

**The Faculty of Arts & Science
University of Toronto
Academic Plan
2010-2015**



UNIVERSITY OF TORONTO
FACULTY OF ARTS & SCIENCE

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Introduction and Vision for a Reinvigorated Faculty

The yearlong academic planning exercise in Arts & Science has presented an opportunity to rethink the Faculty and its strategic direction. Our goal is nothing less than to ensure the most stimulating and supportive environment possible for our students and faculty as we focus on our core mission of undergraduate and graduate education and advanced research across a wide range of fields. This document outlines the Faculty's plan for the next five years, articulating our academic priorities and major initiatives for enhancing learning experiences and the research environment, outlining our financial and human resource forecasts, and defining key targets for undergraduate and graduate enrolment.

Our reinvigorated Faculty of Arts & Science will be one in which the following distinctive characteristics are pre-eminent.

- Our research environment will continue to support curiosity-driven and fundamental research at the highest level:
 - Maintaining and enhancing our global reputation for leading scholarship in all major sectors of Arts & Science: humanities, sciences and social sciences
 - Hosting Canada's finest graduate-professional schools in a diverse array of fields

- We shall educate undergraduate students who are:
 - Strong analytical, critical and creative thinkers
 - Excellent communicators
 - Broadly educated
 - Engaged and ethically grounded global citizens
 - Well prepared for careers, or for graduate and professional studies

- An Arts & Science undergraduate education will be distinguished by our unique opportunity to offer students the 'best of both worlds':
 - all the advantages of unparalleled access to leading scholars across a large, uncommonly broad array of disciplines and internationally distinguished faculty
 - but also, a strong sense of community and identity, linked to their membership in one of our colleges, and with ample opportunity to learn through high-quality small- and large-group experiences across their programs

- The Faculty will continue to lead Ontario and Canada as the pre-eminent home for internationally recognized excellence in graduate education across a wide range of disciplines
 - Graduate education – one of our most noteworthy comparative advantages – will be integrated with our undergraduate teaching mission wherever possible

- Our students will thrive as members of research teams, composed of undergraduate and graduate students, post-docs and faculty
- The Faculty will embrace its societal responsibility to share knowledge with partners in the public and private spheres, ensuring that our faculty and students have every opportunity to participate in knowledge mobilization and exchange with community partners

This vision will be difficult to realize if the Faculty is unable to meet its current financial challenges, which are substantial. As subsequent sections of this report will make clear, our annual expenditures currently outstrip our annual revenues by \$22M – an amount equivalent to 10 percent of our net operating budget – and our cumulative deficit will soon reach \$60M. At the same time, the 2008 external review of the Faculty highlighted a number of challenges that have been developing over many years – in particular, the steady addition of units to the Faculty, meaning that it is now engaged in more activities than it can properly sustain. Put simply, the status quo is unsustainable. If we are to succeed in enhancing the quality of our undergraduate and graduate programs and research environment, while also returning the Faculty to a position of fiscal sustainability, bold actions are now required.

Institutional Context and Process: A Brief Review

The broader context for academic planning in Arts & Science is provided by the University's recent strategic plan. *Towards 2030: A Third Century of Excellence at the University of Toronto* sets forth the following objectives:

- Maintaining our research-intensive culture, the academic rigour of our educational offerings at all levels, and the excellence of faculty, staff and students across all three campuses and partner institutions
- Enhancing our global reputation for the generation of new ideas and transformative discoveries
- Engaging all categories of faculty with our teaching mission, and maintaining an emphasis on nurturing inquiring minds and building the creative and analytical capacity of our students at all levels
- Reinforcing our strengths in research and scholarship through our enrolment and recruitment strategies, and maintaining our leadership position in graduate and secondary professional education
- Focusing on providing an excellent experience for students, inside and outside our classrooms
- Contributing substantially to the prosperity of the Toronto region, Ontario and Canada.

These objectives provide a strong framework to guide our own planning within Arts & Science. Further guidance comes from the findings and recommendations of the most recent external review of the Faculty.

The 2008 external review of the Faculty of Arts & Science (see CPAD memo #81-2007-08)¹ argued compellingly that the Faculty must adopt a strong strategic focus as it charts its future path. The reviewers urged a fundamental rethinking of our planning process, expanding the focus so that it centres less narrowly on complement planning. They also recommended restructuring the planning committee so that it is smaller and better positioned to “make the hard decisions that strategic planning requires” (p. 5).

Inspired by this advice, the Faculty adopted a number of practices during the past year consistent with the committee’s recommendations. The academic planning process has been led by a Strategic Planning Committee (SPC) whose membership, while representative of all the major sectors within the Faculty, is nevertheless considerably smaller than past planning committees in the Faculty.² All units within Arts & Science were asked to formulate academic plans according to a set of common templates. To guide them in this process, an overview document that sketched out five broad academic priorities was distributed widely throughout the Faculty to provoke discussion and stimulate creative thinking.³ Individual plans were submitted on 15 December 2009, following extensive consultation at the unit level involving all major stakeholders: faculty, staff, graduate and undergraduate students. The Arts & Science Students’ Union was also asked to make a submission to the SPC and, in the process of formulating its document, consulted widely with undergraduate course unions across the Faculty. In all, some 80 academic plans were received.

The SPC then deliberated intensively between January and May 2010, carefully reviewing each unit’s plans. This process was further informed by the most recent external reviews of each unit, as well as data tracking undergraduate and graduate program enrolments, faculty and staff complement, and budgets. Moreover, in response to the external reviewers’ challenge to benchmark our academic performance more systematically, and in line with recent Provostial recommendations concerning best practices for academic planning, the SPC developed a set of 21 quantitative indicators documenting undergraduate and graduate teaching and research activity, as well as capturing other key details of each unit’s human resource complement.⁴

¹ All past CPAD/CASD memos are archived on the Faculty of Arts & Science website. See www.artsci.utoronto.ca/faculty-staff/cpad-info for the full archive.

² Members included Meric Gertler, Dean (committee chair), Rob Baker (Vice-Dean, Research & Graduate Programs), Parth Bhatt (Chair, French), Craig Boutilier (Chair, Computer Science), Arthur Hosios (Chair, Economics), John Magee (Director, Centre for Medieval Studies), Janet Paterson (Principal, Innis College), Stephen Rupp (Vice-Dean, Faculty & Academic Life), and Suzanne Stevenson (Vice-Dean, Teaching & Learning).

³ *Academic Planning in the Faculty of Arts & Science 2009-2014: Context and Directions* (available at the Faculty’s academic planning webpage <http://www.artsci.utoronto.ca/faculty-staff/academic-planning>)

⁴ See www.artsci.utoronto.ca/faculty-staff/cpad-info/pdfs/2009-2010/24-2009-10.pdf for a complete list of the indicators used. For the Provost’s academic planning guidelines, see www.provost.utoronto.ca/Assets/Provost+Digital+Assets/Provost/plana/AcadPlanning2009.pdf .

The Dean undertook a series of meetings with Arts & Science alumni working across a wide range of occupations and sectors, to discuss the framework and objectives for academic planning, and to solicit their input and feedback on the planning exercise.

The financial challenges facing the Faculty have also demanded a more strategic approach to resource allocation, resulting in a more active role for the Faculty's Budget Committee and the creation of a Budget Strategy Subcommittee. In the course of the past two annual budget planning cycles, we began the transition from uniform, across-the-board budget reductions for all units to a more strategic and selective approach. These developments have led quite naturally to a strategic planning process in which resource allocation decisions are driven by academic needs. Hence, this academic plan achieves for the first time a fundamental connection between the planning of academic priorities and the budget planning process for the Faculty and its academic units. In this sense, this plan goes well beyond the normal complement planning typical of past exercises. The budget framework underlying this plan is presented in a following section of this document.

A Strategic Analysis of the Faculty: Strengths, Weaknesses, Opportunities, Threats

Together, the October 2009 document *Academic Planning in the Faculty of Arts & Science 2009-2014: Context and Directions* and the *Towards 2030 Synthesis Report*, define a number of distinctive strengths that differentiate the University and the Faculty within the national and international context.

Strengths

First, we are well recognized as a research powerhouse in all three major sectors of the Faculty: humanities, sciences, and social sciences. As but one form of external corroboration, the peer-based Times Higher Education/QS rankings situated U of T in 9th place overall, with worldwide rankings of 11th in arts and humanities, 14th in natural sciences, and 15th in social sciences. Other metrics, such as publications, citations and national/international honours lend further credence to this assessment.⁵

Closely related to this first strength, we are home to the largest single concentration of graduate education activity in Canada, and one of the largest in North America. A large number of our graduate units enjoy very strong reputations internationally for the excellence of their programs. We are the primary granter of PhD degrees across many fields in Canada,

Units were also encouraged to supplement the Faculty's 21 indicators with indicators of their own, and many did, particularly with respect to their international standing in research and teaching.

⁵ In engineering and information technology, which includes computer science, U of T ranks 8th. See www.research.utoronto.ca/wp-content/uploads/2008/02/UofT_by_the_numbers_2010.pdf for more details.

and have seen enrolments in our many masters and doctoral programs swell in recent years to lead the process of graduate expansion in Ontario.

The Faculty of Arts & Science, with its 29 departments, 8 EDU As, and various EDU Bs and Cs constitutes not only the largest but also the broadest and most disciplinarily diverse faculty in the country, if not the continent. The fact that we encompass humanities, social sciences and sciences under a single institutional roof distinguishes us from other peer institutions where such large groupings are rare.

The college system is another defining feature of the University of Toronto and the Faculty of Arts & Science. We are the only university in Ontario⁶, and one of the few in North America, to structure our undergraduate academic experience around colleges. Since each of our undergraduates is admitted to a college, this unique institution forms a key component of our students' identity and social community. Their presence ensures that our students can enjoy both the rich resources of a large, broad, research-intensive university and the benefits of belonging to a smaller, more personal community of students, faculty, staff and alumni.⁷ Moreover, the colleges are home to a range of interdisciplinary programs that reflect each college's distinctive identity and history.

Finally, we are fortunate to be situated in the middle of Canada's largest metropolis and one of the world's most culturally diverse and vibrant urban regions. This affords us many benefits. In an increasingly competitive international labour market for academic talent, this vibrant diversity constitutes a real asset. The same qualities help us attract strong graduate and undergraduate students from abroad. With seven million residents in the Greater Golden Horseshoe region, we are also fortunate to have a large local pool of prospective undergraduate students from which to draw. At the same time, the city on our doorstep offers many opportunities for collaborative partnerships in research, knowledge exchange and experiential and service learning for our students.

Weaknesses

Notwithstanding these considerable strengths, we must acknowledge some weaknesses. From the annual national surveys on the student experience, we have learned that, while we have improved along many dimensions since the first survey was administered in 2004, we still have much work to do.⁸ The 2008 NSSE survey revealed that we lag behind our Canadian G13 peers in areas where, given our assets, we should excel – for example, in

⁶ Trent has residential colleges, but they do not offer academic programs.

⁷ The Faculty's external review concurs (p. 10): "With at least a third of the first year students living in the Colleges, and all of them advised there, there is an opportunity to innovate in providing all students in the Faculty with a special educational experience. That is an important mission for the Colleges and a challenge and opportunity for the Faculty."

⁸ The results of the 2004, 2006 and 2008 National Surveys of Student Engagement (NSSE) can be found at www.provost.utoronto.ca/public/reports/NSSE.htm .

‘active and collaborative learning’, and in ‘enriching educational experiences’. The high proportion of students who commute to the university on a daily basis⁹, and the large size of the institution pose significant challenges in this regard.¹⁰ At the same time, the 2008 survey provides some grounds for optimism. It documents above-average and increasing scores on qualities such as ‘level of academic challenge’, ‘student-faculty interaction’, ‘writing clearly and effectively’, ‘understanding people of other racial and ethnic backgrounds’, ‘worked on a research project with a faculty member outside of a course’, and ‘attended a cultural event’. Many of these improvements reflect areas where we have made conscious and deliberate efforts to improve our students’ experience. However, our work here must continue until we succeed in changing the perceived experience of our own students as well as the perceptions of prospective students (and their parents and guidance counselors).

While it is clear that U of T is well known and widely regarded internationally by our academic peers, the irony is that it does not enjoy the same reputation at home. In particular, we know from recent market research undertaken by the university’s strategic communications group that U of T has a low recognition factor and weak profile outside the GTA and especially outside Ontario, amongst the target demographic of academically strong high school students. If we are to succeed in attracting the best and brightest students locally and nationally, then we will have to address these shortcomings during the next planning period.

The very breadth that constitutes one of our key strengths may also comprise a potential weakness. As the 2008 external review emphasized, we have continued to add new units to the Faculty over the past several years, most of them centres, institutes or programs, without due regard to our limited ability to support these initiatives. The risk is that we have spread our finite resources too thinly, to the possible detriment of all programs throughout the Faculty. As the reviewers put it (p. 6): “At a time of seemingly diminishing resources, the proliferation of such units and their accompanying costs in course releases, administrative staff, and demands on units for courses to go along with the new enterprises, seems profligate.” Given this assertion, the Faculty must now confront a key question: what are our expectations concerning the unique contributions that such extra-departmental units should make in order to guide our assessment of their broader value to the Faculty?

Clearly, the reviewers have questioned the sustainability of the status quo, and imply that some reassessment and rationalization may be necessary if we are to succeed in serving the needs of our students. Moreover, they suggest that one important principle to guide any future reorganization would be to realize opportunities to bring together our research and graduate education missions with our undergraduate education mission (p. 9): “Indeed, the

⁹ The 2008 NSSE results show that our students spend significantly more time commuting to class, working for pay off campus, and providing care for dependents living with them than is true for our G13 peers. The first two of these time commitments have actually become more onerous for our students since the first NSSE survey was conducted in 2004.

¹⁰ We remain below the national mean on the question of a ‘supportive campus environment’.

very definition of a high quality undergraduate program in the Faculty would seem to us to include faculty active in research and teaching both graduate and undergraduate students.”

Opportunities

At the same time, the current conjuncture presents us with a number of promising opportunities to enhance our strengths and address our weaknesses. Demographic forecasts, based on steady immigration to the Toronto region and rising post-secondary education participation rates, suggest that demand for undergraduate spaces in the Faculty of Arts & Science will continue to increase and remain high for some years to come. Indeed, we have already seen ample evidence of this phenomenon in the last two years. For September 2010 admission, applications were up 5 percent over last year and 11 percent over September 2008 applications. Even more encouragingly, first-choice applications were up 10 percent over last year’s number and 18 percent over 2008. The Faculty’s enrolment plan, outlined in later sections of this document, anticipates a gradual reduction in overall undergraduate intake over the next five years. The combined effect of these two developments – rising numbers of applications and gradually declining intake – is that we should see a steady increase in the quality of our undergraduate student body, allowing us to play to our acknowledged strengths as an academically rigorous and research-intensive institution.

Further contributing to this opportunity, propelled by the strategic direction signaled in *Towards 2030*, the University has made major strides in the past couple of years to sharpen and refine its undergraduate student recruitment strategy. Informed by detailed market research with high-achieving high school students across the country, we are now better prepared to accentuate U of T’s distinctive strengths while also emphasizing Toronto’s urban amenities – both of which have been underappreciated by students and parents outside of the GTA and Ontario. This work has provided the foundation for even more successful student recruitment in regions of the country where our profile and drawing power have traditionally been weak, enhancing our success in recruiting the best students from a geographically enlarged pool. The fruits of this labour are already showing up in our application statistics, where we have seen the applications from international and non-Ontario domestic students rise 13 percent in the past two years.

Finally, universities across North America and Europe have all faced significant challenges since the onset of the global recession, with significant budgetary reductions, salary freezes or rollbacks, hiring freezes or even outright layoffs. The University and the Faculty have had to absorb their own painful cuts to academic budgets during the past two years, with a further cut in Arts & Science announced for 2010-11.¹¹ However, these measures are modest compared to those endured elsewhere. Although our hiring has slowed dramatically over the past three years (for reasons discussed below), we have not imposed an outright hiring freeze. Salaries have also continued to rise, although their future rate of increase is likely to be somewhat lower, in keeping with the economic times. And budget reductions have also

¹¹ A one-time only budget reduction of 3 percent for 2010-11 was announced in February of this year. See www.artsci.utoronto.ca/faculty-staff/cpad-info/pdfs/2009-2010/48-2009-10.pdf .

been moderate in comparison to those experienced by our international peers.¹² In relative terms, then, the Faculty and University are well positioned to make gains against our international peer group of institutions – in particular, the large public institutions in the USA and Europe. As we emerge from the current recession, we have an opportunity to become even stronger relative to our major competitors.

Threats

These opportunities are indeed considerable, but they also need to be considered against the backdrop of possible threats looming on the horizon that have the potential to push the Faculty off-course as it steers towards recovery. Foremost among these are a set of challenges associated with our primary sources of revenue (a theme to which we shall return in the budget plan presented later in this document). The per-student grant we receive from the Government of Ontario (measured in ‘basic income units’ or BIUs) has not increased in value in many years, and there remains the perennial threat that even this grant could be discounted in value for those additional student numbers we have admitted above and beyond our Fall 2004 enrolment level. Undergraduate domestic tuition fees remain closely regulated by the Ministry of Training, Colleges and Universities, more tightly limiting annual rates of increase for arts and science programs across the province in comparison to other first-entry programs such as engineering. In the face of such tight constraints on our revenue growth, it has become increasingly difficult for us to meet the needs of our undergraduate and graduate students and to enhance the environment for research.

The end of mandatory retirement in 2005 introduced further uncertainties that continue to present challenges for academic planning. As documented in the Faculty’s October 2009 academic planning overview document, the pace of faculty retirements has slowed to a trickle over the past five years. Until 2005, we could routinely expect something like 25-35 faculty retirements a year. Since then, these retirements have declined to between one-third and one-quarter of historical levels and have defied earlier predictions of a smooth return to ‘normal’ levels. While this trend has had the benefit of retaining many of our most productive and renowned scholars in the classroom, the unavoidable trade-off is that it reduces our ability to make new faculty appointments.

Finally, given our obvious linkages to the rest of the globe, major swings in currency exchange rates can pose their own set of threats to our future success. The rapid and sustained appreciation of the Canadian dollar during the past year can be viewed as both a plus and a minus.¹³ On the upside, a stronger dollar enhances the perceived value of our salaries when we are hiring in international academic labour markets. The downside is that our cost of living (including housing) becomes more expensive relative to other countries.

¹² See for example A. Labi ‘Report assesses the recession’s toll on higher education in Europe’, *The Chronicle of Higher Education* 25 May 2010, A29.

¹³ The Canadian dollar was worth 78 cents US as recently as January 2009. One year ago, it was valued at 89 cents US, and at time of writing (June 2010) it was approaching parity.

The same is true for our tuition fees for international students, who represent an increasingly significant component of our enrolment base (see the enrolment plan outlined in a following section of this document).

In the following section of this document, we consider the significance of this analysis of our strengths, weaknesses, opportunities and threats for the Faculty's academic plan.

Focusing on Our Unique Strengths: Five Pillars of Our Academic Plan

As we chart a plan for the next five years, it makes sense to leverage our unique, most distinctive and valuable assets, since these will reinforce our strengths while differentiating us most clearly from our peer competitors.

Taking Full Advantage of Our Disciplinary Breadth

As noted above, the Faculty offers extraordinary opportunities based on its uncommon degree of disciplinary breadth. And yet, we have tended to take this breadth and diversity very much for granted instead of recognizing the opportunities inherent in this structure. Recent years have seen a resurgence of interest – among both employers and educators – in the concept of liberal education, including both arts and sciences, as a basis for a well-rounded undergraduate education. At the same time, research on the innovation process highlights how important it is to be exposed to ideas, concepts, and debates from a range of different disciplines and professions as a source of creative stimulus.

Given this, it makes sense to exploit more fully our uncommon breadth and diversity, leveraging our extraordinary talent and depth across many fields to enrich the learning opportunities for our undergraduate students. The process of breathing new life into the idea of liberal education at the University of Toronto has already gathered considerable momentum thanks to the multi-year process of Curriculum Renewal in Arts & Science that is now well underway. Among its most significant achievements thus far has been the institution of redefined degree objectives, including new breadth requirements. This represents only the first important step within a larger process of enhancing breadth opportunities for our students.

Leveraging our Excellence in Research and Graduate Education

As the *Towards 2030 Synthesis* document rightly emphasizes, this is another asset that differentiates us from our peers. It only makes sense, therefore, that we focus on new ways to play to this considerable strength as we contemplate the next five years and beyond. As noted earlier, many of our scholars have received international recognition and honours for their research and publications. A large number of them have been recognized through their designation as University Professors (20), endowed chair holders and professors (44), and holders of Canada Research Chairs (58). Given our oft-stated commitment to the principle of enriching the undergraduate experience by linking it directly to the leading-edge research

being conducted at this university, we need to pursue every opportunity to ensure that our most distinguished scholars are also deeply engaged in our undergraduate mission.

We have already noted that Arts & Science is home to a large and recently expanded number of centres and institutes. We need to engage these centres and institutes more effectively to enrich the learning experience of both our undergraduates and our graduate students.

On a similar theme, our size, international reputation, and recent growth as a centre for graduate education is another distinctive strength to accentuate as we move forward. In keeping with the strategic goal articulated in *Towards 2030*, we are committed to maintaining and enhancing this strength. With the anticipated modest reduction in undergraduate enrolment, coupled with recent and anticipated graduate growth, the Faculty will see its ratio of undergraduate to graduate enrolment continue to fall over the next five years.

This process creates opportunities for both graduate and undergraduate students. Thanks to graduate expansion funding, graduate students will be able to take advantage of more opportunities to work as teaching assistants, while the greater prevalence of TAs will allow us to increase the number of tutorial groups to the benefit of our undergraduates. Beyond these benefits, we must be ready to explore other opportunities to integrate our two educational missions more effectively.

Enhancing Our Students' Academic Experience

We have already acknowledged the very large proportion of our undergraduates who commute to campus on a daily basis, which seems to be a primary factor determining their degree of engagement and the quality of their experience at the university. This feature, combined with the large size of the institution, has challenged student engagement and a sense of community amongst our students. Nevertheless, it is important to acknowledge some impressive recent successes in addressing this longstanding challenge, including the First Year Learning Communities (FLC) project, which originated in our life science departments and has now spread to other units across the Faculty. A number of colleges and departments have also made effective use of support from the Student Experience Fund to create new physical spaces and special services targeted expressly to the needs of commuter students. Several IT-based initiatives have utilized the university's portal and other channels to communicate important academic and social information more effectively to our students. And as noted earlier, successive iterations of NSSE attest to the positive impact these measures are beginning to have – no mean feat at a time when resources are extremely constrained – and yet also demonstrate how much hard work remains.

As for class size, important initiatives such as the 199 first-year seminars, and the 299/399 series of subsequent opportunities for small-group learning in a variety of other settings reach more than half of all Arts & Science students. College-based programs like Vic One and Trinity One, in which small cohorts of students pursue a common curriculum together during their first year on campus, represent another effective means for achieving the same goal. And many of our language courses across the Faculty offer further opportunities for

small-group learning. Elsewhere, new mechanisms now enrich and improve the quality of small-group learning in tutorials by focusing on TA training in areas such as discipline-based writing instruction (through the Writing Instruction for TAs, or WIT, program – another product of Curriculum Renewal).

Clearly, one priority for future innovation will be to devise new ways to provide more and better small-group learning experiences for our students. It will be equally important for us to find new ways to improve and enrich the large-group learning experience within the Faculty. Given our financial constraints, large classes will remain a fact of life in Arts & Science for some time to come. Instead of denying their existence and potential value, we should instead focus on finding new ways to perfect this experience. The successes of highly rated large classes taught in Convocation Hall and innovations such as the Philosophy Department's Socrates Project¹⁴ provide a successful legacy on which to build.

Our Colleges: Capitalizing on a Unique System of Communities

The colleges have historically made many important contributions to the experience of our students. They play a key role in recruitment and admission. They provide residential experiences to roughly forty percent of our incoming class each year. They are the focal point for student life and student services, including registrarial and academic advising, writing and math support, and financial and personal counseling and referrals. They are also a source of identity for, and point of contact with, many of our alumni.

The colleges have also played an extremely important role as sites of innovation in undergraduate education through the offering of interdisciplinary undergraduate programs. More recently, they have generated innovative new ways to organize first-year undergraduate education. Programs such as Vic One and Trinity One have, as acknowledged above, provided small-group learning experiences that enhance the development of learning and social communities within their undergraduate cohort.

It makes sense to build on this distinctive legacy as we explore new ways to enhance the experience of our students – both undergraduate and graduate. For example, many of the colleges are also home to entire departments as well as centres and institutes. While there are clear examples of close collaboration between the host college and the units that reside within them, there are many more cases where the presence of these units has been taken for granted, or where there are considerable unrealized opportunities to form closer relationships for mutual benefit.

¹⁴ Funded on a pilot basis through the Curriculum Renewal Initiatives Fund, this project prepares high-achieving fourth-year Philosophy undergraduates to serve as TAs in a first-year Philosophy course by having them participate in an advanced seminar with distinguished faculty in the department. The enrichment they receive through this process not only benefits the fourth-year students, but has also been found to enhance the learning experience of first-year students tremendously. The great success of this project was recognized with the 2009 Northrop Frye Award.

Another focal point for innovation might be the unprecedented graduate expansion we have experienced in recent years and the opportunities that might exist to link the colleges' aspirations and assets with our graduate education mission. Possibilities here are numerous, and might include fostering mentorship opportunities in which graduate students work with undergraduates in research and teaching. In those instances where colleges provide the physical setting for centres, institutes or departments, they represent natural focal points for nurturing closer interaction between undergraduate students and the research and graduate teaching activities being undertaken in these units. In still other cases, our colleges host undergraduate programs in fields where another unit in the Faculty offers a graduate program. Clearly, there is much to be gained by bringing these two spheres of activity much closer together.

Engaging with the Community: Globally and Locally

An increasingly important component to the Faculty's educational mission is the goal of promoting our students' understanding of and engagement with the wider world around them, at home and abroad. At a time when local and national spaces are increasingly penetrated by global flows of people, capital and ideas, we have a societal duty to produce graduates who are prepared to participate fully and effectively in this world.

This can take many different forms, including finding new ways to provide meaningful international experiences to more of our students, either by expanding existing programs (exchanges, summer abroad) or by creating new ones on the basis of successful pilots (internationalized course modules, 'Fudan model' joint courses with international partners, international internships and other innovative ideas). The creation of a restructured portfolio in the Dean's Office – Associate Dean, Interdisciplinary and International Affairs – provides a new focal point for such initiatives, and positions the Faculty to collaborate effectively with its closest partners in this field: Woodsworth College, the newly constituted Centre for International Experience (created from the merger of the International Student Exchange Office and the International Students Centre), and the Assistant Vice-President, International Relations.

While expanding the range of international opportunities for our students, we should not lose sight of the valuable experiential and service learning opportunities that abound locally. Such encounters provide valuable enrichment for our students' learning experience. They also enable the University to meet its broader obligation to contribute to societal needs by applying its expertise and resources towards important community goals, whether focused on building economic prosperity, addressing social problems or resolving environmental challenges.

Recent competitions funded by the Student Experience Fund and the Curriculum Renewal Initiatives Fund have stimulated important new efforts in service learning across all sectors of the Faculty, and student demand for such experiences is strong and growing. The logical next step is to create more of these opportunities by engaging with partners in government, community-based organizations, the voluntary sector and the private sector. More broadly, at a time when universities are being asked to make ever-larger contributions towards societal

needs, we should consider what new or expanded roles the Faculty might play in this regard. To be sure, the production of well-educated graduates remains the most important impact universities have on the surrounding economy and society, and fundamental, curiosity-driven research remains the ultimate wellspring for many downstream practical advances and applications. Nevertheless, as a publicly funded institution, we have a responsibility to ensure that those faculty members (or students) who wish to transfer and commercialize their knowledge or mobilize it in the service of social needs are supported and encouraged in their efforts to do so.

Therefore, we must consider how we can offer our students new opportunities in research and learning that will enrich their knowledge of and engagement with international and local communities. More generally, we have a responsibility to foster new avenues for knowledge mobilization in the service of societal needs.

Strengthening the Five Pillars: New Strategic Initiatives

The strategy set forth in this academic plan aims to leverage our unique and most distinctive assets in order to reinforce our strengths while differentiating us clearly from our peer competitors. It is guided by the following underlying principles:

- All units within the Faculty should make major contributions to the three core elements of our mission: undergraduate education, graduate education, and research
- Wherever possible, the Faculty should minimize overhead costs associated with the administration of its academic programs in order to free up more resources to enrich its programs as well as the undergraduate and graduate student experience
- The Faculty should strive to make more effective use of its existing capacity and resources by reconfiguring the structure of its programs/units or redistributing student demand to the extent possible
- The Faculty should retain its ability to stimulate and support the generation of innovations in teaching and learning; once pilot initiatives have proven successful, the Faculty should (to the extent possible) support these on a continuing basis
- In general, planning should be prudent, proceeding on the basis of conservative assumptions as a way to minimize the Faculty's future exposure to risk

Accordingly, the Strategic Planning Committee has recommended the following major initiatives under each of the five strategic pillars discussed above.

1. Taking Full Advantage of Our Disciplinary Breadth

Several Faculty-wide initiatives were endorsed by the Committee to enable our students to take better advantage of our uncommon disciplinary breadth and richness.

a. Maintain and enhance the breadth of our undergraduate degrees

The breadth of the Faculty enables us to offer a wide range of programs that are grounded in a solid foundation of course offerings supported by high-calibre teaching and research. This abundance of high-quality programs gives students a choice in areas of concentration that is unparalleled in Canada. Moreover, the wide spectrum of offerings provides the opportunity for our students to achieve a broad exposure to a range of subjects as they combine majors and/or minors in multiple fields. This opportunity – including the increasingly common practice of combining programs that cross the divides between humanities, social sciences and sciences – should be acknowledged and reaffirmed as one of the most distinctive qualities of our undergraduate education. Although this ability has long been taken for granted by our students and faculty, it should be acknowledged and accentuated as an opportunity that arises from our unique configuration as a Faculty of Arts *and* Science.

In addition to the breadth of programs on offer, we wish to reaffirm the changes implemented through Curriculum Renewal over the past three years to ensure greater breadth within our bachelor degrees. These include limiting the maximum number of courses required for a specialist program, introducing a new credit/non-credit option to encourage course selection across a wider range of fields, redefining and increasing the number of breadth categories, and increasing the number of breadth courses required for the degree. The introduction of new competencies embedded within all programs of study – critical and creative thinking, communication, information literacy, quantitative reasoning, and social and ethical responsibility – further ensures that all of our students will graduate with a core set of capabilities that will serve them well no matter what further educational or career opportunities they pursue.

b. Develop and implement new ‘Big Ideas in Arts & Science’ multidisciplinary courses

Looking to the future, the Committee supported the proposal to introduce new first-year ‘Arts & Science’ courses focusing on ‘Big Ideas’ and themes. The most challenging problems of our complex, interconnected world do not always fall neatly into academic disciplines, or even professions. Leveraging and showcasing the multidisciplinary comprehensiveness and strength of the Faculty, we have a tremendous opportunity to put this wide-ranging expertise into action to provide an enriched and compelling learning experience in the first year of the Arts and Science undergraduate degree. This opportunity can be realized through the creation of ‘Big Ideas in Arts and Science’ courses that feature our leading faculty members, integrating the best we have to offer from the humanities, social sciences and sciences.

These full-year, thematic, multidisciplinary courses will be team-taught by three professors, each of whom represents one of the major disciplinary streams in Arts and Science. For

example, a ‘big ideas’ course on ‘The Art and Science of The Mind’ could showcase the leading-edge research of a neuropsychologist studying the science of cognition, an economist exploring the cognitive underpinnings of decision-making, and a philosopher whose work examines notions of consciousness and understanding.

The Committee recommends that a working group develop this proposal during 2010-11 for subsequent implementation.

c. Create a new School of Languages and Literatures

The Faculty of Arts & Science is home to Canada’s – and one of the world’s – largest and strongest clusters of expertise and teaching in languages and literatures. This represents a tremendous asset on which to build, as it is one of the truly distinctive features of the Faculty and the University of Toronto. It is also at the very core of the humanities, which constitute one of our greatest strengths.¹⁵

One of the pillars of an excellent education is fluency in the languages of the world, coupled with deep knowledge of their literatures and cultures. Students who study, live, and work in an interconnected world will do so at a far deeper level when they can speak the languages and appreciate multiple literatures in a broadly comparative perspective. Their knowledge of language and literature is valuable for its own sake, and it will also enhance students’ understanding of the history, politics, economics, and cultures around the world. This kind of knowledge enables students to navigate across cultures with ease and is one of the critical building blocks of global citizenship.

For all these reasons, the Strategic Planning Committee recommends that the Faculty create a new School of Languages and Literatures that will bring together faculty members and undergraduate and graduate programs from six existing units teaching languages and literatures: East Asian Studies, Germanic Languages and Literatures, Italian Studies, Slavic Languages and Literatures, Spanish and Portuguese, and the Centre for Comparative Literature.

The departments of French and English will remain independent in acknowledgement of the special importance of two of Canada’s founding languages, their special role in our history and in our contemporary culture. Nevertheless, the Faculty hopes and anticipates that they will work in collaborative dialogue with the proposed new School. The Faculty further anticipates that the School of Languages and Literatures will be in constant dialogue with the Jackman Humanities Institute and the Munk School for Global Affairs. In both, it is our expectation that the faculty and students will find peers who share their interests in language,

¹⁵ For a comprehensive overview of this impressive activity, which spans more than 40 languages, see *A Plurality of Voices: Report of the Language Task Force*, Faculty of Arts & Science, 2005 (available at www.artsci.utoronto.ca/languages/resources), which also speaks eloquently to the fundamental value of the study of languages.

literature, and culture, and who will themselves be enriched by a deeper knowledge of the languages and literatures of those parts of the world which they study.

The Strategic Planning Committee sees this initiative as an excellent way to build on the Faculty's breadth in languages and literatures for the benefit of our undergraduate and graduate students and faculty. The study of languages and literatures in the proposed School will be enriched by the broader conversation among the faculty, the opportunities to compare and contrast their literary histories, the chance for students to enhance their experience by moving across languages and cultures, the ability to develop new courses on topics of common interest across linguistic and cultural divides, and the opportunities for scholars and students to deepen and broaden their knowledge as fellow members of the new School. The Committee reaffirms its continuing support for the areas of study associated with these units, and wishes to emphasize that it is proposing these organizational changes as a way of preserving – and indeed, strengthening – scholarship and teaching in these fields.

The Strategic Planning Committee expects that students and faculty will be enriched by the creation of the new School, that language and literature will grow in stature, visibility and importance, and that the opportunities for collaboration with other important units within the Faculty will be enhanced. Moreover, the Committee anticipates that the proposed new structure will succeed in attracting more students to study languages and literatures, while also reducing the overhead costs associated with the delivery of its programs. The Committee recommends the establishment of a working group to deliberate over the structure of the School, and to provide advice to the Dean by December 2010. The working group will include the leadership of the six participating units, and its work will be guided by clear terms of reference and objectives for the new School provided by the Strategic Planning Committee.

The Committee further recommends that eventually, all of the participating programs be brought together in the same building. However, since this may take some time to arrange, individual programs will remain in their current premises for the time being.

d. Realign the Faculty's scope where appropriate

All of the initiatives described above are intended to take greater advantage of the breadth of scholarship and teaching across the Faculty. At the same time, the Strategic Planning Committee was mindful of the advice from the most recent external review of the Faculty that it reconsider the number and scope of its various units and programs. Other initiatives described in following sections will address this theme, but for the present discussion there are two proposals to highlight, both of which entail the realignment of teaching programs between the Faculty of Arts & Science and the John H. Daniels Faculty of Architecture, Landscape and Design (FALD). In the view of the Strategic Planning Committee, they have the potential to strengthen both Faculties by enhancing their core competencies.

The Department of Art is the current home of Visual Studies, which offers both undergraduate (specialist and major) and graduate (MVS) programs. Visual Studies currently shares space at 1 Spadina Crescent with faculty members from Architecture, and discussions

have been underway over the past several months involving faculty in Visual Studies and Architecture, as well as the deans of the two divisions, concerning the possible future uses of this space by FALD. These discussions have also helped reveal the common interests and potential synergies arising from a closer association between Visual Studies and Architecture. The Strategic Planning Committee supports the current discussions, which may result in the Visual Studies programs and faculty moving to FALD. Should this transpire, the Department of Art would then refocus its teaching and research around art history and theory.

Along similar lines, the two divisions have engaged in preliminary discussion of a proposal to transfer the existing undergraduate programs in Architectural Studies from Arts & Science to FALD. These programs were inaugurated during the 1990s when FALD discontinued its BArch program and restructured its teaching around graduate education. Architectural Studies emerged as a partnership between the two Faculties, based on an interdivisional teaching arrangement in which FALD faculty have taught much of the core content within the program. Members of FALD are currently engaged in discussion concerning the prospect of assuming greater ownership of the undergraduate programs in Architectural Studies. Should this lead to a proposal to shift the location of the programs, the Strategic Planning Committee would support this realignment.

e. Exploiting breadth across the University through strong interdivisional partnerships

The Faculty is also strategically situated to capitalize on breadth across the University as a whole, through the programs it jointly sponsors with a number of other divisions. The Strategic Planning Committee noted the strength of our programs that are delivered in collaboration with the Faculty of Medicine (the basic medical sciences, as well as the suite of human biology programs that enrol a substantial number of our students), and encourages the increased involvement of students in research, a goal that has been enunciated by these programs. The Committee was also very impressed with the recent achievements and plans of the Commerce program offered in partnership with the Rotman School of Management. Furthermore, the Committee commends the Faculty of Music's commitment to maintaining joint programs that give our students the rare opportunity to combine a broad-based liberal education with intensive music training in small-group settings together with music students, as well as to continue to offer general courses of broad interest.

2. Leveraging Our Excellence in Research and Graduate Education

The *Towards 2030 Synthesis Report* highlights the wisdom of taking greater advantage of our internationally recognized research and graduate prowess by providing more opportunities for our undergraduates to participate in these activities. It is one of the highest priorities for the University and the Faculty that all of our current graduate-only units become directly involved in teaching and research supervision at the undergraduate level. The same must be said for our research centres and institutes, where we need to engage the resources of these units far more effectively to enrich the learning experience of our

undergraduates. Accordingly, the Strategic Planning Committee recommends the following proposals.

a. Integrate strong research units into larger units or other undergraduate initiatives

In its review of the 80 academic plan submissions, the Strategic Planning Committee identified a number of cases where it was clear that the activities and assets associated with particular units could make a larger contribution to undergraduate and graduate education if they were integrated into other existing units. These are described below.

- Centre for Biological Timing and Cognition: the Committee recommends that this research centre, funded by the Canada Foundation for Innovation, become more closely integrated into the operations of the Department of Psychology. This will ensure that its important research activities and impressive facilities are more effectively used by a wider population of students and faculty whose interests overlap with the research mandate of the Centre. This will also enhance opportunities for undergraduate students to engage in research-based activity with CBTC members.
- Centre for International Studies: this former SGS centre has served as the home of the collaborative MA program in International Relations (MAIR), as well as hosting a number of large SSHRC-funded research projects and a major international journal. With the phasing out of the MAIR program as the new Masters of Global Affairs degree comes on stream, the rationale for maintaining the Centre as a standalone research-only entity is considerably weakened, as CIS will have neither an undergraduate nor a graduate teaching program. Fortunately, the faculty members associated with CIS are well positioned to participate in major research and teaching initiatives under the umbrella of the Munk School of Global Affairs. Consequently, the Strategic Planning Committee recommends that the Centre for International Studies be disestablished effective 1 July 2011, and that its research activities and affiliated faculty be integrated into the activities of the Munk School of Global Affairs.
- Centre for Ethics: this centre was funded through the Academic Initiatives Fund (AIF) competition as a way to promote interdisciplinary scholarship on ethics. Since its founding in 2005, it has provided a focal point for research and outreach on important ethical questions, hosted major conferences and workshops, and developed an innovative pilot initiative for community research partnerships in ethics. The Strategic Planning Committee acknowledges these significant achievements, but is also mindful of the Faculty's commitment (arising from the Curriculum Renewal exercise beginning in 2006-07) to promote social and ethical responsibility as one of the core competencies in all undergraduate programs. For this reason, it has sought to identify new structures that would benefit our students across the Faculty, while still building on the achievements of the Centre. Hence, the Committee recommends that the resources currently devoted to the Centre be redeployed toward the focused goal of achieving this important Faculty-wide initiative in ethics education. The committee recommends that this initiative be developed on the basis of collaboration

and consultation between a number of partner units within the Faculty, led by the Department of Philosophy, with the first step being the establishment of a working group to advise the Dean on an appropriate model and scope for such activities moving forward. Consequently, the Strategic Planning Committee recommends that the Centre for Ethics be disestablished effective 1 July 2011 in order to free up the resources needed to finance this new Faculty-wide initiative.

- **Centre for Diaspora and Transnational Studies:** this centre was also established with AIF funding in 2005, with a mandate to serve as a focal point for research and teaching on global migrant communities and the complex relations between homelands and host nations. The Strategic Planning Committee acknowledges the many successful events sponsored by the Centre since its founding, as well as the establishment of undergraduate major and minor programs and the recent inauguration of collaborative MA and PhD programs. In its review of academic plans across the social sciences and humanities, the Committee noted that issues pertaining to transnationalism and diasporic communities have now attained a high level of prominence within the research and teaching activities of many individual units. In effect, the Committee concluded that the Centre has succeeded in its mandate to inspire greater interest in the study and teaching of these phenomena. In order to redirect the Faculty's scarce resources to the classroom to the maximum possible extent, the Committee recommends that the Centre for Diaspora and Transnational Studies be disestablished effective 1 July 2011, and that its undergraduate and graduate collaborative programs be maintained and relocated to another larger unit within Arts & Science (to be determined in discussion with the Centre's director and the leadership of possible host units).
- Along similar lines, the Strategic Planning Committee recommends that the faculty appointed to the Canadian Institute for Theoretical Astrophysics (CITA) become more directly involved in undergraduate education. As a world-leading astrophysical research institute, CITA represents a rich resource for our students and, in keeping with the leading priority of the Faculty and the University, the Faculty will work with the Institute to identify new ways for its members to contribute more directly to our undergraduate educational mission.

b. Expand the number of research opportunities for our undergraduates

A central component of the vision for the Faculty is that the opportunity to work closely with leading scholars in a wide range of disciplines will become an ever more powerful force attracting academically accomplished prospective undergraduates to study at this university. We currently offer a range of such opportunities, including the 299 Research Opportunity Program (ROP) and 399 Independent Experiential Study courses, as well as summer RA programs. Some of our undergraduates are also able to work as part of research teams on a part-time basis throughout the academic year. Since the establishment of the 299 and 399 courses in the early 1990s, the interest of our undergraduates in participating in research-based courses has grown over time, to the point where student demand has outstripped the supply of appropriate opportunities.

Moreover, we know from NSSE data as well as from the academic planning submission from the Arts & Science Students' Union (ASSU) that our students crave such experiences, and have chosen to study at U of T expressly in hope of becoming involved in a faculty-led research project. We also know that our students express frustration at not being able to access information about the availability of these opportunities (especially those occurring outside the 299/399 programs) in a timely fashion.

These observations have inspired the Strategic Planning Committee to recommend the following measures:

- The Dean's Office should mount a campaign to increase participation in 299 and 399 programs, as well as summer RA programs, by faculty members of Arts & Science departments; this may require that the Faculty enhance the budgets for these programs in order to stimulate and support increased activity
- The Dean's Office should adopt further mechanisms for enhancing the collection and circulation of information to students regarding the availability of all forms of research opportunities. Here, it can build on the recent pilot to catalogue all forms of experience-based learning opportunities across the Faculty for inclusion in the new online (searchable) Calendar, and regularize this process on an ongoing basis.

c. Empower the Graduate Advisory Committee to review admissions and funding policy

As noted in the discussion of the Faculty's enrolment plan, graduate enrolment has expanded dramatically across Arts & Science in recent years, with the addition of 1,000 masters and PhD students since 2004. Now that the Faculty has made so much progress towards its strategic goal of increasing the absolute and relative size of graduate education activity, the time is right to revisit a number of key policies and practices in this area. The timeliness of this review is accentuated by recent shifts in provincial policy signaling a possible slowdown in graduate expansion across Ontario universities.

The Strategic Planning Committee observed that a number of our academic units have assigned a high priority to expanding graduate enrolment still further and, in some cases, establishing new masters or doctoral programs. More than a few have signaled a strong interest in increasing the number of international doctoral-stream students in their programs, as a way to ensure continuing adherence to the highest admissions standards possible. And many units have highlighted in their plans the importance of enhancing financial support for their graduate students as they compete with the best programs around the world for the top students. Finally, the perennial challenge of supporting those students who have exited the 'funded cohort' but have not yet finished their thesis remains a concern, especially for those units where foreign-language and fieldwork requirements are integral components of graduate education.

For these reasons, the Strategic Planning Committee and the Tri-Campus Deans have charged the Graduate Advisory Committee (GAC) with developing guidelines to help steer graduate enrolment over the next five years. The GAC's work will be informed by the plans

of the three divisions, as well as the detailed unit-level reports of the Strategic Planning Committee, and will submit its recommendations to the Tri-Campus Deans.

The membership of the GAC will be broadly based, ensuring appropriate representation of faculty and students from across all major sectors of the Faculty and from all three campuses, following past practice. The GAC will be asked to review both graduate enrolment planning (as we are in the final year of the Faculty's original graduate expansion plan) and the various aspects of graduate student support. Under these broad headings it will:

- address unit-specific enrolment targets for the various programs (PhD, Masters, Professional Masters)
- examine the implications of changes in the ratio of domestic: international doctoral-stream students and investigate alternative mechanisms for funding increased numbers of international students
- monitor implementation of RA support related to the 2008 increase in the minimum stipend rate, and propose adjustments as required
- consider accommodations for students who need to be away from the university for extended periods as part of their studies or research
- examine recent changes to the Doctoral Thesis Completion Award program and implications for post-funded cohort students.

The GAC will begin its work in the late summer, with a view to allowing sufficient time for any changes in policy, practice or enrolment targets to be in place for the next admission cycle (for Fall 2011). While this timing is ambitious, the office of the Vice-Dean, Research and Graduate Programs has already amassed the majority of the data needed to support the committee's analysis and recommendations.

3. Enhancing Our Students' Academic Experience

At the centre of the mission of the Faculty of Arts & Science is a commitment to excellence in undergraduate education. The vision articulated at the beginning of this document sees an Arts & Science undergraduate education as being distinguished by our unique opportunity to offer students the 'best of both worlds': to provide them with all the advantages of unparalleled access to leading scholars across a broad array of disciplines (as addressed in the preceding section), but also, a strong sense of community and identity, coupled with ample opportunity to learn in high-quality experiences across their programs.

The Strategic Planning Committee directed considerable energy and time discussing how best to achieve this vision. It resolved that, even at a time of fiscal restraint, the Faculty must find ways to redirect scarce resources to improving the quality of the undergraduate experience. It proposes to do so through enhancements both inside and outside the classroom.

a. Reinvest in teaching capacity

As outlined in the complement planning section of this document, the Faculty faces significant constraints as it strives to make new appointments over the next five years. Nevertheless, the Strategic Planning Committee's analysis of undergraduate teaching activity levels across the Faculty revealed large variations from one unit to the next. A substantial number of our departments have experienced very high student demand relative to the size of their teaching complement, at least since the advent of the double cohort phenomenon in the middle of the past decade.¹⁶ Many of these units have turned to sessional appointments as a way to manage this demand, but budget constraints have limited the ability of this strategy to expand capacity in recent years.

These wide variations in teaching volume relative to department size, as well as the annual exercise of allocating additional OTO resources to those units experiencing the highest levels of student demand, underscore the critical needs being faced by a substantial number of units within the Faculty to expand their teaching capacity and the quality of their students' learning experience.

For this reason, the Strategic Planning Committee has carefully assessed the need for additional teaching capacity across individual units, and used this as one important factor in recommending a number of high-priority strategies to enhance the teaching capacity of those units experiencing the most pressing demand, including new faculty appointments. In particular, the Strategic Planning Committee has recommended 48 high-priority and 13 second-priority tenure-stream or teaching-stream appointments.¹⁷ Resources for this have been secured from a number of sources, including the revenue-enhancing strategies described in the budget planning section of this document, as well as a number of moves (including some of those described in the preceding section) to minimize overhead costs and free up precious resources to reinvest in the classroom.

b. Make better use of existing teaching capacity

In its detailed review of teaching activity across the Faculty, the Strategic Planning Committee also identified numerous opportunities to make better use of the resources for teaching and learning in some units that are not currently being sufficiently utilized. The Committee therefore proposes to manage student demand more efficiently and create greater latitude by redistributing enrolments towards those units with spare capacity by rebalancing the mix of incoming students by intake stream.¹⁸ In particular, the review of academic plans

¹⁶ It should be noted that some units with low ratios of undergraduate FCEs to faculty FTEs showed relatively high ratios of graduate student FTEs to supervisory capacity.

¹⁷ In some cases, for reasons made clear in other sections of this document, these appointments will be approved contingent on one or more faculty members retiring.

¹⁸ The Faculty admits undergraduate students to one of six streams: humanities, social sciences, commerce, computer science, life sciences, and mathematical and physical sciences.

confirmed that a number of departments within the mathematical and physical sciences stream such as Chemistry and Physics, as well as the Computer Science stream, have considerable capacity to accommodate more students. Recent initiatives to expand and upgrade the teaching resources available in these departments must be acknowledged and leveraged more fully for the benefit of our students. In addition to the Faculty adjusting its mix of incoming students, individual units with low undergraduate enrolment should consider how to increase their reach to students, including offering breadth courses to appeal to students outside their programs.

The Committee has also recognized that student demand pressure in some high-enrolment units could be better managed by revisiting and opening up program requirements without compromising the integrity of these programs. It therefore recommends that the Dean's Office work with units to identify new opportunities (as appropriate) for students taking programs in high-enrolment units to satisfy more of their program requirements through completion of courses offered by low-enrolment units. At the same time, units with low-enrolment should in turn work closely with high-enrolment units to help meet the student demand. Such actions benefit students in multiple ways – by opening up more choices of courses to satisfy their program requirements, and by making it easier to enrol in courses of interest.

As noted earlier, one of the motivations underlying the creation of the proposed School of Languages and Literatures is that it should help to attract greater numbers of students to the high-quality learning opportunities that will be available in its undergraduate (and graduate) programs.¹⁹

c. Create a new Department of Earth Sciences

By the same token, the Strategic Planning Committee recommends a further structural change to make better use of excellent teaching assets through the creation of a new Department of Earth Sciences. The Committee proposes that this new department bring together teaching and research activities of faculty from three existing departments, including Geology, members of the geophysics group within Physics, and members of the physical geography group within Geography. In making this recommendation, the Committee believes the proposed new department will succeed in attracting more students to work in an area where the Faculty offers real strengths. Moreover, in a time of growing natural resource scarcity and environmental stress, there are obvious opportunities to attract and educate more students, in preparation for fulfilling careers that address some of society's most pressing needs. At the same time, the proposed new department will enable faculty drawn from these three existing units to realize new synergies and complementarities with the potential to enrich their research and teaching. The Committee recommends the

¹⁹ One way to help achieve this goal is to increase offerings in English that will appeal to students outside their own programs. A number of the language and literature departments indicated in their academic plans that they have already adopted this strategy, or are planning to in the future.

establishment of a working group to deliberate over the structure and programs of the proposed new department, and to provide advice to the Dean by December 2010. The working group should include representatives from the three participating units, and its efforts will be guided by clear terms of reference and objectives provided by the Strategic Planning Committee.

In recommending the strategies under b and c above, the Committee sees real value in their potential to make better use of the wonderful assets – human and otherwise – that are currently somewhat underutilized in our low-enrolment units.

d. Support successful innovations in teaching and learning

As noted in the October planning document,²⁰ the past few years have seen a wave of impressive innovations in curricular and co-curricular activities across the Faculty. Many of these have been funded on a pilot basis from sources such as the Provost's Student Experience Fund (SEF) and the Faculty's Curriculum Renewal Initiatives Fund (CRIF). Other older initiatives, such as the 199/299/399 programs, remain as important as ever in enhancing the learning experiences of our students.

The Strategic Planning Committee was impressed by the signal contributions these innovations have made, and also acknowledges that a number of them have been funded to this point on a pilot basis. Consequently, the Committee recommends that the Faculty commit continuing funding for the following Faculty-wide initiatives:

- First-Year Learning Communities (FLCs)
- Writing Instruction for TAs (WIT)
- English Language Learning (ELL)

Moreover, the Committee acknowledges the many innovative ideas that have come forward in prior rounds of CRIF competitions, driven by the dedication of individual units to improving the academic experience for their program and non-program students. The momentum towards this goal was also clearly evident in many of the plans submitted by individual units across the Faculty. The Committee recognizes the importance of the annual CRIF competitions, which the Faculty will continue to use to identify promising innovations in teaching and learning and, once proven successful, aim to fund as many as possible on a continuing basis where appropriate.

The Committee also reaffirms support for the 199 program (as well as the 299 and 399 programs as noted earlier). Student input, including the ASSU submission, is absolutely unequivocal in its strong support for this small-class first-year experience. Therefore it must remain one of the keystones of our efforts to deliver high-quality learning experiences to our

²⁰ See *Academic Planning in the Faculty of Arts & Science 2009-14: Context and Directions*, pp. 9-11 (see www.artsci.utoronto.ca/faculty-staff/academic-planning/cpad-info/pdfs/2009-2010/context-directions.pdf).

students. That said, the Committee is also aware of challenges faced by particular units in mounting their standard number of 199 courses, and suggests that the Dean's Office investigate ways to enhance the flexibility of implementation of this program.

e. Enhance quality and optimize selection in our programs of study

All of the measures described above will have beneficial impacts on the quality of our undergraduate student experience. At the same time, it is important that we also focus on individual programs of study offered by our various units, to ensure that these are as strong as possible, within the resources available to us.

The recently adopted 'Guidelines on Design and Review of POST Offerings' point out that the Faculty currently has on the books almost 400 undergraduate programs of study (POSTs), around 300 of which are Major and Specialist POSTs (roughly 170 Specialists, 130 Majors, and 100 Minors). As noted earlier, we can rightly pride ourselves on the breadth of choice that we offer to students, and this continues to be one of our most distinctive strengths. At the same time, many concerns have been raised about whether such a dizzying array of programs best serves our students. The sheer number of choices available may in fact be magnifying the sense of confusion and elevating the degree of difficulty our students encounter when navigating program offerings and requirements.

In response, the Faculty's POST Advisory Committee was established in part to provide a body to review periodically the set of POST offerings across the Faculty and to make recommendations regarding their range and organization. In examining and (re)approving curriculum in recent years, that committee has focused primarily on the internal rationale underlying each program rather than on the overall set of the Faculty's offerings. The time has come to review this full set for coherence and clarity, and the above Guidelines recently adopted by Arts & Science Council²¹ present a rationale and process for such a review.

Since the Faculty's individual academic units are clearly in the best position to understand the structure and demands of their disciplines, the process will begin with each unit reviewing its own set of programs as they prepare them for re-approval as part of Curriculum Renewal. The recently approved Guidelines are designed to help units ask a set of appropriate questions in such a review: is this the best arrangement of the subject matter for undergraduate students? Can an undergraduate student understand the set of programs and make meaningful choices among them? How could we better help students understand the reasons for this arrangement? Is this set of programs sustainable? Has each of these offerings proved sufficiently attractive and meaningful to enough students to justify its separate existence?

²¹ These guidelines were approved at the March 1st 2010 meeting of Council. See www.artsci.utoronto.ca/faculty-staff/faculty-governance/arts-science-council/arts-science-council-2009-2010/mar-1.10 for further details.

Once units have reviewed their offerings, the POSt Advisory Committee will be reviewing each unit's set of programs as part of the current program re-approval process, with an eye to the overall appropriateness and viability of the suite of programs across the Faculty. If we respond well to this challenge, we can both remain true to the nature of our disciplines and present our students with a more manageable set of meaningful choices.

4. Our Colleges: Capitalizing on A Unique System of Communities

Recognizing the important role that the colleges play in creating supportive learning (and social) communities for our students, the Strategic Planning Committee recommends a number of initiatives to leverage this advantage more fully.

a. Expand first-year programs to more colleges

The success of the two existing small-cohort programs in Arts & Science – Vic One and Trinity One – is widely acknowledged. Students in these programs benefit from joining a small cohort of fellow students and sharing much of their first-year experience with them. Each of these programs has been designed to showcase the resources and highlight the history and identity of the sponsoring college, providing a window onto future opportunities for more in-depth study in later years. They have also succeeded in attracting excellent students to the University of Toronto by accentuating the distinctive and supportive nature of these learning communities.

Given these advantages, and acknowledging the track record of success already established, the Strategic Planning Committee was very pleased to support in principle the proposals contained within the academic plans of three colleges – St. Michael's, University, and Woodsworth – to establish new first-year programs that build upon the unique strengths of each of these colleges. The Dean's Office looks forward to working with these colleges to develop further these proposals over the coming year. Should other colleges subsequently elect to pursue similar first-year academic initiatives, the Faculty will be happy to work with them as well.

b. Link up graduate-only and research-only units with undergraduate college programs

The Faculty has recently welcomed a number of centres that were previously situated within the School of Graduate Studies. Three of these offer graduate programs in fields that are closely aligned with undergraduate college program offerings in Arts & Science: the Centre of Criminology, the Centre for Industrial Relations and Human Resources, and the Graduate Centre for the Study of Drama.

The Strategic Planning Committee recommends that the operations of these units become more closely integrated with the corresponding undergraduate programs: Criminology and Employment Relations at Woodsworth College, and the Drama Program at University College. In the committee's view, one very successful model to emulate is the Cinema Studies Institute at Innis College, which now combines the pre-existing undergraduate

program with a standalone masters program. Although the Institute maintains its status as an EDU B, it is physically located within the College and this arrangement has worked extremely well for both parties, and for the tremendous benefit of both undergraduate and graduate students associated with the Institute's programs. This relationship has recently been codified in the form of a memorandum of understanding between the College and the Institute, which sets out common goals and responsibilities. The Faculty will establish a working group to advise the Dean on how best to achieve the integration of graduate-only units with undergraduate college-based programs, and will be inviting members of the units involved to participate in this process during the 2010-11 academic year.

c. Enhance support structures for our students

Student input to the planning process noted that the colleges are essential to a student's experience in the Faculty, and emphasized the central importance of interactions with college advising staff. Students also identified a need for more comprehensive advising that goes beyond a focus on students at risk or students facing immediate course choices, and for increased coordination in communication by the Office of the Faculty Registrar (OFR), the college registrars' offices and other offices. The Strategic Planning Committee encourages the colleges to ensure adequate and consistent levels of support for the full range of advising activities (responsive to the spectrum of students from "at risk" to high-achieving), and for the various communications functions that play a key role in the relationship between the Faculty and undergraduate students. The Committee recommends that the Faculty undertake a review of staffing levels in all of the constituent college registrars' offices, and a comparison to staffing in the registrar's offices in the federated colleges, to help with this objective. The OFR will also work with central services (such as the Career Centre) and with the colleges to ensure a cooperative, complementary and student-centred delivery of student support services.

The students further identified IT services as an area with clear opportunities for improvement, with the potential to enhance communications with students and provide support for them as they manage their academic careers in the Faculty. The OFR is collaborating with the University's IT services to develop and bring on stream a series of tools and services that will help students monitor their progress toward completing program and degree requirements, plan out their course choices and create their timetable each year. The development of a number of these functions has been assisted by direct involvement with students. The colleges also have been instrumental in piloting innovative uses of technology for academic support. The Strategic Planning Committee encourages the colleges to work collaboratively to identify best practices across the range of student services and sharable resources such as IT innovations, with the goal of enhancing those functions on behalf of our students.

d. Writing centres: expand capacity and services

Our students have also emphasized how much they value the support and advice they receive from the college writing centres. The student input to the planning process reaffirmed the importance of writing skills for our graduates' prospects in both future employment and

graduate/professional studies. Students praised the assistance they receive in the college writing centres and would like to see capacity increased. The Strategic Planning Committee noted that the Faculty continues to invest heavily in student writing through ongoing support for the college writing centres, and encourages the exploration of additional approaches to service delivery to ensure maximum benefit for the resources available. Specifically, the Committee endorses efforts by the college writing centres to consider methods for reaching a greater number of students – such as devising group workshops and integrating writing instructor assistance with courses – to complement the one-on-one services provided.

Moreover, the Faculty views the college writing centres as key contributors to the Faculty-wide initiatives on student writing, and the Committee encourages the writing centres to continue their positive work in the context of the writing strategy coming out of Curriculum Renewal. For example, substantial resources are being directed to further development of writing pedagogy within our academic units through the WIT project, which has benefited from the substantial expertise of college writing instruction staff. The Faculty has also invested in English Language Learning courses and drop-in sessions, in partnership with several colleges, to help students who may have difficulties with university-level English.

e. Provide further support for international students

The Faculty has welcomed increasing numbers of international undergraduates to study at the University. This trend further enhances the diversity of our students' learning experience, encourages deeper mutual understanding of different cultures, and fosters the development of global networks that will enrich our students' future lives. As will be noted below, international undergraduate enrolment growth has also been pursued as part of the Faculty's broader financial strategy, and we can expect international enrolment to increase further in the coming years.

Our recent experience also highlights that international students bring with them a set of special needs and challenges that must be acknowledged and met in order to ensure their smooth entry and subsequent academic success in our programs. We have also become aware that the colleges, as the first point of contact for students, have already been asked to shoulder growing responsibilities to support the needs of international students. The Strategic Planning Committee acknowledges this challenge, and recommends that the Faculty continue to work in support of the efforts currently underway in the Provost's Office to respond to these needs.

At the same time, the Committee supports important initiatives such as the International Foundation Program at New College, which aims to enhance English-language and learning skills for academically qualified international students before they are admitted to degree programs in Arts & Science. The Committee further recommends that the Dean's Office develop a systematic policy and set of practices with respect to other similar programs across the Faculty, as a way of ensuring that these students are well prepared for successful undergraduate studies at U of T.

5. Engaging with the Community: Globally and Locally

The Strategic Planning Committee endorses the goal of strengthening our connections with community partners in the private, public and voluntary sectors, both globally and locally.

a. Expand the number and range of international opportunities for our students

The Committee supports the objective of enabling as many of our students as possible to undertake a significant international experience during their studies at U of T. It proposes to address this goal in a number of ways.

As observed earlier, the Internationalized Course Modules (ICM) pilot program has proven to be highly popular with students and faculty alike. The Committee recommends that this program be funded on a continuing basis. The 399 program offers students an opportunity to work on a faculty-led research project, and many of these are set in international locales. The Committee recommends that the Dean's Office work with individual units to expand the number of potential placements through this program. With the recent creation of the Associate Dean portfolio in Interdisciplinary and International Affairs, this program will become fully integrated within the Faculty's emerging international strategy.

At the same time, the Strategic Planning Committee was impressed by the number of individual units whose plans highlighted creative new ways for more of their students to study and undertake research abroad during their degree programs. Many of these units are part of the new Munk School of Global Affairs, which constitutes a great asset to leverage in pursuit of this goal.

b. Expand the number and range of service and experiential learning opportunities

Notwithstanding the importance of international experiences, the Strategic Planning Committee acknowledges the many valuable opportunities for our students and faculty to engage with community partners locally. It therefore supports the many initiatives proposed in college and department plans to enhance and support local service and experiential learning opportunities for our students. The Committee also recommends that the Dean's Office improve the collection and circulation of information to students documenting the availability and nature of such opportunities.

c. Support the continued growth of graduate-professional education in the Faculty

Within recent years, the Faculty has become home to a number of important professional masters programs, spurred on at least in part by the provincial government's graduate expansion campaign. The list of such programs is now surprisingly long, and they now span all three major sectors of the Faculty.²² These degree programs attract students with a

²² The list includes: the MSc in Planning, Master of Public Policy, Master of Global Affairs, MSc in Applied Computing, and MA in Creative Writing, with other proposals in the works.

practical and applied bent, and represent an important opportunity for deepening our engagement with surrounding communities. The Strategic Planning Committee reaffirms the importance of such programs, and supports in principle the development of strong and innovative new professional programs.

d. Support knowledge mobilization and technology transfer in support of societal needs

While the Committee recognizes the fundamental importance of basic, curiosity-driven research within the Faculty, it also acknowledges the University's wider responsibility to contribute to social, economic and environmental needs and challenges. A number of departments and institutes have highlighted in their plans the already considerable amount of activity related to knowledge transfer, as well as their aspirations to achieve more in this area. At the same time, the Office of the Vice-President Research (OVPR) is in the process of creating a new Assistant Vice-President portfolio to promote the University's efforts in knowledge transfer and partnerships. Accordingly, the Committee recommends that the Faculty support those units and individuals who express an interest in engaging in more proactive knowledge mobilization efforts, and that it work in cooperation with the OVPR to achieve a higher level of activity in this area.

The Faculty's Financial Challenges

The external reviewers acknowledged the tight financial constraints within which the Faculty has had to operate within the past few years. Indeed, our annual expenditures have outstripped our annual revenues by a considerable margin since at least 2007-08. This situation arose for several different reasons. As noted earlier, provincial grant (BIU) levels per student have remained frozen for many years and annual rates of increase in undergraduate tuition fees are tightly constrained by provincial regulation. Meanwhile, our salary and benefit costs (making up 82 percent of our net operating budget) have been increasing significantly faster than our revenues.

During the 2009-10 budget year, the gap between our annual revenues and expenditures – commonly referred to as a structural deficit – stood at just over \$22M (on a net operating budget of \$222M). When added to the annual deficits accumulated over the previous few years, our total accumulated deficit as of 30 April 2010 was just shy of \$56M.

Clearly, this situation is unsustainable over the long run. For this reason, we been following a plan devised by the Faculty's Budget Committee to address this challenge by identifying opportunities to raise our revenues and trim our expenditures. Our revenue-raising strategy has been based on three primary elements: (i) a revision of our undergraduate enrolment targets, which now forecast a more gradual decline in our annual intake and total enrolment;

(ii) an increase in international undergraduate enrolment;²³ and (iii) the gradual transition to the program fee tuition structure for all Arts & Science programs.²⁴

At the same time, we have reduced expenditures through a series of base and one-time-only budget cuts administered equally across all units within the Faculty in 2008-09, 2009-10 and 2010-11. We have also slowed our academic hiring dramatically over the same period, in response to greatly reduced rates of retirement amongst our faculty.

Some recent developments have further impacted our budget picture in important ways. The global financial downturn led to a cancellation of the normal payout from University endowments in 2009, compelling the Faculty to cover unfunded liabilities such as needs-based student aid and endowment-based faculty salaries and program expenditures. To cover this cost, the Faculty borrowed \$3.5M from the University's special loan fund, a sum that must be repaid over the next five years. Fortunately, the subsequent recovery in financial markets has enabled the University to restore an endowment payout for 2010, at a rate within the normal range.

Second, the Provost has announced that the Faculty's University Fund allocation for 2010-11 will be \$4.25M, which represents a significant increase in our base budget funding from the University. This decision was made both to recognize the significant progress that the Faculty has already achieved through its own initiative to improve its financial picture, and to ensure that the University's largest division – and one of its finest – will continue to thrive.

Third, the March 2010 Provincial Budget and follow-up announcements clarified a number of important questions facing the University and the Faculty. While the grant per student remains fixed at current levels, the Province has confirmed stable grant funding commitments for 2009-10 and 2010-11 – that is to say, the threat of 'discounting' the value of BIUs for enrolment growth since 2004 has been dispelled, at least for a two-year period. In addition, the number of Ontario Graduate Scholarships will increase by 1,000 (a 50 percent increase province wide). This is especially good news for a graduate-intensive Faculty such as ours, as it will begin to bring external scholarship support into line with our greatly expanded graduate enrolments in the wake of graduate expansion. At the same time, the Province has extended the current tuition fee framework for another two years, meaning that we will continue to face the same limitations on annual domestic undergraduate tuition fee increases. The same budget has introduced improvements to student financial aid in the

²³ A more detailed discussion of our undergraduate enrolment plan is provided in a following section of this document.

²⁴ In keeping with its commitment to Governing Council, the Faculty has created a Program Fee Monitoring Committee to track the impact of this fee structure on student enrolment patterns, retention rates, reliance on financial aid, the generation of new revenues to meet the needs of our students, and other pertinent indicators of student performance and wellbeing. The chair of the PFMC has already provided a progress report to Governing Council, and the Committee will report the results of its analysis to Governing Council prior to September 2011.

form of major changes to OSAP, which will bring some important financial relief to many of our students.

The combination of the recent Provincial announcements, the restoration of an endowment payout, the major increase in our University Fund allocation and, above all, our own hard work in pursuit of a carefully considered budget strategy, mean that our overall budget picture is expected to improve significantly over the next five years. The latest forecast shows the Faculty's annual structural deficit shrinking from \$22M to \$14M in 2010-11, and declining further to \$11M by 2011-12. By the end of 2012-13, we are forecasting a small annual net operating surplus, and if current assumptions hold – most importantly, the modest assumptions we have built into the budget regarding faculty salary increases – we expect to operate on a break-even basis in the Faculty's annual operating budget through the end of the five-year budget plan. Of course, as the following discussion makes clear, we must still contend with the deficit that has accumulated from successive years of structural deficits.

Challenges ahead: staying the course to achieve financial sustainability

Considering the very serious financial challenges we have faced over the past few years, this anticipated turnaround in the Faculty's annual fiscal position represents an achievement of major proportions. It stands as a testament to the hard work and sacrifice of many faculty, staff, department chairs, and centre/institute directors across the Faculty.

Nevertheless, a number of important caveats are in order. First, while our annual structural deficit may be shrinking, the Faculty must still contend with the deficit it has accumulated through our annual shortfalls over the past several years. Our forecasts indicate that the accumulated deficit will continue to grow (though more slowly) to an estimated \$60M by the end of 2010-11. The Faculty's long-term budget strategy will need to acknowledge this deficit and develop a plan for retiring it over time. To put this challenge into perspective, if we were to retire this debt over a 15-year period, and assuming that no interest was levied against it, this would translate into \$4M in annual repayments – roughly 2 percent of our annual operating budget.

Second, our budget plan assumes that the pace of new faculty appointments will remain quite constrained over the next five years. Until the number of annual faculty retirements once again approaches normal levels experienced before the end of mandatory retirement (roughly 25-35/year, versus current rates of 6-12/year), the number of net new appointments to the Faculty will remain necessarily small. Further details with respect to complement planning are outlined in a later section of this document.

Third, since our largest single expenditure category by far is salaries and benefits, the future financial health of the Faculty – and the rate at which it can reinvest in the classroom, the research environment, and faculty renewal – will be greatly impacted by the pace of future salary increases.

Given the significant uncertainties we continue to face with respect to retirements, salary increases, and major determinants of our future revenue base such as tuition fees and provincial grants, it is prudent for us to plan future hiring and other major expenditures in a

contingent manner that keeps the Faculty on a path to financial sustainability, while also retaining sufficient flexibility to allow us to respond to unanticipated developments (both positive and negative). For the time being, this circumstance puts a premium on our ability to innovate within our current means. In other words, in order to create the financial room to meet our most pressing needs, and to support new initiatives to enrich teaching, research and the student experience, we must make some difficult choices with respect to existing activities.

The Undergraduate and Graduate Enrolment Plan

Our plan for the next five years attempts to balance a number of different objectives:

- As a large, publicly funded university situated in the GTA, we are obliged to help the Province of Ontario meet its goals for ensuring access to undergraduate post-secondary education.
- At the same time, we have sustained considerable growth in the lead-up to the double cohort in 2005, which has put significant enrolment pressure on a number of our undergraduate programs. In its past plan, the Faculty articulated the goal of returning to pre-double cohort levels of enrolment, consistent with the University's more recent strategic plan, which calls for the bulk of future undergraduate enrolment growth to occur on the Mississauga and Scarborough campuses.
- As the home to Canada's largest cluster of graduate education, the Faculty and the University (through *Towards 2030*) have endorsed the goal of accentuating this internationally recognized advantage through further expansion in graduate enrolment.

In weighing these different objectives, the Strategic Planning Committee recommends the following elements for the Faculty's enrolment plans.

Undergraduate Enrolment Plan

The Faculty will shift the focus of its enrolment planning from managing its total enrolment to managing its annual intake. The advantage of this reorientation is that it will serve to minimize year-to-year fluctuations in the size of our incoming class, thereby facilitating planning by our colleges and departments. Second, as noted in the earlier discussion of teaching capacity, the Faculty will aim to rebalance its intake across the six different streams to make better use of existing capacity (especially in the physical sciences), to the extent that applicant demand allows while maintaining quality.

While the Committee reaffirms the Faculty's goal of reducing its domestic intake over time, it proposes a significantly slower rate of decline as a way of managing the Faculty's revenue flow in a more sustainable way. At the same time, it recommends that international intake continue to increase until 2013 and then remain constant through the end of the planning period. The net result, as shown in the following table, is that overall intake will decline by roughly 700 students between 2009 and 2013.

Table 1: Undergraduate Enrolment Intake, 2009-2015

	2009 ^a	2010	2011	2012	2013	2014	2015
Domestic	5368	4881	4706	4516	4406	4406	4406
International	1030	1118	1193	1283	1293	1293	1293
Total	6398	5999	5899	5799	5699	5699	5699

a. Actual enrolment

Graduate Enrolment Plan

The Faculty set ambitious goals for expanding its graduate enrolment when it last updated its plans in 2005-06. Since then it has experienced a period of unprecedented growth in graduate enrolment, having taken full advantage of the graduate expansion opportunities arising from the Ontario government's Reaching Higher program. As the following table attests, the Faculty has largely met its overall goals.

Table 2: Graduate FTEs, 2004-2009

	2004	2005	2006	2007	2008	2009
Doctoral Program	1,844.6	1,932.0	2,053.0	2,173.0	2,290.0	2,442.0
Doctoral Masters	785.3	811.9	834.7	1,045.3	980.3	985.8
Professional Masters	115.8	127.2	140.2	163.8	209.5	318.4
Total	2,745.7	2,871.1	3,027.9	3,382.1	3,479.8	3,746.2

Total graduate enrolment has increased by 1,000 with strong and constant growth in the PhD programs, very rapid growth in the professional masters programs, and a leveling off of enrolment in the doctoral stream masters programs after 2007.

The next five years are expected to see further strong growth in the professional masters programs. This past year saw a fifty percent increase in enrolment and the demand for spaces in these programs is at an all-time high for Fall 2010. This reflects enrolment expansion in some existing programs and the development of new programs such as the Master of Global Affairs (MGA) and the Master of Science in Applied Computing (MScAC), both of which are slated to grow in the coming years. In addition, other units are far along with plans to mount new professional masters programs and, where appropriate, the Faculty is interested in developing more. Total enrolment in professional masters programs may reach 500 or even more by the end of the planning period.

Many units see their doctoral stream masters programs as a means to recruit students to their doctoral programs; thus maintaining a reasonable enrolment in many masters programs is important. However, some units have opted to trim their doctoral stream masters program to provide sufficient resources to mount new professional masters programs. Also, some units have focused their efforts more directly on the PhD program; the number of direct entry doctoral students has risen considerably over the past few years. The increased focus on this degree is expected to continue during the planning period. In sum, enrolment in the doctoral stream masters is likely to fluctuate somewhat but the Faculty is not expecting or encouraging any net growth.

Enrolment in doctoral programs is expected to increase somewhat but the level of growth is difficult to assess at this time. Certainly some units believe they have reached the upper limit of the number of doctoral students they can properly support and expect no future growth. However, other units are very keen to grow their doctoral programs and at least two units (the Women and Gender Studies Institute and the Cinema Studies Institute) are proposing new PhD programs.

Two primary factors will limit growth in the Faculty's PhD programs. First, for Canadian students, the Faculty has now slightly exceeded its allocation of BIU-supported spaces and the University has made it clear that, if we exceed our allocated number of spaces, we will forgo the BIU allocation (approximately \$24,000 per year) for every student over the allocation. However, if the Faculty is allocated a greater percentage of the University's envelope of BIU funding, we will of course be able to accommodate some growth. Also, while the second phase of the Ontario government's program for graduate expansion will end in 2014, there is the possibility of a third phase. Until additional PhD spaces can be secured, new doctoral programs (as well as further growth in existing programs) can only be supported through a reallocation of spaces within the Faculty's existing graduate enrolment envelope.

Second, it is clear from the Strategic Planning Committee's review of academic plans that a strong cohort of high-quality international graduate students is of great importance to many of our graduate units. However, we need to establish a balance in enrolment of domestic and international students that maximizes the overall academic benefit. The provincial government provides the University with virtually no support for international students and this, coupled with their ineligibility for most major Canadian scholarships makes it impossible for the Faculty to support the number of international students it would otherwise like to see. In the absence of government programs designed to support international students, future increases in international enrolment may well depend on supervisors or graduate units bearing a higher proportion of the additional costs. Nevertheless, as noted earlier, the Strategic Planning Committee recommends that the Graduate Advisory Committee review this question with an eye to suggesting creative ways forward.

The net result of past and anticipated growth in graduate enrolment, coupled with gradual decline in undergraduate enrolment, is a growing ratio of graduate to undergraduate enrolment within the Faculty. This profile is consistent with the vision presented in *Towards*

2030, and is expected to bring many attendant benefits for both the graduate and undergraduate experience.

The Faculty Complement Plan: A Contingent Approach

The past few years have been marked by two major developments. The appointments authorized under the last complement plan enabled many units within Arts & Science to renew their teaching and research complement: collectively, they have appointed 89 faculty, representing a very substantial and welcome injection of new talent into the system. In addition, a further 44 positions were filled in the form of Canada Research Chairs, bridges, endowed and other appointments. At the same time, the elimination of mandatory retirement in 2005 introduced tremendous uncertainty and complexity into the Faculty's human resources planning. In 2005, the last year in which mandatory retirement was in place, 37 faculty members retired. In 2009, a year in which 36 faculty members reached their normal retirement date (NRD), only 6 of these faculty actually retired.²⁵ The combined effect of these different changes is that the Faculty complement as a whole ended the last planning period some 32 FTEs above its anticipated level.

Looking forward, the Strategic Planning Committee concluded that it is prudent to assume the rate of faculty retirement will remain at the very low level seen in recent years (25 percent of eligible post-NRD faculty members). Moreover, the budget plan presented in a preceding section of this report has assumed that the number of annual replacements of retiring faculty will remain in single digits through to the end of the current planning period. Hence, in order to create more room to accommodate new appointments, the Committee concluded that some reallocation of resources would be necessary – one of the motivations underlying the organizational changes described earlier, which will reduce our commitment of resources to overhead costs associated with the administration of individual units and free up more funds to be reinvested in the classroom and other support structures for students.

As a result of these proposals, the Strategic Planning Committee is able to recommend *48 high-priority and 13 second-priority appointments* to help units meet their pressing teaching needs. This represents the number of appointments the Committee felt it was prudent to commit to at this time, with the information we have available to us, and based on conservative assumptions. Nevertheless, if or as conditions change over the course of the planning period, this commitment should be revisited. The Committee therefore also recommends that the Faculty institute a process whereby individual units' requests for appointments be considered and reviewed on an annual basis. This process will be undertaken by a new Faculty Appointments Committee, which will act in an advisory capacity to the Dean.

²⁵ A further nine faculty who had reached their NRD in previous years also retired in June 2009.

Academic Planning: Next Steps

The initiatives proposed above have been formulated on the basis of the principles enunciated earlier in this document. As it moves towards implementation, the Faculty will lead a consultation and deliberation process on key aspects of the plan and its recommendations in the coming months.

In September 2010, the Dean's Office will hold a number of public sessions to introduce the plan to Arts & Science communities and to engage in discussion of its major recommendations.

The Faculty will very soon convene working groups to guide its implementation around a number of key initiatives as noted above. These groups will be broadly representative of the major constituencies involved in each proposal, and each group will be given terms of reference and objectives arising from the recommendations of the Strategic Planning Committee to guide its work as we bring these initiatives forward:

- 'Big Ideas in Arts & Science' courses (report due June 2011)
- School of Languages and Literatures (report due December 2010)
- Ethics education across the Faculty (report due December 2010)
- Graduate enrolment and funding policy (GAC report due end of September 2010)
- Department of Earth Sciences (report due December 2010)
- Integration of graduate centres with college-based programs (report due June 2011).

The Dean's Office will also organize two further initiatives during 2010-11:

- Review of college registrarial capacity and scope
- Develop policies and practices with respect to English-language learning and incoming international undergraduate students.

This academic planning report will be brought to the Faculty of Arts & Science Council in Fall 2010, followed by each major recommendation requiring governance approval.

Conclusion: Planning Our Future

This is both a challenging and auspicious time to be embarking on the next academic plan for the Faculty of Arts & Science. We have never faced bigger challenges than the financial circumstances now confronting us. While the signs of economic recovery are encouraging, it will likely be some years before we see sustainable improvements to our resource base. And yet, we are blessed with many enviable assets: a broad array of strong departments, centres, institutes and programs whose faculty conduct leading-edge research with substantial international impact; a distinctive college system that supports our undergraduate mission in many important ways; the nation's largest, broadest and most internationally distinguished cluster of graduate education; a legacy of successful innovation in undergraduate education in both small and large class settings, and outside the classroom.

This is a perfect occasion for measured reflection and strategic action, in which we propose to consolidate and refocus resources where necessary in order to reinforce our strengths, address pressing needs and capitalize on opportunities. This document has presented a plan for the next five years that offers creative ways to build on, develop, and accentuate these strengths and opportunities. Our goal is to ensure that, in five years' time, the Faculty's academic programs and research activities are as strong and coherent as they can possibly be, and that our students' learning needs are well served.