Performance Indicators for Governance: Measuring UP

December 2005

University of Toronto

Office of the Vice-President and Provost

Performance Indicators for Governance: Measuring UP

December 2005

Table of Contents

Performance Indicators Report
Introduction

Our academic plan, *Stepping UP*, articulates the University's vision to be a leader among the world's best public universities in the discovery, preservation and sharing of knowledge through its teaching and research and its commitment to excellence and equity. This vision is rooted in our mission as a public university to contribute to our local, national and international community. We accomplish our vision through our public stewardship of ideas, and as a student-centred research university, our education of students who will become tomorrow's leaders.

The *Stepping UP* vision was developed through a process that included extensive, grass-roots consultation with the broader University community. These have led the University to clearly identify a key set of values, goals and priorities. *Stepping UP* identifies a substantial number of initiatives, actions and recommendations that form the strategy towards achieving this vision.

The *Stepping UP Synthesis* identified the major themes that emerged from the consultations and Divisional plans through the *Stepping UP* exercise and focused on those initiatives upon which the University community could work together. The *Synthesis* outlined five priority objectives for the University, each building on one or more of our unique characteristics. These objectives are intertwined and linked with our overall mission as articulated in *Stepping UP*. In addition, five items for continued action were identified as necessary to enable our mission.

These 'priority objectives' and 'enabling actions' provide the overarching framework for the 2005 Performance Indicators Report [Parts B and C]. The use of this framework is a reflection of our commitment to grounding our *Stepping Up* plans on firm evidence about our performance and about how our performance compares with norms in peer institutions. Having clearly outlined what we aim to achieve, it is important that we also develop evidence-based mechanisms for evaluation and benchmarking.

Part A, 'Institutional Mission Measures', highlights several indicators from the report that enable us to measure our progress towards our vision to be a leader among the world's best public teaching and research universities. These institutional measures are ones that reflect the quality of our students and faculty and our international standing.

The University of Toronto has been a leader in the post-secondary sector in Ontario in providing reports of this nature as part of our accountability to governance. An annual Performance Indicators Report has been presented to Governing Council since 1998. The indicators in these reports have changed over the years as we expanded the scope of areas that we have sought to measure, have enhanced our data collection and created partnerships with other institutions and agencies that allow for external benchmarking. The reorganization of the report this year is a further effort to build upon the strength of previous reports by aligning performance measures with the priorities in *Stepping UP*. This exercise has resulted in the first place, in a removal of some measures (those that did

not necessarily focus on our ability to assess whether or not we were achieving our objectives[1]); and in the second place by the introduction of new measures that are more closely aligned with the priority objectives and enabling actions that have been outlined in *Stepping UP*. Importantly, there are some priorities that at this time do not have measures. This is a valuable part of the exercise, however, as it highlights the need for the further development of our data collection as well as the enhancement of some of our information systems. Furthermore, there remain serious measurement issues in many areas, either due to data quality, or more significantly, a lack of means for understanding how to assess quality in many parts of our operations.

Our focus in the short to medium term will be to seek to develop meaningful measures for every priority objective and enabling action of our academic plan. In so doing, this annual report will provide a comprehensive analysis of our progress towards achieving the goals we have set for ourselves in *Stepping UP*.

[1] However, these measures are still available in other reports to governance.

Part A: Institutional Mission Measures

Preamble:
In measuring our progress towards our vision to be a leader among the world's best public teaching and research universities, a selection of metrics have been identified as relating to our overall mission. These are metrics that demonstrate the excellence of students and faculty both nationally and internationally (and thus also support progress on the *Stepping UP* enabling objective to recruit and retain excellent students and faculty), and are among those commonly used to assess universities. These measures indicate our ability to attract high quality students; demonstrate our success in recruiting and retaining award-winning faculty in their roles as both researchers and teachers; reveal our achievements in attracting peer-reviewed research funding; and, quantify the productivity of our research enterprise. We recognize the limitations of ranking assessments, but continue to believe that a critical review of our performance at an institutional level is necessary for achieving and maintaining excellence. To this end, we have selected five metrics as institutional mission measures for this year.

Performance Measures:

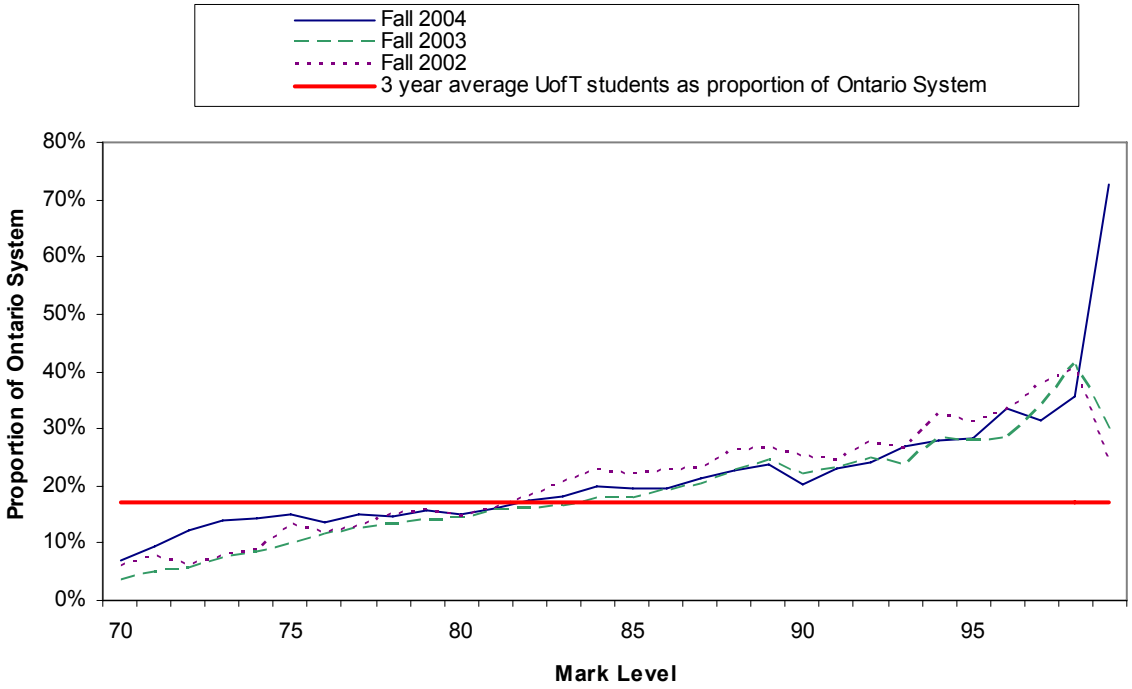
1. **Student Entering Averages**
2. **Faculty Honours**
3. **Faculty Teaching Awards**
4. **Research Yields**
5. **Research Publications and Citations**

A.1. Student Entering Averages

Performance Relevance:
Entering grade averages reflect an institution's ability to attract a well-qualified student body. Comparisons over time provide an indication of an institution's ability to consistently attract high quality students.

Figure A1

Entering Grade Averages, First-Entry Programs
Fall 2002, Fall 2003, Fall 2004
Proportion of Ontario Students with Average Marks >=70%
Attending U of T



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

The changing lines above indicate the proportion of Ontario secondary school students with entering averages of 70% or higher who registered at UofT in Fall 2002, 2003 and 2004 by entering mark. The static line indicates the average proportion of Ontario high school students who registered at UofT during this 3 year period. In 2004, UofT drew more than its share of the Ontario system for students with entering averages of 83% and above.

Performance Assessment:

The chart above indicates that the University of Toronto draws an increasing share of the pool of undergraduate Ontario secondary school students as entering averages rise. In 2004, the University's share exceeded its overall proportionate share for students with averages above 83 percent. In previous years, as indicated by the 2002 and 2003 data, this share dropped for students with averages of 98 and above, indicating that the University of Toronto was not attracting as many of the very top students. While this trend appears to have reversed in 2004, it should be noted that the dramatic increase in the University's share of 98 plus average students is due to a reduction in the overall pool of students (from 30 to 11) rather than an increase in the number of these students registering at the University of Toronto. Two possible explanations are a reduction in the number of 98 plus students applying to Ontario institutions in 2004, and an overall reduction in the number of students graduating with 98 plus averages as a result of the revised Ontario secondary school curriculum.

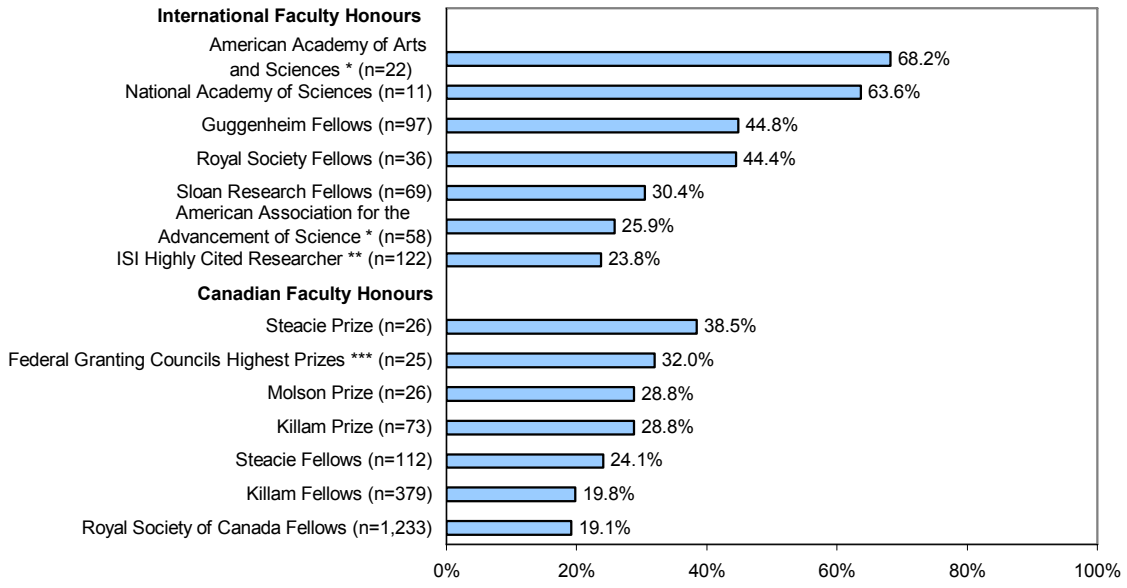
A.2. Faculty Honours

Performance Relevance:

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

Figure A2

Faculty Honours by Award, 1980-2005
University of Toronto Compared to
Awards Held at Canadian Universities



Source: Award announcements for each program.
* Current members only.
** As of 2005.
*** Federal Granting Councils Highest Prizes: NSERC: Gerhard Hertzberg Canada Gold Medal for Science and Engineering (n=13); CIHR: Michael Smith Prize in Health Research (n=11); SSHRC: Gold Medal for Achievement in Research (n=1).

The chart above indicates the awards held by UofT faculty as a percentage of the total amount of awards held by faculty in Canada over a 25 year period.

Performance Assessment:

Over a 25 year period, the University of Toronto leads in the receipt of awards from prestigious international bodies, securing a significant Canadian presence in these ranks. The University's share of awards granted by national agencies ranges from 19.1 to 38.5 percent and is even more predominant when measuring distinctions conferred by international agencies, which ranges from 23.8 to 68.2 percent. To put things into perspective, according to Statistics Canada the University of Toronto's share of faculty is estimated at just under seven percent (excluding clinical faculty and those based in hospital research institutes), and yet they garnered 19.1 to 68.2 percent of the awards.

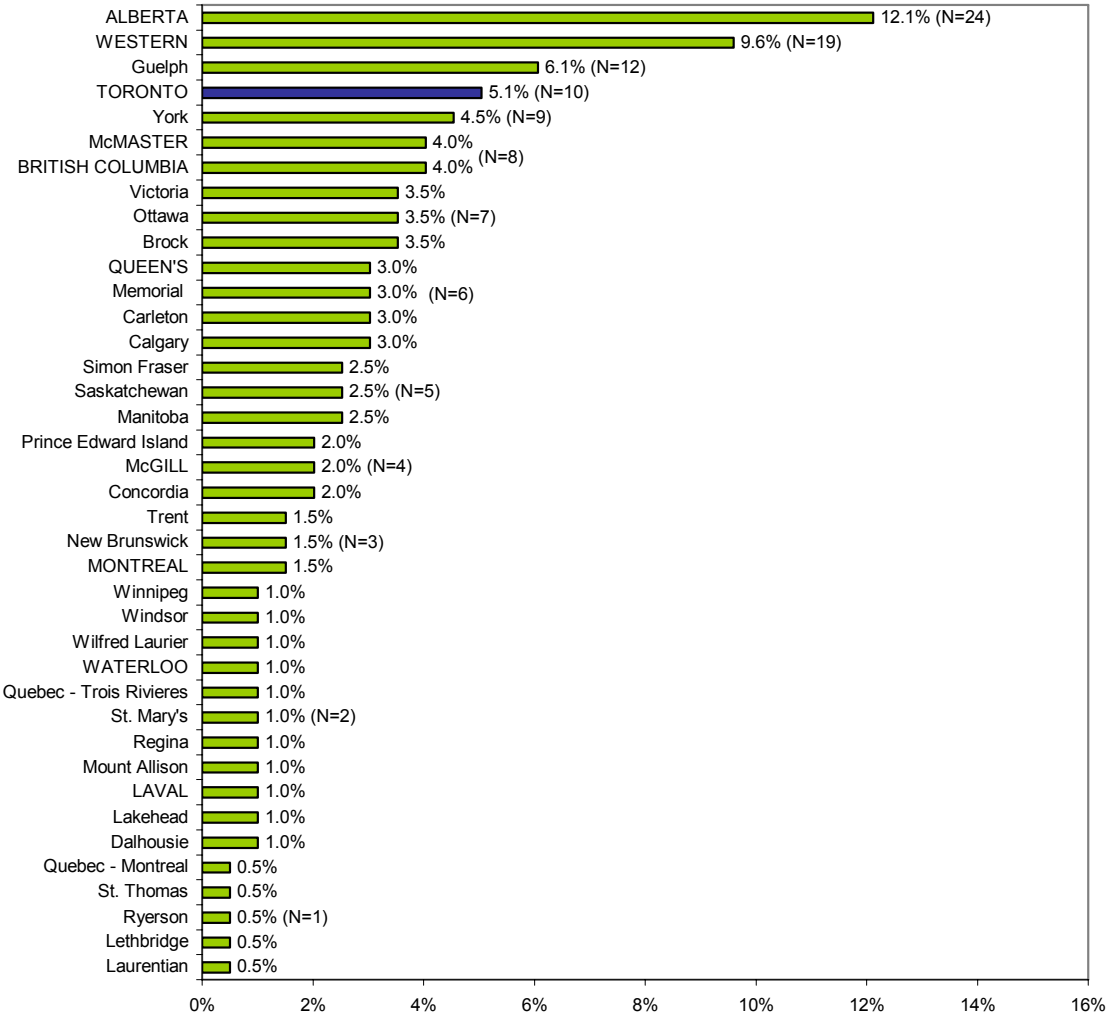
A.3. Faculty Teaching Awards

Performance Relevance:

External Teaching Awards indicate 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.

Figure A3

3M Teaching Fellowship Awards
Percent Share, 1986-2005



Source: 3M Teaching Fellowships web page - http://www.mcmaster.ca/3Mteachingfellowships/index2.html.
Based on cumulative totals from 1986 through to September 2005; a total of 198 awards have been distributed. G10 Institutions are shown in capital letters.

In the chart above, UofT has received a total of ten 3M Teaching Fellowship Awards, which represents just over 5% of all the awards presented to date.

Performance Assessment:
Over a 19 year period, University of Toronto's faculty received a total of ten 3M Teaching Fellowship Awards, which represents 5 percent of the total awards presented to date. Compared to the G10[2] research-intensive universities, the University of Toronto ranks third. We are certainly under-represented relative to our proportion of Canadian faculty. Promotion and recognition of excellent teaching is a high priority and the University will increase its emphasis on nominating faculty for external teaching awards. There are also many other dimensions to the quality of teaching and other means to assess and promote teaching excellence will be explored.

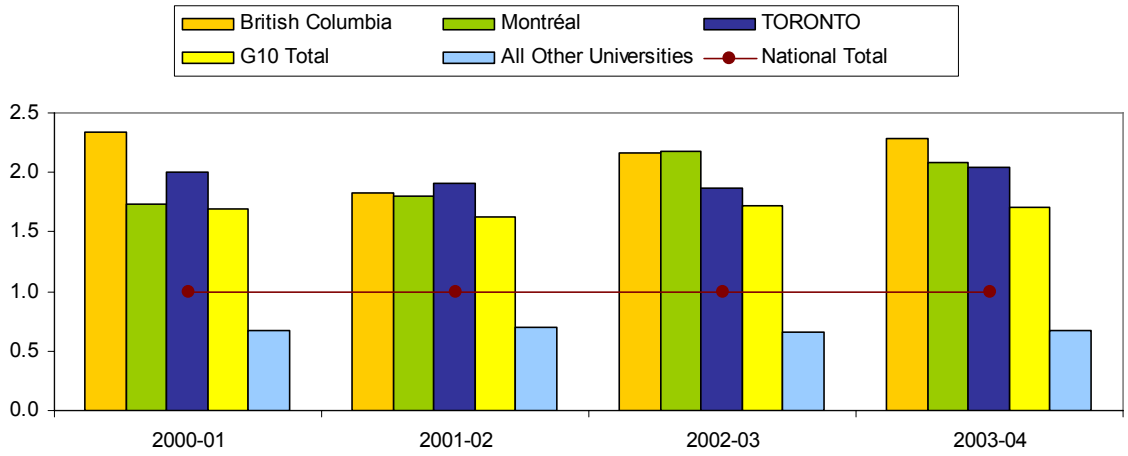
A.4. Research Yields

Performance Relevance:
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. Comparisons with the top performing G10 institutions over time demonstrates our success in attracting research funding from the granting council relative to our Canadian peers.

[2] The G10 institutions include: University of Alberta, University of British Columbia, Laval University, McGill University, McMaster University, The University of Montreal, Queen's University, University of Toronto, University of Waterloo, and the University of Western Ontario.

Figure A4-i

G10 Universities vs Canadian National Research Yield, SSHRC, 2000-01 to 2003-04



Source: SSHRC Payments by Program Cluster, Region, Province & Institution 2000-01, 2001-02, 2002-03, and 2003-04.
Not shown: seven G10 institutions with yields lower than 1.75 in 2003-04: Alberta, Laval, McMaster, McGill, Queen's, Waterloo, and Western.

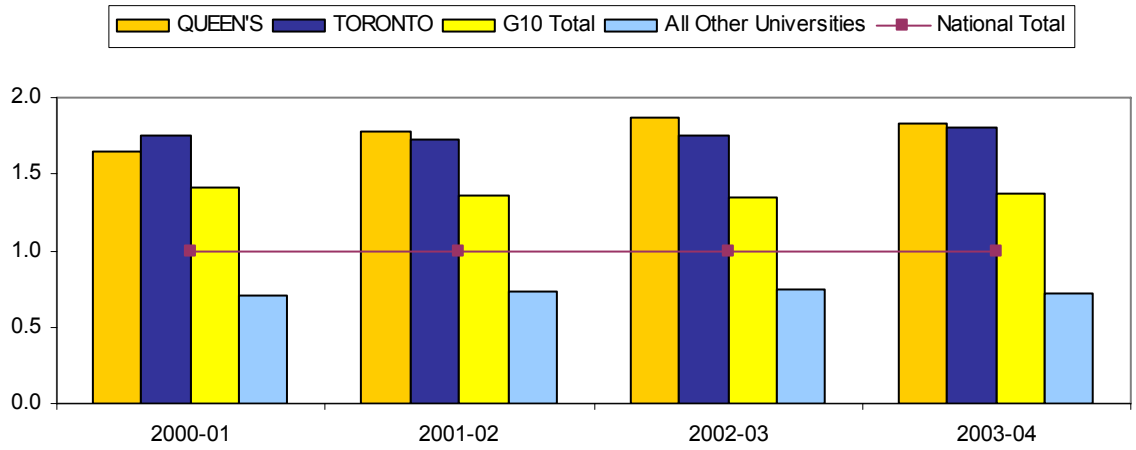
$$\textbf{Research Yield} = \frac{\dfrac{\text{Institutional research funding for faculty}}{\text{National research funding for faculty}}}{\dfrac{\text{Institutional faculty count}}{\text{National faculty count}}}$$

For the National Total, only payments to Canadian colleges and universities, and their affiliates, are counted. Statistics Canada Universities and Colleges Academic Salary Survey 2000, 2001, 2002, and 2003, limited to professorial ranks. Funding included in the Research Yield relates essentially to grants held by faculty members and excludes funding for postdoctoral fellowships, graduate and undergraduate studentships, and various other purposes. It also excludes funding from the granting councils for the Networks of Centres of Excellence (NCE's) and the Canada Research Chairs (CRC's).

Between 2000-01 and 2002-03, the University of Toronto's share of SSHRC funding has surpassed the average of the G10 institutions. In 2003-04, the University of Toronto ranked third among the G10 institutions.

Figure A4-ii

G10 Universities vs Canadian National Research Yield, NSERC, 2000-01 to 2003-04



Source: NSERC Facts & Figures 2003-04.
Expenditures by University, report by program and by year. Not shown: eight G10 institutions with yields lower than 1.70 in 2003-04: Alberta, Laval, McGill, McMaster, Montréal, UBC, Waterloo, and Western. For the National Total, only payments to Canadian colleges and universities, and their affiliates, are counted. Statistics Canada Universities and Colleges Academic Salary Survey 2000, 2001, 2002, and 2003, limited to professorial ranks. Funding included in the Research Yield relates essentially to grants held by faculty members and excludes funding for postdoctoral fellowships, graduate and undergraduate studentships, and various other purposes. It also excludes funding from the granting councils for the Networks of Centres of Excellence (NCE's) and the Canada Research Chairs (CRC's).

Between 2000-01 and 2002-03, the University of Toronto's share of NSERC funding has surpassed the average of the G10 institutions. In 2003-04, the University of Toronto ranked second among the G10 institutions.

Performance Assessment:

For SSHRC, the mean G10 Research Yield has remained fairly constant, around 1.7 over the past four years. Three universities consistently scored well above this value and vied for first place: UBC, Montreal, and Toronto. Although Toronto remained in third place for the second year in a row, our SSHRC Research Yield rose from 1.87 to 1.98 over the past year. This can be attributed to better than proportional increases in the Standard Research Grants and in the Initiatives for the New Economy Collaborative Research Initiatives Grants.

For NSERC, the G10 mean has been edging down from 1.4 to 1.3 over the past four years. Two universities consistently scored well above this value and vied for first place: Queen's and Toronto. For the third year in a row, Toronto remained in second place, although it was very close to Queen's in 2003-04, despite a very small decrease in value since the previous year.

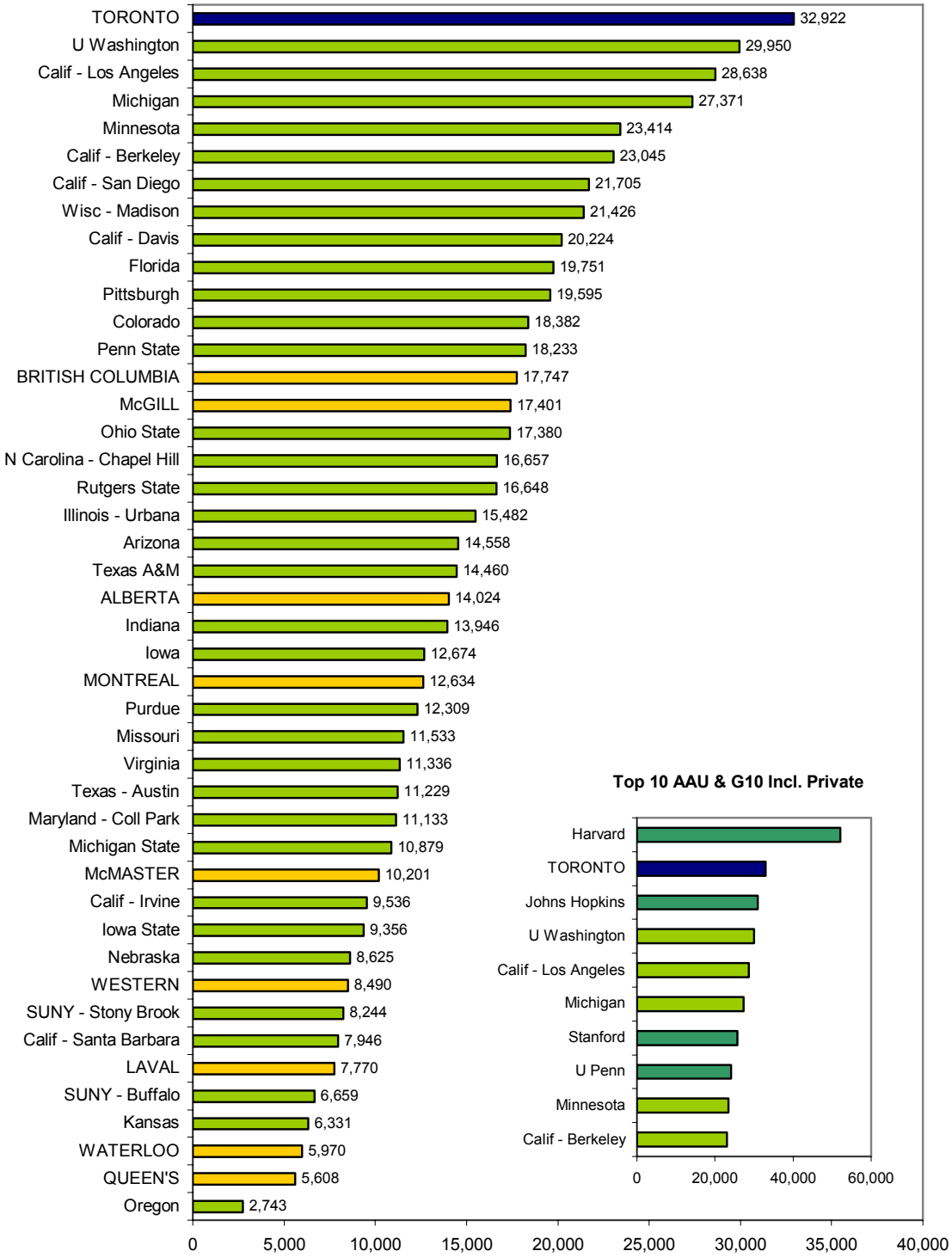
We are unable to present a Research Yield indicator for the CIHR disciplines, where problems of comparability among institutions are such that no reasonably accurate national faculty count is expected in the foreseeable future. The G10 Data Exchange has agreed to a proposed methodology for counting active researchers in the health science disciplines, and once several remaining issues have been resolved we will be able to present per capita comparisons among the G10 in lieu of a research yield based on the national average.

A.5. Research Publications and Citations

Performance Relevance:
Counts of publications and citations are important measures of the research output and intensity, particularly in science disciplines, where research is predominantly journal-based. Comparisons with institutions both within Canada and the US indicate our research productivity in the Science fields relative to our peers.

Figure A5-i

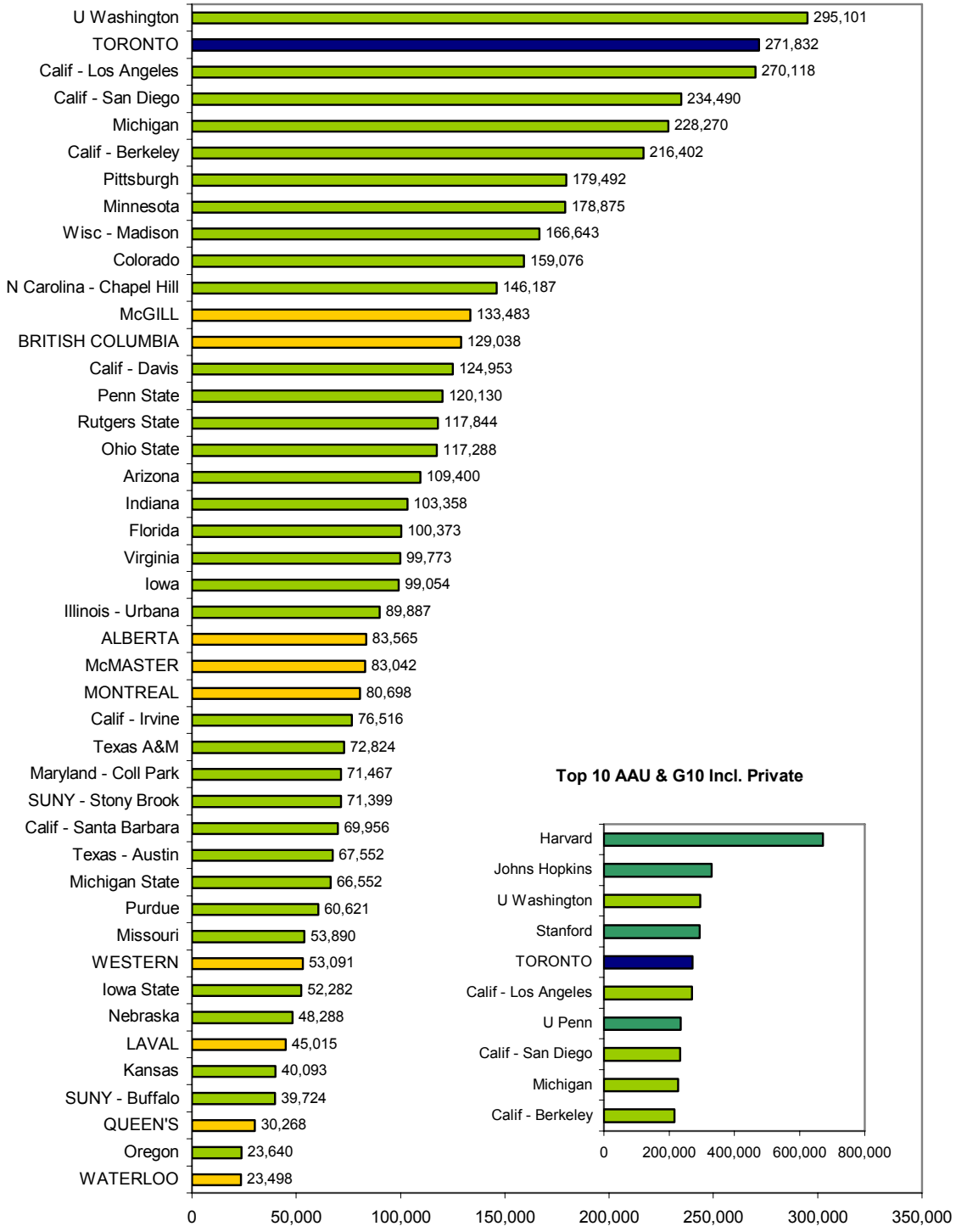
Number of Publications Indexed by Thomson ISI, All Science Fields, AAU and G10 Public Insitutions, 2000-2004



Sources: Thomson ISI Canadian University Indicators and U.S. University Indicators - Deluxe Editions 2004.
G10 Institutions are shown in capital letters.

Figure A5-ii

Number of Citations Indexed by Thomson ISI, All Science Fields, AAU and G10 Public Institutions, 2000-2004



Sources: Thomson ISI Canadian University Indicators and U.S. University Indicators - Deluxe Editions 2004.
G10 Institutions are shown in capital letters.

Performance Assessment:

The University of Toronto ranks first among public AAU and G10 institutions for the third consecutive year on publication counts in the science fields, as tracked by the Institute for Scientific Information (ISI). When the private institutions are included, only Harvard surpasses the University of Toronto. Similarly, the University continues to rank second among public institutions and fifth among all AAU and G10 institutions on citation counts in the science fields.

Part B: Priority Objectives

B.1. Enhance Student Experience

Preamble:
"Every student will have the opportunity for an outstanding and unique experience at the University of Toronto".

Central to our *Stepping Up* Academic Plan is the theme of enhancing the student experience both within and beyond the classroom as a leading student-centred publicly funded research and teaching university. We seek to offer intellectually challenging, adventurous, academically current and well-taught programs that enable our undergraduate, professional and graduate students to achieve clearly articulated learning objectives.

Anecdotal and statistical evidence show that the academic experience of University of Toronto students is strong, although there is room for improvement in areas such as class size, active and collaborative learning, student-faculty interaction, and enriching educational experiences. Engagement of students in the life of the University beyond the classroom is varied, particularly for those that are not living in residences. Although the size of the university may prove challenging to some, and over 85% of students commute some distance to attend classes, its location in the centre of a large city offers a myriad of ways to be engaged. There are numerous opportunities for student engagement offered through the communities of the University at the federated and constituent colleges, the professional faculties, student activity spaces on all three campuses, and through student services and student affairs programs. The measures of co-curricular and support experiences need to be refined to provide the information we need and other indicators need to be developed. In particular, we need to ascertain what our expectations are for student engagement beyond the classroom.

We aim to use our resources to ensure that every student has the opportunity for a unique, well-rounded experience at the University and in the communities of which we are a part. By participating in exercises such as the National Survey of Student Engagement (NSSE) and the Graduate and Professional Survey (GPSS) we continue to monitor our success with respect to this objective.

Performance Measures:
We have selected the following five measures to report on the experience our students are receiving:

- **a. Student-Faculty Ratios**
- **b. Class Size Experience**
  - **i) Distribution of Undergraduate First Year Classes**
  - **ii) Distribution of Undergraduate Fourth Year Classes**
- **c. National Survey of Student Engagement (NSSE) Measures**
  - **i) Level of Academic Challenge**
  - **ii) Active and Collaborative Learning**

iii) Student-Faculty Interaction
iv) Enriching Educational Experiences
v) Supportive Campus Environment

d. Graduate and Professional Survey (GPSS) Measures

e. International Experience
i) NSSE Measures
ii) Study Abroad, Exchange, and Woodsworth College Summer Abroad Programs

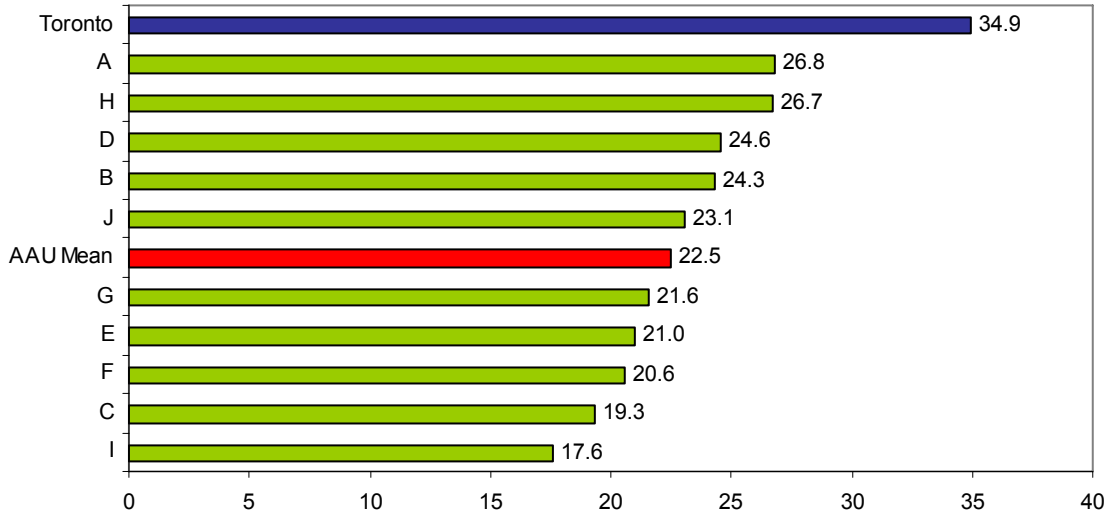
a. Student-Faculty Ratios

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 work. Thus the ratios reflect much more than class size. When compared to similar institutions and over time these ratios can signal funding and resource issues. Student-faculty ratios at the University of Toronto were measured against two sets of peers, our ten publicly-funded U.S. peers[3] and the G10 research-intensive Canadian universities.

[3] Our ten public AAU peers are: 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.

Figure B1a-i

Student-Faculty Ratios, Fall 2003 FTE
Comparison with AAU Peers

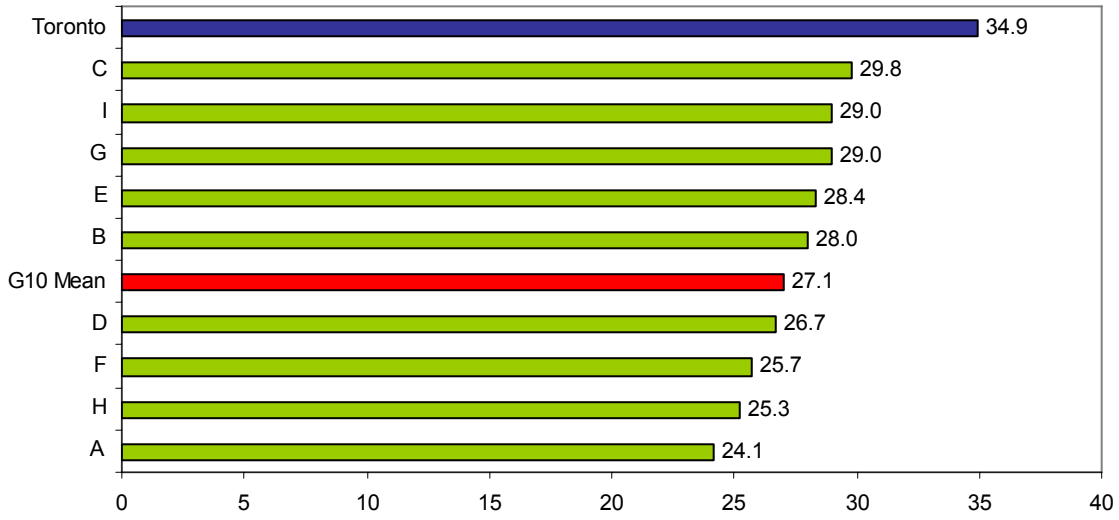


Source: Association of American Universities Data Exchange (AAUDE).
AAU mean excludes UofT. Faculty data excludes Medicine while the student enrolment data includes Medicine. Faculty data includes both Tenured/Tenure Stream and Non Tenure Stream Full-time (FT) Professorial Ranks. Part-time (PT) students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

In Fall 2003 there were 34.9 FTE students to every one full-time faculty member at UofT compared to the AAU mean of 22.5 FTE students to every one full-time faculty member.

Figure B1a-ii

Student-Faculty Ratios, Fall 2003 FTE
Comparison with G10 Peers

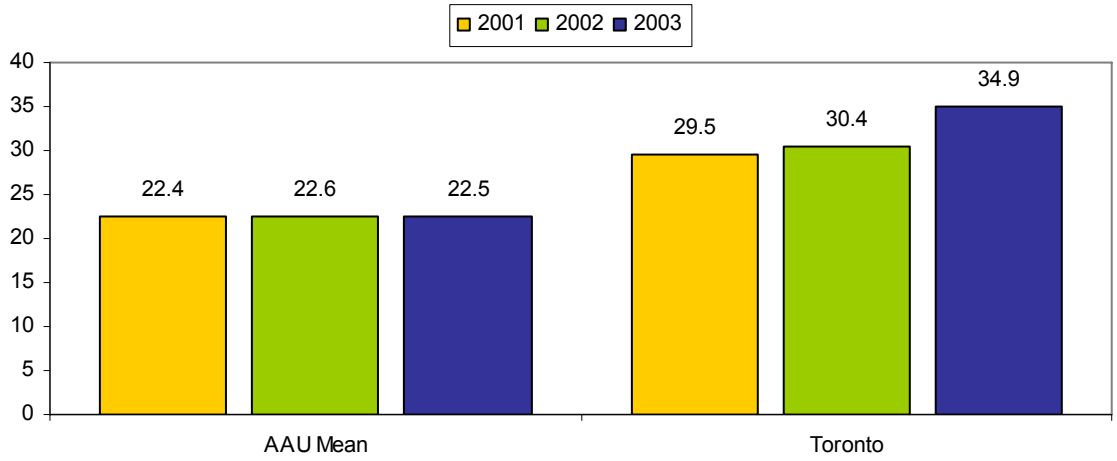


Source: G10 Data Exchange (G10DE).
G10 mean excludes UofT. Faculty counts include FT Professorial Ranks only, regardless of tenure status (i.e. includes both tenure stream & non tenure stream). Faculty in Medicine and senior administrators are excluded. Medical Residents are excluded from this analysis to more closely match the methodology followed with our AAU Peers.

In Fall 2003 there were 34.9 FTE students to every one full-time faculty member at UofT compared to the G10 mean of 27.1 FTE students to every one full-time faculty member.

Figure B1a-iii

Student-Faculty Ratios
Fall 2001, 2002 and 2003 FTE
Comparison with Mean of AAU Peers



Source: AAUDE.
Means exclude UofT. Faculty data excludes Medicine while the student enrolment data includes Medicine.
Faculty data includes both Tenured/Tenure Stream and Non Tenure Stream FT Professorial Ranks.

Performance Assessment:
The ratio of students to full-time faculty in professorial ranks at the University of Toronto continues to rank highest among the AAU peer and G10 universities in 2003. The significant increase in the student-faculty ratio particularly since 2001 (29.5 to 34.9) reflects the rapid growth in undergraduate students during the double cohort period with a corresponding slower hiring of full-time faculty.

Total instructional capacity will differ from institution to institution according to the differing definitions. For comparison purposes neither G10 nor AAU include clinical, status-only, or teaching stream faculty. While the inclusion of teaching stream faculty would reduce the ratio to 27:1, this is still up from 19:1 a decade ago. The University of Toronto likely has proportionally more clinical, status-only and teaching stream faculty than our peers. Including these faculty would likely change our relative ranking although it probably would not account for all of the difference. The University will be carefully monitoring these ratios in order to better understand the reasons for the gaps.

Performance Goal:
We expect that the increased funding per student announced in the 2005 Ontario Budget will help to improve our performance on this measure. We will monitor our progress closely in the coming years.

b. Class Size Experience

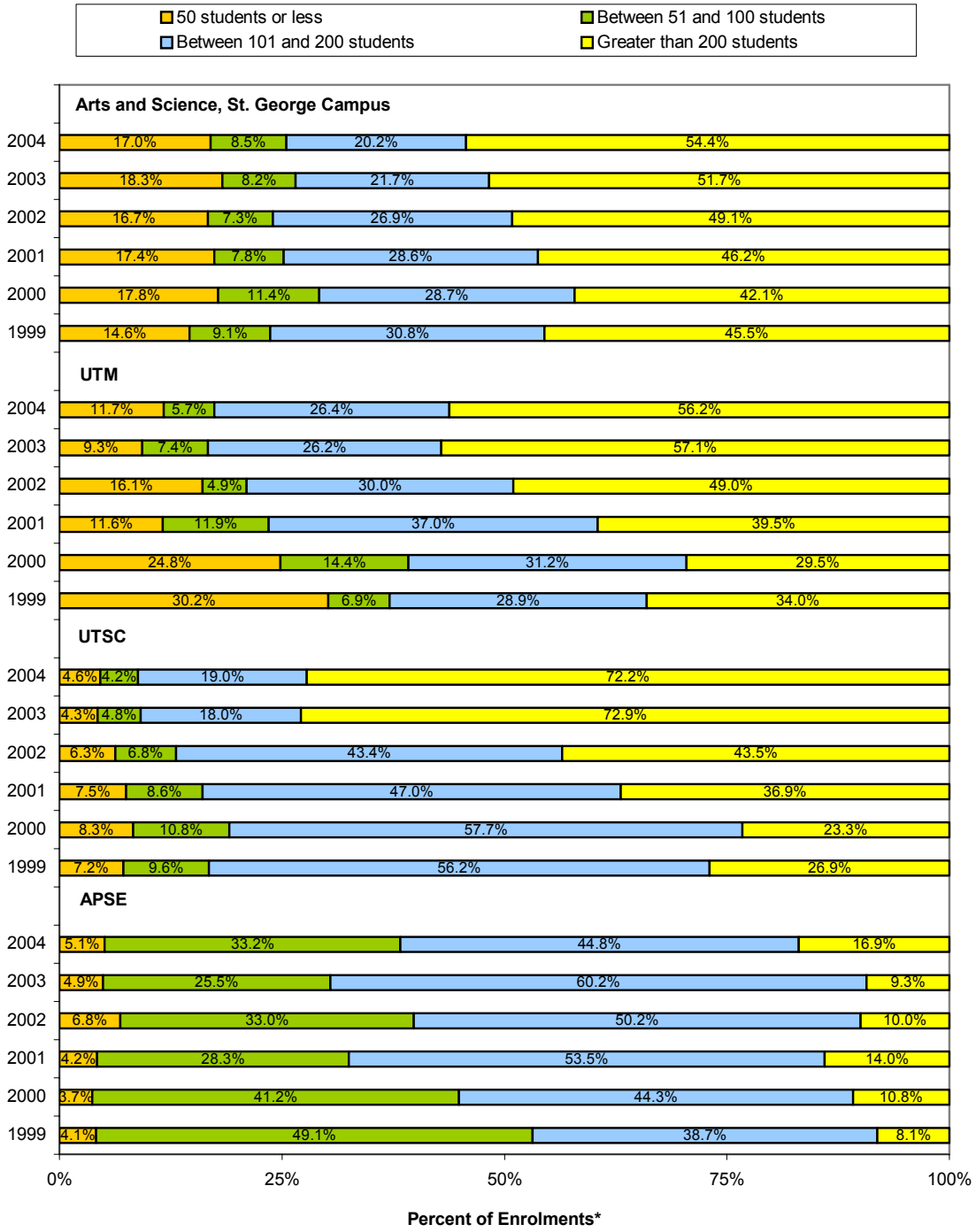
Performance Relevance:
The University of Toronto is committed to providing undergraduate students with the opportunity to participate in a variety of learning formats, including smaller class experiences. An assessment of the distribution of class sizes by year provides an indication of the class size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

We measured the class size experience of our students in four direct-entry program areas (St.George - Arts and Science, UTM, UTSC and APSE) at two points in their undergraduate programs, first and fourth year. Also, this measure is presented differently from previous years. Rather than presenting average class sizes, we show the distribution of class size experience.

i) The distribution of students in various class sizes for undergraduate first year courses from 1999 to 2004; and,
ii) The distribution of students in various class sizes for undergraduate fourth year courses from 1999 to 2004.

Figure B1b-i

Class Size Experience in Undergraduate First Year Courses
Fall & Winter Enrolments from 1999 to 2004

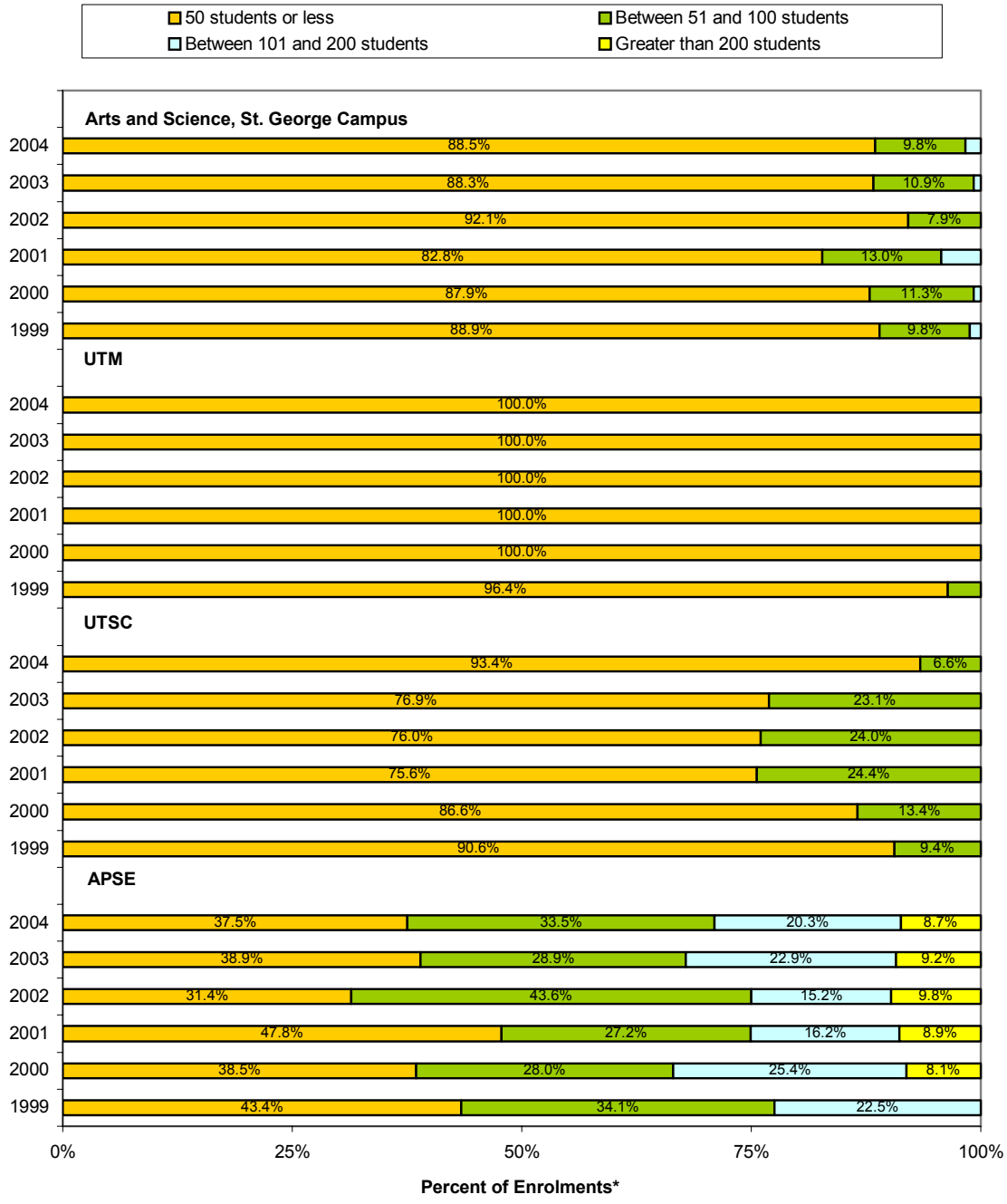


Source: Planning and Budget reported on data compiled from ROSI
* Weighted enrolment expressed in Full Course Equivalents (FCEs). Enrolment in half-credit courses is counted as 0.5 per student. Enrolment in full-credit courses is counted as 1.0 per student.

The chart above indicates the distribution of first year class size in Arts & Science St. George, UTM, UTSC, and APSE in four selected ranges over the last six years. For instance, in 2004, 17% of students in first year courses offered by Arts & Science were in classes of 50 students or less.

Figure B1b-ii

Class Size Experience in Undergraduate Fourth Year Courses
Fall & Winter Enrolments from 1999 to 2004



Source: Planning and Budget reported on data compiled from ROSI
Values of .04% or less are not labeled.
* Weighted enrolment expressed in FCEs. Enrolment in half-credit courses is counted as 0.5 per student. Enrolment in full-credit courses is counted as 1.0 per student.

The chart above indicates the distribution of fourth year class size in Arts & Science St. George, UTM, UTSC, and APSE in four selected ranges over the last six years. For instance, in 2004, 88.5% of students in fourth year courses offered by Arts & Science were in classes of 50 students or less.

Performance Assessment:
Variation exists with respect to the distribution of undergraduate students in first and fourth year courses among the four divisions by class size groupings. For example, despite the large increase in the entering cohort since 1999, the Faculty of Arts and Science's commitment to smaller class experience in first year has resulted in an increase in the proportion of students in first year courses of 50 students or less, from 14.6% in 1999 to 17.0% in 2004. At the same time, the proportion of students in fourth year courses of this size has been maintained at just under 89%. By way of contrast, while there was a notable shift starting in 2003 at UTSC to a greater proportion of students in first year courses larger than 200, (related to the introduction of the ARC classroom[4]), there was also a notable increase in the proportion of students in fourth year courses with a class size of 50 students or less in 2004.

Furthermore, despite large increases in undergraduate enrolment since 1999, undergraduate students in Arts and Science, St. George, UTM, UTSC and APSE direct-entry programs at the University of Toronto are given the opportunity to benefit from a smaller class experience. Almost all graduates (97.2% to 100%) of undergraduate programs offered by the four major divisions examined had at least one classroom experience of 50 students or less during their years of study.

Performance Goal:
Resource constraints do not allow for every class to be small, and indeed, many large classes can also provide a meaningful experience. Nevertheless, smaller classes are one means of improving the student experience particularly for undergraduate students. The University will continue to offer opportunities for students to have intense contact with faculty through means such as small seminars or research experiences.

[4] Academic Resource Centre (ARC) is a 500-seat lecture theatre.

c. National Survey of Student Engagement (NSSE) Measures

Performance Relevance:
The National Survey of Student Engagement (NSSE)[5] was developed by the Indiana University Center for Postsecondary Research to assess the undergraduate student experience. The University of Toronto, along with seven other G10 universities[6], participated as a consortium for the first time in 2004. NSSE was identified as an appropriate tool to assist the University through a process of institutional change as we work to meet the objectives outlined in *Stepping UP*[7]. 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 relative to participating G10 institutions and doctoral extensive universities in the U.S.[8]:

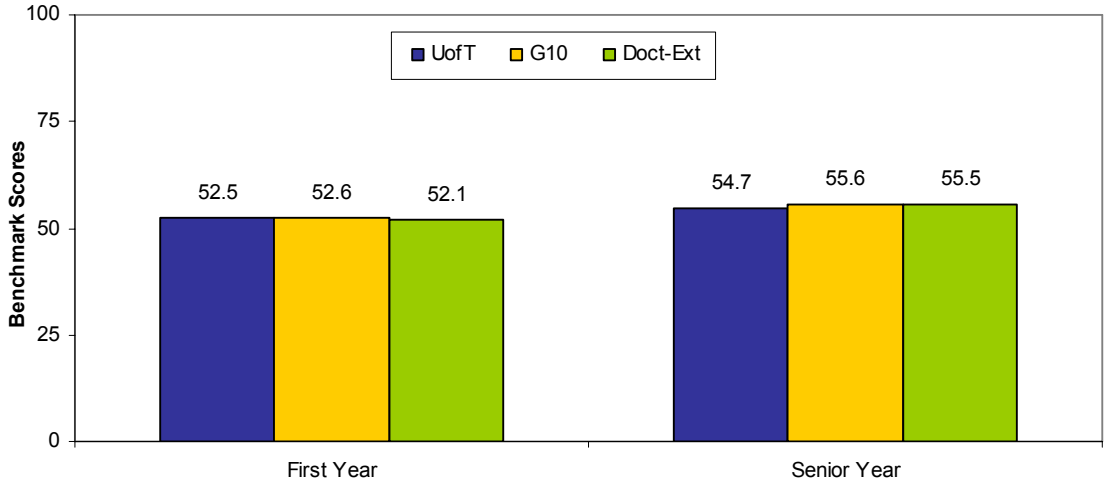
i) Level of Academic Challenge
ii) Active and Collaborative Learning
iii) Student-Faculty Interaction
iv) Enriching Educational Experiences
v) Supportive Campus Environment

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. Each benchmark is the weighted mean of students' scores at the University of Toronto. Each comparison benchmark score is the mean of all institutional benchmark scores within the group. The following benchmark charts compare the University of Toronto's benchmark scores for first year students and senior year students to participating G10 and U.S. Doctoral-Extensive universities. The larger the score, the more positive the underlying responses.

[5] http://www.indiana.edu/~nsse/
[6] Alberta, McGill, McMaster, Queen's, UBC, Waterloo, and Western.
[7] http://www.provost.utoronto.ca/English/Academic-Planning.html
[8] Doctoral Extensive Universities: American U., Auburn U., Brigham Young U., Case Western Reserve U., Catholic U. of America, Clemson U., Florida International U., Indiana - Bloomington, Kansas State U., Louisiana State U., Loyola - Chicago, Marquette U., Mississippi State U., New Mexico State U., Northeastern U., Ohio State U., Oregon State U., Purdue - Main, Saint Louis U., U of Alabama, U of Connecticut, U of Denver, U of Hawaii - Manoa, U of Illinois - Urbana, U of Kansas, U of Maryland - Baltimore, U of Missouri - Columbia, U of Nebraska - Lincoln, U of New Mexico - Main, U of Pittsburgh, U of Tennessee, U of Texas - Arlington, U of Texas - Austin, U of Toledo, U of Utah, U of Wisconsin-Madison, U of Wisconsin - Milwaukee, Utah State U., Virginia Commonwealth U, Washington State U., Wayne State U.

Figure B1c-i

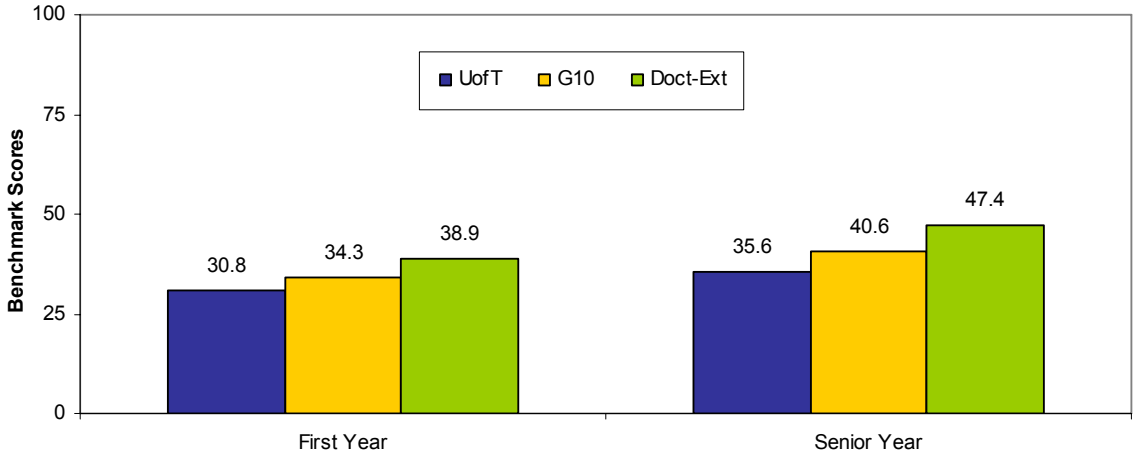
Level of Academic Challenge



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 B1c-ii

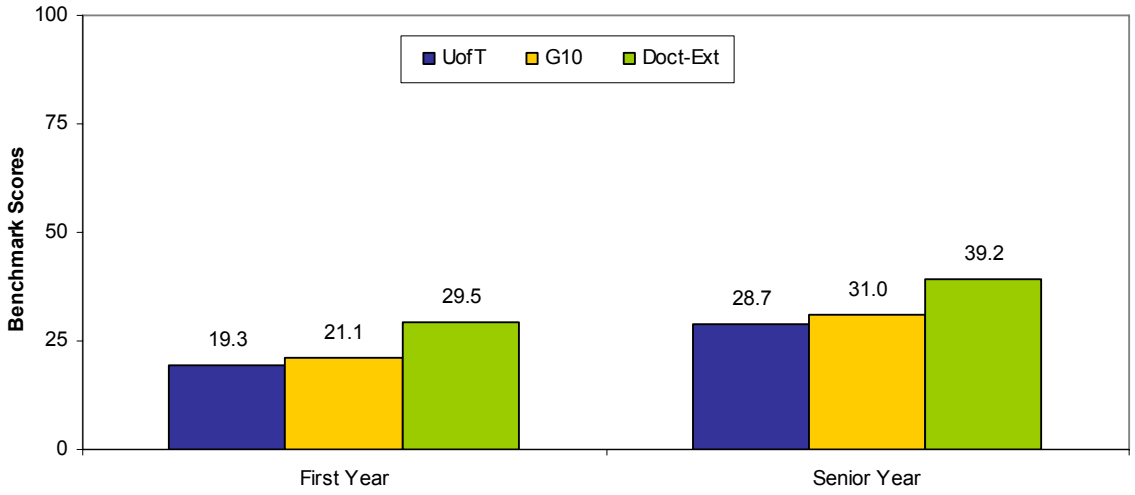
Active and Collaborative Learning



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

Figure B1c-iii

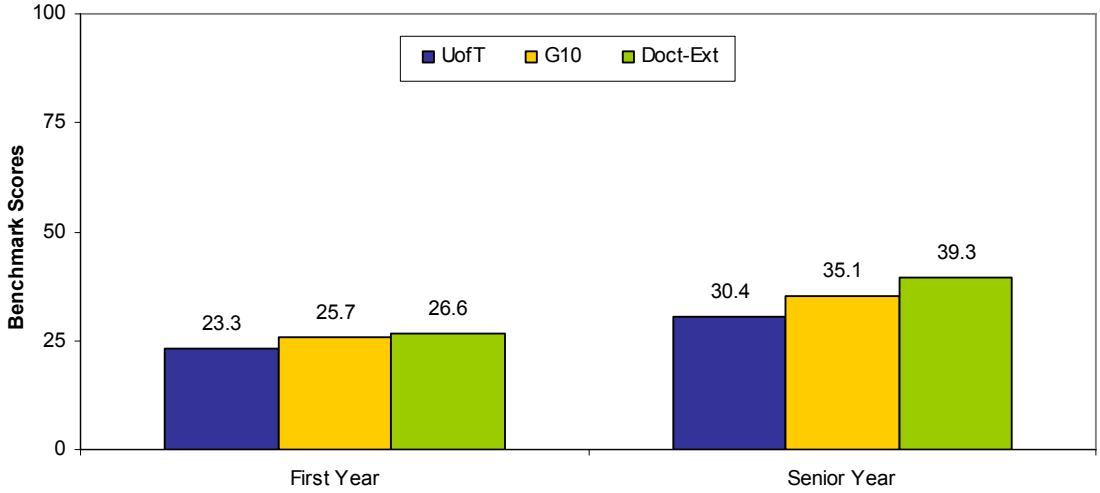
Student-Faculty Interaction



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

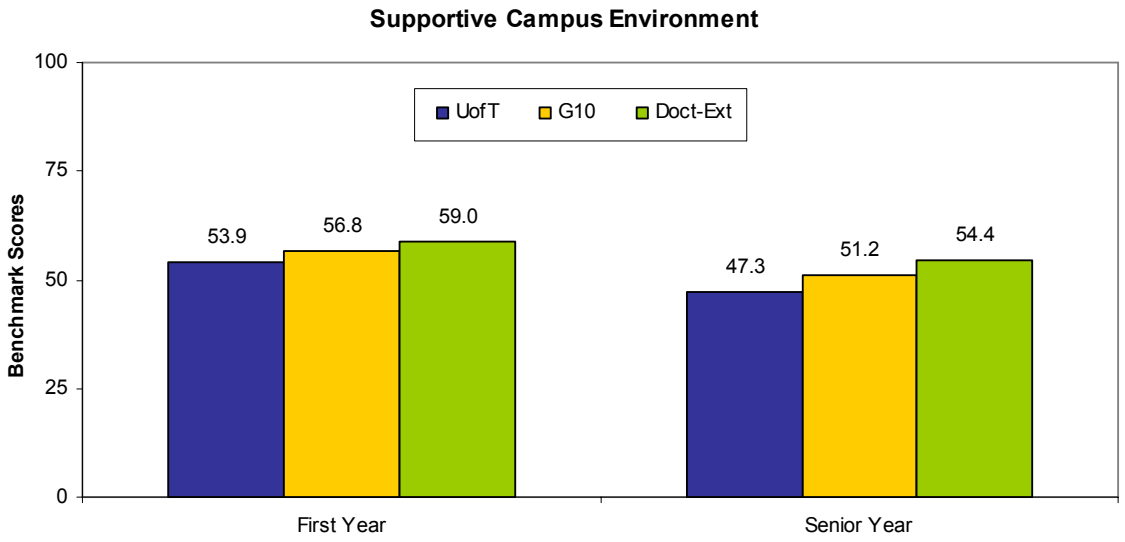
Figure B1c-iv

Enriching Educational Experiences



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

Figure B1c-v



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

Performance Assessment:

As reported in *Measuring UP*[9], the benchmark scores confirm much of what we already know and are addressing through *Stepping UP*[10]. The University of Toronto provides a level of academic challenge commensurate with our peer institutions in Canada and the U.S. particularly in the first year. On the other benchmarks there is work to be done. It should be noted that NSSE is one of several new assessment initiatives that will inform the planning process as it relates to the undergraduate student experience. The Office of the Vice-Provost, Students is working with the Higher Education Group in the Department of Theory and Policy Studies at OISE-UT to continue to assess student learning and development.

Performance Goal:

The University of Toronto will continue to participate in the NSSE survey in future years to help monitor the undergraduate student experience. While we expect improvements as a result of the variety of initiatives underway, significant changes will require a multi-year sustained effort.

[9] http://www.utoronto.ca/govcncl/bac/details/ua/2004-05/uaa20050222-03ii.pdf
[10] http://www.provost.utoronto.ca/English/Academic-Planning.html

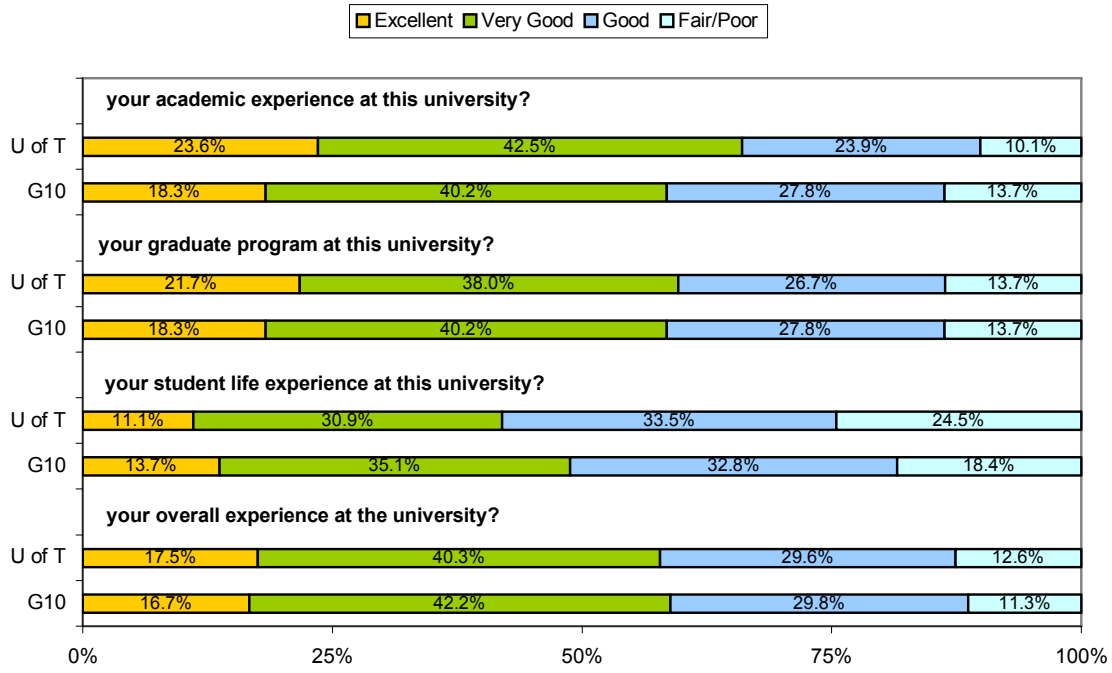
d. Graduate and Professional Survey (GPSS) Measures

Performance Relevance:
In March 2005, the University of Toronto, along with other G10 institutions,[11] participated in the Graduate and Professional Survey (GPSS) administered by MIT. This survey combines three pre-existing surveys[12] that measured satisfaction of students enrolled in graduate programs. 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[13].

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

Figure B1d

GPSS 2005
Overall, how would you rate the quality of:



Source: G10DE
Figures reported for the G10 exclude UofT.

The percentages above indicate the distribution of responses by UofT students to four general satisfaction questions in the GPSS survey compared to the responses of graduate students from the other six participating G10 institutions.

[11] Alberta, Laval, McGill, McMaster, Waterloo, and Western.
[12] Rutgers, Higher Education Data Sharing (HEDS) Consortium , Consortium on Financing Higher Education (COFHE).
[13] The 50% response rate includes only those students where an e-mail address was available.

Performance Assessment:
Graduate students responded positively to questions related to the overall quality of their experience at the University of Toronto. Specifically, 87.4% of the respondents indicated that overall they would rate their experience as "excellent", "very good" or "good". With respect to their "academic experience", "graduate program" and "overall experience", the University of Toronto students responded at least as positively as those at other G10 institutions in aggregate. Only in the area of "student life" did our graduate students respond less favourably than students in other G10 institutions. These results are similar to those of the Higher Education Data Sharing (HEDS) survey conducted in 2002. Specifically, 75% of graduate students in the 2002 survey and 75.5% in the 2005 GPSS survey, rated their "student life experience" as "excellent", "very good" and "good", whereas 91% in 2002 and 90% in 2005 responded positively regarding their "academic experience".

Performance Goal:
The quality of the student experience is central to the mission of a major teaching and research university. We will continue to monitor our performance on graduate student experience as measured through the GPSS and other indicators. As with undergraduate students, a particular emphasis on areas of 'student life' is necessary.

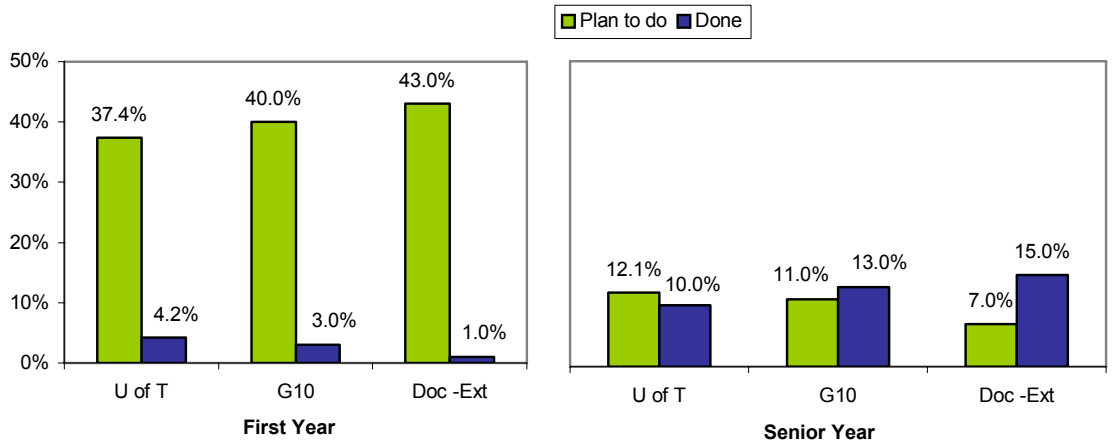
e. International Experience

Performance Relevance:
As the world has become more globally interconnected, many universities are placing a growing emphasis on meaningful international experience 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. We have two measures to assess the extent to which we are providing students with the opportunity for an international experience:

i) Responses to the NSSE question: "Which of the following have you done or do you plan to do before you graduate from your institution? - Study Abroad"; and,
ii) Actual counts of students who participated in Study Abroad, Exchange and Woodsworth College Summer Abroad programs.

Figure B1e-i

NSSE 2004
Which of the following have you done or do you plan to do before you graduate from your Institution?- Study Abroad

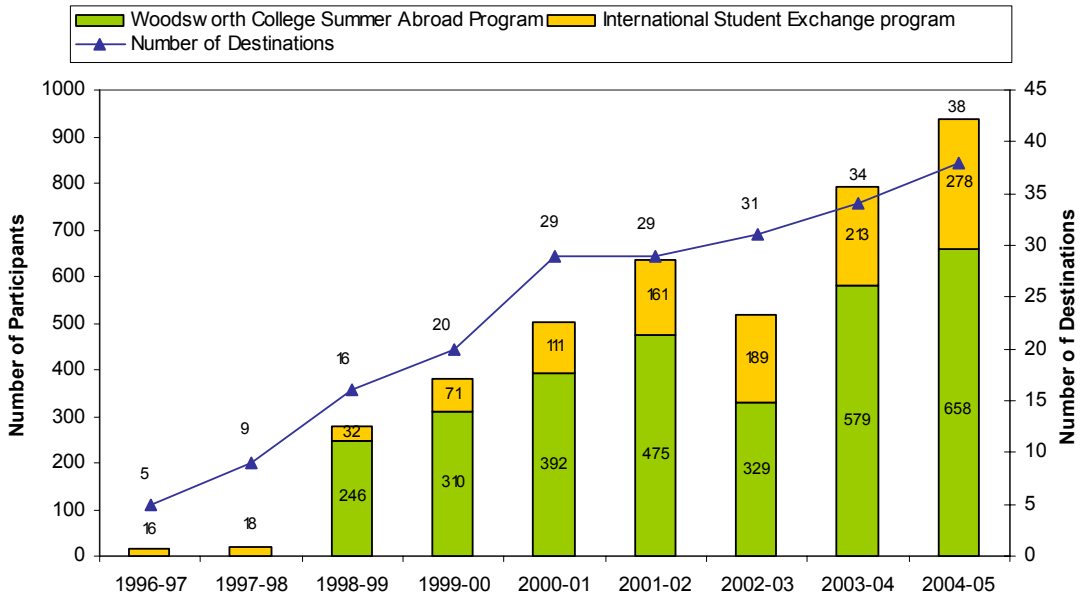


Source: NSSE

The percentages above indicate the responses of UofT students compared to those of G10 and U.S. Doctoral Extensive universities by first year and senior year.

Figure B1e-ii

Number of Participants and Number of Destinations of Study Abroad and Exchange Programs and Woodsworth College Summer Abroad Program



Source: International Student Exchange Programs office and Woodsworth College.
Study Abroad and 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. Data is not available for Woodsworth College Summer Abroad programs in 1996-97 and 1997-98.

The bottom part of the bars reflect the number of participants in Woodsworth College's Summer Abroad programs. The top part of the bars reflect the number of participants in the Study Abroad and Exchange Programs managed by the International Student Exchange Office for each year from 1996-97 to 2004-05. The line reflects the number of different destinations that students participated in during that same period.

Performance Assessment:
The number of students involved and destinations offered in study abroad, exchange and summer abroad programs has grown significantly since 1996-97. In 2004-05, 936 students participated in these programs in just under 40 locations. It should be noted that since these data only reflect those undergraduate Study Abroad and Exchange Programs managed by the International Student Exchange and the Summer Abroad programs offered by Woodsworth College, they provide a very conservative estimate of our students international experiences.

While there has been a significant expansion of international experience programs at the University of Toronto in recent years, the NSSE results suggest that there is demand that is not being met. Specifically, 37.4% of the University of Toronto students surveyed indicated in first year that they planned to undertake a study abroad experience whereas only 10% of senior year students indicated that they had actually participated in one. Similar results are seen for other G10 and US Doctoral-Extensive institutions.

Performance Goal:
We will expand the number of opportunities for our students to study abroad and improve our tracking and the monitoring of our progress.

B2. Promote Interdisciplinary, Interdepartmental, and Interdivisional Collaborations

Preamble:
"We will foster and support research and teaching that falls outside our usual academic structures and practices when it offers promise of important discovery. This includes interdisciplinary research and teaching that involves carefully thought-out and strategic risk-taking and innovation".

Many of the most challenging issues confronting society require scholarship that is collaborative and interdisciplinary. We have a rich tradition of such work at the University of Toronto that serves to enhance the student experience both in teaching and exposure to research. We are also unique in the breadth of our disciplinary programs. Our affiliations with other institutions, particularly the fully affiliated teaching hospitals and research institutes that comprise the Toronto Academic Health Sciences Network, provide opportunities that exist in only a handful of centres worldwide. We can assemble teams of scholars and provide students with interdisciplinary experiences that few other institutions are able to do on their own. We have to ensure that any barriers to such activity are identified and take action to overcome them.

We have begun to develop measures to assess the success of these initiatives to promote such collaborations through benchmarks that evaluate the level of interdisciplinary, interdivisional and intercampus teaching and scholarship. We aim to develop further benchmarks as we work through this planning period.

Performance Measures:
Two indicators have been selected as a means of initially measuring our performance in this area. As a start, we were able to gather information on our intra and inter-faculty research collaborations as well as our collaboration with the teaching hospitals. The Interdisciplinarity Committee[14] is working on defining interdisciplinary activity. We will expand our reporting in this area into performance on programs and course enrolments in the future as we improve our data sources and establish definitions. Reporting on our publications related to interdisciplinary research will also be considered.

a. Intra and Inter-Faculty Funded Research Collaborations
b. Collaboration with Teaching Hospitals

[14] Committee mandates include: review the Report of Provostial Committee on Centres and Institutes criteria, modify if necessary, and re-communicate to the University; assess governance models for cross-faculty initiatives; and identify mechanisms for fostering interdisciplinarity to overcome barriers. See http://www.provost.utoronto.ca/English/page-6-13908-1.html.

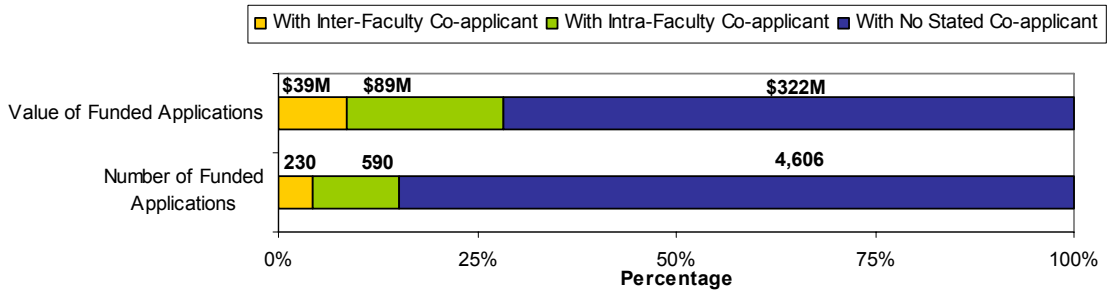
a. Intra and Inter-Faculty Funded Research Collaborations

Performance Relevance:

As a measure of intra and inter-faculty collaboration in the area of research we looked at funded research projects with another faculty member.

Figure B2a

Distribution of Funded Research Applications
Within the University of Toronto and Affiliated Hospitals
2003-04



Source: Research Information System for April 2003 to March 2004.
Funded research applications counted in analysis exclude personnel and training awards, as well as awards credited to an academic administrator who holds it on behalf of a unit of the University.

The chart above indicates the distribution of funded research applications where co-applicants were from the same faculty as the main applicant (intra faculty), from another faculty (inter-faculty), or not stated. This distribution is shown by its monetary value and by the number of funded applications in 2003-04.

Performance Assessment:

In 2003-04, 85% of the funded research projects did not involve another faculty member as a co-applicant. Of the remaining 15%, 11% involved co-applicants within the same faculty and 4% involved co-applicants in another faculty within the University. This measure does not represent all collaborations – since collaboration can occur without co-applicant status.

Performance Goal:

While strengthening interdisciplinary research activities is important, we need to ensure that we continue to value individual discipline-focused research. The Interdisciplinarity Committee will be recommending measures and objectives in this area.

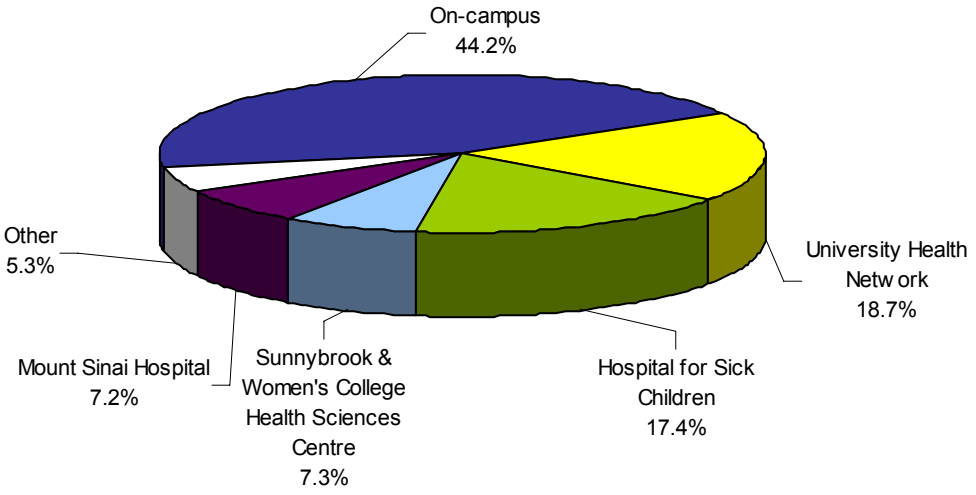
b. Collaboration with Teaching Hospitals

Performance Relevance:

As a measure of collaboration with the teaching hospitals, the Faculty of Medicine recently examined the research sites for its graduate students.

Figure B2b

Research Collaboration with Affiliated Hospitals, 2004-05
Research Sites for Doctoral Stream Students Enrolled in the Faculty of Medicine
Total number of students: 1,751



Source: Faculty of Medicine.
Other: St. Michael's Hospital (1.8%), Centre for Addiction and Mental Health (1.7%), Toronto Rehabilitation Institute (0.6%), Bloorview Macmillan Children's Centre (0.7%), and Baycrest Centre for Geriatric Care (0.4%). On-campus includes a small number of students located at research sites other than an affiliated hospital (e.g. Cancer Care Ontario).

The chart above indicates the distribution of research sites for doctoral-stream students (Masters and Doctoral) enrolled in the Faculty of Medicine.

Performance Assessment:

Collaboration with the teaching hospitals in the research training of graduate students is significant. In 2004-05, over 50% of graduate students in the Faculty of Medicine conducted their program-related work at one of our affiliated teaching hospitals. For the future, we will report on collaboration with hospitals in the research training of students in other faculties as well as collaborations across all faculties and hospital sites.

Performance Goal:

We will improve the breadth of collaboration from across disciplines to ensure we are maximizing the opportunities available through our unique relationships with our affiliated teaching and research institutes.

B3. Link Teaching and Research

Preamble:
"The University should increase the number of undergraduate research opportunities, student internships and student projects undertaken with cultural, social and non-profit organizations in the GTA."

The research breadth and strength of the University of Toronto are key distinctive features for our students, faculty and staff. To maximize the quality and uniqueness of our student experience, linkage to research experiences should be included in all our academic programs, and all programs should reflect the latest scholarship. At the undergraduate level, we should strive to ensure that all students have an opportunity to interact with leading scholars in and out of the classroom, and all students who desire it should be able to engage in a research opportunity. Ideally, we could also link research and international experiences. In professional programs, at a minimum all students should have the opportunity to learn how to be good consumers of research and students should engage in a research project where feasible. At the doctoral level, engagement in research is a *sine qua non*, but here we could set objectives for how graduate students could engage in enhancing the research experience of undergraduate and professional students.

There are already many ways in which students can gain meaningful research experiences at the University of Toronto. With this report, we have begun the process of assessing the proportion of students receiving such research experience. By the end of this academic planning period, we will have worked with the Divisions to further define what a meaningful research experience is and set targets for the proportion of students expected to engage in one in each year of study.

Performance Measures:
As a start, for this year's report we examined the integration of teaching and research both within undergraduate programs through seminar and research courses, as well as outside of a student's program of study through research work experience opportunities. For graduate programs we compared the student survey responses in 2002 and 2005 regarding their research, publications and presentations at conferences.
The specific measures we selected are:

a. **Undergraduate Seminar or Research Course Experience**
b. **Undergraduate Research Experience Outside the Classroom:**
   i) NSSE Responses
   ii) Undergraduate Student Research Work Experience
c. **Graduate Research, Publications and Presentations**

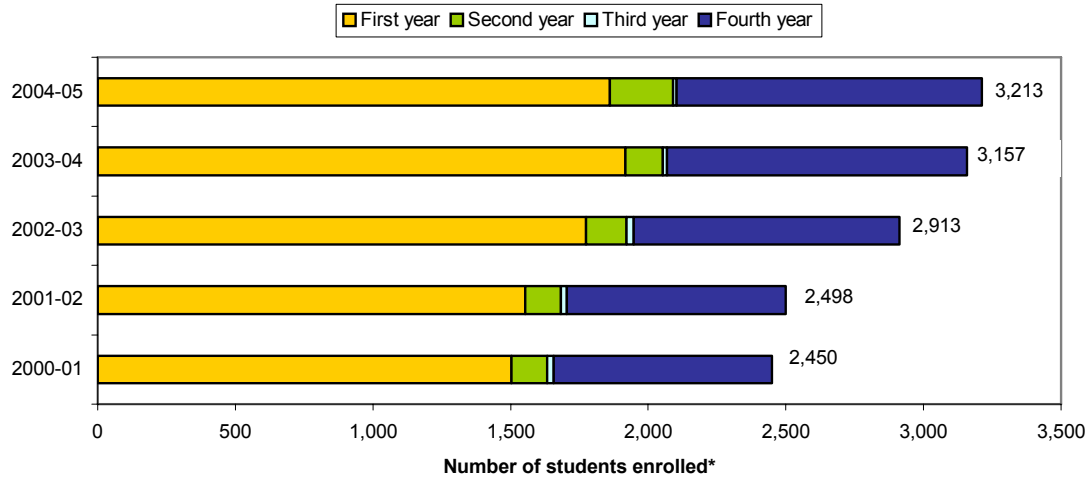
a. Undergraduate Seminar or Research Course Experience

Performance Relevance:

Seminar and research courses are excellent environments for students to gain exposure to research work and the integration of teaching and research[15]. We examined student enrolment in undergraduate seminar and research project courses offered by the Faculty of Arts and Science, UTM, APSE and Pharmacy between 2000-01 and 2004-05. Courses were included as undergraduate seminar or research courses based on calendar descriptions.

Figure B3a

Student Enrolment in Undergraduate Seminar or Research Courses by Course Level, 2000-01 to 2004-05



Source: Planning and Budget reported on data compiled from ROSI
* 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.
First year courses include: ARTSCI 199. Second year courses include: ARTSCI 299, ERIN 299. Third year courses include: ARTSCI 399, ERIN 399. Fourth year courses include: APSC 489, 492, 496, 497, 499, ARTSCI 403, 404, 411, 412, 413, 414, 415, 416, 417, 418, 419, 498, 499, ERIN 412, 413, 415, 419, 498, 499 PHM 489, 499.

The chart above indicates the enrolment of students in undergraduate first, second, third and fourth year seminar and research courses, from 2000-01 to 2004-05.

Performance Assessment:

Student enrolment in undergraduate seminar and research courses has increased (31%) since 2000-01. This growth slightly exceeds the undergraduate growth that has occurred in these four faculties during this same period (23%). While these course offerings have expanded, they are concentrated in first and fourth year.

[15] Arts & Science 199Y and Research Opportunities 299Y have been recognized with a Northrop Frye Award for Excellence.

Performance Goal:
We will work to refine these measures in order to assess the integration of research and teaching inside the classroom. By the end of this academic planning period, we will have worked with the Divisions to increase the amount of undergraduate seminar and research courses, expanding them in second and third year.

b. Undergraduate Research Experience Outside the Classroom:

i) NSSE Responses
ii) Undergraduate Student Research Work Experience

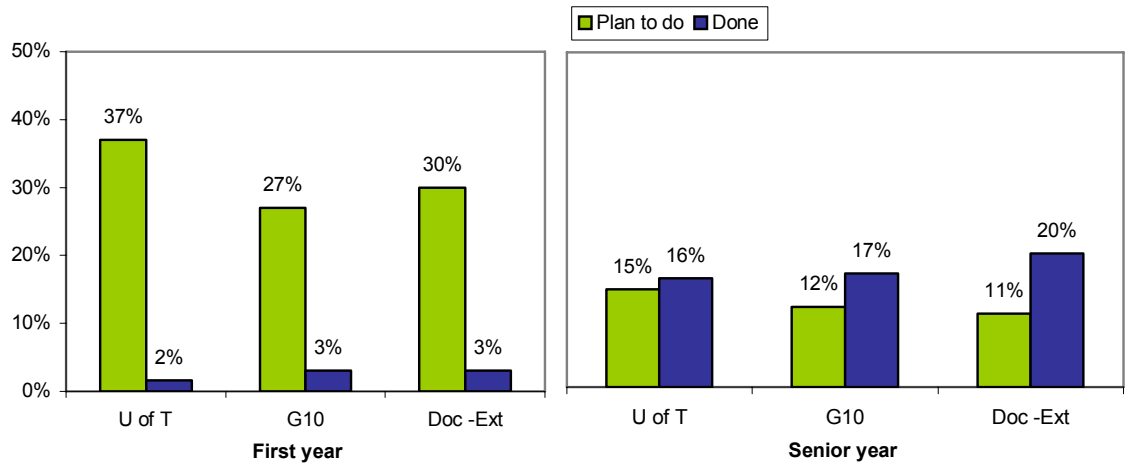
Performance Relevance:
In addition to course-related research experiences, undergraduate students are offered many opportunities for remunerated research work experiences, usually during the summer. Some of these opportunities are ad hoc in nature, while others are available through formal programs. In addition to enriching the overall student experience, a preliminary study conducted in 2004[16] showed that a high percentage of students who participated in research experience programs later enrolled in graduate studies or second-entry professional programs.

As part of the NSSE survey, first year and senior year students in direct-entry programs were asked whether they planned to work on a research project with a faculty member outside of course or program requirements. These results compared to G10 and Doctoral Extensive institutions in the U.S. are presented below. In addition, we have attempted to verify students' responses with some actual counts of student participation in research work experience programs offered by the University.

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

Figure B3b-i

NSSE 2004
Which of the following do you plan to do before you graduate from your institution? - Work on a research project with a faculty member outside of course or program requirements

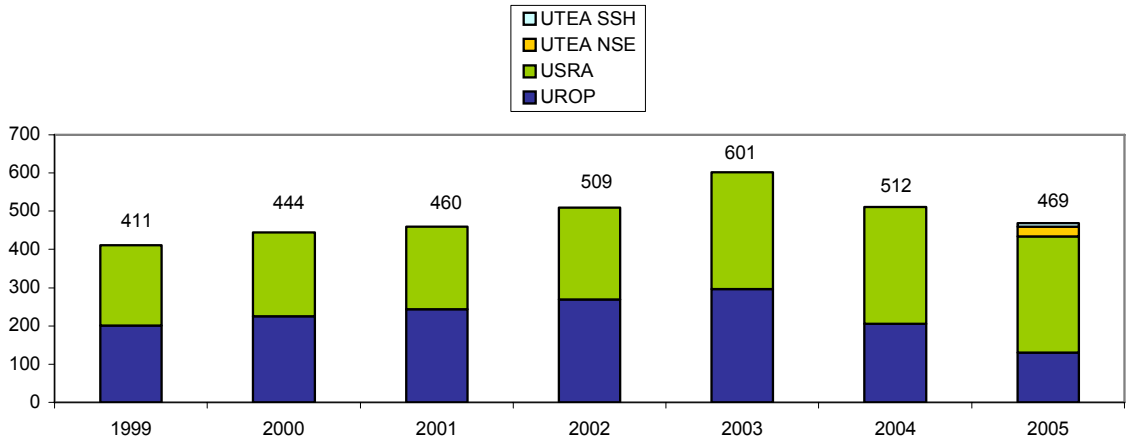


Source: NSSE

The chart above indicates the responses for first year and senior year UofT students compared to those by students at G10 and Doctoral Extensive universities.

Figure B3b-ii

Number of Undergraduate Students who Held Summer Research Experience Awards



Source: Data from survey of program officers by Office of the Vice-President, Research and Associate-Provost,
UROP: Undergraduate Research Opportunity Program, funded by the University's Life Sciences Committee. USRA: Undergraduate Student Research Award funded by Science and Engineering Research Canada (NSERC). UTEA NSE: University of Toronto Excellence Award – Natural Sciences and Engineering. UTEA SSH: University of Toronto Excellence Award – Social Sciences and Humanities.

The chart above indicates the number of undergraduate students who held a USRA, UROP, UTEA-NSE or UTEA-SSH award in the summer of 1999 through to the summer of 2005. UTEA-NSE and UTEA-SSH are new awards created in the summer 2005.

Performance Assessment:
The NSSE results indicate that while 37% of first year students responded that they planned to participate in a research experience outside of the classroom, only 16% of senior students had actually participated in such an experience by their senior year.

In the summer of 2005, the University of Toronto had a total of 469 students reported in formal research experience programs. These included 329 in the natural sciences, 130 in the health sciences, and 10 in the social sciences and humanities. The variation in numbers by discipline reflects the differences in available funding.

While the University offers a range of opportunities for undergraduate students to engage in a research experience, the demand appears to exceed the supply.

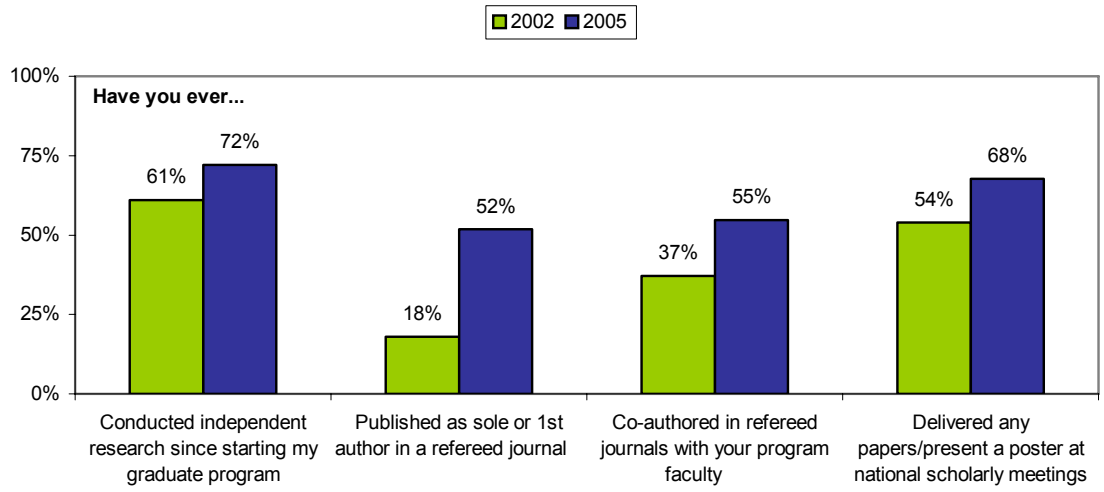
Performance Goal:
Improving our ability to define this measure will be one of our goals during the current academic planning period. Strengthening the link between teaching and research through the expansion of such opportunities is an important objective for the University. Communicating to our students the breadth of opportunities available will be a focus of this academic planning period.

c. Graduate Research, Publications and Presentations

Performance Relevance:
Survey results regarding graduate student research, publications and presentations provide an indication of the program/department support that students are receiving to undertake these activities. We are able to assess our improvement over time by comparing our results from two surveys, the 2002 Higher Education Data Sharing survey (HEDS) and the 2005 Graduate and Professional Survey (GPSS).

Figure B3c

Graduate Research, Publications and Presentations



Source: GPSS and HEDS survey results.

The chart above compares the responses of graduate students regarding their research, publications and presentations between the 2002 HEDS survey and the 2005 GPSS survey.

Performance Assessment:

GPSS responses to questions about the incidence of research activities, when compared to the 2002 HEDS results, indicate more student activity in conducting independent research, publishing in journals and presenting at conferences. For example, 72 percent of respondents in 2005 report that they have conducted independent research since starting their graduate programs compared to 61 percent in 2002. Also, more students indicated that they have published as sole or first author or as co-author in refereed journals and have made presentations at scholarly meetings.

Performance Goal:

We will continue to make improvements to the support provided to students in their research activities and survey our students to monitor our progress.

B4. Outreach and Engagement in Public Policy

Preamble:
"Our discovery and knowledge will provide important leadership nationally and internationally. We will provide leadership in research that defines emerging intellectual landscapes. We will continue to generate intellectual excitement by the quality and importance of our teaching and research: excitement for ourselves on our three campuses, excitement for our students and for our scholars from elsewhere who come to our university, excitement within our communities and across Canada, and excitement internationally. We will—in our research, outreach, our teaching and our co-curricular activities—share our knowledge with, draw knowledge from and engage with the GTA the province, and Canada as well as countries abroad."

Our responsibilities as public stewards of knowledge require us to ensure that the scholarship we generate and maintain is made available via our students and faculty to the broader community. At the local level, we should collaborate with community agencies, organizations and municipal governments to work on the issues that they face.

We should identify opportunities for community-based experiential learning for our students that will engage them in these activities. At the provincial and national level, we should seek out opportunities for our scholarship to inform public policy debates. Internationally, we should partner with institutions that extend our reach, and identify means by which we can assist those who can benefit from our scholarship.

Performance Measures:
We have selected four measures of our performance in Outreach and Engagement in Public Policy. As a start, in this year's report we have provided our performance on three measures including, community outreach, media profile by expert, and technology transfer. We hope to survey our faculty members in the future to provide a measure of their contribution to public policy issues and debates.

a. Community Outreach
b. Media Profile by Expert
c. Technology Transfer
i) Research Expenditures from Industrial Sources
ii) Gross Commercialization Revenue

a. Community Outreach

Performance Relevance:
Community outreach is an important University goal and activity. It is about making connections to people who would benefit from, but would not otherwise be likely to experience, post-secondary education or the resources of university education. The university is involved in outreach initiatives through meaningful curricular and co-curricular participation and volunteer activity[17].

Performance Assessment:
Many of our student organizations and all of our Colleges support a variety of mentoring and tutoring programs in which University of Toronto students volunteer. These programs are located throughout the GTA; they reach out to both elementary and secondary school students; and they include tutoring literacy, mathematics and science, help with homework, and mentoring. The need and benefits of supportive outreach are not restricted to first-entry professional students. Some professional programs at the University have formal outreach initiatives, others are working on innovative ways to recruit and welcome students who might not otherwise consider a particular profession as a viable option.

The Centre for Community Partnerships, established in 2005, will act as clearing-house for University Community activities and a variety of projects, as well as to provide meaningful and relevant training for students engaging in community activities. Another focus will be on bringing community students to the University through cultural events, such as concerts in the Faculty of Music, plays at Hart House, and athletic events at the Faculty of Physical Education and Health. Our role will be to coordinate and support these visits and to connect such visits to other outreach activities. We also plan to offer more coordinated programming and support for the parents of students from these communities. For example, providing relevant information on admission issues and financial aid or interesting classes in their communities, such as those offered in Regent Park and Davenport-Perth.

Performance Goal:
Benchmarks will be set in the future through the Centre for Community Partnerships.

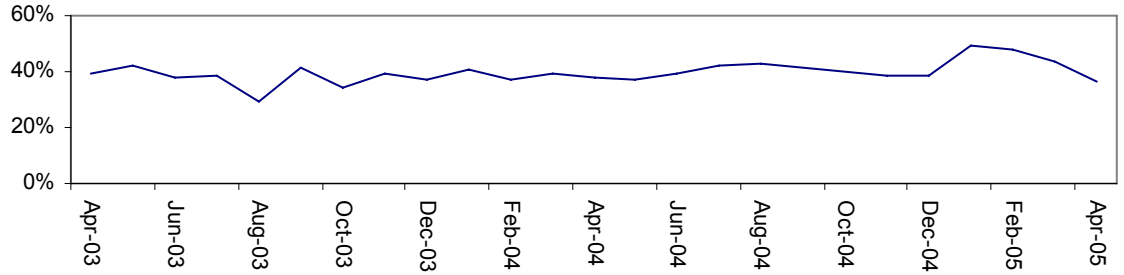
[17] In 1996 a detailed inventory of the full range of community service initiatives was provided in a report entitled *The University of Toronto: A Community Institution* by the Office of the Vice-Provost and Assistant Vice-President (Planning and Budget) with assistance from the Department of Public Affairs.

b. Media Profile by Expert

Performance Relevance:
Sharing knowledge and expertise by our faculty through expert commentary on issues of the day is seen as a part of our public education mandate and is a measure of our contribution to the broader community. Cormex Research compares the University of Toronto's media coverage to five other research-intensive universities in Canada[18]. The resulting indices include media coverage from 12 major Canadian daily newspapers including the Globe and Mail, National Post, as well as Canadian Business and Maclean's magazine. Coverage also includes key television outlets across the country and coverage on CBC-Radio and its affiliates. The Profile by Expert index provides a score of the media coverage of faculty members in a given period. Below are the data from April 2003 to April 2005.

Figure B4b

U of T Share of Voice from Experts over Time



Source: Cormex Research

The chart above provides an index score of the share of media coverage of faculty deemed as experts on a given topic compared to five other research intensive universities (Alberta, McGill, Queen's, UBC, and Western) over a two year period.

Performance Assessment:
While expert commentary is influenced by the current issues of the day, the University of Toronto's share of expert commentary has averaged 40% among the six universities over the past two years. By way of contrast, UofT has 26% of the full-time professorial ranked faculty among these six institutions. Most recently, in the Winter 2005 quarter, the University of Toronto's faculty members remained the most prominent among the six universities surveyed, appearing in 46% of all media coverage featuring a professor, with 19 of the top 30 professors.

Performance Goal:
While the University of Toronto already receives a high level of media coverage through expert commentary we should aim to increase our profile. The proposed Public Policy Initiative at the University, building upon established nodes of strength, will provide an opportunity to increase our profile in this area. The University of Toronto is ideally suited

[18]Alberta, McGill, Queen's, UBC, and Western.

to meet the research and educational challenges posed by the evolving world of public policy.

In conjunction with our development of an international strategy, we will develop metrics to assess the University's level of media coverage on the international level.

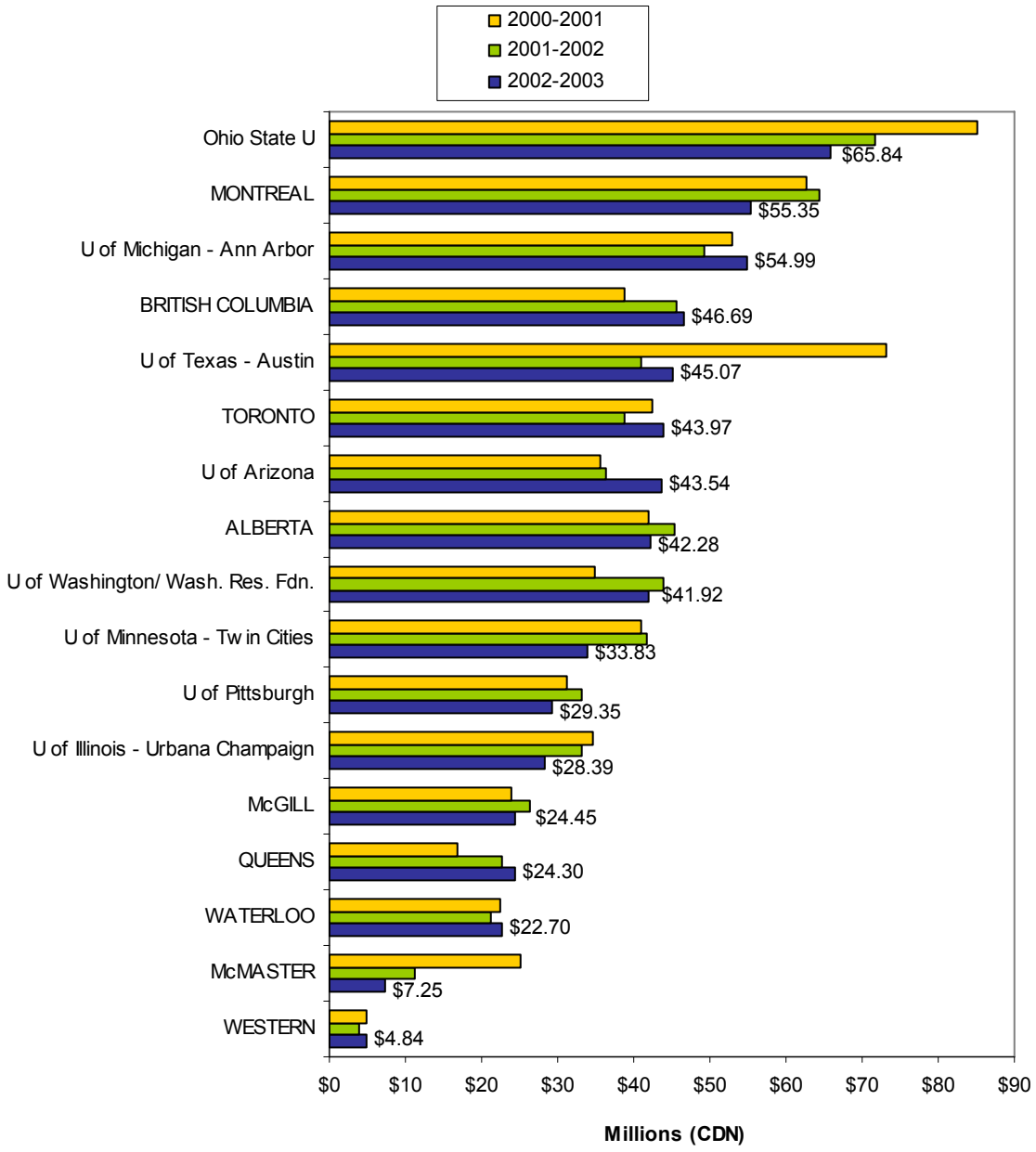
c. Technology Transfer

Performance Relevance:
The translation of research output into applications with economic and social benefit is an important indication of the way our discoveries have had an impact outside of the University. As well, a university's research knowledge also has a broader impact when private sector organizations choose its faculty members and its facilities to conduct research and development. Accordingly, we have chosen two specific measures of technology transfer:

i) Research Expenditures from Industrial Sources
ii) Gross Commercialization Revenue

Figure B4c-i

Research Expenditures: Industrial Sources (Millions CDN)
Canadian G10 & US Peer Institutions

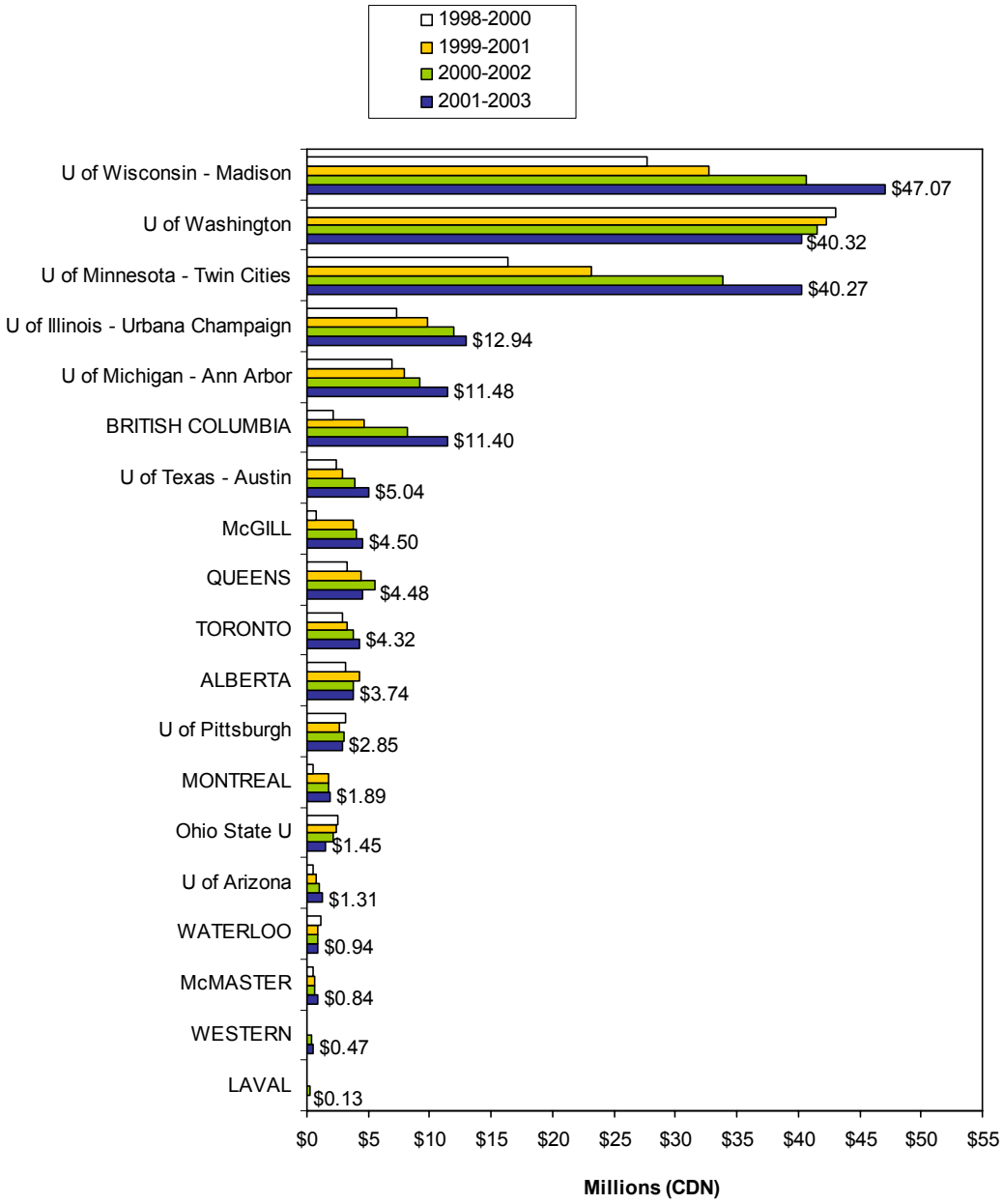


Source: AUTM Survey FY 2003, 2002; AUTM Survey FY 2001 for University Health Network and Hospital for Sick Children; Cognos Cube July 2005 for 2001 University of Toronto data.
G10 institutions are shown in capital letters. University of Toronto includes the Hospital for Sick Children and the University Health Network in 2001, 2002 and 2003 and the Bloorview MacMillan Children's Centre in 2002 and 2003; University of Washington includes Washington Research Foundation (not shown); University of Laval data not available; data for University of California at Berkeley only available as part of University of California system (not shown).

The chart above shows the research expenditures: industrial sources in millions of dollars (Cdn) for UofT, eight of the nine G10 peers and eight of the ten U.S. peers for the last three years, 2000-01 to 2002-03. The data is sorted from highest to lowest expenditures in 2002-03.

Figure B4c-ii

Gross Commercialization Revenue (Millions CDN)
Canadian G10 & US Peer Institutions
Three Year Average



Source: AUTM Survey FY 2003, 2002, 2001, 2000, 1999, 1998
G10 institutions are shown in capital letters. Commercialization revenue includes sale of equity as well as licensing.
UofT does not include affiliated hospitals except the Hospital for Sick Children in 1998 through 2003 and the University Health Network in 2000, 2001, 2002 and 2003, and the Bloorview MacMillan Children's Centre in 2002 and 2003; University of Washington includes Washington Research Foundation; Laval data not available for 1998, 1999 and 2000; Data for University of California at Berkeley only available as part of University of California system (not shown).

The chart above plots the three-year rolling average of gross commercialization revenue in millions of dollars (Cdn) for UofT, G10 peers and nine of the ten U.S. peers during four three-year periods: 1998-2000, 1999-2001, 2000-2002, 2001-2003. The data is sorted from highest to lowest average gross commercialization revenue in the 2001-2003 period.

Performance Assessment:
When compared to G10 and AAU peer institutions, the University of Toronto's level of research expenditures from industrial sources in 2002-03 ranks sixth among a peer group of 16 institutions. Similarly, the gross technology commercialization revenues from licensing and sale of equity in spin-off companies fall in the middle of the group. As year-over-year variations for any given university can be quite substantial, three year rolling means have been used to compare the University of Toronto with G10 and AAU peer institutions. During the 2001-2003 period, the three year mean gross commercialization revenue for the University of Toronto ranked tenth among the 18 peer institutions, but has been increasing steadily since the 1998-2000 three-year period.

Performance Goal:
We should be fully engaged in the process of innovation that takes the products of scholarship out of the University into society. The Office of the Vice-President, Research and Associate Provost has embarked on a review of our technology transfer and Innovations Foundation. We aim to review the status of our level, quality and relevance of technology transfer in order to increase the level of meaningful translation of our research to applications with social and economic benefit.

B5. Equity and Diversity

Preamble:
"We will recruit a student, staff and faculty body that is diverse in its cultural, ethnic and socioeconomic backgrounds that include women, aboriginals, visible minorities, disabled persons and those of different sexual orientations, and that contributes to the intellectual diversity of our university."

We are fortunate to be located in one of the most multi-cultural cities in the world. As a public university we must ensure that we are accessible to all members of our community. Our student body should be a reflection of the diverse local and global communities of which we are a part and we should be active in the recruitment of such students. Our faculty and staff ultimately must reflect the diversity of our students and the community around us. Our scholarship and academic programs should also reflect this diversity. In this way, we can serve as a model of diversity for the global community.

Under the auspices of the Vice-President, Human Resources and Equity office, the Deputy Provost and Vice-Provost Students, and the Vice-Provost, Academic, we have created the Equity Advisory Board to assist the University in identifying and developing relevant and appropriate ways of addressing equity issues. The broadly-based Board will address critical issues and areas such as the formation of an equity statement, an informal mediation/complaint resolution process, curriculum, and information technology as it relates to equity. The Board will also identify the scope of issues, short and long-term strategies, and develop appropriate processes/systems.

Performance Measures:

- **a. Diversity of Students**
- **b. Student Accessibility**
  - **i) Financial Accessibility**
  - **ii) Transitional Year (TYP) and Bridging Programs**
  - **iii) Students with Disabilities**
- **c. Diversity of Faculty**
  - **i) Gender**
  - **ii) Visible Minorities**
- **d. Diversity of Staff**

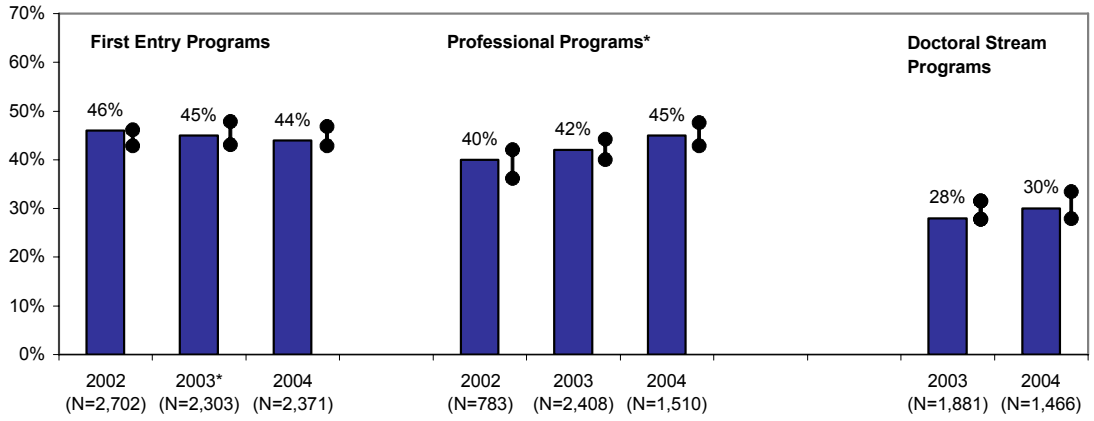
a. Diversity of Students

Performance Relevance:
A student body with a variety of cultural backgrounds enriches the quality of the student experience. The University of Toronto measures the proportion of first-entry, professional and doctoral-stream students in visible minority backgrounds through the financial support survey conducted annually by the Vice-Provost, Students[19]. It should be noted that the survey is limited to Canadian citizens and permanent residents.

[19] Report of Vice-Provost, Students - Student Financial Report 2003-04

Figure B5a

Proportion of Students
In Visible Minority Categories



Source: Office of the Vice-Provost, Students.
*Dentistry, Law, Management, Medicine, and Pharmacy.
2002 data for Doctoral Stream not available.
Responses were based on the following question: "As defined in the Canada Employment Equity Act, a person in Canada is a member of a visible minority if the person is other than aboriginal and is non-Caucasian in race or non-white in colour. Do you consider yourself to be a member of a visible minority in Canada according to this definition?"
Response rate 2002: First-entry 64%; Professional 64%; Response rate 2003: First-entry 80%; Professional 82%; Doctoral stream 64%; Response rate 2004: First entry 88%; Professional 80%; Doctoral stream 74%.

The bars of the chart above indicate the proportion of students by type of program who identified themselves as members of visible minority groups. The lines to the right of each bar indicate the 95 percent confidence intervals around these proportions; the confidence intervals show the interval into which the actual population would fall, 19 times out of 20; this variance is within the margin of error for the survey.

Performance Assessment:
Over 40% of undergraduate first-entry and professional program students identified themselves as “visible minorities”. For doctoral stream students this figure is 30%. Since 2002 for professional programs and 2003 for doctoral stream programs the proportion of visible minorities has increased.

Performance Goal:
We will continue to recruit a student body that is diverse in its cultural and ethnic background and reflects the diverse local and global communities of which we are a part.

b. Student Accessibility

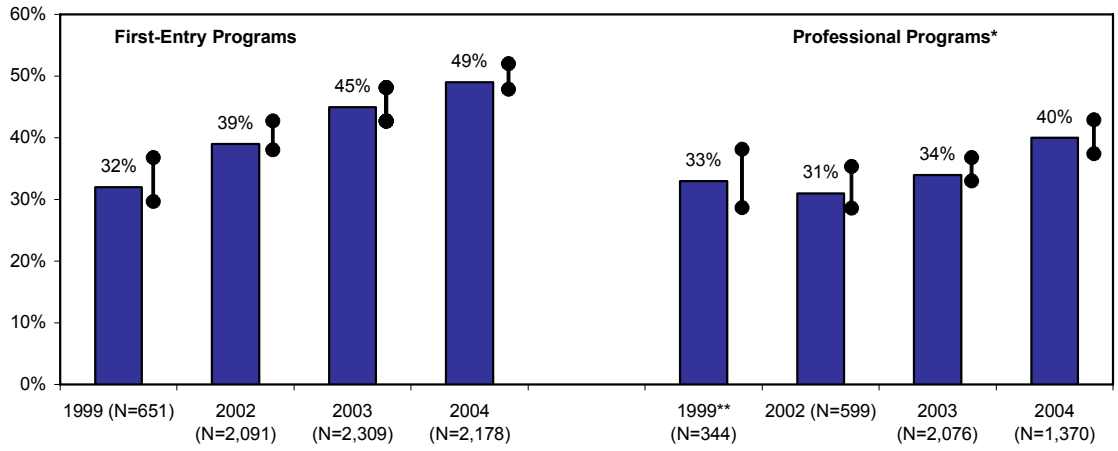
Performance Relevance:

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. We have selected three indicators to measure our performance in this area:

i) Financial Accessibility - The Percentage of Students Who Identified Their Parental Income as Less Than $50,000;
ii) TYP and Academic Bridging Programs; and,
iii) Students Accessing Disability Services.

Figure B5b-i

Financial Accessibility
Percentage of Students Whose Parental Income is Below $50,000



Source: Office of the Vice-Provost, Students.
*Dentistry, Law, Management, Medicine, Pharmacy
**The 1999 survey was conducted on upper-year students who were not subject to the deregulated fees for these programs.

The bars of the chart above indicate the proportion of students by type of program who identified their parental income as below $50,000. The base year 1999 is shown with the three most current years (2002 to 2004). The lines to the right of each bar indicate the 95 percent confidence intervals around these proportions; the confidence intervals show the interval into which the actual population would fall, 19 times out of 20; this variance is within the margin of error for the survey.

Figure B5b-ii

Transitional Year Program Enrolment

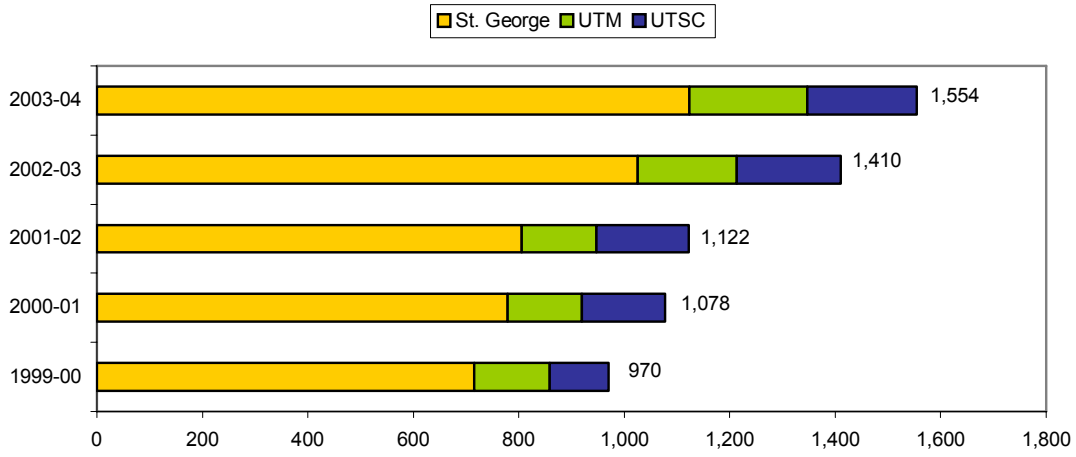
	2000-01	2001-02	2002-03	2003-04	2004-05
Regular Program	55	54	70	58	66
Extended Program	0	0	3	8	6
Total	55	54	73	66	72

Academic Bridging Program

	2000-01 Cohort	2001-02 Cohort	2002-03 Cohort	2003-04 Cohort
Number of students admitted into Bridging Program	716	923	929	958
Number of students who successfully completed Bridging Program, and were eligible to register in A&S	311	392	433	426
Percentage of students admitted into Bridging Program who successfully completed the program	43.4%	42.5%	46.6%	44.5%
Number of Bridging Program graduates who registered in A&S full-time or part-time in the following year	223	240	294	332
Percentage of Bridging Program graduates who registered in A&S full-time or part-time in the following year	71.7%	61.2%	67.9%	77.9%

Figure B5b-iii

Total Number of Students Registered with Accessibility Services



Sources: University of Toronto St. George Campus Accessibility Services (AS) Annual Reports, 2002-03, 2003-04. AccessAbility Resource Centre University of Toronto at Mississauga Annual Reports, 2002-03, 2003-04. AccessAbility Services University of Toronto at Scarborough Annual Report 2003-04.

The chart above indicates the number of students registered with Accessibility Services by campus, from 1999-00 to 2003-04.

Performance Assessment:
As part of the same financial support survey mentioned previously, undergraduate and first-entry and professional program students are asked to indicate their parental income. The survey results indicate that since 2002 an increasing share of the University of Toronto's undergraduate and first-entry and professional program students come from households with income levels of less than $50,000. For both groups in 2004 this proportion is at or exceeds 40%.

The Transitional Year Program (TYP) is an access program unique in Canada for adults without the formal educational background 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 the program did not have the opportunity to finish secondary school due to a variety of circumstances. TYP offers 54 to 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.

Each year 70 to 80% of the students who enroll successfully complete the program and continue by enrolling in undergraduate degree programs. Many TYP graduates either pursue employment in business, public or social services, or enroll in graduate and professional schools, such as law, education and social work. It is important to note that whether these students go on to complete a university degree or not, for most who participate, the TYP program is a "transformational" experience that opens up a broad array of opportunities and choices that were previously not available to them.

The University of Toronto's 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.

Since 2001-02 approximately 900 students have enrolled in the Academic Bridging program each year. Of those, approximately 35% successfully complete and enroll in an Arts and Science undergraduate degree program.

The University of Toronto provides additional support to students with disabilities[20]. As indicated in the previous chart, since 1999-00 the University of Toronto has been providing support to an increasing number of students (970 to 1,554) with disabilities. Again, this increase (60%) exceeds the overall growth in enrolment during this period (25%).

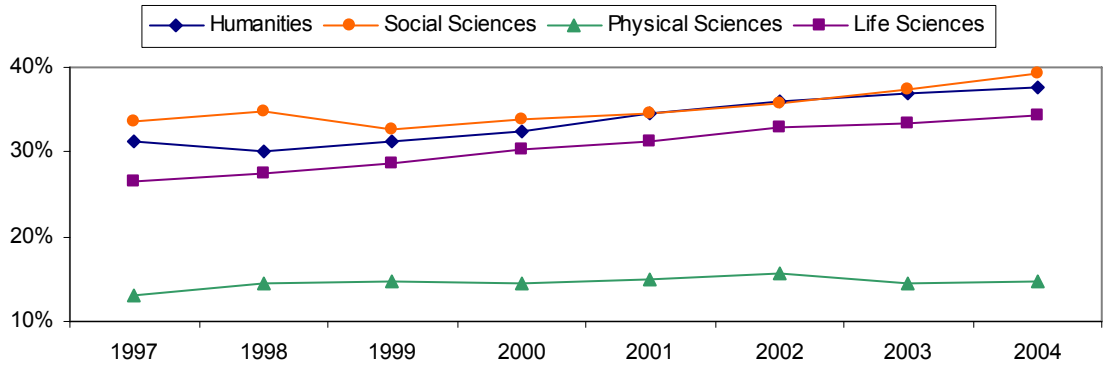
[20] Six categories of support are provided: Deaf/Deafened/Hard of Hearing; Blind/low Vision; Learning Disability; Chronic Medical/Psychological/System Disabilities; Mobility; and, Multiple Disabilities.

c. Diversity of Faculty

Performance Relevance:
Underlying our *Stepping UP* objectives regarding intellectual diversity, are the University's employment equity objectives that state that additions to the faculty should on balance reflect the availability of women and visible minorities in the pools upon which we draw. The University of Toronto issues an Annual Report on Employment Equity[21] which includes data on the composition of faculty by gender and visible minority status. Our performance in this area is highlighted in the data below.

Figure B5c-i

Trend Analysis of Full-time Female Faculty* by SGS Division



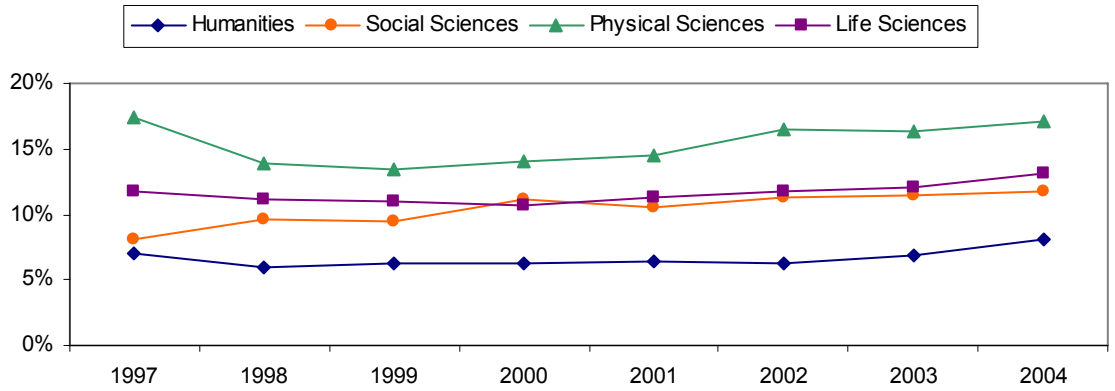
Source: Employment Equity Reports, 1996-97 to 2004 Table 2.1(A).
Based on HRIS and includes tenured/tenure stream, clinical, non-tenure stream and other academics.

The chart above indicates the proportion of full-time female faculty in each of the four SGS Divisions over an eight-year period, from 1997 to 2004.

[21] http://www.utoronto.ca/hrhome/vphr/eequity.htm

Figure B5c-ii

Trend Analysis of Full-time Visible Minority Faculty by SGS Divisions



Source: Employment Equity Reports 1996-97 to 2003 Table 2.1(A).
Includes tenured/tenure stream, clinical, non-tenure stream and other academics. Based on surveys completed.

Each new University employee is asked to participate in a voluntary employment equity survey. The chart above indicates the proportion of full-time faculty in each of the four SGS Divisions who self-identified as visible minorities over an eight-year period, from 1997 to 2004.

In addition to women and visible minorities, the University monitors the proportion of those people who self-identify as Aboriginal or as a person with a disability. Aboriginal peoples and persons with disabilities continue to make up a very small proportion of faculty members.

Performance Assessment:
Since 1999, in all divisions except Physical Sciences, there has been an increase in women faculty members. The biggest increase has been in Life Sciences where women faculty members now account for 34.3% of the population, up almost eight percentage points from 1997. Women remain most underrepresented in the Physical Sciences (14.6% in 2004 compared to 13.1% in 1997) and the most represented in the Social Sciences (39.2% in 2004 compared to 33.7% in 1997). It should be noted that overall our hiring of female faculty members has dropped from 38% to 29% over the last four years.

Faculty members who self-identified as visible minorities are more prevalent in the Physical Sciences (17.1%). In 2004, year-over-year increases are seen in all four discipline categories. While the representation of those identifying as Aboriginal peoples has remained fairly steady at about 0.6% of all faculty since 1996, the number of persons who self-identify as having disabilities has declined from almost 5% to 2.1% in the same period.

Performance Goal:
As part of the University's commitment to Employment Equity and the Federal Contractor's Program, we wish to increase across all four of the designated groups as well as for those groups that are not formally recognized by these agreements such as sexual minorities. The Office of the Vice-President and Provost, and the Office of the Vice-President Human Resources and Equity are actively engaged in generating

strategies to increase diversity at the University. To assist us in this regard, a number of mechanisms are being employed:

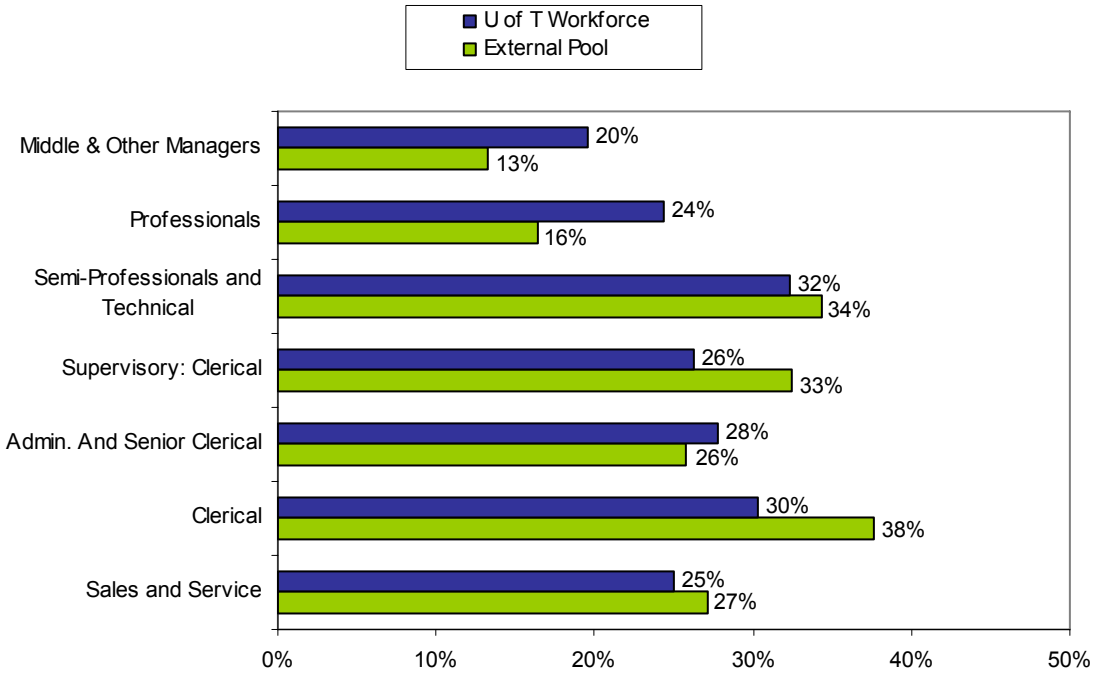
- The mandate of the newly-formed Equity Advisory Board is to identify and develop relevant and appropriate ways of addressing equity issues. The Board will address critical issues and areas such as the formation of an equity statement, an informal mediation/complaint resolution process, curriculum, and information technology as it relates to equity. The Board will also identify the scope of issues, short and long-term strategies, and develop processes/systems.
- The University's employment equity data is based on self-identification questionnaires completed by new staff and faculty at the time of hire. The University conducted a baseline census of all staff in 1996. In 2006 we intend to establish new baseline data by resurveying all staff and faculty to determine the current representation of the designated groups at the University.
- A process of exit interviews and surveys is being considered as an integral means of understanding the employment experience for members of the designated groups at the University.
- A staff and faculty work experience survey is planned for April 2006. The survey will provide the University with data on the work climate and identify opportunities for improvement.

d. Diversity of Staff

Performance Relevance:
Our academic plan commits us to establishing the University as an employer of choice for employees who are representative of the diversity of our student body and who collectively demonstrate excellence in their respective areas of expertise. The Employment Equity Report includes data on the composition of administrative staff by gender and visible minority status, comparing the proportion of full-time unionized staff who self-identified as members of visible minorities, with the proportion of visible minorities in the Toronto Census Metropolitan Area (CMA) workforce by occupational categories defined by Statistics Canada.

Figure B5d

Visible Minorities As a Percentage of the UofT Workforce and the External Pool
Administrative Staff, Full-time, USW, September 2004



Source: Employment Equity Report 2003-04, 2004 Report Tables, Table 8.1(A).
UofT percentages are based on surveys completed.

Each new University employee is asked to participate in a voluntary employment equity survey. The upper bars above indicate the proportion of full-time unionized administrative staff (members of United Steelworkers union) at UofT who self-identified as visible minorities in the employment equity survey in 2004. The bottom bars indicate the proportion of the population aged 15-64 working in the Toronto Census Metropolitan Area who self-identified as a visible minority. The response rate for the 2004 survey was 82%.

Performance Assessment:

In 2004, the representation of visible minorities exceeded that in the available pool in three of the seven categories.

Performance Goal:

The University will aim to ensure the representation of designated group members in the occupational categories where they are underrepresented.

Part C: Enabling Actions

C1. Recruit, Retain and Recognize Excellent Faculty, Staff and Students

Preamble:
"We will recruit undergraduate, professional and graduate student cohorts with varied interests, experiences and abilities and as well as strong academic records."

"We will appoint, tenure and retain the best educated, most intellectually creative, most diverse faculty through proactive international recruitment."

"The University of Toronto will proactively recruit and retain the most highly qualified staff."

The success of the University in achieving its priority objectives involves active involvement of excellent faculty, staff and students. Strong faculty will attract strong students and enhance the student experience, and *vice versa*. Faculty includes those in the professoriate, lecturers, clinical faculty, status-only faculty, stipendiary instructors, and adjuncts.

We must also continue our efforts in recruiting high quality students who wish to take advantage of the quality and breadth of learning and research opportunities provided by an institution that is of the caliber and size of the University of Toronto. We should also continue our efforts to recruit, retain, mentor, support and promote excellent staff. Staff perform the work that ensures that our teaching and research enterprise is able to function appropriately. Staff are the first point of contact for students on a wide range of matters and are essential to ensuring the quality of the student experience.

Performance Measures:
Our measures to assess our performance related to this enabling action have been grouped into three categories: students, faculty and staff.

a. Students
- **i) Offers, Registrations and Yield Rates**
- **ii) Entering Averages**
- **iii) Undergraduate Student Retention and Graduation**
- **iv) Graduate Time-to-Completion and Graduation**
- **v) Scholarships and Bursaries as a Percentage of Operating Expense**
- **vi) Graduate Financial Support**

b. Faculty
- **i) Honours and Teaching Awards**
- **ii) Research Yield and Output**
- **iii) Retention**

c. Staff
- **i) Retention**

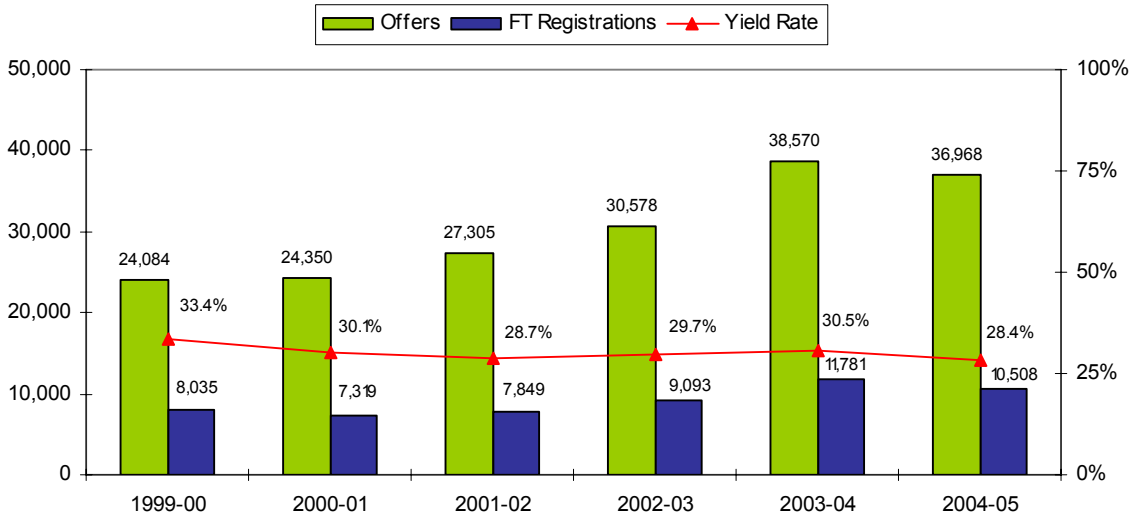
a. Students

Performance Relevance:
We have six measures available to assess our ability to attract and retain excellent students. Yield rates provide an indication of the success of our recruitment efforts and in general our attractiveness to students. Undergraduate entering averages in our direct-entry programs indicate our ability to attract excellent students. 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 context in which they can succeed. Accordingly, we have included measures of retention and graduation at the undergraduate level exchanged with the Consortium on Student Retention Data Exchange (CSRDE) and time-to-completion and graduation at the graduate level exchanged with the G10 data exchange[22]. Finally, comparative statistics on scholarships and bursaries as a percentage of the operating budget and the level of graduate financial support provide measures of our commitment to assist students financially.

i) Offers, Registrations and Yield Rates

Figure C1a-i-1a

Total Offers, Total Registrations and Yield Rate
Undergraduate First-Entry Programs 1999-00 to 2004-05



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

The line above indicates the change over time in the number of students who registered in first-entry programs as a percentage of the number of offers that were made each year. The table following provides the faculty level detail for 2004-05.

[22] UofT takes part in a data exchange with the 9 other research-intensive institutions: University of Alberta, University of British Columbia, Laval University, McGill University. McMaster University, The University of Montreal, Queen's University, University of Waterloo, and The University of Western Ontario.

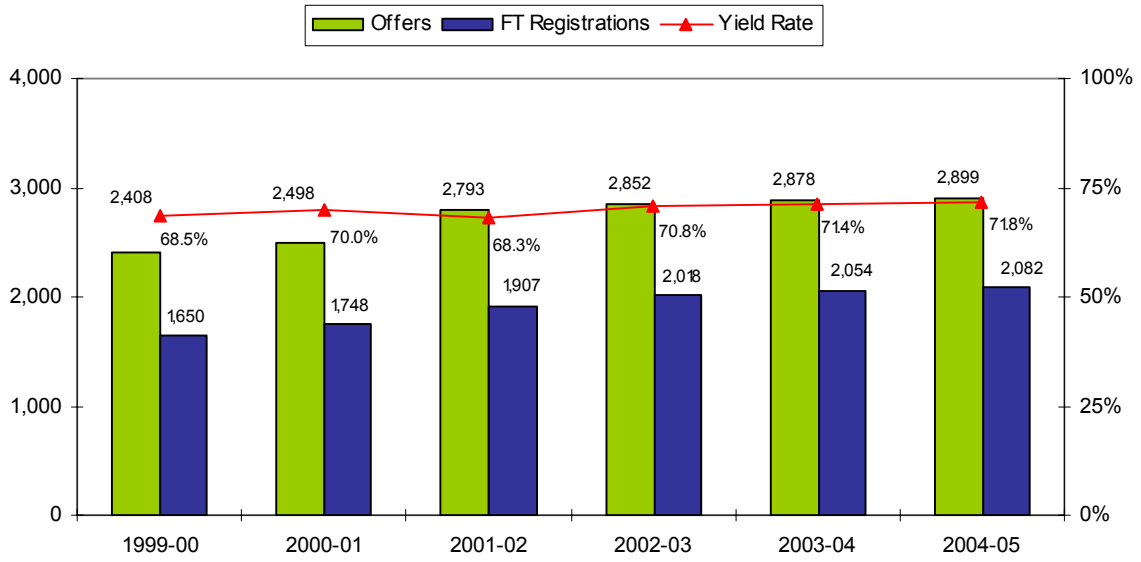
Figure C1a-i-1b

Total Offers, Total Registrations and Yield Rate
Undergraduate First-Entry Programs by Faculty 2004-05

	Arts, Science and Commerce			Applied Science and Engineering	Music	Physical Education and Health
	St. George	UTM	UTSC			
Offers	15,767	8,840	8,791	3,052	157	361
FT Registrations	5,088	2,001	2,144	1,047	94	134
Yield Rates	**32.3%**	**22.6%**	**24.4%**	**34.3%**	**59.9%**	**37.1%**

Figure C1a-i-2a

Total Offers, Total Registrations and Yield Rate
Undergraduate Professional Programs 1999-00 to 2004-05



Source: OUAC.
Undergraduate professional programs include: Dentistry, Education, Law, Medicine, Nursing, and Pharmacy.
Yield rate is the number of registrations divided by number of offers.

The line above indicates the change over time in the number of students who registered in undergraduate professional programs as a percentage of the number of offers that were made each year. The table below provides the faculty level detail for 2004-05.

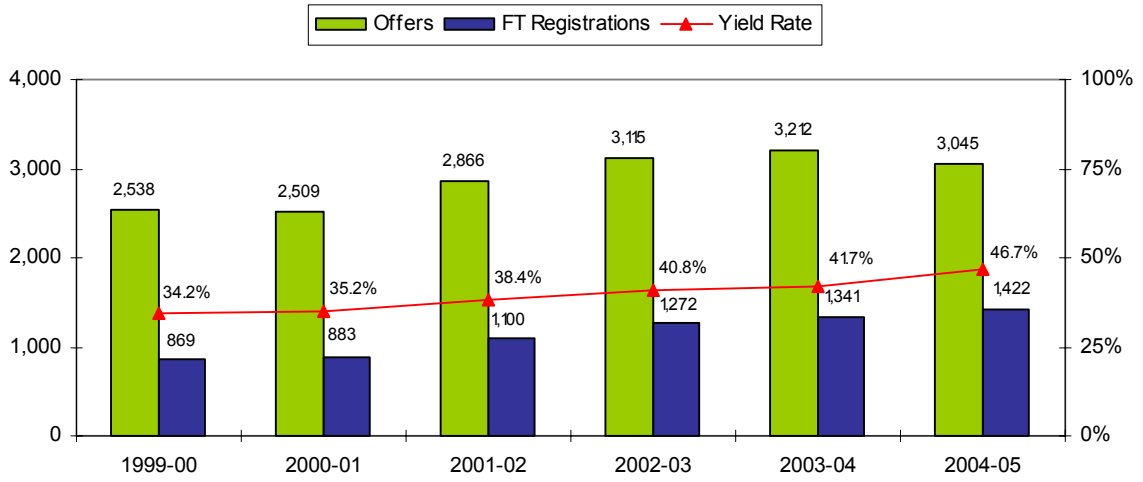
Figure C1a-i-2b

Total Offers, Total Registrations and Yield Rate
Undergraduate Professional Programs by Faculty 2004-05

	Dentistry	Education	Law	Medicine	Nursing	Pharmacy
Offers	97	1,822	273	267	213	227
FT Registrations	69	1,278	182	206	147	200
Yield Rate	**71.1%**	**70.1%**	**66.7%**	**77.2%**	**69.0%**	**88.1%**

Figure C1a-i-3

Total Offers, Total Registrations and Yield Rate
Professional Masters Programs 1999-00 to 2004-05

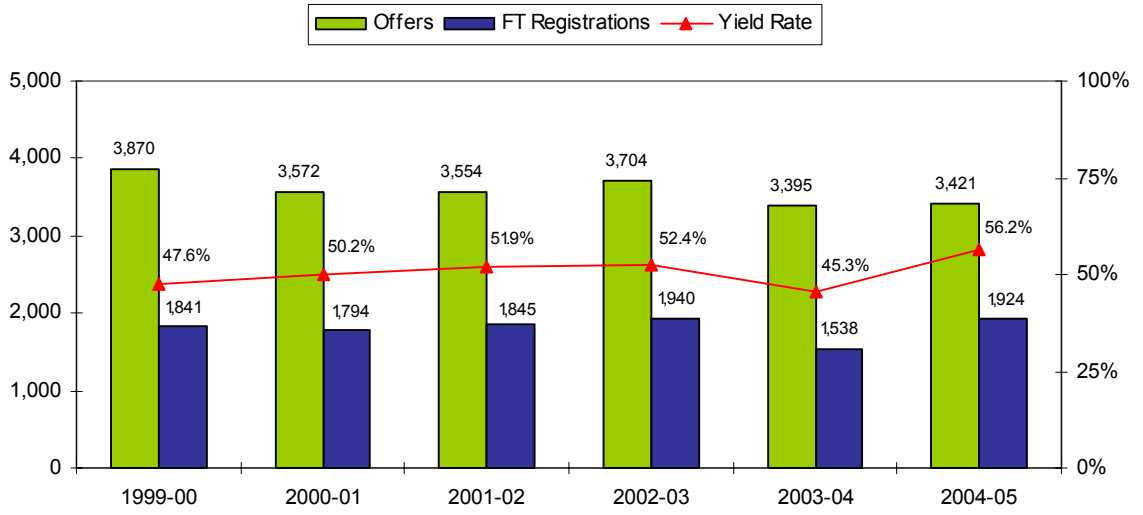


Source: OUAC.
Professional Masters programs include: Executive MBA, Executive MBA (Global), Master of Architecture, Master of Arts - Child Study, Master of Arts - Teaching, Master of Biotechnology, Master of Business Administration, Master of Education, Master of Engineering, Master of Engineering -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

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

Figure C1a-i-4

Total Offers, Total Registrations and Yield Rate
SGS Doctoral Stream Programs 1999-00 to 2004-05



Source: OUAC.
Yield rate is the number of registrations divided by number of offers.

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

Performance Assessment:
While year-over-year fluctuations have occurred, the University has continued to maintain favourable yield rates since 1999-00 (registrations as a percentage of offers) in all program areas. The period between 1999-01 and 2004-05 has been one of volatility and significant growth in applicants, particularly at the undergraduate level. During this period the University has continued to maintain strong demand for its programs.

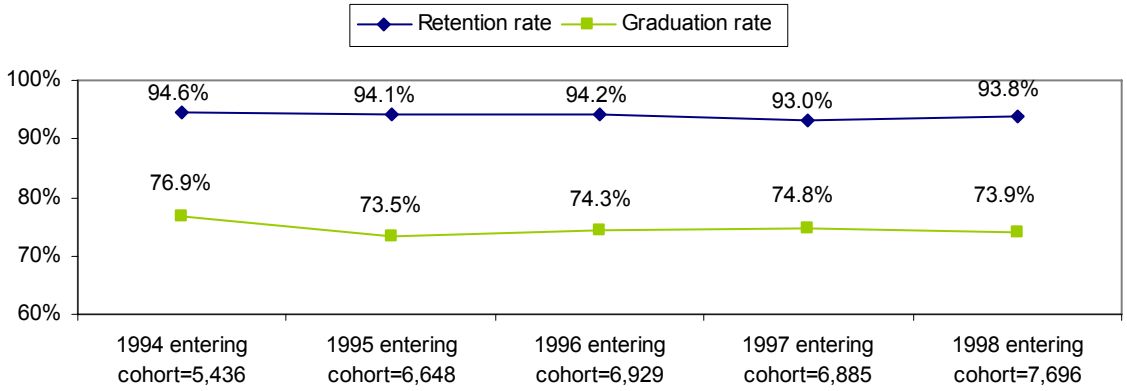
ii) Entering Averages

See Figure A1 and corresponding **Performance Assessment** on page 4 of Section A.

iii) Undergraduate Student Retention and Graduation

Figure C1a-iii-1

University of Toronto Retention Rate and Graduation rate, 1994-1998 Full-time, First-time, First year cohorts, CSRDE study, Total

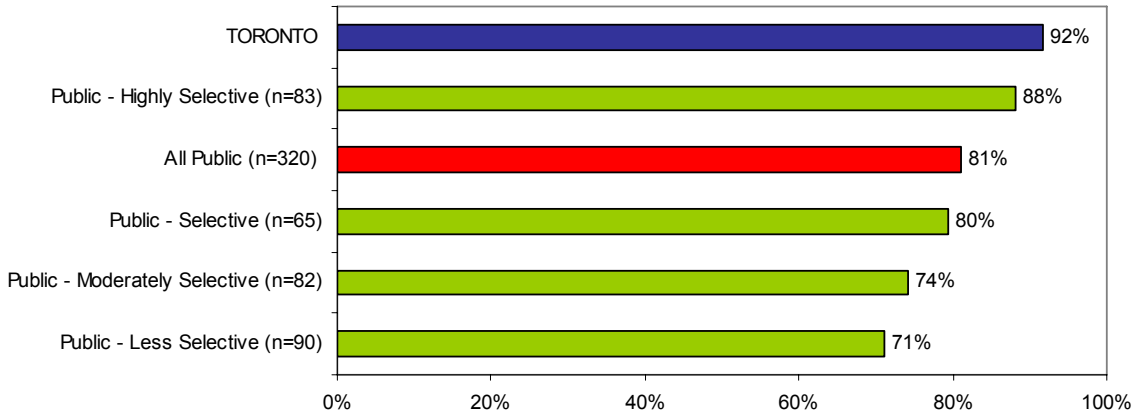


Source: Consortium for Student Data Exchange (CSRDE) Reports 2002, 2003, 2004, 2005.

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

Figure C1a-iii-2

First Year Retention Rate
Toronto vs. Other Public Institutions by Selectivity
2003 Full-time, First-time First-Year Cohort Continuing Their Studies in 2004

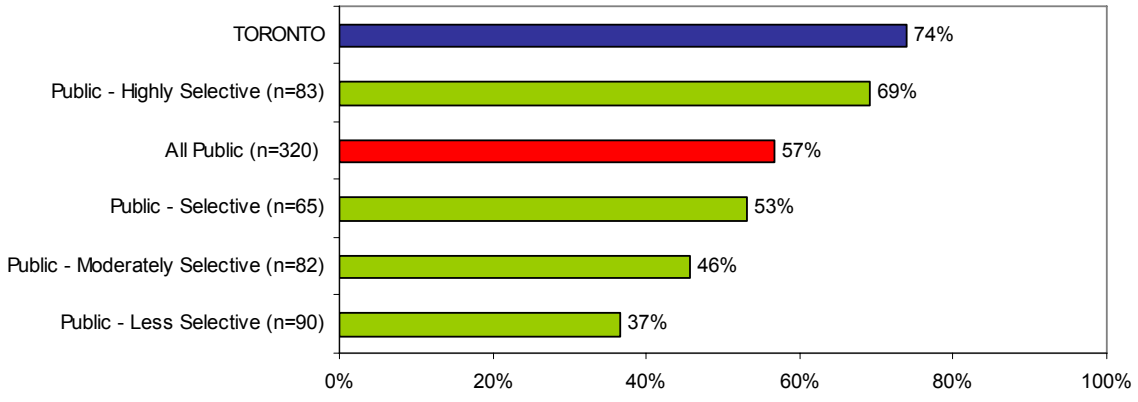


Source: CSRDE Report 2005.
The CSRDE includes public and private institutions in North America. We have chosen public institutions as our comparator. The CSRDE survey is based on the premise that an institution's retention and completion rates depend largely on how selective the institution is. Therefore, CSRDE reports the retention and graduation results by four levels of selectivity defined by entering students' average SAT or ACT test scores. Highly Selective – SAT above 1100 (maximum 1600) or ACT above 24 (maximum 36); Selective – SAT 1045 to 1100 or ACT 22.5 to 24; Moderately Selective – SAT 990 to 1044 or ACT 21 to 22.4; Less Selective – SAT below 990 or ACT below 21.

The chart above indicates that 92% of UofT's full-time, first-year students who entered into a first-entry undergraduate program in 2003 continued their studies in 2004. This is compared to an 88% retention rate cited at highly selective public institutions.

Figure C1a-iii-3

Six-Year Graduation Rate
Toronto vs. Other Public Institutions by Selectivity
1998 Full-time, First-time, First Year Cohort Graduating by 2004



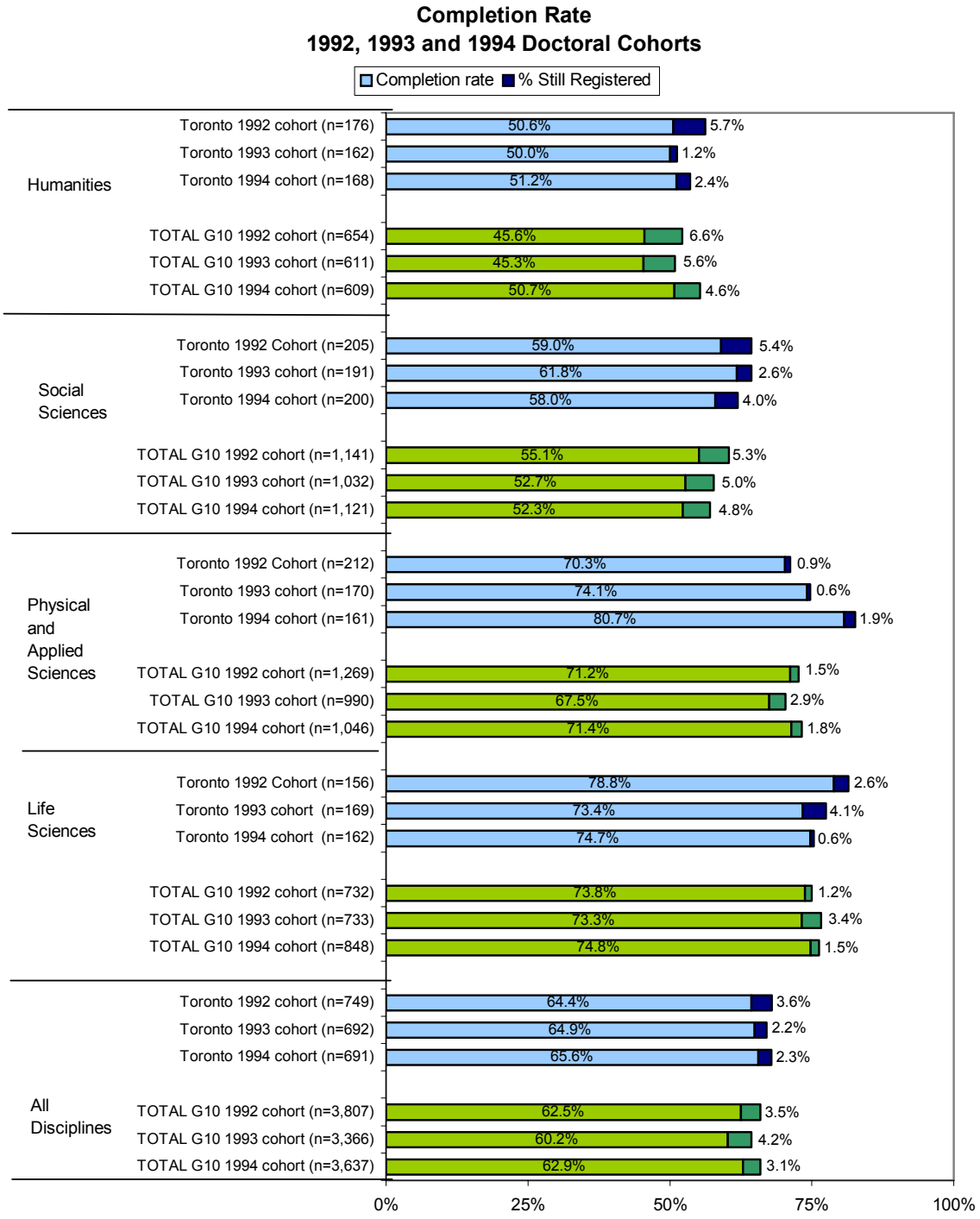
Source: CSRDE Report 2005.

The chart above indicates that 74% of UofT's full-time, first-year students who entered into a first-entry undergraduate program in 1998 graduated within six years, by 2004. This compares to a 69% graduation rate cited at highly selective public institutions.

Performance Assessment:
The proportion of first year students continuing to their second year remains high at about 92%. The overall six year graduation rate has increased slightly to 74% for the 1998 cohort. The University of Toronto's six year graduation and first year retention rates compare favourably to other public institutions, including those in the highly selective category.

iv) Graduate Time-to-Completion and Graduation

Figure C1a-iv-1

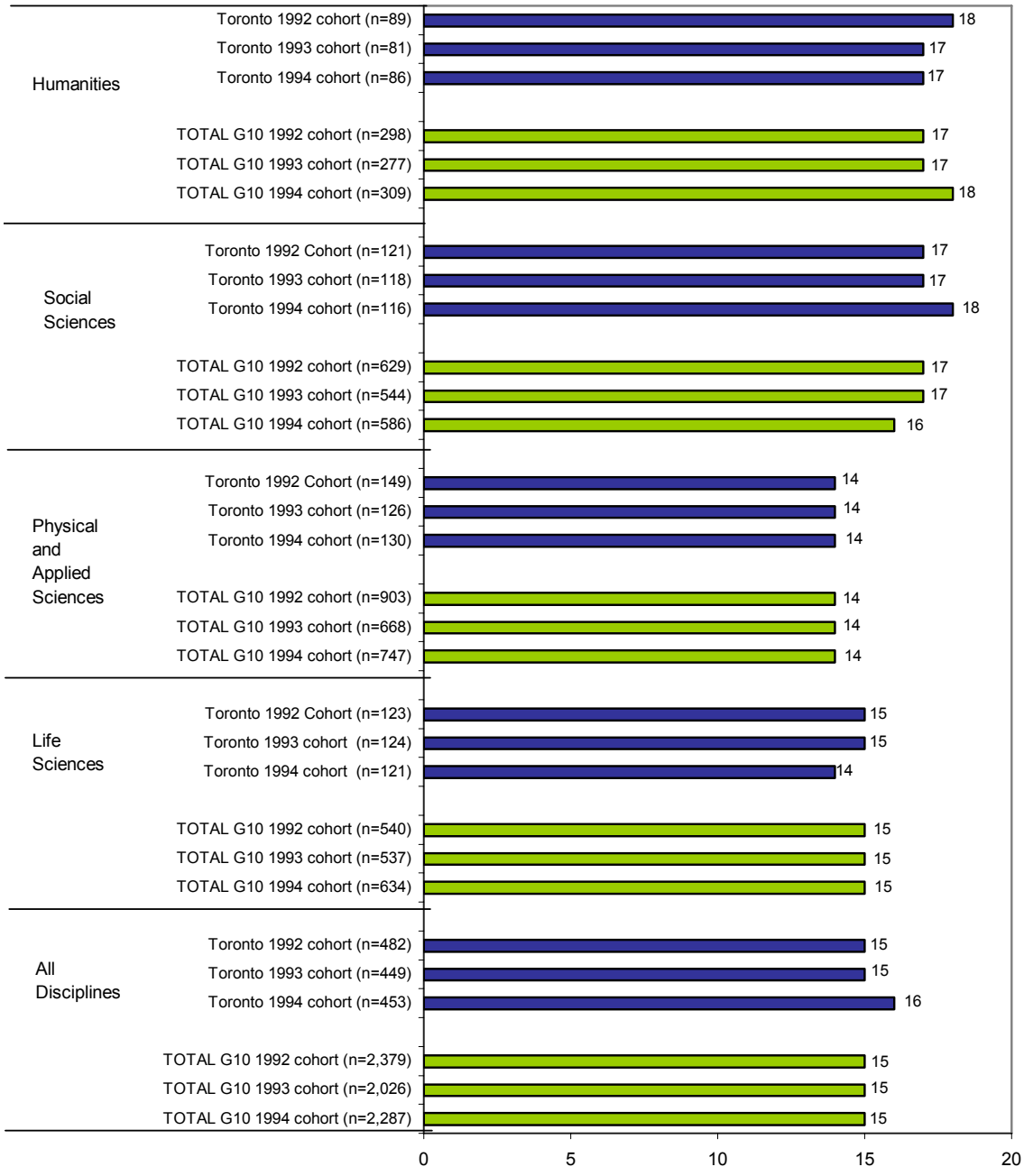


Source: G10DE.
1992 Doctoral Cohort as of Winter 2001; 1993 Doctoral Cohort as of Winter 2002; 1994 Doctoral Cohort as of Winter 2003.

The chart above indicates the percentage of doctoral students who have graduated and the percentage of those still registered after nine years from when they began their program. Data is presented by discipline and compared to G10 means.

Figure C1a-iv-2

Median Number of Terms Registered to Degree for Graduates 1992, 1993 and 1994 Doctoral Cohorts



Source: G10DE.
1992 Doctoral Cohort as of Winter 2001; 1993 Doctoral Cohort as of Winter 2002; 1994 Doctoral Cohort as of Winter 2003.

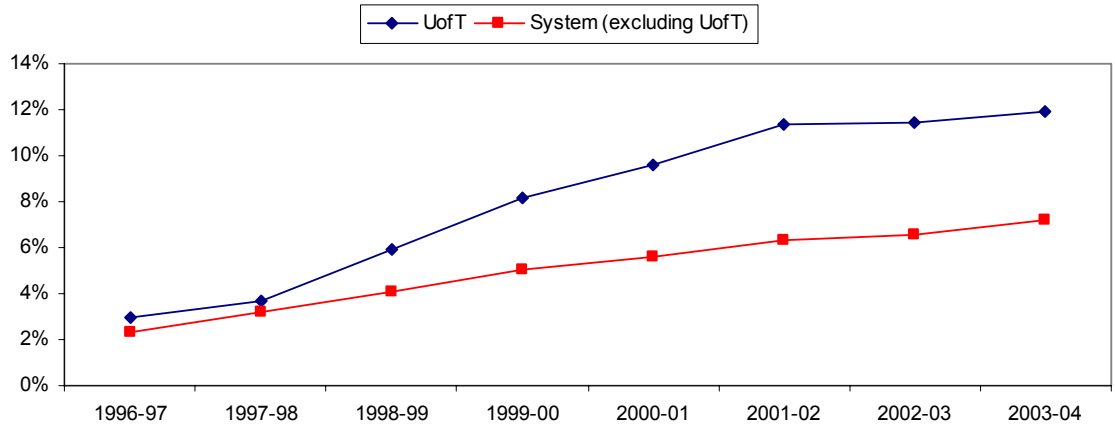
The chart above indicates the median number of terms it took for doctoral students to complete their studies. Data are shown by discipline and compared to G10 means.

Performance Assessment:
Overall, and within discipline groupings, time-to-degree completion levels for the 1992, 1993 and 1994 cohorts have remained largely at the G10 mean. As well, the graduation rate of doctoral students who began their studies in 1994 and graduated within nine years remains at similar levels as the G10 mean. While significant differences exist among discipline categories, overall 65.6% of doctoral students at the University of Toronto graduated within nine years. This compares to a G10 mean of 62.9%. It should be noted that the 1994 cohort includes students who were admitted well before recent improvements to financial support programs and supervisory practices. We would expect to see significant improvements in later cohorts.

v) Scholarships & Bursaries as a Percentage of Operating Expenses

Figure C1a-v

Percentage of Scholarships and Bursaries to Total Operating Expenditures



Source: Compendium of Statistical and Financial Information - Ontario Universities 2003-04, 2002-03, 2001-02, 2000-01, 1999-00 & 1998-99 and Volumes I and II for 1997-98 and 1996-97 Council of Ontario Universities (COU).
Scholarships and Bursaries include all payments to undergraduate and graduate students. These payments include scholarships (OGS, OGSST, etc), bursaries (UTAPS), prizes and awards. Scholarships and Bursaries for UofT and the Ontario System include student aid funded from "Restricted Funds".

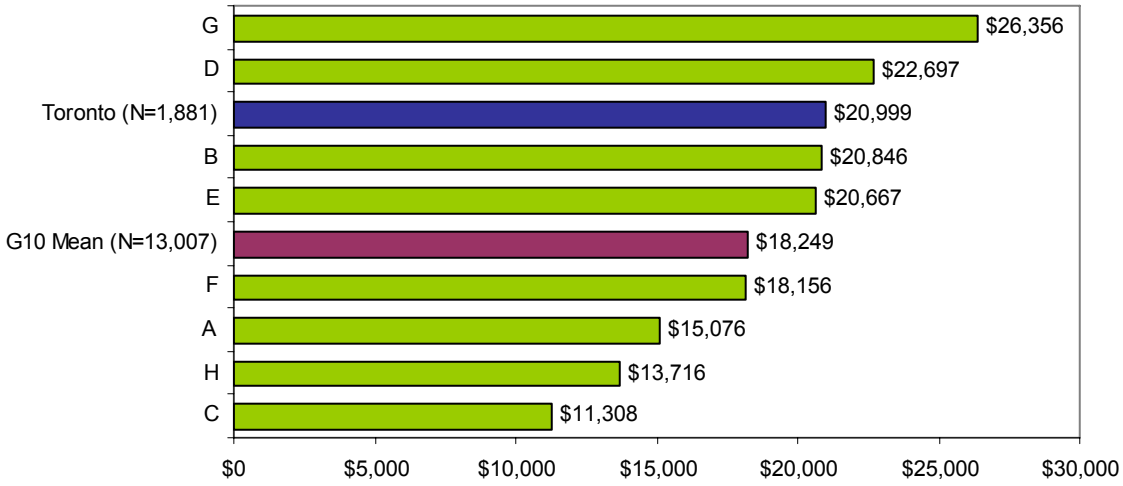
The chart above shows the percentage of scholarships and bursaries to total operating expenses for UofT compared to the other Ontario universities, from 1996-97 to 2003-04.

Performance Assessment:
Since 1996-97, the University of Toronto's spending on scholarships and bursaries (including restricted funds) as a proportion of total operating expenditures has increased (from 4.6% in 1996-97 to 12.3% in 2003-04). The introduction of new scholarship initiatives and the University's student aid policy are the major factors contributing to the growth in these expenditures. We expect these levels to plateau somewhat in the future as we approach steady-state. In 2003-04, the University spent $113 million on scholarships and bursary-related expenditures, 30% more than the average of the other Ontario universities.

vi) Graduate Financial Support

Figure C1a-vi

G10 Doctoral Student Support, 2003-04
Average Financial Support Per Student
All Divisions (excl. Health Sciences)



Source: G10DE.
Quebec data do not include direct-to-student Provincial bursary support.

The chart above shows the average financial support per student in all divisions, excluding health sciences, and compares it to G10 peers and the G10 mean.

Performance Assessment:
The average financial support provided to doctoral students at the University of Toronto in 2003-04 was $20,999, which ranks third among the G10 institutions and exceeds the 2003-04 institutional minimum guarantee of $17,600. It should be noted that institutions' graduate enrolment discipline mix impacts the overall averages indicated above. Specifically, institutions with a greater proportion of science program enrolments, where funding packages tend to be higher, will have higher overall averages. Also, it should be noted that the exclusion of health science disciplines from the aggregate data above reduces the University of Toronto's overall average support figure.

Performance Goal:
We will continue our efforts to recruit high quality students who wish to take advantage of the quality and breadth of learning and research opportunities provided by an institution that is of the caliber and size of the University of Toronto. The recent 2005 Ontario budget announced its largest investment in post-secondary education in 40 years. It includes an additional $683 million in 2005-06, rising to $1.6 billion in 2009-10, for a cumulative investment of $6.2 billion. These funds will substantially expand graduate education, increase student financial assistance and provide additional operating funds to improve the quality of higher education.

Performance Indicators:

b. Faculty

i) Honours and Teaching Awards
ii) Research Yield and Output
iii) Retention

Performance Relevance:

Our ability to attract and retain excellent faculty can be measured through both the honours and teaching awards that they receive and their research productivity. While our measures related to research output are limited in this year's report to science fields, we will continue to work on similar measures for the humanities and social sciences.

i) Honours and Teaching Awards

See Figure A2 Faculty Honours by Award, 1980-2005 and the corresponding **Performance Assessment** on page 5 of Section A.

See Figure A3 Teaching Fellowship Awards Percent Share 1986-2005 and the corresponding **Performance Assessment** on page 6 of Section A.

ii) Research Yield and Output

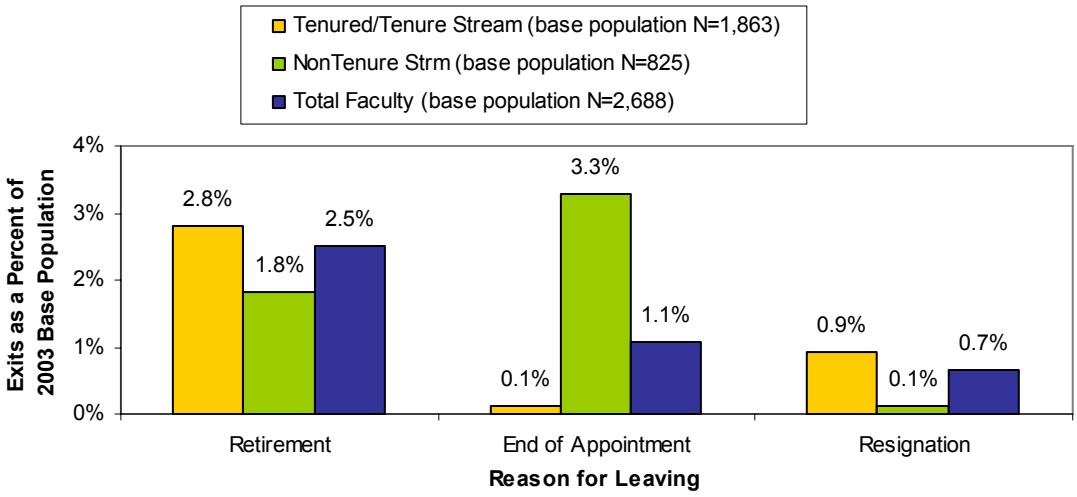
See Figure A4-i G10 Universities vs Canadian National Research Yield, SSHRC, 2000-01 to 2003-04 and Figure A4-ii G10 Universities vs Canadian National Research Yield, NSERC, 2000-01 to 2003-04 and the corresponding **Performance Assessment** on page 8-9 of Section A.

See Figure A5-i All Science Fields, Number of Publications Indexed 2000-2004 and Figure A5-ii All Science Fields, Number of Citations Indexed 2000-2004 and the corresponding **Performance Assessment** on page 11-13 of Section A.

iii) Faculty Retention

Figure C1b-iii

Full-Time Faculty Exits from September 30 2003 to September 30 2004



Source: Employment Equity Report 2004.

The bars represent the percentage of faculty who left the University categorized by reason for departure. Data is presented on each of the two types of faculty (tenured/tenure stream vs non tenure stream), as well as the combined total.

Performance Assessment:
In 2003-04, less than 1% (17) of full-time tenured/tenure stream faculty exiting from the university resigned. While these numbers appear small, comparative data from other similar institutions would help indicate whether we are performing well on retaining our best faculty.

Performance Goal:
We will continue to proactively recruit faculty that are attuned to the ethos of our student-centred research university, develop programs for the mentoring and orientation of new faculty, ensure that rigour is followed in tenure and promotion decisions, and develop creative measures to retain faculty.

While we generally do support and recognize the scholarship of our faculty, there is a need for better support for research, particularly for junior faculty. In the area of teaching our record of supporting our faculty is less strong. We need to do a better job of recognizing the importance of teaching in our tenure, promotion, and annual reviews. We are proceeding with developing a Teaching Academy that will identify our very best teachers to the internal and external University community.

A process of exit surveys and exit interviews is under construction for those leaving the University. Through this mechanism, we hope to better understand perceptions of the academic career at the University of Toronto.

Performance Indicators:

c. Staff

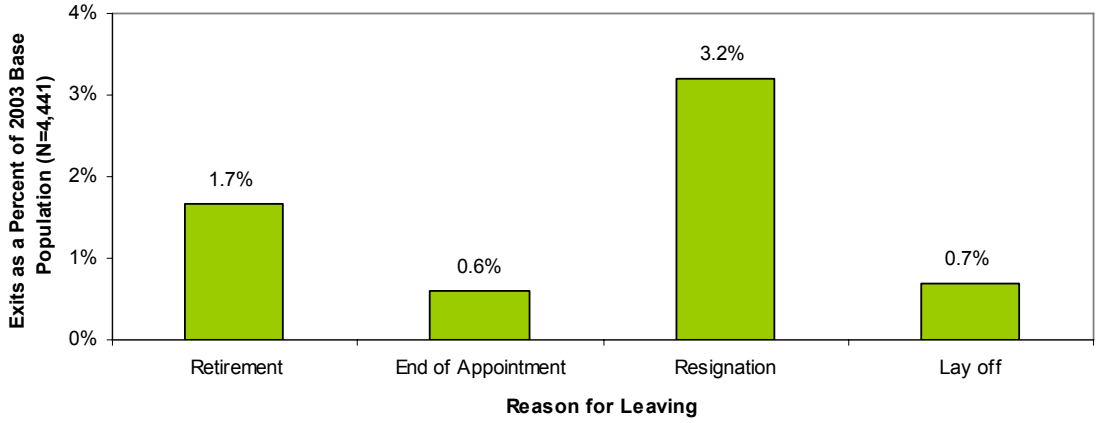
i) Retention

Performance Relevance:

As a start, in this year's report we are able to provide a measure of staff retention from our annual Employment Equity Report. These data provide some indication of the rate at which we are able to retain excellent staff. In the future we hope to provide comparative statistics from peer institutions.

Figure C1c-i

Full-Time Administrative/Support Staff Exits from September 30 2003 to September 30 2004



Source: Employment Equity Report 2004.

The bars represent the percentage of administrative/support staff who left the University categorized by reason for departure. Data is presented for all administrative staff combined.

Performance Assessment:

While the proportion of full-time staff who resigned between September 30, 2003 and September 30, 2004 appears relatively small as a percentage of the total population (3.2%), comparative statistics with our peers would provide a better measure of our performance in this area.

Performance Goal:

As mentioned earlier, we also intend to institute a process of exit surveys and exit interviews for staff leaving the University. This process will help us to balance an individual's own career plans with the institution's need for succession planning.

C2. Improve the Employee Experience

Preamble:
"We will become an employer of choice for our staff by enabling their work, careers, and leadership."

Our staff and faculty should enjoy a work environment that ranks among the finest in the country. This is important not only from a human resources perspective, but also because it has a direct impact on the quality of the student experience since the student experience is determined to a large extent by the individuals with whom students interact.

Recently, the University of Toronto was named one of the top 100 employers in Canada – the only educational institution to appear on the list[23]. As a large, decentralized institution with many different kinds of employees including professors, researchers, technicians, groundskeepers, trades people, and administrative staff, meeting the needs of the University employees is a challenging task. This external recognition of our standing results from the extensive efforts that have been made to engage employees. Our focus on quality of life, our health and well-being programs, our daycare and emergency childcare facilities and our flexible and generous leave provisions contributed to our standing. In addition, we are unique in having a designated person responsible for work/life balance.

Performance Measures:

a. Training: Faculty, Staff and Administrator Training

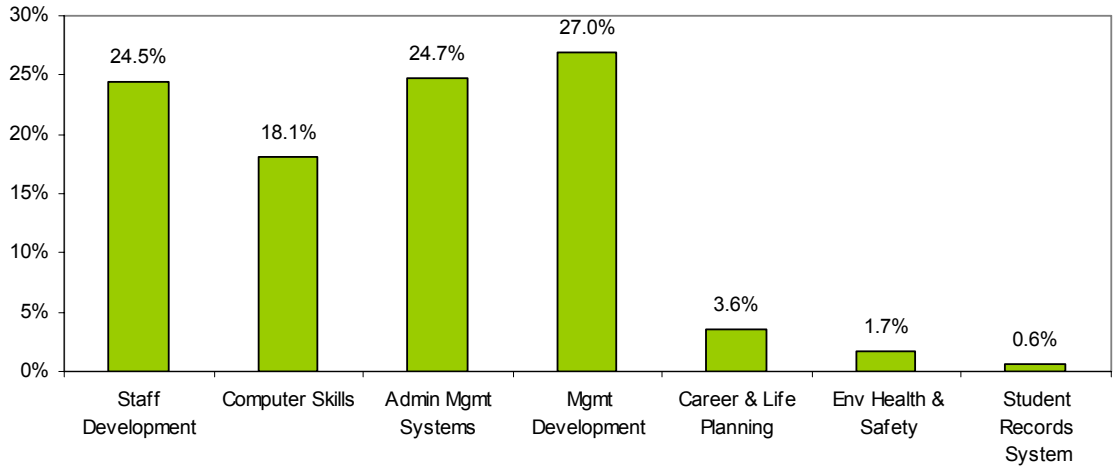
Performance Relevance:
An important element of an employees' experience is adequate training to conduct their jobs and advance their careers. For this year's report we are able to provide some measure of training for staff as included in the Employment Equity Report. While we hope to expand our performance measures in this area, these data indicate the University's commitment to staff training.[24] We are also able to provide three years of data on training sessions for newly appointed academic administrators.

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. Both the Vice-President Human Resources and Equity, and the Vice-Provost Academic are exploring employee workplace survey instruments that would provide this information in the future. The survey is planned to be administered in April 2006. In addition, a process of exit surveys and exit interviews is being considered. Exit surveys provide a useful means to understand the employment experience.

[23] Mediacorp's annual list of Canada's top 100 employers is based on performance in seven areas: physical workplace; work atmosphere and social; health, financial and family benefits; vacation and time off; employee communications; performance management; and training and skills development.
[24] It should be noted that these data exclude self-serve courses offered by the University which have been an expanding mode of staff training in recent years.

Figure C2a-i

Training for Administrative/Support Staff, September 2004

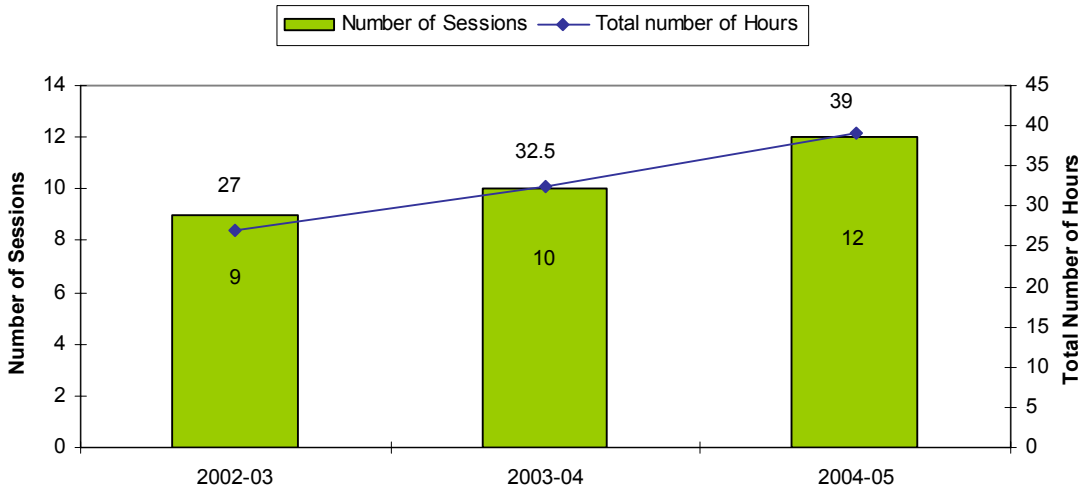


Source: Employment Equity Report 2004, Table 9(A).

The chart above represents the distribution of administrative/support staff training, as a percentage of the total 3,730 participant days spent in training, over a 12-month period.

Figure C2a-ii

Training sessions for Newly Appointed Academic Administrators



Source: Office of the Vice-President and Provost.

The bars above represent the total number of training sessions for new academic administrators, while the line indicates the total number of hours spent in these training sessions.

Performance Assessment:
A total of 3,730 participant days were spent in training sessions by staff over a 12-month period. For USW members, this represents approximately one day per year in training for each employee[25]. In aggregate, management development courses represented the highest attendance with 27% of the total participant days. It should also be noted that these data do not include courses offered by Human Resources via a self-serve mode which has been expanding in recent years.

The number of sessions, hours and participants in training sessions for academic administrators has grown over the past three years. In addition, new faculty integration workshops, entitled the 'Stepping In" series will begin in November 2005. These are designed to introduce new faculty to both the University and a career in academia.

While training appears to be available and participation is increasing, it is not apparent whether the training offered by the University is meeting the needs of its employees. Results from the employee experience survey planned in the future will provide more information on the effectiveness of our training.

Performance Goal:
While there are many workplace enhancement initiatives already in place, the Vice-President, Human Resources and Equity is leading the effort to improve coordination and communication of these existing initiatives as well as to develop further initiatives to improve the work environment. We will continue to enhance our efforts in the area of staff development. In particular, we will focus on career development for staff and faculty, and succession planning for leadership roles.

[25] The current Collective Agreement with USW, covering the period from July 1, 2005 to June 30, 2008, recognizes the important role that administrative staff have in contributing to the achievement of the University's teaching, learning, and research mission. Therefore, effective September 1, 2006 University employees can request a minimum of three days professional development per year and related to a career development plan.

C3. Create World-Class Infrastructure

Preamble:
"We should maintain the purchasing power of the library's acquisitions budget."

"We will maintain our vigilance on cost and schedules as we continue to implement the present capital plan."

"We will continue to strengthen the capital planning and budgeting process in order to ensure that it is consonant with our present fiscal circumstances, that it serves our academic goals and that it aligns expectations with fiscal realities."

"We will make significant inroads on our deferred maintenance problem."

In order to support our students in terms of learning and research opportunities and fostering of the student community, we require adequate space, equipment and other resources to support teaching and scholarly activities.

Performance Measures:
We have selected five indicators to measure our ability to create a world-class infrastructure. We will report on four in this year's report. For next year's report we will explore a measure of student activity space.

a. **Library Resources**
b. **Capital Investment**
c. **Space Allocation**
d. **Deferred Maintenance**

a. 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 university research libraries in North America. ARL annually reports a ranking of its membership based on an index of size as measured using five variables[26].

[26] Number of volumes held; Number of volumes added (gross); Number of current serials received; Total expenditures; Number of professional plus non-professional staff.

Figure C3a

Major North American Research Libraries

ARL RANK	1998-1999 UNIVERSITY	1999-2000 UNIVERSITY	2000-2001 UNIVERSITY	2001-02 UNIVERSITY	2002-03* UNIVERSITY	2003-04* UNIVERSITY
1	Harvard	Harvard	Harvard	Harvard	Harvard	Harvard
2	Yale	Yale	Yale	Yale	Yale	Yale
3	Stanford	**Toronto**	California, Berkeley	California, Berkeley	California, Berkeley	**Toronto**
4	**Toronto**	California, Berkeley	Stanford	**Toronto**	**Toronto**	California, Berkeley
5	California, Berkeley	Stanford	**Toronto**	Stanford	Michigan	California, L.A.
6	California, L.A.	Michigan	Michigan	Michigan	Illinois, Urbana	Illinois, Urbana
7	Michigan	Illinois, Urbana	California, L.A.	Illinois, Urbana	California, L.A.	Columbia
8	Illinois, Urbana	California, L.A.	Illinois, Urbana	California, L.A.	Cornell	Michigan
9	Columbia	Texas	Texas	Cornell	Columbia	Cornell
10	Cornell	Cornell	Cornell	Columbia	Texas	Texas

*Stanford last reported data in 2001-02

Top 4 Canadian Universities (after Toronto)

1998-1999 RANK/ UNIVERSITY	1999-2000 RANK/ UNIVERSITY	2000-2001 RANK/ UNIVERSITY	2001-02 RANK/ UNIVERSITY	2002-03 RANK/ UNIVERSITY	2003-04 RANK/ UNIVERSITY
30/Alberta	26/Alberta	28/Alberta	25/Alberta	22/Alberta	22/British Columbia
31/British Columbia	34/British Columbia	36/British Columbia	28/British Columbia	24/British Columbia	28/Alberta
57/McGill	58/McGill	59/Montreal	46/Montreal	47/Montreal	43/Montreal
76/York	83/Western Ontario	65/McGill	51/McGill	49/McGill	49/McGill

Source: Association of Research Libraries Statistics (2003-04).
Institutions are ranked according to holdings, acquisitions, staff, and expenditures.

Performance Assessment:

In 2003-04, the University of Toronto moved to third place (previously fourth) on the ARL index and first among publicly-funded institutions. The University of Toronto remains the only Canadian university with a positive (above the mean) score. In part, this high ranking is attributable to the fact that the acquisitions budget of the Library has been protected for more than a decade by a formula that takes into account the price inflation for books and journals. The quality of the library is a significant factor in faculty recruitment, particularly in the humanities.

Performance Goal:

We will continue to support our Libraries in order to maintain our leading position in North America. We aim to maintain the purchasing power of the library's acquisitions budget and, in discussion with the Divisions, will review our strategy in resources for our library system. Today, the University of Toronto Library makes available over 35,000 full-text electronic journals. Moreover, our Library, through the Ontario Scholar's Portal, provides these resources to all Ontario university faculty and students. The University of Toronto Library, as part of the *Stepping UP* planning process, has delineated what will be necessary to provide access to knowledge at the highest international level. We will work towards increasing funding in order for the University to continue to support these system-wide resources. However, these measures represent an input for our student and faculty experience, we will work with the Library to develop measures of utilization and satisfaction with the library and its resources to better understand how well needs are being met.

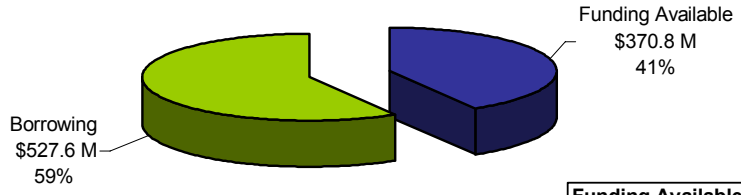
b. Capital Investment

Performance Relevance:

The University of Toronto is engaged in significant capital expansion, which is funded from a number of sources including government grants, research infrastructure grants, donations, borrowing, and operating budget contributions. Our capital commitment reflects the investment in infrastructure necessary to support our academic mission.

Figure C3b

Capital Plan for Buildings and Projects in Excess of $2 Million
as at April 30, 2005
Total Project Cost $898.4 million



Repayment with interest:
$251.3 M Ancillaries
$ 23.0 M Student levies
$109.9 M UIIF
$ 49.9 M EGF
$ 54.8 M Divisions
$ 38.7 M Funding gap

Funding Available:
$153.3 M Governments
$ 97.1 M CFI/OIT
$ 64.0 M Donations
$ 3.2 M Ancillaries
$ 2.8 M Student levies
$ 14.0 M UIIF
$ 11.2 M Interest
$ 1.5 M SCS
$ 23.7 M Operating

Source: Financial Services Department
Canada Foundation for Innovation (CFI), Enrolment Growth Fund (EGF), Ontario Innovation Trust (OIT), School of Continuing Studies (SCS), University Infrastructure Investment Fund (UIIF).

Performance Assessment:

The chart above illustrates the University's spending for capital projects in excess of $2 million as of April 30, 2005. The amounts indicated above have been grouped into two broad categories: funding available (41%) and financing through borrowing (59%), including interest.

Performance Goal:

The last few years have seen a tremendous building boom across our campuses and included renovations of obsolete facilities and the addition of new state-of-the-art facilities. Nevertheless, there remain substantial limitations in the quality of many of our facilities, especially due to deferred maintenance. The lack of student activity space on all our campuses, and residence spaces on the UTSC and UTM campuses, present challenges to improving the student experience. To address these and other capital requirements, a long-range capital plan that takes account of the university's current borrowing capacity has been developed. We will seek to identify comparative measures with other institutions so we may benchmark our level of capital investment.

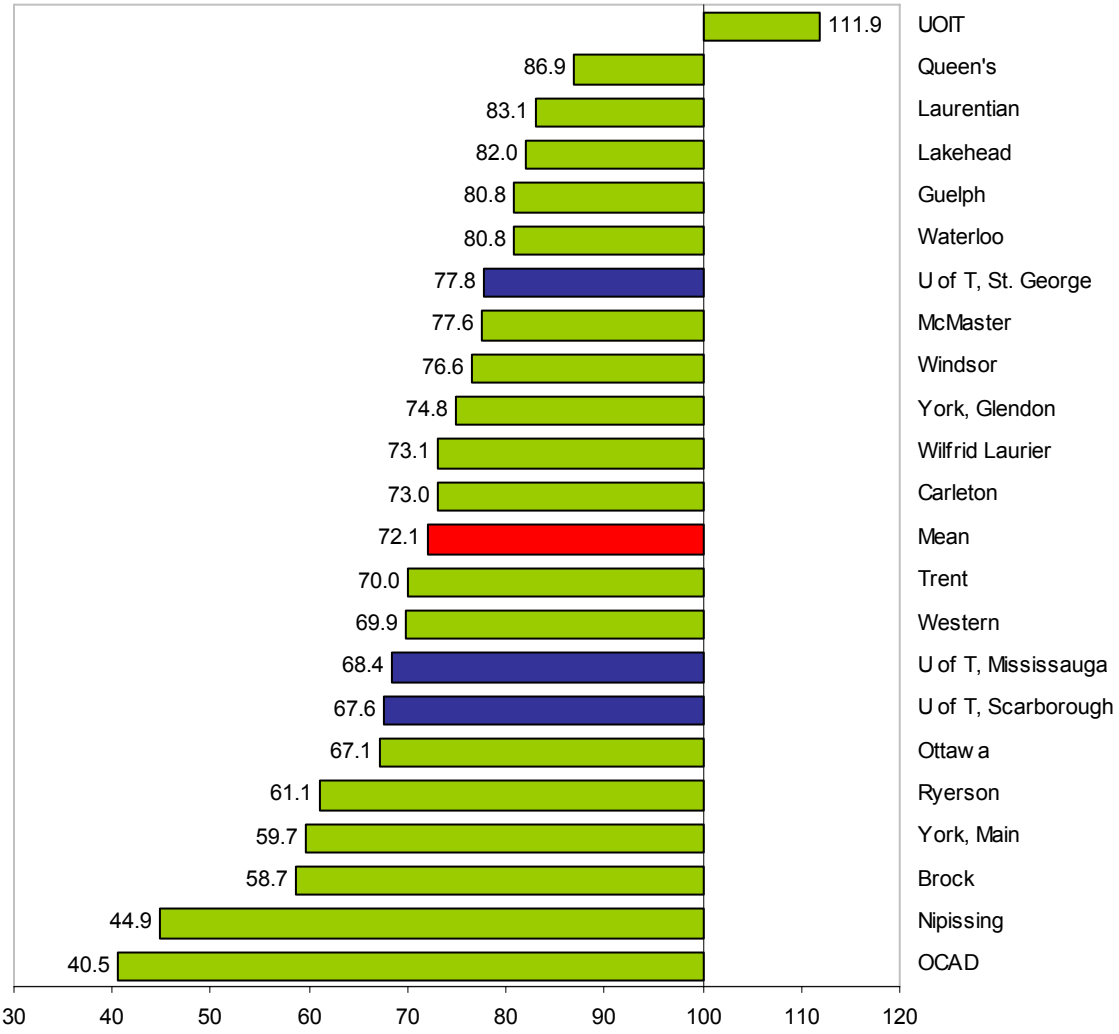
c. Space Allocation

Performance Relevance:

Space allocation data compiled by the Council of Ontario Universities (COU) every three years, measures the extent to which the supply of available space in the provincial system meets the institutional needs as defined by COU space standards. The most recent update of this survey occurred in 2004-05. We are able to present ratios of total space allocation and research/teaching space allocation.

Figure C3c-i

Total Space Allocation, Ontario Universities
Ratio of Actual Space Inventory to COU Formula (%)
2004-05 Preliminary Data

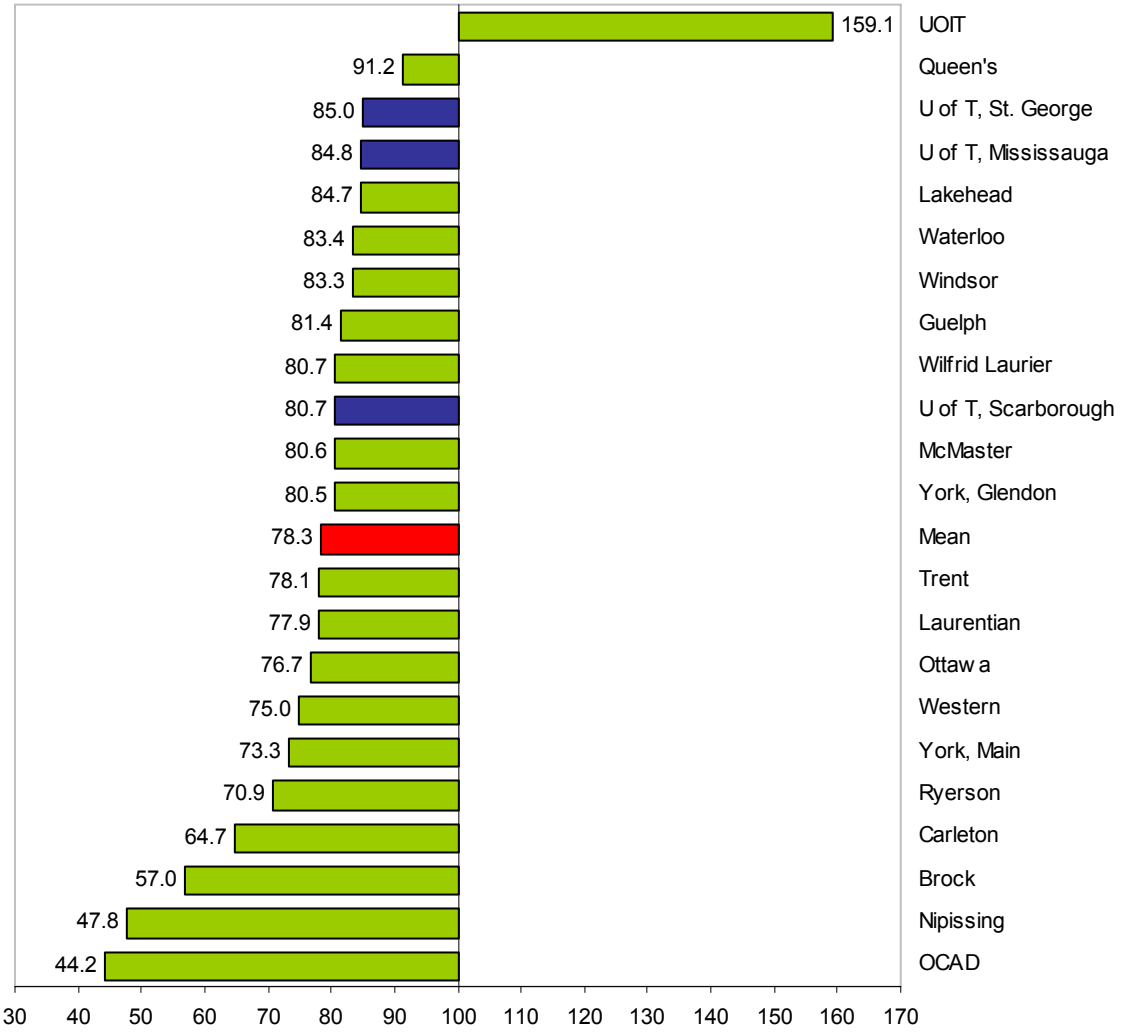


Source: COU Inventory of Physical Facilities of Ontario Universities 2004-05 (preliminary data).

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

Figure C3c-ii

Research/Teaching Space Allocation, Ontario Universities
Ratio of Actual Space Inventory to COU Formula (%)
2004-05 Preliminary Data



Source: COU Inventory of Physical Facilities of Ontario Universities 2004-05 (preliminary data).
Includes classrooms, undergraduate and research labs, offices, study space, libraries.

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

Performance Assessment:
While recent funding for new capital projects has expanded our space inventory as indicated above, our estimated need continues to exceed the available supply.

Performance Goal:
We need to ensure we have adequate space to achieve our objectives. The Office of Space and Facilities planning will continue to monitor our progress in this objective and continue to ensure optimal use of our current space.

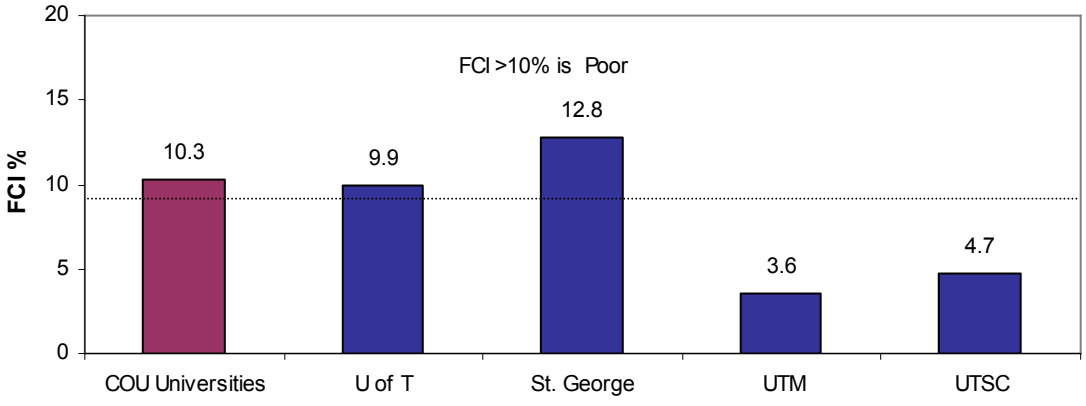
d. Deferred Maintenance

Performance Relevance:
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. All Ontario universities including the University of Toronto agreed to participate in this initiative.

The common software and assessment methodology provides a consistent way to determine, quantify, and prioritize deferred maintenance liabilities. All facilities are assigned a numeric score called a facility condition index or FCI. The FCI index allows for benchmarking with other institutions. All University of Toronto buildings have been audited.

Figure C3d-i

COU Universities vs UofT FCI Index

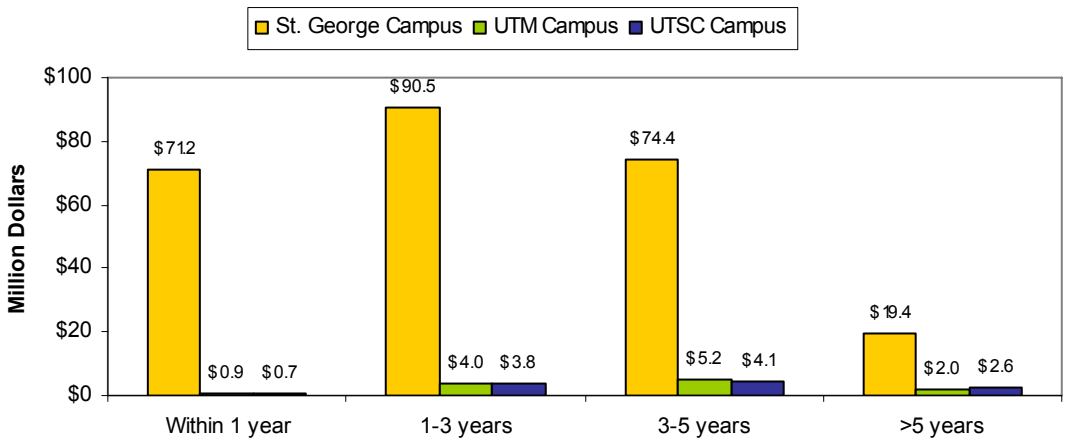


Source: Facility Condition Index Peer Review.
FCI data includes all NEW completed buildings. These buildings have a zero FCI index. Therefore average campus FCI indices will be skewed depending on the number and size of new buildings.

The FCI is the total cost of the deferred maintenance per total replacement value of the facility. The higher the FCI the poorer the facility's condition; an FCI greater than 10% is considered poor. The bars above indicate the FCI for all Ontario Universities (COU Universities) compared to UofT, St. George Campus, UTM campus, and UTSC campus.

Figure C3d-ii

Priority of Deferred Maintenance



Source: Facility Condition Index Peer Review.

The bars above indicate the deferred maintenance liability for the St. George campus, the UTM campus and the UTSc campus by four levels of priority: maintenance costs to be incurred within one year, within one to three years, in three to five years, and in over five years.

Performance Assessment:
In April 2003, a report entitled *Crumbling Foundations*[27] was presented to Business Board which estimated our deferred maintenance liability at $273 million. Our current deferred maintenance liability, with all of the buildings in the program assessed, is $278.8 million. Our combined FCI is 9.9% which is slightly better than the overall average for all Ontario Universities at 10.3%. Buildings with an FCI of 10% or over are considered in poor condition.

The St. George campus spent $7,075,000 on deferred maintenance through a combination of the Provincial Government's Facilities Renewal Program (FRP) and internal funding in 2004-05, Additional provincial funding received earlier this year and increased internal funding by the University in fiscal year 2005-06 is being put to good use on deferred maintenance issues. While some progress has been made, the backlog of deferred maintenance remains significant. The University will continue to address this problem for many years to come.

Performance Goal:
There remain substantial limitations in the quality of many of our facilities, especially due to deferred maintenance. Items of deferred maintenance will be addressed in capital projects where renovations occur and have also been identified as separate initiatives in the long range capital plan.

[27] http://www.utoronto.ca/govcncl/bac/details/bb/2002-03/bba20030407-05bii.pdf

C4. Develop an Institutional Information Management Strategy

Preamble:
"It is difficult to identify activities at the University where information technology has no bearing or interaction. Its artifacts are ubiquitous, its consumers and their data constantly flowing between information systems."

"The people, skills, inventiveness and technology exist to provide extraordinary services for our community of students, faculty and staff. The challenge is to co-ordinate resources towards the realization of our goals."

At present we have many data systems and resources. In many cases, we adopted new technologies, or indeed, developed systems where none were available. We now have the challenge of bringing together data from these diverse systems and turning it into information and knowledge that we can use to better support our students and faculty in terms of teaching and scholarship.

Performance Measures:
For this year we are able to report on our IT investment in both dollar terms and the number of courses offered using IT. In future, as other data sources are explored, we hope to provide additional measures of our institutional IT strategy, including the number of UTORMail accounts and the number of individuals using wireless connections. Furthermore, we will investigate measures to report on our efforts to improve the data quality of our information systems.

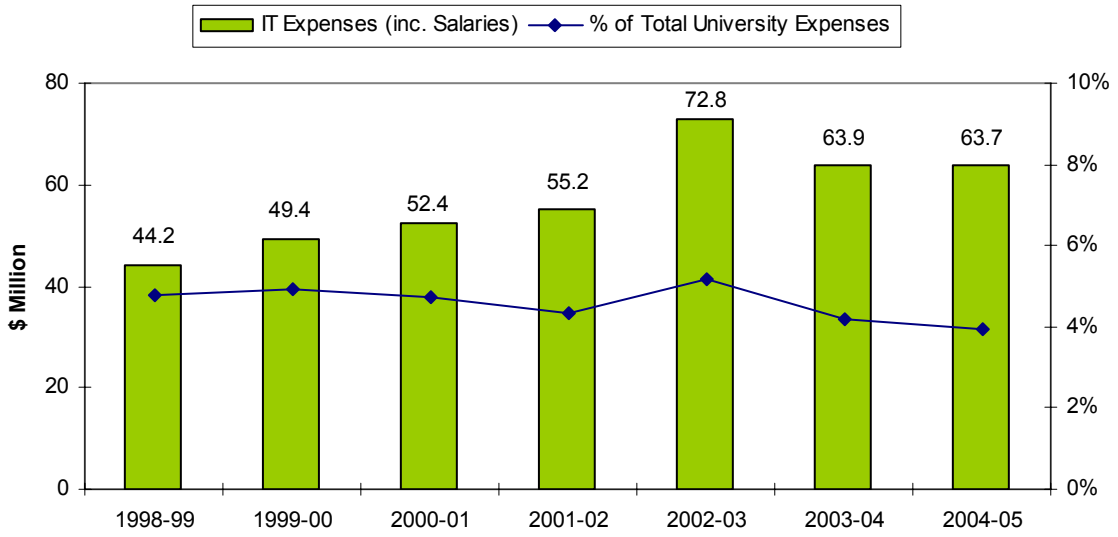
a. **IT Investment**
b. **Number of Courses Offered Using IT Courseware**

a. IT Investment

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

Figure C4a

Information Technology Costs



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

The bars above represent total IT expenses, including salaries, in millions of dollars for the years 1998-99 to 2004-05. The line represents total IT expenses including salaries, as a percentage of total university expenses.

Performance Assessment:
IT expenses have grown steadily between 1998-99 and 2002-03. After a significant increase in investment in 2002-03, the dollars spent on IT appear to have stabilized to approximately $64 million per year. As a percentage of total university expense, IT investment has declined slightly to approximately four percent of the total university expense budget. This is a reflection of the diversification of IT roles across a larger range of staff, many of whose job titles are not necessarily classified as related to IT, and thus not counted as IT operating expenses.

Performance Goal:
In facing the challenge of bringing together data from these diverse systems and turning it into information and knowledge that we can use to better support our students and faculty, several initiatives will be undertaken:

- The student web portal will allow students to have better and more refined access to information about their courses, divisions, and university communities in which they wish to participate;
- Implementation of IT standards will require our information systems to come together in ways that have not easily been accomplished in the past. *Information*

Flowing Freely, the recent study conducted by the Office of the Provost, is a high-level overview of information technology activities at the University. Its purpose is to provide a starting off point for creating an institutional information management plan. It considers the environment in which we exist today, and looks forward into what we might expect from information technology in the future.

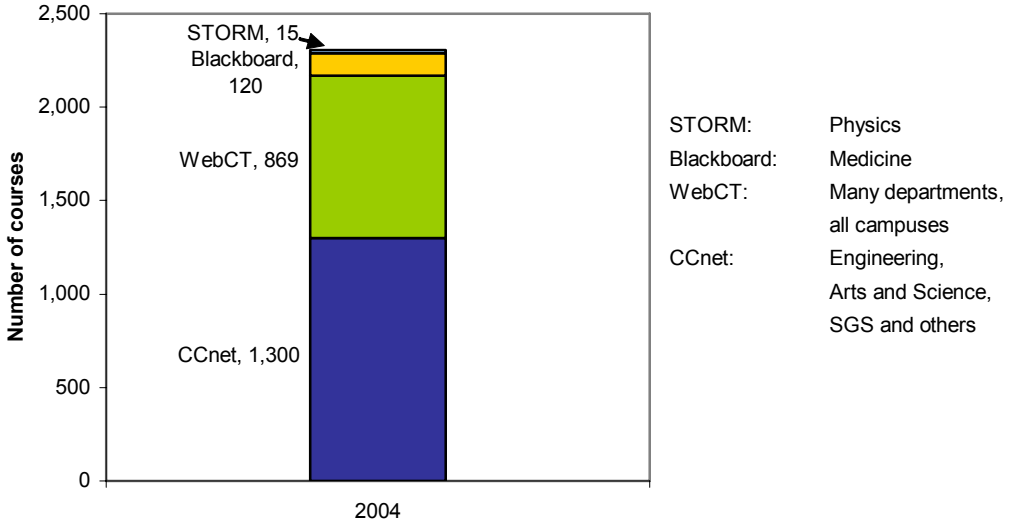
- A strategic computing plan is now being developed in an effort to better coordinate and maximize the utilization of our data systems and resources.

b. Number of Courses Offered Using IT Courseware

Performance Relevance:
For this year's report we are able to provide statistics on the number of courses which use the following course management software: CCnet, WebCT, Blackboard (Medicine) and STORM (Physics). This data excludes courses created by instructors on their own web pages. Tracking this measure over time will indicate whether we are meeting our objective to improve the information technology available for teaching and the support for faculty in using it.

Figure C4b

Number of Courses Using Course Management Software, 2003-04



Source: Resource Centre for Academic Technology (RCAT).

The bars above show the number of courses using courseware management for a web presence in 2003-04. It does not include courses that were created independently by instructors.

Performance Assessment:
In 2003-04, over 2,000 courses were offered using course management software. It should be noted that this is an underestimation, since these data exclude courses that instructors create on their own web pages. There has been a substantial expansion of courses that include IT in recent years, however, there are opportunities for further expansion.

Performance Goal:
As our information management strategic plan is developed, we will aim to increase the quantity of course offerings using information management where it improves the quality of the student experience and increases access to quality teaching and learning.

C5. Generate and Allocate the Resources to Achieve Priorities

Preamble:
"To enable us to undertake the highest quality of teaching and research, we will aim to increase our total revenues over the next ten years by 30% plus the value of inflation during this period."

"The University will work with the provincial government to restore the level of operating grant funding per undergraduate student to the national average."

"The University will continue to raise monies within the private sector for its academic priorities to a level that builds on the success of our recent campaign."

"We will use our Physical plant more fully over more of the day, week and year so as to reduce the need for expanded capital infrastructure."

In order to ensure that the University's priority objectives can be achieved, the University administration and academic leaders are responsible for ensuring that the necessary resources are available and there is a sustained commitment to public advocacy and advancement. Furthermore, our processes for allocating resources should be transparent and ensure that the activities which will allow us to best achieve our objectives are adequately supported.

Performance Measures:
We have measured our success in generating resources and allocating resources along the following lines:

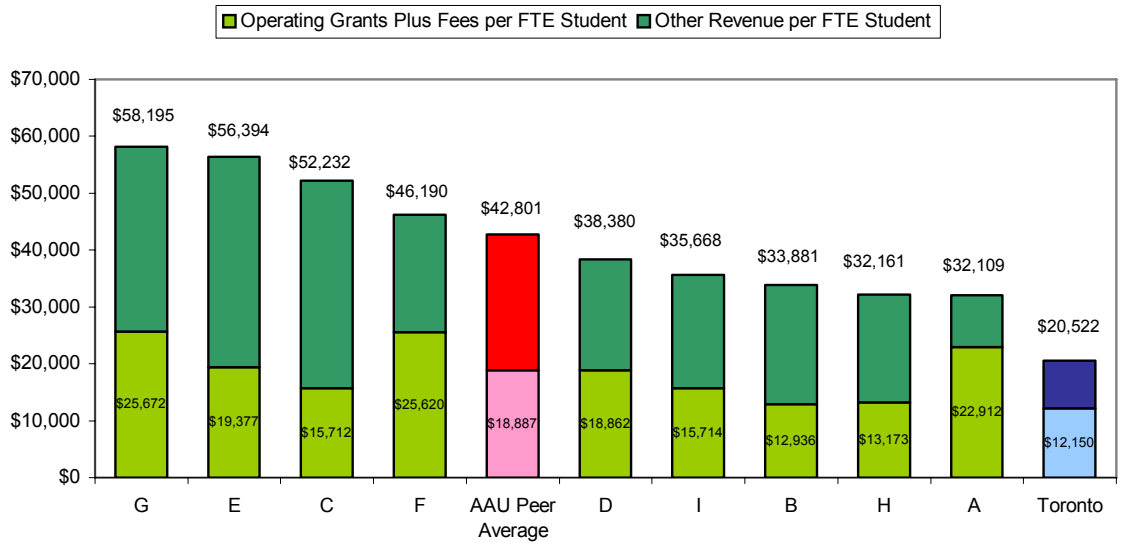
a. **Total and Operating Revenue per Student**
b. **Annual Fundraising Achievement**
c. **Endowment per Student**
d. **University Administrative Costs**
e. **Space Efficiency**
f. **Financial Health: Credit Ratings**

a. Operating Revenue per Student

Performance Relevance:
We are able to provide comparisons with AAU peers of total revenue and operating grants and fees per FTE student. Data comparability issues do not make comparisons with the G10 possible for this year's report. The amount of operating revenue from government grants and tuition fees is an indication of how well we are funded as compared to our U.S. peers.

Figure C5a

Total and Operating Revenue per FTE Student
Fiscal Year 2003-04 (US Funds)
UofT vs AAU Peer Institutions



Source: AAUDE.
AAU Mean excludes UofT. UofT converted to US funds using the purchasing power parity (PPP) of 0.80.

The bars above compare the total revenue and operating grants plus fees per FTE student in U.S. dollars at UofT to nine of the ten AAU peers and the AAU mean in the 2003-04 fiscal year.

Performance Assessment:

Our operating funding on a per student basis is significantly lower than our AAU peers. Comparing our total funding situation to our AAU peers indicates an even larger gap in funding on a per student basis. The recent announcement in the 2005 Ontario Budget provides for additional resources that will improve our operating funding on a per student basis. However, tuition is a major source of institutional income. To accomplish the goals of the McGuinty *Reaching Higher* plan[28], it is imperative that an appropriate level of reinvestment actually occurs. It is clear that the commitment of public funding, as we know it today, will not be sufficient by itself to accomplish the twin goals of improved access and improved quality.

Performance Goal:

The extent to which the gap between us and our U.S. peers closes will need to be monitored closely in the future.

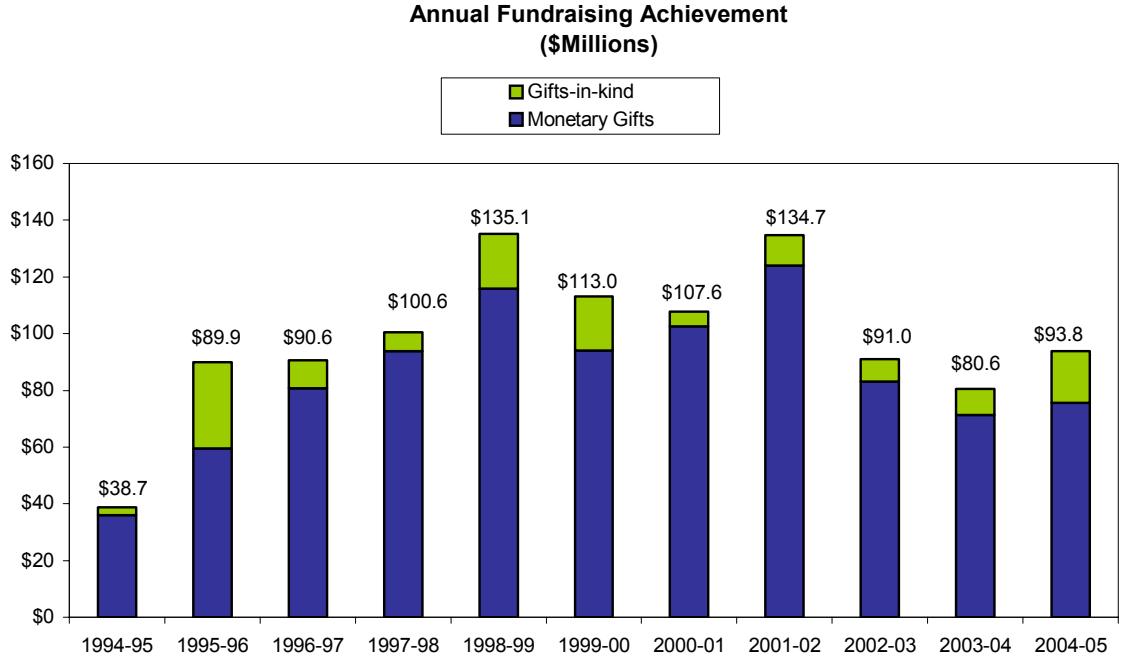
[28] http://www.ontariobudget.fin.gov.on.ca/bud05e/pdf/bke1.pdf#search='reaching%20higher'

b. Annual Fundraising Achievement

Performance Relevance:

The Division of University Advancement is focused on providing the private support necessary for the University of Toronto to achieve its academic priorities. On December 31, 2003, the University of Toronto completed its $1 billion campaign (the largest in Canadian history) one year ahead of schedule. It should be noted that the fundraising results for 2001-2002 include the payment of two significant pledges made to the University in 2000-2001 and as a result account for a higher than normally expected overall fundraising achievement for the year. The 2004-05 fiscal year marks the first full year in which the University has not been in a major campaign since 1995. The Division of University Advancement (DUA)is now working to expand the University's donor base and to maintain and indeed enhance the affinity of donors to its previous campaign in preparation for its next major fundraising initiative. At the same time, DUA is working to build upon the plateau of $80 to $100 million in annual support it achieved during the campaign. The ongoing support of alumni and the broader community is a strong indication of commitment to the University and its mission.

Figure C5b



Source: Division of University Advancement.
Monetary gifts are based on actual payments received. (in millions of dollars). These figures reflect the reconciliation between the University of Toronto Audited Financial Statements and Annual Receipted Gifts, and payments on pledges. These figures include those receipted by the University of Toronto and those donations directly receipted by the University of St. Michael's College, University of Trinity College, Victoria University and Massey College.

The bars above show the annual monetary gifts and gifts in kind received by UofT in the 11 year period from 1994-95 to 2004-05.

Performance Assessment:
The University of Toronto attracted a total of $93,774,986 in cash and gifts-in-kind during the 2004-05 fiscal year. This represents an increase of approximately 16% over the $80,627,656 raised during the previous year.

In January 2005, the Division of University Advancement opened one of the largest university call centres in North America. This new call centre is critical to the University's ability to increase its alumni donor base beyond the 81,769 alumni who supported the campaign. In addition, the centre will serve as a valuable tool for non-philanthropic alumni outreach.

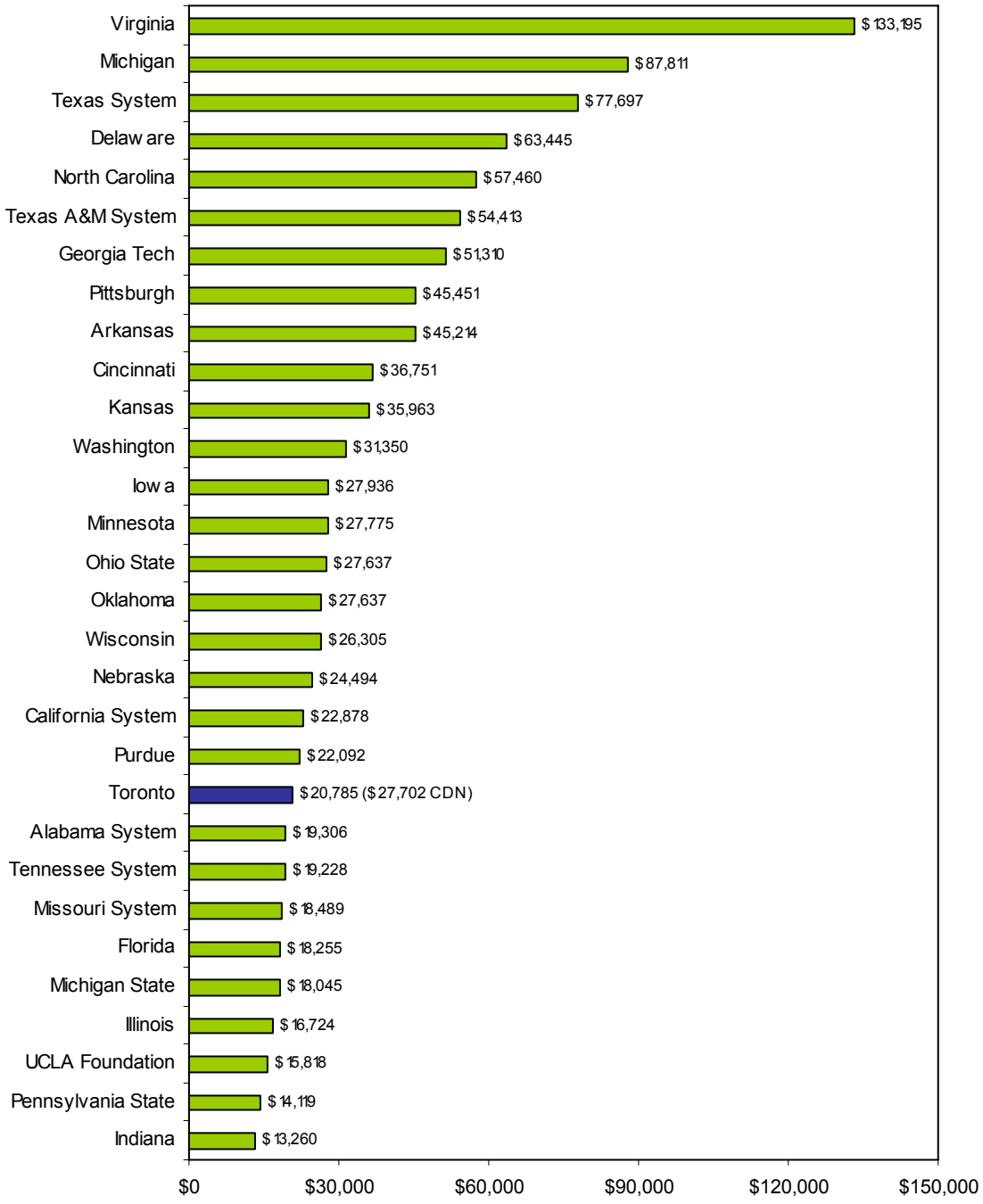
Performance Goal:
The Principals and Deans are working with the Provost to complete the list of academic priorities identified in the *Stepping UP* academic plan which require private support. The resulting list of projects will drive advancement activities at the University leading to our next major campaign.

c. Endowment per Student

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

Figure C5c

Top 30 Endowments at Public Institutions
Per FTE Student as at June 30, 2004



Source: 2004 NACUBO Endowment Study.
The figure for UofT has been adjusted to include endowments from the three Federated Universities. McGill was excluded due to problems associated with their count of FTE Students.

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

Performance Assessment:
In 2003-04, the pay-out rate on our endowment was 3.8% or $46.6 million, of which $19.3 million was committed to student aid. While our endowment exceeds $1 billion, it is relatively small, particularly on a per student basis when compared to endowments at other large publicly-funded universities in North America. Endowment income represents 3% of the University operating budget.

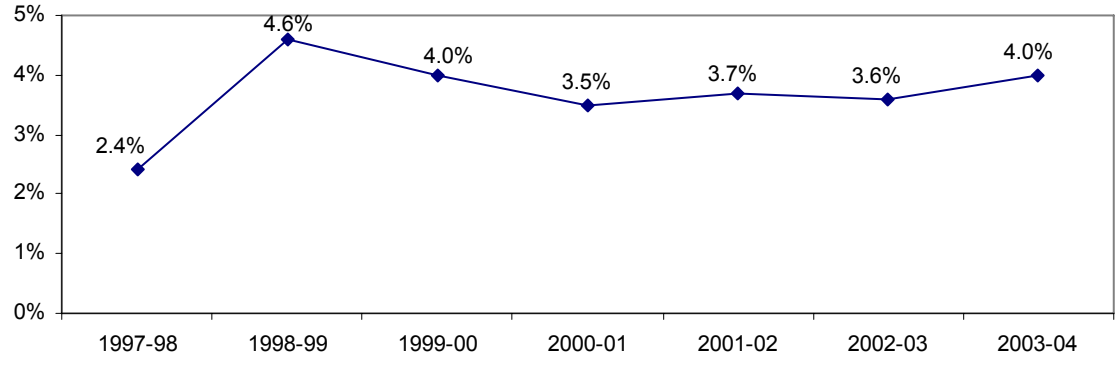
Performance Goal:
We must continue to ensure that we receive private support that allows us to increase our endowment per student.

d. University Administrative Costs

Performance Relevance:
Central administrative costs are those associated with operating the university as a whole and are not allocated to a specific faculty. Some of these costs are associated with activities that are undertaken to meet legislated requirements (for example, preparation of financial statements and other reports to government); others are associated with governance. Another percentage relates to value-added services provided by the central administrative group for the benefit of the university. This includes the President's office, government and institutional relations, communications and public affairs, alumni relations and development.

Figure C5d

Administration and General Expenses as a Percentage of Total Operating Expenses, 1998 to 2004



Source: COU Financial Report of Ontario Universities, various years.
Administration and General Expenses include: administration; planning and information costs and activities associated with the offices of the president and vice-presidents (excludes administration which is included in Academic Support and External Relations); internal audit; investment management; space planning; Governing Council Secretariat; finance and accounting (including research accounting); human resources; central purchasing, receiving and stores; institutional research; general university memberships; the administration of the occupational health and safety program, including the disposal of hazardous wastes; professional fees (legal and audit); convocations and ceremonies; insurance (except fire, boiler and pressure vessel, property and liability insurance which are reported under the physical plant function); activities in the registrar's office not included in Academic Support.

The chart above indicates the administration and general expenses as a percentage of operating expenses at UofT each year from 1997-98 to 2003-04. The lower the percentage, the more an institution has been able to contain these costs.

Performance Assessment:
The University of Toronto spends a relatively small proportion of its operating budget on central administrative expenses (4%). It is difficult to compare this percentage across other universities as the data available still has many definitional problems. On a trend basis however, we have maintained the level of central administrative expenses below 5% for the past seven years.

Performance Goal:
To contain administrative expenses within the level needed to meet legislative and policy requirements and to provide value-added services to the university.

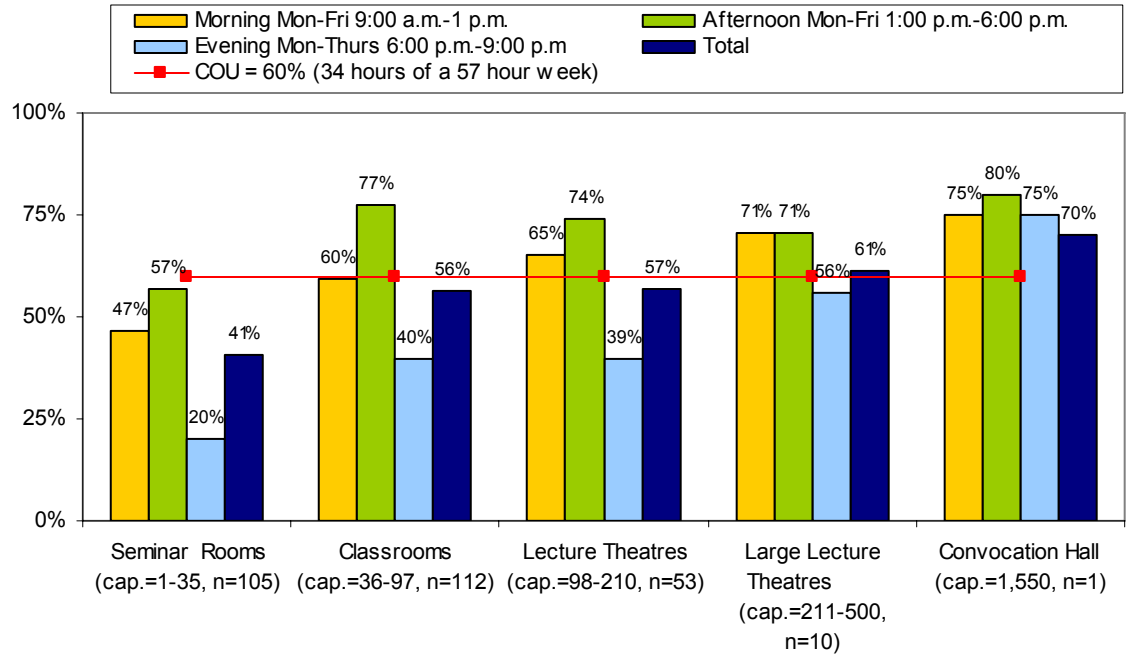
e. Space Efficiency

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 C5e

Room Utilization by Time of Day for week of Sept 13-17, 2004, St. George Campus

Based on a 57 hour week, Monday - Thursday 9 a.m. to 9 p.m. and Friday 9 a.m. to 6 p.m.



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

The line above represents COU's standard room utilization rate of 60%. The bars indicate room utilization of centrally allocated classrooms on the St. George campus according to five types of classroom and three time slots, including the overall usage, for the week of September 13 to 17, 2004.

Performance Assessment:
Classroom utilization varies by type of classroom and the time during the day that a course is offered. For example, the large lecture theatres on the St.George campus and Convocation Hall are used beyond the minimum standard, while classrooms and seminar rooms appear under-utilized. Similarly, our classrooms and lecture halls appear to be well used particularly in the afternoon, however only Convocation Hall appears to be well used in the evening. There appears to be room to expand our usage of seminar rooms and classrooms, as well as to expand our use of space during the evening time slots.

Performance Goal:
The Office of Space Management will continue to work with the academic Divisions to ensure that space is utilized in an optimal manner.

f. Financial Health: Credit Ratings

Performance Relevance:
The University's financial resources as at April 30, 2005 included total assets of $3.28 billion minus liabilities of $1.65 billion, for net assets of $1.63 billion, of which $1.42 billion was endowments.

The best overall measures of financial health are the University's credit ratings which are determined by independent credit rating agencies. Although these ratings measure the capability of the University to repay borrowing, the credit rating agencies take into account a broad range of variables, including diversity of revenue sources, strength of management, strength of student demand, government policy, as well as financial results in determining their ratings. Credit ratings are thus a good broad measure of financial health.

The University has three credit ratings - from Moody's Investors Service, from Standard and Poor's and from Dominion Bond Rating Service. The following table shows the credit rating definitions and the ratings assigned to those of our U.S. and Canadian peers.

Figure C5f
Credit Rating Comparison
University of Toronto with US and Canadian Peers at October 2005

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

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

Source: Financial Services Department.

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

Performance Assessment:
The Moody's rating of the university is ranked one level higher than the level assigned by Moody's to the Province of Ontario, while both Standard and Poor's and the Dominion Bond Rating Service rank the University at the same level as the Province. The University of Toronto is ranked higher than several of our peers.

Performance Goal:
Many factors are brought to bear in determining credit ratings at any given point in time. The University of Toronto uses credit ratings as a guide, but not a constraint, in determining borrowing levels[29]. The goal is to maintain a credit rating at a level that will permit us to borrow to meet the needs of the University on a cost effective basis.

[29] Borrowing Strategy approved by Business Board, June 17, 2004.

Conclusion

This report represents our initial attempt to provide both overall institutional measures and measures related to our five *Stepping UP* priority objectives and five enabling actions. We recognize that there continue to be significant data and measurement issues in a number of areas.

Our measures are predominantly weighted towards structural, input and process measures. While such measures can be meaningful when they are clearly linked to measures of outcome and quality, we do need to work to develop measures in the latter area.

Where possible we have provided comparative measures, either over time at the University of Toronto, or in comparison with peers in Ontario, Canada or the United States. We will continue to develop consistent and significant measures with our peer institutions, and seek to extend comparisons internationally.

Our aim is to develop the most meaningful measures that we will use to assess our performance and report on annually.