

UNIVERSITY OF TORONTO

THE GOVERNING COUNCIL

REPORT NUMBER 99 OF THE ACADEMIC BOARD

March 9th, 2000

To the Governing Council,
University of Toronto.

Your Board reports that it held a meeting on Thursday, March 9th, 2000 at 4:10 p.m. in the Council Chamber, Simcoe Hall. An attendance list is attached to this report. In this report, items 4, 6, 9, 10, 11, 12 and 13 are presented for Governing Council approval, items 5, 7, 8 and 14 require Executive Committee confirmation and the remaining items are reported for information.

Time of Adjournment

It was duly moved and seconded,

That the meeting adjourn no later than 6:30 p.m.

The motion was carried.

1. Report of the Previous Meeting

A member noted that at the December meeting, the Chairman had incorrectly said that he must provide written notice of the matters he wished to raise under Other Business. The Chairman had corrected this at the next meeting in January but this exchange had not appeared in the Report of the meeting. The Chairman undertook to make an appropriate amendment.

The report of the previous meeting, dated January 13th, 2000, was approved.

2. Business Arising from the Report of the Previous Meeting

Item 2: Business Arising

A member asked about progress on the Dr. Chun case and the President indicated he would speak to this matter under the Provost's report.

3. **Report Number 84 of the Agenda Committee**

The report was presented for information.

4. **School of Graduate Studies and the Advanced Design Manufacturing Institute: Proposal for a New Joint Master of Engineering Degree Program in Design and Manufacturing (MEngDM)**

arising from Report Number 76 of the Committee on Academic Policy and Programs and Report Number 58 of the Planning and Budget Committee

Professor Rolph reported that this innovative new program was a collaborative one between four universities – McMaster, Waterloo, Toronto and Western Ontario. Students would register in and graduate from the University of their choice. The program would be presented in modular format, with the business schools at three of the universities providing their expertise in an integrated program of engineering and management education. The program would be administrated by the Advanced Design and Manufacturing Institute, a body created specifically for this program.

Professor Mock noted that the proposed program was self-funded, meaning that there were no resource implications.

Dean Charles and Dean Marrus thanked Professor Ronald Venter for his outstanding efforts in bringing this program to fruition.

On a motion duly moved and seconded,

YOUR BOARD RECOMMENDS

THAT the proposal for the establishment of a Joint Master of Engineering Degree Program in Design and Manufacturing (MEngDM), effective July 1, 2000, as described in the submission from the School of Graduate Studies, dated September 1, 1999, a copy of which is attached hereto as Appendix “A”, be approved.

5. **Faculty of Applied Science and Engineering, the Rotman School of Management and the School of Graduate Studies: The Jeffrey Skoll BAsc/MBA Program**

arising from Report Number 78 of the Committee on Academic Policy and Programs and the March 7th meeting of the Planning and Budget Committee

Professor Rolph noted that this new combined program covered the requirements for both degrees and complemented them with 12-month Management Experience Year. The latter provided the students with work experience, a requirement for all entering MBA students. The planned enrolment for the program was 25 student engineers in the MBA program beginning in September 2001, with a further 25 the next year, for a steady state enrolment of 50.

5. **Faculty of Applied Science and Engineering, the Rotman School of Management and the School of Graduate Studies: The Jeffrey Skoll BAsc/MBA Program** (cont'd)

Professor Mock explained that the Planning and Budget Committee reviewed the resource aspects of new programs. This review was unique because the Committee did not yet know the resource implications of the program. The Rotman School of Management had a relatively new dean. It was in a state of transition, and it did not yet have an approved academic plan. There would clearly be need for resources: the program was predicated on adding an additional section to the MBA program. However, the Rotman School and the Faculty of Applied Science and Engineering would like to select students for this program beginning this June. The Provost has agreed in principle with the introduction of the program and with the extra MBA section. Later in the spring, he would address the resource requirements in his response to the Faculty's academic and budget plan. Should this Board or the Governing Council not endorse a future allocation to support the Program, then students enrolled for 2000-01 would be accommodated within the existing MBA sections. On this understanding, the Planning and Budget Committee had agreed that the proposal could appropriately go forward at this time.

In answer to questions, Dean Charles and Professor Sedra noted that there were a number of similar programs combining two degrees, including the LLB/MBA program. The graduates of this program would receive two degrees. It was a blended program where the students did the two degrees in parallel rather than one degree after another. Professor Tuohy said that courses in one program could be used as electives in the other. Neither was this the first program to be named. There was the Lassonde Program in Mineral Engineering. The name of the program would not appear on the degrees. The transcript would indicate that the student had completed the Jeffrey Skoll program.

On a motion duly moved and seconded,

YOUR BOARD APPROVED

THAT the proposal for a new combined Jeffrey Skoll BAsc/MBA program, as described in the submission from the School of Graduate Studies, dated January, 2000, be approved, effective July 1, 2000.

6. **Faculty of Arts and Science: 2000-2001 Calendar Changes – 15-Credit BA/BSc Degrees: Discontinuation**

arising from Report Number 78 of the Committee on Academic Policy and Programs and the March 7th meeting of the Planning and Budget Committee

Professor Mock reported that the Planning and Budget Committee endorsed the recommendation of the Faculty of Arts and Science that the 15-credit BA and BSc degrees be discontinued. With the agreement of the Provost and the Principal of the University of Toronto at Mississauga, the Committee made a small but significant amendment to the Faculty's recommendation, as it concerned implementation. The elimination of the 15-credit degrees would become effective on the St. George Campus for students first registering in the Faculty

in the academic year 2001-02. On the Mississauga Campus, the effective date would be determined by agreement of the Provost and the Principal.

Professor Mock noted that the fundamental basis for the proposal to discontinue the 15-credit degrees was academic, and Professor Gallop would present the Committee on Academic Policy and Programs discussion of the matter. His Committee, the Planning and Budget Committee, had considered the overall planning and resource implications. The Committee anticipated that there would be no resource implications. This proposal would merely change the distribution of the same total enrolment. Because more students would stay here for fourth year, fewer students would be admitted to first year to maintain the same overall enrolment.

The Faculty planned to expand its enrolment on the St. George Campus - as would be seen under item 10 - if the University received the additional funding needed to do so. With additional funding, the University would not reduce its first-year Arts and Science intake on the St. George Campus. In the absence of such funding, there would be no overall expansion, and there would be a reduced intake.

Professor Mock said that this was a very important proposal. The Planning and Budget Committee discussed it at length. It heard of a number of concerns. But, the Committee was satisfied that the proposal was sound. The concerns fell largely into three categories. First, there were concerns about the effect of the proposed change on part-time students. The Provost and Dean Amrhein pointed out that the planned implementation of the proposal would be of real benefit to part-time students. With improved course offerings in year-round programming, part-time students would have better access to the courses required to complete the finest undergraduate program in the country - the four-year U of T degree. Needy part-time students would have access to the financial aid required to complete this longer - therefore costlier - program. Part-time and other students who wished to complete a three-year degree would still have the opportunity to do so in the Toronto area, with York and Ryerson planning to continue offering the degree. This differentiation of roles among Ontario universities was something that the University of Toronto had long advocated. Second, there were concerns about timing. Would it be appropriate to reduce first-year intake at the very time when province-wide demand for first-year places would increase owing to demographic growth and the double cohort bulge? With additional funding, there would be no reduction. Even in the absence of additional funding, the reduction at U of T would be small - only about 250 students per year. This compared with the Faculty of Arts and Science overshoot of its intake target by 300 students this year and 700 students last year. And again, other, smaller universities were eager to grow. Third, there were concerns about the risk of harm to the University's recruitment and retention of students. Currently, a significant number of students come to this University for a 15-credit degree. If they still wished to work for a 15-credit degree, would they go elsewhere? And, if students come to U of T for a 20-credit degree, and if they change their plans, would they transfer elsewhere? This was of particular concern to U of T at Mississauga, and it was the very reason for the amendment to enable later implementation on that campus.

The University of Toronto at Scarborough was a separate Arts and Science division, and it had not yet determined whether it wished to retain or discontinue the 15-credit degree.

6. Faculty of Arts and Science: 2000-2001 Calendar Changes – 15-Credit BA/BSc Degrees: Discontinuation (cont'd)

Professor Sedra made a firm commitment that no campus would be left out on a limb if this change were to put its enrolment at risk. Having examined the planning and resource implications of the proposal very carefully, the Planning and Budget Committee concluded that there would be no impediment to the proposal going forward for the academic reasons that Professor Gallop would outline.

Professor Gallop reported that the Committee on Academic Policy and Programs had had a very extensive and thoughtful discussion of this item and she referred members to the Committee's Report. The Committee had focussed on the academic reasons for recommending the discontinuation of the 15-credit degrees. Several members of AP&P who were members of the Faculty's Curriculum Renewal Committee had given detailed accounts of the Committee's proceedings. Representatives of APUS and ASSU, the Arts and Science Students Union, were members of the Committee and took part in the process. In brief, the Committee's position was that the Faculty's curricular vision encompassing disciplinary concentration, competencies and skill sets in contemporary literacies, could only be delivered within a 20-credit degree. This format would allow the Faculty to deliver all the components of the renewed curriculum for an undergraduate degree which would continue to be internationally recognized for its excellence.

The Chairman noted that several people had asked to address the Board and that he had granted permission for them to speak.

Ms Manon Le Paven, President of the Association of Part-time Undergraduate Students, asked members to vote against the motion. She believed that part-time students would be adversely affected by the elimination of the 15-credit degrees. She also suggested that students needing three years of University education before entering professional programs would also be affected. Single mothers, adult students and the disabled would be disadvantaged by the elimination of this degree. She said that the financial needs of these students would have to be reviewed if the 20-credit degree was the only choice. Ms Le Paven asked that the Board delay consideration of this item pending a survey of the part-time students on this matter.

Ms Gillian Morton, representing the Women's Centre, expressed her puzzlement at this recommendation in view of the fact that accessibility was a key University principle. A 20-credit degree would mean more time and money and thus more hardship and debt. Despite the financial aid program, students were using the food bank. The increased number of credits would adversely affect part-time students; they would be spending more for tuition, ancillary fees and living expenses. Students with low incomes, families and/or disabilities would be disadvantaged. Ultimately, bachelors degrees in Arts and Science would become less accessible and the student population would become less diverse. On the surface, this proposal might seem neutral but it had disproportionate effects on certain groups. She wondered why the equity officers were not speaking out against this proposal.

6. Faculty of Arts and Science: 2000-2001 Calendar Changes – 15-Credit BA/BSc Degrees: Discontinuation (cont'd)

A member of Governing Council noted that although he understood that a certain percentage of the students took three years of undergraduate work to enter professional faculties and that others continued on to fourth year to gain entrance into graduate studies, 40% of those who graduated with the 15-credit degree did not do either. He asked why the choice was being taken away.

Mr. Paul Tsang, President of the Graduate Students' Union, said that he had been trying to follow the arguments in this issue. He appreciated the fact that many students do enrol in a fourth year preparatory to entering graduate studies. He understood that the basis for the proposal was the elimination of grade 13 and he asked what accommodation, if any, was being planned to teach the new students what they had missed. Would Scarborough continue to offer a 15-credit degree? He applauded the University's efforts at increasing accessibility through such programs as the Transitional Year Program and the Pre-University Program. The elimination of the 15-credit degree, however, would reduce access.

Dean Amrhein explained that the Faculty of Arts and Science's Curriculum Renewal Committee was established in the context of planning outlined in *Raising Our Sights*. Its mandate was to determine what the Faculty should do to maintain and improve the undergraduate experience at the University. It was a lengthy process and the student governments had been consulted throughout the process. The recommendation concerning the elimination of the 15-credit degrees was supported with only one negative vote by the chairs and principals; further, the recommendation had been debated twice by the Faculty Council at which students, including graduate students, were present. The process was neither secretive nor short on debate. He noted that entrance to professional faculties required three years of University education not a degree. In answer to some of the concerns raised about part-time students, he said that part-time students were a heterogeneous group. He referred to the data provided in the Report of this discussion at the Committee on Academic Policy and Programs. He cited a sample in which over 80% of the part-time students completed the 15-credit degree in under 6 years. Some even finish in two years because of transfer credits. He assured the Board that those students currently in the 15-credit program would be able to finish their degrees on the St. George campus. Finally, the rationale for eliminating the 15-credit degrees was that a program intended to deliver a superior undergraduate experience that included the course time necessary to hone critical thinking, writing, computation and numerical skills could not be provided in less than 20 credits.

A member noted that originally he had been neutral about the recommendation but that now he was solidly in support of the motion. He saw great value for the students in the 20-credit degree program. However, he was concerned that there might not be a uniform academic program across the three-campus and for that reason was concerned about the amendment made at the Planning and Budget Committee meeting. Principal McNutt clarified the purpose of the amendment, noting that he supported phasing out the 15-credit program but that there were financial implications for his College that needed to be examined before the program was phased out. The purpose of the amendment was simply to give some flexibility to the timetable for

6. **Faculty of Arts and Science: 2000-2001 Calendar Changes – 15-Credit BA/BSc Degrees: Discontinuation** (cont'd)

phasing out the program. The matter was a financial issue rather than an academic one. Professor Sedra concurred with Principal McNutt's comments. It was an amendment that spoke to timing only; in fact, the program might be phased out at the same time as that on the St. George campus if the financial issue was resolved or there might be a delay.

A member said that he had understood and supported the elimination of the 15-credit degree program based on the loss of the fifth year of secondary school. He also understood that 15 credits were not enough to be considered as an entrance to graduate work. However, if there was a demand for the program, why could the University not offer it? Surely the Faculty could design a valuable undergraduate experience in a 15-credit format. He believed that with the government's shifting emphasis to the sciences it was important to maintain a number of educational options.

Dean Marrus commented on the problems of determining equivalencies in the process of evaluating applicants for graduate study. Graduate study could not be accessed by a 15-credit degree. The Faculty of Arts and Science had been assessing what constituted an excellent undergraduate education. The 15-credit degree was not a high quality program. The Faculty was making a choice to provide only an academically elite undergraduate degree. He suggested that some universities would elect to continue offering a 15-credit degree program and others would elect to discontinue the program. The 20-credit degree was an academically and intellectually elite degree. The sheer volume of science to be covered in a quality undergraduate degree could not be mastered in 15 credits. He agreed that the elimination of the 15-credit degree might have an adverse effect on some potential students. He believed that the 15-credit degree was a peculiarity in North America and that it would be increasingly so with the demise of grade 13 in Ontario.

Principal Hildyard supported the recommendation on academic grounds. A concern about the impact of this recommendation on both full-time and part-time students had resulted in the establishment of a task force to consider such issues as financial aid, ancillary fees and summer and evening programs. Quite a large number of full-time students currently take evening classes. The whole issue of day and evening scheduling would be reviewed. Another issue before the task force concerned the transfer of credits.

Dean Amrhein responded to comments on the notion that activity seemed to be concentrated on the sciences and away from the humanities and social sciences. The top priority at the moment was for construction of new space in the Centre for Information Technology. But the humanities and social sciences had not been abandoned. A number of departments have been moved to new and better space. Language departments were being clustered in the federated universities. In fact, he believed that a disproportionate effort had been spent on the humanities and social sciences. Although the number of faculty members was lower now than in 1990, the proportion in the various discipline groups was the same. With respect to the issue of a liberal arts education, he said that the object was to deliver a quality program. Students were not restricted to divisional areas and through the double major programs mixed such disciplines as

6. Faculty of Arts and Science: 2000-2001 Calendar Changes – 15-Credit BA/BSc Degrees: Discontinuation (cont'd)

Computer Science with French or Biology with Italian. This mix of disciplines was the strength of the undergraduate program and it could only be delivered through the 20-credit format. The Faculty had limited resources and could not continue to offer both 15-credit and 20-credit programs of high quality. The decision had been made to concentrate the available resources on a superior 20-credit program with an extensive choice of courses and specializations.

A member said that when this recommendation was first proposed he had supported it but the more he heard of the discussion the more perturbed he became. He noted that although the Planning and Budget Committee had approved this item, the Committee was split with the students opposed to the proposal. In other words, those whom this recommendation affected were opposed to it, and those who were not directly affected by the proposal supported it. He stated that at least a third of the students enrolled at Erindale, Scarborough, Woodsworth and St. George were enrolled in 15-credit degree programs with the largest percentage at Erindale. In the beginning, he had understood that the principle behind the recommendation was the elimination of grade 13 but the Faculty was not adding material to the degree programs to make up for the material supposedly missed in the shorter high school program. In his opinion, the reason now being presented for the change was that the universities should be homogenized and 15-credit degree programs should be eliminated. Eliminating this option would adversely affect those who were now least able to access higher education. He also noted that although the possible effects of approving and implementing this recommendation were not known, the Board was being asked to vote.

A member said that in the United States a student completed high school in four years and, by taking advanced placement courses which were counted for credit at university, could graduate from university in three years. The American liberal arts degree required a number of common courses to be taken from a choice that included reasoning, philosophy and basic science without a lab component. It was proposed that the 20-credit degree program was necessary to complete the breadth requirements. She suggested that the Faculty consider establishing core courses for competencies and introducing a senior year thesis which would be useful for those planning to continue with graduate studies. She noted, however, that there was a lot of overlap in certain discipline courses in the various years of a program that could be eliminated.

Principal Foley explained that Scarborough College was a separate faculty of arts and science and was not involved in the discussion that had led to the recommendation currently being considered. However, it was a significant matter and some discussion of the proposal had already occurred at a meeting of the academic committee. She did not expect that there would be any recommendation from the College regarding the 2001 intake. The College was currently undergoing a curriculum review in which it was proposed to greatly increase the number of co-op students in connection with the 20-credit degree programs. As the emphasis moved to more co-op students, it was expected that there would be fewer students pursuing the 15-credit degree by choice. The College was currently looking at the implications of changes to the curriculum.

6. **Faculty of Arts and Science: 2000-2001 Calendar Changes – 15-Credit BA/BSc Degrees: Discontinuation** (cont'd)

A member who had been part of the FAS Curriculum Review Committee explained that the terms of reference of the Committee had been simple, namely, to determine ways of enhancing the quality of the undergraduate programs. Members had been encouraged to think in large terms. He had found the whole process to be fascinating. The Committee had grappled with core issues such as how to enrich the curriculum. Language and writing requirements and science literacy, for instance, had all seemed independently meritorious. However, to build these requirements into the undergraduate degree might compromise the strength of the programs and mean a reduction in the number of courses required for the specialization or major. The problem became how to include the enrichment requirements while at the same time maintaining the discipline strength of the programs. The conclusion was that 20 credits were required and that all students should enjoy this enriched program. The Committee designed a program that could only be accomplished in 20 credits. Writing requirements, for example, would be spread over two years so that by fourth year every student would have a certain degree of competency in this area. At present, it was possible for a science student to graduate without having written a single paper. He believed that the vision was rational and would lead to an excellent undergraduate experience. The Chair of the Committee, also a member of the Board, endorsed the member's comments.

The President spoke in support of the motion and extended his congratulations to his colleagues in the Faculty of Arts and Science. A commitment to a liberal education had informed the discussions in the Faculty and the result would be programs that more fully realized this commitment. Every student would be exposed to certain core skills without weakening or undermining the exceptional strength of the discipline-based programs. Some points of detail need to be studied including financial aid and the possibility of moving to semesters.

A member noted that one department required more than 20 credits. Dean Amrhein said that this was not the practice and asked to be given the particulars of the program to which the member referred.

A member asked whether a higher grade point average (GPA) was required to graduate with 20 credits than with the 15-credit degree. Dean Amrhein said that this varied by department and sometimes within a department. Credentials for entry into, progress through and graduation from programs would be discussed by the task force chaired by Principal Hildyard. The required GPA was already high and would not be raised.

A member agreed that the move to the 20-credit degree was appropriate but he noted that it might be appropriate to recognize the completion of 15 credits with some sort of credential, not necessarily a degree.

6. **Faculty of Arts and Science: 2000-2001 Calendar Changes – 15-Credit BA/BSc Degrees: Discontinuation** (cont'd)

On a motion duly moved and seconded,

YOUR BOARD RECOMMENDS

THAT the proposal for the discontinuation of the 15-credit BA and BSc degrees, as described in the Faculty of Arts and Science submission, dated February 14, 2000, a copy of which is attached hereto as Appendix “B”, be approved, effective for students first registering in the Faculty of Arts and Science on the St. George Campus in the academic year 2001-2002 and at the University of Toronto at Mississauga at a time to be determined by the Vice-President and Provost and the Principal.

7. **Faculty of Arts and Science: 2000-2001 Calendar Changes – 3 minor Combination for Honours Degrees: Discontinuation**

arising from Report Number 78 of the Committee on Academic Policy

Professor Gallop explained that the choice of fulfilling an honours degree by the 3-minors combination had been introduced in the Faculty in 1992. It allowed a student to study three different disciplines but none very intensively. Few students choose this option and it was therefore recommended that it be discontinued. Other choices for fulfilling the requirements, such as a double major or a specialist with a minor, would continue to be available.

A member spoke in favour of the motion, noting that it was cumbersome to satisfy the requirements for a three-minor program and that it was important to have more focus in a program of study than was possible with three minors.

On a motion duly moved and seconded,

YOUR BOARD APPROVED

THAT the proposal for the discontinuation of the three-minor program combination for Honours Degree fulfillment, as described in the Faculty of Arts and Science submission for 2000-2001, dated February 14, 2000, be approved, effective for the academic year 2000-2001.

8. **Faculty of Arts and Science: 2000-2001 Calendar Changes – Woodsworth College – New Academic Bridging Program: Establishment**

arising from Report Number 78 of the Committee on Academic Policy and Programs and the March 7th meeting of the Planning and Budget Committee

Professor Gallop presented the proposal that the new Academic Bridging Program replace the current Pre-University Program. The latter program was used by students who had been out of the educational system for some time and who now wished to pursue a university

8. **Faculty of Arts and Science: 2000-2001 Calendar Changes – Woodsworth College – New Academic Bridging Program: Establishment** (cont'd)

education. The new program would give credit for the bridging courses successfully completed and allowed the College to provide better support including financial aid to the students.

Professor Mock reported that the Planning and Budget Committee was assured that the proposal involved no additional cost to the operating budget.

On a motion duly moved and seconded,

YOUR BOARD APPROVED

THAT the proposal for a new Academic Bridging Program at Woodsworth College, as described in the Faculty of Arts and Science submission for 2000-2001, dated February 14, 2000, be approved, effective for the academic year 2000-2001.

9. **Academic Units: Disestablishment in the School of Graduate Studies and Re-establishment in the Faculty of Arts and Science**
arising from Report Number 58 of the Planning and Budget Committee

Professor Mock explained that this was a proposal, initiated by two outstanding interdisciplinary centres, simply to move their organizational location from the School of Graduate Studies to the Faculty of Arts and Science. The proposal was supported by both Deans. The School of Graduate Studies saw its role primarily as nurturing new interdisciplinary centres, and these centres were now very well established. Most of the faculty associated with the centres were members of Arts and Science departments, and the Centres had concluded that they would be better able to build on interdisciplinary synergies within the Arts and Science organization. There were no budget implications; the Centres' budgets would simply move with them. There would be no implications for the Centres' graduate students, whose registration and status would remain unchanged. They would, in all likelihood, benefit from the new arrangements by securing greater opportunities for positions as teaching assistants.

A member asked why the two units were centres and not departments. Dean Amrhein responded that departments usually provided undergraduate and graduate programs and research activities. These centres had no undergraduate programs.

9. **Academic Units: Disestablishment in the School of Graduate Studies and Re-establishment in the Faculty of Arts and Science** (cont'd)

On a motion duly moved and seconded,

YOUR BOARD RECOMMENDS

THAT the Centre for Comparative Literature be disestablished as an academic unit in the School of Graduate Studies and reestablished as the Centre for Comparative Literature in the Faculty of Arts and Science, effective May 1, 2000.

THAT the Centre for Medieval Studies be disestablished as an academic unit in the School of Graduate Studies and reestablished as the Centre for Medieval Studies in the Faculty of Arts and Science, effective May 1, 2000.

Documentation is attached hereto as Appendix “C”.

10. **A Framework for Enrolment Expansion at the University of Toronto**
arising from the March 7th meeting of the Planning and Budget Committee

In his introductory remarks, the President noted that from demographics it was known that there would soon be a significant growth in demand for places in universities and colleges. He believed that it was important to plan for future enrolment growth in a coherent manner, looking at the size and shape of the University, campus by campus. The document provided a framework for considering plans for growth and in no way obviated the need for the usual governance approvals concerning budget, enrolment and curriculum changes. It provided an opportunity to act proactively and shape policy. Enrolment growth was identified in *Raising Our Sights* and was the subject of a discussion paper. The *Framework* document had been considered by various groups of the University's academic administrators and by the Planning and Budget Committee.

The President gave a presentation of the highlights of the *Framework* document. A paper copy of the presentation is attached hereto as Appendix “D”. Briefly, enrolment expansion would only occur if it advanced the University's mission and if it was supported by the necessary operating, capital and student funding. Both the University of Toronto at Scarborough (UTS) and the University of Toronto at Mississauga (UTM) would expand from 50 to 100% while the St. George campus would expand on the order of 11 to 14%. In aggregate, the University would expand on the order of 8,000 to 14,000 full-time equivalents (FTE), less than its proportionate share of projected increase for all Ontario universities. Implementation of enrolment growth plans would be achieved without lowering entering grades.

Professor Mock reported that the Planning and Budget Committee had had a thorough discussion of the proposed *Framework* document, addressing questions about the resource implications of co-operative programs and three-semester operation. It also dealt with

10. A Framework for Enrolment Expansion at the University of Toronto (cont'd)

questions about the manner of participation in graduate instruction by the increased faculty complement at the Mississauga and Scarborough campuses.

It was duly moved and seconded,
THAT A *Framework for Enrolment Expansion at the University of Toronto*, dated March 2000, a copy of which is attached hereto as Appendix “E”, be endorsed.

A member noted that a determination of the level of entering grades was usually made after the students were admitted. If demand was increased, he did not believe it would be hard to maintain or even increase the level of entering grades. However, with the new curriculum in the high schools, there would be an element of uncertainty in both the preparation and grading of the students. The President said that the level of entering grades was a proxy for academic quality. In previous growth periods, enrolment had grown faster than the quality of the pool of applicants. It had taken the University considerable time to return the entering average to its previous level. He did not believe that it would be difficult to meet the enrolment growth targets but it must be explicit that targets not be met by lowering entering grades. The University had some capacity to calibrate entering grades and had been able to predict well in the past.

A member referred to point 9 and the emphasis of expansion at UTS in first-entry co-op programs and asked about the timing and feasibility of such a plan. The President said that the timing would emerge when detailed plans had been drafted. Co-op programs were more expensive to administer but less expensive for students since there was a built-in opportunity to earn money during the work periods. Any plans prepared by UTS would be expected to deal with the points raised in the *Framework* document and the University would work with the government to provide adequate funding for the expansion of co-op programs.

A member explained that co-op programs should be based on excellence as perceived by the firms that employ the students. The co-op programs at UTS were academically rigorous and the drop out rate was over 50%. Co-op programs were also expensive to administer. He said that while it might be relatively easy to find the first group of firms with which to establish placements, it became progressively harder to find more businesses in which to place the students. Finally, he noted that co-op programs required a three-semester system. In summary, he supported the enrolment expansion framework but he believed it would be difficult to implement significantly expanded co-op programs.

In response to a question about possible changes in governance structures, Professor Tuohy noted that the existing relationships between the Faculty of Arts and Science and the suburban campuses was appropriate to their current size and array of programs. With significant changes to enrolment and programs, it would be necessary to fundamentally rethink administration and governance on the suburban campuses. Academic administration, governance reporting relationships and student services delivery, for example, would all need

10. A Framework for Enrolment Expansion at the University of Toronto (cont'd)

to be evaluated. The review of governance structures would be part of the process of producing an enrolment plan.

A member supported the motion but he had several concerns particularly regarding summer teaching and year-round operations. He said that the financial support guarantee was not working well now and he wondered what would happen with increased demands on it. The guarantee did not translate into no debt and this would affect access to a university education for many students. He had in the past suggested international studies on the issue of access but these had not been provided. He referred to point 8 in the document which stated that the phasing out of the 15-credit degree program would contribute 2,650 FTEs to the enrolment expansion. He did not believe that the government would fund this expansion, resulting as it did from the phasing out of a program. He was pleased to see the proposal for enhanced student activity space and the need for appropriate capital funding.

A member referred to point 11 in the document which stated that the number of graduate students resident on each of the suburban campuses would double. There were currently 150 graduate students at UTM. Newly hired faculty would expect to have graduate students housed on campus. She understood that some students, particularly those who needed ready access to Robarts, might prefer to be resident on the St. George campus. She hoped the numbers would at least double and that there would be flexibility to allow for more growth if possible. Professor Sedra stated that the number 150 was an estimate not a cap. In certain areas such as the sciences, there was already an excellent presence of graduate students. In other areas, he believed it would be unlikely to achieve the same results. The point about flexibility was well taken. Dean Marrus agreed with the need for flexibility. As UTM and UTS diversify, various disciplines would have different relationships with the St. George campus. All growth should be done to maintain or improve quality.

A member asked that the motion be referred back. He reported that the Executive Committee of UTFA had earlier in the day passed the following motion:

With respect to A Framework for Enrolment Expansion at the University of Toronto, we believe that there are serious implications with regard to academic freedom and conditions of employment directly governed by the Memorandum of Agreement with the Faculty Association and request that no decision on the Framework be taken until these issues have been fully canvassed with the Faculty Association.

The member suggested that moving to a three semester continuous year, from a two semester year would have implications for Article 8 of the Memorandum of Agreement with respect to workload, working conditions and overload stipends. He said that the motion should be referred back pending resolution of any conflicts.

10. A Framework for Enrolment Expansion at the University of Toronto (cont'd)

It was duly moved and seconded,

THAT the motion be referred back to the Planning and Budget Committee.

The President said that this was the first communication of which he was aware from UTFa on this matter. He stated that there was no intention to be inconsistent with the provisions of the Memorandum of Agreement. Nothing in the *Framework* document was meant to override any existing policies. He undertook to meet with UTFa before the Governing Council meeting in April to discuss the issues. Article 8 was explicitly negotiated with UTFa and guided conduct of the University in these matters. He believed there was no need not to proceed at this time and he would report to Governing Council. He did not anticipate any problems and asked the Board to accept his undertaking rather than refer the matter back.

A member speculated on the possible conflicts. He noted that at the current time there were between 13,000 and 15,000 summer students. There was an elaborate array of ways of staffing the courses they took. The only change anticipated with the summer program was the recognition of a need to properly plan for the session. There had been no opposition within the Faculty to plans to stabilize the summer program.

A vote was taken on the motion to refer back.
The motion was defeated.

The member who had called for the referral asked that the President report to the Board on his discussions with UTFa. The President agreed. He noted that the *Framework* document would be printed in the *Bulletin* on Monday March 13th. He said that there was an amendment proposed to point 16.f that spoke to the member's concern. The new wording read: provide increased flexibility for faculty in sequencing of teaching and research terms, as consistent with the provisions of the Memorandum of Agreement regarding summer teaching. Professor Tuohy noted two other editorial changes to the document: in point 10, the correct name of the UTM/Sheridan program was Communication, Culture and Information Technology; and in point 12.b., PT and OT had been replaced by Physical Therapy and Occupational Therapy.

The vote on the main motion was taken.

The motion was carried.

11. Capital Plan: Update, 1997-2002

arising from Report Number 58 of the Planning and Budget Committee

Professor Mock commented that after many years, both the Federal and Provincial Governments had awoken to the importance of University teaching and especially research. An array of programs, with an alphabet soup of titles, had been put into place to assist in building new facilities: ATOP, CFI, ORCDF, and OIT to say nothing of the SuperBuild Fund. The happy outcome has been the opportunity, and need, to update the University's capital plan. The recent SuperBuild announcement would ensure that a number of the priority projects on the proposed plan could go forward:

- the Centre for Information Technology on St. George Street,
- Phase I of the Health Sciences Complex on Taddle Creek Road (to accommodate the Centre for Cellular and Molecular Research and a double-size Faculty of Pharmacy),
- the proposed School of Communication, Culture and Information Technology on the Mississauga Campus, and
- the Academic Resource Centre at Scarborough.

Other projects on the list, which were not yet funded, included:

- the second phase of the Health Sciences Complex, involving accommodation for expanded programs in Physical and Occupational Therapy at the corner of University Avenue and College Street, and renovation of the current Faculty of Nursing building,
- the nearly complete Munk Centre for International Studies (where we had hoped for matching funding),
- a classroom complex for the St. George Campus, and
- a Psychology Teaching and Research Centre.

Other projects on the plan did not qualify for government funding:

- the replacement of Varsity Stadium and renovation of the arena in a complex that would include a significant component of student residences,
- other student residence projects on all three campuses, and
- the St. George Campus open space plan.

A member asked about the proposed tenants in the Health Sciences Complex Phase II. Professor McCammond noted that in the early stages of planning, the intent was that Occupational Therapy, Physical Therapy and Nursing would be housed there but further discussions and consultations would need to take place to determine the exact tenants.

A member expressed concern over the proposed use of the current Pharmacy building. He was not sure that the new facilities would be large enough to house all the research activity currently located in the Russell Street building. He recalled that a \$4 million renovation had been completed to update the those facilities. He suggested that it might be premature to assign the building to new tenants without first being certain that the new facilities would be able to house all of the Faculty of Pharmacy's research activity. Professor Sedra said that the entire activities of the Faculty of Pharmacy would be accommodated in Phase I of the Health Sciences Complex. He was not aware of any desire of the Faculty to remain in the current building and

11. Capital Plan: Update, 1997-2002

the building would be put to a different use. All reasonable needs for the Faculty would be accommodated in the new building.

On a motion duly moved and seconded,

YOUR BOARD RECOMMENDS

THAT the updated Capital Plan for 1997-2002, as described in Professor McCammond's schedule and memorandum, dated January 24, 2000, a copy of which is attached hereto as Appendix "F", be approved.

12. Capital Project: King's College Road/Circle Precinct: Users' Committee Report

arising from March 7th meeting of the Planning and Budget Committee

Professor Mock recalled that in May of 1999, the Governing Council had given unanimous approval to the approach to developing an Open Space Plan provided in a document entitled *Investing in the Landscape*. Today, the Planning and Budget Committee was recommending approval of the first steps to implement that Open Space Plan. Specifically the Committee recommended, first, approval of the Users' Committee report for the first project, centering on King's College Circle, King's College Road, Convocation Hall Plaza, Galbraith Road, and Simcoe Walk. Second, it recommended an allocation of \$200,000 from the University Infrastructure Investment Fund (UIIF) for the development of designs and working drawings for all of this first project. Finally, it was recommending the allocation of \$2.5-million from the UIIF for the actual construction of the King's College Road / Convocation-Hall Plaza / Simcoe Walk part of the project. This allocation would depend on the receipt of \$1.5-million of outside funding. He noted that the motion had been changed to replace the reference to "private funding" with "outside funding." Some members of the Committee had had trouble with the third part of the motion. There were many pressing needs for capital funding - be they for renovated laboratories or building accessibility. Therefore, there was real concern about the appropriation of \$2.5-million for landscape. However, the Committee was convinced by the eloquence of Dean Amrhein's description of the transformation of campus life brought about by the marvelously successful St. George Street project. The Committee agreed, without any contrary vote and just one abstention, to recommend approval of this proposal.

A member said that he would support the recommendation but he noted that this was not the first part of the open space plan to be considered. He noted that part of the plan had already been destroyed by the possibility of building a University College residence on the back campus site.

A member asked where underground parking would be built. Miss Oliver said that various options were being considered including a garage under the front or back campus.

12. Capital Project: King's College Road/Circle Precinct: Users' Committee Report (cont'd)

Parking might also be included in the Varsity Stadium project which would be 15 minutes away.

A member asked how deliveries would be made to the buildings that would be affected by the plan. Professor Mock said that this question would be considered as part of the comprehensive precinct plan which was phase I of the project.

A member supported the motions. He was concerned that a number of projects were priority issues for the University but they should not be pitted against each other to be funded. He believed that accessibility to classrooms was just such a priority and he, therefore, gave the following notice of motion: THAT \$4,647,973 be immediately allocated to ensure accessibility to currently inaccessible University facilities.

A member remarked that landscaping was not an add-on activity. With enrolment increasing, the environment would be a very important factor. Green elements were fundamental to clean air. It should not be a question of accessibility versus landscaping. Both were important.

On a motion duly moved and seconded,

YOUR BOARD RECOMMENDS

THAT the Report of the King's College Circle Precinct Users' Committee, a copy of which is attached hereto as Appendix "G", be approved in principle;

THAT \$200,000 immediately be allocated from the University Infrastructure Investment Fund for Phase 1 of the project;

THAT \$2,500,000 be allocated from the UIIF for Phase 2 when outside funding of \$1,500,000 is obtained

During discussion of this item, the adjournment time was reached. By means of a motion the meeting was extended 15 minutes.

13. Academic Priorities Fund: Allocation - Joseph L. Rotman School of Management

arising from March 7th meeting of the Planning and Budget Committee

Professor Mock noted that this item came forward simply because the Rotman School of Management had a new dean and did not yet have an approved academic plan. In the absence of a plan, it would be contrary to the planning and budget process for the Provost to do what he would do if a plan was in place - that is, recommend additional on-going base funding through the Academic Priorities Fund. Therefore, the Board was being asked to

13. Academic Priorities Fund: Allocation - Joseph L. Rotman School of Management (cont'd)

approve one-time-only funding for quality enhancements in the Rotman School. One member of the Planning and Budget Committee was concerned about spending for things like audio-visual upgrades to an already well equipped building. But, this was funding that came from the increased tuition fees being paid by the MBA students in the Rotman School. This was funding, that according to the University's practices, must support the students who provided it. There was also a recommendation for one-time-only bridge funding that recognized the reality that it was very expensive to recruit faculty in Management - like faculty in Computer Engineering, Medicine, and Law.

A member expressed concern that he had had only two days to consider this item. He found it disconcerting that one of the newer and best equipped buildings needed to be updated. Another member agreed, noting that the building in which he was located, was in need of upgrading for the first time. Professor Sedra noted that that funding being recommended was not for upgrading the building but rather for a whole range of items related to quality enhancement of the MBA and PhD programs. He agreed that the building to which the member referred was in need of upgrading.

On a motion duly moved and seconded,

YOUR BOARD RECOMMENDS

THAT the following allocations be made from the Academic Priorities Fund to the Rotman School of Management:

- \$767,410 OTO in support of program quality enhancements
- \$413,563 OTO in support of new academic appointments

Documentation for this item was attached hereto as Appendix "H".

14. Faculty of Dentistry: Constitution - Amendments

On a motion duly moved and seconded,

YOUR BOARD APPROVED

THAT the constitution of the Faculty of Dentistry as amended be approved.

15. Items for Information

- (a) Report of the Vice-President and Provost

With respect to Dr. Chun's case, the President recalled that the Ontario Human Rights Commission's investigator's report recommended that the case be referred to a Board for a hearing. The University's position was that there were significant errors of fact and law in the

15. Items for Information (cont'd)(a) Report of the Vice-President and Provost (cont'd)

report and that the University would present its response to the Commission by March 20th. If there was a decision to hold a hearing, it would take place using trial-like procedures. There could also be a decision not to go to a hearing. The President noted that Dr. Chun also had a civil suit outstanding.

A member was perturbed by the investigator's report and by the University's response to it. In his opinion, the Yip report was problematic. The President responded that Professor Yip was aware of and had taken into account all of the facts and legal precedents and he had thoroughly and appropriately disposed of the matter. The President did not maintain that there was nothing new in the investigator's report; rather he took the view that it contained erroneous statements of fact and law, that it was not persuasive and that it offered no basis for the appointment of a Board of Inquiry.

Appointments and Status Changes

The report was presented for information. A member drew attention to two outstanding appointments that had been made in the Department of Chemistry. Both were causes for celebration. Professor Abbatt, an internationally recognized environmental chemist, was moving from the University of Chicago and reversing the brain drain. Professor Chin, a highly regarded and creative bio-organic chemist, was moving from McGill. His family was active in the Korean-Canadian community, his father having been a former ambassador from Korea to Canada.

(b) Items for Information in Reports Number 77 and 78 of the Committee on Academic Policy and Programs

There were no comments or questions on these reports.

(c) Items for Information in Report Number 58 of the Planning and Budget Committee

There were no comments or questions on this report.

16. Date of Next Meeting

The Chair noted that the next regular meeting of the Board would be held on April 13th, 2000.

17. Other Business

A member referred to the Dr. Chun matter. He was concerned that the lateness of the hour meant this matter was not taken seriously. The President assured the member that the matter was taken seriously, and that he had attended a number of meetings lately to discuss the matter. It was, however, the University's position that the investigator's report was not persuasive.

The Board moved into closed session.

18. Academic Administrative Appointments

The following academic administrative appointments were approved:

Faculty of Arts and Science*Department of Slavic Languages and Literatures*

Professor Christopher Barnes	Chair from July 1, 2000 to June 30, 2003
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School of Graduate Studies*Institute for Human Development, Life Course and Aging*

Professor Blair Wheaton	Acting Director from July 1, 2000 to June 30, 2001
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Centre for Industrial Relations

Professor Anil Verma	Acting Director from July 1, 2000 to June 30, 2001
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OISE/UT

Professor David Selby	Acting Associate Dean, Research from February 1, 2000 to July 31, 2000
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The meeting adjourned at 6:50 p.m.

Secretary
March 16th, 2000

Chair