



UNIVERSITY OF
TORONTO

SCARBOROUGH

Academic Plan

2015-2020

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Executive Summary

UTSC has emerged from the last planning period (2011-2015) in a very strong position to continue building a unique identity that further differentiates our undergraduate and graduate program initiatives, research excellence and directions and complement development from our sister campuses while at the same time contributing to the University of Toronto's stature as the leading Canadian university and one of the top universities in the world. UTSC has grown to 12,743 undergraduate students, 289 affiliated graduate students¹, 315 FTE tenure and teaching stream faculty, and 17 academic units. Co-op students make up eighteen per cent of the undergraduate student body and international students are also close to eighteen per cent. We offer Doctoral, Masters, Bachelor of Science, Bachelor of Arts, and Bachelor of Business Administration degrees, 4 graduate programs, 184 undergraduate programs (52 of which are co-op), 34 combined degree programs with the Faculties of Applied Science and Engineering, OISE, and Social Work, three Joint programs with Centennial College, and 2,052 undergraduate courses. In addition, strategic investments in research have been introduced to propel research and enhance the competitiveness of UTSC researchers. UTSC faculty have been successful in securing increasing amounts of external funding reaching over \$10 million from tri-council agencies in 2014-15.

In this planning period, we plan to grow to 13,474 FTE undergraduate students, 410 affiliated graduate students², and 365 faculty. We continue to respond to the key priorities of the UTSC Strategic Plan by focusing on 1) continuing to build the strong foundations required to support a growing research-intensive campus including the strategic hiring of faculty informed by research priorities and pedagogy, the acquisition and stewardship of equipment and other research support and resources that elevates our diverse research areas and providing enriching student experience through research engagement, 2) continuing to develop undergraduate, professional and graduate

¹ Including 156 students enrolled in UTSC administered graduate programs.

² Including 275 students enrolled in UTSC administered graduate programs.

programs including the broad areas of Applied Knowledge, Communication and Media, Diasporic Cities, Entrepreneurship, Environment and Health, 3) enhancing the academic experience for our students by having well constructed programs with clearly defined, advanced content, and a suite of accompanying academic and the soft skills associated with autonomy and professional capabilities³, 4) focusing on experiential education in the form of Co-op, internships, service learning, community engagement and research opportunities, and 5) supporting our core academic values (research and teaching excellence, access to education, postgraduate preparation, community engagement). With solid fiscal management, we will continue to develop a comprehensive strategic enrolment management system.

In order to operationalize our aspirations for this planning period, each section is concluded with goals and associated action items.

Introduction

In this planning process we are guided by the University of Toronto's mission statement, Towards 2030 Synthesis Report, the UTSC strategic plan and three priorities identified by President Gertler. These are provided in Appendix A. This mission statement identifies us as, "... committed to being an internationally significant research university, with undergraduate, graduate and professional programs of excellent quality" and this is the core of the University of Toronto's activities. The UTSC strategic plan and the Presidential priorities, consistent with the University's mission, provides a clear direction for the future. They include a focus on enhancing undergraduate and graduate education, internationalism, research, and the leveraging of our location, especially in our case, particularly by engaging in increasingly meaningful ways with Scarborough and the eastern GTA communities.

³ See OCAV Degree Level Expectations: <http://cou.on.ca/wp-content/uploads/2015/07/OCAV-University-Undergraduate-Degree-Level-Expectations-Guidelines-December-2005.pdf>

UTSC has been described as the hidden gem in the University of Toronto system. Our overarching goal is to continue on our very positive differentiation trajectory and at the same time let this 'gem' be known to our community and more broadly. The story of UTSC over the past five years has been one of transformation characterized by growing maturity, confidence, and optimism. Four major themes have informed our activities:

- curricular innovation and excellence;
- research capacity in support of research excellence;
- building capacity, in terms of academic leadership, faculty complement, and campus infrastructure;
- growing undergraduate and graduate enrolment.

Our approach to both undergraduate and graduate education has been transformed in significant ways during the past six years. A major focus has been the development of innovative undergraduate programs that fill niche areas not offered at other University of Toronto divisions. During this planning period, we will continue to develop innovative programming, along with supporting and highlighting disciplinary based specialists and majors, and core courses that are a vital part of the curricular at UTSC. In addition, we will emphasize the enhancement of the academic student experience. We will do this through research-informed content; well articulated academic skill sets that include critical thinking, reading and communication skills informed by strong analytical and quantitative reasoning, and digital competencies; and a suite of personal skills, which include effective two-way communication, team work, learning autonomy, and decision-making capabilities. In part developing these academic skills will be facilitated by experiential education that, on this campus, primarily takes the form of our Co-op opportunities but is expanding to more consistently include other types of experiential education, such as service learning and undergraduate research opportunities.

Our undergraduate programs have undergone an external review within the new University of Toronto Quality Assurance process. An important component of the review

process is the incorporation of the new UTSC Degree Level Expectations into all of our programs. We are extremely proud of the reviewers' high praise and endorsement of the quality of our programs and of the innovative approach we bring to them. In the few instances where gaps or weaknesses have been identified, departments have been quick to address them and our programs are stronger for this. Our success is evident in the increased attention we are receiving from high quality applicants, who are interested in our programs and the unique learning opportunities available at UTSC. We are developing a Strategic Enrolment Management (SEM) system in order to grow program enrolments in a careful and deliberate manner, reflective of our aspirations and grounded in fiscal realities. This enrolment management strategy is having a direct effect on both our recruitment and retention efforts. While work still remains to be done, we have made significant progress in ensuring that future growth will be achieved in a staged and planned manner. Through SEM we aim to grow enrolments while at the same time improve admission averages and student success.

Graduate education and program development continues to be an exciting area of focus for the campus. We have introduced new Masters and Doctoral programs in Environmental Science and Clinical Psychology, and are developing plans for several more. These programs have been very attractive to students. There also is a growing interest in combined programs, through which undergraduate students at UTSC can move directly into professional graduate programs offered by other divisions of the University.

In 2008, we began strategic and academic planning processes that ultimately resulted in substantial and deliberate augmentation to the faculty and staff complement, support services available to students and faculty, as well as significant additions and renovation of the campus infrastructure. Faculty complement has grown by more than twenty per cent; the number of our academic departments has doubled; there are two new tri-campus graduate departments located at UTSC; faculty and student support services are

flourishing; and four new buildings have been completed and are in use.⁴ Plans for a fifth (Highland Hall) have been completed and construction is expected to begin within the year. Each academic department now enjoys greater autonomy and accountability for its academic programs, complement planning, budget, and operations.

UTSC also has been active in expanding our external academic connections, including:

- growing and expanding the already successful Green Path program to recruit more excellent undergraduate students from China and neighbouring countries;
- building collaborative agreements with universities in China to facilitate faculty and student exchange, and development of programs of mutual interest;
- strengthening joint programs with Centennial College and developing new articulation agreements with Seneca College and Centennial College; and
- developing strong connections to other divisions at the University, including the Dalla Lana School of Public Health, Factor-Inwentash Faculty of Social Work, Faculty of Applied Science and Engineering, Faculty of Medicine, and Ontario Institute for Studies in Education.

As we look forward, we face the opportunities and challenges of further growth of our undergraduate and graduate student bodies with a firm commitment to a well planned, staged process that serves to enhance the academic student experience. We have done well in providing a suite of engaging programs and now turn our focus to ensuring these programs are of the highest quality in terms of providing relevant advanced content, delivered with pedagogically sound, high impact practices such as experiential education. High quality programs are essential to ensure that UTSC remains a destination of choice for students, faculty, and staff. We will continue to develop a strong differentiated research and scholarship mission that informs and enhances innovative, high quality academic programs, and provides dynamic, well integrated services to support our students, including the Library, the Centre for Teaching and Learning, and academic

⁴ The Science Research Building (2008), Instructional Centre (2011), Toronto Pan Am Sports Centre (2014) and the Environmental Science and Chemistry Building (2015).

advising services provided by the academic units and those within the Student Affairs portfolio.

The academic planning process began in 2014-15 when academic units each drafted their own academic plans. These were drafted in consultation with their faculty and departmental student associations. Drafts of their plans were reviewed and responded to by the Dean's Office during the year, and in the Fall of 2015-16 each unit received a formal response from the Dean. During 2015-16, the Dean held a retreat, at which both the Principal and Vice-Principal (Research) were present, to discuss the major themes emerging from the unit plans. This discussion was a starting point for the campus academic plan. A final draft of the plan was shared with the Campus Executive, Chairs and Directors, the Head Librarian, the Director of the Centre for Teaching and Learning, the Directors of the Co-op Offices, Director of Financial Services, and the Director of Academic Advising and Career Centre for their input. We received very helpful and constructive feedback and incorporated this into the final draft of the plan that was then submitted to the Provost's Office.

Vision Statement

Before providing the details of our planned activities including a series of clear goals and resulting actions, we pause here to articulate the fundamental vision and constituent values which are the basis of UTSC's identity within the University of Toronto system. Although UTSC developed as an arts and science faculty among three such faculties at the University of Toronto, its undergraduate and graduate offerings and linked research foci have differentiated it from the other arts and science faculties (FAS, UTM) in a way that does not compete with but rather complements them and the professional faculties, so as to express both the depth and breadth of the University of Toronto. Future growth of academic programs will continue to respect this approach.

UTSC draws upon the scholarship and research strengths of our faculty to enhance the educational experience of our students and strengthen our links to the local community.

We provide a rich educational experience for our students that serves as a solid foundation for their postgraduate aspirations. To that end, we are mindful of the academic preparation of entering students, and work cooperatively to develop progressively more ambitious learning outcomes across their years of study, so that our students are positioned to succeed in graduate programs and thrive in modern work environments. We engage students at all levels in research and provide unique learning opportunities. We think strategically about our research foci and alumni relationships. In the spirit of lifelong learning we promote the personal and professional development of faculty and staff.

Values

There are a number of UTSC values that are at the foundation of our academic activities. Some of these values are shared with other divisions at the University of Toronto, and some are unique to this campus. We believe that a university education, in and of itself, is inherently valuable; we value excellence in research and teaching; we are deeply committed to equity and diversity in every aspect of the educational enterprise; we value the recruitment of excellent students, while, at the same time, providing access to education to non-traditional, and possibly disadvantaged, populations; we are committed to student success in acquiring knowledge, and academic and personal skill sets in order to foster the development of critical thinkers and exemplary citizens; and we all – faculty, staff and students – value the engagement with our community that provides intellectual and research leaven, knowledge transfer and potential for social transformation.

Priorities for this planning period

1. Program Development

A) New Initiatives

Currently the University of Toronto Scarborough offers 184 undergraduate academic programs, consisting of 184 programs, including 52 cooperative education programs and four UTSC based graduate programs. The UTSC curriculum continues to evolve, with faculty across our academic units developing new and innovative areas of scholarship for students, while at the same time strengthening the foundational core programs and courses critical within all of our departmental disciplines. Within the period of this academic plan, the academic units have proposed a wide assortment of new programs of study. In the graduate realm, two Masters programs, one professional in Accounting and Finance and the other research in Behavioural Management Research, currently are going through administrative and governance consideration. A complete list of graduate and undergraduate programs at various stages of development is presented in Appendix B.

Several areas of focused interest have emerged from the undergraduate and graduate program proposals:⁵

The Environment: UTSC has responded to the critical societal demand for understanding the environment by expanding its offerings in the area of environmental science and studies (initiatives in this area include the highly successful Professional Masters in Environmental Science, with new fields in Conservation & Biodiversity and Climate Change Impact Assessment, Ph.D. in Environmental Science and the Combined Degree Programs for the HSc with the Master of Engineering). New proposed programs related to the environment include: New areas of focus in the Major in Environmental Studies in

⁵ Note that program listings in each theme are not intended to be exhaustive of the program initiatives proposed.

(1) Environmental Governance, (2) Decision-Analysis, and (3) Environmental Humanities; Major in Plant Biology; and Minor in Environmental Studies.

Health: The study of health is one of the most rapidly increasing interests among students at UTSC (recent initiatives in this area include the redesign of the Major programs in Health Studies in 2013-14, a stream in Health Informatics in the Specialist in Computer Science in 2013-14, a Major program in Molecular Biology, Immunology, and Disease in 2014-2015, and Master's and Doctoral programs in Clinical Psychology in 2014-15). The following potential/proposed programs demonstrate the continued interest in health: Joint program between Anthropology and Health; Minor in Health Humanities; Major in Exercise Physiology; Food Studies.

Entrepreneurship: Interest in entrepreneurship and management is thriving. Recently the Entrepreneurship stream of the Specialist/Specialist Co-op in Strategic Management was created and additional new programs have been proposed, including: Specialist in Quantitative Finance; Entrepreneurial streams, Specialist/Specialist Co-op in Computer Science; Specialist in Economic Policy and Strategy.

Communication and Media: Continuing the interest in communication and media, recent initiatives include Minor programs in Creative Writing, and English to Chinese Translation. New initiatives include Major in Critical Journalism; Major in Creative Writing; Major in English to Chinese Translation.

Diasporic Cities: A common interest of programs at UTSC includes understanding how we view individuals, society and the world (recent initiatives in this regard include Minors in Public Law, Urban Public Policy and Governance, Culture, Creativity and Cities, and Migration and Ethnic Diversity). New initiatives along these lines include: Specialist in Human Geography; Specialist in City Studies; Major in Public Law; Minor in International Development Studies.

Applied Knowledge: UTSC has responded to a growing interest from students in developing the ability to analyze and comprehend complex data (recent initiatives include Minors in Applied Statistics and Geographic Information Science). New proposed initiatives in this area consist of: Major in Applied Data Science; Specialist and/or Major in Applied Mathematics; Major in Geographic Information Science.

While these initiatives and offerings are impressive, over the past six years there has been intense and continuous programmatic change at UTSC. Moreover, the Curriculum Management system currently being developed will enable a closer level of interaction between curricular information and individual departments. Accordingly, many of the current processes employed by the Dean's Office to help departments develop, track the current status of, and update, existing curricula could profitably be reviewed, with an eye towards implementing more efficient and appropriate procedures.

Goal

Refine our curriculum planning process to ensure that planning is well integrated with the departmental and campus academic plans, responsive to changing intellectual and economic landscapes, considers the need for stability and consistency of our program offerings, and ensures that adequate human and physical resources are available.

Action

The Dean's Office will revise the campus curricular review process in order to:

- Encourage academic units to review their program and course offerings on a cyclical, rather than annual, basis.
- Ensure that program development is done within a framework that considers the current state of knowledge, the particular strengths of the faculty, and the needs and qualities of the students.
- Ensure that program development is sensitive to students' degree timelines.
- Ensure academic units institute a cyclical process of curricular review and consider plans in the context of resource availability.
- Introduce a formal process in which academic units present to the Dean's Office an explicit plan for curriculum changes and for responding to any suggested curricular changes arising from a Department/Centre external review.
- Integrate the new University Curriculum Management System into our curriculum process and encourage academic units to take more of a leadership role in their individual curricular processes.

B) Curriculum Mapping

i. Mapping Learning Outcomes

Each academic unit at UTSC has ambitious aspirations for its students' learning in both the realm of disciplinary content and academic skills. As indicated above, an intensive period of program creation and modification has occurred during the last five years. In this cycle we want to think carefully about achieving program and degree learning outcomes for all of our students across our programs.⁶

Most units have thought comprehensively about the knowledge content domain of their programs and, especially for the Specialist degrees, have mapped its progression through program curricula. However, the extent to which departments are tracking how these aspirations will be accomplished via course learning outcomes is much more variable. Most departments are at various stages in the mapping process and are using different approaches. For example the Departments of Arts, Culture and Media (ACM) and Historical and Cultural Studies are establishing their learning objectives and outcomes and then determining how these do or do not map onto their existing courses. The Department of Sociology created a framework for their programs inductively; first it reviewed existing course learning objectives, then established an overarching framework for program level learning objectives. The Department of Anthropology is establishing a database of existing course learning objectives and outcomes, as judged from course syllabi. The Departments of Biological Sciences, Human Geography, and Psychology have undergone a first round of curriculum mapping and now are focusing more closely on gaps and redundancies in skill development progression from A through D level courses. Curriculum Planning Committees in some departments, such as Anthropology, HCS and Management, include liaison librarians who map appropriate

⁶ Learning outcomes are the products of conceptual knowledge interacting with specific academic skills. They point to the things students should know, or be able to do, by the end of their courses (or programs) with their course-gained knowledge. The value of learning outcomes is that they point to tangible products of learning for which one can measure success.

level academic skills instruction into the curriculum. The Department of Physical & Environmental Sciences (DPES) completed a careful curriculum mapping of the content and competencies of their undergraduate Environmental Science programs in conjunction with their successful accreditation by the Environmental Careers Organization (ECO). The Department of Management recently completed a full review of its core BBA program to ensure that learning objectives are being realized. Now, the Department is working with the Library on a process of mapping skills development across the curriculum and adapting to any identified gaps in training.

In the next academic year, we plan to look more explicitly at mapping learning outcomes both within and across programs. Academic units will ensure that programs include a sufficiently wide range of knowledge contexts, and an adequate number of courses that require adaptability and creativity to promote transferability of mastered academic skills. As we think about the key learning outcomes we also need to consider that many of our students complete their degree requirements with double majors (or a major and two minors). Such program-combinations provide students with greater flexibility, but this flexibility makes it more challenging to ensure achievement of high level learning outcomes.

ii. Foundational Skills

Curricular mapping charts a path for depth and breadth of content knowledge, and academic and interpersonal skill progression within courses and programs. In particular we will focus on developing foundational skills in three key areas: English language skills, especially but not exclusively, for those students for whom English is not their first language; critical reading and writing skills; digital competency skills; and numeracy and quantitative reasoning within and beyond mathematics and statistics courses. The Library, in collaboration with a team of faculty members and CTL, is developing a Foundational Skills Course, focusing on academic skill development from A to D level courses.

To improve success for English language learners, UTSC now has a voluntary English language diagnostic test (the Academic English Health Check, AEHC). In 2014-2015 approximately 1,500 entering students took this diagnostic test and received invitations, when needed, to join Academic English Support programming to help them improve their academic English, and thus to integrate more fully into course life and to succeed in their courses. As well, to integrate AEHC into first year courses and to improve foundational communication skills, in 2015-16 two pilots in the Build an Extraordinary Course Project were done in first year Management and Sociology courses. Already these two pilots have resulted in additional students taking the AEHC, and in the creation of more effective feedback to students on their writing assignments. In addition, the Department of Management has introduced a mandatory business communications course in its program and has implemented mandatory communication skills requirements in all its courses. Other departments, such as the Department of Sociology, have developed courses for program students that are designated “writing skills intensive”. Sociology’s courses have writing assignments that have an iterative, formative feedback structure.

In the quantitative reasoning realm, one UTSC project is providing a new tool to help students. The Centre for Teaching and Learning partnered with the Department of Computer and Mathematical Sciences to create a set of online videos and activities to help students backfill gaps in the key skills required for success in Calculus. This Calculus Readiness project was funded by the Council of Ontario Universities and now is in regular use. With insights gained from this project, UTSC was successful in securing provincial funds to create a similar set of online materials for students lacking the high school background to succeed in university Physics; this tool will come online in summer 2016. A group of faculty in the Department of Psychology also is designing statistics modules to help students acquire the skills they need for statistics in Psychology.

Goal

Continue to work with academic units to achieve their skill-aspirations for their students by building curriculum maps that scaffold learning outcomes progressively from the first term of study to graduation.

Action

- The Vice-Dean Undergraduate, the Associate Dean Teaching and Learning and the Chief Librarian will organize a working group to discuss common themes in learning outcomes for courses taught in first, second, third and fourth year.
- CTL and the Library will assist academic units to develop learning outcome-curriculum mapping and then help in implementing plans within individual courses.

Goal

Identify students with Academic English deficiencies and connect them to available and enhanced support services.

Action

CTL will:

- Work with academic unit heads to extend the use of AEHC diagnostic tools through all relevant courses.
- Develop an effective mechanism by which to reach out to students with AEHC deficiencies.
- Develop guidelines for students with low AEHC diagnostic indicators on strategies for successful learning.
- Provide technical support to instructors of first year courses who wish to provide weboption lecturecasts for English language learners.

Goal

Enhance the learning environment for critical reading and writing.

Action

- CTL and the Library will collaborate with the academic units to develop, where appropriate, assignments that build increasingly sophisticated critical reading and writing skills through all years of study.
- CTL will complete a debrief for the two 'Build an Extraordinary Course' pilot courses and, using insights gained, refine the course and expand the project.

Goal

Strengthen the quantitative reasoning skills of students, increase their comfort in using quantitative reasoning tools in making effective arguments, and help faculty integrate these tools into their courses.

Action

- CTL will complete the online modules to help students who need Physics for their desired programs but are at risk due to inadequate Physics background and will expand the use of both Calculus and Physics readiness modules at UTSC.

2. Strategic Enrolment Management

Since 2009 the undergraduate enrolment at UTSC has grown by 22 per cent. In 2015-16 total Fall headcount is 12,693 and Summer headcount is 6,077. UTSC plans to continue growing enrolment to 14,000 total Fall headcount and 7,375 Summer headcount by 2020-21. At the same time, there have been notable improvements in admission averages and cut-offs, as well as retention, which is very encouraging. However, our understanding of the factors that influence these and other important enrolment metrics needs refinement and our overall management of enrolment across all years of study requires more strategic development.

Strategic Enrolment Management (SEM) continues to be a high priority for the Dean's Office for this planning period. SEM has been embraced as a post-secondary industry standard in recent years. It entails proactive management of student enrolment, from recruitment through to graduation and beyond. It sets admission, progression and graduation targets, at the degree and program levels, that are aligned with the goals and values of UTSC in a fiscally responsible fashion. It relies heavily on detailed, data-driven management of student enrolment and assessment of student success in order to maximize successful and timely degree completion by our students.

A) Program enrolment

We know that our ability to attract and retain excellent students is through offering and promoting high quality programs, and that we need to pay closer attention to intake, progression, and graduation rates of our students. In their plans, many academic units expressed eagerness to expand their programs and having greater involvement in managing enrolment in their programs. Ensuring the active involvement of academic units in SEM is a high priority for the Dean's Office for this planning period.

Until now, our major focus in enrolment planning has been on establishing admission targets, which in turn provide direction for our recruitment team. The starting point is the overall admission target for the campus, which then is sub-divided into targets for seventeen program groupings within six broad disciplinary categories.⁷ In setting these targets, we take into account growth trends in applications to these categories (reflecting student demand), the overall disciplinary balance we wish to achieve for the campus, societal need, high school averages of students admitted into the programs, department aspirations for their programs, and available, and projected, human and physical resources.

As we increase our enrolments, UTSC has been keenly aware of the need not just to maintain but to improve the quality of our incoming class. Over the last planning period, despite increasing the intake, the overall admission averages showed steady improvement from 82% in 2009 to 84% in 2015. As well, the proportion of our entering class with a final high school average of at least 85% increased from 33.4% in 2009 to 44.9% in 2015, while those with an average of less than 75% declined from 12.9% in 2008 to 5.5% in 2015. However, there still is room for improvement.

Once students have chosen UTSC, it is important that students who have the capability to succeed stay and are able to progress through to graduation within an optimal period

⁷ The disciplinary categories are Arts: Humanities and Social Sciences, Business: Management and Economics, Sciences: Computer Science, Mathematics, and Statistics, Sciences: Life Sciences, Sciences: Physical and Environmental Sciences, and Sciences: Psychological and Health Sciences.

of time. Thus, retention and progression rates require careful attention. Our first to second year retention rate for the 2009 and 2012 cohorts improved from 85.95% to 88.19%, and the second to third year retention rate for the same two cohorts improved from 88.19% to 90.84%.⁸ But attrition remains an issue to be addressed, given that, despite these improvements, the UTSC retention rate remains below that reported by the university as a whole.⁹

Moreover, UTSC students seem to progress towards degree completion at a relatively slow rate. For example, approximately 50% of students in the 2009 cohort completed at least 5.0 credits in each of their first and second years, and another 40% completed 3.0-4.5 credits over these years. For the 2012 entering cohorts approximately 43% completed at least 5.0 credits and another 46% completed 3.0-4.5 credits over these years. All these students would be full-time - most significantly for purposes of OSAP eligibility - but those who do not complete 5.0 credits every year would require more than four years to complete a 20.0 credit degree.

The graduation statistics support this observation. For instance, only 36.3% of the 2009 entry cohort graduated within the traditional four years, but 70.1% did so within six years. This might be expected on a campus that has the highest proportion of OSAP-eligible students at the university and where a large proportion of students also are working in the paid labour force. However, it is important to note that, for students who choose the minimum 60% course load to be eligible for OSAP rather than a 100% load, while their total tuition costs will not increase, the extra years required to complete a degree means extra non-tuition debt and delayed income. If we are to improve these outcomes, we must understand the much broader range of factors correlated with student success at UTSC.

⁸ These percentages are based on the most recent data available from the CUDO data set.

⁹ The first to second year retention rate for the 2012 entry cohort in all first entry programs at the university was 91%

Goal

Work closely with academic units to develop detailed enrolment plans for their Specialist and Major programs, within the overarching campus enrolment and graduation targets, and ensure that they receive the necessary high quality data support.

Action

- The Dean's Office will establish an Enrolment Planning Roundtable where academic units can share best practices, and discuss challenges and potential solutions.
- The Registrar's Office will work closely with the Office of Business, Operations and Strategic Affairs to provide to academic units comprehensive data sets, including students' year of study and GPAs, to support program enrolment planning.
- The Registrar's Office will work closely with the Office of Business, Operations and Strategic Affairs to provide academic units with support in developing program enrolment models and clear targets.

Goal

Gain a deeper understanding of the elements of student academic success on campus, including retention of students from first year through to graduation, and the rate of progress to degree completion.

Action

- Using a data-driven approach the Dean's Office will gain a deeper understanding of the reasons influencing attrition rates and time to degree completion.
- The Dean's Office will work collaboratively with academic units, CTL and Academic Advising, to develop new, or refine existing, programs to address these challenges.

B) Campus Recruitment

During the most recent planning period the campus enhanced its recruitment effort substantially, doubling the recruitment staff and increasing the budget for recruitment and conversion activities, and more than doubling total admission scholarship values. The positive result of this effort is evident in increased volumes of applications (1.7% annual average 2010-2014 and 3.7% in 2015) and the improved admission averages noted above. Nevertheless, this effort continues to face the challenges of a declining

provincial applicant pool and increasing competition from other GTA institutions (York, Ryerson and UOIT), and within the University of Toronto (Faculty of Arts and Science).

The increases in the minimum average cut-offs for admission have had a positive impact on student success and retention; however, they also can serve as a barrier to non-traditional applicants, particularly from our immediate community. To address this, UTSC has partnered with Seneca to provide access to a post-secondary education with the possibility of eventual admission to university for these applicants. Specifically, UTSC signed an agreement with Seneca College in 2011 to begin a facilitated transfer admission program.¹⁰ This program provides an opportunity for graduates of the 2-year Seneca Liberal Arts program to be admitted to UTSC with 6.0 advanced standing degree credits. In 2013 the agreement was expanded to include a newly developed Liberal Science program providing the same total of 6.0 transfer credits, including all four of the standard first year university natural science credits. Thus far the results of these programs have been encouraging and we have begun some very positive discussions with our Scarborough-based colleagues at Centennial College to develop a similar partnership.

Just over 80% of new student intake to the campus comes from the domestic Canadian market, with almost 80% of that coming directly from Ontario high schools. The campus also has been very successful in attracting international students. The international proportion of new student intake has increased from under 15% in 2011 to over 19% in 2015. This increase is partly due to the efforts and resources of the International Academic Programs and Initiatives (IAPI) group, a unit that operates under the direct supervision of the Dean's Office and is responsible for the Green Path recruitment program in China and programs in other countries. The academic performance of Green Path students tends to run slightly higher than that of domestic students. Among other benefits, this higher performance promotes the general level of student success on campus.

¹⁰ This program was based on a similar successful program between Seneca and Woodsworth College

Successful student recruitment, both domestically and internationally, requires both attraction of applications from qualified potential students and conversion of offers of admission into acceptances of those offers. The latter is particularly important when UTSC may not have been the applicant's first choice. Available survey data support the position that entrance scholarships influence students' choice of institution. For example, a 2014 survey of students who declined UTSC's offer of admission in favour of another university shows that 56.7% of respondents indicated that getting a scholarship offer or a higher valued scholarship at another institution was a factor in declining the offer of admission.

In 2014, UTSC offered entrance scholarships to all domestic applicants with a grade 12 average of at least 88%. We are continuing to find ways to augment our scholarships in order to compete more effectively with our competitor institutions, especially York and Ryerson. We have begun to offer renewable scholarships for those with admission averages of 95% and we are planning to pilot more modest renewable scholarships to those with averages of at least 85% who apply to three selected program areas that have capacity for growth. These areas include Environmental Science, City Studies and Global Asia Studies. In addition to the scholarship, admission into each of these three programs will include membership in a scholarly cohort (i.e. "Green Scholars", "City Scholars", and "Global Scholars") that will continue throughout the students' undergraduate career and provide enhanced undergraduate experience. The host departments are enthusiastically committed to providing enrichments for these cohorts. If this pilot is a successful recruitment strategy, we will consider expanding it to other programs in subsequent years.

Many of the departments expressed a desire for greater involvement in recruitment to increase both the quality and quantity of students entering their programs. Some of our departments already are actively involved in their own recruitment efforts. For example, *Math in Motion ... Girls in Gear* is organized by the Department of Computer & Mathematical Sciences (CMS) faculty and brings 100 grade 9 girls together with women

from industry and academia to spend a day full of workshops and challenges to motivate the girls to stay involved in math and to pursue math-based careers; Management holds a number of different recruitment initiatives, including two very successful initiatives run in conjunction with the Department Student Association (MESA) one where 30-40 of the strongest high school students are brought to campus to experience a 'day in the life' of Management and the other where 60-70 high school students come to the Student Leadership Conference to compete in a mini-case competition; and Human Geography hosts a day when grade 12 students come to campus to visit the department and attend an introductory Geography lecture. Others have proposed providing faculty members as guest speakers for special events in local high schools. UTSC is committed to reviewing the structures and mechanisms that are in place, and to working with academic units and the Recruitment Office to enhance the quality of the incoming class.

There also is an internal aspect to student recruitment. At the time of entry to UTSC, two-thirds of students are admitted into general admission categories. These students, along with their classmates in direct admission programs who decide to explore other options, are expected to choose their program(s) of study at the end of their first year. To do so effectively and with some sense of satisfaction, these students must be exposed to a range of appropriate introductory courses and have adequate access to advising – provided by both faculty, as the disciplinary experts, and by student development specialists in Student Affairs. In order to assist students in making their choice, the Academic Advising & Career Centre, in collaboration with the academic units, organizes a month long series of programs – *Choose Your Program Month* – each March. This has been a very successful initiative involving all our academic units and attracting many students (almost 2,000 in 2015).

Goal

Continue increasing the volume of applications from highly qualified domestic and international applicants and improve the proportion of admitted students who accept an offer.

Action

- The Dean will appoint a Special Advisor on Recruitment to review current domestic and international recruitment activities at post secondary institutions, in the Recruitment Office, and UTSC academic units, and the use of admission scholarships, and international recruitment.
- The Special Advisor will form a working group of key stakeholders to develop a recruitment strategy for UTSC that will enable full integration of academic units in the recruitment process and reviewing the use of admission scholarships and international recruitment.

Goal

Ensure that students are provided with relevant information and support to make effective and appropriate program choices.

Action

- The Registrar will work with the Director of the Academic Advising & Career Centre to study program choice among first year students to gain insights that can be used to refine supports offered to students during this stage of their degree.
- The Dean's Office will work with the Director of the Academic Advising & Career Centre to facilitate effective collaboration between academic departments and the academic and career advisors in Student Affairs.

C) Student success

UTSC begins to assess the academic status of students after they have attempted at least three full credits since beginning their studies. Students must maintain a GPA of at least 1.6 to remain "in good standing" at UTSC.¹¹ Those who fall below this minimum are first placed on probation, then on successively more lengthy suspensions, if their GPA remains low. Over the past six years there has been a slight improvement in the average GPAs, moving from 2.44 in 2009 to 2.49 in 2015; however, the proportion of students on academic probation or who are suspended remains troubling. Over 11.5% of all students in 2015 have a GPA of less than the 1.60 and in 2009 this figure was 11.6%.

¹¹ The minimum GPA to remain in certain programs is higher than 1.6.

Students come to university with a broad range of maturity and academic strengths and weaknesses. Also, some either enter university with, or develop, a range of personal challenges (socio-economic, disability, mental health, English language skills, numeracy gaps). Thus, in order for all of our students to be able to succeed, it is important to integrate with their academic programs the support that is available on campus to help those with difficulties, and to help all students find their path and smoothly navigate it to their graduation. The ability of students to succeed in their programs requires that they develop/maintain their resiliency as they look honestly at their strengths and weaknesses and develop the social and academic tools they need. Thus it is important that effective collaboration occurs among all support units, including CTL, Library, Registrar's Office, Academic Advising & Career Centre, and other student support services.

There are two existing groups – the Academic Advising Round Table (AART), and the Student Success Caucus (SSC) – that are focused on student support. The AART, with membership from decanal and department faculty, and staff in the Registrar's Office and Academic Advising, has a mandate to identify gaps and challenges that face students who are encountering problems in their courses or programs. The SSC, with representatives from the Registrar's Office, the AA&CC, AccessAbility Services, the Health and Wellness Centre, the International Student Centre, Student housing, Student Life and the Centre for Teaching and Learning, has a mandate to identify obstacles to success and create programs that can help students overcome them. The AART and SSC are important mechanisms for coordination of activities and initiatives undertaken by the units involved. They also provide a forum for sharing best practices for student support.

At the same time, it is important to acknowledge and celebrate students' success. In addition to entrance scholarships, which are primarily intended as an incentive to promote admission of very highly qualified students, the university offers in-course awards to recognize academic success among students and serve as an incentive to

achievement. These awards include the annual Dean's List, the graduation recognition statuses of Distinction and High Distinction, small monetary or book prizes, and honorary certificates. In recent years our students have performed increasingly well: 19.8% of all UTSC graduates from 2006-2010 graduated with Distinction or High Distinction. The proportion who did so from 2011 through 2015 increased to 23.7%. Moreover, in four of the past five years, the Governor General's Silver Medal, awarded to the outstanding graduate at the entire university, has gone to a UTSC student.

Goal

Foster a culture of cooperation across administrative units to support student success.

Action

- Develop a unified navigation tool to help students identify and connect with the type of support they need (SSC).
- Facilitate a collaborative effort between AA&CC and CTL to work toward expanding AA&CC's early alert tool into one with a broader scope that can make use of Blackboard's academic early alert features to assist in identifying students at academic risk.

Goal

Understand how to utilize academic standing regulations to promote student success.

Action

- The Registrar will review the campus' current regulations to assess whether they serve to promote student success and will suggest reforms and/or programs that will better do so.

Goal

Better understand how to recognize and celebrate excellent students and implement reforms if warranted.

Action

- The Registrar will review the campus' current in-course awards and recognition honours, and events to assess their effectiveness and develop other forms of recognition, if needed.

3. Alumni relations

An important common theme running through the departmental plans is the need to develop strong ties with our alumni. There are many good reasons for doing so. Our alumni are proud of their affiliation with UTSC and we must strive to build and maintain strong connections with them. UTSC strives to develop highly sought after graduates, who become leaders in their chosen fields and active contributors to Canadian society. Their experience post-graduation also provides important information for program development and improvement, so that current students can benefit from their experience. Alumni also can provide valuable mentorship to our students, and they are an important source of high quality work term placements for our co-op students. Innovation is driven not only by research, but also by industry needs, and alumni are an important connection through which knowledge and ideas are transferred to and from the University. And finally, well-trained, productive, creative and energetic alumni are vital evidence of the quality and value of the programs offered at UTSC. They are our representatives in society and their success is our success. They are our ambassadors and can help to develop a strong brand for UTSC. Knowing how our programs have prepared alumni for work also helps us to articulate the value of our programs to potential applicants and strengthens the career counselling we provide to current students.

There are a number of examples of successful initiatives:

- The student associations in Human Geography and Sociology have organized highly successful career and networking events that brought together successful alumni from their programs and current students. These events are examples of how alumni can provide our students with important mentorship on professional development and life after graduation.
- The Department of English organized an event in which recent alumni participated in a panel discussion to give current students a sense of the variety of career paths open to English majors.

- The Department of Management draws on its close connections with alumni to constantly evolve the curriculum and redefine what a BBA means in the early 21st century. The Department has a large and committed local and international alumni base of highly successful organizational leaders who are devoted to aiding in the continued success of the Department.

Goal

Improve mechanisms for tracking our graduates, monitoring their success, and building a strong lasting relationship with alumni.

Action

- The Dean's Office will lead an alumni relations' roundtable where academic units can share best practices (e.g. the use of LinkedIn to communicate with alumni) and through which we can strengthen the collaboration with DARO.
- The Registrar's Office will collaborate with the Development and Alumni Relations Office (DARO) to ensure that academic units are provided with up-to-date contact information of their alumni on an annual basis.

Goal

Connect the UTSC faculty with alumni, other community members, and local elementary and secondary schools.

Action

The Dean's Office will:

- Develop an on-campus seminar series for alumni and community members.
- Develop a UTSC Speaker's Bureau to match UTSC faculty to requests for speakers in the community, and local elementary and secondary schools.

4. Experiential Education

UTSC has identified Experiential Education as a key strategic direction. Our experiential education works in three spheres: Program based (including co-op, co-op internships and field placements), course based (such as service learning or lab/project intensive courses), and co-curricular (such as the Library Finance Lab's students trading

competitions, the Finance Speaker Series, and the Student Managed Fund). UTSC has offered co-op programs for forty years and they have consistently attracted excellent students. Cooperative education allows students to alternate semesters of full time study with full time work placements. The power of such work placements is that they make clear connections between the value of course based skill development and better decision making about future careers. It is a distinctive feature of co-op at UTSC, that students returning from a work term are expected to integrate their experience of the workplace with their studies through oral and written reports. Co-op is a highly effective form of work integrated learning and will continue to be UTSC's primary form of experiential education.

Co-op programs are offered by most of the academic units at UTSC. Some units have very well established co-op programs that are at capacity and their focus is on maintaining quality of both the students and the placements. In these units co-op is a major instrument for connecting with many employers within the GTA and for enriching students' learning. Other academic units wish to grow these programs so that more students can benefit from this rich experience. These departments either want to connect better with GTA employers to develop relevant work placements, or to enhance the curriculum to make students more competitive for placements or both. As well, these units are looking strategically at their course offerings (especially summer offerings) so that students returning from placements can stay on track for degree completion. For programs that are focused more towards the non-profit sector, such as the Arts Management co-op program, it has been difficult to develop a sufficient number of paid placements. Instead ACM now offers a field placement stream in their non co-op Arts Management program. At the graduate level, the Master of Environmental Science program includes a four-month internship option, which is chosen by over 80% of the students that make up their overall graduate cohort, and the graduate programs in Clinical Psychology includes practica and internships.

Service Learning is a type of experiential education whereby students take their learning in courses to the community and to help others. UTSC already has several service learning courses. The Centre for Teaching and Learning has a Service Learning and Outreach (SLO) program that matches students with placement opportunities offered by UTSC courses (in-reach), or non-course/off-campus placements (out-reach). The Department of Human Geography has three service-based courses that are taught at 'The Point,' a teaching and resident engagement space in the Kingston-Galloway/Orton Park neighborhood in close proximity to our campus. New service learning courses also are planned, such as Anthropology's "Food, Community and Culture" and "Heritage, Diaspora and Place".

Participation in research is also a valuable form of experiential education. Surveys of high school students and undergraduates indicate that one of the main reasons they choose to come to the University of Toronto is to experience research in their subject of choice. Our departments have worked to expand the research opportunities offered to senior students and also to introduce research and scholarship to students in their second year or even earlier. Some initiatives include the Budding Scholars program in Psychology, Writing in Philosophy, and for credit research courses at the B, C and D level in Biological Science. Sociology intends to create the UTSC Social Observatory that will promote and profile UTSC research and provide research opportunities to students. Some units are leveraging their research and collaborating with the Library's Digital Scholarship Unit and CTL to make our faculty researchers' rich collections of data and artifacts accessible to students; the Scarborough History Project is just one example. Psychology is using technology to help students create and access data sets with its 'Digital labcoat' learning technology to create student-based data sets that students then use to formulate and test hypotheses. DPES is creating an Environmental Science Field Methods course and Human Geography's Cities Lab offers students research opportunities, such as weekly research methods "labs" that give students new skills in,

for example, summarizing, extracting meaning from, and visualizing large datasets such as candidate Twitter feed archives and public opinion polls.¹²

Other types of experiential education opportunities our departments offer include specific field courses or elements of field experience within courses (Anthropology, Biological Science, DPES, and Human Geography) and Anthropology plans to introduce a field school for evolutionary anthropology or archaeology; French and Linguistics is making robust use of study and work both abroad and in Quebec, enhanced by a new partnership with the Consortium of Canadian Universities and the Université de Nice, France as well as the Explore (Quebec) program. Departments also are pursuing collaboration inside and outside the University, which is consistent with UTSC's commitment to facilitating strong partnerships to advance the research and teaching mission. Visual and Performing Arts is working with galleries and theatre groups; Biological Science and DPES are building ties with the Rouge Valley National Urban Park and the Metro Toronto Zoo; and Neuroscience and Sunnybrook have exciting plans. Engagement with the local community is being explored particularly in the social sciences and humanities. City Studies has pioneered a model with its storefront in East Scarborough that is strikingly successful. The Management and International Business program offered by the Department of Management is unique in Canada with its inclusion of both a study abroad component and an international co-op placement. The Department has leveraged the University's formal agreements with 150 partner universities in 50 countries to establish a rapidly growing network of academic partners for the program.

Perhaps the most striking change in the learning environment in the last couple of years, that will be continued and expanded as we move into the next five years, is the extent to which departments are partnering with students to create a more vibrant community of learning. Taking the lead provided by Management, Departmental Student Associations have become vibrant partners in most departments, helping to create co-

¹² See more discussion of undergraduate research opportunities in the Research Priorities section below.

curricular events that are enriched by faculty participation. Many such events also invite our local communities, including the interdisciplinary Scarborough Film festival, The Writer's Room, Mind Night, the Programming Club, Quantathon, Annual Undergraduate Conferences in several disciplines, and Student journals such as Political Sciences *Res Publica*.

Goal

Create an integrated, coordinated approach to experiential education at UTSC that encourages and supports departments to strengthen current opportunities and develop new ways to enrich student learning through experience, and ensures that our students are able to engage in experiential education opportunities of the highest calibre.

Action

The Dean will establish an Experiential Education Working Group to:

- Review current experiential education opportunities at UTSC in all its different forms and explore ways to increase experiential education opportunities at UTSC, to strengthen UTSC's reputation in this area and to brand experiential education at UTSC in a unique fashion.

5. Research Priorities

UTSC, as a strong contributor in Canada's leading university, continues to fulfill its commitment to be an innovative, accessible, research-intensive campus. More than ever, UTSC researchers are recognized for research excellence and cutting edge discoveries that integrate student-based learning and discovery and provide an outstanding training ground that prepares students for careers in industry, government organizations, NGOs, and academia in Canada and abroad. UTSC has a global reach drawing talented students and faculty from a wide range of countries. Research is a priority at UTSC and our faculty and students are recognized nationally and internationally for their research. UTSC faculty members are recipients of Sloan Fellowships, Early Researcher Awards, and are Fellows of the Royal Society of Canada.¹³

¹³ See <http://www.utsc.utoronto.ca/research/research-awards-honours-recipients>.

UTSC has also quickly become a destination that attracts top graduate students and postdoctoral fellows who receive Vanier, Trillium and Banting fellowships.

More than ever, graduate and undergraduate students are engaged in creating strategies that offer future employment through entrepreneurship, often with the benefit of university faculty as mentors and advisors to such undertaking. UTSC students have witnessed phenomenal success in applying their education and training in the creation of startup companies, where cross-disciplinary teams from Arts, Science, and Management have worked together in joint ventures and the creation of novel, in-demand products. There is a thriving, albeit nascent, entrepreneurial culture taking form at UTSC, with much promise.

The efforts of the Office of the Vice-Principal Research (OVPR) over the past five years have focused on elevating the campus research culture, providing enhanced proposal development support to faculty researchers, increasing research competitiveness and increasing student participation in research. In addition, the OVPR has been successfully involved in building external relationships with communities, industries, and policy makers to help advance its research and teaching mission.

In order to address the research service needs of our growing campus, OVPR has expanded its staff capacity and has direct oversight of the animal care facility and vivarium staff. The changes in the OVPR occurred at an important juncture where there were significant changes in the “architecture” of the research funding programs offered by the tri-councils. Over the last few years, the OVPR also increased the number of internal funding and other initiatives to stimulate and support faculty and student research activity.¹⁴

This increased capacity has enabled the OVPR to provide administrative oversight and support for a growing number of external grant applications for a total of 421 since the Fall of 2013. The Office also provided enhanced processing of 280 applications, including

¹⁴ See <http://www.utsc.utoronto.ca/research/internal-funding-programs>

proposal development and editing support, review and feedback on narrative sections of the proposal and/or budget review and feedback. (See Appendix C for a list of enhanced support offered to researchers.)

New tools and mechanisms have been introduced to support the competitiveness of UTSC researchers, and to elevate the UTSC research culture. The Research Competitiveness Fund (RCF) aims to increase success of UTSC researchers to secure external research funding, particularly tri-council funding. The fund aims to support research that primes for and/or leverages tri-council funding. From 2011 to 2015, \$744,903 in RCF support was awarded to UTSC researchers. The RCF directly supported 19 external grant applications from 2011 to 2014, of which 84% were successful. This success rate was more than two times the national average success rate for the programs in which the applications were submitted.

The Research Grant Enhancement Fund (RGEF) was instituted as a way to provide direct support to faculty members' grant application initiatives. Grant applicants can request support for copy/line editing on final drafts, an honorarium for an external review of a grant application and administrative assistance for putting together award nomination packages.

Efforts to recognize UTSC research excellence have also been made, including the annual UTSC Principal's Research Award, the UTSC Research Recognition Award, and the UTSC Research Excellence Faculty Scholars initiative.

To address the goal of increasing undergraduate students' involvement in the research enterprise, the OVPR has established a suite of undergraduate student research initiatives, including the joint OVPR/Library UTSC Undergraduate Research Forum and Prize and the UTSC Research Catalogue, a unique one-stop shop for research opportunities for our undergraduate students. The OVPR also has been closely involved in not only supporting existing forums, but also in creating new venues that reinforce research culture for students on campus. This includes the sponsorship of departmental

seminar series, and sponsorship and logistical support for student research workshops, seminars and symposia. In addition to research dissemination events, the OVPR Graduate Student Travel Grant funds approximately forty graduate students each year to attend and present their original research (e.g. research talk or poster contribution) at academic conferences locally and internationally.

To address the goal of increasing graduate and undergraduate students' involvement in entrepreneurship, UTSC has established The Hub as a facility for providing students with state-of-the-art training and mentorship in both creating innovative products, and building startup companies. In 2015, three of The Hub's nine companies raised over \$360,000 in capital investment, in one case winning a nationally televised dragons' den competition of \$100,000 for 10% equity (company valuation \$1 million). The Hub is also a collaborative facility that works closely with Co-op in the support and supervision of student placements and entrepreneurial work terms – 1 in Summer 2015, 1 in Winter 2016. It is also a facility that works with student teams undertaking extracurricular projects, such as the UTSC Finance Hackathon in February 2016 in collaboration with the Library, and several entrepreneurial work terms for Management Co-op students. We have strategically invested in the development of experiential components that dovetail and support emerging academic entrepreneurial streams in CMS and Management.

UTSC faculty have been successful in securing increasing amounts of external funding, including tri-council sources, attracting funding now exceeding \$10 million in 2014-15 (Appendix C). However, the amount of tri-council funding has remained fairly constant despite an increase in faculty complement, presumably due an increasingly competitive funding environment. We have strategically invested in supporting research applications from faculty to increase success and are using VPRO resources to leverage additional external funding.

In both NSERC Discovery and SSHRC Insight Grant competitions, researchers from UTSC are highly successful in comparison to the national success rate. In some cases, the

success rate of UTSC faculty has outperformed that of other U of T faculty. Using investments from the Office of the VPR, coupled with increased support for larger funding initiatives, it should be possible to increase the overall UTRS share of tri-council funding (Appendix D).

The strategic research priorities for 2015-2020 are meant to enable and provide a support framework for PI-driven research to ensure that UTSC remains an attractive physical and intellectual hub for research at all levels, and provides a stimulating research environment to all students on campus across disciplines.

UTSC's excellent undergraduate students have a strong desire to have, and are engaged in, robust research experiences. With the advent of the Research Catalogue, a collaborative effort between the VPRO and Academic Advising & Career Centre, we now have a "one-stop" solution that gives our undergraduate students access to a wide range of research opportunities. This is a first step in providing an enhanced experience for students while at the same time binding them into the research enterprise.

Goal

Enhance the UTSC research enterprise by extending research competitiveness to a broader range of UTSC researchers, continuing to build on UTSC's acquisition and stewardship of research infrastructure, and recruiting and supporting faculty and staff to propel discovery.

Action

The OVPR will:

- Provide enhanced proposal development support and institutional financial and in-kind contributions, to assist in securing large-scale tri-council and other grants in the sciences, social sciences and humanities.
- Work closely with academic units and the Library to identify unique opportunities that will support their research and broaden faculty participation in research funding.
- Continue to secure start-up funding consistent with the complement plan.

Goal

Elevate our diverse research cultures by capitalizing on centres of research excellence that have emerged as a consequence of targeted campus growth, building on our existing research cultures, and celebrating them as a strength of our university system.

Action

The OVPR will:

- Work with the Dean's Office to continue to support existing research centres and establish new research centres and clusters (EDU:Cs and Ds) that allow us to distinguish ourselves from other activities at UofT and elsewhere and help us to strengthen the UTSC research identity.
- Foster the sponsoring of research chairs and advocate for additional Canada Research Chairs in light of increased research productivity at UTSC.
- Facilitate mechanisms for faculty researchers in different departments to come together to foster inter-disciplinary conversations and innovative research clusters.
- Develop and implement a strategy to support the preparation of nominations for both internal and external faculty awards and honours.

Goal

Enrich the undergraduate student experience through research and entrepreneurship by fully utilizing the Research Catalogue, a "one-stop" resource that gives our undergraduate students access to a wide range of research opportunities.

Action

The OVPR will:

- Continue to work with the UTSC Library and the Academic Advising & Career Centre to increase mentorship and student engagement in UTSC's research activities.
- Expand UTSC undergraduate and graduate student involvement in entrepreneurial and innovation activities through co-operative education, The Hub and other initiatives.

Goal

Share our research accomplishments both within and beyond the academy in ways that resonate with our local and broader communities, and elevate the campus research reputation.

Action

The OVPR will:

- Work with academic units, research centres, communications and other UTSC partners to identify and raise the awareness of faculty and student research activities, initiatives and outputs on campus.
- Collaborate with Communications to develop material that focuses on our research productivity and promotes UTSC as a highly research active campus within U of T.
- Develop and implement a knowledge mobilization strategy including the development of promotional material, use of social media and research promotion events to build UTSC's research reputation amongst strategic receptor audiences.
- Leverage UTSC's unique geographical location to engage with local partners.
- Foster partnerships to help advance our research mission, and help translate the results of that research to academic and non-academic communities, industries and policy-makers who can make effective use of that knowledge.

6. Strong Foundations

A) Faculty Complement and Development

In 2015-16, there are 315 FTE faculty positions at UTSC, an increase of 39 FTE in the tenure stream and 1.5 FTE in the teaching stream since 2010-11. In the tenure stream there are 70 (31%) Assistant Professors, 90 (40%) Associate Professors and 66 (29%) Professors. Since 2010-11, the proportion of Associate Professors has increased by 31% and the proportion of Professors by 20%. In the teaching stream, there are 12 Assistant Professors, Teaching Stream and 64 Associate Professors, Teaching Stream. The remaining positions are currently being searched.

During the current planning period our goal is to add 50 new faculty, including 10 that are being searched in 2015-16. The departmental plans included a detailed outline and rationale of desired complement growth. These requests were used to develop our complement plan for this planning period. The lenses used for assessing departmental requests included undergraduate enrolment pressures, teaching capacity relative to student enrolment, new graduate program development, building of research clusters and disciplinary completeness. These positions will address areas where undergraduate

enrolments are booming (such as Psychology and Computer Science), new areas with strong undergraduate interest (such as Public Law), and areas where graduate programs are planned (such as Accounting), while at the same time responding to the research directions and priorities of our departments. As we increase the faculty complement and continue to replace existing position (e.g. retirements), we will ensure adequate distribution through the ranks, through hiring across all ranks.

UTSC has significant programming to help new and established faculty develop/ redevelop their teaching expertise without sacrificing the development of their scholarship. An important focus has been in enhancing the teaching culture at UTSC by stimulating, nurturing and further recognizing excellent teaching. A review of our teaching awards has just been completed and the result is the expansion of the number and type of faculty teaching awards. Also the sequencing of the awards has been more closely aligned with the key times departments and centres assess teaching, and with the types of tri-campus teaching awards available. For research, all academic units have established formal mentoring programs for junior faculty, but the support and recognition of mid-career and senior faculty has not been formalized. During the current planning period, we will turn our attention to developing similar programs to stimulate, nurture, and recognize excellent research and scholarship across all ranks. The newly created position of Vice Dean Faculty was established to promote the career progression and well being of faculty and will work closely with the Vice-Principal Research, and academic unit heads on this important program.

Goal

Develop a comprehensive faculty mentoring program that stimulates, nurtures and recognizes excellence in research, scholarship, and teaching across all ranks.

Action

The Dean will:

- Ensure new faculty mentoring is effective.
- Survey faculty who are at the rank of Associate Professors and Professor to learn what type of programming and support would be most helpful.
- Provide more programming for faculty and develop structures that will assist departments in helping their faculty progress successfully in their careers.
- Develop ways to proactively identify and nominate faculty across all ranks for prizes and awards of excellence.

B) Space and research facilities for tenure stream

Historically, the coordination between faculty complement planning and the provision of space and research facilities for tenured or tenure stream hires has not always aligned perfectly, often leading to delays in the allocation of lab space, requisite renovations, and purchase and installation of research equipment. This space shortage has resulted in significant set backs for new faculty's research activities and career progression. In the current planning process, the appointment of a Campus Architect and close collaboration between the Offices of the Dean, Vice-Principal Research, and Business, Operations and Strategic Affairs have been essential for the successful development of a new approach that ensures space and research facility planning are in lock step with the complement plan. Space and resource needs for each new position must be earmarked prior to initiating the search. In cases where there is insufficient space or inadequate resources, the position cannot be searched. The plan includes sufficient flexibility so that some variation in needs, which inevitably occurs with some searches, can be accommodated.

C) Department budget autonomy

Currently, UTSC has a highly centralized approach to financial management, and recruitment and enrolment planning. Over the past planning period, academic units received significant augmentation to their operating budgets, and most departments

now are able to plan program and course offerings proactively and independently. However, more needs to be done to enable a more appropriate level of budgetary autonomy for departments that is closely linked to greater involvement of departments in enrolment planning, discussed above.

Goal

Provide fuller budgetary autonomy of the academic units and flexible and transparent funding mechanisms that encourage active involvement of unit heads in enrolment planning at the graduate and undergraduate levels.

Action

The Dean's Office will:

- Coordinate a working group including the Dean, the Vice-Principal Research and the Chief Administrative Officer, and including Business Officers from one or two academic units, that will be charged with developing appropriate mechanisms and processes to achieve our goal.
- Roll out, in the 2017 fiscal year, budgetary autonomy to one or two academic units as a pilot.
- In the 2018 fiscal year, roll out the new budgetary process to all academic units.

D) Department/Centre structures

i) Management

Over the past ten years, rapid growth and focused investment in the University of Toronto Scarborough has produced a vibrant and diverse campus that rivals many mid-sized universities in size and complexity. With the sustained support of the institution, U of T Scarborough is poised to emerge as a multi-faculty campus within the U of T system.

Most notable is the rise in size and stature of the Department of Management, which celebrates its 25th anniversary in 2017. The largest academic department at UTSC, Management is home to 2,400 students and employs 31 tenure-stream faculty and 16 teaching-stream faculty. Offering a highly sought-after BBA program that is distinct from

the Rotman Commerce program, Management is a destination of choice for the University of Toronto's most promising undergraduate business students, some of whom hold the highest entrance averages at U of T Scarborough. In 2015, Management attracted over 1,000 Ontario high school applicants with an average of 80% or higher, (representing a 20% increase from 2014, and most notably amongst applicants with an 85% average or higher) and had the highest entrance average across undergraduate business programs at the University of Toronto.

Management's strategic focus on experiential learning is a key defining factor that sets it apart from other schools of business in the region. The popular Management Co-op program provides more than 550 student work terms each year across all sectors, and a state-of-the-art Finance and Trading Lab offers a hands-on education in financial research and analysis. Building on these and other strengths, Management has recently launched a new undergraduate stream in Entrepreneurship, as well as an innovative Management and International Business program that is the only study-abroad program in Canada to require students to also complete a co-op work term abroad.

Management competes directly with established schools of business (i.e., Schulich, Ivey, Rotman, Smith) for undergraduate students. It also competes aggressively with much larger co-op programs (at Waterloo and Laurier) for a limited number of co-op placements. Every one of these competitors has a more autonomous structure than Management, with larger operating budgets, greater discretion in managing relationships with alumni and donors, and more resources to provide curricular and co-curricular enhancements to students.

An ambitious faculty renewal process has attracted a cluster of young, vibrant, highly promising research faculty to Management from some of the best universities in the world. Management is earning a reputation as a hub for research in disciplines such as Finance, Marketing and Organizational Behaviour. Nonetheless, recruitment efforts are hampered by a lingering perception that Management is not as prestigious or

competitive as other business schools, despite the University of Toronto's world-class ranking and reputation.

Management's steady growth—in student enrolment, faculty and staff recruitment, business development and alumni engagement—has presented a critical need for greater autonomy in order to remain competitive with other schools of business in the region. Management is thus the ideal academic unit to lead the growth and diversification of UTSC by emerging as a School of Business. This aspiration is supported by the 2010 external review and the 2014 decanal review, both of which strongly encourage the University of Toronto to award faculty status to Management. The strong support of the institution in this regard will empower Management to grow responsibly, build on its established strengths, and resolve several long-standing roadblocks to becoming a national and international destination for management education and research.

Management's ambitious five-year academic plan includes the development and launch of signature undergraduate programs and research and professional graduate programs. It establishes a clear, collaborative path for responsible and strategic growth as a faculty that will make a meaningful contribution to the long-term goals of Scarborough campus and the University of Toronto.

To move forward UTSC, faces two related challenges. The first is to determine the necessary conditions to become a faculty. We are guided in part by the creation of U of T's newest faculty, the Dalla Lana School of Public Health, in 2013. The second challenge is how to transfer a one faculty campus into one that could host two or more faculties. There are a number of fiscal, governance and administrative steps that need to be considered.

Goal

Enable the Department of Management to achieve its aspiration for greater autonomy in a way that fits within the University's current organizational structures.

Action

The Dean's Office in conjunction with other relevant administrative units at UTSC will:

- Determine the fiscal, administrative and governance changes required for UTSC to transition to a two or more faculty campus.
- Determine the necessary conditions for the Department of Management to become a faculty. If these conditions are met, move forward with the process of becoming a faculty. If not, to move forward with steps to achieve more areas of autonomy appropriate to the current UTSC structure.

ii) Centre for Critical Development Studies

The Centre for Critical Development Studies (CCDS) was created when the Department of Social Science departmentalized in 2012. The International Development Studies program and associated faculty did not fit neatly into any of the disciplinary departments that were created, and so the Centre for Critical Development Studies was created as an EDU:B. An EDU:B is able to host programs but cannot be the primary appointment for faculty members. All faculty members of CCDS have home departments elsewhere (Human Geography, Political Science, DPES, ACM), although in some cases these "home" departments are an awkward fit for faculty members. The CCDS hosts the very highly regarded IDS Co-op program, a signature offering at UTSC that attracts students of the highest calibre from across the country. CCDS has a strong desire to become an EDU:A to achieve its aspiration to have primary appointments and to move forward with the development of a graduate program.

Goal

Support the Centre for Critical Development Studies to achieve its aspiration to become an EDU:A.

Action

The Dean's Office will:

- Determine the necessary conditions for CCDS to become an EDU:A. If these conditions are met, move forward with the process of being an EDU:A. If not, to develop a plan and timeline for meeting the necessary conditions.

iii) Health Studies

Health Studies began as a loosely structured program over a decade ago. Since then enrolments have grown enormously and Health Studies has 689 students enrolled in its programs and teaches a total of 1,600 FCEs. During the past planning period, the program was carefully restructured and five new faculty members were hired. This year, 2015-16, there is a search underway for a sixth faculty member and for a Director. A number of additional searches for Health Studies are in the complement plan. At present the Health Studies group is enclaved, somewhat awkwardly, in the Department of Anthropology and colleagues in Health Studies aspire to become a stand-alone unit. The Health Studies program promotes an understanding of health across a spectrum of diverse, but conversant, disciplinary perspectives: from the clinical and biological health sciences, to social science and humanistic ways of knowing. This means that it does not fit well in any of the existing units. The UTSC Anthropology is the department with the closest connection to Health, through its focus on medical anthropology. Given their multi-disciplinary approach, Health Studies believes that all these aspects of the program will flourish best within an independent unit.

Goal

Support Health Studies to achieve its aspiration to become an independent unit.

Action

The Dean's Office will:

- Examine carefully all structural options available to the Health Studies group, including possible interim structures, determine the pathway and move forward with it.

iv) Graduate departments

UTSC hosts two graduate departments. DPES became a graduate department with the launch of the PhD in Environmental Science and the patriation of the Master of Environmental Science. When the Master and PhD in Clinical Psychology became

available at UTSC, the graduate unit, Graduate Department of Psychological Clinical Science (PCS) was formed. Graduate DPES operates similarly to the graduate departments in FAS and has cross-appointed faculty from all three campuses. PCS is closely linked to Counselling Psychology in OISE and the two units share the graduate program in Counselling and Clinical Psychology. A number of issues have emerged that need clarification. What is the role of the graduate chair? What are his/her fiscal responsibilities? Should graduate income be pooled as is done in FAS or siloed by department as done in Faculty of Medicine?

Goal

Develop clarity in the role of graduate units at UTSC.

Action

The Vice-Dean Graduate will:

- Review the role of the graduate chair.
- Develop a range of fiscal models for graduate income and determine the best fit for UTSC.

v) Other graduate/research structures

UTSC has grown its graduate student presence through the four locally managed graduate programs discussed above. These programs now have 165 enrolled students. In addition, the Department of Management has developed two graduate programs that are moving their way through administrative and governance processes, and other departments have included graduate programs in their plans (see Appendix B). Are there other administrative structures that can foster the development of more UTSC-based research and graduate student presence? There are. In the section on Research Priorities above, EDU:Cs and Ds were referenced as a way to foster research at UTSC.

In recent years, the Dean's Office has supported the development of two EDU:Cs, the Centre for Planetary Science (CPS) based in the Department of Physical and Environmental Sciences and Culinarium based in the Department of Historical and Cultural

Studies, with both reporting budgetarily to the Dean. As EDU:Cs, they have drawn membership from more than their host departments, creating a community of scholarship for an emerging discipline in the case of Culnaria, and for focussed expertise in the case of CPS. Other academic units are contemplating the development of similar dynamic research centres at UTSC. These can be fertile, intellectual environments for graduate students and provided a centre of gravity for graduate students to spend their research time at UTSC. Additional programmatic structures exist to help foster these communities. Culnaria is in the process of developing the first UTSC based Collaborative Graduate Program in Food Studies. Collaborative Programs provide an intellectual focus for graduate students enrolled in other graduate programs. Many exist at the University of Toronto in areas of multi-disciplinarity and emerging disciplines. These can be the first step to a stand-alone programs. The graduate programs in Women and Gender Studies, for example, began as a Collaborative Graduate Program. These programs involve a modest amount of course work and participation in seminar series, etc. as part of the intellectual cohorting. Culnaria has already received considerable interest from graduate students from a range of graduate programs for its proposed Collaborative Program. The Centre for Critical Development Studies (CCDS) has organically developed a cohort of “Graduate Associates” who are graduate students from a range of graduate programs (Political Science, Geography and Planning, Anthropology) who have a shared interest in critical development. CCDS is examining the possibility of a Collaborative Program to formalize this group of graduate scholars.

Goal

Further develop the graduate student culture at UTSC using existing administrative structures.

Action

The Dean’s Office will

- continue to develop, where appropriate, EDU:Cs
- articulate the appropriate decanal oversight of EDU:Cs
- develop, where appropriate, Collaborative Graduate Programs

Conclusion

UTSC has developed a strong academic plan that will be implemented through clearly articulated goals and actions. It represents what we believe the campus will become in five years' time and the steps that are required to get us there. UTSC's research and teaching mission intersect at our academic units. The ODVP's plan to strengthen our research enterprise and provide undergraduates with more access to research will positively impact our academic programs. Within the overarching campus vision and values, the academic units will be at the core of everything we do. The campus' intellectual identity will reflect the research and programmatic aspirations and priorities of our academic units, and it is through their innovative programs and strong engagement in enrolment planning that we will be able to attract and ensure the success of even more excellent students. The vibrancy of our students' university experience and that of our campus as an intellectual and cultural centre for the Eastern GTA community is enhanced by establishing and maintaining close connections between academic life and the broader campus community. We are committed to productive, inclusive conversations across all constituencies of the campus.

Appendix A: Guiding Principles

University of Toronto Mission and Purpose

Mission

The University of Toronto is committed to being an internationally significant research university, with undergraduate, graduate and professional programs of excellent quality.

Purpose

The University of Toronto is dedicated to fostering an academic community in which the learning and scholarship of every member may flourish, with vigilant protection for individual human rights, and a resolute commitment to the principles of equal opportunity, equity and justice.

Within the unique university context, the most crucial of all human rights are the rights of freedom of speech, academic freedom, and freedom of research. And we affirm that these rights are meaningless unless they entail the right to raise deeply disturbing questions and provocative challenges to the cherished beliefs of society at large and of the university itself.

It is this human right to radical, critical teaching and research with which the University has a duty above all to be concerned; for there is no one else, no other institution and no other office, in our modern liberal democracy, which is the custodian of this most precious and vulnerable right of the liberated human spirit.

President Gertler's Priorities:

- leveraging our location more fully
- strengthening our international partnerships, and
- re-examining and reinventing undergraduate education.

UTSC Strategic Directions:

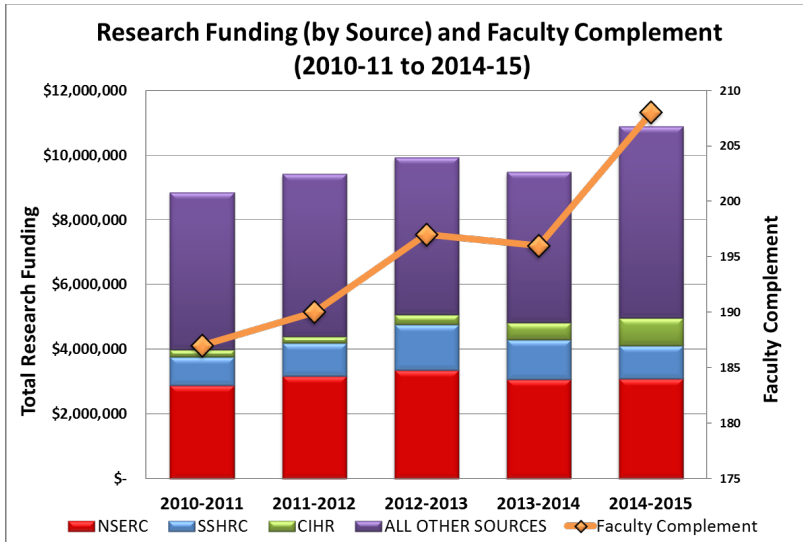
- new and emerging areas of scholarship
- innovative research
- global perspective
- experiential learning, and
- strong foundations

Appendix B: Proposed (and tentative) Graduate and Undergraduate Programs

Academic Unit/Group	Proposed Program(s)
Department of Anthropology	<ul style="list-style-type: none"> • Evolutionary and Sociocultural Anthropology (Major) • Joint Major with Health (Major) • Religion (Minor)
Health Studies	<ul style="list-style-type: none"> • Health Humanities (Minor) • Migration, Health, and the Law (Minor)
Arts, Culture and Media	<ul style="list-style-type: none"> • MFA in Critical Media Practice • MA/PhD in Critical Media • Critical Journalism (Major) • Curatorial Studies (Minor) • Media Studies (Field Placement in the Major)
Biological Sciences	<ul style="list-style-type: none"> • Professional MSc in Molecular Cellular • MSc in In Vivo Imaging • Plant Biology (Major and Minor) • Exercise Physiology (Major)
Computer and Mathematical Sciences	<ul style="list-style-type: none"> • New Comprehensive stream in the Specialist in Statistics • Applied Data Science (Major) • Applied Mathematics (Specialist and/or Major) • Quantitative Finance (Specialist or Major?) – shared with Management • New Entrepreneurship stream in the Specialist in Computer Science
Centre for Critical Development Studies	<ul style="list-style-type: none"> • MA in Critical Development Studies • International Development Studies (Minor)
Department of English	<ul style="list-style-type: none"> • Creative Writing (Major) • Literature and Film Studies (Major) – working group on possibility
Centre for French and Linguistics	<ul style="list-style-type: none"> • English to Chinese Translation (Major) • BSc option for Linguistics/Psycholinguistics
Department of Historical and Cultural Studies	<ul style="list-style-type: none"> • Professional MA in Public Scholarship/Service • Food Studies (Minor)

Department of Human Geography	<ul style="list-style-type: none"> • MA in Urban Affairs • City Studies (Specialist) • Human Geography (Specialist) • Geographic Information Science (Major)
Department of Management	<ul style="list-style-type: none"> • Quantitative Finance (Specialist or Major?) – shared with CMS • Economic Policy and Strategy (Specialist) • Management and IT (Specialist) – reworking of program • Masters in Accounting and Finance • Masters in Behavioural Management
Department of Physical and Environmental Sciences	<ul style="list-style-type: none"> • Research MSc in Environmental Science • Environmental Studies, stream in Environmental Governance • Environmental Studies, stream in Decision-Analysis • Environmental Studies, stream in Environmental Humanities (tentative) • Environmental Studies (Minor, tentative) • Environmental Geophysics (Minor, tentative)
Department of Political Science	<ul style="list-style-type: none"> • Public Law (Major and Co-op)

Appendix C: UTSC total funding and tenure stream complement, 2010 to 2015



Appendix D: NSERC Discovery Grant and SSHRC Operating/Insight Grant Success Rates

