



FOR RECOMMENDATION

PUBLIC

OPEN SESSION

TO: Committee on Academic Policy and Programs

SPONSOR: Sioban Nelson, Vice-Provost, Academic Programs
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PRESENTER: See Sponsor
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DATE: April 26, 2018 for May 10, 2018

AGENDA ITEM: 2

ITEM IDENTIFICATION:

New Graduate Program Proposal: Master of Urban Innovation (M.U.I.), University of Toronto Mississauga.

JURISDICTIONAL INFORMATION:

The Committee on Academic Policy and Programs has the authority to recommend to the Academic Board for approval new graduate programs and degrees. (*AP&P Terms of Reference, Section 4.4.a.ii*)

GOVERNANCE PATH:

1. Committee on Academic Policy and Programs [for recommendation] (May 10, 2018)
2. Academic Board [for approval] (May 31, 2018)
3. Executive Committee [for confirmation] (June 14, 2018)

PREVIOUS ACTION TAKEN:

The proposal for the Master of Urban Innovation received approval from the University of Toronto Mississauga Academic Affairs Committee on March 28, 2018.

HIGHLIGHTS:

This is a proposal for a 5 session professional master's degree program called Master of Urban Innovation (M.U.I.) to be offered by the Institute for Management & Innovation (IMI), University of Toronto Mississauga (UTM). Students will complete 9.5 full-course equivalents (FCE) consisting of coursework that will include required and elective courses, a summer internship and capstone group project. The M.U.I. program will prepare students with strong interests in urban

issues and economic development to become leaders who facilitate innovation and strategies to help create equitable and sustainable cities and city regions.

The MU.I. will focus on urban economic development, community capacity building, innovation management, local and regional governance, urban sustainability and real estate development. It aligns with the current programs offered at IMI, maintaining a focus on management, innovation and sustainability, and it will incorporate the research and teaching strengths from UTM Departments of Geography, Economics, Political Science and the Institute of Communication, Culture, Information and Technology (ICCIT).

The program will appeal to applicants with a background in social sciences or management/commerce, or a related field such as architecture or civil engineering as well as those who have already spent some time in the workforce in the provincial or municipal governments or for local and/or regional development agencies. It is expected that the program will specifically appeal to students who have already taken an undergraduate degree with an urban concentration but is also designed for students with a broad range of different disciplinary backgrounds (including Human Geography, Economics, Political Science, Urban Studies, Engineering or Architecture) from recognized Canadian or international universities.

The M.U.I. degree program will address the current academic gap in the preparation for certain careers in the field of urban and regional economic development and governance. The program emphasizes a multidisciplinary approach to understanding the economic, political and environmental management factors that affect the process of economic development reflected in these respective areas of focus. It is designed to complement existing U of T programs in Planning, Public Policy & Global Affairs and IMI's Master of Science in Sustainability and Management (MScSM) program. At steady state the degree program is expected to consist of 60 students with 30 students entering each year.

Consultation has taken place with the John H. Daniels Faculty of Architecture, Landscape and Design, Faculty of Arts & Science, Faculty of Applied Science and Engineering, Joseph L. Rotman School of Management and University of Toronto Scarborough.

The program was subject to an external appraisal on February 15, 2018 by Professors Richard Shearmur, McGill University and Jennifer Clark, Georgia Institute of Technology. The external appraisers made a number of suggestions, which resulted in changes to the program as is reflected in the Dean's response to the appraisal report.

FINANCIAL IMPLICATIONS:

The new financial obligations resulting from this program will be met at the divisional level.

RECOMMENDATION:

Be it Recommended,

THAT the proposed degree program, Master of Urban Innovation (M.U.I.), as described in the proposal from the University of Toronto Mississauga dated March 8, 2018 be approved effective September 1, 2019.

DOCUMENTATION PROVIDED:

- *Cover*
- *Proposal for the Master of Urban Innovation*

University of Toronto New Graduate Program Proposal

Full Name of Proposed Program: <i>(ie. Master of Arts in History; Master of Science in Sustainability Management)</i>	Master of Urban Innovation
Degree Name and Short Form: <i>(ie. Master of Arts, M.A.; Master of Science in Sustainability Management, M.Sc.S.M.)</i>	Master of Urban Innovation, MUI
Program Name: <i>(ie. History; Sustainability Management)</i>	Urban Innovation
Professional Program <i>(yes/no)</i>	Yes
Unit (if applicable) offering the program: <i>(i.e., Site of academic authority. Where a program is housed elsewhere (in physical terms), this should also be indicated.)</i>	Institute for Management & Innovation (IMI)
Faculty / Division:	University of Toronto Mississauga (UTM)
Dean's Office Contact:	Rosa Ciantar Program & Curriculum Officer rosa.ciantar@utoronto.ca
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Version Date: <i>(please change as you edit proposal)</i>	March 8, 2018

New Graduate Program Proposal

Master of Urban Innovation
Institute of Management & Innovation
University of Toronto Mississauga

Table of Contents

Table of Contents	2
1 Summary	4
2 Effective Date	6
3 Program Rationale	6
4 Fields/Concentrations	11
5 Need and Demand	12
6 Enrolment	17
7 Admission Requirements	17
8 Program Requirements	18
9 Program Description	25
10 Degree Level Expectations, Program Learning Outcomes and Program Structure.....	27
11 Assessment of Learning	37
12 Consultation	41
13 Resources:	42
13.1 Faculty Complement.....	43
13.2 Learning Resources	48
13.3 Financial Support for Graduate Students	48
13.4 Space/Infrastructure.....	49
14 Quality and Other Indicators	49
15 Governance Process:.....	50
Appendix A: Courses	52
Core Courses	52
Elective Courses	56
Phase 1 Areas of Focus: Urban Innovation: Analysis and Policy	56

Phase 1 Areas of Focus: Urban Sustainability and Infrastructure	59
Phase 2 Area of Focus: Urban Politics and Governance.....	61
Appendix B: Graduate Calendar Copy (Proposed).....	64
Appendix C: Review of Comparator Programs	67
Appendix D: Library Statement.....	81
Appendix E: Student Services Statement	84
Appendix F: Student Survey.....	86
Appendix G: Industry Support	96
Appendix H: Compendium of Faculty C.V.s	101
Appendix I: Appraisal Report	102
Appendix J: Decanal Response.....	111
Appendix K: Provostial Administrative Response	114

1 Summary

The Institute for Management & Innovation (IMI) at the University of Toronto Mississauga (UTM) is proposing a Master of Urban Innovation (MUI) degree program. It will be a full-time 20-month, 9.5 FCE (full course equivalent) professional program that focuses on urban economic development (ED), community capacity building, innovation management, local and regional governance, urban sustainability and real estate development. The MUI will complement the programs in management, innovation and sustainability currently offered at IMI and builds on the strengths of the UTM Departments of Geography, Economics, Political Science and the Institute of Communication, Culture, Information and Technology (ICCIT).

The proposed MUI degree aligns with both the mission of IMI and the broader University. IMI's existing programs emphasize the role of innovation in various disciplines to produce mission-focused managers and future leaders with a combination of management skills and depth in their chosen field (<http://www.utm.utoronto.ca/imi/>). The MUI program serves this same function for social science disciplines to expand IMI's impact on innovation, ED and governance in the surrounding Peel region and beyond.

Current ED policy encompasses interventions employed by practitioners to create conditions that support the sustainable economic and social wealth of communities, cities and regions. Contemporary approaches to ED also involve the adoption of collaborative governance arrangements in the design and implementation of these strategies. The MUI program responds to a recognized need for professionals with these cutting-edge skills in the evolving field of urban ED and innovation.

Following the successful completion of the program, graduates will be prepared for careers in the public, private and not-for-profit sectors. The MUI program will build on the close links between UTM, IMI and urban leadership in the GTA, to create opportunities for students to learn how to understand how innovation contributes to economic growth in city-regions that can be applied across the world. MUI will provide the rigorous analytical and evidence-based research skills that are crucial for practitioners of urban ED and innovation strategy.¹ The degree level and name of the program will offer the appropriate credentials while signalling a unique field of professional practice that bridges strategic management, innovative

¹ Meric S. Gertler, *Foundations for Canada's Prosperity: Sign Posts and Directions*, Address to the Empire Club of Toronto, May 22, 2015; City of Toronto, *Collaborating for Competitiveness: A Strategic Plan for Accelerating Economic Growth and Job Creation in Toronto*, Toronto, 2013; City of Mississauga, *Mississauga Economic Development Strategy: "Building on Success"*, Millier Dickenson Blais, Mississauga, 2011; City of Mississauga, *Mississauga: A Leading Financial Services Cluster*, Mississauga, n.d.; City of Hamilton, *Economic Development Strategy, 2010-2015*, Hamilton, 2010.

development and urban governance.

The MUI program curriculum fulfills Master's degree level expectations, as outlined in Section 10 of this proposal. In Year 1, MUI students will take 4.5 FCE required core courses. In the summer term between Year 1 and Year 2, all students will participate in a summer internship (0.5 FCE). Placements for internships will target municipal ED offices as well as other public and not-for-profit agencies that play critical roles in urban innovation and ED (endorsements from the potential locations for these placements can be found in Appendix G of this proposal). Year 2 requires students to complete elective courses (4.0 FCE) and a capstone course (0.5) will give students an opportunity to work together in a team to provide a fictional or actual agency or city with innovative solutions. The Year 2 electives comprise three areas of focus: 1. Urban innovation: analysis and policy; 2. Urban sustainability and infrastructure; and 3. Urban politics and governance.

The MUI program will target undergraduates with a background in Human Geography, Economics, Political Science, Urban Studies, Architecture, Engineering, and UTM's own ICCIT suite of programs (such as the Major in Communication, Culture, Information and Technology and Specialist in Digital Enterprise Management).

The MUI program fills a gap in the academic preparation for certain careers in the fields of urban and regional ED and governance.² The MUI is distinct from traditional Planning programs (which focus on the social, spatial and economic aspects of planning and urban development), graduate management programs (such as MBAs that generally emphasize a firm-centric perspective) and from existing inter-disciplinary professional degrees (such as Public Policy programs that focus on a set of policy development or public administration skills at the federal, provincial or municipal levels). The proposed MUI program is designed to complement, rather than compete with, existing University of Toronto programs in Planning, Public Policy and Global Affairs as well as IMI's own Master of Science in Sustainability Management (MScSM) program.

The MUI program will provide its graduates with the critical and analytical skills to design and implement ED policies to support creative and flexible urban agendas. The MUI program also emphasizes instilling knowledge that examines a range of socially sustainable strategies, to promote what the OECD is currently calling "inclusive innovation".³ The MUI directly addresses one of the University's three priorities, namely that of leveraging our location, through

² <http://www.oecd-ilibrary.org/docserver/download/9205111e.pdf?expires=1480363127&id=id&accname=guest&checksum=C2C31F59C1E43F59F6B1970F409CA1A4>

³ OECD, *Making Innovation Benefit All: Policies for Inclusive Growth*, Paris: Organisation for Economic Cooperation and Development, 2015.

deploying key insights, derived from cutting edge research in urban governance and innovation professional practice, and through local outreach and partnerships that will solidify the University's role in city building (<https://www.utoronto.ca/news/university-toronto-and-three-priorities>).

2 Effective Date

September 1, 2019

3 Program Rationale

The proposed MUI program will provide a new generation of students with an in-depth understanding of how innovative, vibrant, liveable and supportive city-regions play a vital role in sustaining the quality of life and economic well-being of Canadians. Successful communities and dynamic regional economies do not happen by chance. They are the product of conscious efforts to strategically manage their local economies and the understanding that collaborative governance institutions are an essential part of that process. This program will offer a unique and specialized interdisciplinary preparation for students with a strong interest in urban issues and ED (economic development) to play a critical policy and leadership role in implementing strategies that promote innovative, equitable and sustainable cities and city-regions.

Our understanding of the innovation process has changed dramatically in recent decades, particularly with respect to local and regional dynamics. The MUI program seeks to educate and prepare specialized professionals to help support this process in different types of organizations (government, not-for-profit organizations and corporations). The MUI degree provides the opportunity for the University of Toronto to assume a leadership position in Canada in this critical emerging field, as well as to expand the reach of UTM graduate programming to embrace topic areas, such as municipal politics and urban economic policy development, and connect a broader range of academic departments at UTM to IMI. These topic areas are of core interest to many in UTM's community, including City and Regional governments and community-based organizations as well as industry partners, that focus on supporting start-ups and innovation activities, real estate development and infrastructure design.

The impetus for this path-breaking program emerged out of the long standing collaborative relationship between UTM, IMI and the City of Mississauga, and more directly out of a 2011 report, *An Action Plan for Innovation in Mississauga* (Hickling Arthurs Low for RIC Centre), which outlined the role UTM can play in "developing skills for innovation", such as experiential education opportunities and connecting students with local entrepreneurs, and how UTM can

participate in “collaborative research opportunities” in order to “leverage existing innovation infrastructure”.⁴ In addition, these topic areas have been the focus of substantial research undertaken by University of Toronto faculty members. There is an opportunity for MUI students to continue the work in this area to make significant contributions to this body of knowledge.

Leadership in training

The MUI will produce graduates who will become knowledge leaders, with a breadth of expertise in the essential complementary areas of urban politics, municipal finance, project management, sectoral analysis, economics, urban development, movement systems and management of social, economic, and environmental impacts of the development process. In their first year, MUI students will take 10 mandatory half-credit core courses, including a Summer Internship course, (5.0 FCEs) in a combination of subject areas. In second year, students will complete 4.0 FCE from a list of elective courses (see Section 8 of this proposal), focusing on a particular aspect of innovation in urban development - Economic Development, Infrastructure and Sustainability, or Politics and Governance (to be introduced in the second year of the program). A final capstone course (0.5 FCE) in their last term will permit students to synthesize their knowledge and experiences from the previous 16 months and apply it to a real-world problem as well as make a professional presentation. The MUI is designed to provide common training for urban leaders in managing the field of innovative economic development, while recognizing that this process requires a range of expertise in complementary subject areas.

The majority of the courses in the MUI will be offered at UTM with face-to-face instruction and the use of classroom aids and online tools. The courses in the program will utilize the same combination of brief introductory lectures, in-depth seminar discussions and applied student presentations that are the foundation of the other professional Masters programs in IMI and at the University of Toronto more broadly. The program will also highlight the invaluable contribution of experiential education and learning through the required Summer Internship and Capstone courses.

As discussed in Section 5 of this proposal, Ontario is home to another program in ED, specifically the University of Waterloo’s Master of Economic Development & Innovation.⁵ While this program touches upon the same topics, it does not offer the breadth and interdisciplinary focus in governance, sustainability and innovation that will be the hallmark of the MUI program. The MUI program thus provides an opportunity for the University of Toronto

⁴ <http://www.mississauga.ca/file/COM/An%20Action%20Plan%20for%20Innovation%20in%20Mississauga%20-%20Final%20Report%20.pdf>, pp. iii-iv.

⁵ <https://uwaterloo.ca/school-environment-enterprise-development/graduate-programs/master-economic-development-and-innovation>.

to demonstrate leadership for all of Ontario in this critical area of study.

Leveraging areas of specialization

The new program will allow UTM to leverage its strength in social sciences teaching and research, as well as IMI's reputation and relationship with local government and innovation agencies, to offer UTM students a new program of study designed to leverage our urban location to the mutual benefit of the university and cities throughout the Greater Toronto Area and southern Ontario.⁶ The MUI's focus on the strategic management of places provides opportunities to connect with existing teaching and research units across the University, such as the Urban Studies program at Innis College in the Faculty of Arts and Science, the City Studies program at the University of Toronto Scarborough, and the Institute on Municipal Finance and Governance at the Munk School of Global Affairs⁷, Faculty of Arts and Science as well as the proposed School of Cities, an extra-departmental unit in development which will have tri-campus participation, and thus connectivity across the university.

The program draws upon the cross-disciplinary expertise of the University in a range of areas, including Management, Planning, Political Science, Economic Geography, Urban Economics and Sociology, both from the existing faculty on the UTM campus and on the St. George and Scarborough campuses. As a professional Master's program, the MUI will also draw upon the knowledge and teaching experience of a number of economic development practitioners working in this field in the GTA and in the provincial government and its related agencies.

Drawing on, and contributing to, current research

The quality of graduate education and the quality of research at the University of Toronto are closely linked, and the MUI provides an opportunity for excellence in the research sphere to be translated directly into an academic curriculum designed to prepare the next generation of urban leaders for the future. The intellectual foundation of the program draws upon leading edge research, including that undertaken as part of a SSHRC-funded Major Collaborative Research Initiative (MCRI) project on "The Social Dynamics of Economic Performance",⁸ as well

⁶ : <http://threepriorities.utoronto.ca/>

⁷ <http://munkschool.utoronto.ca/imfg/>

⁸ Information about the broad research outputs of the SSHRC funded Research Project, including a bibliography of the complete research outputs from the project, can be found on the web site: sites.utoronto.ca/isrn/city-region-initiative/index.html. The project also resulted in the publication of a four volume edited series on *Innovation, Creativity and Governance in Canadian City-Regions* with the University of Toronto Press which can be found at <http://www.utppublishing.com/Growing-Urban-Economies-Innovation-Creativity-and-Governance-in-Canadian-City-Regions.html>

as a collaboration with the Conference Board of Canada, both of which have identified the growing need for the “the strategic management of places”.⁹ Scholarship on this topic recognizes that city-regions are the key source of economic vitality and innovative capacity for nation-states; innovative activity is becoming more, not less, concentrated in city-regions.¹⁰ It is widely acknowledged that the comparative advantage of city-regions in the knowledge economy rests on their social and environmental characteristics as much as their economic assets. Research findings strongly support the conclusion that enhanced civic engagement and increased attention to leveraging local skills and knowledge assets are critical for the future development of urban regions. Every aspect of the design of the MUI program, but most particularly the development of the curriculum, has been strongly influenced by recent research findings.

Additionally, the proposed program grows out of the engagement of University researchers with a wide range of partners from the public, private, associational, and not-for-profit sectors. The emphasis on collaboration and new forms of governance as a key to innovative strategies in local and regional economic development is the direct result of the experience gained by university researchers working with this network of partners on interrelated research projects, including with economic development officials in the Cities of Toronto and Mississauga, the RIC Centre, the ONE more broadly and various Chambers of Commerce in southern Ontario.

MUI students will contribute to the body of knowledge and policy practice in this growing area of cross-disciplinary research by drawing upon the material taught in the program to develop and implement collaborative and inclusive innovation strategies at the local and regional level.

Distinctiveness

The MUI program complements the focus of the existing professional masters' programs offered by IMI by exploring the urban context of the forms of innovation. It also incorporates several key disciplinary areas that lie beyond the bounds of these other programs, including political science, economic geography, urban economics, management and real estate development. In this way, the MUI subject matter differs substantially from current IMI programs. By providing a platform for experiential education in the areas of urban development that drive innovation (through the Summer Internship and Capstone courses), the MUI will develop connections between UTM and the surrounding community that do not fall within the science, accounting and environment expertise of its current professional graduate students.

⁹ The collaboration with the Conference Board of Canada resulted in the CIBC Scholar-in-Residence Monograph, *21st Century Cities in Canada*, which can be found online at: <http://www.conferenceboard.ca/e-library/abstract.aspx?did=3311>.

¹⁰ Cf. Wolfe, *21st Century Cities in Canada*, p.

Some of the agencies, institutions and organizations that are a natural fit for MUI interns and graduates, such as the regional marketing and investment attraction agency, Toronto Global, the local economic development office of the municipalities that comprise the Greater Toronto Area, as well as some of the RIC Centres in the GTA and south western Ontario, already have relationships with individual faculty at UTM, but do not yet fully benefit from the current suite of academic programs offered by IMI. The proposed MUI program will help fill this gap and at the same time enrich IMI's other offerings through thematic overlaps with programs, such as the Master of Management and Innovation (MMI) and the MScSM, leading to the potential for joint projects and initiatives for students that would benefit from the programs' shared resources and combined faculty expertise.

Beyond IMI, the proposed MUI program shares some topic areas, such as urban finance, with the existing Masters programs in Planning (MScPI, Department of Geography & Planning, University of Toronto, St. George campus) and in Public Policy (MPP, School of Public Policy and Governance). There is also topic overlap, but to a lesser extent, with the Master of Global Affairs (MGA) program at the Munk School. A detailed description of the overlap with existing programs is included in Section 4, and Appendix C that includes an overview of all comparators. The curriculum of the proposed new program differs in both substance and focus from any existing graduate programs at the University of Toronto. It is distinctive in that it is fundamentally an interdisciplinary program that draws upon four related fields: political science and public policy, economic geography, urban economics and management. In addition, it has a distinct focus on the application of collaborative and innovative mechanisms for urban economic development. In this sense, it has been designed to complement and, eventually collaborate, with the existing Masters programs on the St. George campus, rather than compete with them.

Nomenclature

The name of the new program is designed to signal two key aspects: 1. that the program is firmly situated in the context of IMI's management and innovation mission and related graduate programs; and 2. the unique focus on the urban economy and development. The program of study will have a strong public sector focus that is partly targeted at regional and municipal economic development officials, but extends beyond the public sector to include business associations, not-for-profit organizations and innovation agencies involved in the process of urban and regional economic development. The inclusion of innovation in the program name not only signals the connection to the broader suite of IMI programs, but also the fact that innovation is increasingly seen as the key to sustainable ED.

Alignment with University mission

The MUI aligns not only with the mission of IMI but is also consistent with the new UTM Vision

as well as the broader University mission. IMI's existing programs emphasize the role of innovation in various disciplines to produce mission-focused managers and future leaders with a combination of management skills and depth in their chosen field¹¹. The MUI program serves this same function for social science disciplines to expand IMI's impact on innovation, ED and governance in the surrounding Peel region and beyond.

UTM has recently released their UTM Vision Statement 2017 along with their Academic and Implementation Plan¹². As part of the development process, UTM also engaged in an exercise to define our shared campus identity. The result was the recognition of five key attributes that contribute most to our distinctive identity and will help implement our Vision. These attributes are community, creativity, communication, innovation, and sustainability. As a unique professional program housed in IMI and focused on urban economic development, community capacity building, innovation management, local and regional governance, urban sustainability and real estate development, the MUI will embody all attributes of UTM's identity to advance our Vision and Mission (to develop thoughtful and empathetic global citizens capable of reflecting critically on the world and committed to the values of integrity, democracy, equity and diversity).

Furthermore, the MUI directly addresses one of the University's three priorities, namely that of leveraging our location, through deploying key insights, derived from cutting edge research in urban governance and innovation professional practice, and through local outreach and partnerships that will solidify the University's role in city building¹³.

The new program will allow UTM to leverage its existing strength in social sciences teaching and research, as well as IMI's reputation and relationship with local government and innovation agencies, to offer UTM students a new program of study designed to leverage our urban location to the mutual benefit of the university and cities throughout the Greater Toronto Area and southern Ontario.¹⁴

4 Fields/Concentrations

There are no formal fields or concentrations within the MUI program.

¹¹ <http://www.utm.utoronto.ca/imi/>

¹² <https://www.utm.utoronto.ca/dean/initiatives/FinalVision>

¹³ <https://www.utoronto.ca/news/university-toronto-and-three-priorities>

¹⁴ <http://threepriorities.utoronto.ca/>

5 Need and Demand

Feedback from our consultation with key government actors and those at intermediary associations who are involved in urban development and innovation management indicates there is a need for a new type of cross-disciplinary professional education in the collaborative, inclusive and sustainable approach to ED that the MUI will instill in its graduates. This feedback has been gathered through recent University of Toronto research projects, described below, undertaken with many of the agencies that will be the potential employers for graduates of this program, as well as through ongoing discussions with key community and professional leaders over the past three years as part of the extended process of developing this proposal. We have canvassed a number of municipal, regional, not-for-profit and provincial agencies involved in the processes of urban innovation and ED for expressions of support for the program, including municipal economic development departments, the individual Regional Innovation Centres that comprise the Ontario Network of Entrepreneurs, the new investment attraction and marketing agencies being established by the province, such as Toronto Global and the Waterloo Region Economic Development Corporation, as well as a number of urban planning or economic consulting firms that specialize in innovation and economic development strategies.

Societal and Market Need

The combined trends of globalization and disruptive technological change that affect virtually every economy in the world are creating new sets of challenges and opportunities for cities and regions. Public officials at all levels of political jurisdiction, and especially the regional and local level, are trying to position their respective economies to meet these challenges and to leverage their local knowledge assets to take advantage of the opportunities. Similarly, interactions with private firms, both as partners on research projects or as research interview subjects, demonstrate increasing evidence of an interest in, and a desire to partner with, local economic development agencies and research institutions to generate innovative approaches to both grow their start-up firms or sustain the growth of more established firms. Recent research indicates there is a clear need for a new approach to economic development at the local and regional level.¹⁵

Although leaders in the field have indicated the need for professionals with the MUI skill set, a comprehensive survey of existing programs in North America and Europe demonstrates that this need is currently not being met and that the MUI program is distinct in addressing this need (see the environmental scan of existing programs in Appendix C). The closest comparator programs are the Master of Economic Development & Innovation (MEDI) at the University of

¹⁵ Cf. footnote 2 above.

Waterloo, the Master of Planning at Cornell and the Master of Planning at UNC Chapel Hill. While there are some similarities with these programs, the MUI degree is unique in its interdisciplinary approach and in its sustained focus on exploring the processes through which innovation can be a driver of economic development in the 21st century. Its emphasis on both the contribution of networked collaborative governance processes for effective ED and the strategic management required to guide these processes is another distinguishing feature. Comparator programs are discussed in more detail below.

Graduates from this program will help communities develop a competitive advantage, by building on their distinctive local and regional specializations in knowledge-led activities, supporting entrepreneurial activity, developing sustainable economic patterns of development and leveraging local talent attraction and retention strategies to support ED and innovation. Students will seek out this program due to our world-class faculty from diverse disciplines along with the practical work component allowing for application of their knowledge in a professional setting and providing access to community and industry partners. Given the uniqueness of this program as well as the growing international reputation of the University of Toronto in the area of urban/city studies, we believe that there is the potential for international governments to take advantage of this program for select graduate students in support of their own local ED strategies. All current IMI programs have international ties on several levels: the Master of Management and Professional Accounting (MMPA) has 70% international students; MScSM typically enrolls close to 30% of its students from as many as 8 different countries. MScSM also has implemented an option for students to complete a term abroad in one of several European universities. IMI has implemented international recruitment strategies as of 2016 that include targeted recruiting and developing ties with recognized research institutions.

Potential employers and placement sites have been surveyed and demand for graduates of this program has been confirmed. The former Director of the Research and Analysis branch of the Ontario Ministry of Economic Development and Innovation, who was long responsible for working with the network of local and regional economic development organizations across the province, was consulted extensively in the original conception of this program and throughout its design and development. His strong support for a program like MUI was reinforced in a recent interview with the head of Toronto Global, the new global marketing and investment agency for the Greater Toronto Area that has recently been established with support from the province and the city.

In a recent report from the Brookings Institution, Amy Liu of the Metropolitan Policy Program articulated both the philosophy that underlies the proposed MUI program, as well as the pressing need for cities and regions to reorient their ED strategies along the principles upon which it is based:

Leaders in cities and metro areas have an opportunity to remake economic development—to adopt a broader vision of economic development that can deliver continuous growth, prosperity, and inclusion in cities and metro areas. While some creative and committed leaders and organizations are embracing this version of economic development, it needs to be further scaled up. This requires understanding the purpose of economic development and getting both the markets and civics right. . .¹⁶

There are a wide range of potential job opportunities for graduates of this program, including employment as policy analysts, economic development professionals, investment attraction and marketing agents and program officers in:

- local economic development departments of municipal governments;
- the growing number of regional level economic development and investment attraction agencies across the province (including the newly established Global Toronto, the Waterloo Economic Development Corporation, Investment Ottawa and similar agencies in Windsor, Sarnia, London and other parts of the province);
- the 17 Regional Innovation Centres (RICs) or the 52 small business centres that comprise Ontario's Network of Entrepreneurs, including MaRS;
- provincial government departments responsible for economic development, including the Ministries of Economic Development, Agriculture and Rural Affairs, Housing and Municipal Affairs, and other provincial agencies, such as the Ontario Centres of Excellence (OCE); and
- Federal regional economic development agencies, such as FedDev Ontario and Fednor, or the federal government.

In addition, there are a number of local labour market and training organizations in a wide range of municipalities across the province who might employ the graduates of this program. The above list sets out the employment opportunities for graduates of the program in Ontario; however, there are many potential opportunities for students trained in the program to seek employment in other provinces, and indeed, other countries. The Munk School at UofT hosted the former Director of Economic and Business Policy for the Greater London Authority during the 2014-2015 academic year. In discussions between the Director and current faculty members about the proposed MUI program, he agreed that he had nothing comparable from which he could recruit in the UK.

Job opportunities are anticipated to flow from the program's work with industry partners, including developers, builders, property management firms, capital investment firms, financial

¹⁶ Amy Liu, *Remaking Economic Development: The Markets and Civics of Continuous Growth and Prosperity*, Metropolitan Policy Program, The Brookings Institution, Washington DC, 2016.

institutions, as well as their related associations. Community partners will include municipalities, regional governments, economic development councils, transit authorities, health networks, boards of trade and regional innovation centres. The close relationships with each of our partners will allow the program to provide students with access to the ever-evolving processes, regulations and innovation within the urban development sector.

Student Demand

Demand for cognate programs at the University of Toronto indicates that student interest in graduate programs with an urban and social policy focus is growing. Between their inception and 2014/15, both the MGA program (commenced in 2010) and the MPP program (commenced in 2007) have scaled up very quickly from 20 initial admissions per year to the current level of 80 incoming students in each cohort. The MGA program at the Munk School, Faculty of Arts and Science, is currently receiving 450 to 500 applications for the 80 spaces available for their incoming cohort, while the MPP at the School of Public Policy and Governance (SPPG) is receiving more than 500 applications for the 80 spaces in their incoming cohort. IMI's programs that are most closely aligned with the proposed MUI, the MMI and MScSM, are also in high demand, with significant numbers of qualified applicants applying for the limited number of spaces available in any given year. For the current year, the applicant to spaces available ratio for the IMI programs is: MScSM: Applied-140, Accepted-29; MMI: Applied-170, Accepted-34. The IMI graduate programs introduced to date appeal to significantly different groups of students from a range of disciplinary backgrounds, thus the MUI program will fill an important gap in the current offerings. The distinctive features of the MUI and the fact it will be one-of-a-kind in Canada, combined with the recent experience of other professional master's programs at the University, suggest considerable demand from students for programs with a strong applied focus and the transmission of practical skills.

A survey of 4th year students in undergraduate programs in the areas of Political Science, Geography, Economics, and Management elicited responses from more than 60 undergraduate and graduate students enrolled in these programs across all three university campuses. The results indicated that there is a very high level of support for such a program among prospective students. Almost 80 per cent of the students responding had considered enrolling in a graduate degree in a field related to urban or city studies. More than 60 per cent of the students indicated that they had a high interest in enrolling in a program, such as the MUI, while an additional 35 per cent of the students said they had a moderate interest in enrolling in a professional Master's program, like the MUI. The results of the survey are summarized in Appendix F.

Distinctiveness and Comparator Programs

Outside of the University of Toronto, there are Canadian peer universities that offer graduate

programs in Planning, such as Ryerson, Waterloo (Waterloo also offers a Graduate Diploma in Planning in addition to a Master of Planning) or UBC, that overlap slightly with a few of the courses that will comprise the curriculum for the MUI. None of these programs provide the sustained focus on how, and to what extent, innovation can be a key source of urban and regional economic development or the broad combination of subject areas (see Appendix C) to be available to students through the MUI program. As such, the MUI program will be unique in Canada and North America.

The most closely related Ontario program is the MEDI offered in the Faculty of Environment, Enterprise and Development at the University of Waterloo. The MEDI program takes in about 15-20 new students a year and encompasses courses on environmental issues, economic development and one course on innovation as well as the option to pursue a 4-month internship.¹⁷ The MEDI program has neither a sustained focus on innovation nor urban politics. There are a limited number of planning programs at other North American universities with a strong focus on regional economic development (Cornell, University of North Carolina and University of California, Los Angeles, for example), but none of them concentrate on community capacity building, innovation management and urban ED which lie at the core of the proposed program (see Appendix C).

The proposed MUI Program could potentially affect a number of existing programs offered at the University of Toronto. The three programs with the closest affinity to the MUI are the existing Master of Science in Planning (MScPl) program offered by the Department of Geography & Planning, the MPP program offered by the School of Public Policy and Governance, and the Master of Engineering in Cities Engineering and Management program offered by the Department of Civil Engineering. Though there are some overlapping themes with these programs, the MUI will differ from each in significant ways.

The MScPl focuses on a number of areas related to urban planning, of which ED is one area of specialization. The MUI Program will complement the offerings available in the MScPl program, and, we will explore potential synergies between the two programs going forward. Similarly, the MPP program provides students with a number of courses that focus on policy making and policy issues in urban governments and this program has been placing an increasing proportion of its student within urban governments. The MUI emphasize concepts of urban and regional economic development and offers students skills needed to build innovative urban environments that can attract and support innovative business enterprises, which is distinct from the broad policy focus of the MPP. The Master of Engineering in Cities Engineering and Management Program is designed to respond to the growing need for professionals with both

¹⁷ <https://uwaterloo.ca/school-environment-enterprise-development/graduate-programs/master-economic-development-and-innovation>.

technical expertise and a fundamental understanding of the complex engineering issues that cities face. While the program shares an urban focus with the proposed MUI, it has minimal overlap with the skill set and complementary areas of focus that the new program will offer.

6 Enrolment

The MUI program is expected to admit an initial intake of 15 students in its first year, with planned growth to a steady state intake of 30 students by its fifth year of operations (2023-24). This plan will result in an expected total student population of 60 students as of 2024-25, across two years of study. As indicated in the table below (Table 1: Graduate Enrolment Projections), the majority of students are expected to be domestic (approximately 90%) which is consistent with the MPP and MGA programs, which have averaged between 3% and 16% international intake over the past five years.

The following enrolment plans for MUI have been incorporated into UTM's proposed enrolment plan for the UofT January 2018 budget report:

Table 1: Graduate Enrolment Projections

	Academic year 2019-20	Academic year 2020-21	Academic year 2021-22	Academic year 2022-23	Academic year 2023-24	Academic year 2024-25
Fall Domestic Headcount Enrolment						
Year 1	14	18	23	25	27	27
Year 2		14	18	23	25	27
Total Fall Domestic Headcount Enrolment	14	32	41	48	52	54
International Headcount Enrolment						
Year 1	1	2	2	3	3	3
Year 2		1	2	2	3	3
Total International Headcount Enrolment	1	3	4	5	6	6

7 Admission Requirements

Minimum Admission Requirements:

Applicants are accepted under the general regulations of the School of Graduate Studies requiring all applicants to hold "an appropriate bachelor's degree, or its equivalent, with a final

year average of at least mid-B from a recognized university.” In addition, applicants must meet the following requirements:

- An appropriate bachelor’s degree from a recognized university in social sciences, management/commerce, or a related field such as architecture or civil engineering, with a standing equivalent to at least a mid-B in the final year of the program;
- Successful completion of 0.5 full-course equivalent (FCE) in an undergraduate statistics course;
- Letter of intent;
- Three (3) letters of reference; and
- A writing sample.

Explanation

The program is open to students with a background in social sciences or management/commerce, or a related field such as architecture or civil engineering. It is also designed to appeal to those who have already spent some time in the workforce. The program will be of interest to people who have worked in the provincial or municipal governments or for local and/or regional development agencies. It is expected that the program will specifically appeal to students who have already taken an undergraduate degree with an urban concentration (UofT program examples include the Faculty of Arts and Science Urban Studies Specialist or Major programs and the UTSC City Studies Specialist or Major programs) but is also designed for students with a broad range of different disciplinary backgrounds (including Human Geography, Economics, Political Science, Urban Studies, Engineering or Architecture) from recognized Canadian or international universities. For applicants with prior work experience, one of the letters of reference should come from a person in a work-related position and the writing sample could include a report produced in their work position, as well as the traditional undergraduate essay.

8 Program Requirements

Proposed Calendar Copy

Urban Innovation

Master of Urban Innovation (MUI)

Overview:

The Master of Urban Innovation (MUI) is a full-time, professional program that will encompass studies in urban economic development, community capacity building, innovation management, local and regional governance, urban sustainability and real estate development for innovation. It will be offered at UTM and will complement the suite of programs in management, innovation and sustainability currently offered in IMI and will build on the

strengths of other key UTM academic units, including the Departments of Geography, Economics and Political Science, and the Institute of Communication, Culture, Information and Technology (ICCIT). The objective of the MUI program is to respond to the growing job opportunities that exist for professionals trained in the fields of urban economic development and innovation through a cross-disciplinary approach. Upon graduation, MUI students will have acquired the analytical tools to enable them to produce effective economic development policies and plans, including a detailed knowledge of strategic management techniques, the role of real estate markets in local economic development, and critical tools for financial analysis.

Minimum Admission Requirements:

Applicants are accepted under the general regulations of the School of Graduate Studies. In addition, applicants must meet the following requirements:

- An appropriate bachelor's degree from a recognized university in social sciences, management/commerce, or a related field such as architecture or civil engineering, with a standing equivalent to at least a mid-B in the final year of the program;
- Successful completion of 0.5 full-course equivalent (FCE) in an undergraduate statistics course;
- Letter of intent;
- Three (3) letters of reference; and
- A writing sample.

Program Requirements:

Successful completion of 9.5 core FCEs consisting of:

- 4.5 FCE from core courses (MUI1010H, MUI1020H, MUI1030H, MUI1040H, MUI1050H, MUI1060H, MUI1070H, MUI1080H, MUI1090H)
- 0.5 FCE summer internship (MUI1100H)
- 0.5 FCE capstone group project (MUI2095H)
- 4.0 FCE electives chosen from the course lists below. It is recommended that a min. 2.0 FCE be completed from one of the three areas of focus. The remaining 2.0 FCE can come from any of the elective courses.

Normal Program Length: 5 sessions full-time (typical registration sequence: F/W/S/F/W)

Time Limit: 3 years (full-time)

Course List:

Required Courses (5.5 full credits)

MUI 1010H Introduction to Management of Urban Innovation (NEW)

MUI 1020H Civic Engagement and Economic Development (NEW)

MUI 1030H Urban and Regional Economic Development Theory (NEW)

MUI 1040H	Socially Sustainable Cities: Theory, Policy, and Practice (NEW)
MUI 1050H	Urban Politics (NEW)
MUI 1060H	Local and Regional Government: Management and Policymaking (NEW)
MUI 1070H	Development Finance (NEW)
MUI 1080H	Economic Development Planning (NEW)
MMI 1090H	Technology, Strategy & Policy
MUI 1100H	Summer Internship (NEW)
MUI 2095H	Capstone Course (NEW)

Elective Courses (4.0 full credits)

Urban Innovation: Analysis and Policy

MUI 2010H	Sectoral Analysis (NEW)
MUI 2020H	Microeconomics of Competitiveness (HBS-ISC Course) (NEW)
MUI 2030H	Planning for Jobs: Labour Market Transformations and Employment in 21st Century Cities (NEW)
POL 2394H	Innovation and Knowledge Transfers in City Regions
GLA 2018H	Innovation and the City
MUI 2050H	The Economics of Cities and Regions: Productivity, Technology and Jobs (NEW)
JPG 1607H	Geography of Competition
RSM 2132H	Prosperity and Competitiveness

Urban Sustainability & Infrastructure

JMG 2020H	Big Data and Global Cities
MUI 2040H	Real Estate Development (NEW)
MUI 2055H	Cities, Industry and the Environment (NEW)
SSM 1080H	Strategies for Sustainability Management
JPG 1558H	Transportation: Historical and Geographic Perspectives
GGR 1610	Geography of Finance and Financial Crisis
PLA 1801H	Urban Infrastructure Planning

Urban Politics and Governance

MUI 2060H	Comparative Urban Politics (NEW)
MUI 2070H	Planning and Governing the Metropolis (NEW)
MUI 2080H	Intelligent Communities/Smart Cities (NEW)

MUI 2090H Public Finance in Canadian Cities (NEW)

JPG 1512H Place, Politics and the Urban

Explanation of the Proposed Requirements

The MUI is a professional program. The program is designed as a 20-month program of study that will include an internship in the summer between first and second year. The full course requirements for the program will be 9.5 FCE (including the summer internship). Of these, students will be expected to complete 4.5 full course equivalents (FCEs) from the core curriculum, a 0.5 FCE summer internship, a 0.5 FCE final capstone course and project, plus an additional 4.0 FCEs chosen from the list of electives and from the offerings of other departments, centres, and institutes across the university. The capstone course in the second year will provide students with the opportunity to draw upon the academic training provided in the core and elective courses, as well as the practical experience gained through the summer internship, to analyze a key problem or challenge in economic development and provide the analytical and governance components of an integrated solution to the problem. The second year elective courses are organized into three areas of focus, but these are not designated as formal fields of study within the program. Students will be expected to select at least 2.0 FCEs of these electives from one of the following three areas of focus: Urban innovation: analysis and policy; Urban sustainability and infrastructure; and Urban politics and governance. The remaining 2.0 FCE of electives can be selected from any of the elective course offerings in the program.

Table 2

MUI – Proposed Course Offerings by Year (Overview)

Fall (Year 1) – 2.0 Core Courses:

MUI 1010H Intro to Management of Urban Innovation
MUI 1020H Civic Engagement and Economic Development
MUI 1030H Urban and Regional Economic Development Theory
MUI 1050H Urban Politics

Winter/Spring (Year 1) – 2.5 Core Courses:

MUI 1040H Socially Sustainable Cities: Theory, Policy and Practice
MUI 1060H Local and Regional Government: Management and Policy-making
MUI 1070H Development Finance
MUI 1080H Economic Development Planning
MMI 1090H Technology, Strategy & Policy

Summer (Year 1) – 0.5 Core Courses:

MUI 1100H Summer Internship

Fall (Year 2) – 2.5 Elective Courses chosen from:

JPG 1607H Geography of Competition

MUI 2050H	The Economics of Cities and Regions: Technology, Productivity and Jobs
MUI 2030H	Planning for Jobs: Labour Market Transformations and Employment in 21st C Cities
SSM 1080H	Strategies for Sustainability Management
PLA 1801H	Urban Infrastructure Planning
GGR 1610H	Geography of Finance and Financial Crisis
JPG 1558H	Transportation: Historical and Geographic Perspectives
JPG 1512H	Place, Politics and the Urban
MUI 2090H	Public Finance in Canadian Cities
MUI 2080H	Intelligent Communities/Smart Cities
RSM 2132H	Prosperity and Competitiveness

Winter/Spring (Year 2) – 1.5 Elective Courses AND 0.5 Core Course:

MUI 2095H	Capstone Course (required core course)
GLA 2018H	Innovation and the City
MUI 2010H	Sectoral Analysis
MUI 2020H	Microeconomics of Competition
POL 2394H	Innovation and Knowledge Flows in City-Regions
JMG 2020H	Big Data and Global Cities
MUI 2040H	Real Estate Development
MUI 2055H	Cities, Industry and the Environment
MUI 2060H	Comparative Urban Politics
MUI 2070H	Planning and Governing the Metropolis

Legend:

Core Courses; Urban Innovation: Analysis & Policy ; Urban Sustainability & Infrastructure; Urban Politics & Governance

The first year of the program consists of the core curriculum mandatory for all students. Some topics will be drawn from current curriculum in the existing MMI and the MScSM programs offered by IMI.¹⁸ The core part of the curriculum will introduce students to the different approaches employed by economic development practitioners to enhance sustainable economic growth in neighbourhoods, cities and regions. Other core elements of the curriculum will include courses in development, finance, urban theory, sustainability and innovation. In keeping with the growing public policy emphasis on the need for environmentally sound approaches to economic development, the MUI will be a unique program that provides its graduates with the academic knowledge and applied skills required to manage the process of economic development and urban innovation in a socially and environmentally sustained manner.

The design of the program ensures the systematic acquisition of knowledge and skills related to innovation and economic development as students' progress through the program in Year 1. The program is structured to provide all of the students enrolled in it with a common

¹⁸ <http://www.utm.utoronto.ca/mmi/mmi-your-masters-degree-12-months>

intellectual and multi-disciplinary background. This common background will ensure that all students completing their first year and entering into the summer internship are equipped with the necessary knowledge and analytical skills to derive the maximum benefit from their internship and are adequately prepared to complete the applied report that will be an important part of the internship.

By the end of their first year, MUI students will have the depth and breadth of knowledge to identify and analyze the relative contribution of the key economic, social and political drivers of urban development in a knowledge-based economy. They will understand the value and importance of leveraging local assets, both in terms of knowledge resources and the skills and talents in the local labour market to attract inward investment to their regions and support the growth and scaling up of local firms. They will also be able to demonstrate appropriate knowledge of the different means of financing urban economic development and both the contribution and limitations of public fiscal tools to support that development. Finally, they will learn how to apply their knowledge of the nature of networked governance relations in modern urban economies to analyze how the public, private and not-for-profit sectors contribute to the development and implementation of economic development strategies in different urban environments. Please see Section 10 of this proposal for more details relating to the learning outcomes.

In the internship component of the program, students will apply the knowledge and skills acquired in their courses during Year 1 in a professional setting. Students will be placed with one of the host organizations for their summer internship (see Table 2, below). During their internship, students will develop, evaluate and explain the alternative development strategies available to support the future economic growth of a particular city-region, the range of public policy tools available to support that growth and the respective role of private and not-for-profit organizations in contributing to a particular pattern of development.

Table 3: Potential Host Organizations for Internship Placements

City of Brampton
City of Mississauga
City of Toronto
Canada City Alliance
Conservation Halton
Credit Valley Conservation Authority
The Daniels Corporation
Greater Toronto Airport Authority
Government of Ontario
Hamilton Chamber of Commerce
Ivanhoe Cambridge

Kaneff Group of Companies
MaRS Discovery District
Mattamy Homes
Metrolinx
Mississauga Board of Trade
Nature Conservancy of Canada
Ontario Ministry of Economic Development & Innovation
Ontario Ministry of Research, Innovation, & Science
RIC Centre
Toronto and Region Conservation Authority
Township of Oakville
Tridel
Urban Climate Resilience South East Asia Project
Waterloo Region Economic Development Corporation

In addition to the experience gained by working on an applied set of problems related to the core program of study, students will be required to produce a brief report at the end of the internship that directly links one of the key policy issues or problems they worked on during their placement to the theoretical approaches and analytical techniques taught in the core curriculum of the first year.

In Year 2, students will select their courses from a prescribed list of course offerings outlined below. The courses are grouped by area of focus and will give students the opportunity to benefit from the wide range of expertise in this field found on all three campuses of the university. The thematically organized elective courses will allow students to meet the learning outcomes for the program by exploring additional aspects of the economic development process as well as the nature of local policy making and governance processes that define the broader political context within which economic development strategies are formulated and implemented. Three areas of focus will be offered:

1. Urban innovation: analysis and policy
2. Urban sustainability and infrastructure
3. Urban politics and governance

The full list of the course numbers and titles is described in Section 8 and indicates whether they are new or existing courses. The new courses that will be exclusive to the MUI program are designated with an MUI number, while existing courses are designated with their existing UofT course number.

In addition to the elective courses, students will be required to take a capstone course (0.5 FCE) in the second semester of Year 2 that will provide them with an opportunity to synthesize and

integrate the various elements of the program. The capstone course will be an opportunity to demonstrate their competence in economic development and policy analysis 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.

The multidisciplinary approach to understanding the economic, political and environmental factors that affect the process of economic development reflected in these respective areas of focus will be unique in Canada and has very few counterparts in North America; over the first five years of the program, our goal will be to establish the reputation of the MUI program as offering a truly distinctive approach for students to acquire the knowledge, skills and attitudes required to work in the field of economic development, whether for a government department or agency, a private sector firm or a not-for-profit association.

9 Program Description

Building on the successes of other professional master's programs offered by IMI and across UofT, the MUI will be a blend of research-informed courses with opportunities for knowledge integration and application. By drawing on UofT's well-established faculty expertise and teaching talent, exciting research in the area of innovation undertaken by faculty associated with IMI and the resources of IMI itself, the MUI will provide students with unique academic content in the areas of ED, policy, urban politics, urban innovation, sustainability, infrastructure and governance – all fields in which UofT already has considerable strength.

The program also requires students to complete a 4-month placement in national and international locations, exposing students to experiences that enhance their learning and development. The final capstone course will be the culmination of their learning and placement experience, allowing students to demonstrate mastery of the curriculum and skillset while sharing their knowledge with their peers.

To achieve this, the MUI program will be offered on a full-time basis over the course of five terms, commencing in September and concluding at the end of April in Year 2. Based on the experience of our professional Masters' programs at UofT over the past decade, this structure is the most appropriate for the purposes of the MUI program. It will combine a foundational set of courses that all students in the program will take together in the first year, with a wide range of internships in the summer between the first and second year, and finally, a more in-depth set of elective courses in the second year so that students can pursue a particular aspect of the program in greater depth and explore the range of related courses on all three campuses. First year courses are designed to allow students from a diverse array of disciplinary backgrounds to

acquire foundational knowledge in urban governance, theories of economic development and innovation that will be essential for the summer internships as well as the learning that will occur in Year 2. The program will also adopt some of the professional development opportunities provided to students in IMI programs and masters programs at the Munk School within the summer internship component of the program.

The program will rely on the delivery approaches that are deployed in the comparator programs discussed above. In addition, the MUI program structure and delivery methods reflect universal design principles and UTM has considered the potential need to provide mental or physical health accommodations in its development. It may be possible, if required, to use available videoconferencing technologies to allow students to attend courses from other locations. In addition, wheelchair accessible shuttle bus transportation between the UTM and St. George campuses is provided free of charge to graduate students in UTM professional programs. Though the program is lock-step and students are expected to complete the required courses in sequence, program administrators will work with students in need of accommodation to ensure that their time to completion of the MUI is not affected wherever possible. Envisioned options include identifying suitable UofT courses that can be taken in place of a missed or failed course; locating an appropriate external course (at another institution) that can be completed for transfer credit to fulfil program requirements; allowing the student to complete a missing Year 1 course in Year 2 of their program while they complete their second year requirements; and flexibility in how and when the internship placement course is completed. In situations where time to completion must be extended beyond the 5 terms, students will be provided with access to academic counselling and financial support to assist with the successful completion of their program. Additionally, the lock-step nature of the first year of the MUI will be made clear to all potential applicants on the program website, in recruitment material, and other marketing material.

The foundational courses offered in the first year will combine elements of the professional style classroom structure that combines the transmission of critical concepts and background information by the instructor, with assignments and presentations by members of the class on a weekly basis to engage students directly in the comprehension and application of the course material. The second year curriculum will offer students a choice among a range of seminar format graduate programs from across the university and the program will culminate with a capstone course that requires students to synthesize key knowledge and insights gained through the foundational courses in the first year of the program, their summer placement and the elective courses taken in second year.

The summer internship (MUI 1100) will be offered on the same basis as other IMI programs. IMI programs generally offer an internship, ranging from 4-12-months in length and are of a

standard that reflects a graduate level course. There will be professional resources available through IMI and a dedicated internship coordinator within the program to assist the students in finding summer placements. The vast majority of these placements are paid, offering additional funding assistance to our students (see Section 13.3 of this proposal for more details on funding). The MUI internships will be three and a half months in duration. Each student will work on at least one project or initiative under the guidance of a supervisor from the host organization. The internship reports produced at the end of their placement will be assessed by the MUI internship coordinator and reviewed by the Director of the program. Students will be expected to attend their internships for a normal 35-hour work week from mid-May to the end of August.

The capstone course in the second year (MUI 2095) will be overseen by several core faculty members from the program. The course will require the students to work in groups on at least one economic development problem or policy.. We expect that the project work will draw upon the experiential learning the students have gained during their internship and that they will use that experience to assist them with the approaches they use to complete their capstone report/presentation.

Whereas the Province's Quality Assurance Framework requires that students complete a minimum of 2/3 courses at the graduate level, the University of Toronto requires graduate students to complete all of their course requirements from amongst graduate level courses. This proposed program complies with this requirement.

10 Degree Level Expectations, Program Learning Outcomes and Program Structure

Students enrolled in the program will acquire the analytical tools to enable them to produce effective economic development policies and strategies, including a detailed knowledge of strategic management techniques, the importance of fostering collaborative approaches to economic development that involve a broad cross section of stakeholders in the local and regional economy, alternative methods available to finance economic development strategies and the role of real estate markets in local economic development. Finally, they will learn about how community and regional assets, in social services as well as in the arts and culture, can contribute to building innovative, healthy, and diversified economies.

The MUI program learning objectives can be summarized as follows:

- PLO 1 **Analyze** the relative contribution of the key economic, social and political drivers of urban development in a knowledge-based economy.
- PLO 2 **Formulate** specific strategies and plans of action that maximize the prospective contribution of different levels of government, the private sector, and the not-for-profit sector to the development and implementation of urban economic development strategies in different urban environments.
- PLO 3 **Compare** the forms of finance available to support economic development in a specific region and **select** the most appropriate fiscal policy tools to support that development.
- PLO 4 **Interpret** relevant data sources from both public agencies such as Statistics Canada and private reports and **use it to support** analyses of economic development strategies.
- PLO 5 **Communicate** with clarity and accuracy to build support for a proposed course of action among a broad cross-section of stakeholders in both oral and written form
- PLO 6 **Assess** the social, economic, and environmental implications of different development approaches to ensure that they will contribute to innovative, equitable, and sustainable growth.
- PLO 7 **Synthesize** the research methods and approaches of different disciplines (i.e. political science and public policy, economic geography, management and urban economics, etc.) to **develop** alternative development strategies that will support the future economic growth of a region.

Table 3 below outlines how the MUI program and courses will fulfill our program learning outcomes and degree level expectations.

Table 4: Master's DLEs

MASTER'S DEGREE LEVEL EXPECTATIONS (based on the Ontario Council of Academic Vice Presidents (OCAV) DLEs)	MASTER'S PROGRAM LEARNING OBJECTIVES AND OUTCOMES	HOW THE PROGRAM DESIGN AND REQUIREMENTS SUPPORT THE ATTAINMENT OF STUDENT LEARNING OUTCOMES
<p>EXPECTATIONS:</p> <p><i>This Master of Urban Innovation is awarded to students who have demonstrated:</i></p>		
<p>1. Depth and Breadth of Knowledge</p> <p>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 the academic discipline, field of study, or area of professional practice.</p>	<p>Depth and breadth of knowledge is defined in the Master of Urban Innovation in terms of students who are able to:</p> <ul style="list-style-type: none"> • PLO 1 - Analyze the relative contribution of the key economic, social and political drivers of urban development in a knowledge-based economy; • PLO 2 - Formulate specific strategies and plans of action that maximize the prospective contribution of different levels of government, the private sector, and the not-for-profit sector to the development and implementation of urban economic development strategies in different urban environments; • PLO 3 - Compare the forms of finance available to support economic development in a specific region and select the most appropriate fiscal policy tools to support that development; • PLO 6 - Assess the social, economic, and environmental implications of different development 	<p>The program design and requirements ensure that students attain the learning outcomes for depth and breadth of knowledge through both the structure and the integration of both the required first year elements and the second year choices of optional courses.</p> <p>In particular the following core courses in the MUI program will contribute to the student's mastery of depth and breadth of knowledge required by the graduates of this program:</p> <p>MUI 1010H Core Course in Management of Urban Innovation</p> <p>MUI 1020H Civic Engagement and Economic Development</p> <p>MUI 1030H Urban and Regional Economic Development Theory</p> <p>MUI 1040H Socially Sustainable Cities: Theory, Policy and Practice</p> <p>MUI 1050H Urban Politics</p> <p>MUI 1060H Local and Regional Government: Management and Policymaking</p> <p>MUI 1070H Development Finance</p> <p>MUI 1080H Economic Development Planning</p>

MASTER'S DEGREE LEVEL EXPECTATIONS (based on the Ontario Council of Academic Vice Presidents (OCAV) DLEs)	MASTER'S PROGRAM LEARNING OBJECTIVES AND OUTCOMES	HOW THE PROGRAM DESIGN AND REQUIREMENTS SUPPORT THE ATTAINMENT OF STUDENT LEARNING OUTCOMES
	<p>approaches to ensure that they will contribute to innovative, equitable, and sustainable growth; and</p> <ul style="list-style-type: none"> • PLO 7 - Synthesize the approaches of different disciplines (i.e. political science and public policy, economic geography, management and urban economics, etc.) to develop alternative development strategies that will support the future economic growth of a region. 	<p>MMI 1090H Technology, Strategy & Policy</p> <p>MUI 2095H Capstone Course</p>
<p>2. Research and Scholarship</p> <p>A conceptual understanding and methodological competence that i) Enables a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline; ii) Enables a critical evaluation of current research and advanced research and scholarship in the discipline or area of professional competence; and iii) Enables a treatment of complex issues and judgments based on established principles and techniques; and, on the basis of that competence, has shown at least one of the following: i) The development and support of a sustained argument in written form; or ii) Originality in the application of knowledge.</p>	<p>Research and Scholarship is defined in the Master of Urban Innovation as students who are able to:</p> <ul style="list-style-type: none"> • PLO 3 - Compare the forms of finance available to support economic development in a specific region and select the most appropriate fiscal policy tools to support that development; • PLO 4 - Interpret relevant data sources from both public agencies, such as Statistics Canada, and private reports and use it to support analyses of economic development strategies; • PLO 6 - Assess the social, economic, and environmental implications of different development approaches to ensure that they will contribute to innovative, equitable, and sustainable growth; and • PLO 7 - Synthesize the approaches of different 	<p>The program design and requirements ensure these student outcomes for research and scholarship are grounded in the ability to apply specific research methodologies used in the relevant disciplines of the program – political science and public policy, economic geography, management and urban economics to. Material covered in the core courses offered in the first year of the program and the elective courses offered in the second year will provide students with the skills and understanding to:</p> <ul style="list-style-type: none"> • Determine the most appropriate methods of economic analysis to evaluate the array of factors influencing the pattern of regional economic development in a particular urban setting and use the analytical tools acquired in the program to assess the prospects for economic growth in a particular city-region; • Use the knowledge and

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	<p>disciplines (i.e. political science and public policy, economic geography, management and urban economics, etc.) to develop alternative development strategies that will support the future economic growth of a region.</p>	<p>tools acquired in the program to evaluate the necessary public and infrastructural factors that influence the pattern of economic development in a particular city-region, including basic physical infrastructure, alternative transportation systems, the increasing importance of digital infrastructure and the available fiscal tools to support development options;</p> <ul style="list-style-type: none"> • Learn the way in which political decisions are made and public policies are formulated at the municipal level and the degree to which they are shaped and constrained by policies from the senior levels to evaluate the prospects for the success or failure of specific economic development strategies in a particular urban context; • Learn how to apply the interdisciplinary conceptual approaches and research methods taught in the program to undertake specific case studies and provide policy advice to public, private and not-for-profit organizations on the prospects for success or the obstacles to implementations of a specific development strategy. • Acquire an appreciation of the interdependent nature

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		<p>of economic, social and environmental development and learn to assess the way in which different development approaches and the provision of public infrastructure produce different social, environment and distributional outcomes.</p> <p>While all program courses will accomplish these outcomes, these cores courses in particular will emphasize this:</p> <p>MUI 1010H Introduction to Management of Urban Innovation</p> <p>MUI 1020H Civic Engagement and Economic Development</p> <p>MUI 1030H Urban and Regional Economic Development Theory</p> <p>MUI 1040H Socially Sustainable Cities: Theory, Policy, and Practice</p> <p>MUI 1050H Urban Politics</p> <p>MUI 1060H Local and Regional Government: Management and Policymaking</p> <p>MUI 1070H Development Finance</p> <p>MUI 1080H Economic Development Planning</p> <p>MUI 2095H Capstone Course</p>
<p>3. 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>Application of Knowledge is defined in the Master of Urban Innovation as students who are able to:</p> <ul style="list-style-type: none"> • PLO 2 - Formulate specific strategies and plans of action that maximize the prospective contribution of different levels of government, the private sector and the not-for- 	<p>The program design and requirements that ensure these student outcomes for application of knowledge are attained include:</p> <ul style="list-style-type: none"> • Over the course of the program, students will develop the skills to analyze different patterns of sectoral economic development in a local and

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	<p>profit sector to the development and implementation of urban economic development strategies in different urban environments;</p> <ul style="list-style-type: none"> • PLO 3 - Compare the forms of finance available to support economic development in a specific region and select the most appropriate fiscal policy tools to support that development; • PLO 4 - Interpret relevant data sources from both public agencies, such as Statistics Canada, and private reports and use it to support analyses of economic development strategies; • PLO 6 - Assess the social, economic, and environmental implications of different development approaches to ensure that they will contribute to innovative, equitable, and sustainable growth; and • PLO 7 - Synthesize the approaches of different disciplines (i.e. political science and public policy, economic geography, management and urban economics, etc.) to develop alternative development strategies that will support the future economic growth of a region. 	<p>regional economy and the micro-economic conditions of competition that influence the prospects for growth for different firms and industries in a specific locale;</p> <p>These core courses in particular will support the acquisition of these outcomes:</p> <p>MUI 1010H Core Course in Management of Urban Innovation</p> <p>MUI 1020H Civic Engagement and Economic Development</p> <p>MUI 1030H Urban and Regional Economic Development Theory</p> <p>MUI 1040H Socially Sustainable Cities: Theory, Policy, and Practice</p> <p>MUI 1050H Urban Politics</p> <p>MUI 1060H Local and Regional Government: Management and Policymaking</p> <p>MUI 1070H Development Finance</p> <p>MUI 1080H Economic Development Planning</p> <p>MUI 2095H Capstone Course</p>
<p>4. Professional Capacity/Autonomy</p> <p>a. The qualities and transferable skills necessary for employment</p>	<p>Professional Capacity/Autonomy is defined in the Master of Urban Innovation as students who are able</p>	<p>The program design and requirements that ensure these student outcomes for professional</p>

MASTER'S DEGREE LEVEL EXPECTATIONS (based on the Ontario Council of Academic Vice Presidents (OCAV) DLEs)	MASTER'S PROGRAM LEARNING OBJECTIVES AND OUTCOMES	HOW THE PROGRAM DESIGN AND REQUIREMENTS SUPPORT THE ATTAINMENT OF STUDENT LEARNING OUTCOMES
<p>requiring i) The exercise of initiative and of personal responsibility and accountability; and ii) Decision-making in complex situations; b. The intellectual independence required for continuing professional development; c. The ethical behavior consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and d. The ability to appreciate the broader implications of applying knowledge to particular contexts.</p>	<p>to:</p> <ul style="list-style-type: none"> • PLO 2 - Formulate specific strategies and plans of action that maximize the prospective contribution of different levels of government, the private sector and the not-for-profit sector to the development and implementation of urban economic development strategies in different urban environments; • PLO 3 - Compare the forms of finance available to support economic development in a specific region and select the most appropriate fiscal economic development strategies; and • PLO 5 - Communicate with clarity and accuracy to build support for a proposed course of action among a broad cross-section of stakeholders in both oral and written form. 	<p>capacity/autonomy are attained include:</p> <ul style="list-style-type: none"> • Through the various courses offered in the program, students will become acquainted with both the knowledge and skills used by different disciplines to formulate economic development policies, as well as the underlying norms and values that shape the practice of economic development professionals; • Through the courses that study the rationale for and practice of new collaborative forms of governance, students will learn that the shift from a command and control pattern of public policy formulation to more networked forms of governance requires a greater reliance on 'soft' communication and leadership skills to achieve desired outcomes and that the ability to create 'bridging' forms of social and civic capital may be the most effective policy tools they can deploy when working in more collaborative environments; • Through participation in the summer internship part of the program, as well as through both the past and present practitioners who will participate in the program,

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		<p>and in class presentations of case study material, students will learn to emulate the professional demeanour of people working in this vocation.</p> <p>These core courses in particular will support these outcomes:</p> <p>MUI 1010H Core Course in Management of Urban Innovation</p> <p>MUI 1020H Civic Engagement and Economic Development</p> <p>MUI 1070H Development Finance</p> <p>MUI 1080H Economic Development Planning</p> <p>MUI 2095H Capstone Course</p>
<p>5. Communications Skills</p> <p>The ability to communicate ideas, issues and conclusions clearly.</p>	<p>Communications Skills is defined in the Master of Urban Innovation as students who are able to:</p> <ul style="list-style-type: none"> • PLO 5 - Communicate with clarity and accuracy to build support for a proposed course of action among a broad cross-section of stakeholders in both oral and written form. 	<p>The program design and requirements that ensure these student outcomes for communication skills are attained include the following:</p> <ul style="list-style-type: none"> • Through experience gained in class presentations of applied reports as well as in the summary reports from the internship (MUI 1100H) and the capstone course (MUI 2095H), students will acquire the ability to explain the theoretical and applied techniques used to analyze current trends in economic development and future possibilities to a wide range of firms and organizations that are part of a proposed development strategy using clear, coherent, concise and correct oral and written

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		<p>communication;</p> <ul style="list-style-type: none"> Applied assignments and case study material in the various courses will teach students how to organize and present the analysis derived from their research and justify the proposed policy actions that flow from that analysis.
<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>Awareness of limits of knowledge is defined in the Master of Urban Innovation as students who are able to:</p> <ul style="list-style-type: none"> PLO 2 - Formulate specific strategies and plans of action that maximize the prospective contribution of different levels of government, the private sector and the not-for-profit sector to the development and implementation of urban economic development strategies in different urban environments; and PLO 7 - Synthesize the approaches of different disciplines (i.e. political science and public policy, economic geography, management and urban economics, etc.) to develop alternative development strategies that will support the future economic growth of a region. 	<p>The program design and requirements that ensure these student outcomes for awareness of limits of knowledge are based on both the structure and the integration of both the required first year elements and the second year choices of optional courses.</p> <p>In particular, the following core courses in the MUI program structure will support the acquisition of these outcomes:</p> <p>MUI 1010H Core Course in Management of Urban Innovation</p> <p>MUI 1020H Civic Engagement and Economic Development</p> <p>MUI 1050H Urban Politics</p> <p>MUI 1060H Local and Regional Government: Management and Policymaking</p> <p>MUI 2095H Capstone Course</p> <p>Both the mandatory first year elements of the program and the second choice of optional courses will ensure student mastery of the Awareness of Limits of Knowledge Learning outcomes.</p>



11 Assessment of Learning

Student achievement in the MUI program will be assessed using a variety of measures that include selected combinations of tests, exams and written assignments (such as essays, research papers, case study proposals, critical evaluation reports and self and group project evaluations), an internship-based report and oral presentations using electronic technology such as PowerPoint. The focus of these assignments will be on the depth, breadth, and application of knowledge, and the reinforcement of written and oral communication skills informed by the key concepts and techniques of the disciplines in the program.

The use of individual and group written assignments will require students to demonstrate the depth and breadth of their knowledge, and, specifically, the understanding and application of key concepts, methodologies and theoretical approaches. The assessments will be useful as well in demonstrating critical and analytic thinking skills and problem-solving, as well as the ability to communicate that ability to others.

Individual and group oral presentations will assist in reinforcing students' oral communication skills, using supported arguments and analysis to further demonstrate their understanding of key concepts, methodologies and theoretical approaches. Group work will also allow students to practise their teamwork skills and responsibility to self and others.

Research papers will provide opportunities for students to demonstrate both the hard and soft skills acquired through the program: papers will require students to develop an in-depth analysis of a critical issue, challenge or opportunity, or an analysis of a complex set of economic conditions facing different urban settings, combined with the appropriate strategies situated to address the underlying reality of those conditions. At the same time, students will practise their information literacy skills and demonstrate their ability to present and explain the issue and the strategies they have developed in a clear, coherent and correct written form.

Case studies are useful in assessing student mastery of specific Master's Degree Level Standards. For example, case studies require students to demonstrate the depth and breadth of their understanding of both the social and economic factors that drive innovation based urban development in a 21st century economy by using critical and analytical thinking skills to evaluate the case information and to generate alternatives in order to arrive at strategies, solutions and recommendations (depth and breadth of knowledge. Students will demonstrate their ability to evaluate critically the quantitative and qualitative information contained in the

case to make judgments in accordance with underlying concepts within the discipline to propose solutions or make recommendations (application of knowledge). Students will demonstrate a similar scope of knowledge and understanding in how complex governance arrangements that extend beyond the formal boundaries of our normal governmental institutions create and sustain the conditions that support these new forms of innovation-based economic development. The case approach and professional tone of the students' communication reinforce their development of a sense of professional responsibility to society and an adherence to the highest level of integrity/ethical decision-making skills for complex contexts as in a work environment (professional capacity/autonomy). Those assignments using unstructured case issues will allow students to identify those areas of knowledge that require further development and how these areas influence the level of analysis and recommended strategies (awareness of limits of knowledge). Finally, using their knowledge of the complex interplay of social, economic and political factors that contribute to economic development and the various research methodologies appropriate to analyze those factors, students will communicate their analysis of alternatives and recommendation in writing for both the specialist and non-specialist adapting vocabulary and explanations as required (written communication).

Examinations may be comprised of short-answer and essay questions and will assess the students' ability to use critical and analytical thinking skills while demonstrating the depth and breadth of their knowledge as applied to the examination questions in a well-written format.

In addition to summative assessments used to arrive at course grades, a number of formative techniques such as self and peer review and reflective writing can provide informal feedback to both the students and the professor – to students to allow them to measure their comprehension of material and their ability to analyze and synthesize concepts and theory as covered in the course and to the professor as feedback on student progress and comprehension of course material.

In the first year mandatory (core) courses, students will be introduced to those disciplines that comprise urban innovation including economics, the relevance of applied technology for innovation-based development, regional economic geography, finance and political science and governance, as it applies to the local and municipal government. Assessments will be tied to course and program learning outcomes. Some examples are outlined below.

A final examination in MUI 1020H, Civic Engagement and Economic Development, will address all course learning outcomes and will required students to use critical thinking skills and pervasive competencies such as communication and decision-making skills while employing a cross-functional approach to problem-solving within multiple knowledge areas. Specifically, as the primary objective of the course is to encourage students to understand the relationship

between the theory, process and practice of community and economic development and to identify key themes, cross-cutting challenges and opportunities for innovation-based economic development, students may be asked to identify one key theme, discuss the challenges associated with promoting this form of development and present an opportunity for aligning the interests of economic/social, public/private interests in support of these strategies, not previously discussed in class.

MUI 1040H, Socially Sustainable Cities: Theory, Policy and Practice, addresses current issues in sustaining equitable and democratic cities. Topics covered in the course include collaborative governance, community inclusion, neighbourhood revitalization and affordable housing and the critical role of public transit in contributing to the growth of socially inclusive cities.

Essays/research papers will be used to develop knowledge of social sustainability strategies to balance innovation and inclusion with students required to demonstrate the depth and breadth of their understanding of course material applying it using critical/analytical thinking and communication skills to discuss the organizational challenge and community impacts of different strategies and forms of policy interventions.

MUI 1050H, Urban Politics, explores various challenges associated with governing urban metropolises and formulating implementable solutions to the complex mix of urban economic problems. Small group presentations will be used in which students will present reports on topics such as the programmatic and administrative responsibilities of municipal governments, as well as the resources available to municipal level governments to develop appropriate policy solutions, as well as the fiscal and administrative constraints on those resources. Each group will practise research skills, while developing an in-depth knowledge of a specific topic with all students profiting from each other's work. These presentations will reinforce students' oral communication skills, as well as their interpersonal and critical thinking skills.

In the final assignment in MUI 1060H, Local and Regional Government: Management and Policymaking, students will be required to address a major strategic issue in a specific municipality. Students will understand that local governments require complex integrative strategies to operate successfully. They will demonstrate depth and breadth of knowledge, application of knowledge and communication skills in analyzing the issue, developing and evaluating alternatives and recommending a course of action including an implementation plan.

The summer Internship provides students with an opportunity to integrate the academic knowledge they have acquired through the first year material in the core courses with relevant work experience. As stated previously, the internship will enable students to synthesize and apply the cross-disciplinary knowledge that underlies the program while also assisting them to move further towards mastery of program learning outcomes. At the end of this experience, students will be required to submit a brief report analyzing one of the key policies or issues

encountered during the work term using theories and knowledge acquired through coursework in Year One. Successful completion of the internship is based on an assessment completed by the student's work supervisor and a review of the brief written project report by both the Director and the internship coordinator.

In the Capstone Course, MUI2095H, student groups will work together on a project that requires the synthesis and integration of the various elements of the program by applying an existing body of knowledge to the critical analysis of a new question, issue or problem in a specific setting. The course will contribute to the students' acquisition of the program's learning outcomes as they apply the depth and breadth of knowledge, research skills, application of knowledge, professional capacity and communication skills to the analysis of a key problem or challenge in economic development and provision of the analytical and governance components of an integrated solution.

Strong emphasis will be placed in the program on the use of assessment tools that prepare students to work with the wide range of community organizations that constitute the ultimate market for the program's graduates. Particular attention will be paid to developing the capacity to analyze complex sets of economic conditions (depth and breadth of knowledge) and situate potential strategies within the underlying reality of those conditions (depth and breadth of knowledge; level of application of knowledge; professional capacity/ autonomy). Students will be evaluated on the basis of their ability to both analyze a given situation and potential set of challenges and opportunity, but also the ability to clearly present and explain the strategies they have selected to an audience of practitioners across the public/private and not-for-profit sectors (professional capacity/ autonomy; level of communications skills). Emphasis will be placed on both individual and team-based assignments in the program which reflect the importance of the collaborative form of problem solving intrinsic to the development processes studied in the program, as well as the use of collaborative forms of assessment.

The program is organized to allow students to choose an area of focus from one of three topics and to select additional courses from the remaining two as part of the eight elective half-courses that comprise Year Two of the program. All courses have been chosen to ensure they contribute to mastery of the program's learning outcomes. Assessments, chosen by each professor, will be tied to the Master's Degree Level Expectations.

The program learning outcomes outlined above will be measured against Degree Level Expectations within the MUI (see Section 10 Degree Level Expectations).

MUI students will be evaluated according to how well they complete the work requested of them in terms of the substance and content of their responses, the clarity with which they can express their ideas and their ability to communicate their findings to a broad audience of both

their peers, as well as practitioners in the field (professional capacity/ autonomy; level of communication skills.

The effectiveness of the MUI as a professional training program will be assessed in a number of ways. The program's Director will closely monitor and reassess the curriculum as required based on consultation with students and faculty to ensure that the MUI program maintains its rigorous standards and is responsive to this evolving field of study. At the end of Year 1 and upon graduation, IMI will survey students in terms of satisfaction and the results will be shared with the administrators of the program and the faculty teaching in it in order to ensure student expectations are being met. The surveys will also help program administrators to identify ways to improve the curriculum, course delivery and internship placements moving forward. In addition, we will monitor employment progress through alumni outreach in the form of surveys and informal discussions. We will also maintain contact, both formal and informal, with major employers of the internship component to ask their input on the progress of students in the program and the degree to which the program is meeting the skills and expertise required in this sector. Alumni will also be solicited for information on how to improve the program, in part through an Alumni Advisory Group.

12 Consultation

We have undertaken extensive consultations with a cross-section of departments, programs and faculties, both at UTM as well as across the University, especially with existing programs that may be affected by the introduction of the MUI program. We have also held extensive consultations with the teaching faculty listed in the complement plan, all of whom have expressed interest in participating in the proposed program. Support for the program is uniformly strong with a commitment from a number of existing programs and departments to open their courses to the MUI program and students such as the graduate Program in Planning (Master of Science in Planning and PhD in Planning), the Master of Public Policy Program and the Master of Global Affairs Program. The potential for sustained collaboration with the MUI among complementary programs is significant and will serve to enhance existing research and teaching strengths in areas aligned with both the urban and innovation defined broadly at the University.

Within the Faculty of Arts & Science at the St. George campus, consultation was sought in the Office of the Dean from Prof. Dwayne Benjamin, Vice-Dean Graduate. Further consultation within the Faculty was completed with the Urban Studies Program at Innis College (Prof.

Shauna Brail, Program Director and UofT Presidential Advisor on Urban Engagement); the Department of Geography & Planning (Prof. Virginia Maclaren, Graduate Chair); the School of Public Policy and Governance (Prof. Peter Loewen, Director); and the Munk School of Global Affairs (Prof. Stephen Toope, former Director). Discussions with the Department of Geography & Planning have resulted in better clarification of the MUI's focus on economic geography, which fills a gap in the current Planning program. In this respect, there are potential synergies between the two programs that could be further developed once the MUI comes into existence. Consultation was undertaken with two Directors of the School of Public Policy and Governance. The former (Prof. Mark Stabile) and present (Prof. Peter Loewen) Directors of the School recognize some slight overlaps with the MPP program but are supportive of the new program. Discussions with the Munk School of Global Affairs confirm that there is little direct overlap between the proposed new MUI program and the existing MGA degree.

Outside of the Faculty of Arts & Science, consultation was sought with the Master's in City Engineering and Management Program in the Faculty of Applied Science and Engineering (Prof. Brent Sleep, Chair, Department of Civil Engineering). The resulting discussion suggested that there is little potential overlap between the two programs, but there is significant potential for possible collaboration. The current Engineering program is somewhat undersubscribed and is keen to collaborate with MUI in any way that could potentially share course listings and increase enrolments. Additionally, consultation was done with UTSC (Prof. William Gough, Vice-Principal Academic & Dean at UTSC; Prof. Mary Silcox, Vice-Dean Graduate at UTSC) and the Rotman School of Management (Prof. Brian Golden, Vice-Dean MBA Programs). Prof. Joshua Barker, Dean of the School of Graduate Studies and Vice-Provost, Graduate Research and Education was also met with to discuss the MUI in relation to the School of Cities, currently in development. Prof. Richard M. Sommer, Dean of the John H. Daniels Faculty of Architecture, Landscape and Design was also consulted. No concerns were raised about the proposed new program from any of these units.

The most relevant association for this program is the Economic Developers Council of Ontario. However, this organization represents professionals working in the field as individuals, rather than specific organizations. We have had preliminary consultations with members of the organization and are looking forward to continuing discussions as progress on MUI develops. Economic development professionals in the provincial Ministry of Economic Development, Employment and Infrastructure are also strongly interested in and supportive of this program.

13 Resources:

Resources for the proposed MUI program have been provided for out of the incremental net revenues that will flow to UTM from the proposed MUI student enrolments. In addition to the

three new faculty hires that are discussed in section 13.1 below, the program has planned to hire 2 administrative staff dedicated to the program who will perform administrative, recruiting and internship placement duties in coordination with other central resources that are provided by IMI. These staffing levels are consistent with other new professional master's programs housed within IMI.

Classroom space will be available through IMI for the new MUI courses. Additional space requirements are expected to be minimal for the elective courses that are offered by other programs and divisions. Given the breadth of elective options (students are choosing only a select number of courses within one of three areas of focus), it has been agreed upon that the potential increase in enrolment of any given course each year will not be significant and will be able to be accommodated within the current space/ classroom arrangements.

13.1 Faculty Complement

In keeping with its status as a professional master's program, MUI courses will be offered by faculty with a combination of relevant research expertise and professional experience, many of whom are already in place either on the UTM campus or one of the other two campuses (please see Table 4: Faculty Complement below). However, additional faculty hires will be required to achieve the pedagogic goals and academic integrity of the MUI program and thus, have been planned for and resourced accordingly. As noted above, the material taught in the MUI program are anchored in a number of core disciplines that comprise the social science division at UTM, including management, political science, geography and urban economics.

We consulted extensively with potential faculty as well as corresponding Chairs/ Program Directors who will be available to teach in this program. Please see the list of teaching faculty from the University provided in Table 4 below. The full CV's of all the faculty listed are included in Appendix H. We also have worked closely with the financial planning officer at UTM to develop the fiscal model for the program and ensure its viability.

The program will require three new faculty hires to provide the full complement necessary to teach the curriculum: the program director plus two additional faculty members. In addition, UTM has a current search underway (i.e. 2017-2018 academic year) for a faculty member in the Institute of Communication, Culture, Information, and Technology (Data Analytics and the City) who will contribute 0.5 FCE to the MUI program. This new hire will begin on July 1, 2018, one year prior to the program launching. It is expected that the Program Director will be hired at the Associate or Full Professor level and the two additional hires will be at the Associate level, assuming that a sufficient number of highly qualified candidates apply. It is expected that once the program starts up, the faculty hires described above will be in the tenure stream

at the University of Toronto and will be cross appointed to the related departments in the program, specifically Economics, Geography, or Political Science and their teaching responsibilities will be shared between the home departments at the undergraduate level and the new MUI program at the graduate level. The appointments will be made 51% in their home departments and 49% in IMI as is the case with new faculty hires in other IMI programs.

For the Director of the program, the relevant disciplinary fields will be Political Science, Urban Studies or Economic Geography. The Director will need to have the skills to teach the following courses: the core course which focuses on how knowledge generation, learning and proximity interact to support the process of urban innovation and the role that economic governance plays in supporting that process as well as a course on the theory, practice and policy of socially sustainable cities. Experience in managing a teaching program in urban innovation or experience running a large research or policy-related urban network will be an asset for the Director's position. UTM will launch the search for this faculty hire in July 2018 with a start date of July 1, 2019.

The second hire will be for a position with urban financial and economics expertise in the fields of planning, management, economic geography or economics. The new hire will need to have an established research program and proven publication record in the area of development or municipal finance and economic development planning and/or labour market planning for urban economies. S/he will need to be able to teach required courses in the program in development finance, including the best practice application of program tools, policies and models in financing economic development, as well as the skills to teach the course in economic development planning, including knowledge of the best analytical approaches to understanding regional and community economic development and the policy tools to implement those approaches. The search for this position will be done in conjunction with the Director search (i.e. to commence in July 2018 with a July 1, 2019 start date).

The third hire will be a position in Political Science or Urban Studies and will be expected to demonstrate an established research program and proven track record of research in urban development policy, urban public management, urban political economy and/or regional economic development. The new hire will be expected to teach core courses in the MUI including Urban Politics, Planning and Governing the Metropolis and Planning for Jobs. A *comparative* and *inter-disciplinary* approach to the politics of urban development, and expertise in collaborative, multi-stakeholder governance for community capacity building and complex urban problem-solving will be a distinctive asset for this position as will a record of community engagement, applied professional experience, and previous teaching in a professional degree program. The search for this final hire will begin in July 2019 with a July 1, 2020 start date.

The number of new FTE's (3) required to mount this program was determined based on a careful analysis of both the existing faculty resources at UTM available to teach in the program, the number of new courses that would need to be offered at the graduate level to achieve the curricular objectives of the program and the financial resources that would be available based on the proposed tuition levels and the proposed size of the program. Part of the challenge in mounting new graduate programs at UTM arises from the fact that most faculty members at UTM currently do their graduate teaching on the St. George campus. Wherever possible, we have included courses offered by current UTM faculty as part of the elective courses available in the second year of the program.

Appendix H provides full CVs for faculty who have currently expressed an interest in contributing to the MUI program.

Table 5: Faculty Complement (please list alphabetically)

Name	Unit of Primary Budgetary Appointment	Unit of other Budgetary Appt & % (if applicable)	Graduate Faculty Membership Status (e.g., Associate/ Full)	Commitment to other programs (please list other programs in which the person routinely teaches / supervises)	Nature of contribution to this program <i>Course Instructor (CI), Course Coordinator (CC); Capstone Project Supervisor (CPS).</i>
Tenure Stream Full					
Ronald N. BULIUNG	Geography, UTM		Full Member, Graduate Dept of Geography and Planning	Geography Programs (MA, MSc, PhD) Planning Programs (MScPI, PhD)	Course Instructor; Capstone Project Supervisor
Richard FLORIDA	Rotman		Full Member, Graduate School of Management and Rotman		Course Instructor
Mark S. FOX	Mechanical & Industrial Engineering		Full Member, Mechanical & Industrial Engineering	Mechanical & Industrial Engineering Programs (MAsc, MEng, PhD)	Course Instructor; Capstone Project Supervisor
Jason HACKWORTH	Geography & Planning		Full Member, Graduate Dept of Geography &	Geography Programs (MA,	Course Instructor; Capstone Project

Name	Unit of Primary Budgetary Appointment	Unit of other Budgetary Appt & % (if applicable)	Graduate Faculty Membership Status (e.g., Associate/ Full)	Commitment to other programs (please list other programs in which the person routinely teaches / supervises)	Nature of contribution to this program <i>Course Instructor (CI), Course Coordinator (CC); Capstone Project Supervisor (CPS).</i>
			Planning	MSc, PhD) Planning Programs (MScPI, PhD)	Supervisor
John R. MIRON	Human Geography, UTSC		Full Member, Graduate Dept of Geography and Planning	Geography Programs (MA, MSc, PhD) Planning Programs (MScPI, PhD)	Course Instructor; Capstone Project Supervisor
David A. WOLFE	Political Science, UTM		Full Member, Political Science	Master of Public Policy Program Master of Global Affairs Program	Course Instructor; Course Coordinator (internship); Capstone Project Supervisor
Tenure Stream Associate					
Shiri M. BREZNITZ	Munk School of Global Affairs		Associate Member, Global Affairs	Master of Global Affairs Program	Course Instructor; Capstone Project Supervisor
Pierre DESROCHERS	Geography, UTM	Institute for Management & Innovation, UTM (49%)	Full Member, Graduate Dept of Geography and Planning	Master of Science in Sustainability Management Program	Course Instructor; Capstone Project Supervisor
Richard J. DIFRANCESCO	Geography & Planning		Full Member, Graduate Dept of Geography and Planning	Geography Programs (MA, MSc, PhD) Planning Programs (MScPI, PhD)	Course Instructor; Capstone Project Supervisor
Matti SIEMIATYCKI	Geography & Planning		Full Member, Graduate Dept of Geography and Planning	Geography Programs (MA, MSc, PhD) Planning Programs (MScPI, PhD)	Course Instructor; Capstone Project Supervisor

Name	Unit of Primary Budgetary Appointment	Unit of other Budgetary Appt & % (if applicable)	Graduate Faculty Membership Status (e.g., Associate/ Full)	Commitment to other programs (please list other programs in which the person routinely teaches / supervises)	Nature of contribution to this program <i>Course Instructor (CI), Course Coordinator (CC); Capstone Project Supervisor (CPS).</i>
Robert Alan WALKS	Geography, UTM		Full Member, Graduate Dept of Geography and Planning	Geography Programs (MA, MSc, PhD) Planning Programs (MScPI, PhD)	Course Instructor; Capstone Project Supervisor
Tenure Stream Assistant					
Susannah BUNCE	Geography, UTSC		Full Member, Graduate Dept of Geography and Planning	Geography Programs (MA, MSc, PhD) Planning Programs (MScPI, PhD)	Course Instructor; Capstone Project Supervisor
Gabriel EIDELMAN	School of Public Policy & Governance			Master of Public Policy Program	Course Instructor; Capstone Project Supervisor
Theresa ENRIGHT	Political Science, St. George		Associate Member, Political Science	Political Science Programs (MA, PhD)	Course Instructor; Capstone Project Supervisor
Ruben GAETANI	Management, UTM	Institute for Management & Innovation, UTM (49%)		Master of Management of Innovation	Course Instructor; Capstone Project Supervisor
Sarah HUGHES	Political Science, UTM		Associate Member, Political Science	Political Science Programs (MA, PhD)	Course Instructor; Capstone Project Supervisor
Darius ORNSTON	Munk School of Global Affairs		Associate Member, Global Affairs	Master of Global Affairs Program	Course Instructor; Capstone Project Supervisor
Michel SERAFINELLI	Economics, UTM		Associate Member, Economics	Economics Programs (MA, PhD)	Course Instructor; Capstone Project Supervisor
Teaching Stream Associate					

Name	Unit of Primary Budgetary Appointment	Unit of other Budgetary Appt & % (if applicable)	Graduate Faculty Membership Status (e.g., Associate/ Full)	Commitment to other programs (please list other programs in which the person routinely teaches / supervises)	Nature of contribution to this program <i>Course Instructor (CI), Course Coordinator (CC); Capstone Project Supervisor (CPS).</i>
Shauna BRAIL	Munk School of Global Affairs		Associate Member, Geography		Course Instructor
Others (please specify – i.e., Adjunct, status only, clinical faculty, visiting or other as per U of T definitions)					
Patricia O’CAMPO, Status Only	Dalla Lana School of Public Health		Full Member, Public Health Sciences		Course Instructor; Capstone Project Supervisor

13.2 Learning Resources

Please see the following Appendices:

Appendix D: Library Statement confirming the adequacy of library holdings and support for student learning.

Appendix E: Student Services Statement outline support services available to students.

13.3 Financial Support for Graduate Students

UTM is committed to attracting and supporting the most academically qualified students in Canada to this program. While there is no guaranteed funding for professional master’s students, a portion of the budget has been set aside for MUI entrance scholarships that will be awarded to top scholars and to fund need-based bursaries at a similar level to other professional graduate programs based at IMI. Many of the number of the qualified undergraduate students we spoke to indicated that it is appropriate to provide need-based financial aid to students in both years of the program. As such, UTM will work to ensure that the MUI program is added to the roster of professional masters’ programs whose students qualify for need-based resources through the Scotiabank Student Line of Credit.

We anticipate that many students will be paid during their summer internship. Some of these opportunities are with companies or organizations that typically offer paid internships to students. As noted earlier, students will be greatly assisted by a dedicated placement officer to

secure internships. MUI students will qualify for both OGS and SSHRC scholarships.

13.4 Space/Infrastructure

Although IMI is near capacity for classroom space, we anticipate that with efficient scheduling across its graduate programs we will be able to accommodate the MUI teaching requirements within IMI's existing space. Additional space requirements are expected to be minimal for the elective courses (at both UTM and the St. George campus) that are offered by other programs and divisions. Given the breadth of elective options (students are choosing only a select number of courses within one of three areas of focus), it has been agreed upon that the potential increase in enrolment of any given course each year will not be significant and will be able to be accommodated within the current space/ classroom arrangements.

The Innovation Complex has capacity to house the program administrative staff. Faculty members, including program directors, are not normally allocated offices in the Complex if they are provided with an office in their home UTM department. It is assumed that this will be the case for the MUI Director. Faculty will be housed in the department in which their primary appointment is held (or, if that department is temporarily unable to do so, within IMI).

14 Quality and Other Indicators

UTM has a long-standing reputation concerning the creation and delivery of innovative graduate programs such as the Master of Management of Innovation; the Master of Biotechnology; the Master of Management and Professional Accounting program and the Masters of Science in Sustainability Management. In addition, UTM has outstanding undergraduate programs in Political Science, Economics, Geography and Management that include many of the key faculty who will teach in the program. The professors who are interested in participating in teaching and supervising students in the MUI are well qualified to be part of an interdisciplinary program that combines management science, economic geography and urban economics and urban politics, public policy and governance. Furthermore, both the tradition and commitment to excellence in teaching and research, as well as the interest and inclusion of important partners from the public, private and not-for-profit sectors who have expressed a strong interest in the future of economic development strategy and policy, bodes well for its successful implementation

The MUI program will be offered by a combination of tenured/tenure-stream faculty on the UTM and other campuses, as well as by a number of economic development professionals working in this field in the GTA, some of whom have considerable experience teaching related

courses in other programs at the University. UTM is committed to hiring practices that will continue to diversify the make-up of our faculty to better reflect the remarkable diversity of our student body. It is a priority of the newly approved UTM Academic Plan and we have been successful at hiring a range of equity and diversity candidates in the past several years.

UTM's undergraduate student body is one of the most diverse in Canada. IMI and UTM are working together to recruit students from a diversity of programs, places and experiences to apply to all of our professional master's programs through a variety targeted advertising and recruitment approaches. Each program has at least one recruitment specialist who visits a wide array of venues and institutions with the goal of attracting a more diverse group of students to UTM.

Professor David A. Wolfe is the lead proponent for this new program. Through his previous SSHRC funded MCRI projects, Prof. Wolfe has worked with a core team of researchers at the University, many of whom are involved with the MUI program. In addition, through an extensive research program over the past two decades, he has established strong partnership relations with a wide range of public and not-for-profit organizations at all three levels of government in Canada, many of whom have provided endorsements for this program. In addition, the MUI program and its new Director will be able to build on the extensive relationships established by UTM and IMI with municipal governments, community-based organizations, non-profits and industry partners. The proposed three new hires for the program, alongside existing UTM faculty members, will provide additional depth and skills to the teaching staff for the program. The additional complement of both UTM and broader university faculty who have agreed to teach in this program reflect the unparalleled breadth and competence of UofT faculty members in a wide array of courses and areas of specialization as is reflected in the assembled CVs in Appendix H.

15 Governance Process:

	Approving Body	Approval Date
Development & Consultation within Unit	Soo Min Toh Director, IMI	November 28, 2017

	IMI Graduate Curriculum Committee	November 28, 2017
Decanal and Provostial Sign-Off	Amrita Daniere Vice-Principal Academic & Dean	June 28, 2017
	Provostial Advisory Group	December 8, 2017
External Review	Site Visit	February 15, 2018
	External Reviewer's Report	February 23, 2018
	Decanal Response	February 28, 2018
	Provostial Response	March 12, 2018
Updated Proposal Sign-Off	IMI Graduate Curriculum Committee	January 29, 2018
	Amrita Daniere, Vice-Principal Academic & Dean	January 29, 2018
Divisional Governance Approval	UTM Academic Affairs Committee	March 28, 2018
Submission to Provost's Office	AP&P	April 3, 2018
	Academic Board	April 19, 2018
	Executive Committee of Governing Council	May 8, 2018
<i>Program may begin advertising as long as any material includes the clear statement that "No offer of admissions will be made to the program pending final approval by the Quality Council and the Ministry of Colleges Training and University (where the latter is required)."</i>		
	Ontario Quality Council	
	MAESD	

Appendix A: Courses

All courses will be offered at UTM, unless otherwise noted.

Core Courses

MUI 1010H Introduction to Management of Urban Innovation (NEW)

Urban centres are increasingly an important focal point for industrial innovation and economic development. Globalization, a recognition of the importance of innovation to economic prosperity, the interdependence between knowledge generation, learning, and proximity, and not least, the fragmentation of the innovation process itself, have all helped give rise to new understandings of how urban regions interact with, and support, knowledge-intensive economies. The purpose of this course is to survey the literature on these issues and explore their implications for: the role of strategic management in planning and directing the economic development of city-regions; the role of economic governance in city-regions; and, the relationships that urban centres have with upper-levels of government.

MUI 1020H Civic Engagement and Economic Development (NEW)

This course provides an overview and critical analysis of core constructs used to understand the role of civic engagement in economic and community development. Beginning with theoretical constructs, policy contexts, and spatial dimensions of community and economic development, we examine the challenges and prospects for meeting both local economic growth and social equity objectives at the local and regional scale. Shifting to the *process* of engaging the community and broader civic organizations, we examine the methods, strategies and tactics involved, focusing on planning, implementation and management activities. We conclude with an examination of the way new methods of civic engagement are contributing to community and economic development *practice* and the various approaches and programs offering 'on the ground' prospects for integrating community and economic development goals. The primary objective of this course is to encourage students to understand the relationship between the *theory*, *process* and actual *practice* of community and economic development and to identify key themes, cross-cutting challenges, and opportunities for innovation.

MUI 1030H Urban and Regional Economic Development Theory (NEW)

This course will introduce students to the field of urban and regional economic development theory. Course material will introduce students to the analysis of spatial economic processes at various geographic scales and explain how broader economic processes, including international trade and investment, financial flows, the impact of industrial structures and the ongoing

processes of economic restructuring on a global scale, exert an impact on the trajectories of local economic development. The course will introduce students to current debates in economic development, their policy implications and how they are applied to issues of urban and regional growth and decline. It will also examine how the emergence of new problems in economic development, such as globalization, outsourcing, the rise of the “new competition” and the need for regions and localities to prosper in the global economy that is vastly more integrated today than in the past. A theoretical and conceptual introduction to these processes will help students understand important differences in how communities are shaped and constrained by these broader forces in developing and implementing economic development strategies and what these differences might imply for long-term policy reach and impact.

MUI 1040H Socially Sustainable Cities: Theory, Policy, and Practice (NEW)

This course explores theories, policies, and institutions related to the social sustainability of cities. Socially sustainable cities integrate urban residents and diverse groups in a just and equitable fashion through investments in community services, educational and employment opportunities, and income supports. In recent decades, the forces of economic globalization, international migration, and labour market restructuring have intensified urban social and spatial divisions, raising complex public management challenges in sustaining equitable and democratic cities. Drawing on inter-disciplinary literature to build an urban political economy framework, the course begins with consideration of the theoretical linkages between the economic and social dimensions of city life. It then examines a range of social sustainability strategies, both national and local, to balance innovation and inclusion. Topics include collaborative governance, community economic development, neighbourhood revitalization, affordable housing and public transit, immigrant settlement, workforce development, and civic engagement and urban social movements. The course concludes with assessment of the organizational challenges and community impacts of different strategies and interventions for social sustainability.

MUI 1050H Urban Politics (NEW)

The purpose of this course is to explore how various local actors formulate solutions to urban problems. It examines how the patterns of interaction between state and non-state actors shape the political process at the city-region level. It will introduce students to key theories in urban politics and draw from comparative empirical studies to examine how these theories are applied differently across different local and national settings. The course will begin with an examination of the role of cities in the global economy and explores how urban politics are shaped by the broader political and economic forces of globalization (Part I). Theories of urban governance address the core question of who governs in cities and how. The course examines various theories of urban politics, and the patterns of conflict and cooperation between local

political actors, such as municipal politicians, bureaucrats, the business community, and social groups (Part II).

MUI 1060H Local and Regional Government: Management and Policymaking (NEW)

This course examines the structure of local and regional government, how local government is managed, and how policy decisions are made at both the municipal and regional levels of government. Drawing upon theories and research findings in public administration, the course examines administrative approaches, issues and debates arising in local and regional governments. The course introduces students to municipal institutions and policymaking — in essence, to who does what in local government. Students will learn how to apply theories and concepts from the public policy literature to Canadian local governments. Using case studies, students will learn how to determine the main factors that cause different kinds of local public policy outcomes in different circumstances. The course examines current issues and problems in local and regional government using examples from Toronto, Mississauga and other Canadian cities.

MUI 1070H Development Finance (NEW)

Students will be introduced to a thorough understanding of development finance and best practice application of program tools, policies and models in an economic development framework. Specifically, students will: 1) acquire and practice through numerous exercises and case studies, the basic analytical skills necessary to finance: a) firms in various stages of the life-cycle, b) commercial real estate projects, and c) certain related community amenities and public infrastructure; 2) gain familiarity with various programs and policies, past and present, whose purpose is to expand capital availability for economic development activities primarily through the private sector (includes a basic understanding of capital markets); and 3) learn about the wide range of institutional models for delivery of development finance, including venture capital, community development financial institutions, revolving loan funds.

MUI 1080H Economic Development Planning (NEW)

This course is meant to provide students with the skills to understand and apply a variety of analytic approaches for regional and community economic development planning. These techniques are used in professional practice to yield information about the behaviour and performance of local economies and to measure the impact of public policy interventions. With an emphasis on the use of case-study examples, the course will provide students with a solid understanding of the range of policy interventions that are used by economic development practitioners; the context and rationale for selection between economic development policy

alternatives; and the suitability of policy alternatives at the spatial scale of the city and the region. By the end of the course, students should be able to select techniques appropriate to particular situations and information needs, conduct analyses using these methods, critically evaluate the validity of the analytic results obtained, and interpret and clearly explain the results to policy makers.

MMI 1090H Technology, Strategy & Policy

This course concerns the formulation of business strategy and the management of business enterprises in rapidly evolving, technology-intensive industries. Examples of such industries include (but are not restricted to) pharmaceuticals, computer hardware and software, aerospace, and telecommunications. These sectors are considered by many to be the principal areas for economic growth in industrialized countries. The primary goal of this course is to develop the participants' understanding of the nature of the forces driving competitive interaction between technology-based firms. The course will examine the logic (or lack thereof) of the policies which shape the environment in which technology intensive industries must compete. Also, we consider the managerial and organizational challenges presented by the technology intensive environment.

MUI 1100H Summer Internship/Coop Placement (NEW)

Students will be placed with one of the numerous partner organizations for their summer internship. In addition to the experience gained in working on initiatives related to topics in the core program of study, students will be required to produce a brief policy report at the end of the internship that analyzes one of the key policy issues or problems they worked on during their placement in terms of the key theoretical approaches and analytical techniques taught in the core curriculum of the first year.

MUI 2095H Capstone Course (NEW)

All students in the program will complete a capstone course in their second year that will draw upon the academic background and training provided in both their core and elective courses, as well as the practical experience gained through their summer internship to analyze a key problem or challenge in economic development and provide both the analytical and governance components of an integrated solution to the problem. The class will be divided into groups of two or three students and each group will work on the project under the supervision of faculty mentor(s). The focus of the projects will be on demonstrating integration, application, and innovation skills to address challenges in managing the process of urban development.

Elective Courses

Phase 1 Areas of Focus: Urban Innovation: Analysis and Policy

MUI 2010H Sectoral Analysis (NEW)

Industries, sectors, and clusters are a major component of regional and urban economic analysis as well as a key element of economic development strategies. For example, one need only examine the reports from public and private agencies or review the flow of request for proposals by public agencies and non-profit organizations that ask for, or include, sectoral analyses and policy strategies designed to target particular industries. Not coincidentally, much of urban and regional research that seeks to account for the strengths and dynamics of regions brings to bear theories about industrial development, sectoral dynamics, and the roles of particular industries.

This course will provide a foundation for students in the methodological skills as well as substantive issues that may become a basis for economic development or industrial planning, and for project implementation. The seminar has four objectives that are methodological, substantive, and theoretical: 1) to introduce and apply the various methods and procedures of sectoral investigation as applied to regions, industries, companies, and their labor forces; and 2) to investigate the characteristics and trends of particular industry sub-sectors in the specific case of the GTHA, resulting in an industry profile that can serve as an aid to planning and shaping the economic development of communities and the region.

MUI 2020H Microeconomics of Competitiveness (Harvard Business School – Institute for CS Strategy & Competitiveness course) (NEW)

Developed by Professor Michael Porter and the staff and affiliates of the Institute for Strategy and Competitiveness at Harvard Business School, this Microeconomics of Competitiveness (MOC) course on competition and economic development addresses the subject from a bottom-up, microeconomic perspective. While sound macroeconomic factors affect the potential for competitiveness, wealth is actually created at the microeconomic level. The MOC course focuses on the sources of national or regional productivity, which are rooted in the strategies and operating practices of locally based firms, the vitality of clusters, and the quality of the business environment in which competition takes place.

MUI 2030H Planning for Jobs: Labour Market Transformations and Employment in 21st Century Cities (NEW)

The course will start with an overview of recent writings that look at transformative forces related to international trade, corporate restructuring, new skill demands and the implications for labour market performance. It examines how these forces are experienced differently across industries and across socio-economic groups, as well as some of the institutional factors that help to explain widening wage and income disparities in Canada and the U.S. The second half of the course focuses on some of the policy and planning implications of these transformative forces and specifically the role that local practitioners and policy makers can play in addressing sources of socio-economic disparity. Four areas of policy will be considered, including: efforts to link competitiveness-enhancing retraining and industrial/sectoral upgrading initiatives; the creation of innovative new partnerships between employers and labor market intermediaries, such as staffing agencies, labor unions and non-profits; strategies that connect smart-growth and social equity goals; and finally, new forms of labor and community organizing designed to improve workplace justice (e.g., community benefits and living wage movements).

POL 2394HH Innovation and Knowledge Flows in City-Regions (FAS)

This course surveys two of the key themes related to the process of innovation in a knowledge-based economy: the process by which new knowledge is generated and effectively transferred to those organizations with the potential to commercialize it; and secondly, the paradoxical relationship between knowledge creation and proximity in a modern global economy. Increasingly the global economy is seen as a knowledge-based one, hence the critical importance of understanding how new knowledge is generated and deployed in the form of new products and processes. At the same time, the more global the economy becomes, the greater the value of proximity, hence the fascination with how to foster the growth of new regional concentrations of knowledge and innovation, such as Silicon Valley. This course surveys the state of current knowledge about both these processes and explores the implications of this understanding for public policies designed to stimulate knowledge transfer and promote the growth of dynamic and innovative city-regions.

GLA 2018H Innovation and the City (Munk)

This is a course about innovative cities. After briefly discussing why innovative activity concentrates in cities and the diverse forms it assumes, we debate how municipalities can promote growth. In doing so, it not only reviews the literature on innovation policy, but also covers new approaches to urban governance. The course concludes by applying insights to Toronto, debating national policy implications and discussing cities in the developing world.

MUI 2050H The Economics of Cities and Regions: Productivity, Technology and Jobs (NEW)

Despite all the talk about the “death of distance”, geography matters more than ever. Regional differences within many countries have increased in the past decades, and where a person lives

today has a very large impact on many aspects of his or her life. This course is a journey through the current economic landscape. We will explore places that are growing and places that are declining. For instance, we will discover why the labor market in New York and Boston has been so much better than the one in Detroit and Cleveland in the past 35 years. The course will investigate the industrial districts of Italy and study how knowledge diffuses among firms located near each other, and the implications for local productivity and innovation. We will study how British and Canadian local labor markets are affected by the fact that certain industries and occupations are dying. We will travel to Africa and discuss the extent to which investment from Asia serves to catalyze economic development in Ethiopia's regional economies. In doing so, we will try to understand the economic forces driving trends in wages, productivity and innovation across cities and regions. These are the forces that will define the geography of future jobs and will shape the economic destiny of local communities around the world.

JPG 1607H Geography of Competition (FAS)

In a market economy, how do firms come to be at the places where they produce, distribute, or sell their goods or services? How, when, and why does competition among firms as well as the impact of firm sitting on the sitting of their suppliers and customers, lead to localization (clustering) of firms in geographic space, the growth of some places (e.g., some cities or districts), and the decline of others? Such questions are central to an area of scholarship known as competitive location theory. A spatial (regional) economy incorporates "shipping costs" which include costs related to search, freight, insurance and brokerage, storage, installation and removal, warranty and service, and arbitrage profit. As a result, the effective or delivered price of a firm's products or inputs, inclusive of shipping costs, may well vary locally. This course focuses on how, as a result of competition, location and clustering shape and are shaped by local prices.

RSM 2132H Prosperity and Competitiveness

Regional development is undergoing a revolution. It used to be thought that for regions and nations to grow all that was required was to influence business location decisions. Communities that attracted businesses grew and those that did not, declined. The state of the art was to try and lure companies with tax or other business incentives. Those days are over. Today we know that in order to grow, communities and regions need to do much more. This course will provide the student with a background in traditional economic development thinking and delve into both theory and practice in understanding economic development in today's "supply-side" Creative Economy. The course will rely on a combination of lecture, discussion, group exercises, simulations, and lab sessions. The course is structured around technology (including traditional economic development) issues, the importance of regional talent, the role of tolerance and diversity, and authentic regional amenities and territory assets. Students will demonstrate

understanding and proficiency of the topics presented by completing an in-depth analysis and developing recommendations for a selected community and through a final examination.

Phase 1 Areas of Focus: Urban Sustainability and Infrastructure

JMG 2020H Big Data and Global Cities

As urban populations grow, global cities need to provide basic services (e.g. water, sanitation, public safety, transit) and address the negative externalities associated with rapid growth (e.g. pollution and congestion). And, ultimately, they need to find the fiscal resources to pay for the services. This course will set out a basic political economy framework to understand the problems faced by global cities and show how Big Data can be used to help solve those problems. The course will provide an introduction to the concepts that underlie Big Data – open, unified, linked and grounded data – as well as data analytics (statistics, pattern recognition, and machine learning). Students will work with data to address specific urban problems in global cities.

MUI 2040H Real Estate Development (NEW)

This course provides students with an examination of real estate development from the entrepreneurial and public perspectives. It emphasizes risk management and the inherent uncertainties of development. The four dimensions of real estate are addressed: economic/market, legal/institutional, physical and financial.

MUI 2055H Cities Industry and the Environment (NEW)

This reading seminar is devoted to the study of the environmental impacts of (mostly urban) industrialization and to past, current and potentially new ways of analyzing and addressing them. The topics discussed range from the history of deforestation and the creation of recycling linkages between firms to the role of institutions in promoting innovative behavior and the impact of geographical distance on the sustainability of industrial practices. Unlike many seminars discussing the relationship between economic growth and the environment, the perspective favored in "Cities, Industry and the Environment" will be generally optimistic.

SSM 1080H Strategies for Sustainability Management (IMI)

This course will present new theories and principles designed to address sustainability as a strategic principle of corporations and non-profit organizations. Starting from a foundation

which involves exploring the fundamentals of strategic management, how to analyze organizations and strategies, and the strategies that organizations adopt and why they succeed or fail, students will learn to recognize the threats and opportunities posed by the demands for sustainability and develop strategies to remain competitive socially and environmentally responsible, and sustainable. The course covers corporate strategy, organizational strategy, marketing strategy, strategic governance, creating value through sustainability practices, and organizational learning, innovation, and sustainability.

JPG 1558H Transportation: Historical and Geographic Perspectives (FAS)

Transportation of goods, people, and information is an integral aspect of everyday life, but what of the origin of the various modes of transportation? How did the systems that we use and plan today, and their constituent technologies come to be? Annually, this course will involve an exploration of the history and geography of a particular mode of transportation. Using lectures, seminars, student papers and presentations, and occasionally fieldwork, the key people and places, technologies associated with the development of the modes of transport will be examined. The ebb and flow of demand for the modes of transport (e.g., biking, walking, public transit, the car) through time and across space will be discussed, as will costs and benefits. Adopting an historical and geographical lens, we will also consider the uneven way in which transport modes seem to fall into and out of favour, locally, nationally, and globally.

GGR 1610H Geography of Finance and Financial Crisis (FAS)

This course seeks to understand the world of financial flows, intermediaries, and instruments, and how these may be related to the uneven geography of mortgage foreclosures, real estate inflation and deflation, bank bailouts, and government austerity programs. The course begins by exploring the history and geography of financial crises, including both the current crisis and the great depression, to consider the different theories of financial crisis emanating from disparate political-economic-geographical perspectives, as well as the divergent policy implications that flow from such theories. It moves to examine the workings of international finance, and the literature on the geography of financialization and the globalization of finance. The course then explores the localized effects of the geography of finance, from the cultural politics of homeownership, to the geography of sub-prime lending and foreclosures, deepening unemployment in European cities, micro-credit in developing nations, and the geography of credit card debt, bankruptcies and defaults.

PLA 1801H Urban Infrastructure Planning (FAS)

Infrastructure is the term that describes the transportation systems, sewers, pipes, and power lines that provide urban dwellers with necessary public services. In recent years, billions of dollars of public money have been spent upgrading existing infrastructure, and planning and

delivering new facilities. Infrastructure has many impacts on the way that people in cities live. The way that infrastructure systems are planned, financed, and distributed impact on environmental sustainability, job creation, social equity, economic development, and urban livability. Moreover, infrastructure has the potential to both serve existing populations, and shape the way that future communities are built.

Phase 2 Area of Focus: Urban Politics and Governance

MUI 2060H Comparative Urban Politics (NEW)

For the first time in human history, most people live in cities. Local and regional governments deal with many core issues that affect our daily lives, ranging from economic development and land use planning, to public housing and homelessness, immigrant settlement, and public transit. Yet non-governmental actors such as organized business interests and community-based organizations also actively participate in urban politics and policymaking processes. This course examines the political process at the city-region level, exploring patterns of conflict and collaboration among governmental and community-based actors attempting to formulate solutions to complex 21st century urban problems. Using an urban political economy lens that draws attention to how globalization shapes urban fortunes, we examine questions of local political agency, framing out key local government structures and processes as well as major policy issues facing cities in North America and Europe. In particular, we focus on the prospects for policy innovation that integrates urban economic growth, social inclusion and environmental sustainability.

MUI 2070H Planning and Governing the Metropolis (NEW)

The metropolitan area — also called the urban region or city-region — is now the dominant form of human settlement. The question of how urban regions should be governed, and of how to plan their future growth, has been hotly debated for over a century with no resolution. This course provides an overview of these issues. It begins with a discussion of what we mean by “region,” why the regional scale (as distinct from the national, provincial, or local) is understood to be useful and necessary, and how we should think about governance and policymaking at the regional scale. It then surveys the historical evolution and contemporary relevance of six leading perspectives on regional planning and governance. The course concludes by looking at the prospects for regionalism, with a focus on the Greater Toronto and Hamilton Area (GTHA).

MUI 2080H Intelligent Communities/Smart Cities (NEW)

This course provides an overview of strategies that make up a ‘smart city’ and ‘intelligent community’ – approaches to local development that integrate digital infrastructure and information and communication technologies with urban planning processes. Students will study the importance of governance forms, human capital, and equity considerations that are integral to their success. Additional key aspects include analyzing real-time data to better manage resources and congestion, forming partnerships between government, industry and universities to promote digital innovation and economic growth, and strengthening access to broadband technologies to improve the quality of life and public engagement of citizens.

MUI 2090H Public Finance in Canadian Cities (NEW)

This course examines Canadian local public finance in comparative perspective — where revenue comes from and how it is spent — and discusses the implications of municipal finance for urban public policy, planning, and the provision of municipal services. The first half of the course provides a comprehensive introduction to major concepts in local public finance for students interested in urban politics, public policy, and urban development, as well as the politics of municipal budgeting and intergovernmental fiscal relations. The second half of the course builds on the first by focusing on how public finance influences the shape of urban and suburban development.

JPG 1512H Place, Politics and the Urban (FAS)

The course examines the relationship between urban geography, planning and politics. In particular, it seeks to interrogate the theoretical importance of place, space and urban form in the production of political and social values, practices, strategies, and discourses, and in turn, analyze the implications of the place-politics nexus for understanding shifts in the direction and form of urban policy, governance, identity and citizenship. The course begins with a broad examination of the theoretical bases for linking place and politics, particularly as this relates to the construction of urban and non-urban places, with literature drawn from a number of sources, including geography, urban studies, political science, and planning theory. The course then examines a number of specific cases: including the politics of automobility, gentrification as a political practice, to the politics of community and neighbourhood aesthetics, the politics of homelessness and anti-panhandling legislation, the politics of planning, suburbanization, and municipal amalgamation that inform and challenge our understanding of the relationship between place and political praxis.

Appendix B: Graduate Calendar Copy (Proposed)

Management of Urban Innovation

Master of Urban Innovation (MUI)

Overview:

The Master of Urban Innovation (MUI) is a full-time, professional program that will encompass studies in urban economic development, community capacity building, innovation management, local and regional governance, urban sustainability and real estate development for innovation. It will be offered at UTM and will complement the suite of programs in management, innovation and sustainability currently offered in IMI and will build on the strengths of other key UTM academic units, including the Departments of Geography, Economics and Political Science, and the Institute of Communication, Culture, Information and Technology (ICCIT). The objective of the MUI program is to respond to the growing job opportunities that exist for professionals trained in the fields of urban economic development and innovation through a cross-disciplinary approach. Upon graduation, MUI students will have acquired the analytical tools to enable them to produce effective economic development policies and plans, including a detailed knowledge of strategic management techniques, the role of real estate markets in local economic development, and critical tools for financial analysis.

Minimum Admission Requirements:

Applicants are accepted under the general regulations of the School of Graduate Studies. In addition, applicants must meet the following requirements:

- An appropriate bachelor's degree from a recognized university in social sciences, management/commerce, or a related field such as architecture or civil engineering, with a standing equivalent to at least a mid-B in the final year of the program;
- Successful completion of 0.5 full-course equivalent (FCE) in an undergraduate statistics course;
- Letter of intent;
- Three (3) letters of reference; and
- A writing sample.

Program Requirements:

Successful completion of 9.5 core FCEs consisting of:

- 4.5 FCE from other core courses (MUI1010H, MUI1020H, MUI1030H, MUI1040H, MUI1050H, MUI1060H, MUI1070H, MUI1080H, MUI1090H)
- 0.5 FCE summer internship (MUI1100H)
- 0.5 FCE capstone group project (MUI2095H)
- 4.0 FCE electives chosen from the course lists below. It is recommended that a min. 2.0 FCE be completed from one of the three groupings. The remaining 2.0 FCE can come from any of the course groupings.

Normal Program Length: 6 sessions full-time (typical registration sequence: F/W/S/F/W/S)

Time Limit: 3 years (full-time)

Course List:

Required Courses (5.5 full credits)

MUI 1010H	Introduction to Management of Urban Innovation
MUI 1020H	Civic Engagement and Economic Development
MUI 1030H	Urban and Regional Economic Development Theory
MUI 1040H	Socially Sustainable Cities: Theory, Policy, and Practice
MUI 1050H	Urban Politics
MUI 1060H	Local and Regional Government: Management and Policymaking
MUI 1070H	Development Finance
MUI 1080H	Economic Development Planning
MMI 1090H	Technology, Strategy & Policy
MUI 1100H	Summer Internship
MUI 2095H	Capstone Course

Elective Courses (4.0 full credits)

Urban Innovation: Analysis and Policy

MUI 2010H	Sectoral Analysis
MUI 2020H	Microeconomics of Competitiveness (HBS-ICS Course)
MUI 2030H	Planning for Jobs: Labour Market Transformations and Employment in 21st Century Cities
POL 2394H	Innovation and Knowledge Transfers in City Regions
GLA 2018H	Innovation and the City
MUI 2050H	The Economics of Cities and Regions: Productivity, Technology and Jobs
JPG 1607H	Geography of Competition
RSM 2132H	Prosperity and Competitiveness

Urban Sustainability and Infrastructure

JMG 2020H	Big Data and Global Cities
MUI 2040H	Real Estate Development

MUI 2055H Cities, Industry and the Environment
SSM 1080H Strategies for Sustainability Management
JPG 1558H Transportation: Historical and Geographic Perspectives
GGR 1610 Geography of Finance and Financial Crisis
PLA 1801H Urban Infrastructure Planning

Urban Politics and Governance

MUI 2060H Comparative Urban Politics
MUI 2070H Planning and Governing the Metropolis
MUI 2080H Intelligent Communities/Smart Cities
MUI 2090H Public Finance in Canadian Cities
JPG 1512H Place, Politics and the Urban

Appendix C: Review of Comparator Programs

Institute	Program	Description	Size of Program, Length of Program, Tuition	Additional Information
University of Toronto Geography & Planning	Master of Science in Planning (MScPl)- Geography & Planning http://www.geog.utoronto.ca/graduate/planning/mscpl	<p>The Planning Program offers a fully accredited Master's degree to suit the needs of students intending to work as planners or pursue doctoral studies in planning or related fields. The structure of this curriculum consists of a required set of Core Courses and a broad range of elective courses covering five areas of Specialization in Planning:</p> <ul style="list-style-type: none"> •Urban Planning and Development •Social Planning and Policy •Economic Planning and Policy •Environmental Planning •Urban Design 	<ul style="list-style-type: none"> - Size: 30 - Length: Full time students complete in two academic years (4 semesters) - Tuition for 2017-18: for a Canadian citizen or landed immigrant - \$12,200.14 per year (including \$1,530.14 incidental fees) 	<p>The Planning curriculum consists of 16 half-courses (8 credits, that is, .5 credits per one-semester half-course), which full time students complete within two academic years (four semesters) by taking four-half courses per semester, along with a Summer Internship between the two years. The Program also admits part-time students, who are expected to fulfill all requirements for the degree within 6 years of first enrolment.</p> <p>Out of the 16 half-courses (8 credits), the Core Curriculum accounts for 7 half-courses (5 half-courses and one full-course, the Current Issues Paper), that is, 3.5 credits-as explained below. The specialization in Planning requires a further 5 half-courses (4 half courses and one full course, an advanced studio, in the case of Urban Design) or 2.5 credits. These requirements leave students with space</p>

Institute	Program	Description	Size of Program, Length of Program, Tuition	Additional Information
				<p>for free electives-4 half-courses or 2 credits-that may be taken.</p> <p>The planning internship is an essential and integral part of the Planning program. Professional work experience in a Canadian planning environment is a valuable part of a student's education. Students will normally be expected to obtain this experience between the first and second year of the Program</p>
University of Toronto Rotman School of Management	MBA - Sustainability area http://www.rotman.utoronto.ca/Degrees/MastersPrograms/MBAPrograms/Majors/Sustainability	<p>The major is a response to the widespread concern with the pressing challenges facing humanity and the planet, including social inequity and environmental issues. It is designed for those who wish to combine their business knowledge with a solid understanding of the interlinked economic, social and ecological factors involved in achieving sustainability.</p> <p>The sustainability major is for</p>	<ul style="list-style-type: none"> - The Full-Time MBA Program has approximately 350 spaces for the September 2016 start. - The Rotman Full-Time MBA is a two-year program. - Tuition for 2017-18: Canadian Citizens & Permanent 	<p>Careers in Sustainability and Corporate Social Responsibility (CSR) - This major develops the skills required to be effective leader and strategist across a wide range of organizations in the social enterprise, environmental, health, charitable, government, cultural and not-for-profit sectors. Roles in sustainability and CSR are increasingly found in the private sector, and in established industries such as finance and consulting.</p> <p>Distinctive Feature: The Rotman Full-Time MBA Program provides a unique opportunity for students to integrate and apply management knowledge gained within the program through a 4-month</p>

Institute	Program	Description	Size of Program, Length of Program, Tuition	Additional Information
		<p>MBA students interested in:</p> <ul style="list-style-type: none"> • Environmental, social and governance issues in business • Corporate social responsibility or corporate citizenship strategy and programs • Social entrepreneurship or social innovation 	Residents - \$51,545.14 per year (incl. incidental fees)	internship. Students are required to complete the course “Applied Management: Placement” in conjunction with a work placement which may be done in the Summer, Fall or Winter terms. Depending on their academic area of concentration/major and career objectives, students will be guided on the best work term option to secure a placement with an employer.
University of Toronto, School of Public Policy and Governance	<p>Master of Public Policy (MPP)</p> <p>http://publicpolicy.utoronto.ca/programs/master-of-public-policy-program/</p>	Our MPP degree allows students to examine the most challenging issues that confront governments at all levels while exploring how decisions and choices are made. From sustainable health care to global warming and energy production, our students learn from and work with top researchers and practitioners in public policy, the community, and government, providing students with a comprehensive educational experience that allows them not only to build an	<p>Length: 2 years</p> <p>Tuition for 2017-18: \$20,240.14 per year (incl. incidental fees)</p>	SPPG participates in the Environmental Studies (ES) Collaborative Program which is offered through the School of the Environment at the University of Toronto. Graduate students admitted to the MPP program can apply to the collaborative program and pursue coursework and research in environmental areas.

Institute	Program	Description	Size of Program, Length of Program, Tuition	Additional Information
		<p>extensive network, but also to emerge with a practical understanding of the world of public policy, and the competence to address the challenges that will emerge in the future.</p> <p>Our emphasis on providing a comprehensive education is achieved through our curriculum's inclusion of a public policy internship program that connects students with positions in the municipal, provincial, and federal governments, as well as with a variety of public, private, and community organizations.</p>		
<p>University of Toronto,</p> <p>Munk School of Global Affairs</p>	<p>Master of Global Affairs (MGA)</p> <p>http://munkschool.utoronto.ca/mga/</p>	<p>The Master of Global Affairs degree positions graduates to accelerate their careers in business, government and NGOs, as these sectors pursue their strategies in an increasingly interconnected and multipolar world.</p>	<p>Length: 2 Years</p> <p>Tuition for 2017-18: \$23,830.14 per year (incl. incidental fees)</p>	<p>Collaborative Environmental Studies Program:</p> <p>Students enrolled in Environmental Studies are required to satisfy the degree requirements of both the disciplinary department and the collaborative program.</p>

Institute	Program	Description	Size of Program, Length of Program, Tuition	Additional Information
Ryerson University Yeates School of Graduate Studies	Master of Planning in Urban Development (MPI) http://www.ryerson.ca/surp/current/graduate/index.html	<p>The program offers a Master of Planning (M.Pl.) with a focus on urban development concentrating on design approaches for contemporary metropolitan regions, preparing students to understand current global and local dynamics. From this understanding, the program will ground students in emerging approaches to effectively respond to new planning challenges arising out of rapidly growing urban populations, complex demands from culturally diverse groups and deteriorating environmental and ecological conditions, coupled with constrained local government resources.</p> <p>Within this context, the program offers a new holistic process for addressing the design and development in</p>	<ul style="list-style-type: none"> - Size: Goal is to enrol about 35 students each year. This means that they hope to have about 70 students at any one time. - Length: There are two streams: two-year regular stream and a one-year accelerated stream. - Tuition for 2017-18: \$10,869.03 per year 	<p>The program is also unique in its two dimensions which differentiate the program from other Master's degrees offered by various Canadian universities, putting students at the leading edge of contemporary urban design and planning:</p> <ul style="list-style-type: none"> • The domain of urban development - defined as the restructuring, regeneration and revitalization of the existing metropolitan areas - a contemporary concern of accommodating growth in already built-up areas and avoiding further sprawl • An innovative integration of 'culture' and 'nature' - a combined multicultural and ecological framework facilitating sustainable urban development. <p>Students with an educational background in planning or design and a significant number of years of relevant professional experience in planning are expected to complete the program within 12 months (three terms) as full-time students. Non-</p>

Institute	Program	Description	Size of Program, Length of Program, Tuition	Additional Information
		<p>contemporary cities and regions. It combines an examination and analysis of economic, socio- cultural, political, ecological and spatial elements in refitting urban areas with attention to urban culture and nature - through addressing explicitly the principles of inclusivity and sustainability in designing for development.</p> <p>The M.PI. is fully accredited by the Canadian Institute of Planners and the Ontario Professional Planners Institute</p>		<p>planning students will take five terms to finish the degree requirements.</p> <p>Thus, there are two streams: two-year regular stream and a one-year accelerated stream</p>
University of Waterloo, School of Environment, Enterprise and Development	Master of Economic Development and Innovation (MEDI) https://uwaterloo.ca/school-environment-enterprise-development/graduate-	Established in 1987, the Master of Economic Development and Innovation (MEDI) at the University of Waterloo is one of the only graduate programs in Canada that focuses exclusively on economic development.	Length: 1 yr Tuition for 2017-18: \$2949.28 per term (incl. incidental fees)	

Institute	Program	Description	Size of Program, Length of Program, Tuition	Additional Information
	programs/master-economic-development-and-innovation			
University of Alberta Graduate Program	Master's Program in Urban and Regional Planning http://cms.eas.ualberta.ca/planning/graduate-studies/proposed-masters-program/	Course-based graduate degree program in planning. <ul style="list-style-type: none"> • An emphasis on land use planning and policy development to enhance community resilience to economic, social, and environmental challenges • Program designed in line with professional accreditation standards • 2 year and 1 year streams 	Length: 2 years Tuition (2017-18) - Domestic tuition is \$1,300 for each *3 course plus non-instructional fees (ie. Semester 1 = \$6500, Semester 2 = \$5900, Semester 3 = \$5200, Semester 4 = \$4600) - International tuition is \$1,560 for each *3 course plus non-instructional fees (ie. Semester 1 =	Two Streams: <ul style="list-style-type: none"> • Two Year Regular Stream: Four-year undergraduate degree from a recognized University; Minimum B average on last 60 credits • One Year Accelerated Stream: Undergraduate degree in planning and two or more calendar years professional experience in Planning, or Case by case assessment of other combinations of experience and degrees

Institute	Program	Description	Size of Program, Length of Program, Tuition	Additional Information
			\$7500, Semester 2 = \$6950, Semester 3 = \$6000, Semester 4 = \$5400)	
University of Calgary Faculty of Environmental Design	Master of Planning http://evds.ucalgary.ca/content/master-planning-mplan	<p>Our Master of Planning program is a distinctly different design- and studio-based program. This studio emphasis means that students are engaged with real-world problems, with real clients, often helping to directly shape the built environment. Studio-based learning is applied learning -- synthesizing the skills and knowledge gained throughout the program to address complex problems at a variety of scales and emphasizing a design approach.</p> <p>With regard to Sustainability: Building on the strong tradition of EVDS in ecological design and environmental science, environmental sustainability is a core principle that runs</p>	<ul style="list-style-type: none"> - Size: Not available - Length: Expected to complete the degree requirements in 2 academic years (4 semesters) - Tuition for 2017-18: Canadian or Permanent Resident: \$714.78 per half course, plus general fees (approx. \$729.72 per term). Degree requires the completion of 	The MPlan program is fully accredited by the Professional Standards Board, Canadian Institute of Planners and the Alberta Professional Planners Institute.

Institute	Program	Description	Size of Program, Length of Program, Tuition	Additional Information
		throughout the MPlan program and is a lens through which planning problems are viewed and solutions are crafted.	at least 17 half course equivalents.	
University of British Columbia Faculty of Applied Science: School of Community and Regional Planning	Two: Master of Community and Regional Planning (MCRP) http://www.scarp.ubc.ca/masters/mcrp-program-requirements Master of Arts/Science in Planning (MAP/MSCP) http://www.scarp.ubc.ca/mapmscp-program-requirements	The MCRP is a professional degree in Planning. It is an innovative and flexible program that anticipates and responds to rapidly changing urban, regional, and global environments.	MCRP - Size: N/A - Length: Two years - Tuition in 2017-18: Canadian: \$9,762.99 per academic year MAP/MSCP - Size: N/A - Length: The program generally takes 24-36 months to complete. - Tuition for 2017-18: Canadian: students who	The MCRP also includes two concentrations with separate concentration credits: The Indigenous Community Planning Concentration and the Urban Design Concentration . Students taking that concentration in Urban Design Concentration, take courses in Theory and Methods of Urban Design, Urban Design: Introduction to Physical & Land Use Planning, Urban Design: Introductory Urban Design Studio, Urban Design: Intermediate Urban Design Studio.

Institute	Program	Description	Size of Program, Length of Program, Tuition	Additional Information
	current-students		are currently enrolled in the MAP/MScP program currently pay \$4,801.80 (for Canadian students)	
University of Alberta Alberta School of Business	MBA - Specialization in Sustainability https://business.uAlberta.ca/programs/the-alberta-mba/sustainability	Businesses today are facing an increasing obligation to look beyond the traditional financial bottom line. Increasingly, stakeholders are challenging enterprises to deliver a positive impact on the community . The sustainability stream of the Alberta MBA looks at how business can deliver a social impact, operate in an environmental sensitive manner and build communities .	<ul style="list-style-type: none"> - There are approximately 80 students accepted each year in the full-time program. - The Alberta MBA is a 16-20 month full-time program. - Tuition & MBA Program Fees for 2017-18 (Domestic Students): \$27,776.00 per year 	<p>In addition to required courses in Corporate Sustainability and Ethics, Corporate Social Responsibility and Communications the Sustainability stream offers courses in:</p> <ul style="list-style-type: none"> - Accounting for Natural Resources, Energy & Environment - Natural Resource and Environmental Law - Environmental Management - Sustainability and Responsible Marketing - Managing Not-for-Profit Organizations - Social Entrepreneurship - Clean Technology - Managing Arts Organizations

Institute	Program	Description	Size of Program, Length of Program, Tuition	Additional Information
Université Laval Faculty of Business Administration	MBA – Specialization in Urban and Property Management http://english.fsa.ulaval.ca/cms/site/fba/page40197.html	Designed to address the concerns of today's managers, these programs give you a foundation in management science as well as a distinctive competence linked with particular strategic issues.	*Not much information provided on the English site	
University of Manitoba Faculty of Graduate Studies	Master of City Planning http://umanitoba.ca/faculties/graduate_studies/admissions/programs/city_planning.html	Not much information on their website.	<ul style="list-style-type: none"> - Size: N/A - Length: Two years - Tuition for 2017-18: Canadian: \$5099.54 per year (incl. incidental fees) 	<p>Not much information on their website.</p> <p>The City Planning program at the University of Manitoba is a recognised accredited program (2015-2019), which has met the standards of the Canadian Institute of Planners (CIP).</p>
McGill University School of Urban	Master of Urban Planning http://www.mcgill.ca/urbanplanning/	The objective of the School is to produce qualified professional urban planners for the public and the private sectors and to equip them with the necessary intellectual and practical skills in this respect. Upon completion	<ul style="list-style-type: none"> - Size: An average of 250 people apply for admission each year; a maximum of 25 people 	The M.U.P. degree comprises a total of 66 credits completed over a two-year period. Students must register for at least four terms during which they attend and earn satisfactory grades (i.e., a minimum of B-) in structured courses. With a faculty advisor, students create their own

Institute	Program	Description	Size of Program, Length of Program, Tuition	Additional Information
Planning	programs/mup-core-program	<p>of the two-year program of studies, graduates are expected to have acquired basic planning skills, a broad understanding of urban issues and specialized knowledge in a field of their own choice. We also offer a formal specialisation in Transportation Planning.</p> <p>McGill's M.U.P. degree has been recognised and accredited by the CIP and is also recognized by the AIP. It is also fully recognized by the Ordre des urbanistes du Québec (OUQ)</p>	<p>eventually make up the entering class</p> <ul style="list-style-type: none"> - Length: Two year period - Tuition for 2017-18: Non-Quebec Canadian tuition - \$4832.11 per term 	<p>program of study and specialise in an area matching their personal background and professional goals. Central to the educational experience is group work in a studio setting, in which students collaborate in multidisciplinary teams to solve 'real-life' problems in the Montréal metropolitan region.</p> <p>A three-month internship must be completed under the supervision of a member of a recognised planning association in a field of specialisation and geographic location chosen by the student; this is normally done between the first and second year of study</p>
Cornell University	<p>Master of Regional Planning</p> <p>https://aap.cornell.edu/academics/crp/graduate/planning/mrp</p>	<p>The Master of Regional Planning (M.R.P.) core curriculum provides each student with a foundation in planning and spatial theory, economics, and the tools of planning analysis — both qualitative and quantitative. The core devotes particular</p>	<p>Length of Program: 2 years</p> <p>Tuition: \$50, 953 USD</p>	<p>Concentrations:</p> <p>Economic Development Planning: Communities and Regions</p> <p>International Studies in Planning</p> <p>Land Use and Environmental Planning</p>

Institute	Program	Description	Size of Program, Length of Program, Tuition	Additional Information
		consideration to voice, participation, and politics. It includes subjects in law and international institutions, as well as workshops that test theory in practice.		Co-op internships available
The University of North Carolina at Chapel Hill Department of City & Regional Planning	Master of City and Regional Planning (MCRP) https://planning.uncc.edu/admissions/mcrpgrprogram	The program of instruction in city and regional planning reflects the breadth of the faculty's academic and research backgrounds with about fifty formal courses offered by the department each year. Master's and doctoral students pursue specializations in community development, economic development, environmental planning, land use planning and design, and transportation planning.	Tuition in 2016-17: \$14,408.58 USD for out of state; \$5,803.08 USD for in state Length: 2 years	In addition to the core curriculum, taken during the first year in residence, the department offers four specializations associated with professional planning practice in: economic development, housing & community development, land use and environmental planning, and transportation planning. Sustainable development is the overarching concept for these specializations. Each emphasizes equity, environmental quality, economic viability, and social participation and grapples with the interconnections among these dimensions of sustainability. The Department of Environmental Sciences and Engineering in the Gillings School of Global Public Health has partnered with the Department of City and Regional Planning to offer a three-year dual degree program leading to an M.S. in

Institute	Program	Description	Size of Program, Length of Program, Tuition	Additional Information
				Environmental Sciences and Engineering and an MCRP.

Appendix D: Library Statement



University of Toronto Libraries Report for the Master of Urban Innovation, UTM, 2017

Context: The University of Toronto Library (UTL) system is the largest academic library in Canada and is currently ranked 4th among academic research libraries in North America, behind Harvard, Yale and Columbia.¹⁹ The UTL has an annual acquisition budget of \$31 million. Its research and special collections comprise over 12 million print volumes, 5.6 million microforms, over 17,000 journal subscriptions, and rich collections of manuscripts, films, and cartographic materials. The system provides access to more than 1.9 million electronic books, journals, and primary source materials.²⁰ Numerous, wide-ranging collections, facilities and staff expertise reflect the breadth of research and instructional programs at the University, and attract unique donations of books and manuscripts from around the world, which in turn draw scholars for research and graduate work.

Major North American Research Libraries ²¹					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
ARL RANK	UNIVERSITY	UNIVERSITY	UNIVERSITY	UNIVERSITY	UNIVERSITY
1	Harvard	Harvard	Harvard	Harvard	Harvard
2	Yale	Yale	Yale	Yale	Yale
3	Toronto (3rd)	Toronto (3 rd)	Toronto (3 rd)	Toronto (3 rd)	Columbia
4	Michigan	Columbia	Columbia	Columbia	Toronto (4 th)
5	Columbia	Michigan	Michigan	Michigan	Michigan

Top 5 Canadian Universities in the ARL Ranking of Major North American Research Libraries					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
	RANK/ UNIVERSITY	RANK/UNIVERSITY	RANK/UNIVERSITY	RANK/UNIVERSITY	RANK/UNIVERSITY
	3/Toronto	3/Toronto	3/Toronto	3/Toronto	4/Toronto
	11/Alberta	10/British Columbia	18/Alberta	22/British Columbia	27/Alberta
	16/British Columbia	15/Alberta	24/British Columbia	26/Alberta	31/British Columbia
	32/Montreal	18/McGill	30/McGill	35/McGill	43/McGill
	38/McGill	32/Montreal	35/Montreal	36/Montreal	49/Calgary

Space and Access Services: The UTL's 44 libraries are divided into four administrative groups: Central, Departmental/local, Campus (UTM & UTSC) and Federated and Affiliated College Libraries. The UTL provides a variety of individual and group study spaces for students. Study space and computer facilities are available twenty-four hours, five days per week at one location, Robarts Library, with additional extended hours during study and exam periods at both UTSC and UTM. Web-based services and electronic materials are accessible at all times from campus or remote locations.

The Li Koon Chun Finance Learning Centre in the Innovation Complex at UTM features approximately 40 state-of-the-art computers, and provides access to specialized resources such as 3 Bloomberg terminals, 38 FactSet terminals and 32 Capital IQ terminals.

Instruction & Research Support: Libraries play an important role in the linking of teaching and research in the University. To this end, information literacy instruction is offered to assist in meeting graduate degree level expectations in the ability to gather, evaluate and interpret information. These services are aligned with the Association of College and Research Libraries (ACRL) Framework for Information Literacy for Higher Education.²² Academic support specialists in the Robert Gillespie Academic Skills Centre (RGASC), which is located in the UTM Library, provide additional services to students.

Program Specific Instruction: Instruction is provided by the IMI Liaison Librarian at UTM and will occur at a variety of levels for students in the Master of Urban Innovation (MUI) program. The Library can facilitate formal instruction integrated into the class schedule and hands-on tutorials related to course assignments in key courses and streams. The Library, through its liaison librarians, also customizes feeds of library resources which appear prominently in Portal/Blackboard course pages, for example, the research guide in Sustainability Management (<http://guides.library.utoronto.ca/MScSM>). This level of service would continue in courses for the Master of Urban Innovation.

Collections: Many college and campus libraries collect materials which support the MUI program, with significant collections located at the UTM Library, the Robarts Library, the Rotman Business Information Centre, and online. Collections are purchased in all formats to meet the variety of preferences and styles of current students and faculty. The University of Toronto Library is committed to collecting both print and electronic materials in support of the Master in the MUI at the University of Toronto.

Journals: The Master in the MUI program is multidisciplinary in nature. Top journals in areas such as management, geography, urban studies, economics and sociology are currently accessible through the University of Toronto Library System, mostly in electronic format. To support the program, the liaison librarian would consult with program faculty to ensure that the University of Toronto Library subscribes to the most important journals in the field.

Monographs: The University of Toronto Library maintains comprehensive book approval plans with 53 book dealers and vendors worldwide. These plans ensure that the Library receives academic monographs from publishers all over the world in an efficient manner. These approval plans have provided UTL with strong collections in subject areas important to the Master in the MUI program. In addition to these plans, librarians select unique and interesting scholarly material overlooked by standard approval plans. These selections include individual eBooks and eBook packages and special requests from faculty. In this way, the Library continues to acquire more than 120,000 book titles per year. eBooks are received from important scholarly publishers such as Cambridge and Oxford University Presses, Springer, and most U.S. and Canadian university presses.

Preservation, Digitization, and Open Access: The University of Toronto Library supports open access to scholarly communication through its institutional research repository (known as T-Space), its open journal services, and subscriptions to open access publications. The Library, in cooperation with the Internet Archive, has digitized its monograph holdings published before 1923. These books are available without charge to anyone with access to the Internet through the Scholar's Portal e-Book platform.

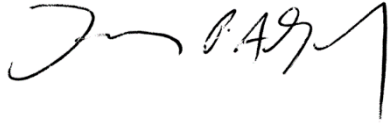
Key Databases: *Business Source Premier, ABI/Inform, Econlit, Sociological Abstracts, Web of Science and Scopus.*

Special Collection Highlight: *Simply Map*, available to all students and faculty at U of T, is a web-based mapping and data analysis application. *ERSI Business Analyst*, another mapping system, combines demographic, lifestyle and spending data.

Current Gaps: Current collection gaps include: Real estate and venture capital data. We will be focusing on these areas as we build our collections in order to address these gaps.

Prepared by: Shelley Hawrychuk and Helen Kula, UTM Librarians, July 2016. Updated May 1 2017 by: Rita Vine, Head, Faculty & Student Engagement.

Submitted by: Larry Alford, Chief Librarian, University of Toronto Libraries, May 11, 2017

A handwritten signature in black ink, appearing to read 'Larry Alford', with a stylized flourish at the end.

Appendix E: Student Services Statement

Student Service Information for Quality Assurance Framework – UTM

All University of Toronto undergraduate and graduate students have access to student services on all three campuses, Mississauga, St. George (downtown Toronto), and Scarborough, regardless of their 'home campus'. The services and co-curricular educational opportunities provide a complement to the formal curriculum by engaging and challenging students to reach their full potential as learners, leaders and citizens. At the University of Toronto Mississauga these services are organized by Student Affairs & Services, the Registrar's Office, the Academic division and its departments, and the School of Graduate Studies, these services support the success of our students from the time they are admitted through degree completion and beyond.

Academic advising at UTM links students with content experts. The Registrar's Office School of Graduate Studies helps new and graduating undergraduate students understand program and degree requirements, and provides specialized support to students at academic risk and those seeking special academic consideration due to unusual circumstances. Services are delivered one-on-one, through small group advising sessions, and in workshops. Individual academic departments at the undergraduate and graduate levels focus on individual academic advising with students in their particular areas of study.

Career development is primarily offered by the UTM Career Centre, with service areas including career counselling and work search support. Services are delivered in a variety of modes, including one-on-one advising and counselling, workshops, on-line tools and large-scale employment and service events. UTM also supports internships, externships, job shadowing, volunteer registries and recognition, and other career development opportunities through a broad range of academic departments and other services' offices.

Disability-related accommodations are facilitated by UTM's AccessAbility Resource Centre, which works to match qualified students to appropriate sources for academic accommodation of physical, sensory, learning and mental health disabilities.

Student housing is available through 1,500 on-campus residence rooms under the Student Housing and Residence Life department. Housing options include traditional dormitories, suites/apartments, and townhouses, with distinct communities and programming for new undergraduates, upper-years undergraduates, graduate and professional students, and students with families. Support for off-campus housing is provided through partnerships with an external housing registry, the City of Mississauga, and the St. George campus Student Housing Office.

Learning skills development is a primary focus of the Robert Gillespie Academic Skills Centre, which offers workshops, seminars and individual consultations to help students identify and develop skills for success in their studies. The ASC also benefits students by educating instructors and teaching assistants on best practices in teaching and learning.

International experience is encouraged through the International Centre. The IC serves students from abroad who benefit from its immigration support, social opportunities and educational programming on transition issues. The centre also supports domestic/Canadian students seeking international experiences through travel and study abroad opportunities.

Physical and mental health care, including health promotion initiatives, are provided by the Health & Counselling Centre. This service utilizes a comprehensive range of health professionals, including nurses, physicians, psychiatrists, personal counsellors and social workers, a nutritionist, and health educators. Services include physical exams, first aid, immunizations and allergy injections, pregnancy testing, sexually transmitted infection information and testing, birth control counselling and specialist referrals. A sports medicine clinic is also available on campus.

Financial aid and awards are supported through the Office of the Registrar, assisting students with OSAP, UTAPS, scholarships and other sources for financing their education, while assisting them in learning/strengthening budgeting skills.

Student clubs and activities are supported through the Student Affairs office for student governments and clubs, and the Office of the Dean and its academic departments for academic societies. Matching funds are offered by the Academic Dean for many activities that encourage individual and small-group interaction between instructors and students. A range of programming is offered by departments across campus, including new student orientation, leadership development, volunteer service, and educational programs, and diversity initiatives in gender, disability, ethnicity, faith, and sexual orientation supported both locally and through UT-wide equity officers.

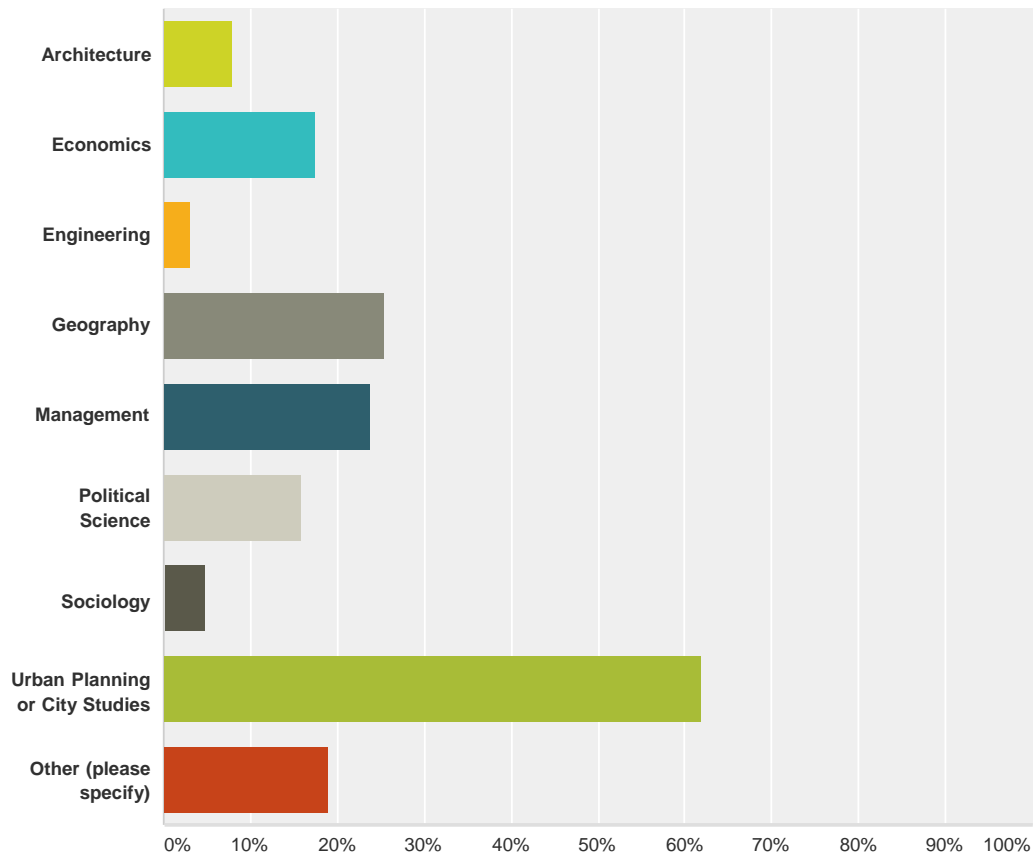
Physical well-being is supported by the Department of Physical Education, Athletics & Recreation, offering individual and team-based recreational and sport activities from casual use through high-performance sport.

Equity issues, both broad and specific to sexual and gender diversity, ethnicity and culture, disability, family status, and other student identities facing barriers, are supported through a local network of UTM departments and referrals to UT-wide equity officers.

Appendix F: Student Survey

Q1 Are any of your degrees in one or more of the following areas, (please select all that apply):

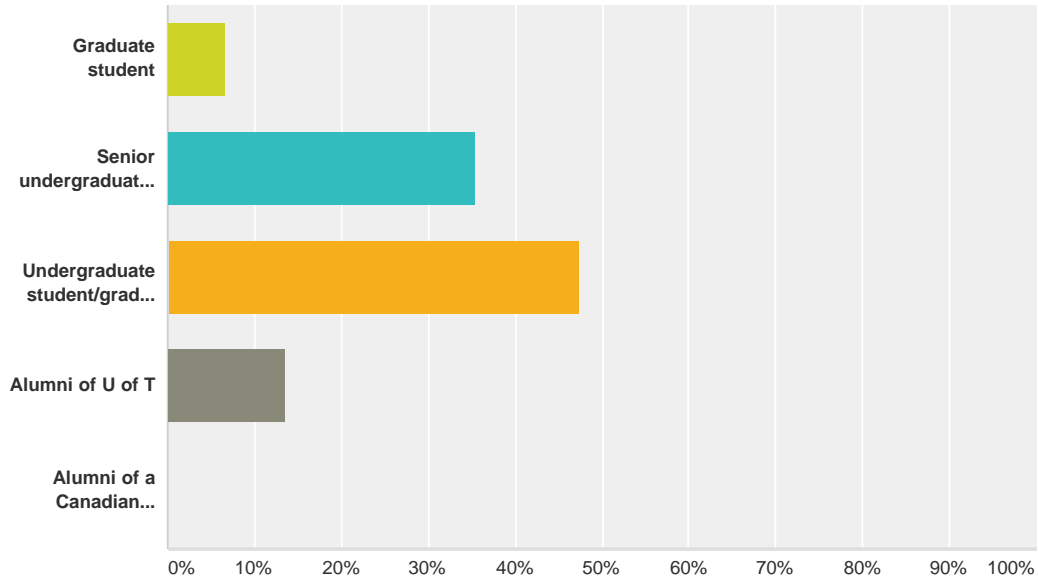
Answered: 63 Skipped: 0



Answer Choices	Responses
Architecture	7.94% 5
Economics	17.46% 11
Engineering	3.17% 2
Geography	25.40% 16
Management	23.81% 15
Political Science	15.87% 10
Sociology	4.76% 3
Urban Planning or City Studies	61.90% 39
Other (please specify)	19.05% 12
Total Respondents: 63	

Q2 Are you presently a (Please check all that apply).

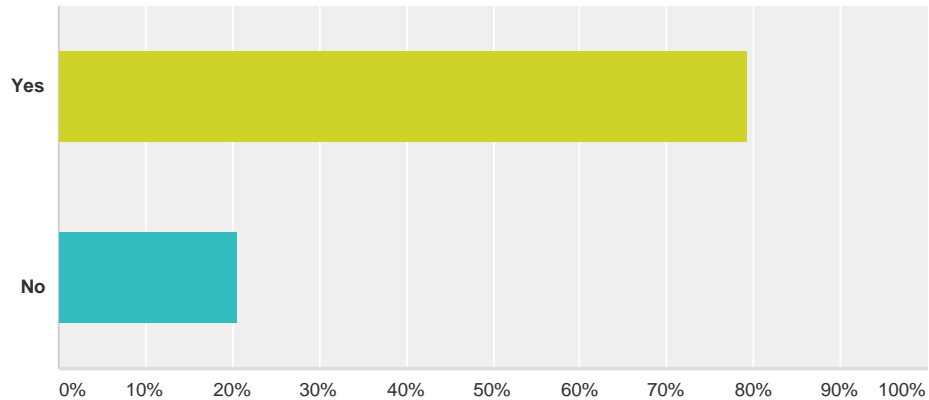
Answered: 59 Skipped: 4



Answer Choices	Responses	
Graduate student	6.78%	4
Senior undergraduate student (final year of study)	35.59%	21
Undergraduate student/graduate in medicine	47.46%	28
Alumni of U of T	13.56%	8
Alumni of a Canadian university	0.00%	0
Total Respondents: 59		

Q3 Have you considered pursuing an advanced degree in a specialized field related to urban or city studies?

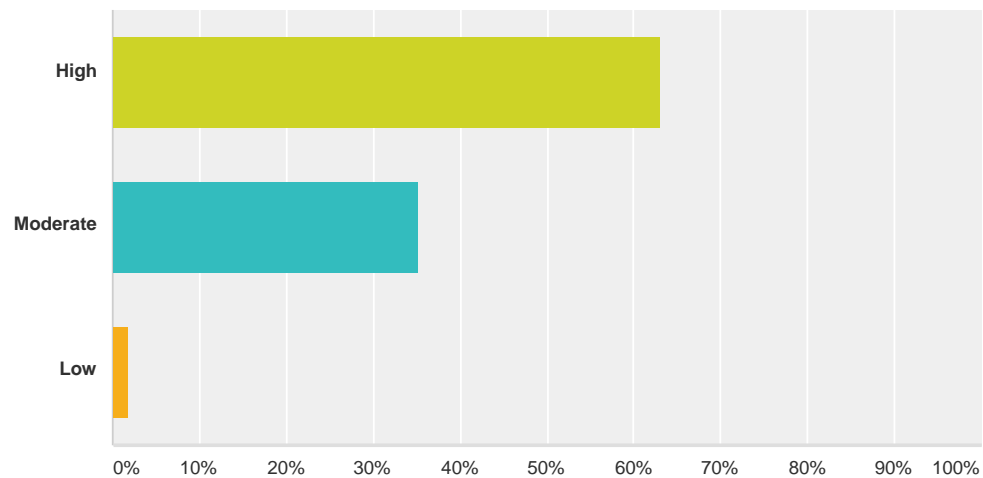
Answered: 63 Skipped: 0



Answer Choices	Responses	
Yes	79.37%	50
No	20.63%	13
Total		63

Q4 If you answered yes to the previous question, would you be interested in joining a professional 20-month program in managing urban innovation? The program proposes to include a paid 4-month internship as indicated in the overview at the end of this survey. Please rank your level of interest.

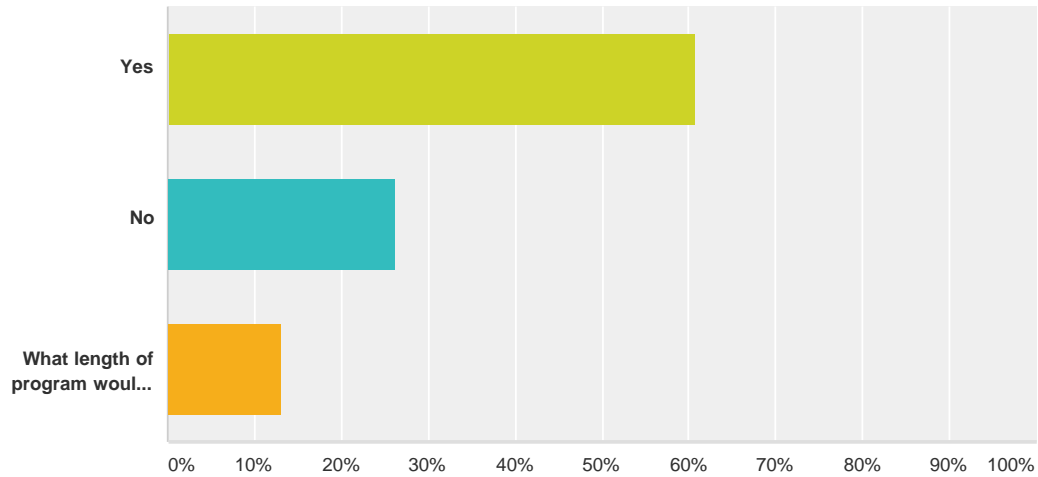
Answered: 54 Skipped: 9



Answer Choices	Responses	
High	62.96%	34
Moderate	35.19%	19
Low	1.85%	1
Total		54

Q5 If the program were offered in a shorter time frame, would that increase your likelihood of participating?

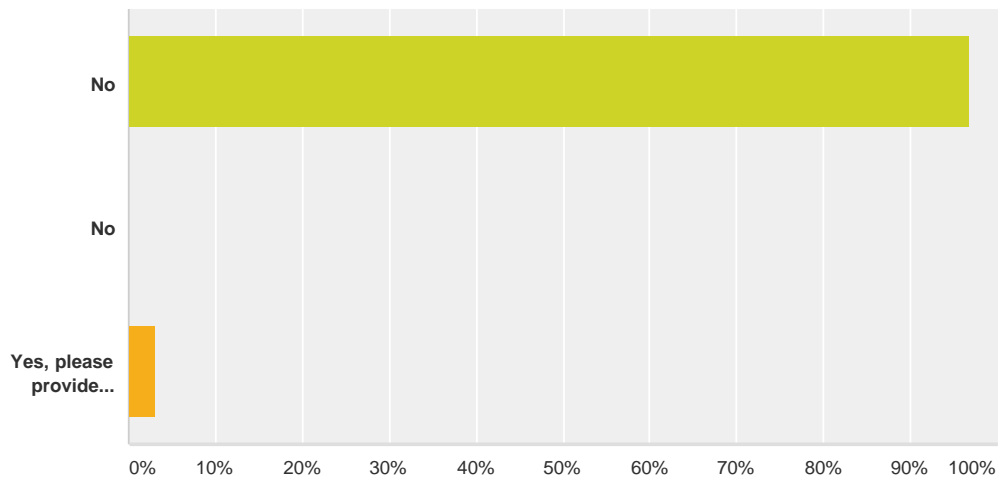
Answered: 61 Skipped: 2



Answer Choices	Responses	
Yes	60.66%	37
No	26.23%	16
What length of program would you suggest is most desirable?	13.11%	8
Total		61

Q6 Industry internships for the program will be available with public sector, private sector and not for profit organizations across the Greater Toronto Area beyond Mississauga. Is this an obstacle to your interest in this program?

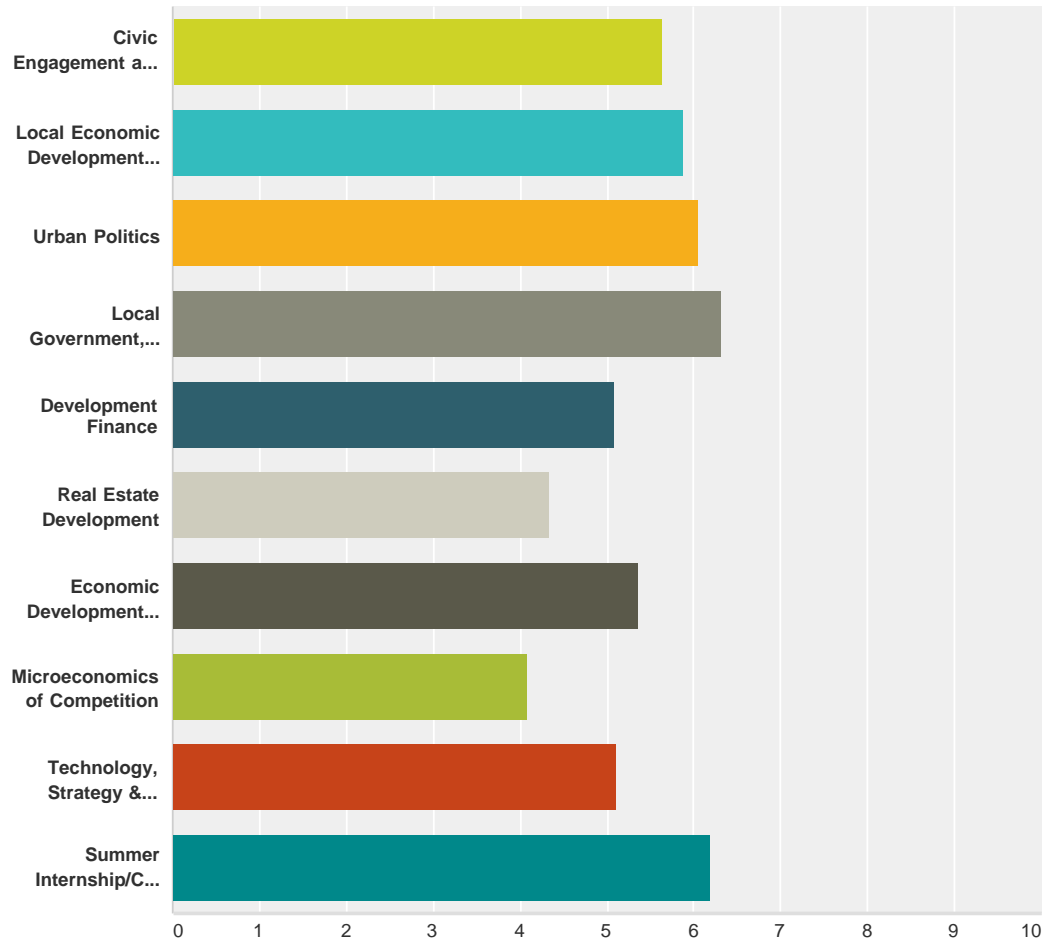
Answered: 62 Skipped: 1



Answer Choices	Responses	
No	96.77%	60
No	0.00%	0
Yes, please provide details.	3.23%	2
Total		62

Q7 Please rank the importance of the following subject areas as you perceive them for incoming graduate students in this field:

Answered: 63 Skipped: 0



	1	2	3	4	5	6	7	8	9	10	Total	Score
Civic Engagement and Economic Development	7.27% 4	10.91% 6	16.36% 9	14.55% 8	9.09% 5	7.27% 4	3.64% 2	7.27% 4	9.09% 5	14.55% 8	55	5.64
Local Economic Development Policy: Theory and Practice	8.93% 5	3.57% 2	16.07% 9	19.64% 11	10.71% 6	12.50% 7	10.71% 6	3.57% 2	5.36% 3	8.93% 5	56	5.88
Urban Politics	7.69% 4	21.15% 11	11.54% 6	9.62% 5	5.77% 3	9.62% 5	11.54% 6	7.69% 4	11.54% 6	3.85% 2	52	6.06
Local Government, Management, and Policy-making	12.50% 7	17.86% 10	7.14% 4	10.71% 6	16.07% 9	8.93% 5	8.93% 5	7.14% 4	5.36% 3	5.36% 3	56	6.32
Development Finance	3.64% 2	3.64% 2	14.55% 8	10.91% 6	16.36% 9	5.45% 3	9.09% 5	16.36% 9	16.36% 9	3.64% 2	55	5.09

Real Estate Development	1.69% 1	8.47% 5	5.08% 3	8.47% 5	8.47% 5	11.86% 7	6.78% 4	20.34% 12	13.56% 8	15.25% 9	59	4.34
Economic Development Planning	3.57% 2	5.36% 3	8.93% 5	10.71% 6	17.86% 10	12.50% 7	21.43% 12	12.50% 7	5.36% 3	1.79% 1	56	5.36
Microeconomics of Competition	6.56% 4	3.28% 2	3.28% 2	6.56% 4	3.28% 2	18.03% 11	9.84% 6	13.11% 8	18.03% 11	18.03% 11	61	4.10
Technology, Strategy & Policy	4.84% 3	16.13% 10	6.45% 4	6.45% 4	4.84% 3	11.29% 7	17.74% 11	9.68% 6	12.90% 8	9.68% 6	62	5.11
Summer Internship/Coop Placement	34.92% 22	4.76% 3	9.52% 6	1.59% 1	4.76% 3	4.76% 3	6.35% 4	11.11% 7	6.35% 4	15.87% 10	63	6.19

**Q8 We welcome any feedback or comments
you may have regarding this program.**

Answered: 16 Skipped: 47

Q9 If you would like to receive updates on this program or be included for a chance to win a \$100 gift card of your choice, please include your email address below.

Answered: 54 Skipped: 9

Appendix G: Industry Support

Susan Amring	Director of Economic Development	City of Mississauga
<p><i>"Professionals in Economic Development today must understand and work as an important collaborator in a multi-disciplined team to support the growth and prosperity in our urban centres. Understanding drivers of growth and their support systems now includes such areas as cluster, innovation, talent and infrastructure development. To be effective, economic prosperity and sustainability needs to be the responsibility of many community partners and stakeholders. This requires a different approach to ensure we have innovative and collaborative city-builders in our future. The new Master of [Urban Innovation (MUI)] Program to be offered at the University of Toronto Mississauga (UTM) through the Institution for Management and Innovation (IMI) utilizes a cross-disciplinary approach that will help ensure we have the talent required to address local and regional needs in our changing global economy."</i></p> <p>(Date of Endorsement: November 8th, 2016)</p>		
Pam Banks	Executive Director	RIC Centre
<p><i>"I believe that graduates of this program will be very valuable to both government and corporate enterprise. The current structure of our ecosystem in many cases blocks innovation adoption. In government, procurement decision makers are guided by very conservative policies. Graduates for the Masters [in Management] in Urban Innovation could be instrumental in guiding management to consider creative pilots and the development of new metrics to evaluate the technology. Early stage companies need to access established sales channels to scale quickly. Provincial, regional and municipal governments should also develop initiatives like the BICP to help companies scale to the marketplace quickly. As well mid-sized corporate enterprises could benefit from these graduates as they could provide guidance and insight on how to adapt and integrate innovation into their business practices."</i></p> <p>(Date of Endorsement: November 7th, 2016)</p>		
Michael Darch	President	Consider Canada City Alliance
<p><i>"The suggested program in Urban Innovation recognizes the changing landscape of the global economy. Increasingly, national economies are driven by the dynamics and innovation within city regions. Through the efforts of key individuals like yourself and organizations like the Consider Canada City Alliance (CCCA), Canada is assuming a leadership in this disruptive change. It is essential that the next generation of economic development professional receive the formal education that the program offers and our members across the country would welcome the student internship and employment opportunities that would result."</i></p> <p>(Date of Endorsement: November 24th, 2016)</p>		

Damian Dupuy	Senior Manager of Strategic Policy	Government of Ontario
<p><i>"The proposed MUI program is emerging at an opportune time. Innovation is a cornerstone of Ontario's approach to economic development with many policy and program initiatives delivered at the local and regional levels. This proposed program, by exposing students to the latest thinking on local and regional innovation strategy, will ensure that the province's approach to economic growth continues to evolve with a strong innovation focus. A key feature of the program is the co-op placements for students. These have the potential to enhance the two-way flow of knowledge between students and their hosts resulting in the design and delivery of more effective innovation policies and program."</i></p> <p>(Date of Endorsement: November 9th, 2016)</p>		
Tony LaMantia	President & CEO	Waterloo Region Economic Development Corporation
<p><i>"The unparalleled pace of disruptive innovation across the globe is impacting economic development practices. There is an urgent need to focus on solutions and capacity building initiatives for the future of our communities. We require talent with the discipline, vision and collaborative spirit to champion these emerging needs. I believe the proposed new Masters program in Managing Urban Innovation can play an important supporting role in helping to hone the skills that tomorrow's city builders and economic development leaders will need to be successful."</i></p> <p>(Date of Endorsement: November 19th, 2016)</p>		
Keanin Loomis	President & CEO	Hamilton Chapter of Commerce
<p><i>"The Hamilton Chamber of Commerce fully supports the proposed Master in the Management of Urban Innovation program at the University of Toronto, Mississauga Campus. Our Chamber works in a collaborative manner with a growing network of stakeholders to help develop the community infrastructure — soft and hard — required to flourish in an increasingly interconnected, knowledge-based economy. We recognize the need to access a new generation of urban innovators that will enable our community to embrace more holistic approaches to 21st century city-building in areas ranging from citizen engagement and regional governance to economic development and unlocking the full potency of city-university partnerships. It is reassuring to know that U of T, thanks to the efforts of Dr. David Wolfe and others, is keen to take a leadership role in the education of highly qualified city-builders who possess real-world competencies to help tackle the complex challenges of urban innovation in a modern world. We look forward to calling on this expertise as we advance our work in making Hamilton a city of choice measured by jobs, talent, innovation and quality of life."</i></p> <p>(Date of Endorsement: November 19th, 2016)</p>		
Dan Lynch	Manager, BioLinc	Goodman School of Business, Brock

		University
<p><i>"I support the establishment of this new program and am particularly encouraged by in trans-disciplinary approach to innovation, community and economic development. The courses suggest sound very interesting as well and, as Manager of an experiential entrepreneurship incubator, I see it as an excellent program that supports entrepreneurial activity leading to the attraction, training and retention of the talent needed to build local, economically sustainable communities of innovation.</i></p> <p><i>I would encourage the students and young entrepreneurs that I advise and mentor at BioLInc to consider this new Master's level program."</i></p> <p>(Date of Endorsement: November 29th, 2016)</p>		
Bill Mantel	Assistant Deputy Minister, Strategic Program Development & Delivery	Ontario Ministry of Research, Innovation, & Science
<p><i>"In today's world, the notion that regions compete is as important or more important than the notion that companies compete. It's my observation that the environment that a company operates in, dictates its success. Hence, getting the urban innovation environment right is the ONLY economic development imperative.</i></p> <p><i>The next generation of economic development professionals needs to be able think and act at the systems level, and then knit urban innovation systems together for truly global competitiveness."</i></p> <p>(Date of Endorsement: November 6th, 2016)</p>		
Guy Poirier	Director, Research & Analysis Branch	Ontario Ministry of Economic Development & Innovation
<p><i>"A key challenge facing Ontario and Canada in the coming years will be the continuing transformation of urban and regional economies. There are currently few opportunities for economic development leaders and practitioners to explore these issues in an established graduate program. The creation of a Master of [Urban Innovation] can help fill the gap and equip graduates to better understand the economic development future of this country's communities."</i></p> <p>(Date of Endorsement: November 3rd, 2016)</p>		
Bob Seguin	Advisor to the CAO	City of Brampton
<p><i>"It is vitally important that the current and next generation of economic development professionals have the opportunity to better ground their understanding and capacity to lead their communities/ industry sectors and work with their elected officials to learn not just from trial and error as they work with innovative enterprises, and innovation technologies in the immediate marketplace. The proposed Master in the Management of Urban Innovation would provide a thorough, graduate level program of instruction and analysis grounded in past experiences/studies and peer reviews in academic and industry</i></p>		

literature. The proposed Masters program would also provide participating students the opportunity to critically evaluate and understand the different theories, approaches, and rationales for a variety of decision choices as they deal with the reality of bringing new discipline to the economic development of an innovation 'eco-system' in an urban community.

The proposed Masters through the industry and economic analyses offered would gain deeper insights into the risks, and effective strategies in improved management of innovation in a real world environment of markets, politics, civic engagement and business growth (loss). The opportunity to also participate in a co-op opportunity in this field - with industry/ community enterprises or organizations- would provide critical experience to test their new learned capacity - and improve upon it. This is increasingly difficult as more and more urban communities recognize the need to develop and sustain innovative communities/institutions/firms but their past or current capacities are far different than the successful models identified in most literature or cryptic analyses.

In my view, with the planned gradual start-up of the proposed Master in the Management of Urban Innovation, current and new economic development, industry and others, would wish to participate in graduate level studies as is offered here. Over time, with expanded class sizes, the proposed Masters would develop a more learned cadre of skilled economic development professionals capable of far better handling of the challenges of innovation-market, technology, talent, citizen engagement/support, and political leadership- to more successfully transform urban communities into stronger innovation "eco-systems".

(Date of Endorsement: November 24th, 2016)

Victoria Stasiuk	Senior Economic Development Officer	Township of Oakville
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"As an economic development professional based in the Greater Toronto Area, I can see the benefit of an enhanced inter-disciplinary approach to land development, technology-led economic development and innovation districts. A Master's level program focused on the Management of Urban Innovation, would be a good way of preparing professionals to look at strategies to be more responsive with modern technology, demographic patterns as well as sustainability targets."

(Date of Endorsement: December 20th, 2016)

Ilse Treurnicht	CEO	MaRS Discovery District
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"I am delighted to hear about plans to develop a professional Master's program in the Management of Urban Innovation at the Institute for the Management of Innovation at UTM. This is very timely. Cities are the furnaces of innovation globally, and this will intensify over the coming years. Cities will need a new breed of innovation leaders – bringing deep knowledge and understanding of strategies to effectively mobilize and integrate technology, creative, cultural, business, green, academic and civic assets to drive economic and social prosperity. As Canada's largest urban innovation hub, we look forward to engaging with this program and welcoming graduates into the MaRS community."

(Date of Endorsement: November 20th, 2016)		
Mike Williams	General Manager, Economic Development & Culture	City of Toronto
<p><i>"The fast pace of urban development and the form and the complex factors that influence the economic vitality of an urban area or a local neighbourhood are quickly evolving past the point of being comprehended through the eyes of a single discipline such as urban planning, transit development, economic development or real estate investment. In addition, the highly competitive nature of urban economic growth between regions and places puts increasing pressure on innovation in the many forms and functions of urban management, just as is happening in all facets of economic life. A program such as "Master in the Management of Urban Innovation" will help produce skill sets that pull in the many cross-disciplinary approaches that are needed by leaders focussed on today's and tomorrow's urban environment. We'd certainly be very interested in recruiting from this program."</i></p> <p>(Date of Endorsement: November 2nd, 2016)</p>		
Dan Wojcik	President & CEO	Mississauga Board of Trade
<p><i>"The Mississauga Board of Trade is delighted to know the University of Toronto Mississauga has taken bold steps toward producing this much needed program with a view to develop and enhance the economic development professionals of the future. The holistic approach of the MUI program to this underutilized profession is encouraging and I believe it will produce bold and fresh ideas for communities in the years to come."</i></p> <p>(Date of Endorsement: December 22nd, 2016)</p>		

Appendix H: Compendium of Faculty C.V.s

Please see separate file.

Appendix I: Appraisal Report

NEW PROGRAM PROPOSAL

MASTER OF URBAN INNOVATION

External Reviewers Appraisal Report

**Professor Jennifer Clark, Georgia Institute of
Technology**
Professor Richard Shearmur, McGill University



UNIVERSITY OF
TORONTO
MISSISSAUGA

**Appraisal Report Terms of Reference / Template
Master of Urban Innovation (Graduate Program)
Report Summary**

Program Evaluation Criteria

Overall

The proposed Master of Urban Innovation has the potential to be a much-needed and cutting edge program. Much needed, because it focuses on certain aspects of economic geography that are seldom broached in planning or public policy schools or indeed in other applied programs, and cutting-edge because it will be a first-of-its-kind program in North America.²³ Economic development officers – and other officials and consultants working in the field of economic development – come from a variety of backgrounds (planning, economics, management, political science) which usually focus on some, but not all, of the competencies and knowledge needed for this type of activity: the blending of planning, economic geography, management, policy and government proposed in the program therefore meets a need which – again to our knowledge – is not currently being met at the Master's level in North America.

Below we go through the evaluation items as set out in the terms of reference. The suggestions and critiques that are in some cases expressed should be read in the light of our overall support for this program.

1 Objectives

A- Consistency of the program with the institution's mission and unit's academic plans.

MUI's objectives are consistent with the Institute for Management & Innovation's (IMI) suite of masters programs around the general area of innovation. Its content is complementary to the existing programs (Masters of Management in innovation; Master of Biotechnology; Master of Science in Biomedical Communications; and Master of Science in Sustainability Management), and its administrative structure and support is tried and tested since it will be managed in parallel with these other programs.

MUI's objectives are also consistent with the University of Toronto at Mississauga's (UTM's) objectives and positioning. Indeed, UTM is closely associated with the City of Mississauga - and Peel County more generally - which have persistently invested in the UTM campus and programs: UTM is perceived by them as a hub, and this program has been developed, at least in part, as a response to a need perceived by these municipal partners and the idea of UTM as a hub. The MUI will further

²³ There are Centers for Urban Innovation at the Georgia Institute of Technology and at Arizona State University but these are research centers that support traditional public policy and urban planning graduate degree programs. These universities do not currently offer free-standing urban innovation graduate degree programs as proposed by UTM. There are several MS level “dual degree” programs that allow students the ability to simultaneously pursue public policy and urban planning degrees but these programs are typically longer (3 years) than the proposed UTM because they combine curriculums rather than rethink and redesign the curriculum. Perhaps the closest analog to UTM's MUI is New York University's professional MS in Applied Urban Science and Informatics. However, this program has a very different disciplinary emphasis (heavily focused on computer science) and relies on a very different faculty than UTM's MUI.

this partnership.

Finally, MUI's objectives are in line with University of Toronto's (U of T) wider objectives. Indeed, U of T's three priorities (as outlined by University President Meric Gertler in the October 2015 discussion paper) include – as a first priority – the leveraging of *"our urban location(s) more fully, for the mutual benefit of University and City"*. More specifically, a School of Cities is currently being designed as a signature collaboration among U of T's three campuses and combining research, teaching, and engagement priorities. The MUI could contribute substantially to the teaching component of this School of Cities should it proceed. However, with or without the School of Cities, the MUI will be able to train economic development professionals for cities and regions across Canada and beyond whilst collaborating with them in the area of placements, case studies and so on. The MUI will *"deepen [U of T's] relationships with [its] local partners – public, private, and non-profit"* (Gertler, 2015, p3).

B. Clarity and appropriateness of the program's requirements and associated learning outcomes in addressing the academic division's graduate Degree-Level Expectations.

The MUI has clear and well set out requirements and associated learning outcomes. They are fairly classic – which is not a bad thing – and are especially clear because the MUI follows a tested template developed through five successful sister programs in IMI. Name is appropriate.

2 Admission Requirements

A- Appropriateness of the program's admission requirements for the learning outcomes established for completion of the program.

The admissions requirements are appropriate. If this is not already required at the university level, there should be a language requirement and TOEFEL or other proficiency testing in English.

B Appropriateness of any alternative requirements for admission into the program such as minimum grade point average or additional languages or portfolios, along with how the program recognizes prior work or learning experience.

All OK.

3 Structure

A- Appropriateness of the program's structure and regulations to meet specified program learning outcomes and Degree-Level Expectations.

Overall, the structure of the program is appropriate and legible. It builds on five successful programs. The MUI benefits from a strong first-year core which will produce a body of common knowledge among the graduates. The second year consists of three clearly articulated specialization tracks (one of which will be brought in as the program expands).

However, the capstone project is described as being “a major research project” (p. 26, MUI Program Proposal). This is somewhat incompatible with the project being credited as only a one semester course (0.5 FCE). We suggest that it should either count as two courses (a full FCE, perhaps two 0.5

FCEs concurrently in the final term) or no longer described as a “major research project.”

If the second option is chosen – i.e. reducing the scope of the capstone project to make it compatible with 0.5 FCE - this may also help reduce the capstone advising burden on faculty participating in the program. Indeed, advice during the research process can be onerous at times, and the burden will need to be *explicitly* shared out so that it does not all fall upon a few willing professors.

B- Rationale for program length in order to ensure that the program requirements can be reasonably completed within the proposed time period.

With the proviso mentioned above with respect to the scope of the capstone project, the program length is appropriate – this is a 2 years professional master's program. Students should be able to complete it within the allotted 5 terms (20months), and certainly within 6 terms (24 months).

C- The extent to which the program structure and delivery methods reflect universal design principles and/or how the potential need to provide mental or physical health accommodations has been considered in the development of this program.

High accessibility standards are met throughout the UTM campus. However, some issues may arise, for students living with physical disability, with respect to commutes between the campuses in the second year. Some thought should be given to how such students would be able to access all courses they wish to follow.

Otherwise the services offered with respect to mental health on the UTM campus seem adequate, and would not be specific to this program.

4 Program Content

A- Ways in which the curriculum address the current state of the discipline or area of study.

Overall the curriculum addresses the current state of the discipline with respect to local economic development, and to innovation in this context.

However, although we have not seen the detailed curricula (only the course outlines), we feel that there may be some overlap between the core courses. For example, MUI 1020H, MUI 1030H and MUI 1080H may well cover some similar ground. Likewise, MUI 1050 and MUI1060. A clearer delimitation of each of this courses' focus would be helpful.

In addition, we feel that a key course is missing, i.e. a course which introduces all students to urban and regional economic theory. This is a critical course since it will bring students (who will be from diverse backgrounds) up to speed on spatial economic processes at various scales – many of which are unconnected with innovation. It will help situate innovation and local economic development within multiple other economic processes (international trade, currency fluctuations, geographic accessibility, periphery and centrality, resource-based development, industrial structures...) that can also have an impact on local economic development trajectories.

This course could be incorporated by rationalizing the existing courses and, once overlap is reduced, collapsing two of the courses listed above into one.

We also suggest incorporating a mechanism for periodic program reviews of the core and of the specializations, since this is a dynamic field.

Another recommendation is that the language used to describe the course be edited so that it reads less as a prescription of innovation and more as an enquiry into whether and how innovation can be harnessed to further local economic development.

For example:

On page 4, line 26: “for students to learn to support innovation economic growth” p. 4 would better read “for students to learn to understand how innovation contributes to economic growth.”

On page p. 13 line 3: "the MUI degree is unique in its interdisciplinary approach and in its focus on innovation as the driver of economic development in the 21st century." would better read: " the MUI degree is unique in its interdisciplinary approach and in its focus on exploring the processes through which innovation can be a driver of economic development in the 21st century."

On page 16, line 5: "... none of these programs provide the unique focus on innovation as the critical source for urban and regional economic development..." would better read "... none of these programs uniquely focus on how, and to what extent, innovation can be a key source of urban and regional economic development..."

This list is not exhaustive: but we strongly suggest that the language used to describe the course reflect an approach of critical enquiry rather than of prescription – in keeping with OCAV's master's degree level expectations (see p.28 et seq): 1. Depth and Breadth of Knowledge (*critical awareness of current problems and/or new insights*) and 2. Research and Scholarship (*critical evaluation of current research*) 3. Application of Knowledge (*critical analysis*)

B- Identification of any identified unique curriculum or program innovations or creative components and their appropriateness.

The program itself is innovative, but its format is fairly classic and in keeping with other IMI programs. It has a strong internship component, which is standard for IMI's courses and which seems to work extremely well. Indeed, the fact that the program is not over-extending itself by proposing new pedagogical approaches is a good thing and will ensure a smoother start.

C-For research-focused graduate programs: clarity of the nature and suitability of the major research requirements for degree completion. N/A

D- Evidence that each graduate student in the program is required to take all of the course requirements from among graduate-level courses.

Yes. All the courses, whether the core courses or the options, are graduate level.

5 Mode of Delivery

A- Appropriateness of the proposed mode(s) of delivery (distance learning, compressed part-time, online, mixed-mode or non-standard forms of delivery, flexible-time options) to meet the intended program learning outcomes and Degree-Level Expectations.

As explained to us, the delivery of this program will be in keeping with the other IMI programs. The first year of core courses will all take place on the UTM campus – this is a strength of the program. In the second year, some courses may take place on other U of T campuses. There are no plans to deliver some of the courses by way of distance learning; in that sense this is a 'terrestrial' program.

6 Assessment of Teaching and Learning

A- Appropriateness of the proposed methods for the assessment of student achievement of the intended program learning outcomes and Degree-Level Expectations.

All OK.

B- Completeness of plans for documenting and demonstrating the level of performance of students, consistent with the academic division's statement of its Degree-Level Expectations.

Well researched and well presented.

7 Resources

A- Facilities and support staff

The program – and its students – will have access to great buildings, facilities (including a sports complex, library, breakout spaces, entrepreneurship support, etc....) and to an impressive administrative infrastructure. In particular, the administrative support for student internship placements and professional placement is by all accounts (i.e. our discussions with the staff and with the students), exceptional.

The program anticipates bringing on two additional FTE support staff to meet MUI's requirements in this regard as well as rely on the IMI staff and expertise to scale up quickly.

B- Faculty hires

Faculty investment in the MUI seems rather low. Three new faculty hires are proposed.

The director will be managing the new program, the two new faculty hires, a full teaching load, and no doubt relations with municipalities. He or she will also probably be expected to perform research. If this were not enough, "the Director will also coordinate the internship course with the assistance of the placement office." (p.43) and will also read all internship reports (p26).

It is proposed that the two other faculty hires be at the assistant level – i.e. with little or no prior experience of navigating a university environment. The particular environment they will find themselves in will be complex: they will be split between IMI (49%) and another department (51%), teaching in a fledgling program whilst expected to perform duties for their home department. We

are concerned that junior faculty will find this difficult, particularly if the director does not have the time to properly mentor them whilst also overseeing the academic implementation and development of the program.

For this reason we recommend one of two things (or indeed both).

1- The director's position should be split. The new senior faculty member should manage the academic, research and teaching dimensions of the program. In particular, the mentoring of the two new faculty – and ensuring they are not overstretched as they learn to work across two administrative units – will be an important element of this job. A new managing director (a staff rather than faculty role) should oversee other matters such as internships, the administrative complexities of cross-appointments, timetable conflicts, guests, most external relations, fund raising... etc...

2- The two non-director professors should be more senior – i.e. associate professor level. We realize that recruiting at this level may be difficult, but feel that the program would benefit from having stronger core faculty.

Both of these suggestions aim at ensuring that the program has a solid core group of staff and faculty able to federate and organize other faculty from across a wide range of departments and disciplines. In effect, our proposals would elevate investment in the core faculty in the MUI to a “cluster hire in urban innovation” which would both help ensure the success of the program and serve to signal the seriousness of U of T’s investment. They will also provide a strong identity to the program, and a solid core of people towards whom students can turn.

C- Supervision of capstone projects

One related concern, alluded to above, relates to the supervision and evaluation of capstone projects. It is important that this does not end up falling on the three core faculty members. In any case it is probable that they will be the default supervisors and evaluators: nevertheless, they will not be able to manage 10 each year... Having more senior hires and/or a managing director who can organize and supervise the allocation of supervision will help in this respect.

D- Course development resources

We recommend that all faculty who will be preparing new courses for the MUI receive some course development resources in order to design and develop the curriculum. As noted previously, a significant contribution of the MUI is that it rethinks and redesigns curriculum rather than simply redeploy an existing curriculum. Resources should be made available for the participating faculty to actually do that.

E- Leveraging high profile faculty

U of T is fortunate to have amongst its faculty some high profile researchers on the topic of innovation and local economic development. In particular, Richard Florida (who has instant name recognition) and Harald Bathelt (who is extremely well respected in the academic field of innovation studies).

It would be good to find a way to showcase such high profile U of T faculty for program branding --
- e.g. opening lectures, adding their courses as options...

F- Existing faculty

The faculty who have committed to teach in the IMI form an impressive list. Their CVs, and their reputation – which, for many, precedes them - means that we have no doubt that the IMI courses will be of high caliber.

The one concern that arises is that many of these faculty members are in the early stages of their careers. There are relatively few mid-career professors, and very few senior ones – this is another reason for strengthening the core hires and for considering the recommendations made in paragraph B above.

8 Quality and Other Indicators

Overall, the MUI is an innovative professional program which has the potential to be a leader in the field of urban economic development.

Appendix J: Decanal Response

New Program Proposal
Master of Urban Innovation (MUI), UTM

Decanal Response to Appraisal Report

Professor Richard Shearmur, Professor and the Director of the McGill School of Urban Planning, and Professor Jennifer Clark, Associate Professor at Georgia Institute of Technology where she is also Director of the Center for Urban Innovation and Associate Director for Smart Cities and Inclusive Innovation, conducted an external review of the proposed new professional graduate program (the Master of Urban Innovation) at the University of Toronto Mississauga (UTM) on February 15th, 2018.

The report is extremely positive and the summary notes that the strengths of the proposed MUI are many and include the cutting-edge nature of the program, strong administrative and faculty support for the program, its potential to deepen and extend the University of Toronto's relationships with our local partners and the positioning of the program to take advantage of the substantial human (intellectual), and technological resources available at all 3 campuses of the University of Toronto. The reviewers note further that the credentials of the participating faculty are outstanding so the quality of the program is expected to be high. The reviewers make several very helpful recommendations about course content and faculty hiring to which we respond below.

The reviewers made several suggestions regarding the proposed structure and emphasis of the proposed curriculum. They expressed concern about the weight and structure of the proposed capstone course (MUI 2095H). In the proposal, it is described as a "a major research project" that requires each student to be supervised by a faculty member. They suggest that it makes more sense for a one-semester capstone course to consist of group projects that focus on real-world economic development issues. This type of course can be completed in a semester and requires less of a commitment in terms of faculty supervision than the research paper model. We agreed with their suggestion and have modified the course description of the capstone course accordingly. A second concern had to do with what they perceive to be a key missing course, i.e. a course which introduces all students to urban and regional economic theory. Their point is well taken and, in response, we have renamed and modified the content of the course that was intended to partially serve this purpose (MUI1030H) to much more clearly cover this foundational material. The new course name is Local and Regional Economic Development Theory and it clearly focuses on the material identified by the reviewers. We have also somewhat restructured several courses in which the reviewers identified areas of overlap to more clearly delineate among the course content of MUI1020H vs. MUI1080H and MUI1050H vs. MUI1060H, in particular. As with any new program, we anticipate the program's Director will regularly revisit the curriculum in consultation with faculty and students to make sure that the MUI reflects the dynamism of the evolving field. Finally, and as strongly suggested by the reviewers, we have made a number of subtle yet important changes in wording throughout the proposal to more accurately express MUI's approach to the relationship between innovation and the needs of urban areas as a matter of enquiry rather than as a blanket endorsement of innovation for innovation's sake.

In response to the reviewers' comments on the admission requirements, we are confirming that the requirements include the School of Graduate Studies (SGS)

regulation regarding English-Language Proficiency (ELP). English language proficiency must be demonstrated by all applicants educated outside Canada whose primary language is not English. The SGS regulation (4.3) defines minimum TOEFL scores and minimum scores for other recognized English language proficiency tests

We are pleased to note that the objectives, admission requirements, overall program structure, program content and mode of delivery were all found appropriate. In general, the resources were deemed appropriate in support of the program. Assessment was also deemed appropriate.

In terms of new faculty, the reviewers believe that all three of the new faculty members to be hired in support of the proposed program should be tenured faculty members at the Associate or Full Professor level. As it stands now, we plan to hire the MUI Director at the Associate or Full level. We will commit to searching at the associate level during the 2018-19 year. The MUI program is new, the field is emerging so we reserve the right to hire at the assistant level if that proves more feasible in the immediate future.

The reviewers also recommend hiring an additional staff person (beyond the proposed two positions in the proposal), who they refer to as the managing director, to help oversee the internship program, the administrative complexities of cross-appointments, external relations and so on. We believe that the staff resources provided are adequate for the foreseeable future based on the model of the existing MScSM degree program which is staffed at an identical level. As is the case for the MScSM, the internship coordinator of the MUI program will do a great deal of the work associated with the internship placements and course management as well as manage program logistics. The other staff person will focus primarily on recruitment, marketing and admissions.

The reviewers encouraged UTM and IMI to seek out opportunities to showcase some of the leaders of the field in terms of innovation and cities who are already part of the broader UofT faculty. We have recently obtained the permission of Professor Florida to list his graduate course as an elective for MUI students. The courses already on the books in combination with the new courses make up a rich set of offerings for MUI students. In terms of the reviewers' comments on resources for course development, UTM offers course development resources to faculty, such as access to instructional designers based at UTM's Robert Gillespie Academic Skills Centre and supplemental funds to hire research assistants to assist with the development of new or modified courses. The intent is to put all the required new courses for the MUI program through governance at UTM in the fall of 2018. Given that the courses are already outlined thoroughly in terms of content and substance, we believe that this will be a straight-forward process as UTM and IMI have a great deal of experience with creating new professional masters programs.

We are pleased that the reviewers believe that the program is creative and timely in that it will create a new generation of professionals with greater understanding of sustainable and innovative economic development. We are looking forward to positioning UofT as a leader in the field of urban economic development.

Amrita Danieri
Vice Principal Academic and Dean
University of Toronto Mississauga

Appendix K: Provostial Administrative Response



OFFICE OF THE VICE-PROVOST
ACADEMIC PROGRAMS

March 12, 2018

Amrita Daniere
Vice-Principal, Academic and Dean
UTM

Re: Appraisal Report, Proposed new Master of Urban Innovation

Dear Amrita,

I am very pleased to receive the appraisal of the proposed Master of Urban Innovation (MUI). Your administrative response to the appraisal nicely summarizes the report and highlights the specific suggestions made by the reviewers for consideration.

The reviewers made a number of suggestions for the program requirements, including eliminating overlap between some of the core courses and adding a course in the area of urban and regional economic theory. They also recommended some changes to the scope of the capstone project. In response, some of the MUI core courses were restructured and more clearly delineated to avoid overlap, and the course covering the urban and regional economic theory content was renamed and modified to much more clearly cover this foundational material. The one-semester capstone has been changed to consist of group projects that focus on real-world economic development issues, which fits well within a semester and will more efficiently use faculty resources.

In terms of faculty resources, reviewers suggested that the two searches for new assistant-level faculty be at the associate or full level. You agree that ideally the two faculty to be hired would be at the associate level and you have updated the proposal to reflect this; but you note that if an appropriate candidate is not found at that level, hiring may be at the assistant level. I also note that UTM plans to offer course development resources to faculty who will teach new MUI courses. These courses will be approved in Fall 2018.

I will be pleased to recommend this new professional master's program to governance for approval, following approval at the Divisional level.

Sincerely,

A handwritten signature in black ink, appearing to read "Sioban Nelson".

Sioban Nelson
Vice-Provost, Academic Programs

cc.

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