

UNIVERSITY OF TORONTO

THE UNIVERSITY OF TORONTO SCARBOROUGH CAMPUS COUNCIL

REPORT NUMBER 29 OF THE ACADEMIC AFFAIRS COMMITTEE

February 13, 2018

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

Your Committee reports that it met on Tuesday, February 13, 2018 at 4:10 p.m. in the Council Chamber, Arts and Administration Building, with the following members present:

Present:

Elaine Khoo, Chair
Conor Anderson, Vice-Chair
Bruce Kidd, Vice-President and
Principal, UTSC
Marc Cadotte, Acting Vice-
Principal, Research
William Gough, Vice-Principal,
Academic and Dean
Nada Barrie
Shelley A. Brunt
Dean Carcone
Curtis Cole
Colleen Gillon
Vassos Hadzilacos
Alen Hadzovic *
Clare Hasenkampf
Mariam Issa
Marilyn Kwan
Lydia V.E. Lampers-Wallner
Katherine R. Larson
Karen Lyda McCrindle
Mari Motrich
Rania Salem
Mahinda Samarakoon
Mark A. Schmuckler
Mary T. Silcox
Michael Souza*

Lynn Tucker

Jessica Wilson*

Non-Voting Assessors:

Annette Knott
Varsha Patel

Secretariat:

Amorell Saunders N'Daw
Rena Prashad

Absent:

Syed W. Ahmed
George B. Arhonditsis
Corinne Beauquis
Li Chen
George S. Cree
Tarun Dewan
Neal Dolan
George Fadel
Mark Hunter
Alexander Irving
Whitney Kemble
Themabela Kepe
Margaret Kohn
Michael J. Lambek
Andrew C. Mason

Jennifer McKelvie
 William M. Nelson
 Sonja Nikkila
 Victoria Owen
 Larry A. Sawchuk
 Sonia Sedivy

Zohreh Shahbazi
 Ahmad Shanqiti
 Daniel Silver
 Jennifer Xue
 David Zweig

* Telephone Participants

In attendance:

Aarthi Ashok, Associate Professor, Teaching Stream, Department of Biological Sciences
 Joshua Brandt, Assistant Professor, Department of Philosophy
 Hugh Laurence, Associate Professor, Teaching Stream, Department of Management
 Carl Mitchell, Associate Professor & Associate Graduate Chair, Department of Physical and Environmental Sciences

1. Chair's Remarks

The Chair welcomed members and guests to the meeting.

2. Revised *Guidelines for the Assessment of the Effectiveness of Teaching*

Clare Hasenkampf, Associate Dean, Teaching and Learning, presented¹ the revised *Guidelines for the Assessment of the Effectiveness of Teaching*. The revised *Guidelines* were part of a University-wide initiative to bring divisional teaching evaluation guidelines into alignment with recent changes to the *Policy and Procedures on Academic Appointments* [PPAA] and the approval of the new *Policy and Procedures Governing Promotion in the Teaching Stream* [PPPTS], which included a number of changes including the introduction of professorial ranks and titles for faculty in the teaching stream. Expanding on the existing 2012 *Guidelines*, the revisions suggest common standards and expectations for teaching, how teaching effectiveness should be evaluated, and what documentation should be collected to support that assessment. Professor Hasenkampf explained that the *Guidelines* were designed to make the materials, criteria, and process clear for academic administrators running reviews, candidates preparing for reviews, and evaluators considering material provided as part of a review. She also emphasised that the revisions to the *Guidelines* separated teaching effectiveness into two sections-- one for faculty in the Tenure Stream and one for faculty in the Teaching Stream to demonstrate a clear and accurate reference to the *Policy* related to teaching assessment in each stream. To conclude, she emphasised that the revisions to the *Guidelines* was a highly consultative process, which began in March 2017 and included the Vice-Provost, Faculty and Academic Life, Chairs and Directors and all faculty.

¹ Presentation- Revised Guidelines for the Assessment of the Effectiveness of Teaching

REPORT NUMBER 29 OF THE UTSC ACADEMIC AFFAIRS COMMITTEE—February 13, 2018

A member asked what the difference was between an Assistant Professor and an Associate Professor. Professor Hasenkampf explained that Assistant Professors were faculty who received annual contracts, and that Associate Professors were continuing faculty.

In response to a question regarding the difference between tenure and teaching stream faculty, Professor Hasenkampf explained that a tenure stream faculty appointment included 40 percent research, 40 percent teaching, and 20 percent service to the University. A teaching stream faculty appointment included 80 teaching and 20 percent service to the University.

A member asked whether a Full Professor, Teaching Stream, could be evaluated periodically to ensure teaching excellence was maintained. William Gough, Vice-Principal, Academic and Dean, remarked that there were opportunities for annual evaluations. In addition, professional development opportunities (i.e. conferences, workshops) could assist in maintaining and enhancing teaching excellence.

A member commented on the inclusion of student evaluations in promotion dossiers, which could hold bias towards a particular faculty member. Professor Hasenkampf explained that student evaluations were included as one type of documentation to support teaching effectiveness. She emphasized that review committees looked for a convergence in supporting documentation to arrive at a promotion decision.

A member asked how a faculty member being considered for promotion to Full Professor, Teaching Stream, would obtain comments on their teaching effectiveness from no fewer than 200 present and former students. Professor Hasenkampf explained that review committees often received assistance from the Registrar's Office.

On motion duly made, seconded, and carried,

YOUR COMMITTEE RECOMMENDS,

THAT the revised UTSC Guidelines for the Assessment of Effectiveness of Teaching, described in the proposal dated February 13, 2018, recommended by the Vice-Principal Academic and Dean, Professor William Gough, be approved.

3. Minor Undergraduate Curricular Modifications

Mark Schmuckler, Vice-Dean, Undergraduate, reported that the Department of Biology, Management and Philosophy were proposing new courses and minor program modifications for approval. More specifically, the Department of Biology was proposing 5 new courses and 8 minor program modifications. Professor Schmuckler discussed the minor program modification to revise the enrolment requirements to the Major Program in Biology on the basis of academic performance rather than a fixed cumulative grade point average (CGPA). The revision would result in fluctuating cut-off averages and the ability to compete for enrolment into the program. To conclude, he reported that new courses were being proposed by the Departments of Management (i.e. 2 new courses) and Philosophy (i.e. 6 new courses).

A member asked how the fluctuating cut-off average for the program would impact advice offered to students by Academic Advising and Career Centre (AA&CC). Aarthi Ashok, Associate Professor, Teaching Stream, Department of Biological Sciences, explained that the Department had been able to accommodate students seeking enrolment into the program. With the revised requirements in place the Department could work towards higher cut-off averages at which time the AA&CC would be informed.

In response to a question regarding the financial implications for new courses, Professor Schmuckler explained that the proposals for new courses had been approved by the Office of the Vice-Principal, Academic and Dean, which included any financial commitments.

On motion duly made, seconded, and carried,

YOUR COMMITTEE APPROVED,

THAT the minor modifications to undergraduate programs, submitted by UTSC undergraduate academic units, described in Undergraduate Minor Curriculum Modifications for Approval, Report: Biological Sciences (Revised), dated February 8, 2018, and Undergraduate Minor Curriculum Modifications for Approval, Report: Management, dated January 25, 2018, and Undergraduate Minor Curriculum Modifications for Approval, Report: Philosophy, dated January 25, 2018, and recommended by the Vice-Principal Academic and Dean, Professor William Gough, be approved to be effective the academic year 2018-19.

4. Minor Graduate Curricular Modifications

Mary Silcox, Vice-Dean, Graduate, reported that the Graduate Department of Physical and Environmental Sciences was proposing revisions to the program requirements for the Master in Environmental Science (MEnvSc) by adding an optional course to the Climate Change Impact Assessment field. In addition, the PhD program in Environmental Science was proposing the inclusion of an additional 1.0 FCE to the program requirements for direct entry students to ensure the program was in compliance with School of Graduate Studies (SGS) academic regulations.

In response to a comment regarding the available pathways to complete a PhD in Environmental Science, Professor Silcox explained that direct entry PhD students were exceptional Bachelors graduates. The more common route was applying to the PhD program upon the successful completion of a MEnvSc or Master of Science (MSc) degree.

On motion duly made, seconded, and carried,

YOUR COMMITTEE APPROVED,

THAT the minor modifications submitted by UTSC Graduate Department of Physical and Environmental Sciences, described in 2018-19 Curriculum Cycle: Graduate

Minor Curriculum Modifications for Approval, Report 1, dated January 25, 2018, and recommended by the Vice-Principal Academic and Dean, Professor William Gough, be approved effective for the academic year 2018-19.

5. Revisions to Academic Regulations- Credit/No Credit

Professor Mark Schmuckler reported that revisions to the Credit/No Credit (CR/NCR) academic regulation had been revised with implementation planned for the 2018-19 academic year. The deadline to select a course to be graded as CR/NCR was changed from the last day to drop courses without academic penalty, to the last day of classes. He explained that the revisions allowed students to take courses outside of their concentration without fear of the course negatively impacting their academic record. It also reduced the occurrence of early CR/NCR selection, which sometimes resulted in students sacrificing a strong grade on their academic record. In addition, the revisions reduced the number of petitions for CR/NCR reversal or to have a course grade included on the academic record. Professor Schmuckler emphasised that the revisions could benefit students financially by offering another option besides late withdrawal (LWD) where a student would pay more tuition to take an additional course.

In response to a question regarding the type of courses that qualified for CR/NCR, Professor Schmuckler confirmed that courses required in programs and Supervised Reading courses were precluded from the CR/NCR regulation.

In response to a comment regarding CR/NCR petitions, Curtis Cole, Registrar & Assistant Dean, Enrolment Management, explained that under the current regulations, students could submit a petition to the Registrar's Office in order to be exempted from an academic regulation, rule or policy. With the revised CR/NCR regulation, the administration expected fewer petitions for CR/NCR reversal or to have a course grade included on the academic record because the last day to select CR/NCR had been moved to the last day of classes.

A member asked whether the regulation was in alignment with other University divisions, and Professor Schmuckler confirmed that the regulation was aligned with the Faculty of Arts and Science and University of Toronto Mississauga (UTM) regulations.

6. Strategic Topic: Rural Initiatives

Professor Gough offered a presentation² on Rural Ontario and access to education. The presentation included the following highlights:

- One of the pillars of the UTSC Academic Plan was access to education to 'non-traditional and possibility disadvantaged populations'. At UTSC these populations

² Presentation- Strategic Topic: Rural Initiatives

- include: Indigenous, Black, Communities of Colour, low income, and rural and remote communities;
- The geography of opportunity was central to urban communities with respect to income and education;
 - The grade 12 participation rate, based on 2006 statistics, in rural Ontario public school boards was 10-14 percent. The rate for the Catholic District School board was 20-24 percent;
 - Income by postal code revealed that rural incomes were significantly less than those in urban centres;
 - Focus areas were Bluewater District School Board (DSB) and Hastings/Prince Edward County DSB. Hastings/Prince Edward County DSB was selected as the pilot. Professor Gough visited several schools in the area discussing the University concept and easing the transition from rural to urban;

A member asked what retention plans would be in place for rural students. Professor Gough explained that there were plans to develop a cohort of students from rural communities.

A member expressed support for the initiative and commented on the positive synergies that would be developed between domestic, rural domestic, and international students.

A member suggested that faculty from rural communities be profiled and included in recruitment materials when visiting the high schools in Hastings/Prince Edward County DSB.

A member commented on access to education for other disadvantaged groups. Professor Gough explained that different strategies needed to be developed to address access to education for each disadvantaged group.

7. Reports of the Presidential Assessors

Professor Gough reported that the University and the Canadian Union of Public Employees (CUPE) 3902 Unit 1 reached a tentative agreement on February 8, 2018. On February 12, 2018, the members in attendance at the Unit 1 Ascension Meeting had voted to send the tentative agreement to a ratification vote. Professor Gough urged all Unit 1 employees to participate in the electoral process. He acknowledged the diligent work of the bargaining team who carefully examined and considered the issues presented by CUPE 3902 Unit 1.

Marc Cadotte, Acting Vice-Principal, Research, reported that Premier Kathleen Wynne and Mitzie Hunter, Minister of Advanced Education and Skills Development, had visited the campus earlier that day. They met with graduate students from the Department of Physical and Environmental Sciences (DPES) who presented projects showcasing environmental research that was occurring at UTSC.

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 10) be approved.

8. Minor Undergraduate Curricular Modifications

9. Minor Graduate Curricular Modifications

10. Report of the Previous Meeting: Report Number 28- Tuesday, January 9, 2018

11. Business Arising from the Report of the Previous Meeting

12. Date of the Next Meeting– Thursday, March 29, 2018 at 4:10 p.m.

13. Other Business

No other business was raised.

The meeting adjourned at 5:40 p.m.

Secretary

Chair

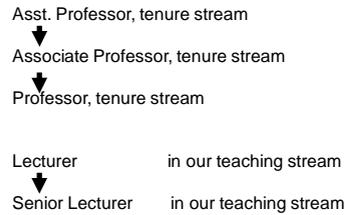
February 23, 2018

Request for recommendation for approval of the revised

**GUIDELINES FOR THE ASSESSMENT OF EFFECTIVENESS OF
TEACHING (at UTSC)**

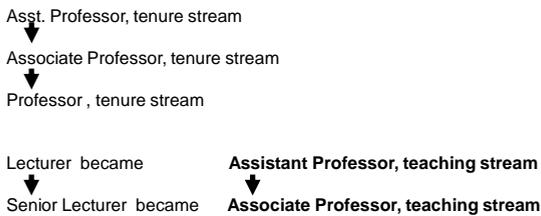
History: In 2012

Existing Guidelines were revised in 2012. They have been used to assess the teaching effectiveness of those faculty with teaching duties at each rank change. In 2012 there were 5 ranks for faculty who teach.

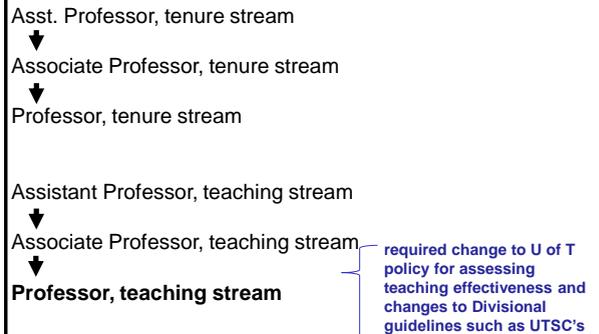


History through November 2016

The 2012 guidelines were still robust for all ranks, even with the rank changes approved through governance as of November 2016



In December 2016, a new rank was created





Background: Teaching guideline revisions

December 2016:

- *Policy & Procedures Governing Promotion in the Teaching Stream* introduces new rank: Professor, Teaching Stream
- Necessitates revision of Divisional Teaching guidelines

March/April 2017:

- Instruction by Vice Provost Faculty & Academic Life (VPFAL) on revising guidelines
- UTSC: broad consultation on draft 1
 - Expanded format, criteria remained the same as 2012

Summer 2017: First round of review by VPFAL

- *All divisions instructed to rewrite guidelines to ensure clear alignment with policy*

Maydianne C. B. Andrade

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Proposed Timeline

Current status:

Guidelines:

- circulated to faculty @ UTSC (December 2017)
- reviewed & approved in principle by Vice Provost Faculty & Academic Life (December 2017)
- Revisions done after consultations with UTSC Chairs and faculty (January 2018)
- Minor Language revisions done after last consultation with VPFAL Feb 12, 2018

Consultations:

- VPFAL (complete done in multiple iterations)
- Dean, UTSC (complete, done in two major iterations)
- Chairs & Directors (complete, done in two major iterations)
- UTSC Faculty: complete done in 2X2 major iterations

Revised document to enter Governance in cycle 4:

- February 13: UTSC Academic Affairs requesting a recommendation for approval
- **February 27: Academic Policy & Programs (final approval)**

Passage on February 27th would allow Promotion applications this year

Maydianne C. B. Andrade

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Guiding ideas: New draft

Vice Provost FAL (and Dean's Office):

- Adherence to policy & language of policy, not just for the new language for promotion to Professor, teaching stream, but for the language for Guidelines for Assessing Teaching Effectiveness for all Ranks.

UTSC revision team: Andrade, Hasenkampf, Lewis

- **Incorporate comments from** discussions since 2012 and in particular in the recent multiple rounds of UTSC consultations
- **Create a useful, practical document** for use by Chairs, Directors, and candidates that makes very clear 'who provides what' both to the candidates and their departmental administrators.
- **Explicitly includes** different forms of scholarly practice
- **Clarity** Increase examples of how demonstrate criteria

Decrease use of footnotes & creation of separate sections for tenure stream and teaching stream

Maydianne C. B. Andrade

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We believe that the guidelines presented retain the essence of our previous guidelines but

- provide more flexibility in how excellence is achieved
- provide more examples of how effectiveness and excellence could be demonstrated that resonant with both streams
- align more explicitly with U of T policy for Assessing Teaching Effectiveness across the document
- provide clarity for both academic administrators and candidates in the assembly of materials, **and in the assessment of the assembled materials**

Thank You, questions?

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Rural Ontario

Access to Education
 William A. Gough
 Vice-Principal Academic & Dean
 UTSC

UTSC Academic Plan

- UTSC Values (Academic Plan, 2016)
 - Excellence in teaching and research
 - Equity and diversity
 - Recruitment of excellent students
 - Access to Education to “... non-traditional, possibly disadvantaged, populations”
 - Student success

UTSC Academic Plan

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Access to Education

- Who are the “... non-traditional, possibly disadvantaged, populations”?
 - Locally
 - Indigenous
 - Black
 - Communities of Colour
 - Low Income
 - More broadly
 - Rural and remote

Access to Education

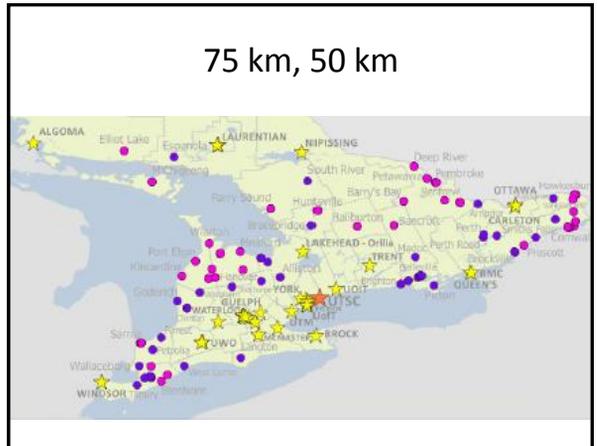
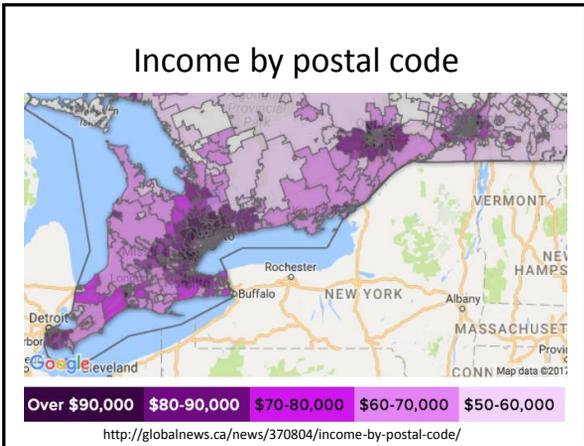
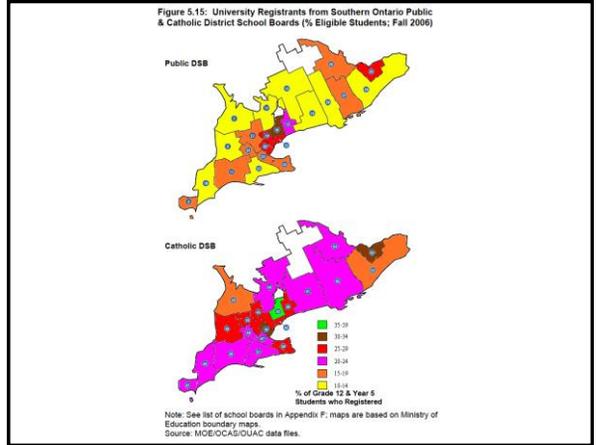
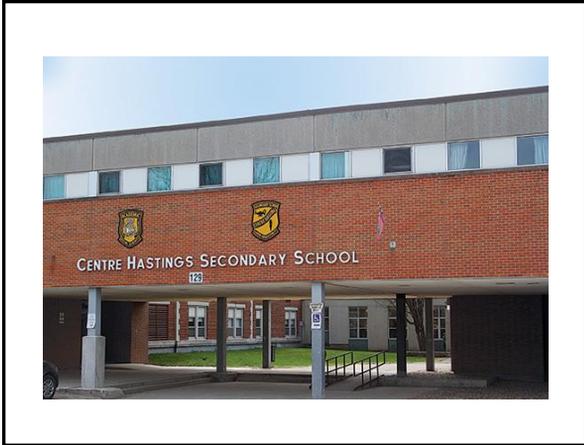
- Who are the “... non-traditional, possibly disadvantaged, populations”?
 - Locally
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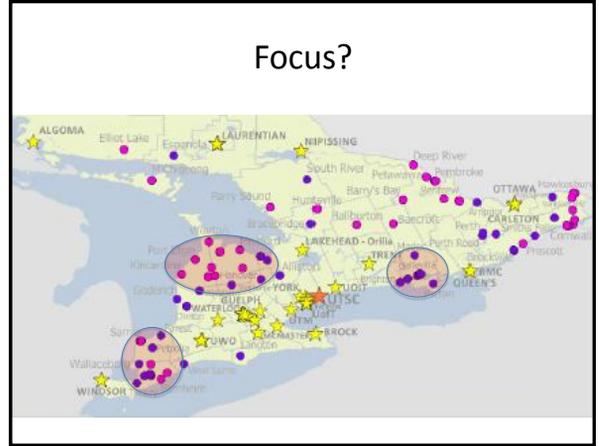
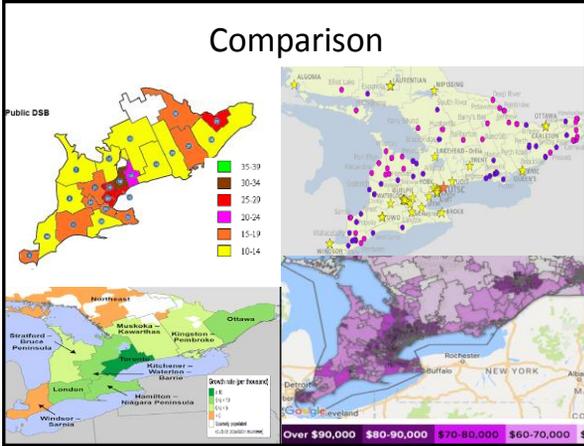
Urban vs. Rural

THE GEOGRAPHY OF OPPORTUNITY: WHAT'S NEEDED FOR BROADER STUDENT SUCCESS

2016







- ### Focus Areas
- 1. Bluewater DSB (Bruce, Grey)
 - Competitors (Waterloo, WLU, Guelph, L-O, Western)
 - Many HS > 75 km, area of 10-14% rate of U attendance; 17 HS
 - 2. Hastings and Prince Edward County DSB
 - Competitors (Queen's, Trent, UOIT)
 - >50 km, area of 10-14% rate of U attendance; 6 HS

- ### Recruitment Plan
- Chose Hastings/Prince Edward County as the pilot
 - Spoke to several schools in the area
 - Two prong strategy
 - Selling the University concept
 - Easing the transition
-

Selling the University concept

- Recruiters offer the following:
 - Grade 10 presentation: Why University?
 - Grade 11 presentation: Why U of T/UTSC?
 - Grade 12 – meetings with applicants
 - Evening meeting with parents
 - Academic lectures to range of classes (by an academic)
- Easing the Transition
 - Residence bursary (50% reduction) for one year
 - Enables transition to new experience in supportive environment
- Initiatives with Loyalist College