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, working with the Hitachi Research Centre at the University of Toronto at Mississauga, 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.

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 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.

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.

Woodsworth College's Academic Bridging Program, the University's largest access program, allows every year, 800+ mature students who do not meet normal admission requirements to enrol in degree courses while receiving extensive academic support.

As another example, UTM Secondary School Outreach is an academic and mentoring program designed to target "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,

3

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 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 during renovation. An important initiative in this regard is a new, fully accessible examination centre to be completed in 2007-08.

The high quality of accessibility services on our three campuses has made the University of Toronto a "destination of choice" for students including those at the graduate level with a disability. This, coupled with the lack of concomitant financial support from the Government, 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 simply on student numbers, 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	Number of students participating in various programs
Accessibility Services	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

Year	Indicator	Result
2006-07	Number of students participating in various programs	1,900
	Number of student receiving accessibility services	1,800

2007-08	Number of students participating in various programs	2,000
	Number of student receiving accessibility services	1,800
2008-09	Number of students participating in various programs	2,100
	Number of student receiving accessibility services	1,800

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).

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 bulk of student aid is provided 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 are matching 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 via 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 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. *Student Portal & Learning Management System* — The student portal project aims to offer students web-based access to the information and 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. In the first phase of the project, released in September 2005, an earlier version based on departmental organization was changed to one that follows the student's lifecycle at university. Personalized components for students and faculty will be available in the second phase of the project, which is currently under development.

   The Learning Management System, which is an integral component of the student portal, 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, form working groups, etc.

2. *Instructor Development* — Several initiatives are planned for developing teaching skills and enhancing teaching methods. For example, the University will host a

symposium on Teaching and Learning to stimulate and focus discussion around teaching and learning, and in particular 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 for faculty members 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.

3. *Seminars and Research Courses* — The University continues its efforts to increase the number of First Year small seminar courses as well as courses that offer a research experience to undergraduates. These are resource-intensive course offerings, and increasing their number is dependent on increased funding.

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 students (25) are clustered together in the same sections of the same required introductory courses, and meet weekly and then bi-weekly 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 UofT resources, and form friendships.

5. *Experiential Learning* – The University of Toronto offers students a range of opportunities both inside and outside the classroom that enhance both student experience and learning. For example, in addition to offering research experience courses, the University of Toronto provides undergraduate students with opportunities to participate in research projects outside the classroom.

6. *Competitive Fund Allocations* — The University of Toronto has developed a unique and highly successful model for internal fund allocations to encourage innovative initiatives. Annual competitions are held to fund proposals that will support interdisciplinary research and education, enhance course curricula, and most importantly, enhance the student experience. In recently held competitions, 18 major projects and 54 smaller projects have been funded for implementation in 2006-07.

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. Portal/LMS	1a. Number of students using Portal 1b. Number of courses using LMS
2. Teaching Development	2. Number of faculty participating in teaching development courses and annual symposium
3. Small seminar and research courses	3a. Percentage 1st year enrolment in small classes (under 50) in all Arts & Science programs 3b. Number of students participating in seminar and research courses in all Arts & Science and Engineering programs
4. First Year Learning Communities (FLCs)	4. Number of students participating
5. Experiential Learning	5. Number of students employed in research activities outside the classroom
6. Competitive projects	6a. Number of projects supported 6b. Funds allocated

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

Year	Indicator	Result
2006-07	1a. Number of students using Portal	10,000
	1b. Number of courses using LMS	250
	2. Number of faculty taking part	250
	3a. Percentage 1st year enrolment in small classes (under 50) in all Arts & Science programs	14%
	3b. Number of students participating in seminar and research courses in all Arts & Science and Engineering programs	3,500
	4. Number of students in FLCs	250
	5. Number of students employed in research activities outside the classroom	1,600
	6a. Number of competitive projects supported	35
	6b. Funds allocated	$4M
2007-08	1a. Number of students using Portal	20,000

	1b. Number of courses using LMS	500
	2. Number of faculty taking part	600
	3a. Percentage 1st year enrolment in small classes (under 50) in all Arts & Science programs	14%
	3b. Number of students participating in seminar and research courses in all Arts & Science and Engineering programs	3,500
	4. Number of students in FLCs	250
	5. Number of students employed in research activities outside the classroom	1,600
	6a. Number of competitive projects supported	35
	6b. Funds allocated	$4M
2008-09	1a. Number of students using Portal	30,000
	1b. Number of courses using LMS	750
	2. Number of faculty taking part	650
	3a. Percentage 1st year enrolment in small classes (under 50) in all Arts & Science programs	14%
	3b. Number of students participating in small seminar and research courses in all Arts & Science and Engineering programs	3,500
	4. Number of students in FLCs	250
	5. Number of students employed in research activities outside the classroom	1,600
	6a. Number of competitive projects supported	35
	6b. Funds allocated	$4M

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*		Admin Staff**
	Full Time Tenured/Tenure-stream	Full Time Limited Term	Part Time (FTE)	Full Time	Part Time (FTE)	Full Time
Hires (Note)	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. All hiring activity is conditional on the University receiving its appropriate share of the Quality Fund.
 2. Estimates are based on Sept 30th information. Turnover is Sept over Sept
   Faculty/Academic:
 i) Full-time Tenure/Tenure-stream
 ii) Full-time Limited-term includes Contractually-limited and Teaching-stream (Non-Tenure-stream professors, Lecturers, Other Academics). Estimate based on July to Sept 2006 hiring
 iii) Part-time Limited-term includes Contractually-limited and Teaching-stream (Non-Tenures-stream Professors, Lecturers, Other Academics).
 iv) Admin Staff include USW and non-union staff.
 v) Student Service FTE estimate assumes 15% of staff are directly involved in student services. It should be noted that many staff in the broader "Admin Staff" category fulfill support roles related to students.

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

	2006-07	**2007-08**	**2008-09**
1st to 2nd Year	At or above highly selective peer group	At or above highly selective peer group	At or above highly selective peer group
2nd to 3rd Year*	At or above highly selective peer group	At or above highly selective peer group	At or above highly selective peer group
3rd to 4th Year*	At or above highly selective peer group	At or above highly selective peer group	At or above highly selective peer group

* 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.

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 Governing Council and its committees of 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. A draft of the MYA has been presented to the Academic Board, which represents the collective academic judgement of the university community. It was then discussed at Governing Council, which has the final decision making authority on all university matters.

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.