



UNIVERSITY OF  
**TORONTO**  

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**SCARBOROUGH**

## Academic Plan

2010-2015

## Foreword

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In 2008 the Principal of the University of Toronto Scarborough initiated a strategic planning process. The strategic plan that developed over the course of that year emerged out of widespread engagement with stakeholders, including academic departments, department chairs, faculty, students, staff, and alumni. The Strategic Plan set out themes that were developed as a result of consensus gained through various departmental consultations and town hall meetings held across the campus. These strategic directions, and related objectives, are described below. During the same year, the academic departments developed academic plans that focused on these strategic directions. The response from the departments reflected the sense of excitement and optimism that the planning process had generated.

Throughout the 2010-11 academic year, the academic departments developed staged implementation plans arising from their 2008 academic plans. The Dean's Office presided over an iterative process with the chairs and directors, providing guidance, editorial suggestions, and feedback on multiple draft versions of these plans. We carefully designed a framework for this process in consultation with the UTSC executive and with other divisions that recently went through this experience. The University of Toronto Scarborough Academic Plan is a synthesis of these plans and further articulates academic directions for the campus.<sup>1</sup>

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<sup>1</sup> The directions developed in this academic plan do not make explicit reference to research. It is important to emphasize that the plans of the departments do discuss the scholarly interests of their faculty, the research clusters that they are developing, and the initiatives that they are planning. Under the leadership of the Vice-Principal, Research, UTSC is preparing a campus strategic research plan that will be finalized later in the 2011-12 year.

## Background

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The University of Toronto Scarborough was opened in 1964 in response to the expanding geographic footprint of Toronto and to the need to accommodate the overflow of undergraduates from the St. George campus. Initially, it was envisioned as a small satellite campus. Over the years, UTSC has grown to over 10,000 students and is now a medium-sized university campus within the provincial system.

The campus itself has made a number of unique contributions to the University of Toronto at the undergraduate and graduate levels: it is home to the University's first Bachelor of Business Administration (BBA), and graduate degrees in Environmental Science; it also has been an innovator in experiential learning through the co-operative education opportunities offered in virtually all the departments on campus. These innovations are built on a tradition of academic excellence in scholarship and research that is reflective of the University of Toronto's high standards and reputation for achievement.

## The Planning Environment

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In planning UTSC's future, we have been mindful of the external elements to which we must respond. At a global level, many university programs and priorities are responsive to forces that emanate from the transformation of the modern economy, characterized by technological innovation, commercialization, and globalization. These forces have created a new global economic interdependence that brings with it significant societal change— change that is characterized by unprecedented interconnectivity.

The forces of global interconnectivity can have an effect upon what our universities look like, what they choose to teach, and how they choose to teach it. UTSC has begun to respond to the impact of this trend as the academic choices available to students are

being expanded and transformed with innovative programs, such as City Studies, International Development Studies, and Environmental Science.

University systems must continually evolve to meet the needs of their various constituencies. For example, undergraduate students are looking now to universities to prepare them for successful transition to work life and are attracted to programs that can give them this type of experience. Universities have responded through an increased emphasis on programs aimed at enriching undergraduate student life by providing not only excellent academic programs but also a rich “hands-on” experience. Not surprisingly, as a result of this dynamic, our UTSC co-op programs draw many academically excellent students.

The double cohort university expansion that began in 2002-2003 saw a 47 percent increase in the number of applications to the provincial university system over the previous year. This growth, coupled with changes in demographics, prompted the addition of new universities to the Ontario system as well as significant expansion in existing universities. During this time, UTSC student FTE count increased by 53 percent (from 5,614 to 8,593 FTE), the facilities and infrastructure by 50 percent (from 44,406 to 63,603 NASMS), FTE staff by 54 percent (from 216 to 333 FTE), and FTE faculty by 29 percent (from 209 to 271 FTE). However, these changes do not reflect the shortage of space and staff resources that existed prior to 2002-2003. These deficits in faculty and staff complement and infrastructure created less than ideal conditions for students and significant challenges for the campus and its academic mission.

Recent projections from Statistics Canada estimate steady growth in student enrollment at universities in Canada over the next decade. For Ontario universities, this growth is predicted to peak at an additional 10 percent of students entering by 2016<sup>2</sup> (current enrolment province wide is more than 640,000).

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<sup>2</sup> Statistics Canada (2007). *Postsecondary Enrolment Trends to 2031: Three Scenarios*, Catalogue no. 81-595-MIE2007058, page 67.

In seeking to take advantage of this predicted enrolment growth, we face a double challenge: first, to eliminate our resource deficit from the double-cohort growth, and second, to ensure that further growth is fully resourced. Based on available space for expansion, UTSC has the potential to accommodate increased enrolment. It is important to stress, however, that expansion can only occur over the long term and requires, as a pre-condition, a dramatic increase in capital and human resources.

Another element that must be considered with respect to student growth is graduate program demand. Over the four-year period beginning in 2000, universities saw a seven percent annual growth in the number of new PhD students entering the university system.<sup>3</sup> There is also growing demand for more student spaces in Masters Programs. Many of these students will go on to pursue doctoral level studies. Also, the number of adult learners who are interested in professional Masters Programs is growing.

UTSC has had very positive experience with this second group of learners through the Master of Environmental Science. This program has attracted very strong students to UTSC who are now entering the workforce and beginning to make an impact.

The Government of Ontario has acknowledged this trend and has committed resources to support universities in expanding graduate programs. These resources include additional infrastructure and operating dollars.

## **Strategic Priorities and Directions Established in 2008**

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The 2008 Strategic Plan outlined five strategic directions for UTSC in the coming years: New and emerging areas of scholarship at the undergraduate level; enhanced graduate training; internationalism; experiential learning; and, developing a sustainable university platform. The Strategic Plan also defined a set of objectives for each strategic direction.

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<sup>3</sup> Statistics Canada (2008). *Doctoral Graduates in Canada: Findings from the Survey of Earned Doctorates, 2004/2005*, Statistics Canada – Catalogue no. 81-595-M, page 11.

## *1. New and emerging areas of scholarship at the undergraduate level*

The last three decades have seen the emergence of new areas of inquiry that have grown out of collaboration of traditional disciplines; new media studies and neuroscience are two such examples. The strength of this approach is that these new disciplines benefit both from the rich traditions of well-established fields and from the synergies that arise from a variety of perspectives that come together to develop these new areas and approaches to scholarship and research. Based on its size and critical mass of research and scholarship, UTSC is well suited to develop and support new and emerging areas of scholarship that are responsive to the needs of today's students.

### *Strategic Direction:*

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***UTSC will create an environment to house and support the growth of new and emerging fields of scholarship.***

### *Objectives:*

- New and emerging areas of scholarship will be built on the excellent reputation of traditional disciplines and will be based on evidence of a defined area of impactful scholarship.
- Additional resources will be allocated to support the development of emerging areas of scholarship.
- Creation of viable academic homes for these new programs, particularly in cases where the areas cut across traditional disciplinary boundaries.

## *2. Enhanced Graduate Education*

The desire for enhanced graduate education is attributable to many factors. The workforce has changed dramatically over the past twenty years, with people changing careers more often, the elimination of mandatory retirement in Ontario, and the growing demand for additional academic training. Indeed, in many sectors, the Master's degree is quickly becoming the educational credential of demand, where the Bachelor's

degree was once sufficient. UTSC is responding to this changing dynamic and will continue to pursue opportunities to provide its students with the knowledge base that is required to compete in the workforce.

### *Strategic Direction:*

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***The University of Toronto Scarborough is committed to expanding its onsite graduate education at the Masters and PhD levels to 10+ percent of the total student population.***

### *Objectives:*

- Growth of existing Masters programs with the expansion into PhD streams where appropriate
- The creation of new professional Masters programs
- The creation of graduate units to support PhD level programs in emerging new disciplines or areas where a critical mass of scholarship is in place to support and sustain programs at UTSC

The home base of these new programs will be at UTSC while being a part of the University tri-campus graduate program structure. Any expansion of graduate programs will be based on a critical mass of scholarship and excellence offered locally by UTSC departments and faculty.

### ***3. Internationalism***

For a variety of reasons, in part relating to our diverse student population and in part because of areas of academic strength within UTSC, we have the opportunity to strengthen our focus on undergraduate and graduate programs that have international relevance and impact so that they provide a global context to the educational experience.

UTSC already has made investments that are having an impact internationally. We have developed an intensive preparatory program geared at China's top students and high schools. UTSC students are making their presence felt around the world through international development and outreach. Locally, our campus is fortunate to reflect the diversity that makes Canada a unique and harmonious home for citizens from all corners of the globe.

***Strategic Direction:***

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***UTSC will become an international hub for learning and partnership.***

**Objectives:**

- UTSC will offer a range of programs at the undergraduate level that provides students with an international perspective and awareness;
- Growth in our Green Path program will include expansion to other countries, as part of ongoing efforts to enrich the student experience at UTSC and enhance our global partnerships;
- Develop international partnerships, exchange, volunteer, and workplace opportunities for our students and faculty with universities and other global organizations.

**4. *Experiential learning***

Our focus on experiential learning, which includes our sought-after co-op education programs and joint programs with Centennial College, is aimed at ensuring students are prepared intellectually in the broadest sense, as well as being prepared to “hit the ground running” to adapt more quickly as they enter the workforce.

### *Strategic Direction:*

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***UTSC will be a leader in experiential learning by offering curricular, and co-curricular opportunities for students.***

#### Objectives:

- Expand internship programs at the undergraduate and graduate level;
- Provide opportunities for students to apply and present their work in academic, public, and private sector environments;
- Provide meaningful and appropriate service learning experiences;
- Identify other academic institutions both in Canada and abroad that UTSC can partner with to expand experiential learning;
- Develop processes and approaches that will further strengthen our co-op education programming.

### ***5. Sustainable University Platform***

Demand for university student spaces in the Greater Toronto Area is projected to increase by 35,000 over the next 20 years. Given that a large part of this projected growth will occur in the eastern GTA, UTSC needs to be well positioned to respond proactively to this growing demand. The growth in UTSC student numbers and campus expansion resulting from the double cohort occurred without sufficient capital and human resource growth needed to sustain the growth over the long term while maintaining our commitment to outstanding teaching and research.

Our efforts to address successfully the current challenges in a timely manner while providing exciting and innovative opportunities for UTSC must be focused on seeking innovative solutions that speak to our excellence and uniqueness within and beyond the University of Toronto.

### *Strategic Direction:*

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***UTSC will ensure that the best people, appropriate resources, and excellent facilities and programs are in place to provide an exceptional place to work and learn.***

#### Objectives:

- Significantly increase the faculty complement overall and ensure that new faculty see their academic home at UTSC to ensure that current and future programs are effectively resourced;
- Increase the staff complement to ensure that adequate supports are in place for UTSC;
- Build a new classroom facility to address shortfalls in office, classroom and student space;
- Construct a second state-of-the-art science and research facility;
- Build additional student facilities that include student residence, world class athletic facilities and multipurpose activity space;
- Undertake a comprehensive curriculum review to ensure that UTSC programs are appropriately resourced and are reflective of demand;
- Build profile for the campus through Marketing, Recruitment and Admissions to raise awareness of the programs at UTSC and attract the best students.

### **Academic Plan 2010**

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The academic departments responded very positively to the directions formulated in the Strategic Plan. As mentioned above, in 2008 the departments drafted preliminary academic plans, which were further refined into implementation plans over the course of 2010-11. What follows below is a synthesis, framed by the five strategic directions, of departmental aspirations and initiatives several of which are already well underway.

Also discussed are initiatives taken at the decanal level to achieve the objectives tied to the strategic directions.

## 1. New and Emerging Areas of Scholarship at the Undergraduate Level

The academic departments have introduced several new programs, and have begun to reconfigure many existing programs.

### *Programs in New Areas of Scholarship*

The Department of Biological Sciences introduced a Specialist program in Biodiversity, Ecology & Evolution (BEE) in 2010, followed by a Major program this year. They give students a foundation for understanding how ecology and evolution shape species, communities, and ecosystems. This combined focus on core elements of the environmental challenges faced by the planet will prepare graduates of this program to participate in the urgent global imperative of reversing the blights of habitat destruction, biological invasions, and climate change. The Major program can be paired naturally with a major in Environmental Science or Environmental Studies, or with majors in the social sciences such as International Development Studies. The department is also planning further enhancements to its first year offerings in an effort to improve student success rates and allow for greater individual attention.

The Department of Computer and Mathematical Sciences has introduced a Specialist program in Quantitative Analysis to prepare students for careers in data analysis in Finance, Biology, and the Social Sciences. While enrolments in the Management stream of this program have been encouraging, students have indicated greater interest in a program with a stronger focus on the financial sector. CMS plans to consult, and possibly collaborate, with the Department of Management to reshape the program into one that will be distinctive in its emphasis on the mathematical and computational aspects of finance and risk management (likely a program in Computational Finance). It will give students an excellent preparation for professional and graduate programs in

mathematical finance. The Department of Management aspires to have a state-of-the-art finance laboratory that will be a vital resource for the program. We anticipate that this program will attract students of a very high academic caliber.

The consolidation of Literature and Film Studies as a Minor program recognizes an existing strength in the new Department of English—a cluster of courses that is already well integrated, enjoys both robust demand from students and the strong interest of faculty members, and draws together two dominant narrative media. Early enrolment counts are very encouraging. The cluster of courses in this minor also will serve as a model for the development of other narrative clusters, such as narratives of place and nation, historical narrative, and poetic narrative. As well, the Department is developing a minor program in creative writing that will build on existing courses and on the strong interest of several faculty members in this field.

The Department of Humanities has introduced three new area studies programs, Global Asia Studies, Media Studies, and African Studies. Global Asia Studies engages students in a study of both South and East Asia and their diasporas in the past and present. It also aims to locate the academic study of different Asian groups within the fabric of the local community. The response from students has been encouraging, with enrolments in the program increasing steadily each year. Currently, plans are being developed for a pathway in China Studies that combines Mandarin language training with a focus on Chinese history and culture; students following this path will have an opportunity to study abroad in Xi'an and Hangzhou. Media Studies provides students with theoretical tools to aid understanding of the history and growth of media, how various media industries manufacture and manage information, and what the increasing predominance of visually communicated information means for contemporary society and understandings of the self. African Studies draws on the strengths of Humanities and Social Sciences to expose students to African histories, cultures, and art, approaching its subject from a number of distinct disciplinary perspectives.

The Department of Management has introduced a new program, Management and International Business (MIB), within the B.B.A. In keeping with the other B.B.A programs the MIB is highly quantitative. It focuses on business in an international context, and enables students to learn and apply management skills and theory through significant study and work abroad components. Like the existing co-op program in Management, the MIB will require three work terms, but at least one work term must be located outside of Canada. Students also will spend a study term outside of Canada. To help prepare for their work abroad, students will be required to complete two years study in a relevant language. These experiential elements of the program make it unique among undergraduate business programs offered by other institutions.

The Departments of Physical and Environmental Sciences and Social Sciences are developing a new Major in Environmental Studies. This program is being proposed as part of our broader suite of offerings on the environment. The Environmental Studies program will provide undergraduate students with a deep understanding of the social and political contexts of environmental issues, and the tools to develop potential solutions to complex environmental challenges. The program will be delivered in a strongly experiential manner, culminating in a cohort capstone project in the final year. There is evidence that such a program will be popular.

In response to the growing awareness of the importance of mental health to a productive society, the Department of Psychology has introduced Specialist and Major programs in Mental Health. These innovative programs allow students interested in mental health to organize their undergraduate studies in psychology around pathologies of the mind and on their various treatments. These programs have proven extremely popular among students interested in careers in the field of mental health, attracting large numbers of highly qualified students from their very inception.

The current major and minor programs in Health Studies (B.A. and B.Sc.) are among our most popular, attracting almost 800 students; however, they are in need of renewal. UTSC is working to replace these programs with a suite of internationally recognized,

best-in-class programs in health studies. This suite will include new programs as well as our existing programs in Human Biology, Mental Health, and Paramedicine. We are in the early planning stages of developing new programs in health management and health policy, involving the Departments of Computer and Mathematical Sciences (Statistics), Management, and Social Sciences. We also are exploring the possibility of developing programs in health information systems and global health. Throughout these programs, there will be an emphasis on advancing integrative, cross-disciplinary perspectives. Our objective is to provide students with a unique academic and practical education that enables them to gain a broad understanding of the health care environment (political, economic, societal, and technological), and knowledge of public policy formulation. We already have begun conversations with the Faculty of Social Work and the Faculty of Medicine on possible collaborations for course delivery. We are delighted to have attracted a leading Health executive to serve as the first intellectual leader and champion for this suite of programs.

All of these initiatives demonstrate our commitment, stated in the 2008 Strategic Plan, to opening up new and emerging areas of scholarship to our undergraduates.

### *Reconfigured Programs*

The departments also have been working hard on reconfiguring their programs to ensure that they are academically rigorous, well structured, and responsive to student demand.

The Department of Biological Sciences already offers a Human Biology Specialist Program and is now offering a Major in Human Biology. This program is a “pared-down” version of the specialist program. The Human Biology Specialist program is the most popular specialist program offered by the department. Enrolments in the Major are already very encouraging; we anticipate that demand will continue to be robust because it can be paired with majors in Health Studies, Mental Health, Biochemistry or Neuroscience. It is also well suited for students who wish to go on to health-related fields after graduation.

The Department of Computer and Mathematical Sciences has made significant improvements to its programs. Computer Science has thoroughly revised its curriculum. It has redesigned its introductory courses to serve better the needs of new students, and has updated its more advanced courses to reflect developments in this rapidly changing discipline. Mathematics has restructured its calculus stream for the mathematical sciences and also has merged its two specialist programs.

The Department of Management has reconfigured its Specialist Program in Management, which contained eight streams, into five new Specialist Programs: Management and Accounting, Management and Finance, Management and Human Resources, Management and Marketing, and Strategic Management. These programs enable the formal recognition of the specialized studies that many students have been pursuing to better prepare them for graduate studies and professional careers.

The Department of Physical and Environmental Sciences has restructured its existing Major Program in Environmental Science, rebuilding it upon a strong foundation of basic science and mathematics courses. This reconfiguration gives students the background needed to go on to graduate programs in cognate areas. It also makes it more attractive to students who wish to combine environmental science with areas such as international development studies.

Our Social Science programs continue to be attractive to students, with many having very high enrolments. The disciplines in Social Sciences continue to be actively engaged in reviewing and revitalizing their programs, particularly as they move forward in realizing their aspiration of becoming separate departments. City Studies is developing three main specializations within the program: Community Development, City Building, and City-Regional Governance. Geography plans to strengthen the three core areas in which its research strength is focused: Urban Geography, Environment and Development, and Social/ Cultural Geography. At present it only offers a major program but intends to launch a specialist program in the near future. Colleagues in Political Science have transformed Public Policy from a confusing and unwieldy program into one

that is an ideal model of a program in the Social Sciences. It has a very clear focus and structure and has introduced a standard of rigor that reflects the high caliber of scholarship expected at the University of Toronto.

There are several other smaller but significant efforts to revise and strengthen existing programs. Biological Sciences is developing its course offerings in “organismal biology” which includes areas such as physiology, morphology, taxonomy, and natural history. Physiology in particular is a high priority area. The Biological Chemistry, Chemistry, and Environmental Science Specialist programs are seeking accreditation. This requires the introduction of a new Biochemistry course, several new geoscience courses, and new laboratories for inorganic chemistry and physical chemistry. English plans to bring more substantial writing requirements to all of its upper level courses and to transform its D-level Senior Essay course into a yearlong capstone seminar in which students will research and write an honours thesis. Management is introducing new courses in Finance that will be supported by a new finance laboratory that the department is working to establish in the newly opened Instructional Centre. Philosophy is building a sequence of courses designed to strengthen the core of its programs: Writing Philosophy, Proseminar in Philosophy, and a D-level capstone course. Psychology is planning to introduce a number of C-level courses to ensure that all major areas of study are adequately covered. These will be followed by relevant D-level courses that integrate C-level topics with areas of faculty expertise. Sociology is changing its B-level courses to better serve as entry-points into more specialized C-level courses. Statistics is working on a thorough review of its course offerings, both mathematics-based courses for its programs and applied courses for other programs. Several programs in Humanities have been carefully reviewed and revised, including Women’s and Gender Studies, Studio, and Theatre and Performance Studies. Programs in the Visual and Performing Arts, especially Studio, have begun to develop stronger ties to Media Studies and New Media Studies, through the introduction of courses of joint interest.

Bringing existing programs up to date is an essential element in introducing our students to new and emerging areas of scholarship; it also contributes in a powerful way to the building and maintenance of a sustainable academic platform for UTSC.

## 2. Enhanced Graduate Education

Departments at UTSC, particularly in the Sciences, have responded well to the strategic goal of enhancing and expanding graduate education on our campus.

### *Graduate Program Development: New Programs*

Biological Sciences is developing a Professional Master's degree in the area of Conservation and Biodiversity. The close proximity of UTSC to the Toronto Zoo is ideal, and Biological Sciences is pursuing collaborations with the Zoo as part of the campus' commitment to external partnership and community involvement. Moreover, with the imminent creation of a national park in the Rouge Valley, and the recent establishment of a Memorandum of Understanding between UTSC and Parks Canada, the Professional Masters in Conservation and Biodiversity will be ideally situated to capitalize on the proximity of the park, and the alignment of academic objectives with national conservation priorities this affords. The National Park also will provide exceptional experiential and placement opportunities, as well as seamless integration into employment possibilities for graduates. We anticipate that this program will bring high quality graduate students to the campus, the best of whom will be encouraged to subsequently enter tri-campus Ph.D. research programs.

Biological Sciences also is working with the Department of Physical and Environmental Sciences to establish a new concentration in Scarborough's existing tri-campus Ph.D. program in Environmental Science. The specialization will be in Environmental and Stress Biology. This area aligns closely with the interests and expertise of numerous faculty and research groups within the department. We anticipate that that we will be in a position to accept students into this new specialization September 2012.

Physical and Environmental Sciences is moving forward with implementation of its plan for a new one-year graduate Masters program in Climate Change Impact Assessment as part of the existing Masters in Environmental Sciences. This is an area in which there is considerable expertise in the department, including a research node in the Climate Lab of on-site scientists from Environment Canada. There is no program like this at the University of Toronto or, for that matter, elsewhere in Canada. Job placements are anticipated in environmental consulting firms and at all three levels of government, municipal, provincial and federal.

Psychology has developed a proposal for a tri-campus Ph.D. in Clinical Psychology. This program builds directly on the Department's innovative undergraduate program in Mental Health Studies, which has grown rapidly since its launch three years ago. The objective of the Ph.D. is to prepare students for careers in research, teaching, and practice in the field of mental health and applied clinical neuroscience. To this end, Psychology is exploring with OISE models for the delivery of clinical psychology programs at several sites at the University and is working to bring the program proposal into governance early in calendar year 2012.

Psychology is also proposing to develop a Professional Masters in Brain Imaging. A new, state-of-the-art demonstration lab in psychology is changing the way students engage with the field, and helps position UTSC at the forefront of education in brain imaging for the study of cognitive and affective neuroscience. This one-year tri-campus masters program will prepare students for continued studies at the doctoral level or for highly skilled work in imaging units at mental health institutions. In offering the program, the department will be working in collaboration with partner units in institutions such as the Rotman Research Institute at Baycrest, the Centre for Addiction and Mental Health, and Sunnybrook Health Sciences Centre. We anticipate a robust market for this Masters program, with strong interest both domestically and internationally.

These initiatives are substantial steps towards our goal, articulated in the 2008 Strategic Plan, of enhancing and developing graduate education at UTSC.

### *Graduate Program Development: Existing Programs*

Physical and Environmental Sciences' new Ph.D. in Environmental Science already has 16 students enrolled in two cohorts, a sign of the attractiveness of the program. Further, the program has healthy proportion of award winners, with a third of the students receiving an external award from federal and provincial funding agencies. This program will continue to grow to a steady state of over 50 students by 2015.

The Master of Environmental Science also continues to do extremely well, with 75 students currently enrolled. The placement rate of students in internships and post-degree positions has been excellent, achieving a success rate of almost 100 percent.

### *Graduate Activity in Tri-campus Programs on other Campuses*

Although we expect to increase significantly graduate activity on the UTSC campus over the next five years, most faculty members will continue to focus the bulk of their efforts in this area upon the existing tri-campus graduate departments to which they are appointed and in which they always have played key roles. The supervision of Masters and PhD students, the offering of graduate courses, participation in research seminars and colloquia, and the performance of administrative duties in the St. George-based graduate programs will continue. UTSC recognizes that as tri-campus graduate entities, these programs benefit the University as a whole and are crucial elements in the lives and scholarly careers of our faculty members.

## **3. Internationalism**

The academic departmental plans resonate well with the theme of internationalism. Proposals range from the creation of research centres that focus on global issues to creating study abroad opportunities for our students and increasing enrolment of international students in our programs.

### *Departmental Initiatives*

The Department of Biological Sciences is proposing to establish a Canadian Center for World Hunger Research. Solutions to world hunger will be complex and multi-faceted, requiring a broad multi-disciplinary approach. For this reason the Center is envisioned as one that would involve faculty from several UTSC departments, each providing its own focus and perspective. The Centre is one of our advancement priorities and faculty members are keen to start work on raising funds for it.

The Department of Humanities is committed to a globally-sensitive curriculum. This is reflected in the new programs in Global Asia Studies and African Studies noted above. It also shows in the way that the learning of languages is integrated with the study of culture. The scholarly interests of faculty, especially in History, are increasingly global and transnational.

Our International Development Studies program has been a flagship program for the campus for many years. It attracts students of the highest caliber, many of whom have risen into positions of leadership in the development field after graduation. As well, international development is a research focus for several of our faculty. They have a vision and academic plan for a new extra-departmental unit that will serve as a hub for interdisciplinary and collaborative research on development and a forum for dialogue and knowledge sharing between researchers, practitioners, and policy makers both locally and internationally. Other programs in Social Sciences – such as Anthropology, Geography, and International Relations – also are strongly oriented towards internationalism.

Management programs are very attractive to our international students – in fact 25 percent of international students are enrolled in them. The Department's new program in Management and International Business, combines study and work abroad with international business courses and a language requirement.

International recruitment and scholarly exchange are very high priorities for UTSC. We have established a team of staff, reporting directly to the Dean, whose primary

objectives are to increase the proportion of international students at UTSC, and expand our recruitment efforts in Asia, the Middle East, and Eastern Europe.

### *International Outreach: People's Republic of China*

UTSC's ties with the People's Republic of China are already well established. In 2005, we created the Green Path Program, which recruits Chinese students of the highest academic standing from ten specially selected partner high schools. Since 2008, UTSC has been working hard to build this program and to strengthen and extend our connections with key government, educational, and financial leaders in China. This is among the highest priorities for the Dean. He has been closely involved in developing our strategy and is actively involved in recruitment and outreach work in China. Since 2005, close to 1,000 Green Path students have enrolled at UTSC. Each year we have been able to increase the number of students from China who come to UTSC. The entering class has increased from 15 in 2005 to 172 in 2011-12. The enrolment target for 2012-13 is set at 200. Generally, Green Path students are most interested in our business and science programs. Recently, however, we have begun to encourage interest in our humanities and social sciences and are pleased with the response.

Each year, students in the Green Path program arrive in the summer for an intensive 12-week academic preparation program designed to improve their English comprehension and prepare them for success in their university studies. The program builds academic skills in the areas of reading, writing, listening, and speaking. It introduces students to the expectations they will experience once classes begin in September. During the summer program, students receive dedicated assistance to ensure a smooth transition to Canadian and University life. Once the regular academic session begins, students are well prepared to be self-sufficient and make use of the academic and personal support services available to all UTSC students.

The connections that we have established and nurtured through Green Path have enabled UTSC to broaden our activities in China. We are in discussion with Chinese firms

that have expressed an interest in providing co-op placements for our students in Math, Computer Science, and Management. Among these employers are the Bank of China in Beijing; E-Fund in Guangzhou, Beijing, and Shanghai; China State Power Grid in Beijing; Oriental Assets Management Company in Nanjing; Xinhua Insurance Company in Nanjing, and New City Development Group in Nanjing.

Also, we have begun to establish linkages with universities and scholars in China, most notably with North West University in Xi'an and Zhejiang University in Hangzhou. Scholars from North West attended a summer institute on Climate Change offered by the Department of Physical and Environmental Sciences in 2011. Plans are now underway for scientists from UTSC to attend a second institute at North West in 2012. In the longer term there are aspirations to establish a joint Chinese-Canadian Centre for Climate Change. We are in discussions with both North West and Zhejiang to explore possible collaborations in undergraduate programming, including possible student exchanges, language development, and facilitated transfer programs.

Our success in raising funds for scholarships in China has been encouraging as well. The Jiangsu Provincial Scholarship was provided by New City Development Group to entering Green Path students, and we are working with both the Chinese Language and Culture Foundation and E-Fund to establish a scholarship for support for students, both Chinese and Canadian, intending to study Chinese art, culture, politics, and economics. Each trip to China realizes opportunities to create and cultivate relationships, which lead to real and valuable collaboration, trust, and friendship.

We continue to develop our relationships with partners in China to find work placement opportunities for our co-op students, particularly the Management and International Business and Global Asia Studies programs. These contacts have also facilitated our connections with firms in Hong Kong, such as Goldman Sachs, and China Merchandise shipment Company in Singapore. Over the next few years we anticipate that placements such as these will mark UTSC as a leader among North American higher education institutions active in China. Combined with our ongoing recruitment efforts in the PRC,

our developing university-university relations there, and our planned student exchange opportunities at a number of sites, these co-op work placements will round out a dynamic multi-level initiative benefitting all partners.

We clearly are moving forward towards our strategic goal of becoming an international hub for learning and partnership.

#### 4. Experiential Learning

This strategic goal builds on the reputation that UTSC earned as a leader in co-operative education at the university level, offering over 40 co-op programs spanning the arts, science, management and business disciplines for more than 30 years. It also serves as a reaffirmation and reinforcement of the importance of experiential education within the academic programs at UTSC.

In surveys of high school students and undergraduates we repeatedly see that one of the main reasons they choose to come to the University of Toronto is to experience research in their subject of choice. Accordingly, departments at UTSC have been working to expand the research opportunities offered to senior students as well as students in their second year or even earlier.

Another promising direction departments are pursuing is collaboration with partners inside and outside the University. Visual and Performing Arts is working with galleries and theatre groups; Biology is building ties with the Toronto Zoo; Neuroscience has exciting plans with Sunnybrook. Engagement with the local community is being explored particularly in the social sciences and humanities. City Studies has pioneered a model with its storefront in East Scarborough that is strikingly successful.

It is clear that the forms of experiential learning that work best are those that arise naturally in the departments, enjoy the support of faculty members, and have a clear academic rationale rooted in the needs of programs. Initiatives of this sort are the ones

most likely to be successful and sustainable and UTSC is committed to supporting these initiatives. Over the next three to five years we aim both to expand existing opportunities for placements within cooperative education and develop a range of other, newer, options. Ideally, we desire to see every department move in this direction.

### *Recent Initiatives in Experiential Education*

The Department of Biological Sciences, together with the Centre for Teaching and Learning, has introduced in the first year Biology courses a series of modules – “Foundation Skills for Scientists” – that cover basic statistics, experimental design, library skills, etc., all with an emphasis on hands-on experience. There is a sequence of second year courses that introduces students to basic research and prepares them for the directed research courses offered in fourth year, which can lead to publications for the students. The Neuroscience group has developed a Brain Science initiative with the Sunnybrook Health Sciences Centre that will include a team-taught undergraduate course and co-op placements at Sunnybrook. The Department also offers field course, and a conservation course that is taught jointly with research staff from the Toronto Zoo and includes visits to the Zoo.

The Department of Computer and Mathematical Sciences has vibrant and very popular co-op programs in Computer Science. This success is largely due to the dedicated commitment and energy of its faculty. Enrolment in these programs dropped significantly early in the last decade following the dot com collapse and continued to be disappointingly low in the recent past, despite an abundance of high quality work-term opportunities for students. Over the past two years, faculty in Computer Science, working closely with our recruitment office, have developed several excellent recruitment initiatives bringing high school teachers and prospective students to campus to demonstrate the wide range of learning and career opportunities available within our co-op programs. The response has been extremely encouraging, with enrolments doubling this past year.

Several forms of experiential education used by the Department of English have been highly successful, including undergraduate conferences, poetry and fiction readings, and theatrical and musical performances both by students and visiting writers, in the classroom and outside of it. The Department is revitalizing a writers' series with strong ties to the local community. Students participate in writing contests, open-mic events, and creative writing blogs. They contribute to student literary journals. Classes organize trips to plays, museums, readings, musical performances and films, as well as to archives such as the Fisher rare book collection.

The Visual and Performing Arts programs offer students a multitude of experiential opportunities. The Doris McCarthy Gallery gives them professional gallery experience, as does the student-run Gallery 1265. Art History courses include trips to galleries and museums. There are visits and guest talks from curators and artists. In the Studio program third and fourth year students create exhibitions. The Theatre and Performance Studies program includes workshops with the theatre company "Project Humanity", visits to performances, and writing reviews. Music has performing ensembles, guest performances, and lectures. There are also trips to the Faculty of Music and to the Toronto Symphony to observe conductors. There is also a very strong experiential component in Arts Management, Journalism, and New Media Studies.

Co-op is the key attraction to the programs offered by the Department of Management. There are almost 800 students enrolled in Management Co-op. In 2012 the co-op offerings will be further enhanced with the addition of the Management and International Business program (see above). As well, the Department plans to open a Finance Laboratory, which will be an important and integrated component of the Finance curriculum. It will allow students to become familiar with the software and tools that are widely used in the finance industry. Students will be able to follow stock trading in real time and use specialized software to simulate buying and selling on the market. The lab space is located in the new Instructional Centre and already is fully equipped with the necessary hardware. We currently are seeking base funding for the software

needs and a laboratory manager. The department has a long-term goal to increase the use of case studies in their courses. In addition, every course offered in the department is aimed at providing Management students with a strong grounding in theory and the application of these principles in practice. For example, a new case analysis course integrates all areas of management to help students solve real-world business problems in our local community. In addition, a new upper level course is planned that will send students into small non-profit organizations to consult under faculty supervision. This is based upon a successful model developed in the Faculty of Engineering.

The Department of Philosophy has introduced two intensive courses (Writing in Philosophy, and Proseminar) to promote the active engagement of students in philosophy. The proseminar will develop advanced philosophical skills by focusing on textual analysis, argumentative techniques, writing and oral presentation. As well, a Philosophy Essay Clinic has been established. The Department would like to start a program that would bring the best senior undergraduates into the introductory courses as TAs and give them a weekly enrichment seminar. In this seminar faculty would present some of their research, exposing the students to the leading debates in the field. Students then would be paired with these faculty members to work on a guided research project. The department currently is finalizing its plans for this initiative and will operationalize in the 2012-13 academic year.

The Department of Physical and Environmental Sciences has revised several of its programs to strengthen the experiential education component. Chemistry and Environmental Science programs will offer 12-month internships for students in Specialist programs. The Environmental Science and Technology program, which is a joint program with Centennial College, is introducing a co-op version. Physics and Astrophysics programs will require students to do a research project as a capstone experience, as the Chemistry Specialist programs do now. Students often present the results of their projects at regional undergraduate conferences, and these sometimes lead to publications. Environmental Science presently offers field courses to Algonquin

Park, Costa Rica, and Iceland. Other courses include one-day trips to the Niagara Escarpment, trips to the bluffs, and into the campus ravine. There is an initiative to add field components to the gateway course, Planet Earth, that will begin take shape in 2012-13.

Undergraduate research opportunities in the Department of Psychology are flourishing. Each year the Budding Scholar Initiative identifies fifty of the most promising students in first year courses. These students are invited to the fourth year student poster day where they are recognized with a certificate of excellence and offered opportunities to visit and work in laboratories in their second year. These experiences are intensified in the students' third year when they can enroll in research courses under the supervision of faculty on projects with which they are now familiar. They then can progress in fourth year to the year-long thesis course. Results from these projects often are presented at a regional undergraduate conference. As well, some 15 students are hired each year as research assistants or lab managers.

In the Department of Social Sciences, the primatology group is building ties to the Toronto Zoo and is exploring the possibility of a summer field camp. City Studies has introduced two novel courses that let students explore research in the local community. The first develops appropriate research skills, and the second is a service-learning course based in community organizations in East Scarborough. These have been such a success that the Public Policy and Health Studies programs plan to introduce a similar sequence of courses. These programs, as well as Geography and Anthropology's Centre for Ethnography, are thinking of approaching community organizations for proposals for undergraduate research projects.

The Summer Scholars initiative in the Department of Social Sciences has been a striking success. It follows the NSERC Undergraduate Student Research model but also expects students to give presentations on their projects at the end of the summer. Over the last two summers Social Sciences has offered scholarships to approximately seven students. With the high interest shown by students the Department is now working to expand this

program to support 15-20 students. In this coming summer a second tier will be introduced for first year students. Their projects will be more closely supervised, and students will be teamed with a more advanced student.

The Centre for Teaching and Learning has played a key role in promoting experiential learning in the departments. It introduced the science engagement course, and has promoted team-research courses - the first of which has been introduced in Biological Sciences. It has partnered with "Let's Talk Science," a national program that brings science excitement and knowledge to primary and secondary schools.

We have also developed a suite of innovative first year courses, under the rubric *iExplore*, that offer hands on, experiential educational opportunities, such as small seminars, fieldwork, and interpreting everyday life through academic themes. The program provides a wide range of options, such as creating public opinion surveys, conducting geological fieldwork in the remote reaches of southern Ontario, listening to early recorded blues to learn about black life in the segregated South, and gaining insight into human-animal interactions at the Toronto Zoo. These classes, which were launched in the Fall of 2011, run throughout the academic year, but most are clustered within *iExplore* Summer Institute in the third trimester. The Summer Institute will include diverse co- and extra-curricular activities designed to make this an experience that opens students' minds to the broad array of academic opportunities.

By developing imaginative and effective ways of enhancing experiential learning in our curriculum UTSC is becoming a leader in experiential education.

## 5. Sustainable Platform

### *Faculty Complement*

Since the completion of the 2008 UTSC Strategic Plan, we have made significant progress on building a sustainable platform for the academic enterprise. We have

increased our academic complement by 15.5 percent; the professoriate has increased by 34.5 FTE and teaching stream by approximately 17 FTE. The quality of our new hires has been of the highest caliber in both their teaching and research. They have brought an infusion of enthusiasm and intellectual engagement that has been remarkably infectious. While enhancing the intellectual vibrancy of our departments, this growth also has enabled us to augment our undergraduate course offerings, especially at the third and fourth year levels, and to start building the necessary teaching and supervisory capacity for new graduate programs. We anticipate this increase to continue in the coming years as pre-tenure faculty begin to carry their full teaching load after tenure.

### *Departmental Budgets and Administrative Procedures*

Over the past three years we have dedicated a great deal of time and resources to rationalizing the budgeting process, putting clear and logical protocols and procedures in place for determining, and flowing to the departments, funds for stipendiary teaching, TAs, search costs, and non-salary items such as equipment. Base funding has been put in place for 12.5 contract faculty positions where need was demonstrated to be recurrent. This process was the start of a cultural shift for chairs and directors, from one of reliance on OTO funding from the Dean to embracing a more sustainable culture of responsible stewardship resting on the provision of adequate base budgets.

Related to, and flowing out of the imperative of carefully stewarding resources, is the attention we have given to establishing efficient, transparent, and widely understood administrative protocols. This has involved both codifying existing practices inherited from the era of “Scarborough College” and elaborating new ones that are appropriate for a campus of our size and complexity. Our focus has been primarily with the operations of the Dean’s Office, Human Resource Services, and Financial Services. We have made good progress in establishing clear procedures for important regular academic functions, such as academic HR, the striking of department level committees, provision of start up and set up funds, an annual budgeting process, requests for top ups

to stipendiary and TA budgets, and curriculum approvals. Where appropriate, this has involved consultation with tri-campus deans and the alignment of UTSC practices with those at the Faculty of Arts and Science and the University of Toronto Mississauga.

### *Academic Administrative Staff and Campus Infrastructure*

We have also made excellent progress on expanding and improving academic administrative resources and campus infrastructure. Over the past three years we have increased the number of administrative staff in the academic units by 20 percent. This has brought us considerably closer towards our goal of ensuring adequate administrative support for our academic departments. We also increased our total learning space by 25 percent, with the opening of the new Instructional Centre in September 2011. It has added numerous lecture halls, labs, study areas, and space for students to relax. The secondary space benefits of this new building have been significant, including vastly improved office space for many faculty and staff, and expanded and renovated study space for students. The Instructional Centre is the first development on UTSC's North Campus, which contains more than 100 acres of undeveloped land. The next development for the North Campus will be the \$170-million Aquatic Centre and Field House Complex, which will be used by our students, and surrounding community, and for the upcoming 2015 Pan Am Games. We also will be raising funds to build a new Advanced Science Institute. A proposal for the ASI was submitted to the Ministry of Training, Colleges, and Universities through its last capital call. These discussions and negotiations are being led through the University's Office of Government and Institutional Relations.

We are enhancing the infrastructure that supports our academic programs in other ways. In particular, we have renovated or developed new laboratory facilities in Chemistry, Environmental Science, Psychology, Anthropology, Finance, and Computer Science. For both Chemistry and Environmental Science the TRACES (Teaching and Research in the Analytical, Chemical and Environmental Sciences) lab provides a vastly enriched research environment for undergraduates. The undergraduate Physics labs have been

thoroughly renovated, which has enhanced the experimental opportunities for students. The campus telescope is being renovated for use in astronomy courses.

### *New Academic Departments*

During this time there has also been a great deal of change in the structure of our academic departments. July 2010 saw the creation of two new departments – English and Philosophy – which formerly had been part of the Department of Humanities. This year, as a result of careful and deliberate discussions early in the academic planning process, both the Department of Humanities and the Department of Social Sciences are proposing to subdivide into six new academic departments and two extra-departmental units. If these proposals are approved, on 1 July 2012 there will be thirteen academic departments and two EDUs. This amounts to an increase of more than fifty percent in the number of academic departments. English and Philosophy have thrived within their new departmental structure, faculty morale is high, and there has been a renewed energy and engagement with the academic mission. We are confident that the disciplines in Humanities and Social Sciences will experience a similar renaissance once within their own departments.

At the other end of the departmentalization spectrum, Management, as one of the largest departments at UTSC, long has aspired to gain greater independence. With its diverse array of sub-disciplines and its distinctive approach to undergraduate business education, Management requires more autonomy and flexibility to remain a strong draw for students pursuing business studies in an increasingly competitive marketplace. The department is developing a detailed roadmap by which it can move towards its goal of gaining greater budgetary and academic autonomy. It is understood that this goal must be supported by a clear scholarly rationale that is founded on a solid plan that fully engages with the potential and challenges of Management's academic programs, research specializations, and the ways they will continue to further the academic goals of the broader campus.

### *Department and Program Reviews*

We have been actively engaged in department and program reviews. Of the seven departments that existed in 2008, six have since been reviewed or are currently in the midst of a review. Humanities (which included English and Philosophy at the time), Physical and Environmental Sciences, and Management have been completed; Biological Sciences, Computer and Mathematical Sciences, and Psychology are being reviewed this year. These reviews occurred at a time when the University of Toronto was deeply engaged both in defining divisional Degree Level Expectations and developing a University of Toronto quality assurance policy governing the review of programs. For UTSC, this has been a very fortuitous coincidence since it facilitated a detailed examination of our programs and welcome input from external reviewers. As a result of such reviews, we have closed several programs where student and faculty interest was low. Each department also has rigorously revised and strengthened all of its other programs. Courses that no longer have a clear role have been deleted. New courses have been introduced that enrich programs and bring exciting new perspectives. Prerequisites have been clarified.<sup>4</sup>

These focused revisions have given us a much greater confidence in the excellence of our programs. Furthermore, this revitalization is essential to our goal of attracting more excellent students to UTSC. We have heard repeatedly from incoming students, especially scholarship students, that it is our programs that have brought them to the Scarborough campus. As noted elsewhere, we have re-oriented our recruitment strategies to highlight our distinctive academic programs and emphasize the distinctive features of our more traditional ones. We plan to continue to craft differentiated programs – specialist, major, and minor – in the years ahead as a way of raising the quality of our recruits and expanding beyond our regional catchment area.

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<sup>4</sup> For a discussion of curriculum revision and renewal, see page 14 above.

### *Strategic Enrolment Management*

Another beneficial consequence of our work on the curriculum has been the development of a Strategic Enrolment Management system (SEM). Through SEM we have developed admission targets for each of our programs, a plan for domestic and international recruitment to ensure we achieve these targets. The next step will be to develop a retention plan to ensure that we maintain strong enrolments in all our programs and all years so that we are able to meet our graduation targets. While SEM is an ongoing project that is still at an early stage of development, it already has enabled us to increase both the quality and number of our 2011 entering class.

In the past four years UTSC has invested significantly in student success with an eye to both recruiting top students and assisting those in financial need. Entrance scholarships funded by UTSC totaled \$224,834 in 2009; in 2010 this was increased to \$353,500 and for 2011 it was \$368,277. Given our student demographic, it is not surprising that UTSC remains the first entry division with the highest proportion of students receiving OSAP in the university (52 percent in 2009 and 51 percent in 2010). We supplemented this support in 2009 by \$3,944,313 in bursaries and \$2,931,702 from the University of Toronto Advanced Planning for Students program (UTAPS), and in 2010 by \$4,098,214 in bursaries and \$2,932,245 from UTAPS. As we prepare to launch our campus advancement campaign in 2012-13, we have positioned additional scholarship and bursary funds toward the very top of our priority catalogue.

The quality of our students has been rising over the last several years. Our students are performing well *vis-à-vis* other University of Toronto arts and science divisions when measured by the entering high school average and, more importantly, by cumulative GPA after first, second, and third year at UTSC. This is fully consistent with our emphasis on student achievement. The table below shows recent data for students from Ontario high schools.

Division <sup>5</sup>	Admission Average	CGPA After First Year (2008)	CGPA After Second Year (2009)	CGPA After Third Year (2010)
FAS	85.6	2.44	2.53	2.69
UTM	82.9	2.26	2.38	2.56
UTSC	82.9	2.48	2.58	2.66

Moreover, our international students – particularly those who come to us through the Green Path program – perform at a truly exceptional level. The improved quality of our students has served to raise faculty and staff morale and to assist us in recruiting new faculty members to UTSC. We anticipate that it also will help enhance the academic reputation of UTSC among potential students. We are committed to continuing this positive trend. Achieving both high volume and high quality of applications has long been a challenge at UTSC; however, we are encouraged by the increases in both areas during the 2011 recruitment cycle, which we believe is coincident with concerted direction from the Dean’s Office and increased participation by faculty in recruitment activities. It is worth noting that while the university does not keep track of the entering averages of international students, our Green Path cohort has consistently maintained averages above 85 percent since the program’s inception. In 2010 and 2011, this rose to 89 percent. Green Path applicants to whom we have extended offers for 2012 have an average of 90.3 percent.

Over the past two years, we have been developing a new strategic plan for recruitment, which includes continued development of program-specific recruitment materials (on-line, video, and hard-copy), greater usage of social media, enhanced and expanded outreach efforts towards students, teachers, and guidance counselors in our catchment area, and finding new ways to communicate with students in targeted areas where we

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<sup>5</sup> Source: Performance by Application Choice, 2007-08 Entering Cohort. Provided by Enrollment Services, Office of Admissions and Awards (November 2011).

believe there will be greater interest in specific programs (for instance, we believe there may be greater resonance with our environmental and ecology program offerings among rural populations). In conversations with new students, particularly scholarship winners, we have heard again and again that distinctive high quality programs have drawn them to UTSC. We expect that the new undergraduate programs we are developing and continuing attention to the quality of existing programs will help us to attract more excellent students.

In all these areas we have been systematically building a solid foundation on which further programs of the highest quality can be developed, and will enable our faculty to pursue research and scholarship of the caliber that the University expects.

## Conclusion

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Building on the 2008 strategic planning exercise UTSC has developed an academic plan that charts an exciting and confident future for our departments and programs. The process that produced the plan was an iterative one in which the academic units themselves played the leading role. The planning process helped clarify educational goals, identify potential and existing synergies, and underscore key priorities.

Already, we have made excellent progress in achieving many of the objectives outlined in the strategic plan. Our undergraduate programs have been carefully reviewed and their high quality confirmed. Some have been restructured, improved, and revitalized. Those without a clear purpose and with low student demand have been closed. We have moved in new directions as well, most notably with the creation of the programs in Global Asia Studies, Mental Health Studies, and Management and International Business. Collectively, the planned suite of programs linked to Health will provide a coherent and synergetic set of options to students interested in working in the field. We offer a wide range of experiential education opportunities for our students and continually are seeking ways to expand these. We know that our co-op and research opportunities are

very attractive to students and believe that they enable us to recruit students who are very strong academically. The Management and International Business, and International Development Studies programs offer international work term placements; in the future we will seek ways to include similar placements in our other programs, where appropriate.

As well, we are changing the departmental structure at UTSC. We are creating new departments that will give the academic disciplines greater autonomy and distinctiveness. Already, two new departments – English and Philosophy – have been established. This year, we will be creating six new departments – Arts, Culture, and Media; Anthropology; Human Geography; Historical and Cultural Studies; Political Science; and Sociology – and three extra-departmental units for French and Linguistics, Health, and International Development Studies.

The progress we have made to date on building a sustainable financial and administrative platform for the academic mission has enabled us to ensure that the academic mission of UTSC is on much firmer ground and to plan ahead with renewed confidence. Also, it will enable us to continue attracting the best new faculty available. This is particularly important, because, although there have been significant increases in faculty complement, the growth has not yet matched growth of student FTE. This is a matter of concern and achieving a sustainable level of faculty complement remains a high priority for the campus.

Another priority for the coming years will be to further develop our Strategic Enrolment Management process, so that we will become ever more a destination of choice for excellent students. We must continue our work on building the profile of the campus by developing strong marketing and recruitment plans. As well, we must develop a retention plan that will ensure we retain the high quality students we attract.

To be sure, UTSC faces several significant challenges as it progresses into the next period of its growth and development. One of the highest priorities as we move towards 2015 will be to expand our graduate programming and student body. While there are several

excellent ideas for new programs that currently are under consideration, much work remains to be done if we are to achieve our aspirations for graduate education at UTSC. Challenges in this area include the long lead time (about three years) from conception to final provincial approval for new programs, navigating tensions that arise with other units at the University as we carve out niches that may overlap with the aspirations of these other units, and identifying physical infrastructure and sufficient human resources to mount new programs.

Finally, it is important to note that the terrain of post-secondary education is shifting rapidly in both the Province of Ontario and more widely. Open questions about the relationship of the university sector to the college sector, about the place of curiosity-driven research in elite institutions, and the role of undergraduate education in providing a well-trained workforce will require attention and resolution. At the University of Toronto Scarborough we intend to help shape the discourse around the place and purpose of the Twenty-first Century University. We also derive confidence from our ability to be flexible, to adapt to shifting dynamics, and to move quickly to seize opportunities when they emerge. UTSC has been long known as a hidden gem in the University of Toronto. We are now ready to become part of its crown.