Ontario

Ministry of Training, Colleges and Universities

Multi-Year Accountability Agreement (MYAA) 2009-10 Report Back

Institution Name:	**University of Toronto**

OVERVIEW

Through the 2008-09 MYAA Report-Back process, Toronto was asked to identify how institution-specific access and quality improvement strategies for 2006-07 to 2008-09 would be extended, consolidated and/or best practices applied in 2009-10. Toronto was also asked to outline how the impact of these access and quality improvements would continue to be monitored over the 2009-10 transition year. As in previous years, the Ministry will withhold a portion of Toronto's 2010-11 allocation until the completion of the 2009-10 Report Back review and confirmation that Toronto is on track for meeting its commitments or has an improvement plan in place; and is approved by the Ministry.

PRE-POPULATED DATA CONTAINED IN THIS REPORT BACK TEMPLATE

Where possible, the Ministry has pre-populated this Report Back template with data from a variety of existing reports (e.g. Key Performance Indicators) and data sources (e.g. USER, CUDO) to help streamline the Report Back process. All of the pre-populated data in this Report Back has been collected from confirmed institutional sources.

DEADLINE FOR SUBMISSION TO THE MINISTRY

The deadline for Toronto to complete and submit this template to the Ministry is **September 30, 2010**. Please ensure the completed 2009-10 Report Back has Executive Head approval prior to submitting to the Ministry. The 2009-10 Report Back will constitute part of the public record, and as such, must be made available on Toronto's website. Please ensure Toronto's completed 2009-10 Report Back is posted at the same location on Toronto's website as its Multi-Year Action Plan.

CONTACT

For any questions regarding this Report Back template, please email Preet Gill, Senior Policy Advisor, Universities Unit at Preet.Gill@ontario.ca or telephone (416) 325-9262, or Aamir Taiyeb, Research Policy Analyst, Universities Unit at Aamir.Taiyeb@ontario.ca or telephone at (416) 325-4237.

PART 1: *2009-10 SYSTEM WIDE INDICATORS*

- The 2009-10 Report Back has been changed from previous years' format to collect information on system-wide indicators and will reflect and report on progress on Toronto's commitments regarding access, quality and accountability as outlined in the original accountability agreements.

- The 2009-10 Report Back is requesting data on credit transfer, online learning and international students. This is in keeping with the government's strategic priorities as per discussions with Colleges Ontario and the Council of Ontario Universities. This will allow the Ministry to benchmark and track progress on new key initiatives such as achieving a 70% PSE attainment rate while continuing to measure progress on Reaching Higher objectives. The data collected from the 2009-10 report-back will also inform the creation of system-wide targets to be introduced in 2010-11 by TCU in consultation with the sector.

- System Wide Indicators for 2009-10:

    1) Enrolment – Headcount
    2) Under-Represented Students: Students with Disabilities, First Generation and Aboriginal
    3) Compliance with the Student Access Guarantee (SAG) in 2009-10
    4) The Student Access Guarantee (SAG) for 2010-11
    5) Participation in the Credit Transfer System
    6) Class Size
    7) Online Learning
    8) International Enrolment
    9) Supply Chain Compliance
    10) Space Utilization
    11) University Student Satisfaction
    12) Graduation Rate
    13) Graduate Employment Rate
    14) Student Retention Rates
    15) Quality of the Learning Environment

1) Enrolment – Headcount*

**DEFINITION: Headcount* is the number of full-time students enrolled in 2009-10, including full-time undergraduate and graduate students eligible for funding consideration.

- Toronto reported to TCU the full-time total Headcount enrolment in 2009-10 = **58,791**
- Please indicate the **number of students aged 18-24** from the total full-time Headcount enrolment reported by Toronto to the Ministry for 2009-10 = **45,343** ***(There are also 200 students who are less than 18 years of age enrolled at U of T in 2009-10)***
- Please indicate the **number of students aged 25+** from the total full-time Headcount enrolment reported by Toronto to the Ministry for 2009-10 = **13,248**
- Please provide one or more example in the space provided below of a promising practice that Toronto used during 2009-10 to develop and maintain results for overall enrolment. A promising practice could be a strategy, initiative or program viewed by the institution to be innovative practice, success story and/or key accomplishment that the institution would like to highlight.

The University budget and planning model uses a rolling, five-year, budget-planning window. The budget process operates in a continuous cycle as it moves through the planning and development, implementation and monitoring phases, leading directly into the planning phase for the next year. Under this model, an interactive enrolment planning process is key to accurate revenue projections and proper internal budget allocations.

Each year, as part of the planning process, academic divisions review their actual enrolment against established enrolment targets. In 2009-10, the University introduced new tools to enable divisional enrolment planners to easily model various enrolment scenarios and estimate the impact on the divisional budget. These tools have provided a consistent means for divisions to monitor their progress towards targets -- both in terms of enrolment and budget. Considerations captured in enrolment planning tools include: new and existing academic programs with particular attention to planning for 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.

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 the institutions' annual report to the Ministry for the Accessibility Fund for Students with Disabilities Fund (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, language, cultural practices and spiritual beliefs.*

- For the following, please include full-time and part-time, but not international students.

Students With Disabilities	First Generation Students	Aboriginal Students
Please indicate the total number of *students with disabilities* at Toronto who registered with the Office for Students with Disabilities and received support services in 2009-10= 2,572*_____ Please indicate the number of *students with disabilities* at Toronto who registered with the Office of Students for Disabilities and received support services as a percentage of the total student population in 2009-10 who were: **Full-time** = *n/a*___ **Part-time** = *n/a*___ **Total (Full-Time + Part-time)** = 2,572_ Please calculate as % of Enrolment Headcount: (Insert Total From Above) 2,572_____ ÷ **58,791** (Enrolment Headcount from Page 3) x 100 = 4.37__% **Consistent with previous Report Backs, this number is derived from Table 1 of our annual Accessibility Services Report to MTCU. This number represents only students who self-identify with support services. The FT / PT breakdown is not available.*	Please indicate the total number of *First Generation students* enrolled at Toronto in 2009-10= 8,211*____ Please indicate the number of *First Generation students* enrolled at Toronto as a percentage of the total Toronto student population in 2009-10 who were: **Full-time** = *n/a*___ **Part-time** = *n/a*__ **Total (Full-Time + Part-time)** = 8,211 Please calculate as % of Enrolment Headcount: (Insert Total From Above) 8,211____ ÷ **58,791** (Enrolment Headcount from Page 3) x 100 = 13.9__% ** The number reported here is an estimate based on student self-identification data collected from NSSE 2008. In our 2008-09 Report Back, our estimate of the first generation student population was derived from the Canadian University Report Survey (administered in spring 2009). The FT / PT breakdown is not available.*	Please indicate the total number of *Aboriginal students* enrolled at Toronto in 2009-10= 504*_____ Please indicate the number of *Aboriginal students* enrolled at Toronto as a percentage of the total Toronto student population in 2009-10 who were: **Full-time** = *n/a*__ **Part-time** = *n/a*__ **Total (Full-Time + Part-time)** = 504___ Please calculate as % of Enrolment Headcount: (Insert Total From Above) 504_____ ÷ **58,791** (Enrolment Headcount from Page 3) x 100 = 0.86__% ** The number reported here is an estimate based on student self-identification data collected from NSSE 2008. In our 2008-09 Report Back, our estimate of the Aboriginal student population was derived from an estimate of students who self-identify with U of T's First Nations House. The FT / PT breakdown is not available.*

Students With Disabilities	First Generation Students	Aboriginal Students
In the space below, please provide one or more example of promising practices that Toronto used in 2009-10 to develop and maintain results for *students with disabilities.* In 2009-10, U of T implemented a new tri-campus data management and on-line test / exam booking system (Clockworks) that will increase efficiency and communication between Accessibility Services offices and exam centres. It will also provide a simpler, more accessible system for students across the three campuses. Students also participated in a pilot over the summer to use Clockworks to download notes in e-format. Participants found the system more convenient and accessible. They also indicated that they preferred the self-serve / self-managed online account.	In the space below, please provide one or more example of a promising practice that Toronto used in 2009-10 to develop and maintain results for *First Generation students*. U of T received MTCU funding for First Generation students in 2008-09 and 2009-10 for two projects: The Student Transition Education Program – University Preparation for Parents (StepUPP) outreach initiative at UTM. StepUPP is designed to educate, inform and provide support to parents and families of prospective university and college students in targeted communities who have little or no university education or experience in Canada. The UTSC First Generation Outreach Project worked collaboratively with UTSC First Generation Mentors/Ambassadors, UTSC faculty and staff, community partners, and educational institutions to identify First Generation students and create targeted outreach initiatives to assist them in graduating from high school and applying for post secondary education.	In the space below, please provide one or more example of a promising practice that Toronto used in 2009-10 to develop and maintain results for *Aboriginal students*. U of T has undertaken a range of successful initiatives to maintain results for Aboriginal students as outlined in its Action Plan for Aboriginal Learners, 2009 to 2012 including the establishment of a university-wide Council on Aboriginal Initiatives. Activities for 2009-10 included a joint recruitment effort between the Transitional Year Programme (TYP) and First Nations House at U of T that has resulted in an increase in admission offers to Aboriginal students to the TYP. The TYP is a special access programme for adults who do not have the formal educational background to qualify for university admission. Of those Aboriginal students who have received offers through the TYP, close to 87% have also made contact with First Nations House for access to support services.

3) Compliance with the Student Access Guarantee (SAG) in 2009-10

Through your signed MYAA, you committed to participate in the Student Access Guarantee. For 2009-10, this meant meeting students' tuition/book shortfall in allocating financial aid, as set out in the 2009-2010 Student Access Guarantee Guidelines.

2009-10 TUITION / BOOK SHORTFALL AID:	TOTAL $	# ACCOUNTS
Expenditures for Tuition / Book SAG Amount	22,232,267	7,017
Other SAG Expenditure to Supplement OSAP	10,135,263	2,174
TOTAL	32,367,530	9,191

Data as of July 6th, 2010

The institution met students' tuition/book shortfall in allocating financial aid, as set out in the 2009-2010 Student Access Guarantee Guidelines? **YES**

4) The Student Access Guarantee (SAG) for 2010-11

As an extension of the commitments made under the original MYAAs, your institution will participate in the SAG (including the new Access Window which allows Ontario students to identify costs and sources of financial aid). The detailed requirements for participation in the student access guarantee are outlined in the 2010-11 SAG Guidelines.

For 2010-11, institutions will be required to automatically provide aid towards the tuition/book shortfalls of students attending first-entry programs. Provide a brief description of your strategy for implementing this change, including how this aid will be issued at your institution, your plans for the timing of aid, whether aid will be applied against tuition or as direct payments, and how recipients will be notified.	The University will meet students' tuition/book shortfalls through University of Toronto Advance Planning for Students (UTAPS), a program that has been in place since 1998. The University of Toronto provides student aid, which builds on the Government's OSAP program. Funds are awarded automatically to students who have reached the maximum for government aid from OSAP and who have an OSAP-assessed need beyond that maximum. The assessed need includes the actual cost of tuition, books and mandatory fees. UTAPS funding is provided in the form of non-repayable grants after the student has completed the OSAP Confirmation of Enrolment. The UTAPS grant is credited to the student's fees account. After deduction of outstanding tuition fees, any surplus amount is refunded to the student as follows: If the remaining amount is less than $2000, that amount is refunded to the student. If the amount is greater than $2,000 but less than $6,000, 50% is refunded and the remaining 50% is refunded in the second semester. If the amount is greater than $6,000, it is paid in four instalments. All recipients are notified by mail.
Identify whether your institution plans to provide loan assistance in values greater than $1,000 to meet tuition/book shortfalls of students in any of your second entry programs in 2010-11. If so: a) Identify the programs by name and by OSAP cost code; b) Describe how you determine how much loan aid to provide	a) OSAP Cost Codes: 15 Dentistry 1504 Dental Public Health 1505 Oral Surgery 1506 Orthodontics

	1507J Periodontology 1508 Paediatric Dentistry 1514 Endodontics 1515 Oral Pathology 1516 Prosthodontics 1517 Dental Anaesthesia 1518 Oral Radiology 1940 Master of Business Administration 1940A, 1940AMA Master of Management and Professional Accounting 1943M MBA 3 year morning 1944M MBA 3 year evening 19MF Master of Finance 19MFE Master in Financial Economics 19MI Master of Management of Innovation 22 Bachelor of Law 22JC Law National Committee on Accreditation 24 Medicine

	27 Pharmacy b) The University has an established agreement with Scotiabank to provide a line of credit to qualified students on very favourable terms. In addition, the University provides a grant to assist OSAP recipients and cover interest on loans borrowed under this Plan up to the level of the assessed unmet need.

5) Participation in the Credit Transfer System

- Using Ontario Universities Application Centre (OUAC) reports, please provide data for the following years:

Note: This table includes both students who apply through OUAC and who apply directly to the University of Toronto. This information also appears in Common University Data Ontario (CUDO).

Years	Total Applications	Total Registrations	Transfer Applications	Transfer Registrations
2005	59,221	11,147	5,598	1,001
2006	58,834	11,161	4,577	771
2007	61,648	11,817	5,584	786
2008	60,538	11,389	4,429	768
2009	62,463	11,525	4,837	912

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. The Ministry recognizes that a significant number of transfer students apply directly to the university and as such, are not captured in OUAC data. The Ministry recognizes that transfer data is not limited to college graduates who apply through OUAC and

only includes full-time students applying and registering in the fall to the first year of a university program. 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.

Per the College Graduate Outcomes Survey for 2009-2010 (based on 2008-09 graduates), the *percentage* of all college students who were satisfied or very satisfied with the transition experience to universities in Ontario was **81.9%**.

- Please provide any additional comments regarding transition experience either from college to university or university to university.

The University of Toronto does not have access to the data from the College Graduate Outcomes Survey and therefore cannot verify the survey results. The above number has been provided by the Ministry of Training, Colleges and Universities.

In addition to actual credit transfer activity (as seen in the "promising practices" section below), the University of Toronto actively participates in the MTCU Transfer Credit Steering Committee, the Transfer Credit Working Group and the Transfer Credit Technical Resource Group. As discussed at these tables, the above information is only one indicator of transfer activity in the province. Other indicators include different types of access / entry points for students; the number of inter-institutional agreements active; and the number of courses or programs offered in collaboration with other institutions.

The above data from OUAC neither include the number of students that receive letters of permission, nor do they include the number of offers of admission. U of T recommends that the above data do not become the sole performance indicator of credit transfer activity and that issues regarding measurement continue to be addressed at the MTCU-sector tables.

- Please provide one or more example in the space provided below of a promising practice that Toronto used during 2009-10 to develop and enhance credit transfer. A promising practice could be a strategy, transfer pathway (i.e. transfer policies, specifically defined credits or a defined entry point, new or expanded agreements), change to student supports or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Beginning in 2008-09, the University of Toronto and Seneca College engaged in a two-year pilot **Facilitated Transfer Program** from the Liberal Arts (LAT) Diploma Program at Seneca to the Faculty of Arts and Science at U of T. The Program represents a unique partnership whereby qualified students in Seneca's LAT Program are systematically transitioned into the full university experience. Candidates for transfer from Seneca to U of T work to complete a two-year college diploma while they are given opportunities to meet with advisors and an academic support team at U of T, as well as opportunities to engage with the university campus. The Program acclimatizes college students to an academic culture and the various rigors and skills that will enable their success as degree students at U of T.

Participants from the LAT Program are given Visiting Student status at Woodsworth College. Those who successfully complete both the LAT and at least one half-credit course at U of T with a minimum 60% grade average are then eligible to enter the Faculty of Arts and Science for degree studies.

We have determined that the pilot was a success and we are continuing with the general principles of the Letter of Understanding signed by the Presidents of the two institutions. The University also held a roundtable in the spring to discuss expansion of the Facilitated Transfer Program to all GTA colleges. Discussions are now actively underway with George Brown, Humber, Seneca and Sheridan where future agreements may also include professional programs.

6) Class Size

- Per the 2009 Common University Data Ontario (CUDO) report for Fall 2008, the percentage of Toronto's undergraduate class size for first entry* programs was:

	First Year		Second Year		Third Year		Fourth Year	
Class Size	**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**
Less than 30 students	300	48.4%	271	29.0%	504	43.3%	540	79.9%
30 to 60 students	81	13.0%	244	26.2%	439	37.7%	112	16.5%
61 to 100 students	60	9.6%	183	19.6%	145	12.5%	19	2.7%
101 to 250 students	114	18.4%	202	21.7%	69	5.9%	6	0.9%
251 or more students	66	10.6%	34	3.6%	8	0.7%	0	0.0%
Total	619	100.0%	993	100.0%	1,164	100.0%	676	100.0%

** First entry programs include – arts and science, applied science, engineering. Second entry programs such as dentistry, law and medicine are not included in the above.*

- Please provide one or more example in the space provided below of a promising practice that Toronto used during 2009-10 regarding class size. A promising practice could be 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.

The University of Toronto is committed to providing students with a variety of meaningful learning experiences which are delivered in both large and small classes. The University does very well in providing small class experiences for students in their senior years of their studies and offers additional opportunities for students to have small group experiences and intense contact with faculty in other years of study. This includes providing students with access to activities such as small seminars, research experiences and first-year learning communities.

The Faculty of Applied Science and Engineering's **Leaders of Tomorrow** (LOT) program is an example of a promising practice that provides opportunities for small group learning while providing continuity with a larger lecture format. This is a comprehensive curricular and co-curricular program that engages students by helping them to build and apply leadership skills. The LOT program primarily comprises curricular courses, lectures, co-curricular certificates and experiential workshops to help students develop themselves as leaders. Leadership concepts are intended to "infuse" the undergraduate curriculum, so that students have many opportunities to engage in learning that will complement and empower their engineering education. The goal of the program is to create a life-long foundation for engineers as transformational leaders and outstanding citizens.

Leadership skills developed in the engineering curriculum through courses such as APS 1010 "Cognitive and Psychological Foundations of Effective Leadership" are further enhanced through co-curricular and extra-curricular activities. In 2009-10, the "Self-Leadership Certificate: Leading from the Inside Out" was offered. Students in this program participated in interactive workshops that focused on exploring leadership themes such as personal values and motivations, increasing self-awareness, the importance of congruent living and developing comfort with risk-taking. Participants have noted that the LOT program has allowed students to immediately put skills into practice, define personal career and academic goals and to build teamwork skills.

7) Online Learning

- A survey was conducted in 2010 to develop a stronger understanding of online activity in the postsecondary system. Based on input from this survey and future discussions with the sectors, the Ministry will be refining the measures.
- To complement this work, please provide one or more example in the space provided below of a promising practice that Toronto used during 2009-10 to develop and enhance online learning. A promising practice could be 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.

The University will be developing a focused and university-wide plan for the development of online learning within University. To fulfill this goal, the University is considering the development of a pilot project that will allow a practical focus through which pedagogical, technical, registrarial and financial issues can be identified and addressed. A Project Manager will be hired for one year in order to provide support for development and implementation of the pilot courses in collaboration with our Faculties. The Project Manager will report to the Vice-Provost, Academic Programs and progress on the pilot project will be reported to the U of T Online Working Group. The Vice-Provost, Academic Programs is working closely with COU as a member of the COU Online Working Group to ensure our efforts are compatible with those of other universities in Ontario.

Current promising practices in online learning include the **Bachelor of Science Physician Assistant degree (BScPA)** accepted its first cohort of students in January 2010. The BscPA is a full-time professional, second-entry undergraduate degree program based in the Faculty of Medicine, offered in collaboration with the Northern Ontario School of Medicine and The Michener Institute for Applied Health Sciences. It is a distance and distributed education program with the majority of the program delivered on-line. Students carry out the on-line learning at home in the first year and in the second year attend classes in person for specific time periods to integrate interprofessional education and simulation-based learning for skills development and for hands-on assessments. The program offers students a balance in academic and clinical orientation, extensive access to healthcare relevant resources and a curriculum delivery model that maximizes rural training and geographic accessibility throughout Ontario. Eighteen students enrolled in this first year of the program.

The Faculty of Medicine offered the online **Basic Human Physiology** course for first year medical students. The course was created to give students more flexibility in terms of time and location, to allow self-directed learning within a semi-structured frame-work, and to give opportunity to many non-University of Toronto students from across Canada and indeed any part of the world to complete the course. There has been an overwhelmingly positive feedback for the course so far. Students have maintained excellent standards in their coursework and exams. It is our experience that the grades and learning outcomes for students in Physiology SCS2159 are equivalent to or better than those of students who physically attend classes on campus.

Continued on next page…

In terms of faculty development, a module was developed by two university professors that informs the development of online courses at the Ontario Institute for Studies in Education. Brett, C. & Smyth E. (2010). Integrating Online Technology for Learning. Module 6 of a series: *OISE Higher Education Teaching Series. Modules for Faculty Development.* Continuing Education. The module is self-paced. It enables the instructor to develop an understanding of effective online instructional practices through an analysis of research-based pedagogical tools and their application to the instructor's current practice. It introduces the knowledge and skills necessary for teaching in a variety of online environments; provides an array of instructional strategies that can be introduced in both face to face and online environments to effectively harness the educational potential of new and emerging technologies, and presents a series of self-assessment instruments to track the instructor's progress and assist in the planning of further instructional activities. It also provides assessment tools to establish which online instructional practices are best matched to the desired learning outcomes.

8) International Enrolment*

**DEFINITION: International enrolment is the headcount of full-time international students at the institution including students who are both eligible and ineligible for funding consideration.*

- Toronto reported to TCU that full-time International Enrolment in 2009-10 = **8,179**.

- In 2009-10, Toronto reported to TCU the following top 3 source countries for international students:

  1. **China**
  2. **United States**
  3. **South Korea**

- Please provide the number of For Credit outbound students and inbound students participating in student exchanges/study abroad/internships/international experiences Toronto had in 2009-10:
    - Outbound students = 1,308
    - Inbound students = 449

- Please provide the gross revenue from international student tuition in Ontario in For Credit academic programs at Toronto in 2009-10 = $145.1 million

- Please provide the gross revenue for off-shore activities including campuses, development and enterprise projects, contract training and partnerships that Toronto had outside of Canada in 2009-10 = ***Not applicable.***

- Please list in the table below all For Credit, Stand-Alone campuses Toronto operated abroad in 2009-10, including city, country and total enrolment for each campus: ***Not applicable.***

Campus Name	City/Municipality	Country	Total Enrolment

- Please provide one or more example in the spaces provided below of a promising practice that Toronto used during 2009-10 to develop and maintain results for international activities. A promising practice could be 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.

The **MITACS Globalink** internship program (jointly funded by the federal and provincial governments of BC, Ontario and New Brunswick) introduces elite international students to world-class research at Canadian universities through a three-month internship. Through Globalink, U of T partnered with the elite India Institutes of Technology (IITs), the Birla Institute of Technology and Science (BITS Pilani) and Anna University in Chennai. U of T attracted 22 of the 48 students competing from these elite schools for internships in Ontario.

The Globalink internship program provides U of T with an opportunity to profile its research leadership in the area of science and technology. It exposes top international students to research and academic opportunities at U of T and helps participants think of U of T – and Ontario – as a destination for pursuing graduate studies. These international students become ambassadors for Ontario as a destination of choice for higher education, as they are able to draw from their own internship experiences to speak to the research excellence of institutions and industry in the province. The Globalink program also fosters research linkages between the two countries and creates awareness for Ontario postsecondary education options within other leading institutions around the world.

9) Supply Chain Compliance

As confirmed in the memo from the Broader Public Sector (BPS) Supply Chain Secretariat at the Ministry of Finance dated March 24, 2010, BPS organizations, including universities, that receive more than $10 million per fiscal year from the Ministry of Training, Colleges and Universities are required to have a Code of Ethics and Procurement, Policies and Procedures in place within the university that are consistent with the principles outlined within the Supply Chain Guideline. MTCU recognizes the importance of this guideline in supporting the postsecondary education sector to achieve a common standard of supply chain excellence and to carry out supply chain activities in an ethical, efficient and accountable manner.

- Please confirm in 2009-10 Toronto adopted the Government of Ontario's Supply Chain Code of Ethics: **YES – *we have pre-existing codes of ethics that we believe to be consistent with the Supply Chain Code.***
- Please confirm in 2009-10 Toronto adopted or is in the process of adopting the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures? **YES**
- In 2009-10, did Toronto participate in the Ontario Education Collaborative Marketplace (OECM): **NO – *we have waited very patiently for the e-marketplace to be launched and were very disappointed to hear that it has been cancelled. The contracts that have been provided have not, in our opinion, provided sufficient benefit for us to switch to them. For example, our own contract with Xerox is better for our needs.***
- If yes, please provide the approximate total dollar value of your OECM purchases in 2009-10: ***Not applicable.***
- Please provide one or more example in the space provided below of a promising practice that Toronto used during 2009-10 related to supply chain management. A promising practice could be 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.

We have reviewed and updated the University of Toronto's RFP document and added a standard legal agreement to ensure that all RFPs comply with guidelines, laws and best practices.

We have also reviewed and updated our purchasing procedures to streamline and improve compliance with purchasing policies.

10) Space Utilization

In 2009-10, did Toronto have a Space Utilization planning process in place to assess and optimize academic space utilization? **YES**

If yes, please indicate in the space below the methodology used to inform Toronto's academic space utilization planning process:

The responsibility for space allocation, policies and regulations resides within the jurisdiction of the University's Vice President and Provost. The Office of the Assistant Vice President, Campus and Facilities Planning closely monitors, evaluates and recommends the allocation of facilities on all three campuses. Space allocation decisions are made to support, build upon and enhance the teaching and research activities of the University.

The **Room Reservation System** is an online booking system for classroom space that is "centrally controlled" rather than by the department or faculty with which the space is geographically associated. This allows for greater efficiency in the use of classroom space because a department only has to carry the costs for a room to the extent to which they use it (as opposed to shouldering the costs of a room because it resides within a building for which only one department is responsible). For example, the department may only use a given room for 40% of the time, while other academic units may use the room for 60% of the time. This ensures that academic space is utilized to its full extent.

During the planning phase of all major capital projects of $500,000 and above, academic divisions are required to complete a **Project Planning Report** that includes a space standards evaluation in which a utilization analysis of academic space is conducted using the COU space standards and the university's own space requirements methodology. This evaluation also includes a rationale for the project as it relates to academic planning priorities and a range of space and building considerations. Divisions are required to submit this evaluation to governance.

- If yes, please provide one or more example in the spaces provided below of a promising practice that Toronto used during 2009-10 to assess and optimize academic space utilization. A promising practice could be 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 2009-10, U of T implemented new software that will be made available to all university units to use in managing and optimizing their use of space. The system will be accessible online and will enable the divisions to produce spreadsheets and floor plans of the facilities under their jurisdiction.

The University is exploring options to expand the application of the existing Room Reservation System to track the utilization of decentralized classrooms and teaching laboratories (i.e. where responsibility for booking space is held within the department). A number of departments will be testing this "Room Reservation Light" system to schedule these rooms over the year so that better insights into academic space utilization can be gained.

11) Student Satisfaction

- Per the 2008 National Survey of Student Engagement (NSSE) as posted by the Common University Data Ontario, 2009, the undergraduate student satisfaction rate (total of *excellent* and *good* responses) at Toronto for *NSSE Question* "How would you evaluate your entire educational experience at this institution?" = **70.9%** for Senior Year respondents.

- Per the 2008 National Survey of Student Engagement (NSSE) as posted by the Common University Data Ontario, 2009, the undergraduate student satisfaction rate (total of *definitely yes* and *probably yes* responses) at 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 provide one or more example in the space provided below of a promising practice that Toronto used during 2009-10 to increase student satisfaction. A promising practice could be 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.

Although survey results from tools such as NSSE identify areas to enhance the student experience at U of T, they do not offer explanations of the underlying causes. Recognizing the need for deeper understanding of some of the priority issues highlighted in these surveys and the ways in which the University can respond, the Vice-Provost, Students, initiated a tri-campus, qualitative assessment project to drill down into some areas of the undergraduate student experience.

The University held a series of 38 focus groups which were convened across all three campuses and involved 367 students. A report of the participants' feedback has been distributed to stakeholders (e.g. departments, colleges and faculties). A **Council on Student Experience**, a tri-campus committee of staff and faculty, serves as the central locus of discuss and coordination of efforts to address the issues. This fall, the Council will work to establish a number of working groups in addressing key issues of student-faculty interaction, orientation, academic and personal support and quality of service.

12) Graduation Rate

- Per the KPI results reported in 2009-10 the graduation rate at Toronto = **80.8%**
- Please provide one or more example in the space provided below of a promising practice that Toronto used during 2009-10 related to the achievement of the graduation rate. A promising practice could be 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.

One prominent factor noted in literature on student success is the relationship between retention, graduation and the presence of defined career goals. Students' goals, both initially and throughout time, strongly influence the decisions to remain in school. Additionally, research shows a correlation between experiences outside the classroom, academic direction and career clarity.

The **Extern Job Shadowing Program**, now in the 26th year, has placed over 10,000 students in job shadowing opportunities with sponsors during two weeks each year. This is a tri-campus program developed to assist students clarify their career goals through job shadowing. The program consists of a formal application process, a pre-workshop, followed by a 1-5 day placement with a sponsor. Student learning outcomes are measured as part of workshop participation, and through a post-survey after the placement. Approximately 400 students are matched annually with sponsors.

In 2010-11 the program will explore mechanisms to offer career exploration activities all year long, in the form of shorter placements and informational interviews, and provide opportunities for student post-reflection.

13) Graduate Employment Rate

- Per the KPI results reported in 2009-10 the graduate employment rate, 6 months upon graduation, at Toronto = **92.9%**.
- Per the KPI results reported in 2009-10 the graduate employment rate, 2 years upon graduation, at Toronto = **95.0%**.
- Please provide one or more example in the space provided below of a promising practice that Toronto used during 2009-10 related to the achievement of the graduate employment rate. A promising practice could be 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.

With over 250 participating companies, the **Professional Experience Year (PEY)** program is the oldest and largest paid internship program in Canada. Open to our undergraduate students in computer science and engineering programs, the program focuses on student development in order to effectively prepare them for their internships via workshops and one-on-one counseling sessions. Spanning 12-16 months, this program allows employers to reap a return on investment by hiring talented and driven University of Toronto students. Participating students gain industry experience, and develop an awareness of themselves, their role in the workplace, and the tools to manage and chart their career objectives.

One of the reasons for the extraordinary success of the PEY Program is its integrative approach to student career development and preparation. Before the placement, students participate in a series of workshops and one-on-one counselling to develop job skills, identify opportunities that fit their career objectives, and market themselves effectively in resumes, cover letters and interviews. During their placement, students apply what they have learned in the classroom to the projects they tackle on the job and further develop self-awareness in relation to the workplace. The length of the placement provides students with enough time to be involved in large-scale projects, build relationships, and reach professional milestones.

14) Student Retention Rates

- The table below has been pre-populated with the proposed results set for 2008-09 in Toronto's approved Multi-Year Action Plan. Referring to these proposed results, please identify Toronto's achieved results for 2009-10.

	Proposed Result for 2008-09 From Action Plan	Retention Rate Achieved For 2008-09	Retention Rate Achieved For 2009-10
1st to 2nd Year	**88%**	**90.4%**	**90.9%**
2nd to 3rd Year	**79%**	**82.8%**	**83.4%**
3rd to 4th Year	**77%**	**78.8%**	**79.8%**

- Please indicate in the space below the methodology used by Toronto to calculate the retention rates indicated above:

U of T submits data to the Consortium on Student Retention Data Exchange (CSRDE) which measures the retention rate as the proportion of first-time, full-time, first-year registrants continuing to the following year of a four-year program (e.g. Arts & Science, PhysEd, Music, Applied Science & Engineering, etc. but excluding transfer students and students in the Toronto School of Theology).

- 1st to 2nd year: 2008 entering year cohort returning in fall 2009
- 2nd to 3rd year: 2007 entering year cohort returning in fall 2009
- 3rd to 4th year: 2006 entering year cohort returning in fall 2009

- Please provide one or more example in the space provided below of a promising practice that Toronto used during 2009-10 related to student retention. A promising practice could be 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.

The Faculty of Applied Science and Engineering was faced with a drop in year one to year two retention in 2004-05, related to the lower level of student math and science preparedness of those graduating from the revised four-year Ontario secondary school curriculum. The Faculty responded to these findings with adjustments to the first year curriculum to better fit the needs of incoming students and developed retention programming to ensure incoming students had the academic supports they needed for success. As a result of these changes, retention of engineering students from year one to year two has rebounded.

The Faculty's comprehensive support programs for first year students include a First Year Office to assist students with a range of transition issues; Success 101 that offers workshops to incoming Engineering students to equip them with the skills and habits they need to succeed; and a Transition Program (T-Program) designed to assist students who are falling behind in their Fall semester to immediately address any problem areas by redistributing workload and providing extra instruction and support in areas of difficulty.

In 2009-10, the Faculty also introduced the **ReFresh Program** after a successful pilot phase in 2008-09. This is a nine-week program running from February to April that is designed for students who did not maintain the grade average necessary to proceed into the Winter semester. These students would otherwise have to withdraw from classes for the remainder of the year, which has presented complications for residence students and international students in the past. The ReFresh Program provides students with an opportunity to relearn foundations of core subjects, with additional support in developing the study and life skills required for future success (e.g. time management, study skills, healthy sleep habits, etc.). In addition to these academic and personal supports, students in the ReFresh Program maintain their linkages to a tightly-knit engineering community.

15) Quality of the Learning Environment

Please provide information in the space provided below of what Toronto did in 2009-10 to enhance the quality of the learning environment and what strategies are in place to continue and enhance quality.

The University of Toronto is committed to being an internationally significant research university, with undergraduate, graduate, and professional programs of excellent quality. In 2009-10, the University welcomed the opportunity provided by the Ontario Council of Academic Vice-Presidents' **Quality Assurance Framework (QAF)** assigning the responsibility for academic standards, quality assurance and program improvement, in the first instance, to universities themselves. The University of Toronto's approach is built on two primary indicators of academic excellence: (1) the quality of the scholarship and research of faculty and (2) the success with which that scholarship and research is brought to bear on the achievement of Degree Level Expectations. These indicators are assessed by determining how our scholarship, research and programs compare to those of our international peer institutions and how well our programs meet their Degree Level Expectations. Reviews provide the opportunity to celebrate successes, identify areas where we can do better, and vigorously pursue improvements.

The University of Toronto's responsibilities for quality assurance extend to new and continuing undergraduate and graduate degree and diploma programs whether offered in full or in part by the U of T, or conjointly with any institutions federated or affiliated with the University. These responsibilities also extend to programs offered in partnership, collaboration or other such arrangement with other postsecondary institutions including colleges, universities, and institutes.

The Policy for Approval and Review of Academic Programs and Units, governs the approval of proposed new programs and the review of existing programs at the University of Toronto. **The University of Toronto Quality Assurance Process (UTQAP)** outlines the protocols for the assessment and approval of new programs, review of existing programs, modifications to existing programs, and closures of programs. The Policy for Approval and Review of Academic Programs and Units and UTQAP were approved by the Governing Council of the U of T on June 24, 2010. The UTQAP was subsequently submitted for ratification by the Ontario Universities Council on Quality Assurance (the Quality Council).

Over the course of the 2010-11 academic year, we will developing Administrative Manuals to accompany the UTQAP with detailed procedures, best practices, and standardized templates for program quality assurance processes. Workshops will be offered for academic administrators and senior staff to inform them of the new processes.

PART 2: *OUTCOMES OF 2009-10 TRANSITION YEAR STRATEGIES*

- **Increased Participation of Under-Represented Students — Programs/Strategies**

As part of your 2008-09 Report-Back, Toronto was asked to provide 3 to 5 examples of how your strategies/programs to support increased participation of under-represented students would be extended, consolidated and/or best practices applied in 2009-10. Please identify the achieved results of these strategies/programs for 2009-10.

Description of Transition Year 2009-10 Strategy/Program (per the information provided in your 2008-09 Report-Back)	**Achieved Results of the Transition Year Strategies for 2009-10**
1. Access Continue to measure/report on: Number of students participating in access programs	Number of students participating in access programs: **1,332**
2. Access Continue to measure/report on: Number of students receiving Accessibility Services on all three campuses	Number of students receiving accessibility services: **2,572**
3. Access Text report on U of T's outreach activities	Outreach is a highly valued, essential activity at U of T and permeates every division and department across the University. A small sample of the University's outreach activities in 2009-10 include: • The Steps to University Program (a collaboration between U of T and the TDSB) allows students to take university courses for credit while completing their high school diploma. The central goal of Steps is to motivate these students to consider PSE as a genuine option by making this level of education familiar and accessible. In 2009-10 the program expanded from 12 to 13 locations with 268 participants. • The Faculty of Medicine Summer Mentorship Program enables and

Description of Transition Year 2009-10 Strategy/Program (per the information provided in your 2008-09 Report-Back)	Achieved Results of the Transition Year Strategies for 2009-10
	encourages youth from student groups that have not traditionally participated in health care professions. Since its inception in 1994, more than 450 high school students have graduated from the program, of which 25 Aboriginal students have participated with the support of First Nations House at U of T. The success of the 2010 Summer Mentorship is described in the following: ▪ http://www.thestar.com/article/836830--summer-program-inspires-future-doctors ▪ http://www.news.utoronto.ca/bulletin/PDF_issues/08-24-10_web.pdf • UTM's Head Start Program is designed for incoming students to help them understand the keys to success in university, make a smooth transition and develop the skills needed to enhance academic performance. A total of 9 sessions were held in August 2009, in which 622 students participated. 12 sessions were held in August 2010, in which 638 students participated.

- **Quality of the Learning Environment**

As part of your 2008-09 Report-Back Toronto was asked to provide 3 to 5 examples of how your quality improvement strategies/programs would be extended, consolidated and/or best practices applied in 2009-10. Please identify the achieved results of these strategies/programs for 2009-10.

Description of Transition Year 2009-10 Strategy/Program (per the information provided in your 2008-09 Report-Back)	**Achieved Results of the Transition Year Strategies for 2009-10**
1. Small Seminar/ Research Courses Continue to measure/report on % of first year enrolment in small classes (under 50) in all Arts and Science programs	Percentage of first year enrolment in small classes (under 50) in all Arts and Science programs: **13%*** **This result is considered to be within a reasonable band of tolerance.*
2. LMS/Portal Continue to measure/report on: Number of courses using Blackboard LMS Number of students using portal	Number of courses using Blackboard LMS: **7,208** Number of students using portal: **61,850 students**
3. Experiential Learning Continue to measure/report on: Number of students participating in international exchange and study abroad programs Number of students participating in community-based courses	Students participating in international exchange and study abroad programs in 2009-10: **1,757** Students participating in community-based courses in 2009-10: **1,695**

Description of Transition Year 2009-10 Strategy/Program (per the information provided in your 2008-09 Report-Back)	Achieved Results of the Transition Year Strategies for 2009-10
4. Graduate Student Environment Continue to measure/report on: Share of Canadian doctoral awards since 1992 Share of Granting Council doctoral scholarships since 1996 Share of Granting Council research funding – 5 year average	Share of Canadian doctoral awards since 1992: **18.6%** Share of Granting Council doctoral scholarships since 1996: **16.5%** Share of Granting Council research funding – 5 year average: **15.4%**