



University of Toronto Mississauga Campus Council
ACADEMIC AFFAIRS COMMITTEE

Wednesday, April 30, 2014 at 4:10 p.m.

Council Chamber, Room 3130, William G. Davis Building

AGENDA

- 1. Chair's Remarks**
- 2. Report of the Previous Meeting: Report 5 – March 26, 2014***
- 3. Business Arising from the Report of the Previous Meeting**
- 4. Major Modification: Masters of Management & Professional Accounting (MMPA)**

Be it Resolved,

That the changes in program requirements proposed by the Master of Management & Professional Accounting (MMPA) program, offered by the Institute for Management and Innovation (IMI), recommended by the Vice-Principal Academic & Dean, Professor Amy Mullin, and as described in the proposal dated April 7, 2014, be approved, effective May 1, 2014.

- 5. Annual Report (2012-13): Office of the Registrar, Committee on Standing** (for information)
- 6. Annual Report (2012-13): Academic Appeals Subcommittee** (for information)
- 7. Annual Report (2012-13): UTM Library** (for information)
- 8. Presentation: Professor Ulli Krull, Vice-Principal, Special Initiatives** (for information)
- 9. Other Business**

* Documentation included

** Documentation for consent item included. This item will be given individual consideration by the Academic Affairs Committee only if a members so requests. Members with questions or who would like a consent item to be discussed by the Academic Affairs Committee are invited to notify the Committee Secretary Mariam Ali at least 24 hours in advance of the meeting by telephone at 905-569-4358 or by email at mariam.ali@utoronto.ca



**UNIVERSITY OF TORONTO MISSISSAUGA CAMPUS COUNCIL
REPORT NUMBER 5 OF THE ACADEMIC AFFAIRS COMMITTEE**

MARCH 26, 2014

To the Campus Council,
University of Toronto Mississauga

Your Committee reports that it held a meeting on March 26, 2014 at 4:10 p.m. in the Council Chambers, William G. Davis Building, at which the following were present:

Ms Judith Poë, Chair
 Dr. Shay Fuchs, Vice-Chair
 Professor Deep Saini, Vice-President & Principal
 Professor Amy Mullin, Vice-Principal Academic and Dean
 Professor Bryan Stewart, Vice-Principal, Research
 Dr. Kelly Akers
 Professor Shyon Baumann
 Professor Tracey Bowen
 Professor Craig Chambers
 Professor Tenley Conway
 Ms Diane Crocker, Registrar and Director of Enrolment Management
 Ms Sara da Silva
 Professor Amrita Daniere, Vice-Dean, Graduate
 Dr. Louis Florence
 Professor Bernard Katz
 Ms Pam King
 Mr. Sheldon Leiba
 Dr. Mark Lippincott
 Mr. Leonard Lyn
 Professor Peter Macdonald
 Ms Sue McGlashan
 Professor Heather Miller
 Professor Kent Moore
 Professor Esteban Parra
 Dr. Christoph Richter
 Mr. Masood Samim
 Professor Erik Schneiderhan
 Professor Alison Syme
 Professor Holger Syme
 Professor Mihkel Tombak
 Ms Edith Vig

Mr. Ian Whyte, Chief Librarian
 Dr. Kathleen Wong

Non-Voting Assessors:

Prof. Ulli Krull, Vice-President, Special Initiatives

Regrets:

Professor Varouj Aivazian
 Ms Laasya Annadevara
 Mr. Hamza Ansari
 Professor Andreas Bendlin
 Professor Jill Caskey
 Professor Philip Clark
 Ms Sarah Elborn
 Professor Charles Elkabas
 Mr. Simon Gilmartin
 Ms Shelley Hawrychuk
 Dr. Stuart Kamenetsky
 Professor Peter Loewen
 Professor Yael Karshon
 Ms Sobia Khan
 Professor Emmanuel Nikiema
 Professor Kathy Pichora-Fuller
 Mr. Mark Overton, Dean of Student Affairs
 Mr. Michael Paulin
 Professor Sasa Stefanovic
 Professor David Francis Taylor
 Professor Shafique Virani
 Professor Anthony Wensley
 Professor Kathi Wilson
 Dr. Maria Wesslen

In Attendance:

Ms Melissa Berger, Program and Curriculum Officer, Office of the Dean
 Len Brooks, Director, Masters of Management and Professional Accounting (MMPA)

Secretariat:

Ms Cindy Ferencz Hammond, Director of Governance

Mr. Anwar Kazimi, Assistant Secretary of the Governing Council

Ms Mariam Ali, Committee Secretary

1. Chair's Remarks

The Chair welcomed members to the meeting.

2. Report from the UTM Research Office: Professor Bryan Stewart, Vice-Principal, Research

The Chair invited Professor Bryan Stewart, Vice-Principal, Research to begin his presentation¹ on Research at UTM. Professor Stewart informed members that the mandate of the UTM Research Office was to be competitive on the national and international stage, promote a culture of research excellence and engage in research communication, outreach and partnership. The Research Office developed several activities to promote these values including the UTM Research Council, which would meet on a monthly basis and discuss research issues and items that impact research. This year the Research Council adjudicated an internal research funding competition created to promote research on campus, funds were allocated for research and scholarly activity as well as events for outreach and promotion of research. Other activities included the Excellence Lectureship, UTM Spring Book Launch and Thirsty Thursdays, a research and networking social.

Professor Stewart gave an overview of research funding at UTM, indicating that total research funding was approximately \$9 million per year. Sources of funding included the Tri-Council Agencies, Canada Research Chairs (CRC), Canadian Foundation for Innovation (CFI), and Global Research in Paediatrics (GRiP). Monitoring of research trends show that funding was maintained at steady levels, with a small decline in GRiP funding which is cyclical. There was an increase in Canadian Institutes of Health Research (CHIR) funding as UTM hired more faculty eligible for biomedical funding. The decline in GRiP funding was offset with two CFI awards worth over \$1 million combined. Professor Stewart noted that on a national scale, UTM has been more successful in acquiring Tri-Council funding. Professor Stewart highlighted research at UTM by providing members an overview on several research endeavors on campus.

A member asked if there were common criteria used in evaluating applications for research funding. Professor Stewart responded that different organizations would have varying criteria, however the emphasis has been on research excellence, a strong track record for teaching and research, quality of the report and ability to show outcome. A shift in research funding occurred in that funding has been increasingly directed towards more specialized areas. Professor Stewart emphasized that research no longer occurred in silos; researchers had to engage in outreach and partnership.

A member asked for data regarding per capita research funding at UTM, and Professor Stewart advised that such current figures were not available. The Chair asked Professor Stewart to follow up at a future meeting.

In response to a member's question, Professor Stewart advised that oversight of research in the area of teaching and pedagogy was done in collaboration with the Office of the Dean.

¹Go to the following link for the Prezi presentation: http://prezi.com/39jozsy6gx/?utm_campaign=share&utm_medium=copy.

3. Reviews of Academic Programs and Units: Professor Amy Mullin, Vice Principal, Academic & Dean

The Chair noted that the Committee would receive for information and discussion, reviews of academic programs and units consistent with the University of Toronto Quality Assurance process. The reviews are then forwarded to the Committee on Academic Policy and Programs (AP&P) for consideration. The Chair invited Professor Mullin, Vice-Principal Academic & Dean to present the annual report on external reviews of departments and programs for the year 2012-13². Professor Mullin informed Committee members that external reviews occurred at intervals of 8 years and were supervised by the provincial Quality Council which was responsible for the auditing process. The role of the reviewers was to determine the quality of the program or department and make recommendations for areas of opportunity.

The Chair provided an overview of the process by which the AP&P considers reviews through group work. The group would consider the following three questions when evaluating reviews: Does the summary adequately summarize the content of Does the Dean's response address all concerns identified by the reviewers? And is there a need for any follow up on the review or any section to be highlighted to the Academic Board.

For 2012-13, Master of Management and Professional Accounting (MMPA) and Diploma in Investigative and Forensic Accounting (DIFA) were reviewed together. Professor Mullin highlighted the positive elements of the reviews including, high quality applicants, quality of experiential learning and innovative components, strong relationships with external professional organizations and visionary efforts of current Director. The areas of opportunity included the following: a review of the mix of students and a suggestion to grow the program's domestic applicant pool; an assessment of optimal tuition with respect to recruitment; modify the DIFA program; and address sustainability of resources and the administrative support structure. In response, an implementation plan was created, which included steps to introduce interview screening to gauge students' communication skills, limit tuition increases and increase bursaries for domestic students. Other responses included three new hires in accounting, the possible development of the DIFA program into a Masters program, the hire of a senior professor in accounting and the development of a Professional Accounting Centre.

4. Addition of Streams to the Existing Bachelor of Business Administration (B.B.A) Management Specialist Program

The Chair reminded members that major and minor modifications to existing degree programs were considered for approval by this Committee. The Chair then invited Professor Mullin to introduce the item. Professor Mullin informed members that the Department of Management at UTM proposed to create a stream within the Bachelor of Business Administration (B.B.A) Management specialist program, dividing the existing specialist program into two streams. She indicated that streams provided an opportunity for innovation within existing programs. The Management stream was identical to the present, undifferentiated program and would share a common core of courses with the second stream, called Human Resource Management and Industrial Relations (HRMIR). Each stream possessed specific requirements unique to that stream. The purpose of the new HRMIR stream was to equip students with a comprehensive knowledge and skill set necessary for effectively leading organizations. Upon graduation, students will also have fulfilled the degree and coursework requirements stipulated by the Human Resources Professionals Association (HRPA) certification process to achieve the Certified Human

²A copy of the presentation is attached as Attachment A.

Resources Professional (CHRP). Graduates of this program would be eligible to immediately take the exam necessary for that designation.

The UTM departments of Management, Economics, Sociology and Historical Studies were consulted and were in full support. Also consulted and in support, were the Chair of the Department of Management, UTSC, Directors of Rotman Commerce and Centre of Industrial Relations and Human Resource Management, Principal of Woodsworth College and Robert Gillespie Academic Skills Centre (RGASC). The proposed HRMIR stream was met with great enthusiasm by students in the existing program. The Human Resource Professionals Association (HRPA) and its own Peel Chapter in Ontario would be most relevant to this program and would work closely with UTM to ensure that course outlines and coursework requirements are approved well before the commencement of the stream. The proposed changes would involve 3.0 new FCEs and the increase in teaching will be met by a new tenure-stream faculty member in Organizational Behavior and Human Resource Management (OBHRM) at UTM, a hire in keeping with the Department of Management academic plan of 2012. Professor Mullin also thanked Professor Soo Min Toh for her work in developing this proposal as it was the first stream to be implemented at UTM.

A member asked for clarification on the difference between a B.B.A compared to a Bachelor of Commerce degree. Professor Tombak, Chair, Management responded that the Bachelor of Commerce is a joint program with the Department of Economics and students focused on economics courses, whereas the B.B.A was designed to be a generalist degree. He added that the trend has been to provide more specialization within the B.B.A, as evidenced through the introduction of streams, to respond to changing employer and industry needs. As a follow up the member asked what types of employers generally recruit B.B.A grads, to which Professor Tombak responded that it was primarily financial institutions.

Professor Saini asked if this would impact enrolment in the B.B.A. and Professor Mullin responded that this would increase the applicant pool and correspondingly increase enrolment targets.

A member pointed out that the name of the HRMIR in the cover documentation should read Human Resource Management and Industrial Relations³.

A member asked if the implementation date of September 1, 2014 signalled that the department would admit first year students to this stream as of this date. Professor Tombak responded that the streams and/or specializations were generally chosen by upper year students, therefore currently enrolled students would be more inclined to take advantage of this option.

On motion duly made, seconded and carried,

YOUR COMMITTEE APPROVED,

That the proposed creation of two streams, one called Human Resource Management and Industrial Relations, which is entirely new, and one called Bachelor of Business Administration (B.B.A) Management Specialist, which reflects the Learning Outcomes of the original undifferentiated program, be approved within the Bachelor of Business Administration (B.B.A) Management specialist program, as recommended by the Vice-Principal Academic & Dean, Professor Amy Mullin, in the proposal dated February 25, 2014, effective September 1, 2014.

³ Secretary's Note: Correction was made to the cover documentation, which originally indicated the program name as Human Resources Management Industrial Relations instead of Human Resource Management and Industrial Relations.

5. New Minor in Visual Culture, Department of Visual Studies

The Chair reminded members that the introduction of a new freestanding minor where there is no existing major or specialist program was considered to be a major modification. Professor Mullin introduced the item, a proposal by the Department of Visual Studies to create a new minor in Visual Culture. Currently, the Department of Visual Studies offered programs in Art History, Cinema Studies and Visual Culture and Communication (VCC), a joint program with Institution for Communication, Culture, Information and Technology (ICCIT) and Sheridan College. The new minor in Visual Culture would allow students the opportunity to take Department of Visual Studies course offerings for the VCC program, which were characterized by a more humanistic, critical approach to the study of images as opposed to the communications-oriented and practical courses offered by the joint program.

The new minor also drew from other departments including Anthropology, English and Drama and Historical Studies. Professor Mullin noted that the new minor would be geared towards preparing students for graduate studies in Visual Culture or other areas of Visual studies and/or for careers in media, design, marketing, public relations, business in the arts and culture industries. Except for the VCC specialist program, no degree offerings in Visual Culture existed at UTSC and UTSG. Consultation was extensive and included the RGASC, UTM Visual Studies Faculty and students, Chairs of Anthropology, Historical Studies, English and Drama, Sociology, and the Director for ICCIT. All were in support of the proposal.

On motion duly made, seconded and carried,

YOUR COMMITTEE APPROVED,

THAT the proposed New Minor in Visual Culture, offered by the Department of Visual Studies, as recommended by the Vice-Principal Academic & Dean, Professor Amy Mullin, in the proposal dated February 25, 2014, be approved, effective September 1, 2014.

6. Course Changes & New Courses in the Masters of Management & Professional Accounting (MMPA) Program

The Chair reminded members that major and minor modifications to existing degree programs were considered for approval by this Committee. The Chair invited Professor Daniere, Vice-Dean Graduate, to present the item. Professor Daniere advised members that the MMPA program sought changes to existing courses as well as enhancing their suite of course offerings with the addition of four new courses. She explained that these changes were in response to the merger of the three Canadian professional accounting designations and the globalization of accounting standards and practices. The three largest Canadian professional accounting designations would form a new designation of Chartered Professional Accountants (CPA). Also, the MMPA program was accredited by the Association to Advance Collegiate Schools of Business (AACSB) and maintaining this accreditation was important to the University. These requirements prompted a change in the MMPA program which included: the addition of four new courses (MGT1181H, MGT2200H, MGT2283H and MGT2248H), change in course weight and designator (MGT1260H, MGT1102H, MGT1350H), six course name changes, and one course deactivation (MGT2273H). The change to program requirements enabled courses to be counted towards program completion and ensured that the appropriate increase or reduction in credit weight was properly reflected for students. Professor Daniere noted that the number of changes appeared extensive, but that the overall net FCE change was minimal, at 0.75 FCE. The requirement for additional teaching resources would be met with existing resources. Professor Daniere noted that the course changes and additions were being submitted to this Committee for initial approval so that they would be included in the School of Graduate

Studies calendar. The effects of these changes in a broader context of a major modification would be presented at the next meeting of AAC.

The Chair asked if 0.25 FCE courses were unique to the MMPA, to which Professor Daniere responded they were not. The Registrar advised members that 0.25 FCE courses were also used in some undergraduate departments.

On motion duly made, seconded and carried,

YOUR COMMITTEE APPROVED,

THAT the course changes and new courses proposed by the Masters of Management & Professional Accounting (MMPA) program, offered by the Institute for Management and Innovation (IMI), recommended by the Vice-Principal Academic & Dean, Professor Amy Mullin, and described in the proposals dated February 28, 2014, be approved, effective on the date specified for each course in each proposal.

7. Assessor's Report

Professor Mullin advised members that the next meeting would include a proposal for program changes for MMPA, and that the Combined Bachelor and Masters of Teaching had been removed from the Committee's planned calendar of business for the current academic year, because the Ontario Institute for Studies in Education (OISE) was still waiting for feedback from the Provincial Government.

Professor Mullin elaborated on streams, explaining that they offered a new degree of flexibility for curricular change. She advised members that streams were optimal where there was significant overlap between an existing program and the one being created, as there would be a common core of courses, but sufficiently differentiated streams. Professor Mullin encouraged interested members to contact the Office of the Dean if for further information on the introduction of streams.

In response to a member's question about whether such streams would be reflected on the transcript of students, the Dean promised to consult with the Office of the Registrar and report back to members at the next meeting of the Committee.

8. Other Business

The Chair invited a member of the Committee, Ms Sue McGlashan who wished to inform members of the *Just in Time Algebra and Trigonometry for Students of Calculus* video tutorials that were developed for students who were not mathematics or computer science students. Ms McGlashan shared with members how this resource could be accessed⁴. She noted that the Department of Biology was the first to participate in the pilot project and added that the initiative was looking to expand to other interested departments. Ms McGlashan recognized Professor Shay Fuchs, from the Mathematical and Computational Sciences Department, who had created the videos. A member asked how these videos were different from those of the Khan Academy. Professor Fuchs responded that these videos were not taught in a video-lecture format, but were more interactive so that they catered to different learning styles.

⁴ Please go to the following link for Pre-Calculus Videos: <http://www.utm.utoronto.ca/math-cs-stats/precalculus-videos>

Professor Alison Syme from the Department of Visual Studies also advised Committee members of in the development of modules and quiz banks for literacy improvement, which would be available on the Blackboard portal the fall of 2014.

CONSENT AGENDA

On motion duly moved, seconded, and carried

YOUR COMMITTEE APPROVED

THAT the consent agenda be adopted and that Item 9, Report of the Previous Meeting, be approved.

9. Report of the Previous Meeting: Report 4 – February 12, 2014

10. Business Arising from the Report of the Previous Meeting

11. Date of Next Meeting - Wednesday April 30, 2014 at 4:10 p.m.

The Chair reminded members that the next meeting of the Committee was scheduled for Wednesday April 30, 2014 at 4:10 p.m. in the Council Chamber, William G. Davis Building.

The meeting adjourned at 5:34 p.m.

Secretary
March 29, 2014

Chair

External Reviews of Departments and Programs 2012-13

Annual Report from Amy Mullin, Vice-Principal
Academic & Dean to the Academic Affairs Committee

March 26, 2014



Quality Assurance Framework

- Quality Assurance Framework is now in its fourth year.
- External reviews, governed by this framework, occur at intervals of no more than 8 years.
- Supervised by the provincial Quality Council, which is responsible for auditing the process.



Role of External Reviews

- External reviewers are chosen on the basis of administrative experience and wide-respect within their fields. For graduate programs we typically choose one Canadian and one U.S. reviewer, in addition to one reviewer internal to the University.
- They assist in determining the quality of the program or department, make recommendations for improvement, and raise any significant areas of concern.



External Review Process

- Preparation and submission of internal self-study by program director or departmental chair in context of widespread consultation with faculty, staff, cognate units and students.
- Templates and much of the data to be used in self-study provided centrally. Programs, research, teaching, governance and plans for the future to be discussed, along with measures of quality to assess the program or department against national and international peers.
- External reviewers visit campus for two days and prepare their report for the Dean. Important that report provides detailed evaluation of programs and curriculum.



Response to the External Review

- Department chair or program director checks external review for any inaccuracies.
- The external review is forwarded to the provost's office. Provost provides summary and writes request for decanal response. Dean consults with program director/chair in preparing response.
- Review summary and decanal response are shared with Committee on Academic Policy & Programs (AP&P), Academic Board, and Academic Affairs Committee of Campus Council.



2012-13 Reviews

Master of Management & Professional Accounting (MMPA)

Diploma in Investigative & Forensic Accounting (DIFA)

(reviews conducted together)



MMPA and DIFA External Review

- Visit December 3-4, 2012
- Dr. Gordon Richardson, Rotman School of Management, University of Toronto
- Dr. Dan Simunic, Sauder School of Business, University of British Columbia
- Dr. Larry Parker, Case Western University
- Program Director (both programs) in 2012-13: Professor Leonard Brooks



Major Findings- Positive Elements

- High quality applicants
- Quality and extent of experiential learning and other innovative components
- Strong relationships with external professional organizations
- MMPA students success on professional qualification examination
- Visionary efforts of current Director



Opportunities for Improvement/Enhancement

- Review mix of students in MMPA program to support attainment of program goals (grow domestic applicant pool)
- Assess optimal tuition with respect to recruitment
- Reconceive DIFA to ensure future viability
- Address sustainability of resources and administrative structure to support programs



Implementation Plan

- Interview screening undertaken to ensure all students have strong communication skills
- Limit tuition increases and increase bursaries for domestic students
- Three new hires in accounting made who teach on load in the graduate programs
- Reconceive DIFA program, consider Masters
- Hire senior professor in accounting before end of term of current Director
- Develop Professional Accounting Centre



Request for Follow up Report to AP&P

- At time programs were reviewed, plans were to move them from the PGPC (Professional Graduate Program Centre) to IMI (Institute for Management and Innovation)
- IMI had not yet received governance approval
- Faculty often taught overload in programs
- Professional Accounting bodies interest in supporting a structure focused specifically on accounting



Response to Follow Up Request

- IMI has been created, Director with extensive administrative experience
- Part of IMI's mandate to increase faculty teaching on load in its graduate programs.
- PAC (Professional Accounting Centre) created to stimulate research in professional accounting, increase interaction with professional bodies, develop academic resources, raise visibility of programs in accounting
- Current program director has prepared report with respect to future of DIFA. Consultations about possibility of developing a Masters program to replace the Diploma program are currently underway.





FOR APPROVAL

PUBLIC

OPEN SESSION

TO: Academic Affairs Committee

SPONSOR: Amy Mullin, Vice-Principal Academic and Dean
CONTACT INFO: 905-828-3719, vpdean.utm@utoronto.ca

PRESENTER: Amrita Daniere, Vice-Dean Graduate
CONTACT INFO: 905-569-4768, amrita.daniere@utoronto.ca

DATE: April 23, 2014 for April 30, 2014

AGENDA ITEM: 4

ITEM IDENTIFICATION:

Major Modification: Program Requirement Changes, Master of Management & Professional Accounting (MMPA)

JURISDICTIONAL INFORMATION:

Under section 5.6 of its terms of reference, the Academic Affairs Committee is responsible for “major and minor modifications to existing degree programs. All major modifications shall be reported annually for information to the appropriate body of Governing Council”.

GOVERNANCE PATH:

1. Academic Affairs Committee [For Approval] (April 30, 2014)

PREVIOUS ACTION TAKEN:

At its March 26, 2014 meeting, the Academic Affairs Committee approved a suite of changes, including course changes, new courses, and course deactivations related to these proposed modifications to program requirements.

HIGHLIGHTS:

The Master of Management & Professional Accounting Program (MMPA) at the University of Toronto Mississauga (UTM) is being modified through the introduction of new courses and changes to existing courses that will affect the learning outcomes of the program. These changes are being brought forward to meet changed accreditation standards and are necessary to ensure that the program remains competitively attractive to outstanding applicants. The changes proposed have become necessary because:

1. The educational requirements leading to the new Chartered Professional Accounting (CPA) designation have been changed: (a) to require increased integration of subject-focused

learning with practical problem solving and application, and (b) to introduce the need for additional subject material; and

2. The accreditation body for business schools and accounting programs, the AACSB, has indicated that additional subject material will be required for maintenance of accreditation, which is vital to attracting students and ensuring their ability to become professionally qualified.

These course introductions and changes will affect the 27-month, the 24-month, and the 16 month MMPA programs.

The changes to the program requirements are largely incremental and result in small changes to the learning outcomes. Specifically, the changes increase: (1) the existing coverage of integration of specific subject matter learning with skills required for successful application to complex problems, and (2) the existing coverage of governance, and of government and not-for-profit entities and their activities.

The plans proposed in this document have been discussed with current MMPA students on an ongoing basis since October 2013, and the overall intention has been posted on the MMPA website since December, 2013. Current MMPA students have endorsed the proposals enthusiastically.

The proposed changes do not impact on any other program at UTM, the University of Toronto Scarborough, or the University of Toronto St. George campuses.

The net increase in teaching requirements is modest. After allowance for current workshop teaching, course reductions, and deactivations, the net increase to be funded is approximately 0.50 FCE, which will be met mostly from existing staff, although additional overload or short-term hiring will be necessary in the short term.

Extensive consultation has been undertaken during the development of this proposal, with the Director of IMI, and with the Vice-Principal Academic and Dean and Vice-Dean, Graduate at UTM. The Chair of the Department of Management at UTM has also been consulted, as has the Director of the Bachelor of Commerce Program at UTM.

FINANCIAL IMPLICATIONS:

There are no net implications for the campus' operating budget.

RECOMMENDATION:

Be it Resolved,

That the changes in program requirements proposed by the Master of Management & Professional Accounting (MMPA) program, offered by the Institute for Management and Innovation (IMI), recommended by the Vice-Principal Academic & Dean, Professor Amy

Mullin, and as described in the proposal dated April 7, 2014, be approved, effective May 1, 2014.

DOCUMENTATION PROVIDED:

Item Major Modification: Master of Management & Professional Accounting (MMPA) Program Requirement Changes

University of Toronto

Major Modification Proposal – Type A: Significant Modifications to Existing Graduate and Undergraduate Programs

Program being modified:	The Master of Management & Professional Accounting Program (MMPA) These course introductions and changes will affect the MMPA 27-month program, and the 24 and 16 month advanced-standing options. The program is offered full-time.
Nature of the Major Modification:	Revision of the curriculum involving the addition of new courses and changes to existing courses, with change to learning outcomes.
Department / Unit (if applicable) where the program will reside:	Institute for Management and Innovation (IMI), UTM
Faculty / Academic Division:	University of Toronto Mississauga
Faculty / Academic Division contact:	Melissa Berger Program & Curriculum Officer Office of the Dean, UTM melissa.berger@utoronto.ca
Department / Unit contact:	Hugh Gunz, Professor & Director IMI hugh.gunz@utoronto.ca Leonard Brooks, Professor & Director, MMPA len.brooks@utoronto.ca
Anticipated Effective date:	May 1, 2014
Version Date:	April 7, 2014

1 Executive Summary

The Master of Management & Professional Accounting Program (MMPA) at the University of Toronto Mississauga (UTM) is being modified through the introduction of new courses and changes to existing courses that will affect the learning outcomes of the program. These changes are being brought forward in line with changed accreditation standards and are necessary in order to ensure that program remains competitively attractive to outstanding

Developed by the Office of the Vice-Provost, Academic Programs

applicants. The changes proposed have become necessary because:

1. The educational program leading to the new Chartered Professional Accounting (CPA) designation¹ has been changed: (a) to require increased integration of subject-focused learning with practical problem solving and application, and (b) to introduce the need for additional subject material.
2. The accreditation body for business schools and accounting programs, the AACSB², has indicated that additional subject material will be required for maintenance of accreditation, which is vital to the attraction of students and their ability to become professionally qualified.

These course introductions and changes will affect the 27-month program and the 24-month, and the 16 month options.

2 Academic Rationale

The MMPA Program has traditionally been the most comprehensive graduate education available for students wishing to become professional accountants in Canada, and to practice public accounting anywhere in the world. This program attracts outstanding students from throughout Canada and the rest of the world, and the maintenance of that leadership is consistent with the University's overall 2030 objectives, as well as those of UTM and IMI.

The MMPA is accredited by both professional accounting bodies (now the CPA) and AACSB. These organizations recently changed their accreditation standards in response to the society's needs for (a) greater knowledge of corporate governance; (b) greater knowledge of public sector and not-for-profit entities and activities; and (c) enhanced integration of subject matter learning with skills required for successful application to complex problems.

The following changes are being made to the MMPA in response to changing accreditation requirements to allow the MMPA program to continue to attract the most outstanding students in the future. The continued emphasis on the acquisition of the most outstanding domestic and international students is very much in accord with the academic plans of IMI and of UTM.

3 Description of the Proposed Major Modification(s)

The MMPA Program (27 months) consists of 34 courses, including two electives. The proposed course changes include:

¹ In Canada, the three professional accounting bodies (CA, CMA, and CGA) are in the process of merging into a new designation, the Chartered Professional Accountant (CPA), and have created a new educational Program - see *The CPA Certification Program* at http://www.cpapro.ca/pdfs/FINAL_Sept_CPACertificationDoc_EN.pdf

² See the AACSB (Association to Advance Collegiate School of Business) *Ethics Education Task Force Report* that is downloadable at <http://www.aacsb.edu/publications/researchreports/archives.asp>

Developed by the Office of the Vice-Provost, Academic Programs

- The addition of 4 new courses (MGT 1181H, 2200H, 2283H, 2284H) (Total 1.25 FCE)
- 1 new course, MGT 1202H, that has been expanded by 0.25 FCE from MGT 1102H, which it will replace as a required course.
- 1 course, MGT 2282H, that is expanded by 0.25 FCE
- 2 courses, MGT 1250H and MGT 1160, that are being reduced by 0.25 FCE from MGT 1350H, 1260H), and will replace those as required courses.
- 1 course that is being eliminated (MGT 2273H .50 FCE)) (the content is being absorbed into other courses)
- Several courses that are being renamed (MGT 1221H, 1202H, 1250H, 2281H, 1160H, MGT 2282H).

Overall, the Program will expand from 17.25 FCE to 18.0 FCE in required courses.

The UTM Academic Affairs Committee gave preliminary approval to the proposal at its meeting on March 26, 2014. . Table 1: Comparison of Existing and Proposed Course Requirements provides a summary of the changes proposed, including the FCE impact involved.

Table 1 is located before Appendix A.

The nature of the changes proposed is as follows:

1. To bring the MMPA Curriculum into line with the AACSB and/or CPA Educational Program subject content guidelines:
 - a. MGT 1202H Ethics & Governance will be renamed and expanded to cover governance as well as business and professional ethics.
 - b. MGT 2200H Government & Not-for-Profit Accounting, Reporting & Control will be introduced as a new course to increase coverage of this subject area
2. To introduce new courses in response to the requirement for integration of subject specific learning requirements of the new CPA Education Program (Note: these new courses replace the need for a Professional Integrating Experience (PIE) which is part of the MGT 2090H course.) :
 - a. MGT 1181H Introduction to Integration & Professional Decision Making
 - b. MGT 2282H Integration & Decision Making Initiatives I (modification of existing course)
 - c. MGT 2283H Integration & Decision Making Initiatives II (new course)
 - d. MGT 2284H Capstone Integrated Board Report (new course)
3. To update course names to better reflect current usage, or to reduce or eliminate courses:
 - a. MGT 1221H renamed to Financial Accounting Introductory (was named Accounting 1)
 - b. MGT 1250H Marketing is being reduced to 0.5 FCE from 0.75 FCE because some material will be taught new Integration courses (was named MGT 1350H Managing Consumer Behaviour)

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- c. MGT 2281H renamed to Mergers, Acquisitions & Valuations (was named Seminar in Professional Accounting)
- d. MGT 1260H Communications is being reduced to 0.25 FCE and will be renumbered to MGT 1160H because part of the course is to be integrated into a skills development workshop, so no resource changes
- e. MGT 2273H Accounting Information Systems is to be eliminated because key elements of the course are to be absorbed into strategy and new integration courses

The changes to the required courses for the 27-month program will affect the 24-month program (advanced standing option). The proposed required courses for the 24-month program are as follows:

Course Number	Course Name	Course Weight
MGT 1090H	Accounting Work-Term Course I	0.00
MGT 1202H	Ethics & Governance	0.50
MGT 1181H	Introduction to Integration & Professional Decision Making	0.25
MGT 1241H	Operations Management	0.50
MGT 1160H	Communications	0.25
MGT 1272H	Management Information Systems	0.50
MGT 1301H	Fundamentals of Strategic Management	0.75
MGT 1323H	Auditing and Reporting	0.75
MGT 1330H	Business Finance	0.75
MGT 1362H	Managing People in Organizations	0.75
MGT 2004H	Advanced Concepts in Strategic Management	0.50
MGT 2014H	The Legal Environment of Professions and Corporations	0.50
MGT 2090H	Accounting Work-Term Course II	0.00
MGT 2200H	Government & Not-for-Profit Accounting, Reporting & Control	0.25
MGT 2205H	Advanced Financial Accounting	0.75
MGT 2206H	Taxation I	0.75
MGT 2207H	Taxation II	0.75
MGT 2224H	Computer Auditing	0.50
MGT 2225H	Advanced Auditing Topics	0.50
MGT 2250H	Financial Reporting I	0.75
MGT 2251H	Financial Reporting II	0.75
MGT 2260H	Management Control	0.50
MGT 2261H	Advanced Management Accounting	0.50
MGT 2280H	Accounting Theory and Research	0.50
MGT 2281H	Mergers, Acquisitions & Valuations	0.25
MGT 2282H	Integration & Professional Decision Making Initiatives I	0.50
MGT 2283H	Integration & Professional Decision Making Initiatives II	0.50

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MGT 2284H	Capstone - Integrative Board Report	0.25
MGT 2301H	Financial Management	0.50
TOTAL		14.50
Plus one of two electives:		
Electives		
Course Number	Course Name	Course Weight
MGT 2070H	Management Consulting (elective)	0.25
MGT 2208H	Taxation III (elective)	0.25
<p>The total FCEs required for the 24-month program is 14.75.</p> <p>The changes to the required courses for the 27-month program will affect the 16-month program (advanced standing option). The proposed required courses for the 16-month program are as follows:</p>		
Course Number	Course Name	Course Weight
MGT 1181H	Introduction to Integration & Professional Decision Making	0.25
MGT 1241H	Operations Management	0.50
MGT 1301H	Fundamentals of Strategic Management	0.75
MGT 1362H	Managing People in Organizations	0.75
MGT 2004H	Advanced Concepts in Strategic Management	0.50
MGT 2014H	The Legal Environment of Professions and Corporations	0.50
MGT 2090H	Accounting Work-Term Course II	0.00
MGT 2200H	Government & Not-for-Profit Accounting, Reporting & Control	0.25
MGT 2205H	Advanced Financial Accounting	0.75
MGT 2207H	Taxation II	0.75
MGT 2224H	Computer Auditing	0.50
MGT 2225H	Advanced Auditing Topics	0.50
MGT 2251H	Financial Reporting II	0.75
MGT 2260H	Management Control	0.50
MGT 2261H	Advanced Management Accounting	0.50
MGT 2280H	Accounting Theory and Research	0.50
MGT 2281H	Mergers, Acquisitions & Valuations	0.25
MGT 2282H	Integration & Professional Decision Making Initiatives I	0.50
MGT 2283H	Integration & Professional Decision Making Initiatives II	0.50
MGT 2284H	Capstone - Integrative Board Report	0.25
MGT 2301H	Financial Management	0.50
TOTAL		10.25
Plus one of two electives:		

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Electives		
Course Number	Course Name	Course Weight
MGT 2070H	Management Consulting (elective)	0.25
MGT 2208H	Taxation III (elective)	0.25

The total FCEs required for the 16-month program is 10.50.

The original calendar copy revised with track changes is provided in Appendix A .

The changes to the program requirements are largely incremental and result in small changes to the learning outcomes. Specifically, the changes increase: (1) the existing coverage of integration of specific subject matter learning with skills required for successful application to complex problems, and (2) the existing coverage of governance, and of government and not-for-profit entities and their activities. Existing learning outcomes and degree expectations are listed in Appendix C, and revised learning outcomes and degree expectations are listed in Appendix D.

4 Impact of the Change on Students

Existing students will complete the program requirements in place when they entered the MMPA Program, which will allow them to enter professional accounting designation under transitional provisions. The proposed changes will prepare students entering the Program very well for the new educational requirements of the CPA designation, entering with sufficient advanced standing to by-pass all but one CPA preparation course (known as Capstone 2) before writing the CPA final examination.

The impact of the increased MMPA coursework will be manageable for students because some material has been delivered in existing MMPA workshops, and some courses will fill a month-long segment in the existing final term. In the past, MMPA students were involved in a month-long activity related to the now replaced professional accounting educational program, beginning in 2015.

The plans proposed in this document have been discussed with current MMPA students on an ongoing basis since October 2014, and the overall intention has been posted on the MMPA website since December, 2013. Current MMPA students have endorsed the proposals enthusiastically.

5 Consultation

The proposed changes do not impact on any other program at UTM, the University of Toronto

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Scarborough, or the University of Toronto St. George campuses.

Extensive consultation has been undertaken during the development of this proposal, with the Director of IMI, and with the Vice-Principal Academic and Dean and Vice-Dean, Graduate at UTM. The Chair of the Department of Management at UTM has also been consulted, as has the Director of the Bachelor of Commerce Program at UTM.

6 Resources

Overall enrolment in the MMPA will not change due to the proposed course changes, nor will there be an increase in classrooms dedicated for MMPA Program use.

The net increase in teaching requirements is modest. After allowance for current workshop teaching, course reductions, and deactivations, the net increase to be funded is approximately 0.50 FTE, which will be met mostly from existing staff³, although additional overload or short-term hiring will be necessary in the short term. Overall, in the medium term, additional permanent hiring in the Department of Management will raise the level of on load teaching in the MMPA Program.

7 Governance Process

	Levels of Approval Required
Dean’s Office Sign-Off	
	Unit level approval
	Faculty/ Divisional Council
Submission to Provost’s Office	
AP&P – reported annually	
Ontario Quality Council – reported annually	

³ Research stream faculty already on staff will assume greater teaching loads after tenure.

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Table 1: Comparison of Existing and Proposed MMPA Course Requirements

Table 1: Comparison of Existing and Proposed MMPA Course Requirements (Changes are highlighted)

Existing Requirements			Proposed Requirements		
Course Number	Course Name	Course Weight	Course Number	Course Name	Course Weight
MGT 1090H	Accounting Work-Term Course I	0.00	MGT 1090H	Accounting Work-Term Course I	0.00
MGT 1102H	Business and Professional Ethics	0.25	MGT 1202H	Ethics & Governance	0.50
			MGT 1181H	Introduction to Integration & Professional Decision Making	0.25
MGT 1210H	Managerial Economics	0.50	MGT 1210H	Managerial Economics	0.50
MGT 1211H	Economic Environment of Business	0.50	MGT 1211H	Economic Environment of Business	0.50
MGT 1221H	Accounting I	0.50	MGT 1221H	Financial Accounting I	0.50
MGT 1222H	Managerial Accounting	0.50	MGT 1222H	Managerial Accounting	0.50
MGT 1241H	Operations Management	0.50	MGT 1241H	Operations Management	0.50
MGT 1260H	Leadership in Management of Teams	0.50	MGT 1160H	Communications	0.25
MGT 1272H	Management Information Systems	0.50	MGT 1272H	Management Information Systems	0.50
MGT 1301H	Fundamentals of Strategic Management	0.75	MGT 1301H	Fundamentals of Strategic Management	0.75
MGT 1323H	Auditing and Reporting	0.75	MGT 1323H	Auditing and Reporting	0.75
MGT 1330H	Business Finance	0.75	MGT 1330H	Business Finance	0.75
MGT 1350H	Managing Customer Value	0.75	MGT 1250H	Marketing	0.50
MGT 1362H	Managing People in Organizations	0.75	MGT 1362H	Managing People in Organizations	0.75
MGT 1382H	Statistics for Management	0.75	MGT 1382H	Statistics for Management	0.75
MGT 2004H	Advanced Concepts in Strategic Management	0.50	MGT 2004H	Advanced Concepts in Strategic Management	0.50
MGT 2014H	The Legal Environment of Professions and Corporations	0.50	MGT 2014H	The Legal Environment of Professions and Corporations	0.50
MGT 2090H	Accounting Work-Term Course II	0.00	MGT 2090H	Accounting Work-Term Course II	0.00
			MGT 2200H	Government & Not-for-Profit Accounting, Reporting & Control	0.25

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MGT 2205H	Advanced Financial Accounting	0.75		MGT 2205H	Advanced Financial Accounting	0.75	
MGT 2206H	Taxation I	0.75		MGT 2206H	Taxation I	0.75	
MGT 2207H	Taxation II	0.75		MGT 2207H	Taxation II	0.75	
MGT 2224H	Computer Auditing	0.50		MGT 2224H	Computer Auditing	0.50	
MGT 2225H	Advanced Auditing Topics	0.50		MGT 2225H	Advanced Auditing Topics	0.50	
MGT 2250H	Financial Reporting I	0.75		MGT 2250H	Financial Reporting I	0.75	
MGT 2251H	Financial Reporting II	0.75		MGT 2251H	Financial Reporting II	0.75	
MGT 2260H	Management Control	0.50		MGT 2260H	Management Control	0.50	
MGT 2261H	Advanced Management Accounting	0.50		MGT 2261H	Advanced Management Accounting	0.50	
MGT 2273H	Accounting Information Systems	0.50			Deactivated		
MGT 2280H	Accounting Theory and Research	0.50		MGT 2280H	Accounting Theory and Research	0.50	
MGT 2281H	Seminar in Professional Accounting	0.25		MGT 2281H	Mergers, Acquisitions & Valuations	0.25	
MGT 2282H	Integrative Cases in Professional Decision Making	0.25		MGT 2282H	Integration & Professional Decision Making Initiatives I	0.50	
				MGT 2283H	Integration & Professional Decision Making Initiatives II	0.50	
				MGT 2284H	Capstone - Integrative Board Report	0.25	
MGT 2301H	Financial Management	0.50		MGT 2301H	Financial Management	0.50	
		TOTAL	17.00			TOTAL	17.75
Plus one elective; total of 17.25 FCE				Plus one elective; total of 18.00 FCE.			

Existing Electives			Proposed Electives		
Course Number	Course Name	Course Weight	Course Number	Course Name	Course Weight
MGT 2070H	Management Consulting (elective)	0.25	MGT 2070H	Management Consulting (elective)	0.25
MGT 2208H	Taxation III (elective)	0.25	MGT 2208H	Taxation III (elective)	0.25

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Appendix A: Calendar Copy (Original with Track Changes)

Management & Professional Accounting

Master of Management & Professional Accounting

Minimum Admission Requirements

27-, 24-, and 16-Month Programs

- Applicants are admitted under the General Regulations of the School of Graduate Studies. Applicants must also satisfy the Institute for Management and Innovation's additional admission requirements stated below.
- An appropriate bachelor's degree with a standing equivalent to at least a University of Toronto mid-B.
- Satisfactory Graduate Management Admission Test (GMAT) score.
- Proof of English proficiency if the applicant's first language is not English. See details on English language requirements in General Regulations section 5.5.

Eligibility for Admission to the Advanced Standing Program: 24-Month Option

Applicants who have previously completed all but one of MGT 1210H, MGT 1211H, MGT 1221H, MGT 1222H, MGT 1250H/1350H, and MGT 1382H, or equivalent, with a grade of B- or better, may be eligible for admission to the 24-month option.

Eligibility for Admission to the Advanced Standing Program: 16-Month Option

Applicants who have previously completed all but one of MGT 1090H, MGT 1181H, MGT 1102H/1202H, MGT 1210H, MGT 1211H, MGT 1221H, MGT 1222H, MGT 1160H/1260H, MGT 1272H, MGT 1323H, MGT 1330H, MGT 1250H/1350H, MGT 1382H, MGT 2206H, and MGT 2250H, or equivalent, with a grade of B- or better, may be eligible for admission to the 16-month option.

Program Requirements

- The program runs for 27 months covering seven sessions of full-time study.
- The program requires the successful completion of 18.005 full-course equivalents (FCEs) in required courses, as listed below,
- Students will also complete two co-op work-placement sessions (MGT1090H and MGT2090H) in accounting or finance-related areas.

Required Course List

Notations for all courses are indicated in parentheses following the course code and are determined as follows:

Credit Hours	Notation
0	CR/NCR (Credit/No Credit)
1	one module
2	two modules
3	three modules

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One module equals five weeks with three contact hours per week. One module equals 0.25 FCE.

- MGT 1090H(0)+ Accounting Work-Term Course I
- MGT 1160H(1) Communications
- MGT 1181H(1) Introduction to Integration & Professional Decision Making
- MGT 1202H(2) Ethics & Governance
- MGT 1210H(2) Managerial Economics
- MGT 1211H(2) Economic Environment of Business
- MGT 1221H(2) Financial Accounting I
- MGT 1222H(2) Managerial Accounting
- MGT 1241H(2) Operations Management
- MGT 1250H(2) Marketing
- MGT 1272H(2) Management Information Systems
- MGT 1301H(3) Fundamentals of Strategic Management
- MGT 1323H(3) Auditing and Reporting
- MGT 1330H(3) Business Finance
- MGT 1362H(3) Managing People in Organizations
- MGT 1382H(3) Statistics for Management
- MGT 2004H(2) Advanced Concepts in Strategic Management
- MGT 2014H(2) The Legal Environment of Professions and Corporations
- MGT 2090H(0)+ Accounting Work-Term Course II
- MGT 2200H(1) Government & Not-for-Profit Accounting, Reporting & Control
- MGT 2205H(3) Advanced Financial Accounting
- MGT 2206H(3) Taxation I
- MGT 2207H(3) Taxation II
- MGT 2224H(2) Computer Auditing
- MGT 2225H(2) Advanced Auditing Topics
- MGT 2250H(3) Financial Reporting I
- MGT 2251H(3) Financial Reporting II
- MGT 2260H(2) Management Control
- MGT 2261H(2) Advanced Management Accounting
- MGT 2280H(2) Accounting Theory and Research
- MGT 2281H(1) Mergers, Acquisitions & Valuations
- MGT 2282H(2) Integration & Professional Decision Making Initiatives I
- MGT 2283H(2) Integration & Professional Decision Making Initiatives II
- MGT 2284H(1) Capstone – Integrative Board Report
- MGT 2301H(2) Financial Management

Plus one of the following electives:

- MGT 2070H(1) Management Consulting
- MGT 2208H(1) Taxation III

+ Extended course. For academic reasons, coursework is extended into session following academic session in which course is offered.

Program Length: 7 sessions full-time

Time Limit: 3 years

Program Requirements for the Advanced Standing Program: 24-Month Option

The program runs for 24 months, covering six sessions of full-time study, and requires:

- the successful completion of 14.75 full-course equivalents (FCEs) in required courses, as follows: MGT 1160H, MGT 1181H, MGT 1202H, MGT 1241H, MGT 1272H, MGT 1301H, MGT 1323H, MGT

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1330H, MGT 1362H, MGT 2004H, MGT 2014H, MGT 2200H, MGT 2205H, MGT 2206H, MGT 2207H, MGT 2224H, MGT 2225H, MGT 2250H, MGT 2251H, MGT 2260H, MGT 2261H, MGT 2280H, MGT 2281H, MGT 2282H, MGT 2283H, MGT 2284H, MGT 2301H, and one of MGT 2070H or MGT 2208H.

- two co-op work-placement sessions (*MGT 1090 H and MGT 2090H*) in accounting or finance-related areas

Program Length: 6 sessions full-time

Time Limit: 3 years

Program Requirements for the Advanced Standing Program: 16-Month Option

- The program runs for 16 months, covering four sessions of full-time study, and requires:
 - the successful completion of 10.50 full-course equivalents (FCEs) in required courses, as follows: MGT 1181H, MGT 1241H, MGT 1301H, MGT 1362H, MGT 2004H, MGT 2014H, MGT 2200H, MGT 2205H, MGT 2207H, MGT 2224H, MGT 2225H, MGT 2251H, MGT 2260H, MGT 2261H, MGT 2280H, MGT 2281H, MGT 2282H, MGT 2283H, MGT 2284H, MGT 2301H, and one of MGT 2070H or MGT 2208H.

one co-op work placement session (*MGT 2090H*) in accounting or finance-related areas.

Program Length: 4 sessions full-time

Time Limit: 3 years

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Appendix C: Current Learning Outcomes, and Degree Level Expectations – Fall 2012

Degree Level Expectations	Program Learning Outcomes <i>This degree is awarded to students who have</i>	MMPA Program Fulfillment <i>How the program design / structure supports the degree level expectations</i>
1. Depth and Breadth of Knowledge	A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice;	<p>The MMPA Program is designed to provide graduates from any undergraduate discipline with an understanding of issues, objectives and techniques, for management as well as for professional accounting. Consequently our Program has more courses (33) taught over 5 academic sessions than most MBA Programs (4 terms). Student skills are developed through 5 developmental courses and 5 specific developmental experiences in addition to the learning provided in 2 co-op work sessions.</p> <p>The MMPA curriculum has been accredited by the Chartered Accountants and Certified Management Accountants in Ontario. It is taught by a mix of research stream academics and professional/ teaching stream academics. This allows for an optimal balance between the academic and professional research as well as professional decision-making and analysis. Many of our research stream faculty are involved in cutting edge research in their area of expertise. Our professional/teaching stream faculty are involved in shaping the professional body of knowledge and the profession itself through writing texts, cases and sitting on various Boards and Committees that help shape and change the accounting profession. As a result, MMPA courses are a mix of technical and theoretical and allow students to be exposed to and to challenge ideas and practice.</p>
2. Research and Scholarship	<p>A conceptual understanding and methodological competence that:</p> <p>i) Enables a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline;</p>	<p>The Program offers a dedicated course on Accounting Theory and Research (MGT 2280H). This course exposes students to the various research methodologies. Various senior scholars are invited to share research. In addition, we have a research/professional conference where we invite distinguished speakers to share their research and findings.</p> <p>Many of our professional/teaching stream faculty are leaders in the area of accounting education. Two founded and direct the CA/Rotman Centre for Innovation in</p>

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	<p>ii) Enables a critical evaluation of current research and advanced research and scholarship in the discipline or area of professional competence, and</p> <p>iii) Enables a treatment of complex issues and judgments based on established principles and techniques; and,</p> <p>On the basis of that competence, has shown at least one of the following:</p> <p>i) The development and support of a sustained argument in written form, or</p> <p>ii) Originality in the application of knowledge.</p>	<p>Accounting Education. Another is the Executive Director of the Clarkson Centre for Business Ethics & Board Effectiveness. Four are authors of leading texts in Taxation, Ethics, Assurance and IFRS. Our faculty are very active in presenting at seminars and conferences and they transmit their knowledge and interest to our students.</p> <p>MMPA students are required to demonstrate their ability to present a sustained argument in both written and verbal form as assignments in many of their courses, and particularly in the Programs’ Integrated Case Competitions where presentations must be made to a panel of judges made up of several faculty and external experts.</p>
<p>3. Level of Application of Knowledge</p>	<p>Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting.</p>	<p>As noted above, our Accounting Theory and research course exposes students to the research process. Most of our courses are anchored in accounting theory and case analysis, through which we encourage critical thinking and the application of basic and advanced concepts and theory in problem solving.</p> <p>Through our Integrative Case Competitions, our students integrate knowledge from across various disciplines in order to analyse and solve issues. There are significant references to economic, finance, accounting and strategic theoretical models.</p> <p>The Program includes two co-op, 4-month work terms during which students apply the knowledge they have gained.</p>
<p>4. Professional Capacity/Autonomy</p>	<p>a. The qualities and transferable skills necessary for employment requiring:</p> <p>i) The exercise of initiative and of personal responsibility and accountability; and</p> <p>ii) Decision-making in complex situations; and</p> <p>b. The intellectual</p>	<p>As mentioned above, the program has 2 co-op work terms interspersed throughout the program during which students apply their knowledge in a professional work setting under supervision by professionals. Both students and employers have endorsed this learning experience, and 100% of our MMPA students have been able to secure co-op placements for the last 17 years,</p> <p>The use of cases in virtually all MMPA courses, and our integrative case competitions, allow the students to simulate professional decision making in a well-supported academic environment.</p>

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	<p>independence required for continuing professional development;</p> <p>c. The ethical behavior consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and</p> <p>d. The ability to appreciate the broader implications of applying knowledge to particular contexts.</p>	<p>In addition, the Program has various value-added workshops on developing such professional requisites as: Leadership, a Global Mindset, and Howard Gardner’s Multiple Intelligences.</p> <p>There is a separate course on business and professional ethics and most courses build on the importance and centrality of ethical decision-making in the professional and academic environment. One of the most important aspects of professional life is the adherence to ethical principles including integrity, objectivity, maintenance of competency, duty to the society, and so on, so that MMPA students are well-schooled in matters of integrity and responsible conduct.</p>
<p>5. Level of Communications Skills</p>	<p>The ability to communicate ideas, issues and conclusions clearly.</p>	<p>The MMPA Program makes continuous and special efforts to ensure that our graduates can communicate effectively. Special developmental experiences and courses are dedicated to communications (i.e. presentation of self and MSD Communications). In addition, there are several integrative case competitions where students must integrate knowledge and be able to work in teams/communicate effectively. The Communications and Team Building professors are part of the judging and grade setting team. Presentations are videotaped and debriefed with individuals. Many of our courses use case analysis and we have a capstone integrative thinking/case course (MGT 2282).</p>
<p>6. Awareness of Limits of Knowledge</p>	<p>Cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines.</p>	<p>By design, the Program seeks to integrate knowledge between accounting and other management disciplines. In the second year, we have a research and theory course and in many of our accounting and auditing courses, we look at various perspectives on the body of knowledge including different sets of standards, how they arise and how they are constantly changing (i.e. for new standards such as for IFRS, ASPE, Assurance, or Tax). All courses seek to instill upon the students a deep appreciation for the depth and complexity of the professional accounting bodies of knowledge, and the need to recognize this complexity in proposing analyses or solutions to problems.</p> <p>However, students are also cautioned not to exceed their expertise when rendering service. They are taught to rely upon other experts where necessary, but to retain oversight and responsibility for the work done or disclose the use of an expert.</p>

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Appendix D: Proposed Learning Outcomes, and Degree Level Expectations – April 2014

Changes from Appendix C are underlined.

Degree Level Expectations	Program Learning Outcomes <i>This degree is awarded to students who have</i>	MMPA Program Fulfillment <i>How the program design / structure supports the degree level expectations</i>
1. Depth and Breadth of Knowledge	A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice;	<p>The MMPA Program is designed to provide graduates from any undergraduate discipline with an understanding of issues, objectives and techniques, for management as well as for professional accounting. Consequently our Program has more courses (33) taught over 5 academic terms than most MBA Programs (4 sessions). Student skills are developed through 5 developmental courses and 5 specific developmental experiences in addition to the learning provided in 2 co-op work terms.</p> <p>The MMPA curriculum has been accredited by the Chartered Accountants and Certified Management Accountants in Ontario, <u>and is expected to be accredited in June 2014 by their successor organization, the Chartered Professional Accountants (CPA)</u>. It is taught by a mix of research stream academics and professional/teaching stream academics. This allows for an optimal balance between the academic and professional research as well as professional decision-making and analysis. Many of our research stream faculty are involved in cutting edge research in their area of expertise. Our professional/teaching stream faculty are involved in shaping the professional body of knowledge and the profession itself through writing texts, cases and sitting on various Boards and Committees that help shape and change the accounting profession. As a result, MMPA courses are a mix of technical and theoretical and allow students to be exposed to and to challenge ideas and practice.</p>
2. Research and Scholarship	A conceptual understanding and methodological competence that: i) Enables a working comprehension of how	The Program offers a dedicated course on Accounting Theory and Research (MGT 2280H). This course exposes students to the various research methodologies. Various senior scholars are invited to share research. In addition, we have a research/professional conference where we invite distinguished speakers to share their research and

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	<p>established techniques of research and inquiry are used to create and interpret knowledge in the discipline;</p> <p>ii) Enables a critical evaluation of current research and advanced research and scholarship in the discipline or area of professional competence, and</p> <p>iii) Enables a treatment of complex issues and judgments based on established principles and techniques; and,</p> <p>On the basis of that competence, has shown at least one of the following:</p> <p>i) The development and support of a sustained argument in written form, or</p> <p>ii) Originality in the application of knowledge.</p>	<p>findings.</p> <p>Many of our professional/teaching stream faculty are leaders in the area of accounting education. Two founded and direct the CA/Rotman Centre for Innovation in Accounting Education. Another is the Executive Director of the Clarkson Centre for Business Ethics & Board Effectiveness. Four are authors of leading texts in Taxation, Ethics, Assurance and IFRS. Our faculty are very active in presenting at seminars and conferences and they transmit their knowledge and interest to our students.</p> <p>MMPA students are required to demonstrate their ability to present a sustained argument in both written and verbal form as assignments in many of their courses, and particularly in the Programs' Integrated Case Competitions where presentations must be made to a panel of judges made up of several faculty and external experts. <u>Four courses are devoted to the development of an enhanced understanding of the integration of subject specific learning, research, and analytical techniques with the skills needed for their application to real-life complex problems, and the preparation of written and verbal reports conveying the relevant analysis and recommendations involved.</u></p>
<p>3. Level of Application of Knowledge</p>	<p>Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting.</p>	<p>As noted above, our Accounting Theory and research course exposes students to the research process. Most of our courses are anchored in accounting theory and case analysis, through which we encourage critical thinking and the application of basic and advanced concepts and theory in problem solving.</p> <p>Through our Integrative Case Competitions, <u>and the four courses identified above,</u> our students integrate knowledge from across various disciplines in order to analyse and solve issues. There are significant references to economic, finance, accounting and strategic theoretical models.</p> <p>The Program includes two co-op, 4-month work terms during which students apply the knowledge they have gained.</p>
<p>4. Professional Capacity/Autonomy</p>	<p>a. The qualities and transferable skills necessary for employment requiring:</p> <p>i) The exercise of initiative and of personal</p>	<p>As mentioned above, the program has 2 co-op work terms interspersed throughout the program during which students apply their knowledge in a professional work setting under supervision by professionals. Both students and employers have endorsed this learning experience, and 100% of our MMPA students have been able to secure</p>

Developed by the Office of the Vice-Provost, Academic Programs

	<p>responsibility and accountability; and</p> <p>ii) Decision-making in complex situations; and</p> <p>b. The intellectual independence required for continuing professional development;</p> <p>c. The ethical behavior consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and</p> <p>d. The ability to appreciate the broader implications of applying knowledge to particular contexts.</p>	<p>co-op placements for the last <u>19</u> years,</p> <p>The use of cases in virtually all MMPA courses, and our integrative case competitions, allow the students to simulate professional decision making in a well-supported academic environment.</p> <p>In addition, the Program has various value-added workshops on developing such professional requisites as: Leadership, a Global Mindset, and Howard Gardner’s Multiple Intelligences. <u>In all courses, efforts are made to comment on, illustrate, and build upon the professional capabilities identified by the CPA. Specific mention is made of this in each of the MMPA course outlines to ensure that students are aware of the Program expectations for their development.</u></p> <p>There is a separate course on business and professional ethics and most courses build on the importance and centrality of ethical decision-making in the professional and academic environment. One of the most important aspects of professional life is the adherence to ethical principles including integrity, objectivity, maintenance of competency, duty to the society, and so on, so that MMPA students are well-schooled in matters of integrity and responsible conduct.</p>
<p>5. Level of Communications Skills</p>	<p>The ability to communicate ideas, issues and conclusions clearly.</p>	<p>The MMPA Program makes continuous and special efforts to ensure that our graduates can communicate effectively. Special developmental experiences and courses are dedicated to communications (i.e. presentation of self and MSD Communications). In addition, there are several integrative case competitions where students must integrate knowledge and be able to work in teams/communicate effectively. The Communications and Team Building professors are part of the judging and grade setting team. Presentations are videotaped and debriefed with individuals. <u>Many of our courses use case analysis with written reports, and we also have several integrative thinking case and capstone courses that reinforce the need for communications skills and competencies expected.</u></p>
<p>6. Awareness of Limits of Knowledge</p>	<p>Cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines.</p>	<p>By design, the Program seeks to integrate knowledge between accounting and other management disciplines. In the second year, we have a research and theory course and in many of our accounting and auditing courses, we look at various perspectives on the body of knowledge including different sets of standards, how they arise and how they are constantly changing (i.e. for new standards such as for IFRS, ASPE, Assurance, or Tax). All courses seek to instill upon the students a deep appreciation for the depth and complexity of the professional accounting bodies of knowledge, and the need to recognize this</p>

Developed by the Office of the Vice-Provost, Academic Programs

		<p>complexity in proposing analyses or solutions to problems.</p> <p>However, students are also cautioned not to exceed their expertise when rendering service. They are taught to rely upon other experts where necessary, but to retain oversight and responsibility for the work done or disclose the use of an expert.</p> <p><u>The recent addition of four courses dedicated to the integration of subject learning to develop robust applications for real-life professional dilemmas will, similar to the clerkship and residency requirements in the medical profession, expose MMPA students to the judgement and decision making of experienced professors and professionals.</u></p>
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FOR INFORMATION

PUBLIC

OPEN SESSION

TO: Academic Affairs Committee

SPONSOR: Amy Mullin, Vice-Principal Academic and Dean
CONTACT INFO: 905-828-3719, vpdean.utm@utoronto.ca

PRESENTER: Diane Crocker, Registrar and Director of Enrolment Management
CONTACT INFO: 905-828-3871, diane.crocker@utoronto.ca

DATE: April 23, 2014 for April 30, 2014

AGENDA ITEM: 5

5

ITEM IDENTIFICATION:

Annual Report (2012-13): Office of the Registrar, Committee on Standing

JURISDICTIONAL INFORMATION:

Under section 5.7 of its terms of reference, the Academic Affairs Committee receives, annually from its assessors, reports on matters within its areas of responsibility, including statements of current issues, opportunities and problems, and recommendations for changes in policies, plans or priorities that would address such issues. The Committee receives, annually, from the appropriate administrators, reports on services within its areas of responsibility, including research and its subcommittee on academic appeals.

GOVERNANCE PATH:

- 1. Academic Affairs Committee [For Information] (April 30, 2014)

PREVIOUS ACTION TAKEN:

During the 2012-13 academic year, these annual reports were provided to the Academic Affairs Committee on March 26, 2013.

HIGHLIGHTS:

The purpose of the information package is inform the Committee of the Committee on Standing (COS) work and the matters it considers, and the process it follows. It is not intended to create a discussion regarding individual cases or their specifics, as they were dealt with by a body, which was bound by due process and fairness. The COS reviews all appeals for petitions decisions made by the Office of the Registrar.

Academic Affairs Committee – Annual Report (2012-13): Office of the Registrar, Committee on Standing

The report covers the period between September 1, 2012 and August 31, 2013, which is a historical reporting period to the previous governance body (Academic Affairs Committee).

The report highlights various types of petitions assessed by the Office of the Registrar, totalling 4044 petitions in the given period. The most common petition type was first deferral of unwritten examinations (April), with a total of 843 petitions. During the period being considered, the Office of the Registrar received petitions from 33 percent of the enrolment population, and 16 percent of these were deferred exams. The COS reviewed cases for 33 students, totalling 39 petitions.

FINANCIAL IMPLICATIONS:

There are no implications for the Campus operating budget.

RECOMMENDATION:

The report is presented for information only.

DOCUMENTATION PROVIDED:

Annual Report (2012-13): Office of the Registrar, Committee on Standing

REPORT ON COMMITTEE ON STANDING 2012– 2013

- Diane Crocker
- Registrar and Director of Enrolment Management
- Chair of Committee on Standing

Petitions – 2012 / 2013

Late Withdrawal without academic penalty	Granted	283
	Refused	264
	Deferred	0
	Cancelled	7
	Total	554
Extension of time for term work beyond end of course	Granted	124
	Refused	36
	Cancelled	9
	Total	169

Petitions – 2012 / 2013

Lift 1 year suspension	Granted	30
	Refused	40
	Cancelled	6
	Total	76
Lift 3 year suspension	Granted	10
	Refused	8
	Total	18
Return early from 3 year suspension	Granted	9
	Refused	0
	Cancelled	0
	Total	9
Lift “refused further registration”	Granted	1
	Refused	1
	Cancelled	1
	Deferred	1
	Total	4

Petitions – 2012 / 2013

Exception to degree requirements	Granted	14
	Refused	27
	Cancelled	6
	Total	47
Course Overload	Granted	548
	Refused	142
	Deferred	10
	Cancelled	45
	Total	745
Late enrolment	Granted	185
	Refused	98
	Cancelled	17
	Total	300
Other	Granted	126
	Refused	42
	Cancelled	34
	Total	202

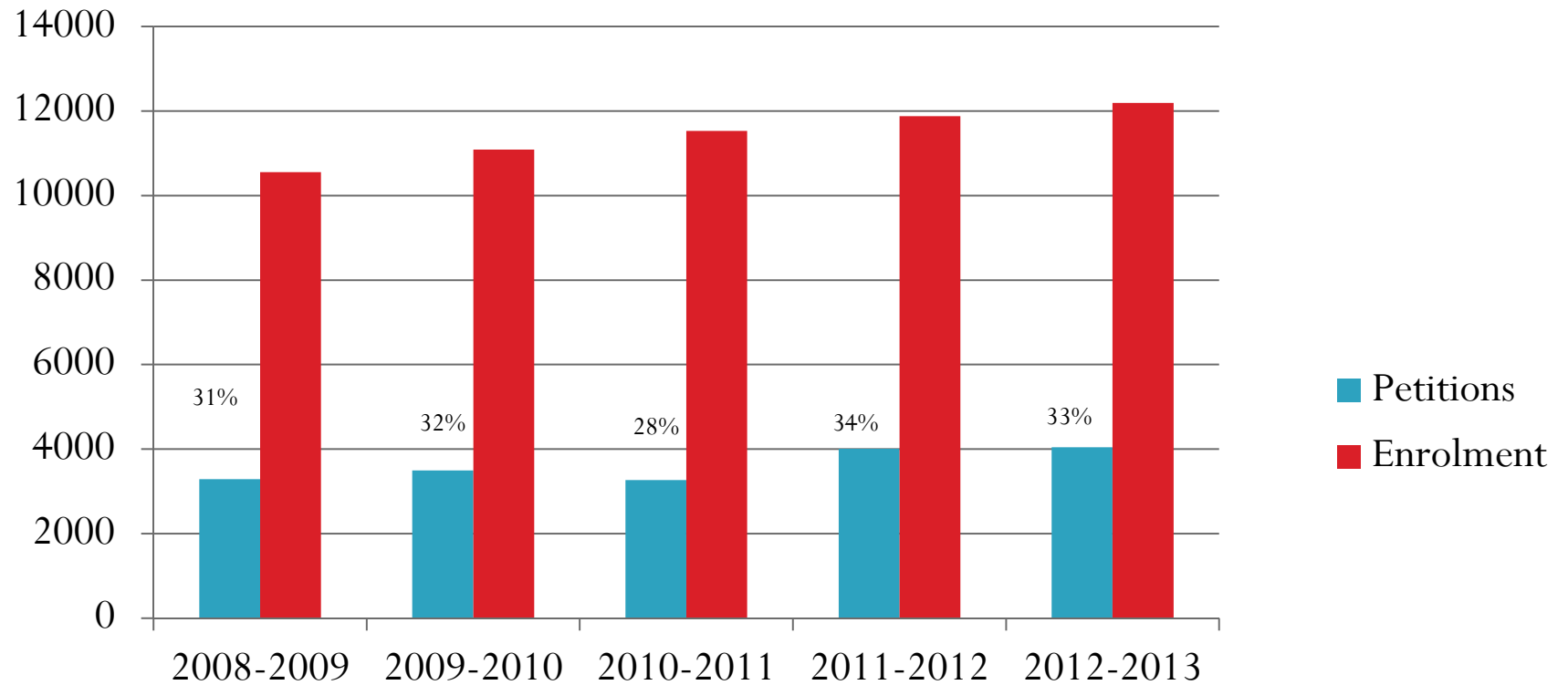
Petitions – 2012 / 2013

First deferral of unwritten UTM course examinations-June	Granted	91
	Refused	0
	Cancelled	1
	Total	92
First deferral of unwritten UTM course examinations-August	Granted	123
	Refused	0
	Cancelled	0
	Total	123
First deferral of unwritten UTM course examinations-December	Granted	561
	Refused	1
	Cancelled	1
	Total	56
First deferral of unwritten UTM course examinations-April	Granted	834
	Refused	6
	Cancelled	3
	Total	843

Petitions-2012/2013

Second deferral of unwritten UTM course examinations	Granted	152
	Refused	41
	Cancelled	1
	Total	194
First/Second deferral of unwritten St. George/UTSC examinations	Granted	97
	Refused	4
	Cancelled	4
	Total	105
Grand Total		4044

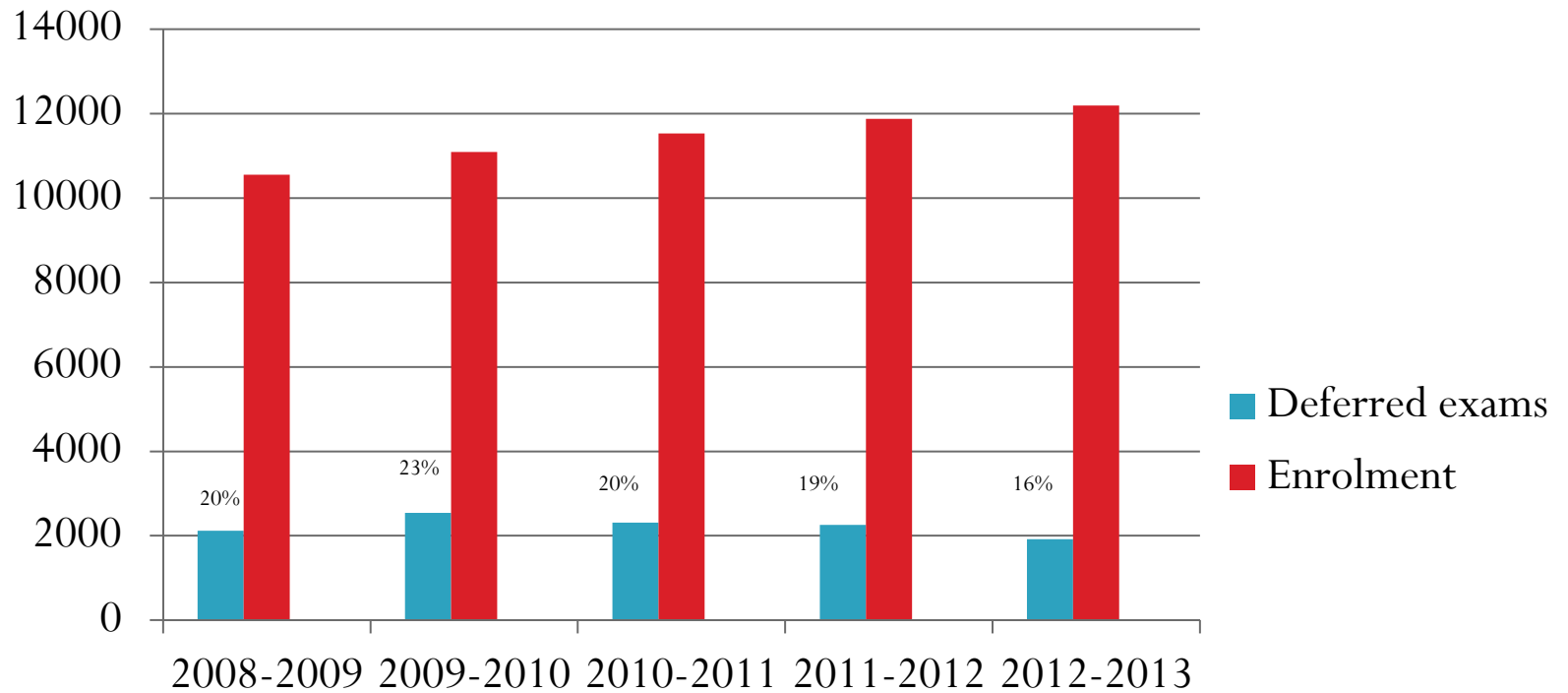
University of Toronto Mississauga Petitions vs. Enrolment 2008-2013



WDR vs. LWD Reporting Period: September 1, 2012 to August 31, 2013

Year	WDR	LWD	Total	LWD% vs. Enrolment
2006-2007	1779	-	1779	-
2007-2008	1798	91*	1889	-
2008-2009	741	2605	3346	24%
2009-2010	517	3134	3651	28%
2010-2011	570	2954	3524	26%
2011-2012	665	3421	4086	29%
2012-2013	554	3057	3611	25%
*LWD first offered in 2008 Summer term				

University of Toronto Mississauga Percentage of Deferred Exams vs. Enrolment



Committee on Standing

Petitions processed in 2012-2013

	Students	Petitions	Granted	Refused
Late withdrawal	6	12	2	10
One year suspension lift	6	6	0	5*
Three year suspension lift	2	2	1	1
Extension of time	1	1	0	1
Late Enrolment	1	1	0	1
Exception to Degree Requirements	7	7	3	4
Other	4	4	1	3
Rewrite of Final Examinations	2	2	0	2
Deferral of Final Examinations	4	4	1	3
Total	33	39	8	30

*COS granted exception to LWD and this resolved academic status

**The Committee on Standing reviews all appeals on petitions decisions made by the Office of the Registrar

Questions?



FOR INFORMATION

PUBLIC

OPEN SESSION

TO: Academic Affairs Committee

SPONSOR: Amy Mullin, Vice-Principal Academic and Dean
CONTACT INFO: 905-828-3719, vpdean.utm@utoronto.ca

PRESENTER: See Sponsor.
CONTACT INFO:

DATE: April 23, 2014 for April 30, 2014

AGENDA ITEM: 6

ITEM IDENTIFICATION:

Annual Report (2012-13): Academic Appeals Subcommittee

JURISDICTIONAL INFORMATION:

Under section 5.7 of its terms of reference, the Academic Affairs Committee receives reports from its subcommittee on academic appeals.

GOVERNANCE PATH:

1. Academic Affairs Committee [For Information] (April 30, 2014)

PREVIOUS ACTION TAKEN:

During the 2012-13 academic year, these annual reports were submitted to the Academic Affairs Committee on March 26, 2013.

HIGHLIGHTS:

The purpose of the information package is to fulfill the requirements of the Academic Appeals Subcommittee and, in so doing, inform the Committee of the subcommittee's work and the matters it considers, and the process it follows. It is not intended to create a discussion regarding individual cases or their specifics, as they were dealt with by a body, which was bound by due process and fairness. The Academic Appeals Subcommittee's decisions are based on the materials submitted by the parties and are subject to appeal to the Academic Appeals Committee of the Governing Council.

The report covers the period between September 1, 2012 and August 31, 2013, which is a historical reporting period to the previous governance body (Academic Affairs Committee).

The cases included the following types of appeals: lift of one-year suspension, late withdrawal, exception to degree requirement, early return from a three-year suspension, and exam re-write. During the current reporting period, there were nine appellants, filing 13 appeals, with six appeals being granted and seven declined. As a comparator, for the previous reporting period of September 1, 2011 – August 31, 2012, there were 13 appellants, filing 15 appeals, with three being granted and 12 declined. Also, for the reporting period September 1, 2010 – August 31, 2011 there were 8 appellants, filing 11 appeals, with three being granted and 8 declined.

For this period, there were no appeals of the subcommittee’s decision to the Academic Appeals Committee of the Governing Council.

FINANCIAL IMPLICATIONS:

There are no implications for the Campus operating budget.

RECOMMENDATION:

The report is presented for information only.

DOCUMENTATION PROVIDED:

Annual Report (2012-13): Academic Appeals Subcommittee

Academic Appeals Subcommittee (AAS)

Annual report to the Academic Affairs Committee for
the period: September 1, 2012 – August 31, 2013

April 30, 2014



Role of the AAS

- Considers appeals against decisions of the Committee on Standing (COS)
- COS must hear all cases (petitions) before it can be appealed to the Subcommittee
- The Terms of Reference for the AAS is available at: <http://uoft.me/AAS>

Procedure

- Appellants are required to present their case in person, at a meeting convened to hear their case and may bring counsel
- At the meeting, it is the responsibility of the appellant to convince the subcommittee that due to circumstances beyond their control, they should be exempt from an academic regulation

Membership

- No more than 7 faculty members (including the Chair) drawn by the Secretary to the Board from a pool of 15 members (one nominated by each department)
- The Subcommittee also includes two undergraduate student members, one of whom must be present for meeting quorum
- Representatives from the Office of the Registrar attend the meetings in a non-voting capacity

AAS Cases: September 1, 2012 – August 31, 2013

Appeal Type	No. of Appellants	No. of Appeals	Appeals Granted	Appeals Declined
Lift – One Year Suspension	2	2	1	1
Late Withdrawal	4	7	3	4
Exception to Degree Requirement	1	1	-	1
Early Return – Three Year Suspension	1	1	1	-
Exam Re-Write	1	2	1	1
Total	9	13	6	7

**FOR INFORMATION****PUBLIC****OPEN SESSION**

TO: Academic Affairs Committee

SPONSOR: Amy Mullin, Vice-Principal Academic and Dean
CONTACT INFO: 905-828-3719, vpdean.utm@utoronto.ca

PRESENTER: Ian Whyte, Chief Librarian, UTM
CONTACT INFO: 905-828-5235, ian.whyte@utoronto.ca

DATE: April 23, 2014 for April 30, 2014

AGENDA ITEM: 7

ITEM IDENTIFICATION:

Annual Report (2012-13): UTM Library

JURISDICTIONAL INFORMATION:

Under section 5.7 of its terms of reference, the Academic Affairs Committee receives, annually from its assessors, reports on matters within its areas of responsibility, including statements of current issues, opportunities and problems, and recommendations for changes in policies, plans or priorities that would address such issues. The Committee receives annually, from the appropriate administrators, reports on services within its areas of responsibility, including research.

GOVERNANCE PATH:

1. Academic Affairs Committee [For Information] (April 30, 2014)

PREVIOUS ACTION TAKEN:

During the 2012-13 academic year, these reports were provided to the Academic Affairs Committee on March 26, 2013.

HIGHLIGHTS:

Librarians and Library Staff completed a multi-year strategic planning process that resulted in the Library Academic Plan, 2012-2017. Two themes emerged interweaving five strategic priorities for the Library to: 1) focus on creating vibrant digital and physical spaces that inspire collaboration, experiential learning and technology integration that enhance teaching and learning; and 2) develop tools, services, programs, and resources in support of the teaching and research mission.

The focus on *The Team* continued to be the Library's key priority, to place learning as a central organizational asset and an essential capacity building process to achieve the UTM Library's goals and aspirations. Other priorities included Experience Spaces, Boundless Learning, Enriching Research, and Integrating Resources.

The services and professional activities of Librarians and Library Staff in tandem with Library resources continued to have considerable impact on the teaching, learning, and research success of UTM's students and faculty.

FINANCIAL IMPLICATIONS:

There are no implications for the Campus operating budget.

RECOMMENDATION:

The report is presented for information only.

DOCUMENTATION PROVIDED:

Annual Report (2012-13): UTM Library



UTM LIBRARY ANNUAL REPORT 2012-13

A. From the Office of the Chief Librarian

The U of T Mississauga Library is a leading, world-class facility that provides content, tools, services, and spaces in a technology rich environment that inspires and facilitates learning. Students, faculty, and staff also have access to the wealth of collections in the University of Toronto Library System, the largest library system in Canada, as well as around the world through Resource Sharing Services.

The UTM Library is very much engaged in supporting teaching, learning, and research at the University of Toronto Mississauga. Through our strategic planning we are "striving to be an incubator for innovative practice, technology, spaces, resources, and services." The Library's aim is to achieve excellence in innovation and services that exceed the expectations of UTM students, faculty, and staff.

During 2012-13, Librarians and Library Staff completed a multi-year scenario strategic planning process that resulted in the *Library Academic Plan, 2012-2017*. From a synthesis of trends within academic libraries, higher education, and other sectors, two key themes emerged¹. The UTM Library must:

- 1) Focus on creating vibrant digital and physical spaces that inspire collaboration, experiential learning and technology integration that enhance teaching and learning; and
- 2) Develop tools, services, programs, and resources in support of the teaching and research mission.

These two themes interweave five strategic priorities: The Library Team, *Experience Spaces*, *Boundless Learning*, *Enriching Research*, and *Integrating Resources*.

I am delighted to submit the UTM Library Annual Report for 2012-13. The remainder of this report highlights selected activities of the Library overall and accomplishments within each of the five strategic priorities.

A handwritten signature in black ink that reads "Ian B. Whyte".

Ian B. Whyte
Chief Librarian

¹ UTM Library. (June 2012). *University of Toronto Mississauga Library Academic Plan, 2012-2017*. Available at: <http://library2.utm.utoronto.ca/sites/default/files/Library%20Academic%20Plan%20Final%2030June2012.pdf>.

B. Overall Library Activities

It is challenging to capture and communicate the overall activity and value of the Library. The UTM Library is an extension to the U of T Library System, which means the UTM community benefits from the vast and rich print and electronic collections of the entire system. The UTM Library personnel, collections, and associated financial resources, collectively, is a sizeable proportion of the entire system and represents a significant ongoing investment for the University of Toronto Mississauga campus support of teaching, learning, and research at UTM. The services and professional activities of Librarians and Library Staff have considerable impact on the teaching, learning, and research success of students and faculty. Library Staff and Librarians make a difference!

In 2012-13, the Library continued to be organized in four organization units: Library Operations, Teaching, Learning, and Research & Information Technology. The staffing complement comprised the Chief Librarian, 15 Librarians, 1 Professional Director, 21 support staff, and casual student staff (approximately 60 students).

Following is a *Table of Statistical Highlights* with selected statistics for the UTM Library for 2012-13 (compared to 2011-12).

Table of Statistical Highlights	2011-12	2012-13
Total visits to the Library:	1,422,452	1,403,869
Number of days with visits > 8000:	74	80
Service hours per week:	98	98
One-on-one patron assists ² :	46,256	25,171
Electronic reference assists ³	4,330	
LibGuides Usage		63,337
Ask a Librarian (Ontario Council of University Libraries)		393
Email Reference*		266
Other* e.g. Twitter, Chat, etc.		2,071
Instruction in Library use sessions:	298	1023
Instruction in Library use participants:	12,344	11,724
Total discharges:	160,821	143,813
Total stacks charges:	48,860	40,166
Reserves transactions:	76,742	71,175
Laptop loan transactions ⁴ :	27,472	13,211
Total volumes:	399,983	409,398
Volumes added to the collection:	9,052	8,650

UTM Librarians continue to work with other Librarians across the system to identify more effective measures of value and impact⁵.

² Patron assists for 2012-13 were counted differently and overall were significantly higher than 2011-12.

³ Electronic Reference Assists for 2012-13 required by UT Libraries reporting included a finer breakdown of categories.

⁴ Laptop loan period was changed from 3 hours to 5 hours.

Librarians were also actively engaged in teaching, scholarly activities and publication, and research. UTM librarians sit on campus governance and other University committees, for example Erindale College Council, Academic Affairs, the UTM Academic Planning Committee, Council on Student Experience, UTFa Council, and the UTFa Librarians Committee. Selected Librarians also collaborate in preparing research funding proposals, collaborate on interdisciplinary research teams, and co-supervise or supervise Research Opportunity Program (ROP) students.

C. The Library Team

To place learning as a central organizational asset and an essential capacity building process to achieve the UTM Library's goals and aspirations.

Learning goals were accomplished, for the most part, through the Library's robust Learning & Development Committee (LDC) that planned and coordinated a rich program of learning activities. For 2012-13 the LDC focused on building staff competencies to prepare for the successful execution of the Library's Academic Plan 2012-2017 and its strategic priorities. This included learning through:

- Library Information Sessions
- LDC Technology Program
- Learning the 3 Gees of Mapping⁵: GPS, Google Earth, and GIS

The focus on *The Team* continued to be the Library's key priority, for it is through the effectiveness of the Library Team that strategic priorities and objectives to deliver leading-edge, user-focused services, resources, and spaces were and will continue to be achieved.

D. Experience Spaces

To create experiential environments to facilitate synergistic learning, research, knowledge creation and innovation.

During the year the Library initiated planning to reconfigure and effect a minor renovation in the AstraZeneca Canada Centre for Information & Technological Literacy to support additional collaborative group work and training. The renovation resulted in our being able to accommodate additional staffing support and the reconfiguration of furniture has resulted in significant increase in the usage of the Centre for collaborative work.

Another positive achievement for student study space was the renovation of Level 1 of the Library and the removal of mobile electric shelving to add 128 additional study carrels. Additional experimentation also occurred throughout the year to further explore opportunities to augment seating. Additional seating and tables were added as a result of this experimentation.

The Library's Academic Plan also included many aspirations in regards to the future development and/or enhancement of spaces in the Library.

⁵ Indeed, this is being done in academic Libraries across North America. See for example Association of College & Research Libraries. (2010). *Value of Academic Libraries: A Comprehensive Research Review and Report*. The Association. Available at: http://www.ala.org/acrl/sites/ala.org/acrl/files/content/issues/value/val_report.pdf.

E. Boundless Learning

To lead in the creation and deployment of innovative high-impact activities, products, and services to enable and support authentic learning.

The UTM Library continued to collaborate with units across campus in planning and delivering materials and sessions for a variety of student-focused sessions for First year transition programs and initiatives, including utmONE, rezone, genONE, international LIFE, Head Start, and AccessAbility Summer Transition Program. The Library also had membership on the UTM Local Evaluation committee for the Co-Curricular Record, participated in the development of Research Training Certificate Program (now P.A.R.T.) to prepare students for research opportunities, and participated on UTM's Living Library Committee.

Under the leadership of a newly created Library Community Development Leader position, the Library initiated planning for a new student volunteer program. The initial phase of this development was exciting and highly motivating for the student volunteers (as expressed through student testimonials at the end of the year). The purpose of the volunteer program is to provide students with volunteer leadership experience and engage them in co-creating and promoting Library programming, events, and activities.

A large proportion of the time of most Librarians is spent planning and engaging in course-based teaching activities in collaboration with individual teaching faculty (see Instruction in Library use sessions and participants in the *Table of Statistical Highlights* in Section B). Teaching materials and sessions were designed in consultation with course faculty and followed an instructional design methodology that included learning outcomes, learning activities, and assessment rubrics.

Another contribution for the Library is the participation of Librarians in the Centre for Teaching Support and Innovation's (CTSI) *Partnering for Academic Student Success* (PASS), with one librarian seconded to CTSI for one day a week. The impact of the PASS partnership is important when it comes to intercampus strategic support of teaching and learning initiatives. Here were the main PASS-related outcomes for 2012-2013:

- Establishment of Practice Exchange, the Community of Practice for Librarians;
- Integration of librarians into the *Fundamentals of University Teaching* course offered by CTSI and taught by award-winning UofT faculty;
- Lunch & Learn librarian sessions to enable reflection on changes to teaching practice;
- Librarian participation in the Course Design Institute, last year offered for the first time both at UofT St. George and at UTM, which resulted in greater faculty-librarian collaboration, led to some new faculty-librarian collaborations, more team-based course design, and integration of instruction technology librarians and subject specialists into the problem-solving parts of the course;
- CTSI-led Scholarship of Teaching and Learning (SoTL) Institute included a librarian-designed and led session on research in teaching.

In support of data and spatial literacy, the Library continued to be involved in embedding data, geographical information systems (GIS), and Google Earth technologies into the curriculum, for example in the online course ENV100 (The Environment), ANT306 (Forensic Anthropology Field School), and ANT338 (Lab Methods in Biological Anthropology). GPS mapping devices were also acquired during the year for student curricular use. The GIS & Data Librarian also collaborated with a faculty member in Language Studies in a successful proposal for the Provost's Instructional Technology Innovation Fund (ITIF) to create *Language à la Carte*, a portal to support language learning courses and introduce interactive mapping tools for teaching and learning in French.

One of the most significant investments for the Library has been instructional technology leadership, coordination, consultation, and support on campus. This is provided directly to faculty, through Departmental SPOCs (Single Point of Contacts), and to students through the Library's Reference & Research Service. The Library also leads the Learning Technologies Team on campus, an informal group that meets to review and discuss instructional technologies and issues. The significant increase in instructional technology support was also used to argue for additional support and an additional Instructional Technology Support Specialist position was added for this area. The Library provides leadership for instructional technology and collaborates with other campus units to ensure distributed and effective coordination and support (e.g., with Computing Services and Classroom Technologies).

Some of the initiatives supported by our Instructional Technology Liaison Librarians and Support Specialists include:

- Collaboration for the Online Undergraduate Course Initiative (OUCI) for ENV 100, RLG 299, RLG399, and RLG499;
- Assisting faculty with the creation and deployment of online tests to meet the accessibility requirements of students with disabilities;
- Assisting faculty with strategies and recommendations regarding the use of Blackboard tests for Scholarship of Teaching and Learning research purposes;
- Coordination and communication of information to University of Toronto Mississauga Academic Departments regarding Blackboard and other technologies through regular Blackboard Pro Tips;

In the Fall 2012, as a direct result of Librarian and Support Specialist efforts, 94% of UTM undergraduate courses used Blackboard. In 2012, the UTM Library increased the number of training sessions by 13% and helped 87% more instructors. Librarians and Staff were also involved in the revision and preparation of Blackboard documentation and training materials. Librarians were also actively involved in University-wide planning initiatives that support teaching and learning, for example in the CTSI Course Design Institute and planning meetings for the inaugural Course Design Institute at UTM. Librarians also participated and provided UTM input into university-wide RFP processes for instructional technology (e.g., plagiarism software, classroom response systems, computer-based exams, webinar software), provided technology-based programming and resources for instructors and students to assist them in acquiring technological skills, developed online resources for instructors of several courses using Camtasia Relay and YouTube, including videos and PDFs, and provided intensive troubleshooting of issues around the use of Blackboard and other instructional technology tools.

UTM Librarians and Staff involved with instructional technology continue to be at the forefront at the University in terms of Blackboard use for teaching and learning.

F. Enriching Research

To support the University of Toronto Mississauga research mission.

Liaison Librarians provide support to faculty in a myriad of ways, for example through one-on-one consultations regarding collections and other services to support faculty research.

Lead by the Digital Research & Scholarly Communications Librarian, other services and support provided by the Library included the early adoption rollout of *Focus on Research*, implementation and promotion of the UTL Open Access Author Fund, events, coordination, and promotion for Open Access Week 2012, support and promotion for the University's Research Repository, T-Space, which showcases

and preserves the scholarly work of U of T faculty, presentations and support for understanding and using *altmetrics*, tools for analyzing publication and citation patterns that facilitate the measurement of the importance and impact of scholarly research, as well as presentations on citation management software.

Some Librarians are engaged in conducting research. One example includes collaboration with a Historical Studies faculty member in a Higher Education Quality Council of Ontario (HEQCO) research project for HIS 101 entitled *Engaging Students to Think Critically and Historically in a Large Class*. Another example is the Visual Research Librarian and her collaboration with a UTM faculty member for the *Beauport Project*, a SSHRC and France-Canada Research funded project that resulted in the presentation of a paper at the conference *Beauport : Une Abbaye au Miroir de Ses Sources*.

G. Integrating Resources

To collaborate with academic departments and programs on the acquisition, curation, preservation, access, and integration of information resources for the enhancement of the curriculum, fulfillment of course learning outcomes and the enrichment of research.

The Library was engaged in various digital research and digitization initiatives. For example, the Library collaborated with the Editors of the Medium, to begin digitizing and archiving issues of the *Erindalian* and the *Medium*; some of this work has already completed and the issues are available through the Internet Archive. Another initiative, entitled *Art in the Library*, involved both digital and in situ exhibits highlighting the work of student in the Art and Art History students.

Another initiative that was started was the collaboration of the Historical Studies Liaison Librarian with a faculty member in Historical Studies who lead the project entitled *Travels of the Lute*. This project received start-up funds from the Jackman Humanities Institute and the Provost's ITIF.

Reserves Services continued to be another valued service to faculty and students. On the faculty side, Library Staff invited the submission of course reading lists that were then marked up to provide HTML links to Library licensed resources and/or Library catalogue records. The marked up course lists could then be easily uploaded into an instructor's Blackboard course shell. An added outcome is these reading lists were deemed to be in compliance with Canadian Copyright legislation.

Because of many changes in Copyright legislation, for example augmentation of the Fair Dealing section of the Copyright Act, and because of legal events occurring in Canada and elsewhere, there was marked increase in attention by the Library's Copyright Librarian / Collections Development Coordinator to Copyright issues. As a consequence of student and faculty involvement in digital projects there has also been increased focus on providing support to understand Copyright legislation and working with other Librarians to ensure shared understanding of the U of T Copyright Guidelines.

VICE-PRINCIPAL: SPECIAL INITIATIVES

- OVERSEES MAJOR NEW INITIATIVES OF UTM-WIDE SCOPE
- ENGAGES WITH APPROPRIATE ACADEMIC UNITS
- WORKS COLLABORATIVELY TO ENGAGE EXTERNAL STAKEHOLDERS
- WORKS CLOSELY WITH SENIOR ADMINISTRATION TO DEVELOP FINANCE AND BUSINESS PLANS
- REPRESENTS UTM AT SELECTED EXTERNAL ORGANIZATIONS

The VP-Special Initiatives position allows exploration and potential instigation of major strategic opportunities for UTM – a catalytic role deriving guidance from academic and strategic planning. It is a position that asks “what if” in response to aspirations.

Motivation:

How can UTM in a tri-campus University of Toronto system address core quality and concurrently unique opportunities for the system?

THE TRADITIONAL ACADEMIC STRUCTURE OF A LARGE UNIVERSITY

8

A TENDENCY
TOWARDS DISCIPLINARY SEPARATION

UTM – A UNIQUE PERSPECTIVE

- Anthropology
- Art
- Astronomy
- Cell and Systems Biology
- Chemistry
- Cinema
- Classics
- Computer Science
- Drama
- Ecology and Evolutionary biology
- Economics
- English
- French
- Geology
- German
- Italian
- History
- Management
- Mathematics
- Physics
- Political Science
- Psychology
- Religion
- Sociology
- Statistics



- Anthropology
- Biology
- Chemical and Physical Sciences
- Economics
- English and Drama
- Language Studies
- Geography
- Historical Studies
- Management
- Mathematical and Computational Sciences
- Philosophy
- Political Science
- Psychology
- Sociology
- Visual Studies

DEPARTMENTAL STRENGTH AT THE
DISCIPLINARY/RESEARCH CORE

AND

FACILITATION OF CROSS-DISCIPLINARY
UNDERGRADUATE/GRADUATE PROGRAMMING
AND RESEARCH

FURTHER FACILITATION OF INTERACTIONS

- Anthropology
- Biology
- Chemical and Physical Sciences
- Economics
- English and Drama
- Language Studies
- Geography
- Historical Studies
- Management
- Mathematical and Computational Sciences
- Philosophy
- Political Science
- Psychology
- Sociology
- Visual Studies

INSTITUTE OF CULTURE,
COMMUNICATION,
INFORMATION AND TECHNOLOGY

INSTITUTE FOR MANAGEMENT
AND INNOVATION

CENTRE FOR SOUTH ASIAN
CIVILIZATIONS

WHY FACILITATE INTERACTIONS?

STRENGTHENING THE CORE – AND BEYOND

AN EXAMPLE

INSTITUTE FOR MANAGEMENT
AND INNOVATION

NEW OPPORTUNITIES FOR FACULTY AND STAFF:

- EXTERNAL DIRECTOR
- DISCOVERY PROFESSORSHIP
- NEW FACULTY POSITIONS

NEW OPPORTUNITIES FOR STUDENTS AND RECRUITMENT:

- PROPOSAL - SCHOOL OF ACCOUNTING
- PROPOSAL - MASTER OF URBAN INNOVATION
- APPROVED CERTIFICATE IN BUSINESS PRACTICES

FURTHER FACILITATION OF INTERACTIONS?

INSTITUTE OF CULTURE, COMMUNICATION,
INFORMATION AND TECHNOLOGY

INSTITUTE FOR MANAGEMENT AND INNOVATION

IMAGINE WHAT MIGHT BE ACHIEVED WITH AN:

**AN INSTITUTE FOR ARTS AND HUMANITIES?
(a conceptual title)**

AN INSTITUTE FOR ARTS AND HUMANITIES?

- CENTRE FOR SOUTH ASIAN CIVILIZATIONS
- ARTS AND CULTURE CENTRE? (PROPOSED IN 2010-11)

Studio Theatre, Blackwood Gallery, rehearsal studios, art cinema space, and a multi-media space for research and performance.

FURTHER FACILITATION OF INTERACTIONS?

IMAGINE WHAT MIGHT BE ACHIEVED WITH AN:

AN INSTITUTE FOR INTEGRATED
BIOMEDICAL SCIENCES AND COMMUNITY
HEALTH?

AN INSTITUTE FOR INTEGRATED BIOMEDICAL SCIENCES AND COMMUNITY HEALTH?

MISSISSAUGA ACADEMY OF MEDICINE
INTEGRATIVE PHD IN BIOLOGICAL AND PHYSICAL SCIENCES?

BIOLOGICAL; CHEMICAL/PHYSICAL; PSYCHOLOGY-MENTAL HEALTH

TRILLIUM HEALTH PARTNERS RESEARCH INITIATIVES?
SUSTAINABILITY, MANAGEMENT, ECONOMICS

HEALTHY COMMUNITIES STEWARDSHIP CENTRE?

HEALTH INNOVATION; MScBMC, MMI AND MBIOTECH

FURTHER FACILITATION OF INTERACTIONS?

IMAGINE WHAT MIGHT BE ACHIEVED WITH AN:

**AN INSTITUTE FOR SECURITY, SAFETY
AND FORENSICS?**

AN INSTITUTE FOR SECURITY, SAFETY AND FORENSICS?

CRIMINOLOGY AND SOCIOLOGY PROGRAMS

MASTER OF FORENSIC SCIENCE?
CYBER/FINANCIAL SECURITY

MASTER OF FORENSIC ACCOUNTING?
DIPLOMA IN FORENSIC ACCOUNTING

OFFICE OF THE CHIEF CORONER/CENTRE OF FORENSIC SCIENCES?
FORENSIC SCIENCES PROGRAMS

UNIQUE POSITIONING WITHIN THE UNIVERSITY



INSTITUTE OF CULTURE, COMMUNICATION,
INFORMATION AND TECHNOLOGY

INSTITUTE FOR MANAGEMENT AND INNOVATION

AN INSTITUTE FOR ARTS AND HUMANITIES?

AN INSTITUTE FOR INTEGRATED BIOMEDICAL SCIENCES
AND COMMUNITY HEALTH?

AN INSTITUTE FOR SECURITY, SAFETY AND FORENSICS?

FURTHER OPPORTUNITIES

- Engineering at UTM
- Talent agenda – with City and Mississauga Board of Trade;
Research Innovation Commercialization Centre and
Advantage Mississauga
- Support of entrepreneurship education and activities
- Royal Ontario Museum, and City of Mississauga Arts and Culture

FURTHER OPPORTUNITIES TO CREATE UNIQUE ADVANTAGES WITHIN THE UNIVERSITY

- ENGINEERING at UTM
- Exploration of interactions with the Royal Ontario Museum, and City of Mississauga Arts and Culture
- Talent Agenda - UTM connecting with City and Mississauga Board of Trade; Research Innovation Commercialization Centre and Advantage Mississauga
- Supporting entrepreneurial activities and education