

University of Toronto Mississauga
Towards 2030 Task Forces
January, 2008

The University of Toronto Mississauga (UTM) is still in a period of great transformation. The dramatic increase in enrolment has required us to think about how we want to expand as we go forward. In going forward, we are committed to protecting and building upon the unique characteristics that make UTM a very special place within the broader community that is the University of Toronto. UTM enjoys a tremendously positive relationship with the City of Mississauga, its industry and its people, a relationship which has fostered and shaped parts of our research development and has created fabulous learning opportunities for our students. Indeed, the campus and City have matured together over a similar time period, and that, along with stability of leadership in Mississauga, has contributed to a successful partnership.

UTM is a distinctive community with a plan that is very much about quality and growth. Our five strategic priorities reflect this and reflect a commitment to the vision, mission and values of the University of Toronto. This commitment requires that we strengthen our faculty, enrich the student experience, build upon our academic programs, extend our reach and enhance our infrastructure and resource base. Inherent in these priorities is a focus on teaching and research, and creating a student-centered research community. As a campus of 240 acres, we are a multi-department division, with academic links to four faculties at St George: Arts&Science, Rotman, OISE, and Medicine, and to the School of Continuing Studies. We offer undergraduate programs to approx 10,500 students, campus Masters' programs (MBiotech, BMC, MMI, MMPA, DIFA) to approximately 300 students, and train approximately 150 Doctoral-stream students on campus (particularly in biology, psychology, chemistry).

The *Framework for a New Structure of Academic Administration for the Three Campuses* (<http://www.provost.utoronto.ca/policy/tricampus.htm>) makes only passing reference to matters outside of academic administration. With the expanded mandate of the Principal, there was a change in title to Vice-President & Principal, now reporting to the President as well as the Provost, the creation of a Vice-Principal Academic & Dean, and Academic Departments and Chairs. Further devolution allowed for the creation of a Vice-Dean, Graduate and a Centre to manage graduate programs.

UTM has thrived on this greater autonomy, and further autonomy would be a natural evolution of UTM towards its mission of distinctiveness and excellence. Thus one could imagine a "System" of 3 campuses each with a Vice-President and Principal reporting to the President and Provost (who have overarching authority over the UofT System). Further devolution of "central" authority and funding to each Vice-President and Principal would then allow comparable services to be provided on each campus. As we move towards a 'System', we must also pay attention to representation on Provincial, National, and International bodies (e.g. COU, OCAV, OUCA, Canadian Deans of X etc). As this 'System' evolves, it is worthwhile reviewing the

academic structure of each campus. For example, at the St. George campus there are very large, medium and small faculties, with overlapping interests and scholarship. Could one imagine a Faculty of Science and Engineering, or a Faculty of Creative and Performing Arts, or a Faculty of Social Sciences and Social Work, where the size is manageable, nimble, and efficient and the interactions synergistic? Similarly, should UTM/UTSC, as they grow in size, create different faculties? Should some faculties at St George move to UTM/UTSC? Clearly extensive review and interfaculty discussions are needed on these points.

Along with revisiting the principles governing the academic mission of the three campuses, it is also worthwhile to review the linkages with the central administration, including the Vice-Presidential portfolios, the Office of the Governing Council, the Library and the external community.

Enrolment Growth and Academic Relations

Academic Excellence and Innovation

Without being too chauvinistic about our campus, we might note that the unique historical, geographical, and spatial features of our situation encourage us to be nimble, creative, and flexible when it comes to academic planning. Many things factor into this, but they would include the recent formation of our departments, the multi-disciplinary nature of some of our units, the smaller scale of the campus that allows far more face-to-face interaction between various units, the areas of greater autonomy that we've carved out within the University's governance and administrative structure, the opportunities for growth, and the sense of possibilities inherent in the geography of the campus. With the rapidity of technological and social change in the 21st century and with the many challenges that such change presents to the educational enterprise, this capability to be nimble is not an inconsiderable advantage.

Rapid expansion brought with it a concomitant lessening of selectivity, with entering scores of our students dropping noticeably below those of Arts & Science. In recent years these scores have risen steadily, and we are within a few years, we believe, of erasing this difference altogether. In many areas already, our students are already comparable to the best entering UofT students on any of our campuses.

In this period, we have also become leaders in the delivery of innovative academic programs to improve academic skills and provide our students with an excellent university experience. We sponsor a *Research Opportunity Program* that matches promising undergrads with faculty members for a one-on-one experience of faculty research. Our *Academic Skills Centre* assists faculty to implement best practices in teaching and learning and to support students as they enhance their academic skills. The ASC has launched a transitional program for entering first-year students called *Head Start* and the ASC also coordinates *Facilitated Study Groups* that use mature and focused students to help others develop productive study habits and abilities. Research has shown that students who regularly use these study groups are not only able to

process their study material two to three times faster than students who study alone, but they also, on average, earn higher final course marks than students who do not attend. These programs have been highly emulated across our campuses and in other universities. The ASC also works closely with the Office of Student Services to provide academic skills training as a part of residence (*rezONE*) programs and programs for all first-year students (*utmONE*). Drawing on the resources of the Student Experience Fund, UTM has launched an extensive program of Student Writing Initiatives in most of its departments. These initiatives have been designed from the bottom up as departments have defined the writing needs of their students. UTM aims to graduate all of its students with the skills to communicate effectively in their chosen fields, and we have taken significant steps to lead in this area.

Enrolment Growth

Enrolment growth has had some discernable positive effects on the UTM campus. Notably, many departments were able to secure a faculty complement capable of creating research groups and intellectual communities of sufficient size and strength. The faculty is also capable of delivering a broad and deep university curriculum. Likewise, student cohorts in most departments are capable of sustaining student academic associations and a robust academic life on campus.

However, with undergraduate student-to-faculty ratios hovering close to 40-to-1, there is a sense that growth has hit UTM particularly hard and it is clear that the faculty complement has not developed sufficiently in tandem with growth. Before any future growth is considered, faculty strength will have to be rebalanced. Given the close integration of our faculty with that of their cognate St. George divisions, no major long-term differentials in student-to-faculty ratios should be contemplated. In other words, our first goal should be to bring ratios into accord (currently something close to 25-to-1 downtown) and then proceed in tandem. This would involve a considerable investment in post-secondary education, which must come from some combination of provincial re-valuation of the BIU grants, increased tuition deregulation in appropriate areas, and also significant private philanthropy. Rebalancing the student-to-faculty ratio is not an alternative to growth, but rather the prerequisite to growth.

UTM needs to grow further to be competitive – not because ‘bigger is better’, but because the simple reality is that the desired blend of quality and depth can only be achieved by a larger team in our world of specializations. Some university-wide growth might be managed through a slow increase in our distance-education capability, and UTM/UTSC could lead in this. Creation of an optimal environment for research and graduate students may take a generation (i.e. 2030); for example, if the new vision were to expect and support new hires to build their research presence at UTM then we would quickly outgrow the present facilities. Any growth would require a stringent planning process to sequence the provision of additional space and additional teaching and advising resources, administrative support, and an increase in general campus infrastructure. Should all of this be possible, the campus might grow at the levels discussed in some documents to date (i.e. a maximal enrolment of 15,000 – 18,000, tilted substantially toward graduate level

activities (and therefore level of scholarship). A rich academic environment is one that explores, and this is largely not the context of the undergraduate experience at present.

We plan to move to a population of about 20% graduate students (in order to match some of our AAU peers). As a simplistic model, we could have about 1000-1500 professional program graduate students, and about 1500-2500 research-thesis students. We would need about 600 tenure track faculty to meet these numbers assuming that the graduate students would be on campus. We could move to a total student population of about 15,000-18,000 (ideally the lower end), meaning perhaps a few thousand more undergraduates (with increasing proportions from outside the GTA and internationally), and a major push for professional programs to support the funding for such a directed expansion. A greater graduate student presence improves the opportunities for undergraduate experience in research; the graduate students serve as mentors, and are enriched by the opportunity to supervise.

Academic Relationships

Differentiation. The interest in differentiation across the three campuses has to be put into context, and will have to be viewed, even over the next 23 years, as a process that will be adopted more readily in some disciplines than in others.

Differentiation can take place at a campus-wide level (i.e. what makes UTM distinctive within the University system), emphasizing certain intersections on our campus based on research, resources and location. Many such foci have already begun to take shape, and we will list only a few below:

- This campus is on its way to becoming an important *green research centre*, emphasizing programs in the environmental sciences, sustainability, biodiversity and climate that stretch from geography to chemical and physical sciences and to management.
- We are developing the university's only comprehensive interdisciplinary approach to *forensic science*, tying together forensic anthropology, biology, chemistry, sociology (Law, Crime, and Deviance), computer science, and forensic accounting.
- We host a promising configuration of information, digital media, communications and visual art in the Institute for Culture and Communications with links to other departments and programs (and university-wide faculties and institutes).
- In departments such as Historical Studies and Language Studies, we are combining resources to offer profound reflections on *cultural, religious, and linguistic diversity* within Canada and across the globe. We will need to develop more possibilities for study abroad to complement this strategic move.
- At a graduate level, discussions are underway to link professional graduate programs through an emphasis on training in professional management and the management of innovation. Tentatively called the *Convergence Institute*, this innovative clustering of our professional masters programs, including the Masters in Management of Innovation, professional accounting, and biotechnology, would place UTM at the forefront in

professional masters education and would provide an intellectual hub for our diverse programs, including bridging to departmentally-based research.

- In addition, the planned UTM Medical Academy will allow for the linking of various departments for a distinctive health science cluster which will also include biomedical communications and which might attract the participation of other health science faculties (eg. Pharmacy, Nursing,).

These forms of differentiation, specialization, and distinctive and synergistic niches at UTM have been the product of considerable thought and planning, and have involved both bottom-up and top-down innovation.

The limits to differentiation. There is currently, and indeed there should continue to be, substantial overlap in the undergraduate offerings at the three campuses, at least within certain disciplines. This is true for a number of reasons:

- If each campus is to operate as a “university”, a broad spectrum of departments and programs needs to be offered. Indeed the first year offerings, and in many cases, the second year as well, will look substantially similar in economics or chemistry.
- If we are to continue integrating doctoral-stream programs on a tricampus basis, we will need to make sure that the searches for faculty on all three campuses continue to involve the graduate chair and continue to make sense for the graduate department. This, in and of itself, will maintain some commonality, common standards, and complementary approaches to building faculty resources. It would be difficult under such an arrangement to produce departments that are radically different in approach and specialization.

Thus, although UTM should undertake to define excellent and distinct campus-wide and departmental identities for all of its units (based on faculty specialization; synergistic strengths with other departments; multi-departmental structures; location, geography, and campus catchment), there will be, for many decades to come, reasons to remain an integrated university, with attention paid to complementary and sometimes overlapping curricula and programs.

Toward a tricampus “distanced” education network. One way in which undergraduate differentiation can be furthered is to offer more introductory courses at the first-year level as tricampus courses, delivered live on one campus and through high bandwidth connections with TA support to the other campuses. Thus we could, across the three campuses, cover many basic courses already taught as large lectures, reduce student-to-faculty ratios, and allow for greater differentiation of faculty interests and teaching at the upper levels. Some of the same distance-delivery technology can be used to diminish the space of administrative and governance interaction, and more closely connect research and study clusters across the three campuses in

real-time communications and data sharing. Tricampus courses delivered digitally could also guarantee that more of our students have access to some of our very best teaching professors.

Tricampus graduate programs. Many, if not most, of our departments derive considerable benefit from participation in a tricampus graduate framework. Although UTM “loses” approximately a quarter of its commitment to teaching in the graduate program (from which UTM derives almost no revenue), the opportunity for our professors to participate in leading programs of graduate education, to advise top-ranked masters and doctoral students, and to integrate their research with tricampus research teams is a powerful competitive strength in recruiting the best faculty. Faculty in departments with strong tricampus graduate links experience larger communities of scholars and gain satisfaction from an experience of institutional citizenship within the larger university.

Campus-based graduate programs. Nevertheless, there are departments within which this logic no longer holds. In many lab-based science departments, graduate students are already fully or nearly fully ensconced at UTM and faculty operate as reasonably independent research groups. Because almost all expenses of educating these graduate students are borne by UTM, the revenues from graduate BIUs and tuition should certainly flow to the campus. We should continue to incorporate SGS overview and stewardship but with much greater autonomy for the program. Where the academic mission supports increasing independence of graduate programs, the financial logic of the new budget model dictates that revenue independence should be pursued as well.

Differentiated professional masters programs, developed by departments or through collaboration among departments, will continue to be an area of growth and strategic differentiation for UTM. These should be developed to take advantage of emerging educational needs and to make UTM a leader in evolving fields of knowledge and specialization. Considerable creativity and collaboration can be brought to the generation of new professional masters programs. We should also consider whether there might be a few professional masters programs for which the next logical step might be to create professional doctorates for further vertical integration of student progress.

Despite folklore to the contrary, UofT already has a number of single-campus doctoral programs. Although these are currently all headquartered at St. George, there should be no barrier to similar stand-alone doctoral programs at UTM in areas where we have the strength and differentiation to create them. In addition, UTM hopes to explore developing professional doctoral programs, especially where we already have professional masters programs functioning.

We should emphasize that one of the most significant draws for faculty in many disciplines to come to UTM and UTSC is the secure participation in tricampus graduate programs, which are globally competitive. As we elect to explore stand-alone doctoral-stream programs at UTM and UTSC, this should be done in such a way as to not undermine tricampus departments where they work best.

The growth of campus-based graduate programs and increased presence of graduate students on campus, will be an incremental process, but there are short-term means by which we might promote this process. We could sponsor tricampus graduate courses at UTM, making transportation issues easier and cheaper for students; we could build more research centres that will attract both faculty and promising graduate students to spend more time on campus (these centres might host postdoctoral students, colloquia, and research); a graduate centre (such as the Convergence Institute idea) could provide a physical and intellectual home for our professional masters students; where possible, increased office and study space must be provided for graduate students; and so forth.

Institutional partnerships. UTM currently offers four undergraduate degrees with Sheridan College: the Theatre and Drama Studies Specialist Program; the Art & Art History Program; the specialist program in Visual Culture and Communication; and the interdisciplinary program in Culture, Communication and Information Technology. Each of these blends the scholarly and research strengths of the University of Toronto with the reputation of Sheridan College for professional training in the arts and media. Sheridan has announced plans to build a new campus in Mississauga and is now negotiating a site. The educational offerings at the new campus initially will be focused on business and management themes. Starting with 5,000 students, the intention is that by 2030, growth will approach 15,000 students in the heart of the City of Mississauga. It is premature to consider what additional partnerships we might embark on with Sheridan that will be in place by 2030, but we are well positioned to explore opportunities - such partnerships tend to arise at the intersections of our disciplines with other institutions around shared research and teaching foci. We might suggest that research and programmatic linkages might also include regional universities (McMaster, Guelph, Brock and others) as well as the colleges. In addition, we raise the possibility that campuses might pursue alliances with universities in the United States to graduate students versed in the policies and disciplinary traditions of both nations. As international partnerships with U.S. universities and others around the globe mature, there is a clear potential to go beyond the model of “international programs” (i.e. year-abroad programs) to shared programs. As we all know, each of our partnerships, which open up possibilities for important linkages and provide mobility for students, also impose significant costs. We should maintain our focus on discussions with sister institutions to explore these linkages as they emerge in key areas of shared interest.

Discussions over many years in the province have raised the possibility of province-wide articulation agreements such as a 3+2 year BA (or 4+1 BA/MAs), programs in which students study at a college for a certain number of years and then complete their studies at a university. Any move in this direction would have to be accompanied by significant investments by the province to mitigate the higher costs of educating in the upper years. Beside the traditional model of 3+2, we could also look at the reverse, in which a student spends 2 years at a university pursuing breadth education and introductory courses featuring leading scholars before finishing her/his education in a specialized program at a college.

Teaching mix. Although we will want to continue to emphasize that we are a research-intensive university, which prides itself on providing students with access to cutting-edge knowledge and enquiry-driven teaching and learning, there are means by which the curriculum might be more efficiently delivered by examining the present mix of faculty resources. The tenure stream faculty shapes a university or research profile of a campus and plays a major role in defining the teaching program, developing courses at the upper levels that are linked to research, and providing a lively encounter for students at all levels with research interests. Indeed one of the principal motivations for the current round of growth was to reach critical mass in areas of strategic importance. This does not mean that every course needs to be delivered by tenure stream faculty. Some of our best teachers are in the teaching stream; indeed many are primarily focused on providing an extraordinary experience in the classroom, and we need to continue to get maximum benefit from this source of curricular and pedagogical strength. Under our system of PTR, teaching stream lecturers are assigned a larger teaching load and can help a department deliver a curriculum efficiently and enable us to strategically deploy teaching resources so that students gain exposure to both original research and excellent teaching.

We also advocate a model for large introductory courses that will integrate the teaching of our top researchers with the best large course educators. Our more junior courses should include a formal contact component that constitutes enrichment beyond the basics. This blended instructional model ensures that a course will include a core pedagogical component wedded to the latest ideas in a field, all within the introductory course. This is not team teaching, but rather “stream teaching”, with core lectures and applications of the most recent concepts in tutorials. Such an effort would improve student attitudes about undergraduate research courses.

There are also many reasons to incorporate sessional instructors into a department’s staffing plan. The use of sessionals allows more flexibility in dealing with faculty leaves and retirements, allows for more experimentation with new curricular directions, provides diversity to the students, and can incorporate significant assets to the University, especially where professionals in fields of interest to the students spend time in the classroom. As well, sessional instructors are often gifted instructors and share our deep commitment to the undergraduate experience. Although the over-reliance on sessional instruction (often due to budgetary limitations) is associated with lower levels of stability, research, advisement, and service capacity, it should be noted that sessionals may be long-term employees, may work closely with students, and may provide some level of service to the department. Each department, assessing the course demand, financial considerations, and disciplinary issues, should work with the dean to determine and develop the proper and best apportionment of teaching resources.

Administrative relations

We begin with the principle that faculty, staff, and students on all three campuses should have appropriate access to facilities and service. In some cases, these facilities and services will be centralized; in others they will be located at UTM (and where we use the term UTM, we also assume such is so for UTSC); in all cases there should be meaningful consultation across the

three campuses. The second principle is that when these facilities and services are located at UTM, they should be supported with appropriate funding.

Where possible, and taking into account funding, critical mass, efficiencies, duplication, convenience, etc., these facilities and services should be available on each campus. Where this is not desirable or possible, the centralized facilities and services should achieve a balance between being available at St. George only and outreach to UTM. The time is ripe under the new budget model for a campus look at shared services, auditing what we provide ourselves, examining quality and efficiency of services, comparing costs of delivery, and settling on the right mix of services provided through tricampus purviews and those generated at home. Distance mechanisms for meetings and decision-making would help integrate the campuses better, would alleviate the waste involved in long travel times between campuses, and would reduce our carbon footprint.

While a major reorganization took place in tricampus governance and academic administration (Framework document), no changes were made to the non-academic management structure and organization of the University (for example, the CAO at UTM, the senior-most administrator, is responsible for the management, operation, and administration of a dozen units). One major issue with the tricampus framework has to do with awareness and appreciation of this structure, which still needs to filter through all organizational layers of the University. In addition, some AVPs have been appointed whose mandate is St. George only, affecting the power balance at “tables”, and excluding UTM/UTSC from strategic decision making. As a result, decisions that impact UTM are sometimes made on the St. George campus without adequate consultation or communication with affected offices on the two other campuses.

Vice-Presidential portfolios

Each portfolio should be reviewed to see where a central service makes sense (with regard to funding, critical mass, efficiencies, duplication, convenience, etc.) and which need to be delivered at their locus of activity. In addition, where delivered centrally, sufficient time, support and energy, must be exerted on each campus. The expertise in these offices must be extended to UTM/UTSC, as much as it is to St George. We identify in Appendix 1, issues that could improve the environment on all campuses in the short term and issues that must be considered as we move towards any new model.

Office of the Governing Council and Governance

Along with the changes in the tricampus academic administration, it is appropriate to review the linkages in governance between UTM Council and GC, examining duplication of approvals and delegated authority. We feel it appropriate that a Board of GC be created at UTM, with delegated authority. This would certainly stream-line the approval process that is currently long and arduous. Appendix 1 responds to the specific questionnaire posed by the Task Force on Governance.

In addition, with the continued increase in graduate activities at UTM, it is time to establish more local support for graduate students, with a version of SGS at UTM to facilitate all graduate activities.

Tricampus Relations and Governance

To promote collegiality, fairness, and flexibility, we will need to amplify the discursive mechanisms of the tricampus relationships, bringing to the table other faculties with tricampus interests (Rotman, Medicine, OISE and possibly others). Tricampus ‘middle tables’ are beginning to provide better integration of registrarial relationships, and others, such as student services, would be facilitated by any administrative innovations to secure “campus” status (and thus better equity across the system) for St. George. We might want to pursue a three-principal structure (as mentioned earlier), including St. George in the kind of administration that we have on the other campuses, divesting St. George of its normative and unmarked role in the tricampus arrangement. We should pursue tele- and video-conference options for administrative and governance connectivity among the campuses.

Library

Administrative and Structural Issues. The growth of the UTM Campus provides an exciting opportunity for collaboration and partnership for library services that are unprecedented in terms of scale, resources and innovation in Canada. The University of Toronto Library System can leverage this through strategic planning and partnerships where each of the campus libraries, where appropriate, can lead specific projects, initiatives or pilots for the benefit of the whole, and to optimize resources, minimize duplication and develop services.

For the UTM Library to pursue opportunities in response to growth and create value for the UTM Campus, in addition to developing strategic partnerships and initiatives for the University of Toronto Libraries, it is envisioned that the University of Toronto Library System will establish and sustain:

- increased base acquisitions and automation budget allocations to support the research, teaching and technology needs of an expanded faculty and student population;
- a Tricampus Strategic Planning Team comprised of senior Library administrators from each Campus;
- a Tricampus Information Technology Team that focuses on emerging technologies and technology infrastructure planning for the University of Toronto Library System;
- a Tricampus Library Council that focuses on systemic issues, facilitates communication, and ensures equitable and representative governance for the Library System;
- furthermore, it is envisioned that the University of Toronto Libraries will seek Tricampus representation with external agencies for initiatives and/or partnerships that would result

in meaningful outcomes for each Campus (e.g., projects of the Ontario Council of University Libraries).

Library as Place. Since the preparation of UTM Library's last five year plan in 2004, the Library has grown from a small local library supporting a primarily undergraduate student population of 6,000 students to a medium-sized library supporting a combined undergraduate and graduate enrollment of 11,000 students. This planning was based on an enrollment growth of 60%. The design of the new Hazel McCallion Academic Learning Centre incorporated options for further expansion that would result in the conversion of existing collection space to study space.

Enrollment growth of the U of T Mississauga campus to 12,000 undergraduate students and 3,000 graduate students will have a significant impact on the Library requiring a physical expansion of the facility or expansion into other physical spaces on campus. Additional resources for deferred maintenance will also be required so that in 20 years the HMALC will still be a building of which we are proud.

Technology Planning. The renewal of the Library's technology infrastructure is critically important and there should be UTM Library involvement with the planning and implementation of University of Toronto Libraries' technology initiatives, with central U of T Computing Services, and with UTM Computing Services strategic planning, resulting in close alignment with University and Campus technology strategic planning (this would be assured as a result of the linkages established by the Tricampus Information Technology Team as recommended above).

Projecting current trends, students will continue to expect transparent, integrated, and easy access to services and resources at major focal points on Campus. The campus is not a 9-5 operation. Recognizing that students live, work, and play 24/7 at the University should drive the availability of services. Increasingly this will require support for the flawless execution of technology, which means building in redundancy, as well as associated support procedures or processes, for example redundancy support to address network outages and 24/7 technical support.

Role of the Library. Technology and information retrieval tools will continue to evolve. Students, faculty and staff will increasingly utilize the web as their medium for sharing and communicating information and the Library, both physically and virtually, will continue to provide an important destination for the University community.

Advancement and Communications

With our vision of 15,000 students by 2030, UTM will need to increase its support for academic priorities and student needs through the areas of advancement, alumni development and marketing/communications. To do this effectively, the UTM Office of Advancement needs to

carve out a unique and distinct niche in the advancement firmament that allows it greater autonomy in decision-making to better fit the needs of this campus.

In addition, the Office of Advancement needs to place even greater emphasis on our alumni engagement through mentorship and governance opportunities (at both UTM and UofT overall) and direct alumni involvement in sustainable fundraising initiatives. And, finally, the UTM brand needs to evolve as its own distinct brand but one that also includes some elements of the UofT institutional identity – a strong “look and feel” that will help us achieve our overarching campus goals.

Creating communities for students

Undergraduate, professional and graduate communities are best formed around commonalities, such as academic programs, year of study groupings and ‘theme’ communities, which expand opportunities for interaction between students, faculty and staff. UTM has demonstrated success in residence with *rezONE* (academic program communities for new students) and *Living/Learning Communities* (in fine and performing arts, wellness, community service, and global issues), and with commuter students in *utmONE* (currently for first-year management commuters, with anticipation of expansion to all first-year commuter students in the next 3-5 years). Programs such as these have demonstrated success across North America in improving engagement, retention and academic performance among residence and commuter students.

For undergraduates, the best of these programs enhance their academic experience, provide learning and personal support and coordinated advising, provide peer mentoring, and build/strengthen their social support networks. These programs support new undergrads through the transition and adjustment phase from high school to university. This is done by an extended orientation from the time of admission through at least the first term. Some institutions successfully use year-of-study based communities among upper-years students, particularly helping prepare them for research or other graduate study, professional education and/or careers.

Another option that could operate independently or in concert with the above is an honours program or honours community to provide enhanced opportunities to top scholars, with clustered residence and community space, enhanced interaction with faculty and staff, and special programming that further engages their interests. More resources should be put into creating communities for our international students and at the same time helping their transition into our Canadian university setting.

There is currently no across-the-board acceptance of responsibility for development of student community through program of study, with the exception of the professional programs and business. These should be developed further through core course loading, departmental and academic society events, departmental recruitment and orientation, team building and spirit building. Academic work groups, research opportunities and program of study and year-of-study cohorts will best help our commuter students become connected. Additional opportunities to

study abroad, travel together on exchanges and participate in work study will all contribute to community building.

For graduate students, especially in their first and last years, the themes of transition, balance and community are supported through *graduate houses* at many institutions, which provide a multipurpose space that can include residence, social and community spaces, for interaction within and across graduate programs, easy access to supports like child care, and even concierge services that are responsive to their graduate lives.

The role of technology in creating/ supporting communities is an interesting question, since we cannot imagine how technology will serve us in 2030. Although we cannot predict the extent or type of technology students, employees or the University will use in 2030, we can predict a continuing need for personal interaction on important matters, while using technology to ease routine, transaction-oriented processes. The focus here should be on the risks as well as the benefits of the extensive use of technology.

When considering the mix of commuter and residence students, clearly the residential experience is a valued one. UofT could benefit from public-private partnerships in the *construction* of residences, although private *operators* of residences do not provide the programming and support valued by universities. Assuming growth in undergraduate populations from outside of the GTA, including international students, UofT's target of 25% residence spaces for each campus seems reasonable to continue, maintaining a guarantee for first year students and considerable space for senior students, and adding a guarantee of residence for international full-time students for the duration of their degree.

The evolution of the St. George Colleges is a complicated issue and best answered by St. George. However, some observations from afar are as follows: a) given the nature of technology today and the ease of access of library materials and e-materials – individual college library resources could all be more centralized on the St. George campus leaving former library space as study space for commuter students - which is in short supply everywhere; b) the colleges already have enough power to contribute to the student experience. The question is whether they are admitting the best, the brightest, and the most suitable students based on their individual missions. Colleges could be somewhat differentiated and more responsible for conveying their mission to prospective students by getting involved in recruiting in targeted areas. Colleges need to focus on addressing their commuter student needs; c) at the moment prospective students have very little understanding of the college system. Some thought should be given to specialization of focus in at least a couple of the colleges to help prospective undergraduate students make informed choices about their college and place of residence. For example we could have one college focus primarily on the humanities, or an interdisciplinary college, etc. We could imagine engineers being focused by a college based in their area too; d) professional first-entry students bind to their Program of Study and are less in need of a college community, but certainly need access to residences (the “house” model), and so some affiliations might be appropriate.

Colleges do not need to be created at UTM. The formation of interest communities for commuter and residence students at UTM, as noted above, will provide smaller and more personal communities within a growing campus. Given UTM's physical size and desire to ease students' access to comprehensive services, we wish to maintain/enhance a concentration of expertise by reinforcing a central service site, rather than subdividing the campus and distributing services through colleges.

Given the potential for a future of fewer undergraduate students on the St. George campus there should be no additional colleges, and certainly there is no need for colleges at UTM/UTSC so long as other forms of community are developed and resourced.

While central admissions processing is desirable, as are central student information systems, centralized student recruitment should be carefully examined. If there is a central function here, then the central office must also be held partially accountable for enrolment targets and admission success. Individual colleges and learning communities, including academic departments need to have resources and firm commitments to student recruitment. Student recruitment and entrance scholarships are under-resourced and as a result we are currently losing many great students. Centralized service is beneficial in the provision of background/behind-the-scenes operations and where one-to-one interaction and customization are not of high value; local services are otherwise required on each campus.

Research Institutions & Industrial Partners/University Relations

Faculty, staff and students are actively and increasingly engaged in research at UTM. There is a flourishing Research Opportunity Program (ROP) and success in the highly competitive 'University of Toronto Excellence Awards' program. The graduate student population at UTM is growing, and the better part of 300 published journal articles can be attributed to research efforts of these students in 2006-7. When the sum total of operating grants provided by the three granting councils, internal sources, and other funders are combined with the infrastructure funding provided through the Government Research Infrastructure Programs (GRIP), UTM's annual research revenues have fluctuated from \$10-\$15M during each of the past four years. In practical terms, about \$200,000 per week was spent on research on campus in 2006-7. Our faculty and students are not the only source of ground-breaking research on campus. Staff is engaged in proposing and implementing research projects that have an immediate impact on life at the campus. A few examples include the Environmental Affairs Officer, the Centre for Emerging Energy Technologies, and the Assistant Dean of Student Affairs, who are engaged in innovative research projects that will directly affect the lives of students and their environment on campus.

Nevertheless, we seek to improve research performance at UTM and to develop research strength in a broader cross-section of disciplines at the UTM campus. While the culture experienced within the sciences is such that research in these areas is generally well-resourced and offers substantial depth, the social sciences and humanities require additional infrastructure to allow a

broader set of activities to become entrenched on campus. This will first require a strategic plan that allows us to hire sufficient faculty to build communities of scholars, that invests in infrastructure, and that maximizes operating grant support.

With regards to federal government funding, there are three ways to move forward: a) encourage a greater proportion of our colleagues to compete in a greater variety of funding opportunities; b) develop more competitive proposals; and c) promote exploration of all opportunities while also continuing to press the government to increase funding.

It is not the case that basic research and knowledge translation should be viewed as contradictory. The question is one of degree, and the answer will lie in part in a perception of what types of research lend themselves to commercialization. Research should not be driven first and foremost by the drive to commercialize, but neither should we ignore the potential impact of the research we undertake (not just scientific and medical but also social scientific and humanistic). UTM has promoted many of its leading scholarly research programs in the sciences as having significance to the local community, including our research on the environment, energy, health, and security. UTM should offer studies in knowledge translation, with commercialization of innovation treated as a subset of this field.

Opportunities do lie ahead in working with our hospital partners in the UTM Medical Academy. Given the size and maturity of Credit Valley Hospital and Trillium Health Centre, as well as their recent steps towards becoming teaching hospitals, it seems unlikely that they will redefine themselves to become ‘research’ hospitals. We should look at a model where a number of doctors from the hospitals can participate in research associated with UTM - a permutation of the model of the hospitals in downtown Toronto.

Professional development and lifelong learning are largely untapped in our local community and offer an opportunity for revenue generation and community impact.

We need the public to become our champions if the University really wants to influence political decisions. Research impact is one effective method to be, and to be seen as being significant. The relationship with the City of Mississauga whereby UTM serves as a research support centre for questions regarding policy development should be nurtured and expanded. By 2030, the local community should think of UofT as the ‘go to’ place for public debate, personal and career development, culture and entertainment, and a champion for quality of life, and we need community activists to continually make this situation known to politicians.

University Resources

The University needs effective strategies for increasing revenues and containing expenses.

With regard to advocacy, we would expect that industry/business could be very persuasive in this arena – but always at a cost to us. As stated above, we need the public to become our champions.

We need a campaign within Ontario, if not nationally, to increase the level of understanding within the electorate about the importance of universities, and the need for appropriate funding.

Increased revenues can also be generated by attention to the student program mix - within the undergraduate population (deregulated programs), and at the graduate level with regard to Professional Masters, Professional PhD, and PhD programs.

Professional development and lifelong learning are largely untapped by UTM, but the Convergence Institute may offer a platform from which to offer such courses and programs. Non-credit/non-degree courses for community members, which would not require them to go through a selection process to become UofT students, would be attractive in a number of areas. Sub-sections of established graduate courses could be offered as a low-cost method to create courses and ensure quality. These means of delivering lifelong education are sufficiently informal to generate little in terms of University governance requirements. This would be a significant contribution to the health and vision of the City of Mississauga and the Region of Peel, where this mechanism would allow UTM to address some of the needs of highly trained new immigrants to expedite integration into the workforce.

We will need to contain costs in the decades ahead, and this too will drive change. As mentioned earlier and repeated here, the St. George campus has large, medium and small faculties, with overlapping interests and scholarship. We shouldn't hesitate to examine the issues of Faculty scale in order to deliver efficient and excellent education. We need to take into account the changes in the structure and transmission of knowledge not only the organization and structure of departments, but also the organization of Faculties – those larger vessels through which we construct the intellectual life of the university.

Within Business Affairs, we feel there are useful areas to explore for savings through efficiencies and synergies. For example, we should explore the development of a common business and capital strategy for utilities upgrades on all three campuses; co-ordination of parking services delivery on each campus; the establishment of a UTM Office of Capital Projects (part-time). Discussion is needed on deferred maintenance (determination of local vs. central priorities and how new Government funding is put to use); determination of how capital projects will be funded in light of changing audit rules (e.g. PPPs), borrowing caps, etc. Some consideration should be given to adapting ancillary budget and other guidelines for UTM-specific needs (one size does not fit all).

With regard to Space & Facilities Planning, it would be useful to examine the approval process for renovations, capital, and change of use for space with a view to streamlining and simplification. There could be a consolidation of a space planning inventory data base; the creation of a master data base at the centre for “as-built” building plans with real-time updating capability; a co-ordination of classroom booking systems between Office of Space Management (St. George) and Registrar, UTM; adoption of common design specifications for classrooms; and an overall sharing of planning expertise across U of T.

Commercialization is partially addressed already in the concept of a culture that promotes knowledge translation and that teaches issues of management that surround commercialization. UTM should heighten its focus on commercialization to strengthen the growth of graduate studies and research. Previous commercialization initiatives at UofT have been under-resourced in human resources and operating capital. Moving the commercialization enterprise into the University is a great step – now some muscle needs to be put into the initiative.

Appendix 1

The following highlights areas where we believe particular attention, in the short-term, could enhance the experience for faculty, staff and students on all three campuses, level the playing field, improve efficiencies and create synergies.

Space & Facilities Planning (covered in the University Resources section earlier)

Human Resources and Equity

The issues here revolve around outreach from Equity Officers, Quality of Life Officer, Occupational Health Services, Environmental Health & Safety resources. What is the appropriate balance of outreach versus travel versus duplication at UTM? As an example the Staff Development Center has excellent programs for development and training of staff, however, most of the courses are given on the St. George Campus. It would be to the benefit of the staff at UTM if at least one course in every program could be scheduled on a regular basis at UTM to allow staff the same advantages as their colleagues on the St. George Campus (emphasized in the *Speaking Up* survey). Alternatively, UTM could become the centre for a strategic series of professional development activities (sustainability, health and safety etc).

Government underfunding of accessibility services on all three campuses needs to be addressed.

Should classifications of jobs at UTM be decided by a committee made up of members from central HR unfamiliar with the working environment of our campus? Perhaps a committee should be struck at UTM/UTSC to evaluate their own positions using similar jobs on the St. George Campus as comparators. The balance and number of PMs needs to be revisited and should evolve with the evolving complexities of the campus. We need to think about how to be effective, efficient and nimble in the long term.

Business Affairs (covered in the University Resources section earlier)

Library System

It is vitally important that the Library and its librarians and staff, provide local value that concentrates on planning, managing, coordinating, and implementing Library activities and services that challenge and engage students, as well as facilitating access for students, faculty, and staff to information content in all its forms, integrating information search contexts into the curriculum, and providing a variety of engaging high-tech high-touch services. These activities are at the heart of forming authentic learning relationships with students and providing students with opportunities to make connections as they pursue meaning and relevance in their information seeking and learning. To support increased enrollment and additional programs,

additional skilled and competent Library staff would be required to provide resources and deliver services to students and preserve safety and security in this 24/7 environment.

New Acquisitions Model. For the Hazel McCallion Academic Learning Centre to be successful in providing ongoing support for students, faculty, and staff to meet their information needs, a new model for the procurement of electronic resources is required that takes into account the new budget model and that increasingly provides an infrastructure for differentiated autonomous selection of e-resources in support of local programs and departments.

Distributed Learning Commons. Opportunities for collaboration and synergy most certainly exist in providing future generations of students with “one-stop shopping” environments on campus, both physically and virtually. Exploring ways to integrate services and provide opportunities for teaching and learning across campus holistically would generate insights into longer term collaborative initiatives. For example, areas such as the Library and the future Student Services Plaza would provide rich learning/employment opportunities for work-study students and a cooperative approach to providing comprehensive training for information support and leveraging student employees would benefit all students and stakeholders involved. Longer term integrated planning could be realized through the formation of a strategic planning group reporting to the Dean comprised of representatives from Student Affairs, the Office of the Registrar, Residence, Robert Gillespie Academic Skills Centre, and the Library.

Learning communities developed would require support both in terms of the physical space for students to interact, as well as resources to facilitate virtual interactions of students, staff, and instructors through electronic means. These spaces, whether physical or virtual, would need to be carefully designed, planned, and developed to ensure the spaces over time continued to be attractive and relevant to the students, staff, and instructors using them.

Literature Search Service. A potential opportunity exists for the Hazel McCallion Academic Learning Centre in providing literature search services support to the Office of Research Services, using commercial information vendors in tandem with UofT Libraries information resources, and for external agencies via the Mississauga Technology Business Accelerator. Patent searching would be a central area of focus for such a search service for research applications, commercialization opportunities, development of intellectual property, potential licensing of intellectual property, and possible generation of revenue.

Integrated Teaching Support. The Library currently provides instructional technology support at UTM for faculty and students. This is done in collaboration with the Academic Skills Centre. With the growth of the Campus there is a significant need to increase the level of support for teaching faculty and explore and adopt systematically best practices for teaching, pedagogy, assessment, and use of instructional technology. Library and Academic Skills Centre staff are already providing leadership in these areas. But larger scale initiatives and systematic support would be accomplished through the creation of a UTM unit responsible for promoting and sustaining faculty teaching support (of which the Library would be a member), developing a

long-term support plan, strengthening connections with the UofT's Office of Teaching Advancement, as well as by engaging in teaching conferences and workshops through organizations like the Society for Teaching and Learning in Higher Education.

Student Experience

Admissions. The Office of Admissions is currently under-resourced for the size of the operation they are trying to offer. Re-engineering of the business processes will be critical. By 2030 they should be collecting most institutional transfer files electronically through the centralized application centre. They should also be paperless and scanning and imaging applicant documents through a central resource makes total sense.

However, while it makes sense to run a central admission processing house with the support of the SIS team in downloading data from the centralized application center careful consideration should be given to offloading assessment of files to the first-entry divisions.

First-entry divisions are competing for students. In 2030 this competition will likely reach higher intensity. Timing of offers and contents of admission packages should permit healthy competition rather than restrict it. Engineering currently manages its own offer packages and the contents therein. This should be the case across all first-entry divisions. Our uniqueness should come out through healthy competition.

The letter writing system on ROSI is incredibly complex – and limited by the fact that it is trying to meet the needs of all divisions. A complete review of the letter system should be undertaken to determine whether this might be handled better by divisions.

Recruitment. Recruitment seems to be under-resourced and unevenly resourced across first-entry divisions and campuses. Central recruitment is not accountable to any particular division for the end result of their work, i.e. enrolment targets. Central resources, staff and funding are not shared equally amongst first-entry divisions. For example, resources are put into recruitment activities, events, tours and meetings for St George division applicants, although are funded by a cost bin attribution to all divisions and campuses. Given healthy competition amongst first-entry divisions a review of the involvement of a central recruitment office should be undertaken.

Registration / process restrictions from campus to campus/ transfer credits. We need to come to terms with what it means to be one UofT with three undergraduate campuses, each with its own admissions requirements and distinctiveness. For example, general restrictions on course and program enrolments by campus are not student-friendly and give the appearance / experience of a divisive UofT, rather than one university with three host campuses. Similarly, the process of re-applying to the University when changing campuses instead of transferring again portrays a divisive university, rather than a common one with three campuses. There is a pan-Canadian protocol regarding the acknowledgement of transfer credit for work successfully completed, even where a direct equivalency does not exist. Such a protocol does not exist within UofT, although it has to be acknowledged that there are resource issues and logistics that pertain to these issues.

SIS. Issues here pertain to central support and availability of services across campuses. For example, the SIS advanced technical team is only available in one location on the St. George Campus to assist and coordinate operations. The case is similar for JAD/RAD meetings and the local Business Process Representatives.

More work should be devoted to sharing resources amongst divisions using ROSI with a central library of resource tools, programs and queries written and/or developed by divisions such that each division need not develop their own (e.g. outstanding marks query, Excel header templates for standard downloads, marks entry tools.) Resource sharing terms and agreements need to be developed which permit all U of T students to benefit from our technical skills.

Academic and financial advising and personal counseling resources. There is currently a tremendous imbalance in resources for undergraduate students across first-entry divisions around the university. This imbalance is apparent not only in staffing but in resources available for financial aid, emergency loans etc. A review and rebalancing of these resources should be considered to improve the quality of the student experience across the university.

Student Affairs

Student life areas based at the St. George campus frequently interact with the Vice-Provost Students, naturally giving rise to central support for special initiatives in these areas. A recent example would be the Centre for Community Partnerships, based on the St. George campus, but ultimately benefitting all three campuses as part of the *Stepping Up* plan. UTM is supportive of this and also believes that other initiatives could be championed at UTM given appropriate central funding. For example, UTM might pilot a program in which student life professionals research student development, which could yield positive results on all three campuses and take advantage of UTM's size and setting.

Direct participation by these services' heads in regional, provincial, national and international bodies of peer professionals would increase the sharing and utilization of best practices on all three campuses.

UTM student affairs and services areas (which are not distinct/separate categories at UTM) seek cooperation and coordination with their St. George and UTSC equivalents, but struggle when needs are different or differently prioritized. Regular 'like-to-like' interaction between service providers on the three campuses would increase coordination across campuses, assuring baseline services, offering consistent/coordinated responses on issues of university-wide importance, and in anticipating and responding to concerns and opportunities. Examples include residence staff training needs, career centre outreach to UTM's 'priority' employers, and false assumptions that UTM students will travel downtown to seek centralized services when many will forgo them instead.

Responses to the Questionnaire from the Task Force on Governance

1. Governing Council (GC), the University of Toronto's highest governing body delegates no formal authority to UTM's Council. There is also no formal authority granted to UTM Council standing committees by any of GC's standing committees. This council does not have formal authority and serves only as an advisory board to the Principal. This requires most decisions at UTM to go through TWO levels of approvals with very little value added to this primary and secondary approval process. A review of GC is therefore timely and should work towards identifying areas for a formal delegation of authority to a council at UTM. This would avoid much duplication of effort, reduced administrative workload and ultimately would make UTM responsible for most of its decision-making. At the present time UTM runs parallel approval processes for the approval of capital projects, approval of ancillary budgets (through SARG and UAB) as well as budgetary approval for QSS. In addition to getting prior approvals from our own Resource Planning and Priorities Committee and UTM's Council (depending on the type of approval), UTM must also present these items for approval to GC and its standing committees. A review of both GC and UTM policies is therefore timely and the university should carefully examine the possibility of a formal devolution of responsibilities to a reconstituted UTM Council.

2. Governance decisions are essential for transparency and accountability. Thus strategic and major planning discussions for such items as budgets, enrollment plans, quality of our academic programs etc. need to be thorough and efficient. These discussions, however, do not need a myriad of paths through the approval process. The approval processes also need to be consistent across the university. This is currently not the situation in a variety of cases. For example, why do some Vice-Presidential portfolios only report for information to GC, rather than seek approval? Why are some strategic questions debated but others not? St George parking rates go to SARG and UAB without community consultation, whereas UTM parking rates are first approved through UTM's Council and its committees, and this approval is discussed and expected by UAB.

3. While we agree that the current governance system through Governing Council is robust and has stood the test of time it is, with the adoption of the Tri-campus Agreement, becoming unwieldy and inefficient. The transaction costs for UTM/UTSC (time, energy, travel, overall lost productivity) are enormous. The flow diagrams illustrate the governance 'life' of a capital project that is funded in part by fundraising. The diagrams also highlight a number of committees that have no relationship to GC or UTM council, but that also impose oversight. What is needed is a system that is both accountable and nimble. This is possible through the devolution of responsibilities to campus governance particularly as it relates to operational issues. This would leave only the most important issues for debate and approval at the GC level. Streamlining would seem to be not only necessary, but essential!

4&5. The above issues suggest that a review of GC's procedures is required soon. There is sufficient duplication and overlap in many areas. These could be investigated and changes

proposed. Delegation of authority to divisional councils, formally constituted committees and task forces would result in a cleaner, more efficient system, where more members of the university community would be able to participate in important discussions relating to the administration of the university. For UTM, given its unique role as both an academic division and a campus, a new governing body with formal delegated authority from GC should replace the current UTM Council. The board should have the authority to make decisions and not to simply advise the Principal. Its composition, therefore, would have to change radically if the board is to be transparent and accountable while at the same time responsive to the needs of UTM.

APPROVAL PROCESS: NEW CAPITAL PROJECTS (over \$2 million)

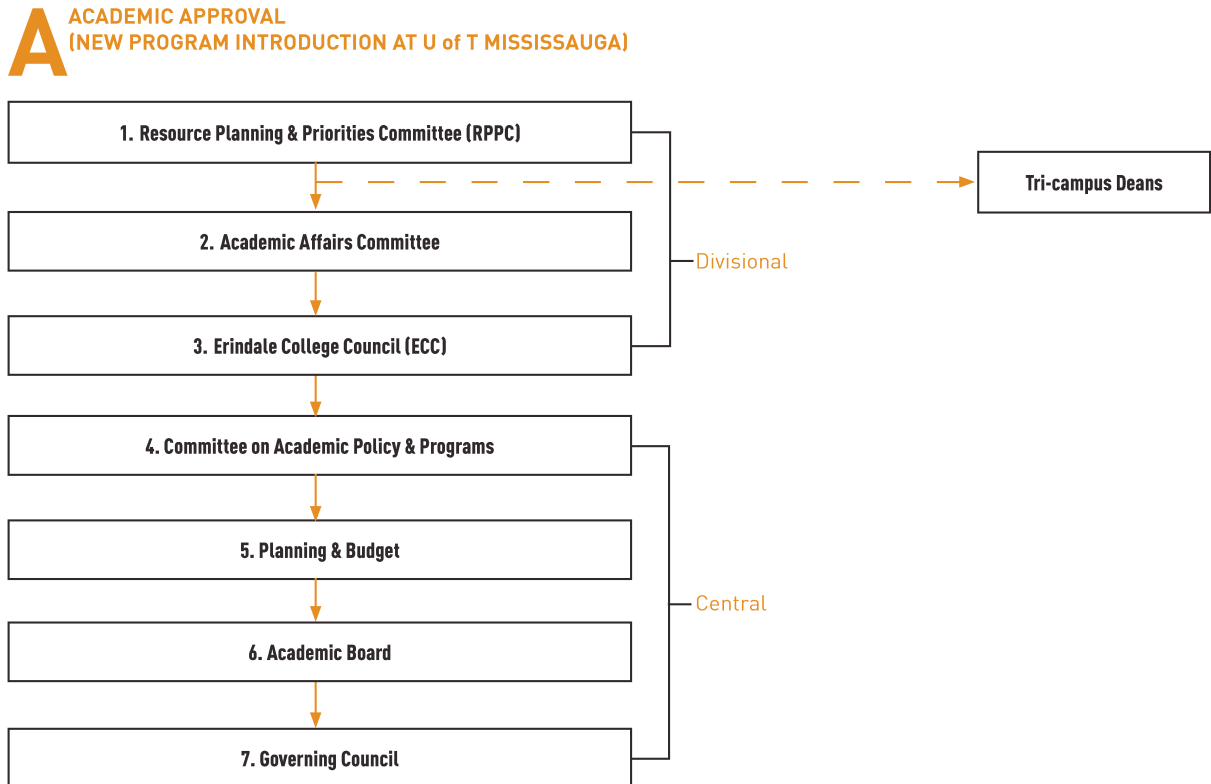
As the university identifies new academic programming and activities to support these programs, the need for requirements with respect to space are also identified. Once the need for new or renovated space is identified, the project begins the academic and capital approvals process.

The following flow chart outlines this process and splits it into 3 steps:

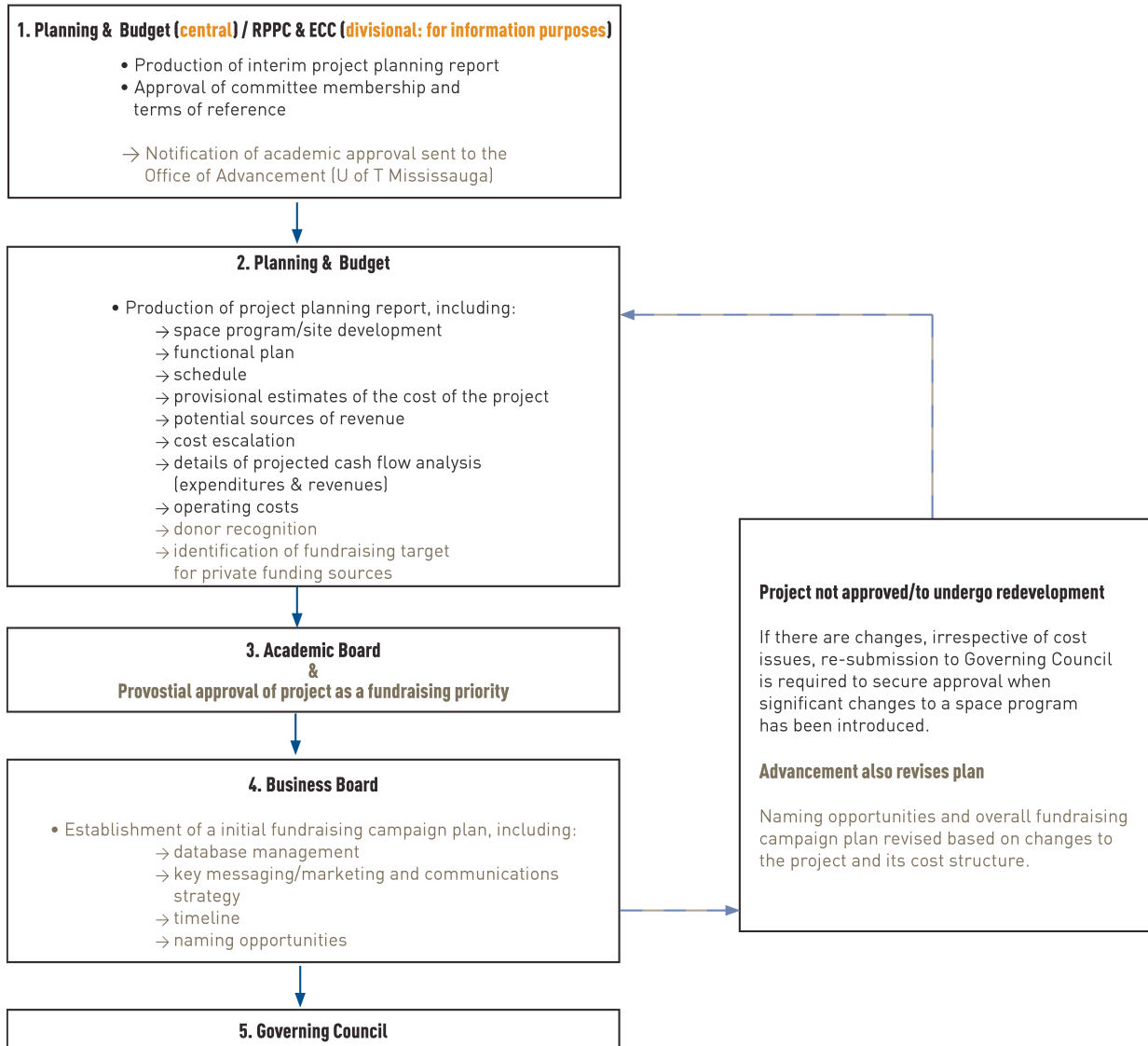
A. Academic Approval

B. Capital Project Approval

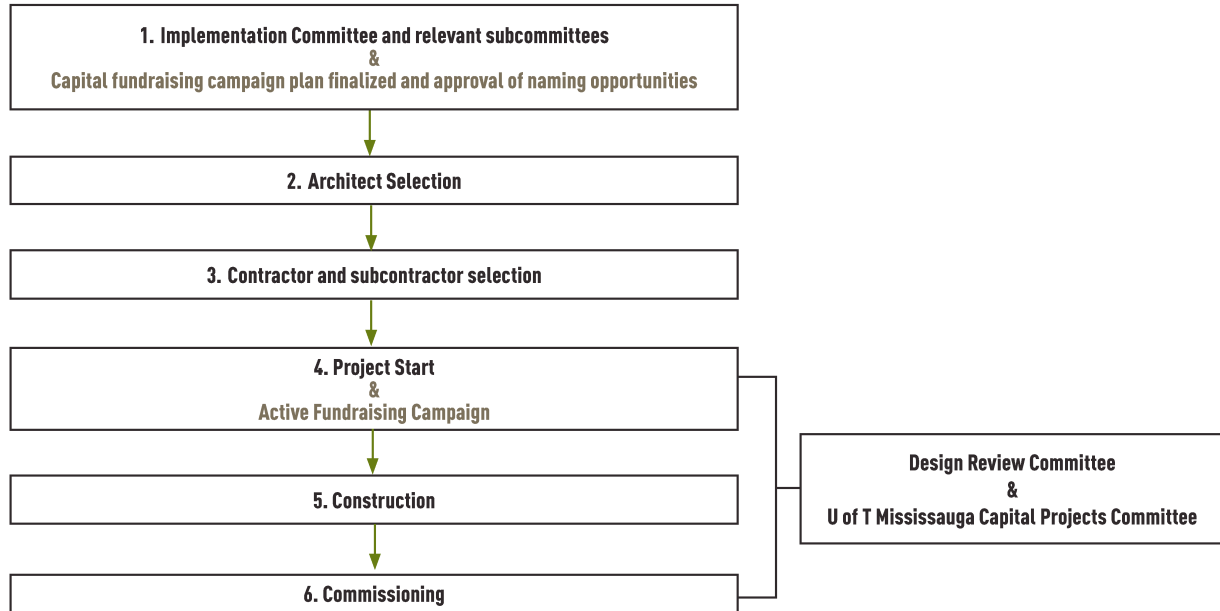
C. Project Implementation



B CAPITAL PROJECT APPROVAL



C PROJECT IMPLEMENTATION



UTM
January 18, 2008