ARTS AND SCIENCE COUNCIL MEETING

MINUTES OF THE ARTS AND SCIENCE COUNCIL held on Wednesday, December 12, 2018 at 9:00 am in the Governing Council Chamber, Simcoe Hall

Present

David Cameron (Dean)  Bernardo Galvao-Sousa  François Pitt
Igor Samardzic (Chair)  Daphne Goring  Janet Poole
Gillian Hamilton (Vice-Chair)  Paul Hamel  Dhvani Ramanujam
Thomas MacKay  Symon James-Wilson  Michael Ratcliffe
Martha Harris  Rebecca Jockusch  Marlene Rong
Kevin Mak  Tamara Jones  Stephen Rupp
Donald Ainslie  Charlie Keil  Tatiana Smolyarova
Dwayne Benjamin  Sharon Kelly  Thomas Socknat
Brent Berry  Michael Kessler  Sam Stead
Jacques Bertrand  Pamela Klassen  Cheryl Suzack
Alana Boland  Kyoungrko Ko  Ramtin Taramsari
Eric Cazdyn  Reid Locklin  Guillaume Thomas
Samuel Delage  T. Ephraim Lytle  Marten van Kerkwijk
John DiMarco  Tirzah Meacham  Marie-Anne Visoi
Sebastian Duncan  Nathalie Moon  David Wallace-Hare
Xing Fan  Nakanyike Musisi  Art Weis
Geneva Ferguson  Sarah Louisa Namer  Ira Wells
Carol Finlay  Mirella Pasquarelli-Clivio  Runqun (Helen) Zheng
Adam Fox  Katherine Patton  John Zilcosky

Call to Order

The meeting was called to order at 9:08 am by Igor Samardzic, Vice-Chair (Student) of Council. As the Chair was unable to attend the meeting, Mr. Samardzic substituted as Chair for this meeting in his capacity as Vice-Chair. He announced that the meeting would start with the reading of two memorial resolutions.

Memorial Resolutions

The Chair called for the reading of a memorial resolution respecting Professor Arthur Hosios from the Department of Economics. This motion was read by Professor Dwayne Benjamin, Vice-Dean, Graduate Education.

The Chair then called for the reading of a memorial resolution respecting Professor Vincent Shen from the Department of East Asian Studies. This motion was read by Professor Janet Poole, the Acting Chair of the Department of East Asian Studies.

A minute of silence was observed after both resolutions were read. The text of these two resolutions is included in these minutes at the end of the document.
1. **Approval of Minutes of the November 21, 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**

The Dean provided an update to Council on the financial situation of the Faculty as it pertains to the University’s annual budget review process. He stated that the financial situation of the Faculty is very strong, but uncertainty is expected for both the University and the Faculty.

Externally, the provincial government is facing large deficits, and the existing Tuition Fee Framework for undergraduate domestic students will be ending in Spring 2019. It’s currently unclear as to what will happen after. The assumption is that the University will see a reduction in grants.

Internally, the results of the ongoing work by the Tri-Campus Review Steering Committee, the Budget Model Review Committee, and the corresponding working groups will have an impact on budget implications. Furthermore, the Faculty is awaiting the ramifications of the new inter-divisional teaching framework. The reserves for the University as a whole currently stand at $800 million, and the University would like to ensure that funds are being used in a disciplined way. That said, the government may view the institution as having sufficient resources and not needing more.

The Faculty is keeping on a steady course with respect to budget planning. The expectation is that if there are external impacts, they are more likely to be negative than positive. As evidence emerges, the Faculty will adjust accordingly. The Dean ended his report by reassuring Council that the Faculty is in good shape financially but may need to make adjustments in the coming year.

A member asked about the financial impact of the abolishment of mandatory retirement for faculty members now that it has been more than 10 years since that provincial legislation. Dean Cameron responded that the Faculty is reaching a steady state and that fluctuation is being accommodated through the faculty appointment process.

A member inquired about the allocation of the $800 million in reserves. Dean Cameron replied that these funds are scattered across different areas and noted that the aggregates would add up given the University’s size and the decentralized approach to budgeting.

The Chair thanked Dean Cameron for his report.

3. **(For Approval) Master of Arts in Drama, Theatre and Performance Studies, Major Modification to Existing Program – Dwayne Benjamin, Vice-Dean, Graduate Education**

As this item contained a motion requiring a vote, the Chair sought and received confirmation from the Proctors that quorum was reached.

Professor Dwayne Benjamin, Vice-Dean, Graduate Education presented the proposal for a new thesis-based option within the Master of Arts in Drama, Theatre and Performance Studies, and changes to the program requirements for the existing coursework option.

Under the new thesis-based option, students will take a two-semester thesis course in which the format of the thesis can be a research paper or a hybrid that includes both practical and writing.
Students in both the thesis option and the coursework option will complete 4.0 full course equivalents including required courses that explore the different aspects of drama, theatre and performance studies. Students in the thesis option will see 1.0 FCE of the total 4.0 FCEs devoted to the thesis, while students in the coursework option will take an additional elective.

The Centre for Drama, Theatre and Performance Studies has confirmed that there are sufficient faculty resources to implement the new thesis option and the introduction of the three new required courses. The proposal was developed with extensive consultation with various stakeholders.

The Chair thanked Vice-Dean Benjamin and proceeded to read the following motion:

**Be It Resolved**

THAT the proposed changes to the Master of Arts in Drama, Theatre and Performance Studies as described in the attached proposal dated November 27, 2018, be approved effective for the academic year 2019-20.

The motion was moved and seconded.

A member inquired about the application process for students looking to transfer to the Centre’s PhD program. Professor Xing Fan, Acting Associate Director, Graduate, from the Centre confirmed that they would have to go through the application process from the beginning.

A follow-up question was raised about tuition for the MA program. Vice-Dean Benjamin responded that the tuition would be the same whether it’s a 9-month program or a 12-month program but the amount of grants students would receive might be different.

On the vote the motion was carried.

4. **(For Discussion) First-Year Academic Offerings Working Group – Report and Discussion – Pamela Klassen, Vice-Dean, Undergraduate & International**

Professor Pamela Klassen, Vice-Dean, Undergraduate & International, presented the recommendations from the First-Year Academic Offerings Working Group. This was a continuation of consultation from the November 21, 2018 Council meeting on the item of First-Year Foundations Council. Vice-Dean Klassen acknowledged the presence of Professor Charlie Keil, a co-chair of the First-Year Foundations Council.

The First-Year Foundations Council can be viewed as a long-term consultative process that seeks to address the question of how to enable first-year students to develop strong skills and abilities to better navigate their academic options. The big transformative recommendation that was proposed by the working group would see every Arts & Science student completing 0.5 FCE of a small-size seminar in first-year. Other major recommendations proposed by the working group included transforming and redesigning the current First-Year (199) Seminars initiative, establishing a Society of Fellows to meet the teaching needs of these small-size seminars, and investing more resources in large first-year classes. There was also a desire by the working group to see more collaboration between the Colleges, departments, faculty, and registrarial staff to provide more coordinated face-to-face and online advising to first-year students.

Vice-Dean Klassen stated that the report was developed with the principles that the classroom plays an important role in shaping the experience of first-year students, that first-year students have not yet selected their programs of study, that it’s important for the Faculty to work with Colleges to help students develop a better understanding of who they are, and that achieving these changes will require collaborative work.

The detailed recommendations proposed by the working group were sorted by the scale of actions and included policy changes that would require additional consultation with and consideration by various stakeholders including
the Arts & Science Council. Vice-Dean Klassen indicated that it might be beneficial to revive the Academic Policy Committee to review the proposed recommendations in more detail. She also alluded to a new University online syllabus project (Addendum: Course Information System) in which faculty members could take part so that course syllabi could be published well in advance to help students plan their schedules during the summer.

The First-Year Academic Offerings Working Group consisted of a mix of undergraduate and graduate students, staff, faculty, registrars, and librarians. Many of these members also consulted with their respective constituents. A few members of the working group are also in the First-Year Foundations Council. Vice-Dean Klassen specifically thanked Professor Andrea Williams from the Writing Instruction for TAs (WIT) Program, Professor Brenda Wastasecoot from the Centre for Indigenous Studies, and Professor Paola Bohórquez from the English Language Learning Program for their involvement with the First-Year Foundations Council.

A member asked if the Faculty would put resources towards tutorials for first-year courses. The member felt that a tutorial section with 50 students enrolled is not really a tutorial given its size. Vice-Dean Klassen responded that the Faculty will start examining large-size classes and tutorials in more depth in 2019. She also acknowledged that one of the challenges for the Faculty is acquiring information on tutorials and that a much bigger scan would be required.

A member commented that students would generally show up to a science tutorial to write a quiz whereas a history tutorial would expect active participation and engagement from students. The member felt that large life science classes and tutorials are struggling. Vice-Dean Klassen replied that the Faculty is looking to get first-year course instructors together to exchange information about best practices and challenges.

A member, based on experience as a graduate student and teaching assistant, commented that students are now coming forward with non-academic issues. The member felt that the training and preparation provided to teaching assistants is not sufficient, and that knowledge of discipline on its own might not be adequate for teaching assistants to have more in-depth conversations with students on non-academic issues. Vice-Dean Klassen responded that the Faculty recognizes the challenges faced by instructors and teaching assistants when advising students on different matters. Even though the classroom is often looked at as the first place where academic success is built, it is not the only place to engage students.

A member suggested having students take a mandatory full-year course on essay writing in order to address the universal complaint about their inability to write. Vice-Dean Klassen acknowledged the importance of improving students’ writing skills but felt that a 0.5 FCE requirement would be more appropriate given the required courses in other areas that these students would need to take. She hopes that students will use this First-Year Foundations seminar opportunity to identify the skills they need to develop further.

A member, based on experience as a former First-Year Foundations (“Ones”) program participant, expressed concerns about the need for students to balance the new 0.5 FCE First-Year Foundations seminar requirement with other courses to fulfill program-entry and breadth requirements. The member also expressed reservation about the proportion of students who would be genuinely engaged should the mandatory FYF seminar requirement come to fruition. Vice-Dean Klassen acknowledged the need to give students breathing room as they plan and embark on their first-year studies. She indicated that the Dean’s Office is currently working with College One programs such as Trinity One and Vic One to get them thinking about their current first-year offerings. As for the concern about student engagement, Vice-Dean Klassen stated that this revolves about the principle of equity and that the feedback from students in the First-Year Foundations Council suggested that it would be great if each student could get to experience this. She also added that the 30-person limit for First-Year Foundations seminars was arrived upon based on the current high school experience, and chances are that these FYF courses would end up with approximately 25 students per course. She noted that further consultation would be required as a result of the complexity of this issue.

A member commented on the growing interest from students looking to enrol in quantitative programs such as data science, computer science, and mathematics and asked how these academic units could better manage student enrolment in those programs given the vertical nature of the curriculum. Vice-Dean Klassen replied that the Dean’s
Office is working to incorporate English Language Learning (ELL) and Writing Instruction for TAs (WIT) in large first-year classes. The office will also look at oversubscribed classes and the resulting teaching pressure in January.

A member commented on issues commonly faced by post-doctoral fellows and graduate students such as precarious employment and academic freedom. The member felt that these issues might impede the implementation of the establishment of the A&S Foundations Teaching Fellows circle and the delivery of these First-Year Foundations seminar classes. The member also commented that post-doctoral fellows currently do not have representation in Council at both the Faculty of Arts & Science and the Faculty of Medicine. Vice-Dean Klassen responded that post-doctoral fellows are an option but most seminars are expected to be taught by regular faculty members.

A member inquired about the new online syllabus project (Addendum: Course Information System) to which Vice-Dean Klassen was referring earlier. Vice-Dean Klassen responded that several divisions/academic units are piloting this central initiative. This initiative works as a template for course syllabi in which instructors can input information pertaining to marking schemes and exam details. This will be helpful for students who are interested in looking the different course syllabi the summer prior to the start of fall classes to develop an idea of what to expect.

A member asked if regular instructors/tenured faculty members would be allowed to teach these First-Year Foundations seminar courses. Vice-Dean Klassen replied that it would be possible for them to teach courses but that they should consult with their respective academic units. She added that if EDU:As and EDU:Bs would also like to propose new First-Year Foundations seminar courses, they should make their requests known to her or Dr. Martha Harris, Manager of Governance & Curriculum Services at the Faculty of Arts & Science.

A member commented that they had started teaching a First-Year Seminar (199) course for the first time this academic year, and their course was undersubscribed. The member felt that it might have been a case of two instructors having come up with the same idea. Vice-Dean Klassen replied that the transitioning of these existing 199 courses into the formal curricular governance process would allow academic units to review collectively these course proposals and identify potential overlapping areas and topics.

A member expressed concerns that depending on the way these First-Year Foundations seminar courses are listed and promoted, students might be directed to specific disciplines within departments at the expense of other units. Vice-Dean Klassen replied that these seminar courses could be disciplinary, interdisciplinary, extradisciplinary, and exploratory. She acknowledged the importance of being mindful when communicating to incoming first-year students about these courses and the purposes they serve.

A member asked if there’s any evidence on comparable experience between courses taught by a post-doctoral member versus a tenured faculty member. Professor Charlie Keil, Principal of Innis College and Co-Chair of the First-Year Foundations Council replied that departments wanting to entice students to take their First-Year Foundations seminar courses might put their best instructors forward similar to other first-year courses. He acknowledged that there is a desire for continuity, that there would be instructors available to teach these courses year after year.

5. Other Business

There was no other business.

6. Adjournment

Meeting was adjourned at 10:25 am.
MEMORIAL RESOLUTION

Arthur J. Hosios
Professor of Economics
Faculty of Arts and Science
University of Toronto

BE IT RESOLVED that the Council of the Faculty of Arts & Science deeply regrets the passing of Professor Arthur Hosios on November 17, 2018, at age 68.

Arthur was a curiosity- and service-driven economist who left an indelible imprint on our understanding of labour markets, on the Department of Economics, and the University more generally.

He followed an indirect route to economics, with detours through the Woodstock music festival, and a bachelor’s, then master’s’ degree in engineering from McGill. After graduation, he worked as a computer analyst in Montreal’s Royal Victoria Hospital, and his first eight publications were in the biomedical engineering field.

In 1978, he began his PhD in economics at Princeton, under the supervision of eventual Nobel laureate, Joe Stiglitz. It was an exciting time in the discipline, as economic models more realistically incorporated the role of imperfect and asymmetric information. Arthur applied these insights to labour markets, where workers searched without perfect information on their opportunities, while employers hired them with limited information about their quality.

Arthur joined the University of Toronto as a lecturer in 1981, and published intensively in the top economics journals. His most widely cited paper, “On the Efficiency of Matching and Related Models of Search and Unemployment,” Review of Economic Studies, 1990, yielded what is now known as the “Hosios Condition.” In that article, he laid out the knife-edge conditions necessary for the efficient matching of workers and firms in the presence of imperfect information, highlighting a potential role for policy intervention. His results were the starting point for a rich, and still flourishing, literature on search models of the labour market.

While Arthur was “an economist’s economist,” he more recently applied his insights to a broad range of activities. He served as an economic advisor to First Nations communities in a dozen significant land claims cases. In such cases, the principle of “equitable compensation” applies in calculating financial restitution to bands for breaches of trust by the Canadian government. But how do you fairly and feasibly measure the financial consequences of breaches that occurred nearly a century ago? Arthur developed a framework that consistently and fairly values the lost
opportunities to bands that occurred with a breach of land claim, and this has been applied in several landmark decisions. He also moved into the realm of quantitative humanities. In joint work with Professor Janet Paterson, they studied the publication and diffusion of English literary criticism, linking fluctuations in the publication of knowledge in this area to a variety of variables, including economic and institutional change.

Arthur was a committed teacher, even as his terrible illness progressed. This was especially in connection to his course, “Economics of Organizations,” where he focused on the institutional practices that emerged in the organizations characterized by imperfect and asymmetric information, limited contracting, and conflicting incentives. Perhaps the insights from his course, or the curiosity that motivated him in the first place, inspired him to “anthropological” fieldwork, as he devoted a significant portion of his career to key leadership positions at the University of Toronto.

Most notably, he served as Chair of the Department of Economics for 10 years. The department flourished under his leadership, and it’s difficult to overstate his impact. Arthur hired 20 of the 42 faculty appointed to the St. George department, and another 10 at UTM – essentially half of the faculty in the wider department. He helped lighten and modernize the departmental culture, whether with his modified Christmas carols at holiday parties, or his active support for greater work-life balance. All the while, he set a high bar of excellence, on a foundation of compassion and fairness. He also piloted the department through a financially turbulent decade, establishing the department on a firm financial foundation.

Faculty of Arts & Science Dean, David Cameron, observed Arthur’s financial acumen, and his particular, hard-headed understanding of complex organizations: following his tenure as department chair, Arthur was invited to serve as Senior Academic Advisor to the Dean, Faculty of Arts and Science, where he worked until his untimely demise.

We also acknowledge that more than anything, Arthur’s highest priority was his family: his wife Louise, and daughter and son, Ilana and Aaron. While Arthur was highly private, the priority that he placed on his family was evident to all, and while he was Chair, he supported and facilitated others doing so as well. He was a trail-blazer and beacon to the rest of his colleagues, an inspiration that professional excellence and life can be balanced.

Dis manibus.

BE IT FURTHER RESOLVED that this resolution be inscribed in the Minutes and that a copy be transmitted to his family as a token of our deep gratitude and respect.
MEMORIAL RESOLUTION

Vincent T. Shen (1949-2018)
Professor, Lee Chair in Chinese Thought and Culture
Department of East Asian Studies
Cross-appointed to Department of Philosophy
University of Toronto

December 12, 2018

BE IT RESOLVED that the Council of the Faculty of Arts & Science is deeply saddened by and mourns the sudden passing of Professor Vincent Shen on November 14 2018 at the age of 69. He was at peace and surrounded by his loving family, who had gathered from across the continent in his final hours.

Professor Shen was a highly respected scholar working across the Chinese and Western traditions of philosophical thought. Born in Taiwan in 1949, he completed his M.A. in Philosophy at Fujien Catholic University before moving to the Institut Supérieur de Philosophie at the Université Catholique de Louvain, where he received his Ph.D. in 1980. There he worked in the archives of philosopher Edmund Husserl and produced a dissertation on action and creativity in the philosophies of Maurice Blondel and Alfred North Whitehead. He taught philosophy at National Chengchi University, Taipei for twenty years before taking up the Lee Chair in Chinese Thought and Culture in the Department of East Asian Studies at the University of Toronto in 2000. He was cross-appointed to the Department of Philosophy.

Professor Shen was a prolific researcher, author of twenty-nine books and more than one hundred and fifty articles and book chapters. An expert in Daoist and Confucian thought, he also produced major work on comparative philosophy, phenomenology, and philosophical problems in technology, culture and religion. He was unparalleled in his deep knowledge of Chinese philosophy and philology and equally concerned with contemporary questions about cosmology, spirituality, modernity, education and aesthetics. Few scholars could match Professor Shen’s lifelong commitment to a full public intellectual life lived on three continents. He taught and lectured regularly across North America and throughout Asia, and was a frequent visiting professor to European institutions, such as the EHESS in Paris, the Institute of Psychology in Vienna, and the International Institute for Asian Studies in Leiden. Professor Shen did not shy away from administrative service. He was Executive Director and past president of the Chinese Philosophical Association, Executive Director of the International Society for Chinese Philosophy, and a Vice President of the Council for Research in Values and Philosophy. At the University of Toronto he served as Chair of the Department of East Asian Studies from 2007 to 2010, and more recently he continued to willingly participate in committees and organise departmental workshops that enriched the intellectual worlds of his colleagues and students.

Alongside Professor Shen’s commitment to research we witnessed everyday his great care and devotion to his students. Many of those students now occupy research positions throughout Asia, Europe and
North America. But Professor Shen generously shared his passion for Chinese philosophy with students of all levels. His warm guidance and encouragement has left a deep impression on many University of Toronto students over the years and set a high standard for his colleagues to follow. The outpouring of testimony from his students since his passing has reminded us of what we will miss. Repeatedly in their reminiscences his students have described how they felt they had been truly seen and respected for the first time when they walked into his classroom. His capacity to inspire was remarkable. We recall Professor Shen sitting in his office for office hours, long lines of students waiting outside while he engaged in lively, animated conversation at his desk, arms waving and invariably a huge smile on his face.

Professor Shen was planning to retire at the end of this academic year and we were preparing a party to celebrate his many years of research, teaching and service to the department. Sadly, he has left us too soon, but we will be sure to remember and to celebrate his profound commitment to scholarship, his dedication to his students and his joyful interactions with us all as colleagues.

Vincent Shen is survived by his wife Johanna Liu, also a Professor in the Department of East Asian Studies, by his son and daughter, and by the two granddaughters to whom he was a devoted grandfather.

BE IT FURTHER RESOLVED that this resolution be inscribed in the Minutes and that a copy be transmitted to his family as a token of our deep gratitude and respect.

Janet Poole
Associate Professor and Acting Chair, Department of East Asian Studies