UNIVERSITY OF TORONTO

PERFORMANCE INDICATORS FOR GOVERNANCE, 2010 A SUMMARY

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1. INTRODUCTION

The University of Toronto educates more students and makes more discoveries than any other university in Canada. It is recognized as one of the foremost research-intensive universities in the world. The size and complexity of the institution leads to greater opportunities for our students and faculty, but also to greater challenges than faced by many of our Canadian peers. U of T can proudly claim international eminence in an impressive number of academic disciplines. At the same time, our size requires that we find creative ways to provide quality facilities and to ensure that every member of our community feels connected to campus life.

The Performance Indicators for Governance report measures our progress towards long-term goals in a range of teaching and research areas. It is our central accountability report to governance, and is designed to serve members of the wider community who wish to know more about the University's operations, achievements and challenges. The indicators have changed over the years as we have expanded the scope of areas that we have sought to measure, have enhanced our data collection, and have created partnerships with other institutions and agencies that allow for external benchmarking.

This year's report introduces some new or expanded indicators, including a broader range of the University's international ranking results, a consolidated measure of U of T's tricouncil funding, an expansion of the instructional engagement measure to two additional faculties, focus group results regarding student engagement, an additional year of graduate student survey results, and measures of service-learning opportunities for our students.

The 2010 report reveals a number of notable findings:

- The University's scholars remain the most distinguished in Canada, as reflected by prestigious international and national awards received.
- U of T is consistently ranked among the top institutions in the world across a number of international rankings. U of T's consistent strength across all disciplines clearly distinguishes it from its Canadian peers.
- The University has maintained its "market share" of federal research funding from the granting councils.
- The need for improved academic infrastructure continues to grow, though some relief is expected when new buildings and renovations funded by the Knowledge Infrastructure Program open in 2011. Similarly, U of T's deferred maintenance backlog remains a challenge.
- The University's student recruitment efforts have been highly effective at both the graduate and undergraduate levels, and the demand for professional master's and doctoral program places continues to grow.

- The University of Toronto welcomes proportionally more students from lower income households, and devotes more of its operating budget to bursaries and scholarships, than the average of other Ontario universities.

- A large majority of our most distinguished faculty (Canada Research Chairs, Endowed Chairs, and University Professors) are actively engaged in undergraduate teaching.

- In response to student survey results, the University is making efforts to improve communication with students and to enrich learning opportunities.

- The number of commitments and gifts that the University received from alumni and friends grew substantially this year.

- Despite challenging economic circumstances, the University has maintained its solid credit rating and remains financially sound.

Thirty-five measures are featured in this summary document. A comprehensive inventory of our performance measures can be found online.

www.utoronto.ca/about-uoft/measuring-our-performance/performance-indicators-main.htm

2. THE UNIVERSITY'S DISTINCTIVE ROLE

1. Faculty Honours and Research Output

Performance Relevance

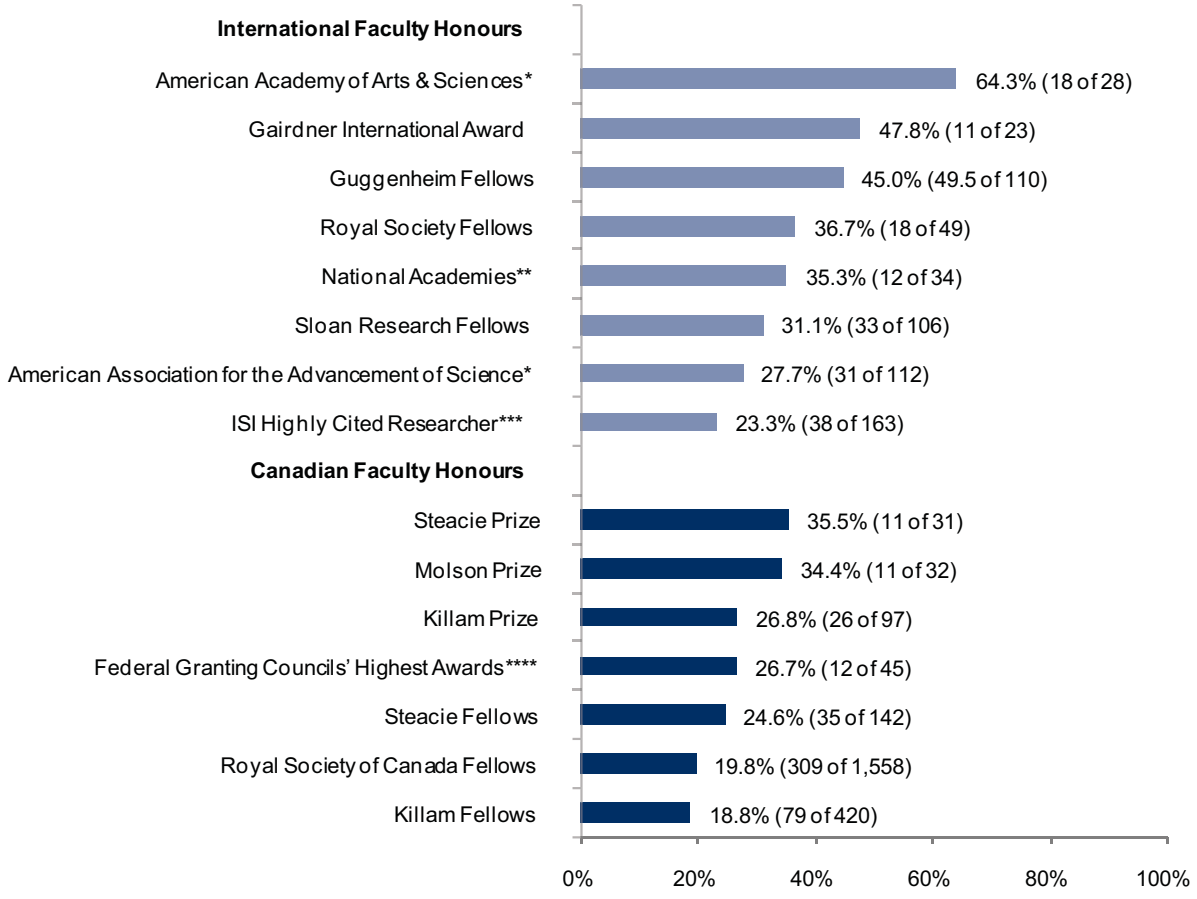
Prestigious national and international awards, such as Guggenheim Fellowships and Steacie Prizes, celebrate a scholar's contributions to his or her field. The collective track record of the University of Toronto's faculty in receiving such awards can thus be used as a measure of the University's overall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

Counts of publications and citations 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.

Rankings provide a further indication of the institution's performance, particularly internationally. This year we have included the results of the new Times Higher Education ranking, as well as the results of five other international rankings.

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

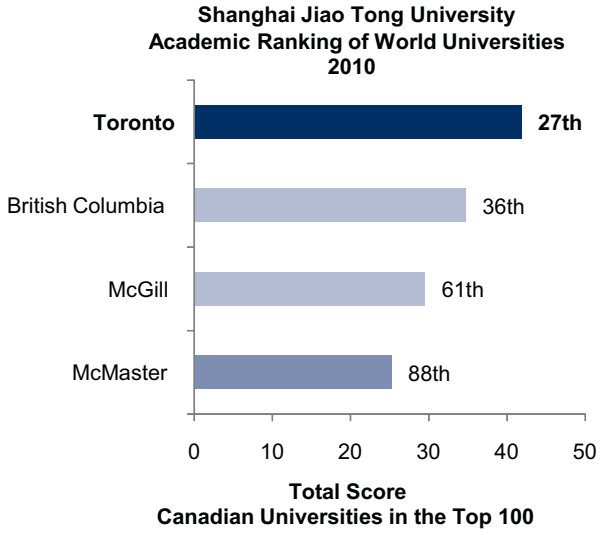
The chart indicates the percentage of International and Canadian Faculty Honours held by U of T faculty as a percentage of the total amount of these awards held by faculty in Canada over a thirty-year period.

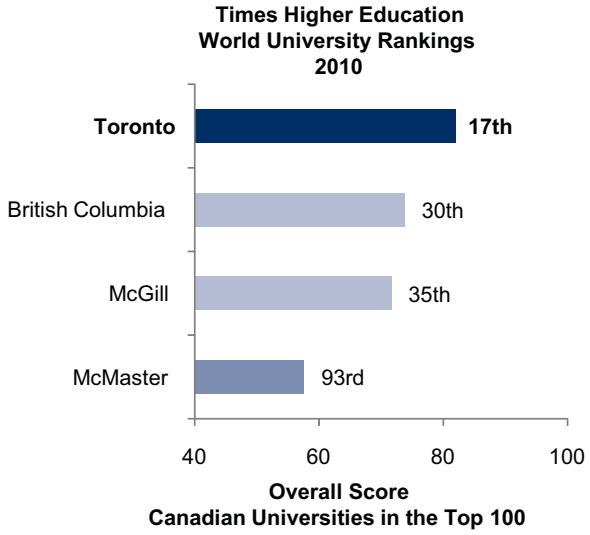


* Current members only.
** The National Academies consists of: Institute of Medicine, National Academy of Engineering, National Academy of Sciences.
*** As of September 2010.
**** Federal Granting Councils' Highest Awards: NSERC: Gerhard Hertzberg Canada Gold Medal for Science and Engineering (n=20); 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.

Figure 2
Research Rankings, 2010

The charts below compare U of T's ranking relative to its Canadian peer institutions in four research-focused rankings.





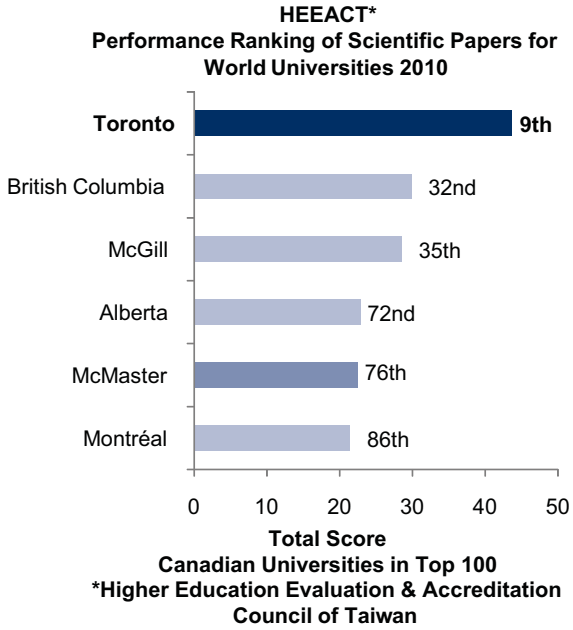


Figure 3
Comparison of International Rankings, University of Toronto and Canadian Peer Institutions - Overall Rankings, Selected Sources, 2010

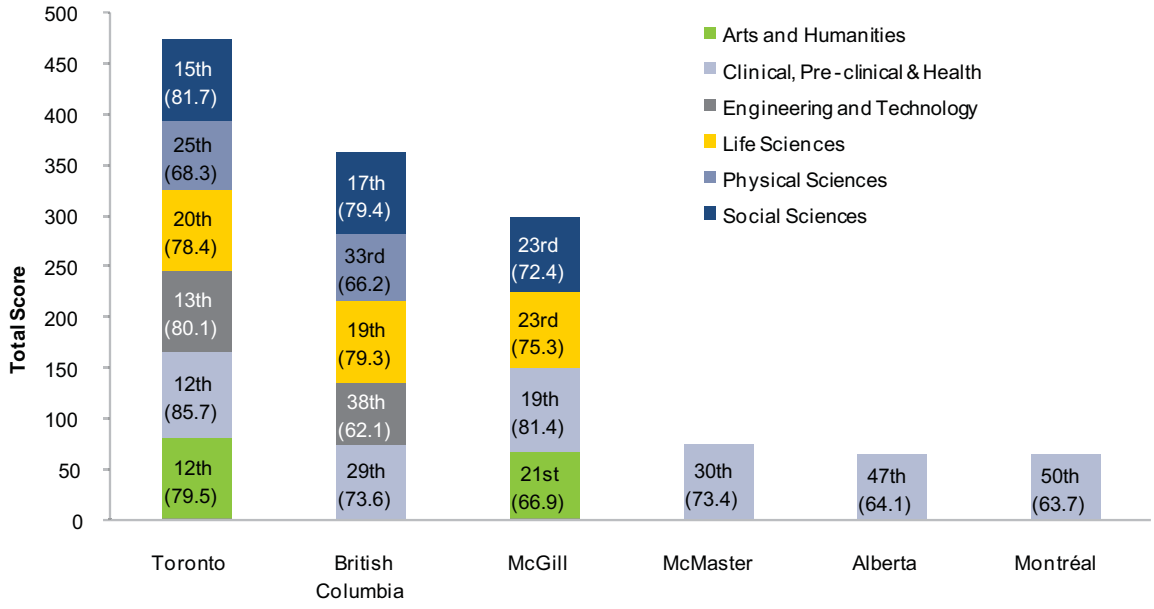
The table compares U of T's ranking relative to its Canadian peer institutions in six international rankings.

	Times Higher Education	Shanghai Jiao Tong	HEEACT	QS World University Rankings	High Impact RPI	SCImago**
Toronto	**17**	**27**	**9**	**29**	**14**	**8**
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 4
Times Higher Education World University Rankings by Discipline, 2010

The chart compares U of T's ranking relative to its Canadian peer institutions in the six disciplines identified in Times Higher Education's World University Rankings.



Only includes Canadian peers in the Top 50 for each discipline.

Figure 5
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 indicates U of T'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

* From U of T-specified groupings using Standard and Deluxe Editions.
** From Standard Edition.
Data source: University Science Indicators 2009 Standard and Deluxe Editions, Thomson Reuters. Unless otherwise indicated, from Deluxe Edition.

Performance Assessment

Over a thirty-year period, the University of Toronto has led Canadian universities in its share of awards from national bodies, ranging from 18.8% to 33.5%. Its share of distinctions from prestigious international bodies has been even more impressive, ranging from 23.3% to 64.3%. To put these figures in perspective, according to Statistics Canada the University of Toronto's share of full-time faculty is estimated at approximately 6% (excluding clinical faculty and those based in hospital research institutes, who are not reported to Statistics Canada).

This year's international university rankings results again demonstrate that U of T remains very competitive on the world stage. While each of the major international rankings includes a different compilation of metrics, U of T consistently ranks among the top thirty institutions in the world. At a discipline level, U of T's consistent strength in the full range of fields clearly distinguishes it from its Canadian peers.

Our high standing is certainly linked to the strong publication record of our faculty. According to counts of publications and citations using data from Thomson Reuters, U of T ranks first in Canada in a wide range of fields. Furthermore, in many of these fields U of T ranks highly in North America.

II. Research Funding and Yields

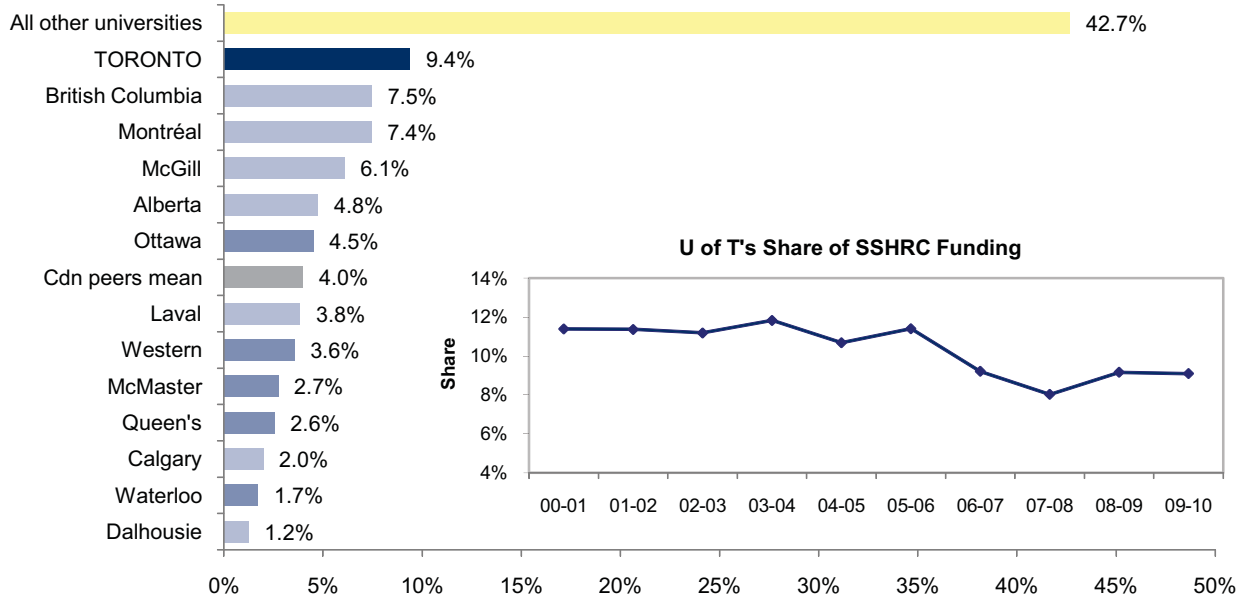
Performance Relevance

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.

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.

Figure 6
Canadian Peer Universities vs. University of Toronto's Share of Social Sciences and Humanities Research Council (SSHRC) Funding - Cumulative Five-Year Share, 2005-06 to 2009-10

The chart compares U of T'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.

Figure 7
Canadian Peer Universities vs. University of Toronto's Share of National Sciences and Engineering Research Council (NSERC) Funding - Cumulative Five-Year Share, 2005-06 to 2009-10

The two charts below compare U of T's five-year cumulative share of NSERC and CIHR funding to our Canadian peers. The insert charts show U of T's trend in share over the most recent ten-year period.

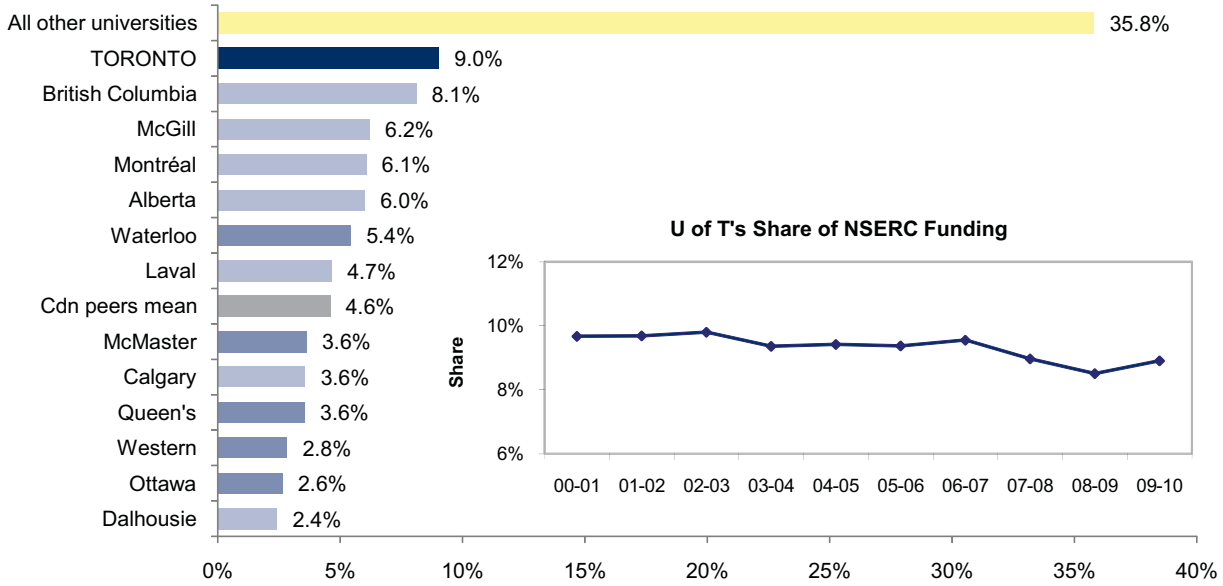
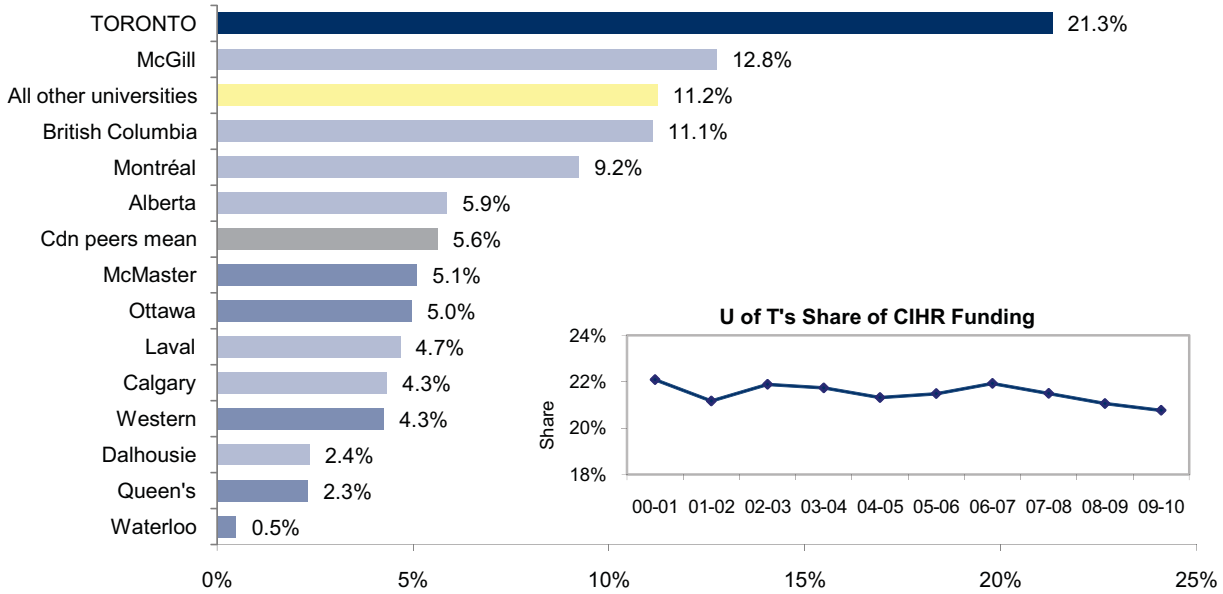


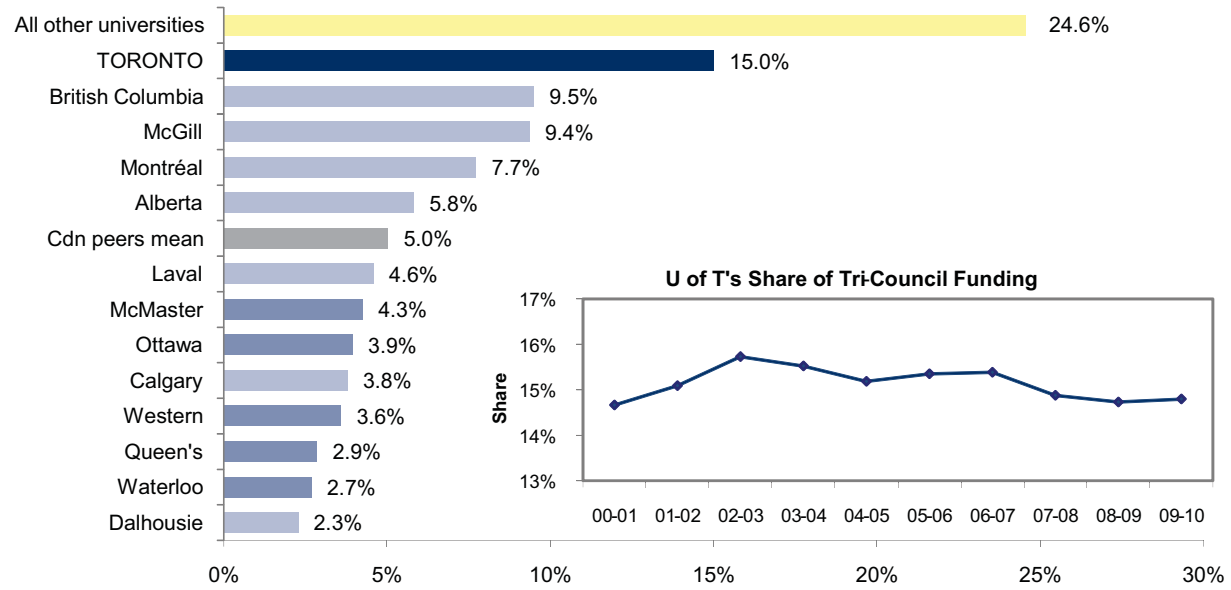
Figure 8
Canadian Peer Universities vs. University of Toronto's Share of Canadian Institutes of Health Research (CIHR) Funding - Cumulative Five-Year Share, 2005-06 to 2009-10



Source: NSERC Facts & Figures 2009-10 report; CIHR Expenditures by University and CIHR Program, 2005-06 to 2009-10 reports. Expenditures for Networks of Centres of Excellence nodes, Canada Research Chairs, the Canadian Microelectronics Corporation (Queen's), the Canadian Light Source (U. Saskatchewan), the Enzyme Replacement Therapy for Fabry Disease program 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.

Figure 9
Canadian Peer Universities vs. University of Toronto's Share of Federal Granting Councils (Tricouncil) Cumulative Five-Year Share, 2005-06 to 2009-10

The chart compares U of T's five-year cumulative share of total tricouncil funding to our Canadian peers. The insert chart shows U of T's trend 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.

Performance Assessment

The University of Toronto, including our partner hospitals, continues to rank first in Canada in tricouncil funding received. The University's five-year cumulative share of total tricouncil funding is 15%.

As seen in the insert line chart, the University's year-over-year share rose 0.1% in 2009–10, rising from $213.8 million to $219.7 million. This rise is largely due to our better year-over-year performance in NSERC.

As mentioned, success in tricouncil funding drives an institution's allocation of Canada Research Chairs (CRCs). The Vice-President, Research has set a goal to raise our allocation of CRCs from 249 to 250 by the 2013 national recalculation. To do this, the University will need to increase our market share of granting council funding by 0.25% each year for the next three years.

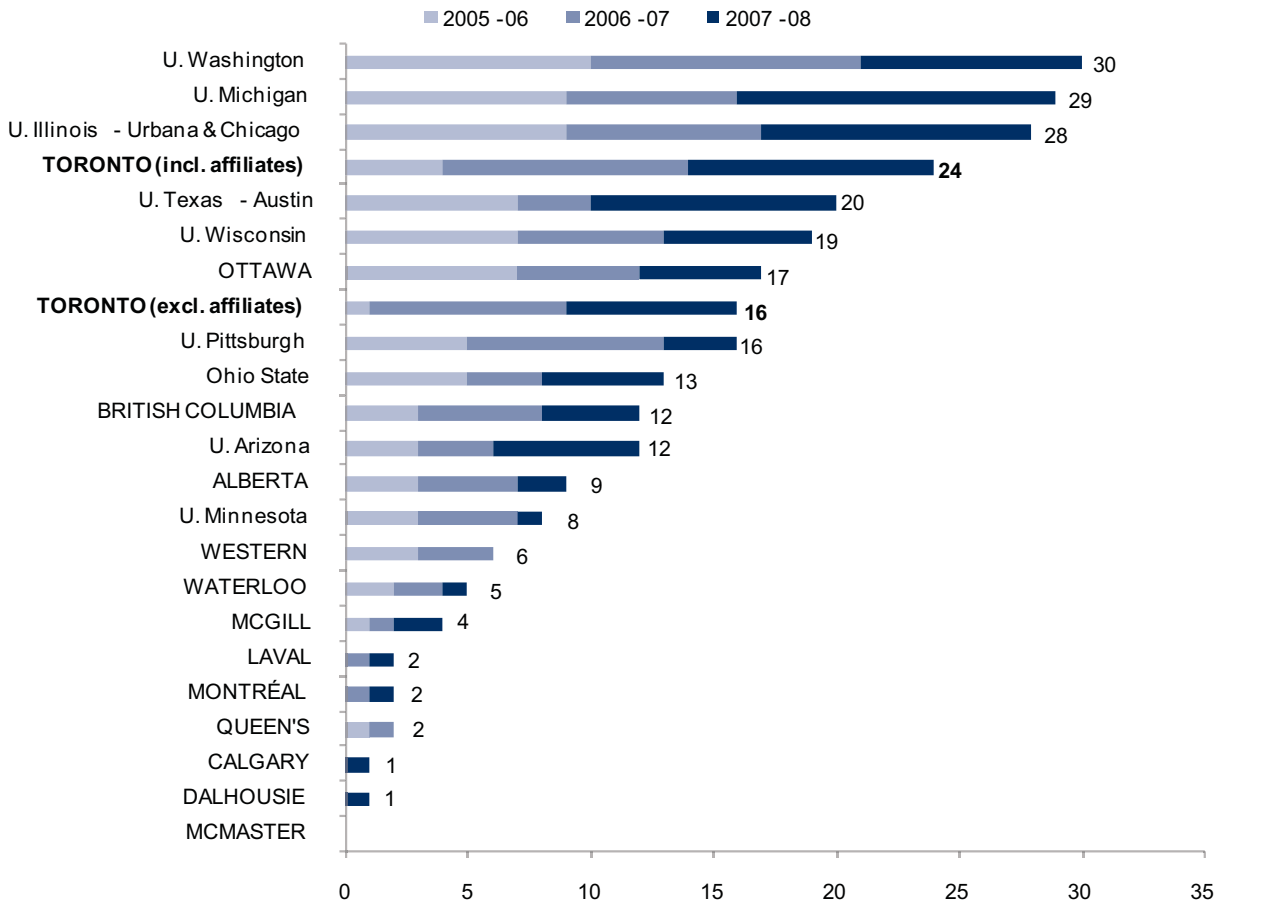
III. Commercialization and Knowledge Transfer

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. New spin-off companies, in particular, capture a direct contribution by the University's research community to the economic development of the region.

Figure 10
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.

G13 member institutions are shown in capital letters. University of Toronto (incl. affiliates) includes affiliate hospitals, where available: 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./University of Wisconsin Madison. Data for University of California at Berkeley only available as part of University of California system (not shown).

Performance Assessment

The University is performing well in the area of commercialization and knowledge transfer. Over 200 companies have been started at the University of Toronto, including 24 new companies between 2005 and 2008. This places U of T ahead of other Canadian universities, and in good standing among our AAU peers.

Examples of recent U of T spin-off companies include:

- **ChipCare** – This company, started by a PhD student, is developing a hand-held device to allow healthcare workers to monitor AIDS in HIV patients to help them decide when to begin antiretroviral treatment. The technology provides a quick, efficient and mobile way to carry out analyses anywhere, and is thus potentially of significant interest in underdeveloped countries where resources are scarce. With a droplet of a patient's blood, the technology can deliver results in as little as 15 minutes that would normally take days or even weeks in a conventional lab facility.

- **Opalux** – This company, founded by a recent PhD student and a U of T chemistry professor, is developing photonic ink (P-Ink) and elastic ink (Elast-Ink) using nano-sized crystals to create bright, power-efficient displays. P-Ink and Elast-Ink promise to bring full dynamic colour to electronic paper, banknote anti-counterfeit and product authentification devices, which are now becoming mainstream markets for nanotechnology.

- **Quantum Dental Technologies (QDT)** – This company, which aims to radically improve dental care, grew out of a conversation between a U of T engineering professor and his dentist. Modern dental practice treats tooth decay when the damage is already done and destructive intervention is needed, similar to how the treatment of gangrene once necessitated the loss of a limb. QDT has developed a unique low-power laser light to scan teeth for decay's precursor, de-mineralization. This harmless technique reduces the need for unsafe x-rays and can catch potential decay at a much earlier stage when the tooth's integrity can still be saved. In 2010, QDT became the first Canadian business to win the National Instruments Graphical System Design Achievement Award in the Medical Device Design and Development category.

3. SPACE INVENTORY AND DEFERRED MAINTENANCE

Performance Relevance

Capital infrastructure is an important element in the University experience for 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.

Similarly, the level of deferred maintenance is measured by a standard used by all Ontario universities. The latest audit of University of Toronto buildings was conducted in December 2009.

Figure 11
Total Space by Campus, 1995-96 to 2007-08

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

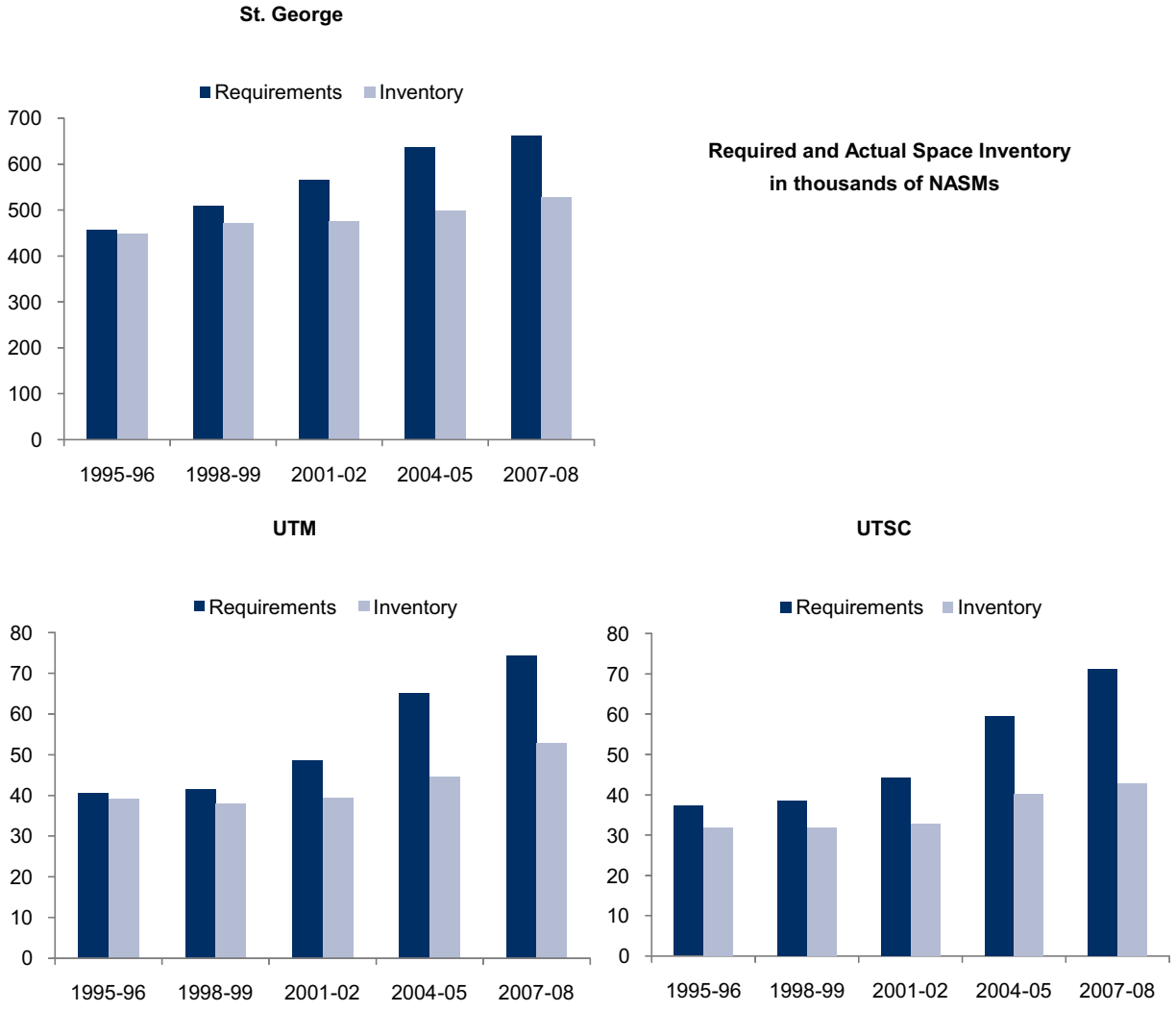
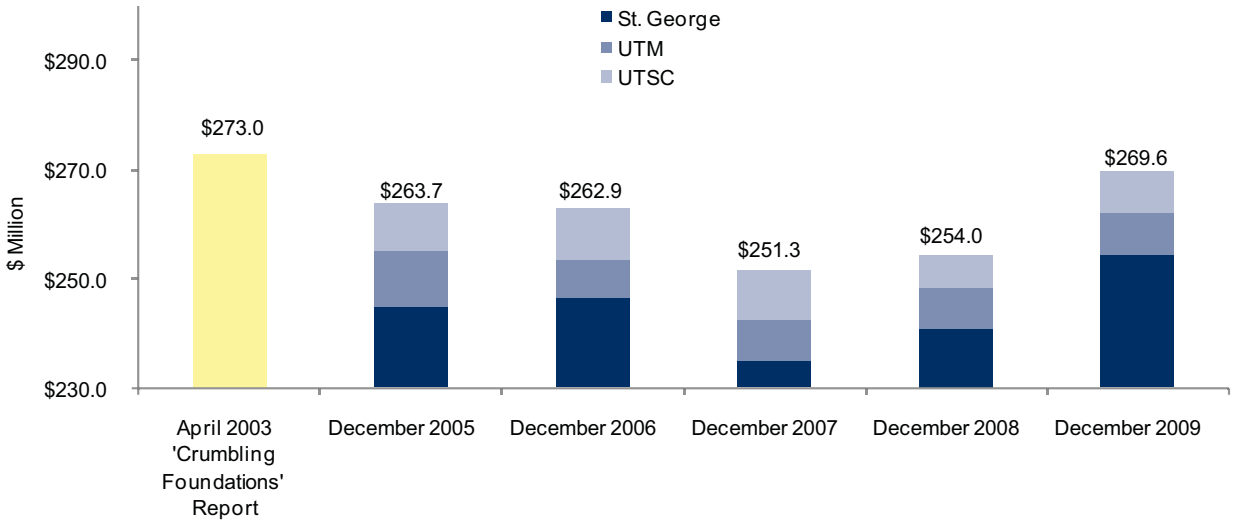


Figure 12
Deferred Maintenance Backlog by Campus, 2003 to 2009

The chart illustrates the deferred maintenance backlog by campus over the past five years 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.

Performance Assessment

A gap exists between the actual space inventory and requirements (as per the COU formula) at all three campuses. This space deficit is most acute at UTM and UTSC where dramatic enrolment growth has occurred since 2000. Both campuses recently received significant investment through the joint federal-provincial Knowledge Infrastructure Fund, which is supporting new instructional and laboratory centres on each campus that will open in 2011. This much needed additional space will ease the space deficit in the short-term. To respond to the expected future enrolment demand in the Toronto region, additional infrastructure will be needed at all three campuses.

Since 2007 the deferred maintenance backlog has grown. More than $250 million of the University's $270 million deferred maintenance needs are located at the St. George campus, now approaching levels seen in 2003 when the comprehensive "Crumbling Foundations" report was released. In 2010, the Provincial government reduced its annual Facility Renewal Fund for Ontario universities from $40 million to $26 million, resulting in a reduction in U of T's allocation from $5 million to $3.2 million. A larger and sustained amount of funding is needed to appropriately address the University's deferred maintenance and renewal of infrastructure needs.

4. STUDENT RECRUITMENT, RETENTION AND EXPERIENCE

I. Student Recruitment

Performance Relevance

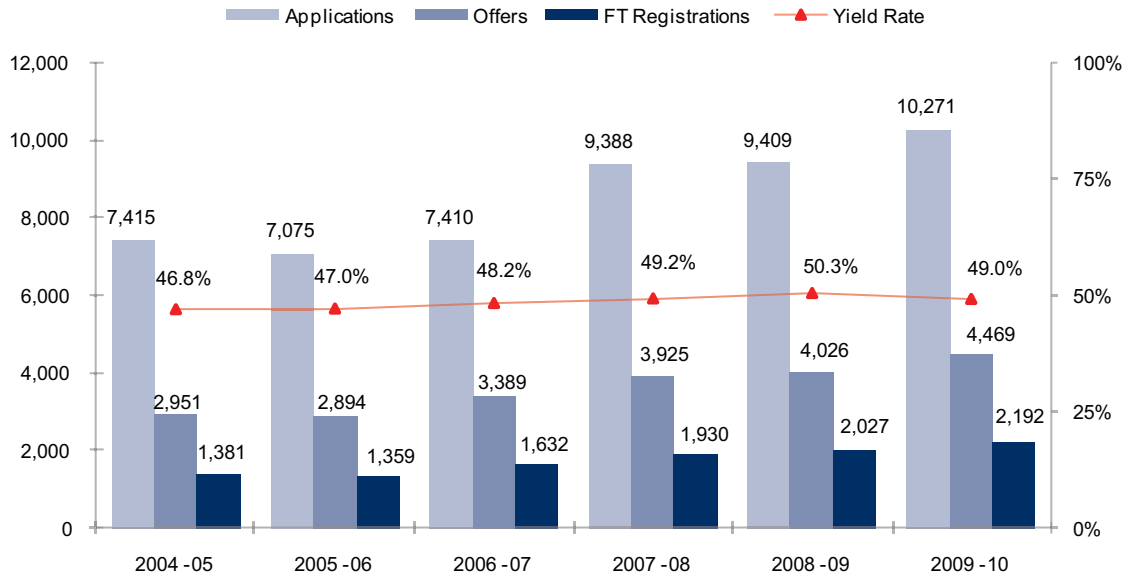
The success of our recruitment efforts for new students can be measured by the annual volume of applications and yield rates (registrations as a percentage of offers). This year we have highlighted the trend among two types of graduate students—those applying to professional master's programs and doctoral programs.

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. Entering averages in our direct-entry programs reflect our ability to attract excellent students.

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.

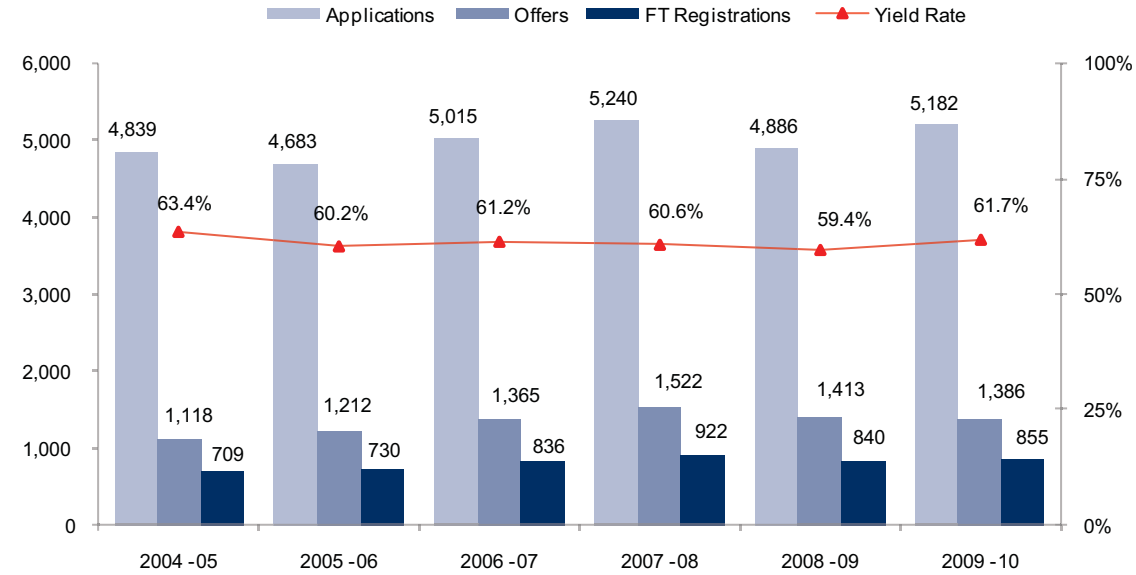
Figure 13
Total Applications, Offers, Registrations and Yield Rates - Professional Master's Programs, 2004-05 to 2009-10

The red lines in the charts below indicate the change over time in the number of students who registered in graduate professional programs and doctoral programs as a percentage of the number of offers that were made each year.



Programs: 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 Resources, Master of Information Studies, Master of Landscape Architecture, Master of Mathematical Finance, Master of Management & 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, Master of Visual Studies. Yield rate is number of registrations divided by number of offers.

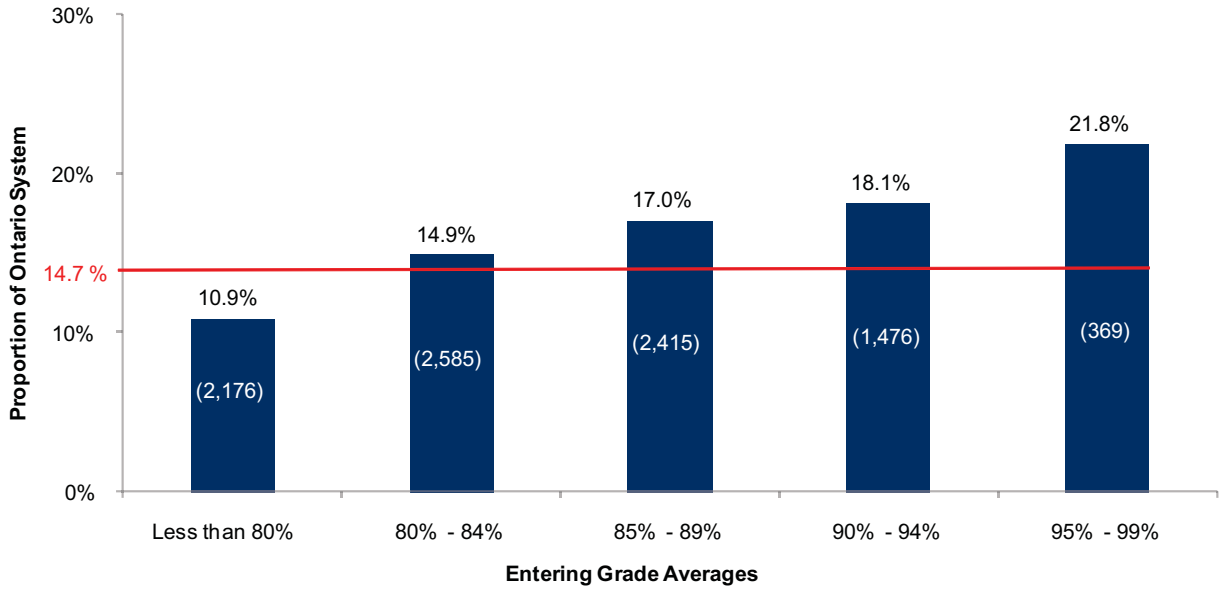
Figure 14
Total Applications, Offers, Registrations and Yield Rates - SGS Doctoral Programs, 2004-05 to 2009-10



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

Figure 15
Entering Grade Averages by Range - First-Entry Programs, Proportion of Ontario Students Attending the University of Toronto, Fall 2009

The bars 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.



Source COU. Based on OUAC final average marks.

Figure 16
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.

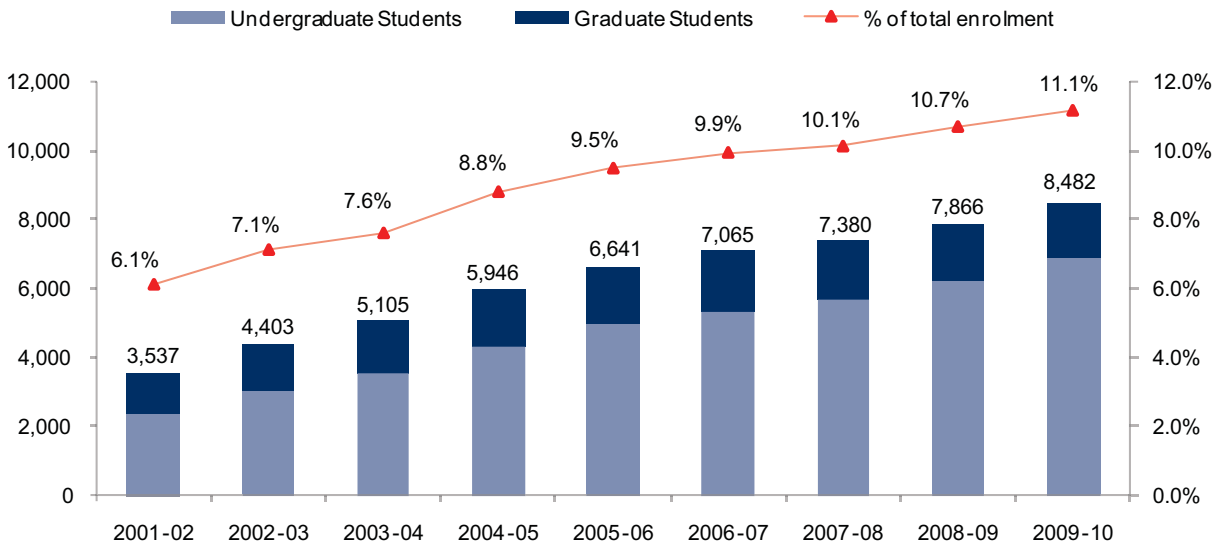
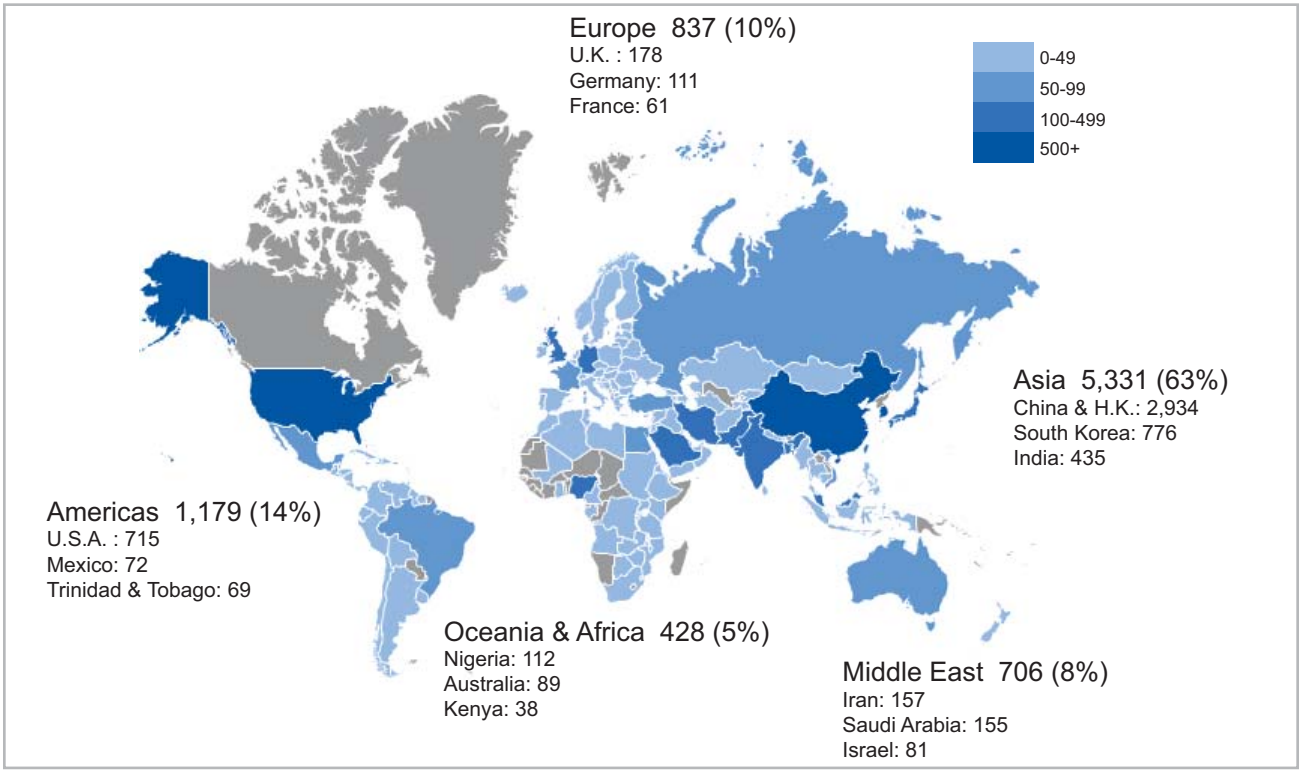


Figure 17
International Student Enrolment by Geographic Origin, Fall 2009

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



Performance Assessment

The University's recent recruitment efforts have been highly effective, their success coinciding with enhanced marketing efforts. Revised recruitment materials include the Discover U of T website for prospective students, and the popular viewbook, which provides a vivid overview of U of T.

Since 2005–06, the University has observed an increasing demand for graduate program places, particularly those in professional master's programs. In both professional and doctoral programs, the University saw a significant jump in the volume of applications this past year. Yield rates remain strong in graduate programs where growth in demand has been significant.

With respect to undergraduate students, U of T is very successful in attracting excellent students. An impressive 21.8% of students in the highest achievement group, with grades in the 95–99% range, chose the University of Toronto in 2009–10.

Over the past decade, the international student population at U of T has been growing every year. The great bulk of these students, 63%, are drawn from Asia. The next most common geographic origin of students is the Americas, at 14%. However, significant numbers of students come from every region of the world, indicating that the University's reputation extends broadly.

II. Student Access and Support

Performance Relevance

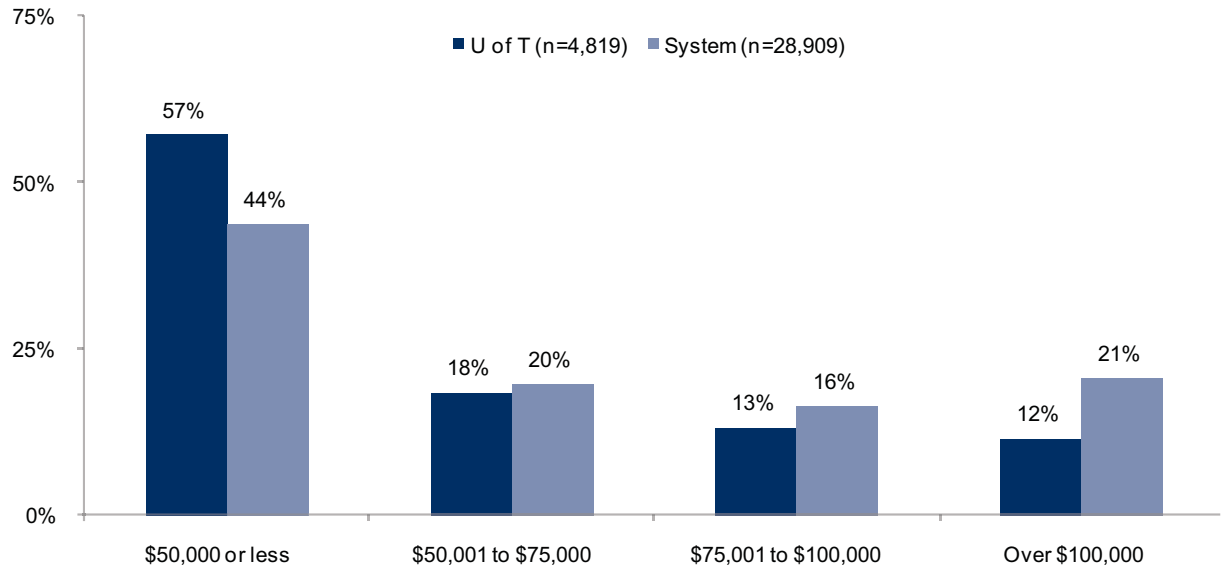
Access to a university education can be influenced by several factors, including socio-economic circumstances and disability. As such, efforts are made by the University to not only attract individuals from varied backgrounds, but to also provide the support they need to successfully complete their studies.

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.

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 18
Parental Income of First-Year Students Receiving OSAP in Direct-Entry Programs at the University of Toronto Compared to Other Ontario Universities, 2008-09

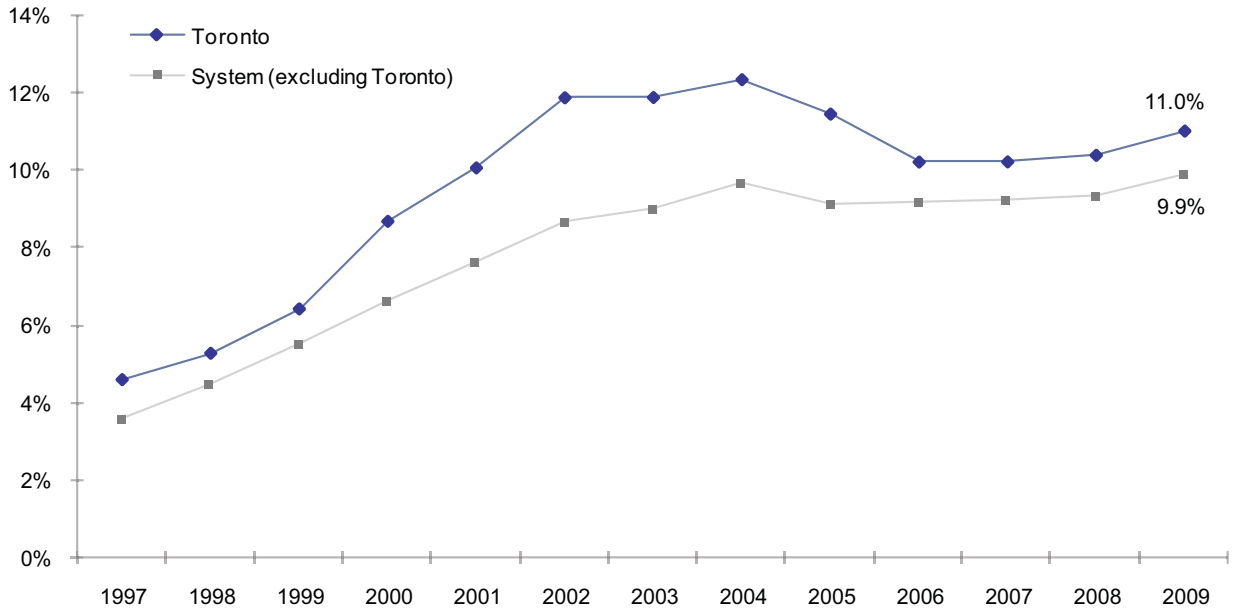
The chart indicates the distribution of parental income of first-year U of T students in direct-entry programs who received OSAP in 2008-09 compared to first-year students in all other Ontario universities.



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

Figure 19
Percentage of Scholarships and Bursaries to Total Operating Expenditures, 1996-97 to 2008-09

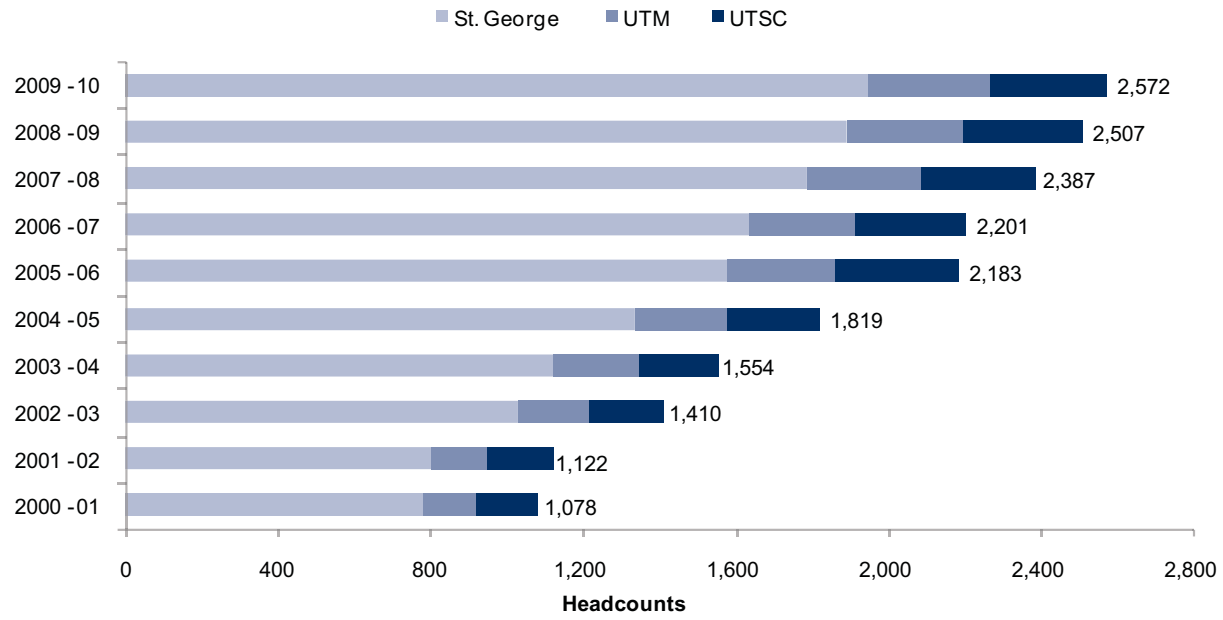
The chart below indicates the percentage of U of T's total operating expenses devoted to scholarships and bursaries compared to other Ontario universities, for the fiscal years ending 1997 to 2009.



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).

Figure 20
Total Number of Students Registered with Accessibility Services, 2000-01 to 2009-10

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



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

Performance Assessment

The University continues to attract a large proportion of students from diverse backgrounds. In 2008–09, 57% of first-year OSAP recipients came from households with family incomes of less than $50,000. This is notably larger than the average of other Ontario institutions, where 44% of first-year OSAP recipients hail from lower income homes. Not surprisingly, U of T also spends a higher percentage of its total operating expenditures on scholarships and bursaries than the average of other Ontario universities.

The University continues its efforts to help individuals overcome various disabilities while pursuing their education. In 2009–10, 2,572 students were registered with Accessibility Services across the three campuses, a growth of over 100% since 2000. In 2009-10, the University spent $2.9 million to accommodate these students, yet received $1.7 million in targeted provincial support. As the number of students with disabilities grows, this shortfall in funding will represent a large cost pressure for the University.

III. Student Retention and Graduation

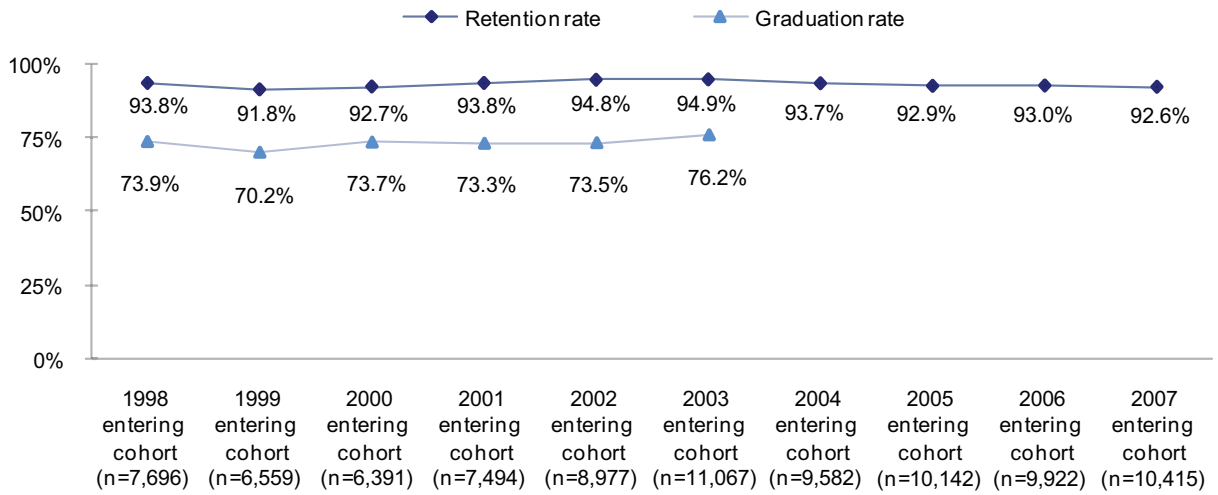
Performance Relevance

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

Figure 21
University of Toronto Retention Rate, 1998 to 2007 and Six Year Graduation Rate, 1998 to 2003

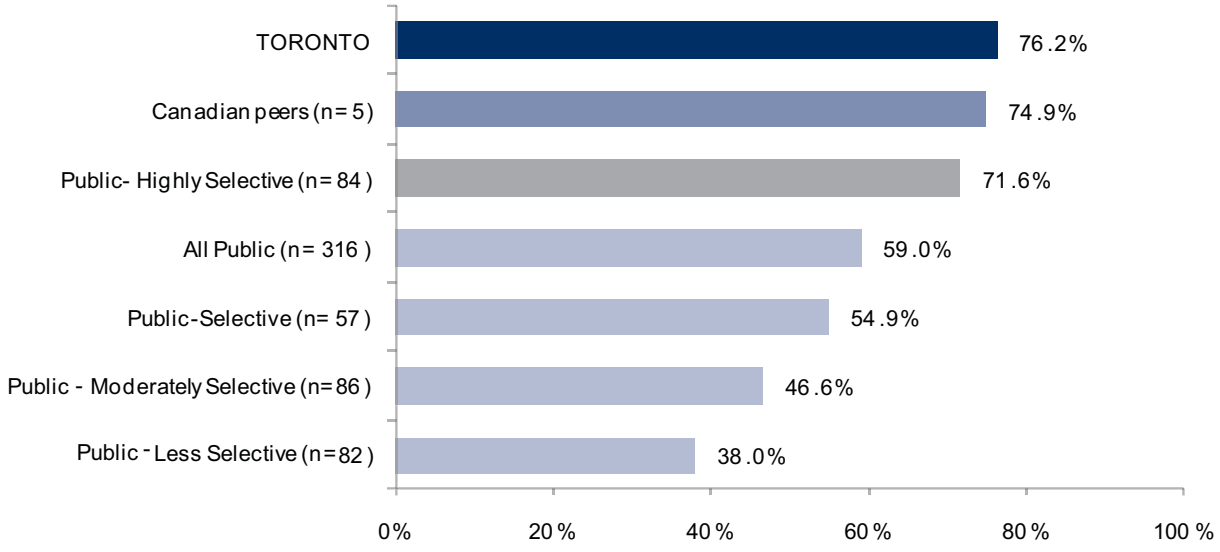
The top line in the chart indicates the change over time in the retention rate, which is the proportion of first-time, full-time, first-year registrants in direct-entry programs continuing to the following year. The bottom line indicates the change over time in the graduation rate, which is the proportion of first-time, full-time registrants of a four-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 to 2007 entering cohorts.
Graduation rate = the proportion of entering registrants in a four-year program graduating at the end of the sixth year, 1998 to 2003 entering cohorts.
Starting with the 1999 cohort, students registered in three-year programs have been excluded, and students who continue to undergraduate professional programs are included.

Figure 22
Six-Year Graduation Rate - Toronto vs. Other Public Institutions by Selectivity, 2003 to 2009

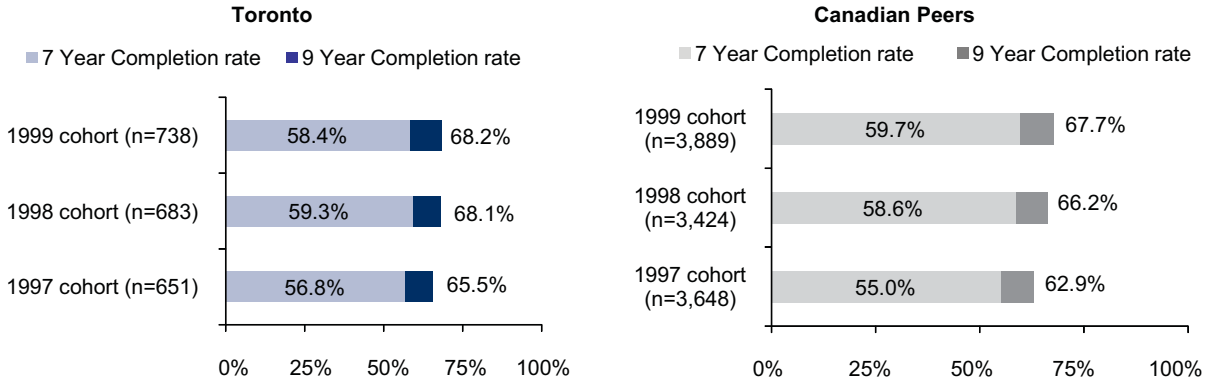
The chart indicates the proportion of U of T's full-time, first-year students who entered into a first-entry four-year undergraduate program in 2003 and graduated within six years by 2009, compared to the graduation rate cited at highly selective public institutions.



Source: CSRDE Report 2010.
Only Canadian peers who exclude 3 year degree programs in their calculations are included.

Figure 23
Seven-Year and Nine-Year Completion Rate - 1997, 1998, and 1999 Doctoral Cohorts

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



Toronto		7 Year Completion Rate	9 Year Completion Rate	Canadian Peers		7 Year Completion Rate	9 Year Completion Rate
Humanities				**Humanities**			
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%
Social Sciences				**Social Sciences**			
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%
Physical and Applied Sciences				**Physical and Applied Sciences**			
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%
Life Sciences				**Life Sciences**			
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.

Performance Assessment

The proportion of first-year students continuing to their second year remains high at 92.6%. The overall six-year graduation rate rose appreciably to 76.2% for the 2003 cohort, and continues to compare favourably to other public institutions.

At the graduate level, the seven-year and nine-year completion rates generally rose between the 1997 and 1999 cohorts, and are for the most part in line or slightly better than Canadian peers. However, there are a few exceptions to these positive results. For the 1999 Life Sciences cohort, the seven-year completion rate at 62.7% was notably lower than the average for Canadian peers at 70.2%. These results also represent a year-over-year decline in the Life Sciences PhD student completion rate. We will monitor these trends going forward.

IV. Student Experience: Undergraduate Instructional Engagement and Experiential Learning

Performance Relevance

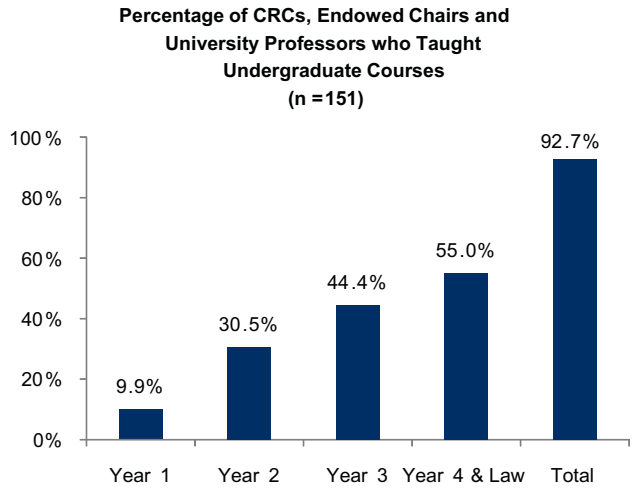
The University of Toronto has many assets which it can tap to enrich the scope of learning opportunities for students. These include its impressive complement of some of Canada's most accomplished scholars, and its physical location in Greater Toronto, one of the country's most diverse urban environments. This year we provide two measures to reflect how students benefit—undergraduate exposure to high-profile researchers and efforts to incorporate community-based learning.

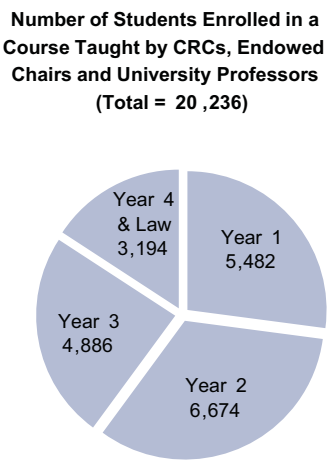
Canada Research Chairs (CRCs), University Professors, and Endowed Chairs can be taken as a proxy population of faculty who have received special distinction for their research. Building on a measure first provided in last year's report showing the engagement of this group of professors in undergraduate 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.

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 24
Undergraduate Instructional Engagement - Applied Science & Engineering, Arts & Science, Law, UTM, UTSC, 2009-10

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.

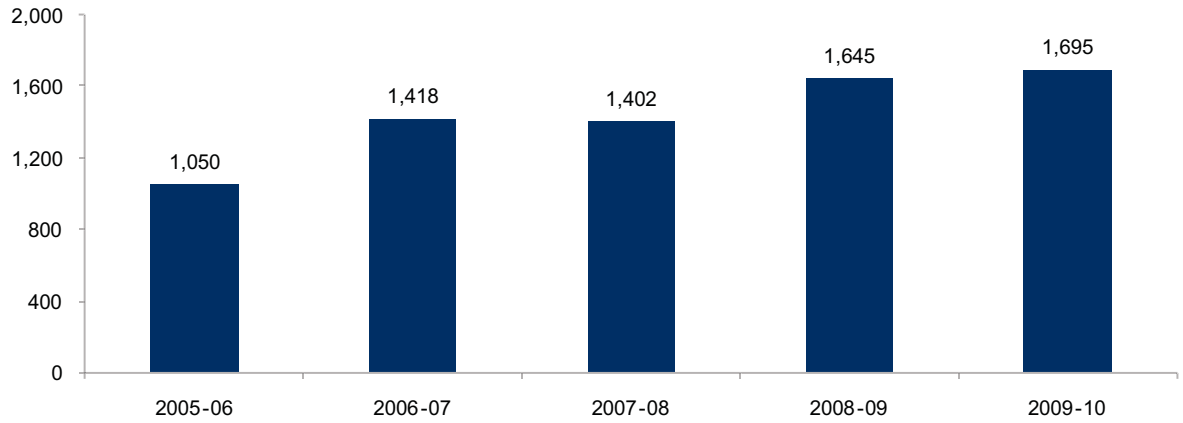




Source: Government, Institutional & Community Relations.
Of the 191 CRCs, Endowed Chairs, and University Professors identified, 11 were excluded given their roles held as senior administrators (Chair or Dean), 29 were excluded as they were on leave (sabbatical/maternity/parental/unpaid/other). Courses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

Figure 25
Undergraduate Service-Learning Course Enrolment Supported by the Centre for Community Partnerships (CCP), 2005-06 to 2009-10

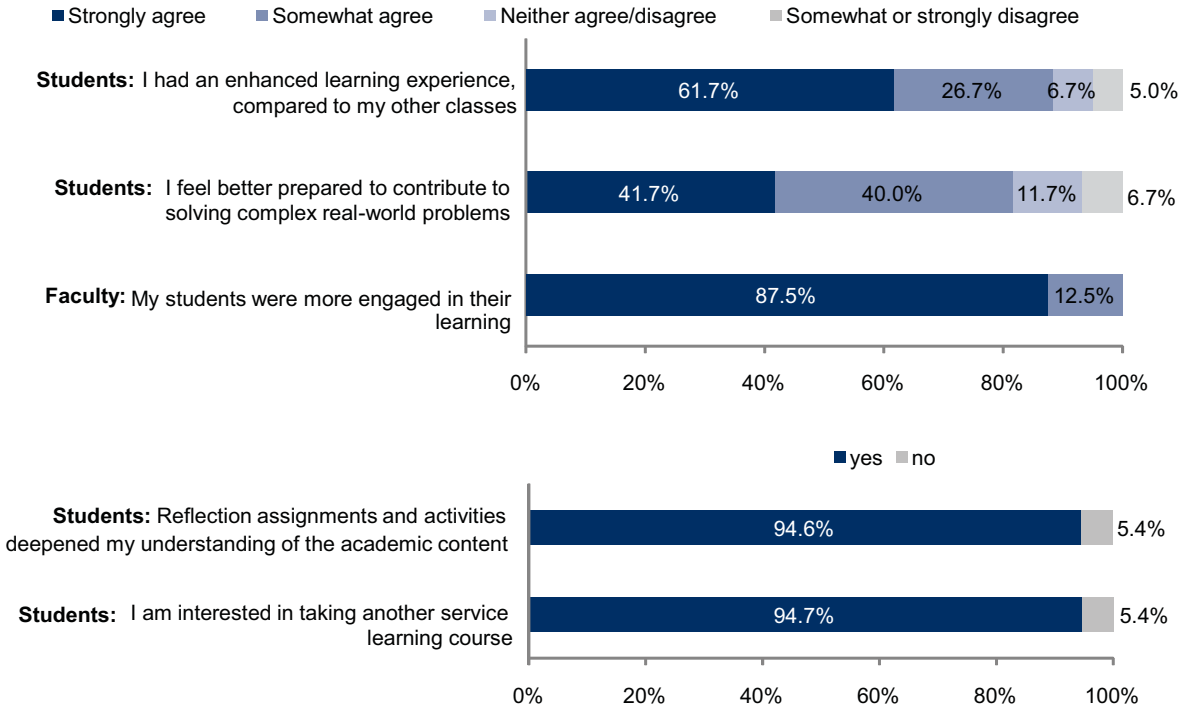
The chart below indicates the number of undergraduate students enrolled in CCP-supported service-learning courses across the three campuses from 2005-06 to 2009-10.



Source: Centre for Community Partnerships (CCP).

Figure 26
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).

Performance Assessment

The vast majority (92.7%) of our faculty who have received special distinction for their research in the sampled divisions (Arts & Science, Applied Science & Engineering, Law, UTM, UTSC) are fully engaged in undergraduate teaching. It should be noted that this measure does not include the thousands of graduate students who are also taught and supervised by these distinguished faculty.

Student participation in service-learning courses has grown by 61% since 2005–06. Results from the 2009–10 Service-Learning Assessment Survey indicate that students are very interested in taking service-learning courses; feel more engaged in their learning; feel assignments and activities deepen understanding of academic content; and feel their overall learning experience has been enhanced by service-learning opportunities.

v. Student Experience: Undergraduate and Graduate Student Survey Results

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.

In 2010, the University participated again in the Canadian Graduate and Professional Satisfaction Survey (CGPSS). 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. 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. 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.

Figure 27
Key Issues Identified Through National Survey of Student Engagement (NSSE) Focus Group Sessions

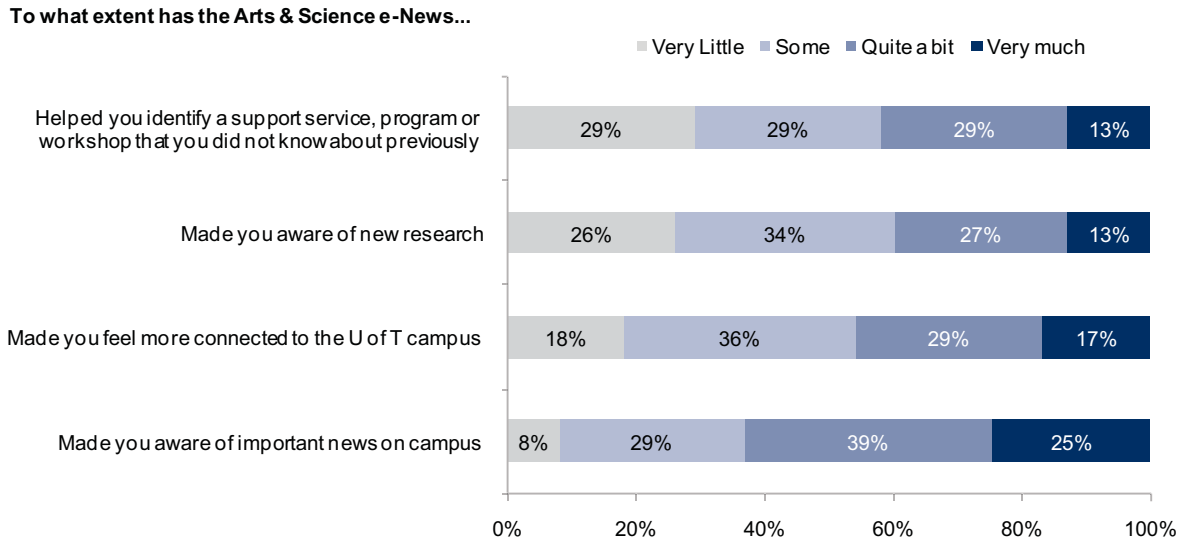
The table summarizes key issues that underlie student NSSE responses in three benchmark areas.

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 and 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.

Figure 28
Arts & Science e-News Survey - Selected Results, 2010

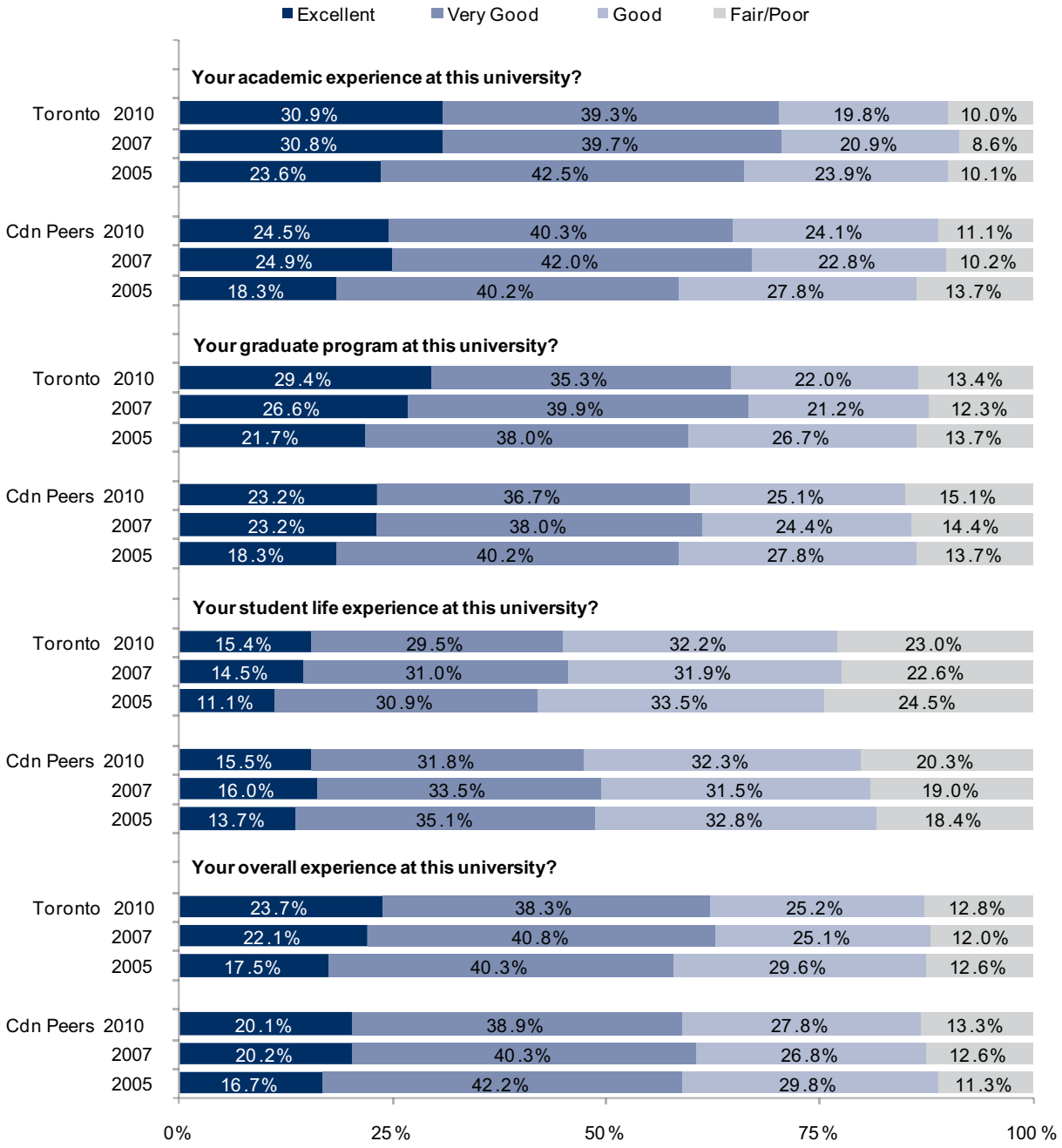
The chart indicates selected responses to the Arts & Science e-News survey.



Source: Office of Student Life.

Figure 29
CGPSS Results - Ratings of All Graduate Programs, 2005, 2007, and 2010

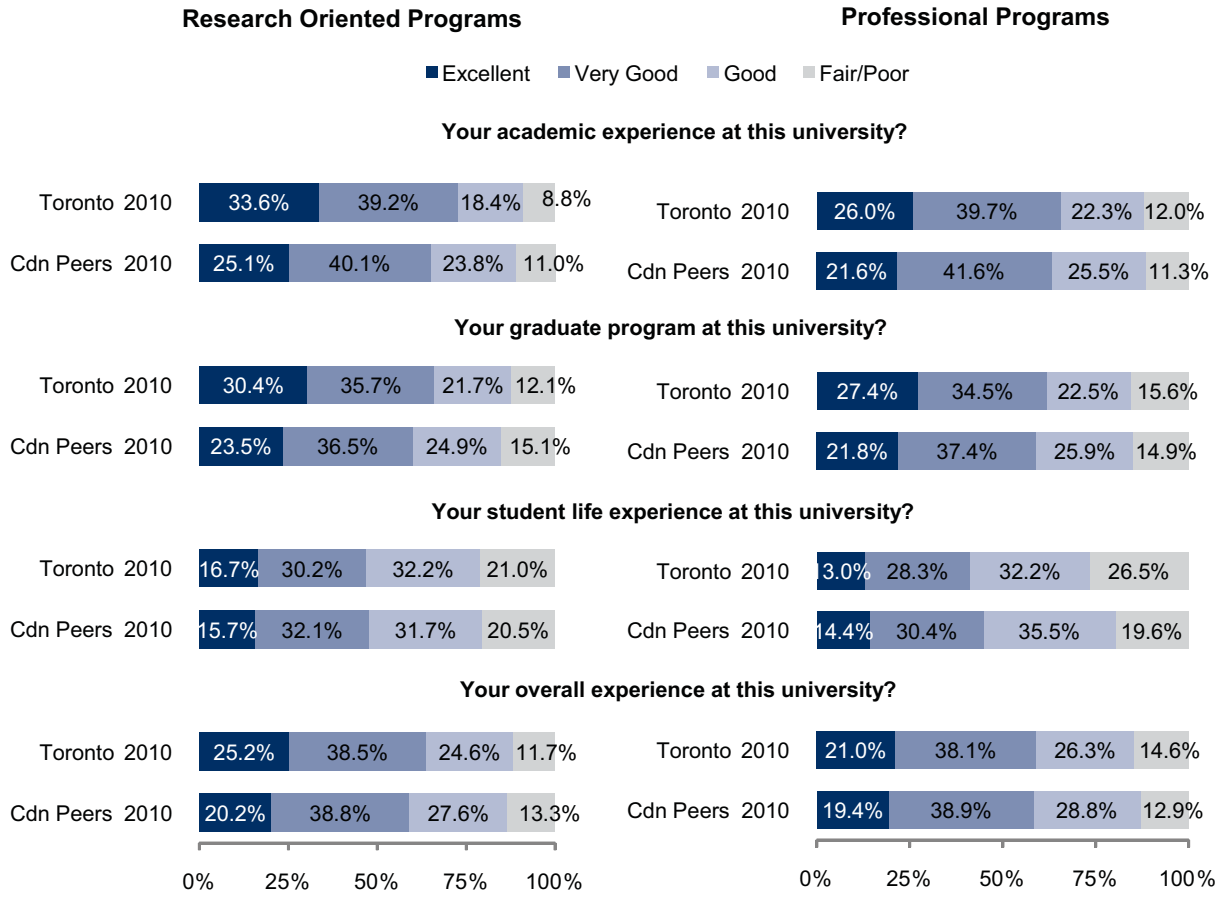
The percentages below indicate the distribution of responses by U of T graduate students to four general satisfaction questions in the CGPSS survey compared to the responses of graduate students from the other participating Canadian peer institutions.



Source: CGPSS 2005, 2007 and 2010 survey results. Figures reported for our Canadian peers exclude U of T.
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.

Figure 30
CGPSS Results - Ratings of Research-Oriented and Professional Graduate Programs, 2010

The chart below 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 master's programs compared to the responses at other participating Canadian peer institutions.



Source: CGPSS 2010 survey results. Figures reported for our Canadian peers exclude U of T.

Performance Assessment

One finding from the Council on Student Experience focus groups which cuts across all the benchmarks is the need for two-way communication between the University and its students. Students described feeling overloaded with information from a variety of sources, but still found it difficult to identify the information they required.

A variety of initiatives have been implemented across the University to provide a more coordinated and timely approach to communicating information to students. The Arts & Science e-Newsletter is an example of a partnership between the Faculty of Arts & Science and the Office of Student Life on the St. George campus. A survey of e-News subscribers yielded 727 respondents and provided some indication of the impact of this communication strategy and where we can make improvements. The newsletter appears to be quite effective at making students aware of important news on campus, but has so far been relatively less effective at helping students identify support services and programs.

Among both research-stream and professional master's students, the University of Toronto compares favourably to its Canadian peers when students are asked to rate their academic experience, their program, and their overall experience of the university. However, both groups of graduate students had sizable minorities who rated their student life experience as fair/poor.

5. ADVANCEMENT AND LONG-TERM INSTITUTIONAL RESOURCES

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.

This year's report also includes a measure of central administrative costs as a percentage of operating expenses. Central administrative costs are those expenditures associated with operating the University as a whole. Some of these costs are associated with legislated requirements, others with governance, and still others relate to value-added services provided by the central administrative group for the benefit of the University. These include the President's office, Provost's office, government and international relations, strategic communications, and human resources and equity.

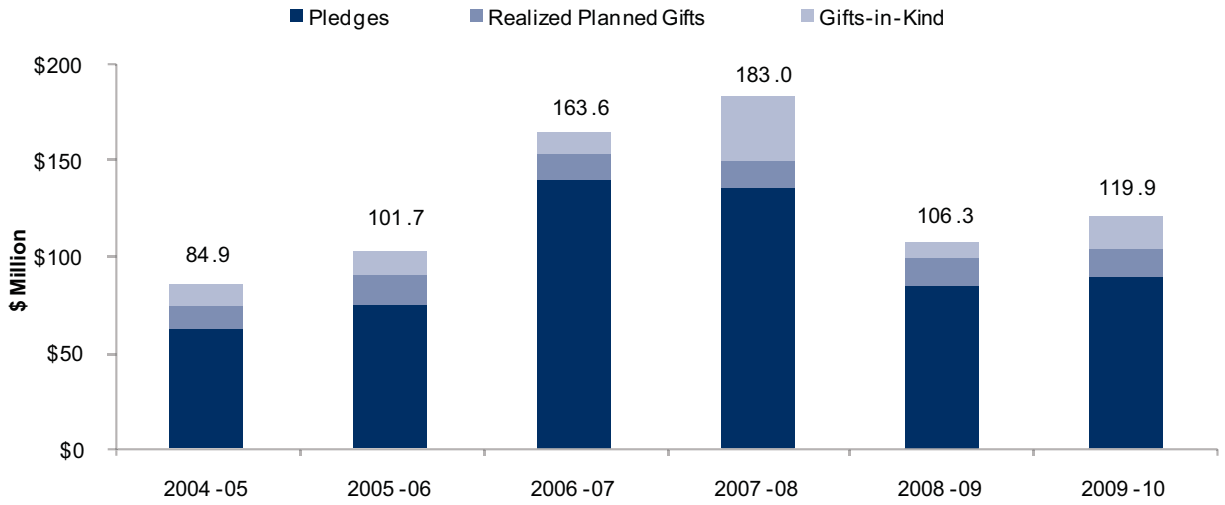
The University's endowment provides support for scholarships, teaching, research and other educational programs now and in the future. Endowments came under pressure at many universities during the global economic crisis. This year's measure compares our per student endowment with other public institutions.

Information on the financial health and credit ratings of the University of Toronto is useful to help determine the capacity of the University to repay borrowing, as assessed by independent credit rating agencies. The University has three credit ratings—from Moody's Investors Service, from Standard and Poor's and from Dominion Bond Rating Service. Key rating criteria include diversity of revenues and strength of student demand.

Finally, the measure of revenue per student shows how U of T ranks with respect to AAU peers. This measure is provided in US Funds. Data comparability issues do not make comparisons with our Canadian peers possible at this time.

Figure 31
Annual Fundraising Achievement - Gift and Pledge Total by Donation Type and Fiscal Year, 2004-05 to 2009-10

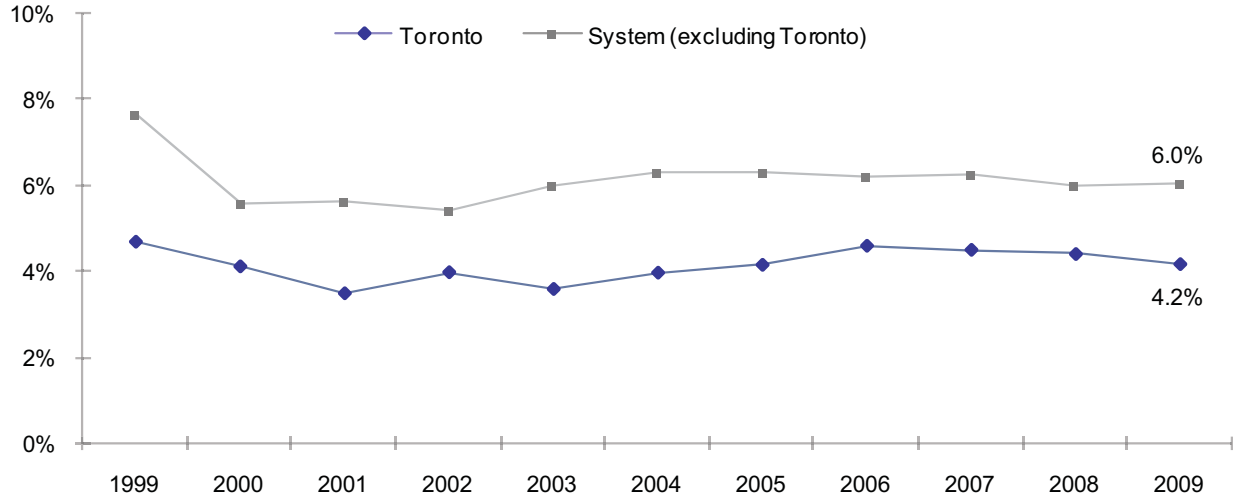
The chart shows the annual pledges and gifts, realized planned gifts and gifts-in-kind (in millions of dollars) received by U of T in the six-year period from 2004-05 to 2009-10.



Source: Division of University Advancement.
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.

Figure 32
Central Administrative Costs as a Percentage of Total Operating Expenditures, 1998-99 to 2008-09

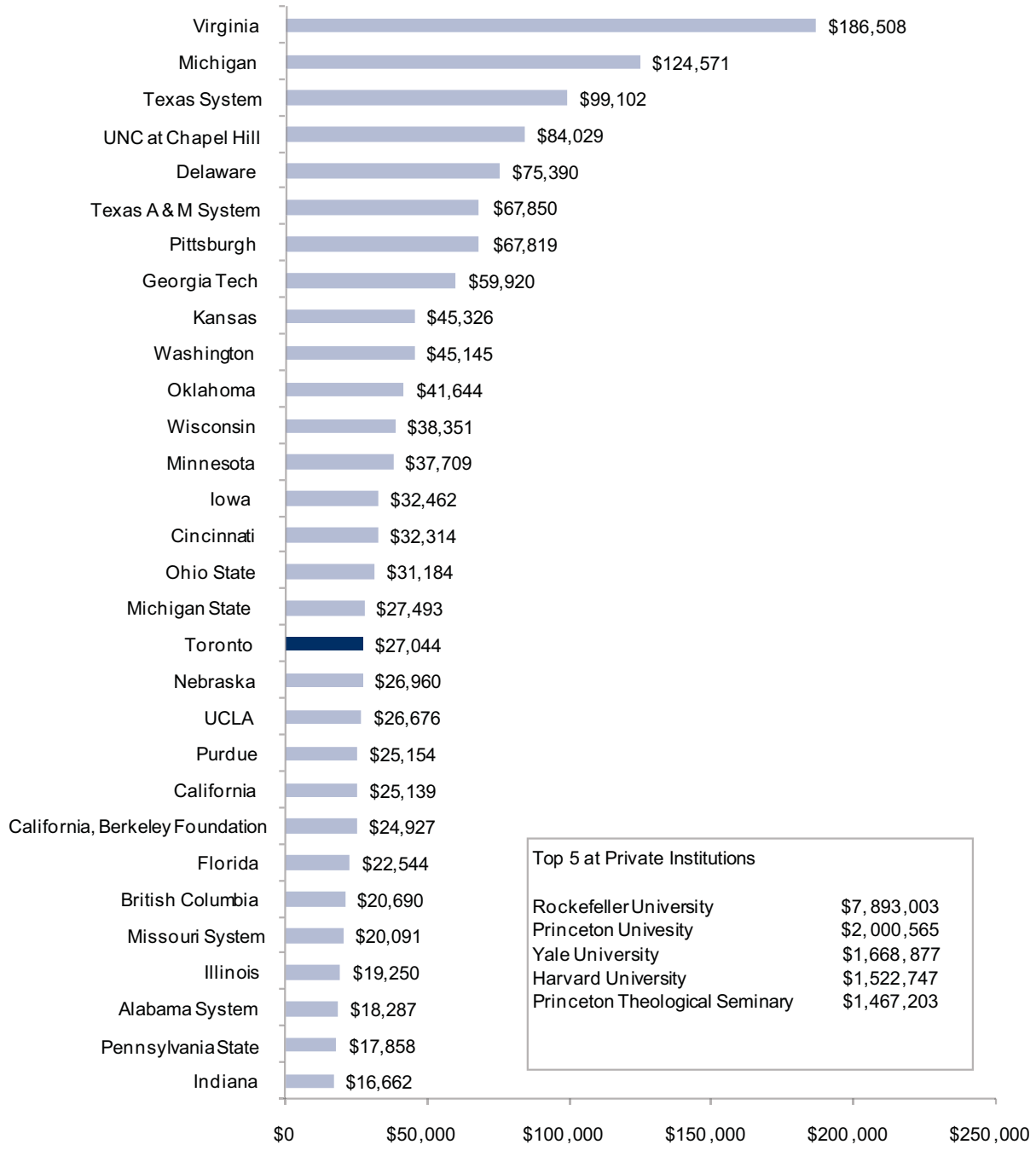
The chart indicates U of T's central administration and general expenses as a percentage of operating expenses compared to that of the Ontario university system, for the fiscal years ending 1999 to 2009.



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.

Figure 33
Top 30 Endowments at Public Institutions per FTE Student, 2009

The chart compares U of T's endowment on a per student basis against the top public 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.

Figure 34
Credit Rating Comparison - University of Toronto with US and Canadian Peers, 2010

The table 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.

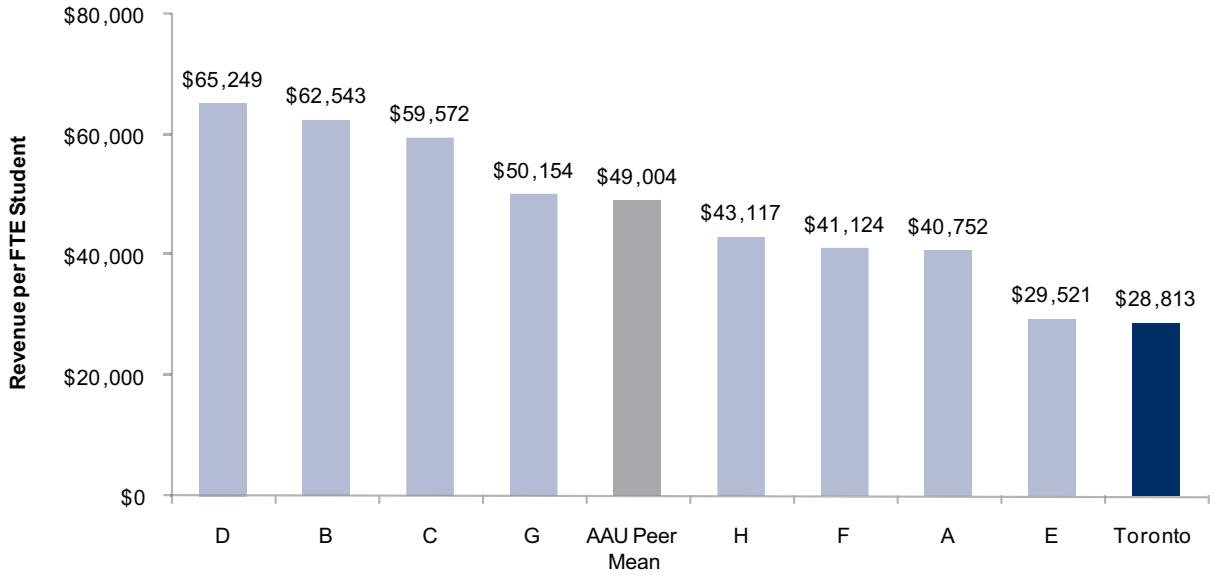
Rating Definitions	Moody's Investors Service	Standard & Poor's	Dominion Bond Rating Service
Best quality	Aaa	AAA	AAA
Next highest quality	Aa1	AA+	AA(high)
and so on, declining	Aa2	AA	AA
↓	Aa3	AA-	AA(low)
	A1	A+	A(high)
	A2	A	A
	and so on	and so on	and so on

University	Moody's Investors Service	Standard & Poor's	Dominion Bond Rating Service
PROVINCE OF ONTARIO	Aa1	AA-	AA(low)
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+	
University of Toronto	**Aa1**	**AA**	**AA**
University of California	Aa1	AA	
University of Ottawa	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.

Figure 35
Total Revenue per FTE Student - University of Toronto Compared to AAU Peers, 2008-09

The bars indicate U of T's total revenue per FTE student compared to eight of our ten AAU peers and the AAU mean in the 2008-09 fiscal year in US dollars.



Source: AAUDE
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.
U of T's data converted to US funds using the purchasing power parity (PPP) of 0.80.

Performance Assessment

During 2009–10, the University received $119,877,794 in new commitments and gifts from 27,344 donors. The University of Toronto's annual philanthropic giving totals are based on newly confirmed pledges, one-time only gifts, realized planned gifts, gifts of securities and gifts-in-kind received during the fiscal year. The performance goal for Advancement is to build alumni engagement and secure the private funds required to support the University's highest priorities.

Central administrative costs have remained steady. In 2009-10, the University of Toronto spent 4.2% of its operating budget on central administrative expenses. This compares favourably to the average of other Ontario universities of 6.0%.

The University has worked hard to build and protect its endowment, which now stands at $27,044 per FTE student. However, it still remains relatively small, particularly on a per student basis, when compared to endowments at other large publicly-funded universities in North America. In 2009–10, $62.4 million in revenue from endowment funds was allocated for spending to support students, researchers and other priorities.

Despite a challenging economic climate, the University's financial position is sound, with a credit rating ranked higher than several of our peers and the Province of Ontario. We will continue to monitor these ratings and those of our peer institutions through the economic recovery.

While the gap in revenue per student between the University of Toronto and its American peers closed somewhat in 2008–09, the University remains significantly under-funded when compared to public research-intensive universities in the US. In 2008–09, U of T's revenue per student was $20,000 less than the mean of the AAU peer institutions.

6. CONCLUSION

The University of Toronto continues to perform in a league with the top public universities in the world. Despite a persistent gap in per student grants and challenging fiscal circumstances, the University continues to educate thousands of individuals annually and to lead research and scholarship in key areas. As governments continue to restrain funding to post-secondary institutions, the need for the University to build on other revenue streams becomes even more acute. With additional funding we can continue to build on our past successes and address challenges ahead.

For a complete examination of our performance, we encourage you to visit our performance indicator website where the entire set of measures has been posted online.

www.utoronto.ca/about-uoft/measuring-our-performance/performance-indicators-main.htm

For further information, please contact:

Office of the Vice-President and Provost

University of Toronto

416.978.2122

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