EDUs

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CAC

University of Toronto Academic Structures

- Campuses (STG, UTM, UTSC)

- Colleges

  - Federated Colleges (St. Michael's, Trinity, Victoria)

  - Constituent Colleges (Innis, New, University, Woodsworth)

  - Theological Colleges (Knox, Regis, Wycliffe)

17 Faculties

- FAS, UTM, UTSC, FASE, Temerty (Medicine), Rotman (Big 6)

- OISE, Nursing, Law, Dentistry, Music, Information, Social Work, Public Health, Architecture, KPE, SGS

UTSC (Current)

- 16 departments
  - Management, DPES, CMS, BioSci, Psychology, Anthropology, Human Geography, Political Science, Sociology, DHS, GDS, HCS, ACM, DLS. English, Philosophy

- 3 graduate departments (DPES, PCS, Management)

What are EDUs?

Extra-departmental Unit

Policy: Guidelines for Administrative Functions and Protocols of Extra-Departmental Units

Four types of Extra-Departmental Units (EDUs): A, B, C, D

EDU:A

" … a critical mass of interdisciplinary scholarship at the University that allows for the unit to engage in the appointment of teaching staff, admission of students to a program of graduate or undergraduate study, and engage in interdisciplinary research"

E.g. Formerly: Centre for French and Linguistics (CFL) [now a department]

EDU:Bs have, "... a defined area of scholarship as a focus and also admits students to interdisciplinary programs and engages in interdisciplinary research. However, teaching staff appointments are made in established departments with teaching staff cross-appointed to the EDU:B"

E.g. Formerly: Centre for Critical Development Studies (CCDS), Interdisciplinary Centre for Health and Society (ICHS) – both are now departments

Normally a multidisciplinary multi-departmental research and/or academic unit with a defined research domain in a particular area of academic work. It exists to foster research and scholarly interest in the area.

Currently 2 active EDU:Cs at UTSC;

Culinaria, Centre for Global Disabilities Studies (CGDS)

A group of scholars who have come together for the purpose of pursuing specific research objectives or offering a set of courses in an area of academic interest not offered under departmental, EDU:A and EDU:B course offerings. It may be multidisciplinary or it may arise within a single discipline or department, EDU:A or EDU:B.

E.g. Centre for Ethnography

UNIVERSITY OF
TORONTO
SCARBOROUGH

EDU:As, Bs – must be approved at the Campus Affair Committee. It then goes to Campus Council, Academic Board, Executive Committee and Governing Council.

Note: CAC replaces AB's Planning and Budget consideration

EDU:Cs must be approved at the divisional level
Campus Affairs Committee and Campus Council

EDU:Ds are approved at the departmental level

An introduction to

*i*RISE:
*i*nstitutes for
Resilient and Inclusive
Societies and Ecosystems

*i*RISE is dedicated to solving complex problems.

Vision

To establish the University of Toronto as a leading global centre of scholarship on convergence research in pursuit of goals of sustainable, resilient, inclusive, just, and equitable futures.

Mission

To support the pursuit of convergence research and catalyze change by facilitating research discoveries and enabling innovators to move discoveries into action, inspiring communities and building their capacity to act, and training future leaders.

iRISE will help solve these complex problems using convergence research
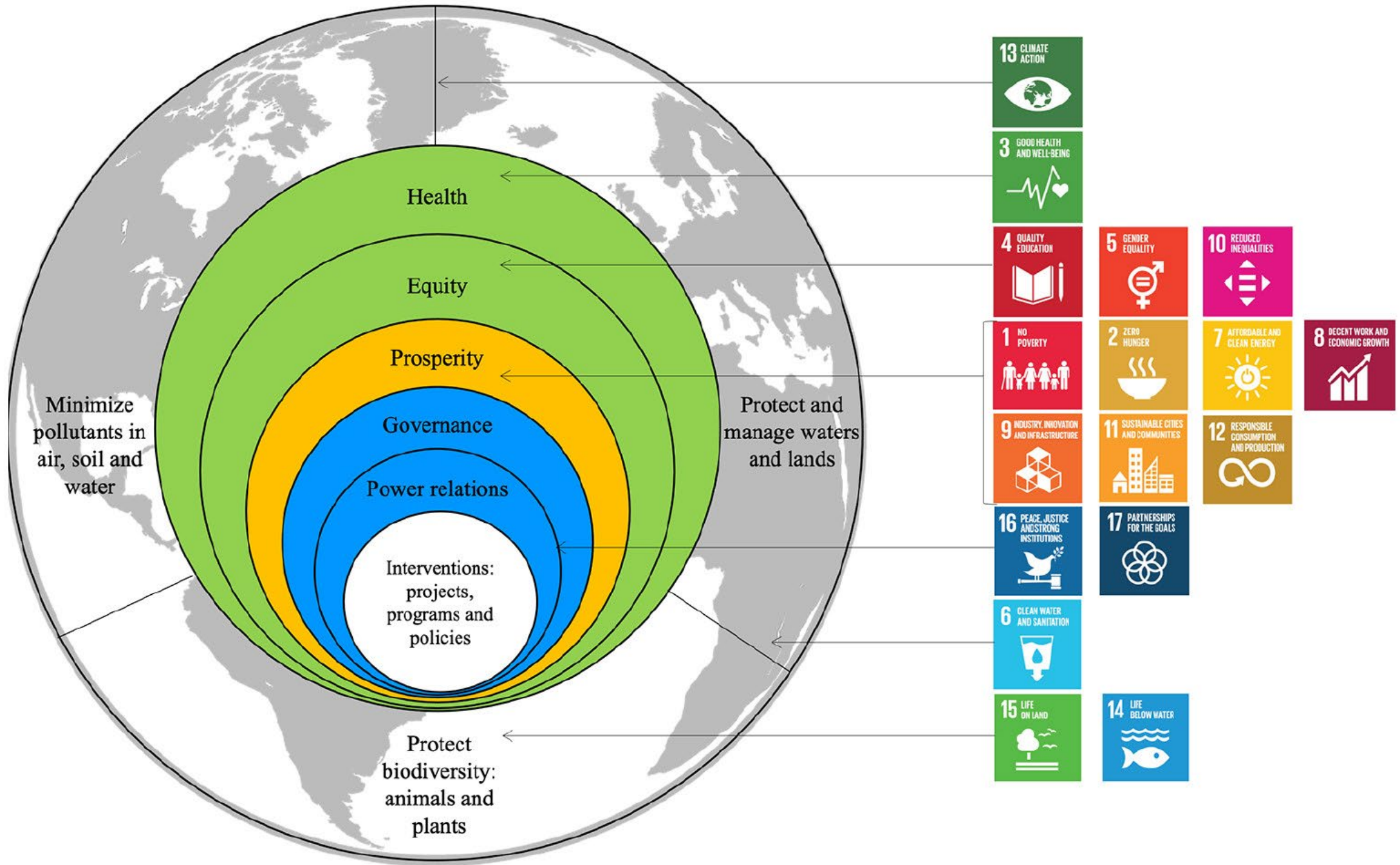
Convergence research is transdisciplinary research that shows deep integration across disciplines and is driven by a specific and compelling problem, whether that problem arises from deep scientific questions or pressing societal needs.

US National Science Foundation [NSF]

Planetary Health

Safeguarding both human health and the natural systems that underpin it

Health

Equity

Prosperity

Governance

Power relations

Interventions: projects, programs and policies

Minimize pollutants in air, soil and water

Protect and manage waters and lands

Protect biodiversity: animals and plants

13 CLIMATE ACTION

3 GOOD HEALTH AND WELL-BEING

4 QUALITY EDUCATION

5 GENDER EQUALITY

10 REDUCED INEQUALITIES

1 NO POVERTY

2 ZERO HUNGER

7 AFFORDABLE AND CLEAN ENERGY

8 DECENT WORK AND ECONOMIC GROWTH

9 INDUSTRY, INNOVATION AND INFRASTRUCTURE

11 SUSTAINABLE CITIES AND COMMUNITIES

12 RESPONSIBLE CONSUMPTION AND PRODUCTION

16 PEACE, JUSTICE AND STRONG INSTITUTIONS

17 PARTNERSHIPS FOR THE GOALS

6 CLEAN WATER AND SANITATION

15 LIFE ON LAND

14 LIFE BELOW WATER

iRISE's SDGs Scholars Academy share research goals.

iRISE goals

Produce knowledge throughout the disciplinary spectrum.

Create spaces enabling convergence dialogues and encouraging the envisioning of alternative futures.

Embrace diverse epistemologies and methodologies of different disciplines to generate transformative solutions to problems.

Build sustainable collaborations and partnerships that engage diverse stakeholders to co-create knowledge infused with social concerns and values.

Train scholars and leaders dedicated to creating inclusive, sustainable, and just and equitable societies.

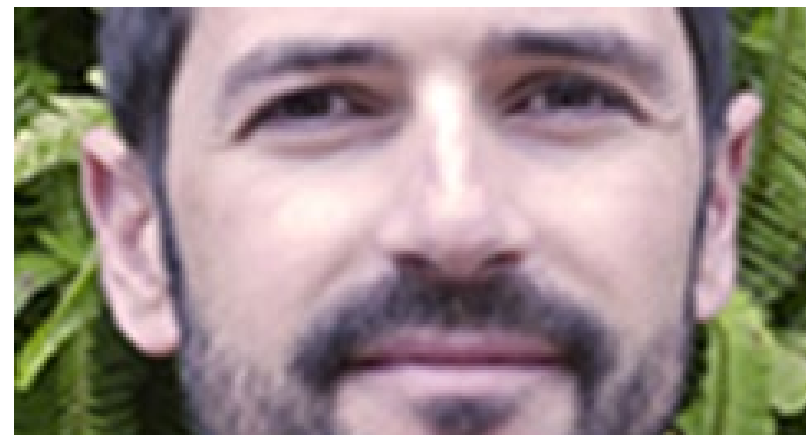*Mobilize* and *translate* knowledge into public policy and practice.

SDGs Scholars Academy

Establish transition pathways to achieve the SDGs

Measure progress towards achieving the SDGs

Design instruments and interventions to rethink the SDGs

Explore tensions and synergies among the SDGs

iRISE Targets:

IECS:
- Exploring consequences of climate change and developing mitigation and adaptation strategies.

IIHWB:
- Exploring the "wider determinants of health" of people living in the Anthropocene.

IIESL:
- Exploring, imagining and sharing of alternative economic futures from unique perspectives.

iRISE research programs:

Visiting scholar/leader *residencies*.

Visiting scholar/leader *fellowships* for for scholars from domestic/foreign universities as will as public/provide sector, to work on campus.

University *faculty fellowships* to dedicate 20% of their regular workload to an *i*RISE priority.

Innovation tables and *design studios*.

International *workshops and symposia*.

Distinguished speaker series featuring experts from academic, private, and public sectors in Canada and internationally.

iRISE training programs:

- *Practitioner* stipends.

- *Postdoctoral* fellowships.

- International *doctoral clusters*.

- *Undergraduate* and *graduate* research assistantships.

- *Entrepreneurial* and *experiential learning opportunities*.

- *Summer camps* for high school students.

- *Global classrooms/design studios*.

- Training in convergence *knowledge co-production* and *co-mobilization* methods.

- Local and global *hackathons*.

*i*RISE COMMITTED TO EQUITY-DIVERSITY-INCLUSION, INDIGENIZATION, AND SUSTAINABILITY

iRISE fits within the
campus and university strategic plans.

Inspiring Inclusive Excellence

A strategic vision for the University of Toronto Scarborough

iRISE Consultations

Origin story for *i*RISE begins in the strategic planning process for UTSC's strategic plan, during which time **1,100** people were consulted at that time.

Since January 1, 2023, **1,812** unique interactions; we assume that some people engaged through more than one mechanism and so these are not necessarily 1,812 people.

100 1:1 faculty meetings

50 faculty zoom cafes

160 public forums

270 town halls

934 website

118 SDGs@UofT

100 people at CAD, RAB

9 Executives

71 Academic Affairs

iRISE Current Membership:

- 97 UofT faculty members
- 60 (62%) UTSC faculty members
- Plus 35 external members

… and growing

iRISE Financial Sustainability:

Base funding plus:

- competitive research grants

- corporation funding

- donor and sponsorship funding

- fees for training programs/certifications

- fees for participating in design studios

- consultancy

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