SMA - Strategic Mandate Agreement University Annual Report 2015-2016

Introduction

The 2014-2017 Strategic Mandate Agreements (SMAs) between individual universities and the Ministry of Advanced Education and Skills Development (the ministry) outline the role that each university currently performs in the postsecondary education system and how it will build on its current strengths to achieve its vision and help drive system-wide objectives articulated by the ministry's Differentiation Policy Framework.

The ministry and the university are committed to continuing to work together to ensure a postsecondary education system that achieves and supports accessibility, high-quality and student-centred learning experiences, social and economic development, financial sustainability and accountability.

As the ministry noted throughout the SMA process, robust metrics and reporting are crucial to achieving greater differentiation, and will lay the foundation for further transformation by providing the evidence base for future discussions and decisions.

In general, the metrics in the 2015-2016 SMA Report Back reflect the system-wide metrics in the ministry's Differentiation Policy Framework. Colleges and universities also have the opportunity to provide a narrative outlining each institution's strengths.

The ministry recognizes that many of these metrics are proxy measures and that more robust system-wide metrics will be developed in consultation with the sector. The ministry will continue to work with institutions to strengthen transparency and accountability by developing system-wide metrics. SMA Report Backs will be updated in the future as new system-wide metrics become available.:

2015-2016 System Wide Indicators

1. Jobs, Innovation & Economic Development
    a. Graduate Employment Rates
    b. Number of graduates employed full-time in a related job
2. Teaching and Learning
    a. Student Satisfaction
    b. Graduation Rates
    c. Retention Rates
    d. Number of students enrolled in a co-op program at institution
    e. Number of online course registrants, programs and courses at institution
3. Student Population
    a. Number and proportion of
        1. Students with Disabilities
        2. First Generation Students
        3. Indigenous Students
        4. French-Language Students
    b. Number and proportion of international students
    c. Proportion of an institution's enrolment that receives OSAP
4. Research and Graduate Education
5. Program Offerings
    a. Concentration of enrolment at universities by program specialty or major
    b. Institution's system share of enrolment by program specialty or major
6. Institutional Collaboration to Support Student Mobility
    a. Transfer applicants and registrants
7. Financial Sustainability
:

1. Jobs, Innovation & Economic Development (JIED)

This component highlights University of Toronto's collaborative work with employers, community partners and regions, or at a global level. It establishes the university's role in fostering social and economic development, and serving the needs of students, the economy and labour market.

The ministry will be consulting institutions on a proposed short list of additional system-wide JIED metrics that have been developed in collaboration with the Ministry of Research and Innovation (MRI), Ontario Centres of Excellence (OCE), and MaRS Data Catalyst.

Through consultations with institutions, the ministry will select new metrics from the short list. These will become part of future SMA Report Backs. The additional metrics will serve as a basis for a narrative on the economic and social contribution of institutions to local communities and to the province.:

1a. Graduate Employment Rate

Per the KPI results reported from the graduate survey of 2013::	Percentage:
The employment rate for 2013 graduates, 6 months after graduation, at University of Toronto was::	85.0
The employment rate for 2013 graduates, 2 years after graduation, at University of Toronto was::	92.9

1b. Employment in a Related Job

Per the graduate survey of 2013::	Percentage:
The respondents that indicated that, 2 years after graduation, their work was closely or somewhat related to the subject matter of the program of study that the respondent completed in 2013 at University of Toronto was::	74
The respondents that indicated that, 2 years after graduation, their work was closely or somewhat related to the skills (i.e. critical thinking, analytical, communication, problem solving) that the respondent developed at University of Toronto was::	85

Additional Information:

Additional survey tools, caveats and/or other information regarding the data reported above re: Graduate Employment Rates (up to 600 words approx.).:

The University of Toronto has been working closely with MAESD and the Council of Ontario Universities on the development of a new *Graduate Programs Outcomes Survey* (GPOS) to be administered in early 2017.

Highlights:

Please provide highlights of University of Toronto's collaborative work with employers, community partners and regions, or at a global level, to establish the university's role in fostering social and economic development, and serving the needs of students, the economy and labour market. This could include a strategy, initiative or program viewed by University of Toronto to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).:

Innovation, commercialization and entrepreneurship are thriving at U of T. The ecosystem of support includes the *Innovations & Partnerships Office*, the *Banting & Best Centre for Innovation & Entrepreneurship* and nine *Campus-Led Accelerators* (CLA). These resources provide students, staff and graduates with **unique facilities and expertise to foster entrepreneurship and innovation**. In 2014-15 the University worked with >**250 student-led start-up teams** and **supported 162 companies** that attracted **$33M in investment** and **generated $5M in sales**.

The University offers a series of **courses and programs teaching entrepreneurship**, there were **186 courses with 11,729 registrations** that included entrepreneurship as part of their focus.

The *Career Centre* facilitated more than **1,160 Employer Engagement** opportunities and more than **26,000 face-to-face student interactions** including workshops, networking events, and career advising.

24/7 resources were provided to 34,000 students through the *Career Learning Network* (CLN) which provides online tools such as *Career Start*, which helps students define a **pathway to meaningful work**, and *Career Navigator*, which helps students **discover new career opportunities, develop skills and build a professional network**. The CLN engages employers through Information Sessions and Career Fairs and hosts 17,000 contacts. The CLN enabled access to 7,500 job postings, including many international jobs. These expanded employment opportunities equate to approximately **one full-time paid job for every eight students**, one international opportunity for every 50 students and one research opportunity for every 100 students.

Through the *Career Centre*, 1,244 students participated in **experiential career development programs** enabling students to explore industries of interest, learn to speak with professionals, and learn about workplace culture. The *In the Field* program arranged field trips where students and graduates met with a variety of professionals in that organization. In the post-experience survey >75% of participants said that "they are extremely confident that they see a clear relationship between their studies and a range of career opportunities".

Work Study posted 4,311 positions and has enabled students to become "career ready". **Analysis of the Co-Curricular Record shows that the top competencies learned are aligned with the top attributes the Canadian Council of Chief Executives look for such as communication skills, project management and technology skills.**

500 students participated in the *Next Steps* and *Working for Change* conferences. When surveyed, 76.9% of students said that they have a broader understanding of career paths available to them and **80.7% said that they are more comfortable networking and meeting new people**.

In a collaboration with *The Hub*, the co-op program and various academic departments, the *Academic Advising & Career Centre* at U of T Scarborough organized the *Entrepreneur Expo*, consisting of panels, networking sessions and an expo fair where **students could connect directly with entrepreneurs**. Offerings also included, an award winning 3-day *Get Hired Conference*, designed to equip graduates with the necessary strategies, tools, skills and confidence to **find and keep work**.

U of T Mississauga **increased career opportunities** through the "*In The Field*" program of site visits with local employer-partners, such as *CAMH*, *Peel Region* governance and *Citigroup*.

2a. Teaching and Learning - Student Satisfaction

The metrics in this component capture University of Toronto's strength in program delivery methods that expand learning options for students, and improve their learning experience and career preparedness. This may include, but is not limited to, experiential learning, online learning, entrepreneurial learning, work integrated learning, and international exchange opportunities.:

2a. Student Satisfaction:	Percentage:
Per the 2014 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?" for Senior Year respondents.:	72.96
Per the 2014 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?" for Senior Year respondents.:	71.74

Additional Information:

Additional survey tools, caveats and/or other information regarding the data reported above related to measuring student satisfaction (up to 600 words approx.):

The University is an active participant in both the *National Survey of Student Engagement (NSSE)* and the *Canadian Graduate and Professional Student Survey (CGPSS).* Combined, our students consistently rate the overall and academic experiences at the University of Toronto as **higher than our Canadian peers**.

A full report of the 2014 NSSE survey results is available at: http://www.provost.utoronto.ca/public/reports/NSSE.htm

A full report of the results of the CGPSS survey can be found at:
http://www.sgs.utoronto.ca/Documents/CGPSS+2013+Aggregate+Report.pdf.

CGPSS was administered to all graduate students between January and March 2016 and report from the 2016 survey will be posted on the Univerity website shortly.

Additionally, the University has participated in a number of large-scale projects that help to provide information regarding student satisfaction and experiences.

- The University ran the *National College Health Assessment (NCHA)*, which was administered to **20,000 undergraduate and graduate students** across all 3 campuses. The survey was delivered as part of an Ontario and Canada-wide consortium. A final report will be released by the end of 2016.
- The *Factor-Inwentash Faculty of Social Work*, along with *Student Life*, engaged in a series of surveys and focus groups aimed to **better understand our student's experiences with online behaviour, particularly cyber-bullying**. The research is ongoing and a report will be published upon completion.
- Our St George *Health & Wellness Centre (HWC)* conducted surveys from the students who used that service. 65% of visitors indicated that they were **better able to manage psychological/emotional symptoms**. Additionally, the survey at U of T Scarborough found that **94% of students felt heard and respected** by the *HWC* and **95% would recommend** the *HWC.*
- The University collaborated with *York University, Ryerson University* and *OCAD University* for the *Student Move TO* project to **better understand the transportation experiences** of our students in the GTA.The preliminary report can be found online at: http://www.studentmoveto.ca/

Highlights:

Please provide highlights of University of Toronto's activity in 2015-2016 that contributed to maintaining or improving student satisfaction. This could include a strategy, initiative or program viewed by University of Toronto to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).:

The *Co-Curricular Record* expanded, allowing students to search for activities, develop demonstrable competencies, and receive recognition for their participation and accomplishments. By the end of 2015-16 there were **5,725 opportunities** in the database representing a 10% increase, and **11,283 validated activities**.

The *Centre for Community Partnerships* is a hub for service learning across all three University campuses. The Centre provided

resources to students who are planning to take part in an academic service learning opportunity through **community service placements**. The Centre also maintains a database on service learning activities for use by students and faculty.

The *Multi-Institutional Study on Leadership* indicated that students want more opportunities to develop leadership skills, our *Clubs and Leadership Development team* **expanded their programmin**g, including the introduction of a ***Student Leadership Conference*** series, which provides widespread opportunities for students in different capacities to develop their skills. Additionally U of T Scarborough expanded its Leadership Development opportunities, focusing on community engagement and experiential learning.

In response to the ***Mental Health Framework*** the St George campus reorganized their *Health and Wellness Centre* to allow for a **pathway approach for single access point for a clearer and guided to care** and a **stepped care model**, which matches severity of student concerns to intensity of mental health services. **Counselling locations were expanded, additional strengths based workshops conducted, expanded Health Promotions programs, and mindfulness moments**. U of T Scarborough increased their group offerings and embedded counselling into academic departments and Residence to **create a more accessible service**.

A *Conflict Resolution Centre* for Graduate Students was piloted, including a **Peer Advising team** to provide graduate students with the **necessary skills to communicate, work across difference, and negotiate conflict**.

ASKMe provides in-person and online support for all students who may have any questions or need support finding their way around the University. Expanded offerings of the *ASKMe* program including **enhancements to the information HUB**, and **increased pop-up booths throughout the University** during the year and at special events.

Athletics & Recreation at U of T Scarborough has created an ***Outdoor Recreation*** program that **saw 700 students participate in 30 trips & activities**. Students stated that **97% had had an excellent time and 96% would be signing up to do another trip**. Many students reported that **improved mood, reduced anxiety and reduced stress levels were a result of participating**.

U of T Scarborough launched a First Six week Orientation and Transition Program: an engaging calendar integrating student, staff, and faculty led orientations and first year initiative, with a comprehensive reading week program.

The University held a ***Professional Development Day*** for all registrarial staff including student advisors, almost **300 staff attended**. The day provided updates on university and external initiatives, and **Professional Development** sessions related to **serving students more effectively**.

2b. Teaching and Learning - Graduation Rates

2b. Graduation Rates:	Percentage:
Per the KPI results reported in 2015-2016, the graduation rate at University of Toronto is:	79.4

*The graduation rate shown involves the selection of all First Year, New to the Institution, Undergraduate students from the Fall 2007 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 2007 – 2014 (subsequent 7 years). For students who received two or more degrees during this 7 year period, every effort was made to use the initial degree awarded (based upon the year in which the degree was awarded).:

Additional Information:

Additional survey tools, caveats and/or other information regarding the data reported above related to measuring student satisfaction (up to 600 words approx.):

Additional information on the University of Toronto's graduation rate is available in section 4 of the University's Performance Indicators:

https://www.utoronto.ca/sites/default/files/PI2015_full.pdf

This includes the first-entry only, 6-year graduation rate collected as part of our participation in the *Consortium for Student Retention Data Exchange (CSRDE)*.

Highlights:

Please provide highlights of University of Toronto's activity in 2015-2016 that contributed to maintaining or improving the graduation rate. This could include a strategy, initiative or program viewed by University of Toronto to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.):

In October of 2014, the University released its report of the *Mental Health Framework*, which was built on widespread consultation and student focus groups. The report shaped a number of recommendations for the University to support its students so they can graduate in a timely fashion. For more details please see: http://mentalhealth.utoronto.ca/

In January 2016 the University provided an update report to highlight where we have made progress on the *Mental Health Framework:*

http://mentalhealth.utoronto.ca/sites/default/files/16-06-08%20MentalHealthFramework2016%20FINAL-s.pdf

The university **implemented several initiatives to enhance students' ability to navigate through the wide array of services** available to them and to **provide services for academic advising and study skills**. Additionally, the University conducted a series of **events and activities to better support students towards their graduation**.

Some examples of activities include:

- The *STEP Forward* initiative (http://stepforward.artsci.utoronto.ca/) at the *Faculty of Arts & Science* is an overarching framework of events, programs and activities providing a **progression of academic and professional skill development** as students move through their undergraduate degree. The central aim is to **develop the students' capacity to connect their academic study to their personal and professional goals and development**, and will exercise **reflective and planning skills that allow them to become more involved, independent and proactive as they take control of their own development**.

- The seventh annual University of Toronto *Next Steps* conference was held in collaboration with the *Division of University Advancement* and the *Faculty of Arts & Science Advancement Office*. **466 students participated** in the event in May 2016. The **focus of the conference was to assist upper-year Arts and Science students with their next steps upon graduation**.

- The U of T Scarborough community in partnership with *AccessAbility Services*, *Health & Wellness Centre*, *Student Welfare Coordinator*, *Student Crisis Response Coordinator* and *Campus Police* made a presentation on ***Identifying & Referring Students in Difficulty.***

- The *Academic Advising & Career Centre* at U of T Scarborough offers an array of services such as: *Early Alert Academic Success Initiatives* to provide **outreach to students-at-risk academically to encourage earlier utilization of key services and resources**. And extensive online resources, including online modules and the Academic & Career Advising Syllabus to **help**

students navigate and maximize their university education.

- A website to reflect the *Mental Health Framework* (www.mentalhealth.utoronto.ca) was developed a number of its recommendations were implemented in 2014/2015 and continues to be updated. In 2015/16, a new *HealthyU* website was launched that **focuses on healthy habits** and **developed 4 pillars of health for our peer teams, including mental health, physical health, nutritional health, and safety**.

Additionally the University provided a wide array of events and activities preparing students for employment which indirectly contributed to students' career paths and **provides incentives to graduate**. Please see the Highlights of Section 1 (Jobs, Innovation & Economic Development) for more details on these events and activities.

2c. Teaching and Learning - Student Retention

2c. Retention Rates

Using data from University of Toronto's Institutional Consortium for Student Retention Data Exchange (CSRDE) submissions, please provide University of Toronto's achieved results::

Entering Cohort:	2011 Cohort:	2012 Cohort:	2013 Cohort:	2014 Cohort:
1st to 2nd Year:	91.2	92.0	92.1	91.74
1st to 3rd Year:	84.8	85.0	86.95	

Highlights:

Please provide highlights of University of Toronto's activity in 2015-2016 that contributed to maintaining or improving the retention rate. This could include a strategy, initiative or program viewed by University of Toronto to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).:

A key development in the delivery of student support services is the move towards "embedded" services which brings services to the students, "where they are" **enhancing visibility and accessibility of the services**. Highlights include:

- The university's *First Year Foundations – The One* programs are offered on all three campuses. These for credit programs offer **interactive group work, travel or community engagement**, to help students **transition successfully to university life**, build critical thinking, writing skills, develop intellectual independence and expand their creative imagination.

- The *STEP Forward* initiative at the *Faculty of Arts & Science* is an framework of events, programs and activities providing a **progression of academic and professional skill development**.

- The *Faculty of Applied Science & Engineering's First Year T-Program* is for students who have difficulties in their first fall session and allows them to immediately repeat up to three courses and defer their winter session courses to the summer session. This program allows students to obtain credit for their fall session and **continue on to their second year without interruption**.

- The *Centre for International Experience* embedded four *International Transition Advisors* at 13 locations across campus to **support international students' transition to the University**.

- The *Mentorship Resource Centre* provided core training for mentors and competency development to **enhance the experience of students** in peer mentoring relationships. The Centre also held its second annual *Mentorship Week* with topics such as the *Leadership & Mentorship Club Hub*, *Explore Mentorship*, the *Peer Mentor Job Fair*, and the *First in the Family Alumni Event*.

- *Work-Study* program enhancements tied all work-study to the *Co-Curricular Record* so that positions were built within the competency framework and provided students with **essential skills for higher education and future work opportunities**.

- *Undergraduate Research Working Group* established to create and identify opportunities for more students to participate in research, which is a **High Impact Educational Practice**.

- *AccessAbility Services* at U of T Scarborough *o*ffered first year experience programs, including developing knowledge and skills such as time management, using technology, note taking and strategies to manage accommodations and coursework.

- The *Get Started Program* at U of T Scarborough included a *Welcome Week* of transition related activities such as *a Faculty Mix and Mingle*. The focus of the program is to be engaging, interactive and informative and to encourage peer-to-peer connections. The aim is to support students make a **successful transition and to connect them to resources and people**.

- *Academic Advising & Career Centre* at U of T Scarborough offered a range services to help students overcome academic difficulty, such as academic advising, study skills peer coaching and study skills workshops that are **designed to help students get back on track**. A number of *Early Alert Academic Success Initiatives* are developing resources and engaging proactively with faculty and other partners in the **early identification and outreach to students-at-risk academically** to encourage earlier utilization of key services and resources for the purposes of **academic support and assistance**.

2d. Teaching and Learning - Work-Integrated Learning*

As part of the Ontario government's postsecondary education 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 (WIL) 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. Usually, the student alternates periods of study with experience in career-related fields according to the following criteria (adapted from Canadian Association for Co-Operative Education, http://www.cafce.ca/coop-defined.html, 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

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Based on the definitions provided above, please provide WIL data for the University of Toronto in 2015-2016::

Co-operative Education Program Type:	Number of programs at University of Toronto with a Co-op Stream:	Number of students at University of Toronto enrolled in a Co-op program:
Undergraduate:	33	3,233
Graduate:	10	265

Highlights:

Please provide highlights of University of Toronto's activity in 2015-2016 that contributed to providing WIL opportunities for students. Along with co-op, other examples may 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 (up to 600 words approx.).:

The metrics reported in section 2d of the *SMA Report Back* reflect specific criteria for co-operative education. At the University of Toronto there are a **wide range of Work-Integrated Learning opportunities available to students** and the numbers of programs and students participating is far higher than the numbers reported in section 2d.

The *Centre for Community Partnerships* is a hub for **service learning** across all three University campuses. Its mandate is to **enhance and broaden student learning and build educational capacity within communities of the GTA and Peel regions**.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, development events and workshops to support the design and launch of successful community engaged learning courses. In 2015-16 there were 2,335 undergraduate service-learning credit course enrolments supported by the Centre for Community Partnerships. The CCP just celebrated its 10th anniversary in January 2016: http://www.studentlife.utoronto.ca/ccp/10th-anniversary

The University of Toronto has numerous programs and initiatives to **further graduates' career-readiness** through other **Work-Integrated Learning opportunities**. For example:

The U of T Scarborough has been a leader in co-op education for 40 years. **Over 2,400 students are currently enrolled in Arts, Science and Management co-op programs** and enrolment in continues to rise. For more details please see: http://www.utsc.utoronto.ca/askcoop/ & http://www.utsc.utoronto.ca/mgmt/co-op

Additionally, the new (and growing) *Research Catalogue* provides an overview of research opportunities on campus and with partner institutions around the globe: http://www.utsc.utoronto.ca/aacc/research-catalogue

The *Faculty of Applied Science & Engineering's* longstanding *Professional Experience Year (PEY)* program is the **largest paid internship program of its kind in Canada**, PEY internships offer significantly more than a co-op in terms of length and content.

Many of the **Professional Masters programs provide industrial internships** such as the *Faculty of Arts & Science Master of Science in Applied Computing* which incorporates an 8-month industrial internship.

Beyond Work-integrated Learning, co-ops and internships, students have access to a number of opportunities that complement their studies:

- *Community Engaged Learning* (CEL) integrates knowledge gained through work with **community organizations** into classroom discussions and assignments. Students in these courses gain an understanding and perspective that may be beyond their traditional program of study.

- Opportunities for **students to engage with start-up companies** provide valuable learning for future entrepreneurs. *Internships in New Ventures* provide students with experiential learning opportunities by immersing them in an **entrepreneurship environment through internships at local start-up companies**.

In many of the University's professional faculties, students **gain essential clinical experience** and an **enhanced sense of social responsibility** as part of their academic program. For example Medicine, Teaching, Psychology, Social Work, Dentistry, Law, and Pharmacy. The university **has extensive medical residency programs with our affiliated hospitals** providing, in 2015-16 there were 3,296 students who were in residency or postgraduate medical education.

U of T Scarborough also provides **experiential learning and volunteer programming** through volunteer opportunities allowing members of marginalized groups to engage and build experience within *AccessAbility Services.*

The university also provides numerous **on-campus placements**.

2e. Teaching and Learning - E-Learning

As part of the Ontario government's postsecondary education 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 2015-2016.

Through the development of metrics under the SMAs, the ministry will be developing long-term indicators and updated definitions for online and technology-enabled learning in consultation with the sector. Indicators developed are intended for use in future SMA Report Backs.

In future years, the ministry anticipates collecting more comprehensive data that will profile a broader range of online and technology-enabled learning indicators to ensure students have access to high-quality flexible learning opportunities across the system.

eCampusOntario will be leading the development of eLearning indicators in collaboration with the sector.:

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 that offers 80% or more of its courses fully online. For example, if a program consists of 10 courses (8 delivered fully online and 2 delivered via traditional face-to-face) the program is defined as a fully online program.

A Synchronous Conferencing program describes a program that offers 80% or more of its courses via synchronous conferencing. For example, if a program consists of 10 courses (8 via synchronous conferencing and 2 via traditional face-to-face) the program is defined as a synchronous conferencing program. :

e-Learning Course, Program and Registration Data for 2015-2016

Course Data:	Undergraduate:	Graduate:
Number of ministry-funded, for-credit courses offered through fully online learning:	39	63
Number of ministry-funded, for-credit courses offered through synchronous conferencing:	3	9
Total Number of ministry-funded, for-credit courses offered in e-Learning format:	42	72

Program 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 e-Learning format:	0	2

Course Registrations:	Undergraduate:	Graduate:
Registrations in ministry-funded, for-credit courses offered through fully online learning:	8,343	2,114
Registrations in ministry-funded, for-credit courses offered through synchronous conferencing:	236	65
Total Number of Registrations in ministry-funded, for-credit courses offered in e-Learning format:	8,579	2,179

Additional Information:

Additional survey tools, caveats and/or other information regarding the data reported above re: above re: e-Learning Course, Program and Registration Data (up to 600 words approx.).:

Fully online courses are flagged within the University of Toronto Student Information System database by registrarial staff in each division. Synchronous and asynchronous courses are categorized manually.

At the University of Toronto, many courses have elements of online delivery and the delivery of courses in e-learning formats is one of many pedagogical options available to faculty. This is a highly flexible approach that may result in a hybrid delivery model.

More information about the University of Toronto's online learning activity is available at http://onlinelearning.utoronto.ca/

Highlights:

Please provide highlights of University of Toronto's activity in 2015-2016 that captures the strength in program delivery methods that expand e-learning options for students, and improve the student's e-learning experience and career preparedness. This could include a strategy, initiative or program viewed by University of Toronto to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).:

This year the University of Toronto introduced **four new fully-online undergraduate courses** on the *eCampus Ontario* platform, with the design process being supported by the *Shared Online Course Fund (ShOC)*. The program areas represented by these new offerings included economics, genetics, philosophy and Tibetan language.

Additionally, *ShOC* funding supported the **development of six new sharable open online module resources** in a range of subject areas, including physics, data visualization, civil engineering, indigenous education and medicine. See http://www.ocw.utoronto.ca/curriculum/ for more details.

During the past academic year we have hosted an increased number of faculty development activities, both as face-to-face workshops, and using webinar tools to provide remote synchronous access. One of our most successful events allowed instructors to showcase their *ShOC* funded projects in terms of both product and process. **Promotion of "open pedagogy" is a valuable dimension of our overall strategy** to increase capacity across discipline areas and promote effective practices in online course design and instruction.

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 50% of the course delivery should be online.

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

Hybrid Learning Highlights:

Please highlight one example of University of Toronto's use of Hybrid Learning courses and/or programs.(up to 600 words approx.).:

As noted previously, the delivery of courses in a range e-learning formats is one of the many pedagogical options available to faculty. **Two graduate programs that use the hybrid approach were launched this year**: *MSW - Indigenous Trauma and Resiliency* and the *MEd - Educational Leadership and Policy Program*. Both of these initiatives benefited from detailed planning at a program level to ensure a coherent approach and provision of appropriate institutional supports to meet the needs of online students. For example, the

MEd program offers students an **online community area** for the cohort that ensures access to registrarial functions, library resources and student services. Additionally, instructors participated in team-based course design activities to promote use of research-informed, effective design strategies.

3. Student Population

This component highlights University of Toronto's contributions to improve access and success for underrepresented groups (students with disabilities, First Generation, Indigenous, and French-language students). :

Full-Time Students:	# of Students:
The total Full-Time Headcount Enrolment* at University of Toronto in 2015-2016::	79,538

*DEFINITION: <u>Headcount</u> is the actual enrolment for Fall 2015 as of November 1, 2015 including full-time undergraduate and graduate students both eligible and ineligible for ministry funding, as reported to the ministry for the 2015-2016 fiscal year (enrolment reported in 2015-2016 remains subject to audit and/or correction).:

3a. Under-Represented Students: Students with Disabilities, First Generation, Indigenous and French-language Students

Students with Disabilities

DEFINITION: <u>Students with disabilities</u> 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 University of Toronto's annual report to the ministry for the Accessibility Fund for Students with Disabilities (AFSD). :

Students With Disabilities:	# of Students:	Percentage:
The total number of full-time students with disabilities at University of Toronto who registered with the Office for Students with Disabilities and received support services in 2015-2016::	4,901	
The total indicated above as a comparative % of the University of Toronto's 2015-2016 full-time enrolment headcount::		6.16

Highlights:

Please provide highlights of University of Toronto's activity in 2015-2016 that captures contributions to improve access, and success for students with disabilities (up to 600 words approx.).:

In response to the *Mental Health Framework* the St George campus has reorganized the *Health and Wellness Centre* to allow for a pathway approach with a stepped care model which matches severity of student concerns to intensity of services. Enhancements included: **expanded embedded counselling locations, more strengths based workshops, expanded Health Promotions programs, and mindfulness moments**.

The *Moving Forward* transition program and *Peer Mentoring* were designed to simulate the university experience needed to navigate across campus.

Social Assistance for Students with Autism (SASA) brought students with *Autism Spectrum Disorders* together to **facilitate shared activities and discussions**. 53 students participated in this program at the St George campus.

An "auto renewal site" was launched in 2014-15, facilitating eligible students to renew their status with *Accessibility Services* automatically, rather than having to attend an in-person appointment.

The St George campus administered 16,100 tests and exams for students with accommodations in 2015-16, which **represented a 12% increase.**

27,549 sets of notes were provided by 1,534 volunteers using the online note taking services for St. George campus.

The *Academic Success Centre* piloted *FITA* (*From Intention to Action*) programming in which *Social Work and Counselling Interns* meet with students over twelve weeks to identify and use **effective strategies for academic work and life skills**. A disability counsellor within *Accessibility Services* provided supervision for the two MSW interns. The majority of students within FITA were registered with Accessibility Services or connected to Health and Wellness and required additional support of the FITA program.

The Career Centre and Accessibility Services partnered to enhance student awareness of and participation in employment related events and services. 7 targeted events were held during the 2015-16 year.

All campuses upgraded the database and system for students registered with Accessibility Services on each campus.

At U of T Mississauga, *Accessibility Services* partnered with the *Academic Skills Centre* to pilot a new *Academic Strategists Services* program as well as a *Summer Transition* program to **support and prepare new students**. Additionally, the construction for a new *Test Centre* began in early 2016 with an anticipated opening in the Fall of 2016. The **new space will be equipped to provide a wide range of accommodations needed by students for exams**.

U of T Scarborough *Accessibility Services* worked with *Academic Advising* and *Career Centre* to promote *Lime Connect* and *Career Edge* to **highlight employment opportunities for students with disabilities**. Additionally, assistive technology solutions were provided to support student success through incorporating technology into the learning process. *Accessibility Services* initiated the purchase of K3000 assistive technology tri-campus web license. Use of this web supports students without funding to purchase the technology, and enables students to rapidly begin using the software within the day they have an Assistive Technology consultation.

First Generation Students

*DEFINITION: <u>First Generation</u> 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 have not necessarily 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).*

:

First Generation Students:	# of Students:	Percentage:
The total number of full-time First Generation students enrolled at University of Toronto in 2015-2016::	11,317	
The total indicated above as a comparative % of the University of Toronto's 2015-2016 full-Time enrolment headcount::		14.23
The total number of part-time First Generation students enrolled at University of Toronto in 2015-2016::	1,730	

Highlights:

Please provide highlights of University of Toronto's activity in 2015-2016 that captures contributions to improve access, and success for First Generation students (up to 600 words approx.).:

The University of Toronto's programs and initiatives aimed at supporting first generation students are offered on both a coordinated tri-campus basis and in campus-specific activities.

A tri-campus conference style event for first generation students, entitled '*Trailblazers'*, **helped students to connect their academic interests with their skills and strengths** towards future employment.

A mentorship program for first generation students was offered. One of the hallmarks of this program was an **increase in the sense of a first generation community across the University's three campuses**.

A '*Mentor in Training*' program was developed to extend **leadership development and experiential learning opportunities** to a greater number of students.

Workshops for first generation students were offered including core workshops such as "*Speaking to your Professors, TAs, and Instructors*" and new workshops such as "*Finding Research Opportunities*".

Adjustment were made to the program to offer rolling sign up with **multiple entry points** for first generation students, instead of one main intake opportunity. The aim was to increase the update of the program.

Implemented a tri-campus *Living Library* with human 'books' consisting of past program participants, staff, faculty and professional from the community.

Program elements include **alumni networking events and workshops to support networking skills.**

Indigenous Students

* DEFINITION: <u>Indigenous</u> 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. :

Indigenous Students:	# of Students:	Percentage:
The total number of full-time Indigenous students enrolled at University of Toronto in 2015-2016::	752	
The total indicated above as a comparative % of the University of Toronto's 2015-2016 Enrolment Headcount::		0.95
The total number of part-time Indigenous students enrolled at University of Toronto in 2015-2016::	128	

Highlights:

Please provide highlights of University of Toronto's activity in 2015-2016 that captures contributions to improve access, and success for Indigenous students (up to 600 words approx.).:

The University-wide *Truth and Reconciliation Commission Steering Committee* was established, representing students, staff, faculty, and Elders. Five *Working Groups* were established to provide recommendations. The *Steering Committee* will complete its work by December 2016.

In addition, many divisions within the University have established their own work to respond to the *Calls to Action* in the final report of the *Truth and Reconciliation Commission*.

Last year, the *Academic Success Centre* and *First Nations House* created a new role in the division of *Student Life* for an *Aboriginal Learning Strategist*, which **supports Aboriginal students with their academic work** through individual and group sessions.

The 2016 *Indigenous Education Week* at the University of Toronto was held in February, and focused on the *Truth and Reconciliation Commission Report*; the experiences of colonization and self-determination rights, and traditional cultural practices.

The Indigenous Language Initiative (Ciimaan/Kahuwe'ya/Qajaq) **had great success in promoting and incorporating all three Indigenous languages taught at the University** (Anishinaabemowin, Inuktitut, and Oneida) in language events and language café series. This has **resulted in significant participation growth**.

Launch of the *Waakebiness-Bryce Institute for Indigenous Health* and the OISE based *Indigenous Education Initiative* have **both enhanced research, academic training and policy making through partnerships with Indigenous communities**.

U of T Mississauga and U of T Scarborough engaged jointly to offer a trip to participate in *Fall Ceremonies* (Biinaakwe Giizis) on traditional teaching land (in Peterborough, ON near Curve Lake First Nations Reserve).

French-Language Students

* DEFINITION: A student is considered a French-language student if the students meets at least one of the following criteria -
1) The student's mother tongue is, or includes French (the student is a francophone);
2) The student's language of correspondence with the institution is French;
3) The student was previously enrolled in a French-language education institution; or
4) The student was enrolled in a postsecondary program delivered at least partially in French.
:

French-Language Students:	# of Students:	Percentage:
The total number of full-time French-language students enrolled at University of Toronto in 2015-2016::	678	
The total indicated above as a comparative % of the University of Toronto's 2015-2016 enrolment headcount::		0.85
The total number of part-time French-language students enrolled at University of Toronto in 2015-2016::	60	

Highlights:

Please provide highlights of University of Toronto's activity in 2015-2016 that captures contributions to improve access, and success for

French-Language students (up to 600 words approx.).:

The University of Toronto provides a series of academic advising and language support activities to aid students, whose first language is not English, as they transition to the University. See sections 2c (retention rates) and 3b (international enrolment) for details.

Additional Information:

Describe the methodology, survey tools, caveats and other information regarding the numbers reported above. (up to 600 words approx.):

The numbers of first-generation students and Indigenous students are estimated by pro-rating self reported numbers taken from the National Survey of Student Engagement (NSSE) against the total student enrolment.

3b. Student Population - International Students

International Students

DEFINITION: International enrolment is the headcount of full-time university (undergraduate and graduate) students who are not Canadian citizens (includes Inuit, North American Indian and Metis) or permanent residents (i.e., student visa, other visa, non-Canadian status unknown, or non-Canadian no visa status) on November 1, 2015, who are taking part in university courses or programs normally leading to a post-secondary qualification (does not include ESL, continuing education, general interest or non-credit courses). :

International Students:	# of Students:	Percentage:
University of Toronto reported to the ministry full-time international enrolment* in 2015-2016::	15,073	
The total indicated above as a comparative % of University of Toronto''s 2015-2016 full-time enrolment headcount (Funding Eligible and Ineligible)::		18.95
University of Toronto's 2015-2016 part-time international enrolment is:	1,019	

Additional Information:

Describe the methodology, survey tools, caveats and other information regarding the numbers reported above (up to 600 words approx.).:

The University of Toronto's **Enrolment Report** provides a detailed overview of international student enrolment.

http://www.provost.utoronto.ca/public/Reports/enrolment.htm

Section B11 of the University's **Performance Indicators** provide valuable indicators on international student activities:

https://www.utoronto.ca/sites/default/files/PI2015_full.pdf

Highlights:

Please provide highlights of University of Toronto's activity in 2015-2016 that contributed to maintaining or improving the international student experience 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 (up to 600 words approx.).:

The *Centre for International Experience (CIE)* continued its intercultural learning outreach and expanded it to include full-time staff and student staff to support international students. The intercultural learning workshops introduce **intercultural theory and communication styles**, while the *Intercultural Learning Program* offers an opportunity to pair that **theoretical learning with experiential outings**.

The University **committed over $1M in bursaries** to support students to go abroad.

The *Green Path* program at U of T Scarborough **continues its successful engagement with top tier high schools** in the People's Republic of China. For more details see: http://www.utsc.utoronto.ca/greenpath-china/green-path-success

Pre-arrival orientation for international students on the St. George campus expanded. These programs offer students a chance to **familiarize themselves with the academic culture and resources** at the University.

Launched a booth at both terminals of Pearson International Airport to **welcome inbound students**, to provide navigation and to answer questions about Toronto and the University.

Mentorship programming **connecting international and domestic students** continues to be a priority. U of T Scarborough initiating an *on-arrival buddy* program to supplement to the pre-arrival *e-buddy* program.

Embedded *Transition Advisors* continue to provide **holistic support to students** in the spaces they inhabit. Advisors also support the local staff in internationalizing their orientation and year-round programming.

U of T Mississauga, in partnership with the *School of Continuing Studies*, launched the *Academic Culture & English* program for students who were admitted but needed **further English language skills training**.

The *CIE* coordinated the university's participation in the *Queen Elizabeth II Scholarship* program, placing students in community organizations and locations throughout the Commonwealth while **engaging in research and community development**.

U of T Mississauga's *International Education Centre*, in partnership with the Office of the Registrar and TCard Office, launched a study-permit expiry tracking and part-time study early alert initiative to assist students in maintaining the appropriate study status. Additionally,

U of T Mississauga began offering *Permanent Residency Advising* to students and recent graduates.

The *International Foundation Program* combines conditional acceptance to the University with a merging of for-credit courses with intensive academic and language support. The program is designed to help students **improve language, academic, and cultural proficiency** before undertaking their undergraduate degree.

The *CIE's* Immigration Advisor and the *Career Centre* have begun partnering to deliver **integrated support to international students** considering staying on in Canada.

The *CIE* continues to offer **intercultural training** as part of the *Career Centre's Work-Study Training Program* which contributes to elevating the level of intercultural sensitivity across campus.

Academic learning support for international undergraduate students continued in 2016 with workshops covering the following topics: **Critical Thinking, Academic Integrity, Intercultural Communication, Exam Vocabulary, and Time Management**. The workshops are tailored to the international undergraduate student experience in both subject matter and framing – i.e., topics are selected with international students in mind and the content is framed to help students **translate the knowledge and skills** they have from their previous educational systems to the U of T context.

3c. Student Population - Proportion of an institution's enrolment that receives OSAP*

DEFINITION: Receives OSAP is the number of OSAP awards, including any student at University of Toronto who has applied for full-time OSAP assistance and qualified for assistance from any federal or Ontario OSAP loan or grant program, and any student who applied using the stand-alone 30% Off Ontario Tuition grant application and was issued a 30% Off Ontario Tuition grant. :

Proportion of an institution's enrolment that receives OSAP:	# of Students:	Percentage:
University of Toronto's 2015-2016 number of OSAP awards:	33,437	
Headcount enrolment (Funding eligible undergraduate and graduate) November 1st headcount of students with 60% Load (0.3FTE) or greater.:	63,220	
Proportion of full-time students receiving OSAP:		52.89

Additional Information:

Describe the methodology, survey tools, caveats and other information regarding the information reported above (up to 600 words approx.).:

See the "Annual Report on Student Financial Support 2014-15" for a detailed summary of all student financial support: http://www.governingcouncil.lamp4.utoronto.ca/wp-content/uploads/2016/02/a0229-1ci-2015-2016bb.pdf

See section B16 of the University's Performance Indicators which provides a variety of indicators relating to student financial support: https://www.utoronto.ca/sites/default/files/PI2015_full.pdf

4. Research and Graduate Education

University of Toronto's 2014-17 Strategic Mandate Agreement (SMA) includes information which identifies the breadth and depth of institutional research activity. The 2015-2016 SMA Report Back does not require University of Toronto to report on the system wide research and graduate education metrics included in its 2014-17 SMA.:

5. Program Offerings

This component articulates the breadth of programming based on enrolment, along with program areas of institutional strength/specialization as outlined in University of Toronto's SMA.

    a. Concentration of enrolment* at universities by program specialty or major (SPEMAJ)

    b. Institution's share of system enrolment by program specialty or major (SPEMAJ).

DEFINITION: Headcount is the actual funding eligible enrolment for Fall 2015 as of November 1, 2015 including full-time undergraduate and graduate students as reported to the ministry for the 2015-2016 fiscal year:

Undergraduate / Graduate Students:	Percentage of System Enrolment:
Undergraduate:	15.17
Graduate:	29.23

	# of undergraduate students in a program as a % of total # of undergraduate students across all programs at University of Toronto:	# of graduate students in a program as a % of total # of graduate students across all programs at University of Toronto:	University of Toronto's share of system-wide undergraduate enrolment in each PROGRAM:	University of Toronto's share of system-wide graduate enrolment in each PROGRAM:
1. Agricultural & Bio. Sciences:	7.72	3.48	15.70	20.82
2. Architecture & Landscape Arch.:	1.07	2.36	29.00	42.40
3. Business & Commerce:	8.93	7.83	10.05	27.39
4. Computer Science:	2.59	1.00	15.77	19.28
5. Dentistry:	0.84	0.70	62.46	92.86
6. Education:	0.57	1.18	5.91	21.12
7. Engineering:	6.46	10.34	10.76	29.80
8. Fine & Applied Arts:	2.62	2.89	10.17	26.34
9. Food Science & Nutrition:	0.30	0.51	3.45	16.43
10. Forestry:	0.06	0.70	31.43	76.47
11. Health Professions:	6.53	13.57	22.21	43.67
12. Humanities:	11.10	9.76	19.31	31.25
13. Journalism:	0.19	0.00	7.22	0.00
14. Kinesiology/Recreation/Phys-Ed:	1.87	0.71	6.63	9.54
15. Law:	2.27	0.98	15.84	28.06
16. Mathematics:	2.82	1.20	29.38	20.12
17. Medicine:	2.19	0.00	25.06	0.00
18. Nursing:	0.68	2.74	2.78	37.76
19. Optometry:	0.00	0.00	0.00	0.00
20. Other Arts & Science:	19.69	0.00	32.26	0.00

21. Other Education:	0.00	13.26	0.00	61.62
22. Pharmacy:	1.91	0.86	78.90	82.91
23. Physical Sciences:	2.21	3.26	19.51	24.63
24. Social Sciences:	16.33	17.91	11.53	21.70
25. Theology:	0.36	0.80	45.10	23.56
26. Therapy & Rehabilitation:	0.70	3.96	70.00	24.65
27. Veterinary Medicine:	0.00	0.00	0.00	0.00

Notes:

- Other Arts & Science includes students enrolled in General Arts and Science majors not specified by other categories or unspecified.

:

Optional Additional Information:

Caveats and/or other information regarding the numbers reported above (up to 600 words approx.).:

Highlights:

Please provide highlights of University of Toronto's activity in 2015-2016 that contributed to maintaining or improving programming. This could include a strategy, initiative or program viewed by University of Toronto to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).:

The university has an **unparalleled breadth and depth of program offerings** with more than 1,000 programs. Within this context of comprehensiveness, the university maintains and enhances programs through a process of **continuous improvement and innovation** to ensure **outstanding quality and excellence**.

The University continues to work in response to President Gertler strategic priorities, in which he identified "***Rethinking Undergraduate Education***" as one of three strategic priorities: "*Re-imagine and reinvent undergraduate education at a research-intensive university, in light of current economic and social challenges, and take advantage of emerging opportunities, including new pedagogical technologies*". For more details see: http://threepriorities.utoronto.ca/wp-content/uploads/2015/10/Undergraduate-One-Pager.pdf

The ***Undergraduate Course Development Fund (UCDF)***, totalling $1.5M per year, provides funding for the **development and delivery of innovative undergraduate courses** that provide opportunities for faculty members in graduate-only and professional divisions to share their expertise with undergraduate students. Through the program, undergraduate students have access to the full range of the University's world-class faculty, and undergraduate programs are able to greatly expand the scope and depth of their course offerings. In 2015-16 there were **49 courses with 1,892 enrolments** supported by the Undergraduate Course Development Fund.

The vehicles of academic change include proposals for *major modifications*, *minor modifications*, and *new degree programs.* In the 2015-16 academic year there were **25 *major modifications*** approved by divisions at the University of Toronto. For example, the *Factor-Inwentash Faculty of Social Work* created a **new field of study** within the Master of Social Work degree program called **Indigenous Trauma and Resiliency**. The University also had **three *new program approvals*** (*Master of Professional Kinesiology, Master of Financial Insurance* and the *Master of Financial Risk Management*) approved by MAESD. For details of the university's **academic change activity** please see the Accountability Reports at: http://vpacademic.utoronto.ca/quality-assurance/accountability-reports/

The university has continued to see demand for professional master's programs increase and the university is **developing a number of new professional master's programs** to meet this demand. For example the *Master of Forensic Accounting* was submitted for Program Approval in June 2016. All of these programs leverage the university's research strength to support world-class, research-informed programs. This development is consistent with the objectives outlined in the University's *Strategic Mandate Agreement.*

6. Student Mobility

As part of the development of metrics under the SMAs, the ministry will be developing long-term indicators for credit transfer in consultation with the sector through the Credit Transfer Accountability Framework.

As part of this work, a new Credit Transfer Student Flag was introduced into 2015-16 enrolment reporting for colleges and universities. The ministry will work with the sector throughout 2016-17 on any refinements to the metric with a view to integrate this new information into the SMA report back beginning in 2017-18.

In future years, the ministry will be expecting more complete data that will profile partnerships between institutions that ensure students have access to a continuum of learning opportunities in a coordinated system. This may include, but is not limited to, metrics related to credit transfer pathways and collaborative or joint programs between or within sectors.

Development of these metrics will be done in partnership with the sector and ONCAT.

:

Transfer Applicants and Registrants

Using Ontario Universities Application Centre's (OUAC) reports, please provide data for 2015.:

Year:	Total Applications:	Total Registrations:	Transfer Applications*:	Transfer Registrations*:
2011:	67,488	11,490	1,356	151
2012:	71,573	12,336	1,312	170
2013:	73,968	12,264	1,101	135
2014:	76,122	12,890	1,045	139
2015:	76,055	13,847	1,043	147

*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 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 that 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:	83,464	13,728	6,085	859
2013:	85,784	13,755	5,369	689
2014:	86,580	14,476	5,373	723
2015:	91,148	14,971	5,449	788

Additional Information:

Describe the methodology, survey tools, caveats and other information regarding the numbers reported above (up to 600 words approx.).:

The University of Toronto's "Transfer Applications" include individuals who apply more than once for transfer to the University by applying to different programs at the University. Therefore, the number of Transfer Applications overstates the number of individuals and care should be taken when comparing the number of Transfer Applications to Transfer Registrations.

University of Toronto's "Transfer Applications" and "Transfer Registrations" include first and upper year applications and registrations transferring from Ontario colleges, Ontario universities, non-Ontario Colleges and CEGEPs, and non-Ontario Universities. Internal transfers, for example when a student transfers from one of the U of T campuses to another campus, are not included.

Many students may find a suitable program for their needs within the University of Toronto ecosystem of multidisciplinary and multi-campus education.

Highlights:

Please provide highlights of University of Toronto's activity in 2015-2016 that demonstrates University of Toronto's efforts to ensure students have access to a continuum of learning opportunities in a coordinated system. This may include, but is not limited to expansion of credit transfer pathways and collaborative or joint programs between or within sectors, changes to student supports viewed by University of Toronto to be an innovative practice, or improved timeliness of credit/credential recognition (up to 600 words approx.).:

At St. George Campus, *Woodsworth College* has **significantly expanded its approach to academic advising** and planning for students participating in the *Diploma to Degree* facilitated pathway programs from three partner colleges. In response to challenges identified by transfer students such as complex academic histories and program admission processes with additional steps and unique requirements, *Woodsworth* developed an intensive and early programme of academic advising. This new approach includes earlier indication of prospective programs of study via the *Diploma to Degree* application; development of an individual advising plan for each participant; and dedicated staff to deliver intensive advising sessions with students in person and over email. These enhancements have **resulted in earlier direct admission into programs of study, fewer timetable and course enrolment errors and an expansion of program areas** students pursue across the Faculty of Arts and Science highlighting the breadth of opportunity available to these students.

University of Toronto - Mississauga (UTM) has an existing credit transfer pathway with *Sheridan College* from the two-year General Arts and Science diploma program. The partners developed an admissions redirect program to help students who apply directly from high school but do not yet meet UTM admission standards and to **increase uptake** in the Sheridan-UTM pathway. Students who have applied to UTM and have not met the requirements for admission but do meet the requirements for admission to Sheridan now receive an email with a redirect option. Candidates are offered a special pathway that can lead to degree studies at UTM via Sheridan College upon the completion of the two-year General Arts and Science diploma. The **program guarantees admission to certain degree studies at UTM for qualified students, with a full year of transfer credits**.

In 2015-16 University of Toronto - Scarborough (UTSC) partnered with *Centennial College* on the development of a new and comprehensive credit transfer pathway between the institutions. In addition to **developing a diploma to degree credit transfer pathway** for *Centennial* students in the liberal arts, the initiative will also include an **admission redirect program** by which applicants to UTSC who do not currently meet the admission requirements are recommended to the *Centennial* Liberal arts program as an alternative pathway to degree studies at the University. The new pathway will launch in 2016-17.

7. Financial Sustainability

FINANCIAL HEALTH and SUSTAINABILITY METRICS

		2013-14:	2014-15:
Performance:	Net Income / Loss Ratio (%):	7.54	10.14
	Net Operating Revenues Ratio (%):	7.86	12.93

Optional:

Comments on Performance Metrics (up to 600 words approx.):

		2013-14:	2014-15:
Liquidity:	Primary Reserve Ratio (days):	136.61	159.76

Optional:

Comments on Liquidity Metric (up to 600 words approx.):

		2013-14:	2014-15:
Leverage:	Interest Burden Ratio (%):	1.64	1.61
	Viability Ratio (%):	129.76	154.87

Optional:

Comments on Leverage Metrics (up to 600 words approx.):

Additional Information:

Additional comments on the overall Financial Health & Sustainability Metrics Result (up to 600 words approx.):

Highlights:

Please provide one or more highlights that demonstrate University of Toronto's commitment to improved or continued financial sustainability. (up to 600 words approx.):

Financial Sustainability is only **partially represented by the five metrics used in the SMA Report Back**. Additionally, the metrics are techincal and retrospective in nature and they do not speak to the current fiscal environment or future challenges faced by Ontario's universities. The interpretation of these metrics may be misleading with regards to the broader picture of the University's **finances, structural deficits, risks** and the **challenge to maintain financial sustainability**. *Credit Ratings* are a valuable source of independently produced information about the challenges faced by our University. Please see the highlight ins the section relating to the "*Other financial metrics reported"* for more details of the University's *Credit Ratings*.

The University's long range budget plans are shaped by our *Strategic Mandate Agreement* and informed by the goals set out in "*Towards 2030"*:

- Enhancing our standing as a leader in research-intensive and undergraduate education
- Enhancing our standing as a leader in graduate education
- Enhancing our standing as a globally ranked research powerhouse

Additionally the University's plans are informed by the *President's Three Priorities*:

- Leveraging our urban location more fully, for the mutual benefit of the university and the city
- Strengthening and deepening key international partnerships
- Re-imagining and re-inventing undergraduate education

Enrolment, a primary factor in operating revenues, remains robust and the University continues to attract excellent domestic and international students.

For more information on the University's Budget Planning, please see: http://www.planningandbudget.utoronto.ca/budget/reports.htm

The ministry encourages University of Toronto to augment the current list of financial health and sustainability metrics with other metrics. Reporting this data is optional. University of Toronto may add up to four additional metrics in the space provided below.:

OTHER FINANCIAL METRICS REPORTED by University of Toronto:		2013-14:	2014-15:	2015-16:
1:	Credit rating - Moody's Investors Service (See #1 below)	0.00	0.00	1.00
2:	Credit rating - Standard & Poor's (see #2 below)	0.00	0.00	2.00
3:	Credit rating - Dominion Bond Rating Service (see #3 below)	0.00	0.00	3.00
4:		0.00	0.00	0.00

Additional Information:

Comments related to University of Toronto's other reported metrics (up to 600 words approx.):

The *SMA Report Back* system does not permit the use of non-numeric metrics. The correct University credit ratings, and links to the full reports, are listed below:

#1 - *Moody's Investors Service*: **Aa2**

https://www.utoronto.ca/sites/default/files/media/Moodys_Investors_Service_2015.pdf

#2 - *Standard & Poor's*: **AA+**

https://www.utoronto.ca/sites/default/files/media/Standard_Poor_UofT_2015-16.pdf

#3 - *Dominion Bond Rating Service*: **AA**

https://www.utoronto.ca/sites/default/files/media/Dominon_Bond_Rating_Service_UofT_2015-16.pdf

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As mentioned in the previous section *Financial Sustainability* is only **partially represented by the five metrics used in the SMA Report Back**.

Credit Ratings are a **valuable source of independently produced information** about the **challenges faced by the University**. The following excerpts from the Credit Ratings provide examples of the major issues:

Moody's Investor Service:

"Pressures on the revenue side mainly arise from government operating grants, which have seen minimal growth over the last two years, as well as regulatory limits on tuition increases for domestic students imposed by the Ontario government. These tuition limits, which are set at 3% for domestic students in Ontario, prevent the university from raising tuition to a level that is comparable to other global institutions with similar reputations."

And

"Due to the need to remain competitive with other top institutions and attract academic talent, the University of Toronto continues to face challenges from rising costs of salaries and benefits, the university's largest expense item (around 60% of operating expenditures). This is further pressured by significant pension expenses arising from the university's pension plan deficit in recent years."

Dominion Bond Rating Service:

"Similar to most of its peers with defined benefit plans, the University carries considerable unfunded pension and other post-employment liabilities."

And

"*DBRS notes that the current tuition framework limits the ability of Ontario universities to increase revenue, particularly when the university-aged cohort in Ontario is expected to decline. Moreover, the province has slowed growth in operating funding with adjustments to base funding (e.g., policy lever efficiency cuts and the international student recovery).*"

And

"Salary and benefits costs, which are rising faster than government grants, will continue to put pressure on the University's finances. Additionally, the strategy to recruit high-profile faculty and researchers puts particular pressure on labour costs."

8. Attestation

By submitting this report to the ministry::	Checkbox:
University of Toronto confirms that all information being submitted to the ministry as part of the 2015-2016 SMA Report Back is accurate and has received approval from University of Toronto's Executive Head.:	☑

For additional information regarding University of Toronto's 2015-2016 SMA Report Back please contact -:	Information:
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Please indicate the address on University of Toronto's website where a PDF copy of this 2015-2016 SMA Report Back will be posted once it has been approved by the ministry:	Information:
Website::	https://www.utoronto.ca/about-u-of-t/reports-and-accountability