Between the period September 1, 2013 and August 31, 2014 the Subcommittee heard the following 3 appeals:
 - Request for early return from a thirty-six month suspension;
 - Review of course work;
 - Request to rewrite an exam.
- During this period, one decision of the Subcommittee on Academic Appeals was appealed to the Governing Council's Academic Appeals Committee.



QUESTIONS?



UNIVERSITY OF TORONTO

THE UNIVERSITY OF TORONTO SCARBOROUGH CAMPUS COUNCIL

REPORT NUMBER 6 OF THE ACADEMIC AFFAIRS COMMITTEE

April 28, 2014

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

Your Committee reports that it met on Monday, April 28, 2014 at 4:00 p.m. in the Council Chamber, Arts and Administration Building, with the following members present:

Present:

Ms Kathy Fellowes (Chair)
Professor Suzanne Erb (Vice-Chair)
Professor Rick Halpern, Dean and
Vice-Principal (Academic)
Professor Julie McCarthy, Acting
Vice-Principal, Research
Mr. Syed W. Ahmed
Dr. Johann Bayer
Professor William R. Bowen
Professor Nick Cheng
Professor George S. Cree
Mr. Adrian De Leon
Ms Ariane Ganji
Professor John Hannigan
Professor Paula Hastings
Professor Sherri Helwig
Mr. Jerry Jien
Mr. John Kapageridis
Dr. Sarah D. King
Professor Michael J. Lambek
Professor Patricia Landolt
Mr. Andrew Leung
Professor Andrew C. Mason
Professor Alice Maurice
Professor Karen Lyda McCrindle
Professor John Robert Miron
Dr. Christopher Ollson
Ms Victoria Owen

Professor Stephen Rockel
Ms Paulina Rousseau
Professor Larry A. Sawchuk
Professor Mark A. Schmuckler
Dr. Sisi Tran
Professor David Zweig

Non-Voting Assessor:

Ms Annette Knott

Secretariat:

Mr. Anwar Kazimi
Ms Amorell Saunders N'Daw
Ms Rena Parsan

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Regrets:

Professor Daniel Bender
Dr. Curtis Cole
Mr. Luki Danukarjanto
Ms Hanan Domloge
Professor Kelin Emmett
Professor David J. Fleet
Dr. Brian Harrington
Professor Rena Helms-Park
Professor Matthew Hoffmann
Dr. Nancy Johnston

Professor Heinz-Bernhard Kraatz
Professor Garry Martin Leonard
Professor Nathan R. Lovejoy
Ms Charmaine Ramirez
Ms Lindsay Raoufi
Professor Bill Seager
Professor Grace Skogstad
Professor Andre Sorensen
Ms Tisha Tan

In attendance:

Ms Debbie Bilinski, Director, Office of the Vice-Principal, Research
Professor Roberta Fulthorpe, Professor and Graduate Chair, Department of Physical and Environmental Sciences
Professor Nicholas Mandrak, Associate Professor, Department of Biological Sciences

1. Chair's Remarks

The Chair welcomed members and guests to the final meeting of the Academic Affairs Committee for the current governance year, and welcomed Dr. Christopher Ollson who participated in the meeting by teleconference. The Chair advised Committee members that they would receive an e-mail inviting them to complete an on-line evaluation survey. She encouraged everyone to complete the survey, noting that the feedback was valuable to the Secretariat to gain an understanding of members' experiences on the Committee this year. She also commented that the information would be used to assist in future planning.

2. Assessor Reports

The Chair invited Professor Julie McCarthy, Acting Vice-Principal, Research, to provide the Committee with a brief report. Professor McCarthy reported on highlights from the Office of the Vice-Principal, Research during 2013-2014:

- Recognition of research through the Principal's Research Award, Graduate Student Research Awards, Research Recognition Award, and the New Frontiers Seminar Series;
- Increased student engagement in the research enterprise;
- Sponsorship of research-related events such as the New Frontiers Seminar Series, the Keynote lecture for launch of the Centre for Planetary Sciences, and the Giant Panda scientific presentation in partnership with the Toronto Zoo;
- Investment in faculty research through the Research Impact Fund (RIF) and the Research Competitiveness Fund (RCF).
 - The RIF supported the presentation or publication of research results in high quality venues and enhanced the profile of UTSC in the academic community.

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- The RCF enhanced the competitiveness of external grant applications submitted by UTSC faculty with an emphasis on Tri-Council applications.
- UTSC crossed the \$9 million threshold in total external research in the 2011-2012 grant year. UTSC's total research funding increased by another 5% in 2012-2013 to \$9.76 million.
- The two largest research funding sources at UTSC are from the Natural Sciences and Engineering Research Council (NSERC) at 34 percent and the Social Sciences and Humanities Research Council (SSHRC) at 14 percent.

A member of the Committee asked why the SSHRC rates were lower than the NSERC rates, and Professor McCarthy replied by explaining that NSERC funded more grants, but researchers were less likely to receive the total amount of funding they requested. She added that SSHR funded fewer grants, but researchers were more likely to receive the funding they requested.

The Chair thanked Professor McCarthy for her report.

3. Graduate Program Revisions

a) Major Modification Type B to add two new fields to the existing Master of Environmental Science (MEnvSc)

The Chair invited Professor Rick Halpern, Vice-Principal and Dean (Academic), to introduce the item. Professor Halpern commented that the program was continually developing and that the addition of the two new fields would be beneficial. He invited Professor William Gough, Vice-Dean, Graduate, to present the item. Professor Gough explained that the two new fields in the Master of Environmental Science (MEnvSc) were Climate Change Impact Assessment and Conservation and Biodiversity. He explained that adding the two new fields required the addition of eight new courses, and that because the program was growing, more focused options were necessary for students.

In response to a comment from a member, Professor Mandrak explained that there were currently no courses in conservation policy with a focus on the impact on human populations. He reported that as the field develops, the opportunity to include additional courses will evolve.

On motion duly made, seconded and carried,

YOUR COMMITTEE APPROVED,

THAT proposed fields in Conservation and Biodiversity, and Climate Change Impact Assessment be added to the existing Master of Environmental Science (MEnvSc), as described in the proposal dated April 22, 2014 and recommended by the Dean and Vice-Principal (Academic), Professor Rick Halpern, be approved effective immediately for the academic year 2014-15; and

THAT eight new courses – EES1134H, EES3000H, EES3001H, EES3002H, EES3003H, EES3111H, EES3113H and EES3114H – aforementioned in the

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proposal dated April 22, 2014, be approved effective immediately for the academic year 2014-15.

b) Minor modifications to curriculum submitted by the Graduate Department of Psychological Clinical Science

The Chair invited Professor Rick Halpern to introduce the item. Professor Gough and Professor George Cree, Interim Chair, Graduate Department of Psychological Clinical Science, provided details on the item. Professor Cree indicated that the minor modification to the Graduate Department of Psychological Clinical Science was to move CPS 1103 (Advanced Statistical Models) from the MA to the PhD program in Clinical Psychology. He reported that moving the course would give students the opportunity to acquire advanced training in Statistics during a time when they will be more likely to require the knowledge (i.e. preparing data for their dissertation)

On motion duly made, seconded and carried,

YOUR COMMITTEE APPROVED,

THAT all minor modifications to curriculum in the Graduate Department of Psychological Clinical Science, as described in the proposal dated April 8, 2014, and recommended by the Dean and Vice-Principal (Academic), Professor Rick Halpern, be approved effective immediately for the academic year 2014-15.

CONSENT AGENDA

4. Undergraduate Program Revisions (*for approval*)

a) Out-of-cycle minor modifications to curriculum submitted by six academic units

YOUR COMMITTEE APPROVED,

THAT all minor modifications to curriculum in the Department of Anthropology, Centre for Critical Development Studies, Department of English, Department of Historical and Cultural Studies, Department of Human Geography and Department of Sociology, as described in the package dated April 9, 2014 and recommended by the Dean and Vice-Principal (Academic), Professor Rick Halpern, be approved effective immediately for the academic year 2014-15.

5. Report of the Previous Meeting: Report 5 – Tuesday, March 25, 2014 (*for approval*)

6. Business Arising from the Report of the Previous Meeting

7. Date of the Next Meeting –Tuesday, September 9, 2014, 4:00 p.m. - 6:00 p.m.

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On motion duly made, seconded and carried,

YOUR COMMITTEE APPROVED,

THAT the consent agenda be adopted and the item requiring approval (items 4 and 5) be approved.

8. Other Business

The Chair thanked the members for their service on the Committee over the past year. She also thanked the Vice-Chair, Assessors, Campus Council Secretariat, and her home department, (Academic Advising and Career Centre), for support in her role as Chair of the Committee.

The meeting adjourned at 4:45 p.m.

Secretary

Chair