



Inspiring **Inclusive** Excellence

A strategic vision for
the University of Toronto
Scarborough

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Inspiring Inclusive Excellence

a foreword to the plan



From its very beginnings in the 1960s, the University of Toronto Scarborough has been a leader in innovative approaches to higher education. The era was a time of tremendous growth in the sector, and Scarborough College opened its doors seeking new ways to teach the next generation.

As times have changed, so has the campus. But its commitment to excellence, innovation, and a better understanding of our histories and current realities have not. Today, Scarborough is a meeting place of peoples from around the world, which requires that we engage with challenges and opportunities that are local and global in scope. We are positioned to effect positive change in our communities and the world, tackling the challenges with new and courageous ideas, and

taking advantage of the opportunities that our diverse population offers.

We acknowledge that we are all treaty citizens, with roles and obligations that include responsible stewardship of the land, as well as a commitment to relationships with Indigenous peoples that are based on trust and respect, and to partnering with them for our mutual wellbeing. We are dedicated to implementing the calls to action in *Wecheeheetowin*, the University of Toronto's response to the

Truth and Reconciliation Commission of Canada. Living the intent of reconciliation is a fundamental value of our campus community.

We strive to make our campus a place where everyone is welcome and has an opportunity — and a responsibility — to contribute to the advancement of our common humanity and to the generation of the best ideas for addressing our local and global challenges. As a campus of the University of Toronto, which has a global reputation for being at the forefront of knowledge co-creation, sharing, and dissemination, we recognize our role in valuing and engaging with the knowledge systems and experiences of our diverse communities, including Indigenous ways of knowing, made possible through sincere engagement with Indigenous elders, knowledge-keepers, and communities.

It is within this spirit that we chose to undertake a strategic planning exercise with the primary goal of **inspiring inclusive excellence**. This means embracing and promoting the enriching contributions that come from the diverse backgrounds, ways of knowing, ideas, perspectives, and experiences represented in our community. In order to attain and sustain our goal of inclusive excellence, it is imperative that we go beyond diversity and create an environment where every potential and current member of our UTSC family feels a genuine sense of belonging and is given an equitable opportunity to make their best contribution to our academic mission. **Inclusion, then, is not tangential to what we do; it is a core prerequisite for realizing our vision.**

The strategic planning process was a model of inclusive excellence. It is the outcome of a comprehensive and participatory engagement with the campus community and its partners. In the spring of 2019, eight working groups of students, staff, and faculty consulted with more

than 1,100 people from inside and outside our campus, reviewed extensive data and other documents, discussed and debated ideas and ultimately, presented their findings which have been encapsulated into this document. This plan at once enables us to embrace the strategic directions set out in *Towards 2030: A Long-term Planning Framework for the University of Toronto* and to put into action the University's three priorities, namely:

- Leverage our urban location more fully for the mutual benefit of University and City.
- Strengthen and deepen key international partnerships by means of a well-defined strategic focus.
- Re-imagine and reinvent undergraduate education.

The working groups concluded that we are a campus with an incredible depth of talent and productivity, worthy of our international reputation, and with boundless potentials that position us for exceptional scholarly, teaching, and learning prominence. They also acknowledged that as U of T Scarborough grows, we need to evolve our processes and planning to enable the talented members of our community to develop their fullest potential. These actions are to be rooted in a comprehensive and intentional set of commitments, as follows:

- to embed our values of equity, diversity, inclusion and accountable stewardship into our teaching, learning, scholarship, daily routines and structures;
- to give pride of place to Indigenous initiatives that reflect our values and are intrinsically embedded in those practices and systems; and
- to ensure that we champion sustainable livelihoods, cultures, and ecosystems that have local and global relevance and resonance.

As a consequence of the tremendous dedication by the working groups, we have a plan that

will enable our campus to significantly augment the University of Toronto's global stature as one remarkable research and learning institution with three distinct campuses. We will do so based on a shared and coherent set of values, priorities, strategic directions, and initiatives that support our vision of a bold future of inclusive excellence.

That future is characterized by a campus that is more innovative and more progressive than ever before, offering a breadth of high-quality and accessible programs; attracting and inspiring the best minds from everywhere; enjoying a reputation for global prominence in several unique areas of scholarship; embracing its role as an anchor institution; and leading partnerships that connect communities, generate solutions, and enhance social justice.

While the plan provides a framework for the future that we aspire to, it should be seen as a living document, with the flexibility necessary to be adaptable and responsive to the dynamics of an evolving campus within the context of an ever-changing world.

To the campus community, colleagues across the University of Toronto, and our external partners, I express my gratitude to you for bringing your collective wisdom to bear on this process of charting the next phase of our campus' development. Let us now proceed on this bold and exciting journey together to realize University of Toronto Scarborough's vision of inclusive excellence in support of our shared future — one that we co-create, co-own, cherish, and will absolutely be proud of.

WISDOM J. TETTEY, PHD, FGA

Vice-President, University of Toronto
Principal, University of Toronto
Scarborough

INSPIRING INCLUSIVE EXCELLENCE

... embracing and promoting the enriching contributions that come from diverse backgrounds, ways of knowing, ideas, perspectives and experiences represented in our community.



UTSC 2020 – 2025 STRATEGIC PLAN

UTSC 2020 – 2025 STRATEGIC PLAN

UNIVERSITY OF TORONTO
SCARBOROUGH

An Overview

The University of Toronto is the number one university in Canada and is internationally recognized as belonging to an exclusive group of top-tier global institutions. The University of Toronto Scarborough is an integral part of Canada's number one university and is a model of excellence in innovation and discovery.

Set in the beautiful Highland Creek valley, our campus is a place of energy, enthusiasm, and passion for educating trend-setters and influencers, and providing leadership around the world. Our commitment to inclusive excellence attracts the brightest learners, scholars, and employees from around the globe. Equity is core to our campus essence, is the basis of the innovation that we are known for, and is the fuel that will enable us to continue leading into the future.

We share the land on which we are located with our Indigenous hosts, and our success has been made possible by our continuing partnerships.

Throughout our history, the University of Toronto Scarborough has been an active member of the Eastern Greater Toronto Area (GTA), contributing to socio-economic development through enriching new ideas, and providing jobs and community supports. We are proud to be embedded in the region that we serve, and we embrace our role as an anchor institution that is committed to the social and economic development of our immediate communities.

But our role extends beyond the borders of the GTA and, indeed, Canada. Our students, faculty and staff are deeply rooted here, but have ties to every corner of the world. We have an international footprint and an ever-expanding global reach, bringing together a vibrant intellectual community that inspires ingenuity,

addresses the pressing issues of the day, and generates solutions that have profound global relevance. We work hand in hand with diverse communities to ensure that our cutting-edge research and world-class education have local, national, and international impact. As we continue to strengthen the comprehensive range of research and creative activity represented on the campus, we are pursuing global prominence in particular areas of established and emerging strength, and their intersections. These are:

- a. Global cultures, connectivities, identities, and livelihoods
- b. The environment, conservation, and sustainability
- c. Health, wellbeing, and resilient communities

As leaders, as innovators, and as researchers and educators, we accept our responsibility to be champions for inclusion through our individual and collective actions. We believe that our ability to generate great new ideas and novel solutions to the world's problems is exponentially enriched when we embrace and value different experiences and foster an authentic sense of belonging for all.

Our dynamic approach to learning and scholarship is steeped in values that attract, develop, and support citizens and leaders with a social conscience, an intercultural perspective, a global outlook, and a commitment to the communities that sustain them.

WE ARE PROUD TO BE EMBEDDED IN THE REGION THAT WE SERVE, AND WE EMBRACE OUR ROLE AS AN ANCHOR INSTITUTION THAT IS COMMITTED TO THE SOCIAL AND ECONOMIC DEVELOPMENT OF ITS IMMEDIATE COMMUNITIES.

Vision, Mission, and Values

VISION

The University of Toronto Scarborough is the embodiment of inclusive excellence, a bold community of conscientious and adaptable global leaders in scholarship, innovation, teaching, and learning, who constructively disrupt the status quo, connect the world, and advance transformative change for the good of all.

MISSION

As outlined in its *Statement of Institutional Purpose*, the University of Toronto is committed to being an internationally significant research university with undergraduate, graduate and professional programs of excellent quality. It is dedicated to fostering an academic community in which the learning and scholarship of every member may flourish, with vigilant protection for individual human rights, and a resolute commitment to the principles of equal opportunity, equity, and justice.

At the University of Toronto Scarborough, our distinctive contributions to the University's mission are guided by four imperatives:

1. To advance a culture of leadership that is bold, empathetic, shared, transparent, inclusive, and transformational, thereby enabling our collective aspirations.
2. To promote and support an inclusive, healthy learning and working environment.
3. To strengthen, grow, and sustain local and global networks and partnerships that advance our mission.
4. To augment U of T's global standing through scholarly prominence and exceptional learning in unique areas of established and emerging strength.

We will ensure that these four imperatives inform all that we do to sustain a vibrant and international intellectual community, which through intentionally inclusive structures and practices strives every day to inspire limitless ingenuity to address the pressing global issues of our time, to lead transformative change, and to foster thriving communities and ecosystems in Canada and around the world. We do not simply react. We help to shape the future.

VALUES

In alignment with the University of Toronto's mission, we commit to living the following values at the University of Toronto Scarborough:

INTENTIONAL INCLUSION

Only by genuinely embracing and understanding different experiences, backgrounds, perspectives, and identities can we sustain our vibrant intellectual community and address our global challenges. We take pride in the diversity of our community, but it is only meaningful in a culture of equity and inclusion that flows from active and intentional action to ensure that every voice is heard and everyone feels a strong sense of belonging.

STUDENTS AS PARTNERS

Students are active participants and partners in the educational process. From curriculum development to cutting-edge scholarship to community service that produces global leaders to shaping our values, our students play a critical role as valued partners in enriching our academic and community activities.

RECIPROCITY

We are defined by collaborative, fair, and reciprocal partnerships for the mutual benefit of colleagues, students, alumni, Indigenous communities, neighbours, and global networks. As an anchor institution in the eastern GTA, we are committed to shared leadership and will work with our local partners to ensure that we remain responsive, relevant, accountable, and accessible to our communities in the pursuit of our common goals while engaging the world.

ACCOUNTABLE STEWARDSHIP

We continually challenge the status quo in order to be more effective stewards of our resources and to exemplify individual and collective accountability. We make efficient use of our fiscal resources, promote transparent and participatory decision-making, and facilitate effective administrative processes that ensure continuous improvement in all that we provide to the internal and external communities that we serve.

We commit to respecting Indigenous traditions, lands, and ways of knowing; and to protecting the ecosystems that sustain us and which we hold in trust for future generations.

The University of Toronto
**IS DEDICATED TO FOSTERING
 AN ACADEMIC COMMUNITY
 IN WHICH THE LEARNING AND
 SCHOLARSHIP OF EVERY MEMBER
 MAY FLOURISH WITH VIGILANT
 PROTECTION FOR INDIVIDUAL
 HUMAN RIGHTS, AND A RESOLUTE
 COMMITMENT TO THE PRINCIPLES
 OF EQUAL OPPORTUNITY, EQUITY,
 AND JUSTICE.**

Priorities



Guided by our vision, mission, and values, and informed by our community consultation, our strategic plan focuses on five priorities:

- 1 | **INNOVATIVE, HIGH-QUALITY UNDERGRADUATE AND GRADUATE EXPERIENCE & SUCCESS**
- 2 | **SCHOLARLY PROMINENCE IN ESTABLISHED & EMERGING AREAS**
- 3 | **INTENTIONAL INCLUSION AND RELATIONAL ACCOUNTABILITY**
- 4 | **DEEP AND ENDURING LOCAL, NATIONAL, AND GLOBAL PARTNERSHIPS & NETWORKS**
- 5 | **PARTICIPATORY DECISION-MAKING AND SUPPORTIVE ADMINISTRATIVE CAPACITY**

The priorities are meant to achieve particular measurable outcomes that are enabled by clearly articulated strategic directions, objectives, initiatives, and measures of success. Details of specific actions under each strategy will be articulated in a comprehensive implementation plan that will operationalize the ambitious vision laid out in this strategic plan.

From these broad strategic priorities, individual departments will create their own plans that will bring the outcomes to life.

PRIORITY 1

Innovative, High-Quality Undergraduate and Graduate Student Experience & Success

U of T Scarborough faculty are widely recognized for their innovation in teaching practices. They have helped to make the campus a leader in experiential, work-integrated learning for over 50 years, and have launched dynamic academic programs at the undergraduate and graduate levels that highlight a progressive, entrepreneurial approach to learning. We will build on these successes by helping to advance the University-wide priority of re-imagining undergraduate education and by strengthening graduate education and enriching the graduate student experience.



We will take deliberate steps to realize the recommendations of the University’s Expert Panel on Undergraduate Student Educational Experience to ensure that every student who enters U of T Scarborough — regardless of their identity, their strengths, or the challenges they face — will have access to a rich, rewarding, inclusive, and supportive educational experience that enables them to thrive and to make valuable contributions to society.

STRATEGIC DIRECTION

1.1

Provide all students with transformative, experiential, and holistic curricular, co-curricular, and extra-curricular learning opportunities.

OBJECTIVE

Foster global leadership, promote well-being, nurture resilience, and sustain community.

INITIATIVES

- i. Establish a learning enhancement and related networks fund to strengthen collaborative, research-informed curriculum and teaching innovation, communities of practice, and experiential learning opportunities.
- ii. Pursue coordinated, efficient, and effective support systems for student mobility opportunities, both within Canada and internationally.
- iii. Expand support for facilitated learning communities, drawing on an increased pool of graduate teaching assistants.
- iv. Increase the number of informal and formal learning spaces to provide conducive environments for student success.
- v. Make revisions to course/curriculum planning, design, and approval processes to incorporate considerations of student health and obligations for learner-centred accommodations.
- vi. Expand our current stock of residences and athletics facilities to support wellbeing, foster a vibrant and engaged community, build school spirit, enhance learning, and promote a strong sense of belonging and lifelong affinity.

STRATEGIC DIRECTION

1.2

Undertake comprehensive curriculum renewal that builds upon our top-tier teaching, prepares students for the world of work and the disruptions of the future, and supports innovations in inclusive teaching and learning.

OBJECTIVE

Ensure that graduating students have intellectual and intercultural competencies to be responsible, adaptable global citizens and leaders equipped with tools and transferable skills that enable them to thrive and to influence the world.

INITIATIVES

- i. Develop new programs and review existing programs/curricula with consideration for their responsiveness to developments in relevant fields, transformations in society more broadly, and the realization of learning outcomes that give our graduates the competencies needed to be successful in their careers and to adapt to a dynamic world.
- ii. Initiate a campus-wide curriculum review to ensure that all of our programs incorporate international, decolonizing, and intercultural perspectives and knowledge systems, including Indigenous ways of knowing; support pluralistic learning experiences and needs; and adopt related inclusive learning approaches in teaching and course design.
- iii. In line with the goals of U of T Entrepreneurship, expand the opportunities provided by the existing campus-led accelerators and incubators so that more students, from across a variety of programs, can avail themselves of the range of entrepreneurial as well as technological and social innovation skills provided. (See Strategic Direction 4.2.)

STRATEGIC DIRECTION

1.3

Develop and implement a balanced and robust multi-year strategic enrolment management plan that maintains the integrity and viability of our academic mission.

OBJECTIVE

Attract and facilitate access for an appropriate complement of intellectually curious and motivated domestic and international students from all backgrounds, thereby enabling us to create rich learning experiences for them, to support them to thrive, and to engender in them a strong sense of affinity for our campus.

INITIATIVES

- i. Undertake a coherent and robust communications plan that enhances the reputation of the University of Toronto Scarborough and helps to effectively articulate the unique benefits of the educational experience that it provides.
- ii. Develop an enrolment plan that includes an expansion of our recruitment efforts into new domestic and international markets; extension and deepening of our outreach activities in Indigenous and other underrepresented communities; and diversification of source countries for international student enrolment.
- iii. More intimately engage the campus' academic departments as accountable partners with other offices involved in student recruitment, support, retention, and success at U of T Scarborough.
- iv. Leverage the tri-campus strengths of the University by strengthening our partnerships with various offices to attract students (graduate, undergraduate, domestic, and international) and to enrich the supports needed to provide them the highest-quality educational experience.
- v. Incorporate support for students (graduate and undergraduate) and for learning into our advancement and alumni engagement campaign as key components. A special focus will be on awards that facilitate access and on-campus support programs for students from Indigenous and other underrepresented communities.

STRATEGIC DIRECTION

1.4

Develop academic programs that make University of Toronto Scarborough an exemplar of life-long learning and expand opportunities for non-traditional students.

OBJECTIVE

Provide enriched continuing professional and other types of education to members of our community, particularly in the Eastern Greater Toronto Area.

INITIATIVES

- i. Establish a task force that will collaborate with partners across the University, including the School of Continuing Studies and professional Faculties, to develop a business case and implementation plan in support of this strategic direction.
- ii. Introduce new opportunities for targeted credentializing and other pathways for new and recent immigrants.
- iii. Create select programs to enhance education required to facilitate career transitions in the new economy.



We will take deliberate steps to realize the recommendations of the University's Expert Panel on Undergraduate Student Educational Experience to ensure that every student will have access to a rich, rewarding, inclusive, and supportive educational experience.



PRIORITY 2

Scholarly Prominence in Established and Emerging Areas

As a comprehensive, research-intensive campus that has the nimbleness to work across disciplines while maintaining strong disciplines, we are in an excellent position to take a substantive leap forward in scholarly productivity and impact. We will do our part to address issues and to advance objectives outlined in the University's institutional strategic research plan.

We will pursue global prominence and impact for the campus as a leader in specific areas of strength by enhancing internal supports for research, leveraging institutional resources that make the University of Toronto a top-ranked global powerhouse of scholarship, and facilitating collaborations with partners and scholarly networks across the University and around the world. Our support for interdisciplinary scholarship particularly provides opportunities to build knowledge from multiple perspectives that lead to bigger discoveries and greater social impact.

STRATEGIC DIRECTION

2.1

Enhance and grow current and emerging areas of research strength that will differentiate University of Toronto Scarborough as a global research leader in those fields.

OBJECTIVE

Build the capacity in people and infrastructure necessary to realize our vision of global prominence in particular areas of scholarship.

INITIATIVES

- i. Establish three research institutes, organized around areas of established and emerging strength outlined in the Overview above and supported by an appropriate funding framework, to facilitate clusters of scholarly prominence that drive collaborative research and creative activities. These institutes, which will contribute to the University of Toronto’s Institutional Scholarly Initiatives, including Global Research Alliances and International Doctoral Clusters, are provisionally known as:
 - a. Institute for Globalization, Transnationalism and the Advancement of Resilient, Inclusive Suburbs and Ecosystems (GTA-RISE)—related to strength in global cultures, connectivities, identities, and livelihoods
 - b. Institute for Environmental, Conservation, and Sustainability Research (ECSR)—related to strength in environment, conservation, and sustainability and related technologies
 - c. Institute for Integrated Health Research (IHR)—related to strength in health, well-being, and resilient communities
- ii. Develop an appropriate complement planning processes, based on identified clusters of scholarly excellence, to strengthen disciplines and promote high-impact collaborative, cross-disciplinary scholarship.
- iii. Optimize and invest in research infrastructure based on a culture of shared, collaborative, and synergistic use.
- iv. Create new facilities that will strategically support student and faculty growth in programs and departments.
- v. Pursue partnerships with external supporters and alumni to advance our scholarly endeavors for local and global impact. (See Strategic Direction 4.3 for details)

STRATEGIC DIRECTION

2.2

Develop and implement a new research support framework that facilitates realization of our scholarly ambitions.

OBJECTIVE

Incentivize enhanced scholarly productivity and substantial growth in grant success.

INITIATIVES

- i. Strengthen the capacity of the Office of the Vice-Principal Research and Innovation to support researchers across a range of disciplines and fields to enable them to focus on their scholarly endeavours.
- ii. Enhance internal funding mechanisms and support systems to facilitate global scholarly networks and the transition to successful large-scale external grants and contracts as envisaged in the Institutional Strategic Initiatives and other University-wide programs, such as Global Research Alliances and International Doctoral Clusters.
- iii. Establish *Inclusive Excellence graduate and post-doctoral fellowships* to help grow and diversify the community of researchers, especially from underrepresented communities.
- iv. Adopt teaching and learning innovations, and equitable service assignments, at the departmental level that enhance faculty members’ ability to pursue high-quality research.
- v. Undertake an exercise to identify potential advancement opportunities to support endowed and other named chairs, fellowships, scholarships, knowledge-dissemination activities, and other resource needs in areas of established and emerging strength. (See Strategic Direction 4.3 for additional details.)

STRATEGIC DIRECTION

2.3

Establish the University of Toronto Scarborough as a centre of excellence for research partnerships and knowledge translation.

OBJECTIVE

Strengthen our capacity for knowledge production, translation, and commercialization in ways that bring us global prominence and make a positive impact on local communities in our role as an anchor institution.

INITIATIVES

- i. Continue efforts to build and to strengthen tri-campus, domestic, and international higher education, community, and industry partnerships that support our research, learning, and community development goals. (See Strategic Direction 4.2 and 4.3.)
- ii. Pursue Tri-Council and other research chairs in collaboration with our partners. (See Strategic Direction 4.3.)
- iii. Integrate Initiative 1.2(iii) — expanding entrepreneurship opportunities — into the scholarly and innovation life cycle through expansion of, and support for, campus-led innovation accelerators and incubators in collaboration with U of T Entrepreneurship, donors, community organizations, industry, and other entrepreneurs, including alumni. (See Strategic Direction 4.2-4.4.)

STRATEGIC DIRECTION

2.4

Invigorate the on-campus research culture to increase disciplinary and interdisciplinary engagement across departments and with the wider community.

OBJECTIVE

Be a vibrant intellectual community that is a destination of choice for disruptive thought leaders and innovative thinkers.

INITIATIVES

- i. Centre undergraduate, graduate, and post-doctoral research opportunities and experiences at the University of Toronto Scarborough.
- ii. Incentivize bold, collaborative, and team-based research.
- iii. Increase and support opportunities for varied forms of knowledge dissemination and intellectual engagement.
- iv. Promote and facilitate easy access to information related to the full range of scholarly activities and resources on campus.

WE WILL PURSUE GLOBAL PROMINENCE AND IMPACT FOR THE CAMPUS AS A LEADER IN SPECIFIC AREAS OF STRENGTH BY ENHANCING INTERNAL SUPPORTS FOR RESEARCH, LEVERAGING INSTITUTIONAL RESOURCES THAT MAKE THE UNIVERSITY OF TORONTO A TOP-RANKED GLOBAL POWERHOUSE OF SCHOLARSHIP, AND FACILITATING COLLABORATIONS WITH PARTNERS AND SCHOLARLY NETWORKS ACROSS THE UNIVERSITY AND AROUND THE WORLD.

PRIORITY 3

Intentional Inclusion and Relational Accountability

U of T Scarborough's mission is significantly enriched when we create an environment that embraces and supports everyone to feel welcome and to thrive. We also acknowledge that some members of our community continue to face structural and systemic barriers that limit access to and participation in the benefits of our mission. This does not reflect our values of inclusion and relational accountability. We must challenge conventions and approaches that have traditionally defined how our institution operates, but we are committed to the task.



Our work must intentionally contribute to and promote a sense of belonging for students, staff, faculty, alumni, and all those with whom we engage. We will, therefore, ingrain within our campus community shared practices, expectations, processes, policies, and systems that promote equity and inclusion, recognize intersectionalities, and require mutual accountability in all our relationships.

STRATEGIC DIRECTION

3.1

Develop new and strengthen existing relationships with Indigenous peoples and communities based on equity, reciprocity, and recognition of the value of both university and community assets that support our respective missions.

OBJECTIVE

Foster an environment in which Indigenous students, faculty, staff, and communities feel welcome and engaged.

INITIATIVES

- i. Focus on building trusting and enduring relationships with Indigenous communities.
- ii. Provide supports that facilitate access to education and employment at the University of Toronto Scarborough, generate a sense of belonging, and ensure success.
- iii. Develop a coordinated plan of action to build staff and faculty capacity and Indigenous cultural competency to support this objective.
- iv. Establish a Circle of Elders to provide guidance for Indigenous initiatives across the campus and supports for our campus community.
- v. Strengthen Indigenous representation and capacity of the principal-level committee overseeing and coordinating the campus' Indigenous priorities.
- vi. Align the terms of reference for committees supporting Indigenous initiatives to reflect our objectives and to ensure appropriate representation of Indigenous peoples.
- vii. Create Indigenous spaces that embody cultural representations and histories to serve as focal points for on-campus community engagement, learning resources, and permanent markers of our commitment to the underlying strategic objective.
- viii. Implement a program to support regular educational sessions for all faculty, staff, and senior administrators in Indigenous protocols, knowledge systems, and histories.

STRATEGIC DIRECTION

3.2

Focus on strengthening trusting and enduring relationships with underrepresented, equity-deserving communities to facilitate access and a sense of belonging.

OBJECTIVE

Foster collaboration and support the success of students, faculty, and staff from those communities.

INITIATIVES

- i. Enhance academic pathway programs and outreach activities focused on equity-deserving groups.
- ii. Build staff and faculty capacity to support initiatives related to equity-deserving communities.
- iii. Embed competency in equity, diversity, and inclusion as a requirement for all faculty, staff, and senior administrator positions.
- iv. Implement a program to support regular educational sessions for all faculty, staff, and senior administrators in equity, diversity, and inclusion.

STRATEGIC DIRECTION
3.3

Collaborate with relevant institutional offices to develop accountability measures for inclusion that enable evaluation and monitoring of systems and practices aimed at ensuring that Indigenous peoples and other equity-deserving groups are properly represented among students, staff, and faculty, and are appropriately supported to succeed.

OBJECTIVE

Hold ourselves accountable for creating a conducive environment and equitable opportunities for academic and career success, and progression for members of under-represented and/or equity-deserving groups.

INITIATIVES

- i. Increase the number of tenured and tenure-track Black and Indigenous colleagues in the professoriate across all ranks and ensure proper supports for their career progression.
- ii. Build pathway programs to grow the next generation of faculty from underrepresented groups.
- iii. In consultation with underrepresented groups, develop appropriate ways to collect, analyze and report *equity metrics that matter* for designated groups to ensure that they drive equity initiatives and facilitate cultural change.
- iv. More deliberately incorporate equity, diversity, and inclusion indicators in performance reviews, including for senior administrators, to ensure inclusive excellence.



Our support for interdisciplinary scholarship particularly provides opportunities to build knowledge from multiple perspectives that lead to bigger discoveries and greater social impact.

STRATEGIC DIRECTION
3.4

Promote a culture and pursue actions that support individual and collective well-being for all students, faculty, and staff.

OBJECTIVE

Ensure that the University of Toronto Scarborough is an exemplar of a healthy learning and working environment where people are supported to thrive.

INITIATIVES

- i. Promote and support the use of evidence-based healthy learning and working environment considerations as an underlying ethos in all aspects of our mission.
- ii. Support mental health training and education for all students, faculty, and staff.
- iii. Enhance mentorship programs to support well-being and resilience through relationships with peers, faculty, and alumni.

PRIORITY 4

Deep and Enduring Local, National, and Global Partnerships & Networks

U of T Scarborough students, staff, faculty, and alumni continue to make significant contributions to the University of Toronto's mission independently and in partnership with others within our tri-campus system and across a variety of public and private sectors, international agencies, and community organizations. Those partnerships have demonstrated that enduring collaborations and networks create mutually beneficial opportunities and outcomes for participants, as individuals and as institutions, which they could not have generated on their own.

As we pursue our vision for U of T Scarborough, and in line with the institutional strategic research plan and the three university priorities, we will deepen and expand our tri-campus, local, regional, national, and global networks with partners from different sectors who share our values and embrace our vision. These collaborations are imperative to extending the scope, scale, prominence, and impact of individual and institutional contributions as we address common challenges and seek transformative solutions through teaching and learning, scholarship, and innovation for socio-economic development within communities—locally, regionally, nationally, and internationally.

STRATEGIC DIRECTION

4.1

Develop and implement an overarching partnership and community engagement framework that advances our strategic priorities while recognizing the diversity and complexity of relationships and approaches.

OBJECTIVE

Ensure that we stay true to our values, maintain institutional coherence, focus on our strategic priorities, and sustain our long-term commitment to partners.

INITIATIVES

- i. Enhance administrative processes and structures to facilitate effective coordination of our partnerships and community engagement work to maximize impact and to foster transparency and accountability.
- ii. Review existing partnerships and community-engagement units on the campus to ensure clarity of roles and responsibilities and appropriate points of contact for members of the campus/University community and external collaborators.
- iii. Undertake a consultative exercise to outline considerations for pursuing priority, targeted, and coherent partnership initiatives that draw on our academic strengths and our role as anchor institution; enable effective use of resources; be flexible and responsive to opportunities and changing dynamics; and maximize beneficial impacts for all parties across a range of sectors, organizations, and communities.
- iv. Develop and/or make easily accessible to the campus community a resource to support ethical interactions with partners and adherence to proper protocols for undertaking teaching, research, and community-engagement activities with diverse communities, particularly Indigenous communities.

STRATEGIC DIRECTION

4.2

Continue to expand local, national, and international collaborations with partners across various sectors that help to integrate real-life experiences into the curriculum, create opportunities for co-learning, and facilitate co-creation of knowledge

OBJECTIVE

Give students the practical tools, *in situ* exposure, and competencies necessary to become knowledgeable experts, active civic-minded citizens, and global leaders when they graduate.

INITIATIVES

- i. Solidify relationships with existing partners and systematically expand the range, number, and location of mutually beneficial new partnerships to absorb the increasing number of students participating in experiential learning across academic programs.
- ii. Leverage, build on, and highlight the values, principles, long-record, and enduring relationships that have brought us success as a leader in experiential education to demonstrate why we should be a preferred partner for organizations in an intensely competitive environment for this kind of education.
- iii. Collaborate with partners to promote equity, diversity, and inclusion in these learning opportunities and to highlight resultant, mutually beneficial outcomes.
- iv. Build experiential and life-long learning opportunities for our students and members of our community into campus projects; various collaborative initiatives undertaken within our Eastern GTA anchor institution partners, through our research institutes; and inclusive local economic opportunity projects that we are engaged in.
- v. Collaborate with select higher educational institutions to facilitate teaching and learning partnerships that create global classrooms where students have the opportunity to transcend distance and engage with their peers via real-time technology-enabled interactions or *in situ*.

STRATEGIC DIRECTION**4.3**

Identify and help lead a set of priority research collaborations that bring together tri-campus colleagues and local, regional, national, and international partners from various sectors.

OBJECTIVE

Create mutually supportive networks in our areas of established and emerging strength that mobilize large-scale resources and leverage extensive expertise to address complex questions, grand challenges, and globally significant issues that directly impact local communities and the world as a whole.

INITIATIVES

- i. Facilitate opportunities for U of T Scarborough faculty members and departments to lead or to actively participate in networks made possible by institutional initiatives such as Global Research Alliances and International Doctoral Clusters that will promote scholarly excellence through international collaborations.
- ii. Identify and pursue targeted partnerships with a select group of domestic and international higher educational institutions in our areas of established and emerging strength, to produce globally impactful research outcomes and benefits that extend beyond academia.
- iii. Under the leadership of GTA-RISE, pursue collaborations with partners who share our values and our vision to identify socio-economic challenges and opportunities within our region and to enable the kinds of interventions that facilitate revitalization and/or the building of healthy, inclusive, and regenerative communities for equitable socio-economic development. This will include a new Centre for Cultures, Arts & Pluralism.
- iv. Under the leadership of the Institute for Environmental, Conservation, and Sustainability Research (IECR), facilitate academic collaboration among the partner higher education institutions that engages various sectors and sets the stage for the establishment of the Earth and Related Technologies Hub (EaRTH) as a partnership combining expertise from relevant higher educational institutions in the region and their industry counterparts (regional, national, and global), with the support of various levels of government. EaRTH will advance scholarship and learning and be a catalyst for socio-economic development in the region that has national and global impact.
- v. Advance plans for the establishment of the Scarborough Academy of Medicine and Integrated Health (SAMIH) in collaboration with partners in the Faculty of Medicine and allied health faculties at the University of Toronto, various levels of government, hospitals, local communities, and philanthropic supporters. The Academy will support the Government of Ontario's goal of creating a more connected healthcare system centred around patients, families, and caregivers in their communities. Related to the SAMIH is the Institute for Integrated Health Research (IIHR), which will be a significant contributor to scholarship and public policy related to the transformation of health care in communities such as those in the Eastern GTA.

- vi. As part of U of T Scarborough's advancement campaign, expand the network of external supporters who believe in our values and are inspired by our vision and scholarly activities, with the goal of generating philanthropic support for research and knowledge dissemination activities, scholarships and fellowships, industrial and other named chairs, equipment and physical facilities, and other resources that advance the campus research mission and our shared aspirations.

STRATEGIC DIRECTION**4.4**

Expand and deepen our relationships and engagement with our nearly 60,000-strong global community of alumni as valued, lifelong, active participants in and beneficiaries of our vision and our mission

OBJECTIVE

Grow the community of actively engaged alumni who maintain a strong affinity for our campus as ambassadors, advocates, supporters, exemplars, and lifelong learners.

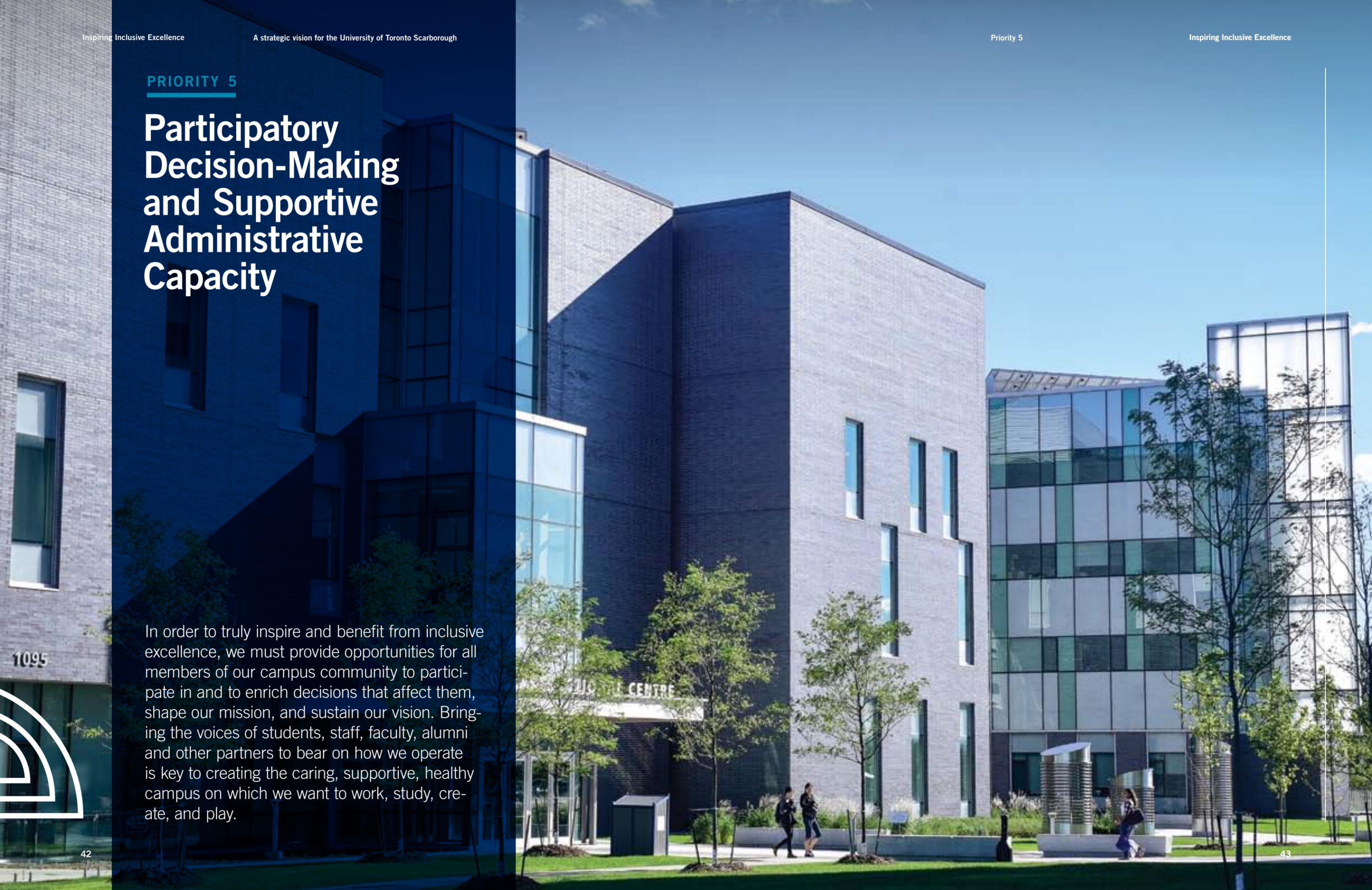
INITIATIVES

- i. Develop a comprehensive set of networking activities, in partnership with the University of Toronto Scarborough Alumni Association (UTSCAA), to bring alumni together in various domestic and international locations, to revitalize and to sustain their connection to the campus, and to draw them back regularly, including as lifelong learners.
- ii. Create opportunities for alumni to share their valued expertise, generosity, and experiences in support of our recruitment, mentorship, teaching, learning, research, innovation, and community engagement, and other activities that are fulfilling for them.
- iii. Work in partnership with the U of T Scarborough Alumni Association and the Division of University Advancement to develop tools that enable our students, staff, faculty, and alumni to benefit from and to contribute to the global campus and university-wide alumni community.
- iv. Promote a culture of mutual investment and success by sharing the stories and accomplishments of our alumni.
- v. Develop a plan for engaging our diverse community of alumni as a key constituency for the campus's new advancement campaign as donors, advocates, mobilizers, and ambassadors, to enable us to generate the philanthropic support needed to pursue our shared vision.

PRIORITY 5

Participatory Decision-Making and Supportive Administrative Capacity

In order to truly inspire and benefit from inclusive excellence, we must provide opportunities for all members of our campus community to participate in and to enrich decisions that affect them, shape our mission, and sustain our vision. Bringing the voices of students, staff, faculty, alumni and other partners to bear on how we operate is key to creating the caring, supportive, healthy campus on which we want to work, study, create, and play.



To advance these aspirations, we will make improvements to structures and processes for leadership development, decision-making, and internal communications to facilitate broad participation, transparency, and mutual accountability. We will also continually enhance and simplify administrative systems to enable easier access to efficient and high-quality services. We will also foster opportunities for leadership and participation at all levels among faculty, staff and students.

STRATEGIC DIRECTION

5.1

Foster a culture of empathetic, transparent, and shared leadership to enhance participatory decision-making at the campus and unit levels.

OBJECTIVE

Promote inclusive decision-making that supports talent and leadership development, ensures shared ownership of the strategic plan, and requires individual and collective accountability for its implementation and outcomes.

INITIATIVES

- i. Develop departmental academic plans that flow from the campus strategic plan.
- ii. Ensure that campus operational plans enable the academic plans through engaged and consultative processes.
- iii. Track and share progress.
- iv. Establish departmental governance processes and structures that reflect best practices for broad and inclusive participation.
- v. Ensure the Campus Leadership Forum plays its fiduciary, deliberative, and advisory role in support of the campus's overall strategic direction and interest.
- vi. Establish a leadership development pathway and succession planning through identification and growth of talent and recognition of contributions.

STRATEGIC DIRECTION

5.2

Foster a culture of service excellence and continuous improvement among faculty and staff.

OBJECTIVE

Support effective and accountable delivery of services to the communities that we serve.

INITIATIVES

- i. Establish a process for regular self-studies and external reviews of administrative units.
- ii. Implement a standardized project-management approach that assesses project success factors (financial, timeline, outcomes) and demonstrates alignment with campus priorities.
- iii. Strengthen administrative capacity by ensuring the relevant competencies and staff complement are available to support the common mission and to drive process improvements and service delivery.
- iv. Foster a culture of shared process improvements and diffuse best-service practices across the campus.

STRATEGIC DIRECTION

5.3

Develop a participatory process for resource allocation.

OBJECTIVE

Ensure transparency and accountability on all financial and budget matters across the campus.

INITIATIVES

- i. Establish an appropriate budget model and tools for departments that are tied to academic and operational plans.
- ii. Establish a more broadly consultative budget planning process tied to achieving campus priorities.

STRATEGIC DIRECTION

5.4

Identify opportunities to grow and diversify revenues.

OBJECTIVE

Ensure long-term integrity, viability, and sustainability for the campus's academic mission.

INITIATIVES

- i. Identify, pursue, and grow advancement opportunities.
- ii. In collaboration with relevant tri-campus and external partners, undertake diverse educational initiatives that focus on community development and individual professional growth, interests, and certification.
- iii. Pursue targeted research collaborations with community organizations, industry, businesses and municipalities to realize the social and economic benefits to the region.
- iv. Optimize opportunities to generate revenue from campus infrastructure and assets.

BRINGING THE VOICES OF STUDENTS, STAFF, FACULTY, AND ALUMNI AND OTHER PARTNERS TO BEAR ON HOW WE OPERATE IS KEY TO CREATING THE CARING, SUPPORTIVE, HEALTHY CAMPUS ON WHICH WE WANT TO WORK, STUDY, CREATE, AND PLAY.

UTSC Facts & Figures

TOTAL NUMBER OF STUDENTS
14,068

TOTAL NUMBER OF ACADEMIC PROGRAMS (Undergraduate & Graduate)

TOTAL FACULTY & STAFF
1,087



28%
International from over 100 countries

72%
Domestic



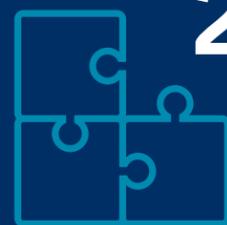
180



10 Canada Research Chairs



77%
with curricular experiential learning experience



282 student clubs



PHYSICAL AREA OF CAMPUS **303** acres



FALL 2019
2,384
graduates

TOTAL ALUMNI
55,267

NUMBER OF BUILDINGS ON CAMPUS **37**

TOTAL SQUARE FOOTAGE
1,968,861



AS A CAMPUS OF THE UNIVERSITY OF TORONTO, WHICH HAS A GLOBAL REPUTATION FOR BEING AT THE FOREFRONT OF KNOWLEDGE CO-CREATION, SHARING, AND DISSEMINATION, WE RECOGNIZE OUR ROLE IN VALUING AND ENGAGING WITH THE KNOWLEDGE SYSTEMS AND EXPERIENCES OF OUR DIVERSE COMMUNITIES, INCLUDING INDIGENOUS WAYS OF KNOWING, MADE POSSIBLE THROUGH SINCERE ENGAGEMENT WITH INDIGENOUS ELDERS, KNOWLEDGE-KEEPERS, AND COMMUNITIES.

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