Ministry of Training, Colleges and Universities

Multi-Year Accountability Agreement Report-Back

University:	TORONTO	**Year:**	**2008-09**

As noted in the Multi-Year Accountability Agreement for Universities for 2006-07 to 2008-09 (MYAA), the government appreciates that implementing this and future agreements will be part of an evolutionary process which will incorporate maturing consensus on how to best measure and indicate access and quality. This will require a strong collaborative partnership between institutions and the Ministry of Training, Colleges and Universities.

This Multi-Year Accountability Agreement Report-Back Template has been designed to assist with the ministry's continuing efforts to measure the participation of students from under-represented groups, and as outlined in Appendix B (the Multi-Year Action Plan) of the MYAA, update the planned net new hires table, and the strategies and programs that will be used by your institution to participate in the Student Access Guarantee initiative. The ministry will also use the completed Multi-Year Accountability Report-Back Template to review the progress made on the commitments outlined in your Multi-Year Action Plan.

As in previous years, MTCU will withhold a portion of your institution's yearly allocations until the completion of the annual Report-Back review and confirmation that your institution is on track for meeting its commitments, or the approval of an improvement plan by the ministry.

MYAA Transition Year 2009-10

As outlined in the MTCU memo to colleges and universities dated March 31, 2009 the MYAAs have been extended into 2009-10 in order for the government and its postsecondary education partners to transition into a re-aligned accountability framework that reflects the future directions for the system in 2010 and beyond.

The expectation for the transition year is that institutions will maintain their commitments for access, quality and accountability as outlined in the original agreement. This includes reporting enrolment through the established protocol (reflecting updated graduate and medical expansion targets), providing information to assist the Higher Education Quality Council of Ontario (HEQCO) with its research on access and quality, continued participation in student engagement and retention measures and compliance with the Tuition Fee Framework and the Student Access Guarantee.

MTCU does not require your institution to set additional targets in 2009-10. The attached Report-Back Template provides space for you to identify how your institution-specific access and quality improvement strategies for 2006-07 to 2008-09 will be extended, consolidated and/or best practices applied in 2009-10. You are also asked to outline how you will continue to monitor the impact of these access and quality improvements over the transition year. You will find appended to this Report-Back Template a summary of consolidated access and quality improvement strategies developed from the previous Report-Back years. The expectation is that by strategically aligning activities and focusing on evaluation of outcomes that your 2009-10

year will provide the basis for your institution to develop a new Multi-Year Action Plan with corresponding targets in 2010.

A. ACCESS

Increased Participation of Under-Represented Students — Measurement

As stated in the MYAA, the ministry is committed to working with institutions and HEQCO to develop a system measure that will track the participation of under-represented students in a manner that is sensitive to privacy concerns.

To assist with these efforts, please refer to the measurement methodologies outlined in your approved Multi-Year Action Plan to track these students, and provide the total number of students who have self-identified as a member of each of these groups. The ministry recognizes that these measurement methodologies may require students to self-identify, which may result in under-reporting.

Individual students may belong to more than one group. In the cells counting respondents for each under-represented group, do not adjust for this potential double-counting. To the extent that you are able to do so, eliminate any double-counting in the column, "Total Number Self-Identifying as Member of Under-represented Group".

Measurement Methodology (including description)	Student Groups in Your Student Population			Total Number Self-Identifying as Member of Under-represented Group	Total Number of Students Surveyed, if applicable
	Aboriginal	First Generation	Students with Disabilities		
	#	#	#		
First Nations House	500			500	
Canada University Report Survey*		12,700		Not applicable	12,639
Students self-identified and registered with Accessibility Services (St. George), Access*Ability* Resource Centre, UTM, or Access*Ability* Services, UTSC			2,532	2,532	

If you would like to provide any other comments, please do so in the following space:

* An estimate of first generation population was derived from the Canada University Report Survey (administered in spring 2009). The estimate is based on a rate generated from the survey responses for first entry students indicating that neither mother nor father (nor male/female guardian/s) attended a post-secondary institution.

Increased Participation of Under-Represented Students — Programs/Strategies

MYAA Report-Back 2008-09

Referring to your approved Multi-Year Action Plan, please identify your achieved results for 2008-09. If your institution has not achieved your proposed results, please explain the variance and your planned improvement activities in the column provided.

Strategy / Program	Indicator	Proposed Result	Achieved Result	Explain Variance between Proposed and Achieved Results (if applicable) and Any Improvement Activities You Expect to Take
Access	Number of students participating in access programs (2005-06 Benchmark is 1,001)	1,000 (2007-08 result: 921; 2006-07 result: 1029)	1,042	
	Number of students participating in outreach programs (2005-06 Benchmark is 782)	800 (2007-08 result: 1,192; 2006-07 result: 882)	879	
	Number of students receiving accessibility services (2004-05 Benchmark is 1819)	1,820 (2007-08 result: 2,386; 2006-07 result: 2183)	2,532	

MYAA Transition Year 2009-10

Please provide 3 to 5 examples of how your strategies/programs to support increased participation of under-represented students will be extended, consolidated and/or best practices applied in 2009-10 in the following space:

Strategy / Program	Brief Description
1. Access	Continue to measure/report on: • Number of students participating in access programs
2. Access	Continue to measure/report on: Number of students receiving Accessibility Services on all three campuses

3. Access	Text report on U of T's outreach activities

Please outline how you will continue to monitor and evaluate the outcomes of these strategies in 2009-10 in the following space (e.g. through feedback, surveys, tracking participants' progress, etc.).

Strategy / Program	Brief Description of Monitoring and Evaluation of Outcomes
1. Access	"Students participating in access programs" - proposed result of 900.
2. Access	"Number of students receiving Accessibility Services on all three campuses" - proposed result of 2,000.
3. Access	U of T will provide a brief written summary of the University's range of outreach programs to replace the "number of students participating in outreach programs." The University engages in many more outreach programs than were included in the current measure, including Headstart, Steps to University, the Summer Mentorship Program and a number of mentorship outreach programs lead by faculties, outreach by First Nations House, etc.

2008-09 Student Access Guarantee

Through your signed MYAA, you committed to participate in the Student Access Guarantee. For 2008-09, this meant meeting students' tuition/book shortfall in allocating financial aid, as set out in the 2008-2009 Student Access Guarantee Guidelines.

	Yes	No
The institution met students' tuition/book shortfall in allocating financial aid, as set out in the 2008-2009 Student Access Guarantee Guidelines	✔	

If you answered no, please explain.

Please complete the following table, using the most recent available year-to-date information from your institution's 2008-09 OSAP student access guarantee report screen (This screen can be accessed by your Financial Aid Office).

2008-09 TUITION / BOOK SHORTFALL AID:	TOTAL $	# ACCOUNTS
Expenditures for Tuition / Book SAG Amount	$21,130,006	6,381
Other SAG Expenditure to Supplement OSAP	$11,469,921	2,543
Total	$32,619,927	8,924

Date screen was last updated: July 23, 2009

2009-10 Student Access Guarantee

As an extension of the commitments made under the original Multi-Year Agreements, your institution will participate in the Student Access Guarantee (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 2009-10 Student Access Guarantee Guidelines. Please complete the following template to update the strategies and programs that your institution will use in 2009-10 to participate in the Student Access Guarantee initiative.

Describe how your institution will meet students' tuition/book shortfalls. As part of your description identify whether aid towards tuition/book shortfalls will be: a)Provided to those students who apply for institutional financial aid; or b) Automatically issued to students based on their OSAP information	The University will continue to 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 and fully complies with the terms of the Student Access Guarantee. 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. Except for the second-entry programs listed below, UTAPS funding is provided in the form of non-repayable grants. Students from other Canadian provinces, and Aboriginal students supported by band funding, are considered for UTAPS by means of an application.
If your answer to the above question was 'a,' please identify what specific internet portal(s) or program(s) students at your institution apply through to be considered for tuition/book assistance provided as part of your participation in the student access guarantee. - Identify any applicable deadlines. - **Identify your communications strategies to inform students of how to apply**.	Although the U of T response is automatically issued to students based on their OSAP information, we also provide information to students on the U of T web site.
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. If so: a) Identify the programs by name and by OSAP cost code; b) Describe how you determine how much loan aid to provide	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 separate grant to cover interest on loans borrowed under this Plan up to the level of the assessed unmet need. Under the University of Toronto Income-Sensitive Loan Remission Program, graduates of Dentistry, Law, Management, Medicine or Pharmacy may apply for interest relief on the eligible portion of the loan from Scotiabank or another lender. All

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graduates of these programs are advised of this opportunity. The initial screen for our loan remission program is eligibility for Canada and/or Ontario Student Loan interest-relief, but applications with special circumstances are also considered on an individual basis.

If, after three years of interest-relief, the debt continues to constitute a serious burden, the University will reduce the principal owing.

The programs, together with their OSAP cost codes, are listed below:

OSAP Cost Code
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   SGS: Master Business Administration
1940A MMPA Advanced Stream: Master of Management and Professional Accounting
1943M SGS: MBA 3 year morning
19MF   SGS: Master of Finance
19MFE SGS: Master in Financial Economics
19MI   SGS: Master of Management of Innovation, UTM
22   Bachelor of Law (Juris Doctor)
24   Medicine
27   Pharmacy

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Describe other financial support programs and strategies that your institution will use to assist university students facing financial barriers to access, including identification of programs that provide case-by-case flexibility to respond to emergency situations that arise for students.	A complementary grant program supports students who may or may not have qualified for government aid and UTAPS, but who have high needs beyond the maximum provided by these programs. Our website advises students how to apply for these grants, and the individual awards match the special circumstances of each student.
Briefly describe your review process for students who dispute the amount of institutional student financial assistance that is provided as part of the Student Access Guarantee.	Students who wish to question the amount of assistance they have been awarded may do so through the financial counsellors in our Admissions and Awards office. The review may be referred to the University Registrar.

If you would like to provide any other comments, please do so in the following space:

B. QUALITY

Quality of the Learning Environment

MYAA Report-Back 2008-09

Referring to your approved Multi-Year Action Plan, please identify your achieved results for 2008-09. If your institution has not achieved your proposed results, please explain the variance and your planned improvement activities in the column provided.

Strategy / Program	Indicator	Proposed Result	Achieved Result	Explain Variance between Proposed and Achieved Results (if applicable) and Any Improvement Activities You Expect to Take
Teaching	Number of faculty participating in teaching development courses and symposia (2005-06 Benchmarking info: 319)	650 (2007-08 result: 1,193; 2006-07 result: 869)	1,684	
LMS / Portal	Number of courses using Blackboard LMS (2005-06 Benchmarking info: 150)	750 (2007-08 result: peak 4,655 courses; 2006-07 result: 1450)	Peak # courses = 7,798	
	Number of students using portal (2005-06 Benchmarking info: 0)	30,000 (2007-08 result: Peak 51,882 users; 2006-07 result: 24,000)	Peak users = 68,184	Note: Total users represents the number of unique persons using the portal over a 30 day period, and includes students, faculty and staff.
Small Seminar / Research Courses	Percentage of 1st year enrolment in small classes (under 50) in all Arts & Science programs (2005-06 Benchmarking info: 14%)	14% (2007-08 result: 14%; 2006-07 result: 16.8%)	14.8%	
	Number of students participating in	2,500	2,572	

Strategy / Program	Indicator	Proposed Result	Achieved Result	Explain Variance between Proposed and Achieved Results (if applicable) and Any Improvement Activities You Expect to Take
	seminar and research courses in all Arts & Science programs (2005-06 Benchmarking info: 2,519)	(2007-08 result: 2,525; 2006-07 result: 2251)		
	Number of students participating in seminar and research courses in Engineering (2005-06 Benchmarking info: 958)	950

(2007-08 result: 1,007; 2006-07 result: 991) | 883 | Within range of expected variance
Note: Faculties rely on endowment income to support programs like such as seminar and research courses, and were impacted by the significant market downturn in 2008-09. As economic conditions improve, we expect recovery in the level of funds available for these types of initiatives. |
| First Year Learning | Number of students in first year learning communities (2005-06 Benchmarking info: 230) | 650

(2007-08 result: 574; 2006-07 result: 428) | 769 | |
| Experiential Learning | Number of students employed in research activities outside the classroom (2005-06 Benchmarking info: 1, 553) | 1,600

(2007-08 result: 2,347; 2006-07 result: 2,153) | 1,695 | Note: 08-09 data excludes hospital counts. For consistency, this methodology yields: 2006-07 result: 1,735 2007-08 result: 1,750 |
| | Number of students participating in international exchange and study abroad programs (2005-06 Benchmarking info: 1,080) | 1,000

(2007-08 result: 1,115; 2006-07 result: 1,077) | 1,129 | |
| | Number of students participating in community-based courses (2005-06 Benchmarking info: 958) | 1,600

(2007-08 result: 1,278; 2006-07 result: 1060) | 1,648 | |
| Graduate Student Environment | Share of Canadian Doctoral Awards since 1992 (2005-06 Benchmarking info: 18%) | 18%

(2007-08 result: 17.0%; 2006-07 result: 17.1%) | 1992-2008 18% | |
| | Share of Granting Council Doctoral | 15% | 16.7% | Granting Council doctoral scholarships include: Canada Graduate Scholarships, |

Strategy / Program	Indicator	Proposed Result	Achieved Result	Explain Variance between Proposed and Achieved Results (if applicable) and Any Improvement Activities You Expect to Take
	Scholarships (since 1996) (2005-06 Benchmarking info: 15.2%)	(2007-08 result: 16.1%; 2006-07 result: 15.5%)		Vanier Scholarships, William E. Taylor award, and André Hammer Prize.
	Share of Granting Council Research Funding (5-year average) (2005-06 Benchmarking info: 15.1%)	15% (2007-08 result: 15.5%; 2006-07 result: 15.4%)	07-08 result: 15.5%	

MYAA Transition Year 2009-10

Please provide 3 to 5 examples of how your quality improvement strategies will be extended, consolidated and/or best practices applied in 2009-10 in the following space:

Strategy / Program	Brief Description
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
2. LMS/Portal	Continue to measure/report on: • Number of courses using Blackboard LMS • Number of students using portal
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
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

Please outline how you will continue to monitor and evaluate the outcomes of these strategies in 2009-10 in the following space (e.g. through NSSE, KPI's, CGPSS or CSRDE):

Strategy / Program	Brief Description of Monitoring and Evaluation of Outcomes
1. Small Seminar/ Research Courses	"% of first year enrolment in small classes (under 50) in all Arts and Science programs" – proposed result 14%
2. LMS/Portal	"Number of courses using Blackboard LMS" – proposed result 7,000 at peak "Number of students using portal" – proposed result 60,000 at peak
3. Experiential Learning	"Number of students participating in international exchange and study abroad programs" proposed result 1,000 "Number of students participating in community-based courses" – proposed result 1,600
4. Graduate Student Environment	"Share of Canadian doctoral awards since 1992" – proposed result 18% "Share of Granting Council doctoral scholarships since 1996" – proposed result 15% "Share of Granting Council research funding – 5 year average" – proposed result 15%

Net New Hires

Referring to your approved Multi-Year Action Plan, please identify your planned and actual net new hires for 2008-09. In 2009-10, the ministry is seeking information on annual net new hires according to your institution's established definitions for full-time tenured, full-time limited term and part-time. The ministry appreciates that accurate data on net new hires for 2009-10 may not be available until late fall. As such, please identify your planned net new hires for 2009-10.

Actual New Hires in 2008-09[1] Planned New Hires in 2009-10[2]		Faculty / Academic			Student Services Staff*		Admin Staff**[7]
		Full Time Tenured[3]	Full Time Limited Term[4]	Part Time (FTE)[5]	Full Time[6]	Part Time (FTE)	Full Time[8]
Hires	Planned 2008-09	75	40	25	40		300
	Actual 2008-09	69	30	10	45		300
	Planned 2009-10	60	40	20	40		305
Retires / Departures	Planned 2008-09	60	40	20	37		250
	Actual 2008-09	63[8]	27	14	28		188
	Planned 2009-10	60	35	20	35		225
Net New Hires	Planned 2008-09	15	0	5	3		50
	Actual 2008-09	6	3	-4	17		117
	Planned 2009-10	10	5	0	5		50

*For student services staff definition, please refer to the student services functional area definition developed by the Council of Finance Officers - Universities of Ontario (COFO-UO) of the Council of Ontario Universities to report on expenses in their annual financial report. Student Services Staff do not include ancillary staff.

**For admin staff definition, please refer to the administration & general functional area definition developed by the Council of Finance Officers - Universities of Ontario (COFO-UO) of the Council of Ontario Universities to report on expenses in their annual financial report.

Footnotes:

1. Data based on information as of August 31, 2009. Turnover is Sept 2008 over August 2009.

2. Planned figures are estimated from July to August 2009 hiring.

3. Includes Full-Time Tenured/Tenure Stream.

4. Full-time limited term and teaching stream includes non-tenure-stream faculty and other academics.

5. Part-time limited term and teaching stream includes non-tenure stream faculty and other academics.

6. Part-time limited term and Teaching Stream includes Non-Tenure-Stream professors, Lecturers, Other Academics.

7. Student Services FTE estimated assuming 15% of staff are directly involved in student services.

8. Admin Staff include United Steel Workers and non-union staff (other unions excluded as most fit into the physical plant definition).

9. Full-time admin staff movement is estimated using the premise that admin hiring lags behind academic hiring. Since there has been an earlier reduction in academic hiring, admin hiring should slow but at a later time frame.

10. Academic phased retirement terminations counted as full-time.

If applicable, please explain variance between the proposed and actual 2008-09 net new hires.

Variances on 2008-09 Net New Hires:

I. Faculty – Because of the continued uncertainty regarding when retirements would occur (with the end of mandatory retirement) and other factors, numbers provided by the University for both new hires and retirements of faculty were conservative estimates. The marginally lower "actual" number of Full-Time Tenured and Full-Time Limited Term faculty net new hires reflects the uncertainty for the University in these two areas.

II. Retirements in 2008-09 were lower than anticipated, which may be related to the economic downturn.

III. Faculty/Academic Staff – the observed variance between "actual" and "planned" new hires in this category is within a range of expected for the University of Toronto which is a large and decentralized organization.

Student Success: Student Retention Rates

MYAA Report-Back 2008-09

Referring to your approved Multi-Year Action Plan, please report on the 2008-09 retention target achieved by your institution. If your institution has not achieved your proposed results, please explain the variance and your planned improvement activities in the column provided.

	Proposed 2008-09 Retention Target	Retention Rate Achieved	Explain Variance between Proposed and Achieved Results (if applicable) and Any Improvement Activities You Expect to Take
1st to 2nd Year[1]	At or above highly selective peer group 88% (2007-08 result: 90.0%)	90.4%	
2nd to 3rd Year[2]	At or above highly selective peer group 79% (2007-08 result: 81.6%)	82.8%	
3rd to 4th Year[3]	At or above highly selective peer group 77% (2007-08 result: 80.2%)	78.8%	

If you would like to provide any other comments, please do so in the following space:

1. Fall 2007 cohort returning in Fall 2008-09
2. Fall 2006 cohort returning in fall 2008-09
3. Fall 2005 cohort returning in Fall 2008-09

MYAA Transition Year 2009-10

In 2009-10 your institution is asked to continue to participate in the Consortium on Student Retention Data Exchange (CSRDE). Pending advice from HEQCO on the development of student retention measures and targets, we also ask that you continue to track student retention in 2009-10 according to your institution's established practices.

If you would like to provide any other comments, please do so in the following space:

The University of Toronto has participated in the CSRDE for over ten years, and will continue to participate in the exchange.

C. ACCOUNTABILITY

MYAA Report-Back 2008-09

Please insert the current internet link to your posted Multi-Year Action Plan and 2007-08 Multi-Year Accountability Agreement Report-Back in the following space: **http://www.utoronto.ca/about-uoft/measuring-our-performance.htm?PageMode=HTML**

This 2008-09 Report-Back document constitutes part of the public record, and as such, should also be made available on your institution's web site. Please ensure that this document is posted at the same location as your Multi-Year Action Plan and 2007-08 Report-Back.

MYAA 2008-09 Report-Back Contact	
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