

UNIVERSITY OF TORONTO
THE GOVERNING COUNCIL
REPORT NUMBER 136 OF THE COMMITTEE ON
ACADEMIC POLICY AND PROGRAMS

May 13, 2008

To the Academic Board,
University of Toronto.

Your Committee reports that it met on Tuesday, May 13, 2008 at 4:10 p.m. in the Council Chamber, Simcoe Hall, with the following present:

Professor Andrea Sass-Kortsak (Chair)
Professor Edith Hillan, Vice-Provost,
Academic
Professor Cheryl Misak, Deputy Provost
Mr. Taufik Al-Sarraj
Professor Derek Allen
Professor Gage Averill
Professor Katherine Berg
Ms Tiffany Chow
Professor Elizabeth Cowper
Professor Robert Gibbs
Ms Bonnie Goldberg
Ms Emily Gregor
Dr. Chris Koenig-Woodyard

Professor Louise Lemieux-Charles
Professor Cheryl Regehr
Miss Maureen Somerville
Professor Suzanne Stevenson

Non-Voting Assessors:

Professor Susan Pfeiffer, Vice-Provost,
Graduate Education and Dean, School of
Graduate Studies
Ms Karel Swift, University Registrar

Mr. Neil Dobbs, Secretary

Regrets:

Professor Jan Angus
Professor Ragnar Buchweitz
Ms Milka Ignjatovic
Mr. James Janeiro

Professor Audrey Laporte
Dr. Stefan Mathias Larson
Professor Douglas McDougall
Ms Lorenza Sisca

In Attendance:

Professor Grant Allen, Vice-Dean, Undergraduate Studies, Faculty of Applied Science
and Engineering
Professor Cristina Amon, Dean, Faculty of Applied Science and Engineering
Professor Lorraine Ferris, Associate Vice-Provost (Relations with Health Care
Institutions)
Professor Jane Gaskill, Dean, Ontario Institute for Studies in Education of the
University of Toronto
Professor Paul W. Gooch, President, Victoria University
Professor Russell Hartenberger, Interim Dean, Faculty of Music
Professor Wayne Hindmarsh, Dean, Leslie Dan Faculty of Pharmacy
Professor Susan Howson, Vice-Dean, Undergraduate Education and Teaching, Faculty
of Arts and Science
Professor David Klausner, Vice-Dean, Interdisciplinary Affairs, Faculty of Arts and
Science
Ms Helen Lasthiotakis, Director, Policy and Planning, Office of the Vice-President
and Provost

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Ms Vanessa Laufer, Special Projects Officer, Office of the Vice-President and Provost
Professor David Mock, Dean, Faculty of Dentistry; Chair, Council of Health Science Deans
Professor Lalitha Raman-Wilms, Director, Division of Pharmacy Practice, Leslie Dan Faculty of Pharmacy
Professor John Scherk, Vice-Dean, University of Toronto at Scarborough
Ms Mae-Yu Tan, Assistant Secretary of the Governing Council
Professor Catharine Whiteside, Vice-Provost, Relations with Health Care Institutions, and Dean, Faculty of Medicine

ITEMS 3, 5 AND 6 CONTAIN RECOMMENDATIONS TO THE ACADEMIC BOARD. ALL OTHER ITEMS ARE REPORTED FOR INFORMATION.

1. Report of the Previous Meeting

Report 135 (April 1, 2008) was approved.

2. Faculty of Applied Science and Engineering: Engineering Science Program – Renaming of Options to Majors

Professor Hillan said that students enrolled in the Engineering Science Program pursued their field of specialization after second year by choosing an “option” to study in Years 3 and 4. The Faculty of Applied Science and Engineering proposed that the “options” within the third and fourth year of the Engineering Science Program be renamed “majors”. “Major” is the generally used term within engineering science programs in North America. The Faculty has consulted internally and also with the Canadian Engineering Accreditation Board (CEAB). Engineering Science Program students were consulted and were supportive of the proposal. The Faculty would like to implement the proposed change effective September 2007 so that the transcripts for students graduating in June 2008 would show their enrolment in an option in Year 3 and in a major in Year 4. The proposal had been approved by the Faculty of Applied Science and Engineering Faculty Council on February 25, 2008.

A member noted that there were currently two other “options” within the Faculty: the Collaborative Environmental Option in Chemical Engineering and the Collaborative Environmental Option in Civil Engineering. The member asked why those programs were not included in the current proposal. Invited to respond, Professor Allen said that neither option was in the Engineering Science program. The Faculty intended to propose to its Curriculum Committee in the next year that those options be named “minors.”

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2. Faculty of Applied Science and Engineering: Engineering Science Program – Renaming of Options to Majors

On motion duly made, seconded and carried,

YOUR COMMITTEE APPROVED

THAT the Faculty of Applied Science and Engineering - Engineering Science Program “Options” be renamed “Majors” and reflected as such on student official academic transcripts to properly recognize the field they have chosen to focus on in Years 3 and 4 of their Program, effective June, 2008.

3. Toronto School of Theology: Master of Sacred Music (M.S.M.) Conjoint Degree

Professor Hillan proposed University of Toronto approval of a new conjoint degree, the Master of Sacred Music (M.S.M.) degree, to be offered under the terms of the 2004 Memorandum of Agreement between the Toronto School of Theology (T.S.T.), its member institutions, and the University of Toronto. The program would be a second-entry undergraduate program. The admission requirements would be a bachelor’s degree and music experience. The name, Master of Sacred Music, was the standard nomenclature for a professional degree of this nature in North America. The program would comprise twenty half-credit courses (ten full-course equivalents). Fifteen of those half courses would be required, including a practicum. The five half-course electives would include three in Music and two in Theology. The program could be taken on a full-time basis over two years or on a part-time basis within a five-year limit. All courses, required or elective, already existed, either in Emmanuel College of Victoria University, the Toronto School of Theology, or the Faculty of Music. The proposed program would be open to all qualified students regardless of their religious or denominational affiliation or the absence of such affiliation. There had been extensive discussion of the proposed program including consultation with the members of the Faculty of Music. In accordance with the requirements of the Memorandum of Agreement, the proposal had been approved by the University of Toronto - Toronto School of Theology Joint Committee, the Council of Emmanuel College, the Basic Degree Council of the T.S.T. and the Senate of Victoria University.

Professor Gooch said that Victoria University and the University of Toronto had been federated for 118 years. This proposal was the most recent expression of the federation. It would be a wonderful thing to have a further degree program that was interdivisional and interdisciplinary and that would involve and benefit members of the community.

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3. Toronto School of Theology: Master of Sacred Music (M.S.M.) Conjoint Degree (Cont'd)

Questions and discussion focused on two topics.

(a) Prior program and the benefits of the proposed program. A member asked whether a similar program had been previously available at Emmanuel College in Victoria University. He noted that all of the courses for the proposed program were already offered. Professor Gooch replied that there were some courses available at Emmanuel in liturgy and sacred music. Emmanuel students did not, however, have access to courses in organ, choral conducting, or music education. The proposed program would bring together instruction in the liturgical side with that in music performance and music education.

(b) Conjoint degrees. In response to a member's question about conjoint degrees, Professor Gooch said that the Province of Ontario had agreed to fund programs in Theology so long as the degree was conferred by one of the existing universities. The Toronto School of Theology (T.S.T.) was a complex federation of different theological colleges. The University of Toronto had agreed to participate in the offering of degrees to students who completed programs that had been approved by the University and met University standards. It had decided to offer those degrees conjointly with the T.S.T. and the federated theological college. All of this was regulated in accordance with the terms of the Memorandum of Agreement among the University, the T.S.T and the federated colleges.

On motion duly made, seconded and carried,

YOUR COMMITTEE RECOMMENDS

THAT the Master of Sacred Music (M.S.M.) degree offered by Victoria University, as described in Appendix "A" hereto, have conjoint status with the University of Toronto as of September 1, 2008.

4. Leslie Dan Faculty of Pharmacy: Baccalaureate of Science in Pharmacy (BScPhm) Curriculum and Admission Requirement Changes

Professor Hillan said that the Leslie Dan Faculty of Pharmacy currently offered an undergraduate degree program, leading to the BScPhm degree, to about 240 students per year. It also offered a PharmD degree, which was a post-graduate degree. Over the past three years, there had been on-going discussions within the Faculty about curriculum renewal. The proposal concerning the BScPhm included a new curriculum and also changes to the admission requirements. The proposed curriculum would include changes

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both to the content and the delivery of the program. The program would include significantly more experiential training, providing additional time for students to develop their clinical skills and thus to increase their confidence. All of this would reflect the Primary Health Care Reform within Ontario and the new expanded role for pharmacists as key members of health care teams. It was proposed that courses in Physical Chemistry, Biochemistry, Organic Chemistry and Statistics become pre-requisites for admission to the program. Those courses were currently taught in years 1 and 2 of the program. The Faculty had determined that approximately 75% of students applying to the program had already taken those courses in any event. The revised program and admission requirements would not come into effect until September 2010 to enable the Faculty to provide appropriate notice to future applicants.

Professor Hillan continued that the second part of the proposal concerned the entry-to-practice degree for the undergraduate professional Pharmacy program. The Faculty was recommending that, subject to approval of the Ministry of Training, Colleges and Universities, the entry-to-practice degree be changed from the baccalaureate BScPhm to the Doctor of Pharmacy PharmD degree. The PharmD degree had been the entry-to-practice degree in every school of pharmacy in the United States for the past eight years or more. It was also the entry-to-practice degree at the University of Montreal and Laval University in Quebec. Students who did not have a PharmD degree were at a marked disadvantage in seeking access to advanced specialty residency and fellowship opportunities in the U.S.A., which required a PharmD degree for admission. The proposed BScPhm curriculum would surpass or be equivalent to the PharmD programs in Canada (Montreal and Laval), the United States and Europe.

Professor Hillan said that the proposals had been the subject of extensive discussion within the Faculty. In addition, there had been broad consultation with representatives from other University Divisions including the Deans of Dentistry, Medicine, the Lawrence Bloomberg School of Nursing, Physical Education and Health, and the Factor-Inwentash Faculty of Social Work; with the Director of the Division of Anatomy in the Department of Surgery; and with the Chairs of the Department of Chemistry and Physiology. All supported the revised admission requirements and curriculum. The proposal had been approved by the Leslie Dan Faculty of Pharmacy Council on April 17, 2008.

The Faculty would communicate its revised curriculum to potential students as soon as the proposal was approved by the Committee. Upon the proposed granting of entry-to-practice degree recognition by the Ministry of Training, Colleges and Universities, the Faculty would bring forward to University governance for approval a

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change in degree designation from the BScPhm to a Doctor of Pharmacy (PharmD) degree to reflect appropriately the proposed renewed BScPhm curriculum. The BScPhm degree would be disestablished at that time.

Among the matters that arose in discussion were the following.

(a) Extent of curriculum change. In response to a member's question, Dean Hindmarsh said that the proposed change to the BScPhm curriculum would bring it to the level required for a PharmD program, if approval was granted by the Ministry to the entry-to-practice degree designation. If that change were not approved, the Faculty would consider reducing the requirements for the BScPhm somewhat to cut back on some of the clinical components. Dean Hindmarsh had been advised that the Faculty could make such a change without governance approval beyond the level of the Faculty Council.

(b) Purpose of curriculum change. In response to a question, Dean Hindmarsh reiterated that the PharmD was the entry-to-practice degree for all universities in the United States. University of Toronto students who graduated with a BScPhm were at a real disadvantage because they would not qualify for admission to further training in the United States. Universities in the European Union were also looking at the proposed change. The real purpose of the proposed change was to make graduates of the University's program globally competitive and to develop their confidence to work effectively in a health-care system that was changing more and more to a team-based approach.

(c) Current PharmD program. In response to a member's questions, Professor Hindmarsh said that the University did currently offer a PharmD program as a post-graduate degree program to about 25 students. The program required a Bachelors degree and a year or two of professional practice for admission. If the change of the degree designation for the entry-to-practice degree were to be approved, the current PharmD graduate program would disappear and would be replaced by residency and fellowship programs.

(d) Degree and program nomenclature. A member expressed his disappointment at a series of proposals where Canadian nomenclature had been changed to match American names: The Juris Doctor degree, the Doctor of Music degree, and the naming of majors in Engineering Science were other recent examples.

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4. Leslie Dan Faculty of Pharmacy: Baccalaureate of Science in Pharmacy (BScPhm) Curriculum and Admission Requirement Changes (Cont'd)

On motion duly made, seconded and carried,

YOUR COMMITTEE APPROVED

The proposed Baccalaureate of Science in Pharmacy (BScPhm) curriculum and admission requirements, contained in the proposal from the Leslie Dan Faculty of Pharmacy dated April 2, 2008, be approved, effective September 2010; and

THAT the proposal to change the entry-to-practice degree for the undergraduate professional pharmacy program from the current baccalaureate (BScPhm) to the Doctor of Pharmacy (PharmD) degree, with the revised curriculum and admission requirements, be approved in principle.

5. Policy on Standards of Professional Practice Behaviour for Health Profession Students

Professor Hillan recalled that at present three of the health science Faculties had standards of professional practice behaviour for their students: the Faculties of Medicine, Pharmacy, and Social Work. Those standards were now fairly old, having been approved by the Governing Council in 1995-96. The Council of Health Science Deans had taken the initiative to consider a single set of Standards of Professional Practice Behaviour for All Health Professional Students that would apply to all or virtually all students working in clinical settings. That would provide consistency of information and application of procedures across related professional disciplines. It was anticipated that each Faculty would develop associated guidelines for their division that would articulate the processes for assessment and the procedural aspects of the Standards as they related to their own students. Unified standards would also help externally, particularly within the affiliated teaching hospitals, where there had sometimes been a lack of clarity as between University and hospital standards. Professor Hillan anticipated that the proposed standards would be referred to by the affiliated hospitals as well so that there would be a mutually reinforcing framework of standards.

Professor Hillan noted that there had been a broad process of consultation, both within the health science Faculties but also with the School of Graduate Studies. The Standards had been approved by the various health sciences Faculty Councils, including the Council of the Ontario Institute for Studies in Education (OISE), which had programs

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5. Policy on Standards of Professional Practice Behaviour for Health Profession Students (Cont'd)

in Counselling Psychology and School and Clinical Child Psychology. It might be the case that students from other Divisions would occasionally be placed in health science settings. When they were in such settings, those other Divisions might wish to consider adopting the proposed guidelines for their students. The Standards were intended to be effective as of September 2008, and each Faculty would distribute the information about the standards to its students in a timely manner.

On motion duly made, seconded and carried,

YOUR COMMITTEE RECOMMENDS

THAT the *Standards of Professional Practice Behaviour for Health Profession Students*, a copy of which is included in Appendix “B” hereto, be approved, effective September 2008; and

THAT the *Standards of Professional Behaviour for Medical Undergraduate and Postgraduate Students of the Faculty of Medicine* (approved June 28, 1995) and the *Social Work Code of Ethics* (approved August 31, 1995) and the *Standards of Professional Behaviour for Pharmacy Undergraduate and Postgraduate Students of the Faculty of Pharmacy* (approved August 26, 1996) be rescinded.

6. Policy on Access to Student Academic Records

Ms Swift said that the Policy on Access to Student Academic Records had served as the University’s privacy legislation with respect to student records since the 1970s. In June of 2006, universities were made subject to the Province of Ontario’s *Freedom of Information and Protection of Privacy Act* (FIPPA). As a result, the University had rescinded its general institutional Policy on Access to Information and Protection of Privacy. It was now proposed to rescind the policy concerning student academic records. It was no longer required that there be a University policy. It was also risky to have such a policy in that it would appear to create legislation outside of FIPPA. Because many faculty and staff did make frequent use of student academic records, it was thought to be useful to have guidelines on the interpretation of the Province’s *Act* in the University of Toronto context. They were administrative guidelines; the Committee was not being asked to approve them.

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6. Policy on Access to Student Academic Records (Cont'd)

On motion duly made, seconded and carried,

YOUR COMMITTEE RECOMMENDS

THAT the Policy on Access to Student Academic Records, approved by the Governing Council on April 21, 1998, be rescinded.

Documentation concerning this item is attached hereto as Appendix “C”.

7. Reviews of Academic Units and Programs – Annual Report, 2006-07, Part II

The Chair recalled that the Governing Council’s function was to ensure “that University administration is monitoring the quality of academic programs and units and is taking the necessary steps to address problems and achieve improvements.” The record of the Committee’s discussion would be forwarded to the Academic Board’s Agenda Committee, which would review it and determine whether the Board should discuss issues of academic importance. Each reading team had been asked to deal with the following questions:

- (a) Did the summary before the Committee accurately reflect the review report?
- (b) Did the administrative responses address the issues identified?
- (c) Were there any questions/comments/issues for the Committee?

The Deans responsible for the various departments and programs, or their delegates, were in attendance to respond to any questions or concerns that might arise. If the Committee’s reading teams were satisfied that the summary was complete and that all issues had been dealt with, they were asked simply to report those facts. There would be no need to comment further. If, on the other hand, the Committee took the view that there were unresolved issues that should be considered by the Academic Board, the Chair would make that consensus clear and have that fact reflected in the Committee’s report.

(a) Department of Biochemistry

Speaking on behalf of his reading team, a member said that the summary accurately reflected the review report. He was, however, concerned that the administrative response had not dealt fully with the review’s recommendations and did not set out actions taken or to be taken in response to the recommendations. For example, the reviewers had suggested that the Department engage in planning to develop a vision that would be supported by all faculty members and that would include

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(Cont'd)**(a) Department of Biochemistry (Cont'd)**

milestones or outcome measures to determine whether the vision was being achieved. The administrative response said only that strategic visioning and planning would take place and would be aligned with the process underway in the Faculty of Medicine generally.

Dean Whiteside responded that the Chair of the Department was leading in the preparation of a departmental plan, to be completed by the end of the second year of his new term. That planning exercise was underway, and it was not possible to predict in the administrative response to the review what the outcome of the planning exercise would be. The Department was currently celebrating its 100th year. It was a very good one and highly rated by its students, although the Chair was very disappointed that the reviewers had not endorsed the idea that it was the best Biochemistry Department in Canada. Biochemistry was a very broad area of study and research, and to establish its preeminence, the Department would have to focus on areas of excellence.

It was agreed that there were no unresolved issues that required consideration by the Academic Board.

(b) Department of Family and Community Medicine

A member said that the reading team had found no major issues. It would, however, have liked to have more information concerning the appointment of, and challenges faced by, the new Chair. It would also have liked to have more information concerning the Centres such as the planned Centre for Capacity Building for Human Resources in Primary Health Care.

Dean Whiteside replied that an outstanding new Chair had been appointed who was providing leadership that was moving the Department forward very quickly. The Department not only took a leadership role for most academic primary health-care teams in Ontario, the Chair also served as leader on behalf of all Ontario departments of family and community medicine in terms of relations with the Ontario Ministry of Health. The Centre for Effective Practice, which had been established within the Department was not an academic centre or “EDU”. Rather, it was intended to assist the Department in contract work for governments and in the international area. The Centre was being spun out of the Department as a not-for-profit organization. While it would still be managed by members of the Department, it would not be able to achieve its goals as a unit within an academic unit.

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(Cont'd)**(b) Department of Family and Community Medicine (Cont'd)**

It was agreed that there were no unresolved issues that required consideration by the Academic Board.

(c) Department of Health Policy, Management and Evaluation

A member of the reading team said that the summary provided to the Committee accurately reflected the report, with just a few omissions, which might be usefully addressed at this time. The member noted that the review was a very positive one and included considerable praise for the Department's Chair. Among the matters raised for discussion were the following.

(i) Access to external courses by students in the Department. Dean Whiteside said that the issue of access to outside courses was one of concern to several programs, and the issue had not yet been resolved. It was a significant one. For example, the course in Biostatistics offered by the Department of Rehabilitation Health Sciences was required by several clinical science programs. Indeed the Department of Health Policy, Management and Evaluation faced the issue; its course in Clinical Epidemiology was a very popular one. The problem was simply one of limited resources in smaller departments, which had to give priority to their own students. There were in general too many graduate students and not enough faculty to teach them. The Faculty would continue to work on the question.

Professor Lemieux-Charles agreed; the whole University was experiencing the impact of the growth in graduate enrolment. Departments had to give first consideration to their own students and often could not accommodate others. That created a domino effect for students in virtually all programs. The course in Health Economics was another example of a very popular course that could not accommodate all interested students.

(ii) Impact of expansion of graduate enrolment in various departments. A member noted that the review of this Department was one of a number where concerns had been raised about the general effect of the expansion of graduate enrolment. He thought it might well be worthwhile to draw the problem to the attention of the Academic Board. Professor Whiteside acknowledged that the problem was a general one in the Faculty of Medicine. It had been on-going for some time and had been exacerbated by the recent expansion of graduate enrolment. Many courses were very labour-intensive, such as the

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(c) Department of Health Policy, Management and Evaluation (Cont'd)

course in Biostatistics, which required teaching assistants. Any solution to the problem would have to involve both revenue and expense sharing.

(iii) Labeling of the MSc and PhD programs in health management. In response to the reviewers' question about the labeling of the Master's and Doctoral programs in Health Management, Dean Whiteside said that the programs had been renamed ones in Health Policy, Management and Evaluation, to correspond with the name of the Department.

(iv) Relationship with the new School of Public Health. In response to a question, Dean Whiteside said that the Department of Health Policy, Management and Evaluation would be a primary partner in the teaching and research work of the new School of Public Health. It was clear that there would be a very close relationship between the two units. That being said, there was no immediate intention to change the Department. It would clearly be appropriate, however, to watch what opportunities might arise.

It was agreed that there were no unresolved issues that required consideration by the Academic Board.

(d) Department of Medical Imaging

The members of the reading team reported that the summary accurately reflected the review and that the administrative response had addressed all of the issues that had been raised in the review. The administrative response had been thoughtful and well written.

Dean Whiteside said that there were issues remaining to be dealt with in this clinical Department. The Department had encountered difficulty in recruiting a Chair to replace the retiring Chair, who had served for sixteen years. The Department had ultimately been successful in appointing a new Chair, who would serve as Clinical Chief for medical imaging at the University Health Network and at Mount Sinai Hospital. That individual was doing very good work and had succeeded in hiring excellent researchers. The Department had not, however, contrary to the expectation of the external reviewers, fully passed its recent review by the Royal College of Physicians of Canada. The Department was dealing with the outstanding issues.

It was agreed that there were no unresolved issues that required consideration by the Academic Board at this time.

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(Cont'd)**(e) Canadian Institute for Theoretical Astrophysics**

A member reported that the reading team had found that the summary had accurately reflected this very positive review and that the administrative response had addressed all of the issues raised. It was agreed that there were no unresolved issues that required consideration by the Academic Board.

(f) Celtic Studies Program

A member reported that the reading team had found that the summary had accurately reflected the review and that the administrative response had addressed all of the issues in this very positive review. It was agreed that there were no unresolved issues that required consideration by the Academic Board.

(g) Department of Classics

A member reported that the reading team had found that the summary had accurately reflected the review and that the administrative response had addressed all of the issues in this very positive review. Two key recommendations had been implemented: (i) that the Department increase its diversity and improve its gender balance by engaging a woman as its new Chair, and (ii) that it be given a new location that would meet the needs of its faculty and graduate students and be conducive to collegial interactions. It was agreed that there were no unresolved issues that required consideration by the Academic Board.

(h) University College Drama Program

A member said that the reading team had found that the summary had, in general, provided a very good representation of the review. There was, however, one area of difference. The review had accentuated the question of the balance between academic and conservatory sides of the program. The reviewers had found that the Program's fully staged productions had met an impressive professional standard, but their student actors, while well rehearsed and fully committed, were still performing at a student level. There was also one area where the administrative response had lacked clarity: did the Program plan to increase its offerings in lecture courses available to minors and perhaps other interested students? The reviewers had suggested that doing so could generate funding for the enlargement of its offerings of smaller studio courses.

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(Cont'd)**(h) University College Drama Program (Cont'd)**

Professor Klausner agreed that the summary could be clearer on the reviewers' view of the Program's fully staged productions, which were of a professional nature from the point of view of their direction and design, but which were acted by students at a student level. Professor Klausner was not able to comment on the response to the recommendation that the Program offer large lecture courses to a broader audience. The Program had a new Director, who was currently on leave but would commence her role on July 1, 2008. Professor Klausner did, however, understand that the new Director would try to expand the lecture offerings for the Minor Program.

It was agreed that there were no unresolved issues that required consideration by the Academic Board.

(i) Department of Germanic Languages and Literatures

A member said that the reading team found that the summary did reflect the review. The administrative response was detailed and left no issues for Committee consideration. It was agreed that there were no unresolved issues that required consideration by the Academic Board.

(j) Human Biology and Collaborative Life Sciences Programs

A member said that the reading team had found that the summary had, in general, reflected the review report. The summary had not, however, conveyed the emphasis in that report on the resources needed for these very large programs. The limits on resources had, for example, prevented appropriate course offerings being made available to majors in the program. The review had stressed that there was considerable room for improvement in that respect. It had also recommended formalizing teaching responsibilities among the collaborating departments. New faculty should be appointed who had a commitment to teach in the human biology program, as distinct from at-will teaching.

Professor Howson replied that she had agreed with all of the criticisms in the review report. A great deal of time had elapsed between review and response, and the resources devoted to the program had been increased greatly. In particular, additional resources had been made available to the program by the Academic Initiatives Fund (the A.I.F.), the Student Experience Fund (the S.E.F.) and the Division of Teaching Laboratories in the Faculty of Medicine. That funding had enabled appointments,

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(j) Human Biology and Collaborative Life Sciences Programs (Cont'd)

including cross-appointments, to offer a substantial number of new courses: core lecture courses in second and third year, the new third-year laboratory course, additional enrolment in the third-year Human Anatomy and Histology course, six new fourth-year courses for offering in 2007-08 and 2008-09, as well as eight additional courses planned for 2009-10. Professor Howson concluded that the problem of shortage of resources had been dealt with adequately.

A member suggested that the actions taken in response to the recommendations - the allocations from the A.I.F. and the S.E.F. - should be stressed in the response to demonstrate that those funds had been allocated in a valuable way to meet the needs of students in those very large programs.

It was agreed that there were no unresolved issues that required consideration by the Academic Board.

(k) Munk Centre for International Studies

A member said that the reading team had found the summary to be a very good one of a very positive review. The administrative response had addressed all of the points raised in the review. Members would be aware, from the previous meeting of the Academic Board, of the proposal to establish a new School of International Studies, as proposed by the Review. The member noted that the review had referred to three issues, and the member asked for an update: the recommendation for four further administrative positions to provide needed support; the need for greater space to accommodate the programs that wished to be associated with the Centre; and questions dealing with the compensation for the Director of the Centre and for succession planning for its leadership. Professor Klausner replied that the Centre would receive \$25-million of support from the Government of Ontario. He anticipated that the new funding would permit the appointment of the recommended four administrative staff positions and the provision of space for the additional staff, provided that appropriate new space could be identified. Revised compensation arrangements for the Director had been worked out with the Chair of the Department of Political Science, and the Director had agreed to stay on for a maximum of two further years while the Centre moved to implement the recommendations of the review and to take best advantage of the new funding from the Province.

It was agreed that there were no unresolved issues that required consideration by the Academic Board.

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(l) Department of Italian Studies

A member reported that the review team had found that the summary accurately reflected the highly positive review and that the administrative response had addressed all of the issues raised by the review, with one possible exception. In response, Professor Klausner said that the Department had, as recommended, made an appointment in the area of medieval Italian studies.

It was agreed that there were no issues requiring the attention of the Academic Board.

(m) Department of Linguistics

A member said that the reading team had found that the summary accurately reflected the highly positive review and the administrative response had addressed all of the recommendations, again with one possible exception. The review reported that the Department had planned to “emphasize their strength in empirically-based study of human language, language change, and language variation. The current integration of the various approaches to language variation seemed especially successful, and we hope that this integration will continue.” Professor Klausner said that the Department had agreed to continue those directions and the Faculty of Arts and Science fully supported that decision.

It was agreed that there were no matters requiring the attention of the Academic Board.

(n) Department of Slavic Languages and Literatures

A member said that the reading team had found that the summary accurately reflected the review, except that it did not make clear that faculty in the Department were required to carry a heavier teaching load than colleagues in the United States and also colleagues in other humanities departments in the University of Toronto. The administrative response had addressed the issues raised by the review with one exception: the concern about the attraction and retention of faculty when members of the Department were required to carry those heavier teaching loads. The administrative response had not given a clear reply to the recommendation that teaching loads could be reduced by using advanced graduate students for some teaching.

Professor Klausner said that the Department had an Acting Chair during the current year, and it had wished to await the return of the Chair from leave to address the teaching load matter, which was a departmental decision.

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(n) Department of Slavic Languages and Literatures (Cont'd)

It was agreed that there were no matters arising from the review that would require the attention of the Academic Board.

(o) Department of Statistics

A member said that the reading team had concluded that the summary accurately reflected the review report. There were, however, a number of questions that arose from the administrative response.

(i) Faculty to teach applied statistics. In response to the reviewers' recommendations, the Department had taken the view that expansion of faculty into the area of applied statistics, while desirable, would not represent the best possible course of action. Rather, the Department should seek out the best possible person in the general area, regardless of that person's emphasis on applications. That response appeared to be inconsistent with the reviewers' recommendation concerning graduate education, where they indicated the need for improved training in applied statistics.

Professor Stevenson replied that it was a strongly held view in the Department that the best way for it to maintain its strength was to hire the best people within broad areas and not necessarily a person who specialized in an applied area. While the Department did understand the need to add emphasis in the area of applied statistics in its graduate program, it took the view that the appropriate way to address the matter was to hire the best possible people, who could then teach applications in their areas. That discussion had been on-going in the Department for some years. Part of the concern was theoretical and part was very practical: it was very competitive to hire good faculty in applied statistics.

Professor Pfeiffer questioned rejecting the reviewers' recommendation to seek out specialists for graduate training in applied statistics. The preference to hire best people in a particular area and then to expect them to offer graduate-level training in applied statistics appeared to be an inappropriate means for delivering graduate level training. The matter appeared to Professor Pfeiffer to be an unresolved outcome of the review process.

Professor Howson replied that faculty with a theoretical approach to an area would have expertise concerning the application of statistics in that area. Therefore a theorist should be able to teach applications of statistics to graduate students. That had certainly been Professor Howson's experience with respect to the teaching of statistics to graduate

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(o) Department of Statistics (Cont'd)

students in Economics. Professor Pfeiffer agreed that a theorist might well have the appropriate knowledge base, but the individual should also have the motivation and enthusiasm to teach the area well. Professor Howson said that, in her view, the basic issue was unresolved. It was wrong to believe that specialist in one area would be unable to do very good job teaching in another.

Two members took the view that the key element was the absence of a coherent and structurally sound plan for the Department that took into account the need for first-rate training in applied statistics. The need to focus on day-to-day matters had given the leadership of the Department no opportunity to think about where the field was going in the long term and therefore where to hire.

(ii) Strategic planning. A member said that because of challenges within the Department, the Chair had had only limited opportunity to engage with the Dean's office, particularly in the area of strategic planning. The administrative response did not appear to address the concern about the lack of an appropriate linkage. Professor Stevenson replied that it would be very desirable for the Department to devote more time to strategic planning. The Chair had found it very difficult to address strategic issues because of the pressure of day-to-day activities. It was anticipated that the administrative issues would abate with added administrative-staff support (see below). Professor Klausner added that the lack of opportunity to engage in more strategic planning had also been the outcome of substantial change in the staffing of the Department.

(iii) Support staff. A member noted that the administrative response said that the inadequacy of support-staff resources in the Department of Statistics appeared to be similar to the issue facing other units of same size. Did that response downplay the concern of the reviewers? Professor Klausner replied that the Faculty had, because of a substantial number of requests for added staff, completed a very extensive survey of administrative support. That study had indeed found that in the Department of Statistics, the number of support staff was too small given the size of unit.

The Chair noted that a new Chair would become responsible for the Department, and that Chair would be able to consider these matters. She did not, therefore, think that it would be necessary for the Academic Board to give consideration to any specific matter arising from the review. In response to a question, Ms Lasthiotakis said that departmental reviews normally took place every five to ten years. The reviews would come to the Committee on Academic Policy and Programs on slip-year basis to allow time for the Chair and the other appropriate officers to prepare a formal administrative response.

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(Cont'd)**(p) First Year Seminars, Research Opportunities Program, and Independent Experiential Study Programs (199, 299 and 399 courses)**

A member said that the reading team had found that the summary had accurately reflected the review and the administrative response had addressed all of the matters raised in the review. The member did, however, have comments arising from the administrative response.

(i) Communication of desired learning outcomes to instructors. The member said that the response suggested that the reviewers' questions about the 199-series courses (the first-year seminar courses) and their learning outcomes would be addressed as part of the Faculty of Arts and Science curriculum renewal process. The member's concern was that the desired learning outcomes be well understood by the instructors who taught the courses.

(ii) Pedagogical process in the 199-series courses. The member referred to the reviewers' concern that the 199-series courses appeared not to attract students from different cultural backgrounds. The administrative response had stated that the Faculty would make a start at offering courses with content that would appeal to students from those cultural backgrounds. The member was concerned, however, that the seminars had not been attractive to a large number of students from different cultural backgrounds not because of their content but rather because of their pedagogical conception. Some students looked on education as a process of imparting knowledge, whereas the essence of the 199-series seminars was to encourage independent thinking and questioning about various areas of knowledge. The question of responding to this pedagogical question was not an easy one but one that should be stated in the administrative response to the review and given very serious consideration.

Professor Klausner agreed that the question was a complex one and one that had to be addressed at a local level rather than from a higher level. The member stressed that the important thing was that attention be given, at whatever level, to this very important pedagogical question.

Professor Stevenson, as director of the programs, said that the simple acceptance of knowledge was contrary to the goal of the 199-series courses, which was to teach students to reason and question and not merely to memorize facts. The concern was one that applied to many students whose secondary-school backgrounds stressed memorization of facts. As the Faculty began its consideration of appropriate learning outcomes, it would have to consider this major, complex matter. It would definitely be a challenge to do so.

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(p) First Year Seminars, Research Opportunities Program, and Independent Experiential Study Programs (199, 299 and 399 courses) (Cont'd)

(iii) Attractiveness of 299-series courses to ethnically diverse students. A member referred to the statement that the students in the 299-series courses, the Research Opportunities Program, did not “reflect Canada’s ethnic diversity.” Professor Stevenson noted that the administrative response advised that the Faculty of Arts and Science was developing “systems for demographic analysis of participation in the 299/399 programs,” which would enable the Faculty to address the concern expressed in the review.

A member observed that there had been no analysis of the ethnic origins of students enrolled in the 299-series courses. How had the reviewers reached their conclusion? Professor Klausner replied that only a small number of students were enrolled in the 299-series courses, and the reviewers could therefore draw their conclusions on the basis of anecdotal evidence. He agreed that the evidence was not definitive. The reviewers had not met with all of the 299-series students.

It was agreed that there were no matters arising from the review that would require the attention of the Academic Board.

(q) Department of Human Development and Applied Psychology

A member said that the summary reflected the review report. There were solid administrative responses to the matters raised in the review.

It was agreed that there were no matters arising from the review that would require the attention of the Academic Board.

(r) Department of Sociology and Equity Studies in Education

A member said that the reading team had found that the summary was an accurate reflection of the review report, and the administrative response had addressed most of the issues raised by the reviewers. In particular, the reading team commended the progress that had been made with respect to recommendations concerning initial teacher education. The member said that the reading team was, however, somewhat concerned about the following issues.

(i) Faculty complement. There was a greater-than-usual divergence of views between the reviewers, who had stressed the need for more faculty, and the administrative

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(r) Department of Sociology and Equity Studies in Education (Cont'd)

response of the Dean, which had stated that an increased faculty complement was not possible in the current fiscal climate.

Professor Gaskill replied that all of the departments at OISE would like to have more tenure-stream appointments, but it had been necessary in 2006-07 for budget reasons to freeze all new appointments. OISE was attempting to address the problem in three ways. First, efforts were being made to consolidate courses and to achieve a larger enrolment in each remaining course. Second, more courses were being offered in alternate years. Third, every effort was being made to make the best possible use of stipendiary teaching. The numbers in the Department of Sociology and Equity Studies in Education in comparison to other Departments did not warrant more appointments. One new appointment had been made, but that appointee had replaced a faculty member who had not been granted tenure. The new Chair was discussing with her colleagues the best possible way to use course consolidation and stipend teaching to meet the needs of students.

(ii) Mid-career appointments and departmental balance. It was noted that the reviewers had also urged mid-career appointments to address the issues of availability of supervision and to off-set forthcoming senior retirements. Professor Gaskill noted that the Department had hired people at the level of Assistant Professor who had accumulated some experience. The problem of imbalance might well be reduced as those faculty members proceeded to a more senior level. OISE would take into account any remaining concern if and when additional hiring became possible. Given the greater cost of mid-career appointments compared to more junior ones, it was not clear that the recommendation could be adopted.

(iii) Increased efficiencies in the MEd Program. The member referred to the reviewers' comment that increased efficiencies would be required for the MEd program if its enrolment was to be expanded without increasing the faculty complement. What enrolment expansion was anticipated and when? Was OISE planning to consolidate the MEd program streams in Sociology and Equity Studies?

Professor Gaskill replied that there was need to consider how to rationalize courses and redesign programs. There was clearly need for some core courses in sociology and equity and then for other more specialized courses, for example those dealing with such areas as racism, feminism and disability. It would be ideal to find ways of offering courses that dealt with more than one specialized area in order to reduce the number of courses.

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(r) Department of Sociology and Equity Studies in Education (Cont'd)

It was agreed that there were no matters arising from the review that would require the attention of the Academic Board.

(s) Department of Theory and Policy Studies in Education

A member said that the reading team had found that the summary accurately reflected the review report. The reviewers had visited the Department in April 2006. Notwithstanding their conclusion that there was a “generally positive climate” in the Department, the reviewers had expressed a number of negative views. The administrative response had taken issue with some of the negative comments, and in the two years since the reviewers’ visit, the new Chair had dealt with many of the issues raised. Therefore, the reading team had concluded that there were no matters arising from the review that would require the attention of the Academic Board.

(t) University of Toronto at Scarborough: Department of Computer and Mathematical Sciences

A member said that, overall, the summary accurately reflected the review report. The administrative response had been quite strong to significant critiques of a field that was changing. The reviewers had expressed concern that they would have been helped by increased access to people and materials, especially because such access would have provided an improved picture of fields that were changing. They did suggest substantial changes to the programs offered by the Department, and the administration had responded to those suggestions. Discussion focused on the following matters.

(i) Computer Science as a discipline. The member of the reading team noted that it appeared that Computer Science was dying, and he asked why that was the case. Professor Scherk replied that Computer Science was not at all dying. Its enrolments for the past generation had been very cyclical. They had reached a peak in roughly 2000 – 2001 and they had then declined rapidly. In the past two years, however, they had begun to increase gradually. That was a continent-wide phenomenon; there was therefore very little that one institution could do to affect the changed enrolment.

A member asked whether it was likely over the next ten to fifteen years that Computer Science would become an integral part of various disciplines but not be so much a discipline on its own. Professor Scherk stressed that the Department of Computer and Mathematical Sciences contained three disciplines and not only Computer Science.

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(t) University of Toronto at Scarborough: Department of Computer and Mathematical Sciences (Cont'd)

In considering Computer Science as a discipline, it was necessary to separate out the computational needs and algorithms for particular disciplines and the substance of Computer Science itself. Therefore Professor Scherk did not anticipate that Computer Science would cease to exist as a separate discipline.

(ii) Suggestion for technical improvements. The lead reader mentioned that the summary did not deal extensively with suggestions made by the reviewers about the need for technical improvements, including improved web material and videoconferencing. Professor Scherk noted that the response had mentioned that the Department was updating its web site. It was also interested in using videoconferencing to increase the variety of courses available to its students. The problem with the use of videoconferencing was that the other campuses were not yet quite as far advanced as UTSC in that area.

(iii) Gender balance. A member noted that the reviewers had pointed out that the gender balance in the Department was highly skewed. There had been no administrative response to the comment. Professor Scherk replied that the observation was a correct one. However, it was possible to correct gender imbalance only over time as new appointments become available. The Department had recently hired a woman in Computer Science. However, there had been only three tenure stream appointments in Computer Science in the past five years – two male and one female. There had been only one retirement, who happened to be male. Clearly, it was not possible to change the gender balance quickly.

The member asked whether there was any framework in place such as a stronger recruiting plan to remedy such imbalances. Professor Hillan replied that the University had been proactive in faculty recruiting. The 2006-07 year had been a historic one in that 52% of the new faculty hires were women. It was clear that considerable progress was being made. At the same time, it was important to acknowledge that there were substantial differences in gender balance among disciplines.

The Chair concluded that there were no particular issues arising from the review that should be flagged for the attention of the Academic Board.

(u) Arrangements for Reviews

In the course of discussion, a member noted a serious concern of one group of reviewers, who had felt that they had been unable to influence the scheduling of their time on campus and had found it necessary to engage in extensive e-mail correspondence after their visit in order to prepare a satisfactory review. They had concluded that their

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(u) Arrangements for Reviews (Cont'd)

time on campus had not been well spent. The member asked to what extent reviewers were able to contribute to the scheduling of their time on campus.

Dean Klausner replied that the itinerary for a review was usually prepared by the unit itself, and that preparation was usually very well done. In the particular case cited, the scheduling had been seriously problematic. The problems had been reflected in way in which reviewers felt they had to have e-mail correspondence after their visit. It was clear that the schedule would have been better if the Dean's Office had had a firmer hand in preparing it. In Arts and Science, the Dean's Office did provide the template for an itinerary, but it would not necessarily make specific decisions.

Professor Misak said that the process varied among divisions. In most units, the dean's office commissioned the review and had an important role in making arrangements for it.

(v) Concluding Comments

The Chair thanked members for their diligent work in participating in the Committee's discharge of the very important responsibility of monitoring the reviews of the academic units and programs. She thanked the Provost's office, and particularly Ms Helen Lasthiotakis, for producing the information the Committee had considered. She noted that there were no particular issues that required flagging. The Committee's Report would show the general concerns expressed.

8. Reports of the Administrative Assessors

Degree Parchment Design

Ms Swift recalled that the Committee, at its meeting of January 22, 2008, had recommended the redesign of the University of Toronto Degree parchment and the Honorary Degree parchment. The new parchments had gone into production one week previously. Ms Swift was very pleased with the outcome.

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9. Interim Date of Next Meeting

The Chair noted that while the Governing Council meeting schedule was not yet final, members who would be continuing on the Committee were asked to set aside time for an early start to the Committee's work next year - Tuesday, September 16, 2008 at 4:10 p.m. The meeting schedule would be distributed to members over the summer.

10. Other Business

The Chair thanked all members for their service to the Committee over the past year. She thanked them in particular for their careful review of agenda packages and for their business-like and efficient participation in the Committee's discussions. She offered special thanks to those members who were completing their service to the Committee at this meeting.

The meeting adjourned at 6:15 p.m.

Secretary

Chair

July 30, 2008