PERFORMANCE INDICATORS
FOR GOVERNANCE, 2007:
MEASURING UP

UNIVERSITY OF
TORONTO

January, 2008

Performance Indicators for Governance:
Measuring UP

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PART C: ENABLING ACTIONS

Performance Indicators Report
Introduction

Our current 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 for achieving this vision.

The *Stepping UP Synthesis* identified the major themes that emerged from the consultations and Divisional plans 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 five 'priority objectives' and five 'enabling actions' provide the overarching framework for the 2007 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 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 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, enhanced our data collection, and created partnerships with other institutions and agencies that allow for external benchmarking. The reorganization of the report in 2005 was a further effort to build upon the strength of previous reports by aligning performance measures with the priorities in *Stepping UP*. In 2007, our work in ongoing performance measurement informed the development of our Multi-year Accountability Agreement with the Government of Ontario and the

Common University Data initiative in Ontario (CUDO), which is now being adopted nationally.

The 2007 report reflects efforts to improve upon our measures in a number of areas. First, we have continued our efforts to find metrics that measure the quality of our performance rather than simply measure our activity. In some cases, this has involved exploring new data sources, such as student and teaching awards. In other cases, this has resulted in the inclusion of a broader array of responses from the University of Toronto Faculty and Staff Experience Survey (Speaking UP) as well as the inclusion of new survey data from the library quality survey LibQUAL.

Second, as a result of the recommendations made by the Humanities on Performance Indicators Working Group (HOPI), the Provost's office has been involved in a pilot project with some departments to test the feasibility of a selection of performance measures. The measures presented in this report include: research output, faculty honours and doctoral student placement. At this stage of the pilot we are able to present a selection of results for two departments, English and Philosophy. We will continue to work closely with the participating departments on data issues and to expand the project in future years. Also, over the next year we plan to work both with some of our Canadian peers on the collection of data to enhance synchronic comparisons and with the Social Science and Humanities Research Council (SSHRC) to better interpret some of our results.

It should be noted that there are a few measures involving survey data (NSSE, Faculty and Staff Experience Survey, and COU Space Standards) that have not been updated in this year's report. However, these data do represent the most recently available data. Also, what is new in some cases is the broader range of question responses presented.

While we believe our measures have been improved upon this year, there continue to be areas where measures could be expanded and refined. Data collection remains an issue in some areas while data quality continues to be an issue in others. We have identified specific areas in this report where we hope to improve our measures in the coming years and we will focus on developing more meaningful measures for every priority objective and enabling action in our academic plan. In addition, we will continue to work to improve the quality of our data and expand the appropriate comparative data sources through our existing exchange arrangements, such as the Association of American Universities Data Exchange (AAUDE), G13 Data Exchange and the Common University Data Ontario (CUDO). As the *Towards 2030* exercise refines the University's vision and mission and we commence a new planning cycle, the format of next year's Performance Indicators report will be revised accordingly.

One area in which work remains to be done is that of the presentation of student-faculty ratios. These ratios represent a critical measure of the resources available to our students and closely relate to a variety of aspects of a quality student experience. Comparisons of student faculty ratios across institutions are problematic given the different definitions that can be applied for both the numerator and denominator. In order to facilitate discussion on this topic we have presented a range of measures that are obtained for the University, using different definitions for faculty counts.

Part A: Institutional Mission Measures

Preamble:
In measuring progress towards our aim to be among the world's best public research-intensive universities, a selection of metrics has been identified as relevant to our overall mission. These are metrics that measure the excellence of students and faculty both nationally and internationally (and thus also assess our 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 assess our ability to attract high quality students, our success in recruiting and retaining award-winning faculty in their roles as both teachers and researchers, our achievements in attracting peer-reviewed research funding, the quality and productivity of our research enterprise, and the placement of our doctoral students. We recognize the limitations of such assessments, but continue to believe that a critical review of our performance at an institutional-level is necessary for achieving and maintaining excellence. This year we have been able to supplement the six measures we provided in last year's report with additional undergraduate student awards (Knox Fellowships, Millennium Merit Excellence and TD Scholarships), additional teaching awards (Leaders in Faculty Teaching-LIFT), and measures specific to the humanities, including faculty honours, research output, and doctoral student placement. The following are the seven metrics selected as institutional mission measures for this year:

Performance Measures:
1. **Student Entering Averages**
2. **Student Awards**
    i) **Undergraduate Student Scholarship Recipients**
    ii) **Doctoral Student Awards and Scholarships**
3. **Faculty Honours**
    i) **Faculty Honours**
    ii) **Faculty Honours in the Humanities**
4. **Faculty Teaching Awards**
5. **Research Yields and Funding**
6. **Research Output and Impact**
    i) **Research Publications and Citations**
    ii) **Research Publications in the Humanities**
7. **Doctoral Student Placement in the Humanities**

A.1. Student Entering Averages

Performance Relevance:
Student entering grade averages reflect an institution's ability to attract a well-qualified student body. Comparisons over time provide an indication of an institution's ability to consistently attract high quality students. Entering grade averages for Arts and Science programs by campus over time show an additional dimension of variation.

Figure A1a
Entering Grade Averages, First-Entry Programs
Fall 2004, Fall 2005, Fall 2006 (Preliminary)
Proportion of Ontario Students with Average Marks>=70%
Attending the University of Toronto
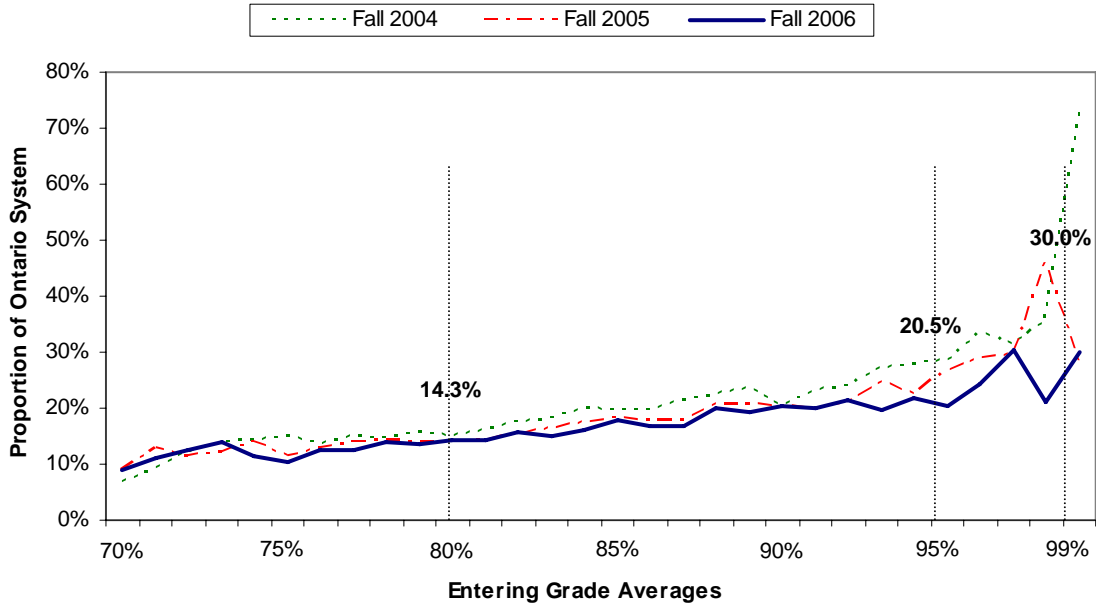
Source: Data provided by Admissions & Awards. Based on OUAC final average marks (best six).

The lines above indicate the proportion of Ontario secondary school students with entering averages of 70% or higher who registered at UofT in Fall 2004, 2005 and 2006 by entering mark. In 2006, UofT attracted 14.3% of the students from Ontario secondary schools with entering averages of 80% and 20.5% of the students with averages of 95%.

Figure A1b
Entering Grade Averages (Average Mark), A&S by Campus
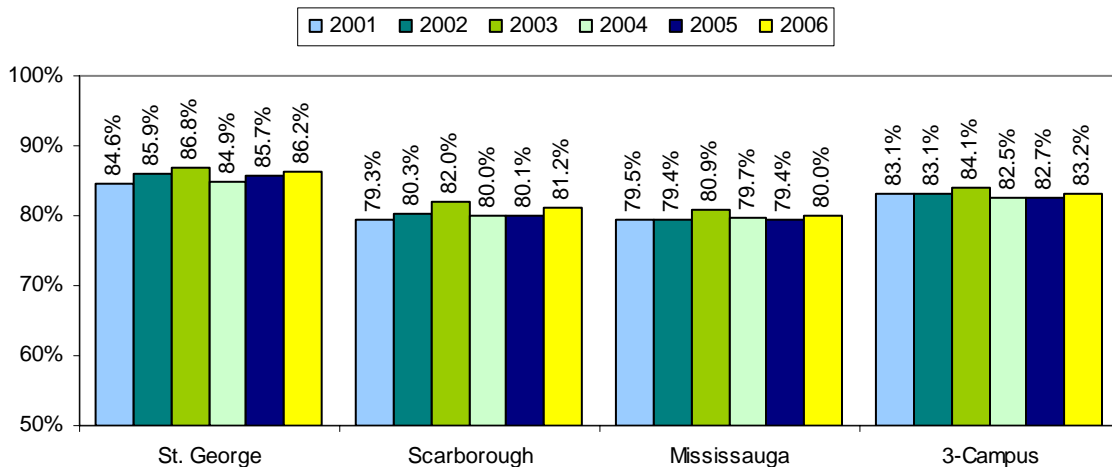
Source: Data provided by Admissions & Awards. Based on OUAC final average marks (best six).

The bars above indicate the average entering marks of students who enrolled in Arts and Science programs at each of the three campuses and at UofT overall from Fall 2001 to Fall 2006.

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Performance Assessment:
Figure A1a indicates that the University of Toronto draws an increasing share of the pool of Ontario secondary school students as entering averages rise. For example, in 2006, the University attracted 14.3% of the students from Ontario secondary schools with an average of 80% compared to 20.5% of the students with an average of 95%. While there does appear to be a sharp decline in the share of students with entering averages of 99%, it should be noted that the small number of observations at this average level causes significant fluctuations in the proportions year to year. Our share of students with grades over 90%, while still larger than our expected share, has declined since 2004. This may be the result of continued changes post double cohort and will need to be closely monitored. Overall in 2006, 72.5% of the University's new first-entry program students from Ontario secondary schools had an average above 80%; this compares to 64.6% for the Ontario system. Figure A1b indicates the variation by campus in our Arts and Science students' entering averages. While differences do exist by campus, overall, the University's ability to attract high quality students is stable over time.

A.2. Student Awards
i) Undergraduate Student Scholarship Recipients
ii) Doctoral Student Awards and Scholarships

Performance Relevance:
In an effort to further assess the achievements of our students we have included a number of prestigious undergraduate and graduate awards and scholarships as metrics in this year's report. At the undergraduate level, in addition to the Rhodes and Commonwealth Scholarship[2] recipients provided in last year's report, we have included the number of Knox Scholarship[3] recipients, TD Scholarship[4] recipients and Millennium Excellence Award[5] recipients. At the graduate level, we have included National Science and Engineering Research Council (NSERC), and Canadian Association of Graduate Schools (CAGS) doctoral award recipients, as well as the number of University of Toronto graduate students receiving peer-reviewed doctoral scholarships from the Social Science and Humanities Research Council (SSHRC), NSERC and the Canadian Institute for

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

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

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

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

Health Research (CIHR)[6]. Receipt of these external awards and scholarships by our students at the end of their studies (exit point), demonstrates the quality of the University's performance in educating and providing students with the necessary environment to achieve excellence. Entrance awards provide a measure of success in attracting excellent students.

Figure A2-i
Undergraduate Student Scholarship Recipients by Award
University of Toronto's Share of Total Awarded to Canadian Universities
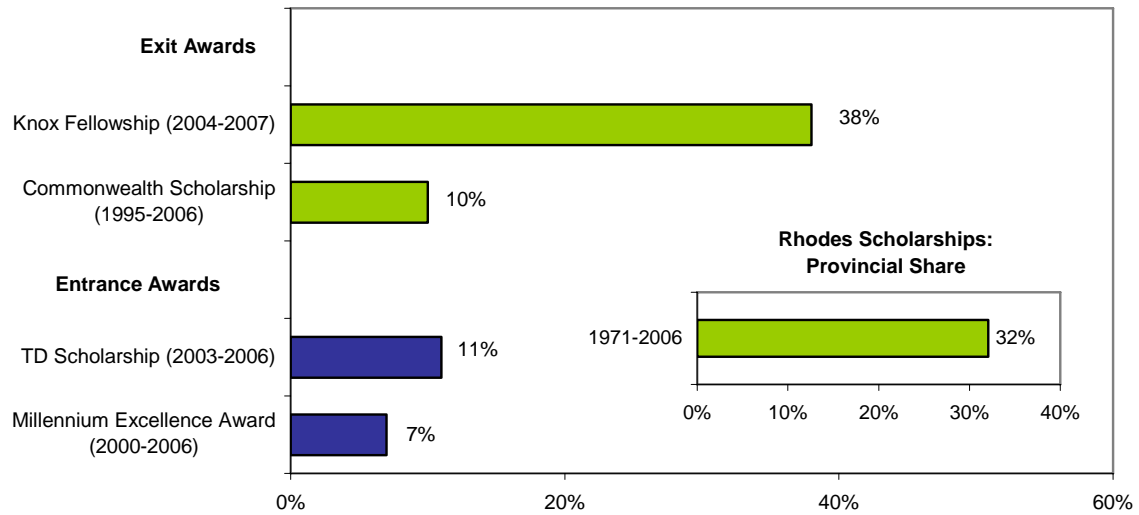
Source: AUCC for Knox and TD Awards; Admissions and Awards for Rhodes Scholar, the Canadian Bureau of International Education (CBIE) for Commonwealth Scholarship, Canada Millennium Scholarship Foundation for Millennium Excellence Award.

UofT's undergraduate students received between 10 and 38% of the prestigious exit awards granted nationally, and between 7 and 11% of the prestigious national entrance awards. U of T's undergraduate students have also received 32% of the prestigious Rhodes Scholarships awarded to students from Ontario since 1971. By way of comparison, UofT's approximate share of undergraduate students is 7% nationally and 16% provincially.

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[6] Doctoral awards are provided in recognition of dissertation work completed while enrolled in the doctoral program whereas doctoral scholarships are awarded (based on merit) upon entry or continuation into the doctoral program.

Figure A2-ii
Scholarships from Federal Granting Councils
1996-2007: Percentage Share
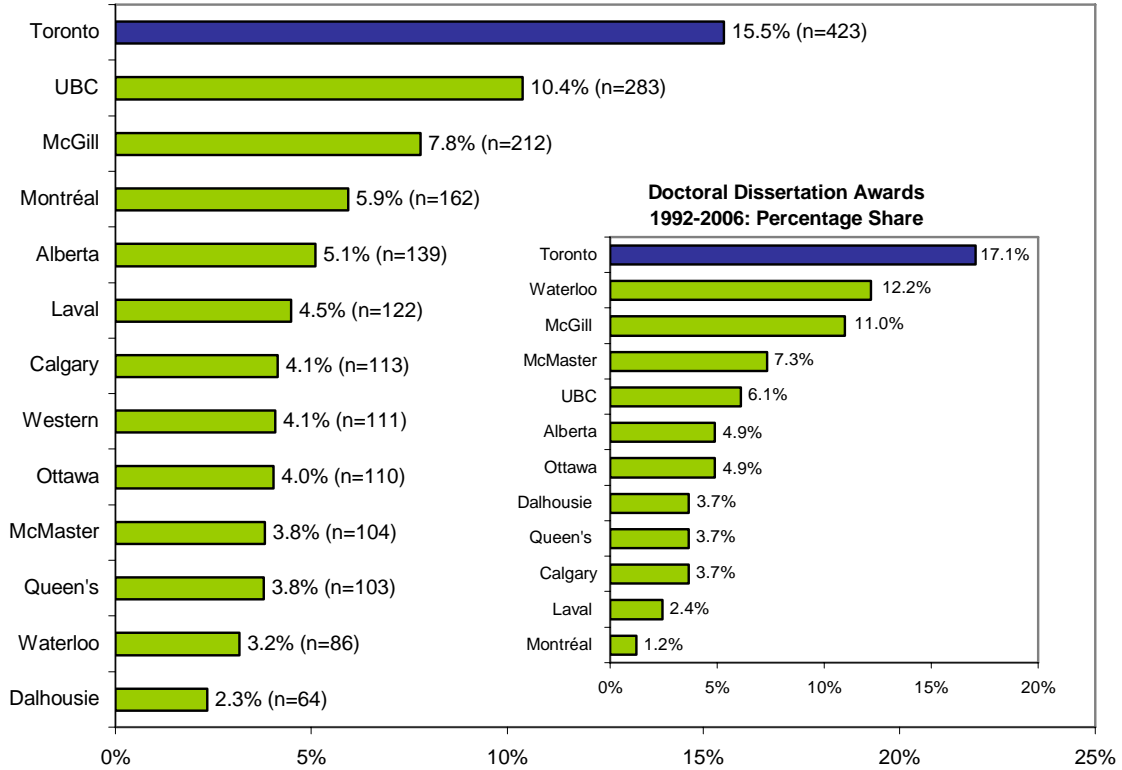
Notes: For doctoral scholarships from the federal granting councils, percent share based on total cumulative counts (CIHR CGS-D n = 405, NSERC CGS-D n= 857, SSHRC CGS-D n = 1,459, and SSHRC WETA n=3) CIHR Canada Graduate Scholarship, Doctoral, and NSERC Canada Graduate Scholarship, Doctoral, 2003 to 2007; SSHRC Canada Graduate Scholarship, Doctoral, 2004 to 2007. SSHRC's W.E. Taylor Award, 1996 to 2007, is tenable anywhere in the world and only three were held in Canada. For doctoral dissertation awards, percent share based on total cumulative counts (NSERC/DP n = 60 and CAGS/UMI n = 22). NSERC Doctoral Prizes, 1992 to 2006; CAGS/UMI Distinguished Dissertation Awards, 1994 to 2006. Only our Canadian peer institutions are shown above.

> UofT doctoral students received 15.5% (423) of the doctoral scholarships awarded by the Tri-Councils since 1996. In addition, between 1992 and 2006 UofT doctoral students received 17.1% (14) of the NSERC and CAGS doctoral awards at the national level.

Performance Assessment:

While fluctuations have occurred from year to year, undergraduate students studying at the University of Toronto have received 10% of the prestigious Commonwealth Scholarships and 38% of the Knox Fellowships given to students nationally. Similarly, the University's undergraduate students have received 32% of the Rhodes scholarships awarded to Ontario students since 1971. Since the Rhodes program provides a fixed number of awards per province, the share is expressed at the provincial rather than national level.[7] With respect to entrance awards, the University's undergraduate students have received 11% of the TD Scholarships and 7% of the Millennium Merit awards. By way of comparison, these recipient shares exceed the University's total share of approximately 7% of undergraduate students in Canada and 16% of undergraduate students in Ontario.

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

At the graduate level, 15.5% (423) of the peer-reviewed doctoral scholarships awarded by the Tri-Councils between 1996 and 2007 were held by University of Toronto doctoral students. In addition, the University of Toronto's share of prestigious doctoral awards from NSERC and CAGS[8] between 1992 and 2006 was 17.1%. These proportions compare to the University's share of approximately 14% of doctoral students in Canada.

A.3. Faculty Honours
　　　i) Faculty Honours
　　　ii) Faculty Honours in the Humanities

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

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

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[8] Two CAGS/UMI Distinguished Dissertation awards are offered each year; one in engineering, medical sciences and natural sciences, and one in fine arts, humanities and social sciences. Four NSERC Doctoral Prizes are offered each year; two in natural sciences, and two in engineering and computer science.

Figure A3-i
Faculty Honours by Award, 1980-2007
University of Toronto Compared to Awards Held at Other Canadian Universities

International Faculty Honours

Award	Value
American Academy of Arts & Sciences*	60.0% (n=15 of 25)
Gairdner International Award	52.4% (n=11 of 21)
Guggenheim Fellows	45.1% (n=46.5 of 103)
Royal Society Fellows	41.0% (n=16 of 39)
National Academies **	34.5% (n=10 of 29)
Sloan Research Fellows	28.4% (n=25 of 88)
American Association for the Advancement of Science*	27.7% (n=26 of 94)
ISI Highly Cited Researcher ***	23.0% (n=35 of 152)

Canadian Faculty Honours

Award	Value
Steacie Prize	35.7% (n=10 of 28)
Molson Prize	29.6% (n=8 of 27)
Federal Granting Councils Highest Awards ****	29.0% (n=9 of 31)
Killam Prize	26.8% (n=22 of 82)
Steacie Fellows	25.0% (n=31 of 124)
Royal Society of Canada Fellows	20.0% (n=270/1,352)
Killam Fellows	19.2% (n=74 of 385)

Source: Award announcements for each program.
* Current members only.
**The National Academies consists of: Institute of Medicine, National Academy of Engineering, National Academy of Sciences.
*** As of May 2007.
**** Federal Granting Councils Highest Prizes: NSERC: Gerhard Hertzberg Canada Gold Medal for Science and Engineering (n=15);
CIHR: Michael Smith Prize in Health Research (n=12); SSHRC: Gold Medal for Achievement in Research (n=4).
The 2007 Molson Prize, Steacie Prize and Royal Society of Canada Fellows not yet available.

The chart above indicates the percentage of International Faculty Honours and Canadian Faculty Honours held by UofT faculty as a percentage of the total amount of these awards held by faculty in Canada over a 27-year period.

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Figure A3-ii
Faculty Honours in the Humanities by Award, 1980-2007
UofT Department of English Compared to Similar Departments at Canadian Universities

International Faculty Honour	U of T English Count	Pool Definition	Canadian Universities Count	% of Can Univ	Note
American Academy of Arts & Sciences	1	Literature or literary criticism	2	50.0%	1
Kurt Weill Prize	1	All	2	50.0%	
Guggenheim Fellows	7	N/A			
Honorary Degrees	4	N/A			
Other	3	N/A			
Canadian Faculty Honour					
Gabrielle Roy Prize	2	Anglophone section	23	8.7%	2
Killam Fellows	12	English or comparative literature	32	37.5%	
Killam Prize	1	Humanities / English only	1	100.0%	
Polanyi Prize	2	Literature	22	9.1%	3
Royal Society of Canada Fellows	12	N/A			
Honorary Degrees	7	N/A			
Other	4	N/A			

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

The chart above indicates the number (and share where data available) of honours received by faculty in the Department of English over a 27-year period.

Performance Assessment:

Over a twenty-seven-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 ranged from 19.2 to 35.7%. The share of distinctions conferred by international agencies, was even more impressive: 23.0 to 60.0%. To put these figures into perspective, according to Statistics Canada the University of Toronto's share of full-time faculty is estimated at just under seven percent (excluding clinical faculty and those based in hospital research institutes, who are not reported to Statistics Canada), and yet they garnered 19.2 to 60.0% of the awards.

Over a twenty-seven-year period, the faculty from the department of English received 56 prestigious international and national honours. When expressed as a percentage of Canadian faculty (where possible), the Department's receipt of national disciplinary honours ranges from 8.7 to 100%. With respect to prestigious international awards, the University's share of Canadian faculty recipients is 50%. While the University's share of international awards in the discipline obviously exceeds the UofT's share of English faculty in Canada, the relative performance on national honours is less clear. We require comparative data from other Canadian peer institutions before we can interpret this data. We will continue to work on expanding this data to better assess our performance in this area. These data also exclude important roles on editorials boards which are also viewed as an honour within the discipline. Accordingly, we will also work on expanding this data to include our faculty's participation on editorial boards.

A.4. Faculty Teaching Awards

Performance Relevance:
External teaching awards indicate the excellence of our faculty in their role as teachers. The prestigious 3M Teaching Fellowship Awards recognize teaching excellence as well as educational leadership in Canadian universities. The Ontario Confederation of University Faculty Associations (OCUFA) Teaching Awards and the newly created Leadership in Faculty Teaching (LIFT) Awards[9], while restricted to Ontario institutions, provide a further measure of our faculty's teaching performance.

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[9] Leadership in Faculty Teaching (LIFT) Awards were developed to recognize and encourage teaching excellence at Ontario's colleges and universities. Up to 100 awards were given to faculty (66 for university faculty) "who influence, motivate and inspire students and demonstrate leadership in teaching methods for the diverse student body in Ontario". Winners receive a total of $20,000 over two years.

Figure A4a
3M Teaching Fellowship Awards Percent Share,
1986-2007

Institution	Share
ALBERTA	13.5% (n=28)
WESTERN	9.1% (n=19)
Guelph	6.3% (n=13)
BRITISH COLUMBIA	5.3% (n=11)
TORONTO	5.3% (n=11)
York	4.3% (n=9)
Brock	3.8% (n=8)
McMASTER	3.8%
OTTAWA	3.8%
Carleton	3.4% (n=7)
Memorial	3.4%
Victoria	3.4%
QUEEN'S	2.9% (n=6)
Saskatchewan	2.9%
CALGARY	2.4% (n=5)
Manitoba	2.4%
Simon Fraser	2.4%
Trent	2.4%
Concordia	1.9% (n=4)
McGILL	1.9%
Prince Edward Island	1.9%
LAVAL	1.4% (n=3)
MONTRÉAL	1.4%
Mount Allison	1.4%
New Brunswick	1.4%
St. Mary's	1.4%
DALHOUSIE	1.0% (n=2)
Lakehead	1.0%
Quebec - Trois Rivieres	1.0%
Regina	1.0%
WATERLOO	1.0%
Wilfred Laurier	1.0%
Windsor	1.0%
Winnipeg	1.0%
Laurentienne	0.5% (n=1)
Lethbridge	0.5%
Mount St. Vincent	0.5%
Northern British Columbia	0.5%
Quebec - Montréal	0.5%
Ryerson	0.5%
St. Thomas	0.5%

Source: 3M Teaching Fellowships (n=218), Notes: Écoles des Hautes Études Commerciales included under U de Montreal. Canadian peer Institutions are shown in capital letters.

The above chart indicates that UofT faculty have received a total of eleven 3M Teaching Fellowship Awards, which represents just over 5% of all the 3M awards presented nationally.

Figure A4b
Ontario Teaching Awards:
Leadership in Faculty Teaching (LIFT) Awards 2007
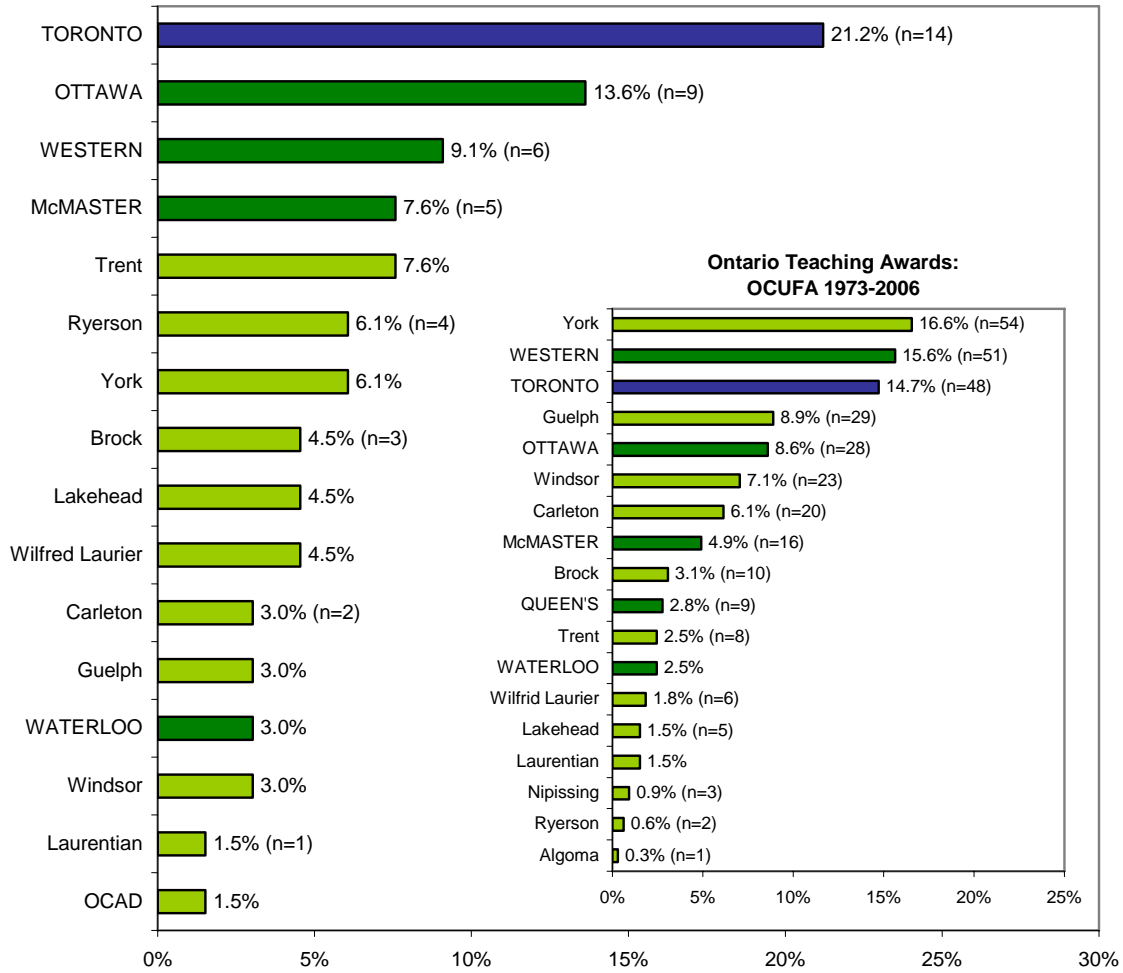
Source: LIFT Teaching Awards (n=66) as of August 2007 and OCUFA Teaching Awards (n=326) as of July 2007.
Notes: Écoles des Hautes Études Commerciales included under U de Montreal. Canadian peer Institutions are shown in capital letters.
Institutions that did not receive LIFT awards are excluded from the chart.

The chart above indicates that UofT faculty have received a total of 14 LIFT Teaching Awards (21.2%) and 48 OCUFA Teaching Awards (14.7%) awarded to date.

Performance Assessment:
Over a twenty-one year period, University of Toronto's faculty received a total of eleven 3M Teaching Fellowship Awards, which represents just over 5 percent of the total awards presented nationally to date. Compared to our Canadian peer institutions[10], the University of Toronto ranks third (tied with UBC). We continue to be under-represented relative to our proportion of faculty employed at Canadian institutions (7%). In Ontario-specific teaching award programs, University of Toronto faculty's representation has shown some improvement in 2006-07. In the first year of the Ontario Government's LIFT award program, UofT faculty received 21.2% (14) of the awards given to university faculty members in the Province. This compares to its approximate share of University faculty in Ontario of 17%.

Recognition of excellent teaching remains an area where the University can improve further. It is unclear whether we are under-performing in the area of teaching or simply not being appropriately recognized for our performance. Promotion and recognition of excellent teaching continues to be a high priority as indicated by the creation of the Teaching Academy and President's Teaching Award in 2006. The University has invested significantly in supporting faculty teaching. As well, the University will continue to increase its emphasis on nominating faculty for external teaching awards. Other dimensions of teaching quality, and the various means of assessing and promoting it, will also continue to be explored.

A.5. Research Yields and Funding

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 Canadian peer institutions over time demonstrate our success in attracting research funding from the granting councils.

While we are able to present research yields for both SSHRC and NSERC, problems of comparability on faculty counts at this time preclude us from presenting this measure for CIHR disciplines. However, for this year's report we are presenting the five-year cumulative share compared to our Canadian peers and our trend in share over the most recent ten-year period.

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[10] The Canadian Peer institutions include the following thirteen research-intensive universities in Canada ("G13"): University of Alberta, University of British Columbia, University of Calgary, Dalhousie University, Laval University, McGill University, McMaster University, University of Montreal, University of Ottawa, Queen's University, University of Toronto, University of Waterloo, and University of Western Ontario.

Figure A5a
Canadian Peer Universities vs. National Research Yield
Social Sciences and Humanities Research Council (SSHRC), 2001-02 to 2005-06
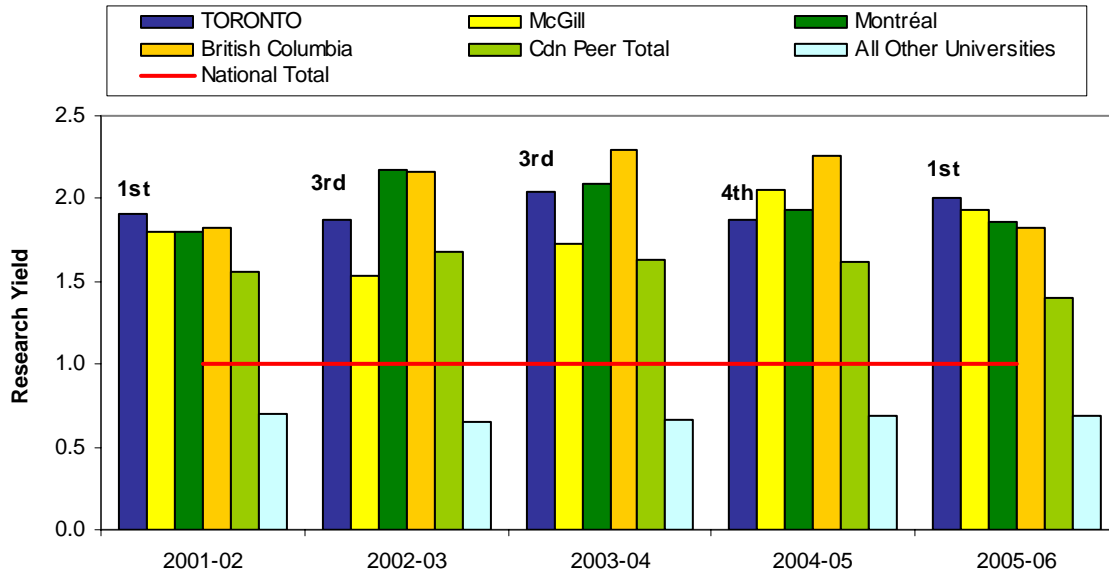
Faculty funding data source: SSHRC Payments by Program Cluster, Region, Province & Institution 2001-02, 2002-03, 2003-04,2004-05 and 2005-06 reports. Payments for Networks of Centres of Excellence nodes, Canada Research Chairs, training programs, and communication programs, are excluded. For the National Total, only payments to Canadian colleges and universities, and their affiliates, are counted. Okanagan University College counted with UBC starting in 2005-06.
Faculty count data source: Statistics Canada UCASS 2001, 2002, 2003, 2004 and 2005 files. For the 2005 national count, UCASS 2004 data were used, as they are the most recent available. Note that counts were missing for Dalhousie so this university is not included.
Ranks: Full-Professor, Associate Professor and Assistant Professor (UCASS code = rank 1 to 3). Incumbents with administrative responsibilities are included.
Not shown: eight Canadian peer institutions with yields lower than 1.80 in 2004-05: Alberta, Calgary, Laval, McMaster, Ottawa, Queen's, Waterloo, and Western. Dalhousie was excluded from the Canadian peer group due to missing faculty counts and is counted with all other universities. Affiliated/federated institutions are included with each relevant institution.

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

Between 2001-02 and 2005-06, UofT's share of SSHRC funding per eligible faculty surpassed the average of our Canadian peer institutions. In 2005-06, UofT ranked first among our peers.

Figure A5b
Canadian Peer Universities vs. National Research Yield
National Sciences and Engineering Research Council (NSERC), 2001-02 to 2005-06
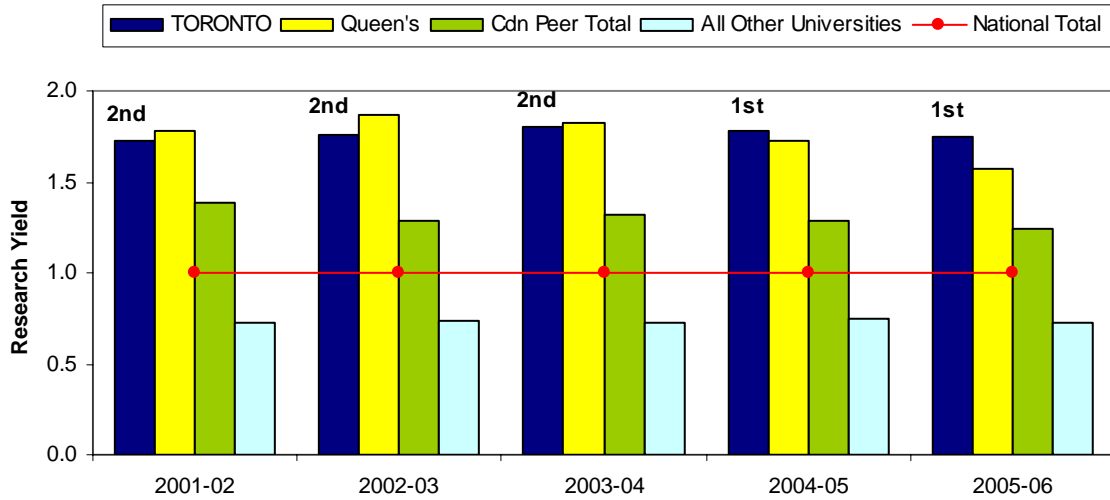
Faculty funding data source: NSERC Facts & Figures 2005-06, Expenditures by University, report by program and by year. Payments for Networks of Centres of Excellence nodes, Canada Research Chairs, Undergraduate Student Awards, Postgraduate Fellowships and Research Fellowships, are excluded. For the National Total, only payments to Canadian colleges and universities, and their affiliates, are counted. Okanagan University College counted with UBC starting in 2005-06.
Faculty count data source: Statistics Canada UCASS 2001, 2002, 2003, 2004 and 2005 files. For the 2005 national count, UCASS 2004 data were used, as they are the most recent available. Note that counts were missing for Dalhousie so this university is not included. Ranks: Full-Professor, Associate Professor and Assistant Professor (UCASS code = rank 1 to 3). Incumbents with administrative responsibilities are included.
Not shown: ten Canadian peer institutions with yields lower than 1.55 in 2005-06: Alberta, British Columbia, Calgary, Laval, McGill, McMaster, Montréal, Ottawa, Waterloo, Western. Dalhousie was excluded from the Canadian peer group due to missing faculty counts and is counted with all other universities. Affiliated/federated institutions are included with each relevant institution.

Between 2001-02 and 2005-06, UofT's share of NSERC funding per eligible faculty surpassed the average of our Canadian peer institutions. In 2005-06 and 2004-05, UofT ranked first among our peers.

Figure A5c
Canadian Peer Universities vs. University of Toronto's Share of
Canadian Institutes of Health Research (CIHR) Funding
Cumulative 5-Year Share: 2001-02 to 2005-06
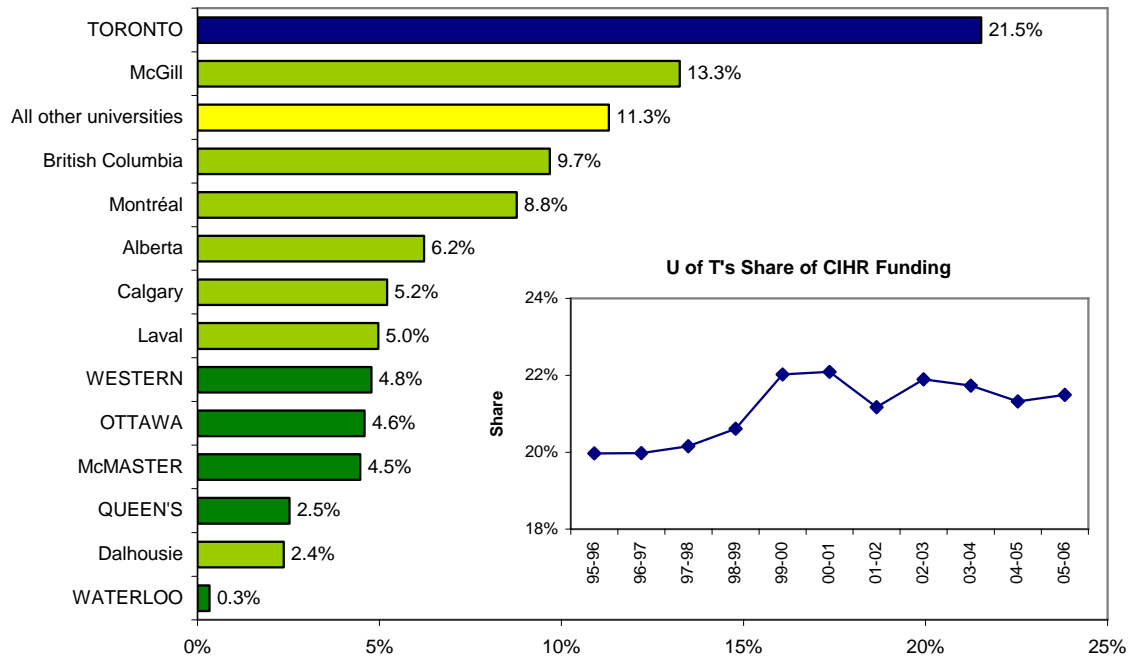
Source: CIHR Expenditures by University and CIHR Program, 2001-02, 2002-03, 2003-04, 2004-05 and 2005-06 reports.
Expenditures for Networks of Centres of Excellence nodes, Canada Research Chairs, and training programs, are excluded. For the
National Total, only expenditures to Canadian colleges and universities, and their affiliates, are counted. The mean of our Canadian peers
excludes UofT. Ontario peers are shown in capital letters.

Between 2001-02 and 2005-06, UofT received 21.5% of the research funding from CIHR. Our share in CIHR funding has
been above 20% during the past ten years.

Performance Assessment:
For SSHRC, the mean research yield of our Canadian peers has fluctuated between 1.4
and 1.7 over the past five years. A few universities consistently score above these values.
The small differences between their research yields in any given year and the year-over-
year variations for each institution can be traced to fluctuations in a handful of grants
with large values.

For NSERC, the mean of our Canadian peers has remained rather stable between 1.3 and
1.4 over the past five years. Two universities consistently scored well above these values
and vied for first place: Queen's and Toronto. While the University's research yield has
declined slightly from 1.78 to 1.75, it still surpassed Queen's and remained in first-place.

For CIHR, the University has received 21.5% of the research grants over the past five
years. The G13 Data Exchange will continue to work on 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 our
Canadian peers in lieu of research funding proportions based on the national average.

A.6. Research Output and Impact
        i) Research Publications and Citations
        ii) Research Publications for the Humanities

Performance Relevance:
Counts of publications and citations[11] are important measures of the research output and intensity, particularly in science disciplines, where research reporting is predominantly journal-based. Comparisons with institutions both within Canada and the US indicate our research productivity in the science fields relative to our peers.

The HOPI Working Group noted in their report the importance of books and chapters in edited volumes for the humanities disciplines (in addition to journal articles) as a measure of research output. Examining a longer timeframe was recommended given the time necessary to produce a book, and focusing on major presses in each discipline and subfield was argued as a means of capturing the "enormous qualitative differences" among produced work. As part of the pilot project we have included in this year's report, book counts published in the most prestigious presses and other presses over a seven-year period for English and Philosophy. To provide a measure of research impact, the average number of book reviews per book in these same disciplines will also be explored for the future reports. In the future we will need to consider journal articles and chapters in edited volumes as well.

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

Figure A6-i-a
All Science Fields
Number of Publications Indexed by Thomson ISI
AAU Public and Canadian Peer Institutions, 2002-2006

Institution	Value
TORONTO	30,935
U Washington	27,370
Calif - Los Angeles	26,735
Michigan	25,850
Calif - Berkeley	22,659
Minnesota	21,736
Calif - San Diego	21,187
Wisc - Madison	20,772
Calif - Davis	20,142
Florida	19,909
Pittsburgh	18,491
BRITISH COLUMBIA	18,215
Penn State	18,022
Colorado	17,207
McGILL	17,118
Ohio State	17,033
Illinois - Urbana	15,890
Rutgers State	15,830
N Carolina - Chapel Hill	15,229
Texas A&M	14,821
ALBERTA	14,037
Arizona	13,711
Indiana	12,718
Purdue	12,580
MONTRÉAL	12,440
Texas - Austin	11,713
Iowa	11,525
Missouri	11,213
Maryland - Coll Park	11,192
Michigan State	11,013
Virginia	10,362
Calif - Irvine	10,251
McMASTER	9,354
Iowa State	9,313
CALGARY	8,933
Calif - Santa Barbara	8,522
Nebraska	8,420
WESTERN	8,404
SUNY - Stony Brook	7,584
LAVAL	7,461
OTTAWA	6,520
WATERLOO	6,400
SUNY - Buffalo	6,055
Kansas	5,879
DALHOUSIE	5,773
QUEEN'S	5,720
Oregon	2,644

Top 10 AAU including Private

Institution	Value
Harvard	
TORONTO (2nd)	
Johns Hopkins	
U Washington	
Calif - Los Angeles	
Michigan	
Stanford	
Calif - Berkeley	
U Penn	
Minnesota	

Sources: Thomson ISI U.S. and Canadian University Indicators – Standard Edition 2006.
Our Canadian peer institutions are shown in capital letters.

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Figure A6-i-b
All Science Fields
Number of Citations Indexed by Thomson ISI
AAU Public and Canadian Peer Institutions, 2002-2006

Institution	Citations
U Washington	273,739
Calif - Los Angeles	261,130
TORONTO	247,437
Calif - Berkeley	228,452
Calif - San Diego	219,286
Michigan	215,704
Minnesota	168,665
Pittsburgh	167,068
Wisc - Madison	165,007
Colorado	146,914
N Carolina - Chapel Hill	145,327
Calif - Davis	131,181
BRITISH COLUMBIA	130,044
McGILL	127,410
Penn State	126,549
Ohio State	121,004
Rutgers State	114,003
Florida	111,243
Arizona	109,115
Indiana	96,186
Illinois - Urbana	95,365
Iowa	92,583
Virginia	91,712
Calif - Irvine	88,480
MONTRÉAL	80,734
ALBERTA	80,369
Texas - Austin	75,890
Calif - Santa Barbara	74,061
Texas A&M	73,387
Maryland - Coll Park	70,169
SUNY - Stony Brook	66,419
Michigan State	65,280
Purdue	64,024
McMASTER	63,911
Missouri	57,829
CALGARY	53,011
Iowa State	52,177
WESTERN	48,946
Nebraska	46,298
LAVAL	43,641
SUNY - Buffalo	37,822
OTTAWA	37,607
Kansas	36,436
QUEEN'S	32,853
DALHOUSIE	32,723
WATERLOO	24,132
Oregon	22,613

Top 10 AAU including Private

- Harvard
- Johns Hopkins
- U Washington
- Stanford
- Calif - Los Angeles
- TORONTO (6th)
- Calif - Berkeley
- U Penn
- Calif - San Diego
- Michigan

Sources: Thomson ISI U.S. and Canadian University Indicators – Standard Edition 2006.
Our Canadian peer institutions are shown in capital letters.

Figure A6-ii-a
Books Published in Presses 2001-07
Department of English

Number of Publications/Number of Full-time Faculty

Notes: Faculty include: Full-time Professors, Associate Professors and Asst. Professors in the tenure/tenure-stream and non-tenure stream, cross-appointed faculty. n=83.5
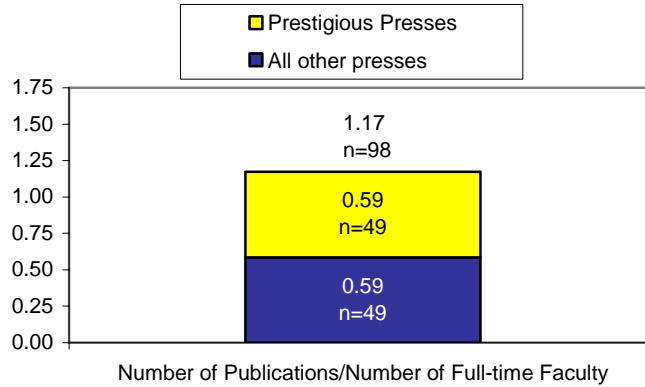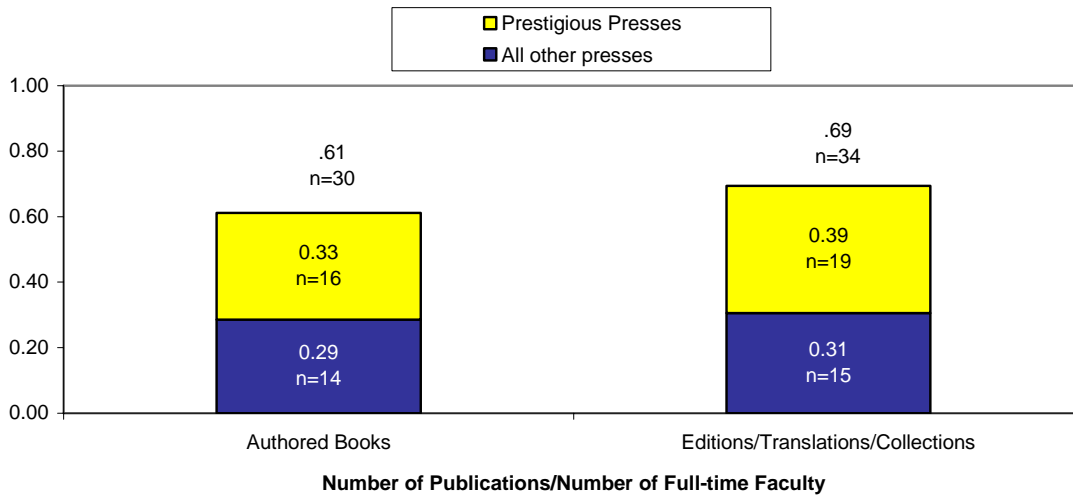Prestigious Presses identified by Department of English: include Blackwell, University of California Press, Cambridge University Press, University of Chicago Press, Columbia University Press, Cornell University Press, Duke University Press, Harvard University Press, John Hopkins University Press, University of Minnesota Press, Oxford University Press, University of Pennsylvania Press, Princeton University Press, Routledge, University of Toronto Press, Yale University Press.

Between 2001 and 2007 there were 1.17 books published to every one full-time faculty member at the UofT English Dept. (tri-campus). Half of these were published by prestigious presses.

Figure A6-ii-b
Books Published in Presses 2001-07
Department of Philosophy

Number of Publications/Number of Full-time Faculty

Notes: Faculty include: Full-time Professors, Associate Professors and Asst. Professors in the tenure/tenure-stream and non-tenure stream, cross-appointed faculty. n=49.0. Professors Emeriti are excluded.
Prestigious Presses identified by Department of Philosophy: include Cambridge University Press, Clarendon Press, Cornell University Press, Hackett Publishing, HarperCollins, Harvard University Press, Oxford University Press, Penguin, Presses Universitaires de France, Princeton University Press, Routledge, State University of New York Press, University of Notre Dame Press, Walter de Gruyter, Yale University Press.

Between 2001 and 2007 there were .61 authored books and .69 editions/translations/collections published to every one full-time faculty member at the UofT Philosophy Dept. (tri-campus). Over half of these were published by prestigious presses.

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Performance Assessment:

For the fifth consecutive year, the University of Toronto ranks first among public AAU and our Canadian peer institutions on publication counts in the science fields, as indexed by the Thomson Institute for Scientific Information (ISI). When the private institutions are included, only Harvard surpasses the University of Toronto. With regard to citation counts in the science fields, the University ranks third among public institutions and sixth among all AAU and Canadian peer institutions.

With regard to assessing our publication activity in the humanities, we have developed a measure of research output for the departments of English and Philosophy which incorporates a quality element and adjusts for size. The resulting ratio presented is the number of books published per full-time faculty member in both prestigious and other presses. Synchronic comparisons from other Canadian Peer departments within each discipline would provide a meaningful comparison through which to measure research productivity and quality.

A7. Doctoral Student Placement in the Humanities

Performance Relevance:

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

Figure A7a
Distribution of Doctoral Student Placements
Department of English, 2002-03 to 2006-07
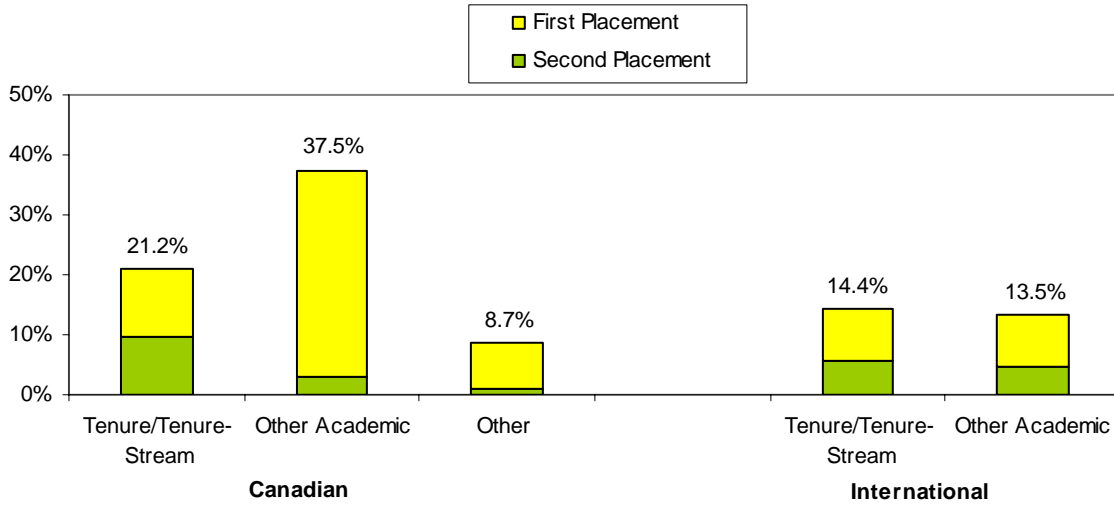
Notes:
Other Academic includes CLTA, Sessional, Non-Tenure, Post-Doctoral Fellows.
*Of the 79 Doctoral students, 25 had 2 placements recorded, and 5 had no placements recorded (these 5 are included in the denominator).

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

Figure A7b
Distribution of Doctoral Student Placements
Department of Philosophy, 2002-03 to 2006-07
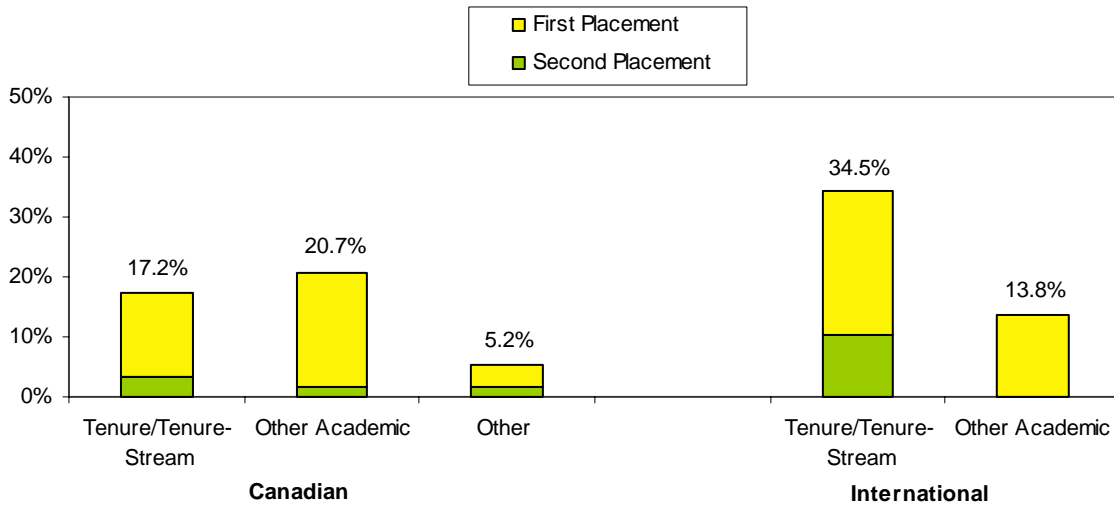
Notes: Other Academic includes CLTA, Sessional, Non-Tenure, Post-Doctoral Fellows.
*Of the 48 Doctoral students, 10 had 2 placements recorded, and 5 had no placements recorded (these 5 are included in the denominator).

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

Performance Assessment:
Doctoral placement data from the departments of English and Philosophy for the last five years for both first and second placements have been classified into two important groupings, by type of placement (tenure/tenure stream, other academic and other/non-academic) and by domestic vs. international. While these groupings mask relevant details regarding the placements (e.g. prestige of institution) some general patterns can still be observed that are relevant to assessing performance on the placement of graduates. Synchronic comparisons with other Canadian Peers would also be useful in understanding our relative performance. We will explore such opportunities over the coming months.

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-centered public research-intensive 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 shows 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 who are not living in campus 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 three areas of Greater Toronto offers a myriad of engagement possibilities. 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 should be refined to provide the information we need; new indicators and benchmarks also need to be developed. In particular, we need to ascertain what our expectations are for student engagement beyond the classroom.

By participating in exercises such as the National Survey of Student Engagement (NSSE) and the Canadian Graduate and Professional Survey (CGPSS) we continue to monitor our success with respect to student engagement and experience. This year we have added more recent survey results from CGPSS conducted in 2007. These results have been compared to our 2005 survey results to assess temporal trends and, in specific areas, results are compared to our Canadian peers. Similarly, two year's (2004 and 2006) of NSSE results are also presented.

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

> **a. Student-Faculty Ratios**
> > i)   **AAU Peers**
> > ii) **Canadian Peers**
> > iii) **By Various Faculty Inclusions**

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. Canadian Graduate and Professional Survey (CGPSS) Responses
e. International Experience
  i)   NSSE Responses
  ii) Study Abroad & Exchange Programs and Woodsworth College Summer Abroad Programs

a. Student-Faculty Ratios
  i)   AAU Peers
  ii) Canadian peers
  iii) By Various Faculty Inclusions

Performance Relevance:
Student-faculty ratios at the institutional level provide a general indication of the deployment or available level of resources. A significant part of the student experience is predicated on access to faculty, e.g., opportunities for interaction or feedback on academic work. When compared to similar institutions and over time, these ratios can signal funding, resource and quality issues. Traditionally, student-faculty ratios at the University of Toronto have been measured against two sets of peers, our ten publicly-funded U.S. peers[7] and our research-intensive Canadian peer universities, using two different methodologies for calculation of these measures. The resulting ratios have not been comparable with each other. In previous reports we have noted that in each instance, the different configuration of faculty at the University of Toronto, particularly with respect to the proportion of teaching stream and clinical faculty make comparisons with each of these measures complex. Significant variance in a student-faculty ratio can come about as a result of the definitions used for eligible faculty and students. Over the past decade the University of Toronto has proposed alternate definitions for these measures with the data exchanges, but to date we have not been successful in getting agreement on such measures, particularly with respect to clinical faculty. In order to facilitate further understanding of these issues, in this year's report we are introducing some additional analyses to illustrate the wide variation in student-faculty ratios that arises from different definitions of faculty members.

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[7] 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-a
Student-Faculty Ratios, Fall 2005 FTE
Comparison with AAU Peers
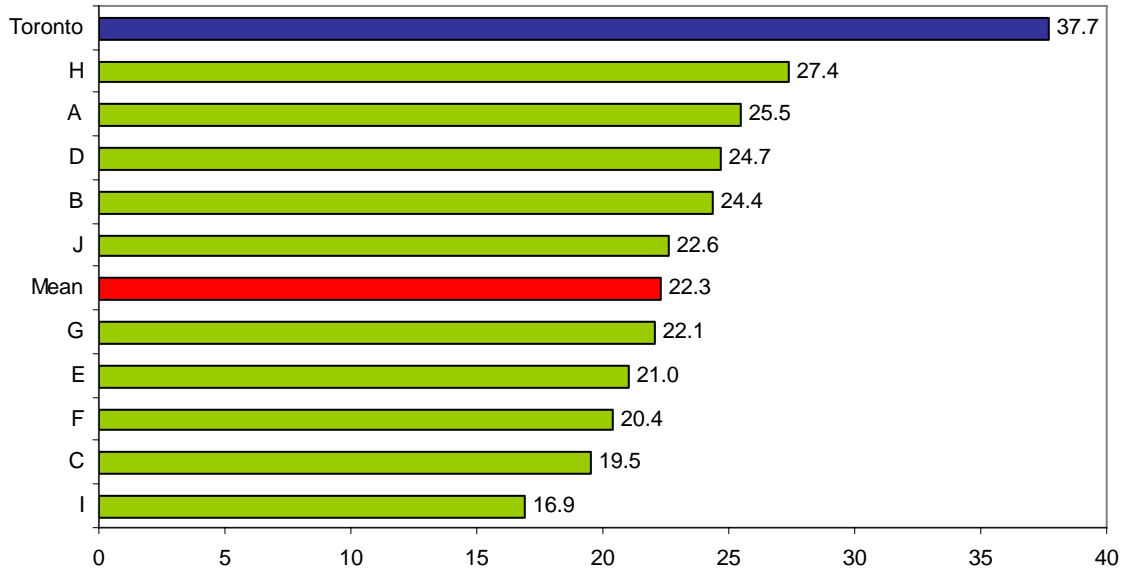
Source: Association of American Universities Data Exchange (AAUDE).
AAU mean excludes UofT. Faculty data exclude Medicine while the student enrolment data include Medicine. Faculty data include both Tenured/Tenure Stream and Non Tenure Stream Full-time (FT) Professorial Ranks. Part-time (PT) students converted to Full-time-equivalent (FTE) by multiplying by 0.3.

In Fall 2005 there were 37.7 FTE students to every one full-time faculty member at UofT compared to the AAU mean of 22.3 FTE students to every one full-time faculty member. These data are not comparable to the Canadian Peer ratios given the different methodology used. Specifically, the conversion factor used to convert PT enrolment to FTEs and the exclusion of Faculty of Medicine faculty and teaching-stream faculty from the AAU methodology, restricts the appropriate comparison of this measure to AAU peers.

Figure B1a-i-b
Student Faculty Ratios
Fall 2002, 2003, 2004 and 2005 FTE
Comparison with Mean of AAU Peers
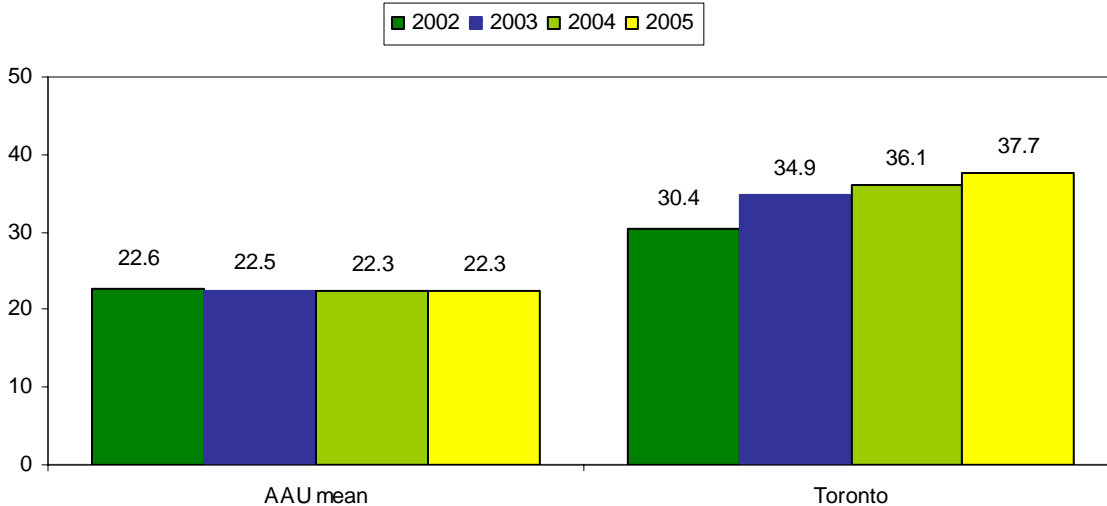
Source: AAUDE.
Means exclude UofT. Faculty data exclude Medicine while the student enrolment data include Medicine. Faculty data include both Tenured/Tenure Stream and Non Tenure Stream Full-time (FT) Professorial Ranks. Part-time (PT) students converted to Full-time-equivalent (FTE) by multiplying by 0.3.

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Figure B1a-ii-a
Student-Faculty Ratios, Fall 2005 FTE
Comparison with Canadian Peers
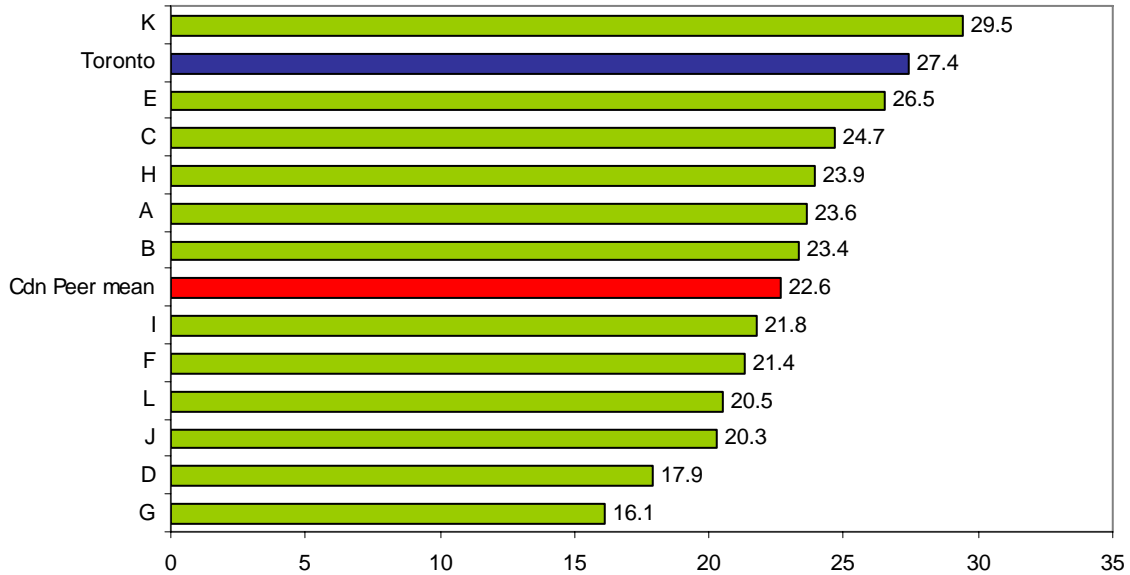
Group	Value
K	29.5
Toronto	27.4
E	26.5
C	24.7
H	23.9
A	23.6
B	23.4
Cdn Peer mean	22.6
I	21.8
F	21.4
L	20.5
J	20.3
D	17.9
G	16.1

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

In Fall 2005 there were 27.4 FTE students to every one full-time faculty member at UofT compared to the mean at our Canadian peers of 22.6 FTE students to every one full-time faculty member. It should be noted that the definition used to calculate these ratios is different from the AAU comparison in that it includes teaching-stream faculty and faculty in Medicine, excluding Clinicians.

Figure B1a-ii-b
Student Faculty Ratios
Fall 2004 and 2005 FTE
Comparison with Mean of Canadian Peers

■ 2004 □ 2005

	Cdn Peer mean	Toronto
2004	22.1	26.6
2005	22.6	27.4

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

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Figure B1a-iii
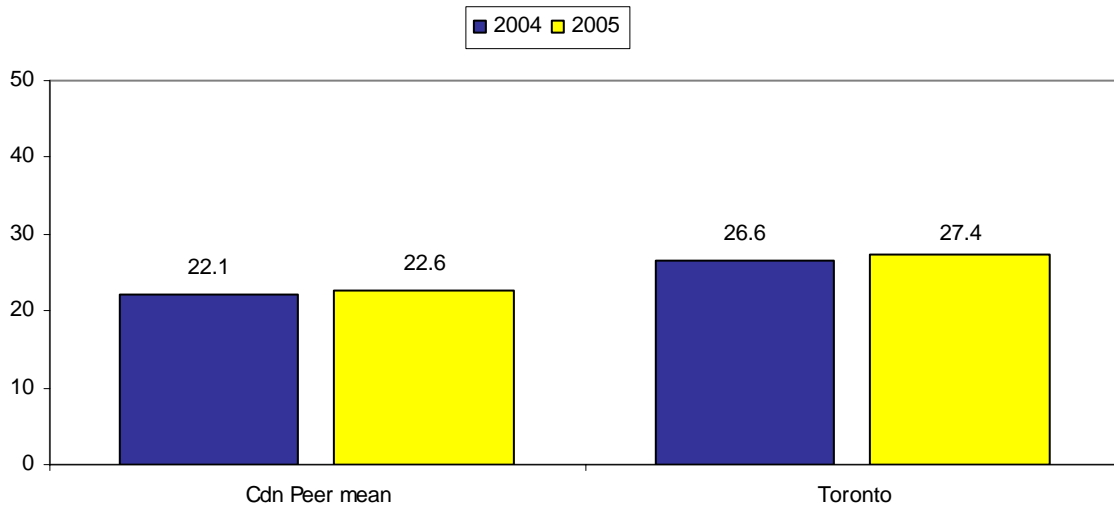**Student-Faculty Ratios and Faculty Counts by Various Faculty Inclusions,**
Fall 2006
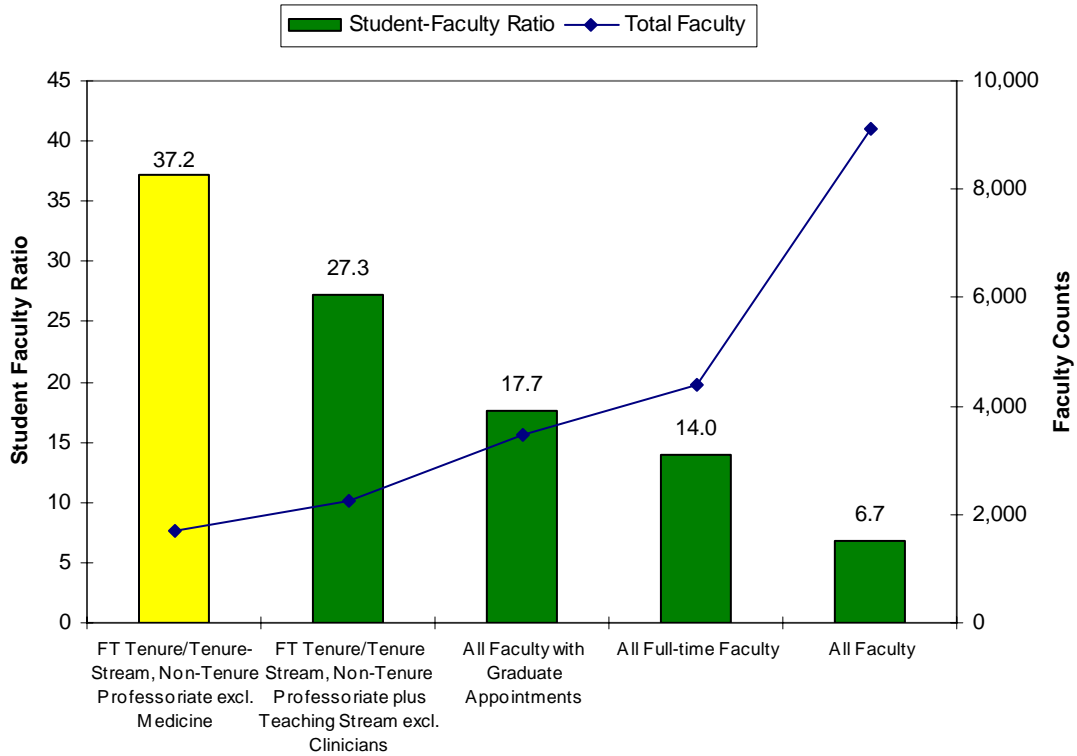
The chart above indicates the variation in student-faculty ratios depending on the definitions used. Using consistent Fall 2006 enrolment counts, the student-faculty ratios ranged from 27.3 to 6.7 FTE students to every one faculty member depending on the categories of faculty included. It should be noted that the definition used to calculate the first bar is the 'AAU definition' which applies a different definition for FTE enrolment and excludes faculty in the Faculty of Medicine, teaching-stream and status-only faculty.

Performance Assessment:

The ratio of students to full-time faculty in professorial ranks at the University of Toronto continues to be highest among the AAU peers in 2005. Toronto's ratio is second highest among Canadian peer universities. The significant increase in the student-faculty ratio particularly since 2002 (30.4 to 37.7 using AAU methodology) reflects the rapid growth in undergraduate students in Ontario during the double cohort period, with a corresponding slower hiring of full-time faculty.

Total instructional capacity will differ from institution to institution depending on the definitions applied. For comparison purposes with the AAU, the definition does not include faculty in the Faculty of Medicine, other clinical or status-only faculty in divisions other than Medicine, or teaching stream faculty. While the comparison with our Canadian peers, which includes teaching stream and faculty in Medicine, reduces the ratio to 27.4:1, this is still up from 22.2:1 in 2000-01. The University continues to monitor these ratios in order to better understand the reasons for this gap. Also, it is important to note that student-faculty ratios vary across Faculties. The University has a greater proportion of teaching stream faculty than most of our AAU peers. Given the

strength and size of the research hospitals associated with U of T, it is also not surprising that we have a greater proportion of clinical faculty and status-only full-time faculty outside the clinical stream than most of our peer institutions.

The last chart above indicates the range of variability that results in student-faculty ratios when different categories of faculty are included. The first and second bar represent the AAU and G13 definitions respectively. In the next two bars we include clinical, hospital and research institute-based faculty. The middle bar includes all faculty who hold an active graduate appointment; this is one reasonable proxy for the institution's research capacity. The fourth bar includes all faculty regardless of employment status or site who have a full time appointment. The final bar represents all faculty who teach at the institution, regardless of status and includes part-time, sessional and stipendiary instructors. The two bars together provide a range within which the total instructional capacity for the institution is represented.

Performance Goal:
We had hoped that the increased funding announced in the 2005 Ontario Budget would help to improve our performance on this measure. However, to date sufficient funding has not been received to enable us to reverse this trend. Much of the new funding has gone to fund enrolment expansion and student aid, as well as to compensate institutions for the 2-year tuition freeze instituted by the Government at the start of its first term. Quality funding has been a relatively smaller proportion of the total. We will continue to assess our progress closely over 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 enrolment by class size and by year provides an indication of the class size experience our undergraduate students are receiving.

We assessed the class size experience of our students in four direct-entry program areas (St. George - Arts and Science, UTM, UTSC, and Applied Science and Engineering - APSE), at two points in their undergraduate programs, first and fourth year. Rather than presenting average class sizes, which masks individual student experience, we show the distribution of enrolment by the class size experience.

   i)   The distribution of course enrolment in various class sizes for undergraduate first
        year courses from 2001 to 2006; and,
   ii) The distribution of course enrolment in various class sizes for undergraduate
        fourth year courses from 2001 to 2006.

Figure B1b-i
Class Size Experience in Undergraduate First Year Courses
Fall & Winter Enrolments from 2001 to 2006

☐ 50 students or less	☐ Between 51 and 100 students
☐ Between 101 and 200 students	☐ Greater than 200 students

Arts and Science, St. George Campus

Year	50 or less	51-100	101-200	>200
2006	19.3%	8.1%	19.0%	53.6%
2005	18.1%	6.9%	22.9%	52.1%
2004	17.0%	8.5%	20.2%	54.4%
2003	18.3%	8.2%	21.7%	51.7%
2002	16.7%	7.3%	26.9%	49.1%
2001	17.4%	7.8%	28.6%	46.2%

UTM

Year	50 or less	51-100	101-200	>200
2006	11.2%	5.8%	15.7%	67.3%
2005	11.9%	5.9%	23.2%	59.0%
2004	11.7%	5.7%	26.4%	56.2%
2003	9.3%	7.4%	26.2%	57.1%
2002	16.1%	4.9%	30.0%	49.0%
2001	11.6%	11.9%	37.0%	39.5%

UTSC

Year	50 or less	51-100	101-200	>200
2006	7.5%	5.1%	16.6%	70.7%
2005	5.2%		17.2%	75.3%
2004	4.6%	4.2%	19.0%	72.2%
2003	4.3%	4.8%	18.0%	72.9%
2002	6.3%	6.8%	43.4%	43.5%
2001	7.5%	8.6%	47.0%	36.9%

APSE

Year	50 or less	51-100	101-200	>200
2006		24.0%	49.0%	25.8%
2005		25.2%	45.9%	27.1%
2004	5.1%	33.2%	44.8%	16.9%
2003	4.9%	25.5%	60.2%	9.3%
2002	6.8%	33.0%	50.2%	10.0%
2001	4.2%	28.3%	53.5%	14.0%

Percent of Enrolments*

(0% 25% 50% 75% 100%)

Source: Planning and Budget reported on data compiled from ROSI
Values of 4% or less are not labeled.
* Weighted enrolment expressed in Full Course Equivalents (FCEs). Enrolment in half-credit courses is counted as 0.5 per student.
Enrolment in full-credit courses is counted as 1.0 per student.

The chart above indicates the distribution of first year course enrolment according to four selected class size ranges over the last six years. For instance, in 2006, 19.3% of the first year course enrolment in Arts & Science (St.George) was in classes of 50 students or less.

Figure B1b-ii
Class Size Experience in Undergraduate Fourth Year Courses
Fall & Winter Enrolments from 2001 to 2006

	□ 50 students or less	■ Between 51 and 100 students
	■ Between 101 and 200 students	□ Greater than 200 students

Arts and Science, St. George Campus

Year	50 or less	51-100	101-200
2006	87.1%	10.5%	
2005	85.1%	9.0%	6.0%
2004	88.5%	9.8%	
2003	88.3%	10.9%	
2002	92.1%	7.9%	
2001	82.8%	13.0%	4.3%

UTM

Year	50 or less	51-100
2006	85.7%	14.3%
2005	98.1%	
2004	100.0%	
2003	100.0%	
2002	100.0%	
2001	100.0%	

UTSC

Year	50 or less	51-100
2006	89.5%	10.5%
2005	95.4%	4.6%
2004	93.4%	6.6%
2003	76.9%	23.1%
2002	76.0%	24.0%
2001	75.6%	24.4%

APSE

Year	50 or less	51-100	101-200	>200
2006	31.2%	46.1%	15.3%	7.4%
2005	37.7%	34.3%	19.7%	8.4%
2004	37.5%	33.5%	20.3%	8.7%
2003	38.9%	28.9%	22.9%	9.2%
2002	31.4%	43.6%	15.2%	9.8%
2001	47.8%	27.2%	16.2%	8.9%

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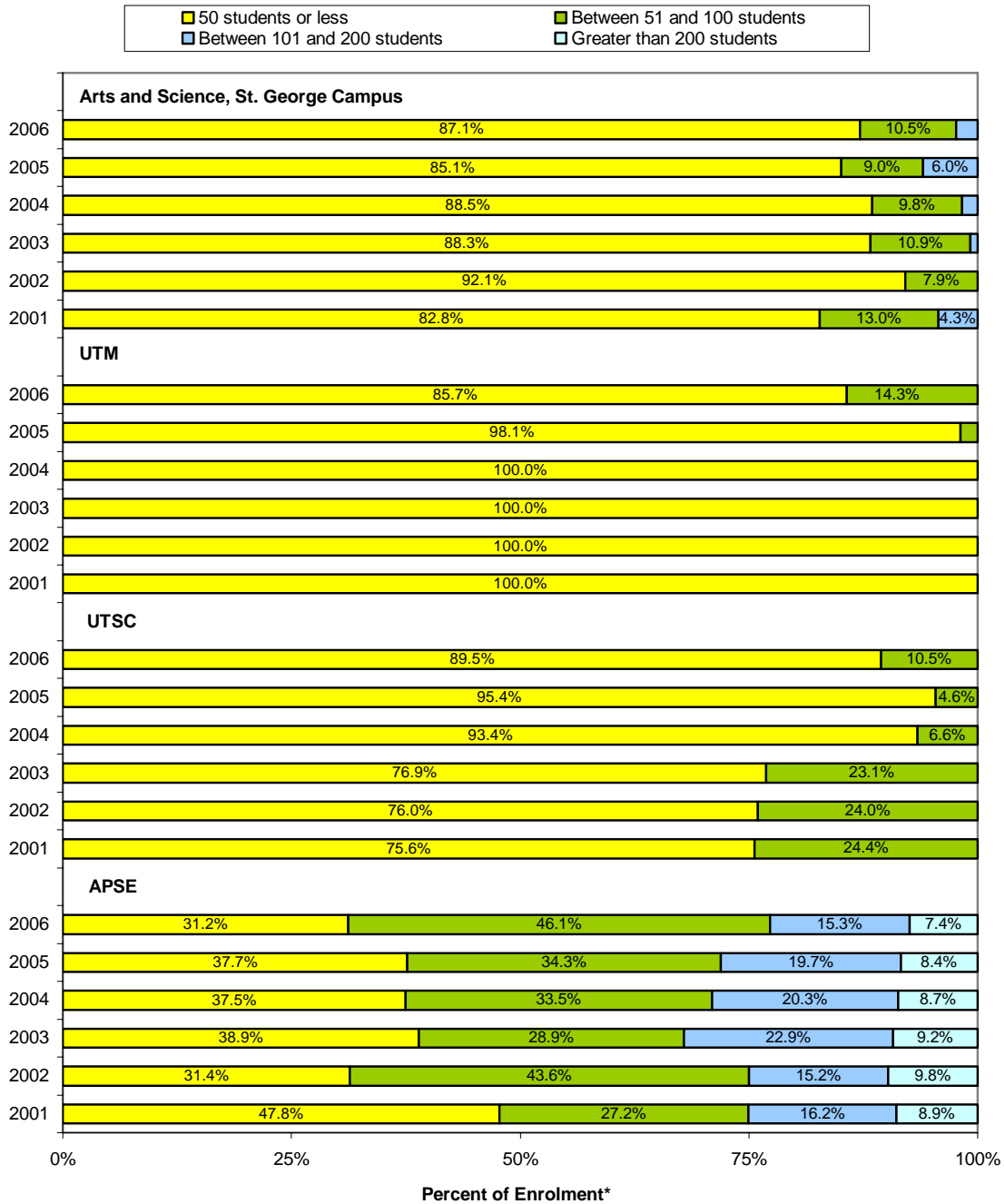
Source: Planning and Budget reported on data compiled from ROSI
Values of 4% or less are not labeled.
* Weighted enrolment expressed in FCEs. Enrolment in half-credit courses is counted as 0.5 per student. Enrolment in full-credit courses is counted as 1.0 per student.

The chart above indicates the distribution of fourth year course enrolment according to four selected class size ranges over the last six years. For instance, in 2006 87.1% of the fourth year course enrolment in Arts and Science (St. George) was 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 2000, the Faculty of Arts and Science's commitment to smaller class experience in first year has resulted in an increase in the proportion of first year course enrolment in classes of 50 students or less, from 17.4% in 2001 to 19.3% in 2006. At the same time, the proportion of fourth year course enrolments of this size has grown slightly just over 87%. By way of contrast, while there was a notable shift starting in 2003 at UTSC to a greater proportion of first year course enrolments in class sizes larger than 200 students (related to the introduction of the ARC classroom[8]), there was also a notable increase in the proportion of fourth year course enrolments in class sizes of 50 students or less since in 2004.

It should be noted that these data do not include the other small group experiences offered to students by the University, namely the First-Year Learning Communities (FLCs) program. In 2006-07, the second year of the pilot project, 354 Life Science, Computer Science and Commerce students not living in residence participated in this unique program which aims to help new students succeed by bringing them together in smaller groups (24) through common college, common courses, regular meetings and mentor support. An evaluation of the first year of the FLCs program indicated positive impacts with respect to students' transition to university, connection to the university, grades, and overall experience. In the future, the Faculty of Arts & Science will continue to evaluate the program and expand participation to students in other disciplines including Economics and Philosophy.

Performance Goal:
Resource constraints do not allow for every class to be small, and indeed, many large classes can also provide a meaningful learning experience. Nevertheless, smaller classes are one means of improving student experience, particularly for undergraduate students. The data reflect the commitment to providing such experiences with the trade-off being larger classes. The University wants to ensure a high quality large class experience. At the same time we note that this strategy allows for more instructional resources to be made available for more small class experiences. The University does very well in providing this environment for students in senior years of their studies and will continue to offer additional opportunities for students to have small group experiences and intense contact with faculty in other years of study through means such as small seminars, research experiences and first-year learning communities.

c. National Survey of Student Engagement (NSSE) Measures

Performance Relevance:
The National Survey of Student Engagement (NSSE)[9] was developed by the Indiana University Center for Postsecondary Research to assess the undergraduate student

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

[9] http://www.indiana.edu/~nsse/

experience. The University of Toronto, along with all Ontario universities and several other universities across Canada, participated in the 2006 survey. For many, including the University of Toronto, these results can be compared to the 2004 results. 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*[10]. NSSE provides each participating institution with a Benchmark Report comparing scores on key questions with those of other participating institutions. What follows are our five benchmark scores for the 2004 and 2006 surveys as well as the 2006 benchmark scores for the aggregate of our Canadian peers:

   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. For example, the University of Toronto's benchmarks are the weighted means of students' scores. The larger the score, the more positive the underlying responses.

Figure B1c-i
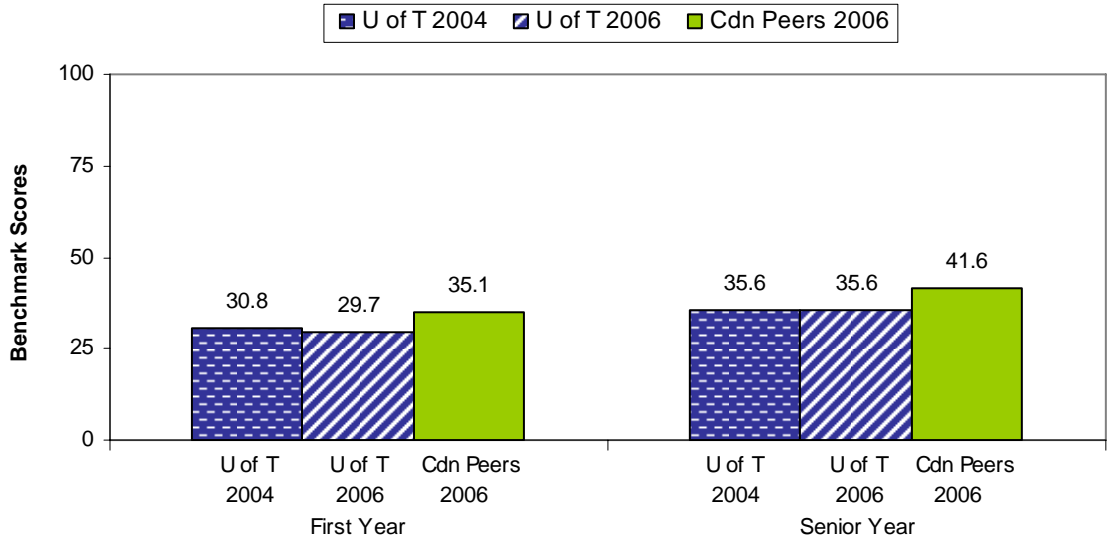**Level of Academic Challenge**
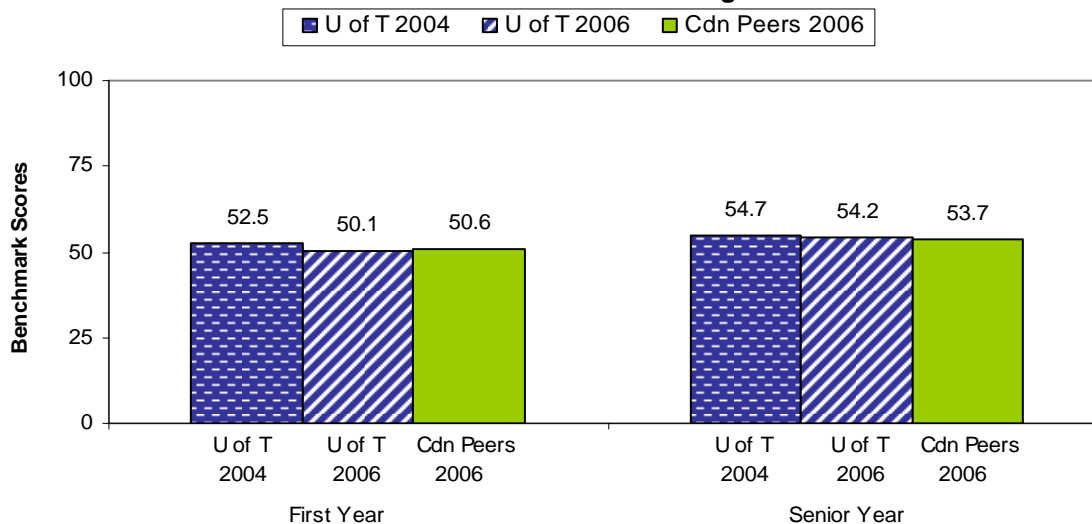
Level of Academic Challenge Survey items:
• Preparing for class (studying, reading, writing, rehearsing, etc. related to academic program)
• Number of assigned textbooks, books, or book-length packs of course readings
• Number of written papers or reports of 20 pages or more; number of written papers 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

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[10] http://www.provost.utoronto.ca/English/Academic-Planning.html

Figure B1c-ii
Active and Collaborative Learning

| ■ U of T 2004 | ▨ U of T 2006 | ■ Cdn Peers 2006 |

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

| ■ U of T 2004 | ▨ U of T 2006 | ■ Cdn Peers 2006 |
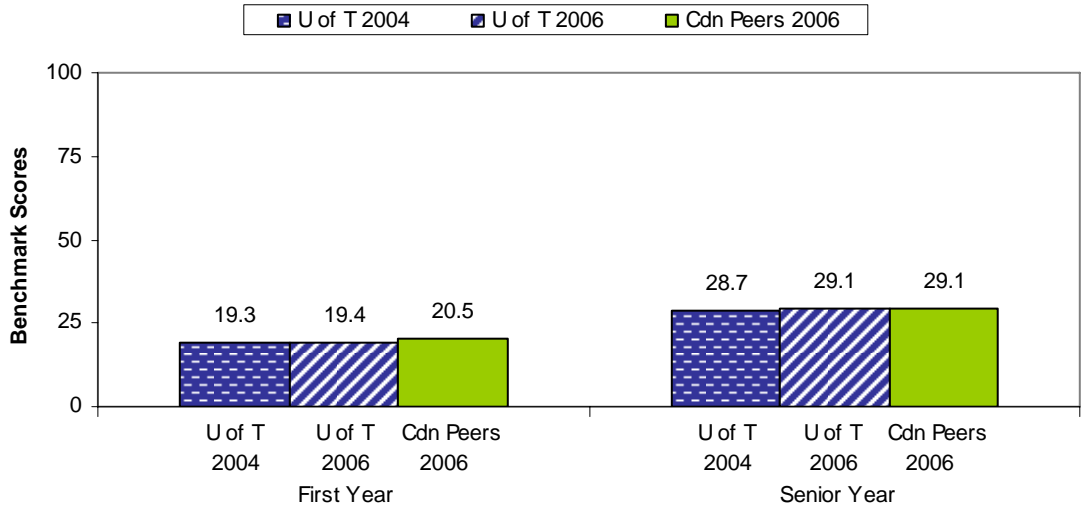
Student-Faculty Interaction Survey Items:
• Discussed grades or assignments with an instructor
• Talked about career plans with a faculty member or advisor
• Discussed ideas from your readings or classes with faculty members outside of class
• Worked with faculty members on activities other than coursework (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

▨ U of T 2004	▨ U of T 2006	■ Cdn 2006
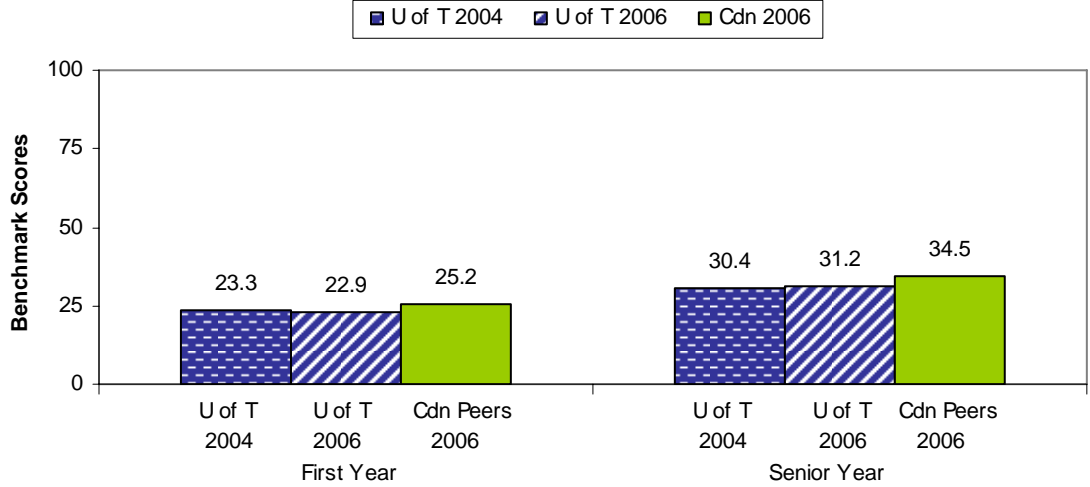
Enriching Educational Experiences Survey items:
• Participating in co-curricular activities (organizations, publications, student government, sports etc.)
• Practicum, internship, field experience, co-op experience, or clinical assignment
• Community service or volunteer work
• Foreign language coursework, 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

▨ U of T 2004	▨ U of T 2006	■ Cdn Peers 2006
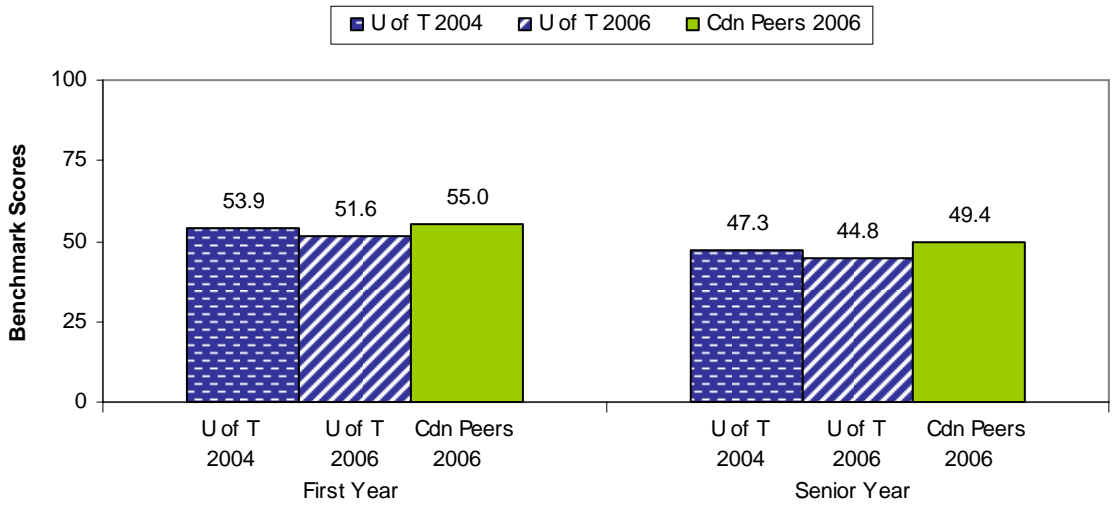
Supportive Campus Environment Survey Items:
• Campus environment provides the support you need to help you succeed academically
• Campus environment helps you cope with your non-academic responsibilities (work, family etc.)
• Campus environment provides the support you need to thrive socially
• Quality of relationships with other students
• Quality of relationships with faculty members
• Quality of relationships with administrative personnel and offices

Performance Assessment:
As expected, a limited amount of change is observed in the benchmark scores for the University of Toronto since the 2004 survey. The scores continue to confirm much of what we are trying to address through *Stepping UP*[11]. The University of Toronto provides a level of academic challenge commensurate with our peer institutions. On the other benchmarks, however, 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 experience. At the University of Toronto and elsewhere, there are growing demands for a broader understanding of issues and fundamental principles that support efforts to enhance students' experiences, learning and development. The new Centre for the Study of Students (CSS) in Postsecondary Education at the University of Toronto will provide a response to these growing demands by generating meaningful scholarship and programs that examine students' experiences and outcomes.

Performance Goal:
The University of Toronto will continue to participate in the NSSE survey in future years (e.g. 2008) to help assess the undergraduate student experience. While we expect improvements on specific items as a result of the variety of initiatives underway, significant changes will require a multi-year sustained effort.

d. Canadian Graduate and Professional Survey (CGPSS) Responses
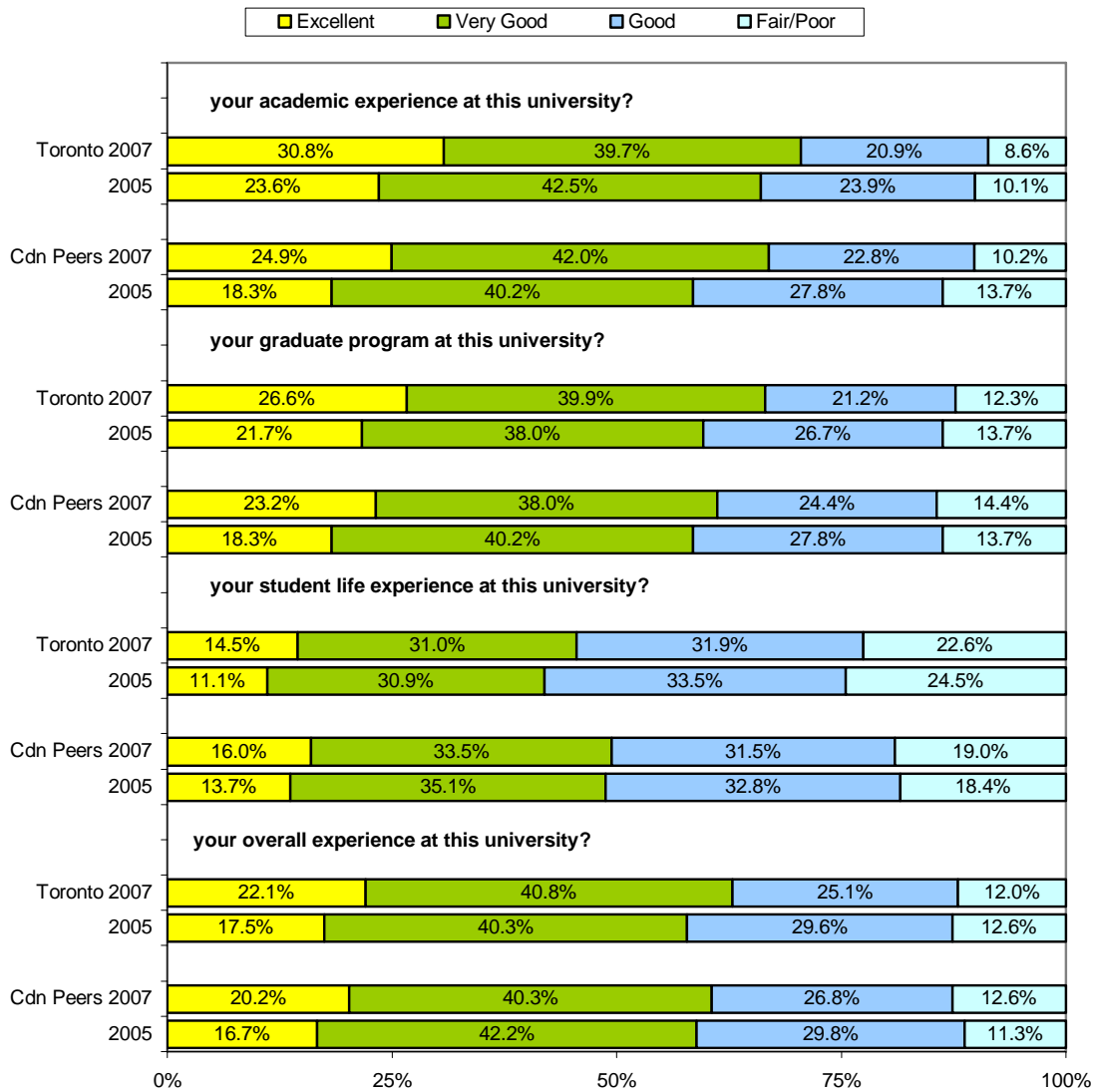
Performance Relevance:
In 2007, along with our Canadian peer institutions[12] and all Ontario universities, the University of Toronto participated for the second time in the Canadian Graduate and Professional Satisfaction Survey (CGPSS). While the survey was previously administered in 2005, the 2007 survey instrument included a significant reduction in length. All in-program graduate students in degree programs for whom an e-mail address was available were surveyed. We received 5,182 responses – a 45.7% response rate.

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

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[11] http://www.provost.utoronto.ca/English/Academic-Planning.html
[12] Alberta, British Columbia, Calgary, Dalhousie, Laval, McGill, McMaster, Montréal, Ottawa, Queen's, Waterloo, and Western.

Figure B1d
CGPSS 2005 and CGPSS 2007 Results
Overall, how would you rate the quality of:

□ Excellent   □ Very Good   □ Good   □ Fair/Poor

your academic experience at this university?

	Excellent	Very Good	Good	Fair/Poor
Toronto 2007	30.8%	39.7%	20.9%	8.6%
2005	23.6%	42.5%	23.9%	10.1%
Cdn Peers 2007	24.9%	42.0%	22.8%	10.2%
2005	18.3%	40.2%	27.8%	13.7%

your graduate program at this university?

	Excellent	Very Good	Good	Fair/Poor
Toronto 2007	26.6%	39.9%	21.2%	12.3%
2005	21.7%	38.0%	26.7%	13.7%
Cdn Peers 2007	23.2%	38.0%	24.4%	14.4%
2005	18.3%	40.2%	27.8%	13.7%

your student life experience at this university?

	Excellent	Very Good	Good	Fair/Poor
Toronto 2007	14.5%	31.0%	31.9%	22.6%
2005	11.1%	30.9%	33.5%	24.5%
Cdn Peers 2007	16.0%	33.5%	31.5%	19.0%
2005	13.7%	35.1%	32.8%	18.4%

your overall experience at this university?

	Excellent	Very Good	Good	Fair/Poor
Toronto 2007	22.1%	40.8%	25.1%	12.0%
2005	17.5%	40.3%	29.6%	12.6%
Cdn Peers 2007	20.2%	40.3%	26.8%	12.6%
2005	16.7%	42.2%	29.8%	11.3%

0%   25%   50%   75%   100%

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

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

Performance Assessment:

Graduate students responded positively to questions related to the overall quality of their experience at the University of Toronto. Specifically, 88% 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 more positively than those at our Canadian peer institutions in aggregate. Only in the area of "student life" did our graduate students

respond less favourably than students at our Canadian peer institutions (77.4% favourable vs. 81.0% favourable). In all of the above overall satisfaction question areas, the University of Toronto's graduate students responded more favourably in 2007 regarding their experience than in 2005.

Performance Goal:
The quality of the student experience is central to the mission of a major international university. We will continue to monitor our performance on graduate student experience as measured through the CGPSS 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 experiences for their undergraduate students, whether through student exchange programs, study abroad programs, international work co-op placements, brief but intense courses conducted abroad, or modules taught in courses on our campuses by international visitors. 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 do you plan to do or have done before you graduate from your institution? - Study Abroad" and;
ii) Actual counts of students who participated in Study Abroad & Exchange programs and Woodsworth College Summer Abroad programs.

Figure B1e-i
NSSE 2004 and NSSE 2006 Results
Which of the following do you plan to do or have done before you graduate from your institution?
Study Abroad
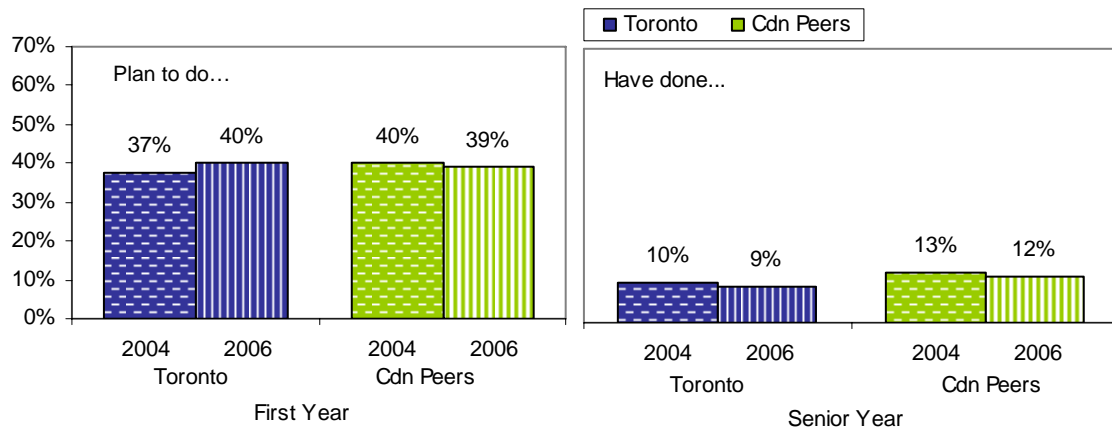
Source: NSSE 2004 and 2006 Survey results

The percentages above indicate the 2004 and 2006 responses of UofT students compared to those of our Canadian peers by first and senior year.

Figure B1e-ii
Number of Participants and Number of Destinations of Study Abroad &
Exchange Programs and Woodsworth College Summer Abroad Programs
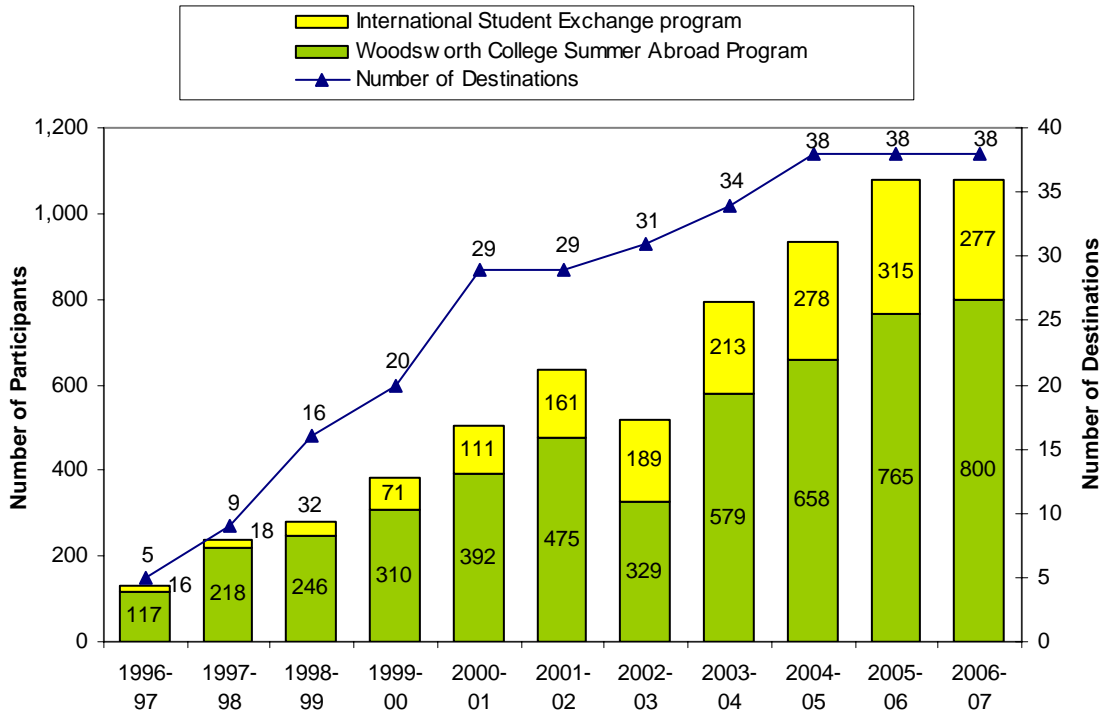
Source: International Student Exchange Programs office and Woodsworth College.
Study Abroad & Exchange Programs managed by International Student Exchange Programs office and Woodsworth College Summer Abroad programs only. Study Abroad and Exchange Programs managed by International Student Exchange Programs includes first entry undergraduate and Law students.

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

Performance Assessment:

The number of students involved and destinations offered in study abroad & exchange programs and summer abroad programs has grown significantly since 1996-97. In 2006-07, 1,077 students participated in these programs in just under 40 locations. Planned growth in the number of exchange participants did not occur in 2006-07 as a result of a range of factors including international events and circumstances impacting the security/safety perceptions of students and their families (e.g. terrorism, pandemics). Financial considerations have also been identified as a factor by some students as effecting their decision to participate. New scholarship funding committed by the Ontario Government should be helpful in this regard. Finally, it should be noted that since these data only reflect those undergraduate Study Abroad and Exchange Programs managed by the International Student Exchange & 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 since 1996-97, the NSSE results continue to suggest that there is demand that is not being met. Specifically, 40% of the University of Toronto students surveyed for NSSE in 2006 indicated in first year that they planned to undertake a study abroad experience whereas only nine percent of senior year students indicated that they had actually participated in one. Similar results are observed for our Canadian peer 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 which provides a sound basis for many different interdisciplinary programs. Our affiliations with other institutions, particularly the partner 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 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. This year we have added the following related measures: Interdisciplinarity of Thesis Supervisory Committees, and faculty responses regarding interdisciplinary opportunities from the University of Toronto Faculty and Staff Experience Survey (Speaking UP).

Performance Measures:
Six indicators have been selected as a means of initially measuring our performance in this area. This year we were able to supplement our existing metrics with a measure of the interdisciplinarity of doctoral-stream students' thesis supervisory committees and faculty responses regarding interdisciplinary opportunities from the University of Toronto Faculty and Staff Experience Survey (Speaking UP).
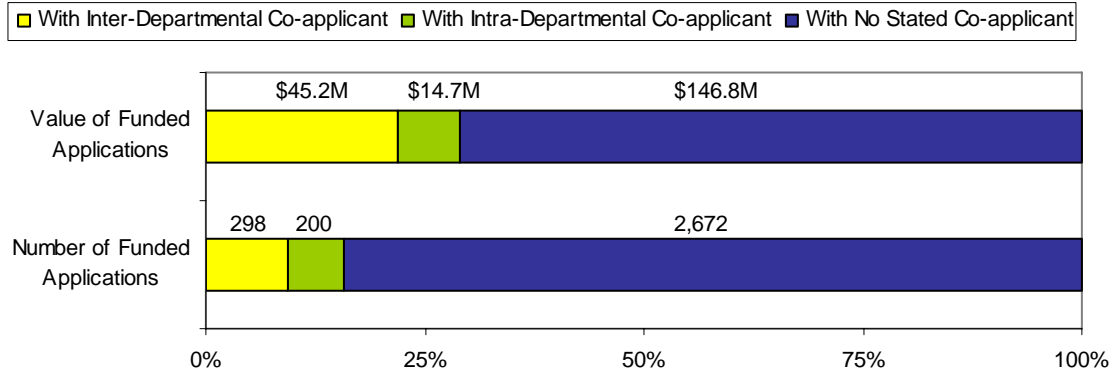
> **a. Intra and Interdepartmental Funded Research Collaborations**
> **b. Collaboration with Teaching Hospitals**
> **c. Interdisciplinary and Collaborative Programs and Enrolment**
>> **i) Undergraduate Interdisciplinary and Collaborative Programs**
>> **ii) Collaborative Graduate Program Enrolment**
> **d. Interdisciplinarity of Thesis Supervisory Committees**
> **e. CGPSS Responses**
> **f. Faculty Responses**

a. Intra and Interdepartmental 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(s).

Figure B2a
Distribution of Funded Research Applications within the University of Toronto
2005-06

☐ With Inter-Departmental Co-applicant ☐ With Intra-Departmental Co-applicant ■ With No Stated Co-applicant

Value of Funded Applications	$45.2M $14.7M	$146.8M
Number of Funded Applications	298 200	2,672

0%   25%   50%   75%   100%

Source: Office of the VP Research, for April 2005 to March 2006.
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, and awards administered at affiliated hospitals. Research applications funded by more than one sponsor were counted separately.

> The chart above illustrates the distribution of funded research applications where co-applicants were from the same department as the main applicant (intra-departmental), from another department (inter-departmental), or not stated. This distribution is shown by its monetary value and by the number of funded applications in 2005-06.

Performance Assessment:
In 2005-06, 84% of the funded research projects were not identified as involving another faculty member as a co-applicant. Of the remaining 16%, 6.3% involved co-applicants within the same department and 9.4% involved co-applicants in another department within the University. This measure does not represent all collaborations, since collaboration can occur without co-applicant status or without involving grants.

Performance Goal:
We will continue to expand and improve upon our measures in this area as we improve our data sources.

b. Collaboration with Teaching Hospitals

Performance Relevance:
As a measure of collaboration with the teaching hospitals, the Faculty of Medicine examines the research sites for its graduate students on an annual basis.

Figure B2b
Research Collaboration with Affiliated Hospitals, 2006-07
Research Site for Graduate Students Enrolled in the Faculty of Medicine

Total number of students: 1,925
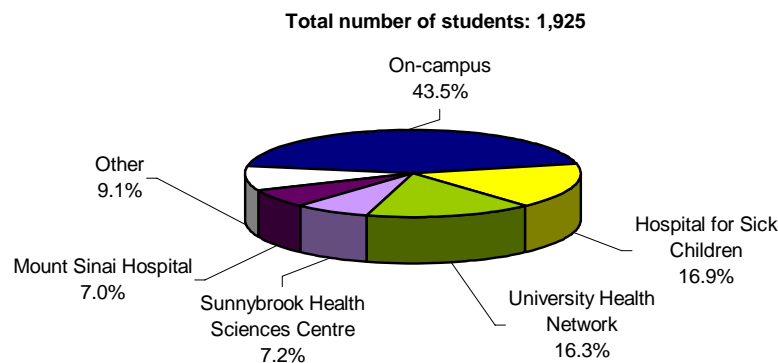
Sources: Office of the Associate-Dean, Graduate and Inter-faculty Affairs, Faculty of Medicine and Planning and Budget Office.
Other: St. Michael's Hospital (4.0%), Centre for Addiction and Mental Health (2.4%), Toronto Rehabilitation Institute (1.5%), Baycrest Centre for Geriatric Care (0.6%), Bloorview Macmillan Children's Centre (0.5%), and Women's College Hospital (0.2%). 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 2006-07, 56% of doctoral-stream graduate students in the Faculty of Medicine conducted their program-related work at one of the affiliated research hospitals.

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

**c. Interdisciplinary and Collaborative Programs and Enrolment**
>   i) Undergraduate Interdisciplinary and Collaborative Programs
>   ii) Collaborative Graduate Program Enrolment

Performance Relevance:
The University of Toronto offers a broad array of interdisciplinary programs at the undergraduate level. As well, students in a number of Faculties undertake interdisciplinary work through their selection of major, minor, and specialist program combinations. The number of students enrolling in interdisciplinary program combinations in the University's largest Faculty (Arts and Science) provides an indication of the activity in this area. We will continue to refine our definition of interdisciplinary programs of study for the future so as to further record undergraduate interdisciplinary activity.

At the graduate level, the University offers collaborative programs. These programs provide an additional multidisciplinary experience for students enrolled in and completing the requirements of a regular program. The collective experience of the participating graduate units provides students with a broader base from which to explore a novel interdisciplinary area or some special development in a particular discipline.

Figure B2c-i
Undergraduate Interdisciplinary Program Combinations and Enrolment
Faculty of Arts and Science: Fall 2006
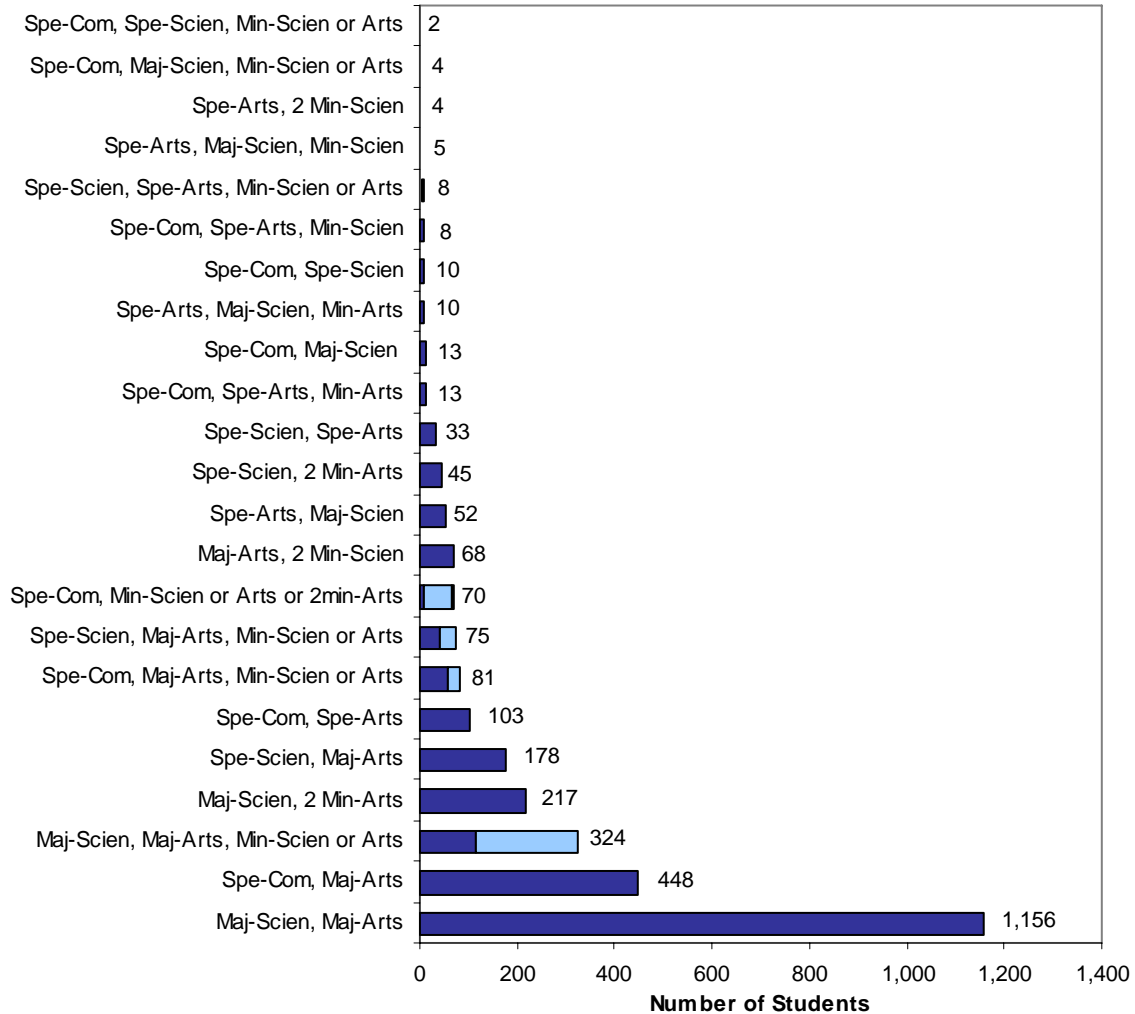
Source: Faculty of Arts & Science

The bars above indicate the student enrolment in various program combinations in the Faculty of Arts and Science. The stacked bars denote enrolment whereby three program combinations have been chosen, one of which is a minor in Arts or Science.

Figure B2c-ii
Collaborative Graduate Program Enrolment: 2004-05 to 2006-07
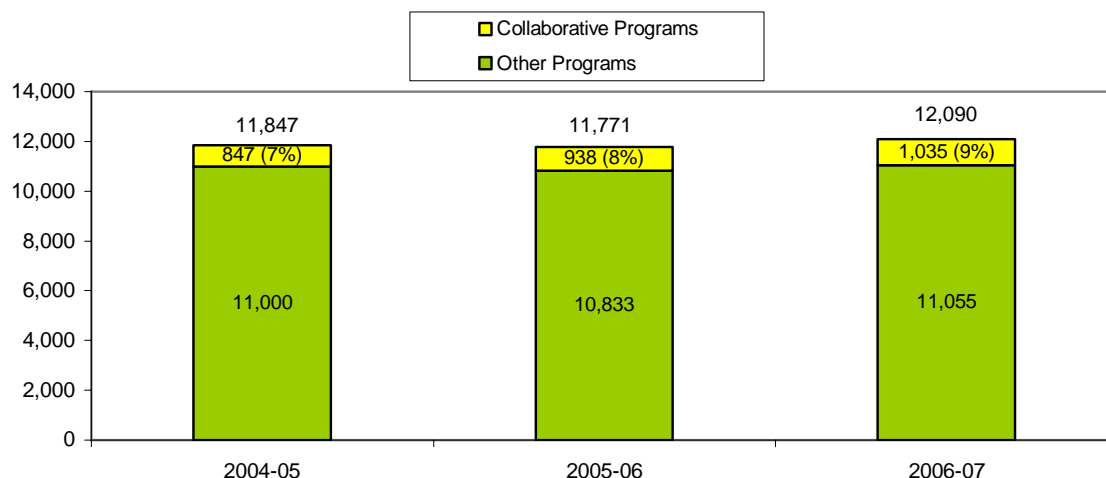
Source: School of Graduate Studies

The top portion of the bars indicates the number of students enrolled in a collaborative graduate program. The bottom portion of the bars indicates the number of students enrolled in non-collaborative programs.

Performance Assessment:
In Fall 2006, the Faculty of Arts and Science offered 69 undergraduate interdisciplinary programs of study (e.g. Aboriginal Studies) which combine courses from different disciplines. In addition, as illustrated in figure B2c-i, 2,927 students (15% of the Faculty's undergraduate students) were enrolled in interdisciplinary program combinations which included programs from two or all three of the areas of the arts, sciences, and commerce. At the graduate level, as indicated above, 1,035 (9%) graduate students were enrolled in 35 collaborative graduate programs offered by the University in 2006-07. In addition, this proportion of students has grown steadily since 2004-05. It should be noted that both undergraduate and graduate measures are underestimates as many undergraduate and graduate programs are interdisciplinary on their own.

Performance Goal:
We will continue to expand opportunities for interdisciplinary study at the University of Toronto and improve our measurement of this activity.

d. Interdisciplinarity of Thesis Supervisory Committees

Performance Relevance:
The interdisciplinarity of doctoral-stream students' supervisory committees is one measure of the opportunities provided to students to have input from faculty members outside of their department.

Figure B2d
Interdisciplinarity of Doctoral Stream Students' Thesis Supervisory Committees
Fall 2006

2006 (n=4,103)
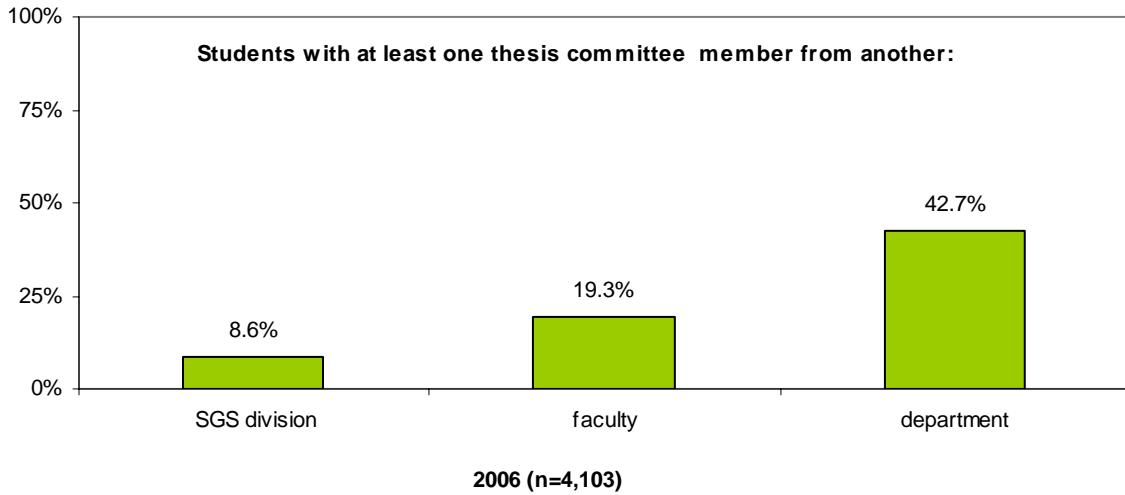
Source: School of Graduate Studies (SGS)
Note: Includes thesis supervisory committees for both doctoral and masters students.

The above chart indicates the percentage of thesis supervisory committees in existence as of Nov. 1 in 2006 which consisted of at least one member from another SGS division (Division I – Humanities, Division II – Social Sciences, Division III – Physical Sciences, Division IV – Life Sciences), from another faculty or from another department.

Performance Assessment:
In Fall 2006, 42.7% of doctoral-stream students had at least one member of their thesis supervisory committee from another department. As well, 19.3% had at least one faculty member from another faculty while 8.6% had at least one member from another SGS division.

Performance Goal:
We will continue to support interdisciplinary opportunities for our graduate students through supervisory committee representation.

e. CGPSS Responses

Performance Relevance:
Student responses from the CGPSS survey conducted in 2005 and 2007 provide a measure of how our interdisciplinary opportunities are perceived by students.

Figure B2e
CGPSS 2005 and CGPSS 2007 Results:
The program structure provides opportunities to engage in interdisciplinary Work
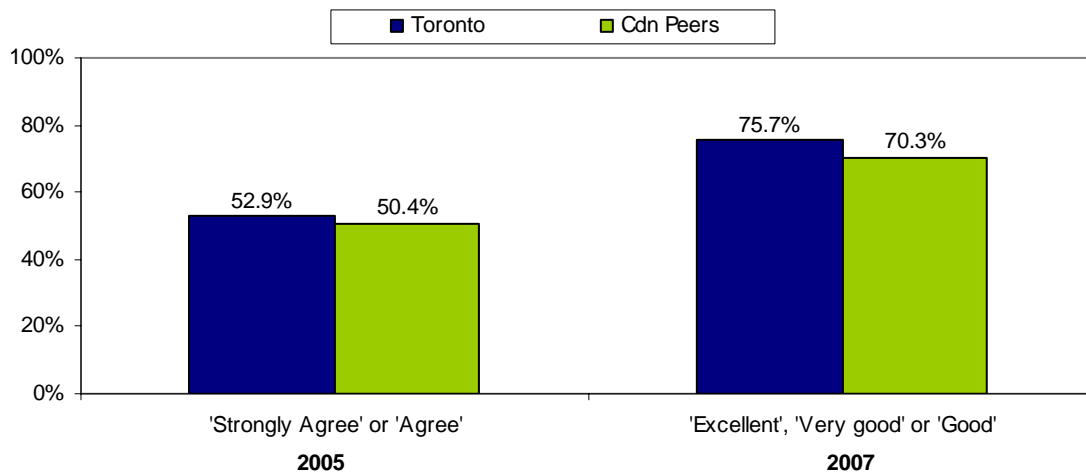
Source: CGPSS 2005 and 2007 survey responses.
Figures reported for our Canadian peers exclude UofT
Note: In 2005, only six of our 12 Canadian peers participated in CGPSS (Alberta, Laval, McGill, McMaster, Waterloo and Western).
In 2007 all Canadian peers participated.

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

Performance Assessment:
Seventy-six percent of our graduate students in 2007 responded positively regarding the opportunities provided to engage in interdisciplinary work within their graduate programs. These responses compare favourably to the responses at other participating Canadian peer institutions. It should be noted that the differences in the scale for this CGPSS question between the 2005 and 2007 surveys explain some of the observed improvement over time.

Performance Goal:
We will continue to assess survey responses from our graduate students regarding interdisciplinary opportunities.

f. Faculty Responses

Performance Relevance:
Responses from our faculty (both pre- and post tenure) provide a measure of the satisfaction with the opportunities provided for interdisciplinary activity.

Figure B2f-a
UofT Faculty and Staff Experience Survey
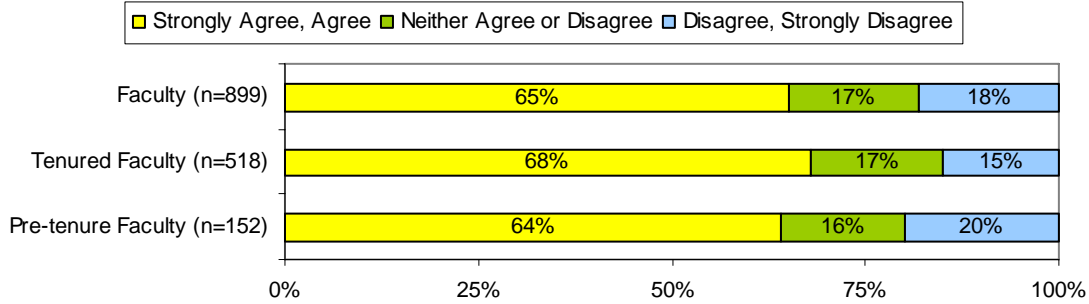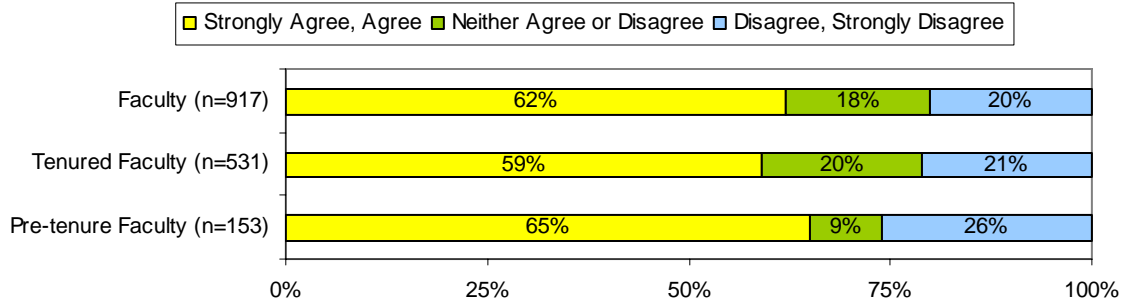**I am satisfied with opportunities to collaborate with faculty in other units of UofT**

☐ Strongly Agree, Agree ☐ Neither Agree or Disagree ☐ Disagree, Strongly Disagree

	Strongly Agree, Agree	Neither Agree or Disagree	Disagree, Strongly Disagree
Faculty (n=899)	65%	17%	18%
Tenured Faculty (n=518)	68%	17%	15%
Pre-tenure Faculty (n=152)	64%	16%	20%

0%   25%   50%   75%   100%

Figure B2f-b
UofT Faculty and Staff Experience Survey
Interdisciplinary research is recognized and rewarded in my department/unit

☐ Strongly Agree, Agree ☐ Neither Agree or Disagree ☐ Disagree, Strongly Disagree

	Strongly Agree, Agree	Neither Agree or Disagree	Disagree, Strongly Disagree
Faculty (n=917)	62%	18%	20%
Tenured Faculty (n=531)	59%	20%	21%
Pre-tenure Faculty (n=153)	65%	9%	26%

0%   25%   50%   75%   100%

Source: UofT Faculty and Staff Experience Survey: Speaking UP, November 2006.

Performance Assessment:
While the majority of faculty responded positively to both the opportunities provided and the recognition given for interdisciplinary research activity, approximately 20% indicated dissatisfaction. As well, there are notable differences in the views of pre- and post tenure faculty populations. Since the pre-tenure experience can significantly influence career development, the apparent dissatisfaction amongst this group needs careful consideration. We will continue to work on our measures of interdisciplinary work and the interpretation of these results through the coming year.

Performance Goal:
We will continue to measure satisfaction with the opportunities provided and recognition given for interdisciplinary activity of our faculty.

It should be noted that it is our strength in traditional disciplines that allows us to do excellent interdisciplinary work. Interdisciplinary activity should not be encouraged at the expense of maintaining disciplinary strengths.

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B3. Link Teaching and Research

Preamble:
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. In this report, we continue the process of assessing the proportion of students receiving such a research experience.

Performance Measures:
For this year's report we continued to examine 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. We have expanded our measurement of research work experiences beyond summer employment to those that occur throughout the academic year. For graduate programs, in addition to our 2005 student survey results regarding their research, publications and presentations at conferences, we have added our more recent 2007 results as well as a measure of doctoral student placement in two humanities disciplines.

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**
> **d. Doctoral Student Placement in the Humanities**

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[16]. We examined student enrolment in undergraduate seminar and research project courses offered by the Faculty of Arts and Science, UTM and Engineering between 2000-01 and 2006-07. Courses were included based on calendar descriptions.

Figure B3a
Student Enrolment in Undergraduate Seminar or Research Courses by Course Level, 2000-01 to 2006-07
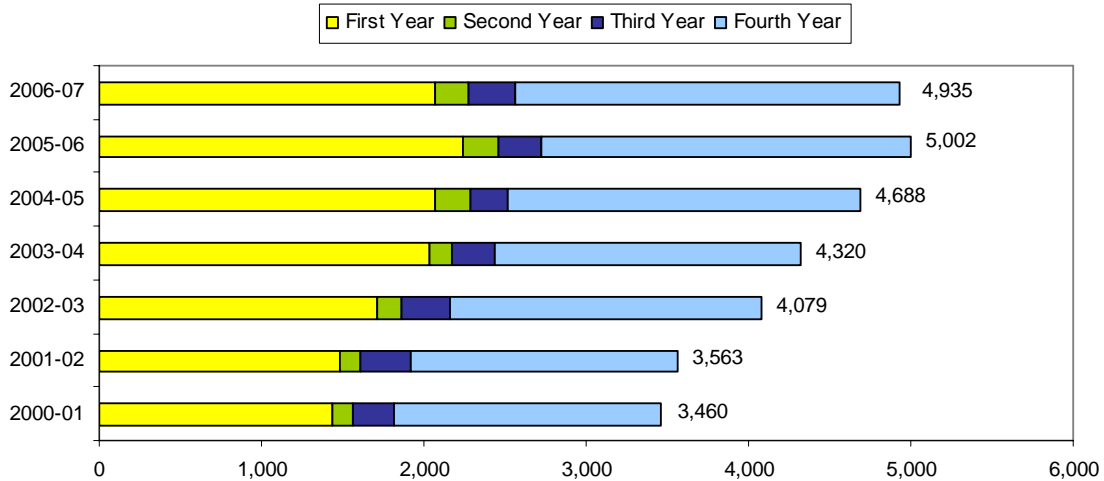
Source: Planning and Budget reported on data compiled from ROSI.
* Weighted enrolment expressed in FCEs. Enrolment in half-credit courses is counted as 0.5 per student. Enrolment in full-credit courses is counted as 1.0 per student.
The chart above includes 478 courses in the Faculty of Applied Science and Engineering, Faculty of Arts & Science, and UTM. A full list of courses is available upon request.

> The chart above indicates the enrolment of students in undergraduate first, second, third and fourth-year seminar and research courses, from 2000-01 to 2006-07.

Performance Assessment:

Student enrolment in undergraduate seminar and research courses has increased by 43% since 2000-01. This growth slightly exceeds the undergraduate growth of 40% that has occurred in these four Faculties during this same period. In the Faculty of Arts and Science there were 1,794 first-year students enrolled in first-year seminar courses (199Y) in Fall 2006, which represents approximately 30% of the first-year class. The decline in first-year students enrolled in these courses in 2006-07 corresponds to the decline in the overall number of first-year students. Also, while first-year seminar courses are an important venue to provide an intensive and intimate environment for students, it should be noted that other settings such as laboratories and tutorials also provide a small class experience to students. Still, there is room to expand these offerings to ensure students

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

have closer interaction with an instructor who can more carefully observe their progress and provide timely feedback at all points of their studies. It should be noted that the measures presented are underestimates since many courses include a research component but are not listed in calendars as such.

Performance Goal:
We will work to refine these measures in order to assess the integration of research and teaching inside the classroom.

b. Undergraduate Research Experience outside the Classroom:
  i)   NSSE Responses
 ii)   Undergraduate Student Research Work Experience

Performance Relevance:
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 for both the 2004 and 2006 surveys are presented below. In addition, we have attempted to triangulate students' responses with some actual counts of student participation in research work experience programs offered by the University.

In addition to course-related research experiences, undergraduate students are offered many opportunities for remunerated research work experiences. While many of these opportunities are university-wide formal award programs (UROP, USRA, UTEA NSE and UTEA SSH)[17], others are more local (often funded through fund-raising), while others are more ad hoc in nature (often funded out of research operating grants). Regardless of the funding source, the vast majority of these opportunities occur in the summer. In addition to enriching the overall student experience, a preliminary study conducted in 2004[18] showed that a high percentage of students who participated in research experience programs later enrolled in graduate studies or second-entry professional programs.

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[17] Undergraduate Research Opportunity Program (UROP), Undergraduate Student Research Award (USRA), University of Toronto Excellence Award – Natural Sciences and Engineering (UTEA NSE), University of Toronto Excellence Award – Social Sciences and Humanities (UTEA SSH).
[18] *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 and NSSE 2006 Results
**Which of the following do you plan to do or have done before you graduate from your institution?**
Work on a research project with a faculty member outside of course or program requirements
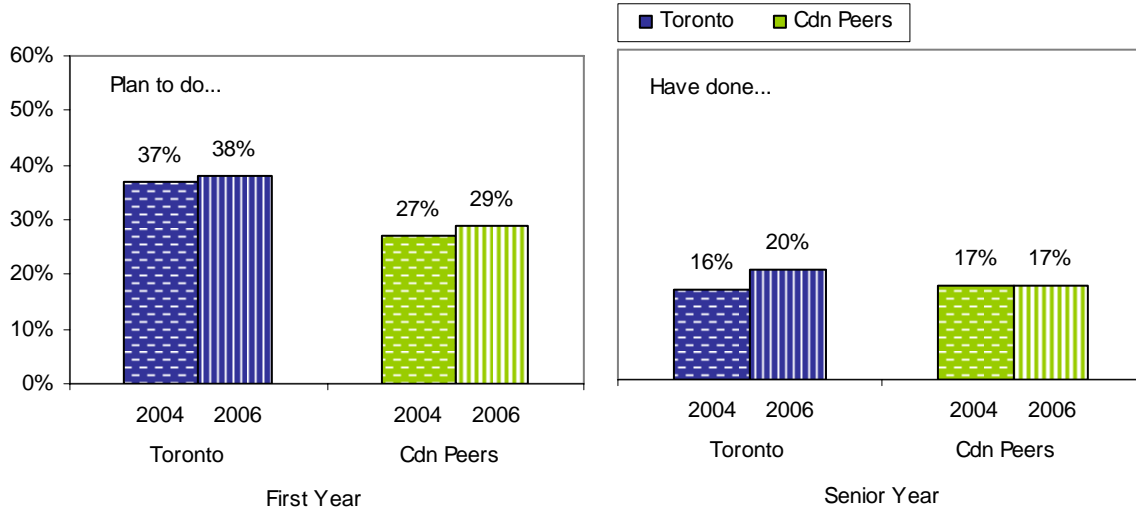
Source: NSSE 2004 and 2006 Survey results

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

Figure B3b-ii
Number of Undergraduate Students Employed in Research Activities
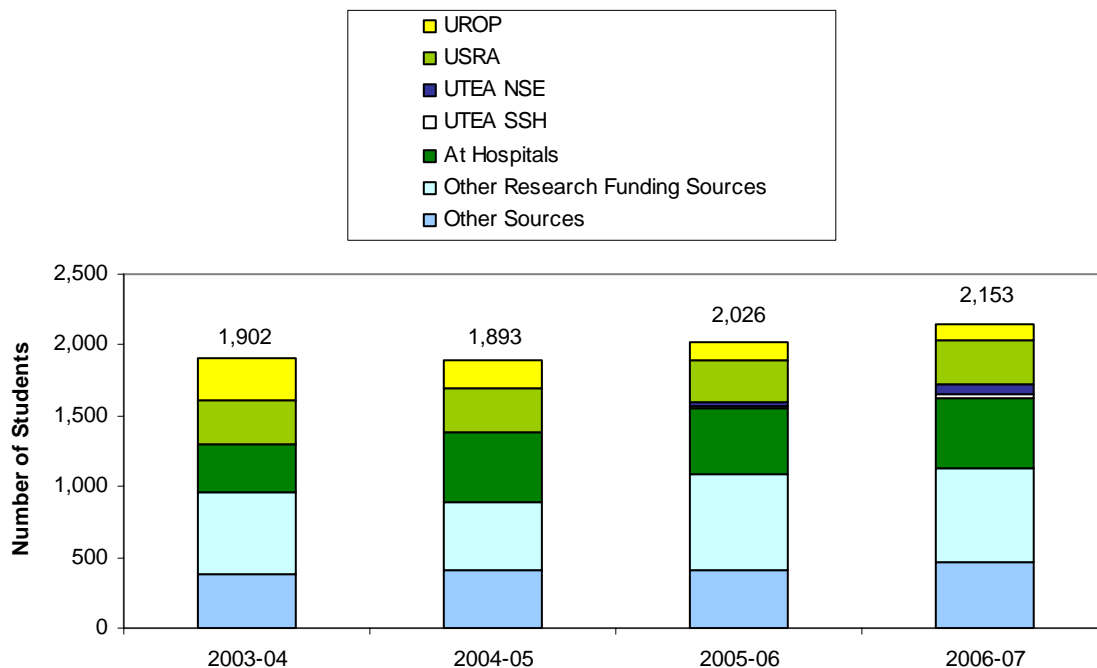
Source: Office of the Vice-President, Research
UROP: Undergraduate Research Opportunity Program, funded by the University's Life Sciences Committee. USRA: Undergraduate Student Research Award funded by the Natural Sciences and Engineering Council. UTEA NSE: University of Toronto Excellence Award – Natural Sciences and Engineering. UTEA SSH: University of Toronto Excellence Award – Social Sciences and Humanities. Other Research Funding Sources include the federal granting councils, CIHR, NSERC, SSHRC, the Canada Foundation for Innovation, the Networks of Centres of Excellence, the Ontario Centres of Excellence. Other sources include trust funds and donations.

The chart above indicates the number of undergraduate students who held a USRA, UROP, UTEA NSE or UTEA SSH or were funded for a research work experience from other funding sources between April 2003 and March 2007.

Performance Assessment:
While some improvement is seen in the most recent NSSE results regarding research experiences, a notable gap between students' plans and actual experiences continues to be observed. Specifically, the 2006 NSSE results indicate that while 38% of first year students responded that they planned to participate in a research experience outside of the classroom, only 20% of senior students had actually participated in such an experience by their senior year.

In the summer of 2006, the University of Toronto had a total of 524 students reported in formal research experience programs and an additional 493 students in hospital-run programs. In addition, 1,136 students had research work opportunities funded through other sources, for a total of 2,153 students involved in such research opportunities. While the University offers a range of opportunities for undergraduate students to engage in a research experience, the demand continues 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 and department support that students receive to undertake these activities. We are able to assess our improvement over time by comparing our results from the 2005 and 2007 Canadian Graduate and Professional Survey (CGPSS) and benchmark with peer institutions by comparing our 2007 results with those of Canadian peer institutions.

Figure B3c
CGPSS 2005 and 2007 Results
Graduate Publications and Presentations
Respondents who answered 'Yes'
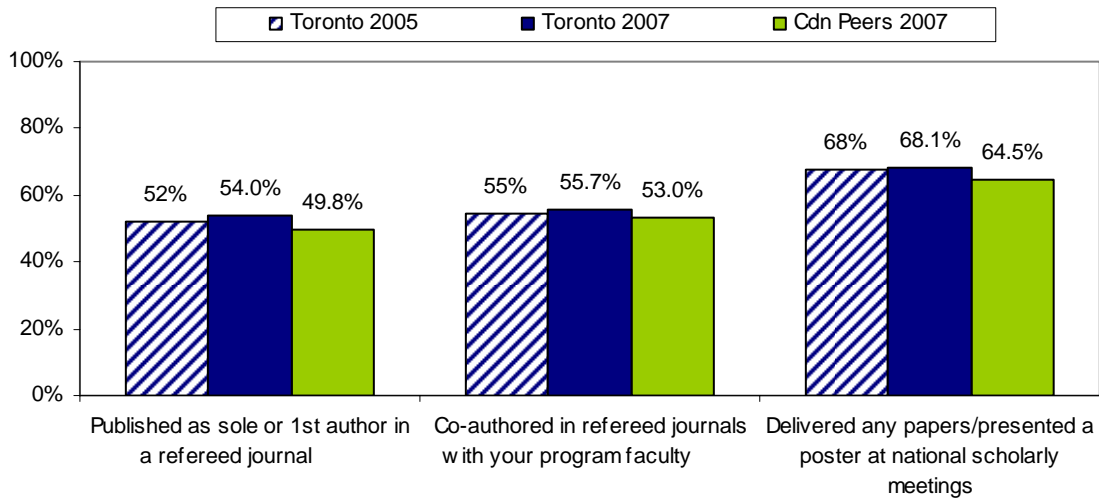
Source: 2005 and 2007 CGPSS survey results.
Notes: The responses are from graduate students who answered positively to a prior question asking if they were preparing a thesis. In 2005, this was 68.5% of the UofT respondents. In 2007, this was 75.6% of the UofT respondents and 87.4% of the Canadian peer respondents.

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

Performance Assessment:
CGPSS responses to questions about the incidence of research activities, when compared to other Canadian peers, indicate more student activity in publishing in journals (as a sole or co-author) and presenting at conferences. For instance, 68% of University of Toronto's respondents in both 2005 and 2007 indicated that they have delivered a paper or presented a poster at national scholarly meetings. This compares favourably to 64.5% of respondents at Canadian peer institutions. Similarly in 2007, a greater proportion of graduate students at the University of Toronto also indicated that they have published as sole or first author or as co-author in refereed journals than at Canadian peer institutions.

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.

d. Doctoral Student Placement in the Humanities
See Figures A7a and A7b and corresponding **Performance Assessment** on pages 23 to 24 of Section A.

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, our 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 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. The Centre for Community Partnership, established in 2005, now acts as a clearing-house for University-Community activities and a variety of projects, as well as providing meaningful and relevant training for students engaging in community activities.

By providing expert commentary to the media on issues of the day, our faculty can contribute to our goal to engage the public. In the area of research, there are at least three ways in which the University engages with the public at large: via faculty conducting surveys and clinical studies or participating in industrially-sponsored research, as well as communicating their findings in public forums; via students involved in similar research activities; and via the outcomes of research. These outcomes may lead to commercialization but it is important to note that many simply have general benefits with no specific monetary value.

Performance Measures:
We have selected four measures of our performance in outreach and engagement in the community. This year we have added a measure of institutional events and activities offered to the public to further assess engagement with the community. For research, we have added a comparison of industrial funding with our Canadian peers, and two new measures, invention disclosures, to capture an indication of activity, and spin-off companies, as a supplement to the measure of new licenses. For next year's report, we expect to provide a measure of our faculty's contribution to various public policy debates through their participation on external committees, task forces and other forums.

The specific measures we selected are:

a. Community Outreach and Engagement
  i)   Community-based Curricular and Co-curricular Opportunities for Students
  ii) NSSE Responses
b. Institutional Events and Activities Offered to the Community
c. Media Profile: Expert Commentary
d. Commercialization and Knowledge Transfer
  i)   Research Funding from Industrial Sources
  ii) New Invention Disclosures
 **iii) New Licenses**
  iv) New Spin-Off Companies

a. Community Outreach and Engagement
  i)   Community-based Curricular and Co-curricular Opportunities for Students
  ii) NSSE Responses

Performance Relevance:
Community outreach and engagement is an important University goal and activity. It is about making connections to people who would benefit from, but would not otherwise be likely to experience, post-secondary education or the resources of a university education. The University is involved in a broad range of community-related initiatives through meaningful curricular, co-curricular and extra-curricular participation and volunteer activities[19]. Many of these initiatives involve students. Curricular (teaching) and co-curricular (service) opportunities for students coordinated through the Centre for Community Partnership provide one measure of our commitment to engagement with the community. Student responses from the NSSE 2004 and 2006 surveys provide a measure of student perceptions of opportunities in this area.

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[19] 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.

Figure B4a-i
Community-based Curricular and Co-curricular Opportunities for Students
2005-06, 2006-07 and 2007-08 (projected)
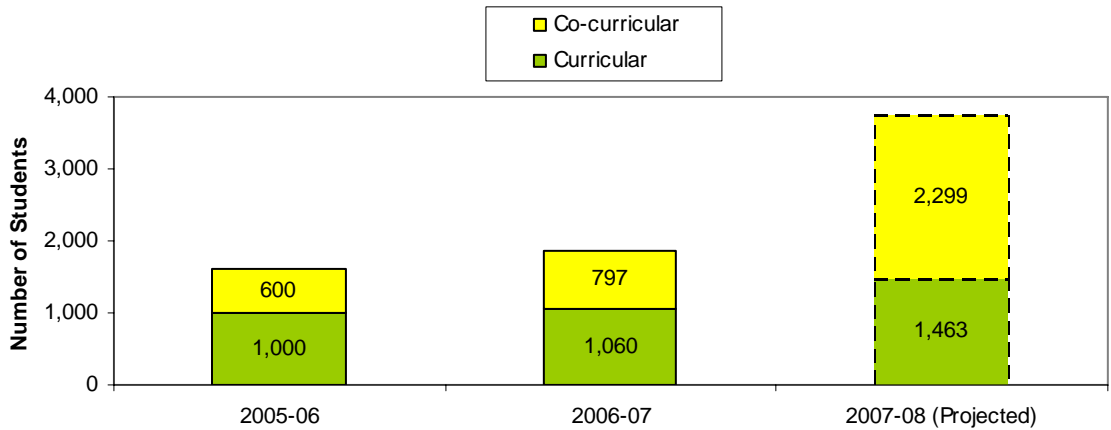
Source: Centre for Community Partnerships

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

Figure B4a-ii-a

NSSE 2004 and NSSE 2006 Results
In your experience at your institution during the current year, about how often have
you participated in a community-based project as part of a regular course?
Positive Responses: Very often or Often
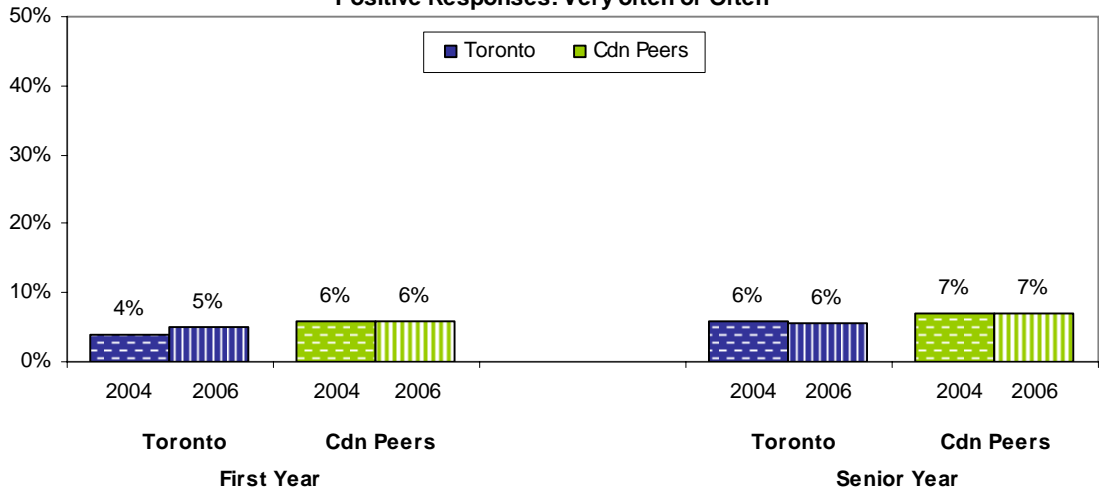
Source: NSSE 2004 and 2006 survey results.

Figure B4a-ii-b

NSSE 2004 and NSSE 2006 Results
To what extent has your experience at this institution contributed to your
knowledge, skills and personal development in contributing to the welfare of the
community?
Positive Responses: Very much or Quite a bit
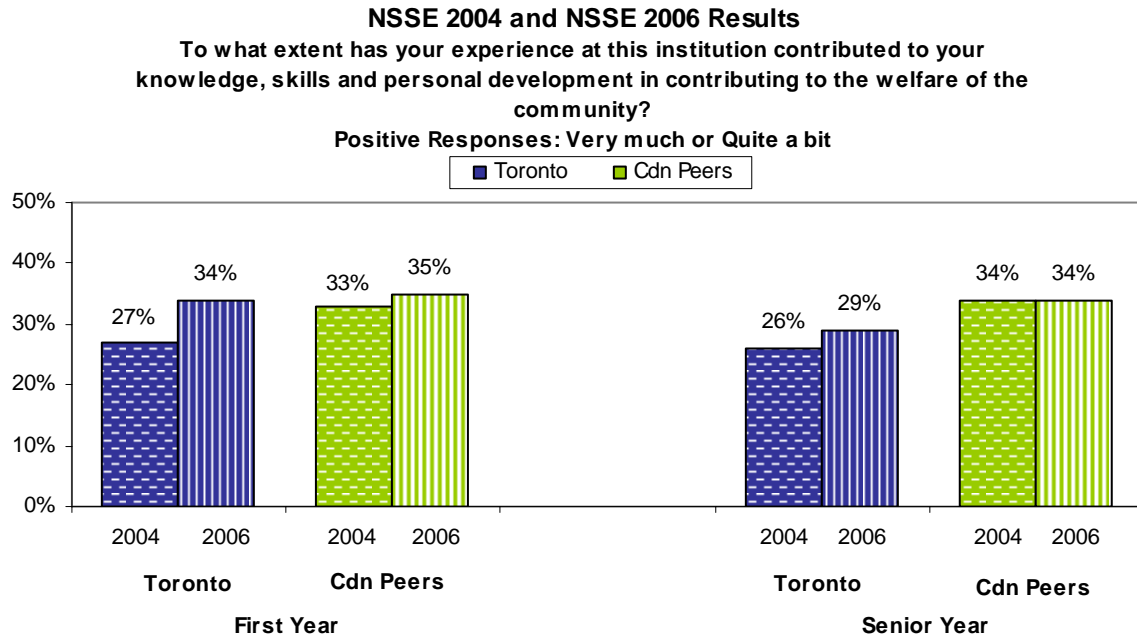
Source: NSSE 2004 and 2006 survey results.

Performance Assessment:
The Centre for Community Partnership's work focuses on increasing opportunities for
community-based teaching (service learning) as well as co-curricular forms of
community service. In 2006-07, 1,060 students were involved in community-based
courses. In 2007-08, we expect to expand our participation to 1,463. The Centre
supports service-learning courses in Engineering, Arts and Science and Music, with over
1,200 students participating in community projects as part of academic courses. These
include the first- year design course in Engineering, a VIC One seminar course in social
justice, an Arts and Science course in second language learning, and a music education
course.

The Centre also supports several co-curricular community outreach projects directly, by
planning community service activities and recruiting students to participate, and
indirectly, by recruiting, training, orienting and supervising students for other projects.
In 2006-07, 797 students were involved in co-curricular community service activities.
The significant growth in numbers of participants is largely due to the University's Day
of Service[20]. In this current academic year, the Centre involved 2,000 students from all
three campuses in three days of community service across the Greater Toronto Area.[21]

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[20] On September 9th, 2006, the University of Toronto organized a day of community service for all students,
faculty and staff who volunteered to participate. University teams were placed in agencies,
neighbourhoods, community centres and environmental sites to work as building crews, to remove garbage
from river banks, to organize reading activities for non-English speaking children, to provide service in
shelters, and generally to offer support and service to hundreds of Toronto area communities. A total of
600 students participated.

[21] September 8, 2007—St.George oUTreach 2007

It should be noted that there are a broad range of activities outside of the Centre's mandate that are coordinated at the College or Faculty level. These include other mentoring and tutoring programs such as the Faculty of Law's LAWS (Law in Action Within Schools) program[22], and cultural events and athletic events.

NSSE responses from the 2004 and 2006 surveys indicate some improvement in student-related community opportunities and engagement since 2004. However, the University's performance continues to be less than that of our Canadian peer universities. We will continue to monitor our students' responses as we expand our community opportunities for students

Performance Goal:
In subsequent years the Centre for Community Partnerships will collaborate with additional faculty members and the Office of Teaching Advancement to increase the number of courses using community-based teaching as a tool to engage students in capacity-building projects in target communities. The Centre's goal is to add 200 to 500 additional students each year in service-learning courses.

The Centre will also expand community after-school programs, which provide physical activity, music and arts activity, and literacy tutoring for children and youth in high priority neighbourhoods, and will increase program partnerships with agencies dealing with at-risk youth. Finally, we will seek out new funding sources including government and private support to help expand our programs in this area, and continue to measure our student responses regarding community engagement.

b. Institutional Events and Activities Offered to the Community

Performance Relevance:
In addition to a comprehensive range of continuing education courses offered to the public, the University invites members of the broader community to participate in a broad range of cultural (e.g. Art Exhibitions), physical (e.g. Summer Camps) and academic-related (e.g. lecture series) events. These activities demonstrate the numerous efforts made to draw the public into the University to experience what it has to offer.

September 15, 2007—UTM oUTreach 2007
September 21, 2007—UTSC oUTreach 2007

[22] LAWS is a partnership between the University of Toronto Faculty of Law and the Toronto District School Board to deliver an academic and extra-curricular program that teaches high school students (currently in two inner-city high schools) about law and helps them succeed in school. It offers interactive learning experiences that provide a unique and positive exposure to legal issues, the legal system and the legal profession. UofT Faculty of Law students volunteer to provide high school students with academic support and mentorship.

Figure B4b
University of Toronto Activities and Events Offered to the Public in 2006-07

Category	Event	Number	Description
Visual Arts	Exhibitions	22	Special exhibits of various art forms at UofT galleries.
	Lectures & Panel Discussions	36	By local and visiting scholars on various art forms.
Drama	Productions	20	By various UofT drama clubs.
	Drama Festivals	4	A series of related performances held annually.
Music	Weekly Performance Series	8	Free weekly performances of various genres.
	Concerts	75	Special performances held at various venues across UofT.
	Music Festivals	2	A series of related performances held annually.
Literature	Readings	25	Hosted by UofT Bookstore and various academic programs.
	Exhibitions	4	Of rare volumes at the Thomas Fisher Rare Book Library.
	Storytelling	52	Free event held at Innis Café every Friday evening.
Film Arts	Weekly Screenings	52	Free Friday Films hosted by the Cinema Students Union.
	Special Screenings	22	Hosted by Cinema Studies and various academic programs.
	Film Festivals	8	A series of thematically related screenings held annually.
	Workshops & Lectures	20	On both film appreciation and technical production.
Architecture	Exhibitions	5	Of architecture, landscape architecture and urban design.
	Lectures	19	On architecture, landscape architecture and urban design.
	Doors Open Toronto	1	Offering public access to historically significant buildings in Toronto.
General Interest	Lectures	20	A lecture series and film festival hosted by Arts & Science.
	Nuit Blanche	1	A city-wide, all night celebration of art.
	Symposium on the Environment and Al Gore Lecture	1	A symposium and lecture on environmental issues and climate change.
Recreation	Children's Camps	30	Hosted by Physical Education and Arts and Humanities programs.
	Science Outreach Camps	16	Across 15 locations both on and off campus.
	March Break Camps	6	On St. George and UTM campus.

Source: Office of Government, Institutional and Community Relations

Performance Assessment:
The range of activities and events demonstrates the University's commitment to engaging the broader community through a diverse selection of subjects. In many cases these events are examples of opportunities seized by the University to inform public policy debates on current issues. The Symposium on the Environment and Al Gore lecture hosted by the University of Toronto in February 2007 is a noteworthy example. It should be noted that these data are underestimates and do not fully capture all the activities and events offered.

Performance Goal:
We will continue to measure our engagement and impact on our community. In an effort to measures our contribution to public policy debates, for next year's report we will provide a measure of our faculties' participation in key public policy forums for a selection of faculties.

c. Media Profile: Expert Commentary

Performance Relevance:
Sharing the knowledge and expertise of 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 nine other universities in Canada[23]. The resulting indices include media coverage from 16 major Canadian daily newspapers, four major periodicals, key television outlets across the country as well as CBC and SRC Radio and affiliates. The Expert Profile index provides a score of the media coverage of faculty members during a specific period. Below are the data for Fall 2006 and Winter 2007 semesters.

Figure B4c
University of Toronto Share of Voice from Experts:
September 2006 - April 2007
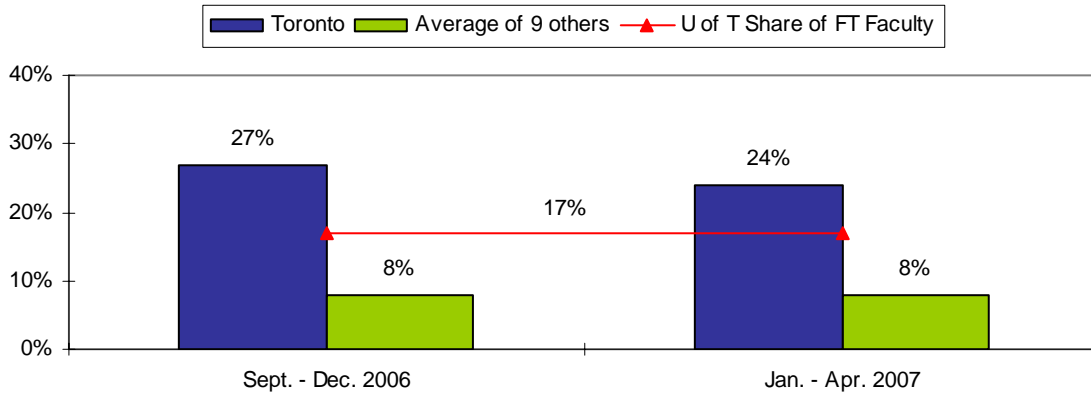
Source: Cormex Research

The chart above provides an index score of the share of media coverage of UofT faculty deemed as experts on a given topic compared to those at nine other Canadian universities (Alberta, Concordia, McGill, McMaster, Queen's, Simon Fraser, UBC, Western and York) for the Fall 2006 and Winter 2007 semesters. The line indicates the share of UofT full-time professorial ranked faculty.

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[23]Alberta, Concordia, McGill, McMaster, Queen's, Simon Fraser, UBC, Western, and York.

Performance Assessment:
While expert commentary is influenced by the current issues of the day, the University of Toronto's share of expert commentary remained stable from last year's levels. Specifically, the commentary of our faculty members represented 27% of the overall commentary for the Fall 2006 period and 24% for the Winter 2007 period. By way of contrast, the University of Toronto has 17% of the full-time professorial ranked faculty among these ten institutions. In addition, during this period nine of the University of Toronto's faculty members ranked among the top thirty experts at the ten universities this semester, including two among the top ten.

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. In conjunction with our development of an international strategy, for next year's report we expect to develop metrics to assess the University's level of media profile at the international level.

d. Commercialization and Knowledge Transfer
  i)   Research Funding from Industrial Sources
  ii) New Invention Disclosures
 iii) New Licenses
  iv) New Spin-Off Companies

Performance Relevance:
The translation of research output into applications with economic and social benefit is an important indication of the impact our discoveries have had outside the University. One important indicator of how our research can contribute to the creation of social and economic benefits is captured through the amount of research investment that originates from private industry. This is indicative of a collaborative relationship between the university research community and the private sector. This partnership between industry and our faculty members results in an added benefit of contributing to our mission of training the next generation of researchers, giving them practical opportunities to create new knowledge, while at the same time helping them establish, along with faculty, strong links with industrial contacts.

An initial, yet important step in the commercialization process occurs with the invention disclosure. The number of disclosures is an important indicator of the potential for commercialization and knowledge transfer to occur, and thus an important indicator of the prospect for social and economic benefit to be derived from university research. Indeed disclosures are the critical mass which helps drive the commercialization process. Two important avenues of commercialization occur through the licensing of an invention to an existing company, or through the creation of a startup or spin-off company to launch the new invention. Both options are precursors of commercial impact. The number of new licenses created indicates a heightened engagement between the university and private sector firms, and an increased contribution of research faculty to social and

economic development. New spin-off companies capture a direct contribution of the university research community to the economic development of the region.

Figure B4d-i
Research Funding from Industrial Sources
University of Toronto and Affiliates, 1999-00 to 2005-06 (Millions CDN)
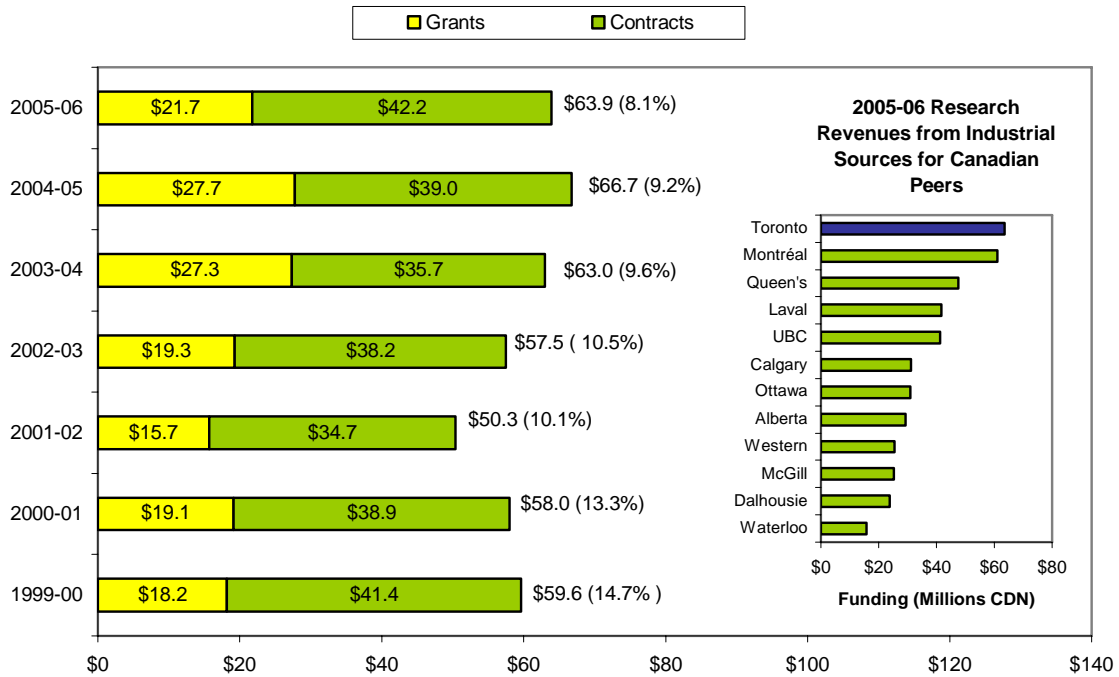
Sources: Office of the Vice-President, Research for breakdowns between grants and contracts, and CAUBO for comparison with Canadian peers. Toronto data corrected for 1 year lag in reporting for affiliates; McMaster not shown due to comparability issues.

The chart above indicates the research funding, including grants and contracts, from industrial sources from 1999-00 to 2005-06. The contribution of research funding from industrial sources to total research funding is also provided. For example, in 2005-06 research funding from industrial sources comprised 8.1% of the total research funding at UofT. In absolute terms, UofT leads among Canadian peer institutions on research revenue from industrial sources.

Figure B4d-ii
New Invention Disclosures
Canadian and US Peers
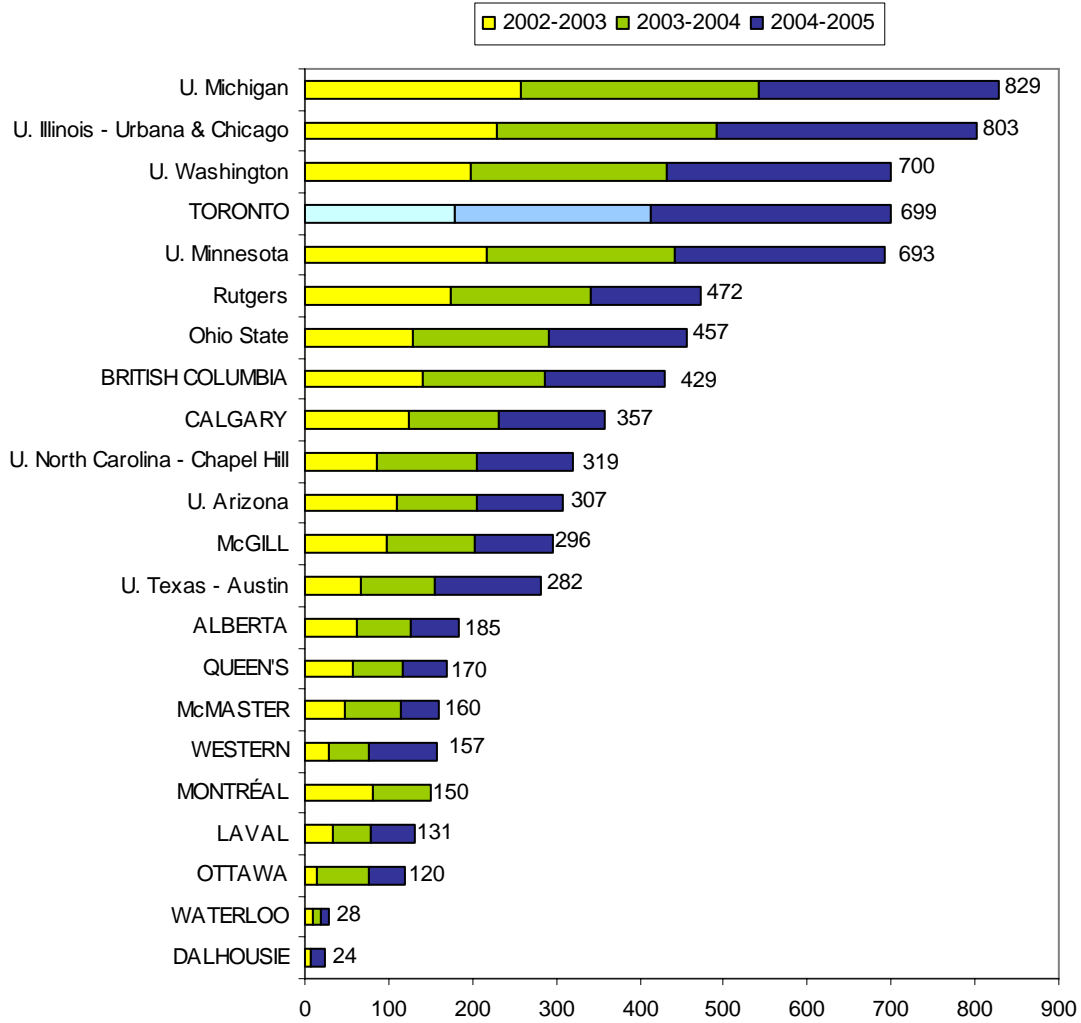
| □ 2002-2003 | □ 2003-2004 | ■ 2004-2005 |

Source: AUTM Survey FY 2003, 2004, 2005, and supplementary data from missing U of T affiliates.
Note: Canadian peer institutions are shown in capital letters.
University of Toronto includes affiliated hospitals: Bloorview (2002-03 only), CaMH, Sick Kids, UHN. Starting in 2004-05, McMaster includes
Hamiliton Health Science and St. Joseph's Healthcare Hamilton. University of Washington includes Washington Research Foundation.
Calgary includes UTI Inc. in all years. Western includes Lawson in 2003-04 and 2004-05, and Robarts in 2004-05. Montreal data not
available for 2004-05. Dalhousie data not available for 2003-04. Data for University of California at Berkeley only available as part of the
University of California system (not shown).

The chart above provides the three-year sum of new invention disclosures for Canadian and AAU peer institutions from
2002-03 to 2004-05.

Figure B4d-iii
New Licenses
Canadian and AAU Peer Institutions
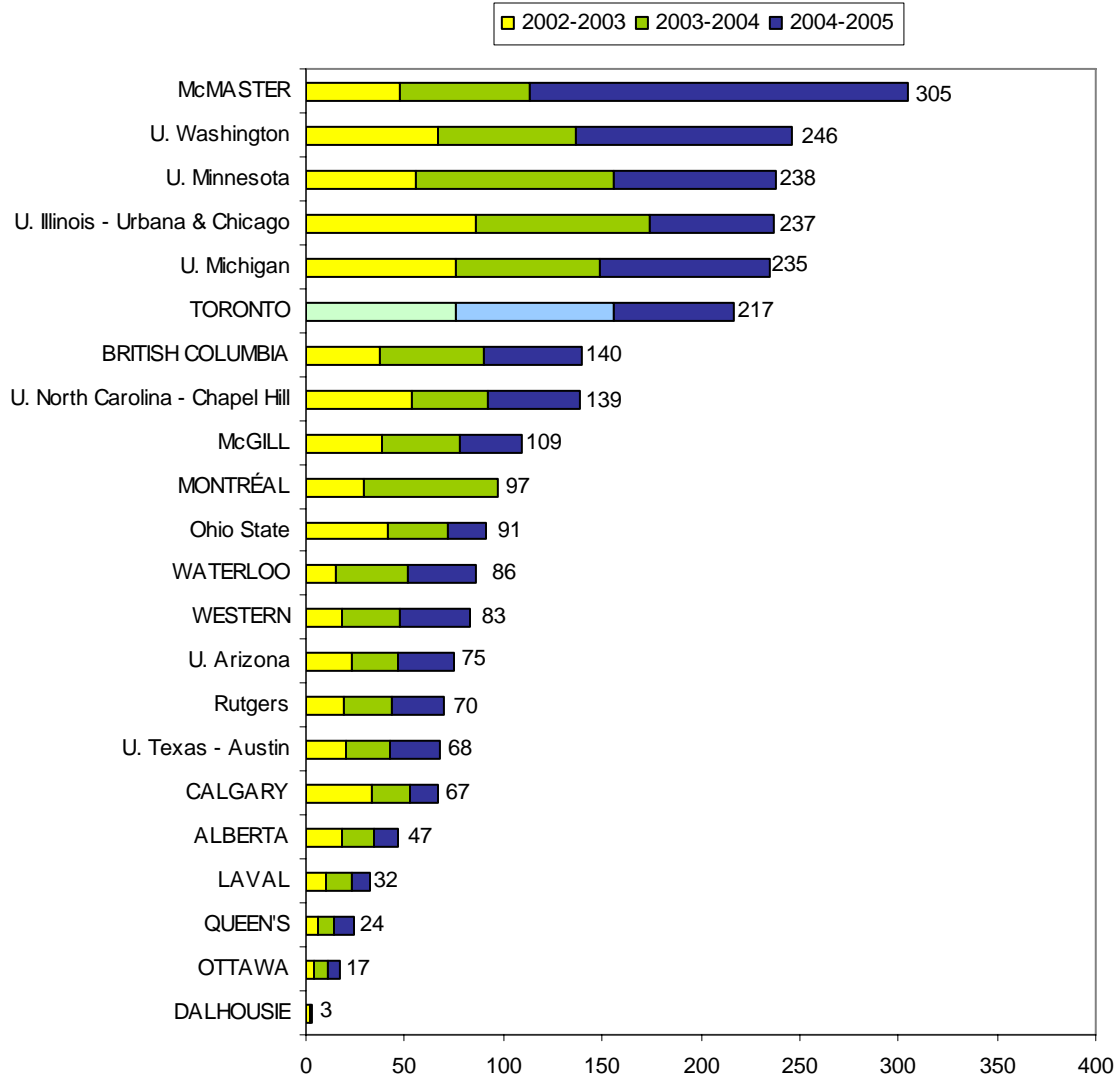
Legend: □ 2002-2003 □ 2003-2004 ■ 2004-2005

Institution	Value
McMASTER	305
U. Washington	246
U. Minnesota	238
U. Illinois - Urbana & Chicago	237
U. Michigan	235
TORONTO	217
BRITISH COLUMBIA	140
U. North Carolina - Chapel Hill	139
McGILL	109
MONTRÉAL	97
Ohio State	91
WATERLOO	86
WESTERN	83
U. Arizona	75
Rutgers	70
U. Texas - Austin	68
CALGARY	67
ALBERTA	47
LAVAL	32
QUEEN'S	24
OTTAWA	17
DALHOUSIE	3

Source: AUTM Survey FY 2003, 2004, 2005, and supplementary data from missing U of T affiliates.
Note: Canadian peer institutions are shown in capital letters.
University of Toronto includes affiliated hospitals: Bloorview (2002-03 only), CaMH, Sick Kids, Sunnybrook, UHN.Starting in 2004-05, McMaster includes Hamiliton Health Science and St. Joseph's Healthcare Hamilton. University of Washington includes Washington Research Foundation.   Calgary includes UTI Inc. in all years. Western includes Lawson in 2003-04 and 2004-05; and includes Robarts in 2004-05. Montreal data not available for 2004-05. Dalhousie data not available for 2003-04. Data for University of California at Berkeley only available as part of the University of California system (not shown).

The chart above provides the three-year sum of new licenses for Canadian and AAU peer institutions from 2002-03 to 2004-05.

Figure B4d-iv
New Spin-off Companies
Canadian and AAU Peer Institutions

☐ 2002-2003 ☐ 2003-2004 ■ 2004-2005

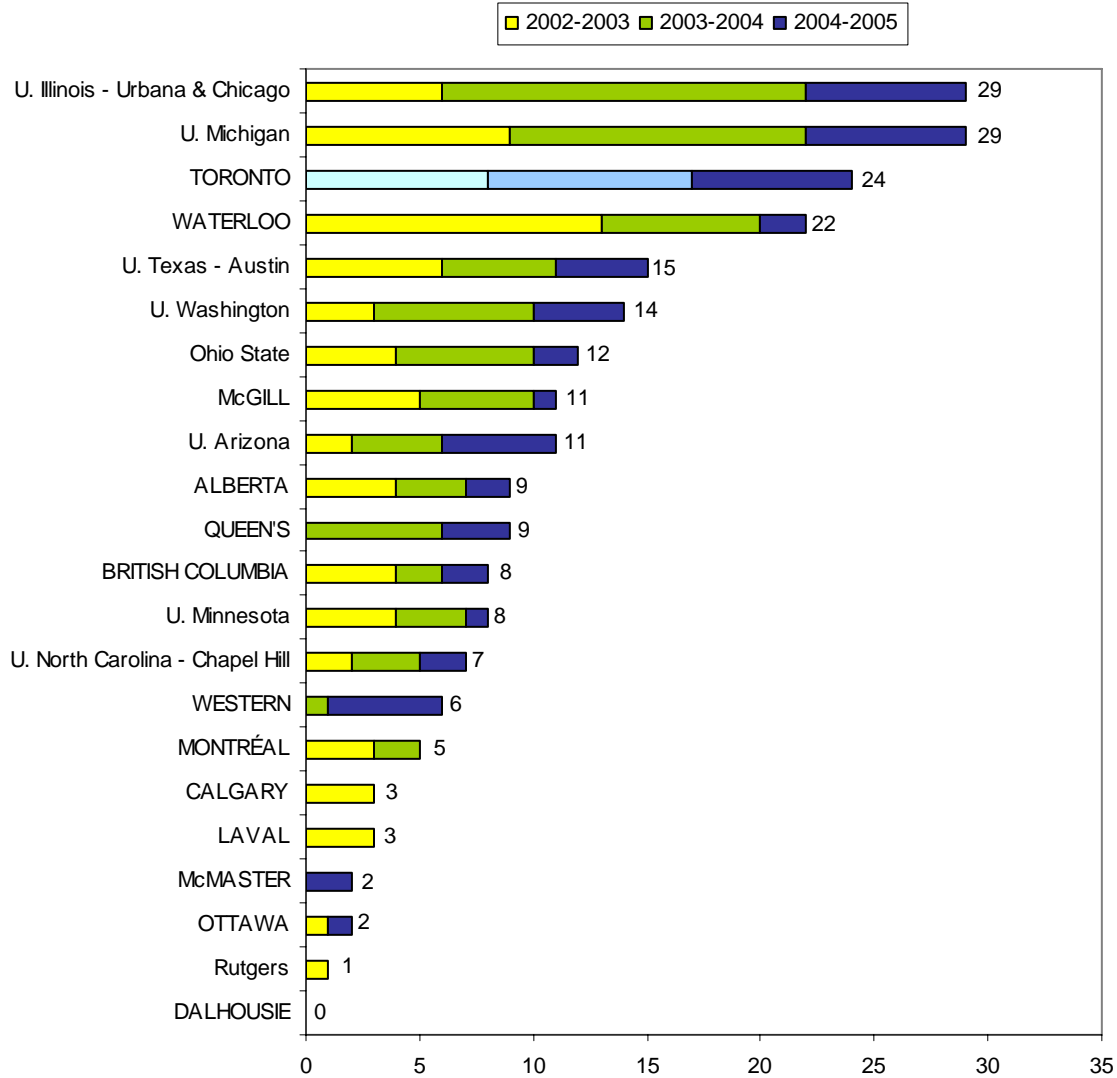| Institution	Value
U. Illinois - Urbana & Chicago	29
U. Michigan	29
TORONTO	24
WATERLOO	22
U. Texas - Austin	15
U. Washington	14
Ohio State	12
McGILL	11
U. Arizona	11
ALBERTA	9
QUEEN'S	9
BRITISH COLUMBIA	8
U. Minnesota	8
U. North Carolina - Chapel Hill	7
WESTERN	6
MONTRÉAL	5
CALGARY	3
LAVAL	3
McMASTER	2
OTTAWA	2
Rutgers	1
DALHOUSIE	0

Source: AUTM Survey FY 2003, 2004, 2005, and supplementary data from missing U of T affiliates.
Note: Canadian peer institutions are shown in capital letters. University of Toronto includes affiliated hospitals: Bloorview (2002-03 only), CaMH, Sick Kids, Sunnybrook, UHN. University of Washington includes Washington Research FoundationCalgary includes UTI Inc. in all years. McMaster includes Hamiliton Health Science and St. Joseph's Healthcare Hamilton in 2004-05. Western includes Lawson in 2003-04 and 2004-05; and includes Robarts in 2004-05. . Montreal data not available for 2004-05. Dalhousie data not available for 2003-04. Data for University of California at Berkeley only available as part of the University of California system (not shown).

The chart above provides the three-year sum of new spin-off companies for Canadian and AAU peer institutions from 2002-03 to 2004-05.

Performance Assessment:

Although research funding from industrial sources has not increased much over the past number of years, and, when expressed as a share of total research funding, there has been a progressive decline, the University of Toronto continues to lead among its Canadian peers. This shows that the university research community is actively engaged with industry and other organizations. Of note, research funding from industrial sources

currently supports approximately 300 graduate students, for a total of about $2 million per year at the University.

Levels of invention disclosures, new licensing agreements and, to an even greater extent, spin-off companies, suggest the University is performing well in the arena of commercialization and knowledge transfer. Collectively, these indicators help illustrate the significant economic and social contributions that U of T researchers are making outside of the university. For example, a recent survey of companies started at the University found that there are currently over 100 still active, employing over 4,000 people, and generating nearly one billion dollars in annual revenues. While the University performs well in terms of commercialization and knowledge transfer, there is still room for improvement in order to place the university in a stronger position relative to its peer group.

Performance Goal:
The University is strongly committed to being fully engaged in research activities, including the commercialization of ideas, and the extraction of the non-commercial value of research through knowledge transfer. As a result, it is fully committed to building stronger and more sustained research partnerships with the private sector, and other organizations with the goal of enhancing the university's contribution to social and economic development. Notably, the Office of the Vice-President, Research rejuvenated its technology transfer operation in 2005-06 through the creation of "Innovations at the University of Toronto" (now named "The Innovations Group"), which is located at MaRS, a new $450-million convergence centre (of which UofT is a founding partner) that fosters collaboration between the sciences, business and capital communities.

In the context of enhancing outreach and engagement through commercialization and knowledge transfer, the goal is to increase our commercialization successes further, in a way that is commensurate with the closer collaborations that have now been made possible. In particular, the following are planned:

- Enhancement of the number of invention disclosures that move through the commercialization supply chain. TIG has an important role to play in facilitating this process and strengthening its role as a provider of commercialization and knowledge transfer 'services' to the university community.
- Building stronger connections with industry to increase the level of sponsored research.
- Increase the number of inter-organizational partnerships on commercialization projects. This includes broadening and strengthening the partnership between TIG and MaRS, the technology transfer offices in the affiliated research hospitals, and other GTA universities.
- Begin to build a stronger knowledge transfer capability in the social sciences and humanities through engagement with faculties, departments, and individual researchers across the university.

B5. Equity and Diversity

Preamble:
"We will recruit a student, faculty and staff body that is diverse in cultural, ethnic and socioeconomic backgrounds that include women, Aboriginal people, visible minorities, disabled persons and those of different sexual orientations, and that contribute 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. Under the auspices of the Vice-President, Human Resources and Equity, and in conjunction with the Vice-Provost Students, and Vice-Provost Academic, a number of initiatives have been conducted:

- Received approval for The Statement on Equity, Diversity and Excellence, which sets forward the commitment that excellence is served by a diverse and equitable environment.
- Integrated the working groups of the Equity Advisory Board into the ongoing work of both administrative and academic divisions.
- Prepared the first consolidated Annual Report of Equity Officers
- Continued the review and development of a complaints resolutions process
- Continued to develop a university-wide communication strategy to highlight the University's values of equity, diversity and excellence. One component included an information campaign to first year students.

In 2006-07, the University signed a Multi-year Accountability Agreement (MYAA) with the Ontario Government which includes a Student Access Guarantee and Commitment. It is noteworthy that this guarantee, which applies to all Ontario universities, is aligned with the University's principal of access that has been in place since 1998, that no qualified student would be prevented from attending or completing their program due to lack of financial means.

**Performance Measures:**

> **a. Diversity of Students**
> **b. Student Accessibility**
> > i) **Financial Accessibility**
> > ii) **Transitional Year Program (TYP) and Academic Bridging Program**
> > iii) **Students Accessing Disability Services**
> **c. Diversity of Faculty**
> > i) **Gender**
> > ii) **Visible Minorities**
> **d. Diversity of Staff**
> > i) **Gender**
> > ii) **Visible Minorities**

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[21].

Figure B5a
Proportion of Students in Visible Minority Categories
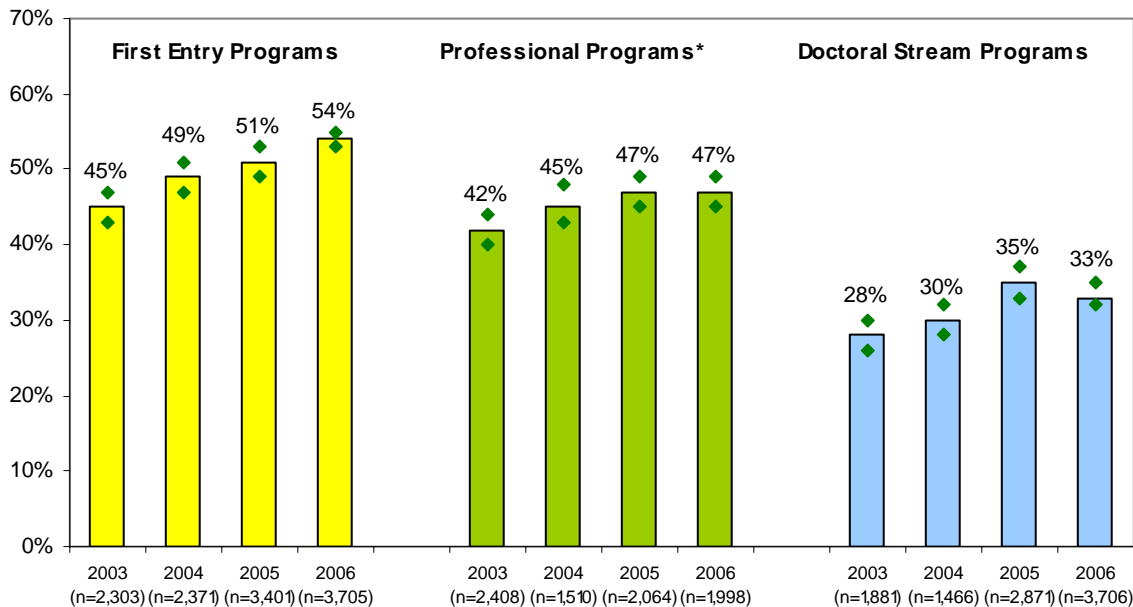
Source: Report on the Vice-Provost, Students on Student Financial Support
*Professional programs include Dentistry, Law, Management, Medicine, and Pharmacy.
Responses were based on the following question: "As defined in the Canada Employment Equity Act, a person in Canada is a member of a visible minority 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 2003: First-entry 80%; Professional 82%; Doctoral-stream 64%.
Response rate 2004: First-entry 88%; Professional 80%; Doctoral-stream 74%.
Response rate 2005: Overall 88%; due to a change in methodology, a reliable breakdown by student group is unavailable.
Response rate 2006: Overall 62% response rate.
n = the total respondents to the question.

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 green diamonds 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.

Performance Assessment:

In 2006, 54% of undergraduate first-entry, 47% of professional program students and 33% of doctoral-stream students identified themselves as "visible minorities". In all three program areas these proportions have increased since 2003.

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[21] Vice-Provost, Students: Annual Report on Student Financial Support, presented in Winter 2007. It should be noted that the survey is limited to Canadian citizens and permanent residents.

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.

The Transitional Year Program (TYP) is an access program unique in Canada for adults without the formal educational background needed to qualify for university admission. Typically, these students have grown up in communities in which few people had access to higher education. Students accepted into this program did not have the opportunity to finish secondary school due to a variety of circumstances. TYP offers about 70 students a year the opportunity to undertake an intensive, eight-month full-time course and the opportunity to earn credits towards a University of Toronto Bachelor of Arts degree. 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. Finally, the University of Toronto provides additional support to students with disabilities[22].

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) Transitional Year Program (TYP) and Academic Bridging Program; and,
   iii) Students Accessing Disability Services.

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[22] 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.

Figure B5b-i
Financial Accessibility
Percentage of Students whose Parental Income Is below $50,000
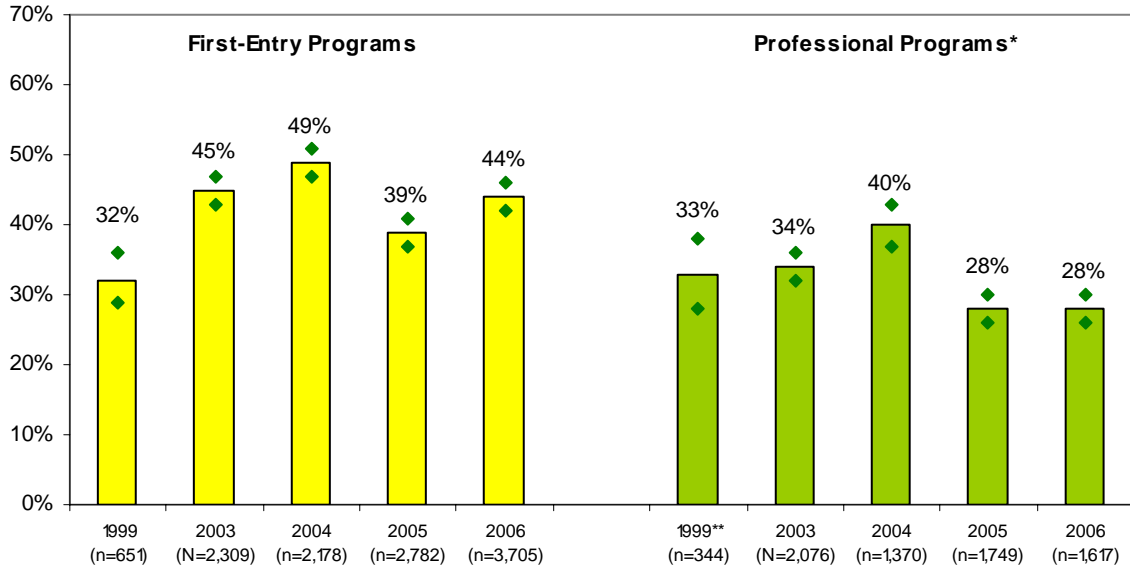
Source: Office of the Vice-Provost, Students.
Note: The parental income data has not been adjusted for inflation.
*Professional programs include Dentistry, Law, Management, Medicine, and Pharmacy.
**The 1999 survey was conducted on upper-year students who were not subject to the deregulated fees for these programs.
For response Rates see previous chart.

> 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 four most current years (2003 to 2006). The green diamonds 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.

Figure B5b-ii
Transitional Year and Academic Bridging Program Enrolment

Transitional Year Program

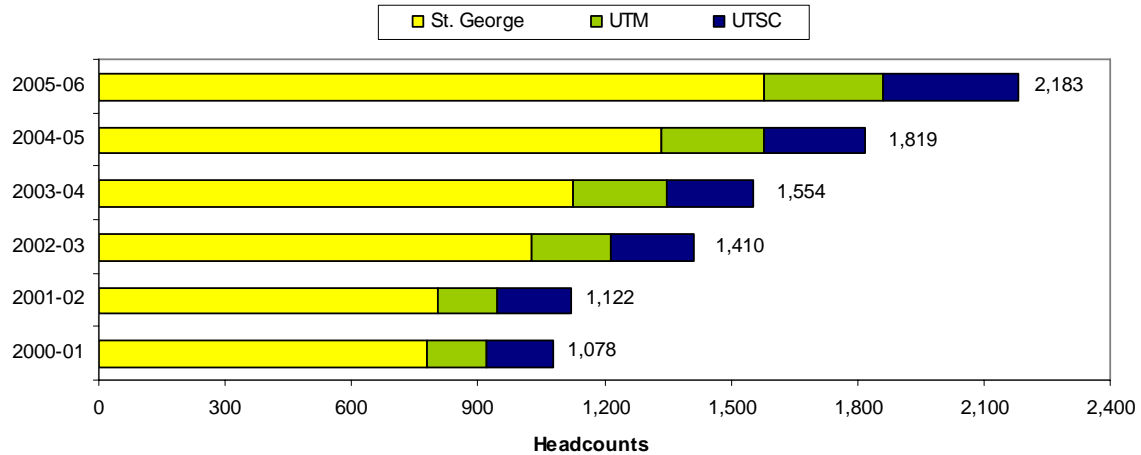|	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
TYP Regular Program	54	70	58	66	54	51
TYP Extended Program	0	3	8	6	8	18
Total	54	73	66	72	62	69

Source: Planning and Budget Dept.

Academic Bridging Program

	2000-01 Cohort	2001-02 Cohort	2002-03 Cohort	2003-04 Cohort	2004-05 Cohort	2005-06 Cohort
Number of students admitted into Bridging Program	716	923	929	958	939	960
Number of students who successfully completed Bridging Program, and were eligible to register in A&S	311	392	433	426	414	447
Percentage of students who successfully completed Bridging Program, and were eligible to register in A&S	43.4%	42.5%	46.6%	44.5%	44.1%	46.6%
Number of Bridging Program graduates who registered in A&S full-time or part-time in the following year	223	240	294	332	349	339
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%	84.3%	75.8%

Source: Office of the Academic Bridging Program

Figure B5b-iii
Total Number of Students Registered with Accessibility Services

| | St. George | UTM | UTSC |

Year	Total
2005-06	2,183
2004-05	1,819
2003-04	1,554
2002-03	1,410
2001-02	1,122
2000-01	1,078

Headcounts

Sources: University of Toronto St. George Campus Accessibility Services (AS) Annual Reports, 2002-03, 2003-04, 2004-05, 2005-06. Access Ability Resource Centre University of Toronto at Mississauga Annual Reports, 2002-03, 2003-04, 2004-05, 2005-06. Access Ability Services University of Toronto at Scarborough Annual Report 2003-04, 2004-05, 2005-06.

The chart above indicates the number of students registered with Accessibility Services by campus, from 2000-01 to 2005-06.

Performance Assessment:
As part of the same financial support survey mentioned previously, undergraduate and first-entry and professional program students were asked to indicate their parental income. The 2005 survey results suggest a decline in the proportions of students in undergraduate and first-entry and professional program students who come from households with income levels of less than $50,000. While survey responses for other questions have been stable, the parental income item appears to be more volatile. Furthermore, this survey item has not been adjusted for inflation over time therefore making the income comparisons from year to year less meaningful. We will explore other measures and methods of measuring household income that will continue to help us assess our financial accessibility.

Most recently, 64% of the students who enrolled in TYP successfully completed the program, continued with their studies and enrolled in an undergraduate degree program. 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.

Since 2001-02, over 900 students have enrolled in the Academic Bridging program each year. Of those, approximately 45% successfully complete the program and approximately 35% complete and continue on to enroll in an Arts and Science undergraduate degree program.

Finally, since 2000-01 the University of Toronto has been providing support to an increasing number of students (1,078 in 2001-02 to 2,183 in 2005-06) with disabilities. Again, this increase (103%) exceeds the overall growth in enrolment during this period (27%).

c. Diversity of Faculty
    i)   Gender
    ii)   Visible Minorities

Performance Relevance:

Underlying our *Stepping UP* objectives regarding intellectual diversity are the University's employment equity objectives, which state that new hires to the faculty complement 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[23] 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. 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.

Figure B5c-i-a
Trend Analysis of Full-time Female Faculty by SGS Division
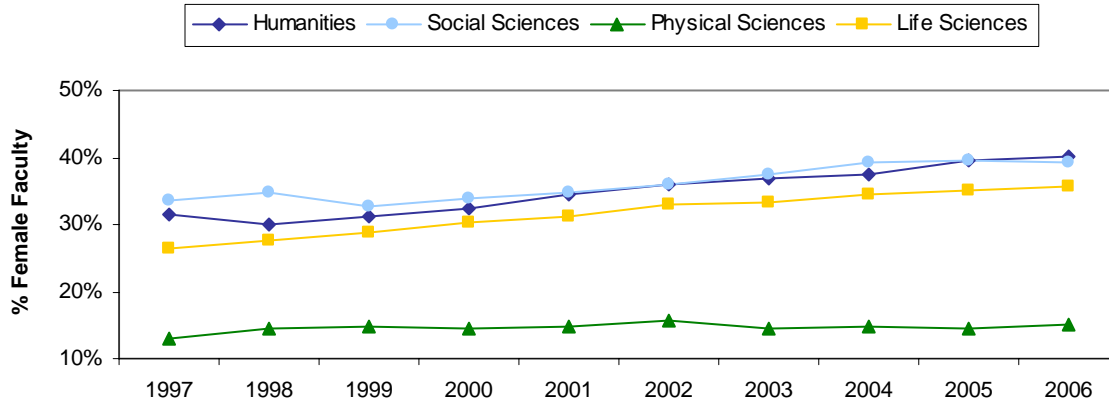
Source: Employment Equity Reports, 1997 to 2006 Table 2.1(A).
Based on HRIS and includes tenured/tenure stream, clinical, non-tenure stream and other academics.

The chart above indicates the proportion of full-time female faculty in each of the four SGS Divisions over a 10-year period, from 1997 to 2006.

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[23] http://www.hrandequity.utoronto.ca/HR_News/Annual_Reports/Employment_Equity.htm

Figure B5c-i-b
Women Applicants to Women Interviewed by SGS Division
and Faculty Hires to Proportion PhDs by Discipline Group
July 1 2005 to June 30, 2006

	July 1, 2005 to June 30, 2006			2001-2003
	% Women who Applied	% Women who were Interviewed	% Women who were Hired	% Women PhDs Across Canada
Group 1 (60% or more) – Classics, Drama, Education, Fine Art, French, Germanic Languages & Literatures, Music, Nursing, Psychology, Slavic Languages & Literatures & Social Work	49% (n=662)	52% (n=62)	54%	68%
Group 2 (40-59%) – Architecture, Criminology, English, History, Medicine, Near & Middle Eastern Civilizations, Pharmacy, Political Science & Sociology.	29% (n=835)	41% (n=96)	35%	49%
Group 3 (20-39%) – Botany, Chemistry, Economics, Environmental Science, Forestry, Law, Management, Mathematics, Philosophy, Physical Education and Health & Zoology.	22% (n=410)	29% (n=45)	24%	31%
Group 4 (less than 20%) – Computer Science, Dentistry, Economics, Mathematics & Statistics, & Philosophy	9% (n=118)	20% (n=13)	26%	16%

Source: Employment Equity Report 2006 Provost's Data "Table 13" and Table 1
Note: Information on PhDs awarded is provided by Statistics Canada.

> The above chart compares the percentage of women faculty applicants to the percentage of women interviewed from July 1, 2005 to June 30, 2006 and compares the hiring of new women faculty in the same period to the proportion of PhDs awarded to women in Canada from 2001- 2003. Disciplines themselves are grouped by the percentage of PhDs awarded to women.

Figure B5c-ii
Trend Analysis of Full-time Visible Minority Faculty by SGS Divisions
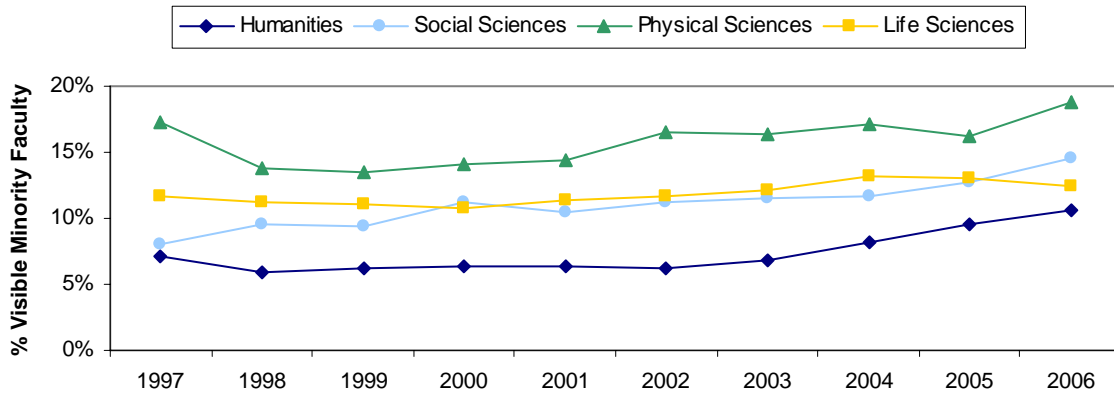
Source: Employment Equity Reports 1997 to 2006 Table 2.1(A).
Includes tenured/tenure stream, clinical, non-tenure stream and other academics. Based on surveys completed. The response rate for this survey was 73.8%.

> The chart above indicates the proportion of full-time faculty in each of the four SGS Divisions who self-identified as visible minorities over a ten-year period, from 1997 to 2006. The response rate for faculty for the 2006 resurvey was 74.7%.

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 35.7% of the population, up nine percentage points from 1997. Women remain most underrepresented in the Physical Sciences, although their proportion has increased over time (15% in 2006 compared to 13.1% in 1997), and the most represented in the Social Sciences (39.2%) and Humanities (40.1%) in 2006. Women accounted for 43% of new hires, which is their highest representation in the last 5 years. It is also useful to compare our success in hiring women faculty to their availability in the broader pool of qualified PhDs available in Canada. The data shows that the University is interviewing, in some cases, a higher proportion of women than is reflected in the applicant pool.

Each new University employee is asked to participate in a voluntary employment equity survey. In 2006, the University of Toronto undertook a workforce survey (employment equity census) to update employment equity information. All faculty appointed to a continuing position of 25% time or more were surveyed. This year's information integrates data from the ongoing survey of new hires with information from the 2006 workforce resurvey for all current employees. Faculty members who self-identified as visible minorities are most prevalent in the Physical Sciences, at 18.8%. In 2006, year-over-year increases are seen in the Humanities and Social Sciences while the Physical Sciences show a decline and Life Sciences remain steady. The representation of those identifying as Aboriginal peoples has declined slightly to 0.4% (from 0.6%) of all faculty, and the number of persons who self-identify as having disabilities has increased to 2.2% (from 1.6%) in the same period.

Performance Goal:
The Office of the Vice-President and Provost, and the Office of the Vice-President, Human Resources and Equity are actively engaged in developing strategies to support equity and diversity at the University. To assist us in this regard, a number of mechanisms are being employed:

- The University's employment equity data is based on self-identification questionnaires completed by new faculty and staff at the time of hire. The University conducted a census of all faculty and staff in 2006. The data from the census is being used to establish new baseline data to determine the current representation of the designated groups at the University.
- An on-line recruitment system that will allow the University to track hiring practices in relation to the designated groups and sexual minorities is scheduled to be implemented for faculty recruitment in late fall 2007.
- 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
- The faculty and staff employee experience survey was conducted in Fall 2006.The results are being reviewed. We hope the survey will provide the University with data on work climate and identify opportunities for improvement. Working groups of staff and faculty are being established to recommend improvements based on the results.

d. Diversity of Staff
　　i)　Gender
　　ii)　Visible Minorities

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, including comparisons of both the proportion of full-time unionized staff who are women and those who self-identified as members of visible minorities, with the proportion of women and visible minorities in the Toronto Census Metropolitan Area (CMA) workforce by occupational categories defined by Statistics Canada. It should be noted that employment equity information relating to staff was also updated through the workforce survey (employment equity census) conducted in 2006.

Figure B5d-i
Women as a Percentage of the University of Toronto Workforce
and the External Pool
Full-time Unionized Administrative Staff, September 2006
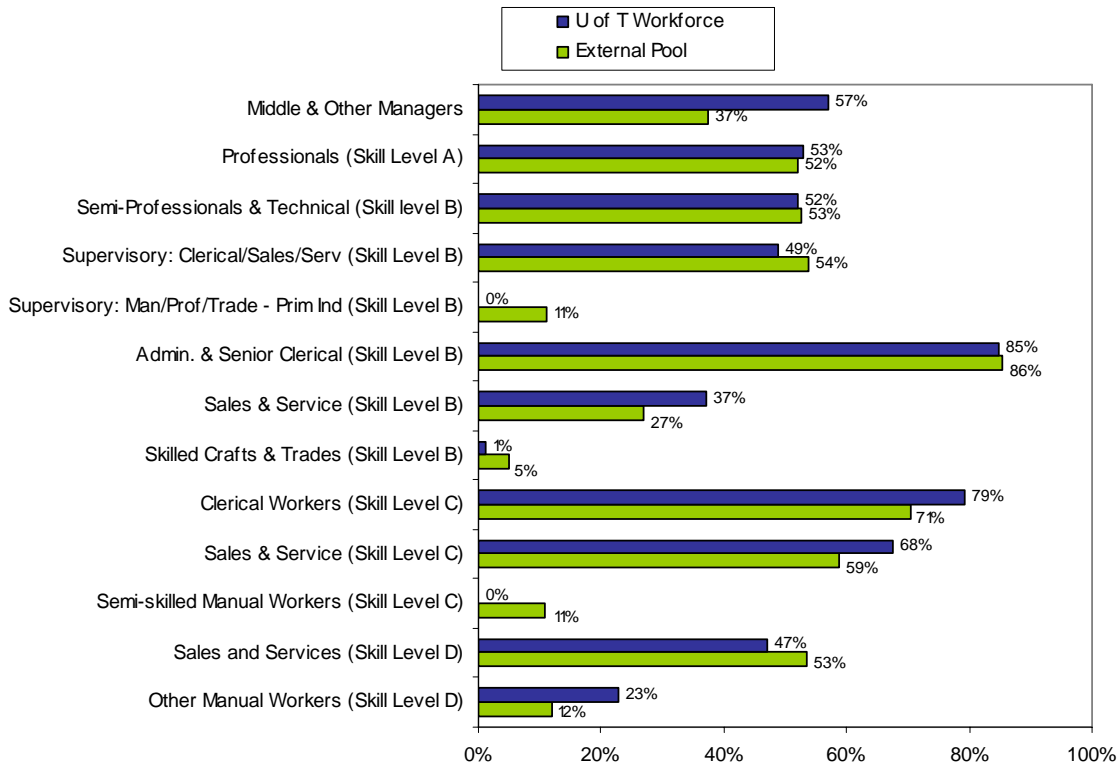
Source: Employment Equity Report 2006, Table 8.0.
UofT percentages are based on surveys completed. The response rate of staff members for the 2006 survey was 78.2%

> The upper bars in the chart above indicate the proportion of full-time female unionized administrative staff at UofT by job categorization. The bottom bars indicate the proportion of females, aged 15-64 working in the Toronto Census Metropolitan area (CMA).
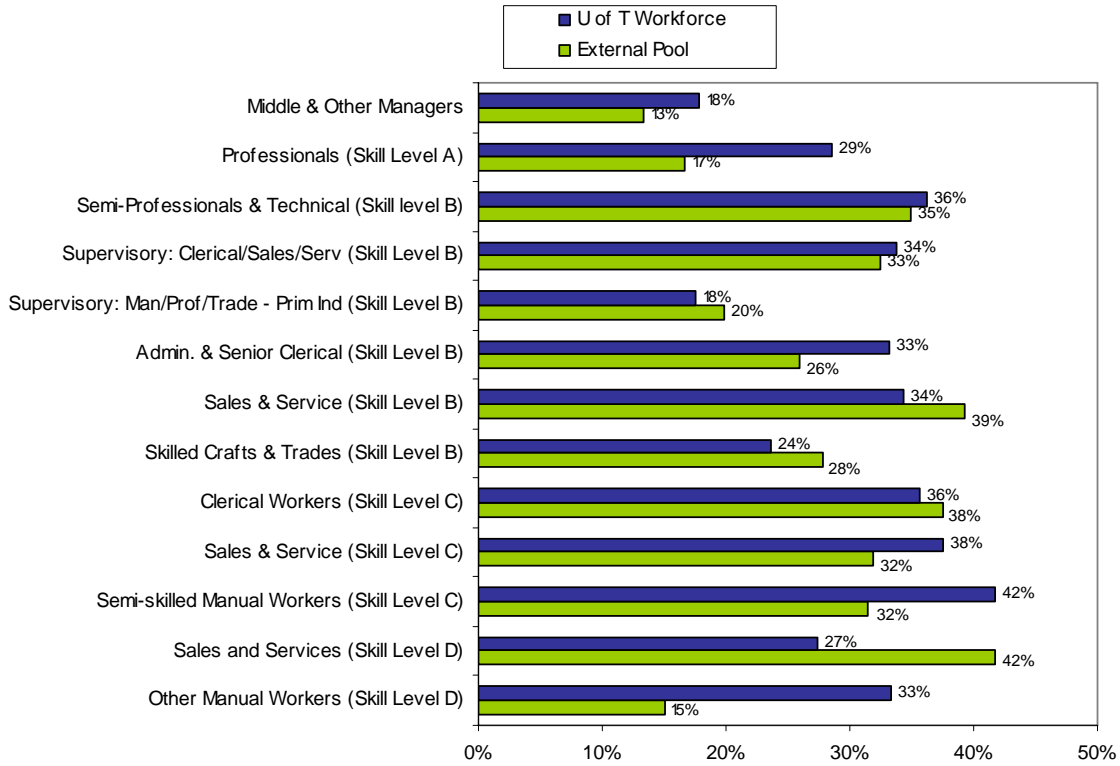
Figure B5d-ii
Visible Minorities as a Percentage of the University of Toronto Workforce
and the External Pool
Full-time Unionized Administrative Staff, September 2006

Source: Employment Equity Report 2006, Table 8.0.
UofT percentages are based on surveys completed. The response rate of staff member for the 2006 survey was 78.2%.

The upper bars in the chart above indicate the proportion of full-time unionized administrative staff at UofT who self-identified as visible minorities. The bottom bars indicate the proportion of individuals, aged 15-64 working in the Toronto Census Metropolitan area (CMA) who self-identified as visible minorities.

Performance Assessment:
In 2006, women exceeded the external availability data in the most senior occupational groups and in several other groups. There is a slight under-representation of women among skilled trades and the related supervisory occupational group. The representation of visible minorities exceeded that in the available pool in the four most senior occupational groups.

Performance Goal:
We will continue to ensure we attract the best staff who reflect the hiring pools and communities in the GTA. The initiatives outlined in the previous section pertaining to faculty are applicable to staff as well. The on-line recruitment system was implemented for staff in 2006. The system will improve the University's ability to reach a broader applicant pool and to track hiring practices in relation to the designated groups and sexual minorities. The position of Aboriginal Initiatives Coordinator was created in 2006 to assist the University in developing strategies to support the recruitment, retention and career development of Aboriginal staff.

Part C: Enabling Actions

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

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

We will appoint, tenure and retain the best educated, most intellectually creative, and 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 students, faculty and staff. 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) **Applications, Offers, Registrations and Yield Rates**
    - ii) **Entering Averages**
    - iii) **Student Awards**
    - iv) **Undergraduate Student Retention and Graduation**
    - v) **Graduate Time-to-Completion and Graduation**
    - vi) **Scholarships and Bursaries as a Percentage of Operating Expenses**
    - vii) **Graduate Financial Support**
- **b. Faculty**
    - i) **Faculty Honours**
        - a) Faculty Honours
        - b) Faculty Honours in the Humanities
    - ii) **Faculty Teaching Awards**
    - iii) **Research Output and Impact**

> **a) Research Yields and Funding**
> **b) Research Publications and Citations**
> **c) Research Publications in the Humanities**
> **iv) Retention of Faculty**
> **a) Voluntary Exits**
> **b) Faculty Responses**
> **c. Staff: Retention**
> **i) Voluntary Exits**
> **ii) Staff Responses**

a. Students

Performance Relevance:
We have seven measures available to assess our ability to attract and retain excellent students. The volume of applications and 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 environment in which they can succeed. Accordingly, we have included measures of retention and graduation at the undergraduate level exchanged with the Consortium on Student Retention Data Exchange (CSRDE) and time-to-completion and graduation at the graduate level exchanged with the G13 Data Exchange. 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. In an effort to improve upon our measures of quality, this year we have added the Knox Fellowship, Millennium Excellence and TD Scholarship awards to our measure of prestigious undergraduate student awards.

i) Applications, Offers, Registrations and Yield Rates

Figure C1a-i-1a
Total Applications, Offers, Registrations and Yield Rates
Undergraduate First-Entry Programs 2001-02 to 2006-07
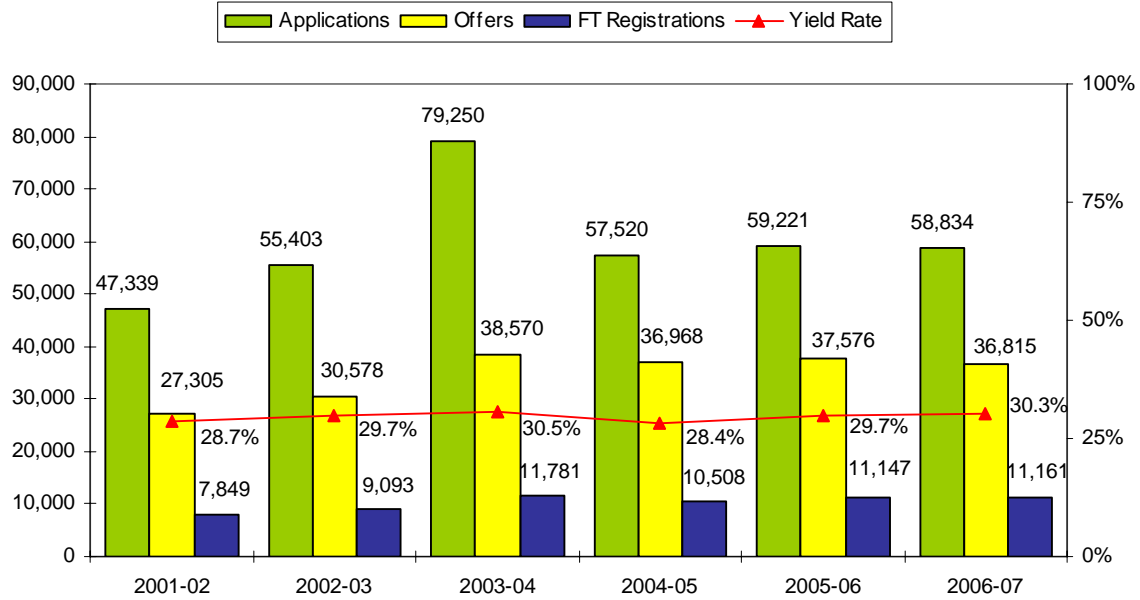
Source: Ontario Universities Application Centre (OUAC).
Undergraduate first-entry programs include: Arts & Science St. George campus, UTM, UTSC, APSE, Music, Physical Education and Health. Yield rate is the number of registrations divided by number of offers.

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

Figure C1a-i-1b
Total Applications, Offers, Registrations and Yield Rates
Undergraduate First-Entry Programs by Faculty 2006-07

	Arts, Science and Commerce			Applied Science and Engineering	Music	Physical Education and Health
	St. George	UTM	UTSC			
Applications	25,424	13,700	12,086	5,953	546	1,125
Offers	14,554	10,336	8,253	3,167	139	366
FT Registrations	4,853	2,617	2,295	1,168	103	125
Yield Rate	33.3%	25.3%	27.8%	36.9%	74.1%	34.2%

The table above provides the faculty-level detail for 2006-07.

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Figure C1a-i-2a
Total Applications, Offers, Registrations and Yield Rates
Selected Second-Entry Professional Programs 2001-02 to 2006-07
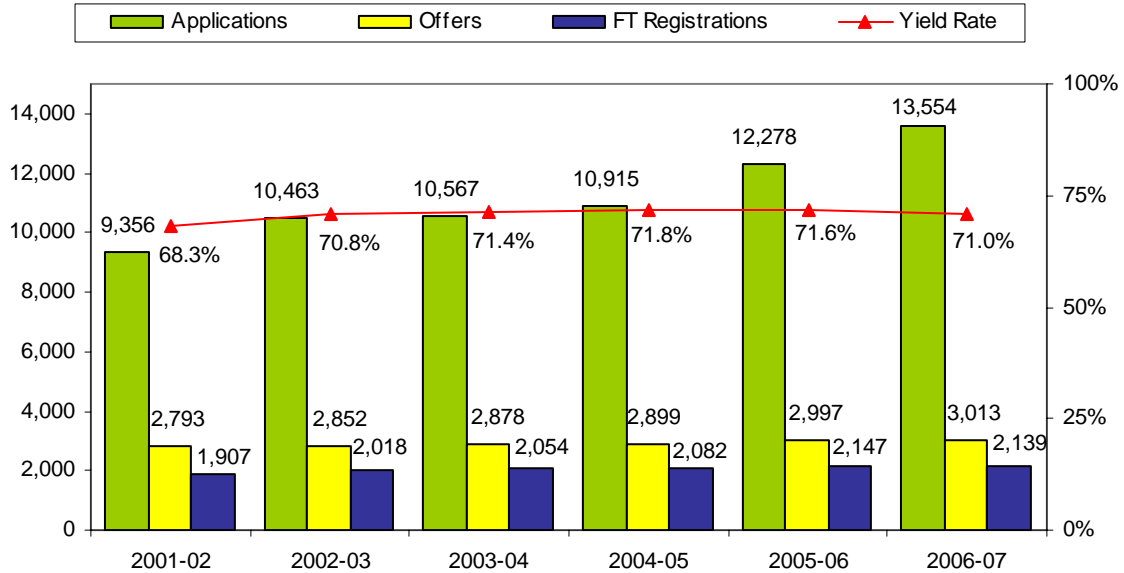
Source: Faculty Registrars' offices.
Second-entry professional programs include: Dentistry, Education, Law, Medicine, Nursing, and Pharmacy. Yield rate is the number of registrations divided by number of offers.

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

Figure C1a-i-2b
Total Applications, Offers, Registrations and Yield Rates
Selected Second-Entry Professional Programs by Faculty 2006-07

	Dentistry	Education	Law	Medicine	Nursing	Pharmacy
Applications	530	5,988	1,896	2,764	473	1,903
Offers	94	1,829	273	301	228	288
FT Registrations	68	1,278	182	218	154	239
Yield Rate	72.3%	69.9%	66.7%	72.4%	67.5%	83.0%

The table above provides the faculty-level detail for 2006-07.

Figure C1a-i-3
Total Applications, Offers, Registrations and Yield Rates
Professional Master's Programs 2001-02 to 2006-07
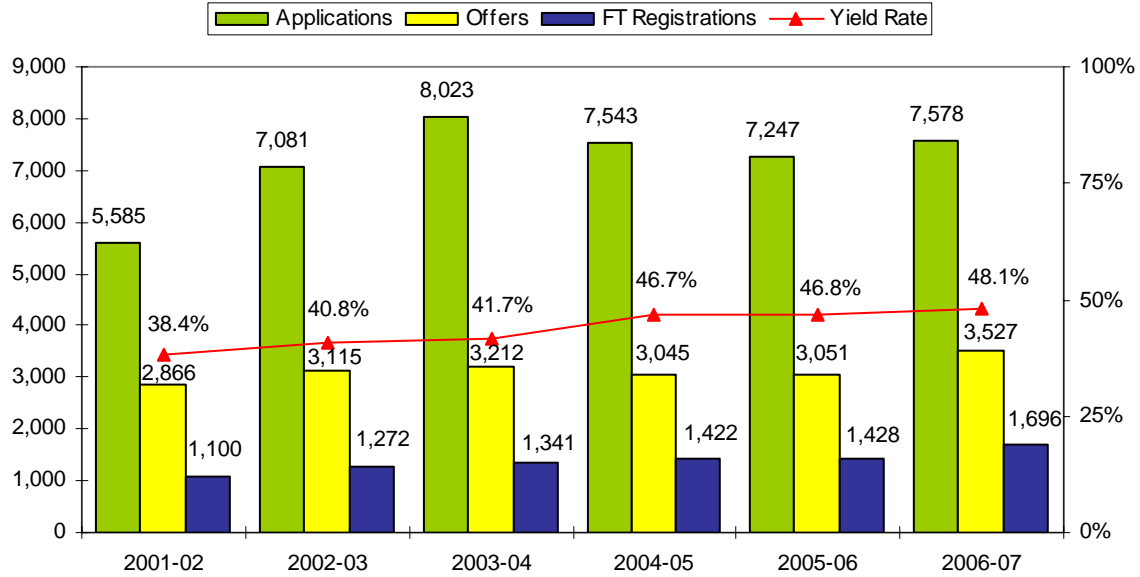
Source: School of Graduate Studies (SGS).
Professional Masters programs include: Executive MBA, Executive MBA (Global), Master of Architecture, Master of Arts - Child Study, Master of Arts - Teaching, Master of Biotechnology, Master of Business Administration, Master of Education, Master of Engineering, Master of Engineering - Telecommunications, Master of Financial Economics, Master of Forest Conservation, Master of Health Science, Master of Industrial Relations & Human Relations, Master of Information Studies, Master of Landscape Architecture, Master of Mathematical Finance, Master of Management and Professional Accounting, Master of Museum Studies, Master of Music, Master of Nursing, Master of Science, Master of Science - Biomedical Communication, Master of Science - Occupational Therapy, Master of Science - Physical Therapy, Master of Science - Planning, Master of Social Work, Master of Spatial Analysis, Master of Studies in Law, Master of Teaching, Master of Urban Design, Master of Urban Design Studies, and Master of Visual Studies. Yield rate is the number of registrations divided by number of offers.
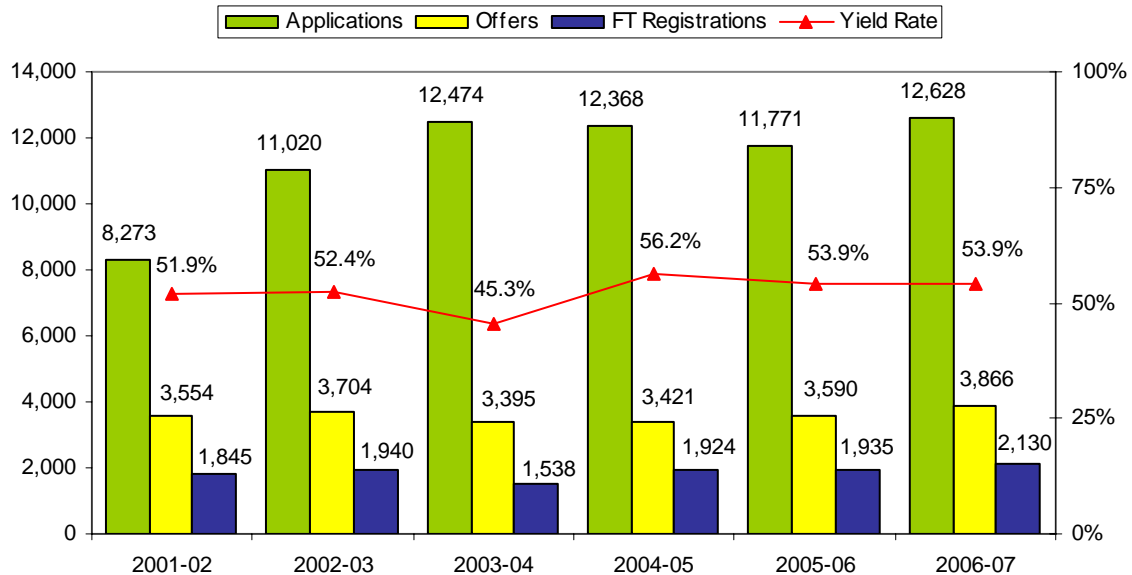
The line in the chart above indicates the change over time in the number of students who registered in graduate professional programs as a percentage of the number of offers that were made each year.

Figure C1a-i-4
Total Applications, Offers, Registrations and Yield Rates
SGS Doctoral Stream Programs 2001-02 to 2006-07

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

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

Performance Assessment:
While year-over-year fluctuations have occurred, the University has continued to maintain favourable yield rates (registrations as a percentage of offers) since 2001-02 in all program areas. The period between 2001-02 and 2006-07 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. We will continue to monitor our yield rates in the next five years as the University continues with the plan for significant graduate expansion.

ii) Entering Averages

See Figures A1a and A1b and corresponding **Performance Assessment** on pages 4 and 5 of Section A.

iii) Student Awards

See Figures A2-i and A2-ii and corresponding **Performance Assessment** on pages 6 and 7 of Section A.

iv) Undergraduate Student Retention and Graduation

Figure C1a-iv-a
University of Toronto Retention Rate 1996-05 First-time, Full-time, First Year cohorts,
and Graduation Rate 1996-00 First-time, Full-time, First Year cohorts, CSRDE Study
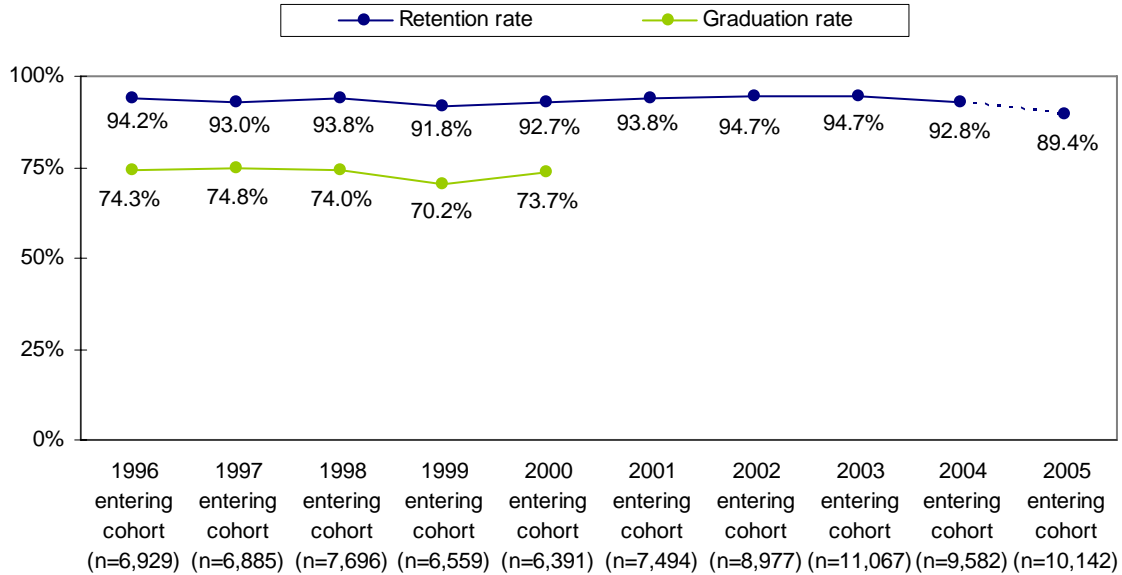
Source: Consortium for Student Data Exchange (CSRDE) Reports: 2003, 2004, 2005, 2006, and 2007. Retention rate = the proportion of entering registrants continuing to following year, 1995 - 99 entering cohorts. Graduation rate = the proportion of entering registrants in a 4-year program graduating at the end of the sixth year, 1995 - 99 entering cohorts.
Notes: Starting with the1999 cohort, students registered in three-year programs have been excluded, and students who continue to a undergraduate professional programs are included. The retention rate in the most recent year (2005 cohort), is understated as it does not include students who step out for one year and then return. For instance, for the 2004 cohort, 272 students did not return in the fall of 2005, but did return in the fall of 2006.   The retention rate for the 2004 cohort was restated to include these students.

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

Figure C1a-iv-b
First Year Retention Rate
Toronto vs. Other Public Institutions by Selectivity
2005 Full-time, First-time First-Year Cohort Continuing Their Studies in 2006
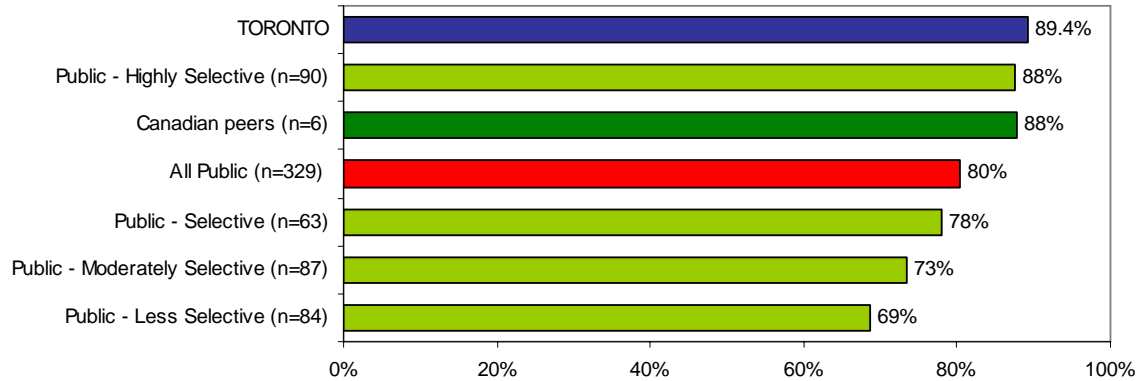
Source: CSRDE Report 2007.
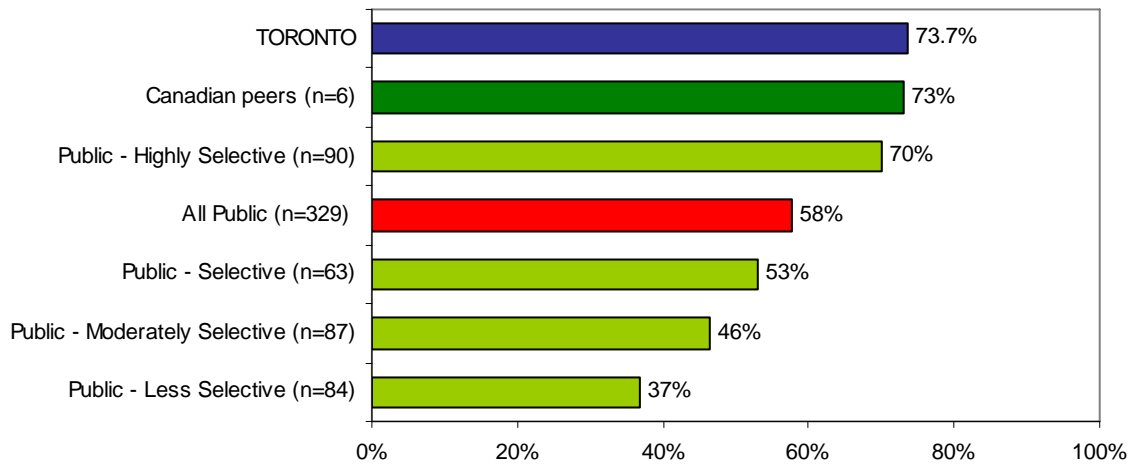Note: Only Canadian peers who exclude 3 year degree programs in their calculations are included.
The CSRDE survey includes public and private institutions in North America. We have chosen public institutions as our comparator. The CSRDE survey is based on the premise that an institution's retention and completion rates depend largely on how selective the institution is. Therefore, CSRDE reports the retention and graduation results by four levels of selectivity defined by entering students' average SAT or ACT test scores. Highly Selective – SAT above 1100 (maximum 1600) or ACT above 24 (maximum 36); Selective – SAT 1045 to 1100 or ACT 22.5 to 24; Moderately Selective – SAT 990 to 1044 or ACT 21 to 22.4; Less Selective – SAT below 990 or ACT below 21.

The chart above indicates that 89.4% of UofT's full-time, first-year students who entered into a first-entry four-year undergraduate program in Fall 2005 continued their studies in Fall 2006. This is compared to an 88% retention rate cited at highly selective public institutions and the Canadian peer institutions.

Figure C1a-iv-c
Six-Year Graduation Rate
Toronto vs. Other Public Institutions by Selectivity
2000 Full-time, First-time, First Year Cohort Graduating by 2006

Source: CSRDE Report 2007.
Note: Only Canadian peers who exclude 3 year degree programs in their calculations are included.

The chart above indicates that 73.7% of UofT's full-time, first-year students who entered into a first-entry four-year undergraduate program in 2000 graduated within six years, by 2006. This compares to a 70% graduation rate cited at highly selective public institutions and 73% at Canadian peer institutions.

Performance Assessment:
The proportion of first-year students continuing to their second year remains high at 89.4%. Also, the overall six-year graduation rate has increased to 73.7% for the 2000 cohort, and continues to compare favourably to other public institutions, including those in the highly selective category and Canadian peer institutions. It should be noted that, in addition to the methodology not including transfer students, the retention rate in the most recent year (2005 cohort), is understated as it does not include students who step out for one year and then return. For instance, for the 2004 cohort, 272 students did not return in the fall of 2005, but did return in the fall of 2006. Also, starting with the 1999 cohort, students registered in three-year degree programs were removed from the analysis which could explain some of the observed decline in the 2005 graduation rate. We will continue to monitor these rates in the future under these new definitions.

v) Graduate Time-to-Completion and Graduation

Figure C1a-v-a
Nine-Year Completion Rate
1994, 1995 and 1996 Doctoral Cohorts

| □ Completion rate | ■ % Still Registered |

Humanities
- Toronto 1994 cohort (n=168) — 51.2% — 2.4%
- Toronto 1995 cohort (n=175) — 42.9% — 4.6%
- Toronto 1996 cohort (n=120) — 63.3% — 1.7%
- Canadian Peer 1994 cohort (n=609) — 50.7% — 4.6%
- Canadian Peer 1995 cohort (n=622) — 45.2% — 6.4%
- Canadian Peer 1996 cohort (n=573) — 48.9% — 3.0%

Social Sciences
- Toronto 1994 cohort (n=200) — 58.0% — 4.0%
- Toronto 1995 cohort (n=211) — 55.9% — 2.8%
- Toronto 1996 cohort (n=205) — 65.4% — 1.0%
- Canadian Peer 1994 cohort (n=1,121) — 52.3% — 4.8%
- Canadian Peer 1995 cohort (n=1,117) — 53.9% — 5.2%
- Canadian Peer 1996 cohort (n=1,157) — 59.0% — 2.7%

Physical & Applied Sciences
- Toronto 1994 cohort (n=161) — 80.7% — 1.9%
- Toronto 1995 cohort (n=162) — 71.0% — 0.6%
- Toronto 1996 cohort (n=155) — 73.5% — 1.3%
- Canadian Peer 1994 cohort (n=1,046) — 71.4% — 1.8%
- Canadian Peer 1995 cohort (n=983) — 68.1% — 2.2%
- Canadian Peer 1996 cohort (n=991) — 70.5% — 0.9%

Life Sciences
- Toronto 1994 cohort (n=162) — 74.7% — 0.6%
- Toronto 1995 cohort (n=169) — 75.1% — 3.0%
- Toronto 1996 cohort (n=200) — 77.0% — 1.0%
- Canadian Peer 1994 cohort (n=848) — 74.8% — 1.5%
- Canadian Peer 1995 cohort (n=876) — 71.6% — 2.1%
- Canadian Peer 1995 cohort (n=996) — 75.1% — 1.0%

All Disciplines
- Toronto 1994 cohort (n=691) — 65.6% — 2.3%
- Toronto 1995 cohort (n=717) — 60.7% — 2.8%
- Toronto 1996 cohort (n=680) — 70.3% — 1.2%
- Canadian Peer 1994 cohort (n=3,637) — 62.9% — 3.1%
- Canadian Peer 1995 cohort (n=3,609) — 60.6% — 3.8%
- Canadian Peer 1996 cohort (n=3,726) — 64.8% — 1.8%

0%   25%   50%   75%   100%

Source: G13DE.
Note: Canadian peer cohorts exclude UofT. 1993 Doctoral Cohort as of Winter 2002; 1994 Doctoral Cohort as of Winter 2003; 1995 Doctoral Cohort as of Winter 2004.

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 the means at our Canadian peers.

Figure C1a-v-b
Median Number of Terms Registered to Degree for Graduates
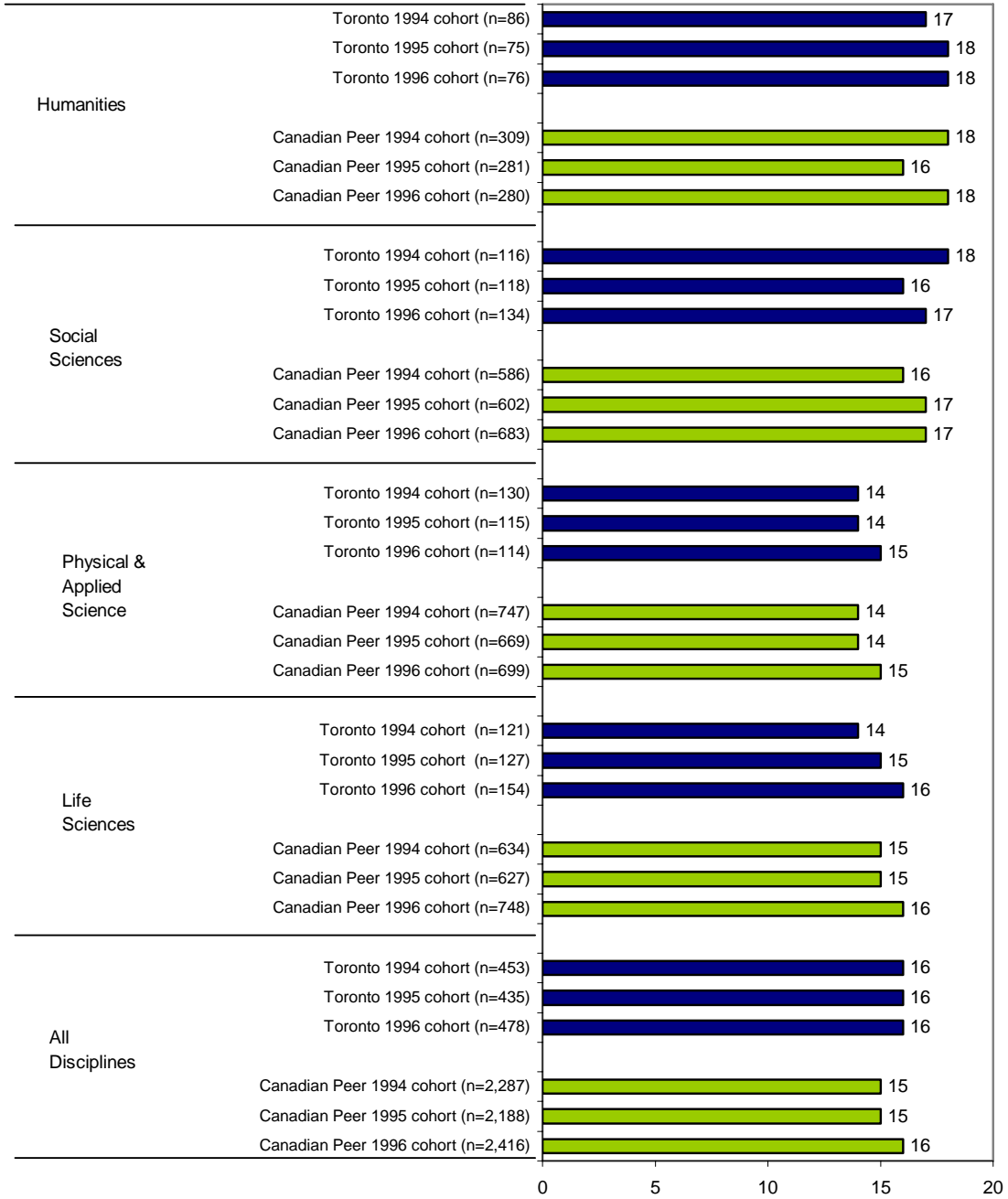**1994, 1995, and 1996 Doctoral Cohorts**

Source: G13DE.
Note: Canadian peer cohorts exclude UofT. 1994 Doctoral Cohort as of Winter 2003; 1995 Doctoral Cohort as of Winter 2004; 1996 Doctoral Cohort as of Winter 2005.

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

Performance Assessment:
While time-to-degree completion levels within discipline groupings remain similar to the mean at our Canadian peers, the University of Toronto's completion rate of doctoral students who began their studies in 1996 and graduated within nine years now exceeds the mean at our Canadian peers for all the discipline groupings as well as overall (70.3% versus 64.8%). For the 1996 cohort, notable improvements in the PhD completion rate have occurred in the Humanities (42.9% to 63.3%) and Social Science (55.9% to 65.4%) disciplines. Some of this variance can be explained by the change made to the methodology starting with the 1995 cohort; however, the 1996 completion rates in these discipline categories still far exceed the 1994 cohort rates. Possible explanations for these improvements include two institutional policy changes made in 1995-96: new institutional requirements regarding graduate student supervision; and, changes in program structure from a five-year to four-year format (Humanities-specific).

It should also be noted that these rates compare favourably to PhD completion rates for US Institutions. [24]. Specifically, results from a recent study in the US indicate the following ten-year completion rates by discipline category: Humanities (49%), Social Sciences (56%), Math & Physical Sciences (55%), Engineering (64%), and Life Sciences (64%). Recent improvements to financial support programs for graduate students should also impact completion rates. We will continue to monitor the PhD completion rates for later cohorts.

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[24] Results are from the PhD Completion Project conducted by the Council of Graduate Schools in 2005. The data reflects ten-year completion data for three cohorts for the period 1992-93 through 1994-95. Twenty-nine US universities participated, including both public and private institutions.

vi) Scholarships and Bursaries as a Percentage of Operating Expenses

Figure C1a-vi
Percentage of Scholarships and Bursaries to Total Operating Expenditures,
1996-97 to 2005-06
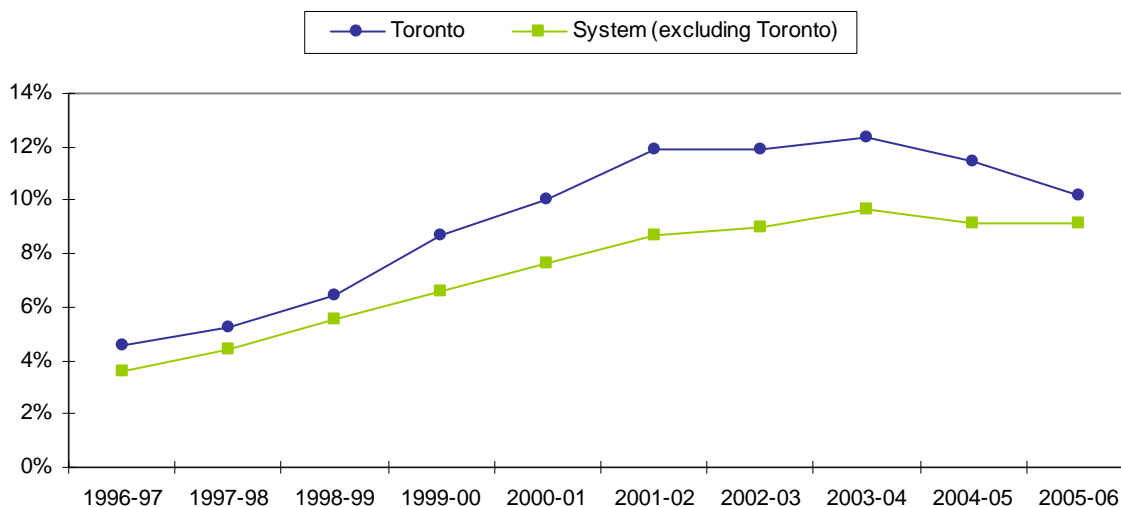
Source: Compendium of Statistical and Financial Information - Ontario Universities 1998-99, 1999-00, 2000-01, 2001-02, 2002-03, 2003-04, 2004-05 & 2005-06 and Volumes I and II for 1996-97 and 1997-98 Council of Ontario Universities (COU).
Scholarships and Bursaries include all payments to undergraduate and graduate students and from both internal and external sources. These payments include scholarships (OGS, OSOTF, OGSST, etc), bursaries (UTAPS), prizes and awards. Scholarships and Bursaries for UofT and the Ontario System include student aid funded from restricted funds.
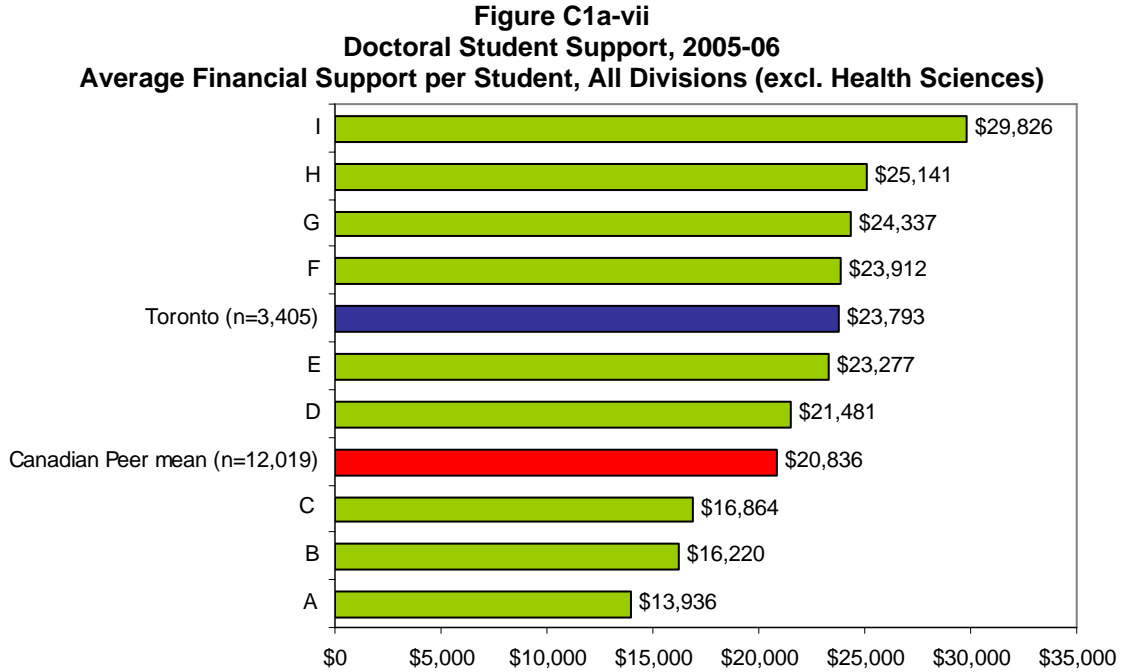
The chart above shows the percentage of scholarships and bursaries to total operating expenses for UofT compared to the other Ontario universities, from 1996-97 to 2005-06.

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 10.2% in 2005-06. The introduction of new scholarship initiatives and the University's student aid policy are the major factors contributing to the growth in these expenditures. These expenditures have started to decline as a percentage of total operating expenditures and the absolute amounts have leveled-off. In 2005-06, the University spent $112 million[25] on scholarships and bursary-related expenditures for both undergraduate and graduate students, $3 million less than the previous year. Enhancements made to the OSAP program announced in the 2005 Ontario Budget, which reduced the required UTAPS expenditures ($5M), explains some of this reduction. In addition, a correction made by the University in 2005-06 for over-spending in the UTAPS program further accounts for some of the reduction in spending ($6M). Still, the University's level of expenditure remains above the Ontario system average. In the future, we would expect this gap to narrow further as the Student Access Guarantee is implemented by other universities in Ontario and continuing enhancements for support by the Government of Ontario are made, reducing the demand for the reallocation of resources by the University towards financial aid.

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[25] Excludes an additional $19M in student aid funded by the Federal Granting Councils.

vii) Graduate Financial Support

Figure C1a-vii
Doctoral Student Support, 2005-06
Average Financial Support per Student, All Divisions (excl. Health Sciences)

I	$29,826
H	$25,141
G	$24,337
F	$23,912
Toronto (n=3,405)	$23,793
E	$23,277
D	$21,481
Canadian Peer mean (n=12,019)	$20,836
C	$16,864
B	$16,220
A	$13,936

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

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

Performance Assessment:
The average financial support provided to doctoral students at the University of Toronto in 2005-06 was $23,793, which ranks fifth among our Canadian peer institutions and exceeds the 2005-06 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[26] from the aggregate data 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. Consistent with the University's academic mission and the Government's *Reaching Higher* plan, the University has commenced a significant expansion of graduate enrolment. This expansion will strengthen the research enterprise of the University and create opportunities for enhancing the student experience of both undergraduate and graduate

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[26] Data from the health sciences were excluded because funding which flows to the students through the hospitals is only available for the previous year, i.e., is one year out of date.

students. While some key resources have been made available, continued implementation of the expansion is contingent on the availability of adequate research funding and graduate student awards. Regular monitoring and modification of the plan will be required as these resources are identified.

b. Faculty
   i)   Honours
         a) Honours
         b) Honours in the Humanities
   ii) Teaching Awards
   iii) Research Output and Impact
       a) Research Yields and Funding
       b) Research Publications and Citations
       c) Research Publications in the Humanities
   iv)   Retention
       a)   Voluntary Exits
       b)   Faculty Responses

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. This year we have added the Provincial LIFT awards to our Teaching Awards measure and Research honours and output in the Humanities. Also, in an effort to further measure faculty retention, we have added relevant responses to the University Faculty and Staff Experience Survey (Speaking UP).

i) Honours
a) Honours
 See Figure A3-i and the corresponding **Performance Assessment** on pages 9 to 10 of Section A.

b) Honours in the Humanities
 See Figure A3-ii and the corresponding **Performance Assessment** on page 10 of Section A.

ii) Teaching Awards
See Figures A4a and A4b and the corresponding **Performance Assessment** on pages 12 to 14 of Section A.

iii) Research Output and Impact

a) Research Yields and Funding
See Figures A5a, A5b and A5c and the corresponding **Performance Assessment** on pages 15 to 17 of Section A.

b) Research Publications and Citations
See Figures A6-i-a and A6-i-b and the corresponding **Performance Assessment** on pages 19 to 22 of Section A.

c) Research Publications in the Humanities
See Figures A6-ii-a and A6-ii-b and the corresponding **Performance Assessment** on page 22 in Section A.

iv) **Retention**

Figure C1b-iv-a
Voluntary Exits, Retirements and Other Exit Types from the University:
Full-Time Tenure/Tenure Stream Faculty
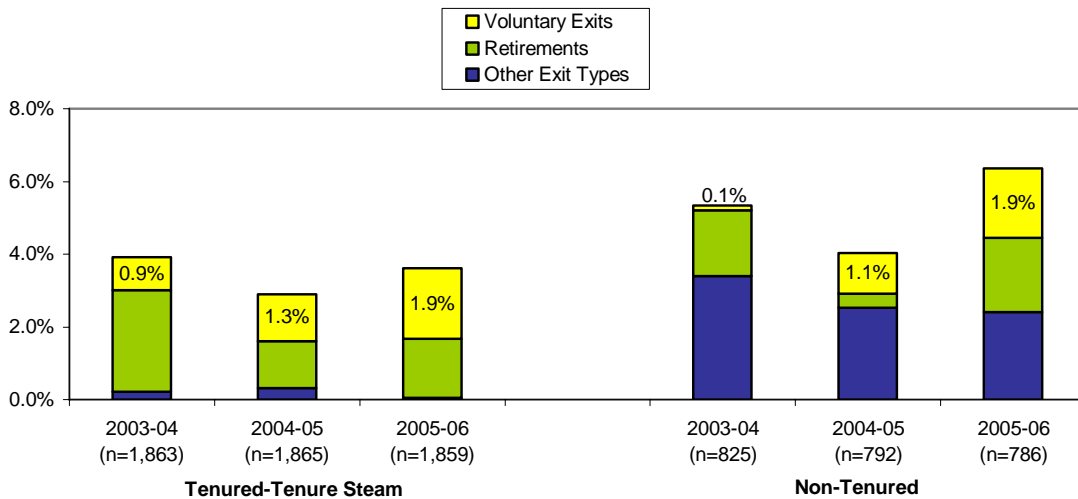
Source: Employment Equity Annual Report Table 11(A).
Note: Time period is from October 1 to September 30. Faculty count is at the beginning of the period.

The above chart indicates the percentage of Full-time tenured-tenure stream faculty and non-tenure stream 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). The top bars represent the percentage of faculty who voluntarily resigned from their position.

Figure C1b-iv-b
UofT Faculty and Staff Experience Survey
Given your choice, how likely are you to be working at U of T three years from now?

| □ Very Likely, Quite Likely | □ Somewhat Likely | □ Not Very Likely, Not At All Likely |

Total UofT (n=3,680)	77%	15%	8%
Faculty (n=962)	81%	13%	6%

0%   25%   50%   75%   100%

Source: UofT Faculty and Staff Experience Survey: Speaking UP, November 2006.
Note: Oliver Wyman (formerly Mercer Delta Consulting) provided benchmarks for selected questions (indicated by the red triangle). These benchmarks are based on a combination of 50 public and private organizations (with the majority being private).

The red triangle is a benchmark indicator showing how UofT compared to aggregated results from a cross-section of public and private sector employers. Eighty-one percent of faculty respondents indicated they were either very likely or quite like to be working at UofT three years from now. This compares with 50% from the benchmark group.

Performance Assessment:

In 2005-06, 1.9% of the full-time tenured/tenure stream faculty and 1.9% of non-tenure stream faculty voluntarily exited from the University. The retention of both tenured/tenure stream and non-tenured faculty appears to have grown over the past three years. With respect to faculty survey responses regarding retention, eighty-one percent of faculty respondents indicated they were either very likely or quite like to be working at UofT three years from now which compares to 50% from the benchmark group. To enhance our understanding of whether we are performing well on retaining our best faculty, and in particular our new faculty, the University will participate in the Collaborative on Academic Careers in Higher Education (COACHE) Survey in 2007-08.[27] With respect to retirements, it should be noted that in April 2005 the University ratified an agreement with the University of Toronto Faculty Association (UTFA) to end mandatory retirement for faculty and librarians at age 65. Shortly thereafter, the Province passed an amendment to the Ontario Human Rights Code, making mandatory retirement illegal in the Province[28].

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.

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[27] The Collaborative Academic Careers in Higher Education provides academic leaders with in-depth peer data to monitor and improve work satisfaction among full-time, tenure-track faculty.

[28] On April 13, 2005, in a unanimous vote, Governing Council ratified the agreement between the UofT and UTFA to end mandatory retirement for faculty and librarians whose 65th birthday occurs on or after July 1, 2005. In December 2005, the Ontario legislature passed an amendment to the Ontario Human Rights Code to prevent seniors from facing age discrimination at work, and making mandatory retirement illegal in the province. It gave employers a one-year transition period that ended Dec. 12, 2006.

While we generally 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 recognition for 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 have established a Teaching Academy that will advise on best practices in this area. A process of exit surveys and interviews is under development for those leaving the University. Through this mechanism, we hope to better understand perceptions of the academic career at the University of Toronto. In addition, the COACHE survey results will help us establish a baseline of our current performance and provide comparative peer data.

c. Staff: Retention
>   i) Voluntary Exits
>   ii) Staff Responses

Performance Relevance:
In this year's report we are able to provide two measures of staff retention. Voluntary exits statistics from our annual Human Resources and Equity Report, which includes comparative data from education and health sectors, and responses from the Faculty and Staff Experience Survey (Speaking UP) related to staff retention. These data provide some indication of the rate at which we are able to retain excellent staff.

Figure C1c–i
Voluntary Turnover of Full-Time Administrative/Support Staff
Compared to Overall Canada and Education and Health Sectors
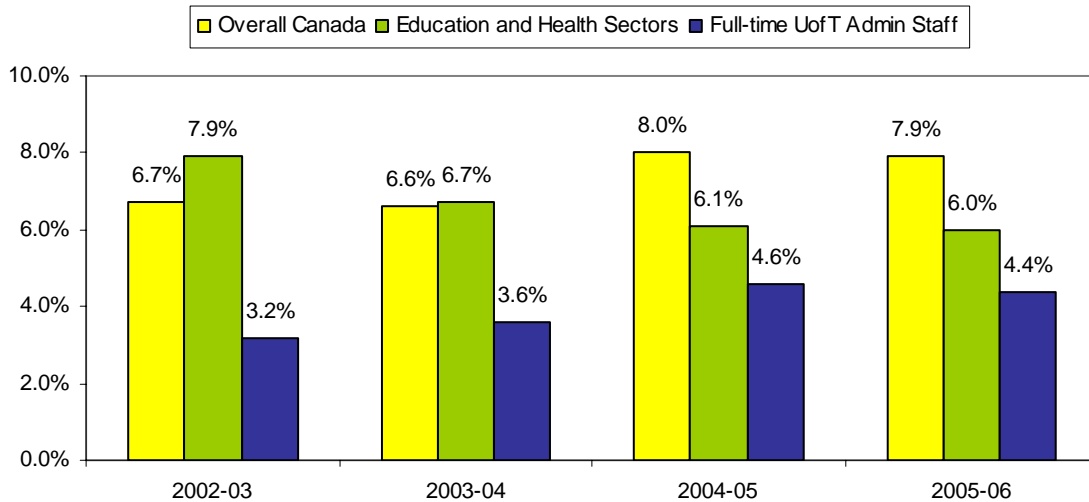
Source: HR and Equity Annual Report 2006 Table 10.6.2   Benchmarks from "Compensation Planning Outlook 2007" Conference Board of Canada, Chart 11
Note: Voluntary turnover excludes retirements and involuntary departures.

The above chart compares the voluntary turnover rate of full-time UofT administrative/support staff to the voluntary turnover rate of staff in the Education and Health sectors and the overall national turnover rate from 2002-03 to 2005-06.

Figure C1c–ii
UofT Faculty and Staff Experience Survey
Given your choice, how likely are you to be working at U of T three years from now?

Source: UofT Faculty and Staff Experience Survey: Speaking UP, November 2006.
Note: Oliver Wyman (formerly Mercer Delta Consulting) provided benchmarks for selected questions (indicated by the red triangle). These benchmarks are based on a combination of 50 public and private organizations (with the majority being private).

The red triangle is a benchmark indicator showing how UofT compared to aggregated results from a cross-section of public and private sector employers. Seventy-five percent of staff respondents indicated they were either very likely or quite likely to be working at UofT three years from now. This compares with 50% from the benchmark group.

Performance Assessment:

While the proportion of full-time staff who have resigned voluntarily has grown slightly over the past three years, these rates remain significantly below those of the health and education sector's retention (4.4% vs. 6.0%). Similarly, when asked how likely they were to be working at UofT three years from now, 75% responded 'very' or 'quite likely', which compares to 50% for the benchmark.

Performance Goal:

As for faculty, a process of exit surveys and interviews for staff leaving the University will be developed to enable us to better understand the reasons employees choose to leave. We will continue to use the employee experience survey data to assist in determining the areas we should focus on. We also intend to implement a more formal succession planning process to prepare potential internal candidates for senior positions.

C2. Improve the Employee Experience

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

Our faculty and staff 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 they interact.

Recently, the University of Toronto maintained its position as one of the top 100 employers in Canada – one of only three educational institutions to make the list, and one of the top 50 employers in the GTA. 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. 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 position responsible for quality of work-life.

This year, the Offices of the Vice-President and Provost and the Vice-President, Human Resources and Equity undertook the development and launch of a workplace survey that provides information regarding faculty and staff satisfaction. The University of Toronto Faculty and Staff Experience Survey (Speaking UP) was administered by an independent consulting firm Oliver Wyman (Formerly Mercer Delta Consulting) and conducted from October 10 to November 10, 2006 in both web-based and paper formats. Of the 8,036 eligible employees who were invited to participate, 4,191 responded — a response rate of 52.2%. While the results will continue to be examined over the year, we are able to provide some results for a select group of questions regarding employee satisfaction and training[27].

Performance Measures:
    a. Training
        i) Academic Administrator, Faculty and Staff Training
        ii) Faculty, Librarian and Staff Responses
    b. Employee Satisfaction: Faculty, Librarian and Staff Responses

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[27] More information regarding the survey and summary report of the survey results can be found at http://www.hrandequity.utoronto.ca/news/Speaking_UP.htm

a. Training
    i) Academic Administrator, Faculty and Staff Training
    ii) Faculty, Librarian and Staff Responses

Performance Relevance:
An important element of an employees' experience is adequate training to conduct their jobs and advance their careers. In this year's report we are providing metrics regarding training for newly appointed academic administrators, faculty[28] and staff.

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. In this year's report, we are also able to provide survey results regarding faculty and staff satisfaction with training opportunities offered by the University from the University of Toronto Faculty and Staff Experience Survey (Speaking UP).

Figure C2a-i-a
**Training sessions for Newly Appointed Academic Administrators**
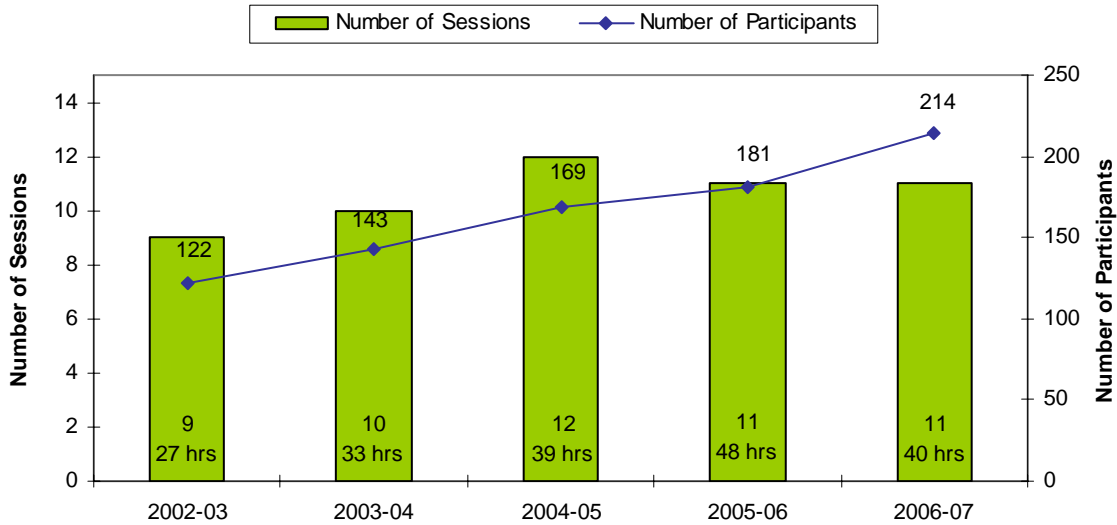
Source: Office of the Vice-President and Provost.
The topics in 2002-03 included: Academic Life Issues, Retention, Financial Management, Leadership Retreat, Managing in a Unionized Environment, Managing People, University Advancement. The topics in 2003-04 included: Academic Life Issues, Retention, Grievance Procedures, Leadership Retreat, Managing People, Orientation, Research, University Advancement. The topics in 2004-05 included: Academic Life Issues, Equity Issues I, Financial Management, Leadership Retreat, Managing People, Research, Student Experience, University Advancement. The topics in 2005-06 included: Academic Life, Retention, Financial Management, Leadership Retreat, Managing People, Managing your Infrastructure, Negotiations & Conflict Resolution, Research, Student Experience, University Advancement. The topics in 2006-07 included: Crisis & Pandemic Management, Financial Management, Grievance Procedures, Internal Audit Procurement & Contracts, Managing People, Managing your Infrastructure, Orientation & Leadership Retreat, Research, Sick Leave LTD & Accommodation, Student Experience, University Advancement.

> The bars above represent the total number of training sessions for new academic administrators (with the corresponding total number of hours spent noted below on each bar), while the line indicates the number of participants in these training sessions.

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[28] Faculty Integration Workshops are designed to introduce the University of Toronto and assist new faculty members as they settle into a career in academia. The sessions are offered to all new appointed faculty in the first two years of their appointment.

Figure C2a-i-b
Faculty Integration Workshops:
**Number of Registrations 2005-06 to 2006-07**
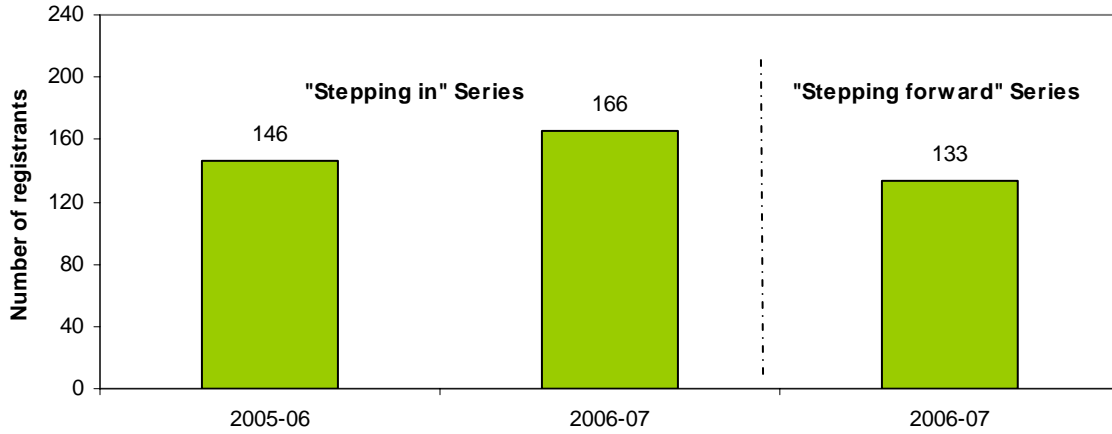
Source: Office of the Vice-President and Provost.
Notes: The "Stepping In" Series were created for new Faculty and Staff. The topics for workshops in the "Stepping in" Series in 2005-06 included: Student Experience, Graduate Education, Equity. Topics in 2006-07 included: Integrating Teaching & Research, Putting Stepping Up in Context, Filing for the First Time, Being Interdisciplinary.
The "Stepping Forward" Series started in 2006-07 for mid-career faculty. The topics for workshops in the "Stepping Forward" Series in 2006-07 include: Research and Faculty Careers, Academic Leadership.

The bars above represent the number of faculty registrations for 'Stepping in' series of Integration Workshops offered for new faculty since November 2005, and faculty registrations for 'Stepping forward' series of integration Workshops started for mid-career faculty in 2006-07.

Figure C2a-i-c
Training for Full-Time Administrative/Support Staff,
September 2003-2006
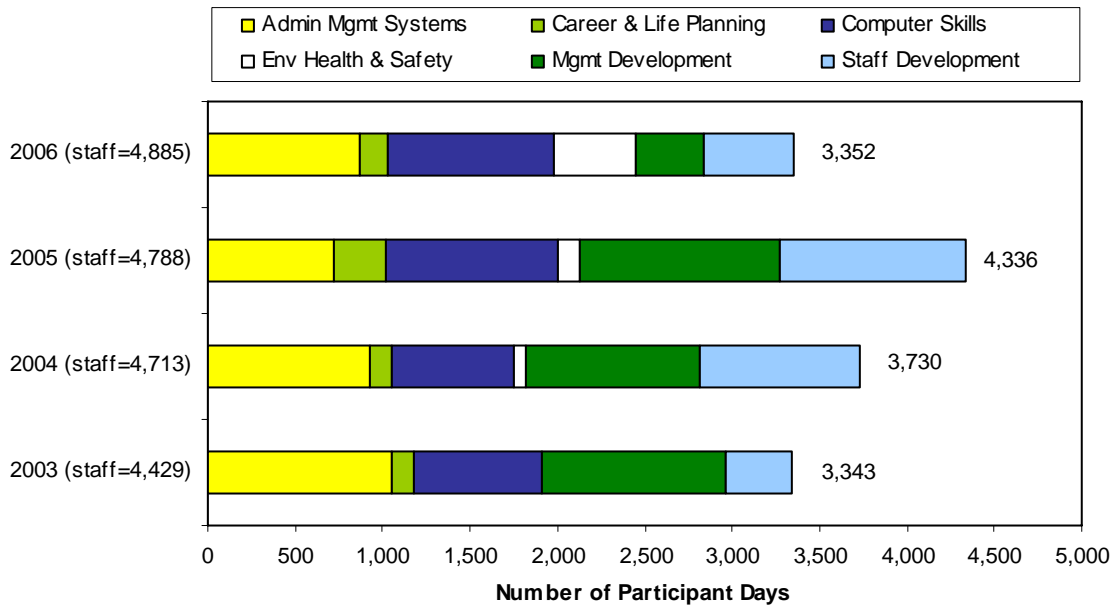
Source: Table 9(A) Employment Equity Reports; Appendix 2 Human Resources and Equity Annual Reports.

The chart above represents the distribution of administrative/support staff training received over a 4 year period.

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Figure C2a-ii-a
UofT Faculty and Staff Experience Survey
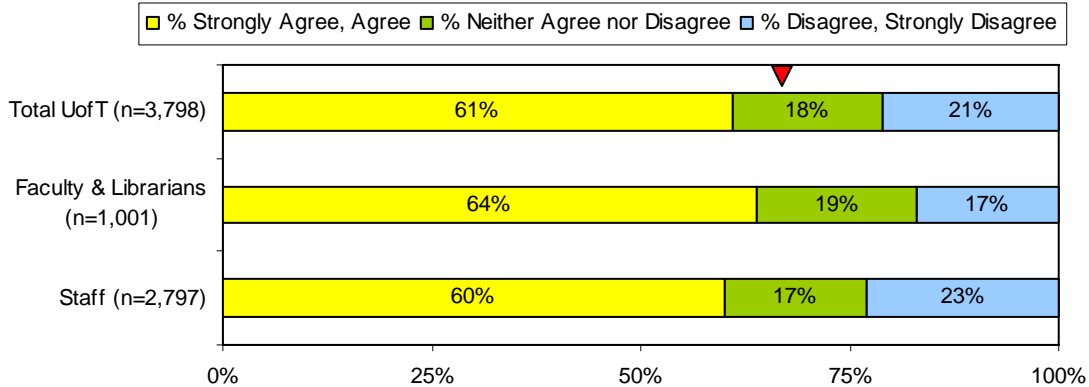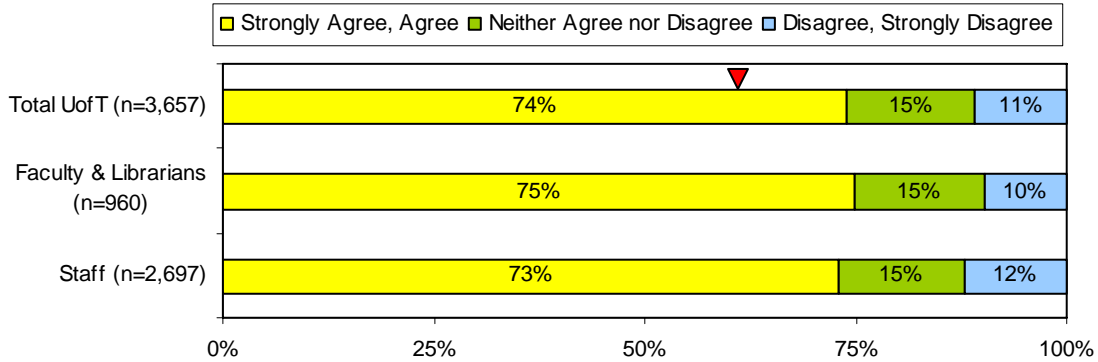**I am satisfied with the training and development provided to me in my job.**

☐ % Strongly Agree, Agree ☐ % Neither Agree nor Disagree ☐ % Disagree, Strongly Disagree

	Strongly Agree, Agree	Neither Agree nor Disagree	Disagree, Strongly Disagree
Total UofT (n=3,798)	61%	18%	21%
Faculty & Librarians (n=1,001)	64%	19%	17%
Staff (n=2,797)	60%	17%	23%

0%   25%   50%   75%   100%

Figure C2a-ii-b
UofT Faculty and Staff Experience Survey
My unit head/manager supports my training and development needs

☐ Strongly Agree, Agree ☐ Neither Agree nor Disagree ☐ Disagree, Strongly Disagree

	Strongly Agree, Agree	Neither Agree nor Disagree	Disagree, Strongly Disagree
Total UofT (n=3,657)	74%	15%	11%
Faculty & Librarians (n=960)	75%	15%	10%
Staff (n=2,697)	73%	15%	12%

0%   25%   50%   75%   100%

Source: UofT Faculty and Staff Experience Survey: Speaking UP, November 2006.
Note: Oliver Wyman (formerly Mercer Delta Consulting) provided benchmarks for selected questions (indicated by the red triangle). These benchmarks are based on a combination of 50 public and private organizations (with the majority being private).

The red triangles in the two charts above are benchmark indicators showing how UofT compared to aggregated results from a cross-section of public and private sector employers. The benchmark for the top figure is 65.6%. The benchmark for bottom figure is 64.2%.

Performance Assessment:

The number of sessions and hours spent in training sessions for new academic administrators leveled-off after significant expansion in the past three years, however the number of participants continues to rise. The growth in the participants in the Faculty integration workshops for new faculty over the previous year (146 to 166 registrants) is a result of a new workshop offering. In addition to training for new academic administrators and new faculty, in 2006-07 the University offered a new series of workshops, "Stepping forward" (133 attendees) for mid-career faculty.

Recent research provides evidence that a structured and guided orientation can greatly enhance an employee's experience and productivity within an organization. In October

2006, Human Resources and Equity began holding half day orientation sessions that introduce recently hired staff and faculty to a broad range of topics that are fundamental to developing an understanding of the University's organization and environment. Employee participation in one of two sessions was 102 during 2006.

With respect to staff training, fewer courses were offered in 2006 due to an extensive review of the learning programs offered. As a result, the number of participants declined by 20 percent from the previous year. It is anticipated that the participation rates will steadily rise as both new and continuing programs are marketed to employees.

While training appears to be available and participation is increasing, it is not clear whether the training offered by the University is meeting the needs of its employees. Results from the University of Toronto Faculty and Staff Experience Survey (Speaking UP) indicate that training is supported by unit heads/managers, but, employees at the University of Toronto are less satisfied with their training and development than the benchmark respondents. We will examine these results more closely in the coming months and conduct a needs assessment to better understand the learning needs of employees. The launch in 2007 of an on-line, interactive career development website for employees will assist employees to identifying learning needs and resources.

Performance Goal:
While there are many workplace enhancement initiatives already in place, the Vice-President, Human Resources and Equity is continuing to lead the effort to improve coordination and communication of these existing initiatives, as well as to develop further initiatives to improve the work environment. In October 2006, the University started new staff and faculty orientation sessions that will introduce recently hired employees to a broad range of topics that are fundamental to developing an understanding of the University's organization and environment. We will continue to enhance our efforts in the area of staff development. In particular, we will focus on career development for faculty and staff, and succession planning for leadership roles.

b. Employee Satisfaction: Faculty, Librarian and Staff Responses

Performance Relevance:
Surveying our faculty and staff is an important means of measuring the experience of our employees and our ability to be an employer of choice. The University of Toronto Faculty and Staff Experience Survey (Speaking UP) was conducted between October 10 and November 10, 2006[29]. A comprehensive report of the results was circulated to faculty and staff in April 2007.

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

Figure C2b-a
UofT Faculty and Staff Experience Survey
Overall, how satisfied are you with your job?
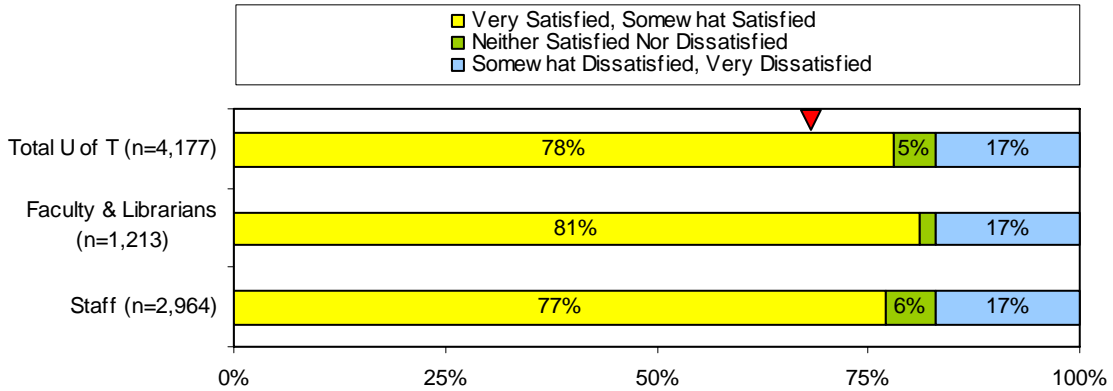
Legend:
- ☐ Very Satisfied, Somewhat Satisfied
- ☐ Neither Satisfied Nor Dissatisfied
- ☐ Somewhat Dissatisfied, Very Dissatisfied

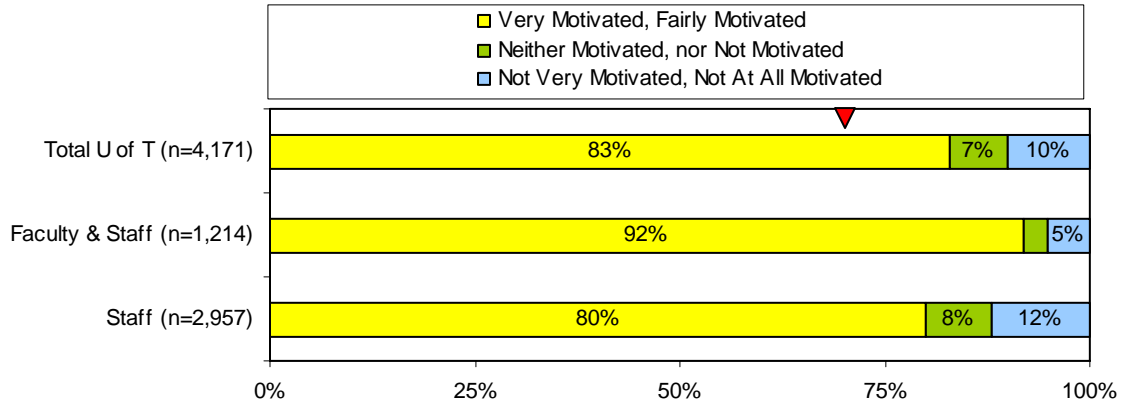|	
Total U of T (n=4,177)	78% / 5% / 17%
Faculty & Librarians (n=1,213)	81% / 17%
Staff (n=2,964)	77% / 6% / 17%

(Axis: 0%, 25%, 50%, 75%, 100%)

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

The red triangle is a benchmark indicator of aggregated results from a cross-section of public and private sector employers. 78% of UofT respondents (81% of Faculty and Librarians and 77% of Staff) indicated overall they were very satisfied or somewhat satisfied with their job. This compares to 69% from the benchmark group.
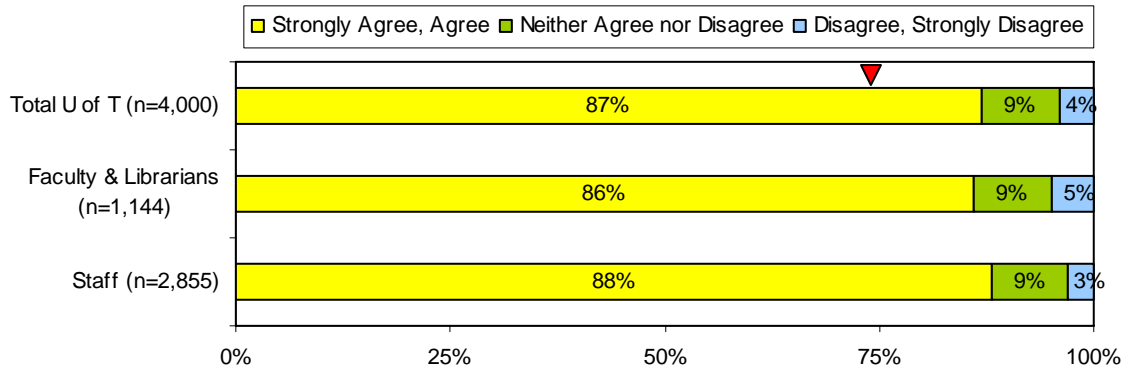
Figure C2b-b
UofT Faculty and Staff Experience Survey
How motivated do you feel in your job?

Legend:
- ☐ Very Motivated, Fairly Motivated
- ☐ Neither Motivated, nor Not Motivated
- ☐ Not Very Motivated, Not At All Motivated

Total U of T (n=4,171)	83% / 7% / 10%
Faculty & Staff (n=1,214)	92% / 5%
Staff (n=2,957)	80% / 8% / 12%

(Axis: 0%, 25%, 50%, 75%, 100%)

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

The red triangle is a benchmark indicator of aggregated results from a cross-section of public and private sector employers. 83% of UofT respondents (92% of Faculty and Librarians and 80% of Staff) indicated they felt very motivated or fairly motivated with their job. This compares to 66% from the benchmark group.
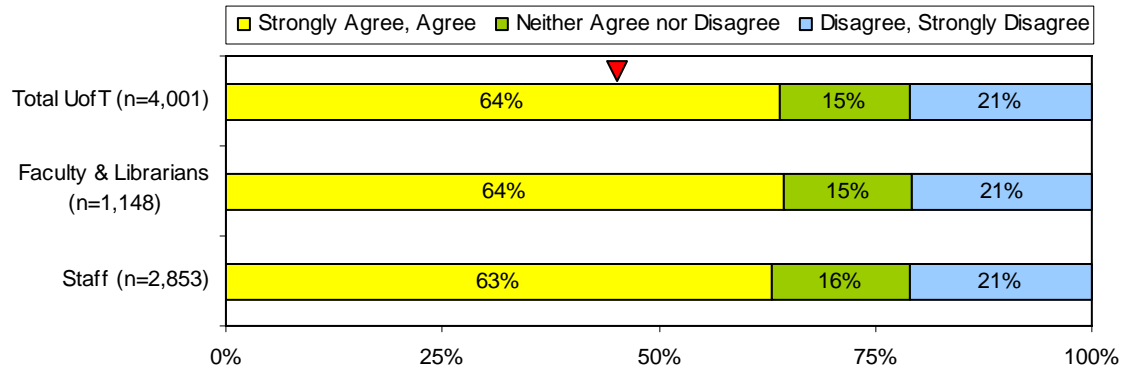
Figure C2b-c
UofT Faculty and Staff Experience Survey
I feel proud to work for U of T

| | Strongly Agree, Agree | Neither Agree nor Disagree | Disagree, Strongly Disagree |

Total U of T (n=4,000): 87% | 9% | 4%

Faculty & Librarians (n=1,144): 86% | 9% | 5%

Staff (n=2,855): 88% | 9% | 3%

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

The red triangle is a benchmark indicator of aggregated results from a cross-section of public and private sector employers. 87% of UofT respondents (86% of Faculty and Librarians and 88% of Staff) indicated they strongly agreed or agreed with the statement "I feel proud to work for UofT". This compares to 72% from the benchmark group.

Figure C2b-d
UofT Faculty and Staff Experience Survey
I feel valued as an employee at U of T

| | Strongly Agree, Agree | Neither Agree nor Disagree | Disagree, Strongly Disagree |

Total UofT (n=4,001): 64% | 15% | 21%

Faculty & Librarians (n=1,148): 64% | 15% | 21%

Staff (n=2,853): 63% | 16% | 21%

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

The red triangle is a benchmark indicator of aggregated results from a cross-section of public and private sector employers. 64% of UofT respondents (64% of Faculty and Librarians and 63% of Staff) indicated they strongly agreed or agreed with the statement "I feel valued as an employee at UofT". This compares to 47% from the benchmark group.

Figure C2b-e
UofT Faculty and Staff Experience Survey
My work allows me to achieve an acceptable balance between my work life
and personal life
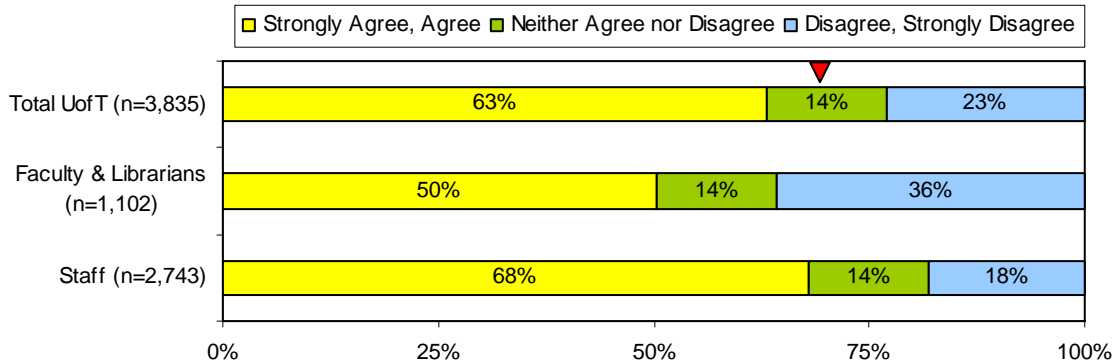
Source: UofT Faculty and Staff Experience Survey: Speaking UP, November 2006.
Note: Oliver Wyman (formerly Mercer Delta Consulting) provided benchmarks for selected questions.

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

Performance Assessment:
A majority of both faculty & librarians (81.1%) and staff (77.4%) indicated positive responses regarding their overall satisfaction at the University of Toronto. These responses compare favourably to the other organization benchmarks. Favourable responses are also observed regarding motivation of faculty and staff in their jobs. On most other specific questions regarding various aspects of satisfaction, both faculty and staff responses exceed the benchmark response. In response to the work/life balance question, faculty responded less favourably than observed in the benchmark data.

Performance Goal:
We will continue to analyze the results of the survey and work with faculty and staff to identify ways to improve in response to the concerns identified.

C3. Create World-Class Infrastructure

Preamble:
In order to support our students in terms of learning and research opportunities and fostering the student community, we require adequate space, equipment and other resources to support teaching and scholarly activities. Accordingly, the following are important considerations for the University:

- Maintaining the purchasing power of the libraries acquisitions budgets.
- Maintaining our vigilance on cost and schedules as we continue to implement the present capital plan.
- Continuing 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.
- Making significant inroads on our deferred maintenance problem.

Performance Measures:
We have selected three indicators to measure our ability to create a world-class infrastructure including measures of our library resources and usage, usage of space and level of deferred maintenance. This year, we have added results from the LibQUAL survey, a survey which is aimed at helping libraries assess and improve library services.[32]. In an effort to supplement the findings from the University of Toronto Library User Survey conducted in 2006, the University participated in LibQUAL in Spring 2007.

> **a. Library Resources, Usage and Satisfaction**
>   **i) ARL Index**
>   **ii) CGPSS Responses**
>   **iii) LibQUAL Results**
> **b. Space Allocation**
> **c. Deferred Maintenance**

a. Library Resources and Usage
   i) ARL Index
   ii) CGPSS Responses
   iii) LibQUAL Results

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[32] LibQUAL is a web-based survey which includes participating universities in the US, Canada, the UK and other European countries. By comparing your institution's data with that of peer institutions and examining the practices of those libraries that are evaluated highly by other users, LibQUAL provides information on where services need improvement.

Performance Relevance:
Library resources are central to the University's mission as a public research university. For comparative purposes the appropriate peer group for the University of Toronto is the Association of Research Libraries (ARL) whose membership comprises over 100 research university libraries in North America. ARL annually reports a ranking of its membership based on an index of size as measured using five variables. It should be noted that these are a new set of expenditure-focused variables established in 2005-06[33].

Student and faculty perspectives provide some measure of the perceived quality of our library resources. In addition to responses from graduate students from the 2005and 2007 CGPSS, in March 2007 the LibQUAL Survey was administered to students, staff and faculty. A total of 1,118 responses were analyzed.

Figure C3a-i
Major North American Research Libraries

ARL RANK	2002-03 UNIVERSITY	2003-04 UNIVERSITY	2004-05 UNIVERSITY	2005-06 UNIVERSITY
1	Harvard	Harvard	Harvard	Harvard
2	Yale	Yale	Yale	Yale
3	California, Berkeley	California, Berkeley	**Toronto (3rd)**	Columbia
4	Michigan	**Toronto (4th)**	California, Berkeley	**Toronto (4th)**
5	**Toronto (5th)**	Columbia	Columbia	California, Berkeley
6	Columbia	Michigan	Pennsylvania State	California, L.A.
7	Pennsylvania State	California, L.A.	California, L.A.	Michigan
8	California, L.A.	Cornell	Cornell	Pennsylvania State
9	Cornell	Pennsylvania State	Wisconsin	Texas
10	Wisconsin	Wisconsin	Texas	Cornell

Top 4 Canadian Universities (after Toronto)

2002-03 RANK/ UNIVERSITY	2003-04 RANK/ UNIVERSITY	2004-05 RANK/ UNIVERSITY	2005-06 RANK/ UNIVERSITY
37/British Columbia	32/British Columbia	29/British Columbia	27/Alberta
49/Alberta	38/Alberta	32/Alberta	29/British Columbia
54/McGill	44/Montreal	38/McGill	34/Montreal
71/Montreal	46/McGill	39/Montreal	39/McGill

Source: Association of Research Libraries Statistics (2005-06: 2002-03 to 2004-05 re-stated).
Note: The above chart has been re-stated using the new ARL Expenditures-Focused Index from 2002-03 to 2005-06. Institutions are ranked according to total library expenditures, total library materials expenditures, salaries and wages of professional staff, and total number of professional and support staff.

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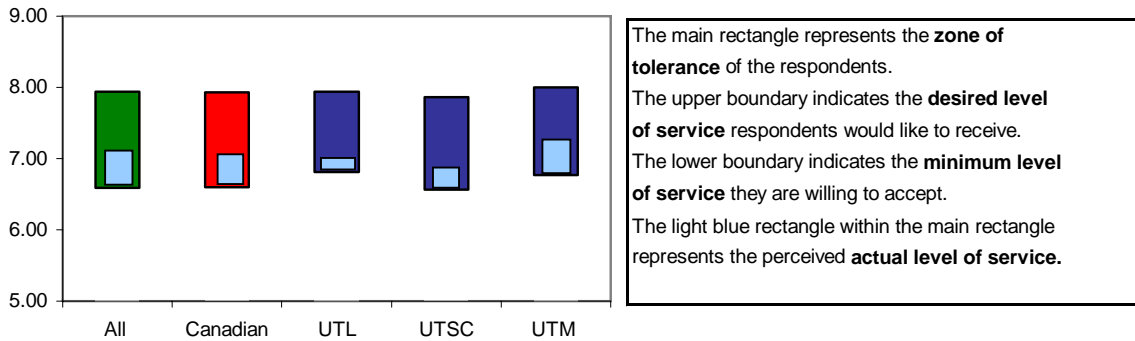Previous variables: Number of volumes held; Number of volumes added (gross); Number of current serials received; Total expenditures; Number of professional plus non-professional staff.

Figure C3a-ii
CGPSS 2005 and CGPSS 2007 Results
Library Facilities: Frequency of Use and Quality of Experience
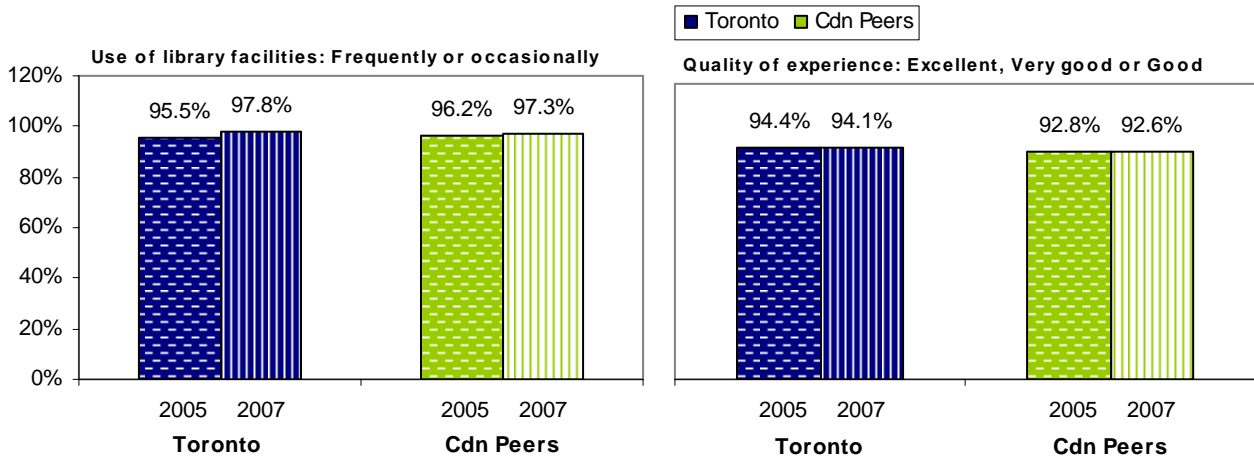

Source: 2005 and 2007 CGPSS survey results.

Figure C3a-iii
LibQUAL Survey - All Respondents
Overall

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

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

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

Affect of Services
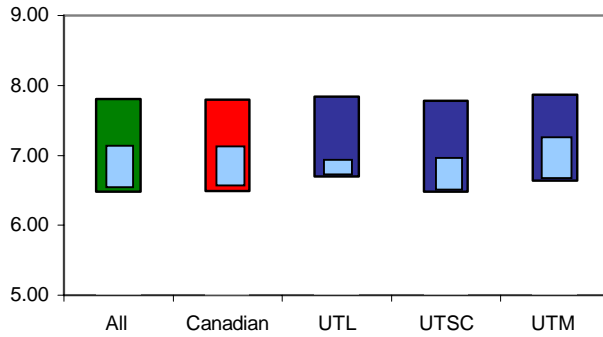
Affect of Services Survey Items:

Employees who instill confidence in users;

Giving users individual attention;

Employees who are consistently courteous;

Readiness to respond to users' questions;

Employees who have the knowledge to answer
 user questions;

Employees who deal with users in a caring fashion;

Employees who understand the needs of their users;

Willingness to help others;

Dependability in handling users' service problems.

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

Information Control
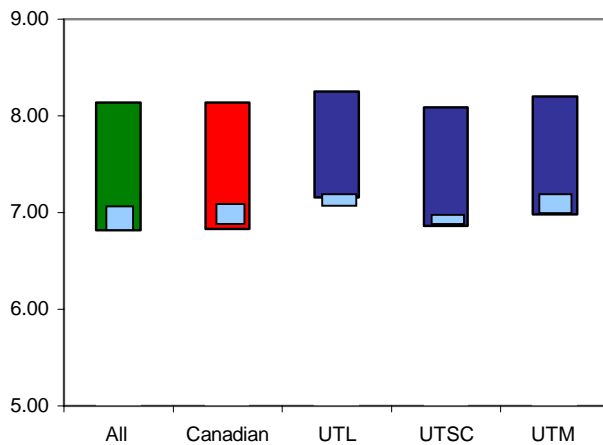
Information Control Survey Items:

Making electronic resources accessible from my
 home or office;

A library Web site enabling me to locate information
 on my own;

The printed library materials I need for my work;

The electronic information resources I need;

Modern equipment that lets me easily access
 needed information;

Easy-to-use access tools that allow me to find
 things on my own;

Making information easily accessible for
 independent use;

Print and/or electronic journal collections I require
 from my work.

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

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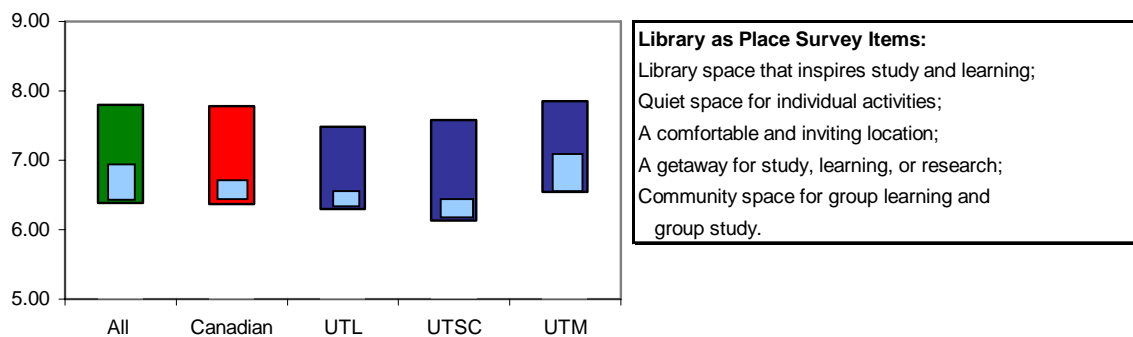
Library as Place	Legend	All	Canadian	UTL	UTSC	UTM
Desired	upper boundary	7.80	7.78	7.48	7.58	7.85
Minimum	lower boundary	6.39	6.37	6.30	6.13	6.54
Perceived	☐	6.89	6.65	6.53	6.20	7.05
Number of respondents		97,718	42,265	568	221	256

Performance Assessment:

In 2005-06, the University of Toronto dropped to fourth from its third-place position on the ARL index and maintained its first-place position among publicly-funded institutions.[34] 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 our library resources is a significant factor in faculty recruitment, particularly in the humanities.

With regard to graduate students, positive responses regarding frequency of use and quality of experience using the University's library resources from the 2005 and 2007 CGPSS surveys continue to compare favourably to the other research-intensive universities in Canada.

The aggregate results from the LibQUAL survey's four grouping of questions[35] indicate that the service received in most areas is within the identified "zone of tolerance". Only in questions relating to "information control" did University of Toronto Library (UTL) respondents indicate dissatisfaction with the level of service. However, the actual service level received in most areas approximates the minimum level respondents were willing to accept. In addition, it should be noted that these aggregations mask important differences in priorities and expectations regarding library service that have been observed among students and faculty. For example, undergraduate students appear to place greatest priority on library space, whereas faculty and graduate students place a greater priority on print and electronic resources. We will continue to examine these results over the coming months to further understand these more detailed findings.

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[34] All years have been re-stated using the expenditure-focused variables.

[35] "Overall", "Affect of Service", "Information Control" and Library as Place".
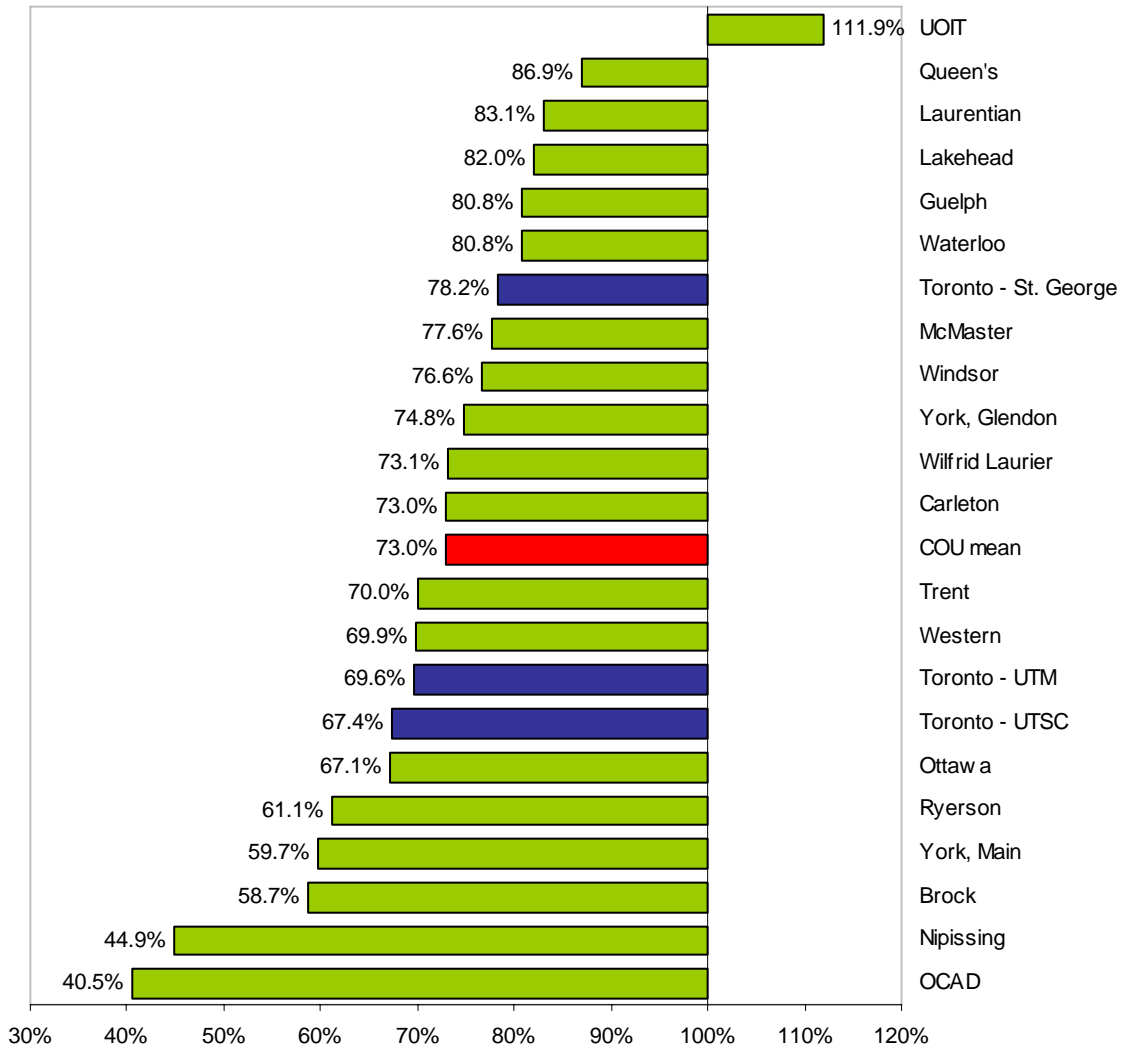
Performance Goal:

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 with respect to 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 students and faculty. 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. We will continue to develop measures regarding the quality of our library resources and services to further understand how well the needs of our students and faculties are being met.

b. 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 teaching/research space allocation.
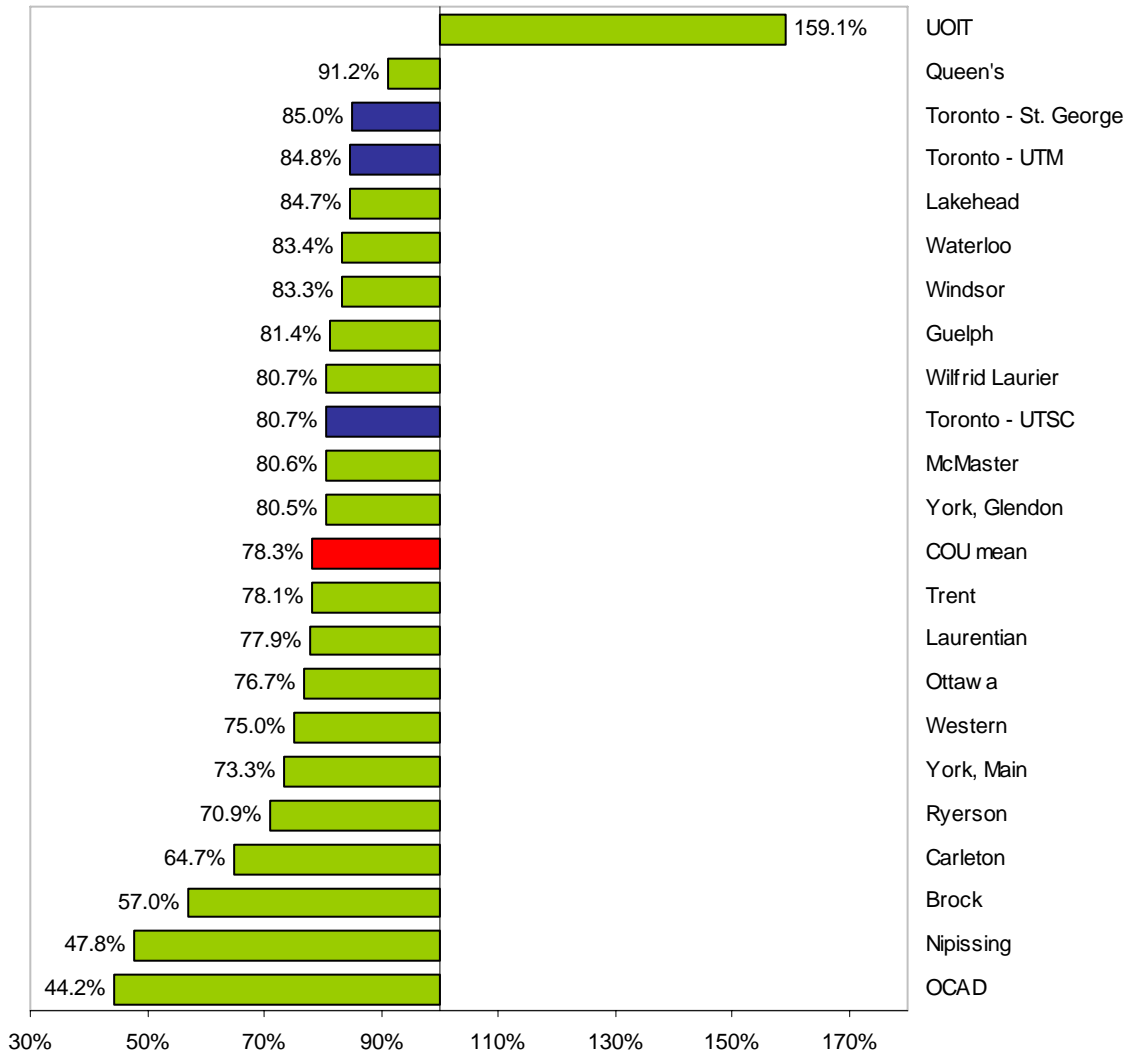
Figure C3b-a
Total Space Allocation, Ontario Universities
Ratio of Actual Space Inventory to COU Formula (%)
2004-05 Data

University	Ratio
UOIT	111.9%
Queen's	86.9%
Laurentian	83.1%
Lakehead	82.0%
Guelph	80.8%
Waterloo	80.8%
Toronto - St. George	78.2%
McMaster	77.6%
Windsor	76.6%
York, Glendon	74.8%
Wilfrid Laurier	73.1%
Carleton	73.0%
COU mean	73.0%
Trent	70.0%
Western	69.9%
Toronto - UTM	69.6%
Toronto - UTSC	67.4%
Ottawa	67.1%
Ryerson	61.1%
York, Main	59.7%
Brock	58.7%
Nipissing	44.9%
OCAD	40.5%

Source: COU Inventory of Physical Facilities of Ontario Universities 2004-05.

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

Figure C3b-b
Research/Teaching Space Allocation, Ontario Universities
Ratio of Actual Space Inventory to COU Formula (%)
2004-05 Data

159.1%		UOIT
91.2%		Queen's
85.0%		Toronto - St. George
84.8%		Toronto - UTM
84.7%		Lakehead
83.4%		Waterloo
83.3%		Windsor
81.4%		Guelph
80.7%		Wilfrid Laurier
80.7%		Toronto - UTSC
80.6%		McMaster
80.5%		York, Glendon
78.3%		COU mean
78.1%		Trent
77.9%		Laurentian
76.7%		Ottawa
75.0%		Western
73.3%		York, Main
70.9%		Ryerson
64.7%		Carleton
57.0%		Brock
47.8%		Nipissing
44.2%		OCAD

30%   50%   70%   90%   110%   130%   150%   170%

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

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

Performance Assessment:
While recent funding for new capital projects has expanded our space inventory, 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 Campus and Facilities Planning will continue to monitor our progress in this endeavour and continue to ensure optimal use of our current space.

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c. 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 C3c-a
COU Universities vs. University of Toronto FCI Index 2004-2006
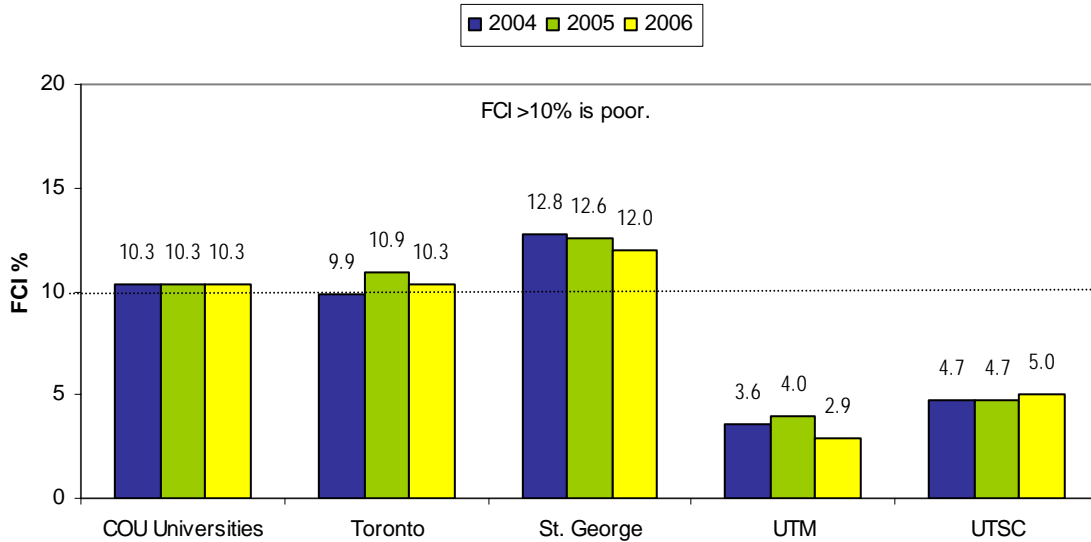
Source: Facility Condition Index Peer Review.
FCI data includes all new completed buildings - these buildings have a zero FCI index, therefore average campus FCI indices will be skewed depending on the number and size of new buildings.

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 overall and by campus.

Figure C3c-b
Priority of Deferred Maintenance, December 2006
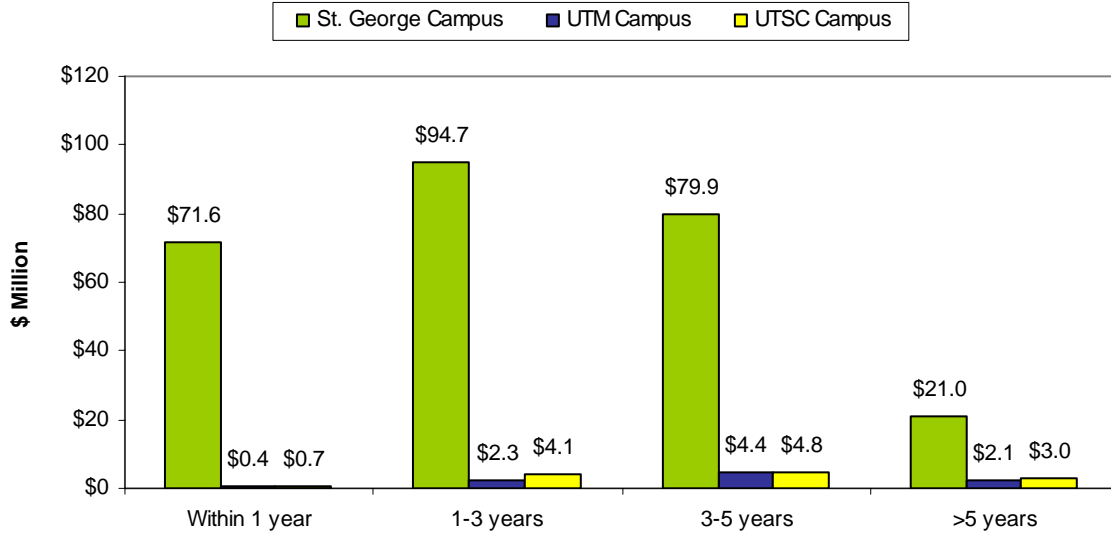
Source: Facility Condition Index Peer Review.

The bars above indicate the deferred maintenance liability for each of our three campuses by four levels of priority: maintenance costs to be incurred within one year, in one to three years, in three to five years, and in over five years.

Performance Assessment:
In April 2003, a report entitled *Crumbling Foundations*[36] was presented to the 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 $287.6 million. While our combined FCI is 10.3%, the same as the overall average of 10.3% for all Ontario Universities, the FCI for the St. George Campus is 12%. Buildings with an FCI of 10% or over are considered in poor condition.

Traditionally, the primary source of funding for deferred maintenance has been the Provincial Government through the Facilities Renewal Program (FRP). In addition to external funding, the University has committed significant funding from internal sources to address deferred maintenance issues. While some progress has been made in the last three years, particularly on the St. George campus, the backlog of deferred maintenance remains significant. The University will need to continue to address this issue 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.

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[36] 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.

If transformational change is to be achieved in higher education, it is not enough for IT leaders to focus on well-planned and well-maintained infrastructure. All of us in higher education IT need to be partners in addressing campus issues, not just campus IT issues. We need to raise our sights.

Performance Measures:
In addition to providing measures on our IT investment and the number of courses offered using courseware applications, we are also providing student responses from the NSSE 2004 and 2006 surveys regarding IT. In future, we will be participating in TechQUAL, a user survey that will provide additional metrics on the quality of our IT.
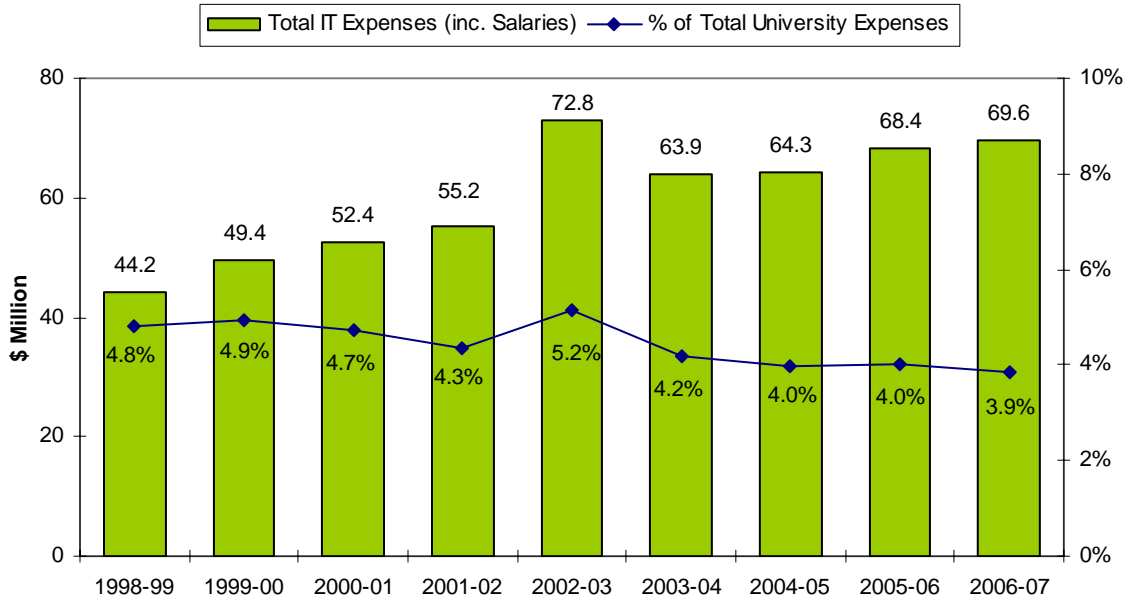
> **a. IT Investment**
> **b. Number of Courses Offered Using Courseware Applications**
> **c. NSSE Responses**

a. IT Investment

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

Figure 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 between 1998-99 and 2006-07. The line represents total IT expenses including salaries, as a percentage of total University expenses.

Performance Assessment:
IT expenses grew steadily between 1998-99 and 2002-03. After a significant increase in investment in 2002-03, the dollars spent on IT have stabilized to approximately $68 million per year. As a percentage of total University expense, IT investment has stabilized at 4% of the total University expense budget.

Investment in IT is affected by rising utility costs, increasing storage requirements, protection against environmental threats to infrastructure such as viruses and other malicious behaviours, compliance with data privacy legislation and best practices for data management. There are a number of major upgrade requests on the horizon for SAP, the institutional network backbone, business continuity assurance, electronic classroom provision, and communication and collaboration services.

Increased costs this year are largely related to increased staff costs resulting from a more clearly identified IT cohort through classification in the human resources database and year-over-year salary increases. Non-salary expenditures appear flat from the previous year. The totals are likely underestimates as many jobs now have IT functions without IT titles.

Performance Goal:
Cementing the links between institutional objectives and information technology is essential to improving the quality of services provided to the community. In 2006-07, we implemented a number of recommendations from our strategic plan:

- An institutional IT Services Organizational Review was undertaken to determine the optimal organizational and decision-making structures for directing and providing IT services to the community.
- A new position of Chief Information Officer is being created. This individual will lead the delivery of central IT Services and facilitate planning and coordination with Divisional services.
- IT committees focused on mission-specific directions such as classroom technology, learning system distribution to instructors and students, community building, Web-services, business continuity, and improved communication vehicles.
- Utilities and services provided to students over the web continued to grow. The NSSE results suggest that we have work to do in order to provide students with a better interface with the University. Expanding the services provided by the centrally-supported portal and learning management system is a cornerstone in these efforts.
- We continue to encourage collaborative communities of IT consumers and providers which will help to reduce the redundancies that are prone to occur in a decentralized environment.
- Assessment of satisfaction as relayed by community members is of utmost importance to relating services provided to needs and expectations. Working with a number of institutions, we will be piloting TechQual+, a multi-institutional IT assessment utility designed to better measure the expected and perceived service levels of information technology services provided.
- Major SAP upgrade planned.

b. Number of Courses Offered Using Courseware Applications

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

This year we are able to show three years of data regarding courses offered using various courseware technologies. Course counts are based on the absolute number of course sections using a course tool through the academic year (May through April – Summer, Fall, Winter sessions). Included are the following courseware systems: WebCT, Blackboard, CCNet, STORM, and UTSC Intranet. There are other systems and course web sites, but their volume of use, or our ability to recognize them within our data collection framework, is limited. Regardless, our objective is to present a consistent course interface for students, and individual web sites and multiple login specifications do not support this objective.

Figure C4b
Number of Courses Using Course Management Software
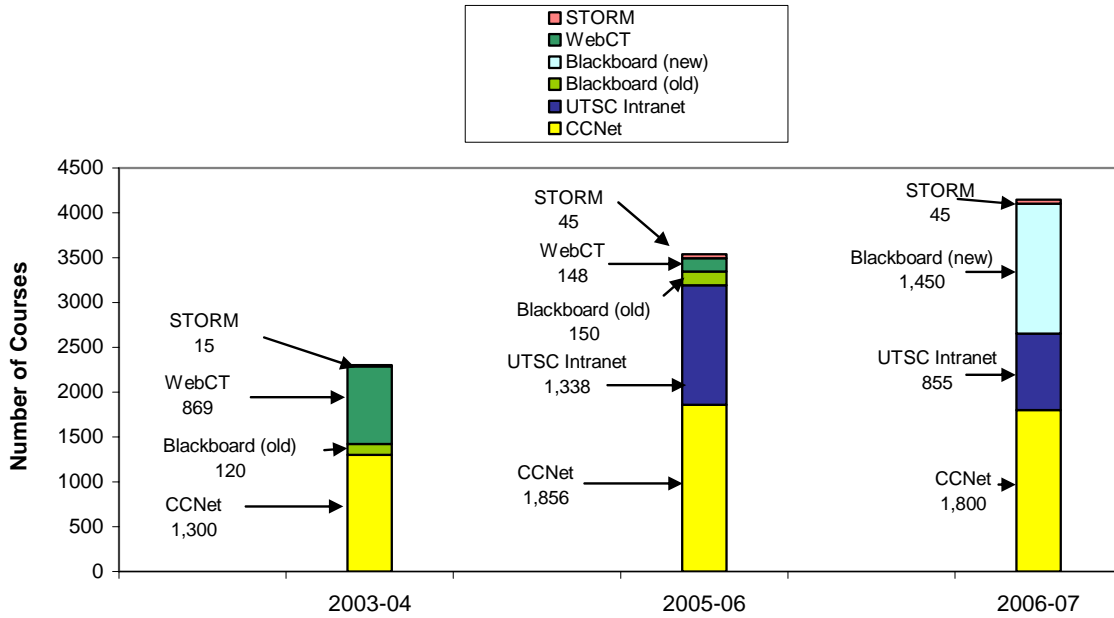
Source: Director of Strategic Computing, Office of the Vice-President and Provost.

The bars above show the number of courses using courseware management for a web presence in 2003-04, 2005-06 and 2006-07. It does not include courses that were created independently by faculty.

Performance Assessment:
Actual Blackboard utilization in 2006-07 exceeded the original target set for the first year of the roll-out. In 2006-07, 1,450 courses were made available through Blackboard and as of September 2007 approximately 35,000 students were within the portal. Other services such as student and employee communities were developed.

Performance Goal:
Blackboard is rich in features yet offers an interface that is easy to interpret and utilize. Over time our goal is to consolidate the Learning Management System (LMS) and portal, the communication vehicle for students, faculty and staff within Blackboard. Also, where local applications exist, the goal is to incorporate them into the portal architecture via single-sign on and role-specific access.

The ratio of courses deploying courseware tools to the total number offered is a reasonable indicator of achieving the goal of providing a complete and consistent collection of course materials to students. The ultimate achievement may not reach 100%, as there will be some courses that need no electronic component, but we will aim to increase the number of courses utilizing the same system over time.
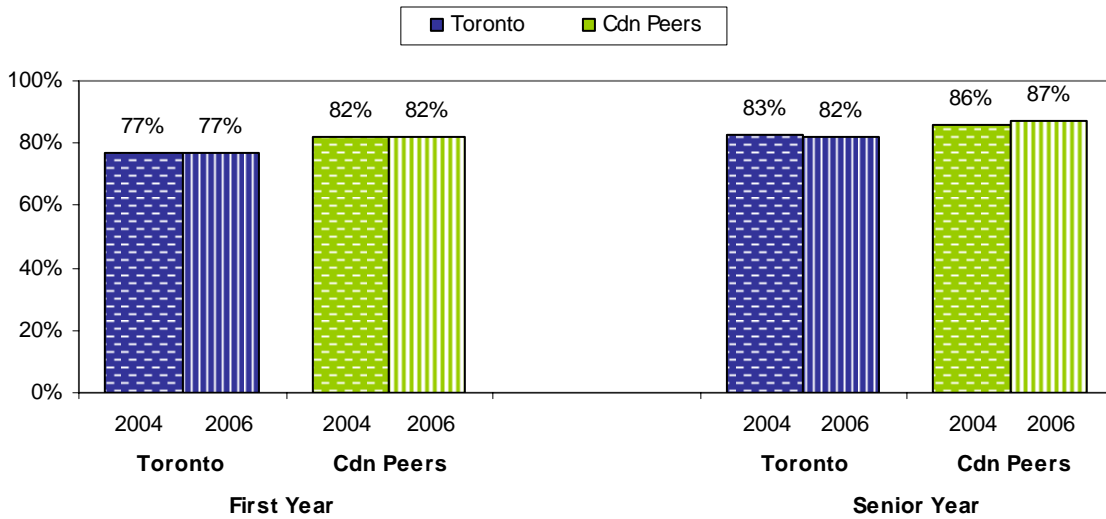
c. NSSE Responses

Performance Relevance:
Student opinion regarding our IT is an important measure of its quality.

Figure C4c-a
NSSE 2004 and NSSE 2006 Results
In your experience at your institution during the current year, about how often have you used an electronic medium to discuss or complete an assignment?
Positive Responses: Very often or Often
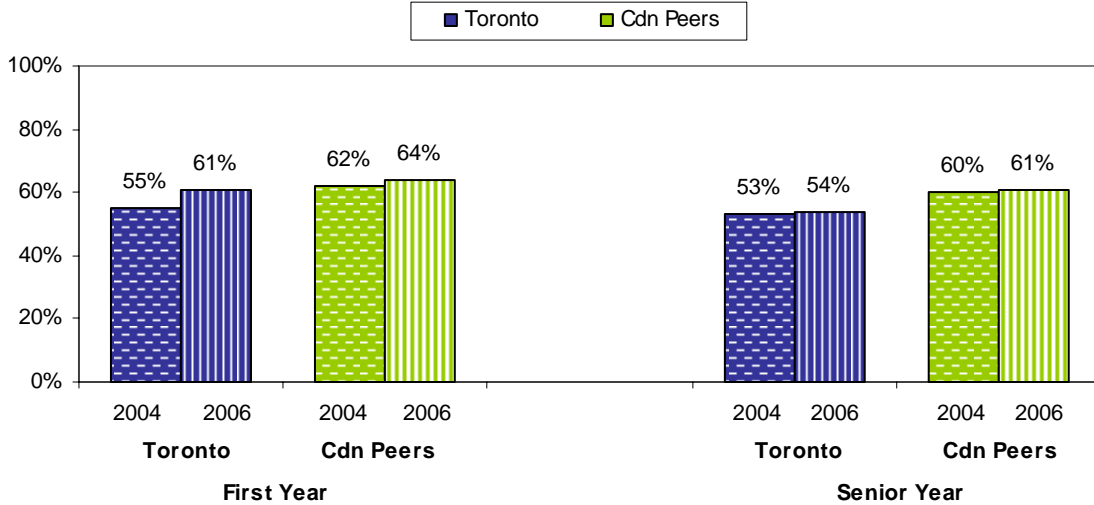
Source: NSSE 2004 and 2006 survey results

Figure C4c-b
NSSE 2004 and NSSE 2006 Results
To what extent does your institution emphasize using computers in academic work?
Positive Responses: Very much or Quite a bit

Source: NSSE 2004 and 2006 survey results.

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Performance Assessment:

While some improvement can be seen in the 2006 NSSE results compared to the 2004 results, students in both first year and senior year responded less positively than those at our Canadian peer institutions with respect to the emphasis placed by the University on using computers in academic work and the use of electronic media to complete academic assignments. Depending on faculty adoption, the learning system implementation will make available in one place discussion boards, course materials, virtual meeting rooms and white boards, shared workspaces and the ability to quickly form communities and working groups online. The incorporation of teaching and learning modules into courses is facilitated by the existence of a centrally-supported LMS. Support for faculty and students has markedly increased due to specialization at the RCAT and divisional instructional support services.

Performance Goal:

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 that 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 and allocating resources using the following metrics:

      a. Total Revenue per Student
      b. Annual Fundraising Achievement and Alumni Donors
        i)   **Total Funds Raised by Donation Type**
      ii)   **Percentage of Funds Raised by Donation Sector**
      c. Endowment per Student
      d. University Administrative Costs
      e. Space Efficiency
      f. Financial Health:
        i)   **Total Resources to Long-term Debt**
      ii)   **Credit Ratings**

a. Total Revenue per Student

Performance Relevance:
We are able to provide comparisons with AAU peers of total revenue per FTE student. Data comparability issues do not make comparisons with our Canadian peers possible for this year's report.

Figure C5a
Total Revenue per FTE Student
Fiscal Year 2005-06 (US Funds)
University of Toronto vs. AAU Peers
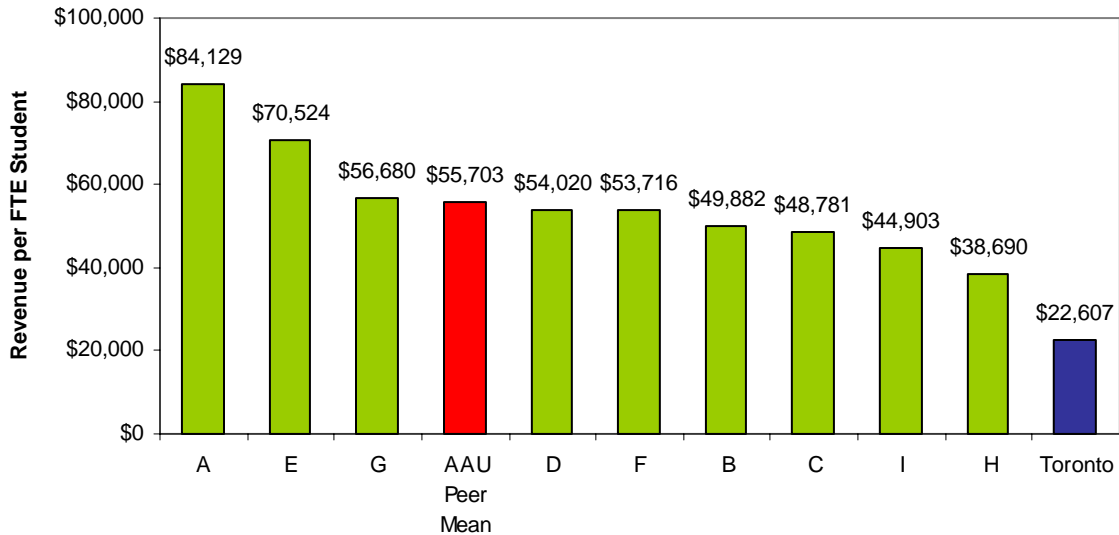
Source: AAUDE.
Note: All Revenue excludes Hospital/Medical Centre Revenues. Data on Texas - Austin was not available. AAU mean excludes Toronto. Toronto converted to US funds using the purchasing power parity (PPP) of 0.80.

> The bars in the above chart compare the total revenue per FTE student in U.S. dollars at UofT to nine of our ten AAU peers and the AAU mean in the 2005-06 fiscal year. The stacked portion for Toronto represents the impact on total revenue per FTE an additional $100M (CDN) would have.

Performance Assessment:
Our total funding on a per student basis is significantly lower than our AAU peers. The 'Reaching Higher' funding announced in the 2005 Ontario Budget provided for additional resources that we had hoped would improve our funding situation. For example, a 25% increase in operating grants for the University which brings us to the national average would require an additional $100 million from the Provincial Government. However, this would only result in a per student increase in funding of about a thousand dollars, hardly closing the gap with our peers. While we will continue to monitor the impact of the additional funding in the coming years, we already know as illustrated in the above chart, that this notional amount of additional funding would only marginally close the funding gap with US peer institutions.

Performance Goal:
The extent to which the gap between the University of Toronto and our AAU peers closes will need to be monitored closely in the future.

b. Annual Fundraising Achievement and Alumni Donors
    i)   Total Funds Raised by Donation Type
    ii)   Percentage of Funds Raised by Donation Sector

Performance Relevance:
The private support contributed by alumni and friends of the University of Toronto is essential in helping the University to fulfill its mission and achieve its goals. In addition to total funds raised, we are also providing the percentage of funds raised by donor category. These measures demonstrate the effectiveness of the University's reach and the engagement of various communities with the University's mission and goals.

Figure C5b-i
Annual Fund-Raising Achievement:
Total Funds Raised by Donation Type
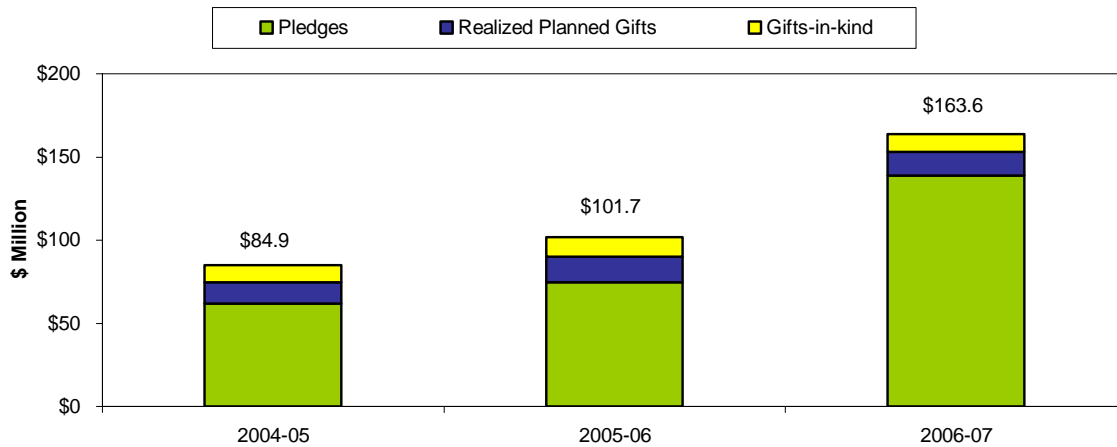
Source: Division of University Advancement.
Notes: Pledge totals are based on pledges and gifts, realized planning gifts, and gifts-in-kind (in millions of dollars).
These figures reflect the totals included in the University of Toronto audited financial statements, plus cash and gifts receipted by the University of St. Michael's College, University of Trinity College, Victoria University, and small amounts from other areas.

The bars above show the annual pledges and gifts, realized planned gifts and gifts-in-kind (in millions of dollars) received by UofT in the three-year period from 2004-05 to 2006-07.

Figure C5b-ii
Annual Fundraising Achievement:
Percentage of Funds Raised by Donor Sector, 2006-07

($163.6 million)

Friends , 17.1%

Alumni, 50.6%

Corporations, 11.2%

Organizations &
Foundations, 21.1%
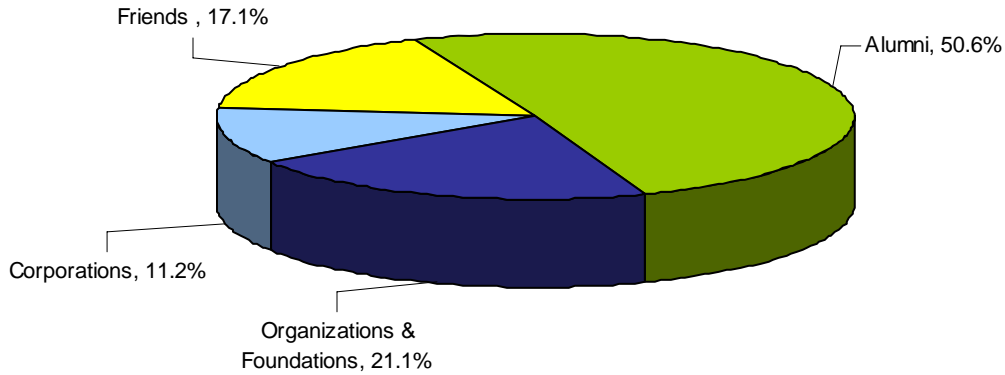
Source: Division of University Advancement.

The chart above shows the distribution of total funds raised by source category in 2006-07.

Performance Assessment:
Since the completion of the last formal campaign in December 2003, the University has demonstrated strong annual fundraising performance by meeting or exceeding its post campaign goal of raising a minimum of $80-$100 million per year.

The past year represents an almost unprecedented success in overall fundraising performance. The total of $163,640,822 has been exceeded only once in the University's history—in 2000-01, a year which included a single large gift from the McLaughlin Foundation wind-up.

Annual fundraising performance is reflected in the amount of future commitments and gifts received in a given year. The Division of University Advancement's annual fundraising report includes pledges, cash gifts, realized bequests, and gifts in kind (e.g. computers, art, books, and equipment).

Since the University is not engaged in a formal campaign, this method of annual, rather than cumulative reporting, is most appropriate at this time.
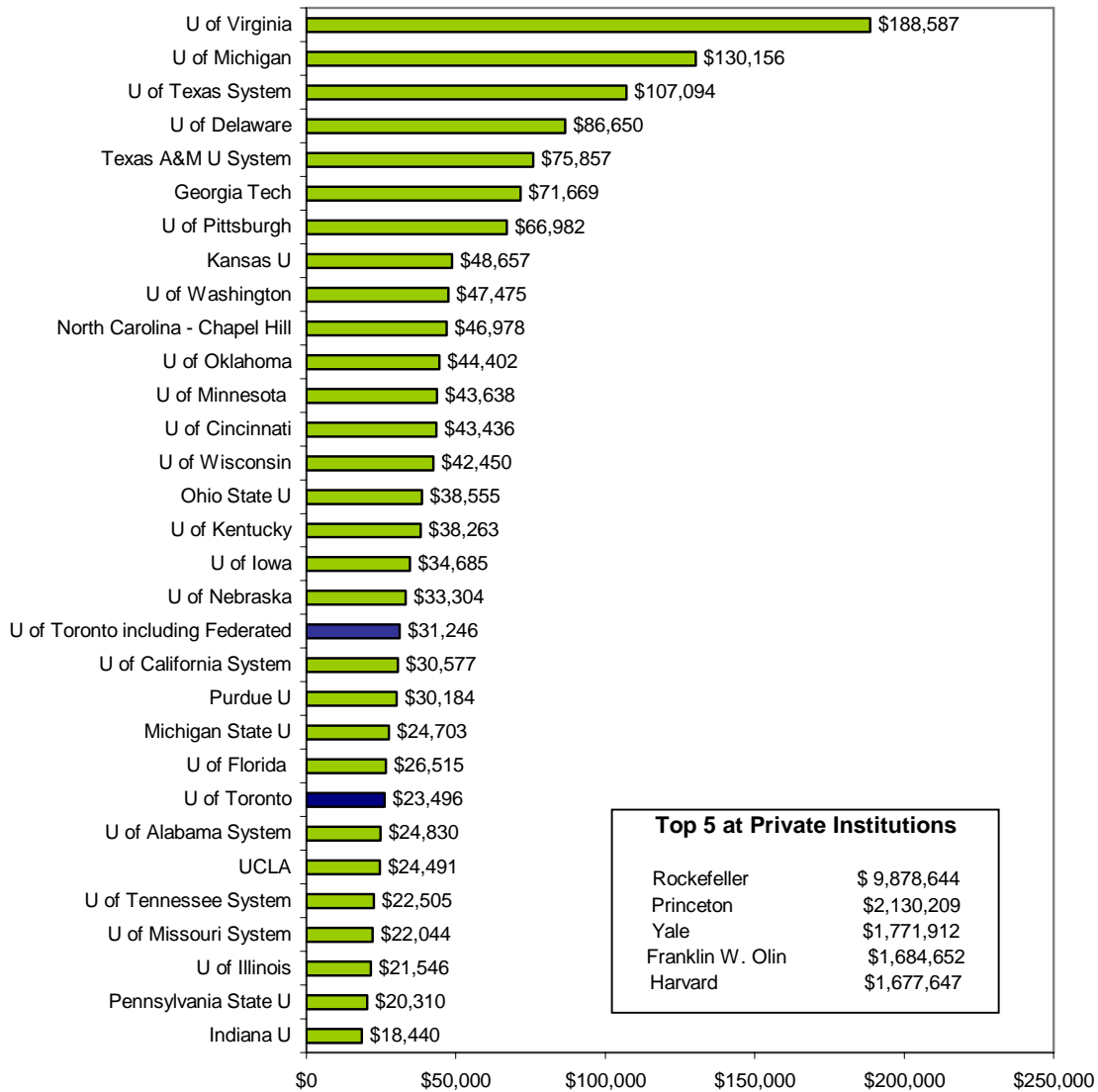
Performance Goal:
The performance goal for Advancement is to secure the private funds required to support the University's academic priorities.

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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, 2006 ($CDN)

Institution	Amount
U of Virginia	$188,587
U of Michigan	$130,156
U of Texas System	$107,094
U of Delaware	$86,650
Texas A&M U System	$75,857
Georgia Tech	$71,669
U of Pittsburgh	$66,982
Kansas U	$48,657
U of Washington	$47,475
North Carolina - Chapel Hill	$46,978
U of Oklahoma	$44,402
U of Minnesota	$43,638
U of Cincinnati	$43,436
U of Wisconsin	$42,450
Ohio State U	$38,555
U of Kentucky	$38,263
U of Iowa	$34,685
U of Nebraska	$33,304
U of Toronto including Federated	$31,246
U of California System	$30,577
Purdue U	$30,184
Michigan State U	$24,703
U of Florida	$26,515
U of Toronto	$23,496
U of Alabama System	$24,830
UCLA	$24,491
U of Tennessee System	$22,505
U of Missouri System	$22,044
U of Illinois	$21,546
Pennsylvania State U	$20,310
Indiana U	$18,440

Top 5 at Private Institutions

Rockefeller	$ 9,878,644
Princeton	$2,130,209
Yale	$1,771,912
Franklin W. Olin	$1,684,652
Harvard	$1,677,647

Source: 2006 NACUBO Endowment Study.
The figure for 'U of Toronto including Federated' includes endowments from the three Federated Universities.
The figure for 'U of Toronto' excludes them.

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

Performance Assessment:

In 2006-07, the pay-out on our endowment was $56.5 million, of which $25.9 million was committed to student aid. In addition, $153.7 million was re-invested to preserve the capital against the effects of inflation. While our endowment approaches almost $2 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 used to support operating expenses represents 3% of the University's operating budget.

Performance Goal:

We must continue to ensure that we receive private support that allows us to increase our endowment per student. At the same time our endowment per student needs to be complimented by increased annual giving and a higher proportion of expendable gifts.

d. University Administrative Costs

Performance Relevance:

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

Figure C5d
Central Administrative Costs as a Percentage of Total Operating Expenditures,
1998-99 to 2005-06
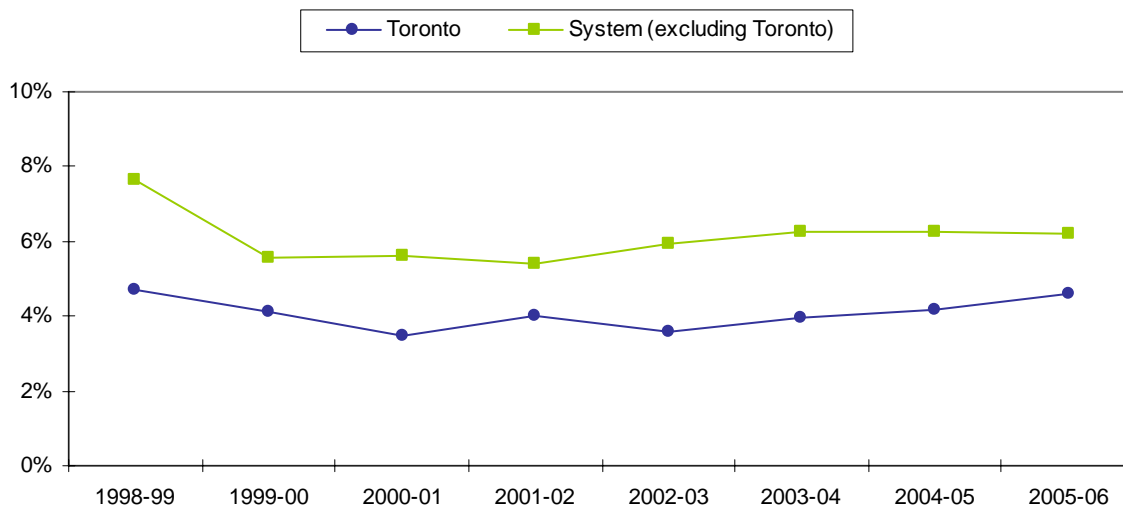
Source: COU Financial Report of Ontario Universities, 1998-99, 1999-00, 2000-01, 2001-02, 2002-03, 2003-04, 2004-05 and 2005-06, Volume I, Table 6 - Expense Operating (excluding internal and external cost recoveries).
Administration and General Expenses include: administration; planning and information costs and activities associated with the offices of the president and vice-presidents (excludes administration which is included in Academic Support and External Relations); internal audit; investment management; space planning; Governing Council Secretariat; finance and accounting (including research accounting); human resources; central purchasing, receiving and stores; institutional research; general university memberships; the administration of the occupational health and safety program, including the disposal of hazardous wastes; professional fees (legal and audit); convocations and ceremonies; insurance (except fire, boiler and pressure vessel, property and liability insurance, which are reported under the physical plant function); activities in the registrar's office not included in Academic Support.

The chart above indicates the administration and general expenses as a percentage of operating expenses at UofT each year from 1998-99 to 2005-06. 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 (4.6%). This compares to 5.8% for the average of the Ontario system. While our percentage has increased slightly since 2002-03 over last year, we have maintained the level of central administrative expenses below 5% for the past eight years. Recent growth reflects the establishment of core services in areas such as University Relations which will help the University with its long-term objectives and increased accountability, legislative and reporting requirements.

Performance Goal:
We aim 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 18-22, 2006
St. George Campus
Based on a 57 hour week, Monday - Thursday 9 a.m. to 9 p.m. and Friday 9 a.m. to 6 p.m.
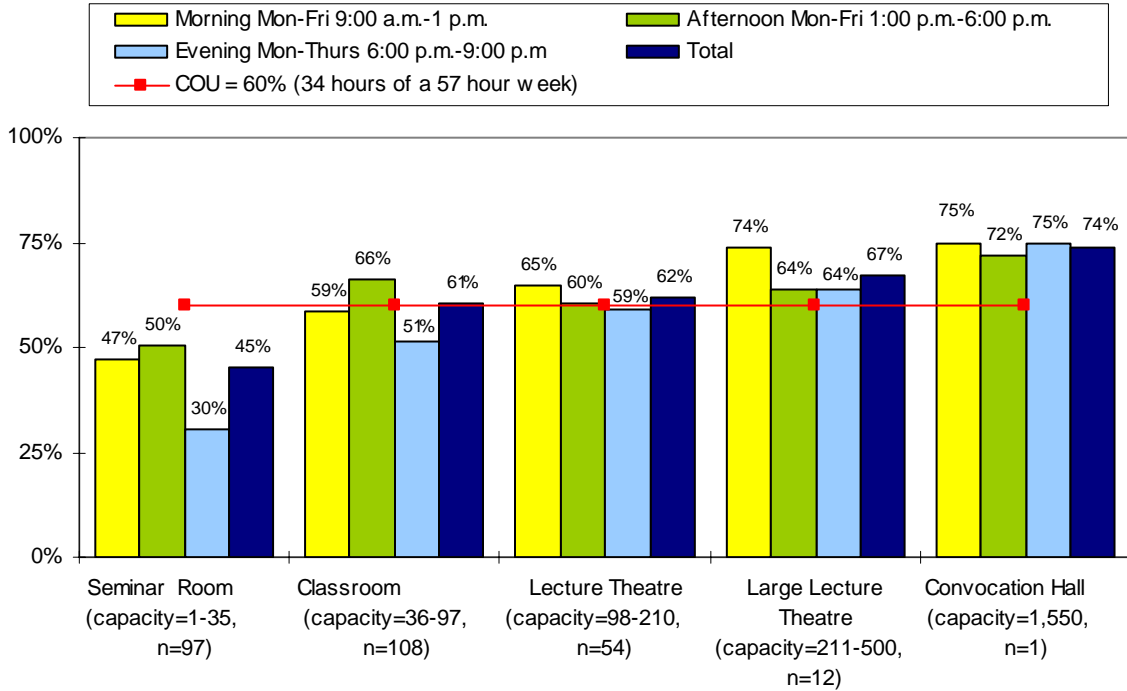
Source: Office of Space Management
This data only represents the St George centrally allocated classrooms. It does not include all classrooms on the campus such as those in Law, Music, Management, Social Work, Architecture and other departmental space.

The line in the chart above represents COU's standard room utilization rate of 60%. The bars indicate room utilization of centrally allocated classrooms on the St. George campus according to five types of classroom and three time slots, including the overall usage, for the week of September 18 to 22, 2006.

Performance Assessment:
Classroom utilization varies by type of classroom and the time during the day that a course is offered. For example, Convocation Hall on the St. George campus is used beyond the minimum standard, while seminar rooms appear under-utilized. Over-utilization can mean there is not adequate time for maintenance and cleaning which needs to be carefully monitored. There continues to be an opportunity to expand our usage of seminar rooms.

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.
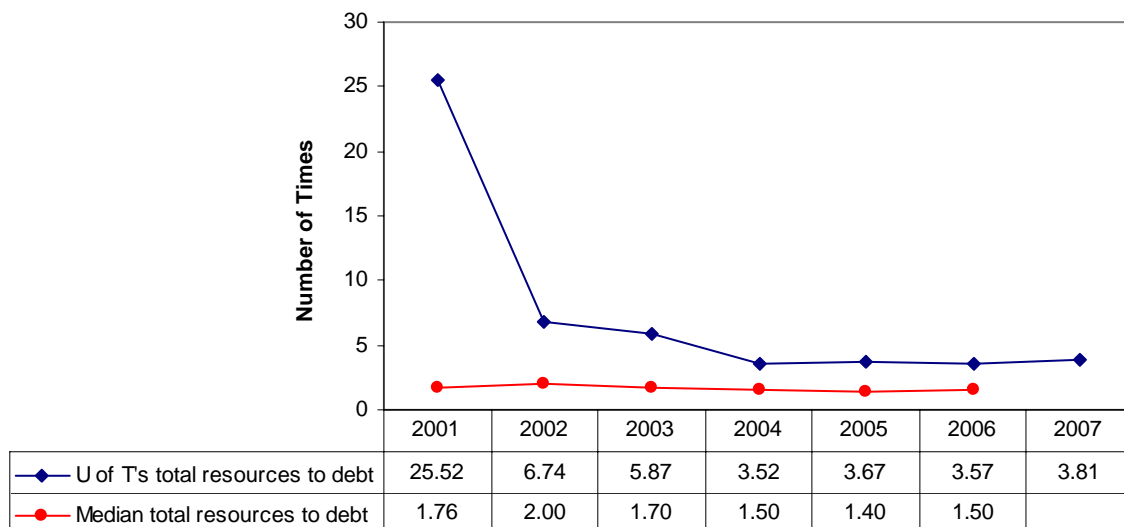
f. Financial Health:
    i)   Total Resources to Long-term Debt
    ii)   Credit Ratings

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

**Figure C5f-i
Total Resources to Long-Term Debt**

	2001	2002	2003	2004	2005	2006	2007
U of T's total resources to debt	25.52	6.74	5.87	3.52	3.67	3.57	3.81
Median total resources to debt	1.76	2.00	1.70	1.50	1.40	1.50	

Source: Financial Services Department.
Medians obtained from Moody's Investors Services "Public College and University Medians 2007" publication.

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

Figure C5f-ii
Credit Rating Comparison
University of Toronto with US and Canadian Peers at June 2007

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

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

Source: Credit rating agencies' websites and reports.

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

Performance Assessment:
The University of Toronto's financial health is measured by the amount of financial resources available to meet its mission. These financial resources provide the University with the flexibility to meet a variety of financial challenges in the short to long-term and to provide security to lenders that amounts borrowed will be repaid.

The University's financial resources as at April 30, 2007 included assets of $4.20 billion minus liabilities of $2.02 billion, for net assets (equity) of $2.18 billion, of which $1.82 billion is endowment funds.

Moody's Investors Service measures financial health using a variety of liquidity indicators. The broadest view of financial liquidity is obtained by comparing the University's total resources to the level of long-term debt. The higher the number of times the University covers its debt, the better security for creditors and support for the University's mission. The United States public university median, which excludes Canadian universities, has been provided for comparative purposes.

The decrease in total resources to long-term debt since 2001 can be attributed mainly to the issue of unsecured debentures as part of the University's major capital expansion program; this was partially offset by the increase in externally restricted endowments due

to the generosity of our donors, combined with favourable investment performance. The University issued unsecured debentures of $160 million in 2002, $200 million in 2004, $75 million in 2006 and $75 million in 2007. In 2006-07, the total resource to long-term debt ratio remained favourable compared to that of US peers.

The University has three credit ratings: Moody's Investors Service, Standard and Poor's, and Dominion Bond Rating Service. Figure C5f-ii shows the credit rating definitions and the ratings assigned to those of our U.S. and Canadian peers. The University of Toronto is ranked at the same level as the Province of Ontario, and higher than several of its peers.

Performance Goal:

Many factors are brought to bear in determining credit ratings at any given point. The University of Toronto uses credit ratings as a guide, but not a constraint, in determining borrowing levels[37]. The goal is to maintain a credit rating at a level that will permit us to borrow to meet the needs of the University in a cost effective manner.

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

Conclusion

This report represents our third attempt to provide both overall institutional measures and measures related to our five *Stepping UP* priority objectives and five enabling actions. This year, we have tried to improve upon our measures by providing more measures of outcome and quality rather than simply those which capture inputs and process. Still, further improvements in our data sources and metrics will continue to be made.

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 continues to be to develop the most meaningful measures that we can use to assess our performance and report on them annually. The format of this report will be reconsidered following *Towards 2030.* We welcome comments and suggestions for the future.