Towards 2030:
Planning for a Third Century of Excellence at the University of Toronto

Principal and Deans Consultation

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

<table>
<thead>
<tr>
<th>University</th>
<th>Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Toronto</td>
<td>26.6</td>
</tr>
<tr>
<td>E</td>
<td>25.2</td>
</tr>
<tr>
<td>C</td>
<td>24.4</td>
</tr>
<tr>
<td>H</td>
<td>24.2</td>
</tr>
<tr>
<td>A</td>
<td>24.0</td>
</tr>
<tr>
<td>Cdn Peer mean</td>
<td>22.1</td>
</tr>
<tr>
<td>F</td>
<td>21.9</td>
</tr>
<tr>
<td>B</td>
<td>21.7</td>
</tr>
<tr>
<td>I</td>
<td>21.4</td>
</tr>
<tr>
<td>D</td>
<td>18.5</td>
</tr>
<tr>
<td>G</td>
<td>17.3</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>University Type (number)</th>
<th>Public (47)</th>
<th>All (73)</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Publications</td>
<td>Citations</td>
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<tr>
<td>All Fields</td>
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<td>3</td>
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<td>All Sciences Fields</td>
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<td>3</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Other Life Sciences</td>
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<td>1</td>
</tr>
<tr>
<td>Computer Science &amp; Engineering</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>Other Physical Sciences</td>
<td>13</td>
<td>16</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>3</td>
<td>8</td>
</tr>
</tbody>
</table>

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
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?

- Quality
- Affordability
- Accessibility
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

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

<table>
<thead>
<tr>
<th>Action &amp; Reaction</th>
<th>Core provincial grant (% of revenue)</th>
<th>Tuition (% of revenue)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1991-92</td>
<td>76%</td>
<td>20%</td>
</tr>
<tr>
<td>2004-05</td>
<td>48%</td>
<td>37%</td>
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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)

Source: AUPE, AUU mean excludes Toronto, Toronto figures converted to US funds using PPP
The Widening Gap in Per-Student Funding
2005-2006 in US$ (public peers)

Source: AAU/DE, AAU/mean excludes Toronto. Toronto figures converted to US funds using PPP.

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

Source: AAU/DE, AAU/mean excludes Toronto. Toronto figures converted to US funds using PPP.
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

Source: AAUDE. AAU/Prices mean excludes Toronto. Toronto figure converted to US$ using PPP.
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

- 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

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  - towards2030@utoronto.ca