



REPORT OF THE PRESIDENTIAL WORKING GROUP
ON THE ACADEMIC ROLE
OF THE COLLEGES ON THE ST. GEORGE CAMPUS

The Working Group on the Academic Role of the St. George Campus Colleges in the Faculty of Arts and Science of the University of Toronto was appointed by the President in September, 1982. The President defined its task as follows:

The task is to consider the academic roles of the Colleges on the St. George Campus, their relationships to departments, to the Faculty of Arts and Science and to the University, and to set out means for giving substance to these roles through these relationships. It is desirable that the Working Group report by 1 February 1983.

The reaffirmation and revitalization of the academic role of the Colleges in a manner properly complementary to that of the Departments can bring a renewed measure of coherence and strength to University studies in Arts and Science. The University as a whole stands in need of the leadership that this reaffirmation can achieve if it is pursued with a sense of opportunity in these difficult times.

The Working Group was asked to "proceed as expeditiously as possible in the spirit and from the ground of the Memorandum of Understanding, supplemented by the experience with academic planning for Arts and Science that has accumulated since the signing of the Memorandum."

To this general statement the President appended the following points "to establish a frame of reference within which the Working group was requested to focus its consideration":

- (1) The University of Toronto contains within it a federation freely entered into by all parties. The federated character of the University has important consequences for studies in Arts and Science and the Faculty of Arts and Science.
- (2) University College, whose origin reaches back to that of the University, and the modern Constituent Colleges (New, Innis and Woodsworth) likewise have a significance for studies in Arts and Science which is complementary to that of the Federated Colleges.
- (3) The Memorandum of Understanding brought into existence unitary departments in the former College Subjects. These unitary University departments are administered as departments of the Faculty of Arts and Science. This circumstance should stand.
- (4) The Colleges are academic bodies, the substantive academic role of which requires definition.
- (5) The Colleges provide academic services which include registrarial services, academic counselling and assistance.
- (6) The Colleges provide student services through residences, refectories and personal counselling.
- (7) The Colleges differ significantly in physical size, facilities and related resources, the judicious employment of which in the service of studies in Arts and Science is of great importance to the Colleges themselves, to the Faculty of Arts and Science and to the University.
- (8) Within the definition of the academic role of the Colleges, there is need for diversity and complementarity of its expression among them.
- (9) The Colleges require academic plans which must be consistent with, and be integrated with, the academic goals and plans of the Faculty of Arts and Science as these are established.
- (10) The initiation of a tenure pool of appropriate size for studies in Arts and Science will greatly assist academic planning of the totality of academic programmes administratively sponsored by the Departments and the Colleges.
- (11) The commitment of a complement of staff to College programmes on an agreed basis through persons holding appointments in the unitary University Departments of the Faculty is essential to the realization of College programmes.

- (12) As the Presidential Working Group proceeds, the University of Toronto will examine all administrative and financial arrangements related to the Memorandum of Understanding with the Federated University with the intent to reach a Memorandum of Agreement.
- (13) Concurrently with the general deliberations of the Presidential Working Group, the Dean of Arts and Science will explore with Principals and Chairmen possible resolutions of specific practical issues currently affecting the academic life of the Colleges and their relations with Departments.

The Working Group had before it the Memorandum of Understanding of April, 1974 and the final report of the Review Committee of the Collegiate Board (November 1979). The Working Group also received statements of academic policy, presented either orally or in writing, from all of the Colleges. Our report will consist of a draft revision of those parts of the Memorandum of Understanding which relate to academic matters and of discussion of some related issues, not all of which could be properly dealt with in a formal Memorandum.

All meetings of the Working Group were held in Massey College; we wish to express our thanks to the Master and Bursar for their kindness to us. Meetings of the Steering Subcommittee were held in Hart House and University College; we are grateful for their hospitality.

The Role of the Colleges

That the Colleges have an important role to play in furthering the intellectual life of the University is a view which has been eloquently expressed in a long series of reports and studies. It is unnecessary to repeat their conclusions here or to recount the history of the changing relationships between the Colleges and the rest of the University. It is difficult to define the nature of a College, because Colleges differ from one another and because they

offer such a wide range of services: much of the University's residential space, for example, is located within the Colleges. But the Colleges possess other less tangible assets: the presence within each College of scholars from different disciplines and of students with different interests offers an opportunity for formal and informal interaction; in a large metropolitan university a collegial system is one of the means by which the needs of students, both academic and personal, can be met in a more humane and compassionate way; and finally, the diverse nature of the Colleges -- a product of their different histories -- offers some protection against a numbing uniformity.

We may assume that the Colleges will continue to play an important role in the social and cultural life of the University. But from the beginning the principal function of the St. George Campus Colleges has been academic. What these academic responsibilities are is defined in the University of Toronto Act and in the agreements which the University entered into with the Federated Colleges. But within these agreements there has been a steady evolution, and the academic role of the Colleges has changed considerably in the past fifteen years. Their earlier primary role, the teaching of a specific set of subjects, has passed to new unitary departments. Over the past decade Colleges have been trying to find a new academic role.

In attempting to define a College role for the years to come, two factors in particular have to be taken into account. First the basic organisational and financial structure of the Faculty of Arts and Science is departmental. Departments have responsibilities for both graduate and undergraduate education, and it is to the community of

scholars within the disciplines that the University must look in the first instance for the maintenance of its academic standards. Many of the departments have developed, under forceful leadership, a strong tradition of their own. Secondly, the size and resources of the Colleges differ so greatly that it would be impossible to impose upon all a single set of academic responsibilities. In effect Colleges must define their own academic role and what we have attempted to do in this report is to set out the limits within which this planning can take place and suggest a procedure for cooperation between Colleges and Departments.

Since the signing of the Memorandum of Understanding each of the Colleges has developed its own pattern of teaching. Such diversification is to be encouraged. Nevertheless it would not be appropriate to force upon Colleges a more radical differentiation of roles, to cut, as it were, the whole academic cake into several collegial slices. We are not proposing therefore the establishment for instance of a "Science College" or a "Humanities College" and it would not be possible to reach agreement on any such redistribution of the teaching function. Many would argue, in fact, that such a scheme contradicts the very idea of a College. The matter is discussed in more detail below. (See "Discussion of Other Issues", Section 1, below.)

The most important recent development in College teaching has been the introduction of new courses and programmes of study (with College designations) for which College Councils rather than Departments have initial curricular responsibility. Such offerings do not, however, constitute the major part of a College's teaching role and a rapid increase in their number would not be desirable since this

would place a further strain on the Faculty's limited resources, which are already under great pressure. It follows that by far the greater part of the teaching in a College will consist of ordinary departmental courses, sections and tutorials. The fact that these will be organized by Departments in the fulfilment of their regular departmental responsibilities does not mean that they are any less important a part of a College's academic function.

It will be observed that the proposals in this report for a new Memorandum of Understanding do not differ much from current practice. What is novel here is the attempt to bring the Colleges into a closer relationship with the Faculty of Arts and Science. This does not mean that the Colleges are to be subordinated to the Faculty. For many purposes University College and the constituent Colleges will continue to have responsibilities to the University as a whole and will receive a substantial part of their revenue directly from the operating budget of the University. The Federated Colleges will continue to be related to the University as the federation agreements prescribe. But it is our view that in all matters which affect their academic function the Colleges cannot stand apart from the Faculty. We do not believe that the Collegiate Board is a satisfactory body for planning and coordinating the academic work of Colleges and Departments. In our view this function would be better served by a committee of the Faculty and we are proposing, therefore, that the Dean of the Faculty of Arts and Science chair an advisory committee of principals and department chairmen whose responsibility it would be to plan and coordinate academic policy. There will be other issues, however, which the

Colleges will need to discuss with the University administration -- matters such as those which we list in "Discussion of Other Issues", Section 6. below -- and to deal with these we recommend that there be regular meetings of College heads and senior members of the administration.

We are proposing that the Faculty and the Colleges work together in academic planning. In order that such planning be effective, we suggest that the Faculty must have the resources to implement the objectives which are agreed upon. For this reason we propose some changes in the procedures for funding College teaching.* (See G.1 to G.9 below.) By these changes we hope to achieve three things:

- (a) to rationalize a system of payment for College courses, sections and tutorials which has become chaotic,
- (b) to ensure that, in the allocation of resources, College programmes are judged by the same criteria as are applied to all other programmes in the Faculty,
- (c) to ensure that College courses and programmes, when approved, are treated fairly and may be planned carefully with some prospect of stability.

* With the exception of Woodsworth College, whose Arts and Science teaching is already largely integrated within the Faculty.

RECOMMENDED ARTICLES FOR A NEW MEMORANDUM OF UNDERSTANDING

A. General Principles

A.1 Colleges are communities of scholars which share with the rest of the University a responsibility for the advancement of learning. They should seek to promote this end by bringing scholars together from different disciplines and by functioning as catalysts for intellectual interaction.

A.2 Colleges have a specific responsibility for the education of undergraduates. In a large metropolitan university they provide a humane environment for students who might otherwise be lost or alienated by the sheer size and complexity of the University. The Faculty and the Departments should work with the Colleges so that students take more of their courses in their own College than is the case at present.

A.3 The Colleges have responsibilities also outside the classroom -- to provide academic counselling, encourage informal interaction between faculty and students, and promote cultural and academic activities which contribute to the general education of the students and supplement the formal programmes of the Faculty.

B. Unitary Departments

The Departments of the Faculty of Arts and Science shall be organized on a unitary basis and there shall be no distinction between those Departments which were organized on a collegial basis before 1975 and those which were not. The Department will be an academic and administrative unit, not necessarily at a single physical location. The deployment of personnel to cover the teaching of part-time and graduate students, and students in professional Faculties, in addition to regular students in the Faculty of Arts and Science, will be effected by the chairman. In making teaching assignments, the chairman will consider the full complement of teaching personnel in the Department.

C. College Programmes

C.1 The teaching role of the Colleges within the Faculty of Arts and Science shall operate in two ways: first, by providing accommodation for courses and programmes of study organized by Departments, and secondly, by sponsoring courses and programmes of study themselves.

C.2 The College teaching role in Arts and Science shall include some or all of the following components:

- (a) College sections of large multi-section courses, as arranged by the programme directors, Department chairmen and the Dean;
- (b) College tutorials, identified as such for students of a specific College, as arranged by the programme directors, Department chairmen and the Dean;
- (c) workshops, writing labs, math aid centres, and the like, sponsored by a Department or a College;
- (d) specialist, major or minor degree programmes organized by a College and composed of courses drawn mainly or exclusively from regular departmental offerings;
- (e) specialist, major or minor degree programmes organized by a College and consisting of courses drawn mainly or exclusively from College offerings;
- (f) all or part of a degree programme offered by a Department or Departments where a College is willing and able to provide suitable accommodation;
- (g) courses with College prefixes, not part of a specialist, major or minor degree programme.
- (h) support for undergraduate teaching through the holdings and services provided by College libraries or reading rooms.

C.3 There should be no unnecessary duplication of the courses and programmes offered within the Faculty of Arts and Science, whether by Departments or Colleges; to the greatest extent possible, courses and programmes shall be designed to complement rather than compete with each other.

C.4 The purpose of organizing College sections of large multi-section courses is to fulfil the recommendations of A.2 above, that "students take more of their courses in their own College." However, this general principle should not be invoked to override a student's timetable requirements or declared preferences, or to create sections of grossly uneven size. College principals and departmental chairmen should consider the geographic convenience of students when scheduling sections and courses in related subjects.

C.5 Students of Woodsworth College enrolling in day classes shall be admitted to the College section of their choice on the same basis as students of that College.

C.6 All students of the Faculty shall have equal access to courses and programmes offered in or by a College.

C.7 College courses and College programmes shall continue to require the approval of the Faculty of Arts and Science.

D. College Staff.

D.1 Decisions about the staffing of College programmes cannot be made in isolation: the administration must regulate expenditures in accordance with the University's priorities; the Faculty of Arts and Science must establish its priorities for the staffing of all its degree programmes; Departments must set priorities for the discipline and ensure that resources are used in the most efficient way. Colleges, however, must also establish their academic priorities and have some assurance of continuity in staffing arrangements. All parties have an interest in maintaining the quality of appointments.

D.2 Colleges employ a variety of nomenclature to designate their academic staffs. In this report full-time members of a College staff, whether on College contracts or cross-appointed from the University, will be termed "Fellows." We use this term simply for convenience of reference without wishing to impose a single style on all Colleges. There is no uniform practice at present: some Colleges avoid the term "Fellow," others restrict its use to those holding long-term appointments or cross-appointments.

D.3 In practice the size of a College's staff will reflect its academic role, the size of its student body and such other factors as the number of offices and other facilities available. It does not seem helpful therefore to set limits for each College's complement. It is not proposed, however, that College staff be reduced; in fact, College councils should consider how membership could be offered to a greater number of teaching staff of the University than at present.

D.4 It is desirable that a significant number of the Fellows have offices in their College.

D.5 Most members of a College staff will also be members of a Department. Others, however, may be appointed by a College for College programmes. (See E.2.(c) below.)

E. Appointment of a Fellow.

E.1. College staff who are members of a Department.

- (a) Negotiations for the appointment of a Fellow from the existing staff of the University shall involve consultation with the chairman of the relevant Department or Departments at an early stage. When the agreement of all concerned has been reached, the head of the College shall issue a formal invitation to the individual concerned to be a Fellow of the College for a stated period.
- (b) Negotiations with a view to terminating such an appointment before the conclusion of the stated period may be begun by the Fellow, the Department or the College. Such negotiations may arise when the teaching or administrative needs of the Department alter, or if the Fellow no longer wishes to be associated with the College, or if he or she is no longer necessary to the College programme or is no longer carrying out agreed College responsibilities.

E.2. New teaching appointments.

- (a) When a new departmental appointment is to be made where the duties of the appointee are likely to include significant participation in an established programme sponsored by a College, there should be consultation between both parties before a case is made for a new appointment. It shall be the responsibility of the Dean to see that, in reaching a decision, the needs of the Department and College are given appropriate consideration.

- (b) When a new departmental appointment is to be made where the duties of the appointee will include significant participation in an established programme sponsored by a College, the College shall be invited to participate in the selection process. Normally the College shall be represented in the selection committee by a Fellow who is acceptable to the chairman of the Department and who is a tenured member of that or a related Department. Where disagreements arise in the implementation of this regulation, the Dean shall decide if the proposed appointment is vital to the College's programme and if it is appropriate for the College to be represented in the selection process.
- (c) Wherever possible, College programmes shall be staffed by members of Departments in the Faculty of Arts and Science. In staffing College-sponsored programmes and courses, Colleges shall consult with the Dean and appropriate chairmen to determine if departmental staff are available. In those instances when departmental faculty are not available, Colleges may appoint persons who are not members of Departments in the Faculty of Arts and Science. All such appointments shall be made in accordance with the policies and procedures of the University, and the Dean shall ensure, where relevant, the inclusion in the selection process of representatives of Departments with related interests.
- (d) When a Department makes a successful case to the Dean for a new appointment or a replacement, this fact shall be made known to the Colleges, so that a College may decide whether an offer of an appointment as a Fellow might be made in accordance with the procedures described in E.1(a) above.
- (e) Nothing in this Memorandum shall preclude the possibility of a College and a Department agreeing to special cooperative procedures in the making of an academic appointment in an area of mutual interest.

E.3 Recommendations regarding promotion, etc.

Recommendations regarding promotion, leave, and merit increases for College staff who are members of a Department shall be the responsibility of the Department in accordance with the policies and procedures of the University; but in each case consultation with the College shall take place in the process of reaching decisions on these matters. Colleges shall also be consulted in cases of tenure or dismissal.

E.4 Duties of a Fellow

- (a) Fellows shall be expected to involve themselves in the academic life of their College; they should be willing, for example, to counsel students and to participate in the work of College committees.
- (b) Departmental chairmen have primary responsibility for assigning teaching duties to all members of the Department. In making assignments for Fellows, however, the chairman shall attempt, subject to the general needs of the Department, to enable Fellows to do as much of their teaching as possible in their College.

F. Federated University Appointments

F.1 The Federated Universities shall retain the right to make appointments to their own College staff from their endowments. Such appointments must, however, have the approval of the appropriate University authorities if the teaching done by persons so appointed is to have academic recognition by the University.

F.2 The legal power to appoint, tenure and dismiss faculty members who hold Federated University contracts rests with the Federated Universities. Such decisions shall, where legal constraints permit, be made in accordance with University-wide standards and practices.

G. The Funding of College Teaching

G.1 Where a departmental course is given in a College by a Fellow of the College, the budget shall remain in the Department.

G.2 Departments shall also retain the budget for those departmental courses which are part of "cluster programmes" such as International Relations.

G.3 Where a College offers a course in a nondepartmental area, that course shall be in the College's teaching budget.

G.4 Where the same person has expertise in two fields and teaches both departmental and College courses, the budget for the position shall be divided in the appropriate proportions between the College and Department.

G.5 That part of the budget of University College and the constituent Colleges and that part of the instructional grant of the Federated Colleges which have been used to purchase sections and tutorials from Departments shall be transferred to the budget of the Faculty of Arts and Science to be used at the Dean's discretion for the provision of sections and tutorials in the Colleges in accordance with the principle enunciated in A.2 above.

G.6 Colleges shall be responsible for financing their academic support services from the funds they receive from the operating budget of the University. By "academic support services" are meant such activities as writing labs and math aid centres which are intended to supplement the teaching of the Faculty and are not a required part of any course or program.

G.7 College funds which derive from the operating budget of the University and which are currently used for the purposes referred to in G.3 and G.4 above shall in future be included in the budget of the Faculty of Arts and Science.

G.8 In allocating teaching funds to Colleges, the Dean shall employ the same criteria as are used elsewhere in the Faculty. The maintenance and continuity of College programmes shall be given the same consideration as departmental programmes.

G.9 The present funding procedures for funding Woodsworth College shall not be affected by any of the provisions of Article G.

H. Planning and Organization.

H.1 There shall be a committee consisting of the Dean of the Faculty of Arts and Science, the Vice Dean responsible for College matters, the College Principals, a decanal representative from the School of Graduate Studies, and six Department chairmen appointed by the Dean, to advise on the coordination of academic policy for Colleges and Departments.

H.2 The Working Group further recommends that: The Principal of each College, or a designate, should be a full member of the Committee on Academic Standards in the Faculty of Arts and Science.

DISCUSSION OF OTHER ISSUES

During the course of preparing this report, the Working Group has discussed a number of issues, on which we comment briefly. On several of these matters, we offer advice related to reducing inequities among the Colleges.

1. College membership. A very early matter which the Working Group considered was whether there should be any changes in either the present requirement that all students in the Faculty of Arts and Science should be members of a College, or in the "quota" procedures which distribute students among Colleges by field of interest.

Several questions lay behind the Working Group's interest; most of them related to each College's wish to enrol those students it could best serve. All Colleges have significant numbers of students who participate very little in College life. No College felt itself to be adequately serving all the students it now enrolls, and for some, the difficulties appeared to relate to possibilities of malfunctions in the quota system. Every College also expressed concern about the large numbers of students they were attempting to serve, but the Working Group reached an early consensus that the size of the student body in the Faculty of Arts and Science was not a matter to resolve in a new Agreement.

Of no small importance was a concern about the extent to which some students' minimal relationship to their Colleges may result from disappointed expectations when the quota procedures may have operated to prevent a student from becoming a member in a College for which a strong preference had been stated. Some Colleges also wished to consider the possibility of extending College membership to students from professional Faculties and graduate students when such students may strongly wish to participate in College life. The two Colleges on the east side of Queen's Park felt themselves to be at something of a geographical disadvantage, particularly in terms of providing services for students in the sciences and social sciences, whose classes tend to be provided almost entirely on the west campus. Thus, there was some interest in examining the possibility of developing "specialized" Colleges.

With the help of the Office of the Vice President - Research and Planning, the working group developed full information about the 1982 effects of the variable College "cutoffs" (based on Grade XIII grade-point averages) on students' "first round" admission to Colleges by field of interest, and a three-year survey (1979, 1980, 1981), by field of interest, of students' registration in Colleges in relationship to their first choice of College ("Where Students End Up"). In addition, a member of the Working Group who is a College Registrar prepared a very helpful paper on "Applications, Admissions and College Quotas," which illuminated a complicated subject -- the Faculty's admissions procedures -- and also included useful historical data. (All these materials are attached as an appendix to this report.)

The two general questions the Working Group asked were:

- . Should all students in Arts and Science enrol in a College, as at present?
- . Should all Colleges admit the same proportion of science, commerce and non-science students?

The Working Group's answer to its first question was that changes in the requirement that all students in the Faculty of Arts and Science must be members of a College is not an issue to pursue for a new Memorandum of Understanding. Optional membership did not seem a viable solution since for all those students who were not members of a College, the Faculty would have to organize a host of services which are provided at present by the Colleges. We also discussed the possibility of exempting certain categories of students -- for example, those in preprofessional programmes -- from the requirement to be members of a College, but realized that there are many difficulties associated with identifying specific groups of students at the point of entrance to first year. The existence within Arts and Science of significant numbers of pre-professional students -- especially pre-medical students -- may appropriately be a matter for the Faculty

of Arts and Science to take up in bilateral consultations with other Faculties.

The Working Group's answer to its second question was an agreement that although the difficulties some Colleges face should be recognized, no substantive change in the quota system is necessary; at the same time, the making of minor adjustments among Colleges, by agreement, should not be excluded.

The substantial amount of information developed strongly supported a view that, in fact, the quota system is functioning quite well, with relatively minor distortions and less than expected incidence of students not being admitted to their first-choice of College. As a pattern across all Colleges, 80% of students are admitted to their preferred College, and of the remainder only about 5% appear to be penalized by the quota system; the more significant factor -- but less significant than had been expected -- is each College's "cut off" level. Thus it appears that no College is admitting significant numbers of students for whom that College is second or third choice as a result of the field-of-interest quota requirement.

The present system does permit flexibility. The Working Group identified a few anomalies which derive from a discrepancy in definition of the field at the time of application and again at the time of admission and also to changes in student preferences.

After thorough consideration of the possibility of developing distinctions among Colleges to develop, for example, a "science" College on the west campus and a "humanities" College on the east campus, members of the Working Group were persuaded that the disadvantages would outweigh the advantages. Not only would such a change run counter to the history and traditions of the Colleges, but a host of problems relating to existing commitments to teaching programs, academic staff and students would require resolution. No College sees itself as wanting to become more homogeneous; all share to a large degree a philosophical commitment to the kinds of interaction that occur with membership from many disciplines.

The present system also allows for Colleges individually to admit students from other Faculties, as well as graduate students, although, especially for the former, the interest in a College is usually associated with a requirement for a place in residence. In general, Colleges do not believe they are well equipped to provide other academic services to professional Faculty students. Members of the Working Group agreed that broadening College membership to include graduate students and students from professional Faculties are options open to Colleges, but are not matters on which the Working Group should pronounce.

As a lingering concern about whether the admissions system may lead to frustration in the requirement that students state a College preference when applying to the University of Toronto, the Working Group asked College registrars to consider including a "no strong preference" option on the University's Supplementary Application Form. The Registrars' advice to the Working Group is that the addition of such an option would significantly complicate the admissions process, and the Working Group does not believe the matter is one to be pursued at this time.

The Working Group therefore recommends that the requirement that all students in Arts and Science enrol in a College should be retained, and that the present "quota" system should also be retained, with the understanding that Colleges may individually continue to offer membership to students from professional Faculties and to graduate students and that Colleges may bilaterally agree to minor adjustments in their quotas.

2. Space

2.1 Colleges: Several of the articles recommended in the draft revision of the Memorandum of Understanding, particularly A. General Principles and C. College Programmes, have emphasized the academic role of the Colleges in terms of the provision of teaching and academic support services in line with the principles of resource sharing and instruction of more students in association with their College. But the two newest colleges - Innis and Woodsworth - are severely deficient in the types and amount of space that will allow them to fulfill the kind of academic role which is intended. Neither College, for example, has enough classroom space to permit it to make a significant contribution to the accommodation of "College sections."* Both Colleges are also so limited in academic office space as not to be capable of contributing much to the accommodation of an academic

* Woodsworth College's teaching space deficiencies have been described in the 1981 report of the Presidential Working Group for Woodsworth College.

complement in support of D.4 above. In the context of maintaining an academic role by sharing resources with Departments, these Colleges are at a severe disadvantage.

The Working Group recognizes that both Colleges were established in difficult times, and difficult times continue to plague the University. Nevertheless, we believe that alleviation of the space deficiencies for Woodsworth and Innis should be a charge on the University's capital priorities in the future. Some alleviation may be available in existing buildings in the neighbourhood of either or both of the Colleges.

The Working Group therefore recommends that since limitations of space prevent some of the Colleges, in particular Woodsworth and Innis, from providing as full an academic program as those of the older foundations, the University should give attention to these deficiencies so that students of these Colleges shall not be unfairly treated.

2.2 Departments: The 1974 Memorandum of Understanding established University Departments from the disciplines which had existed formerly as College departments. The Working Group recommends, in Article B. above, a continuance of the principle of unitary Departments; indeed, the Working Group has not questioned the principle.

It seems, however, that not all the newer unitary Departments are able to maintain the unified academic role anticipated for Departments in this document since virtually all the academic staff attached to those Departments are still located in Colleges. The number of offices available to staff outside of the Colleges is very limited. In the case of English and French, for example, these provide accommodation for little more than the administrative offices of the Department. In our view, it is important that all Departments have sufficient space to accommodate those of their members who do not wish to hold a College appointment and to provide a centre for graduate and undergraduate students.

The Working Group therefore recommends that since limitations of space prevent some of the Departments, in particular English and French, from functioning well as unitary Departments with a centrally visible academic presence, the University should give attention to these deficiencies.

3. Scholarships.

Another area where inequities among the Colleges constrain the abilities of some to fulfill their academic role as well as others is that of scholarships for students. Scholarships are not only vitally important as a means to support good students, but also as a way to attract and recruit good students. As newer Colleges, lacking a large body of alumni, New and Innis Colleges in particular -- and Woodsworth College to a lesser extent -- are at a disadvantage in terms of scholarship funds available to them. As "constituent Colleges" they are not separate foundations and until more substantial alumni support is developed are wholly dependent upon funding from the University's operating budget. While recognizing the many competing demands on that budget, the Working Group thinks that for an interim period the University, with the support of the Faculty and the other Colleges, should continue efforts to alleviate an inequity affecting the constituent Colleges in particular.

The Working Group therefore recommends that since limitations on the availability of scholarships prevent some of the Colleges, in particular New and Innis and to some extent Woodsworth, from providing as full academic support to their students as those of the older foundations, the University should seek to identify how these inequities may be alleviated.

4. Residences. The issue of student residences is not merely an issue for the Colleges, although inequities also exist in this area, affecting Innis more than most. The working group believes the provision of residential places for a significant proportion of students to be closely related to the academic role of the University as a whole. The University has fallen proportionately behind other major institutions in terms of student residences, with the result, combined with other factors, that the institution's character is changing: we are becoming less a national and residential university and more a metropolitan and commuter university. The loss in terms of a balance of social and geographic factors in our student population is not measurable, but tends to narrow our focus in ways both institutional and academic. The Colleges are among the many units where the effects, in terms of a diminished sense of community, are manifested.

As a general matter then, rather than as a College issue specifically, the Working Group wants to underline the issue of residences as a University-wide concern.

The Working Group therefore recommends that since limitations on residential spaces available at the University affect the academic character and role not only of Colleges but of the University itself, the University should assign a priority to planning for the development of additional student residences, especially at Innis College.

5. Fund-raising. Inequities among Colleges exist in terms of their abilities to develop sources of support in the private sector. These exist in large degree because of different constitutional origins and of differences in age and size. At the same time, all Varsity Fund and alumni givings in Arts and Science are channelled through Colleges, and, unlike other Faculties, the Faculty of Arts and Science itself has no direct access to alumni. The Faculty may not make its own appeals. The issue of fund-raising is, then, a substantially broader matter of concern, for which there is no easy resolution.

The Working Group therefore recommends that the issue should be given priority consideration by the group established to deal with nonacademic policies. (We recommend such a group in the following section.)

6. Coordination of Non-Academic Policy. We have suggested above, in Article H., that the Collegiate Board be replaced, in its academic responsibilities, by an academic advisory committee within the Faculty of Arts and Science. But because College responsibilities go beyond

the strictly academic and in some cases involve more than a single Faculty, we propose that there should also be regular meetings of a committee consisting of the President of the University of Toronto and other members of the central administration, the President of the University of St. Michael's College, the President of Victoria University, the Provost of Trinity College, along with the members of the decanal committee named in H.1 above. It shall be the responsibility of this committee to consider the coordination of policy with respect to such matters as

- . residences,
- . future development of the College system,
- . space issues,
- . capital projects,
- . fundraising,
- . provision of scholarships,
- . external relations.

The committee shall be chaired by one of the College Principals, in annual rotation in order of foundation. It should meet at least once a year and be convened by its chairman after consultation with the President of the University of Toronto.

March 9, 1983 - D76

Appendix

to the Report of the Presidential Working Group

on the Academic Role

of the St. George Colleges

Materials associated with consideration of
College membership for students

APPLICATIONS, ADMISSIONS and COLLEGE QUOTAS

(Information recorded from notes received from
Acting Principal Hugh Mason)

I. The Application Cycle

- (1) In late Fall, students apply through the Ontario University Applications Centre (OUAC) at Guelph, listing their choice of fields as Arts, Science, or Commerce. (These are the fields called "General Area of Interest" in the statistics tabled to the St. George Colleges Working Group on November 4, 1982, from the Office of Research and Planning.)
- (2) In the new year, applicants to the University of Toronto receive and complete a supplementary application form (SAS), on which they list their choices of College, ranked one to eight, and their "Area of Interest," (ASINT), now refined to Humanities, Social Science, Commerce and Finance, Life Sciences, Physical Sciences. (The ASINT categories are those called "Interest by Discipline Group" in the Research and Planning statistics tabled on November 4.) Because some applicants change their area of interest, the OUAC figures for "Arts" may not match exactly the ASINT figures for "Humanities" plus "Social Sciences."
- (3) In the Spring term, the Faculty of Arts and Science and the central administration determine the targets for the intake of new students in the following academic year, in three categories:
 - (i) Current Ontario Grade 13 applicants;
 - (ii) Other applicants without transfer credit;
 - (iii) Applicants with transfer credit.

The applicant pool, and the enrolment targets, are divided approximately 75% - current Grade 13 applicants, 25% - applicants from the other two categories, the latter being divided roughly equally between applicants with and without transfer credit. (The data supplied by the Office of Research and Planning for the November 4 meeting are for students actually registered and include all three applicant categories, but most calculations of quotas and cutoffs have to do with the Grade 13 applicants only.)

- (4) Since 1979, the Faculty's overall target (including transfer credit intake) and Grade 13 targets have been divided among the St. George full-time Colleges in the following proportions:

UC	22%	TRI	8.3%	NEW	20%
VIC	20%	SNC	22%	INN	7.7%

(Until 1979W, Victoria's proportion was 22% and St. Michael's 20%; this accounts for Victoria's much larger intake in 1979 in the statistics presented on November 4).

- (5) When applicants' student marks become available, a subcommittee of the Committee on Admissions considers the distribution of applicants' marks, the "show rate" (usually the number enrolled the previous November 1 divided by the number who were offered admission in the preceding spring), and proposes a "cutoff" mark for admission to the St. George campus in the forthcoming year. (In 1981W, the cutoff was 74.5%.) The subcommittee reports the proportion of applicants in the three categories Arts, Science, Commerce as calculated from the ASINT statements, and proposes targets for each area for each College. Colleges make individual "trades" of quotas on an ad hoc bilateral basis; for example, Innis and St. Michael's exchange a number of Grade 13 students for non-Grade 13 places.
- (6) In varying degrees, Colleges attempt to meet their targets on the basis of their first-choice applicants, in the "first round"; those applicants not selected on "first round" are offered to other Colleges in the order of the applicants' choices at a "second round" selection, also called the "trading session". At the end of the "second round" session, all applicants above the cutoff have been admitted to a St. George College; Colleges then estimate how closely they expect to approach their targets.
- (7) On November 1, we compare the attempts to approach targets with the actual enrolments; at this point we also count the courses in which the student is enrolled, and these may differ from the "interest" the student declared upon application.

II. The Problems with "First Choice"

- (1) The data supplied by the Office of Research and Planning on November 4, reflect the reality of first and second rounds, namely that University, Trinity, and St. Michael's Colleges meet their targets almost entirely with first place applicants; Victoria and New meet more than half their targets from first choice applicants; and Innis achieves less than half its target from first choice applicants. This happens without reference to the differences in students' areas of interest.

(2) If each College had admitted first choice applicants to the Faculty cutoff mark of 74.5% in 1981W, their offers and enrolments would have been as follows:

	A. <u>Offered Admission</u>	B. <u>Expected Enrolment</u>	C. <u>Target</u>	Difference from Target (B - C)
UC	1,409	690	528	+ 162
VIC	634	323	486	- 157
TRI	708	368	199	+ 169
SMC	996	598	553	+ 45*
NEW	921	396	480	- 84
INN	<u>138</u>	<u>62</u>	<u>160</u>	<u>- 98</u>
	<u>4,806</u>	<u>2,437</u>	<u>2,400</u>	<u>+ 37</u>

(3) Without regard to consideration of areas of interest, significant differences between the targets set for each College and the College choices made by applicants can be observed in the following proportional distributions. (Percentages of the Faculty as a whole.)

	A. <u>Target</u>	B. <u>Total, All Applicants</u>	C. <u>Gr. 13 Applicants</u>	D. <u>Gr. 13 at 74.5% cut- off</u>	Difference between A&D
UC	22.0	30.9	29.7	29.3	+ 7.3
VIC	20.0	12.5	12.8	13.2	- 6.8
TRI	3.3	11.8	11.4	14.7	+ 6.4
SMC	22.0	18.3	20.1	20.7	- 1.3*
NEW	20.0	21.4	21.9	19.2	- 0.8
INN	7.7	4.8	4.0	2.9	- 4.8

*(Note: St. Michael's College has a relatively high "show rate" of 60%, compared to the Faculty average of approximately 50%. The difference in "show rate" should explain the fact that St. Michael's has an expected enrolment which is above target, although its proportion of applicants is below target. Conversely, New College's "show rate" is lower than the Faculty average, at 45%.)

Thus, even without quotas differentiated by ASINT categories, the Colleges who receive much higher numbers of applications than they have places must cut-off considerably above the Faculty cut-off; the "trading session" then has the effect of displacing applicants from University and Trinity Colleges to Victoria, New, and Innis Colleges.

- (4) If the Colleges which must cut off admissions at a higher grade point level than the Faculty's cutoff - in order to avoid exceeding their targets - had done so without regard to a distribution by area of interest, about 376 students would not have been admitted to their first-choice College. Put another way, about 85% of the Grade 13 intake would have been admitted to their first-choice College. The data supplied on November 4 indicate that for the three years - 79W, 80W, and 81W - about 80% of applicants, Faculty-wide, above the Faculty cutoff level are admitted to their first-choice College. The November 4 data include distribution by area of interest. In other words, about 5% of the Faculty's enrolment (perhaps 166 applicants in all categories in 81W, or 122 in the current Grade 13 class) are affected by differential cutoffs for the area of interest.

III. Distribution of new applicants by "area of interest"

- (1) In 1981W, the distribution of Grade 13 applicants by area of interest (ASINT) above the Faculty's 74.5% cutoff was as follows:

	<u>Faculty</u>	<u>UC</u>	<u>VIC</u>	<u>TRI</u>	<u>SMC</u>	<u>NEW</u>	<u>INN</u>
ARTS	35.6	33.4	50.4	43.5	39.9	16.6	44.2
SCI	42.2	47.4	30.0	35.6	36.0	54.7	39.8
COM	22.0	17.0	19.7	20.8	24.0	28.4	14.5

- (2) However, University, Trinity and St. Michael's Colleges needed to limit admission above the Faculty cutoff. Had they done so without regard to distribution by area of interest, their proportions would have been:

	<u>Faculty</u>	<u>UC</u>	<u>TRI</u>	<u>SMC</u>	<u>VIC</u>	<u>NEW</u>	<u>INN</u>
ARTS	35.6	30.8	39.6	39.4	50.5	17.0	44.6
SCI	42.2	50.6	40.2	36.8	29.7	54.5	40.3
COM	22.0	18.2	20.2	23.7	19.8	28.5	15.1

(Note: the cutoffs would have been approximately 78% at UC, 82% at TRI, 75.5% at SMC).

(3) Respecting Second Choices

A large proportion of applicants not selected by Trinity name Victoria as their second choice; a large proportion of those not selected by University College or by various professional faculties name New College as a second choice. New and Victoria do not choose some first-choice applicants even when these are close to the Faculty cutoffs in order to be able to offer places to second-choice applicants with better marks; these are mostly applicants in "Arts" in the Trinity-Victoria choice pattern or applicants in "Science" in the University/professional faculties-New College choice pattern.

(4) Actual Adjustments. In recent years, the pattern of adjustments of cutoff by area of interest has been as follows:

	<u>UC</u>	<u>VIC</u>	<u>TRI</u>
ARTS	2-3% above Faculty	1-2% above Faculty	above 80%
SCI	about 80%	Faculty cutoff	above 80%
COM	3-4% above Faculty	Faculty cutoff	above 80%

	<u>SMC</u>	<u>NEW</u>	<u>INN</u>
ARTS	1-2% above Faculty	Faculty cutoff	Faculty cutoff
SCI	at Faculty cutoff	2-3% above cutoff	Faculty cutoff
COM	at Faculty cutoff	2-3% above cutoff	Faculty cutoff

IV. Targets and Actual Enrolments

(1) Overall, by means of differential cutoff, the Colleges are able to make their enrolments closely match the planned proportions. The following are 1981W (all newly-admitted students, without transfer credit):

	<u>Target Proportions</u>	<u>Enrolled Nov. 1st</u>	<u>Proportion enrolled Nov. 1st</u>
UC	22.0	692	22.4
VIC	20.0	624	20.2
TRI	8.3	234	7.5
SMC	22.0	708	22.9
NEW	20.0	608	19.6
INN	7.7	221	7.1

- (2) The distribution of Arts, Science, and Commerce students enrolled on November 1 differs noticeably from that shown at application. This is as much a question of University definitions as it is the result of changes in student program choice. The following are the distribution for the St. George campus for three years:

	79W		80W		81W	
	<u>Applicants</u>	<u>Enrolled</u>	<u>Applicants</u>	<u>Enrolled</u>	<u>Applicants</u>	<u>Enrolled</u>
ARTS	39%	45%	36%	42%	36%	40%
SCI	41%	32%	43%	35%	42%	33%
COM	20%	23%	21%	24%	22%	27%

- (3) The Colleges show moderate success in meeting the general St. George proportions (81W data):

% Grade 13 Applicants at 74.5 % Newly-admitted students without credit, as enrolled at November 1

	<u>Grade 13 Applicants at 74.5</u>			<u>Newly-admitted students without credit, as enrolled at November 1</u>		
	<u>Arts</u>	<u>Sci</u>	<u>Com</u>	<u>Arts</u>	<u>Sci</u>	<u>Com</u>
UC	33.4	47.4	17.0	40.2	34.2	25.6
VIC	50.4	30.0	19.7	44.8	28.0	27.2
TRI	43.5	35.6	20.8	42.5	36.8	20.6
SNC	39.9	36.0	24.0	44.2	30.3	25.5
NEW	16.6	54.7	28.4	29.5	40.0	30.5
INN	44.2	39.8	14.5	38.7	34.0	27.4
ST.G.	35.6	42.2	22.0	40.1	33.4	26.6

V. What might be changed?

- (1) It does not seem practical to admit all qualified applicants to their first choice of College: to have University College enrol about 30% of the St. George students and Innis about 3% would be unacceptable to those Colleges and to the Faculty.

- (2) But are the proportions generally correct? Should St. Michael's College increase its quota or raise its cutoff, if its proportion of qualified applicants increases? Should Victoria College reduce its quota? If St. Michael's College and Victoria College exchange proportions again, will this help the perceived "crossing Queen's Park" problem?
- (3) If the "geographical" problem is met by increasing the proportion of enrolment to the west of Queen's Park, which of the Colleges should increase its intake? I can see reasons why each of New, Innis, and University Colleges would be reluctant.
- (4) Actual enrolments suggest that even with manipulation of the figures, the Colleges are differentially Arts- or Science-oriented in their enrolment. Do we need to intervene more than we do to define these differences?
- (5) If one or two Colleges should increase their proportions of students in Arts, they would be better able to match their student population to their staff complement, college programs, etc. But if, in consequence, other Colleges were to increase their Science or Commerce proportions, they would increase their obligations to the students in terms of registrarial counselling, tutorial and writing lab support, and other student "academic support"; students in Science and Commerce, especially those close to the Faculty cutoff level, need this support more than do Arts students. Should one or two Colleges take a disproportionate share of this responsibility? Should those who wish to be "Arts" Colleges avoid it?
- (6) About 700 students each year are displaced from their first-choice College; a significant proportion of these are the result of University and Trinity Colleges' need to restrict enrolment generally; how much change should be required to deal with the perhaps 150 students who are displaced because of differential cutoff by program? How many of these are displaced to Victoria and St. Michael's Colleges?
- (7) Requests to change college after first year are relatively limited (perhaps 50 a year?); both Victoria and University Colleges have "show rates" close to the Faculty average, although Victoria may have a lower proportion of first-choice applicants and University a higher proportion. Should this suggest that the problem is not as great as it is perceived by some?
- (8) If perhaps no more than 200 students are affected, is talk of an additional College or of voluntary College membership, appropriate?

For H.J. Mason
Acting Principal,
New College

AVF/kc
Office of the Vice President -
Research and Planning
November 22, 1982

November 25, 82

INTEREST BY DISCIPLINARY GROUP FOR ALL CHOICES
NEWLY ADMITTED STUDENTS IN ARTS AND SCIENCE

College	Year	Other		Humanities		Social Science		Commerce and Finance		Science		Life Science		Physical Science		Total
		First	Other	First	Other	First	Other	First	Other	First	Other	First	Other			
UC	1981	7	1	182	19	93	10	138	6	-	-	117	2	181	7	763
	1980	5	7	168	12	91	4	141	6	-	1	115	-	177	6	733
	1979	6	2	187	10	85	6	143	4	2	-	140	5	169	4	763
VIC	1981	4	6	151	44	51	23	77	55	-	-	69	59	46	83	668
	1980	3	7	171	30	42	22	103	33	-	-	62	51	49	63	636
	1979	7	14	192	42	60	17	90	65	5	3	85	68	70	65	783
TRN	1981	2	-	63	-	47	-	38	-	-	-	41	-	62	1	254
	1980	3	2	70	-	55	-	40	1	-	-	56	2	66	1	296
	1979	5	-	83	3	37	-	43	1	-	-	57	-	55	-	284
SMC	1981	4	4	210	8	70	4	153	7	-	-	132	11	128	18	749
	1980	-	3	222	6	71	4	140	4	-	-	132	10	137	14	743
	1979	11	3	248	8	79	3	118	9	4	-	130	6	112	7	738
NEW	1981	6	2	46	55	34	51	128	8	-	-	107	28	152	29	646
	1980	2	2	34	77	38	44	94	26	-	-	120	37	115	26	615
	1979	8	8	39	67	40	60	100	23	1	-	104	40	110	49	649
INNIS	1981	2	2	18	27	18	16	17	36	-	-	17	28	32	31	244
	1980	-	7	34	35	22	18	17	39	-	-	17	27	17	23	256
	1979	4	10	31	28	14	24	11	37	-	-	12	25	21	36	253
TOTAL	1981	25	15	670	153	313	104	551	112	-	-	483	128	601	169	3,324
	1980	13	28	699	160	319	92	535	109	-	1	502	127	561	133	3,279
	1979	41	37	780	158	315	110	505	139	12	3	528	144	537	161	3,470

WHERE STUDENTS END UP

St. George Campus College of Registration	Year	College of First Choice									Total St. George Intake
		UC	VIC	TRN	SMC	NEW	INNIS	ERIN.	SCAR.	(-)	
UC	81W	718	1	32	-	6	2	2	1	1	763
	80W	697	2	18	1	3	2	1	2	7	733
	79W	732	3	18	-	5	1	3	1	-	763
VIC	81W	114	398	116	7	24	1	2	1	5	668
	80W	103	430	63	11	14	2	2	7	4	636
	79W	109	509	106	14	35	1	5	-	4	783
TRN	81W	1	-	253	-	-	-	-	-	-	254
	80W	3	-	290	-	1	-	-	-	2	296
	79W	3	-	280	-	-	-	-	-	1	284
SMC	81W	18	2	11	697	12	1	3	2	3	749
	80W	17	-	11	702	6	-	2	3	2	743
	79W	16	3	9	702	4	-	1	1	2	738
NEW	81W	94	29	34	12	473	-	1	2	1	646
	80W	100	40	31	27	403	-	4	8	2	615
	79W	144	35	26	26	402	5	4	2	5	649
INNIS	81W	58	4	20	7	47	104	1	1	2	244
	80W	43	17	17	26	35	107	4	1	6	256
	79W	63	16	26	16	33	93	1	1	4	253
TOTAL	81W	1,003	434	466	723	562	108	9	7	12	3,324
	80W	963	489	430	767	462	111	13	21	23	3,279
	79W	1,067	566	465	758	479	100	14	5	16	3,470

Total intake includes students admitted with transfer credit.

St. George Campus College of Registration	Year	College of First Choice									Total St. George Intake
		UC	VIC	TRN	SMC	NEW	INNIS	ERIN.	SCAR.	(-)	
UC	1982	115	-	2	-	-	-	-	-	-	117
	1981	138	1	3	-	1	1	-	-	-	144
	1980	141	1	3	-	1	-	-	1	-	147
	1979	143	-	-	-	2	-	2	-	-	147
VIC	1982	10	72	16	-	4	-	-	-	-	102
	1981	17	77	21	5	8	-	2	1	1	132
	1980	18	103	8	4	-	-	-	3	-	136
	1979	26	90	18	4	14	1	2	-	-	155
TRN	1982	-	-	31	-	-	-	-	-	-	31
	1981	-	-	38	-	-	-	-	-	-	38
	1980	1	-	40	-	-	-	-	-	-	41
	1979	1	-	43	-	-	-	-	-	-	44
SMC	1982	4	-	4	110	2	-	-	1	-	121
	1981	4	-	-	153	1	-	2	-	-	160
	1980	1	-	1	140	-	-	-	2	-	144
	1979	6	-	2	118	-	-	1	-	-	127
NEW	1982	17	-	3	1	86	-	1	1	-	109
	1981	1	-	6	-	128	-	1	-	-	136
	1980	17	1	7	-	94	-	1	-	-	120
	1979	15	-	5	1	100	-	1	-	1	123
INNIS	1982	7	-	8	-	9	7	3	-	-	34
	1981	4	1	6	4	21	17	-	-	-	53
	1980	11	2	6	5	14	17	-	1	-	56
	1979	11	1	5	6	14	11	-	-	-	48
TOTAL	1982	153	72	64	111	101	7	4	2	-	514
	1981	164	79	74	162	159	18	5	1	1	663
	1980	189	107	65	149	109	17	1	7	-	644
	1979	202	91	73	129	130	12	6	-	1	644

WHERE STUDENTS END UP

HUMANITIES

St. George Campus College of Registration	Year	College of First Choice									Total St. George Intake
		UC	VIC	TRN	SMC	NEW	INNIS	ERIN.	SCAR.	(-)	
UC	1982	174	3	9	-	1	-	-	-	1	188
	1981	189	-	17	-	-	1	1	-	1	209
	1980	173	1	9	-	-	2	-	-	7	192
	1979	193	2	8	-	1	1	-	-	-	205
VIC	1982	5	151	24	-	-	-	1	-	1	182
	1981	7	155	38	1	1	-	-	-	3	205
	1980	5	174	25	1	-	1	-	1	4	211
	1979	16	199	31	3	1	-	2	-	3	255
TRN	1982	-	-	80	-	-	-	-	-	-	80
	1981	-	-	65	-	-	-	-	-	-	65
	1980	-	-	73	-	-	-	-	-	2	75
	1979	2	-	88	-	-	-	-	-	1	91
SMC	1982	-	3	3	207	1	-	1	1	1	217
	1981	2	2	3	214	1	-	-	1	3	226
	1980	-	-	5	222	1	-	1	-	2	231
	1979	3	1	5	259	1	-	-	-	1	270
NEW	1982	48	19	5	10	49	-	-	1	1	133
	1981	26	15	8	5	52	-	-	2	1	109
	1980	21	29	10	16	36	-	-	1	2	115
	1979	27	19	11	11	47	1	-	2	4	122
INNIS	1982	10	13	6	-	-	24	-	-	-	53
	1981	16	2	5	2	1	20	1	-	2	49
	1980	8	7	4	16	-	34	1	-	6	76
	1979	11	8	9	4	2	35	-	1	3	73
TOTAL	1982	237	189	127	217	51	24	2	2	4	853
	1981	240	174	136	222	55	21	2	3	10	863
	1980	207	211	126	255	37	37	2	2	23	900
	1979	252	229	152	277	52	37	2	3	12	1,016

St. George Campus College of Registration	Year	College of First Choice									Total St. George Intake
		UC	VIC	TRN	SMC	NEW	INNIS	ERIN.	SCAR.	(-)	
UC	1982	135	-	1	-	-	-	-	-	-	136
	1981	117	-	-	-	1	-	1	-	-	119
	1980	115	-	-	-	-	-	-	-	-	115
	1979	140	1	2	-	1	-	1	-	-	145
VIC	1982	26	90	16	1	1	-	-	2	-	136
	1981	31	69	24	-	4	-	-	-	-	128
	1980	32	62	13	1	4	-	-	1	-	113
	1979	32	85	24	2	8	-	1	-	1	153
TRN	1982	-	-	50	-	-	-	-	-	-	50
	1981	-	-	41	-	-	-	-	-	-	41
	1980	1	-	56	-	1	-	-	-	-	58
	1979	-	-	57	-	-	-	-	-	-	57
SMC	1982	10	-	3	93	5	-	1	-	-	112
	1981	5	-	3	132	3	-	-	-	-	143
	1980	7	-	2	132	-	-	-	1	-	142
	1979	2	1	2	130	1	-	-	-	-	136
NEW	1982	33	-	1	-	96	-	-	-	-	130
	1981	21	-	7	-	107	-	-	-	-	135
	1980	25	-	6	-	120	-	2	4	-	157
	1979	32	1	2	2	104	2	1	-	-	144
INNIS	1982	13	1	4	-	5	15	-	1	-	39
	1981	16	-	-	-	12	17	-	-	-	45
	1980	12	1	1	2	9	17	2	-	-	44
	1979	15	-	1	2	7	12	-	-	-	37
TOTAL	1982	217	91	75	94	107	15	1	3	-	603
	1981	190	69	75	132	127	17	1	-	-	611
	1980	192	63	78	135	134	17	4	6	-	629
	1979	221	88	88	136	121	14	3	-	1	672

St. George Campus College of Registration	Year	College of First Choice									Total St. George Intake
		UC	VIC	TRN	SMC	NEW	INNIS	ERIN.	SCAR.	(-)	
UC	1982	155	-	1	-	-	-	-	1	-	157
	1981	181	-	2	-	4	-	-	1	-	188
	1980	177	-	3	1	1	-	1	1	-	184
	1979	171	-	2	-	1	-	-	1	-	175
VIC	1982	38	92	9	-	4	-	1	-	-	144
	1981	51	46	19	1	11	-	-	-	1	129
	1980	43	49	6	1	10	1	2	-	-	112
	1979	35	75	19	2	12	-	-	-	-	143
TRN	1982	-	-	53	-	-	-	-	-	-	53
	1981	1	-	62	-	-	-	-	-	-	63
	1980	1	-	66	-	-	-	-	-	-	67
	1979	-	-	55	-	-	-	-	-	-	55
SMC	1982	12	2	4	137	8	-	-	2	-	165
	1981	6	-	2	128	7	1	1	1	-	146
	1980	7	-	2	137	4	-	1	-	-	151
	1979	4	-	-	116	2	-	-	-	1	123
NEW	1982	36	-	3	-	129	-	1	1	-	170
	1981	26	-	3	-	152	-	-	-	-	181
	1980	20	-	2	-	115	-	1	3	-	141
	1979	45	-	1	2	111	-	1	-	-	160
INNIS	1982	18	3	6	2	10	16	-	1	-	56
	1981	16	-	3	-	12	32	-	-	-	63
	1980	7	2	2	-	11	17	1	-	-	40
	1979	17	-	4	3	10	21	1	-	1	57
TOTAL	1982	259	97	76	139	151	16	2	5	-	745
	1981	281	46	91	129	186	33	1	2	1	770
	1980	255	51	91	139	141	18	6	4	-	695
	1979	272	75	81	123	136	21	2	1	2	713

St. George Campus		College of First Choice										Total
College of Registration	Year	UC	VIC	TRN	SMC	NEW	INNIS	ERIN.	SCAR.	(-)	St. George Intake	
UC	1982	81	2	5	-	-	-	1	-	-	89	
	1981	93	-	10	-	-	-	-	-	-	103	
	1980	91	-	3	-	1	-	-	-	-	95	
	1979	85	-	6	-	-	-	-	-	-	91	
VIC	1982	5	45	10	1	1	-	-	-	-	62	
	1981	8	51	14	-	-	1	-	-	-	74	
	1980	5	42	11	4	-	-	-	2	-	64	
	1979	-	60	14	3	-	-	-	-	-	77	
TRN	1982	1	-	40	-	-	-	-	-	-	41	
	1981	-	-	47	-	-	-	-	-	-	47	
	1980	-	-	55	-	-	-	-	-	-	55	
	1979	-	-	37	-	-	-	-	-	-	37	
SMC	1982	-	1	7	69	-	-	-	-	-	77	
	1981	1	-	3	70	-	-	-	-	-	74	
	1980	2	-	1	71	1	-	-	-	-	75	
	1979	1	1	-	79	-	-	-	1	-	82	
NEW	1982	25	14	3	3	45	-	1	-	-	91	
	1981	20	14	10	7	34	-	-	-	-	85	
	1980	17	10	6	11	38	-	-	-	-	82	
	1979	25	15	7	10	40	2	1	-	-	100	
INNIS	1982	7	-	2	-	2	19	-	-	-	28	
	1981	6	1	6	1	1	18	-	1	-	33	
	1980	5	5	4	3	1	22	-	-	-	40	
	1979	9	7	7	1	-	14	-	-	-	38	
TOTAL	1982	114	62	67	73	48	19	2	-	-	385	
	1981	128	66	90	78	35	19	-	1	-	417	
	1980	120	57	80	89	41	22	-	2	-	411	
	1979	120	83	71	93	40	16	1	1	-	425	

COMPLETE TOTALS:	1982	3,100
	1981	3,324
	1980	3,279
	1979	3,470

November 25, 1982, Agenda 2.i)

First-round "Cut-offs" in the 1982 Admissions Cycle*
(Faculty of Arts and Science - A. Dalzell)

	<u>Arts</u>	<u>Science</u>	<u>Commerce</u>
Faculty	74	74	74
University College	77	81	78
Victoria College	78	74	74
St. Michael's College	75	74	74
Trinity College	83	83	83
New College	74	75	75
Innis	74	74	74

Places to be filled
after first-round:

University College	17	1	4
Victoria College	16	61	33
St. Michael's College	-	55	4
Trinity College	-	-	-
New College	100	50	23
Innis College	28	51	24

*Applicants without transfer credit

*November, 1982

Registrants*, November 1, 1982 - 1982 Admissions Cycle
(Faculty of Arts and Science - A. Dalzell)

	<u>Arts</u>	<u>Science</u>	<u>Commerce</u>
		(percentages of total)	
Faculty	45.0	33.5	21.5
University College	43.6	35.4	21.0
Victoria College	47.4	33.0	9.6
St. Michael's College	47.8	30.3	22.0
Trinity College	48.3	36.5	15.2
New College	37.5	37.2	25.3
Innis College	52.7	24.5	22.8

*Students without transfer credit
November, 1982

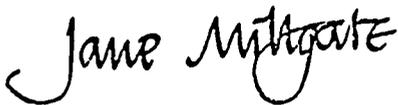
To Dr. J.M. Ham, President of the University of Toronto:

We, the undersigned, submit for your consideration this report
on the academic role of the Colleges on the St. George Campus.

Members of the Presidential Working Group on the Academic Role
of the Colleges on the St. George Campus:



Alexander Dalzell, Chairman



Jane Millgate, Vice Dean
Faculty of Arts and Science



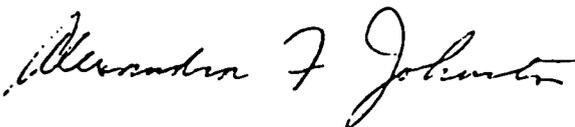
John N.H. Britton, Chairman
Department of Geography

H.J. Mason.

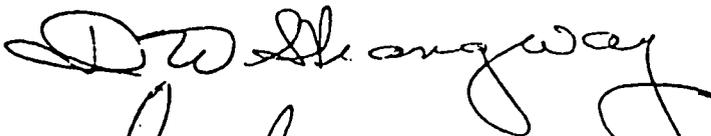
H.J. Mason
Acting Principal, New College



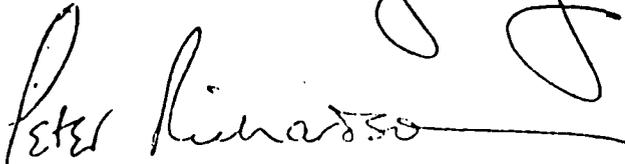
William G. Saywell
Vice Provost



Alexandra F. Johnston, Principal
Victoria College



D.W. Strangway
Vice President and Provost



Peter Richardson, Principal
University College

Robin L. Armstrong

Robin L. Armstrong, Dean
Faculty of Arts and Science

William Dunphy

William Dunphy, Principal
St. Michael's College

John W. Cole

John W. Cole, Vice Provost
Trinity College

Peter Silcox

Peter Silcox, Principal
Woodsworth College

Dennis Duffy

Dennis Duffy, Principal
Innis College

Denton Fox

Denton Fox, Chairman
Department of English

Brian Merrifees

Brian Merrifees, Chairman
Department of French

Bennett Kovrig

Bennett Kovrig, Chairman
Department of Political Science

James McCool

James McCool, Chairman
Department of Mathematics

Keith Yates

Keith Yates, Chairman
Department of Chemistry

Ann F. Van Fossen

Ann F. Van Fossen
Secretary to the Working Group