2015
University of Toronto Mississauga - Academic Portfolio

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Executive Summary

The University of Toronto Mississauga (UTM) is one of three campuses of the University of Toronto. It is comparable in size to a mid-sized Canadian university, with enrolment in 2014-15 of 10,729 undergraduates (full time equivalents or FTE), 233 research-stream graduate students based at UTM, and 347 graduate students enrolled in our suite of professional masters programs. We offer over 145 undergraduate programs in the Arts, Sciences, and Management and a suite of Bachelors degrees. We offer Masters degrees in Biomedical Communications, Biotechnology, Management of Innovation, Professional Accounting, and Sustainability Management. We serve the needs of our local community while attracting students from across Canada and internationally.

Since 2010, UTM has grown significantly. In 2010-11 we had 9278 FTE undergraduate students, 187 affiliated graduate students, and 304 professional masters students. Since then, we have welcomed the Mississauga Academy of Medicine to our campus (a partnership between UTM, the Faculty of Medicine, and Trillium Health Partners); its first class graduated in 2015. We have launched an Institute for Management & Innovation (IMI) that offers our professional masters programs and supports undergraduate business programming and entrepreneurial activity. We continue to offer established programs joint with Sheridan College that allow students to graduate with both a university degree and a college diploma. We have created new pathways for students to access a university education, through articulation agreements with high quality community colleges, and through a bridging program for mature students introduced in 2014. We have expanded programming to support students’ transitions to university studies and their development of skills that enable them to succeed while at UTM and achieve their goals after graduation. We have significantly expanded our buildings and facilities to provide more and better space for learning, research, and services to support our growing numbers of students and faculty, opening four major new buildings. We have increased the capacity of our academic departments to allocate funds in accordance with their own priorities. As we have grown in enrolments, we have significantly expanded our faculty and staff complement, with the need for further hires to lower our ratio of students to faculty. We have made major investments in research infrastructure and research start up and support for our faculty, and have leveraged central supports for teaching excellence and pedagogical innovation, while also providing campus specific supports.

Our significant past growth and ongoing plans for growth present both opportunities and challenges. The chief challenges are connected to the need to attract increased numbers of high quality applicants in a time of slight decreases in university
applications across the province, and the need to balance investments in buildings with investments in people to address our overly high ratio of students to faculty. The chief opportunities are the abilities to develop enhanced research clusters, within and across departments, as we grow in faculty complement, and to develop new curricula and programs, leveraging new faculty and staff hires, and capitalizing on very strong connections to our local communities.
1. Overview and Context

The University of Toronto Mississauga (UTM) is one of three campuses of the University of Toronto (U of T), and is one of its three divisions of arts and science. UTM is comparable in size to a mid-sized Canadian university, with enrolment in 2014-15 of 10,729 FTE undergraduates, 233 research-stream graduate students based at UTM, and 347 graduate students enrolled in our professional masters programs. At the undergraduate level, we offer over 145 programs in the Arts, Sciences, and Management, and Honours Bachelors of Science, Honours Bachelors of Arts, Bachelors of Commerce and Bachelors of Business Administration degrees. At the graduate level, we offer Masters degrees in Biomedical Communications, Management and Biotechnology, Management of Innovation, Professional Accounting, and Sustainability Management.

From 2010-11 to 2014-15, UTM grew significantly, adding 1451 undergraduate FTE, 46 research stream graduate students, and 43 professional masters students. This continued a rapid trajectory of growth begun in 2003. In 2010-11 just over 10% of our undergraduates were international, throughout the self-study period intake of new international students has been close to 20%. While growing, we have maintained and enhanced the quality of our teaching and research but the growth has not been without challenges, particularly with respect to demands on space and the need to hire increasing numbers of new faculty. In 2010-11, the student: faculty ratio at UTM was 35.1:1 and by 2013-14 it increased to 35.8:1, the highest across U of T. This is despite a hiring campaign that saw our faculty complement grow from 242 in 2010-11 to 315 in July 2015. If all approved hires for 2015-16 are filled, that number will grow to 347 in July 2016. The latest two search cycles should see real improvement in our ratio of students: faculty, with need for further improvement. So long as the ratio of student-faculty at UTM remains considerably higher than that in the Faculty of Arts and Science, which offers similar programs, and UTM makes greater contributions, on a per student basis, than those made by the Faculty of Arts and Science, it will be difficult to offer UTM students the same access to faculty and the more resource intensive experiential learning opportunities.

While we have grown, we have maintained student quality (as measured by entering averages of secondary students and a variety of factors, including CGPA, letters of reference, and test scores for graduate students) but continuing growth may strain our capacity to maintain and enhance student quality unless we are able to significantly increase the size and quality of our applicant pool. Several of our academic departments have begun to play a greater role in recruitment of outstanding secondary school students, and this is a very welcome development that will need to be nurtured. As our academic units grow in faculty complement, there are also opportunities for them to create new and distinctive undergraduate programs that can be publicized and serve to attract new
applicants. In addition, UTM, like most universities in North America, can do more to let potential applicants know about the value of degrees in humanities, and the skills honed in all of our programs. At the graduate level, the launch of our Institute for Management & Innovation has improved coordination and messaging with respect to recruitment into the professional masters programs it offers. Greater coordination between the Office of the Academic Dean and the Office of the Registrar, and more interactive dialogue between our academic units and staff recruiters in the Office of the Registrar, would be beneficial with respect to undergraduate recruitment. It could be valuable to explore a change in reporting relationships within the central administration of UTM, in order to increase the likelihood of this greater coordination.

Unlike most other academic divisions of the university, UTM is led not by a Dean but a Principal. The Principal, who is also a Vice President of U of T, acts as the chief executive officer for the campus while the Vice-Principal Academic and Dean (hereafter Academic Dean) is its chief academic officer. The campus organizational chart is provided in Appendix 5. The Principal, Vice Principals and Vice Deans are faculty, the Chief Librarian is a librarian, and the other administrators are members of our staff. In our current organizational structure, the Registrar and Director of Enrolment Management and Chief Librarian report to the Principal rather than the Academic Dean.

UTM was founded as Erindale College, part of the Faculty of Arts and Science of the University of Toronto in 1965, and admitted its first students in 1967. In 2003, it became an independent academic division, established its own academic departments and appointed its first Academic Dean. We currently have 15 departments and two institutes, an Institute of Communication, Culture, Information and Technology (an interdisciplinary institute with powers similar to a department) and an Institute for Management & Innovation (also interdisciplinary, it offers programs but cannot make primary faculty appointments).

All our programs and all significant new program proposals must undergo a rigorous external review, under the University of Toronto Quality Assurance Process, in keeping with Ontario government requirements. These reviews have been instrumental in helping us identify the strengths and weaknesses of our programs and academic units, feedback which has been particularly useful given the relative youth of our departmental structure.

While our departments have existed since 2003, during the self-study period the Academic Dean implemented changes to give departments greater budgetary autonomy. Throughout the self-study period departments have had access to graduate expansion funds (GEF), which can be used for activities that enhance the graduate student experience
at UTM. Since increases in fees and provincial grant revenues at U of T were outstripped throughout the self-study period by increases in expenses, departments had little financial flexibility once academic salaries were paid. Since 2014, UTM has flowed additional sources of research funding to our academic departments (based on the number of tenure stream faculty in each department), funding for undergraduate student academic experiences and education (based on enrolments), discretionary funding and priorities funding (for the latter, amounts differ, depending on departmental needs and priorities, with more resource intensive science departments often having greater need). This is the first time our academic units have had access to meaningful funding under their budgetary control to support their objectives. In the spring of 2015 over half a million dollars were distributed to departments to address priorities for 2015-16, with the following major categories of expenses: writing skills development, teaching equipment and supplies, and curricular and course enhancements, as well as research activities to take place at UTM and open to undergraduate student attendance. While this initial investment is a positive development, our departments would be able to offer more resource intensive opportunities to their students (research opportunities, international opportunities, and experiential learning opportunities), if such a large proportion of our available resources were not required to make investments in new spaces and new faculty hires.

Preparation of this draft of the self-study has involved consultations with and contributions from the UTM community. These include: an alumna, the Assistant Dean Academic, CAO, Chairs and Directors of our Departments and Institutes, Chief Librarian, Registrar and Director of Enrolment Management, Community Outreach Coordinator, Dean of Students and Associate Dean, Students and International Initiatives, Director of Governance, Director of the Robert Gillespie Academic Skills Centre (RGASC), Equity Officer, Executive Director of Advancement, Manager of Pathways Programs, Mississauga Academy of Medicine Operations Manager, Office of Student Transition, Program and Planning Officer, Research Analyst, Vice Dean Graduate, Vice Dean Undergraduate, Vice Principal Research, and Vice Principal Special Initiatives. In addition, the draft self-study was shared in the summer of 2015 with student unions (UTMSU, UTMAGS), cognate U of T Deans, and all UTM faculty and staff. Helpful feedback was received from UTMSU, UTMAGS, two cognate Deans, UTM faculty and staff, and many UTM chairs and directors.

Undergraduate Degree Requirements

UTM offers four categories of undergraduate degrees: Honours Bachelor of Science (HBSc), Honours Bachelor of Arts (HBA), Bachelor of Commerce (BCom), and Bachelor of Business Administration (BBA). The degree received depends on the combination of programs a student completes and the specific degree requirements. All degrees require students to complete a minimum of 20 Full Course Equivalents (FCEs). FCEs are the value
system in which U of T assigns credit to our courses. Full-year courses (normally taken over two academic terms) are typically worth a full credit or 1.0 FCE with half-year (one term courses) worth a half credit (0.5 FCE or 1 HCE). For all the degrees, students can include no more than six FCE taken at the 100 level (first year level), at least 6 FCE must be taken at the 300 or 400 level, and for all of them, no more than 15 FCE may have the same three letter designation (indicating the department offering the course). For the BBA and BCom degrees, at least 5 FCEs must be taken from departments beyond Management and Economics. Further, to receive an undergraduate degree from UTM, students must take a minimum of 1 FCE from each of Humanities, Sciences, and Social Sciences. Students may complete program requirements by completing (1) a specialist, (2) two majors, or (3) a major and two minors. Finally, undergraduates must achieve a minimum cumulative GPA of 1.85 by graduation.

To receive a BBA, students must complete a specialist in Management, and to receive a BCom, students must complete a specialist in Commerce. To receive an Honours Bachelors of Science, students must complete a science specialist, at least one science major, or two science minors. To receive an Honours Bachelors of Arts, students must complete a humanities or social sciences specialist, two minors or one major in those disciplines.

**Undergraduate Programs of Study**

Programs provide students with courses grouped to form a cohesive area of study and are offered at three levels of specialization. Specialist programs indicate a high degree of knowledge and focus in a specific area. They range from 10.0 - 18.0 FCE and require a minimum of 4.0 FCE at the 300- or 400-level, of which 1.0 FCE must be at the 400-level. Completion of one specialist is the first of three ways of meeting the program requirements of the HBSc and HBA degrees we offer, and the only way of meeting the program requirements of the BBA and BCom. Our specialists offer students a strong introduction to and foundation in the fundamentals of the discipline. Senior courses allow students to choose more focused areas of specialization within their subject area and ensure that students take courses that involve the synthesis of previously acquired knowledge, critical analysis of data, application of learning, as well as reflection and communication of this knowledge and its meaning beyond the classroom. Seminars, independent research projects, problem or inquiry-based learning and internship opportunities are a few ways this is accomplished in our 400-level courses.

Majors consist of 6.5 - 9.0 FCE with at least 2.0 FCE at the 300- or 400-level. Two majors (in different areas) are the second of three ways of meeting the program requirements for the HBSc and HBA degrees. Students in majors see an emphasis on core
foundation skills with an introduction to the breadth of the discipline. Similar to the specialist, senior level courses allow students to explore courses that have more depth and focus.

Minors indicate a lesser degree of specialization in a specific area with requirements of 4.0-4.5 FCE, of which a minimum of 1.0 FCE must be at the 300- or 400-level. Two minor programs along with one major is the third way of meeting the program requirements for the HBSc and HBA degrees. Our minors allow students to gain some of the basic foundational skills and knowledge in the area of study while having exposure to the breadth within the discipline.

In 2008, UTM introduced degree level expectations (DLEs: see Appendix 2) following a collective decision of all Ontario universities to establish these in all undergraduate programs. DLEs have guided curricular and programmatic development and serve to intensify our focus on skills development, to equip students with professional and co-curricular skills, and graduate students who contribute to society and professions in meaningful and ethical ways.

**Graduate Education at UTM**

Graduate education at UTM comes in two major types: we participate in research stream Masters and Doctoral programs offered by tri-campus graduate departments (with many students, especially in science programs, choosing to affiliate with our campus and spend the majority of their time here) and we offer professional masters programs, the majority of them offered by our Institute for Management & Innovation (IMI). All tenure stream faculty members have an appointment in a U of T graduate unit, supervise and advise graduate students in research stream programs, and teach graduate courses in those programs. Many of those faculty members, particularly those in humanities and several social science departments, conduct most of their graduate teaching and supervision on the downtown (St. George) campus of U of T. In those disciplines, graduate students are on the UTM campus primarily either to serve as teaching assistants (TAs), including serving as course instructors in some departments, or in activities designed by departments to provide opportunities for undergraduate students to interact with graduate students in their disciplines.

In addition, UTM offers a suite of professional masters programs. One of those programs, the Master of Science in Biomedical Communication, has its graduate home in the Faculty of Medicine’s Institute of Medical Science. All of our other professional masters programs have their graduate home in UTM’s IMI, an interdisciplinary unit that offers our professional graduate programs, supports our undergraduate business programs and
students’ professional development, provides opportunities for entrepreneurship, and supports research in management and innovation. Our investment in IMI reflects the development of consolidated programming in the area of business, with a particular focus on interdisciplinarity. IMI’s graduate programs are responsive to the priorities of our local community as well as global demand. The City of Mississauga Council has embraced IMI as pivotal to its own economic development agenda, and committed to provide $10 million towards the total $35 million construction cost of our newly completed Innovation Complex.

2. Undergraduate Education

UTM has a rich array of undergraduate programs and activities. This section will highlight some of their key features and summarize challenges and opportunities facing UTM departments. Since experiential education is an increasingly important part of undergraduate education at UTM, and is highlighted by our academic units, we also provide an overview of the major types of experiential learning opportunities involved in our undergraduate programs.

As discussed in the Overview and in our sections on Finances and Challenges and Opportunities, enrolment growth, accompanied by the need for growth in other areas, including space and faculty complement, have been among the greatest challenges faced by our departments. Over the past 5 years, while student-faculty ratios in some areas have lowered; those ratios have worsened for others, with increased reliance on non-continuing faculty to cover courses. Throughout this self-study, we use undergraduate course enrolments (FCEs) rather than program enrolments, as the latter data can be unreliable. Analysis of program enrolment data has revealed that some students enrolled in a program do not take courses in it (and are waiting to enroll in a more preferred, limited enrolment program) while many other students change their minds about their programs.

Enrolment growth and concomitant growth in faculty complement have also created significant opportunities for departments to offer a wider range of courses to UTM students, particularly at the fourth year level, where past offerings had been minimal. It has allowed us to make significant investments in new classrooms and new undergraduate teaching laboratories. As well, new hires enabled by increased enrolments have allowed some departments to achieve a critical mass in faculty complement and in some cases form research clusters.

Space has similarly been a source of challenge and opportunity for departments. Many departments are in newly renovated or entirely new space: Anthropology, Economics, Geography, Management, Mathematical and Computational Science, Political
Science, Psychology and Sociology. Our Drama program has new and significantly upgraded rehearsal space, Biology, Chemistry and Physics have new teaching labs, and plans are underway for new teaching labs for Anthropology, Earth Science and Geography. Plans are also underway for entirely new space for English and Drama, Historical Studies, Language Studies, Philosophy, Political Science, and Sociology. We have also introduced state-of-the-art instructional space, including the establishment of our first active learning classrooms and plan many more. Nonetheless, it has been a challenge for space to keep pace with enrolment and complement growth. Classroom space remains at a premium: encouraging department to distribute their classes over the course of the day and into the evening is one measure being taken to alleviate this pressure. Perhaps the most significant expected shortage, once approved projects are completed, is research space for new hires in the sciences, particularly beyond the next three years.

There are some consistent themes in terms of pedagogical challenges, most significant being the need for writing and numeracy skills development. Our departments continue to be dissatisfied with the quality of math preparedness and writing proficiency among some newly admitted students. Some faculty feel they spend too much time giving students the skills they should already have. The number of our students whose first language is not English exacerbates this concern. Some departments would like to see institution-wide measures taken (such as entrance testing or a ‘freshman’ composition course) in spite of evidence to indicate that these approaches either don’t work or are not economically feasible. The Academic Dean has given a high priority to writing skills development by providing funds to departments that develop initiatives aimed at improving students’ writing. Instructors have become highly committed to these projects to the extent that virtually every department now participates. Writing skill and numeracy development is further discussed in the section of the self-study devoted to Support for Student Skill Development.

The establishment and growth of departmental academic societies has also helped develop students’ professionalism, broaden the range of activities for students at UTM, and enrich linkages with faculty. In 2009, a former Academic Dean matched a levy imposed by the UTM Students’ Union (UTMSU) to support student academic societies. Prior to this fund, UTM had some well-established societies, including in Psychology and Commerce, but none existed in most departments. In the fall of 2011 the Academic Dean made additional funding available (Dean’s Academic Society Initiative Prizes) to academic societies whose activities enhanced priorities such as providing enhanced interaction between faculty and undergraduates or between first year and more senior students, involvement of part-time students, or undertaking initiatives that improve equity and diversity. There is now a society in every department; occasionally, societies fail to follow through with effective programming but most work with departments to significantly enhance the student
experience and bring students, staff and faculty closer together. In addition our Career Centre provides supports to many of our academic societies for events that involve interactions with potential employers, networking, or workshops related to career preparation. Each of our academic units appoints a faculty (or occasionally staff) member to serve as liaison to its academic society. It is important that this liaison be well informed and engaged. UTMSU has introduced a very valuable and well-attended day of orientation for the incoming executives of academic societies held in the summer.

While academic societies have strengthened departments’ connections to their current students, our academic units would like to see stronger ties to the alumni of their programs. A few departments have developed internal mechanisms to keep in touch with some alumni and integrate them into events, but departments seek greater central UTM Advancement support for developing and fostering linkages to their alumni.

Clearly, the academic enterprise at UTM would be unrealizable without the strong support of high-quality administrative staff in our departments, from lab technicians to student counsellors to business officers (and many others in between). Our staff take great pride in their work and are highly respected by the students and faculty they support and advise. A number of student counsellors have won the UTM Staff Service Excellence Award and testimonies received from their faculty and students are impressive. In addition to the administrative staff in our departments and institutes, students have access to central supports, such support for skill development in our Robert Gillespie Academic Skills Centre and academic advising in our Office of the Registrar. The registrarial staff members meet with undergraduate students to assist them with course and program selection, meeting degree requirements, and understanding university rules and policies. Students may also discuss personal and academic concerns that influence academic performance, and be referred to student services.

The Academic Dean’s office has placed a high priority on Experiential Learning in response to student, staff and faculty interest that emerged in our Academic Planning Exercise. Throughout this section of the self-study our academic units celebrate their participation in experiential learning and their commitment to provide rich research opportunities for their students. Before proceeding to discuss our academic units and their programs in detail, we therefore provide an account of experiential learning and central supports for it.

2.1 Experiential Learning

Experiential learning receives widespread support at UTM. We define experiential learning as learning by doing through carefully chosen experiences supported by reflection,
critical analysis and synthesis, in which students receive feedback on the effectiveness of their learning efforts. Experiential learning can occur inside or outside the classroom and might include laboratory experiences, field trips, role-playing, faculty-driven research projects, internships, and service learning. Experiential learning often promotes strong relationships between academic studies and career exploration or community involvement.

As of the fall of 2015, half-courses which offer a minimum of 10 hours of experiential learning and full courses which offer a minimum of 20 hours are designated in the Academic Calendar as EXP courses so students will be able to easily identify them and instructors interested in enhancing experiential learning opportunities within their courses can easily identify other faculty who have done so. In the Sciences, 78 half courses and 23 year-long courses have this designation, in the Social Sciences, 30 half courses and 12 year-long courses, and in the Humanities, 42 half courses and 28 year-long courses. Too often experiential learning is identified solely with lab based sciences or business courses. With the EXP course designation, all our experiential learning opportunities are clearly recognizable. We are the only U of T campus to have implemented this identification measure.

Within the Academic Dean’s office the experiential education portfolio has been established to provide support and advice to departments, students and faculty involved in or interested in experiential education. It helps internship coordinators identify community partners, and provides advice on better practice, in particular, in the delivery of internship and service-learning opportunities. The office also coordinates the work of the Experiential Learning Group, a group of faculty involved in, and committed to experiential learning at UTM.

UTM has had longstanding relationships with community partners who take on students as interns, allow them to participate through service learning courses as volunteers, and work with them on community-based research both through the Research Opportunity Program (ROP) and in other research-based courses at UTM. A listing of just a few of our community partners includes: The Riverwood Conservancy, City of Mississauga, Ontario Ministry of the Environment, Region of Peel, Ontario Trillium Foundation, Environment Canada, Halton, Peel and York Regional Police Services, Industry Canada, RIC Centre, Centre for Addiction and Mental Health, Centre of Forensic Sciences, and Trillium Health Partners.

UTM currently offers a range of academic internship (AI) courses, which provide students with direct hands-on work-based learning stemming from what they have learned in the classroom, and Community Engaged Service Learning (CESL) courses that tie classroom-based learning with a service to the community. In 2010, UTM had internships
in Biology, CCIT, CTEP, Forensic Science, Geography/Environmental Science, History, Management, Psychology, Visual Studies and Women and Gender Studies. We also had 2 service-learning courses in Anthropology, two courses in CTEP, and two courses in Geography on Sustainability. There has been some growth since 2010 with the addition of internships in Economics, Education (to replace CTEP), more AIs in Geography and the Environment, Interactive Digital Media, Italian Studies, and Sociology. The Career Centre supports internship courses by providing specialized workshops to students on topics including interviewing and resume preparation and by arranging networking events. There has also been some growth in service-learning, with new CESL components to courses in Bioinorganic Chemistry, Education, Restorative Ecology, Thermodynamics and Kinetics, and Women’s and Gender Studies, but it has been problematic to generate significant interest in this area. One obstacle to achieving greater departmental commitment to internships and service-learning is staffing: both in the form of faculty champions and administrative staffing. The Dean’s office can provide transitional support to newly establish courses, but cannot do so for the longer-term. Some departments have made commitment to AIs or CESL an integral part of their search for new faculty.

Research Opportunity Program (ROP)

In addition to AI and CESL courses, the ROP has played a large role in providing students significant opportunities for experiential learning. ROPs consist of undergraduate research projects, available to students beginning in their second year. The ROP allows students the opportunity to work alongside faculty in the conduct of the faculty member’s research. Faculty members propose a research project and students apply to obtain a placement. The ROP has its largest number of projects in physical and life sciences, but there is some participation from the social sciences and humanities. In the summer of 2010 and fall-winter of 2010-11 we had 159 students working on 77 distinct faculty research projects. In the summer of 2015 and fall-winter of 2015-16 we have placed 205 students in 113 distinct faculty research projects – representing a significant increase in participation. ROP supervisors and students report a high level of satisfaction: these collaborations have led to conference presentations, peer-reviewed articles, and pedagogical innovations. In addition, many individual departments offer further courses involving research projects, which provide significant additional opportunities for experiential learning. These are discussed throughout section 2.2.

Entrepreneurship

Through IMI, UTM offers educational programming that teaches innovation and knowledge translation, with commercialization treated as a subset of this field. Such programming has been embraced across U of T and is now funded by the Ontario Ministry
of Research and Innovation through the Campus-Linked Accelerator (CLA) program. In 2014-15 UTM launched a physical space named I-Cube (Innovation Cube) that serves as an innovation hub. I-Cube is an active participant in the coordinated CLA program across U of T, offering students the opportunity to learn to become entrepreneurs with support from the local business community (especially the Research Innovation Commercialization Centre (RIC Centre) and our UTM faculty, who provide supervision and support to student teams. Students have enthusiastically welcomed this opportunity for experiential learning. Students in the Digital Enterprise Management specialist program offered by the Institute for Communication, Culture, Information and Technology (ICCIT) annually organize a Young Entrepreneurs Challenge that attracts over 150 students (both graduate and undergraduate), leading business people and entrepreneurs for a weekend of keynote speeches and intensive development of critiquing of business ideas. Many leading companies also participate with sponsorships.

2.2 Academic Units and their Undergraduate Programs

Department of Anthropology

Our programs in Anthropology emphasize the department’s focus on broad knowledge of the sub-fields of anthropology, promoting a holistic education rather than specialization for undergraduates. Analytical holism is reflected in the discipline’s structure, which unites linguistic and socio-cultural anthropology, archaeology, and biological anthropology, to examine how biological and cultural parts of human life relate to each other in culturally and historically specific ways. Because of this broad focus, Anthropology is one of only two departments at UTM offering both BA and BSc programs. Its programs are designed to reflect this duality, while still requiring students to complete a range of second year courses across the discipline to expose them to the discipline’s diverse approaches. Faculty expertise is similarly distributed across the sub-disciplines of Anthropology.

The BSc Specialist and Major emphasize biological anthropology and archaeology streams, the former including forensic, molecular and medical anthropology. The BA Specialist and Major emphasize sociocultural anthropology and linguistic streams, and the Minor allows students a taste of Anthropology. Students in the department’s programs must take two half courses, which introduce the four major sub-fields of Anthropology. All students in the specialist and major must take 2nd year courses in at least three sub-fields.

During the past 5 years, the enrolment in Anthropology courses has risen from 1441.5 FCEs in 2010-11 to 2077 FCEs in 2014-15. Throughout this period, the department made few program changes, with most changes relating to new courses, including some
very popular general interest 2nd year courses on popular culture and archaeological ‘mysteries’ that do not require a 1st year Anthropology course. These courses may be responsible for the dramatic increase in enrolments in Anthropology minors.

All faculty members in continuing positions teach at least one 1st or 2nd year course and so core faculty teach almost all of these courses. The department has developed writing intensive courses at the 2nd year level, and redesigned Introduction to Biological Anthropology & Archaeology to emphasize problem solving and integrate practical sessions into the course. The department’s commitment to practical laboratory training and experiential learning from the 1st through 4th years in both biological anthropology and archaeology has been instrumental in helping students find jobs in cultural resource management. This emphasis is now being carried over to sociocultural and linguistic anthropology as the result of new hires.

Anthropology makes strong use of UTM’s library: librarians teach in its courses and the two units work to develop research and public outreach projects, including a Resource Repository for 3D images of East Asian artifacts, and an online archive and website for the Archaeology Field School investigating the 18th century homes of families living on what is now the UTM campus. Department members regularly give academic and public lectures, organize seminars and conferences, are featured in media; one writes a regular column for the Toronto Star, and another organizes the annual Tamil Studies Conference, hosting scholars from around the world to engage with the local GTA Tamil community.

Challenges/Opportunities:

In July 2011, the department moved into the Terrence Donnelly Health Science Complex, with access to new lab and teaching facilities. As it has grown, it is experimenting with new committees and will, in 2016, have an Associate Chair, freeing the Chair to work on faculty development and special projects. A new hire is planned in Public Anthropology, in the sociocultural anthropology stream, to fill the remaining gaps in programs. Public or Applied Anthropology is a major area of career growth and would complement existing strengths focused on understanding complex global phenomena in labour, media, and policy.

Department of Biology

The Department of Biology offers five specialists (Biology, Biotechnology, Comparative Physiology, Ecology and Evolution, Molecular Biology), three majors (Biology, Biology for Health Sciences, Paleontology), and two minors (Biology, Biomedical Communications). Each relies on core courses as the foundation for higher-level courses.
Core courses provide knowledge of evolution, organismal diversity, physiology, genetics, ecology, cell and molecular biology, and behaviour. All programs are designed to fulfill the learning outcomes listed below with specialist programs giving greater depth of knowledge and skills in specific areas.

Biology programs are designed to allow students to do the following: (1) Explain fundamental concepts that characterize biology, including how biological units from molecules to populations interact with one another and across levels within the biosphere. (2) Apply knowledge through hypothesis-driven methods of scientific inquiry to answer biological questions. (3) Design experiments and use contemporary experimental techniques in biological research. (4) Work independently and in teams to solve increasingly complex, multifaceted problems. (5) Assess and reflect upon learning requirements and take responsibility for determining and taking appropriate actions to ensure a high quality of learning experiences and meet disciplinary expectations. (6) Analyze and interpret data using various methods, including computation. (7) Tolerate ambiguity and adapt to changing situations, make complex decisions, solve problems, and evaluate actions. (8) Access, select, critically read, interpret and evaluate scientific literature. (9) Communicate biological knowledge and concepts clearly, concisely and correctly. (10) Practice Biology with integrity and sensitivity to bioethical concerns. (11) Critically question and solve problems in the spirit of scholarly inquiry and open-mindedness with enthusiasm and determination. (12) Perform various roles associated with the discipline with professionalism, integrity and in accordance with bioethical behaviour.

In 2010, the department engaged in a curriculum mapping exercise that identified several gaps in the program that were remedied by the addition of numerous courses. Student enrolment has grown significantly in the past five years from 3419.25 FCEs in 2010-11 to 4121.5 in 2014-15, with particular increases in first year classes.

Students in UTM Biology gain experiential learning through two main avenues. First, all students get practical experience from laboratory and fieldwork in courses associated with program requirements. Second, Biology offers vigorous research opportunity and numerous experiential courses. All first year students gain exposure to materials and equipment in a lab setting. Additional upper year courses provide further laboratory and field-course experience. The department’s Research and Innovation in Science Education group provides students with science education research opportunities.

In 2013, Biology launched a new professional development co-curricular program for undergraduate students. Four faculty members act as mentors for this program, which enrolls 230 undergraduates and includes eight modules: (1) Resume, Interviews, and Job

The department is currently constructing an online version of its curriculum map to advise students on program selection, program progression, instructors’ expectations, and learning outcomes. It has introduced an initiative that fosters development of scientific literacy and transferable skills, including information on how to research, critically evaluate and effectively summarize literature. To help bridge the gap between high school and post-secondary education, it initiated the “Science Pathways” module-based transition program while collaborating with Stephen Lew Secondary School of the Peel District School Board. This program communicates university-level expectations and highlights differences between high school and university learning environments. It runs every spring. Some undergraduate and graduate students are involved in the national “Let’s Talk Science” outreach program. The program supports youth development through delivery of meaningful learning experiences inside and outside the classroom. A television host provides our students with community outreach opportunities. He hosted a professional development workshop at UTM on Science Communication, and took students to the Discovery Channel filming studios.

**Challenges/Opportunities**

Despite progress made with new hires, the department is still coming to grips with enrolment increases. The student to faculty ratio has risen, constraining its ability to deliver the quality of education it seeks to do. Faculty complement and research laboratory space present the most significant challenges. In addition, finding sufficient quantity and quality of TAs is a growing challenge as enrolments increase. The department currently addresses this issue through substantial use and training of undergraduate TAs and graduate students from other departments but would prefer to admit more graduate students (to be supervised by new faculty) as a more stable solution to ensuring a good supply of TAs.

**Department of Chemical and Physical Sciences**

The Department of Chemical and Physical Sciences (CPS) is an interdisciplinary science department including Chemistry, Physics, Astronomy and Earth Sciences. Students benefit from new, state-of-the-art teaching laboratories and are involved in cutting-edge faculty research projects. Student enrolments have grown slightly but steadily: from 2531.5 in 2010-11 to 2703 in 2014-15. CPS is home to 21 full-time faculty members,
including award-winning educators and researchers, 10 teaching laboratory technicians, 4 administrative staff, 63 graduate students and 14 postdoctoral fellows.

CPS administers 14 academic programs: 7 specialists (13-14 credits) in chemistry, biological chemistry, earth science, geology, biomedical physics and astronomical sciences, 4 majors (8.0-8.5 credits) in chemistry, earth science, physics and astronomy, and 3 minors (4.0 credits) in chemistry, earth science and physics. It jointly administers a new specialist program in Environmental Geosciences (14.5 credits, commenced in 2014) with the Department of Geography, and has been an active contributor to the Master of Biotechnology program, the director of which is a member of CPS. The Canadian Society accredits the two chemistry-related specialist programs for Chemistry and the specialist program in Environmental Geosciences meets all the requirements for certification as a Professional Geologist.

CPS has been successful at attracting and retaining students. This can be attributed to: (1) Experienced and talented faculty who have designed new courses and pushed the boundaries of interdisciplinary education. (2) Several courses are “joint-courses” (e.g. Chemistry and Physics, or Chemistry and Biology) and students can apply the credits in either discipline. This is pedagogically valuable and allows CPS to offer advanced courses with a limited faculty complement. (3) Newly renovated, state-of-the-art Physics and Chemistry teaching laboratories that have improved the student experience. (4) Highly skilled laboratory technicians, who support weekly laboratory sessions, design new lab modules; and train students on advanced scientific equipment. (5) Revamped outreach activities, discussed below.

About half of CPS courses (32) have experiential components, and the department is very active in the ROP. CPS takes pride in spearheading initiatives that promote experiential learning, including the Advanced Interdisciplinary Research Laboratory. This course was designed and is implemented by faculty from chemistry, physics and biology under the leadership of a CPS faculty member. Students with different backgrounds work together toward completion of an interdisciplinary experimental or theoretical research project. In addition to research skills, the course provides students with practical experience in project management. This course was awarded a Provost’s Instructional Technology Innovation Fund in 2012 and was recently the subject of a peer-reviewed pedagogical paper.

There are two student clubs affiliated with CPS: Erindale Chemical and Physical Sciences Society (ECPS) and the Physics Club. They participate in many campus-wide recruitment and outreach events while organizing events to facilitate interactions between students and faculty. With support of the department, ECPS organized an undergraduate
student chemistry conference in 2015, attracting over 170 students from across the province.

The department also sponsors students to attend conferences and is committed to developing student exchange programs with international universities. During the past 5 years, it has hosted undergraduate students from the UK, Brazil, France and Germany for research internships. In 2014, it helped to engineer an accord between UTM and a French university; the first students from France are working this summer in CPS research labs. CPS is working closely with the Assistant Dean, Students & International Initiatives to set up similar agreements for exchange opportunities in Physics and Chemistry with universities in Denmark and the UK. In 2014-15, it began working on a credit transfer agreement with Sheridan College and is committed to developing opportunities for students interested in science to transfer smoothly from community colleges to UTM.

CPS is well positioned to communicate with the general public and prospective students about the latest scientific discoveries and the impact of science and technology on everyday life. It recently established an internal outreach committee and organized successful visits from high schools this year, which included tours of its teaching and research labs, and attendance in first year classes. Many faculty members went to local high schools to talk about their areas of expertise and promote programs. The CPS outreach team has created portable demos (“experiments in a suitcase”) to be used regularly during recruitment and outreach events. Outreach has already seen positive results as applications have recently increased significantly.

**Challenges/Opportunities**

The department is eager to expand its complement, develop new and innovative courses/programs and consolidate areas of research such as biophysics, climate science and medicinal/organic chemistry. It is looking forward to renovation of its earth science teaching labs. It remains committed to maintaining or increasing the number of graduate students and postdocs and achieving better coordination between UTM departments to enrich the graduate student experience through the establishment of quality social space.

**Department of Economics**

Three groups of students take economics courses: (1) those enrolled in the Bachelor of Commerce Program; (2) those completing Economics Minor, Major and Specialist programs; and (3) those taking only Introductory Economics. The Commerce program is an interdisciplinary undertaking of the Departments of Management and Economics. All
Commerce students must satisfy the requirements of an Economics Major Program, and some choose to complete the more intensive Economics Specialist Program. Economics at UTM has secondary groups enrolled in interdisciplinary programs such as the International Affairs Specialist and the Economics & Political Science Specialist. The department is jointly proposing a new Economics and Quantitative Methods specialist program with the Department of Mathematical and Computational Sciences and hopes it will admit its first cohort in 2017. The department offers courses that cover core areas of the discipline (Microeconomics, Macroeconomics and Quantitative Methods), traditional specialization fields (Labour Economics, Public Economics, Financial Economics, Game Theory, Development Economics, and International Economics), and modern areas of interest (Managerial Economics, Environmental Economics, Health Economics, Urban Economics, Economics of Organization and the Economics of Law).

Economics course enrolments have historically been in the top quartile of our departments. FCEs in 2010-11 were 4372. They grew slightly until 2012-13 and have since fallen to 4047.5 FCEs in 2014-15. Enrolments declined for two reasons: (1) closure of the Human Resources and Industrial Relations program; and (2) strengthening of pre-requisites for some upper year courses to ensure that students are well prepared.

To enhance the student learning experience, the department has introduced several teaching innovations. In our introductory course, one of our faculty members implemented a pilot project that began in the first week of 2014-15. It combines a goal-setting exercise with electronic messaging that provides students with direct advice, information, motivation, and reminders to improve their performance and experience. Initial results of the pilot project were promising; student grades from the randomized intervention were about half a letter grade higher. The project has received SSHRC funding to further test and improve it. The department also introduced a significant writing improvement initiative in its first year course and additional writing components in its upper year courses. In 2012-13, it established an internship course, which places students in a variety of settings, including the Office of Strategic Planning for the City of Mississauga and the Toronto Stock Exchange. Finally, from 2007-2015, more than 40 undergraduate students served as undergraduate research students/assistants.

Two initiatives to improve the quality of undergraduate experience draw on the talent and expertise of doctoral students. Upper-level Ph.D. students commit to spending a day each week at UTM. They meet with undergraduates during office hours and carry out their own research later in the day. The participation of six or seven Ph.D. students in this initiative means that each day, UTM undergraduates have access to highly knowledgeable graduate students. Over the past few years, the department arranged a series of one-hour presentations by graduate students who present their research to UTM undergraduates.
These presentations give undergraduates a flavour of the exciting research Economics Ph.D. students pursue and help students connect their studies with applied research. On an annual basis, the department and its academic society, the Undergraduate Economics Council (UEC), organize a lecture by a faculty member aimed at exposing undergraduates to current research. Faculty members from the financial economics group (including St. George faculty members) have given presentations at UTM about their research, aimed at an undergraduate audience. Given that finance is an area of particular interest to our undergraduates, these sessions have been well received.

The department works closely with and financially supports the UEC, which focuses on advancing the ideas and need of students studying economics, finance, and business-related fields. The department supports the UEC because of its commitment to offer events that equip students with valuable skills and training and provide professional insight by hosting creative, practical, and interactive events. It was recognized as the top Academic Student Society for three years running (2011 – 2013) and twice received the Ian Orchard Initiative Fund.

**Challenges/Opportunities**

The largest challenge is retention of excellent faculty. In the last few years, the US job market for economists has improved dramatically. The rising starting salaries for junior faculty in the US market and the depreciating Canadian dollar (against the US dollar) have made it hard for the department to make junior offers that are competitive against similarly ranked US economics departments. Furthermore, business schools that pay significantly higher salaries are courting more of the department’s faculty.

**Department of English and Drama**

The department offers programs in three distinct but overlapping areas: Literature in English; Theatre, Drama, and Performance Studies; and Canadian Studies. The English programs attract the majority of students. Both the specialist and major are broadly conceived, aiming to teach students technical and formal skills of close reading, introduce them to common methodological and theoretical approaches of the discipline, and familiarize them with a wide range of texts. Both expose students to the broad sweep of literature in English from the Middle Ages to the present, and provide a thorough understanding of how to read, analyze, and write about literary texts. The minor allows students to develop a basic knowledge of a range of texts and periods, and requires them to grapple with some methodologically advanced materials and approaches, with more flexibility in program structure.
In Drama and Theatre, the department offers a minor and major taught entirely at UTM; and a specialist in Theatre and Drama Studies (TDS), offered jointly with Sheridan College which combines a degree program with conservatory-level acting training leading to a Diploma. The Specialist is a highly selective, extremely demanding program and regularly attracts gifted students. The Study of Theatre, Drama, and Performance examines the relationship between artists who create written texts intended for production, those who turn scripts into performances, and audiences. It studies plays, actors, theatres, designers and audiences from the classical Greek stage to modern experimental performance. Many classes include performance exercises, and some upper-level classes are practice-oriented, in particular those in playwriting and developmental dramaturgy.

Canadian Studies explores the Canadian nation, imagination, and experience from an interdisciplinary perspective. Courses present a diverse view of Canada from humanities and social science perspectives, including Anthropology, Communications, Drama, English, Economics, Environment, French, Geography, History, Political Science, and Sociology. The program is flexible and introduces students to several academic disciplines, methods of inquiry, and theoretical approaches to the study of Canada.

Recently the department-introduced a required foundational course at the 200 level and replaced its yearlong courses with half-courses. Course enrolments have declined over the last 5 years from 2527 FCEs in 2010-11 to 2092 FCEs in 2014-15. The number of students graduating with a major or specialist in English has declined less. In 2010-11, it had 147 major or specialist program graduates; in 2014-15, 129.

The department offers many opportunities for experiential learning, including the ROP, performance of plays, practical performance assignments, and an intensive field course at the Shaw Theatre Festival. It plans to introduce a new minor in Creative Writing, in response to existing student demand and to increase the department's attractiveness to potential students. In general, the department is keen to explore ways of attracting more students and has embarked on initiatives to improve the curricular and co-curricular experience of its students. Pedagogically, the most significant project is its first-year writing initiative, which has been implemented in all 1st year courses and is designed to introduce students to the writing and argumentation expected of them in university. A focus on composition is carried through into upper-year courses.

The student academic society organizes events designed to enhance students' social and cultural life. The department launched an online journal of critical student writing last year. This journal, hosted by the UTM library and overseen by two faculty members, is
edited by student peer reviewers and editors, and has enjoyed positive student feedback. The department offers many financial awards, especially in Theatre and Drama Studies.

Faculty members in English and Drama hold graduate appointments in a range of interdisciplinary institutes at U of T and serve on many journal and editorial advisory boards. Members regularly act as peer reviewers for tenures, grant applications, and international journals, and serve on the boards of major academic organizations in Canada and internationally. Many have written articles in major newspapers and general-audience magazines, are interviewed on TV and radio; two faculty members maintain popular blogs.

**Challenges**

The department identifies its biggest challenge as maintaining a faculty complement that its research indicates is smaller than other English departments in Canada relative to enrolments. However, the department's enrolments and student-faculty ratios have been declining in recent years and are now low relative to most UTM departments. The decline in enrolments in humanities across Canada in the last several years remains troubling.

**Forensic Science**

Forensic Science (FSc) is an interdisciplinary set of programs housed in the Department of Anthropology. It consists of four specialist programs (Forensic Anthropology, Forensic Biology, Forensic Chemistry, and Forensic Psychology), one major program (Forensic Science), and starting in the 2015-16 academic year, one minor program (Forensic Science). Each specialist program has at its core the requirements necessary for a specialist degree in the cognate department. Forensic courses that build upon each core discipline are added to provide a specialization in each forensic subfield, including forensic investigative, legal, ethical, and professional course content. All specialist programs include a required 4th year full year Forensic Internship course. Each FSc specialist program prepares students both for forensic careers and for graduate study in its associated discipline. The major is intended for students with an interest in forensic sciences who may pursue a career in law enforcement/policing and can only be taken in conjunction with a major program in Anthropology, Biology, Chemistry, or Psychology, the current strengths of the FSc program. The new minor program will open study of forensics to students studying in areas outside these disciplines. The minor will allow students to benefit from a forensic approach, without requiring them to have the scientific foundation required for the major.

FSc students have ample opportunities for experiential learning in laboratory courses, its popular internship course and in field courses that enable students to practice
skills learned in laboratory courses to investigate, secure, and process a mock crime scene. Students in the internship course participate in considerable active learning and professional development and are partnered with a forensic agency to learn about that agency, conduct research relevant to their field, and present their research to an audience of forensic professionals. Several annually publish their research in national or international journals and the majority present at a national or international conference. FSc students and the program director are heavily involved in community outreach such as visits to middle schools and high schools and tours and demonstrations of our Crime Scene House. Some of those activities are profiled in the Community Outreach and Engagement section.

UTM offered Canada’s first HBSc in Forensic Science and has a flourishing academic society that offers workshops on topics as diverse as academic skills and firearms licensing, and organizes trips to forensic science conferences. Enrolments in its courses have changed from 376 in 2010-11 to 394.5 in 2014-15. They are anticipated to rise further with the introduction of the new minor program.

Challenges and Opportunities

The majority of faculty members teaching in the program have their primary appointment in another program. The department has searched recently unsuccessfully for a teaching stream faculty member to be appointed full-time to forensic science and in 2015-16 will search instead for a tenure stream faculty member to teach primarily in forensic science. Once the new appointment is made, this should lighten the burden on the director of the program. Several opportunities for program development include environmental forensics and digital forensic evidence. The program is also developing new courses, including a new general interest first year course to dispel myths about forensic science generated through the media.

Department of Geography

The department spans the physical, social and environmental sciences, offering programs for both HBA and HBSc degrees. It offers Specialists, Majors, and Minors in Physical Geography and Human Geography; and a Major and Minor in Geographical Information Systems (GIS). The department also offers Specialists, Majors and Minors in both Environmental Management and Environmental Science. In 2014, it introduced a joint Specialist program in Environmental GeoSciences with the Department of Chemical and Physical Sciences. The latter allows students to meet the academic requirements for certification as a Professional Geoscientist. Geography enrolment trends demonstrate healthy growth in FCEs since 2010-11: from 2444 to 2957 in 2014-15.
The department’s programs are designed to provide students with skills required to understand the geographical dimensions and complexities of human interactions with physical, social, political, and economic environments. Programs emphasize learning outcomes both discipline specific (e.g., spatial and data analysis, geographic literacy, human-environment interactions) and transferrable (e.g., communication skills and critical thinking). Great emphasis is given to the use of technology, experiential and field-based learning in an integrated approach to understanding human-environment interactions: there is a required field component in human and physical geography programs and a minimum number of required field days. The department offers internship courses and a professional development program that delivers a series of workshops, career events, and activities for students enrolled in a Geography, Geographical Information Sciences (GIS), or Environment program.

The objective of the Physical Geography programs is to provide students with an academic foundation in integrative environmental sciences with particular focus on the hydrosphere, atmosphere, lithosphere, biosphere and their dynamic interactions. The Human Geography programs study human-environment interactions across geographical space. Areas of specialization include community health, urban politics, and transportation. The programs offer training in qualitative and quantitative research methods that are complemented by fieldwork and collaborative research opportunities. The Environmental Geosciences specialist offered jointly with the Department of Chemical and Physical Sciences responds to a strong need for geoscientists trained in environmental issues, and environmental scientists trained in geoscience fundamentals. It integrates both cutting-edge and classical field lab and geospatial analytical tools to understand how humans interact with the biophysical environment. The Environmental Management Specialist, Major, and Minor programs focus on interactions between environment, society, and public policy. They allow students to choose a Social Science or a Humanities-based pathway in upper years. The Environmental Science Specialist, Major, and Minor programs offer opportunity to study the interdisciplinary sciences required to understand complex environmental problems involving the natural world and human impacts. They provide students with knowledge and skills to become Environmental Science practitioners, continue their education in professional and academic Environmental Science programs, or both. The GIS Major and Minor programs provide a firm theoretical, technical and applied background in GIS. They provide students with knowledge and skills to become Environmental Science practitioners, continue their education, or both.

Beyond the integration of research into formal undergraduate class lectures, assignments, and labs, the department places a great deal of emphasis on offering research opportunities for our undergraduate students outside of the classroom through its thesis
courses, intensive field courses and the ROP. Since 2006/2007, faculty members have supervised 143 ROP students, 40 Honours Thesis students, and 66 work-study students. The department also provides financial support for undergraduates to attend local and regional conferences to present their research. It supports undergraduate students through its professional development program, career and networking nights, its Mentorship program, the development of a web-based learning platform (funded by the Provost's Instructional Technology Innovation Fund) for geospatial learning, Writing initiatives, annual awards and graduation celebration for our students, and its breakfast with professors and staff. Through cross-appointments, service on academic and professional organizations, editorial boards and review panels, the department maintains a high profile in the community, the discipline, and the professional field.

Challenges:

The department has limited access to a wet lab for its physical science program; this is not due to be completed until 2018 although recent plans would provide the department access to some wet lab teaching space beginning in 2015-16. It would like to see increased computing space, particularly for use by GIS students. Students entering this program can lack numeracy and writing skills: for example, approximately one-third of students in physical and human Geography have not taken a Grade 12 university-stream math course. While the department is working to address these issues, it would like to see a more University-wide approach to the widespread weakness in the numeracy and writing skills of incoming students. Access to qualified teaching assistants remains an issue. In the self-study period, the department has experienced some high student-faculty ratios. Fortunately, with 5 new hires since that time, the ratio has moderated considerably. Finally, its current wet lab research space will not accommodate future hires in the physical geography and environmental sciences.

Historical Studies

The Department of Historical Studies is home to 5 disciplinary areas. The largest in course enrolments is History of Religions with specialists, majors, and minors exploring the importance of religion in world history. The department provides a diverse and global curriculum. History programs are designed to give students a broad perspective on Canada and the world through reflection on the past, both recent and distant. The Women and Gender Studies (WGS) major and minor provide a rich and complex understanding of socially informed gendered experiences. The Classical Civilizations programs (Major and Minor) study cultures of the Ancient Mediterranean and in particular the Greek and Roman worlds. UTM and the Faculty of Arts and Science jointly offer the smallest program, Diaspora and Transnational Studies. It examines the historical and contemporary
movements of peoples and the complex problems of identity and experiences to which these movements give rise as well as the creative possibilities that flow from movement.

The department experienced a steady increase in its enrolments from the time of its establishment in 2003 until 2012. More recently, its enrolments have declined, most notably from 2013-14 to 2014-15. It is unclear whether this will continue. The major decreases have been in History (1719.5 in 2010-11 to 1210.5 FCEs in 2014-15). Classics also experienced some reduction (545 FCE in 2010-11 to 482.5 FCE). In contrast, WGS increased in enrolments from 552 FCE to 752.5, as has History of Religions (from 1279.5 to 1428).

The department has been proactive in defining its programs to create synergies and has shaped new faculty positions in similar ways. It has been closely examining options for improving programs and increasing their appeal to students. For example, following a survey of first year undergraduates and a curriculum review, the programs in history have been updated to maximize student engagement and exploit the research strengths of its current faculty. New courses such as “History on Trial” and “Screening History” will be introduced. The Classics program has undergone similar rejuvenation. Diaspora and Transnational Studies program has struggled because of small enrolments and the small number of courses that can be offered at UTM. The department is exploring ways of streamlining program requirements and has introduced pedagogical innovations, including active learning courses in specially designed classrooms. One 3rd year course is entirely discussion-based, focusing on students’ collaborative research. History of Religions instructors have implemented a course website and weekly blog supplemented by links to outside articles, video clips, and podcasts.

The department strives to improve students’ skills and cross-cultural understanding with foci on close reading, analytical thinking, writing improvement, and training in disciplinary and digital methodologies. It offers a History internship that might expand to include its other disciplines and a practicum course in WGS. This year, it has introduced a service-learning course in WGS. Placements have created opportunities for students to put their learning into practice in settings ranging from the Peel Poverty Action group to the Multicultural History Society.

The former Chair has been an enthusiastic participant in the ROP working with up to 30 undergraduates on a wide range of topics from Islamic and Muslim Civilizations to Gujarati Literary and Religious Heritage. Another faculty member has developed digital teaching and learning resources for elementary and secondary teachers and students. Finally, the department issues an annual undergraduate journal in concert with our UTM library that enables students to publish peer-reviewed research.
Faculty research has a direct impact on undergraduate teaching, particularly in smaller upper-year courses, independent studies, and the ROP. Examples include using a member’s research on Iranian women’s Digital to inform the methodology taught in a 3rd year WGS course and a faculty member’s research on women in Latin America to introduce testimonial tapestries originated by Chilean women and have students construct tapestries. In addition faculty members supervise courses that emphasize research and co-author papers with students.

**Challenges:**

The department would like to expand its faculty complement so more courses are offered by faculty in continuing positions and there is greater instructional stability.

**The Institute for Communication, Culture, Information and Technology (ICCIT)**

The ICCIT offers the following undergraduate programs: *Communication, Culture, and Information Technology (CCIT) Major*. This is the Institute’s core program, with 435 students and over 60 course offerings per year. CCIT combines academic courses in communication theory, the arts and social sciences taught at UTM with hands-on applied courses in digital media taught at both UTM and Sheridan College. This program has been jointly offered with Sheridan from its inception in 2000, making it an early example of a university-college collaborative program. Another key element of the CCIT program is experiential learning, including two upper level internship opportunities that further enhance eligible students’ understanding of roles played by communication and its technologies in industry settings.

*Digital Enterprise Management (DEM) Specialist:* The DEM combines technology and management aimed at innovative and entrepreneurial students. DEM students who are tech savvy and have design sensibility often wish to start their own businesses, and those primarily interested in management see the advantage of understanding the technologies pervasive in most industries. DEM offers an integrated combination of studies of management, digital technologies and content design, creation and interpretation with courses in Entrepreneurship, Technological Innovation, and Project Management. DEM students complement their social science courses at UTM with design and digital media courses at Sheridan College.

*Interactive Digital Media (IDM) Specialist:* The IDM Specialist is the newest of the ICCIT’s programs. It was developed in 2010-11 jointly with the Faculty of Information (iSchool) graduate school on the St. George Campus. It was originally conceived as a set of
core courses with two modules, Knowledge Media Design and Immersive Digital Media: Gaming, Simulation and Performance, with plans to add at least two more modules after the first few years, including one in surveillance and one in digital culture. The program has proven to have some structural and formal issues: it needs more cohesion across the curriculum, has experienced occasionally uneven instructional commitment from some faculty in the Faculty of Information, and technical exercises need to be better integrated. ICCIT and the Faculty of Information are working together to address these issues.

Professional Writing and Communication (PWC) Major and Minor: PWC Major and Minor programs, are unique at U of T and are delivered through workshop-style classes (capped at 35) and assignments that emulate activities and standards practiced by professional writers and editors. Upper-level courses, such as Science and Writing, Finance and Writing or Food and Writing, stress research-based writing. Professional writing students have created an annual creative writing journal and have just started a scholarly writing journal. Both journals are solely student productions.

Combined Honours Bachelor of Arts/Master of Information (HBA/MI) program: The combined HBA/MI program is designed for students who want to combine the IDM, DEM or CCIT program with the Master of Information (MI) program in the Faculty of Information, completing the 2 programs in an accelerated fashion. It is further discussed below with other Combined Programs.

Overhaul of first year courses in CCIT and DEM programs, combined with courses being taught by new, permanent faculty members, has resulted in very significant levels of registration. Enrolments have increased from 2487 FCEs in 2010-11 to 3286 FCEs in 2014-15. In fall 2014, two sections of CCT109 were offered for the first time and this summer, 220 students are enrolled, compared to 179 for 2014 and 120 for 2013. Currently, ICCIT is working to develop a CCIT Minor and a Specialist stream in User Experience Management.

In addition to the invaluable work of the undergraduate counsellor and student advisors, the ICCIT has assigned faculty to handle specific programs and provide advice to students. Work-study students have been hired to work on marketing projects, giving them professional experience in skills such as social media strategy and market research. ICCIT also subsidizes student delegates for conferences, academic or professional, and provides substantial funding for student-led initiatives. The student academic society (ICCIT Council), and its subsidiary clubs, the DEM Society and IDM League, provide a comprehensive array of events for students throughout the academic year. These popular events include: Meet the Profs, Portfolio Critique and Networking Night, Young Entrepreneurs Conference (YEC) and Alumni Networking Night.
Faculty and students of the ICCIT regularly work with a diverse range of organizations. Community outreach includes attending meetings of the Advantage Mississauga group, regular internships with approximately 55 individual placements in small and medium sized businesses; conducting research at venues such as the Ontario Science Centre and the Toronto District School Board. Faculty members judge robotics competitions and speak at a wide range of technology and media events. They serve on the advisory boards of Sesame Street programming (Autism Advisory Board), the Canadian Media Guild/Communication Workers of America-Canada, and the World Association of Cooperative and Work-Integrated Learning. ICCIT attracts a variety of exchange students to its programs each year and, in particular, Brazilian students from the Science without Borders program. It aims to both increase the number of these inbound students and the opportunities for UTM students to engage in exchange programs, particularly involving institutions in Europe, Australia and Singapore.

Challenges/Opportunities

Vigorous recruitment of new faculty is enabling the Institute to consolidate its faculty complement, achieve critical mass and employ the unique backgrounds and skills new hires bring to the program to achieve greater depth and range in course offerings. As the faculty complement has grown, the Institute has maintained its collaborative and collegial culture. However growth, combined with managing complex timetables and instructor appointments and intricate joint programs, has burdened administrative resources. An administrative structure is being developed to reflect the nature and range of its programs.

Department of Language Studies

The Department of Language Studies offers programs in the following areas: French Studies, Italian Studies, Linguistics Teaching and Learning, and a new minor in Education Studies. The goal of its programs is to develop well-rounded students by providing comprehensive knowledge of the discipline and a practical skill set that will prepare them for graduate studies or future employment.

There are currently 4 specialists, 6 majors and 6 minors for a total of 16 programs, representing a decrease in the number offered over the past 5 years. In elective languages, enrolments have been inconsistent, with the exception of Chinese, where enrolments have increased over the past 3 years, as have the number of course offerings. As program enrolments are often misleading in terms of numbers of students taking relevant courses, the department will monitor graduation rates from its many programs to determine where programmatic growth (or contraction) is warranted before mounting any new programs.
Linguistics has the largest and fastest growing programs. The recent focus on experimental and applied studies, and delivery of a new online course on English Grammar (average enrolment of 400 students) has contributed to its growth. Overall, course enrolments have steadily increased from 2516.5 FCEs in 2010-11 to 2992.5 FCEs in 2014-15.

The department also offers elective course options in the following international languages: Arabic, Chinese, German, Hindi, Latin, Persian, Sanskrit, and Spanish. It has integrated some of them as application courses in the Linguistics Major and some are cross-listed in academic programs outside of the Department; Hindi is paired with the Minor in South East Asian Studies as Spanish is with the Minor in Latin American and Caribbean Studies.

In experiential and service learning, the department has created two internship courses; French Business and Italian Cuisine. It is engaged in two Study Abroad programs; an Italian program in Florence, Italy (successfully running over the past four years) and a newly created French program in Nice, France. A full immersion French Summer Camp is entering its second year, with undergraduate and graduate students as camp counsellors. Theatrical activity is a feature of the Italian programs where students participate in a course designed to teach students the language, culture, and confidence to perform in front of an audience of high school students and community members at UTM.

The department is interested in creating a professional development program geared towards high school teachers (i.e., French for Teachers). Should enrolments grow and remain steady over time, it will explore new Minor programs in Chinese and Spanish. In addition, it hopes to introduce a summer language institute to prepare students for admission to graduate school. It has ambitions to expand its repertoire of online courses in Linguistics, so that students could complete a considerable portion of the English Language and Linguistics program online. It would like to strengthen enrolment in undersubscribed programs.

The department has innovated in co-curricular and extra-curricular activities to support and enhance undergraduate education through conversation cafes, lecture series and Facilitated Study Groups. It is exploring opportunities in hospitals, bilingual organizations, and technology companies for students interested in areas of speech language pathology, translation, bilingual services, natural language processing, and computer mediated learning.
Challenges:

The main challenge facing the department is its desire to expand its complement, particularly in Linguistics, and the difficulty of coping with secondments of several faculty members to units on the downtown campus of U of T. Given the significant outreach activities of the Department, many faculty members feel overwhelmed with workload. The Academic Dean continues to invest in areas of established complement need.

Department of Management

The goal of the department is to produce well-rounded graduates who will be sought after and thrive in the marketplace, and who will achieve leadership positions in organizations. Enrolments have slightly decreased from 3930 FCEs in 2010-11 to 3816 FCEs in 2014-15. However, it should be noted for context that the FCEs in 2008-09 were lower at 3525.

Commerce programs combine courses in economics with courses in sub-disciplines of management, enabling students to develop analytical skills and gain knowledge of institutions. Internationally recognized scholars and educators with outstanding academic and professional qualifications teach its courses. Commerce students have the option of specializing in a number of specific disciplines: including Accounting, Finance, Marketing, all of which lead to a Bachelor of Commerce (BCom) degree. The Commerce Major, the final offering, leads to an Honours Bachelor of Arts or an Honours Bachelor of Science. In 2012, a review of the Finance Specialist Program was undertaken. As a result of this review, more course options are available to students. The Accounting Specialist Program has evolved to bring it in line with recent changes to the professional designation for accountants in the Province of Ontario.

The Management programs prepare students to become effective members of organizations. Drawing on a balanced offering of intellectual frameworks from the social sciences, courses cover the nature and working of organizations, and managerial functions. The Management Major combines the study of organizations and their management with the study of a second major discipline. Students can also take specialist programs as a Management Specialist or a Human Resource & Industrial Relations Specialist, both lead to a Bachelor of Business Administration (BBA). The latter is a new program stream and will admit its first students in the fall of 2015. It is designed to equip students with a comprehensive knowledge and skillset necessary for leading organizations effectively. It will allow students to complete the prerequisite studies for the Certificate of Human Resource Leader (CHRL) designation.
The Management Specialist Program was designed to be distinct from the Commerce Program. One specific difference in entrance requirements was that only one Grade 12 mathematics course would be needed for admission, in comparison to the Commerce program where both Advanced Functions and Calculus and Vectors are required. Some faculty members have anecdotally observed a negative impact in some economics and finance courses due to weaker mathematical skills. As a result, the department is contemplating strengthening the Grade 12 mathematics requirements for Management programs. In contrast to the Management specialist, the Commerce Program is a joint offering of the Department of Management and the Economics department, requiring a minimum of 6 full ECO courses. This is a distinctive point of the Commerce program compared with similar programs at other universities in Canada and beyond, though not of business programs at other campuses of U of T. Feedback from graduating Commerce students indicates the Economics component is valued and appreciated.

Traditionally, acceptance into either Commerce or Management occurs after first year and is based on a certain CGPA cut-off. The department feels this is too narrow a criterion, and is considering additional metrics, which might include interviews, essays, and a broader review of first year performance, to maximize students' success.

Since the creation of the Institute for Management & Innovation (IMI) in 2014, undergraduate students have increased opportunities to interact with faculty, graduate students, and local businesses and professional associations. Business programs require significant interactions with the business community that will hire its graduates. As a result, the Department encourages and supports a host of activities from guest lecturers in courses to identifying and selecting experts external to the university to deliver a small number of the courses. In addition, the Department and IMI encourage academic societies to invite industry experts - in some cases, alumni - to return to UTM and deliver special lectures, or serve as panelists and judges at various events, conferences and competitions.

The department has one internship course, which provides valuable exposure to work environments. An important component of its experiential learning offerings involves the Li Koon Chun Finance Learning Centre (FLC). The creation of the FLC in 2009 has enabled students to gain exposure to professional tools and databases such Bloomberg, FactSet and Capital IQ. It has been incorporated into a broad range of the department's courses in finance, management, marketing, and human resources. The FLC also collaborates closely with student clubs around programming and events.

A Professional Skills Development Program was created for Management and Commerce students to encourage skill development. The information and skills gained through participation in it help students to: (1) Strengthen technical and soft skills
necessary for workplace success, (2) Increase awareness of marketability on the job market and confidence in abilities, (3) Effectively make the transition from school to the workplace, and (4) Manage their career by navigating through the working world more effectively. By participating in the program, students will be officially recognized for their co-curricular activities through a transcript notation. In addition, the department annually hires between 6-8 work-study students who carry out important support activities throughout the year.

Challenges:

The main challenge is that the number of academically qualified and research active faculty is at a level that is two thirds the standard needed for Association to Advance Collegiate Schools of Business (AACSB) accreditation. It also judges administrative staffing levels to be low relative to the Commerce program on the St. George campus. To reinforce this area, the department has received funding to hire a Careers Officer and will soon introduce a Curriculum Officer position. It would like to see stronger English language skills in admitted students. Finally, it does not support the practice (at all three U of T arts and science divisions) of allowing students to take up to two full credits (that are not program requirements) on a credit/no credit basis.

Department of Mathematical and Computational Sciences

The department currently offers a Specialist, Major, and Minor in Mathematical Sciences, Applied Statistics, and Computer Science in addition to the Information Security and Bioinformatics specialized programs. It is developing a program in Biostatistics and a joint program with the Department of Economics. Its programs aim to teach students to use logical skills to understand and solve quantitative problems. The Mathematical Sciences programs develop students’ skills in quantitative analysis, empirical knowledge, problem solving, and communication. Applied Statistics programs teach students to extract knowledge from noisy numerical data while obtaining a deep understanding of the methods used. The Computer Science programs train students in theory and applications, with flexibility for students to concentrate on one of these domains in upper years. Enrolments in the department have very significantly increased from 3835 FCEs in 2010-11 to 5915 FCEs in 2014-15.

The department offers unique courses and opportunities, including “Introduction to Algebraic Cryptography”, “Introduction to Nonlinear Dynamics and Chaos”, “Mathematics for Teachers”, and a Computer Science capstone course. Students also get opportunities to participate in Open Source Projects, which include teamwork with students in other institutions. Students can also participate in the Professional Experience Year, which
allows them to work full-time in their field of study following the completion of 3rd year. MCS offers courses that enhance reading, writing, and communication skills in technical topics, for example, “Introduction to Proofs” for 1st year students, Computer Science communications course for 2nd year students, and the “Ideas of Mathematics” course for 3rd year students. Active Learning techniques are applied in various courses, including a 4th year course in Topology.

MCS supports students in reading courses, research projects, and the Math Help Room. It administers a Calculus Readiness Assessment completed by all 1st year calculus students soon after they are admitted. The assessment enables students to gauge their readiness for University level calculus and identifies resources that can help them address any weaknesses. Several 1st year instructors also run Peer Facilitated Study Groups to help students understand course material. Video clips have been developed for incoming and 1st year students to explain topics in mathematics. MCS regularly trains teams of students who participate in multi-institution undergraduate competitions, including the Rochester Mathematics Olympiad and the Capture the Flag computer security competition. It also provides funding for students to participate in conferences, including the annual MathFest conference and the Canadian University Software Engineering Conference.

The department is actively involved in outreach activities. It runs an annual event for local high school teachers discussing topics in Mathematics, Computer Science, and Statistics. Since 2011, it has been running a Math Circles weekly activity for local high school students. The program often reaches full capacity and requires a waiting list. Every year, MCS participates in the hosting and marking of the annual Canadian Math Kangaroo Contest for Grade 1-12 students. In addition faculty members are involved in international research collaborations and enjoy strong relations with their tri-campus graduate departments. Teaching-stream faculty members participate in international pedagogical conferences.

Challenges:

The greatest challenges facing MCS stems from dramatic enrolment increases, coupled with difficulties in making new hires in spite of a vigorous search schedule. It has the highest enrolment (in FCEs) of any UTM department. As a result, it relies heavily on non-continuing faculty to teach and has a high student-faculty ratio. The Academic Dean has invested heavily in complement growth with the expectation that eventually these searches will yield hires.

UTM and the Faculty of Arts and Science used to have the same start and end dates for each academic session, enabling computer science instructors to coordinate lectures
and final exams. Changes to sessional dates have made it difficult to coordinate.

Department of Philosophy

Both Specialist and Major Programs in Philosophy give students competence in the History of Philosophy, Logic and Philosophy of Language, Metaphysics and Epistemology, and Moral, Social, and Political Philosophy. The Specialist enables students to undertake advanced research, with required courses at the 400-level introducing students to current problems and research. Assessment in 300- and 400-level courses typically involves writing essays, and may involve presentations, oral commentary, and seminar discussion. Students are assessed on the quality and clarity of their ideas to help ensure they meet UTM Philosophy Degree Level Expectations. The Specialist asks students to not only meet but also exceed these expectations. Enrolment in the Specialist is limited to students who have completed 4.0 credits including 2.0 PHL credits with a minimum grade of 73%. The cut-off is required to ensure that only students with a sufficient aptitude will enroll in the program, but also is set so as not to exclude students with as yet unrealized promise. There is no grade cut-off for the Major.

A significant strength of both programs is the combination of breadth and depth of knowledge. Students acquire competency in a wide range of subfields in philosophy but are also exposed to current research via the 400-level courses. Both Specialists and Majors have opportunities for one-on-one collaborations with faculty. These independent courses help students learn more about advanced research in philosophy. They also encourage development of general intellectual virtues like perseverance, clarity, and creativity that are in broad demand.

The department also offers a minor in Philosophy, in Philosophy of Science, and a new minor in Ethics in Society. The minor in Philosophy of Science focuses on understanding the foundations of various sciences. Students take courses in philosophy of science in conjunction with courses in one of the following: psychology, biology, physics, chemistry, astronomy, or earth science. The Ethics and Society minor provides an understanding of ethical theories and their application to various social contexts, such as health care, the environment, legal systems and political institutions. Students take courses in Philosophy and the Social Sciences. 2014-15 was the first year it was available; the very positive response it has received has encouraged the department to explore the possibility of creating a new major in Ethics and the Law.

Many undergraduates find writing philosophy essays challenging. The department provides support for developing students’ skills with writing intensive courses and an Essay Clinic. Starting 2015-16, it will also provide, on a pilot basis, tutorials for courses
that make substantive use of formal methods. Such courses often require skills that are quite different from a typical Humanities courses, and tutorials will allow students to focus on developing skills in critical thinking, argumentation, and informal logic.

The department has in recent years developed a number of initiatives to improve the academic experience. It has sponsored philosophical debates hosted by the Philosophical Academic Society, and has invited graduate students to debate topics discussed in 3rd year courses. It holds an annual Seminar Series that invites international researchers to talk about topics that overlap with the issues discussed in 4th year seminars. It also organizes an annual undergraduate-graduate conference where students can discuss each other’s work. The department’s undergraduates also participate as commentators in the international graduate conference organized every year by the Philosophy graduate students at U of T. Its students have received prestigious fellowships (such as two Jackman Humanities Institute fellowships in the last five years), and have been accepted to some of the top graduate programs in Canada and abroad. The department has also invested resources in developing a number of prizes for students at each stage of its program that recognize outstanding achievement in the program.

Challenges:

The department has not identified any challenges, although declining enrolments across in the province in humanities subjects are a concern. Enrolments in the department have decreased from 1953 FCEs in 2010-11 to 1592 FCEs in 2014-15.

Department of Political Science

The department offers a Minor, a Major, and a Specialist in Political Science and Combined Specialists in Economics and Political Science and History and Political Science. There are four sub-fields in Political Science: Canadian Politics; Comparative Politics; International Relations; and Political Theory. Political Science straddles Social Sciences and Humanities because the first three sub-fields are located within Social Sciences whereas the fourth (Political Theory) is more properly located within the Humanities. This straddling of Social Sciences and Humanities contributes to methodological and substantive diversity within Political Science.

The curriculum is built on four principal learning objectives: (1) to encourage depth of knowledge that cultivates critical understanding and intellectual rigour in studying political life; (2) to build competencies in learning and applying knowledge fundamental to responsible and effective participation in the workplace, community, scholarly activity, and personal life, including critical and creative thinking, communication skills, information
literacy, and social and ethical responsibility; (3) to produce breadth of knowledge across a range of areas that reflect the intellectual traditions informing contemporary political ideas, the complexity of global cultures, and the varied structures, processes and concepts of the social world; and (4) to encourage the integration of skills and knowledge developed in a student’s course of study.

The programs emphasize writing skills development and the ability to construct an argument, cite evidence, and articulate ideas coherently and persuasively. Specialists must take two FCE seminar courses at the 4th-year level to develop and practice these skills at a high level. It is difficult to separate the study of political life in Political Science from the enhancement of civic skills among our students as citizens. Political Science is the study of how citizens relate to other citizens, and how our society relates to other societies, within a matrix of shared history, intellectual traditions, and the choice of suitable policies. A crucial goal of our program is to lead students to be more reflective and engaged participants in civic life.

Enrolments in the department have decreased slightly in the past 5 years: from 2520 FCEs in 2010-11 to 2424.5 in 2014-15. It has developed a series of courses that tap new demand among our students. For example, it now offers courses on the Politics of South Asia, Urban Politics, and Environmental Politics that link up to its students’ backgrounds, interests, and ethical concerns. Increasingly, instructors are experimenting with in-class simulations, technology-abetted polling and discussion, small-group work, and one online-only course: Environmental Politics. Currently, the department offers no experiential learning courses, constrained largely by staff to support this direction or by concerns among faculty of the time it would take to support it. It would be willing to move in this direction if more staffing were available for support. Faculty members do however regularly participate in the ROP.

Going forward, the department will explore synergies with cognate disciplines, such as Sociology. In addition, it has started to split full year 300-level courses into semester-long courses, to better attract students from other disciplines who might want to sample the study of politics. Finally, it is interested in moving selected, advanced students into the computer lab, where fascinating work about politics increasingly occurs.

In 2014-15, the Department began two initiatives designed to enliven the intellectual life of its students, both undergraduate and graduate. The Politics Research Workshop is a daylong discussion of research on a given topic held at UTM. In addition, a new Public Affairs Lecture was scheduled for April 2015, but the event was cancelled because of a teaching assistant strike. The Lecture is designed to attract a large audience of students and community members and thereby raise the visibility of Political Science at
UTM and UTM in the broader community. In addition to the Public Affairs Lecture and Political Research Workshop, the department strives to maintain and elevate its profile in other ways. Several faculty members recently participated in a high-visibility forum on urban affairs. Another faculty member has recently organized a very successful workshop of the Commission for Democracy in Latin America, with a grant from the Open Society Foundation. This took place in Uruguay, which further cements the Political Science department’s international reputation.

The department is committed to supporting its undergraduate academic society and debate club. In 2014-15 these societies were not active (perhaps in part because there is a very active UTM wide Debate Club), but in prior years, the department helped them organize receptions with faculty and instructors, public events on current affairs, and funded their core activities. In 2014, the department funded more than 10 students to attend the International Studies Association (ISA) meeting in Toronto. This is the premier academic conference for those interested in International Affairs, and it was reported to be a tremendous experience for those relatively new to academic thinking about politics.

Challenges:

Currently, about 60% of the department’s courses are taught by continuing faculty, although this is in part due to some resignations and recent searches that did not lead to hires. The department would like to increase its faculty complement.

Department of Psychology

As a broad discipline that includes the life sciences (e.g., neurobiology, genetics of behaviour etc.), the social sciences (e.g., personality, social behaviour), as well as cognitive science (e.g., perception, cognition, language and communication), the Department of Psychology’s programs and course offerings reflect this breadth as follows:

The Psychology Minor, Major, and Specialist offer different levels of concentration in core areas of psychology including research methods and statistics. The Specialist, in particular, provides the most advanced preparation for students interested in graduate studies in psychology. The Behaviour, Genetics, and Neurobiology (BGNB) Specialist is an interdisciplinary program that combines psychology with courses in biology, chemistry, and mathematics to provide excellent preparation for graduate studies in the neurosciences. Exceptionality in Human Learning (EHL) is an interdisciplinary program that provides concentration in human development (typical and atypical), abnormal behaviour, and disabilities. The program culminates in a Practicum in Exceptionality seminar and provides excellent preparation for students interested in graduate studies
in education, social work, occupational therapy, speech and language pathology. The Forensic Psychology Specialist is administered by the Forensic Science program and provides an excellent option for students who are interested in pursuing graduate studies in this area.

The department’s undergraduate enrolments have steadily grown from 3836.5 FCEs in 2010-15 to 4290 FCEs in 2014-15 (based on official count dates). To accommodate the larger numbers of students, the department increased its fall/winter course offerings from 54 to 62 between 2010-2014 and raised caps in some courses, primarily in the third year.

Based on research conducted, the department introduced a new entrance requirement of Grade 12 Advanced Functions to improve success in the required statistics course. This has resulted in considerably fewer qualified applications to the Psychology admission post category from secondary school students and fewer students are accepting our offers of admission to this category. Grade 12 Biology is a newly added requirement to ensure students are prepared for the biological content of the program. The department has streamlined its 2nd year courses to ensure that all students move into their 3rd year with consistent preparation. Psychology would like to contribute to a proposed new Combined UTM Honours Bachelor of Science Major/Specialist in Exceptionality in Human Learning / Master of Teaching program in a joint effort with UTM and U of T's Faculty of Education, OISE.

Recent hiring of new faculty with continuing appointments is enabling the department to better coordinate course offerings among and between instructors and to infuse greater expertise into teaching key components of the curriculum. For example, as a result of new hires, new courses are being developed on the psychology of pain, emotion, and behavioural epigenetics. Finally, the department is now contributing its first course to U of T’s Summer Abroad Program, a special topics course in disability studies in Oxford offered in August 2015.

The department has been very successful in engaging students in research and practical experiences in Psychology. Opportunities include: courses offered through the ROP, Independent Research Projects, Undergraduate Thesis Course, a number of lab courses at the 300 level, volunteer and work-study opportunities in research labs, and volunteer lab assistant positions for the Intro Psych laboratory. The Specialist in Exceptionality has a practicum placement course in which students spend a half day per week in a community setting (mental health clinic, hospital, school, community program for individuals with special needs) to learn more about the interdisciplinary study of exceptional individuals.

To help students achieve academic success, the department runs numerous
Facilitated Study Group sessions for its 1st year course. This experience benefits students attending the sessions and facilitators who receive training. This past year the department also instituted a PSY100 Discussion Group to give students an opportunity to talk about issues in Psychology that are covered in the course or are beyond the scope of the class material. In addition, in the PSY 100 computer lab, 2nd to 4th year students are trained as volunteer lab assistants to provide computer-related support to students during the labs. This volunteer position has been approved as a Co-Curriculum Record position for official recognition on their U of T transcripts.

PAUSE is the Psychology department’s Academic Society, which hosts events including academic workshops (i.e., test taking, APA style writing), social gatherings, charity fundraisers, and events to meet and interact with our professors. Mindfulness Meditation sessions are offered every fall and spring terms for all UTM students and staff as part of the PAUSE activities. PAUSE has received an award for being the best academic society at UTM.

Challenges:

The department believes that its third year courses should be decreased in size to improve the learning experience. Although course sizes at all levels have been larger in the Faculty of Arts and Science Department of Psychology than at UTM, the former is now moving to limit class sizes in the third year. Increased class sizes in other Psychology courses at UTM might make it feasible for the UTM department to offer smaller sized third year courses.

Department of Sociology

The Department of Sociology offers five programs: a Specialist, Major, and Minor in Sociology and a Specialist and a Major in Criminology and Socio-Legal Studies (CSL). The programs in the departments have the objective of training students in the fundamentals of qualitative and quantitative data collection and analysis, and introducing students to the foundational theories of social behaviours and social relations. In addition, the sociology programs aim to provide in-depth knowledge of facts, concepts, and theories specific to topics within the fields of sociology, such as gender, race relations, culture, labour markets, social inequality and immigration, among others. The programs in Criminology and Socio-Legal Studies adopt an explicitly interdisciplinary approach and build off introductory sociological perspectives and research designs. The CSL programs teach a set of theories about crime, justice, security and the law. The programs aim to provide students with extensive training in the workings of the criminal justice system, the legal system, surveillance and security mechanisms, and social policy regarding crime and justice. Moreover, these programs are interdisciplinary insofar as students may take a variety of
courses from Anthropology, Communication, Culture, and Information Technology, Forensic Science, Geography, Philosophy, Political Science, and Psychology to meet their requirements.

The department has experienced enormous enrolment growth over the past few years, both in terms of program enrolment and course enrolments. In 2010-11, the department had an FCE enrolment of 2867.5, and in 2014-15, this number had risen to 4902.5. In addition, the waitlists for its courses are the largest (by a wide margin) of any at UTM, meaning that there are many students eager to enroll in Sociology and CSL courses who are disappointed. This puts a lot of pressure on the department to increase its caps and offer more courses, but its ability to do so is limited by the availability of adequate instructional and TA resources. The Academic Dean has invested in faculty complement to help address the instructional need, but the department still has a very high student-faculty ratio.

The department’s programs offer two opportunities for course-based experiential learning. The first is a year-long internship course, a work placement course aimed at helping senior students in Sociology and Criminology and Socio-Legal Studies programs establish contacts in the industry, gain useful career skills and make the transition from undergraduate to professional or postgraduate life. Second, the department offers a 4th year course, Walls to Bridges, which matches a group of UTM students (“outside” students) with a group of incarcerated students (“inside” students) who study together as peers at an off-campus setting. Inside and outside students collaborate on a final term project, which they present jointly to the class. In addition, some members of the department participate in the ROP.

The department hopes to increase its faculty complement in order to lower its student-faculty ratio and manage its continuing, extensive waitlists for courses. In addition, it is currently mapping its curriculum and plans to focus on curriculum renewal as it expands its course offerings. Finally, the department is in the early stages of integrating research and writing for communication beyond academia more thoroughly into the curriculum of its Specialist and Major programs through an initiative with the working title Peel Social Lab.

The department has been focusing efforts on student skill-building and has designated a number of courses as writing intensive. These 2nd year courses get extra TA support to facilitate small group learning in tutorials and enable extensive feedback on writing. These courses are required of majors and specialists. The department is also addressing its students’ numeracy skills in a revitalized second and third-year qualitative methods sequence.
Many faculty members are engaged in non-course based external relationships and public outreach, speaking to disadvantaged inner-city students, giving public lectures to surrounding communities and abroad, serving on advisory boards of community organizations, making media appearances and writing for social media.

**Challenges:**

The department is a very fast-growing and dynamic. However, it is concerned about its ability to meet enrolment increases while maintaining pedagogical integrity and instructional stability. An investment in additional complement is needed (and indeed, the department has been authorized to search for three new faculty in 2015-16). As well, the department is concerned about the impact on students of larger classes on their skill development, including writing, numeracy, and literacy skills. Accordingly, it is currently engaged in a curriculum mapping exercise focused on identifying ways to better train students and prepare them for graduate education and for the labour market. Nonetheless, even with writing initiatives and changes to the curriculum to address skills development, the department is concerned about high enrolments.

**Department of Visual Studies**

The Department of Visual Studies, formed in 2010, offers five programs, two of which are joint programs with Sheridan Institute: *Art and Art History (major, specialist):* The UTM and Sheridan joint Art and Art History program, now in its fifth decade, is the longest running partnership of its type in Canada. It combines study of art history at UTM with studio art courses at Sheridan. The program offers six core studios that students complete in their initial two years of study: drawing, painting, sculpture/installation, print media, design, and photography. At UTM, courses in Art History and Visual Culture teach students to analyze a wide range of cultural artifacts, considering their form, materials and techniques, meaning, and historical and political contexts. Courses span the history of art from the ancient to the contemporary world, across Europe, the Americas, and Asia. Students graduate with two prestigious and practical credentials that reflect the program’s dual focus: an Honours Bachelor of Arts from the University of Toronto and a Diploma in Art and Art History from Sheridan.

*Art History (minor, major, specialist):* The Art History Program provides students with the opportunity to engage in the academic study of works of art and architecture. They learn to analyze a wide range of cultural artifacts, considering their form, materials and techniques, meaning, and historical and political context. Courses span the history of art from the ancient to the contemporary world, and investigate art from Europe, the Americas, and Asia.
Visual Culture and Communication (specialist): Visual Culture and Communication (VCC) is an interdisciplinary undergraduate curriculum that provides students with a foundation in both visual culture studies and digital communication theory and practice. Students take courses drawn from the Department of Visual Studies; the Institute of Communication, Culture, Information and Technology; and Sheridan. The VCC Specialist program prepares students to take an active and informed role in shaping 21st-century visual culture by bringing historical and theoretical study from multidisciplinary perspectives to bear on contemporary practice and debate. Visual Culture (minor): The program in Visual Culture, which has been one of the major innovations of the past five years, equips students to meet the challenges of an image-saturated world where we are all called upon to deal with the ethical, political, and legal issues raised by the use and circulation of images. Cinema Studies (minor): is devoted to stylistic, historical, and theoretical analysis of film. Students learn about film as a unique mode of communication in the 20th and 21st centuries, while also investigating what it is that film can be said to share with allied art forms. In addition to surveys of major world cinemas, students examine questions about the relation between aesthetics and politics as well as how moving images have an impact on personal and cultural identities and on society.

Overall the department’s course enrolments remain stable since 2010-11 from 1356.5 FCE to 1473 FCE in 2014-15. Moving forward, it would like to increase its course offerings in non-Western art, visual culture, and cinema (in particular in East Asian and Islamic) and in ancient art and visual culture, introduce Majors in Cinema Studies and Visual Culture, and hire new faculty in these areas. However, given that this department has one of the lowest student-faculty ratios at UTM, to be feasible enrolments must increase.

The department offers various forms of support to undergraduate students. The writing initiative provides intensive writing skills development in the large 1st year classes offered by the department. Experiential learning in the form of ROPs and internships at sites such as galleries and marketing departments as well as studio courses offer students opportunities for hands-on engagement. The Blackwood Gallery housed in the department but servicing the UTM campus, offers students work-study opportunities including studio, new media, gallery outreach, and curatorial research assistantships. The graduating exhibitions and Advanced Project studio options allow students to show their work in a professional gallery. In addition the department offers informal supports in the form of workshops on applying to graduate school or professionalization, and sponsors events organized by the Visual Studies Student Society such as the annual Portfolio Critique and Networking Night. Faculty offer undergraduate research assistantships, and the department plans in 2015-16 to offer additional writing support to its students in terms of upper-level student mentors and drop-in geared toward assisting students with vocabulary
The department has a very good working relationship with Sheridan and with academic units at UTM and across the University. The Blackwood Gallery works with a variety of units within UTM, and has been proactive in publicizing its UTM-based exhibits and taking its programming into the wider community. Additionally, faculty members’ curatorial activities and participation in public panels at museums, art galleries, and film festivals constitute an important form of public outreach, raising the profile of the university as a vital part of the cultural landscape. The department maintains close ties with many of its graduates who go onto careers as teachers, and practicing artists as well as to advanced degrees.

**Challenges:**

The department cites its biggest challenges as the need for more faculty and the language skills of some students, particularly those for whom English is a second language.

**2.3 Collaborations with other Divisions or Colleges**

The provost’s office introduced an Undergraduate Course Development Fund (UCDF) in the self-study period, to encourage divisions that had been graduate-only to make some of their best faculty members available to teach on load in divisions that teach undergraduates by providing financial incentives for them to do so. This is an excellent initiative but UTM, being at a physical distance from the downtown (St. George) campus, has benefited very little from it as it has proven difficult to attract graduate faculty members to come to UTM in the absence of an excellent synergy with an undergraduate program at UTM. We expect that our collaboration with the Faculty of Information (the Interactive Digital Media program, discussed below) will benefit from UCDF funding going forward.

**Concurrent Teaching Education Program (CTEP)**

CTEP was a partnership with U of T’s Faculty of Education, the Ontario Institute for Studies in Education (OISE) introduced at UTM in September 2007. Students enrolled in CTEP could complete both their undergraduate degree (BA or BSc) and their bachelor of education degree (BEd) in five years. CTEP allowed students to specialize in French, Chemistry, Math or Psychology, and it was a popular program, attracting large numbers of high achieving secondary school applicants. However, in the spring of 2014 OISE decided to stop offering BEd degrees when the Ontario government mandated that programs would be extended to two years from one. OISE chose to concentrate on their established
expertise in Masters degrees, including the Master of Teaching (MT). This required UTM to stop offering CTEP although students currently in the program have been grand-parented. We are interested in developing a combined undergraduate-graduate program with OISE and have had preliminary discussions to do so. In order to give students interested in careers in teaching and training (broadly defined) exposure to the field, we developed a new minor program in Education Studies. A description of this program is included in the Undergraduate Programs section (under Language Studies).

Mississauga Academy of Medicine

The Mississauga Academy of Medicine (MAM) is a partnership of U of T’s Faculty of Medicine, Trillium Health partners (which is comprised of Credit Valley Hospital, Mississauga Hospital and Queensway Health Centre) and UTM. It is located on the UTM campus in our Terrence Donnelly Health Sciences Complex building. MAM admitted its first students (a class of 54) in 2011 and graduated its first class in 2015. There are now 216 pre-clerkship and clerkship students enrolled in the four year MD program. Collaboratively, the Faculty of Medicine and the Academy Director of MAM oversee curriculum. Trillium Health Partners provides students with excellent and diverse clinical placements in primary and generalist care, acute and chronic care, as well as offering students clinical placements in a wide spectrum of areas of specialization.

The UTM Academic Dean serves as a member of the MAM Advisory Committee, to ensure that MAM students have good experiences with respect to student life, access to library facilities, recreational facilities and the like, and that their needs and schedules are taken into consideration in larger UTM planning. The Academic Dean also serves as a liaison to UTM faculty who teach on load or on overload at MAM. Three departments have ongoing commitments to supply teaching to MAM: Biology, Chemical and Physical Sciences, and Psychology. Faculty from other departments, such as Anthropology and Geography, are encouraged to engage with MAM students, either via teaching, research supervision or participation in MAM events (such as its Global Health Forum).

MAM prides itself on a strong commitment to providing students with an excellent, community oriented experience including a collaborative learning environment and inter-professional education opportunities. It also takes full advantage of its location, by building community agency partnerships that enable medical students to have a positive impact on our local community, beyond their pre-clerkship and clerkship work in local hospitals. MAM draws on Faculty of Medicine professors, clinical practitioners and UTM faculty to provide medical teachers, has developed extensive training and support for new teachers, and recognizes excellence in medical education with annual awards. MAM is a wonderful
example of UTM’s goal to provide programming of relevance to the local community, which has been very supportive of MAM.

Collaborations with Sheridan Institute of Technology and Advanced Learning

UTM has a long history of collaborations with Sheridan Institute of Technology and Advanced Learning (hereafter Sheridan), offering joint programs with Sheridan (all discussed above) that allow students to graduate with both a university degree and a college diploma in a four year program of study. The program with the longest history is Art and Art History, a joint offering with our Department of Visual Studies. The ICCIT offers joint programs with Sheridan (its largest program, the Communication, Culture, Information and Technology major, and its Digital Enterprise Management specialist). Finally our Department of English and Drama offers its Theatre and Drama Specialist program joint with Sheridan. Sheridan and UTM have a Joint Management Committee that meets to ensure that our programs run smoothly (including revisions of curricula and free shuttle bus transportation between the two campuses). In addition, Sheridan and UTM program partners engage in regular communications.

Transfer Agreements with Community Colleges

Since 2010-11 UTM has developed a number of transfer agreements with high quality Ontario colleges, beginning with our longstanding partner, Sheridan, and expanding to include George Brown, Humber, Mohawk and Niagara. In these agreements, clear pathways are identified for community college students who complete a two-year program in General Arts and Science at a partner college to enter UTM with one year of specific transfer credits. Course equivalences are clearly identified, along with mechanisms for identifying suitable students, and opportunities for college students to take a course at UTM while completing their college program. Up to this point, all the transfer agreements have concerned liberal arts programs offered by the college partner. UTM is now exploring the possibility of a transfer agreement involving several other programs. More specific information about these college partnerships is available on our website at: http://www.utm.utoronto.ca/admissions/new-students/admissions/transfer-students/college-pathways. Supports for college students who transfer to UTM are discussed in the next section, Supports for Student Transition to University.

Collaborations with the Faculty of Information

The Interactive Digital Media (IDM) program is a collaboration between U of T’s Faculty of Information and UTM’s Institute of Communication, Culture, Information and Technology (ICCIT). It is a relatively new program (and just graduated its first class in the
summer of 2015). The Faculty of Information has appointed one of its faculty members to serve as primary liaison to the ICCIT with respect to its joint undergraduate program. In addition to this collaboration, the Faculty of Information is the graduate home for the majority of the faculty in ICCIT and the two units offer some combined undergraduate/graduate programs, discussed below.

Combined Undergraduate/Graduate Programs

In recent years, UTM has introduced combined degree programs in collaboration with another U of T division and our own professional masters program. Combined degree programs allow students to combine their undergraduate studies with graduate studies in a master's program, giving them early exposure to the graduate community and curriculum. At the graduate level, students see a reduced course load in their master's program. Currently, UTM offers 7 separate combined degree programs in partnership with two graduate programs.

One set of combined programs are offered jointly with the Faculty of Information, combining their Master of Information program with one of three undergraduate programs offered by the Institute of Communication, Culture, Information and Technology (ICCIT): (1) the Communication, Culture, Information and Technology Major, (2) the Digital Enterprise Management Specialist, and (3) the Interactive Digital Media Specialist (itself a program offered in collaboration with the Faculty of Information). These combined programs allow students to complete both undergraduate and masters degrees in five and a half years rather than the six years it would take to acquire them independently. The first students eligible to apply for the combined program enter 3rd year this fall.

The second suite of combined programs is offered jointly with UTM’s Master of Science in Sustainability Management. Students may enter the Combined Program from one of the four undergraduate programs offered by the Department of Geography: the Environmental Management Specialist or Major and the Environmental Science Specialist or Major. Students benefit from early exposure to the graduate courses, an early introduction to the MScSM community of faculty and students, and reduced course load in their first year of the MScSM Program. Students entering their 3rd year of study in the fall of 2015 will be the first cohort eligible to apply for the combined programs.

UTM is interested in developing other combined programs, and has been in extended talks with the university’s Faculty of Education - the Ontario Institute for Studies in Education (OISE) - about developing such a program, particularly in light of the closure of admission to the concurrent teacher education program (CTEP).
Proposed Collaboration with the Faculty of Applied Science and Engineering

In the self-study period we explored a potential collaboration with the U of T Faculty of Applied Science and Engineering (Engineering). The proposal was for Engineering students to spend their first two years at UTM, covering general first year Engineering courses while developing exposure to an arts and science discipline to allow them to graduate, after an additional three years spent on the downtown campus primarily studying Engineering, with a Major in an arts and science discipline and a Bachelors of Engineering degree. Despite goodwill from both parties and development of a proposed curriculum and facilities, the plan was never implemented due to insufficient student interest.

2.4 Supports for Student Transition to University

Over the past five years, UTM has experienced considerable growth in the transition support we provide. This support aims at achieving successful academic and social transition of our incoming class by introducing them to key skills, resources, and expectations. Our supports begin before students arrive on campus and continue throughout their first year, including one-time events, peer mentorship programming, online support, and for-credit courses. The launch of the Office of Student Transition (OST) in May 2015 improves coordination between different offerings and makes it easier for our students to identify what is available and how they wish to participate. Because of its broad mandate, the OST reports to both the office of the Academic Dean and the office of the Dean of Students. The OST also works closely with the Associate Registrar, Student Success, in the Office of the Registrar and Robert Gillespie Academic Skills Centre (RGASC) in developing transition programs designed to promote student success. It is hoped that a better transition to university will improve our four-year graduation rate. The following is a synopsis of programming to support student transition.

UTM Orientation (in conjunction with Student Affairs)

In the week before classes begin, newly admitted students are provided with orientation activities that allow them to meet other students, faculty and staff while participating in fun and informative activities that help them gain an understanding of the learning opportunities available to them at UTM, academic integrity, and university expectations in general. Additionally, there is a Parent and Family Orientation led by the Dean of Students and the Academic Dean. The main orientation is supplemented by more specific orientations, such as Residence Orientation, International Orientation, Queer Orientation, and the undergraduate student union (UTMSU) Student Orientation.
First-Generation Students

Since 2010, a grant from the Ministry of Training, Colleges and Universities allowed UTM to provide transition programming for students who are first in their family to attend university. First-Generation students can experience challenges in navigating the post-secondary system beyond those experienced by other incoming students. A ten-week seminar series provides support and mentorship. Also, First-Generation students have access to Peer Assisted Study Sessions and the opportunity to connect with faculty or industry professionals to create applied discipline-specific academic learning projects. Between 2010 and 2014, an average of 20 upper-year Peer Academic Leaders were hired to run a combined total of over 500 seminars, 200 study sessions, and 30 capstone projects for over 1,100 registrants. Program registrants are 23% more likely to persist through future years of study than other First-Generation students and achieve almost a full letter grade higher.

For Credit Courses

Beginning in the fall of 2012, first year students could access one of six for-credit course offerings (three utmONE Scholars’ Seminars and three utmONE Courses) that offer an interdisciplinary approach to the development of transferable academic skills. The Scholars’ Seminars are designed for top-achieving incoming students. Each seminar is capped at 30 students and provides a stimulating learning environment with a focus on advanced skill development. The courses are capped at 50 and focus on foundational academic skills such as note taking, test taking, effective reading strategies, and study skills.

utmLAUNCH: Peer-Led Academic Transition Program

As part of a university-wide effort to enhance the first-year experience, utmONE was launched in the fall of 2010 by the office of the Academic Dean as a co-curricular, peer-led offering designed to help integrate students into the academic culture of UTM and provide a solid foundation for academic success as an undergraduate student. utmONE provided incoming students the opportunity to receive key information and build productive study habits under the guidance of a successful upper-year student in their anticipated discipline. During the 2014-15 academic year, 399 incoming students completed a utmONE offering. Also in the self-study period, the office of the Dean of Students offered a peer-led offering (utmFYE) that focused on students’ social transition to UTM. In 2014-15, 493 students earned a co-curricular record notation for their participation in it. Moving forward, both co-curricular peer led offerings have merged in utmLAUNCH, offered by the OST, and supporting both students’ social and their academic transition. In addition to continuing to
provide peer led transition supports, utmLAUNCH includes transition outreach initiatives to reach incoming students and inform them about available supports. For instance, student leaders try to personally connect with every incoming UTM student by phone, email, online chats or social media. In 2014, over 1,000 students were directly contacted. Beginning during orientation and running through the first two weeks of classes, UTM has trained students and staff whom incoming students can approach to ask questions. In addition, a student-to-student information desk staffed yearlong provides students access to knowledgeable upper-year who familiarize new students with the resources available to them. Going forward, both initiatives will be supported by the OST.

**Upper-Year Leadership Development**

In order to train the peer mentors involved with OST programs, more than sixty hours of training and professional development are provided. Peer mentors grow professionally and personally. In 2014-15, we trained seventy upper-year students and we expect participation to grow under utmLAUNCH. In addition to these central initiatives, many of our UTM departments have been leaders in establishing co-curricular programming and professional development programs for upper-level students. These are discussed throughout section 2.2.

**2.5 Supports to incoming students offered outside the OST**

**New Student Academic Advising**

The Office of the Registrar offers supports, both online and in-person, that introduce incoming students to topics such as selecting courses and programs, registering for classes, paying fees, and accessing campus resources. The online mini-course and in-person workshops begin in June well before first-year students can register for courses in early July. In addition, students can drop in for individual appointments and participate in web chats. Trained student Campus Experience Leaders support the in-person components of New Student Advising. In addition, they host a new student Facebook group and use social media to its fullest to connect with new students.

**Head Start**

Head Start is an academic skills orientation held before the start of the fall term, by the RGASC. Each day, large lecture sessions are offered, and students can also sign up for additional small-groups. The larger sessions focus on university expectations, first-year opportunities, and academic skills (e.g., reading and writing, problem solving, and memory
skills). The smaller sessions provide more in-depth information related to specific skills, such as math, writing lab reports, critical reading, ESL support, and time management. Students, course instructors, librarians, and staff facilitate sessions. In 2014, Head Start delivered programming to 397 students who, on average, attended four sessions, and provided very positive feedback. In 2015, Headstart will extend its programming to Orientation week.

**AccessAbility Resource Centre**

The AccessAbility Resource Centre offers two programs for incoming first-year UTM students with disabilities: Summer Transition Program and a Peer Mentor Program. The Summer Transition Program has attracted ten to twenty students with learning disabilities annually. Sessions offered include test-taking strategies, effective note taking, using assistive technology, managing academic accommodations, and self-advocacy. Starting in August 2015, the program will be made available to all students with disabilities (not only learning disabilities). The Peer Mentor Program connects students registered with Accessibility with successful upper-year students who provide social support in a friendly environment. It has seen a significant increase in student participation since its inception from 14 volunteer mentors in 2009 to 30 in 2014.

**International Students**

The UTM International Education Centre offers several days of orientation specifically aimed at new international students. The International Orientation involves programming provided by campus partners that introduces academic expectations. Included are local trips to introduce students to their new environment, and Canadian culture more broadly. During the fall and winter terms, the International Education Centre also runs a program called Global Connections, aimed at bringing together international and domestic students through a series of socio-cultural events and activities.

**Non-Traditional Students**

The Office of the Registrar and RGASC support the Peer Mentorship and Academic Support for College Transfer Students Program, with funding from the Ontario government. It provides an opportunity for new college transfer students to engage in transition programs geared toward their specific needs. New college students are linked with upper year students who have previous transferred and receive academic skills training and peer mentoring.

UTM’s Bridging Program enables mature students who have been out of formal education for several years to take credit courses in order to qualify for admission to UTM.
The courses are supplemented with supports such as academic advising on course selection, and academic skills support by RGASC.

The Peer Mentorship and Academic Support for College Transfer Students program and the Bridging Programs were run for the first time in 2014-15. 24 students enrolled and each attended, on average, four events during the year. Of the 14 students in the Bridging Program, 7 were admitted to study at UTM and 4 are continuing for another semester in the program. Of the 10 College Transfer students who participated in the mentorship program, all continued their studies at UTM.

**Assistance for Students Struggling to Succeed**

In addition to providing assistance to students who seek support in their transition to university, we began an initiative in 2014-15 to give students and their instructors an “Early Alert” with respect to students who are not succeeding. In a partnership between RGASC and the Office of the Registrar, first year course instructors have an easy and automated way to send messages to students at the 4-5 week mark in the fall term who fail to meet criteria identified by their instructors (such as failing to submit assignments, or poor performance on assignments). These messages also identify resources available to provide support.

Students who are on academic probation at the end of a session are asked to meet individually with an academic advisor to discuss their situation. Students who are granted a lifting of academic suspension are connected with advisors who can connect them with support services on campus and help them plan and make better decisions. In 2015 RGASC and the Office of the Registrar will work together to have “academically at risk” students attend a new free program (Promoting Academic Skills for Success or PASS) offered by RGASC with intensive six week sessions in one term, followed by monitoring in a second term. Sessions are built around core academic skills and activities, with the aim of rebuilding motivation, learning successful behavior and appropriate expectations, and raising self-awareness so that students can successfully complete their degree in a timely fashion.

**2.6 Supports for Student Skill Development**

RGASC is the major source of support for student skill development at UTM outside of that occurring in individual courses. It helps develop academic skills through individual appointments and group-based initiatives. Faculty members in RGASC have a range of specializations, including writing, numeracy and critical thinking, English language enrichment, and educational development: this enables the Centre to collaborate with
partners from across the disciplines. RGASC supports the growth of students’ skills ranging from writing and critical reading to time management and effective study habits. Faculty and staff at the Centre use hundreds of peer leaders in various contexts.

While the Centre leads many programs, it aims to work collaboratively. For example, while RGASC provides a large number of one-on-one appointments for UTM students, it also seeks faculty partners to support skills development. Similarly, it works with the UTM Library, Career Centre, Residence Life, and Centre for Teaching Support and Innovation (CTSI) to provide joint programming, such as the UTM TA Training Day. To accommodate the increased number of students with complex needs, an RGASC staff member is now physically located in the UTM Accessibility office one day a week during busy times of the year. This provides coordinated and holistic support to this group of students.

Focus Areas

RGASC has three major areas of focus for student learning, each led by a faculty member. Two of these, writing and numeracy skills, are associated with initiatives that provide support within disciplinary courses. The third, English language enrichment is in a startup phase, with a newly appointed faculty member identifying needs and partners. It will be discussed in the section: Supports for International Students and International Opportunities.

Writing Skills

The Academic Dean’s Writing Development Initiative (WDI) is a discipline-based writing program that supports departments in enhancing writing components in their courses. Typically, proposals to the WDI involve a combination of extra writing assignments, additional instruction in disciplinary writing practices, and enhanced formative feedback on assignments. In 2014-2015, 23 courses were offered, reaching over 6000 students.

To support the writing initiatives, RGASC works closely with TAs. At the start of each term, it offers 12 hour Writing TA Training Sessions, at which TAs (and instructors who wish to attend) learn about the benefits of enhanced focus on disciplinarily relevant aspects of writing in their courses, and are given tools for, and training in, creating writing-focused environments. The RGASC also offers guidance to faculty and instructors for course or assignment design and writing pedagogy. In 2014-2015 RGASC directly contributed to the integration and execution of writing-based tasks in 35 courses in 12 departments.
Numeracy and Critical Reasoning

RGASC’s support for numeracy skills encompasses not only the development of basic mathematical competencies but also the enhancement of critical reasoning skills that are the foundation of numerical literacy. Faculty members at RGASC have developed a Graded Response Methodology (GRM) to accurately gauge an individual’s propensity for critical thought. Activities based on the GRM have been applied in 9 courses in four departments, mainly in the sciences. RGASC’s work on numeracy support has encouraged collaborative research efforts between RGASC and disciplinary faculty.

In addition to its areas of focus with respect to student skill development, RGASC offers a number of specific programs aimed at supporting student learning. It has an intensive schedule of 1-1 meetings, course-specific drop-in sessions focused on specific assignments, presentations and workshops in classes, and integration in special events. In 2014-2015, RGASC ran 38 drop-in consulting sessions and 54 presentations or workshops, some in large classes with size-appropriate approaches such as the use of iClickers to increase engagement, guide discussion and ensure comprehension.

Peer Facilitated Study Groups (FSGs)

Facilitated Study Groups are a non-remedial approach to learning enrichment using peer-led study groups to develop academic skills while studying discipline-related material. FSGs are offered in support of courses in which there is active collaboration between the instructor and RGASC. Participation is voluntary and open to all students in the course. Sessions are peer-facilitated by upper-year volunteer students approved by the course instructor and intensively trained by RGASC. Unlike similar programs across North America, the RGASC Peer Facilitated Study Group Program has the dual mandate not only to support the development of academic skills in new learners, but also to provide an experiential learning opportunity to senior students. Both facilitators and attendees give very positive feedback. RGASC is a leading innovator in the area of supporting volunteer FSG leaders, and has developed extensive training and portfolio programs. In 2013-2014, attendance in FSGs reached 7225 total participants in 933 sessions, representing 2328 unique students in 29 courses. In 2013-2014, there were 165 facilitators; in 2014-2015, this increased to 210 facilitators in 35 courses.

Exam Jam

Since the fall of 2013 UTM has offered a UTM-wide Exam Jam during every Fall and Winter Study Break period. Student Affairs and utmONE run the event. It provides opportunities for faculty-led intensive study sessions interspersed with opportunities to
engage in activities that manage or reduce stress. In addition the University of Toronto Mississauga Students’ Union (UTMSU) distribute regular exam and midterm destressor kits, and hold social events with free nutritious food to ensure that students are taking care of their well-being while studying. These supports for students taking exams seek to establish healthy and productive study habits for students during exam time. During the 2014-15 Exam Jam events, faculty-led review sessions were held for 105 courses representing 14 of the 16 departments on campus. Attendance for the review sessions was 4,778 students. 87% of participating faculty members agreed that Exam Jam is an effective means of helping students prepare for exams. 96% of participating students agreed that Exam Jam makes them feel like the University cares about their success.

Program for Accessing Research Training (P.A.R.T.)

P.A.R.T. is a research-training program available to all UTM students aimed at providing students with an exposure to the world of research, through skills development and conceptual discussion. Students may attend any of twelve distinct training modules. 113 students completed at least one P.A.R.T. module in 2013-2014 and 156 students participated in 2014-2015. Workshops include topics such as ethics, lab protocols, statistical analysis, and conducting interviews. Looking forward, we intend to standardize the curriculum and create a base set of materials to support each workshop.

Preparation to Launch

Preparation to Launch is offered by RGASC and our Career Centre to serve senior students preparing for graduate school, professional schools or the next phase of their careers. The program provides face-to-face consultations and workshops particularly important for senior students including: Case Writing, Presentation Skills, Professional Writing, Persuasive Writing in Business, Critical Reviews of Research in the Social Sciences, and Research Ethics. From 2010-11 to 2014-15, Preparation to Launch has seen an increase in both individual appointments (from 48 to 79) and workshop attendance (from 114 to 129).

2.7 Supports for International Students and for International Opportunities

In addition to the supports described above, UTM offers activities aimed specifically at international students. For instance, our Career Centre provides job search workshops specifically tailored for international students. There are three supports aimed specifically or principally at international students. These are ACE@UTM, English Language Enrichment activities, and the range of activities provided by our UTM International Education Centre (IEC). In addition, our IEC, in partnership with the Office of the Academic
Dean and our academic departments, supports inbound exchange students and UTM students seeking international opportunities.

**ACE@UTM: Academic Culture and English**

ACE@UTM, a partnership between the Office of the Registrar and the U of T School of Continuing Studies, began in 2011 with 52 students. It is designed for students admitted to UTM who require additional English language skills training and familiarity with the academic culture and conventions of U of T. Completion of ACE@UTM, while typically a condition of an offer of admission, is also available to other UTM students. Students requiring a more intensive program participate in the summer program (with 240 hours of instruction over 8 weeks). Students with higher English language proficiency may enrol in part-time studies while participating in the fall-winter ACE@UTM program (offering 96 hours of English language instruction over 24 weeks). The Summer 2014 session of ACE@UTM enrolled 253 students, and the Fall-Winter (2014-15) session 216. The overwhelming majority succeed and proceed to full-time study at UTM.

**English Language Enrichment**

The international student population at UTM has grown substantially in the self-study period and in 2014 a faculty member was hired (within RGASC) to focus solely on English language enrichment (ELE) beginning with a survey of the current state of affairs. The survey identified challenges faced by international students and other English Language Learners (ELLs) at UTM, and has led to programs that offer a high level of support for these students, particularly first-year students and students participating in bridging or exchange programs (e.g., Science Without Borders students from Brazil).

To assist students with ELL needs, RGASC is partnering with the IEC. Customized workshops (such as the Communication Café) and activities (including grammar, writing, and speaking activities) have been developed to help ELL students. In addition, RGASC will work collaboratively with the Office of the Registrar to identify students who require support beyond that provided by ACE. In 2014-2015, RGASC provided in-class information sessions, in-class workshops, and dedicated language support in selected first-year classes with a high percentage of ELL students. As the international and ELL populations are not equally distributed, a challenge has been to provide material that is applicable to both the ELL students and native speakers of English. Academic integrity has become an area of focus for ELE instruction. Understanding cultural differences in standards of academic integrity and learning to adapt to Canadian standards can be a challenge for some international students. The RGASC supports these students by offering both online resources and face-to-face consultations.
International Education Centre (IEC)

The IEC has two primary missions, supporting international students at UTM (both continuing students and those here on exchange programs) and promoting and supporting international opportunities to students at UTM. In addition to offering Orientation activities to international students, described above, the IEC offers a range of services and activities including advice regarding immigration and the cultural transition to study in Canada, drop-in advising sessions on a wide range of topics, and Global Connections, a program that brings together international and domestic students in social activities facilitated by senior peer students. The IEC also offers opportunities for international students to practice their English language skills in a non-academic context.

In the spring of 2015, UTM hired a Global Mobility Coordinator to support the IEC and the Assistant Dean, Students & International Initiatives. UTM has 117 partner institutions in 37 countries for student-exchanges and yet very few UTM students participate in international exchanges. We have identified several barriers to student participation: students are often misinformed about costs involved (students pay their regular UTM tuition and fees, and both central and UTM funding is available to support the costs of international travel) and they are concerned that study abroad will lengthen their time to completion of their degrees (whereas course equivalencies can be identified in advance of the exchange). By working with faculty and staff in our academic departments, we propose to identify a limited number of international partners for each area and streamline the process of identifying how study or research abroad can fit into a student’s program and degree requirements.

Recent efforts have allowed UTM to increase our students’ participation in international learning experiences. Throughout the self-study period, participation in the centrally organized Summer Abroad program (offering students the ability to take credits from U of T professors abroad) has been relatively consistent (at around 200 students annually). We also typically have around 20 students annually in the Study in Florence program offered by UTM’s Language Studies Department. However, our outbound exchange students were low until 2014-15 (moving from an average of 8 to 30). We hope our new strategy will significantly increase UTM students’ participation in international opportunities. UTM is unique at U of T in accepting international exchange students into our summer ROP, enabling UTM students to access such research opportunities with our partners abroad. UTM is also able to guarantee residence accommodations for incoming international exchange students.
2.8 Supports for Pedagogical Skill Development

Supports for development of pedagogical skill are available both centrally and at UTM. The Centre for Teaching Support and Innovation (CTSI) located on the St. George campus has a mandate to support teaching and learning for all U of T teaching staff and teaching assistants. Faculty can participate in workshops such as Promoting Academic Integrity, Establishment of Learning Outcomes, and Grading and Assessment. Seminars and events focused on teaching, learning and pedagogical issues are available to faculty and graduate students. In addition, CTSI collaborates with RGASC and the Centre for Teaching and Learning (at UTSC) to provide opportunities for UTM faculty such as the 2013 Course Design Institute held at UTM.

UTM faculty have enjoyed considerable success over the years in the competitions for funding from the Provost’s Instructional Technology Innovation Fund (ITIF), and more recently in the competition for Early Career Teaching Awards and Teaching Fellowships. Four of the former were awarded across all divisions of U of T, with two going to UTM faculty members. Two of the latter were awarded across U of T, with one going to UTM.

At UTM, the primary supports for pedagogical development are RGASC, the UTM Library, and Instructional Technologies. Funding for pedagogical research is available from the Office of the Academic Dean. The Library is particularly active in instructional technology. They offered over a dozen departmental training sessions for our learning management system (Blackboard) in 2014-15 and sponsored a series of Instructional Technology seminars such as: Assignment Submission Alternatives, and Using Twitter in the Classroom.

In a typical year, the RGASC educational developer provides over 150 individual consultations with faculty, and other faculty members at RGASC work collaboratively with faculty about issues in their focus areas (writing skills, numeracy skills, English Language enhancement). RGASC supports a range of faculty needs, including development of new courses and course redesign, syllabus design, alignment of assignments and course outcomes, micro-teaching, and adoption of new pedagogical approaches that align with course or program goals (such as problem-based learning or team-based learning). RGASC also supports UTM’s Teaching Learning Collaboration group, which offers 3-4 events per term. RGASC provides consultation and ongoing support for departments seeking to align their learning expectations with the Undergraduate Degree Level Expectations; it also consults with faculty as part of their curriculum mapping process. Similarly, RGASC works with graduate programs in their analysis of the Graduate Degree Level Expectations as they apply to their programs.
RGASC works collaboratively with librarians and Information and Instructional Technology Services (IITS) to support instructors experimenting with new technologies or pedagogies. In particular, while funding and support for online initiatives is provided centrally, RGASC assists with developing funding proposals and provides educational development resources to successful projects. In the past three years, RGASC has been involved in projects that produced online learning resources in multiple departments, has developed an online laboratory environment to replace physical labs, and has evaluated the impact of online learning resources on hybrid courses.

RGASC is also deeply involved with development of Active Learning Classrooms (ALCs) on the UTM campus. ALCs are learning spaces designed to encourage interaction and peer work. Typically, ALC rooms de-emphasize the “front” of the room and provide technologies, including A/V support, to support group work and class-wide discussion. Two prototype ALC rooms were put into service in winter 2015. A team composed of librarians and RGASC staff works directly with instructors to support the redesign and deployment of courses intended for the ALC setting. The same team has conducted observations of classes delivered in the room with the goals of documenting how students engage with active learning pedagogies in the room, identifying needs related to supporting teaching and learning in ALCs, and evaluating the impact of the ALCs on student learning and the student experience.

In the winter of 2015, the Academic Dean introduced a Teaching Development Travel Grant to support travel to present at a teaching-themed conference (e.g. Society for Teaching and Learning in Higher Education) or teaching symposium within a discipline-based conference. The fund also supports presentation at discipline-based conferences that directly connect to teaching and reimburses up to a maximum of $500 annually per applicant. Those who receive these grants are encouraged to present their work to an audience at UTM.

2.9 Academic Integrity and Discipline at UTM

Academic integrity and discipline cases are serious, confidential and complex. Currently, the management of academic integrity cases at UTM is the responsibility of the Manager, Academic Integrity & Affairs, her staff, and 3 Dean’s Designates (current and retired faculty) who adjudicate the cases. The academic integrity portfolio includes providing support and advice to students, faculty and staff involved in resolving these cases. The unit reports to the Vice-Dean Undergraduate. Over the years we have consistently hired temporary staff to help prepare case files rather than hire a continuing appointee, as casework tends to intensify at certain times of the academic year, such as the end of each term and after exam periods. Given the volume of the case files we deal with,
the time it currently takes to get these cases resolved, and the small size of our staff in
continuing positions, going forward it will be important to ascertain whether a mix of part-
time continuous staff and part or full-time temporary staff might be a better solution to
coping with caseload demands. Since 2010-11, our caseload has remained steadily high,
averaging over 300 students per year whose cases end in an imposed sanction (September
– August). Our numbers are high for the size of our division, raising questions about
whether we need to do more to deter students from committing academic offences;
alternatively, it could be a sign that we are simply more vigilant in detecting and bringing
cases forward to the Dean's office. Cases are becoming increasingly complex as our
students are presenting with a variety of needs, most notably an increase in mental health
issues, as well as matters related to study permits and student visas for international
students. This requires us to devote a substantial amount of time to counselling students
and liaising with the UTM Health and Counselling Centre, Campus Police, Student Affairs,
the UTM International Education Centre and our lawyers. At times, it is also necessary for
us to seek help from external resources, such as Peel Regional Police and Credit Valley
Hospital.

In our current space configuration, only one staff member at a time can take on a
counselling role, without seeking bookable space or making use of temporarily vacant
office space in our Academic Dean's Office suite. Neither of our counterparts at FAS and
UTSC provides counselling (as this is referred to their registrar's office or health services).
It will be important to assess whether we should continue to provide the level of
counselling we currently offer, particularly as we seem to have a higher caseload than the
similarly sized UTSC campus (it is slightly smaller, but our case load is typically double).

The Academic Integrity staff members have been able to engage in proactive
measures to bring academic integrity concerns to students, faculty and staff. Some of our
most recent initiatives include a poster campaign, provision of cell phone bags at
examinations, making presentations at departmental meetings, presenting to incoming
students at Orientation Week and to our new international students in the Academic
Culture and English Program (ACE). The office also collaborates with the University of
Toronto Mississauga Student Union (UTMSU) and academic societies and clubs on campus
to promote academic integrity. UTMSU has a portfolio specific to University Affairs and
Academics that organizes events and campaigns promoting academic integrity and
supporting students charged with academic offences. In 2012 the Academic Dean's office
launched our Academic Integrity website as a resource for our students, staff, and faculty.
2.10 Measuring Student Quality and Demand

Measures of Student Demand

In 2010, UTM received 14,700 applications for undergraduate study. Students apply to categories of admission – some match up to particular departments or programs, while others apply to broad categories (such as Humanities, or Social Sciences). By 2014, our applications increased to 15,946. Applications to our business programs declined slightly (from 5422 to 5138), as did applications to Theatre and Drama, Humanities, Visual Studies and Psychology (in sum from 953 to 922). Applications to Life Sciences increased moderately (from 2005 to 2314) while applications to Communication, Culture, Information and Technology increased significantly (from 406 to 824) as did applications to Social Sciences (1863 to 2639), Chemical and Physical Sciences (315 to 581), Forensic Science (456 to 713), and, most dramatically, Computer Science, Math and Statistics (from 442 to 1069). As our Faculty of Education discontinued offering a bachelors degree in education, we had to phase out our Concurrent Teacher Education Program (CTEP), with a significant loss in applications (826).

Unsurprisingly, the number of first year students who enter UTM in various program areas has followed trends similar to those seen in applications: Humanities registrations have declined (from 288 to 194), Business registrations have declined from 830 to 775, Life Sciences registrations increased from 308 to 365, and Computer Science, Mathematics and Statistics registrations soared from 83 to 305. Registrations have not paralleled applications in Chemical and Physical Sciences (registrations have declined since 2010, although they have increased since 2011) and Psychology (registrations have increased very slightly).

In order to recruit students, the Office of the Registrar organizes the UTM presence at the Ontario Universities Fair (OUF) with over 150 faculty staff and student volunteers, the Fall and Spring Open house events on campus which attract up to 2500 visitors each year and visit schools in our local catchment, across Ontario and Canada. The available staff and resources limit international travel, but UTM registrarial staff members have visited Singapore, Hong Kong and China in recent years. Central U of T resources carry the UTM message internationally as well.

Measures of Student Quality

Student grades on admission (top six grade 12 university level credits including all
courses required for admission for a particular program) have improved on average. In 2010 first year students at UTM had an admission average of 81.4%. Each year since has seen a small increase, so that the admission average in 2014 was 82.7%. For students in the humanities, social sciences and sciences, the percentage of students with grades of 91 and above has increased, as have the percentages from 86 to 90 and 81 to 85 while the percentage with grades below 80 has fallen significantly. The same is true of students admitted to business programs (except that the increase has been in students with averages of 86 and above). No student is admitted to any UTM program with a high school average under 75%.

The number of registrants with entrance scholarships has increased dramatically, partly because of the increase in overall student quality, and partly because UTM made international students eligible for its own scholarships (awarded to students with entering averages above 88). In the fall of 2010, 281 of our students received entrance scholarships. In 2014, 641 received them, with 11.1% of humanities and social sciences students, 21.34% of science students, and 27.6% of business students receiving them.

Our second year retention rates have been stable in the self-study period (hovering between 91 and 91.4%, while the U of T first entry average has been between 91.2 and 92%). The cumulative grade point average of our graduating students (CGPA) has been relatively consistent in the humanities and social sciences since 2006 (2.62 to 2.64 in 2013-14), with a slight increase since 2010-11 (2.51). The CGPAs of our graduating business students has risen since 2006 (2.93), 2010 (2.94) to 2014 (3.11). The CGPAs of our graduating science students have also increased (from 2.73 in 2006, down to 2.68 in 2010 and up to 2.78 in 2014).

The UTM Registrar and Director of Enrolment Management gathers data to facilitate discussion and decisions related to measures of student quality and demand, and success in enrolment management. The Registrar chairs the UTM Strategic Enrolment Management (SEM) group that meets five times annually, sharing data around offers of admission and acceptances, enrolment targets, retention and graduation data, information about demographics and quality of the incoming class. The SEM group includes representation from each of our academic units, the offices of the Academic Dean and Dean of Students, CAO, and Office of Student Transition (OST).

Recognizing Student Success

Students with very strong academic performance are recognized on the Academic Dean’s List. They receive a letter of commendation from the Academic Dean if they have a CGPA of 3.5 or higher at the end of the academic session in which the fifth, 10th, 15th and
20th credit offered by the university has been passed. In addition, the Academic Dean recognizes student success with a series of awards, which provide $500 to the winners. The awards recognize excellent achievement in, respectively, excellence in: writing, research, creative activity, and experiential learning. Incoming scholarship students are celebrated at an event in the fall and graduating students are celebrated for their overall academic performance, by degree and by program, at an event in the spring. In addition to a central award ceremony, many of our academic units hold awards ceremonies for students in their programs, some at graduation and some throughout the academic year. Students who graduate with a CGPA GPA of 3.5 or above are described as graduates "With High Distinction." This achievement is noted on the diploma and transcript while students who graduate with a CGPA of 3.2 to 3.49 are described as graduates "With Distinction" with this achievement similarly noted on the diploma and transcript. The undergraduate student union (UTMSU) collaborates with the Office of the Registrar to annually recognize student success (combining academics with co-curricular and extracurricular engagement) with awards that are accompanied by funding. Student success is also recognized in admission scholarships (for incoming students) and in course scholarships (for continuing students). Admission scholarships are described above in the section on Student Quality and the funding provided in course scholarships is described below in Financial Aid.

**Graduation Rates**

One area where we have seen some improvement but still fall below the U of T first entry average is our six year graduation rates. The graduation rate for our 2000 cohort was a low of 62.6% (compared to the U of T average of 73.5%). The six-year graduation rate of the 2007 cohort was 67.7% (compared to the U of T average of 72.3%). While we are heartened by the improvement, which may be traced to factors such as earlier course registration dates for upper year students, improved incoming student quality (especially a reduction in students with entering averages of below 80%) and better academic advising, we need to do more in this area. We need to do more to understand and address the factors that are causing this trend, including changing the academic culture at UTM so that a four-year time frame becomes the norm, while recognizing the relative advantage of part-time study for students in some circumstances. This will be a priority for us over the coming years.

**2.11 Financial Aid**

UTM and U of T are committed to ensuring that admitted students are able to complete their studies with the appropriate funding support. In the U of T ‘Policy on Student Financial Support’ students are guaranteed access to the resources necessary to meet their individual needs as assessed by a common mechanism i.e., Ontario Student
Assistant Program (OSAP). We offer awards a variety of grants, bursaries, scholarships and awards based on students’ eligibility as well as access to financial counseling. Many of these opportunities are centrally funded but UTM also has some internally funded support for its students. For instance, our undergraduate student union (UTMSU) annually supplies funding to undergraduate students in need.

According to the 2011 U of T Facts and Figures Report, in 2010-11 UTM awarded 272 admission scholarships (valued at $418,782), 158 in-course scholarships (valued at $168,201), and 1,208 bursaries (valued at $3,834,131). In addition, 4,118 UTM (45% of our student body) students were recipients of OSAP (compared to 40% for U of T overall). 741 UTM students of the University of Toronto Advanced Planning for Student Program (UTAPS) a supplementary source of financial aid for students in assessed need. In 2013-14 (2014-15 data are not yet available), UTM awarded 681 admission scholarships (valued at $1,276,112), 213 in-course scholarships (valued at $268,857) and 1,172 bursaries (valued at $4,449,085). In addition, 5,164 UTM students were recipients of OSAP and 806 UTM students of UTAPS. Over the past four years, it is evident that there has been a significant increase in the amount of funding awarded to UTM students, particularly in admission scholarships, as discussed in the Measures of Student Quality section.

Nonetheless, funding available for student scholarships is considerably lower than it is in academic divisions with a longer history of fundraising, such as the Faculty of Arts and Science (FAS). If we compare our 2013 figures to those of University of Toronto Scarborough (UTSC) (a slightly smaller division), it offered 429 admission scholarships and the Faculty of Arts and Science (FAS) (a much larger division) offered 1541. Where UTM falls considerably behind the two other faculties of arts and science on a proportional basis is in our in-course scholarships. We offer 213 such scholarships in contrast with UTSC (527 in-course scholarships, although the total dollar value is only slightly greater than our $268,857) and FAS (3182 in course scholarships, with a total dollar value of $3,942,216). We also offer fewer bursaries to our students (1172 as opposed to 1522 at UTSC and 5538 at FAS). These differences are possibly a result of the more mature alumni base in the case of FAS, while UTSC and UTM were established within a few years of each other. In addition, some scholarships that are available to be awarded are not distributed and it will be important going forward to aim to ensure that all available funds are awarded to students.

Data about student eligibility for Ontario government assistance (OSAP) loans and grants) indicates that UTM students have on average greater financial need than their FAS counterparts, and less need than their counterparts at UTSC. 65% of UTSC students are eligible for OSAP, compared to 52% of UTM students and 46% of FAS students. UTM has 806 students receiving financial aid supplementary to OSAP (compared to 919 at UTSC and 1771 at FAS).
2.12 Measures of Student Satisfaction

Surveys

The National Survey of Student Engagement (NSSE) was launched in 2000 by a research team at Indiana University-Bloomington to measure the effectiveness of educational practices linked to learning (personal development, persistence, graduation) and the extent to which students engage in these practices (how students spend their time and energy, what they feel they gain from interactions with faculty and staff). First-year and senior year undergraduates from U of T participate in the survey, which is administered to similar cohorts across all Canadian peer institutions. NSSE results from 2011 and 2014 have provided valuable data that highlight the strengths of UTM and U of T as well as areas for improvement. The 2011 survey included 2,140 first and senior year students’ respondents from UTM and the 2014 survey included 2,042 first and senior year students’ respondents from UTM.

Changes in the survey design and questions between 2011 and 2014 make comparisons problematic but what follows is a summary of the highlights of each. In 2011, the top three items first year UTM students believed were important to address inside the classroom were: to improve the quality of teaching assistants (32%); increase the number or variety of course offerings in their major (31%); and ensure a better fit between course content, assignments and tests/exams (30%). In 2014, first year UTM students continued to wish for a better fit between course content, assignments and tests (33.2%) and improvement in the quality of teaching assistants (27.2%). Instead of identifying the number or variety of program courses as a major concern, they now identified a need to improve course instruction by professors (25.2%). In the fall of 2014, U of T introduced new requirements for teaching assistants to be trained with respect to the particular roles they are undertaking. U of T and UTM make a number of opportunities available for teaching assistants to receive additional training and skills development. Those initiatives, and supports for pedagogical skill development more broadly, are discussed in Supports for Pedagogical Skill Development.

In 2011, the top three items senior UTM students believed were important to address inside the classroom were: to increase the number or variety of course offerings in their major (41%); improve the quality of classrooms/lecture halls (27%); and improve the quality of course instruction by professors (25%). In 2014, senior students continued to desire an increase the number or variety of course offerings in their major (35%) and an improvement in the quality of course instruction by professors (28.6%); but were more satisfied with the quality of classrooms and instead wished to see a better fit between
course content, assignments and tests (28.4%) and improvement in the quality of teaching assistants (22.2%). While we are pleased that the construction of new classrooms has improved student satisfaction, we are disappointed that measures undertaken to improve teaching have not demonstrated more impact.

In 2011, the top items both first year and senior year UTM students believed were important to address outside the classroom were: to improve the quality and availability of study spaces; expand and/or improve the quality of academic support services (study skills, writing/math skills, etc.); increase contact with professor outside the classroom (first year); and provide students with more opportunities to undertake research with faculty (senior year). In 2014, both student groups had very similar concerns, identifying a wish to improve the quality/availability of study spaces; expand and/or improve the quality of academic support services; and provide students with more opportunities to undertake research with faculty.

Provision of adequate study space has continued to be challenging in light of significant enrolment growth. Both formal and informal study space is included in all space programs for new capital construction and wherever possible, in major renovations. Group study rooms have been very popular and heavily used. Conversion of existing space has also proved helpful. For example, the library has been able to redirect space used for other purposes to study space. Retrofitting appropriate-but-lesser-used “public” areas has allowed us to increase informal study spaces by adding furniture clusters and power outlets in existing buildings. Since 2010, there has been a net increase of almost 2,000 formal and informal study spaces across UTM; much of it added in the last two years.

The majority of the responses in 2011 across the benchmarks were similar to other universities but UTM and U of T had slightly higher scores in the Level of Academic Challenge benchmark compared to all Ontario universities. Conversely, the Supportive Campus Environment (quality of interactions and supportive environment) benchmark scores were slightly lower for UTM and U of T compared to our U15 peer institutions. We know that our Exam Jam has been very positively received by students (with respect to a supportive campus environment), and continue to strive for improvements in this area, in part by making additional investments in our RGASC.

Course Evaluations

In fall 2012, U of T implemented a new online course evaluation system to replace the use of our former Student Opinion Surveys (SOS) that were completed manually in class and had a standard set of questions that were not supplemented by departments and instructors. While the feedback is helpful for instructors and their teaching development,
these evaluations also help assess teaching and curriculum across the division. The new online course evaluation framework allows for inclusion of the mandatory U of T core questions as well as questions that are selected by the department and the instructor, with responses to the latter only available to the instructor. The UTM average has been between 3.5 and 4.0 out of 5 and above for each of the core institutional questions below, with most scores closer to or at 4.0.

Since the surveys are different in both form and content, results cannot be compared. However, response rates are similar, with an overall response rate for UTM of 40-45% on both types of survey, albeit with wide variation in the response rates for particular courses. The undergraduate student union (UTMSU) is exploring ways of increasing student response rates by reinstating the “Anti-Calendar” which compiles and publicly displays all available statistics provided through course evaluations. This is intended to increase student incentives to provide responses. In addition, UTM instructors with high response rates are encouraged to share their practices with their colleagues, posters are directed to students to make their voice heard, and UTM has circulated suggested practices, such as identifying improvements undertaken in courses in response to past feedback, for instructors to use to increase response rates. Finally, central university administration continues to explore means to increase participation. Below is a snapshot of the student feedback UTM received based on the core institutional questions (for fall and winter terms of 2013-14 and 2014-15): On a five point scale (with 1 being low and 5 being high, here is how UTM undergraduate courses were rated on the following questions.

1. I found the course intellectually stimulating (3.8 for each session).
2. The course provided me with a deeper understanding of the subject matter (3.9 Fall 2013, 3.9 Winter 2014, 4.0 Fall 2014 and 4.0 Winter 2015)
3. The instructor created a course atmosphere that was conducive to my learning (3.9, 4.0, 4.0, 4.0)
4. Course projects, assignments, tests and/or exams improved my understanding of the course material (3.7, 3.8, 3.8, 3.8)
5. Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material (3.8, 3.8, 3.8, 3.8)
Overall institutional composite score (3.8, 3.9, 3.9, 3.9)
6. Overall the quality of my learning experience in this course was (3.5, 3.6, 3.6, 3.6)
3. Graduate Education

As previously mentioned in the Overview, UTM faculty members are involved in two types of graduate education. First, they serve as primary supervisors (and supervisory committee members) of research stream masters and doctoral students enrolled in graduate units (which are normally tri-campus with administrative offices on the downtown campus). Each tenure stream faculty member whose primary appointment is at UTM is appointed to a graduate unit, and teaches and supervises research stream graduate students enrolled in it. In some departments, the primary locus of graduate supervision is UTM; in others (the majority) it is downtown. Second our faculty members teach professional stream masters students enrolled in programs, offered, with one exception by our Institute for Management & Innovation (IMI). The exception is the Master of Science in Biomedical Communications. The Institute of Medical Science, part of U of T’s Faculty of Medicine, offers this program, although it is hosted by and administered at UTM.

The University of Toronto Mississauga Association of Graduate Students (UTMAGS) is the graduate student council, a self-governing body of graduate students with a mandate to serve the needs of all masters and doctoral students who spend the majority of their academic time at UTM. With funding provided by the Office of the Academic Dean and by the University of Toronto Graduate Students Union, UTMAGS offers social and instructional activities that enhance the graduate experience at UTM. Activities include an orientation for new students, the annual graduate student research colloquium day and three-minute thesis competition day. Graduate students at UTM are represented on departmental and campus committees, including search committees. The Vice Dean Graduate (VDG) and many departments at UTM make use of Graduate Expansion Funds to enhance the UTM graduate experience both at the departmental and the campus level. For example, a new Graduate Student Lounge is currently under construction, slated to open in September 2015.

Graduate students supervised by UTM faculty whose main research activity is based at UTM can choose to affiliate officially with UTM, and take advantage of the support and facilities available on the UTM campus to them and to UTM’s professional masters students. Like all graduate students across U of T, UTM affiliated graduate students are eligible for all tri-campus services (such as athletics and recreational facilities, career, computing, health and counseling and library services). In addition, graduate students who affiliate with UTM receive free shuttle transportation between UTM and the downtown campus, additional UTM Library services (bookable study rooms, workshops and research consultations, graduate student poster prizes) and eligibility to apply for graduate student research and leadership awards. Research stream graduate students supervised by UTM faculty have
access to funding provided in some cases by departments and by the VDG for travel twice annually to conferences and meetings for the presentations of papers or posters.

UTM graduate students receive priority consideration for UTM on-campus residences, eligibility for grants for users of the UTM Early Learning Centre, and membership in UTMAGS with access to their activities and services. RGASC supports their skill development, and they may access TA training and pedagogical skill development opportunities both at UTM and downtown. While extensive skills development opportunities are available, participation by graduate students in sessions offered has not been high. Recent progress has been made in concert with UTMAGS and is encouraging. The Career Centre provides tailored workshops and web resources to support all UTM graduate students, developed in consultation with UTMAGS; as well as specialized workshops and individual appointments for students in several of our professional masters programs to prepare them for their internship or culminating project.

UTM faculty members in many of our academic units (Economics, English and Drama, Institute of Communication, Culture, Information and Technology, Management, Philosophy, Political Science, Visual Studies and most of the faculty in Historical Studies, Mathematical and Computational Sciences and Sociology), supervise their graduate students at the St. George campus. The advantage provided by this approach is concentration of graduate training and the creation of critical mass in one location. The students of these faculty members normally do not affiliate with the UTM campus, and conduct most of their research either off campus or at St. George. However, most of these graduate students interact with UTM undergraduates in various roles, including as teaching assistants, providing an enriched experience for the UTM student community. UTM faculty members in other departments (Anthropology, Biology, Chemical and Physical Sciences, Geography, Psychology, as well as some faculty in Historical Studies, Mathematical and Computational Sciences, and Sociology) have some or all of their graduate students affiliated with UTM. At the same time, these UTM affiliated graduate students continue to have a strong connection to their tri-campus graduate departments.

The last five years have seen a healthy increase in UTM affiliated graduate students due mainly to the increase in faculty complement and the career development of outstanding academics at UTM. However, the majority of graduate students supervised by UTM faculty in our tri-campus research stream programs continue to affiliate with the downtown campus. While there is a gradual but steady recognition that there are advantages in being affiliated with UTM, these advantages primarily obtain when graduate courses are offered on our campus and/or graduate students work in research laboratories on our campus. Increased campus affiliation is expected to continue as we put greater
effort into enhancing the overall graduate experience on the UTM campus. Thus, we have seen a steady increase of graduate stream masters and doctoral students at UTM from 187 in 2010 to 233 in 2014 across all disciplines. The number of graduate students who affiliate with our campus remains, however, only a small proportion of the number of graduate students supervised by UTM faculty.

Professional masters students are our largest community of graduate students at UTM, growing from 304 students in 2010-11 to 347 in 2014-15 in six graduate programs: the Master of Biotechnology (MBiotech), Master of Management of Innovation (MMI), Master of Management & Professional Accounting (MMPA), the recently established Master of Science in Sustainability Management (MScSM), Master of Science in Biomedical Communications (MScBMC), and Diploma in Investigative & Forensic Accounting (DIFA). Previously, the UTM Professional Graduate Programs Centre (PGPC) offered four of these six programs. The purpose of the PGPC, established in 2007, was to serve as an administrative and academic unit for the professional graduate master and diploma programs at UTM. However, with the establishment of IMI, the PGPC has been replaced by this cross-disciplinary institute, and is therefore no longer needed. The MScBMC is supported by IMI but continues to be offered by the Institute of Medical Science, as discussed below while the other programs are all offered by IMI. UTM’s graduate professional programs continue to evolve to ensure that the quality of training remains cutting edge. Enrolment in some these programs, particular the MMPA and MBiotech has steadily increased in the last five years. As part of the evolution of our programs, the DIFA program is being phased out and we plan to replace it with an eagerly awaited Master of Forensic Accounting (MFAcc). This new 2-year program is now going through governance, and will reflect the advanced level and complexity of the learning experience.

The Master of Biotechnology (MBiotech) is a 24-month program offering science, business, and hybrid courses, complemented by an industry internship (of up to a year) that provides direct and advanced professional experience, predominantly in the biotechnology and biopharmaceutical sectors. The curriculum is tailored to meet the evolving needs of industry and students, with faculty drawn from the Departments of Biology, CPS, and Management. MBiotech makes frequent use of guest lecturers from the biotechnology sector, including individuals from government, public and private companies, and other U of T faculty. It puts a strong focus on teamwork and communication skills. Its success and current enrollment of 80 students owe much to strong relationships with pharmaceutical and biotechnology companies clustered in the western Greater Toronto Area (GTA). In the self-study period new electives and independent study courses were added as well as an additional science credit, and an overhaul of Biotech and Agriculture. It intends to maintain a strong relationship with pharmaceutical and therapeutics focused industries while branching into medical device industries (digital
health) over the next 2-3 years, via a new stream consisting of 16 students in the first year.

The Master of Management of Innovation (MMI) is designed for students with a background in science or engineering who are interested in business careers or at management level positions in technology focused organizations. The program has a 12-month full-time structure consisting of an intensive 8-month set of courses in management, economics, four electives, and a 4-month long experiential term (the Capstone Project). The curriculum provides a strong foundation in economic analysis, technology management, business strategy, finance, accounting and marketing, and policy in an interactive learning environment with maximum student-faculty interaction. The Capstone Project is used to create a solution for a real problem faced by a company or a non-profit organization. Total applications increased steadily to 146 in 2015. The MMI, with current enrollment of 24 students, has developed a strong reputation, and the academic level of the course offerings is comparable to the level of MBA courses in top-10 international business schools. MMI graduates in recent years have gone on to pursue a diverse set of careers that include management careers in pharmaceutical and health sectors, management consulting, financial institutions, telecommunication companies.

The Master of Management & Professional Accounting (MMPA) offers a combination of management and professional accounting courses within five academic terms and two co-op work terms spread over a period of 27 months. Advanced standing is possible for applicants who have taken corresponding university courses and, students may also apply for admission to the 24-month or the 12-month MMPA programs. Students gain co-operative educational experience to apply concepts to real-life situations and provide valuable training for future employment. The MMPA Program pays particular attention to the integration of academic and professional learning, and to the development of professional abilities, including oral and written communication, cognitive learning, and problem solving on individual and team bases. MMPA has had 100% success rate for placement of its students in co-op terms. Last year, it received over 400 applications from students from all over the world, and expects to start a class of 85 in the combined 27- and 24-month program. The 12-month MMPA Program will be restricted to a maximum class size of 45 in the future. More than 50% of MMPA students are women.

The Master of Science in Biomedical Communications (MScBMC) is one of only four accredited programs of its kind and is unique in Canada. It is a two-year interdisciplinary program that prepares students for careers in the visual communication of science, with a particular focus on complex biomedical topics, to a range of audiences, including those with little previous information about the topic. The program is offered through the Institute of Medical Science in U of T’s Faculty of Medicine, but is administered and supported by UTM. The program typically admits 16 students per year. Its faculty
members are appointed to UTM’s Department of Biology and its director is a UTM faculty member. Students take courses at UTM with a focus in their second year on either biomedical media design or biomedical visualization design and have access to gross anatomy and surgical procedures through the Faculty of Medicine. All students complete a major research project. MSCBMC does not involve an internship but has an excellent placement rate. The Commission on Accreditation of Allied Health Educational Programs accredited it most recently in 2014.

**The Master of Science in Sustainability Management (MScSM)** was developed and launched in the self-study period, enrolling its first cohort of students in 2014. It is a 20 month program designed for individuals interested in management careers in sustainability-related divisions and organizations, and fulfills a need for post-secondary graduates who have management and science competencies and also know how to apply integrative thinking to management. The curriculum is developed in an integrated way, and each course includes topics that touch both science and business, with all taught through the lens of sustainability. Graduates will be equipped to make leading contributions and lasting advances in sustainability management by integrating and balancing environmental, social or economic issues. Its first summer has seen 100% success in internship placements, with 55% of students placed in roles created specifically for the program and 70% in paid positions. Placements are in education, non-profit, public service, and private companies, including start-ups, mid-sized, consulting and large corporations. Student enrolment was 27 students in the initial year with one third of them international.

**Canadian Graduate and Professional Student Survey (CGPSS)**

Overall, results from the 2013 CGPSS survey have not changed drastically from those in 2010. Most graduate students are pleased with their academic program experience - 91% rated their overall experience as ‘Excellent’, ‘Very Good’, or ‘Good’. Over three quarters (78%) of respondents reported that they would definitely or probably choose the same university if they were to start graduate or professional careers again. In evaluating their program, quality of interactions and coursework, students show the highest levels of satisfaction with the intellectual quality of faculty members and their fellow students. On the whole, levels of participation and satisfaction for professional master’s students with their professional skills development activities were higher than those observed for doctoral stream students. Professional master’s students were most satisfied with the opportunities for contact with practicing professionals (81.0%) and opportunities for internships, practicums, and experiential learning (72%). As with doctoral stream students, they were least satisfied with the information they received about career options (64%).
Doctoral stream students’ participation in conducting independent research continues to be strong. Of the 94% who responded that they conducted research since the start of their graduate program, 79.5% rated the experience positively. On an array of questions regarding behaviours of their thesis advisors, doctoral students report levels of satisfaction consistently above 80%; thesis advisors’ ability to advocate for their students and to provide constructive feedback on their work received particularly high ratings.

Over one third of respondents report no education-related debt. Library facilities remain the highest rated university resource in terms of use and satisfaction. Food services still receive the lowest rating in terms of satisfaction. Work and financial commitments is considered to be a major obstacle by 30% of respondents. Overall, our graduate students report high levels of satisfaction with their academic experience, their overall experience and their graduate programs, and lower levels of satisfaction with their student life experience.
4. Research

The Office of the Vice-Principal Research (VPR) provides strategic support for research at UTM. The mandate of the VPR is to enhance, facilitate, and promote research activities of UTM faculty, staff, and students. The VPR interacts closely with the Academic Dean on matters including faculty hiring, start-up funding, and the research activities of graduate and undergraduate students. The UTM Library is also a significant partner in support of student and faculty research. Clearly our academic units and faculty, working individually or collaboratively, are the driving force behind research activities at UTM. The research of our faculty impacts most obviously on our research stream graduate students, who work in their labs, serve as paid research assistants, and complete theses under their supervision. Faculty research also impacts our professional masters students, whose curriculum is informed by latest developments in the fields. Undergraduate curricula are shaped by discipline based and interdisciplinary research and the delivery of our courses is improved by faculty members’ pedagogical research. In addition, undergraduates work as paid research assistants, volunteers in labs, get course credit for assisting with faculty research in the ROP, and work on their own research projects in independent study courses, thesis courses, and other research intensive courses.

In the self-study period, the VPR articulated three priorities to support research at UTM: (1) help UTM researchers be competitive on the national and international stage, (2) promote a culture of research excellence at UTM and (3) engage in UTM researchers’ communication, outreach, and partnerships. The next few paragraphs describe initiatives undertaken to enhance these priorities.

UTM Research Council (UTM-RC)

The UTM Research Council is a forum, composed of UTM faculty members and a representative from the UTM library. The council acts as an advisory body supporting the VPR in promoting and facilitating research, scholarship, and creative activity at UTM. The UTM-RC provides (1) an opportunity for discussion of a range of topics related to research and scholarship at UTM; (2) functions as a venue to discuss and communicate appropriate information, policies, and procedures from the University of Toronto Office of the Vice-President, Research and Innovation to UTM departments; and (3) adjudicates internal research awards, and other research-related competitions administered by the Office of the VPR.
Internal Research Funding Competitions

In order to enhance research activity and competiveness, the VPR established a suite of internal funding opportunities for UTM faculty. These are a (1) Research and Scholarly Activity Fund, (2) Outreach, Conference and Colloquia Fund and (3) Research Planning Grants. The former supports direct costs of research and scholarly activity to improve the competitiveness of UTM faculty external grant applications, with an emphasis on Tri-Council grant applications, including collaborative and strategic grants. Bi-annually, proposals are reviewed by the UTM-RC and top-ranked applications are selected for funding. In the past two academic years, 38 projects have been funded, with total funding of almost $350,000. The Outreach fund provides financial support to organize conferences, colloquia, or other outreach activities that enhances the research profile of UTM. In the past two academic years, 15 proposals have been funded, with total funding of approximately $22,000. Research Planning Grants support the planning and development of major research, partnership, and infrastructure applications. They provide support for UTM researchers to plan meetings that bring together a team of researchers and partners to develop major grant proposals (such as CFI Infrastructure Fund, Networks of Centre of Excellence, SSHRC or NSERC Strategic Partnerships, Global Challenge Awards).

UTM/Jackman Humanities Institute Annual Seminar

The Annual Seminar is a yearlong undertaking jointly sponsored by UTM and the Jackman Humanities Institute. It aims to create an intellectual community that addresses a topic of broad appeal and lends itself to wider community engagement. It was introduced in the spring of 2015, in part in response to a low rate of success for humanities scholars in competitions for UTM internal research funding. The seminar will organize public events surrounding its activity, which may include readings, symposia, debates, exhibitions, or screenings linked to the theme and a Distinguished Lecture related to the theme. UTM will be the site of the Seminar activity, including the Distinguished Lecture.

University of Toronto Mississauga Working Groups

Scholarly working groups work towards common scholarly and research goals identified with a specific topic. Whereas the Annual Seminar is meant to be expansive, the Working Groups are intended to tackle specific topics of interest. Activities of the working group may include but are not limited to readings and discussion of papers; field trips to collections or archives; collaborative research, publication, or grant applications; or hosting distinguished visitors. Interdisciplinary or discipline specific proposals are welcomed. The UTM campus will be the host site of activity for the Working Group, but some events may
be held at other locations if appropriate. This program was introduced in the spring of 2015.

Celebrations of UTM Research

The VPR works with partners to celebrate UTM research and researchers. These measures include the following. (1) Annual Research Excellence Award and Lectureship. This award recognizes outstanding achievement in research and scholarly activity by at UTM faculty member. Beginning in 2014, the winner of the award is invited to deliver a public lecture followed by a reception. (2) The VPR and Vice Dean Graduate co-host the annual Graduate Research Excellence Celebration, which recognizes and celebrates the research of UTM’s graduate students, who present work via talks and posters. (3) The annual Celebration of Books is co-hosted by the VPR and the UTM Library and honours UTM authors who have recently authored or edited a book.

Canada Research Chairs

UTM is currently home to five Canada Research Chairs (CRCs). An associate professor in the Department of Psychology is a CRC Tier II in Spoken Language Acquisition. An assistant professor in the Department of Biology holds a CRC Tier II in Molecular Genetics of Biological Clocks. An associate professor in the Department of Chemical & Physical Sciences, received a CRC Tier II in Medicinal Chemistry. A professor in the Department of Philosophy holds a CRC Tier I in the Philosophy of Perception. A Biology professor holds a Tier I CRC in Mechanisms and Features of Social Behaviour. In addition to these five CRCs, UTM has nominated two more faculty members, one in Biology and one in Psychology, both for Tier II CRCs.

UTM Research Metrics

Research funding for UTM faculty from all sources is currently over $10 million per year (increasing from $8,269,402 in 2010 to $10,672,561 in 2015). The federal Tri-Councils are by far the biggest source of research funds. Funding from all three councils has increased over the time period (ranging from $5,066,928 in 2010 to $6,498,884 in 2015). NSERC provides the greatest level of research support to UTM, followed by SSHRC, and CIHR. The upward trend in CIHR funding (from $691,873 in 2010 to $1,798,576 in 2015) reflects recent faculty hiring in CIHR eligible research areas. Throughout the self-study period funding from CRCs was steady, funding from the Canada Foundation for Innovation increased slightly (from $465,900 to $541,421) and funding from Tri-Councils increased.

The success rates of UTM faculty in Tri-council funding is above national success rates and similar to that of U of T as a whole. For instance, in 2010 the success rate for
SSHRC for UTM faculty was 63.4% compared to 57.1% for U of T as a whole, and 37% nationally. In 2015, the success rate for UTM faculty in the Insight Grant competition was 44.1% compared to 41.1% for U of T and 23.4% nationally. In the same time period, the NSERC success rate for UTM (in 2010) was 82.6% compared to 72.1% and 57.7% whereas in 2015 the success rate for UTM was 81.8% compared to 75.6% for U of T (the national success rate is as yet unknown).

**UTM Research Revenues from All Sources**

![Graph showing research revenues from all sources from 2010-11 to 2014-15.]

**Per Faculty Revenue in Tri-Council Primary Programs: Comparison between UTM & St. George Equivalent Departments**

![Graph showing per faculty revenue in Tri-Council primary programs from 2010-11 to 2014-15.]

**Undergraduate Research Grants**

The Academic Dean and VPR jointly administer Undergraduate Research Grants, introduced in 2013-14 and funded by the Dean. Twice yearly undergraduate students have opportunities to apply for grants intended to help them develop and enhance their research skills. The funds must be used for a student-initiated project supervised by a UTM faculty member in a continuing position. Students can access up to $500 for expenses associated with activities such as travelling to a conference to present student research, using materials that must be purchased for the student’s research project, or doing fieldwork.
Academic Unit Research Foci and Clusters

The following section provides a highlight of the kinds of research foci and strengths of each department.

**Anthropology** faculty members are balanced across the major subfields in the field. Four are archaeologists, and two are biological anthropologists (molecular anthropology, and forensic anthropology), with a third biological anthropologist joining us July 1, 2015 (health and medical anthropology). Two are linguistic anthropologists and three are sociocultural anthropologists (one of those is jointly appointed to the Asian Institute in the Faculty of Arts and Science). The other shared appointment is not an anthropologist, but teaches in areas related to sociocultural anthropology. All faculty members are tenure-stream and active researchers who have obtained research grants from the Tri-Council agencies and similar international sources, as well as numerous university-level competitions. Faculty members regularly publish in major journals and serve on journal editorial boards. Members of the department have published books with top presses in the field, such as Blackwell, Cambridge University Press, and Chicago University Press.

The Department of **Biology** has several important foci for research: Evolution and Ecology, Neuroscience and Physiology, Genes and Behaviour, and Developmental, Cell and Molecular Biology. Biology faculty research areas are inclusive of ecology and evolutionary biology, cell and systems biology, biotechnology, and bio-communications. Focused research thrusts have developed and there is much inter- and intra-group collaboration especially with faculty in the Departments of Chemistry and Physical Sciences, Geography, and Psychology. The number of CRCs, the substantial number and quality of publications (many in top-tier journals such as *Science* and *Nature*) and high citations demonstrate excellent impactful research. Many Biology researchers serve as journal editors, society presidents, and organizers of high-profile meetings. Grant support has been consistently well above average university- and Canada-wide.

While researchers in the Department of Biology are well funded, research within this discipline is equipment heavy and resource intensive, with increasing demands on infrastructure. The department is working with the VPR to set up three core facilities: an Imaging Facility, a Tissue Culture Facility, and a Cell and Molecular Facility. With existing equipment and addition of new equipment from the success of the recent CFI award UTM will have three superior facilities to be used by principal investigators, post-doctoral fellows, graduate and undergraduate students from Biology and other departments at UTM. A Research Greenhouse is high on Biology’s priority list of infrastructure needs and is under construction.
The Department of **Chemical and Physical Sciences (CPS)**, like the Department of Biology, conducts the majority of its research activities in laboratories at UTM. It focuses its recruitment on scholars enthusiastic about a stimulating interdisciplinary atmosphere, with synergies within the department especially between chemists and physicists and between physicists and earth scientists. The main areas of research in the department are: Biophysics and Physical Chemistry, Biological and Medicinal Chemistry, Earth and Space Science, and Paleo-climate and Paleontology. There is a clear focus on biological research, ranging from fundamental studies at the molecular level, to development of medical imaging and nanoparticle biosensors, to design and synthesis of anticancer drugs and impact of climate change on living organisms past and present. Regarding facilities, the Academic Workshop (mechanical) personnel are highly qualified and supportive of research needs. One area that is underdeveloped is instrumentation and electronics support. The department’s researchers hope that this area of facilities services will follow in the footsteps of recent improvements in computing, instructional technology and video conferencing support at UTM.

CPS faculty members have been very successful at securing research funding from tri-council agencies (NSERC and CIHR). In addition, faculty members have been successful at securing highly competitive funding in the form of accelerator supplements to their Discovery Grants, Ontario Early Researcher Awards, Collaborative Health Research grants and NSERC Strategic Grants. One faculty member, whose research focuses on design and synthesis of drugs that specifically target cancers has one of the best-funded cancer research laboratories in Canada and the world, with more than 30 students and postdocs in his lab. In 2015 he was lead investigator for a very large and successful infrastructure (CFI/MRI) grant awarded to establish a “Centre for Cancer Stem Cell Therapeutics” at UTM, the largest federal/provincial infrastructure grant ever awarded to our institution. Not only will this place UTM on the map for cancer research in Canada, but also we expect it to help recruit top students and faculty.

Faculty members in **Economics** have a wide range of specializations, including macroeconomics, microeconomic theory and policy-relevant applied microeconomics (including economic development, economics of education, environmental economics, industrial economics, labour economics, political economy, public economics, urban economics, and more), econometrics and financial economics. Most tenure-stream faculty members have published articles in the top journals in their fields as well as top general-interest economics journals. Of note, the output from the younger members is particularly strong, which is encouraging for the future health of the Department. Between 2008 and 2015, the UTM Department faculty published 91 papers in quality journals, including ten in the very top general interests journals in economics (two in American Economic Review,
four in Econometrica, two in Quarterly Journal of Economics and two in Review of Economic Studies), and dozens in top field journals, such as the Journal of Economic Theory, Journal of Econometrics, Journal of Monetary Economics, Journal of Finance, Journal of Labour Economics, Journal of Law and Economics, and Journal of Public Economics. A reflection of this high quality of research can be seen in major grants held by faculty members who have been very successful in winning research grants from provincial, national and international organizations.

The Department of English and Drama strives to provide broad coverage of all the major periods and foci in its discipline. It is unusually strong in medieval and early modern studies, especially where work on the periods intersects; and it has more specialists in dramatic literature faculty than any other department of its size in Canada. Despite the need for broad coverage, it has research strengths in Book History, Theatre History and Textual Editing and Textual Studies. A Professor Emeriti is one of the most distinguished scholars in this field. Expertise in Digital Humanities is an emerging area of faculty research expertise, with several high-profile research projects underway. One of these has attracted generous funding from the Mellon Foundation.

In general terms, levels of research activity and funding success are high, with a large number of monographs, essay collections, and articles being published by internationally leading journals and presses. Departmental success in funding applications significantly exceeds the national average. U of T’s excellent library system is the primary resource for research in English and Drama. The UTM library has built an exceptionally strong collection of video recordings of modern and contemporary performances. Institutional financial support for research is adequate, and for junior faculty members, excellent as the Academic Dean introduced automatic start up support for new humanities faculty in the self-study period. The department notes there are fewer opportunities in the current Canadian research-funding climate for teaching release for dedicated time for research.

The Department of Geography has five research clusters: (1) Environmental Processes and Change in Natural Systems: This research cluster focuses primarily on physical geography and examines biological systems and physical aspects of the natural environment. (2) Economic Development: The study of how geographical location and physical spatial relationships affect development and restructuring of economic activities, inequalities, and local standards of living. (3) Human-Environmental Interactions: The study of how humans interact with the environment, both in terms of direct impacts and policy and other measures to mitigate or remediate impacts. (4) Spatial Analysis and Geomatics: This research cluster cuts across the human and physical domains of geography with a focus on the quantitative spatial analysis of human activities and environmental,
earth, human and climatic processes. (5) Urbanization, Transportation, and Health: This cluster focuses on three intersecting foci: the development and planning of cities, urban social, economic, political and cultural processes; spatial distribution of and access to health and social services, the health and social determinants of health of marginalized urban populations; how people get to work and play, access institutions and amenities, and how their social encounters affect quality of life, health and economic prosperity. Two faculty members have their own CFI-funded research labs, and three others share a research lab. Three other faculty members share one lab until a new wet lab is completed in October 2015. The department will need an additional wet lab to support desired growth in Physical Geography and Environmental Science.

The Department of Historical Studies represents diverse but interconnected fields, with an identity shaped by a common concern with historicity. It has broad research clusters defined by five constituent disciplines: Classics, Diaspora and Transnational Studies, History, History of Religions, and Women and Gender Studies; in addition it has interdisciplinary research clusters in the Centre for South Asian Civilizations and Latin American and Caribbean Studies. Its faculty’s research specializations cover considerable geographical, temporal, and thematic ranges. A few foci include Ancient Mediterranean worlds, South Asian literatures, post-war Europe, Sexuality Studies, Medieval societies, gender equity and activism in the Middle East, ancient Christianity, Religion and Media, and Chinese Diasporic history. Departmental faculty have a successful track-record in grantsmanship: currently our rate of application for tri-council funding and our rate of success is above the national average and similar to that of faculty in cognate disciplines working on our other two campuses. They include a large number of SSHRC Insight and Insight Development Grants as well as a Mellon Sawyer Seminar Award jointly won by members of our faculty who will hold research workshops on our campus. These funds directly impact students as our faculty members bring research to bear in the classroom, and publish their research in numerous prestigious journals.

The research interests of Institute of Communication, Culture, Information and Technology (ICCIT) faculty demonstrate a breadth of specialties around the central theme of new media. Interests include investigations of the cultural implications of immersive digital spaces; the social and economic consequences of using media in different contexts; emergent communicative practices due to, and in spite of, pervasive media; the design of information technology; and the interrogation and reconceptualization of frameworks to study knowledge media. Faculty members are engaged in collaborative research with U of T researchers in Computer Science, the Faculty of Information, Management, OISE, and Psychology, as well as international scholars. ICCIT has research clusters in three areas: a) the political economy of communication; b) user-media studies; and 3) mobile and pervasive technology studies, and will be expanding in media theory as the result of recent
hires. To support its research, ICCIT faculty members use St. George campus laboratories, such as the Technologies for Aging Gracefully lab and Semaphore lab, and indeed one of the faculty members at ICCIT is Associate Director of the Semaphore lab, but are interested in developing lab infrastructure at UTM to more fully involve undergraduate students in their research projects.

The research strengths of the Department of **Language Studies** revolve around three disciplines: Literature, Linguistics and Teaching & Learning. Research in both theoretical and applied Linguistics intersects well with the type of research carried in the area of Language Teaching and Learning. The overall research output and productivity of Language Studies’ faculty is strong in books, refereed articles and chapters in edited books. A total of seven books and over sixty refereed articles have been published in the last five years. Its faculty edits four scholarly journals: the *University of Toronto Quarterly*, *Italica* the most preeminent scholarly journal in Italian studies, *Applied Semiotics* and *Mosaic*, the journal of language teachers. Despite this productivity, the participation rate in tri-council funding opportunities is low, a trend the department is taking measures to address. Of the research funds attracted, the majority has been in Linguistics.

The Department of **Management** has three main research foci. These are Economics of Innovation/Innovation Management, Behavioural Issues and Field Studies, and Financial Accounting. The first spans the Strategy and Marketing areas using techniques from both Theoretical and Empirical Industrial Organization Economics. Issues examined include: the adoption of new technologies, licensing, intellectual property rights, market penetration and pricing. The second spans Strategy, Finance, Marketing and Organizational Behaviour. Issues addressed include: reward systems for blood and organ donations, Seasonal Affect Disorder and its effects on stock markets, and how consumers perceive pricing schemes for mobile telephony or online purchases. The third cluster spans both the Accounting and Finance areas. Corporate governance, auditing and reporting standards, and credit ratings have been of particular interest.

The Department of **Mathematical and Computational Sciences** embraces the disciplines of Mathematics (pure and applied), Statistics, and Computer Science Main topics of disciplinary research expertise include Human Computer Interface, Dynamical Systems, Complex and Fractal Analysis, and Symplectic Geometry. In addition, our teaching stream faculty are actively involved in a variety of forms of pedagogical research, including a focus on Computer Science Education. The department has a lively postdoctoral program and postdoctoral fellows collaborate with faculty and graduate students in addition to teaching undergraduate students. Faculty members often offer reading courses and research projects in their fields of research expertise.
The Department of Philosophy has broad strengths in Philosophy of Mind and Language, Metaphysics, Epistemology, History of Philosophy, Philosophy of Biology, Philosophy of Action, and Ethics. Faculty research covers a wide range of topics in these areas, and analysis of the work of particular philosophers. A number of our faculty members have interdisciplinary interests that connect their work with research in linguistics, psychology, and other areas. Departmental faculty members have a very strong record of securing grants. Nine of its fourteen tenure-stream faculty members hold major grants, and one holds a Canada Research Chair. Its faculty members publish in the most prestigious venues in Philosophy, including the top rated journals and presses in the field. Its faculty members have also received numerous awards and honours in the last few years, such as the CPA Book Prize, listing in the Philosopher’s Annual (a selection of the top ten philosophy papers in a year), and the Young Epistemologist Prize. They also have been awarded prestigious visiting professorships and fellowships, including All Souls College and Magdalen College (Oxford), and the Institute of Advanced Studies, (Jerusalem).

Research in the Department of Political Science spans the four major subfields of political science. While the department covers a wide range of topics, several clusters of strength are currently including environmental politics and identity politics. Three faculty members study different aspects of the environment and three others study different aspects of identity politics. The department hosts the prestigious Canadian Journal of Political Science at UTM. Departmental research is deeply embedded in tri-campus clusters and networks. One faculty member is co-principal investigator with scholars across the campuses on a major SSHRC development grant in innovation policy. Another runs the Centre for the Study of the United States. A third is deeply embedded in the Centre for European, Russian, and Eurasian Studies. A fourth is co-principal investigator with a colleague from UTSC on a study on environmental policy. A fifth is a pillar of the political theory community across the campuses. Faculty members participate in research communities that span the three campuses (and beyond). In general, they feel appropriately supported by the resources and infrastructure available at UTM. The one exception is research that requires a computer laboratory. At present, a faculty member has to find research lab space outside of UTM to do his computer-lab experiments, a situation that should be remedied when the new North Building is finished. Faculty members are involved in many international collaborations, including research projects, co-authorships of papers, refereeing for professional journals, organizing of international conferences, grant review panels, editorial boards, and scientific advisory committees. Their former students, postdocs, and research associates hold postdoctoral and faculty positions throughout the world.
Research in the Department of Psychology is organized into four clusters, with a high degree of collaboration within and across clusters. The Health, Adaptation, and Wellbeing cluster studies the individual and social factors that enable people to lead happy and healthy lives throughout the lifespan. The Genes, Environment, Nervous System and Behaviour cluster encompasses researchers who study the biological bases of behavior in traditional and non-traditional laboratory animals as well as humans, through examining the interaction between genes, the environment, the nervous system and behaviour. The Human Communication cluster explores a range of topics related to the science of human communication, including how people produce and perceive speech, use language to converse or read, and how they enjoy, remember, and perform music. This cluster focuses on interactional phenomena including multisensory integration and links between sensory, cognitive and motor systems, and connections between communication and other domains of human experience. The Developmental Science cluster studies the development of language, cognition, social and emotional functioning, neuropsychology, behaviour, and health to adolescence, and explores questions about the development, implementation, and evaluation of interventions in children with the goal of optimizing child development, academic outcomes, and health.

As a result of renovations and new construction, the department’s researchers currently operate within state-of-the-art labs, albeit in different locations, which it finds is not optimal for the functioning of the department. The variety and complexity of the research within the Psychology department relies on a broad range of traditional and advanced statistical methods (e.g. multi-level modeling, structural equation modeling, growth modeling, and survival analysis).

Departmental members are funded by SSHRC, NSERC, CIHR, the Ontario Ministry of Economic Development and Innovation, the National Science Foundation (NSF), Canadian Foundation for Innovation, the Ontario Mental Health Foundation, the Ontario Brain Institute, University of Toronto Connaught Foundation, NIH, the Alzheimer’s Society of Canada, the Canadian Foundation for AIDS Research, MITACS, and the Research and Scholarly Activity Fund of the VP-Research, UTM. In recognition of their research contributions various faculty members have received prestigious awards, and a number have been elected as fellows of important research societies.

The research in the UTM Department of Sociology is both aligned with and helps to define its tri-campus graduate department’s areas of specialization. UTM faculty particularly contribute to: (1) Immigration and Ethnicity; (2) Health and Mental Health; (3) Crime and Socio-Legal Studies; (4) Gender and Family; (5) Work, Stratification, and Labour Markets; 6) Political Sociology; and (7) Sociology of Culture. The tri-campus sociology department houses two research centers, one focuses on global social policy, the other on
social determinants of health, to which UTM faculty contribute. Many have courtesy cross-appointments to interdisciplinary research centers at U of T, including IMI, the Centre for Criminology and Socio-Legal studies, the Asian Institute and the Centre for European, Russian, and Eurasian Studies.

Faculty members receive assistance from UTM’s Research Services in identifying funding opportunities and writing grant proposals. In addition, they receive assistance from the research coordinator serving the tri-campus graduate the sociology department. Its faculty members have been relatively successful in obtaining grants and research funds, despite declining availability of funds nationally. Currently, seven faculty members are either PI or Co-Investigator on a SSHRC Insight Grant, while three are PI on SSHRC Insight Development grants. In addition, two are involved in a large, multi-million dollar SSHRC partnership grant and three hold external grants. Three junior faculty members hold internal competitive grants. Both undergraduate and graduate students serve as research assistants. Graduate students (and the occasional undergraduate) are co-authors on faculty publications.

The Department of Visual Studies faculty consists of energetic scholars with international profiles; they organize and are invited to participate in workshops and conferences with the premier organizations in their fields, deliver keynote addresses, and publish with leading presses and journals. The faculty’s research is interdisciplinary, often working across some or all of the fields of art history, visual culture, cinema studies, new media studies, critical theory, and philosophy. Clusters of research activity are: the art and visual culture of religion (including projects focused on the phenomena of pilgrimage, icons and monumental statues, and Jewish art); cross-cultural encounters and globalization (including studies of the meeting of the Christian West and the Islamic and Byzantine worlds); critical theory and philosophy (research topics include how our being is constituted by images); politics (from the aesthetics of democracy to Nazi art historiography); and issues of gender and sexuality (including period poetics of sexualities). Faculty members have an excellent track record in winning grants. In addition to SSHRC Insight and Insight Development Grants, they have held numerous other awards.

5. Organization and Resources

5.1 Organization, Leadership and Governance

Organization and Leadership

Unlike most divisions of the University of Toronto, which are led by a Dean, UTM is both a division and a campus and is led by a Principal who is also a Vice-President of U of T. The Principal’s direct reports include the Vice Principal Research, the Vice Principal
Academic and Dean, and the Vice Principal Special Initiatives, who is serving as Acting Principal during the current Principal’s six-month administrative leave. The UTM Chief Librarian, Registrar and Director of Enrolment Management, Dean of Students, Executive Director of Advancement, Equity & Diversity Officer and Chief Administrative Officer also report directly to the Principal. This is another variation from other divisions, including the University of Toronto Scarborough, where the Librarian and Registrar report to the Academic Dean. At UTM, the Registrar’s portfolio includes responsibility for recruitment and admission, registration records and graduation, scholarships, awards and financial advising, central academic advising (outside that occurring in our academic units) and classroom and exam scheduling. The chairs and directors of our academic units report to the Academic Dean, as do a Vice Dean Graduate and Vice Dean Undergraduate. Our Robert Gillespie Academic Skills Centre reports to the Vice Dean Undergraduate. The First Year Transition Office reports to both the Academic Dean and the Dean of Students. The Academic Dean’s office oversees a wide range of activities, including academic human resources, academic integrity, experiential learning, and program planning, development, and reviews.

Campus Governance

In 2010, UTM’s governance structure consisted of a very large consultative body, Erindale College Council (ECC) with associated standing committees. The ECC (members included all UTM teaching staff, professional librarians, 75 undergraduate students, 5 graduate students, 10 administrative staff, all administrative department directors and representatives of various other constituencies) was a body that was primarily used for consultations and information sharing and for consideration of academic items. It acted as UTM’s academic council, according to the University of Toronto’s Quality Assurance Process or UTQAP. Formal governance consideration and approval for non-academic UTM specific items was provided centrally, through the Boards and Committees of the Governing Council.

Originating from the University’s Towards 2030 planning exercise, and the subsequent Task Force on Governance and a UTM Governance Review Committee, the proposed structure included a Campus Council (itself a Board of the Governing Council) and three Standing Committees at UTM: an Academic Affairs Committee; a Campus Affairs Committee; and a formal agenda setting body for the Campus Council (the Agenda Committee, which, with expanded membership, would also serve as a Nominating Committee.)

These bodies became operational in 2013-14 and reflected the membership and composition of the boards and committees of the Governing Council. The UTM Campus
Council (CC) total membership is 28, reflecting the Governing Council’s membership in that half of the Council membership are internal (administrative staff, students, and teaching staff of the UTM campus) and half external (alumni and community members). On behalf of the Governing Council, the UTM CC exercises governance oversight of campus specific matters, as well as matters affecting the Campus’ objectives and priorities, the development of long-term and short-term plans and the effective use of resources in the course of these pursuits.

The UTM Academic Affairs Committee (AAC), consisting of 63 members, is concerned with matters affecting the teaching, learning and research functions of the Campus. While there are a few areas of business, which may be recommended to the CC for approval, the vast majority of proposals brought to the AAC either have final approval at the Committees themselves (as was the case with ECC), or would be recommended for approval directly to other bodies of the Governing Council. For example, a new undergraduate specialist or major would receive local consideration by the AAC, followed by the Governing Council’s Committee on Academic Policy and Programs, while a new minor program would receive final consideration and approval by the AAC.

The Campus Affairs Committee (CAC), with 34 members, is concerned with matters that directly concern the quality of student and campus life, including capital plans, campus security, student services, as well as ancillary and non-academic incidental fees. The CAC has taken on many responsibilities related to business previously brought forward to the University Affairs Board and Planning and Budget Committee. For example, a capital project that has a total project cost over $10M, receives local consideration at the CAC, followed by CC, before being considered by Academic Board, Business Board and Governing Council itself.

The Office of the UTM CC uses various ways to educate the UTM community about UTM’s young governance structure, including information sessions, elections presentations and local media features. Members of the governance bodies also receive a full orientation at the beginning of each academic year and resources and detailed meeting packages are made available to members on a secure governance portal. The CC structure was reviewed after its first full year of operations in 2014. The review committee’s consultations affirmed that there was broad recognition that the new model worked and that its creation was a timely and positive response to the U of T’s flourishing tri-campus reality.

5.2 Academic and Administrative Staff

As of July 1, 2015, our academic complement of continuing faculty in the teaching-stream and tenure-stream is 315 FTEs (full-time equivalents). In 2010, we had 242
continuing faculty in these categories and, if all of our 2015-16 searches were to be successful, the count would be 347 on July 1, 2016. In addition, sessional instructors, who are represented by the Canadian Union of Public Employees, teach a significant number of our courses. In 2014-15, 36% of our courses were taught by sessional instructors (CUPE Units 1 and 3) or 215.5 out of 600 course FCEs.

Within the professorial stream, there are three ranks: assistant, associate, and full professor. Within the teaching-stream, there are currently 2 ranks: lecturers and senior lecturers, but as of December 31, 2015, individuals in these categories can opt to move into the ranks of Assistant Professor or Associate Professor, Teaching Stream. This category has a promotional system dependent on demonstration of excellence in teaching and pedagogical and professional development. Among the sessional instructors, there are 3 levels: sessional lecturer (SL) 1, 2, and 3, with each progressive rank having a higher rate of pay. Promotion depends upon the number of courses taught and demonstration of excellence in teaching and currency and mastery of subject matter. SL2s and SL3s also have some rights to preferential hiring and SL3s have a measure of job security (a guarantee of being offered a certain level of continued teaching or provision of severance).

U of T has established a comprehensive orientation and training program for faculty. For newly appointed faculty, there are full-day sessions focusing on issues such as managing career development and learning about the culture and diversity of the University. Following these sessions, the Provost’s Office offers workshops that focus on central issues, such as preparing for tenure or promotion. In addition, UTM holds a lunch orientation that introduces all new instructors to our campus, facilities, and some of its key players. All newly hired junior faculty in continuing positions are provided with mentors, whose central role is to help them adapt to the U of T culture and identify how to set priorities. Mentors also direct them to resources to help them develop professionally, and help them understand the policies of the University and the dynamics of their department.

For academic administrators, there is an intensive 4-day orientation that covers a range of topics from managing budgets to understanding academic human resources. These are supplemented with a series of workshops called “Just-in-time” that help prepare academic administrators for challenges they will face during the year, such as chairing a tenure committee and leading the merit evaluation process in their units.

In the fall of 2012, the University of Toronto participated in the Collaborative on Academic Careers in Higher Education Survey (COACHE), a survey that was administered in 81 post-secondary institutions across North America, including many of our peer institutions. The survey was targeted to tenure-track (pre-tenure and tenured) faculty only. It addressed a wide range of themes, including: the nature of work (research,
teaching, and service); departmental culture; tenure, promotion and mentoring; and leadership. In most respects, UTM’s responses were consistent with those of U of T and our peer institutions, i.e., 80% of faculty reported that they were generally satisfied with working at UTM, which is marginally higher than U of T overall at 78.9%. UTM scored higher than U of T overall with respect to faculty members’ reported satisfaction about their influence over their research and course content (respectively, 97.2% versus 94.5% and 93.3% versus 91.9%). Our pre-tenure faculty expressed a higher degree of satisfaction with their scholarly productivity relative to U of T overall (92% versus 86.7%) as did our tenured faculty (79.6% versus 77.7%). The main areas for improvement are twofold: UTM faculty were less satisfied than their peers with respect to the communication of priorities by their Chairs, the Provost, and the President though they reported higher satisfaction with respect to communication from the Dean. In addition, there were concerns about formal feedback provided on faculty members’ progress toward tenure and promotion, with 64% of UTM pre-tenure faculty being satisfied with the feedback (versus 77% for U of T) and only 12.8% of UTM associate professors satisfied with the formal feedback they received regarding promotion to full professor (22% for U of T overall). In particular, the survey revealed that individuals felt they were receiving vague information about the time frame for promotion and were ambivalent about whether their departments actually wanted them to seek promotion. Department chairs and the Dean’s Office will need to more vigorously to educate faculty about their options and communicate more effectively the criteria that are used by the University in promotion decisions.

In the fall of 2014, the University of Toronto conducted a survey of engagement among its entire staff. In general, staff members at UTM share the same level of satisfaction as U of T staff overall (4.3 out of 5). In terms of areas for improvement, communication about the University’s and UTM’s goals needs further development (results that are consistent with the COACHE survey): at 43% rating on this measure, we are 5 points below U of T overall and 8 points below our 2010 score. When you break this measure down further, certain groups report a markedly lower engagement score on this measure, i.e., sessional instructors who report a score of 31% on this measure. For teaching-stream faculty, the survey indicated a higher level of satisfaction relative to their U of T peers on a measure of opportunities for meaningful collaboration. The survey also indicated that a higher proportion of UTM teaching-stream faculty find their administrative duties onerous relative to their peers across the University. The survey revealed that UTM must do more to recognize the achievements of its staff and the value of their work. We will be doing more analyses of the data and possibly conduct focus groups to better understand what steps need to be taken to address areas for improvement, while celebrating the very positive general impression about working at UTM that the survey conveys.
Academic complement renewal is determined by the Academic Dean and is driven by a rigorous analysis of factors such as: our current budgetary situation, current student-faculty ratios in each department, size of course waitlists; enrolment trends in each discipline, cost of the appointment (including salary and start-up), available space (lab and office) and the relevance of a given complement request to current programming needs and disciplinary directions. We are careful to invest in complement that will serve us in the longer term and are cautious not to over-invest in areas that have experienced sudden surges in enrolment that might not be sustained over time. Aside from resignations and retirements, the largest source of funding for new positions is enrolment growth revenues, which are higher in programs with higher fees, such as Management or CCIT. Each spring we submit a search plan for the following academic year to the Provost’s office for approval. Any searches that were unsuccessful are carried over (unless the department chooses to target a higher priority area). In the past 5 years we have had the following academic search activity: 2010-11: 21; 2011-12: 14; 2012-13: 43; 2013-14: 37; and 2014-15: 35. In this period our yield rate for hires is 72%.

In the past 5 years, we have also increased the size of our administrative complement for some academic departments. The Dean’s office reviews all such requests based on a number of factors, including the department’s overall administrative complement relative to similar units, the number of students, the complexity of the unit’s operations (i.e. health and safety concerns, complex equipment and/or grant administration), and the projected workload for the department (i.e. number of searches, tenure reviews, etc.)

5.3 Finances

The CAO’s portfolio at UTM includes: Business Services (financial planning, accounting, procurement, budget preparation, expenditure monitoring and ancillary operations); Human Resources (non-academic recruitment, management and payroll); IT (information and classroom technology infrastructure, hardware/software/support); Facilities Management & Planning (facilities, infrastructure, renovations and major capital projects); Police Services (general security, “high-risk” situations and emergency management); Hospitality & Retail Services (food and conference services). Many of these units provide extensive support to the operation of the Academic Dean’s portfolio and academic departments. Much of the activity, including financial planning and multi-year budgeting, is driven by needs of the Dean and the academic plan in a tightly integrated effort.

In 2010, the offices of the Academic Dean and Chief Administrative Officer initiated the development of a new financial strategy and plan within the context of UTM’s rolling,
five-year budget model. Driven by UTM’s evolving academic priorities, that tightly woven, multi-faceted plan builds on strengths, addresses weaknesses, anticipates challenges, responds to opportunities and is adaptable to changing circumstances. The foundation of the plan is built upon key determinants of fiscal success, including: realistic enrolment targets; conservative revenue projections; focused faculty and staff recruitment; prudent and disciplined fiscal management; careful capital investments in needed space and infrastructure; financial reserves, and debt management. The financial plan has proven to be resilient and malleable, enabling UTM to respond nimbly to changing circumstances. It continues to be refined annually and has been cited as an example to other divisions within U of T.

UTM was well positioned to meet multiple fiscal uncertainties over the past five years as a result of adhering to the financial strategy discussed above. During a period of extremely rapid growth that began in the early 2000’s, annual deficits were experienced as up-front investments had to be made before growth revenues were realized. Operating deficits accumulated to over $20 million: that deficit is now retired and UTM has had balanced annual operating budgets since 2006-07. The integrated financial plan has also allowed UTM to respond effectively to system-wide financial disruptions such as: declining government support; limited tuition increases and significant pension solvency payments. In 2014-15, extraordinary pension payments and reductions related to the Ontario Budget resulted in a cost of $9.8 million that had to be absorbed. UTM has thus far avoided the need for budget cuts, relying instead on an informed and disciplined approach to fiscal management.
The chart above sets out the 2014-15 Operating Budget expenditure by major category. Those expenditures equate to a balanced budget against the total "net" revenue of $167.9 million, up from $97.3 million in 2009/10. The current total net revenue represents 74% of gross operating revenues after levies for University-Wide Expenses and the central tax of 10% of gross revenues toward the University Fund (UF). All university divisions contribute to the University Fund, which is then allocated back out to fund Provostial priorities as part of the annual budgeting process. Appendix 3 outlines the comparative net UF position among contributing units across the university. While there have been some shifts over the five-year period among contributing units on the St. George campus, UTM and UTSC have unfortunately retained the relative position of extremely high net contributors per student, particularly when compared to the third arts and science division, the Faculty of Arts and Science (FAS). This makes it difficult for UTM to make the same investments in a number of areas (such as faculty hiring, research start up, and support for resource intensive areas related to the student experience) as FAS. In 2014-15, UTM contributed $15.9 million (net) to the UF with a net negative allocation of $1,492 per undergraduate student.
Our financial strategy is focused on two key challenges: our overly high student to faculty ratio and the intimately linked shortage of physical space. Throughout the self-study period, our student-faculty ratio has been unacceptably high, and is consistently one of the highest (and often the highest) at the university. UTM’s integrated financial plan has supported aggressive recruitment to support our academic plan over the past few years. On July 1, 2015 we will have 73 more faculty than we had in 2010. Significant additional hiring is planned in 2015-16. We expect that these most recent rounds of hires will finally see real improvements (reductions) in our student-faculty ratio with more improvements still needed to approach the ratio in the Faculty of Arts and Science. Our high level of faculty recruitment has been complemented by staff hires in such positions as undergraduate advisors, lab techs, a community outreach officer, an equity officer and registrarial staff. From 2009-10 to 2014-15 an additional 26.5 (FTE) of academic staff were hired in our academic departments, Office of the Registrar and Office Academic Dean for an increase of 21% in the complement of specifically academic staff.

An equally significant challenge has been a lack of physical space to support hiring of faculty and staff, along with provision of classrooms and study space. In the several years up to fall 2014, UTM was unable to provide a single additional faculty office, even though the campus had over two million square feet of built space. New faculty members recruited during that period were accommodated through temporary or makeshift arrangements within their departments. That challenge was particularly acute given the broader context of increasing uncertainty about government support for major capital expenditures. For UTM, that challenge also presented an opportunity to make use of a strategy fundamental to the success of UTM’s financial plan. Growth revenues have been used on a one-time or short-term basis to pay for capital outright, leverage other funding support (e.g. government) or support the carrying cost of longer-term capital debt. The resulting expansion of physical space, in turn, continues to enable expenditures on additional faculty and staff in continuing positions.

**UTM Capital Expenditures 2009/10 to 2014/15**

<table>
<thead>
<tr>
<th>NEW CONSTRUCTION</th>
<th>$ MILLIONS</th>
<th>% INCREASE (NASMS) NEW + RENO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classrooms</td>
<td>$ 76.4</td>
<td>157%</td>
</tr>
<tr>
<td>Teaching Labs</td>
<td>$ 18.2</td>
<td>27%</td>
</tr>
<tr>
<td>Research</td>
<td>$ 18.4</td>
<td>28%</td>
</tr>
<tr>
<td>Academic Office</td>
<td>$ 77.6</td>
<td>58%</td>
</tr>
<tr>
<td>Space</td>
<td>$ 57.7</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
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</tbody>
</table>
The above table reflects major capital expenditures over the five-year period; the categories of expenditures are based upon COU definitions. “Other” includes library, athletics, administration offices, study space and ancillary operations such as food, residences and parking. More than 18,260 nasm (net assignable square meters) of additional space has been added over the period; requiring the construction of roughly 36,510 gross square meters. Infrastructure projects are important in dealing with deficiencies of current space as it relates to specific academic and research needs. Projects such as retrofitting HVAC systems in the research wing, upgrading building automation systems and IT retrofits have improved the performance of research space – but much remains to be done and is an integral part of future renovation/upgrade plans. It is important to realize that because of UTM’s significant enrolment growth that started to take off in 2004, much of the additional space has been in the nature of “catch-up”. UTM was (and remains) under the applicable COU standards for generated space (or even the University of Toronto’s target of 85% of COU) in a number of categories. Continuous efforts and initiatives are made to ensure the optimal use of UTM space.

For the first time in many years, UTM was able to provide physical space for growth capacity in a number of high-demand programs (Management, Economics, Psychology, and Mathematical and Computational Sciences) with the opening of Deerfield Hall and the Innovation Complex in September 2014. The next major project, North Phase B, is expected to begin in the fall of 2015: it will provide expansion space for Social Sciences and Humanities departments, including a department (Sociology) with the largest waitlists at UTM. As the current program of renovations to existing wet laboratory space nears completion, work on a new Science wing for the Davis Building is our next priority for growth in physical space. A Science wing will be designed to enable the addition of more laboratory modules as needed and as additional funding becomes available. This approach will accelerate UTM’s ability to meet increasing demands for heavily-serviced and expensive wet lab space rather than having to wait until a separate building could be justified (or paid for).
While we remain sensitive to continuing financial challenges and pressures, UTM has a plan to support future academic priorities and initiatives, meet space and infrastructure needs and make some provision for unforeseen contingencies. Progress towards this plan would be significantly sped up by provision of enhanced central support, for instance in the form of increased UF allocation, for our growth. Progress may be hindered by significant compensation increases for faculty, particularly should they outstrip the rate of revenue growth.

5.4 Advancement

The University of Toronto Mississauga is in the final two years of the University wide capital campaign (the Boundless Campaign) and is about to enter the post-campaign period. UTM publicly launched its campaign on May 23, 2012 with a goal to raise $60 million. UTM has raised $53,507,082 to date. The campaign strategy focuses on principal and major gift investments. Campaign highlights include 3 investments of $10M or more. We have a total of 2,007 unique donors to date. Alumni represent 1,467 donors and have invested $16,590,373. Support has been directed to infrastructure (55%), human capital (26%), research and programs (9%), and research grants (10%). 25% of investments have been allocated to endowed funds and 75% have been deployed for immediate expenditure.

The Boundless Campaign has been a remarkable period of growth for UTM both in terms of fundraising as well marketing, stakeholder and community relations. Over the campaign period, UTM realized the following major milestones: (1) Opening the Terrence Donnelly Health Sciences Complex that houses the Mississauga Academy of Medicine, along with the Department of Anthropology and the Forensic Science program. (2) Launch of the Institute for Management & Innovation (IMI). (3) Opening of the Innovation Complex that houses IMI. (4) Opening of the Instructional Centre and (5) Opening of Deerfield Hall. (6) Launch of the Centre for South Asian Civilizations. (7) Launch of the Professional Accounting Centre. (8) An externally conducted Economic Impact Study.

UTM’s growth in undergraduate students required a significant investment in campus infrastructure. The construction of new buildings and the renovation and expansion of existing facilities has been a defining feature of UTM’s development over the last five years. These investments were necessary in order to enhance the student experience for a rapidly growing undergraduate student population. They have been well received by a wide range of stakeholders, particularly students and community leaders. Advancement has focused to date primarily on support for capital needs but aims to secure a more diversified set of investments that include human capital both in terms of support for faculty and for student financial support. UTM specific advancement generated funding for student financial needs is currently low although considerable funds have been
generated since 2010. Large-scale transformative initiatives are anticipated to be required to secure major investments in the post-campaign period. In this respect, UTM has an opportunity to design programs and curricula that address niches currently uninhabited by other institutions. The Mississauga Academy of Medicine and the Institute for Management & Innovation (IMI) have been two areas that have attracted the highest levels of philanthropy. IMI is an important campus asset in the development of UTM’s value proposition to the City, a proposition that will be enhanced by the development of new and distinctive professional graduate degrees that align closely with local, regional and national economic sectors of high priority, as well as enhanced community partnerships in support of entrepreneurial activity.

Development is one component of the Advancement Office. The other two areas include marketing and alumni relations. Over the last five years, UTM has made strategic investments in marketing campaigns as well as local, regional, national and international alumni outreach. UTM developed new print and digital media that convey the impact of the University on the community. These initiatives include a complete redesign of the UTM web platform, production of key print brochures and a video that highlights the relationship between UTM and the City of Mississauga through academic units like the Institute for Management & Innovation and the Mississauga Academy of Medicine. UTM now manages more than 50 annual events locally and around the world to engage alumni in the life of the institution and to foster connectivity between alumni and current students. 5,100 alumni participated in a wide range of activities from student mentorship to career planning, special lectures and events. Through marketing and alumni relations, UTM will continue to build its narrative around areas that differentiate the campus from other institutions, and create alumni affinity to the University for long-term support. Our academic departments have indicated that they would like enhanced Advancement support for building closer ties between our academic departments and alumni of their programs, an area which has not been a significant focus for Advancement in the campaign period. Given our unduly high ratio of students-faculty, advancement support for endowed faculty positions would also be very desirable.

5.5 UTM Library

The UTM Library, located in the Hazel McCallion Academic Learning Centre, is a world-class library that provides students and faculty with an open and collaborative environment, rich information and technology resources, expert services, and an environment that inspires and facilitates learning. The UTM Library offers an array of teaching, learning, collections, and technology-related services to support teaching, learning, and research at UTM. It also offers an extensive collection of print and electronic
resources and students and faculty. Some of the specialized digital collections is has
developed in support of UTM’s teaching and research missions are discussed elsewhere.

Since it is part of the U of T Library System (UTL), the UTM community benefits
significantly from the vast print and electronic collections of the entire system and beyond
through resource sharing services. In 2006/07 when the Library opened it had 1,016,325
visitors. During 2013-14 the number of visits jumped to 1,425,106, with 78 days greater
than 8,000 visits (peak days). As usage grows, the library has been prudent and effective in
making use of its space, moving some collections offsite in order to maximize study space.

The UTL and UTM Library share the following strategic priorities: (1) Enhancing
scholarship and research through the creation of digital collections, (2) Expanding capacity
to support research data administration (3) Enhancing services to students and faculty (4)
Adding support for scholarly communications and copyright (5) Revitalizing spaces and
technologies available to students and faculty. The UTM Chief Librarian reports directly to
the Vice-President and Principal and administers the Library. As of May 2015, the UTM
Library is organized into functional units of: Library Operations, Collections, Scholarship,
and Digital Initiatives, Student Engagement & Experience, and Faculty Engagement &
Liaison. Its staffing complement comprises 15 FTE Librarians, 31 staff, and approximately
50-60 casual student assistants.

A core activity of Librarians is their involvement with teaching, learning, and
shaping student experience in a myriad of ways. With changes in the copyright landscape,
the UTM Library has provided expertise regarding copyright and intellectual property
issues associated with scholarly publications. It runs a widely used course syllabus service.
In 2014 more than 251 instructional sessions were delivered to approximately 10,486
participants. Although traditional in-person reference questions continue to decline,
support for students via chat, email, and other electronic means continues to increase. The
UTM community is very appreciative of its access to online chat with a librarian from 10AM
to 10PM, making use of both UTM librarians and the Ontario Council of University Libraries
Ask-A-Librarian Service. In addition, the library makes excellent use of student volunteers
who are supported by the Library Community Development Leader. Students are trained
and mentored and express a high degree of satisfaction with their role.

Subject Librarians liaise with faculty to develop information literacy initiatives to
support student research skills and learning. Librarians provide library instruction both in
the classroom and in the library, assist with the creation of assignments, support faculty
and students through the development of Library Guides for individual courses and
coordinate online course related discussions through the learning management system,
Blackboard and other technologies such as Turnitin and iClickers. As discussed elsewhere,
the UTM Library is a leading source of support for academic technologies. It also supports campus transitions programming activities discussed elsewhere in this self-study and is a major collaborator in the support provided for our Active Learning Classrooms Project. Together with instructors and the Robert Gillespie Academic Skills Centre, the UTM Library is spearheading a research project to investigate how student participants experience active learning pedagogies in pilot classrooms. Finally, the Library is a major partner in support for UTM instructors interested in hybrid and online learning.

UTM Library support for research activities has been discussed elsewhere in this self-study, but a few recent initiatives include (1) Hosting events for faculty and students in celebration of Open Access Week (2) Financially contributing to a tri-campus Open Access Author Fund pilot project that provides funds to faculty without access to funding in order to publish in open access journals (3) Supporting the Graduate Student Research Symposium, by providing prizes and free poster printing (4) Supporting A Celebration of Books, honouring publications from the UTM research community.

The many contributions of the UTM Library to UTM’s teaching and research missions are celebrated and acknowledged throughout this self-study. More information about the U of T Library system and UTM library may be found in Appendix 6. UTM Library supports for research are discussed in the Research section, their supports for pedagogical skill development are discussed in the Support for Pedagogical Development section, and their supports for Instructional Technologies are discussed in that section. The UTM library is a truly collaborative partner in support of UTM’s research and teaching missions.

5.6 Instructional Technologies

UTM takes a coordinated and collaborative approach to support for Instructional Technologies, integrating contributions from Information and Instructional Technology Services (IITS), the Robert Gillespie Academic Skills Centre (RGASC), the UTM Library, the Office of the Academic Dean and the Office of the Registrar. The UTM Library is the primary source of support for Blackboard, our learning management system and provides advice around instructional technologies and support in their use. RGASC provides online student support for academic skills such as modules on writing and problem solving and has a faculty member dedicated to maintaining expertise in discipline-based pedagogies and instructional design. The Office of the Academic Dean provides guidance regarding issues related to academic integrity and provostial guidelines related to digital learning materials. IITS is responsible for technology infrastructure and provides direct support to instructors who use academic technologies in the classroom. The Office of the Registrar schedules classes and class activities in rooms, taking into consideration the technologies available for use in those rooms.
In order to ensure that these contributions are properly integrated, the UTM Academic Technology Committee (ATC) was formed in 2015. Membership of the ATC includes the Academic Dean or designate, Director, Teaching, Learning Support and Innovation, Director RGASC; Director IITS; Chief Librarian or delegate; and Associate Registrar, Enrolment, Scheduling and Systems. The ATC meets monthly to improve coordination in dissemination of information around academic technologies, to promote best practices in their use, and to develop strategic goals as technologies evolve. The ATC is a conduit for consultation around learning needs and teaching requirements, and gives the UTM community a means to provide end user feedback.

5.7 Equity and Diversity

As a result of the UTM academic planning exercise in 2011-12, a full-time Equity and Diversity Officer was hired at UTM in the spring of 2013, to complement the tri-campus equity and diversity offices that are located on the downtown campus but have a tri-campus mandate. The tri-campus partners of our UTM Equity and Diversity Office (EDO) include: the Anti-Racism & Cultural Diversity Office, Community Safety Office, Sexual & Gender Diversity Office, Sexual Harassment Office and Family Care Office. Student partners include our undergraduate student union (UTMSU), OUT@UTM, and the Erindale College African Students Association. UTM campus partners include the AccessAbility Resource Centre, Health & Counselling Centre, International Education Centre, Indigenous Centre, Residence Life and Student Life.

Together with its partners, the EDO organizes events to highlight issues important to the UTM community and to raise awareness about issues connected to equity and diversity such as: a Trans Day of Remembrance, Memorial for Dec. 6 victims of gender-based violence, UTMSU and Toronto Pride events, and the International Day for the Elimination of Racial Discrimination, along with interfaith activities. The EDO provides advice about policies, such as accommodation of people with disabilities, and religious accommodation, and advises faculty and staff about how to provide an inclusive environment. It organizes public education workshops to student groups (such as Residence Dons, students working in our Career Centre, Peer Health or Student Life, peer facilitators in utmONE, student leaders in our Student Clubs and UTMSU) and professional development seminars to faculty and staff (such as campus police, business officers, the Office of the Registrar, and faculty and staff attending orientation sessions). Finally, the EDO responds to concerns, resolving conflicts, and managing complaints of discrimination and harassment, with its tri-campus partners.
6. Community Outreach and Engagement

The predominant form of academic community outreach and engagement comes from the activities undertaken by our academic departments and institutes, and individual faculty members (for instance those who regularly give media interviews). Many of these have been described above. There are two further sources of primarily academic outreach: connections to our local communities through experiential learning (especially internship and service learning courses, described above), and connections to communities supported by our Community Outreach Coordinator (COC). The COC position was filled in May 2014 in the Office of the Academic Dean to provide central support with logistics of creating outreach activities, raise the profile of existing outreach activities, and support UTM’s academic units in expanding activities. The COC assists departments who looking to engage, and suggests individuals and groups to approach, and how to plan events and engages academic departments in identifying and supporting opportunities for various outreach activities such as a Humanities event planned for the spring of 2016, and lectures aimed at a wide audiences. In addition, our Career Centre provides opportunities for outreach by activities such as coordinating the annual Get Experience Fair. This brings local employers, non-profit and charitable organizations on campus to offer students part-time and volunteer opportunities.

Some academic departments are already heavily engaged in outreach efforts such as the Department of Language Studies with their French Summer Camp, described here: http://www.utm.utoronto.ca/language-studies/programs/french/french-summer-camp, the Forensic Science program with its summer camp and use of a Crime Scene house to expose middle school students to forensic science, and the Department of Mathematical and Computational Sciences with their Math Kangaroo described here: http://www.utm.utoronto.ca/math-cs-stats/outreach/canadian-math-kangaroo-contest. Other departments are strongly committed to increasing community engagement, such as the Department of Chemical and Physical Sciences, which has created an Outreach Committee to work with the COC on planning outreach initiatives, and visits high schools to expose students to advanced science experiments. The COC and our academic departments work with the Office of the Registrar on outreach events aimed at high school students. The Office of the Registrar’s staff are also deeply engaged in planning and running recruitment events that bring knowledge about UTM to prospective students and their families, as well as bringing these groups to UTM.

In addition to more specifically academic outreach activities, our Office of Advancement, our UTM Principal, and select faculty champions engage significantly with potential donors and with our local community. In particular, UTM enjoys a very strong
relationship with the City of Mississauga and has representation on local bodies such as the Mississauga Board of Trade, Healthy City Stewardship Committee and the City of Mississauga’s Economic Development Advisory Board. Conversely, the community is well represented on campus through groups such as Campus Council, the UTM Alumni Association, and the Boundless Campaign Cabinet. As mentioned in the section on Advancement, the City of Mississauga Council has made a very significant investment in the Innovation Complex that houses IMI underscoring the close strategic alignment between it and UTM. A list of some of our major community partners is provided in Appendix 4.

7. Summary of Opportunities and Challenges

UTM has four major challenges. First is the need to meet our enrolment growth targets while maintaining and improving student quality in the midst of a recent decline in applications from Ontario secondary school students across Ontario. As mentioned above, more coordination between our Office of the Registrar and Office of the Academic Dean, and greater interactive dialogue between our Office of the Registrar and academic units would be valuable to addressing a challenging recruitment environment. In addition, UTM, and U of T as a whole, must strive to do a better job in communicating to potential applicants about the skills they will develop, in addition to the knowledge they will gain, across our programs, including those programs in the humanities that are seeing a decline in either applications or enrolments.

Second is the need to improve (lower) our student-faculty ratio, currently unacceptably high. While we have plans to improve this ratio by hiring more faculty, the resources required to hire faculty and build the new teaching and learning spaces and faculty offices and research labs required to meet the needs of our growing student body leave us few resources to devote to other important priorities, such as increasing international and experiential learning opportunities for our students. Moreover, there is always a timelag with respect to hiring the faculty needed to lower our current student-faculty ratio, particularly since our academic units rightly maintain high standards in their hiring. In addition, the demand on the time and energy of our departments and Academic Dean’s office required by faculty searches is very considerable. A period of considerably slowed or stalled enrolment growth would allow our academic units and academic leaders to devote more time to development of new academic programs and to complete the hires needed to lower the student-faculty ratio.

Our third challenge is the need to appropriately balance investment in growth in space (for research and teaching laboratories, offices, classrooms, and study space) with investments in people (faculty and staff). In addition to the financial resources required to build new spaces, considerable time is required from faculty and staff to develop detailed
plans for the use of the new spaces, and to consult with all relevant parties about these uses.

Our fourth challenge is the difficulty of competing with the Faculty of Arts and Science (FAS) to offer similar working conditions for faculty and staff, and similar learning conditions for students. This is made more difficult because UTM contributes considerably more money to the University Fund per undergraduate student than does FAS. Higher student-faculty ratios and typically higher student-staff ratios can mean less access of UTM students to faculty and staff, and can mean more work for our faculty and staff in meeting the needs of those students. Lower funding on a per student basis often means that we can offer fewer resource-intensive learning opportunities. Our more challenging funding environment can also make it difficult to provide the same research start up support to faculty in areas that require considerable initial investments.

UTM also has two important opportunities, afforded by the increase in size in our faculty complement. These include, first, the opportunity to develop more sizeable research clusters, both within and across departments. Second, UTM now has an important opportunity to innovate with curricula and programs to take advantage of the expertise of new faculty and staff and larger numbers of faculty in particular subject areas, including the opportunity to increase opportunities for experiential learning by leveraging investments in faculty, staff and community resources. The former comes with growth in the size of our faculty that enables us to hire faculty whose research foci overlap, but the latter requires more than simply increasing numbers of faculty. It also requires us to free up faculty and staff time currently inordinately devoted to the search and recruitment process for new faculty and planning for new spaces to accommodate our growth. It may also require an increase in the faculty serving in academic administrative roles in the dean’s office, to include an associate or vice dean with a mandate to support the development of new academic programs.
Appendix 1:

The UTM Academic Plan, 2012-2017

The UTM Academic Plan, 2012-2017 and information about the planning process is available online at: http://www.utm.utoronto.ca/academic-planning/home
Appendix 2:

**Undergraduate Degree Objectives**

**University of Toronto Mississauga**

**Degree Level Expectations**

**Preamble**

In December, 2005, the Council of Ontario Universities issued a set of degree level expectations (drafted by the Ontario Council of Ontario Academic Vice-Presidents or OCAV) which would be used to measure the quality of proposed new programs and existing programs in Ontario’s publicly assisted universities. These were developed as part of an initiative to “harmonize the standards and expectations by which governments in Canada assess new degree programs and new degree granting institutions.” In May, 2006, Principals and Deans of the University of Toronto were notified that each division should consult its community and propose its own degree level framework.

This document is result of our work. It outlines a set of guidelines that the University of Toronto Mississauga (UTM) has established for its undergraduate degree level students. In keeping with the practice of other first-entry divisions at the University, we have taken as our starting point the six general categories contained in the OCAV document.

These guidelines encompass a range of competencies that students will acquire as part of their overall degree experience: some within the context of a major or specialist program, others as part of the complex of personal and intellectual changes that students experience as members of a research-intensive university and of our UTM community.

In practical terms, we envisage that this document will be used to guide departments: (i) in the review and development of curricula in their major and specialist programs; (ii) in the evaluation of major and specialist program changes and new programs as part of the governance approval process (iii) in the assessment and reviews of academic units and their programs by external reviewers and program auditors.

More generally, the guidelines will help to guide all of us involved with the academic and personal development of our students to assess and inform the work that we do.

In developing the guidelines, we have made assumptions about what students do both within and outside programs (electives, etc.), and we acknowledge that not all of the objectives are satisfied within the program curricula. These guidelines have been supplemented with an interpretive appendix, providing illustrative examples and commentary, to aid program developers and reviewers in situating their development or review of a program in relation to these guidelines.

As these will be used in the first instance to assess academic programs, the Dean, drawing on expertise in curriculum planning within UTM, will work with departments over the next
few years to map their programs against the adopted guidelines, determine how they measure up against the guidelines, and, if necessary, make modifications so that they are better prepared for the review process.

These guidelines reflect our minimal objectives for our students, not our fullest aspirations. In envisioning our desired graduate, members of the committee hoped that many, if not most of, our students will acquire competencies and experience that will far exceed these guidelines by taking full advantage of the experiential and enquiry-driven opportunities that UTM has to offer, including its research, study abroad, artistic, volunteer, and student leadership opportunities. During their time at UTM, we want our undergraduate students to form friendships and have moments of meaningful scholarly, artistic, and personal discovery that will remain with them for years to come. Finally, UTM hopes to graduate students who will be distinguished professionals and educators; effective agents of change; and creative, ethical, and intellectual forces in the broader community.

Guidelines for University of Toronto Mississauga Undergraduate Degree Level Expectations

This document provides the general competencies that must be demonstrated by students in our degree programs and should be used in conjunction with the administrative index, which provides both an interpretive guide and information about the broader context (including support services, academic resources, and general program information) that shapes our students.

The H.B.A., H.B.Sc., B.B.A., and B.Com. at the University of Toronto Mississauga are awarded to students who have demonstrated the following competencies:

1. **Depth and Breadth of Knowledge**

   a. knowledge and a critical understanding of the central concepts, current methodologies and recent advances, theoretical approaches and assumptions, and intellectual history of at least one discipline

   b. an understanding of many of the major fields in that discipline and the relationship of the discipline to other disciplines

   c. a detailed knowledge of and some experience with the practice and fundamentals of research and enquiry in the discipline

   d. critical thinking and analytical skills inside and outside the discipline

   e. knowledge of central concepts from at least one other discipline.

2. **Knowledge of Methodologies**
a. an understanding of methods of enquiry or creative activity, or both, in their primary area of study

3. Application of Knowledge

a. gather, review, interpret, present, produce and critically evaluate information, arguments, assumptions, abstract concepts, hypotheses and/or creative options

b. make informed judgments in accordance with the major theories, concepts, intellectual and artistic traditions, and methods of the subject(s) of study

c. apply relevant concepts, principles, and techniques, both within and outside the discipline

d. frame appropriate questions, solve problems, propose and test solutions

e. formulate coherent lines of argument

f. if application, produce a creative work

4. Communications Skills

a. express information, arguments, and analyses accurately and with clarity, both orally and in writing

b. present work in a variety of formal and informal contexts in forms appropriate to the discipline

c. communicate effectively to a range of audiences

d. use communication technologies effectively

3. Awareness of Limits of Knowledge

a. demonstrate an understanding of the limits to their own knowledge and ability

b. demonstrate an appreciation of the uncertainty, ambiguity and limits to knowledge and how this might influence analyses and interpretations

4. Autonomy and Professional Capacity

a. manage their own learning both within and outside the discipline, selecting an appropriate program of study

b. uphold the ethical values of the University, including freedom of expression and enquiry and its principles of academic integrity, equity and inclusion
c. exercise initiative, personal responsibility and accountability in personal and group contexts and decision-making in complex contexts

d. acquire an appreciation of how their areas of study relate to their personal and professional development

Administrative Interpretative Appendix

This appendix is intended to supplement the guidelines by providing interpretative direction and contextual information that will be useful for curriculum developers and reviewers in the development and assessment of our programs.

1. Depth and Breadth of Knowledge

University of Toronto Mississauga students are required to complete: i) a double major or ii) a major and two minors; or iii) a specialist program. Major and specialist programs are designed to provide students with both a broad and incisive understanding of a discipline, its practice, and the creation of knowledge within that discipline. For example, the English major and specialist programs require that students cover a range of subfields and periods that will provide them with a coherent and comprehensive understanding of English literature, its development, genres, and traditions. Furthermore, we expect that, as students progress, they will be challenged with increasingly more difficult material and tasks: that 200-level courses will be more complex, both in content and evaluative measures, than 100-level, and so on.

Students have many opportunities to develop their research skills through activities such as laboratory and fieldwork, internships, essays, senior theses and projects. For example, in many of our specialist programs, there is a senior research project or thesis requirement. In addition, the library offers instruction in research techniques and the use of electronic and library resources.

Finally, UTM has a distribution requirement designed to expose students to areas of knowledge outside their main focus. Each student is required to complete a course in each of the main subject areas: science, social science, and humanities.

2. Knowledge of Methodologies

The development and delivery of our curricula are entrusted to researchers participating in, and conversant with, current methods in their disciplines. These curricula are in turn reviewed each year and updated to keep pace with developments in the discipline. In recent years departments have intensified their focus on the development of general academic skills, including writing, information literacy, critical thinking, numeracy, and research skills. For example, Mathematics offers a writing-intensive course called “Ideas of
Mathematics”. Other courses integrate lectures from members of our academic skills and library staff to strengthen their understanding of academic skills and research techniques.

We recognize that there will be some variation in the range of methodologies required of students: to illustrate, in the sciences, students will be expected to test hypotheses by use of the scientific method and, in the arts often by the application of critical theory to primary texts.

3. Application of Knowledge

The requirements for each of our major and specialists programs require that students complete courses at increasing levels of complexity. At each level, from first year through fourth year, students develop the competencies that we have designated as essential for advanced undergraduate work in their discipline. Our programs provide students with ample opportunities to gain and practice these competencies within their disciplines and through extensive academic support from the Robert Gillespie Academic Skills Centre and the Library in the Hazel McCallion Academic Learning Centre, both of which align their academic programming to support the needs of students as they build their academic competencies throughout their programs. Many programs at UTM have capstone or summative experiences in the final year of study that require students to demonstrate these competencies at the level deemed appropriate to their disciplines. One example of a summative, capstone experience is provided in ENV400Y Environmental Internship. In this course, specialists in Environmental Studies are involved in work placements at local conservation authorities, federal agencies, consulting companies and other organizations where they apply the environmental expertise that they have gained through previous course work. The course concludes with the submission of written reports and oral presentations by each student, which are assessed by faculty and external placement supervisors.

4. Communication Skills

Communication is one of the ways in which students convey their mastery of a subject. It is therefore essential to our mandate as educators that students have the capacity to communicate the material they have learned in a clear and coherent manner. All major and specialist programs within UTM are expected to provide students with opportunities for writing development, completion of writing assignments, class participation, and group work. For example, the course Communication in Biology provides students with the opportunity to learn fundamental writing and oral presentation skills. The Robert Gillespie Academic Skills Centre (RGASC) provides writing instruction and works with students to develop their oral presentation skills. In the few programs that do not offer writing instruction but assign and assess writing tasks, faculty and TAs are expected to work with the Robert Gillespie Academic Skills Centre to arrange for writing support and instruction.

We expect that students will have access to courses in which they can formally present material and/or interact with their peers and instructors in the communication of information. In upper-level research courses and in the Research Opportunity program,
students present their work through posters and presentations. Some programs, such as Commerce and Management, assign group work, which enables students to exchange ideas. Increasingly, information and instructional technology inform the teaching-learning relationship and expand the forum for discourse. It is important that students acquire the ability to use these modes of communication in ways that promote enquiry and debate and respect members of our community.

5. **Awareness of Limits of Knowledge**

Each major and specialist program within UTM moves students from a more general understanding of the structure and scope of the discipline at the 100 and 200-level to a specialized and nuanced appreciation of a discipline’s depth and intricacies at the 300- and 400-level. We expect students to have the capacity to do advanced library and electronic searches on published material. This process in itself develops their awareness of the complexity of areas of study and the expansive body of knowledge that underpin every subfield in a given discipline. The design and content of courses at each level, approach to pedagogy, assignments, and rigorous standards we observe for evaluation reinforce students’ awareness of their limitations.

6. **Autonomy and Professional Capacity and Potential**

It is vital that students acquire an appreciation of the values of tolerance, inclusion, and academic freedom that are integral to our educational mandate. We have a wide range of student clubs, activities, events, and programs – both academic and non-academic - that educate students about the communities that comprise our institution and address and promote issues of social justice.

Students must understand and follow the procedures and policies governing classroom and course protocol, registration, and academic and non-academic conduct, and plot a course of study that will be intellectually rewarding and lead them to graduation. UTM provides extensive student advising, transitional support for students in first year, and information about our expectations with respect to academic integrity and civility.

Equally important is the development in our students of an ability to self-assess and self-correct with respect to their learning and academic choices. We seek to prepare them to determine when a program of study is ill-suited to their skills or when an approach to mastery of course content or completion of an assignment is misguided. Similarly, it is important that students acquire some sense of how their degree fits within the broader context of their lives, both personal and professional. Program coordinators, career services, and counseling staff can all contribute to a development of this understanding.

In order to succeed, our students must learn to balance academic challenges effectively with pressures in their lives outside the University, often having to make astute choices in the midst of competing demands on their time and energy. UTM has a rich and well-publicized array of financial, academic, and personal supports for students.
Appendix 3:

**University Fund Allocations**

*Net UF Allocation per Student of University of Toronto Divisions*

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<th>Division/Faculty</th>
<th>2014-15</th>
<th>2009-10</th>
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<tr>
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<td>Net UF Allocation ($ millions)</td>
<td>Student FTE</td>
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<tr>
<td>UTSC</td>
<td>(14.5)</td>
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<tr>
<td>UTM</td>
<td>(15.9)</td>
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<tr>
<td>Arts &amp; Science</td>
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<td>Physical Education &amp; Health</td>
<td>(0.3)</td>
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<td>Applied Science &amp; Engineering</td>
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<td>Law</td>
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<td>Information</td>
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<tr>
<td>Music</td>
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<td>Rotman</td>
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<td>0</td>
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<td><strong>51,735</strong></td>
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<td><strong>Total University</strong></td>
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* As per Cost Driver Data and Sources, 2014-15 budget package.
Appendix 4:

Community Partners:

Graduate Experiential Education:

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<td>BDO Canada</td>
<td><a href="http://www.bmo.com">www.bmo.com</a></td>
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<tr>
<td>BMO</td>
<td><a href="http://www.brwc.com">http://www.brwc.com</a></td>
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<td>Brief Rotfarb</td>
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<td>CI Investments</td>
<td><a href="http://www.ci.com">www.ci.com</a></td>
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<tr>
<td>Clarkson Rouble</td>
<td><a href="http://www.crllp.ca">http://www.crllp.ca</a></td>
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<td>Collins Barrow Concord</td>
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<td>Kestenberg Rabinowicz</td>
<td><a href="http://www.krp.ca">http://www.krp.ca</a></td>
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<td>McClurkin Ahier Mississauga</td>
<td><a href="http://www.mac-ca.com">http://www.mac-ca.com</a></td>
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<td>Nawaz Taub &amp; Wasserman CA's LLP</td>
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<td>Scotiabank</td>
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MBIOTECH

| Amgen                                     | www.amgen.ca                                 |
| Apotex                                    | www.apotex.ca                                |
| Astellas Pharma                           | www.astellas.ca                              |
| AXON Research                             | www.axon-com.com                             |
| Biotronik                                 | www.biotronik.com                            |
| Boehringer Ingelheim                      | http://www.boehringer-ingelheim.ca           |
| CIBA, Alcon Canada                        | www.alcon.ca                                 |
| E-Health Ontario                          | http://www.ehealthontario.on.ca              |
| Eli Lilly                                 | http://www.lilly.ca                          |
| General Electric Healthcare               | http://www3.gehealthcare.ca/                 |
| GlaxoSmithKline                           | http://www.gsk.ca                            |
| Hoffman-La Roche                          | http://www.rochecanada.com/                  |
| IKARIA                                    | http://www.ikaria.ca                         |
| Iogen                                     | http://www.iogen.ca                          |
| Janssen Canada                            | http://www.janssen.ca                        |
| Life Technologies                         | http://www.lifetechnologies.com              |
| Patheon                                   | http://www.patheon.com                       |
| Pivina Consulting                         | http://www.pivina.com                        |
| RIC Centre                                | http://riccentre.ca                          |

112
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Undergraduate Experiential Education:
<p>| <strong>Canadian Environmental Law Association</strong>                  | <a href="http://www.cela.ca/">http://www.cela.ca/</a> |
| <strong>Canadian Museum of Civilization</strong>                       | <a href="http://www.historymuseum.ca/home">http://www.historymuseum.ca/home</a> |
| <strong>Canadian Urban Institute</strong>                              | <a href="http://www.canurb.org/">http://www.canurb.org/</a> |
| <strong>Cargill</strong>                                                | <a href="http://www.cargill.ca/en/index.jsp">http://www.cargill.ca/en/index.jsp</a> |
| <strong>Centre for Addiction and Mental Health</strong>                | <a href="http://www.camh.ca/en/hospital/Pages/home.aspx">http://www.camh.ca/en/hospital/Pages/home.aspx</a> |
| <strong>Centre of Forensic Sciences</strong>                           | <a href="http://www.mcs.cs.jus.gov.on.ca/english/centre_forensic/CFS_intro.html">http://www.mcs.cs.jus.gov.on.ca/english/centre_forensic/CFS_intro.html</a> |
| <strong>Citizens for the Advancement of Community Development (CADC)</strong> | <a href="http://www.cadccanada.org/">http://www.cadccanada.org/</a> |
| <strong>City of Brampton</strong>                                      | <a href="http://www.brampton.ca/en/pages/welcome.aspx">http://www.brampton.ca/en/pages/welcome.aspx</a> |
| <strong>City of Burlington</strong>                                    | <a href="https://www.burlington.ca/en/index.asp">https://www.burlington.ca/en/index.asp</a> |
| <strong>City of Mississauga</strong>                                    | <a href="http://www.mississauga.ca/">http://www.mississauga.ca/</a> |
| <strong>City of Toronto</strong>                                       | <a href="http://www.toronto.ca/">http://www.toronto.ca/</a> |
| <strong>Colliers International</strong>                                | <a href="http://www.collierscanada.com/">http://www.collierscanada.com/</a> |
| <strong>Community Living Ontario</strong>                              | <a href="http://www.communitylivingontario.ca/">http://www.communitylivingontario.ca/</a> |
| <strong>Conservation Halton</strong>                                   | <a href="http://www.conervationhalton.ca/">http://www.conervationhalton.ca/</a> |
| <strong>Cosmos Sports</strong>                                         | <a href="http://www.cosmossports.com/">http://www.cosmossports.com/</a> |
| <strong>Credit Valley Conservation</strong>                            | <a href="http://www.creditvalleyca.ca/">http://www.creditvalleyca.ca/</a> |
| <strong>CTV</strong>                                                    | <a href="http://www.ctv.ca/">http://www.ctv.ca/</a> |
| <strong>Deloitte</strong>                                               | <a href="http://www2.deloitte.com/ca/en.html">http://www2.deloitte.com/ca/en.html</a> |
| <strong>Downtown Oakville Business Improvement Area</strong>            | <a href="http://www.oakvilledowntown.com">www.oakvilledowntown.com</a> |
| <strong>Dufferin Peel District School Board</strong>                   | <a href="http://www.dpcdsb.org">http://www.dpcdsb.org</a> |
| <strong>Durham Regional Police Service</strong>                        | <a href="http://www.drps.ca/internet_explorer/index.asp">http://www.drps.ca/internet_explorer/index.asp</a> |
| <strong>East Mississauga Community Health Centre</strong>               | <a href="http://www.eastmississaugachc.org/">http://www.eastmississaugachc.org/</a> |
| <strong>Ecolab</strong>                                                 | <a href="http://www.ecolab.com/">http://www.ecolab.com/</a> |
| <strong>Ecosource</strong>                                             | <a href="http://ecosource.ca/">http://ecosource.ca/</a> |
| <strong>Eden Community Food Bank</strong>                              | <a href="http://edenffc.org/">http://edenffc.org/</a> |
| <strong>Edwards</strong>                                                | <a href="https://www.edwardsvacuum.com/">https://www.edwardsvacuum.com/</a> |
| <strong>Elizabeth Fry Society</strong>                                 | <a href="http://www.caefs.ca/feature/local-societies/">http://www.caefs.ca/feature/local-societies/</a> |
| <strong>Environment Canada</strong>                                    | <a href="http://www.ec.gc.ca/?lang=En">http://www.ec.gc.ca/?lang=En</a> |
| <strong>ErinOak Kids</strong>                                          | <a href="http://www.erinoakkids.ca/">http://www.erinoakkids.ca/</a> |
| <strong>Evergreen</strong>                                             | <a href="http://www.evergreen.ca/">http://www.evergreen.ca/</a> |
| <strong>Family Services Peel</strong>                                  | <a href="http://www.fspeel.org">www.fspeel.org</a> |
| <strong>Firmex</strong>                                                 | <a href="http://www.firmex.com/">http://www.firmex.com/</a> |
| <strong>Fisheries and Oceans Canada</strong>                           | <a href="http://www.dfo-mpo.gc.ca/index-eng.htm">http://www.dfo-mpo.gc.ca/index-eng.htm</a> |
| <strong>Flare Magazine</strong>                                        | <a href="http://www.flare.com/">http://www.flare.com/</a> |
| <strong>Fourthdraft online portfolio</strong>                          | <a href="http://fourthdraft.com/">http://fourthdraft.com/</a> |
| <strong>FrontStream</strong>                                            | <a href="http://www.frontstream.com/about-us/">http://www.frontstream.com/about-us/</a> |
| <strong>Gap Inc.</strong>                                               | <a href="http://www.gapinc.com/content/gapinc/html.html">http://www.gapinc.com/content/gapinc/html.html</a> |
| <strong>Gasee, Cohen &amp; Youngman</strong>                               | <a href="http://www.gcylaw.com/">http://www.gcylaw.com/</a> |
| <strong>GlaxoSmithKline</strong>                                       | <a href="http://www.gsk.ca/english/index.html">http://www.gsk.ca/english/index.html</a> |
| <strong>Global TV</strong>                                              | <a href="http://www.globaltv.com/">http://www.globaltv.com/</a> |
| <strong>Green Party of Ontario</strong>                                | <a href="http://www.gpo.ca/">http://www.gpo.ca/</a> |
| <strong>Halton Catholic District School Board</strong>                 | <a href="http://www.hcbsd.org/Pages/default.aspx">http://www.hcbsd.org/Pages/default.aspx</a> |
| <strong>Halton District School Board</strong>                          | <a href="http://www.hdhsb.ca/Pages/Home.aspx">http://www.hdhsb.ca/Pages/Home.aspx</a> |
| <strong>Halton Regional Police Service</strong>                        | <a href="http://www.haltonpolice.ca/Pages/Default.aspx">http://www.haltonpolice.ca/Pages/Default.aspx</a> |
| <strong>Hamilton Police Service</strong>                               | <a href="http://www.hamiltonpolice.on.ca/hps/">http://www.hamiltonpolice.on.ca/hps/</a> |
| <strong>Hamilton Regional Forensic Pathology Unit</strong>             | <a href="http://www.hhsc.ca/body.cfm?id=1007">http://www.hhsc.ca/body.cfm?id=1007</a> |</p>
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<td>London Police Service</td>
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<td>March of Dimes</td>
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<td>Mississauga Italian Canadian Benevolent Association</td>
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<td>Mount Sinai Hospital</td>
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<td>Ontario Centre for Environmental Technology Advancement</td>
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<td>Ontario Financing Authority</td>
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<td><a href="https://ppag.wordpress.com/">https://ppag.wordpress.com/</a></td>
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<td>Peel Regional Police</td>
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<td>Princess Margaret Hospital</td>
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<td>RBC Capital Markets</td>
<td><a href="https://www.rbccm.com/">https://www.rbccm.com/</a></td>
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<td>Recovery Partners Canada</td>
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<td>Surrey Place Centre</td>
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List of recently acquired Community Partners:

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<td>Canadian Centre for Victims of Torture</td>
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<td>Connect 4 Life</td>
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Vale Canada Limited                                      | http://www.vale.com/canada/EN/Pages/default.aspx      |
V-Tape                                                   | http://www.vtape.org/                                  |
W. Ross Macdonald School for the Blind                   | http://psbnet.ca/eng/schools/wross/contact_us.php     |
Walt Disney Company                                       | http://thewaltdisneycompany.com/                      |
Waypoint Mental Health Centre                             | http://www.waypointcentre.ca/                           |
Xerox                                                    | http://www.xerox.ca/                                   |
YWCA Women’s Shelter                                      | https://www.ywcatoronto.org/page.asp?pid=144           |
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Appendix 5:

Organizational Structure
Appendix 6:

Library Report

University of Toronto Libraries Report for University of Toronto Mississauga (UTM), 2015

**Context:** The University of Toronto Library (UTL) system is the largest academic library in Canada and is currently ranked third among academic research libraries in North America, behind Harvard and Yale. The research and special collections, together with the campus and college libraries comprise almost 12 million print volumes, nearly 5.5 million microform volumes, more than 17,000 journal subscriptions, in addition to a rich collection of manuscripts, films, and cartographic materials. The system provides access to more than 1.5 million electronic books, journals, and primary source materials and increasingly supports access via personal handheld devices. There are numerous collection strengths in a wide range of disciplines reflecting the breadth of research and instructional programs at the University. The University of Toronto Library system has an annual acquisition budget of $28 million. The strong collections, facilities and staff expertise attract unique donations of books and manuscripts from around the world, which in turn draw scholars for research and graduate work.

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<td>26/British</td>
<td>24/British</td>
<td>16/British</td>
<td>15/Alberta</td>
<td>24/UBC</td>
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Space and Access Services: The Library system provides a variety of individual and group study spaces for both undergraduates and graduates in the 10 central and 23 divisional libraries on the St. George, Mississauga, Scarborough and Downsview campuses. The University of Mississauga (UTM) Library study space and library computer facilities are available 7 days a week and extended hours (twenty four hours, five days per week) are in effect during study and exam periods. The Web-based services and electronic materials are accessible at all times from campus or remote locations, through the U of T based Scholars Portal and other leading edge digital services. As a hub for students, faculty and staff interested in finance, investing and business, the Li Koon Chun Finance Learning Centre, located in the Innovation Complex at UTM, provides specialized information resources, data, services, and expertise that bridges theory and practice.

Instruction & Research Support: The UTM Library (UTML) plays an important role in the linking of teaching and research at the University. Information literacy instruction is offered in support of students meeting the undergraduate degree level expectations in the ability to gather, evaluate and interpret information. The research support and expertise provided by librarians and staff at UTM facilitates students developing knowledge of methodologies utilized in their disciplines, an awareness of the limits of knowledge in their field of study, the communication skills necessary to craft effective search strategies and incorporate their findings into their own scholarly endeavours, and the practical searching skills required to demonstrate autonomy and professional capacity as researchers and life-long learners in their chosen subject specialization. In particular, the librarians and library staff help students develop analytical thinking skills, skills and competencies pertaining to research and knowledge management, preparation for further studies in the field and preparedness for future life experiences. These instructional services are aligned with the Association of College and Research Libraries (ACRL) Information Literacy Competency Standards for Higher Education. In addition to supporting the research needs of the students, the UTM librarians also support faculty in their research and teaching and provide research support to other campus services and their staff. Librarians work closely with the staff at the Robert Gillespie Academic Skills Centre (RGASC) (located in the UTM Library) and its specialists to provide academic support and services to faculty and undergraduate and graduate students. Through the AstraZeneca Canada Centre for Information & Technological Literacy on the 3rd floor of the library, librarians and library staff provide campus leadership for supporting, understanding, using and stewarding new and emerging technologies through the identification, experimentation, research and selection of technologies and web

applications. The most significant area of technology leadership is in supporting the University's learning management system, Blackboard (Portal), for which the Library provides expert assistance. Librarians at the U of T Mississauga Library collaborate with faculty on course design to include information-related learning outcomes while also facilitating insight into student skills through the assessment of information, technology, spatial, and visual-related competencies. Expertise in the areas of GIS and data research and copyright are provided through the library. Librarians also provide curricular support through in-class teaching and co-curricular support through a variety of Library and UTM programs (e.g., Head Start, utmONE, genONE, rezONE). Librarians work with faculty interested in collaborating to develop course materials, assess information-related learning outcomes, use instructional technology effectively, or explore other areas of interest.

Collections: The University of Toronto Libraries is committed to collecting both print and electronic materials in support of instruction and research for programs offered throughout the University of Toronto, including UTM. Librarians at UTM work closely with colleagues at UTSC and UTSG to build the largest collection of print and electronic materials in Canada and the third largest in North America. The largest collection of materials is centrally located at St. George and document delivery services are in place to transfer materials across all campuses. The collections at UTML, in multiple formats including print and electronic, are developed to support the curriculum needs of the programs taught on the UTM campus. Unique programs at UTM include: the Academy of Medicine, Forensic Science, Visual Studies, Cinema Studies, programs contained within the Institute for Management & Innovation (IMI) (including Entrepreneurship), South Asian Studies and Culture, Communication, Information and Technology. Professional programs supported by the collections at the University and at UTM include Masters of Biotechnology, Biomedical Communication, Management and Professional Accounting, Management of Innovation and Science in Sustainable Management and a Diploma in Forensic Accounting. Graduate programs are supported by collection development in a wide variety of subject areas.

Journals: The Library endeavours to acquire the most significant journals for all academic programs offered at the University of Toronto including the unique programs at UTM listed above. The Librarians strive to stay abreast of the campus’ ever expanding and changing undergraduate and graduate programs to ensure that the journal collections support the research and learning being done in all disciplines and programs at UTM. This work is done through strong liaison activities of librarians who consult regularly with faculty. The Library is committed to providing electronic, remote access to all electronic materials in all areas where possible.

Monographs: The University of Toronto Mississauga Library maintains book approval plans with YBP for all collections at UTML. The UTM Library plans for all areas of study to ensure that it receives books in all relevant subject areas and that the collections support the academic activities on the campus. In addition to these plans, individual liaison librarians at UTM select unique and interesting scholarly
material overlooked by standard approval plans. The University of Toronto Libraries maintain comprehensive book approval plans with 53 book dealers and vendors worldwide. These plans ensure that the Library system receives academic monographs from publishers worldwide in an efficient manner. In this way, the Library continues to acquire more than 120,000 print monograph volumes per year and an ever-growing number of electronic books. UTM currently receives e-books directly from many publishers including Wiley, Elsevier, IEEE, Cambridge University Press, major US and Canadian University Presses (including Harvard, Yale and Chicago) and Oxford University Press.

**Preservation, Digitization, and Open Access:** The University of Toronto Library supports open access to scholarly communication through its institutional research repository (known as T-Space), its open journal and open conference services, and subscriptions to open access publications. The Library is also, in cooperation with the Internet Archive, digitizing its monograph holdings published before 1923. These books are available without charge to anyone with access to the Internet through the Scholar’s Portal e-Book platform. The UTM Library and its staff do a great deal of work in scholarly communication, preservation and open access through the efforts of the Scholarly Communication and Digital Projects Librarian, the Visual Resources Librarian, the staff that work in these areas and other library staff. Highlights of this work include the Open Access Week International, T-Space, the Author Fund for open access journal publishing, and Focus on Research. The Visual Resources Librarian who works within the Visual Studies Department supports digitization projects for teaching and research, while providing expertise in the use of images and through the continued development of FADIS (Fine Art Digital Imaging System).

**UTM Library Special Collection Highlight:**

In addition to the special collections held throughout the UofT Library system, the UTM Library has worked closely with faculty and others to develop unique collections. Included are the following collections:

- **Jomon Period Archaeology digital collection:** The Yagi Project at [library2.utm.utoronto.ca/yagiproject/](library2.utm.utoronto.ca/yagiproject/)
- **Support for the FADIS collection** [http://www.utm.utoronto.ca/vrl/fadis.html](http://www.utm.utoronto.ca/vrl/fadis.html)
- **A wide variety of historic Erindale/UTM photographs now deposited in the UofT Heritage Site**
- **The Archives Collection of UTM held in the Library which includes unique and historic papers, photographs and other materials representing the history of UTM**
- **The Medium Digitization project – the student newspaper for UTM**
- **Travels of the Lute** [http://library2.utm.utoronto.ca/travelsofthelute/](http://library2.utm.utoronto.ca/travelsofthelute/)

*A digital humanities resource for teaching and learning world history*

- **UTM based OJS platform annual journals** – *Prandium, With Caffeine and Careful Thought* and *Soundpost*
- **The Schreiberwood Project** (Archaeology Field School Digital Collection and Archive)
• “What’s Physics Got to Do with It?” Essay collection from the Physics Department
• Ursula Franklin papers and collection including personal interview tapes

Current Gaps: The Campus continues to grow and the Library continues to respond to this growth through liaison activities and support for faculty and students, collection development for growing electronic and special collections and special research and learning services to meet the unique needs of both faculty and students.

Prepared by: Shelley Hawrychuk, Acting Associate Librarian, Collections and Research Services, March 27, 2015

Submitted by: Larry Alford, Chief Librarian, University of Toronto Libraries, May 11, 2015