

**A Vision for Undergraduate Experience at the University of Toronto**  
Expert Panel on the Undergraduate Student Educational Experience  
January 2019

In the future, a University of Toronto student will engage meaningfully over the course of their degree with ideas, situations, spaces, people and themselves in a multitude of ways that open many doors to learning and growth. The flexibility and diversity of the institution will allow each undergraduate student to have their own distinct overall experience, while at the same time fostering deeper forms of unity across this diversity that shape a distinctive U of T student experience.

Teaching and learning at the University of Toronto is research-intensive and research-informed. Through this experience, a graduate from the University of Toronto will be formed who is well on their path to **becoming**:

- A **passionate, resilient and adaptable learner**, able to reflect on and grow from their experiences with awareness of what they have learned and how, and why it matters;
- A **creative intellectual** who values knowledge, can negotiate and navigate conceptual and contextual complexity, integrate multiple literacies and diverse perspectives, apply knowledge to different contexts and make, critique and defend evidence-informed statements, decisions, recommendations and judgments;
- An **empathetic leader** who is able to guide and bring out the best in others, and values their global context and responsibilities;
- A **knowledge entrepreneur** able to mobilize knowledge and express complex ideas in compelling ways in order to identify and bring together support from diverse sources and create positive change;
- An **engaged global citizen** who contributes proactively to society and strives for personal fulfilment.

To help foster this learning and growth, the University of Toronto will offer students **experiences** that:

- Are **intellectually and personally challenging** within a safe and supporting space, so as to enrich their knowledge, push their cognitive and affective boundaries, increase transferable skills, promote affective attributes and their capacities to regulate, and **build their self-confidence**, so that they achieve more than they thought they could, and be willing to take on even greater challenges;
- Promote a **lifelong and lifewide desire for learning** within and beyond the classroom;
- Enable them to **integrate knowledge** across a diversity of learning experiences so as to build rich and broad mental models that help them look beyond the horizon and see more widely and deeply;
- Celebrate **diversity and dialogue** across differences, foster challenging yet constructive discussion, and help students enrich their understanding of diversity, equity and inclusion towards greater relevance and deeper significance;
- Allow them to understand and appreciate **Indigenous peoples, histories and perspectives**;
- Encourage an **appreciation for disciplinary differences** and the value of reasoning strategies from both within and beyond their disciplinary foci;
- Help them **connect their disciplinary knowledge** with who they are and how they fit in the world around them;
- Are **personalised** because each student is central to their own overall experience. Over the course of their studies, students will take ownership of their learning, so as to increase their engagement and help them to unify their experiences, find their own path, and solidify their identity.