

UNIVERSITY OF TORONTO

THE UNIVERSITY OF TORONTO SCARBOROUGH CAMPUS COUNCIL

REPORT NUMBER 17 OF THE ACADEMIC AFFAIRS COMMITTEE

March 22, 2016

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

Your Committee reports that it met on Tuesday, March 22, 2016 at 4:10 p.m. in the Council Chamber, Arts and Administration Building, with the following members present:

Dr. Jennifer McKelvie, Chair
Professor Bruce Kidd, Vice-
President and Principal, UTSC
Professor Heinz-Bernhard Kraatz,
Vice-Principal, Research, UTSC
Professor Syed W. Ahmed
Mr. Dean Carcone
Dr. Curtis Cole
Professor Neal Dolan
Professor Clare Hasenkampf
Professor Mark Hunter
Mr. John Kapageridis*
Ms Whitney Kemble
Dr. Elaine Khoo
Professor Trisha Lamie
Professor Patricia Landolt
Dr. Nathan R. Lovejoy
Mr. Joshua Miller
Mr. Perry Mitchell
Dr. Matthias Niemeier*
Ms Victoria Owen
Professor Pascal Riendeau
Dr. Mahinda Samarakoon
Professor Larry A. Sawchuk
Professor Mark A. Schmuckler
Dr. Zohreh Shahbazi
Dr. Jayeeta Sharma
Ms Lynn Tucker

Non-Voting Assessors:
Ms Annette Knott

Dr. Janelle C. LeBoutillier
Mr. Desmond Pouyat

Secretariat:

Ms Amorell Saunders N'Daw
Ms Rena Prashad (Parsan)

Regrets:

Professor George Archontitsis
Ms Shivali Barot
Professor Christine Bolus-Reichert
Professor Leslie Chan
Mr. Calvin Chen
Professor George S. Cree
Ms Jacqueline Deane
Professor Tarun Dewan
Ms Kathy Fellowes
Professor David J. Fleet
Professor William A. Gough
Dr. Alen Hadzovic
Professor John A. Hannigan
Professor Philip Kramer
Professor Michael J. Lambek
Mr. Andrew C. Leung
Professor Andrew Mason
Dr. Karen Lyda McCrindle
Mr. Sam Nami
Mr. Eugene Ofosu
Dr. Christopher Ollson
Professor William E. Seager
Professor Grace Skogstad

Professor Andre Sorensen
Professor Phil Triadafilopoulos

Professor David Zweig
* Telephone Participants

In attendance:

Professor Sarah King, Centre for Teaching and Learning
Ms Nisha Panchal, Student Conduct and Academic Integrity Officer, Dean's Office
Professor Emerita Eleanor Irwin, Dean's Designate for the Administration of the Code of Behaviour on Academic Matters, Dean's Office
Dr. Tanzina Mohsin, Lecturer, Department of Physical and Environmental Sciences

1. Chair's Remarks

The Secretary of the Committee, Ms Amorell Saunders N'Daw, asked the Committee if they were in agreement with allowing Dr. Jennifer McKelvie to serve as Chair *pro tempore* in the absence of Ms Kathy Fellowes, Chair and Dr. Christopher Ollson, Vice-Chair. On agreement, Dr. McKelvie welcomed members and guests to the meeting, and introduced the members who participated by teleconference.

2. Assessors' Reports

The Chair asked Professor Schmuckler to introduce Professor Emerita Eleanor Irwin, Dean's Designate for the Administration of the Code of Behaviour on Academic Matters. Professor Emerita Irwin provided an overview of Academic Integrity at UTSC that included the following key points:

- The Academic Integrity (AI) Office included two Dean's Designates and one Academic Integrity Officer;
- Examples of offences included:
 - Forgery-(e.g. changing grades on your transcript when applying to a program, university, or job)
 - Use of unauthorized aids-(e.g. taking a cheat sheet or electronic device into an exam or test)
 - Personation-(e.g. having someone else write an exam for you or writing an examination for someone else)
 - Plagiarism- (e.g. using someone else's words or ideas without reference)
 - Double-dipping- (e.g. handing in an assignment in one course for which you already received or will be receiving a grade in another course)
 - Concocting- (e.g. making up references or data)
- Challenges for the Office were related to the use of test banks (i.e. online resources where students can access sample tests, usually provided by textbook publishers), on-line study groups, clickers used in lectures for participation, and recording devices used in lectures;
- The Office worked closely with Academic Advising & Career Centre, the Centre for Teaching and Learning (CTL), and the International Student Centre to ensure students

had the appropriate supports and resources to discourage them from committing an academic offence; and

- The Office had been working with faculty to create modules and workshops on academic integrity matters for students.

In response to a comment regarding the use of test banks, Professor Emerita Irwin replied that their use should be discouraged and said it would be best to refer students to available University resources (i.e. the library, CTL, Academic Advising).

3. Strategic Topic: An Overview of the Centre for Teaching and Learning (CTL)

The Chair introduced and invited Professor Clare Hasenkampf, Associate Dean, Teaching and Learning, to provide the Committee with an overview the Centre for Teaching and Learning.

Professor Hasenkampf reported that CTL's mission was to promote learning by directly supporting students, faculty and courses. She explained that the Centre offered individual and group support to students, which included the following resources: English Language Development Centre (ELDC), Facilitated Study Groups (FSGs), Mathematics and Statistics Learning Centre, Service learning and Outreach, and the Writing Centre. Professor Hasenkampf summarized the activities of the ELDC and FSGs and introduced and invited Dr. Zohreh Shahbazi from the Mathematics and Statistics Learning Centre, and Professor Sarah King, from the Writing Centre to describe and discuss the services, supports and programs available to students. These included: individual and small group tutoring, math preparatory courses, data manipulation workshops, course based writing clinics, drop-in writing groups, and are large collection of online resources.

In response to a question regarding the creation of online learning modules, Professor Hasenkampf explained that the Centre recognized the growing need for having more 'in house' technical expertise in the area.

4. Minor Curriculum Modifications—Graduate Departments of Physical and Environmental Sciences and Psychological Clinical Science

The Chair invited Professor Mark Schmuckler, Vice-Dean, Undergraduate, to present the Minor Curriculum Modifications to the Committee. Professor Schmuckler reported that the Graduate Department of Physical and Environmental Sciences was introducing one new course and making changes to two existing courses, and that the Department of Psychological Clinical Science was introducing two new courses and proposing modifications to the Ph.D. in Clinical Psychology.

On motion duly made, seconded and carried,

YOUR COMMITTEE APPROVED,

THAT the minor modifications to Graduate curriculum, submitted by the Graduate Departments of Physical and Environmental Sciences and Psychological Clinical Science, as described in the package dated March 1, 2016 and as recommended by the Interim Vice-Principal Academic and Dean, Professor William Gough, be approved to be effective April 1, 2016 for the academic year 2016-17.

5. Minor Curriculum Modifications—All UTSC Undergraduate Academic Units

The Chair invited Professor Schmuckler to present the Minor Curriculum Modifications to the Committee, for information.

To begin, Professor Schmuckler explained the difference between minor modifications that were considered by the UTSC Academic Affairs Committee for approval as opposed to those that were considered for information. He explained that minor modifications that required governance approval were normally changes to programs, which modestly changed the nature of the program, but did not impact learning outcomes. Minor modifications considered for information included modifications that did not alter the nature of a program or impact the learning outcomes.

He reported that the minor modifications for information submitted by all UTSC undergraduate academic units included: changes to programs that did not alter the nature of the programs or impact learning outcomes, changes to courses, and course deletions.

CONSENT AGENDA

On motion duly made, seconded and carried,

YOUR COMMITTEE APPROVED,

THAT the consent agenda be adopted and that the item requiring approval (item 7) be approved.

6. Editorial Changes to Curriculum—All UTSC Undergraduate Academic Units

7. Report of the Previous Meeting: Report Number 16- Thursday, February 25, 2016

8. Date of the Next Meeting –Monday, April 25, 2016 at 4:10 p.m.

9. Business Arising from the Report of the Previous Meeting

The Chair reported that at a previous meeting, there was a request for an update on new courses being approved out-of-cycle. She invited Professor Schmuckler to provide the

Committee with an update. Professor Schmuckler reported that the general trend at UTSC was that more new courses were being proposed out-of-cycle. However, he was pleased to advise the Committee that there was no negative impact on course enrolments. He noted that enrolments were within the appropriate range for the specific courses being offered.

10. Other Business

Ms Saunders N'Daw thanked Dr. McKelvie for serving as Chair of the meeting on Committee Chair Ms Kathy Fellowes' behalf.

The meeting adjourned at 5:33 p.m.

Secretary

Chair

Academic Integrity at UTSC

Prof. Eleanor Irwin, Dean's Designate

Who we are

- * Academic Integrity (AI) Office
- * 2 Dean's Designates
- * Academic Integrity Officer

Process

Offences must be reported to the Chair or Director who sends them forward unless they are:

- 1) a first offence
- 2) worth 10% or less of final grade
- 3) the sanction is no more than zero for the piece of work

Consistency

A central office means that students will be treated fairly – not punished more severely than others and not let off too lightly.

Why?

- * We want students to learn - and academic offences are short cuts.
- * We want students to be confident that academic offences are taken seriously – and they are not at a disadvantage for being honest.
- * We want our graduates to be prepared for employment – and employers expect employees to do their own work.

Offences and Examples

- * Forgery
- * Unauthorized aid(s) or assistance
- * Personation
- * Plagiarism
- * Double-dipping
- * Concocting
- * ... and any other misrepresentation for academic advantage

Sanctions can range from a written reprimand, reduction in grade, 0 for the assignment or course, suspension of up to a year, with notations on transcripts for varying periods.

Importance of AI Statements on Course Syllabus

Problems to be addressed:

- * test banks
- * on-line groups
- * clickers and participation
- * recording in class/ taking pictures of someone else's assignment

Partnerships with Student Services



- * Academic Advising
- * Centre for Teaching and Learning
 - * Writing Centre
 - * English Language Development Centre
- * International Student Centre

Partnership with Faculty

- * PSYA01 module
- * Bonus for attending AIM workshop
- * Departmental Administrator's Working Group

Questions?

Contact:

Dean's Designates: integrity@utsc.utoronto.ca
Nisha Panchal, Academic Integrity Officer:
integrityadmin@utsc.utoronto.ca

The Centre for Teaching and Learning⁴



The Centre for Teaching and Learning's mission is to promote learning for all members of our community.

Learn more

<http://www.utsc.utoronto.ca/ctl/ctl-annual-reports>

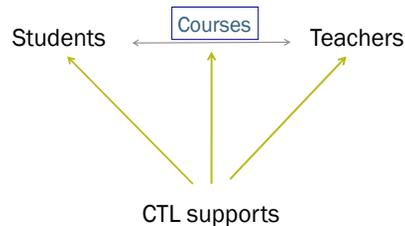
Overview of today

- ▣ Big picture of CTL
- ▣ Detailed look at two student centres
TWC and MSLC
- ▣ Glimpse of one collaboration within a course

Next time I hope you will invite us back so you can get a more detailed look at our other programs such as our English Language Development Centre and graduate programming

2

The Centre for Teaching & Learning supports learning in three broad areas



Individual and Group Student Support

- English Language Development Centre
- Facilitated Study Groups
- Mathematics and Statistics Learning Centre
- Service Learning and Outreach
- Writing Centre

Supporting Students

The English Language Development Centre

Goal: help students with English language challenges improve their academic vocabulary and confidence with written and spoken English:

Phase 1

- Voluntary Academic English Health Check (a diagnostic to help identify where lack of skills will limit academic success)
- Use the diagnostic's results to help place students into appropriate programs and measure improvement

Supporting Students

The English Language Development Centre

Phase 2

- 1:1 appointments with a writing expert trained to work with non-native speakers of English
- Regular email correspondence with an English tutor
- Café-style 'fun and interactive' learning workshops game atmosphere
- Online resources 24/7

Phase 3 Students give back by serving as peer experts

Supporting Students
The English Language Development Centre

Phase 3 Educational technologies that students can use to help them understand their course readings as they improve their vocabulary and word usage.

Last year
~1000 students took the Academic English Health Check

884 students attended one or more learning workshops

212 students received email and in person writing assistance

Supporting Students
Facilitated Study Groups

We organize study groups for especially challenging courses. Successful students are selected from past offerings of the class and trained to facilitate discussion in these study groups.

CTL organized 1,058 study group sessions for 48 courses with 14,414 hours of student participation. 2,466 different students participated in the study groups.

Students participating in these study groups typically had **5% higher average grades** than those not participating (70% vs 65%).

Supporting Students
CTLB03 Introduction to Service Learning

Service learning is a specific type of experiential education where students use what they have learned to help others and to deepen their own knowledge

CTL has a Service learning, for credit course (CTLB03); last year 53 students from 8 different Departments took our course.

These students enriched 14 courses with their service and worked with 7 community partners.



Math and Statistics Learning Centre

Centre for Teaching and Learning &
Department of Computer and Mathematical Sciences
University of Toronto Scarborough

About Math & Stats Learning Centre

• **MSLC: A Collaboration Program between CTL & CMS**

• **Teaching Staff**

- 2 faculty members, 10 TAs
- 2 facilitators
- One student from Service Learning Course



• **2 locations : AC312 & IC404**

About Math & Stats Learning Centre

Services

- Small group tutoring
- Individual tutoring
- Virtual tutoring
- Seminars/Workshops
- Math Prep Course
- Summer Co-op Workshop on Data Manipulation

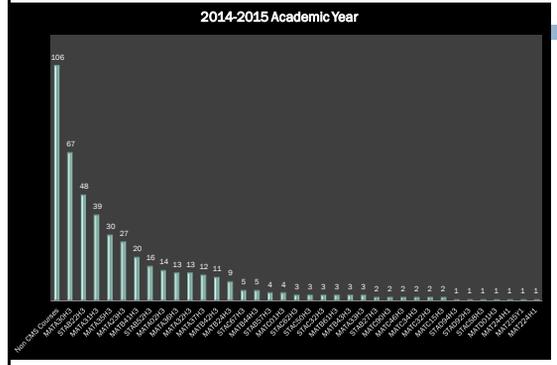
2014- 2015 Academic Year Data

- **Drop-in hours:** 15 hours per week for summer, 38 hours per

AC312	Summer 2014	Fall 2014	Winter 2015	2014-2015 Academic Year
Number of Visits	130	529	297	956
Number of Students	52	222	141	395

- **Virtual tutoring:** 6 hours per week for fall and winter
- **Workshops and Seminars:** 5 workshops and a total of 31 seminars (95 hours- 3,328 students participated)
- **Individual help sessions:** 133 hours
- **Statistical Consultation Service:** 30 hours (3 faculty members, 6 graduate students)

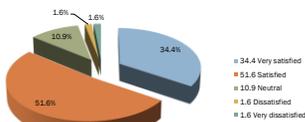
What courses does the MSLC support?



We are proud of ...

Students Satisfaction

How satisfied are you with MSLC Services?



Students Comments

"I discovered the MSLC and am extremely grateful for their guidance. The MSLC was always there to help with web homework, explaining concepts and exam preparation. There was always someone there to answer my questions and walk me through a problem."

"I feel that MSLC has changed my university experience in so many ways: it led me to a group of friends, boosted my confidence, and has given me a deep love and interest in mathematics. Today, as I sit as a TA in the room, it gives me great joy to see that it have the same effect on the younger students."

Online Calculus & Pre- Calculus Modules

- **Funded \$75,000 from Council of Ontario Universities (COU)**
 - Diagnostic test + solutions
- **Instructional Videos**
 - Over 10 hours captured
 - Using USB camera/mic, and printed cardstock combined with pencil & lined paper
 - Assessment test + solutions
- **Animated Shorts**
 - 2-4 minutes per module, over 30 minutes in total
 - Highly creative process
 - Practice questions + solutions (pre-calculus)
 - Prep notes (calculus) very unique resource

Development of Online Resources

*Collaboration= merging diverse ideas, skills, and approaches
innovation + success*



<http://www.ocw.utoronto.ca/mathematics-skill-development/>

MSLC Magazine



<https://www.uts.utoronto.ca/mslc/>

MSLC Future Directions

- Online Video Journal
- Educational Research (organizing conferences/ high school professional day events)
- Online Statistics Resources/Workshops
- TA Training

TWC



1. Teaching Team
2. Core programs
3. Building Capacity through Community & Collaboration (new initiatives)

Let's Talk Writing...

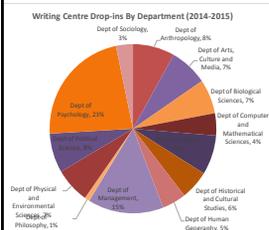
Some of the TWC team in better weather...



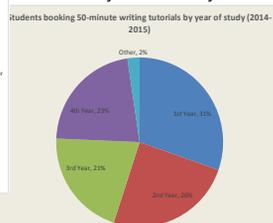
2 full-time teaching stream faculty
6 part-time writing instructors (CUPE) from different disciplines

Core program: 1:1 instruction ~1000 students/year in 2000+ meetings

All UTSC departments



All years of study



Student feedback

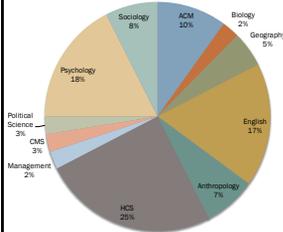
From surveys conducted Nov & March (n=265)

- 100% would return or recommend
- 91% ranked quality of instruction very good or outstanding
- 84% responded "very true" to the statement: I learned something in this session that I can apply to my writing in future

Core Program: Writing in the Disciplines 40 customized in-class workshops/year

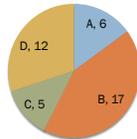
Across all UTSC departments

Workshops by Department (2014-15)



Across all course levels

Workshops by Course Level (2014-15)



Core Program: Writing in the Disciplines Collaboration & Capacity-Building

- **Faculty Consultations** on course and assignment design
- **TA Training** on teaching and responding to writing
- **Department consultations** on strategically incorporating writing into curriculum

Collaboration & Capacity-Building: Students helping students



- Course-based writing clinics
- Daily drop-in writing groups
- Student training on hands-off feedback (writing peers, DSAs)
- Writing spaces (AC210, PO104)

Collaboration & Capacity-Building: Online Learning

- Always maintained print and online resources



Collaboration & Capacity-Building: Online Learning

- Interactive online learning module on Academic integrity based on Academic Integrity Matters (AIM) Workshop

Collaboration involved:

- AIM team: TWC, ELDC, ISC, AA&CC, Dean's Designate for Academic Integrity
- PSYA01 and A02 Teaching Team
- Teaching Enhancement Grant



Collaboration & Community Building: more than just academic writing

- Academic Writing Retreat for Graduate Students
 - ▣ Students write together
 - ▣ COLLABORATION with TA and Grad Student Support
- Faculty & Staff Women's Writing Circles
 - ▣ Focus on expressive writing
 - ▣ COLLABORATION with Office of Equity and Diversity

Teams
Talking
Teaching



Capacity
Community
Collaboration

Thank you

