

**1. The University's Distinctive Role**  
**i. Faculty Honours and Research Output**

**Figure a.**

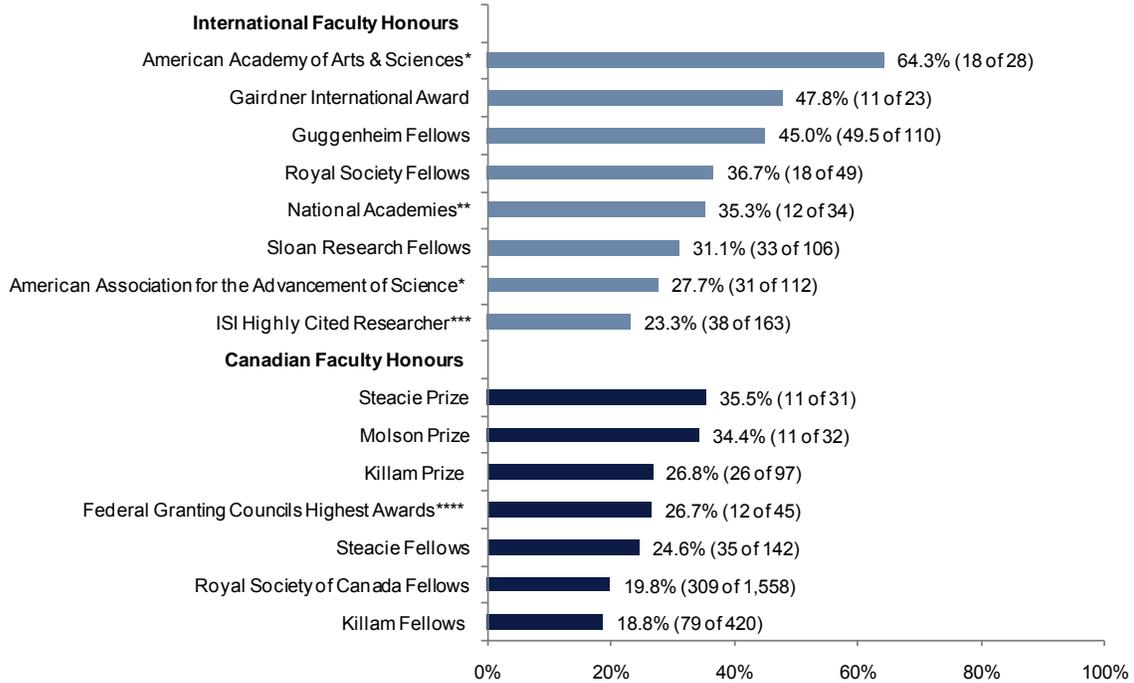
**Faculty Honours**

**Performance Relevance:**

Prestigious national and international awards, such as Guggenheim Fellowships and Steacie Prizes, celebrate a scholar's contributions to his or her field. The collective track record of the University of Toronto's faculty in receiving such awards can thus be used as a measure of the University's overall research excellence.

**Figure 1-i-a**  
**Faculty Honours by Award**  
**University of Toronto Compared to Awards Held at Other Canadian Universities, 1980-2010**

The chart below 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 30-year period.



\* Current members only

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

\*\*\* As of Sep 2010

\*\*\*\* Federal Granting Councils Highest Awards: NSERC: Gerhard Hertzberg Canada Gold Medal for Science and Engineering (n=20); CIHR: Michael Smith Prize in Health Research (n=18); SSHRC: Gold Medal for Achievement in Research (n=7)

Due to timing of announcements, the following honours are updated until 2009 only:

Federal Granting Councils

American Association for the Advancement of Science

**Related Website:**

Office of the Vice-President, Research – Awards and Honours:

<http://www.research.utoronto.ca/awards-honours/>

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Figure b

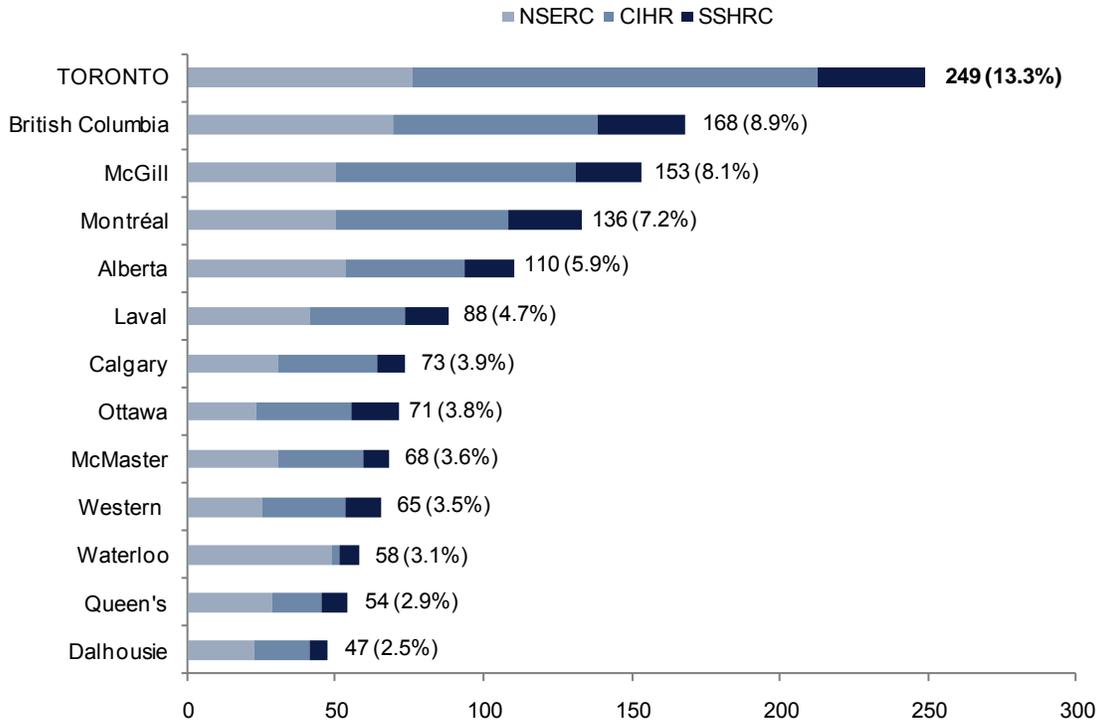
Canada Research Chairs

**Performance Relevance:**

Success in research chair competitions is an important measure of scholarly 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**

The chart below compares University of Toronto's current CRC allocation to our Canadian peers.



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

**Related Reports:**

Office of the Vice-President, Research Annual Reports

<http://www.research.utoronto.ca/publications/>

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Figure c-e

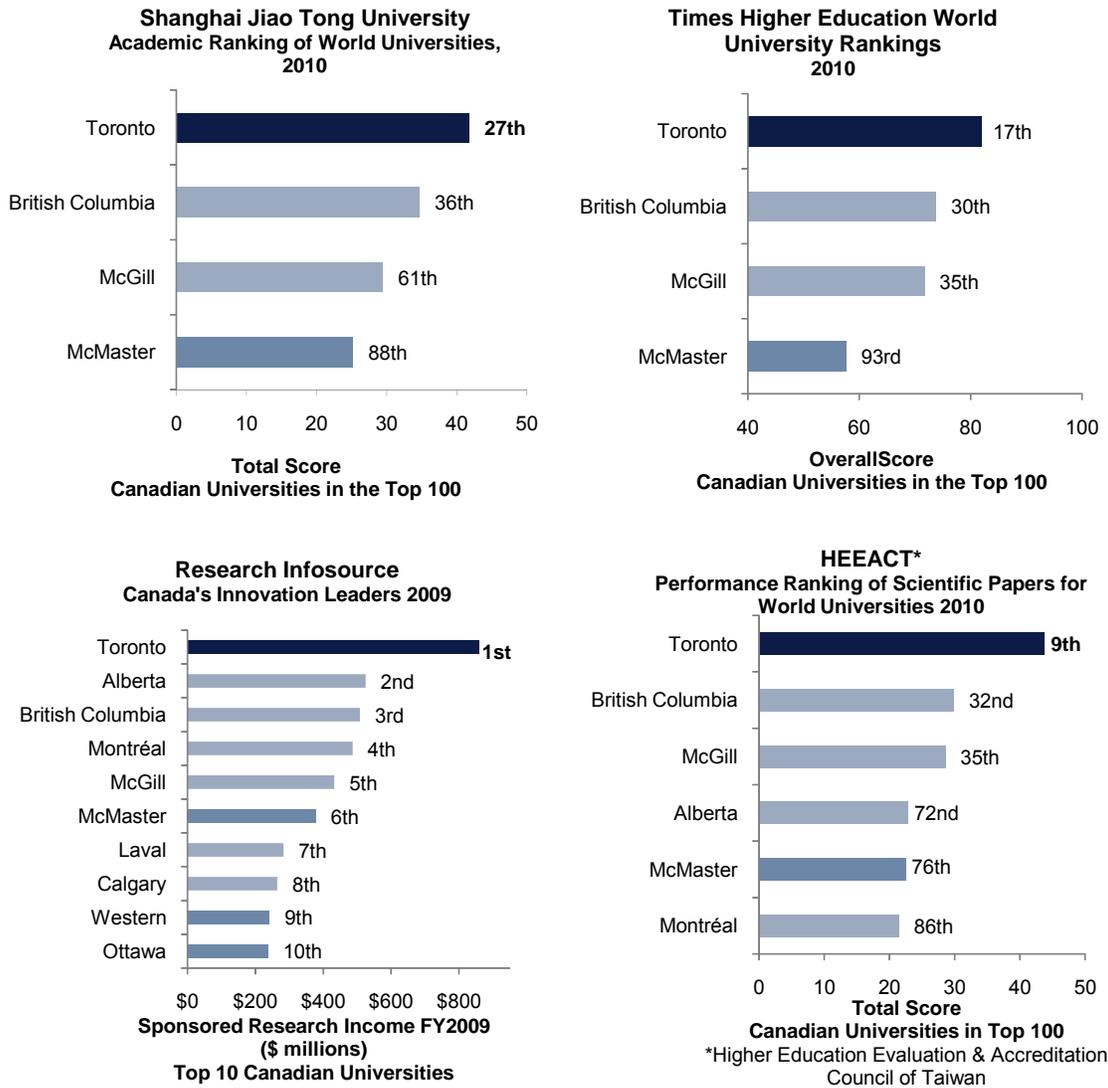
**Rankings**

**Performance Relevance:**

Rankings provide one measure of the institution's performance, particularly internationally. This year we have included the results of various research-focused rankings and international rankings, including the new Times Higher Education University World rankings by discipline.

**Figure 1-i-c**  
**Research Rankings, 2010**

The charts below compare the University of Toronto's ranking relative to its Canadian peer institutions in four research-focused rankings.



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**Figure 1-i-d**  
**Comparison of International Rankings,**  
**University of Toronto and Canadian Peer Institutions**  
**Overall Rankings, Selected Sources, 2010**

The table below compares the University of Toronto's ranking relative to its Canadian peer institutions in six international rankings.

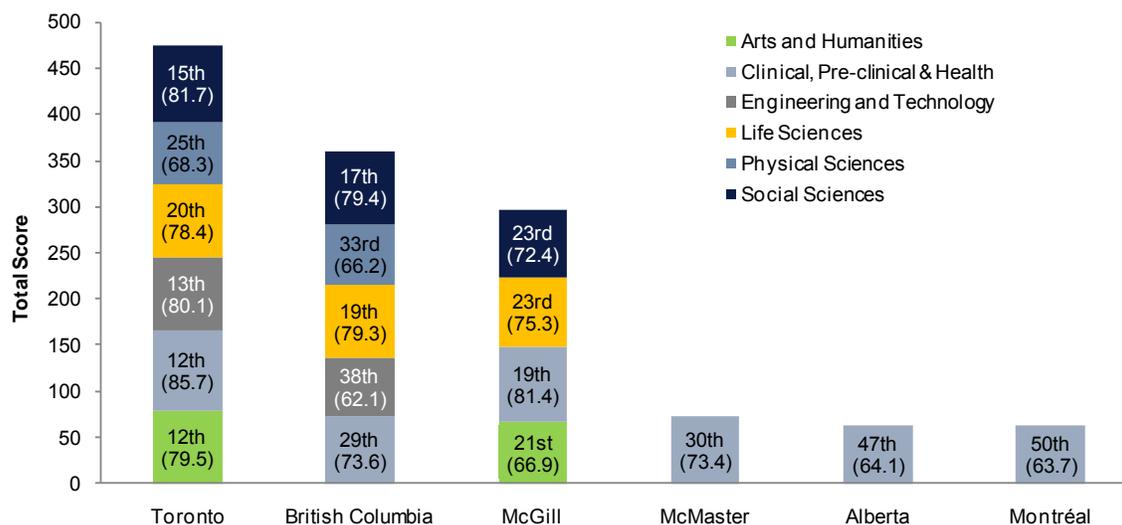
	Times Higher Education	Shanghai Jiao Tong	HEEACT	QS World University Rankings	High Impact RPI	SCImago**
<b>Toronto</b>	<b>17</b>	<b>27</b>	<b>9</b>	<b>29</b>	<b>14</b>	<b>8</b>
McGill	35	61	35	19	61	59
British Columbia	30	36	32	44	30	36
Alberta	127	101-150	72	78	71	57
McMaster	93	88	76	162	62	124
Montréal	138	101-150	86	136	108	186
Queen's	*	201-300	250	132	185	273
Waterloo	*	151-200	261	145	257	176
Western	*	201-300	179	164	146	170
Calgary	*	151-200	157	165	136	114
Dalhousie	193	201-300	268	*	239	277
Ottawa	*	201-300	189	*	180	194
Laval	*	201-300	187	*	213	316

\*Not ranked among the top 200 institutions

\*\*SCImago rankings include research institutions in Higher Education, Government, Health, Private and other Sectors. Ordered by aggregating total/overall scores (Normalized Impact for SCImago) for each institution.

**Figure 1-i-e**  
**Times Higher Education World University Rankings by Discipline, 2010**

The chart below compares the University of Toronto's ranking relative to its Canadian peer institutions in the six disciplines identified in Times Higher Education World University Rankings.



Only includes Canadian peers in the Top 50 for each discipline

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**Research Publications and Citations**

**Performance Relevance:**

Counts of publications and citations<sup>1</sup> are important indicators of scholarly impact as measured by research output and intensity. This is particularly true in scientific disciplines, where research reporting is predominantly journal-based. Comparisons with institutions both within Canada and the United States capture our research productivity in fields relative to our peers.

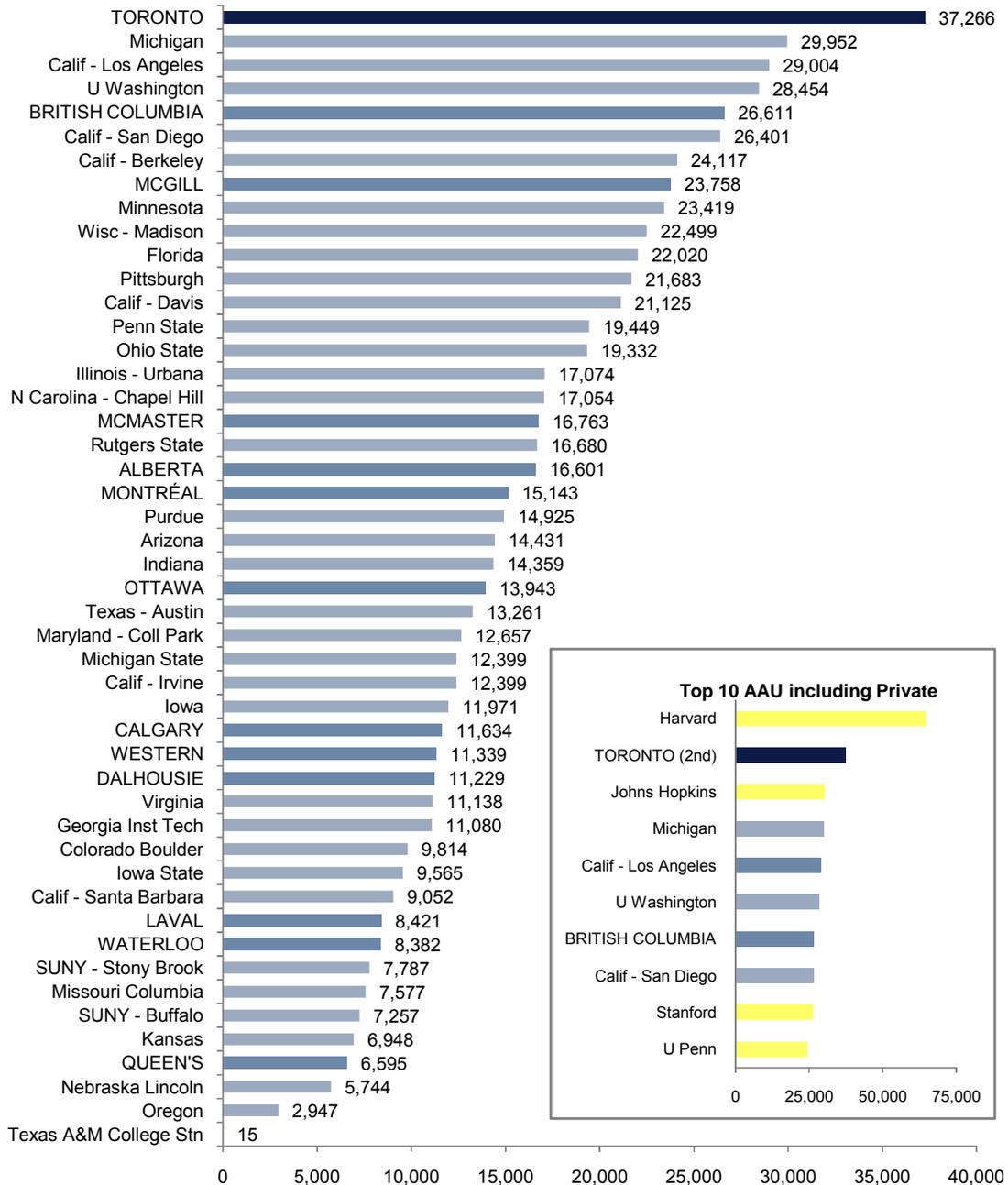
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<sup>1</sup> Thomson Scientific's University Indicators is a database that tracks the number of papers from each university and the number of times these papers/publications were cited in a given time period. These indicators include publications (articles, 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.

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**Figure 1-i-f**  
**All Science Fields**  
**Number of Publications Indexed by Thomson ISI**  
**AAU Public and Canadian Peer Institutions, 2005 to 2009**

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

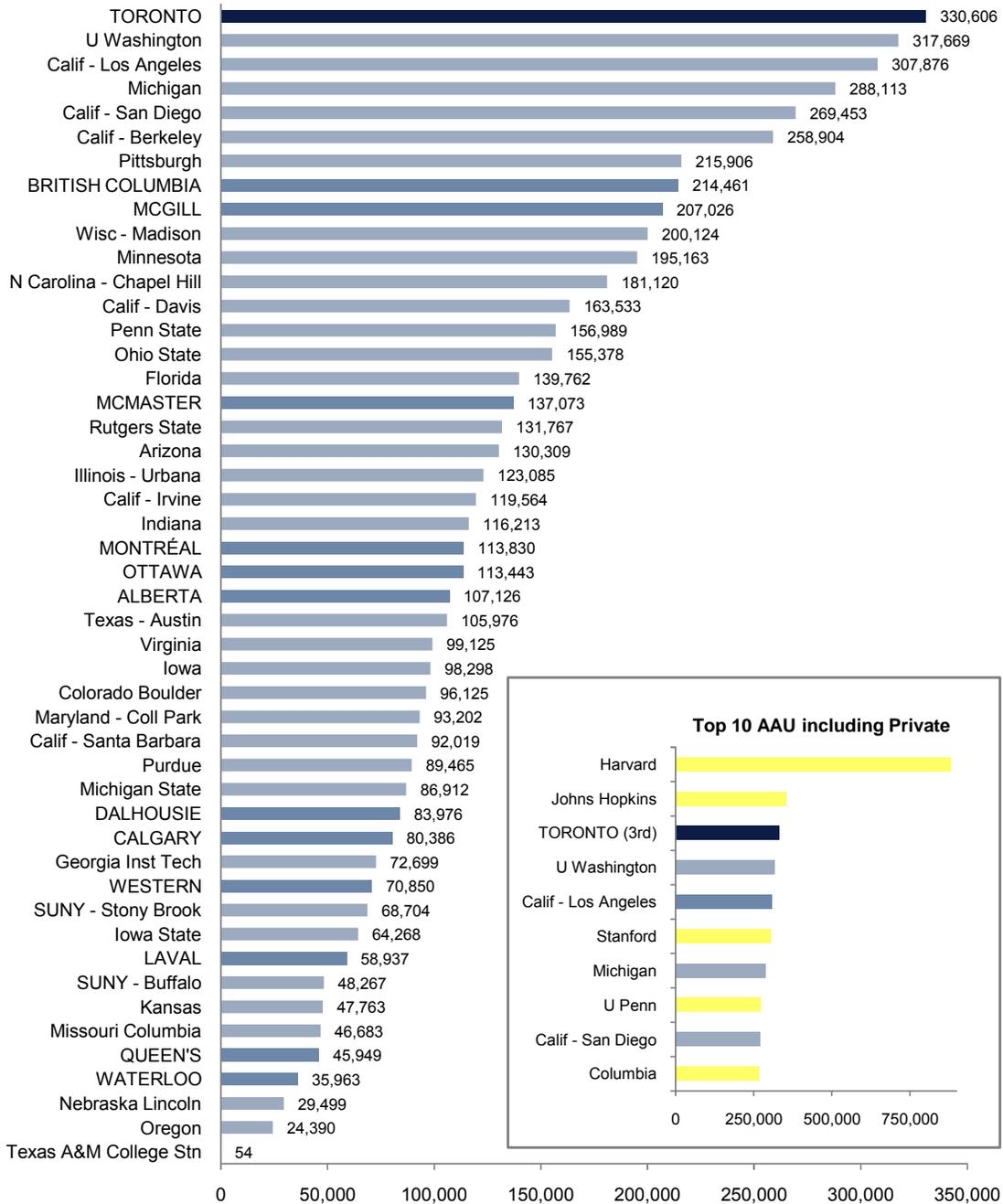


Sources: University Science Indicators 2009 Standard and Deluxe Editions, Thomson Reuters.  
Our Canadian peer institutions are shown in capital letters.

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**Figure 1-i-g**  
**All Science Fields**  
**Number of Citations Indexed by Thomson ISI**  
**AAU Public and Canadian Peer Institutions, 2005 to 2009**

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



Sources: University Science Indicators 2009 Standard and Deluxe Editions, Thomson Reuters.  
 Our Canadian peer institutions are shown in capital letters.

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**Figure 1-i-h**  
**Summary of Publication and Citation Rankings for the University of Toronto**  
**Relative to Canadian Peers, AAU Public Institutions, and All AAU Institutions, 2005 to 2009**

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

	Canadian Peers		AAU Public		AAU All	
	Publications	Citations	Publications	Citations	Publications	Citations
All Fields*	1	1	1	1	2	3
All Sciences*	1	1	1	1	2	3
Health & Life Sciences*	1	1	1	1	2	3
Molecular Biology & Genetics**	1	1	1	1	2	5
Neuroscience & Behavior**	1	1	1	2	3	6
Cardiac & Cardiovascular System	1	1	1	1	3	4
Nursing	1	1	1	1	2	2
Engineering & Materials Science**	1	1	7	7	8	10
Environmental Engineering	1	1	2	1	2	1
Biomaterials	1	1	1	4	2	6
Acoustics	1	1	5	3	5	3
Biophysics	1	1	2	8	5	14
Mathematics	1	1	5	8	7	12
Social Sciences**	1	1	2	5	3	7
Social Work	1	1	3	2	3	2
Psychology	1	1	2	4	3	7
Anthropology	1	1	3	6	4	9
Philosophy	1	1	1	4	1	8

Data sources: University Science Indicators 2009 Standard and Deluxe Editions, Thomson Reuters.

(No star) From Deluxe Edition

\* From U of T-specified groupings using Standard and Deluxe Editions

\*\* From Standard Edition

**Related Reports:**

Office of the Vice-President, Research Annual Reports:

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**Faculty Teaching Awards**

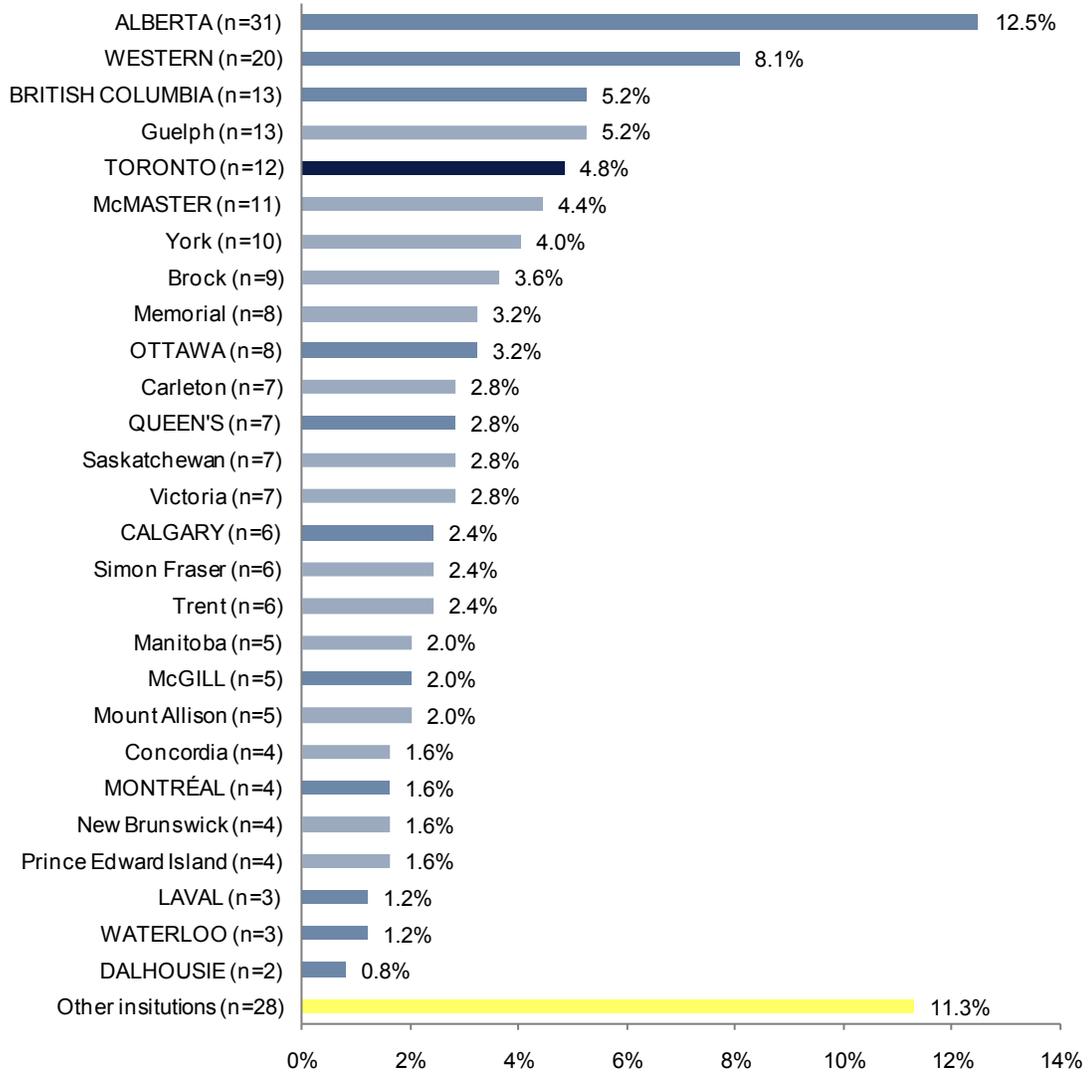
**Performance Relevance:**

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.

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**Figure 1-i-i  
3M Teaching Fellowship Awards Percent Share,  
Top 25 Institutions and Canadian Peer Institutions 1986 to 2010**

The chart below indicates the percentage of 3M Teaching Fellowship Awards received by University of Toronto Faculty members compared to the number of Awards received nationally since the award's inception in 1986.

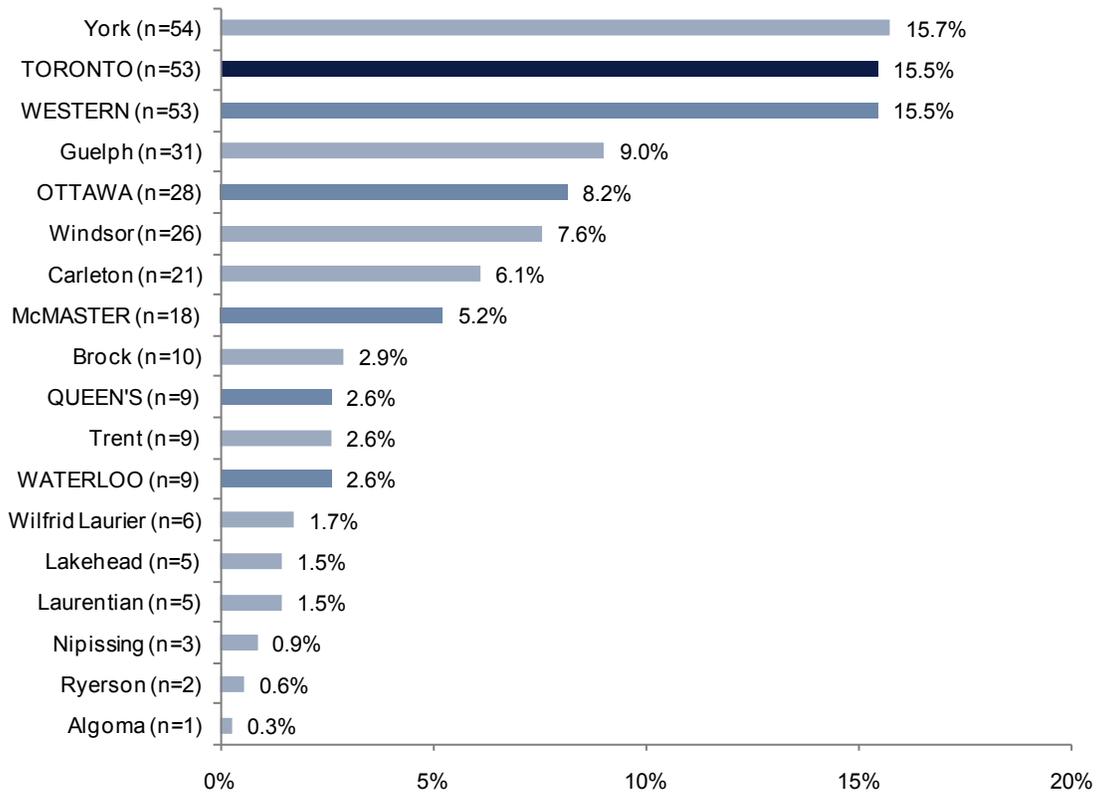


Source: 3M Teaching Fellowships (n=248).  
 École des Hautes Études Commerciales included under U de Montreal.  
 Canadian peer institutions are shown in capital letters.  
 Other Institutions include: Quebec - Trois Rivières, St. Mary's, Wilfrid Laurier, Windsor (3 awards each); Lakehead, Regina, Winnipeg (2 awards each); King's U College, Laurentienne, Lethbridge, Mount St. Vincent, Northern British Columbia, Quebec – Montreal, Ryerson, Sherbrooke, St. Thomas, Xavier (1 award each).

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**Figure 1-i-j**  
**Ontario Teaching Awards:**  
**OCUFA 1973 to 2009**

The chart below indicates the percentage of OCUFA Teaching Awards received by University of Toronto Faculty members compared to the number of Awards received provincially since the award's inception in 1973.



OCUFA Teaching Awards (n=343) as of October 2010.  
 Canadian peer Institutions are shown in capital letters.

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**Tri-Council Funding – SSHRC, NSERC, CIHR**

**Performance Relevance:**

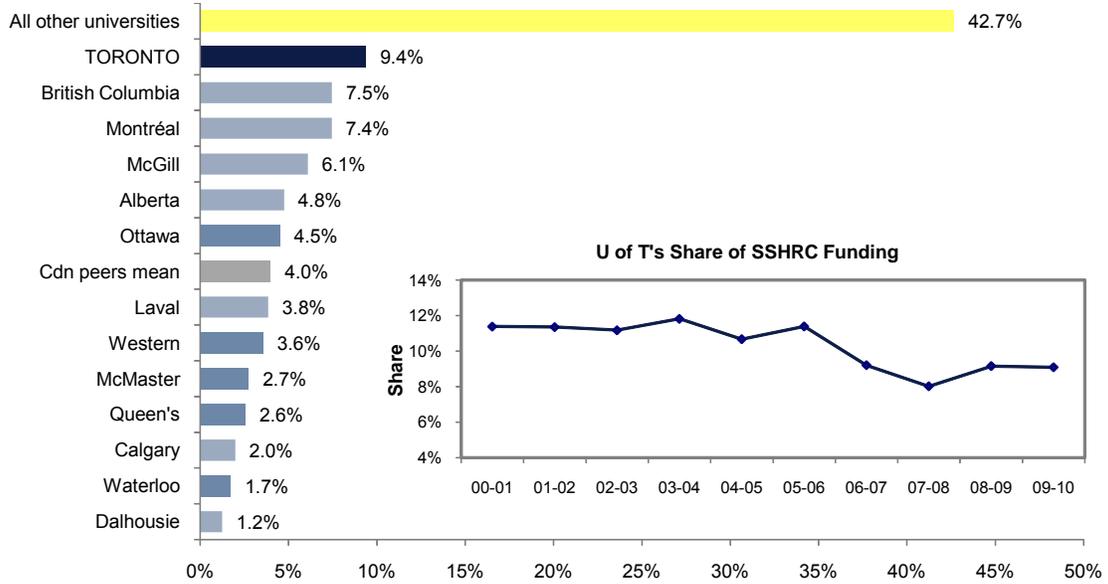
The three granting councils provide over one-third of our total sponsored research funding, which is commonly considered as a proxy for research intensity. Comparisons with top performing Canadian peer institutions over time demonstrate our success in attracting research funding from the granting councils. 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.

In recent years, granting council funding has taken on additional importance as the primary driver for other federal research investments; success in these programs is used to allocate Canada Research Chairs, Federal Indirect Cost support, and a portion of Canada Foundation for Innovation funding. This year, we have provided a "market share" measure which amalgamates our results across all three councils.

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**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, 2005-06 to 2009-10**

The chart below compares the University of Toronto's five-year cumulative share of SSHRC funding to our Canadian peers. The insert chart shows U of T's trend in share over the most recent ten-year period.

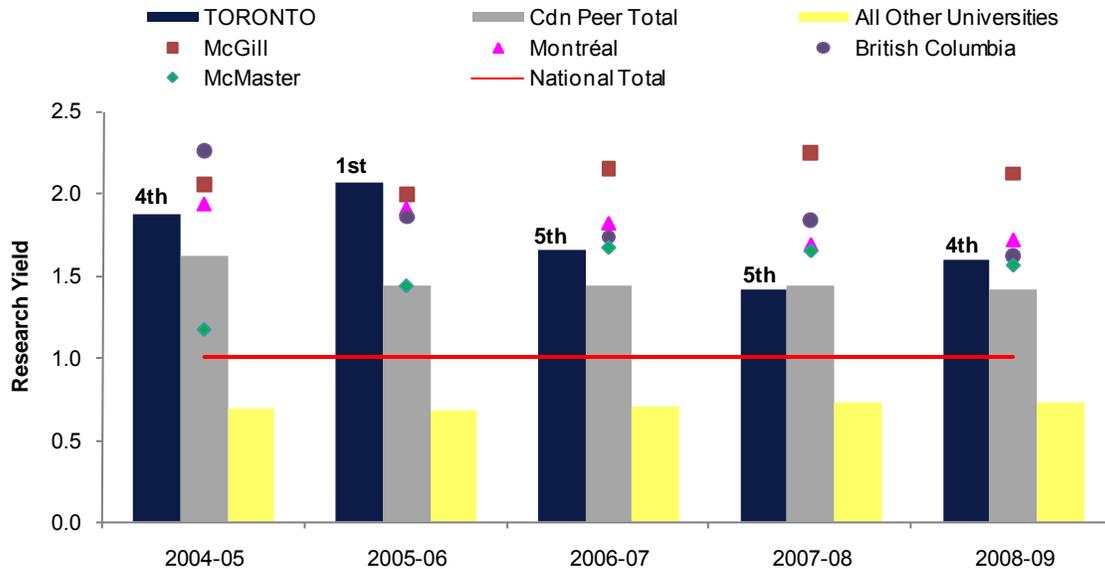


Source: SSHRC Payments by Program Activity Architecture, Region, Province & Institution 2005-06 to 2009-10 reports. Expenditures for Networks of Centres of Excellence nodes, Canada Research Chairs, training programs, and communications programs are excluded. For the national total, only expenditures to Canadian colleges and universities, and their affiliates, are counted. The mean for our Canadian peers excludes U of T. Ontario peers are shown in darker blue.

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Figure 1-ii-b  
 Canadian Peer Universities vs. National Research Yield  
 Social Sciences and Humanities Research Council (SSHRC), 2004-05 to 2008-09

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.



Faculty funding data source: SSHRC Payments by Program Cluster, Region, Province & Institution 2004-05 to 2008-09 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 2004 to 2008 files.

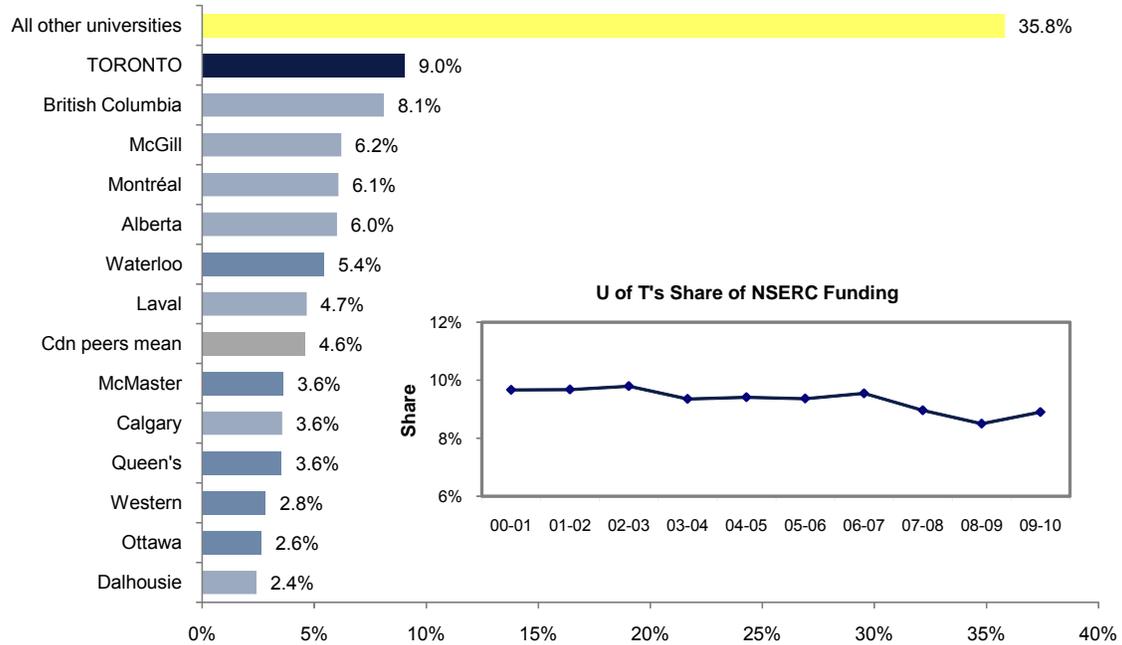
Ranks: Full, Associate and Assistant Professors including those with administrative responsibilities.

Not shown: eight Canadian peer institutions with yields lower than 1.55 in 2008-09: Alberta, Calgary, Dalhousie, Laval, Ottawa, Queen's, Waterloo, and Western. Canadian peers are the G10 from 2002-03 to 2004-05, and the G13 starting with 2005-06. Dalhousie is excluded from the Canadian peer group and counted with all other universities in 2005-06 due to missing faculty counts. Affiliated/federated institutions are included with each relevant institution.

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**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, 2005-06 to 2009-10**

The chart below compares U of T's five-year cumulative share of NSERC funding to our Canadian peers. The insert chart shows U of T's trend in share over the most recent twelve-year period.

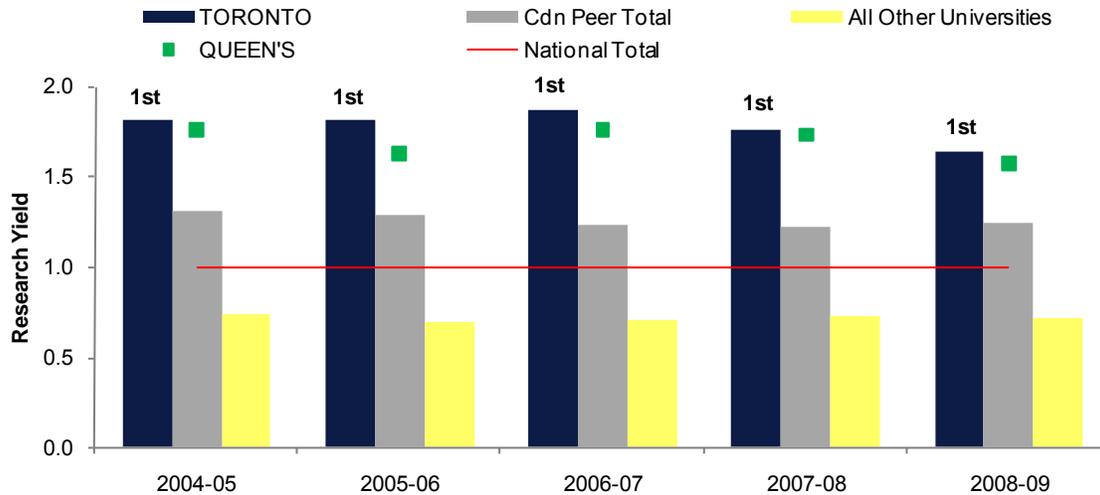


Source: NSERC Facts & Figures 2009-10 report.  
 Expenditures for Networks of Centres of Excellence nodes, Canada Research Chairs, the Canadian Microelectronics Corporation (Queen's), the Canadian Light Source (U. Saskatchewan) and training programs are excluded.  
 For the national total, only expenditures to Canadian colleges and universities, and their affiliates, are counted.  
 The mean for our Canadian peers excludes U of T. Ontario peers are shown in darker blue.

**1. The University's Distinctive Role**  
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**Figure 1-ii-d**  
**Canadian Peer Universities vs. National Research Yield**  
**National Sciences and Engineering Research Council (NSERC), 2004-05 to 2008-09**

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.



Faculty funding data source: NSERC Facts & Figures 2008-09, 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), the Canadian Light Source (Saskatchewan), 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.

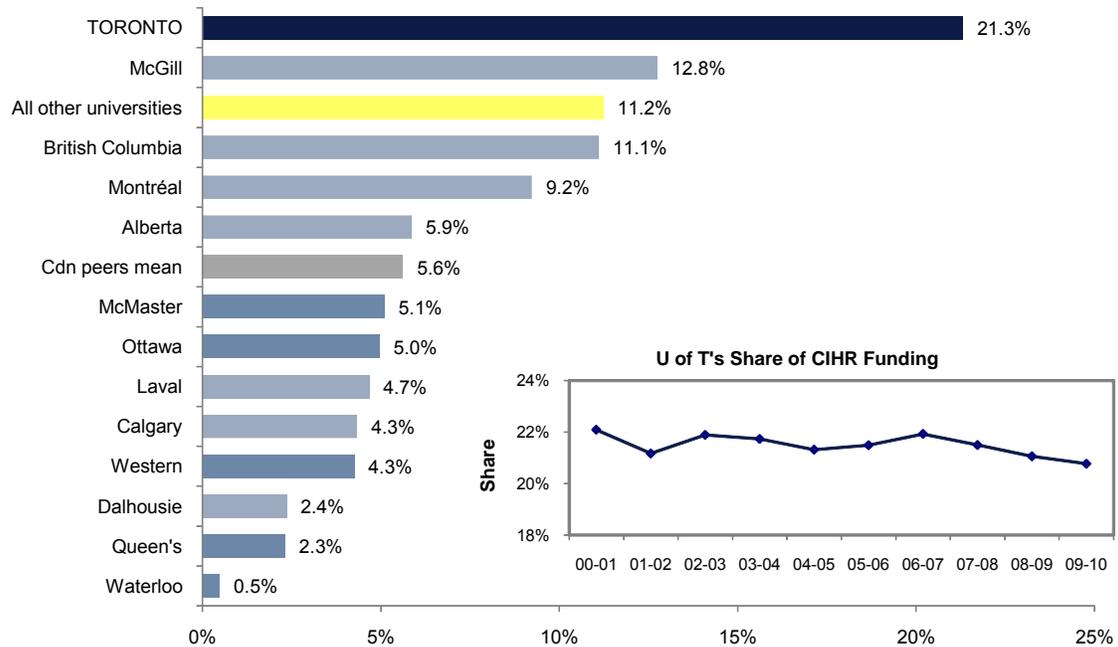
Faculty count data source: Statistics Canada UCASS 2004 to 2008 files.  
Ranks: Full, Associate and Assistant Professors including those with administrative responsibilities.

Not shown: eleven Canadian peer institutions with yields lower than 1.5 in 2008-09: Alberta, British Columbia, Calgary, Dalhousie, Laval, McGill, McMaster, Montréal, Ottawa, Waterloo, Western. Canadian peers are the G10 until 2004-05, and the G13 starting with 2005-06. Dalhousie is excluded from the Canadian peer group and counted with all other universities in 2005-06 due to missing faculty counts. Affiliated/federated institutions are included with each relevant institution.

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**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, 2005-06 to 2009-10**

The chart below compares U of T's five-year cumulative share of CIHR funding to our Canadian peers. The insert chart shows U of T's trend in share over the most recent ten-year period.

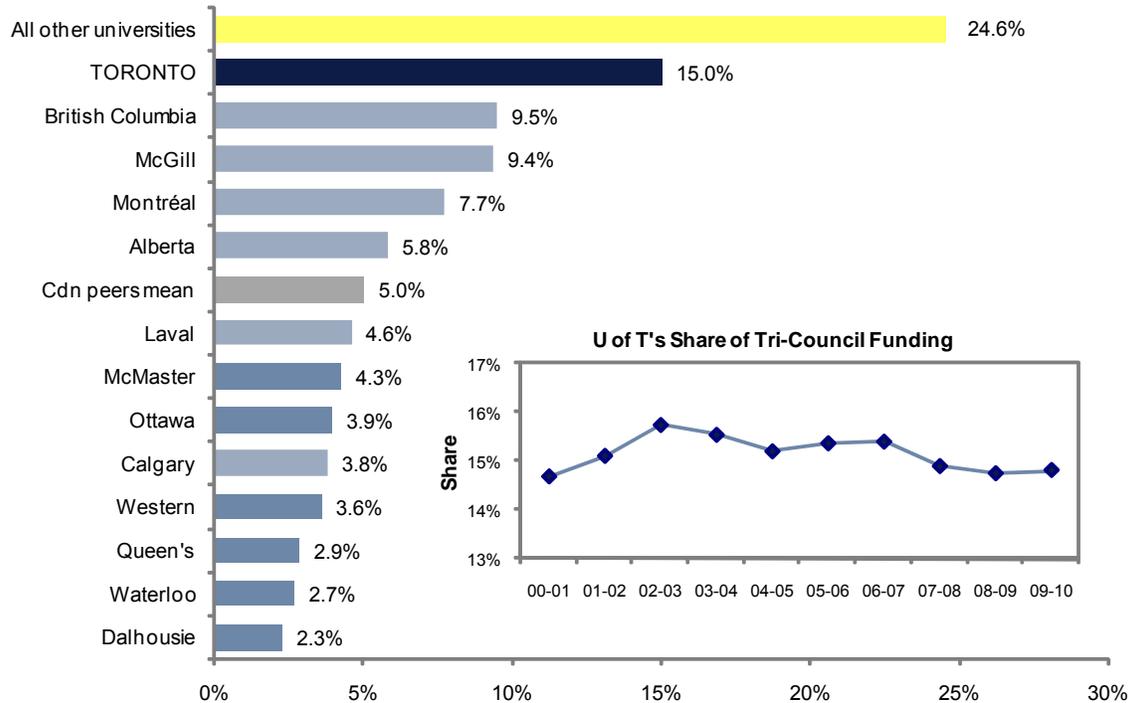


Source: CIHR Expenditures by University and CIHR Program, 2004-05 to 2008-09 reports. Expenditures for Networks of Centres of Excellence nodes, Canada Research Chairs training programs and the Enzyme Replacement Therapy for Fabry Disease program are excluded. For the national total, only expenditures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

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**Figure 1-ii-f**  
**Canadian Peer Universities vs. University of Toronto's Share of**  
**Funding from the Federal Granting Councils (Tri-Councils)**  
**Cumulative 5-Year Share, 2005-06 to 2009-10**

The chart below compares U of T's five-year cumulative share of total tri-council funding to our Canadian peers. The insert chart shows U of T's trend in share over the most recent ten-year period.



Source: CIHR Expenditures by University and CIHR Program, 2005-06 to 2009-10 reports, NSERC Facts & Figures 2009-10 report, and SSHRC Payments by Program Activity Architecture, Region, Province & Institution 2005-06 to 2009-10 reports. Expenditures for the Networks of Centres of Excellence nodes, the Canada Research Chairs program, the Indirect Costs Program, all training programs, the Canadian Microelectronics Corporation (NSERC funding held at Queen's), the Canadian Light Source (NSERC funding held at U. Saskatchewan), the SSHRC communications programs and the CIHR 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 U of T. Ontario peers are shown in darker blue.

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## Canada Foundation for Innovation

### Performance Relevance:

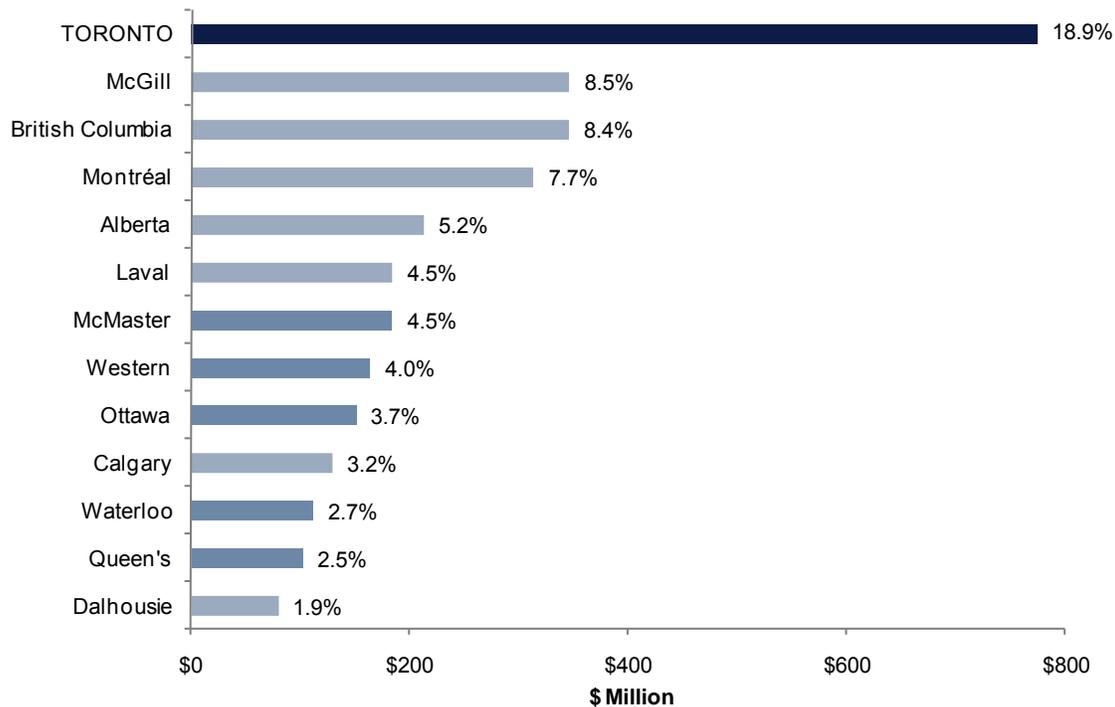
Research funding from the Federal Government's Canada Foundation for Innovation (CFI) program measures the share of funding received by an institution's faculty members relative to its peers to support research infrastructure allocated on a competitive basis.

Figure 1-ii-g  
Canada Foundation for Innovation (CFI)  
Funding by University since Inception, 1998 to 2010

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The chart below compares U of T's share of CFI funding to our Canadian peers. By way of comparison, U of T's share of granting council funding was 14.8% in 2009-10.

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Data source: CFI website, April 23 2010. National projects excluded.  
Funding to partners and affiliates included with each university.

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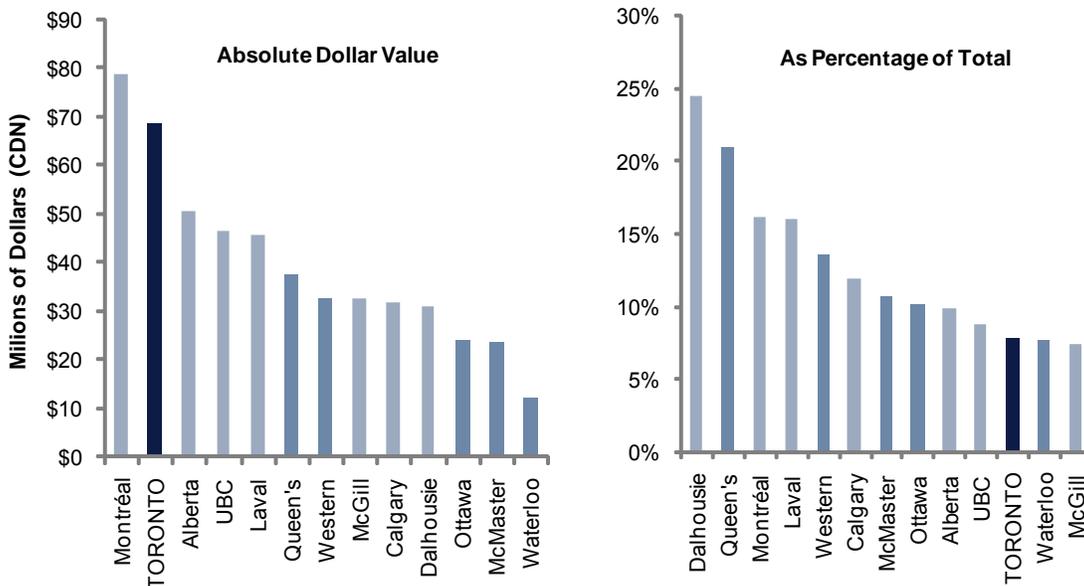
**Research Funding from Industrial Sources**

**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-h**  
**Funding from Industrial Sources**  
**University of Toronto and Canadian Peers 2008-09**

The charts below compare U of T's research revenue in absolute terms and as a percentage of total research funding to Canadian peer institutions.



Source: CAUBO 2008-09  
 Toronto data corrected for 1-year lag in reporting for affiliates. McMaster: only entities consolidated were included.  
 Partners and affiliates included with each university

**Related Reports:**

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**iii. Commercialization and Knowledge Transfer**  
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**New Invention Disclosures, New Licenses, New Spin-off Companies**

**Performance Relevance:**

New insights and discoveries by University of Toronto researchers often have broad implications outside of regular academic debates. The translation of research results into products and processes with economic and social benefit is an important measure of impact beyond 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.

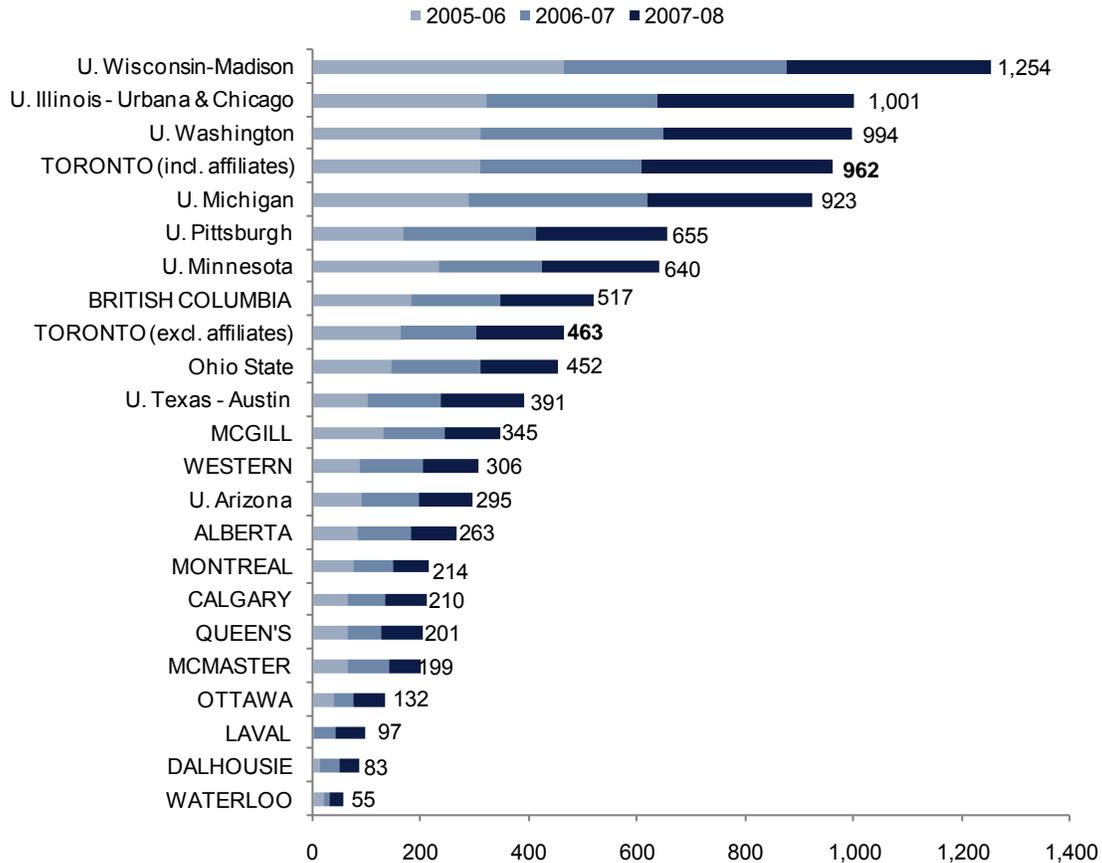
Two important avenues of commercialization occur through the licensing of an invention to an existing company, or through the creation of a startup or spin-off company to launch the new invention. Both options are precursors of commercial impact.

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 by the University's research community to the economic development of the region.

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**Figure 1-iii-a**  
**New Invention Disclosures**  
**Canadian and US Peers, 2005-06 to 2007-08**

The chart below provides the three-year sum of new invention disclosures for Canadian and AAU peer institutions from 2005-06 to 2007-08.



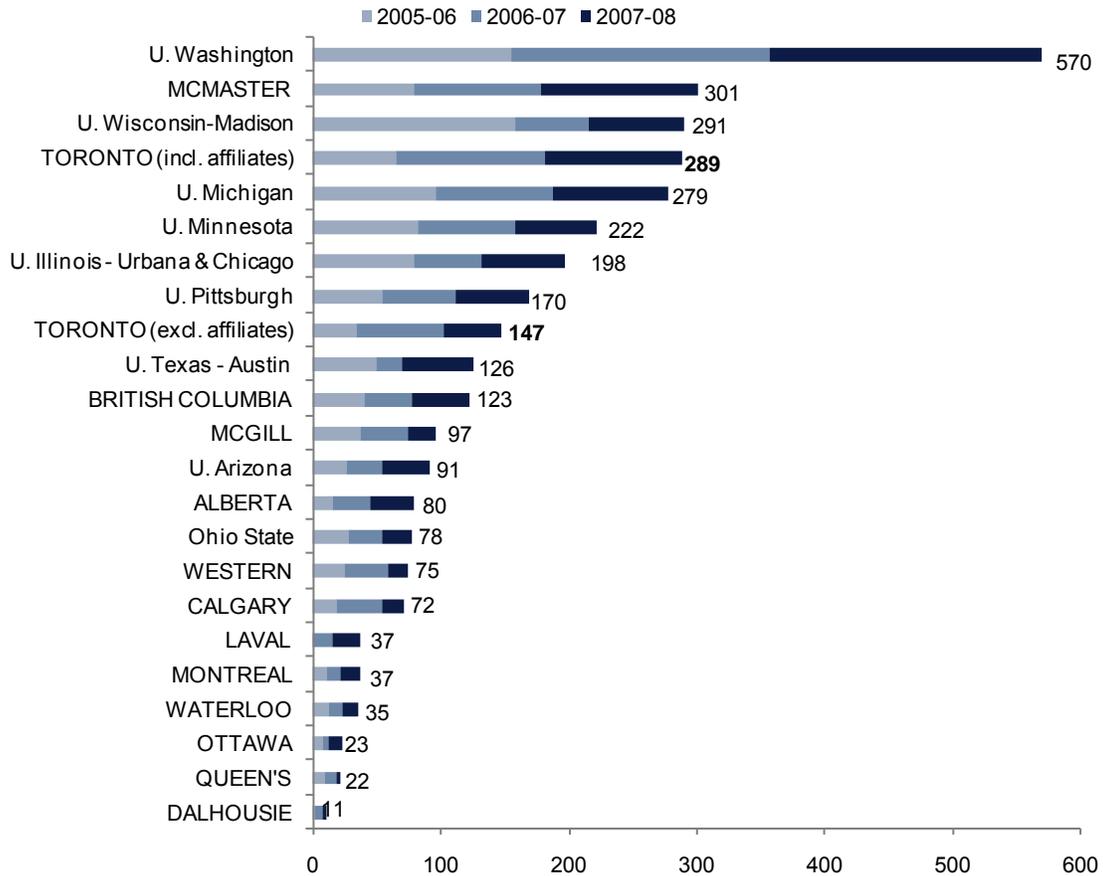
Data Source: Published AUTM Survey FY 2006, 2007, and 2008.  
 BioDiscovery Toronto 2009 Summary Report on 'AUTM Compatible' Indicators FY2008.

Note: G13 institutions are shown in capital letters.  
 Where available, University of Toronto (incl. 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.  
 Wisconsin reported as W.A.R.F./ Univ. of Wisconsin Madison.  
 Data for University of California at Berkeley only available as part of University of California system (not shown).  
 Data for University of Illinois-Urbana Champaigne, University of Michigan - Ann Arbor, and University of Minnesota-Twin Cities are only available at system level. System level data for these three peers are shown.

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**Figure 1-iii-b**  
**New Licenses**  
**Canadian and AAU Peer Institutions, 2005-06 to 2007-08**

The chart below provides the three-year sum of new licenses for Canadian and AAU peer institutions from 2005-06 to 2007-08.



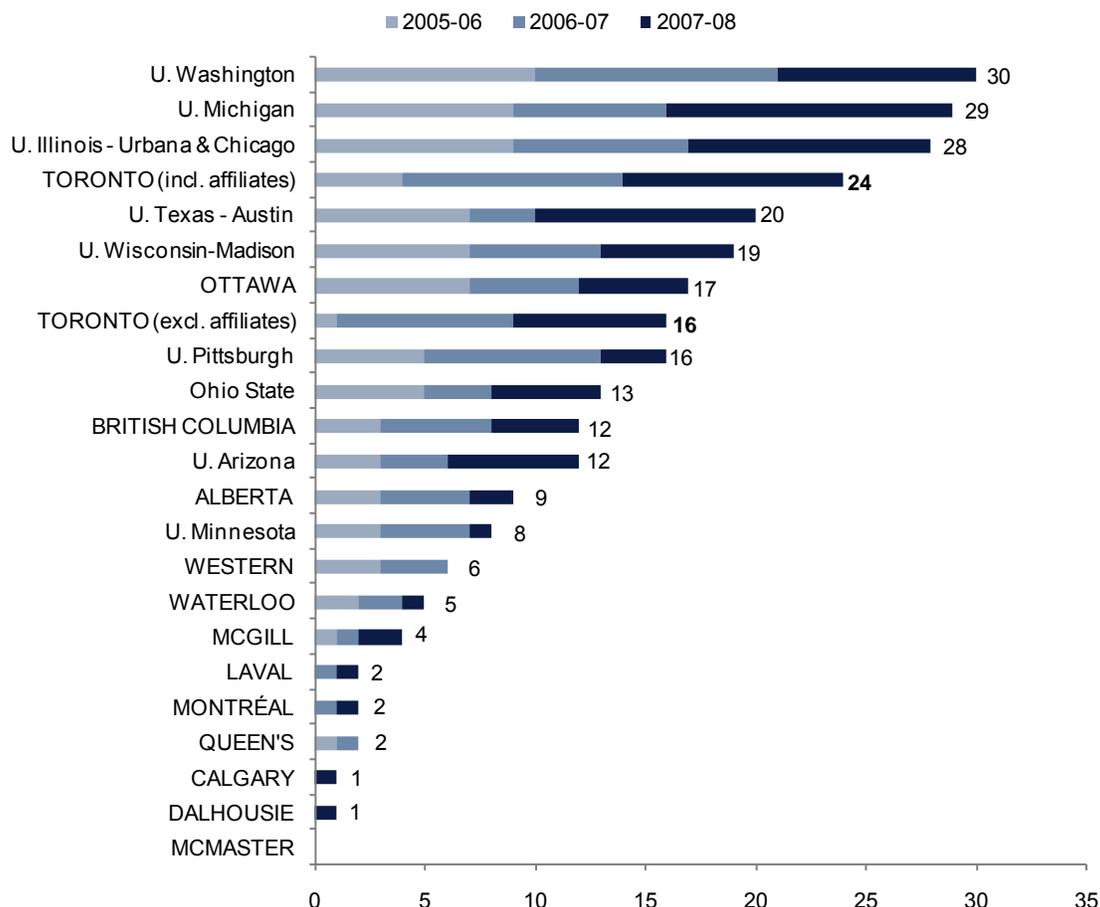
Data Source: Published AUTM Survey FY 2006, 2007, and 2008.  
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Note: G13 institutions are shown in capital letters.  
 Where available, University of Toronto (w affiliates) includes affiliate hospitals: Bloorview Kids Rehab, Centre for Addiction and 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. Wisconsin reported as W.A.R.F./ Univ. of Wisconsin Madison. Data for University of California at Berkeley only available as part of University of California system (not shown). Data for University of Illinois-Urbana Champaigne, University of Michigan - Ann Arbor, and University of Minnesota-Twin Cities are only available at system level. System level data for these three peers are shown.

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**Figure 1-iii-c**  
**New Spin-off Companies**  
**Canadian and AAU Peer Institutions, 2005-06 to 2007-08**

The chart below provides the three-year sum of new spin-off companies for Canadian and AAU peer institutions from 2005-06 to 2007-08.



Data Source: Published AUTM Survey FY 2006, 2007, and 2008.  
 BioDiscovery Toronto 2009 Summary Report on 'AUTM Compatible' Indicators FY2008.

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. Wisconsin reported as W.A.R.F./ Univ. of Wisconsin Madison. Data for University of California at Berkeley only available as part of University of California system (not shown). Data for University of Illinois-Urbana Champaigne, University of Michigan - Ann Arbor, and University of Minnesota-Twin Cities are only available at system level. System level data for these three peers are shown.

**Related website:**

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

## **2. Space Inventory and Deferred Maintenance**

### **i. Space Inventory**

Figures a-c

## **COU Space Inventory**

### **Performance Relevance:**

Capital infrastructure is an important element in the university experience for faculty, staff and students. New investments can improve the amount and quality of space. Aging facilities are revitalized when deferred maintenance needs are addressed.

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 Ontario universities meets the institutional needs as defined by COU space standards. The most recent update of this survey occurred in 2007-08. The results of this latest survey are presented for each campus.

## 2. Space Inventory and Deferred Maintenance

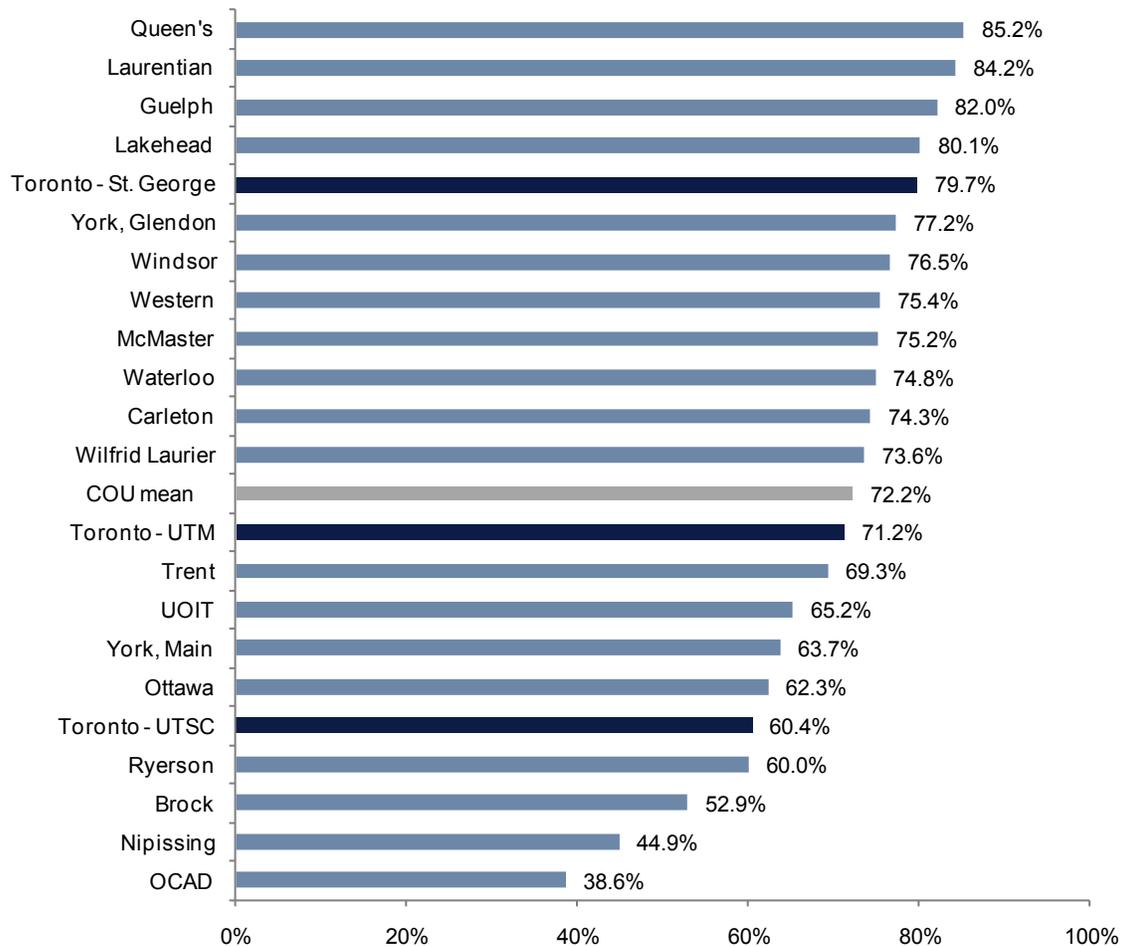
### i. Space Inventory

Figures a-c

Figure 2-i-a

#### Total Space Allocation, Ontario Universities Ratio of Actual Space Inventory to COU Formula (%), 2007-08

The bars below 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.



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

## 2. Space Inventory and Deferred Maintenance

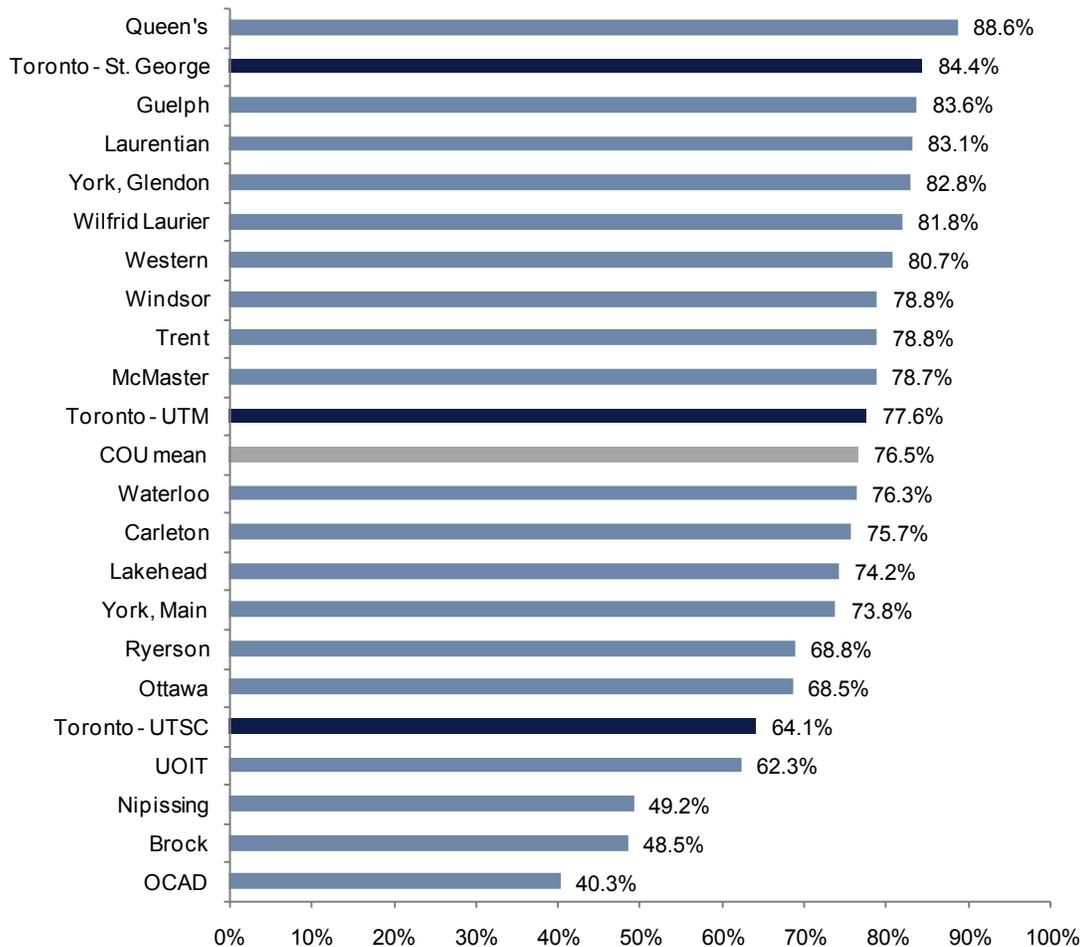
### i. Space Inventory

Figures a-c

Figure 2-i-b

#### Research/Teaching Space Allocation, Ontario Universities Ratio of Actual Space Inventory to COU Formula (%), 2007-08

The bars below 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.

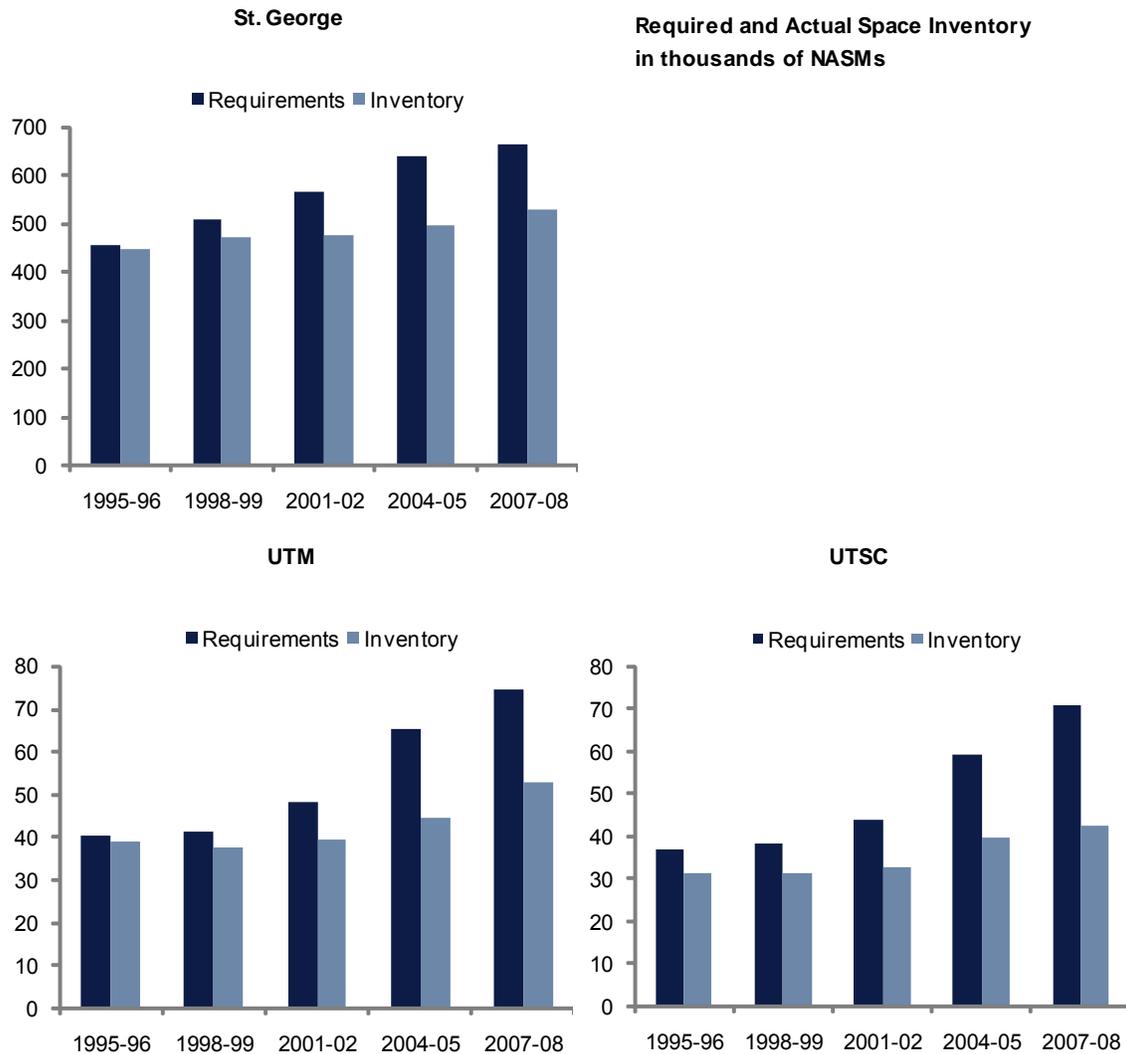


Source: COU Inventory of Physical Facilities of Ontario Universities 2007-08.  
Includes classrooms, undergraduate and research labs, offices, study space and libraries.

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

**Figure 2-i-c**  
**Total Space by Campus, 1995-96 to 2007-08**

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



## 2. Space Inventory and Deferred Maintenance

### ii. Deferred Maintenance

Figures a-b

## 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.

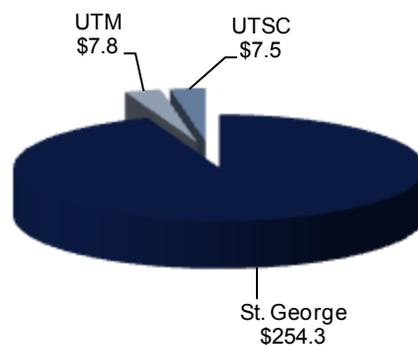
**Figure 2-ii-a**  
**Deferred Maintenance Backlog by Campus, December 2009**

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The chart below indicates the deferred maintenance backlog by campus as of December 2009.

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### Total Deferred Maintenance Backlog \$269.6 million

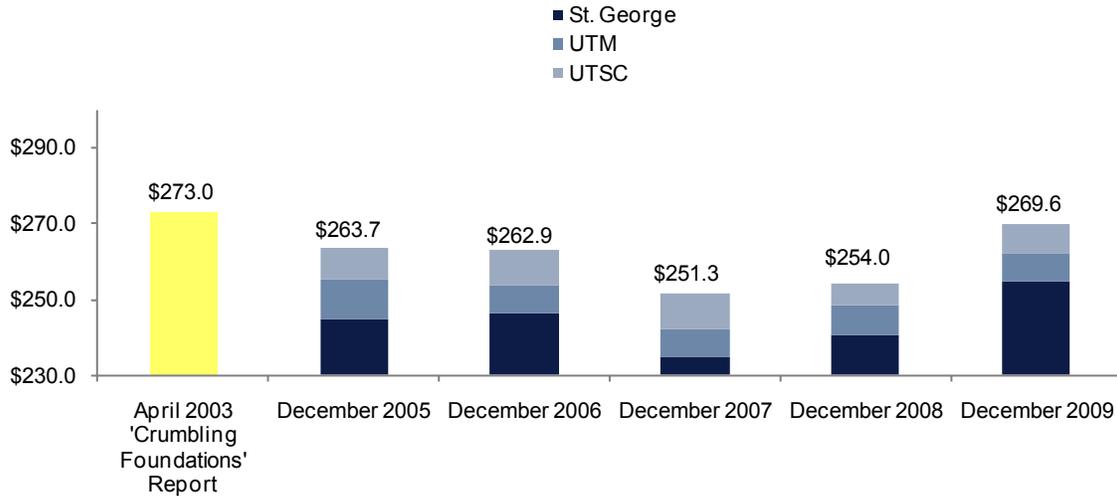


Source: Facility Condition Index Peer Review.

**2. Space Inventory and Deferred Maintenance**  
**ii. Deferred Maintenance**  
**Figures a-b**

**Figure 2-ii-b**  
**Deferred Maintenance Backlog by Campus, 2003 to 2009**

The chart below indicates the deferred maintenance backlog which needs to be addressed within the next 5 years by campus from December 2005 to December 2009 compared to the Deferred Maintenance backlog reported in the 'Crumbling Foundations' report in April 2003.



Source: Facility Condition Index Peer Review.  
Includes priorities that should be addressed within the next five years.

**Related Report:**

*Crumbling Foundations* Report, April 2003

<http://www.governingcouncil.utoronto.ca/AssetFactory.aspx?did=910>

Deferred Maintenance Report December 2009, Facilities and Services Department

<http://www.governingcouncil.utoronto.ca/AssetFactory.aspx?did=6733>

**3. Student Recruitment and Experience**  
**i. Student recruitment**  
**Figures a-g**

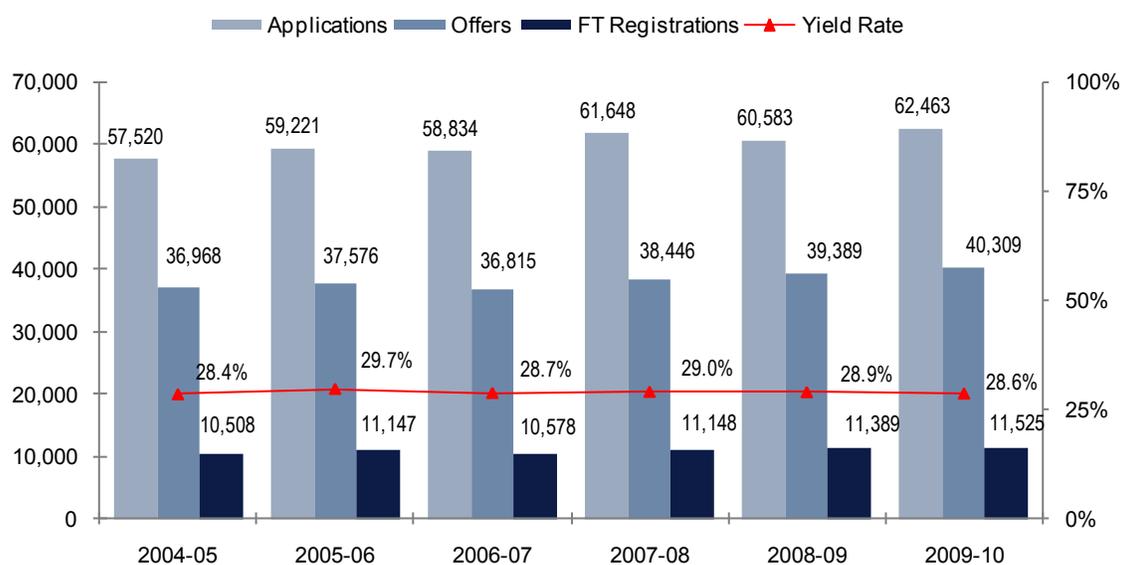
## Applications, Offers, Registrations and Yield Rates

**Performance Relevance:**

The success of our recruitment efforts for new students can be measured by the annual volume of applications and yield rates (registrations as a percentage of offers).

**Figure 3-i-a**  
**Total Applications, Offers, Registrations and Yield Rates**  
**Undergraduate First-Entry Programs 2004-05 to 2009-10**

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



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.

**Figure 3-i-b**  
**Total Applications, Offers, Registrations and Yield Rates**  
**Undergraduate First-Entry Programs by Faculty 2009-10**

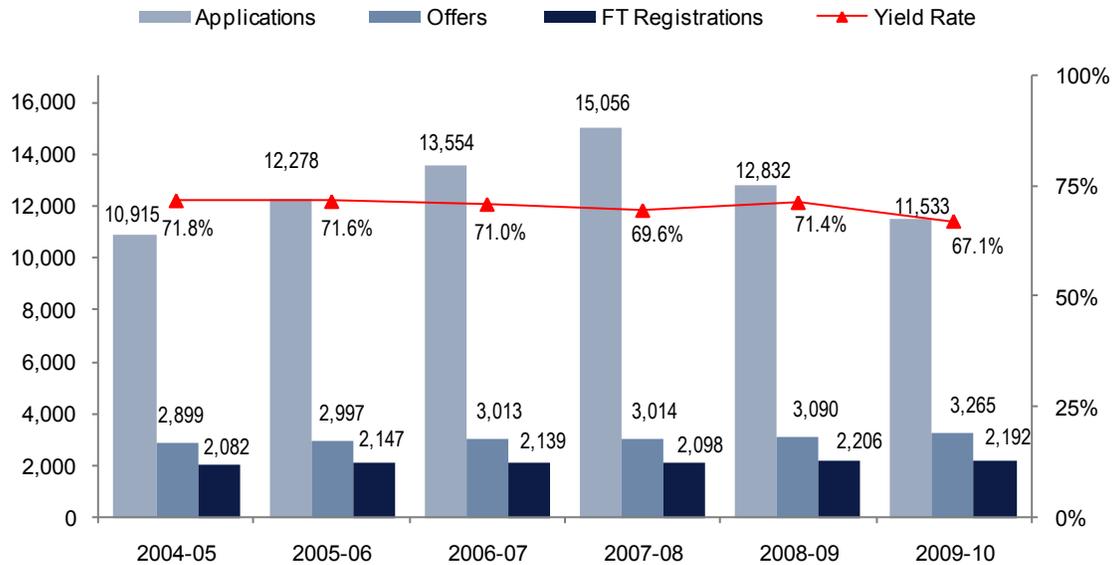
The table below provides the faculty-level detail for 2009-10.

	Arts, Science and Commerce			Applied Science	Physical Education	
	St. George	UTM	UTSC	and Engineering	Music	and Health
<b>Applications</b>	26,467	14,850	12,458	6,999	629	1,060
<b>Offers</b>	16,746	10,835	8,780	3,215	192	541
<b>FT Registrations</b>	5,484	2,549	2,179	972	124	217
<b>Yield Rate</b>	32.7%	23.5%	24.8%	30.2%	64.6%	40.1%

**3. Student Recruitment and Experience**  
**i. Student recruitment**  
**Figures a-g**

**Figure 3-i-c**  
**Total Applications, Offers, Registrations and Yield Rates**  
**Selected Second-Entry Professional Programs 2004-05 to 2009-10**

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



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.

**Figure 3-i-d**  
**Total Applications, Offers, Registrations and Yield Rates**  
**Selected Second-Entry Professional Programs by Faculty 2009-10**

The table below provides the faculty-level detail for 2009-10.

	Dentistry	Education	Law	Medicine	Nursing	Pharmacy
<b>Applications</b>	470	4,544	1,938	2,919	657	1,005
<b>Offers</b>	91	2,068	266	285	248	307
<b>FT Registrations</b>	64	1,291	196	227	174	240
<b>Yield Rate</b>	70.3%	62.4%	73.7%	79.6%	70.2%	78.2%

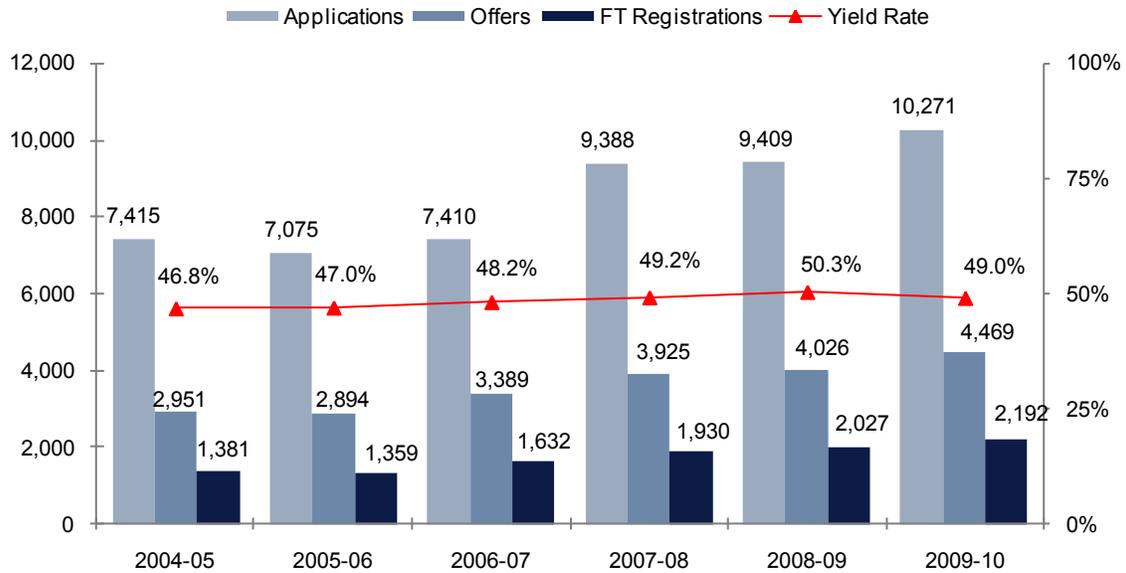
### 3. Student Recruitment and Experience

#### i. Student recruitment

##### Figures a-g

**Figure 3-i-e**  
**Total Applications, Offers, Registrations and Yield Rates**  
**Professional Masters Programs 2004-05 to 2009-10**

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



Source: School of Graduate Studies (SGS).

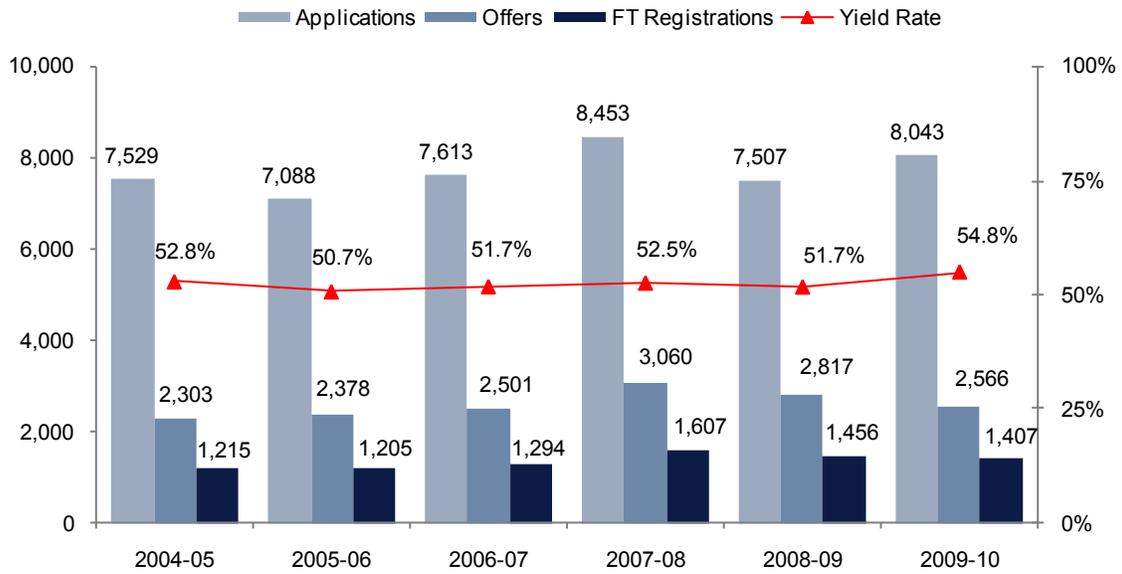
Professional Masters programs include: Executive MBA, Executive MBA (Global), Master of Architecture, Master of Arts - Child Study, Master of Arts - Teaching, Master of Biotechnology, Master of Business Administration, Master of Education, Master of Engineering, Master of Engineering - Telecommunications, 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.

**3. Student Recruitment and Experience**  
**i. Student recruitment**  
**Figures a-g**

**Figure 3-i-f**  
**Total Applications, Offers, Registrations and Yield Rates**  
**SGS Doctoral-Stream Masters Programs 2004-05 to 2009-10**

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

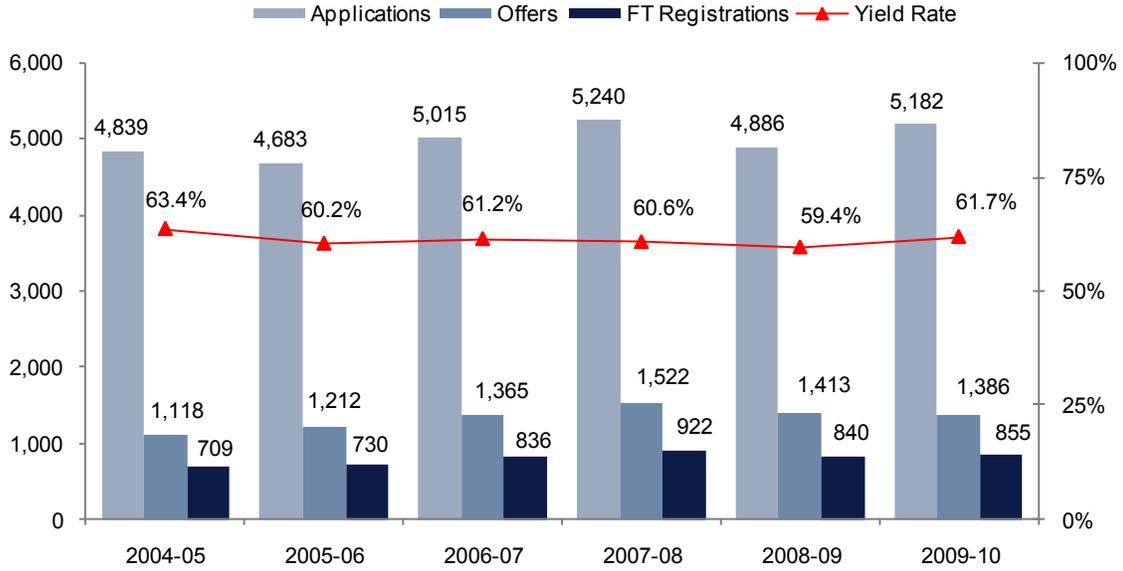


Source: School of Graduate Studies (SGS).  
Masters programs include: MA, MSc, MASc, MScF, Specialty MSc, MusM, LLM.  
Yield rate is the number of registrations divided by number of offers.

**3. Student Recruitment and Experience**  
**i. Student recruitment**  
**Figures a-g**

**Figure 3-i-g**  
**Total Applications, Offers, Registrations and Yield Rates**  
**SGS Doctoral Programs 2004-05 to 2009-10**

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



Source: School of Graduate Studies (SGS).  
 Doctoral programs include: MusDoc, PhD, EdD, SJD.  
 Yield rate is the number of registrations divided by number of offers.

### 3. Student Recruitment and Experience

#### i. Student recruitment

Figures h-i

## Student Entering Averages

### Performance Relevance:

Student entering grade averages reflect an institution's ability to attract a well-qualified student body. In 2009-10, 14.7% of Ontario secondary school students who applied to Ontario universities registered at the University of Toronto. This year we have disaggregated this group of new undergraduates by secondary school grade ranges.

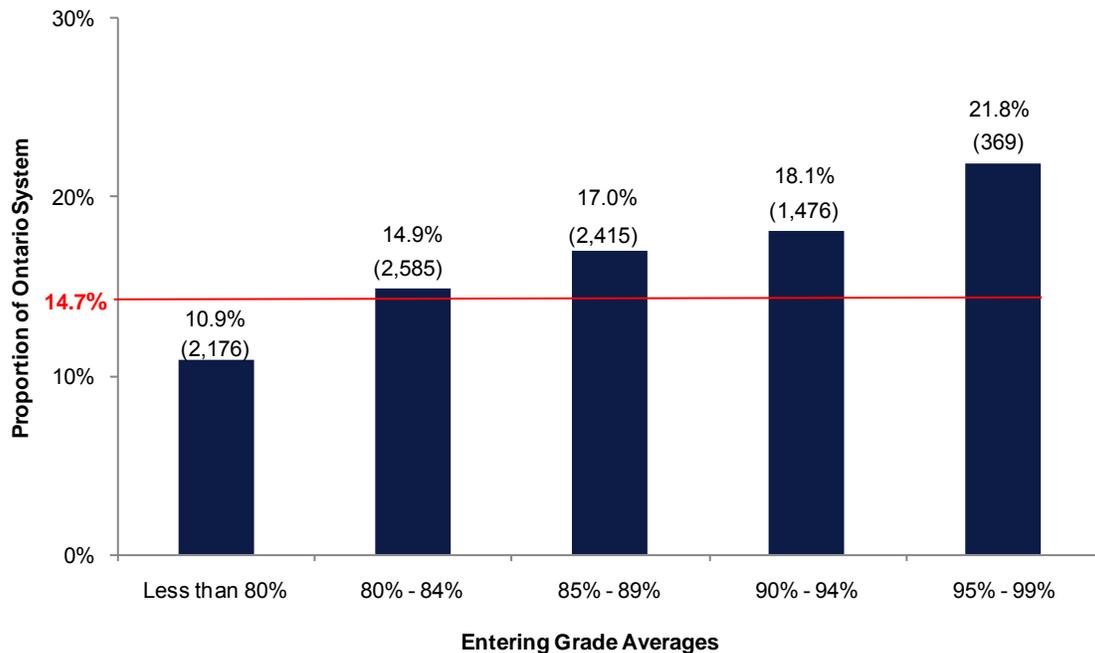
Comparisons over time provide an indication of an institution's ability to consistently attract high quality students. Entering averages specific to our Arts and Science programs across our three campuses indicate whether our ability to attract high quality students varies by campus.

**Figure 3-i-h**  
**Entering Grade Averages by Range – First Entry Programs,**  
**Proportion of Ontario Students Attending the University of Toronto, Fall 2009**

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The bars below indicate the proportion of Ontario secondary school students who registered at the University in fall 2009 by range of entering mark. The line represents U of T's share of Ontario students overall.

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

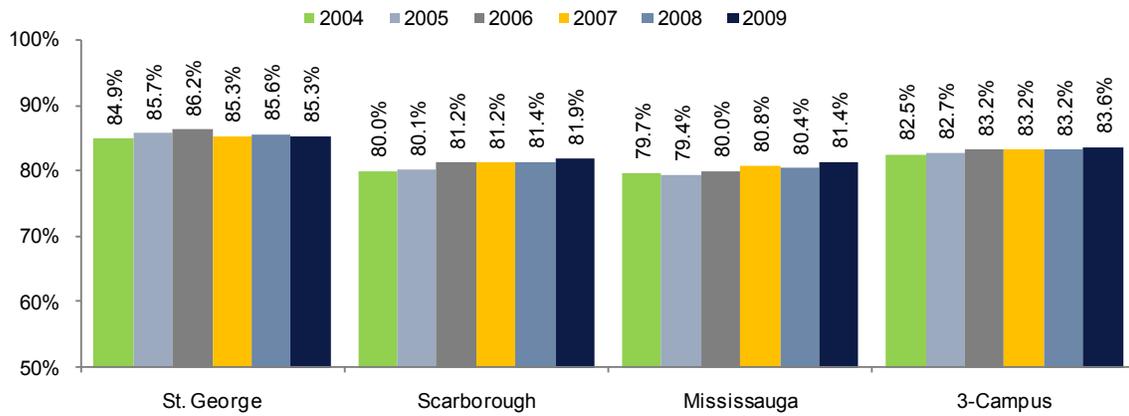
### 3. Student Recruitment and Experience

#### i. Student recruitment

##### Figures h-i

**Figure 3-i-i**  
**Entering Grade Averages (Average Mark),**  
**Arts & Science by Campus, Fall 2004 to Fall 2009**

The bars below indicate the average entering marks of students who enrolled in Arts and Science programs at each of the three campuses and at U of T overall from Fall 2004 to Fall 2009.



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

### 3. Student Recruitment and Experience

#### i. Student recruitment

##### Figure j

## 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. The TD Scholarship<sup>1</sup> is an example of an undergraduate level entrance.

**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<sup>2</sup>, the Knox Fellowship<sup>3</sup>, and the Rhodes Scholarship.<sup>4</sup>

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:

<sup>1</sup>TD Scholarships are awarded to individuals who have demonstrated outstanding community leadership. Twenty scholarships are awarded each year and are renewable for four years.

<sup>2</sup>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".

<sup>3</sup>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".

<sup>4</sup>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.

### 3. Student Recruitment and Experience

#### i. Student recruitment

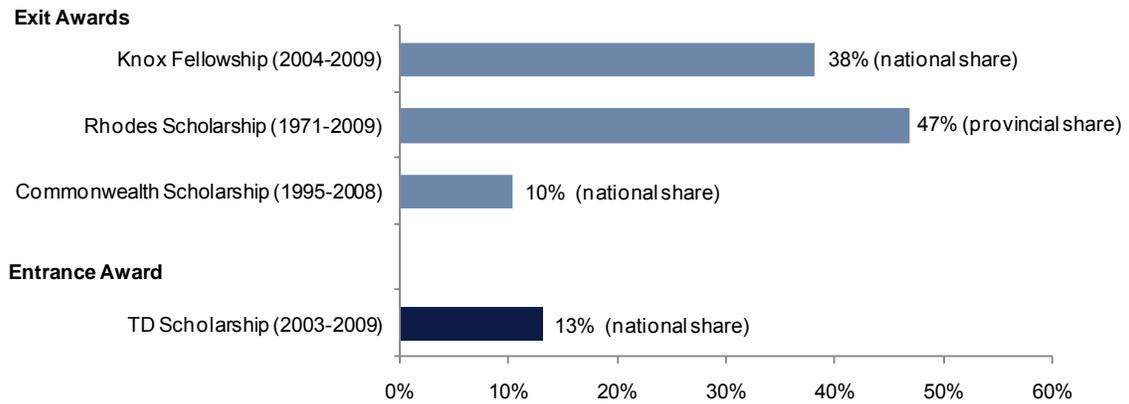
#### Figure j

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

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The bars below indicate the number of entrance and exit awards received by U of T undergraduate students as a percentage of the total amount of these awards received nationally (Knox Fellowships, Commonwealth Scholarships, TD Scholarships) and provincially (Rhodes Scholarships). By way of comparison, U of T's approximate share of undergraduate students is 6% nationally and 14% provincially.

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

### **3. Student Recruitment and Experience**

#### **i. Student recruitment**

##### **Figure k**

### **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), and 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.

### 3. Student Recruitment and Experience

#### i. Student recruitment

#### Figure k

Figure 3-i-k

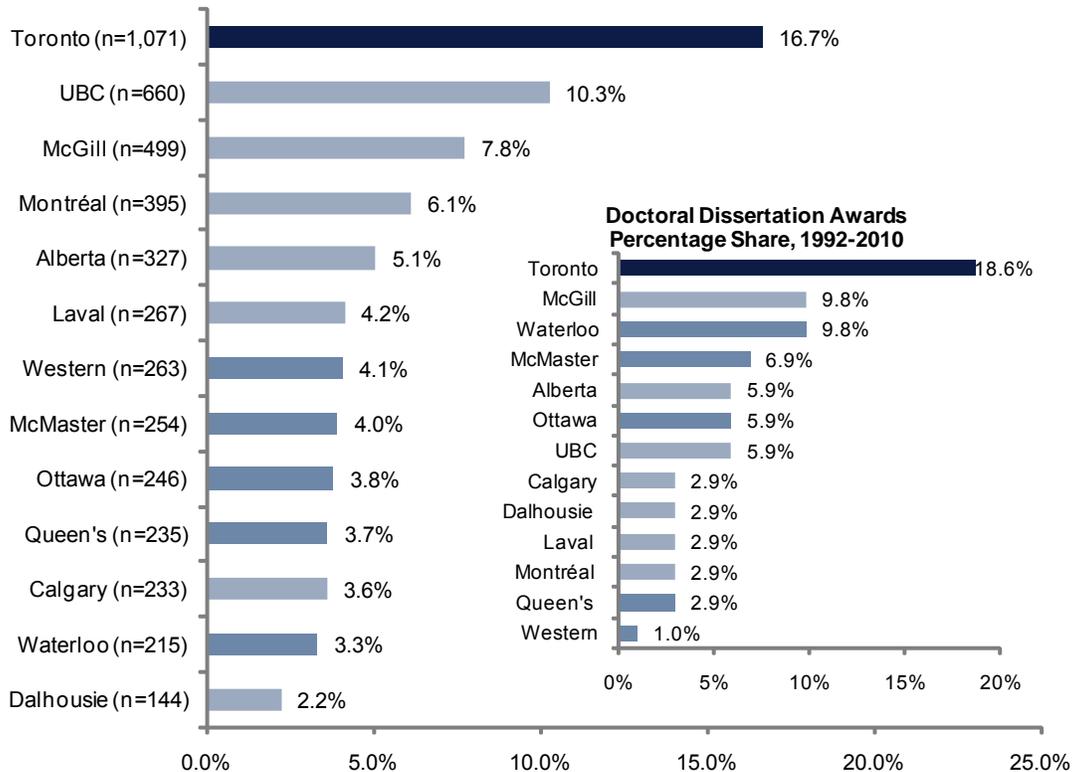
#### Scholarships from Federal Granting Councils, Percentage Share, 1996-2010

#### Doctoral Dissertation Awards, Percentage Share, 1992-2010

The main chart below indicates the number of Doctoral Scholarships from Federal Granting Councils received by U of T doctoral students from 1996 to 2010 as a percentage of the total amount of these awards received nationally.

The insert chart indicates the number of Doctoral dissertation awards received by U of T doctoral students from 1992 to 2010 as a percentage of the total amount of these awards received nationally.

By way of comparison, U of T's approximate share of doctoral students is 6% nationally.



Percent share based on total cumulative counts.  
Only our Canadian peer institutions are shown above.

### 3. Student Recruitment and Experience

#### i. Student recruitment

##### Figures 1-m

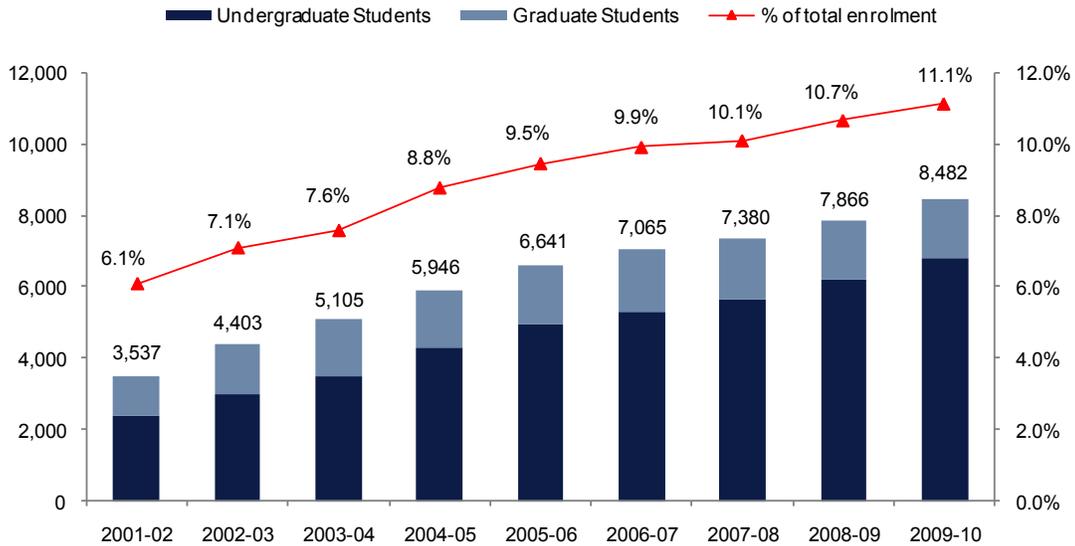
## International Students

### Performance Relevance:

International student enrolment over time demonstrates the effectiveness of the University's efforts to broaden its international reputation. The map provides a snapshot of these students' countries of origin.

**Figure 3-i-1**  
**Enrolment of International Students, 2001-02 to 2009-10**

The bars in the chart below indicate the total enrolment of international students in each academic year. The line represents the proportion of international students as compared to the University's total enrolment in each academic year.



### 3. Student Recruitment and Experience

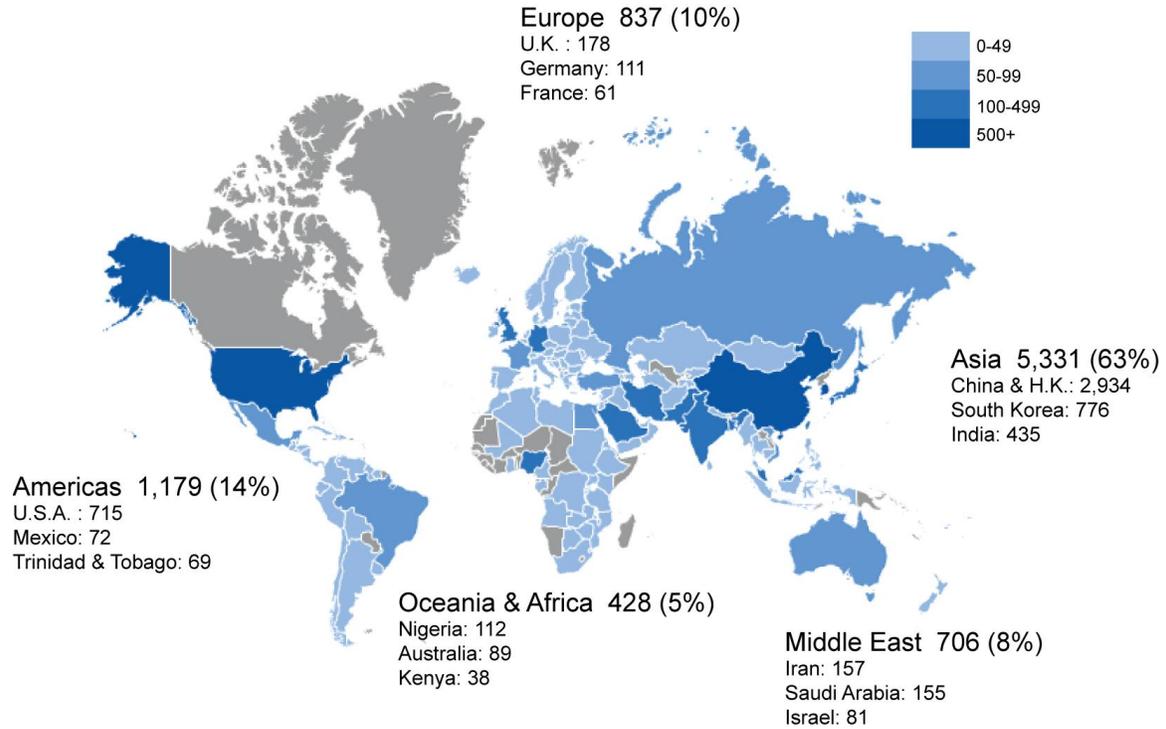
#### i. Student recruitment

##### Figures 1-m

Figure 3-i-m

International Student Enrolment by Geographic Origin, Fall 2009

The map provides an overview of the University's international students' countries of origin.



### 3. Student Recruitment and Experience

#### ii. Student Access and Support

##### Figure a

### a. Diversity of Students

#### Performance Relevance:

The University of Toronto recognizes that access to a university education can be influenced by several factors including socio-economic or family circumstances. 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.

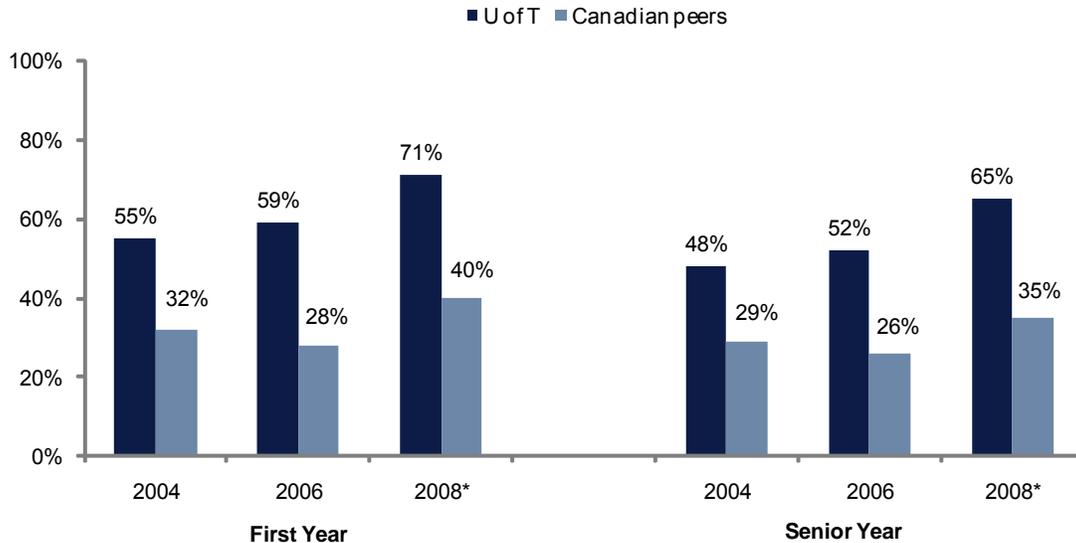
This year, to measure the diversity of our students, we have included a measure estimating the proportion of our first-entry undergraduate program students who identify themselves as “visible minorities” (2004 and 2006) or “non-white” (2008) as part of the National Survey of Student Engagement.

**Figure 3-ii-a**  
**NSSE Results: Students who reported they are...**  
**Part of a visible minority group in Canada (2004, 2006),**  
**Non-white (2008)**

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

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\*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.

#### Related Report:

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

3. Student Recruitment and Experience  
ii. Student Access and Support  
Figure b-d

**Parental Income and Student Support**

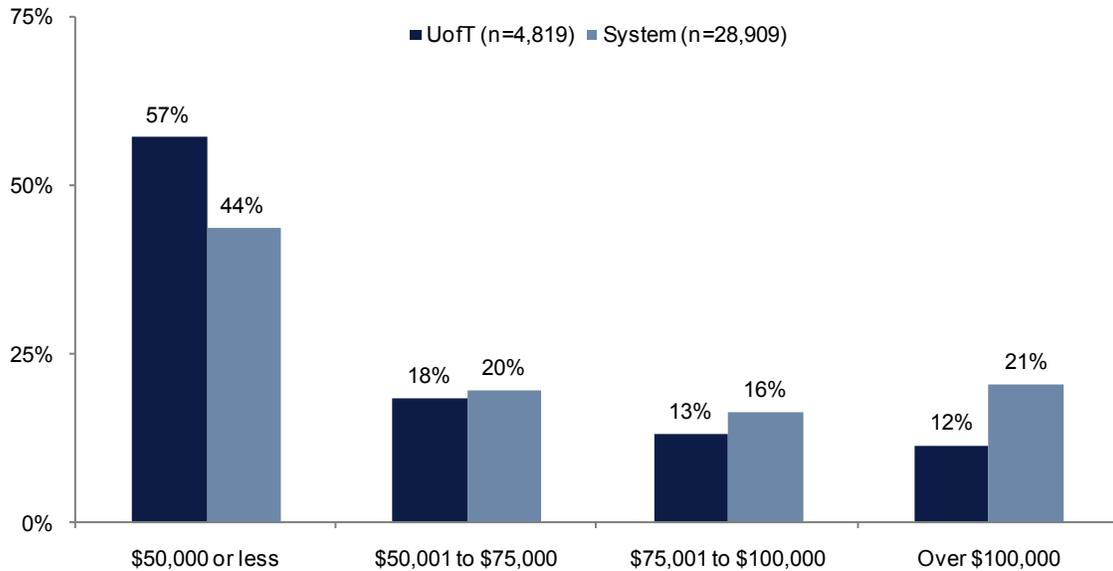
**Performance Relevance:**

Access to a university education can be influenced by several factors, including financial and socio-economic circumstances. 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.

A measure showing parental income of first-year students receiving OSAP reflects the accessibility of a U of T education across the spectrum of income levels. Our efforts to broaden accessibility are also reflected by the significant percentage of operating expenditures we devote to scholarships and bursaries and comparative statistics on the level of graduate financial support.

**Figure 3-ii-b**  
**Parental Income of First year Students Receiving OSAP in Direct Entry Programs at the University of Toronto Compared to All Ontario Universities, 2008-09**

The chart below indicates the distribution of parental income of first year U of T students in direct-entry programs who received OSAP in 2008-09 compared to first-year students in all other Ontario universities.

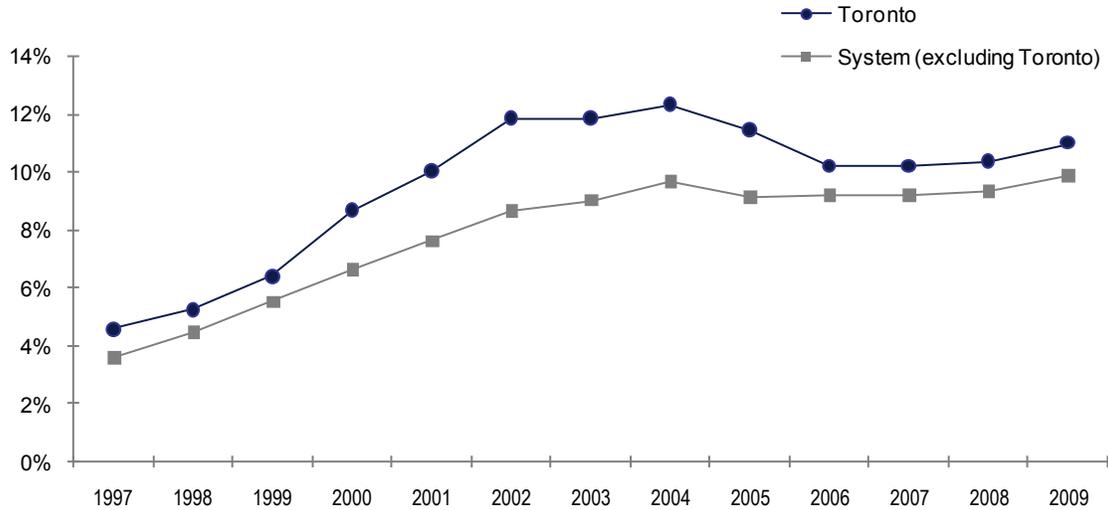


Source: Ministry of Training, Colleges and Universities (MTCU).  
System numbers exclude the University of Toronto.

**3. Student Recruitment and Experience**  
**ii. Student Access and Support**  
**Figure b-d**

**Figure 3-ii-c**  
**Percentage of Scholarships and Bursaries to Total Operating Expenditures,**  
**1996-97 to 2008-09**

The chart below indicates the percentage of U of T's total operating expenses devoted to scholarships and bursaries compared to other Ontario Universities for the fiscal years ending 1997 to 2009.



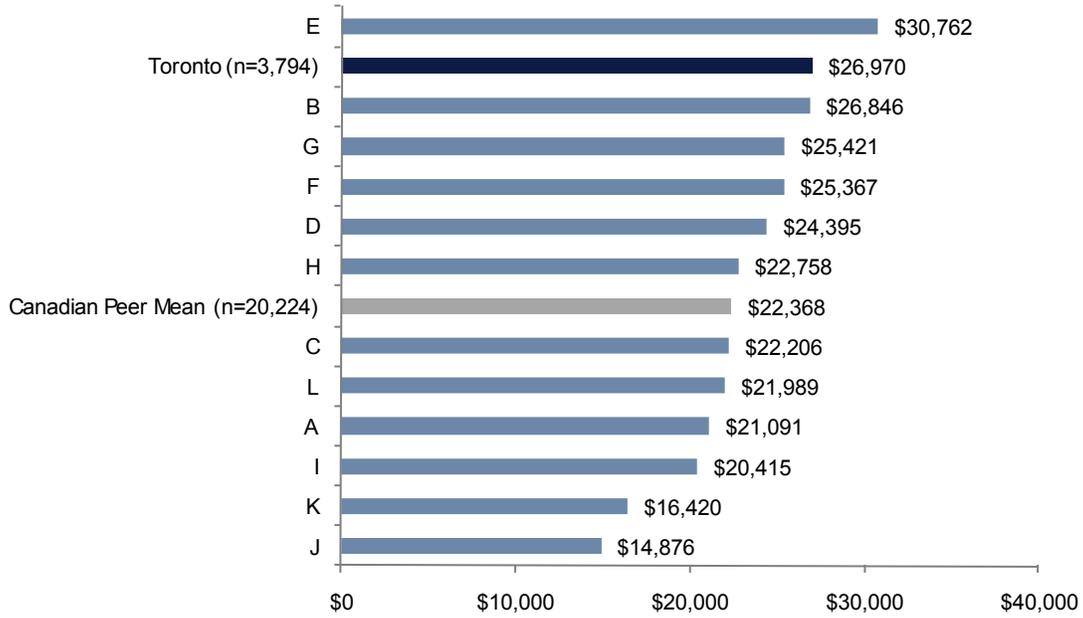
Source: Compendium of Statistical and Financial Information - Ontario Universities 1998-99, 1999-00, 2000-01, 2001-02, 2002-03, 2003-04, 2004-05, 2005-06, 2006-07, 2007-08 & 2008-09 Volumes I & II for 1996-97 and 1997-98 Council of Ontario Universities (COU), Table 4 - Summary of Expense by Fund and 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 U of T and the Ontario System include student aid funded by restricted funds. Decrease in gap in 2005-06 is a result of enhancements to the OSAP Program via the 2005 Provincial Budget as well as a reduction in 2005-06 UTAPS bursaries of about \$6M (from \$24.9M in 2004-05 to \$18.9M in 2005-06).

**3. Student Recruitment and Experience**  
**ii. Student Access and Support**  
**Figure b-d**

**Figure 3-ii-d**  
**Doctoral Student Support, Average Financial Support per Student,**  
**All Divisions (excl. Health Sciences), 2008-09**

The chart below shows the average financial support per student in all divisions, excluding Health Sciences, and compares it to our Canadian peers and the peer mean. Comparability issues among Canadian peers precluded the inclusion of Health Science Disciplines.



**3. Student Recruitment and Experience**

**ii. Student Access and Support**

**Figure e-f**

**Accessibility Services**

**Performance Relevance:**

Access to a university education can be influenced by several factors, including disability. 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.

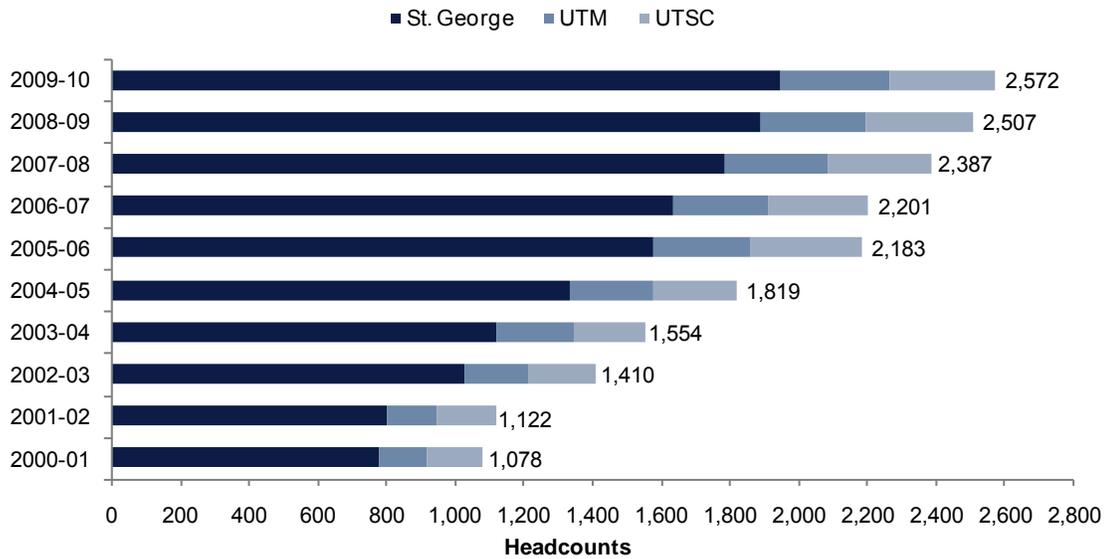
The University’s accessibility offices facilitate the inclusion of students with mental health conditions and physical, sensory and learning disabilities into all aspects of university life. The change over time in the number of students registered with these offices reflects the success of the University in attracting and serving this population.

**Figure 3-ii-e**  
**Total Number of Students Registered with Accessibility Services,**  
**2000-01 to 2009-10**

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The chart below indicates the number of students registered with Accessibility Services by campus, from 2000-01 to 2009-10.

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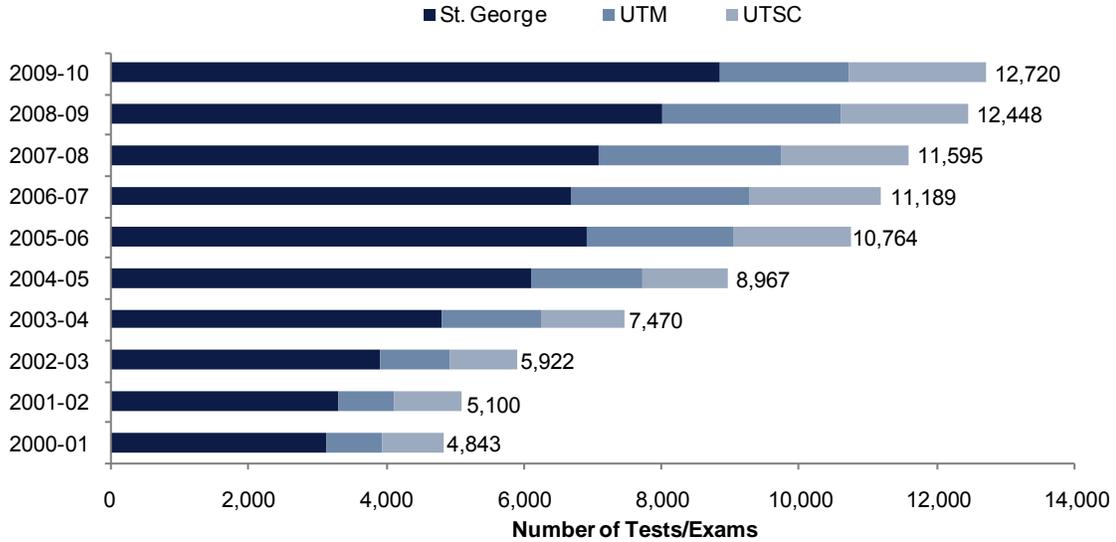


Source: Accessibility Services (St. George Campus), AccessAbility Resource Centre (UTM), and AccessAbility Services (UTSC).

**3. Student Recruitment and Experience**  
**ii. Student Access and Support**  
**Figure e-f**

**Figure 3-ii-f**  
**Total Number of Tests/Examinations Coordinated and Supervised by Accessibility Services, 2000-01 to 2009-10**

The chart below indicates the number tests and examinations coordinated and supervised by Accessibility Services by campus, from 2000-01 to 2009-10.



Source: Accessibility Services (St. George Campus), AccessAbility Resource Centre (UTM), and AccessAbility Services (UTSC).

### 3. Student Recruitment and Experience

#### ii. Student Access and Support

##### Figure g

## 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-g**  
**Transitional Year Program Enrolment, 2004-05 to 2009-10**

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The chart below indicates the number of students enrolled in the Transitional Year Program from 2004-05 to 2009-10.

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	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
TYP Regular Program	66	54	51	42	44	59
TYP Extended Program	6	8	18	15	10	7
<b>Total</b>	<b>72</b>	<b>62</b>	<b>69</b>	<b>57</b>	<b>54</b>	<b>66</b>

Source: Office of Government, Institutional and Community Relations

### Related web site:

<http://typ.utoronto.org/>

### 3. Student Recruitment and Experience

#### ii. Student Access and Support

##### Figure h

## 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-h**  
**Academic Bridging Program Enrolment**

The table below indicates the number of students enrolled in the Academic Bridging Program from 2003-04 to 2008-09. Data regarding the number and percentage of students who successfully completed the program, and the number and percentage of these students who continued on to Studies in Arts & Science are also provided.

	2003-04 Cohort	2004-05 Cohort	2005-06 Cohort	2006-07 Cohort	2007-08 Cohort	2008-09 Cohort
Number of students admitted into Bridging Program	958	939	960	864	843	681
Number of students who successfully completed Bridging Program, and were eligible to register in A&S	426	414	447	427	385	334
Percentage of students who successfully completed Bridging Program, and were eligible to register in A&S	44.5%	44.1%	46.6%	49.4%	45.7%	49.0%
Number of Bridging Program graduates who registered in A&S full-time or part-time in the following year	332	349	339	346	306	276
Percentage of Bridging Program graduates who registered in A&S full-time or part-time in the following year	77.9%	84.3%	75.8%	81.0%	79.5%	82.6%

Source: Office of the Academic Bridging Program

### Related website:

[http://www.wdw.utoronto.ca/index.php/programs/academic\\_bridging/overview/](http://www.wdw.utoronto.ca/index.php/programs/academic_bridging/overview/)

**3. Student Recruitment and Experience**  
**iii. Student Retention and Graduation**  
**Figures a-c**

## Undergraduate Student Retention and Graduation

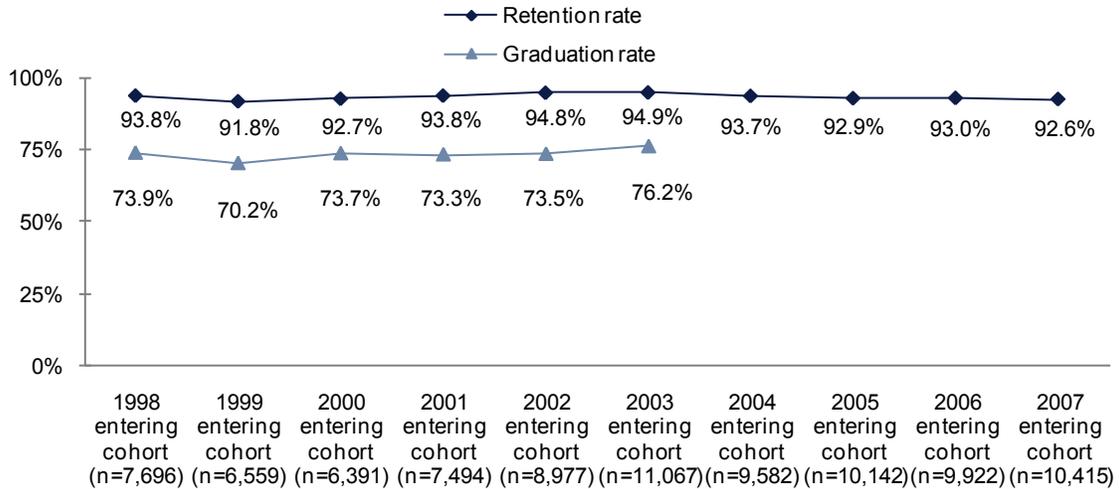
**Performance Relevance:**

The University is committed to providing students with an environment in which they can thrive. The rate at which students continue their studies and graduate in a timely fashion reflects our success in creating these conditions, and also reflects the University’s ability to attract those students best qualified for our programs.

To assess the University’s performance at the undergraduate level, we have included measures of retention and graduation exchanged with the Consortium on Student Retention Data Exchange (CSRDE), both across time and in comparison to peer institutions.

**Figure 3-iii-a**  
**University of Toronto Retention Rate, 1997 Cohort to 2006 Cohort**  
**and Six Year Graduation Rate 1997 Cohort to 2002 Cohort**

The top line in the chart below 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.

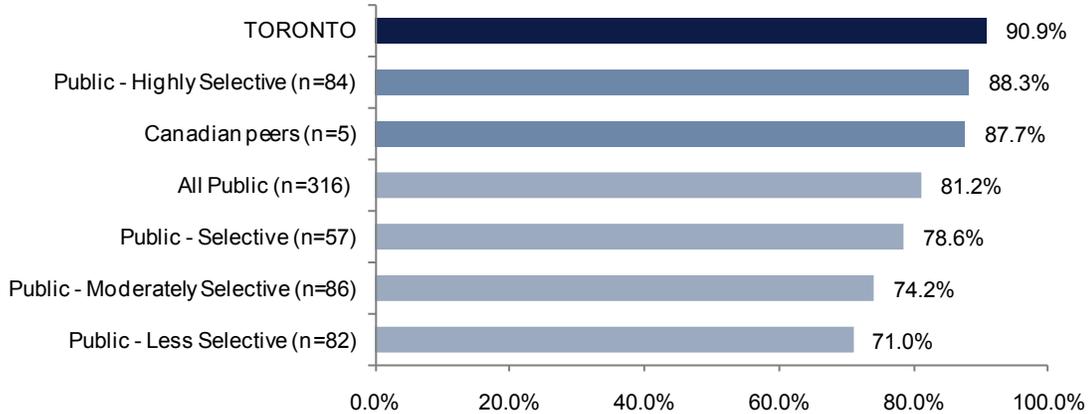


Source: Consortium for Student Data Exchange (CSRDE).  
Retention rate = the proportion of entering registrants continuing to following year, 1998 - 2007 entering cohorts.  
Graduation rate = the proportion of entering registrants in a 4-year program graduating at the end of the sixth year, 1998 - 2003 entering cohorts.  
Notes: Starting with the 1999 cohort, students registered in three-year programs have been excluded, and students who continue to a undergraduate professional programs are included.

**3. Student Recruitment and Experience**  
**iii. Student Retention and Graduation**  
**Figures a-c**

**Figure 3-iii-b**  
**First Year Retention Rate**  
**Toronto vs. Other Public Institutions by Selectivity**  
**2008 Cohort Continuing their Studies in 2009**

The chart below indicates the proportion of U of T's full-time, first-year students who entered into a first-entry four-year undergraduate program in 2008 and continued their studies in Fall 2009, compared to the retention rate cited at highly selective public institutions and Canadian peers.



Source: CSRDE Report 2010.

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;

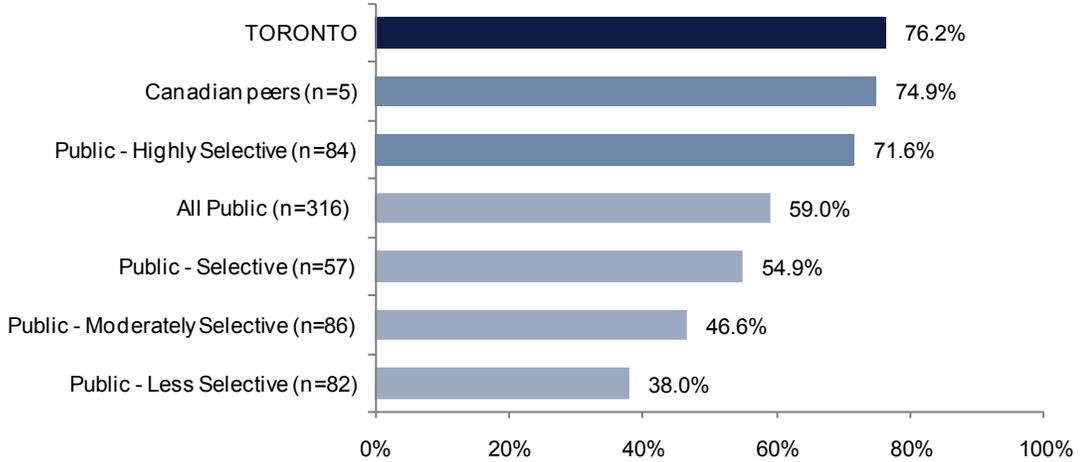
Moderately Selective - SAT 990 to 1044 or ACT 21 to 22.4;

Less Selective - SAT below 990 or ACT below 21.

**3. Student Recruitment and Experience**  
**iii. Student Retention and Graduation**  
**Figures a-c**

**Figure 3-iii-c**  
**Six-Year Graduation Rate**  
**Toronto vs. Other Public Institutions by Selectivity**  
**2003 Cohort Graduating by 2009**

The chart below indicates the proportion of U of T's full-time, first-year students who entered into a first-entry four-year undergraduate program in 2003 and graduated within six years by 2009, compared to the graduation rate cited at highly selective public institutions and Canadian peers.



Source: CSRDE Report 2010.

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

3. Student Recruitment and Experience  
 iii. Student Retention and Graduation  
 Figures d-f

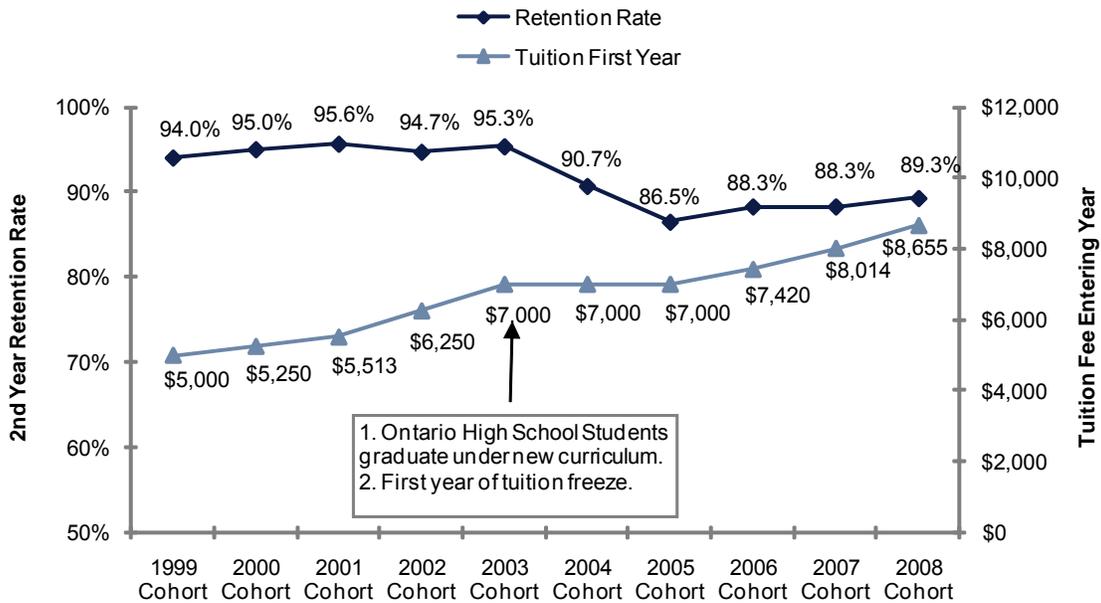
**Undergraduate Student Retention and Graduation Rates  
 Compared to Tuition Fee Levels**

**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 of our students. A selection of the results is presented below.

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

The chart below compares the second year retention rate of Engineering students to the changes in tuition fee levels for the 2003 through 2008 entering 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.

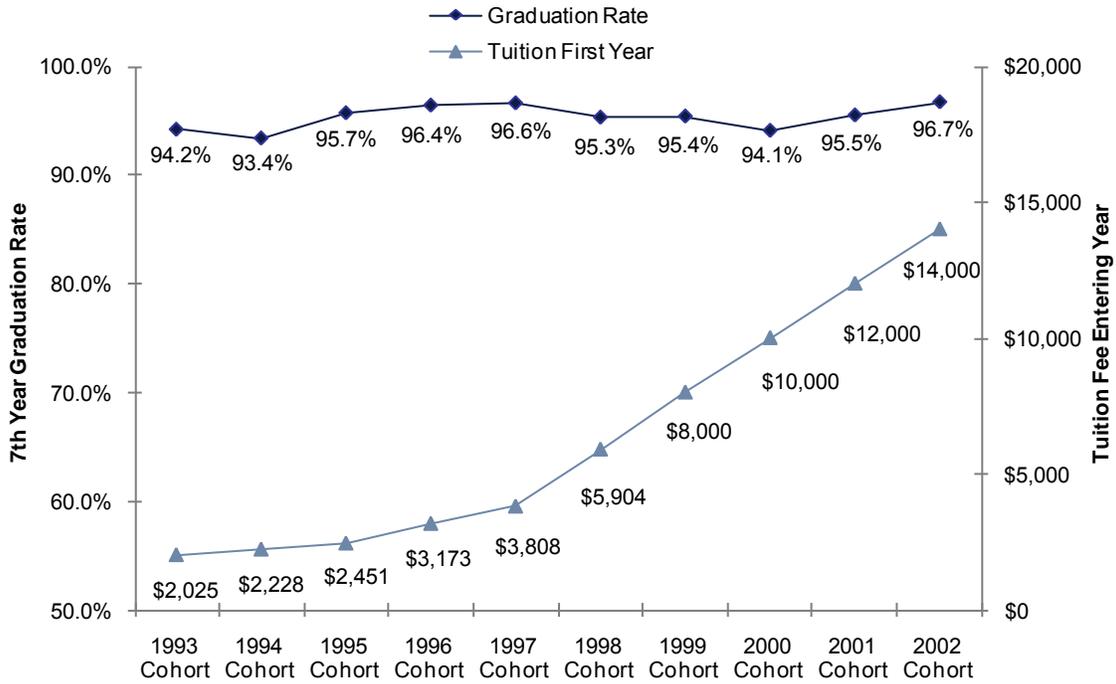


Source: CSRDE Report, University of Toronto Tuition Fee Schedules

3. Student Recruitment and Experience  
 iii. Student Retention and Graduation  
 Figures d-f

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

The chart below compares the 7-year graduation rate of Law students to the changes in tuition fee levels for the 1993 through 2002 cohorts.

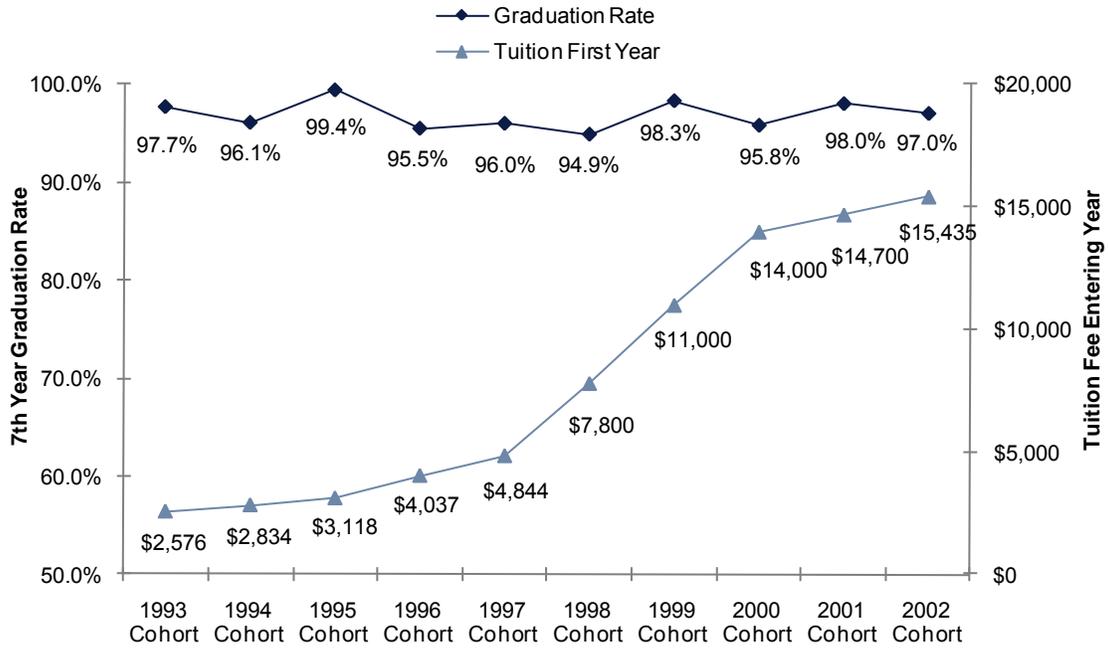


Source: MTCU Graduation Rate, University of Toronto Tuition Fee Schedules

**3. Student Recruitment and Experience**  
**iii. Student Retention and Graduation**  
**Figures d-f**

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

The chart below compares the 7-year graduation rate of Medicine students to the changes in tuition fee levels for the 1993 through 2002 cohorts.



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

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

**Graduate Time-to-Completion and Graduation**

**Performance Relevance:**

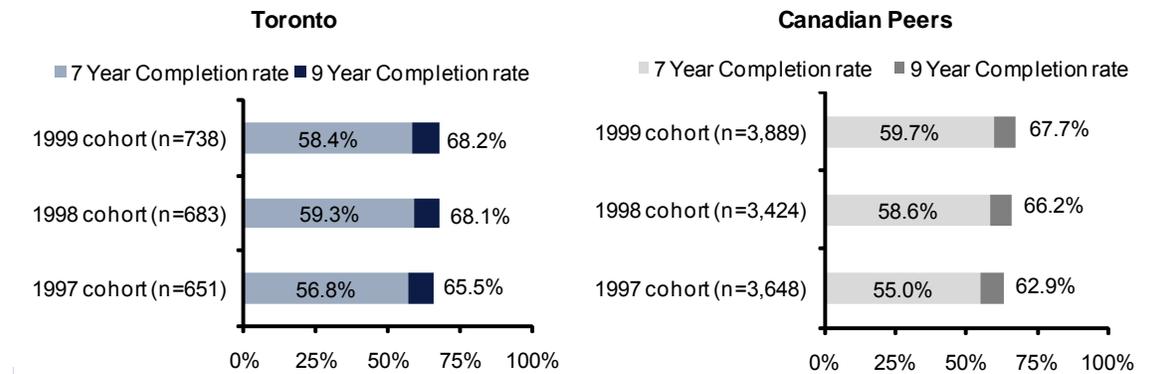
The University is committed to providing students with an environment in which they can thrive. The rate at which students continue their studies and graduate in a timely fashion reflects our success in creating these conditions, and also reflects the University's ability to attract those students best qualified for our programs.

At the graduate level, we have provided a measure of doctoral completion by discipline grouping over time.

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

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

The chart below indicates the percentage of U of T's doctoral students who have completed their program after seven years and nine years compared to Canadian peers institutions. The table provides the discipline-specific rates.



	7 Year Completion Rate	9 Year Completion Rate		7 Year Completion Rate	9 Year Completion Rate
<b>Toronto</b>			<b>Canadian Peers</b>		
<b>Humanities</b>			<b>Humanities</b>		
1999 cohort (n=154)	43.5%	51.9%	1999 cohort (n=569)	44.5%	54.0%
1998 cohort (n=150)	41.3%	52.0%	1998 cohort (n=535)	38.5%	49.7%
1997 cohort (n=123)	39.0%	48.0%	1997 cohort (n=568)	37.3%	46.5%
<b>Social Sciences</b>			<b>Social Sciences</b>		
1999 cohort (n=222)	57.7%	68.0%	1999 cohort (n=1,082)	51.8%	63.6%
1998 cohort (n=196)	48.0%	60.7%	1998 cohort (n=1,005)	49.0%	58.5%
1997 cohort (n=175)	50.9%	62.9%	1997 cohort (n=1,121)	47.7%	57.8%
<b>Physical and Applied Sciences</b>			<b>Physical and Applied Sciences</b>		
1999 cohort (n=185)	67.6%	77.3%	1999 cohort (n=1,500)	66.0%	71.7%
1998 cohort (n=175)	73.7%	78.3%	1998 cohort (n=1,233)	69.1%	73.4%
1997 cohort (n=157)	65.6%	71.3%	1997 cohort (n=1,024)	63.4%	68.7%
<b>Life Sciences</b>			<b>Life Sciences</b>		
1999 cohort (n=177)	62.7%	72.9%	1999 cohort (n=738)	70.2%	76.3%
1998 cohort (n=162)	74.1%	80.9%	1998 cohort (n=651)	70.4%	78.0%
1997 cohort (n=196)	66.3%	77.6%	1997 cohort (n=905)	65.4%	72.5%

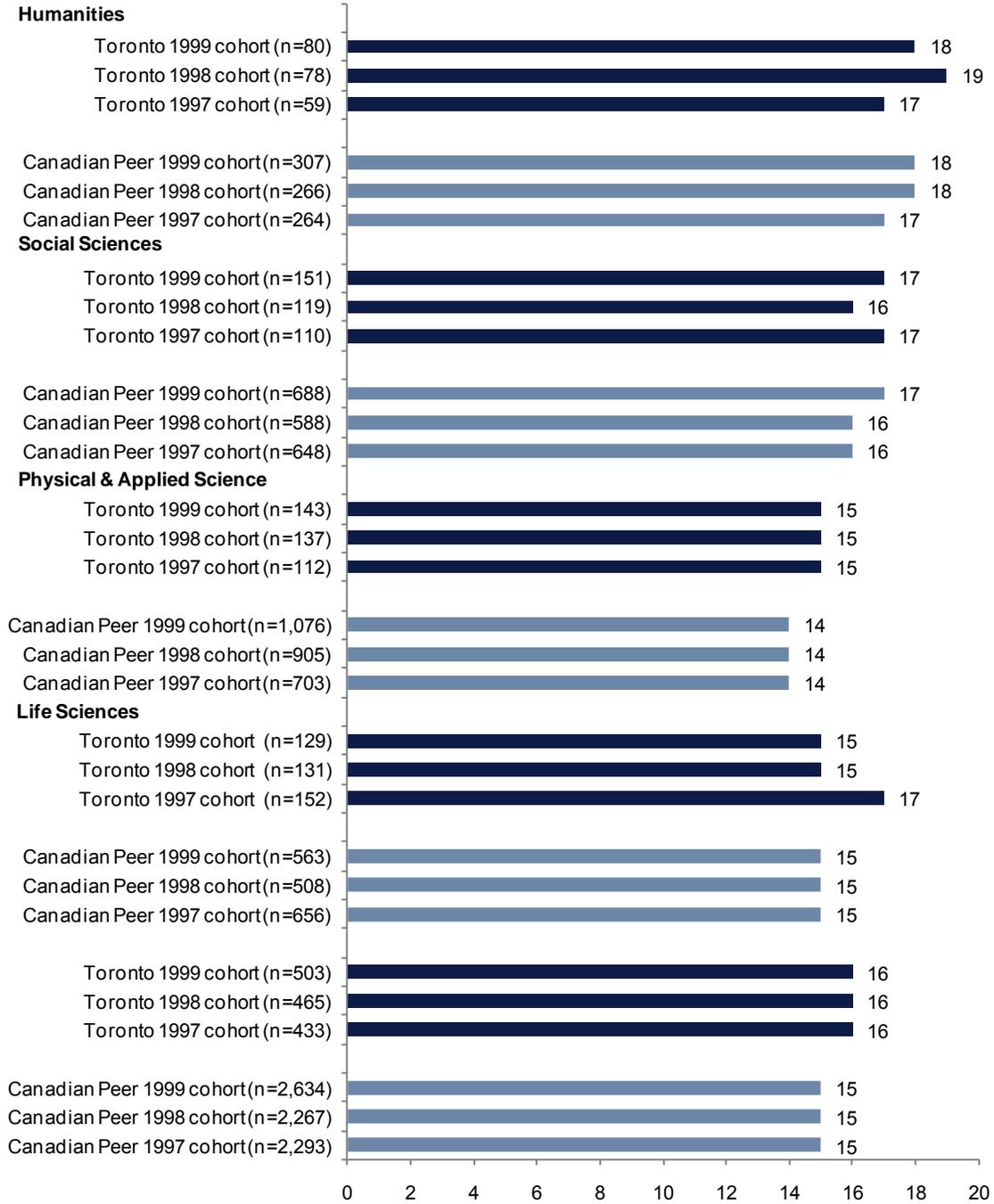
Source: G13DE.

Canadian peer cohorts includes U of T. 1997 Doctoral Cohort as of Winter, Summer or Fall 2006; 1998 Doctoral Cohort as of Winter, Summer or Fall 2007; 1999 Doctoral Cohort as of Winter, Summer or Fall 2008.

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

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

The chart below 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.



Source: G13DE.

Note: Canadian peer cohorts includes U of T. 1997 Doctoral Cohort as of Winter, Summer or Fall 2006, 1998 doctoral Cohort as of Winter, Summer or Fall 2007, and 1999 doctoral Cohort as of Winter, Summer or Fall 2008.

**3. Student Recruitment and Experience**  
**iv. Student Experience: Undergraduate Instructional Engagement and Class Size Experience**  
**Figure a**

## Undergraduate Instructional Engagement

**Performance Relevance:**

The University of Toronto has many assets which it can tap to enrich the scope of learning opportunities for students. These include its impressive complement of some of Canada’s most accomplished scholars, and its physical location in Greater Toronto, one of the country’s most diverse urban environments.

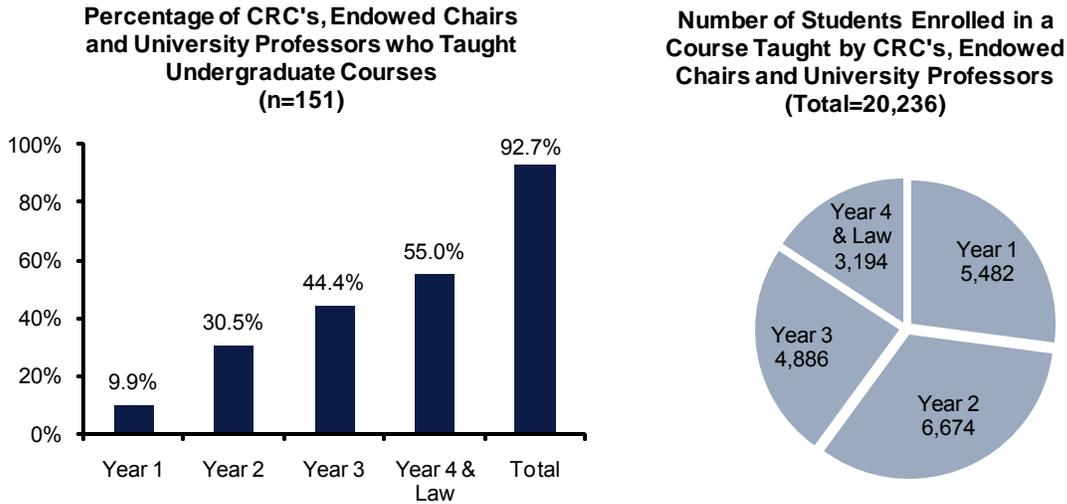
Canada Research Chairs (CRCs), University Professors, and Endowed Chairs can be taken as a proxy population of faculty who have received special distinction for their research. Building on a measure first provided in last year’s report showing the engagement of this group of professors in undergraduate instruction, we expanded the list of faculties in our pilot sample to include Law and Applied Science & Engineering. As a second entry program, all Law students were considered upper year for the purpose of this analysis, and so grouped with Year 4.

**Figure 3-iv-a**  
**Undergraduate Instructional Engagement**  
**Applied Science & Engineering, Arts & Science, Law, UTM, UTSC**  
**2009-10**

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The chart on the left shows the percentage of CRCs, Endowed Chairs and University Professors who taught at least one undergraduate course in the 2009-10 academic year. The chart on the right shows the number of students who were enrolled in these courses.

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Source: Government, Institutional & Community Relations. Of the 191 CRCs, Endowed Chairs, and University Professors identified, 11 were excluded given their roles held as senior administrators (Chair or Dean), 29 were excluded as they were on leave (sabbatical/maternity/parental/unpaid/other). Courses include full credit, as well as half credit courses (unweighted).

### **3. Student Recruitment and Experience**

#### **iv. Student Experience: Undergraduate Instructional Engagement and Class Size Experience**

Figures b-c

### **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.

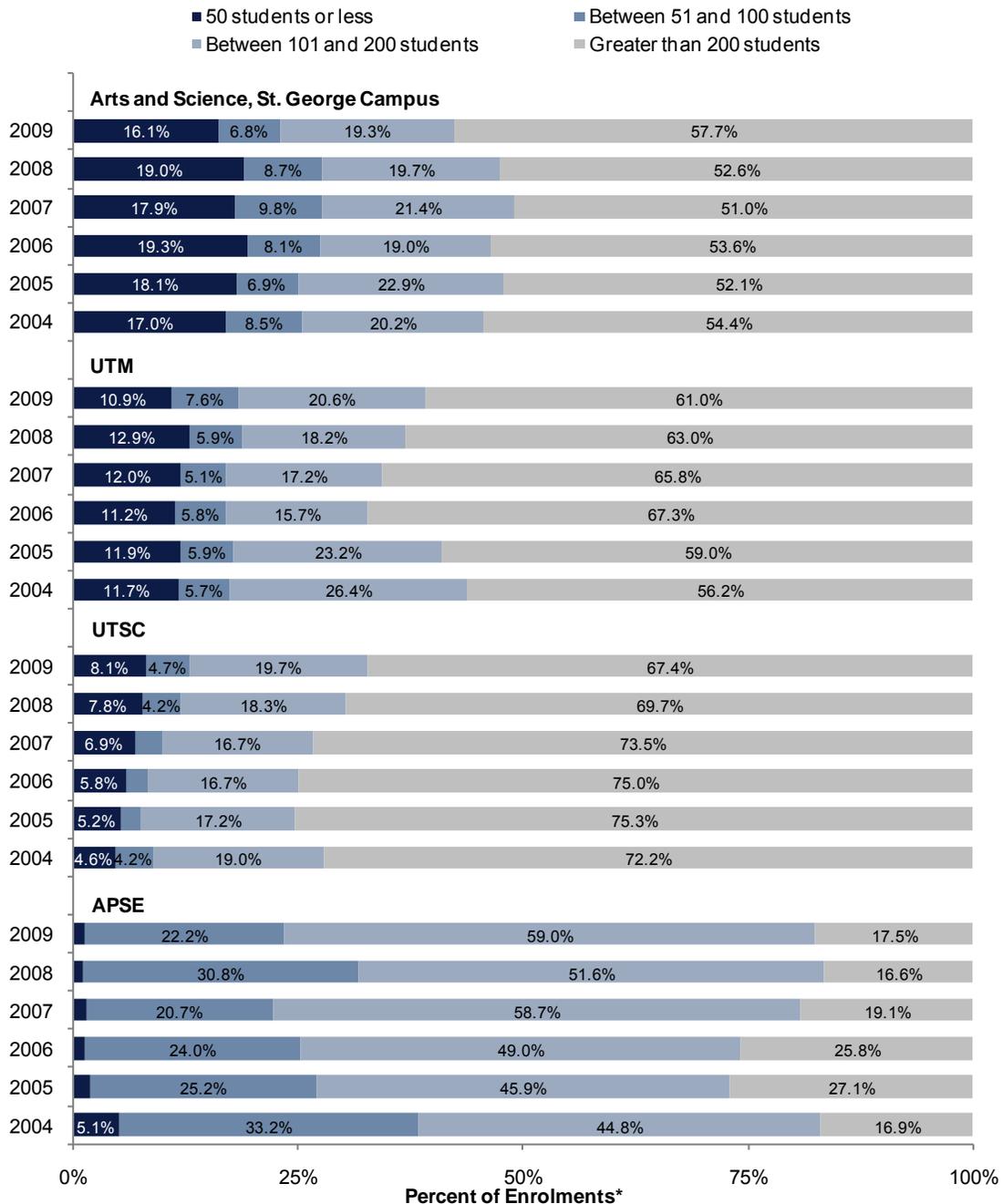
We assessed the class size experience of our students in four direct-entry program areas (Arts and Science - St. George, University of Toronto Mississauga (UTM), University of Toronto Scarborough (UTSC), and Applied Science and Engineering (APSE)), at two points in their undergraduate programs, first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

**3. Student Recruitment and Experience**  
**iv. Student Experience: Undergraduate Instructional Engagement and Class Size Experience**

Figures b-c

**Figure 3-iv-b**  
**Class Size Experience in Undergraduate First Year Courses**  
**Fall & Winter Enrolments from 2004 to 2009**

The chart below indicates the distribution of first year course enrolment according to four selected class size ranges over the last six years.



Values of 4% or less are not labeled.

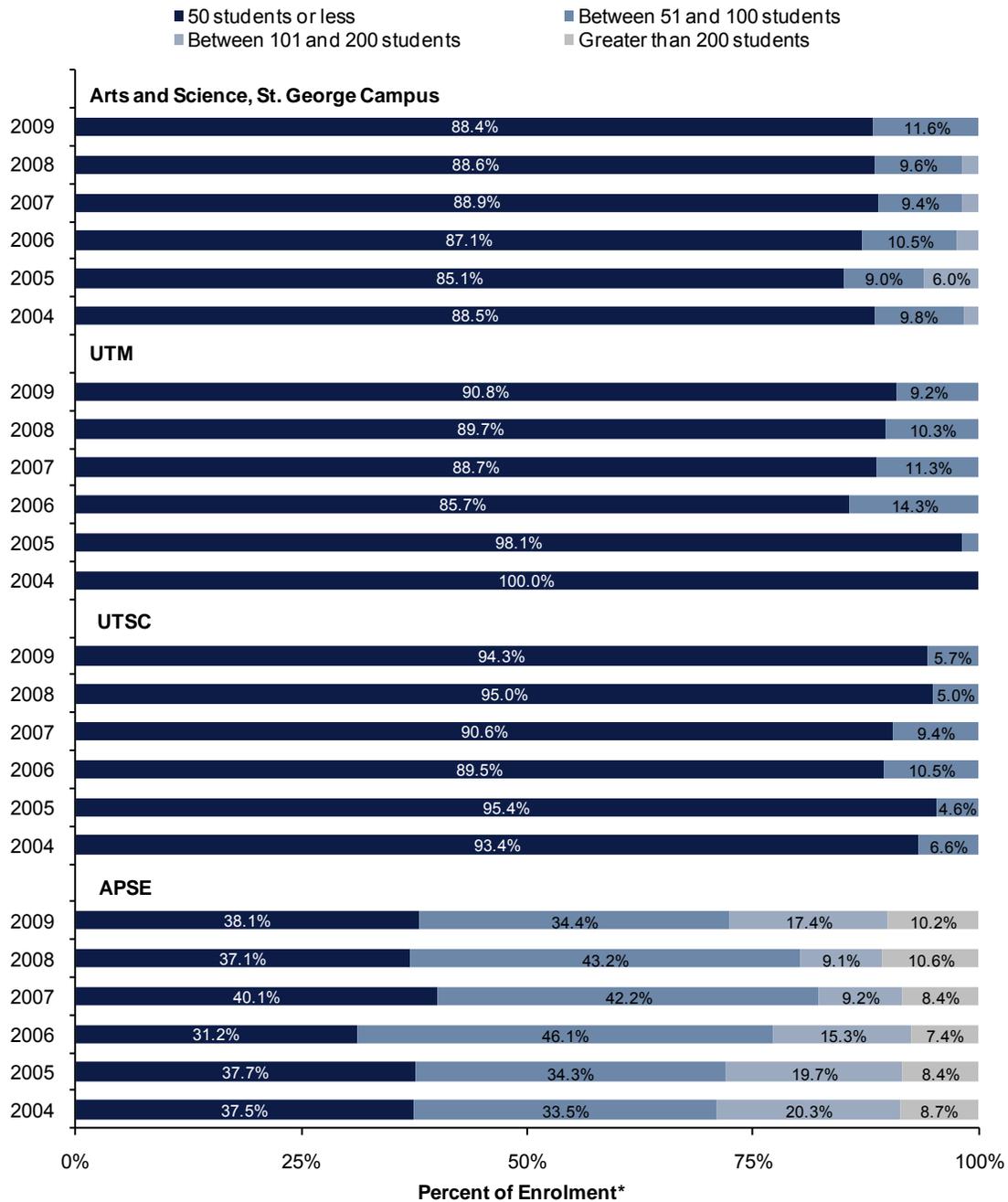
\* Weighted enrolment expressed in Full Course Equivalents (FCEs). Enrolment in half-credit courses is counted as 0.5 per student. Enrolment in full-credit courses is counted as 1.0 per student.

**3. Student Recruitment and Experience**  
**iv. Student Experience: Undergraduate Instructional Engagement and Class Size Experience**

Figures b-c

**Figure 3-iv-c**  
**Class Size Experience in Undergraduate Fourth Year Courses**  
**Fall & Winter Enrolments from 2004 to 2009**

The chart below indicates the distribution of fourth year course enrolment according to four selected class size ranges over the last six years.



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.

**3. Student Recruitment and Experience  
v. Student Experience: Student Faculty Ratios  
Figures a-b**

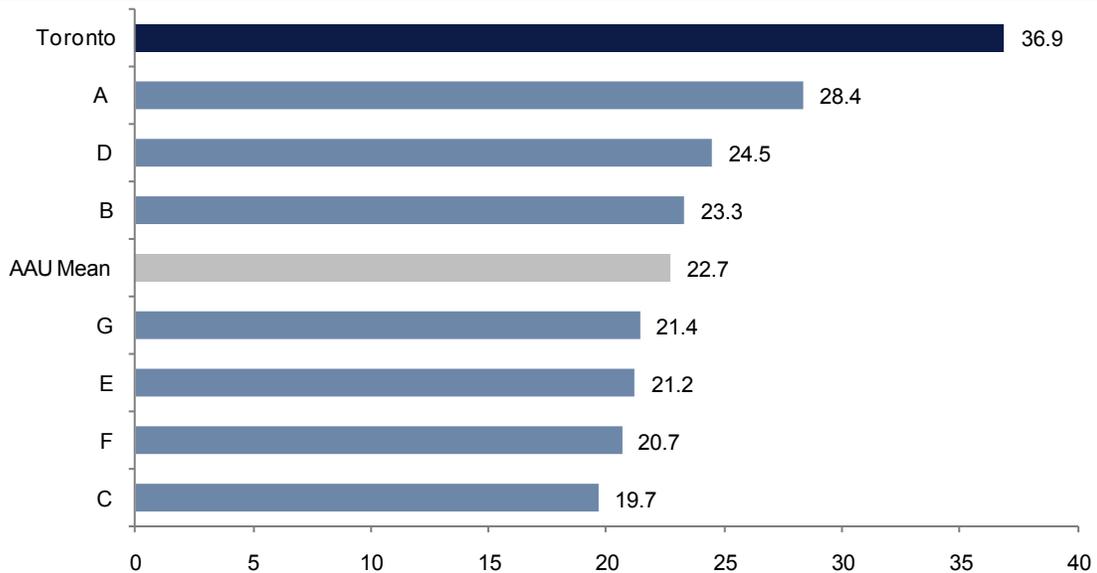
**Student-Faculty Ratios – U.S. Peers**

**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 c-d), using two different methodologies for calculation of these measures. The resulting ratios are not comparable with each other.

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

The chart below indicates the number of full-time equivalent students at U of T to every one full-time faculty, compared to AAU peers, and the AAU mean. These data are not comparable to the Canadian Peer ratios given the different methodology used. Specifically, the conversion factor used to convert part-time 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 only.



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.

**3. Student Recruitment and Experience**  
**v. Student Experience: Student Faculty Ratios**  
**Figures c-d**

**Student-Faculty Ratios – Canadian Peers**

**Performance Relevance:**

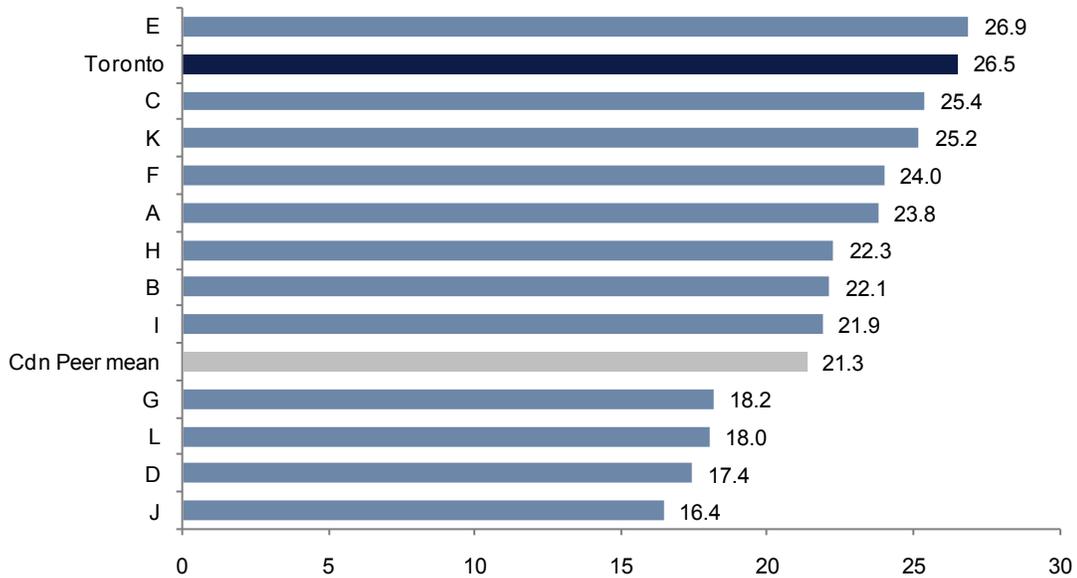
Student-faculty ratios at the institutional level provide a general indication of the deployment or available level of resources. A significant part of the student experience is predicated on access to faculty, e.g., opportunities for interaction or feedback on academic work. When compared to similar 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 Montréal, 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 2008 FTE**  
**Comparison with Canadian Peers**

---

The chart below indicates the number of full-time equivalent students at U of T to every one full-time faculty, compared to Canadian peers, and the Canadian peer mean. 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.

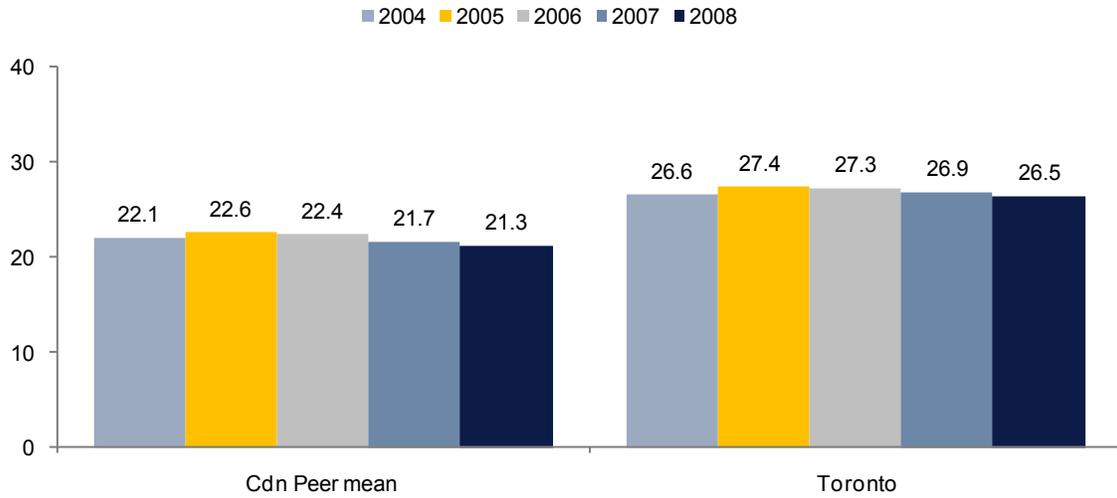
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Source: G13 Data Exchange (G13DE).  
The Canadian peer mean excludes UofT. Faculty counts include FT Professorial Ranks, regardless of tenure status (i.e. includes both tenure stream & non tenure stream), but excludes Clinicians. UofT’s data include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

**3. Student Recruitment and Experience**  
**v. Student Experience: Student Faculty Ratios**  
**Figures c-d**

**Figure 3-v-d**  
**Student Faculty Ratios**  
**Fall 2004, 2005, 2006 and 2007, 2008 FTE**  
**Comparison with Mean of Canadian Peers**

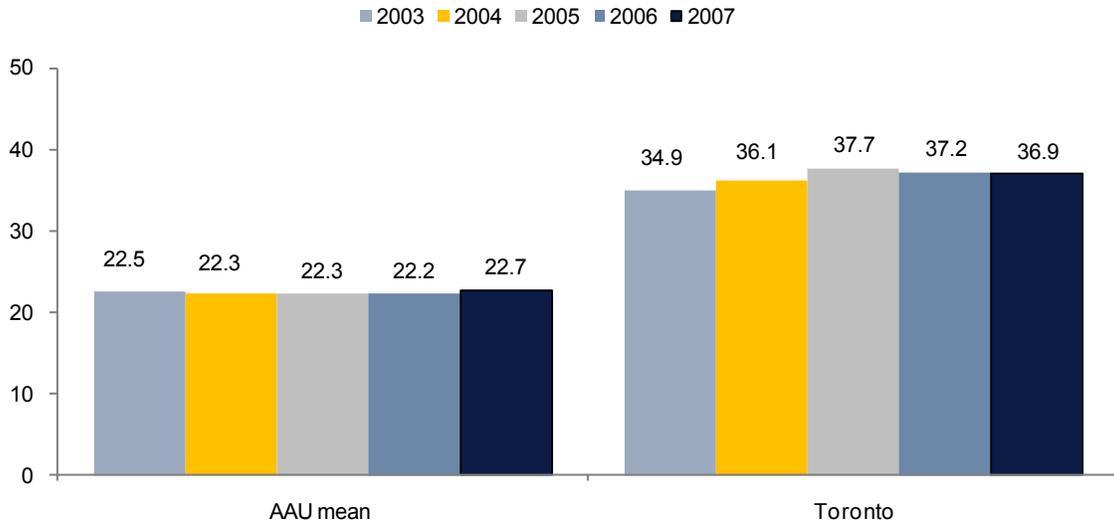


Source: G13 Data Exchange (G13DE)

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. U of T's data include teaching stream faculty with contracts of 12-months or more.

**3. Student Recruitment and Experience  
v. Student Experience: Student Faculty Ratios  
Figures a-b**

**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.

**3. Student Recruitment and Experience**  
**v. Student Experience: Student Faculty Ratios**  
**Figures e-f**

**Student-Faculty Ratios – Various Faculty Inclusions**

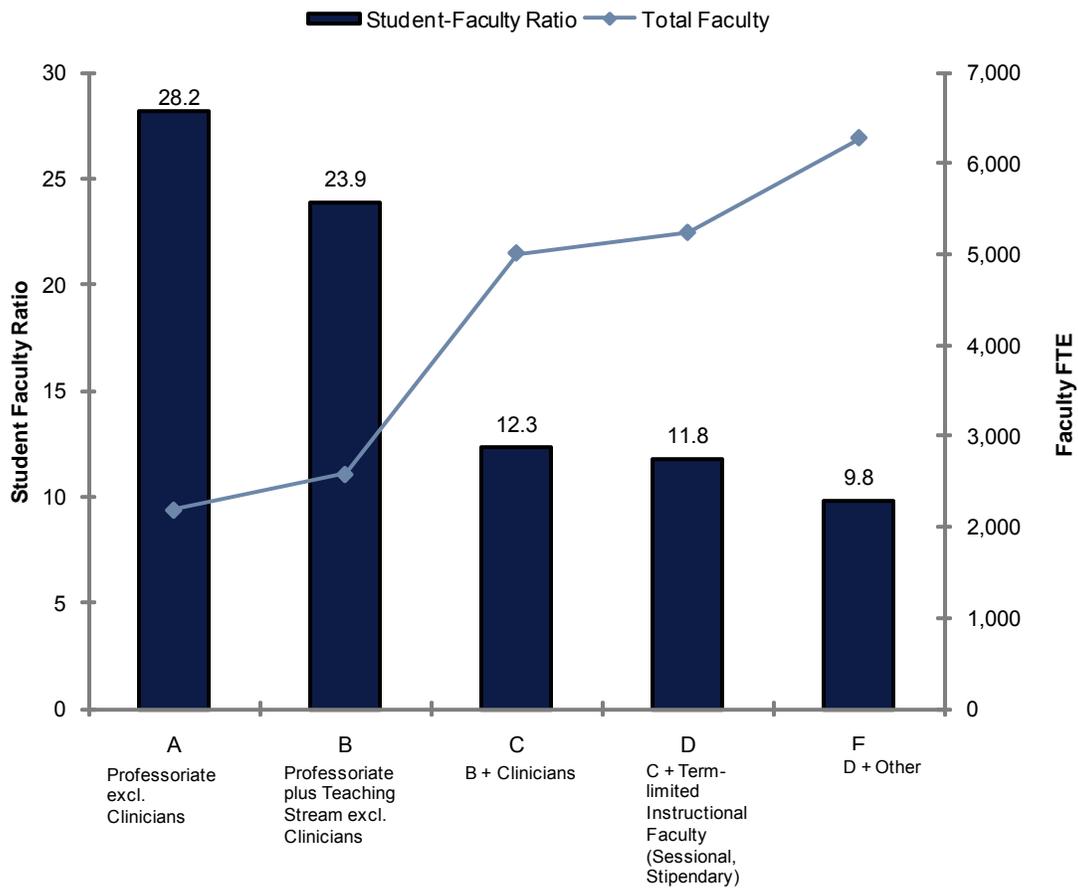
**Performance Relevance:**

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 c-d), using two different methodologies for calculation of these measures. In the past the University of Toronto has relied upon the Statistics Canada faculty survey and its classifications in presenting our faculty counts. However, these counts were developed in large part to facilitate collection of salary data. But, as indicated below there are thousands of other faculty that contribute to the teaching and research mission of the university. There are many different categories of academic appointees and many ways to count them. The range of categories is greatest for institutions with professional schools or affiliated research institutes. Faculty can be categorized by appointment status (e.g. tenure-stream, teaching-stream, short-term contract, adjunct), by rank (e.g. assistant, associate and full professors), by time commitment (full-time, part-time), by job description (e.g. research scientists, clinical faculty), or by salary source (university or affiliated institution). What these categories mean in terms of contribution to the teaching and research mission of the University also varies from one institution to the next. As we see in the charts below, our faculty counts vary dramatically depending on which definition is used.

**3. Student Recruitment and Experience**  
**v. Student Experience: Student Faculty Ratios**  
**Figures e-f**

**Figure 3-v-e**  
**Student-Faculty Ratios and FTE Faculty Counts**  
**by Various Faculty Inclusions**  
**Fall 2009**

The chart below indicates the variation in student-faculty ratios depending on the definitions used. Using consistent Fall 2009 enrolment counts, the student-faculty ratios ranged from 28.2 to 9.8 FTE students to every one faculty member (FTE) depending on the categories of faculty included.

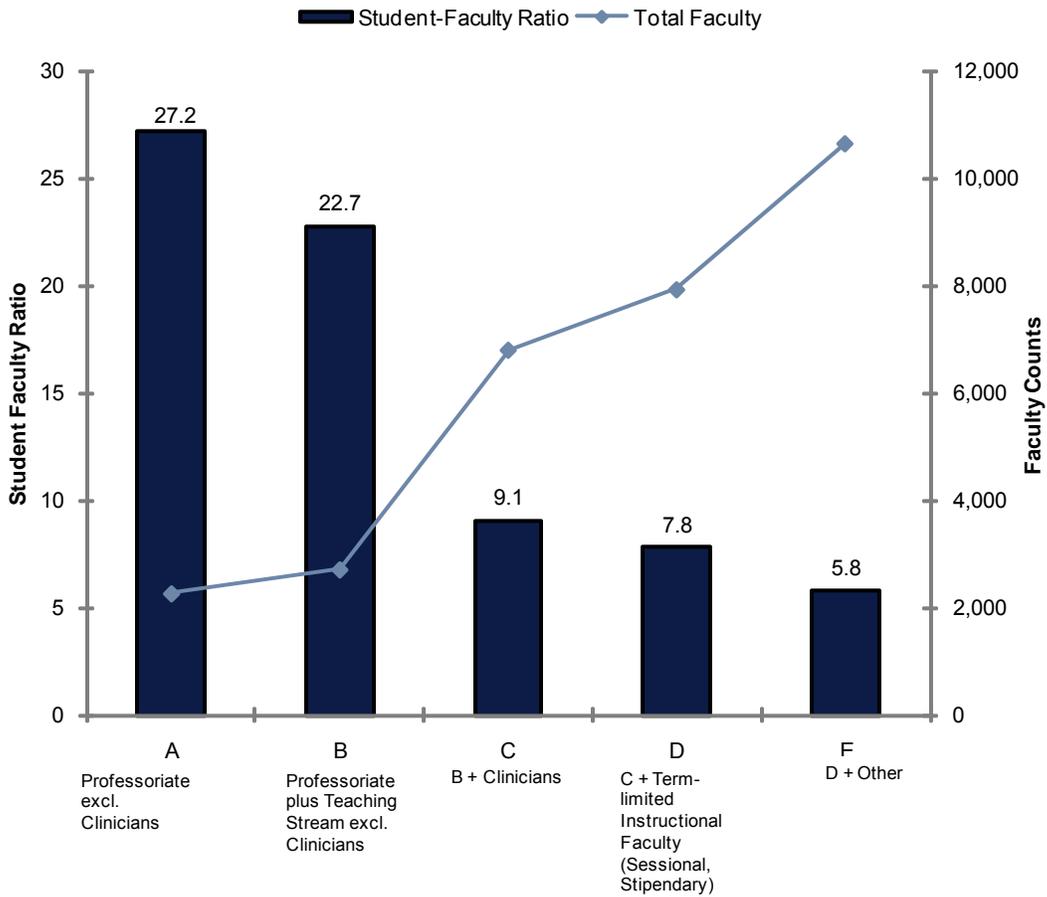


Source: Government, Institutional & Community Relations

**3. Student Recruitment and Experience**  
**v. Student Experience: Student Faculty Ratios**  
**Figures e-f**

**Figure 3-v-f**  
**Student-Faculty Ratios and Headcount Faculty Counts**  
**by Various Faculty Inclusions**  
**Fall 2009**

The chart below indicates the variation in student-faculty ratios depending on the definitions used. Using consistent Fall 2009 enrolment counts, the student-faculty ratios ranged from 27.2 to 5.8 FTE students to every one faculty member (headcount) depending on the categories of faculty included.



Source: Government, Institutional & Community Relations

**3. Student Recruitment and Experience**  
**vi. Student Experience: Undergraduate, Graduate and International Student Survey Results**  
**Figures a-e**

**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.

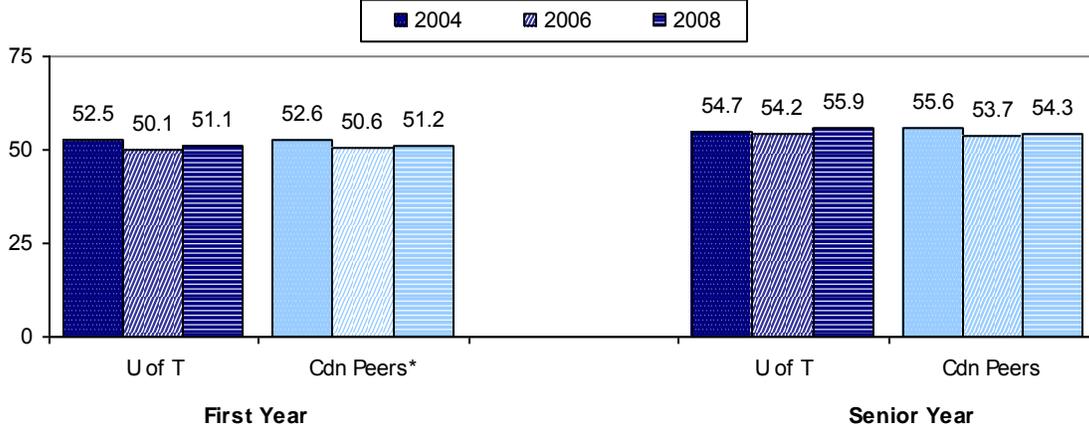
### 3. Student Recruitment and Experience

#### vi. Student Experience: Undergraduate, Graduate and International Student Survey Results

Figures a-e

Figure 3-vi-a

#### Level of Academic Challenge

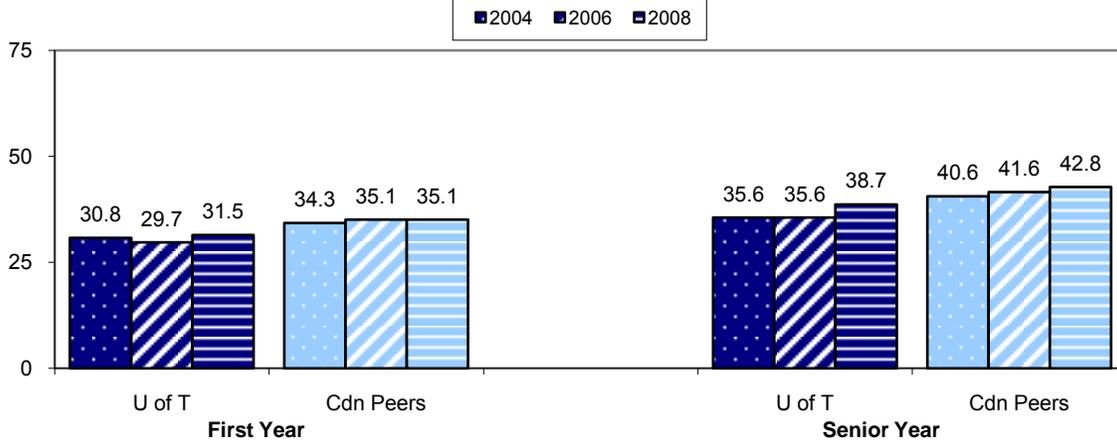


Level of Academic Challenge Survey items:

- 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.)

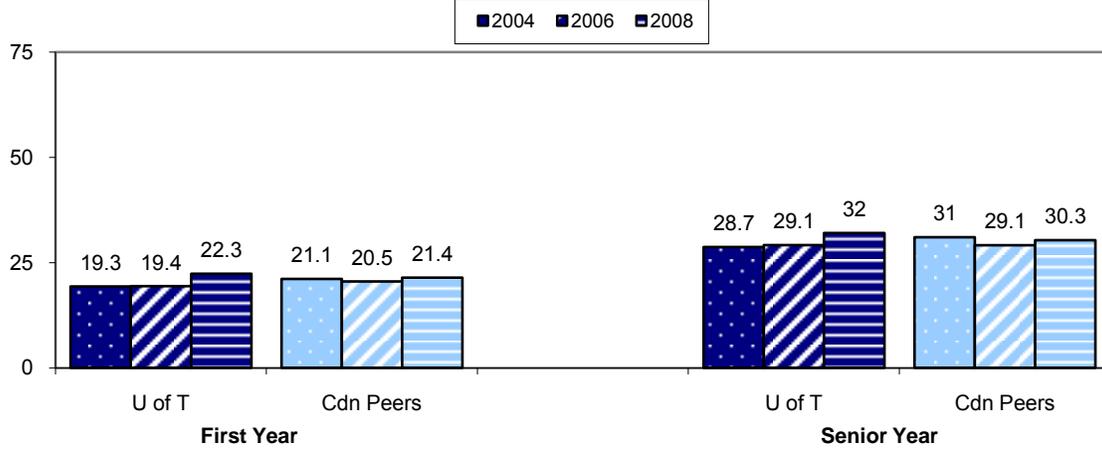
### 3. Student Recruitment and Experience

#### vi. Student Experience: Undergraduate, Graduate and International Student Survey Results

Figures a-e

Figure 3-vi-c

#### Student-Faculty Interaction

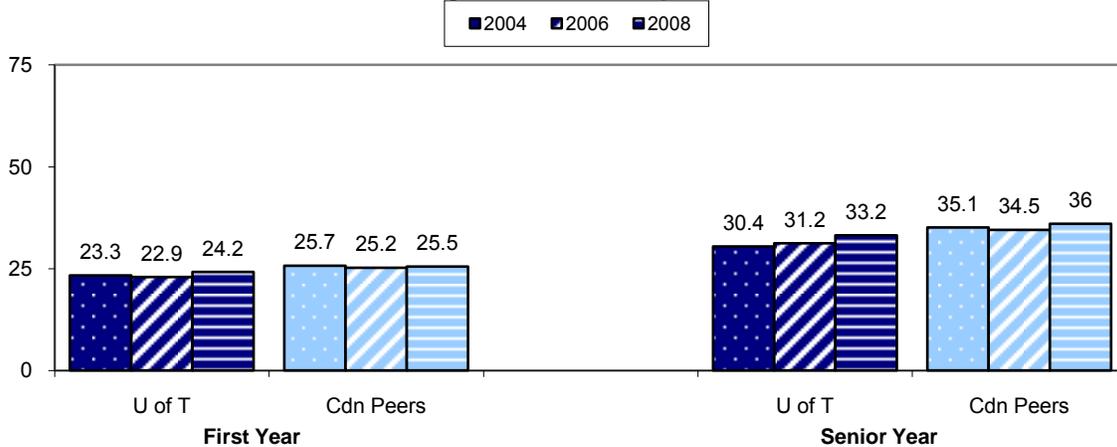


Student-Faculty Interaction Survey Items:

- 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

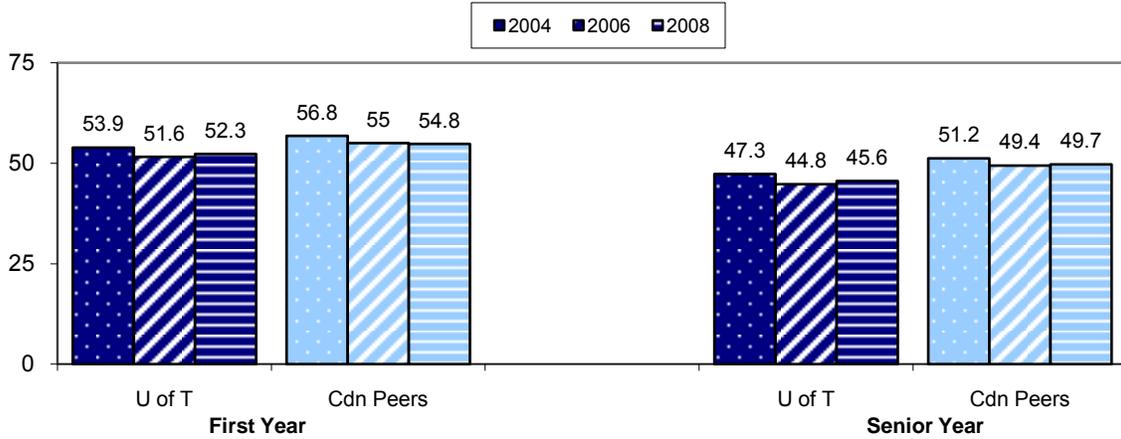
**3. Student Recruitment and Experience**

**vi. Student Experience: Undergraduate, Graduate and International Student Survey Results**

Figures a-e

**Figure 3-vi-e**

**Supportive Campus Environment**



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/>

**3. Student Recruitment and Experience**  
**vi. Student Experience: Undergraduate, Graduate and International Student Survey Results**  
**Figures f-g**

**National Survey of Student Engagement (NSSE) Focus Groups:  
Results and Actions**

**Performance Relevance:**

The National Survey of Student Engagement (NSSE) serves as U of T's primary means of assessing progress in its efforts to enhance the student experience. Starting in 2011, NSSE will be administered every three years. During the intervening years, U of T has adopted a different and, where necessary, very localized approach to understanding some of the key issues identified by NSSE, and has implemented (and will continue to implement) a range of initiatives that improve student engagement.

In February 2010, the Vice-Provost Students, through the Council on Student Experience, convened 38 focus groups involving 367 students across U of T's three campuses. The focus groups explored the factors behind students' responses to NSSE, concentrating on both in-class experience and engagement outside the classroom. The report, *In Their Own Words: Understanding the Undergraduate Student Experience at the University of Toronto*, provides an analysis of the findings from the focus groups. Following the study, the Council is addressing key issues such as orientation and transition, student-faculty interactions, navigating the campuses, peer mentorship programs, communication, and quality of services. Some new communication initiatives have already been introduced.

**3. Student Recruitment and Experience**  
**vi. Student Experience: Undergraduate, Graduate and International Student Survey Results**  
**Figures f-g**

**Figure 3-vi-f**  
**Key Issues Identified Through National Survey of Student Engagement (NSSE)**  
**Focus Group Sessions**

The table summarizes key issues that underlie student NSSE responses in three benchmark areas.

Student-Faculty Interaction	Supportive Campus Environment	Enriching Educational Experiences
More opportunities for informal interaction, particularly for first-year students	Increase the number, visibility and quality of mentorship programs & explore web-based tools to support them	Identify financial and transportation-related barriers to co-curricular engagement (i.e. commuting students)
Share best practices across faculties and colleges	More personalized student and registrarial services	Create more ways for students to learn about engagement activities
Explore messaging and incentives for students and faculty	Better mobility / options for students with meal cards	Emphasize career-related skills and experiences developed through co-curricular participation
Foster leadership at the departmental level	Eliminate line-ups and wait times with better access to information	
	Include more academic preparation in orientation programs	
	Create better campus wayfinding systems	

Source: Office of Student Life.

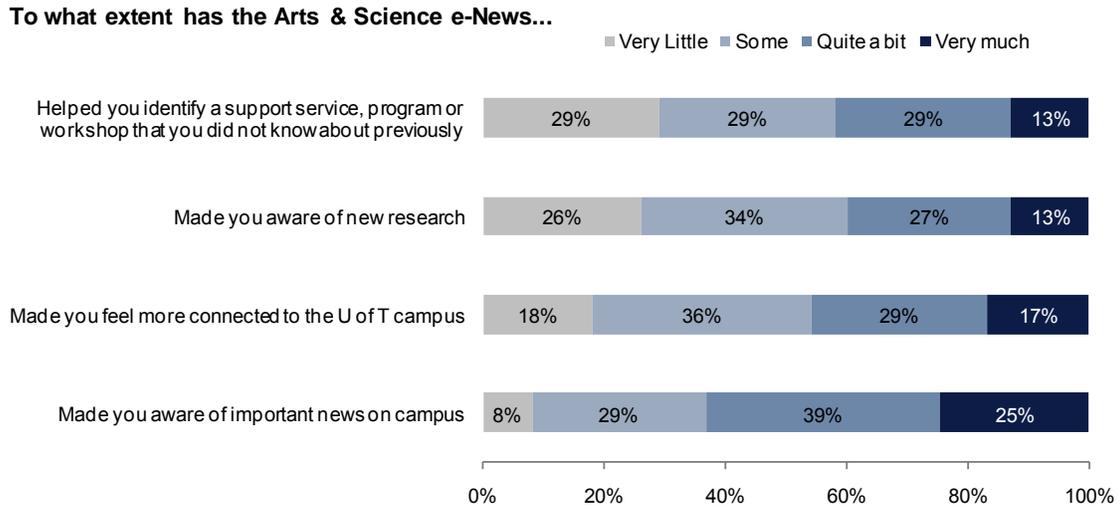
**3. Student Recruitment and Experience**  
**vi. Student Experience: Undergraduate, Graduate and International Student Survey Results**  
**Figures f-g**

**Figure 3-vi-g**  
**Arts & Science e-News Survey - Selected Results, 2010**

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The chart indicates selected responses to the Arts & Science e-News survey.

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Source: Office of Student Life.

**Related reports:**

‘In Their Own Words’ report:

[http://www.viceprovoststudents.utoronto.ca/Assets/Students+Digital+Assets/Vice-  
 Provost%2c+Students/In+Their+Own+Words+-  
 +Understanding+the+Undergraduate+Student+Experience+at+the+University+of+Toronto.pdf](http://www.viceprovoststudents.utoronto.ca/Assets/Students+Digital+Assets/Vice-Provost%2c+Students/In+Their+Own+Words+-+Understanding+the+Undergraduate+Student+Experience+at+the+University+of+Toronto.pdf)

**3. Student Recruitment and Experience**  
**vi. Student Experience: Undergraduate, Graduate and International Student Survey Results**  
**Figure h-i**

**Canadian Graduate and Professional Student Survey (CGPSS)**  
**Responses**

**Performance Relevance:**

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.

In 2005 the University of Toronto, along with six of our Canadian peer institutions<sup>1</sup>, participated in the Graduate and Professional Student Survey (GPSS) administered by MIT. All in-program graduate students in degree programs for whom an e-mail address was available were surveyed. We received 4,833 responses – a 50% response rate<sup>2</sup>.

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 Student Survey (CGPSS). 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.

In 2009–10, U of T administrators worked with our Canadian peers to develop a new instrument to measure student satisfaction related to professional graduate programs. In 2010, the University participated again in this revised version of the Canadian Graduate and Professional Student Survey (CGPSS). We received 4,815 responses to our graduate surveys—an overall response rate of 36.5%. The results from the revised instrument are included in this year’s report. This year, we are able to present the results overall and by type of program (Research-Oriented compared to Professional Graduate programs.)

---

<sup>1</sup> Alberta, Laval, McGill, McMaster, Waterloo, and Western.

<sup>2</sup> The 50% response rate includes only those students where an e-mail address was available in ROSI (82% of graduate students had a valid e-mail address and were invited to participate).

### 3. Student Recruitment and Experience

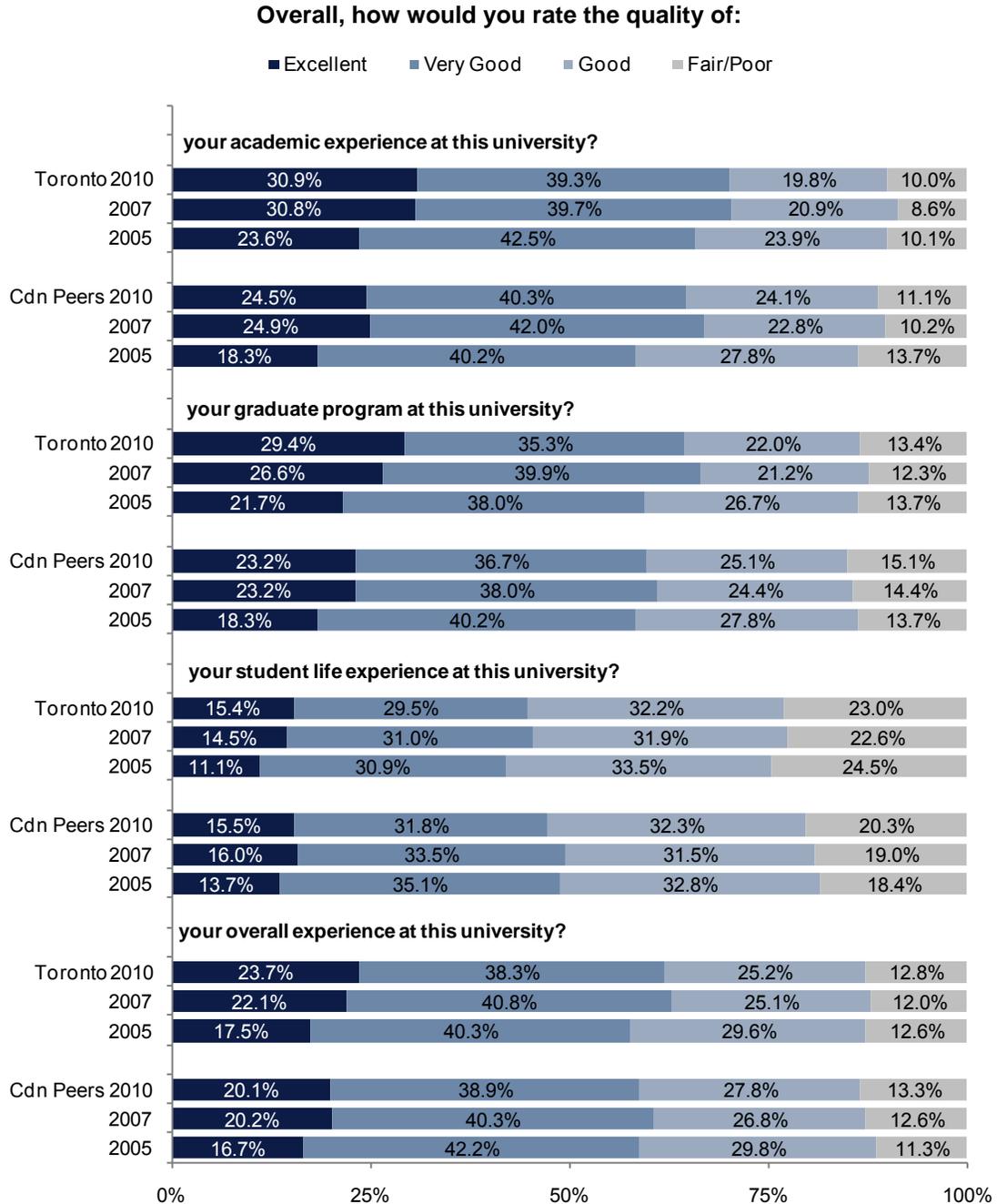
#### vi. Student Experience: Undergraduate, Graduate and International Student Survey Results

Figure h-i

Figure 3-vi-h

CGPSS Results – Ratings of All Graduate Programs, 2005, 2007, and 2010

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



Source: CGPSS 2005, 2007 and 2010 survey results.

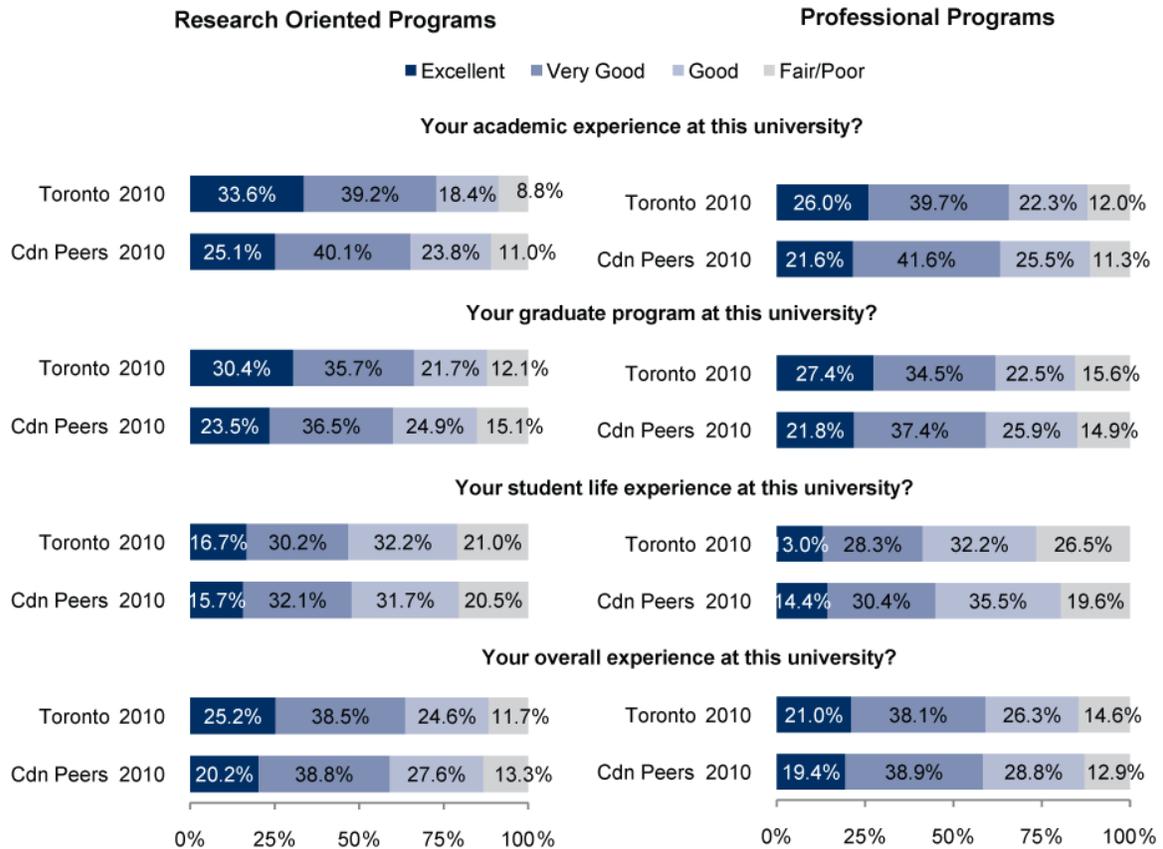
Figures reported for our Canadian peers exclude U of T.

Note: In 2005, only six of our 12 Canadian peers participated in CGPSS (Alberta, Laval, McGill, McMaster, Waterloo and Western). In 2007 and 2010 all Canadian peers participated.

**3. Student Recruitment and Experience**  
**vi. Student Experience: Undergraduate, Graduate and International Student Survey Results**  
**Figure h-i**

**Figure 3-vi-i**  
**CGPSS Results - Ratings of Research-Oriented and Professional Graduate Programs, 2010**

The chart on the left indicates the distribution of responses by U of T students in doctoral-stream programs compared to responses given by students in these programs at other participating Canadian peer institutions. The chart on the right shows the distribution of responses by U of T students in professional masters programs compared to the responses at 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>

### 3. Student Recruitment and Experience

#### vi. Student Experience: Undergraduate, Graduate and International Student Survey Results Figures j-k

### Canadian Bureau for International Education (CBIE) Responses

#### Performance Relevance:

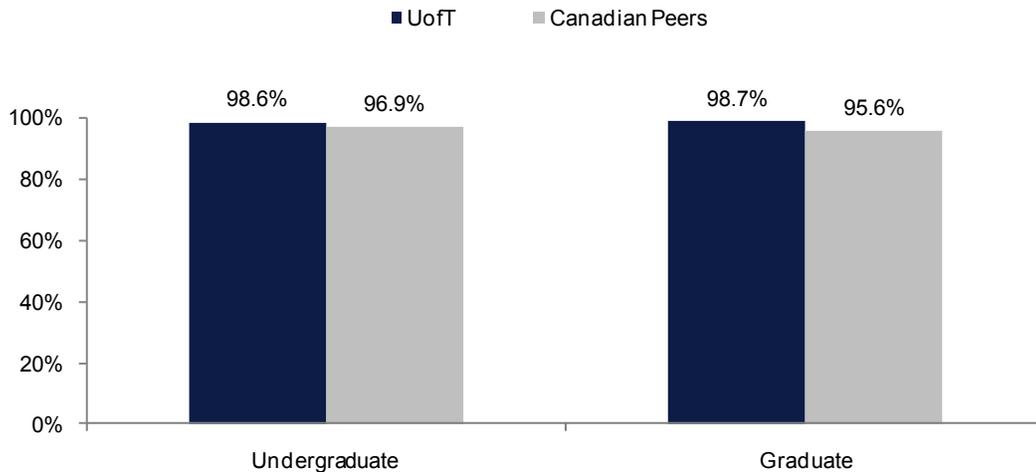
In Spring 2009, the University of Toronto and 11 of our 12 Canadian peer institutions participated in the Canadian Bureau for International Education (CBIE) Survey. All in-program graduate and undergraduate students for whom an e-mail address was available were surveyed except for those who had already 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-j

#### CBIE International Student Survey (2009) Results:

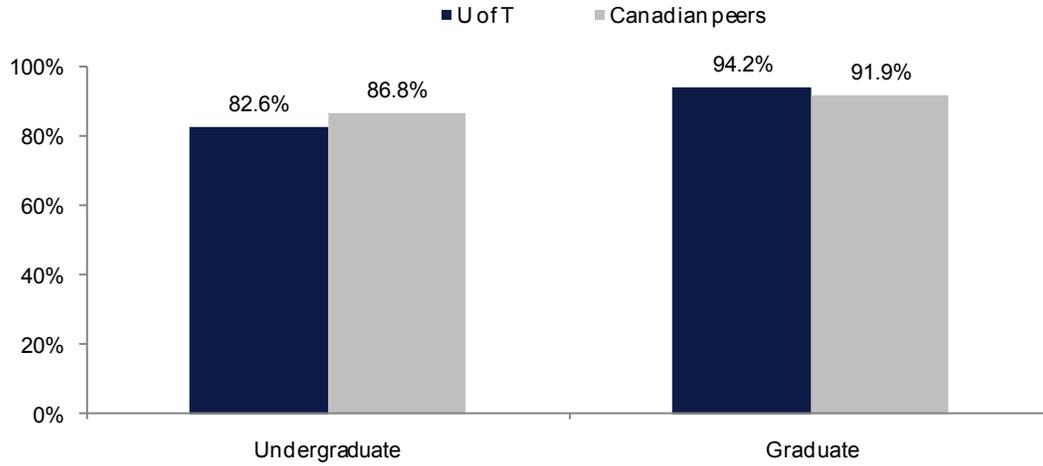
How important was the quality of education in choosing the current university rather than another Canadian institution: Responses of 'Very important' or 'Somewhat important'



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

**3. Student Recruitment and Experience**  
**vi. Student Experience: Undergraduate, Graduate and International Student Survey Results**  
**Figures j-k**

**Figure 3-vi-k**  
**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

### 3. Student Recruitment and Experience

#### vii. Student Experience: Experiential & Interdisciplinary Learning and Extra-curricular Experience

Figure a

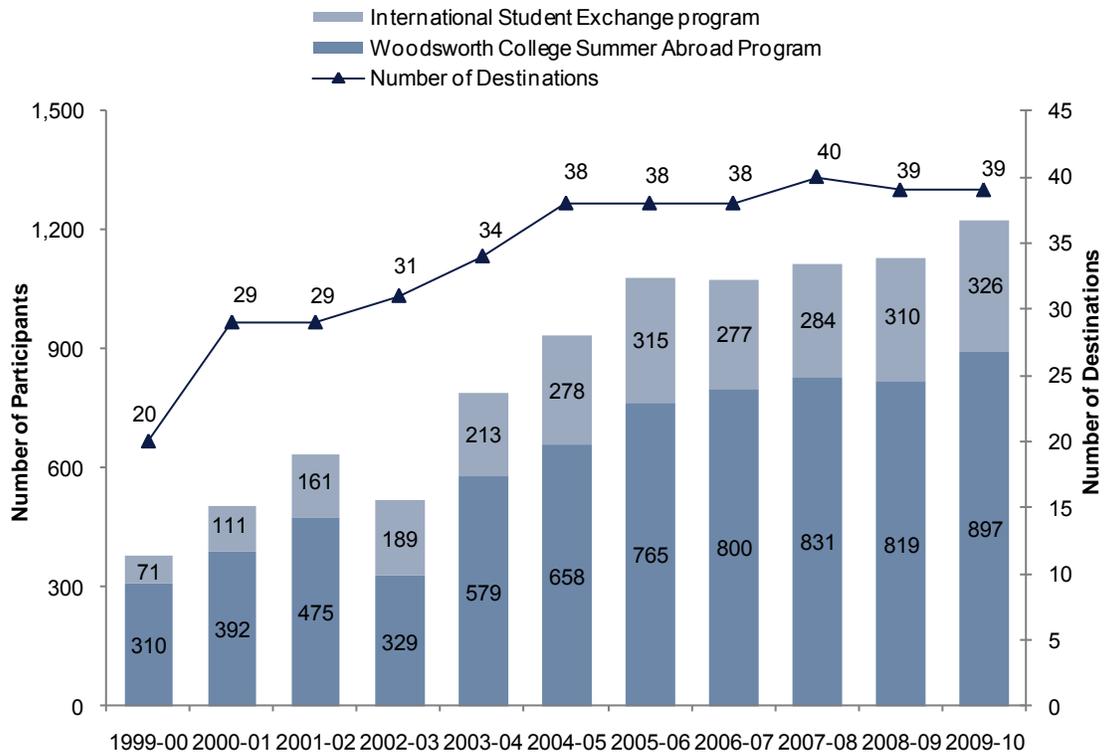
## International Experience

### 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 1999-00 to 2009-10**

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.



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.

3. Student Recruitment and Experience

vii. Student Experience: Experiential & Interdisciplinary Learning and Extra-curricular Experience

Figure b-c

**Graduate Interdisciplinary Opportunities - CGPSS Responses**

**Performance Relevance:**

Student responses from the Canadian Graduate and Professional Student Survey (CGPSS) survey conducted in 2005, 2007 and 2010 provide a measure of how our interdisciplinary opportunities are perceived by students.

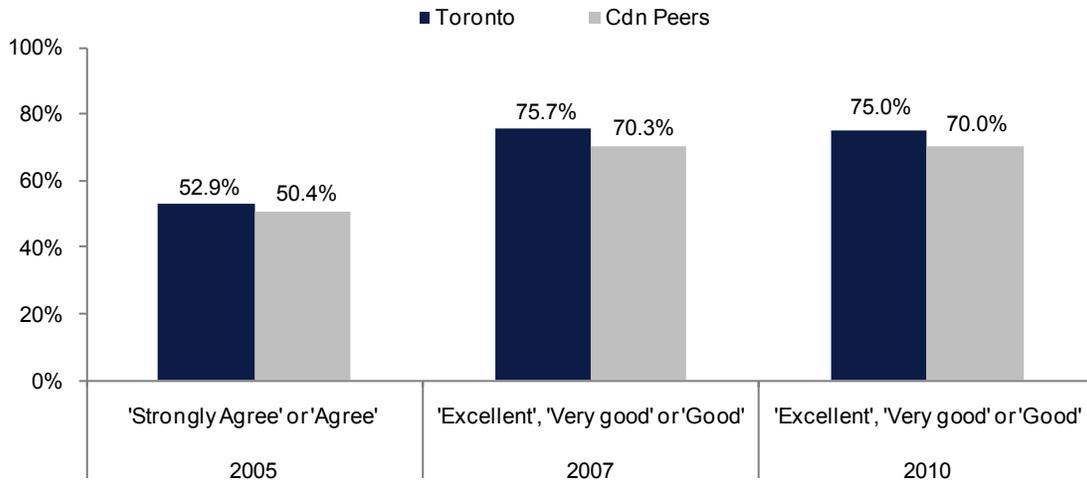
This year, we are able to present the results overall and by type of program (Research-Oriented compared to Professional Graduate programs.)

**Figure 3-vii-b**  
**CGPSS 2005, 2007 and 2010 Results:**  
**The program structure provides opportunities to engage in interdisciplinary work**

---

The bars below indicate graduate student responses for the 2005, 2007 and 2010 CGPSS question regarding opportunities provided to engage in interdisciplinary activity.

---



Source: CGPSS 2005, 2007 and 2010 survey responses.

Figures reported for our Canadian peers exclude U of T

Note: In 2005, only six of our 12 Canadian peers participated in CGPSS (Alberta, Laval, McGill, McMaster, Waterloo and Western). In 2007 and 2010 all Canadian peers participated.

### 3. Student Recruitment and Experience

#### vii. Student Experience: Experiential & Interdisciplinary Learning and Extra-curricular Experience

##### Figure b-c

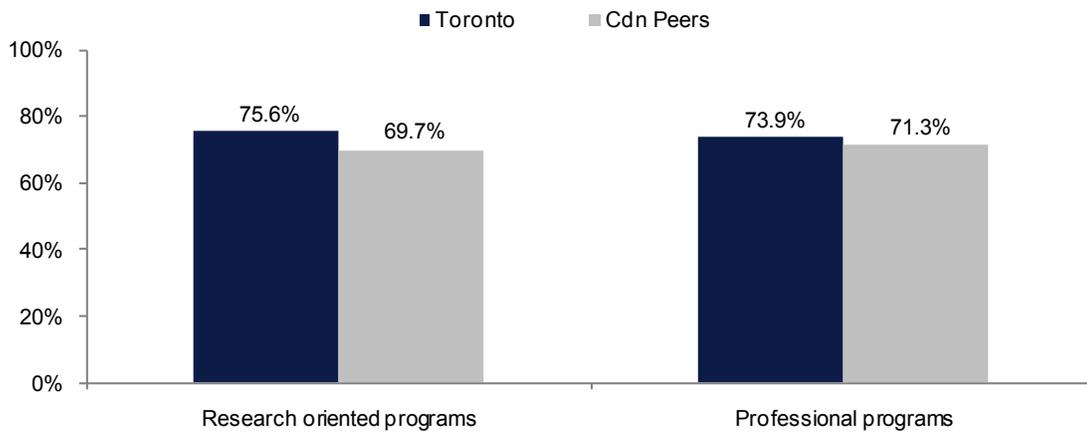
##### Figure 3-vii-c

#### CGPSS 2010 Results: Research-oriented Programs and Professional Programs Respondents who rated 'opportunities to engage in interdisciplinary work' as 'Excellent', 'Very good' or 'Good'

---

The chart on the left indicates the positive responses (excellent, very good or good) by U of T students in doctoral-stream programs compared to positive responses by students in these programs at other participating Canadian peer institutions. The chart on the right indicates the positive responses by U of T students in professional master's programs compared to the responses given by other students at other participating Canadian peer institutions in the CGPSS 2010 survey.

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#### 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>

### 3. Student Recruitment and Experience

#### vii. Student Experience: Experiential & Interdisciplinary Learning and Extra-curricular Experience

Figure d

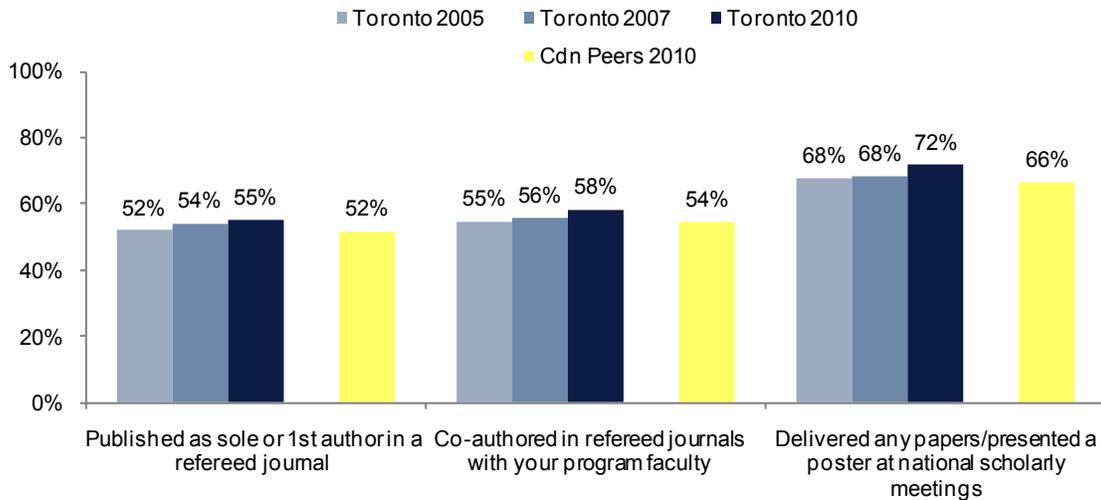
## Graduate Publications and Presentations

### 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, 2007 and 2010 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, 2007 and 2010 Results**  
**Graduate Publications and Presentations**  
**Respondents who answered 'Yes'**

The chart below compares the responses of the University of Toronto's graduate students to questions regarding their research, publications and presentations in the 2005, 2007 and 2010 CGPSS surveys, compared with the responses from graduate students at Canadian peer institutions in 2010.



Source: 2005, 2007 and 2010 CGPSS survey results.

Notes: The responses are from graduate students who answered positively to a prior question asking if they were preparing a thesis.

### 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>

### 3. Student Recruitment and Experience

#### vii. Student Experience: Experiential & Interdisciplinary Learning and Extra-curricular Experience

Figure e-f

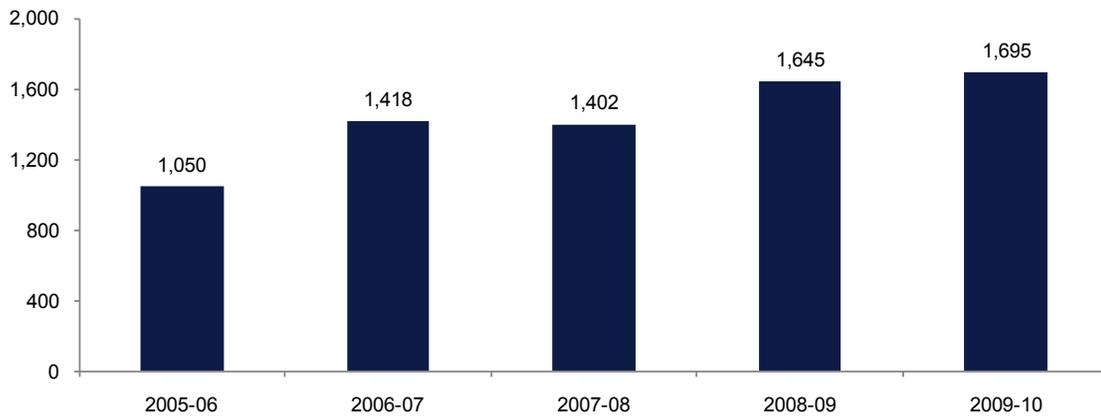
### Service Learning Opportunities

#### Performance Relevance:

Service-learning provides students with practical, “experiential” learning opportunities with community partners. Students apply what they are studying in real-world settings to support identified community needs and later reflect on those experiences in the classroom. Through service-learning, students gain a deeper understanding of course content, a broader appreciation of their chosen discipline and develop a higher level of critical thinking and problem solving. In 2009–10, the Office of Student Life implemented a Service-Learning Assessment Survey that assesses the learning outcomes of students. A selection of results is presented in this year’s report.

**Figure 3-vii-e**  
**Undergraduate Service-Learning Course Enrolment**  
**Supported by the Centre for Community Partnerships (CCP), 2005-06 to 2009-10**

The chart below indicates the number of undergraduate students enrolled in CCP-supported service-learning courses across the three campuses from 2005-06 to 2009-10.



Source: Centre for Community Partnerships

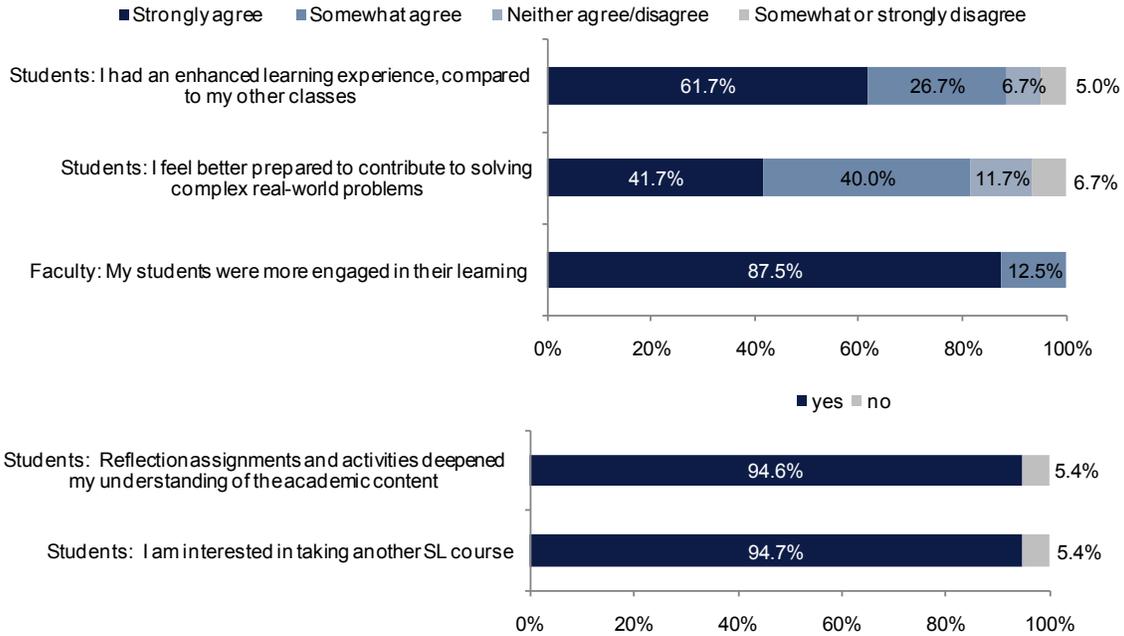
Courses include: APS111Y, APS112Y, HUM210H, PHE350Y, PHE450Y, VIC185H, JFI225Y, OB/GYN Residency Program, RLG492H, ESC102H, SMC218Y, POL491Y, SCIB01H, SMC362Y, CSC207H, INI235H, CSC300H, SCI199Y, PCL389H, HMB473H, Ctr for Ethics Honours Program, CITC02H, New College Service learning independent study, SMC433Y, FRED06H, New342H, HMB440H, INI300Y.

### 3. Student Recruitment and Experience

#### vii. Student Experience: Experiential & Interdisciplinary Learning and Extra-curricular Experience Figure e-f

**Figure 3-vii-f**  
**Results of Service-Learning Assessment Survey - Selected Items, 2009-10**

The chart below indicates the responses from U of T students and faculty on selected items regarding their experiences in a service-learning course.



Source: Centre for Community Partnerships (CCP).

**Related Website:**

Centre for Community Partnerships:

<http://www.ccp.utoronto.ca/>

#### 4. Advancement and Long-term Institutional Resources

##### i. Advancement

##### Figures a-b

### Annual Fundraising Achievement and Alumni Donors

#### Performance Relevance:

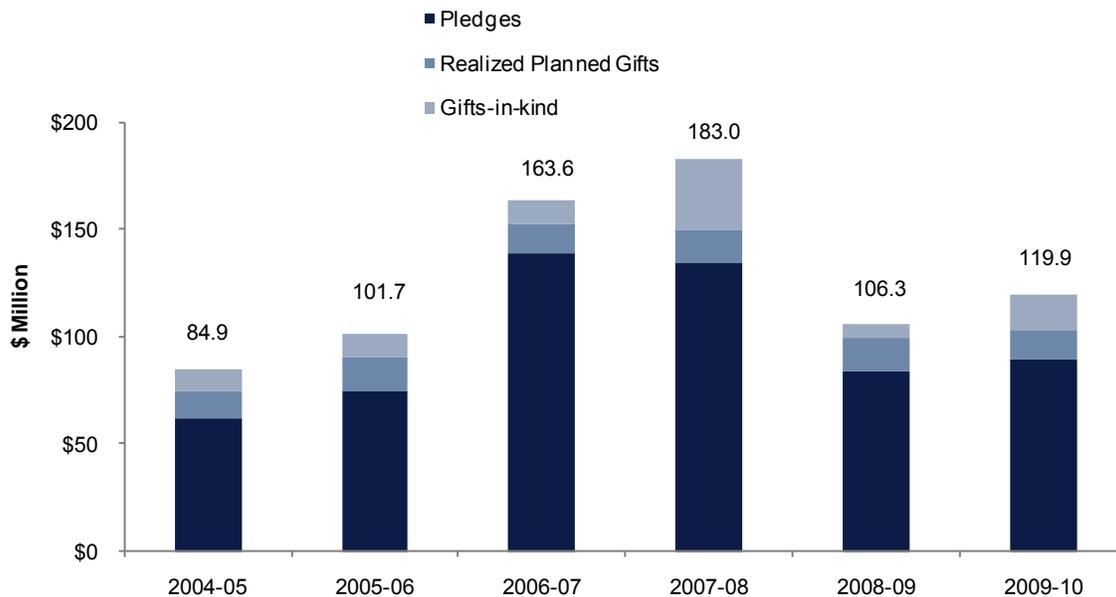
Through their philanthropy and engagement in the life of the University, our alumni and friends are empowering students and faculty, inspiring leadership and excellence, and creating a fertile landscape for innovative ideas and solutions to take root. With their support, we are able to recruit and retain top faculty, perform cutting-edge research and maintain our leadership across a broad spectrum of fields. We are also able to strengthen the undergraduate experience, promote campus diversity and inclusion and provide scholarships to exceptional students who might not otherwise be able to afford a university education. In this year's report we include a measure of the University's annual fundraising achievement. 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:**  
**Gift and Pledge Total by Donation Type and Fiscal Year, 2004-05 to 2009-10**

---

The bars below show the annual pledges and gifts, realized planned gifts and gifts-in-kind (in millions of dollars) received by UofT in the six-year period from 2004-05 to 2009-10.

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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 include those received by the University of St. Michael's College, University of Trinity College and Victoria University.

**4. Advancement and Long-term Institutional Resources**

**i. Advancement**

**Figures a-b**

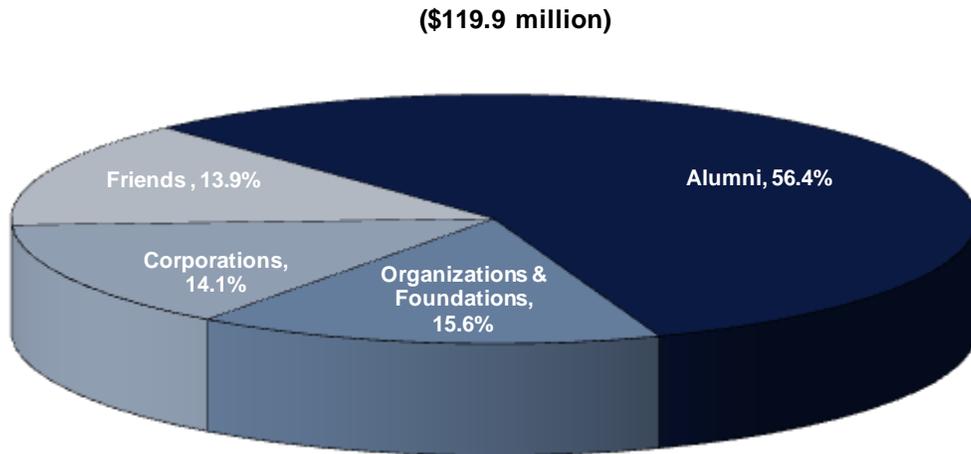
**Figure 4-i-b**

**Annual Fundraising Achievement:  
Percentage of Funds Raised by Donor Sector, 2009-10**

---

The chart below shows the distribution of total funds raised by source category in 2009-10.

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Source: Division of University Advancement.

**4. Advancement and Long-term Institutional Resources**  
**ii. Faculty and Staff Satisfaction and Experience**  
**Figures a-b**

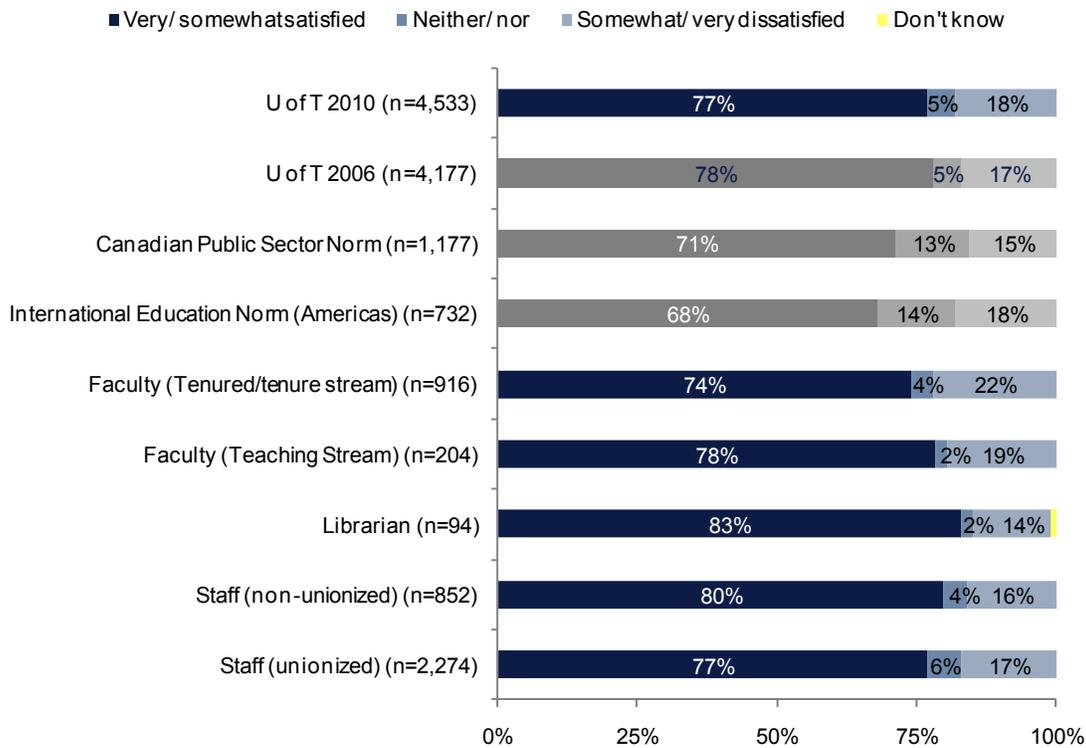
**Employee Satisfaction: Faculty, Librarian and Staff Responses**

**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 first 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. The second University of Toronto Faculty and Staff Experience Survey (Speaking UP) was conducted between October 18 and November 12, 2010. 12,409 surveys were distributed to faculty, librarians and staff. The overall response rate was 52%. This year, we are able to present preliminary results of the survey, including 3 benchmarks – 2006 results of total University of Toronto respondents, Canadian Public Sector Norm, and International Education Norm (Americas).

**Figure 4-ii-a**  
**U of T Speaking UP Faculty and Staff Experience Survey, 2010**  
**Overall, how satisfied are you with being an employee of U of T?**

The chart below indicates the responses from total U of T faculty and staff and U of T faculty and staff by group regarding their overall satisfaction with being an employee at the U of T, compared to three benchmarks: U of T total responses in 2006, Canadian public sector norm, and International Education Norm.

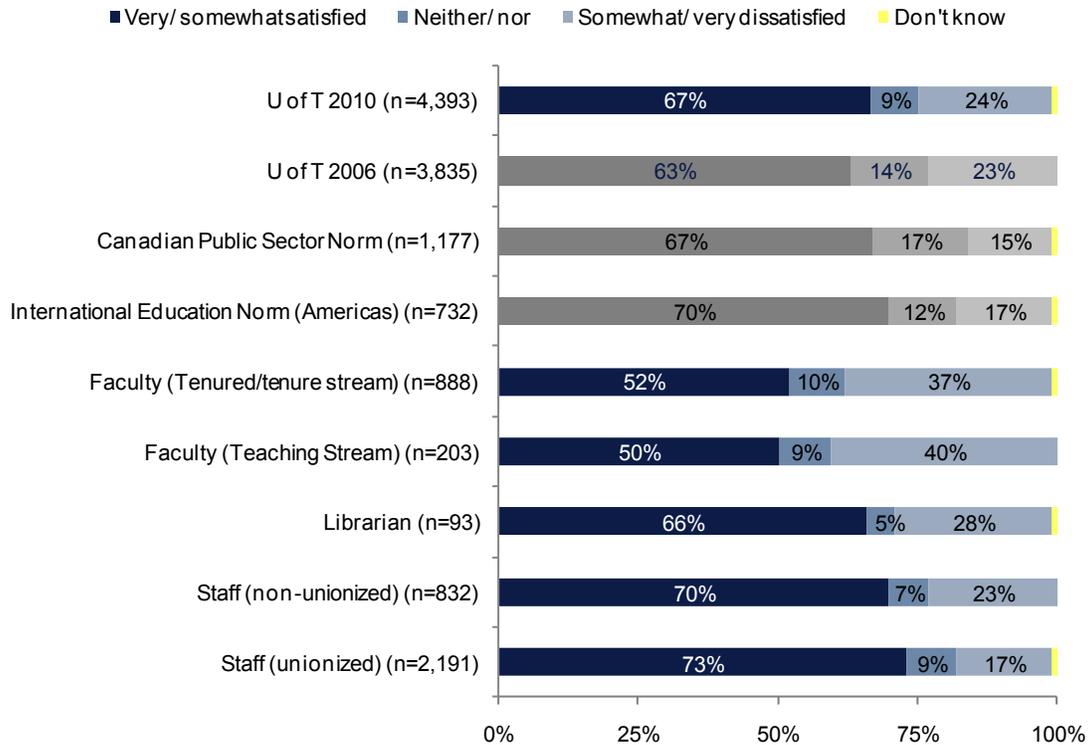


Source: UofT Faculty and Staff Experience Survey: Speaking UP, November 2010.  
 Note: Ipsos Reid provided benchmarks for selected questions.

**4. Advancement and Long-term Institutional Resources**  
**ii. Faculty and Staff Satisfaction and Experience**  
**Figures a-b**

**Figure 4-ii-b**  
**U of T Speaking UP Faculty and Staff Experience Survey, 2010**  
**I am satisfied with the balance between my private and professional life**

The chart below indicates the responses from total U of T faculty and staff and U of T faculty and staff by group regarding their overall satisfaction with being an employee at the U of T, compared to three benchmarks: U of T total responses in 2006, Canadian public sector norm, and International Education Norm.



Source: UofT Faculty and Staff Experience Survey: Speaking UP, November 2010.  
 Note: Ipsos Reid provided benchmarks for selected questions.

**Related Report:**

Speaking UP University of Toronto Employee Experience Survey:  
<http://www.hrandequity.utoronto.ca/news/survey.htm>

Summary results of the 2006 survey are available at  
<http://www.hrandequity.utoronto.ca/Assets/news/utfses/res+summ.pdf>

**4. Advancement and Long-term Institutional Resources**  
**ii. Faculty and Staff Satisfaction and Experience**

**Figure c**

**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.

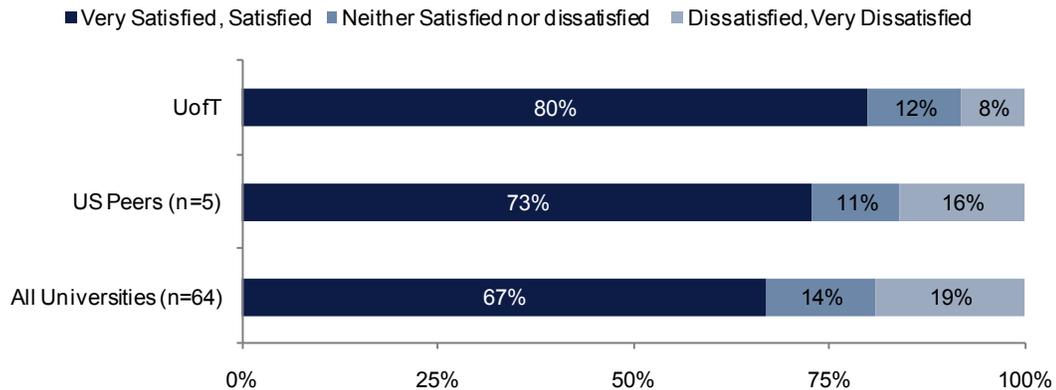
**Figure 4-ii-c**  
**COACHE 2008**

**All things considered, how satisfied or dissatisfied are you with your institution as a place to work?**

---

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

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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)

#### 4. Advancement and Long-term Institutional Resources

##### iii. Library and IT Resources

###### Figures a-b

### 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. LibQUAL+ survey is a national initiative designed to measure library service quality and identify best practices on an ongoing basis, led by the Canadian Association of Research Libraries. Survey respondents are asked about their perceptions and expectations of library service quality on three dimensions:

- **Affect of Service:** Customer services provided by library staff
- **Information Control:** Library resources, collections and access to resources
- **Library as Place:** Library spaces, facilities and amenities (for study, meeting, etc.)

In March of 2007, UTL implemented the LibQUAL+ survey as part of a consortium of 62 Canadian institutions and 217 institutions worldwide, including college and university libraries, health sciences libraries, community college libraries and law libraries. A total of 1,118 responses were analyzed. In March of 2010, the University of Toronto participated for a second time. A total of 934 responses were analyzed. This year we are able to report the results of LibQUAL 2010.

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

**Figure 4-iii-a**  
**Major North American Research Libraries**

	2005-06	2006-07	2007-08	2008-09
<b>ARL</b>				
<b>RANK UNIVERSITY</b>	<b>UNIVERSITY</b>	<b>UNIVERSITY</b>	<b>UNIVERSITY</b>	<b>UNIVERSITY</b>
1	Harvard	Harvard	Harvard	Harvard
2	Yale	Yale	Yale	Yale
3	Columbia	Columbia	<b>Toronto (3rd)</b>	Columbia
4	<b>Toronto (4th)</b>	<b>Toronto (4th)</b>	Columbia	<b>Toronto (4th)</b>
5	California, Berkeley	California, Berkeley	California, Berkeley	Michigan
6	California, L.A.	Michigan	California, L.A.	California, Berkeley
7	Michigan	California, L.A.	Michigan	Pennsylvania State
8	Pennsylvania State	Pennsylvania State	Pennsylvania State	California, L.A.
9	Texas	Texas	Texas	Princeton
10	Cornell	Cornell	Princeton	Texas

**Top 4 Canadian Universities (after Toronto)**

2005-06	2006-07	2007-08	2008-09
<b>RANK/ UNIVERSITY</b>	<b>RANK/ UNIVERSITY</b>	<b>RANK/ UNIVERSITY</b>	<b>RANK/ UNIVERSITY</b>
27/Alberta	19/Alberta	12/Alberta	16/Alberta
29/British Columbia	25/British Columbia	25/British Columbia	26/British Columbia
34/Montreal	33/Montreal	26/McGill	34/Montreal
39/McGill	36/McGill	33/Montreal	40/McGill

Source: Association of Research Libraries Statistics

Variables used: Total library expenditures, total library materials expenditures, salaries and wages of professional staff, and total number of professional and support staff.

#### 4. Advancement and Long-term Institutional Resources

##### iii. Library and IT Resources

##### Figures a-b

Figure 4-iii-b

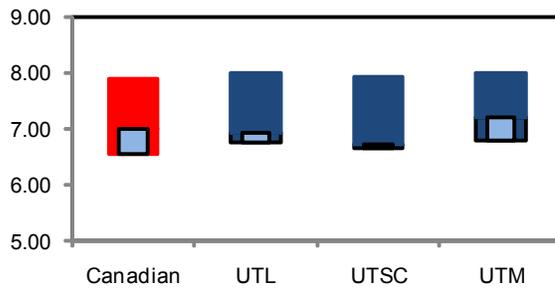
LibQUAL+ survey - All Respondents, 2010

Users were asked for their judgments on three scales for each survey question:

- the **desired level of service** they would like to receive,
- the **minimum level of service** they are willing to accept, and
- the **actual level of service** they perceive to have been provided.

The desired and minimum scores establish the upper and lower boundaries of a zone of tolerance within which the perceived scores should float if respondents view service as adequate. This framework allows the use of gap analysis to interpret results. If scores are within the zone of tolerance, the service adequacy gap is positive because users' perceptions are higher than their minimum expectations, although lower than their desired expectations. A negative service adequacy gap occurs when perceptions fall below minimum expectations. A positive superiority gap occurs when perceptions exceed desires.

#### 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	Canadian	UTL	UTSC	UTM
Desired	upper boundary	7.89	7.99	7.92	7.98
Minimum	lower boundary	6.55	6.77	6.66	6.81
Perceived		6.99	6.94	6.72	7.20
Number of respondents		47,907	370	361	201

Canadian = All College and University respondents from Canada. Participating institutions included: Algoma, Bishop's, Brock, Carleton, Concordia, Dalhousie, Ecole de technologie superieure, HEC, Lakehead, McGill, McMaster, Memorial, Mount Allison, Mount Saint Vincent, Queen's, Ryerson, Simon Fraser, St. Francis Xavier, Moncton, Montreal, Quebec (at Chicoutimi, Montreal, Trois-Rivers, Outaouais), Alberta, University of British Columbia, UBC Okanagan, Calgary, Guelph, Manitoba, New Brunswick, UOIT, Saskatchewan, Freaser Valley, Toronto, UTM, UTSC, Victoria, Waterloo, Western, Windsor, Wilfred Laurier, York, Centennial College, Medicine Hat College, Red Deer, Saskatchewan IAST.

UTL = University of Toronto Libraries on the St. George campus

UTL sample population included 900 Faculty, 900 staff (except library staff), 900 Grads, 1,200 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 1,200 UTSC undergrads

UTM = University of Toronto Mississauga Library

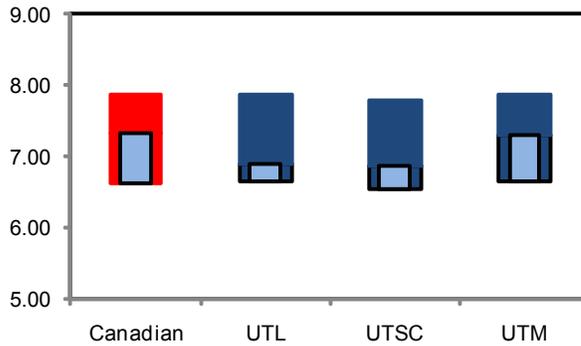
UTM sample population included all UTM Faculty (discrete group from St. George), all UTM grad students, all staff (except library staff), sample group of 1,200 UTM undergrads

#### 4. Advancement and Long-term Institutional Resources

##### iii. Library and IT Resources

##### Figures a-b

#### Affect of Services

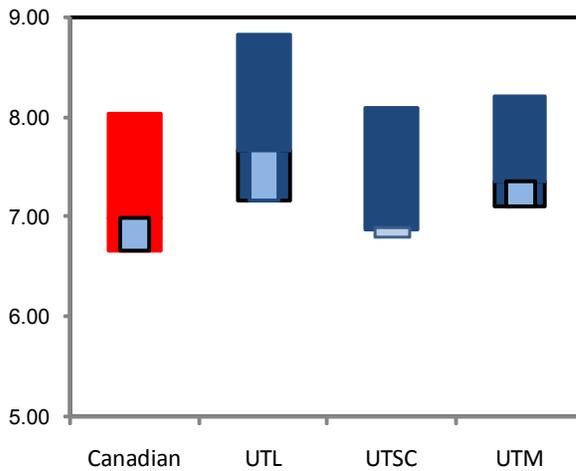


#### Affect of Services Survey Items:

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	Canadian	UTL	UTSC	UTM
Desired	upper boundary	7.86	7.87	7.80	7.86
Minimum	lower boundary	6.63	6.65	6.55	6.66
Perceived		7.33	6.90	6.88	7.30
Number of respondents		47,361	369	361	200

#### Information Control



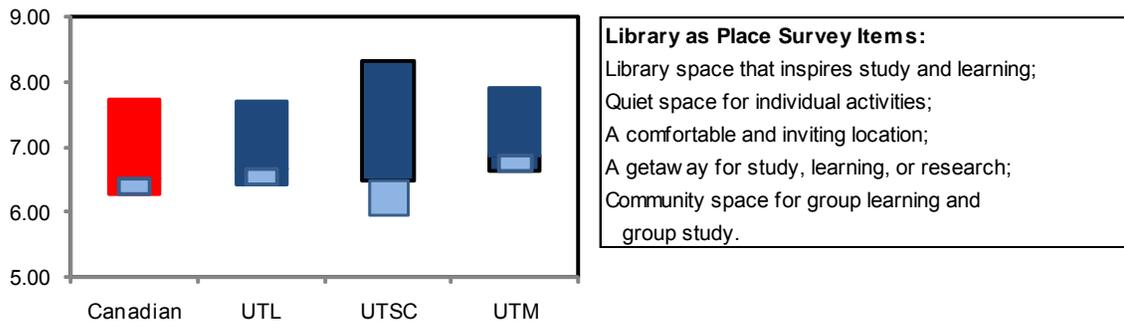
#### Information Control Survey Items:

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	Canadian	UTL	UTSC	UTM
Desired	upper boundary	8.03	8.29	8.10	8.21
Minimum	lower boundary	6.66	7.16	6.87	7.11
Perceived		6.98	7.13	6.88	7.35
Number of respondents		47,829	370	360	201

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

**Library as Place**



Library as Place	Legend	Canadian	UTL	UTSC	UTM
Desired	upper boundary	7.73	7.70	7.85	7.92
Minimum	lower boundary	6.27	6.41	6.49	6.64
Perceived	<span style="color: blue;">■</span>	6.50	6.67	6.01	6.86
Number of respondents		46,318	358	353	197

**Related Reports:**

University of Toronto Library Annual Statistics

<http://discover.library.utoronto.ca/general-information/about-the-library/annual-statistics>

LibQUAL + Survey Results

<http://discover.library.utoronto.ca/services/libqual-survey>

#### 4. Advancement and Long-term Institutional Resources

##### iii. Library and IT Resources

Figure c

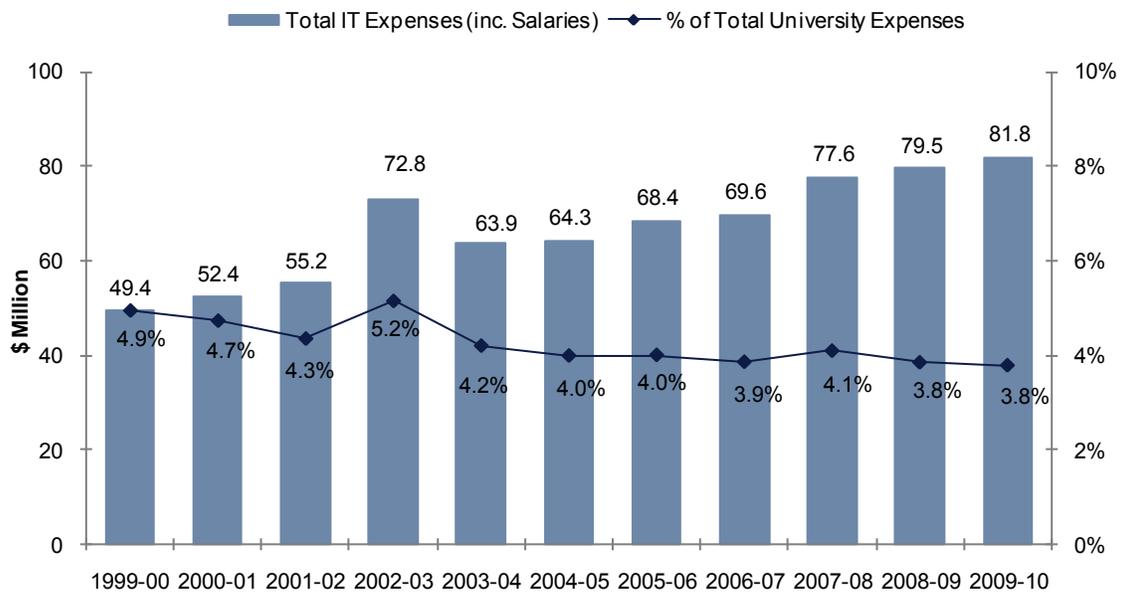
### IT Investment

#### 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**

The bars below represent total IT expenses, including salaries, in millions of dollars between 1999-00 and 2009-10. The line represents total IT expenses including salaries, as a percentage of total University expenses.



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

#### 4. Advancement and Long-term Institutional Resources

##### iii. Library and IT Resources

Figure d

### Courseware Applications

#### Performance Relevance:

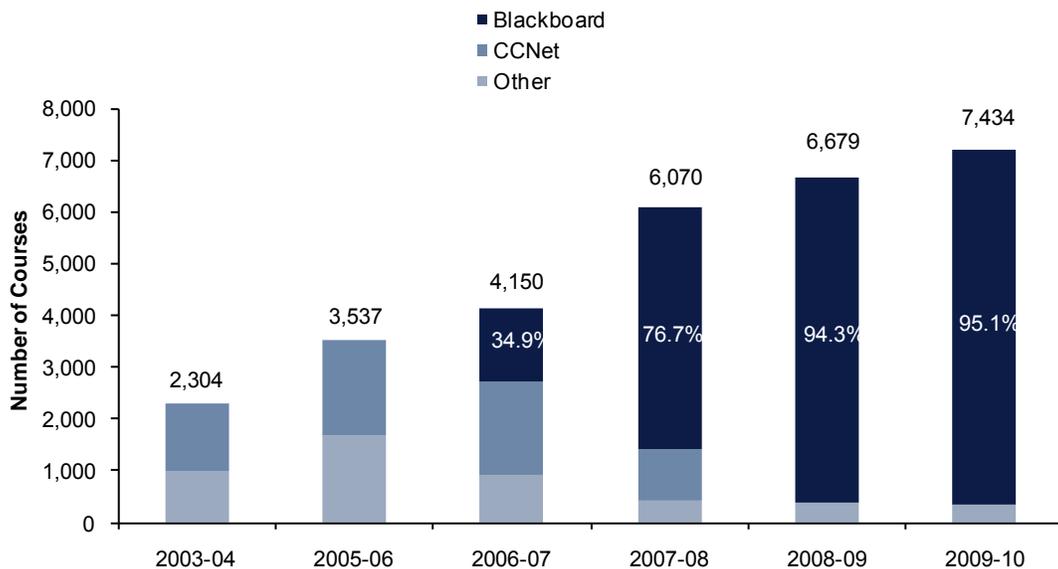
Recent studies have shown that students want more course materials made available over the web to support new learning models, and increase convenience to students and faculty. Students at the University of Toronto have expressed a desire for all courses to have an online presence. Following a lengthy 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**

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The bars below show the number of courses using courseware management for a web presence in each year from 2003-to 2009-10. 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.

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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 ceased to be used at the University of Toronto.

**4. Advancement and Long-term Institutional Resources**  
**iv. Space Utilization and Central Costs**

**Figure a**

**Room Utilization**

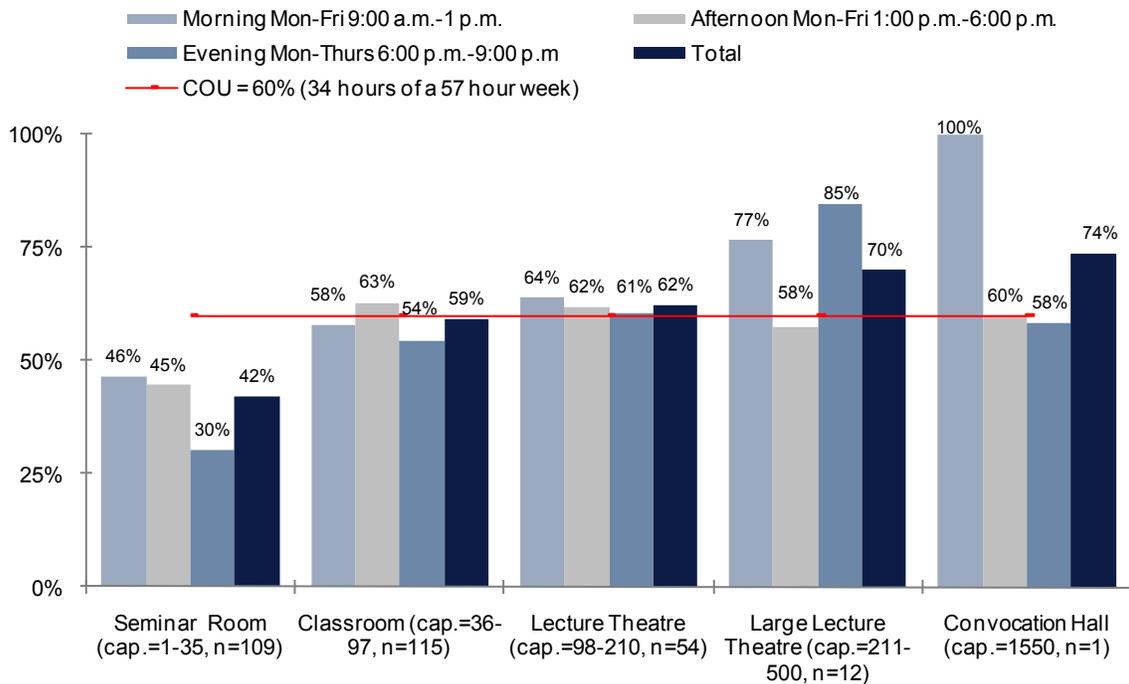
**Performance Relevance:**

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 21 to 25, 2009**  
**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.**

The line in the chart below 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 21 to 25, 2009.



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.

**4. Advancement and Long-term Institutional Resources**  
**iv. Space Utilization and Central Costs**

**Figure b**

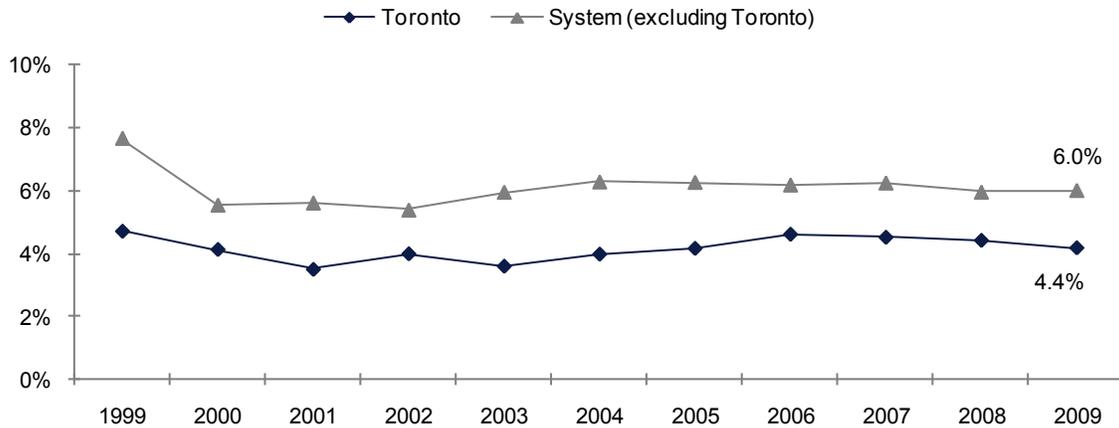
**University Central Administrative Costs**

**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 2008-09**

The chart indicates U of T’s central administration and general expenses as a percentage of operating expenses compared to that of the Ontario university system, for the fiscal years ending 1999 to 2009. The lower the percentage, the more an institution has been able to contain these costs.



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, 2008-09 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.

#### **4. Advancement and Long-term Institutional Resources**

##### **v. Funding Sources and Financial Health**

###### **Figure a**

### **Endowment per Student**

#### **Performance Relevance:**

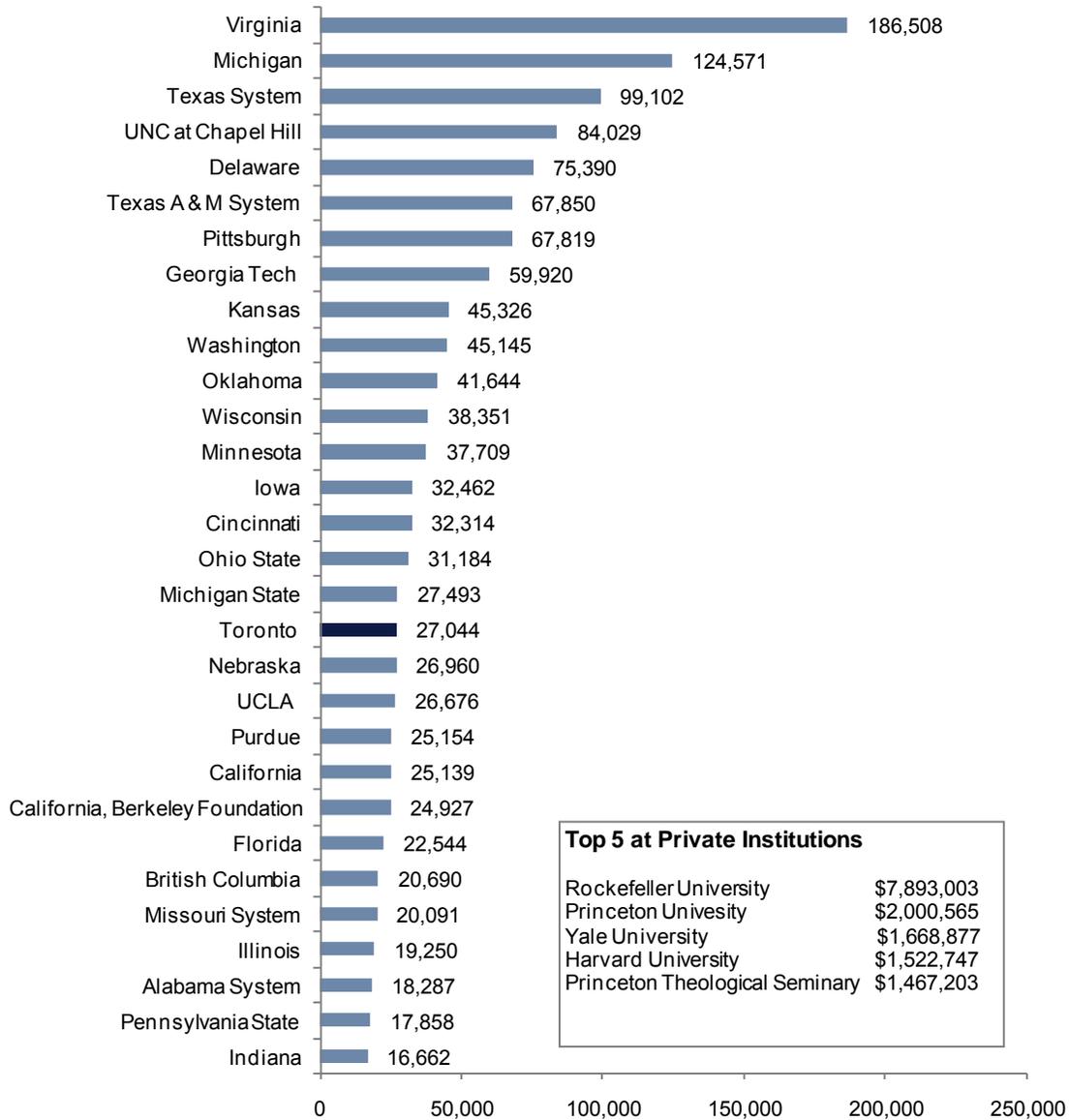
The University's endowment provides support for scholarships, teaching, research and other educational programs now and in the future. Endowments came under pressure at many universities during the global economic crisis. This year's measure compares our per student endowment with other public institutions.

**4. Advancement and Long-term Institutional Resources  
v. Funding Sources and Financial Health**

**Figure a**

**Figure 4-v-a  
Top 30 Endowments at Public Institutions per FTE Student  
as at June 30, 2009 (\$CDN)**

The chart below compares U of T's endowment on a per student basis against the top public and private North American institutions, as of June 30, 2009 (Cdn dollars). Figures for the top private institutions are also provided.



Source: 2009 NACUBO Endowment Study converted to Canadian Dollars at an exchange rate of 1.1625.  
Toronto includes Federated Colleges.

**Related Reports:**

University of Toronto Endowment Reports:

<http://www.finance.utoronto.ca/alerts/endowrpts.htm>

**4. Advancement and Long-term Institutional Resources  
v. Funding Sources and Financial Health  
Figures b-c**

**Financial Health**

**Performance Relevance:**

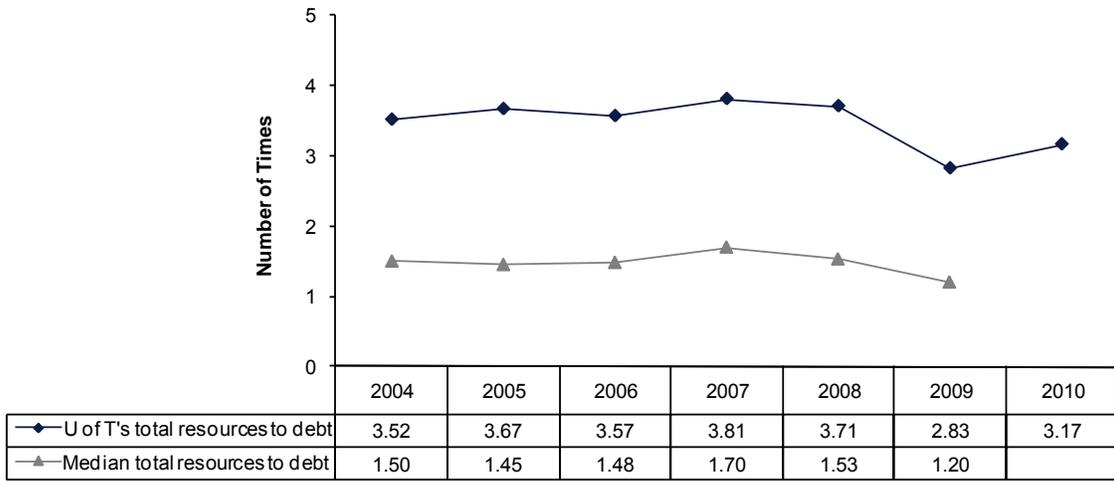
Information on the financial health and credit ratings of the University of Toronto is useful to governors to help determine the capacity of the University to repay borrowing, as assessed by independent credit rating agencies. Key rating criteria include diversity of revenues and strength of student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

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

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The two lines below compare U of T's median resources to long-term debt to 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.

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Source: Medians obtained from Moody's Investors Services "Moody's Fiscal Year 2009 Public College and University Medians" publication.

**4. Advancement and Long-term Institutional Resources**  
**v. Funding Sources and Financial Health**  
**Figures b-c**

**Figure 4-v-c**  
**Credit Rating Comparison**  
**University of Toronto with US and Canadian Peers at June 2010**

The table below indicates the credit rating definitions and the ratings assigned to those of our US and Canadian peers that have been rated by U of T's rating agencies, as of June 2010.

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
<b>PROVINCE OF ONTARIO</b>	<b>Aa1</b>	<b>AA-</b>	<b>AA(low)</b>
University of Texas system	Aaa	AAA	
University of Michigan	Aaa	AAA	
Queen's University		AA+	AA
University of Washington	Aaa	AA+	
University of British Columbia	Aa1	AA+	
<b>University of Toronto</b>	<b>Aa1</b>	<b>AA</b>	<b>AA</b>
University of California	Aa1	AA	
University of Ottawa a	Aa1		AA
McMaster University		AA	AA(low )
University of Western Ontario		AA	
Ohio State University	Aa1	AA	
University of Pittsburgh	Aa1	AA	
University of Minnesota	Aa1	AA	
McGill University		AA-	
University of Illinois	Aa2	AA-	
University of Arizona	Aa2		

Source: Credit rating agencies' websites and reports.

**Related Reports:**

University of Toronto Financial Reports:

<http://www.finance.utoronto.ca/Page799.aspx>

**4. Advancement and Long-term Institutional Resources  
v. Funding Sources and Financial Health**

**Figure d-e**

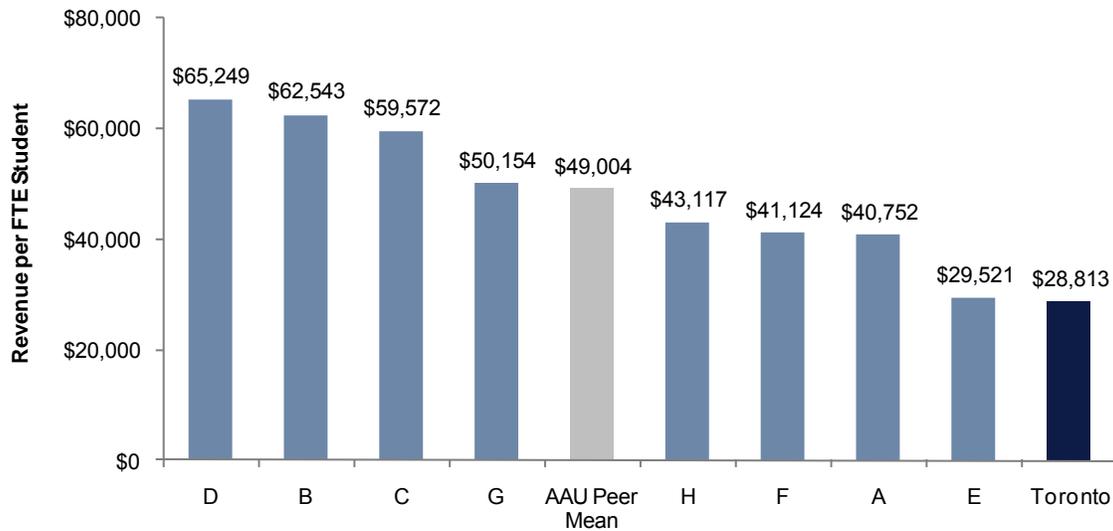
**Total Revenue per Student**

**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, we are providing a 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  
University of Toronto vs. AAU Public Peers  
(US Funds), Fiscal Year 2008-09**

The bars below compare the total revenue per FTE student in U.S. dollars at U of T to eight of our ten AAU peers and the AAU mean in the 2008-09 fiscal year.



Source: AAUDE

Note: All Revenues exclude Hospital/Medical Centre Revenues. Data for U of Minnesota Twin Cities & U of Washington were not available.

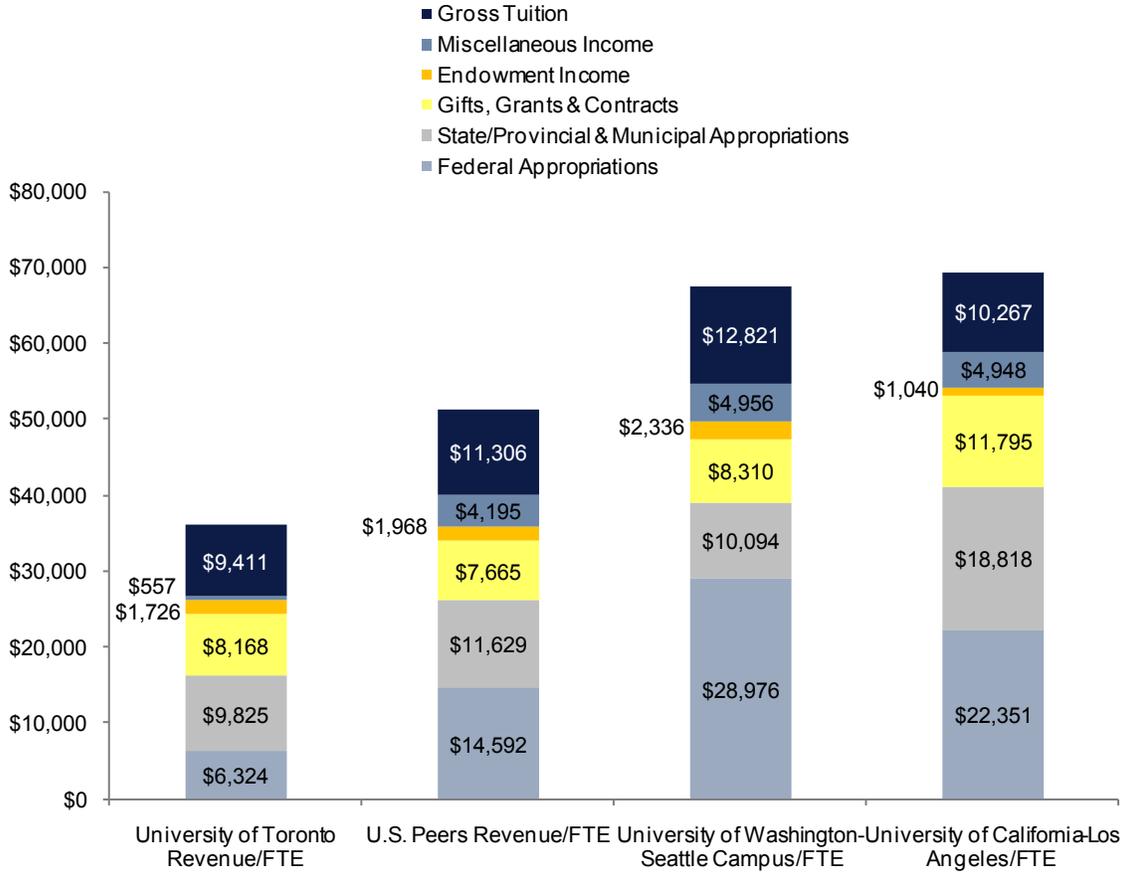
AAU Peer Mean excludes U of T.

Toronto converted to US funds using the purchasing power parity (PPP) of 0.80.

**4. Advancement and Long-term Institutional Resources  
v. Funding Sources and Financial Health  
Figure d-e**

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

The chart below 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.



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.