

UNIVERSITY OF TORONTO
THE GOVERNING COUNCIL
REPORT NUMBER 78 OF THE COMMITTEE ON
ACADEMIC POLICY AND PROGRAMS

February 23, 2000

To the Academic Board,
University of Toronto.

Your Committee reports that it held a meeting on Wednesday, February 23, 2000 at 4:10 p.m. in the Council Chamber, Simcoe Hall, at which the following were present:

Professor Wendy Rolph (In the Chair)
Professor Ruth Gallop (Vice-Chair)
Professor Carolyn Tuohy, Deputy Provost
Professor David Cook, Vice-Provost
Professor Derek Allen
Dr. Claire Alleyne
Professor Clare Beghtol
Ms Rakhi Bhavnani
Professor Philip Byer
Professor Carl Corter
Mr. Michael Derzko
Ms Joy Fitzgibbon
Professor Hugh Gunz
Mr. David Kaplan
Professor Gretchen Kerr
Professor Angela Lange
Professor Ian McDonald
Professor Emmet Robbins
Professor J.J. Berry Smith

Non-Voting Assessors:

Professor Ian Orchard, Vice-Provost,
Students
Ms Karel Swift, University Registrar

Secretariat:

Ms Susan Girard

Regrets:

Mr. Eric Brock
Professor Rorke Bryan
Professor Francois Casas
Ms Debbie Chachra
Professor Raisa Deber
Professor Gerald Goldenberg

In Attendance:

Dr. Robert Bennett, member of Governing Council
Ms Wendy Talfourd-Jones, member of Governing Council
Professor Ron Venter, member of Governing Council, Department of Mechanical and
Industrial Engineering
Professor Carl Amrhein, Dean, Faculty of Arts and Science
Mr. George Altmeyer, Assistant Dean and Faculty Registrar, Faculty of Arts and Science
Mr. Louis Charpentier, Secretary of the Governing Council
Mr. Peter Harris, Assistant Dean and Faculty Secretary, Faculty of Arts and Science
Professor Angela Hildyard, Principal, Woodsworth College
Professor Susan Howson, Associate Dean, Division II, School of Graduate Studies
Professor Michael Krashinsky, University of Toronto at Scarborough

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In Attendance (cont'd)

Ms Manon Le Paven, President, Association of Part-time Undergraduate Students
Professor Colin MacLeod, Vice-Principal and Vice-Dean, University of Toronto at
Scarborough

Ms Vera Melynk, member, Academic Board

Professor Peter Pauly, Associate Dean (Research and Academic Resources), Rotman School
of Management

Mr. Chris Turner, alumnus

ITEMS 3 AND 5 ARE RECOMMENDED FOR APPROVAL. ALL OTHER
ITEMS ARE REPORTED FOR INFORMATION.

1. Time of Adjournment

On motion duly moved and seconded,

It was agreed

THAT the meeting adjourn no later than 6 p.m.

2. Report of the Previous Meeting

Report Number 77 of the meeting of January 12, 2000, was approved.

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

The Chair welcomed Professors Pauly, Venter and Howson to the meeting and invited
Professor Tuohy to introduce the item.

Professor Tuohy expressed her pleasure at introducing this creative, new combined
program leading to degrees in both applied science and engineering and in business
administration. All requirements for both individual programs would be met fully and would be
complemented by the 12-month Management Experience Year included in the proposal. This
period would provide the students with work experience, a requirement for all entering MBA
students.

On motion duly moved and seconded,

YOUR COMMITTEE RECOMMENDS

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, a copy of which is attached hereto as
Appendix "A", be approved, effective July 1, 2000, subject to a review of
resource implications.

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4. University of Toronto at Scarborough: 2000-2001 Calendar Changes

The Chair welcomed Professors MacLeod and Krashinsky and asked Professor Tuohy to introduce the item.

Professor Tuohy explained that the University of Toronto at Scarborough was proposing several new specialist programs and a new specialist co-op program. The changes to the specialist program in Management represented a refinement of the curriculum in the recently approved Bachelor of Business Administration (BBA) program and replaced the Economics and Management specialist program which was being discontinued.

In response to a question, Professor Tuohy said that the new BBA program replaced the Bachelor of Commerce program which was no longer offered at Scarborough. Professor Krashinsky indicated that the BBA and BCom degree programs were substantially different in orientation, and that the economics courses in the new BBA program focused on management economics rather than general economics. Professor Tuohy noted that the proposal for the BBA as approved, including a comparison with the B.Com. program, was available in the Secretariat Office if members wished to review it.

On motion duly moved and seconded,

YOUR COMMITTEE APPROVED

(a) THAT the following new programs be established:

Specialist Program in Medical Anthropology
Specialist Program in Mathematics and its Applications
Specialist (Co-op) Program in Economic Policy Management and Data Analysis;

(b) THAT the following program be discontinued:

Special Program in Economics and Management (including co-op version)
Specialist Program in Mathematics and Statistics;

and

(c) Major changes to the following:

Specialist Program in Management (including co-op version).

**5. Faculty of Arts and Science (including University of Toronto at Mississauga):
2000-2001 Calendar Changes**

The Vice-Chair assumed the chair for this item.

The Vice-Chair welcomed Dean Amrhein, Professor Hildyard, Mr. Harris and Mr. Altmeyer. She indicated that the item would be dealt with in four parts.

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**5. Faculty of Arts and Science (including University of Toronto at Mississauga):
2000-2001 Calendar Changes (cont'd)**

(a) 3-Minor Combination for Honours Degrees: Discontinuation

Professor Tuohy noted that this proposal called for the discontinuation of the 3-minor program combination for honours degree fulfillment. This was only one of the ways available of meeting the requirements for a degree. For example, among other options that would remain, the choices of a double major or a specialist with a minor would continue.

Professor Rolph, speaking as Vice-Dean of the Faculty, recalled that the 3-minor option had been introduced in 1992. This option was not chosen by many students. A 3-minor program allowed a student to study three different disciplines but none at a very intensive level. The Faculty, therefore, proposed that it be discontinued.

On motion duly moved and seconded,

YOUR COMMITTEE RECOMMENDS

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, a copy of which is attached hereto as Appendix “B”, be approved, effective for the academic year 2000-2001.

(b) Woodsworth College - New Academic Bridging Program: Establishment

Professor Tuohy explained that the new Academic Bridging Program would replace the current Pre-University Program which comprised non-credit preparatory courses. It was proposed that students who successfully complete one of the new bridging courses receive degree credit for that course.

Professor Hildyard reported that the proposed changes had arisen out of a concern to provide a good academic program for students who had been out of school for some time and were hoping to pursue a university education. In the program’s new form, the College would be able to give its students better academic support, and students would also be eligible for financial support.

On motion duly moved and seconded,

YOUR COMMITTEE RECOMMENDS

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, a copy of which is attached hereto as Appendix “B”, be approved, effective for the academic year 2000-2001.

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**5. Faculty of Arts and Science (including University of Toronto at
Mississauga): 2000-2001 Calendar Changes (cont'd)**

(c) New, Renamed and Discontinued Programs

Professor Tuohy noted one change in the proposal from the Faculty. Notwithstanding the consultations that had already taken place, there was a need for further discussion before the changes to the Human Biology and Life Sciences programs could be considered by the Committee. Therefore, they were withdrawn from the proposal at this time and would be brought back in the near future. She drew particular attention to the new specialist program in Neuroscience and to the new programs in Forest Conservation planned in consultation with the Faculty of Forestry.

On motion duly moved and seconded,

YOUR COMMITTEE APPROVED

(a) THAT the following new programs be established:

Specialist and Major Programs in Forestry Conservation
Major Program in German Studies
Specialist Program in Linguistics and Computing
Specialist Program in Neuroscience
Specialist Program in Pathobiology
Minor Program in Linguistics (Erindale)
399Y: Experiential Study Project

(b) THAT the following programs be discontinued:

Major Program in Psychoanalytic Thought
Specialist Program in Earth Science (Erindale)

and

(c) THAT the following be renamed:

Specialist Programs in Computer Science, Software Engineering and Information Systems to Specialist Program (Comprehensive Option), Specialist Program (Software Engineering Option) and Specialist Program (Information Systems Option) (Erindale)

(d) 15-credit BA/BSc Degrees: Discontinuation

The Vice-Chair proposed to deal with this item in the following manner. Professor Tuohy would introduce the item and put the motion on the floor. This would be followed by an opportunity for questions for clarification from members. Mr. Chris Turner and Ms Manon Le Paven had been granted permission to address the Committee and would speak next. The matter would then be open for debate by the Committee. Dean Amrhein and Principal Hildyard were available to answer questions.

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**5. Faculty of Arts and Science (including University of Toronto at
Mississauga): 2000-2001 Calendar Changes (cont'd)**

Professor Tuohy noted that the proposal for the discontinuation of the 15-credit BA/BSc degrees was a significant item that had arisen out of the deliberations of the Curriculum Renewal Committee in the Faculty of Arts and Science. There had been extensive discussion within the Faculty and the proposal had received the strong support of the General Committee of the Faculty. It was noted that this proposal affected students on the St. George and Mississauga campuses.

During the questions for clarification, it was noted that if the recommendation was adopted, BA and BSc students would only be able to enter a 20-credit program in the honours format. It was proposed that the 15-credit be discontinued effective the 2001-2002 academic year. Students admitted in September, 2000 and all students currently in the 15-credit program would be able to complete that program. 2001-2002 was chosen in order to provide sufficient time to work with high schools and the University's admissions office to disseminate information about the change. The elimination of the program would also require planning around the redistribution of resources in the Faculty.

Mr. Turner, a graduate of the University, expressed his concerns about the rationale supporting the elimination of the 15-credit degree. He explained his position that a number of the claims made in support of the elimination were not supported by fact. The claims, such as the demise of the high school curriculum, the 3-year degree being premised on five years of high school, the North American standard, keeping up appearances, and revenue neutral, were either not correct or not sufficient reasons to lead to the elimination of the program. He also noted that, in his opinion, there had been procedural violations made during the discussion of this issue. He suggested that a task force should have been struck to study the possible effects of the proposal and to verify the assumptions and premises on which the proposal was based. Mr. Turner believed that the proponents of the plan had misled the University community into believing that there were good reasons and a need for this change when it was obvious to him that that need for change had not been proven.

Ms Le Paven voiced her concern that the part-time students had not been given an opportunity to provide feedback on the decision to eliminate the 15-credit program. She was pleased to note that there would be a task force looking into various aspects of part-time education. She wondered whether there were any plans to recognize the completion of a number of credits, other than the full 20-credit program. The 20-credit program meant another five years of sacrifice for part-time students before they could graduate. She hoped the task force would look at these issues including the possibility of a summer semester.

Dr. Bennett, a member of Governing Council, noted that the newspaper articles concerning the announcement of the distribution of the SuperBuild Fund had contained a strong signal that the Government of Ontario was not a strong supporter of the humanities and social sciences. He believed those disciplines were indeed an important part of a liberal education. He said that the elimination of the 15-credit degree would dramatically change the character of Woodsworth College. In particular, the change would affect the ability of single mothers and mature adults to take advantage of a university education. He suggested students might instead opt to enrol in the community colleges. In his opinion, this was much too complex an issue to be dealt with in a short period of time and urged that the alumni be surveyed on this matter.

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**5. Faculty of Arts and Science (including University of Toronto at Mississauga):
2000-2001 Calendar Changes (cont'd)**

Professor Rolph noted that the recommendation before the committee was not to add a year to a degree program but to discontinue offering the 15-credit degree program. She had chaired the Curriculum Renewal Committee that had been established as a result of the “Raising Our Sights” planning document. The Committee had had broad representation including representatives from the Association of Part-time Undergraduate Students and the Arts and Science Students Union. The Committee had examined the curriculum carefully and had evaluated the existing programs to ensure that the educational experience being provided was rigorous in depth and breadth. Delivery of the programs was an issue arising from the fundamental question of what educational outcomes might be expected of an undergraduate program of study in the Faculty of Arts and Science now and in the future. Students demanded and deserved a degree that would open doors, not only in Canada but around the world, to whatever future choices they might pursue. Issues discussed at the Committee included the following: disciplinary concentration; competencies and skill sets in the contemporary “literacies” of critical thinking, scientific reasoning, analytical and computational ability and effective writing; and experiential modes such as off-campus learning, in an international context if possible and relevant. The 399Y concept approved earlier in the meeting was part of this issue. Professor Rolph noted that as the Curriculum Review Committee moved from the what to the how, it became increasingly apparent that the Faculty's curricular vision could only be encompassed within a 20-course degree. This 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.

A member was concerned about the choices available to part-time students and he asked if there would be something available for them with, perhaps, less breadth and that could be completed with less than 20 credits. Principal Hildyard noted that both Alberta and British Columbia had had an equivalent 3-year degree program but had recently moved to the 4-year degree in the arts and science area. This move had had no impact on part-time enrolment. Part-time enrolment, however, was decreasing across North America. The demand from mature adults was declining as more people were attending university directly from high school and not delaying their education. The profile of part-time students was changing and showed that many students moved between full-time and part-time registration. She did not believe that the argument that it would now take 20 years to complete 20 credits applied to even a majority of part-time students. Principal Hildyard would be chairing a task force charged with looking at scheduling of courses in evening and summers to best meet the needs of part-time students. The committee would also consider fees and financial aid. It would evaluate the need for some sort of recognition after the completion of a specified number of credits and it would also review the issue of transfer credits. In response to a question, she indicated that a semester system would be one idea that would be considered.

A member said that he respected the Faculty's emphasis on a liberal education, an emphasis with which he agreed. He was concerned, however, about the statement in the documentation, that the 3-year degree was not adequate preparation for graduate school. He wondered if that statement would cast doubt on the value of a 3-year degree to the detriment of the holders of such a degree.

A member commented that this issue was a very difficult one. Previous speakers had raised some of the concerns he had noted. He raised two other matters. If the community colleges and other universities with 3-year degree programs were to become more attractive to

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**5. Faculty of Arts and Science (including University of Toronto at Mississauga):
2000-2001 Calendar Changes (cont'd)**

prospective students, there was a possibility of a radical shift in enrolment. Secondly, he noted the relatively smaller size of the faculty complement at Mississauga and suggested that it might be difficult for the College to mount more of the broadly-based and in-depth courses required of the honours program. Would this motion place an additional burden on those students to commute to the St. George campus to complete their degree requirements?

Dean Amrhein responded to the questions raised. He noted that the 15-credit degree was acceptable preparation for a number of second-entry professional degree programs such as law or medicine. However, the 15-credit degree had never been acceptable preparation for doctoral-stream studies. He gave the Committee some statistics concerning students who earned the 15-credit degree in 1998. Over 20% of these graduates returned immediately for a fourth year and another 24% applied to various other programs which did not require a four-year degree in preparation. With respect to age, 81% of the 15-credit degree graduates were under 30 years old with another 11% between 30 and 40 years old; the corresponding number for the under 30 age group graduating with the 20-credit degree was 95%. Of those awarded a 20-credit degree in June 1998, those whose first registration was as a part-time student took a little over 5 years on average to complete their degree and those whose first registration was as a full-time student took 4.3 years on average. 95% of full-time students graduate in 5 years, while 97% of part-time student graduate in 10 years. A member asked if the data included Woodsworth students and whether the Woodsworth students could be separated from the others. Dean Amrhein undertook to provide the data.

The academic plans for the University of Toronto at Mississauga (UTM) included a mixture of undergraduate, graduate and research activities. Dean Amrhein said that the St. George and Mississauga campuses might produce a joint planning document. Using the strategy around clusters of disciplines such as biology, chemistry and biotechnology, UTM would be able to offer a program unlike any offered on the St. George campus and would limit the “migration” of students to the downtown campus. He agreed that the effect on part-time enrolment was difficult to determine but there was no plan to see the part-time enrolment diminish. A lower-than-anticipated level of part-time enrolment this year had required the Faculty to admit more students directly from high school. This in turn had had consequences in terms of the first-year residence guarantee. A whole series of issues with respect to part-time studies had been identified and would be discussed by the task force chaired by Principal Hildyard.

A member was supportive of the notion that the 20-credit degree was the richer and more well-rounded education. However, he said that he had not heard clearly articulated the reasons for eliminating the 15-credit degree when it was apparent that it would cause hardship for certain students. Another member responded that he supported the motion. In the course of his teaching, he had found students to be disappointed when they learned that the 15-credit degree was not portable and that it would not allow them entry into the School of Graduate Studies. In Education, the 20-credit degree was now the standard *de facto* degree for entry into its programs.

A member asked if an external review committee had commented on the 15-credit degree. Dean Amrhein said that the *Raising Our Sights* review committees had not been charged to deal with this issue. He said that the 15-credit baccalaureate was anomalous and that the Faculty’s registrar’s office was often asked to explain it to other jurisdictions. In the Faculty, there was the overwhelming sense and strong belief that the Faculty’s resources should be used to support the 20-credit degree. Third and fourth year courses needed increased resources.

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**5. Faculty of Arts and Science (including University of Toronto at Mississauga):
2000-2001 Calendar Changes (cont'd)**

A member who had served on the Faculty's Curriculum Renewal Committee said that he supported the motion and would address the question of why it was being recommended that the 15-credit degree be discontinued. He said that the Committee had started with a clean slate and a

mandate to improve the quality of education. The members had looked at models from the US and from elsewhere in Canada. One option they had discussed was scaling back breadth requirements in such areas as language, writing and the liberal arts. This had not been thought wise; these areas were the basis of the strength of the programs. In order to get these types of skills incorporated into shorter programs, the number of courses for a specialization would have had to be reduced and that option had not been acceptable to the members. Writing requirements were important, as well as some exposure to the sciences in humanities and social science programs and vice versa. The Curriculum Renewal Committee had come to the conclusion that all this could not be accomplished in a 15-credit degree program. This was the leading pedagogical rationale for recommending the discontinuation of that degree. The loss of the fifth year of high school was a determinant in but not the main reason for the decision to recommend elimination of the degree. Some members of the university community have not been persuaded that four years of high school would produce the same expertise as five years. That argument aside, these students would likely not have the same intellectual maturity.

In response to a question, Dean Amrhein reiterated that the discontinuation was not based on the requirements for graduate studies. The Arts and Science rationale was as expressed by the previous speaker. He noted that the Faculty had contacted a number of alumni who were potential employers of the Faculty's graduates and they had said they were looking for graduates with 20 credits. Students' analytical abilities were sharpened in the upper level courses. With respect to the date for the discontinuation, it was important that the decision be made because a great deal of planning must be done before the effective date, both within the University and in the external communities (e.g. with counsellors in the secondary school system).

A member noted that a great deal of information had been given at this meeting which did not appear in the summary documentation provided by the Faculty. He asked whether the documentation could be rewritten to reflect the additional information. The Vice-Chair noted that the information would be detailed in the report of the meeting.

A member spoke in support of the motion, noting that in her role as a counsellor she had met a number of students who were set on obtaining 15-credits followed by entry into professional programs. They had found, however, that without proper planning, if they were unsuccessful at gaining entry into a second-entry professional program such as medicine, their 15-credits might not provide a sound basis on which to pursue another career or readily permit the completion of a 20-credit specialist degree. It would be easier if the students thought through their first undergraduate degree program and the choices were part of a 20-credit degree program that would provide a career option in and of itself.

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**5. Faculty of Arts and Science (including University of Toronto at
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On motion duly moved and seconded,

YOUR COMMITTEE 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 for 2000-2001, dated February 14, 2000, a copy of which is attached hereto as Appendix “B”, be approved, effective for the academic year 2001-2002.

Professor Rolph returned to the Chair.

6. Reports of the Administrative Assessors

(a) Report on Declaration of a Disruption of Academic Programs

Professor Cook noted that under the provisions of the University Grading Practices Policy, “the Vice-President and Provost...shall declare when a disruption of the academic program has occurred....The Provost...will report to the Committee on Academic Policy and Programs regarding the implementation of the procedures and changes to the status of the academic programs.”

The Vice-President and Provost declared a disruption arising from the teaching assistants’ strike which began on January 7 and ended on February 11, 2000. The statistics Professor Cook was about to give did not capture completely the extent of the disruption caused to undergraduate students, graduate student, teaching staff and administrative staff. The largest number of course disruptions occurred in courses with labs or tutorial sections. Most of the disruptions occurred in the Faculties of Arts and Science and Applied Science and Engineering, with fewer disruptions in OISE/UT and in the smaller faculties. Professor Cook presented the following figures. There were a total of over 2700 course sections taught in Arts and Science, Mississauga and Scarborough. There were 51 half courses cancelled where the teaching assistants were the sole instructors; 34 courses were suspended and about 400 course sections were disrupted. Since the end of the strike, the academic divisions had been working to return the programs to as close to normal as possible.

A member asked if the strike had affected any students’ ability to complete their course requirements and graduate this spring. Professor Cook said that this concern would centre around the cancelled courses and that the divisions had taken steps to make new courses available for those students.

A member noted that there had been problems interpreting the policy in this area and he asked whether there were plans to review the policy in light of the experience of the recent strike. Professor Cook agreed that that was a good suggestion.

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7. Date of Next Meeting

The Chair noted that the next meeting would be held on March 22, 2000.

The meeting was adjourned at 6:00 p.m.

Secretary

February 29, 2000

Chair