

Stepping UP
A framework for academic planning
at the University of Toronto: 2004-2010

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Introduction

Over the last year, the University of Toronto has engaged in the most broadly consultative academic planning exercise it has ever undertaken. The planning began with the development of a series of discussion papers (“green papers”), published in *The Bulletin*. The Provost held a series of 14 town hall meetings, across our three campuses, attended by over 1200 people, to receive suggestions for academic planning from the community. The university community also submitted nearly 1000 pages of comment and suggestion in response to a campus-wide invitation to participate in the green paper process. An interactive web-site elicited further commentary. All constituencies in our community participated in this discussion: faculty, students, staff, governors, alumni; departments, research institutes, faculties, student unions and associations, and staff union executives.

The extensive commentary in response to the green papers profoundly shaped the draft white papers which were first presented to Principals and Deans during a full-day retreat in September 2003. Their comments and suggestions led to further revisions to the draft academic plan which was released to the community for discussion and comment at the end of September. During October and early November, the Provost held a further 4 town halls across our three campuses, attended by about 500 people. The Provost, Vice-Provosts and Vice-President Human Resources and Equity further consulted through a dozen focus groups with faculty, staff, student leaders, governors, chairs, college and federated university principals, faculty association and union leadership, and, once again, with principals and deans; about 250 members of our community participated in these focus groups. Once again, a broad invitation to comment went out and many sectors and individuals in our academic community made written suggestions for change or indicated their approval for specific aspects of the plan. Those discussions and submissions led to further revision and this document, *Stepping UP: A framework for academic planning at the University of Toronto: 2004-2010*.

Stepping UP summarizes the key challenges and opportunities facing the University of Toronto for the next years. It articulates a vision, mission and values and major goals that reflect broad consultation and discussion in our university community, that build on our past achievements and that should enable us to meet the challenges and opportunities before us. In addition, *Stepping UP* presents brief summaries of our seven strategic priorities (to which we have devoted “companion papers”) and our targeted objectives for addressing these priorities.

Stepping UP is a **framework** for the academic planning that will take place at the level of departments and programs, research centres, and Faculties, as well as by means of lateral conversations across the boundaries of these units. It provides a context and some university goals and priorities. Departments, programs and research units will plan to meet these and other goals particular to their missions in ways appropriate to their academic mandate, expertise, and practices. Recommended guidelines for academic planning in departments, faculties and extra-departmental units are outlined in Companion Paper 7.

Stepping UP: Vision, Mission, Values, Goals

Our past ... our present ...

Since its founding in 1827 as King's College, the University of Toronto has provided sustained leadership in public education. Among the first public universities to be founded in North America,¹ it set out early to fill the three mandates that still lie at the heart of all we do. It aimed to offer "an education of the highest order to all who are qualified to avail themselves of its benefits"² and so to provide citizen leaders for the colony. It sought, by means of the faculty it recruited to contribute to the discovery of knowledge and to scholarship about the past. In its teaching and its research it became a public steward of the ideas of Canadian society and the larger world: supplying, testing, and validating the ideas, beliefs, theories, categories and models in terms of which the citizens of Ontario and Canada and those in many other parts of the world thought about the many profoundly difficult issues they have faced and continue to face.

At the University of Toronto we have, over our 176 years, appointed and educated a high proportion of Canada's leading scholars and researchers. We have created programs and conducted research in a vast range of fields. By any measure, the University of Toronto leads Canada's research community³ and exercises considerable international influence. We have built some of the world's most important research institutes and one of the best research libraries in North America. We offer a rich and complex set of highly regarded programs—the widest range of any Canadian university—to Canada's largest undergraduate and graduate student populations. We educate over one-third of Ontario's and about 15% of Canada's graduate students. We exercise our public stewardship function in our research and teaching programs and in the expert advice we provide to a wide range of national and international stakeholders. We have taken exemplary leadership on equity issues, through our financial aid policies, our equity policies, and our programming.

Over the last fifteen years, through three academic plans,⁴ we have significantly furthered the strengths and the reach of our university. These have been years in which we have led Canada in ensuring accessibility for our students by means of our needs-based financial aid guarantee and of our funding guarantee for students in graduate research programs. We have created a wide range of interdisciplinary teaching and research opportunities in our departments, colleges, collaborative programs, and research centres

¹ King's College was created by Royal Charter on March 15, 1827. The University of Toronto was created by a legislative act, effective January 1, 1850, that transformed King's College, with its Church of England governance, into the secular University of Toronto. See the first two chapters of Martin L. Friedland, *The University of Toronto: A History* (Toronto: University of Toronto P, 2002) for details about the founding of King's College and of the University of Toronto.

² The words are those of Professor McCaul, the University's first President, on the occasion of the placing of the capstone of University College in October 1858 (Friedland, p. 63).

³ For a few such measures, see the 2003 *Performance Indicators Report*, available from Governing Council. External reviews provide another measure.

⁴ *Renewal*, developed by President George Connell (1987), and *Planning for 2000* (1994) and *Raising our Sights* (1999) both developed by Provost Adel Sedra and Deputy Provost Carolyn Tuohy.

and institutes. We have effected major improvements to our research and teaching infrastructure⁵; we have built or have under construction new student space, new academic resource centres, new athletic facilities, new classrooms, and new faculty space at UTM and UTSC; and we have built, bought or are planning to build no fewer than eight new residences across our three campuses.

We have realized the vision of *Raising our Sights* that we would be an “internationally significant university.” Much of our research and many of our graduate programs are highly regarded internationally as well as nationally. Our graduate programs attract students from around the world and our Ph.D. students take positions in universities, governments and industry around the world. We mount many dozens of symposia, workshops and conferences each year that attract the best scholars from Canada and abroad and that generate a very high level of intellectual excitement and professional exchange. Our faculty members provide expert advice to other researchers, to industry, business, and the professions, to media, and to governments at home and internationally.

We have realized these achievements under conditions of considerable ongoing fiscal constraint. Inadequate funding hardly constitutes news in public universities and it has certainly characterized much of the history of the University of Toronto. The last decade has run true to historical form, although some of the worst effects of budget shortfalls have been offset by the strong support of our alumni and friends in the country’s most successful fundraising campaign and much new research funding, both of which have been extraordinarily enabling of our work.

Our history teaches that the intellectual strengths of our faculty and our students, the dedicated and effective work of our staff, and the support of our alumni and friends should enable us to realize still higher aspirations for this “great, good place”⁶ in the coming years.

...and our future

Our three greatest challenges in the next years arguably lie in the changing intellectual landscape, in our development of academic practices and academic support that enable us to emerge as intellectual leaders in that landscape, and in our reconfiguration of our internal and external relations in response to the intellectual landscape.

Some of the most radical changes in our intellectual landscape deeply inform research and teaching at the University of Toronto. Among these is the new work being done in biology and biotechnology. The development of human clones, genetic engineering, bioengineering, hybrid cyborgs, brain copies, designer genes, and a host of other work spinning off from our new understanding of human genes has transformed medical science and engineering as well as chemistry and biology. The best universities of the

⁵ New federal and provincial programs have been enormously important in improving our research infrastructure, as have the Ontario Government’s SuperBuild Infrastructure Projects with regard to both research and teaching. These programs remain critical to our success.

⁶ The phrase is President Claude Bissell’s description of the University of Toronto.

future will anticipate directions in this research and exercise leadership in it, as the University of Toronto is already doing. But they will also take up what may be an even more difficult question: in the face of this new genetic understanding and its applications, how will we understand what it is to be human?

A related challenge arises from neuroscientists' attempts to understand how the human brain works: from the level of biochemical action and communication of its 100 billion cells; to the biological and behavioral level of understanding its function - learning, memory, cognition and emotion; to the potential of such understanding to enable us to reverse neurodegenerative disorders such as Alzheimer's or Parkinson's disease.

Computing has produced a second, obvious change in our intellectual landscape. Here, too, the University of Toronto has exercised considerable leadership in hardware and software development and in its applications to engineering, medicine, and data mining. One challenge for the future may well lie in our leadership in understanding the consequences of ubiquitous computing and how we wish to shape those consequences. Another challenge with immense potential lies in computational modeling of physical, biological and medical processes.

The biggest challenge of all at the moment may lie in the exciting discoveries scientists have been making to understand the fundamental structure of the universe. "Recent studies suggest that the visible universe is made up of 10 times as many stars as there are grains of sand in all the world. Amazingly, however, these stars and other normal matter constitute less than five percent of the matter in the universe; mysterious entities known as dark matter and dark energy appear to account for the other 95 percent. When the universe was created, there were equal amounts of matter and anti-matter; we are the matter. What happened to the anti-matter? Is there an 'anti-matter University of Toronto' somewhere out there in a distant anti-matter galaxy? For that matter, do we inhabit the only universe?" As we deepen and popularize our knowledge about the universe, what will it mean for our understanding of consciousness, of creation, of the universe, of religious belief?

Other changes in the intellectual landscape go less frequently remarked but nonetheless our response to them is important to our leadership in scholarship and teaching. One of these is the increasing "democratization" of education combined with worldwide patterns of migration such that many countries now have large and extraordinarily diverse populations. What should it and will it mean for teaching and learning, for the ways in which we construct our disciplines, our programs and our curricula, for every area of our academic practice, that we now educate more women than men undergraduates in universities? That a significant portion of students come from economically disadvantaged backgrounds? That a majority bring with them cultures, histories, beliefs, or identities that are radically different from those that inform much of our current curriculum? How do we understand and enact principles of equity, social and natural justice, in a society with such diverse populations? How do we understand and create social cohesion? Another less remarked change in our intellectual landscape lies in the extent to which the biological and social sciences have "domesticated" (by means of

experiment, surveys, analysis and data) topics that once lay in the sacred precincts of religious doctrine or within the discursive realm of philosophy: topics such as consciousness, altruism, and evil; community and democracy; sexual preference and fidelity. How does the domestication of such concepts by the knowledge of the biological and human sciences alter our understanding of them? Of human behavior? Of what it means to be moral? Religious? Human?

A great university provides leadership in understanding these and a host of other radical changes in our intellectual landscape, some already before us, others no doubt still to emerge. However, understanding alone will not be enough for these are changes in the very configuration of knowledge and the pace at which it develops. It may well be that the great universities of the future will not be those that establish a host of interdisciplinary programs but those that re-think academic practices to ensure a flexible, nimble response to emerging (and sometimes receding) configurations of the issues and knowledge. The most successful universities of the future may well be those able to address the fact that the stability of intellectual trajectories—their natural life span as it were—in our present disciplines may be shorter than the thirty years of a faculty member's career. The second challenge to great universities in the next years will be to structure our academic support and academic practices in ways that enable leadership in understanding the intellectual landscape.

Yet another challenge of the next years is posed by the ever-increasing inter-connectedness of knowledge and of the world. We have become a community of communities, with necessary relations everywhere. If we think about the world's great universities, we quickly realize that each individual scholar and program contributes to their greatness, but we also realize that they are much more than the sum of their parts. It is that "much more" that supports, enables, and enlarges the work of the individual researcher and program. **The intellectual work of any area of the university becomes greater for its place within the goals of the larger institution.** If we move beyond our own walls we see the increasing importance of inter-connectedness in a host of phenomena, ranging from new national and international networks of researchers to the ways in which new media, new technologies, multinational corporations, and extensive migration of peoples have produced the kinds of connected phenomena we sometimes term "globalization."

Looking ahead, we can hazard that the great universities of the future will be those that lead the world in charting and understanding the new intellectual landscapes which are emerging, and in arriving at new understandings of familiar landscapes. They will be those that adapt their academic support and academic practices to enable their understanding of and response to those landscapes and those that foster a high level of important, strategically chosen, local, national and international connectivity.

Our vision, mission, and values

What does our history teach? It teaches us that at the University of Toronto we are national and international leaders in many arenas of knowledge. It teaches us that the richness and quality of our endeavor, our location in Toronto, and the strong support offered us by our alumni and friends enable us **to step up to the challenge of making ever richer contributions to our community and the world through our public stewardship of ideas, our education of students who will become tomorrow's leaders, and our preservation and discovery of knowledge, including sharing knowledge that addresses the challenges facing our city, our province, our country and the world.**

We have set our vision in the context of the world's best public teaching and research universities because these are the universities that share our mandate. It is public universities that are mandated to educate all the qualified students who seek to attend and that educate very large numbers of undergraduates.⁷ It is public teaching and research universities that are mandated to develop a comprehensive range of professional degree and research programs as well as basic arts and science disciplines. It is public research universities that are mandated not only to develop new knowledge and new understanding, but to share that knowledge and understanding for the good of their communities and their countries. It is the public universities that depend on an alternately enabling and constraining combination of public funding, public governance and public scrutiny.

Vision

The University of Toronto will be a leader among the world's best public teaching and research universities in its discovery, preservation and sharing of knowledge through its teaching and research and its commitment to excellence and equity.



⁷ Different countries realize this mandate differently. Switzerland, for example, has a two-layered university system, one federal serving students from across the country, and the other local serving students in the region. Great Britain's university system is mixed, with its university's serving both the local and the national population. In Canada, and especially in Ontario, the mandate is to serve the local population. This is particularly the case in the GTA area; the vast majority of the students at the University of Toronto come from the GTA.

Mission

- To exercise exemplary public stewardship of ideas by supplying, testing, understanding, validating and sharing the ideas, beliefs, theories, concepts, models, and categories in terms of which society thinks about and deals with the problems it faces, and by preserving, evaluating and transmitting the knowledge of the past.
- To discover and share knowledge with students by offering undergraduate, professional, and graduate degree programs of the highest quality in an environment which provides a richly complex and supportive student experience.
- To discover new knowledge, and to provide new understandings of received knowledge, through research that offers national and international leadership.
- To realize an exemplary degree of equity and diversity and to extend our knowledge as a consequence of our diversity.

Values

1. Public stewardship, academic freedom and academic responsibility

Our mission of public stewardship rests on the twin pillars of academic freedom and academic responsibility. Freedom of academic inquiry allows faculty, students and staff, without fear of reprisal, to pursue questions and disseminate conclusions that may be contentious or controversial and it fosters open debate of all sides of an issue or question. Academic responsibility requires faculty and students to present findings and theories based on informed scholarship that is methodologically and theoretically rigorous. It asks members of the university community to act collectively to set goals for our programs and to accept responsibility for helping to achieve these goals. It requires students to undertake to do the work required by our programs and to participate constructively in student life and governance.

2. Risk-taking and innovation

We recognize that important discovery and challenging teaching comes from men and women who think in bold, new ways and imagine roads not taken by those before us. We enable such ideas even when they require working outside current academic structures or practices.

3. Fostering intellectual excitement

The quality of our teaching and research and our commitment to our work make our university an exciting and satisfying place in which to lead our intellectual lives. We seek to create on our campuses the shared intellectual vitality that only happens when leading researchers and thinkers converse with each other and with their students and when they share their work with the larger community and with colleagues from around the world.

4. Supporting and forging teaching and research strengths

We seek to develop teaching and research programs of high quality across a range of physical and biological sciences, social sciences, humanities, health sciences, and professional schools. We seek to create and support a rich environment for interdisciplinary and multi-disciplinary research and learning by both students and faculty. We seek energetically and thoughtfully to foster opportunities for such research and teaching.

5. Enabling student learning and enhancing the student experience

We seek to offer intellectually challenging, adventurous, academically current and well-taught programs that enable our undergraduate, professional and graduate students to achieve clearly articulated learning objectives.

We work to ensure a university “climate” that welcomes and respects diversity and difference and we aim to guarantee equal access to opportunities in the university to all qualified students. We seek to offer students a personally and intellectually rewarding co-curricular and extra-curricular learning experience “beyond the classroom” and to involve our students in the life of our city. We seek to foster in our students a lifelong dedication to their *alma mater*.

6. Enabling and valuing the work of faculty, staff, and academic leadership

We recruit internationally for faculty who demonstrate the greatest potential to lead their field in research and who are deeply committed to effective undergraduate and graduate teaching. We enable their research and their teaching to the fullest extent our human, capital, technological and fiscal resources permit. We seek to create a welcoming, collegial, inclusive environment in our departments and programs. We make our decisions to tenure, without exception, on the grounds of rigorous proof of excellence. In the interests of program coherence and collegiality, we work to ensure that adjunct faculty members, stipendiary teachers and lecturers are fully welcomed and integrated into our scholarly communities.

We recruit, train, value and partner with highly qualified staff members at every level and in every jurisdiction in our institution. We enable and encourage staff members' work by providing appropriate resources and tools, and training and educational opportunities that allow many of them to assume positions of greater responsibility and remuneration within the university during the course of their careers.

We recognize that much of our success in recruiting outstanding faculty and staff, in enabling their work, and in offering research and teaching programs of the highest quality, depends on our capacity to attract outstanding academic leadership, especially at the level of Chairs, Directors, and Deans.

In order to enable faculty and staff to do first-rate work we seek to maintain an up-to-date, functioning and safe infrastructure. We recognize the importance of a high level of support for our libraries, laboratories, and information technology and work to generate the resources to provide that support.

7. Fostering diversity through excellence and equity

We recognize that the broader, the more diverse and the more pro-active our recruitment, the more likely we are to identify excellent faculty, staff and students to work and study at the University of Toronto. We also recognize that the education of all students and much of our research is enhanced when undertaken in the midst of a diverse student, faculty and staff body. We take pro-active steps to recruit a diverse faculty, staff and student body. In order to enrich ourselves intellectually through our diversity, we build on the cultural, social, and intellectual diversity of our students and faculty in our syllabi, curricula, and intellectual life beyond the classroom. As an institution we engage seriously with new areas of study that evolve from our diversity and we seek to understand the intellectual premises, the goals, and the standards of these areas of study as we do those of the traditional disciplines.

8. Maintaining a highly responsible level of governance and accountability

We realize accountability in public universities on at least four levels: our generation and use of resources; our benchmarking of our activities; our governance processes; and our realization of our mission.

Stepping UP: Goals for the Next Years

For many years we have been Canada's finest university and a university with significant recognition beyond Canada's borders. Stepping up to our aspiration to be one of the world's best public teaching and research universities, we will offer the highest quality of teaching and research not only in the many programs where this standard of work already prevails but across our university. We will step out even more than we now do into international as well as national forums. We have set ourselves eleven goals that will enable us to realize our vision and our mission over the next decade.

Goals

1. We will continue to generate intellectual excitement by the quality and importance of our teaching and research: excitement for ourselves on our three campuses, excitement for students and for scholars from elsewhere who come to our university, excitement within our communities and across Canada, and excitement internationally.
2. We will appoint, tenure, and retain the best educated, most intellectually creative, most diverse faculty we can identify through pro-active international recruitment.
3. We will recruit undergraduate, professional and graduate student cohorts with varied interests, experiences and abilities as well as the strongest academic records. We will continue to guarantee that no undergraduate admitted to our university is unable to enter or continue as a consequence of financial need. We will improve our graduate funding guarantee over the next years.
4. Our discovery and knowledge will provide important leadership nationally and internationally. We will provide leadership in research that defines emerging intellectual landscapes.
5. We will foster and support research and teaching that falls outside our usual academic structures and practices when it offers promise of important discovery. This includes interdisciplinary research and teaching that involves carefully thought-out and strategic risk-taking and innovation.
6. We will ensure a high quality of student experience at the University of Toronto, both in the classroom and beyond the classroom, and we will ensure a high quality of graduate supervision.
7. We will—in our research, our outreach, our teaching, and our co-curricular activities—share our knowledge with, draw knowledge from, and engage with the Greater Toronto Area, the province, and Canada as well as countries abroad.
8. We will become an employer of choice for our staff by enabling their work, careers and leadership.
9. We will recruit and retain a student, staff, and faculty body that is diverse in its cultural, ethnic and socioeconomic backgrounds, that includes women, aboriginals, visible minorities, disabled persons and those of different sexual orientations, and that contributes to the intellectual diversity of our university.
10. To enable the discovery and sharing of knowledge through teaching and research, we will ensure strong academic and professional managerial leadership and constructive, collaborative, transparent governance at every level of our university.
11. To enable us to undertake the highest quality of teaching and research, we will aim to increase our total revenues over the next ten years by 30% plus the value of inflation during this period.

Realizing the Goals: Strategic Priorities and Objectives

To facilitate the realization of these goals, we have prepared a series of Companion Papers for seven strategic priorities that wide consultation in the university community has identified as enabling us to step up to a place of international leadership among public teaching and research universities. Each paper provides context, as well as objectives and actions to address the respective priority. In this document we present a summary of these priorities and their corresponding objectives and actions. Our priorities include:

- Enabling teaching and learning and the student experience
- Enabling research
- Enabling interdisciplinary teaching and research
- Enabling faculty support and renewal
- Enabling staff support and renewal
- Realizing excellence, equity and diversity
- Enabling academic leadership and academic planning

We can think of the relationship between goals and priorities as a matrix. That is, some sets of priorities, and their associated objectives, serve more than one goal; and some goals, such as that of generating intellectual excitement, serve several different sets of priorities.

1. Enabling teaching and learning and the student experience

Teaching and learning are the heart of our mission as a public university. We are in the midst of a period of major and rapid enrolment expansion and of a large number of appointments of new faculty to the University. These two factors, combined with an increased emphasis on “lifelong learning” in society at large and among our alumni, mean that we should pay particular attention over the next years to enrolment management, to enabling teaching and learning both in the classroom and through co-curricular and extra-curricular activity, and to providing opportunities for lifelong learning.

Enrolment

As we begin our next period of academic planning, we welcome the largest single enrolment increase in our history. In September 2003, we had 54,740 undergraduate and 12,187 graduate students enrolled on our three campuses.

For the Greater Toronto Area, this increase in enrolment is not a four-year blip. It will remain with us in two different ways over the next ten years. First, the “double cohort” itself, as its numbers complete their undergraduate degrees, will be putting extraordinary pressure on second-entry professional and graduate programs beginning in 2007-08. Second, the rates of participation in higher education are increasing rapidly in the GTA and as a consequence, while we expect to see a small drop in enrolment as the double cohort graduates, we do not expect to bring enrolments back down to anything approaching their levels prior to the entry of the double cohort.

Our size offers us some of our greatest opportunities and some of our greatest challenges. It will allow us, for example, to build faculty, program and research strength on all three campuses and particularly at UTM and UTSC. It offers us the challenging opportunity of re-thinking pedagogy and programs in innovative ways that provide a high quality of instruction to large numbers of students. As the double cohort achieves its baccalaureate degrees, it will offer us the opportunity to expand graduate education and to recalibrate the balance between undergraduate and graduate programs.

This expansion also offers challenges: the challenge of sufficient operating grant funding, of capital infrastructure, and of careful, institution-wide enrolment planning. We have begun to address the capital infrastructure issues with the most recent round of SuperBuild funding, but have some way to go on this front, especially at UTSC. Over the next years, we will address with the provincial government the question of the overall levels of operating grant funding, and of funding for our full cohort of graduate students as well as for expansion of our graduate programs. In the meantime, stronger enrolment planning at every level of programming—undergraduate, professional and research masters and doctoral—remains an urgent priority, the more so given that we need to make careful and strategic decisions about where we will develop graduate programs at UTSC and UTM under the new tri-campus plan.

Student learning

Neither our teaching nor our curricula are ends in themselves. If our teaching and curricula are successful, our students leave us knowing a good deal about a professional, disciplinary or interdisciplinary area of study. They should also leave us with well-developed capacities of reasoning, communication, and research, and with some understanding of the histories, cultures, values and epistemologies that shape the world we have inherited, in which we live, and which we in turn shape. Companion Paper 1, *Enabling teaching and learning and the student experience*, provides some suggestions as to this broader “common knowledge,” with full recognition that each program will realize such learning objectives in different ways and to a different extent.

Undergraduate programs and curricula

As our disciplines change and evolve, so too should our programs and curricula. Our curricula must reflect the new directions we chart for ourselves in our academic plans and the new scholarship that faculty renewal will bring to our university.

Five intellectual phenomena bear particularly on our task of regular review of our undergraduate curricula. These include the increasing emphasis on various modes of interdisciplinary research and study, a growing trend in North America to rethink the way in which we teach introductory courses, the broadening of the liberal arts curriculum in both Arts and Science and first-entry professional schools,⁸ the impact and influence on curriculum and pedagogy of the university’s commitment to equity and diversity, and an increasing emphasis on meaningful international experience for our undergraduate students.

Graduate programs and graduate students

The University of Toronto introduced the first PhD programs in Canada.⁹ We continue to admit the largest number of graduate students to the most diverse array of high quality programs in our country. The results of student surveys and consultation with faculty, graduate students and the School of Graduate Studies have identified five objectives to enhance the quality of graduate education at the University of Toronto. These focus on our recruitment strategies, the quality of our research experience and training, pedagogical training, high quality advising and access to workspace and infrastructure.

⁸ In the “new liberal arts” movement, the emphasis is on ensuring that students learn about some of the major intellectual issues in the sciences, social sciences and humanities. Humanities and engineering students, for example, may be required in such curricula to understand the basics of the “genetic revolution” of the last 50 years; engineering and science students may be encouraged to take humanities or social sciences courses that teach about social and cultural difference, or courses on economic or political history and theory.

⁹ The University of Toronto launched its first PhD. programs in 1897, some 37 years after Yale University had opened the first such program in the United States. PhD. programs were not established in Great Britain until after WWI.

The tri-campus plan mandates a unitary three-campus framework for graduate studies at the University of Toronto, while acknowledging and seeking to enable the distinctive strengths that exist on each campus. We foresee the augmentation and development of at least three types of graduate activity on the UTM and UTSC campuses, as well as on St. George campus: new concentrations and streams within established graduate programs; new professional masters programs; and new doctoral-stream programs. Developing a plan for the phasing and balance of these types of activity will require a high degree of collaboration and cooperation among departments and faculty at UTM, UTSC and St. George, and with the School of Graduate Studies.

Teaching

On the advice of its faculty, students and alumni, the University has given a good deal of attention in Companion Paper 3, *Enabling faculty support and renewal*, to the question of enabling excellent teaching. We cannot stress the importance of the quality of teaching too much for it is the single most important determinant of the quality of a student's education and experience on our campuses.

Because students' academic experience is created in large part by teachers — one teacher, one course and one class at a time — and because we are entering a period of significant faculty renewal, the University will pay particular attention over the next years to enabling, rewarding and celebrating fine teaching.

Recruiting the best students

The quality of all of our students makes a tremendous difference to the quality of the educational experience of any individual student both inside and outside the classroom. A university seeking to offer a first-rate undergraduate, professional or graduate education must necessarily recruit first-rate students if it is to achieve its goal. We have identified five key areas which will enhance effectiveness in recruitment. These include:

- developing an admissions process that takes account of students' leadership, of their experiences and of challenges they have met, and of their avocational achievements as well as of their grade point average;
- getting a better understanding of how students seek early, informal information about universities and how they assess this information;
- improving the University's communication to prospective, entering and continuing students;
- enhancing needs-based financial aid and scholarships;
- providing appropriate and sufficient student housing and an intellectually and socially compelling residence life.

Improving the student experience "beyond the classroom"

If we continue to offer first-rate and well-taught academic programs and to improve upon them, and if students have a rewarding experience in the University of Toronto environment beyond the classroom, they will feel valued as students by their university,

will know that they received a superb education, and will find their university experience both in and beyond the classroom rich and rewarding. These students will become loyal, involved alumni.

Students’ first few weeks and first year at university are critically important in shaping their university experience. And, often, moments of difficulty most definitively shape a student’s sense of the University’s commitment to him or her. Co-curricular learning, and helpful advising and other student services at the right time can prove critical to a successful university experience. We have set demanding objectives with respect to enhancing student advising and co-curricular academic support.

A vibrant student life beyond the classroom depends, too, on a range of extra-curricular activities, ranging from opportunities in the creative and performing arts to athletics to student clubs and student government. The University of Toronto offers a wide and rich range of such opportunities in the Colleges and Hart House on St. George, and in athletic centres, student centres, art centres and multifaith spaces across our three campuses. Some of these facilities are largely managed by students and will be enhanced and expanded in partnership with students.

Stepping out: the Greater Toronto Area

A significant and variably used aspect of the richness of the University of Toronto is in fact not the university but the GTA. The discovery of the larger Toronto area’s social and cultural richness, even for those who have lived their entire lives here, can and should be a very important part of learning beyond the classroom. The realization of stronger connections with the city, and greater student participation in what it has to offer, can foster important learning outcomes around social engagement and citizenship, cultural knowledge, and teamwork. Similarly we seek to enhance meaningful international experience for our students.

We address four of our eleven University-wide goals through our objectives to enable teaching and learning at the University of Toronto. Our objectives for each of these goals are outlined below.

Goals: Enabling teaching and learning and the student experience	Objectives
We will recruit undergraduate, professional and graduate student cohorts with varied interests, experiences and abilities and as well as the strongest academic records. We will continue to guarantee that no undergraduate admitted to our university is unable to enter or continue as a consequence of financial need.	<ul style="list-style-type: none"> • We should review our admissions process with the aim of 1) developing an aggressive early admissions process; 2) developing procedures that would allow us to consider evidence of student leadership, of varied experiences and challenges met, and of avocational achievements in addition to student GPA when making admissions decisions; 3) improving communications with prospective, entering, and continuing students. • To ensure that no student admitted to or continuing at the University of Toronto will be unable to attend for financial reasons, over the next ten years we will double the total amount

<p>We will improve our graduate funding guarantee over the next years.</p>	<p>of financial aid available to undergraduate students; this will allow us to raise the family income cap under which students become eligible for financial aid. We will develop a program of back-end debt relief for undergraduates the provisions of which will be known to students on admission to the University. We will continue our collaboration with students to propose OSAP reforms to the provincial government (including reforms around financial aid for part-time students) and we will consult with the Millennium Scholarship Foundation about possible reforms to that program.</p> <ul style="list-style-type: none"> • We will increase the minimum guaranteed funding for graduate students by 30% over the next ten years. • In order to compete with other universities in recruiting the very best students, the University of Toronto should develop, with the constituent colleges and federated universities as appropriate, guidelines for a program of competitive scholarships for the top 2% of undergraduates. • We should partner with student organizations and with the colleges and federated universities to ensure a student welcome that makes our students proud of being at the University of Toronto, and that enables them to begin to understand the university's intellectual, co-curricular and extra-curricular opportunities.
<p>We will ensure a high quality of student experience at the University of Toronto, both in the classroom and beyond the classroom, and we will ensure a high quality of graduate supervision. We will continue to generate intellectual excitement by the quality and importance of our teaching and research: excitement for ourselves on our three campuses, excitement for students and for scholars from elsewhere who come to our university, excitement within our communities and across Canada, and excitement internationally.</p>	<ul style="list-style-type: none"> • We should expand the services offered by the Offices of Teaching Advancement so as to enable new faculty to become first-rate teachers and to offer continuing faculty the opportunity to discuss successful strategies in teaching. • We should keep the quality of teaching at the forefront of our agenda and should celebrate and reward fine teachers. • We should require pedagogical training, for credit, in all doctoral programs. • We should increase the number of undergraduate research opportunities, and of student internships and student projects undertaken with cultural, social and non-profit organizations in Toronto and Mississauga. • We should be known and recognized for the high quality of our student advising and co-curricular academic support on all three campuses. • The Provost should establish a committee to review and report to Deans on the delivery of co-curricular academic support to students. The task force should be mandated to examine models for such support in use across our university and elsewhere and to make recommendations about the most effective priorities, investments, and structures for the delivery of such services. • We should carefully review best practices in graduate supervision to ensure that we are offering the highest quality of research and dissertation advising to graduate students. • UTM and UTSC should develop a number of new concentrations or streams within existing graduate degrees and/or new graduate degree programs. These should not

	<p>duplicate those on St. George, should draw from all three campuses, and should be based on faculty research strength on the campus developing the degree.</p> <ul style="list-style-type: none"> • Graduate programs, working with the University, should make it a priority to provide access to workspace, telephones and computers in the department, program or research institute so as to integrate graduate students as “colleagues-in-the-making” in the academic community. • The University, insofar as fiscal resources permit, will address the issues identified in the report of the provostial Task Force on Student Housing. • As resources permit, and in a manner that is consistent across our three campuses, we should partner with student organizations and/or external funders to increase student activity space, including student centres, multifaith centres, and recreational athletic space on our campuses. • We should carefully manage enrolment so as to further our academic goals, to reduce the number of students ineligible for provincial funding and, in the mid-term, to restore the balance of undergraduate, graduate and second entry professional degree students to be consistent with the mission of one of the world’s best public teaching and research universities.
<p>We will—in our research, our outreach, our teaching, and our co-curricular activities—share our knowledge with, draw knowledge from, and engage with the GTA, the province, and Canada as well as countries abroad.</p> <p>We will continue to generate intellectual excitement by the quality and importance of our teaching and research: excitement for ourselves on our three campuses, excitement for students and for scholars from elsewhere who come to our university, excitement within our communities and across Canada, and excitement internationally.</p>	<ul style="list-style-type: none"> • We should increase our enrolment of international undergraduate, professional and graduate students • The University should increase the number of student internships, work co-op placements and student projects undertaken with cultural, social and non-profit organizations in the GTA. • The St. George Colleges, UTSC and UTM should develop more collaborations with the GTA in order to enable student participation in cultural events and in outreach activities and to bring civic and cultural leaders onto our campuses. • Our alumni should return to the University of Toronto throughout their lives, remaining active participants in the life of the community through attendance at events, through lifelong learning, and through “giving back” in various ways. • We should develop a well-publicized university lecture series that presents some of our most exciting research to the public at large. • The Provost should establish a Task Force with the mandate to recommend to the University a set of coherent priorities, policies and practices to enable continuing education, and we should expand our opportunities for continuing education by means of programs offered by Continuing Studies and professional schools.

2. Enabling research

The University of Toronto has behind it more than 175 years of public stewardship of ideas and of discovery of new knowledge that we have shared with the Canadian and international academic communities and with the public. That research has addressed important questions, has contributed to immense benefits in health, engineering, technology, and economic and social policy, has notably increased our understanding of other societies and cultures, and has enriched the imagination and intellect of millions of people.

Our success is recognized by awards to our faculty and graduate students and by our success in attracting research funding. Today, some 21.7% of honours recognizing faculty research across Canada go to the University of Toronto.¹⁰ We have the highest levels of funding from the three federal granting councils of any Canadian university as well as a good deal of other research funding. Total external research funding at the University of Toronto's three campuses was over 500 million dollars in 2001-02. A little under half of this was in University departments and institutes and slightly more than half enabled research in the University of Toronto affiliated hospitals. The University of Toronto and its affiliated hospitals do exceptionally well in the current climate of research funding, largely because of the quality of both the university and the hospital research faculty and scientists, partly because of our size, and partly because of effective collaborations across the two sectors. Ultimately, of course, the measure of our research, whatever its level of funding, is the extent to which its findings, theories, methodologies, or applications change and lead our fields.

In the area of commercialization of research and technology transfer, we tell a more modest story. In 2000-2001 our gross commercialization revenue was 3.5 million dollars Canadian. We received 137 new licenses in the period 1998/99 to 2000/2001. The data point clearly to areas of opportunity. The data also tell us that we are not capturing the whole story: that a good deal of technology transfer at the University of Toronto occurs through start-up companies privately managed by faculty. Nor are we capturing as data and information the contributions our graduates make as employees of existing firms that innovate or the contributions that the knowledge discovered and shared by faculty, particularly social scientists and humanists, makes to the betterment of our society.

Critical to our ongoing success in research are continued and increasing investments in researchers and research infrastructure: top facilities, top laboratories, top libraries, top computing and most significantly, top people. Our objectives for enabling research reflect the needs for investments in these areas.

We are working in a research environment that will require us to be flexible, resourceful, and responsive in the face of new government research agendas: new public, social, political, medical, scientific, economic, and cultural concerns, new funding opportunities,

¹⁰ These honours include Steacie Awards, Killam Research Fellowships and Royal Society of Canada Medals, as well as fellowship in the Royal Society of Canada, the Royal Society (London), and the American Academy of Arts and Sciences in the U.S.

and new intellectual challenges and opportunities. That is a big challenge. There are two bigger challenges. One is to apprehend early the truly transformative changes in our intellectual landscape and to play a major role in understanding them and sometimes in enabling or correcting them. The extent to which we meet that challenge will determine the extent to which we are among the world’s best public teaching and research universities. Given the present intellectual landscape, it appears that the more we can do to enable collaboration and interdisciplinary research and teaching, the more successful we will be in this. The second is to establish a strong “voice,” and a very visible presence, nationally and internationally for the work we do. To meet this second challenge we need the foundation of the high quality of our research and we need to present our research in the forums where it will have the highest impact. But we also need to assert strongly a University of Toronto identification with our research and to establish ourselves as a voice of great credibility with government and the public.

Four of our University-wide goals are addressed through our strategies for enabling research. Specific objectives for enabling research are outlined below, with more detailed actions presented in Companion Paper 2, *Enabling research at the University of Toronto*.

Goals: Enabling Research	Objectives
<p>Our discovery and knowledge will provide important leadership nationally and internationally. We will provide leadership in research that defines emerging intellectual landscapes.</p> <p>We will continue to generate intellectual excitement by the quality and importance of our teaching and research: excitement for ourselves on our three campuses, excitement for students and for scholars from elsewhere who come to our university, excitement within our communities and across Canada, and excitement internationally.</p> <p>We will—in our research, our outreach, our teaching, and our co-curricular activities—share our knowledge with, draw knowledge from, and engage with the GTA, the province, and Canada as well as countries abroad.</p>	<ul style="list-style-type: none"> • Nationally and internationally, the University of Toronto should provide leadership on large, highly important, collaborative research projects. • Academic planning in every unit should take careful account of important emerging directions in their fields and of the particular mix of junior, mid-career, and senior faculty that we should appoint over the next years if we are to maintain and improve upon our research strength in the discipline and in cognate interdisciplinary research centres, institutes and programs. • We should achieve as high a level of support as is possible in our financial circumstances for research infrastructure, including libraries and research collections, laboratories and equipment, and technicians and research staff. • We should significantly increase the level of research funding available to the University through 1) advocacy with government for increased funding to the granting councils; 2) still higher levels of success in grant applications; 3) applications to U.S. based agencies where researchers are eligible; 4) private sector fundraising; 5) public-private sector partnerships which meet University guidelines for ethics review and control of intellectual property. • We should attract excellent post-doctoral fellows and ensure an environment that will enable their intellectual growth and research achievement. • While recognizing the independence of our different institutions, we should promote cooperation and collaboration among the hospitals and the university in order to enhance infrastructure

	<p>funding, the international profile and the collective research outcomes of all the partners.</p> <ul style="list-style-type: none"> • The University of Toronto should maintain and strengthen its influence and leadership in the shaping of national and provincial research funding priorities and policy. We should (further) differentiate our university in the minds of the public and the politicians of the nation as Canada’s leading research-intensive university. • As part of its overall communications strategy, we should develop a robust, multi-faceted strategy to communicate the excitement and the importance of its research internationally as well as nationally. • We should significantly increase the level of technology transfer and commercialization of research from the University of Toronto. • We should develop and implement a coherent, far-reaching, effective strategy for sharing with the larger public the knowledge of the human sciences. • We should review and revise as necessary the university’s conflict of interest and publication policies to ensure the highest degree of ethical conduct and academic freedom as well as absolute clarity with regard to agreements with partners about the publication and use of research results.
<p>We will foster and support research and teaching that falls outside our usual academic structures and practices when it offers promise of important discovery. This includes interdisciplinary research and teaching that involves carefully thought-out and strategic risk-taking and innovation.</p>	<ul style="list-style-type: none"> • We should develop and implement a set of criteria for establishing priorities for funding existing research institutes, centres and other “EDUs” and for recognizing and funding proposed centres and institutes. • We should continue to work closely with the Vice Presidents Research at the teaching hospitals to facilitate collaborations between their investigators and campus-based investigators and to seek actively their participation in interdisciplinary research programs.

3. Enabling interdisciplinary teaching and research

From their beginnings, universities have constructed their curricula on disciplinary ground and have conducted their scholarship in relation to academic standards for theory, method, and content in the field. As universities have become larger and more complex organizations, disciplines have become entrenched by more than the territory of knowledge which they claim. They have become powerful administrative structures, through which positions, money, and accountability flow.

During the late nineteenth and the twentieth centuries, however, we saw in the rise of professional schools a different, if parallel, approach to the organization of knowledge. Many of our professional schools organize their knowledge around professional practices, issues and problems rather than around disciplinary methodology and theory. They draw on different disciplines to address particular questions or enable particular applications of knowledge.

Now, many of the most difficult questions that scholars wish to address and the most intransigent problems facing the world more often than not seep, flow or leap from one discipline into others. Our disciplinary categories leak. In consequence literally dozens of departments, programs, and Faculties around the world constitute themselves around large social or scientific issues for which they appoint faculty from a wide range of disciplinary backgrounds to address. More and more faculty members move back and forth between a disciplinary or departmental “home” and the interdisciplinary research units in which they undertake some of their scholarship and teaching. Federal research funding both follows and fosters this phenomenon, from the re-organization of health research to include the interdisciplinary networks of the Canadian Institutes for Health Research, to the large interdisciplinary and collaborative programs that have emerged from NSERC and SSHRC over the last years. Many scholars find that their own most exciting and creative work and the most important work in their fields, occurs at the interface between disciplines. It may well be that the great universities of the future will be those the academic practices of which ensure a flexible, nimble response to emerging (and sometimes receding) configurations of the issues and knowledge.

This move to interdisciplinary teaching and research is not without contestation in our academic halls. It raises two sets of opposing anxieties: on the one hand that it will divert resources of people, time and revenue from departmentalized disciplines, and on the other that the University raises structural barriers by virtue of the way that positions, money and recognition flow to interdisciplinary work; that its practitioners will sacrifice depth and rigor of knowledge for a shallow breadth on the one hand and on the other that disciplines do not value the work done by colleagues in interdisciplinary contexts. In fact, what we lump together under the general rubric of interdisciplinary study covers a wide typology of academic practice, ranging from that of those few colleagues who do genuinely master the full body of content, theory and knowledge of more than one discipline, to those that bring their own disciplinary knowledge to bear in a multi-disciplinary team. And in fact in some areas of our university, such as Medicine, interdisciplinary research and teaching has become close to the norm.

What is clear, given the fact that the sheer complexity and scope of many of our most pressing questions on our intellectual landscape exceeds disciplinary boundaries, is that our university must enable the kinds of flexibility and early support which foster interdisciplinary inquiry. Given anticipated fiscal constraint over the next years many of our new interdisciplinary ventures will have to find their resources by making their informing ideas and their findings compelling to students and granting agencies. We can, however, undertake several kinds of initiatives that will focus our use of our resources, lower the barriers to interdisciplinary work, allow for some of the nimbleness and risk-taking that characterizes successful interdisciplinary initiatives and foster such work in various sectors of the university community.

Our objectives in this area are designed to enable exploratory initiatives in interdisciplinary research and teaching, to build on present strengths, and to forge stronger interdisciplinary connections and programs and develop focused new interdisciplinary programs in critical areas.

Goals: Enabling interdisciplinary teaching and research	Objectives
<p>We will foster and support research and teaching that falls outside our usual academic structures and practices when it offers promise of important discovery. This includes interdisciplinary research and teaching that involves carefully thought-out and strategic risk-taking and innovation.</p>	<ul style="list-style-type: none"> • The University should provide national and international leadership on highly important, interdisciplinary research projects. • The University should name an advisory committee on interdisciplinary teaching and research. The committee should 1) advise the Provost and the Vice-President Research on interdisciplinary research and teaching; 2) advise the Provost, the Vice-President Research, and PDAD&C on ways to enable interdisciplinary research and teaching; 3) advise the Provost and Vice-President Research about the use of funds set aside to enable interdisciplinary research and teaching. • The University should explore the establishment of a mechanism by which faculty members could move their teaching and research activity to another unit for a period of time so as to become deeply competent in a discipline/area other than the one in which they were trained. • The University should raise and/or set aside incubator funds, for which teams of faculty could compete, to “seed fund” interdisciplinary teaching and research initiatives. • The University should continue its efforts to establish a pre-eminent locus of interdisciplinary education, research and exchange in Public Policy. • The University should develop greater focus and synergy among the creative and performing arts. • The University should develop a limited number of focused initiatives on the environment. • The University should create a number of positions to be assigned on a competitive basis to interdisciplinary programs which would be used for joint appointments with disciplines.

4. Enabling faculty support and renewal

No university can be greater than its faculty. The work that faculty members do determines the strength or the weakness of our university in research and in teaching, preserves our intellectual traditions and sets our new directions. In stepping up to its place as one of the world's best public teaching and research universities, the University of Toronto must attract, support and retain the world's best faculty.

The demographic profile of our faculty suggests that about 40% of our colleagues will change their employment relation with the University of Toronto over the next ten years. The significant faculty and staff turnover we will see during the next years offers the University of Toronto an unprecedented opportunity to re-think its academic directions in a non-incremental way.

This opportunity and challenge arrives during a period of renewed federal and provincial investment in research and research infrastructure. It also arrives during a period of unprecedented growth, excitement, and complexity in research at home and internationally. This opportunity arrives, too, at a moment when we are using enrolment expansion and its associated revenue to create new strengths at the University of Toronto Mississauga and at the University of Toronto Scarborough, and when our student population, like the GTA itself, is increasingly diverse. These linked opportunities and challenges are joined to an increasing diversification of university revenues and to some important revenue challenges, outlined in Appendix B to *Stepping UP*: "Resources." All these factors play a decisive role in faculty complement planning and mandate us to be even more thoughtful and strategic than usual in making appointments and enabling the success of our new colleagues.

Recruitment

We recruit, tenure, and retain our faculty one person at a time. This means that every appointment requires our most careful deliberation, from the moment we allocate the position until the faculty member retires, and nowhere more so than through the processes of appointment and tenure.

In order to recruit for both excellence and diversity, we should recruit pro-actively and internationally in order to have as large a pool as possible of top candidates. And if we are to be successful in attracting our chosen candidates, then our recruitment process must be sensitive to the needs and interests of those whom we are attempting to recruit. Partner employment programs have emerged as a top priority for new faculty. We must also provide the necessary research support and infrastructure readiness for new faculty as appropriate.

The years to tenure and the tenure process

The years leading up to tenure are critical in a faculty member's life. With effective and supportive mentoring from his or her department, with adequate research facilities, with resources to learn to teach well, with the time to plan and implement both new courses and new research in a collegial environment, our new colleagues are enabled to launch careers as strong teachers and as independent researchers who are making leading contributions to knowledge. Our objectives for this area recognize the particular efforts to enable the excellent teaching and research of our new colleagues.

At the same time that we are doing all that we can to enable the work of our new colleagues, we are also moving forward to a period of intense scrutiny and rigorous judgment: tenure. If we tenure well, we may well also have to make exceptional retention efforts at some point, but we will have a superb colleague in our midst who does a great deal for the university's work and reputation. If we tenure badly, we stand to live with our mistake for the duration of that faculty member's career and the university will be the worse off for our weak judgment. This makes it mandatory that that we tenure on the basis of demonstrated achievement in teaching and research. Our objectives reflect the importance of tenure decisions.

Faculty Life: teaching, research, career progress

In an ideal university, all faculty are accomplished and dedicated teachers. In the real university, this doesn't happen without thought and effort. During times of intense faculty renewal, we need to pay extraordinary attention to the enabling of excellent teaching and research for both new and continuing faculty. We have identified a number of objectives and actions to facilitate these efforts and to equip us to retain our faculty against offers from other institutions.

In addition to our tenure stream faculty, we have several unique teaching positions that deserve special attention. Our Faculty of Medicine relies heavily on clinical faculty members many of whom seek a resolution to the question of who represents them in their relation to the University. Many professional Faculties appoint practitioners who contribute a great deal to curriculum development and to the teaching of professional practice. Some universities have offered such colleagues positions as "Professors of Practice", sometimes with tenure and sometimes without; this is an idea we believe should be explored at the University of Toronto.

Lecturers contribute a great deal to our teaching and our programs and we want to ensure that they are fully informed members of our research community and fully integrated members of our department. We must ensure the appropriate and respectful use of stipendiary teachers.

A final issue for the University is the retiring scholar. The stakes for the university around post-retirement employment are high and complex. Many of our retiring colleagues seek an ongoing relation with the University and have a great deal to offer.

The question of ending mandatory retirement, however, poses considerable financial challenges to the university. The University of Toronto recognizes that, with or without mandatory retirement, faculty members desire a range of flexibility in the type of employment relations they have with the University during their last working years with us. And the University also requires some flexibility to address both planning issues and the occasional performance issue.

Companion Paper 4, *Enhancing faculty support and renewal* provides further context and detail on the actions that can be taken to achieve these goals and objectives.

Goals: Enabling faculty support and renewal	Objectives
<p>We will appoint, tenure and retain the best educated, most intellectually creative, most diverse faculty we can identify through proactive international recruitment.</p> <p>We will continue to generate intellectual excitement by the quality and importance of our teaching and research: excitement for ourselves on our three campuses, excitement for students and for scholars from elsewhere who come to our university, excitement within our communities and across Canada, and excitement internationally.</p> <p>Our discovery and knowledge will provide important leadership nationally and internationally. We will provide leadership in research that defines emerging intellectual landscapes.</p>	<ul style="list-style-type: none"> • We will create a program of Faculty Professorships to attract and retain senior scholars, along with a mechanism for rigorous internal review of persons nominated to Faculty Professorships. • We will endow, through fundraising, 100 new named Chairs to be used for recruitment and retention of senior faculty. • The President and Provost will establish a working group to coordinate the development of programs to support the efforts of academic units to make the University of Toronto an “employer of choice” for faculty, with special attention to faculty early in their careers and those who are part of dual career couples. • The University will make every effort to ensure that teaching potential is an important consideration in making new faculty appointments and that new faculty are enabled to become excellent teachers. • We will provide the highest quality of research infrastructure our resources and our ingenuity permit. • The University of Toronto will work with the University of Toronto Faculty Association (UTFA) to amend the conditions for tenure outlined in <i>the Policy and Procedures on Academic Appointments</i>. Our goal will be to extend the time to tenure and to introduce a layer of tenure review between the department and the President. • As part of our effort to enable the research of new faculty, every department should develop programs and strategies to improve the success of new faculty in grant applications. • The University will continue to work to resolve outstanding issues around clinical faculty. • We should include senior lecturers in the intellectual life of our departments so as to enable them to teach in ways that are consistent with the mission of the research university. • The University will develop a suite of phased-in and post-retirement options and guidelines for the use of these options.

5. *Enabling staff support and renewal*

The University of Toronto can realize its teaching, learning and research mission only with the involvement of our highly capable professional, managerial, administrative and technical staff. The University operates within a large and complex infrastructure: a physical plant that must meet our highly diverse needs; a vast array of sophisticated equipment that must work efficiently and effectively; thousands of business processes that track and process purchase orders, payments, grants, salaries, admissions, registrations and grades; and a service orientation that must effectively and efficiently address the needs of a highly diverse student body. Without this infrastructure of physical plant, equipment, and business processes, and without the communication within and across constituencies that keeps it working, we would be able to accomplish little. Our size necessarily results in administrative complexities. It also provides a unique opportunity for highly skilled staff to operate as full partners in the academic enterprise.

The retention of excellent staff, the recruitment of the best staff we can hire and, just as importantly, ongoing professional development to enable our staff to have satisfying, progressively more responsible and fully engaged careers at the University of Toronto, will contribute significantly to the university’s achievement of its goals.

The issues associated with retirement, whether mandatory or not as discussed in relation to faculty also concern administrative staff. Further details on enhancing staff support and renewal are found in Companion Paper 4.

Goal: Enabling staff support and renewal	Objectives
<p>We will become an employer of choice for our staff by enabling their work, careers, and leadership.</p> <p>We will recruit and retain a student, staff and faculty body that is diverse in its cultural, ethnic and socioeconomic backgrounds, that includes women, aboriginals, visible minorities, disabled persons and those of different sexual orientations, and that contributes to the intellectual diversity of our university.</p>	<ul style="list-style-type: none"> • Staff members should be fully engaged in furthering the academic mission of research and teaching through their work. • We require our staff to perform their job responsibilities to the highest possible level. This assumes that we provide and support opportunities for the acquisition of new job skills and education over the course of staff members’ careers. • We will make it possible for qualified staff members to create a career trajectory to increasingly responsible positions. • We will foster mutual respect between academic and professional managerial administrators and administrative staff for each other’s competence and for each other’s requirements and objectives. • We will support administrative infrastructure to university units during periods when staff members are unavoidably absent or in units that are small. • The University of Toronto should be viewed as an employer of choice by highly skilled employees from a diversity of backgrounds. • We will pro-actively recruit and retain the most highly qualified staff. • We will develop, in consultation with the relevant bargaining units, a suite of options and guidelines for the employment and retirement of administrative staff members aged 55 and older.

6. *Realizing excellence, equity and diversity*

The values of equity and diversity are an important cornerstone of the present aspirations and values of the University of Toronto. Large and complex institutions do not achieve goals of equity and diversity simply by virtue of social conscience, good will, and a response to what's "in the air." They do it through organizational structures, policies, and academic, admissions and employment practices. As campuses across North America have launched equity and diversity initiatives, we have all learned a good deal about what makes them successful. They require leadership and commitment at the highest levels of the university's administration and from the "ground up" where hiring is done and collegial climates are created. What has proven to work is training in strategies to achieve equity and diversity across the university's many sectors, incentives to achieve it, and accountability about progress.

Equity requires equal access to opportunity for all who, by virtue of their qualifications, can benefit from that opportunity. Equity has many requirements, including the requirement to admit students according to their academic merit, to appoint the best faculty and staff available on the basis of their qualifications for the job, to administer the university's policies and procedures consistently for all students and employees, to evaluate the work of all students and employees fully and fairly on the basis of its merits and to provide all students and employees with opportunities consistent with the quality of their performance in relation to others in their programs and/or jobs. Equity prohibits discrimination on the grounds of race, ethnicity, aboriginal status, gender, religion, sexual orientation or disability. Equity carries the weight of law.

Unlike *equity*, *diversity* does not carry the weight of the law behind it although the concept of diversity plays an increasingly large role in federal policy. Rather, *diversity* is a looser demographic term used to describe the many national, racial, and ethnic groups that have brought their cultures and their belief systems to North America. It is a term that has grown to include the representation of both men and women, persons who are disabled, and persons of various sexual orientations.

Given the demographics of Canadian society, and particularly of the GTA, a fully equitable workplace, school or university should tend to diversity at every level. When it does not, this is most often due to one of two factors: structural barriers to equal access, or discrimination. This is where diversity and equity overlap.

The structural barriers to access to a university with high admission standards such as ours are two. The first has to do with the variable quality of public schools and the socioeconomic factors at play in attendance at the most academically rigorous private schools. The second has to do with financial accessibility to university for the socio-economically disadvantaged. Here the University of Toronto, by guaranteeing that no

¹¹Friedland, 63.

admitted student will be unable to attend because of financial need, leads Canada’s universities. The challenge of meeting this guarantee and improving on it, however, given the cost of living in the GTA and the fact that over the last half dozen years we have had to offset some of the declining purchasing power of the provincial grant with tuition increases remains ongoing and great. Improved financial aid is a cornerstone of this academic plan.

Universities, and indeed nations, seek equity and diversity for different reasons, even though diversity in a country such as Canada should follow from equity. Where equity is a matter of social and legal justice, diversity is an economic good for the nation and an intellectual good for the university. In a knowledge economy no nation can afford not to educate all its citizens to their fullest potential: that is the economic and national good to be derived from both equity and diversity in higher education. In universities, when we engage with the knowledge and epistemological standpoints of people of different backgrounds and experiences, we create greater intellectual diversity and enrich our understanding along the way.

Ultimately, equity and the creation of a truly collegial environment for every member of a diverse academic community is the work of every single member of the University of Toronto community: students, staff, faculty. **At the University of Toronto we make, and will continue to make, excellence the primary criterion for admission and for appointments.** Our goals for excellence and our goals for diversity can converge because international recruitment allows us to deepen and broaden our pool with regard to both excellence and diversity and because the GTA and the University of Toronto are attractive destinations for diverse and very strong candidates. Given where we live, given our ability to recruit internationally, and a period of intense faculty and staff renewal, we should be able to be a model of a diverse university for Canada and the world. Our success will enable us not only to lead Canadian universities in making our campuses places in which diversity thrives, but will allow us to contribute enormously to social justice, to the good of Canada, and to our own intellectual richness.

While we have made good progress in our efforts towards equity and diversity which are described more fully in Companion Paper 6, *Excellence x equity: equity and diversity*, we challenge ourselves for the next years with a number of aggressive objectives and actions to achieve our goals in equity and diversity.

Goals: Fostering diversity through equity and excellence	Objectives
We will recruit and retain a student, staff and faculty body that is diverse in its cultural, ethnic and socioeconomic backgrounds, that includes women, aboriginals, visible minorities, disabled persons and those of different sexual orientations, and that contributes	<ul style="list-style-type: none"> • We should strengthen leadership around equity and diversity initiatives at every level across our three campuses. • We should encourage and support research about equity and diversity. • We will develop a plan setting priorities and timetables for the installation of barrier-free access in university buildings. • We will improve our capacity to accommodate students with learning disabilities by strategically seeking and investing

<p>to the intellectual diversity of our university. We will appoint, tenure and retain the best educated, most intellectually creative, most diverse faculty we can identify through proactive international recruitment.</p> <p>We will continue to generate intellectual excitement by the quality and importance of our teaching and research: excitement for ourselves on our three campuses, excitement for students and for scholars from elsewhere who come to our university, excitement within our communities and across Canada, and excitement internationally. Our discovery and knowledge will provide important leadership nationally and internationally. We will provide leadership in research that defines emerging intellectual landscapes.</p>	<p>resources to meet their needs.</p> <ul style="list-style-type: none"> • By 2010 we should have significantly improved the proportion of staff from the designated groups who are currently under-represented in different areas of work at the University. • The University should broaden and deepen its pool of candidates who are both excellent and diverse by international recruitment for all tenure-track positions and by pro-active identification and recruitment of such candidates. • The University should create a rolling Diversity Fund to be used to bridge to upcoming vacancies when an excellent candidate who would contribute to the University’s diversity becomes available. • In the context of the previous two objectives, over the next ten years new faculty appointments at the University of Toronto should attain a level of diversity—including women, aboriginals, visible minorities, persons with disabilities, and persons of different sexual orientations--that meets and ultimately exceeds that found in the Canadian pool of PhD graduates. • Our academic and administrative leadership should reflect the diversity of our faculty and staff. • By 2010 we should have increased the proportion of undergraduates from designated groups that are currently under-represented to levels equivalent to their proportion in the GTA population. Special efforts will have to be made with regard to African-Canadian/black and aboriginal students. • We should improve our outreach to strategically chosen junior and senior high schools in the GTA. • By 2010 the graduate student body should reflect the diversity of the Canadian population at large. Every department and program should define its current levels of representation and possible under-representation of the 4 designated groups and should engage in pro-active recruitment strategies of under-represented groups. • All departments and programs should be particularly encouraged to recruit pro-actively qualified aboriginals and persons with disabilities to both undergraduate and graduate programs • Our curriculum, wherever relevant across the university, should reflect, though not be restricted to, the diversity of cultural, social, historical, political and professional practice knowledge of our students and faculty. • We should seek to ensure a hospitable “climate” for all employees of the university and for all students in our classrooms. • We should further refine our benchmarks around our equity and diversity initiatives.
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7. *Enabling academic leadership and academic planning*

The values and the work of departments, programs, research institutes and colleges are the single most important factor in our being one of the world’s best public teaching and research universities. In realizing our goals, the qualities that Chairs, Principals and Deans as well as Vice-Provosts, Vice-Presidents and the President bring to their leadership will prove critical.

Departments devise curricula. Departments make decisions about the intellectual directions they will take in their teaching and research. Departments conduct searches, recommend appointments, review and recommend candidates for tenure. Chairs are key figures in enabling departments to articulate standards and directions in their work. In non-departmentalized Faculties, it is Deans who assume this role. And in the College system, the Principals undertake the same task in relation to College programs and student life, with the added complication of needing to exercise their leadership in ways that are highly congruent with the goals of the departments on whose faculty the College programs draw. It is Deans and Vice-Presidents who are obliged to provide the leadership and institutional framework that will enable departments and their Chairs to fulfill these responsibilities. This work requires strong academic leadership.

Academic leadership

We have some very fine examples of strong academic leadership at the University of Toronto. If one digs very far into the histories of our best departments one will almost always find such a Chair founding their strength and a succession of such Chairs furthering it. If we are to fully realize our aspirations, we need such leaders at the helm of every department, research centre, program, college, and faculty in the University as well as in our senior administration. We need strategies to attract these faculty into leadership roles and innovative actions to support them during and after their leadership terms.

Goal: Enabling academic leadership	Objectives
<p>To enable the discovery and sharing of knowledge through teaching and research, we will ensure strong academic and professional managerial leadership and constructive, collaborative, transparent governance at every level of our University.</p> <p>This will serve all the other ten goals.</p>	<ul style="list-style-type: none"> • We should foster our culture of academic leadership and should recognize the importance of the role our Chairs, Directors, Deans, Principals, Vice-Provosts, Vice-Presidents and President in achieving the University’s goals. • Departments should make decisions about staff that ensure adequate support for the work of the Chair. • In appointing Chairs, Deans and Vice-Provosts we should carefully consider, and should provide to the fullest extent possible, the particular resources that will best enable the appointee to maintain his or her research and some teaching.

Academic planning

Academic planning asks Departments, Faculties, Colleges, Institutes and the University to pause: to assess their strengths and their opportunities in light of developments in their discipline or program area and in light of the larger intellectual landscape, to reflect on their premises and assumptions as well as on the responsibilities and opportunities offered them by their relations with the rest of the university, to face facts and to set directions that will ensure intellectual and programmatic strength in research and teaching. Academic planning should help academic units generate consensus about how to position themselves as national and international leaders even as their fields change in the wake of new discoveries, new theories, new methods, new models and new and shifting external forces.

Effective academic planning fosters and supports bold and effective vision at every level of the university. It also fosters and supports effective dialogue and collaboration among departments, interdisciplinary programs and institutes, and Faculties, as well as among Faculties, the Provost and the Academic Board of the Governing Council. It allows us to develop a collective strategy for each of our constituent parts, to forge collaboration and strength across those constituent parts, to allocate our resources wisely, and to make cases for necessary new resources.

Companion Paper 6, *Academic Leadership and Academic Planning*, provides detailed steps and outlines the scope for academic planning. This includes guidelines for self-study and external review as well as a strategic visioning process in which each academic unit is asked to look ahead, take into consideration the new vision, goals and objectives of the University and lay out a course of action for its own future. In addition to identifying strategies, timeframes and resources to achieve its goals, each academic unit will need to consider the metrics it should use to measure progress against these goals. Potential benchmarks are included as an appendix to Companion Paper 6.

In departmentalized faculties, Deans will evaluate the plans – their goals, priorities and feasibility. All Deans, both of those departmentalized and non-departmentalized Faculties, will submit their plans for Faculties to the Provost. The Provost will respond to academic plans of Faculties and ultimately forward actions and budget allocations following on them to Governing Council.

Because knowledge emerges rapidly, and because we must be nimble in our response to it, we do not view our academic plans as carved in stone, or as commandments which permit no deviation. Rather, they are guideposts to the next years, to be reviewed annually for progress towards a unit's goals and to make necessary adjustments in light of new discovery and new circumstances.

The Provost's Office will hold a series of workshops early in 2004 to support Chairs and Deans through the academic planning process.

Measuring Up and Resources

Two additional appendices have been produced to support the University Academic Plan. The first provides greater detail on mechanisms for evidence, evaluation and benchmarking. It will provide the basis for annual reports to Governing Council on the extent to which we are meeting our objectives.

The second lays out a series of objectives pertaining to Resources, specifically, people, money, space, technology and time. Many of our objectives in the present framework for academic planning can be realized without a large outlay of new resources. Nonetheless, the realization of many of our goals will depend on increased resources in the university. We should not abandon those goals until such time as the resources are there. Rather, we should recognize that progress towards a goal, measured in relation to resources, constitutes success even if the goal is not fully realized. We should recognize that progress itself helps make the case for new resources. And we should work to garner the resources that will make it possible to fully realize our goals.

Largely (although not entirely) directed to Simcoe Hall, the final University wide goal is *“to increase our total revenues over the next ten years by 30% plus the value of inflation during this period”*. While we have outlined a series of aggressive actions to achieve this target, we will look to all academic units for support and innovative strategies in reaching this important goal.

Goal: Generating resources	Objectives
<p>To enable us to undertake the highest quality of teaching and research, we will aim to increase our total revenues over the next ten years by 30% plus the value of inflation during this period.</p>	<ul style="list-style-type: none"> • We will work with the provincial government to increase the per student FTE funding to the Canadian average • We will work with the provincial government to fully fund graduate student enrolment. • We will work with the federal government to increase funding for indirect research costs to 40%. • We will partner with both governments to address our issues of deferred maintenance • We will partner with our alumni and friends to continue to support the University’s teaching and research through private giving • We will review our business processes and our use of information technology to save time, money and effort wherever possible • We will use our physical plant more fully over more of the day, week and year so as to reduce the need for expanded capital infrastructure

What Next?

Stepping UP sets out an historical and contemporary context within which to think about the University of Toronto's aspiration to become one of the world's best public teaching and research universities by reason of its discovery, preservation and sharing of knowledge through its research and its teaching and by reason of its practice of equity.

The vision, mission, values and goals outlined here, and the many strategies proposed in the corresponding Companion Papers carry within them the suggestions of hundreds of contributors to the "green paper" process of the fall of 2002 and the "draft white paper" which followed in the fall of 2003.

The most important "what next?", however, rests with departments, programs, research institutes, and Colleges. What *Stepping UP* asks every unit to do is to develop an academic plan that will set its priorities and govern its activities over the next years. This is the moment when each unit in the university is asked to step up to the setting of priorities to realize our ambition of becoming one of the world's best public teaching and research universities. As we participate in drafting the academic plan for our unit(s), we will want to be cognizant of the goals, priorities and objectives outlined in *Stepping UP*.

But each unit will also enrich those goals and objectives with the inflections that a particular discipline or area of study lends them. Each will address them from the vantage point of a particular body of knowledge and expertise, a particular academic mission, and a particular moment in its own evolution. We will also want to pay particular attention to our inter-connectedness with other units on campus, with the larger community, and with the national and international community of researchers and expert advisors. We will want to think about our next years of research and teaching in terms of the large and critical questions that face us in the world and that define the broader intellectual landscape.

Departments, programs, colleges and research institutes are asked to have their academic plans in the hands of the appropriate principal, dean, or vice-president on a schedule to be agreed upon between the appropriate academic leader and the Provost. The plans will be available to the Academic Board of Governing Council for information and policy matters and allocations of new resources consequent on the plans will come to Governing Council for approval. The Provost's office will over the next years allocate the funds available for new academic plan initiatives in relation to the strength of the academic plans and the benchmarks that are indicated in the appendices to *Stepping UP*.

Academic planning is not only a strategic, but a hopeful, purposeful and deeply intellectual activity. It enables us to project in a thoughtful way a future that preserves the best of the present even while we improve upon it and edge or leap into the future. This exercise in reasoned hope, in reasoned preservation and in strategic evolution, is what comes next.

November 27, 2003