

Provostial Review of the University of Toronto Mississauga

Report from Kelly Hannah-Moffat, Interim Vice-Principal Academic & Dean to the Academic Affairs Committee

April 26, 2016



UNIVERSITY OF
TORONTO
MISSISSAUGA

Purpose of a Provostial Review

- Commissioned by the Vice-President and Provost and the Vice-President and Principal, UTM
- First such review for UTM and will now be every 8 years, or earlier depending on decanal terms (non-UTQAP but similar process)
- Normally coincides with the conclusion of a Dean's term and pertains to the Academic Portfolio of the division
- Results in a reviewer report, review summary and administrative response that are considered for information by Committee on Academic Programs & Planning (AP&P) and Academic Board

Provostial Review Process

- Preparation of a self-study by the Dean in consultation with departments/institutes, students, academic and administrative staff.
- Three external reviewers approved and invited by the Provost. Role of reviewers was to make recommendations for improvement, and raise any significant areas of concern.
- Reviewers visited the campus and met with members of all constituencies.
- The reviewers prepared their report for the Provost and the Provost requested an administrative response from Interim Dean.

External Review Site Visit

- Visit November 2-4, 2015
- Review Team
 - **Dr. Anthony Cascardi**, Dean of Arts and Humanities, College of Letters & Science, University of California, Berkeley
 - **Dr. Charmaine Dean**, Dean of Science, Western University
 - **Dr. Anthony Masi**, Professor of Industrial Relations and Organizational Behaviour, Desautels Faculty of Management, McGill University

Response to the External Review

- Self Study and Reviewer Report posted on the Principal's website and circulated to review participants and all UTM faculty and staff.
- Feedback was requested from members of the UTM community and chairs, directors, senior administrators, students, staff and faculty were directly consulted during preparation of the administrative response.
- Review summary and Interim Dean's response was considered at AP&P on March 30 (where a 12-month follow-up report was requested) and at Academic Board on April 21.

Overall Findings - Positive Elements

- Excellent quality of programs, faculty and staff
- Success-oriented students and enthusiastic student leaders
- Innovative undergraduate and graduate programs that position UTM to differentiate itself in terms of research and scholarship
- Wonderful facilities in an attractive setting

Opportunities for Enhancement

- Identifying and building a distinct identity and vision for UTM that capitalizes on its tremendous possibilities for interdisciplinary research, scholarship and programming
- Addressing “growth pains” in terms of faculty and staff workload, and ensuring student quality during growth
- Approaching faculty hiring in a strategic way to contribute to a distinct profile
- Assessing administrative organization and clarifying internal UTM relationships
- Creating an integrative budget and planning process that allows for communication and participation across constituencies

Response to Review

- Recommendations for incoming Dean rather than concrete action plan
- Identified five areas requiring immediate attention:
 - Vision & Planning
 - Workload Issues
 - Managing Growth
 - Administrative Restructuring
 - Budget Transparency and Communication

Vision & Planning

- Up to the next Dean to work with the next Principal to develop a shared vision and distinctive mission for UTM that has its roots in our academic units and their aspirations and strengths
- Continue the bottom-up consultative process engaging with chairs and directors to ensure that the UTM academic community will inform, embrace and implement the vision

Workload Issues

- Address a sentiment among tenure-stream and teaching-stream faculty that their workloads are excessive relative to their St. George peers, including workload associated with chairs and directorships
- Staff feel overworked and a working group of department chairs has been established to review current staffing levels and effectiveness of current staff, and to make recommendations for development of transparent process for staff allocation

Managing Growth

- Re-examine student recruitment efforts and strategy, perhaps adopting a more targeted approach, and ensure the quality of student applicant pool is maintained
- Three Economics faculty members have agreed to do quantitative analysis of admission and post-entry performance
- Addressing workload issues and assessing administrative structure are also means of dealing with “growth pains”

Administrative Restructuring

- Recommendation to reorganize the Office of the Dean to allow for more focused portfolios, including the creation of two new positions: Associate Dean, Curricula and Pedagogy and Vice-Dean, Academic Human Resources
- Assess the relationship and coordination between the Office of the Dean and the Office of the Registrar, including the reporting structure, to allow for more efficient and strategic academic decisions

Budget Transparency and Communication

- Build on previous efforts to improve transparency around budget processes and more broadly communicate details to the UTM community to allow for a better understanding of underlying dynamics
- Ensure up-to-date financial information is available and communicated to stakeholders, especially as pertains to the University Fund and perceived inequity between UTM and other divisions

Next Steps

- The Office of the Dean, the Principal and the Provost are responsible for ensuring that the issues raised in the external review are addressed
- Incoming Dean will have opportunity to report on response plan and progress made in follow-up report due in 12 months

Report of the External Review of the University of Toronto – Mississauga

***Prof Anthony Cascardi, Dean of Arts and Humanities
University of California – Berkeley***

***Prof Charmaine Dean, Dean of Science
Western University***

***Prof Anthony C. Masi, Desautels Faculty of Management
(former Provost), McGill University***

14 December 2015

Introduction

We would like to thank the Office of the Provost and the Office of the Vice-Provost (Academic Programs) of University of Toronto for inviting us to be the members of the external review panel for the University of Toronto Mississauga (UTM). In particular, we would like to acknowledge the pre-arrival preparatory work done by Justine Garrett, Coordinator, Academic Programs and Planning in the Office of the Vice-Provost (Academic Programs) and the on-site efforts of Jessica Eylon, Program and Planning Officer, UTM. Their work ensured we got to UTM well-prepared and once there had a productive and enjoyable site visit.

In addition, Dean Amy Mullin's comprehensive document, "University of Toronto Mississauga – Academic Portfolio 2015" provided the basis for the questions that we were able to address in our discussions with the many well-intentioned and enthusiastic faculty, staff, and students from the UTM, and their colleagues from across the University of Toronto. Their thoughtful insights and willingness to engage in frank exchanges, in both public and private sessions, have informed the reflections we offer below in the body of this report.

The external review consisted of meetings where all three of us had the opportunity to interview a wide range of stakeholders from the academic, administrative, and student (undergraduate and graduate) ranks of UTM. These meetings were held over two and a half days – from Monday 2 November to Wednesday 4 November 2015.

We have used the terms of reference as the template and have consolidated background materials and interview/discussion meetings around the themes that we were asked to address. We conclude this report with a summary of our observations and suggestions.

We would very much like to emphasise that our overall impression of the UTM is very positive – excellent professorial complement, engaged and committed support staff, motivated and

enthusiastic students, lovely facilities, and an idyllic setting. The building blocks for a successful and productive future are all in the mix. These facts must be kept clearly in mind as we address some of the aspects of life at UTM that its constituencies find troubling because it is in these positive features that solutions to problems can be found. Interviewing members of the UTM community, we heard point and counterpoint perspectives. In this report we have attempted to synthesise complicated matters into comprehensible pieces. We also provide some suggestions for how to move forward without prejudging the outcomes that should emerge from consultation, open debate, and willingness to compromise.

1. Congruence of academic plans with those of the University as whole

It is apparent to us that the rate of growth in the student body and in the professorial complement align with the general academic plan of the University of Toronto. Providing a high-quality education to well-prepared students by attracting and retaining world-class academic talent is manifest on the UTM campus and is consistent with the University of Toronto's mission as a research-intensive university with excellent teaching programs across a wide range of disciplines. At the same time, however, the alignment of plans is not the same as successfully implementing them. Indeed, one of the recurrent issues, raised in virtually every meeting that we had with faculty, staff, students, and administrators was the almost ubiquitous presence of "growth pains."

One of the most visible areas where growth has produced stress has been in faculty/student ratios, which are acknowledged to be quite high. We understand that this growth has played a role in financing the expansion of the campus' physical plant, which in turn has been necessary to accommodate the increased numbers. Now, UTM must dedicate its attention to other aspects of growth management, meeting challenges of teaching increased numbers of students, allocating new positions in concert with an overall strategic plan, and engaging all faculty in the integration of teaching and research. In order to manage growth, the portfolios of the Vice Deans as well as those responsible for advising and academic integrity need attention and resources. We address this further under "organisation". Suffice it here to say that *the external review panel believes handling the impact of growth at UTM deserves serious attention.*

A second major theme, not always directly linked to the above issues, with roots as much in history as in recent growth, was "identity." Not everyone with whom we spoke shared the same ideas about the expectations that the University of Toronto has for UTM, and not all converged around a shared sense of an identity for UTM itself. Squaring the circle between research intensity and educational programs, while certainly not unique to UTM, is exacerbated by significant differences across departments; colleagues from different disciplines seem not to share a common vision on this matter.

We think it is important for UTM to articulate a vision that will allow its various constituents to establish a secure and stable identity, even while recognizing that it will be experienced in

different ways. While it is not our place to draw the profile of that identity, we can nonetheless make note of some of the elements we think contribute to it:

- participation in and contributing to the faculty and research strengths of the University of Toronto
- location in an attractive suburban setting, with wonderful facilities
- exceptional partnership with the city of Mississauga
- imaginative, new interdisciplinary programs in some specialized areas
- students who are hungry for success
- a passionate and committed group of alumni.

The more than can be done to solidify a UTM identity, the less confusion there will be about fundamental questions of purpose, and the more effective the entire institution will be in delivering its teaching and research missions. But *this identity must be actively shaped, and all constituents must feel that they have a stake in it*. The very best decanal leadership must be sought to collaborate with the Principal in this effort. Opportunities for communication and participation must be created and incorporated into the UTM culture, and the entire campus should consider opportunities to replicate and adapt the programs that have most effectively leveraged UTM's strengths. We recognized considerable differences of opinion about how to respond to the perceived goal of seeing more innovative graduate programs offered at UTM; these differences were not only disciplinary but also generational. Yet we think that there are many opportunities to be tapped and numerous opportunities to be created across the disciplines, which can play an important role in the dynamic shaping of UTM's identity.

In this process, UTM's relationship to the St. George campus must be clarified. There are real and perceived inequities and disparities noted by faculty, staff, and students, sometimes across identical departments on the two campuses. From our perspective, at the present time UTM is somewhere between a comprehensive university within a multi-university system and a multi-disciplinary division within an integrated three-campus one-university model. In either case, local academic leadership must work with the U of T administration to find a way to balance UTM's independence and its ties in ways that will not disadvantage UTM faculty and students relative to their counterparts at the St. George campus (or at UTS). Otherwise, it will be difficult for UTM to forge a sense of identity that is not coloured by the feeling that it is a poor relation, even where the facts speak loudly about the quality of its faculty and their research. We return to this issue in the conclusions.

The de-centralised, activity-based budget model of the U of T seems to have produced inequities among faculty who are otherwise peers. While we do not profess to understand the details of these inequities, some (e.g. differential start-up packages and/or teaching loads) were not disputed at any level. Some of these conditions may derive from the fact that the U of T activity-based budgeting, which is necessarily program-centric, does not reflect well enough the tri-campus nature of graduate education or the fact that a number of faculty have their principal academic/research "homes" downtown while their undergraduate teaching duties are

at UTM. If the U of T wishes to sustain the three-campus model to the benefit of all, these inequities need to be addressed.

An additional theme needs to be noted here that builds upon the foregoing observations: we heard strong assertions about unequal treatment and evident inequities in distributive mechanisms for supporting student life and learning at both the graduate and undergraduate levels, and in providing an environment which professors could thrive in their research and pedagogical endeavours. We recognize that workloads cannot be calibrated according to a single measure and differ across disciplines. But the discrepancies reported to us were across campuses within disciplines. *We think it ought to be the responsibility of University policy, and not left to the budget model and resource allocation mechanisms alone, to insure equity in matters such as workload.* We also encourage a more refined calculation of the work associated with teaching, one that would recognize, e.g., the difference between teaching a large lecture course with few supports and a medium sized course with adequate assistance. We would encourage the administration to consider developing a comprehensive and uniform policy regarding the equitable deployment of TAs and other teaching supports across programs and campuses, while avoiding the inflexibility of quantitatively fixed ratios. Below, we discuss resources in detail (under point 5).

2. Progress on academic priorities and capacity to meet challenges and opportunities

We did not discuss the strategic academic plan for UTM in detail, and are not certain that one exists beyond the level of generalities. The Principal did indicate that he would be working on this issue upon his return from administrative leave. This means that the campus has not adapted to growth in as strategic a way as it might, and some departments are suffering from the “whiplash” effect of being catapulted into expansion with too few opportunities to plan in a deliberate fashion. We were made aware of departmental five-year plans, but do not know whether or how they have been synthesized or coordinated. The sheer number of faculty searches in certain areas, sometimes in a single department, gives us cause to wonder about the effectiveness of UTM’s faculty expansion plan. While the faculty must be expanded, we note implausible numbers of searches in single areas, and a correspondingly large number of searches that need to be carried forward from one year to the next.

UTM should take this unique opportunity of faculty expansion to go beyond the need to respond to demand, and use it to help shape a distinctive profile in a deliberate way. Some strategies that might be considered include “cluster hires,” interdisciplinary appointments, positions that will best expand upon the recent successes in the IMI and Medical Academy programs, and positions that would encourage the pursuit of new directions in the traditional humanities and social science disciplines.

This said, there are additional opportunities for UTM and the downtown campus to leverage mutual interests by making the connections between them as seamless as possible, even with the geographical and cultural challenges. Students seem to face challenges in meeting their schedule of classes both on the UTM campus but also especially when they must travel across campuses. *A university investment in more frequent, high-tech, WIFI-enabled shuttle buses could go a long way toward enhancing mobility and incentivizing collaboration across the campuses.*

UTM appears to have struggled to maintain the quality of its applicant pool over the course of its recent expansion. Expanding its catchment area seems entirely possible given the physical attractiveness of the campus setting, its new facilities, and some innovative programmatic offerings. To do so, however, would require some imaginative solutions to the shortage of on-campus student housing. We do not ourselves have immediate solutions to this problem to suggest, but we recognize the talent and resourcefulness of the Chief Administrator Officer who in collaboration with the academic leadership should undertake collaborative conversations with the City of Mississauga and the central U of T administration to address this issue.

3. Approach to graduate and undergraduate education in support of students' academic experience

The quality of the student educational experience is determined first and foremost by the quality and level of interaction with faculty. We were made aware of instances where class size is unacceptably large, in which the assignment of additional support to help with sections or tutorials is uneven, and in which tenure-stream faculty whose graduate departments are located downtown have a distant relationship with undergraduates at UTM. As faculty/student ratios are rebalanced, it will be important to pay attention to the depth and quality of the encounters between faculty and students.

We perceived tremendous enthusiasm and interest among undergraduate student academic associations. These should be encouraged and supported in a systematic way. For example, *it may be helpful to join forces with the student academic associations in the offering of services to students, both to avoid duplication and to increase the variety of services provided.*

Undergraduate students can also be helped further, and their graduation rates increased and time-to-degree reduced, with more effective and coordinated advising. Advising is currently distributed across two portfolios, which does not make obvious sense and seems to require a reorganisation of the relevant portfolios. The need for more opportunities for the development of English language and communication skills, mental health/wellness support, as well as training in the understanding of boundaries related to academic integrity, were prominent concerns among those we interviewed. We were heartened by the existence of an “early alert” system designed to identify students in difficulty, and we encourage efforts in this area.

The graduate student experience, as revealed to us, varied considerably by department (and sometimes within the heterogeneous departments at UTM), with the most serious issues expressed by students whose graduate research departments were located principally downtown or who were in departments at UTM that did not map directly onto the most relevant graduate department. These issues overlap with some of the fundamental UTM “identity” issues mentioned above, but can nonetheless be addressed in some relatively direct ways (e.g., creating incentives to host conferences, lectures, and seminars at the Mississauga campus; sponsoring community-based research projects and opportunities for engaged learning; incentivizing multi-disciplinary collaborations at UTM that cross the humanities, social sciences, and the hard sciences).

It is noteworthy that the IMI is on an extremely positive and strong upward trajectory. Its leaders are enthusiastic, and seem to form a cohesion in vision that surpasses that seen elsewhere. Another encouraging example is the Medical Academy. The latter, however, has a reporting structure is not directly to the leadership at UTM but rather to the Medical Division. *More initiatives of both types, local programs and collaborative efforts with other divisions, are needed as UTM evolves.*

4. Fostering and supporting a culture of excellence in research and scholarly activities

UTM has a strong group of leaders, as well as a cohort of faculty, who are committed to research and scholarship of the highest calibre. There is, however, a perception that the UTM campus has become a workhorse of undergraduate training, rather than a significant part of a well-integrated and functioning tri-campus university. As noted above, the UTM faculty/student ratios are the highest among the three campuses. In 2013, the reported student/faculty ratio was 38:1, compared to the St. George overall ratio of 20:1 and the Faculty of Arts and Science ration of 30:1 in the same year. Faculty members offered that their heavier teaching loads created inequities that make for uneven competition on the research front with colleagues who are principally located at the St. George campus.

There is also a perception of inequity in start-up funds provided to faculty members located at UTM, as well as perceptions of inequity in obtaining opportunities in key leadership roles, for example, as graduate chair. Faculty members reported that such lower financial support impacts the ability to gain competitive advantage, including being able to attract the best graduate students and post-doctoral researchers. Culture differences across how various disciplines work between campuses also create challenges. For example, we heard of the difficulties in fostering cross-discipline research and curriculum development because of sparse opportunities for discussions between members of disciplines in the sciences and in the arts and humanities.

Faculty members from some disciplines are often “missing in action” from UTM, because their research space at the St. George campus offers a dynamic quality that is absent on the suburban campus. Not surprisingly, they prefer to be located downtown. Yet there are tremendous possibilities for interdisciplinary research and for the creation of new interdisciplinary programming, as befits some aspects of modern research at any newly created university campus. Nonetheless these seem to be impeded by the absence of a common vision for UTM’s role in the tri-campus system. It may also be useful to *consider the unique research and scholarship opportunities for faculty members and graduate students who choose UTM.*

5. Organisational effectiveness, financial structures, and resource allocations

Many of those we interviewed reported a belief that there is an imbalance in the transfer of funds from UTM to the University, an imbalance alleged principally with respect to the relative contributions of UTM/St. George. Based on data we received, there certainly appears to be a noticeable financial transfer imbalance to the University Fund, a fund that is re-distributed to academic divisions across the University of Toronto’s divisions. Many faculty members commented on this information, noting that for every \$1 that UTM contributes to the University Fund, \$0.29 is returned, whereas by comparison, the Faculty of Arts & Science receives \$0.85 for every \$1 it contributes to the Fund. There may very well be a logical explanation for the difference, but it has not been elaborated for UTM colleagues and should be made clear to all.

While while we are agnostic as to the merits of these reports, they do persist. Whether anything needs to be rectified or not, there seems to be the need for a vigorous and clear communications campaign to daylight all the information, to present it to all faculty and students, and for those who are in positions of responsibility to explain the rationale for that aspect (at least) of the overall U of T budget. We understand that at the U of T, as at many institutions, many acting officials have lost the original recipe for the way the cake was baked, but institutions can and do change, and *the constituents of UTM deserve to be fully informed about the structure and implementation of the budgets that affect them.*

We heard also of challenges with obtaining timely replacements for leaders at UTM, including a perception that there were many roles for which interim leaders were installed because of an inability to find suitable administrators. This is not intended to address the quality and quantity of the work done by interim leaders. Rather, we think timely, permanent appointments are necessary to give the community an appropriate sense of the importance of the jobs that are being done.

UTM seems to have reached a threshold and may have outgrown its old administrative structure. The Principal-VP, Dean, and CAO model is a reflection of a time when UTM was a much smaller place and now appears quite odd. On the strictly academic side of the equation, the sub-dean structures have become too large to be managed and need to change. The distributed current distributed model of organising enrolment management and academic

advising should be examined to find the right mix of working and reporting relationships, being mindful of the fact that “with whom one works” can be as important as “to whom one reports.” It seems clear to us that enrolment management has to be closely coordinated with academic planning in order to manage growth in classes, as well as for planning increases in faculty, staff and technical support complements. It might be useful to review the portfolios related to these areas to consider new structures or new communication paths across related leadership roles for better alignment of these portfolios. As just noted, workload associated with the academic portfolio would also benefit from review. With the administrative structure potentially being resourced-stressed, leaders have allocated considerable time to day-to-day management with little slack time to consider different ways of doing things. *It is important to reflect on the question of who will take charge of strategic academic and institutional planning and innovation at a time when everyone is busy managing growth.*

6. Relationship to other University of Toronto campuses and divisions

As with any Faculty, division, or school, the key element of the relationship of UTM to the U of T is the identification of the former’s distinctiveness as part of a broad strategic planning exercise of the latter. Some faculty members see the St. George campus as the head and heart of the U of T and are not very interested in further developing the tri-campus vision; others offer a strong presence at UTM and are yearning for a clearly articulated vision and distinctive place for UTM within the tri-campus union. These latter faculty members also seek to have at UTM an alignment in driving such a vision forward by members of the UTM community, as they feel that scattered efforts toward building community have been only weakly, if at all, effective.

There are challenges felt without such a vision, for example when the accreditation of important programs must rely heavily on the profiles of faculty at the St. George campus. Students have also commented on a need for a greater sense of community at UTM, both in the faculty body and among the teaching assistants. There is superb opportunity to create a nexus of UTM activity in research to complement that at the St. George campus, and to build on differentiation that profiles unique programs such as offered in management. This could assist in recruitment of high-quality students, which is currently a priority. Such a strategic definition of the relationship would also provide a focus to advancement and fundraising for UTM.

With the high growth occurring and planned at UTM, as well as the corresponding growth in faculty and staff complement expected, *UTM is in a strong position to shape its profile and culture to reflect a distinctive niche and to differentiate itself in research and scholarship.*

7. UTM’s local, national, and international outreach and societal impact

UTM is in an exceptional position with regard to its strong relationship with the City of Mississauga and the pride and respect that the mayor and the citizens of Mississauga show to

the campus. Alumni leaders are a supportive, strong and committed group, enabling connections for UTM's leaders and for its students, and bridging the campus with the community in areas such as career services and mentorship for students. With its emphasis on professional programs and community-based learning, and the development of the new medical programs, UTM is establishing clear impact on its local environment and on society generally. In our conversation with alumni leaders, however, we did notice the strain of dual identity between U of T and UTM.

We were impressed with the innovativeness, quality, and responsiveness of several niche programs that linked UTM to its location but also to the larger goals and objectives of the University of Toronto as a whole. It has had good success in attracting international students to several of its signature programs already (IMI, MAM, sustainability management, forensic science) and is launching initiatives in big data and management for scientists. As noted above, *these kinds of initiative should be further encouraged.*

Final observations and summary of suggestions

The campus mood regarding the selection of new dean was quite tense not only about who it should be, but also what that person should be expected to do and over what he or she should have control. Given what was mentioned above regarding the differential nature of attachment to the campus by professors from different fields of study, we think this moment will be decisive in setting a tone for the next several decades. We urge the Provost, Principal, and Advisory Committee to consider the following as they frame the attributes and style that will be needed to ensure a bright future for UTM in choosing the next Dean.

- 1) *How does UTM fit into the overall vision and strategic direction of the University of Toronto?*
- 2) *In line with that vision how can a shared "collective identity" among the various stakeholders on the UTM campus and with their counterparts elsewhere at the University of Toronto be shaped?*
- 3) *What are the distinctive missions of the UTM within the broader framework of the University of Toronto's objectives for a synchronised three-campus model and are the current resource allocation systems properly aligned to achieve these goals? If not, does the model of a comprehensive university within a U of T system make sense?*
- 4) *Does the UTM receive its "fair share" of the resources that it generates in order to address the local needs and contribute to the overall objectives of the University of Toronto? If not, what can be done to correct any inequities?*

Below is a list of some of the suggestions we have made (directly or implicitly) in the body of this report:

- a) *Dealing with the impact of growth at UTM deserves serious, publicly visible, attention on the part of the campus and University leadership.*

- b) *A vision for UTM, consonant with its position within the larger U of T, should be articulated in a way that allows various constituents to establish a secure and stable identity, even if expressed in different ways.*
- c) *An identity for UTM must be actively shaped, and all constituents must feel that they have a stake in it.*
- d) *UTM should take the opportunity of faculty expansion to go beyond the need to respond to demand, and use it to help shape its distinctive profile in a deliberate way*
- e) *University policy, and not the budget model and resource allocations alone, have to ensure that UTM professors, students, and staff are treated equitably in matters such as workload, research support, advising, and the assignment of teaching support.*
- f) *The goal of clarifying the vision, distinctive mission, and achieving transparent equity in budget allocation mechanisms should be balanced with expectations about the role of UTM in the overall U of T structure.*
- g) *On more immediate and practical matters, it would be helpful for administrators to discuss with student associations the best way to “join forces” in offering of services to students to avoid duplication and to increase the variety of services that can be provided.*
- h) *Similarly, a university investment in more frequent, high-tech, WIFI-enabled shuttle buses would go a long way toward enhancing mobility and incentivizing collaboration across the campuses.*
- i) *The student to tenure-stream faculty ratio should be reduced as quickly as possible to bring it into line with other divisions, determining what the right ratio is should be based on nuanced and statistically controlled comparisons.*
- j) *Efforts should be made to keep UTM “stars” on the local campus and avoid having them shift to UTSG downtown.*
- k) *Efforts have to be made to avoid having faculty (and students) at UTM feel like second class citizens within the University of Toronto “polity”.*
- l) *UTM students need to have opportunities to participate in international educational and practical experiences.*
- m) *As Mississauga itself has undergone considerable demographic, social, and economic changes, it is important to reassess and strengthen the relationship of UTM to the City.*

- n) *The proposal to limit incoming classes to no more than 4400 for the next 4 years to ensure student quality must be accompanied by a continuation of faculty expansion in order to achieve its stated goals.*
- o) *A new integrated planning cycle needs to be created, with specifically assigned task forces on contentious matters.*
- p) *UTM should have in its toolkit unique research and scholarship opportunities for faculty members and graduate students who choose the campus.*
- q) *Constituents of UTM deserve to be fully informed about the construction and implementation of the budgets that affect them.*
- r) *Academic leadership at UTM and at the U of T as a whole should reflect on who will take charge of innovation, at a time when everyone is busy managing growth and the daily routines of administration.*
- s) *By encouraging careful reflection and fostering distinguishing initiatives, UTM can place itself in a superb position to shape its profile and culture, to reflect a distinctive niche, and to differentiate its research, scholarship, and educational programs and approaches within the University of Toronto.*

Provostial Review Summary

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| Division Reviewed | University of Toronto Mississauga (UTM) |
| Commissioning Officers: | Vice-President and Provost Vice-President, University of Toronto, and Principal, UTM |
| Reviewers: | <ol style="list-style-type: none"> 1. Dr. Anthony Cascardi, Dean of Arts and Humanities, College of Letters & Science, University of California, Berkeley 2. Dr. Charmaine Dean, Dean of Science, Western University 3. Dr. Anthony Masi, Professor of Industrial Relations and Organizational Behaviour, Desautels Faculty of Management, McGill University |
| Date of Review Visit: | November 2 – 4, 2015 |

Previous Review

N/A

Current Review: Documentation and Consultation

Documentation Provided to Reviewers

Terms of Reference; Self-Study; Towards 2030: The View from 2012; UTM Faculty Complement Plan 2015; 2004-2010 New Entering and Their Cumulative Graduation Rates Chart; Office of the Registrar Annual Report 2014-15.

Consultation Process

The reviewers met with the Vice-President and Provost; Vice-Provost, Academic Programs; Acting Vice-President and Principal, University of Toronto Mississauga; Vice-Principal Academic and Dean, University of Toronto Mississauga; Vice-Dean Graduate

and Vice-Dean Undergraduate, University of Toronto Mississauga; Vice-Principal Research, University of Toronto Mississauga; Registrar and Director of Enrolment Management, University of Toronto Mississauga; Dean of Student Affairs, University of Toronto Mississauga; Assistant Dean, University of Toronto Mississauga; Chief Administrative Officer, University of Toronto Mississauga; Executive Director of Advancement, University of Toronto Mississauga; Chief Librarian, University of Toronto Mississauga; deans of cognate university faculties and divisions; junior and senior faculty members; administrative staff; undergraduate and graduate students; alumni; and members of the external community.

Current Review: Findings and Recommendations

1. Teaching and Research (Items 1, 2, 3, 4 from Terms of Reference)

The reviewers observed the following strengths:

- Overall
 - UTM delivers high-quality education to well-prepared students by attracting and retaining world-class academic talent
 - Imaginative, interdisciplinary programs in several specialized areas
 - Success-oriented students
- Undergraduate education
 - Enthusiastic, interested student leaders
 - “Early alert” system in place to identify students in difficulty (pilot phase)
 - Integrates experiential learning
- Graduate education
 - Enthusiastic professional graduate education leaders with a cohesive vision
 - Institute for Management and Innovation (IMI) on a positive trajectory
 - Encouraging success of the Mississauga Academy of Medicine (MAM)
- Faculty
 - Faculty committed to research and scholarship of the highest calibre
- Planning/vision
 - Rate of growth in the student body and in the professorial complement align with the general academic plan of the University of Toronto

The reviewers identified the following areas of concern:

- Overall
 - Ubiquitous presence of “growth pains” from rapid enrolment increases; faculty/student ratios are the highest of the three campuses
 - Continued growth could impact the quality of the applicant pool
 - Advising and enrolment management distributed across two portfolios

- Undergraduate education
 - Perception that the UTM campus carries out a significant portion of the undergraduate training at U of T, rather than being a significant part of a well-integrated and functioning tri-campus university
 - Unacceptably large class sizes with uneven support (tutorials, labs)
 - Lack of close relationships between UTM students and tenure-stream faculty whose graduate departments are located downtown and are not represented at UTM
 - Students face challenges in meeting their schedule of classes if they must travel across campuses
- Graduate education
 - Differences of opinion about how to approach the creation of more innovative graduate programs
 - Student experience varies considerably by department, with the most serious issues expressed by students whose graduate research departments were located principally downtown or who were in departments at UTM that did not map directly onto the most relevant graduate department
- Faculty
 - Some faculty members are not present at the UTM campus because their St. George research space offers “a dynamic quality”
 - Complement growth has not been as strategic as possible due to absence of overarching plan to link department plans with a divisional hiring plan; large number of searches makes it unclear if hiring plan is effective
 - Differences in teaching loads and start-up funds may affect levels of funded research, ability to recruit graduate students and post-docs in a tri-campus environment, and capacity to take on leadership roles
 - Cultural differences between campuses impede cross-disciplinary research and curriculum development
- Planning/vision
 - Lack of shared institutional identity across diverse departments at UTM
 - Absence of a common vision for UTM’s role in the tri-campus system
 - Shortage of on-campus housing limits potential catchment area

The reviewers made the following recommendations:

- Overall
 - Give serious attention handling the impact of growth, and meet the challenge of teaching increased numbers of students
 - Reorganize and more effectively coordinate the advising portfolios to increase graduation rates and reduce time-to-degree
- Undergraduate education

- Support and encourage undergraduate student associations in a systematic way, and join forces with student academic associations in offering services
- Create more opportunities for development of English language and communication skills, mental health/wellness support, and training related to academic integrity
- Further develop opportunities for students to participate in international educational and practical experiences
- Graduate Education
 - Address student experience issues through a variety of direct methods, including creating incentives to host academic events at UTM, etc.
 - Develop a comprehensive and uniform policy regarding the equitable deployment of TAs and other teaching supports across programs and campuses
 - Create unique research and scholarship opportunities for graduate students and faculty members who choose UTM
- Faculty
 - Use faculty hiring to shape a distinct profile in a deliberate way rather than simply responding to demand
 - Engage all faculty in the integration of teaching and research
- Planning/vision
 - Capitalize on the tremendous possibilities for interdisciplinary research, scholarship opportunities, and programming at UTM
 - Consider opportunities to replicate and adapt programs and institutes, like IMI and MAM, that have most effectively leveraged UTM's strengths
 - Articulate a vision that will allow constituents to establish a secure and stable identity, while recognizing that it will be experienced in different ways
 - Create a new integrated planning cycle, with task forces for contentious matters, that will allow for communication and participation in the campus culture
 - Clarify UTM's relationship to the St. George campus
 - Make connections between the campuses more seamless
 - Invest in more frequent, high-tech, Wi-Fi enabled shuttle buses to enhance mobility and incentivize collaboration between campuses
 - Find ways to balance UTM's independence and its ties that will not disadvantage UTM faculty and students relative to their counterparts at St. George or UTSC

2. Organizational Structure & Resources

The reviewers observed the following strengths:

- Organizational structure

- Committed leadership
- Space and infrastructure
 - Location in an attractive suburban setting
 - Wonderful facilities

The reviewers identified the following areas of concern:

- Organizational structure
 - Challenges in obtaining timely replacements for leaders at UTM
 - UTM may have outgrown its old administrative structure (e.g., Principal-VP, Dean and CAO and sub-dean structures)
 - Considerable day-to-day management provides little slack time to engage in strategic planning or consider different ways of doing things
- Financial resources
 - Concerns about resource inequities and financial transfer imbalances between UTM and St. George, specifically in comparison with the Faculty of Arts & Science

The reviewers made the following recommendations:

- Organizational structure
 - Review the workload associated with the academic portfolio
 - Reflect on who will take charge of academic and institutional planning and innovation amidst growth management
 - More closely coordinate academic and enrolment planning to manage growth and increased resources
 - Ensure timely appointments to key leadership positions
 - Consider new structures or communications paths across related leadership roles for better portfolio alignment
- Financial resources
 - Though there may be a logical explanation for the differences in transfers from the University between divisions, ensure that UTM faculty and students have sufficient information to understand the structure and budgets that affect them
 - Inform UTM constituents, in a transparent manner, of the structure and implementation of the budgets that affect them

3. Internal & External Relationships (Items 6, 7 from Terms of Reference)

The reviewers observed the following strengths:

- Overall
 - UTM is in a strong position to shape its profile and culture to reflect a distinctive niche and to differentiate itself in research and scholarship

- Impressive niche programs that link UTM to its location but also to the larger goals and objectives of the University of Toronto as a whole
- External relationships
 - UTM is establishing clear impact on its local environment and on society generally
 - Strong relationship to the City of Mississauga
 - Strong, connected alumni leaders
 - Good success in attracting international students to several signature programs and launching initiatives in big data and management for scientists

The reviewers identified the following areas of concern:

- Internal relationships
 - Mixed perception from faculty about vision and distinctive place for UTM within the tri-campus environment
 - Perception of inequality across campuses for faculty, students and staff

The reviewers made the following recommendations:

- Internal relationships
 - Take advantage of the opportunity to create a nexus of UTM activity in research to complement at the St. George campus
 - Strategically define the relationship between St. George and UTM to better focus advancement and fundraising and support the recruitment of high quality students for UTM
- External relationships
 - Engage in collaborative conversations between the City of Mississauga, UTM, and central U of T administration

Administrative response—appended

March 16, 2016

Professor Sioban Nelson
Vice-Provost, Academic Programs
Simcoe Hall
University of Toronto

Dear Sioban,

I am writing to provide an administrative response to the External Review of the Academic Portfolio of the University of Toronto Mississauga, which was held in November 2015. In preparing this response, I invited members of the University of Toronto Mississauga community to provide feedback and consulted with Department Chairs and Institute Directors, the Vice-Principal Research, Director of Advancement, Chief Administrative Officer, Registrar and Director of Enrolment Management, Vice-Dean Graduate and Vice-Dean Undergraduate, UTMSU Executive, UTM faculty, and staff. Below I address the issues raised by the reviewers and outlined in your request for an administrative response.

Vision & Planning

- ***Foremost among these issues is the need for the Dean and Principal to work together on an academic vision and distinctive mission for UTM in which all constituents have a stake, and which can guide the expansion of faculty complement and the development of academic programs. The reviewers noted ways to expand on the successes in IMI and the Medical Academy, encourage new directions in the humanities and social sciences, and support greater collaboration across disciplines.***

As the author of this response, I am serving as Interim Vice-Principal Academic and Dean for a four-month term, from January 1, 2016 until April 30, 2016; it will be up to the next Dean to work with the next Principal to develop a shared vision and distinctive mission for UTM. While it might not constitute a coherent vision in the minds of the reviewers, UTM has an unwavering commitment to hiring and retaining the best faculty and students, providing excellence and innovation in undergraduate and graduate education, and fostering a climate that celebrates diversity and the pursuit of excellence in spite of significant resource constraints, with the latter being a recurrent theme in this response. In preparing this response, I am cognizant of the metrics that demonstrate these strains at every level, including faculty, student aid, and

infrastructure. Yet the members of this community have risen to the challenge of delivering the best they possibly can within limited means - and with enthusiasm and collegial respect.

Going forward, there are mechanisms that I propose could be improved to help forge a shared vision. UTSC and UTM are unique among academic divisions in having a Dean and Principal, each of whom operates in a somewhat different consultative milieu and is privy to different avenues of input into planning matters. The Dean draws ideas mainly from academic colleagues, chairs and directors, and counterparts in other academic divisions, primarily in what could be termed a “bottom-up fashion”. Alternatively, the Principal, as noted in the reviewer report, used his administrative leave to focus his efforts independently on the development of a vision. These two approaches need to be harmonized, with greater consultation between the Principal and the Dean to ensure that the UTM academic community will inform, embrace and implement the vision. Such a partnership might also promote a closer alignment between the academic priorities of our departments and institutes and other areas of UTM, such as Advancement and the Registrar’s office.

With respect to academic programming, there is clearly need for a more coherent approach to new curriculum development, particularly in the face of the growth fatigue that many departments are experiencing. I would strongly recommend the creation of an Associate or Vice Dean position to spearhead programmatic growth and innovation, aided by appropriate staff in the Dean’s office. We need to assess what some of the roadblocks have been to the development of new programs and identify ways of alleviating these. It is important that the Dean – while inviting strategic input from individuals such as the Principal – should be the primary agent for academic programmatic change and development, so that the goal of a distinct and shared vision for UTM that has its roots in our academic units and their aspirations and strengths.

The Institute for Management & Innovation (IMI) is a relatively new institute that is still consolidating itself and, until it has a permanent director appointed, it will be hard for it to fully realize its potential. A search for a director is underway. Once the new director is chosen, s/he will have much to build on: IMI’s programs are led by a group of dynamic and dedicated leaders who have invested considerable energy in creating professional graduate programs that are innovative and relevant, as well as undergraduate programs that are educating our next generation of business leaders.

The Mississauga Academy of Medicine (MAM), while a valuable part of our campus, is a standalone unit within the Faculty of Medicine. We have explored and achieved synergies in various ways, including cross-appointments. In addition, the Dean serves as a member of the MAM Advisory Committee to ensure that the experience of its students – i.e. library access, use of the recreational facilities, etc. – is proceeding well. We will continue to seek opportunities for integration of the life of this important unit within the UTM community.

Finally, I would counsel the incoming Dean to elicit and listen carefully to the views of the very complex academic community we have: there are strong – and differing - views

about issues such as relations with the St. George campus and graduate departments, the role of graduate students at this campus, and about the optimal conditions for individuals in different disciplines to realize scholarly excellence. A 'unified' vision must be the product of a collective exercise driven by mutual respect and by understanding the divergent approaches to excellence that underpin our current success.

- ***The reviewers also encouraged consideration of equity in a number of areas including workload, supports for research and pedagogy, and supports for student learning and experience, both within the campus and across the three campuses.***

There is clearly a sentiment among tenure-stream and teaching-stream faculty that their workloads are excessive relative to their St. George peers. While workload policies for each academic unit now ensure that teaching loads within given disciplines are consistent across campuses, the service loads of our faculty are more difficult to limit. We do our utmost to protect the significant proportion of our faculty who are pre-promotion teaching-stream and pre-tenure faculty from onerous service loads. However, it is evident that with the scale of academic searches (36 underway this year), in addition to other faculty service-intensive processes, such as tenure reviews, promotions, etc., that senior faculty are being pressed into service more intensively than their peers in the Faculty of Arts and Science. In addition, tenure-stream faculty have a bi-campus identity, resulting in service commitments on St. George and at UTM. Finally, our very heavy reliance on sessional instructors means that we have proportionally fewer continuing faculty to take on the civic commitments that arise. In discussions with Chairs and Directors, we learned that they also feel overburdened relative to their St. George counterparts, with relatively fewer supports such as Associate Chairs, faculty advisors, etc. These issues are something that the next Dean will need to address as part of her mandate.

We have also relatively fewer non-academic staff to support the academic mission. The figures from the U of T 2016-17 Academic Budget Review Divisional Statistics Book indicate that UTM has the third highest faculty: staff ratio at U of T (with KPE and UTSC being the highest): 2.93 faculty per administrative staff member compared with an average for U of T of .96. While certain economies of scale might allow us to achieve some efficiency, it is worth noting that even very large faculties such as Arts and Science have a ratio of 1.22. Comparisons between ratios are difficult to make. For example, UTM's ratios exclude administrative staff located in the Principal's Office and portfolios that report up to the Principal, such as the Registrar. In other Faculties and Divisions, these staff members are included in the ratios. FAS's ratios include many positions related to tri-campus graduate programs.

We have high quality and dedicated staff that feel overworked. There are also perceived, comparative workload issues related to the levels of support staff among academic departments; specifically, situations where insufficient numbers of staff, or limited effectiveness of staff, lead to the imposition of additional and, in some cases, inappropriate workload onto faculty. A working group of Department Chairs is being established to review current staffing levels across departments and effectiveness of

current staffing, and to make recommendations on a transparent process for regularly determining the most appropriate allocation of support staff resources. It is expected that the working group will report back to the Dean later this year.

Support for research in some areas, principally the sciences, has not kept pace with the resources available in divisions such as the Faculty of Arts and Science, which appears to have more central funding of its own to allocate. In addition, we are constrained by the availability of lab space and the cost of renovating current space to accommodate new hires. (Based on the 2016-17 Divisional Statistics index of research and office space per FTE, UTM stands at 48.2 NASMs, well below the U of T average of 92.5 or the Arts and Science average of 97.8). The recent agreement by the central administration to provide additional funding for startup is welcome but, if discontinued, our faculty will continue to receive less startup funds relative to their peers in the Faculty of Arts and Science.

In summary, all of these disparities make it hugely challenging to compete with comparable divisions such as the Faculty of Arts and Science to offer similar working conditions for faculty and staff and similar learning conditions for students.

- ***The reviewers recommended a review of UTM's overall administrative structure to ensure that growth and supports for growth are closely coordinated with academic planning, and that the academic portfolio has capacity to support visioning as well as day-to-day management.***

UTM is beginning to review aspects of its administrative structure and ensuring that growth is managed and coordinated with academic planning. This is reflected in our multi-year plans and endorsed by the Provost. With the creation of additional office space we will be able to accommodate additional faculty hires, and with the expansion and renovation of teaching and research spaces and resources we will strive to provide the physical supports needed by existing and new faculty and students. In the shorter term, the availability of lab space will pose a constraint on hiring in the sciences.

It is not the mandate of the Dean oversee a review of the overall administrative structure at UTM, though as mentioned previously, certain lines of reportage should be revisited. Given the close alignment of the work of the Registrar's office – its focus on academic success, eligibility, application of academic regulations, etc. – with the work of the Dean's office, it seems logical that the Registrar report to the Dean's office. This would bring UTM's administrative structure in line with that of UTSC, and would promote closer collaboration on key initiatives, such as day to day planning, admission and enrolment planning, while giving oversight responsibility to a single office. This coordination is essential because several registrarial decisions are integrally connected to academic planning, including program development, complement planning, space planning, student retention, timely progressions and graduation. A single office having oversight will be able to make more efficient and strategic academic decisions.

The next Dean will need to examine the staffing of the Academic Integrity portfolio, which has expanded over the past several years. This office is strained and is playing an important preventative and educative role but also managing a high number of cases, which are becoming more complex, resource intensive and time consuming.

The next Dean will have as her mandate the goal of reorganizing the Dean's office, as needed. From my perspective, the creation of an Associate Dean, Curricula and Pedagogy and a Vice-Dean, Academic Human Resources, with corresponding administrative support in the office, would be highly advisable.

Students

- ***The reviewers remarked positively on the “early alert” system and encouraged further attention and resources to advising and student support (e.g., academic skills, mental health), including reconsidering the structures through which advising is provided.***

The “early alert” initiative enables UTM to identify students who will require additional support to achieve academic success within 4 – 5 weeks of their admission. While this is a very positive development, it further burdens the workload of the Robert Gillespie Academic Skills Centre, a unit that supports academic and pedagogical skills development. Our office has invested in that unit in order to help it keep pace with advising challenges. In addition to specific workshops and academic skills counselling sessions, this unit provides additional support through initiatives such as the Dean's Writing Development Initiative, Peer Facilitated Study Groups, and Head Start, an orientation event held for incoming students in the August before classes begin. Head Start is an important – and very popular – set of lectures and activities that helps students understand the challenges of University-level study and guides them towards appropriate resources for addressing these challenges. We have established an International Education Centre to help integrate international students into the community and provide them with skills, such as language enrichment, to help them achieve success in their studies.

We have various avenues for advising, including departmental advising, registrarial advising, academic skills advising, AccessAbility advising, and counselling through Health Services. A number of these groups have been forming closer connections and making better referrals to each other but more could be done: for example, strengthening the advising network and increasing awareness of respective advising roles; providing more joint professional development sessions on themes such as dealing with difficult people, parents and privacy, helping students explore academic options, etc.; collaborating on ‘tough cases’; and, improving efficiency with a clear referral system that allows tracking. We have a high risk team that includes the Dean's office, Student Life, the Equity & Diversity Office, Campus Police and the Director of High Risk Coordinator Matters (in the Office of the Vice-Provost Students on the St. George campus) that guides the

management of complex cases, and an Equity & Diversity Officer that works with the Office of the Dean to deal with a multiplicity of equity issues related to faculty, staff and students. I would urge the new Dean to work with the various advising groups to continue this work of creating a more cohesive advising network.

- ***The reviewers observed that UTM has struggled to maintain the quality of its applicants during expansion and suggested rethinking recruitment to focus on strategies that can maintain quality***

Given that quality of incoming students is very important, we need to re-examine our recruitment efforts and strategy, perhaps developing a more targeted approach by program/discipline. This concern further reflects structural difficulty within the academic portfolio and the disconnect between the Office of the Dean and the Office of the Registrar, which is unique to UTM. Parenthetically, departments currently have little control over how many students are admitted to their first year courses, resulting in some departments stretched to their instructional limits, while other departments' courses are undersubscribed. While we have no conclusive data, the anecdotal evidence we have suggests that students are entering with weaker generic skills and with more demands on their time outside of their studies. I believe it would be advisable to have a review of our recruitment and admission practices and develop strategies for monitoring post-admission success. In this regard, three faculty members in the Department of Economics who specialize in research in education, have agreed to do some quantitative analysis of the admission and post-entry performance. The creation of an Associate Dean portfolio focused on program development combined with a potential investment in departments to provide them with more resources for program creation and expansion will help to identify and foster new programs that will both attract new students and draw on our academic strengths, aspirations, and capacity and contribute to the development of a distinct identity. A change in the reporting structure that integrates the Office of the Registrar into the Dean's office will facilitate a more streamlined approach to student success and improved information exchange.

- ***The reviewers noted the enthusiasm of UTM's undergraduate student societies and suggested that coordination with these societies could lead to better and more efficient student services***

Partnerships with our University of Toronto Mississauga Students' Union (UTMSU) executive, student clubs, and student societies vary widely and change regularly due to the routine turn-over of student leaders and departmental liaisons. Accordingly, the quality and consistency of baseline services is best assured through the involvement of administrative professionals, such as program academic advisors, career counsellors and learning skills strategists, with student peer promotion and involvement in program planning and delivery remaining keys to success. Our office has worked very closely with the UTMSU to establish and consolidate academic societies, with the Dean matching every dollar raised by a student levy to support these societies. Over the past

several years, the quality and range of academic society activities has grown remarkably, with a wide range of events and programs that promote student academic development, faculty-student interaction, etc. Each society has a faculty liaison in its department to help guide its activities and our office, in turn, provides an orientation for these individuals. The Dean and Vice-Dean, Undergraduate meet monthly with the executive of UTMSU; in the recent past we have collaborated with the UTMSU on raising awareness around issues of academic integrity. This is a fruitful and highly collaborative relationship.

While academic societies have fostered closer links between students and their programs and departments, our departments would like to see stronger ties to their alumni. A few departments have developed internal mechanisms to keep in touch with some alumni and integrate them into events, but departments seek greater central (UTM Advancement) support for developing and fostering linkages to their alumni. This is something that the new Dean, working with the Principal, should address.

- ***The reviewers suggested ways to enhance the graduate student experience at UTM***

Graduate education at UTM comes in two major types: we participate in research-stream masters and doctoral programs offered by the tri-campus graduate departments (with many students, especially in science programs, choosing to affiliate with our campus and spend the majority of their time here) and we offer professional masters programs, the majority of them offered by our Institute for Management & Innovation. In addition, we have a very large number of graduate students who spend time on our campus as teaching assistants.

Students whose graduate supervisors have UTM appointments have the option of becoming affiliated students. Those who do this have access to tri-campus (i.e. recreational, computing, health and counselling, and library services) but also have access to an increasingly rich array of activities and support at UTM, including training and academic support by the Robert Gillespie Academic Skills Centre and support from the Career Centre. In recent years, an annual research symposium has been held as well as a series of events such as the “Three-Minute Thesis” to help graduate students prepare for the job market. The Dean’s office provides travel grants to graduate students for presenting at conferences. The UTM Association of Graduate Students hosts both social and professional events for its members. We recently renovated a lounge and kitchen for affiliated graduate students. We have a number of awards for graduate students, including research awards, a leadership award, and TA Excellence awards. The Vice-Dean, Graduate has been focusing on increasing the number of affiliated students at UTM as well as the participation of non-affiliated students in the graduate student life of the campus.

Many doctoral students who visit this campus come here solely to complete their TA hours, meaning many departments have little graduate student presence. Efforts have been made, and will continue, to encourage students whose supervisors are based at UTM to ‘affiliate’ and spend more time here. Suggestions have been made that we

provide a specific lounge area for TAs to encourage them to spend more time at UTM. As noted above, various efforts have been made through the Graduate Expansion Fund to promote graduate activity at UTM. Finally, individuals travelling between campuses continue to express longstanding concerns about transportation services and the quality of the UTM bus.

Faculty

- ***The reviewers recommended that all faculty participate in the integration of teaching and research***

We are not clear why this observation arose from the review. All of our faculty are activity engaged in both teaching and research and have numerous opportunities to integrate the two. Our Research Opportunity Program, designed to give undergraduate students an opportunity to participate in faculty members' research, is robust with numbers increasing every year, as are the number of field trips/courses and undergraduate thesis courses. Our workload policies and approach to pedagogy encourage individual instructors to integrate their research into their teaching. Our teaching-stream faculty are doing sensational work in pedagogical research and in spearheading research-driven innovations in teaching. The observation that faculty should do more to integrate teaching and research is quite mystifying. It may reflect a need for clearer communication about how faculty routinely and actively integrate research and teaching.

Relationships

- ***The reviewers observed that the City of Mississauga has undergone considerable change and recommended that UTM consider and strengthen its relationship to the City.***

The City of Mississauga considers UTM to be a valuable asset and key partner in the development of community priorities. In the face of structural changes to its economic base, the City is leveraging its alliance with UTM to help adapt to these changes. In 2013, the City of Mississauga invested \$10 million in the Innovation Complex, which houses the Institute for Management & Innovation (IMI). The City's investment in UTM aligns seamlessly with its economic development strategy to promote access to human capital and the proliferation of a knowledge economy as a means to attract new businesses to the region. In consideration of this, UTM will continue to engage municipal leadership on the core principles that guided the City's original investment. This effort will include the preparation of an independent report that offers an analysis of the return on investment to the City of Mississauga and Region of Peel from the construction of the Innovation Complex and the operation of IMI since its launch in 2014. The report will also include an analysis of how post-secondary educational

institutions contribute to regional economic development and city-building by exploring case studies across North America, with a focus on higher education and municipal partnerships that have been catalytic to the growth of those regions. Through a deputation to City Council in the fall of 2016, UTM will communicate the role that it plays in impacting the City's long-term growth and prosperity. More broadly, UTM will continue to build strategic partnerships with industry, associations and community groups that leverage its unique assets, and communicate these initiatives through multiple marketing channels.

UTM has had longstanding relationships with community partners who take on students as interns, allow them to participate through service learning courses as volunteers, and work with them on community-based research both through the Research Opportunity Program and in other research-based courses at UTM. A listing of just a few of our community partners includes: The Riverwood Conservancy, City of Mississauga, Ontario Ministry of the Environment, Region of Peel, Ontario Trillium Foundation, Environment Canada, Halton, Peel and York Regional Police Services, Industry Canada, RIC Centre, Centre for Addiction and Mental Health, Centre of Forensic Sciences, and Trillium Health Partners. In addition, UTM has a number of artistic and cultural events and venues that attract the attention and members of the community, including the Blackwood Gallery and Theatre Erindale, each contributing some high quality offerings available in their respective cultural areas and attracting thousands of visitors every year. The Blackwood Gallery had over 6,000 visitors last year and regularly partners with the City of Mississauga's Culture Division. Theatre Erindale, in addition to providing a training site for our drama students, is very popular among members of the UTM and the wider community.

Data Points: Student: Faculty Ratio and Funding Model

Over the past couple of years, coincident with the establishment of the new tri-campus governance process, UTM has initiated steps to improve the transparency around university-wide and UTM-specific budget processes. This has included detailed financial presentations at UTM's Campus Affairs Committee and Campus Council; presentations that are shared by Planning & Budget (for the university-wide perspective) and by UTM administration. Those discussions have provided the opportunity to clarify comparative revenues, financial contributions and benefits – from both the central and UTM perspectives. It is expected that we will build on this approach to more broadly communicate these details to the UTM community in the hope that such will result in a better understanding of the dynamics of the underlying financial processes.

To address apparent confusion in the review report, the following information is provided, based on the 2016-17 Divisional Statistics Book and 2016-17 Budget Report:

- the student: faculty ratio for UTM was 35.1 (2016-17 Divisional Statistics, based on fall 2014 data); this is the highest ratio at U of T

- the average student: faculty ratio for the university was 25.7; the ratio for FAS was 29.0
- UTM's net UF contribution will be \$18,333 in 2016-17; FAS's will be \$18,339. A comparison of these numbers is complicated by the fact that FAS's UF allocation includes much of the support for tri-campus graduate programs.
- UF allocations to UTM to date are 19% of total UF since 2007-08. UTM's revenue is 13% of the total university.

As of the 2015-16 operating budget, incremental base UF allocation per student (to 2015-16) was \$1,015 (UTM), \$867 (U of T average), \$797 (FAS).

The perceived inequity observed in the Self Study and reported by various stakeholders during the review visit is a significant source of frustration and confusion members of UTM. The new Dean and Principal can consider additional means of informing the UTM community about budget decisions and processes.

Additional Comments

The period of the review has seen the development of many distinct areas of strength at UTM, including growth in experiential learning, undergraduate research, pedagogical innovation, and ground-breaking faculty research. These are notable strengths of the UTM campus. We are extremely proud of our rich instructional tradition and the number of teaching staff who have spearheaded innovation and won awards. Our researchers are doing ground-breaking work, with many establishing themselves in fields as varied as book history, stem cell research, and environmental policy. Our commitment to internationalization has resulted in a growing percentage of international students among our student population as well as international opportunities for our own students. Our investment in student transition and success has led to a new Office of Student Transition and suite of co-ordinated utmONE course offerings, bringing together resources and services of the Deans' office, the Registrar's office, and Student Life.

Please let me know if you have any questions about this response.

Sincerely,



Kelly Hannah-Moffat
Interim Vice-Principal, Academic and Dean
University of Toronto Mississauga