

Multi-Year Agreement for Universities for 2006-07 to 2008-09

As part of the 2005 Ontario Budget, the government introduced "Reaching Higher: The McGuinty Government Plan for Postsecondary Education", which will provide a cumulative investment of \$6.2B in Ontario's post-secondary education and training system by 2009-10.

The government's goal is to use the Reaching Higher investments to improve the access, quality and accountability of the post-secondary education system.

Traditionally, MTCU has allocated grants and institutions have reported on outcomes achieved with the funding on an annual basis. This practice was continued and strengthened in 2005-06 when the government introduced the Interim Accountability Agreement, a one-year agreement which confirmed the commitments and results expected by government and each institution for the first year of the new Reaching Higher investments.

The government recognizes that publicly-funded institutions will have a greater ability to develop plans that meet government goals for the sector and achieve results if there is funding stability and predictability. This is why the government is building on the groundwork established by Interim Accountability Agreements and introducing Multi-Year Agreements and funding allocations.

The Multi-Year Agreement (MYA) articulates the government's goals for the system, and its roles and responsibilities in meeting those goals. This agreement confirms the commitments expected from each institution and the sector-wide indicators that will be used to report on results achieved.

This agreement constitutes an integral and central component of the overall performance and accountability relationship between government and publicly funded PSE institutions. It does not however, replace existing performance and accountability arrangements, and will be supplemented by existing and, where applicable, modified or new transfer payment reporting requirements, such as those associated with individual grants. The Ministry remains committed to the goal of reducing and consolidating accountability and reporting requirements wherever possible, consistent with the high standard of overall accountability for public funds expected by the public. This document constitutes part of the public record, and as such, should be made available on your institution's web-site.

The Role of the Higher Education Quality Council of Ontario

The government appreciates that implementing this MYA and future agreements will be part of an evolutionary process which will require a strong collaborative partnership between institutions and the Ministry. The government has also recently established the Higher Education Quality Council of Ontario (HEQCO). This council will play a significant role in developing a quality framework for postsecondary education in Ontario to facilitate multi-year accountability agreements with institutions, including the development of indicators for performance measurement and monitoring the Student Access Guarantee.

In partnership with institutions, the Ministry is committed to reviewing and revising this agreement as needed on an annual basis to ensure that colleges and universities remain focused on meeting the government goals for post-secondary education. Advice from and research undertaken by HEQCO will inform this process.

1. Government Goals and Responsibilities for the Postsecondary Education System

This section summarizes the government's expected goals for access, quality and accountability as announced in the 2005 Budget through the Reaching Higher investments in postsecondary education, and outlines its role and responsibilities for meeting those system goals.

1.1 Access

The government is committed to ensuring that there is an increase in the number of Ontarians who have the opportunity to successfully pursue higher quality postsecondary education that is affordable and accessible across Ontario including northern and remote, rural and urban areas.

The government will undertake the following initiatives designed to improve access in the postsecondary education system:

- Establish enrolment targets and policies that will ensure that the government meets its commitment to increase university and college full-time enrolment, increase graduate enrolment by 12,000 in 2007-08 and 14,000 by 2009-10, and increase medical enrolments by a further 23 per cent by 2009-10;
- Develop policies and provide funding to deliver services that will promote access and increase opportunities for Aboriginal Peoples, Francophones, persons with disabilities, and persons who are the first in their family to attend postsecondary education. The strategies will be informed by the committees established to provide advice to the Minister on how to maximize the educational experiences of these students. The First Generation Strategy offers an opportunity to target "at risk" and low-income communities and families and consider socio-economic factors;
- In partnership with institutions, develop a Student Access Guarantee that provides that no qualified Ontario student will be prevented from attending Ontario's public colleges and universities due to lack of financial support programs. The Student Access Guarantee means that students in need will have access to the resources they need for their tuition, books, and mandatory fees;
- Continue enhancements of the Ontario Student Assistance Program. This includes extending access grant eligibility to students from low- and middle-income families, updating the book and supply allowance, continuing to limit students' annual repayable debt, and matching funds raised by institutions to establish endowments. In partnership with institutions, the government will also implement a website for 2007-08 that will allow students to identify costs and sources of financial aid;
- Work jointly with the Chair of HEQCO to establish a research agenda on participation and access to be carried out by the Council;
- Define the role and responsibilities of HEQCO in monitoring and making

recommendations relating to the implementation of the Student Access Guarantee;

- Develop system measures to track the participation of under-represented students with the assistance of institutions and HEQCO in a manner that is sensitive to privacy concerns; and
- Develop a comprehensive international marketing strategy to assist in the internationalization of Ontario's postsecondary education system and to ensure that Ontario remains competitive in an increasingly globalized environment.

1.2 Quality

The government's Reaching Higher Plan is committed to the highest standards in teaching, research, and the student learning experience, and will undertake the following initiatives designed to help the postsecondary education system improve quality:

- Provide funding that will allow institutions to enhance the quality of their learning environment as evidenced by student engagement, satisfaction and success;
- Participate in the Ontario Universities' Key Performance Indicator initiative as per the current process;
- Comply with the MTCU-COU protocol regarding the use of data from the National Survey on Student Engagement (NSSE), the Consortium on Student Retention Data Exchange (CSRDE) and the Canadian Graduate and Professional Survey on Satisfaction (CGPSS) to establish benchmarks from which to assess improvements in quality;
- Work jointly with the Chair of HEQCO to establish a research agenda on quality to be carried out by the Council;
- Define the role and responsibilities of HEQCO on monitoring quality in the system, and receive guidance from the Council on improving quality;
- Work with the Ministry of Research and Innovation to support the role of institutions in implementing the province's research, innovation and commercialization agenda;
- Co-operate and work with the College-University Consortium Council (CUCC) and institutions to develop strategies and policies that will improve and increase collaboration between institutions and sectors, in support of student success and mobility; and,
- Receive advice from HEQCO and CUCC on the best way to measure increased collaboration.

1.3 Accountability

The government is committed to ensuring that it and postsecondary institutions be held accountable for accomplishing the goals and objectives established under the Reaching Higher Plan.

The government will undertake the following initiatives designed to help institutions improve accountability:

- Track and report on the achievement of the Reaching Higher Measurement and Results Schematic identified in **Appendix A**;
- Receive the advice of HEQCO on the best way to measure performance and ensure the accountability of colleges and universities;
- Continue the ongoing review of institutional reporting requirements to streamline,

- consolidate and improve reporting requirements;
- Sign and implement this Multi-Year Agreement with the understanding that it will be reviewed annually in partnership with the institutions to determine whether any revisions are needed pursuant to the advice and input of HEQCO or to reflect maturing consensus on how to measure and encourage quality and access; and
- Participate in the annual review of the Multi-Year Action Plan located in **Appendix B** of the agreement. When completed, the Multi-Year Action Plan will establish the institution-specific strategies, indicators and results designed to contribute to the system-wide goals and results for access, quality and accountability identified in the Reaching Higher Measurement and Results Schematic located in **Appendix A**.

1.4 Funding

Recognizing the importance of stability and predictability of funding for institutional planning, and in order to increase the capacity of institutions to meet shared goals of quality and accessibility, the government will provide multi-year funding allocations for the three years covered by this agreement.

Preliminary allocations for 2006-07 and notional allocations for 2007-08 and 2008-09 will be provided based on best information available and are subject to change as updated information becomes available.

2. Institution Commitments

This section outlines the commitments and results expected from each institution.

2.1 Access

Your institution commits to undertaking the following initiatives designed to help the postsecondary education system improve access:

- Participate in the Student Access Guarantee. In partnership with the government, develop a Student Access Guarantee that provides that no qualified Ontario student will be prevented from attending Ontario's public colleges and universities due to lack of financial support programs. The Student Access Guarantee means that students in need will have access to the resources they need for their tuition, books and mandatory fees;
- Provide the Ministry with the assistance needed to design and implement a website that will allow students to identify costs and sources of financial aid;
- Comply with the new Tuition Fee Framework;
- Provide HEQCO with the assistance needed to complete access related research;
- Provide the Ministry and HEQCO with the assistance needed to develop a system measure to track the participation of under-represented groups in a manner that is sensitive to privacy concerns. The First Generation Strategy is expected to develop measures to find and track those who are the first in their family to attend postsecondary education (including "at risk" and low income students);

- Report on institutional enrolment growth at the undergraduate and graduate level in keeping with established protocols, or as requested by the Ministry, thereby contributing to the sector targets established by the government, and where applicable report on institutional targets agreed to for medical enrolments; and
- Provide the Ministry with institution-specific multi-year access strategies, indicators and results in the Multi-Year Action Plan template located in **Appendix B** of the agreement.

2.2 Quality

Your institution commits to undertaking the following initiatives designed to help the postsecondary education system improve quality:

- Participate in the Ontario Universities' Key Performance Indicator initiative as per the current process;
- Participate in the National Survey of Student Engagement, the Consortium on Student Retention Exchange and the Canadian Graduate and Professional Student Survey (if applicable), and pursuant to the MTCU-COU protocol, submit results to MTCU;
- Provide HEQCO with the assistance needed to complete quality-related research;
- Provide the Ministry with institution specific multi-year quality strategies, indicators and results in the Multi-Year Action Plan template located in **Appendix B** of the agreement; and
- Co-operate and work with other postsecondary education institutions and the College-University Consortium Council (CUCC) to develop strategies and policies that will improve and increase collaboration between institutions and sectors in support of student success and mobility, and provide HEQCO and the CUCC with the assistance needed to develop advice on the best way to measure increased collaboration.

2.3 Accountability

Your institution commits to undertaking the following initiatives designed to help the postsecondary education system improve accountability:

- Complete the Multi-Year Action Plan template attached in **Appendix B** which, when completed, will establish the institution specific strategies and results designed to contribute to the system-wide goals and results for access, quality and accountability identified in the Reaching Higher Measurement and Results Schematic located in **Appendix A**.
- Participate in an annual review of the Multi-Year Action Plan as outlined in **Appendix B**;
- Continue all other reporting requirements linked to transfer payments and grants, in addition to any revised or new reporting requirements related to Francophone students and the Access and Opportunity Fund;
- Provide HEQCO with the assistance needed to determine the best way to measure performance and ensure the accountability of colleges and universities;
- Sign and implement this Multi-Year Agreement with the understanding that it will be reviewed annually in partnership with the government to determine whether any

- revisions are needed pursuant to the advice and input of HEQCO or to reflect maturing consensus on how to measure and encourage quality and access; and
- Post the MYA on your institution's web site.

Please Note: The release of the full amount of your 2006-07 funding is conditional on the Ministry approving your completed Multi-Year Action Plan. Please complete and submit this Action Plan to the Ministry by September 29, 2006.

For the subsequent years, the 2007-08 and 2008-09 the release of the full amount of your institution's allocations will be conditional on the successful completion of the annual review of the Multi-Year Action Plan.

Signature of President or Board Chair

Conroy R

Date: Nov 22 2006

Signature of Minister

Christie P

Date: March 1/07

Appendix B: Multi-Year Action Plan for Universities

The Ministry recognizes and appreciates that each institution has its own unique mission and objectives in the post-secondary education system.

The purpose of this Multi-Year Action Plan (Action Plan) is to provide an outline of how each institution will use their total operating budget, including multi-year funding allocations from the government and increased tuition revenues, to develop and strengthen its unique missions and objectives while contributing to the achievement of the Reaching Higher goals and results for access, quality and accountability identified in Appendix A of the Multi-Year Agreement (MYA).

This Action Plan will set out your institution specific commitments for multi-year strategies, performance indicators and results designed to achieve the system-wide goals and results for access, quality and accountability, developed in consultation with faculty, staff and students.

The release of the full amount of your 2006-07 allocations is conditional on the Ministry approving your completed Multi-Year Action Plan. Thereafter, the Ministry will review your Action Plan annually to discuss progress being made on the commitments outlined in your Action Plan.

The release of the full amount of your 2007-08 and 2008-09 allocations will be conditional on your institution confirming that it is on track for meeting its commitments, or the approval of an improvement plan by the Ministry.

This annual review will also allow for revisions needed to accommodate the input and advice of institutions and the Higher Education Quality Council of Ontario (HEQCO) with respect to best way to measure performance and ensure the accountability of colleges and universities.

University Specific Mission and Objectives

The Ministry recognizes that each university has its own unique mission which will impact on the variety of approaches which will be used across the sector to meet the Ministry's priorities.

Please identify your university's mission or objectives. This may relate to your programming priorities, institutional culture, or student profile:

The aspirations of the University of Toronto are best expressed in its vision statement:

The University of Toronto will be a leader among the world's best public teaching and research universities in its discovery, preservation and sharing of knowledge through its teaching and research and its commitment to excellence and equity.

To realize this vision, the University has a well-developed, cyclical process of self assessment and academic planning. The current planning cycle is guided by *Stepping Up*, a white paper issued in 2004 and approved by the University's Governing Council,

which puts forward the University's vision and goals. *Stepping UP* has the following five key objectives:

1. *Every student will have the opportunity for an outstanding and unique experience at the University of Toronto.*
2. *The University will bring together scholars and students from diverse disciplines to meet scholarly challenges through interdisciplinary, interdepartmental, and interdivisional collaborations across campuses and with affiliated institutions.*
3. *Mechanisms will be introduced to clearly link our undergraduate, graduate, and professional academic programs to strong research experiences.*
4. *Our scholarship and academic programs will be relevant to, and have an impact on, the broader community (locally, nationally or internationally) through outreach and engagement in the processes of public policy.*
5. *We will endeavour to achieve equity and diversity in all our activities to ensure that we reflect our local and global community.*

A. ACCESS

Increased Enrolment

As outlined in Section 2.1 of the MYA, your institution will report on the following pursuant to the established reporting protocols, or as requested by the Ministry:

- Enrolment growth at the undergraduate level
- Achievements of the growth targets agreed to for graduate expansion (if applicable)
- Targets agreed to for medical enrolments increases (if applicable)

The Ministry will use these reports to ensure that the system is on track to meet its commitment to increase university and college full-time enrolment, increase graduate enrolment by 12,000 in 2007-08 and 14,000 by 2009-10, and increase medical enrolments by a further 23 per cent by 2009-10.

Increased Participation of Under-Represented Students

The Ministry is committed to working with institutions and HEQCO to develop a system measure that will track the participation of under-represented students in a manner that is sensitive to privacy concerns. This Multi-Year Action Plan will be revised to incorporate this measure and the accountability mechanisms which will be used to ensure that the system is increasing the participation of under-represented students and is affordable and accessible across Ontario including northern and remote, rural and urban areas.

To inform this process, please provide any measurement methodologies your institution currently uses to track the participation of these students, and in particular, any measures to find and track those who are the first in their family to attend postsecondary education (including "at risk" and low income students):

Measurement Methodologies to track underrepresented groups:

The University of Toronto conducts an annual survey of students to monitor the composition of the student body. The survey questions include visible minority status, the level of parent's education, and family income. We believe that such a survey is a practical means for gathering and tracking information on parents' education and visible minority status. We plan to continue to conduct this survey and to report key results to Governing Council and the Ministry as part of the University's public accountability.

The University has also undertaken an MTCU-supported research project at OISE-UT regarding First Generation students. We hope to use the findings from this project to inform our tracking of these students, and to provide effective support programs for these students in the future with the view to improving their rates of retention.

Please provide a description of your institution's strategies and programs that will support the increased participation of aboriginal, first generation and students with disabilities, as appropriate to your institution's unique focus:

Recruitment

Students from underrepresented groups face a number of challenges. The main impediments and the approach used at the University of Toronto to overcome them are described briefly below.

Attitudinal Barriers — Possibly, the most difficult barrier that students who are the first in their family to attend university may have to overcome is the lack of understanding of the role a university education plays and the demands such an education places on their daily lives. The Summer Transitions Program at University of Toronto for students and their parents aims to address these issues and any concerns the parents in particular may have, financial or otherwise.

Helping students from under-represented groups often requires programs that focus on the needs of individual communities. For example, the First Nations House (FNH) provides a supportive environment to aboriginal students. It participates in the recruitment of students as well as in helping them overcome any difficulties they may encounter in the course of their studies. The University's largest faculty, Arts and Science (St. George campus) employs a dedicated staff member to focus on aboriginal recruitment working with FNH in the broader aboriginal community.

Financial Barriers — These are dealt with through our highly-developed financial aid system, which is described in the "Student Access Guarantee" section.

Academic Barriers — For a variety of reasons, many students do not have the opportunity to finish secondary school and therefore lack the credentials for admission. The Transitional Year Program (TYP) offers individuals the opportunity to take an extensive, eight-month full-time course and the opportunity to earn credit towards a University degree.

Each year, Woodsworth College's Academic Bridging Program, the University's largest access program, enables over 800 mature students who do not meet normal admission requirements to enrol in degree courses and provides extensive academic

support.

As another example, University of Toronto at Mississauga's Secondary School Outreach program is a mentoring program that targets "at risk" first-generation students. A select number of candidates from Peel Region secondary schools participate in this program, starting in Grade 11. They are given co-op placement on campus, receive mentorship, participate in activities and seminars, and are able to take one course for university credit during Grade 12.

Other programs include the Summer Mentorship Program and STEPS to University program which provide secondary school students from underrepresented groups the opportunity to gain exposure and earn academic credit prior to attending university.

Students with Disability

The University of Toronto offers extensive accessibility services at each of the three campuses. Services range from sign language for the hearing impaired to full wheel chair accessibility in new buildings for individuals with mobility issues. We also endeavour to improve accessibility of existing buildings as part of renovation projects. An important initiative in this regard is a new, fully accessible examination centre to be completed in 2007-08.

In recent years, there has been a significant increase in the number of students with disabilities registered at the University of Toronto. This has placed significant strain on the university resources and is hampering our ability to continue to enhance these important services.

The University of Toronto tracks the participation of students with disabilities through registration statistics with the Accessibility Services at the three campuses. We believe that measures based on actual use of the services offered, rather than simply on the number of students with disabilities, should be used system-wide to assess needs.

In the table below, identify the institution specific performance indicators you have developed to confirm that these strategies and programs will achieve their intended objectives. This may include the indicator(s) you have identified above. Please provide at least one indicator per strategy / program:

Performance Indicators

Strategy / Program	Indicator
Programs for underrepresented groups	1a. Number of students participating in access programs (described above) 1b. Number of students participating in outreach programs (described above)
Accessibility Services	2. Number of students receiving accessibility services

Pursuant to these indicators, please outline your institution specific quantitative outcomes and outputs which will be generated by your strategies and programs in 2006-07, 2007-08 and 2008-09. Provide at least one result for each indicator identified in the table above:

Multi-Year Results

Indicator	Benchmark 2005-06	Result 2006-07	Result 2007-08	Result 2008-09
1a. Number of students participating in access programs	1,001	1,000	1,000	1,000
1b. Number of students participating in outreach programs	782	800	800	800
2. Number of students receiving accessibility services	1,819*	1,820	1,820	1,820

*2004-05 Data

Official Languages Education Program

French-language and bilingual institutions will report on their strategies for supporting the access to programs for francophone students, and their expected outcomes, as part of the reporting requirements established for the 2005-09 Canada-Ontario Agreement on Minority-Language Education and Second-Language Instruction and the Canada-Ontario Agreement Relative to the Complementary Funds for Minority-Language Education at the Postsecondary Level (2005-06 to 2006-07) under the Official Languages in Education program (OLE).

The University of Toronto receives French-language funding through two grants, OISE/UT French Language Initiative (2005-06: \$169,090) and OISE Franco-Ontarien Distance Education (2005-06: \$250,910).

Student Access Guarantee

Pursuant to Section 2.1 of the Multi-Year Agreements, your institution will participate in the Student Access Guarantee, including a new web-site to allow Ontario students to identify costs and sources of financial aid.

Please indicate below strategies and programs that your institution will use in 2006-07 to support access for qualified Ontario students who face financial barriers, in accordance with the principles expressed through the Student Access Guarantee.

The University of Toronto is a leader among Canadian universities in providing need-based financial support to its students. There are several programs, each designed to meet the needs of a particular group.

The University provides student aid through the UTAPS (University of Toronto Advance Planning for Students) program, which builds on the Government's OSAP program. Non-repayable grants are awarded to students who have reached the maximum for government aid from OSAP, similar programs at Canadian provinces, or aboriginal band funding, and who have an assessed need beyond that maximum. The assessed need includes the actual cost of tuition and ancillary fees as well as books and

supplies.

A complementary program supports students who may or may not have qualified for government aid and UTAPS, but who have high needs beyond the maximum provided by these programs. Individual awards match the special circumstances of each student. In second-entry professional programs (Dentistry, Law, Management, Medicine, and Pharmacy), students are supported through a combination of grants and bank lines of credit facilitated by the University.

Approximately 1,600 work-study positions are made available to students with financial need. The University also uses part of its student assistance funds to cover about 40 per cent of the total cost of the work-study program.

In total, the University of Toronto expects to spend over \$45M on needs-based student aid in 2006-07. This figure does not include expenditures through the University's funding guarantee for graduate students or merit-based scholarships, fellowships and bursaries.

For doctoral-stream graduate students, the University of Toronto guarantees a minimum amount of financial support of \$13,000 plus tuition and fees, for five years of study. In 2005-06, the University of Toronto provided \$100.8M in financial support to doctoral-stream graduate students in the funded cohort. An additional \$49M in support was provided in 2005-06 to graduate students in other categories (e.g. professional masters students).

For 2007-08, the Ministry will consult with institutions on how to improve the co-ordination and communication of financial aid from government and institutional sources and, based on these consultations, revisions to this section of your Action Plans may be required in future years.

As noted in Section 1.1 of the MYA, the Ministry is committed to working with institutions and HEQCO to develop an approach for tracking results of the Student Access Guarantee, also to be reflected in 2007-08 revisions.

B. QUALITY

Quality of the Learning Environment

Pursuant to the consultation process on the Multi-Year Agreements, there is stakeholder consensus that a quality postsecondary education system is one that achieves high standards in the quality of the learning environment.

Please provide a description of your strategies that will support the quality of your undergraduate and graduate learning environment as appropriate to your institution's unique focus. In particular, the Ministry is seeking information on strategies and programs designed to improve student/faculty engagement and learning quality. Examples include but are not limited to: academic and student advising, student centred-learning models, first-year seminars, enhanced computers and technology access, learning commons, and library expansions and enhancements:

Strategies to enhance quality include:

1. *Instructor Development* — Several initiatives are planned for developing teaching skills and enhancing teaching methods. For example, the University hosted a symposium to stimulate and focus discussion around teaching and learning, and in particular about learning outcomes. It will allow faculty to explore novel instruction methods, and to recognize and learn from the first set of President's Teaching Award recipients.

In another initiative, the Office of Teaching Advancement will offer additional sessions of an 8-week course that aims to enhance teaching effectiveness across the University. The course includes presentations by award-winning instructors as well as discussions and sharing of teaching experience. The University will also continue to offer the Teaching Assistant Training Program, which has been recently expanded and enhanced.

2. *Learning Management System & Student Portal*— The Learning Management system (LMS) provides web-based support for all aspects of course management and communications between instructors and students. It enables students to obtain course material, hold discussions among themselves as well as with the instructor. The University has recently introduced a single institution-wide LMS system (Blackboard) which is well-resourced and supported, to replace the multiplicity of systems that are currently in use. As part of this project an integrated student portal is being introduced, which aims to offer students web-based access to information and to the services they need at the University. Organization of the system is student-centric, with a single log-in provision and intuitive navigation to reach many of the services provided. Portal information is organized to follow the student's lifecycle at university. Personalized components for students and faculty are currently under development.
3. *Seminar and Research Courses* — The University is committed to enhancing the quality of the undergraduate student experience through its continued efforts to increase the number of First Year small seminar courses and courses that offer a research experience to undergraduates. We are committing to maintaining current levels. These courses are resource-intensive. Increasing their number will be explored as new resources become available
4. *First Year Learning Communities (FLCs)* — This innovative initiative, pioneered by the Faculty of Arts & Science, will be continued and enhanced. It is a program designed to assist First Year life science, commerce and computer science students with the transition to university, and is especially aimed at life science students who live off-campus, who may have a more difficult time engaging with others on campus. Small groupings of 25 students who are taking the same required introductory courses, and meet regularly outside class for co-curricular and social interaction. These smaller "communities" provide new students with an opportunity to discuss course work, develop academic skills, familiarize themselves with U of T resources, and form friendships.

5. *Experiential Learning* – The University of Toronto offers students a range of opportunities inside and outside the classroom that enhance their learning experience. For example, the University offers research experience courses and provides undergraduate students with opportunities to participate in research projects outside the classroom. Meaningful international experiences are available to students through international exchange and study abroad programs in a range of countries. In 2005-06, 1,000 students were involved in community-based teaching opportunities.
6. *Quality Graduate Student Learning Environment* – The University of Toronto attracts top students for its graduate program and offers them an outstanding environment in which to study and conduct research. The University has approximately 14% of the doctoral students in Canada. They have received 16% of the Granting Council doctoral scholarships since 2003. The quality of their research is attested to by the fact that since 1992 they have garnered 18% of the prestigious doctoral dissertation awards given by the National Science and Engineering Research Council (NSERC) and the Canadian Association of Graduate Schools (CAGS). Also, significant research funding is awarded to the University from the three Granting Councils and other sources in support of the outstanding research conducted by faculty and graduate students. The University receives about 15% of Granting Council funding which far exceeds its proportion of faculty members in Canada (7%).

In the table below, identify the performance indicators developed by your institution to confirm that these strategies and programs will achieve their intended objectives. Please provide at least one indicator per strategy / program:

Performance Indicators

Strategy / Program	Indicator
1. Teaching Development	1. Number of faculty participating in teaching development courses and symposia
2. LMS/Portal	2a. Number of courses using Blackboard LMS 2b. Number of students using Portal
3. Small seminar and research courses	3a. Percentage 1 st year enrolment in small classes (under 50) in all Arts & Science programs 3b. Number of Arts & Science students participating in seminar and research courses 3c. Number of Engineering students participating in seminar and research courses.
4. First Year Learning Communities (FLCs)	4. Number of students participating in FLCs
5. Experiential Learning	5a. Number of students employed in research activities outside the classroom 5b. Number of students participating in international

	exchange and study abroad programs 5c. Number of students participating in community-based courses.
6. Quality Graduate Student Environment	6a. Share of Canadian Doctoral Awards (since 1992) 6b. Share of Granting Council Doctoral Scholarships (since 1996) 6b. Share of Granting Council Research Funding (5-year average)

Pursuant to these indicators, please outline the quantitative outcomes and outputs which will be generated by your strategies and programs in 2006-07, 2007-08 and 2008-09. Provide at least one result for each indicator identified in the table above:

Multi-Year Results

Indicator	Benchmark 2005-06	Result 2006-07	Result 2007-08	Results 2008-09
1. Number of faculty participating in teaching development courses and symposia	319	600	625	650
2a. Number of courses using Blackboard LMS	150	250	500	750
2b. Number of students using Portal	0	10,000	20,000	30,000
3a. Percentage 1 st year enrolment in small classes (under 50) in all Arts & Science programs	14%	14%	14%	14%
3b. Number of students participating in seminar and research courses in all Arts & Science programs	2,519	2,500	2,500	2,500
3c. Number of students participating in seminar and research courses in Engineering	958	950	950	950
4. Number of students in FLCs	230	430	550	650
5a. Number of students employed in research activities outside the classroom	1,553	1,600	1,600	1,600
5b. Number of students participating in international exchange and study abroad programs	1,080	1,100	1,100	1,100

5c. Number of students participating in community-based courses.	958	1,200	1,400	1,600
6a. Share of Canadian Doctoral Awards (since 1992)	18.4%	18%	18%	18%
6b. Share of Granting Council Doctoral Scholarships (since 1996)	15.2%	15%	15%	15%
6b. Share of Granting Council Research Funding (5-year average)	15.1%	15%	15%	15%

In addition to the indicators and results you have outlined above, the Ministry is also seeking information on annual net new hires pursuant to the definitions for full time tenured, full time limited term and part time outlined in your 2005-06 Interim Accountability Agreement (IAA). Please outline your planned net new hires for 2006-07 in the table below:

Net New Hires *

2006-07	Faculty / Academic			Student Services Staff* (4)		Admin Staff** (5)
	Full Time Tenured/Tenure-stream	Full Time Limited Term (2)	Part Time (FTE) (3)	Full Time	Part Time (FTE)	Full Time
Hires (1)	100	40	9	45		300
Retires/Departures	90	45	7	39		260
Net New Hires	10	-5	2	6		40

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

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

Notes:

1. Achieving this level of hiring activity is conditional on the University receiving its appropriate share of the Quality Funding. Estimates are based on Sept 30th information. Turnover is Sept over Sept.
2. Full-time Limited-term includes Contractually-limited and Teaching-stream (Non-Tenure-stream professors, Lecturers, Other Academics).
3. Part-time Limited-term includes Contractually-limited and Teaching-stream (Non-Tenure-stream Professors, Lecturers, Other Academics).
4. Student Service FTE estimate assumes 15% of staff are directly involved in student services. In addition, it should be noted many staff in the broader "Admin Staff" category fulfill support roles related to students.
5. Admin Staff includes USW and non-union staff.

The Ministry will be asking institutions to update this table as part of the annual review of the Action Plan.

Student Engagement and Satisfaction

Pursuant to Section 2.2 of the MYA, your institution will participate in the National Student Survey of Student Engagement (NSSE) and if applicable, the Canadian Graduate and Professional Student Survey (CGPSS), and submit results from these surveys in accordance with the MTCU-COU protocol.

As experience with NSSE and the CGPSS grows, and subject to advice from HEQCO, this Action Plan may be revised in future years to incorporate institutional and/or sector-wide targets designed to improve student engagement and satisfaction scores. In the

meantime, institutions may wish to use their NSSE and CGPSS results as their indicators of quality in the section above.

Student Success
Retention

Pursuant to Section 2.2 of the MYA, your institution will participate in the Consortium on Student Retention Data Exchange (CSRDE) and submit results from the exchange in accordance with the MTCU-COU protocol.

As experience with the CSRDE grows, and subject to advice from HEQCO, this Action Plan may be revised in future years to incorporate institutional and/or sector-wide targets designed to improve student retention.

Pending the development of targets using the CSRDE, please establish multi-year targets for student retention rates that are appropriate to your institution's unique focus.

Please use the institution specific definitions and methodologies for measuring retention outlined in your 2005-06 IAA. If you have used a different definition or methodology to establish these rates, please provide the Ministry with your new definition and methodology, and an explanation of why your institution has changed it:

Student Retention Rates (for First-Entry Programs only)

	2006-07	2007-08	2008-09
1st to 2nd Year	At or above highly selective peer group 88% (see notes below)	At or above highly selective peer group 88%	At or above highly selective peer group 88%
2nd to 3rd Year*	At or above highly selective peer group 79% (see notes below)	At or above highly selective peer group 79%	At or above highly selective peer group 79%
3rd to 4th Year*	At or above highly selective peer group 77% (see notes below)	At or above highly selective peer group 77%	At or above highly selective peer group 77%

* The Ministry would prefer to receive information on student retention rates from 2nd to 3rd year and the rate from the 3rd to the 4th year, but will accept the student retention rate after the 2nd year.

Notes:

1. Benchmarks for 1st to 2nd Year projections represent the three-year average of the most recent data provided by CSRDE (2002 to 2004 entering cohort) for the "highly-selective peer group" (public institutions).
2. 2nd to 3rd Year projections represent the most recent data provided by CSRDE (1998 entering cohort) for the "highly-selective peer group" (public institutions).
3. 3rd to 4th Year actual rates are not available from CSRDE. The projections are based on estimates of 3rd to 4th year retention in the "highly-selective peer group" (public institutions) using graduation rate data.

Graduation Rates

Pursuant to Section 2.1 of the MYA, your university will continue to participate in the Key Performance Indicator initiative, including the provision of the data needed to determine graduation rates.

The Ministry will use the graduation data to determine whether the graduation rate of 74 per cent for the university system is being maintained or improved, pursuant to the "Reaching Higher" Measurement and Results Schematic located in Appendix A of the MYA.

C. ACCOUNTABILITY

Multi-Year Action Plan

Please provide details on how the institution consulted with faculty, staff and students on the content of this Action Plan:

This document has benefited from extensive consultation with all stakeholders, as described below.

1. The activities and initiatives described above are based on the University's academic plan, *Stepping Up*, and on the plans of individual Faculties which have been developed in response to it.

The University of Toronto uses a highly-developed, multi-year academic planning process which guides all academic activities. The current plan has been developed after a multi-year consultation process with all university constituencies, culminating in formal approval of Governing Council, where all stakeholders are represented.

In December 2002, the University initiated the current round of academic planning with the publication of the "Green Papers". The Vice-President and Provost subsequently engaged in an extensive consultation process that included a series of Town Hall meetings on all three campuses, an interactive website, as well as an opportunity to provide direct written feedback. This process yielded a considerable amount of oral and written feedback (over 900 pages) that helped shape the draft "White Paper," *Stepping Up: 2004-2010 at the University of Toronto*, that was released in October 2003. This second phase of the academic planning process again involved a consultative process that included four Town Hall meetings, twelve Focus Groups as well as the opportunity to provide direct written feedback. In both rounds of consultation, there was extensive consultation with divisional Principals and Deans.

The White Paper summarizes the key challenges and opportunities facing the University of Toronto for the next years. It articulates a vision, mission, and values and major goals. This framework document was endorsed the University's Governing Council in February 2004. Governance also received a series of Companion Papers for seven strategic priorities prepared to provide leadership for the realization of the goals outlined in *Stepping Up*. Each paper provides context, as well as objectives and actions to address various priorities.

Stepping UP presents a summary of these priorities and their corresponding objectives and actions.

During the course of 2004-05, academic Divisions submitted their plans based on *Stepping UP*. Each Division developed strategies to achieve its vision, informed by its own circumstances, and consistent with the overall vision and objectives of *Stepping Up*. The major themes that emerged from these Divisional plans and further consultations were identified in *Stepping UP - Synthesis*, presented to governance in December 2004.

Budget allocations based on the plans of academic and administrative divisions have been brought forward for approval at the appropriate time as part of the budget process. These include University-wide funding for initiatives arising from *Stepping UP*, such as the Academic Initiative Fund and the Student Experience Fund.

2. A draft of this document has been posted on the University's web page for consultation, with an opportunity for all stakeholder groups to provide input.
3. The MYA has been presented to the University's Governance and its committees for consultation. Governing Council and all its boards and committees are comprised of representatives of faculty, students, staff, alumni and Government. Consultations have taken place at the Planning and Budget Committee, which is responsible for reviewing all planning activities and approving initiatives that have budgetary implications and to all academic units through Principals, Deans and Academic Directors (PDAD&C). A draft of the MYA has been presented to the Academic Board, which represents the collective academic judgement of the university community

As previously noted, the Ministry will review your Action Plan annually to discuss progress being made on the commitments outlined in your plan.

Based on this review, you may be required to submit an improvement plan to the Ministry, developed in consultation with faculty, staff and students.

The release of the full amount of your 2007-08 and 2008-09 allocations will be conditional on the successful completion of the annual review of the Multi-Year Action Plan.