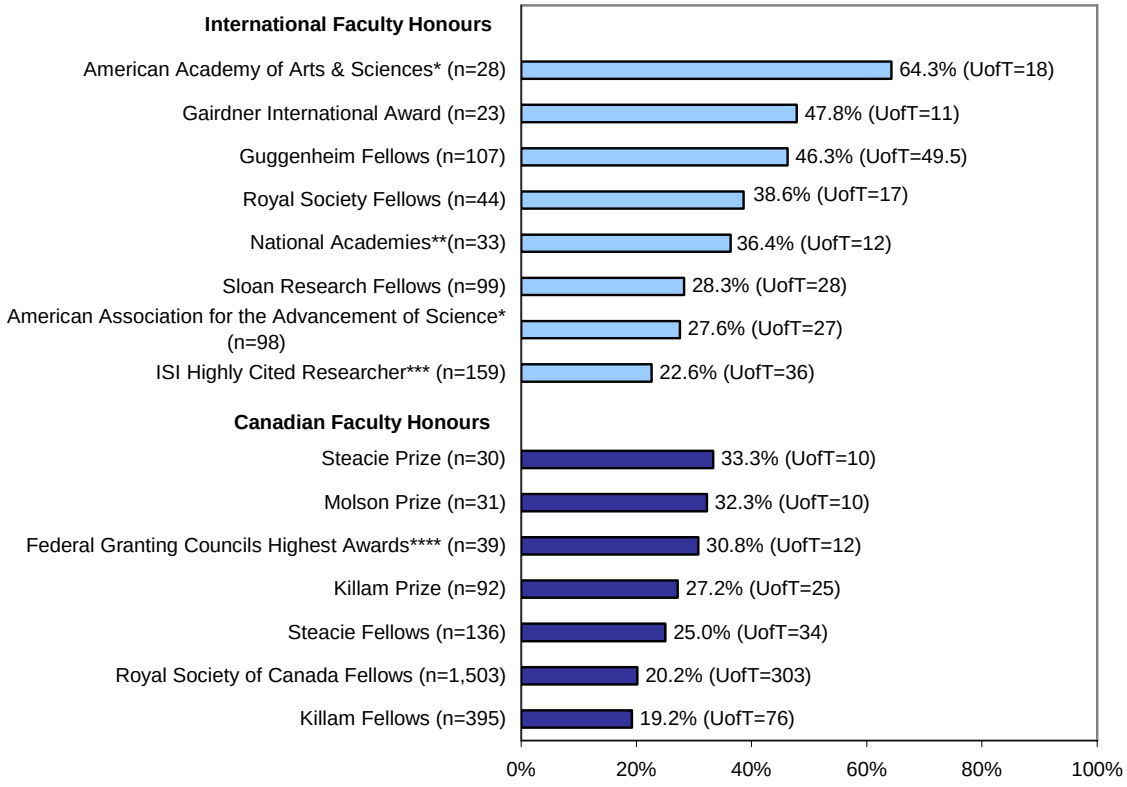
Faculty Honours

Performance Relevance:

The conferral of prestigious honours is an important measure of scholarly research excellence. Receipt of such honours by the University of Toronto's faculty members from both national and international bodies demonstrates our excellence in this area.

Figure 1-i-a
Faculty Honours by Award, 1980-2009
University of Toronto Compared to Awards Held at Other Canadian Universities



* Current members only.

** The National Academies consists of: Institute of Medicine, National Academy of Engineering, National Academy of Sciences.

*** As of August 2009.

**** Federal Granting Councils Highest Awards: NSERC: Gerhard Hertzberg Canada Gold Medal for Science and Engineering (n=17); CIHR: Michael Smith Prize in Health Research (n=16); SSHRC: Gold Medal for Achievement in Research (n=6)

Due to timing of announcements, the following honours are updated until 2008 only: Federal Granting Councils and Steacie Prize.

The chart above indicates the percentage of International Faculty Honours and Canadian Faculty Honours held by University of Toronto faculty as a percentage of the total amount of these awards held by faculty in Canada over a 29-year period.

Related Website:

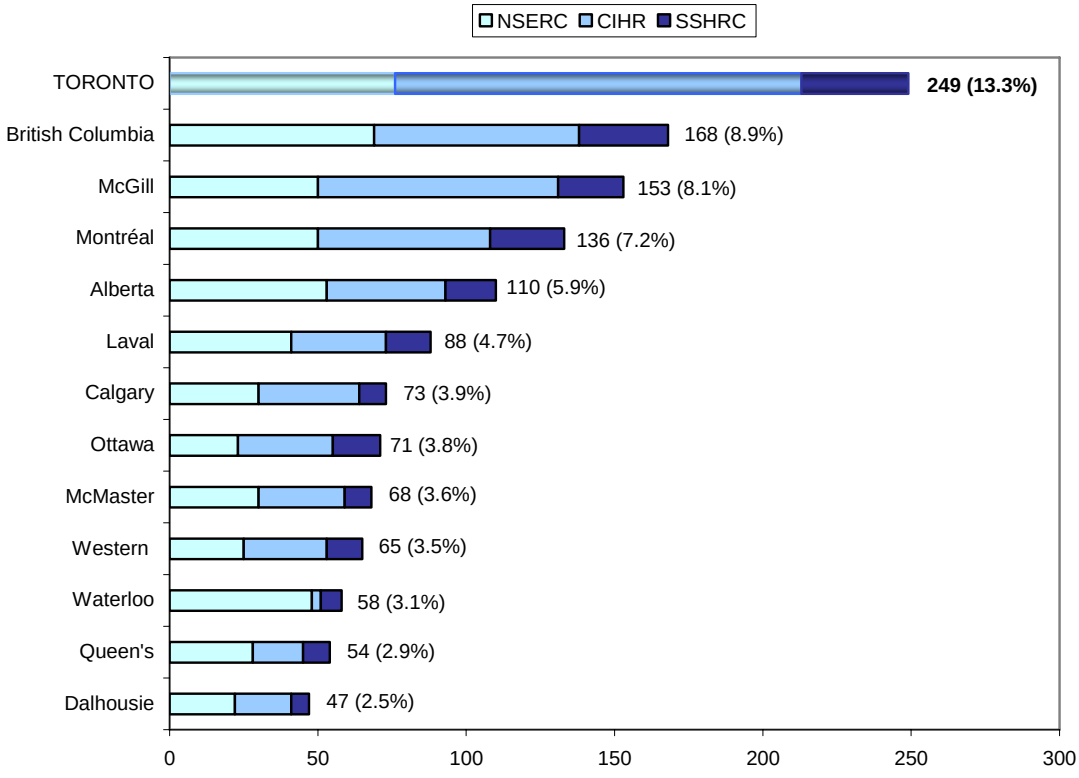
Office of the Vice-President, Research – Awards and Honours:
http://www.research.utoronto.ca/awards-honours/

Canada Research Chairs

Performance Relevance:
Success on research chair competitions is an important measure of scholarly research excellence. Our success in the Government of Canada's Canada Research Chair program and the Ontario Public Policy Research Chairs program are examples that demonstrate our research excellence.

The Canada Research Chairs (CRC) program was established in 2000 by the federal government to create 2,000 research professorships in universities across Canada. Chair holders work at improving our depth of knowledge and quality of life, strengthening Canada's international competitiveness, and training the next generation of highly skilled people through student supervision, teaching, and the coordination of other researchers' work.

Figure 1-i-b
Number of Canada Research Chairs,
University of Toronto Compared to Canadian Peer Universities,
2008 Re-allocation



Source: CRC website, updated January 2009.
Montréal includes Ecole Polytechnique and Ecole des Hautes Etudes Commerciales.

The chart above compares University of Toronto's current CRC allocation to our Canadian peers. University of Toronto's share of 13.3% of the CRC's compares favourably to its share of full-time faculty which is approximately 7%.

Related Reports:

Office of the Vice-President, Research Annual Reports
http://www.research.utoronto.ca/publications/

Faculty Honours in the Humanities

Performance Relevance:

In the humanities, it is important to measure the proportion of honours, relative to the total in the country for a discipline, rather than count the number of honours. For while scholars in the humanities are eligible for awards such as Killams, fellowship in the Royal Society of Canada, and Guggenheims, overall there are fewer national and international awards for which they are eligible than in the sciences. Moreover, the success rate in these competitions varies dramatically across different humanities fields. As part of our pilot project on these recommended indicators, we are presenting an account of prestigious honours for one department, English.

Figure 1-i-c
Faculty Honours in the Humanities by Award, 1980-2009
University of Toronto Department of English Compared to Similar Departments at Canadian Universities

International Faculty Honour	U of T English		Canadian Universities	Pool Definition	Note
	Count	%	Count		
American Academy of Arts & Sciences	1	50.0%	2	Literature or literary criticism	1
Kurt Weill Prize	1	50.0%	2	All	
Guggenheim Fellows	7			N/A	
Honorary Degrees	5			N/A	
Other	4			N/A	

Canadian Faculty Honour	U of T English Count		Canadian Universities	Pool Definition	Note
	Count	%	Count		
Gabrielle Roy Prize	2	8.0%	25	Anglophone section	2
Killam Fellows	13	38.2%	34	English or comparative literature	
Killam Prize	1	50.0%	2	Humanities / English only	
Polanyi Prize	3	12.0%	25	Literature	3
Royal Society of Canada Fellows	12			N/A	
Honorary Degrees	9			N/A	
Other	7			N/A	

1) Current members only
2) Canadian count includes non-university recipients
3) The Polanyi Prize is limited to Ontario

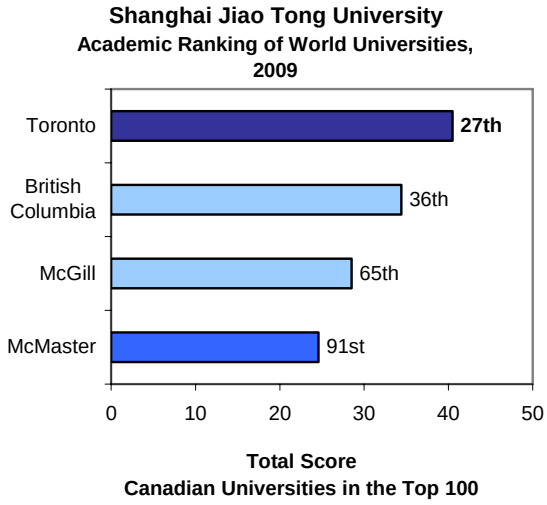
The chart above indicates the number (and share where data available) of honours received by faculty in the Department of English at the University of Toronto over a 29-year period.

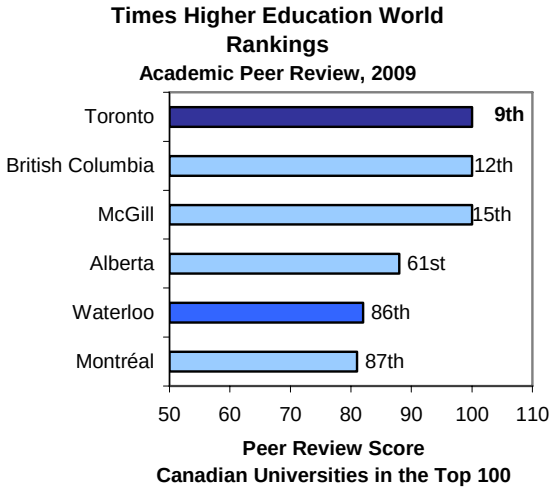
Research Rankings

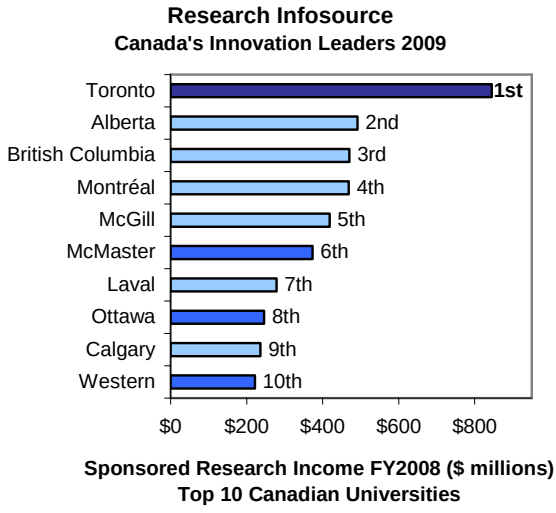
Performance Relevance:

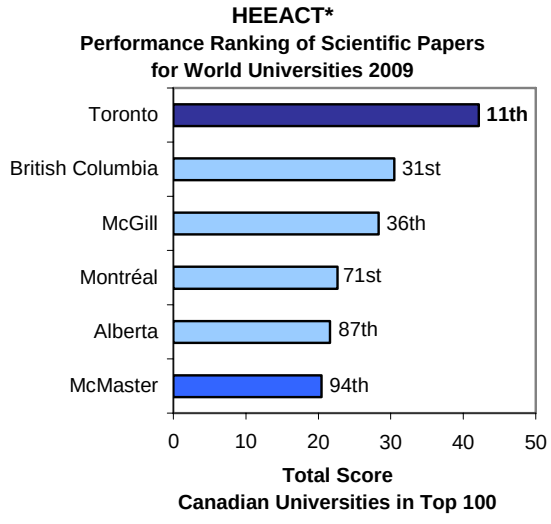
Research rankings provide one measure of our research performance relative to our peers. This year we are also presenting two international research rankings: the Times Higher Education (THE-QS) World rankings; and, the Higher Education & Evaluation Council of Taiwan (HEEACT) by field/discipline grouping.

Figure 1-i-d
Research Rankings



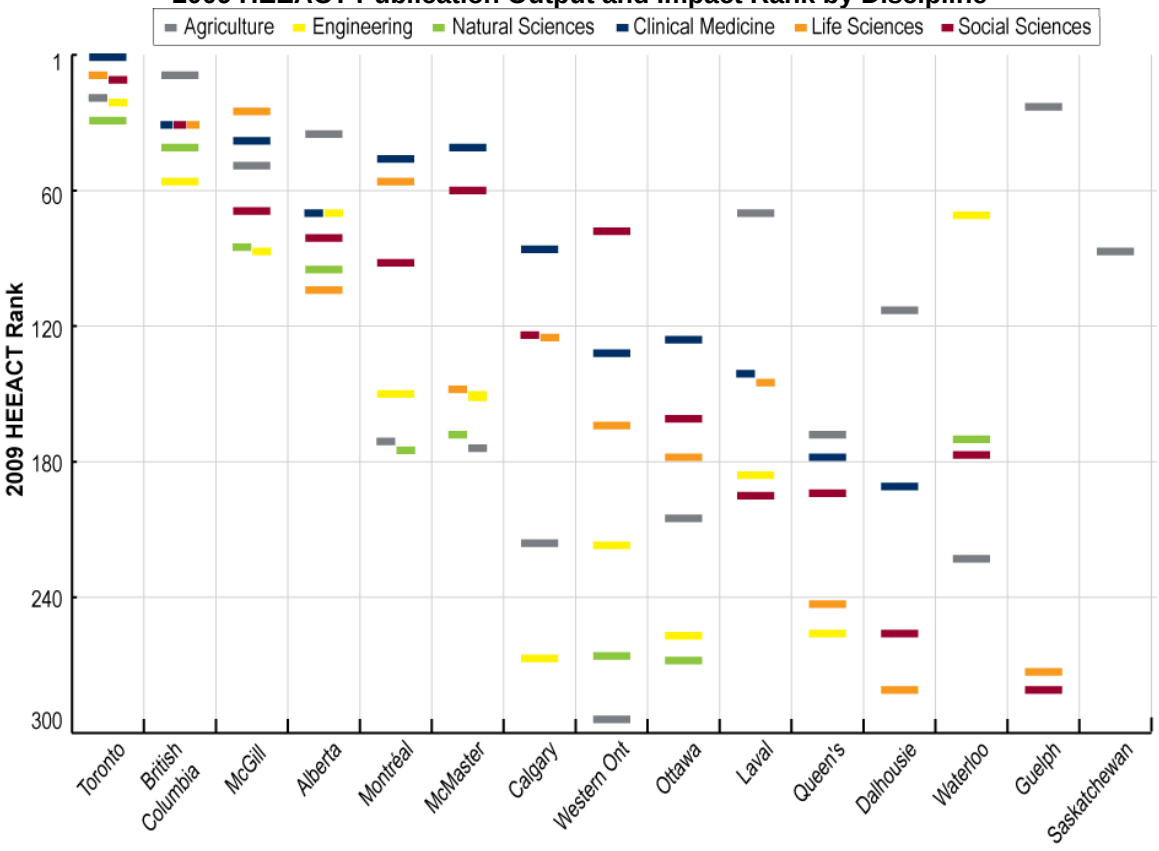




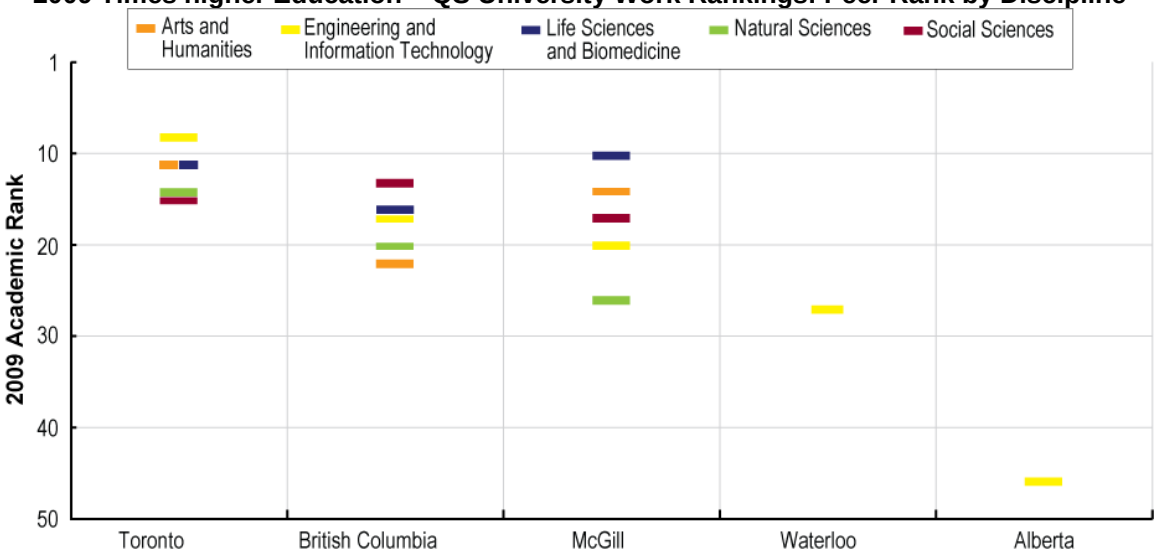


The charts above compare the University of Toronto's international ranking and position relative to its Canadian peer institutions on four research-focused rankings: Shanghai Jiao Tong; Times Higher Education Supplement (Academic Peer Review); Research InfoSource (Canada only); and Higher Education Evaluation & Accreditation Council of Taiwan (HEEACT).

Figure 1-i-e
Research Rankings by Discipline
2009 HEEACT Publication Output and Impact Rank by Discipline



2009 Times higher Education – QS University Work Rankings: Peer Rank by Discipline



The charts above compare the University of Toronto's international ranking and position relative to its Canadian peer institutions by field/discipline on two research-focused rankings: Higher Education Evaluation and Accreditation Council of Taiwan (HEEACT) and Times Higher Education-QS.

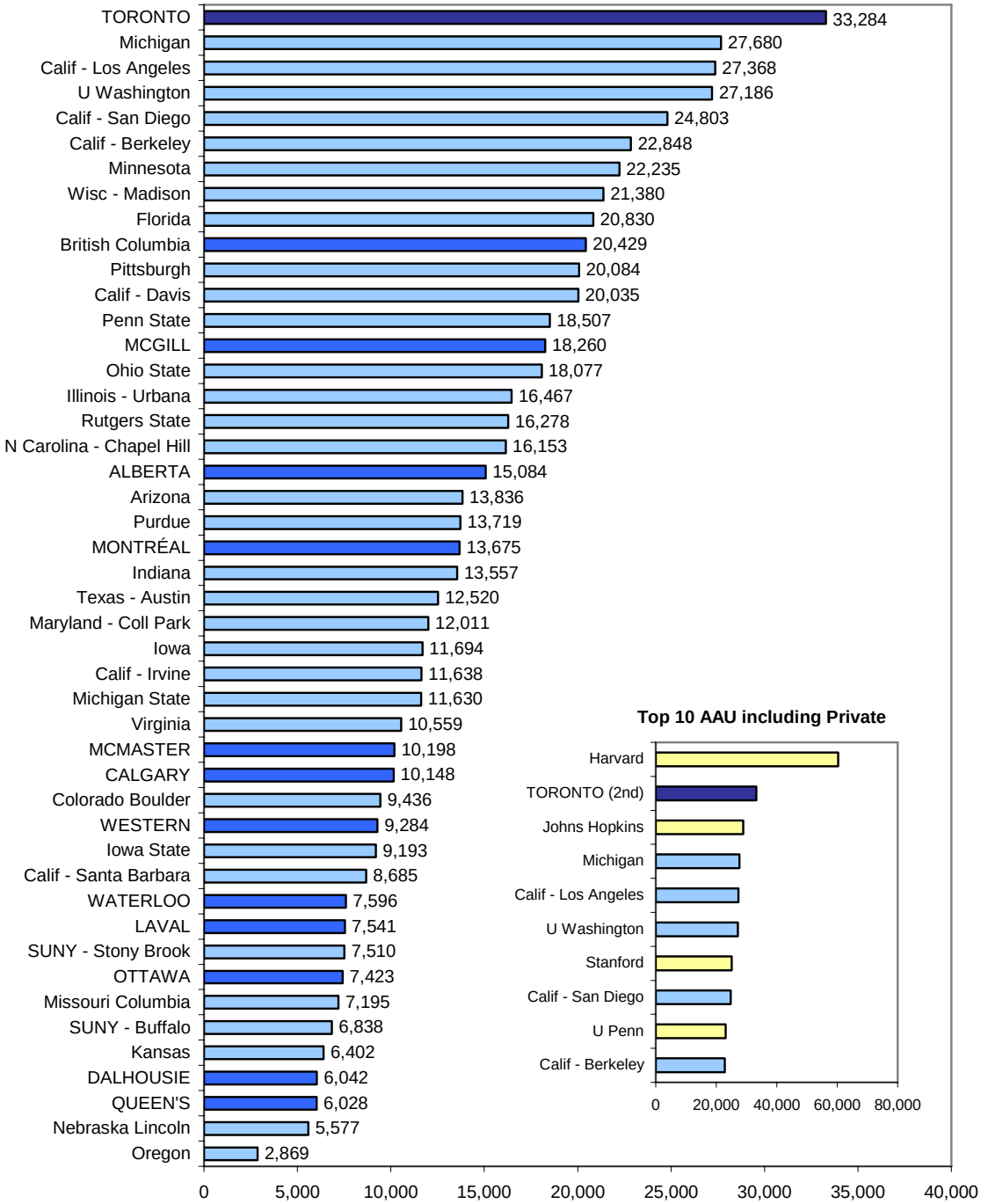
Research Publications and Citations

Performance Relevance:

Counts of publications and citations[1] are important measures of the research output and intensity, particularly in science disciplines, where research reporting is predominantly journal-based. Comparisons with institutions both within Canada and the United States indicate our research productivity in the science fields relative to our peers.

[1] Thomson Scientific's University Indicators is a database that contains the number of papers from each university and the number of times these papers/publications were cited in a given time period. These indicators include publications (articles, notes, reviews, and proceedings papers) and citations indexed in over 8,500 peer-reviewed journals. Citations refer to the number of times that a given article, note, review or paper is referenced/referred to in another article, note, review or paper, during a given time period.

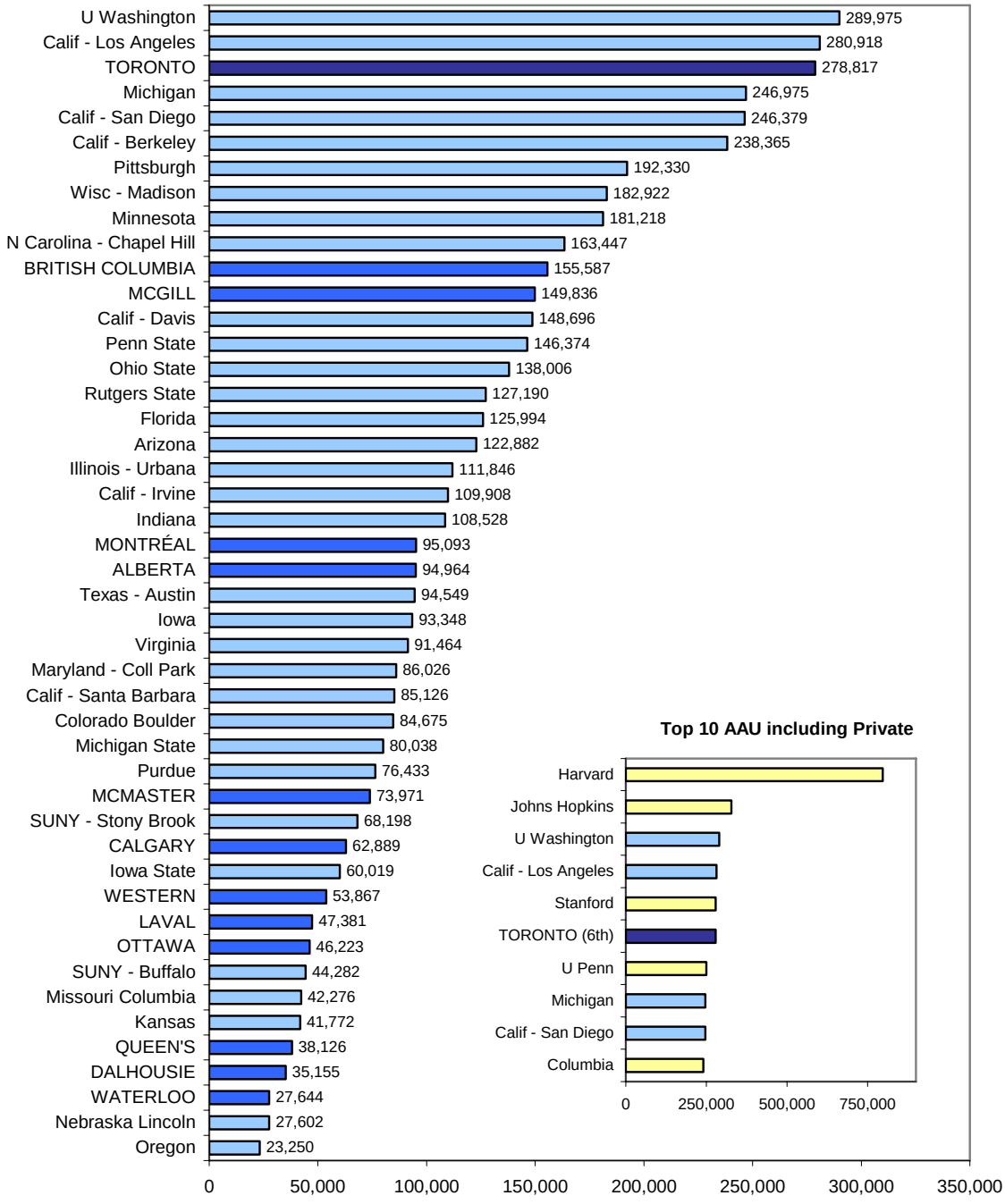
Figure 1-i-f
All Science Fields,
Number of Publications Indexed by Thomson ISI,
AAU Public and Canadian Peer Institutions, 2004-2008



Source: Thomson Thomson-Reuters U.S. and Canadian University Indicators - Deluxe and Standard Editions 2008.
Our Canadian peer institutions are shown in capital letters.

The chart above indicates the number of publications in the science fields by UofT faculty indexed by Thomson ISI compared to AAU public institutions and our Canadian peers.

Figure 1-i-g
All Science Fields
Number of Citations Indexed by Thomson ISI
AAU Public and Canadian Peer Institutions, 2004-2008



Sources: Thomson-Reuters U.S. and Canadian University Indicators - Deluxe and Standard Editions 2008.
Our Canadian peer institutions are shown in capital letters.

The chart above indicates the number of citations in the science fields by UofT faculty indexed by Thomson ISI compared to AAU public institutions and our Canadian peers.

Figure 1-i-h
Summary of Rankings for the University of Toronto 2004-2005
Canadian Peers, AAU public institutions, and all AAU Institutions

	Canadian Peers		AAU Publics		AAU All	
	Publications	Citations	Publications	Citations	Publications	Citations
All Fields*	1	1	1	3	2	6
All Sciences*	1	1	1	3	2	6
Health & Life Sciences*	1	1	1	1	2	3
Pediatrics	1	1	1	1	2	2
Pharmacology & Pharmacy	1	1	1	1	2	2
Oncology	1	1	1	1	2	3
Genetics & Heredity	1	1	1	2	2	6
Engineering & Materials Science**	1	1	6	8	7	12
Environmental Engineering	1	1	2	1	2	1
Biomedical Engineering	1	1	1	2	2	5
Physics, Atomic, Molecular & Chemical	1	1	3	4	7	8
Optics	1	1	3	4	8	10
Physical Chemistry	1	1	4	8	6	11
Social Sciences**	1	1	3	5	4	8
Behavioral Sciences	1	1	1	2	2	5
Criminology & Penology	1	1	2	4	2	4

The chart above indicates the University of Toronto's position on publications and citations in a selection of fields relative to its Canadian peers, AAU Public peers, and AAU Public and Private Peers.

Related Reports:

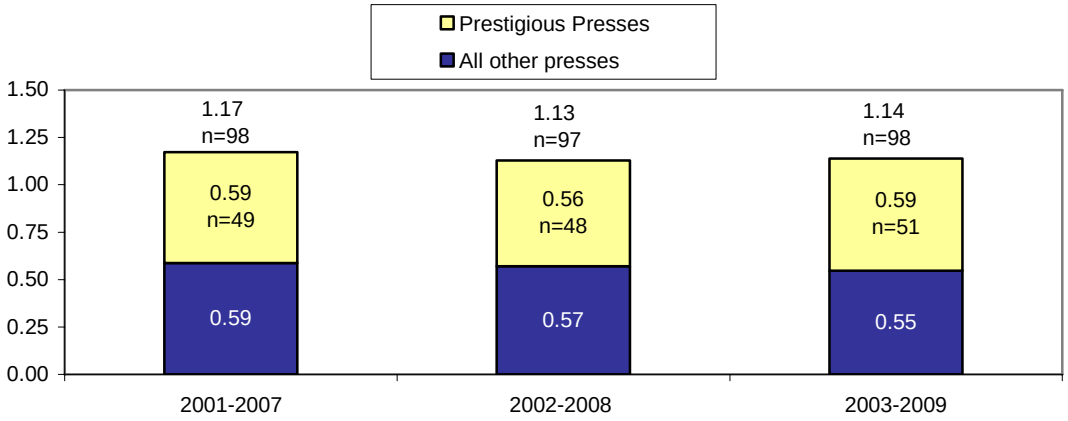
Office of the Vice-President, Research Annual Reports:
http://www.research.utoronto.ca/publications/

Research Publications and Impact in the Humanities

Performance Relevance:

The Humanities on Performance Indicators (HOPI) Working Group noted in their report the importance of books and chapters in edited volumes for the humanities disciplines (in addition to journal articles) as a measure of research output. Examining a longer timeframe was recommended given the time necessary to produce a book, and focusing on major presses in each discipline and subfield was argued as a means of capturing the "enormous qualitative differences" among produced work. As part of the pilot project we have included in this year's report, book counts published in the most prestigious presses and other presses over a seven-year period for English and Philosophy.

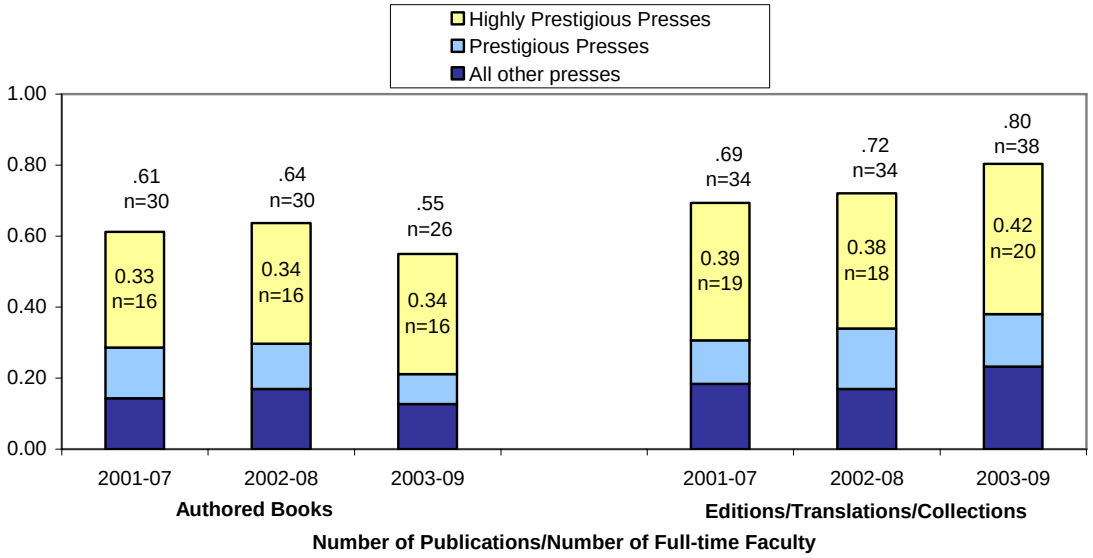
Figure 1-i-i,
Books Published in Presses 2001-07, 2002-08 and 2003-09,
Department of English,



Notes: Faculty include: Full-time Professors, Associate Professors and Asst. Professors in the tenure/tenure-stream and non-tenure stream, cross-appointed faculty. Professors Emeriti are excluded
Prestigious Presses identified by Department of English: include Blackwell, University of California Press, Cambridge University Press, University of Chicago Press, Columbia University Press, Cornell University Press, Duke University Press, Harvard University Press, John Hopkins University Press, University of Minnesota Press, Oxford University Press University of Pennsylvania Press, Princeton University Press, Routledge, University of Toronto Press, Yale University Press.

Between 2001 and 2007 there were 1.17 book publications printed to every one full-time faculty member at the UofT English Dept. (tri-campus). There were 0.59 book publications printed by prestigious presses to every one full-time faculty member.
Between 2002 and 2008 there were 1.13 book publications printed to every one full-time faculty member at the UofT English Dept. (tri-campus). There were 0.56 book publications printed by prestigious presses to every one full-time faculty member.
Between 2003 and 2009 there were 1.14 book publications printed to every one full-time faculty member at the UofT English Dept. (tri-campus). There were 0.59 book publications printed by prestigious presses to every one full-time faculty member.

Figure 1-i-j,
Books Published in Presses 2001-07, 2002-08, 2003-09
Department of Philosophy,



Notes: Faculty include: Full-time Professors, Associate Professors and Asst. Professors in the tenure/tenure-stream and non-tenure stream, cross-appointed faculty. Professors Emeriti are excluded.
Prestigious Presses identified by Department of Philosophy: include Cambridge University Press, Clarendon Press, Cornell University Press, Hackett Publishing, HarperCollins, Harvard University Press, Oxford University Press, Penguin, Presses Universitaires de France, Princeton University Press, Routledge, State University of New York Press, University of Notre Dame Press, Walter de Gruyter, Yale University Press.

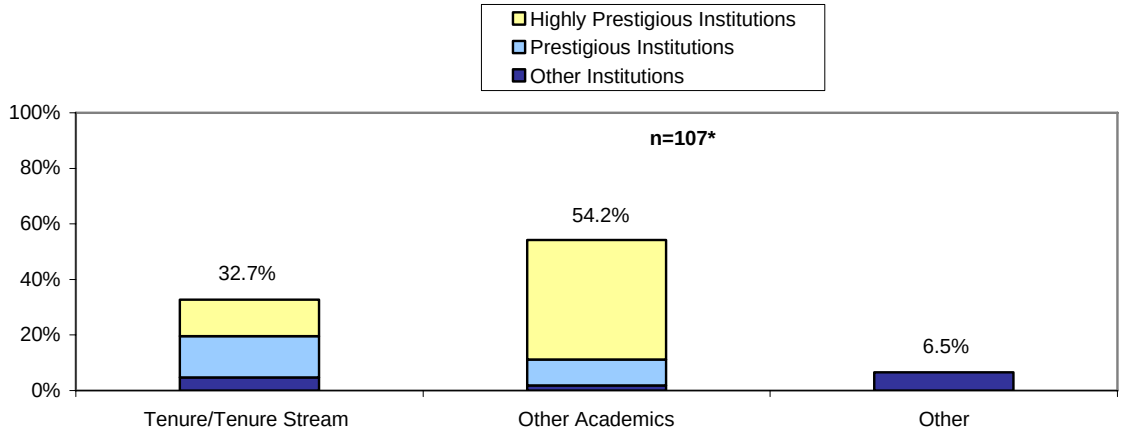
Between 2001 and 2007 there were .61authored books and .69 editions/translations/collections published to every one full-time faculty member at the UofT Philosophy Department (tri-campus). Over half of these were published by prestigious presses.
Between 2002 and 2008 there were .64 authored books and .72 editions/translations/collections published to every one full-time faculty member at the UofT Philosophy Department (tri-campus). Over half of these were published by prestigious presses.
Between 2003 and 2009 there were .55 authored books and .80 editions/translations/collections published to every one full-time faculty member at the UofT Philosophy Department (tri-campus).

Doctoral Student Placement in the Humanities

Performance Relevance:

Since most humanities doctoral students plan to pursue a career in academia, the placement of a department's doctoral graduates is an important measure of its quality of the graduate program. While as noted by the HOPI Working Group, other factors such as the market for new academics influence placement results, "job placements do provide a fair indicator of reputation of the department and its faculty." In order to appreciate the strength of our performance, comparative data would be helpful.

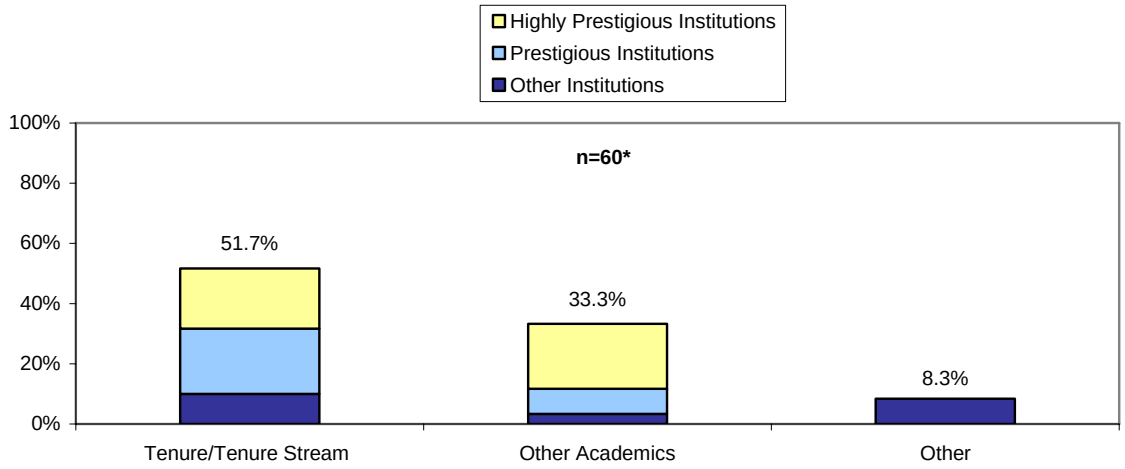
Figure 1-i-k,
Distribution of Doctoral Student Placements,
Department of English, 2003-04 to 2008-09,



Notes:
Other Academic includes CLTA, Sessional, Non-Tenure, Post-Doctoral Fellows.
*Of the 78 Doctoral students, 29 had 2 placements recorded, and 7 had no placements recorded (these 7 were included in the denominator, but not charted).

The chart above indicates the distribution of the first and second placements, of the most recent five year period of PhD graduates in the UofT Department of English, according to type of placement.

Figure 1-i-l
Distribution of Doctoral Student Placements
Department of Philosophy, 2003-04 to 2008-09



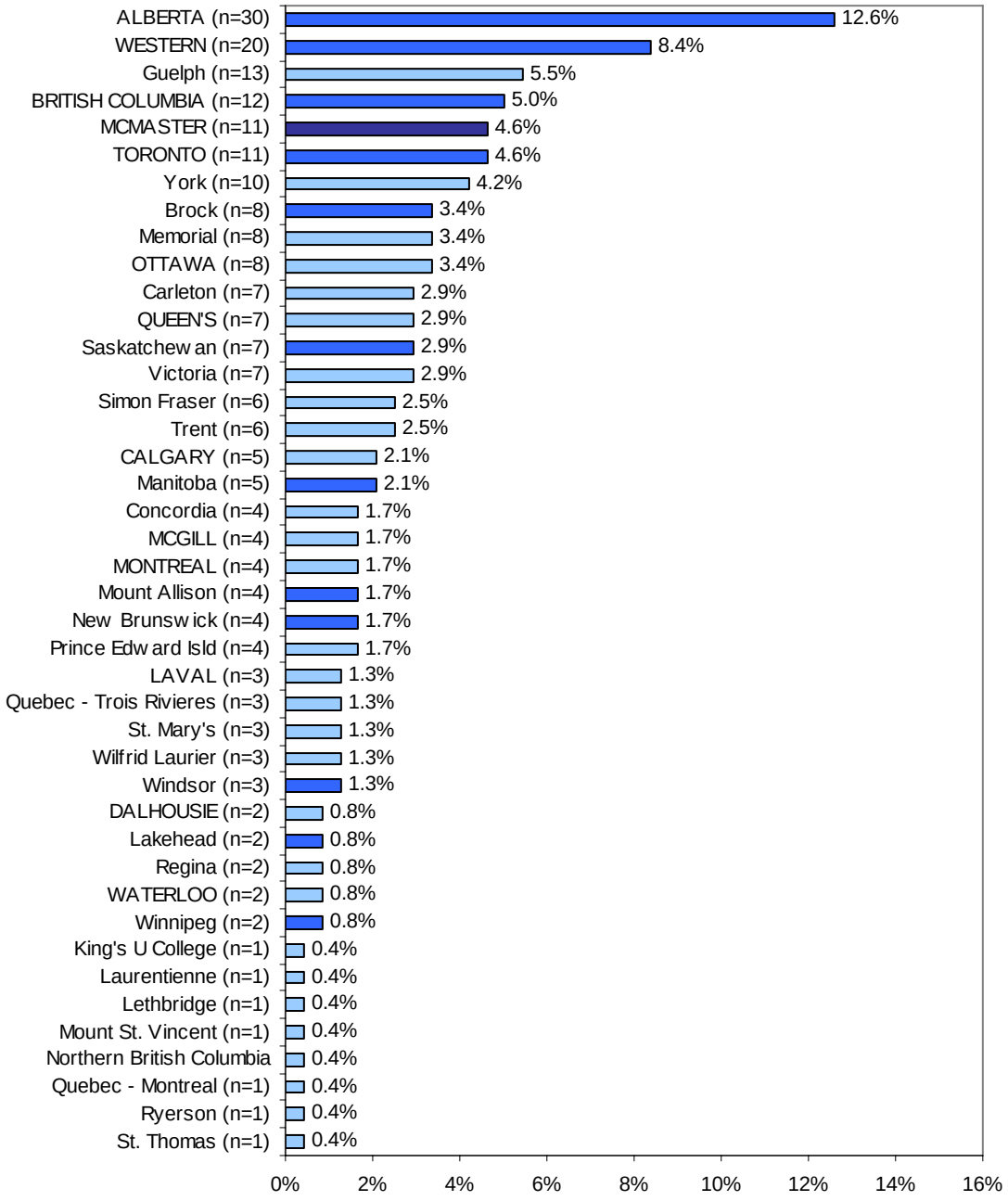
Notes: Other Academic includes CLTA, Sessional, Non-Tenure, Post-Doctoral Fellows.
*Of the 48 Doctoral students, 12 had 2 placements recorded, and 4 had no placements recorded (these 4 are included in the denominator).

The chart above indicates the distribution of the first and second placements, of the most recent five year period of PhD graduates in the UofT Department of Philosophy, according to type of placement.

Faculty Teaching Awards,

Performance Relevance:
External teaching awards indicate the excellence of our faculty in their role as teachers. The prestigious 3M Teaching Fellowship Awards recognize teaching excellence as well as educational leadership in Canadian universities. The Ontario Confederation of University Faculty Associations (OCUFA) Teaching Awards, while restricted to Ontario institutions, provide a further measure of our faculty's teaching performance.

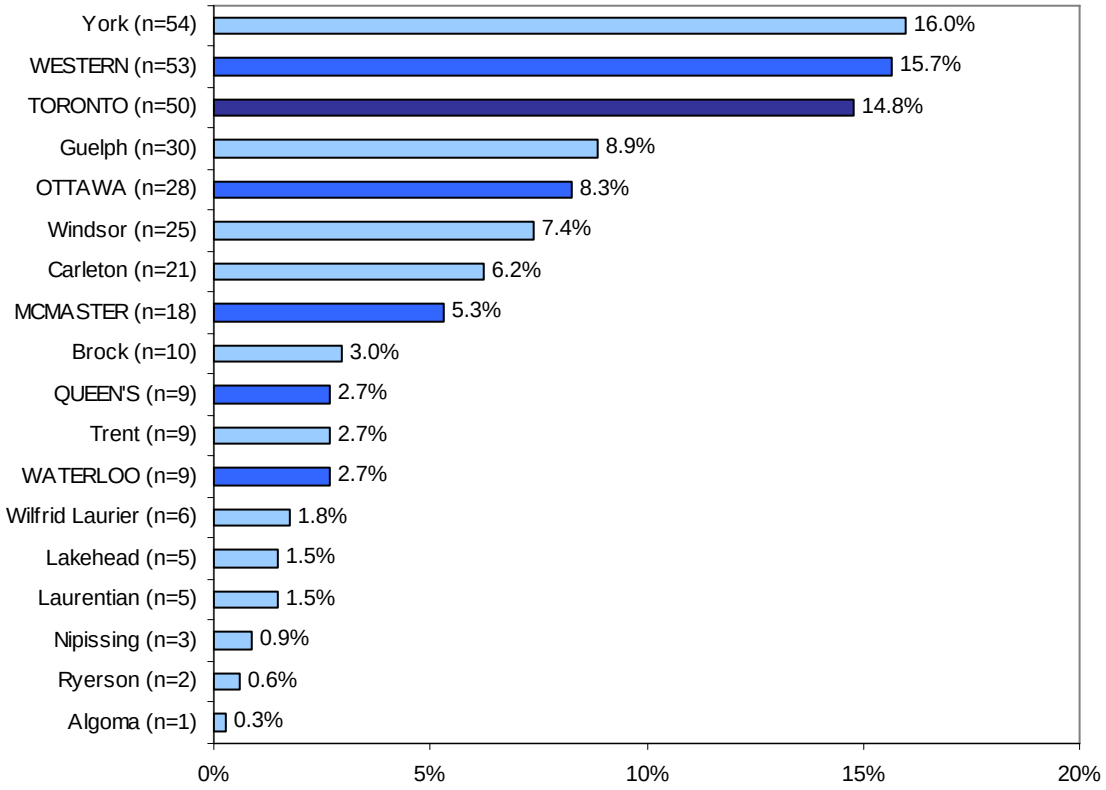
Figure 1-i-m
3M Teaching Fellowship Awards Percent Share, 1986-2008



Source: 3M Teaching Fellowships (n=228). Canadian peer institutions are shown in capital letters.

The above chart indicates that UofT faculty have received a total of eleven 3M Teaching Fellowship Awards, which represents just under 5% of all the 3M awards presented nationally. . By way of comparison, the University of Toronto's share of full-time faculty is estimated at just under seven percent (excluding clinical faculty and those based in hospital research institutes, who are not reported to Statistics Canada).

Figure 1-i-n
Ontario Teaching Awards:
OCUFA 1973-2008



OCUFA Teaching Awards (n=338) as of October 2009.
Canadian peer Institutions are shown in capital letters.

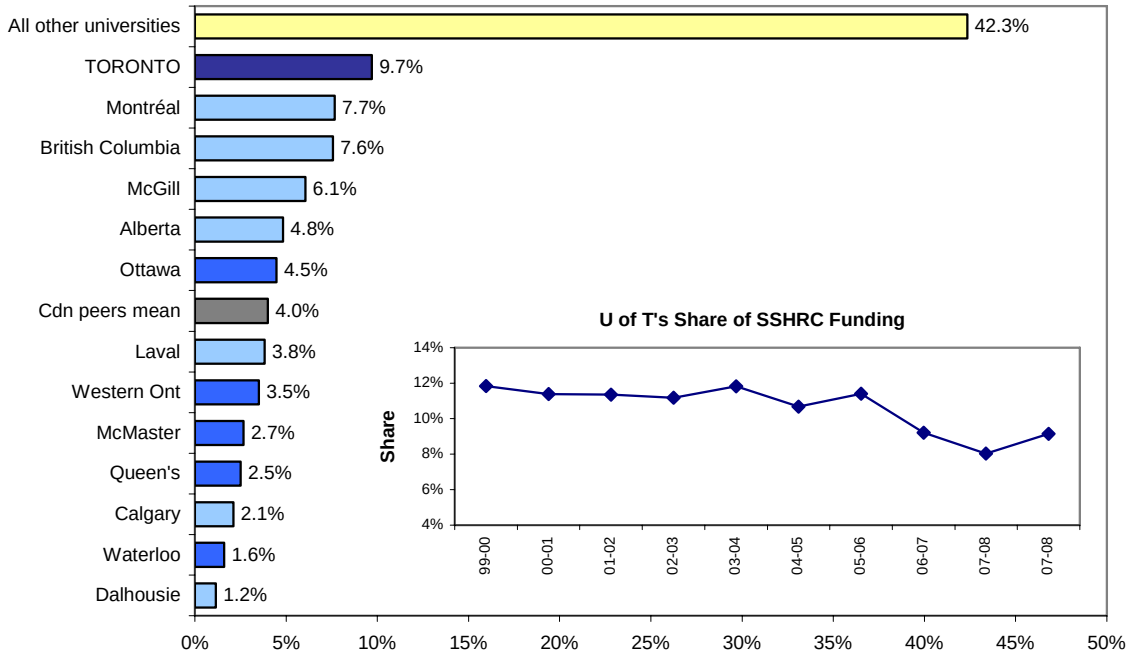
The chart above indicates that UofT faculty have received a total of 50 OCUFA Teaching Awards (14.8%) awarded to date. This compares to its approximate share of University faculty in Ontario of 17%.

Tri-Council Funding – SSHRC, NSERC, CIHR

Performance Relevance:

Research funding from the tri-councils measures the share of funding received by an institution's faculty members relative to its peers and over time. Comparisons with the top performing Canadian peer institutions over time demonstrate our success in attracting research funding from the granting councils. The research yield indicator measures the share of funding received by an institution's faculty members relative to its share of eligible faculty in the respective disciplines. A research yield of 1.0 indicates that a university is receiving funding in proportion to the size of its faculty. While we are able to present research yields for both SSHRC and NSERC, problems of comparability on faculty counts at this time preclude us from presenting this measure for CIHR disciplines.

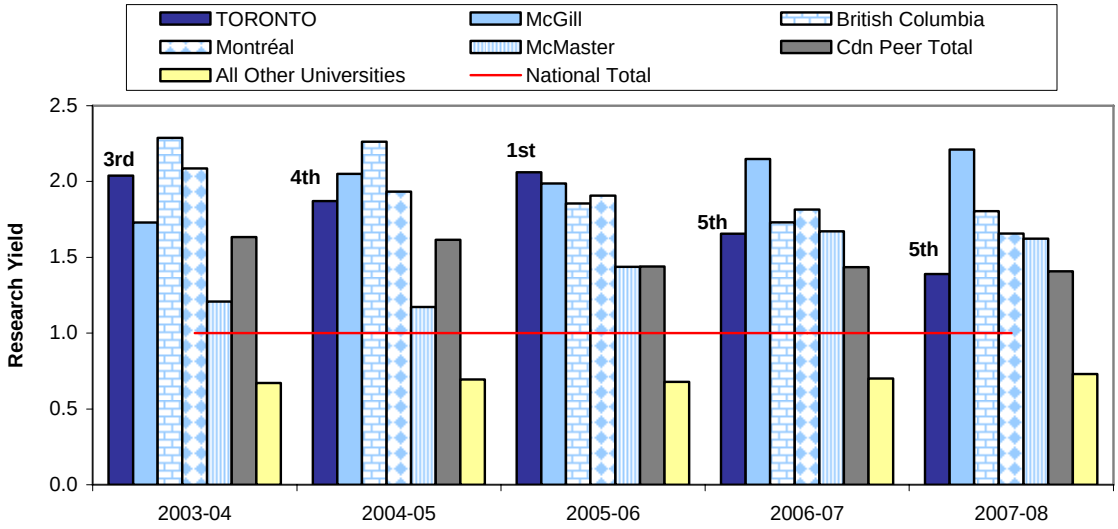
Figure 1-ii-a
Canadian Peer Universities vs. University of Toronto's Share of Social Sciences and Humanities Research Council (SSHRC) Funding
Cumulative 5-Year Share: 2004-05 to 2008-09



Source: SSHRC Payments by Program Activity Architecture, Region, Province & Institution 2004-05 to 2008-09 reports. Expenditures for Networks of Centres of Excellence nodes, Canada Research Chairs, training programs, and communications programs are excluded. For the national total, only expenditures to Canadian colleges and universities, and their affiliates, are counted. The mean for our Canadian peers excludes UofT.

The chart above compares UofT's five-year cumulative share of SSHRC funding relative to our Canadian peers. The insert chart shows UofT's trend in share over the most recent twelve-year period.

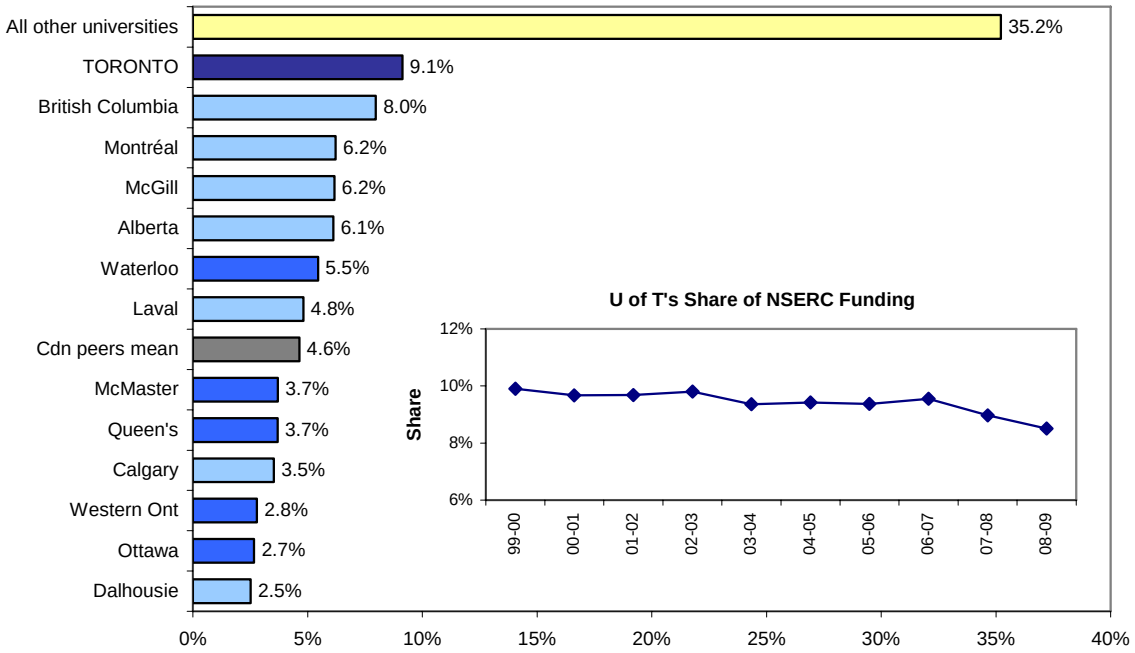
Figure 1-ii-b
Canadian Peer Universities vs. National Research Yield
Social Sciences and Humanities Research Council (SSHRC), 2003-04 to 2007-08



Faculty funding data source: SSHRC Payments by Program Cluster, Region, Province & Institution 2003-04 to 2007-08, reports. Payments for Networks of Centres of Excellence nodes, Canada Research Chairs, training programs, and communication programs, are excluded. For the National Total, only payments to Canadian colleges and universities, and their affiliates, are counted. Okanagan University College counted with UBC starting in 2005-06.
Faculty count data source: Statistics Canada UCASS 2003 to 2007 files. For the 2007 national count, UCASS 2006 data were used, as they are the most recent available. Note Dalhousie was excluded in 2005-06 due to missing faculty counts.
Ranks: Full, Associate and Assistant Professors including those with administrative responsibilities.
Not shown: eight Canadian peer institutions with yields lower than 1.37 in 2007-08: Alberta, Calgary, Dalhousie, Laval, Ottawa, Queen's, Waterloo, and Western. Dalhousie was excluded from the Canadian peer group in 2005-06 due to missing faculty counts and is counted with all other universities. Affiliated/federated institutions are included with each relevant institution.

The SSHRC research yield indicator measures the share of funding received by an institution's faculty members relative to its share of eligible faculty in the Social Sciences and Humanities disciplines. A research yield of 1.0 indicates that a university is receiving funding in proportion to the size of its faculty.

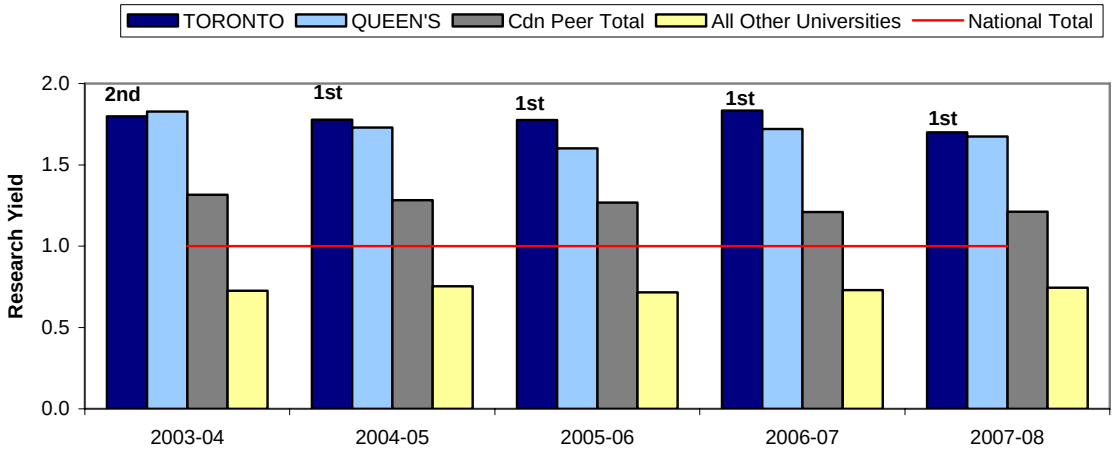
Figure 1-ii-c
Canadian Peer Universities vs. University of Toronto's Share of National Sciences and Engineering Research Council (NSERC) Funding
Cumulative 5-Year Share: 2004-05 to 2008-09



Source: NSERC Facts & Figures 2008-09 reports.
Expenditures for Networks of Centres of Excellence nodes, Canada Research Chairs, the Canadian Microelectronics Corporation (Queen's), the Canadian Light Source (U. Saskatchewan) and training programs are excluded.
For the national total, only expenditures to Canadian colleges and universities, and their affiliates, are counted.
The mean for our Canadian peers excludes UofT.

The chart above compares UofT's five-year cumulative share of NSERC funding to our Canadian peers. The insert chart shows UofT's trend in share over the most recent twelve-year period.

Figure 1-ii-d
Canadian Peer Universities vs. National Research Yield
National Sciences and Engineering Research Council (NSERC), 2003-04 to 2007-08

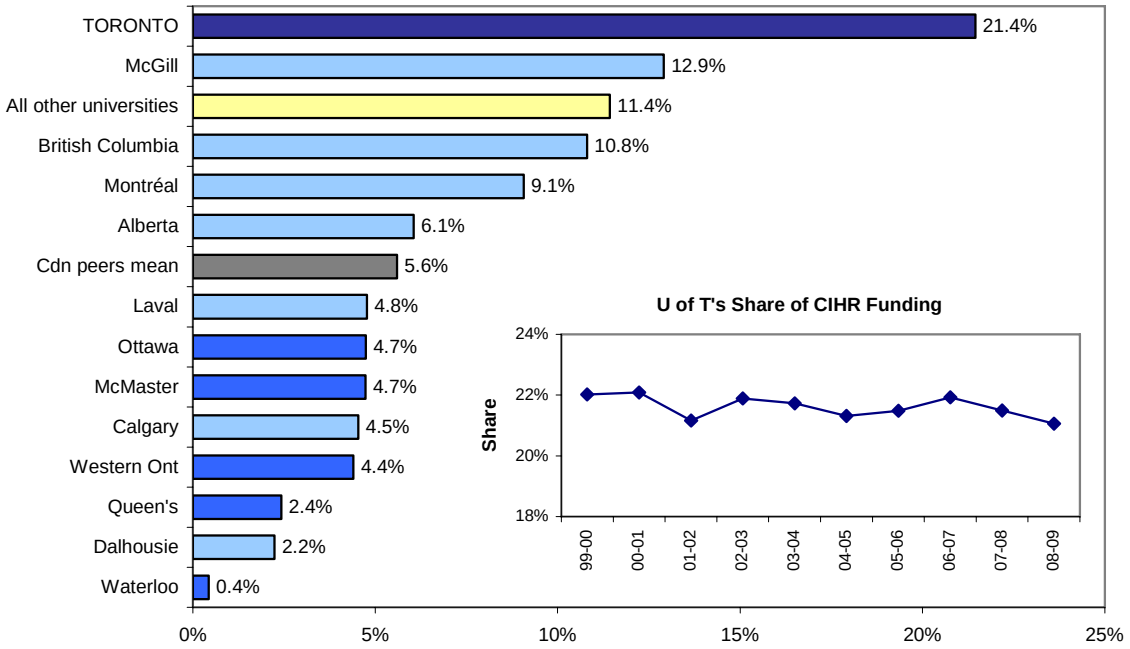


Faculty funding data source: NSERC Facts & Figures 2007-08, Expenditures by University, report by program and by year. Payments for Networks of Centres of Excellence nodes, Canada Research Chairs, the Canadian Microelectronics Corporation (Queen's), Undergraduate Student Awards, Postgraduate Fellowships and Research Fellowships, are excluded. For the National Total, only payments to Canadian colleges and universities, and their affiliates, are counted. Okanagan University College counted with UBC starting in 2005-06.
Faculty count data source: Statistics Canada UCASS 2003 to 2007 files. For the 2007 national count, UCASS 2006 data were used, as they are the most recent available. Dalhousie was excluded from the Canadian peer group in 2005-06 due to missing faculty counts. Ranks: Full-, Associate and Assistant Professors including those with administrative responsibilities.

Not shown: eleven Canadian peer institutions with yields lower than 1.6 in 2007-08: Alberta, British Columbia, Calgary, Dalhousie, Laval, McGill, McMaster, Montréal, Ottawa, Waterloo, Western. Affiliated/federated institutions are included with each relevant institution.

The NSERC research yield indicator measures the share of funding received by an institution's faculty members relative to its share of eligible faculty in the Sciences and Engineering disciplines. A research yield of 1.0 indicates that a university is receiving funding in proportion to the size of its faculty.

Figure 1-ii-e
Canadian Peer Universities vs. University of Toronto's Share of Canadian Institutes of Health Research (CIHR) Funding
Cumulative 5-Year Share: 2004-05 to 2008-09



Source: CIHR Expenditures by University and CIHR Program, 2004-05 to 2008-09 reports.
Expenditures for Networks of Centres of Excellence nodes, Canada Research Chairs training programs and the Enzyme Replacement Therapy for Fabry Disease program are excluded.
For the national total, only expenditures to Canadian colleges and universities, and their affiliates, are counted.
The mean for our Canadian peers excludes UofT. Ontario peers are shown in capital letters.

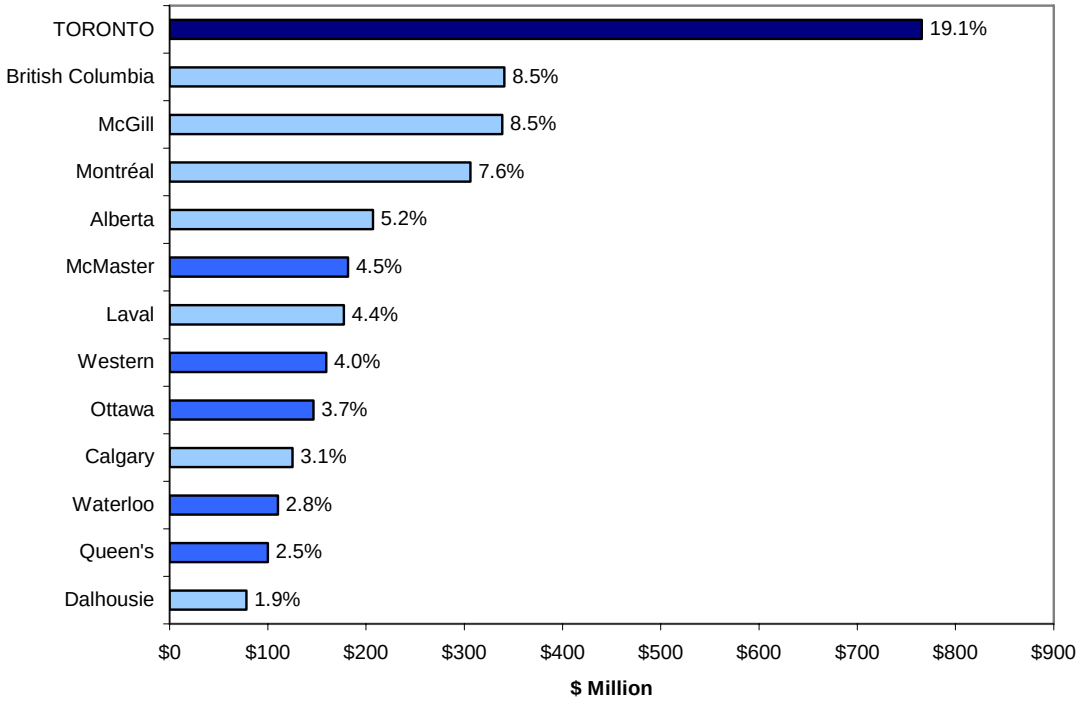
The chart above compares UofT's five-year cumulative share of CIHR funding to our Canadian peers. The insert chart shows UofT's trend in share over the most recent ten-year period.

Related Reports:
Office of the Vice-President, Research Annual Reports
http://www.research.utoronto.ca/publications/

Canada Foundation for Innovation

Performance Relevance:
Research funding from the Federal Government's Canada Foundation for Innovation (CFI) program measures the share of funding received by an institution's faculty members relative to its peers to support research infrastructure allocated on a competitive basis.

Figure 1-ii-f
Canada Foundation for Innovation (CFI)
Funding by University Since Inception (1998)



The chart below indicates that U of T and partner hospitals have garnered 19.1% of CFI funding over the past decade. This proportion compares favourably to our 15.3% share of granting council funding in 2008-09.

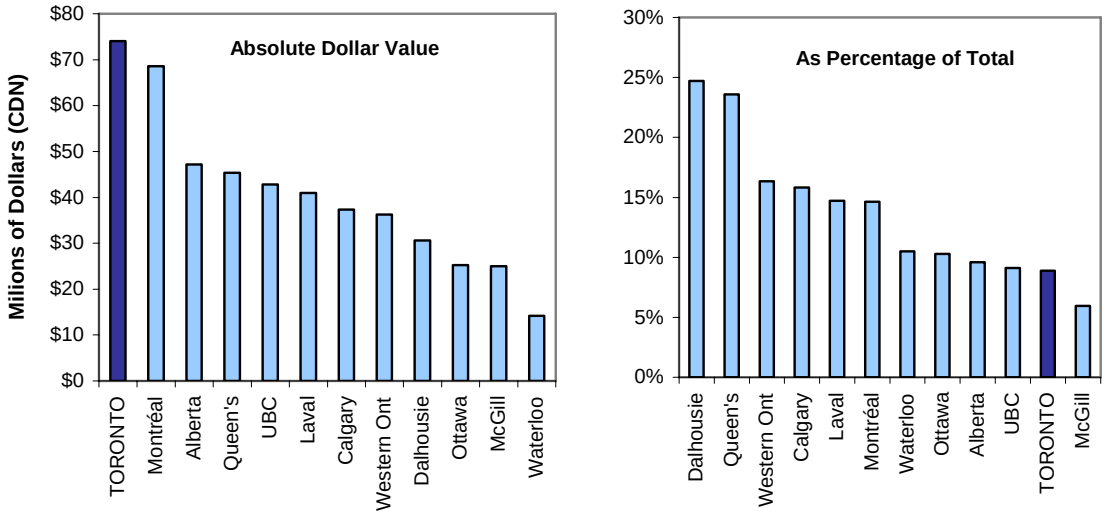
Related Reports:
Office of the Vice-President, Research Annual Reports
http://www.research.utoronto.ca/publications/

Research Funding from Industrial Sources

Performance Relevance:

The amount of research investment that originates from private industry provides an indication of the extent of the collaborative relationship between the university research community and the private sector. This partnership between industry and our faculty members results in an added benefit of contributing to our mission of training the next generation of researchers, giving them practical opportunities to create new knowledge, while at the same time helping them establish, along with faculty, strong links with industrial contacts.

Figure 1-ii-g
Funding from Industrial Sources
University of Toronto and Canadian Peers 2007-08



Source: CAUBO 2007-08.
Toronto data corrected for 1-year lag in reporting for affiliates; Montréal includes Ecole Polytechnique and Ecole des Hautes Etudes Commerciales; McMaster not shown due to comparability issues.

The charts above compare UofT's research revenue in absolute terms and as a percentage of total research funding to Canadian peer institutions.

Related Reports:

Office of the Vice-President, Research Annual Reports
http://www.research.utoronto.ca/publications/

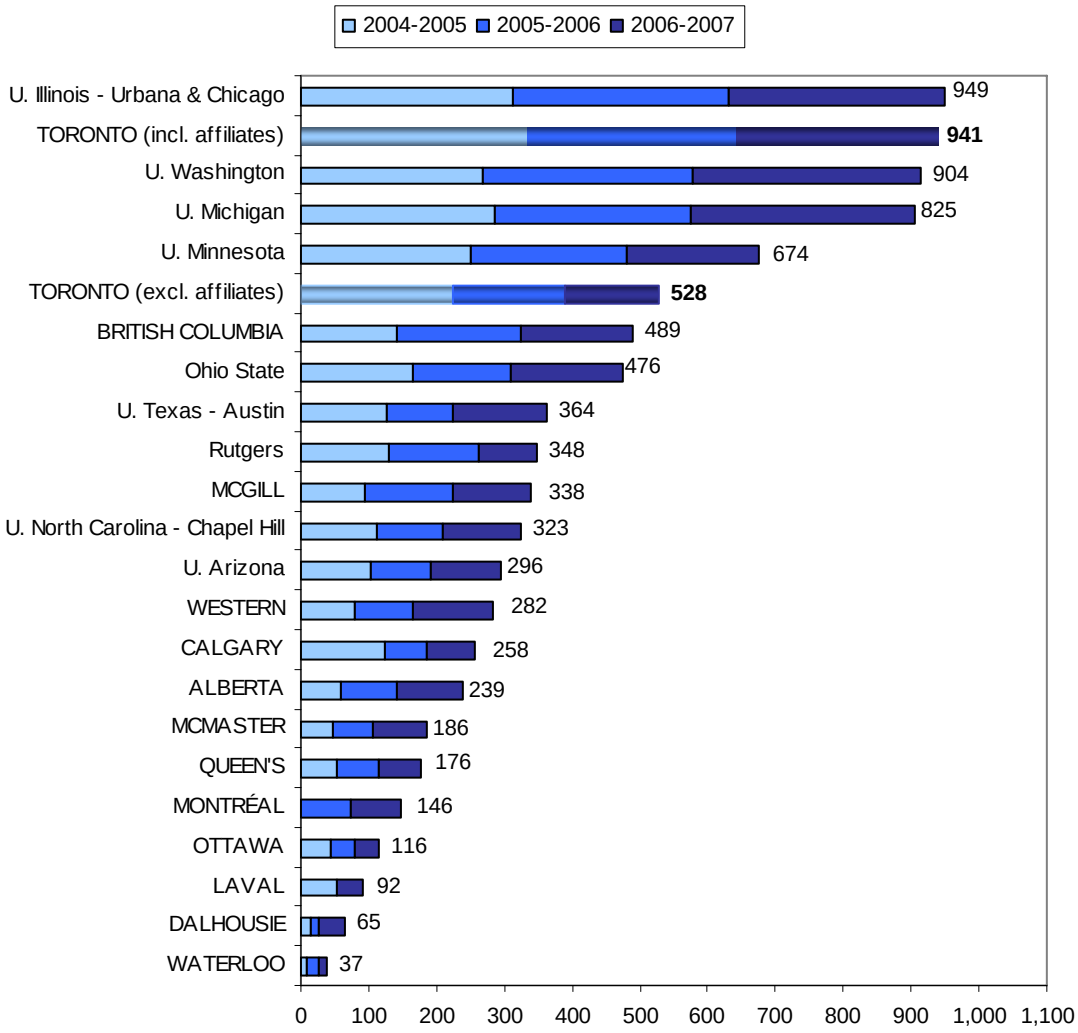
New Invention Disclosures, New Licenses, New Spin-off Companies

Performance Relevance:
The translation of research output into applications with economic and social benefit is an important indication of the impact our discoveries have had outside the University.

An initial, yet important step in the commercialization process occurs with the **invention disclosure**. The number of disclosures is an important indicator of the potential for commercialization and knowledge transfer to occur, and thus an important indicator of the prospect for social and economic benefit to be derived from university research. Indeed disclosures are the critical mass which helps drive the commercialization process.

Two important avenues of commercialization occur through the licensing of an invention to an existing company, or through the creation of a startup or spin-off company to launch the new invention. Both options are precursors of commercial impact.
The number of **new licenses** created indicates a heightened engagement between the university and private sector firms, and an increased contribution of research faculty to social and economic development.
New spin-off companies capture a direct contribution of the university research community to the economic development of the region.

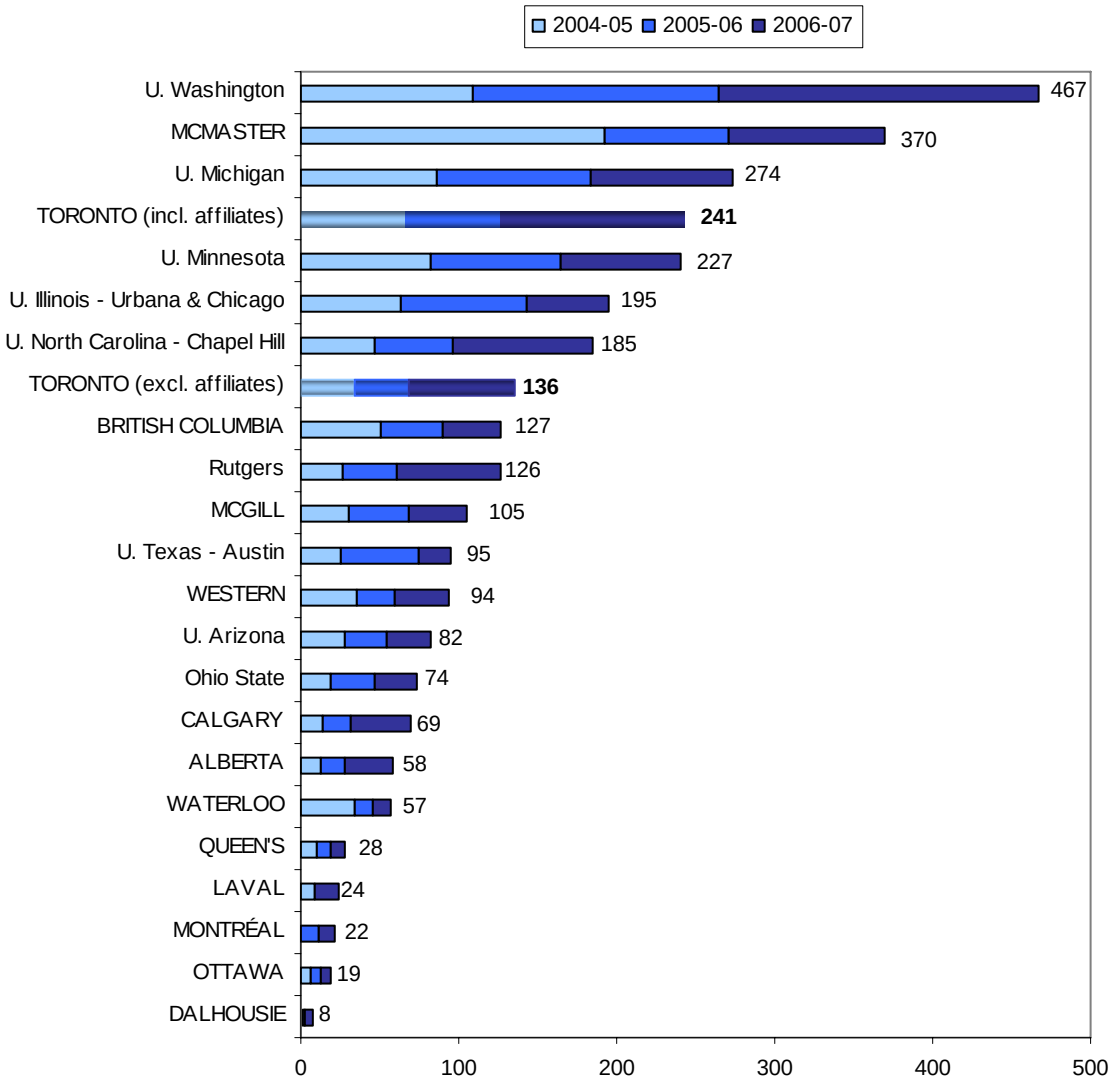
Figure 1-iii-a
New Invention Disclosures
Canadian and US Peers



Source: Published AUTM Survey FY 2005, 2006, and 2007.
Note: G13 institutions are shown in capital letters.
Where available, University of Toronto includes partner hospitals: Bloorview Kids Rehab, Centre for Addiction and Mental Health, Hospital for Sick Children, Sunnybrook Health Sciences Centre, and University Health Network. Calgary includes UTI Inc. in all years. McMaster includes Hamilton Health Science and St. Joseph's Healthcare Hamilton in 2005-06 and 2004-05. Washington includes Washington Research Foundation in all years. Western includes Lawson in 2005-06, 2004-05 and 2003-04; and includes Robarts in 2005-06 and 2004-05. Data for University of California at Berkeley only available as part of University of California system (not shown).

The chart above provides the three-year sum of new invention disclosures for Canadian and AAU peer institutions from 2004-05 to 2006-07.

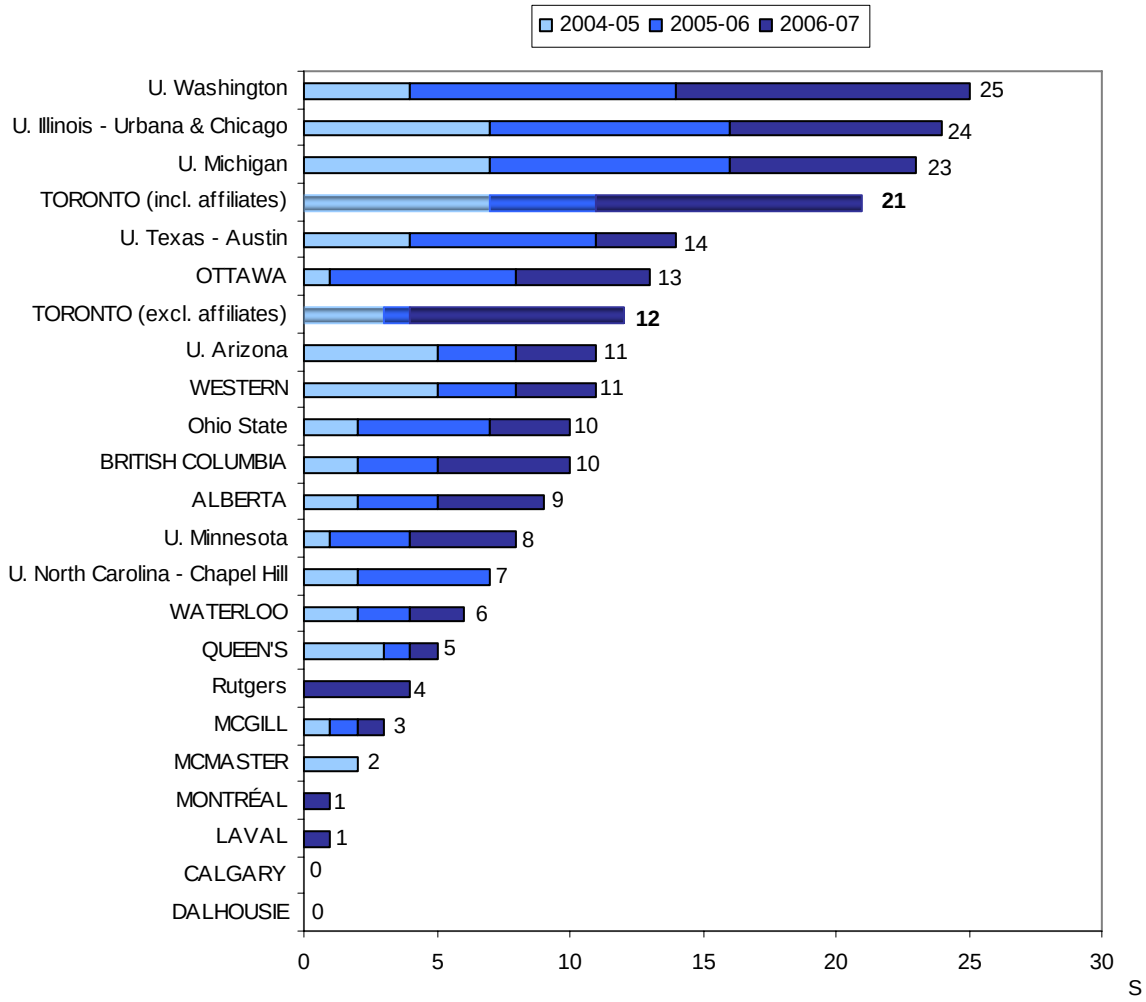
Figure 1-iii-b
New Licenses
Canadian and AAU Peer Institutions



Source: Published AUTM Survey FY 2005, 2006, and 2007.
Note: G13 institutions are shown in capital letters.
Where available, University of Toronto (w affiliates) includes affiliate hospitals: Bloorview Kids Rehab, Centre for Addiction and Mental Health, Hospital for Sick Children, Sunnybrook Health Sciences Centre, and University Health Network.
British Columbia, Dalhousie, McGill, McMaster, Montreal, Ottawa, Waterloo and Western include affiliate institutions.
Washington includes Washington Research Foundation in all years.
Data for University of California at Berkeley only available as part of University of California system (not shown)..

The chart above provides the three-year sum of new invention disclosures for Canadian and AAU peer institutions from 2004-05 to 2006-07.

Figure 1-iii-c
New Spin-off Companies
Canadian and AAU Peer Institutions



Source: Published AUTM Survey FY 2005, 2006 and 2007.
Note: G13 institutions are shown in capital letters.
Where available, University of Toronto (w affiliates) includes affiliate hospitals: Bloorview Kids Rehab, Centre for Addiction and Mental Health, Hospital for Sick Children, Sunnybrook Health Sciences Centre, and University Health Network.
British Columbia, Dalhousie, McGill, McMaster, Montreal, Ottawa, Waterloo and Western include affiliate institutions.
Washington includes Washington Research Foundation in all years.
Data for University of California at Berkeley only available as part of University of California system (not shown).

The chart above provides the three-year sum of new invention disclosures for Canadian and AAU peer institutions from 2004-05 to 2006-07.

Related website:
University of Toronto Experience Research - Commercialization
http://www.research.utoronto.ca/tag/commercialization/

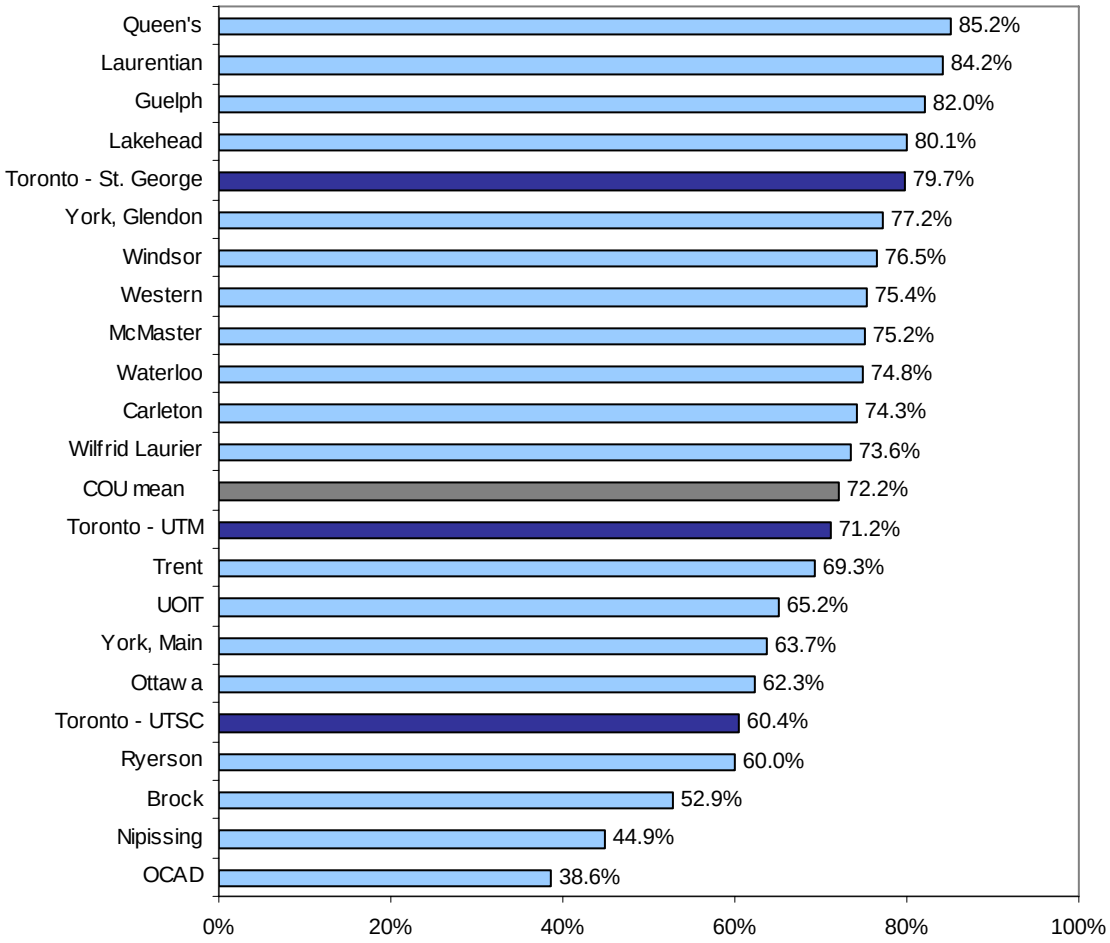
COU Space Inventory

Performance Relevance:
Capital infrastructure is an important element in the university experience for faculty, staff and students. Investments made in both existing and new facilities can improve the amount and quality of space.

The overall inventory of space, compiled by the Council of Ontario Universities (COU) every three years, measures the extent to which the supply of available space in the provincial system meets the institutional needs as defined by COU space standards. The most recent update of this survey occurred in 2007-08.We are able to present ratios of total space allocation and teaching/research space allocation for each campus.

2. Space Inventory and Deferred Maintenance
i. Space Inventory
Figures a-c

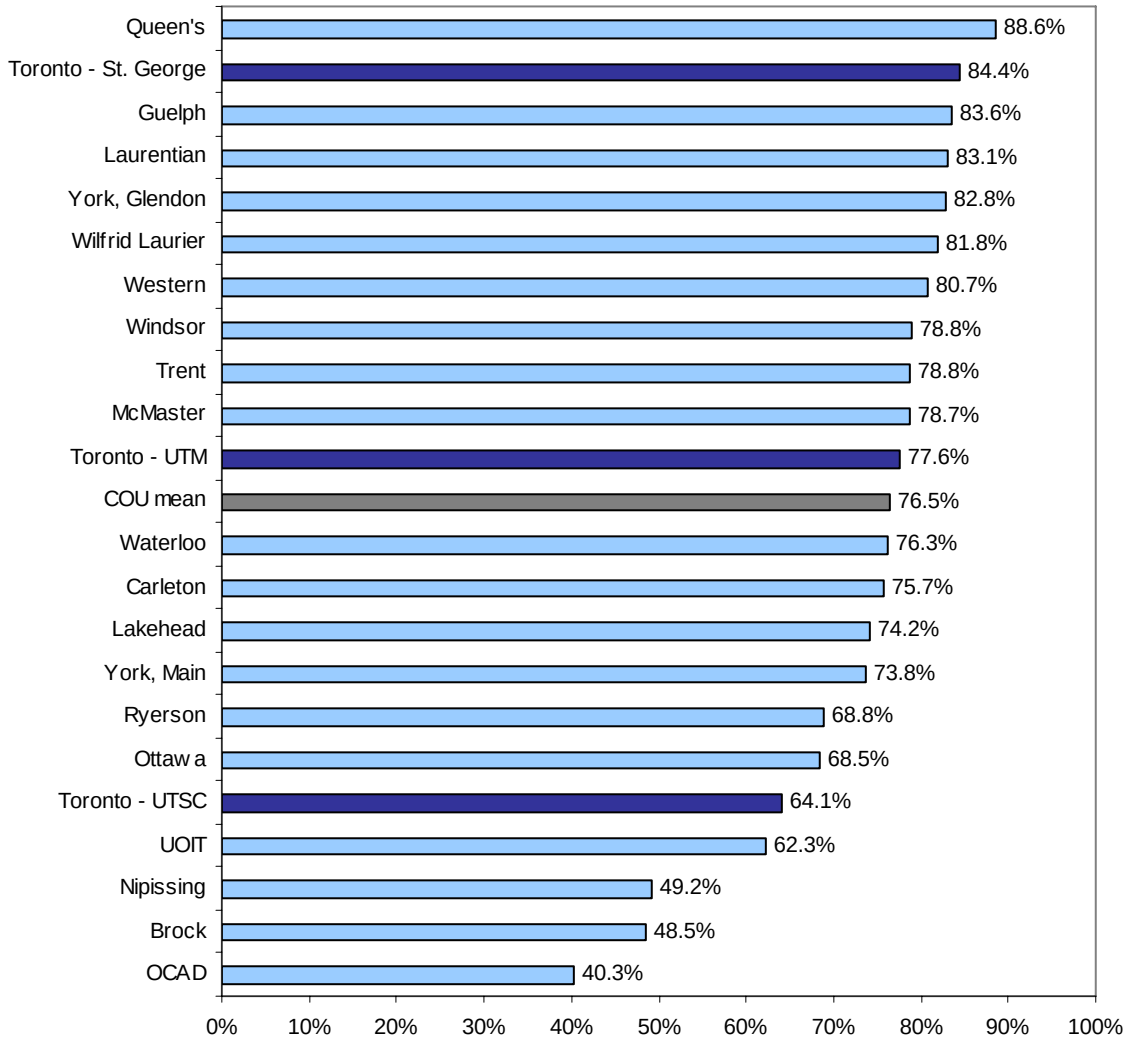
Figure 2-i-a
Total Space Allocation, Ontario Universities
Ratio of Actual Space Inventory to COU Formula (%)
2007-08 Data



Source: COU Inventory of Physical Facilities of Ontario Universities 2007-08.

The bars above reflect a ratio of inventory formula for each institution that compares the COU generated 'space entitlement' to the actual inventory of space. If a university's inventory of space matches its formula space, then that university is said to have 100% of the generated amount.

Figure 2-i-b
Research/Teaching Space Allocation, Ontario Universities
Ratio of Actual Space Inventory to COU Formula (%)
2007-08 Data



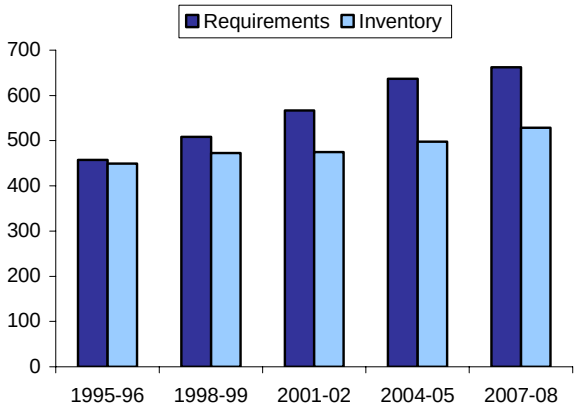
Source: COU Inventory of Physical Facilities of Ontario Universities 2007-08.
Includes classrooms, undergraduate and research labs, offices, study space and libraries.

The bars above reflect a ratio of inventory formula for each institution that compares the COU generated 'space entitlement' to the actual inventory of space. If a university's inventory of space matches its formula space, then that university is said to have 100% of the generated amount.

2. Space Inventory and Deferred Maintenance
i. Space Inventory
Figures a-c

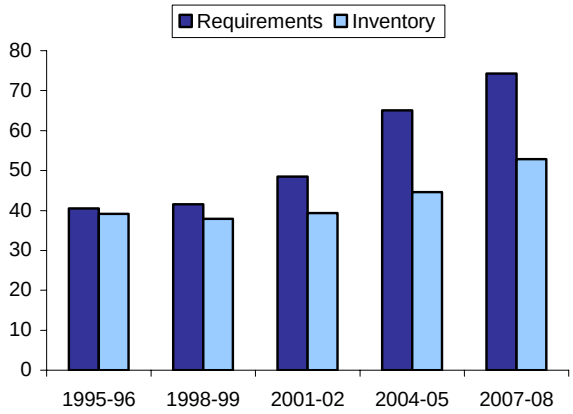
Figure 2-i-c
Total Space – Time Series by Campus

St. George

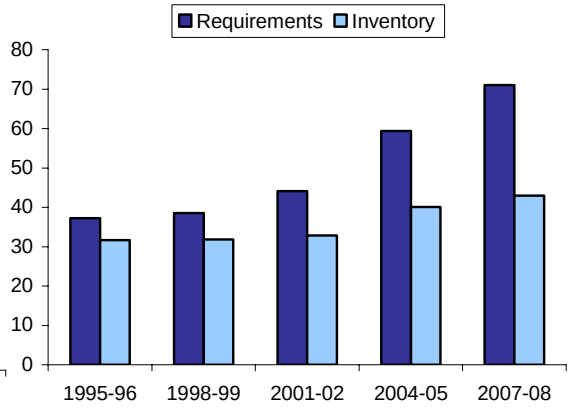


Growing Gap Between Space Requirements and Actual Space Inventory in thousands of NASMs

UTM



UTSC



The charts above compare the total actual space inventory versus COU space requirements by campus and over time.

Deferred Maintenance

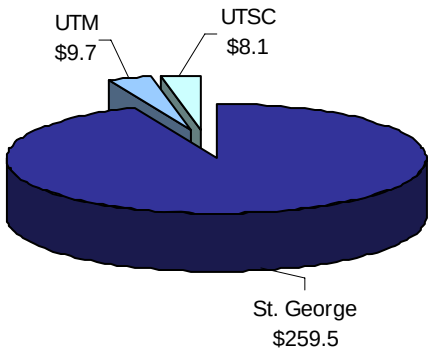
Performance Relevance:
Capital infrastructure is an important element in the university experience for faculty, staff and students. Investments made in both existing and new facilities can improve the amount and quality of space. Addressing deferred maintenance of existing facilities on an on-going basis is also needed to reduce the level of the deferred maintenance liability.

In 1999, the COU and the Ontario Association of Physical Plant Administrators (OAPPA) adopted a five-year program to assess university facilities using consistent software, cost models and common audit methodology. The common software and assessment methodology provides a consistent way to determine, quantify and prioritize deferred maintenance liabilities. All University of Toronto buildings have been audited.

In April 2003, a report entitled *Crumbling Foundations* was presented to the Business Board which estimated our deferred maintenance liability at $276 million. Traditionally, the primary source of funding for deferred maintenance has been the Provincial Government through the Facilities Renewal Program (FRP). In addition to external funding, the University has committed significant funding from internal sources to address deferred maintenance issues.

Figure 2-ii-a
Deferred Maintenance Backlog by Campus, December 2008

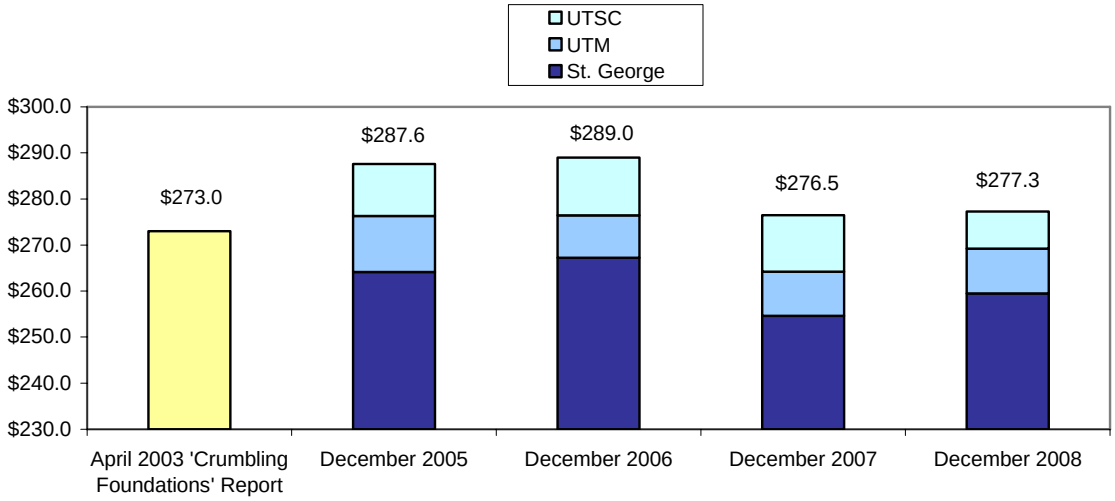
Total Deferred Maintenance Backlog
$277.3 million



Source: Facility Condition Index Peer Review.

The chart above indicates the deferred maintenance backlog by campus as of December 2008.

Figure 2-ii-b
Deferred Maintenance Backlog by Campus



Source: Facility Condition Index Peer Review.

The chart above indicates the deferred maintenance backlog by campus in the past 4 years compared to the Deferred Maintenance backlog reported in the 'Crumbling Foundations' report in April 2003.

Related Report:
Crumbling Foundations Report. April 2003
http://www.utoronto.ca/govcncl/bac/details/bb/2002-03/bba20030407-05bii.pdf

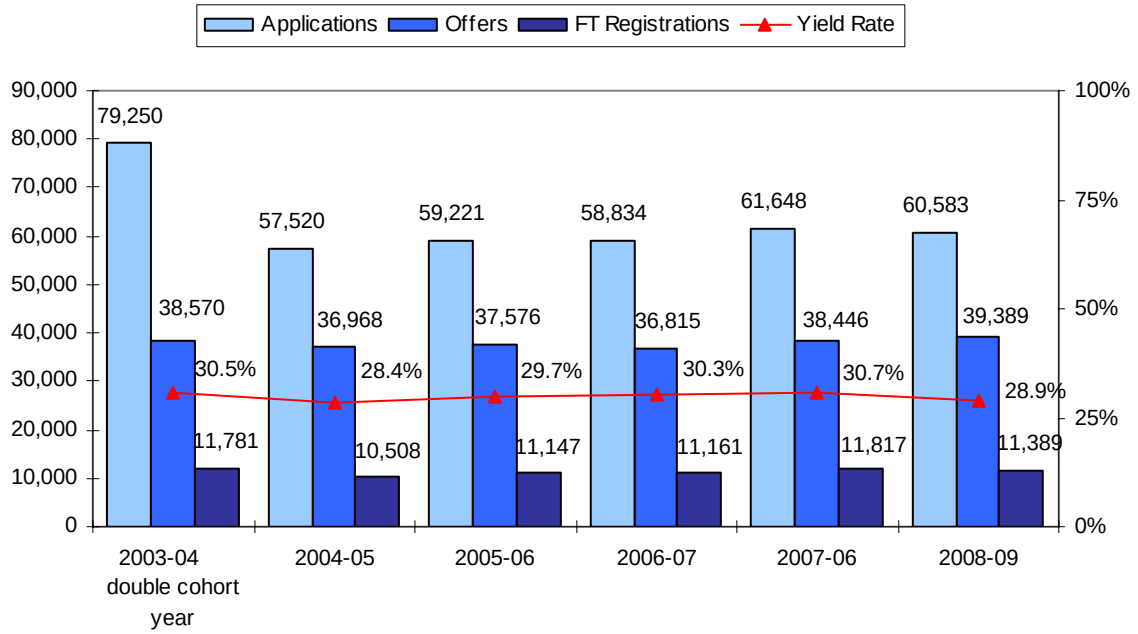
Deferred Maintenance Report December 2008, Facilities and Services Department
http://www.fs.utoronto.ca/Page4.aspx

Applications, Offers, Registrations and Yield Rates

Performance Relevance:

The volume of applications and yield rates provide an indication of the success of our recruitment efforts and in general our attractiveness to students.

Figure 3-i-a
Total Applications, Offers, Registrations and Yield Rates
Undergraduate First-Entry Programs 2003-04 to 2008-09



Source: Ontario Universities Application Centre (OUAC).
Undergraduate first-entry programs include: Arts & Science St. George campus, UTM, UTSC, Applied Science and Engineering, Music, Physical Education and Health. Yield rate is the number of registrations divided by number of offers.

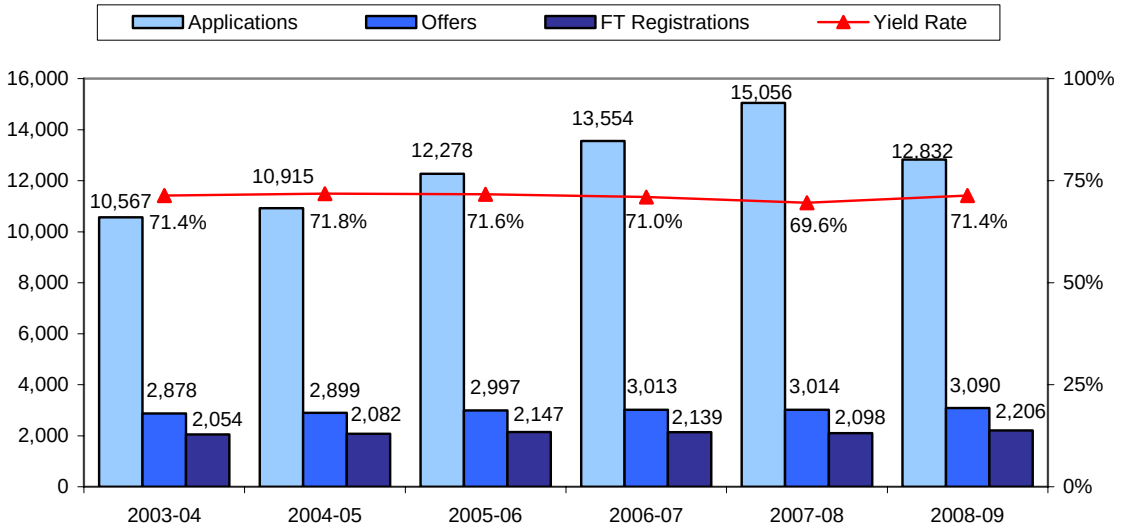
The line in the chart above indicates the change over time in the number of students who registered in first-entry programs as a percentage of the number of offers that were made each year.

Figure 3-i-b
Total Applications, Offers, Registrations and Yield Rates
Undergraduate First-Entry Programs by Faculty 2008-09

	Arts, Science and Commerce			Applied Science and Engineering	Music	Physical Education and Health
	St. George	UTM	UTSC			
Applications	25,564	14,685	12,009	6,704	605	1,016
Offers	15,098	10,809	10,006	3,003	153	320
FT Registrations	5,267	2,657	2,314	925	98	128
Yield Rate	34.9%	24.6%	23.1%	30.8%	64.1%	40.0%

The table above provides the faculty-level detail for 2008-09.

Figure 3-i-c
Total Applications, Offers, Registrations and Yield Rates
Selected Second-Entry Professional Programs 2003-04 to 2008-09



Source: Faculty Registrars' offices.
Second-entry professional programs include: Dentistry, Education, Law, Medicine, Nursing, and Pharmacy.
Yield rate is the number of registrations divided by number of offers.

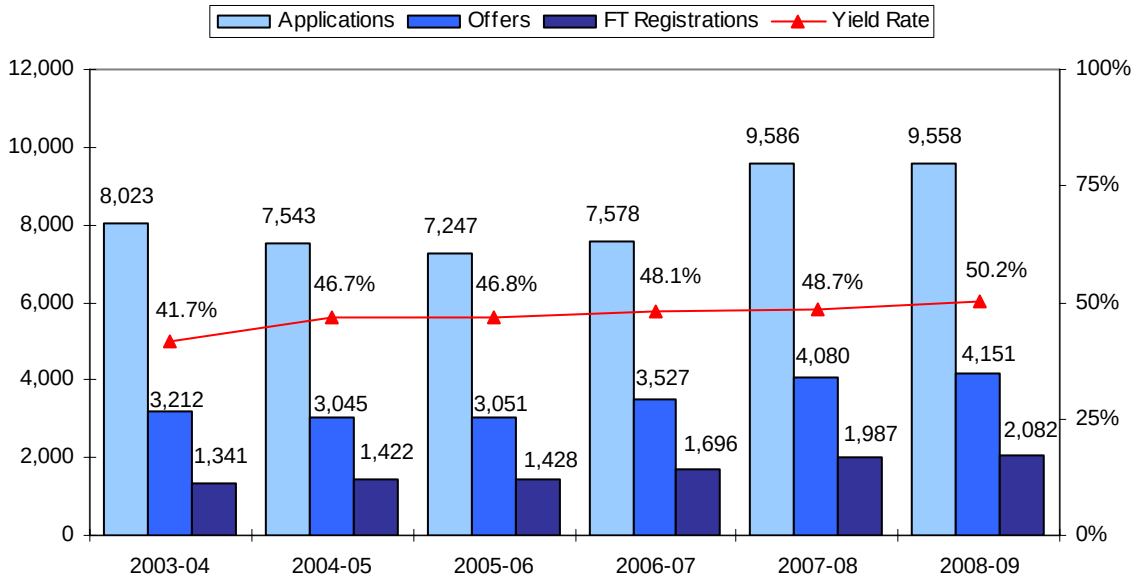
The line in the chart above indicates the change over time in the number of students who registered in selected undergraduate professional programs as a percentage of the number of offers that were made each year.

Figure 3-i-d
Total Applications, Offers, Registrations and Yield Rates
Selected Second-Entry Professional Programs by Faculty 2008-09

	Dentistry	Education	Law	Medicine	Nursing	Pharmacy
Applications	484	5,637	1,818	2,734	569	1,590
Offers	92	1,879	273	294	244	308
FT Registrations	66	1,328	189	228	155	240
Yield Rate	71.7%	70.7%	69.2%	77.6%	63.5%	77.9%

The table above provides the faculty-level detail for 2008-09.

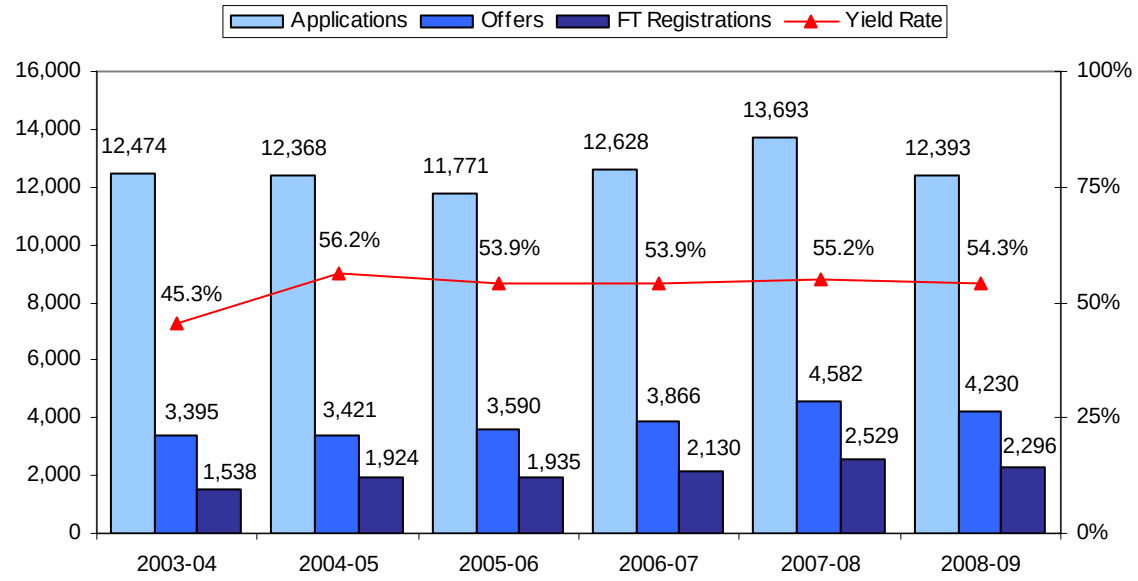
Figure 3-i-e
Total Applications, Offers, Registrations and Yield Rates
Professional Master's Programs 2003-04 to 2008-09



Source: School of Graduate Studies (SGS).
Professional Masters programs include: Executive MBA, Executive MBA (Global), Master of Architecture, Master of Arts - Child Study, Master of Arts - Teaching, Master of Biotechnology, Master of Business Administration, Master of Education, Master of Engineering, Master of Engineering - Telecommunications, Master of Financial Economics, Master of Forest Conservation, Master of Health Science, Master of Industrial Relations & Human Relations, Master of Information Studies, Master of Landscape Architecture, Master of Mathematical Finance, Master of Management and Professional Accounting, Master of Museum Studies, Master of Music, Master of Nursing, Master of Science, Master of Science - Biomedical Communication, Master of Science - Occupational Therapy, Master of Science - Physical Therapy, Master of Science - Planning, Master of Social Work, Master of Spatial Analysis, Master of Studies in Law, Master of Teaching, Master of Urban Design, Master of Urban Design Studies, and Master of Visual Studies.
Yield rate is the number of registrations divided by number of offers.

The line in the chart above indicates the change over time in the number of students who registered in graduate professional programs as a percentage of the number of offers that were made each year.

Figure 3-i-f
Total Applications, Offers, Registrations and Yield Rates
SGS Doctoral Stream Programs 2003-04 to 2008-09



Source: School of Graduate Studies (SGS).
Masters programs include: MA, MSc, MASc, MScF, Specialty MSc, MusM, LLM.
Doctoral programs include: MusDoc, PhD, EdD, SJD.
Yield rate is the number of registrations divided by number of offers.

The line above indicates the change over time in the number of students who registered in doctoral stream programs as a percentage of the number of offers that were made each year.

Student Entering Averages

Performance Relevance:

Student entering grade averages reflect an institution's ability to attract a well-qualified student body. Comparisons over time provide an indication of an institution's ability to consistently attract high quality students. Entering averages specific to our Arts and Science programs across our three campuses indicate whether our ability to attract high quality students varies by campus.

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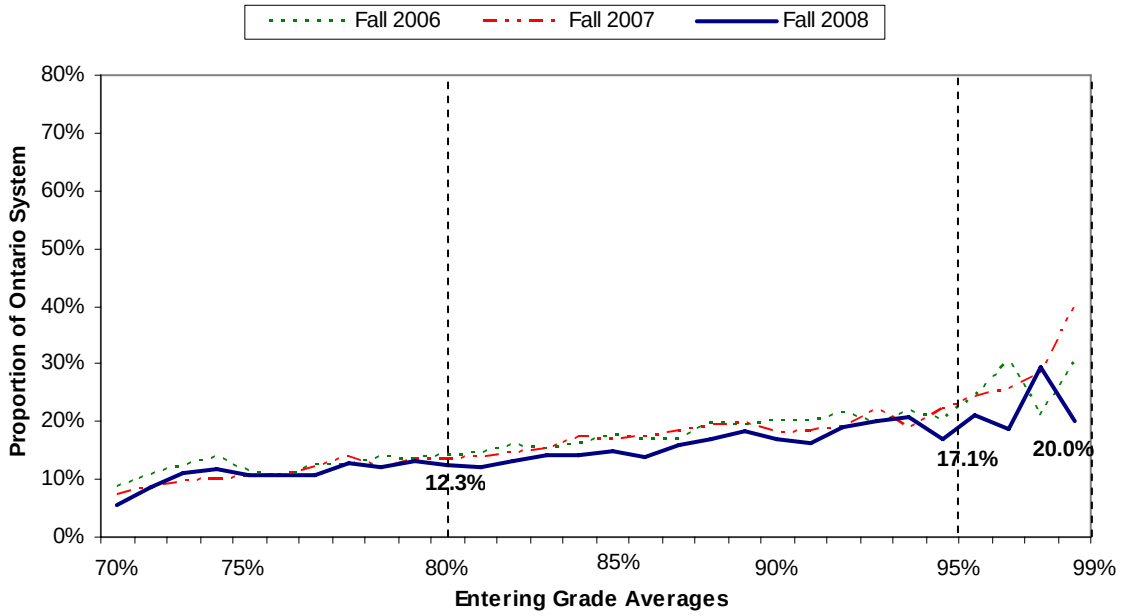
Figure 3-i-g
Entering Grade Averages, First-Entry Programs
Fall 2005, Fall 2007, Fall 2008
Proportion of Ontario Students with Average Marks>=70%
Attending the University of Toronto

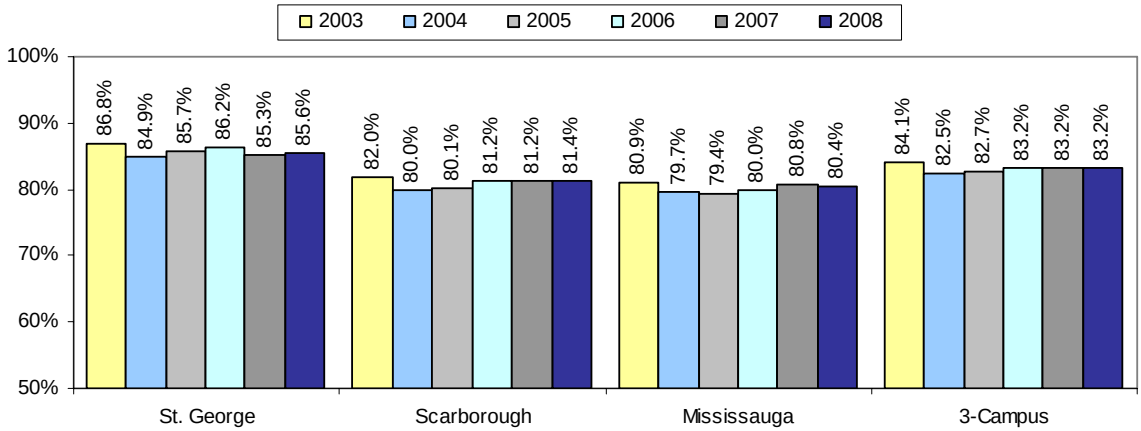


Source: Data provided by COU. Based on OUAC final average marks.

The lines above indicate the proportion of Ontario secondary school students with entering averages of 70% or higher who registered at UofT in Fall 2006, 2007 and 2008 by entering mark. In 2008, UofT attracted 12.3% of the students from Ontario secondary schools with entering averages of 80%,17.1% of the students with averages of 95% and 20% of the students with averages of 99%.

3. Student Recruitment and Experience
i. Student recruitment
Figures g-h

Figure 3-i-h
Entering Grade Averages (Average Mark), Arts &Science by Campus



Source: Data provided by Admissions & Awards. Based on OUAC final average marks (best six).

The bars above indicate the average entering marks of students who enrolled in Arts and Science programs at each of the three campuses and at UofT overall from Fall 2003 to Fall 2008.

Undergraduate Student Awards

Performance Relevance:
In an effort to further assess the achievements of our students we have included a number of prestigious undergraduate awards and scholarships as metrics.

Entrance scholarships and awards (awarded at the beginning of students' studies) provide a measure of success of the University in attracting excellent students. Undergraduate level entrance scholarships and awards include the Millennium Excellence Award[1] and the TD Scholarship[2].

Exit scholarships (awarded at the end of students' studies) demonstrate the quality of the University's performance in educating and providing students with the necessary environment to achieve excellence. Undergraduate level exit scholarships include the Commonwealth Scholarship[3], the Knox Fellowship[4], and the Rhodes Scholarship.[5]

We have expressed the number of University of Toronto recipients as a percentage of the number of recipients in Canada, with one exception. Since the Rhodes program provides a fixed number of awards per province, the share is expressed at the provincial rather than national level.

Notes:
[1]Millennium Excellence Awards are provided to students "who demonstrate exceptional merit in terms of community service, academic achievement, leadership potential and aptitude for innovation". Each year, the Foundation distributes more than 1,000 millennium entrance excellence awards to students beginning post-secondary studies for the first time.

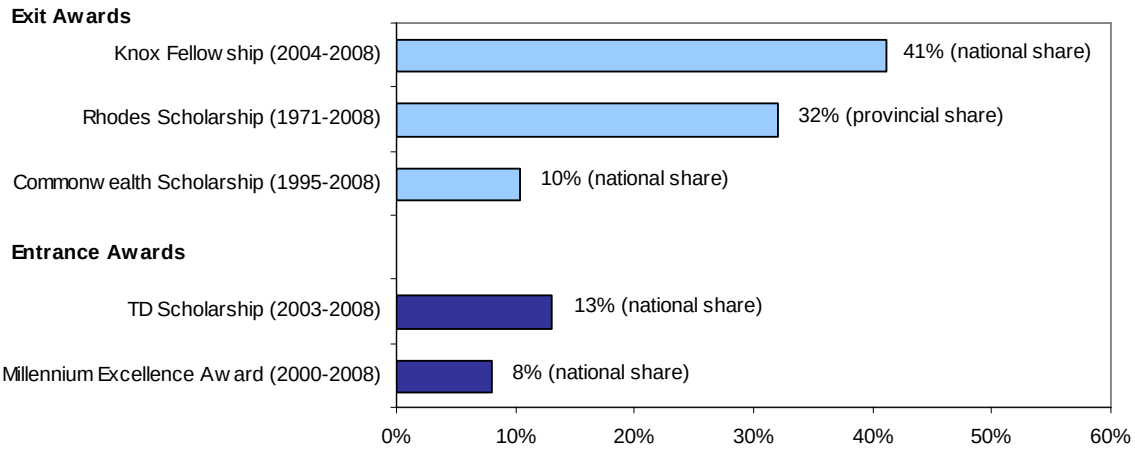
[2]TD Scholarship recipients will have demonstrated outstanding community leadership. Twenty scholarships are awarded each year and are renewable for four years.

[3]Commonwealth Scholarships were established by Commonwealth Governments "to enable students of high intellectual promise to pursue studies in Commonwealth countries other than their own, so that on their return they could make a distinctive contribution in their own countries while fostering mutual understanding with the Commonwealth".

[4]The Frank Knox Memorial Fellowship program provides funding for students from Australia, Canada, New Zealand and the UK to conduct graduate study at Harvard University. Through in-country competitions, Knox Fellowships are typically awarded to 15 newly admitted students each year, including six from the UK and three each from Canada, Australia and NZ. Funding is guaranteed for up to two years of study at Harvard. Fellows are selected on the basis of "future promise of leadership, strength of character, keen mind, a balanced judgment and a devotion to the democratic ideal".

[5]At the undergraduate level, two Rhodes Scholarships are granted to Ontario students each year, and a total of eleven are awarded to Canadian students. It should be noted that applicants can apply using their home province or that of their undergraduate university.

Figure 3-i-i
Undergraduate Student Scholarship Recipients by Award
University of Toronto's Share of Total Awarded to Canadian Universities



Source: AUCC for Knox and TD Awards; Admission & Awards for Rhodes Scholar; the Bureau of International Education(CBIE) for Commonwealth Scholarship. Canada Millennium Scholarship Foundation for Millennium Excellence Award.

UofT's undergraduate students received between 10% and41% of the prestigious exit awards granted nationally, and between 8% and 13% of the prestigious national entrance awards. U of T's undergraduate students have also received 32% of the prestigious Rhodes Scholarships awarded to students from Ontario since 1971. By way of comparison, UofT's approximate share of undergraduate students is 7% nationally and 16% provincially.

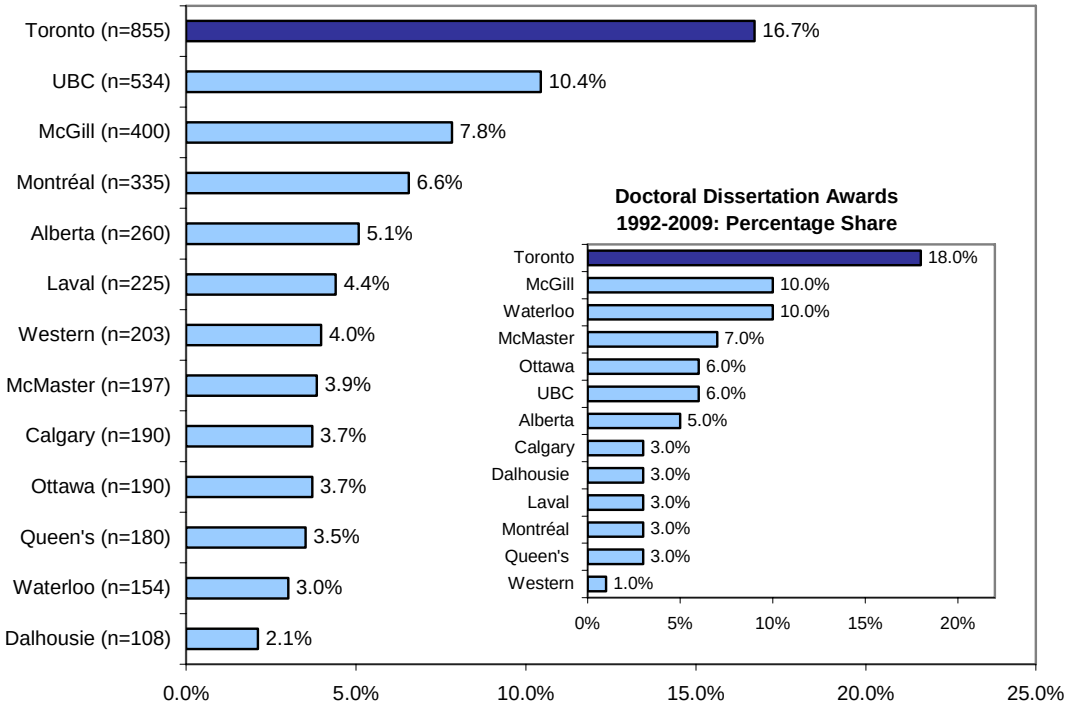
Graduate Student Awards

Performance Relevance:
The number of prestigious student awards received by our graduate students provides an assessment of our ability to recruit excellent students and provide the necessary environment for them to be successful.

Doctoral scholarships are awarded (based on merit) upon entry or continuation into the doctoral program. We have included the number of University of Toronto graduate students receiving peer-reviewed doctoral scholarships from the Social Science and Humanities Research Council (SSHRC), National Science and Engineering Research Council (NSERC) and the Canadian Institute for Health Research (CIHR).[1] This year we have included the new Vanier Scholarship recipients.

Doctoral dissertation awards are provided in recognition of dissertation work completed while enrolled in the doctoral program. We have included National Science and Engineering Research Council (NSERC), and Canadian Association of Graduate Schools (CAGS) doctoral award recipients.

Figure 3-i-j
Scholarships from Federal Granting Councils
1996-2009: Percentage Share



Percent share based on total cumulative counts.
Only our Canadian peer institutions are shown above.
Doctoral scholarships from federal granting councils:
Canada Graduate Scholarships - Doctoral: CIHR n=1,093; NSERC n=1,496; SSHRC n=2.350.
Vanier Scholarships: CIHR n=56; NSERC n=55; SSHRC n=55.
SSHRC William E. Taylor Award n=4 in Canada (outcome not yet available for 2009).
NSERC André Hammer Prize n=5.
Doctoral dissertation awards:
NSERC Doctoral Prize n = 72.
CAGS/UMI n=28.

UofT doctoral students received 16.7% (855) of the doctoral scholarships awarded by the Tri-Councils since 1996. In addition, between 1992 and 2009 UofT doctoral students received 18.0% (18) of the NSERC and CAGS doctoral awards at the national level.

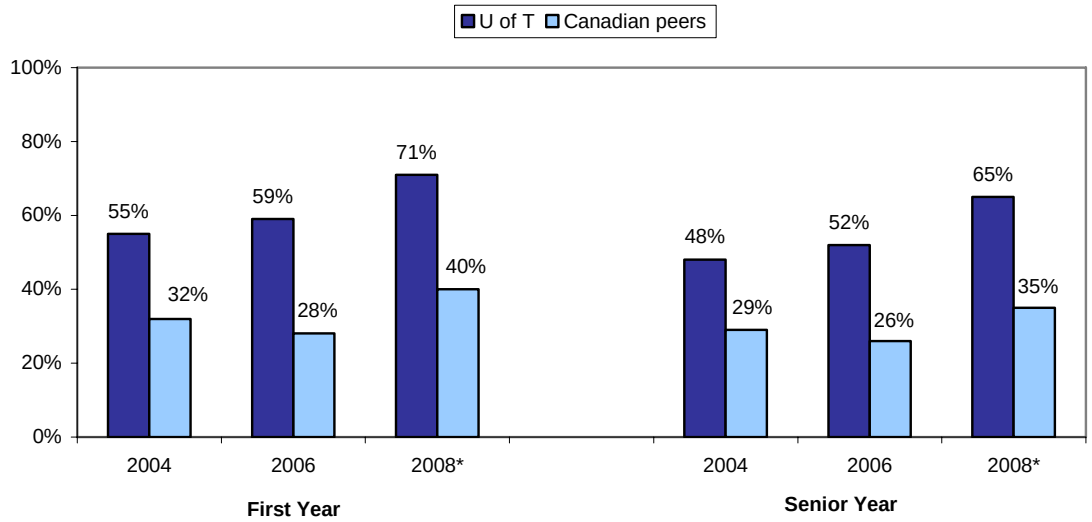
a. Diversity of Students

Performance Relevance:

The University of Toronto recognizes that access to a university education can be influenced by several factors including financial, socio-economic or family circumstances, and disabilities. As such, efforts are made by the University not only to attract individuals from varied backgrounds but also to provide the support they need to successfully complete their studies.

This year, to measure the diversity of our students, we have included a measure estimating the proportion of our first-entry undergraduate program students who identify themselves as "visible minorities" (2004 and 2006) or "non-white" (2008) as part of the National Survey of Student Engagement.

Figure 3-ii-a
NSSE Results: Students who reported they are part of a visible minority group in Canada (2004/2006) and non-white (2008)



*The wording of the question on ethno-cultural information in the survey changed in 2008. In previous versions of the survey, students were asked if they were "a member of a visible minority group in Canada." In the 2008 version, students were asked to identify their ethno-cultural background from a list provided with the option of selecting all that apply. Therefore comparisons over time might not be very precise.

The chart above indicates the responses for first-year and senior-year undergraduate students in direct-entry programs at UofT compared to those at our Canadian peer institutions.

Related Report:

http://www.provost.utoronto.ca/public/reports/NSSE.htm

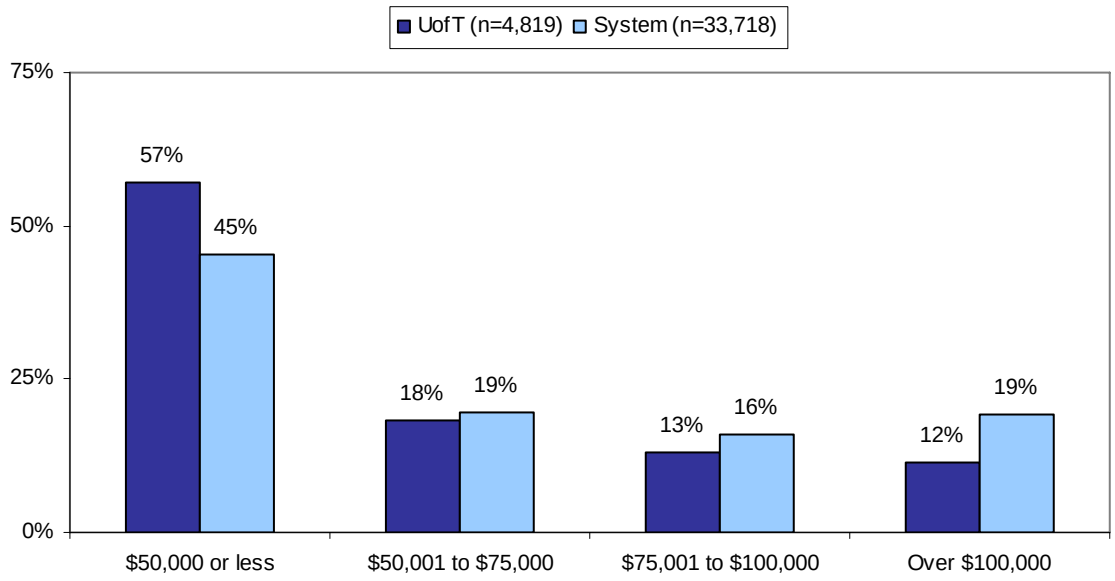
Parental Income

Performance Relevance:
The University of Toronto recognizes that access to a university education can be influenced by several factors including financial, socio-economic or family circumstances, and disabilities. As such, efforts are made by the University to not only attract individuals from varied backgrounds, but to also provide the support they need to successfully complete their studies.

The University's Policy on Student Financial Support establishes as a fundamental principle that no student offered admission to its programs will be unable to enter or to complete the program due to lack of financial means. Accordingly, and notwithstanding tuition increases over time, the proportion of students from lower-income families should be maintained as a result of the operation of this policy.

This year, we are providing a new measure of financial accessibility–the average parental income of the University's Year 1, first-entry undergraduate program students receiving OSAP compared to that of the Ontario University system.

Figure 3-ii-b
Parental Income of 2008-09 Year 1 Students Receiving OSAP in Direct Entry Programs: U of T compared to All Ontario Universities



Source: Ministry of Training, Colleges and Universities (MTCU)

The chart above indicates the distribution of parental income of first-year University of Toronto students in direct-entry programs who received OSAP in 2008-2009 compared to all first-year students in Ontario universities enrolled in direct-entry programs who received OSAP.

Transitional Year Program (TYP)

Performance Relevance:

The University of Toronto recognizes that access to a university education can be influenced by several factors including financial, socio-economic or family circumstances, and disabilities. As such, efforts are made by the University to not only attract individuals from varied backgrounds, but to also provide the support they need to successfully complete their studies.

The Transitional Year Program (TYP) is an access program unique in Canada for adults without the formal educational background needed to qualify for university admission. Typically, these students have grown up in communities in which few people had access to higher education. Students accepted into this program did not have the opportunity to finish secondary school due to a variety of circumstances. TYP offers about 70 students a year the opportunity to undertake an intensive, eight-month full-time course and the opportunity to earn credits towards a University of Toronto Bachelor of Arts degree.

Figure 3-ii-c
Transitional Year Program Enrolment

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
TYP Regular Program	58	66	54	51	42	44
TYP Extended Program	8	6	8	18	15	10
Total	66	72	62	69	57	54

Source: Office of Government, Institutional and Community Relations

The chart above indicates the number of enrolled in the Transitional Year Program, from 2003-04 to 2008-09.

Related web site:

http://typ.utoronto.org/

Academic Bridging Program

Performance Relevance:

The University of Toronto recognizes that access to a university education can be influenced by several factors including financial, socio-economic or family circumstances, and disabilities. As such, efforts are made by the University to not only attract individuals from varied backgrounds, but to also provide the support they need to successfully complete their studies.

The University of Toronto's Academic Bridging Program offers mature students the opportunity to pursue a university degree. The program is intended to bridge the gap between a student's prior secondary education and the requirements of first year university courses. Students enrolled take one Academic Bridging course and are provided additional support through the writing centre and mathematics labs. Those who successfully complete the course may continue their degree studies in the Faculty of Arts and Science.

Figure 3-ii-d
Academic Bridging Program Enrolment

	2002-03 Cohort	2003-04 Cohort	2004-05 Cohort	2005-06 Cohort	2006-07 Cohort	2007-08 Cohort
Number of students admitted into Bridging Program	929	958	939	960	864	843
Number of students who successfully completed Bridging Program, and were eligible to register in A&S	433	426	414	447	427	385
Percentage of students who successfully completed Bridging Program, and were eligible to register in A&S	46.6%	44.5%	44.1%	46.6%	49.4%	45.7%
Number of Bridging Program graduates who registered in A&S full-time or part-time in the following year	294	332	349	339	346	306
Percentage of Bridging Program graduates who registered in A&S full-time or part-time in the following year	67.9%	77.9%	84.3%	75.8%	81.0%	79.5%

Source: Office of the Academic Bridging Program

The chart above indicates the number of enrolled in the Academic Bridging Program from 2002-03 to 2007-08. It tracks each cohort and reports the number and percentage of students who successfully completed the program and who are eligible to register in A&S and those who did register in A&S.

Related website:

http://www.wdw.utoronto.ca/index.php/programs/academic_bridging/overview/

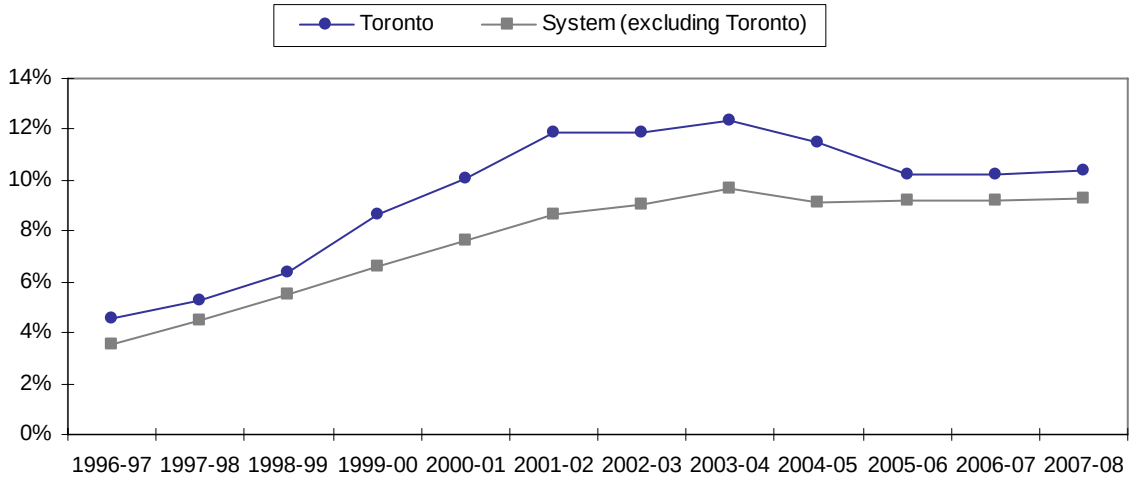
Scholarships and Bursaries as a Percentage of Operating Expenses

Performance Relevance:

The University of Toronto recognizes that access to a university education can be influenced by several factors including financial, socio-economic or family circumstances, and disabilities. As such, efforts are made by the University to not only attract individuals from varied backgrounds, but to also provide the support they need to successfully complete their studies.

Comparative statistics on the level of graduate financial support is one measure of our commitment to assist students financially.

Figure 3-ii-e
Percentage of Scholarships and Bursaries to Total Operating Expenditures, 1996-97 to 2007-08



Source: Compendium of Statistical and Financial Information - Ontario Universities 1998-99, 1999-00, 2000-01, 2001-02, 2002-03, 2003-04, 2004-05, 2005-06, 2006-07 & 2007-08 Volumes I & II for 1996-97 and 1997-98 Council of Ontario Universities (COU), Table 4 - Summary of Expense by Fund and Object of Expense.
Scholarships and Bursaries include all payments to undergraduate and graduate students and from both internal and external sources. These payments include scholarships (OGS, OSOTF, OGSST, etc.), bursaries (UTAPS), prizes and awards. Scholarships and Bursaries for UofT and the Ontario System include student aid funded by restricted funds.

The chart above shows the percentage of scholarships and bursaries to total operating expenses for UofT compared to the other Ontario universities, from 1996-97 to 2007-08.

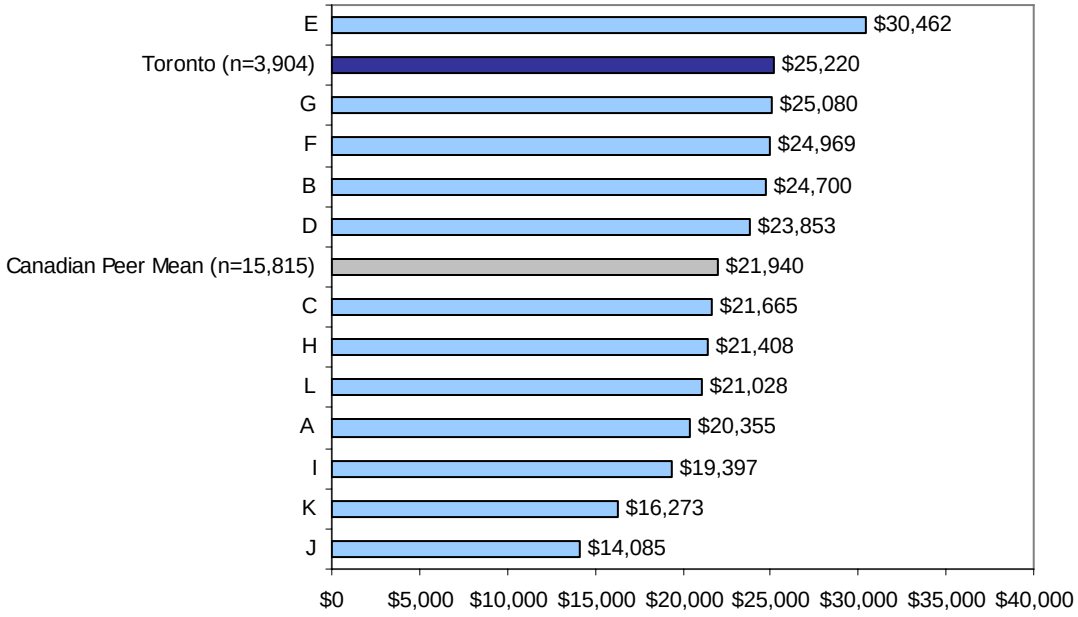
Graduate Financial Support

Performance Relevance:

The University of Toronto recognizes that access to a university education can be influenced by several factors including financial, socio-economic or family circumstances, and disabilities. As such, efforts are made by the University to not only attract individuals from varied backgrounds, but to also provide the support they need to successfully complete their studies.

Comparative statistics on scholarships and bursaries as a percentage of the operating budget is one measure of our commitment to assist students financially.

Figure 3-ii-f
Doctoral Student Support, 2007-08
Average Financial Support per Student, All Divisions (excl. Health Sciences)



Source: G13DE.
Note: Canadian peer mean excludes UofT. Quebec data do not include direct-to-student Provincial bursary support. Montreal's data excludes Ecole Polytechnique (mostly sciences & engineering).

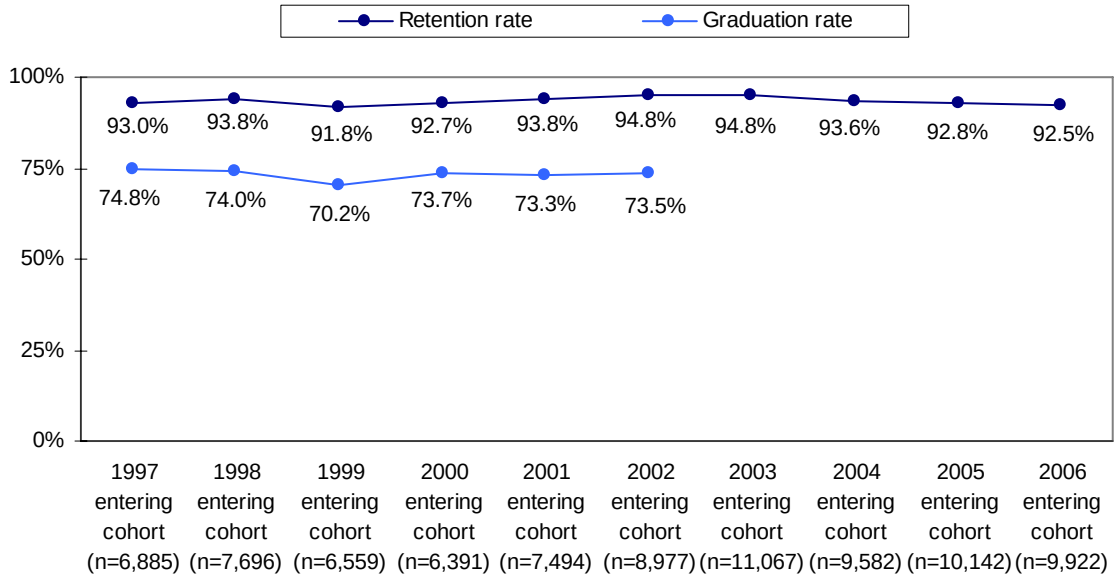
The chart above shows the average financial support per student in all divisions, excluding health sciences, and compares it to our Canadian peers and the peer mean.

Undergraduate Student Retention and Graduation

Performance Relevance:

The rate at which students continue their studies and graduate in a timely fashion reflects the University's ability to attract well-qualified students and provide the environment in which they can succeed. Accordingly, we have included measures of retention and graduation at the undergraduate level exchanged with the Consortium on Student Retention Data Exchange (CSRDE).

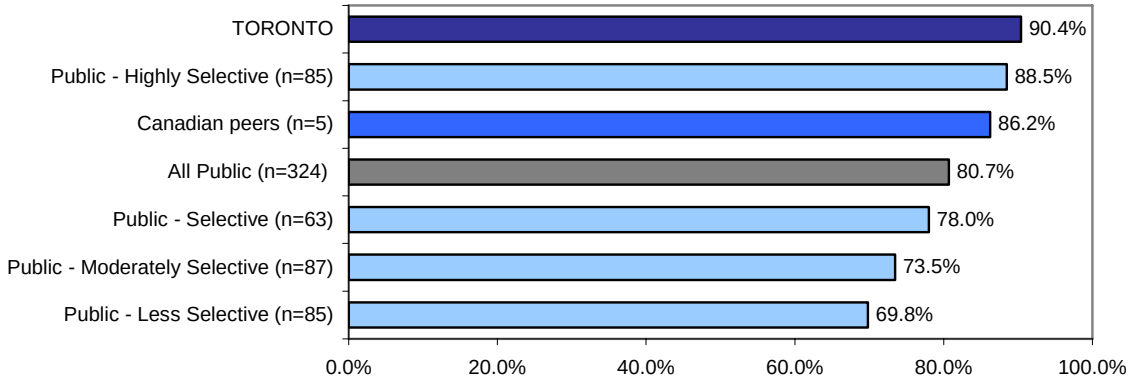
Figure 3-iii-a
University of Toronto Retention Rate First-time, Full-time, First Year cohorts, 1997 Cohort to 2006 Cohort
and Six Year Graduation Rate First-time, Full-time, First Year cohorts, 1997 Cohort to 2002 Cohort
CSRDE Study



Source: Consortium for Student Data Exchange (CSRDE).
Retention rate = the proportion of entering registrants continuing to following year, 1997 - 2006 entering cohorts.
Graduation rate = the proportion of entering registrants in a 4-year program graduating at the end of the sixth year, 1997 - 2002 entering cohorts.
Notes: Starting with the 1999 cohort, students registered in three-year programs have been excluded, and students who continue to an undergraduate professional programs are included.

The top line in the chart above indicates the change over time in the retention rate, which is the proportion of first-time full-time first year registrants in direct entry programs continuing to the following year. The bottom line indicates the change over time in the graduation rate, which is the proportion of first-time, full-time registrants of a 4-year program graduating by the end of their sixth year.

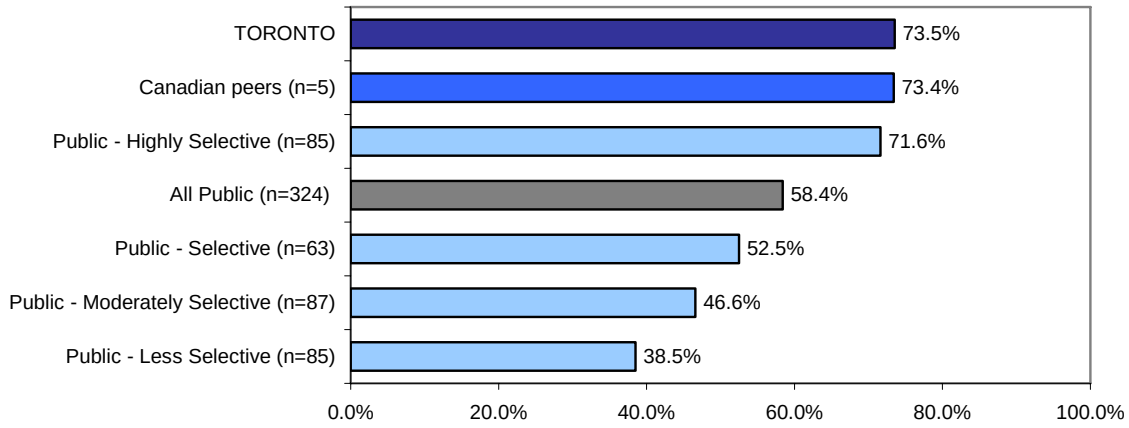
Figure 3-iii-b
First Year Retention Rate
Toronto vs. Other Public Institutions by Selectivity
2007 Full-time, First-time First-Year Cohort Continuing their Studies in 2008



Source: CSRDE Report 2009.
The above retention is understated as it does not include students who step out for one year and then return. Approximately 2% of the entering cohort do not return in the in the second year, but do return in the third year.
Note: Only Canadian peers who exclude 3 year degree programs in their calculations are included.
The CSRDE survey includes public and private institutions in North America. We have chosen public institutions as our comparator. The CSRDE survey is based on the premise that an institution's retention and completion rates depend largely on how selective the institution is. Therefore, CSRDE reports the retention and graduation results by four levels of selectivity defined by entering students' average SAT or ACT test scores.
Highly Selective - SAT above 1100 (maximum 1600) or ACT above 24 (maximum 36);
Selective - SAT 1045 to 1100 or ACT 22.5 to 24;
Moderately Selective - SAT 990 to 1044 or ACT 21 to 22.4;
Less Selective - SAT below 990 or ACT below 21..

The chart above indicates that 90.4% of UofT's full-time, first-year students who entered into a first-entry four-year undergraduate program in Fall 2006 continued their studies in Fall 2008. This is compared to an 88.5% retention rate cited at highly selective public institutions and 86.2% at the Canadian peer institutions.

Figure 3-iii-c
Six-Year Graduation Rate
Toronto vs. Other Public Institutions by Selectivity
2002 Full-time, First-time, First Year Cohort Graduating by 2008



Source: CSRDE Report 2009.
Note: Only Canadian peers who exclude 3 year degree programs in their calculations are included.

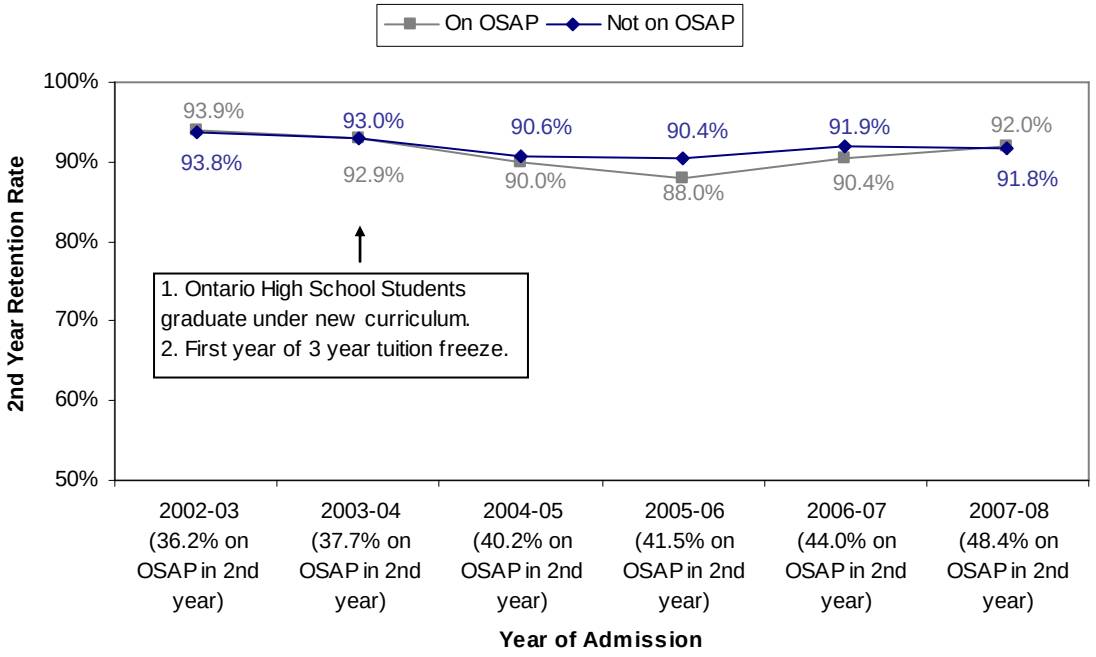
The chart above indicates that 73.5% of UofT's full-time, first-year students who entered into a first-entry four-year undergraduate program in 2002 graduated within six years, by 2008. This compares to a 71.6% graduation rate cited at highly selective public institutions and 73.4% at Canadian peer institutions.

Undergraduate Student Retention and Graduation Rates Compared to OSAP Status, Tuition Fee Levels

Performance Relevance:

The rate at which students continue their studies and graduate in a timely fashion reflects the University's ability to attract well-qualified students and provide the environment in which they can succeed. We have compared retention and graduation results at the undergraduate level with changes in tuition fee levels and the OSAP status of our students. A selection of the results is presented below.

Figure 3-iii-d
Second Year Retention Rates by OSAP Status and by Year of Admission All Programs, University of Toronto

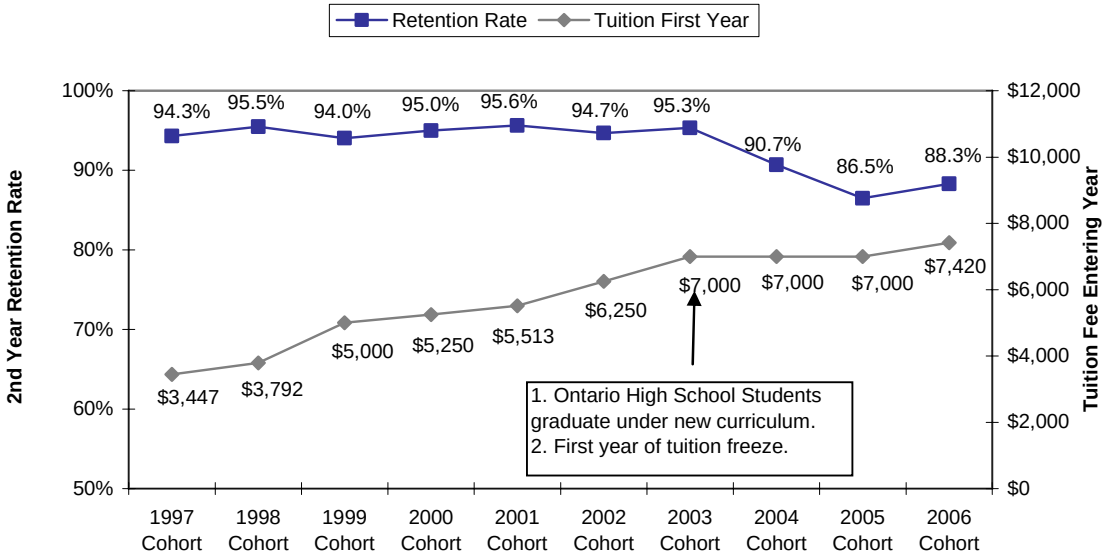


S

ource: University of Toronto Admissions and Awards

The chart above compares the year one to year two retention of students receiving OSAP support with the retention rate of those student not receiving OSAP support from 2002-03 to 2007-08.

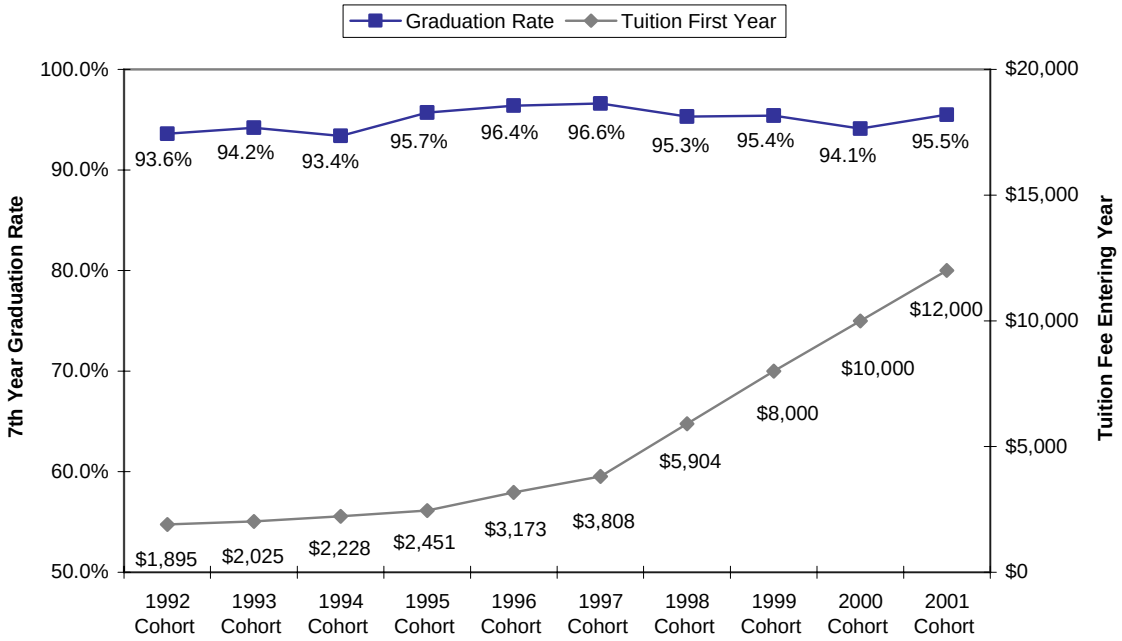
Figure 3-iii-e
Second Year Retention Rates and Tuition Fee for Entering Cohort
University of Toronto - Applied Science and Engineering



Source: CSRDE Report, University of Toronto Tuition Fee Schedules

The chart above compares the year one to year two retention of Engineering students to the changes in tuition fee levels for the 1997 through 2006 cohorts. It is noteworthy that a tuition freeze existed in Ontario from 2003 to 2005. Also, the 2003 cohort was the first cohort of students from Ontario secondary schools educated under the new curriculum.

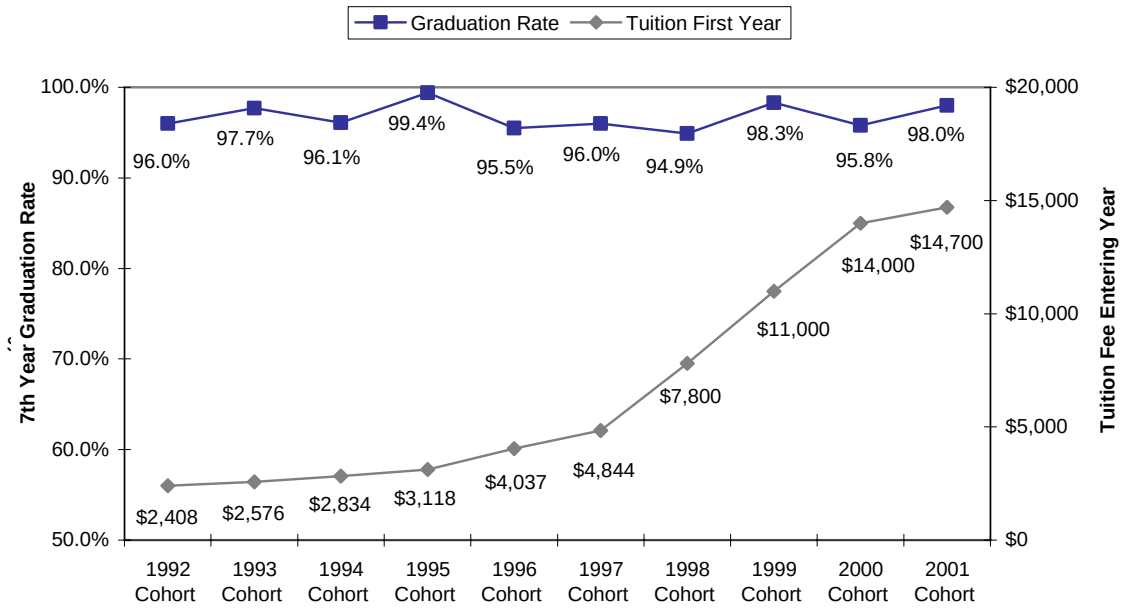
Figure 3-iii-f
Seven Year Graduation Rates and Tuition Fee for Entering Cohort
University of Toronto – Law



Source: MTCU Graduation Rate, University of Toronto Tuition Fee Schedules

The chart above compares the 7-year graduation rate of Law students to the changes in tuition fee levels for the 1992 through 2001 cohorts.

Figure 3-iii-g
Seven Year Graduation Rates and Tuition Fee for Entering Cohort
University of Toronto – Medicine



Source: MTCU Graduation Rate, University of Toronto Tuition Fee Schedules

The chart above compares the 7-year graduation rate of Medicine students to the changes in tuition fee levels for the 1992 through 2001 cohorts.

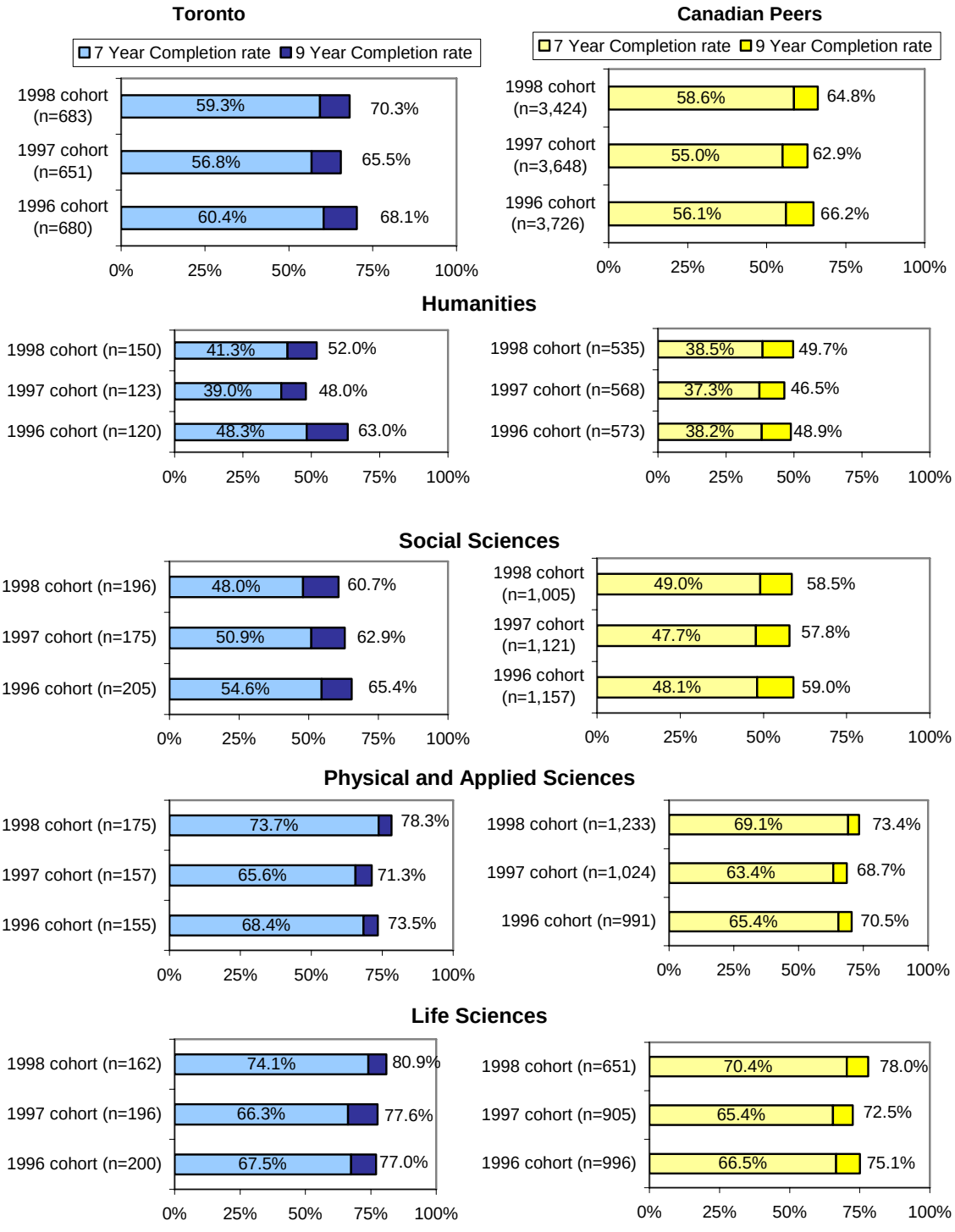
Graduate Time-to-Completion and Graduation

Performance Relevance:

The rate at which students continue their studies and graduate in a timely fashion reflects the University's ability to attract well-qualified students and provide the environment in which they can succeed. We have included time-to-completion and graduation at the graduate level compared to our Canadian peers.

3. Student Recruitment and Experience
iii. Student Retention and Graduation
Figures h-i

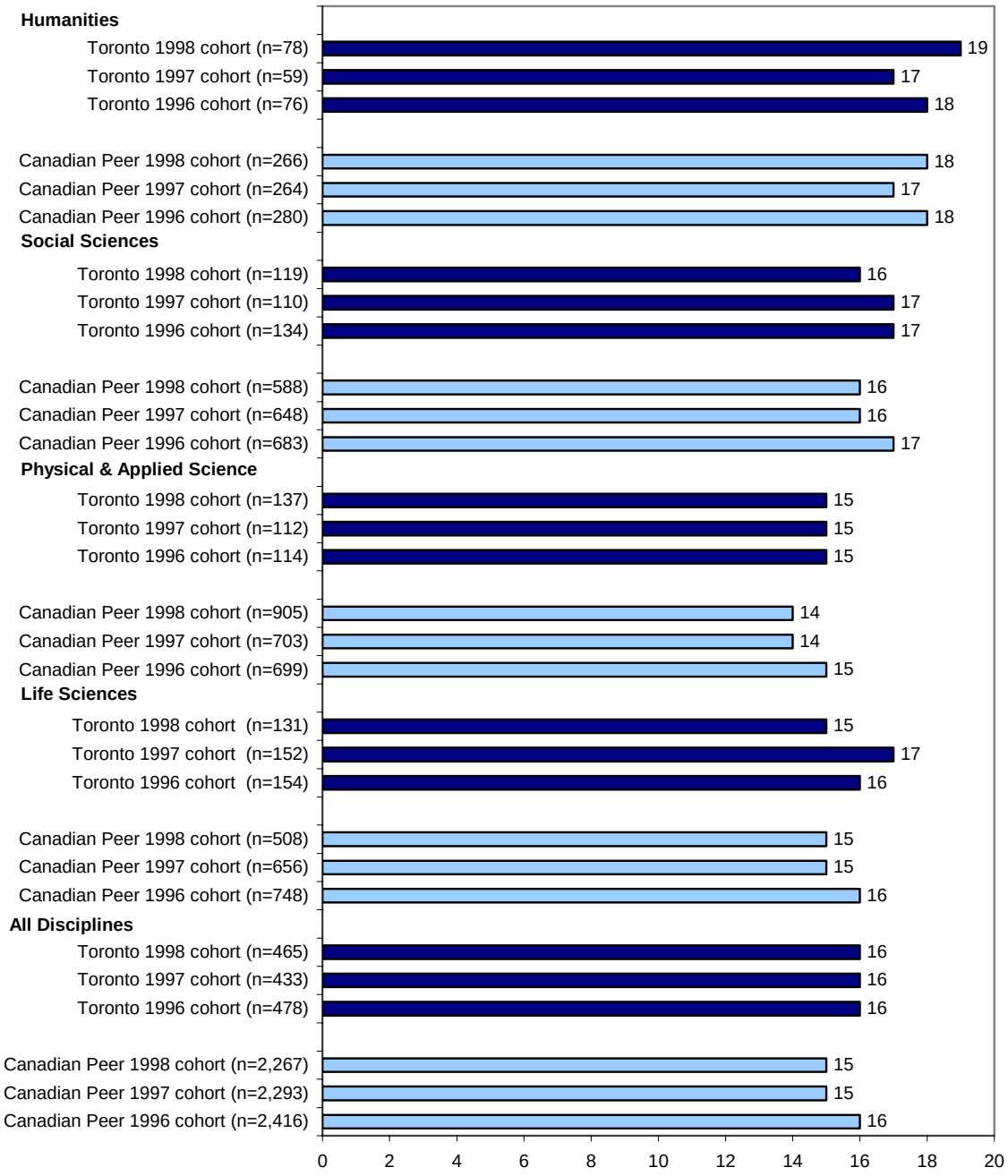
Figure 3-iii-h
Seven-Year and Nine-Year Completion Rate
1996, 1997 and 1998 Doctoral Cohorts



Source: G13DE.
Note: Canadian peer cohorts includes UofT. 1996 Doctoral Cohort as of Winter 2005; 1997 Doctoral Cohort as of Winter, Summer or Fall 2006; 1998 Doctoral Cohort as of Winter, Summer or Fall 2007.

The chart above indicates the percentage of doctoral students who have completed their program after seven years and nine years from when they began. Data is presented by discipline and compared to the means of our Canadian peers.

Figure 3-iii-i
Median Number of Terms Registered to Degree for Graduates
1996, 1997 and 1998 Doctoral Cohorts



Source: G13DE.
Note: Canadian peer cohorts includes UofT. 1996 Doctoral Cohort as of Winter 2005; 1997 Doctoral Cohort as of Winter, Summer or Fall 2006; 1998 Doctoral Cohort as of Winter, Summer or Fall 2007.

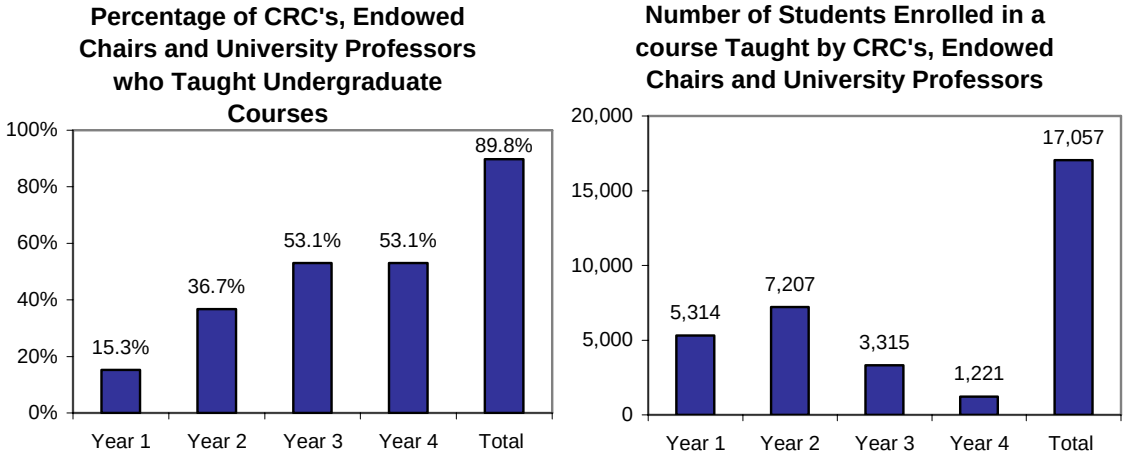
The chart above indicates the median number of terms it took for doctoral students to complete their studies. Data are shown by discipline and compared to the means at our Canadian peers.

Undergraduate Instructional Engagement

Performance Relevance:

We have developed a new measure of undergraduate instructional engagement. As a pilot, using the number of Canada Research Chairs (CRCs), University Professors, and Endowed Chairs as a proxy population for faculty who have received special distinction for their research, we have measured the contribution of this population of faculty to undergraduate courses in three divisions: Arts and Science, UTM and UTSC.

Figure 3-iv-a
Undergraduate Instructional Engagement
Arts & Science - 3 campuses,
2008-09 Academic year



Source: Government, Institutional & Community Relations
Notes: Of the 119 CRCs, endowed chairs and university professors identified, 7 were excluded given their roles held as senior administrators. and 14 faculty member on sabbatical or other leave. Courses include full credit, as well as half credit courses (unweighted).

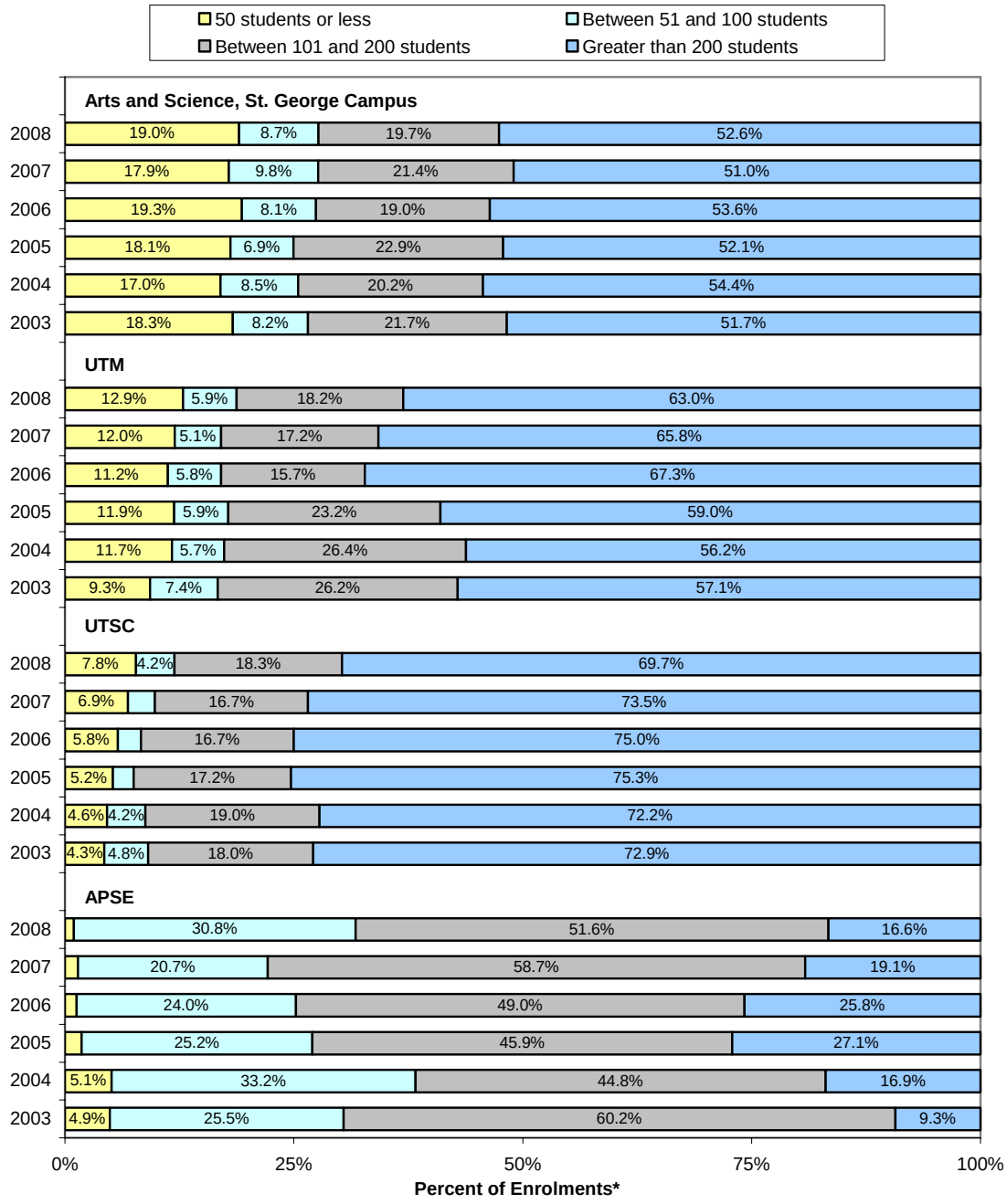
The chart on the left shows the percentage of CRCs, Endowed Chairs or University Professors who taught at least one undergraduate course in the Faculty of Arts and Science, UTM and UTSC in the 2008-09 academic year. The chart on the right shows the number of students who were enrolled in these courses.

Undergraduate Class Size Experience

Performance Relevance:
The University of Toronto is committed to providing undergraduate students with the opportunity to participate in a variety of learning formats, including smaller class experiences. An assessment of the distribution of enrolment by class size and by year provides an indication of the class size experience our undergraduate students are receiving.

We assessed the class size experience of our students in four direct-entry program areas (Arts and Science - St. George, University of Toronto Mississauga (UTM), University of Toronto Scarborough (UTSC), and Applied Science and Engineering (APSE)), at two points in their undergraduate programs, first and fourth year.

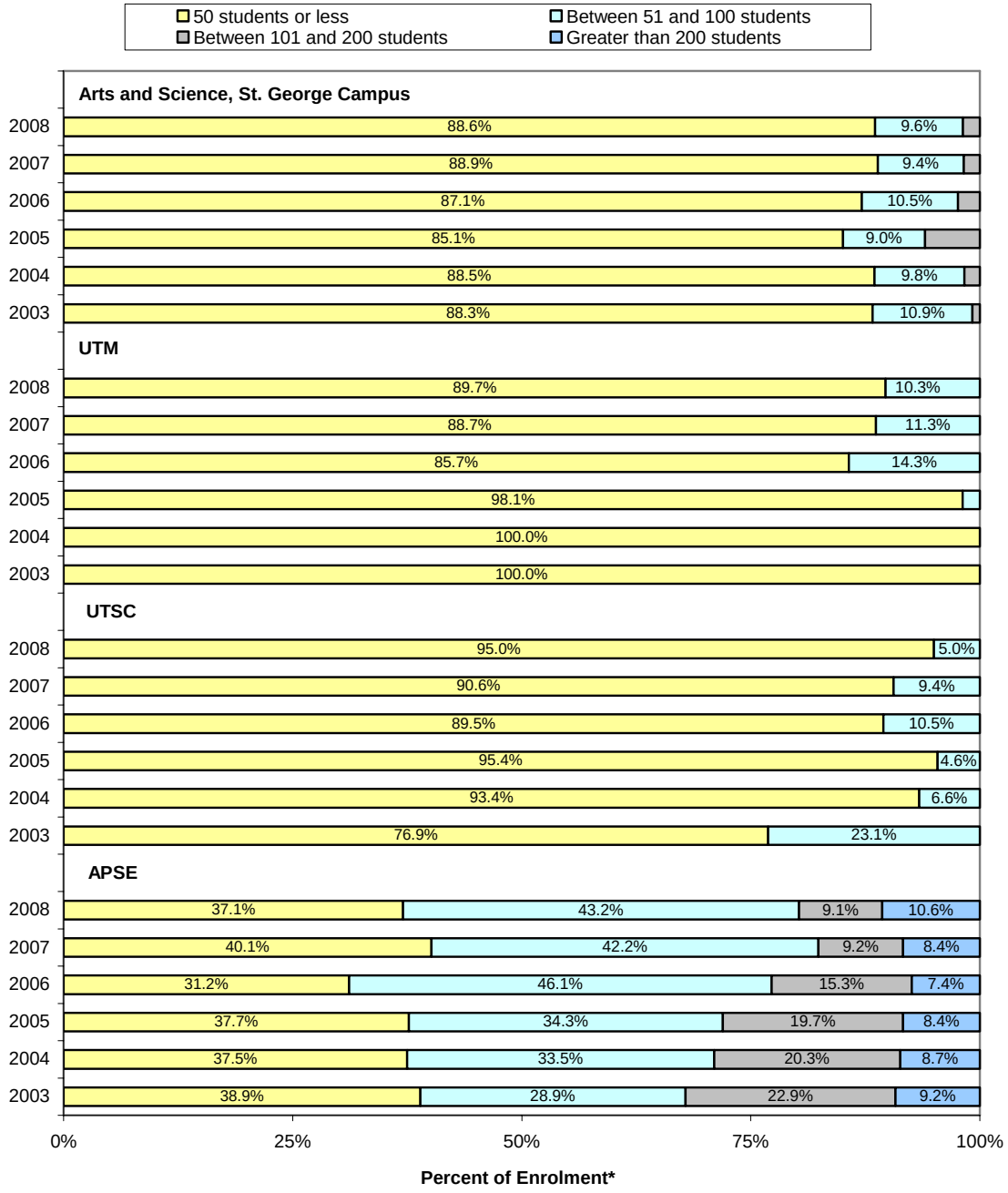
Figure 3-iv-b
Class Size Experience in Undergraduate First Year Courses
Fall & Winter Enrolments from 2003 to 2008



Values of 4% or less are not labeled.
* Weighted enrolment expressed in Full Course Equivalents (FCEs). Enrolment in half-credit courses is counted as 0.5 per student. Enrolment in full-credit courses is counted as 1.0 per student.

The chart above indicates the distribution of first year course enrolment according to four selected class size ranges over the last six years. For instance, in 2008, 19.0% of the first year course enrolment in Arts & Science (St.George) was in classes of 50 students or less.

Figure 3-iv-c
Class Size Experience in Undergraduate Fourth Year Courses
Fall & Winter Enrolments from 2003 to 2008



Source: Government, Institutional and Community Relations reported on data compiled from ROSI.
Values of 4% or less are not labeled.
* Weighted enrolment expressed in FCEs. Enrolment in half-credit courses is counted as 0.5 per student. Enrolment in full-credit courses is counted as 1.0 per student.

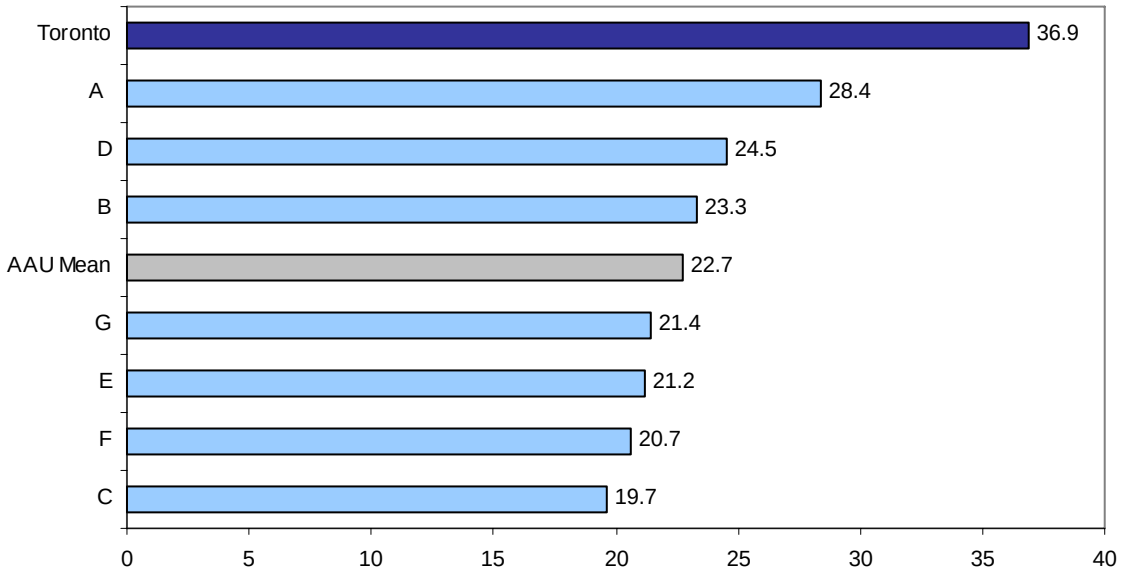
The chart above indicates the distribution of fourth year course enrolment according to four selected class size ranges over the last six years. For instance, in 2008 88.6% of the fourth year course enrolment in Arts and Science (St. George) was in classes of 50 students or less.

Student-Faculty Ratios – U.S. Peers

Performance Relevance:

Student-faculty ratios at the institutional level provide a general indication of the deployment or available level of resources. A significant part of the student experience is predicated on access to faculty, e.g., opportunities for interaction or feedback on academic work. When compared to similar institutions and over time, these ratios can signal funding, resource and quality issues. Student-faculty ratios at the University of Toronto have been measured against two sets of peers, our ten publicly-funded U.S. peers (University of Arizona, University of California - Berkeley, University of Illinois - Urbana Champaign, University of Michigan - Ann Arbor, University of Minnesota - Twin Cities, Ohio State University, University of Pittsburgh, University of Texas - Austin, University of Washington, and University of Wisconsin - Madison.), and our research-intensive Canadian peer universities (see 3-v-figures b-c), using two different methodologies for calculation of these measures. The resulting ratios are comparable with each other

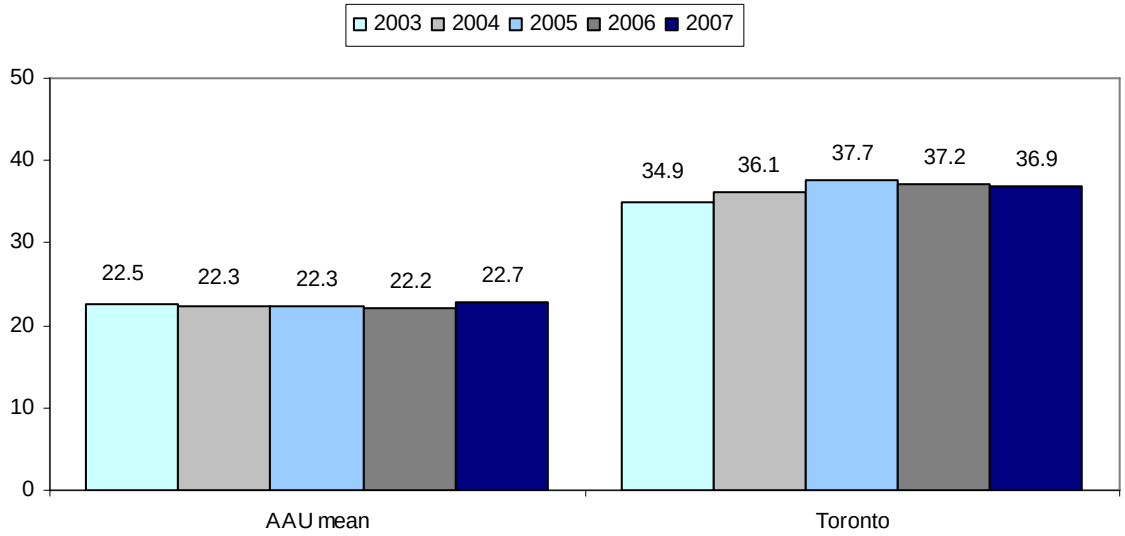
Figure 3-v-a
Student-Faculty Ratios, Fall 2007 FTE
Comparison with AAU Peers



Source: Association of American Universities Data Exchange (AAUDE).
AAU mean excludes UofT. Faculty data exclude Medicine while the student enrolment data include Medicine. Faculty data include both Tenured/Tenure Stream and Non Tenure Stream Full-time (FT) Professorial Ranks. Part-time (PT) students converted to Full-time-equivalent (FTE) by multiplying by 0.3.

In Fall 2007 there were 36.9 FTE students to every one full-time faculty member at UofT compared to the AAU mean of 22.7 FTE students to every one full-time faculty member. These data are not comparable to the Canadian Peer ratios given the different methodology used. Specifically, the conversion factor used to convert PT enrolment to FTEs and the exclusion of Faculty of Medicine faculty and teaching-stream faculty from the AAU methodology, restricts the appropriate comparison of this measure to AAU peers.

Figure 3-v-b
Student Faculty Ratios
Fall 2003, 2004, 2005, 2006 and 2007 FTE
Comparison with Mean of AAU Peers



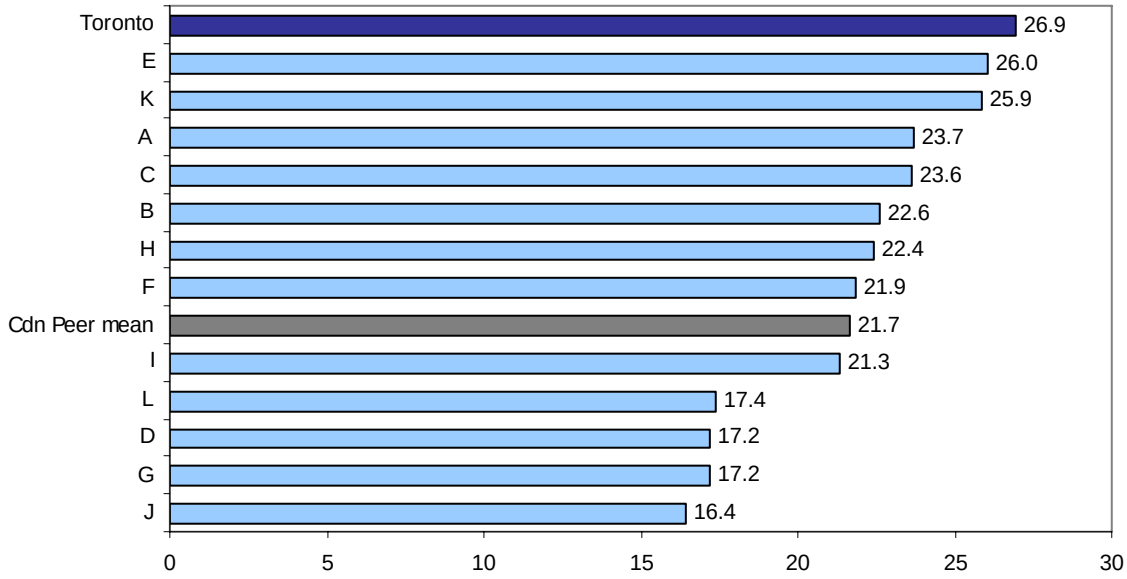
Source: AAUDE.
Means exclude UofT. Faculty data exclude Medicine while the student enrolment data include Medicine. Faculty data include both Tenured/Tenure Stream and Non Tenure Stream Full-time (FT) Professorial Ranks. Part-time (PT) students converted to Full-time-equivalent (FTE) by multiplying by 0.3.

Student-Faculty Ratios – Canadian Peers

Performance Relevance:

Student-faculty ratios at the institutional level provide a general indication of the deployment or available level of resources. A significant part of the student experience is predicated on access to faculty, e.g., opportunities for interaction or feedback on academic work. When compared to similar institutions and over time, these ratios can signal funding, resource and quality issues. Student-faculty ratios at the University of Toronto have been measured against two sets of peers, our ten publicly-funded U.S. peers (see 3-v-figures a-b) and our research-intensive Canadian peer universities (University of Alberta, University of British Columbia, University of Calgary, Dalhousie University, Laval University, McGill University, McMaster University, University of Montreal, University of Ottawa, Queen's University, University of Waterloo, University of Western Ontario), using two different methodologies for calculation of these measures. The resulting ratios are not comparable with each other

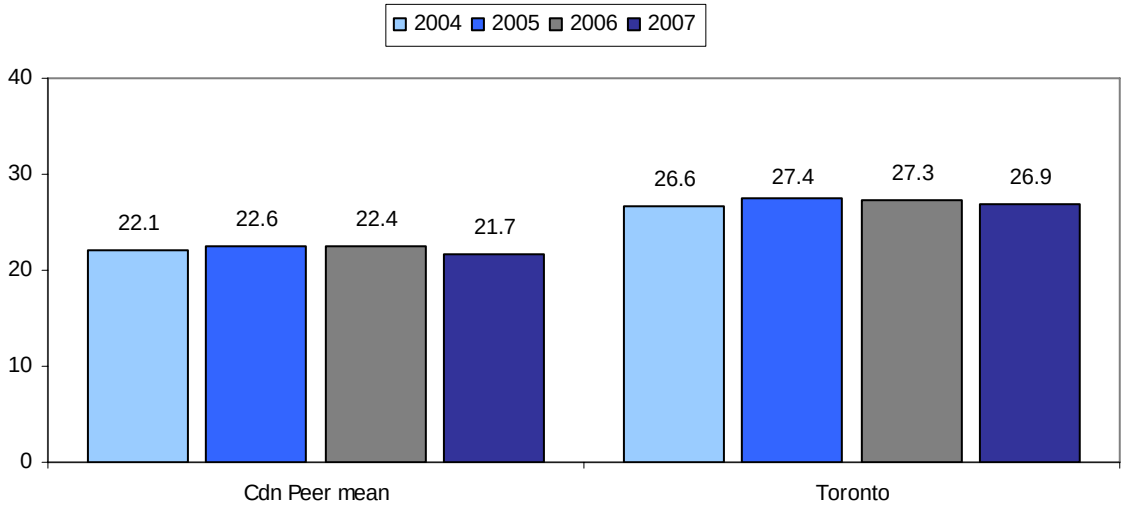
Figure 3-v-c
Student-Faculty Ratios, Fall 2007 FTE
Comparison with Canadian Peers



Source: G13 Data Exchange (G13DE).
The Canadian peer mean excludes UofT. Faculty counts include FT Professorial Ranks, regardless of tenure status (i.e. includes both tenure stream & non tenure stream), but excludes Clinicians. UofT's data include teaching stream faculty with contracts of 12-months or more.

In Fall 2007 there were 26.9 FTE students to every one full-time faculty member at UofT compared to the mean at our Canadian peers of 21.7 FTE students to every one full-time faculty member. It should be noted that the definition used to calculate these ratios is different from the AAU comparison in that it includes teaching-stream and faculty in Medicine, excluding Clinicians.

Figure 3-v-d
Student Faculty Ratios
Fall 2004, 2005, 2006 and 2007 FTE
Comparison with Mean of Canadian Peers



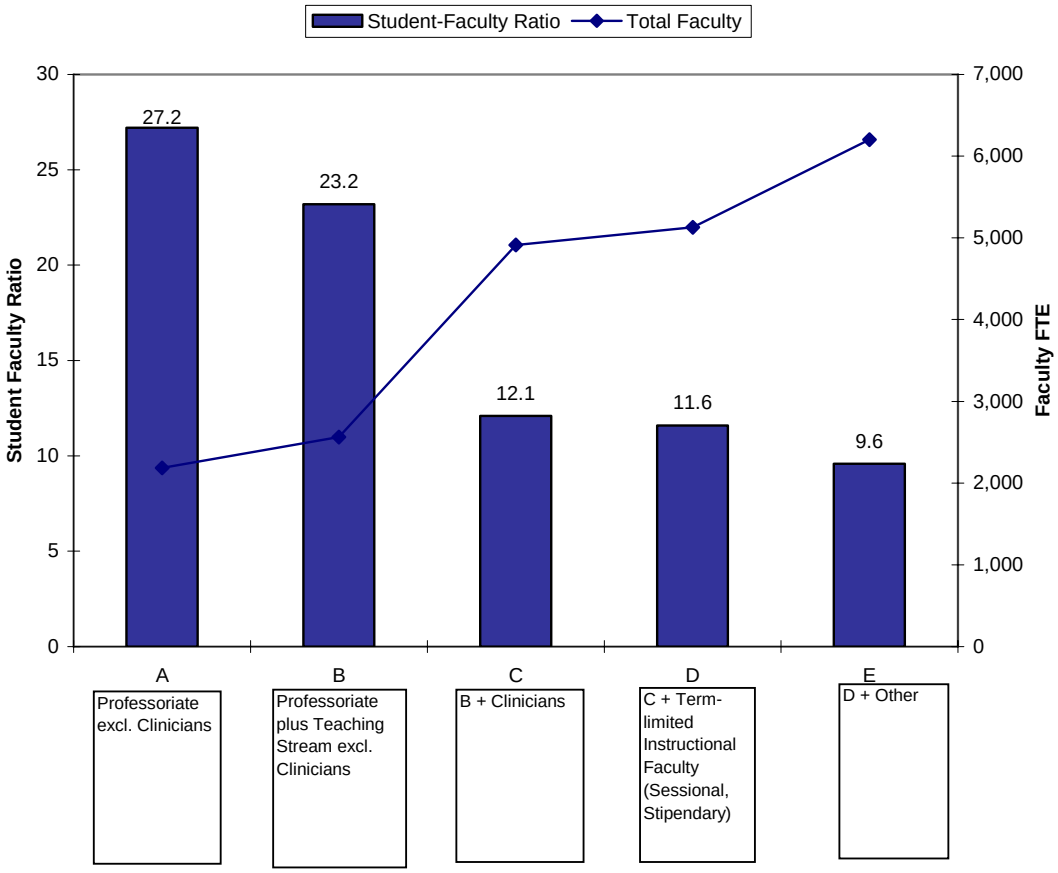
Source: G13 Data Exchange (G13DE)
The Canadian peer mean excludes UofT. Faculty counts include FT Professorial Ranks, regardless of tenure status (i.e. includes both tenure stream & non tenure stream), but excludes Clinicians. UofT's data include teaching stream faculty with contracts of 12-months or more.

Student-Faculty Ratios – Various Faculty Inclusions

Performance Relevance:

Student-faculty ratios at the institutional level provide a general indication of the deployment or available level of resources. A significant part of the student experience is predicated on access to faculty, e.g., opportunities for interaction or feedback on academic work. Traditionally, student-faculty ratios at the University of Toronto have been measured against two sets of peers, our ten publicly-funded U.S. peers (see 3-v-figures a-b) and our research-intensive Canadian peer universities (see 3-v-figures b-c), using two different methodologies for calculation of these measures. The resulting ratios have not been comparable with each other. In each instance, the different configuration of faculty at the University of Toronto, particularly with respect to the proportion of teaching stream and clinical faculty make comparisons with each of these measures complex. Significant variance in a student-faculty ratio can come about as a result of the definitions used for eligible faculty and students. Over the past decade the University of Toronto has proposed alternate definitions for these measures with the data exchanges, but to date we have not been successful in getting agreement on such measures, particularly with respect to clinical faculty.

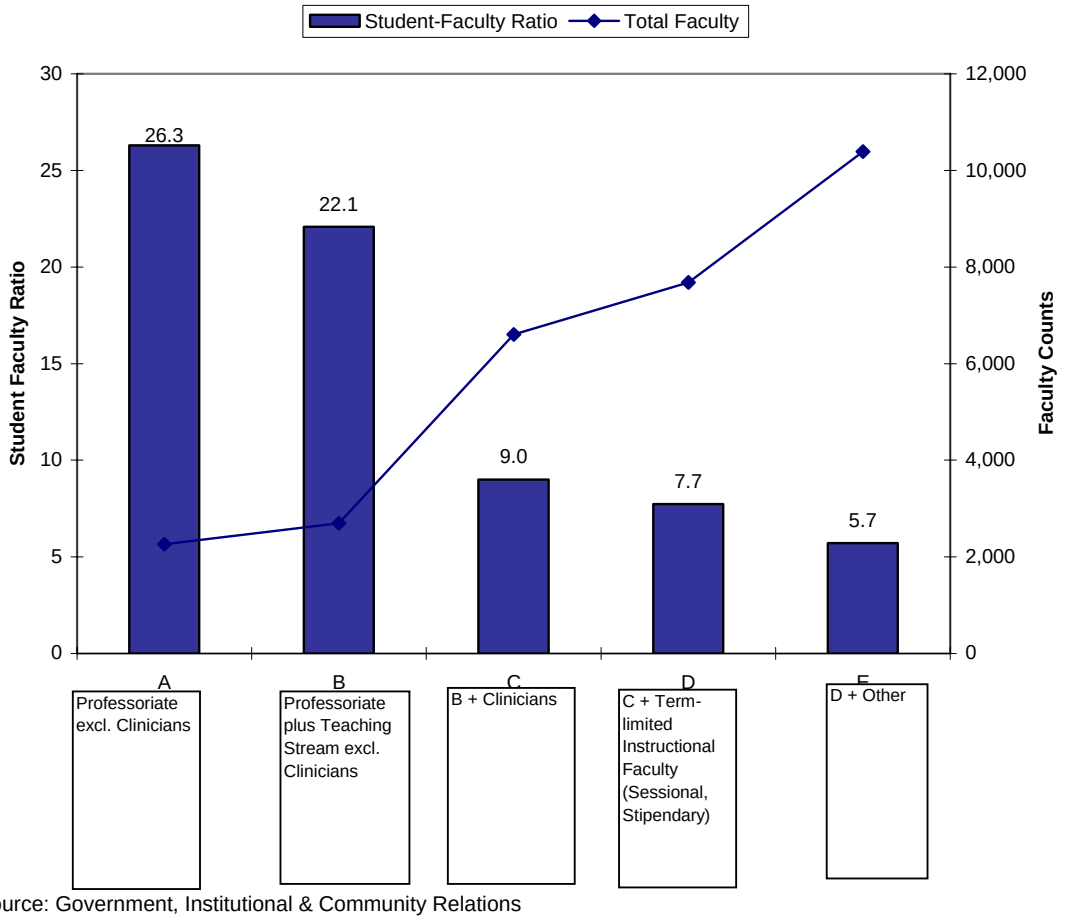
Figure 3-v-e
Student-Faculty Ratios and FTE Faculty Counts by Various Faculty Inclusions
Fall 2008



Source: Government, Institutional & Community Relations

The chart above indicates the variation in student-faculty ratios depending on the definitions used. Using consistent Fall 2008 enrolment counts, the student-faculty ratios ranged from 27.2 to 9.6 FTE students to every one faculty member (FTE) depending on the categories of faculty included.

Figure 3-v-f
Student-Faculty Ratios and Headcount Faculty Counts by Various Faculty Inclusions
Fall 2008



Source: Government, Institutional & Community Relations

The chart above indicates the variation in student-faculty ratios depending on the definitions used. Using consistent Fall 2008 enrolment counts, the student-faculty ratios ranged from 26.3 to 5.7 FTE students to every one faculty member (headcount) depending on the categories of faculty included.

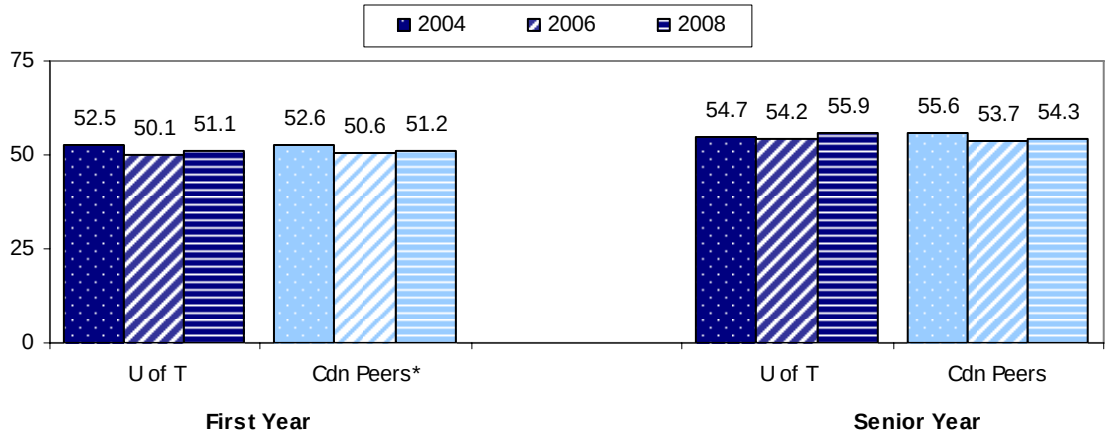
National Survey of Student Engagement (NSSE) Measures

Performance Relevance:
The National Survey of Student Engagement (NSSE) was developed by the Indiana University Center for Postsecondary Research to assess the undergraduate student experience. NSSE was identified as an appropriate tool to assist the University through a process of institutional change. The University of Toronto participated in NSSE in 2004, 2006 and 2008. In 2004, 7 Canadian peers also participated. In 2006, and 2008 all Ontario universities and several other universities across Canada participated. NSSE provides each participating institution with a Benchmark Report comparing scores on key questions with those of other participating institutions. What follows are our five benchmark scores for the 2004, 2006 and 2008 surveys as well as the benchmark scores for the aggregate of our Canadian peers:

a) Level of Academic Challenge
b) Active and Collaborative Learning
c) Student-Faculty Interaction
d) Enriching Educational Experiences
e) Supportive Campus Environment

NSSE benchmarks are made up of groups of questions on the survey and are expressed in 100-point scales. The mean of the correspondent item is calculated for each student after each item is re-scaled to range from 0 to 100. For example, the University of Toronto's benchmarks are the weighted means of students' scores. The larger the score, the more positive the underlying responses.

Figure 3-vi-a
Level of Academic Challenge

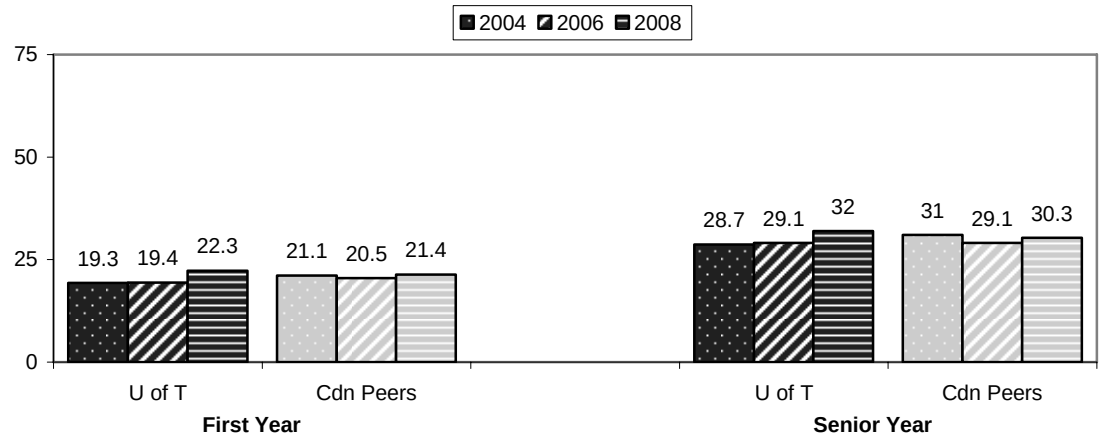


Level of Academic Challenge Survey items:
- Preparing for class (studying, reading, writing, rehearsing, etc. related to academic program)
- Number of assigned textbooks, books, or book-length packs of course readings
- Number of written papers or reports of 20 pages or more; number of written papers or reports of between 5 and 19 pages; and number of written papers or reports of fewer than 5 pages
- Coursework emphasizing analysis of the basic elements of an idea, experience or theory
- Coursework emphasizing synthesis and organizing of ideas, information, or experiences into new, more complex interpretations and relationships
- Coursework emphasizing the making of judgments about the value of information, arguments, or methods
- Coursework emphasizing application of theories or concepts to practical problems or in new situations
- Working harder than you thought you could to meet an instructor's standards or expectations
- Campus environment emphasizing time studying and on academic work

Figure 3-vi-b
Active and Collaborative Learning

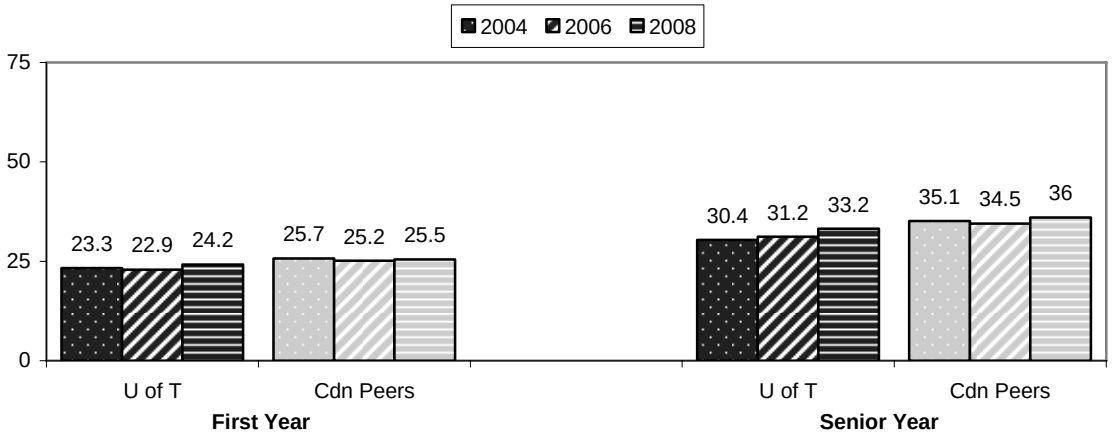
Active and Collaborative Learning Survey items:
- Asked questions in class and contributed to class discussions
- Made a class presentation
- Worked with other students on projects during class
- Worked with classmates outside of class to prepare class assignments
- Tutored or taught other students
- Participated in a community-based project as part of regular course
- Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers etc.)

Figure 3-vi-c
Student-Faculty Interaction



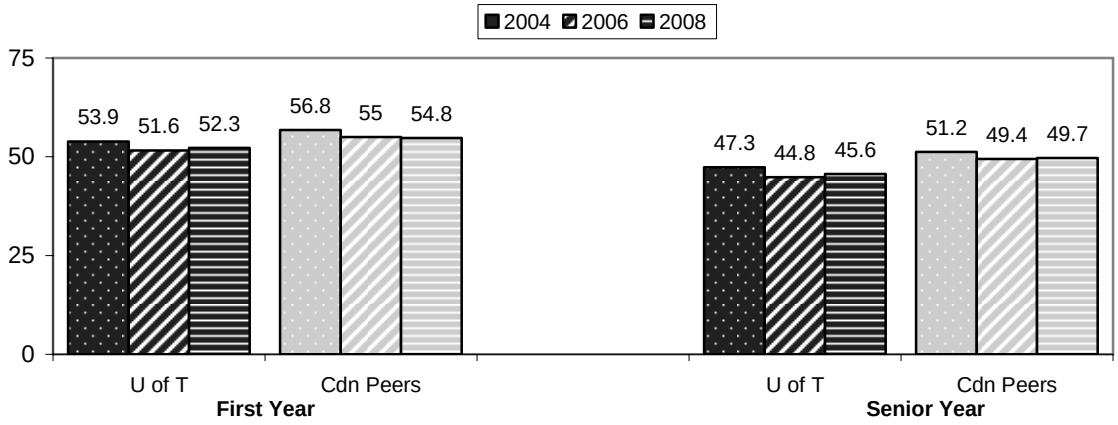
Student-Faculty Interaction Survey Items:
- Discussed grades or assignments with an instructor
- Talked about career plans with a faculty member or advisor
- Discussed ideas from your readings or classes with faculty members outside of class
- Worked with faculty members on activities other than coursework (committees, orientation, student-life activities etc.)
- Received prompt feedback from faculty on your academic performance (written or oral)
- Worked with a faculty member on a research project outside of course or program requirements

Figure 3-vi-d
Enriching Educational Experiences



Enriching Educational Experiences Survey items:
- Participating in co-curricular activities (organizations, publications, student government, sports etc.)
- Practicum, internship, field experience, co-op experience, or clinical assignment
- Community service or volunteer work
- Foreign language coursework, and study abroad
- Independent study or self-designed major
- Culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.)
- Serious conversations with students of different religious beliefs, political opinions, or personal values
- Serious conversations with students of a different race or ethnicity
- Using electronic technology to discuss or complete an assignment
- Campus environment encouraging contact among students from different economic, social, and racial or ethnic background
- Participate in a learning community or some other formal program where groups of students take two or more classes together

Figure 3-vi-e
Supportive Campus Environnent



Supportive Campus Environment Survey Items:
- Campus environment provides the support you need to help you succeed academically
- Campus environment helps you cope with your non-academic responsibilities (work, family etc.)
- Campus environment provides the support you need to thrive socially
- Quality of relationships with other students
- Quality of relationships with faculty members
- Quality of relationships with administrative personnel and offices

Related Reports:
University of Toronto Reports on National Survey of Student Engagement (NSSE) Results:
http://www.provost.utoronto.ca/public/reports/NSSE.htm

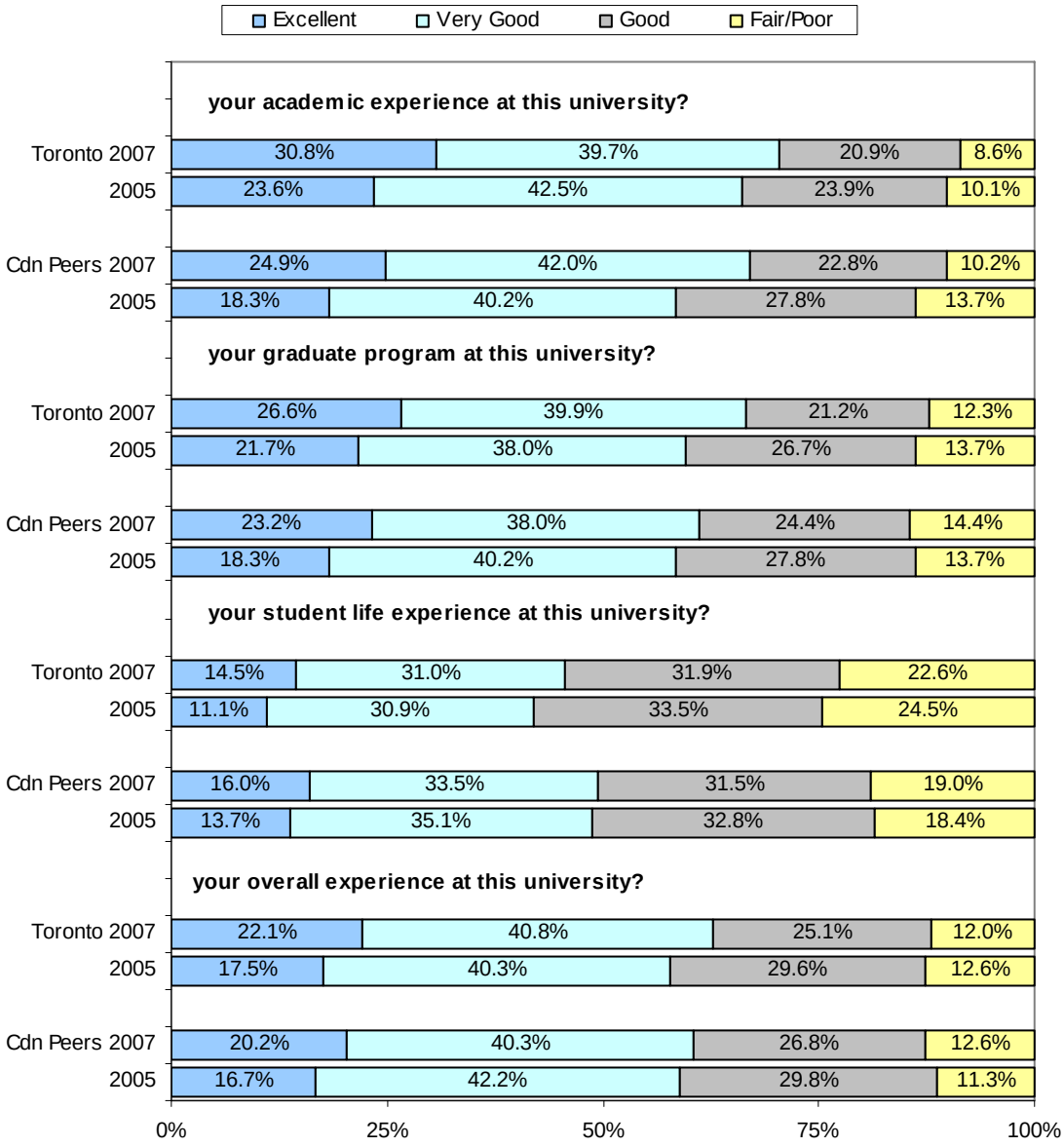
Related Websites:
National Survey of Student Engagement main website:
http://nsse.iub.edu/

Canadian Graduate and Professional Survey (CGPSS) Responses

Performance Relevance:
In 2007, along with our Canadian peer institutions (Alberta, British Columbia, Calgary, Dalhousie, Laval, McGill, McMaster, Montréal, Ottawa, Queen's, Waterloo, and Western) and all Ontario universities, the University of Toronto participated for the second time in the Canadian Graduate and Professional Satisfaction Survey (CGPSS). While the survey was previously administered in 2005, the 2007 survey instrument included a significant reduction in length. All in-program graduate students in degree programs for whom an e-mail address was available were surveyed. We received 5,182 responses – a 45.7% response rate.

As with surveying students regarding their experience at the undergraduate level, graduate surveys like the CGPSS provide information that helps identify aspects of academic and student life that can be improved through changes in policies and practices. These results are intended to complement more objective and observable measures such as time-to-completion and graduation rates.

Figure 3-vi-f
CGPSS 2005 and CGPSS 2007 Results
Overall, how would you rate the quality of:



Source: CGPSS 2005 and 2007 survey results.
Figures reported for our Canadian peers exclude UofT.
Note: In 2005, only six of our 12 Canadian peers participated in CGPSS (Alberta, Laval, McGill, McMaster, Waterloo and Western).
In 2007 all Canadian peers participated.

The percentages above indicate the distribution of responses by UofT students to four general satisfaction questions in the CGPSS survey compared to the responses of graduate students from the other participating Canadian peer institutions.

Related Report:

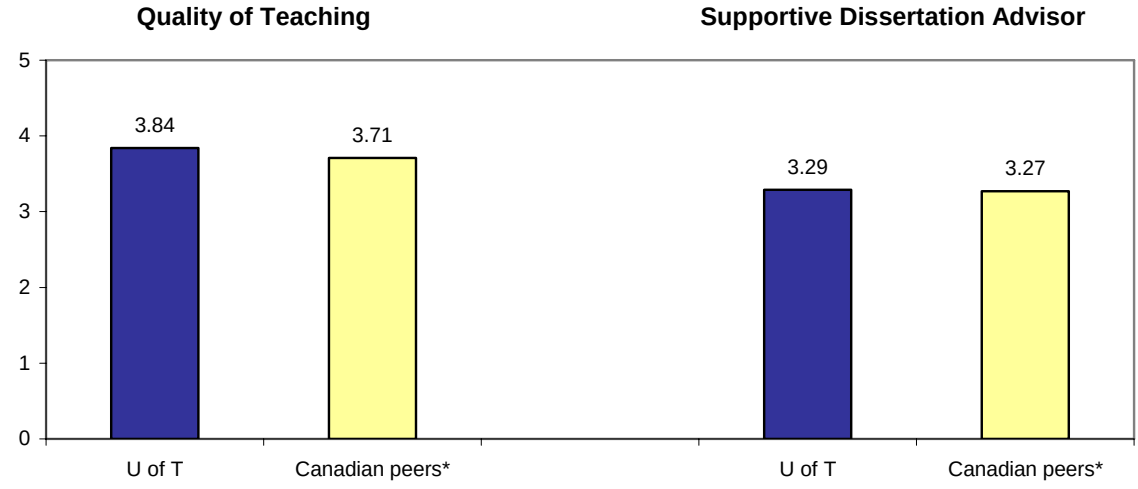
Report on Graduate and Professional Student Survey (GPSS) results:
http://www.provost.utoronto.ca/public/reports/GPSS.htm

Canadian Graduate and Professional Survey (CGPSS) Benchmarks

Performance Relevance:
In 2007, along with our Canadian peer institutions (Alberta, British Columbia, Calgary, Dalhousie, Laval, McGill, McMaster, Montréal, Ottawa, Queen's, Waterloo, and Western.) and all Ontario universities, the University of Toronto participated for the second time in the Canadian Graduate and Professional Satisfaction Survey (CGPSS). While the survey was previously administered in 2005, the 2007 survey instrument included a significant reduction in length. All in-program graduate students in degree programs for whom an e-mail address was available were surveyed. We received 5,182 responses – a 45.7% response rate.

The results of the GPSS represent a very rich dataset on the graduate student experiences. This year, the Canadian peer data exchange attempted to provide a high-level picture of the graduate student experience by grouping together student responses to a number of similar questions into four different benchmark categories. Results presented here are for doctoral students only. The four benchmarks are presented comparing the University of Toronto's results to the Canadian peer aggregate excluding UofT.

Figure 3-vi-g



Quality of Teaching Survey Items:

- the intellectual quality of the faculty
- overall quality of graduate level teaching by faculty
- quality of instruction in my courses

Supportive Dissertation Advisor Survey Items:

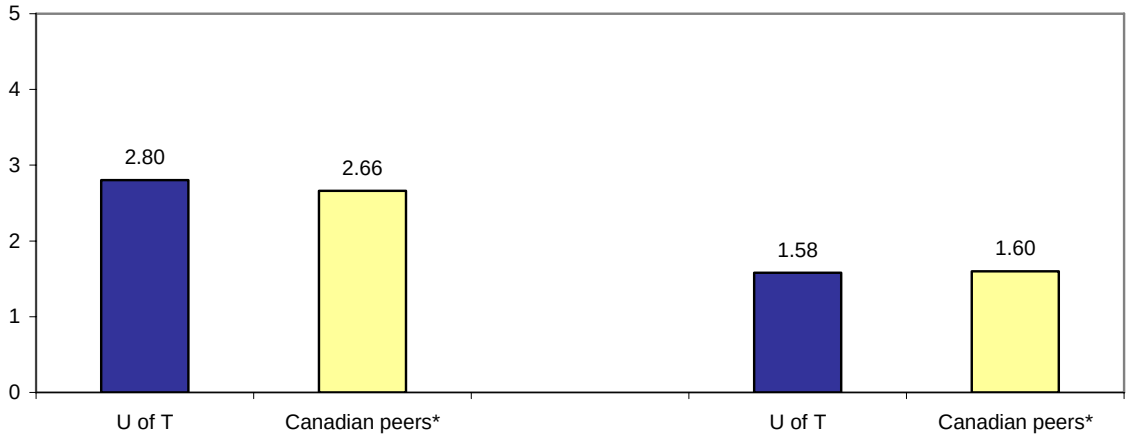
My dissertation advisor:

- served as my advocate when necessary
- returned my work promptly
- promoted my professional development
- overall, performed the role well
- was available for regular meetings
- was very helpful to me in preparing for written qualifying exams
- was very helpful to me in preparing for the oral qualifying exam
- was very helpful to me in selecting a dissertation topic
- was very helpful to me in writing a dissertation prospectus or proposal
- was very helpful to me in writing the dissertation
- was very helpful to me in selecting the dissertation committee

Source: G13 Data Exchange; Doctoral Students only.
* Canadian peers excluding UofT

Figure 3-vi-h
Supportive Dissertation Advisor, CGPSS 2007

Research Training & Career Orientation **Opportunities to Publish & Present**



Research Training & Career Orientation Survey Items:
Quality of the support/training received in:
- advice/workshops on the standards for academic writing in your field
- advice/workshops on writing grant proposals
- advice/workshops on publishing your work
- advice/workshops on career options within academia
- advice/workshops on career options outside academia
- advice/workshops about research positions
- advice/workshops about research ethics in human subject research
- advice/workshops about research ethics in the use of animals
- advice on intellectual property issues

Opportunities to Publish & Present Survey Items:
The number of times you were involved in:
- obtained departmental funding in order to attend national/regional meetings
- attended national scholarly meetings
- delivered a paper or presented a poster at national scholarly meetings
- co-authored in refereed journals with their program faculty
- published as sole or first author in a refereed journal

Source: G13 Data Exchange; Doctoral Students only.
* Canadian peers excluding UofT

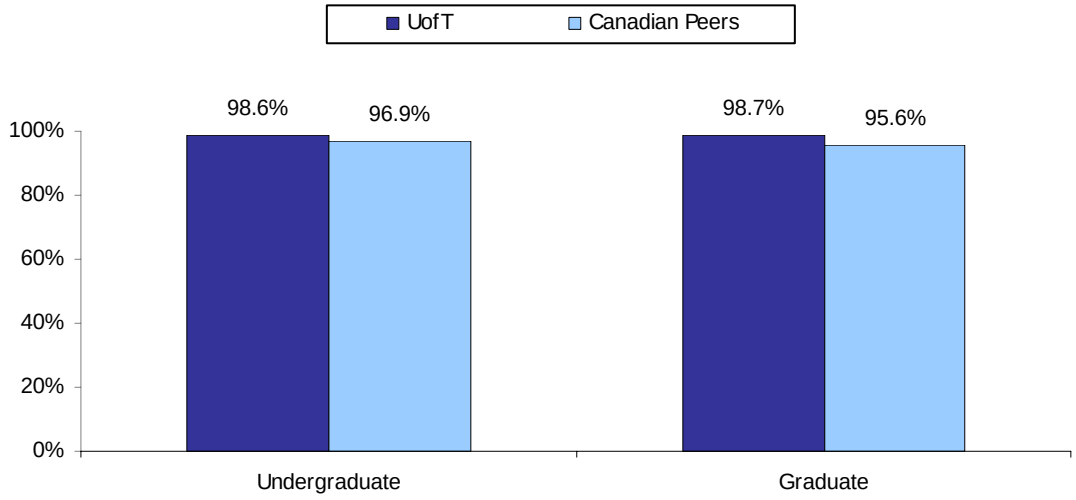
Related Report:
Graduate and Professional Student Survey GPSS
http://www.provost.utoronto.ca/public/reports/GPSS.htm

Canadian Bureau for International Education (CBIE) Responses

Performance Relevance:
In Spring 2009, the University of Toronto and 11 of our 12 Canadian peer institutions participated in the Canadian Bureau for International Education (CBIE) Survey. All in-program graduate and undergraduate students for whom an e-mail address was available were surveyed except for those who had already been selected to participate in NSSE. We received 2,171 responses – a 37.4% response rate.

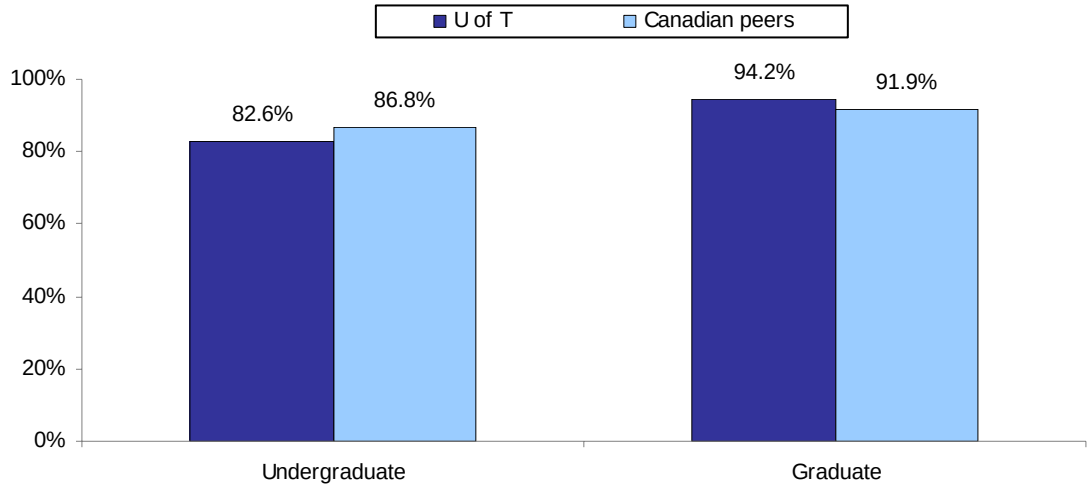
This is the fourth comprehensive survey of international students conducted in 20 years by CBIE. The survey provided international students with an opportunity to provide important feedback and suggestions about their educational experience at UofT and in Canada generally. The findings allow us to better understand international students and enhance their educational experience at the University and in the country.

Figure 3-vi-i
CBIE International Student Survey (2009) Results:
How important was the quality of education in choosing the current university rather than another Canadian institution: Responses of 'Very important' or 'Somewhat important'



Source: G13DE, CBIE International Student Survey 2009
Canadian peers excluding UofT

Figure 3-vi-j
CBIE International Student Survey 2009 Results
How do you agree with 'I'm satisfied with my decision to attend the current university'?
Responses of 'Strongly agree' or 'Agree'



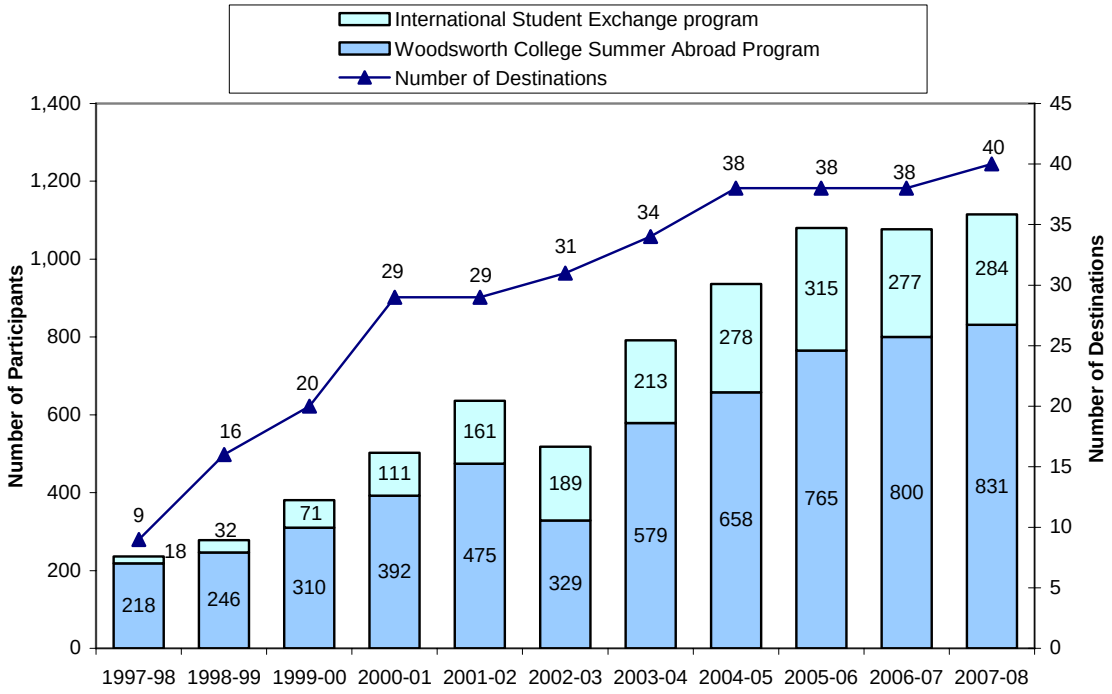
Source: G13DE, CBIE International Student Survey 2009
Canadian peers excluding UofT

International Experience

Performance Relevance:

As the world has become more globally interconnected, many universities are placing a growing emphasis on meaningful international experiences for their undergraduate students, whether through student exchange programs, study abroad programs, international work co-op placements, brief but intense courses conducted abroad, or modules taught in courses on our campuses by international visitors.

Figure 3-vii-a
Number of Participants and Number of Destinations of Study Abroad & Exchange Programs and Woodsworth College Summer Abroad Programs



Source: International Student Exchange Programs office and Woodsworth College.
Study Abroad & Exchange Programs managed by International Student Exchange Programs office and Woodsworth College Summer Abroad programs only. Study Abroad and Exchange Programs managed by International Student Exchange Programs includes first entry undergraduate and Law students.

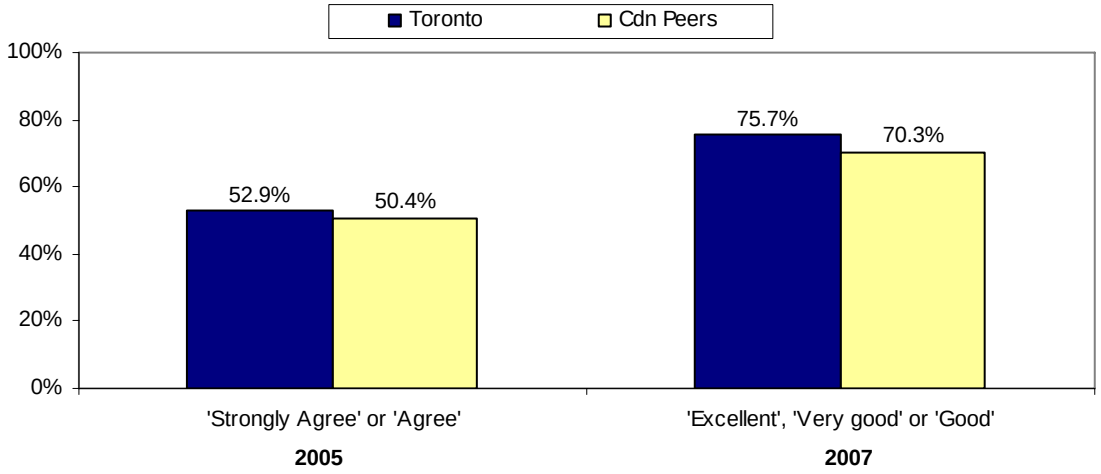
The bottom portion of the bars reflects the number of participants in Woodsworth College's Summer Abroad programs. The top portion of the bars reflects the number of participants in the Study Abroad & Exchange Programs managed by the International Student Exchange Office. The line reflects the number of different destinations that students participated in.

Graduate Interdisciplinary Opportunities - CGPSS Responses

Performance Relevance:

Student responses from the Canadian Graduate and Professional Student Survey (CGPSS) survey conducted in 2005 and 2007 provide a measure of how our interdisciplinary opportunities are perceived by students.

Figure 3-vii-b
CGPSS 2005 and CGPSS 2007 Results:
The program structure provides opportunities to engage in interdisciplinary Work



Source: CGPSS 2005 and 2007 survey responses.
Figures reported for our Canadian peers exclude UofT
Note: In 2005, only six of our 12 Canadian peers participated in CGPSS (Alberta, Laval, McGill, McMaster, Waterloo and Western). In 2007 all Canadian peers participated.

The above bars indicate graduate student responses for the 2005 and 2007 CGPSS regarding opportunities provided to engage in interdisciplinary activity. UofT graduate student responses compare favourably to that of our Canadian peers overall.

Related web site:

University of Toronto Report on results of Canadian Graduate and Professional Student Survey (CGPSS):
http://www.provost.utoronto.ca/public/reports/GPSS.htm

Undergraduate Research Experience outside the Classroom

Performance Relevance:

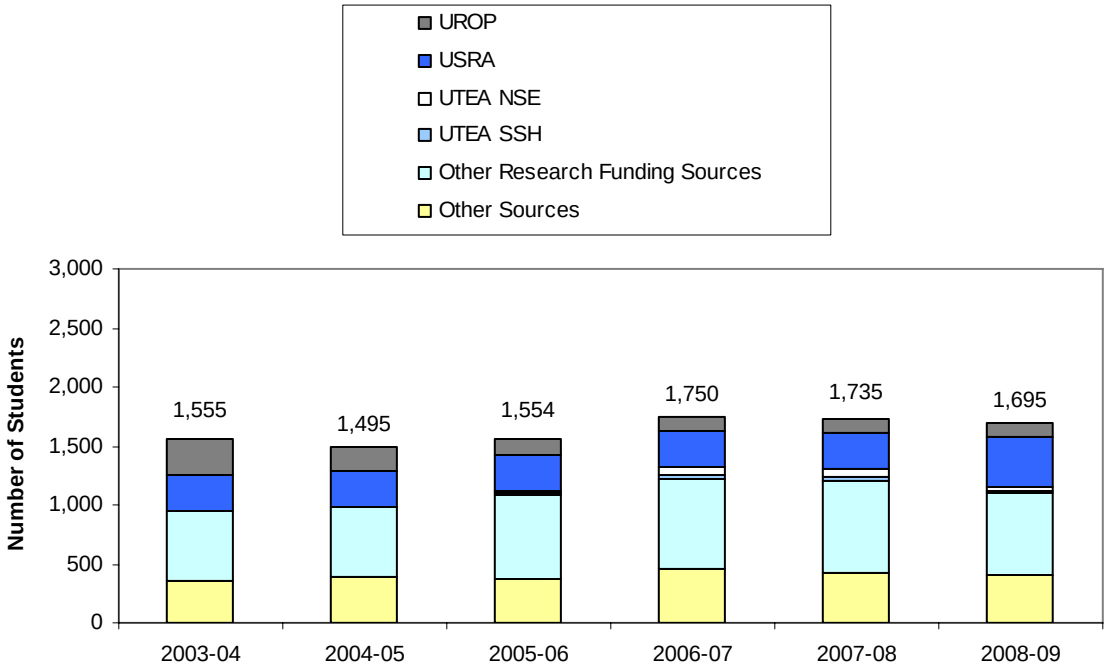
In addition to enriching the overall student experience, a preliminary study conducted in 2004[1] showed that a high percentage of students who participated in research experience programs later enrolled in graduate studies or second-entry professional programs.

In addition to course-related research experiences, undergraduate students are offered many opportunities for remunerated research work experiences. While many of these opportunities are university-wide formal award programs (UROP, USRA, UTEA NSE and UTEA SSH)[2], others are more local (often funded through fund-raising), while others are more ad hoc in nature (often funded out of research operating grants). Regardless of the funding source, the vast majority of these opportunities occur in the summer.

[1] *Life Science Committee Undergraduate Program Impact Study, February 2004*; preliminary study by the Office of the Vice-President Research and Associate Provost.

[2] Undergraduate Research Opportunity Program (UROP), Undergraduate Student Research Award (USRA), University of Toronto Excellence Award – Natural Sciences and Engineering (UTEA NSE), University of Toronto Excellence Award – Social Sciences and Humanities (UTEA SSH).

Figure 3-vii-c
Number of Undergraduate Students Employed in Research Activities



Source: Office of the Vice-President, Research
UROP: Undergraduate Research Opportunity Program, funded by the University's Life Sciences Committee.
USRA: Undergraduate Student Research Award funded by the Natural Sciences and Engineering Council (NSERC).
UTEA NSE: University of Toronto Excellence Award - Natural Sciences and Engineering
UTEA SSH: University of Toronto Excellence Award - Social Sciences and Humanities
At Hospitals: undergraduate students participating in research projects and paid through affiliated hospital payroll.
Other Research Funding Sources include the federal granting councils, CIHR, NSERC, SSHRC, the Canada Foundation for Innovation, the Networks of Centres of Excellence, the Ontario Centres of Excellence, and the National Institutes of Health.
Other Sources include trust funds and donations.

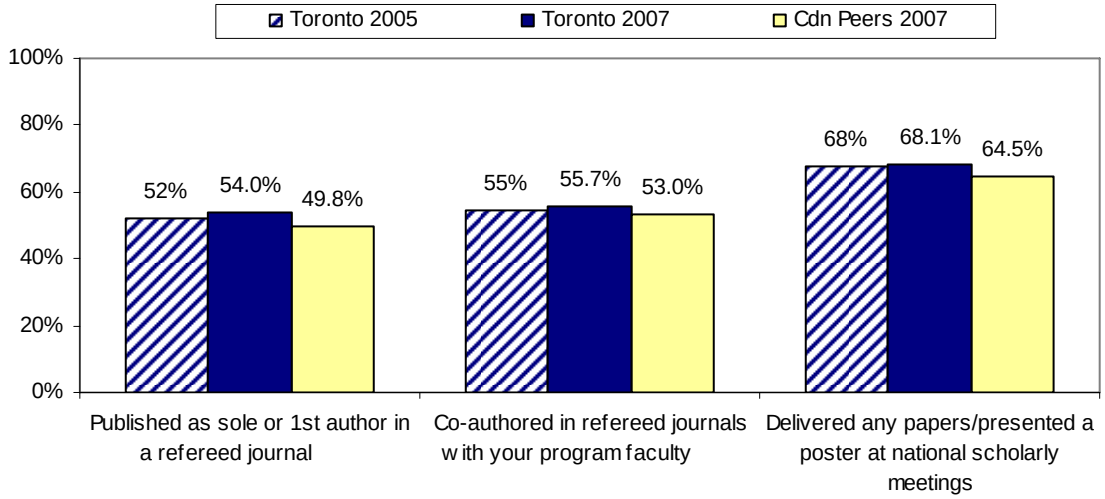
The chart above indicates the number of undergraduate students who held a USRA, UROP, UTEA NSE or UTEA SSH or were funded for a research work experience from other funding sources between April 2003 and March 2009.

Graduate Publications and Presentations

Performance Relevance:

Survey results regarding graduate student research, publications and presentations provide an indication of the program and department support that students receive to undertake these activities. We are able to assess our improvement over time by comparing our results from the 2005 and 2007 Canadian Graduate and Professional Survey (CGPSS) and benchmark with peer institutions by comparing our 2007 results with those of Canadian peer institutions.

Figure 3-vii-d
CGPSS 2005 and 2007 Results
Graduate Publications and Presentations
Respondents who answered 'Yes'



Source: 2005 and 2007 CGPSS survey results.
Notes: The responses are from graduate students who answered positively to a prior question asking if they were preparing a thesis. In 2005, this was 68.5% of the UofT respondents. In 2007, this was 75.6% of the UofT respondents and 87.4% of the Canadian peer respondents.

The chart above compares the responses of the University of Toronto's graduate students regarding their research, publications and presentations between the 2005 CGPSS survey and the 2007 CGPSS survey with the graduate students at Canadian Peer institutions in 2007.

Related web site:

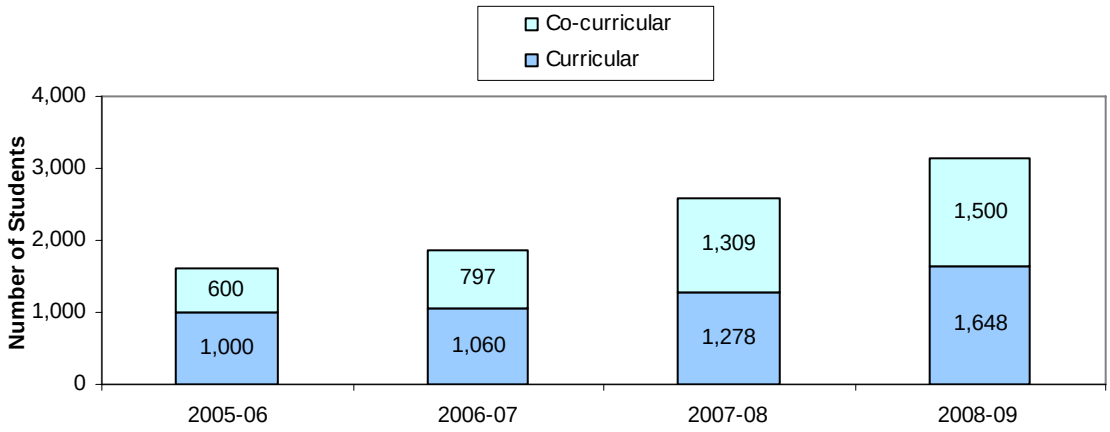
University of Toronto Report on results of Canadian Graduate and Professional Student Survey (CGPSS):
http://www.provost.utoronto.ca/public/reports/GPSS.htm

Community Outreach and Engagement

Performance Relevance:

Community outreach and engagement is an important University goal and activity. It is about making connections to people who would benefit from, but would not otherwise be likely to experience, post-secondary education or the resources of a university education. The University is involved in a broad range of community-related initiatives through meaningful curricular, co-curricular and extra-curricular participation and volunteer activities. Many of these initiatives involve students. Curricular (teaching) and co-curricular (service) opportunities for students coordinated through the Centre for Community Partnership provide one measure of our commitment to engagement with the community.

Figure 3-vii-e
Community-based Curricular and Co-curricular Opportunities for Students
2005-06 to 2008-09



Source: Centre for Community Partnerships

The chart above indicates the number of students involved in curricular and co-curricular opportunities organized through the Centre for Community Partnerships since 2005-06.

Related Website:

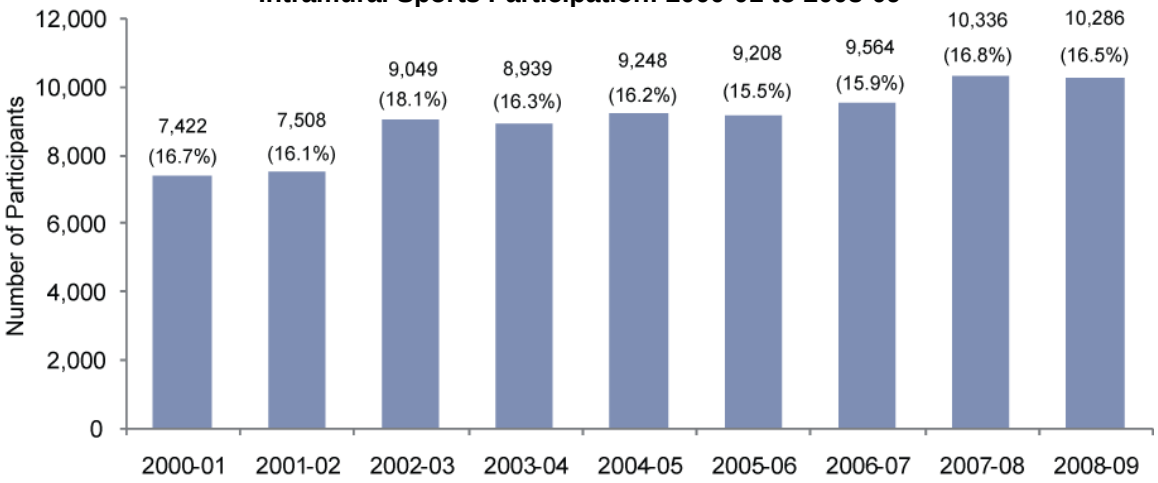
Centre for Community Partnerships:
http://www.ccp.utoronto.ca/

Extra-Curricular Experience

Performance Relevance:

We have included intramural sports participation as a measure of extra-curricular experience for students. Included below is a tri-campus count of intramural sport participation since 2000-01 and inter-house sport participation at our east and west campuses since 2006-07.

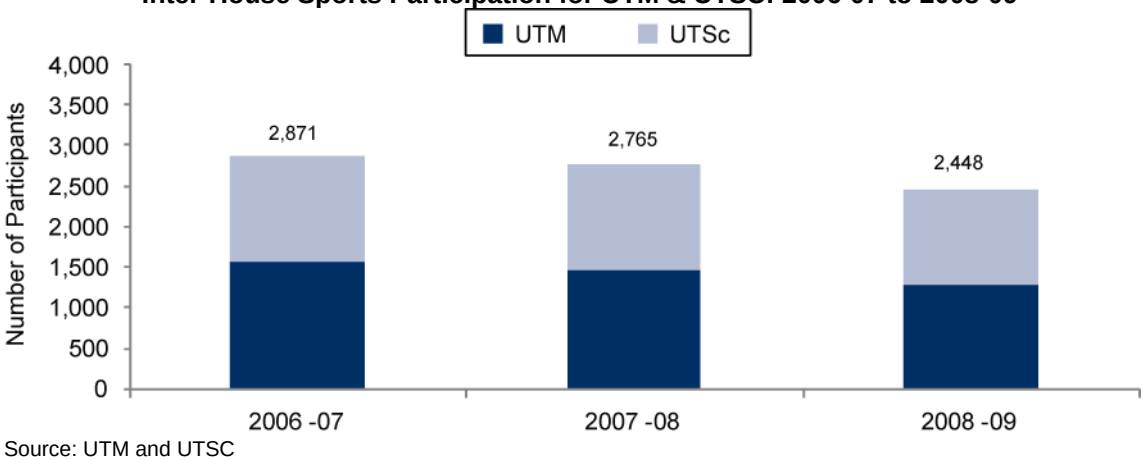
Figure 3-vii-f
Intramural Sports Participation: 2000-01 to 2008-09



Source: Faculty of Physical Education and Health

The chart above indicates the number of intramural program participants across the three campuses. The percentage in the bracket indicates the participation rate based on total enrolment (FTE) of both graduate and undergraduate students of each year.

Figure 3-vii-g
Inter-House Sports Participation for UTM & UTSC: 2006-07 to 2008-09



Source: UTM and UTSC

Related Website:

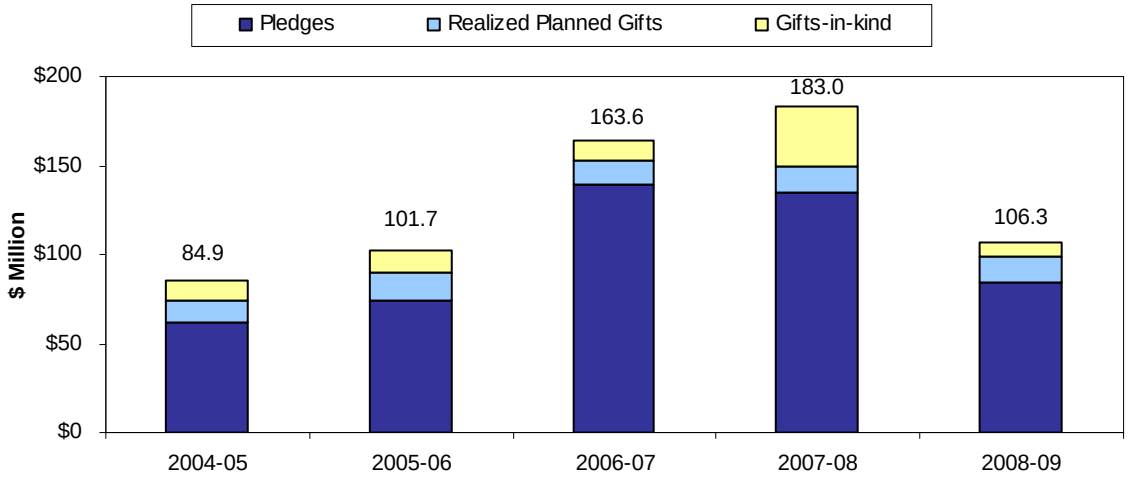
University of Toronto Intramurals:
http://www.uoftintramurals.ca/

Annual Fundraising Achievement and Alumni Donors

Performance Relevance:

Adequate resources are necessary to ensure that the University's priority objectives are properly supported. Funding from a variety of sources helps support the University's mission. Private giving plays a transformative role in University life, providing critical support to our mission of teaching, research and public service. Thanks to the generosity of alumni and friends, the University is able to recruit and retain top faculty, support cutting-edge research and maintain our leadership across a broad spectrum of fields. Private giving also helps us strengthen the undergraduate experience, promote campus diversity and inclusion and provide scholarships to exceptional students who might not otherwise be able to afford university education. Annual fund-raising achievement demonstrates the effectiveness of the University's reach and the engagement of various communities. In addition to total funds raised, we are also providing the percentage of funds raised by donor category.

Figure 4-i-a
Annual Fund-Raising Achievement:
Total Funds Raised by Donation Type

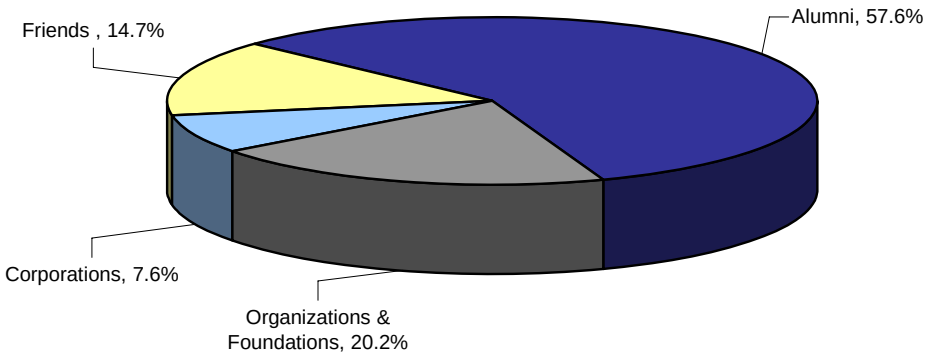


Source: Division of University Advancement
Notes: Pledge totals are based on pledges and gifts, realized planned gifts, and gifts-in-kind (in millions of dollars) to the University of Toronto, and includes those received by the University of St. Michael's College, University of Trinity College and Victoria University.

The bars above show the annual pledges and gifts, realized planned gifts and gifts-in-kind (in millions of dollars) received by UofT in the four-year period from 2004-05 to 2008-09.

Figure 4-i-b
Annual Fundraising Achievement:
Percentage of Funds Raised by Donor Sector, 2008-09

($106.3 million)



Source: Division of University Advancement.

The chart above shows the distribution of total funds raised by source category in 2008-09.

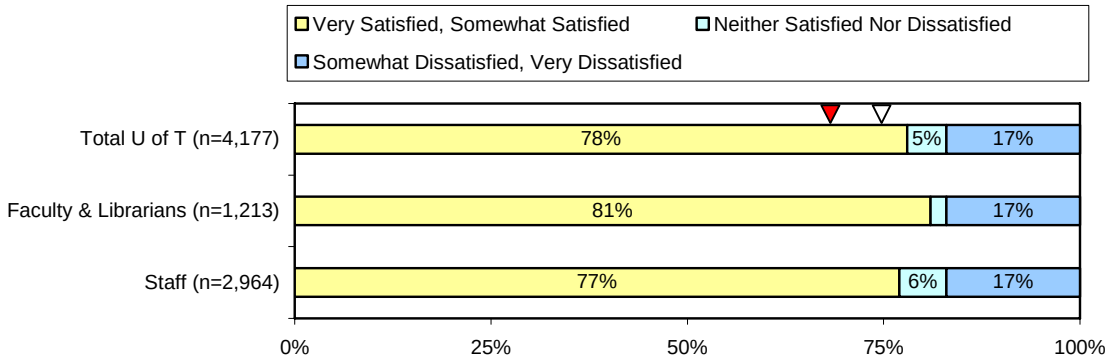
Related website:
http://www.advancement.utoronto.ca/s/731/corpchannel.aspx

Employee Satisfaction: Faculty, Librarian and Staff Responses

Performance Relevance:

Surveying our faculty and staff is an important means of measuring the experience of our employees and our ability to be an employer of choice. The University of Toronto Faculty and Staff Experience Survey (Speaking UP) was conducted between October 10 and November 10, 2006. A comprehensive report of the results was circulated to faculty and staff in April 2007.

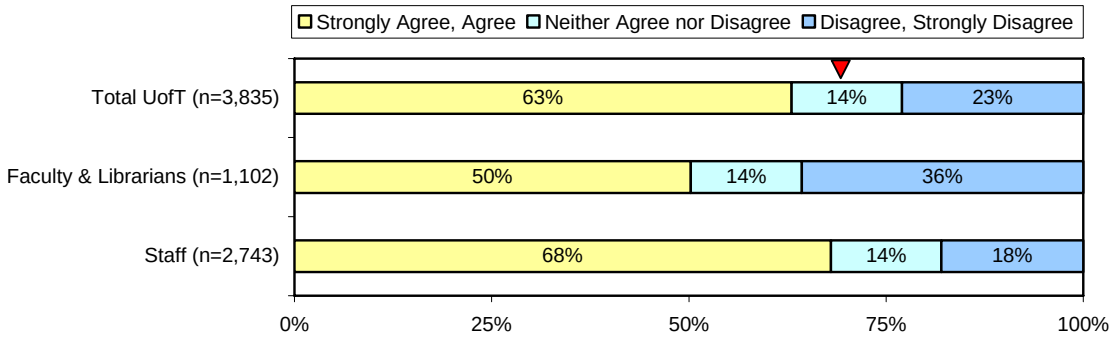
Figure 4-ii-a
UofT Faculty and Staff Experience Survey
Overall, how satisfied are you with your job?



Source: UofT Faculty and Staff Experience Survey: Speaking UP, November 2006.
Note: Oliver Wyman (formerly Mercer Delta Consulting) provided benchmarks for selected questions.

The red triangle is a benchmark indicator of aggregated results from a cross-section of public and private sector employers. The white triangle is a benchmark indicator of aggregated results from participating AAU members. 78% of UofT respondents (81% of Faculty and Librarians and 77% of Staff) indicated overall they were very satisfied or somewhat satisfied with their job. This compares to 69% from the benchmark group and 76% AAU benchmark group.

Figure 4-ii-b
UofT Faculty and Staff Experience Survey
My work allows me to achieve an acceptable balance between my work life and personal life



Source: UofT Faculty and Staff Experience Survey: Speaking UP, November 2006.
Note: Oliver Wyman (formerly Mercer Delta Consulting) provided benchmarks for selected questions.

The red triangle is a benchmark indicator of aggregated results from a cross-section of public and private sector employers. 63% of UofT respondents (50% of Faculty and Librarians and 68% of Staff) indicated they strongly agreed or agreed with the above statement regarding work life balance. This compares to 70% from the benchmark group.

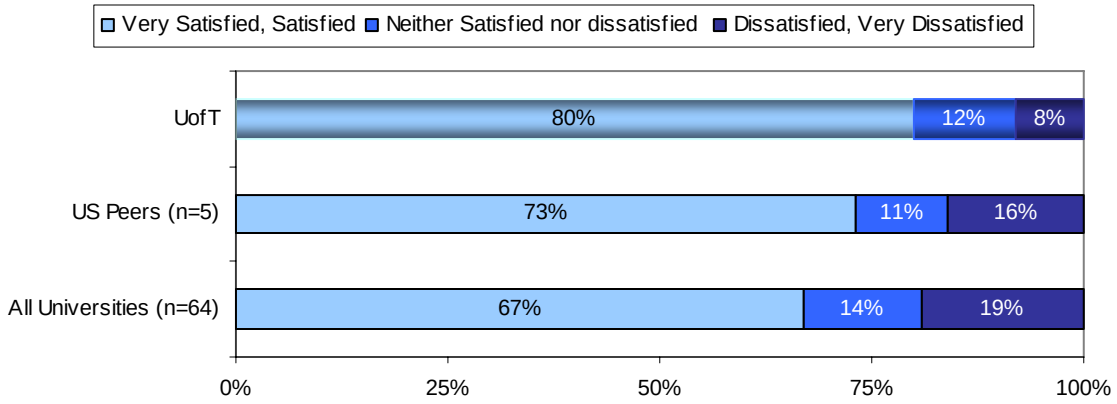
Related Report:
Speaking UP University of Toronto Employee Experience Survey
http://www.hrandequity.utoronto.ca/news/Speaking_UP.htm

Summary results of the survey are available at
http://www.hrandequity.utoronto.ca/Assets/news/utfses/res+summ.pdf

Pre-Tenure Faculty Satisfaction: COACHE Responses

Performance Relevance:
Faculty are one of the University's most important resources. From October 2007 to January 2008, the University conducted a satisfaction survey targeted to pre-tenure faculty. The Collaborative on Academic Careers in Higher Education (COACHE) survey is an initiative to improve faculty recruitment, retention, and work/life quality by assessing faculty experiences in the areas deemed critical to junior faculty. For this year's report we are able to provide satisfaction measures compared to five public US peers institutions (Indiana, Ohio State, Arizona, Illinois and Minnesota) as well as a broader number of US institutions.

Figure 4-ii-c
COACHE 2008
All things considered, how satisfied or dissatisfied are you with your institution as a place to work?



Source: COACHE, 2008 survey responses.
Notes: Survey was administered between October 2007 and January 2008.
U.S. Peers include Indiana University, Ohio State University, University of Arizona, University of Illinois at Urbana-Champaign, and University of Minnesota.
Response rates: U of T - 59% (163 out of 274), US Peers - 53% (976 out of 1,825), all Universities - including U of T) - 59% (7,364 out of 12,454)

The percentages above indicate the distribution of responses by UofT faculty in the COACHE survey compared to the responses of faculty from the other participating U.S. peer institutions and all participating universities (including UofT).

Library Resources

Performance Relevance:
Library resources are central to the University's mission as a public research university. For comparative purposes the appropriate peer group for the University of Toronto is the Association of Research Libraries (ARL) whose membership comprises over 100 research university libraries in North America. ARL annually reports a ranking of its membership based on an index of size as measured using five variables. It should be noted that these are a new set of expenditure-focused variables established in 2005-06.

Student and faculty perspectives provide some measure of the perceived quality of our library resources. In March 2007 the LibQUAL Survey was administered to students, staff and faculty. A total of 1,118 responses were analyzed.

Figure 4-iii-a
Major North American Research Libraries

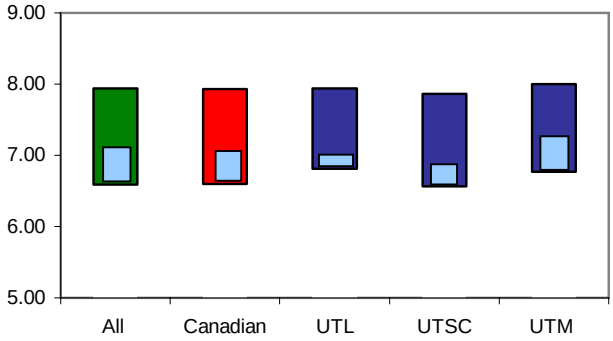
ARL RANK	2004-05 UNIVERSITY	2005-06 UNIVERSITY	2006-07 UNIVERSITY	2007-08 UNIVERSITY
1	Harvard	Harvard	Harvard	Harvard
2	Yale	Yale	Yale	Yale
3	**Toronto (3rd)**	Columbia	Columbia	**Toronto (3rd)**
4	California, Berkeley	**Toronto (4th)**	**Toronto (4th)**	Columbia
5	Columbia	California, Berkeley	California, Berkeley	California, Berkeley
6	Pennsylvania State	California, L.A.	Michigan	California, L.A.
7	California, L.A.	Michigan	California, L.A.	Michigan
8	Cornell	Pennsylvania State	Pennsylvania State	Pennsylvania State
9	Wisconsin	Texas	Texas	Texas
10	Texas	Cornell	Cornell	Princeton

Top 4 Canadian Universities (after Toronto)

2004-05 RANK/ UNIVERSITY	2005-06 RANK/ UNIVERSITY	2006-07 RANK/ UNIVERSITY	2007-08 RANK/ UNIVERSITY
29/British Columbia	27/Alberta	19/Alberta	12/Alberta
32/Alberta	29/British Columbia	25/British Columbia	25/British Columbia
38/McGill	34/Montreal	33/Montreal	26/McGill
39/Montreal	39/McGill	36/McGill	33/Montreal

Source: Association of Research Libraries Statistics
Notes: Beginning with data for 2005-06, ARL has replaced its Membership Criteria Index with the ARL Expenditures-Focused index. This new index is less affected by changes in the collections variables. The index is based on all university member libraries' data (as compared with the previous ARL Index which is based on the 34 founding members of the Association).
Current Variables: Total library expenditures, total library materials expenditures, salaries and wages of professional staff, and total number of professional and support staff.
Previous variables: Number of volumes held; Number of volumes added (gross); Number of current serials received; Total expenditures; Number of professional plus non-professional staff.

Figure 4-iii-b
LibQUAL Survey - All Respondents
Overall

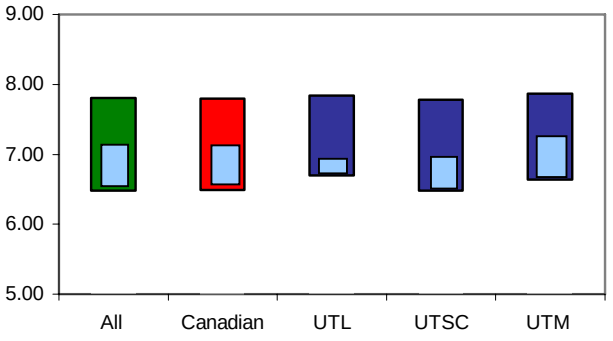


The main rectangle represents the **zone of tolerance** of the respondents.
The upper boundary indicates the **desired level of service** respondents would like to receive.
The lower boundary indicates the **minimum level of service** they are willing to accept.
The light blue rectangle within the main rectangle represents the perceived **actual level of service.**

Overall	Legend	All	Canadian	UTL	UTSC	UTM
Desired	upper boundary	7.94	7.93	7.94	7.86	8.00
Minimum	lower boundary	6.59	6.60	6.81	6.56	6.77
Perceived		7.08	7.00	6.88	6.82	7.27
Number of respondents		97,718	42,696	585	227	257

Notes: All = All College and University respondents from 177 institutions in 11 countries.
Canadian = All College and University respondents from Canada. Participating institutions included:
Acadia, Bishop's, Carleton , Concordia, Dalhousie, Ecole de technologie superiure, Ecole Polytechnique de Montreal, Grant MacEwan College, HEC Montreal, Lakehead, Laurentian, Malaspina U., McMaster, Memorial, Mount Saint Vincent, Nipissing, Queen's, Ryerson, Montreal, Quebec, Laval, University College of the Fraser Valley, Alberta, British Columbia, Calgary, Guelph, Manitoba, New Brunswick, Northern British Columbia, Ottawa, Saskatchewan, Toronto, Victoria, Waterloo, Western, Windsor, UOIT, Wilfred Laurier, York.
UTL = University of Toronto Libraries
UTL sample population included 600 Faculty, 600 staff (except library staff), 600 Grads, 900 undergrads.
UTSC = University of Toronto Scarborough Library
UTSC sample population included all UTSC Faculty (discrete group from St. George) all UTSC grad students, all UTSC staff (except library staff), sample group of 900 UTSC undergrads.
UTM = University of Toronto Mississauga Library
UTM sample population included all UTM Faculty (discrete group from St. George), all UTM grad students, all staff (except library staff), sample group of 900 UTM undergrads.

Affect of Services

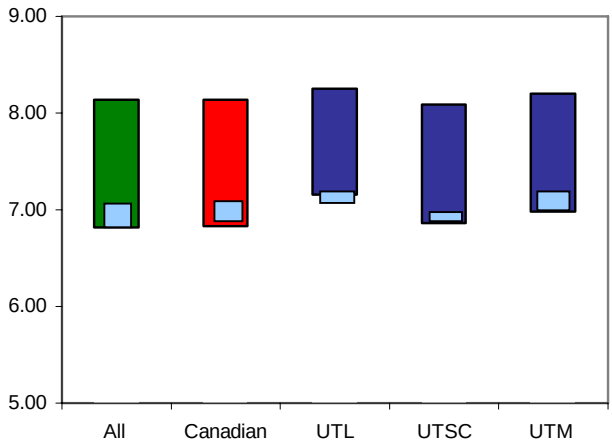


Affect of Services Survey Items:
Employees who instill confidence in users;
Giving users individual attention;
Employees who are consistently courteous;
Readiness to respond to users' questions;
Employees who have the knowledge to answer user questions;
Employees who deal with users in a caring fashion;
Employees who understand the needs of their users;
Willingness to help others;
Dependability in handling users' service problems.

Affect of Services	Legend	All	Canadian	UTL	UTSC	UTM
Desired	upper boundary	7.81	7.80	7.84	7.78	7.87
Minimum	lower boundary	6.48	6.49	6.70	6.48	6.64
Perceived		7.14	7.14	6.84	6.97	7.32
Number of respondents		97,718	42,643	584	227	256

4. Advancement and Long-term Institutional Resources
iii. Library and IT Resources
Figures a-b

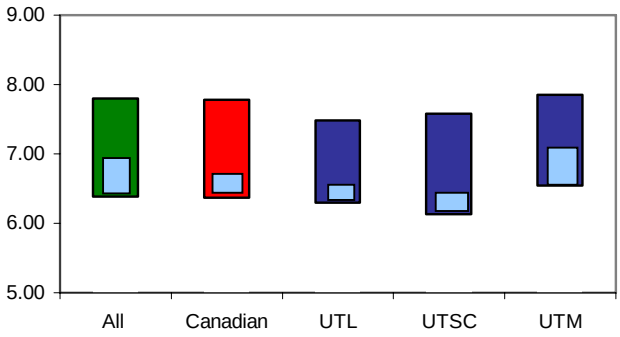
Information Control



Information Control Survey Items:
Making electronic resources accessible from my home or office;
A library Web site enabling me to locate information on my own;
The printed library materials I need for my work;
The electronic information resources I need;
Modern equipment that lets me easily access needed information;
Easy-to-use access tools that allow me to find things on my own;
Making information easily accessible for independent use;
Print and/or electronic journal collections I require from my work.

Information Control	Legend	All	Canadian	UTL	UTSC	UTM
Desired	upper boundary	8.14	8.14	8.25	8.09	8.20
Minimum	lower boundary	6.82	6.83	7.16	6.86	6.98
Perceived		7.12	7.06	7.10	6.98	7.33
Number of respondents		97,718	42,689	585	226	257

Library as Place



Library as Place Survey Items:
Library space that inspires study and learning;
Quiet space for individual activities;
A comfortable and inviting location;
A getaway for study, learning, or research;
Community space for group learning and group study.

Library as Place	Legend	All	Canadian	UTL	UTSC	UTM
Desired	upper boundary	7.80	7.78	7.48	7.58	7.85
Minimum	lower boundary	6.39	6.37	6.30	6.13	6.54
Perceived		6.89	6.65	6.53	6.20	7.05
Number of respondents		97,718	42,265	568	221	256

Related Reports:
University of Toronto Library Annual Statistics
http://discover.library.utoronto.ca/general-information/about-the-library/annual-statistics

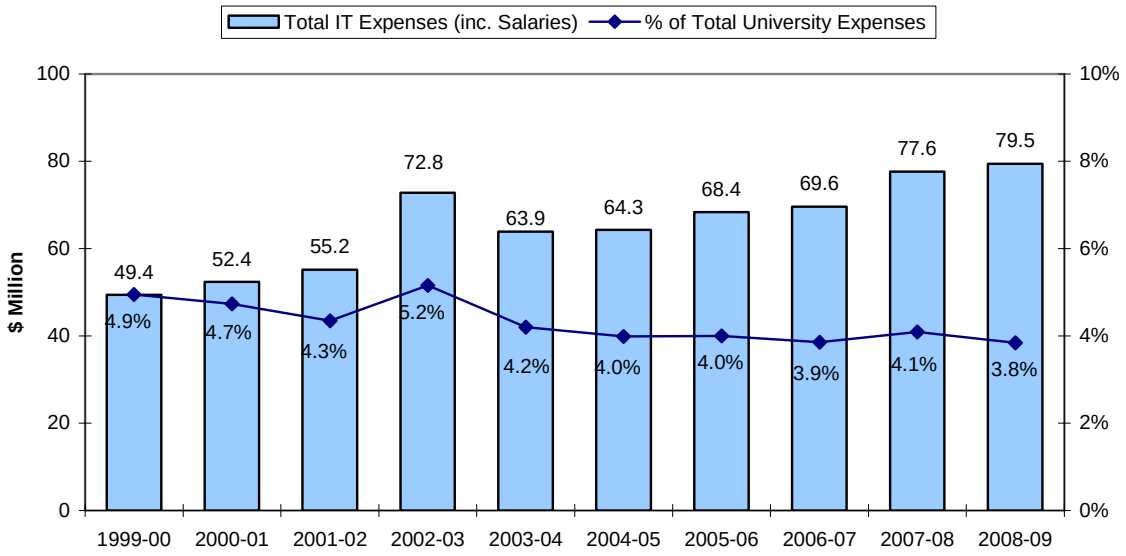
LibQUAL + Survey Results
http://content.library.utoronto.ca/services/libqual_survey/

IT Investment

Performance Relevance:

Our investment in IT is a reflection of our commitment to support students, faculty, and staff in both teaching and research.

Figure 4-iii-c
Information Technology Costs



Source: AMS reported on data compiled from HRIS and FIS.

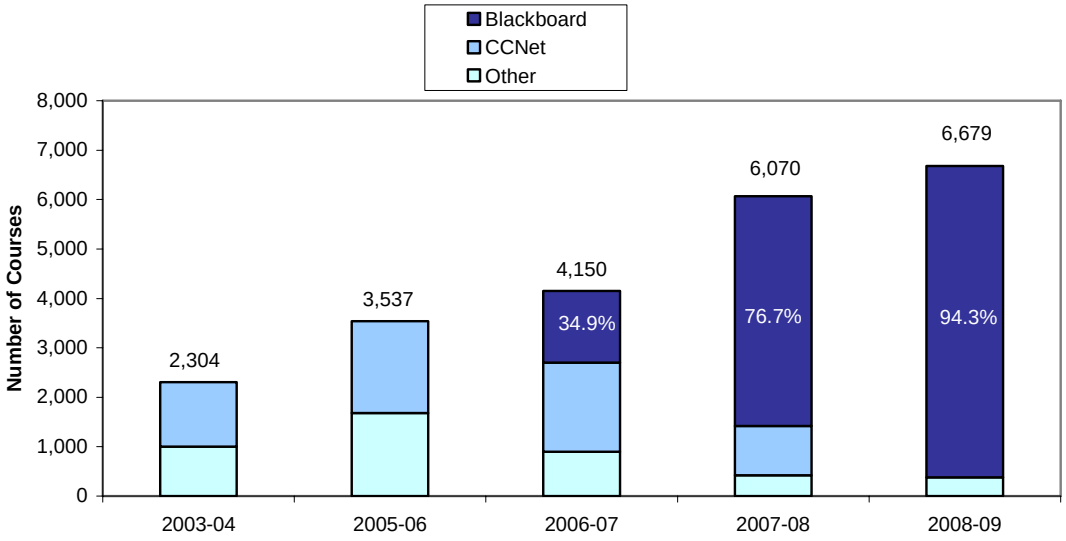
The bars above represent total IT expenses, including salaries, in millions of dollars between 1999-00 and 2008-09. The line represents total IT expenses including salaries, as a percentage of total University expenses.

Courseware Applications

Performance Relevance:

Recent studies have shown that students want more course materials made available over the web to support new learning models, and increase convenience to students and faculty. Students at the University of Toronto have expressed a desire for all courses to have an online presence. Following a lengthy consultative process, the Blackboard Academic Suite was selected as the institutionally supported courseware system.

Figure 4-iii-d
Number of Courses Using Course Management Software



Source: Director of Strategic Computing, Office of the Vice-President and Provost.
In 2003-04 'Other' included Blackboard (old), STORM, WebCT. In 2005-06 'Other' included Blackboard (old), STORM, UTSC Intranet, WebCT. In 2006-07 'Other' included STORM, UTSC Intranet. In 2007-08 'Other' included UTSC Intranet, STORM. In 2008-09 'Other' included UTSC Intranet. As of June 2008 CCNet seized to be used at the University of Toronto.

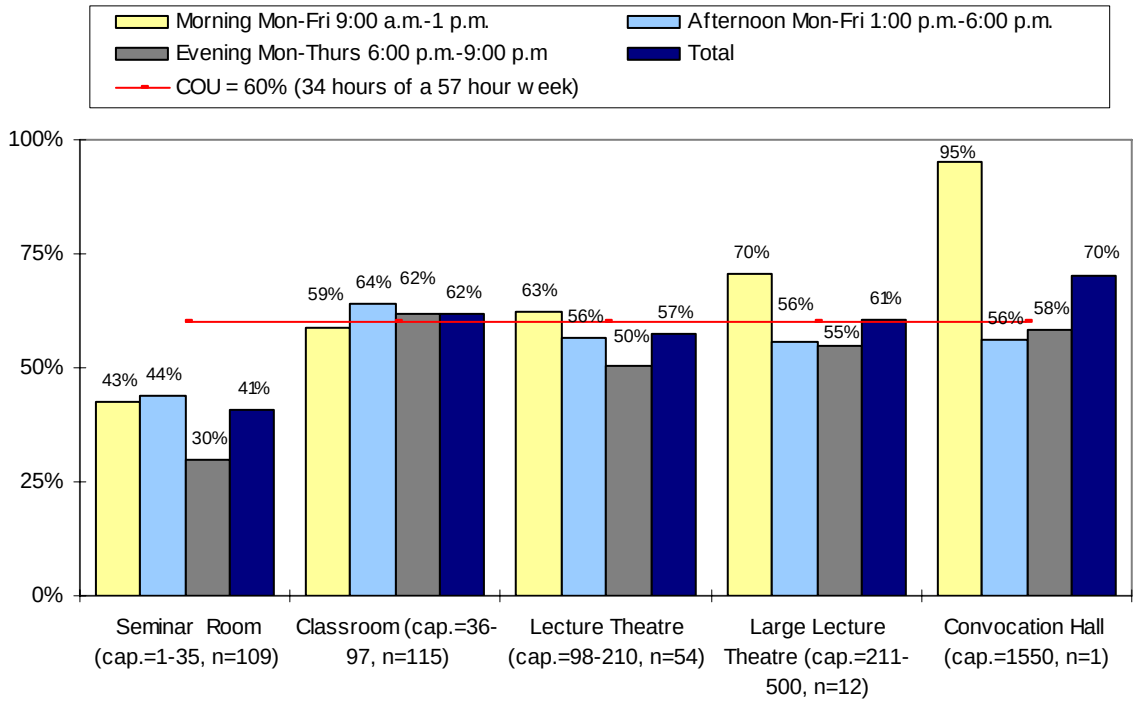
The bars above show the number of courses using courseware management for a web presence in each year from 2003-to 2008-09. It does not include courses that were created independently by faculty members. .As of June 2008 CCNet ceased to be used at the University of Toronto.

Room Utilization

Performance Relevance:

As an indication of how efficiently we use our existing space, we are able to report on our utilization of centrally allocated classrooms on the St. George campus for a typical week compared to COU's standard room utilization rate of 60% (34 hours out of a 57 hour week).

Figure 4-iv-a
Room Utilization by Time of Day for Week of Sept 15 to 19, 2008
St. George Campus
Based on a 57 hour week, Monday - Thursday 9 a.m. to 9 p.m. and Friday 9 a.m. to 6 p.m.



Source: Office of Space Management
This data only represents the St George centrally allocated classrooms. It does not include all classrooms on the campus such as those in Law, Music, Management, Social Work, Architecture and other departmental space.

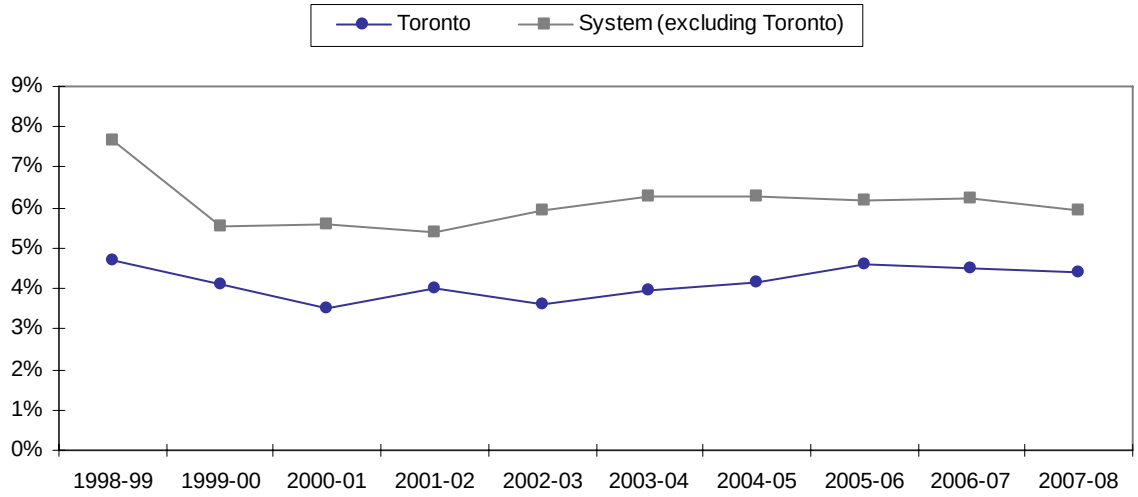
The line in the chart above represents COU's standard room utilization rate of 60%. The bars indicate room utilization of centrally allocated classrooms on the St. George campus according to five types of classroom and three time slots, including the overall usage, for the week of Sept 15 to 19, 2008.

University Central Administrative Costs

Performance Relevance:

Central administrative costs are those associated with operating the University as a whole. Some of these costs are associated with activities that are undertaken to meet legislated requirements (for example, preparation of financial statements, other reports to government and compliance with legislation such as the Ontario Disabilities Act, and the Occupational Health and Safety Act); others are associated with governance. A new requirement since 2006 is the Freedom of Information and Personal Privacy Act (FIPPA). Other costs relate to value-added services provided by the central administrative group for the benefit of the University. These include the President's office, external relations, government relations, strategic communications, alumni relations and development and human resources and equity.

Figure 4-iv-b
Central Administrative Costs as a Percentage of Total Operating Expenditures, 1998-99 to 2007-08



Source: COU Financial Report of Ontario Universities, 1998-99, 1999-00, 2000-01, 2001-02, 2002-03, 2003-04, 2004-05, 2005-06, 2006-07 & 2007-08 Volume I, Table 6 - Expense Operating (excluding internal and external cost recoveries). Administration and General Expenses include: administration; planning and information costs and activities associated with the offices of the president and vice-presidents (excludes administration which is included in Academic Support and External Relations); internal audit; investment management; space planning; Governing Council Secretariat; finance and accounting (including research accounting); human resources; central purchasing, receiving and stores; institutional research; general university memberships; the administration of the occupational health and safety program, including the disposal of hazardous wastes; professional fees (legal and audit); convocations and ceremonies; insurance (except fire, boiler and pressure vessel, property and liability insurance which are reported under the physical plant function); activities in the registrar's office not included in Academic Support.

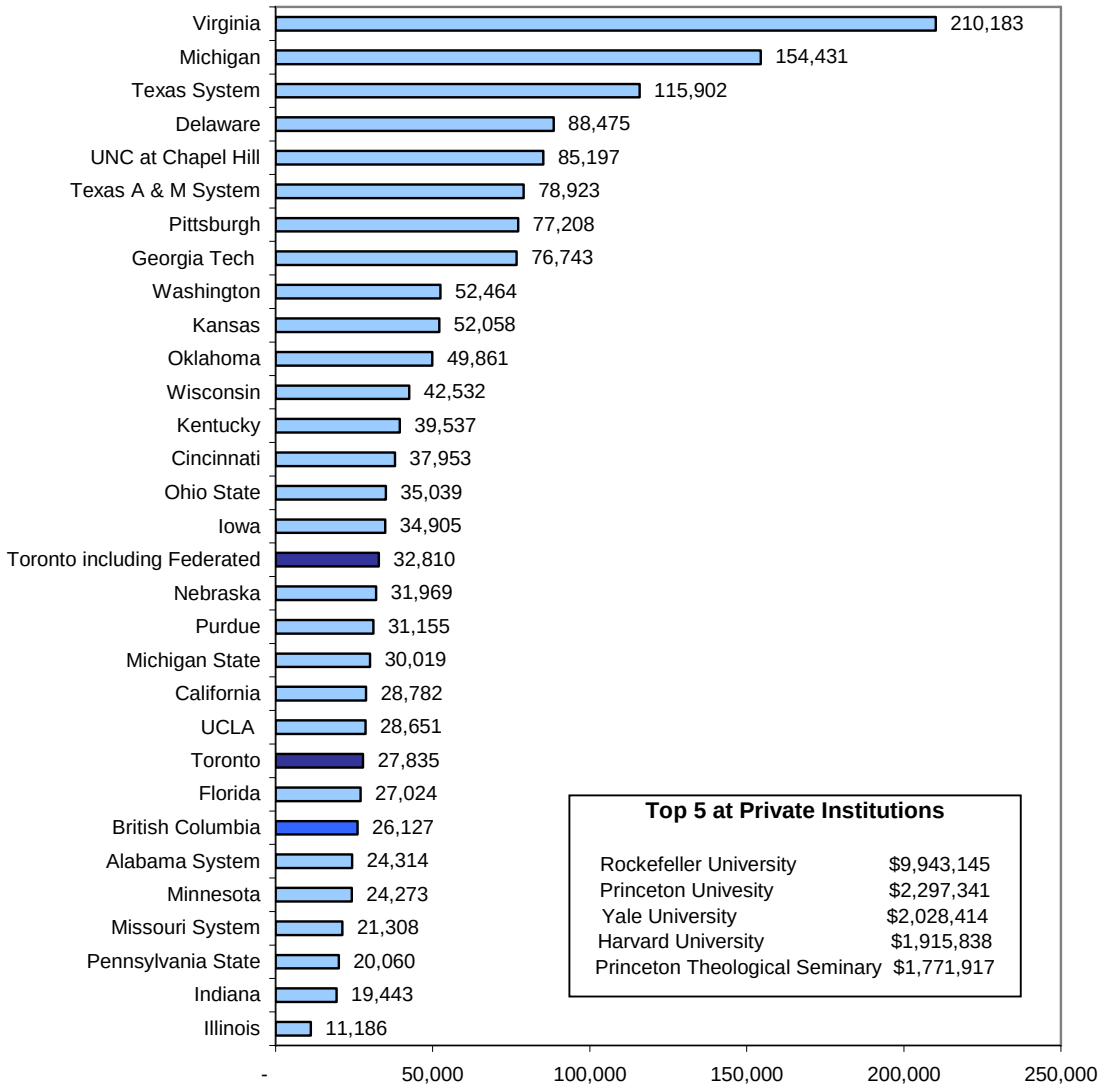
The chart above indicates the administration and general expenses as a percentage of operating expenses at UofT each year from 1998-99 to 2007-08. The lower the percentage, the more an institution has been able to contain these costs.

Endowment per Student

Performance Relevance:

The University's endowment provides support for scholarships, teaching, research and other educational programs now and in the future. Comparing our endowment per student with other public institutions in North America indicates how well we are doing relative to our peer institutions.

Figure 4-v-a
Top 30 Endowments at Public Institutions per FTE Student as at June 30, 2008 ($CDN)



Source: 2008 NACUBO Endowment Study converted to Canadian Dollars at an exchange rate of 1.0186.
The figure for 'Toronto including Federated' includes endowments from the three Federated Universities.
The figure for 'Toronto' excludes them.

The chart above compares UofT's endowment on a per student basis against the top public and private North American institutions.

Related Reports:

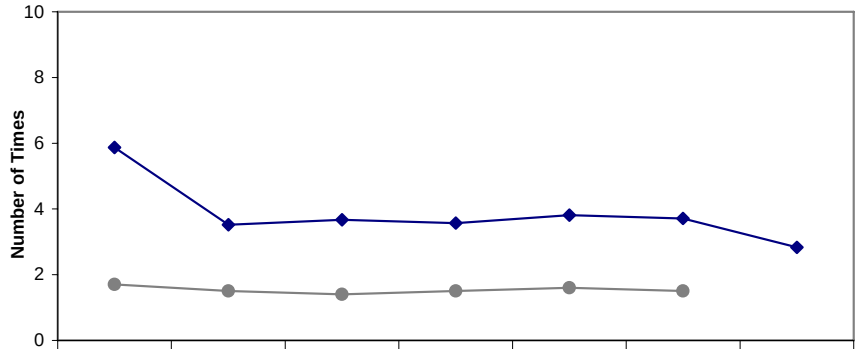
University of Toronto Endowment Reports:
http://www.finance.utoronto.ca/alerts/endowrpts.htm

Financial Health

Performance Relevance:

Information on the financial health and credit ratings of the University of Toronto is useful to governors to help determine the capacity of the University to repay borrowing, as assessed by independent credit rating agencies. Key rating criteria include diversity of revenues and strength of student demand.

Figure 4-v-b
Total Resources to Long-Term Debt



	2003	2004	2005	2006	2007	2008	2009
U of T's total resources to debt	5.87	3.52	3.67	3.57	3.81	3.71	2.83
Median total resources to debt	1.70	1.50	1.40	1.50	1.60	1.50	

Source: Medians obtained from Moody's Investors Services "Moody's Fiscal Year 2008 Public College and University Medians" publication.

The two lines above compare UofT's and Public US universities' median resources to long-term debt. The higher the number of times the University covers its debt, the better security for creditors and support for the University's mission.

Figure 4-v-c
Credit Rating Comparison
University of Toronto with US and Canadian Peers at June 2009

Rating Definitions	Moody's Investors Service	Standard & Poor's	Dominion Bond Rating Service
Best quality	**Aaa**	**AAA**	**AAA**
Next highest quality	**Aa1**	**AA+**	**AA(high)**
and so on, declining	**Aa2**	**AA**	**AA**
	**Aa3**	**AA-**	**AA(low)**
	A1	**A+**	**A(high)**
	A2	**A**	**A**
	and so on	**and so on**	**and so on**

University	Moody's Investors Service	Standard & Poor's	Dominion Bond Rating Service
PROVINCE OF ONTARIO	**Aa1**	**AA**	**AA**
University of Texas system	Aaa	AAA	
University of Michigan	Aaa	AAA	
Queen's University		AA+	AA(high)
University of British Columbia	Aa1	AA+	
University of Toronto	**Aa1**	**AA**	**AA**
University of Washington	Aa1	AA	
University of California	Aa1	AA	
University of Ottawa	Aa1		AA
McMaster University		AA	AA
University of Western Ontario		AA	
Ohio State University	Aa2	AA	
University of Pittsburgh	Aa2	AA	
University of Minnesota	Aa2	AA	
McGill University	Aa2	AA-	
University of Illinois	Aa3	AA-	
University of Arizona	Aa3		

Source: Credit rating agencies' websites and reports.

The table above indicates the credit rating definitions and the ratings assigned to those of our US and Canadian peers that have been rated by UofT's rating agencies.

Related Reports:

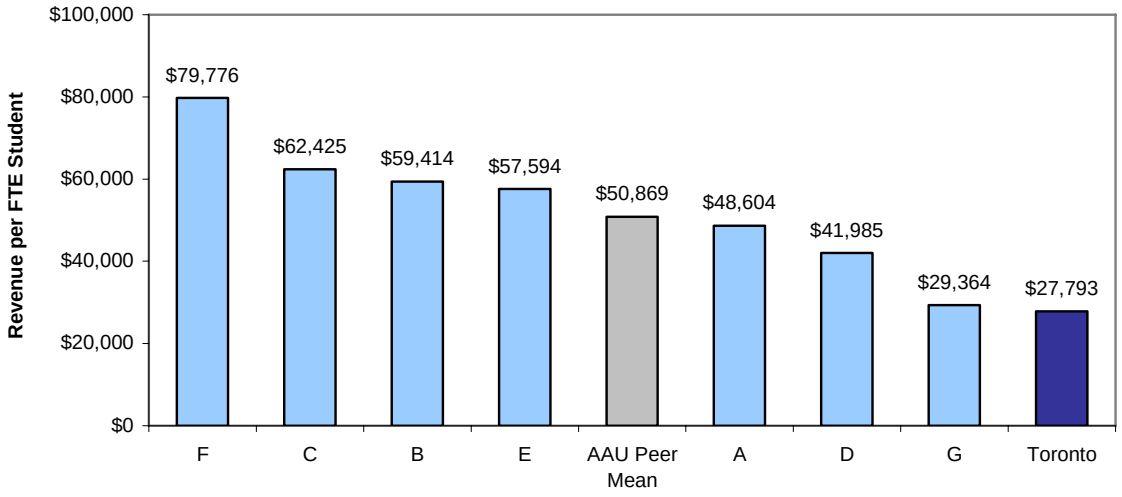
University of Toronto Financial Reports:
http://www.finance.utoronto.ca/Page799.aspx

Total Revenue per Student

Performance Relevance:

Total funding on a per student basis compared to U.S. peers provides a measure of the University's resource situation. We are able to provide comparisons with AAU public peers of total revenue per FTE student. In addition, this year we are providing a new measure of revenue per student compiled by the Institute for Competitiveness and Property (ICP) in collaboration with the G13 Data Exchange. Data comparability issues do not make comparisons with our Canadian peers possible at this time.

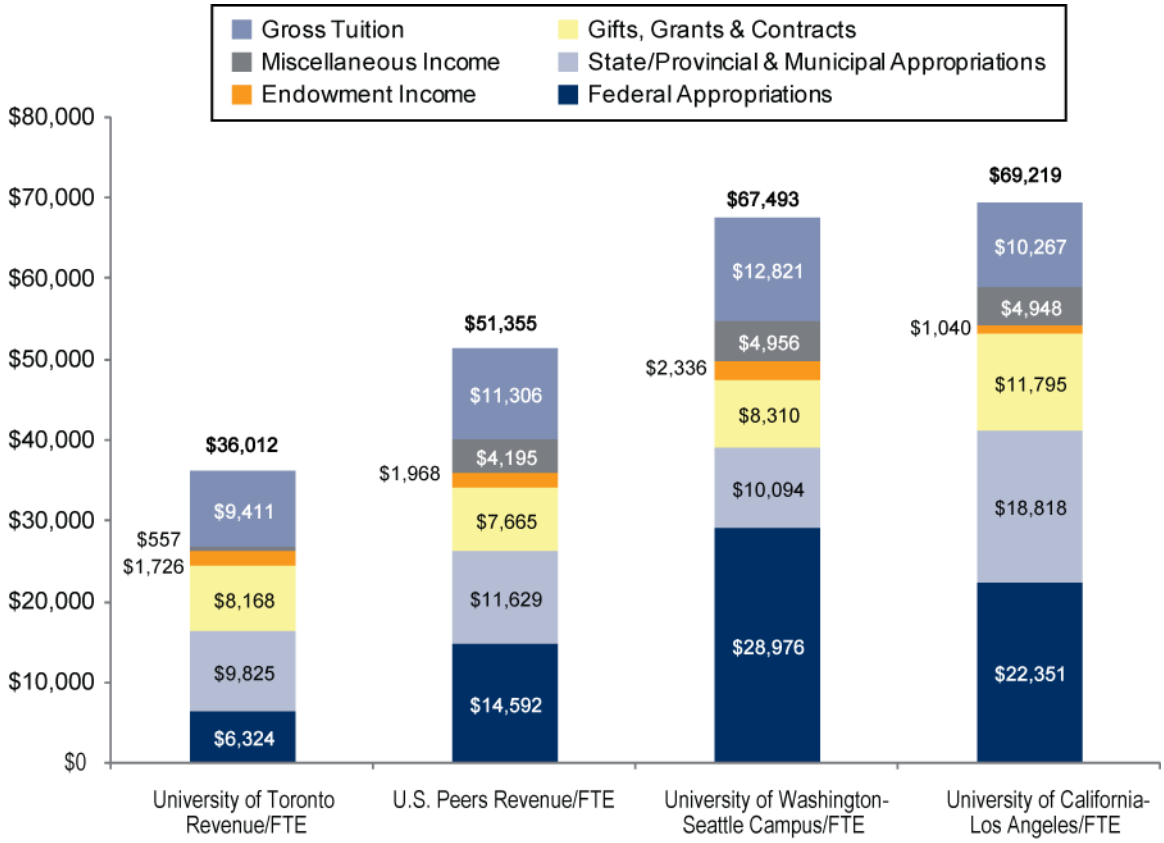
Figure 4-v-d
Total Revenue per FTE Student
Fiscal Year 2007-08 (US Funds)
University of Toronto vs. AAU Public Peers



Source: AAUDE
Note: All Revenues exclude Hospital/Medical Centre Revenues. Data for U of Minnesota-Twin Cities, U of Texas at Austin, and U of Washington were not available.
AAU Peer Mean excludes UofT.
Toronto converted to US funds using the purchasing power parity (PPP) of 0.80.

The bars in the above chart compare the total revenue per FTE student in U.S. dollars at UofT to seven of our ten AAU peers and the AAU mean in the 2007-08 fiscal year.

Figure 4-v-e
Institutional Revenue per Student FTE, 2006-07



Source: Institute for Competitiveness and Prosperity
Notes:
US peers include: University of Florida, Ohio State University-Main Campus, University of Minnesota-Twin Cities, University of Washington-Seattle Campus, University of California-Los Angeles, University of Michigan-Ann Arbor, University of Wisconsin-Madison, University of Illinois at Urbana-Champaign, Michigan State University, Florida State University
"Gross Tuition"- The Integrated Postsecondary Education Data System (IPEDs) data compiled for US institutions data subtracts student aid expenditures from the total tuition revenue. In order to adjust this data to make it comparable with the Canadian data this funding has been added to the US institutions' tuition to create a "Gross Tuition" figure.

The chart above indicates the institutional revenue per Full-time Equivalent (FTE) student for the University of Toronto compared to our US peers (see notes for inclusions), University of Washington-Seattle campus, and University of California – Los Angeles.