

UNIVERSITY OF TORONTO

THE UNIVERSITY OF TORONTO SCARBOROUGH CAMPUS COUNCIL

REPORT NUMBER 14 OF THE ACADEMIC AFFAIRS COMMITTEE

November 16, 2015

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

Your Committee reports that it met on Monday, November 16, 2015 at 4:10 p.m. in the Council Chamber, Arts and Administration Building, with the following members present:

Ms Kathy Fellowes, Chair
Dr. Christopher Ollson, Vice-Chair *
Professor Bruce Kidd, Vice
President and Principal, UTSC
Ms Shivali Barot
Mr. Dean Carcone
Professor Leslie Chan
Professor George S. Cree
Ms Jacqueline Deane
Professor Tarun Dewan*
Dr. Alen Hadzovic
Professor John A. Hannigan
Professor Mark Hunter
Ms Whitney Kemble
Dr. Elaine Khoo
Professor Trisha Lamie
Professor Patricia Landolt
Dr. Nathan R. Lovejoy
Dr. Karen Lyda McCrindle
Dr. Jennifer McKelvie*
Mr. Joshua Miller
Mr. Sam Nami
Dr. Matthias Niemeier*
Ms Victoria Owen
Professor Pascal Riendeau
Dr. Mahinda Samarakoon
Professor Mark A. Schmuckler
Ms Lynn Tucker
Professor David Zweig

Non-Voting Assessors:

Ms Annette Knott
Dr. Janelle C. LeBoutillier

Secretariat:

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

Regrets:

Professor Syed W. Ahmed
Professor Christine Bolus-Reichert
Professor William R. Bowen
Mr. Calvin Chen
Dr. Curtis Cole
Professor Neal Dolan
Professor David J. Fleet
Professor Donna R. Gabaccia
Professor William A. Gough
Professor Clare Hasenkampf
Mr. John Kapageridis
Professor Heinz-Bernhard Kraatz
Professor Michael J. Lambek
Mr. Andrew C. Leung
Mr. Perry Mitchell
Mr. Eugene K. Ofosu
Mr. Desmond Pouyat

Professor Larry A. Sawchuk
Professor William E. Seager
Dr. Zohreh Shahbazi
Dr. Jayeeta Sharma

Professor Grace Skogstad
Professor Andre Sorensen
Professor Phil Triadafilopoulos
Professor Greg C. Vanlerberghe

Telephone Participants *

In attendance:

Ms Jennifer Ankrett, Director, Academic Advising and Career Centre
Mr. Scott McRoberts, Director, Athletics and Recreation

1. Chair's Remarks

The Chair welcomed members and guests to the meeting, and introduced the members who participated by teleconference. She reminded the Committee that this was the last meeting of the calendar year and that the Committee would meet again at the beginning of January.

2. Assessors' Reports

Professor Mark Schmuckler, Vice-Dean, Undergraduate, invited Professor Lynn Tucker, Acting Chair, Department of Arts, Culture and Media (ACM), to provide the Committee with an overview of the major modifications that the Department would be bringing forward. The following key points were raised:

- Major revisions to the Art History programs, including a change in name to Art History and Visual Culture; changes include the deletion of redundant courses and the creation of new courses
- Introduction of a freestanding Minor in Curatorial Studies;
- Major revisions to the Music and Culture programs; changes include the deletion of redundant courses and the creation of new courses; and
- Introduction of a new Major in Critical Journalism where there is an existing Specialist in Journalism (Joint program with Centennial College).

A member asked whether existing students would be able to enrol into the new freestanding Minor in Curatorial Studies, and Ms Tucker explained that it was possible dependent on how far along a student was in their program.

In response to a question regarding whether course deletions would affect students' ability to graduate, Ms Tucker reported that no student would be affected by the deletion of courses.

The Chair thanked Ms Tucker for her update.

3. Strategic Topic: Academic Changes and Calendar Production

The Chair invited Professor Schmuckler to present the strategic topic. He introduced Ms Annette Knott, Academic Programs Officer, to provide an overview of the processes that took place to produce academic changes and the calendar production. Her presentation¹ included the following key points:

- The guiding documents regarding academic change at the University were the *Policy for Approval and Review of Academic Programs and Units* and the *University of Toronto Quality Assurance Process (UTQAP)*;
- At UTSC, the academic change process was managed by the Vice-Principal Academic and Dean's Office (Dean's Office).
- Undergraduate and graduate curriculum change processes were organized into annual cycles initiated by a *Call for Curriculum* issued by the Dean's Office for the submission of proposals.
- Proposals for all new programs and major modifications to existing graduate programs were handled outside of the curriculum cycle on an *ad hoc* basis;
- Each undergraduate academic department was responsible for establishing a Departmental Curriculum Committee (DCC) to review and approve all of the changes proposed by the department. The Dean's Office only reviewed proposals that had been approved by either the DCC, or the graduate unit, and offered extensive feedback on the proposals;
- The number of major modifications received by the Dean's Office annually varied tremendously, from as few as three or four, to as many as eleven or twelve. Annually, over three hundred minor modifications were received.
- New programs, major modifications, and program closures were reviewed by the Decanal Undergraduate Curriculum Committee (DUCC), or the Decanal Graduate Curriculum Committee (DGCC), as appropriate. The DUCC and DGCC are Chaired by the relevant Vice-Dean;
- The curriculum cycles fed into the production of the School of Graduate Studies (SGS), and UTSC undergraduate academic calendars. The UTSC academic calendar was published in mid-March because the academic year began in May with the Summer semester;
- The Dean's Office supported out of cycle curriculum changes if there was an issue with a program or course, or if there was a new course a department wanted to offer in the current academic year; and
- The University was currently working on an institutional calendar production tool to ensure more consistency in terms of calendar presentation. In addition, a Curriculum Management (CM) system was being developed to manage the inventory of courses and programs at the University.

¹ Presentation- Strategic Topic: Academic Change and Calendar Production

In response to a question from a member, Ms Knott reiterated that the Curriculum Management system was a tool to consistently present calendar information, and did not affect the content.

A member inquired whether there were any resources available to help academic units prepare Calendar content so that students understood what they must do to complete their program, and Professor Schmuckler explained that it was the responsibility of the department to provide students with sufficient information on the details of their program by way of program advisors, printed materials, and online resources.

A member asked whether students and administrative staff were consulted on the Curriculum Management system since they would be the users of the tool, and Ms Knott confirmed that there was representation from students and administrative staff on the working group that is helping to develop the tool.

The Chair thanked Ms Knott for her presentation to the Committee.

4. Curriculum- new courses submitted out of cycle

The Chair invited Professor Schmuckler to present the out of cycle courses to the Committee. He reported that there were three new courses for approval- one from the Department of Management (MGTB60H3 Introduction to the Business of Sport) and two from the Department of Psychology (PSYB04H3 Foundations in Psychological Research and PSYC13H3 Social Cognition: Understanding Ourselves and Others). He explained that the Introduction to the Business of Sport, would replace the existing course, HLTB05H3 Introduction to Sport Management, Health and the Environment, offered by the Health Studies program. To conclude, he reported that Foundations in Psychological Research was a course focused on psychological research methodologies, and that Social Cognition: Understanding Ourselves and Others would be taught by a newly hired faculty member.

A member asked how the Introduction to the Business of Sport course would differ from the Introduction to Sport Management, Health, and Environment. Mr. Scott McRoberts, Director of Athletics and Recreation, who was also the course instructor, reported that the course offered by the Department of Management would focus on the leadership and business of sport rather than health policy.

In response to a question, Professor David Zweig, Chair of the Department of Management, reported that there was no opposition regarding moving the course from the Department of Anthropology to the Department of Management because many of the students who took the course were Management students.

A member commented on why there was an urgency to have the Introduction to the Business of Sport course approved out of cycle, and Professor Zweig reported that students were surveyed, and sports management received a lot of interest.

On motion duly made, seconded, and carried,

YOU COMMITTEE APPROVED,

THAT new courses submitted by the Department of Management and the Department of Psychology, as described in the package dated October 20, 2015 and recommended by the Interim Vice-Principal Academic and Dean, Professor William Gough, be approved effective immediately to be offered in the 2015-16 academic year.

CONSENT AGENDA

On motion duly made, seconded, and carried,

YOU COMMITTEE APPROVED,

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

5. **Report of the Previous Meeting: Report 13** – Tuesday, September 8, 2015
6. **Business Arising from the Report of the Previous Meeting**
7. **Date of the Next Meeting** –Thursday, January 7, 2016, 4:10 p.m. - 6:00 p.m.

8. Other Business

No other business was raised.

The meeting adjourned at 5:16 p.m.

Secretary

Chair

ACADEMIC CHANGE AND CALENDAR PRODUCTION

Today, the Beatles, tomorrow, the Rolling Stones.

AAC Perspective Today

The Magical Mystery Tour

Dean's Office Perspective Today

The Long and Winding Road

The Big Picture

The *Quality Assurance Framework* (2010)

- All Ontario universities are required to design and implement their own Institutional Quality Assurance Process (IQAP);
- The *Framework* consists of four distinct components:
 - A protocol for new program approvals;
 - A protocol for substantive academic change;
 - A protocol for the cyclical review of existing programs; and
 - An audit process, which determines whether or not each institution is in compliance with its own IQAP.

The Big Picture

At the University of Toronto, the primary guiding documents associated with academic change are:

- The *Policy for Approval and Review of Academic Programs and Units* (June 2010); and
- The *University of Toronto Quality Assurance Process* (2012), or UTQAP.

The Big Picture

UTQAP outlines comprehensive protocols - including required levels of approval - for:

- The assessment and approval of new degree programs;
- Major modifications to existing programs;
- Closures of programs; and
- Cyclical review of existing programs.

UTQAP has very little to say about minor academic change.

The Big Picture

Every faculty and division at the University of Toronto has its own process for dealing with academic change:

- We use different forms;
- We submit things in different ways to different offices;
- We have different levels of central oversight; and
- We bring proposals forward to governance in different ways.

What Happens at UTSC

The Curriculum Cycle: An Overview

The academic change process is managed by the Dean's Office:

- The Vice-Dean, Undergraduate oversees all undergraduate curriculum change;
- The Vice-Dean, Graduate Education and Program Development oversees all graduate curriculum change.

What Happens at UTSC

The Curriculum Cycle: An Overview

Both the undergraduate and graduate curriculum change processes are organized into annual cycles initiated by a *Call for Curriculum*:

- The *Call* identifies deadlines for the submission of proposals; but
- Proposals for all new programs, and major modifications to existing graduate programs are handled outside of the curriculum cycles, on an ad hoc basis.

What Happens at UTSC

The Curriculum Cycle: An Overview

The academic units and CTL initiate all academic change:

- All undergraduate units and CTL are required to establish a Departmental Curriculum Committee (DCC); DCCs are administrative bodies responsible for reviewing and approving all curriculum changes proposed by the unit;
- In the graduate units, all curriculum change proposals must be reviewed and approved by the graduate unit itself;
- The Dean's office will only review proposals approved by either the undergraduate unit's DCC, or by the graduate unit.

What Happens at UTSC

The Curriculum Cycle: An Overview

- The Dean's Office reviews all academic change proposals.
- The Dean's Office prepares all necessary materials for Academic Affairs Committee.

What Happens at UTSC

The Review Process: Why It Takes So Long

The Dean's Office receives hundreds of curriculum change proposals each academic year:

- The number of major modifications varies from year-to-year; for example, 3 or 4 last year (2015-16), and 12 this year (2016-17);
- On average we receive well over 300 minor modification proposals, graduate and undergraduate combined, each cycle;
- New programs and program closures are less common.

What Happens at UTSC

The Review Process: Why It Takes So Long

The Dean's Office carefully reviews all academic change proposals, with the following questions in mind:

- Is the proposal well written?
- Is the proposal complete?
- Have the proposed changes been clearly described?
- Does the rationale make sense, and is it appropriate?
- Has the academic unit considered all of the repercussions associated with the proposed changes?
- Has the academic unit consulted appropriately, particularly where the proposed changes may impact another academic unit?
- Are there any resource implications associated with the proposed changes? If yes, how will the academic unit manage these implications?

What Happens at UTSC

The Review Process: Why It Takes So Long

Common problems include:

- Unrealistic claims regarding the potential impact of the changes on students' future goals, or on society more broadly;
- Inconsistency regarding what is being proposed;
- Sentence and paragraph structures are unclear, and/or create ambiguity;
- Sections of the proposal do not speak to all of the required elements, or are overlooked altogether;
- Calendar descriptions are ambiguous, and/or include errors;
- Rationales are incomplete, unclear, or not aligned with other proposals submitted by the unit;
- The proposed changes impact courses and programs belonging to the proposing unit, and no proposal to deal with this impact has been submitted;
- The proposed changes impact courses and programs belonging to other units, and there has been no consultation with the affected unit; and
- There is a lack of clarity around the resource implications of the proposed changes.

What Happens at UTSC

The Review Process: Why It Takes So Long

The Dean's Office provides extensive feedback to the academic units, and works closely with them to resolve all questions, concerns or oversights related to their proposals; this commonly entails lengthy back-and-forth with the academic units:

- The Vice-Dean, Undergraduate crafts a formal letter of response regarding all proposals for new programs, major modifications to existing programs, and program closures;
- Other follow-up is generally conducted via email correspondence.

What Happens at UTSC

The Review Process: Why It Takes So Long

The Dean's Office works closely with the Provost's Office on all proposals for new programs, major modifications to existing programs, and program closures.

What Happens at UTSC

The Review Process: Why It Takes So Long

In 2013, the Dean's Office established the Decanal Undergraduate Curriculum Committee (DUCC) and Decanal Graduate Curriculum Committee (DGCC) to review all proposals for new programs, major modifications and program closures prior to sending them forward to AAC:

- The DUCC and DGCC are administrative bodies, chaired by the relevant Vice-Dean; membership includes faculty, administrative staff, and students;
- The DUCC and DGCC are not approval bodies; instead, their role is to assess proposals from a divisional, rather than a departmental, perspective, and provide feedback, which may result in further revision of the proposals;

What Happens at UTSC

The Curriculum Cycle and Calendar Production

Why do we have a formal curriculum cycle?

What Happens at UTSC

The Curriculum Cycle and Calendar Production

A formal curriculum cycle serves two important functions:

- It encourages academic units to view their curriculum from a holistic perspective; and
- It facilitates the production of one of the most important tools utilized by students - the academic Calendar.

What Happens at UTSC

The Curriculum Cycle and Calendar Production

Our curriculum cycles feed into the production of two different academic Calendars:

- The School of Graduate Studies academic Calendar - the management and production of which is the responsibility of Provost's Office; and
- The UTSC undergraduate academic Calendar - the management and production of which is the responsibility of the Dean's Office.

What Happens at UTSC

The Curriculum Cycle and Calendar Production

The deadlines associated with each curriculum cycle are driven by the publication date of the Calendar they feed into:

- The SGS Calendar is published once each year in June;
- The UTSC Calendar is published once each year in mid-March.

What Happens at UTSC

The Curriculum Cycle and Calendar Production

Why we publish in mid March

- The academic year at UTSC begins with the Summer session which starts in May;
- Academic regulations state that students must complete the program requirements that are in place as of April 1st of the year in which they select their Subject POSt(s); and
- AA&CC holds "Choose Your Program" sessions for students in early March each year, and students begin choosing their programs in early April.

What Happens at UTSC

The Curriculum Cycle and Calendar Production

The Calendar establishes a contract with students, so we don't normally make changes to it, once it's been published; however, there are exceptions, including:

- Changes to improve clarity in areas where there has been demonstrated student confusion;
- Changes to correct errors or omissions, including in descriptions of courses and programs; these are commonly changes to the Calendar that were submitted and taken through governance at some point in the past, but were not properly implemented in the Calendar; and
- Changes to update faculty lists and identification of program supervisors.

What Happens at UTSC

The Curriculum Cycle and Calendar Production

We also make **out-of-cycle** changes to the Calendar.

Academic units will submit proposals for out-of-cycle changes to the Dean's Office for two primary reasons:

- They have just discovered a problem with a program or course that must be resolved immediately; or
- They are introducing a new course that they want to offer in the current academic year:

What Happens at UTSC

The Curriculum Cycle and Calendar Production

Dean's Office will only accept minor modifications to existing programs or courses out-of-cycle when they are urgent, for example:

- Program requirements that make it impossible for students to complete the program;
- Course requisites that act as an obstacle to students wanting or needing to take them.

What Happens at UTSC

The Curriculum Cycle and Calendar Production

The Dean's Office is more flexible about accepting new course proposals out-of-cycle, but:

- Academic will be asked to wait for the next curriculum cycle to submit any new courses that will not be offered until the following academic year or later;
- Academic units will not be permitted to add any new courses to their programs out-of-cycle; and
- Academic units are wholly responsible for making students aware of the new course.

What Happens at UTSC

The Curriculum Cycle and Calendar Production

Here are the numbers of new courses that have been introduced out-of-cycle in the past 5 years:

- 2011-12 - 1
- 2012-13 - 4
- 2013-14 - 5
- 2014-15 - 25
- 2015-16 - 9

The Future of Academic Change and Calendar Production

Entering the era of the Rolling Stones:

You Can't Always Get What You Want

The Future of Academic Change and Calendar Production

A new Calendar production tool:

- The new tool will be used broadly across the university;
- It will ensure more consistency in terms of Calendar presentation;
- It will allow for a limited amount of tailoring by each faculty and division; and
- It will be used to update non-curricular sections of the Calendar only.

The Future of Academic Change and Calendar Production

A new Curriculum Management (CM) system:

- CM is an application that will manage the inventory of courses and programs at UofT;
- The inventory includes course and program information like title, description and requirements;
- It will be the primary source of data for other systems and processes, including the divisional Calendars, ROSI, and Degree Explorer;
- CM includes workflow tools, which can be used to manage and track curriculum change proposals from the draft stage to final approval.

The End

Questions?