REPORT OF THE UNIVERSITY OF TORONTO MISSISSAUGA ACADEMIC AFFAIRS COMMITTEE of Erindale College Council meeting held on Tuesday, November 22, 2011, at 11:10 a.m. in Room 3129, W. G. Davis Building.


Regrets: D. Saini, D. Crocker, A. Daniere, M. Galvez, X. Shi, S. Israr,

In attendance: M. Berger, Office of the Dean; P. Michelucci, Language Studies; L. Neebar, Office of the Registrar, I. Binder, Mathematical and Computational Sciences

1. Minutes of the previous meeting (October 25, 2011)

The minutes of the previous meeting were approved.

2. Reports of Committees and Officers

a) Major Changes and Major Modifications stemming from the 2012-13 Curriculum Reports - For Approval

I. Proposal A: Major Modification in the French Studies Major Program, Department of Language Studies – Professor Pascal Michelucci, Acting Associate Chair

Professor Michelucci explained that two of the existing majors in French, French Language and Linguistics (ERMAJ0525) & French Language and Literature (ERMAJ1295) will be consolidated and offered as one single renamed program: ERMAJ1295 French Studies. This program will be modified to incorporate existing 300-400 level courses previously associated with ERMAJ0525 (French Language and Linguistics). Students in the French Studies Major retain the option to select concentration in either Literature (in a simplified way) or Linguistics in their upper level courses. The two current Major programs and courses continue to exist within a common amalgamated structure. It is also proposed that the program be increased to 8.0 credits in order to accommodate extra language requirements, which include the highest advanced levels of language proficiency (in written and oral French).

The decision to consolidate the French Language and Linguistics & French Language and Literature Major programs into French Studies was made as a result of extensive consultations with Faculty who teach in French Studies. It was felt that the focus should be geared toward developing stronger language skills with a minimum of 3.0 credits in language proficiency (up to and including the advanced levels) and to provide students with the opportunity to focus their upper level courses in the areas of literature or linguistics. Maintaining two separate programs with the same language proficiency learning outcomes and a close distribution of 4.0 shared credits, which follow the same disciplinary logic of fleshing out a solid knowledge of a general field, was seen to create an artificial distinction and lack of clarity for our students.

As the specified program description included at the end of the proposal mentions, the core of the consolidated Major in French Studies is as follows: "3.0 other FRE credits to be completed within ONE area of concentration: [either] Linguistics [or] Literary and Cultural Studies".

The additional required language course will make certain that strong language proficiency is
attained within the Major as described, and with the consolidation of the two existing programs promotes ease of choice. It also eliminates confusion and difficult choices for our students when deciding on a program of study.

It is proposed to align FRE offerings, whether they are in Linguistics or Literature, on the same model: after their second year, students choose FRE credits among available offerings in Linguistics or in Literature. Students in French literature will no longer be required to take a 0.5 credit in each period grouping (Groups B, C, and D) of courses. This is in line with present faculty resources at UTM.

This proposed change is also in-line with remarks expressed in the Departmental Review Final Report (2008-09): the external reviewers recommended that the French Studies discipline streamline its program offerings.

It was duly moved and seconded,
THAT
The Academic Affairs Committee recommend to Erindale College Council the major modification in the French Studies Major Program as described in Proposal A, dated November 4, 2011. (P. Michelucci/G. Anderson)

The motion was carried.

II. Proposal B: Major Modification in the French Studies Specialist Program, Department of Language Studies – Professor Pascal Michelucci, Acting Associate Chair

Professor Michelucci explained that currently, the Department of Language Studies offers a specialist program in French with a concentration in literature (ERSPE1295 French Language and Literature). Given the distribution of faculty expertise in the discipline at UTM, the department wished to expand choice for students who wanted to specialize in French by offering the option to include upper level courses in linguistics. The current French Language and Literature program will be re-named French Studies, which is consistent with the Major in French Studies (a consolidation of the two existing Major Programs currently offered in literature and linguistics).

The decision to include French linguistics in the renamed French Studies program was the result of extensive consultation within French Studies. Faculty felt that students should have the opportunity to choose whether they would like to specialize and maintain interest in each of the two areas of French Studies – French literature on the one hand, and French linguistics on the other hand – if they so desire. Students can still opt for a traditional "French Language and Literature" distribution if they wish to select Literature courses, as before. But they can also continue with some French Linguistics courses beyond the 200 level, if they are interested in the new stream, which may be an attractive option for CTEP students.

It was duly moved and seconded,
THAT
The Academic Affairs Committee recommend to Erindale College Council the major modification in the French Studies Specialist Program as described in Proposal B, dated November 4, 2011. (P. Michelucci/B. Katz)
The motion was carried.

III. Proposal: New Minor Program English Language Linguistics Minor, Department of Language Studies – Professor Pascal Michelucci, Acting Associate Chair

Professor Michelucci referred members to the proposal describing new minor program in English Language Linguistics in the Department of Language Studies.

Professor Michelucci explained that the courses offered in the current Minor and Major programs in Linguistics are mainly focused on theoretical constructs that are relevant in the analysis of the grammar of all languages. The existing programs also explore Linguistics as an academic discipline and prepare students for graduate studies. The proposed Minor in English Language Linguistics (ELL) is equally grounded in disciplinary linguistics, but while the current programs consider a broad spectrum of the world’s languages in relation to the human language faculty, the ELL program emphasizes the structure of English.

Students enrolled in the new program will be able to apply theoretical constructs to understand the rules that underlie the sound system of English, English word formation, and English syntax. This knowledge will then deepen their understanding of how different registers and varieties of English are used, how second languages are acquired, and how they are best taught.

The program will offer students a secondary set of skills involving the application of linguistic analysis to written English. They will be able to recognize and understand the principles of cohesion and coherence in written passages (logic, rhetoric, discipline specific/non-discipline specific vocabulary). The practical training will allow them to analyze, understand, and evaluate written English, with a special focus on the academic uses of the English language. These are necessary tools for academic success in any discipline at the University level. Any student in Health care, in professional degree programs or in the Humanities; any local or international student with a need to develop linguistic skills will benefit from the type of training in linguistic analysis offered by the Minor in ELL.

The proportion of students at the University of Toronto Mississauga with English as their second or third language is expected to continue to rise, due to both the multicultural and diverse Canadian student body and the growing number of international students. Many of these students face language-related challenges. In addition, the general student population, including students with English as their first language, has serious difficulties with academic writing. This calls for an action plan to provide discipline-based opportunities to all such UTM students to acquire the linguistic and critical-thinking skills needed to succeed in their academic programs. The English Language Linguistics program will provide students with an opportunity to improve their communicative and writing abilities through an academic training in the field of linguistics with a focus on English, as discussed in more detail below.

Courses in the proposed minor program are primarily designed to equip students with the analytic tools required for a scientific approach to language. These tools in turn are recruited for two complementary objectives: 1) to help students make linkages between the advanced language skills (communicative, analytical and pragmatic competence) required for success at the university level and the description of the English language through the tools and methods provided by Linguistics; and 2) to provide students with the training in linguistics required to effectively read, evaluate, present, and write academic work.
The ELL Minor program is distinctive and unique, as it draws on the strengths of contemporary linguistic analysis in both the theoretical and applied domains to provide students with a sophisticated understanding of the structure of English. This knowledge is then applied to their own command of the language, especially in the academic sphere. The Minor aims at producing well-rounded students with superior communicative skills and is suitable to those looking for enhanced linguistic skills to express themselves at an appropriate level both orally and in writing in order to improve their overall academic performance.

Professor Michelucci concluded by noting that the program already has high student interest and the courses offered already have high enrollment.

It was duly moved and seconded,
THAT
The Academic Affairs Committee recommend to Erindale College Council the new minor program in English Language Linguistics in the Department of Language Studies as described in the proposal dated November 14, 2011. (P. Michelucci/K. Hannah-Moffat)

The motion was carried.

b) Curriculum Reports: For Approval

I. 2012-13 Humanities Curriculum Report – Professor Bernard Katz

Professor Katz referred members to the Humanities Curriculum Report and summarized the changes therein. There were 26 new half courses and 5 full courses added in the report, many in the French Studies and Languages areas. Half courses were added to give more flexibility and course descriptions were updated, aiming for clarity and giving more examples of writers and literary periods to be studied. Other descriptions were updated to give more precise examples of the topics covered and by stating the aims and usefulness of the course. New Italian courses were added to enrich and expand course offerings at the upper level in Italian teaching and learning.

There was one new minor program and two major modifications, all in the department of Language Studies, which are part of the major changes that were already presented by Professor Michelucci.

It was duly moved and seconded,
THAT the 2012-13 Humanities Curriculum Report be approved. (B. Katz/D. McMillen)

The motion was carried.

II. 2012-13 Sciences Curriculum Report – Professor Sasa Stefanovic

Professor Stefanovic referred members to the Sciences Curriculum Report and summarized the changes therein. The Science Curriculum sub-committee did not propose any major changes in the 2012/13 academic year. Rather, a number of relatively small modifications were done in the category of “other program changes.”

In the Limited Enrolment description for all Chemistry programs, they are changing the first
year Chemistry mark requirement so that rather than requiring a specific mark in both CHM110 and CHM120, they will now require that same mark only in CHM120. Many students struggle with the transition from high school to university. In order to allow them more time to adjust to university life before assessing their eligibility for CHM programs, they will consider their mark only from the second first year CHM course, CHM120, rather than both CHM110 and CHM120.

Across all Biology specialists, due to constraints on resources, BIO400Y and BIO481Y/JCB487Y5 can only offer opportunities to a limited number of students. In an effort to ensure that, as many students as possible are able to take advantage of these unique opportunities, they ask that students participate in one of these courses, but not more. This is an extension of BIO 2.0 credit maximum rule for ROP and research courses and has been in practice by the Internship Office for many years already.

Additions or deletions of courses across the Science departments were largely the result of changes in faculty composition in the departments. A number of new courses were added to reflect new expertise to the departments provided by new hires or to reflect updates in the content of the field.

Biology added two new courses: Intro Medical Biotechnology (BIO375) and Evolutionary Ecology (BIO445). The former will build the undergraduate biotechnology specialists program’s course offerings, while the latter will serve as a capstone to students interested in ecology and evolution, solidifying their understanding of the concepts and intersection of these fields.

The Department of Anthropology added three new courses. One of those, 3D Crime Scene Mapping (FSC406), is in Forensics program. Forensic animations and 3D crime scene reconstructions are becoming more common in courtrooms, raising jury expectations about how evidence and data are presented. With this new course, the UTM FSC program is building on their strengths in data and evidence visualization through collaborations with the Biomedical Communications Program. The other two new courses in ANT are: World Prehistory (ANT201) and Fantasies, Hoaxes and Mispresentations of the Ancient World (ANT210). The latter course will provide a science breadth requirement for non-Science majors and should help Anthropology take on more students.

The Department of Geography also added three new courses. Two of those are in Environmental Science program: Restoration Ecology I and II (ENV495/496). This two-course series fills an important niche for students in environmental science and environmental management, and is likely to attract students with a background in ecology and biology. The third new course, Physical Geography (GGR112), introduces this discipline to students and provides a basic understanding of hydrological, geological, climatological, and ecological processes and dynamics required for all upper-level geography science courses.

Across departments, numerous other changes, including renumbering, reweighting, description, renaming, were implemented to make program and course requirements clearer to students and in response to the departments receiving repeated questions on certain issues from students.

It was duly moved and seconded,
THAT the 2012-13 Sciences Curriculum Report be approved. (S. Stefanovic/U. Krull)
The Chair opened the floor to discussion.

Ms. Neebar from the Office of the Registrar was granted permission to speak and raised concerns on behalf of her office regarding the proposed change in Psychology, which required that first year students applying to this program in 2014/15 enter with Grade 12(4U) Biology and Advanced Functions or equivalent. She noted that there was a concern from the Office of the Registrar because Psychology offers an alternate route for students into life sciences and that adding those two required courses will change the incoming class. Professor Stefanovic noted that the Sciences Curriculum subcommittee debated this issue vigorously and that this issue received careful scrutiny before being brought to this Committee.

Professor Kamenetsky from the Department of Psychology explained that much consultation had been done to arrive at the proposed change, including studying relevant data that showed a lack of math skills in students entering the program. Faculty expressed concern regarding lowering the standards expected in a Science program. This proposal aims to stem that tide. He further explained that most of the major advancements in the field of Psychology are focused around biological bases of behavior and therefore students entering the program should have a really good preparation in that area.

Ms. Neebar asked if CTEP students had been considered when this change was proposed. Professor Kamenetsky explained that CTEP students represented a very small proportion of Psychology students (30 students per year) and that the department was not satisfied with how these students had performed in the previous year. Many of these students did not meet the department’s 63% grade requirement for entry. He emphasized that the department wanted stronger students, instead of simply being a gateway for students wishing to enter the Life Sciences.

The Dean noted that this change in the Psychology program would be phased in and students would be informed in advance. The Vice-Dean Undergraduate noted that a considerable amount of data analysis was done to understand the effects of this change, showing that those students that meet these requirements perform the best.

In response to a member’s question about why Advanced Functions instead of Calculus (similar to St. George) was in introduced as a requirement, Professor Kamenetsky explained that further analysis showed that there was no evidence that Calculus was a better predictor of success than Advanced Functions. In addition, students were not required to take additional courses, just different ones: grade 11 university preparation Functions and grade 12 Advanced Functions and grade 11 and 12 Biology.

A member spoke in support of the proposed Psychology changes and argued that the Office of the Registrar should not intercede in this academic matter.

A member noted that in the curriculum subcommittee, there was some discussion about science distribution and what counted as a science requirement. The Vice-Dean Undergraduate will report back on this in the New Year.

The motion was put to a vote. The motion was carried.
Professor Tombak referred members to the Social Sciences Curriculum report and summarized the changes therein. The Social Sciences Curriculum sub-committee did not propose any major changes in the 2012/13 academic year. Rather, there were a multitude of housekeeping changes such as updating pre-requisites that will make it easier for students to finish their degree in a timely manner, updating references to accurately reflect existing courses, instead of referencing courses and other minor pre-requisite changes.

There were 16 half and 3 full new courses added, most of the in the Department of Sociology to accommodate high student demand in a particular area (Crime and Socio-legal studies area and gender area) and to accommodate more students in second year courses. Fourth year lecture courses were also added in the same department to give students a deeper level of knowledge, but also to accommodate more students.

There were 12 half and 2 full courses deleted, most of them in the Department of Sociology with respect to courses that were established as the special interest of faculty who have since retired and courses that have not been taught in several years.

Finally, it should be highlighted that there were several new courses added in to offer internship opportunities in Economics, Geography and Sociology. These experiential learning opportunities are time intensive for the coordinators, but are considered very valuable offerings for students.

It was duly moved and seconded, THAT the 2012-13 Social Sciences Curriculum Report be approved. (M. Tombak/T. Bowen)

The motion was carried.

3. New Business:

a) Proposal: Global Management Fundamentals Certificate Program, Department of Management – Professor Mihkel Tombak, Chair

Professor Tombak referred members to the document describing the proposed certificate program. He explained that in an effort to meet growing demand for specialized business training in an international environment, the Department of Management is proposing the Certificate in Global Management Fundamentals. The program will be 7.5 weeks in duration (36 days of tuition), and will consist of intensive instruction in six management areas. The program will focus on attracting undergraduate students, typically after the equivalent of at least two full years of study in management- or business-related disciplines. The material covered in the intensive program will provide enrichment for the students’ concurrent studies at their home institutions. The instructional modules are designed to provide participants with an understanding of business and management in a more global context, and will offer perspectives in the various management disciplines that may not be available to them at their home institutions. Participants will live on campus with students from other institutions, will receive instruction from UTM faculty, and will engage in professional development activities. Participants may also undertake a Business Communication module, running concurrently with academic coursework, which will provide them the opportunity to refine their English language skills, and will help them to develop a discipline-specific vocabulary.

As part of the University of Toronto Mississauga’s effort to create new and innovative
relationships with universities abroad, and to further the University-wide objective of increased recruitment of international students, the Global Management Fundamentals program will be drawn from selected institutions abroad.

Participants will be drawn from students currently enrolled in business and management programs in top universities in regions with emerging economies, with which UTM is developing strategic partnerships. Initially, UTM will focus on creating partnerships with institutions in India, and if successful, recruitment efforts will be expanded into other markets like China. The Office of the Vice President & Principal, UTM, including the Director, International Academic Liaisons, will forge these partnerships in consultation with the Office of the Vice-Principal Academic & Dean, and the Department of Management. This will ensure that partnerships are only developed with high-quality universities in target markets, and will allow the Global Management Fundamentals program to utilize the expertise of the local institution to identify their top students for enrolment in the summer program. A growing number of undergraduate business students in these regions are in need of specialized training in both a North American and a more broadly global context. The Global Management Fundamentals program will provide participants with grounding in North American business practices, as well as an opportunity to interact with business and management students from other regions.

The Department of Management is prepared to offer this program as an element of its own long-term academic plans. The certificate program will be self-funding. Any surplus generated by the program will be used to enrich the Department’s current traditional degree program offerings. For example, the surplus can be used toward the hiring of additional full-time, tenure-stream faculty members, that will allow the Department to provide first-rate instruction in the certificate program, while also increasing the number of sections taught in the degree programs by tenured and tenure-stream faculty members.

Since the Global Management Fundamentals program will operate as a “certificate program in continuing studies,” participants will not be registered as University of Toronto students, will not receive academic credit for coursework completed from the University of Toronto, and will not have a University of Toronto transcript. Participants in Global Management Fundamentals may not enrol in any University of Toronto specialist or major programs, and coursework completed during the summer program will not transfer to a University of Toronto degree program. Upon satisfying the requirements of the program, participants will receive a certificate of completion, issued conjointly by the Department of Management and the University of Toronto Mississauga, but will not be recognized at Convocation. Participants’ home institutions may choose to award an appropriate level of academic credit to those participants that complete the program.

It was duly moved and seconded, THAT the Global Management Fundamentals Certificate Program in the Department of Management be recommended to Erindale College Council for approval, effective June 1, 2012. (M. Tombak/U. Krull)

The Chair opened the floor to discussion.

In response to member’s question about the level at which this certificate will be offered, Professor Tombak replied that the certificate program is offered similar to a third year undergraduate level.
In response to a member’s question, Professor Tombak explained that the certificate program is geared towards students abroad, not U of T or domestic students.

A member suggested that there might be room in this program for a municipal partnership in the future. Professor Tombak replied that this could be a deepening of the offerings in the future. In response to a question about who will be offering the courses in the certificate program, Professor Tombak explained that a mixture of existing faculty and new hires will handle the program.

A member commented on the exclusion of domestic students. Professor Tombak explained that the program has built-in components that familiarize students with Canadian management practices, such as how to formulate a resume for Canada, interviewing in a Canadian environment and English language skills. Professor Hannah-Moffat pointed out that applicants must be registered in a partner institution; the program is specifically aimed at those who are enrolled in a targeted program at another institution.

In response to a member’s question, Professor Tombak explained that as long as UTM requirements are met, students’ home institutions would do the selection.

The motion was carried.

In response to member interest, the Vice-Dean Undergraduate promised to report back in the New Year on what constitutes a science course and how this related to distribution requirements.

The next meeting of the Committee will be on Tuesday, January 27, 2012.

The meeting adjourned at 12:10 p.m.

Secretary _________________________  Chair _________________________