Call to Order

The meeting was called to order at 9:12 am by the Chair.

1. Approval of Minutes of the February 14, 2018 Meeting of Council

The Chair called on a motion to approve the minutes, which was carried. There was no business arising from these minutes.

2. Report of the Dean

Dean David Cameron informed the Council that Professor Heidi Bohaker would speak to the report from the Indigenous Teaching & Learning Working Group later in the agenda. He acknowledged that people had encountered trouble locating this report; and the Dean's Office was searching for a place to make the report more readily accessible. A handout containing the link to the Working Group’s report (Scroll to the link entitled “Decanal Working Group on Indigenous Teaching and Learning, 2018”) to which Dean Cameron referred was distributed to Council
members. An email address (itl.artsci@utoronto.ca) was also included in that same handout should anyone want to provide comments and feedback.

The Chair thanked the Dean for his report.

3. **(For Approval) Establishment of a New EDU:C, the School of Cities – Dwayne Benjamin, Vice-Dean, Graduate Education**

Professor Dwayne Benjamin, Vice-Dean, Graduate Education provided an overview of the proposed establishment of the School of Cities, a new EDU:C.

The School of Cities is to be established as an interdivisional entity aimed to strengthen the University’s expertise in urban research, education and external partnerships. It will address one of the top strategic priorities of the University, which is to take better advantage of our location, known for being one of the most vibrant, culturally diverse and economically dynamic places in the world, as well as bring about benefits to both the University and the immediate areas of which it is a part.

Primarily as a research-driven institution, the School of Cities is expected to build connections both within and outside the University to advance interdisciplinary research, as well as offer educational programming and experiential learning opportunities. The Faculty of Arts & Science will be the School’s lead Faculty, assuming administrative and budgetary responsibility of the School. The creation of and collaboration within the 29-member Interim Working Group, representing over 22 disciplines across eight divisions, was instrumental in the drafting of this proposal as it demonstrated the wide range of stakeholders consulted on the School’s viability, form, vision and mandate. The Chair thanked Vice-Dean Benjamin and proceed to read the following motion:

**Be It Resolved**

THAT the School of Cities, as described in the attached proposal, be established as an EDU:C effective July 1, 2018.

The motion was moved and seconded.

A member asked how the proposed establishment of the School would impact existing programs such as Urban Studies. Vice-Dean Benjamin responded that the School of Cities would become a hub for research activities and the development of experiential opportunities. In addition to engaging in collaboration with both undergraduate and graduate programs, the School would have a presence at both UTSC and UTM.

Another member asked why there were no students in the Working Group. Vice-Dean Benjamin responded that the focus of an EDU:C is to develop a research network. Since no direct courses are being planned and created at the moment, consultation with students would take on a more indirect approach. It is expected that there would be more engagement with the undergraduate population following the successful establishment of the School.

On the vote the motion was carried.

4. **(For Feedback and Discussion) Report on Arts & Science Self-Study – Jay Pratt, Vice-Dean, Research & Infrastructure; Mary Pugh, Acting Vice-Dean, Undergraduate & International; Dwayne Benjamin, Vice-Dean Graduate Education & Program Reviews**

Professor Melanie Woodin, Associate Dean, Undergraduate Issues & Academic Planning, who spoke on behalf of Professor Penelope (Poppy) Lockwood, Vice-Dean, Academic Planning & Strategic Initiatives, gave a brief introduction to the Arts & Science external review being prepared. The Faculty was last reviewed back in 2013 so the time has come for another review. The Arts & Science self-study is being written by multiple constituent groups, with the goal of having it completed by this summer in anticipation of visits by external reviewers in October 2018.
Research and Infrastructure:

Professor Jay Pratt, Vice-Dean, Research & Infrastructure provided an overview of his portfolio. He highlighted the QS World University Rankings and acknowledged that many of the 29 departments within the Faculty were top 10 in rankings by subject. He then spoke to the trends regarding the different types of grant funding, noting that not-for-profit funding source (totaling approximately $88 million for 2017) had experienced the greatest amount of increase compared to other sources over the past several years. Furthermore, he underlined the University’s success rates of the SSHRC Insight and NSERC Discovery Grant applications as being 10 to 15 per cent higher than the national average respectively.

Two other areas emphasized by Vice-Dean Pratt in his report included research support as well as space and infrastructure within the Faculty. Of note was the announcement of a future rollout of a pilot collaborative grant program between the Faculty of Arts & Science and the Faculty of Applied Science and Engineering. He also acknowledged the existence of a university-wide initiative to increase the level of participation in tri-council partnership programs.

A faculty-wide Space Benchmark Study completed in 2015 found that virtually all units within the Faculty were close to or exceeding carrying capacity. With the help of the federal government’s Strategic Infrastructure Fund, $24 million were received to help the Faculty implement, and complete within an 18-month duration, infrastructure projects ranging from large buildings to laboratories.

A member inquired about identifying additional space on University Avenue. Vice-Dean Pratt replied that two million square feet of space was currently allocated to the provincial government and that the Faculty attempted to seek space in the Ontario Power Generation building as part of its search for space.

Graduate Education:

Professor Dwayne Benjamin, Vice-Dean, Graduate Education & Program Reviews spoke next to provide an overview of his portfolio. He prefaced by recalling the main themes and priorities that were proposed in the previous self-study completed in 2013: focusing enrolment growth in Master’s programs; monitoring time-to-completion; graduate student funding; and improving funding for international graduate students. Vice-Dean Benjamin acknowledged there was a stronger emphasis placed on graduate student funding relative to the other priorities the last five years.

The contents of the 2018 self-study would include an explanation of the role of Arts & Science in graduate education; a profile of the programs and the grad students; a discussion of the initiatives and mechanisms to support grad students plus the different outcomes to be measured. The narrative that is emerging in the 2018 self-study is indicative of a shift from graduate expansion to improving the graduate student experience; there is also a desire to cultivate direct and robust forms of engagement with graduate students. Some of the key actions to be mentioned in the self-study include: fostering the innovation and enrichment of academic programs and units; establishing a direct channel of communication between grad students and the Dean's Office; the continued collection, dissemination and analysis of data based on work already carried out via the 10,000 PhDs Project, and more.

Vice-Dean Benjamin also identified some priorities and challenges looking forward. They include: maintaining domestic student enrolment while expanding international enrolment; measuring and improving grad student outcomes; as well as determining the right level of funding for Master’s programs (e.g., for Direct PhD programs in light of the University’s decision to reduce international tuition fees for these students).

A member asked if there was any data available with respect to funding packages being offered by other institutions to students. Vice-Dean Benjamin responded that the office has more qualitative information available and recognized the importance of looking into this further given the ever increasing cost of living in the city of Toronto.
A member asked how recruiting and funding are coordinated across the three campuses. Vice-Dean Benjamin replied that the process would vary at the unit level in terms of recruiting coordination. Dean Cameron also added that the Provost is launching a broad-based review of this tri-campus relationship; it is hoped that some of these issues being raised can be thought through more systematically.

*Undergraduate Education:*

Associate Dean Woodin returned to illustrate samples of undergraduate data that would be incorporated in the self-study. These samples of data would encompass different areas, from curriculum and academic programs to student support, to teaching enhancement and student experience.

She noted the increase in the number of small class offerings (i.e., offerings with a class size of 40 students or fewer) within the Faculty over the past few years, as well as emphasized the significant percentage of graduates who had completed double majors within the same sector or across sectors (e.g., Humanities and Social Sciences, or Social Sciences and Sciences). She also acknowledged the (preliminary) Admissions Business Process Reengineering work undertaken by the Faculty as one of the many initiatives designed to better support students. There was also an increase in the number of students enrolling in the One Programs, which are first-year foundational programs, often offered in a small seminar setting by the seven colleges in the Faculty of Arts and Science as well as the Munk School of Global Affairs. The self-study would also provide details as to how the Faculty has been enhancing its teaching through the Writing Instruction for TAs (WIT) project, the English Language Learning Program, and more.

In terms of student experience, the Faculty has examined data generated from course evaluations as well as the National Survey of Student Engagement (NSSE). In terms of the quality of learning experience, there was a general increase from the 100-level courses gradually to the 400-level. The Faculty is also paying close attention to the measure of “high impact practice”, a key performance indicator identified as part of the targets and metrics established in the new Strategic Mandate Agreement 2017-2020 (SMA2), which was agreed upon by the University and the province of Ontario.

A question was raised to seek clarification on the term “high impact practice.” Associate Dean Woodin responded that this term incorporates both curricular and co-curricular experiences, including summer labs and capstone courses. She also used this opportunity to ask Council members to visit the external review website from time to time as more information becomes available.

A member suggested looking at the correlation between class sizes and the levels of student satisfaction when analyzing the course evaluations. Associate Dean Woodin confirmed that this will be an important indicator to look at.

A member asked whether there was any co-curricular data collected and analyzed in relation to the number of students living in residence, as well as the students’ use of the co-curricular record. Associate Dean Woodin replied that the data generated was not entirely uniformed; it was a mix of qualitative and quantitative.

A member expressed concerns that the Dean’s Office might be undercounting the funding used to support the Writing Centres since money raised through the Colleges would funnel through the Faculty. He suggested mentioning the Colleges alongside the Faculty when working on the “enhancing our teaching” section of the self-study. Associate Dean Woodin replied that they would include this information and that some of this information might be relevant to the Advancement unit as well.

A member, in response to a slide showing below average student satisfaction trend observed, asked why were students feeling dissatisfied. Associate Dean Woodin responded that questions like these are encompassing and that there could be a number of factors that would influence students’ satisfaction. Many of the Faculty’s students are commuter students. Perhaps they do not have the opportunity to engage in activities. Maybe it is related to the lack
of access to researchers. Currently, the Dean’s Office does not have a clear breakdown of the factors that contribute to this sentiment. However, they are having discussions around this to better identify what is in their control and what is out of their control.

A member inquired about the existence of any data on the change in fee structure and the implementation of the breadth requirements and their impact on students. Associate Dean Woodin replied that the Dean’s Office would address the Credit/No Credit (CR/NCR) option and its connection to students fulfilling the breadth requirements in the self-study. A follow-up question was raised to inquire whether there was an improvement in student experience as a result of the switch from the old distribution requirements to the more recent breadth requirements. She responded that the increase in the number of students completing a combination of Major and Minor programs is indicative of them taking advantage of the breadth requirements.

A member asked if there was a breakdown of the number of small class sizes among the different sectors. Associate Dean Woodin replied that the Dean’s Office will have the breakdown of courses per sector. She had not yet looked at the data breakdown in the increasing number of small courses being offered. There is a first-year working group that would explore and come up with recommendations to improve engagement or enhance experience in labs and tutorials. The same member asked a second question regarding the inclusion of information pertaining to research funding for undergraduate students. She responded that the Research and Infrastructure section of the self-study would address a bit of this. She indicated that she would look further into the number of students undertaking research experience.

The Chair thanked Vice-Dean Pratt, Vice-Dean Benjamin, and Associate Dean Woodin for the report.

5. (For Feedback and Discussion) Report from the Indigenous Teaching & Learning Working Group – Heidi Bohaker, Associate Professor, Department of History

The Chair called on Professor Heidi Bohaker to speak to the report from the Decanal Indigenous Teaching & Learning Working Group.

Due to time constraints, Professor Heidi Bohaker indicated that she would provide a brief overview of the working group and its report and would return at a later time to facilitate a more in-depth discussion.

The impetus of the report originated from a petition by an Indigenous student who had expressed concerns about the future of Indigenous learning, given the racism, discrimination and the lack of appreciation encountered by many Indigenous students over the years. This sentiment has been further exacerbated by the ongoing funding gap between the federal government and the provincial government.

With the release of the Truth and Reconciliation Commission’s recommendations, the University undertook its own response by creating a Steering Committee that worked together to produce a university-wide and forward-looking report, Answering the Call: Wecheehetowin.

At the Faculty of Arts and Science, the composition of the Decanal Working Group on Indigenous Teaching and Learning consisted of a mix of both Indigenous and non-Indigenous members, which included five undergraduate and five graduate students, as well as staff and faculty, to ensure all divisions were represented. The report identified 20 Calls to Action, with the goal of achieving some of these in the immediate/near term, and others in the longer term.

Some of the Calls to Action highlighted by Professor Bohaker include:

- **Call #1**: the establishment of an Indigenous college that would be open to all students, with the goal of being the potential home for the Centre for Indigenous Studies and other advanced research
- **Call #2**: calling on faculty for support for the Centre for Indigenous Studies (currently classified as EDU:B)
• Call #11: asking faculty to review curriculum to ensure content relating to Indigenous peoples reflects best practices and contemporary scholarship
• Call #13: encouraging students to acquire knowledge about the history of Canada and the residential school system (students need to know this in order to engage in Canada)

As a result of time constraints, Dean Cameron proposed to Professor Bohaker to return at the next Council meeting to continue her presentation and discussion facilitation. In response, the Chair sought permission from the Council to extend the meeting by ten minutes. On the vote the motion was carried and the presentation was resumed.

Professor Bohaker stated that the Dean’s Office is in the process of putting in place and hiring an individual to provide curricular support in relation to Call #13. She also highlighted the Call (#18) to ensure all faculty and staff members in Arts & Science are provided with training in Indigenous cultural awareness and critical race analysis. This would be particularly beneficial to individuals coming from outside of Canada. She reemphasized the aspirational goal of the creation of an Indigenous College, recognizing that many Indigenous languages are now endangered as a result of residential schools. Professor Bohaker also acknowledged efforts by other post-secondary institutions such as Cornell University and the University of British Columbia to indigenize their campuses. She encouraged the Council to download the report and review the Calls to Action, and would return to discuss in more detail.

The Chair thanked Professor Bohaker for her presentation.

6. Other Business

Mr. Thomas MacKay, Director, Faculty Governance & Curriculum Services at the Faculty of Arts and Science addressed the question raised during the last two Council meetings with respect to the exclusion of postdoctoral fellows from the “Teaching Staff” definition in section II-3 of the Constitution. Two years ago, postdoctoral fellows formed a bargaining unit with the Canadian Union of Public Employees as part of CUPE Local 3902, Unit 5. As a result of this development, postdoctoral fellows who are university-funded and unionized were added to the list of individuals who would be eligible to nominate and vote for the Administrative and Technical Staff positions of the Council earlier this year.

A member asked why postdoctoral fellows were being pigeonholed as they’re not staff nor students. Mr. MacKay replied that this would be an item to further discuss and would follow up more later.

Mr. MacKay also announced that the Agenda Committee had reviewed the “Faculty of Arts & Science Guidelines and Procedures for the Assessment of Teaching Stream Faculty (for Probationary, Continuing Status and Promotion Reviews)” that were previously approved by Council in December 2017. Feedback and minor changes were proposed by the Provost’s Office for the purposes of clarity as well as language alignment to existing University policies. Mr. MacKay reported on this decision as per section V.4.5 of the “By-Laws of Arts and Science Council”, that the Agenda Committee had executed its authority to approve on behalf of Council the updated Guidelines and Procedures.

7. Adjournment

Meeting was adjourned at 10:28 am.