

Towards 2030:

Planning for a Third Century of Excellence at the University of Toronto

Principals and Deans

Consultation

The logo for 'Towards 2030' is a white square containing the text 'TOWARDS' in a small, blue, sans-serif font above the number '2030' in a larger, bold, blue, sans-serif font.

September 20, 2007

Overview

1. The University's Future Role
2. Enrolment Growth
3. U of T's Financial Model
4. Our Campuses, Colleges and Affiliates
5. Governance and Administration
6. The Process

A Changing Landscape

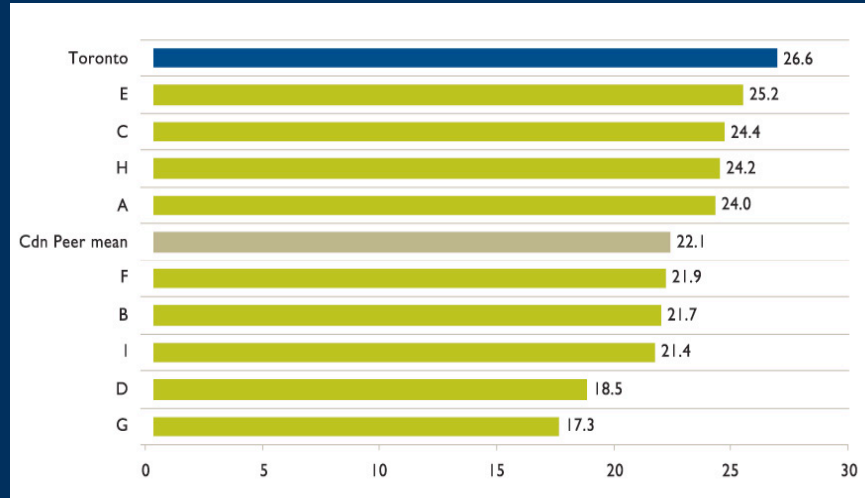
- Participation rates
- Research and innovation
- Differentiation and specialization
- International and local partnerships
- Financial pressures
- Accountability and transparency
- Evolution of the core mission

1. The University's Future Role

- The Evolving Core Mission
 - Education
 - Scholarship
 - Striking the right balance

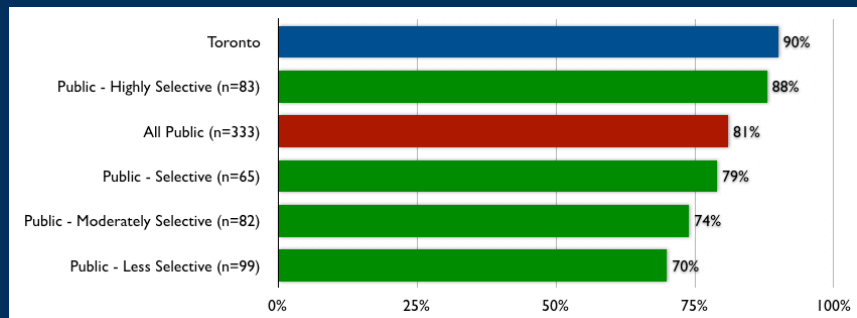
Undergraduate Education

Student-Faculty ratios, 2004 – comparison with Canadian Peers



Undergraduate Education

Proportion of first-year students continuing to second-year:



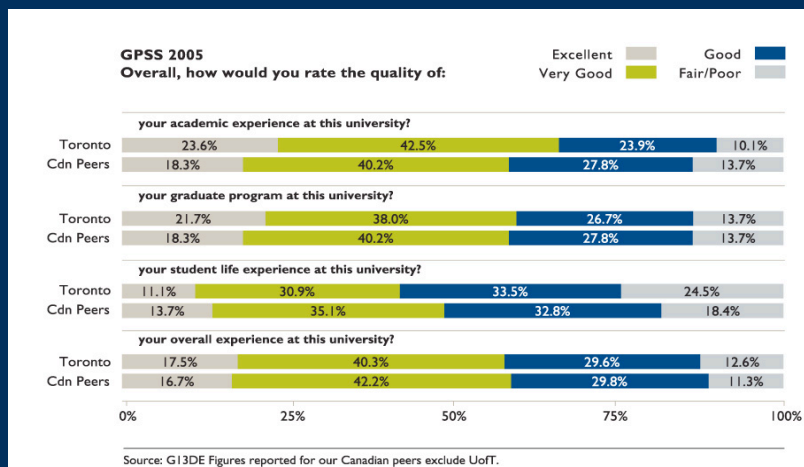
Overall six-year graduation rate: 70% — compares very favourably

Undergraduate Education

- Small-group, hands-on learning
 - First-Year Learning Communities
 - Vic One, Trinity One
- Enhanced activity spaces, facilities
- Link undergraduate programs to strengths in research
 - Enrolment in undergraduate research courses has increased 42% since 2000-01
- Emphasize international experiences
 - 2005-06:
 - * 1,080 students participated in 37 international locations
 - * International exchange partnerships with 90 universities in 35 countries

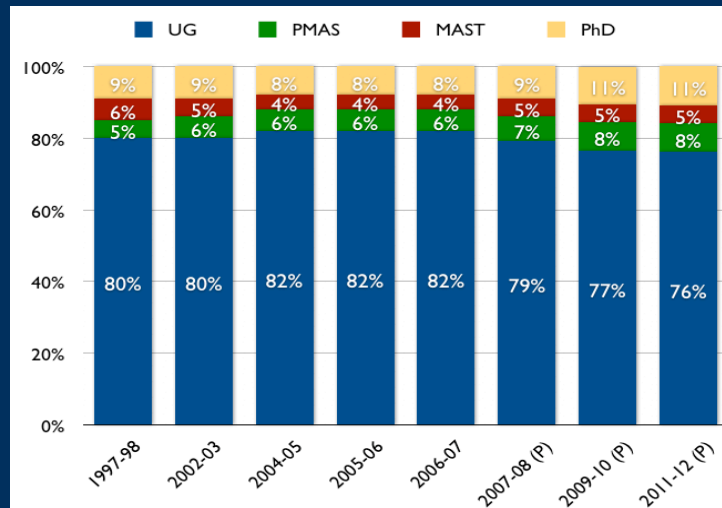
Graduate Education

High level of academic satisfaction with graduate programs, GPSS 2005



Graduate Education

enrolment balance, 1997-98 to 2011-12



Scholarship

publications and citations

Summary of Rankings for the University of Toronto, 2001-2005
Among AAU and G13 Universities

University Type (number)	Public (47)		All (73)	
	Publications	Citations	Publications	Citations
All Fields	1	3	2	6
All Sciences Fields	1	3	2	6
Health Sciences	1	1	2	3
Other Life Sciences	3	1	5	3
Computer Science & Engineering	9	8	11	11
Other Physical Sciences	13	16	17	28
Social Sciences	3	8	6	16

Source of primary data: Thomson ISI U.S. and Canadian University Indicators -- Deluxe Edition and Standard Edition, 2005.

Our Future: Education and Scholarship

- What is the right balance?
- Should we seek differential investment in centres of excellence?
- How can we exploit our strengths?
- How does our mix of students affect the balance and *vice versa*?

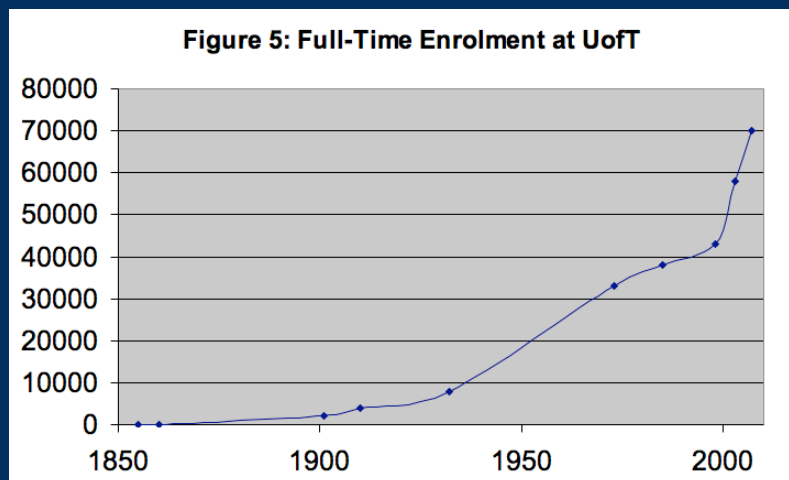
2. Enrolment

- The Big Picture
- Growth and Demand
- Access and Challenges

Enrolment: The Big Picture

- Over 150 years of steady growth and 20 years of rapid growth
 - University enrolment has grown by 35% over the past ten years and by 50% over the past twenty years
 - Growth on all three campuses – since 1997:
 - * UTM: +4,185 students (70%)
 - * UTSC: +4,934 students (96%)
 - * UTSG: +9,377 students (23%)
 - Graduate growth since 1997:
 - * Professional masters programs almost doubled
 - * Doctoral enrolment has increased by 30%
- Projected rising demand through 2031

Enrolment Growth

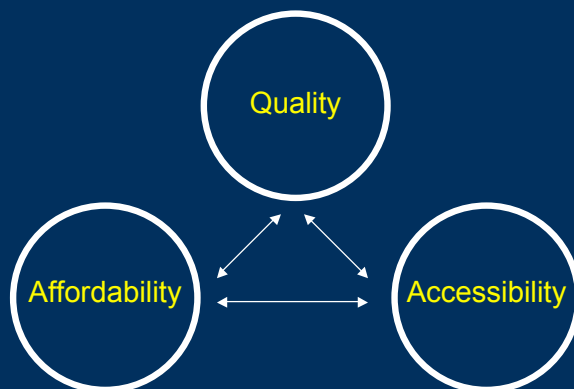


Projected demand

- Across Ontario, growth in the 18-24 year old population:
 - Will peak in 2014, around 118,000 above 2005
 - * Will slowly decline over the following 15 years to 80,000 above 2005
- Most of this growth will be in the GTA:
 - Between 2005 and 2030, 24% growth, 126,000 university age students
- And participation rates continue to rise...

A significant challenge

- An Impossible Triad?





Challenges

- U of T has done exceptionally well in managing its growth
- Chronic funding shortfalls, a mandate for accessible education and a projected rise in demand pose serious challenges to the quality of the educational experience we provide and plan to provide:
 - Student-to-faculty, student-to-staff ratios
 - Increased class sizes
 - Increased demand for student services
 - Physical capacity constraints
 - * Square footage, real estate, wear, infrastructure

An Enrolment Challenge

- How should we meet the enrolment demand in the GTA?
 - Limit undergraduate enrolment, promote alternatives
 - Develop a fourth GTA campus
 - Increase enrolment as much as possible
 - Partner with outside institutions, assist entry into GTA
 - Promote creation of a new GTA university

3. Financial Model

Action & Reaction	Core provincial grant (% of revenue)	Tuition (% of revenue)
1991-92	76% 	20% 
2004-05	48%	37%

- The proportion of provincial GDP funding devoted to post-secondary education in Ontario is the lowest in the country

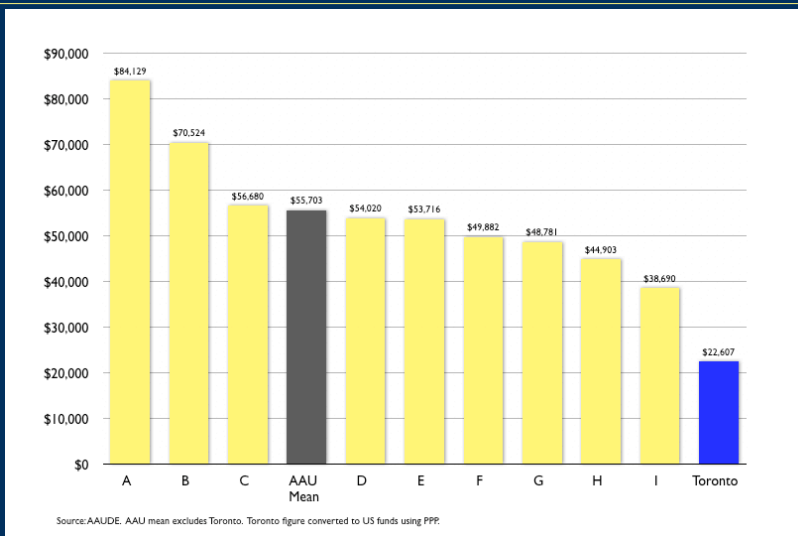
The BIU Model

- Provincial funding is based on a weighted average of the number of students in various programs
 - Basic Income Units (BIUs)
 - Originally based on the estimated cost of educating students in differing programs
- Poorly accounts for the quality of academic programs and differing institutional roles in research
- Creates incentives misaligned with our institutional strengths and student experience-focused goals

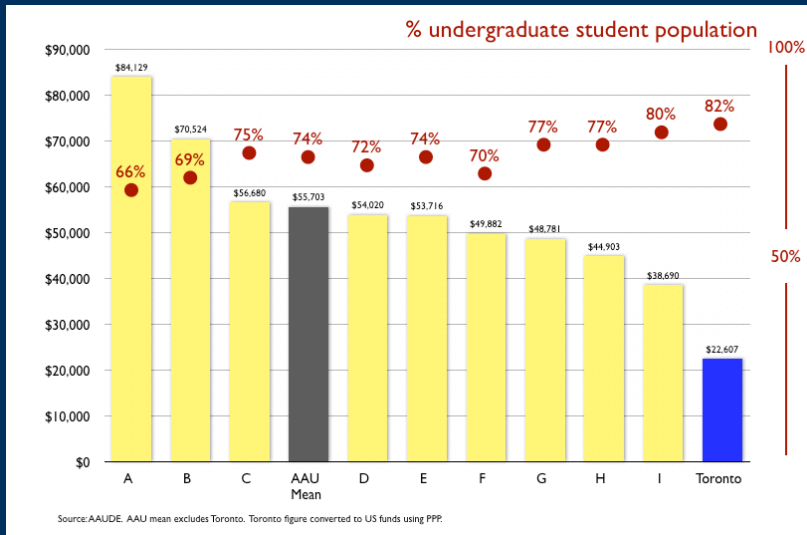
Tuition Levels & Commitment

- Ontario B.A. tuition fees have risen from an average of \$2,925 in 1996-97 to \$4,343 in 2006-07
 - Recent increases outpace the CPI, but the trend over 30 years tracks provincial wages and salaries
- Firm institutional commitment to accessibility
 - No student should ever be forced to leave without completing his or her degree on the basis of financial need
- Student groups and others oppose rising tuition levels
 - However, the relationship between tuition levels and accessibility is complex and sometimes counterintuitive

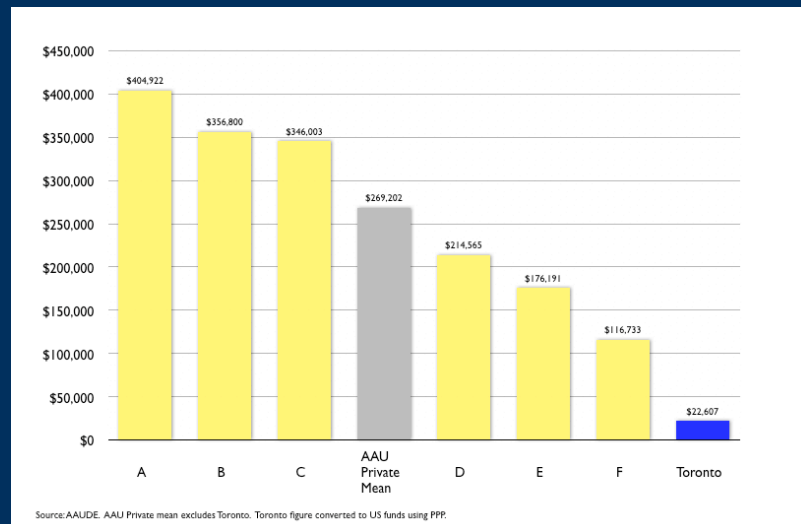
The Widening Gap in Per-Student Funding 2005-2006 in US\$ (public peers)



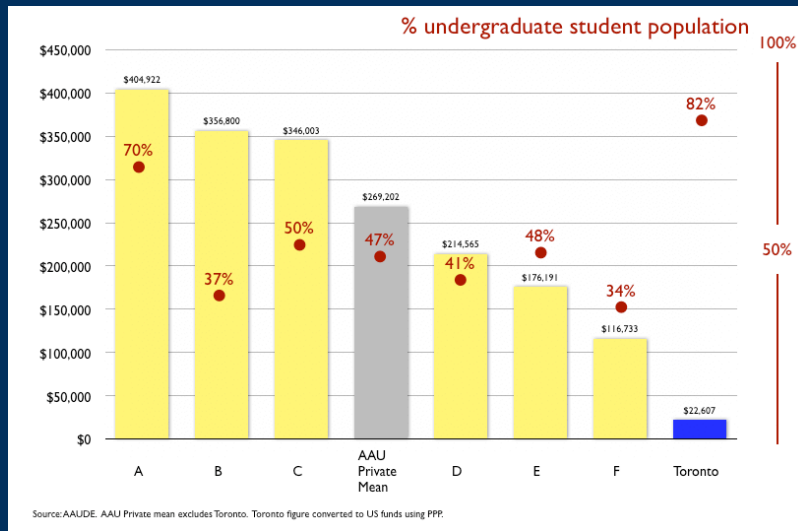
The Widening Gap in Per-Student Funding 2005-2006 in US\$ (public peers)



The Widening Gap in Per-Student Funding 2005-2006 in US\$ (private peers)



The Widening Gap in Per-Student Funding 2005-2006 in US\$ (private peers)



A Strategic Debate

- Accessibility and specialization?
 - Different approaches:
 - * University of California three-tiered system
 - * China's pyramidal system (e.g. Beijing University)
 - * University of Melbourne (Self-defined)
- Alternative sources of funding?
 - Tuition self-regulation
 - German-style Government block funding
 - Philanthropy
 - Commercialization

4. Campuses, Colleges, Affiliates

- The Tri-Campus Model
- Our Federated Universities and Colleges
 - Evolving role
 - Challenges
- Our Hospital Partners
 - Opportunities
 - Challenges

Three Campuses

- UTM and UTSC enrolment mix
- Significant enrolment expansion
- Significant recent capital development
- Close ties to the Faculty of Arts and Science
 - Departmental relationships crossing campuses
 - Graduate education integrated within SGS

Evolving Campuses

- Growing autonomy, individuality
- Partnerships with local colleges, municipality
- Developing relationships with faculties beyond Arts and Science, distinctive departmental structures, unique programs

UTM and UTSC Evolving

- For example:

UTM

- Hosts interdisciplinary masters and diploma programs
 - ★ Management of Innovation, Biomedical Communications, Forensic Sciences, ...

UTSC

- Distinctive co-operative program (15% of student body)
 - ★ Management, Computer Science, Environmental Science, ...

Key Challenges

- Balance of resources
 - Appropriate funding model?
 - * Centrally located services without adequate local presence
 - * Centrally funded services administered locally
 - * Imbalances and inefficiencies
- Mandates and roles
 - Relationships with faculties, departments
 - Role of graduate education
 - * The success of professional programs
 - * The challenges for research-stream programs

Federated Universities & Colleges

- St. Michael's, Trinity, Victoria
- University, Innis, New, Woodsworth
- Evolving increasingly important role:
 - Disaggregating potentially overwhelming campus into navigable neighbourhoods
 - Focal points for interdisciplinary programs
 - Specialized student recruitment
 - Year-one programs facilitating transition

Three Challenges

1. Commuter students
 - Majority of University's students commute
 - How do we engage them in the Colleges?
 - * Residence strategy?
2. Uneven relationship between the colleges and the academic programs
 - Students share loyalties across programs, classes, colleges
 - Overlap in student services
3. Differential in resource bases
 - Silver lining: constructive focus on innovation and local resource generation (including fund-raising)

Our Hospital Partners

- Tremendous scope:
 - 10 fully affiliated hospitals
 - * Community hospitals, health service providers
 - More than 50% of U of T research funding is held by hospital-based faculty
 - More than 1800 graduate students

Successes and Opportunities

- Successes:
 - Collaborative policies, agreements
 - Achievements, breadth of research
- Opportunities:
 - Commercialization
 - Collaboration on fund-raising, philanthropy
 - Public policy

Our Campuses, Colleges, Affiliates 2030 and beyond

- Strategic questions:
 - Greater integration or greater autonomy?
 - Should we pursue a formalized three-campus system or regional system similar to that found in several US jurisdictions?
 - To what extent should the academic offerings of the campuses and colleges be differentiated?
 - Should campus and/or college enrolments be realigned?
 - In what dimensions can the University's partnership with research hospitals be further enhanced?

5. Governance & Administration

- University-wide
- Who does what?
 - Centre, East, West
 - Divisions
- Governance & Administration in 2030

Administration

- Tri-campus model embeds inequities, provides opportunities
- New budget model
 - Transparency
 - Accountability
 - Responsibility

Governance

- Unicameral system: the Governing Council
 - Inclusive oversight, transparency to all estates
 - Facilitates multiple perspectives on debate
 - Stable and effective over the past 20 years
- Key Criticisms
 - Inefficient repetition of issues
 - Disempowers local /divisional governance
 - Transactions trump strategic oversight

Governance & Administration in 2030

- Is the distribution of revenues and responsibilities across the three campuses sustainable?
- Do we have an optimal distribution of administrative responsibilities?
- Is the University's model of governance optimally structured for debate, accountability and oversight?

6. The Process



Timeline & Process

Phase I: Summer 07

Complete

- PVP, P&D, UP, Teaching Academy
- Governance: Exec, UAB, AB, BB, GC
- Bulletin, U of T community

Nearing Completion

- Circulating as broadly as possible
- Electronic media
- Speeches, presentations, off-line sessions
- Foster discussion
- Solicit feedback

Timeline & Process

Phase II: Fall 07

Commencing

- Town Halls, Faculty council meetings, special lectures
 - * GC Executive Consultation – September 26
 - * Faculty Town Hall – October 9
 - * Student Consultation – October 18
 - * Sessions for members of Faculty Councils – October 23, 26, 29
- Task Forces
 - * Based on distilled questions from Phase I
 - * Framing issues, options
 - * Task Force consultation sessions
- Continue electronic distribution, feedback
 - * Task Force website, 2030 Blog

Timeline & Process

Phase III: Early 08

- Synthesis document
 - * Long-term directions, recommendations
- Informing academic planning cycles
- Guiding advancement and university relations activities

2030 Coordinates...

- Website:
 - <http://towards2030.utoronto.ca>
- Email:
 - towards2030@utoronto.ca