

**2012-2013 Multi-Year Accountability Agreement (MYAA) Report Back**

<b>Institution Name:</b>	<b>University of Toronto</b>
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**OVERVIEW**

The annual Multi-Year Accountability Agreement (MYAA) Report Back continues to provide the government with a tool for publicly reporting on the performance of Ontario postsecondary institutions on the principles of access, quality and accountability.

Consistent with previous MYAA Report Backs, the 2012-2013 MYAA Report Back maintains the system-wide performance indicators that reflect current government priorities for postsecondary education in Ontario. In addition, the 2012-2013 MYAA Report Back maintains an institution-specific component that provides institutions with the opportunity to tell their unique story of how they are driving system-wide priorities.

Where possible, to help streamline the 2012-2013 MYAA Report Back process, the Ministry pre-populated **University of Toronto's** 2012-2013 MYAA Report Back with data from a variety of confirmed institutional sources, including reports (e.g. Key Performance Indicators, 2011-2012 Report Backs) and data sources (e.g. Full-Time Enrolment Headcount). Data that was pre-populated by the Ministry of Training, Colleges and Universities (the Ministry) in **University of Toronto's** 2012-2013 MYAA Report Back is denoted with the symbol <sup>(+)</sup>.



**1) Enrolment - Headcount\***

*\*DEFINITION: Headcount is the actual enrolment for Fall 2012 as of November 1, 2012 including full-time undergraduate and graduate students eligible for funding as reported to the Ministry for the 2012-2013 fiscal year (enrolment reported in 2012-2013 remains subject to audit and/or correction).*

**University of Toronto's** total Headcount enrolment count in 2012-2013 = **60,403**<sup>(+)</sup>.

Please indicate the number of students aged 18-24 (age as of November 1, 2012) from the total Headcount enrolment reported by **University of Toronto** to the Ministry for 2012-2013 = **46,893**.

Please indicate the number of students aged 25+ (age as of November 1, 2012) from the total Headcount enrolment reported by **University of Toronto** to the Ministry for 2012-2013 = **13,297**.

Please indicate the number of students under the age of 18 (age as of November 1, 2012) from the total Headcount enrolment reported by at **University of Toronto** to the Ministry in 2012-2013 = **213**.

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

Please provide one or more examples, in the space provided below, of highlights from *University of Toronto's* Enrolment Management Plan that *University of Toronto* used during 2012-2013 to manage enrolment.

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

In 2012-13, careful management of the University's graduate expansion enrolment was a continuing focus, with the dual objectives of completing our planned growth under the Reaching Higher program and planning for future enrolment growth under the Putting Students First program. Divisional masters and doctoral targets were monitored and adjusted throughout the year with a goal of achieving planned enrolment in each of 170 graduate programs in over 100 academic units across three campuses. A similar weekly monitoring process was undertaken for undergraduate enrolment. As a result of these planning efforts, the University will be well positioned to enter the next phase of graduate and undergraduate enrolment expansion.

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

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

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

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

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

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

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

<b>Students With Disabilities</b>	<b>First Generation Students</b>	<b>Aboriginal Students</b>
<p>Please indicate the total number of Full-Time <i>Students with Disabilities</i> at <b>University of Toronto</b> who registered with the Office for Students with Disabilities and received support services in 2012-2013= <b><u>3,326</u></b></p> <p>Please calculate the total indicated above as a comparative % of <b>University of Toronto's</b> 2012-2013 Enrolment Headcount: (Insert Total From Above) <b><u>3,326</u></b> ÷ <b><u>60,403</u></b><sup>(+)</sup> (2012-2013 Enrolment Headcount) x 100 = <b><u>5.5%</u></b></p> <p>Please also indicate the total number of Part-Time <i>Students with Disabilities</i> at <b>University of Toronto</b> who registered with the Office for Students with Disabilities and received support services in 2012-2013 = <b><u>N/A</u></b></p>	<p>Please indicate the total number of Full-Time <i>First Generation Students</i> enrolled at <b>University of Toronto</b> in 2012-2013= <b><u>9,305</u></b></p> <p>Please calculate the total indicated above as a comparative % of <b>University of Toronto's</b> 2012-2013 Enrolment Headcount: (Insert Total From Above) <b><u>9,305</u></b> ÷ <b><u>60,403</u></b><sup>(+)</sup> (2012-2013 Enrolment Headcount) x 100 = <b><u>15.4%</u></b></p> <p>Please also indicate the total number of Part-Time <i>First Generation Students</i> enrolled at <b>University of Toronto</b> in 2012-2013 = <b><u>1,423</u></b></p>	<p>Please indicate the total number of Full-Time <i>Aboriginal Students</i> enrolled at <b>University of Toronto</b> in 2012-2013= <b><u>671</u></b></p> <p>Please calculate the total indicated above as a comparative % of <b>University of Toronto's</b> 2012-2013 Enrolment Headcount: (Insert Total From Above) <b><u>671</u></b> ÷ <b><u>60,403</u></b><sup>(+)</sup> (2012-2013 Enrolment Headcount) x 100 = <b><u>1.1%</u></b></p> <p>Please also indicate the total number of Part-Time <i>Aboriginal Students</i> enrolled at <b>University of Toronto</b> in 2012-2013 = <b><u>149</u></b></p>

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

The number of students with disabilities provided above represents the number of students registered with Accessibility Services on each campus, as reported to MTCU. This number only represents students who have self-identified with support services. The full time/part time breakdown is not available.

The number of full-time first generation students provided above is an estimate based on NSSE 2011 survey results, adjusted for 2012-13. The NSSE survey population includes first entry undergraduates only. We note that the NSSE results are used as the sole source for this estimate because the CGPSS survey does not include a question on parental post-secondary experience.

The number of Aboriginal students provided above is an estimate based on NSSE 2011 and CGPSS 2013 survey results. These surveys cover the first entry undergraduate student population and the graduate degree student population, respectively.

Students With Disabilities	First Generation Students	Aboriginal Students
<p>In the space below, please provide one or more highlights of an activity in 2012-2013, which contributed to maintaining or improving <b>University of Toronto's</b> initiatives for <i>Students with Disabilities</i>. A highlight could be a strategy, initiative or program viewed by <b>University of Toronto</b> to be an innovative practice, success story and/or key accomplishment.</p>	<p>In the space below, please provide one or more highlights of an activity in 2012-2013, which contributed to maintaining or improving <b>University of Toronto's</b> initiatives for <i>First Generation Students</i>. A highlight could be a strategy, initiative or program viewed by <b>University of Toronto</b> to be an innovative practice, success story and/or key accomplishment.</p>	<p>In the space below, please provide one or more highlights of an activity in 2012-2013, which contributed to maintaining or improving <b>University of Toronto's</b> initiatives for <i>Aboriginal Students</i>. A highlight could be a strategy, initiative or program viewed by <b>University of Toronto</b> to be an innovative practice, success story and/or key accomplishment.</p>
<p>In 2012-13, U of T continued ongoing service enhancements for students with disabilities, and created four new disability counselor positions with expertise in mental health. Key highlights from each of the tri-campus Accessibility Services offices in 2012-13 include:</p> <p>St. George:</p> <ul style="list-style-type: none"> <li>- Undertook a comprehensive business process review to examine ways to increase Accessibility Services capacity;</li> <li>- Provided staff training in accessibility requirements for electronic media;</li> <li>- Introduced adaptive technology in student areas including First Nations House, Career Centre, Student Organizations;</li> <li>- Introduced more effective procedures to schedule timetables for students with physical disabilities/mobility challenges;</li> <li>- Facilitated discussion with library staff regarding video captioning procedures;</li> <li>- Partnered with Centre for Teaching Support and Innovation to provide web resources and workshops on student needs;</li> <li>- Launched two social communication groups in collaboration with community partner to assist students in learning skills;</li> <li>- Created a support group for students living with mental health issues to identify effective daily coping strategies;</li> <li>- Collaboration with Health and Wellness to streamline process for medical documentation required for referrals;</li> </ul>	<p>The University of Toronto continued to deliver tailored programs for first generation students at each of its three campuses in 2012-13. Tri-campus activities and initiatives for 2012-13 include the following highlights:</p> <p>St George:</p> <ul style="list-style-type: none"> <li>- First generation programming provides a platform through which students begin to explore the opportunities available through the university. Mentors facilitate opportunities to explore student space on campus and learn about opportunities on campus in which students could participate.</li> <li>- Facilitated 319 sessions by 25 mentors, and 33 training sessions were held for mentors. Program specific study sessions were offered to mentees (5 arts, 5 science, 1 commerce). In September 2012, mentees were asked to select a mentor pair and session time based on their availability and based on the mentors' bios posted on the website. In addition, workshops were held every week, topics varied from personal to academic to social, and the number of sessions increase from 1 per week to 12 per week. This consistency increased participation in workshops and created a community within each workshop for the mentees to connect with.</li> <li>- Social events held included a Launch Party, Games Night, Skating Social, and an End of Year Program Event. This structure resulted in positive feedback from mentees and mentors</li> </ul>	<p>In 2012-13, U of T continued work to maintain and improve retention initiatives for Aboriginal students, including the following highlights:</p> <ul style="list-style-type: none"> <li>- First Nations House (Aboriginal Student Services and Programs and the Native Student Association) celebrated its 20th Anniversary on October 2012. The occasion was marked with a reception, a social gathering, the Indigenous Writers Gathering.</li> <li>- First Nations House developed and launched a new vision and mission that focused on three areas:             <ul style="list-style-type: none"> <li>- Strengthening academic supports available to students;</li> <li>- Strengthening student development programming (e.g. mentoring, leadership, transferrable skills);</li> <li>- Being a resource for the University to advise and assist with the development of Aboriginal supports and programming in departments, faculties and campuses.</li> </ul> </li> <li>- The newly formed Elders Circle consists of seven Elders and Traditional Teachers who meet quarterly to discuss and advise on strategies and initiatives that promote Aboriginal student retention. Working with the Council of Aboriginal Initiatives, they bring their knowledge and experiences to provide guidance on developing and increasing community relations. They are available to engage with the student population to assist with the adjustment and support their success at U of T.</li> </ul>

<p>- Peer Mentorship: training of undergraduate/graduate students in peer mentoring incoming students with learning disabilities, Attention Deficit Hyperactivity Disorder, and/or Autism Spectrum Disorder;</p> <p>- Social Assistance for Students with Autism (SASA): brings together students with Autism Spectrum Disorders (ASDs) to facilitate shared activities through weekly meetings and monthly outings.</p> <p>UTM</p> <p>- Clockwork Scheduling Database: continued administrative efficiencies allowing students to receive academic accommodations and services in a timely manner, including database improvements to support more effective caseload management.</p> <p>- Volunteer Program: The Centre's pool of volunteers increased from 386 in 2011-12 to 419 matched volunteers in 2012-13, including Peer Notetakers, Support Assistants, Outreach Assistants, Events Assistants and Peer Mentors.</p> <p>UTSC</p> <p>- Transition Programming: Delivered a three-day summer transition program for students with learning disabilities, including a Parent Information Session, workshops (time management, organization, social skills), and a progress check-in session;</p> <p>- Flourish Initiative: Partnered with the Health &amp; Wellness Centre and Academic Advising &amp; Career Centre on Flourish, an initiative to support first year students' transition to university life;</p> <p>- From School to Work: Hosted a panel discussion on the transition from school to work, in partnership with the Academic Advising &amp; Career Centre;</p> <p>- Launched Career &amp; Disability Online Modules during panel discussion. Modules include: Career Planning, Understanding Employment Equity, Employment Barriers, Self Advocacy &amp; Disclosure, Workplace Accommodations and Resources for Students and Employers. Created an AccessAbility Alumni listserv connect</p>	<p>alike.</p> <p>- Over two hundred visitors experienced Exam Jam from April 1-4, 2013 which was a peer led initiative where students received information on healthy eating, campus resources, and available study space</p> <p>UTSC</p> <p>- UTSC programming included program-based first year learning communities, skill development workshops, subject specific study groups and social events.</p> <p>- Community Based Initiatives Open to First Generation Students: Day in a Life was hosted by the Department of Student Life in February 2013 and gave over 100 students from Scarborough middle schools and high schools an opportunity to experience campus life at the University of Toronto Scarborough. Their experience involved faculty, students and staff and gave participants insight about post-secondary options and expectations.</p> <p>- Momentum: Make a Change Scarborough Youth Forum took place in February and was hosted in collaboration with the Scarborough Campus Students' Union. This one day youth empowerment conference brought 125 local high school student leaders to campus and equipped them with knowledge on self-awareness, post-secondary education access and advocacy in the community.</p> <p>- The Department of Student Life's Community Engagement programs reach over 200 middle school and high school students at 11 locations in East Scarborough</p> <p>Academic outreach for first generation students is hosted at the following sites:</p> <p>- East Scarborough Boys and Girls Club: Assists with afterschool program for students from October to March</p> <p>- Woodgreen Community Services: Peer led workshops on higher education held weekly</p> <p>- Malvern Library and Cedarbrae Library: Over 55 mentees receive academic support, where a large number of participants come from first generation families. In addition to homework help, session on goal setting</p>	<p>- The Centre of Community Partnerships and the Centre of Aboriginal Initiatives (Aboriginal Studies) offered the first ABS service-learning course. The course instructor and the Aboriginal Community Partner Liaison monitored the progress of students. Students actively participated with Aboriginal community organizations in Toronto. In one case, a student who was involved in an advisory committee for an agency had an opportunity to be involved in a faculty search for ABS</p> <p>- The Faculty of Law continued its mentoring program connecting current Aboriginal Law students to Aboriginal undergraduate students who are interested the field of law. Students receive support while they seek an understanding of law school life and the mentors get exposure to students from diverse academic background. They meet on a regular basis to discuss findings that are related to their own student success and development.</p> <p>Experiential Learning in Belize</p> <p>- Students learn about sustainability issues within a Mayan setting in Belize. Financial support is available to Aboriginal students.</p>
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<p>with graduates about relevant events and employment resources. It will also provide the service with information regarding graduates that may inform programming;</p> <ul style="list-style-type: none"> <li>- The Mental Health Network Launch: brings community, faculty, staff, students together to share, discuss, and learn about issues in mental health. The launch was comprised of a fair and lecture;</li> <li>- An Evening with Steven Page: the co-founder of The Barenaked Ladies shared his experiences through talk and song to student audience of 500 in support of mental health;</li> <li>- Director invited to participate on the Advisory Committee to ACE, a pilot project for accessible format material produced by the Ontario Council of University Libraries and the University of Toronto, with support from the Government of Ontario.</li> </ul>	<p>and post-secondary access are also conducted.</p> <p>UTM:</p> <ul style="list-style-type: none"> <li>-50 Peer Assisted Study Sessions (PASS) were run in Winter 2013 for traditionally difficult first-year courses;</li> <li>-15 Capstone Projects were planned and implemented by students during 2012-2013:</li> <li>-8 genONE Capstones (Engaging 9 Faculty and 1 Staff Member). Some example projects include: <ul style="list-style-type: none"> <li>genONE: Networking lunch &amp; board games with a professor within the Academic Skills Centre.</li> <li>genONE: Setting up and solving a mock crime using genetic testing with a Biology professor and creating a comic book-style reflection portfolio.</li> </ul> </li> </ul>	
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**3) Student Access Guarantee**

Through its signed MYAA, **University of Toronto** committed to participate in the Student Access Guarantee (SAG). For 2012-2013, this meant meeting students' tuition/book shortfall in allocating financial aid, as set out in the 2012-2013 SAG Guidelines.

*\*NOTE: The table below has been pre-populated to identify SAG expenditures reported into the OSAP system by **University of Toronto** as of July 9, 2013.*

2012-2013 TUITION / BOOK SHORTFALL AID:	TOTAL \$	# of STUDENT ACCOUNTS
<b>SAG Expenditures towards Tuition/Book Shortfalls</b>	\$29,919,434(+)	7,663(+)
<b>Other SAG Expenditures (towards other assessed shortfalls)</b>	\$12,757,629(+)	2,306(+)
<b>Total SAG Expenditures Reported by <i>University of Toronto</i></b>	\$42,677,063(+)	9,969(+)

Did **University of Toronto** meet students' tuition/book shortfall in allocating financial aid, as set out in the 2012-2013 SAG Guidelines?

**Yes**

\*The space below is provided for **University of Toronto** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Compliance with the Student Access Guarantee (SAG) in 2012-2013.

The University of Toronto Advance Planning for Students (UTAPS) is the University's major program for meeting financial aid not addressed by government-funded student aid programs, such as the Ontario Student Assistance Program. When calculating students' UTAPS grants, the University calculates tuition and books shortfalls, as required by the Government of Ontario for SAG compliance. In addition, the University considers shortfalls related to living costs. The University's total expenditures exceed the SAG requirements.

#### **4) Participation in the Credit Transfer System**

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

Using Ontario Universities Application Centre (OUAC) reports, please provide data for 2012.

<b>Year</b>	<b>Total Applications</b>	<b>Total Registrations</b>	<b>Transfer Applications*</b>	<b>Transfer Registrations*</b>
<b>2008</b>	60538 <sup>(+)</sup>	11389 <sup>(+)</sup>	1325 <sup>(+)</sup>	148 <sup>(+)</sup>
<b>2009</b>	62463 <sup>(+)</sup>	11525 <sup>(+)</sup>	1384 <sup>(+)</sup>	171 <sup>(+)</sup>
<b>2010</b>	64488 <sup>(+)</sup>	11127 <sup>(+)</sup>	1141 <sup>(+)</sup>	163 <sup>(+)</sup>
<b>2011</b>	67488 <sup>(+)</sup>	11490 <sup>(+)</sup>	1356 <sup>(+)</sup>	151 <sup>(+)</sup>
<b>2012</b>	71573	12336	1312	170

\*Transfers from publicly assisted colleges in Ontario

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

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

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

Year	University of Toronto's Total Applications	University of Toronto's Total Registrations	University of Toronto's Transfer Applications	University of Toronto's Transfer Registrations
2011	79126 <sup>(+)</sup>	12715 <sup>(+)</sup>	6209 <sup>(+)</sup>	807 <sup>(+)</sup>
2012	83464	13728	6085	859

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

Total Applications and "Total Registrations" include: 101, 105, out of system, applications for direct entry to U of T, and internal applications. While this table presents transfer 'applications', we note this figure includes individuals who apply more than once for transfer to U of T by applying to different programs at the University. The number of distinct transfer applicants for 4,610.

University of Toronto's Transfer Applications and "University of Toronto's Transfer Registrations" are expressed as head count and include: first and upper year applicants and registrants transferring from Ontario colleges, Ontario universities, non-Ontario colleges and CEGEPs, and non-Ontario universities. We note that based on U of T's institutional data, both regular applicants and transfer applicants have a consistent applicant to registrant ratio.

Please provide one or more highlights, in the space provided below, of an activity that **University of Toronto** used in 2012-2013 and which contributed to maintaining or improving **University of Toronto's** efforts to develop and enhance credit transfer. A highlight could be a strategy, a transfer pathway (e.g. transfer policies, new or expanded articulation agreements with specifically defined credits or a defined entry point), changes to student supports viewed by **University of Toronto** to be an innovative practice, changes to enhance transparency in credit transfer (e.g. improved timeliness of credit/credential recognition, new transfer policies/agreements uploaded to new website, etc.), a success story and/or a key accomplishment in each of the following categories:

**4.1) Expanding Transfer Pathways** excluding collaborative degree programs without transfer pathway (e.g. expanding bilateral articulation agreements to multilateral agreements, new/revised policies with specifically defined credits or defined entry point, projects to facilitate course-by-course transfer in General Arts and Science diploma programs, pathway projects to support university to university or college to college transfer, etc.)

The University of Toronto joined with six other Ontario Universities to launch a credit transfer consortium. Students enrolled at these institutions can count any first year arts and science course taken for credit at a participating university for general credit at their home institution. This blanket agreement provides clarity, choice and enhanced flexibility for students working towards a Bachelor's degree at any of the seven universities.

The seven institutions have also agreed on specific course equivalencies across more than 30 of the most popular and high enrolment courses. This means that a student who successfully completes one of these courses at a participating institution will receive credit for the equivalent course at their home institution. These courses are taken by tens of thousands of Ontario students every year and the initiative helps students complete their degrees more quickly.

For instance, this arrangement makes it possible for students to go home during the summer and take a course at one of the participating schools knowing that credit will be counted at their home institution.

The institutions participating in the seven-member University Credit Transfer Consortium are: McMaster University, Queen's University, University of Guelph, University of Ottawa, University of Toronto, University of Waterloo, and Western University.

Key commonalities make the consortium initiative possible: a shared commitment to the highest standards in academic programming; a shared research intensity (as evidenced by the recent HEQCO data set on differentiation) which informs the undergraduate curriculum; and a shared focus on student success, which requires that the first-year courses in this initiative provide a strong foundation for more focused learning in later studies.

The University of Toronto continues to explore, pilot, and formally implement innovative and expanded opportunities for student mobility. This work has focused on pathways for both college and university students, with a deliberate focus on student success from the beginning of the transfer process, to success in-program at U of T. The facilitated transfer model first piloted at U of T by Woodsworth College is yielding quantifiable results which demonstrate the advantages of this model.

Additional tri-campus highlights for 2012-13 include:

#### St. George

Woodsworth College is poised to lever the success of its Seneca model with its signing of a Letter of Understanding with George Brown College, and a similar agreement with Humber College is nearing finalization. Like the agreement with Seneca, both new agreements will offer students significant and specific transfer credits for college work. Woodsworth provides academic advising to help ensure the best opportunity for student success. In 2012-13, coming from Seneca, George Brown and Humber, there were 56 students registered as Visiting Students and 70 students who have already transferred into degree studies in the Faculty of Arts and Science on the St. George campus.

#### UTM

U of T's Mississauga Campus has developed a new transfer agreement with Sheridan College (General Arts & Science Program), and conducted initial meetings with advisory committees at Mohawk College and Niagara College for development of new transfer agreements in the near future. UTM has also updated its existing agreement with Humber College, and worked to improve data gathering on college transfer student success in university-level programs at UTM

**UTSC**

Following the introduction of a facilitated transfer agreement with Seneca College for graduates of that institution's Liberal Arts Program, based on the successful Woodsworth College program, UTSC has negotiated a companion program for transfer admission of Seneca Liberal Science graduates. This program will provide transfer credit for the core natural science introductory courses as well as a range of electives.

**4.2) Providing Support Services for Transfer Students** (including student transition experience/activities and supports to promote student success)

University of Toronto tri-campus highlights of support services for transfer students include:

**St. George**

The dedicated academic advising and support provided at U of T's Woodsworth College is the core of the facilitated transfer model for students transitioning into degree studies on the St. George campus. A team of senior academic advisors connects with students as early as their first semester by visiting the colleges and offering information on transfer and pathways. Further in the term, students are invited to attend an information session, receive a tour of the St. George campus and have the opportunity for additional advising.

Students with transfer credits are also benefiting from the newly enhanced Degree Explorer Program which is available at all three U of T campuses, providing students with an effective planning device to support degree completion.

**UTM**

In 2012-13, UTM developed, rated, recruited and hired a Manager, Pathways Programs position within Admissions & Recruitment, Office of the Registrar. The Manager, Pathways Programs, recruits and advises students coming from our established college articulation agreements, reports on the success of these agreements, helps to generate new agreements, and develops specialized outreach and transition programming for these, and other non-traditional, students.

The Office of the Registrar at UTM continued to offer New Student Academic Advising sessions designed for Transfer Students, as well as one-on-one counselling regarding transfer credit assessments once complete.

**UTSC**

UTSC expanded its initial recruitment/advising at the Seneca Newnham campus and provided advising, program and course selection group sessions to Seneca program transfer students as well as specific sessions of the general Get Started transition program for pilot program students.

**4.3) Improving Transparency and Access to Information** about Credit Transfer and Transfer Pathways

In 2012-13, U of T expanded its use of the web to promote and provide clear, transparent information on the University Credit Transfer Consortium, with a link located on the University's main Admissions page: <http://www.adm.utoronto.ca/transfer-credit/> and detailed information on course equivalencies provided at <http://www.adm.utoronto.ca/transfer-credit/course-equivalencies-for-popular-and-high-enrolment-courses/> .

UTM provided information on the Consortium on their Transfer Student page ( <http://www.utm.utoronto.ca/admissions/new-students/admissions/transfer-students> ), and linked to the same detailed information on course equivalencies.

UTSC provided information on the Consortium on their University Transfer Student page ( <http://www.utsc.utoronto.ca/admissions/university-transfer-student> ) and linked to the same detailed information on course equivalencies.

Additional tri-campus efforts to improve transparency and access to information about Credit Transfer and Pathways in 2012-13 include:

Woodsworth College dedicated an advisor to help students transferring from Seneca, George Brown and Humber, and to provide ongoing academic advice and support throughout a student's degree studies in the Faculty of Arts and Science. Students are given clear and complete advice on program and degree requirements and how their transfer credits will be applied/assessed.

#### UTM

The Recruitment & Admissions unit, including the new Manager, Pathways Programs, scheduled dedicated presentations at UTM's partner institutions to discuss the articulation agreements available. These representatives also attended general college fair visits at local institutions to promote transfer to UTM for further studies.

The Transfer Credit unit worked extensively on the new Transfer Navigator database to support the tri-campus Transfer Explorer system for prospective, new and current UofT students to review transfer credit equivalencies before, on and post admission. The College Pathways and Transfer Student websites were maintained and updated with information as our programs and offerings have grown.

#### UTSC

UTSC has provided advanced individual transfer credit assessments for prospective Seneca College transfer students to permit informed degree planning in a timely manner.

## 5) Class Size

Per the 2012 Common University Data Ontario (CUDO) report for Fall 2011, the percentage of *University of Toronto's* undergraduate class size for first entry\* programs was:

Class Size	First Year		Second Year		Third Year		Fourth Year	
	Number of Classes	Percentage of Total Classes	Number of Classes	Percentage of Total Classes	Number of Classes	Percentage of Total Classes	Number of Classes	Percentage of Total Classes
<b>Fewer than 30</b>	252 <sup>(+)</sup>	44.2% <sup>(+)</sup>	234 <sup>(+)</sup>	25.6% <sup>(+)</sup>	437 <sup>(+)</sup>	37.1% <sup>(+)</sup>	547 <sup>(+)</sup>	77.2% <sup>(+)</sup>
<b>30 to 60 students</b>	56 <sup>(+)</sup>	9.8% <sup>(+)</sup>	242 <sup>(+)</sup>	26.4% <sup>(+)</sup>	503 <sup>(+)</sup>	42.7% <sup>(+)</sup>	132 <sup>(+)</sup>	18.6% <sup>(+)</sup>
<b>61 to 100 students</b>	42 <sup>(+)</sup>	7.4% <sup>(+)</sup>	171 <sup>(+)</sup>	18.7% <sup>(+)</sup>	148 <sup>(+)</sup>	12.6% <sup>(+)</sup>	24 <sup>(+)</sup>	3.4% <sup>(+)</sup>
<b>101 to 250 students</b>	150 <sup>(+)</sup>	26.3% <sup>(+)</sup>	232 <sup>(+)</sup>	25.4% <sup>(+)</sup>	80 <sup>(+)</sup>	6.8% <sup>(+)</sup>	5 <sup>(+)</sup>	0.7% <sup>(+)</sup>
<b>251 or more</b>	70 <sup>(+)</sup>	12.3% <sup>(+)</sup>	36 <sup>(+)</sup>	3.9% <sup>(+)</sup>	9 <sup>(+)</sup>	0.8% <sup>(+)</sup>	1 <sup>(+)</sup>	0.1% <sup>(+)</sup>
<b>Total</b>	570 <sup>(+)</sup>	100.0% <sup>(+)</sup>	915 <sup>(+)</sup>	100.0% <sup>(+)</sup>	1,177 <sup>(+)</sup>	100.0% <sup>(+)</sup>	709 <sup>(+)</sup>	100.0% <sup>(+)</sup>

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

Please provide one or more highlights, in the space provided below, of an activity that **University of Toronto** used during 2012-2013, which contributed to maintaining or improving **University of Toronto's** class size initiatives. This could include a strategy, initiative or program viewed by **University of Toronto** to be an innovative practice, success story and/or key accomplishment that **University of Toronto** would like to highlight.

The University of Toronto is committed to providing undergraduate students with the opportunity to participate in a variety of learning formats, including smaller class experiences. U of T has implemented our BigandSmall strategy to augment student engagement in the face of enrolment pressures. Students are taking advantage of these smaller class opportunities; for example, 50% of first year students in the Faculty of Arts and Science take a small seminar course. Smaller class formats are widely in use across the University. To illustrate this, the accompanying table shows that over 44.2% of first year classes, and 77.2% of fourth year classes are offered in class formats of under 30 students. In the second and third year, respectively 52% and 79.8% of classes include 60 or fewer students. Resource constraints do not allow for every class to be small, and many large classes provide a meaningful learning experience. Expanding smaller class opportunities is one means of improving the student experience, particularly for undergraduate students.

## **6) eLearning**

The Government of Ontario, in the recently released discussion paper, *Strengthening Ontario's Centres of Creativity, Innovation and Knowledge*, included a section regarding online learning as a potential method to increase access for all learners, particularly those who are prevented from attending in-class education as a result of barriers that may be financial, geographic, physical, family-related, or work-related.

In spring 2010, the Ministry conducted a postsecondary survey on eLearning activity and plans that proved to be very useful in helping the Ministry to develop a stronger understanding of the scale and type of eLearning activity taking place across Ontario.

In its 2011-2012 MYAA Report Back, *University of Toronto* provided information on eLearning that expanded on the information that was submitted in the Postsecondary eLearning Survey, and contributed to establishing a general baseline of student participation and demand in online courses and programs. As part of the ongoing development of performance indicators that reflect current government priorities for eLearning, and that will contribute to the Ministry's future priorities on technology-enabled learning, *University of Toronto* is asked to provide information on eLearning courses, programs and registrations in 2012-2013.

### **Fully Online Learning\* and Synchronous Conferencing\***

*\*DEFINITIONS:*

#### **Courses:**

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

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

#### **Programs:**

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

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



Course, Program and Registration Data

Based on the definitions provided above, provide *University of Toronto's* eLearning data for 2012-2013:

<b>COURSES DATA</b>	<b>UNDERGRADUATE</b>	<b>GRADUATE</b>
Number of Ministry-funded, For-credit <b>Courses</b> Offered Through Fully Online Learning	22	47
Number of Ministry-funded, For-credit <b>Courses</b> Offered Through Synchronous Conferencing	2	15
<b>Total Number of Ministry-funded, For-credit Courses Offered in eLearning format</b>	24	62
<b>PROGRAMS DATA</b>	<b>UNDERGRADUATE</b>	<b>GRADUATE</b>
Number of Ministry-funded, For-credit <b>Programs</b> Offered Through Fully Online Learning	1	2
Number of Ministry-funded, For-credit <b>Programs</b> Offered Through Synchronous Conferencing	0	1
<b>Total Number of Ministry-funded, For-credit Programs Offered in eLearning Format</b>	1	3
<b>COURSE REGISTRATIONS</b>	<b>UNDERGRADUATE</b>	<b>GRADUATE</b>
Registrations in Ministry-funded, For-credit Courses Offered Through Fully Online Learning	3,582	1,482
Registrations in Ministry-funded, For-credit Courses Offered Through Synchronous Conferencing	189	235
<b>Total Number of Registrations in Ministry-funded, For-credit Courses Offered in eLearning format</b>	3,771	1,717



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

**Hybrid Learning\***

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

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

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

This past year we have transitioned curriculum components for an introductory psychology course at the University of Toronto Scarborough campus to a hybrid format. A large cohort of students experienced this first year course as a combination of face-to-face class time and custom designed online learning activities that have been developed on that campus. These activities include use of peer feedback, online digital lab assignments and advanced adaptive assessment tools.

Please provide one or more highlights, in the space provided below, of an activity that **University of Toronto** used during 2012-2013, which contributed to maintaining or improving eLearning opportunities at **University of Toronto**. This could include a strategy, initiative or program viewed by **University of Toronto** to be an innovative practice, success story and/or key accomplishment that **University of Toronto** would like to highlight.

During the past year the University of Toronto has established partnerships with two MOOC platform providers, Coursera, and EdX. Each of these organizations offers a unique context for exploration of emergent possibilities in provision of individualized learning experiences at scale. To date, seven Coursera MOOCs have been offered across a range of discipline areas. While not degree courses, these short, fully online "mini-courses" ranging from 4 to 8 weeks in length, and have attracted more than 500,000 registrants before, during and after the scheduled sessions. Seven more MOOCs, including new EdX-hosted offerings will be released shortly. The university is undertaking an extensive research and evaluation program to assess the potential benefit and application of these new pedagogical models for diverse groups of learners. Of particular interest is the use of MOOCs within on-campus courses in the context of the inverted or "flipped" classroom model.

**7) International**

**7.1) Initiatives**

Please provide the number of For-Credit outbound students and inbound students participating in student exchanges/study abroad/internships/international experiences that **University of Toronto** had in 2012-2013:

- Outbound students\* = 1,721  
\*DEFINITION: Outbound students are students who pay tuition at an Ontario college/university for credit received for study/work abroad.
  
- Inbound students\* = 670  
\*DEFINITION: Inbound students are international students participating in student exchanges/study abroad/internships/international experiences at an Ontario college/university to receive academic credit towards a credential granted by their home institution.

Please provide the gross revenue from international student tuition in Ontario in For-Credit academic programs at **University of Toronto** in 2012-2013 = \$259,000,000

Please provide the gross revenue for all off-shore activities, including campuses, development and enterprise projects, contract training and partnerships that **University of Toronto** had outside of Canada in 2012-2013 = \$0

Please list, in the table below, all For-Credit, Stand-Alone campuses, partner campuses or partnerships at which **University of Toronto** delivers courses and/or programs **abroad (outside of Canada)** in 2012-2013, including city, country, programs offered, and total enrolment in each program offered at each campus:

Campus Name	City/Municipality/Country	List all programs offered at the Campus, Partner Campus or Partnership in 2012-2013	2012-2013 Total Enrolment by Program
N/A	N/A	N/A	N/A

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

\*The '0' above indicates "not available".

Outbound student exchanges include CIE's Student Exchange Program, Woodsworth College Summer Abroad Program, Arts and Sci International Course Module, 399Y programs, German/European and Arts and Sci Dean's International Initiative Fund. Inbound student exchanges include CIE's Student Exchange Program and Science Without Borders.

## 7.2) Enrolment

In 2012-2013, **University of Toronto** reported to TCU the following top 5 source countries for international students:

	Source Country	Number of International Students	International Students from Source Country as a Percentage of <i>University of Toronto's</i> Total Full-Time International Student Enrolment <sup>(+)</sup>
1.	China <sup>(+)</sup>	4,591 <sup>(+)</sup>	42.8% <sup>(+)</sup>
2.	United States <sup>(+)</sup>	689 <sup>(+)</sup>	6.4% <sup>(+)</sup>
3.	South Korea <sup>(+)</sup>	648 <sup>(+)</sup>	6% <sup>(+)</sup>
4.	India <sup>(+)</sup>	526 <sup>(+)</sup>	4.9% <sup>(+)</sup>
5.	Hong Kong <sup>(+)</sup>	281 <sup>(+)</sup>	2.6% <sup>(+)</sup>

**University of Toronto** reported to TCU that International Enrolment\* in 2012-2013 = **10,727<sup>(+)</sup>**.

*\*DEFINITION: International Enrolment is the headcount of Full-Time university (undergraduate and graduate) students who are a 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, 2012, 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).*

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

The data includes Diplomas/Certificates, Residents/Postgrad Med, special students, TST, and excludes duplicates.

Please provide **University of Toronto's** 2012-2013 Part-Time International Student Enrolment = 746

Please provide one or more highlights, in the space provided below, of an activity that **University of Toronto** used during 2012-2013, which contributed to maintaining or improving **University of Toronto's** international initiatives. This could include a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Internationalization is an important priority for the University of Toronto as part of the University's overall academic mission. The University of Toronto is committed to attracting global talent and contributing to the pool of highly qualified talent who are key to the future prosperity of Ontario. In addition, our internationalization strategy includes a strategic emphasis on the development of opportunities for undergraduates, graduate students, and researchers to have meaningful international experiences and take part in international research collaborations.

The University's internationalization strategies and initiatives are as varied as our faculties, departments, and divisions. A selection of highlights of 2012-13 international initiatives is provided below:

U of T received 192 non-degree seeking students from Brazil via the Science Without Borders Program in 2012-13. Students enrolled in courses, participated in internships and enrolled in ESL programs if they did not meet minimum English Proficiency requirements.

In May 2012, the University of Toronto signed a new agreement with the University of São Paulo in Brazil that allows for joint academic collaboration and research in the areas of Neuroscience, Oncology, Global Cities and International Relations and includes the exchange of faculty/researchers and graduate students. Each year, up to 4 projects will be selected through a joint call for proposals issued together by the institutions. The approach involves joint-conferences in targeted areas.

U of T served on the program committee and co-sponsored a symposium with the Embassy of Italy and others held in Ottawa in October 2012. Entitled "Spin-offs and Start-ups in Canada and Italy: Innovation partnerships between universities, researchers, institutions and industry", the event focused on the following sectors: Aerospace, Automotive, and Agri-Food. It attracted presidents of national research councils, funding agencies, universities and industry from Canada and Italy.

U of T participated in the creation of IC-IMPACTS (the India-Canada Centre for Innovative Multidisciplinary Partnerships to Accelerate Community Transformation and Sustainability), the first Canada-India Research Centre of Excellence established through the Canadian Networks of Centres of Excellence (NCE). Built as a partnership between three of Canada's leading research universities (The University of British Columbia, the University of Alberta, and the University of Toronto), IC-IMPACTS brings together a large international team of researchers, industry innovators, community leaders and organizations, government agencies, and leading academic institutions from India and Canada to work hand-in-hand to find solutions to the key challenges that affect the quality of life of millions of people in Indian and Canadian communities. IC-IMPACTS will focus on water safety, disease prevention and treatment, and the development of safe and sustainable civil infrastructure. It will also support new technology spin-offs and the training of more than 700 students and researchers.

U of T is the only Canadian university involved in the Center for Urban Science and Progress (CUSP), a novel, public-private research center in the field of Urban Informatics that uses New York City as laboratory and classroom to help cities around the world become more productive, livable, equitable, and resilient. CUSP is a partnership of top international universities and tech companies that focuses on research and development of technology to address the critical challenges facing cities, including infrastructure, tech integration, energy efficiency, transportation congestion, public safety and public health. CUSP will help solve urban challenges affecting all cities, and U of T students and faculty will bring back vital expertise that can be applied to challenges facing the City of Toronto, other cities in Canada and beyond.

**7.3 English as a Second Language**

Please provide the total number of *International students* who were enrolled in an English as a Second Language (ESL) course or program at **University of Toronto** in 2012-2013 = 2,803

Please provide a highlight in the space provided below of an initiative, strategy or practice that **University of Toronto** used in 2012-2013 to create pathways for *International students* from **University of Toronto's** ESL programming to postsecondary studies.

English Language Learner programs for international students are delivered by UTM, UTSC, New College, and the School of Continuing Studies. To highlight one example: -The International Foundation Program (IFP) offered by New College is a unique offering that combines conditional acceptance to the University of Toronto with intensive English language instruction and for-credit courses. The IFP is available to academically qualified international students whose English fluency scores do not meet the University of Toronto's direct entrance requirements. Successful completion of the IFP guarantees admission into programs. In 2011-12, IFP programs were available to Faculty of Arts and Science and the Faculty of Applied Science and Engineering. In 2012-13, the program was expanded to include the Faculty of Architecture and the School of Graduate Studies (for Masters of Engineering)

**7.4 French as a Second Language**

Please provide the total number of *International students* who were enrolled in an French as a Second Language (FSL) course or program at **University of Toronto** in 2012-2013 = 0

Please provide a highlight in the space provided below of an initiative, strategy or practice that **University of Toronto** used in 2012-2013 to create pathways for *International students* from **University of Toronto's** FSL programming to postsecondary studies.

N/A

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

Correction to 2011-12 MYAA: International Student ESL total enrolment was 2106 in 2011-12.



## **8) Supply Chain Compliance / Broader Public Sector Accountability Act**

### **SUPPLY CHAIN COMPLIANCE**

Effective April 1, 2010, Broader Public Sector organizations, including universities, that receive more than \$10 million per fiscal year from the Ministry of Training, Colleges and Universities (TCU), are required to have Code of Ethics and Procurement Policies and Procedures in place within the university that are consistent with the principles outlined within the Government of Ontario's Supply Chain Guideline. TCU recognizes the importance of this guideline in supporting the postsecondary education sector to achieve a common standard of supply chain excellence and to carry out supply chain activities in an ethical, efficient and accountable manner.

**University of Toronto** confirmed in its 2011-2012 MYAA Report Back that it **had** adopted the Government of Ontario's Supply Chain Code of Ethics. Please confirm, that in 2012-2013, **University of Toronto** adhered to the Government of Ontario's Supply Chain Code of Ethics: **Yes**

**University of Toronto** confirmed in its 2011-2012 MYAA Report Back that it **had** adopted or was in the process of adopting all of the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures. Please confirm, that in 2012-2013, **University of Toronto** adhered to the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures: **Yes**

**University of Toronto** confirmed in its 2011-2012 MYAA Report Back that it **had not** participated in the Ontario Education Collaborative Marketplace (OECM). Please confirm, that in 2012-2013, **University of Toronto** participated in the Ontario Education Collaborative Marketplace (OECM): **No**

Please provide one or more highlights, in the space provided below, of an activity that **University of Toronto** used during 2012-2013, which contributed to maintaining or improving **University of Toronto's** supply chain initiatives. This could include a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

The University of Toronto has an award-winning e-procurement tool called Ushop which is used by the university community to purchase at competitive prices. The university is currently utilizing two OEM contracts and is in discussions with OEM's incumbent supplier for another.

The university continues to evolve its Negotiable RFP (NRFP) program with the development of a flexible and competitive process to create pre-qualified supplier lists. This new methodology exceeds BPS standards and provides significant benefits not only to the University of Toronto, but suppliers as well. This has been utilized in obtaining goods and services in catering, recruitment, printing and marketing services.

Our NRFP program generated over \$1.2 million in savings through contract negotiations alone. This brings our total savings to over \$3.7 million in the three years since we introduced our NRFP model for competitive public procurement.

We continue to work collaboratively with other public agencies on group buying initiatives, including the Education & Municipalities Purchasing Group.

**BROADER PUBLIC SECTOR ACCOUNTABILITY ACT**

All universities were to be in compliance with the *Broader Public Sector Accountability Act*, 2010, proclaimed on April 1, 2011. The *Act*, through three new directives (procurement, expenses and perquisites), established new expense, procurement and perquisite practices for large broader public sector (BPS) organizations and adds accountability measures.

**BPS Procurement Directive**

The BPS Procurement Directive provides mandatory procurement practices for BPS organizations to improve accountability and transparency for procurement decisions and processes, and maximize the value that BPS organizations receive from the use of public funds. To comply with that Directive, institutions must:

- i. formally adopt the supply chain code of ethics in accordance with their governance processes; and
- ii. comply with the mandatory requirements of the Directive.



By checking this box, **University of Toronto** confirms that it was compliant with the BPS Procurement Directive and all of its mandatory requirements as of March 31, 2013.

Please provide one or more highlights, in the space provided below, of an activity that **University of Toronto** used during 2012-2013, which contributed to **University of Toronto's** compliance with the BPS Procurement Directive. A highlight could be a strategy, initiative or program viewed by **University of Toronto** to be an innovative practice, success story and/or key accomplishment.

Interest in our unique NRFP program included 13 formal requests in 2012-13 from public agencies for advice on how to implement it in their institutions. We have now received over 50 request from public sector institutions and agencies on our NRFP program since its launch three years ago. We have also developed an NRFP Took Kit that is distributed free of charge to interested institutions in the spirit of public sector collaboration.

### BPS Expenses Directive

The BPS Expenses Directive improves accountability and transparency for BPS organizations by:

- i. requiring designated BPS organization to establish expense rules, and
- ii. establishing eight mandatory requirements for inclusion in each organization's expense rules.



By checking this box, **University of Toronto** confirms that it was compliant with the BPS Expenses Directive and all of its mandatory requirements.

Please indicate the address on **University of Toronto's** website where a copy of **University of Toronto's** publicly available Expenses Directive can be found:

<http://http://www.finance.utoronto.ca/gtfm/travel.htm>

Please provide one or more highlights, in the space provided below, of an activity that **University of Toronto** used during 2012-2013, which contributed to **University of Toronto's** compliance with the BPS Expenses Directive. A highlight could be a strategy, initiative or program viewed by **University of Toronto** to be an innovative practice, success story and/or key accomplishment.

The University has had in place for many years a robust set of policies and procedures with respect to expenses. During 2012-13, the University continued to hold training courses to reinforce the directives and has monitored compliance centrally.

### **BPS Perquisites Directive**

The BPS Perquisites Directive requires BPS organizations, including universities, to establish rules on perquisites where these are provided through public funds. The Directive sets out six requirements that must be included in the perquisites rules for the organization. The rules apply to any person in the university including appointees, board members, elected officials and employees.



By checking this box, **University of Toronto** confirms that it was compliant with the BPS Perquisites Directive and all of its mandatory requirements.

Please provide one or more highlights in the space provided below, of an activity that **University of Toronto** used during 2012-2013, which contributed to comply with the BPS Perquisites Directive in the 2012-2013. A highlight could be a strategy, initiative or program viewed by **University of Toronto** to be an innovative practice, success story and/or key accomplishment.

The Senior Appointments and Compensation Committee of the Governing Council formally approved Rules on Perquisites that reflected the University's existing practices and that were in compliance with the requirements of the Directive.

## **9) Work Integrated Learning\***

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

While long-term indicators for Work-Integrated Learning (WIL) will be developed for future reports, the 2012-2013 MYAA Report Back seeks to expand on survey information recently collected by the Higher Education Quality Council of Ontario (HEQCO). This information will help the Ministry to increase and strengthen WIL opportunities for Ontarians.

### **\*DEFINITIONS:**

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

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

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

Based on the definitions provided above, please provide WIL data for **University of Toronto** in 2012-2013:

	<u>Undergraduate</u>	<u>Graduate</u>
Number of programs at <b>University of Toronto</b> with a Co-op Stream	15	13
Number of students at <b>University of Toronto</b> enrolled in a Co-op program	2,474	0

Please provide one or more highlights, in the space provided below, of an activity that **University of Toronto** used during 2012-2013, which contributed to providing Work-Integrated Learning opportunities for students. Along with co-op, other examples of WIL include internships, mandatory professional practice, field experience, service learning, applied research projects, innovation incubators and other WIL opportunities. This could include a strategy, initiative or program viewed by **University of Toronto** to be an innovative practice, success story and/or key accomplishment.

\*Note on the table above: Data on graduate enrolment in co-op programs is not available, and the zero entered above denotes "not available".

#### Financial Literacy Animator Project

This project is a model partnership between the private sector, not-for-profit organizations and academia. It leverages the competencies found among TD Bank Group, Rotman Commerce, the University of Toronto's Centre for Community Partnerships and United Way Toronto to address a crisis in low-income communities in priority neighbourhoods in Toronto. The project engages TD Bank Group staff volunteers to mentor Rotman Commerce and University of Toronto students with related skills, giving them the guidance and support to run financial literacy workshops held at United Way member agencies. These sessions target Toronto's inner suburbs, empowering people living on low incomes to make informed financial decisions and build their financial assets.

#### In the Field Program

This program attempts to bridge career exploration and the job search process by introducing students to the multiple careers that can be found within one organization. Our first collaboration was with the Art Gallery of Ontario where students were introduced to three different career areas, the paths each professional took to get to where they are today, and what the prospects for employment in each of their fields looks like. The information session was followed by an engaging question and answer period and followed up with an online-reflection exercise.

#### Backpack to Briefcase (b2B) Program

This program provides opportunities for students to understand their education and the kinds of skills and knowledge they can bring to a working environment in a wider context – opening discussions with alumni, faculty members, staff and peers about life after graduation. Alumni share their education and career experiences and offer encouragement and advice. Students connect with graduates from their program of study to learn about career opportunities in their field and develop networking skills necessary for success.

## **10) Student Satisfaction**

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

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

Please indicate the methods, in addition to the NSSE survey, that **University of Toronto** used in 2012-2013 to measure student satisfaction.

The University of Toronto undertakes a broad range of activities to measure student engagement. Included below is a selection of examples from 2012-13:

Through the Council on Student Experience, U of T conducted 51 focus groups involving 444 students to measure how students found community and how they engaged with other students and services. The exercise identified best practices to enhance the student experience at U of T.

Additional survey tools used by U of T to measure student satisfaction include:

- Canadian Graduate and Professional Student Survey (CGPSS);
- Orientation Benchmark Survey;
- Multiple event-based surveys that measure satisfaction;
- Multiple residence experience surveys;
- International Experience Survey;
- Student Online Web Services and Tools User Satisfaction Survey;
- Service Learning Assessment Survey;
- Just in Time Slide Project Assessment, in which slides are shown in large lecture halls in the 10 minutes preceding class; student participation is measured, as is student satisfaction with this method of communication.

#ListenUT Student Event, in which 26 students from three campuses were given problems to solve around providing information to students in an effective manner. Their ideas were then shared at the Communication Summit (and will be implemented this year).

In 2012-13, U of T also participated in the National College Health Assessment.

Please provide one or more highlights, in the space provided below, of an activity that **University of Toronto** used during 2012-2013, which contributed to maintaining or improving student satisfaction at **University of Toronto**. This could include a strategy, initiative or program viewed by **University of Toronto** to be an innovative practice, success story and/or key accomplishment that **University of Toronto** would like to highlight.

U of T delivers many initiatives aimed at enhancing student satisfaction across the three campuses. We note that the list below represents only a few examples of such initiatives used in 2012-13:

- U of T held its second annual Communications Summit to improve all types of student communications across the three campuses;
- Launched Residence MyRes Portal, a comprehensive one-stop experience for residence information for all U of T applicants.
- Developed significant online web tools towards improvements that add value and improve the Student Web Service (SWS). New on-line services and tools include: Course Finder, a comprehensive online search tool for all courses; Degree Explorer, an online advising tool; Transfer Explorer, an online transfer credit tool that provides information on what credits from other Canadian institutions can be transferred to U of T; and ASKMe online tool, giving students access to a variety of information on services, processes, policies.
- Worked to improve usability and functionality of the SWS with a new visual design, menu templates and navigation structure, and improved integration with related student web sites on campus. SWS hours of availability were increased, and designs for complementary mobile applications were developed.
- Launched the Tri-Campus Mentorship Opportunities Database enabling students to explore the many mentorship opportunities available at U of T. This mobile, friendly new search tool allows students to search opportunities by campus, faculty and/or college affiliation, year of study, as well as undergraduate, graduate and professional programs, to connect with a peer mentor or an alumni/employer mentor, save searches and apply to programs. An inventory of educational tools for alumni mentors was also developed, in partnership with Alumni Relations.

Additional tri-campus highlights for 2012-13 include:

#### St. George

- expanded student-to-student communications through student bloggers and social media ambassadors. About 84,000 unique visitors follow our bloggers. Bloggers now include students with disabilities, Aboriginal students, students on Exchange, LGBTQ students, and graduate students;
- Launched the Student Initiatives Fund (\$100,000) to support recognized student clubs and organizations who contribute to the university community;
- Launched the Campus Room Finder online search tool, helping recognized campus groups find temporary space, searchable using criteria such as room type, size and capacity, accessibility dimensions, A/V, available booking times and dates.
- Embedded Services: To expand the reach of centralized services such as International Student Advising, Learning Strategists, and Counselling, these central resources were embedded in 38 locations across campus such as College and Faculty Registrar's Offices, to assist students at convenient locations.

#### UTM

- Continued to support growth of student groups on campus, expanding meaningful connections to fellow students with common interests. - Ongoing work to address instructional technology needs and provide an enhanced learning environment.

#### UTSC

- The UTSC Student Activities Space Committee worked with the Student Union to assess, report, and make recommendations to improve quantity and quality of student activity and lounge space on campus.
- A new 24/7-multi-purpose space for student activities was created. This space has been used for a commuter student lounge, dance group rehearsals, club events, and study space to name a few. Working through the UTSC Study Space Committee, UTSC expanded 24/7 available study space (both 'ultra quiet' and group activity space) and extended food services to complement new hours.

## **11) Graduation Rate**

Per the KPI results reported in 2012, the graduation rate at **University of Toronto** = 78.9%<sup>(+)\*</sup>

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

Please indicate any methods, in addition to the KPI survey results reported in 2012-2013, that **University of Toronto** used in 2012-2013 to measure graduation rate.

Please provide one or more highlights, in the space provided below, of an activity that **University of Toronto** used during 2012-2013, which contributed to maintaining or improving **University of Toronto's** graduation rate initiatives. This could be a strategy, initiative or program viewed by **University of Toronto** to be an innovative practice, success story and/or key accomplishment that **University of Toronto** would like to highlight.

In 2012-13, U of T continued to implement and build upon efforts to support and enhance student success. Selected tri-campus highlights of initiatives in support of student success in 2012-13 include:

#### St. George

- Ongoing enhancement of enrolment and student services at the Faculty of Arts and Science to ensure students have access to the courses and the support they need to graduate as they progress through their program and degree studies.
- Continued with our Early Alert Program, which identifies Yr1 students encountering difficulty by mid-year, and refers them for advising and academic support.
- Held a Programs Open House in the spring of students' first year so they may visit and be informed about the programs they are contemplating applying to as they go into Yr2. Increasing emphasis has been placed on information about what a student can do with such a program after graduation. A clear sense of what's involved in their prospective programs helps give them a sense of direction and purpose.

#### UTM

- Continued collaboration with campus groups (student leaders, UTM one programs, etc.) to help students understand and reflect on their experiences at UTM - both academic and co-curricular - to assist students' decision-making on pathways following graduation, and learn how to market their skills and experiences to meet their future goals.
- Last year's (2011-2012) initial "early warning system" of identifying and contacting at-risk students via email/letter was integrated into the Robert Gillespie Academic Skills Centre activities for 2012-2013.
- The Office of the Registrar, Robert Gillespie Academic Skills Centre, and Student Affairs Offices have worked together and have identified and discussed, in various meetings throughout 2012-2013, the need for a campus-wide system that identifies, notifies, and tracks students who are struggling academically in their UTM courses. This system is being built for implementation in 2013-2014.

#### UTSC

- Ongoing efforts to help students identify and choose majors that align with their skills, interests, and abilities. Continued with walk-in hours for the Academic Advising and Career Centre, with particular attention to academic advising, course selection, and graduate/professional school application support during peak periods to ensure students received immediate service.

**12) Graduate Employment Rate**

Per the KPI results reported in 2013 the employment rate for 2010 graduates, 6 months after graduation, at **University of Toronto = 82.41%<sup>(+)</sup>**

Per the KPI results reported in 2013 the employment rate for 2010 graduates, two years after graduation, at **University of Toronto = 90.06%<sup>(+)</sup>**

Please indicate any methods, in addition to the KPI survey results reported in 2012-2013, that **University of Toronto** used in 2012-2013 to measure graduate employment rate.

In Fall 2012, U of T administered the new Baccalaureate Graduate Outcomes Survey to the 2007 graduating cohort. This is part of a national project (41 universities) and includes questions related to labour market participation, the effectiveness of program elements in preparing for a career, education satisfaction and debt, and civic engagement and volunteering, to name just a few elements. We are current reviewing the preliminary results and working with a small group of participating universities to codify responses on job descriptions and industries where graduates are currently employed.

Please provide one or more highlights, in the space provided below, of an activity that **University of Toronto** used during 2012-2013, which contributed to maintaining or improving **University of Toronto's** graduate employment rate. This could be a strategy, initiative or program viewed by **University of Toronto** to be an innovative practice, success story and/or key accomplishment that **University of Toronto** would like to highlight.

The University of Toronto's tri-campus career centres offer centrally coordinated and campus-specific programming to support students' career education and transition. The following are a few examples of tri-campus career centre highlights over 2012-13:

**St. George**

- Increased collaboration between the Career Centre, academic departments, and student academic societies in the delivery of tailored programs supporting exploration of specific career fields;
- Re-designed the "Smart Job Hunting" event for graduating students. This two-day workshop leads participants through the job search process, start-to-finish. A Mississauga area employer was a guest speaker at the event and offered tips on successful strategies and potential pitfalls of the job hunt;
- Developed a new workshop called "Get LinkedIn to your Job Search";
- Continued the highly popular series of networking events with students and local employers. Networking events are designed along academic discipline and/or career path/industry;
- Partnered with UTM internship programs to deliver pre- and post- placement career management guidance to students.

**UTM**

- Continued to support collaboration between the Career Centre, academic departments, and student academic societies through tailored programs supporting exploration of specific career fields.
- Ongoing partnership with UTM internship programs to deliver pre- and post- placement career management guidance to students.

**UTSC**

- Explore It Program: an enhanced, on-site career exploration program that is embedded in second year classes within the Faculty of Arts and Science. This program enables students to spend a day or half-day with placement hosts sharing similar degree backgrounds.
- Extern Career Exploration Program: offers a complete process of career education, exploration and reflection by sending students out on a 3-5 day placement in a career area of interest. It is designed to help students gain insight about themselves, get firsthand exposure to professionals, and use the experience to make choices about their future. The program is offered

twice a year (Reading Week and first week in May) and is open to all students.

**Next Steps Conference:** This is two day conference for new grads to build networks by engaging with speakers, attending interactive workshops and gathering information and advice that will help with next steps (including researching industries), finding work, succeeding in the workplace and financial planning.

**Start Me UP: Entrepreneurship Workshops:** This includes alumni entrepreneur speaker series as well as practical workshops on all stages from idea to launch (feasibility, developing a plan, financing, etc.).

**Open Doors for PhD and Masters students:** A series of panels and networking opportunities, partnering students with professionals in various fields. Five panels included:

Humanities and Social Science degrees

- Higher Education
- Management and Policy
- Media and Communication
- Government, Not-for-Profit & Public Sector

Physical Science and Life Science degrees

- Education
- Sales and Communication
- Administration and Law
- Applied Research

\* see also Work Integrated Learning: In the Field Program and the Backpack to Briefcase (b2B) Program.

**13) Student Retention**

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

Entering Cohort	2008 Cohort	2009 Cohort	2010 Cohort	2011 Cohort
1st to 2nd Year	92.9%(+)	91.2%(+)	91.3%(+)	91.21%
1st to 3rd Year	83.3%(+)	84.1%(+)	84.9%	N/A(+)

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

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

Please provide one or more highlights, in the space provided below, of an activity that **University of Toronto** used during 2012-2013, which contributed to maintaining or improving **University of Toronto's** retention initiatives. This could be a strategy, initiative or program viewed by **University of Toronto** to be an innovative practice, success story and/or key accomplishment that **University of Toronto** would like to highlight.

U of T employs a broad suite of strategies, initiatives and programs to support and enhance student retention. Highlights from 2012-13 include:

#### St. George

- BounceBack Program: integrates academic and psychological resiliency skills to help students on academic probation (8 week program, includes peer support);
- Skills Building Workshops: Designed to help students develop cognitive, behavioural, emotional and self-care skills;
- Online student services providing cyber counselling, webinars with health and wellness tips;
- Learning to Lead program to transition students into understanding their leadership capacity and potential;
- Provided information, training and support to staff and faculty on early intervention for students in distress allowing us to identify such students before they are in crisis;
- Expanded peer facilitated study groups in Engineering; mostly in math;
- Peer training and support initiatives were expanded to build capacity;
- Learning Strategists held drop in sessions in 3 libraries to make them more accessible;
- First in Family offers transition group meeting weekly (25 mentors; 250 students).
- Exam Jam programming offered prior to examination periods with a focus on academic review, stress relief, and self care techniques.

#### UTM

- Additional staff support introduced to the International Centre to aid both international students making the transition to study at UTM and domestic students whose academic interests were expanded through study abroad opportunities;
- Orientation programming for families provided enhanced information to so that family members could identify opportunities and resources to link their students with supportive on-campus services;
- Expanded recognition programs for students experiencing early academic success;
- Expanded peer support opportunities and shared training elements across peer programs, to encourage students to seek new peer experiences over multiple years and programs.

#### UTSC

- Get Started Academic Orientation Program: the Academic Advising & Career Centre collaborated with campus partners to provide interactive academic orientation sessions for new students to support students with transition to and engagement in the UTSC community, and leveraged peer to peer coaching with senior level students. Topics included academic planning, course selection, campus resources, study skills and career planning, with targeted parallel programming being offered for parents/guests of incoming students. A new video resource was also developed (i.e. Dear First Year Me: <http://www.youtube.com/watch?v=FzLMBHUSDZY> ).
- Choosing Your Program Month: in collaboration with academic departments, UTSC's Academic Advising & Career Centre coordinated programming throughout the month of March to help students explore various academic program options available to them and encourage them to make well informed program selections. This included information sessions, open houses, panel discussions, online chat sessions and a new video resource (i.e. What is Your Tomorrow?: <http://www.youtube.com/watch?v=E3uIIcSoKuw> ).
- Outreach for Academically at Risk Students (Pilot Initiative): identification and outreach to students academically at risk to encourage them to access the various support services available to them on the UTSC campus;
- First Generation Mentorship, weekly study cafes, and facilitated study groups for over 300 First Generation Students at UTSC;
- Intentional outreach to students with GPA below 2.0;
- Pre-probation outreach in January: peer academic coaches outreached via telephone and email to all first generation students and connected them to campus resources.

#### **14) Quality of the Learning Environment**

Please provide one or more highlights, in the space provided below, of an activity that *University of Toronto* used during 2012-2013, which contributed to enhancing *University of Toronto's* learning environment for the three quality measure categories indicated below:

##### **14.1) IN-CLASS EXPERIENCE (Examples may include promoting teaching excellence, staff training, etc.)**

The University of Toronto's Centre for Teaching Support & Innovation (CTSI) has a tri-campus mandate to deliver resources and programming in support of ongoing teaching development. Specific CTSI initiatives in 2012-13 contributing to enhanced in-class experience for students include:

- expansion of the new course evaluation framework with additional divisions implementing online student evaluations of their courses. CTSI led consultations with several new divisions as a step toward institution-wide implementation. CTSI received increased requests from other universities in North America for advice on the development of online course evaluations based on the success of this framework.
- developed new print and online resources to help guide departments through the process of setting up online course evaluations and to help instructors and students understand and use the new framework.
- increased one-on-one consultations with instructors who had received student feedback via the new online course evaluation system.
- expanded the two-day Course Design/Redesign Institute offered to instructors. These intensive hands-on institutes offered pedagogical guidance, tools and resources to instructors teaching in-person, hybrid (blend of face-to-face and online components) and totally online courses. Instructors developed course goals, specified learning outcomes, generated innovative assignments, and designed instructional activities.
- The number of tools available to instructors through the University's learning management system (Blackboard Learn) expanded to include a suite of tools from Turnitin (an online service that specializes in plagiarism detection in written student work) and lecture capture and webinar programs (e.g. "Collaborate") that will better enable instructors to deliver interactive classes online. Support (training and documentation) for the tools was developed by CTSI in 2012-13 to be made available to instructors in 2013-14.
- CTSI helped support the expansion of online learning at the University of Toronto: 10 new online and hybrid undergraduate courses were offered in 2012-13 as well as 7 Massive Open Online Courses (MOOCs). CTSI also developed an online learning resource module for faculty members teaching such courses.
- Through a partnership between CTSI and Information & Technology Services, 12 innovative course development projects were funded through the "Instructional Technology Innovation Fund".
- The University agreed to provide mandatory pedagogical training to new graduate student Course Instructors. CTSI developed new training opportunities and resources (special one-day Course Instructor training institutes, an online training module) for this group of instructors.
- In the spring of 2013, following an introductory workshop, CTSI held its first two-day Scholarship of Teaching and Learning (SoTL) Institute. Demand from instructors for SoTL professional development continues to grow. The well-attended Institute led to the founding of the CTSI SoTL Network to enable ongoing professional learning and development.
- In the spring of 2013, CTSI collaborated with the Higher Education Quality Council of Ontario (HEQCO) to plan three provincial symposia. CTSI co-hosted one of these, focused on "The Flexible Classroom: A Symposium on Emerging Options for Teaching and Learning in Colleges and Universities". Current research was presented that focused discussion on the changing roles of students, teaching assistants and instructors and the need to adapt to evolving contexts.
- CTSI continued in 2012-13 to offer a range of programming to support instructors (and by extension, students): a New Faculty Orientation; Back-to-School Workshop Series; annual Teaching & Learning Symposium; and monthly workshops and training opportunities.

##### **14.2) ENGAGEMENT (Examples may include new student orientation, work-learning opportunities, etc.)**

(\* See sections: Work-Integrated Learning, Student Satisfaction).

#### In the Field Program

This program attempts to bridge career exploration and the job search process by introducing students to the multiple careers that can be found within one organization. Our first collaboration was with the Art Gallery of Ontario where students were introduced to three different career areas, the paths each professional took to get to where they are today, and what the prospects for employment in each of their fields looks like. The information session was followed by an engaging question and answer period and followed up with an online-reflection exercise.

#### Backpack to Briefcase (b2B) Program

This program provides opportunities for students to understand their education and the kinds of skills and knowledge they can bring to a working environment in a wider context – opening discussions with alumni, faculty members, staff and peers about life after graduation. Alumni share their education and career experiences and offer encouragement and advice. Students connect with graduates from their program of study to learn about career opportunities in their field and develop networking skills necessary for success.

#### Tri-Campus Mentorship Opportunities Database

This resource allows students to explore the many mentorship opportunities available at U of T. Launched in 2013, this mobile, friendly new search tool allows students to search opportunities by campus, faculty and/or college affiliation, year of study, as well as undergraduate, graduate and professional programs, to connect with a peer mentor or an alumni/employer mentor, save searches and apply to programs. An inventory of educational tools for alumni mentors was also developed, in partnership with Alumni Relations.

### 14.3) SUPPORT (Examples may include personal and academic supports to students, etc.)

(\* See sections: Students with Disabilities, First Generation Students, Aboriginal Students, Credit Transfer, Student Retention, Graduation Rate, Student Satisfaction).

#### St. George campus

- BounceBack Program: integrates academic and psychological resiliency skills to help students on academic probation (8 week program, includes peer support);
- Skills Building Workshops: Designed to help students develop cognitive, behavioural, emotional and self-care skills;
- Online student services providing cyber counselling, webinars with health and wellness tips;
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- Provided information, training and support to staff and faculty on early intervention for students in distress;
- Expanded peer facilitated study groups in Engineering; mostly in math;
- Peer training and support initiatives were expanded to build capacity;
- Learning Strategists held drop in sessions in 3 libraries to make them more accessible;
- First in Family offers transition group meeting weekly (25 mentors; 250 students).
- Exam Jam programming offered prior to examination periods with a focus on academic review, stress relief, and self care techniques;
- Managing Concussions and head injuries: Accessibility Services, Health Services, Counselling and Psychological Services, Kinesiology, UTM and UTSC Athletics, and Faculty of Medicine have formed a working group to develop a consistent approach to managing concussions.

#### UTM

- Additional staff support introduced to the International Centre to aid both international students making the transition to study at UTM and domestic students whose academic interests were expanded through study abroad opportunities;
- Orientation programming for families provided enhanced information to so that family members could identify opportunities and resources to link their students with supportive on-campus services;
- Expanded recognition programs for students experiencing early academic success;
- Expanded peer support opportunities and shared training elements across peer programs, to encourage students to seek new peer experiences over multiple years and programs.

## UTSC

- Get Started Academic Orientation Program – The Academic Advising & Career Centre collaborated with campus partners to provide interactive academic orientation sessions for new students to support students with transition to and engagement in the UTSC community, and leveraged peer to peer coaching with senior level students. Topics included academic planning, course selection, campus resources, study skills and career planning, with targeted parallel programming being offered for parents/guests of incoming students. A new video resource was also developed (i.e. Dear First Year Me - <http://www.youtube.com/watch?v=FzLMBHUSDZY> ).
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- Intentional outreach to students with GPA below 2.0;
- Pre-probation outreach in January: peer academic coaches outreached via telephone and email to all first generation students and connected them to campus resources.

**Attestation:**



By checking this box, **University of Toronto** confirms that all information being submitted to the Ministry as part of the 2012-2013 MYAA Report Back is accurate and has received approval from **University of Toronto's** Executive Head.

**Contact:**

For additional information regarding **University of Toronto's** 2012-2013 MYAA Report Back please contact -

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Please indicate the address on **University of Toronto's** website where a PDF copy of this 2012-2013 MYAA Report Back will be posted once it has been approved by the Ministry (the Ministry will contact the individual listed above once the 2012-2013 MYAA Report Back has been approved):

- <http://http://www.utoronto.ca/about-uoft/measuring-our-performance.htm>