TO: Executive Committee

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PRESENTER:
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DATE: April 28, 2020 for May 5, 2020

AGENDA ITEM: 4(b.)

ITEM IDENTIFICATION:

Establishment of an Extra Departmental Unit A (EDU: A): Institute for Management &
Innovation (IMI)

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] (March 25, 2020)
2. UTM Campus Council [For Recommendation] (April 21, 2020)
3. Academic Board [For Recommendation] (April 23, 2020)
4. **Executive Committee [For Endorsement and Forwarding] (May 5, 2020)**
5. Governing Council [For Approval] (May 14, 2020)

PREVIOUS ACTION TAKEN:

No previous action has been taken.

HIGHLIGHTS:

The University of Toronto Mississauga (UTM) is proposing a change of the Extra-Departmental
Unit (EDU) category of the Institute for Management and Innovation (IMI) from EDU:B to

EDU:A, effective July 1, 2020. IMI was created in 2013 to advance both research about and teaching of management of scientific, technological and professional enterprises. It's mandate was to educate innovators with expertise and understanding that bring together management, professional, scientific, and sector-specific knowledge uniquely situated to guide decisions based upon the latest knowledge required to innovate within their sector of the economy. As a home for trans-disciplinary professional graduate programs at UTM, IMI trains their graduates to be innovators and leaders. Since its establishment, IMI has grown and evolved, coalescing around the common, broader theme of innovation in human processes. Recognizing the need for a change in organizational structure to support IMI's current programs and initiatives as well as its growth trajectory, UTM is proposing that IMI re-organize from its current EDU:B structure and re-establish itself as an EDU:A.

Since its inception, IMI has collaborated with six UTM Departments to bring together and offer five professional graduate programs (*Master of Management of Innovation, Master of Science in Sustainability Management, Master of Biotechnology, Master of Management & Professional Accounting, Master of Forensic Accounting*). IMI has introduced a new concentration relating to *Digital Health Technologies* in the *Master of Biotechnology*, and a new trans-disciplinary professional graduate program in urban innovation (*Master of Urban Innovation*) which will launch in September 2020. IMI has supported two undergraduate programs (*Commerce and Management*) and introduced a *Minor in Business, Science, & Entrepreneurship*. IMI also houses UTM's first incubator – *ICUBE*, and hosts a broad range of research, professional, and community events. IMI has fulfilled its original mandate of offering and supporting innovative inter-disciplinary programs.

In the next phase of IMI's growth, IMI aspires to be a global leader in trans-disciplinary and systems approaches to the discovery and transfer of innovative solutions to pertinent global, regional, and local issues. In this process, IMI will provide a trans-disciplinary space for research, teaching, professional development, and community outreach in innovation in human processes and relationships to all departments at UTM, and require the administrative environment accorded by an EDU:A status.

As part of this expanded perspective, IMI has recently established two research clusters (BIGDataHUB and Sustainability Triangle) focused on innovations related to big data and sustainability, respectively, in an inter and trans-disciplinary environment. These endeavors have linked and engaged faculty members from the full spectrum of disciplines – sciences, social sciences, arts and the humanities. IMI has also created a suite of executive education programs (*IMIx*) that capitalizes on its broad expertise in innovation and leadership, which will provide a vehicle to engage with stakeholders and disseminate new findings and research further. As an example, a certificate of completion in urban leadership was introduced. IMI will provide a supportive space and culture within which innovation and innovation management may be studied. SIMI will embrace experiential learning through co-operative learning opportunities for students (paid work terms and research) and collaborations with the [Li Koon Chun Finance Learning Centre](#) and the Collaborative and Digital Research Space (both at UTM) and through stakeholder partnerships (for instance with CPA Canada). This space and culture are critical to differentiate our graduate professional programs from pure business programs (such as the MBA).

The creation and flourishing of trans-disciplinary culture and global leadership will require a conducive academic and administrative environment where trans-disciplinary thinking is encouraged, promoted, and rewarded. IMI aspires to create an environment that can not only accommodate diversity in disciplines but enable both researchers who wish to seek excellence in trans-disciplinary or discipline-specific research to thrive. The flexibility that such an environment requires can be afforded only through an EDU:A status. The EDU:A structure will allow the flexibility to hire and nurture a unique complement of faculty while ensuring that IMI enjoys the commitment of excellent research and teaching faculty who will champion the research and teaching agendas of IMI. As a result, IMI needs to become the home unit for such faculty to allow a proper review and promotion of faculty based on their shared scholarship and its application. As an EDU:A, IMI would continue to accommodate faculty cross-appointments with traditional departments including the Department of Management, where appropriate. The IMI Director will be responsible for appointments, tenure and promotions of its appointed faculty, and will continue to consult with the Chairs/Directors of cross-appointed faculty.

FINANCIAL IMPLICATIONS:

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

RECOMMENDATION:

Be it Resolved

THAT the following recommendation be endorsed and forwarded to the Governing Council

THAT the proposal to establish the Institute for Management & Innovation (IMI) (Extra-Departmental Unit B (EDU:B)), at the University of Toronto Mississauga, as an EDU: A, as described in the *Proposal for the Establishment of an EDU:A, Institute for Management & Innovation (IMI), University of Toronto Mississauga (UTM)*, dated March 24, 2020, be approved, effective July 1, 2020.

DOCUMENTATION PROVIDED:

Proposal for the Establishment of an EDU:A, Institute for Management & Innovation (IMI), University of Toronto Mississauga (UTM)

Proposal for the Establishment of an EDU:A

Institute for Management & Innovation (IMI)

University of Toronto Mississauga (UTM)

Proposal Date: March 24, 2020

Contents

STATEMENT OF PURPOSE

The University of Toronto Mississauga (UTM) is proposing a change of the Extra-Departmental Unit (EDU) category of the Institute for Management and Innovation (IMI) from EDU:B to **EDU:A, effective July 1, 2020**. IMI was created in 2013, as stated in the original proposal[1], to advance both research and teaching of the management of scientific, technological and professional enterprises. Its mandate was to educate innovators in the areas of management, professional, scientific, and sector-specific knowledge uniquely situated to guide decisions required to innovate within their sector of the economy. As a home for interdisciplinary professional graduate programs at UTM, IMI trains their graduates to be innovators and leaders.

Since its establishment, IMI has grown and evolved, coalescing around the theme of innovation in human processes and systems, i.e. the interaction between humans and their environment, the use of innovation at various junctures, and their effects. It is focused on the critical innovation problems around three key areas: human and community health, sustainabililty, and technology. IMI's programs are uniquely distinctive in its focus on innovation in urban environments, health and bio-pharmaceutical sectors, digital health technologies, and professional and forensic accounting practices and professions. As such, IMI has a developed a pool of associated faculty members who conduct research and are active in promoting research and teaching in the areas of healthy communities, sustainability, and big data and articificial intelligence, all of which require strong inter- and trans-disciplinary and systems-based approaches. As an EDU:A, IMI will be a suitable academic platform for fostering inter- and transdisciplinary research and scholarship in these areas of innovation in human processes which can encompass anthropology, biology, chemistry, engineering, environmental science, geography, management, mathematics, political science, philosophy, psychology, sociology, and statistics. IMI will be a locus for a strong research community, connecting faculty members at UTM who see UTM as their research "home." The EDU:A status is needed to have the ability to create enough of a critical mass of such researchers to conduct the research. The research expertise of these faculty mambers and their research activities will then inform and enable IMI's research and education mandates, as well as the collaborations and partnerships and make IMI's approach unique.

Recognizing the need for a change in organizational structure to support IMI's current programs and initiatives as well as its growth trajectory, UTM is proposing that IMI re-organize from its current EDU:B structure and re-establish itself as an EDU:A. As an EDU:A, IMI will continue to administer its current program and course offerings and maintain the ability to offer minority appointments to faculty as it has in the past; but will also be empowered to recruit globally renowned transdisciplinary and interdisciplinary researchers. The addition of global research scholars as faculty who hold their primary appointment in IMI, will allow new hires to focus on IMI's vision and mission and their research will be the foundation for expanded collaborations with IMI's existing and new partners. This will provide IMI with the research strength to inform their current program offerings and develop new offerings in inter- and transdisciplinary space. Additionally, the quality of academic offerings will be improved with the primary appointment of teaching stream faculty, allowing for long-term curricular planning and alleviating some of the need for sessional instructors.

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[1] PB 2013 01 16 Item UTM IMI EDU B: https://governingcouncil.utoronto.ca/sites/default/files/import-files/a0207-5ii9384.pdf

IMI has identified and will appoint key faculty members to have primary appointments in IMI. They will take the lead in establishing the research clusters and dedicate most of their teaching and service to IMI programs. As an EDU:A, IMI will continue to accommodate budgetary cross-appointments with traditional departments based on the needs of the programs as well as non-budgetary cross-appointments based on the involvement of faculty members. The IMI Director, as per University's policies, will be responsible for appointments, tenure and promotions of its primary appointed faculty, and will continue to consult with the Chairs/Directors of cross-appointed faculty. The EDU:A status will also allow IMI to appoint adjunct faculty members to support its vision.

When IMI was first established in 2013, it was centered around the new, multidisciplinary area of management and innovation. This made sense at the time as three of its four professional graduate programs were grounded in management and many of its cross-appointed faculty were from this discipline. Through growth and expansion, IMI's scope and focus has naturally widened and shifted. It now spans innovation in human, social, and organizational processes and transformational leadership that builds from its management foundation (e.g. the new Master of Forensic Accounting (MFAcc) program) and branches into new areas (e.g. the Master of Urban Innovation (MUI) program launching in September 2020, the BIGDataAIHUB, *IMIx* and so on). In acknowledging this growth and its commitment to innovations in human processes, IMI and UTM both recognize that a shift to an EDU:A structure is required to fully support and realize its education and research mandates. As IMI moves to an EDU:A and more formal recognition of this specialized field of study, it can begin to shape a unified vision across all programs and research activities to further advance the area. This directly addresses a common observation made in external reviewers' reports across IMI graduate programs (most recently the Master of Biotechnology (MBiotech) review held in 2019) that the relationship between IMI and its programs is somewhat unclear.

IMI's 2019 Strategic Plan outlines an expansion of its activities to more firmly establish its reputation as a platform for inter- and transdisciplinary research and teaching pertaining to innovations in human processes . IMI's vision is to be a leader among the world's very best in its discovery, creation and transfer of inter- and transdisciplinary knowledge in innovations of all types, including human, social, and organizational processes, particularly in terms of technological innovations and the role of systems in promoting, and managing environmentally desirable and socially responsible innovations. IMI has recently established two research clusters (BIGDataAIHUB and Sustainability Triangle) focused on innovations related to big data and sustainability, respectively, in an inter- and transdisciplinary environment and will look to establish a third in Healthy Communities. These endeavors have linked and engaged faculty members from the full spectrum of disciplines including the sciences, social sciences, arts and humanities. IMI has also created a suite of executive education programs (*IMIx*) that capitalize on its broad expertise in innovation and leadership, which will provide a vehicle to engage with stakeholders and disseminate new findings and research further. As an example, a certificate of completion in urban leadership (*ULX*) was introduced and a transdisciplinary undergraduate Certificate in Sustainability is being pursued. These and future new offerings in these areas will be unique and without any overlap with the existing programs at the university.

The creation and flourishing of transdisciplinary culture and global leadership require an academic and administrative environment where transdisciplinary thinking is encouraged, promoted, and rewarded. IMI will provide a supportive space and culture within which innovation in human, social, and organizational processes and transformational leadership will be studied. Students, researchers, professors, professionals and others (including stakeholders outside of the university) will be encouraged to work together, across disciplines and professions, at a local, regional and/or global level,

to help create new insights and better ways to live. The new knowledge will inform our teaching as well. IMI will embrace experiential learning through co-operative learning opportunities for students (paid work terms and research) and collaborations with the [Li Koon Chun Finance Learning Centre](#) (a hub that provides specialized information resources, services, and expertise to bridge theory and practice for students, faculty, and staff interested in finance) and the Collaborative and Digital Research Space (both at UTM) as well as through stakeholder partnerships (for instance, with Chartered Professional Accountants (CPA) Canada, World Wildlife Fund (WWF), and Toronto Region and Conservation Authority (TRCA)).

IMI's growth and evolution means greater reach at a national and international level. For example, the Master of Science in Sustainability Management (MScSM) program boasts impressive international applicants each year and has exchange programs with four top universities in Europe; the MFAcc's online format allows international professionals to participate; and MBiotech plans to increase student diversification by leveraging international connections for recruitment and partnership. On the research end, IMI programs now operate on a larger scale. To maintain this, IMI needs commensurate research strength and teaching support. Currently, IMI relies on cross-appointed faculty that can hold no more than a 49% position in IMI. Faculty are divided between units and programs, and their research is primarily guided by the department of major appointment. This, not surprisingly, leads to very limited common research endeavors based at IMI although the interest in research on innovation in human processes is a common theme of interest among many of IMI's affiliated faculty.

Furthermore, while teaching in all programs remains of the highest caliber, it is a challenge as, on an annual basis, the Director must negotiate teaching resources with other units. As an EDU:A, IMI will have the ability to make primary appointments, affording it faculty who will be first and foremost committed to IMI and, practically speaking, be committed to teaching within its programs. In terms of research faculty are often torn between research activities of at least two units. As the 'junior' partner in all such situations, IMI initiatives take a back seat. Again, as an EDU:A, IMI's primary faculty will engage in transdisciplinary research and perspectives. As IMI brings together a critical mass of researchers, it will become a global leader in transdisciplinary research in innovation of human processes and transformational leadership.

IMI recognizes that the support of dedicated transdisciplinary researchers and teachers in the area of innovations in human processes requires careful consideration with regard to the hiring and promotion of faculty and staff. IMI aspires to create an environment that can not only accommodate diversity in disciplines but enable researchers who wish to seek excellence in transdisciplinary or discipline-specific research to thrive. The flexibility that such an environment requires can be afforded only through an EDU:A status. The EDU:A structure will allow the flexibility to hire and nurture a unique complement of faculty while ensuring that IMI enjoys the commitment of excellent research and teaching faculty who will champion the research and teaching agendas of IMI. IMI needs to become the home unit for such faculty to allow a proper review and promotion of faculty based on their shared scholarship and its application.

IMI – A UNIQUE APPROACH

Through engagement with a large and diverse set of stakeholders, IMI recognizes that the complex or 'wicked' problems confronting decision makers in the present world of climate change, digitization, globalization, radical transparency, sustainability, and urbanization can best be analyzed and addressed

through inter- and transdisciplinary approaches. IMI will provide leadership in addressing these complex problems through their education and research mandate and by fostering an environment that nurtures and brings together collaboration across a broad set of disciplines and community partners.

Context

IMI was established as an EDU:B at the University of Toronto Mississauga (UTM) in 2013 to be the transdisciplinary home of innovation and management, bringing together professional graduate programs at UTM and nurturing a research community that intersects these wide-ranging sub-disciplines (i.e. sustainability, pharmaceutical sciences, engineering technology, professional accounting, and forensic accounting) with innovation management. At its establishment, IMI offered three professional masters programs and one diploma program, including the Master of Management and Professional Accounting (MMPA), MBiotech, Master of Management of Innovation (MMI), and Diploma in Investigative and Forensic Accounting (DIFA).

Since its launch, IMI has seen quick growth and expansion. At the graduate level, IMI has launched new professional masters programs in the areas of sustainability (Master of Science in Sustainability Management, MScSM), urban and economic development (Master of Urban Innovation, MUI); introduced a new field in the MBiotech program in the area of Digital Health Technologies (DHT); and showcased their innovation in education and training with the new Master of Forensic Accounting (MFAcc) Program by building upon the success of the DIFA (which has been approved to close as of April 30, 2022).

Expansion has occurred at the undergraduate level through the Minor in Business, Science and Entrepreneurship as well as a small suite of IMI undergraduate courses. Additional undergraduate initiatives currently in development include a minor program targeted at students in the arts with an interest in innovation and entrepreneurship, additional course offerings (including ones that will capitalize on the existing collaborations between IMI and external partners), and an interdisciplinary undergraduate Certificate in Sustainability. Beyond academic offerings, IMI launched ICUBE[2] in 2015, UTM's business accelerator that offers early-stage business development and commercialization services. More recently, IMI celebrated their new BIGDataAIHUB[3], an IMI-lead research cluster that provides a space for internal and external community members to discuss technological, scientific, financial, strategic, and social issues that arise from big data and artificial intelligence (AI). Last year also saw the introduction of *IMIx* Executive Programs[4], which offer educational opportunities to executives and professionals to aid in career advancement.

IMI now collaborates with seven units at UTM (Departments of Biology, Chemical & Physical Sciences (CPS), Economics, Geography, Management, and Political Science and the Institute of Communication, Culture, Information & Technology) and has close to 100 cross-appointed faculty across these seven units. This is a very different landscape from 2013 when three of IMI's program offerings were rooted in the area of Management and only a few non-budgetary faculty were cross-appointed. IMI has been a boon to UTM as these cross-discipline collaborations have created a research community for faculty that extends beyond their own departments and strengthens UTM's research culture. This aligns directly with UTM's 2017 Academic Plan[5] and its goal to demonstrate that it is a home for world-class research

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[2] https://icubeutm.ca/
[3] https://www.utm.utoronto.ca/imi/bigdataaihub
[4] https://www.utm.utoronto.ca/imi-exec-ed/
[5] https://www.utm.utoronto.ca/dean/sites/files/dean/public/shared/UTM_AcademicPlan_V1C.pdf

as well as UofT's interest in increasing collaborative research. As these collaborations grow and increase in scope, IMI needs to also evolve to provide the necessary support to foster this innovative research community.

IMI's transdisciplinary approach to both research and teaching provides opportunities for gaining novel perspectives on innovation in human processes. IMI provides students with a platform to explore their scholarship in an environment that introduces them to different forms of analyses and critical thinking, solidifying their understanding of the questions and issues at hand. At the heart of IMI is a dedication to experiential education and work-integrated learning in academic programming.

Transdisciplinary Research

IMI serves as an important bridge between faculty members from Departments not normally associated with each other to engage in research that deals with real-world problems around innovations in human processes. IMI is positioned to create more transdisciplinary interactions through supporting its research clusters, working groups, conferences, and colloquia that can foster fruitful research collaborations and learnings and promote research and faculty members' reputations. IMI also provides an additional platform by which research can be translated and mobilized through the support of IMI's communications team that includes both professionals and postdoctoral researchers using social media and websites, as well as a quarterly bulletin highlighting IMI research and teaching contributions.

Transdisciplinary Programming

IMI's professional graduate programs focus on innovation in human processes through a transdisciplinary lens as well as rely on experiential learning. Whether IMI students are training to respond to the rapidly changing health field (MBiotech); develop sustainability-targeted initiatives in businesses and non-profit organizations (MScSM); understand the role of urban engagement and how to implement strategies to advance this (MUI); or are looking to bridge the gap between their undergraduate academic background with professional management training (MMPA, MMI), IMI programs look at human processes across the disciplines of sciences, social sciences, and humanities with an eye to how innovation can improve them. This distinct approach to education and research capitalizes on its close connection and collaboration with external stakeholders, including industry, community, and government through experiential learning activities arranged by the professional graduate programs. These opportunities have stimulated innovations from UTM students that have been taken up by businesses, government and the not-for-profit sector, and include operational strategies, policies, partnerships, as well as technologies. The collaborative research activities and learnings gained from IMI's current academic offerings will inform future programming. By providing a structure that develops synergies between the programs it offers and the programs it supports, IMI will facilitate cross-program exchange and learning from each other and grow in effectiveness and community impact. IMI also provides rich opportunities for cross-program interactions and networking among students representing a diverse set of perspectives through elective coursework, social and professional activities organized by the Graduate Student Committee (GSC), and yearly publication of the "Institute for Management & Innovation Review for Students" (IMIRS), a student-led magazine comprising of articles authored solely by students. IMI is committed to knowledge transfer at multiple levels including academic programs, research, executive education (*IMIx*), entrepreneurship support (ICUBE), national and international conferences, and hosting community outreach programs to K-12 schools in the region and to the general public.

IMI's Vision & Mission

IMI's vision is to be a leader among the world's very best in its discovery, creation and transfer of inter- and transdisciplinary knowledge in innovations of human, social, and organizational processes and transformational leadership. IMI's activities will embrace and support innovations, innovative systems and transformational leadership as a distinct area of academic study**.**

IMI's Mission:

1. To foster inter- and transdisciplinary research and scholarship in the area of innovations of human, social, and organizational processes and transformational leadership and develop high-caliber programs that are informed by and reflective of these activities.
2. To produce transformational leaders with breadth and depth in one or more chosen fields of science, social science, humanities, and the professions and a focus on innovation as it applies to human interaction and relationships with society and technology, all closely linked to the external community.

RATIONALE

As IMI seeks to fulfill its mission, IMI will need to establish itself as a locus for a strong research community, connecting faculty members at UTM who see UTM as their research "home" as well as dedicate their teaching and service efforts towards IMI. As an EDU:A, IMI will be a suitable academic platform for fostering inter- and transdisciplinary research and scholarship in the area of innovation in human processes which can encompass anthropology, biology, chemistry, engineering, environmental science, geography, management, mathematics, political science, philosophy, psychology, sociology, and statistics. The EDU:A status is needed to have the ability to create enough of a critical mass of such researchers to conduct the research. The research expertise of these faculty mambers and their research activities will then inform and enable IMI's research and education mandates, as well as collaborations and partnerships as elaborated next.

Research Mandate

To lead the way in addressing key complex problems, IMI needs to enter its next phase as an EDU:A, which will reflect its expanded focus and deeper commitment to creating an environment that nurtures and supports close collaborations among its faculty and between disciplines. IMI seeks to do this through the establishment of research clusters lead by key faculty members with foci around: 1) Healthy Communities; 2) Sustainability; and 3) Big Data. These research centres deal with place (communities/cities), philosophy (sustainability), and tools (data), respectively.

1) The **Healthy Communities (HC)** research cluster focuses on policy innovations pertaining to the environmental, social, and economic sustainability of cities that keeps pace with the rapid changes in urban growth and technology. This research will be supported by close partnerships with industry and municipalities in Canada, as well as interdisciplinary collaborations among faculty members from the departments and divisions across UTM and UofT, including the School of Cities.

2) The Sustainability Pathways Working Group Report (UTM, 2018) provides the framework for creating a culture of sustainability by incorporating sustainability in all aspects of the campus, including

research. The **Sustainability Triangle**, in consideration of the three dimensions of sustainability including economic, environmental, and social, will foster a culture of sustainability so that UTM becomes a global leader due to its unique philosophy, culture, civic engagement, academic programs, and interdisciplinary research on sustainability. Sustainability is also a value orientation that IMI embraces in its activities and is incorporated in many aspects of its research focus, academic programs, and outreach.

3) IMI has also facilitated the creation of the **BIGDataAIHUB** (BDAIH), an interdisciplinary unit where people from across campus (including faculty, professionals, alumni, students and administrators) can connect on the social, technological, and governance issues relating to big data. This hub facilitates interaction among interested parties including faculty, students, alumni and community partners. In line with UTM's focus on numeracy, the BDAIH also supports pedagogical innovations in the teaching of big data methodology, data analytics, and data visualization, and their applications in innovation in human processes. Big data and AI approaches are the key tools for understanding and seeking answers to the 'wicked' problems IMI researchers will undertake. As well, the BDAIH acts as a platform for teaching students about these tools and their application in various fields (e.g., the 2020 UTM-wide BDAIH Case Competition).

IMI intends to attract additional funding both through private and public sources for chairs and through granting agencies to establish research networks in the area of innovation in human processes. IMI will organize workshops and conferences with the objective of bringing together leading scholars from the many disciplines that intersect with IMI's areas of focus.

Finally, IMI will encourage research that responds to joint opportunities between the external community and academic partners. In some cases, projects will focus on the stimulation of economic outcomes and intellectual property, and in others the work will encompass policy development. Interaction with commercialization units within the community, with the Innovations and Partnerships Office at the University of Toronto, with the RIC Centre, Advantage Mississauga, and with MaRS Innovation will be significant elements that contribute support of such research.

Scholarship will drive the rich scientific, technological, professional and managerial education that students will receive through IMI. As IMI evolves, it will add to its existing cross-appointed faculty with new primary-appointed and cross-appointed hires and courtesy cross-appointments of both junior and senior scholars. IMI will fundraise to support prestigious fellowships to enable visiting scholars and ground-breaking innovators to spend time at the Institute either through presentations at seminars and workshops that combine with more informal opportunities for discussion with students and faculty associates with IMI. It will also provide opportunities for faculty and graduate students to work together with scholars from other disciplines to further their scholarly goals and the Institute's mission.

Objectives for Research:
1. Hire senior world-class researchers to provide leadership in transdisciplinary research;
2. Establish endowed chaired positions;
3. Establish and support three transdisciplinary research clusters housed in IMI, including Healthy Communities, Global Sustainability, and the BIGDataAIHUB (BDAIH);
4. Support transdisciplinary research projects and scholarly outreach initiated by IMI faculty;
5. Support highly qualified personnel (i.e., postdoctoral fellows, and research assistants at the PhD and Masters levels); and
6. Support research translation and mobilization.

Education Mandate

At the core of IMI's programming is an inter- and trans-disciplinary approach to innovation in human processes and transformational leadership. It recognizes that complex problems that require a multi-faceted and transdisciplinary approach. As such, IMI programs emphasize academic rigor by balancing instructors that are research experts with industry professionals; professional development through access to IMI co-curricular activities and services such as conferences, ICUBE, and research hubs; and experiential learning with internship placements that underscore the close connections IMI has fostered with external communities relevant to each program. The Hazel McCallion Learning Centre (HMLC) serves as a partner to IMI, providing the connective tissue for academic support and experiential learning that strongly contributes to academic success while at UTM and professional success in the workplace. With an EDU:A structure and processes in place as well as core faculty members, more meaningful synergies between the programs it offers can be fulfilled. IMI will provide the structure for programs to learn from each other and grow in effectiveness and community impact. Offering a central internship placement platform that allows programs to share information and contacts about hiring organizations has enabled the successful placement of all students in internships across a wide range of industrial sectors. With its proven success and experience in launching and supporting successful cross-disciplinary professional programs, IMI provides a suitable location for new transdisciplinary programs focused on innovation and leadership. New programs will also expansive connections IMI has established over the years through its various programs.

IMI's education mandate focuses on:
1) *Educating Innovation-focused leaders.* Innovation-focused leaders are graduates who have an education in their chosen discipline or profession and have the capacity to manage and introduce innovations to operations that depend on that discipline or profession. IMI's innovative educational programs combine the sciences and professions with the study of innovation in human processes and transformational leadership at the graduate and undergraduate level in areas such as health sciences, urban innovation, sustainability and digital communities.
2) Experiential education. Students combine classroom and laboratory teaching with practical experience. This experience can vary from projects lasting several weeks, to internships lasting up to one year. Working under the supervision of their faculty, students learn the application of their science, technology or profession in a real-world environment. These opportunities have stimulated innovations from UTM students that have been taken up by businesses and government, and include operational strategies, policies, partnerships, as well as technologies. All IMI professional graduate programs offer a substantial experiential education component; all but the MFAcc requires a minimum of one semester long internship placement for program completion and the MFAcc (an online program) requires the completion of an on-campus integrative capstone course. ICUBE, housed within IMI offers a platform for external collaborators and partners to hire UTM students on either a paid or volunteer placement; it also provides additional experiential learning opportunities in entrepreneurship for all UTM students.

IMI Programs Summary:

IMI Program	Program Director	Total Number of Students Enrolled in 2019
Master of Biotechnology (MBiotech)	Prof Leigh Revers	88

	Prof Jayson Parker (Associate Director, Digital Health Technologies)	
Master of Management & Professional Accounting (MMPA)	Prof Irene Wiecek	199
Master of Forensic Accounting (MFAcc)	Prof Len Brooks	53
Master of Management of Innovation (MMI)	Prof Tanjim Hossain	33
Master of Science in Sustainability Management (MScSM)	Prof Shashi Kant	72
Master of Urban Innovation (MUI)	Prof Tara Vinodrai	0 (accepting students Fall 2020)
Minor in Business, Science, & Entrepreneurship	Prof Leigh Revers	20

Executive Education Activities

Executive education programs were explicitly identified as worthy initiatives within the IMI mandate because of what they can add to the recognition and success of both IMI and UTM. In the Alternative Funding Sources Advisory Group: Report to the President and Vice President & Provost[6] released in April 2019, executive education is singled out as a potential alternative revenue source. As such, *IMIx* was created to enhance opportunities for:

- Advancement support
- Research opportunities
- Highly relevant teaching illustrations
- Referral of better students.

IMIx will include custom designed programs as well as open enrolment programs. Custom designed programs will feature IMI faculty covering a blend of topics, as defined by the *IMIx* Director and the organization involved, and are paid for by the organization contracting for the program[7]. We envisage a range of delivery modalities, ranging from workshops attended in person to webinars accessible worldwide.

Open enrolment executive programs are expected to develop sufficient interest based on fees charged, but may have funding support from corporations and/or organizations. These programs will fill a societal need, thus generating sustaining interest. Examples of open enrolment programs could include the following:

- Short Certificate Programs that extend IMI/UTM expertise to alumni and other qualified students. For example, IMI inaugurated the first offering of the Certificate of Completion in Urban Leadership where it brought in IMI faculty to share knowledge on urban innovation with municipal leaders at the Urban Leadership eXchange (ULX). MBiotech alumni have indicated an interest in a Certificate in Strategy & Innovation to augment their curriculum. Other examples include a sustainability certificate for other IMI/UTM alumni. As UTM expertise emerges in new areas, other certificates might be considered such as a Certificate in Data Governance, Certificate in Governance and Ethics, and Certificate in Data Analytics.
- Educational gateway programs that provide the educational gateway learning required by respected

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[7] https://www.utm.utoronto.ca/imi-exec-ed/

associations. For example, Rotman has long provided the educational gateway courses for the Human Resource Professionals of Ontario (HRPAO).

The development of *IMIx* has been carried out in consultation with the School of Continuing Studies and the Rotman School of Management to ensure that there is no overlap. *IMIx*'s distinct focus is on senior professionals and middle managers.

Objectives for Education:
1. Support the development of new proposals for transdisciplinary undergraduate and graduate programs. Potential proposals for consideration include an undergraduate Minor in Entrepreneurship for the Arts and Humanities and an undergraduate Certificate in Sustainability; graduate programs in Systems Theory and Design, Transformational Leadership, and Healthy Digital Communities;
2. Provide administrative and marketing support for existing IMI programs and new undergraduate and graduate programs/certificates;
3. Support the strategic appointment of appropriate faculty and instructors for programs, including cross-appointed faculty, executives in residence, and adjunct faculty;
4. Support the social and professional networking and collaboration of students across IMI programs through various mechanisms, including the Graduate Student Committee (GSC) and the annual student magazine *IMI Review by Students* (IMIRS); and
5. Provide opportunities for student engagement and experiential learning through conferences, alumni-related activities, advancement of ICUBE, and community outreach activities.

Collaborations and Partnerships
IMI's distinctive approach to research and teaching also emphasizes collaboration, scholarly networking and community engagement locally as well as internationally. To achieve the objectives here, dedicated faculty are needed to engage in collaborations and partnerships that are uniquely important to IMI.

Collaboration
IMI's research and teaching programs emphasize collaboration within the academic community as well as with industry and the wider community.

Objectives for Collaboration:
1. Fund and support inter- and transdisciplinary research and teaching-related projects and outreach events that are in line with IMI's mission;
2. Strengthen existing, while establishing new, industry research and teaching connections by increasing:
   a. research-focused faculty-industry/government interactions; and
   b. the number and range of internship organizations involved with IMI undergraduate and graduate programs; and
3. Deepen and expand connections and collaborations with other departments and research centres within UofT and beyond, including the UTM Departments of Geography, Biology, Chemical and Physical Sciences; the Institute for Culture, Communication, Information, and Technology at UTM; the St. George units of Munk School of Global Affairs and Public Policy, School of Cities (EDU:C); Joseph L. Rotman School of Management; the Tri-campus Work Integrated Learning (WIL) group; the municipalities; and local and international industry.

Scholarly Networking

IMI maintains an open environment that encourages scholarly networking locally and internationally.

Objectives for Scholarly Networking:
1. Support transdisciplinary seminars and conferences every year. An important function of IMI will be to organize seminars and conferences, both scholarly and for the general public, in the specialist areas in which its faculty work. This, in turn, establishes an important growth goal for IMI, namely the development of a foundation that will financially support such activities;
2. Support working groups as a knowledge exchange and networking platform for UTM researchers and teachers in the areas of healthy communities, sustainability, and big data;
3. Support and house visiting researchers and research fellowships. IMI has the capacity to attract international scholars and with success in fundraising, aims to provide facilities and support for such scholars to visit for limited time periods (a few weeks to one year). Also, the success of fundraising will determine both facilities and financial support that would be available for promising early-stage researchers through post-doctoral fellowships for multi-year periods. Thus, IMI will create a hub in the international network of scholars who have inter- and transdisciplinary research interests in the field of innovation in human, social, and organizational processes and transformational leadership; and
4. Invest in knowledge translation and mobilization personnel and technologies to promote IMI research through enhanced digital engagement and new platforms.

Community Engagement

IMI engages and will continue to seek to engage with various groups of the community at different levels.

Objectives for Community Engagement:
1. Develop effective mechanisms by which IMI research and teaching can help inform policy and practice and partner with external stakeholders in a mutually beneficial way; and
2. Provide opportunities to use facilities and expertise to advance inter- and transdisciplinary learning in areas of innovation in human, social, and organizational processes and transformational leadership with:
   a. Industry leaders. Through IMIx, IMI will provide leadership in information sharing by offering specialized executive education programs, building on current activities sponsored by the IMI programs and drawing on the Institute's activities and expertise. The main goal of these programs will be knowledge transfer, to build industry ties, and revenue generation. The programs will be designed to impart to practitioners the benefits of the research undertaken by IMI faculty. The programs will be specialist offerings, related to particular industrial sectors or professions, that benefit from the areas of expertise developed within the Institute. We envisage a range of delivery modalities, ranging from workshops attended in person to webinars accessible worldwide. Although the GTA in particular and Ontario in general will figure importantly in the geographical regions to be served by IMI, a measure of the Institute's success will be the national and international demand generated for the expertise of its faculty;
   b. Alumni. Twice a year, a prominent alumni member will be featured in a presentation about their experience, industry, and/or area of expertise (IMI Alumni Speaker Series). This event will be open to all IMI students and the public. IMI also holds an annual social event for alumni (IMI Alumni Mixer). IMI's new Alumni Officer role is dedicated to expanding engagement that has until now tended to be program-specific;

c. Community. IMI's programs engage in a substantial number of ways with the community through its internships as well as events that are open to the public (e.g., Sustainability leadership series - an open event featuring a renowned leader/champion of sustainability and Sustainability Week - a week full of educational activities related to sustainability);

   d. K-12 students. IMI will continue to engage in outreach and partnerships with Peel Region K-12 schools that relate to its main themes of innovation (e.g., Invention Convention, Let's Talk Sustainability, SciBiz UTM Summer Camp, Innovire Summit); and

Alignment with U of T priorities and UTM Academic Plan

IMI's Mission, Vision, and Mandate aligns closely with the priorities of U of T and UTM's Academic Plan.

Global impact. U of T has set itself a mission of impact on the global community.[8] U of T excels in the production of creative ideas with major impact in areas such as health/medicine, engineering, materials, and information technologies. It is building its "innovation and partnerships" strategy[9], and is enthusiastic about taking a greater role in community impact as well as in addressing the world's problems. U of T is determined to move creative ideas into innovations and enhance programming to teach innovation across a broad range of disciplines. IMI supports this priority with a leading-edge program of research and teaching in innovation in human processes across multiple disciplines. At IMI, affiliated faculty regularly engage with research on the topics of innovation policy, human, social, and organizational processes, and leadership . For example, we have faculty researching patents, organizational culture, global commons, authentic leadership, the relationship between urban density and knowledge diffusion, and the impact of competition policy. Faculty members at IMI also have considerable academic and policy-oriented expertise in incorporating insights from urban development, resource management, psychology and behavioral science into teaching and research. IMI research is distinct in connecting basic research across disciplines to innovation in human processes in different environments, sectors and professions.

City building. U of T has also committed to a leadership role in city building. In collaboration with the UTM departments of Geography, Economics, and Political Science, IMI supports the advancement of this agenda through the establishment of the professional master program specifically aimed at urban innovation (Master of Urban Innovation), an executive program offering within *IMIx* (Urban Leader eXchange (ULX)), and a proposed research cluster/working group on "Healthy Communities" that will also involve internal and external stakeholders.

Life-long learning. UofT values life-long learning, "and is committed to [p]roviding to persons in professional practice and to members of the community at large opportunities to study and to use its facilities; [and h]elping other institutions, professional organizations and learned societies through the provision of facilities and expertise."[10] IMI is committed to providing learning opportunities to the community at multiple levels, from supporting K-12 schools in learning about sustainability, science, and innovation through various outreach events, summer camp, and ICUBE (UTM's business incubator), to our executive development offering for professionals through *IMIx*.

Commercialization. U of T has invested in the MaRS Discovery District, MaRS Innovation, and has formed University of Toronto Entrepreneurship (UTE), all of these initiatives serving as nodes for connection into the commercialization community. IMI adds a significant capability in education for the University. Through its research and distinct professional programs focused on innovations and leadership and the ICUBE, IMI contributes to this agenda by recognizing that innovation in policy,

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[8] http://www.research.utoronto.ca/strategic-initiatives/strategic-research-pIan/

[9] http://www.research.utoronto.ca/innovations-partnerships/

[10] https://www.utoronto.ca/about-u-of-t/mission

processes and communication can have enormous impact just as can technical innovation for commercialization.

IMI's Strategic Plan was developed in alignment with UTM's 2017 Academic Plan. The UTM Academic Plan lays out five goals: inspire student success by supporting a rigorous and innovative academic environment, promote world-class research, enrich student experience through community involvement, prepare global citizens and leaders, and create a sustainable and cohesive community. The UTM Academic Plan also outlines 5 key attributes of its mandate: Community, Creativity, Communication, Innovation, and Sustainability. IMI values are:

1. Discovering and sharing of core- and trans-disciplinary knowledge with students by offering undergraduate, professional, and graduate degree programs of the highest quality in an environment that provides immersion in world-class research and ensures a supportive student experience;
2. Equipping our students with the leadership skills, communication skills and global awareness required by the professions and by society;
3. Creating new knowledge and contributing to society through advanced research, innovation and technology transfer;
4. Realizing and promoting sustainability and ethicality in all activities conducted by our faculty, staff, and students; and
5. Collaborating and partnering with local and worldwide industry and community partners to create opportunities for knowledge exchange.

CONSULTATION

Consultation has occurred widely, including with all chairs and directors of UTM departments and institutes with faculty listed in the tables below; the Department of Management, UTSC; UTSC Office of the Dean; the Joseph L. Rotman School of Management; Office of the Dean, Faculty of Arts & Science (FAS); the School of the Environment, FAS; and the School of Graduate Studies. The IMI Director held a UTM-wide town hall on October 15, 2019 attended by the broader IMI and UTM community, and consulted in separate meetings with IMI staff, and the IMI Graduate Student Committee (GSC). Feedback received from these stakeholders have been considered and incorporated as appropriate. Ideas for future growth and collaboration for IMI were brought up during consultation have been taken to heart by the current IMI Director, Program Directors and Academic Leads, as well as the Dean for further exploration after IMI is established as an EDU:A. Feedback received from the UTM community, staff, and GSC has been very positive with the general theme that the EDU:A status will strengthen IMI's focus and ability to carry out its mandate. In addition, there has been intensive consultation by both the Director of IMI and the UTM Dean with individual faculty with existing budgetary and non-budgetary cross appointments in IMI.

FACULTY MEMBERSHIP AND PARTNERS

Faculty Appointments

IMI graduate programs will continue to be supported by tenure-stream and teaching-stream faculty, since all graduate programs, including professional master's programs, are research-informed with a connection to research active faculty as well as faculty who are well-connected in their respective

professions and industries. IMI will appoint additional supremely qualified primary faculty (in the tenure and teaching streams), budgetary cross-appointed faculty as well as non-budgetary cross-appointed faculty.

With growth, IMI will hire primary-appointed tenure-stream faculty. The hiring of these faculty will be conducted in close collaboration with potentially affiliated Departments and their respective Graduate units. New IMI faculty may be cross-appointed to a suitable UTM Department if necessary and as appropriate. Hiring procedures and committee composition will follow established University of Toronto norms and policies. Similarly, and as in the past, cross-appointed faculty with minority appointments in IMI will be arranged for through full consultation and collaboration with the Graduate and undergraduate units involved. IMI may also hire primary-appointed teaching-stream faculty in the future to allow for the more judicious use of sessional instructors.

Within the EDU:A, a small set of senior faculty will hold primary appointments in IMI (see Table below) to run and support the critical processes involved in faculty appointments, progression through the ranks, interim and continuing status reviews, and promotions. IMI will continue to rely on senior and tenured people who are non-budgetary cross-appointed to support these processes. Many of these key faculty have been champions of IMI programs for a significant time, having led and supported the creation and growth of these programs and served on tenure and promotion committees for IMI-appointed faculty in the past. Non-budgetary cross-appointed faculty have also served as IMI Director, Program Directors, and Academic Leads. In addition, 3 budgetary cross-appointed junior faculty on the list are within 3 years of tenure and are poised to contribute to the the necessary processes of the Institute.

The following tenured faculty members, leading the three identified research clusters, i.e. Sustainability, Healthy Communities, and the BIGDataAIHUB, have indicated their interest in moving their primary appointments to IMI once the EDU:A is established.

Potential Primary Appointments to IMI

Name	Current Budgetary Appointment (%)	Budgetary Appointment with IMI EDU:A (%)	Appointment Category (Stream and Rank)	Appointment to other units (%)	Graduate Faculty Membership, Unit & Status
Vinodrai, Tara	Geography, Geomatics, & Environment (51); IMI (49)	IMI (100)	Associate Professor	none	Full, GGR
Kant, Shashi	Geography, Geomatics, & Environment (51); IMI (49)	IMI (100)	Professor	none	Full, GGR
Wiecek, Irene	Management (100)	IMI (100)	Professor, Teaching Stream	none	Associate, IMI
Brooks, Leonard	Management (100)	IMI (100)	Professor	none	Full, GDM

IMI currently has 13 budgetary cross-appointed (minority) faculty appointments (49%; see Table below). An additional two budgetary cross-appointed hires (49%) are also in progress – an Associate Professor, and an Assistant Professor (CLTA).

Budgetary Cross-Appointments to IMI

Name	Home Unit (%) before establishing IMI EDU:A	Home Unit (%) after establishing IMI EDU:A	Appointment Category (Stream and Rank)	Budgetary Cross-Appointment with IMI (%)	Graduate Faculty Membership, Unit & Status
Besco, Laurel	Geography (51)	Geography (51)	Assistant Professor	49	Full, GGR
Chattopadhay, Akash	Management (51)	Management (51)	Assistant Professor	49	Associate, GDM
Chen, Ningyuan	Management (51)	Management (51)	Assistant Professor	49	Associate, GDM
Chiuzi, Rafael	Management (51)	Management (51)	Assistant Professor, Teaching Stream	49	Associate, IMI
Derksen, Laura	Management (51)	Management (51)	Assistant Professor	49	Associate, GDM
Gaetani, Ruben	Management (51)	Management (51)	Assistant Professor	49	Associate, GDM
Grewal, Jody	Management (51)	Management (51)	Assistant Professor (Conditional)	49	Associate, GDM
Kirsch, Tanya	Management (51)	Management (51)	Associate Professor, Teaching Stream	49	Associate, IMI
Park, Andreas	Management (51)	Management (51)	Associate Professor	49	Full, GDM
Revers, Leigh	Chemistry & Physical Sciences (51)	Chemistry & Physical Sciences (51)	Associate Professor, Teaching Stream	49	Associate, IMI
Steck, Andrew	Management (51)	Management (51)	Assistant Professor	49	Associate, GDM
Yung, Otto	Management (51)	Management (51)	Assistant Professor, Teaching Stream	49	Associate, IMI
Zoican, Marius	Management (51)	Management (51)	Assistant Professor	49	Associate, GDM

With the conversion to EDU:A, faculty who are already fully engaged in teaching an IMI program have the opportunity to increase the percentage of their appointments to IMI, subject to the approval of the Vice-Principal Academic and Dean, UTM, and the respective Deans/Department Chair(s) or Director(s) and the IMI Director. IMI will form an Executive Committee, comprising of two senior-level affiliate

faculty members (see section on Structure & Administration), and will advise the IMI Director on all appointment transfers.

As an EDU:A, IMI will continue to make non-budgetary cross-appointments with various UTM and University of Toronto divisions. The criteria for appointing associated faculty members will be based on the individuals' involvement in IMI's teaching and research programs. All appointments are subject to review and approval by the respective Department Chair(s)/Director(s)/Dean(s), the IMI Director, and the Vice-Principal Academic and Dean, UTM.

Non-Budgetary Cross-Appointments to IMI

Name	Home Unit	Appointment Category (Stream and Rank)	Graduate Faculty Membership, Unit & Status
Aivazian, Varouj	Economics/ Management	Professor	Full, ECO
Aggarwal, Pankaj	Management, UTSC	Professor	Full, GDM
Agrawal, Ajay	Rotman School of Management	Professor	Full, GDM
Akey, Pat	Management	Assistant Professor	Associate, GDM
Bailey, Lee	Economics	Associate Professor, Teaching Stream	none
Caraway, Brett	ICCIT	Associate Professor	Full, Information
Caoui, El Hadi	Management	Assistant Professor (Conditional)	Associate, GDM
Chen, Feng	Management	Associate Professor	Full, GDM
Conway, Tenley	Geography	Professor	Full, GGR
Daniere, Amrita	Geography	Professor	Full, GGR
Deb, Rahul	Economics	Associate Professor	Full, ECO
Descrochers, Pierre	Geography	Associate Professor	Full, GGR
Dewan, Tarun	Management, UTSC	Associate Professor, Teaching Stream	none
Dinovitzer, Ronit	Sociology	Professor	Full, SOC
Duarte, Margarida	Economics	Associate Professor	Full, ECO
Dyer, Marc	Biology	Associate Professor	none
Faig, Miquel	Economics	Professor	Full, ECO
Galasso, Alberto	Rotman School of Management	Professor	Full, GDM
Gradinaru, Claudiu	Chemical & Physical Sciences	Professor	Full, CHM
Gunz, Hugh	Management	Professor Emeritus	Full, GDM
Havelka, Monika	Geography	Associate Professor, Teaching Stream	none
He, Yuhong	Geography	Associate Professor	Full, GGR
Hebert, Camille	Management/ICCIT	Assistant Professor, Conditional	Associate, GDM
Hirsh, Jacob	Management	Associate Professor	Full, GDM

Hossain, Tanjim	Management	Associate Professor	Full, GDM
Jenkinson, Jodie	Biology	Associate Professor	Full, Medical Science
Kambourov, Gueorgui	Economics	Professor	Full, ECO
Kang, Sonia	Management	Associate Professor	Full, GDM
Khan, Michael	Rotman School of Management	Associate Professor, Teaching Stream	Associate, Rotman
Kramer, Lisa	Management	Professor	Full, GDM
Krull, Ulli	Chemical & Physical Sciences	Professor	Full, CHM
Lacetera, Nicola	Management	Associate Professor	Full, GDM
Landry, Peter	Management	Assistant Professor	Associate, GDM
Lange, Angela	Biology	Professor	Full, Cell & System Biology
Lehnher, Igor	Geography	Assistant Professor	Full, GGR
Li, Nicholas	Economics	Assistant Professor	Full, ECO
Li, Yue	Management	Associate Professor	Full, GDM
McMillan, Robert	Economics	Associate Professor	Full, ECO
Melino, Angelo	Economics	Professor	Full, ECO
Murck, Barbara	Geography	Professor, Teaching Stream	none
Obsorne, Matthew	Management	Assistant Professor	Full, GDM
Oreopoulos, Phillip	Economics	Professor	Full, ECO
Parker, Jayson	Biology	Associate Professor, Teaching Stream	none
Pitchik, Carolyn	Economics	Professor	Full, ECO
Prosser, Scott	Chemical & Physical Sciences	Associate Professor	Full, CHM
Rotenberg, Wendy	Rotman School of Management	Professor	Full, GDM
Seguin, Catherine	Management	Associate Professor, Teaching Stream	none
Schneider, Manfred	Management	Associate Professor, Teaching Stream	Associate, IMI
Schumann, Eckhard	Management	Associate Professor, Teaching Stream	Associate, IMI
Shear, Harvey	Geography	Professor	Associate, IMI
Silverman, Brian	Rotman School of Management	Professor	Full, GDM
Souza-Rodrigues, Eduardo	Economics	Assistant Professor	Full, ECO
Toh, Soo Min	Management	Associate Professor	Full, GDM
Tombak, Mihkel	Management	Professor	Full, GDM
Trippen, Gerhard	Management	Associate Professor, Teaching Stream	Associate, IMI
Virag, Gabor	Management/ICCIT	Associate Professor	Full, GDM
Vyas, Dushyantkumar	Management	Associate Professor	Full, GDM

Wahid, Aida Sijamic	Management	Associate Professor	Full, GDM
Wensley, Anthony	ICCIT	Associate Professor	Full, GDM
Woolridge, Nick	Biology	Associate Professor	Full, Medical Science
Wolthoff, Ronald	Economics	Associate Professor	Full, ECO
Wilson, Kathi	Geography	Professor	Full, GGR
Shi, Xianwen	Economics	Professor	Full, ECO
Ye, Minlei	Management	Associate Professor	Full, GDM
Yousie, Kevin	Management	Assistant Professor, Teaching Stream	Associate, IMI
Zhu, Xiaodong	Economics	Professor	Full, ECO
Zweig, David	Management, UTSC	Associate Professor	Full, GDM

U of T Collaborations

The following UTM units will be active partners with IMI in terms of hiring, and review including tenure, interim and continuing status reviews (CSR), and promotion of faculty, as well as participation in IMI programs. Where faculty hold primary appointments in these units, administrative support and office space will be provided by the respective unit.

- Department of Economics
- Department of Geography
- Department of Chemical and Physical Sciences
- Department of Management
- Department of Political Science
- Institute of Communication, Culture, Information and Technology (ICCIT)

Workload and teaching responsibilities are not impacted for the IMI budgetary cross-appointments as a result of the proposed change of IMI to an EDU:A. This is also true for non-budgetary cross-appointments. As is currently the case, cross-appointed faculty (budgetary or non-budgetary) will adhere to the workload policies of their respective departments. The service requirements of these faculty will be shared and agreed upon by IMI and the respective departments. As in the past, both parties will be cognizant of and sensitive to the potentially increased service expectations that are unique to budgetary cross-appointed faculty and will continue to set fair service expectations for these faculty members.

Community Partners

IMI has strong ties to industry through the professional programs. Each of IMI's professional graduate programs (other than MFAcc) includes a mandatory paid internship ranging from four to twelve months in duration. Programs frequently host these partners on campus to provide support through information sessions, mock interviews, career days and in-class speaking opportunities. Students are provided with access to companies through their internships and through numerous networking events and site visits including special events such as IBM On Campus and Bayer Innovation. Industry engagement ranges across the sectors including finance, health, telecommunications, engineering, transportation, public service.

With the support of the Office of Advancement at UTM, IMI has strong partnerships with the Mississauga Board of Trade (MBOT) and the City of Mississauga. The partnership undergirds various community activities and initiatives held at IMI. Most recently, IMI has advised on the City's Life Sciences

Strategy and the Innovation and Entrepreneurship Strategy. The collaboration also extends to providing executive learning opportunities through *IMIx*.

STRUCTURE & ADMINISTRATION

The EDU:A will launch with a Director who will be appointed to commence July 1, 2020.

The administrative structure outlined here is proposed in accordance to the University of Toronto Guidelines for Extra-Departmental Units (Revised: January, 2015)[11].

Director

As an existing EDU:B, IMI currently has a Director. IMI as an EDU:A will continue to be headed by a Director. The Director will report to UTM's Vice Principal Academic & Dean, although graduate matters may be delegated by the Dean to the Associate Dean, Graduate and undergraduate matters to the Associate Dean, Undergraduate both under the Vice-Dean, Teaching & Learning. For graduate programs, collaborations will be managed in conjunction with either UTM's Associate Dean, Graduate, or the graduate unit responsible for the program in question.

The Director will be appointed in accordance with the *Policy on Appointment of Academic Administrators* (*PAAA*). IMI's Director will be a scholar of international repute who combines a profound understanding of the world of innovation in human processes education and scholarship with a proven ability to work effectively across academic disciplines and with the world of practice.

The Director's administrative and financial responsibilities will include:
- Primary responsibility for setting the overall direction of the Institute and in particular authority over the budget and recommendations for appointments and, where applicable, tenure and promotions;
- Primary responsibility and accountability for all operating and restricted funds delegated to IMI, including research funds as appropriate;
- Leading a process of community-building that will bring together the teaching and research interests of IMI's faculty, encouraging the development of new inter- and transdisciplinary programs of teaching and research building links and engagement with relevant community stakeholders;
- Forming and working with an Advisory Board;
- Taking on the authority of the Graduate Chair for the graduate programs offered by IMI;
- Assuming responsibility for undergraduate courses, programs and certificates associated with IMI;
- Creating and managing the administrative structures necessary to support IMI's programs; and
- Leading a program of outreach and fundraising.

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[11] https://www.vpacademic.utoronto.ca/wp-content/uploads/sites/225/2018/11/guidelines-extra-departmental-units.pdf

Executive Committee

The IMI Executive Committee will be created to include two members designated as Associate Directors, responsible respectively, for 1) professional programs and outreach, and 2) research and academic resources. These Associate Directors will support the Director in all aspects of the Directors' responsibilities, including advising on cross-appointments (see above section on Faculty Appointments).

Program Directors & Academic Leads

All IMI Program Directors (MBiotech, MMPA, MFAcc, MScSM, MMI, MUI) and Academic Leads (for ICUBE; Minor in Business, Science, & Entrepreneurship; BIGDataAIHUB) will report to the IMI Director and will have the mandate of their own respective programs/ areas as well as of contributing to IMI's mission.

IMI Curriculum Committee (ICC)

The IMI Curriculum Committee will be comprised of the IMI Director as Committee Chair with all IMI Program Directors sitting on the Committee to represent their program. Academic Leads will also have membership on the ICC and can propose curriculum changes for discussion. Representation from participating UTM departments are also included, such as from the Departments of Biology, Chemical & Physical Sciences, Economics, Geography, and Management. The ICC convenes at minimum once per term (i.e. three times a year). The ICC Chair may call an ad-hoc meeting at any time throughout the year, as required. Any member of the ICC can request an ICC Meeting through the Chair.

The mandate of the ICC is to provide unit-level oversight to all curriculum matters pertaining to the undergraduate courses and programs, graduate courses & programs, and all ICUBE and *IMIx* academic initiatives. New courses and major changes to existing courses and to programs come to the ICC for review and recommendation. The relevant UTM and institutional academic change approval processes will be undertaken thereafter.

IMI Advisory Board

An Advisory Board comprising senior figures from the academic world (Office of the Dean and faculty affiliated with IMI), alumni, industry, government, non-government sector, the local community and senior administrative staff will provide the Director with strategic guidance and serve to increase the profile of IMI with external stakeholders. A diverse Board of 8-10 people, will be identified by the Director in consultation with the UTM Dean and Principal. The term of board members will be two years. The Director will convene the board meetings at least once a year to provide input into new programs, research, and opportunities for partnerships with the community. The Advisory Board will provide non-binding advice on new programs and/or improvements to existing programs, establishing research clusters and collaborations, and building linkages across the academic and non-academic communities.

The Advisory Board will explicitly conform to the Provost's Statement on the Role of Advisory Bodies, issued as PDAD&C #044, 1997/98 on March 20, 1998 and revised April 30, 1998.

Administrative Structure

All administrative staff groups will be supervised by a Director, Operations, Finance, and Human Resources.

Central IMI staff will provide administrative functions, such as Human Resources, Operations, Finance, External Relations and Communications, Marketing, Alumni Relations, and research support that are common across the programs. IMI currently has 5.0 FTE in central administrative staff with an anticipated increase of 0.5 increase in the Business Officer role (see section on "Additional Staff"). In time, IMI will seek to strengthen its research and communications functions with additional support.

It is anticipated that IMI will, with growth, appoint staff members with responsibility to administer activities common to all programs. For instance, it is expected that a dedicated undergraduate student advisor role will be needed as IMI's undergraduate course offerings expand.

It is also expected that a small pool of highly qualified personnel, namely postdoctoral fellows and initially a Senior Research Associate, focused on supporting IMI's research mandate will be required.

In addition to central IMI administrative staff, each professional graduate program will be supported by program-specific staff. Dedicated program staff is necessary to ensure that recruitment, program administration, and "high touch" professional and academic support are properly provided to students, and to build and maintain the alumni network. This staffing is already in place within each program, and managed by the respective Program Director. Across the current IMI programs, program-specific administrative staff is 27.4 FTE.

BUDGET & RESOURCE IMPLICATIONS

Operating and Research Budget Administration

IMI will continue to administer its own operating and research budgets.

The immediate net change in operating budget will be the conversion of three 49% faculty members to IMI's budget and the hiring of additional central staff members. The undergraduate units who will lose these faculty will be provided with replacement complement or instructors as warranted through the annual complement planning consultation that occurs across the entire UTM campus.

New Hires

Two new primary tenure-stream faculty hires are anticipated in IMI associated with the MUI program, as outlined in the approved MUI program proposal, to occur in the next two years. Additional strategic hires will be made in the next few years to promote the research program outlined above and contribute to any new transdisciplinary programs that may be proposed in the future.

Additional Funding

A significant effort with the EDU:A will be made towards establishing the research clusters, i.e. Healthy Communities, Sustainability Triangle, and BIGDataAIHUB. Research clusters will receive funding as available and based on evidence of research activity and faculty commitment.

Additional Staff

IMI currently operates with a 50% Business Officer. This position will be increased immediately to 100% as soon as IMI becomes an EDU:A. Hence, an 0.5FTE will be immediately added and has been budgeted for. In the upcoming year, additional staff will be allocated to support IMI's programs and research initiatives as funds allow and to support growth in programming and scholarly activity. Existing staffing are being retained and budgeted for.

Space Requirement

There will be a need for additional space in the Innovation Complex to accommodate all of IMI's future activities. In particular, with the growth of faculty and programs, office space as well as teaching space will be needed. Designated space for ICUBE, and designated space of research and student group activities will also be necessary. There is also need for adequate office space for administrative staff and faculty. The intent is to have all the administrative staff and faculty in close proximity to encourage cross-program social and knowledge exchange. Given UTM's plan to build two new buildings for research and teaching within five years, it is believed that space sufficient to accommodate IMI's growth will become available.

Library

The Hazel McCallion Academic Learning Centre (HMALC) continues to be a key partner in the IMI project. The Li Koon Chun Finance Learning Centre (LKCFLC) houses the relevant liaison librarians and the Resident Executive for the LKCFLC. The review process for adding further programs to IMI will, of course, include assessing their resource implications for the HMALC. We expect the requirements for teaching, learning, and research support to mirror those of any other growing academic unit at UTM.

REVIEW

As an EDU:A, IMI will be subject to *The Policy for Approval and Review of Academic Programs and Units*, June 24, 2010. It is understood that under the *University of Toronto Quality Assurance Process* (UTQAP), IMI will undergo an external review of the unit and its programs at minimum every eight years. This review will be commissioned by the Dean. The anticipated first review of IMI as an EDU:A and its undergraduate programs will be in the 2026-2027 Academic Year.