Three Priorities:
A Discussion Paper

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Introduction

The University of Toronto continues to be Canada's top university and one of the world's great institutions of higher learning.[1] Its teaching and scholarship across its three campuses span the full breadth of academic disciplines, and it is equally renowned for its advanced research and graduate education in humanities, sciences, health sciences, engineering, social sciences, and its many professional faculties. More recently, it has begun to make major contributions in the realm of entrepreneurship, with impressive initiatives emerging from many different divisions across all three campuses.

The University of Toronto is also distinguished by its singular ability to combine two distinct aspects of its mission. While it excels as Canada's most distinguished, globally ranked research powerhouse, and as one of the world's largest clusters of graduate education and research, it also provides a high-quality education to large numbers of undergraduates. Moreover, thanks to the most generous and comprehensive access guarantee in the country, supported by an extensive financial aid program, it has remained a remarkably accessible institution, relative to its peers. Indeed, there are very few higher education institutions in North America that combine these attributes of research excellence and accessibility as well as we do.

Successive University-wide planning exercises have affirmed the strong consensus in support of this mission and identity – most recently *Towards 2030* (completed in 2008) and *Towards 2030: The View from 2012*. The widespread consultation that informed the Presidential Search process conducted in 2012-13 provided further evidence that this consensus remains strong today. As a community, we are united by our commitment to these ideals. Accordingly, there appears to be little appetite at this time for engaging in another comprehensive, University-wide planning process.

At the same time, while we have achieved strong consensus around the goals to which our institution should aspire, the challenges and opportunities we face continue to evolve and change over time. If we are to succeed, we need to ensure that we are properly positioned to anticipate and meet our most pressing challenges and to take advantage of opportunities coming our way.

In my Installation Address delivered on 7 November 2013, I identified a number of challenges confronting all post-secondary institutions. I noted that public funding – already scarce – could become even more so if the fiscal position of our government partners deteriorates in the future. I noted that, in the face of a less than robust economic recovery, institutions of higher learning find themselves

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1 See Figure A-1-a in *Performance Indicators for Governance 2014* for a summary of recent rankings http://www.governingcouncil.utoronto.ca/AssetFactory.aspx?did=11181.

under increasing pressure to produce graduates who are fully ready to step into the labour market, and to abandon the time-honoured ideal of a broadly based education. Finally, I observed that our status as a preferred producer of knowledge has been undermined by societal change. In common with every other form of knowledge-producing entity, we now face intense competition from multiple sources, as the dissemination of knowledge explodes throughout the online world.

These challenges threaten to undermine both aspects of our unique identity that we prize so highly – our status as a globally recognized research powerhouse and a leader in graduate education, and our ability to provide a high-quality education to academically qualified undergraduate students, regardless of financial or other barriers. In response to these challenges, and as a way of turning them to our advantage, my Installation Address proposed Three Priorities: first, leveraging our location more fully; second, strengthening and deepening our international partnerships; and third, re-examining, and perhaps even reinventing undergraduate education.[2]

Since my Installation, I have had numerous opportunities to speak about these priorities – at meetings of the Governing Council and Academic Board, during visits to individual campuses, academic divisions and departments, and in public speeches to groups such as the Toronto Region Board of Trade[3] and the Empire Club[4]. I have welcomed invitations to present these ideas, and have done so in 24 sessions representing all five estates and attended by more than 2,000 members of the University community.[5] The response has been overwhelmingly positive, suggesting a widespread appetite for further discussion and development of these ideas in an appropriately interactive and consultative way.

With this in mind, I have written a Discussion Paper whose purpose is to offer more detailed consideration of each of these Three Priorities, while also reflecting the feedback received thus far. It is designed to stimulate further discussion and response amongst faculty, staff, and students across the University with the aim of achieving consensus and alignment. And, in so doing, develop coherent strategies to support each priority, while signalling our ambitions to key partners – alumni, donors, government agencies and community organizations – and soliciting their input.

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2 Strengthening our position as a leader in graduate research and education also remains one of the University's highest priorities. Under the leadership of the Dean, School of Graduate Studies and Vice-Provost, Graduate Research & Education, the University is undertaking a systematic review of its initiatives in this broad area, building on the 2013–14 review of the School of Graduate Studies.

3 See http://www.president.utoronto.ca/the-university-and-the-city.

4 See http://www.president.utoronto.ca/speeches/foundations-for-canadas-future-prosperity.

5 I also posted a video version of my Three Priorities presentation on the President's Office website to accommodate those not able to take part in any of the consultation sessions: http://threepriorities.utoronto.ca/.

In the following sections of this paper, I will elaborate on each of the three strategic priorities by defining explicit goals, articulating key elements and issues, and proposing concrete strategic actions as a roadmap for guiding future activity.

1. Leveraging Our Location(s)

We are indeed fortunate to be situated in one of the world's most open, culturally vibrant, and economically dynamic city-regions, spanning a broad geographic landscape from Mississauga in the west, through the downtown core to Scarborough in the east. There is no doubt that the attributes of this location have been among the key factors underwriting our success to this point in our history. Most obviously, they have helped us attract and retain the great students, faculty and staff responsible for our impressive achievements in scholarship, teaching and learning, and societal impact.

There is emerging evidence to suggest that such locational advantages are likely to become even more important to the success of educational institutions in the future. Indeed, Selingo (2014) documents an already marked and growing differentiation in the health and success of US universities and colleges along geographical lines: those that are located in major urban areas are, on the whole, outperforming those in more rural locations, and are substantially better positioned to prosper in the future.[6] He cites a recent study by Moody's Investor Services, which identifies a distinctly more challenging outlook for US institutions in rural and small-town locations, and a far brighter future for those located in large urban regions, for which demand is considerably stronger.

This would suggest that it makes considerable sense for the University of Toronto to explore new and imaginative ways to take advantage of our three campuses in the Toronto region, and to deepen our relationships with our local partners – public, private, and non-profit. This is clearly a case of enlightened self-interest. By working more closely with these groups to meet challenges and seize opportunities together, we will make this region a better place in which to live, work and prosper. And in so doing, we help ourselves by making it easier to attract and retain talented faculty, staff and students.

Accordingly, the goals underlying this strategy would be:

• To improve the state of our host city-region
• To enhance the University's success in attracting and retaining talented faculty, staff and students

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6 Jeffrey Selingo, "Location, location, location: urban hotspots are the place to be", *The Chronicle of Higher Education*, 28 July 2014 [http://m.chronicle.com/article/Location-Location-Location-/147931/].

- To promote further success in research, teaching and learning by focusing on urban processes, dynamics and challenges, such as poverty, public health, innovation clusters, environmental and energy systems, transportation, political systems, design and planning, and more
- To enhance the University's standing and reputation as a city-building institution.

The fourth goal is worth further elaboration. Our success in strengthening our reputation as a city builder is likely to advance the University's interests in a number of concrete ways. In the realm of government relations, it can help leverage more support for our teaching and research programs, and for our entrepreneurship and innovation initiatives from our federal and provincial partners. It is also likely to enhance our success in student recruitment, as growing numbers of prospective students are attracted by service- and experiential-learning opportunities and – in particular – the possibility of learning by doing, as part of a city-building class or research project.

The key elements of this strategy revolve around research on urban themes, teaching on urban-focused topics, local outreach and partnership activities, and the University's role in shaping the city-region's built environment.

1.1 *Urban Research*

The University of Toronto's research capacity in various urban topics can be summed up in three words: deep, broad, and distributed. We have assembled expertise and critical mass in an impressively broad array of fields across many divisions including Arts & Science (Geography/Planning, Economics, Political Science, Innis College/Urban Studies, School of Public Policy & Governance, Munk School of Global Affairs), UTM, UTSC, Applied Science & Engineering (Civil, Transportation Research Institute, ECE, Chemical Engineering, MIE, Materials Science), Daniels Faculty of Architecture, Landscape and Design, Law, Medicine, Dalla Lana School of Public Health, and the Rotman School of Management (including the Martin Prosperity Institute). Similarly, many of our partner hospitals are deeply engaged in cities-focused research, practice and city-building initiatives.[7]

On top of these accumulated resources, the University consciously invested in the expansion of our expertise in urban research and teaching in 2013 by using the University Fund to create 21 new positions, allocated to units across at least nine different divisions of the institution. This investment in expanding our capacity was triggered by the emerging partnership with NYU and three other

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7 This list is intended to be broadly representative rather than exhaustive.

universities[8] to create the Centre for Urban Science and Progress (CUSP) in New York City.

So our bench strength in urban-related research is considerable. Indeed, with something like 150 scholars distributed across more than 50 different academic units on three campuses, it is likely to represent one of the largest concentrations of such talent at a single institution anywhere in the world. And yet – and I say this as a long-time member of this community myself – it is fair to say that this is one of the best-kept secrets at the University. While the highly distributed, diffuse and decentralized set up can be a research strength, it also diminishes the visibility and profile of the University's urban scholarship as a whole. Many scholars in this broad area are well known internationally for their research and publications, we are all but invisible locally. And the collective scale, scope and impact of our research enterprise are consistently and systematically underestimated.

1.1.a *Urban Research – Strategic Actions*

In order to elevate the collective impact of our urban research enterprise, a logical first step would be to enhance coherence within the large, distributed community of urbanists by creating one (or possibly more) table(s) to encourage mutual discovery and cross-talk between colleagues, foster collaboration, and stimulate joint, interdisciplinary research initiatives. An interesting unintended consequence of the CUSP initiative is that it seems to have provided a rare opportunity for a broad array of members of the urban research community to convene around a single table, at meetings organized by the Provost's Office to discuss this initiative in 2012-13. At a minimum, the University should adopt a more systematic approach to organizing such gatherings. This may ultimately lead to more durable forms of association – such as team-based collaborative research projects, research networks, or possibly new extra-departmental units (EDUs) organized around multidisciplinary clusters. But it probably makes sense to start with less formal opportunities for interaction and collaboration.

A second strategic action, complementing the first, focuses on enhancing the visibility of our urban scholarship by documenting and cataloguing the breadth and extent of our urban research activity across all three campuses. The template for this already exists in the form of research catalogues constructed around key interdisciplinary themes by the Office of the Vice-President, Research & Innovation.[9] Such a catalogue would have a dual purpose. First, it would help external partners and the public at large to identify and learn more about our urban expertise. Second, given the highly distributed nature of our research

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8 IIT-Bombay, University of Warwick, and Carnegie Mellon University.
9 See http://www.research.utoronto.ca/about/research-at-u-of-t/multidisciplinary/.

strengths in this broad field, it would also play a constructive role internally by helping our own faculty, staff and students identify prospective research partners, and/or supervisors.

To this end, the Office of the Vice-President, Research & Innovation is currently preparing a University-wide report documenting urban research activities. This will soon be available for use both within and outside the University.

Building directly on this idea, a third strategic goal would be to enhance access to our considerable in-house research talent by those outside the University – particularly our government partners and community-based organizations seeking assistance, expertise and advice on urban issues. Even with a well-organized catalogue available, there may still be a need for more active brokering of contacts between our faculty and interested parties external to the University. To this end, the President's Office recently announced the creation of two new part-time positions that will service this need in a highly visible way: a Presidential Advisor on Urban Engagement and a Special Advisor to the President, Urban Issues. Among other duties, these advisors will work in close partnership with the President to advance the University's reputation as a community partner and city builder; proactively identify opportunities to leverage the University's knowledge and research expertise to develop and strengthen working relationships with civic organizations; and increase collaborative research opportunities between the University and the Cities of Toronto and Mississauga.

1.2 *Urban Teaching*

Many of the same insights from urban research apply here. Our teaching capacity on urban topics is similarly deep, broad and distributed across many divisions and all three campuses, with a similar result. While each of our urban-related programs may be of high quality and reputation, the collective impact and profile of our teaching efforts are not as high as they should be. This comment pertains especially to our undergraduate programs and our professional masters programs.

As noted earlier, demand for service-, experience- and research-based learning is strong and growing quickly amongst prospective students. The urban realm offers tremendous opportunities for the University to expand our range of such offerings, and our success in doing so would not only meet growing demand from students but also enhance the institution's role and reputation for city building more generally. Indeed, the potential to broaden our footprint in this way need not be limited to our urban-related programs per se, as there are likely to be many other programs whose students could benefit from community-based projects, placements and other service-learning experiences.

1.2.a *Urban Teaching – Strategic Actions*

Our first goal should be to enhance the visibility of and access to our impressive array of existing undergraduate and graduate programs. Perhaps the simplest way to achieve this would be by creating a new portal on the U of T website ('Study Cities') that links prospective students to the full range of programs on offer, organized by themes/subject.

Second, in addition to enhancing the visibility of our existing programs, we should focus on expanding learning opportunities for our students. Here, it makes sense to identify our most successful examples of service-/experience-/research-based learning, then to replicate them and scale them up to reach more students. This should be linked to a coherent and systematic communications plan to draw attention to these activities, to enhance recruitment efforts, to publicize these opportunities for existing students, and to document the impact of these activities in the wider city-region.

1.3 *Urban Outreach and Partnerships*

As a publicly supported institution, we have both a moral obligation and (for the reasons noted earlier) a strong incentive to work collaboratively with other entities outside the University to address urban challenges and opportunities. The list of potential partners includes not just local and provincial government agencies and not-for-profit/charitable organizations, but also civic leadership groups, community-based organizations, cultural organizations, and other educational institutions. Collaboration could revolve around jointly sponsored research, teaching, internship and co-op programs, and other forms of service.

As with research and teaching, our faculty, staff and students are already engaged in many different forms of outreach and partnership. The Centre for Community Partnerships[10] helps broker relationships with external partners, including service learning and volunteer placements in the community and 'Alternative Reading Week' activities for individual students. The Centre also works with faculty to support their service-learning courses and teaching (both undergraduate and graduate). The recently instituted Co-Curricular Record creates an additional incentive for undergraduates to engage in partnership-based learning opportunities by ensuring official documentation of such activities for future use (applications for work, graduate school, awards, etc.).

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10 See http://www.ccp.utoronto.ca/ for more information. The Centre's website provides resources for students, faculty and community partners, including a list of current and past service-learning courses on all three campuses.

As some noteworthy examples, we are currently working with community partners in neighbourhoods right across the GTA. Faculty and students from UTSC work with the East Scarborough Storefront, addressing the social needs of residents in the Kingston–Galloway Orton Park neighbourhood. At Queen and Bathurst, our students from Medicine, the Bloomberg Faculty of Nursing, the Factor-Inwentash Faculty of Social Work and other health science divisions have created the IMAGINE project to deliver health care services to refugees and others who do not have OHIP or other health insurance. At the Newcomer Centre of Peel, just blocks away from UTM, our students volunteer to help recent immigrants make a smooth transition to living in Canada. Our Faculty of Dentistry operates a clinic providing dental services to community members at subsidized rates. Similarly, OISE has developed strong links to urban schools and actively promotes mutual engagement with community partners on matters related to education, equity and social justice. And our Faculty of Law offers free LSAT preparation courses for low-income students through its Law School Access Program, as well as several clinics providing legal services to disadvantaged communities within the GTA.

Similarly, the Innovations and Partnerships Office[11] within the Vice-President, Research & Innovation portfolio helps connect faculty with partners in industry and government to support collaborative research and knowledge transfer. Furthermore, the University's Faculty of Medicine and other health science divisions (Nursing, Dentistry, the Leslie Dan Faculty of Pharmacy, Dalla Lana School of Public Health, Kinesiology and Physical Education, Social Work, UTM) along with UTSC work in close partnership with nine fully affiliated hospitals, at least 18 community affiliates, and other regional hospitals. This partnership is enshrined in individual agreements with each hospital that define terms of cooperation around teaching, research and other activities. An umbrella organization known as the Toronto Academic Health Sciences Network (TAHSN) provides a structure within which these partners meet regularly and plan joint initiatives such as the Toronto Dementia Research Alliance.[12] Closely related to this, the University is a founding partner of the MaRS Discovery District as well as MaRS Innovation, and works closely with both entities to support innovation, entrepreneurship and commercialization.

Finally, the new "University of Toronto in Your Neighbourhood (UTN)" series brings our teaching and research directly into key Greater Toronto neighbourhoods where alumni and friends can come to hear leading U of T faculty members on topics of local and international relevance. In 2014, the UTN pilot mounted 28 neighbourhood-based programs and attracted 3,500 alumni and friends. The program is encountering extraordinary growth in demand, reinforcing the University's strengths in civic engagement.

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11 See http://www.research.utoronto.ca/industry-and-partners/ for further details.
12 See http://www.tahsn.ca and http://www.tdra.ca.

1.3.A *Urban Outreach and Partnerships – Strategic Actions*

Despite the large number of such existing partnerships, most of this activity remains all but invisible to the external community. As a result, not only does the University gain very little in the way of reputational advantage, but we also forgo further opportunities to leverage this activity in the recruitment of students, faculty and staff. Hence the first strategic action would be to enhance the visibility of such activities by cataloguing and publicizing them more aggressively than we do currently. As with earlier examples, here too the benefits would be both external and internal, as it would signal the availability of these teaching, learning, research and service opportunities to our own students and faculty.

Going beyond this simple but important first step, we have an opportunity to expand our outreach and partnerships in a number of ways, beginning with our closest neighbours. We already enjoy a longstanding and successful relationship with the ROM – which engages academic units on both the St. George and UTSC campuses – but there are other cultural and educational institutions nearby with which a closer relationship is likely to be mutually beneficial. On the St. George campus, discussions are ongoing with UTS to build on our symbiotic working relationship, expanding it further. Other nearby institutions comprising an emerging Bloor Street Culture Corridor [13] would seem like logical future partners. At UTSC, the recently formed partnership with the City of Toronto to manage the Toronto PanAm Sports Centre (TPASC) has already yielded considerable benefit for both partners as well as surrounding communities. UTSC can build on its record of successful partnerships with other nearby organizations such as the Toronto Zoo and Rouge National Park. UTM also has a rich history of close collaboration with municipal government and community organizations in its host City of Mississauga on matters related to innovation and economic development, public health and medicine, social and cultural issues, and more. It is now exploring opportunities to strengthen its ties to the City of Brampton.

In addition to forging and expanding collaborative relationships with nearby neighbours, the University could also expand its impact and profile by engaging more actively in partnerships with organizations that work at the scale of the entire city-region. Potential partners here include the Toronto Region Board of Trade, CivicAction, United Way of Toronto and York Region, Metrolinx and Evergreen Foundation. In each of these cases, we have already initiated some partnership activities, but there is scope to do considerably more.[14]

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13 See http://www.bloorstculturecorridor.com/. Our Faculty of Music has recently joined this group
    as an institutional partner.
14 For example, the University is an institutional member of TRBOT, the largest single fundraiser in the higher
    education sector for United Way, and the President serves as a regional transportation 'champion' with CivicAction.

1.4 *The University as City Builder*

As one of the largest landowners in the City of Toronto, and as a major landowner in the City of Mississauga, we have a large footprint in the Toronto region – figuratively and literally. For the most part, our UTM and UTSC campuses have enjoyed strong and harmonious relations with civic leadership and local neighbourhood associations. When it comes to the largest of our campuses – St. George – which occupies a large swath of central real estate in the heart of downtown Toronto – we have had a somewhat more uneven history of relations with the City of Toronto and nearby residents' associations. Most of the past difficulties have pertained to the University's proposals to develop or redevelop sites at or near the edge of the St. George campus. Our failure to maintain consistently strong and positive relations with these local partners has often resulted in extensive delays to capital projects, with unfortunate domino effects felt by our academic programs. It may also have caused us to forgo the creative benefits arising from a more collaborative approach to planning and development.

At the same time, given the scale of our operations, our current, planned, and future building activity presents us with an opportunity to enhance the quality of the built environment in each of the three parts of the Toronto region where we have a physical presence. Our role as a literal city builder can be leveraged more fully for the mutual benefit of the University and the city-region around us.

1.4.A *The University as City Builder – Strategic Actions*

The obvious starting point in enhancing our city-building credentials is to strengthen relations with our neighbours where necessary. Fortunately, our relationships with local residents' associations adjacent to the St. George campus have improved markedly in recent months. We have made effective use of the Neighbourhood Liaison Committee to improve communications and work more collaboratively with our local councillor and other community partners, and have also accepted invitations for senior University officials to speak at meetings of local residents' associations. As one tangible indicator of our emerging success in this area, the new plan for the Huron-Sussex Neighbourhood, developed in collaboration with the local residents' association, has received an Excellence in Planning Award from the Ontario Professional Planners Institute.[15]

Another key point of strategic action pertains to the University's Design Review Committee, which provides advice to improve the design quality and features

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15 See http://ontarioplanners.ca/Knowledge-Centre/Excellence-in-Planning-Awards.

of major capital projects on all three campuses. The terms of reference and procedures have been revised and updated, and these can now be leveraged more fully to enhance our success at city building. In particular, the new rules specify that one of two co-chairs should be an external member with professional design/planning experience.[16] The work of the Design Review Committee, as well as the University's architect selection process, can and should uphold the highest standards of design and sustainability for all of our building projects. Related to this, we have also initiated conversations with the Chief Planner of the City of Toronto to explore opportunities for mutually beneficial partnership.

The work of the Landmark Committee to reconceive the iconic open spaces at the heart of the St. George campus, as well as the wider review and renewal of the campus Secondary Plan, represent tremendous opportunities to contribute to city building in a tangible and lasting way.

At UTSC, the completion of the new TPASC facility anchors the north campus, providing exciting impetus for the implementation of the master plan for the entire precinct north of Ellesmere and east of Military Trail. Similarly, at UTM, the unprecedented wave of current and recently completed capital projects provides an opportunity to re-imagine the predominantly pastoral, park-like campus to enhance sustainability objectives, promote campus safety, and foster even greater cultural and social vibrancy as the resident student population grows in the future.

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16 I am delighted that Bruce Kuwabara, Partner at KPMB Architects, has taken on this role.

2. Strengthening International Partnerships: Towards an International Strategy

As a globally recognized and respected research university, the University of Toronto is engaged in a large and diverse array of international activities. We have many formal relationships with other institutions around the world of varying duration and nature. Some promote research collaboration, while others are focused on enabling student mobility. We recruit students actively in many countries world-wide, and as our international enrolment grows, our international recruitment strategy and practices will become increasingly more important.

Our goals in the realm of international activity are numerous. An international strategy should enable us to leverage our existing (and new) relationships for the mutual benefit of the University and its global partners in both research and teaching activity. In so doing, it should enhance the ability of our faculty, students and staff to meet global challenges. An effective international strategy should also reinforce our global reputation and profile, supporting our world rankings and our ability to attract and retain talent in international recruitment markets. An international strategy should also contribute significantly to the University's goal of developing the global citizenship and fluency of our students through enhanced opportunities for international experience. Finally, it is often said that the global and the local are really two sides of the same coin. In this light, an effective international strategy has the potential to enhance support for our urban strategy, by linking us more closely to those institutions in other urban regions around the world that are themselves actively engaged in city building.

An international strategy should address at least five different dimensions of University activity: institutional partnerships, student mobility (both outbound and inbound), student recruitment, international presence/profile, and coordination across different divisions/campuses.

2.1 *International Partnerships*

Inter-institutional partnership agreements provide a mechanism for two (or more) universities to facilitate collaboration. Most commonly, these focus on reciprocity arrangements to support student exchanges and study abroad opportunities. Such agreements may also be designed to foster closer cooperation around teaching (e.g. joint courses, joint minors, dual degrees) or research.

The University of Toronto currently has formal ties with 118 partner institutions, in 46 countries, through 159 agreements that allow our faculty and students to collaborate with international partners for the purpose of pursuing joint research,

academic programs, student mobility, professional development and training for global impact and exchange of ideas.[17] This activity is brokered and supported by the Office of the Vice-President, International, Government and Institutional Relations, the Centre for International Experience (CIE), and divisional international offices.

These large numbers are hardly surprising, for a university of our size, diversity, and age. Many of these agreements are very active, while others are less so. In the latter cases, while the rationale underlying each agreement may have been compelling at the time they were struck, the original impetus may have long since diminished.

At the same time, as we continue to excel in global rankings exercises, this drives further interest amongst prospective partner institutions. This is clearly reflected in the growing number of delegations we receive from abroad. Indeed, during the past academic year, we have experienced a 20 percent increase in the number of visiting delegations. For all of these reasons, the need for a clearly defined strategic approach to guide our investments in such relationships has never been greater.

2.1.A *International Partnerships – Strategic Actions*

Given the multiple purposes that partnerships may serve, it makes sense to differentiate these agreements by type. When it comes to student mobility agreements, our needs are best served by maintaining a large number of active, relatively balanced exchange relationships with peer institutions that demonstrate a sustained commitment to the wellbeing of our students. For other kinds of agreements where the focus is more on research or teaching collaboration, a different logic may apply. Given our increasingly strained internal resources, we cannot do proper justice to large numbers of these relationships, so we need to develop a sharper strategic rationale for guiding our decisions about which partnerships we would like to deepen and develop further.

At least four criteria could guide this decision. First, there is a natural rationale for us to partner with institutions of comparable quality. This may be defined in a variety of ways, and is ultimately subjective. However, international rankings – both summary rankings by institution and discipline-specific rankings – do provide some guidance. They also help us identify those institutions that, while not yet 'in our league', are rising rapidly up the league tables (often indicating the impact of decisions by national or state/provincial governments to increase investment in post-secondary education and research on a sustained and selective basis). At the same time, we might also wish to consider how our partnerships might be leveraged to foster and enhance the development of institutions in specific parts of the world, such as Africa.

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17 These numbers are reflective of all institutional level agreements and do not include research agreements involving individual principal investigators.

Second, we should aim to partner with those institutions with which there is strong complementarity of assets and strengths. This means privileging those universities whose faculty and research strengths are similar but not identical to ours – hence the opportunity for both partners to gain from closer interaction is likely to be maximized.

Third, as a way of supporting our urban strategy, it makes sense to pay particular attention to deepening partnerships with great universities in other great world cities. In doing so, we have an opportunity to learn from these partners about how they are successfully leveraging their urban location for the mutual benefit of their university and their host city-region. Moreover, if the trends noted earlier are sustained, it is probable that these favourably situated institutions are most likely to prosper, succeed and become even stronger in the future.

Fourth, in addition to the sub-national geographical logic outlined above, we should revisit our geographical priorities nationally. Recent partnership activity has focused on countries such as China, India, Brazil, Germany, the UK and Israel. The United States is conspicuous by its absence, and yet its proximity (both geographical and cultural) and the presence of many high-quality institutions suggest that it should become a higher priority in the future. Similarly, while more geographically distant, Australia offers excellent prospects with the strong performance of its leading universities and the well-recognized livability of its cities. Scandinavia (Denmark, Sweden, Norway) may offer similar prospects.

As we consider deepening partnerships selectively, it makes sense to emulate recent successful models we have developed. For example, our agreement with the University of São Paulo (USP) identifies four clearly defined areas of focus for our research collaboration, and has served this relationship extremely well. Similarly, the shared teaching model developed by the Asian Institute with colleagues at Fudan University in Shanghai – in which students from the two universities come together to comprise a single class co-taught by faculty from both institutions – may provide a template for our future teaching-based partnerships with other universities.

2.2 *Student Mobility*

The opportunity to live and study in a foreign setting is one of the widely acknowledged ways for students to develop and expand their horizons by deepening their understanding of and appreciation for other cultures and places. Not surprisingly, we have adopted the goal of producing future global citizens as one of the pillars of our Boundless campaign. Yet relatively few of our undergraduates avail themselves of this opportunity, despite the large number of exchange agreements currently in place for Study Abroad experiences. While demand for Summer Abroad courses is robust, here too there is scope for more growth.

One of the possible reasons for this stems from the predominance of 'commuter' students at U of T. Living at home often brings certain responsibilities and expectations that make it difficult for our students to travel abroad for extended periods of time. Children of 'new Canadians' sometimes face culturally defined norms that discourage international travel, despite the fact that their diasporic experience is in many ways intensely globalized. Another explanation may be that our students worry about their ability to receive credit towards satisfying their program and degree requirements for the courses they would be taking while abroad. Finally, the financial expense associated with studying abroad is likely to be an additional impediment.

The inflow of international exchange students is an excellent way of bringing greater diversity into our student body, and of enriching the experience of those of our students who cannot travel themselves. Our engagement with Brazil's Science Without Borders program at U of T has underscored in a particularly dramatic way the salutary effects this inward flow can generate.[18]

2.2.A *Student Mobility – Strategic Actions*

In keeping with our institutional goal of producing global citizens, we should encourage more of our students to undertake an international experience, in whatever form possible. Accordingly, our portfolio of Study Abroad and Summer Abroad opportunities should be maintained and expanded where appropriate. At the same time, we should explore other creative forms of international experience that meet the particular needs of our students.

Similarly, the award-winning "Partners without Borders: the International Leadership Development Program" in our School of Continuing Studies annually welcomes emerging leaders from the Industrial Commercial Bank of China

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18 The University of Toronto received some 1,000 Science Without Borders students, making it the single largest recipient institution outside Brazil.

for a nine-month program in global economics, leadership, and cross-cultural understanding – greatly enriching the classroom experience for all.

Another noteworthy example in this regard is the innovative International Course Modules (ICM) program introduced by Arts & Science several years ago. This program provides funding from the Dean's office, allocated on a competitive basis, to support course-based, intensive trips abroad that take place during the term (typically around Reading Week). Students and faculty are able to travel to a foreign site in order to study first-hand the phenomenon of interest to them in their course. Such short-term, intense international experiences are more affordable, helpfully accommodate the particular needs of students with family or part-time work responsibilities, and leave summers intact for full-time employment or other activities. The experience thus far indicates that these initial, brief international experiences often create an appetite for further international travel.

There are other successful models worth emulating and scaling up, which reduce the uncertainty concerning transfer credit recognition – including the joint-minor arrangement in place with National University of Singapore and the agreement in place with the University of California, Berkeley that ensures reciprocal recognition of summer courses taken at either institution.

As for inbound exchange students, we should continue to promote this as a way to enrich the student experience on our campuses. This suggests that we continue to pursue opportunities such as Science Without Borders with the same degree of enthusiasm we have demonstrated in the past.

2.3 *International Student Recruitment*

As noted earlier, many of our first-entry divisions have seen significant increases in their intake of international students over the past five years. There are many reasons why this makes good sense. By drawing on a wider (global) pool of applicants, we have been able to continue to raise the quality of our incoming class. We have also succeeded in enhancing the learning experience of all students by increasing the cultural and geographical diversity of our incoming classes. The net financial impact on divisional bottom lines has also been positive, on balance.

At the same time, there are risks associated with increasing international intake aggressively. Over-reliance on a small number of sources elevates our vulnerability to sudden changes in circumstances, triggered by political or economic shifts, one-time-only events and other unforeseen circumstances. Furthermore, international students have special needs from a program and service support perspective, and divisions have come to appreciate many of the less obvious costs associated with supporting international students properly.

2.3.A *International Student Recruitment – Strategic Actions*

Our first order of business should be to undertake a strategic review of the target countries in which we recruit, with two aims: first, to reduce our reliance on our largest source countries, and second, to identify promising emerging markets.

We should also monitor market conditions and pricing, keeping a close eye on how our international tuition fees compare to other peer institutions across Canada, in the United States and beyond. While the market has shown very little sensitivity to fee increases in the last five years, and the recent decline in the Canadian Dollar relative to most major world currencies provides further advantage, this cannot be assumed to hold for the future.

Perhaps most importantly, we should develop a coherent strategy for ensuring the success of our international students. In addition to having a responsibility to do everything we can to help our students succeed, it is very much in our own best interest to do so, to ensure that our reputation abroad continues to be favourable, and future international demand for our programs remains strong. This means that we may need to enhance capacity in support services, working collaboratively with first-entry divisions and colleges.[19]

Finally, it has long been recognized that our ability to recruit the best PhD students from across Canada and around the world is crucial to our continued success as an internationally recognized research University. The policy environment in Ontario – where there is only limited operating grant support for international students,[20] who also remain ineligible for most forms of public scholarship support – is far from favourable in this regard. While this will remain an issue of very high priority on our advocacy agenda, we will need to devise a multidimensional strategy involving fundraising and other creative approaches to expand our international PhD numbers.

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19 We have been steadily increasing our investment in international student support, reinforced by the recent allocation of University Fund resources to support staff embedded in multiple divisions. CIE also continues to offer excellent support for international students – now starting from their arrival in Toronto, with the recently established welcome booth at Pearson International Airport.
    See http://news.utoronto.ca/international-students-get-warm-u-t-welcome-yyz.

20 The Government of Ontario has recently introduced an administrative change permitting universities to reallocate up to 25 percent of the additional PhD graduate expansion spaces already approved as part of their Strategic Mandate Agreements to support international PhD students. While this constitutes a very significant and encouraging departure from past practice, it stops well shy of supporting international PhD students in a manner equivalent to support for domestic PhD students.

2.4 *International Presence*

As a University, we enjoy a strong reputation abroad, as indicated by our performance in those rankings – such as THE, QS, ARWU and others – in which reputational assessments by peers play a significant role. This has a direct bearing on our ability to attract applications from the best students around the world, to recruit and retain excellent faculty and staff (nationally and globally), and – as noted earlier – to attract the interest of strong institutional partners from around the world.

It is also a source of tremendous pride to our alumni, both at home and abroad, and helps us engage them as active boosters of the University. As our international profile continues to grow, this has a circular and cumulative effect by helping to elevate our rankings still further. For all these reasons, it makes sense for the University to adopt a strategic approach to enhancing its international presence.

2.4.A *International Presence – Strategic Actions*

While it has become more commonplace in recent years for universities to set up international branch campuses, the arguments in favour of U of T pursuing this route are not compelling. The experience of other institutions underscores the risks – financial and otherwise – associated with such initiatives, and our capacity to assume such risks is limited at best. Instead, it likely makes more sense for us to consider alternative ways of building our international presence that offer many of the same benefits at a fraction of the cost, while incurring far less risk.

Interestingly, pursuing some of the goals mentioned earlier, such as deepening our partnerships with strategic partners internationally can also have secondary benefits. For example, our participation in the CUSP initiative with NYU and other institutions has helped raise our profile in New York City.[21]

Another fortunate reputational spillover occurs when we focus our efforts on recruiting students more extensively in key markets abroad. We may be assisted in this effort by our global alumni – especially those situated in key recruitment markets – who can help raise our profile and assist with local recruiting.

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21 This discovery was made at an alumni gathering in NYC in March 2014, where an alumnus working for New York's economic development commission informed us that our membership in the NYU-led consortium had raised awareness of our strengths within the New York City bureaucracy and political leadership.

A major element of our strategy to enhance our international presence is to build on the already extensive international high-profile events in key international markets. In 2014 more than 150 activities took place in 40 national and international locations that engaged more than 5,500 alumni, friends, and opinion shapers, as well as prospective students and their families. Leadership roundtables hosted by the Chancellor or President, involving small groups of 10 to 15 influential alumni and friends, have become another staple of our international engagement strategy. Such activities have benefited from the regular involvement of leading faculty members – thought leaders in their respective disciplines – who have brought U of T's intellectual capital to the fore, reinforcing our global influence and impact.

2.5 *Inter-Divisional Coordination*

As a large, decentralized organization, it is natural to expect individual divisions and campuses to lead their own international activities, whether recruitment, research partnerships, or alumni events. Indeed, this is highly desirable for many reasons. At the same time, we have likely forgone opportunities as a result of low levels of coordination between different divisions/campuses, and between these entities and the central administration. The collective impact of our activities may have been undermined, and we have missed opportunities to reap greater efficiencies. More seriously, we may be at risk of suffering reputational damage from a loss of credibility due to our inability to coordinate such activities.

2.5.a *Inter-Divisional Coordination – Strategic Actions*

To minimize the risks outlined above, it would make sense to strive for a more effective and systematic sharing of information between divisions/campuses with respect to dates and locations for alumni events, recruiting trips, decanal travel and fundraising trips. We have made some progress towards this goal with the recent introduction of a shared calendar and scheduling tool for use by divisions and central offices.

The next level would entail more active coordination: joint events and collaborative recruiting, for example. Recent experience indicates that the payoff from such active coordination is considerable. A case in point is my trip to China in November 2013 occasioned by the Asia-Pacific graduation ceremony held in Hong Kong every two years. This ceremony was preceded by alumni events in Beijing and Hong Kong. Leaders of several divisions were present in China for the graduation ceremony, and also invited their alumni to these gatherings, creating a very strong institutional presence.

In order to ensure progress toward our international objectives, I have appointed University Professor Janice Gross Stein as Senior Presidential Advisor on International Initiatives. In this role, Professor Stein will provide leadership in enhancing our international activities, partnerships, and engagement for our students and faculty. She will chair a new academic advisory committee on international initiatives, which will be charged with developing the institution's international strategy in concert with divisional leaders, and with considering different structures for implementing this strategy. Professor Stein will work closely with colleagues across the University to achieve these goals

3. Rethinking Undergraduate Education in a Research-Intensive University

As noted in my Installation Address, and as discussed extensively in Three Priorities consultation events during the past year, the challenges to our traditional role as a knowledge producing and sharing institution – including the rise of digital technologies, the sluggish pace of economic recovery and the pressure to produce 'job-ready' graduates – compel us to re-examine undergraduate education and rethink our current approach.

Our goals here should be to prepare students better for lifelong success in the labour market, not just short-term employability. We need to reaffirm the enduring value of a broad liberal arts education at the undergraduate level, but also to ask ourselves how we can help our graduates extract the full benefit of that education. We need to demonstrate more clearly how the education we provide prepares our graduates for a lifetime of success and fulfillment, while also contributing to the economic, social and political success of the region, province, nation, and the world. And we need to anticipate and respond to disruptive changes in the modes and mechanisms for education and knowledge production, in light of growing threats to the traditional model of university education.[22]

Our recent experience in this regard suggests that there are some very exciting opportunities to reinvent undergraduate education as we know it. Indeed, we can build on some excellent foundations. Over the past decade, this University has led a fundamental transformation of teaching and learning. Perhaps most notably, we have multiplied small group learning opportunities across the entire University, building on smaller communities such as our distinctive colleges, federated universities, and newer campuses.[23] But we need to maintain momentum and continue to embrace a leadership role as pedagogical innovators.

As we contemplate the contours of a strategy for rethinking undergraduate education, key elements might include: providing more opportunities for research-based learning, experience-based learning, and internationalized learning; exploring new learning modes and technologies; and reconceiving how we help our students manage their transition from study to work.

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22 For a provocative overview of this issue, see 'Higher education: creative destruction', *The Economist*, 28 June 2014.
23 The most significant examples here are the first-year foundational ('One') programs, in which the much-admired Vic One program has been emulated in all seven Arts & Science colleges, the Faculty of Applied Science and Engineering, the Munk School of Global Affairs, UTM and UTSC.

3.1 *Research-Based, Experience-Based, and Internationalized Learning*

Over the past 10+ years, we have dramatically scaled up the number of research opportunities for undergraduates, championed experiential and service learning, and expanded the range and variety of international experiences available to our students (as noted above). We need to build on these successes and maintain this momentum.

Since we are Canada's leading research university, and recognized internationally for our research strength in so many different fields, it only makes sense for us to leverage this most prominent and distinctive aspect of our identity when it comes to re-imagining undergraduate education. This is also one of the primary ways for us to differentiate our undergraduate experience in our recruitment activities. We know from past surveys of our students that this is one of the most influential aspects of the University's character when it comes to shaping their decision about where to study. We should accentuate this advantage still further.

There are other reasons for doing so. To begin with, participating in research provides a valuable opportunity for students to develop key skills – to enhance their problem-solving ability and creativity, to foster their capacity for team work, and to sharpen their communication skills (both written and oral). Expanding research-based learning opportunities also generates important benefits for faculty, who are able to identify and groom potential members of their research team, as well as for graduate students, who benefit from the opportunity to mentor undergraduates in a research setting.

As for experience-based learning, as noted earlier, there is growing demand from our students to be able to acquire experience while pursuing their studies. The popularity of the Professional Experience Year (PEY) in FASE and Computer Science, as well as the well-established co-op programs at UTSC, attests to this. Employers increasingly find such experience to be an asset when evaluating the employability of our graduates. Moreover, as the discussion of our urban strategy underlined, there is also growing interest amongst our students in 'doing good' through service learning, and this constitutes a win-win opportunity for both our students and the city-region around us. Finally, we have seen an explosion of interest in curricular and co-curricular opportunities to nurture the entrepreneurial capacity of our students across the entire University.

When it comes to internationalized learning, the earlier observations regarding international experiences need not be repeated here. However, it is important to consider the potential for internationalized learning at home – i.e. the opportunity to leverage the unusually cosmopolitan, 'global city' character of the Toronto region,

as well as our growing international student base, to develop the inter-cultural learning opportunities for our students.[24] The inter-cultural academic and co-curricular environment at University of Toronto is part of the fundamental landscape of our University. These qualities are increasingly unique, distinctive assets relative to our peers, and we should make greater use of them as we contemplate the future of undergraduate teaching and learning.

3.1.A *Research-Based, Experience-Based, and Internationalized Learning: Strategic Actions*

As observed earlier, we have made great progress in creating research- and experience- (including service-) based and international learning opportunities across all of our first-entry divisions. Despite this, both current and prospective students (and their parents) still encounter some difficulty in learning about the existence of these opportunities. So the first step is simply to enhance the visibility of such courses, internships and placements, and the next step would be to identify our most successful examples amongst the current offerings and scale them up to allow more of our students to benefit from them. In the case of research opportunities, the fact that we are the largest graduate education enterprise in the country (and one of the largest on the continent) suggests that we should pursue opportunities to foster more 'vertical' research communities comprised of undergraduates, graduate students, postdoctoral fellows and faculty.

We should also increase the number of opportunities to combine research, experience-based and international learning – through international research and international internship opportunities. Here, we can work more closely with our strategic international partners to identify and secure such placements.

3.2 *New Learning Modes and Technologies*

While online forms of learning have been available for more than a decade, the emergence of massive open online courses (MOOCs) in the last few years signals for many an acceleration of the process of potentially disruptive change underway. By making learning resources widely available – often at little or no cost to the consumer – and by crossing the threshold from non-credit to credit-based teaching, these technologies hold the potential to undermine more traditional classroom-based approaches to teaching and learning.

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24 For example, a course in Historical and Cultural Studies at UTSC requires students to undertake a research project in which they interview recent immigrants to learn more about their cuisine and foodways. See http://www.utsc.utoronto.ca/hcs/.

But threats also bring opportunities, and this is likely to be the case when it comes to online teaching and learning tools, which may offer an opportunity to improve accessibility and responsiveness. They have the potential to increase flexibility and convenience for our students by making it easier for them to access course material on-demand, at times and settings that suit each individual student. Lecture-capture systems enable students to review challenging material as many times as necessary in order to understand the concepts being taught. When current physical capacity is insufficient to accommodate demand for our most popular courses, online sections offer another way to add capacity and overcome registration constraints and bottlenecks – ensuring that students are able to fulfill program and degree requirements in a timely fashion. And, as the country's largest and broadest institution of post-secondary education, these tools may also enable us to share our unique, specialized teaching capabilities with wider audiences. Finally, when combined with more traditional presence-based learning modes, online tools can enhance the quality of the classroom experience by creating an inverted, hybrid, or flipped classroom.

3.2.A *New Learning Modes and Technologies – Strategic Actions*

The University of Toronto has pioneered the use of online technologies, for both credit and non-credit courses. We were amongst the first institutions to join the Coursera and EdX consortia, and we have learned much about how to use these new tools both to *substitute* for and to *complement* classroom-based learning. We should support further experimentation by individual faculty, encouraging the sharing of experiences and best practices, and by making pooled production facilities available where it makes sense to do so.

We should also continue to study the effectiveness of online teaching formats in real time so that we can reap valuable knowledge from our experience – for example, by comparing outcomes in those courses that are taught traditionally to those that use online tools. More generally, we should take full advantage of new data analytic tools to help us continue to improve teaching and learning. We have already embarked on this path, as we are now undertaking pedagogical research to determine how teaching innovations contribute to improved learning. We are well positioned in this regard, building on the research strength of our faculty, coupled with funding allocated by the Provost's Office to support the rigorous evaluation of teaching innovations.

A number of our prestigious international partners have amassed considerable experience – and enjoyed great success – in offering online versions of entire degree programs.[25] We should leverage our relationships with these partners to learn from their experience as we contemplate similar offerings based on our own degree programs.

Returning to the opportunity-within-the-threat theme, the rise of online learning may have a salutary (and somewhat surprising) effect, since it compels us to ensure that the value of 'being there' in person, in the classroom or the lab, is sufficiently great to compete successfully against purely digital modes of teaching. But if we are not equal to the challenge – if we fail to ensure that the in-person experience we offer our students is sufficiently attractive to warrant the added cost – then the advent of these new tools will add greater urgency to our need to rethink the way we teach in the classroom. We must also acknowledge that, in many disciplines the traditional lecture format survives and thrives for very good reasons. Accordingly, in addition to supporting experimentation with technology-enhanced modes of teaching, we should also continue to do everything possible to develop further the high impact lecturing skills of our faculty, and to celebrate teaching excellence in all its forms.

3.3 *Transitions*

A core component of our institutional mission is to prepare our students for a lifetime of success and fulfillment, whether for further study in graduate and professional programs or for direct entry into the workforce. With the economic recovery still muted, with youth unemployment remaining stubbornly high, and with the pervasive perception that university graduates may not possess the skills and credentials that some employers are seeking in sufficient numbers, understandable attention has been directed to issues of employability, job-readiness, skills mismatch, and related ideas. As governments emphasize accountability in our use of public funds, performance assessments target metrics such as employment rates upon graduation. Accordingly, all institutions of higher learning feel increasing pressure to respond in constructive ways and to demonstrate their effectiveness in preparing students for economic success.

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25 For example, the Bloomberg School of Public Health at Johns Hopkins University has offered a very successful online version of its flagship Master of Public Health degree for many years, and the University of Edinburgh is widely regarded as a leader in the UK in the offering of online degree programs.

In the heat of the current debate, there is a temptation to emphasize more 'practical', professionally oriented programs and to question the importance of other disciplines and more traditional forms of liberal arts education. How should universities like ours respond?

3.3.A *Transitions – Strategic Actions*

First, it needs to be said that our enrolments in professional disciplines such as engineering, commerce, and computer science have grown rapidly in recent years, and demand remains strong. Other 'STEM' disciplines continue to attract large numbers of students – especially in life sciences. So we are certainly not shying away from our responsibility to provide such opportunities to growing numbers of students and redouble our efforts to share best practices and lessons learned across divisions and campuses.

At the same time, employers – including many of our alumni – continue to report that the capabilities they seek in prospective employees include analytical capacity, problem-solving ability, the ability to use various forms of information (both qualitative and quantitative) effectively, critical and creative thinking, the ability to work effectively in teams, strong written and oral communication skills, and a breadth of knowledge that provides a well-rounded foundation for a lifelong career of progressively responsible positions. This list would suggest that it is equally important to reaffirm the importance of the liberal arts and breadth in undergraduate education.

Here too, there is much excellent work on which to build. Recent curriculum renewal exercises in our first-entry divisions have ensured that undergraduate programs incorporate more breadth, and deliver a set of core competencies such as writing skills, quantitative reasoning ability, critical thinking, and facility with ethical and moral reasoning. We should ensure that all of our first-entry programs undergo a similarly comprehensive self-assessment and reworking.

In addition to these curriculum renewal and restructuring exercises, other promising pilots are underway that merit close monitoring. In particular, the Faculty of Arts & Science recently introduced its 'Step Forward' program designed to help students prepare for the transition to work or graduate school. Through a competitive process, the Faculty has solicited proposals from academic units aimed at fostering stronger self-awareness of the competencies being acquired by students and the wide range of potential settings in which these competencies might be put to good use upon graduation. Such programs complement University-wide initiatives such as the Co-Curricular Record.

Along similar lines, an event held in the spring 2015 term, called 'Beyond the Bachelor's Degree: Helping Students Advance to the Next Stage,' was designed to develop writing instructors' abilities to support students as they prepare for life after undergraduate studies. Topics covered included graduate and professional school application letters, and 'real-world writing genres' such as grant proposals and writing for the professional workplace. Furthermore, more than 8,000 alumni serve as mentors to students across three campuses. The appetite for involvement in mentorship – by both alumni and students – continues to grow.

As noted earlier, experiential forms of learning, including internships, service- learning courses, PEY and co-op are increasingly popular with students and employers alike, and can also be combined with programs in a wide range of disciplines beyond the normal list of professional programs. At UTSC, almost 20% of undergraduates are enrolled in co-op and many more seek to do so. So we should put renewed effort into scaling up these opportunities.

Finally, we should also nurture and support the growing interest in entrepreneurial activity amongst our students. While starting a business was once an option of last resort for those unable to find employment elsewhere, there has been a sea change in our students' attitudes in recent years. Entrepreneurship is now a preferred option for many of our students, in a wide range of disciplines, with increasing numbers taking advantage of new courses, accelerators and incubator facilities on all three campuses.[26] We should build on our early successes and sustain the momentum and growth of these initiatives.[27]

In order to provide focused leadership in advancing the project of re-inventing undergraduate education, the Provost recently created a new vice-provostial portfolio, the Vice-Provost, Innovations in Undergraduate Education. Working closely with Deans and divisions across our three campuses, the Vice-Provost will play a leading role in supporting this core element of the University's mission. The inaugural holder of this position is Professor Susan McCahan of the Faculty of Applied Science and Engineering.

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26 U of T's entrepreneurial ecosystem, coordinated by the Banting and Best Centre for Innovation and Entrepreneurship, includes: the Department of Computer Science Innovation Labs (DCSIL) and Impact Centre at the Faculty of Arts and Science; The Engineering Entrepreneurship Hatchery and START at UTIAS at the Faculty of Applied Science and Engineering; the Creative Destruction Lab at the Rotman School of Management; the Health Innovation Hub at the Faculty of Medicine; The Hub at UTSC; ICUBE at UTM; and UTest hosted by VP, Research & Innovation. In addition, there are more than 65 courses and programs focussed on entrepreneurship and innovation. http://entrepreneurs.utoronto.ca/

27 Partly as a result of these increasingly pervasive initiatives, the latest data from AUTM confirm that the University of Toronto and its affiliated hospitals have emerged in the highest ranks of North American institutions in the creation of start-up companies. See https://www.autm.net/.

4. Three Priorities: Concluding Thoughts

It should be apparent from the preceding pages that the Three Priorities are in many ways mutually reinforcing. For example, local and global partnerships represent two sides of the same coin, as the lessons we learn from our partners abroad can be applied here at home. Similarly, urban experiential opportunities that engage our local partners, as well as research-based experiences and international activities (perhaps brokered by our international partners) enrich, enhance, and help us reinvent undergraduate education. For this reason, it is important to view the Three Priorities as being of a piece.

As stated at the outset of this document, the purpose of this paper is to stimulate further discussion, commentary and feedback, ultimately helping achieve some consensus around the Three Priorities and elicit ideas about possible ways to achieve them. It is worth repeating the starting premise: that the objectives articulated in *Towards 2030* and reaffirmed in *Towards 2030: The View from 2012* remain widely accepted by the University of Toronto community. The aim of the current exercise is to identify ways to advance us towards these goals, in light of recent and emerging challenges and opportunities. To this end, I welcome active engagement of members of our academic community in the conversation around these priorities and the future direction of the University.

Appendix

Three Priorities
Strategic Priority:
Leveraging Our Location(s)

Lead   President's Office, supported by Advisors to the President on Urban Engagement
and Urban Issues

Description   Taking better advantage of our location in one of the world's most vibrant,
culturally diverse and economically dynamic regions, for the benefit of both
the University and the residents of the Greater Toronto Area

Goals
- To improve the state of our host city-region
- To enhance the University's success in attracting and retaining talented faculty,
  staff and students
- To promote further success in research, teaching and learning by focusing
  on urban processes, dynamics and challenges such as poverty, housing, public
  health, innovation clusters, environmental and energy systems, transportation,
  political systems, design, planning, and more
- To enhance the University's standing and reputation as a city-building institution

Key Elements
- Urban research
- Urban teaching
- Local outreach and partnerships
- Strengthening the built environment

**Milestones
& Deliverables**
- Appoint Presidential advisors on urban engagement and urban issues
- Catalogue urban research, teaching, outreach activities
- Convene faculty members with urban interests to consider ways to raise profile,
  enhance coherence of urban research, teaching, outreach
- Collaborate with Provost's Office and Centre for Community Partnerships
  to expand opportunities for experiential learning in local communities
- Expand outreach and partnerships with local municipalities, civic and
  neighbourhood organizations
- Strengthen relationships with residents' associations in adjacent neighbourhoods
- Ensure high standard of design for major capital projects

Three Priorities
Strategic Priority:
Strengthening International Partnerships

Lead

President's Senior Advisor on International Activities, working closely
with Vice-President & Provost and other vice-presidential portfolios

Description

Position the University of Toronto as a strong research and teaching partner
with leading peer institutions around the world, while creating more opportunities
for our students to benefit from an internationalized learning experience

Goals

- Enhance ability of our faculty and students to meet global challenges
- Enhance the University's global reputation, profile
- Support our ability to recruit faculty, students, staff in national
  and global markets
- Develop global citizenship, fluency of our students
- Support urban strategy by leveraging opportunities to learn from institutional
  partners in other great city-regions around the world

Key Elements

- Institutional partnerships
- Student mobility
- Student recruitment
- International presence and profile
- Coordination across different divisions and campuses

**Milestones
& Deliverables**

- Appoint Senior Presidential advisor on international activities
- Convene academic advisory committee on international strategy
- Develop strategic rationale to guide partnership development
- Develop country-specific international plans
- Expand offerings, types of international experiences for students
- Update our strategic review of international recruitment activities
- Strengthen supports for international students
- Expand international PhD enrolment
- Strengthen relationships with global alumni
- Raise our profile in key international markets
- Leverage opportunities for cross-divisional coordination and cooperation

Three Priorities
Strategic Priority:
Rethinking Undergraduate Education

Lead Office of the Vice-President and Provost

Description Re-imagine and reinvent undergraduate education at a research-intensive university, in light of current economic and social challenges, and take advantage of emerging opportunities, including new pedagogical technologies

Goals
- Prepare students effectively for lifelong success
- Reaffirm and rethink liberal arts education
- Demonstrate how our academic programs prepare students for successful careers and create larger societal benefit
- Anticipate, leverage recent developments in teaching and learning technologies

Key Elements
- Research-based learning
- Experience-based learning
- Internationalized learning
- New learning modes and technologies
- Facilitating the transition from study to work

Milestones & Deliverables
- Appoint Vice-Provost, Innovations in Undergraduate Education
- Catalogue and publicize courses and internships with research, experience and international components
- Create more research opportunities for undergraduates, leveraging our large graduate education enterprise
- Create more research-/experience-based opportunities abroad, working with strategic partners
- Support further exploration of online teaching technologies and new modes of teaching and learning; encouraging sharing of best practices across University, and learning from our international partners
- Conduct real-time research on new teaching and learning methods, utilizing new data analytic tools and applying findings to improve our practices
- Continue curriculum review and renewal in first-entry divisions to update, refresh liberal education models, focus on competencies
- Promote transition initiatives, internships, co-op, PEY, Co-Curricular Record
- Promote entrepreneurial opportunities for interested students