University of Toronto

OFFICE OF THE VICE PRESIDENT AND PROVOST

Stepping *UP* – Synthesis

November 29, 2004

Our academic plan, *Stepping UP*, articulates the University's vision to be a leader among the world's best public teaching and research universities in the discovery, preservation and sharing of knowledge. The plan clearly defines our commitment to excellence and equity. Our vision is rooted in our mission to be a student-centred public teaching and research university. In fulfilling our vision we have a responsibility for public stewardship of ideas, and contribution to our local, national and international community.

The *Stepping UP* vision was developed through a process that included extensive, grass-roots consultation with the broader University community. This has led the University to identify a key set of values, goals and priorities. *Stepping UP* presents a substantial number of initiatives, actions and recommendations that form the strategy towards achieving this vision.

Most academic Divisions have now submitted their plans based on *Stepping UP*. Many of the strategies that each Division engages in to achieve its vision will be unique to the circumstances of that Division. However, there are a number of activities that the University and its Divisions can engage in collectively that cut across divisional boundaries. The purpose of this document is to identify the major themes that have emerged from the consultations and Divisional plans through the *Stepping UP* exercise and to focus on those initiatives upon which we can work together. This document will be updated regularly as goals and priorities for the Divisions and the University evolve.

Five priority objectives are identified for the University, each of these building on one or more of our unique characteristics. These objectives are intertwined and linked with our overall mission described in the first paragraph. Following this we present five items for continued action that are necessary to enable our mission. These are areas in which we also have to focus attention across divisional boundaries in order to ensure that we have the capacity to achieve our objectives. Finally, we present areas in which across the institution we may further facilitate interdisciplinary activity.

I. Priority Objectives

The major themes that have emerged from the *Stepping UP* exercise reflect our most important challenges of becoming a globally recognized student-centred teaching and research university. In working towards these challenges we will build on our distinctive

strengths, including our size and breadth, the quality of students and faculty, our diversity and our location in the Greater Toronto Area. Emphasis on our distinctive strengths, as outlined below, will help provide focus for the recruitment and retention of top students and faculty, which must remain a main concern in order for us to have the strongest teaching and research experiences. We must ensure that we are meeting our student, faculty and staff expectations of the level of academic challenge provided, opportunities for active and collaborative learning, student-faculty interaction, and an enriching overall educational experience, in and out of the classroom within a supportive campus environment.

1)   *Every student will have the opportunity for an outstanding and unique experience at the University of Toronto.*

Anecdotal and statistical evidence show that while the academic experience of our students is strong, the co-curricular and support experience is much more varied. Engagement of students in the life of the University beyond the classroom can be limited, particularly for those that are not living in residences. A unique advantage of the UofT student experience is our large size within which are contained a range of smaller communities, each of which has a critical mass of top faculty and staff. We also have unique resources, especially in our federated and constituent colleges and professional faculties, our three campuses, and more broadly in the communities around us. We should use these resources to ensure that every student has the opportunity for a unique, well-rounded experience at the University and in the communities of which we are a part. We will also continue to take an active interest in students' careers and development while at the University.

Key areas that have been identified by many divisions relate to enriching the student experience both within and beyond the classroom including: enhancement of student services; improved use of web services and the creation of student portals; enhancement of the experience of community for students; provision of communications; provision of resources for skills development; opportunities for significant international experience; provision of opportunities for community engagement; and improvement of teaching effectiveness, including improved access to classrooms and improved use of technology in teaching. In order to monitor the success of these initiatives, we will continue to participate in exercises such as the National Survey on Student Engagement and work to interpret and understand the results. We will set clear objectives based on such information with which to assess our success on this objective, which will be met by our being ranked a leading student-centred publicly funded research and teaching university.

2)   *Bring scholars and students from diverse disciplines together to meet scholarly challenges through interdisciplinary, interdepartmental, interdivisional and collaborations across campuses and with affiliated institutions.*

Many of the most challenging issues confronting society require scholarship that is collaborative and interdisciplinary. We have a rich tradition of such work at the University of Toronto that serves to enhance the student experience both in teaching and exposure to research. We are also unique in the breadth of our disciplinary programs.

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Our affiliations with other institutions, particularly the fully affiliated teaching hospitals and research institutes that comprise the Toronto Academic Health Sciences Network, provides opportunities that exist in only a handful of centres worldwide. We can assemble teams of scholars and provide students with interdisciplinary experiences that few other institutions are able to do on their own. We have to ensure that any barriers to such activity are identified and take action to overcome them.

Interdisciplinary activity is most successful when it emerges from interactions among faculty and students. Therefore, the University should facilitate on an ongoing basis the development and maturation of focal areas for interdisciplinary activities that have been identified as priorities by multiple divisions. In developing interdisciplinary initiatives we should pay particular attention to our tri–campus and multi-site structure. This includes ensuring that faculty and students from multiple campuses can be engaged in those initiatives that span across more than one campus, and also identifying initiatives that are unique to individual campuses. In addition, the University has affiliation with a wide variety of institutions and initiatives involving these institutions should be cultivated and nurtured.

A preliminary list of University-wide interdisciplinary foci is outlined in the final section of this paper. The purpose of this list is to identify *institutional* priorities for further discussion or action -- it is not meant to restrict in any way the collaborative initiatives that individual faculty, departments or divisions may engage in.

A workshop conducted by the Provost's office in January, 2004 identified some key challenges to interdisciplinary activity.[1] These challenges include: the extra work that is often required to engage in interdisciplinary activities; the lack of recognition at times for this type of work from colleagues; the lack of alignment of budgetary systems and incentives with such activity; the administrative challenges of sustaining smaller centres and institutes; and the sometimes unclear reporting arrangements for interdisciplinary groupings. Any changes to the University's budget model must ensure that the specific challenges in working across divisional boundaries are addressed.

We will measure the success of these initiatives through benchmarks that evaluate the quality and quantity of interdisciplinary, interdivisional and intercampus teaching and scholarship.

3)   *Clearly link all our undergraduate, graduate, and professional academic programs to strong research experiences.*

Our research breadth and strength are key distinctive features for our students, faculty and staff. To maximize the quality and uniqueness of the University of Toronto student experience, linkage to research experiences should be included in all our academic programs, and all programs should reflect the latest scholarship. At the undergraduate level, we should strive to ensure that all students have an opportunity to interact with leading scholars in and out of the classroom, and all students who desire it should be able

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[1] Symposium on Interdisciplinary and Multi-Unit Planning, January 2004
http://www.provost.utoronto.ca/English/Symposium-on-Interdisciplinary-and-Multi-Unit-Planning.html

to engage in a research activity. Ideally, we could also link research and international experiences. In professional programs, all students should have the opportunity to learn how to be good consumers of research and students should engage in a research project where feasible. At the doctoral level, engagement in research is a *sine qua non*, but here we could set objectives for how graduate students could engage in enhancing the research experience of undergraduate and professional students.

There are already many ways in which students can gain research experiences. These currently range from research oriented seminar courses, such as the 199, 299 and 399 courses in Arts and Science, to summer research placements, or field research.[2] Best practices for promoting such experiences should be identified and encouraged. The proportion of students receiving a meaningful research experience should be assessed, and a clear objective for the end of the plan period should be set. For example, each Division may be asked to define what a meaningful research experience is and set a target for the proportion of students expected to engage in one in each year of study.

4)   *Our scholarship and academic programs will be relevant to, and have an impact on, the broader community (locally, nationally or internationally) through outreach and engagement in the processes of public policy.*

Our responsibilities as public stewards of knowledge require us to ensure that the scholarship we generate and maintain is made available via our students and faculty to the broader community. At the local level, we should collaborate with community agencies, organizations and municipal governments to work on the issues that they face. We should identify opportunities for community-based experiential learning for our students that will engage them in these activities. At the provincial and national level, we should seek out opportunities for our scholarship to inform public policy debates. Internationally, we should partner with institutions that extend our reach, and identify means by which we can assist those who can benefit from our scholarship. Finally, we should be fully engaged in the process of innovation that takes the products of scholarship out of the University into society.

Several activities will help further this objective: an inventory of our outreach activities compiled by the Provost's Advisor on Outreach; the proposed Centre for Community Partnerships; the review of our technology transfer and Innovations Foundation by the Vice-President, Research and Associate Provost; the development of an international strategy; and the proposed School of Public Policy and Governance (see III 1 below).

5)   *Achieve equity and diversity in all our activities to ensure that we reflect our local and global community.*

We are fortunate to be located in one of the most multi-cultural cities in the world. As a public university we must ensure that we are accessible to all members of our community. Our student body should be a reflection of the diverse local and global communities of which we are a part and we should be active in the recruitment of such students. Our faculty and staff ultimately must reflect the diversity of our students and the

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[2] A draft overview of current research-teaching endeavours at the University is attached.

community around us. Our scholarship and academic programs should also reflect this diversity. In this way, we can serve as a model of diversity for the global community.

The Vice-President, Human Resources and Equity is reviewing our equity infrastructure. A key recommendation will be the creation of an Equity Advisory Board that will guide our continued efforts in this area.

II. Enabling Actions

1)   *Recruit, retain and recognize excellent faculty, staff and students*

The success of the University in achieving its priority objectives involves active involvement of excellent faculty, staff and students. Strong faculty will attract strong students and enhance the student experience, and *vice versa*. Faculty includes those in the professoriate, lecturers, clinical faculty, status-only faculty, stipendiary instructors, and adjuncts. We must continue to proactively recruit faculty that are attuned to the ethos of our student-centred research university, develop programs for the mentoring and orientation of new faculty, ensure that rigour is followed in tenure and promotion decisions, and to develop creative measures to retain faculty. We must also continue our efforts in recruiting high quality students who wish to take advantage of the quality and breadth of learning and research opportunities provided by an institution that is of the caliber and size of the University of Toronto. We should also continue our efforts to recruit, retain, mentor, support and promote excellent staff. Staff perform the work that ensures that our teaching and research enterprise is able to function appropriately. Staff are the first point of contact for students on a wide range of matters and are essential to ensuring the quality of the student experience.

While we generally do support and recognize the scholarship of our faculty, some Divisional plans suggest a need for better support of research, particularly for junior faculty. In the area of teaching our record of supporting our faculty is less strong. We need to do a better job of recognizing the importance of teaching in our tenure, promotion, and annual reviews. We should also proceed with developing a mechanism for recognizing our very best teachers through a Teaching Academy.

2)   *Becoming an employer of choice: improving the employee experience*

Our staff and faculty should enjoy a work environment that ranks among the finest in the country. This is important not only from a human resources perspective, but also because it has a direct impact on the quality of the student experience since the student experience is determined to a large extent by the individuals with whom students interact. While there are many workplace enhancement initiatives already in place, the Vice-President, Human Resources and Equity is leading the effort to improve coordination and communication of these existing initiatives as well as to develop further initiatives to improve the work environment. We should also continue to enhance our efforts in the area of staff development. In particular, we should focus on career development for staff and faculty, and succession planning for leadership roles.

3)   Creating world-class infrastructure

In order to support our students in terms of learning and research opportunities and fostering of the student community, we require adequate space, equipment and other resources to support teaching and scholarly activities. The last few years have seen a tremendous building boom across our campuses that have added or renovated state of the art facilities. Nevertheless, there remain substantial limitations in the quality of many of our facilities, especially due to deferred maintenance. The lack of student activity space on all our campuses, and residence spaces on the East and West campuses, present challenges to improving the student experience. To attempt to address this, a long-range capital plan that takes account of our current borrowing capacity has been developed.

4)   Develop an institutional information management strategy

At present we have many data systems and resources.[3] In many cases, we adopted new technologies, or indeed, developed systems where none were available. We now have the challenge of bringing together data from these diverse systems and turning it into information and knowledge that we can use to better support our students and faculty in terms of teaching and scholarship. Initiatives such as web portals will allow students to have better and more refined access to information about their courses, divisions, and university communities in which they wish to participate. Implementation of IT standards will require our information systems to come together in ways that have not easily been accomplished in the past. As a result, a strategic computing plan is being developed in an effort to better coordinate and maximize the utilization of our data systems and resources.

5)   Generate and allocate the resources to achieve priorities

In order to ensure that the above priority objectives can be achieved the President and Vice-Presidents have to ensure that the necessary resources are available through sustained commitment to public advocacy and advancement. Furthermore, our processes for allocating resources should be transparent and ensure that the activities that will allow us to best achieve our objectives are adequately supported. The budget review group will be presenting options for our budget model.

We must also remain cognizant of the fact that we will not likely have all of the resources to do all of the things we would *like* to do. We have to be prepared to make tough choices and stop doing things that do not advance our mission.

III. Interdisciplinary/Interdivisional areas

The concept of interdisciplinarity denotes working jointly to address common problems by bringing together expertise from a discipline-specific base. It can refer to disciplines, institutions and methods, or level of scholarship and teaching (i.e., undergraduate, graduate, post-graduate and researchers). In terms of opportunities for interdisciplinary

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[3] *Information Flowing Freely - An Overview of IT @ UofT, August 2004*
http://www.provost.utoronto.ca/English/Information-Flowing-Freely---An-Overview-of-IT--UofT.html

scholarship and teaching, the University's strengths are our size, breadth of scholarship, interdivisional and inter-institutional networks, and our expertise.

As noted above, interdisciplinary activity is most successful when it emerges from the grassroots. We need to continue to work to ensure that there are mechanisms to foster the development and growth of new interdisciplinary initiatives as they arise. We will be convening a workgroup to examine the barriers that have been identified, and to recommend strategies for dealing with them.

While we will continue to foster a broad range of interdisciplinary activities, we do need to identify focal areas for support at the institutional level, based on the consultations that have been conducted. Listed below are five interdisciplinary foci that were identified by multiple divisions in their academic plans and that, for the institution as a whole, are identified as being at a critical stage in their development requiring broad, coordinated institutional discussion and support. The foci are clearly linked to our priority objectives and will consolidate the student-centred research university experience in these areas of scholarship. The identified focal areas will benefit from institutional support in order to ensure that they are established in a coherent fashion across the University and achieve high visibility in the broader community both within and outside the University.

The list is not meant to restrict in any way the collaborative initiatives that individual faculty, departments or divisions may engage in. Indeed, it is these grass-roots initiatives on the local level that become broader in nature and may mature into future institutional priorities.

1)   *School of Public Policy and Governance*

An initiative in public policy was identified as a priority for the University in earlier planning cycles. Many Divisional plans have also shown support for such an initiative in their *Stepping UP* plans. This support arises from the recognition that University faculty from all Divisions already provide a substantial amount of advice to all levels of government and bring this knowledge to bear in their teaching. We can capture this broad work to better fulfill our priority objective that our scholarship and academic programs will be relevant to, and have an impact on, the broader community (locally, nationally or internationally) through outreach and engagement in the processes of public policy. A Task Force on Public Policy has proposed a model for a School of Public Policy.[4] The network model that is proposed would see a small core that would work with the substantial strengths currently present in the Divisions. The advantage of such a model is that it provides a cohesive focus as well as a value-added of a dedicated academic program in public policy and governance.

2)   *Information and Knowledge*

Information and communication technology have fundamentally changed the way in which we live and work. These are embedded, cross-cutting features in our daily

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[4] Report of the Task Force on Public Policy Studies at the University of Toronto, January 2004
http://www.provost.utoronto.ca/scripts/index_.asp?action=31&U_ID=0&N_ID=6&P_ID=5135

interactions in teaching and research and the effects are visible in all our Divisions. Many Divisions have an initiative in this area and high student demand that is unique to their specific needs, or are participating in a multi-unit program. Given the level of activity already present at the University in a dispersed manner, this area is at a critical evolutionary stage and needs institutional support to enable coalescence and coordination as well as a higher visibility on the institutional level in order to meet the expressed needs of our students.

The Faculty of Information Studies has proposed a new model for organizing activity in this area.[5] Such a model could serve as a prototype for how we approach scholarship of this nature at the University.

3)   *Environment initiatives*

The stewardship of the environment remains one of society's most significant challenges and the University has a number of initiatives in this area. Students repeatedly identify this issue as a high priority. The Faculty of Arts and Science has proposed the creation of Centre for Environment to bring together undergraduate teaching and graduate research under a single entity. This development will need to be coordinated with environment initiatives in other divisions, particularly UTM, UTSC and the Faculty of Applied Science and Engineering.   A separate initiative focused on the science of global climate change is also under development.

Looking forward, while complete consolidation across the entire University may be neither desirable nor feasible, better coordination is a necessity. We have to ensure that students are able to easily identify what programs are available in this area, that external agencies have a clear contact point for issues and projects, that we have a focused research agenda and that we do not have gaps in the areas that we cover.

4)   *Creative and Performing Arts*

We are situated in a rapidly evolving cultural centre, with new or redeveloped museums, theatres, concert halls and galleries across the region. At the University we also have many important programs, centres and facilities. A major structural change in how we approach these activities is not necessary at this time. Better coordination, through the creation of a Council on Creative and Performing Arts, however, would help to achieve the objectives of improving collaboration and synergy, enhancing the student experience, and to raise the profile of these activities and improve opportunities for partnerships with cultural organizations in Greater Toronto Area.

5)   *Urban issues*

A number of Divisions have identified initiatives that deal with our urban community. While it is too early to determine where this may head, we should ensure that the various existing groups remain in contact, and where possible foster any opportunities for

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[5] *Stepping Up: Information Practice in the 21st Century,* Faculty of Information Studies Academic Plan attached.

synergy. The coordination of our activities in outreach will be an important tool to ensure that the University is having the greatest possible impact on the development of communities in the Greater Toronto Area.

Conclusion

This synthesis document provides a brief overview of the key themes emerging from the *Stepping UP* exercise. This is a living document that will be revised on a regular basis, as Divisions further development their plans, as our environment changes, and as we learn from our experiences. The challenge before us, driven by the prime objective to enhance the student experience, is a great one, particularly in a time of constrained resources. However, our institution has the strength and breadth through its people to rise to this challenge and to succeed in becoming a globally recognized student-centred teaching and research University.

University of Toronto

OFFICE OF THE VICE PRESIDENT AND PROVOST

P&D # 7, 2004-05

Memorandum

TO: Principals & Deans

FROM: Professor Vivek Goel, Vice-President and Provost

DATE: October 26, 2004

RE: **Academic Initiative Fund (AIF) First Round – Review Committee**

In response to our call for AIF proposals, we have received 52 proposals from thirteen University divisions. The total requests are for $2.7 million of base and $42 million of OTO support. As noted in previous P&D memos, the Provost's recommendations for allocations will be based on advice from a committee, chaired by the Provost and including representation from Principals and Deans and the Provost's office. The composition of the committee for the first round of AIF is as follows:

> Vivek Goel, Vice-President and Provost (Chair)
> Gage Averill, Dean, Faculty of Music
> Jim Barber, Dean, Faculty of Social Work
> John Challis, Vice-President, Research and Associate Provost
> David Farrar, Vice-Provost, Students
> Edith Hillan, Vice-Provost Academic
> Ian Orchard, Vice-President and Principal, University of Toronto at Mississauga
> Susan Pfeiffer, Dean, School of Graduate Studies
> Ron Venter, Vice-Provost Space and Facilities Planning
> Safwat Zaky, Vice-Provost, Planning and Budget

The divisional academic plans will determine our priorities in teaching and research, hiring, government advocacy, development, and capital planning for the next six years. Initiatives arising from the planning process that will be considered for funding from the AIF will be those that are consistent with the mission and values of Stepping UP. The criteria that will be used to assess initiatives include:

- Enhancing the student experience at the University.
- Enhancing interdisciplinary, interdepartmental, interdivisional and cross campus collaborations.
- Bringing together undergraduate and graduate activities with research opportunities.
- Connecting the University with the broader community (locally, nationally or internationally) through terms of public policy and outreach.
- Improving equity and diversity.

The Provost will present recommendations for approval to the Planning and Budget Committee at its December meeting.

Please note that we are proposing February 10, 2004, as the submission deadline for the second round. Details regarding the next round and advisory review committee will be provided at a later date.

University of Toronto

OFFICE OF THE VICE PRESIDENT AND PROVOST

Academic Initiative Funds (AIF) - Proposal Summaries
First Round Allocations, Fall 2004

Engineering Strategies and Practices
Faculty of Applied Science and Engineering

This proposal outlines an initiative to launch interdisciplinary teaching in the field of engineering design to serve as core foundational courses in the Faculty. The engineering design curriculum initiative will provide the context for developing skills in professional communication, problem solving, independent learning, systems thinking and team dynamics. To catalyze this evolution, renovations to existing space are required to provide design studio space for facilitation of the course delivery, along with core logistical support for the initiative.

The proposal will enhance the student experience at the University, allowing for an outstanding and unique experience, as well as bringing together undergraduate activities with research opportunities and enhancing interdisciplinarity. The project has the potential to work with the broader community in terms of design project development and to strengthen outreach.

Research Data Centre
Faculty of Arts & Science

The Research Data Centre is a collaborative initiative with Statistics Canada that has provided essential access to UofT social scientists to datasets that otherwise are unavailable to researchers. It has been essential to promoting graduate student research projects. It has strong support from the Faculty of Arts and Science, OISE/UT and the School of Graduate Studies.

This joint initiative involves several divisions and has links with many community agencies thus connecting us to the broader community. It is very valuable to graduate research and allows for interdisciplinary work in the social sciences.

Institute of Optical Sciences
Faculty of Arts & Science

The proposal will build on the University's strength in photonics and optics research, both for research and teaching in fundamental phenomena and in applied technologies. The Institute will also be the node for the Optical Technology Centre (a collaborative effort with the former Ontario Centre of Excellence in Photonics Research Ontario) that will provide a unique and effective means of commercializing the technologies arising from the Institute.

The Institute proposal will enhance both the undergraduate and graduate student experience, bringing research to bear to both scholarly and industry-related projects. The Institute work will be interdisciplinary and interdivisional in nature and enhances and consolidates current programs and will result in more efficient use of resources. The Institute also provides an important opportunity for outreach to relevant communities.

Centre for Ethics
Faculty of Arts & Science

The University has an extraordinary wealth of talent in ethics research. Across the disciplines, our colleagues are individually recognized as world class scholars. The creation of a Centre for Ethics will allows for the University to enjoy the profile it can and should have as a leading centre for ethics research. The Centre will provide a stimulating and challenging learning environment for undergraduate and graduate students, including them directly in the Centre's research activities. It will foster new collaborative research among our scholars and provide a magnet for the world's best scholars to advance their research during a sojourn here.

This is a strong proposal that fulfills all of the AIF criteria specified and integrates and consolidates many current activities in the Faculty and has support from other Divisions as well. It has the support of numerous partners, many of which have agreed to contribute financial support. The proposal offers potential for future leveraging of funds, donor opportunities and grants.

Knowledge Media Design Institute (KMDI) – Project Open Source
School of Graduate Studies

The proposal for Project Open Source is an exciting and impressive illustration of what a commitment to interdisciplinarity can do, in the context of a fast-moving field. The KMDI proposes that it form the hub of a very large wheel, with spokes extending to all campuses, and both academic and support units. The proposal has support of and links to the Faculty of Information Studies, UofT Libraries and the Department of Computer Science. KMDI will support the development of a cross-divisional, tri-campus networked community of scholars and students interested and engaged in all aspects of open source. The project will consolidate the UofT expertise in this domain and foster awareness, coordination and knowledge mobilization through its programs and communications vehicles.

This is a strong proposal that addresses each of the AIF criteria. We view the development and support of Open Source as an important institutional priority that may also benefit our institutional administrative systems.

Enabling Student Access to Digital Information
UT Libraries

Access to more and better computers tops the list of most desired improvements in recent Library surveys. Student demand continues to increase. Well over 42,000 different users logged on last year at library workstations requiring authentication. The Library has requested two-year funding to renew equipment purchases during the last plan period. The Library will consult with academic divisions and students on the implementation of a new plan.

The proposal will enhance the student experience at the University for a large proportion of the student population. Without such funding, rapid deterioration will follow in an area that students already rate as insufficiently supported. In addition, the computer facilities improve equity in access to technology for students who cannot afford an up-to-date personal computer.

Expanding Student Study Space
UT Libraries

The proposal addresses the need for improved study space in the Robarts Library. The goal of the proposal is to provide suitable study space, to maximize study space capacity and to

provide a better and more comfortable study environment. The proposals should result in a 10% increase in study space in Robarts.

The proposal will clearly enhance the student experience at the University.

Advancing the Donnelly Center for Cellular and Biomedical Research (CCBR)
Faculty of Medicine

This proposal is for base funding and one-time-only resources to allow strategic faculty recruitment to establish the CCBR as an internationally recognized institute for interdisciplinary biomedical research. The AIF will facilitate the recruitment of top-flight personnel to the CCBR in a very competitive market.

The proposal will result in enhancement of interdisciplinary, interdepartmental, interdivisional and cross-campus collaborations as result of allowing the fundamental mandate of the CCBR to be carried out. The CCBR creates a unique environment in which the Faculties of Medicine, Pharmacy, Applied Science & Engineering and Arts & Science will be brought together in contiguous space in an open-concept laboratory environment. The CCBR will provide tremendous opportunities to enhance the student experience at the University by bringing world-class researchers to work side by side with students. Supporting the CCBR allows for connection of the University with the broader community and builds on and consolidates existing initiatives.

Capital Project – 155 College St.
Faculty of Medicine

This proposal is for OTO funding to support the capital project, providing new space to accommodate the Departments of Health Policy, Management and Evaluation (HPME) and Public Health Sciences (PHS) within the recently acquired building at 155 College Street. By offsetting the requirements for the mortgage, the departments can focus their limited resources on program enhancement. PHS and HPME are collaborating with the Department of Family and Community Medicine and the Faculty of Nursing to create the Centre for Health Improvement and System Performance in the new facility. The new facility will strengthen newly established cross-disciplinary projects and provide impetus for new ones. The estimated costs for the renovation and relocation for HPME and PHS are $3.9 and $7.2 million, respectively.

This proposal addresses several AIF criteria by consolidating much of the ongoing research activity into a single location, which will encourage and support interdisciplinary scholarly research. The provision of appropriate faculty and student workspace will encourage interaction and enhance the student experience and increase opportunities for research and collaboration. The building will also provide a modern focal point for strong links to public health initiatives at all three levels of government.

Comprehensive Research Experience for Medical Students (CREMS)
Faculty of Medicine

This proposal is for AIF resources to enhance and support the CREMS program, that will integrate the fundamentals of research training into the undergraduate medical curriculum, and promote the development of future academic health leaders. The program will capitalize on the research-intensive UofT academic health science centre and directly link supervision and mentoring by graduate supervisors to the medical student learning experience. It will enable most students who are interested in research to experience it first hand during medical school.

The proposal addresses all of the AIF criteria in addition to improving efficiency and generating new revenues by working to obtain the commitment of supervisors, both on-campus and in the hospital/research institutes, for partial financial support of summer research.

Dissection-based Labs
Faculty of Medicine

This AIF proposal is to support the continuation and further development of the interdivisional teaching program between Medicine and Dentistry in Anatomy for dental students. The funds will be used to hire Teaching Assistants and to offset infrastructure costs arising from the Willed Body Program and cadaver preparation. Dissection laboratories are the central focus of Anatomy education in Medicine, Dentistry and the Allied Health Professionals at the University of Toronto, providing for active, student-centred learning through exploration and discovery. Moreover, the lab creates a highly interactive learning environment that promotes communication, collaboration and teamwork, key elements in the training of future health care professionals.

The AIF resources will allow the Division of Anatomy to continue providing laboratory education to students in the Faculty of Dentistry, enhancing both the student experience and opportunity for interdisciplinary teaching collaboration.

Centre for Urban Schooling
Ontario Institute for Studies in Education of the University of Toronto

The proposal is for two years of OTO funding to create a new Centre for Urban Schooling that will pull together a number of current initiatives at OISE/UT and across the University. The Centre is aimed at improving the educational challenges of under-served and under-performing youth in Toronto schools. It will build an intellectual community concerned with urban education issues; reach out to principals and schools working in innovative ways to improve urban school practices; make connections among current University initiatives in the schools; and pull together research, teaching and outreach in relation to equity and educational development.

This is a strong proposal that meets all of the AIF criteria and could allow many divisions to create valuable teaching and research links. The establishment of the Centre also emphasizes the University's commitment to working with local school boards to improve education.

Development of Entry Level PharmD Program – Support staff
Faculty of Pharmacy

This proposal seeks OTO funding to employ a practitioner that will aid the Faculty in the development of the Entry Level Pharm.D. curriculum and assist with the organization of information sessions for the greater pharmacy community.

A new curriculum is proposed that embraces the Faculty's goal of bringing expanded knowledge, skills and experience to students who aspire to become the needed Pharmacy professionals of tomorrow. The proposed curriculum change will have significantly more experiential training time, providing students time to develop their clinical skills and thus increasing their confidence. This is critical given the mandate of Primary Health Care Reform within Ontario and the need for pharmacists to take more of a leadership role and to work more effectively as part of the health care team with physicians and nurses. The Pharm.D. committee has proposed a curriculum change that will require changes in course content and coordination of delivery that will set a quality standard for pharmacy education in Canada.

The proposal will result in the ability of the Faculty to greatly enhance the student experience and will result in strong connections of the University with the broader community of pharmacy and health professionals.

Center for Cellular and Biomedical Research (CCBR) Mortgage Assistance
Faculty of Pharmacy

The construction of the CCBR has offered an opportunity for pharmacy researchers to collaborate with those with similar expertise in the Faculties of Medicine and Applied Science & Engineering. The Faculty of Pharmacy is expected to have faculty in the CCBR, however, as a result of the decision to complete the entire building, the mortgage requirement for Pharmacy has increased from $1.992 million to $3.630 million. The need to contribute to the CCBR mortgage, in addition to a mortgage and/or funding for the Leslie Dan Building, will result in a great strain to the Faculty's operating budget. Assistance with the CCBR mortgage requirement will offset operating funds in the Faculty to allow for new initiatives within Pharmacy's academic plan.

The CCBR provides Pharmacy faculty and students with an opportunity to engage in leading edge interdisciplinary research and to link research with teaching.

Enhancing the Support of Teaching at the University of Toronto
Office of Teaching Advancement

The Office of Student Advancement has grown dramatically in the three years of its existence as the demand for its services has grown, and will continue to grow, as a consequence of our increased emphasis on excellence in teaching at the University. Examples of increased operations include: a growing workshop series; coordination between divisional offices for faculty development; New Faculty Orientations for tenure steam, mid-career and part-time, sessional and stipendiary faculty; videotaping of classroom performance for teaching improvement; launching of a new program, *Teaching in the Canadian Classroom*; and overseeing matters related to Academic Integrity and administration of the University's site license for Turnitin.com. The modest funds proposed will support its greatly expanded activity.

OTA's initiatives have far-reaching impact within the University and the proposal clearly addresses how its activities will further enhance the student experience at the University and links teaching with research; in addition to connecting the University within the broader teaching community nationally and internationally.

AccessAbility Resource Centre – Full-time accommodations and volunteer coordinator
University of Toronto at Mississauga

Access*Ability* services are funded by government grants and university funds, supplemented by campus funds. The need for disability-related services linked to students' academic endeavors continues to outpace both government and university funding, and of course, prescribed accommodation must be provided. The proposal outlines the needs of the Access*Ability* Resource Centre at UTM for a full-time accommodations and volunteer coordinator.

This is a strong proposal that will enhance the student experience and promote equity and diversity aims at the University. The proposal will also improve efficiency.

CCIT Capital Support: Enhancing Communications, Teaching Infrastructure, Scholarships & Awards and General HR Support
University of Toronto at Mississauga

The proposal seeks AIF resources to capital funding to reduce the debt on the Communication, Culture and Information Technology (CCIT) building and on the Centre for Applied Bioscience and Biotechnology (CABB) facility. The released debt is intended to serve as a source for long-term financial investment in the academic ventures at UTM.

UTM has clearly outlined what will be done with the offset operating budget in terms of enhancing infrastructure for communications, computing, and teaching. All the savings in operating money that will result from the AIF allocation will be used for academic ventures that, as described, will enhance the student experience in the classroom and in laboratories, enhance recruitment, and potentially generate new revenues with matching funds as leverage. Freed operating funds will also be used for general human resources for support at UTM, enhancing the staff experience and improving efficiency by reducing program delivery costs.

Video Conferencing
University of Toronto at Scarborough

UTSC proposes to create a 'virtual' seminar room with 20 seats, equipped with an electronic whiteboard, cameras, microphones and screens, to enable participants at several sites to interact with each other and the lecturer. State-of-the-art video-conferencing equipment has manifold uses both in teaching and research, enabling a degree of tri-campus connectivity and outreach beyond the confines of the University that UTSC does not currently achieve.

This is a strong proposal that addresses several of the AIF criteria. It will enhance the student experience; enhance interdisciplinary, interdepartmental, interdivisional and cross-campus collaborations; as well as connect the University to the broader academic community nationally and internationally. The proposal is approved in coordination with the Office of the Provost launching a committee to review the state of videoconferencing at the University and to propose best practices for setting up several nodes on the three campuses that would meet the needs of the University community as a whole. UTSC will coordinate with this committee in order to set up an optimal system that is compatible with the other campuses and is efficient in terms of costs.

High Performance Computing and Student Access
University of Toronto at Scarborough

UTSC plans to exploit the leadership role in High Performance Computing that it currently enjoys. The long-term goal for UTSC is to encourage the formation of five *Science Research Centres*, in addition to the existing CFI-funded *Centre for Neurobiology of Stress*. The proposal outlines the AIF initiatives that will support this goal: 1) Enhancing the bandwidth of connection to the world outside UTSC; 2) Acquiring support expertise for researchers and teachers to avail themselves fully of the already available raw computing power; and 3) Supporting further research groups that are keen to push the boundaries of their specialty, exploiting the enormous advantage such a high performance computing facility at the cutting edge provides.

UTSC has clearly outlined the AIF criteria that will be met by supporting this initiative and its place in the context of the academic plan of UTSC. The proposal will enhance the student experience; enhance interdisciplinary, interdepartmental, interdivisional and cross-campus collaborations; bring together undergraduate and graduate activities with research opportunities; as well as connect the University to the broader academic community nationally and

internationally. Prior to implementation, the proposal will be coordinated with other groups involved with High Performance Computing at the University, notably the Office of the Vice-President, Research and Associate Provost and the Director, Strategic Computing.

Biology Labs – Equipment
University of Toronto at Scarborough

The proposal seeks funds to update the inventory of compound microscopes for the Biology labs at UTSC. The enrolment growth schedule at UTSC in the areas of Biology and Health Sciences has barely enabled UTSC to address this problem in the long run by creating a fund that will provide for replacement of teaching equipment, across all disciplines. However, this replacement schedule cannot address the acute situation currently experienced in Biology. Funding is necessary in order to accelerate the replacement schedule by 2 years, enabling students in such new program as Health Studies, co-op programs in Cell and Molecular Biology, Biological Chemistry and Neuroscience, to work with state-of-the-art equipment that prepares them realistically for the challenges they will face in their future workplace.

This equipment is critical to enhancing the student experience in the biology laboratories. Given the large growth in Biology and Health Sciences at UTSC, it is vital to have current equipment for the students currently enrolled or soon to arrive on campus.

Centre for Community Partnerships
Vice-Provost, Students

The proposal calls for the establishment of a Centre for Community Partnerships that will serve as a forum for sharing information regarding service learning theory and practice. The Centre will also create a UofT 'front door' for community and neighbourhood groups in the City of Toronto. By coordinating the administrative functions, the Centre has the potential to greatly reduce barriers to establishing working relationships with community organizations. It will involve students, staff and faculty in service activities that mutually benefit the campus and community. The goals of the Centre are to:

- develop, with community organizations, partnerships that are defined, sustainable and action-oriented
- collaborate with academic and co-curricular divisions in the University to identify and assess learning outcomes related to service
- Build educational capacity within communities of the GTA
- Promote a culture of service at the University of Toronto
- Collaborate nationally to further Canadian higher education's efforts to commitment to civic engagement.

The Centre for Community Partnerships contains an outline for its two basic program components: Curricular Program (Service-Learning) and Co-Curricular Program (Community Service). It is a strong proposal that addresses many of the AIF criteria. It will help to enhance the student experience; improve equity and diversity; as well as connecting the University to the broader academic community nationally and internationally.

AIF Round 1 Cashflow Schedule	2004-5	2005-6	2006-7	2007-8	2008-9	2009-10	Total
AIF (base budget increases by $5 million per year)	$5,000,000	$10,000,000	$15,000,000	$20,000,000	$25,000,000	$30,000,000	$105,000,000
Expenditures							
Operating Related Expenditure Requests (including Mortgage Items)	$3,205,915	$6,548,478	$6,488,778	$6,324,263	$5,522,263	$1,422,263	$29,511,958
Surplus/(Shortfall) - In-year	$1,794,085	$3,451,523	$8,511,223	$13,675,738	$19,477,738	$28,577,738	$75,488,043
Surplus/(Shortfall) - Cumulative/Carryforward	$1,794,085	$5,245,608	$13,756,830	$27,432,568	$46,910,305	$75,488,043	

AIF Financial Allocation Summary - Fall 2004

Faculty	Item	2004-5	2005-6	2006-7	2007-8	2008-9	2009-10	Dollar Request OTO	Dollar Request Base	Project Total
Applied Science and Engineering	Engineering Strategies & Practices		$75,000	$75,000	$75,000	$75,000	$75,000		$75,000	$375,000
	Renovation		$275,000					$275,000		$275,000
Subtotal		**$0**	**$350,000**	**$75,000**	**$75,000**	**$75,000**	**$75,000**	**$275,000**		**$650,000**
Arts & Science	Research Data Centre	$100,000	$100,000	$100,000	$100,000	$100,000	$100,000	$500,000	$100,000	$600,000
	Institute of Optical Sciences - for Operating		$525,000	$539,000	$552,000			$1,616,000		$1,616,000
	Institute of Optical Sciences - for Capital		$100,000					$100,000		$100,000
	Centre for Ethics - for Operating	$8,600	$61,700	$300,000	$300,000	$300,000	$300,000	$970,300	$300,000	$1,270,300
	Centre for Ethics - for Capital/Renovation		$790,000					$790,000		$790,000
Subtotal		**$108,600**	**$1,576,700**	**$939,000**	**$952,000**	**$400,000**	**$400,000**			**$4,376,300**
Graduate Studies	KMDI - Project Open Source	$99,815	$177,515	$177,515				$454,845		$454,845
Subtotal		**$99,815**	**$177,515**	**$177,515**	**$0**	**$0**	**$0**			**$454,845**
UT Libraries	Enabling Student Access to Digital Information	$500,000	$500,000					$1,000,000		$1,000,000
	Expanding Student Study Space	$105,000						$105,000		$105,000
Subtotal		**$605,000**	**$500,000**	**$0**	**$0**	**$0**	**$0**			**$1,105,000**
Medicine	Advancing the CCBR	$205,000	$240,000	$275,000	$275,000	$275,000	$175,000	$1,270,000	$175,000	$1,445,000
	Capital Project - 155 College Street	$500,000	$1,000,000	$2,250,000	$2,250,000	$2,000,000	$0	$8,000,000		$8,000,000
	Comprehensive Research Experience for Medical Students	$150,000	$150,000	$200,000	$200,000	$200,000	$200,000	$1,015,000	$85,000	$1,100,000
	Dissection-based Labs with Dentistry		$45,000	$45,000	$45,000	$45,000	$45,000	$180,000	$45,000	$225,000
Subtotal		**$855,000**	**$1,435,000**	**$2,770,000**	**$2,770,000**	**$2,520,000**	**$420,000**			**$10,770,000**
OISE/UT	Centre for Urban Schooling	$280,000	$250,000					$530,000		$530,000
Subtotal		**$280,000**	**$250,000**	**$0**	**$0**	**$0**	**$0**			**$530,000**
Pharmacy	Development of Entry Level Pharm.D program		$100,000					$100,000		$100,000
	CCBR Mortgage Assistance	$125,000	$125,000	$125,000	$125,000	$125,000	$125,000	$625,000	$125,000	$750,000
Subtotal		**$125,000**	**$225,000**	**$125,000**	**$125,000**	**$125,000**	**$125,000**			**$850,000**

AIF Financial Allocation Summary - Fall 2004

Faculty	Item	2004-5	2005-6	2006-7	2007-8	2008-9	2009-10	Dollar Request OTO	Dollar Request Base	Project Total
Office of Teaching Advancement	Enhancing the support of Teaching at UofT	$0	$42,263	$42,263	$42,263	$42,263	$42,263	$169,050	$42,263	$211,313
UTM	AccessAbility Resource Centre - Full-time accommodations & volunteer coordinator	$32,500	$65,000	$65,000	$65,000	$65,000	$65,000		$65,000	$357,500
	CCIT Capital Support	$1,000,000	$1,000,000	$2,000,000	$2,000,000	$2,000,000		$8,000,000		$8,000,000
Subtotal		**$1,032,500**	**$1,065,000**	**$2,065,000**	**$2,065,000**	**$2,065,000**	**$65,000**			**$8,357,500**
UTSC	Video Conferencing		$210,000	$10,000	$10,000	$10,000	$10,000	$200,000	$10,000	$250,000
	High Performance Computing and Student Access		$367,000	$15,000	$15,000	$15,000	$15,000	$352,000	$15,000	$427,000
	Biology Labs - Equipment		$100,000					$100,000		$100,000
		$0	$677,000	$25,000	$25,000	$25,000	$25,000			$777,000
Vice-Provost Students	Centre for Community Partnership						$ 270,000		$270,000	$ 270,000
		$ 100,000	$ 250,000	$ 270,000	$ 270,000	$ 270,000		$ 1,160,000		$ 1,160,000
Subtotal		**$ 100,000**	**$ 250,000**	**$ 270,000**	**$ 270,000**	**$ 270,000**	**$ 270,000**			**$ 1,430,000**
		$3,205,915	**$6,548,478**	**$6,488,778**	**$6,324,263**	**$5,522,263**	**$1,422,263**	**$27,787,195**	**$1,037,263**	**$29,511,958**