

# STRATEGIC PLAN

## AGREEMENT

University of Toronto

Ministry

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SIGNED

Advanced Education and  
by:

  
Sheldon Levy  
Deputy Minister

Date

  
Olivier Gertier  
President

Date



UNIVERSITY OF TORONTO



# Preamble

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This Strategic Mandate Agreement between the Ministry of Advanced Education and Skills Development and University of Toronto outlines the role the University currently performs in Ontario's postsecondary education system and how it will build on its current strengths to achieve its vision and help drive system-wide objectives and government priorities.

The Strategic Mandate Agr



- x Maintain a leadership position in research and innovation, driving the economy of the city-region and province forward through research, teaching, entrepreneurship and commercialization of scholarly findings and inventions.
- x Support the long-term prosperity of the city-region, the province and the country through the attraction and development of talent in key economic clusters.
- x Expand enrolment of international doctoral students to a level comparable to other Canadian peer institutions--in order to foster cutting-edge research by the world's best and brightest minds and maintain our reputation as a global destination of higher learning.
- x Broaden and deepen international activities including: educational experiences that give our students global competencies and help them engage more effectively with the world; strategic global research partnerships to improve lives in Canada and abroad; and initiatives with distinguished alumni around the world to enhance global opportunities for academic, business and entrepreneurial activities.
- x Benefit students' academic and professional outcomes through the expansion of high-quality, pedagogically-sound work-integrated learning and experiential learning (WIL/EL) opportunities across undergraduate, graduate and professional programs.
- x Maintain U of T's leadership position in promoting student access and diversity through unparalleled financial support for students from all backgrounds and family income levels, and through a range of structured access and pipeline programs.

# Shared Objectives and Priorities for Differentiation

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## 1.0 Student Experience

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- x **Graduate Professional Development (GPD)** A particular spotlight will be on improving completion rates and professional outcomes for doctoral students, who undertake complex research and study and then pursue careers both inside and outside academia upon graduation. Additional resources will be provided to support the existing [Graduate Professional Skills](#) Program and the new [SGS Summer Institute](#) focusing on skill development to prepare them more effectively for a range of academic and non-academic careers.
- x **Tri-Campus Sexual Violence Centre** Following an extensive two year process of consultation the University established a new tri-campus Sexual Violence and Support Centre to coordinate supports for students, faculty or staff impacted by sexual violence. The centre staff will collaborate with key stakeholders in developing and enhancing campus programs, policies, and procedures regarding

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The University has strengthened our Teaching Stream through awarding of Professorial ranks to these outstanding faculty members. We promote and recognize teaching excellence through awards that recognize









Our research is guided by the University's [Strategic Research Plan \(SRP\)](#). The SRP reflects the breadth of U of T research within a flexible framework. It identifies thematic research areas and expresses our core

and private sector partners, and 3) to seed innovation with a strong emphasis on meeting global challenges facing society.

- x The U of T **Jackman Humanities Institute (JHI)** is a national and international nexus of scholarly research in the Humanities. U of T is Canada's top school for the study of the Humanities and one of the best in the world, ranked 18th in the [QS World University Rankings by Subject 2017](#). JHI advances scholarship at U of T by creating new networks -- both physical and virtual --

# 5.0 Innovation, Economic Development and Community Engagement

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This section recognizes the unique role institutions play in contributing to their communities and to economic development, as well as to building dynamic partnerships with business, industry, community members and other colleges and universities. It focuses on regional clusters, customized training, entrepreneurial activities, jobs, community revitalization efforts, international collaborations, students, partnerships with Aboriginal Institutes and a program mix that meets needs locally, regionally and globally.

## Institutional Approach to Innovation, Economic Development and Community Engagement

Our researchers rely on community and private sector collaborations to extend the boundaries of knowledge. U of T is developing a network of more partnerships to feed innovation, entrepreneurship and commercialization across our three campuses. We are also enhancing our data sources to better understand the employment outcomes and economic and social impact of our graduates. The results of these surveys will be examined in the coming months and will help inform future initiatives.

U of T has a well-earned, impressive reputation for bringing cutting-edge discoveries to the world, turning ideas into new companies and accelerating them into new products and services. We are [among North American leaders](#) in the number of new research-based startups, with strong numbers of new invention disclosures, licenses and options. Innovations developed by U of T researchers provide industrial partners – especially small-to-medium-sized enterprises – with access to new technologies and expertise.

We also participate in a number of federally funded Centres of Excellence for Commercialization and Research (CECRs) including the Centre for Commercialization of Regenerative Medicine, the Centre for Commercialization of Antibodies & Biologics, and MaRS Innovation. We have a strong track record of developing innovative partnerships with government and industry to share the knowledge and resources. U of T receives support from the Province of Ontario's Campus-Linked Accelerator Program and we will continue to expand our campus-based initiatives to encourage entrepreneurial faculty and students.

Our growing number of partnerships with the community and community organizations are also having an impact. Examples such as the East [Scarborough Storefront](#), [the Imagine Health Clinic](#) and [Downtown Legal Services](#) provide opportunities to further our ties with the community while at the same time providing rewarding learning experiences.



## Examples of Institutional Initiatives

- x **Alumni Impact Survey:** In the spring of 2017, U of T embarked on a project to learn more about the impact of the University's more than 500,000 living graduates. Our first-ever Alumni Impact Survey will be used to build an evidence-based understanding of our alumni's careers, experience, and impact in Canada and around the world. The survey asks about employment and civic engagement, such as whether our alumni have started a company, received patents, published a book, served .6(o)1.i.8(v).c(e)a6(e)-3(x.48 Tm(a)-3.2.3(e)-6(d1Tm(a



New invention disclosures – 3 year average	Top Ontario university
Spin-off companies – 3 year average	Top Ontario University
Employability rankings (THE, QS) – Average of ranks	Top Ontario University



## Projected International Enrolment

Note: International enrolments include all funding ineligible international students.

### **International Enrolment Strategy and Collaboration**

The International enrolment plan for the University is included in the University's



# Financial Sustainability

The Ministry and the University recognize that financial sustainability and accountability are critical to achieving institutional mandates and realizing Ontario’s vision for the postsecondary education system. To this end, it is agreed that:

It is the responsibility of the governing board and administrators of the University to identify, track, and address financial pressures and sustainability issues. At the same time, the Ministry has a financial stewardship role. The Ministry and the University agree to work collaboratively to achieve the common goal of financial sustainability and to ensure that Ontarians have access to a full range of affordable, quality postsecondary education options, now and in the future

The University remains accountable to Ministry with respect to effective and efficient use of provincial government resources and student resources covered by policy directives of the Ministry, or decisions impacting upon these, to maximize the value and impact of investments made in the postsecondary education system.

Systemwide Metrics	2015-16 Actuals
x Net Income / (Loss) Ratio	7.24%
x Net Operating Revenues Ratio	11.64%
x Primary Reserve Ratio	166 days
x Interest Burden Ratio	1.52%
x Viability Ratio	1.71





## 8.0 Ministry/Government Commitments

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- x The SMA2 process has focused on implementing the first stages of the new funding model and demonstrating the ongoing commitment by all colleges and universities to student success. Future growth will only be funded through negotiated changes to an institution's funded enrolment corridor. Through the SMA2 cycle, the ministry will continue to work closely with institutions to ensure all dimensions of the funding model are implemented.
- x In a memo to colleges and universities dated March 7, 2017, the ministry committed to using the SMA2 (2017-20) process as a transitional phase to commence the collaborative and joint development of performance metrics and targets, tied to funding, for SMA3 (2020-23). The ministry reiterates this commitment and reaffirms that metrics and targets included in SMA2 are not tied to funding at this time and are a beginning point for further discussions with the sector prior to their application in SMA3. Colleges and universities will have the opportunity to reset and realign metrics prior to the application of metrics in SMA3. The ministry will also engage other stakeholders as part of discussions on a broad metrics strategy.
  - o The ministry commits to establishing a joint working group with each of the sectors and to begin detailed discussions in fall 2017 on metrics/targets and to seek input on the performance measurement methodology for SMA3.
- x Colleges, universities and the ministry all benefit from processes that are transparent and non-duplicative. The ministry commits to work with colleges and universities to continue to streamline processes and seek opportunities to further reduce red tape (in part through increased access to other tools) , including reducing or eliminating duplicated reporting requirements.
- x Through SMA2 discussions, the ministry has heard concerns about the challenges of delivering breadth in programming for Francophone and Francophile students, including the cost and funding of such delivery. Starting in fall 2017, the ministry commits to consulting institutions who have a formal mandate for bilingual and/or French-language delivery to review the delivery of French-Language programming and consider these concerns.
- x In 2016, an extension of the existing tuition policy framework was announced to support a major reform in OSAP. The ministry will engage with both the college and university sectors around the next tuition policy framework, including examining the issue of tuition anomalies in certain professional programs as a result of past changes to tuition policy, and, for colleges, examining tuition levels relative to competitive college tuition frameworks in Canada.
- x In recent years and during the SMA process, there has been an increased interest in the creation of a new polytechnic designation in the Ontario postsecondary education system. Starting in fall 2017, the ministry commits to undertake a review that examines whether improved benefits for students and employers are sufficient to make such a change. The ministry commits to working collaboratively with institutions across the sectors on this review.
- x The ministry commits to continue to work collaboratively with universities to assess the anticipated need for additional graduate spaces related to program 0.7(ee)-6()-4.3(( ))TJ)1.a 2ly gradfficienelsonvic5lleg poofficienada.

- x Starting in fall 2017, the ministry commits to undertake a review of the university Northern Grant working collaboratively with universities to examine whether the criteria for access and allocations of the Northern Grant represent an equitable approach.