

2010-2011 Multi-Year Accountability Agreement (MYAA) Report Back

Institution Name:	University of Toronto
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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, which were articulated under *Reaching Higher*. Consistent with the 2009-2010 MYAA Report Back, the 2010-2011 MYAA Report Back maintains the strategic system-wide performance indicators that reflect current government priorities for postsecondary education in Ontario. In addition, the 2010-2011 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.

1) Enrolment - Headcount*

DEFINITION: **Headcount is the actual enrolment for Fall 2010 including full-time undergraduate and graduate students eligible for funding as reported to the Ministry for the 2010-2011 fiscal year.*

University of Toronto reported to the Ministry the total Headcount enrolment in 2010-2011 = **59,286**.

The number of students aged 18-24 from the total Headcount enrolment reported by **University of Toronto** to the Ministry for 2010-2011 = **45,987**.

The number of students aged 25+ from the total Headcount enrolment reported by **University of Toronto** to the Ministry for 2010-2011 = **13,501**.

The **number of students under the age of 18** enrolled at **University of Toronto** in 2010-2011= **188**.

*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

We note that the 59,286 figure represents total headcount enrolment of full-time, eligible undergraduate and graduate students in Fall 2010.

The figures above may not sum due to the dual registration of some students.

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 2010-2011 to manage enrolment.

The University uses a rolling, five-year budget-planning window. The budget process operates in a continuous cycle as it moves through the planning and development, implementation and monitoring phases, leading directly into the planning phase for the next year. In the fall of each year, academic divisions update their long range budget 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 2010-11, careful management of the University's graduate expansion enrolment was a particular focus, with a goal of achieving planned enrolment in each of 170 graduate programs in over 100 academic units across three campuses without exceeding our institutional growth target. Divisional masters and doctoral targets were monitored and adjusted throughout the year to ensure that overall targets were met. A similar weekly monitoring process was undertaken for undergraduate enrolment. In addition, planning began for the reduction of teacher education enrolments in consecutive and concurrent education programs across six academic units. As a result of these planning efforts, the University will be well positioned to begin planning for the next phase of graduate and undergraduate enrolment expansion in fall 2011.

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

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

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

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

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

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

For the following, please include Full-Time and Part-Time, but not International students.

Students With Disabilities	First Generation Students	Aboriginal Students
<p>Please indicate the total number of Full-Time <i>Students with Disabilities</i> at University of Toronto who registered with the Office for Students with Disabilities and received support services in 2010-2011= <u>2,673</u></p> <p>Please calculate the total indicated above as a % of 2010-2011 Enrolment Headcount: (Insert Total From Above) <u>2,673</u> ÷ University of Toronto (pre-populated by the Ministry) (2010-2011 Enrolment Headcount) x 100 = <u>4.5%</u></p> <p>Please also indicate the total number of Part-Time <i>Students with Disabilities</i> at University of Toronto who registered with the Office for Students with Disabilities and received support services in 2010-2011 = <u>N/A</u></p>	<p>Please indicate the total number of Full-Time <i>First Generation Students</i> enrolled at University of Toronto in 2010-2011= <u>7,400</u></p> <p>Please calculate the total indicated above as a % of 2010-2011 Enrolment Headcount: (Insert Total From Above) <u>7,400</u> ÷ University of Toronto (pre-populated by the Ministry) (2010-2011 Enrolment Headcount) x 100 = <u>15.4%</u></p> <p>Please also indicate the total number of Part-Time <i>First Generation Students</i> enrolled at University of Toronto in 2010-2011 = <u>900</u></p>	<p>Please indicate the total number of Full-Time <i>Aboriginal Students</i> enrolled at University of Toronto in 2010-2011= <u>500</u></p> <p>Please calculate the total indicated above as a % of 2010-2011 Enrolment Headcount: (Insert Total From Above) <u>500</u> ÷ University of Toronto (pre-populated by the Ministry) (2010-2011 Enrolment Headcount) x 100 = <u>1%</u></p> <p>Please also indicate the total number of Part-Time <i>Aboriginal Students</i> enrolled at University of Toronto in 2010-2011 = <u>90</u></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 -

Consistent with previous years' report-backs, the 2,673 figure for students with disabilities 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. As part of the registration process, students are provided with general information on accessibility supports, including discussion on problem solving, asking for an extension, etc. The full-time/part-time breakdown is not available.

The number of first generation and Aboriginal students reported above are estimates based on NSSE 2011 results and include first entry undergraduate programs only. In both cases, we note that the NSSE results are generally accepted to be underestimates due to the challenges with self-identification and the participation of underrepresented groups in surveys such as NSSE.

Quantifying the enrolment of Aboriginal students through self-identification methodologies is challenging. The University of Toronto is actively participating in the Council of Ontario Universities Aboriginal Self-Identification Reference Group (currently as co-chair) to address the sector-wide measurement challenges and develop best practices in this area.

Students With Disabilities	First Generation Students	Aboriginal Students
<p>In the space below, please provide one or more highlights of an activity in 2010-2011, which contributed to maintaining or improving University of Toronto's initiatives for <i>Students with Disabilities</i>. A highlight could be a strategy, initiative or program viewed by the institution 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 2010-2011, which contributed to maintaining or improving University of Toronto's initiatives for <i>First Generation Students</i>. A highlight could be a strategy, initiative or program viewed by the institution 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 2010-2011, which contributed to maintaining or improving University of Toronto's initiatives for <i>Aboriginal Students</i>. A highlight could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment.</p>
<p>Over the past year, U of T expanded the availability of accessibility support technology beyond the Accessibility Services offices to include the Career Centre, Academic Success Centre and First Nations House. Each of the three Accessibility Centres moved to a shared online system for the scheduling of student services including test and exam accommodations, note-taking services, etc. The new online system provides students with access to a number of services beyond the formal office hours of the Centres, and provides a platform for Accessibility Services staff, faculty, and student volunteers to assist students using the services. Key tri-campus highlights from each of the three Accessibility Services offices include:</p> <p>St. George:</p> <ul style="list-style-type: none"> -Delivered a peer mentor program which matches advanced undergraduate and graduate peer mentors with incoming students with learning disabilities, ADHD, and/or Autism Spectrum Disorder to assist with students' transition from high school or the work place to the university community <p>UTM:</p> <ul style="list-style-type: none"> -Delivered the SOAR Program (Strategic Outcomes for Academic pRogress), which provides opportunities for students registered with the AccessAbility Centre to participate in online discussion threads, in-class note taking workshops, and 	<p>U of T actively supports first generation students across each of our three campuses with campus-specific and centralized resources and programming through programs such as First in the Family (St. George), GenONE (UTM), and the UTSC First Generation program:</p> <p>Highlights of first generation programming and supports include:</p> <p>St. George:</p> <ul style="list-style-type: none"> -Upper year peer mentorship, including regular check-in meetings with mentors -A suite of comprehensive academic skills development sessions for arts, sciences, and commerce students -Co-curricular programming, and one-on-one academic counseling with a learning skills advisor. <p>UTM:</p> <ul style="list-style-type: none"> -Peer-led academic facilitated study sessions on first year courses -Opportunities to participate in a "capstone project," which provides teams of students with seed funding to fund a learning experience partnership with a faculty member or industry partner <p>UTSC:</p> <ul style="list-style-type: none"> -Personal peer academic coaching by upper year first generation students -10 faculty-specific academic learning communities and activities 	<p>U of T delivered a number of activities in 2010-11 to support Aboriginal students, with an emphasis on building capacity and expanding supports to UTM and UTSC. Highlights of supports and programming for Aboriginal students in 2010-11 include:</p> <p>St. George:</p> <ul style="list-style-type: none"> -Located a career counselor and a learning strategist at First Nations House -Created an Aboriginal Community Partner Liaison position to identify opportunities for service learning and community service for Aboriginal students -Developed and launched a specialized Orientation to meet the needs of Aboriginal students -Expanded the writing support program at First Nations House <p>UTM:</p> <ul style="list-style-type: none"> -Expanded the Visiting Elder Program to UTM. The visiting Elder participated in student initiatives and was available as a Traditional Teacher resource for students at large by holding regular office hours. <p>UTSC:</p> <ul style="list-style-type: none"> -Expanded the reach of First Nations House to UTSC by holding office hours for the Director of First Nations House on UTSC campus to assist students and provide appropriate supports/referrals to Aboriginal student-focused and other student supports.



<p>direct online access to a learning strategist</p> <p>UTSC: -Delivered a three-day, two- night summer transition program for students with learning disabilities, including a parent information session</p>		
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3) Compliance with the Student Access Guarantee (SAG) in 2010-2011

Through its signed MYAA, **University of Toronto** committed to participate in the Student Access Guarantee (SAG). For 2010-2011, this meant meeting students' tuition/book shortfall in allocating financial aid, as set out in the 2010-2011 SAG Guidelines.

**NOTE: SAG data as of June 9, 2011*

2010-2011 TUITION / BOOK SHORTFALL AID:	TOTAL \$	# ACCOUNTS
Expenditures for Tuition / Book SAG Amount	\$25,603,779	7,209
Other SAG Expenditure to Supplement OSAP	\$12,559,144	2,779
TOTAL	\$38,162,923	9,988

Did **University of Toronto** meet students' tuition/book shortfall in allocating financial aid, as set out in the 2010-2011 SAG Guidelines?

Yes

The space below is provided for **University of Toronto** to describe methodology, caveats and other information regarding the numbers reported above re: Compliance with the Student Access Guarantee (SAG) in 2010-2011.

We note that Student Access Guarantee expenditures are a component of the University of Toronto's total expenditures on institutional student support. The University's total expenditures on student support significantly 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 2010.

Year	Total Applications	Total Registrations	Transfer Applications*	Transfer Registrations*
2006	58,834	11,161	1,440	168
2007	61,648	11,817	1,553	155
2008	60,538	11,389	1,325	148
2009	62,463	11,525	1,384	171
2010	64,488	11,127	1,141	163

*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;*
- *transfer data is not limited to college graduates who apply through OUAC; and*
- *only includes full-time students applying and registering in the fall to the first year of a university program.*

The Ministry 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
2010	75,267	12,618	4,507	768

*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

Notes for above table:
 "Total Applications" and "Total Registrations" includes: 101, 105, out of system, applications for direct entry to U of T and internal applications
 "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 similar applicant to registrant ratio.

Notes for table on previous page:
 The University notes that the OUAC data for 2010 (see previous page) is preliminary, and may require minor adjustments in subsequent report-backs.

"Total Applications" and "Total Registrations" include: First choice 101, 105, and out of system applications
 "Transfer Applications" and "Transfer Registrations" include: Ontario Colleges only, expressed as head count

We note that based on the OUAC data, the transfer applicant to registrant ratio approximates the ratio for all categories of applicants to all categories of registrants.

Please provide one or more highlights, in the space provided below, of an activity that **University of Toronto** used in 2010-2011 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 the institution 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.)

After two years of piloting a credit transfer program with Seneca College Liberal Arts graduates, in the spring of 2011 U of T and Seneca College signed a permanent agreement to facilitate transfer of Seneca students to U of T's Faculty of Arts and Science. The Student Success Partnership Agreement provides Seneca Liberal Arts students with the opportunity to begin their studies at Seneca and complete them at U of T in the Faculty of Arts and Science, earning both a Liberal Arts diploma and a university Bachelor of Arts degree in four years. This program allows graduates of the Seneca Liberal Arts Diploma Students to be admitted to the Faculty of Arts and Science with significant transfer credits and retained credits. Woodsworth College is the home college for the Seneca transfer students through this credit transfer program. Program participants are provided with advising and orientation services about U of T well before beginning studies at the University.

With a recommendation from Seneca, Liberal Arts Diploma transfer students may take courses at the U of T as a visiting student while completing their diploma, increasing the number of credits that can be applied to their degree program.

The introduction of a new calculus course as an option in the Seneca Liberal Arts Program opens the door to greater program choice in the Faculty of Arts and Science. Revised curriculum in the Liberal Arts Program has enabled the University to change general transfer credit designations to more specific ones, enabling students greater ease into programs of study in the Faculty of Arts and Science.

Following on the successful model of the Seneca-Woodsworth Agreement, discussions are underway to develop similar pilot projects with Humber College and George Brown College. In addition, the University of Toronto Scarborough worked with Seneca College over 2010-11 to develop an UTSC-Seneca student mobility agreement, which is expected to launch in 2012-13.

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

Specific support services for transfer students through the Student Success Partnership program are offered through Woodsworth College. Woodsworth provides a dedicated academic advisor, who delivers one-on-one academic counseling to transfer students, including course selection and pre-transfer academic advice.

Students who have successfully transferred to the Faculty of Arts and Science from Seneca have applied for student group status and wish to start a club to provide peer, social support and to establish a community of Liberal Arts Diploma transfer students on the St. George Campus. Student leaders are working with Woodsworth College and other student groups to initiate programming.

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



Twice a year, advisory staff from Woodsworth College visit Seneca to provide academic advice and specific information about transfer credit. Seneca students have multiple opportunities to visit the St. George campus and learn about the services available to them. All campus services are available to Liberal Arts Diploma transfer students once they transfer and even before, when they are studying as visiting students.

Seneca and Woodsworth College are working on improving web based information. Seneca has designed a logo for this program that will be incorporated to use on printed and electronic information available to prospective students. The program is also highlighted on a website designed specifically for the Aboriginal community at www.footfalls.ca.

Informal information sessions have been delivered to staff at the U of T's Office of Admissions and Awards to ensure that university staff working with and fielding questions from prospective students know of the Seneca-U of T pathway. Similar information sessions are planned for the end of August to update staff involved in recruitment.

5) Class Size*

Per the 2010 Common University Data Ontario (CUDO) report for Fall 2009, 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
Fewer than 30	280	46.0%	264	28.7%	454	39.3%	526	77.9%
30 to 60 students	78	12.8%	222	24.2%	464	40.1%	126	18.7%
61 to 100 students	48	8.0%	188	20.5%	152	13.2%	16	2.4%
101 to 250 students	134	22.1%	217	23.6%	78	6.7%	6	0.9%
251 or more	67	11.0%	27	2.9%	8	0.7%	1	0.1%
Total	608	100.0%	918	100.0%	1,157	100.0%	676	100.0%

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



Please provide one or more highlights, in the space provided below, of an activity that **University of Toronto** used during 2010-2011, which contributed to maintaining or improving **University of Toronto's** class size 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 is committed to providing undergraduate students with the opportunity to participate in a variety of learning formats, including smaller class experiences. Despite large increases in undergraduate enrolment since 2000, undergraduate students in direct entry programs in the Faculties of Arts and Science (includes UTM and UTSC), Engineering, Physical Education, and Music at the University of Toronto are given the opportunity to benefit from a smaller class experience.

For example, first year Arts and Science, business and engineering students can participate in U of T's One learning opportunities. These dynamic small-group learning settings provide students with the opportunity to network with peers, mentors and professors, and explore a broad range of compelling issues through an enriched multidisciplinary curriculum.

Resource constraints do not allow for every class to be small, and indeed many large classes can also provide a meaningful learning experience. Nevertheless, smaller classes are one means of improving the student experience, particularly for undergraduate students. The University will continue to offer opportunities for students to have intense contact with faculty through means such as small seminars or research experiences.



6) eLearning

As part of the Open Ontario Plan outlined in the 2010 Speech from the Throne and the 2010 Budget, the government announced the creation of a new Ontario Online Institute (OOI). In Spring 2010, the Ministry conducted a 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 currently taking place across Ontario.

While long-term indicators for eLearning will be developed for future reports, the 2010-2011 Report Back seeks to expand on the information that was submitted in the Postsecondary eLearning Survey. This information will help the Ministry to continue to develop design options for an Ontario Online Institute in order to best build upon the current activities and strategic directions already in place in Ontario.

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 2010-2011:

COURSES DATA	UNDERGRADUATE	GRADUATE
Number of Ministry-funded, For-credit Courses Offered Through Fully Online Learning	17	43
Number of Ministry-funded, For-credit Courses Offered Through Synchronous Conferencing	1	8
Total Number of Ministry-funded, For-credit Courses Offered in eLearning format	18	51
PROGRAMS DATA	UNDERGRADUATE	GRADUATE
Number of Ministry-funded, For-credit Programs Offered Through Fully Online Learning	1	1
Number of Ministry-funded, For-credit Programs Offered Through Synchronous Conferencing	0	1
Total Number of Ministry-funded, For-credit Programs Offered in eLearning Format	1	2
COURSE REGISTRATIONS	UNDERGRADUATE	GRADUATE
Registrations in Ministry-funded, For-credit Courses Offered Through Fully Online Learning	255	1,088
Registrations in Ministry-funded, For-credit Courses Offered Through Synchronous Conferencing	79	122
Total Number of Registrations in Ministry-funded, For-credit Courses Offered in eLearning format	334	1,210

*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.

Asynchronous courses are found in:

Doctor of Pharmacy, Physician Assistant, Social Work, Nurse Practitioner and OISE programs

Synchronous courses are found in:

Doctor of Pharmacy and Diploma in Investigative and Forensic Accounting programs

U of T's fully online programs include:

Asynchronous: Physician Assistant (undergraduate) Nurse Practitioner (graduate)

Synchronous: Diploma in Investigative and Forensic Accounting (graduate)

The undergraduate online courses and programs listed above are undergraduate professional programs.

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 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

U of T offers a number of courses in an online "hybrid" format. In many cases for these hybrid courses, instructional time is generally delivered online (often fully online), and the face-to-face component represents practicum or clinical learning that is most appropriate for in-person learning.

For example, the fully online Physician Assistant program offered by the Faculty of Medicine contains six hybrid courses, including Anatomy, Diagnostic Techniques and Procedures I, and Clinical Skills. Each of these courses has a significant clinical component and online delivery of non-clinical instruction.

In addition, many of U of T's hybrid online courses are undergraduate level courses, with many being offered at UTM and UTSC.

Please provide one or more highlights, in the space provided below, of an activity that **University of Toronto** used during 2010-2011, which contributed to maintaining or improving elearning opportunities at **University of Toronto**. 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 is committed to increasing online course offerings and online content in courses. Within this commitment, the University is also taking seriously the findings of the Higher Education Strategy Associates report on the State of E-Learning in Canadian Universities published in September 2011. This report found that students have a preference for live delivery of lecture material rather than delivery via live-streaming online. The report also underscored the importance of the quality of online offerings and resources to students, which remains a key consideration for U of T in expanding online courses and content.

Over the 2010-11 year, U of T undertook a significant project to assess, recommend, and implement strategies to increase our capacity for the delivery of online courses. The project included:

- A comprehensive review of current online courses and programs
- Planning for the implementation of strategies and practices to ensure the quality of online program delivery
- Planning for the development of methods to create and support new online courses, including models for course development, technological infrastructure and support, faculty development, learner support, registrarial functions and the necessary organizational infrastructure to coordinate online program delivery.
- Adaptation of existing web-based Student Information System functions to accommodate student registration in online courses
- Creation of online instructional support resources through the Centre for Support of Teaching and Innovation
- Five new undergraduate online courses were developed in a variety of disciplines as pilots.

7) International

7.1 Initiatives

Please identify emerging markets for International Students (i.e. countries who are not represented in **University of Toronto's** current top five source countries for International Students, as shown in International Enrolment section below) in which **University of Toronto** actively engaged in recruitment activities in 2010-2011:

Brazil
Mexico
Germany
Singapore
Taiwan

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 2010-2011:

- Outbound students* = 1,233
*DEFINITION: Outbound students are students who pay tuition at an Ontario college/university for credit received for study/work abroad.
- Inbound students* = 367
*DEFINITION: Inbound students are international students registered at an Ontario college/university to receive academic credit.

Please provide the gross revenue from international student tuition in Ontario in For-Credit academic programs at **University of Toronto** in 2010-2011 = **\$173,000,000**

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 2010-2011 = **\$0**

Please list, in the table below, all For-Credit, Stand-Alone campuses or partner campuses at which **University of Toronto** delivers courses and/or programs **abroad (outside of Canada)** in 2010-2011, including city, country, programs offered, and total enrolment in each program offered at each campus:

*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

Gross revenue of offshore activities, including campuses, development and enterprise projects, contract training and partnerships is not available. The zero entered above denotes "not available."

For-credit, stand-alone or partner campuses abroad is not applicable to U of T.

7.2 Enrolment

In 2010-2011, **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</i> Total Full-Time International Student Enrolment
1.	China	3,093	35.5%
2.	South Korea	706	8.1%
3.	United States of America	696	8%
4.	India	423	4.9%
5.	Hong Kong	254	2.9%

University of Toronto reported to TCU that International Enrolment* in 2010-2011 = **8,703**

**DEFINITION: International Enrolment is the headcount of Full-Time international students at the institution, including students who are both eligible and ineligible for funding consideration, excluding ESL students from abroad who are taking short-term language training on a Full-Time basis.*

*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 international enrolment figure of 8,703 represents all full-time students and includes the Toronto School of Theology. Of the total international enrolment, 6,938 are undergraduate students and 1,765 are graduate students.

Please provide **University of Toronto's** 2010-2011 Part-Time International Student Enrolment = 533

7.3 English as a Second Language

Please provide the total number of *International students* who were enrolled in English as a Second Language (ESL) course or program at **University of Toronto** in 2010-2011 = 2,621

Please provide a highlight in the space provided below of an initiative, strategy or practice that **University of Toronto** used in 2010-2011 to create pathways for *International students* from **University of Toronto's** ESL programming to postsecondary studies.

U of T delivers a number of English Language Learner programs for international students through the School of Continuing Studies, New College, the new ACE @ UTM program, and UTSC's Green Path program. Two examples are highlighted below.

The UTSC Green Path program is a comprehensive 12-week academic preparation and bridging program. Designed to attract top students from China, the Green Path program provides opportunities for participants to improve their overall English comprehension and production skills and prepare students for success in University study. Green Path introduces students to the expectations of what will be experienced once classes begin September by building academic skills in the areas of reading, writing, listening and speaking. In addition, the summer portion of the program provides cultural and transitional supports as students adjust to life in Canada and study at the University.

Over 2010-11, UTM and the School of Continuing Studies collaborated to develop a new pilot program, ACE @ UTM. With a focus on academic and cultural English, the program is designed to support and provide a pathway for international students who have completed some high school studies in Canada and are academically admissible to the University, but do not yet have the English language proficiency test results required for admission. ACE @ UTM was launched as a pilot in 2011-12.

*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

In 2010-11, ESL programming for international students was delivered by the School of Continuing Studies, UTSC (Greenpath Program), and New College.

Please provide one or more highlights, in the space provided below, of an activity that **University of Toronto** used during 2010-2011, 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. U of T's enrolment of international students makes a significant contribution to the goal of the Ontario government to increase international student enrolment in Ontario by 50%. In the past year, the University has significantly increased international enrolment at the undergraduate level in particular. For example, between 2009-10 and 2010-11, undergraduate international enrolment in the Faculty of Applied Science and Engineering increased 12%, and increased 11% in the Faculty of Arts and Science.

The following represent a selection of activities undertaken in 2010-11 aimed at enhancing U of T's international initiatives:

Making exchanges easier for undergraduate students in engineering:

Because engineering programs have stringent requirements for course work and accreditation, engineering students at U of T were less likely to participate in international exchange opportunities. To address this challenge, the Faculty of Applied Science and Engineering and the Centre for International Experience developed the Structured Exchange Pathways program for engineering students. This program provides undergraduate engineering students with pre-approved course-paths at select partner institutions abroad to ensure that exchange participants do not miss any U of T academic requirements and are able to

graduate on time. Partnerships have been developed with a number of universities in Singapore, Hong Kong, Sweden, Germany and the United Kingdom, and several more are under development.

International visiting graduate student Research Mobility Agreement:

The University of Toronto encourages international graduate student mobility to foster the exchange of ideas, specialized training and research collaboration. U of T faculty often bring talented visiting graduate students to the University where they contribute to U of T research. The Research Mobility Agreement sets out a protocol to facilitate visits by international graduate research students who do not fall under an approved exchange program to participate in short term research activities and be recognized as formal visitors to the University of Toronto. The Agreement provides these visiting international graduate student with waived tuition fees, full access to U of T services including health insurance through UHIP, and other administrative structures to help facilitate study permits.

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 a 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 2009-2010 MYAA Report Back that it **had** adopted the Government of Ontario's Supply Chain Code of Ethics. Please confirm, that in 2010-2011, **University of Toronto** adhered to the Government of Ontario's Supply Chain Code of Ethics: **Yes**

University of Toronto confirmed in its 2009-2010 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 2010-2011, **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 2009-2010 MYAA Report Back that it **had not** participated in the Ontario Education Collaborative Marketplace (OECM). Please confirm, that in 2010-2011, **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 2010-2011, which contributed to maintaining or improving **University of Toronto's** supply chain management. 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.

U of T has enshrined the Procurement Directive in its entirety, including the Supply Chain Code of Ethics in our Procurement Policy. Procurement Services staff, along with participants in RFP committees are formally required to adhere to the code.

A new Procurement Policy which incorporated the Procurement Directive in its entirety was approved by Business Board of Governing Council in April 2011. In the period leading up to the effective date of the Procurement Directive, the University conducted a formal legal review of these requirements and revised its procurement documents and procedures for public tenders as necessary for compliance. All requirements have now been implemented for public tendering with the exception of the requirement for public posting of awards, which will be implemented by the end of calendar 2011.

Regarding the Ontario Education Collaborative Marketplace, we review contracts as they arrive. The contracts that have been negotiated in the past have not provided sufficient benefit for us to switch to the e-marketplace. However, a recently negotiated OEMC contract appears to be promising and may be adopted by U of T in place of a U of T negotiated contract. The Director of Procurement Services serves as an active member of the OEMC operating excellence committee.

Over the past year, U of T has embarked on an upgrade and expansion of our award-winning U-Shop e-procurement system. In addition, the University has introduced a negotiable RFP process that is generating significant savings for the University. It is also being adopted by other Ontario Universities and by other public-sector organizations across the country.

*The space below is provided for **University of Toronto** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Supply Chain Management and OEMC purchases

BROADER PUBLIC SECTOR ACCOUNTABILITY ACT

All universities are to be in compliance with the *Broader Public Sector Accountability Act, 2010*, proclaimed on April 1, 2011. The *Act*, through two new directives, establishes new expense and procurement practices for large broader public sector (BPS) organizations and adds accountability measures. Amendments to the *Broader Public Sector Accountability Act, 2010* provide the authority for the Management Board of Cabinet to issue a directive requiring the designated BPS organizations, including universities, to establish rules on perquisites.

BPS Procurement Directive

The new 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.

Given the proclamation date of April 1, 2011, **University of Toronto** is not required to attest to compliance in the 2010-2011 MYAA Report Back. However, future MYAA Report Backs may require **University of Toronto** to attest that it is in compliance with this Directive.

Please provide one or more examples, in the space provided below, of what processes and practices **University of Toronto** adopted in 2010-2011 to prepare for compliance.

In the period leading up to the effective date of the Procurement Directive, the University conducted a formal legal review of these requirements and revised its procurement documents and procedures for public tenders as necessary for compliance. U of T's existing documents and procedures were already substantially consistent with the new Directive, and only small changes were necessary for compliance.



BPS Expenses Directive

The new 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.

Given the proclamation date of April 1, 2011, **University of Toronto** is not required to attest to compliance in the 2010-2011 MYAA Report Back. However, future MYAA Report Backs may require **University of Toronto** to attest that it is in compliance with this Directive.

Please provide one or more examples, in the space provided below, of what processes and practices **University of Toronto** adopted in 2010-2011 to prepare for compliance.

The University of Toronto has had in place for many years a robust set of policies and procedures with respect to expenses which are substantially consistent with the BPS Expenses Directive. We are currently engaging in dialogue with our community to refine a few remaining areas.

BPS Perquisites Directive

The new 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.

Given that the effective date for compliance is August 2, 2011, **University of Toronto** is not required to attest to compliance in the 2010-2011 Report Back. However, future MYAA Report Backs may require **University of Toronto** to attest that it is in compliance with this Directive.

9) Space Utilization

University of Toronto indicated in its 2009-2010 MYAA Report Back that it had a Space Utilization planning process in place to assess and optimize academic space utilization.

Please provide one or more highlights, in the space provided below, of an activity that **University of Toronto** used during 2010-2011, which contributed to maintaining or improving **University of Toronto's** space utilization. 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.

As the University's summer enrolment continues to grow, we are increasingly using our facilities on a 12 month basis.

In 2010-11, the University continued to develop its Room Reservation Light system (RRS-Lite). The system is designed to track and improve utilization of decentralized classrooms and teaching laboratories. Modifications and further enhancements to the system were made to capture and maintain additional space data, and to improve the usability and functionality the system. One such development was the creation of a public web calendar. This improvement resulted in a 30% increase in usage of the system for 2010-11.

The University has also been focusing on renovations that improve both the utilization and the quality of existing space. One recent dramatic project saw the unfinished and never-before used attic space in a designated heritage building turned into a modern suite of study and meeting spaces for graduate students in Civil Engineering.

U of T's new Budget Model, which holds divisions responsible for their own occupancy costs, has resulted in several faculties returning space to the centre. Over the past year, this has resulted in the availability of more space to accommodate new initiatives and also resulted in increased opportunities and improved utilization of facilities.

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%** for Senior Year respondents.

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

Please indicate the methods, in addition to the NSSE survey, that **University of Toronto** uses to measure student satisfaction.

In addition to NSSE, U of T undertakes a number of activities to measure student engagement. Over the past year, we conducted 39 focus groups with 367 students on all three campuses to develop a deeper understanding of priority areas identified through the NSSE and Globe and Mail University Report Card surveys. Based on these focus groups, six working groups were formed to determine strategies and best practices to enhance student experience, including: co-curricular involvement, mentorship, orientation and transition, quality of service, student-faculty interaction, and communication. Focus groups were also held with graduate students to obtain feedback on graduate student programming and communications.

U of T conducts a broad range of specific student satisfaction surveys, including Orientation and New Student Programs Survey, Graduate and Professional Skills Survey, Admissions and Awards Confirmed Students and Applicant Surveys, International Graduate Student Survey, among many more.

Please provide one or more highlights, in the space provided below, of an activity that **University of Toronto** used during 2010-2011, which contributed to maintaining or improving student satisfaction at **University of Toronto**. 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 following represent a few selected initiatives delivered across the University's three campuses in 2010-11 to enhance student engagement and satisfaction at U of T:

- Hired and trained volunteer peer mentors and paid student staff to support students
- Expanded student space, wireless services, and introduced group study space
- Expanded resources including web development, leadership training, wireless access to support U of T's over 700 student clubs
- Increased the number of academic-focused programs and student leaders in residence

These represent only a few examples of initiatives aimed at supporting and enhancing student satisfaction and engagement. See highlights of initiatives in the Graduation Rate, Graduate Employment, Student Retention, and Quality of the Learning Environment sections for many more examples of initiatives that also contribute to student satisfaction and engagement.

11) Graduation Rate

Per the KPI results reported in 2011, the graduation rate* at **University of Toronto** = 82.1%*

*Percentage of 2002 Year 1 New to Institution Students Who Received a Degree between 2003-2009

Please provide one or more highlights, in the space provided below, of a **University of Toronto** activity in 2010-2011, which contributed to maintaining or improving **University of Toronto's** graduation rate initiatives. This could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Over the past year, U of T delivered a broad range of initiatives to support and enhance student success. For example, over 150 workshops on undergraduate planning and study skills were delivered across each of U of T's three campuses.

Additional tri-campus initiatives include:

St. George:

- A new "early warning" program introduced by the registrars of Arts and Science colleges to provide academic advising to students in academic risk
- "Next Steps" conference for senior students

UTSC:

- One-on-one meetings with the Director of Residence Life to develop a plan and refer supports for students on academic probation

UTM:

- Development of an online academic planning tool called MAPS - My Academic Plan for Success to assist students in mapping out optimal pathways to graduation
- Administrative supports such as giving graduating students priority for class enrolment in their final year of study

12) Graduate Employment Rate

Per the KPI results reported in 2011, the graduate employment rate*, 6 months upon graduation, at **University of Toronto = 88.1%**

Per the KPI results reported in 2011 the graduate employment rate*, two years upon graduation, at **University of Toronto = 91.2%**

*Percentage of 2008 graduates of bachelors or first professional degree programs who were employed six months and two years after graduation.

Please provide one or more highlights, in the space provided below, of a **University of Toronto** activity in 2010-2011, which contributed to maintaining or improving **University of Toronto's** graduate employment initiatives. This could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

The University of Toronto's tri-campus career centres offer centrally coordinated and campus-specific programming to support students' career education and transition. One innovative tri-campus program of note is U of T's Extern Program, which provides students in any year of study with a job shadowing experience.

The following are a selection of tri-campus Career Centre initiatives which contribute to graduate employment:

St. George:

- Delivered a series of spring programming to the graduating class offering sessions on networking, work search, practice interviews with employers, resume critiques, a traditional job fair and a "start up" job fair
- Delivered workshops with various partners including the Graduate Professional Skills program for Masters and PhD students on non-academic and academic work search, interviews and effective resumes, etc.
- Piloted a Canadian Work Experience Program for international students in collaboration with the Centre for International Experience

UTSC:

- Hosted a career mentorship program which matches 25 fourth year students with alumni who have graduated at least two years ago
- Hosted Hire Power, a four-day conference for recently graduated students
- Delivered over 1,000 one-on-one career counseling and employment support for students in transition to employment or seeking support with applications to graduate school

UTM:

- Delivered a series of workshops for graduate and professional program students on academic and non-academic work searches, CVs and covering letters, career management, and networking
- Redesigned the "Now that I'm graduating, what's next?" workshop for graduating students to enhance emphasis on networking for the hidden job market
- Delivered 9 networking events with required preparation sessions

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	2006 Cohort	2007 Cohort	2008 Cohort	2009 Cohort
1st to 2nd Year	93.1%	93.1%	92.9%	91.2%
1st to 3rd Year	86.6%	86.2%	83.3%	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: 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 & Science, Applied Science and Engineering, Music, Physical Education and Health) for the first time. It excludes transfer students (any student who has credits from any post-secondary institution). It includes students who transfer to an undergraduate professional program (e.g. Pharmacy, Medicine) before receiving a degree in their first-entry program. It includes students who change to part-time status in subsequent years.

Each year, retention rates are re-calculated for each cohort to take into account students who "stop out" for one year and then return. As in previous cohorts, we expect to see an increase in the 2009 cohort's retention rate for 1st to 2nd year resulting from returning "stop out" students.

Data for the 1st to 3rd year retention for the 2009 cohort is not applicable at this time.

Please provide one or more highlights, in the space provided below, of a **University of Toronto** activity in 2010-2011, which contributed to maintaining or improving **University of Toronto's** retention initiatives. This could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

U of T delivers a broad range of programs, supports and strategies that contribute to student retention. For example, across each U of T campus, the University has launched a significant number of mentorship programs designed support the retention of students from underrepresented groups including Aboriginal students, international students and those who are the first in their families to attend university, among many other groups.

The following represent a selection of additional activities that contribute to student retention:

St. George:

- Launched First Year course study groups supported by upper year students and learning strategists
- Hired an additional crisis coordinator to support students whose academic success is compromised (often due to mental health issues)
- Delivered "Moving Forward," a summer transition program for students with disabilities and ADHD
- Delivered "ReFresh," an academic skills program for engineering students who have failed the first term of first year.

UTSC:

- Delivered workshops on academic decisions for students identified as high potential for failing – "Should I drop this course?"
- Created student service links between academic advising and career counseling to assist students in making academic program choices

UTM:

- Expanded transition programming to include off-campus students through the utmONE program in addition to the existing suite of transition programming aimed at first generation students (genONE) and residence students (rezONE), and the Navigating Your First Year workshop.
- Held small group advising sessions on topics such as choosing a subject POSt, and course enrolment

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 2010-2011, 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 following represent a selection of initiatives to enhance in-class experience undertaken by U of T in 2010-11:

Centre for Teaching Support & Innovation (CTSI): CTSI offers programming and resources to all U of T instructors and graduate students/teaching assistants. Initiatives include a 2-day course design/redesign institute, an 8-week course on the fundamentals of teaching, an annual teaching and learning symposium, two teaching certificate programs for graduate students, and regular programming (workshops, lectures, and roundtables), consultations (individual and department/unit) and print and online resources.

Academic Technology Resources and Initiatives: Together, CTSI and the CIO's office continue to provide support for academic technologies that enhance teaching and learning. This includes ongoing support for the institutional learning management system and other educational technologies, and a range of new initiatives, such as the Instructional Technology Innovation Fund and an institutional strategy to develop online learning opportunities that are based on a research-informed framework to ensure high quality learning experiences for our students.

Student-Faculty Interaction Initiatives: Based on data collected through NSSE and internal surveys and focus groups with students, the University's Council on Student Experience is developing resources and supports for instructors to strengthen opportunities for improved student-faculty interaction. For example, an inventory of innovative practices has been developed along with a wide range of online resources for instructors.

Course Evaluation Framework: Based on extensive research and broad consultation, the University has recently undergone a review of its practices relating to the evaluation of courses and teaching. The result is a new course evaluation framework that is based on key principles, including: the need for evaluation that reflects institutional teaching and learning priorities, that recognizes the diversity of teaching priorities and strengths across the institution, that gathers information from students about their learning experiences, that provides opportunities for both summative and formative feedback on teaching, and is equitable, consistent and transparent in the collection, use and interpretation of data. A new policy on the evaluation of courses by students was recently developed and a phased roll-out of the new framework is underway.

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

The University of Toronto is committed to providing students with an environment in which they can thrive, and initiatives designed to contribute to student experience and engagement can take many forms. For example, in 2010-11 the University expanded study abroad opportunities for students across all three campuses. The initiatives highlighted below represent a selection of activities undertaken in 2010-11 to contribute to student engagement:

St. George:

- Expanded engagement and leadership development opportunities for student community involvement such as service learning opportunities.
- Launched student ambassador and student blogger program to post information about how to get involved, food, accessibility, study areas, how to approach your professor, etc.
- Harnesses social media to connect with students on important academic and career events

UTSC:

- Undertook facilities renewal, providing renovated, repaired or newly furnished facilities in student and academic spaces

-Hired and trained up to 20 volunteer peers and 5 paid student staff per term to support students in the Academic Resource Centre to enable more peer-to-peer support

UTM:

-Launched an innovative online “chat” feature for new first year students to access support and advice from admissions staff on Facebook and Twitter
-Staggered registration processes to provide course preference for returning upper-year students. The system opens registration to 4th year students in April, 3rd year students in May, and 2nd year students in June.

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

The following represents a selection of U of T initiatives aimed at supporting students:

St. George:

-Launched “Student Health 101,” an online magazine on health and wellness
-Hired and trained Health Dons, who provide dedicated student support on health and mental health issues; offering monthly facilitated meetings to discuss issues and approaches.
-Held workshops for mentors who work closely with students on subjects such as identifying, assisting and referring students in distress, and sexual violence and relationship abuse.
-Created a stress and anxiety management drop-in centre in partnership with University College
-Introduced new web access for students to access Health Services including booking medical appointments and viewing test/lab results.
-Hired a Client Care Coordinator (triage) in Counseling and Psychological Services to monitor intakes, coordinate referrals, and ensure clients’ needs are met.

UTSC:

-Delivered new workshops and information resources on topics such as academic integrity, degree navigator, communicating with parents, professionalism in the workplace, etc.
-Trained student support staff in the administration and interpretation of assessment tools such as the Learning and Study Skills Inventory to facilitate the delivery of group training and one-on-one sessions.

UTM:

-Delivered a new Safe Talk suicide awareness training program to student leaders, dons, and peer mentors to enhance awareness and equip student leaders with tools and strategies to assist students in crisis.
-Delivered weekly Stress Busters psycho-educational group to build student competency in managing stress.
-Delivered the Running Through Depression program in collaboration with Athletic and Wellness Centre to help students experiencing depression manage through exercise.

15) Ten Percent Reduction in Executive Office Costs for 2011-2012

The 2011 Ontario Budget Document includes a policy requirement for Executive Offices in certain Broader Public Sector (BPS) organizations to reduce office costs by ten percent over two years. These organizations, including colleges, are required to commit to reducing a minimum of five percent in 2011-2012 and five percent in 2012-2013.

An executive office is defined as the office of **University of Toronto's** Executive Head and the office of every member of senior management that reports directly to the Executive Head. Executive office costs include, but are not limited to, office space, supplies, number of staff, salaries and wages, conferences and travel expenses. The baseline for the ten percent reduction is **University of Toronto's** 2010-2011 budget for their executive offices.



University of Toronto confirms its commitment to reduce executive office costs by ten percent over two years from the base year of 2010-2011, including a minimum five percent reduction in 2011-2012.

Starting in 2011-2012, each institution is required to submit a compliance report, signed by the highest ranking executive, indicating that they have achieved this reduction. Compliance includes providing the 2010-2011 baseline amount of the executive office costs and the amount reduced in 2011-2012.

Attestation:



University of Toronto confirms that all information being submitted to the Ministry as part of the 2010-2011 MYAA Report Back is accurate and has received approval from **University of Toronto's** Executive Head.

Contact:

Please provide the contact information for the representative at **University of Toronto** to whom public inquiries can be directed regarding **University of Toronto's** 2010-2011 MYAA Report Back:

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

Please indicate the address on **University of Toronto's** website where a PDF copy of this 2010-2011 MYAA Report Back will be posted once it has been approved by the Ministry (the Ministry will contact the individual listed above once the 2010-2011 MYAA Report Back has been approved):

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