



**FOR RECOMMENDATION**

**PUBLIC**

**OPEN SESSION**

**TO:** UTM Campus Affairs Committee

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**DATE:** April 21, 2020 for April 28, 2020

**AGENDA ITEM:** 4

**ITEM IDENTIFICATION:**

Establishment of an Extra Departmental Unit A (EDU: A): Institute for the Study of University Pedagogy (ISUP)

**JURISDICTIONAL INFORMATION:**

Section 5.8.1 of the Campus Affairs Committee (CAC) terms of reference outlines the responsibility of the CAC in the establishment, disestablishment or restructuring of Academic Units. Proposals for Extra-Departmental Units are considered and recommended for approval, pursuant to the *Guidelines for Administrative Functions and Protocols for Extra-Departmental Units (EDU)*.

**GOVERNANCE PATH:**

1. UTM Campus Affairs Committee [For Recommendation] (April 28, 2020)
2. UTM Campus Council [For Recommendation] (May 25, 2020)
3. Academic Board [For Recommendation] (May 28, 2020)
4. Executive Committee [For Endorsement] (June 16, 2020)
5. Governing Council [For Approval] (June 25, 2020)

**PREVIOUS ACTION TAKEN:**

No previous action has been taken.

**HIGHLIGHTS:**

The proposed Institute for the Study of University Pedagogy (ISUP), effective July 1, 2020, will provide an intellectual space that foregrounds research on university-level pedagogy, as a part of the broader academic discipline of Higher Education. Pedagogy is broadly defined as the theory

and practice of learning, including the social, political, cultural and psychological context of teaching and learning. As an academic discipline, the study of university pedagogy investigates the interactions, knowledge and skills involved in pedagogy as defined above, specifically within a university context. Increasingly, such studies examine both teachers and students as agents in this process. The Institute's mission will be to promote the study of university pedagogy through collaborative research, instruction, training, scholarship, and assessment of programs and initiatives. ISUP will share developments in the study of university pedagogy with the wider academic community through the research and teaching work of its own members, invited lectures by internationally significant practitioners in the field, and the hosting of national and international workshops and conferences.

The creation of this new Institute is a direct response to the [2017 UTM Academic Plan](#) as well as President Gertler's call for the reimagining and reinventing of undergraduate education in his [Three Priorities for the University of Toronto](#). The Institute will be based at the University of Toronto Mississauga but will welcome engagement from all University of Toronto divisions. ISUP will bring together faculty and educational staff involved in university-level pedagogy across the curriculum, building on what is already occurring through the UTM Teaching and Learning Collaboration (TLC). ISUP will move beyond existing structures at UTM, however, to form a new disciplinary unit focused on pedagogy in higher education.

In addition to research-related projects, through the continued existence of an internal [Robert Gillespie Academic Skills Centre \(RGASC\)](#), the Institute will continue to provide thousands of hours of direct support and training to UTM undergraduates. This work will itself also provide research opportunities, as both students and faculty participate in cutting-edge applications of university pedagogy. ISUP will expand on the existing graduate training and professionalization programs at UTM and provide additional opportunities for graduate student education in the study of university pedagogy and the scholarship of teaching and learning. In addition, through UTM's RGASC and the Teaching and Learning Collaboration, the new Institute will continue to provide extensive course- and topic-specific collaborative instruction, training, and advice for faculty teaching courses across all departments and disciplines at UTM, as well as continuing existing collaborations with the tri-campus Centre for Teaching Support and Innovation (CTSI). ISUP will be a new academic unit focused on pedagogy in higher education, with special attention to theoretical and applied aspects of university pedagogy. It is expected that ISUP and CTSI will find considerable opportunities for shared programming and conference hosting, but the two units will have very different mandates.

In addition to providing extraordinary opportunities for innovative research into key aspects of different higher education theories and approaches, the proposed Institute will promote and increase existing interdisciplinary collaboration in the study of university pedagogy at the University of Toronto and provide a home for UTM's innovative studies, initiatives and programs in the scholarship of teaching and learning. The foundation and leadership of ISUP will encourage existing UTM (and U of T) pedagogical research within disciplines to expand such research to a pan-Higher Education perspective. This new Institute must be created as an EDU-A in order to provide a dedicated administrative home through budgetary appointments for existing and proposed faculty focused on the study of university pedagogy. An EDU-A structure

is also needed to allow proper review and promotion of faculty based on their shared scholarship and its application to teaching and learning.

**FINANCIAL IMPLICATIONS:**

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

**RECOMMENDATION:**

Be it Recommended,

THAT the proposal to establish the Institute for the Study of University Pedagogy (ISUP) at the University of Toronto Mississauga, as an EDU: A, as described in the *Proposal for the Establishment of an EDU:A, Institute for the Study of University Pedagogy (ISUP), University of Toronto Mississauga (UTM)*, dated April 16, 2020, be approved, effective July 1, 2020.

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**DOCUMENTATION PROVIDED:**

Item Proposal for a new EDU:A in University Pedagogy

**Proposal to Create a new EDU-A at UTM:**  
**Institute for the Study of University Pedagogy (ISUP)**

**April 16, 2020 version**

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## 1. Proposed Institute and Statement of Purpose

The proposed Institute for the Study of University Pedagogy (ISUP) will provide an intellectual space that foregrounds research on university-level pedagogy, as a part of the broader academic discipline of Higher Education. Pedagogy is broadly defined as the theory and practice of learning, including the social, political, cultural and psychological context of teaching and learning. As an academic discipline, the study of university pedagogy investigates the interactions, knowledge and skills involved in pedagogy as defined above, specifically within a university context. Increasingly, such studies examine both teachers and students as agents in this process. The Institute's mission will be to promote the study of university pedagogy through collaborative research, instruction, training, scholarship, and assessment of programs and initiatives. ISUP will share developments in the study of university pedagogy with the wider academic community through the research and teaching work of its own members, invited lectures by internationally significant practitioners in the field, and the hosting of national and international workshops and conferences.

The creation of this new Institute is a direct response to the [2017 UTM Academic Plan](#) as well as President Gertler's call for the reimagining and reinventing of undergraduate education in his [Three Priorities for the University of Toronto](#). The Institute will be based at the University of Toronto Mississauga but will welcome engagement from all University of Toronto divisions. ISUP will bring together faculty and educational staff involved in university-level pedagogy across the curriculum, building on what is already occurring through the UTM Teaching and Learning Collaboration (TLC). ISUP will move beyond existing structures at UTM, however, to form a new disciplinary unit focused on pedagogy in higher education.

The closest existing equivalent to this unit at the University of Toronto is the Ontario Institute of Studies in Education (OISE), particularly its Department of Leadership, Higher and Adult Education (LHAE). A partnership with LHAE has been sought and agreed upon as the graduate home for tenure-stream hires in the new Institute. ISUP is designed to be a complementary unit to OISE, not a competitor. It is expected that OISE faculty and graduate students, especially those in the Higher Education program at LHAE, will welcome the proposed Institute as a focus for their fieldwork and training, and will participate in research discussions in the field of higher education with a focus on the study and application of university pedagogy. For example, LHAE members who examine governmental policies towards higher education might find fruitful ground for commentary in the practices and research taking place through ISUP, while the addition of new ISUP members to their graduate program will expand LHAE's expertise to include specialists in the study of the impacts of university programming and its effects in topics such as foundational writing programs or scaffolded numeracy programs from mathematics to coding.

As reflected in the proposed name, "Institute for the Study of University Pedagogy", ISUP will bring this approach to the study of higher education as a discipline to UTM.

For example, given the nature of the University of Toronto's student and faculty population, we expect ISUP members to participate in scholarly discussion about and flagship research into cultural, social and political aspects of university pedagogy, drawing on U of T's international relationships and teaching programs as additional field sites for such investigations. OISE's and LHAE's strengths in these fields will be especially welcome. Other potential topics of investigation include the considerable debate about the way the Scholarship of Teaching and Learning (SoTL) fits into the discipline of Higher Education, or indeed what SoTL actually encompasses (e.g., Boyer 1990, Fanghanel et al. 2016; Felton 2013; articles in *Canadian Journal for the Scholarship of Teaching and Learning*, *Teaching & Learning Inquiry*, *International Journal of Teaching and Learning in Higher Education* (IJTLHE), etc.; for a Canadian perspective see <https://www.stlhe.ca/sotl/what-is-sotl/>). We expect these and similar academic debates into pedagogical aspects of higher education to form a lively part of ISUP's research programs.

In addition to research-related projects, through the continued existence of an internal [Robert Gillespie Academic Skills Centre](#), the Institute will continue to provide thousands of hours of direct support and training to UTM undergraduates, as discussed in detail in the Education Mandate and Programming section below. This work will itself also provide research opportunities, as both students and faculty participate in cutting-edge applications of university pedagogy. ISUP will expand on the existing graduate training and professionalization programs at UTM and provide additional opportunities for graduate student education in the study of university pedagogy and the scholarship of teaching and learning, as described in the Research Mandate section below. In addition, through UTM's RGASC and the Teaching and Learning Collaboration, the new Institute will continue to provide extensive course- and topic-specific collaborative instruction, training, and advice for faculty teaching courses across all departments and disciplines at UTM, as well as continuing existing collaborations with the tri-campus Centre for Teaching Support and Innovation (CTSI). ISUP is in no way intended to replace CTSI's tri-campus mandate for faculty support in teaching as well as SoTL broadly. Rather, ISUP will be a new academic unit focused on pedagogy in higher education, with special attention to theoretical and applied aspects of university pedagogy. It is expected that ISUP and CTSI will find considerable opportunities for shared programming and conference hosting, but the two units will have very different mandates.

In addition to providing extraordinary opportunities for innovative research into key aspects of different higher education theories and approaches, the proposed Institute will promote and increase existing interdisciplinary collaboration in the study of university pedagogy at the University of Toronto and provide a home for UTM's innovative studies, initiatives and programs in the scholarship of teaching and learning. The foundation and leadership of ISUP will encourage existing UTM (and U of T) pedagogical research within disciplines to expand such research to a pan-Higher Education perspective. This new Institute must be created as an EDU-A in order to provide a dedicated administrative home through budgetary appointments for existing and proposed faculty focused on the study of university pedagogy. An EDU-A structure

is also needed to allow proper review and promotion of faculty based on their shared scholarship and its application to teaching and learning.

## 2. Academic Rationale

### a. **Academic Vision & Alignment with University Plans:** *Engagement with the Study of University Pedagogy*

The Institute will build on existing programs and initiatives related to the study of university pedagogy, but will function as a new intellectual space that foregrounds the study of university pedagogy in its own right, as an aspect of the discipline of Higher Education. As called for in the [Vision for Undergraduate Experience at the University of Toronto](#), ISUP will help faculty, staff and students choose among the many good ideas available for the improvement of university-level education by assisting them in investigating, comparing and assessing practices and approaches employing both established and cutting-edge research in the field. ISUP will enhance pedagogical knowledge and training for faculty to the benefit of students and will provide a clear indicator of the value of faculty investment in teaching, learning, and the student experience at the University of Toronto.

The existing and new faculty in ISUP (Appendix 1) have research and teaching interests centered in various aspects of pedagogy in higher education, including Writing Studies, First-Year Transition, English Language Learning/English for Academic Purposes, Scientific Literacy, Numeracy, Work-Integrated Learning, Experiential Learning, Active Learning, Supplemental Instruction, and so forth; we expect the range of sub-disciplinary interests to grow as the Institute develops. To choose just one example, longitudinal studies of the new Foundational Skills Initiatives are expected to provide a ground-breaking source of diverse research studies of international interest. UTM's new Writing Studies faculty will all have academic backgrounds based in Higher Education and will not be cross-appointed to existing departments at UTM. While many of the new faculty may collaborate with faculty in other disciplines to enhance upper-level writing courses, the intent is that all ISUP Writing Studies specialists will focus on university pedagogy within Higher Education as their primary discipline.

Tenure stream faculty will conduct prominent research within Higher Education, with their graduate homes largely in OISE, particularly LHAE. Teaching stream faculty will have opportunities to engage in pedagogical enhancement opportunities within and beyond ISUP, and team-oriented research is expected to be an important aspect of the unit's focus. Members of ISUP will likely partner with disciplinary faculty at UTM to assist in upper-level disciplinary-focused teaching of skills, and may develop research projects from these partnerships, but the ISUP faculty's focus in such studies will be from a Higher Education/University Pedagogy perspective, while partnering faculty will bring in their own foci from other disciplines.

Faculty holding appointments at the University of Toronto with interests in the topic of university pedagogy may be interested in becoming associated formally with the unit through non-budgetary cross appointments. While these faculty will only be formally invited once ISUP is approved and a Director chosen, a sample list of proposed faculty who have shown an interest in participating highlights the range of interests and expertise available on the UTM campus alone (see Appointments section below). Extending this invitation to other divisions is expected to greatly increase the number and variety of experts focused on the study of university pedagogy. These faculty will participate in ISUP in various ways, including collaborating with colleagues within the unit, evaluating student research projects, and contributing to workshops and conferences. They will also be asked to serve on committees for ISUP, including serving as members of promotion and evaluation committees for ISUP faculty.

ISUP will draw on and expand the existing work of UTM's [Teaching and Learning Collaboration \(TLC\)](#) in the investigation of best practices in teaching and learning in higher education. The TLC has a broad community of practice centered on a shared interest in teaching and learning; its workshops, pedagogical reading groups, exchange lunches, colleague connections chats, lectures, webinars, support with grant applications, and other programming promote collaboration across the UTM community, including faculty, sessional instructors, librarians, staff, teaching assistants, graduate students, and post docs, in a very busy yearly schedule. The TLC, and by extension the new Institute, reinforces pillars of UTM's identity outlined in the UTM Academic Plan in that it creates community through multiple means of communication and engagement, and is centred on innovative and creative research and practice of teaching and learning. TLC uses strong qualitative and quantitative metrics to ensure the research and pedagogy needs of the faculty, sessional instructors, and staff who are part of the community are met; this corresponds to several calls to action in the *Vision for Undergraduate Experience*. ISUP will expand this research-focused support to include graduate students, as discussed in the Research and the Education Mandate sections below. The institute will also be particularly well-placed to provide support to Principal Investigators who are performing innovative research on teaching and learning; for example, the potential for research on active learning pedagogy, an emerging priority at the University of Toronto, has been enhanced through the investment in inclusive design Active Learning Classrooms (ALCs) at UTM, especially with the opening of the [Maanjiwe nendamowinan building](#) in 2019.

Other UTM-wide initiatives such as the long-running [Writing Development Initiative](#) (WDI) have similarly encouraged the development and sharing of research-based investigations into and reflections on teaching, and have provided faculty with access to support (both in terms of people and resources) and assistance with scholarly assessment of their projects. In particular, the Writing Development Initiative has been a catalyst for a number of scholarly projects and publications that assess the impact of a given writing intervention. Many of these are collaborations between RGASC faculty, all of whom will be members of the new Institute, and disciplinary faculty in departments across UTM. Similar impacts are expected as the English Language Learner Support Initiative and the Numeracy Development Initiative mature. ISUP will take these



programs to a larger scale and provide greater prominence for research on university-level teaching and learning at the University of Toronto and beyond.

Faculty with especially strong interests in university pedagogy and the scholarship of teaching and learning are expected to join the new Institute as non-budgetary cross-appointments. ISUP will organize regular lectures and workshops by international higher education, university pedagogy, and SoTL experts and will take the lead in organizing and hosting pedagogical conferences and workshops at UTM. The new [UTM Dean's Teaching and Learning Conference fund](#), established as a parallel to the UTM Research Conference fund, is already supporting the first of such conferences. Faculty interested in pedagogical research will also find opportunities for research advice, support and collaboration with existing and future members, whether in their own programs or in Institute programs. The Institute will foster collaborative cross-departmental research opportunities for faculty who are working on active learning strategies, problem-based learning, and experiential learning. This research will provide robust approaches to student engagement and will work towards the elimination of barriers in educational environments.

The work of this new Institute is directly related to central goals of the [2017 UTM Academic Plan](#), particularly the UTM Academic Plan's first goal, to "inspire student success by supporting a rigorous and innovative academic environment". A major outcome of the implementation of this Academic Plan has been the proposal to create programs focused on foundational skills for first-year university students, as discussed in the Education Mandate and Programming section below. As part of this campus-wide Initiative, the first group of faculty members specializing in Writing Studies are being hired to teach foundational writing courses that will be required for participating programs. Academic Plan-funded hires in Writing Studies will continue over the next five years, overlapping with hires focused on Numeracy pedagogy and support, as is detailed in the Education Mandate and Programming section below.

These new Foundational Skills Initiatives are not only expected to improve student learning outcomes at UTM, but are already generating considerable interest in the Higher Education and SoTL communities. We expect researchers at this new Institute to significantly contribute to worldwide higher education discussions focused on assessments of the effectiveness of such Foundational Skills Initiatives, including publications and conference presentations. Findings from research projects associated with the Foundational Skills Initiatives, from a variety of pedagogical, practical and policy perspectives, will garner even more international attention to UTM.

## **b. Research Mandate: Pedagogy in Higher Education**

The Foundational Skills Initiatives are only one aspect of the many individual and group pedagogical research projects that the Institute is expected to support. A significant surge in pedagogical research is expected, one that will be inspired and motivated by the Institute's work in bringing people together, harnessing their energy, supporting their work, and creating synergies. In this way, the Institute will advance the research

mandates laid out in the many projects already completed and underway by Teaching and Learning Collaboration (TLC) members and other UTM faculty funded through various [teaching and learning grants at UTM and tri-campus](#), as well as external grants. Most importantly, ISUP's disciplinary grounding in Higher Education and expected new connections will bring many more UTM faculty in contact with research by faculty at OISE and other divisions at the University of Toronto, enhancing the exchange of intellectual ideas across the entire university.

ISUP will be able to immediately build on a large number of existing initiatives created, led, organized, and/or administered by the RGASC, as well as additional projects. Existing areas of pedagogical research interest by the faculty and educational staff who will be members of the new Institute include writing pedagogy, writing program assessment, numeracy instruction, data science literacy, English Language Learning (ELL) support, critical thinking, scientific literacy, work-integrated and experiential learning, supplemental instruction, game-enhanced learning, and approaches to faculty support. (Recent publications and presentations on these topics by RGASC members are listed at <https://www.utm.utoronto.ca/asc/recent-rgasc-news-successes>.) RGASC faculty have run their research grants through the RGASC in the past, and ISUP will take over this role of research grant administration for all faculty within the unit.

Extensive as this list is, it represents only a portion of the research topics of interest to faculty currently engaged in SoTL and studying university pedagogy across UTM. ISUP is expected to concentrate and encourage these research interests through working groups, conferences, and outside speakers. With the addition of the new Writing Studies faculty, who will be both teaching stream and tenure stream, the Institute will oversee an explosion of research on topics in this field, including Writing about Writing, Writing Across the Curriculum, writing pedagogy, writing assessment, and innovative approaches to teaching writing with technology. The addition of Numeracy-focused faculty over the next few years will have a similar effect on increased research in fields related to numeracy pedagogy in higher education.

One of the most important functions of the new Institute will be to provide leadership in the scholarship of university pedagogy and of teaching and learning more broadly, including area emphases on innovative writing and numeracy pedagogy, the use of instructional technology to support pedagogy and engagement, and inclusive pedagogical strategies. This work will include research on evidence-based assessment with interdisciplinary application for large-enrollment introductory and survey courses.

Suggested new initiatives to increase and diversify Institute-based research and community engagement include an annual three-day conference in the summer, in which faculty from many post-secondary institutions can workshop the design of pedagogical research projects; each year the theme of the conference will be different. For example, one theme might take advantage of UTM's range of Active Learning Classrooms to explore evidence-based strategies for teaching in these contexts. UTM currently offers SoTL workshops, and the new Institute would expand the number and range of their topics, addressing such important research concepts as methods;

pedagogical frameworks; qualitative and quantitative accuracy; ethics; the role of Universal Design for Learning (UDL) and Universal Instructional Design (UID) in SoTL; other inclusive accessible pedagogy that promotes diversity; educational technology; lifelong university learning; critical pedagogy; and pedagogical aspects of academic integrity. There is particular interest in developing programming on Indigenous aspects of curriculum development, and OISE's strength in this area will be a welcome part of the relationship. Partnering with the UTM Research Office and their podcast series on faculty research, "View to the U", ISUP will develop a series of Institute-specific podcasts. In addition to regular colloquia bringing international scholars to deliver presentations on seminal topics in the field, the new Institute will create and deliver a webinar series that highlights university pedagogy, SoTL, and Higher Education work done by Institute members and affiliates, and wider topics in the field, allowing ISUP to model an engaged research culture that is global in scope.

In addition to research opportunities for faculty, ISUP will serve an important role in providing graduate and undergraduate students with opportunities to be involved in research related to university pedagogy. The existing undergraduate course UTM118H5: The Science of Learning, taught by faculty who will be ISUP members, introduces students to SoTL and motivates students to improve their academic skills and understand their own university learning process through introductory research projects focused on pedagogy. The creation of a unit dedicated to such research will allow many more students to be involved in both course-based and actual research projects focused on pedagogy, a process that will improve their own learning skills.

Involvement of graduate students in research, as well as in ISUP conferences, workshops, and other programming, will ideally culminate in a collaborative degree program, preferably with an OISE unit, once sufficient faculty are hired to support such a program. This will involve faculty members offering credit-bearing graduate courses on topics in university pedagogy in higher education (e.g., active learning strategies, problem-based learning, low-stakes engagement techniques, discipline-specific strategies for embedding skills instruction in university courses). Such courses would be designed to complement existing areas of focus in graduate programs offered at UTM and could be co-taught with disciplinary faculty or taught entirely by ISUP faculty.

Combining these strengths in an EDU-A will promote and increase interdisciplinary collaboration in the study of university pedagogy, and also provide a home for innovative faculty studies in the scholarship of teaching and learning, including, but not limited to, research on academic skills development, active-learning pedagogy, the use of instructional technology, programs for student retention, issues around academic integrity, constructivist teaching strategies, and problem-based learning within an inclusive and accessible framework.

### **c. Education Mandate and Programming**

The Institute will be the central home for flagship initiatives in first-year university pedagogy through the UTM Foundational Skills Initiatives. ISUP will also further develop

the wide range of successful existing initiatives within the RGASC, which will remain a separate unit for student and faculty support within the Institute, although RGASC faculty and staff will be full members of ISUP. Finally, while this new Institute will not immediately offer a degree program, it will administer the existing UTM extra-departmental utmONE and utmScholars courses, a set of cross-disciplinary courses focused on first-year undergraduate learning and transition. A number of these courses are already taught by faculty who will be based in the Institute.

ISUP members will develop, administer, and teach the new Foundational Writing Skills program, as well as planned Numeracy and other first-year academic skills courses to be created over the next five years as a major university-wide initiative stemming from UTM's 2017 Academic Plan. The Institute will also coordinate existing academic support programs for students in upper-level courses taught by faculty in departments across the curriculum (e.g., the Writing Development Initiative, English Language Learner Support Initiative, Numeracy Development Initiative, and new Experiential Education Initiative). Finally, it is expected that existing partnerships with OISE faculty and graduate students will expand as the new Institute develops.

A major outcome of the implementation of the 2017 UTM Academic Plan is the commitment to create programs focused on foundational skills for first-year university students. The faculty hired to create and teach these Foundational Skills Initiative programs will be based in the new Institute, and the first initiative, in writing, will begin in the fall of 2020. Three departments will pilot the first iteration of the Foundational Writing Skills Initiative in their Specialist and Majors degree programs beginning in the 2020-21 academic year, working with the five faculty to be hired for July 2020 (Appendix 1). Funding from the UTM Academic Plan is in place to hire a total of 25 Writing Studies faculty over the next five years, making the Foundational Writing Skills program available to all first-year students at UTM. The new Foundational Writing Skills Initiative is focused on academic writing skills and writing pedagogy from a general Higher Education perspective. Other units at UTM, such as the Professional Writing Program in ICCIT and the Creative Writing Minor in English and Drama, focus on professional writing, communication, and creative writing. Similarly, beginning in 2021, approved funding from the UTM Academic Plan will be used to hire Numeracy faculty to establish a set of Foundational Numeracy Skills courses for first-year students based on proposals from the Working Group on Foundational Numeracy Skills. These Foundational Numeracy Skills courses are eagerly anticipated by UTM departments who wish to include the courses as part of their existing degree programs.

The overall purpose of the [Foundational Writing Skills Initiative](#) is to improve students' abilities in writing, to make them comfortable with different types of writing, and to improve their sense of self-efficacy as writers, particularly when working within their discipline. The first-year Foundational Writing Skills course (ISP100H5) will provide a grounding for students, as a base on which existing and new writing initiatives embedded in disciplinary courses can build. Many departments offer existing discipline-focused writing instruction within their courses, often through partnerships with faculty and staff who will be in the new Institute. Faculty based in ISUP will also aid in

expanding such assistance within upper-level courses across departments. These existing initiatives in upper-level disciplinary courses will mesh with the first-year foundational skills courses to create continued academic skills instruction and practice for all UTM students in a Writing Across the Curriculum (WAC) approach. A similar approach is planned for Numeracy, although involving several first-year courses focused on different aspects of Numeracy.

ISUP will create an exciting new academic space to expand on the faculty and student support programming already offered through the RGASC and the TLC at UTM. The RGASC has two primary goals, both of which they will continue to pursue as a sub-unit within the new Institute:

- to provide a full range of individual consultations, workshops, and programs to help students identify and develop the academic skills they need for success in their studies; and
- to work collaboratively with University of Toronto Mississauga faculty and teaching assistants to help them create the best possible environments for learning in their classes, labs and tutorials.

These goals have been pursued through a number of programs and collaborations designed for undergraduate students, graduate students, and faculty and staff. A list of the largest student initiatives is given below, and more detail is available in the [2018-19 RGASC Annual Report](#).

1. Writing Support: offered through the Writing Development Initiative, face-to-face and online appointments, Writing Retreats, embedded workshops and workshop series
2. Numeracy Support: offered through the Numeracy Development Initiative and drop-in appointments and workshop series
3. English Language Learning Support: offered through the English Language Learner Support Initiative, face-to-face appointments and embedded workshops
4. Graduate Student and TA Support: provided through a wide variety of programming, most of it collaborative and coordinated by the RGASC
5. Faculty Support: provided through face-to-face consultations and a variety of professional development programming, most coordinated by the TLC
6. Work-Integrated and Experiential Learning: provided through collaboration with disciplinary course instructors
7. Head-Start and Orientation: offered at the beginning of each school year to help students transition to university
8. The Facilitated Study Group (FSG) Program: coordinated by RGASC academic staff; involves the training of ca. 300 peer facilitators who offer peer-assisted study groups in 50+ courses each year
9. The Promoting Academic Skills for Success (PASS) Program: coordinated and taught by RGASC academic staff; includes a seven-week non-credit bearing course on foundational academic skills for academically at-risk students

10. Basics of Writing in English (BoWiE): offered as part of the ELL program; includes an 11-week not-for-credit course designed to help students build skills that will assist in the completion of their written academic course work

In addition to developing, delivering and administering the Foundational Skills Initiative courses, beginning with Writing in the Fall of 2020 and expected to include Numeracy courses in the following year, ISUP will also be taking on the existing undergraduate courses in the utmONE and utmScholars initiatives, a set of cross-disciplinary courses focused on first-year undergraduate learning and transition. The utmONE courses were established in 2013 by the UTM Dean's Office, and jointly administered by the UTM Office of Student Transition/Centre for Student Engagement and the UTM Vice-Dean Teaching and Learning. In the past few years, the majority of utmONE offerings have been taught by RGASC faculty, but faculty from across the university teach in these two programs.

The Institute will continue the RGASC's collaboration with the UTM Education Studies program and others in two additional courses:

- (1) EDS325H Supplemental Instruction in Higher Education: The Impact of Peer-Facilitated Study Groups, an experiential learning course including a mandatory internship component where students apply the knowledge acquired in class to their role as a Facilitated Study Group leader in the RGASC's Peer Facilitated Study Group (FSG) Program; and
- (2) EDS377H: Why the First Year of University Matters: The Impact of Peer Mentoring, an experiential learning course open only to students holding a peer-mentoring position with the Centre for Student Engagement and focused on the experiences, issues and challenges commonly encountered by undergraduate students during their first year of university.

Graduate student teaching and professionalization support programming currently offered by the RGASC will be expanded by ISUP, including workshops through the year, a two-day graduate professional development conference in both fall and winter terms, and collaborations with departmental and tri-campus graduate professional skills programs. While the RGASC offers face-to-face graduate student consultations on academic writing, grant applications, research proposals, and teaching, the Writing Studies experts in the new Institute would expand these services to design and deliver writing support similar to that provided by the Graduate Centre for Academic Communication (GCAC) at the School of Graduate Studies, helping to ease the enormous demand on GCAC. This programming would involve short courses, certificates, boot camps, graduate student writing circles, and workshops focused on the kinds of writing students need for their programs, for research proposals, and for grant applications. Expanded programming in other academic skills would also be possible, especially with the addition of the new Numeracy and other faculty. Teaching Assistant training projects include continued collaborations with the TATP program coordinated by CTSI, as well as course-specific training and specialized TA training associated with the Writing Development Initiative (WDI), the English Language Learner Support Initiative (ELLI), and the Numeracy Development Initiative (NDI).

Similarly, ISUP will encourage and expand current programming that provides faculty with teaching support, as well as the continuation of TLC programming. Individualized faculty support related to teaching practices, assignment and course design, and teaching portfolios will continue, and will be enhanced by the addition of more faculty and educational staff to assist with a wider array of topics.

### **3. Membership and Partners**

#### **a. Appointments**

As listed in detail in Appendix 1, the founding primary appointment members of ISUP will consist of:

- faculty and staff in the existing Robert Gillespie Academic Skills Centre (RGASC), established in 1996, and currently a stand-alone unit under the UTM Dean's Office;
- faculty hired in July 2020 for the new Foundational Writing Skills Initiative, proposed on the basis of the 2017 UTM Academic Plan, the first of several similar initiatives planned for the near future, the next being Numeracy; and
- a transitional student success staff member from the former Office of Student Transition (now Centre for Student Engagement).

As the Institute expands over the next five years, additional primary appointment tenure and teaching stream faculty members will be added through the intended development of the Foundational Writing Skills Initiative and the Foundational Numeracy Skills Initiative, as well as faculty and educational staff hires contributing to the Robert Gillespie Academic Skills Centre activities and programs. The expected tenure to teaching stream faculty ratio at the end of five years is expected to be approximately 30% tenure to 70% teaching stream over some forty total faculty members, as detailed after the faculty chart in Appendix 1. Beyond that point, ISUP will pursue complement planning in directions in line with the focus on university pedagogy in higher education, using the normal UTM Complement Planning process.

The existing and new faculty in ISUP have research and teaching interests centered in various aspects of Higher Education, as noted previously, and we expect the range of sub-disciplinary interests to grow as the Institute develops. These Foundational Skills Initiatives are deliberately focused on beginning with a pan-higher education rather than a single disciplinary-based perspective; e.g., the Foundational Writing Skills first-year course will adopt a Writing about Writing approach (Wardle & Downs, 2007) and will then serve as a cornerstone for a campus-wide Writing Across the Curriculum program that will teach discipline-specific writing skills in upper-level courses. Assessment of this approach will focus, among other things, on the degree to which knowledge acquired in the first-year course transfers to other disciplinary contexts and so will be of great interest to Higher Education scholars in Canada and elsewhere.

As noted above, tenure stream faculty in ISUP will conduct prominent research within Higher Education, with their graduate homes largely in OISE, particularly in the Department for Leadership, Higher and Adult Education (LHAE). Teaching stream faculty will be encouraged to participate in opportunities related to their teaching programs, and team-oriented research incorporating faculty within and beyond ISUP is expected to be an important aspect of the unit's focus. Members of ISUP will likely partner with disciplinary faculty at UTM to assist in upper-level disciplinary-focused teaching of skills, and may develop research projects from these partnerships, but the ISUP faculty's focus in such studies will be from a Higher Education/University Pedagogy perspective, while partnering faculty will bring in their own perspectives from other disciplines.

The RGASC will be incorporated within the Institute, whose members will continue to sustain the RGASC as a student-facing support centre as well as a centre for faculty support across UTM departments/programs and disciplines. RGASC faculty and staff will continue to support its many pedagogical programs. RGASC faculty function in some ways similarly to liaison librarians, who specialize in a particular topic or discipline but provide support across a wider range of needs, and this aspect of their roles will not change. The new Writing Studies and Numeracy faculty will be expected to primarily contribute to the foundational skills initiatives, but their work will also intersect with the work of faculty and educational staff associated with RGASC and its programs (e.g., the writing programs, numeracy programs, and retention programs). In short, all members of the Institute will contribute to the overall mission and work of the Institute, under the leadership of the Institute Director.

A large number of faculty from across the University of Toronto are expected to join the new unit as non-budgetary cross-appointed members. These faculty will be expected to have interests in the topic of university pedagogy in Higher Education, although for most likely as a secondary aspect of their research programs and/or from a pedagogical focus centered in other disciplines besides Higher Education itself. While non-budgetary cross-appointed faculty will only be formally invited once ISUP is approved and a Director chosen, a sample list of potential UTM-based non-budgetary cross-appointments who have indicated their interest in affiliating with ISUP is provided in Appendix 2, to show the range of interests and expertise available on the UTM campus alone. Extending this invitation to other divisions is expected to greatly increase the number and variety of experts in Higher Education focused on the Study of University Pedagogy.

Such membership will have a dual role: to encourage research collaboration and the exchange of ideas, and to draw on faculty in cognate units to support the work of the unit. Non-budgetary cross-appointed members will be asked to serve on committees for ISUP; while these will include the usual scholarly presentation, workshop and conference committees, an important initial role of these faculty will be to serve as members of promotion and evaluation committees for ISUP faculty, until sufficient senior members of the proposed unit are available. It is important to note that RGASC faculty have already been very successfully promoted at UTM with committees formed



from experts drawn from across U of T, and this model will serve ISUP well, allowing for the inclusion of specialists from outside the specific unit.

## **b. Existing and Potential University of Toronto Partnerships**

ISUP will partner with all of the academic units on campus, both through the continued RGASC programs which cross all units, and through the new Foundational Skills Initiatives which are expected to involve all units over the next five years. The new Institute will maintain and strengthen existing links to both the Education Studies Program (EDS) in the Department of Language Studies and the UTM Library. Faculty and educational staff in the new Institute will continue to strengthen links with not only other academic units, but also with other important stakeholders at UTM, partnerships which greatly benefit students. Such units include the Centre for Student Engagement for transition/orientation and a range of other programming, as well as other units in Student Affairs & Services (e.g., Accessibility Services, International Education Centre, Career Centre); the Office of the Registrar; and the Office of the Dean, Academic, particularly the Experiential Education Unit and the Associate Deans (Undergraduate and Graduate). The recent involvement of an RGASC faculty member in partnerships for internships and other forms of experiential learning will add another dimension to potential future involvement of ISUP in experiential education. The transfer of a student transition specialist into the RGASC and new Institute will be an important aid in these partnerships.

Beyond UTM, the Institute will continue and strengthen existing RGASC links with the Centre for Teaching Support and Innovation (CTSI), the Centre for Teaching and Learning (CTL) at UTSC, the University of Toronto Writing Centres, the Centre for Community Partnerships (CPP) at UTSG, the Graduate Centre for Academic Communication (GCAC) and the Graduate Professional Skills Program in the School of Graduate Studies. Future relationships might be developed within the University of Toronto Entrepreneurship community (UTE). Individual faculty at the RGASC have connections with faculty and graduate students at the Ontario Institute for Studies and Education (OISE), and further partnerships with OISE would be of great interest. The willingness of OISE's Department of Leadership, Higher and Adult Education (LHAE) to serve as the graduate home for new ISUP tenure-stream faculty is much appreciated as a first step in such a partnership.

## **4. Administrative Structure**

### **a. Director and Associate Director**

The Director of ISUP will report to the UTM Vice-Principal, Academic and Dean and will have equal standing with fellow UTM Chairs and EDU-A Directors. Appointment of the Director will follow normal University of Toronto process for such a position, with a committee struck to make a recommendation to the Dean. The Associate Director will be appointed by the Director, following normal process, with a division of duties to be

determined by the Director. As the Institute grows with the addition of new faculty, it seems likely that two Associate Directors may be needed, to ensure that both the student-facing and faculty-facing aspects of ISUP are well supported, but other organizational solutions might be chosen instead. Together the Director and Associate Director(s) will be responsible for oversight of the RGASC and the foundational skills programs and courses, including undergraduate student, graduate student, and faculty and staff programming.

All members of the Institute will contribute to the overall mission and work of the Institute, under the leadership of the Institute Director. The existing RGASC will not be dissolved, but will be incorporated within the new EDU-A. The direct student support mission of the RGASC will be enhanced by new possibilities of associations with new programs and graduate training. This proposed configuration has the support of Mr. Robert Gillespie, the original donor.

The Institute, as an EDU-A, will be subject to *The Policy for Approval and Review of Academic Programs and Units* (June 24, 2010). It is recommended that the first review take place after five years (during the 2025-2026 Academic Year), but thereafter reviews will be commissioned by the Vice-Principal Academic & Dean as appropriate (normally every 7-8 years). Although very improbable, as is required of EDU structures, a discussion has already been held about the future of Institute faculty, staff and resources, should ISUP be recommended for dissolution after the first review. The UTM Department of Language Studies, currently also the home of the Education Studies Program and the Language Teaching & Learning Program, is willing to serve as the home for ISUP members in the unlikely event such a recommendation should occur.

#### **b. Administrative Staff**

Administrative staffing of the Institute will be sufficient to allow both the continued functioning of the RGASC and the regular functioning of a new educational unit with (after five years) a sizable faculty complement, including financial and managerial support. Given the complexity of the course offerings for the new Foundational Skills Initiatives, it will be important for ISUP to have a strong Undergraduate Administrator/Advisor from the beginning. Determination of exact positions will flow from normal UTM budgetary and HR assessments as applied to the range of academic programs on campus, with the additional intricacies associated with running the RGASC and a number of projects and initiatives for the benefit of the entire university. A preliminary outline of staffing positions has been developed and costed with Business Services, employing funds set aside by the UTM 2017 Academic Plan for the development of the Foundational Skills Initiative as well as expected funds for normal departmental staffing.

#### **c. Committees**

ISUP will mount the usual committees needed by any academic unit housing faculty appointments and offering courses: a Workload committee, a PTR committee, and a

Curriculum committee, as well as any other desired committees such as an Outreach committee, an Events/Lecture Series committee, or Space and Resources committee. A cross-disciplinary Academic Technology committee has already been proposed. Special aspects of the usual committees for the new Institute are noted below.

Curriculum Committee: ISUP will need to have specialist sub-sections of the Curriculum committee, to create and continually update and assess the Foundational Writing Skills and Foundational Numeracy Skills courses. Because these courses will be taught by multiple faculty across numerous sections, strong coordination and planning will be necessary. The [Working Group on Foundational Writing Skills report](#) strongly recommended that a “formal committee of instructors who are experts in the teaching of writing” develop, centrally administer, and regularly update the course curriculum for the Foundational Writing Skills Initiative “[t]o ensure a consistent approach to instruction across the dozens of sections of the course”. This committee will need to undertake a “regular re-assessment of pedagogical approaches, assignments, and course materials to ensure these are aligned with the defined learning outcomes . . . while recognizing that students will be coming into this course with different levels of ability. This is best accomplished by permanent specialist faculty working together on long-term goals.” The Working Group provided an appendix and further guidelines for the tasks and functioning of such a committee, available on the website linked above, which will be useful for Curriculum committee members. Similar recommendations hold for a Foundational Numeracy Skills curriculum committee, although the format of those courses will follow a different path, with three foundational skills course ‘flavours’ (for sciences, social sciences, and humanities, roughly).

Initiatives Committees: The RGASC currently evaluates applications by UTM instructors and departments for the [Writing Development Initiative](#), [English Language Learner Support Initiative](#), and the [Numeracy Development Initiative](#), and administers the funding associated with successful applications. Each of these initiatives involves a separate evaluation committee, headed by the organizer of the Initiative (all currently faculty in the RGASC). ISUP will continue these committees and initiatives, and the new faculty will be expected to lend their expertise and assistance to these committees. Other projects developed by ISUP may need similar committees.

RGASC Advisory Committee: ISUP will continue to convene RGASC Advisory Committee, first struck in 2015. This committee has a dual mandate: to facilitate communication between the RGASC and its stakeholders, and to help ensure that the RGASC provides programming and support that genuinely respond to its stakeholders’ needs. The [Annual Report](#) is intended to provide that Committee with the necessary information to fulfill the terms of its mandate. More generally, the Report is written to facilitate communication between the RGASC and all those members of the University of Toronto community for whom the Centre provides programs and services. The Report is publicly available on the RGASC website. ISUP may wish to form a similar advisory committee to reflect on the overall Institute, perhaps including external members as aligned with the [Provost’s Statement on the Role of Advisory Bodies](#).

## **5. Resource and Budget Implications**

As with the other EDU-A and departments at UTM, the University of Toronto Mississauga will assume administrative and budgetary responsibilities for ISUP. The budget and resources for ISUP are primarily formed from existing resources held by RGASC and the UTM Dean's Office for salaries and initiatives detailed in this proposal; existing funding dedicated by the 2017 UTM Academic Plan to the Foundational Skills Initiatives, including new faculty and associated support; and existing funding for the utmONE and utmScholars programs. Some additional funding for the day-to-day administrative functioning of a new academic unit has been budgeted, using existing UTM department budgets as guidelines.

The UTM Facilities, Management and Planning office is aware of the space implications of the new Institute and has incorporated the proposed new personnel and associated needs into planning for the campus; space needs are an integral part of UTM complement planning, so the FMP were alerted to the potential for faculty space needs some time ago, with the campus-wide discussions and townhalls about the new Foundational Skills Initiatives over the past two years.

## **6. Consultation**

Considerations around a new unit focused on teaching and learning have been on-going for the past three years, as part of evaluation of the future of the RGASC. Consultations with members of RGASC and the Office of Student Transition took place in 2018 about participation in a new unit. With the formation of the Foundational Skills Working Groups as part of the implementation process for the 2017 UTM Academic Plan, such a unit received additional impetus as a home for the new faculty required to make the Foundational Skills Initiatives successful. These Working Groups involved faculty and staff members from across UTM, including administrative and student support units as well as academic units. UTM-wide consultations on the recommendations of the Working Groups, which included the hiring of new faculty and the founding of a new unit as their home, took place throughout 2018 and 2019, including several open townhalls.

A framework for the proposal for ISUP as a new EDU-A was discussed with VPAP and VPAL in July 2019. An update of the plan for a new EDU-A and the hiring of faculty for the Foundational Skills Initiatives were presented at the UTM Chairs meeting in early September by the Vice-Dean Teaching and Learning, who also met with the RGASC Director and the Centre for Student Engagement Director individually. A first draft of the proposal was circulated to RGASC members for commentary in early October, and other closely affected individuals in late October. The resulting full draft was sent to VPAP on Nov. 1, 2019, for the first stages of consultation.

At UTM, this full draft of the proposal was circulated for final feedback in the first week of November 2019 to the entire UTM Chairs' email list, for distribution to all academic units at UTM, as well as the UTM Library. The draft was also sent to the Dean of Student Affairs and Services and the Registrar for distribution to student services units across campus, as well as members of the Dean's and Principal's Offices. The Facilities, Management and Planning, and Financial and Budgeting offices was provided with copies.

Copies of an earlier draft were distributed beyond UTM in the first two weeks of November 2019, to the centres and programs mentioned as existing partners of RGASC, above: the Centre for Teaching Support and Innovation (CTSI), the Centre for Teaching and Learning (CTL) at UTSC, the Centre for Community Partnerships (CPP) at UTSG, the Graduate Centre for Academic Communication (GCAC) at UTSG and the Graduate Professional Skills Program in the School of Graduate Studies. ISUP and the proposed Foundational Writing Skills Initiative were discussed with the University of Toronto Writing Centres Directors by the RGASC Director. Copies were also provided to the Faculty of Arts and Science Office of the Dean and the UTSC Office of the Dean. No written comments were received, but ISUP and the Foundational Skills Initiatives were discussed at a tri-campus meeting of the Arts and Science Vice-Deans Undergraduate in November 2019. The UTM Vice-Dean Teaching and Learning directly contacted the Dean of the Ontario Institute for Studies and Education (OISE) and the Chair of the Department of Leadership, Higher and Adult Education (LHAE) for discussion about their interest in forming partnerships with the new unit in late November/early December. A revised version of the proposal was shared with both the Dean of OISE and the Chair of Leadership, Higher and Adult Education (LHAE) at the end of March 2020, and both are supportive of the proposal and the plan to appoint graduate members in the department.

## 7. Governance

<i>Offices for Consultation and Governance Committees</i>	<i>Dates</i>
<i>UTM Office of the Dean</i>	<i>March 2020</i>
<i>VPAP (&amp; shared service offices)</i>	<i>Nov 2019-April 2020</i>
<i>Provostial Advisory Group</i>	<i>April 22, 2020</i>
<i>UTM Academic Affairs Committee [For information]</i>	<i>February 11, 2020</i>
<i>Campus Affairs Committee [For Recommendation]</i>	<i>April 28, 2020</i>
<i>Campus Council [For Recommendation]</i>	<i>May 25, 2020</i>
<i>Academic Board [For Recommendation]</i>	<i>May 28, 2020</i>
<i>Executive Committee [ For Endorsement]</i>	<i>June 16, 2020</i>
<i>Governing Council [For Approval]</i>	<i>June 25, 2020</i>

### **References cited:**

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- Fanghanel, J., Pritchard, J., Potter, J., & Wisker, G. (2016). *Defining and supporting the scholarship of teaching and learning (SoTL): A sector-wide study*. York: HE Academy. <https://www.advance-he.ac.uk/knowledge-hub/defining-and-supporting-scholarship-teaching-and-learning-sotl-sector-wide-study>
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### **Websites cited:**

- 2017 Academic Plan, UTM Vice-Principal Academic and Dean:  
<https://www.utm.utoronto.ca/dean/initiatives/FinalVision/utm-academic-plan>
- Foundational Writing Skills Initiative:  
<https://www.utm.utoronto.ca/dean/foundational-writing-skills-initiative>
- Maanjiwe nendamowinan building (Active Learning Classrooms):  
<https://www.utm.utoronto.ca/facilities/building/maanjiwe-nendamowinan>
- President's Three Priorities for the University of Toronto:  
<https://threepriorities.utoronto.ca/>
- Provost's Statement on the Role of Advisory Bodies  
<https://www.provost.utoronto.ca/planning-policy/advisory-bodies-role-provost-statement/>
- Robert Gillespie Academic Skills Centre (at UTM):  
<https://www.utm.utoronto.ca/asc/our-mission>  
2018-19 RGASC Annual Report:  
<https://www.utm.utoronto.ca/asc/annual-report-and-advisory-committee>
- Teaching and Learning Collaboration (TLC):  
<https://www.utm.utoronto.ca/tlc/welcome>
- UTM Writing Development Initiative:  
<https://www.utm.utoronto.ca/asc/writing-development-initiative-wdi>
- Vision for Undergraduate Experience at the University of Toronto:  
<https://forms.provost.utoronto.ca/expert-panel-on-the-undergraduate-student-educational-experience-usee-consultation-on-the-draft-vision-for-undergraduate-student-experience/>

## Appendix 1: Faculty holding budgetary appointments

### Primary Budgetary Appointments to Institute – Faculty (Existing & Approved for Search)

Name	Appointment category (stream & rank)	Home Unit (%) before establishing ISUP	Home Unit (%) after establishing ISUP
deBraga, Michael	Associate Professor, Teaching Stream	RGASC (100%)	ISUP (100%)
Evans-Tokaryk, Tyler	Associate Professor, Teaching Stream	RGASC (100%)	ISUP (100%)
Kaler, Michael	Assistant Professor, Teaching Stream	RGASC (100%)	ISUP (100%)
Taylor, Laura	Assistant Professor, Teaching Stream	RGASC (100%)	ISUP (100%)
Writing Studies Specialist (search in progress)	Associate Professor, Tenure Stream		ISUP (100%)
Writing Studies Specialist (offer in progress)	Assistant Professor, Teaching Stream		ISUP (100%)
Writing Studies Specialist (offer in progress)	Assistant Professor, Teaching Stream		ISUP (100%)
Writing Studies Specialist (offer in progress)	Assistant Professor, Teaching Stream		ISUP (100%)
Writing Studies Specialist (offer in progress)	Assistant Professor, Teaching Stream		ISUP (100%)
Numeracy Specialist (expected hire in 2021)	Assistant Professor, Tenure Stream		ISUP (100%)
Numeracy Specialist (expected hire in 2021)	Assistant Professor, Teaching Stream		ISUP (100%)

In 2021, we also expect to hire an additional 3 Tenure Stream and 2 Teaching Stream Writing Studies faculty.

UTM Academic Plan Funding has been secured for the hire of:

- a total of 20-25 Foundational Writing Skills Initiative faculty over the next five years (including those hired in 2020 and 2021), and
- a total of 10-15 Foundational Skills faculty in similar stream proportions will also be hired as specialists in Numeracy and other topics.

The overall proportion of faculty at the end of five years is expected to be at a ratio of 30% Tenure Stream and 70% Teaching Stream or approximately 12 Tenure Stream and 28 Teaching Stream full-time faculty in total.

In subsequent years, overall faculty growth, focus and proportions will depend on the unit's complement planning, employing the usual UTM Complement Planning process.

**Appendix 1 continued: Educational Staff**

Name	Appointment category (stream & rank)	Home Unit (%) before establishing ISUP	Home Unit (%) after establishing ISUP
Ashbourne, Dianne	Educational Developer	RGASC (100%)	ISUP (100%)
Carlos, Jessica	Graduate Student Support Specialist	RGASC (100%)	ISUP (100%)
Klubi, Thomas	Learning Strategist & Program Manager	RGASC (100%)	ISUP (100%)
Martin, Kerrie	Learning Strategist	RGASC (100%)	ISUP (100%)
Shaw, Rebecca	Student Success Coordinator, Academic Initiatives	Center for Student Engagement (100%)	ISUP (100%)

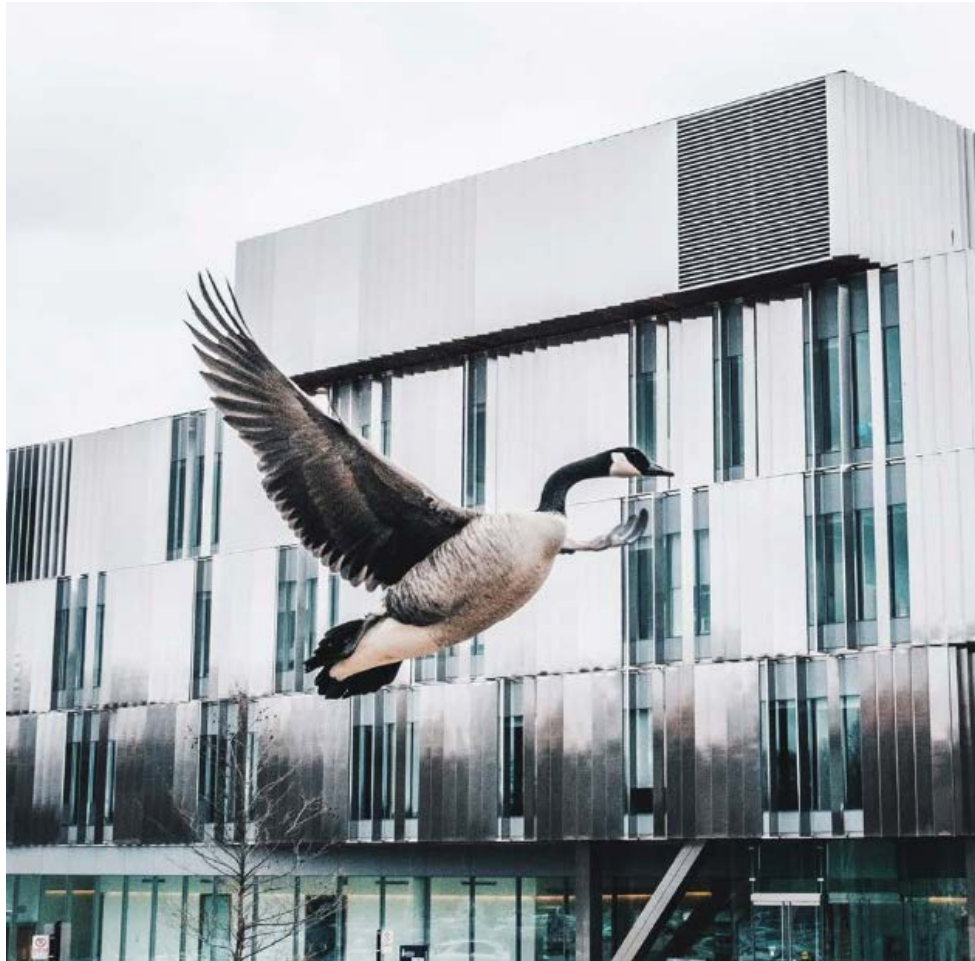
UTM Academic Plan Funding secured for hiring of Educational staff related to Foundational Skills needs; most urgent will be an educational developer with a specialty in Universal Design for Learning (UDL).

Additional specialists will be requested employing the usual UTM staff request processes.



Appendix 2: Proposed Non-Budgetary Cross-Appointments (initial group, from UTM)

<b>Name</b>	<b>Appointment Category (Stream &amp; Rank)</b>	<b>Home Unit</b>
Bancheri, Salvatore	Professor	Department of Language Studies
Charles, Nicole	Assistant Professor	Department of Historical Studies
Chen, Chiu-Hung	Assistant Professor, Teaching Stream	Department of Language Studies
Chrubasik, Boris	Associate Professor	Department of Historical Studies
Coulson, Elizabeth	Assistant Professor, Teaching Stream	Department of Language Studies
Cowan, Mairi	Associate Professor, Teaching Stream	Department of Historical Studies
Derry, Kenneth	Associate Professor, Teaching Stream	Department of Historical Studies
Elkabas, Charles	Professor	Department of Language Studies
Fulton, Carrie	Assistant Professor	Department of Historical Studies
Fukuzawa, Sherry	Assistant Professor, Teaching Stream	Department of Anthropology
He, Yuhong	Associate Professor	Department of Geography
Hinic-Frlog, Sanja	Associate Professor, Teaching Stream	Department of Biology
Hong, Rosa	Assistant Professor, Teaching Stream	Department of Language Studies
Jenkinson, Jodie	Associate Professor	Department of Biology
Laflamme, Marc	Associate Professor	Department of Chemical & Physical Sciences
Lettieri, Michael	Professor	Department of Language Studies
Lobalsamo, Teresa	Associate Professor, Teaching Stream	Department of Language Studies
Lory, Marie-Paule	Assistant Professor	Department of Language Studies
Michelucci, Pascal	Professor	Department of Language Studies
Murck, Barbara	Professor, Teaching Stream	Department of Geography
Oreopoulos, Philip	Professor	Department of Economics
Petersen, Andrew	Associate Professor, Teaching Stream	Department of Mathematical & Computational Sciences
Piunno, Paul	Associate Professor, Teaching Stream	Department of Chemical & Physical Sciences
Rawle, Fiona	Associate Professor, Teaching Stream	Department of Biology
Rehner, Katherine	Associate Professor	Department of Language Studies
Ronfard, Samuel	Assistant Professor	Department of Psychology
Scoville, Chester	Associate Professor, Teaching Stream	Department of English & Drama
Smith, Kyle	Associate Professor	Department of Historical Studies



**UTM**  
**The Institute for the Study**  
**of University Pedagogy**  
**(ISUP)**

**UTM CAMPUS AFFAIRS**  
**COMMITTEE**  
**APRIL 28, 2020**

# Overview

- Rationale
- Organization
- Consultation
- Timeline

# Rationale

- UTM is already a centre of scholarship and research on teaching in Higher Education
- University Pedagogy is embraced by RGASC, UTM's T&L Collaboration and by many existing faculty
- New Writing and Numeracy scholars also trained in this discipline
- Need an intellectual and administrative home

# Organization

- EDU: A
  - Faculty can hold 100% appointments
  - Director to be appointed similar to ICCIT Director
- New home for RGASC faculty and staff
- Budget already allocated via Academic Plan



# Consultation

- Worked closely with VPAP and VPFAC offices
- OISE is very supportive – particular Department of Leadership, Higher and Adult Education
- Shared proposal broadly across UofT
- UTM stakeholders are very positive



# Timeline

