

Strategic Mandate Agreement

(2014-17)

The Ministry of Training, Colleges and Universities

The University of Toronto



ALIGNMENT WITH THE DIFFERENTIATION POLICY FRAMEWORK

The following outlines areas of strength agreed upon by the University and the Ministry

its component institutions' institutional collaborative work with employers' community

The University of Toronto (U of T) focuses on jobs, innovation, and economic development in the areas of:

distinctive size and status as Canada's leading research university attract talent and resources to the Province that have led to:

- U of T is a leader in knowledge translation and entrepreneurship: spawning 81 new start-up companies over the past five years.

U of T considers students to be key to knowledge translation and fostering entrepreneurship is a central institutional priority.

- To further support job creation, innovation, and economic development in Ontario, the University of Toronto will expand entrepreneurship opportunities for students across its three campuses. Supports for entrepreneurship and economic development include:

— The Innovations and Partnership Office, in collaboration with MaRS;

Four leading accelerators focusing on student entrepreneurship: The Impact

Centre (Faculty of Arts & Science); The Hatchery (Faculty of Applied Science and Engineering); The Creative Destruction Lab (Rotman School of Management); and UTEST (The Innovation and Partnerships Office).

The Parting and Part Centre for Innovation and Entrepreneurship (PPIE), which will operate as an umbrella accelerator to coordinate entrepreneurship activities across three campuses.

1.3 Additional Comments

Institutional Strategies

- Two new for-credit course offerings to expand the base of students exposed to entrepreneurship:
 - In 2013 - 2nd year "Innovation and Entrepreneurship" course open to Arts & Science students in any discipline. Growth plan: 2,000 students per year.
 - In 2014 - 3rd year course, "Internship in New Ventures," which will place students in start-up companies within the University of Toronto network for four months in the summer.

1.3 Metrics

Institutional Metrics	System Wide Metrics ¹
<ul style="list-style-type: none"> • Number of new invention disclosures • Number of new start-up companies • Number of students receiving early exposure to entrepreneurship • Number of students enrolled in 	<ul style="list-style-type: none"> • Graduate employment rates • Employer satisfaction rates • Number of graduates employed full-time in a related job

2. TEACHING AND LEARNING

This component will capture institutional strength in program delivery methods that expand learning outcomes for students, and improve the learning experience and career preparedness. This may include, but is not limited to, experiential learning, online

opportunities.

2.1 Areas of Institutional Strength

The University of Toronto has a number of initiatives in place to support teaching and learning for students, and to enhance the student experience. Initiatives include:

Enhance Student Support

- "Embedding" professional staff in colleges, faculties, and libraries such as a learning strategist located in Woodsworth College; Counsellors with dedicated hours in Faculties; a First Nations Advisor at Social Work and the Ontario Institute for Studies

¹ Additional system-wide metrics focused on applied research, commercialization, entrepreneurial activity, and community impact will be developed in consultation with the sector.

in Education (OISE); and Career Counsellors assisting Registrars during the selection of major programs.

- The “Big-Small” strategy, offering a variety of opportunities for first year students to participate in small learning communities
 - The model used in the “Vic One” and “Trin One” foundational programs has been expanded across the University.
- Small learning community foundational programs in all of our Arts & Science colleges and at the Mississauga and Scarborough campuses
- First Year Learning Communities where students meet in a group of 20-25 students to share strategies that support their success
- Co-Curricular Record (CCR), allowing students to document learning experiences outside of the classroom

Technology-Assisted Learning

- Currently offers 90 for-credit courses online
- innovations in Online Learning initiative uses online materials to enhance learning outside and inside the classroom.
- Part of Massive Open Online Course (MOOC) Consortium developing widely accessible postsecondary education courses.
- Over 420,000 people have registered in the University of Toronto’s MOOCs over the past 12 months.
- The University of Toronto’s Department of Computer Science and the Department of Statistical Sciences will continue to research and develop MOOCs for courses using the inverted classroom model.
- The largest on-one-server user base of Blackboard in the world.

Experiential Learning

- Work integrated learning opportunities for students through co-op activity (1500+ students at University of Toronto Scarborough).
- Professional Experience Year programs (600+ students, mainly in Engineering and Science)
- Internship/practicum arrangements (100+ programs)
- Work Study positions (2000+ students)
- Opportunities for students to earn credit through placements in community settings
- Undergraduate Research Opportunities

2.2 Additional Comments

Institutional Strategies

- Six U of T MOOCs are being planned on either the Coursera or edX platforms.

- The University of Toronto has put a number of new initiatives in place that are helping to make gains in the areas of providing a Supportive Campus Environment and Active & Collaborative Learning.

Co-operative education programs enable students to develop a certified record of their accomplishments.

2.3 Metrics

Institutional Metrics	System Wide Metrics
<ul style="list-style-type: none"> • Number of students with experiential learning experiences (e.g., co-op, Professional Experience Year, internship/practicum) • Retention rates • Number of students enrolled in a co-op program at institution 	<ul style="list-style-type: none"> • Student Satisfaction Survey results • Graduation rates • Number of online course registrants, programs, and courses at institution
<ul style="list-style-type: none"> • NSSE benchmark scores • 7 year graduation rates and 2nd year retention rates 	
<ul style="list-style-type: none"> • Number of online credit course programs and registrations (asynchronous and synchronous) 	

3. STUDENT POPULATION

This component recognizes the unique institutional missions that improve access, retention, and success for underrepresented groups (Aboriginal, first generation, students with disabilities) and francophones. This component also highlights other important student groups that institutions serve that link to their institutional strength. This may include, but is not limited to, international students, mature students, or indirect entrants.

3.1 Areas of Institutional Strength

The University of Toronto's student population consists of:

- 78% of first year undergraduate students reported that they have ethno-cultural backgrounds other than white.
- 16% responded that they are first generation postsecondary students.

- More than 15% of students are international.
- 40% of undergraduate students come from low income families.

The University aims to maintain accessibility standards of excellence and include:

- Coordination by accessibility service departments of over 19,000 tests and examinations for over 3,300 students.
- Over \$165M in scholarships and bursaries for students.
- Student Access Guarantee (SAG) expenditures are significantly higher than any other university.
- First Nations House (FNH), focused on strengthening academic supports to students, student development programming (mentoring, leadership, transferable skills) and acting as a resource for the University to advise and assist in the development of Aboriginal programming and supports in faculties and departments.
- A recruitment officer assigned to the recruitment of Aboriginal students into undergraduate programs.
- Advising programs for international students.

3.2 Metrics

Institutional Metrics	Description
Number of international students enrolled and proportion of	<ul style="list-style-type: none"> • Number and proportion of Aboriginal, first generation, students with disabilities, and francophone students at an institution
Ontario enrolment by undergraduate and graduate	<ul style="list-style-type: none"> • Number and proportion of international students enrolled in Ontario (as reported in annual institutional enrolment reporting) • Proportion of an institution's enrolment that receives OSAP

4. RESEARCH AND GRADUATE EDUCATION

This component identifies the breadth and depth of institutional research activity (both basic and applied), and will identify institutional research strengths from niche to

Areas of Institutional Strength

The University of Toronto is a globally recognized, comprehensive, and research-intensive institution. This is demonstrated by:

- The University of Toronto is ranked among the top 20 universities in the world. The U of T is the highest ranked Canadian university in the four most prestigious international rankings: Times Higher Education, QS World University Rankings, Shanghai Top 100, and National Top 200 University. Cambridge, UC Berkeley and UCLA as the only institutions in the top 26 in all six broad disciplinary areas
- professionally relevant, and responsive to the rapidly changing needs of their industry or professional field.

4.2 Additional Comments

System-wide metrics reflect the University of Toronto's strength in this area.

4.3 Metrics

Institutional Metrics	System Wide Metrics
international rankings (i.e. Shanghai, QS, NIO) • Share of federal Tri-Council funding sources Number of publications Number of peer-reviewed papers) Number of publications co-authored with partners outside of Canada Number of prestigious graduate awards/scholarships held by	Research Capacity • Total sponsored research • Number of research chairs • Number of graduate degrees awarded Research Focus undergraduate degrees awarded Graduate to undergraduate ratio • PhD degrees awarded to undergraduate degrees awarded

Institutional Metrics	System Wide Metrics
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Doctoral Programs

- Normalized NSF Council funding (total and per full-time faculty)
- Number of publications (total and per full-time faculty)
- Number of citations (total and per full-time faculty)

- Citation impact (normalized average citation per paper)

International Competitiveness

- Ratio of international to domestic

5. PROGRAM OFFERINGS

This component articulates the breadth of programming, enrolment, and credentials offered, along with program areas of institutional strength/specialization, including any vocationally-oriented mandates. This component also recognizes institutions that

provide bilingual and/or French language programming for students.

5.1 Areas of Institutional Strength

Current program areas of strength include:

1. Education, Physical Education, Recreation and Leisure
2. Fine and Applied Arts
3. Humanities
4. Social Sciences
5. Agricultural and Biological Sciences
6. Engineering and Applied Sciences
7. Health Professions and Occupations
8. Mathematics and Physical Sciences

Proposed program areas for growth include:

1. Biomedicine and Health-related
2. Engineering/Architecture/Environment
3. Global Affairs/Public Policy
4. Business/Management/Finance
5. Arts & Science – doctoral-stream
6. Graduate Teacher Education

5.2 Additional Comments

The Ministry notes that a large number of new engineering degree programs are proposed province-wide, which will have an impact on the Ministry's review of new engineering program proposals.

5.3 Metrics

Institutional Metrics	System Wide Metrics
<p>employment rate after two years,</p>	<ul style="list-style-type: none"> • Institution-specific and provincial Key Performance Indicators including percentage of students completing the degree, and OSAP default rates for each Program enrolment

6. INSTITUTIONAL COLLABORATION TO SUPPORT STUDENT MOBILITY

This component profiles partnerships between institutions that ensure students have

access to a wide range of courses, programs and services that support their learning and

personal and professional development.

The University of Toronto focuses on providing financial and non-financial

support for the needs of:

- Participating universities have agreed on course equivalencies and credit recognition across more than thirty of the most popular and highly enrolled undergraduate courses.

College to University Mobility

- The facilitated transfer model provides intensive, personalized support before, during, and after transfer to U of T from a partner college.
- The withdrawal rate for students entering via a facilitated pathway is significantly lower than for other college transfer students.
- Facilitated transfer programs are in place at all three campuses:
 - Seneca-Woodsworth
 - Humber-Woodsworth
 - Seneca-UTSC
 - Sheridan-UTM
 - Humber-UTM

6.2 Additional Comments

Building on the University Credit Transfer Consortium and existing partnerships with colleges, the Ministry encourages the University of Toronto to continue to develop partnerships with other Ontario universities and colleges to facilitate student mobility.

6.3 Metrics

Institutional Metrics	System Wide Metrics
<ul style="list-style-type: none"> Total university transfer Enrolment in facilitated credit transfer programs 	<ul style="list-style-type: none"> Number of college and university pathways and/or articulation agreements (college-college, college-university, university-college) Number of transfer applicants and
	<ul style="list-style-type: none"> Number of college graduates enrolled in university programs

ASPIRATIONS

The Ministry recognizes the importance of supporting institutions to evolve and acknowledges the strategic aspirations of its postsecondary education institutions; the Ministry will not be approving any requests for capital funding or new program approvals, for example, through the SMA process.

ENROLMENT GROWTH

The strategic enrolment and planning exercise is in the context of a public commitment in the 2011 Budget to increase postsecondary education enrolment by 60,000 additional students over 2010-11 levels. This government has demonstrated a longstanding commitment to ensuring access to postsecondary education for all qualified students.

Baseline Projected Eligible Full-Time Headcounts

2010-11	2011-12	2012-13	2013-14
1,000,000	1,050,000	1,100,000	1,150,000

The University of Toronto's planned enrolment forecast as expressed in this baseline is based on a number of assumptions, including demographic and fiscal environments.

GRADUATE ALLOCATION

The Province committed to allocate 6,000 additional graduate spaces in the 2011 Budget. The allocation of the balance of the 6,000 graduate spaces is informed by institutional graduate priorities, financial conditions and metrics identified in the differentiation framework, and

government priorities. Based on these considerations, the allocation for the University of Toronto is provided below

	2014-15	2015-16	2016-17
PhD	3,772.45	3,883.10	3,924.77
Total	11,269.83	11,611.43	11,850.18

in addition in recognition of the differentiated role of the University of Toronto in the postsecondary education system, the Ministry of Education has agreed to provide additional funding to the University of Toronto to support its longer-term goal of raising its current graduate proportion at the St. George Campus

longer-term goal of raising its current graduate proportion at the St. George Campus

FINANCIAL SUSTAINABILITY

The Ministry and the University recognize that financial sustainability and accountability are critical to achieving institutional excellence in the postsecondary education system. To this end, it is agreed that:

- It is the responsibility of the governing board and Senior Administrators of the University to identify, track and address financial pressures and sustainability goals. The University will report on its progress to the Ministry of Education and the public.
- The University will work with the Ministry to ensure that Ontario has access to a full range of postsecondary education options that meet the needs of the province in the future; and
- The University remains accountable to the Ministry with respect to effective and efficient use of resources, and to the Ministry's policy directives of the Ministry, or decisions impacting upon those, to ensure the quality and success of postsecondary education in the postsecondary education system.

The Ministry commits to engage with the sector in spring 2014 to finalize the financial sustainability metrics to be tracked through the course of the SMA, building on metrics already identified during discussions that took place in the fall of 2013.

MINISTRY/GOVERNMENT COMMITMENTS

Over time, the Ministry commits to align many of its policy, process, and funding levers with the Differentiation Policy Framework and SMAs in order to support the strengths of institutions and implement differentiation. To this end the Ministry will:

- Engage with both the college and university sectors around potential changes to the funding formula, beginning with the university sector in 2014-15;

(1) creating greater consistency of reporting requirements across separate initiatives, (2) increasing automation of reporting processes, and (3) reducing the amount of data required from institutions without compromising accountability. In

the interim, the Ministry will continue to improve the annual reporting mechanism for metrics set out in the Strategic Mandate Agreements;

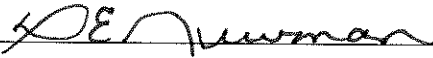
- Consult on the definition, development, and utilization of metrics;
- Undertake a review of Ontario's credential options; and
- Continue the work of the Nursing Tripartite Committee.

The Ministry and the University are committed to continuing to work together to:

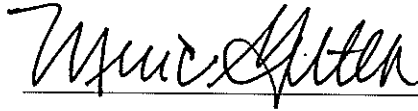
- Support student access, quality, and success;
- Increase the competitiveness of Ontario's postsecondary education system;
- Focus the strengths of Ontario's institutions; and
- Maintain a financially sustainable postsecondary education system.

SIGNED for and on behalf of the Ministry
of Training, Colleges and Universities by:

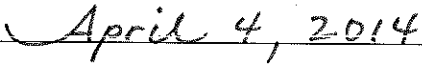
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Toronto by:



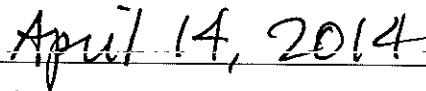
Deputy Minister



Executive Head



Date



Date

APPENDIX

University of Toronto - Summary of Graduate Space Allocations to 2016-17 FTEs

2013-14 Graduate Space Target	7,074.77	3,077.15	20,507.55
Adjustments to Graduate Targets (pre 2015-16)	422.94	-105.00	317.94
Graduate Allocation Envelopes			
General Allocation Envelope	328.03	152.31	480.35
Priorities Envelope	100.00	-	100.00
Graduate Spaces Allocated to 2016-17, over 2013-14	850.97	47.32	898.29
2016-17 Graduate Space Target	7,925.41	3,924.77	11,850.18

Notes:

1. Adjustments to Graduate Targets (pre 2015-16) include: (i) 2013-14 approved feasibility requests; (ii) 2014-15 final Masters allocations; (iii) resets of graduate targets, if any; and (iv) other Ministry commitments, including further conversions.

2. General Allocation Envelope includes all priority based space allocations for 2015-16 and 2016-17 niche programs.

3. The Ministry of Education, Ontario (MEO) has provided to the University of Toronto in 2016-17 a budget to support the university's goal to increase its proportion of graduate students