



2013-2014 Report Back

Institution Name:	University of Toronto
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OVERVIEW

The annual Report Back continues to provide the government with a tool for publicly reporting on the performance of Ontario postsecondary institutions on the principles of access, quality and accountability.

Where possible, to help streamline the 2013-2014 Report Back process, the Ministry pre-populated **University of Toronto's** 2013-2014 Report Back with data from a variety of confirmed institutional sources, including reports (e.g. Key Performance Indicators, 2012-2013 Report Backs) and data sources (e.g. Full-Time Enrolment Headcount). Data that was pre-populated by the Ministry of Training, Colleges and Universities (the Ministry) in **University of Toronto's** 2013-2014 Report Back is denoted with the symbol ⁽⁺⁾.



1) Enrolment - Headcount*

**DEFINITION: Headcount is the actual enrolment for Fall 2013 as of November 1, 2013 including full-time undergraduate and graduate students eligible for funding as reported to the Ministry for the 2013-2014 fiscal year (enrolment reported in 2013-2014 remains subject to audit and/or correction).*

University of Toronto reported to the Ministry, that the total Headcount enrolment in 2013-2014 was = **61,262**⁽⁺⁾.

Please indicate the number of students aged 18-24 (age as of November 1, 2013) from the total Headcount enrolment reported by **University of Toronto** to the Ministry for 2013-2014 = **46,934**.

Please indicate the number of students aged 25+ (age as of November 1, 2013) from the total Headcount enrolment reported by **University of Toronto** to the Ministry for 2013-2014 = **12,873**.

Please indicate the number of students under the age of 18 (age as of November 1, 2013) from the total Headcount enrolment reported by at **University of Toronto** to the Ministry in 2013-2014 = **1,455**.

* The space below is provided for **University of Toronto** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Enrolment - Headcount.

For the 2013-14 MYAA Report Back, the University has refined its age calculation methodology to use the November 1st count date as the reference point. As a result, there are some shifts in the age distribution relative to previous years.

Please provide one or more examples, in the space provided below, of highlights from **University of Toronto's** Enrolment Management Plan that **University of Toronto** used during 2013-2014 to manage enrolment.

The University uses a rolling, five-year planning window. The process operates in a continuous cycle as it moves through the planning and development, budget implementation, and monitoring phases, leading directly into the planning phase for the next year. In the fall of each year, academic divisions update their long range plans, taking into consideration enrolment targets, new program development and curriculum renewal, faculty complement, space and capital needs. This includes detailed consideration of enrolment growth or reductions; changes in the mix of domestic/international or full-time/part-time students; and capacity to accommodate planned growth within existing targets. Based on the results of these discussions, division-level targets are set, and the University monitors progress towards targets on a weekly basis throughout the annual admission cycle. Final fall enrolment results are taken into consideration when establishing the next five year enrolment plan.

In 2013-14, careful management of the University's graduate expansion enrolment was a continuing focus, with the dual objectives of completing our planned growth under Phase Two and planning for future enrolment growth under Phase Three. Divisional masters and doctoral targets were monitored and adjusted throughout the year with a goal of achieving planned enrolment in each of 170 graduate programs in over 100 academic units across three campuses. A similar weekly monitoring process was undertaken for undergraduate enrolment. As a result of these planning efforts, the University will be well positioned to enter the next phase of graduate and undergraduate enrolment expansion.



2) Under-Represented Students: Students with Disabilities*, First Generation** and Aboriginal***

DEFINITION: Students with disabilities is the total number of students with disabilities (excluding apprentices) registered with the Office for Students with Disabilities and reported in Table 1 of **University of Toronto's annual report to the Ministry for the Accessibility Fund for Students with Disabilities (AFSD).*

***DEFINITION: First Generation is a student whose parent(s)/guardian(s) has/have not attended a postsecondary institution. If a sibling of the student has attended a postsecondary institution, but the parent(s)/guardian(s) have not, the student is still considered a First Generation student.*

Parents/Guardians: one or more adults, over the age of 21, who are legally responsible for the care and management of the affairs of the student.

Postsecondary Attendance: have attended (but not necessarily having obtained a credential from) any institution of higher education in Ontario or elsewhere including outside Canada after high school (includes programs that lead to a postsecondary credential e.g. degree, diploma, certificate).

****DEFINITION: Aboriginal is a collective name for the original people of North America and their descendants. The Canadian Constitution, Constitution Act 1982, recognizes three groups of Aboriginal peoples - Indians (First Nation), Métis and Inuit. These are three separate peoples with unique heritages, languages, cultural practices and spiritual beliefs.*

*NOTE: Please do not include International Students in the calculations below.

Students With Disabilities	First Generation Students	Aboriginal Students
<p>Please indicate the total number of Full-Time <i>Students with Disabilities</i> at University of Toronto who registered with the Office for Students with Disabilities and received support services in 2013-2014= 4,009</p> <p>The total indicated above as a comparative % of University of Toronto's 2013-2014 Enrolment Headcount: (Insert Total From Above) 4,009 ÷ 61,262⁽⁺⁾ (2013-2014 Enrolment Headcount) x 100 = 6.5%</p>	<p>Please indicate the total number of Full-Time <i>First Generation Students</i> enrolled at University of Toronto in 2013-2014= 11,088</p> <p>The total indicated above as a comparative % of University of Toronto's 2013-2014 Enrolment Headcount: (Insert Total From Above) 11,088 ÷ 61,262⁽⁺⁾ (2013-2014 Enrolment Headcount) x 100 = 18.1%</p> <p>Please also indicate the total number of Part-Time <i>First Generation Students</i> enrolled at University of Toronto in 2013-2014 = 1,757</p>	<p>Please indicate the total number of Full-Time <i>Aboriginal Students</i> enrolled at University of Toronto in 2013-2014= 717</p> <p>The total indicated above as a comparative % of University of Toronto's 2013-2014 Enrolment Headcount: (Insert Total From Above) 717 ÷ 61,262⁽⁺⁾ (2013-2014 Enrolment Headcount) x 100 = 1.2%</p> <p>Please also indicate the total number of Part-Time <i>Aboriginal Students</i> enrolled at University of Toronto in 2013-2014 = 139</p>

* The space below is provided for **University of Toronto** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Students with Disabilities, First Generation and Aboriginal Students.

The number of full-time first generation students provided above is an estimate based on NSSE 2014 survey results. The NSSE survey population includes first entry undergraduates only. We note that the NSSE results are used as the sole source for this estimate because the CGPSS survey does not include a question on parental post-secondary experience.

The number of Aboriginal students provided above is an estimate based on NSSE 2014 and CGPSS 2013 survey results. These surveys cover the first entry undergraduate student population and the graduate degree student population, respectively.

Students With Disabilities	First Generation Students	Aboriginal Students
<p>Please provide one or more highlights, in the space provided below of an activity in 2013-2014, which contributed to maintaining or improving University of Toronto's initiatives for <i>Students with Disabilities</i>. A highlight could be a strategy, initiative or program viewed by University of Toronto to be an innovative practice, success story and/or key accomplishment.</p>	<p>Please provide one or more highlights, in the space provided below of an activity in 2013-2014, which contributed to maintaining or improving University of Toronto's initiatives for <i>First Generation Students</i>. A highlight could be a strategy, initiative or program viewed by University of Toronto to be an innovative practice, success story and/or key accomplishment.</p>	<p>Please provide one or more highlights, in the space provided below of an activity in 2013-2014, which contributed to maintaining or improving University of Toronto's initiatives for <i>Aboriginal Students</i>. A highlight could be a strategy, initiative or program viewed by University of Toronto to be an innovative practice, success story and/or key accomplishment.</p>
<p>Students with disabilities are supported on U of T campuses by three accessibility services offices. These offices provide and coordinate support services, and offer programming to support students' academic success. In 2013-14, U of T undertook the following initiatives that enhanced supports for students with disabilities:</p> <p>St. George</p> <ul style="list-style-type: none"> -Contributed to a cross-University working group on brain injuries. This group designed and delivered the first workshop for the University community on the needs of students with concussion and head injury. -Facilitated speech pathology services via interpersonal/communication skills development groups for students for whom those skills present significant barriers to participation in university life and future employment. -In partnership with the Career Centre, delivered two events focused on disability-specific needs related to employment. -Transitioned a volunteer peer-mentoring program into a paid leadership opportunity for 20 student mentors. Mentors gained employment skills through this leadership opportunity. The number of mentee participants more than doubled. <p>UTM</p> <ul style="list-style-type: none"> -The Accessibility Centre's pool of volunteers increased by 40 to 460 student volunteers, who filled roles such as Peer Note Taker, Support Assistant, 	<p>U of T's programs and initiatives aimed at supporting first generation students are offered on both a coordinated tri-campus basis and in campus-specific activities. One of the core tri-campus activities is a mentorship program for first generation students. In 2013-14, one of the particular new achievements of the mentorship program was the increasing sense of a first generation community building across the University's three campuses, facilitated by the mentor-mentee relationships. A tri-campus conference style event for first generation students was held that helped students to connect their academic interests with their skills and strengths towards future employment.</p> <p>Tri-campus highlights include:</p> <p>St. George</p> <ul style="list-style-type: none"> - Following introductory and orientation activities in the fall, the first generation program highlighted partnerships within the Student Life division to encourage participation in campus life by first generation students. For example, through a partnership with the Career Centre, peer mentors had an opportunity to reflect on their experience for future potential careers and develop practical job search skills. <p>UTM</p> <ul style="list-style-type: none"> -First generation student support programs engaged 450 first year and upper year first-generation students with over 150 social, life-skill, and academic-skill development seminars, 	<p>The University of Toronto has a range of dedicated programming and services aimed at the recruitment, retention, success and transition of Aboriginal students. Some of this programming is delivered centrally by First Nations House, the student service hub for Aboriginal students, while a growing number of services and programs are delivered to students by faculties and campuses.</p> <p>In 2013-14, U of T undertook the following initiatives aimed at supporting Aboriginal students:</p> <ul style="list-style-type: none"> -The Faculty of Medicine established a new Office of Indigenous Medicine, led by a dedicated Indigenous Program Coordinator. These new resources provide supports to Indigenous medical students, and also undertake outreach to Indigenous communities for youth-related programming and recruitment of potential applicants. -The Writing Instructor at First Nations House and a Learning Strategist from the Academic Success Centre collaborated to offer monthly academic skill-building workshops for Indigenous students. -The Transitional Year Program and Academic Bridging Program expanded the role of Aboriginal Recruitment Officer to include providing academic and transitional support to Indigenous students enrolled in these access programs.

<p>Outreach Assistant, Events Assistant, and Peer Mentor.</p> <p>-The Centre engaged with UTM's Equity and Diversity Officer to address barriers being experienced by students with disabilities, such as accommodating students with disabilities on field placements.</p> <p>-On behalf of MTCU, the Centre administered a survey of current students and alumni who have registered with Accessibility Services. The survey was aimed at evaluating the effectiveness of the Accessibility for Students with Disabilities fund in supporting students with disabilities and helping Ontario meet its accountability requirements to the federal government.</p> <p>-The Centre's peer mentorship program has been instrumental in assisting first year students with disabilities transition to the UTM community. The program provides mentees with a guide who assists the students in navigating the administrative systems at the University such as declaring a subject PoSt) and also helps to establish a social connection to the campus.</p> <p>UTSC</p> <p>-The efficiency of exam accommodation services were improved following a review of invigilation costs and cost-saving strategies. Scheduling of exam accommodation was enhanced by consolidating students in one room to reduce the number of invigilators needed at different times.</p> <p>-Developed and launched an innovative new add-on communications pack called College Life for the text-to-speech app called TalkRocket Go. This app gives people with communication disorders a voice by allowing them to create synthesized speech by tapping words and pictures on a screen. The College Life add-on was developed by the UTSC Accessibility Services and a UTSC senior undergraduate student; and the TalkRocket app itself is the product of the U of T student spin-off company, MyVoice.</p> <p>-Expanded social skills programming to include themes such as interacting with faculty and in workplace settings (for</p>	<p>and over 100 student community building programs, led entirely by first-generation mentors.</p> <p>UTSC</p> <p>-First Generation Programming provided academic intervention and social programming to help over 300 students adjust to life on campus and achieve successful outcomes.</p> <p>-The First Generation program intentionally intervened and provided academic and social support to all first generation (first year) students with a GPA below 2.0.</p>	<p>-First Nations House established the Aboriginal Student Life Coordinator role to strengthen its focus on student development (non-academic). The Coordinator organizes programming that supports personal, leadership and spiritual growth for students.</p> <p>-The Native Students Association, with support from First Nations House, organized programming to support students during the final exam period.</p>
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example, co-op placements).

3) Participation in the Credit Transfer System

The Ministry is developing long-term indicators for credit transfer in consultation with the sector. The Ministry anticipates that as data collection systems in institutions evolve, data sets will become more complete. In future years, the Ministry will be expecting more complete data with respect to the number and type of transfer students applying to and registering for university, number of students transferring under transfer pathways, and amount of credit granted.

Using Ontario Universities Application Centre (OUAC) reports, please provide data for 2013.

Year	Total Applications	Total Registrations	Transfer Applications*	Transfer Registrations*
2009	62463(+)	11525(+)	1384(+)	171(+)
2010	64488(+)	11127(+)	1141(+)	163(+)
2011	67488(+)	11490(+)	1356(+)	151(+)
2012	71573(+)	12336(+)	1312(+)	170(+)
2013	73968	12264	1101	135

*Transfers from publicly assisted colleges in Ontario

NOTE: OUAC collects information on the number of transfer student applications and registrations. The Ministry recognizes that:

- *the transfer data set only includes those students who have applied to university through OUAC and have self-identified on applications to OUAC;*
- *a significant number of transfer students apply directly to the university and as such, are not captured in OUAC data;*
- *Information only includes full-time students applying and registering in the fall to the first year of a university program.*

The Ministry encourages **University of Toronto** to augment the OUAC data with its own institutional data, particularly pertaining to college graduates entering university. Reporting this data is optional. In the space provided below, **University of Toronto** should report institutional data which includes data from OUAC and other sources.

Year	University of Toronto's Total Applications	University of Toronto's Total Registrations	University of Toronto's Transfer Applications	University of Toronto's Transfer Registrations
2012	83464 ⁽⁺⁾	13728 ⁽⁺⁾	6085 ⁽⁺⁾	859 ⁽⁺⁾
2013	85784	13755	5369	689

*The space below is provided for **University of Toronto** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Transfer applications and registrations - Institutional data.

"University of Toronto's Total Applications" and "University of Toronto's Total Registrations" include: 101, 105, out of system, applications for direct entry to U of T, and internal applications. While this table presents transfer 'applications', we note this figure includes individuals who apply more than once for transfer to U of T by applying to different programs at the University. The number of distinct transfer applicants for 2013-14 is 3,982. For this reason, comparisons of transfer applications to transfer registrations should note that the "applications" figure overstates the number of individual applicants.

"University of Toronto's Transfer Applications" and "University of Toronto's Transfer Registrations" include: first and upper year applicants and registrants transferring from Ontario colleges, Ontario universities, non-Ontario colleges and CEGEPs, and non-Ontario universities.

In the space provided below, please provide one or more highlights of an activity that **University of Toronto** used in 2013-2014, and which contributed to maintaining or improving **University of Toronto's** efforts to develop and enhance credit transfer. A highlight could be a strategy, initiative or program viewed by **University of Toronto** to be an innovative practice, success story and/or key accomplishment.

In 2013-14, U of T continued to expand credit transfer pathways, and support transfer students with programming focused on student success. The University continued to participate in a credit transfer consortium with McMaster, Queen's, Guelph, Ottawa, Toronto, Waterloo, and Western that provides clarity, choice and flexibility for students working towards a Bachelor's degree at these universities. The consortium focused on expanding the course equivalency matrix to second-year courses; began work on identifying equivalencies for Ontario Online initiative courses; and developed interim provisions to support exams associated with the initiative. The University launched a public facing web application called Transfer Explorer that allows prospective students to assess the eligibility of course credits taken at other institutions for transfer to U of T. As a next step, the University is adding international opportunities to the Transfer Explorer system that will allow students to search for course equivalencies for exchange program courses. Campus-specific highlights include: St. George -Woodsworth College expanded credit transfer pathways to St. George campus for GTA college students. Woodsworth piloted a new diploma to degree pathway with George Brown College. -Woodsworth and OCADU developed a pathway for academic bridging of potential OCAD applicants who do not currently meet OCAD's admission requirements. This pathway would give OCAD applicants with a strong portfolio access to U of T's Academic Bridging program in order to meet OCAD admission requirements, earning a transfer credit on their OCAD transcript. This resource-smart pathway will leverage the experience and success of the Academic Bridging Program to serve the needs of potential OCADU students. -Woodsworth launched a full-time option in the Academic Bridging Program. This option corresponds to a 60% course load, which allows eligible students access to OSAP. Students who successfully complete the full- or part-time options qualify for admission to the Faculty of Arts and Science to pursue an Honours BA, earning two transfer credits. This change improved the retention rate for the Bridging Program. UTM -UTM developed new articulation agreements with Mohawk and Niagara colleges and streamlined existing agreements with partner colleges. UTM also began discussions with George Brown College on developing a credit transfer agreement for General Arts and Science diploma students. -UTM undertook direct marketing of its credit transfer pathways to General Arts and Science students at Sheridan and Humber colleges. UTM created targeted recruitment publications for potential college transfer students for use at the college fairs. -UTM worked with Humber and Sheridan to promote an opportunity for high potential students from the General Arts and Science diploma programs to take up to two courses at UTM during the summer session. UTSC -UTSC enhanced its efforts to attract and facilitate the transfer of students from other institutions by revising transfer credit policies to permit a greater volume and flexibility in use of advanced standing credits for transfer students. -UTSC strengthened efforts to recruit transfer students via greater participation in college recruitment fairs and direct outreach to Seneca College Liberal Arts and Sciences students eligible for admission to UTSC via the facilitated transfer agreement. -In partnership with Seneca, UTSC initiated an admissions redirect program that sees not currently admissible applicants referred to admission in the college's Liberal Arts or Science program with a recommendation to consider re-applying in the future after having completed a program that will provide facilitated admission to the University with advanced standing credit.

4) Class Size

Per 2013 Common University Data Ontario (CUDO) report for Fall 2012, **University of Toronto's** undergraduate class size for first entry* programs:

Class Size	First Year		Second Year		Third Year		Fourth Year	
	Number of Classes	Percentage of Total Classes	Number of Classes	Percentage of Total Classes	Number of Classes	Percentage of Total Classes	Number of Classes	Percentage of Total Classes
Fewer than 30	257 ⁽⁺⁾	44.2% ⁽⁺⁾	246 ⁽⁺⁾	26.5% ⁽⁺⁾	448 ⁽⁺⁾	37.0% ⁽⁺⁾	582 ⁽⁺⁾	75.4% ⁽⁺⁾
30 to 60 students	58 ⁽⁺⁾	9.9% ⁽⁺⁾	255 ⁽⁺⁾	27.4% ⁽⁺⁾	500 ⁽⁺⁾	41.3% ⁽⁺⁾	163 ⁽⁺⁾	21.1% ⁽⁺⁾
61 to 100 students	37 ⁽⁺⁾	6.3% ⁽⁺⁾	142 ⁽⁺⁾	15.3% ⁽⁺⁾	172 ⁽⁺⁾	14.2% ⁽⁺⁾	21 ⁽⁺⁾	2.7% ⁽⁺⁾
101 to 250 students	152 ⁽⁺⁾	26.2% ⁽⁺⁾	244 ⁽⁺⁾	26.3% ⁽⁺⁾	82 ⁽⁺⁾	6.8% ⁽⁺⁾	5 ⁽⁺⁾	0.6% ⁽⁺⁾
251 or more	78 ⁽⁺⁾	13.4% ⁽⁺⁾	42 ⁽⁺⁾	4.5% ⁽⁺⁾	9 ⁽⁺⁾	0.7% ⁽⁺⁾	1 ⁽⁺⁾	0.1% ⁽⁺⁾
Total	582 ⁽⁺⁾	100.0% ⁽⁺⁾	929 ⁽⁺⁾	100.0% ⁽⁺⁾	1,211 ⁽⁺⁾	100.0% ⁽⁺⁾	772 ⁽⁺⁾	100.0% ⁽⁺⁾

* First-entry programs include: Arts & Science, Applied Science and Engineering, Music, Physical Education and Health, Transitional Year program and Woodsworth certificate programs.



Please provide one or more highlights, in the space provided below, of an activity that **University of Toronto** used during 2013-2014, which contributed to maintaining or improving **University of Toronto's** class size initiatives. This could include a strategy, initiative or program viewed by **University of Toronto** to be an innovative practice, success story and/or key accomplishment that **University of Toronto** would like to highlight.

The University of Toronto is committed to providing undergraduate students with choices and opportunities to participate in a variety of learning formats, including smaller class experiences. U of T continues to implement our BigandSmall strategy to augment student engagement in the face of enrolment pressures. Smaller class formats are widely in use across the University. To illustrate this, the accompanying table shows that over 44.2% of first year classes, and 75.4% of fourth year classes are offered in class formats of under 30 students. In the second and third year, respectively 53.9% and 96.5% of classes include 60 or fewer students. Resource constraints do not allow for every class to be small, and many large classes provide a meaningful learning experience. Expanding smaller class opportunities is one means of improving the student experience, particularly for undergraduate students.

5) eLearning

As part of the government's PSE Transformation agenda, the government is interested in expanding online learning and technology enabled learning opportunities for students in Ontario. **University of Toronto** is asked to provide information on e-learning courses, programs and registrations in 2013-2014.

Fully Online Learning* and Synchronous Conferencing*

**DEFINITIONS:*

Courses:

A Fully Online Learning (asynchronous) course is a form of distance learning delivered to individuals with access to the Internet, either at home, work or through an access centre. Although courses may have a set start date and set due dates for assignments, students can otherwise access and participate in courses at times and places of their own choosing. The online component is typically over 80% of the total delivery. For example, a fully online course may include occasional face-to-face meetings, a proctored exam, etc. with the remainder of the content delivered online.

A Synchronous Conferencing course is delivered through audio and video conferencing to provide synchronous communications (i.e., at the same time) between an instructor at one site and students at other sites. Conferencing can make use of the public telephone system (ISDN), dedicated wideband networks or the Internet. A course is considered to be offered via synchronous conferencing if 80% or more of the content is delivered this way. For example, a synchronous conferencing course may have occasional face-to-face meetings, a proctored exam, etc. with the remainder of the content delivered through audio and video conferencing.

Programs:

A Fully Online Learning (asynchronous) program describes a program, which is considered to be fully online if 80% or more of its courses are fully online courses. As an example, suppose a program consisted of 10 courses where: 8 courses are delivered fully online and 2 courses are delivered via traditional face-to-face. In this case, 80% of courses in the program are fully online, and the program is defined as a fully online program.

A Synchronous Conferencing program describes a program, which is considered to be offered via synchronous conferencing if 80% or more of its courses are delivered via synchronous conferencing and 2 courses are delivered via traditional face-to-face. In this case, 80% of courses in the program are delivered via synchronous conferencing, and the program is defined as a synchronous conferencing program.



Course, Program and Registration Data:

Based on the definitions provided above, provide **University of Toronto's** eLearning data for 2013-2014:

COURSES DATA	UNDERGRADUATE	GRADUATE
Number of Ministry-funded, For-credit Courses Offered Through Fully Online Learning	26	54
Number of Ministry-funded, For-credit Courses Offered Through Synchronous Conferencing	3	11
Total Number of Ministry-funded, For-credit Courses Offered in eLearning format	29	65
PROGRAMS DATA	UNDERGRADUATE	GRADUATE
Number of Ministry-funded, For-credit Programs Offered Through Fully Online Learning	0	1
Number of Ministry-funded, For-credit Programs Offered Through Synchronous Conferencing	0	1
Total Number of Ministry-funded, For-credit Programs Offered in eLearning Format	0	2
COURSE REGISTRATIONS	UNDERGRADUATE	GRADUATE
Registrations in Ministry-funded, For-credit Courses Offered Through Fully Online Learning	4,425	1,641
Registrations in Ministry-funded, For-credit Courses Offered Through Synchronous Conferencing	128	114
Total Number of Registrations in Ministry-funded, For-credit Courses Offered in eLearning format	4,553	1,755

*The space below is provided for **University of Toronto** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: eLearning Course, Program and Registration Data.

Delivery of courses in e-learning formats is one pedagogical option available to faculty. At the University of Toronto, many courses have elements of online delivery. We note that the table above does not report counts of hybrid courses or programs. See highlights of hybrid learning courses on the following page for more information about U of T's activity in this area.

Fully online courses are flagged within our University of Toronto Student Information System database by registrarial staff in each division. Online course registration reports are generated annually. Synchronous and asynchronous courses are categorized manually.



Hybrid Learning*

A Hybrid Learning course is a course where face-to-face teaching time is reduced, but not eliminated, to allow students more time for online study. This model comes in a number of formats; however the online component is typically 50%-80% of the total course delivery. In this case, a hybrid learning course may have components delivered via traditional face-to-face; however, over half of the course delivery should be online.

A Hybrid Learning program is a program in which 80% or more of its courses are hybrid learning courses.

In the space provided below, please highlight one example of **University of Toronto's** use of Hybrid Learning courses and/or Programs.

As noted previously, delivery of courses in e-learning formats is one of many pedagogical options available to faculty. Specific selections of courses and programs for substantial delivery online are made in response to the specific context, including student demand, pedagogical rationale, and other circumstances. At the University of Toronto, many courses have elements of online delivery.

One highlight of the University's hybrid learning activities in 2013-14 is the Active Learning: Online Redesign (ALOR) project. With resourcing from the MTCU Productivity and Innovation Fund, U of T established an interdisciplinary network to support faculty involved in curriculum redesign based on hybrid learning models. Program areas involved in the project included Psychology, Nursing, Engineering, Human Biology and Language Studies. Introduction of new faculty development resources, curriculum design processes and online tools supported instructors in the creation of new active learning course components aimed at increasing student engagement.

A particular milestone of the ALOR project was the development of a strategy for the redesign of programs to better integrate technology-based active learning. New frameworks developed through this project provide guidance, consistent methodologies, and models for use by faculty involved in curriculum and course redesign. The new models for technology-enhanced active learning activities address a variety of online formats including synchronous environments such as webinars, asynchronous activities for individual learners and groups of learners, and integration of multi-media elements such as video supplements to classroom activities.

Please provide one or more highlights, in the space provided below, of an activity that **University of Toronto** used during 2013-2014, which contributed to maintaining or improving eLearning opportunities at **University of Toronto**. This could include a strategy, initiative or program viewed by **University of Toronto** to be an innovative practice, success story and/or key accomplishment that **University of Toronto** would like to highlight.

In conjunction with U of T's institutional Course Evaluation Service, an Active Learning: Online Redesign (ALOR) project team was formed to expand the current suite of options in the course evaluation framework to include opportunities for instructors to gain meaningful and valid assessment of their fully online and/or hybrid courses. The team undertook design and validation of additional course evaluation metrics that can be selected from the suite of options in the system by instructors who teach online and/or hybrid courses. The process involved a literature review of leading practices in online course evaluation, focus group research with instructors, and an instructor survey, with the goal of designing tailored course evaluation items that will provide feedback on instructional strategies and student learning in online courses. Through these processes, 29 additional metrics were developed and added to the suite of options for instructors to add to their course evaluations to enhance the formative assessment of online and hybrid courses.

6) International Initiatives

Please provide the number of For-Credit outbound students and inbound students participating in student exchanges/study abroad/internships/international experiences that **University of Toronto** had in 2013-2014:

- Outbound students* = 1,766

**DEFINITION: Outbound students are students who pay tuition at an Ontario college/university for credit received for study/work abroad.*

- Inbound students* = 1,091

**DEFINITION: Inbound students are international students participating in student exchanges/study abroad/internships/international experiences at an Ontario college/university to receive academic credit towards a credential granted by their home institution.*

Please list, in the table below, all For-Credit, Stand-Alone campuses, partner campuses or partnerships at which **University of Toronto** delivers courses and/or programs **abroad (outside of Canada)** in 2013-2014, including city, country, programs offered, and total enrolment in each program offered at each campus:

Campus Name	City/Municipality/Country	List all programs offered at the Campus, Partner Campus or Partnership in 2013-2014	2013-2014 Total Enrolment by Program
N/A	N/A	N/A	N/A

*The space below is provided for **University of Toronto** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: International Initiatives.

For-Credit, Stand-Alone campuses, partner campuses, or partnerships at which University of Toronto delivers courses and/or programs abroad is not applicable.

Please provide one or more highlights, in the space provided below, of an activity that **University of Toronto** used during 2013-2014, which contributed to maintaining or improving **University of Toronto's** international initiatives. This could include a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

In his installation address in the fall of 2013, President Gertler named strengthening U of T's international partnerships and reach as one of three key strategies to maintain and advance the University's performance as a top-ranked university in the globe. Internationalization through partnerships provides access to excellent research opportunities for U of T faculty and students, and encourages our students to become global citizens. Equally significant, internationalization provides a meaningful route by which the University helps to attract and retain the world's best talent, experience and expertise in Ontario.

A selection of highlights of 2013-14 international initiatives is provided below:

-Summer study abroad continues to provide opportunities for U of T students to study around the world and gain international perspectives. The University launched three new programs, including POL380Y0 Topics in International Politics - Localizing Global Environmental Governance (Argentina), ANT395Y0 Special Topics in Anthropology: Field Archaeology (Peru) and Topics in Hispanic Culture (Spain).

-Created and hired a new dedicated Learning Strategist for international students. This Learning Strategist provides support to international students, particularly when transitioning from different academic styles and cultures. The focus and resources are geared towards programming that is preventative in nature. Programs led by the Learning Strategist include academic transition orientation to support graduate and undergraduate students; resources on academic integrity, including consequences of academic dishonesty, and peer-to-peer programs and facilitated study groups.

-In 2013-14, U of T hosted more than 550 Brazilian students for English Language Programming and academic course work through Brazil's Science Without Borders program. Close to 400 of these students participated in a summer internship placement with approximately 40% of those placements in industry. U of T offered co-curricular programming to help students transition to life in Canada. For example, the new "CIE-sta Thursdays" program was launched to support SwB students as they transition to life in Canada personally, academically and professionally. This series will also be used as a means to communicate information to students about opportunities for further graduate study at U of T upon their graduation.

-University of Toronto and University of São Paulo—Joint Conference on Oncology: As a result of U of T's strong research partnership with Brazil's University of São Paulo, in November 2013 these two universities held a two-day joint conference in Toronto. "Oncology: An international approach to cancer research" brought together cancer researchers from both institutions to share their knowledge and explore opportunities for collaboration. The conference focused on three areas of research: immunology and immunotherapy, bioinformatics and biomarkers, imaging, and clinical oncology, four key aspects along the spectrum of oncology research. The conference included a public lecture by Dr. Steven Narod on Cancer in the Era of Personalised Medicine/Modern Approaches to Cancer Prevention, followed by a panel discussion, with leading experts from Toronto's cutting-edge cancer research institutes.

-The Department of Molecular Genetics in the Faculty of Medicine offers an International Summer Research Program for high-



performing third-year undergraduate students from China. This 12-week program provides academic and research programming led by U of T faculty in laboratories at the University and in its affiliated teaching hospitals. The International Summer Research Program has resulted in recruitment of approximately 50% of former participants to subsequent graduate work at U of T.



7) Work-Integrated Learning*

As part of the Government's PSE Transformation agenda, the government is interested in expanding work-integrated learning (including co-operative education) to make future Ontario students more career and job ready. Co-ops, internships, work placements and other types of work-integrated, experiential or entrepreneurial learning are already available in colleges and universities, often in partnership with industry.

***DEFINITIONS:**

Work-Integrated Learning is the process where students learn from experiences in educational and practice settings and integrate those experiences for effective professional practice and employment (adapted from HEQCO, 2012).

A Co-operative Education Program is defined as one that formally integrates a student's academic studies with work experience. The usual plan is for the student to alternate periods of experience in career-related fields according to the following criteria (Canadian Association for Co-Operative Education, 2012):

- Each work situation is approved by the co-operative education institution as a suitable learning situation;
- The co-operative education student is engaged in productive work rather than merely observing;
- The co-operative education student receives remuneration for the work performed;
- The co-operative education student's progress on the job is monitored by the cooperative education institution;
- The co-operative education student's performance on the job is supervised and evaluated by the student's employer;
- The time spent in periods of work experience must be at least 30 per cent of the time spent in academic study.

Based on the definitions provided above, please provide WIL data for **University of Toronto** in 2013-2014:

	<u>Undergraduate</u>	<u>Graduate</u>
Number of programs at University of Toronto with a Co-op Stream	37	7
Number of students at University of Toronto enrolled in a Co-op program	2,685	0

Please provide one or more highlights, in the space provided below, of an activity that **University of Toronto** used during 2013-2014, which contributed to providing Work-Integrated Learning opportunities for students. Along with co-op, other examples of WIL include internships, mandatory professional practice, field experience, service learning, applied research projects, innovation incubators and other WIL opportunities. This could include a strategy, initiative or program viewed by **University of Toronto** to be an innovative practice, success story and/or key accomplishment.

Notes: The co-op program enrolment figure above includes Arts and Science co-op, Professional Experience Year, and Management co-op. Graduate enrolment for co-op programs is not available, and the zero value entered should be interpreted as “not available.”

Experiential Learning is identified in U of T’s Strategic Mandate Agreement as a core area of institutional excellence. The University offers a number of flagship experiential learning programs such as co-op at UTSC, the Professional Experience Year for students in Engineering and Computer Science, and undergraduate research opportunities, internship and practicum arrangements (100+ programs), Work-Study positions (2,000+ students), and opportunities for students to earn credit through placements in community settings. To highlight just one example of the volume of participation in work-integrated learning at U of T in addition to co-op programming, in 2013-14, 2,289 students were enrolled in service learning courses supported by the Centre for Community Partnerships.

In many of the University’s professional faculties, students gain essential clinical experience and an enhanced sense of social responsibility in real-world clinical settings as part of their academic program. A few examples of U of T’s public-facing clinical practice opportunities include:

-The Patient Clinic in the Faculty of Dentistry, a full-service dental facility where dental students treat thousands of patients each year under the supervision of experienced dentists.

-Downtown Legal Services, Aboriginal Legal Services, Advocates for Injured Workers, and the Barbara Schlifer Commemorative Clinic for women survivors of violence, public clinics operated by the Faculty of Law. These clinics offer a range of legal services to members of the community while law students hone their professional skills and explore ethical issues in law.

-Students from the Leslie L. Dan Faculty of Pharmacy have the opportunity to participate in a summer internship in the Katutura ARV Clinic in Windhoek, Namibia. This clinic dispenses antiretrovirals, antibiotics, and medications to treat the side effects associated with antiretroviral drugs to 9,000 local HIV and tuberculosis patients.

The Centre for Community Partnerships is a hub for service learning across all three U of T campuses. Its mandate is to enhance and broaden student learning and build educational capacity within communities of the GTA and Peel regions. Building capacity for service learning goes beyond facilitating partnerships with community groups: the Centre provides the necessary resources to both students and faculty who are planning to take part in - or design - an academic service learning opportunity. For students, a range of supplementary and mandatory workshops are offered to support students’ learning and leadership development through community service placements. For Faculty, the Centre offers online resources, consultations,



faculty development events and workshops to support the design and launch of successful service-learning courses. The CCP also maintains a database on service learning activities for use by students and faculty.

8) Student Satisfaction

Per the 2011 National Survey of Student Engagement (NSSE), the undergraduate student satisfaction rate (total of *excellent and good* responses) at **University of Toronto** for NSSE Question "How would you evaluate your entire educational experience at this institution?" = **71%**⁽⁺⁾ for Senior Year respondents.

Per the 2011 National Survey of Student Engagement (NSSE), the undergraduate student satisfaction rate (total of *definitely yes and probably yes* responses) at **University of Toronto** for NSSE Question "If you could start over again, would you go to the same institution you are now attending?" = **70%**⁽⁺⁾ for Senior Year respondents.

Please indicate the methods, in addition to the NSSE survey, that **University of Toronto** used in 2013-2014 to measure student satisfaction.

The University of Toronto undertakes a broad range of activities to measure student engagement. The following represent a few examples.

During the Winter Term of 2014, U of T undertook the National Survey on Student Engagement (NSSE) with nearly 10,000 first and senior undergraduate students participating. This project will roll into next year.

Student satisfaction is an ongoing priority for the University of Toronto. The University employs a number of surveys and assessments in addition to NSSE. The list below provides a small sample of these types of activities in 2013-14:

-Carried out a Health and Wellness Usage survey across all three campuses, to better understand the awareness, usage, and outcomes of usage of our various health and wellness services throughout the University.

-Held a series of student focus groups to better understand the wellness and mental health issues, needs, and priorities of our students.

-Conducted a transportation survey to understand the transportation use and needs between University of Toronto Scarborough and the St. George Campus.

-In the past year, the University also undertook a range of additional surveys on specific themes such as Intramural Learning Outcomes, and Residence Life Staff Training, among several others.

Please provide one or more highlights, in the space provided below, of an activity that **University of Toronto** used during 2013-2014, which contributed to maintaining or improving student satisfaction at **University of Toronto**. This could include a strategy, initiative or program viewed by **University of Toronto** to be an innovative practice, success story and/or key accomplishment that **University of Toronto** would like to highlight.

U of T delivers many initiatives aimed at enhancing student satisfaction across the three campuses. We note that the list below represents only a few examples of such initiatives used in 2013-14:

- The University continued to develop and expand online tools to improve services to students, making it easier to navigate course options, transfer credits, progress to degree completion and other self-help tools. Modules such as Transfer Explorer, Course Finder, and Degree Explorer offer students the ability to easily manage their academic pathway, progress, and goals through tailored online tools. For example, Degree Explorer provides an interactive platform for students to assess progress towards their degree, create hypothetical degree scenarios, and plan program requirements and electives year over year.
- Providing the right information at the right time can be a challenge with so much information sent to students through a variety of sources. Just-in-time-slides are presented on screens in our large lecture halls, prior to and between classes, with a new deck of slides run weekly. They keep students informed of important dates (course add, drop, exam schedules), important information (flu shot clinic hours, mental health month events), and significant events (student elections, Immigration Canada information sessions).
- U of T launched its Co-Curricular Record, allowing students to easily search for activities, develop demonstrable competencies associated with those activities, and receive recognition for their participation and accomplishments. By end of 2013-14 there were over 1,200 opportunities recognized in the database, and more than 3,700 students had participated. These recognized and vetted co-curricular opportunities are connected to competencies to enable students to present to employers the learning outcomes and competencies gained as a result of participation.
- The University began a major review process to improve orientation experiences for incoming students through a Working Group on Orientation and Transition to University Life. The final work will be submitted in the coming year; however, many improvements to Orientation programming throughout the University have been introduced.
- Created an ASKMe Information HUB, providing in-person and online support for all students who may have any questions or need support finding their way around the University.

Additional tri-campus highlights for 2012-13 include:

St. George

- Embedded Services: Continued to expand the reach of centralized services such as International Student Advising, Learning Strategists, Career Educators, and Counselling. These central resources were embedded in 51 locations across campus such as College and Faculty Registrar's Offices, to assist students at convenient locations.
- A Student Initiative Fund was developed to provide financial assistance to students and student groups who want to develop programs or events that help enhance the student experience.

UTM

- Offer an online database of over 250 frequently asked questions related to a variety of registration and academic issues. The themes tagged in this comprehensive collection of real questions from real students include: OSAP, Scholarships and Grants, Exams, Term Work, and Final Marks, Petitions, Courses and Timetable, GPA and Academic Status, Graduation and Transcripts, Definitions, Programs of Study, Transferring, ROSI, Forms, Letters, and Publications, Fees, Student ID and Personal Information, and Visiting Students.

UTSC

- The UTSC Study Space Committee worked closely with the Library, student groups, student services, and faculty to determine student needs and implement new strategies to enhance quality, flexibility, and availability of study space. Specific attention was paid to creating new 24/7 study space, group study space, and ultra-quiet space.

9) Graduation Rate

Per the KPI results reported in 2012, the graduation rate at **University of Toronto** = **78.9%^{(+)*}**

*The graduation rate shown involves the selection of all First Year, New to the Institution, Undergraduate students from the Fall 2004 enrolment file who were seeking a Bachelors or First Professional degree, for whom an FTE value of 0.4 or greater is recorded, and who also have a valid Student ID number. This subset of Year One enrolments is then matched against records of students who received a Bachelors or First Professional degree from the same institution during the period 2005 - 2011 (subsequent 7 years). For students who received two or more degrees during this seven year period, every effort was made to use the initial degree awarded (based upon the year in which degree was awarded).

Please indicate any methods, in addition to the KPI survey results reported in 2013-2014, that **University of Toronto** used in 2013-2014 to measure graduation rate.

The University of Toronto is committed to providing students with an environment in which they can thrive. The rate at which students continue their studies and graduate in a timely fashion reflects our success in creating these conditions, and also reflects the University's ability to attract those students best qualified for our programs.

To assess the University's performance at the undergraduate level, we measure and regularly report on included measures of retention and graduation exchanged with the Consortium on Student Retention Data Exchange (CSRDE); both across time and in comparison to peer institutions.

Please provide one or more highlights, in the space provided below, of an activity that **University of Toronto** used during 2013-2014, which contributed to maintaining or improving **University of Toronto's** graduation rate initiatives. This could be a strategy, initiative or program viewed by **University of Toronto** to be an innovative practice, success story and/or key accomplishment that **University of Toronto** would like to highlight.

Student success is an ongoing priority for the University of Toronto. Many initiatives highlighted elsewhere in this document contribute to supporting students towards the milestone of graduation while also enhancing student retention, satisfaction, and other areas of the student experience.

The following represent a selection of initiatives offered in 2013-14 aimed at supporting students' path towards graduation:

St. George

-The fifth-annual University of Toronto Next Steps Conference was held May 1-2 2014 in collaboration with Alumni offices. The focus of the conference is to assist upper-year Arts and Science students with their transition out of university. The conference, with 450 student attendees, included a keynote, six industry panels, six topical break-out sessions and a networking event with 50 U of T alumni.

-In a partnership between Student Life and Alumni Relations, developed a targeted program to connect students with U of T alumni to help develop their networks and discuss life after graduation.

UTM

-Delivered the Now That I'm Graduating, What's Next workshop several times in 2013-14. This workshop focuses on practical tips for graduating students on how to access the hidden job market and the benefits of using Career Centre services for the two years of eligibility after they graduate.

UTSC

-Choosing Your Program Month – Working with the academic departments at UTSC, the Academic Advising & Career Centre coordinated programming throughout the month of March to help students to explore the academic program options available to them and encourage them to make well informed program selections. The programming included information sessions, open houses, panel discussions, online chat sessions, faculty office hours and a fair style event to showcase the programs.

-Academic Integrity Matters (AIM) – The focus of this committee was on proactively educating students about academic



integrity via workshops and resources, with particular efforts in reaching out to first year and international students.

10) Graduate Employment Rate

Per the KPI results reported in 2014 the employment rate for 2011 graduates, 6 months after graduation, at **University of Toronto = 84.95%⁽⁺⁾**

Per the KPI results reported in 2014 the employment rate for 2011 graduates, two years after graduation, at **University of Toronto = 92.59%⁽⁺⁾**

Please indicate any methods, in addition to the KPI survey results reported in 2013-2014, that **University of Toronto** used in 2013-2014 to measure graduate employment rate.

As noted in the 2012-13 MYAA, the University of Toronto administered the Baccalaureate Graduate Outcomes Survey to our 2007 graduating cohort (i.e. 5 years post-graduation) in the fall of 2012 as part of a national project involving 41 universities. The following represent a few key results of this survey:

The survey included questions on labour market outcomes, effectiveness of program elements in preparing for a career, social and civic engagement, etc.

The University was pleased to find that the 5 year employment rate for this cohort was 94% and median annual full-time employment income was \$66,000 – both significantly higher than at the 2 year point as measured through the MTCU KPI employment survey.

34% of respondents obtained a graduate qualification after graduation; 30% at the Master's level and 4% at the doctoral level.

Please provide one or more highlights, in the space provided below, of an activity that **University of Toronto** used during 2013-2014, which contributed to maintaining or improving **University of Toronto's** graduate employment rate. This could be a strategy, initiative or program viewed by **University of Toronto** to be an innovative practice, success story and/or key accomplishment that **University of Toronto** would like to highlight.

The University of Toronto's tri-campus career centres offer centrally coordinated and campus-specific programming to support students' career education and transition.

One tri-campus highlight is the new Career Learning Network (CLN), an integrated career and advising services management system, allowing students and employers to seamlessly access services across all three university career centres. The CLN provides access to experiential learning and employment opportunities, workshops, events and career exploration resources.

The following are a few examples of campus-specific initiatives aimed at supporting graduate employment in 2013-14:

St. George

-The STEP Forward program (Successful Transitions through Engaged Planning) offered by the Faculty of Arts and Science, is a coordinated approach of curricular, co-curricular, and advising activities aimed at developing students' capacity to connect their undergraduate education with personal values and career goals. The program offers practical planning tools and opportunities aligned with key transitional stages in undergraduate studies, including STEP into Arts and Science, STEP into Programs of Study, STEP into Action, and STEP into the Future.

-Piloted Rapid Launch, a program specifically designed for Arts and Science students to build their knowledge and skills as they explore entrepreneurial thinking and to solidify their business concepts. This five-part program offered a hands-on opportunity for students to move forward with their business ideas.

-In partnership with the School of Graduate Studies, hosted the Opening Doors Conference, expanding opportunities for PhDs seeking non-academic work to actively engage and network with career partners to explore career possibilities.

UTM

-To ensure staff are as accessible as possible to students, the Career Centre works with campus partners to produce Pop Up shops at various locations on campus. Students can come to the Pop Up with career questions or concerns. Key themes

include what program to study, career options within programs, applications to further education; employment advisors discuss job search strategies, resumes, LinkedIn profiles and networking concerns.

-In addition to career panels, networking events and information sessions, UTM introduced two new venues for employers and alumni and students to interact - Round Tables featuring one to two employers and/or alumni to about 15-20 students, and Employer Pop Ups which are similar to the Career Centre pop ups described above. These provide smaller, more intimate venues for students to talk to employers and alumni, and higher quality conversations can result.

UTSC

-Delivered Hire Power, an award winning three-day conference for students and new graduates at UTSC. The conference focused on the transition to the workplace by enhancing students' job search skills and employability.

-The Partners In Leadership program pairs students with a UTSC alumni mentor. Students in the program acquire insight and advice from experienced and successful alumni, begin to establish a network of professional contacts, and gain support with their transition into the workplace. They also participate in professional development sessions aimed at helping them explore their professional options and build workplace skills.

-Held 24 Career Exploration Panels and networking events, which leverage opportunities for employers and alumni to share their career stories and industry information with students and new graduates. These events also provide students with opportunities to strengthen their networking skills and develop connections.



11) Student Retention

Using data from **University of Toronto's** Institutional Consortium for Student Retention Data Exchange (CSRDE) submissions, please provide **University of Toronto's** achieved results for all years in the table below:

Entering Cohort	2009 Cohort	2010 Cohort	2011 Cohort	2012 Cohort
1st to 2nd Year	91.2% ⁽⁺⁾	91.3% ⁽⁺⁾	91.21% ⁽⁺⁾	92%
1st to 3rd Year	84.1% ⁽⁺⁾	84.9% ⁽⁺⁾	84.76%	N/A ⁽⁺⁾

*The space below is provided for **University of Toronto** to describe the methodology, survey tools, caveats and other information regarding the numbers reported above re: Full-Time Student Retention Rate.

The cohort for each year is comprised of full-time students entering into first year of a first-entry program (Arts and Science, Applied Science and Engineering, Music, Kinesiology and Physical Education) for the first time. It excludes transfer students (any student who has credits from any post-secondary institution). It includes students who transfer to an undergraduate professional program (e.g., Pharmacy, Medicine) before receiving a degree in their first-entry program. It includes students who change to part-time status in subsequent years.

Please provide one or more highlights, in the space provided below, of an activity that **University of Toronto** used during 2013-2014, which contributed to maintaining or improving **University of Toronto's** retention initiatives. This could be a strategy, initiative or program viewed by **University of Toronto** to be an innovative practice, success story and/or key accomplishment that **University of Toronto** would like to highlight.

U of T employs a suite of strategies to support and enhance student retention. A key development in the delivery of student support services is the move towards “embedded” services. This delivery model brings services to the students, “where they are,” enhancing visibility and accessibility of the services. For example, Learning Strategists are now embedded at the Centre for International Experience, First Nations House, Woodsworth, and the faculties of Kinesiology, Engineering, and Rotman. Another example of embedded services is the placement of Health and Wellness Counsellors in the Faculties of Dentistry, Engineering, Law, Social Work, and Rotman. This approach contributes to de-stigmatizing mental health by making it easy to locate services and to “normalize” stress and anxiety.

Highlights of initiatives in 2013-14 that contributed to student retention include:

St. George

- The Faculty of Kinesiology and Physical Education offers a targeted retention and graduation support program that provides academic support to student athletes in a variety of subject areas.
- The Centre for International Experience embedded four International Transition Advisors at 13 different locations across campus to support international students’ transition to the University of Toronto. The Advisors promote available programs and services, offer one to one advising, and work with local staff to internationalize local orientation programs and services.
- The Centre for International Experience offered the iConnect Peer Mentorship Program. This initiative supported close to 150 new graduate and undergraduate international students with the help of 34 peer mentors.

UTM

- Academically successful upper-year UTM students are available to answer peer questions about UTM through the connectNOW program. These student leaders also deliver interactive weekly seminars on themes such as developing academic skills for success at the university level, and the types and location of support resources available across campus through the utmONE Connect initiative.
- Students in academic difficulty/transition have access to an unlimited number of one to one appointments to discuss their concerns with a professional career counsellor. These appointments can cover topics such as making program or career choice changes, adjusting expectations and how students integrate these changes into their lives.
- Student service providers collaborated with academic departments to coordinate and enhance efforts to support student mental health. Key areas of focus include stress reduction, positive transitions and mental health support. A stress reduction event known as "Exam Jam" is held each term, with involvement across student service providers.

UTSC

- Get Started is a comprehensive academic orientation program for incoming students to UTSC. The program supports students during their transition to and engagement in the UTSC community, complemented by peer to peer coaching by senior students. Topics include academic planning, course selection, campus resources, study skills, and career planning, with parallel programming offered to parents/guests of incoming students.
- Delivered one-on-one advising to immigrant and international students through the International Student Centre. The Centre



held transition seminars on themes such as academic integrity, understanding the Canadian educational context, and augmenting academic courses through experiential opportunities outside the classroom.

-The Academic Advising & Career Centre collaborated with faculty on a pilot project which involved reaching out to students taking first year calculus at various points of the academic terms based on academic performance. The Centre worked with the Registrar's Office to reach out to pre-probation students to encourage them to take action in accessing the various support services available to them on the UTSC campus.

12) Productivity and Innovation Fund (PIF)

Productivity and Innovation Fund (PIF) records indicate that **University of Toronto** participated in the following institutional or multi-institutional PIF projects. Please indicate one or more examples of ongoing initiatives that resulted from the project that will continue in 2014-2015, such as knowledge sharing, expanded scope or expanded number of partner institutions.

Project Name	Project Number	Cost Savings/Cost Avoidance*	Ongoing Activity
Active Learning: Online Redesign (ALOR) ⁽⁺⁾	UOFT-CPR1-I(+)	\$955,256	<p>The cost savings highlighted in this table are based on the reduction of the use of classroom facilities and the roll-out of a paperless course evaluation system.</p> <p>Highlights and Ongoing Activities: - Developed a replicable Program Redesign Framework that integrates technology-based active learning and includes: methodology for mapping of learning concepts to improve curriculum design, replicable program level faculty development process supporting online course design, and templates for active learning activities. -Held 27 events and collaborative meetings to connect faculty/staff to share the methodology, process and progress on innovative teaching methods. -Developed several high potential innovative online learning tools (Digital Lab Coat, mTuner and EXPLORE Repository) to support integration with existing systems and for use by course instructors. -Extended U of T's online Course Evaluation Framework to connect learner outcomes with department planning and quality assurance processes. - Developed a valid bank of questions for web-based course evaluation specifics to online learning. -The new faculty development resources and processes will result in added value and cost savings in the longer term through increased flexibility and capacity across a range of instructional formats.</p>

Project Name	Project Number	Cost Savings/Cost Avoidance*	Ongoing Activity
University of Toronto Co-Curricular Record (CCR)(+)	UOFT-CPR2-I(+)	Not available.	<p>Efficiencies realized by this central coordinating role have been evident throughout the foundational phase of CCR's creation and will continue to have an impact going forward. For example, efficiencies were generated by centrally coordinating the accelerated implementation and expansion of the CCR across all three U of T campuses.</p> <p>Highlights and Ongoing Activities: -In consultation with staff and faculty, the Student Life Coordinator developed support resources on the submission, reflection, and validation processes. In addition, a communication strategy on the CCR was developed for students, staff, faculty and administration. - The CCR database now includes 1,200 co-curricular opportunities, with projected growth to 4,000 by fall 2014 and 6,000 by fall 2015. Some of the next co-curricular opportunities to be integrated into the database include: - Work Study: The Work Study process is being centralized so that staff/faculty who apply for a work study position will automatically have their opportunity added to the CCR. If approved, this will create 2,400 new opportunities by Fall/Winter 2015. - Addition of newly recognized student groups will lead to the addition of approximately 800 new opportunities to the CCR. - Implementation of academic life opportunities such as service learning, Teaching Assistantships, and Research Assistantships, mandatory workshops/activities, curricular research opportunities, internships, co-ops, practicums in 2014/15. - The University is working with the Toronto 2015 PanAm Games University/College Steering Committee to identify CCR opportunities with Pan Am staff. - U of T hosted a national summit on Co-Curricular Records (May 1-2, 2013) with over 60 representatives from 43 Canadian colleges and universities. - We note that the position of Student Life Coordinator (SLC), Campus Involvement, was funded</p>

Project Name	Project Number	Cost Savings/Cost Avoidance*	Ongoing Activity
			by PIF in 2013/14; but will be funded by U of T funds in succeeding years.
Multi-Institution Space Management Solution ⁽⁺⁾	UOFT-ASDT3-M ⁽⁺⁾	See "Ongoing Activity"	<p>Cost savings achieved through: - Development of one RFP rather than one for each site – saving \$5,000-\$10,000 for every RFP avoided. -Savings associated with vendor cost to respond to one RFP which can be as much as \$50,000 per RFP response. -Collective implementation led to substantial savings considering the cost associated with this service can range between \$23,000-\$48,000 per institution based on market research. Highlights and Ongoing Activities: -The new multi-institution space management solution, Archibus, will provide the benefits of shared software, standardized training and support opportunities, improved opportunities for collaboration, common reporting and analytical tools, shared knowledge base, web access, and mobile technology. -There is the potential for other Ontario institutions to move to the new solution and benefit from lower incremental costs related to space management and access to the new shared knowledge base.</p>

Project Name	Project Number	Cost Savings/Cost Avoidance*	Ongoing Activity
Ontario Digital Library Research Cloud(+)	UOFT-ASDT4-M(+)	ODLRC per TB cost of \$133 CDN as opposed to \$357 US if Amazon services were used.	<p>The Ontario Digital Library Cloud is a three-year project that pools resources to build a large scale shared data storage service for partner universities. To estimate cost savings, we compare per TB storage costs achieved through the ODLRC model and the per TB storage costs of commercial data storage services such as Amazon and Google.</p> <p>Highlights and Ongoing Activities: -The first year of this project included establishment of a project team, hiring and training of systems support staff, establishment of a governance structure, development of communication vehicles for the project, sourcing appropriate hardware, receipt and assembly of the hardware at the central data centre at the U of T, design of a network topology between the partner sites that supports traffic between storage nodes, and investigation of options for integration of the storage service with common library repository tools. -In years 2 and 3, the partners will complete the rollout of the storage hardware to all partner libraries, integrate storage service software with common repository tools, and develop a research support compute cluster to support analysis of content in the cloud.</p>

Project Name	Project Number	Cost Savings/Cost Avoidance*	Ongoing Activity
Shared High Density Library Storage Facility(+)	UOFT-ASDT5-M(+)	See "Ongoing Activity"	<p>Typical operating cost of library space is \$200/NASM annually. At full fit-out of the repository the 12,000 NASMs saved would represent \$2.4M in annual operating costs minus the cost of operating the repository itself (\$200 X 1800 = \$360K). The estimated cost savings related to this project are expressed for one university; corresponding savings would apply for each of the five participating universities, Toronto, Queen's, McMaster, Ottawa, and Western. Highlights and Ongoing Activities: -The first year of this project focused on project planning and governance. To support these activities, a Technical Services Working Group of select staff from within each library will be formed to address operational needs and a Business Committee including the five heads of the libraries and their respective CFOs, will work on the financial and legal aspects of the project. -Each partner will sign a MOU with U of T and contribute to on-going operating and construction costs of additional storage bays on a per book basis. -There is good potential for replication as land is available at the U of T Downsview property for further expansion of the high density library storage facility. -Partners anticipate that 2 million volumes will be added to the High Density Storage facility by 2019.</p>

Project Name	Project Number	Cost Savings/Cost Avoidance*	Ongoing Activity
Ontario Consortium for Graduate Professional Skills Development(+)	MAC-CPR3-M(+)	See "Ongoing Activity"	<p>\$6 million for the research intensive universities and upwards of \$20 million across all of Ontario's graduate universities. Further cost savings can be generated as additional partners join the consortium. As new partnerships develop, the consortium can offer access to the 18 developed modules in exchange for receiving access to other institutions' online modules valued at \$50-\$100K each. Highlights and Ongoing Activities: -Data collection on students' needs is ongoing. This data will be used to inform the consortium's planning, particularly as it related to adding new modules via new partnerships with other institutions. Long-term outcomes of the GPS portal (MyGradSkills.ca) will be tracked through extended surveys of alumni. -Representatives from all of Ontario's graduate programs have been given access to the modules to review, provide feedback, and begin planning the in-person workshops. -The GPS system includes a "badging" component for participants which is transferable across all Ontario Graduate Schools. This is a key student-centred ongoing activity. - The consortium will continue to explore opportunities to partner with a range of organizations both within Canada and beyond to expand the GPS approach.</p>

**DEFINITION: Cost Savings/Cost Avoidance is as reported in the Productivity and Innovation Final Report, June 30, 2014.*

Note: The cost savings/cost avoidance for multi-institutional projects has not been pre-populated as this information was provided to the Ministry at the project level, not by institution.

*The space below is provided for **University of Toronto** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Cost Savings/Cost Avoidance.



See table for context.



Attestation:



University of Toronto confirms that all information being submitted to the Ministry as part of the 2013-2014 Report Back is accurate and has received approval from **University of Toronto's** Executive Head.

Contact:

For additional information regarding **University of Toronto's** 2013-2014 Report Back please contact -

- Name: Amanda Pautler, Senior Manager, Government Policy
- Telephone: 416-978-8969
- Email: amanda.pautler@utoronto.ca

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