



FOR INFORMATION

CLOSED SESSION

TO: Executive Committee

SPONSOR: Professor Cheryl Regehr, Vice-President and Provost

CONTACT INFO: 978-2122, provost@utoronto.ca

PRESENTER: See above.

CONTACT INFO:

DATE: April 21 for May 11, 2015

AGENDA ITEM: 3

ITEM IDENTIFICATION:

2014 Performance Indicators for Governance.

JURISDICTIONAL INFORMATION:

The Terms of Reference for the Executive Committee state that the Committee reviews and reports to the Governing Council on the discharge of the Council's accountability requirements, including but not limited to the annual Performance Indicators report.

The Governing Council receives the annual Performance Indicators Report for information.

In 1994, the Governing Council approved in principle a recommendation of the Broadhurst Task Force on Ontario University Accountability that standard institutional performance measures should be approved by governing boards and reported on in a consistent manner.

GOVERNANCE PATH:

1. Executive Committee [for information] (May 11, 2015)
2. Governing Council [for information] (May 20, 2015)

PREVIOUS ACTION TAKEN:

In 1997, the Governing Council formally approved a list of institutional performance indicators relating to central dimensions of the University's mission and which, to the extent

possible, allow for a comparison of performance against that of other universities. Annual reports are required, and this is the eighteenth annual report.

HIGHLIGHTS:

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

The Performance Indicators for Governance report, produced annually since 1998, measures our progress towards long-term goals in a range of teaching and research areas. It is our central accountability report to governance and is designed to serve members of the wider community who wish to know more about the University's operations, achievements and challenges. The indicators included have changed over the years as we have expanded the scope of areas that we have sought to measure and have enhanced our data collection and partnerships with other institutions that allow for external benchmarking. The 2014 report includes more than 120 measures that span our teaching and research missions.”

FINANCIAL IMPLICATIONS:

Not applicable.

RECOMMENDATION:

For information.

DOCUMENTATION PROVIDED:

2014 Performance Indicators for Governance



UNIVERSITY OF TORONTO

Performance Indicators for Governance

2014



Prepared by:

Government, Institutional and Community Relations

International, Government, and Institutional Relations

Introduction

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

The Performance Indicators for Governance report, produced annually since 1998, measures our progress towards long-term goals in a range of teaching and research areas. It is our central accountability report to governance and is designed to serve members of the wider community who wish to know more about the University's operations, achievements and challenges. The indicators included have changed over the years as we have expanded the scope of areas that we have sought to measure and have enhanced our data collection and partnerships with other institutions that allow for external benchmarking. The 2014 report includes more than 120 measures that span our teaching and research missions.

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A. Our Research Excellence
1. Rankings

Rankings

Performance Relevance:

Rankings provide one measure of the institution's performance, particularly internationally. This section presents the results of various research-focused rankings, results of international rankings, and the Time Higher Education World University Rankings by Discipline.

Figure A-1-a
Comparison of International Rankings,
University of Toronto and Canadian Peer Institutions
Overall Rankings, Selected Sources, 2014

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

University	Times Higher Education ¹ 2014	Shanghai Jiao Tong 2014	QS World Univ. Rankings 2014	NTU (formerly HEEACT) 2014	US News Best Global Univ. 2015	SCImago ² 2014
Toronto	20	24	20	4	14	3
British Columbia	32	37	43	27	30	22
McGill	39	67	21	33	44	55
McMaster	94	90	113	116	141	135
Alberta	124	101-150	84	79	108	56
Montréal	113	101-150	83	86	96	182
Ottawa	188	201-300	218	161	194	183
Calgary	226-250	151-200	171	144	203	117
Western	226-250	201-300	191	206	230	158
Waterloo	251-275	201-300	169	261	244	162
Queen's	251-275	201-300	187	299	297	276
Dalhousie	226-250	201-300	235	282	343	309
Laval	226-250	201-300	298	226	234	295
Manitoba	301-350	301-400	*	271	351	297
Saskatchewan	*	301-400	*	393	473*	349

Notes:

1. In the 2014 Times Higher Education rankings, UofT ranked **15th** in Research – Volume, Income & Reputation and **20th** in Teaching – Learning Environment.
2. SCImago rankings include Higher Education institutions only.
3. * Not ranked among the top 400 institutions.
4. Ordered by aggregating total/overall scores (Normalized Impact for SCImago) for each institution.

A. Our Research Excellence

1. Rankings

Figure A-1-b
Comparison of International Rankings,
Top 25 International Institutions
Overall Rankings, Selected Sources, 2014

The table below compares the University of Toronto's ranking relative to institutions internationally in five international rankings.

University	Country	Times Higher Education 2014	Shanghai Jiao Tong 2014	QS World University Rankings 2014	NTU (Formerly HEEACT) 2014	US News Best Global Universities 2015
Harvard University	US	2	1	4	1	1
Stanford University	US	4	2	7	3	4
Massachusetts Institute of Technology	US	6	3	1	8	2
University of Cambridge	UK	5	5	2	12	6
University of California, Berkeley	US	8	4	27	8	3
University of Oxford	UK	3	9	5	8	5
California Institute of Technology	US	1	7	8	36	7
Columbia University	US	14	8	14	13	10
University of Chicago	US	11	9	11	21	9
Yale University	US	9	11	10	18	17
Johns Hopkins University	US	15	17	14	2	11
University of California, Los Angeles	US	12	12	37	6	8
Princeton University	US	7	6	9	62	13
Imperial College London	UK	9	22	2	19	12
University of Pennsylvania	US	16	16	13	11	19
University of Toronto	CA	20	24	20	4	14
University College London	UK	22	20	5	14	21
University of Michigan	US	17	22	23	7	14
Cornell University	US	19	13	19	22	23
University of Washington	US	26	15	65	5	14
Swiss Federal Institute of Technology Zürich	CH	13	19	12	38	26
Duke University	US	18	31	25	17	20
The University of Tokyo	JP	23	21	31	19	24
University of California, San Diego	US	41	14	59	15	18
Northwestern University	US	21	28	34	26	25

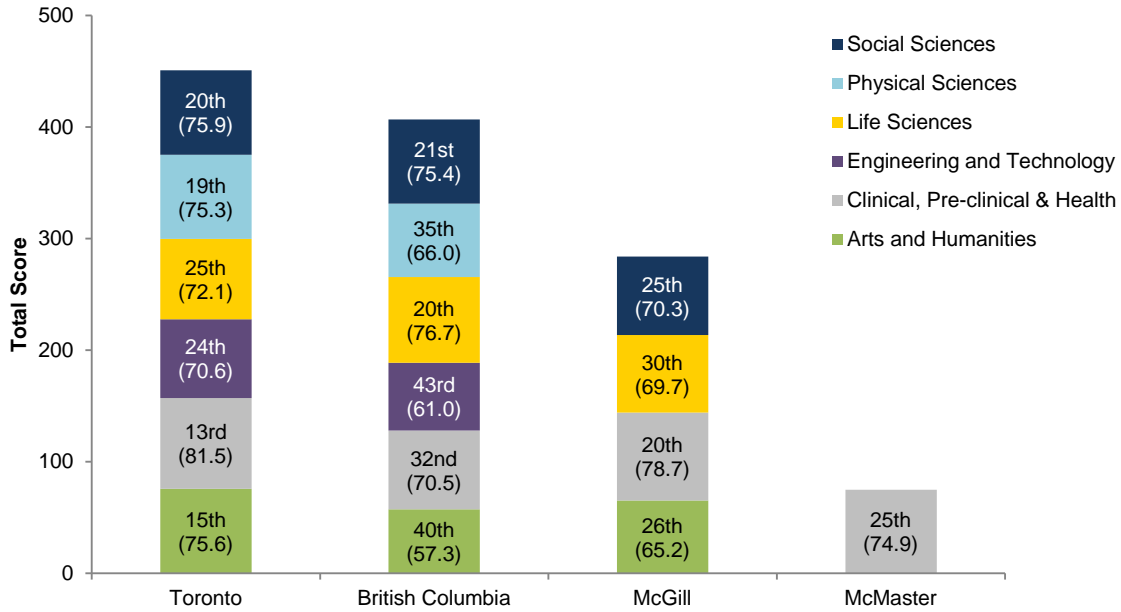
Notes:

1. Ordered by aggregate total/overall scores for each institution

A. Our Research Excellence
1. Rankings

Figure A-1-c
Times Higher Education World University Rankings by Discipline, 2014

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



Notes:

1. Only includes Canadian Peers in the Top 50 for each discipline.

A. Our Research Excellence
2. Awards and Honours

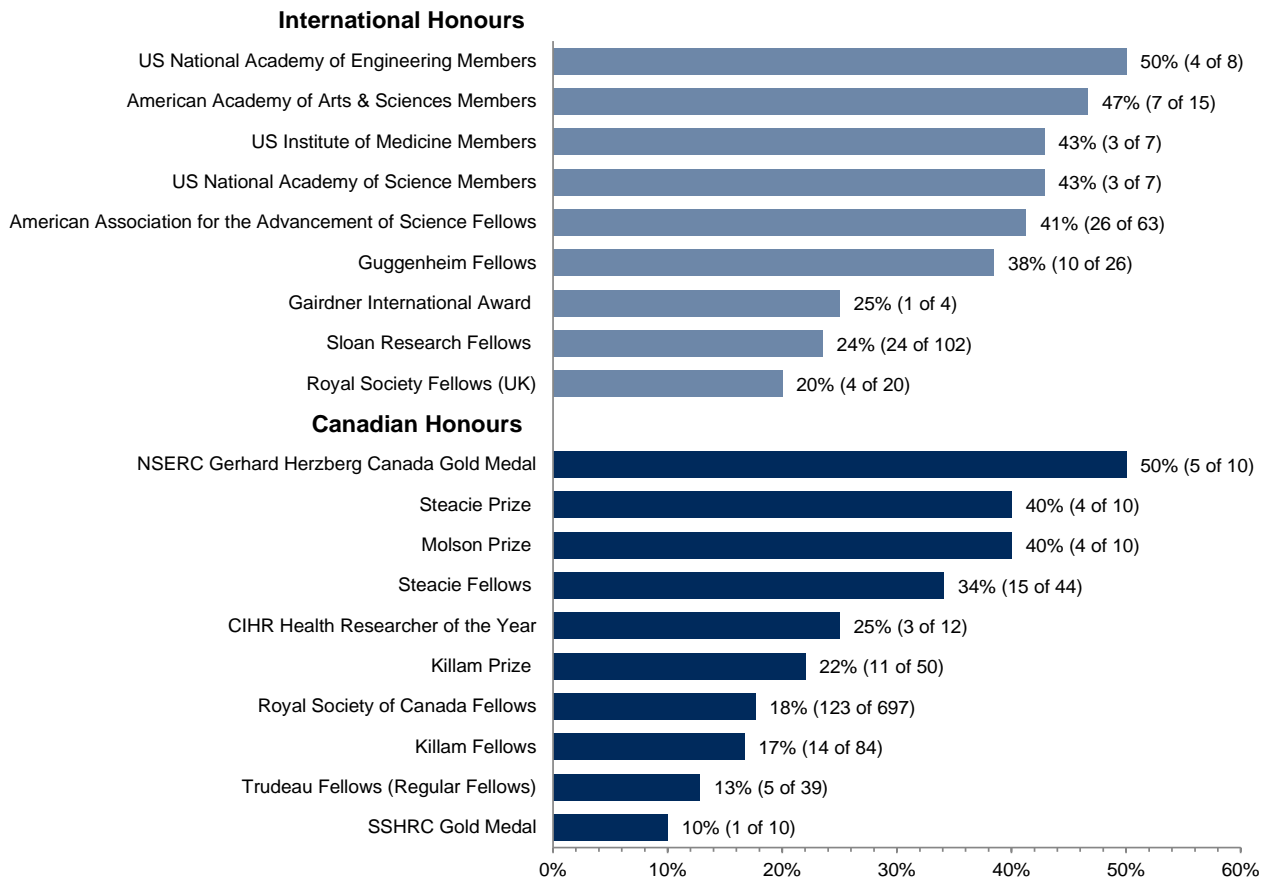
Faculty Honours

Performance Relevance:

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

Figure A-2-a
U of T Market Share of National and International Honours
Awarded to Researchers at Canadian Universities (2004-2013)

This chart shows the percentage of selected national and international honours awarded to University of Toronto researchers compared to the rest of Canada, 2004-2013.



A. Our Research Excellence

2. Awards and Honours

Notes:

1. Source: Office of the Vice-President Research & Innovation.
2. Fellows/Members/Foreign Associates include new awards only, not cumulative totals.
3. UofT faculty members have received the following national awards (1980 – 2013, unless otherwise stated):

Steacie Prize	13
NSERC Gerhard Herzberg Canada Gold Medal (since 1991)	6
Molson Prize (since 2002)	12
Steacie Fellows*	38
Killam Prize (since 1981)*	29
CIHR Health Researcher of the Year (since 2002)	4
Killam Fellows*	84
Royal Society of Canada Fellows*	350
Trudeau Fellows (Regular Fellows; since 2003)*	6
SSHRC Gold Medal (since 2003)	1

*Indicates awards for which multiple prizes are made annually; all others are typically awarded to one individual annually.

Related Websites:

UofT Prestigious Awards & Honours Program:

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

Selected Awards & Honours over the last Two Years:

<http://networks.research.utoronto.ca/by-the-numbers/>

UofT Royal Society of Canada Fellows:

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

A. Our Research Excellence
2. Awards and Honours

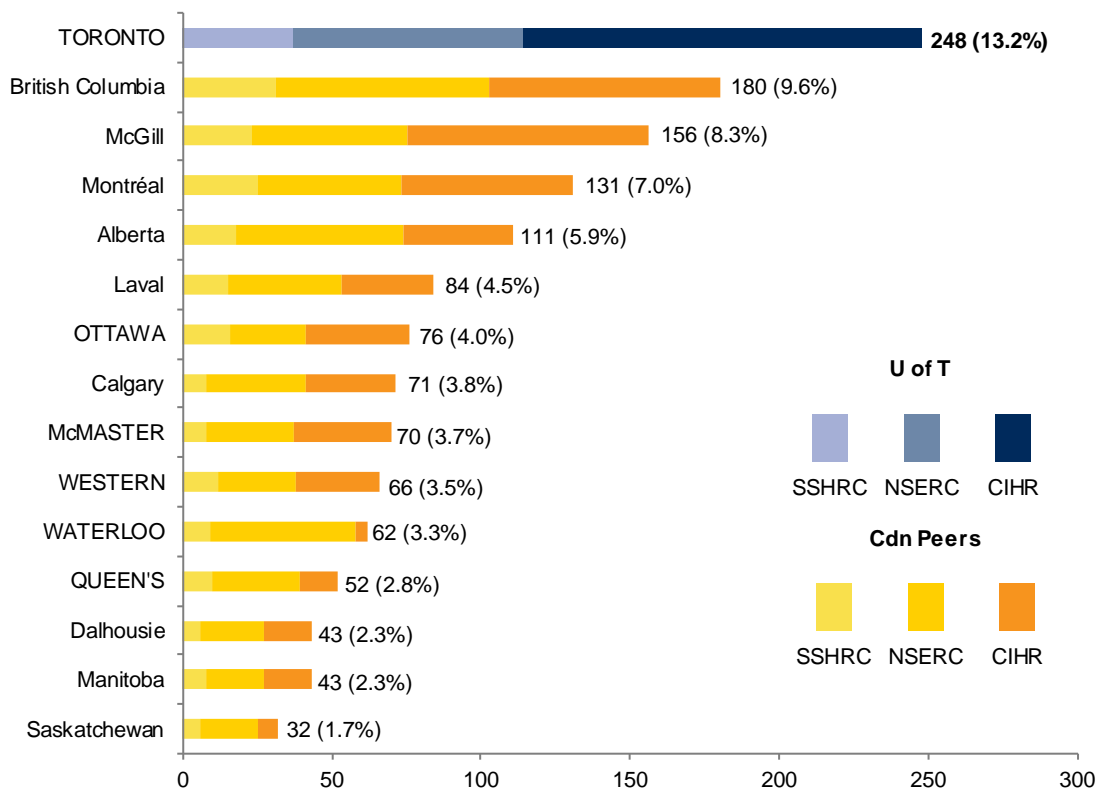
Canada Research Chairs

Performance Relevance:

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

Figure A-2-b
Number of Canada Research Chairs,
University of Toronto Compared to Canadian Peer Universities,
2013 Allocation

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



Notes:

1. Sources: CRC website updated March 2013 (n=1,880 regular chairs).
2. Excludes Special Chairs.
3. Montréal includes École Polytechnique and École des Hautes Études Commerciales (regular chairs only).
4. Ontario peers are shown in capital letters.

A. Our Research Excellence
2. Awards and Honours

Related Websites:

Research and Innovation News story, April 14, 2014:

<http://www.research.utoronto.ca/new-canada-research-chairs-to-make-agriculture-more-sustainable-investigate-emerging-democracies/>

Program details and nomination guidelines:

<http://www.research.utoronto.ca/research-funding-opportunities/canada-research-chairs-crc-2/>

Canada Research Chairs homepage:

<http://www.chairs-chaire.gc.ca/home-accueil-eng.aspx>

A. Our Research Excellence
2. Awards and Honours

Faculty Teaching Awards

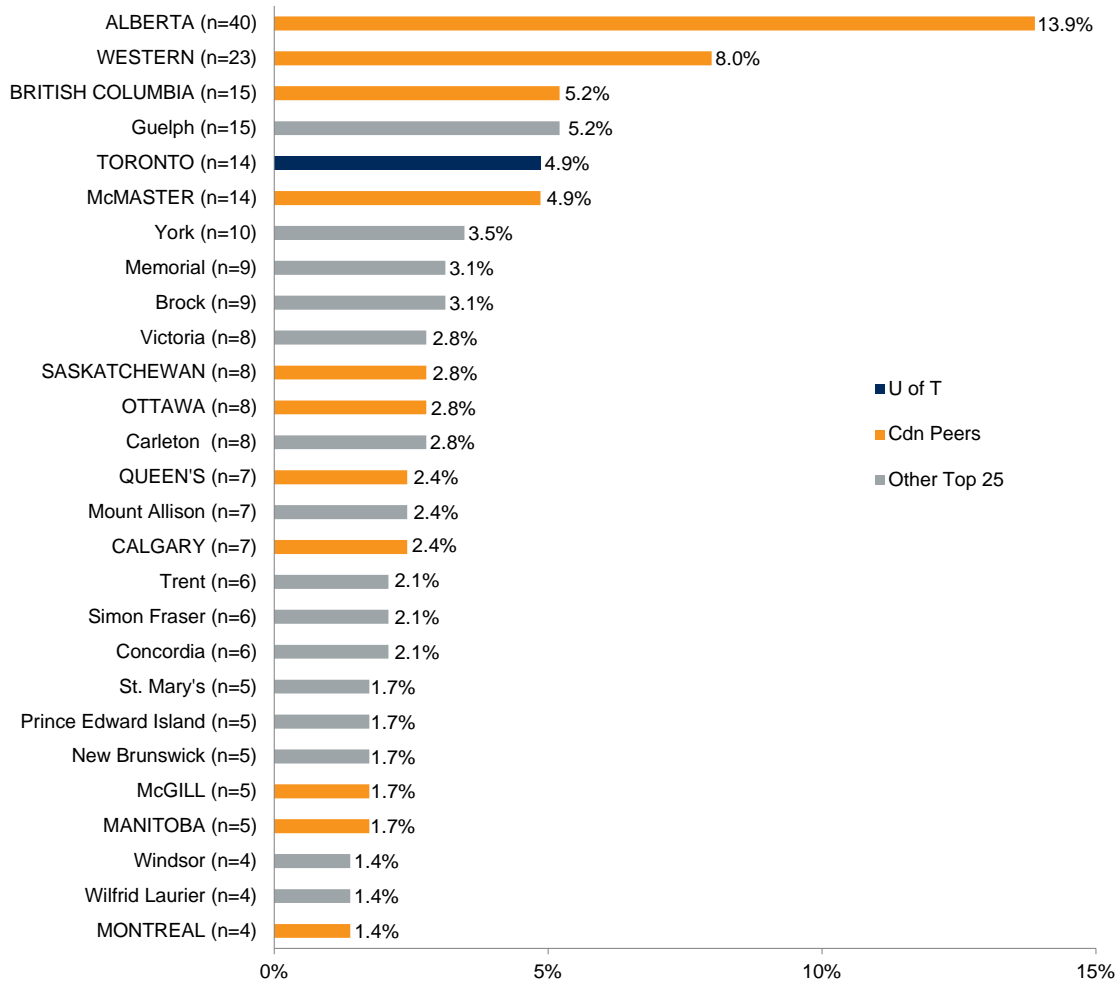
Performance Relevance:

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 at Canadian universities. The Ontario Confederation of University Faculty Associations (OCUFA) Teaching Awards, while restricted to Ontario institutions, provide a further measure of our faculty's teaching performance.

A. Our Research Excellence
2. Awards and Honours

Figure A-2-c
3M Teaching Fellowship Awards Percent Share,
Top 25 Institutions, 1986-2014

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



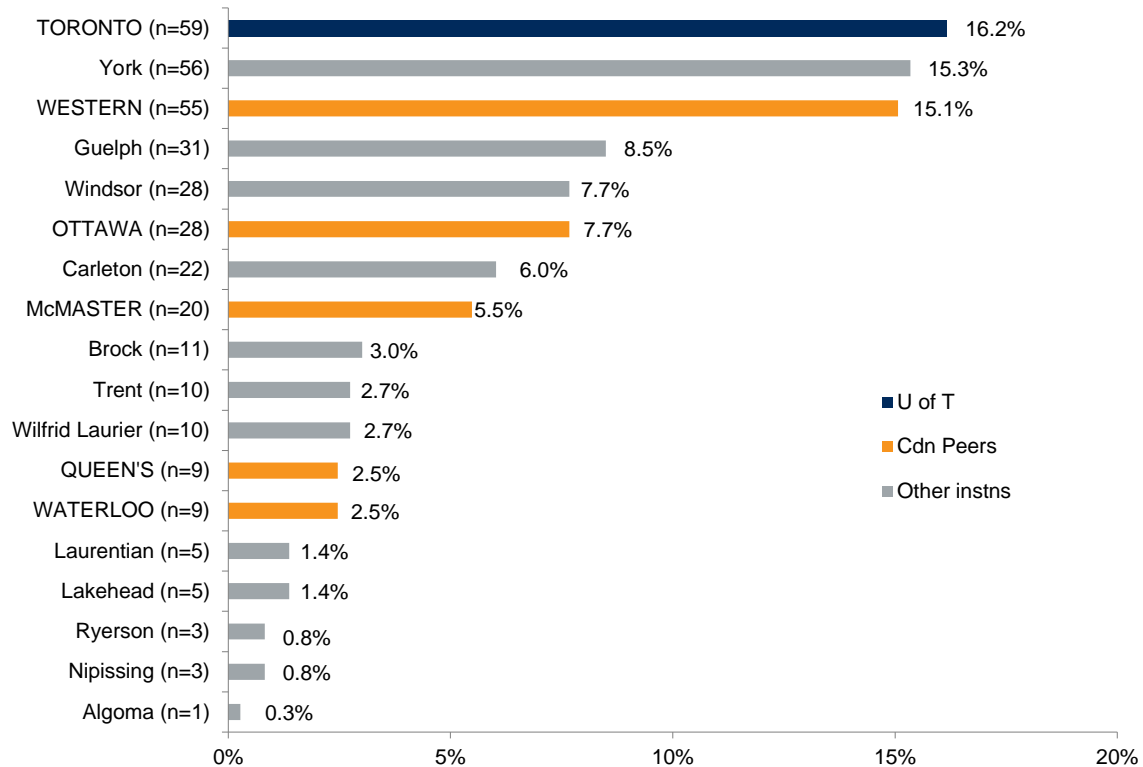
Notes:

1. Source: 3M Teaching Fellowships (n=288).
2. Canadian peer institutions are shown in capital letters.
3. École des Hautes Études Commerciales is included under U de Montréal.

A. Our Research Excellence
2. Awards and Honours

Figure A-2-d
Ontario Confederation of University Faculty Associations (OCUFA) Teaching Awards, 1973-2014

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



Notes:

1. Source: OCUFA Teaching Awards (n=365) as of October 2014.
2. Ontario peer Institutions are shown in capital letters.

Related Website:

<http://www.teaching.utoronto.ca/teaching/rewardingteaching/external-awards.htm>

A. Our Research Excellence
3. Research Publications and Citations

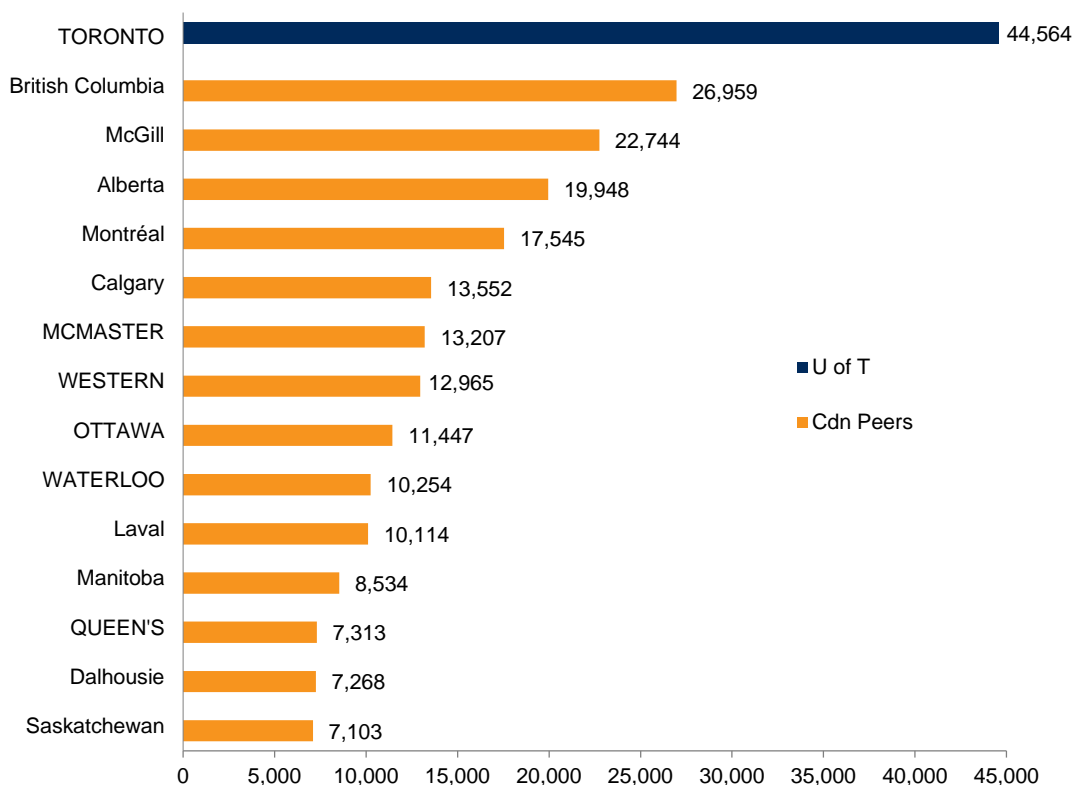
Research Publications and Citations

Performance Relevance:

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

Figure A-3-a
All Science Fields, Number of Publications Indexed by Thomson Reuters
University of Toronto compared to Canadian Peer Institutions, 2009-2013

The chart below indicates the number of publications in the science fields by UofT faculty indexed by Thomson Reuters compared to our Canadian peers.



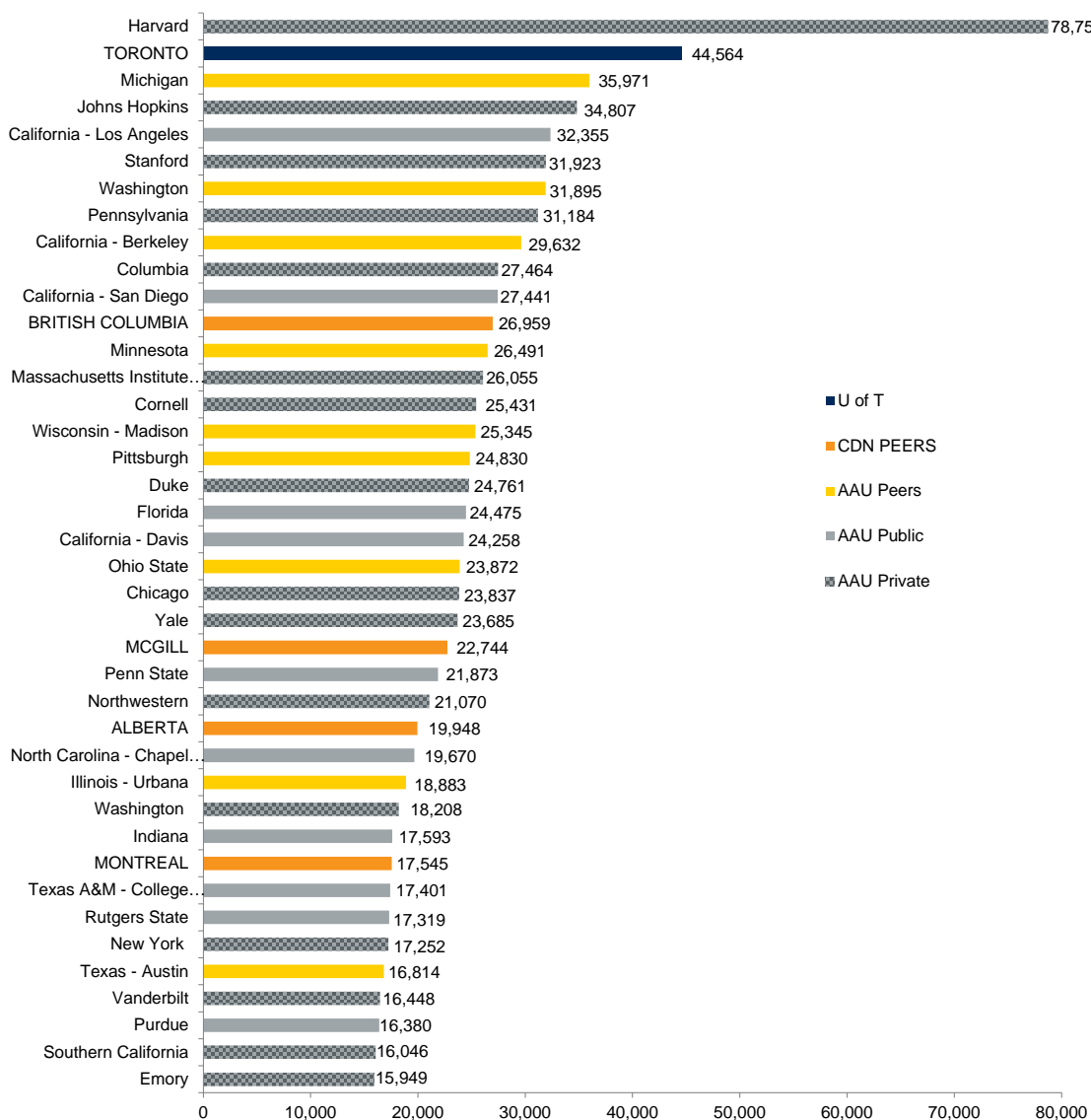
Notes:

1. Source: U of T aggregation of publication and citation counts from InCites™, Thomson Reuters (2014). Report Created: Oct 9, 2014. Data Processed March 31, 2014
 Primary Data Source: Web of Science © This data is reproduced under a license from Thomson Reuters.
2. Ontario peer institutions are shown in capital letters.

A. Our Research Excellence
3. Research Publications and Citations

Figure A-3-b
All Science Fields, Number of Publications Indexed by Thomson Reuters,
Top 40 AAU Institutions (Public and Private) and Canadian Peer Institutions, 2009-2013

The chart below indicates the number of publications in the science fields by UofT faculty indexed by Thomson Reuters compared to the top 40 AAU Institutions, both Public and Private, and Canadian peers.



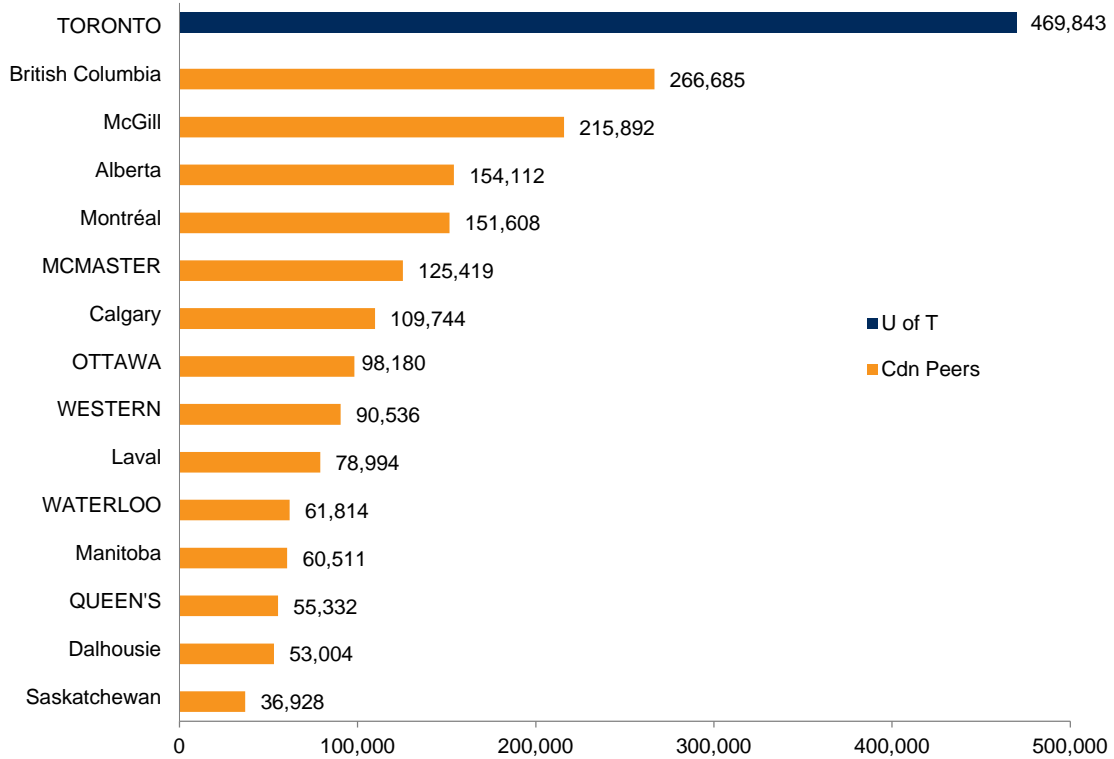
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- Canadian peer institutions are shown in capital letters.

A. Our Research Excellence
3. Research Publications and Citations

Figure A-3-c
All Science Fields, Number of Citations Indexed by Thomson Reuters,
University of Toronto compared to Canadian Peer Institutions, 2009-2013

The chart below indicates the number of citations in the science fields by UofT faculty indexed by Thomson Reuters compared to our Canadian peers.



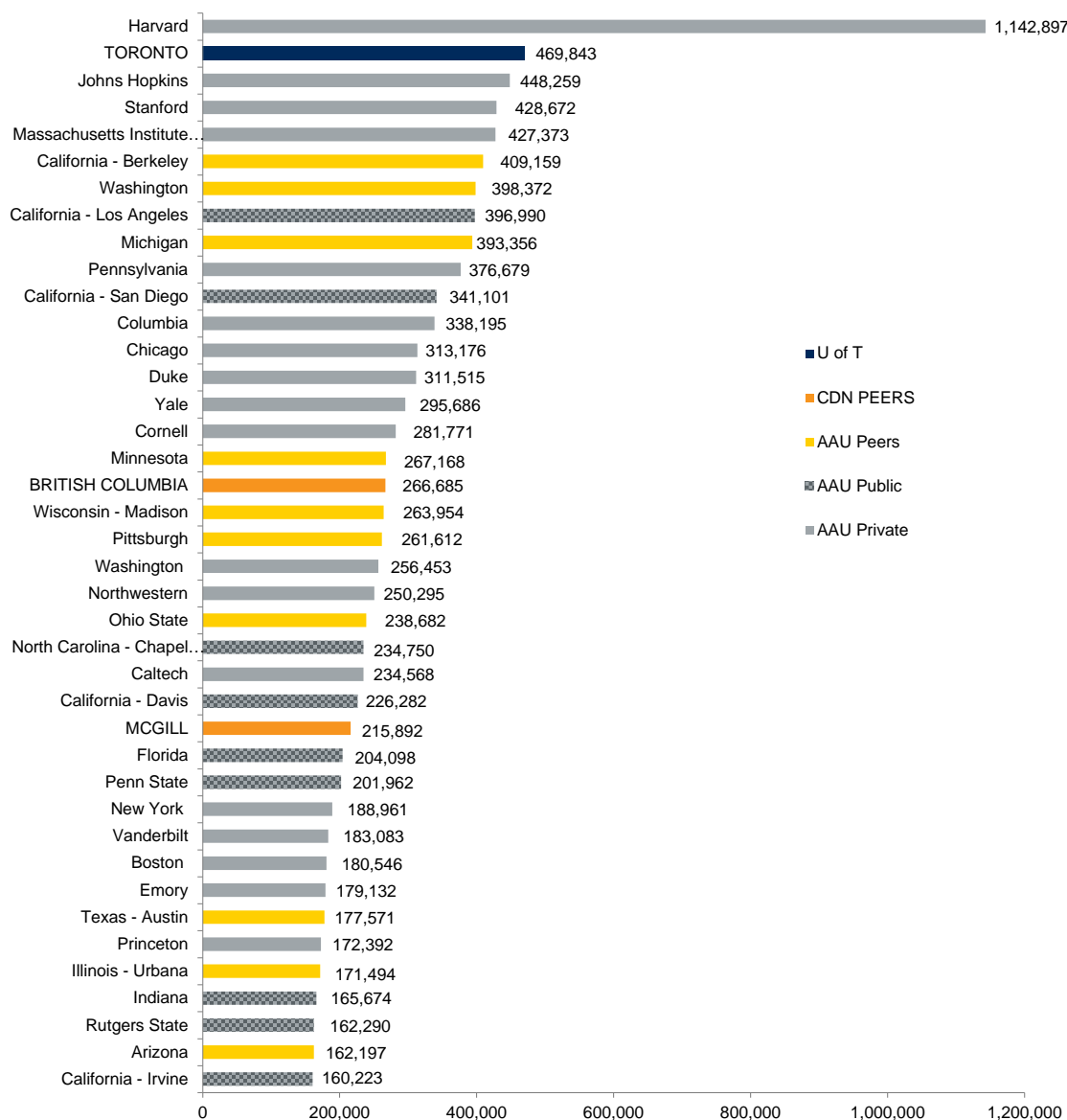
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2. Ontario peer institutions are shown in capital letters.

A. Our Research Excellence
3. Research Publications and Citations

Figure A-3-d
All Science Fields, Number of Citations Indexed by Thomson Reuters,
Top 40 AAU Institutions (Public and Private) and Canadian Peer Institutions, 2009-2013

The chart below indicates the number of citations in the science fields by UofT faculty indexed by Thomson Reuters compared to the top 40 Public & Private AAU Institutions, and Canadian peers.



Notes:

1. Source: U of T aggregation of publication and citation counts from InCites™, Thomson Reuters (2014). Report Created: Oct 9, 2014. Data Processed March 31, 2014
 Primary Data Source: Web of Science © This data is reproduced under a license from Thomson Reuters.
2. Canadian peer institutions are shown in capital letters.

A. Our Research Excellence
3. Research Publications and Citations

Figure A-3-e
Summary of Publication and Citation Rankings for the University of Toronto
Relative to Canadian Peers, AAU Public Institutions, and All AAU Institutions, 2009-2013

The table below indicates the University of Toronto's position in publications and citations in a selection of fields relative to our Canadian peers, North American Public Institutions, and North American Institutions (public and private).

	Canadian Peers U15		North American Peers** Public (N=50)		North American Peers** Public and Private (N=75)	
	Publications	Citations	Publications	Citations	Publications	Citations
ALL FIELDS	1	1	1	1	2	2
HEALTH & LIFE SCIENCES*	1	1	1	1	2	3
Clinical Medicine*	1	1	1	1	2	2
Nursing	1	1	1	1	2	2
Oncology	1	1	1	1	2	2
Pharmacology & Pharmacy	1	1	1	1	2	2
Rehabilitation	1	1	1	1	1	1
Rheumatology	1	1	1	1	1	1
Sports Sciences	1	2	2	3	3	4
ENGINEERING & MATERIALS SCIENCES*	2	1	9	9	10	13
Cell & Tissue Engineering	1	1	2	1	4	3
Biomaterials	1	1	3	4	5	6
Biomedical Engineering	1	1	1	1	2	3
Environmental Engineering	2	1	5	4	6	8
PHYSICAL SCIENCES						
Acoustics	1	1	5	1	6	1
Biophysics	1	1	1	3	2	6
Chemistry, Organic	1	1	1	2	2	2
Mathematics	1	1	4	6	6	11
SOCIAL SCIENCES*	1	1	1	2	2	4
Anthropology	1	1	1	5	2	7
Behavioral Sciences	1	1	1	1	2	2
Criminology & Penology	1	1	4	4	4	4
Social Work	1	1	1	2	1	2
HUMANITIES						
Language & Linguistics	1	1	1	1	1	1
Literature	1	1	2	7	3	12
Philosophy	1	1	1	1	1	1
Religion	1	1	1	3	2	6

Notes:

- Source: U of T analysis of publication and citation counts from InCitesTM, Thomson Reuters (2014). Report Created: Oct 9, 2014. Data Processed March 31, 2014.
 Primary data source: Web of Science® This data is reproduced under a license from Thomson Reuters.
- Unless otherwise indicated, fields are Web of Science fields.
- * Essential Science Indicators field or field grouping.
 ** North American peers are the Canadian U15 universities and the members of the Association of American Universities (AAU).

A. Our Research Excellence
4. Research Funding

Tri-Agency Funding – SSHRC, NSERC, CIHR

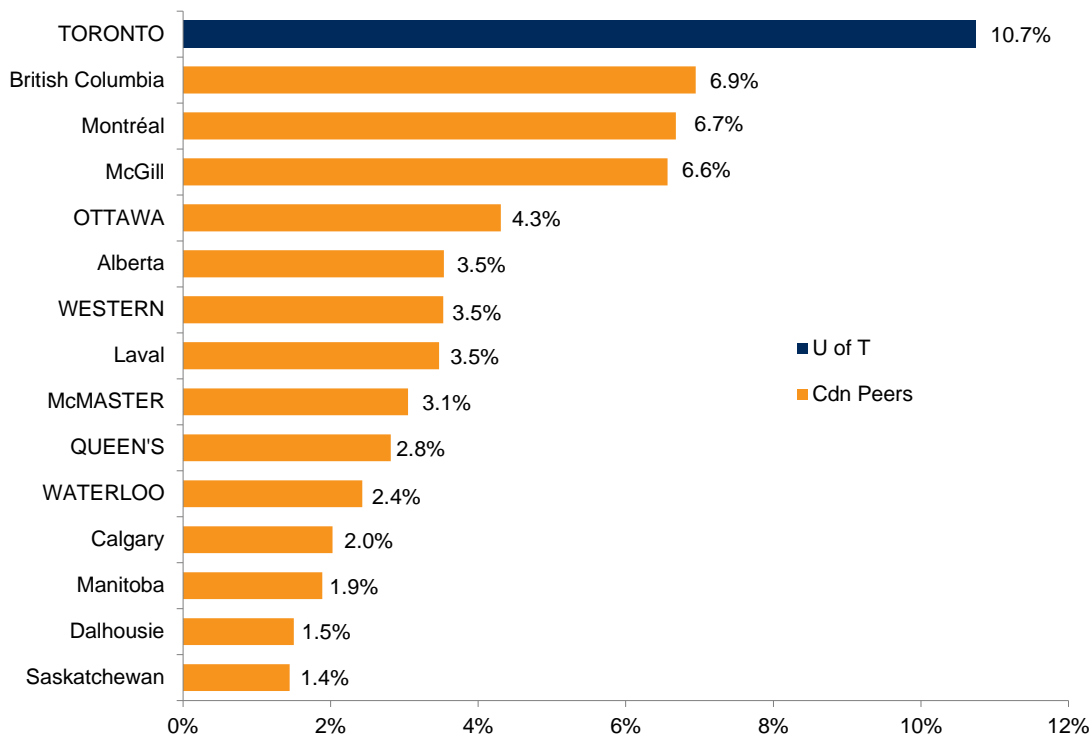
Performance Relevance:

The three federal granting agencies, SSHRC, NSERC and CIHR, provide close to a third of our total sponsored research funding; commonly considered a proxy for research intensity. Comparisons with top performing Canadian peer institutions demonstrate our success in attracting research funding from these sources.

In the past decade tri-agency funding has taken on additional importance as the primary driver to allocate other federal research investments including the Canada Research Chairs, the Federal Indirect Cost and a portion of the Canada Foundation for Innovation funding.

Figure A-4-a
University of Toronto's Share of
Social Sciences and Humanities Research Council (SSHRC) Funding
Compared to Canadian Peer Universities, 2013-14

The chart below compares the University of Toronto's share of SSHRC funding to that of our Canadian peers.



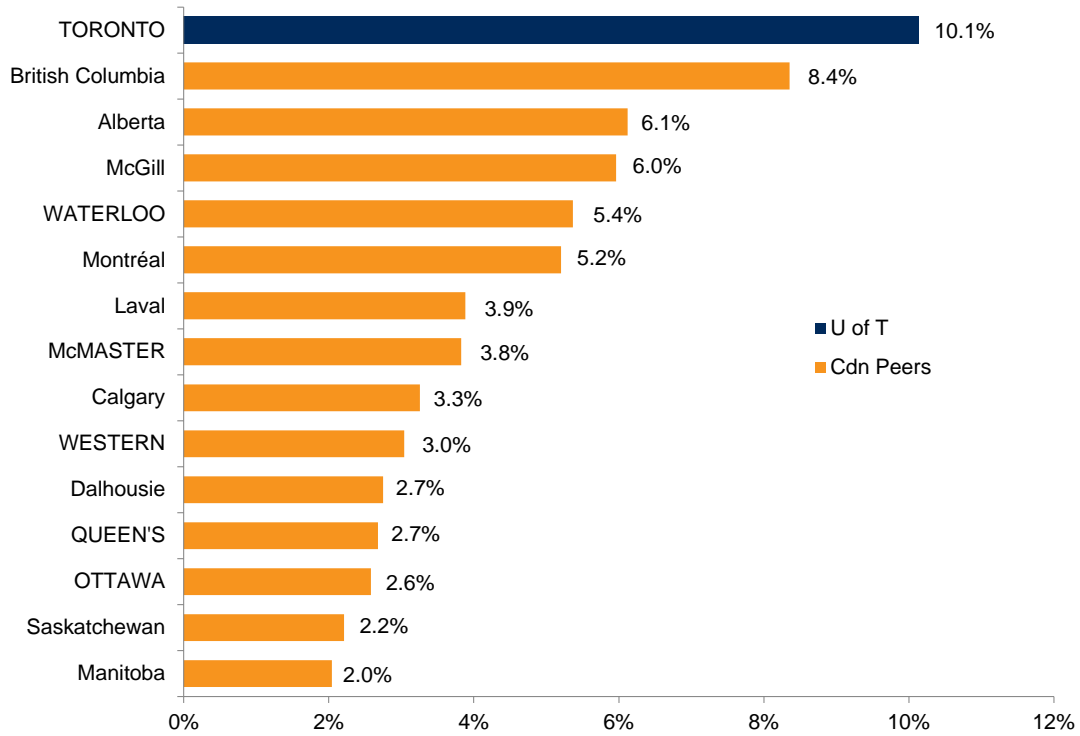
Notes:

1. Source: SSHRC Awards Search Engine.
2. Expenditures for Networks of Centres of Excellence nodes and the Canada Research Chairs are excluded.
3. For the national total, only expenditures to Canadian colleges and universities, and their affiliates, are counted.
4. Ontario peers are shown in capital letters.

A. Our Research Excellence
4. Research Funding

Figure A-4-b
University of Toronto's Share of
Natural Sciences and Engineering Research Council (NSERC) Funding
Compared to Canadian Peer Universities, 2013-14

The chart below compares U of T's share of NSERC funding to that of our Canadian peers.



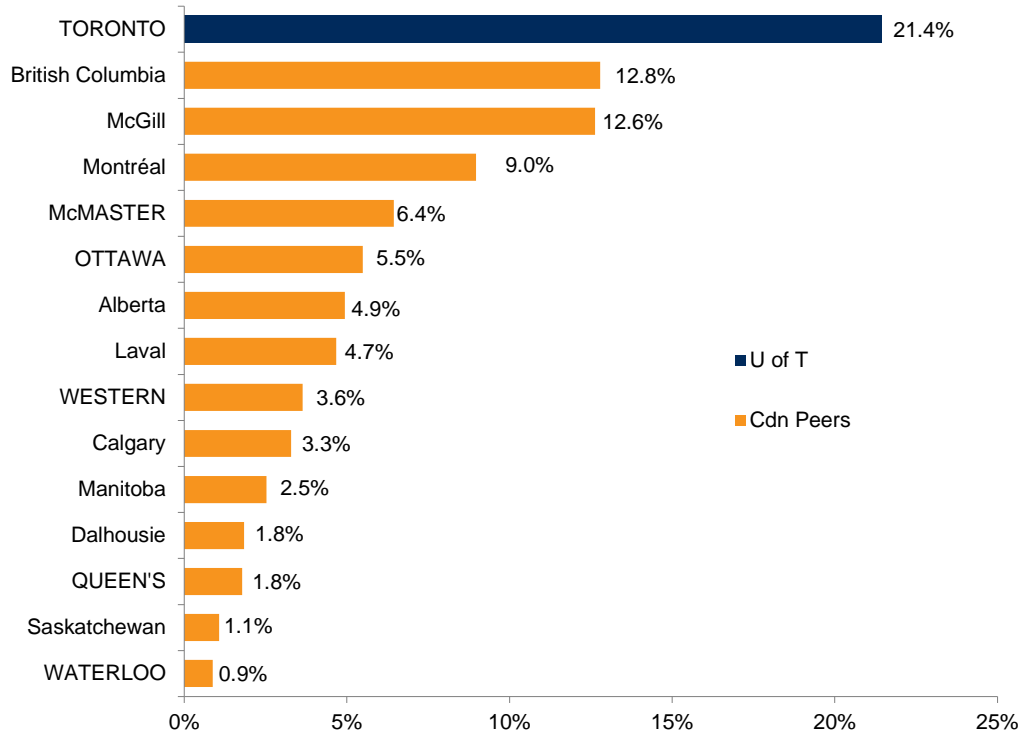
Notes:

1. Source: NSERC Awards Database.
2. Expenditures for Networks of Centres of Excellence nodes, Canada Research Chairs, the Canadian Microelectronics Corporation (Queen's) and the Canadian Light Source (Saskatchewan) are excluded.
3. For the national total, only expenditures to Canadian colleges and universities, and their affiliates are counted.
4. Ontario peers are shown in capital letters.

A. Our Research Excellence
4. Research Funding

Figure A-4-c
University of Toronto's Share of
Canadian Institutes of Health Research (CIHR) Funding
Compared to Canadian Peer Universities, 2013-14

The chart below compares U of T's share of CIHR funding to that of our Canadian peers.



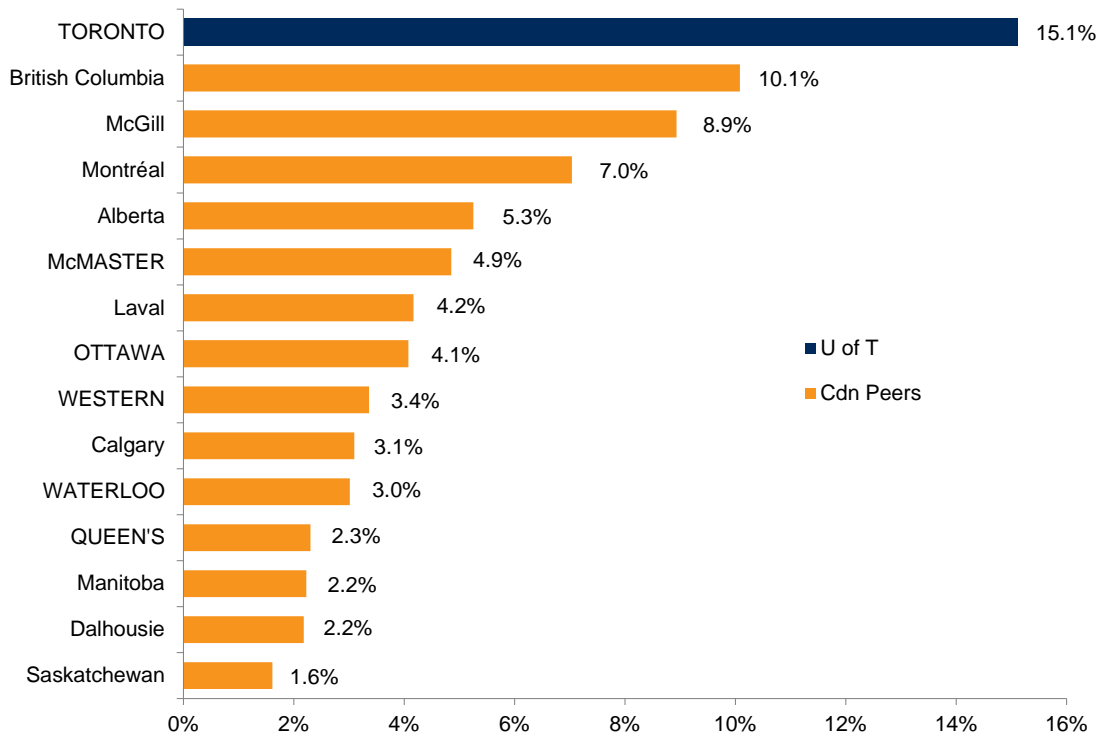
Notes:

1. Source: CIHR Expenditures by University and Program Category, 2013-14.
2. Expenditures for Networks of Centres of Excellence nodes and the Canada Research Chairs are excluded.
3. For the national total, only expenditures to Canadian colleges and universities, and their affiliates, are counted.
4. Ontario peers are shown in capital letters.

A. Our Research Excellence
4. Research Funding

Figure A-4-d
University of Toronto's Share of Funding from the Three Federal Granting Agencies (Tri-Agencies) Compared to Canadian Peer Universities, 2013-14

The chart below compares U of T's share of funding from the three federal granting agencies to that of our Canadian peers.



Notes:

1. Sources: CIHR Expenditures by University and Program Category 2013-14 report, NSERC Awards Database, and SSHRC Awards Search Engine.
2. Expenditures for the Networks of Centres of Excellence nodes, the Canada Research Chairs program, the Indirect Costs Program, the Canadian Microelectronics Corporation (NSERC funding held at Queen's) and the Canadian Light Source (NSERC funding held at U. Saskatchewan) are excluded.
3. For the national total, only expenditures to Canadian colleges and universities, and their affiliates, are counted.
4. Ontario peers are shown in capital letters.

A. Our Research Excellence
4. Research Funding

Canada Foundation for Innovation

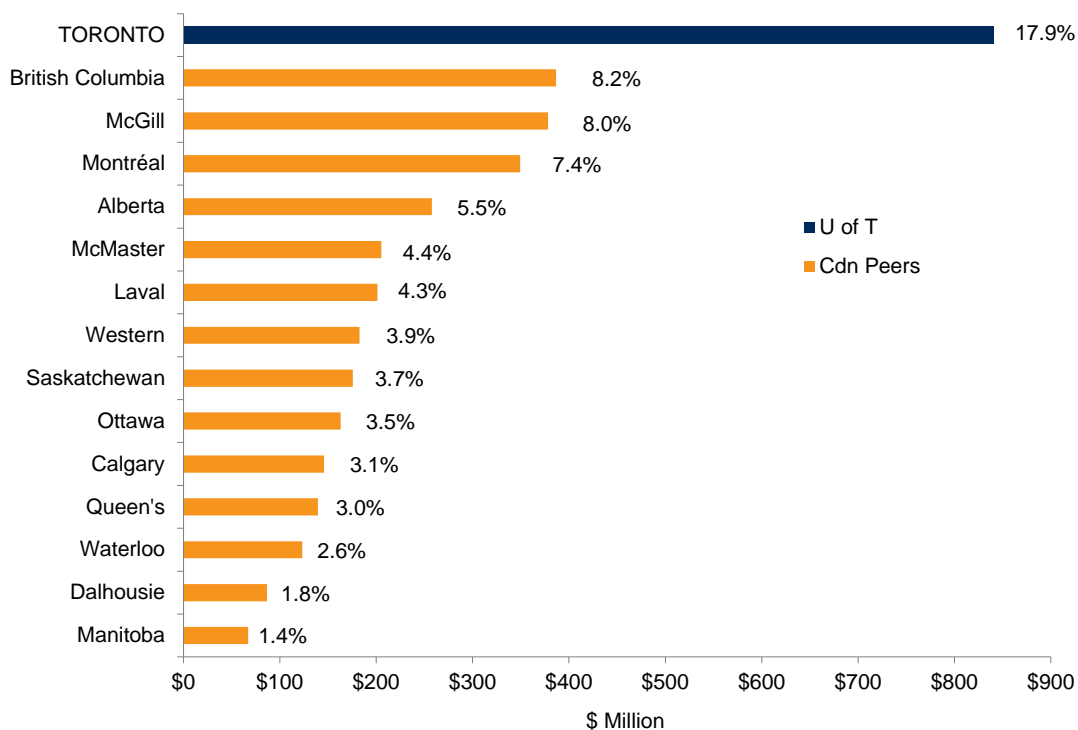
Performance Relevance:

Research funding from the Federal Government’s Canada Foundation for Innovation (CFI) measures the amount and share received by an institution relative to its peers in support of research infrastructure awarded on a competitive basis.

Since its inception in 1998, CFI – in partnership with provincial agencies such as the Ontario Ministry of Research and Innovation – has enabled U of T and partner hospitals to establish world-leading facilities that attract and help to retain some of the world’s most talented researchers and trainees.

Figure A-4-e
Canada Foundation for Innovation (CFI)
Funding by University since Inception, 1998 to 2014

The chart below compares U of T’s share of CFI funding to our Canadian peers. By way of comparison, U of T’s share of federal granting agency funding was 15.1% in 2013-14.



Notes:

1. Source: CFI website, April 23, 2014.
2. National projects excluded. Funding to partners and affiliates included with each university.

Related Reports:

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

A. Our Research Excellence
4. Research Funding

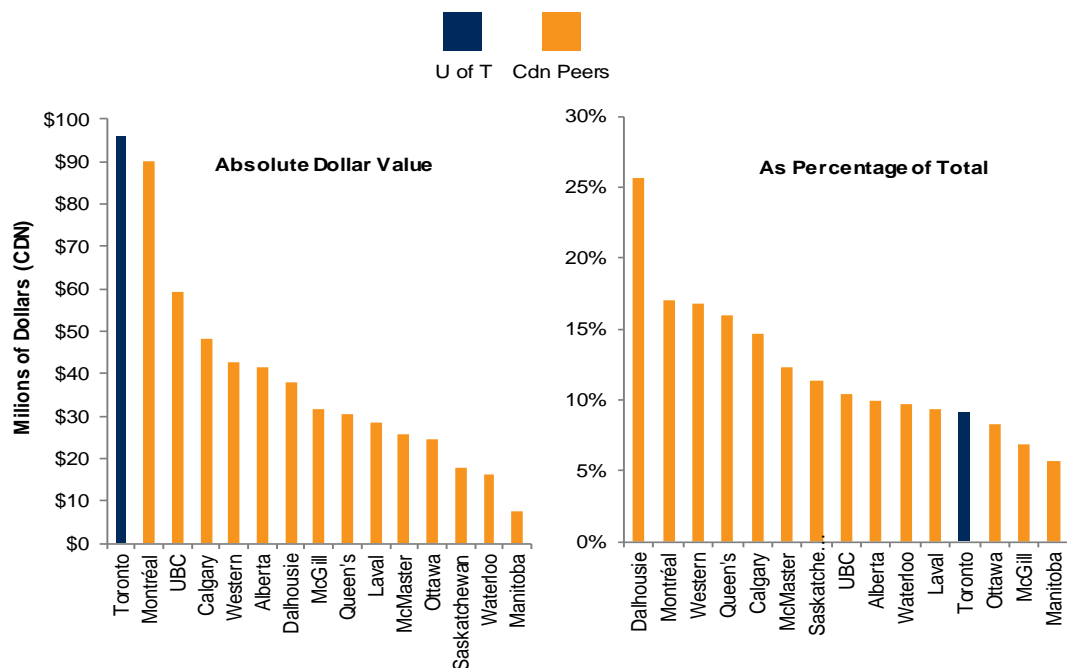
Research Funding from Industrial Sources

Performance Relevance:

The amount of research investment that originates from industrial sources provides an indication of the extent of the collaborative relationships between the university research community and the private sector. These partnerships turn ideas and innovations into products, services, companies and jobs. They also make tangible contributions to our mission of training the next generation of researchers by giving students practical opportunities to create new knowledge while helping them establish, along with faculty, strong links with industrial contacts.

Figure A-4-f
Research Revenue from Industrial Sources
University of Toronto and Canadian Peers 2012-13

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



Notes:

1. Source: CAUBO 2012-13.
2. Toronto data corrected for 1-year lag in reporting for affiliates. McMaster: only entities consolidated were included. Partners and affiliates included with each university.

Related Reports:

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

A. Our Research Excellence
4. Research Funding

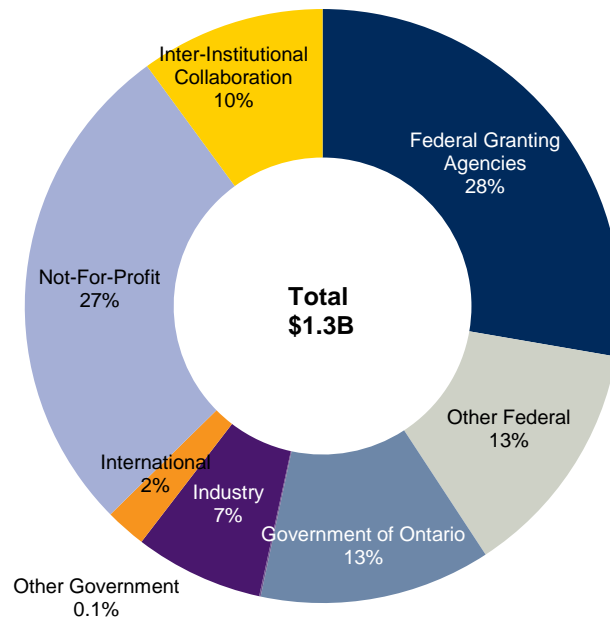
Total Research Funding

Performance Relevance:

The University's engagement in research covers a wide spectrum of funding sources and partners. Total Research Funding includes the annual dollar value of grants, contracts, donations and investment income on research funds, as well as funding flowing through the University's nine fully affiliated partner hospitals. Over the past decade the University's research funding has grown more or less steadily.

Figure A-4-g
University of Toronto Research Funds Awarded by Sector, 2012-13

The chart below shows the distribution of research funds awarded to the U of T and partner hospitals by sector.



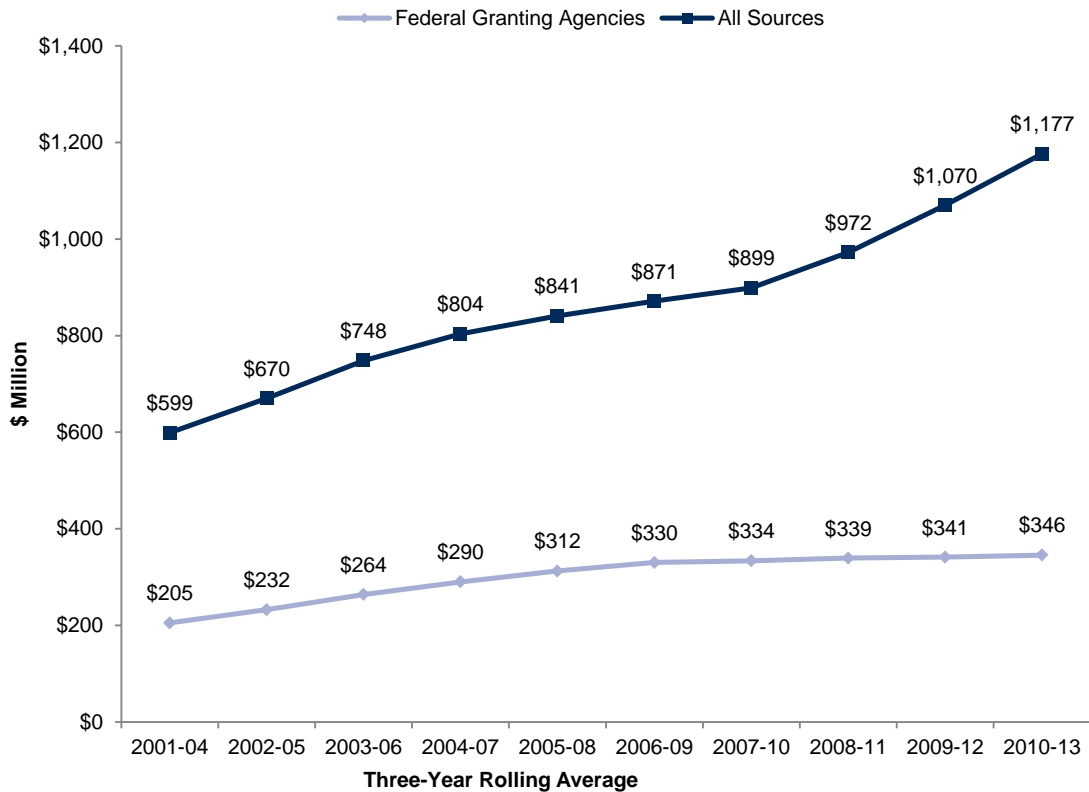
Notes:

1. Source: Office of the Vice-President, Research and Innovation
2. Includes University of Toronto and partner hospitals.
3. The Federal Granting Agencies (CIHR, NSERC and SSHRC) include the Canada Research Chairs Program.

A. Our Research Excellence
4. Research Funding

Figure A-4-h
Research Funds Awarded,
Time Series of Three-Year Rolling Averages,
for the periods 2001-02 to 2012-13

The lines below show the three-year rolling average of the total research funds awarded from all sources, and total research funds awarded from the federal granting agencies to the U of T and its partner hospitals (in millions of dollars).
 The first data point depicts the three-year rolling average of the period 2001-02 to 2003-04.
 The last data point depicts the three-year rolling average of the period 2010-11 to 2012-13.



Notes:

1. Source: Office of the Vice-President, Research and Innovation
2. Includes University of Toronto and partner hospitals.
3. The Federal Granting Agencies (CIHR, NSERC and SSHRC) include the Canada Research Chairs Program.
4. All sources include the Federal Granting Agencies, Other Federal, Government of Ontario, Other Government, Corporations, International, Not-for-Profit, and Inter-Institutional Collaboration.

Related Reports:

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

Innovation and Commercialization

Performance Relevance:

U of T is a leader in creating and protecting “made-in-Canada” ideas and innovations. Our faculty members and students are creating new technologies, products and services that are improving lives around the world, enabling U of T students to invent their own careers, and creating jobs and prosperity.

An innovation ecosystem is often measured using the following three indicators: invention disclosures, license agreements and start-up companies.

Invention disclosures are written by our researchers and describe their ideas and inventions that have the potential to become products, services or technologies useful to society. While not all invention disclosures will ultimately lead to a marketable technology or lead to a company, broadly speaking, they can be used as a measure of innovation activity.

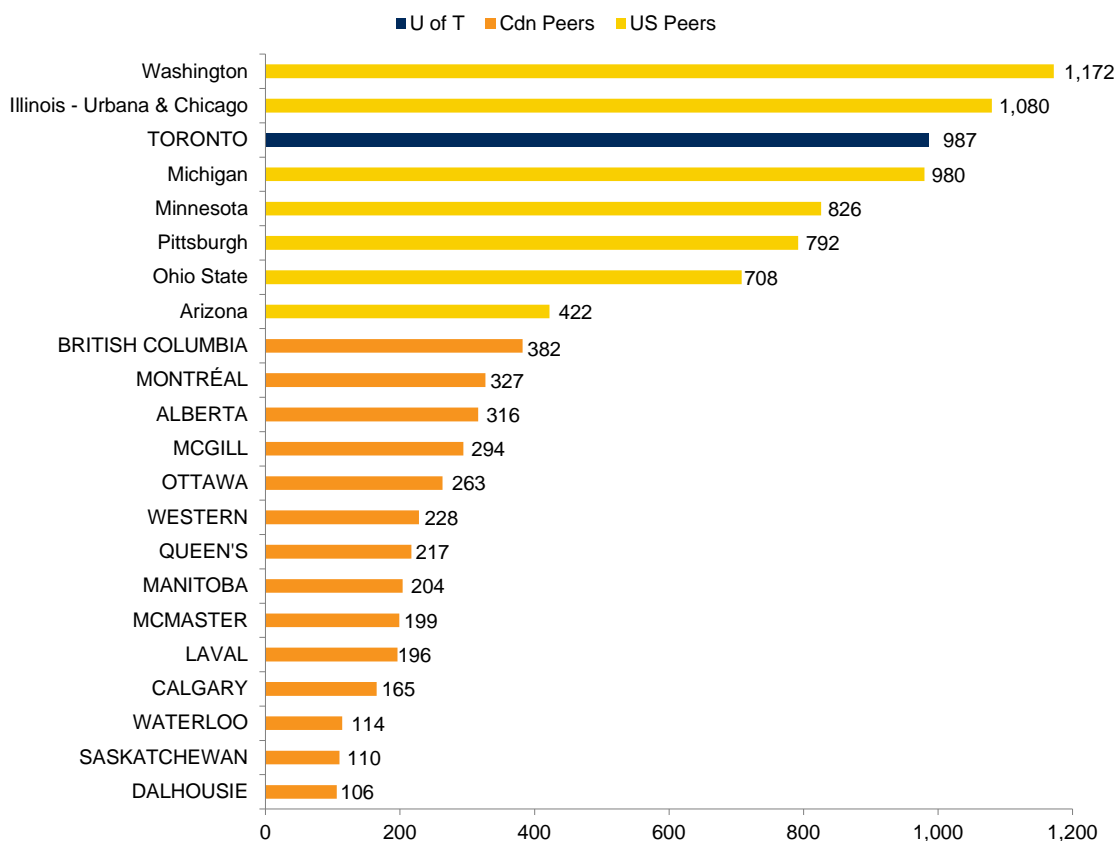
Licensing a technology, idea, or process to a company is one method to get an innovation out of the academic environment and into society. This route takes advantage of existing corporate capabilities and expertise.

A **start-up company** is another route for bringing novel ideas and technologies into society and into the economy. A decision to create a company depends on many factors, including the nature of the technology, the path to market, anticipated demand, and the level of involvement desired by the inventors.

A. Our Research Excellence
5. Innovation and Commercialization

Figure A-5-a
New Invention Disclosures
Canadian and U.S. Peers, 2009-10 to 2011-12

The chart below provides the three-year sum of new invention disclosures for Canadian and U.S. peer institutions.



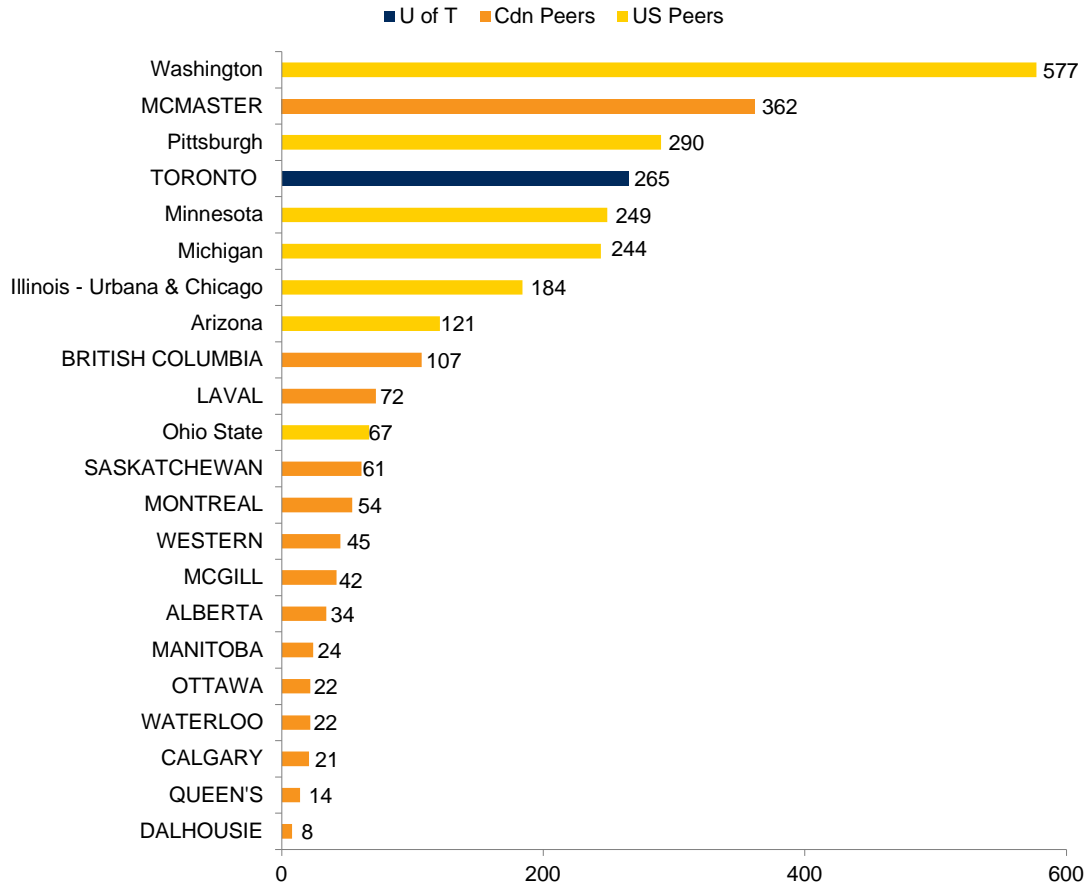
Notes:

1. Sources: Association of University Technology Managers (AUTM), MaRS Innovation "2011 Summary Report on 'AUTM Compatible' Indicators".
2. Fiscal year varies by university. U of T's is May to April.
3. Where available, U of T includes partner hospitals.
4. Canadian peer institutions are shown in capital letters.
5. UC Berkeley is excluded because its data are available only as part of the University of California system.
6. Wisconsin is excluded because it did not report for 2009-10 and 2010-11.
7. University of Texas is excluded because it did not report to AUTM.

A. Our Research Excellence
5. Innovation and Commercialization

Figure A-5-b
New Licenses
Canadian and US Peers, 2009-10 to 2011-12

The chart below provides the three-year sum of new licenses for Canadian and U.S. peer institutions.



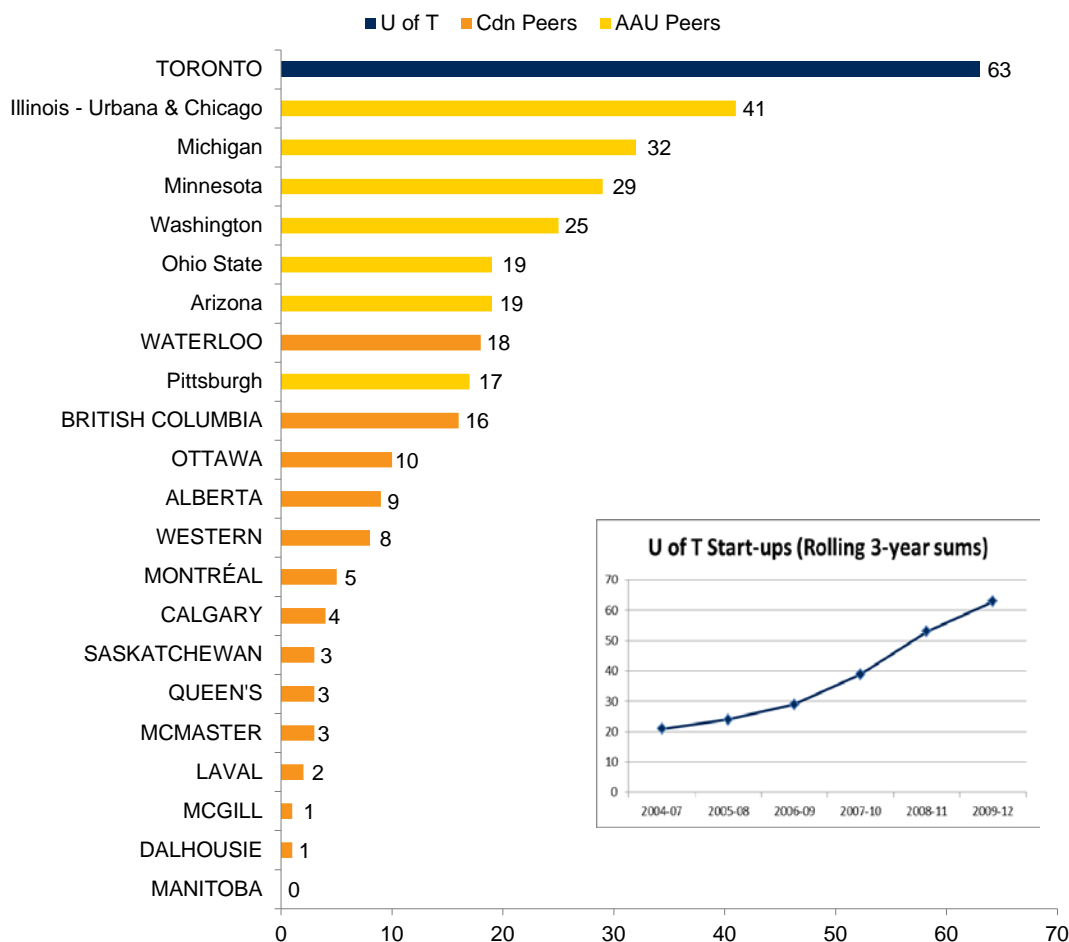
Notes:

1. Sources: Association of University Technology Managers (AUTM), MaRS Innovation "2011 Summary Report on 'AUTM Compatible' Indicators".
2. Fiscal year varies by university. U of T's is May to April.
3. Where available, U of T includes partner hospitals.
4. Canadian peer institutions are shown in capital letters.
5. UC Berkeley is excluded because its data are available only as part of the University of California system.
6. Wisconsin is excluded because it did not report for 2009-10 and 2010-11.
7. University of Texas is excluded because it did not report to AUTM.

A. Our Research Excellence
5. Innovation and Commercialization

Figure A-5-c
New Start-up Companies
Canadian and US Peers, 2009-10 to 2011-12

The chart below provides the three-year sum of new start-up companies for Canadian and U.S. peer institutions.



Notes:

1. Sources: Association of University Technology Managers (AUTM), MaRS Innovation “2011 Summary Report on ‘AUTM Compatible’ Indicators”.
2. Fiscal year varies by university. U of T’s is May to April.
3. Where available, U of T includes partner hospitals.
4. Canadian peer institutions are shown in capital letters.
5. UC Berkeley is excluded because its data are available only as part of the University of California system.
6. Wisconsin is excluded because it did not report for 2009-10 and 2010-11.
7. University of Texas is excluded because it did not report to AUTM.

Related Websites:

Research and Innovation

<http://research.utoronto.ca/innovation/>

B. Our Education Mission
1. Recruitment and Admissions

Entering Averages

Performance Relevance:

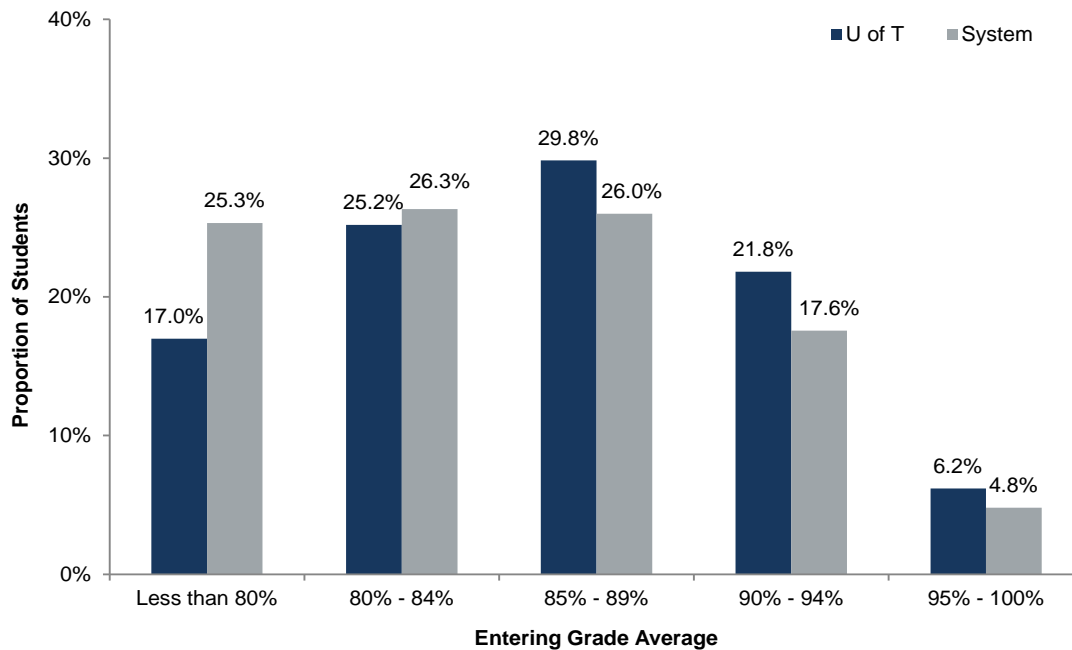
Student entering grade averages reflect an institution's ability to attract a well-qualified student body.

We have included a comparison of the University of Toronto with the rest of the Ontario University system. This comparison illustrates the differences in distribution of entering grade average.

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

Figure B-1-a
Distribution of Entering Grade Averages of Ontario Secondary School Students Registered at the University of Toronto Compared to Students Registered at other Ontario Universities First-Entry Programs Fall 2013

The chart below indicates the distribution of entering grade averages of Ontario Secondary School Students registered in direct-entry programs at the University of Toronto compared to those of students registered at other Ontario universities.



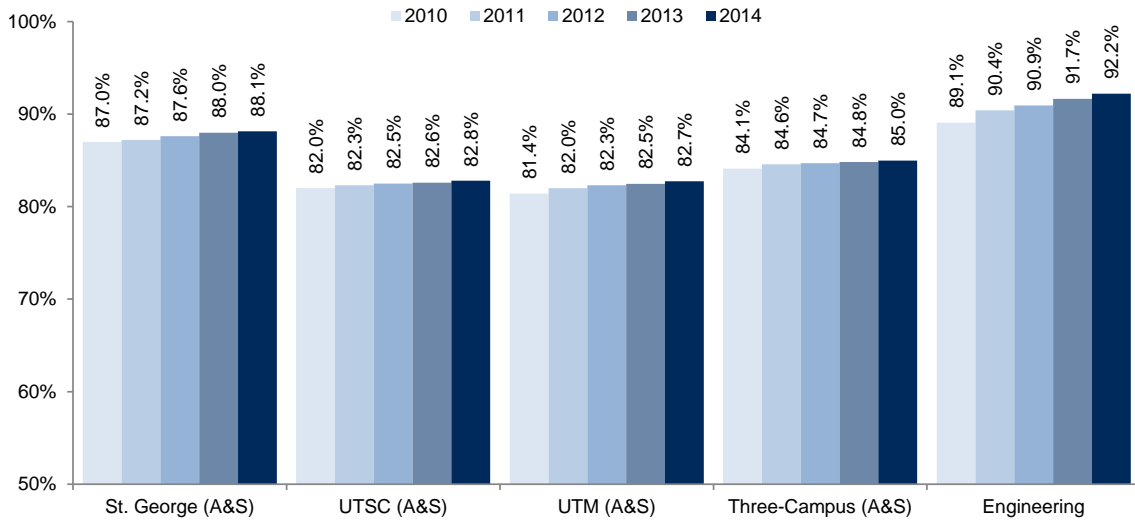
Notes:

1. Source: Data provided by COU, based on OUAC final average marks.
2. System excludes University of Toronto

B. Our Education Mission
1. Recruitment and Admissions

Figure B-1-b
Entering Grade Averages (Average Mark),
Arts & Science and Engineering by Campus, Fall 2010 to Fall 2014

The bars below indicate the average entering marks of students who enrolled in Arts & Science programs at each of the three campuses and at U of T overall. The last group of bars below indicates the average entering marks of students who enrolled in Engineering program at U of T.



Notes:

1. Source: Data provided by Admissions & Awards. Based on final program admission average.

B. Our Education Mission
1. Recruitment and Admissions

Applications, Offers, and Registrations

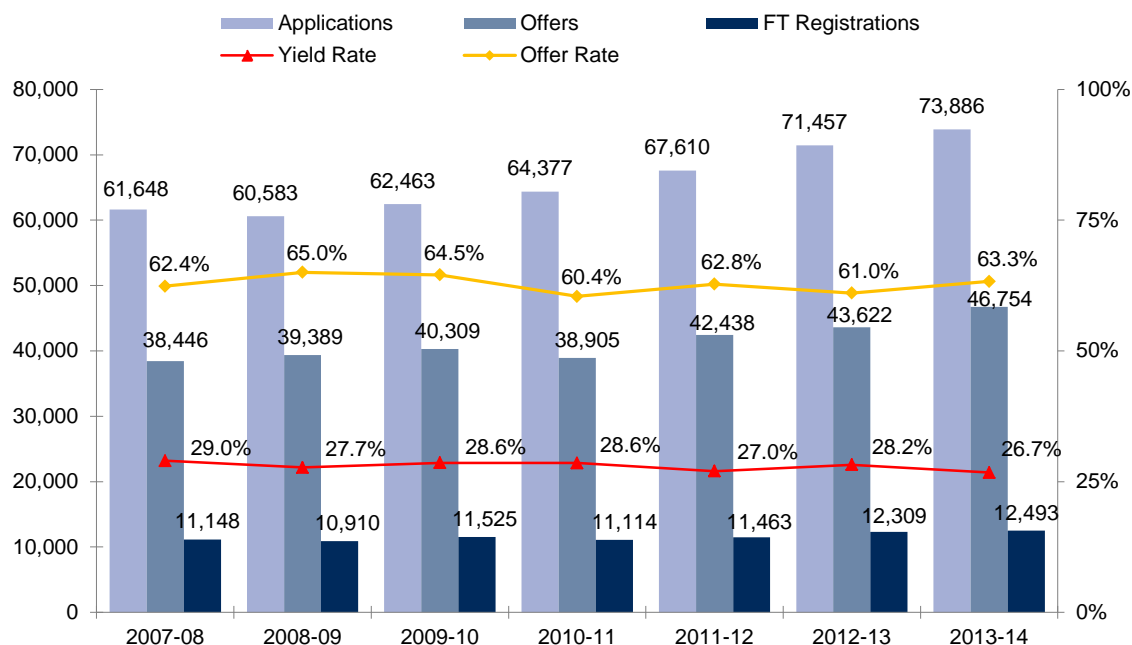
Performance Relevance:

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

**B. Our Education Mission
1. Recruitment and Admissions**

**Figure B-1-c
Total Applications, Offers, and Registrations
Undergraduate First-Entry Programs 2007-08 to 2013-14**

The lines below indicate the change over time in the offer rate and yield rate of undergraduate first-entry programs.



Notes :

1. Source: Ontario Universities' Application Centre (OUAC).
2. Undergraduate first-entry programs include: Arts & Science St. George campus, UTM, UTSC, Applied Science & Engineering, Architectural Studies, Kinesiology & Physical Education, and Music.
3. Includes applicants directly from high school (OUAC 101) and all other undergraduate applicants (OUAC 105) who applied through OUAC for first year full time fall entry into first-entry programs. Excludes students who applied directly to U of T, and who applied with advanced standing.
4. Yield rate is the number of registrations divided by number of offers.
5. Offer rate is the number of offers divided by number of applications.

**Figure B-1-d
Total Applications, Offers, and Registrations
Undergraduate First-Entry Programs by Faculty 2013-14**

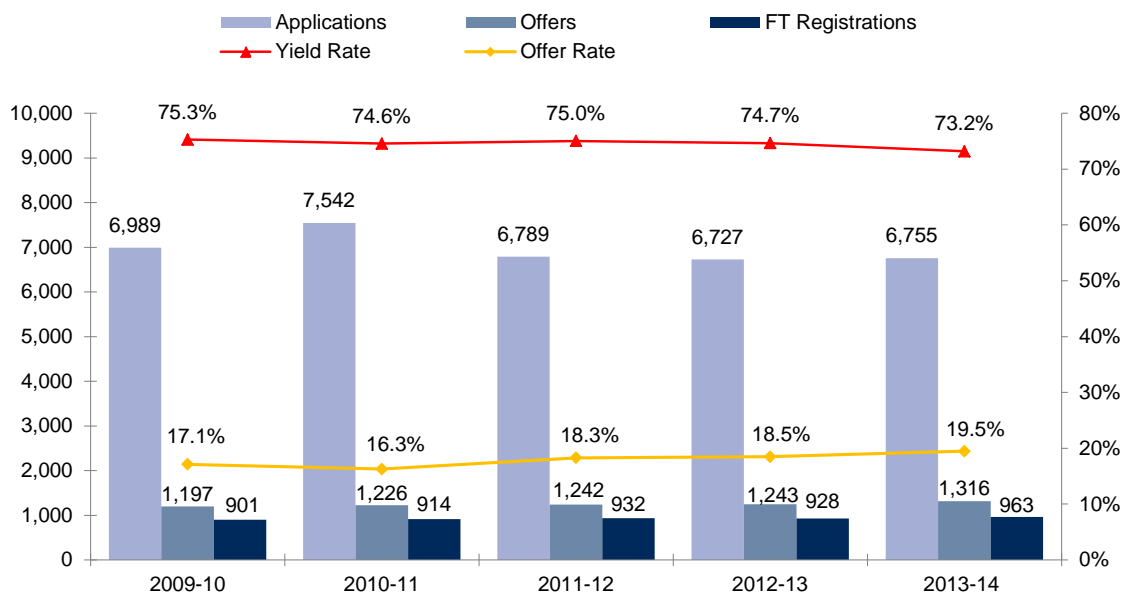
The table below provides the faculty-level detail for 2013-14.

	Arts, Science and Commerce			Applied Science and Engineering	Architectural Studies	Kinesiology and Physical Education	
	St. George	UTM	UTSC			Music	
Applications	30,161	16,739	13,784	9,542	1,667	1,418	575
Offers	16,648	13,835	12,037	2,961	365	701	207
Offer Rate	55.2%	82.7%	87.3%	31.0%	21.9%	49.4%	36.0%
FT Registrations	5,192	3,035	2,684	1,094	125	247	116
Yield Rate	31.2%	21.9%	22.3%	30.3%	20.5%	35.2%	56.0%

**B. Our Education Mission
1. Recruitment and Admissions**

**Figure B-1-e
Total Applications, Offers, and Registrations
Selected Second-Entry Professional Programs 2009-10 to 2013-14**

The lines below indicate the change over time in the offer rate and yield rate of second-entry professional programs.



Notes:

1. Source: Faculty admission offices.
2. Second-entry professional programs include: Dentistry, Law, Medicine, Nursing, and Pharmacy.
3. Yield rate is the number of registrations divided by number of offers.
4. Offer rate is the number of offers divided by number of applications.
5. The Applications, Offers and Registrations of 2009-13 were updated in PI 2014.

**Figure B-1-f
Total Applications, Offers, and Registrations
Selected Second-Entry Professional Programs by Faculty 2013-14**

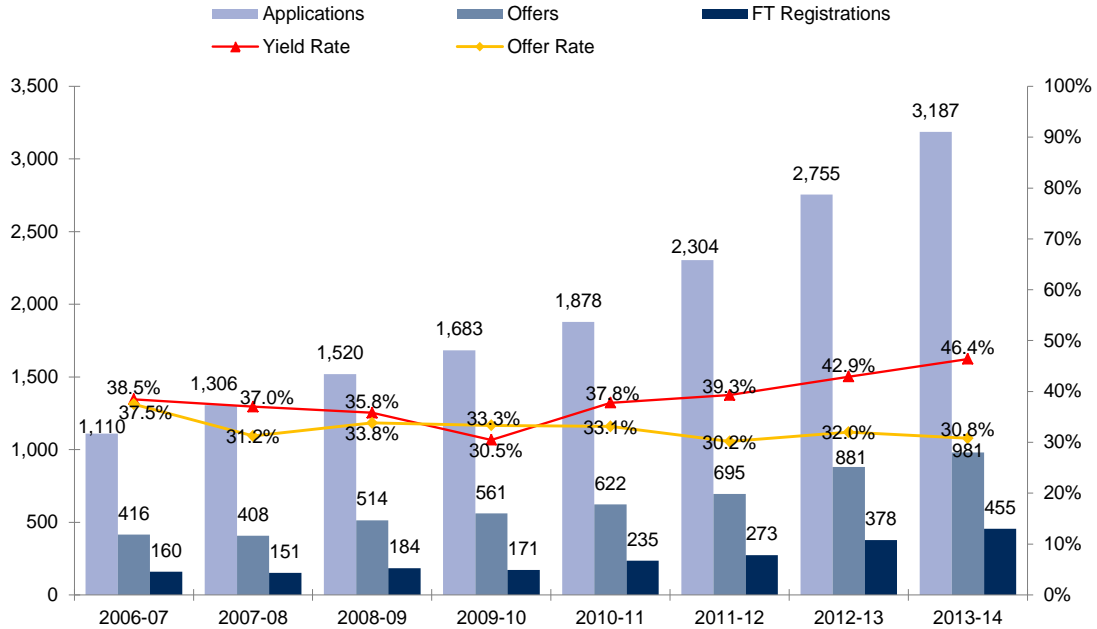
The table below provides the faculty-level detail for 2013-14.

	Dentistry	Law	Medicine	Nursing	Pharmacy
Applications	505	1,789	3,153	666	642
Offers	119	301	338	278	280
Offer Rate	23.6%	16.8%	10.7%	41.7%	43.6%
FT Registrations	84	207	259	178	235
Yield Rate	70.6%	68.8%	76.6%	64.0%	83.9%

**B. Our Education Mission
1. Recruitment and Admissions**

**Figure B-1-g
Total Applications, Offers, Registrations – International Students
Professional Masters Programs 2006-07 to 2013-14**

The lines below indicate the change over time in the yield rate and offer rate of Professional Masters Programs.



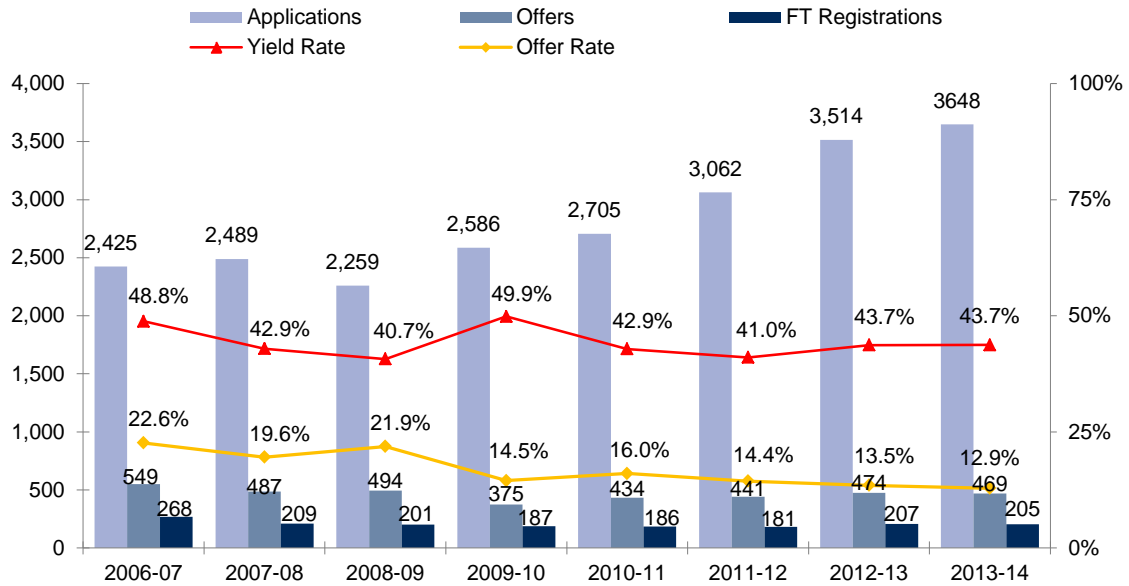
Notes:

1. Source: School of Graduate Studies (SGS).
2. 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.
3. Yield rate is the number of registrations divided by number of offers.
4. Offer rate is the number of offers divided by number of applications.
5. The 2012-13 data have been updated as of the 2014 Performance Indicator.

**B. Our Education Mission
1. Recruitment and Admissions**

**Figure B-1-h
Total Applications, Offers, Registrations – International Students
SGS Doctoral-Stream Masters Programs 2006-07 to 2013-14**

The lines below indicate the change over time in the yield rate and offer rate of Doctoral Stream Masters Programs.



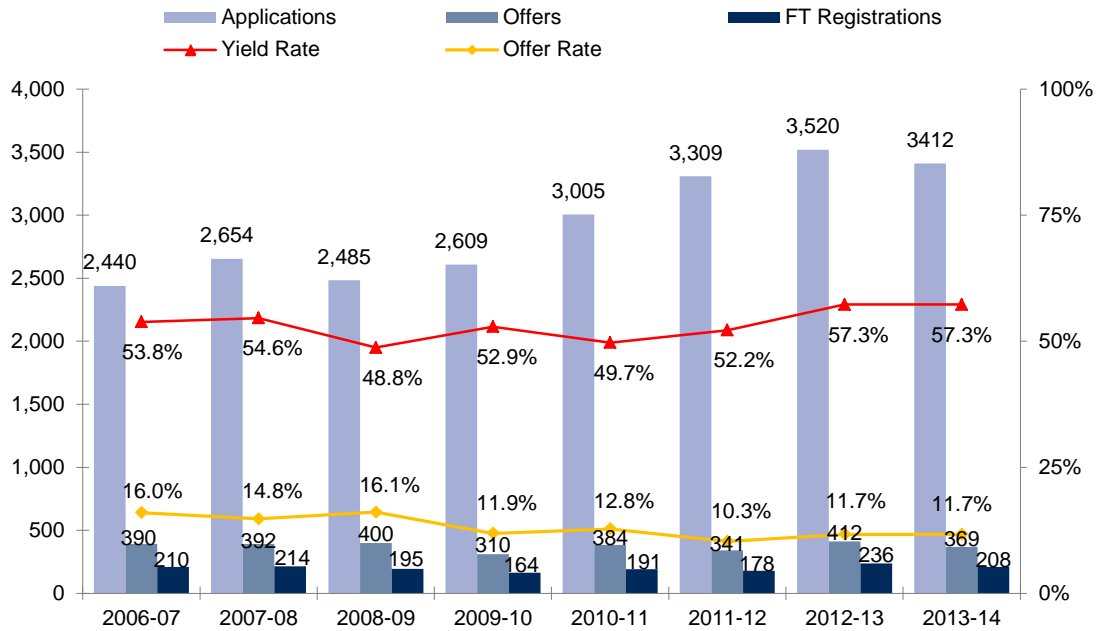
Notes:

1. Source: School of Graduate Studies (SGS).
2. Masters programs include: MA, MSc, MASc, MScF, Specialty MSc, MusM, LLM.
3. Yield rate is the number of registrations divided by number of offers.
4. Offer rate is the number of offers divided by number of applications.
5. The 2012-13 data have been updated as of the 2014 Performance Indicator.

**B. Our Education Mission
1. Recruitment and Admissions**

**Figure B-1-i
Total Applications, Offers, Registrations – International Students
SGS Doctoral Programs 2006-07 to 2013-14**

The lines below indicate the change over time in the yield rate and offer rate of Doctoral Programs.



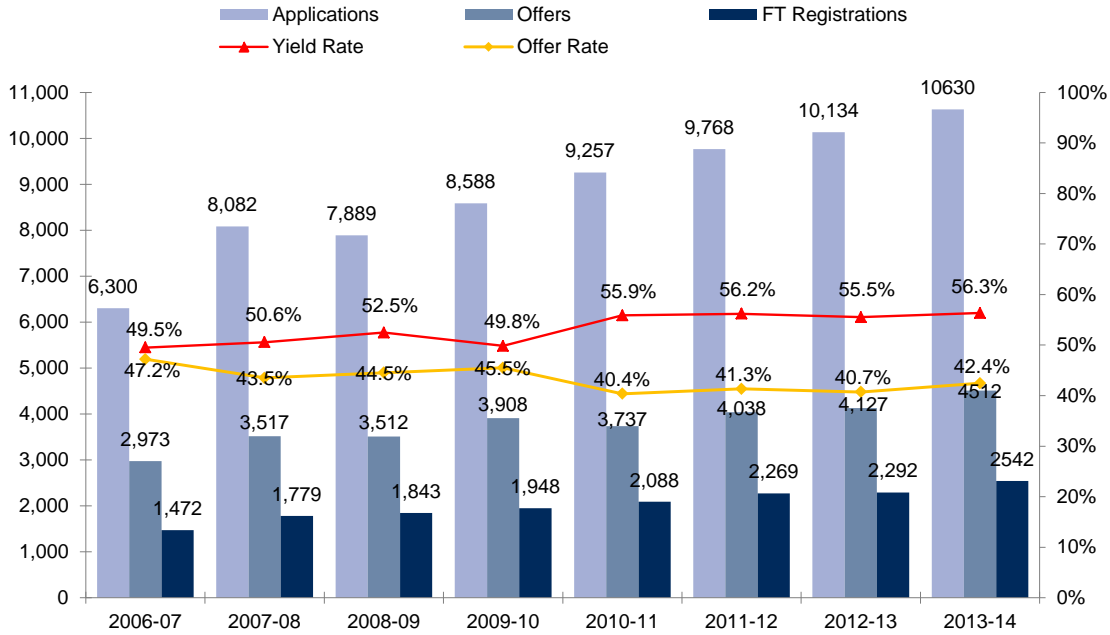
Notes:

1. Source: School of Graduate Studies (SGS).
2. Doctoral programs include: MusDoc, PhD, EdD, SJD.
3. Yield rate is the number of registrations divided by number of offers.
4. Offer rate is the number of offers divided by number of applications.
5. The 2012-13 data have been updated as of the 2014 Performance Indicator.

**B. Our Education Mission
1. Recruitment and Admissions**

**Figure B-1-j
Total Applications, Offers, Registrations – Domestic Students
Professional Masters Programs 2006-07 to 2013-14**

The lines below indicate the change over time in the yield rate and offer rate of Professional Masters Programs.



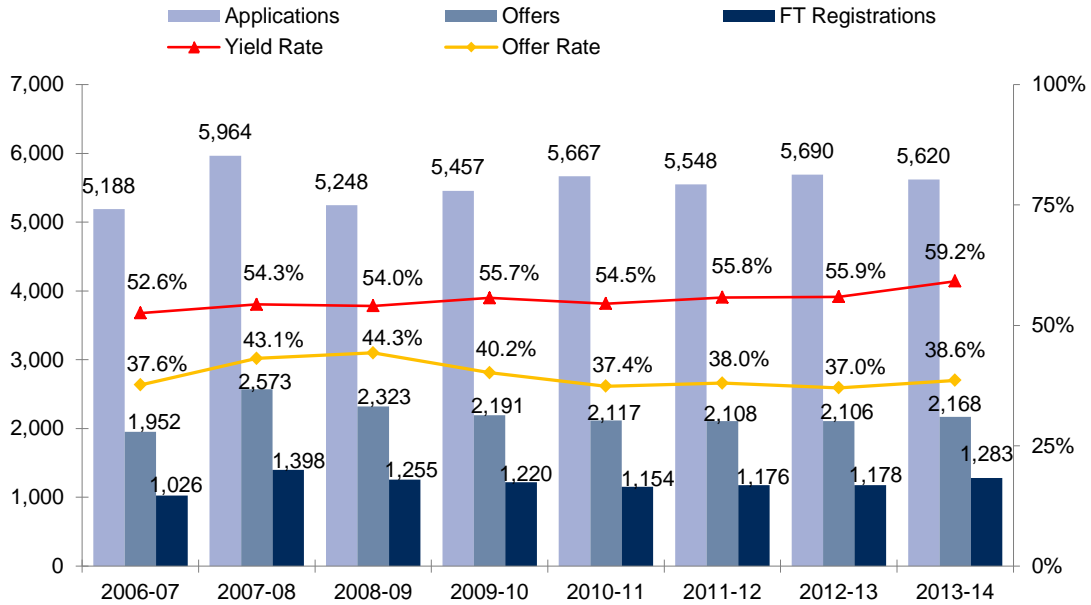
Notes:

1. Source: School of Graduate Studies (SGS).
2. 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.
3. Yield rate is the number of registrations divided by number of offers.
4. Offer rate is the number of offers divided by number of applications.
5. The 2012-13 data have been updated as of the 2014 Performance Indicator.

**B. Our Education Mission
1. Recruitment and Admissions**

**Figure B-1-k
Total Applications, Offers, Registrations – Domestic Students
SGS Doctoral-Stream Masters Programs 2006-07 to 2013-14**

The lines below indicate the change over time in the yield rate and offer rate of Doctoral Stream Masters Programs.



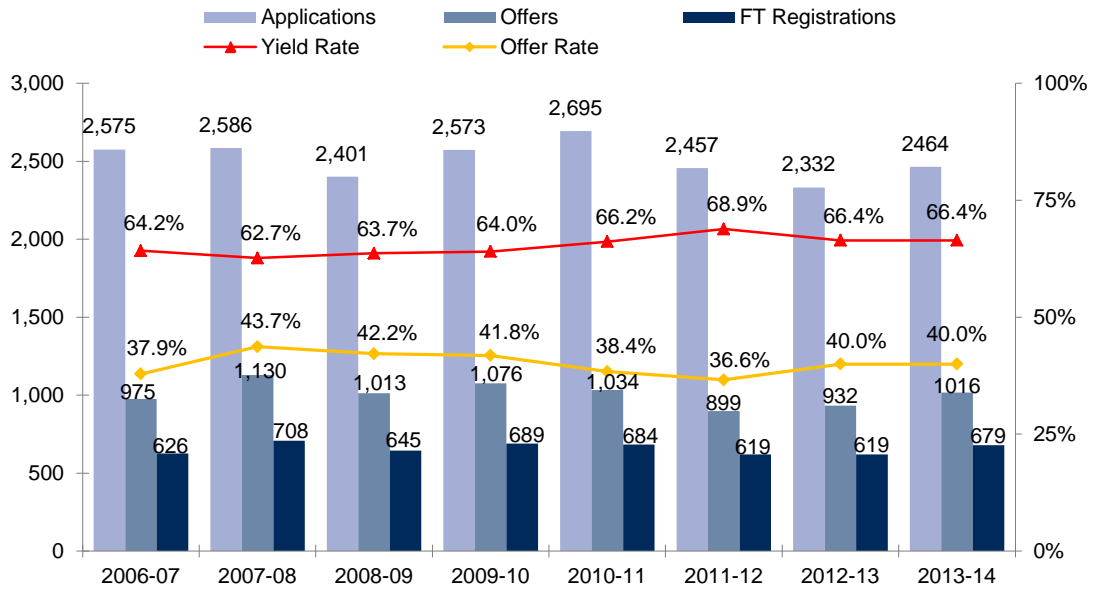
Notes:

1. Source: School of Graduate Studies (SGS).
2. Masters programs include: MA, MSc, MASc, MScF, Specialty MSc, MusM, LLM.
3. Yield rate is the number of registrations divided by number of offers.
4. Offer rate is the number of offers divided by number of applications.
5. The 2012-13 data have been updated as of the 2014 Performance Indicator.

**B. Our Education Mission
1. Recruitment and Admissions**

**Figure B-1-I
Total Applications, Offers, Registrations – Domestic Students
SGS Doctoral Programs 2006-07 to 2013-14**

The lines below indicate the change over time in the yield rate and offer rate of Doctoral Programs.



Notes:

1. Source: School of Graduate Studies (SGS).
2. Doctoral programs include: MusDoc, PhD, EdD, SJD.
3. Yield rate is the number of registrations divided by number of offers.
4. Offer rate is the number of offers divided by number of applications.
5. The 2012-13 data have been updated as of the 2014 Performance Indicator.

B. Our Education Mission
2. Student Awards

Undergraduate Student Awards

Performance Relevance:

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

Entrance scholarships and awards (awarded at the beginning of students' studies) provide a measure of success of the University in attracting excellent students. The TD Scholarship¹ is an example of an undergraduate level entrance award.

Exit scholarships (awarded at the end of students' studies) demonstrate the quality of the University's performance in educating and providing students with the necessary environment to achieve excellence. Undergraduate level exit scholarships include the Rhodes Scholarship², the Knox Fellowship³, and the Commonwealth Scholarship⁴.

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

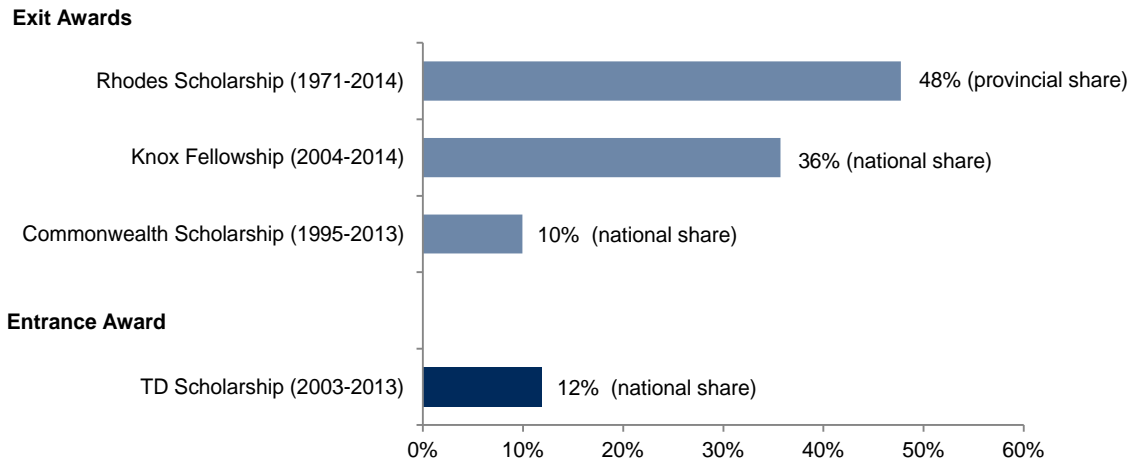
Notes:

1. TD Scholarships are awarded to individuals who have demonstrated outstanding community leadership. Twenty scholarships are awarded each year and are renewable for four years.
2. At the undergraduate level, two Rhodes Scholarships are granted to Ontario students each year, and a total of eleven are awarded to Canadian students. It should be noted that applicants can apply using their home province or that of their undergraduate university.
3. 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 the rest 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. 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".

B. Our Education Mission
2. Student Awards

Figure B-2-a
Undergraduate Student Scholarship Recipients by Award
University of Toronto's Share of Total Awarded to Canadian Universities

The bars below indicate the number of entrance and exit awards received by U of T undergraduate students as a percentage of the total amount of these awards received nationally (Knox Fellowships, Commonwealth Scholarships, TD Scholarships) and provincially (Rhodes Scholarships). By way of comparison, U of T's approximate share of undergraduate students is 7% nationally and 15% provincially.



Notes:

1. Sources: AUCC for Knox and TD Awards; Enrolment Services for Rhodes Scholarship; the Bureau of International Education (CBIE) for Commonwealth Scholarship.

B. Our Education Mission
2. Student Awards

Graduate Student Awards

Performance Relevance:

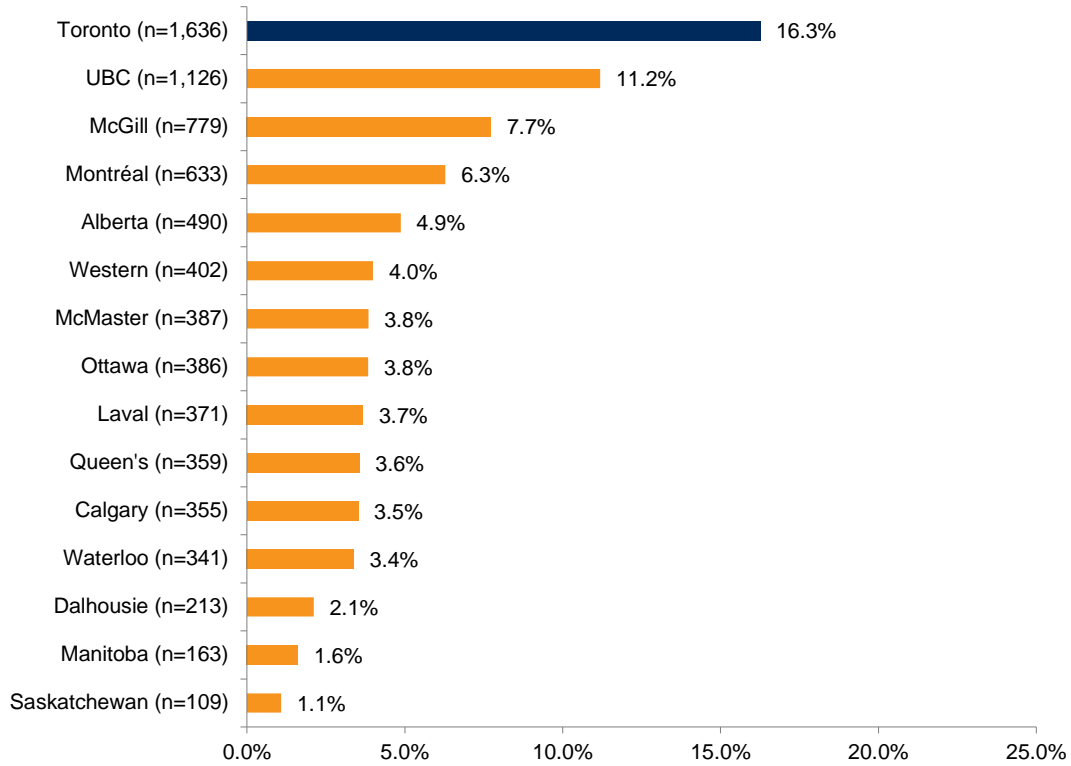
The number of prestigious student awards received by our graduate students provides an assessment of our ability to recruit excellent students and provide an environment in which they can thrive.

Doctoral scholarships are awarded (based on merit) upon entry or continuation into the doctoral program. We have included the number of University of Toronto graduate students receiving top tier doctoral scholarships (Canada Graduate Scholarships and Vanier Canada Graduate Scholarships) from the Social Sciences and Humanities Research Council (SSHRC), the Natural Sciences and Engineering Research Council (NSERC), and the Canadian Institutes of Health Research (CIHR), as well as Pierre Elliott Trudeau Scholarships.

**B. Our Education Mission
2. Student Awards**

**Figure B-2-b
Prestigious Canadian Doctoral Scholarships,
Percentage Share, 2005-2014**

The chart below indicates the number of prestigious Canadian Doctoral Scholarships received by U of T doctoral students as a percentage of the total amount of these awards received nationally. By way of comparison, U of T's approximate share of doctoral students is 12% nationally.



Notes:

1. Source: Agency websites
2. Percent share based on total cumulative counts.
3. Awards counted in the chart include: Canada Graduate Scholarships - Doctoral and Vanier Scholarships from CIHR, NSERC and SSHRC; NSERC André Hamer Prize; and, the Pierre Elliot Trudeau Scholarship.
4. Only our Canadian peer institutions are shown above.

B. Our Education Mission
3. Student-Faculty Ratios

Student-Faculty Ratios – U.S. and Canadian Peers

Performance Relevance:

Student-faculty ratios at the institutional level provide a general indication of the deployment or available level of resources. A significant part of the student experience is predicated on access to faculty, e.g., opportunities for interaction or feedback on academic work. When compared to similar institutions and over time, these ratios can signal funding, and resource issues.

Student-faculty ratios at the University of Toronto have been measured against two sets of peers: our ten publicly-funded U.S. peers¹, and our research-intensive Canadian peer universities², using two different methodologies for calculation of these measures. The resulting ratios are not comparable with each other.

This table lists the main differences of the two methodologies:

	U.S. Peer methodology	Canadian Peer methodology
Student Enrolment	Excludes residents	Excludes residents
Student Full-time Equivalent (FTE) conversion	UG and Grad FTE: FT = 1, PT=0.3	UG FTE is based on course load; Grad FTE: FT=1, PT=0.3
Similarities between the two methodologies regarding Faculty Count	a) Full-time Headcounts	
	b) Includes Tenured/ Tenure Stream and Non-Tenured Stream Professorial Ranks, and teaching stream (lecturers/instructors).	
Differences between the two methodologies regarding Faculty Count ³	Excludes Medicine	Includes Medicine, but excludes Clinicians
Source of Faculty data	AAUP Faculty Salary Survey	UCASS Faculty Salary Survey
Fall 2012 Student FTEs used to calculate S-F ratio	72,375	67,327
Fall 2012 Full-time Faculty Headcount used to calculate S-F ratio	2,033	2,412
Fall 2012 Student Faculty Ratio	35.6	27.9

¹ U.S. peers include 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

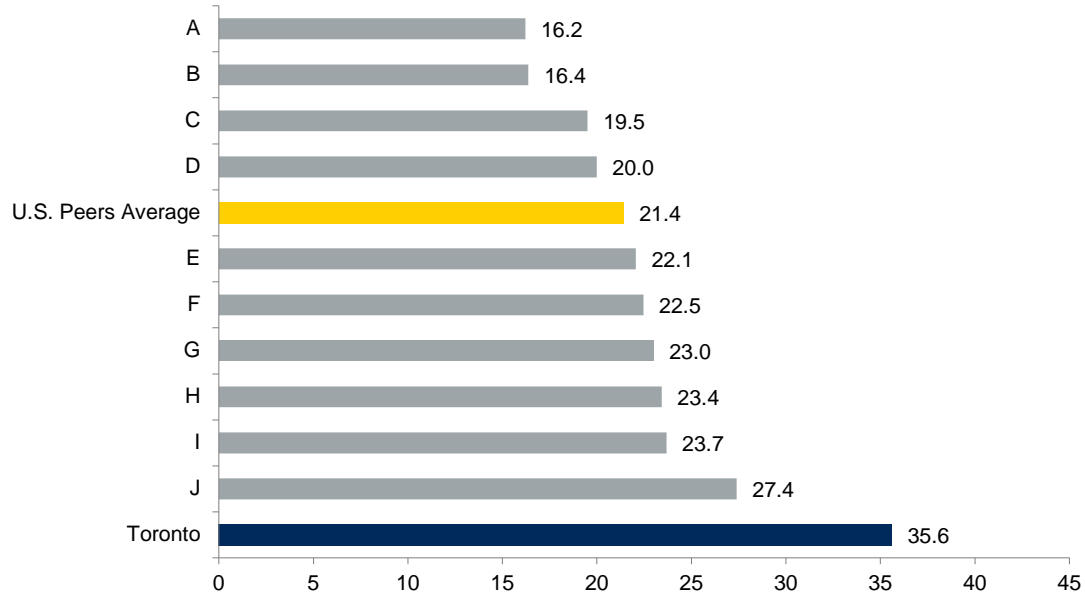
² Canadian peers include University of Alberta, University of British Columbia, University of Calgary, Dalhousie University, Laval University, University of Manitoba, McGill University, McMaster University, University of Montréal, University of Ottawa, Queen's University, University of Saskatchewan, University of Waterloo, Western Ontario University

³ The U.S. Peer methodology has changed to include teaching stream (lecturers/instructors). In the 2014 Performance Indicator, the historical data in Figure B-3-a and b have all been updated using the new method.

B. Our Education Mission
3. Student-Faculty Ratios

Figure B-3-a
Student-Faculty Ratios,
Comparison with U.S. Peers, Fall 2012

The chart below indicates the number of full-time equivalent students at U of T to every one full-time faculty member, compared to U.S. peers, and their average.

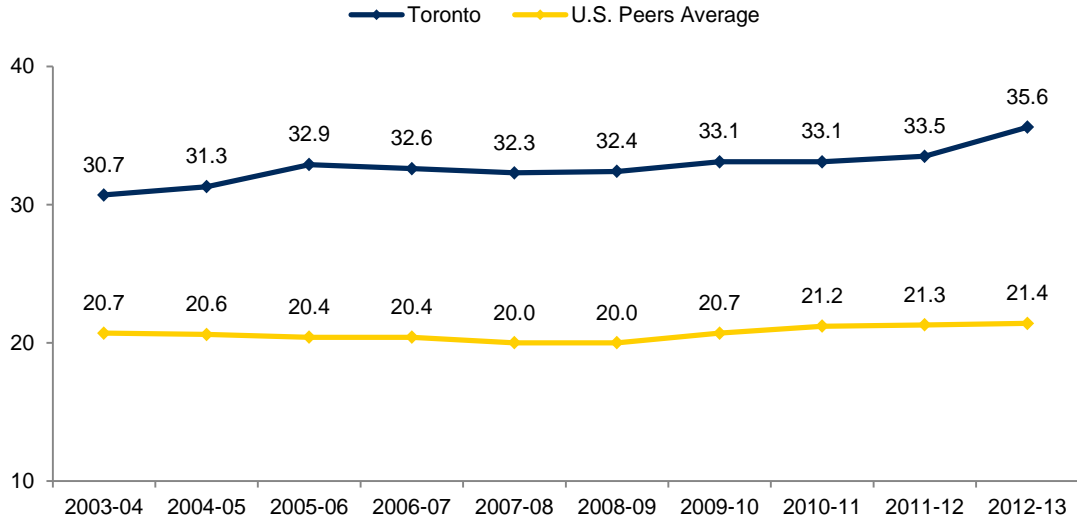


Notes:

1. Source: IPEDS Fall Enrolment (NCES Website) and Association of American Universities Data Exchange (AAUDE) Annual AAUP Faculty Salary Survey.
2. U.S. Peers Average is a simple average and is not weighted by university size.
3. Faculty data exclude Medicine while the student enrolment data include Medicine.
4. Faculty counts include the following ranks: Professor, Associate Prof, Assistant Prof, Instructor, Lecturer, and FT faculty with no assigned rank. Please note that this more comprehensive definition is new for the 2014 cycle of Performance Indicators.
5. Part-time students converted to Full-time-equivalent (FTE) by multiplying by 0.3.

B. Our Education Mission
3. Student-Faculty Ratios

Figure B-3-b
Student Faculty Ratios
Comparison with U.S. Peers Average
Fall 2003 to 2012



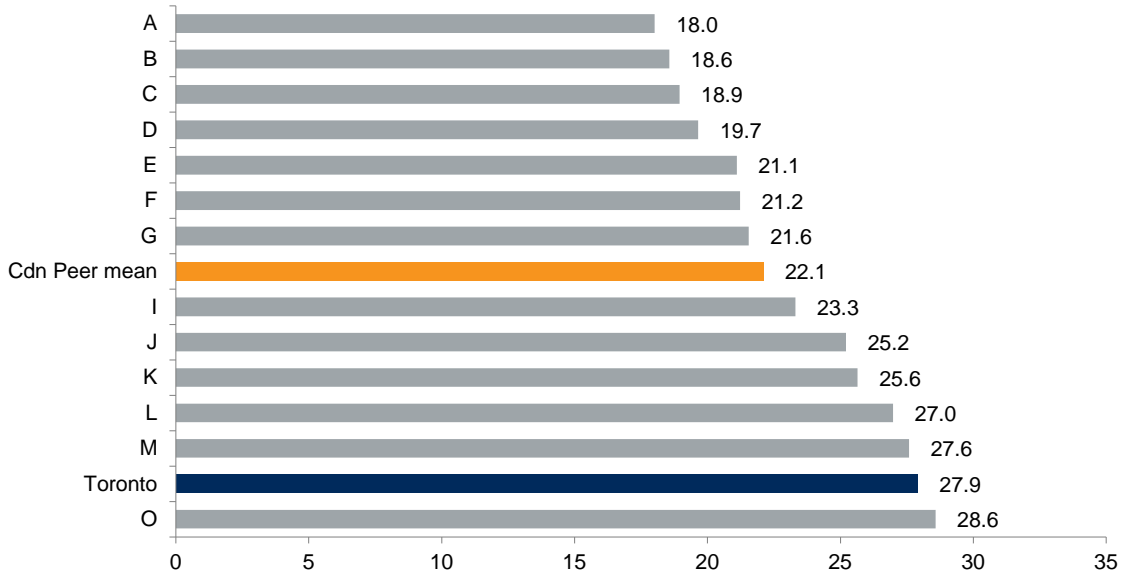
Notes:

1. Source: IPEDS Fall Enrolment (NCES Website) and Association of American Universities Data Exchange (AAUDE) Annual AAUP Faculty Salary Survey.
2. U.S. Peers Average is a simple average and is not weighted by university size.
3. Faculty data exclude Medicine while the student enrolment data include Medicine.
4. Faculty counts include the following ranks: Professor, Associate Prof, Assistant Prof, Instructor, Lecturer, and FT faculty with no assigned rank. Please note that this more comprehensive definition is new for the 2014 cycle of Performance Indicators.
5. Part-time students converted to Full-time-equivalent (FTE) by multiplying by 0.3.

B. Our Education Mission
3. Student-Faculty Ratios

Figure B-3-c
Student-Faculty Ratios (Full-time faculty),
Comparison with Canadian Peers, Fall 2012

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

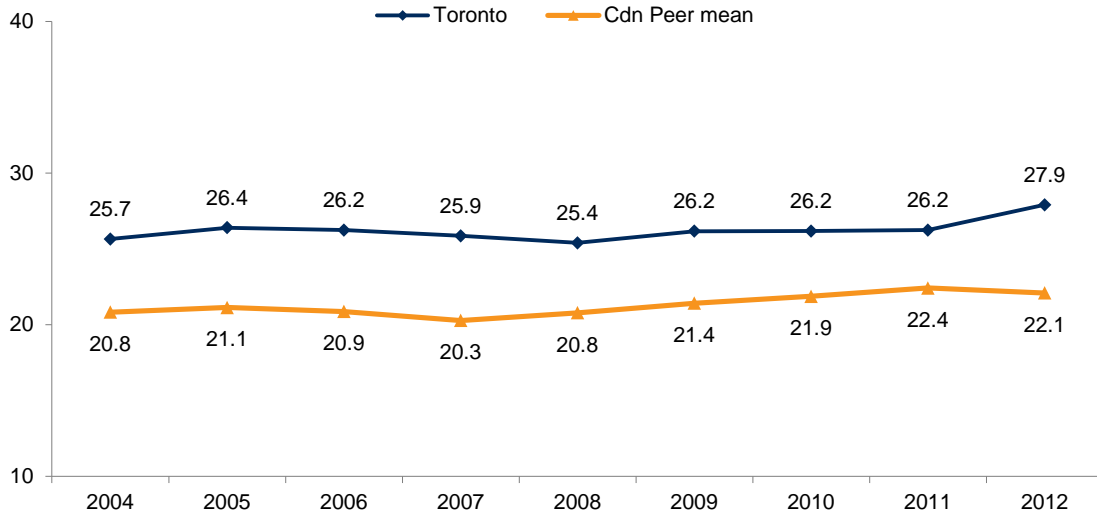


Notes:

1. Source: U15 Data Exchange (U15DE).
2. Faculty counts include FT Professorial Ranks, regardless of tenure status (i.e. includes both tenure stream & non tenure stream), but excludes Clinicians.
3. U of T's data include teaching stream faculty with contracts of 12-months or more.
4. Canadian peer mean excludes U of T and University of Montreal.
5. Beginning with PI 2014, student enrolment excludes medical residents as clinicians are excluded from the faculty counts.

B. Our Education Mission
3. Student-Faculty Ratios

Figure B-3-d
Student Faculty Ratios
Comparison with Mean of Canadian Peers
Fall 2004 to 2012



Notes:

1. Source: U15 Data Exchange (U15DE).
2. Faculty counts include FT Professorial Ranks, regardless of tenure status (i.e. includes both tenure stream & non tenure stream), but excludes Clinicians.
3. U of T's data include teaching stream faculty with contracts of 12-months or more.
4. Canadian peer mean excludes U of T
5. Canadian peer mean 2012 excludes University of Montreal.

Canadian Peer mean 2005-2009 excludes Manitoba, Saskatchewan.

Canadian Peer mean 2004 excludes Alberta, Dalhousie, Manitoba, Ottawa, Saskatchewan.

B. Our Education Mission
3. Student-Faculty Ratios

Student-Faculty Ratios – Various Faculty Inclusions

Performance Relevance:

Student-faculty ratios at the institutional level provide a general indication of the deployment or available level of resources. A significant part of the student experience is predicated on access to faculty, e.g., opportunities for interaction or feedback on academic work.

Traditionally, student-faculty ratios at the University of Toronto have been measured against two sets of peers, our ten publicly-funded U.S. peers and our research-intensive Canadian peer universities (see figures B-3-a to B-3-d), using two different methodologies for calculating these measures.

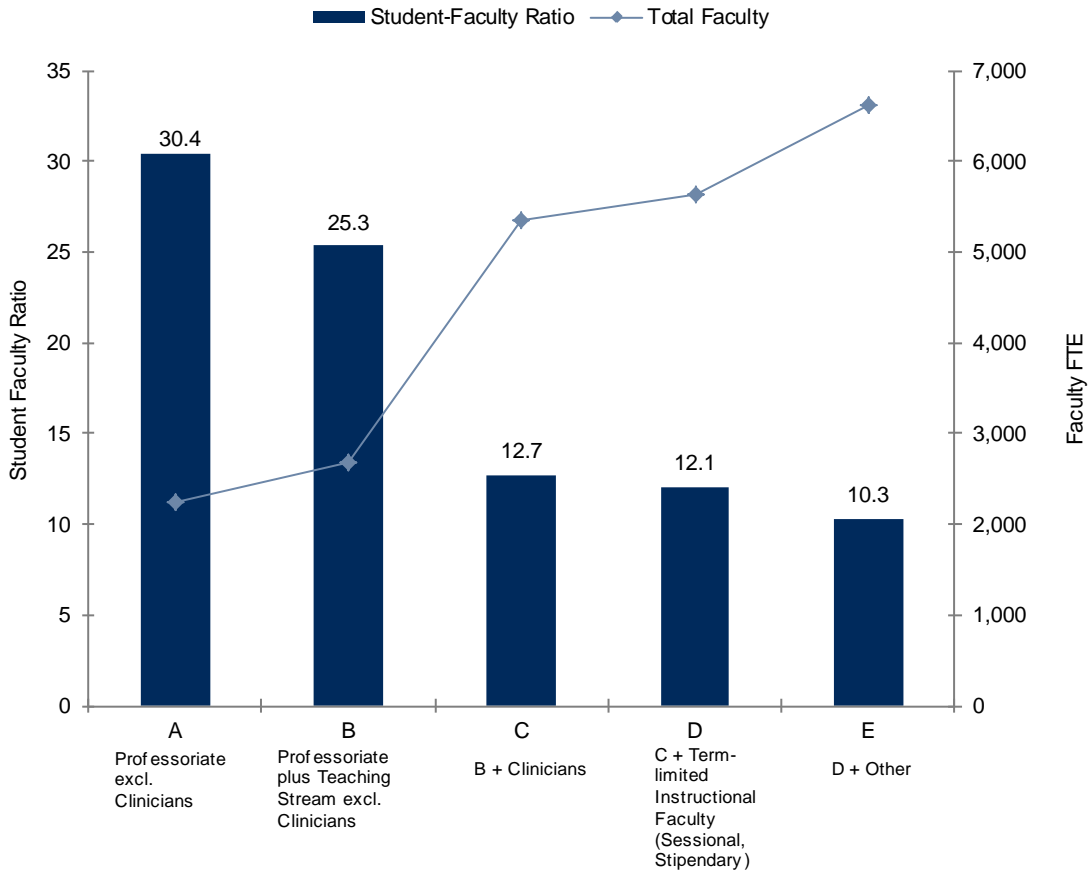
In the past the University of Toronto has relied upon the Statistics Canada faculty survey and its classifications in presenting our faculty counts. However, these counts were developed in large part to facilitate collection of salary data and, as described below, there are thousands of other faculty that contribute to the teaching and research mission of the university.

There are many different categories of academic appointees and many ways to count them. The range of categories is greatest for institutions with professional schools or affiliated research institutes. Faculty can be categorized by appointment status (e.g. tenure-stream, teaching-stream, short-term contract, adjunct), by rank (e.g. assistant, associate and full professors), by time commitment (full-time, part-time), by job description (e.g. research scientists, clinical faculty), or by salary source (university or affiliated institution). What these categories mean in terms of contribution to the teaching and research mission of the University also varies from one institution to the next. As we see in the charts below, our faculty counts vary dramatically depending on which definition is used.

B. Our Education Mission
3. Student-Faculty Ratios

Figure B-3-e
Student-Faculty Ratios based on Faculty FTE
by Various Faculty Inclusions, Fall 2013

The chart below indicates the number of full-time equivalent degree-seeking students to every one faculty member (based on Faculty FTE counts). The variation in student-faculty ratios illustrated in each column depends on the definitions of faculty used.



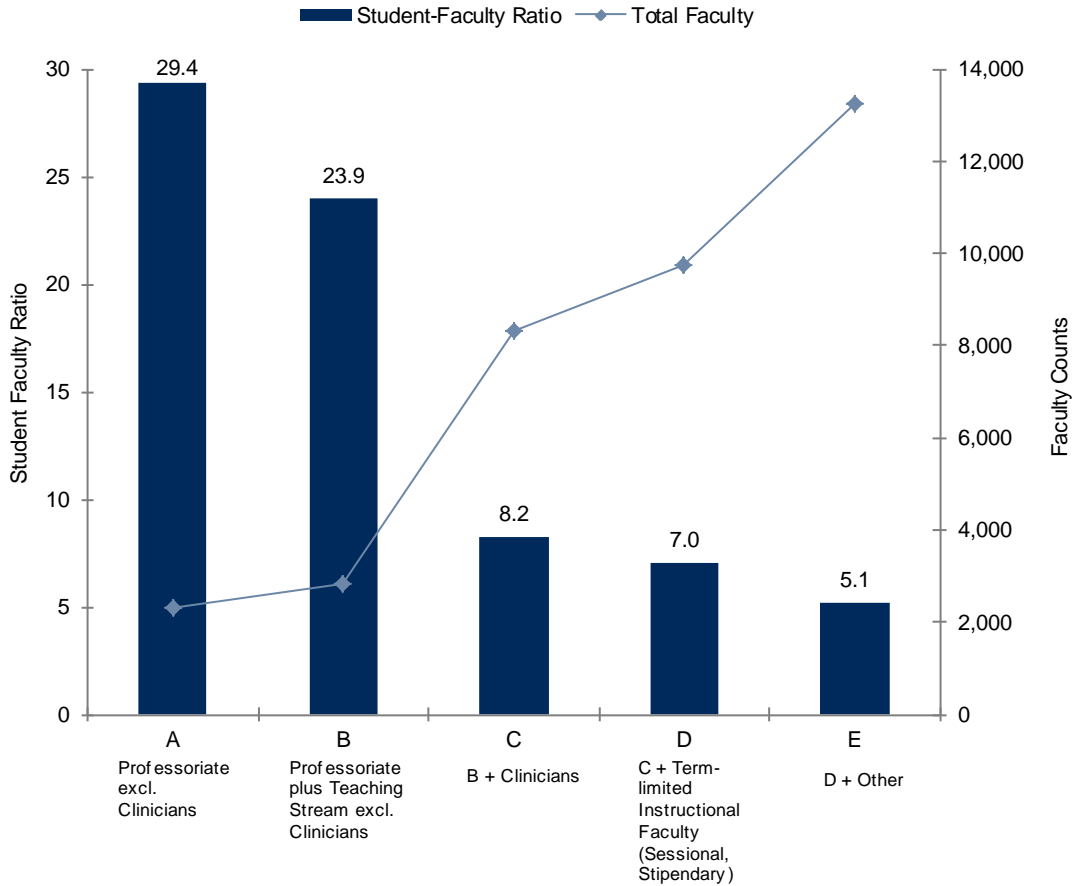
Notes:

1. Source: Government, Institutional & Community Relations.
2. Degree-seeking students exclude special students, certificate & diploma students, and residents.
3. In Fall 2013, there were 68,093 FTE degree-seeking students at U of T.

B. Our Education Mission
3. Student-Faculty Ratios

Figure B-3-f
Student-Faculty Ratios based on Faculty Headcount
by Various Faculty Inclusions, Fall 2013

The chart below indicates the number of full-time equivalent degree-seeking students to every one faculty member (based on Faculty headcounts). The variation in student-faculty ratios illustrated in each column depends on the definitions of faculty used.



Notes:

1. Source: Government, Institutional & Community Relations.
2. Degree-seeking students exclude special students, certificate & diploma students, and residents.
3. In Fall 2013, there were 68,093 FTE degree-seeking students at U of T.

B. Our Education Mission
4. Undergraduate Student Experience: Retention and Graduation

Undergraduate Student Retention and Graduation

Performance Relevance:

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

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

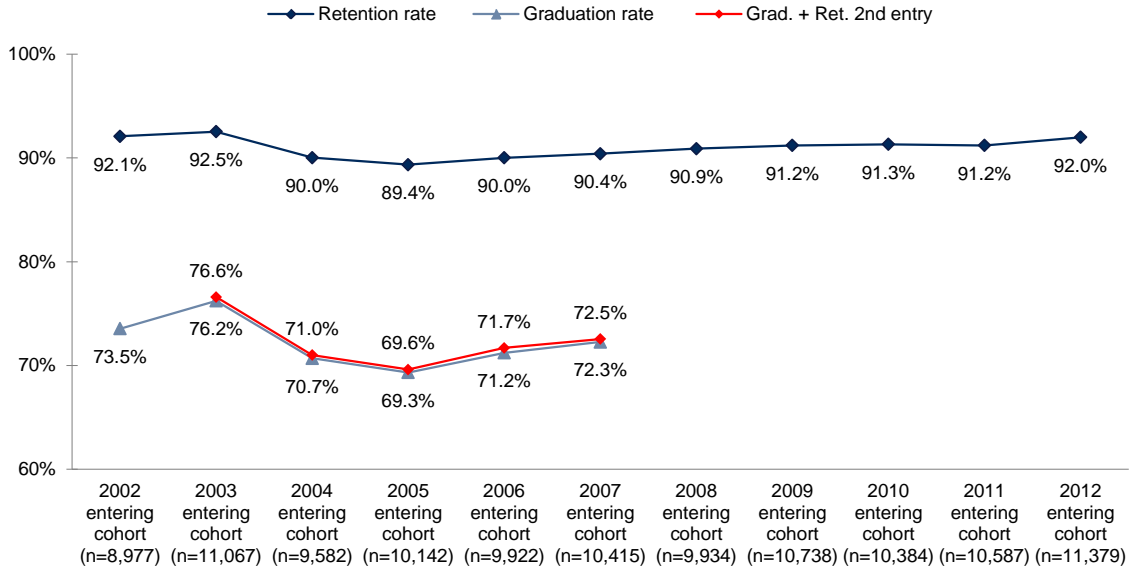
2003 was the first year of the Ontario double cohort with graduates of both the old five-year secondary school curriculum and the new four-year curriculum entering first-year university. At the University of Toronto, as with the majority of Ontario universities, the six-year graduation rate peaked with the 2003 entering cohort. This first wave of new curriculum students may have been more motivated to excel given enhanced competition for spaces. The six year graduation rate decreased for the 2004 and 2005 cohorts but began to increase again with the 2006 cohort after interventions at both the university and secondary school levels.

B. Our Education Mission
4. Undergraduate Student Experience: Retention and Graduation

Figure B-4-a
University of Toronto Retention Rate, 2002 Cohort to 2012 Cohort
Six Year Graduation Rate, 2002 Cohort to 2007 Cohort

The top line in the chart below indicates the change over time in the retention rate, which is the proportion of first-time full-time first year registrants in direct entry programs continuing to the following year.

The bottom grey line indicates the change over time in the graduation rate, which is the proportion of first-time, full-time registrants of a four-year program graduating by the end of their sixth year. The red line includes both the students who graduated and those who transferred to a second-entry program without getting their first degree by the end of their sixth year.



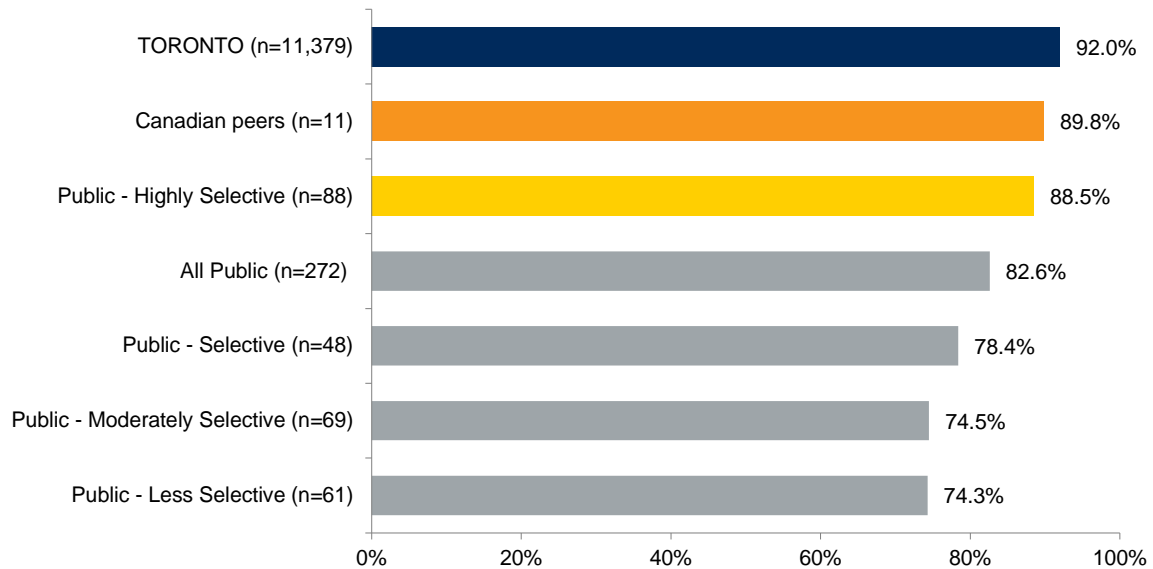
Notes:

1. Source: Government, Institutional and Community Relations (GICR) using Consortium for Student Retention Data Exchange (CSRDE) methodology.
2. Retention rate: The proportion of entering registrants continuing to the following year.
 Graduation rate: The proportion of entering registrants in a 4-year program graduating at the end of the sixth year.
3. Students registered in three-year programs have been excluded. Students who continue to an undergraduate professional program are included.

B. Our Education Mission
4. Undergraduate Student Experience: Retention and Graduation

Figure B-4-b
First Year Retention Rate
University of Toronto Compared to Other AAU Public Institutions by Selectivity
2012 Cohort Continuing their Studies in 2013

The chart below indicates the proportion of U of T's full-time, first-year students who entered into a first-entry four-year undergraduate program in Fall 2012 and continued their studies in Fall 2013, compared to the retention rate cited at highly selective public institutions and Canadian peers.



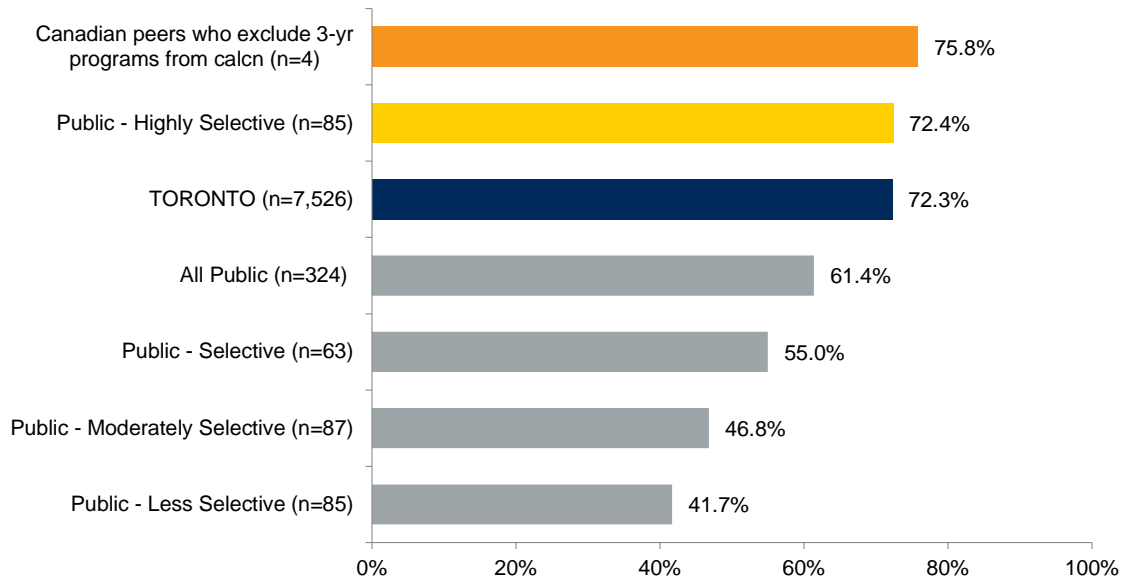
Notes:

- Source: CSRDE Report 2014.
- 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 CSRDE survey includes both public and private institutions in North America. We have chosen Public Institutions – Highly Selective as our comparator.
- Missing data for Alberta, Saskatchewan, and Laval. Canadian peers exclude Toronto.
- Except for Toronto, n in the brackets is the number of institutions in the group. The n in the bracket of Toronto is the number of students entering the cohort.

B. Our Education Mission
4. Undergraduate Student Experience: Retention and Graduation

Figure B-4-c
Six-Year Graduation Rate
Toronto vs. Other Public Institutions by Selectivity
2007 Cohort Graduating by 2013

The chart below indicates the proportion of U of T's full-time, first-year students who entered into a first-entry four-year undergraduate program in 2007 and graduated within six years by 2013, compared to the graduation rate cited at highly selective public institutions and Canadian peers.



Notes:

- Source: CSRDE Report 2014.
- 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 CSRDE survey includes both public and private institutions in North America. We have chosen Public Institutions – Highly Selective as our comparator.
- Canadian peers include those who exclude 3-year degree programs in their calculations (McGill, UBC, Calgary and Waterloo).
- Except for Toronto, n in the brackets is the number of institutions in the group. The n in the bracket of Toronto is the number of students of cohort 2007 who graduated by 2013.

B. Our Education Mission
5. Undergraduate Student Experience

First Year Foundational Programs

Performance Relevance:

The University is committed to improving undergraduate student engagement by offering small learning community opportunities. One initiative to achieve this commitment was to expand the First Year Foundational Year Programs for arts, science and business students.

In 2003 Victoria College introduced Vic One, which gave first year students an opportunity to experience an intense small-class learning environment. In 2005, Trinity College introduced a similar program, Trin One. In 2012, the concept of Foundational Year Programs was expanded to all seven colleges in the Faculty of Arts and Science St. George campus¹, as well as to U of T Scarborough and U of T Mississauga. Munk School of Global Affairs started the Munk One program in 2013.

First Year Foundational Programs: College One programs typically combine one or more theme-based courses with co-curricular events (e.g. guest lectures) and experiential learning opportunities. All first-year, full-time students in the Faculty of Arts and Science, regardless of college affiliation, are eligible for admission to these programs.

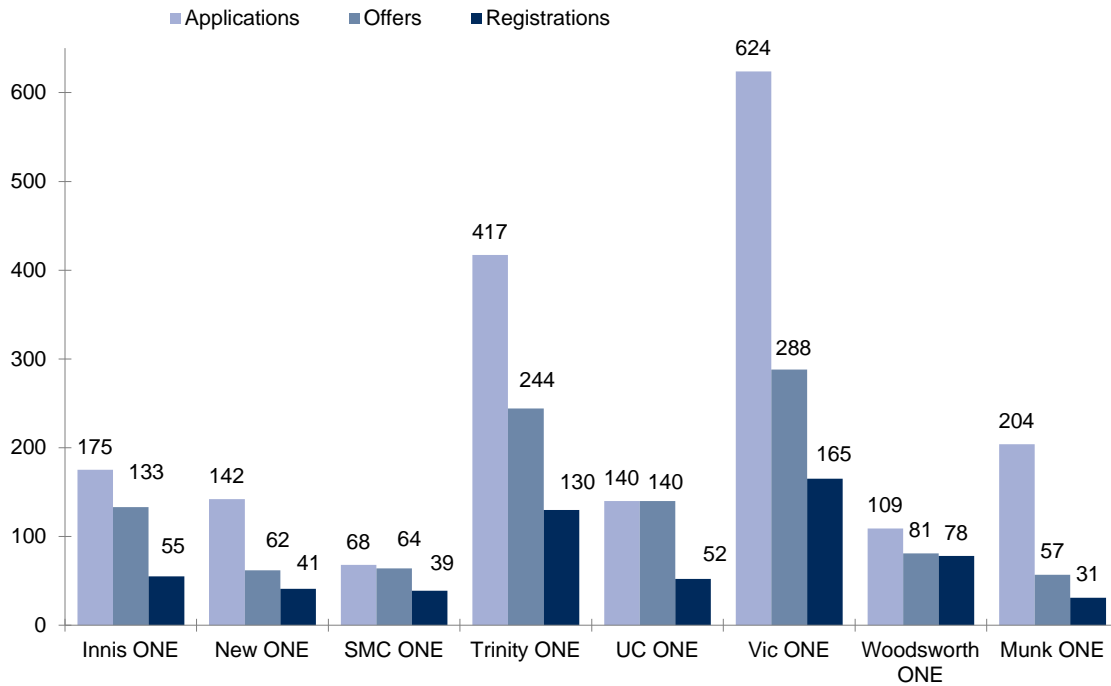
These programs provide a structured transition from high school to university with a focus on developing critical thinking, speaking and writing skills and an atmosphere that allows students to develop close relationships with fellow classmates and instructors.

¹ The seven colleges on St. George campus are: Innis College, New College, St. Michael's College, Trinity College, University College, Victoria College, Woodsworth College.

B. Our Education Mission
5. Undergraduate Student Experience

Figure B-5-a
Foundational Year Programs,
Registrations, Offers, Enrolment on St. George Campus, Fall 2014

The chart below indicates the number of applications, offers and registrations to each of the College One programs on the St. George Campus.



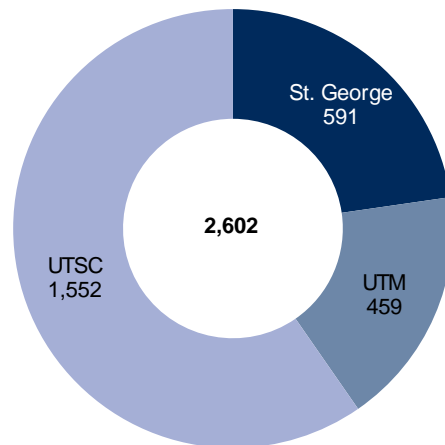
Notes:

1. Source: Faculty of Arts and Science

B. Our Education Mission
5. Undergraduate Student Experience

Figure B-5-b
Foundational Year Programs,
Enrolment by Campus, Fall 2014

The chart below indicates the enrolment in Foundational Year Programs by Campus.



Notes:

1. Source: Faculty of Arts and Science, UTM One office, UTSC Registrar office

Related website:

Foundational Year Programs
<http://discover.utoronto.ca/one>

**B. Our Education Mission
5. Undergraduate Student Experience**

Undergraduate Instructional Engagement

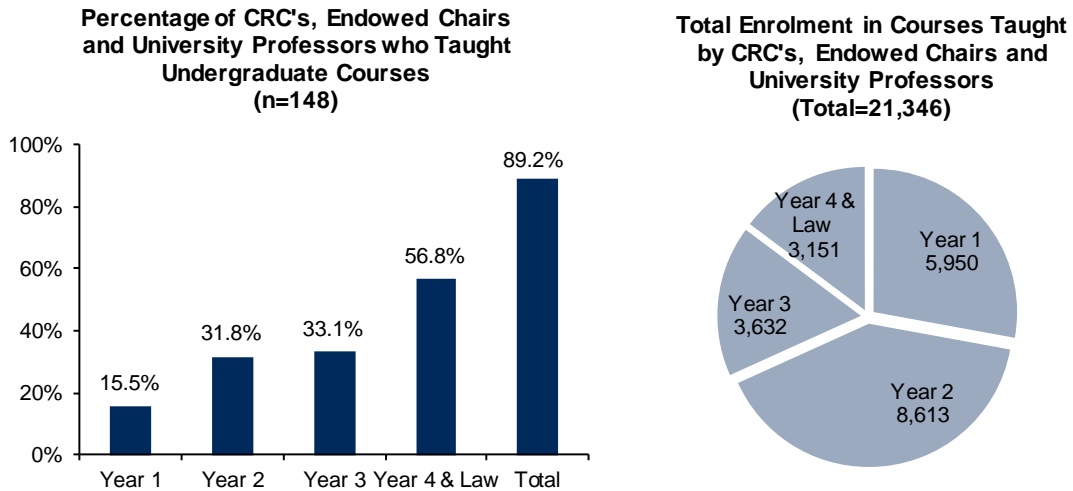
Performance Relevance:

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

Canada Research Chairs (CRCs), University Professors, and Endowed Chairs can be taken as a proxy population of faculty who have received special distinction for their research.

**Figure B-5-c
Undergraduate Instructional Engagement
Applied Science & Engineering, Arts & Science, Law, UTM, UTSC, 2013-14**

The chart on the left shows the percentage of CRCs, Endowed Chairs and University Professors who taught at least one undergraduate course in the 2013-14 academic year. The chart on the right shows the number of students who were enrolled in these courses.



Notes:

1. of the 184 CRCs, endowed chairs, and university professors identified, 18 were excluded given their roles held as senior administrators (Chair or Dean), 11 were excluded as they were on leave (sabbatical/ maternity/ parental/ other), 7 were excluded as no teaching is the requirement of their award(s), 2 were excluded as they taught only graduate courses.
2. Courses include full credit, as well as half credit courses (unweighted).
3. As a second entry program, all Law students were considered upper year for the purpose of this analysis, and so grouped with Year 4.

B. Our Education Mission
5. Undergraduate Student Experience

Undergraduate Class Size Experience

Performance Relevance:

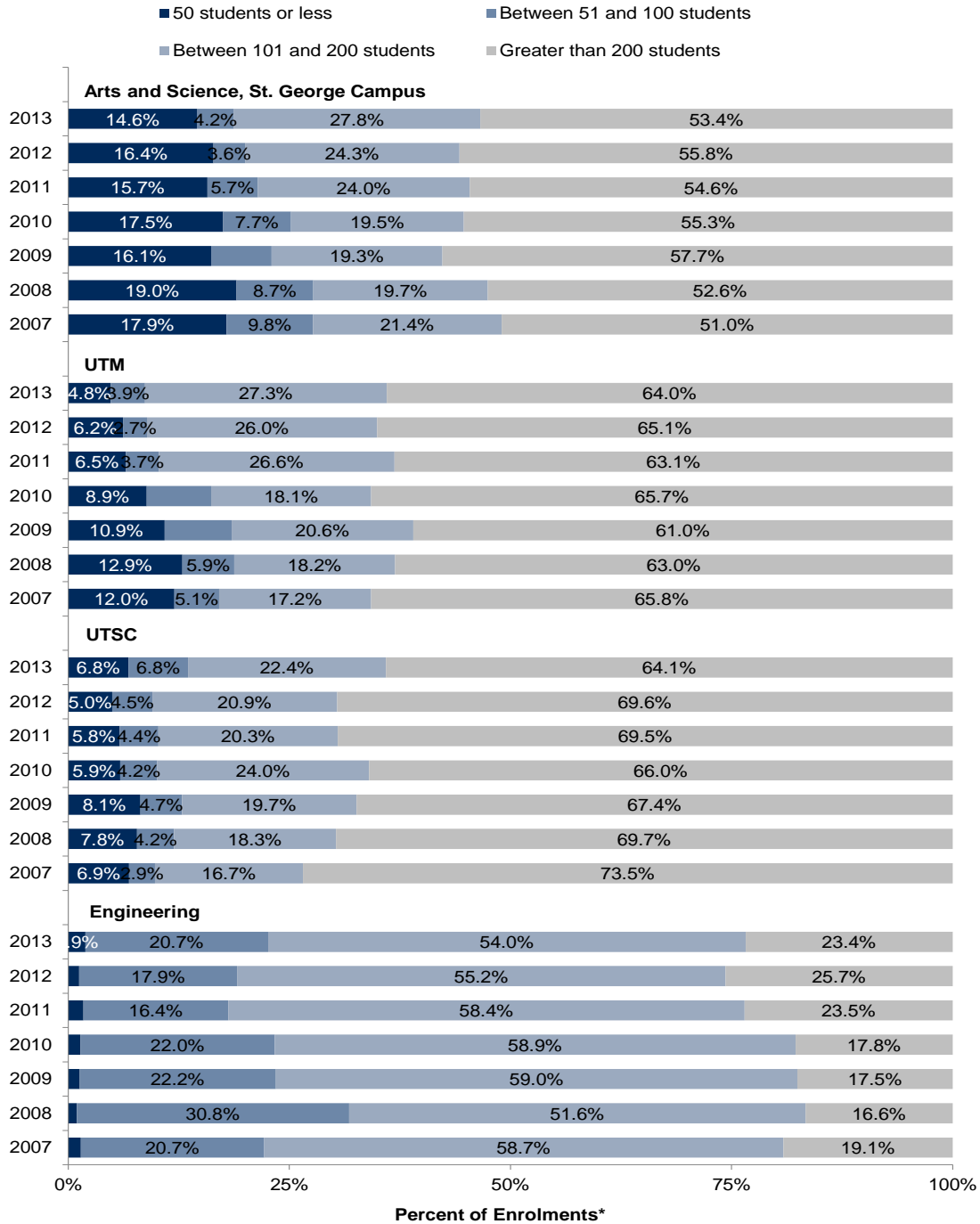
The University of Toronto is committed to providing undergraduate students with the opportunity to participate in a variety of learning formats, including smaller class experiences. An assessment of the distribution of enrolment by class size and by year provides an indication of the class size experience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

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

**B. Our Education Mission
5. Undergraduate Student Experience**

**Figure B-5-d
Class Size Experience in Undergraduate First Year Courses
Fall & Winter Enrolments from 2007 to 2013**

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



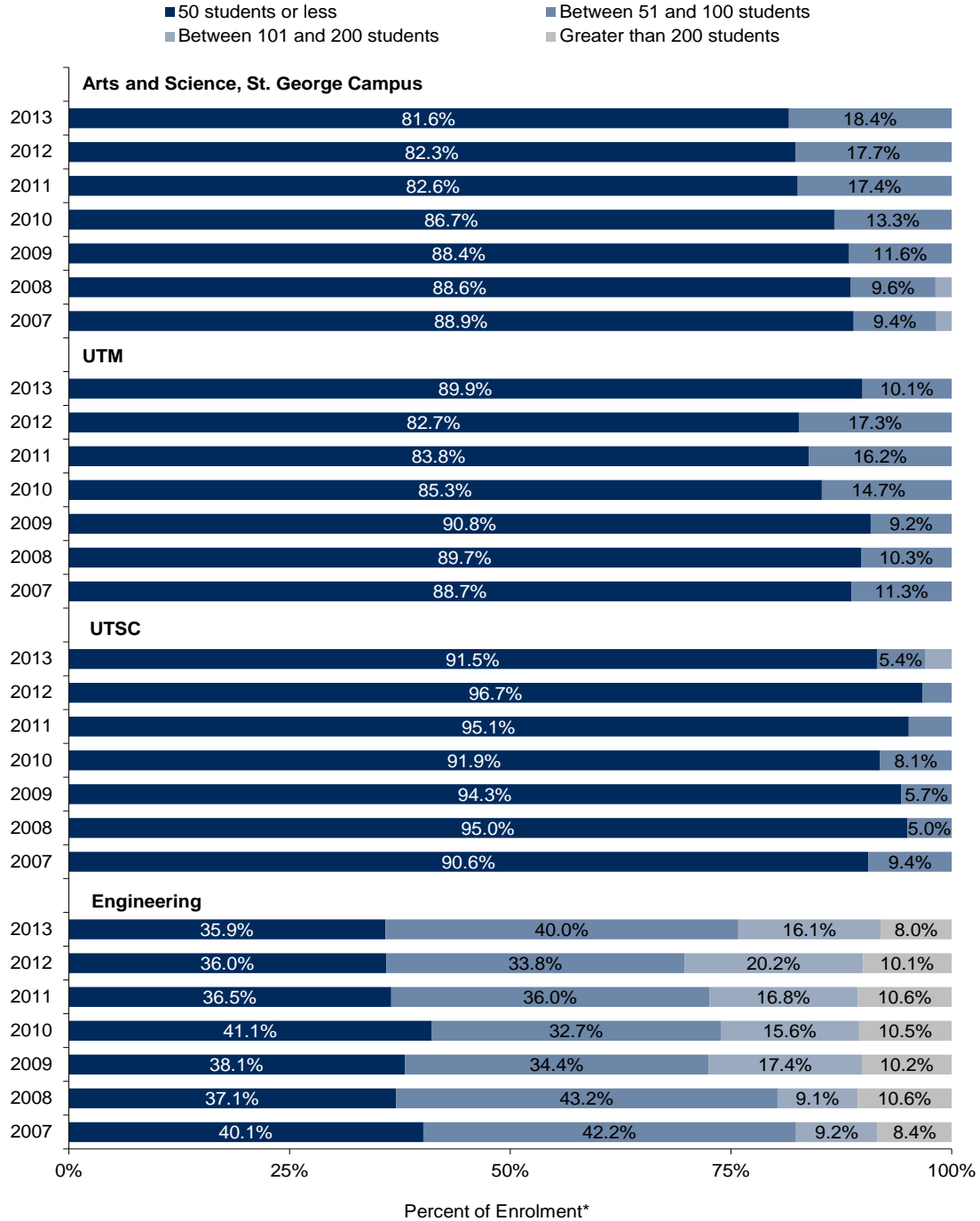
Notes:

1. Source: Government, Institutional and Community Relations reported on data compiled from ROSI.
2. Values of 4% or less are not labeled.
3. * 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.

**B. Our Education Mission
5. Undergraduate Student Experience**

**Figure B-5-e
Class Size Experience in Undergraduate Fourth Year Courses
Fall & Winter Enrolments from 2007 to 2013**

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



Notes:

1. Source: Government, Institutional and Community Relations reported on data compiled from ROSI.
2. Values of 4% or less are not labeled.
3. * 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.

B. Our Education Mission
6. Undergraduate Student Experience: Survey Results

National Survey of Student Engagement (NSSE) Results

Performance Relevance:

The National Survey of Student Engagement (NSSE) was developed by the Indiana University Center for Postsecondary Research to assess the undergraduate student experience. The University of Toronto first participated in NSSE in 2004 to support a process of institutional change.

NSSE proved to be an invaluable tool and the University has continued to participate on a regular basis; running the survey in 2006, 2008, 2011 and 2014. Participation in NSSE has also expanded to include all Ontario universities and many other Canadian universities,

For the 2004, 2006, 2008 and 2011 surveys, NSSE provided each participating institution with a Benchmark Report comparing scores on key questions with those of other participating institutions. Figure B-6-a shows our five benchmark scores as well as the benchmark scores for the aggregate of our Canadian peers.

Beginning with the 2014 cycle, NSSE made a number of changes to the survey instrument and replaced the Benchmark scores with ten Engagement Indicators and several “High-Impact Practice” indicators:

Each **Engagement Indicator (EI)** provides a summary of student responses to a set of three to eight related NSSE questions. The ten EIs are organized in four broad themes with each EI scored on a 60-point scale. The mean of each EI is calculated for each student after responses to each survey question are converted to a 60-point scale (e.g., Never=0; Sometimes=20; Often=40; Very often=60). High EI scores indicate positive underlying responses.

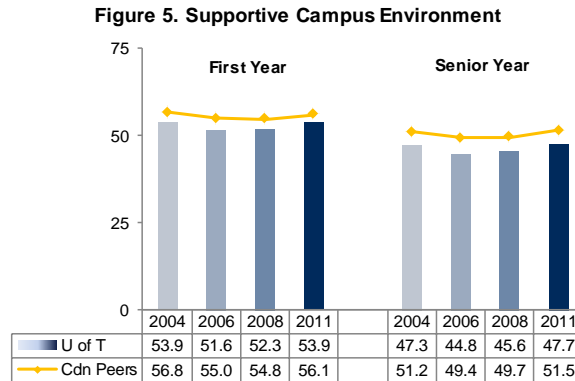
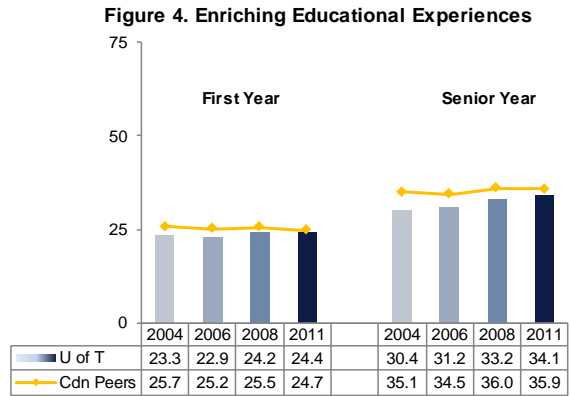
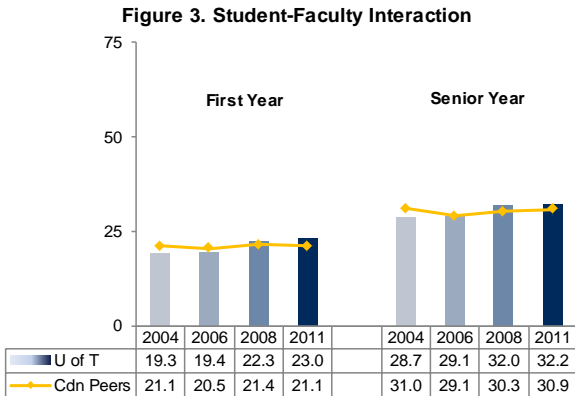
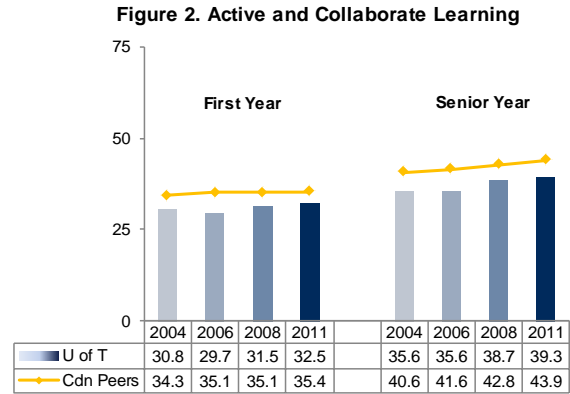
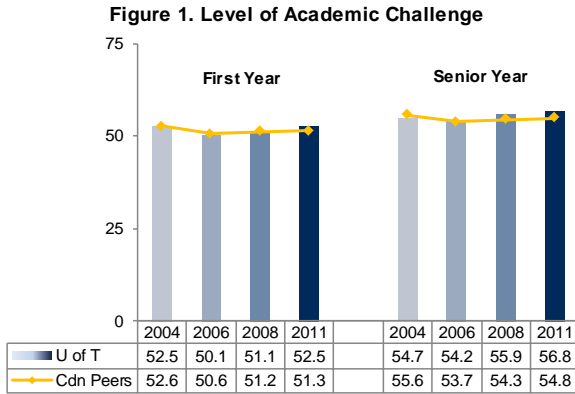
NSSE has designated six undergraduate opportunities as “**High-Impact Practices**” (**HIPs**) because these opportunities are positively associated with student learning and retention (NSSE, 2014). The results of the first three HIPs presented here are for both first-year and senior students while the results of the last three HIPs are for seniors only.

The University uses the survey results to inform policies and programs that impact our undergraduate students. Our analyses look both at our results over time and comparisons with our peer institutions.

B. Our Education Mission
6. Undergraduate Student Experience: Survey Results

Figure B-6-a
NSSE Benchmarks: 2004, 2006, 2008, 2011

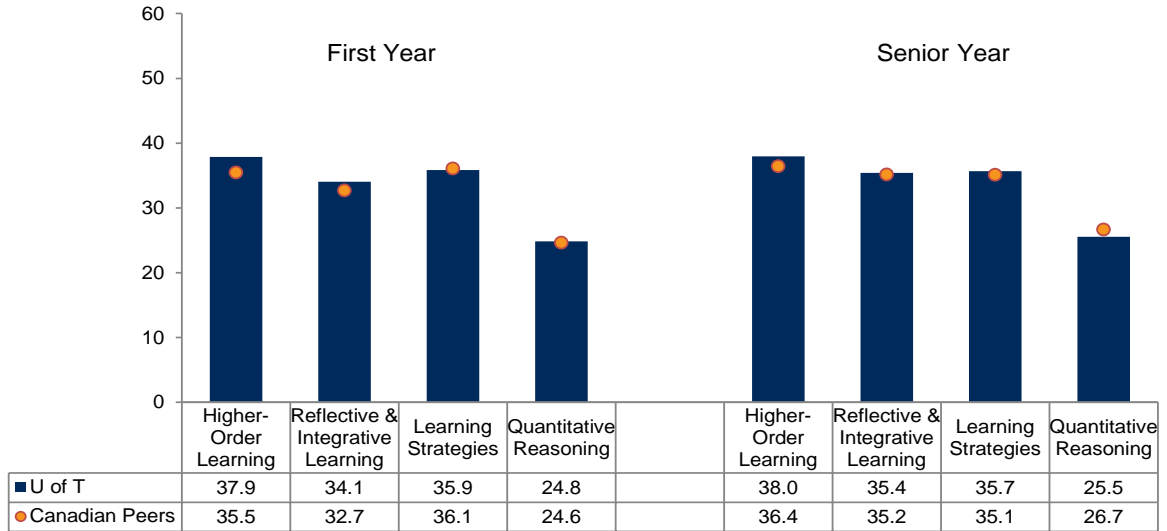
In each of the charts below, the columns represent U of T's benchmark score. The lines represent the aggregate of the Canadian peer institutions' scores (excluding U of T). High benchmark scores indicate positive underlying responses.



B. Our Education Mission
6. Undergraduate Student Experience: Survey Results

Figure B-6-b
NSSE 2014 Engagement Indicators - Academic Challenge

In each of the charts below, the columns represent U of T's Engagement Indicator score. The dots represent the aggregate of the Canadian peer institutions' scores (excluding U of T). The results were weighted by institution-reported sex and full-time/part-time status (and institutional size for comparison groups). High scores indicate positive underlying responses.



"Academic Challenge" consists of 4 engagement indicators and each indicator is based on several survey items:

Higher-Order Learning

Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...

- 4b. Applying facts, theories, or methods to practical problems or new situations
- 4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts
- 4d. Evaluating a point of view, decision, or information source
- 4e. Forming a new idea or understanding from various pieces of information

Reflective & Integrative Learning

Percentage of students who responded that they "Very often" or "Often"...

- 2a. Combined ideas from different courses when completing assignments
- 2b. Connected your learning to societal problems or issues
- 2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments
- 2d. Examined the strengths and weaknesses of your own views on a topic or issue
- 2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective
- 2f. Learned something that changed the way you understand an issue or concept
- 2g. Connected ideas from your courses to your prior experiences and knowledge

Learning Strategies

Percentage of students who responded that they "Very often" or "Often"...

- 9a. Identified key information from reading assignments
- 9b. Reviewed your notes after class
- 9c. Summarized what you learned in class or from course materials

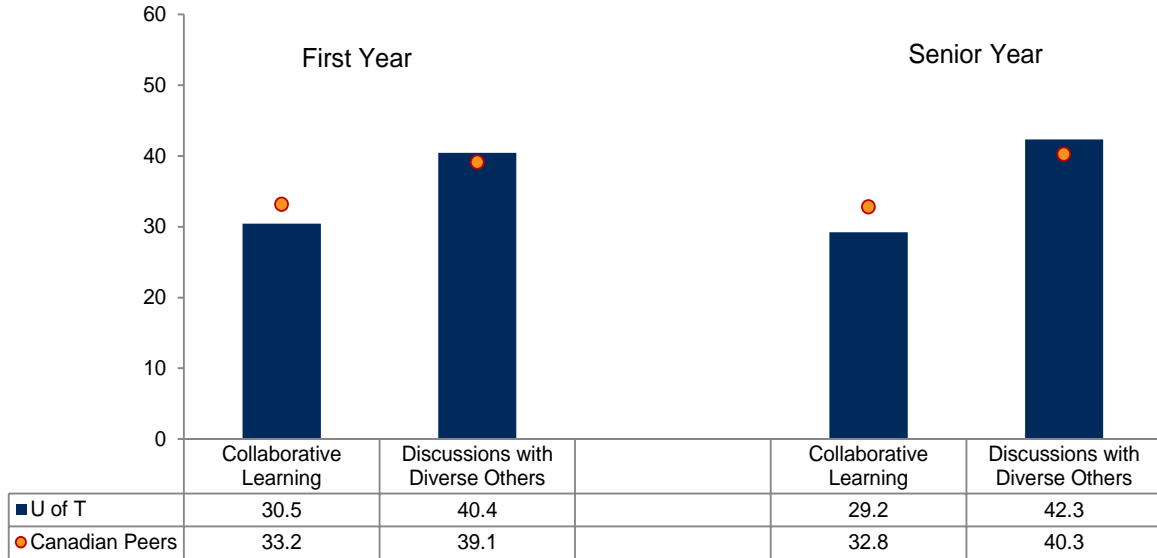
Quantitative Reasoning

Percentage of students who responded that they "Very often" or "Often"...

- 6a. Reached conclusions based on your own analysis of numerical information
- 6b. Used numerical information to examine a real-world problem or issue
- 6c. Evaluated what others have concluded from numerical information

B. Our Education Mission
6. Undergraduate Student Experience: Survey Results

Figure B-6-c
NSSE 2014 Engagement Indicators - Learning with Peers



"Learning with Peers" consists of 2 engagement indicators and each indicator is based on several survey items:

Collaborative Learning

Percentage of students who responded that they "Very often" or "Often"...

- 1e. Asked another student to help you understand course material
- 1f. Explained course material to one or more students
- 1g. Prepared for exams by discussing or working through course material with other students
- 1h. Worked with other students on course projects or assignments

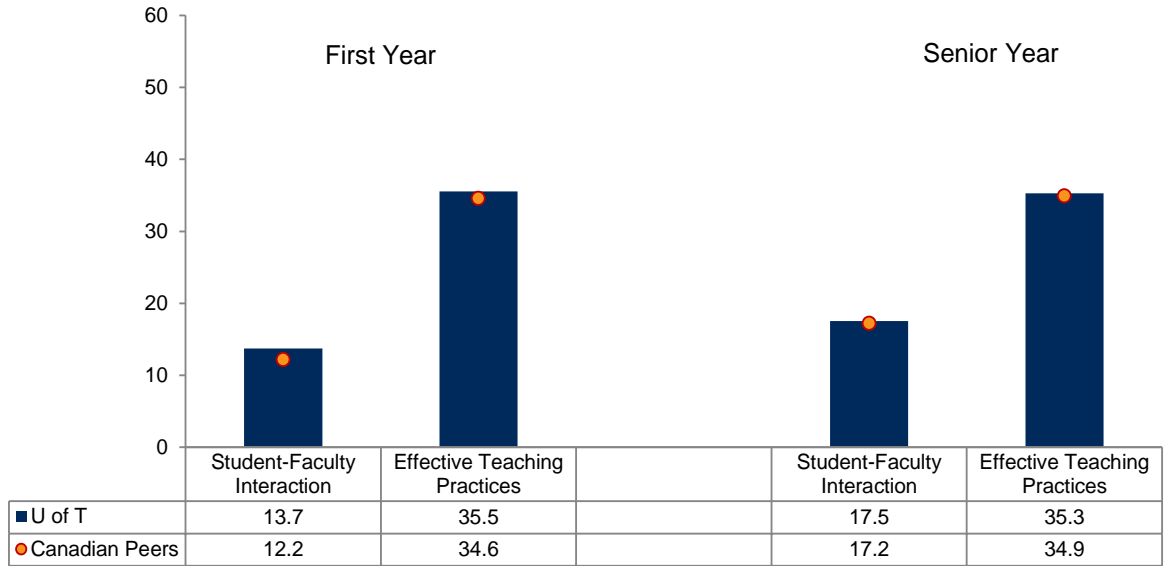
Discussions with Diverse Others

Percentage of students who responded that they "Very often" or "Often" had discussions with...

- 8a. People from a race or ethnicity other than your own
- 8b. People from an economic background other than your own
- 8c. People with religious beliefs other than your own
- 8d. People with political views other than your own

B. Our Education Mission
6. Undergraduate Student Experience: Survey Results

Figure B-6-d
NSSE 2014 Engagement Indicators – Experiences with Faculty



"Experiences with Faculty" consists of 2 engagement indicators and each indicator is based on several survey items:

Student-Faculty Interaction

Percentage of students who responded that they "Very often" or "Often"...

- 3a. Talked about career plans with a faculty member
- 3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)
- 3c. Discussed course topics, ideas, or concepts with a faculty member outside of class
- 3d. Discussed your academic performance with a faculty member

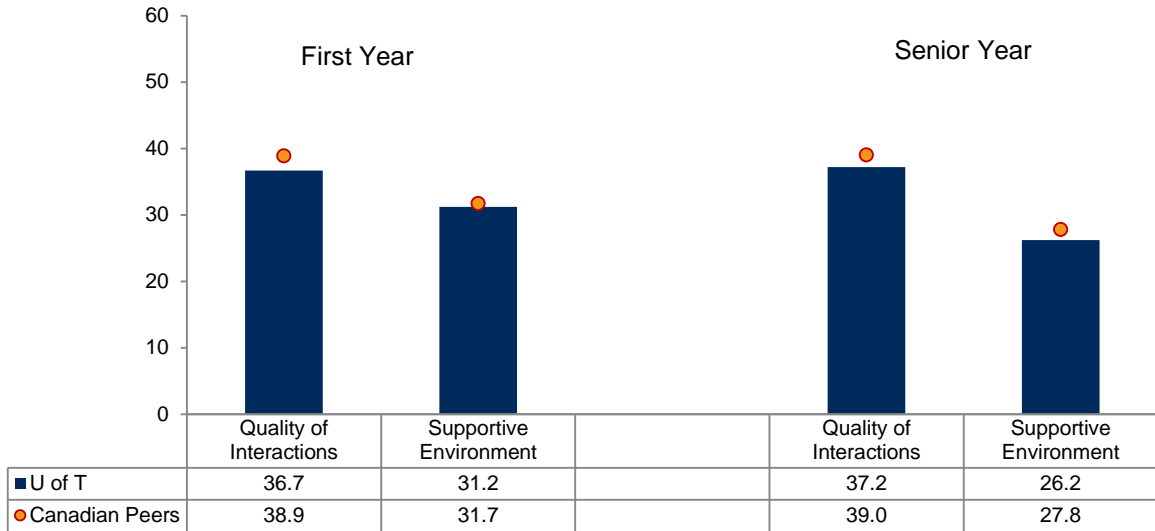
Effective Teaching Practices

Percentage responding "Very much" or "Quite a bit" about how much instructors have...

- 5a. Clearly explained course goals and requirements
- 5b. Taught course sessions in an organized way
- 5c. Used examples or illustrations to explain difficult points
- 5d. Provided feedback on a draft or work in progress
- 5e. Provided prompt and detailed feedback on tests or completed assignments

B. Our Education Mission
6. Undergraduate Student Experience: Survey Results

Figure B-6-e
NSSE 2014 Engagement Indicators – Campus Environment



"Campus environment" consists of 2 engagement indicators and each indicator is based on several survey items:

Quality of Interactions

Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with...

- 13a. Students
- 13b. Academic advisors
- 13c. Faculty
- 13d. Student services staff (career services, student activities, housing, etc.)
- 13e. Other administrative staff and offices (registrar, financial aid, etc.)

Supportive Environment

Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...

- 14b. Providing support to help students succeed academically
- 14c. Using learning support services (tutoring services, writing center, etc.)
- 14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)
- 14e. Providing opportunities to be involved socially
- 14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)
- 14g. Helping you manage your non-academic responsibilities (work, family, etc.)
- 14h. Attending campus activities and events (performing arts, athletic events, etc.)
- 14i. Attending events that address important social, economic, or political issues

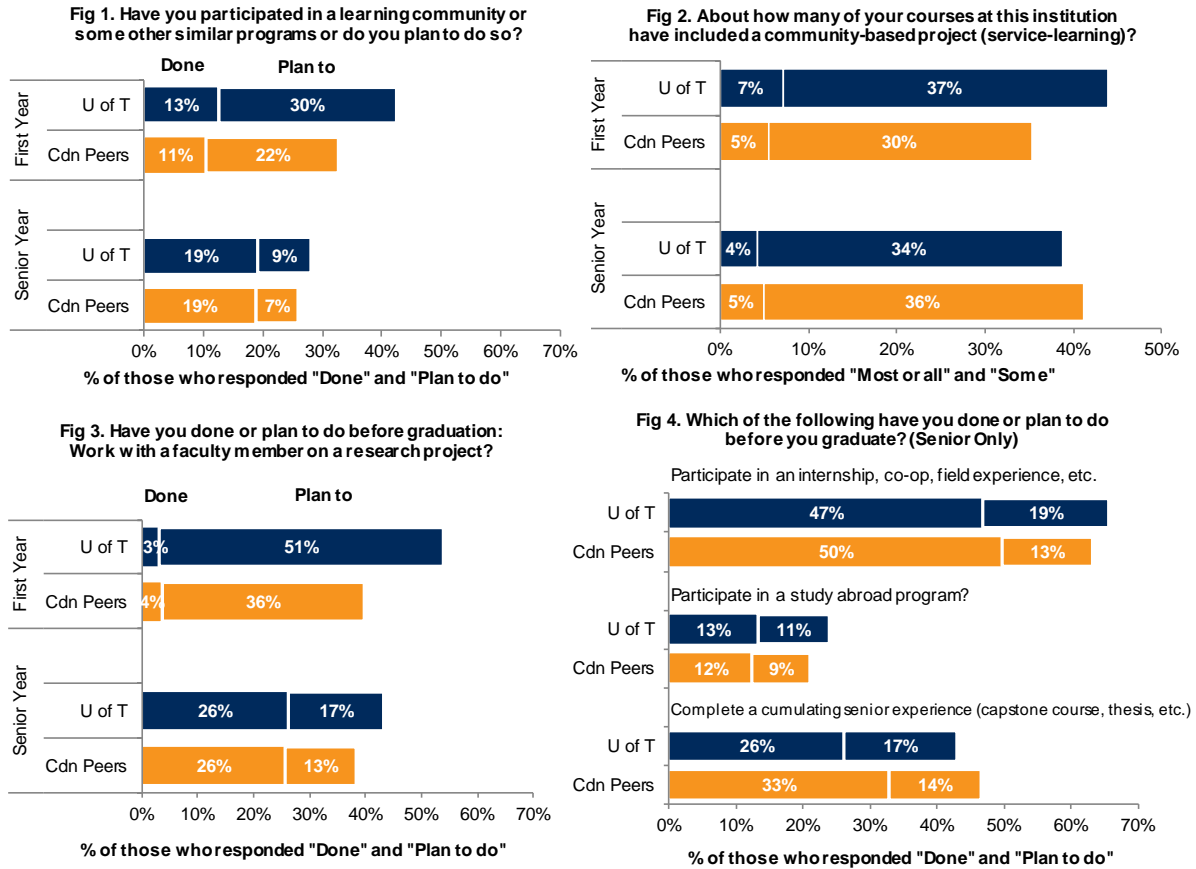
Note: Results weighted by institution-reported sex and full-time/part-time status (and institutional size for comparison groups).

B. Our Education Mission
6. Undergraduate Student Experience: Survey Results

Figure B-6-f
NSSE 2014 Results: High-Impact Practices

In each of the charts below (except Fig 2), the bars represent the percentage of students who have done or plan to do the selected high-impact practice before graduation.

In Fig 2, the bars represent the percentage of students who responded “Most or all” or “Some” of their courses have included a community-based project (service-learning).



Note: Results weighted by institution-reported sex and full-time/part-time status (and institutional size for comparison groups).

Related Reports:

University of Toronto Reports on National Survey of Student Engagement (NSSE) Results:

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

Related Websites:

National Survey of Student Engagement main website: <http://nsse.iub.edu/>

B. Our Education Mission
6. Undergraduate Student Experience: Survey Results

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

Performance Relevance:

The National Survey of Student Engagement (NSSE) serves as U of T's primary means of assessing progress in its efforts to enhance the student experience. As of 2011, NSSE will be administered every three years. During the intervening years, U of T undertakes different strategies to understand some of the key issues identified through NSSE results. These strategies provide information to form the basis for new initiatives that enrich our students' experience.

In 2011, after extensive consultations with our students, the Council on Student Experience released its report, *U of T's Response to: In Their Own Words: Best practices & strategies for enhancing the student experience at the University of Toronto*, containing recommendations on key issues including orientation and transition, student-faculty interactions, navigating the campuses, peer mentorship programs, communication, and quality of services. As a result, several new initiatives have been implemented and our 2011 NSSE results show that we are making steady progress in many areas in the benchmarks of student-faculty interaction, supportive campus environment and enriching educational experiences.

B. Our Education Mission
6. Undergraduate Student Experience: Survey Results

Figure B-6-g
Recommendations Resulting From National Survey of Student Engagement (NSSE)
Focus Group Sessions

The table below summarizes strategies implemented or under development to address NSSE responses in three benchmark areas.

Student-Faculty Interaction	Supportive Campus Environment	Enriching Educational Experiences
<p>Established a Faculty Advisory Group with 22 instructors active in undergraduate teaching, from a range of Divisions and disciplines on all three campuses. Members provided input on their experiences and pedagogical approaches related to Student-Faculty Interaction, and identified several areas of potential focus for the UofT community.</p>	<p>Provided “just-in-time” messaging to students through a variety of media including digital signage, web and social media, in classrooms before and between classes and through an enhanced student welcome campaign. Messages contain information on important dates, co-curricular involvement, school spirit, campus services and events.</p>	<p>Established a Co-Curricular Record (CCR) to document learning experiences outside of the classroom and link these experiences to concrete learning competencies.</p> <p>Emphasized career-related skills and experiences developed through co-curricular participation.</p>
<p>Created a central online repository for faculty resources on Student-Faculty Interaction, including an Inventory of Effective Teaching Practices, strategy documents, and a series of faculty profiles, to showcase ongoing initiatives and demonstrate the positive value of interaction on the teaching and learning experience.</p>	<p>Increased student to student communications through Community Crew student bloggers, and student social media ambassadors.</p>	<p>Established a Mentorship Resource Centre to support mentors and inventory all mentorship opportunities available to students across the campus.</p>
<p>Engaged students in teaching and learning programming to inform faculty development by creating resources.</p> <p>Included a student advisory team of four undergraduates Liaisons to report on their experiences and write creative projects, and a blogger with Student Life to provide student voice for faculty on learning experiences.</p>	<p>Improved UHIP processes by making the student card available electronically for ease of access for students.</p> <p>Developed partnership between Housing and Food Services providing a “one-stop” for students.</p>	<p>Developed a Leadership Opportunities Inventory to encourage student leadership involvement.</p>
<p>Created an integrated communications plan with CTSI and Student Life to increase student confidence about interacting with their professors in office hours, or “How to Talk to Profs”.</p>	<p>Convened a “communication summit” to improve all types of communications with students including email, social media, print and online communications.</p>	<p>Established the Centre for Community Partnership Ambassador Program in which students from colleges, faculties, residences, recognized student groups and athletic teams were identified to promote service-learning on campus.</p>

B. Our Education Mission
6. Undergraduate Student Experience: Survey Results

Student-Faculty Interaction	Supportive Campus Environment	Enriching Educational Experiences
Introduced innovative teaching and assessment practices in large classrooms, student and faculty interaction using technology and a focus on developing more small class opportunities including the further development of learning communities to enhance student-faculty interaction.	Developed Campus Room Finder – an application which provides ease of access for room bookings for recognized clubs and organizations.	

Notes:

1. Source: Office of Student Life

Related reports:

U of T's Response to: In Their Own Words: Best practices & strategies for enhancing the student experience at the University of Toronto (2011).

<http://www.vicereprovoststudents.utoronto.ca/uoftresponse.htm>

B. Our Education Mission
7. Undergraduate Student Experience: Service Learning Opportunities

Service Learning Opportunities

Performance Relevance:

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

The Centre for Community Partnerships supports a wide variety of service learning opportunities for students. Four examples are provided below:

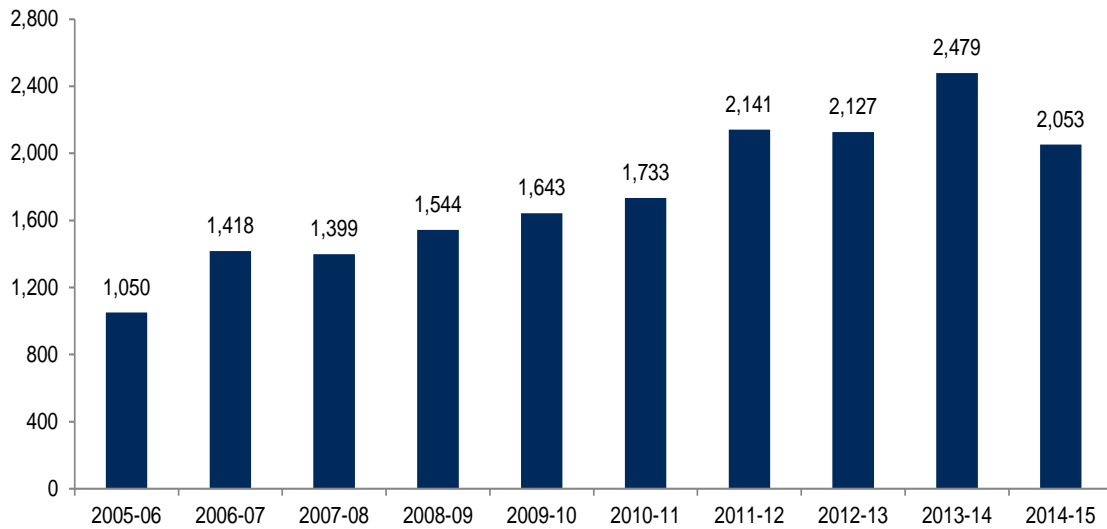
- In VIC 185 – “Events in the Public Sphere: Social Justice”, students assisted teachers in classes and the library at the Nelson Mandela Park Public School in Regent Park. Through this opportunity, students engaged with the community of NMPPS and Regent Park and considered the dynamics of gender, class, location, race, and income on individuals and communities.
- In POL491/2191 – “Democracy in Decline?”, students assisted in a project for the Toronto Police Services to examine the issue of street checks or “carding”. As part of this project, they facilitated consultation with the community through focus groups and public sessions.
- In a 4th year course on “Global Hidden Hunger”, students are provided with an opportunity to explore, analyze and understand nutritional issues or deficiencies from a global perspective. Students participated in the organization and facilitation of the Community Kitchen program at the Church of the Redeemer. They interviewed participants and created educational classes on nutrition for delivery through the program.
- In a 4th year course on “Working as an Internal HR Consultant”, students worked with Manifesto, a youth-led non-profit organization that inspires and empowers diverse communities of young people through arts and culture. Students worked on projects to streamline the organization’s volunteer, intern, and staff intake processes by creating a consolidated reference manual with organizational history and structure, staff profiles and updated HR policies.

In addition, the Co-Curricular Record (CCR) tracks the service learning opportunities outside of credit courses. For CCR opportunities, please refer to Figure B-7-c.

B. Our Education Mission
7. Undergraduate Student Experience: Service Learning Opportunities

Figure B-7-a
Undergraduate Service-Learning Course Enrolment
Supported by the Centre for Community Partnerships (CCP), 2005-06 to 2014-15

The chart below indicates the number of undergraduate students enrolled in CCP-supported service-learning credit courses across the three campuses from 2005-06 to 2014-15.



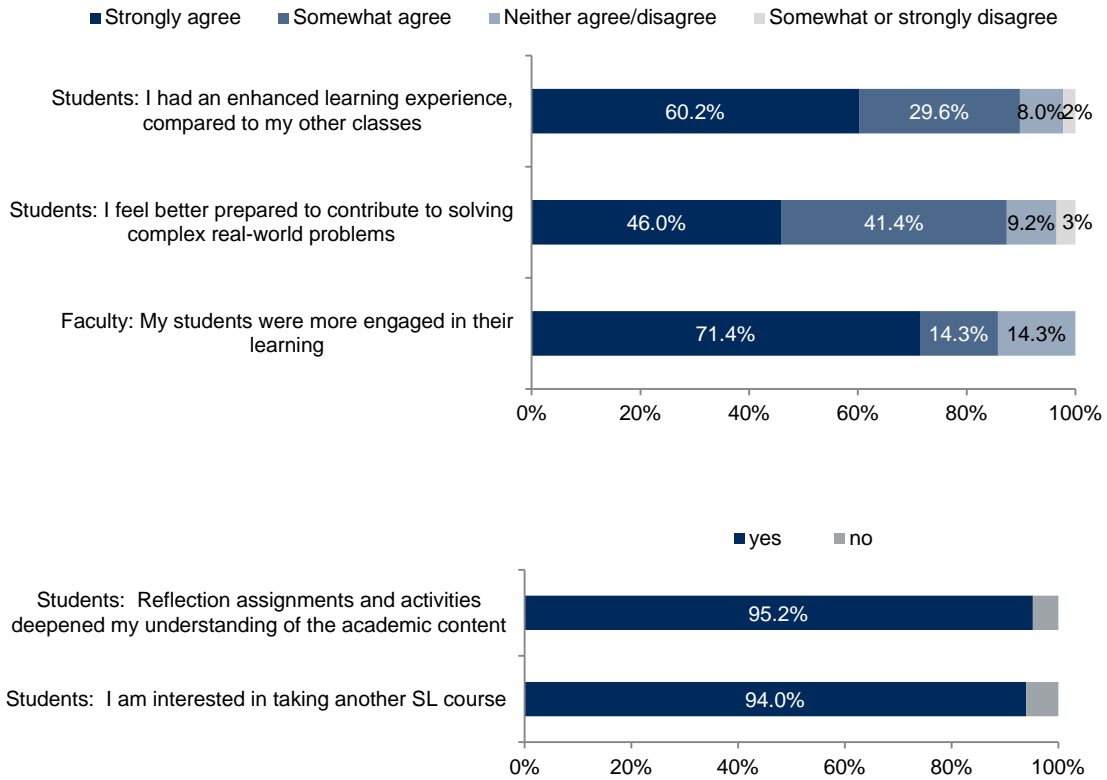
Notes:

1. Source: Centre for Community Partnerships
2. The enrolment for 2014-15 is estimated. The estimated enrolment for 2013-14 was updated with the actual enrolment in PI 2014.
3. The Co-Curricular Record (CCR) tracks additional service learning opportunities outside of credit courses.

B. Our Education Mission
7. Undergraduate Student Experience: Service Learning Opportunities

Figure B-7-b
Results of Service-Learning Assessment Survey - Selected Items, 2013-14

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



Source: Centre for Community Partnerships (CCP).

Related Website:

Centre for Community Partnerships:

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

B. Our Education Mission
7. Undergraduate Student Experience: Service Learning Opportunities

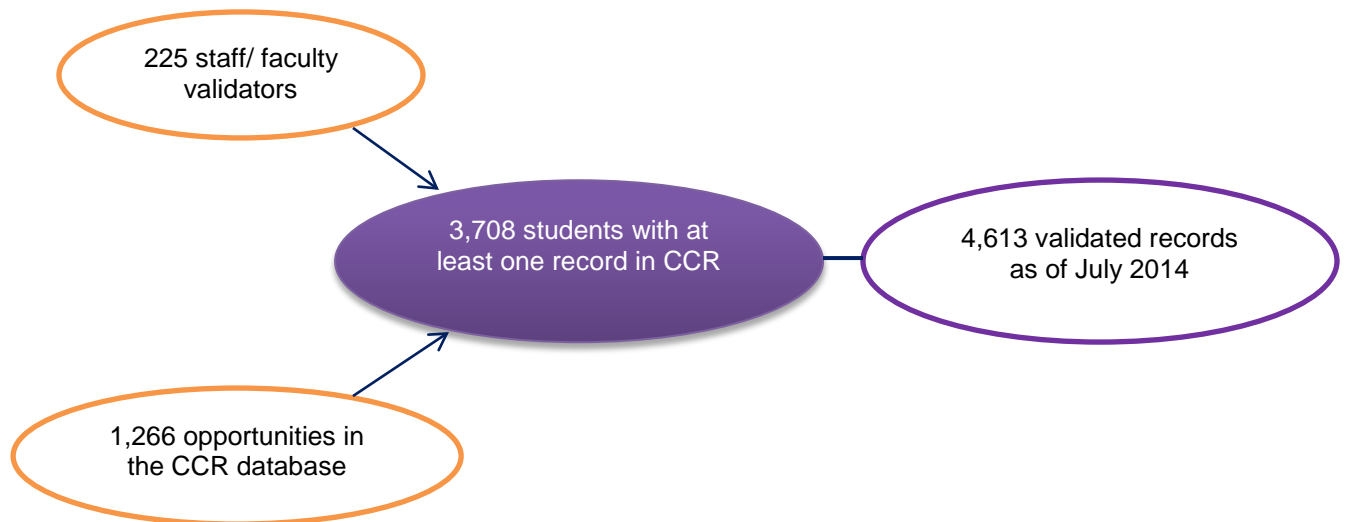
Co-Curricular Record

Performance Relevance:

Launched in September 2013, the Co-Curricular Record (CCR) is an institutional initiative, coordinated through Student Life that provides a single centralized database of opportunities that help students find opportunities beyond the classroom, allowing students to track, reflect on, and market transferable skills and competencies. Students can highlight these experiences and competencies on an officially validated University of Toronto record, which they can then use to illustrate their experiences, skills, and competencies to employers, graduate and professional programs, and for awards and scholarships.

The CCR captures activities that are attached to the university, provides an opportunity for meaningful competency and skill development, and encourages active engagement. Some of these opportunities include: work study, mentorship and leadership opportunities, governance, international experiences, research opportunities, personal and professional development, course unions, clubs and organizations, university-affiliated volunteer experiences, and student life programs.

Figure B-7-c
Co-Curricular Record (CCR), July 2014



Related Website:

Co-Curricular Record (CCR): <https://ccr.utoronto.ca/home.htm>

B. Our Education Mission
8. The Graduate Student Experience: Survey Results

Canadian Graduate and Professional Student Survey (CGPSS) Results

Performance Relevance:

Graduate surveys like the CGPSS provide information that helps identify aspects of academic and student life that can be improved through changes in policies and practices. These results are intended to complement more objective and observable measures such as time-to-completion and graduation rates.

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

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

In 2009–10, U of T administrators worked with our Canadian peers to develop a new instrument to measure student satisfaction related to professional graduate programs. In 2010, the University participated again in this revised version of the Canadian Graduate and Professional Student Survey (CGPSS). We received 4,815 responses to our graduate surveys—an overall response rate of 36.5%.

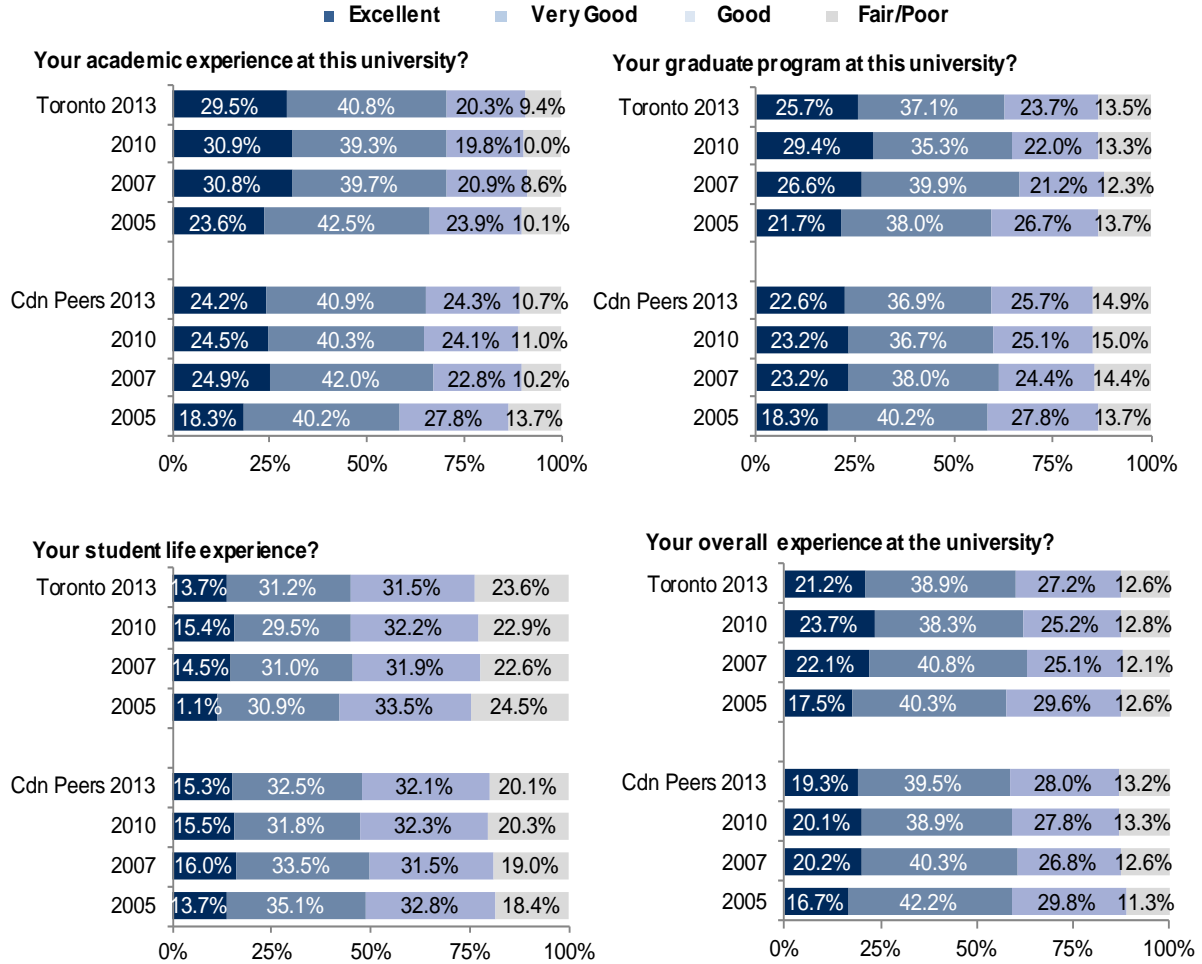
In 2013 the U of T participated in the 2013 survey along with 46 other universities across Canada. While the 2013 survey instrument was essentially the same as the one used in 2010 some enhancements were applied to the 2013 administration of the survey. The University invited 13,984 graduate students to participate and received 6,489 responses. The response rate (46.4%) achieved this year was almost 10 percentage points higher than in 2010. A selection of result is presented here in comparison with our U15 peers.

B. Our Education Mission
8. The Graduate Student Experience: Survey Results

Figure B-8-a
CGPSS Results – Ratings of All Graduate Programs, 2005, 2007, 2010, and 2013

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

Overall, how would you rate the quality of...



Notes:

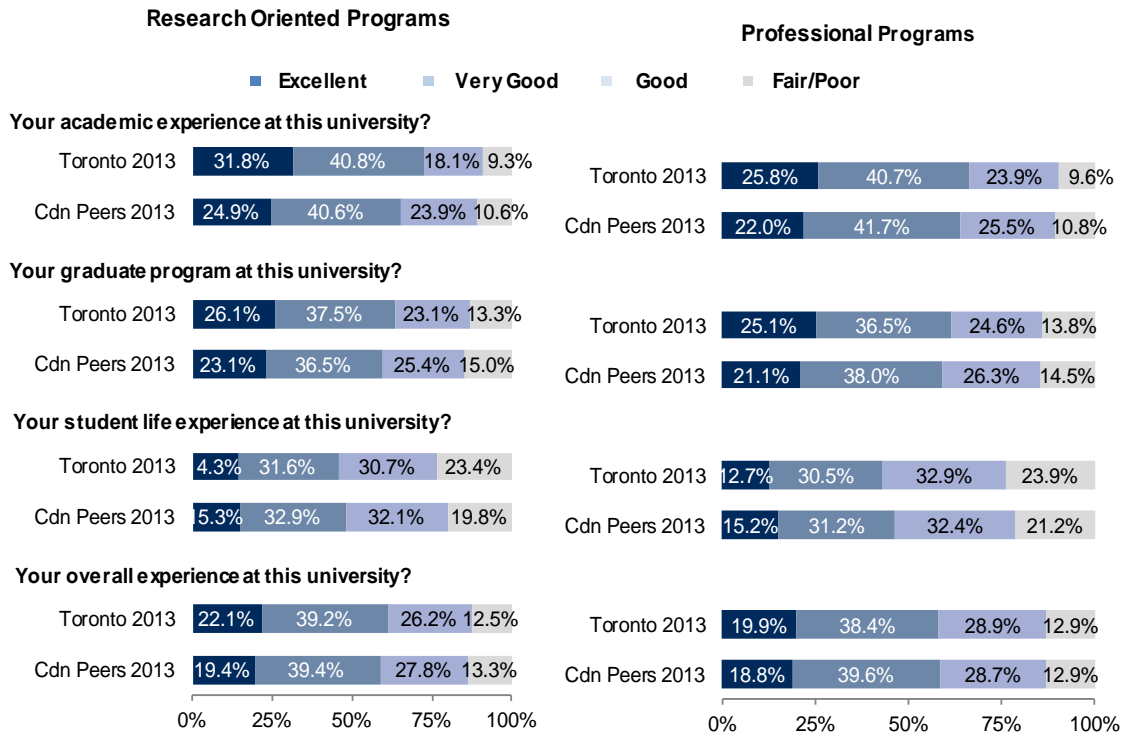
1. Source: CGPSS 2005, 2007, 2010 and 2013 survey results.
2. Figures reported for our Canadian peers exclude U of T.
3. In 2005, only six of our 12 Canadian peers participated in CGPSS (Alberta, Laval, McGill, McMaster, Waterloo and Western). In 2007 and 2010 all Canadian peers participated.

B. Our Education Mission
8. The Graduate Student Experience: Survey Results

Figure B-8-b

CGPSS Results - Ratings of Research-Oriented and Professional Graduate Programs, 2013

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



Related Report:

Report on Canadian Graduate and Professional Student Survey (CGPSS) results:

<http://www.sgs.utoronto.ca/about/Pages/Measuring-Our-Performance.aspx>

B. Our Education Mission
9. Graduate Student Experience: Interdisciplinary Learning and Research

Graduate Interdisciplinary Opportunities - CGPSS Responses

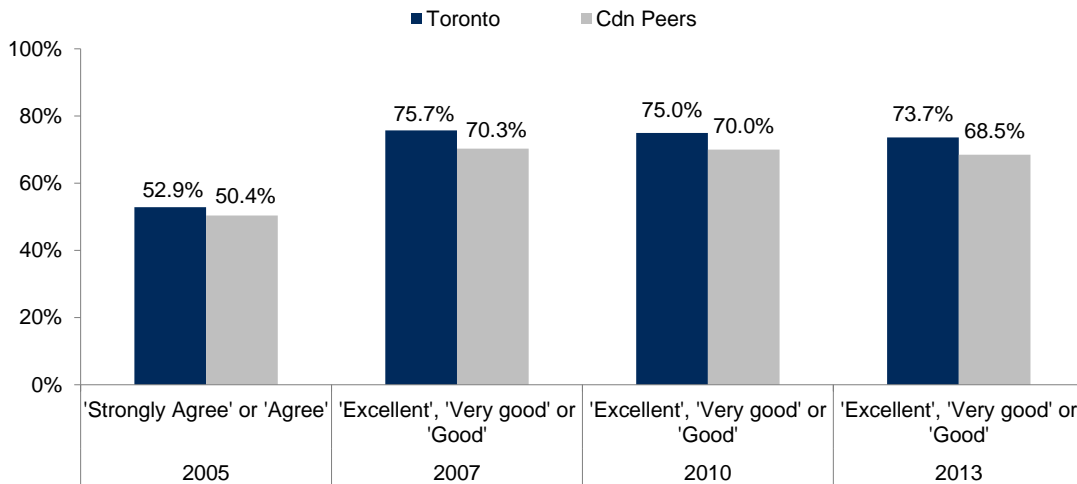
Performance Relevance:

Student responses from the Canadian Graduate and Professional Student Survey (CGPSS) survey conducted in 2005, 2007, 2010 and 2013 provide a measure of how our interdisciplinary opportunities are perceived by students.

We have presented the results overall and by type of program (Research-Oriented and Professional Graduate programs).

Figure B-9-a
CGPSS 2005, 2007, 2010 and 2013 Results:
“The program structure provides opportunities to engage in interdisciplinary work”

The bars below indicate graduate student responses for the 2005, 2007, 2010 and 2013 CGPSS question regarding opportunities provided to engage in interdisciplinary activity.



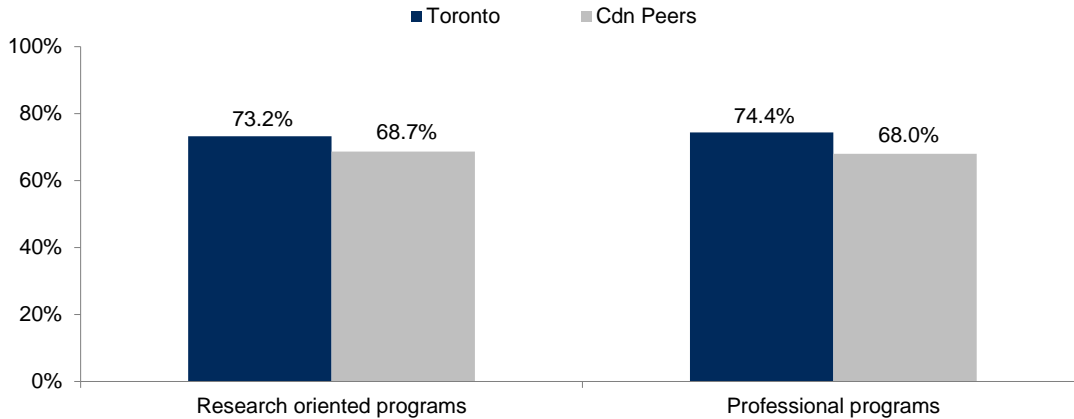
Notes:

1. Source: CGPSS 2005, 2007, 2010 and 2013 survey responses.
2. Figures reported for our Canadian peers exclude U of T.
3. In 2005, only six of our 12 Canadian peers participated in CGPSS (Alberta, Laval, McGill, McMaster, Waterloo and Western). In 2007, 2010 and 2013 all Canadian peers participated.

B. Our Education Mission
9. Graduate Student Experience: Interdisciplinary Learning and Research

Figure B-9-b
CGPSS 2013 Results: Research-oriented Programs and Professional Programs
Respondents who rated 'opportunities to engage in interdisciplinary work'
as 'Excellent', 'Very good' or 'Good'

The chart on the left indicates the positive responses (excellent, very good or good) by U of T students in doctoral-stream programs compared to positive responses by students in these programs at other participating Canadian peer institutions. The chart on the right indicates the positive responses by U of T students in professional master's programs compared to the responses given by other students at other participating Canadian peer institutions in the CGPSS 2013 survey.



Related web site:

University of Toronto Report on results of Canadian Graduate and Professional Student Survey (CGPSS):

<http://www.sgs.utoronto.ca/about/Pages/Measuring-Our-Performance.aspx>

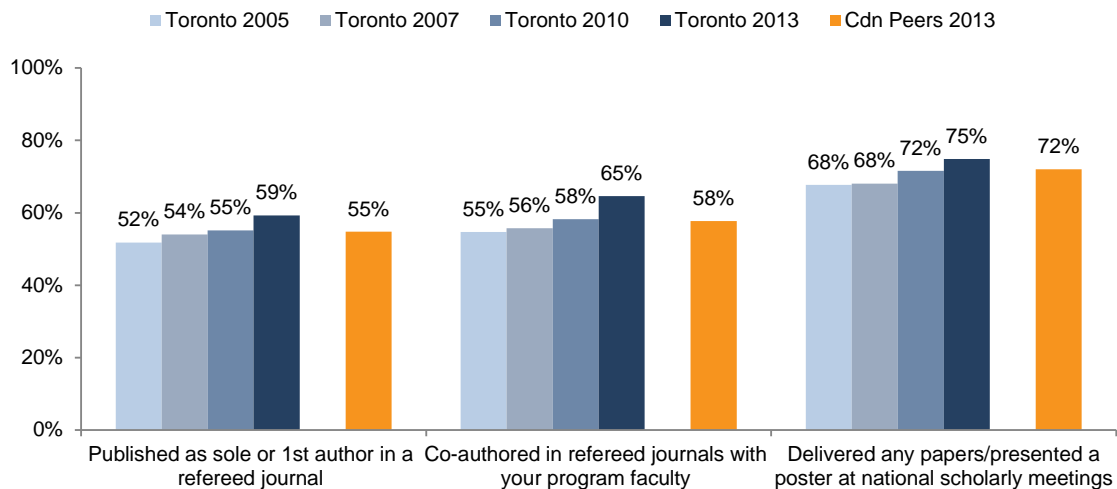
Graduate Research, Publications and Presentations - CGPSS Responses

Performance Relevance:

Survey results regarding graduate student research, publications and presentations provide an indication of the program and department support that students receive to undertake these activities. We are able to assess our improvement over time by comparing our results from the 2005, 2007, 2010 and 2013 Canadian Graduate and Professional Survey (CGPSS) and benchmark with peer institutions by comparing our 2013 results with those of Canadian peer institutions.

Figure B-9-c
CGPSS 2005, 2007, 2010 and 2013 Results
Graduate Publications and Presentations
Respondents who answered 'Yes'

The chart below compares the responses of the University of Toronto's graduate students to questions regarding their research, publications and presentations in the 2005, 2007, 2010 and 2013 CGPSS surveys; compared to the responses from graduate students at Canadian peer institutions in 2013.



Notes:

1. Source: 2005, 2007, 2010 and 2013 CGPSS survey results.
2. Notes: The responses are from graduate students who answered positively to a prior question asking if they were preparing a thesis.

Related web site:

University of Toronto Report on results of Canadian Graduate and Professional Student Survey (CGPSS):

<http://www.sgs.utoronto.ca/about/Pages/Measuring-Our-Performance.aspx>

B. Our Education Mission

10. Graduate Student Experience: Time to Completion and Graduation

Graduate Time-to-Completion and Graduation

Performance Relevance:

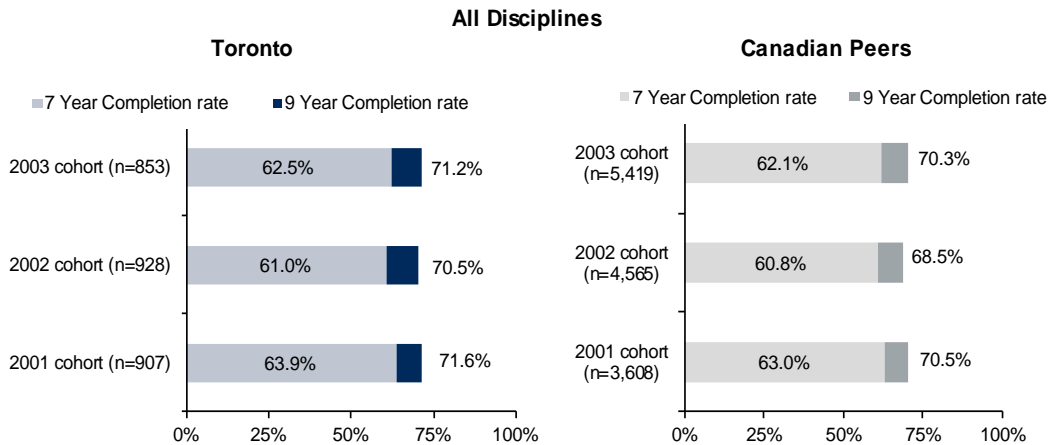
The University is committed to providing students with an environment in which they can thrive. The rate at which students continue their studies and graduate in a timely fashion reflects our success in creating these conditions, and also reflects the University's ability to attract those students best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

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

B. Our Education Mission
10. Graduate Student Experience: Time to Completion and Graduation

Figure B-10-a
Seven-Year and Nine-Year Completion Rates
2001, 2002 and 2003 Doctoral Cohorts

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



Toronto		7 Year Completion Rate	9 Year Completion Rate	Canadian Peers		7 Year Completion Rate	9 Year Completion Rate
Humanities				Humanities			
2003 cohort	(n=139)	42.4%	57.6%	2003 cohort	(n=659)	44.0%	55.5%
2002 cohort	(n=145)	34.5%	49.0%	2002 cohort	(n=576)	41.5%	52.1%
2001 cohort	(n=153)	42.5%	54.9%	2001 cohort	(n=484)	43.0%	55.8%
Social Sciences				Social Sciences			
2003 cohort	(n=180)	58.9%	68.9%	2003 cohort	(n=1,351)	51.9%	63.5%
2002 cohort	(n=260)	62.7%	72.7%	2002 cohort	(n=1,168)	54.7%	65.1%
2001 cohort	(n=241)	61.4%	70.5%	2001 cohort	(n=983)	54.7%	65.1%
Physical and Applied Sciences				Physical and Applied Sciences			
2003 cohort	(n=308)	68.2%	72.4%	2003 cohort	(n=2,423)	68.9%	74.2%
2002 cohort	(n=308)	66.6%	72.1%	2002 cohort	(n=1,927)	67.2%	71.9%
2001 cohort	(n=311)	70.1%	73.3%	2001 cohort	(n=1,434)	70.7%	74.9%
Life Sciences				Life Sciences			
2003 cohort	(n=226)	69.9%	79.6%	2003 cohort	(n=986)	71.3%	79.8%
2002 cohort	(n=215)	68.8%	80.0%	2002 cohort	(n=894)	67.3%	76.1%
2001 cohort	(n=202)	73.8%	82.7%	2001 cohort	(n=707)	72.3%	78.6%

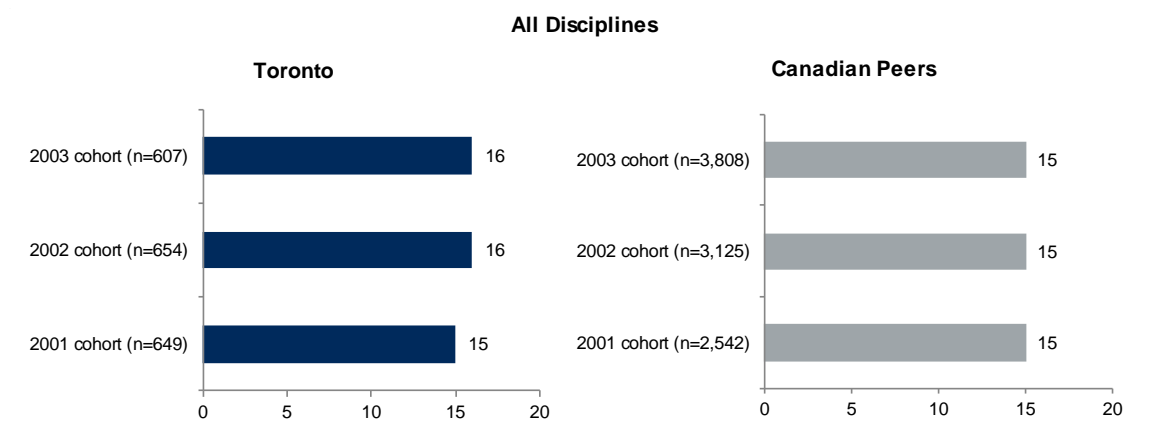
Notes:

- Source: U15 DE
- Canadian peer cohorts include U of T. All cohorts exclude Dalhousie and Saskatchewan. 2001 cohort and 2002 cohort also exclude UBC.
- For the calculation of 9-year completion: 2001 Doctoral Cohort as of Winter, Summer or Fall 2010. 2002 Doctoral Cohort as of Winter, Summer or Fall 2011. 2003 Doctoral Cohort as of Winter, Summer or Fall 2012.

B. Our Education Mission
10. Graduate Student Experience: Time to Completion and Graduation

Figure B-10-b
Median Number of Terms Registered to Degree for Graduates
2001, 2002 and 2003 Doctoral Cohorts

The chart below indicates the median number of terms it took doctoral students who graduated within 9 years to complete their studies. Data are shown by discipline and compared to the means at our Canadian peers.



Toronto		Median Number of Terms	Canadian Peers		Median Number of Terms
Humanities					
2003 cohort	(n=80)	19	2003 cohort	(n=366)	18
2002 cohort	(n=71)	19	2002 cohort	(n=300)	17
2001 cohort	(n=84)	18.5	2001 cohort	(n=270)	18
Social Sciences					
2003 cohort	(n=124)	17	2003 cohort	(n=858)	17
2002 cohort	(n=189)	16	2002 cohort	(n=760)	17
2001 cohort	(n=170)	16	2001 cohort	(n=642)	16
Physical and Applied Sciences					
2003 cohort	(n=223)	15	2003 cohort	(n=1,797)	15
2002 cohort	(n=222)	15	2002 cohort	(n=1,385)	15
2001 cohort	(n=228)	14	2001 cohort	(n=1,074)	14
Life Sciences					
2003 cohort	(n=180)	16	2003 cohort	(n=787)	15
2002 cohort	(n=172)	16	2002 cohort	(n=680)	15
2001 cohort	(n=167)	15	2001 cohort	(n=556)	15

Notes:

- Source: U15DE. Note: Canadian peer cohorts include U of T.
- Canadian peer cohorts include U of T. All cohorts exclude Dalhousie and Saskatchewan. 2001 cohort and 2002 cohort also exclude UBC.
- For the calculation of 9-year completion: 2001 Doctoral Cohort as of Winter, Summer or Fall 2010. 2002 Doctoral Cohort as of Winter, Summer or Fall 2011. 2003 Doctoral Cohort as of Winter, Summer or Fall 2012.
- n in the brackets is the number of students who graduated within 9 years.

B. Our Education Mission
11. The International Student Experience

International Students

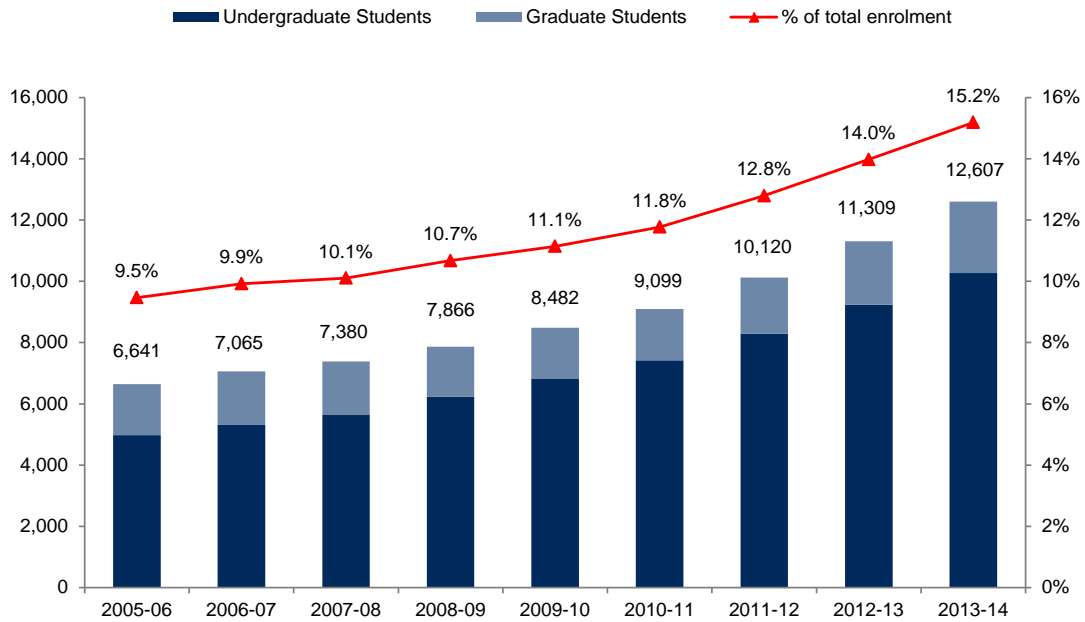
Performance Relevance:

The University aims to attract the best students from around the world. Increasing international student enrolment over time is an indicator of the effectiveness of our efforts to broaden the University’s international reputation.

The map provides a snapshot of these students’ countries of origin.

Figure B-11-a
Enrolment of International Students (Headcount), 2005-06 to 2013-14

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



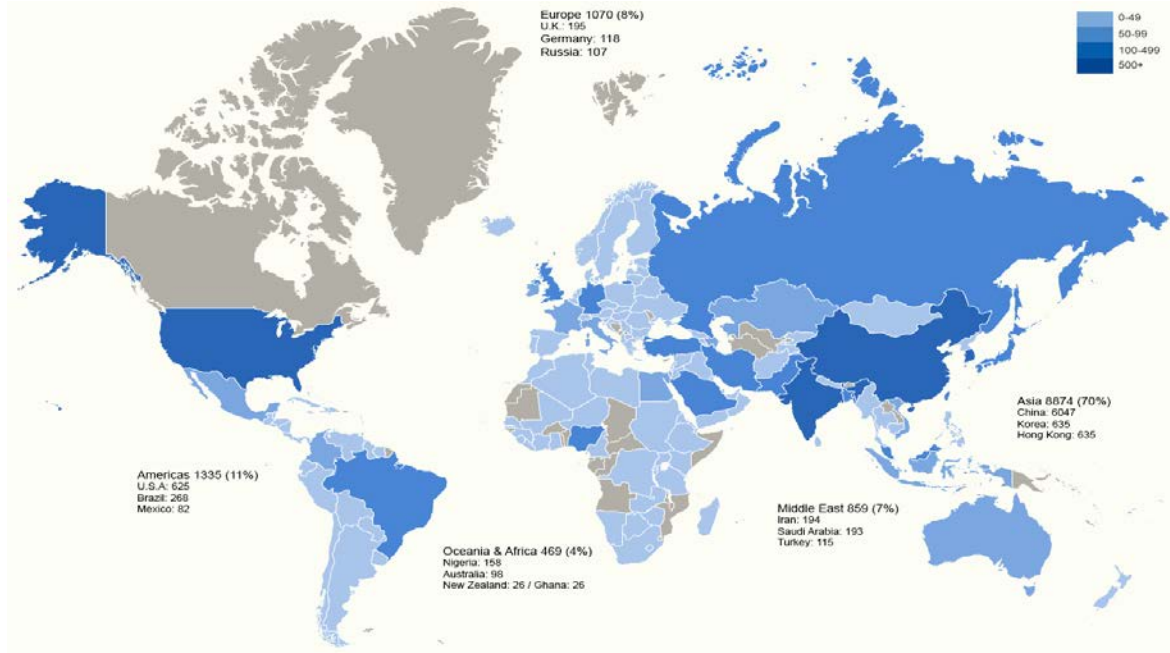
Notes:

- Both degree and non-degree seeking students are included. Non-degree students are certificate/diploma students, special students, and residents/post-graduate medical students.
- Includes full-time and part-time headcounts.
- Excludes Toronto School of Theology (TST)

B. Our Education Mission
11. The International Student Experience

Figure B-11-b
International Student Enrolment by Geographic Origin (12,607), Fall 2013

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



B. Our Education Mission
11. The International Student Experience

I-graduate International Student Survey Results

Performance Relevance:

The I-graduate International Student Survey provides international students with an opportunity to provide feedback and suggestions about their educational experiences at the University of Toronto and in Canada generally. The findings allow us to better understand international students and enhance their educational experience at the University.

In Fall 2010, the University of Toronto and five other Ontario universities participated in the International Student Barometer Entry Wave 2010 survey conducted by the International Graduate Insight Group (i-graduate), a UK based research service, in 22 countries. The survey was administered for the first time in Canada in 2010 as a pilot study of a 3-year project initiated by the Ministry of Training, Colleges and Universities of Ontario.

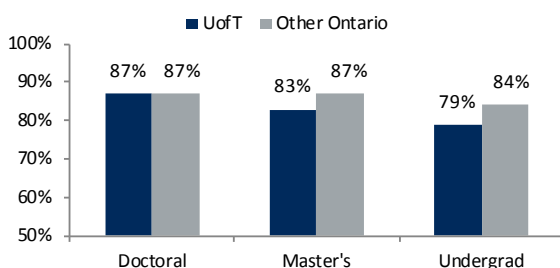
The University of Toronto participated again in 2011 and 2012.

B. Our Education Mission
11. The International Student Experience

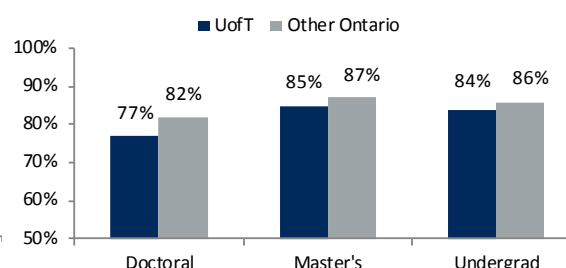
Figure B-11-c
I-graduate International Student Survey Results, 2012
Satisfactions with the Four Areas in Student Experiences

The charts below show the percentage of International Students at U of T who were satisfied or very satisfied with each of the four areas of student experience compared to the percentage of International Students at other participating Ontario institutions. Results for each area are shown by degree-type.

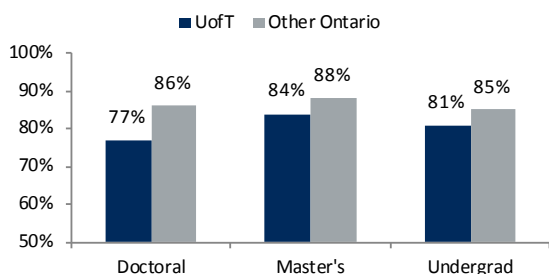
Learning Elements



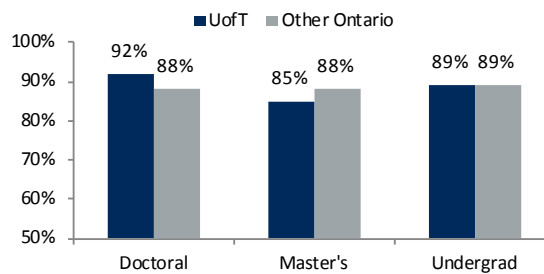
Living Elements



Support Elements



Arrival Elements



Learning Elements: expert lectures, online library, academics' English, multicultural, quality lectures, learning support, technology, assessment, course content, virtual learning, physical library, language support, good teachers, laboratories, learning spaces, research, performance feedback, course organization, marking criteria, topic selection, employability, careers advice, work experience, managing research, and opportunities to teach.

Living Elements: safety, good place to be, sport facilities, accommodation quality, friends, internet access, eco-friendly attitude, worship facilities, host culture, transport links, social activities, good contacts, social facilities, host friends, transport links university, visa advice, financial support, living cost, accommodation cost, and earning money.

Support Elements: Faith provision, clubs/societies, IT support, Halls welfare, health centre, graduate school, international office, accommodation office, counseling, careers service, and catering.

Arrival Elements: meeting staff, finance office, registration, local orientation, friends, study sense, formal welcome university orientation, first night, internet access, bank account, accommodation office, accommodation condition, host friends social activities, and welcome.

Notes:

1. Source: I-graduate International Student Survey, 2012.
2. Satisfaction % are based on: very satisfied / satisfied.
3. Other Ontario includes Carleton, Guelph, Queen's, Ryerson, UOIT, Waterloo, Windsor, Western, and York.

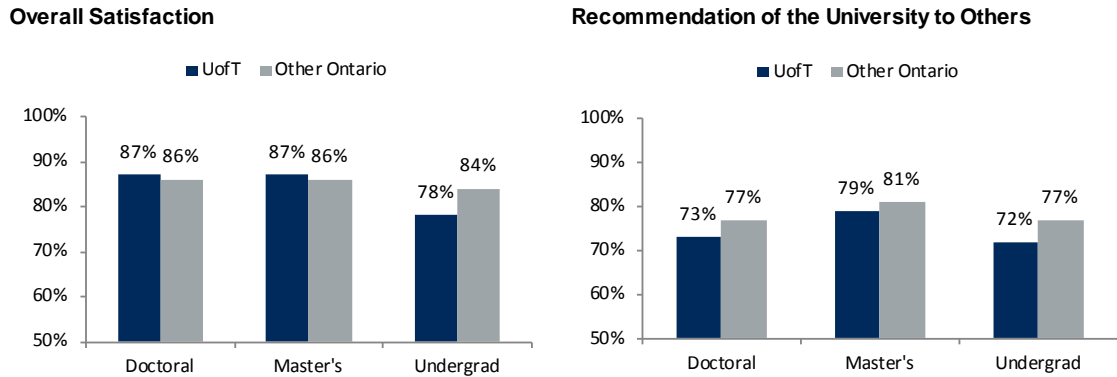
B. Our Education Mission
11. The International Student Experience

Figure B-11-d
I-graduate International Student Survey Results, 2012
Overall Satisfaction and Recommendation of the University to Others

The chart to the left shows the percentage of International Students at U of T who are satisfied or very satisfied overall compared to the percentage of International Students at other participating Ontario Universities.

The chart to the right shows the percentage of International Students at U of T who would encourage or actively encourage others to apply to the same compared to the percentage of International Students at other participating Ontario institutions.

Results in each chart are shown by degree-type.



Notes:

1. Source: I-graduate International Student Survey, 2012.
2. Recommendation % are based on: actively encourage / would encourage others to apply for the same University.
3. Other Ontario includes Carleton, Guelph, Queen's, Ryerson, UOIT, Waterloo, Windsor, Western, and York.

B. Our Academic Mission
12. Diversity of Our Students

Diversity of Students

Performance Relevance:

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

To measure the diversity of our students, we have included a measure estimating the proportion of our first-entry undergraduate program students who identify themselves as “visible minorities” (2004 and 2006) or “non-white” (2008, 2011, 2014) as part of the National Survey of Student Engagement.

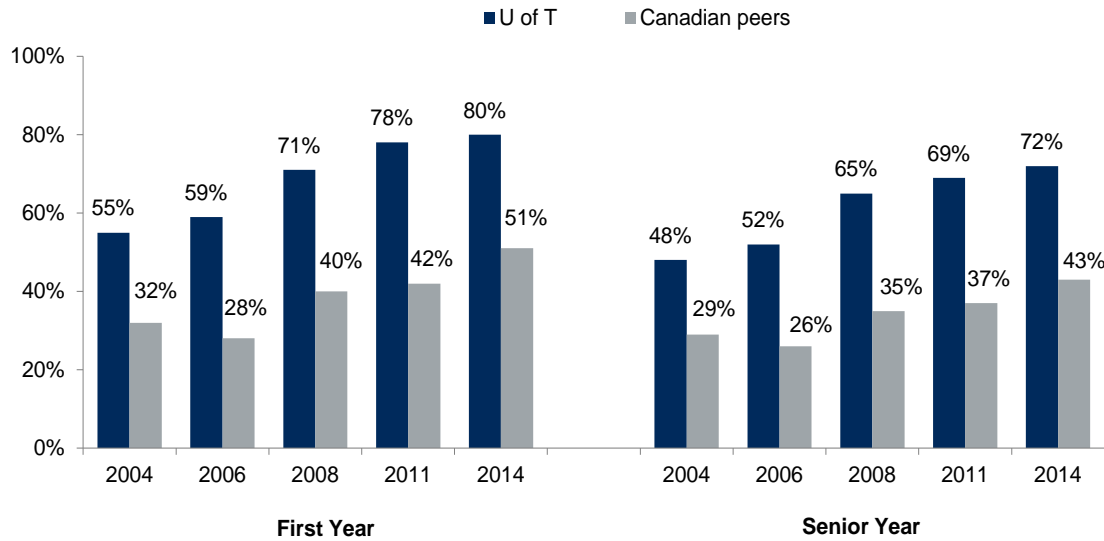
First Generation students are students whose parents or guardians did not complete post-secondary education. We have included the NSSE results to the question “Neither father nor mother attended college”.

Based on the NSSE results, we can estimate the percentage of undergraduate students in direct-entry programs who are visible minority (non-white) and who are first-generation students.

**B. Our Academic Mission
12. Diversity of Our Students**

**Figure B-12-a
NSSE Results: Students who reported they are...
Part of a visible minority group in Canada (2004, 2006),
Non-white (2008, 2011, 2014)**

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



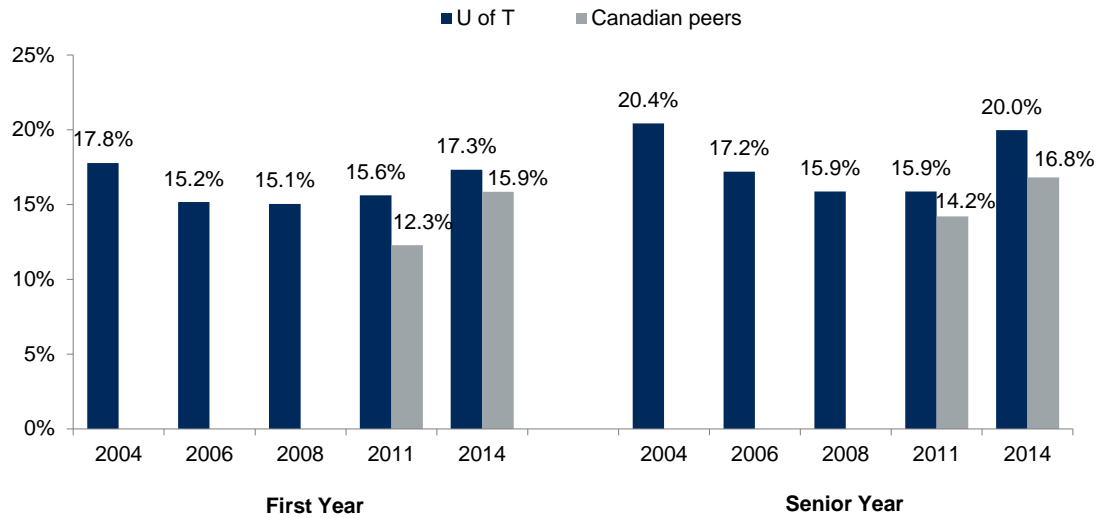
Notes:

1. The wording of the question on ethno-cultural information in the survey changed in 2008. In previous versions of the survey, students were asked if they were "a member of a visible minority group in Canada." In the 2008, 2011 and 2014 versions, students were asked to identify their ethno-cultural background from a list provided with the option of selecting all that apply. The percentage represents students who reported belonging to at least one of the 14 non-white ethno-cultural groups listed in the survey. Therefore comparisons over time might not be very precise.

B. Our Academic Mission
12. Diversity of Our Students

Figure B-12-b
NSSE Results:
Percentage of Respondents who are First-Generation Students
2004, 2006, 2008, 2011, 2014

The chart below indicates the percentage of first-year and senior-year undergraduate students in direct-entry programs at U of T who responded 'yes' to the question "Neither my father nor my mother attended college", compared to the percentage of 2014 respondents at our Canadian peer institutions.



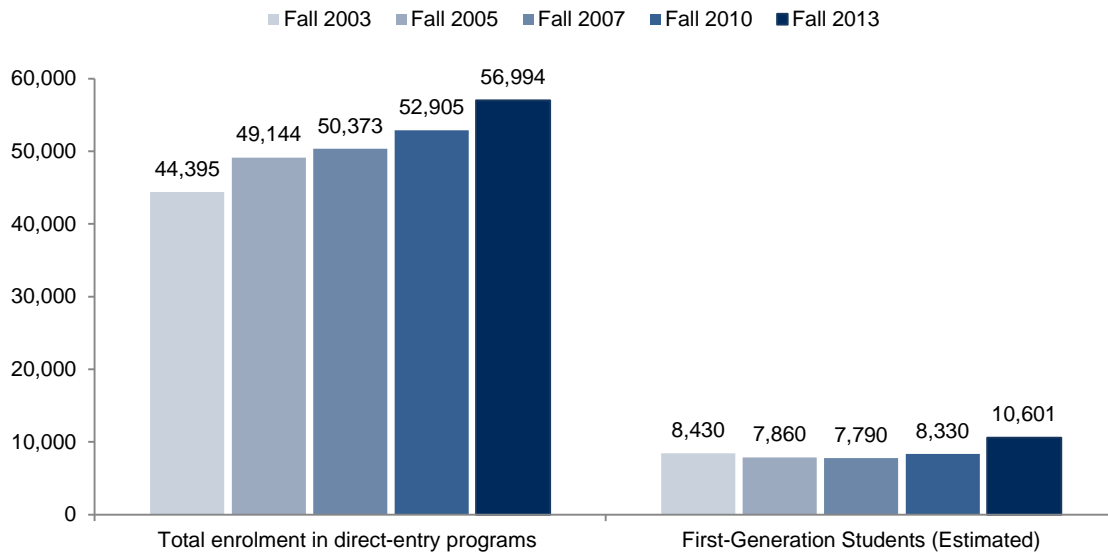
Notes:

1. The Canadian peers data are not available for NSSE 2004, 2006 and 2008.

B. Our Academic Mission
12. Diversity of Our Students

Figure B-12-c
Estimated Number of Students in Direct-Entry Undergraduate Programs
who are First-Generation Students,
Based on NSSE responses (NSSE 2004, 2006, 2008, 2011, and 2014)

The chart below provides the total number of students enrolled in first-entry programs in the Fall terms of 2003, 2005, 2007, 2010, and 2013. Also shown are estimates of the number of students in first-entry programs who are First-Generation students, based on NSSE responses.



Notes:

1. The numbers of First-Generation Students have been estimated using a rate generated from NSSE responses (NSSE 2006 results for Fall 2005 enrolment; NSSE 2008 results for Fall 2007 enrolment; NSSE 2011 results for Fall 2010 enrolment; NSSE 2014 results for Fall 2013 enrolment).

Related Report:

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

B. Our Academic Mission
13. Accessibility Services

Accessibility Services

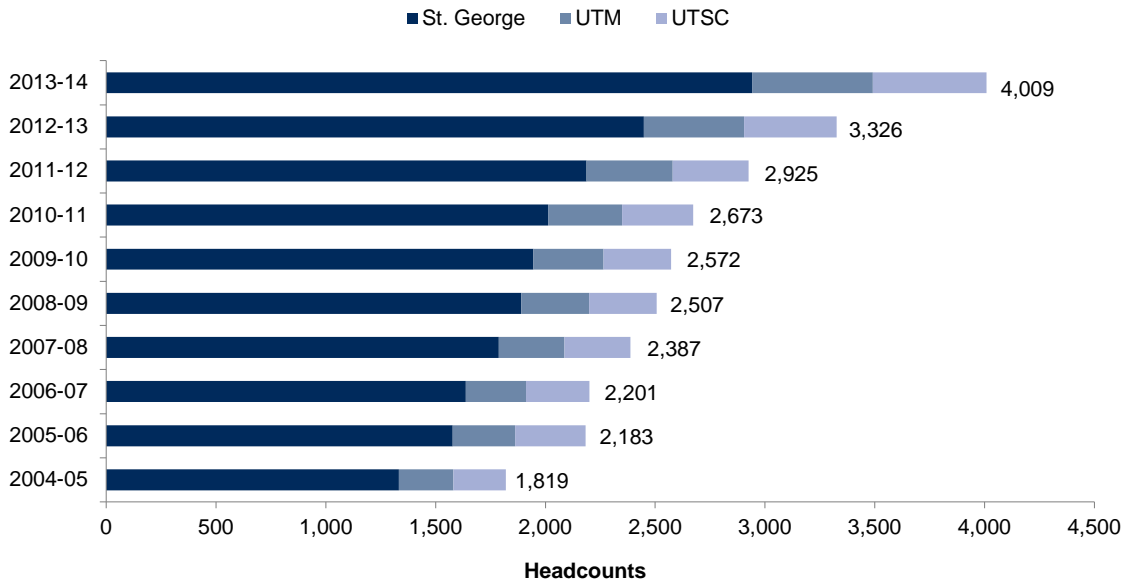
Performance Relevance:

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

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

Figure B-13-a
Total Number of Students Registered with Accessibility Services,
2004-05 to 2013-14

The chart below indicates the number of students registered with Accessibility Services by campus over a ten-year period.



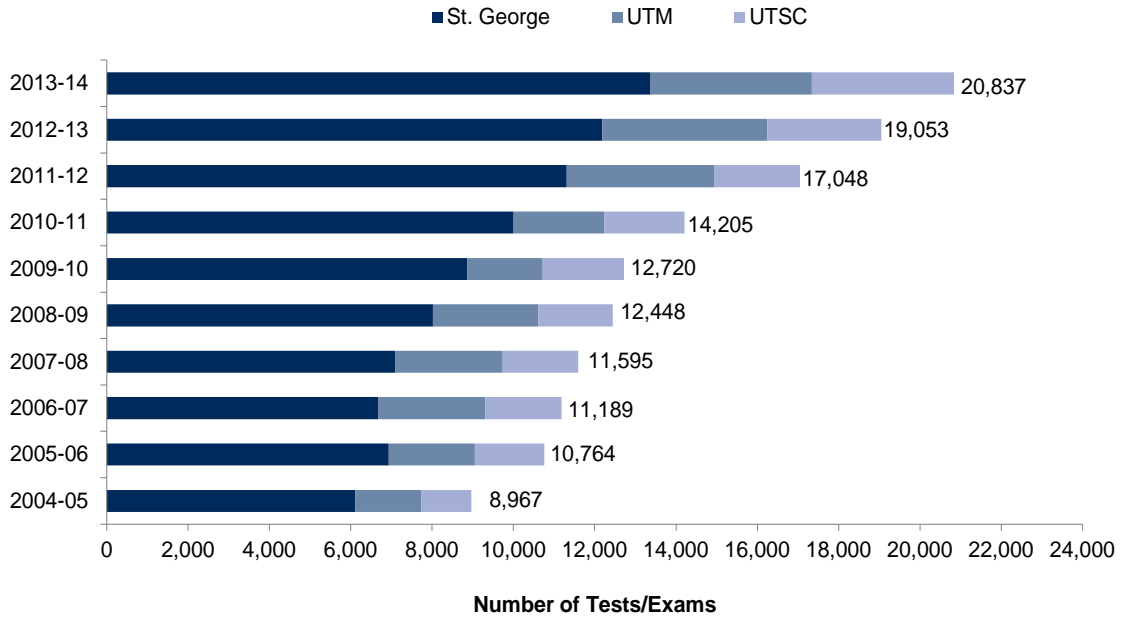
Note:

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

B. Our Academic Mission
13. Accessibility Services

Figure B-13-b
Total Number of Tests/Examinations Coordinated and Supervised by Accessibility Services, 2004-05 to 2013-14

The chart below indicates the number of tests and examinations coordinated and supervised by Accessibility Services by campus over a ten-year period.



Note:

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

Academic Pathways

Performance Relevance:

The University of Toronto recognizes that access to a university education can be influenced by many factors such as financial, socio-economic, family circumstances and disabilities, and that not everyone pursues university directly from secondary school. We also recognize that many international students face challenges related to moving far from home and beginning their university studies in English.

Given the wide range of potential barriers, we have developed different types of access, pathway and support programs in place. For this indicator, we have highlighted four examples of programs that provide academic pathways into our undergraduate programs. Information on some of our other types of access and support programs can be found elsewhere in Section B of our Performance Indicators report.

TYP: 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 students 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.

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

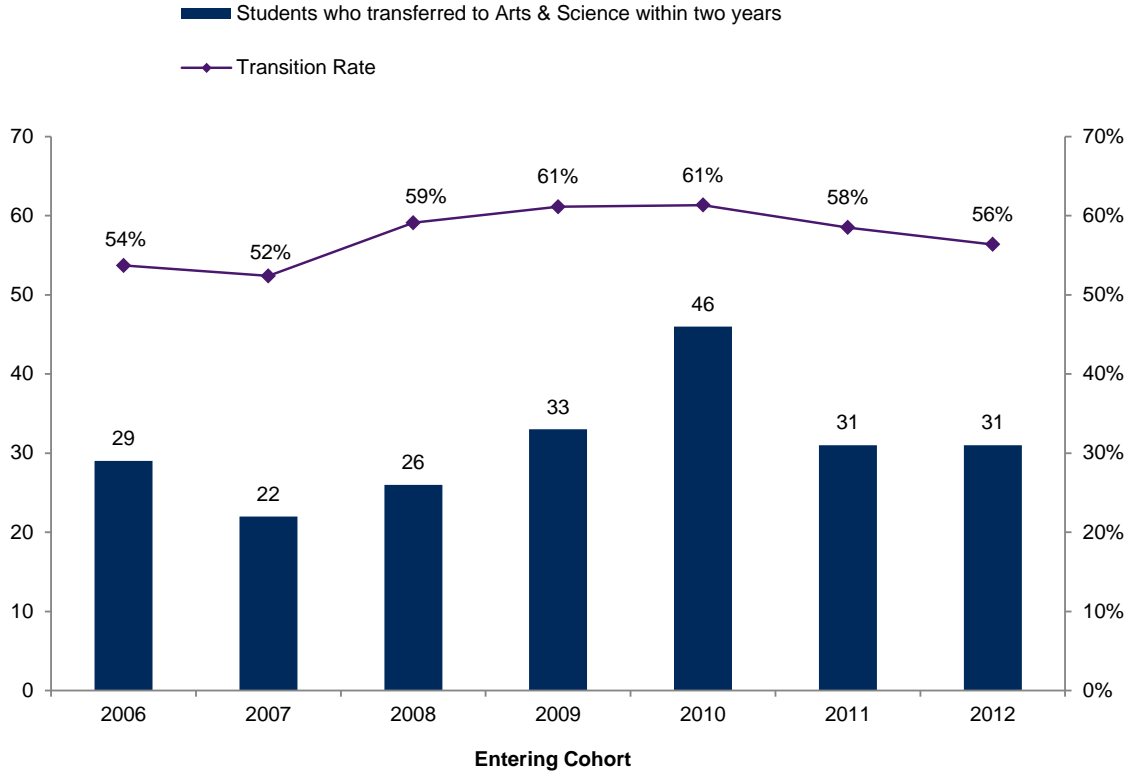
Facilitated Transfer Programs: The University of Toronto strongly believes in the need to support college students who transfer into undergraduate programs. The facilitated transfer model first piloted at U of T's Woodsworth College, is structured so that students receive intensive, personalized support before, during and after transfer to U of T from a partner college of applied arts and technology. We have found that transfer students in these programs are markedly more successful than those transferring from colleges without the benefit of a facilitated pathway.

International Pathway Programs: The University offers several programs to help prepare international students for entry into our undergraduate programs. The focus is on improving English language skills prior to entry into one of our direct entry undergraduate programs. The International Foundation Program (IFP), Green Path Program (UTSC), FAIR-Taiwan (UTSC) and Academic Culture and English program (ACE@UTM) are discussed in more detail below.

B. Our Academic Mission
14. Academic Pathways

Figure B-14-a
Transitional Year Program (TYP) Enrolment and Transition, 2006 to 2012 cohorts

The bars in the chart below show the number of Transitional Year Program students from each entering cohort who transferred to an Arts & Science program within two years. The line shows the transition rate for each entering cohort.



Notes:

1. Source: Office of Government, Institutional and Community Relations

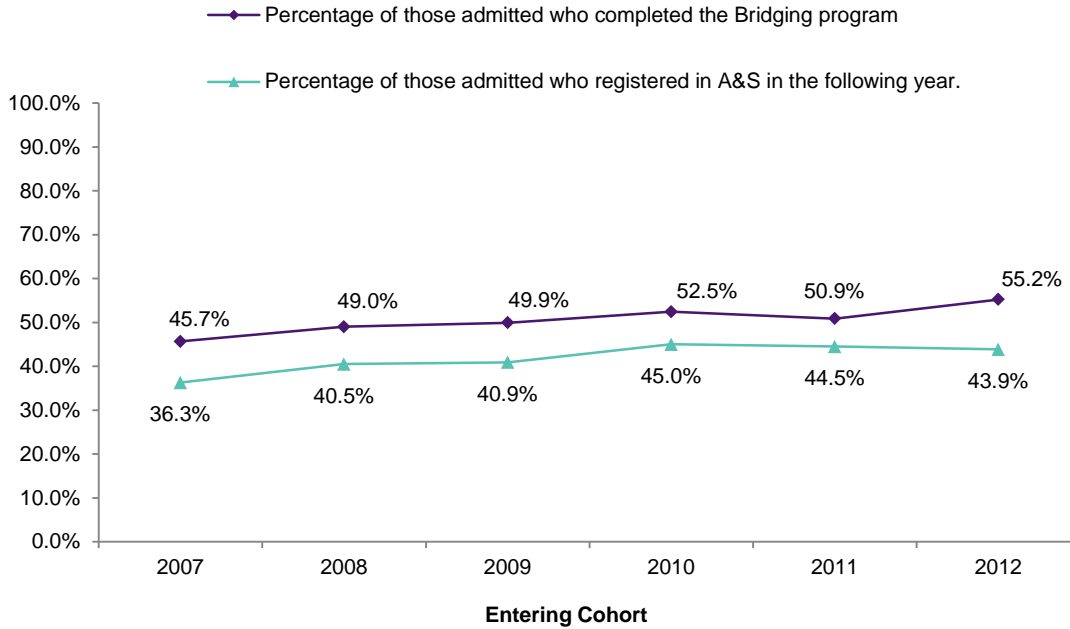
Related web site:

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

B. Our Academic Mission
14. Academic Pathways

Figure B-14-b
Academic Bridging Program Enrolment and Transition

The lines below show the percentage of those admitted who completed the Bridging program, and the percentage of those admitted who registered in Arts & Science in the following year.



Notes:

1. Source: Office of the Academic Bridging Program
2. * Students who successfully complete the Bridging Program are eligible to register in Arts & Science.

Related website:

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

B. Our Academic Mission
14. Academic Pathways

Figure B-14-c
Facilitated Transfer Programs

The table below provides a sample of our current Facilitated Transfer Programs with Ontario Colleges of Applied Arts & Technology. These programs are structured so that students receive intensive, personalized support before, during and after transfer to U of T.

Joint Transfer Program	Description
Woodsworth – Seneca	Facilitated pathway for liberal arts studies at Seneca College to an HBA in Humanities or social sciences at U of T – St. George.
Woodsworth – Humber	Facilitated pathway for general arts and science studies at Humber College to an HBA program at U of T – St. George.
UTSC – Seneca	Facilitated pathway for liberal arts studies at Seneca College to an HBA program at UTSC.
UTM – Sheridan	Facilitated pathway for general arts and science studies at Sheridan College to an HBA program at UTM.
UTM – Humber	Facilitated pathway for general arts and science studies at Humber College to an HBA program at UTM.
UTM – Mohawk	Facilitated pathway for general arts and science studies at Mohawk College to an HBA program at UTM.
UTM – Niagara	Facilitated pathway for general arts and science studies at Niagara College to an HBA program at UTM.

B. Our Academic Mission
14. Academic Pathways

Figure B-14-d
International Pathway Programs

The table below provides a sample of International Pathway Programs offered by the University of Toronto.

Program	Description
International Foundation Program (IFP)	<p>The International Foundation Program (IFP) offers admission to academically qualified international students whose English fluency scores fall below the direct entry requirements. IFP is a unique offering that combines conditional acceptance to the University of Toronto with intensive English language instruction and for-credit courses. Successful completion of the IFP guarantees admission to the Faculty of Arts & Science, Faculty of Applied Science & Engineering or the Faculty of Architecture, Landscape & Design with academic credit towards an undergraduate degree.</p> <p>http://www.ifp.utoronto.ca/</p>
Green Path Program (UTSC)	<p>The Green Path Program (UTSC) helps academically qualified students from mainland China hone their English skills and begin adjusting to Toronto's culture before starting classes at University of Toronto Scarborough in the Fall. It consists of a 12-week, full-time program run over the summer months.</p> <p>http://webapps-new.utsc.utoronto.ca/greenpath/index.php</p>
Facilitated Admissions International Recruitment (FAIR) – Taiwan (UTSC)	<p>The University of Toronto Scarborough FAIR – Taiwan program is a special process to admit academically qualified students from Taiwan into undergraduate programs at UTSC. Students attend an eight-week summer Academic & Acculturation program (SAAP) and, upon successful completion, enter a four-year degree program at UTSC.</p> <p>http://www.utsc.utoronto.ca/~fair/taiwan/english/index.html</p>
Academic Culture and English (ACE@UTM)	<p>The Academic Culture and English (ACE) program is designed for academically qualified students who have been admitted to UTM but who require additional English language skills training. Completion of ACE@UTM may be a condition of an offer of admission. ACE@UTM is specifically designed to target the development of communication, research and study skills.</p> <p>http://www.utm.utoronto.ca/registrar/new-students-parents/academic-culture-and-english-program-ace</p>

B. Our Academic Mission
15. Online Courses

Online Courses

Performance Relevance:

Students now live in a digital world and many would like to take advantage of the flexibility that new technologies offer. The development of a number of online options can enhance student experience by increasing flexible access to courses on other campuses and other universities, allowing students to take courses when away from campus on work terms or over the summer, and allowing students from across the province, country and world to benefit from University of Toronto courses.

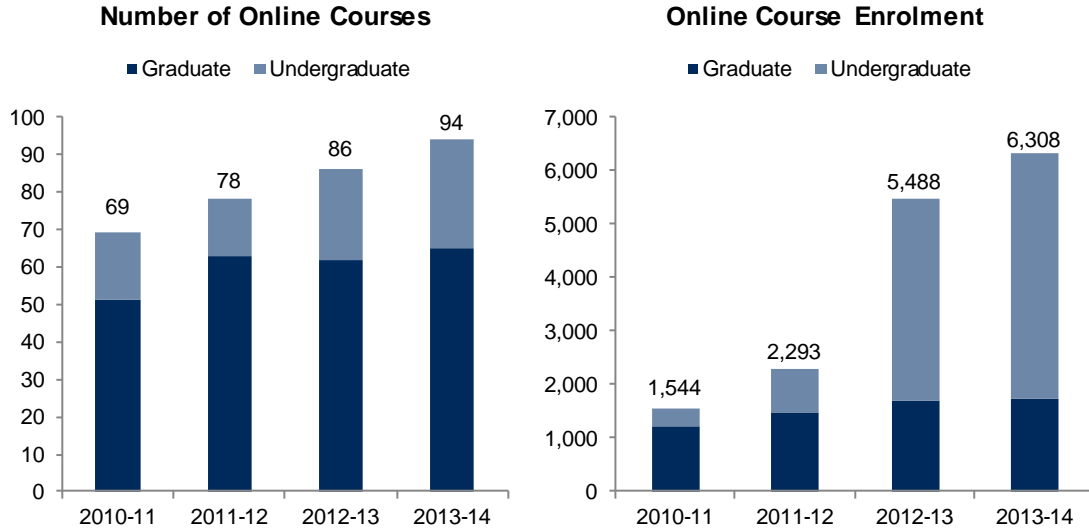
An Online Learning Strategies Portfolio was established in 2011 to facilitate the University of Toronto's participation in the provincial online learning arena and enhance online opportunities within the university. Since that time, a set of recommendations for developing, creating and supporting new online courses and enhancing technology-supported courses has been implemented. New initiatives have been launched to address various facets of institutional capacity including: a model for course development; technological infrastructure and support; faculty development; administrative resources; and institutional coordination of online course delivery.

Since 2011 we have been collecting data on activity in online courses as well as surveying students on their experience in order to inform institutional planning. In 2013-2014, 173 students who were registered in an undergraduate on-line course (NUR430, CSB201, CCT226, APS162, SLA430, GGR273, CTLA1) responded to an online survey regarding their online course. We report the most important motivators for taking an on-line course, and the percentage of students who would take a similar on-line course again.

B. Our Academic Mission
15. Online Courses

Figure B-15-a
Number of Online Courses Available, and Online Course Enrolment

The chart to the left indicates the number of online courses offered.
The chart to the right indicates the number of students registered in these online courses.



Note:

1. Source: Government, Institutional and Community Relations (GICR); Office of Online Learning Strategies

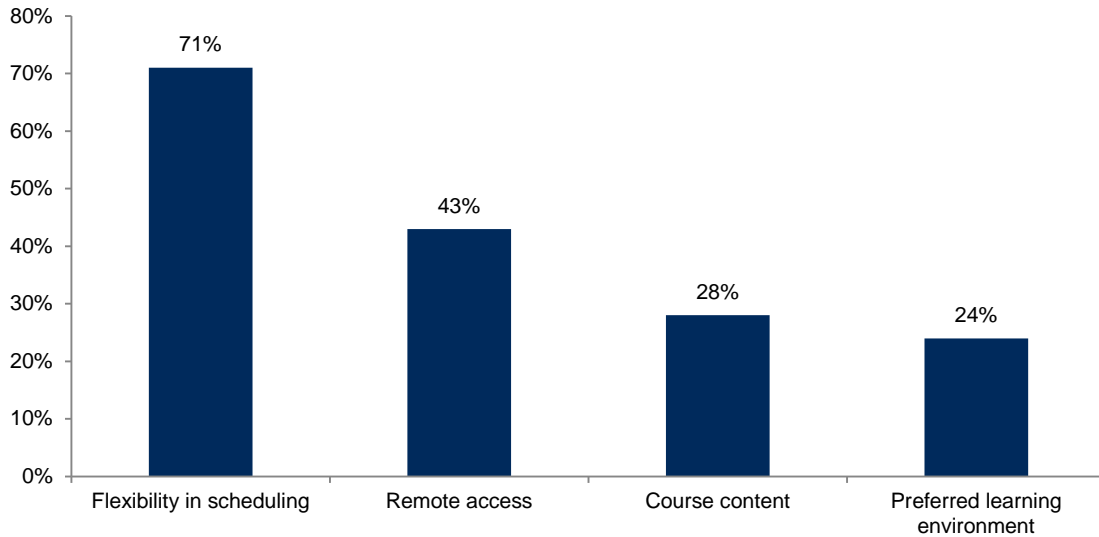
B. Our Academic Mission
15. Online Courses

Figure B-15-b
University of Toronto Online Learning Project Pilot Student Survey Results, 2013

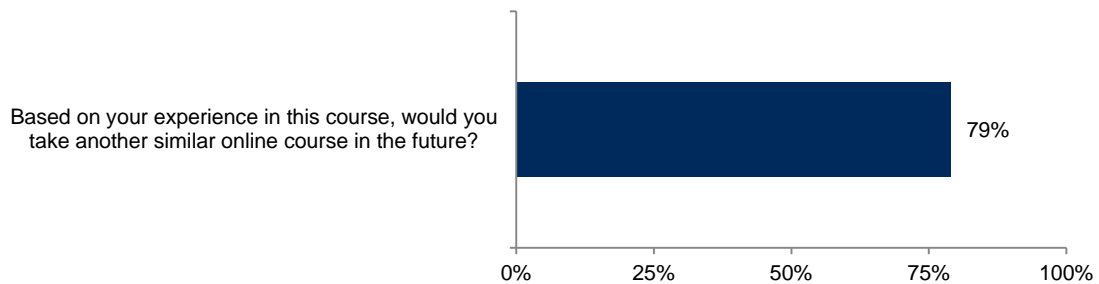
The first chart below indicates the most popular responses to the question 'what was the most important motivator to register in an online course'.

The second chart shows the percentage of respondents who responded that they would take a similar online course again.

Most Important Motivator(s) to Register in an Online Course



Percentage of Respondents Who Would Take a Similar Online Course Again



Source: Office of Online Learning Strategies

B. Our Academic Mission
16. Student Financial Support

Net Tuition and Student Access Guarantee (SAG)

Performance Relevance:

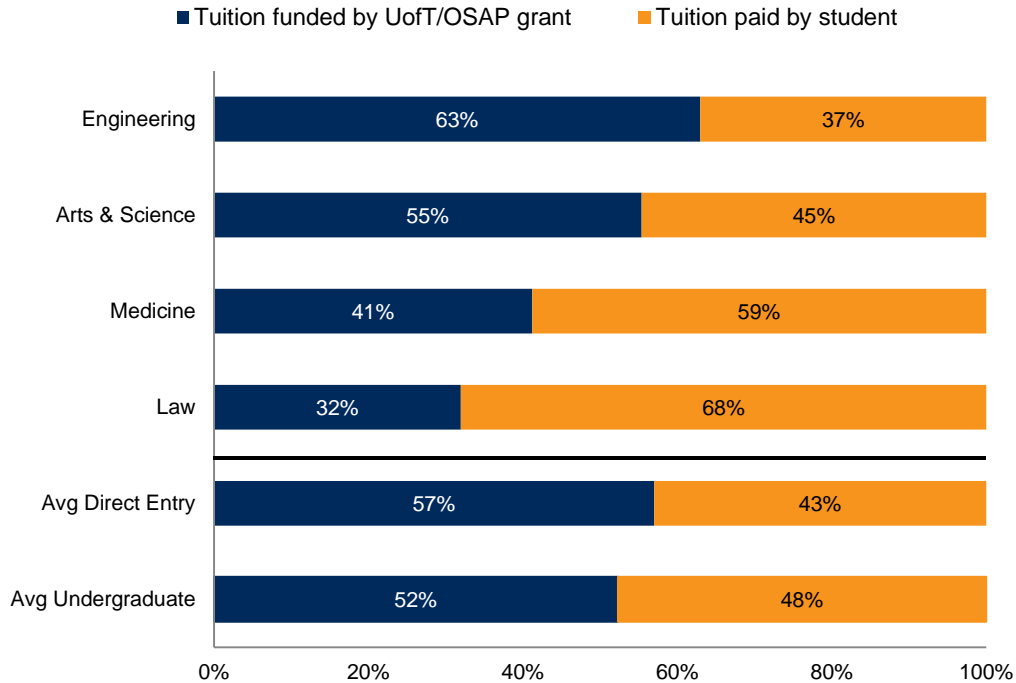
Net Tuition is the amount that students actually pay after taking into account the contribution of both the Province, through OSAP grants, and the University, through its various grants and scholarships. With the significant Government and University investments in student financial support, net tuition is substantially lower than the full tuition cost for many students and is the appropriate measure on which affordability should be assessed.

Under the Student Access Guarantee (SAG) program, universities are required to provide financial support to cover any unmet need due to tuition and book shortfalls for students in Direct Entry undergraduate programs. Unmet need is defined by MTCU as the remaining financial support required after government support is provided. Universities often provide additional financial support beyond this minimum requirement (e.g. support for living expenses, students in second entry programs, etc.).

B. Our Academic Mission
16. Student Financial Support

Figure B-16-a
Undergraduate Net Tuition for OSAP Recipients by Program, 2012-13

The chart below shows the average percentage of tuition and fees paid by undergraduate domestic students receiving OSAP at UofT relative to the percentage funded by provincial and university grants in 2012-13.



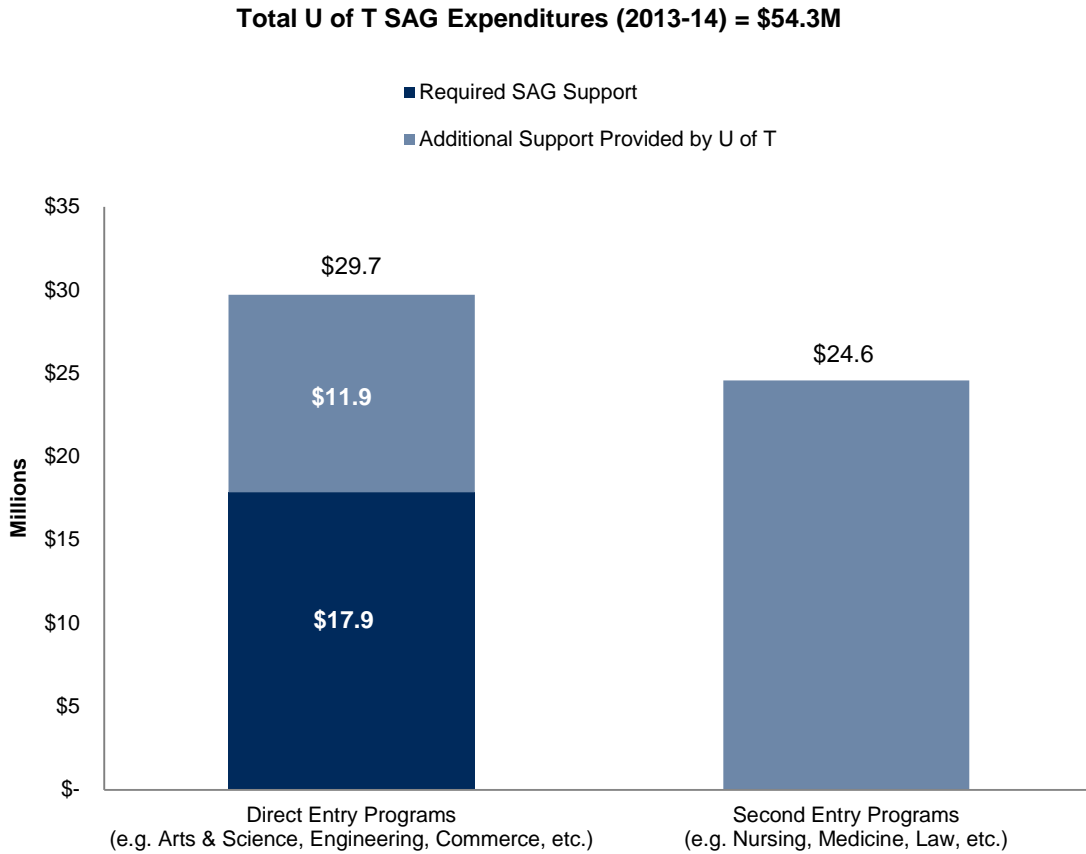
Notes:

1. Source: University of Toronto
2. Includes all full-time, domestic undergraduate students receiving OSAP support.
3. Does not include the impact of loans, tax credits or the Ontario Student Opportunity Grant (OSOG) that caps government debt.
4. 'Average Direct Entry' includes students registered in Arts & Science; Architecture, Landscape & Design; Applied Science & Engineering; Music; Kinesiology & Physical Education; and the Transitional Year Program.
5. 'Average Undergraduate' includes students registered in 'Direct Entry Undergrad' programs + Medicine, Law, Nursing, OISE, Dentistry, Pharmacy, and Woodsworth Certificate Programs.

B. Our Academic Mission
16. Student Financial Support

Figure B-16-b
Actual Student Access Guarantee (SAG) Related Expenditures
Compared to Required SAG, 2013-14

The chart below summarizes University of Toronto's SAG Expenditures by program type and requirement.



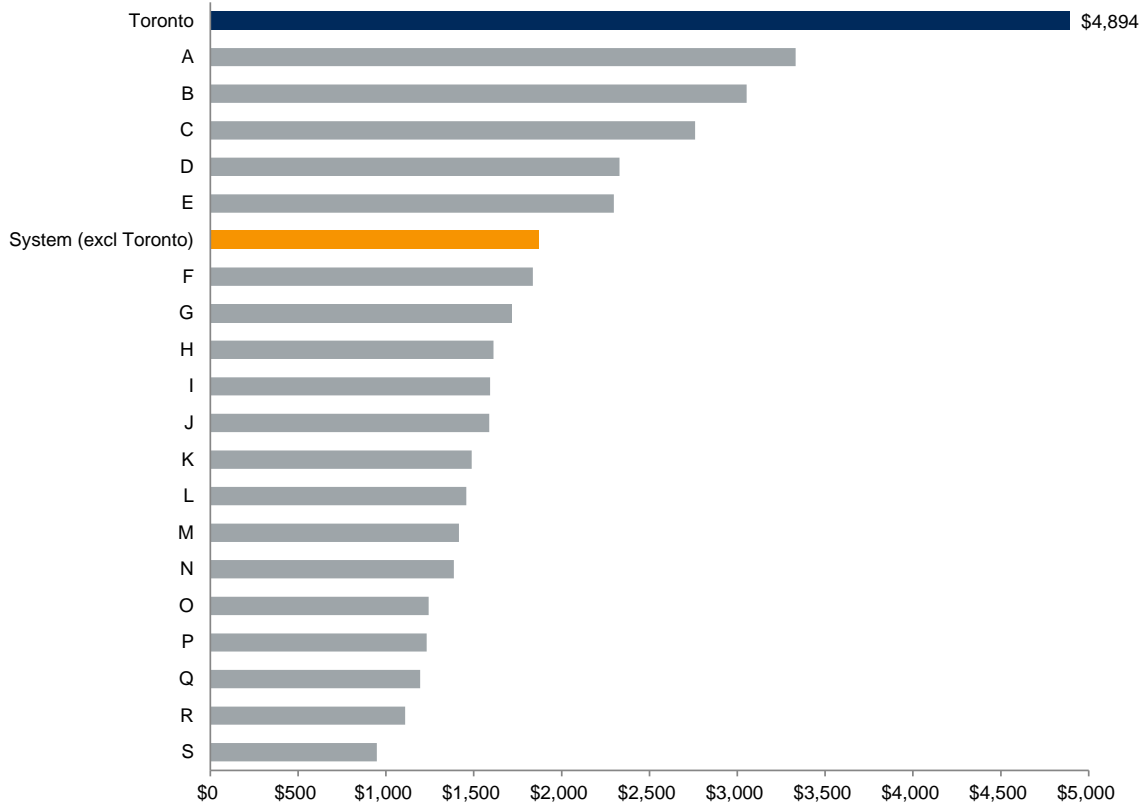
Notes:

1. Source: Ministry of Training, Colleges & Universities – OSAP Summary as of November 2014.
2. Includes Toronto School of Theology (TST).
3. Note that for OSAP purposes, 2013-14 reflects the period 01-Sep-2013 to 31-Aug-2014.

B. Our Academic Mission
16. Student Financial Support

Figure B-16-c
Average SAG Expenditure per Recipient
University of Toronto compared to Ontario Universities, 2013-14

The chart below summarizes the average support provided under the SAG program per recipient at the University of Toronto compared to other Ontario Universities as tracked in the Ontario Government's system.



Notes:

1. Source: Ministry of Training, Colleges & Universities – OSAP Summary as of November 2014.
2. Toronto Includes Toronto School of Theology (TST).
3. System excludes Toronto.
4. Note that for OSAP purposes, 2013-14 reflects the period 01-Sep-2013 to 31-Aug-2014.

B. Our Academic Mission
16. Student Financial Support

Parental Income and Student Support

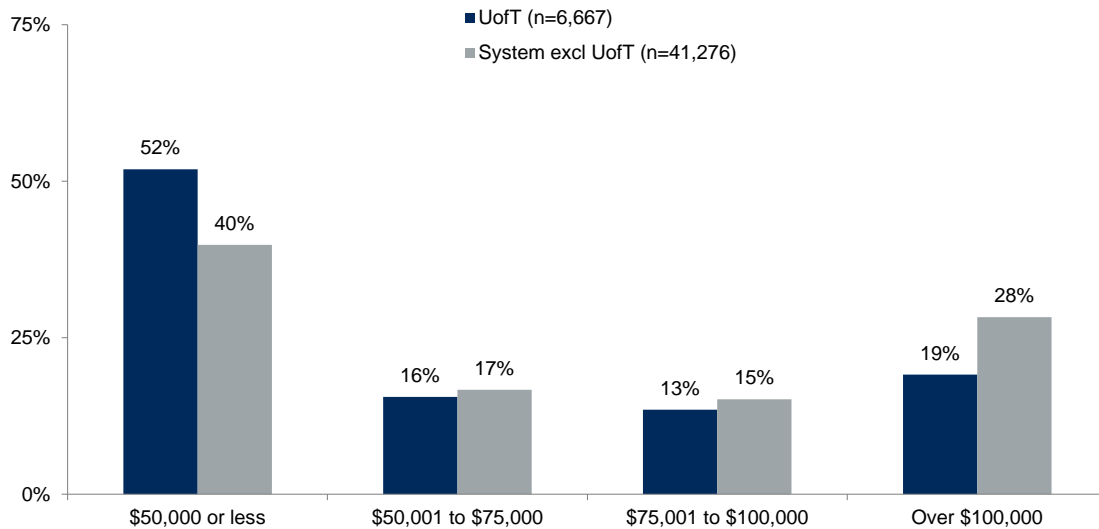
Performance Relevance:

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

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

Figure B-16-d
Parental Income of First-year Students Receiving OSAP in Direct Entry Programs at the University of Toronto Compared to All Ontario Universities, 2013-14

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



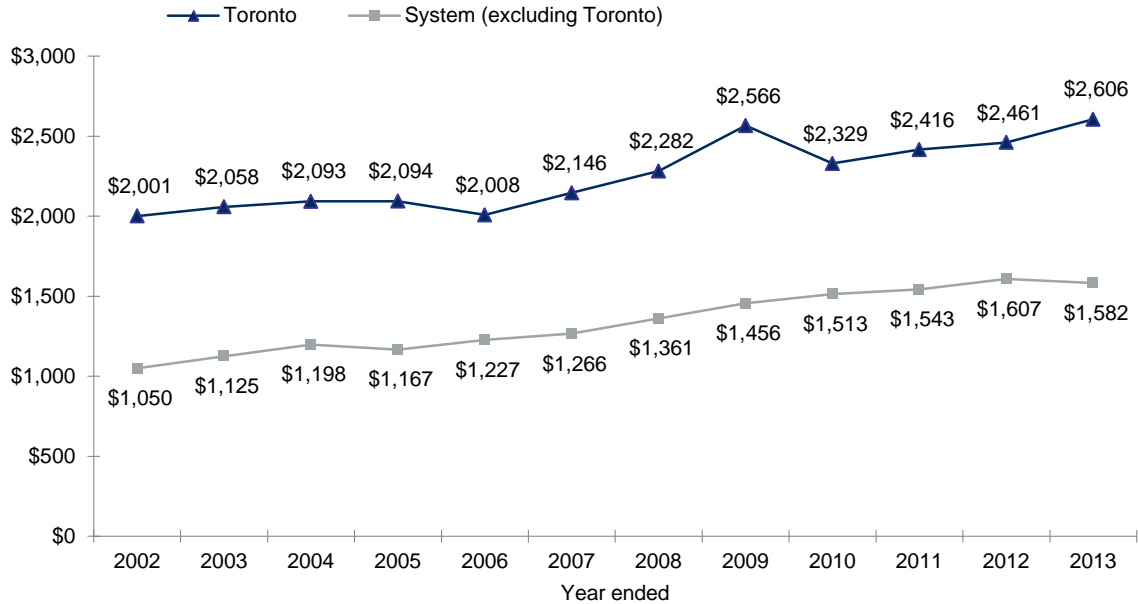
Notes:

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

**B. Our Academic Mission
16. Student Financial Support**

**Figure B-16-e
Average Scholarships and Bursaries Expenditures per Student FTE,
2001-02 to 2012-13**

The chart below indicates the average scholarships and bursaries expenditures per student FTE compared to other Ontario Universities over a 12-year period.



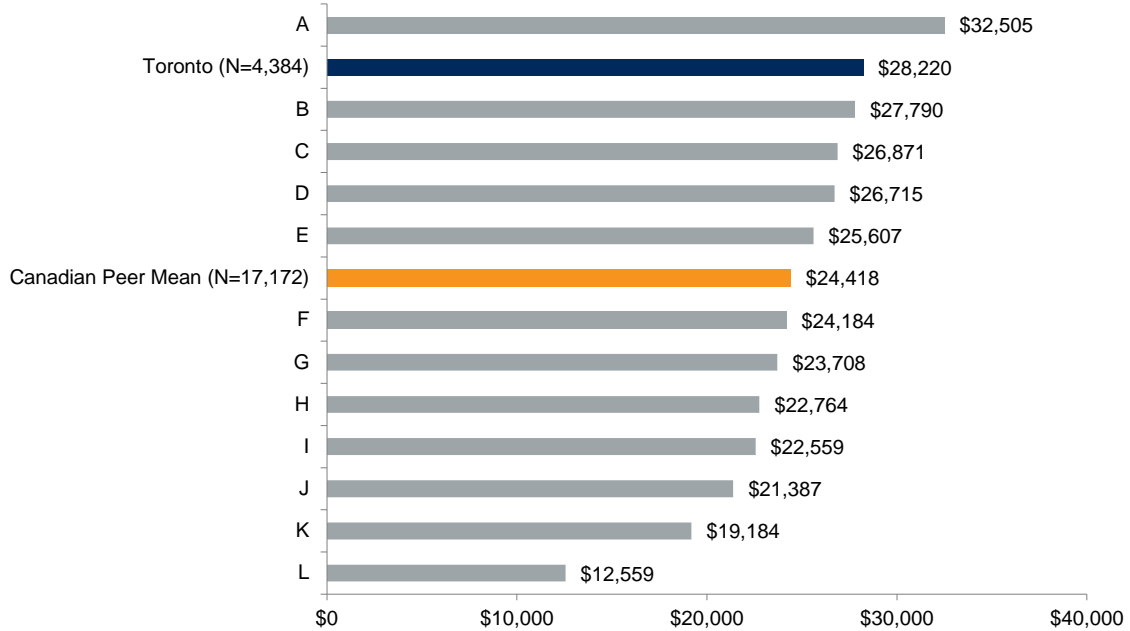
Notes:

1. Source for financial data: Annual Compendia of Statistical and Financial Information - Ontario Universities. Table 4 - Summary of Expense by Fund and Object of Expense - consolidated report.
2. Source for enrolment data: COU undergraduate all term FTEs, graduate fall and summer FTEs; includes Toronto School of Theology
3. Scholarships and Bursaries include all payments to undergraduate and graduate students from both internal and external sources. These payments include scholarships (OGS, OSOTF, OGSST, etc.), bursaries (UTAPS), granting council awards, prizes and awards. Scholarships and Bursaries for UofT and the Ontario System include student aid funded by restricted funds.

**B. Our Academic Mission
16. Student Financial Support**

**Figure B-16-f
Doctoral Student Support, Average Financial Support per Student,
All Divisions (excl. Health Sciences), 2012-13**

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



Notes:

1. Source: U15DE.
2. Excludes Montreal and Laval.
3. Canadian peer mean excludes UofT. Quebec data do not include direct-to-student Provincial bursary support.

**B. Our Academic Mission
17. Branching Out**

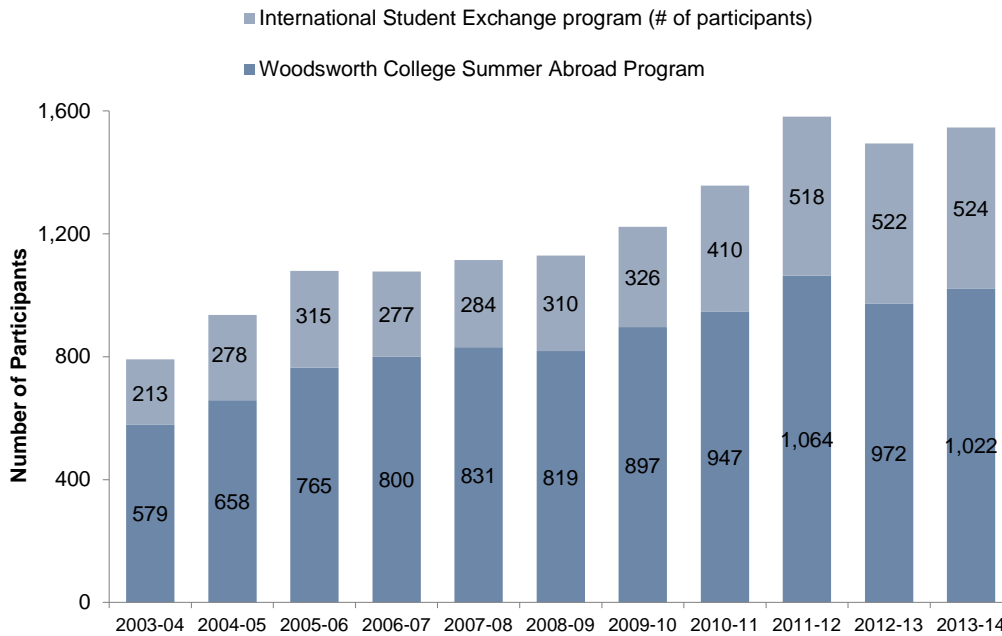
International Experience

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 intensive courses conducted abroad, or modules taught in courses on our campuses by international visitors.

**Figure B-17-a
Number of Participants of
Study Abroad & Exchange Programs and
Woodsworth College Summer Abroad Programs
(Outgoing Exchange Students, 2003-04 to 2013-14)**

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.



Notes:

1. Source: International Student Exchange Programs office and Woodsworth College.
2. 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, Law students and graduate students.

C. Our People: Faculty, Staff, Alumni Friends and Benefactors
1. Faculty and Staff Satisfaction

Employee Satisfaction: Faculty, Librarian and Staff Responses

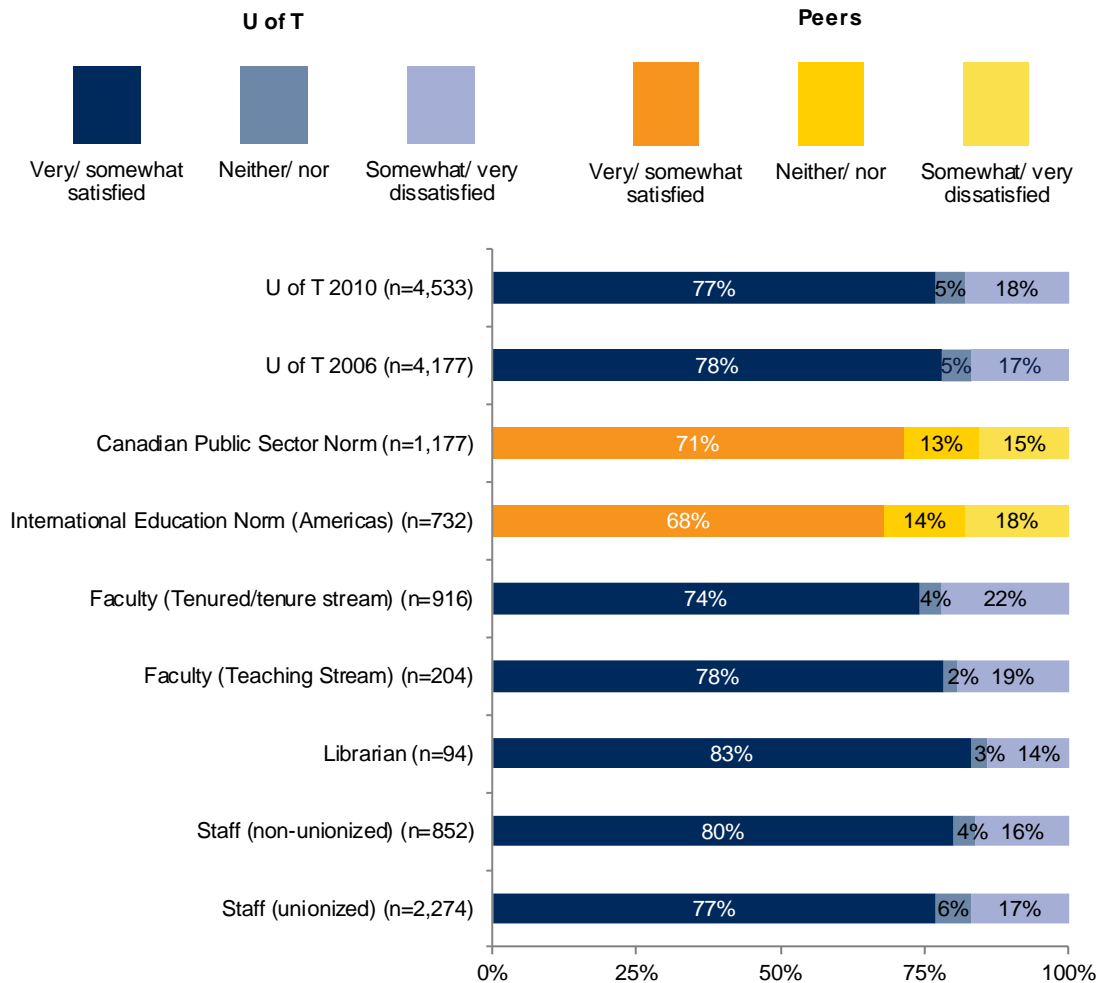
Performance Relevance:

Surveying our faculty and staff is an important means of measuring the experience of our employees and our ability to be an employer of choice. The first University of Toronto Faculty and Staff Experience Survey (Speaking UP) was conducted between October 10 and November 10, 2006. A comprehensive report of the results was circulated to faculty and staff in April 2007. The second University of Toronto Faculty and Staff Experience Survey (Speaking UP) was conducted between October 18 and November 12, 2010. 12,409 surveys were distributed to faculty, librarians and staff. The overall response rate was 52%. We are able to compare responses to 3 benchmarks – 2006 results of total University of Toronto respondents, Canadian Public Sector Norm, and International Education Norm (Americas).

C. Our People: Faculty, Staff, Alumni Friends and Benefactors
1. Faculty and Staff Satisfaction

Figure C-1-a
U of T Speaking UP Faculty and Staff Experience Survey, 2010
Overall, how satisfied are you with being an employee of U of T?

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



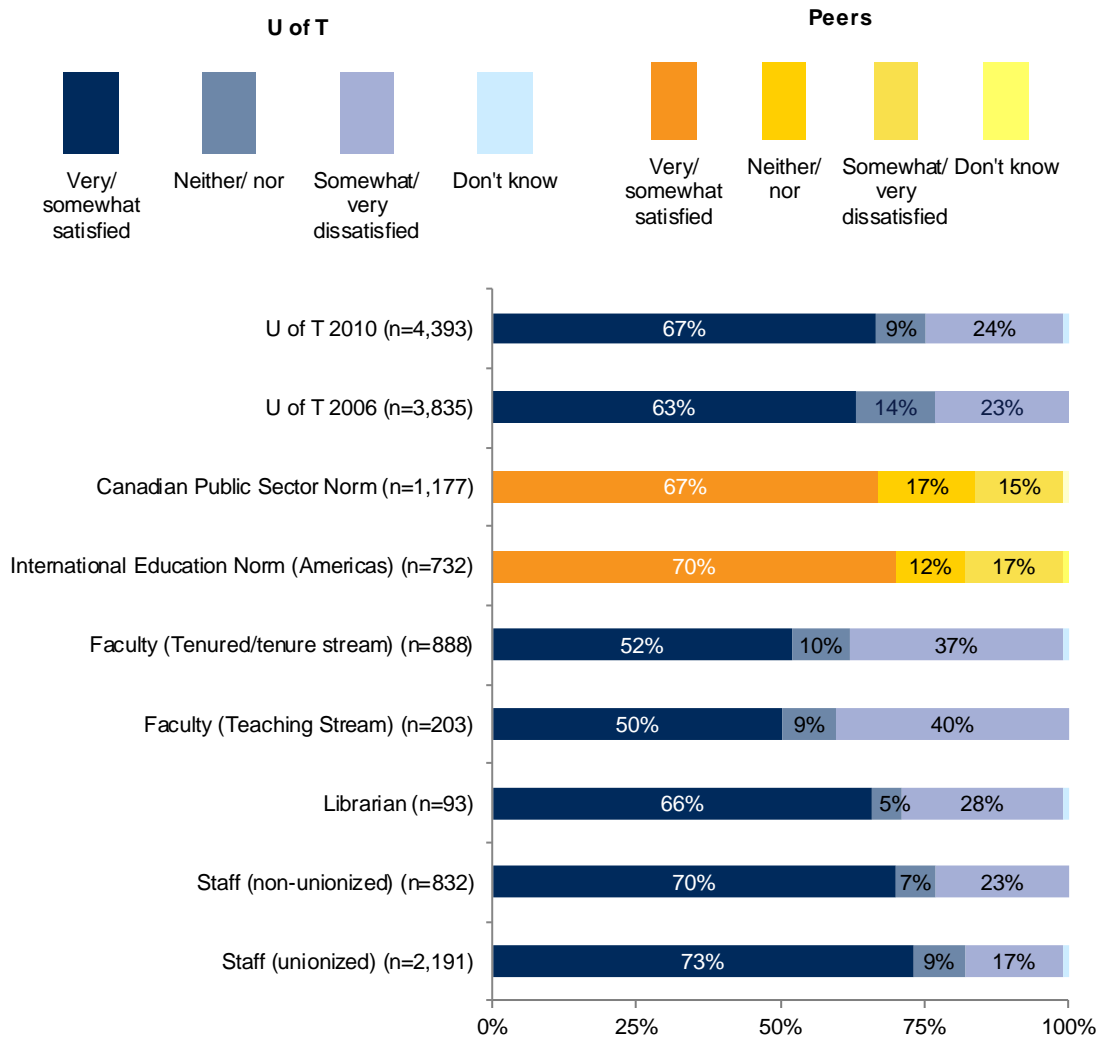
Notes:

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

C. Our People: Faculty, Staff, Alumni Friends and Benefactors
1. Faculty and Staff Satisfaction

Figure C-1-b
U of T Speaking UP Faculty and Staff Experience Survey, 2010
I am satisfied with the balance between my private and professional life

The chart below indicates the responses from total U of T faculty and staff and U of T faculty and staff by group regarding their satisfaction with the balance between the respondent's balance between private and professional life, compared to three benchmarks: U of T total responses in 2006, Canadian public sector norm, and International Education Norm.



Notes:

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

C. Our People: Faculty, Staff, Alumni Friends and Benefactors
2. Annual Fundraising Achievement and Alumni Donors

Annual Fundraising Achievement and Alumni Donors

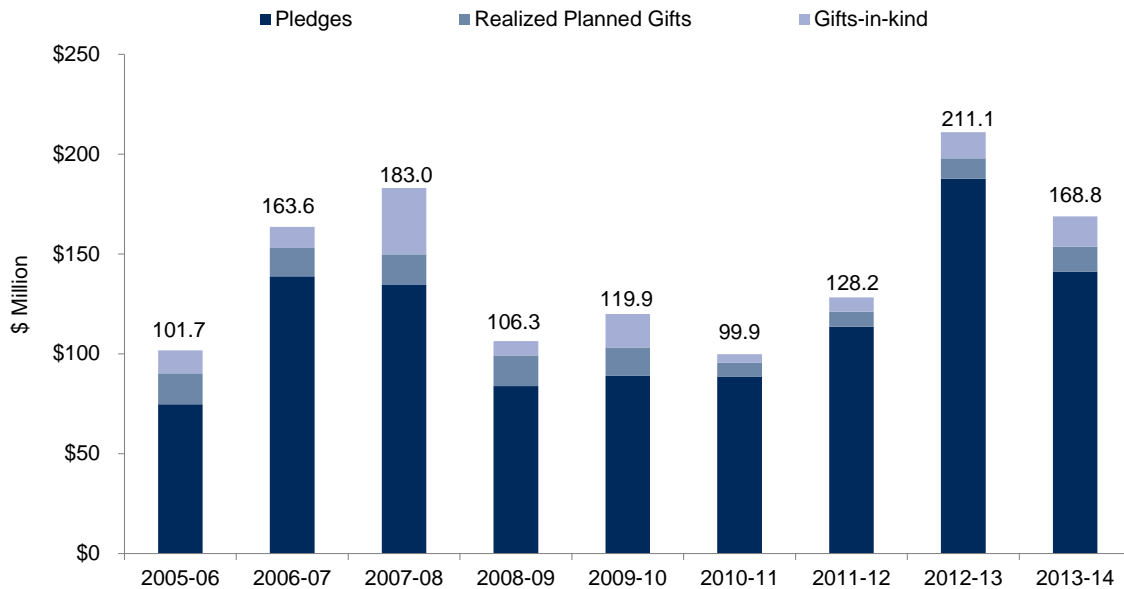
Performance Relevance:

Through their philanthropy and engagement in the life of the University, our alumni and friends are empowering students and faculty, inspiring leadership and excellence, and creating a fertile landscape for innovative ideas and solutions to take root. With their support, we are able to recruit and retain top faculty, perform cutting-edge research and maintain our leadership across a broad spectrum of fields. We are also able to strengthen the undergraduate experience, promote campus diversity and inclusion and provide scholarships to exceptional students who might not otherwise be able to afford a university education.

On November 20, 2011, The University of Toronto unveiled *Boundless*, the largest fundraising campaign in Canadian university history, with a historic \$2-billion goal.

Figure C-2-a
Annual Fund-Raising Achievement:
Gift and Pledge Total by Donation Type and Fiscal Year, 2005-06 to 2013-14

The bars below show the annual pledges and gifts, realized planned gifts and gifts-in-kind (in millions of dollars) received by U of T within a nine-year period.



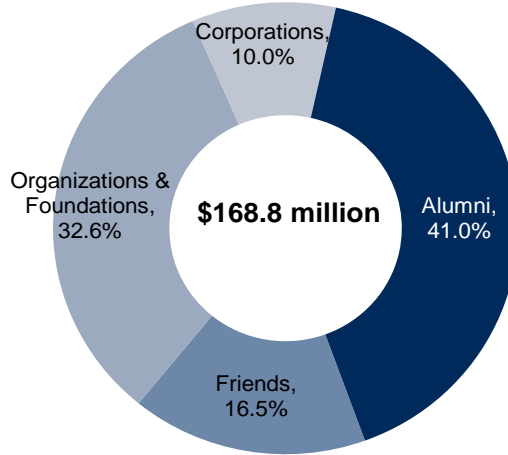
Notes:

1. Source: Division of University Advancement
2. Pledge totals are based on pledges and gifts, realized planned gifts and gifts-in-kind (in millions of dollars) to the University of Toronto, including those received by the University of St. Michael's College, the University of Trinity College and Victoria University.
3. Excludes approximately \$220 million contribution to research funding since 2005-06.

C. Our People: Faculty, Staff, Alumni Friends and Benefactors
2. Annual Fundraising Achievement and Alumni Donors

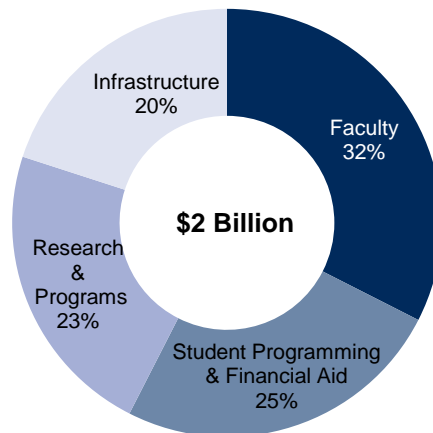
Figure C-2-b
Annual Fundraising Achievement:
Percentage of Funds Raised by Donor Sector, 2013-14

The chart below shows the distribution of total funds raised by source category.



Source: Division of University Advancement.

Figure C-2-c
BOUNDLESS Campaign Goals by Priority



Source: BOUNDLESS: The Campaign for the University of Toronto, p. 56

Related Website:

Boundless: The Campaign <http://boundless.utoronto.ca/>

D. The Shape of our University
1. Graduate Student Enrolment Expansion

Graduate Student Enrolment Expansion

Performance Relevance:

Graduate education is a distinctive feature of the University of Toronto and is a defining part of our vision.

Graduate students are the life-blood of university research. Sustaining and expanding the current research effort is dependent on the availability of excellent graduate students. The percentage of graduate students in the student population is a rough indicator of the intensity of the research effort at the institution.

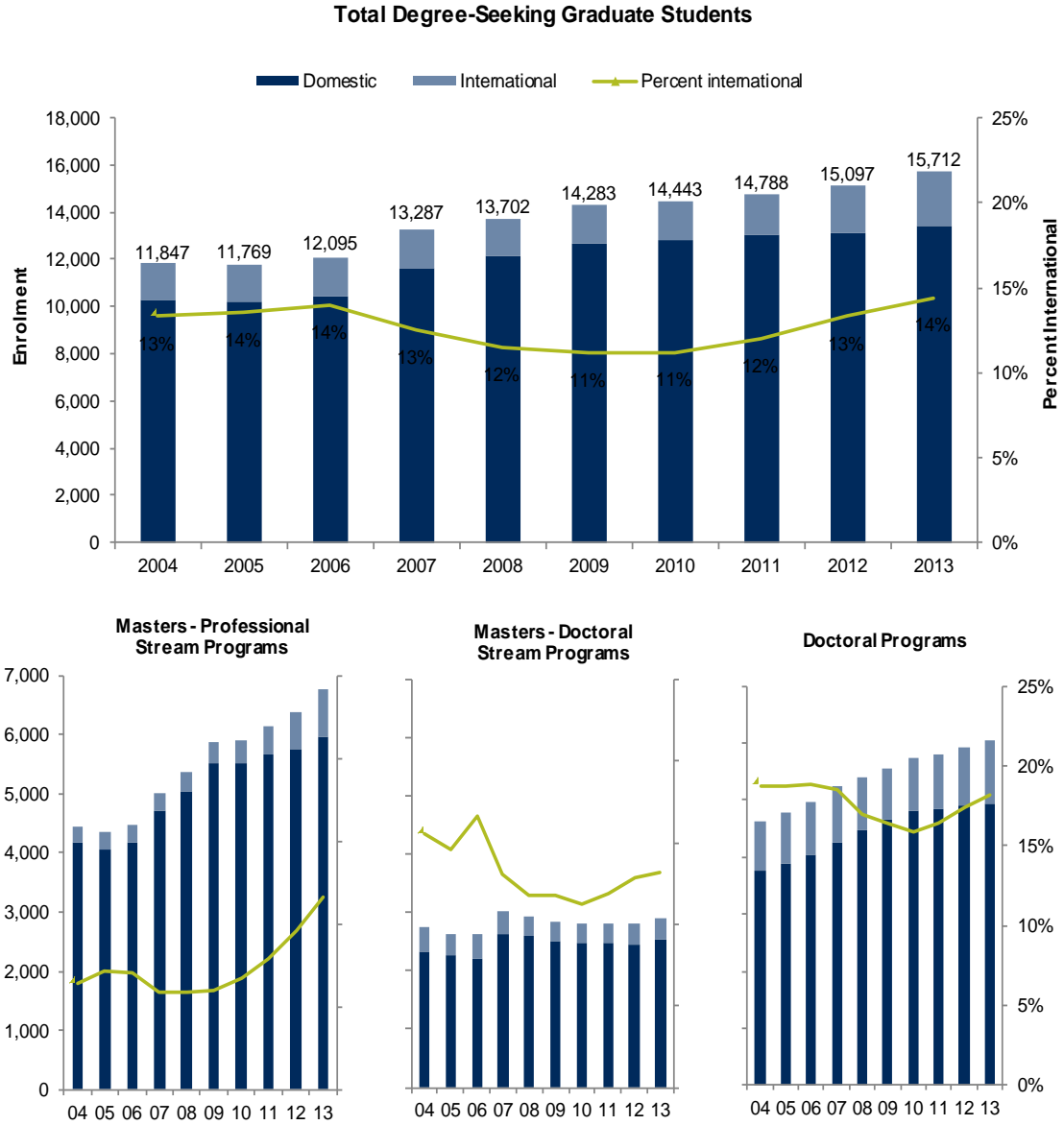
Furthermore, graduate students are an essential component in linking research and teaching. As teaching assistants, graduate students make a valuable contribution to teaching. A larger number of graduate students increases our ability to match their skills and background to the needs of individual courses and student groups.

In its 2005 Budget, the Ontario Government introduced a new funding program to expand the number of domestic graduate spaces in the province.

D. The Shape of our University
1. Graduate Student Enrolment Expansion

Figure D-1-a
Graduate Degree-Seeking Student Enrolment Fall 2004 - Fall 2013

The main chart below shows growth in enrolment of graduate students in degree programs over a 10-year period. The three smaller charts below the main chart show enrolment growth of graduate students by degree type during this period.



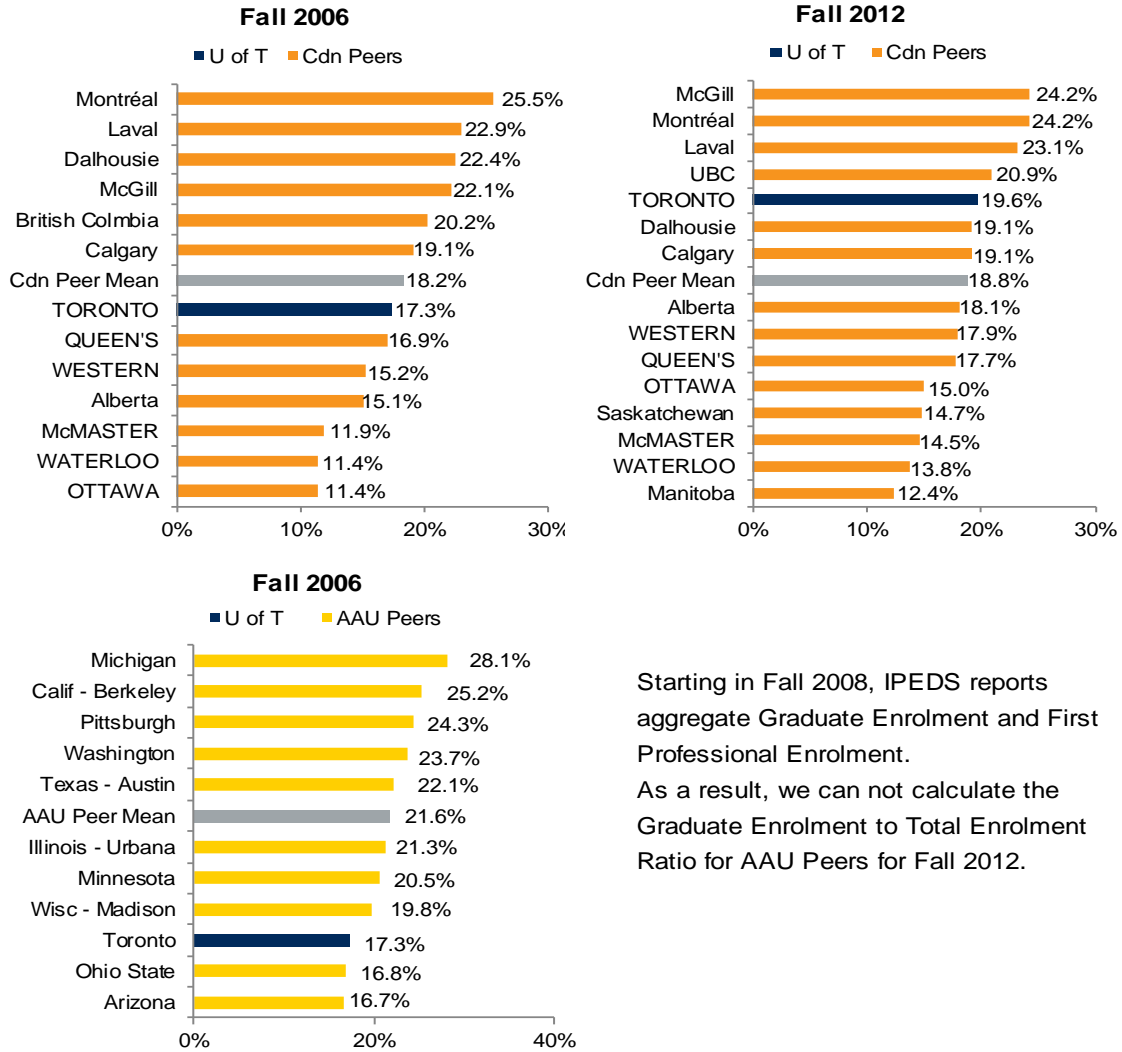
Notes:

1. Degree-seeking students exclude special students, and students in graduate diploma programs.

D. The Shape of our University
1. Graduate Student Enrolment Expansion

Figure D-1-b
Graduate Enrolment as a Percentage of Total Enrolment
University of Toronto Compared to Canadian Peers, Fall 2006 and Fall 2012
and our AAU Peers Fall 2006

The first two charts show the graduate student FTE as a percentage of total student FTE in 2006 and 2012 for University of Toronto compared to its Canadian Peers. The third chart shows the graduate student FTE as a percentage of total student FTE in 2006 for University of Toronto compared to its AAU Peers. Unfortunately, the IPEDS reporting methodology has since changed so a more recent comparison of graduate enrolment share with AAU Peers is not available.



Starting in Fall 2008, IPEDS reports aggregate Graduate Enrolment and First Professional Enrolment. As a result, we can not calculate the Graduate Enrolment to Total Enrolment Ratio for AAU Peers for Fall 2012.

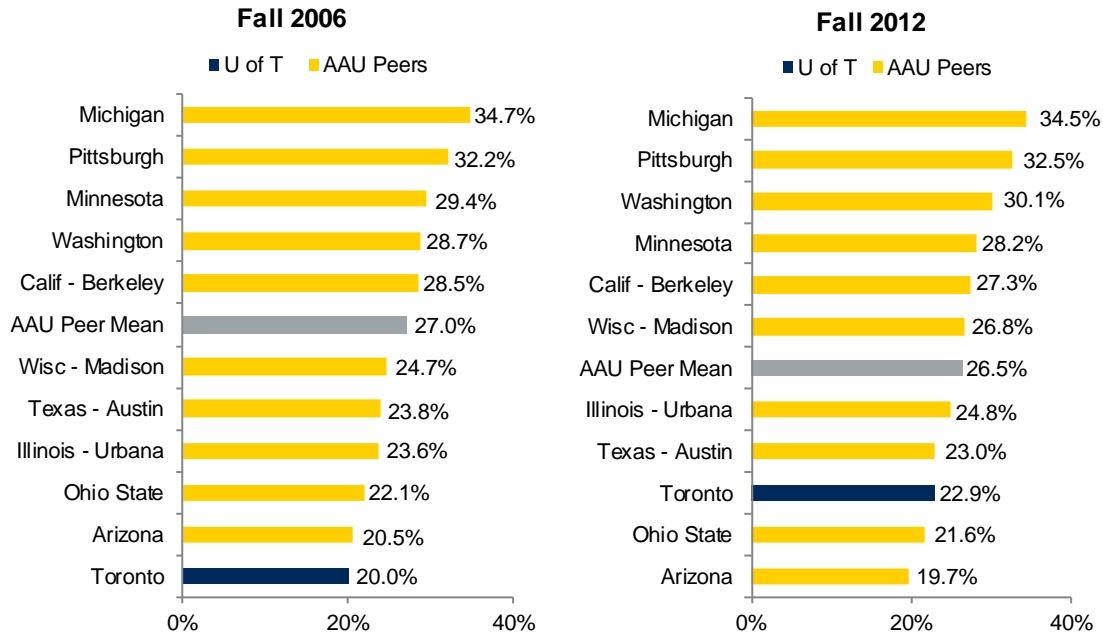
Notes:

1. Source: U15 Data Exchange, IPEDS website.
2. Graduate enrolment to total enrolment ratio is calculated as $\frac{[\text{Graduate Enrolment FTE}]}{[\text{Total Enrolment FTE}]}$. FTE graduate enrolment and total enrolment are based on IPEDS methodology. Residents are excluded from enrolment. FTE is calculated as $(\text{Full-time Headcount} * 1) + (\text{Part-time Headcount} * 0.3)$.
3. Cdn Peer mean and AAU Peer mean exclude Toronto.
4. Ontario peers are shown in capital letters.

D. The Shape of our University
1. Graduate Student Enrolment Expansion

Figure D-1-c
Graduate Enrolment and First Professional Enrolment as a Percentage of Total Enrolment
University of Toronto Compared to AAU Peers
2006 Compared to 2012

The chart to the left shows the graduate student and first professional FTE as a percentage of total student FTE in 2006 for University of Toronto compared to its AAU Peers. The chart on the right shows the graduate student and first professional FTE to total enrolment FTE ratio in 2012 for Toronto compared to its AAU peers.



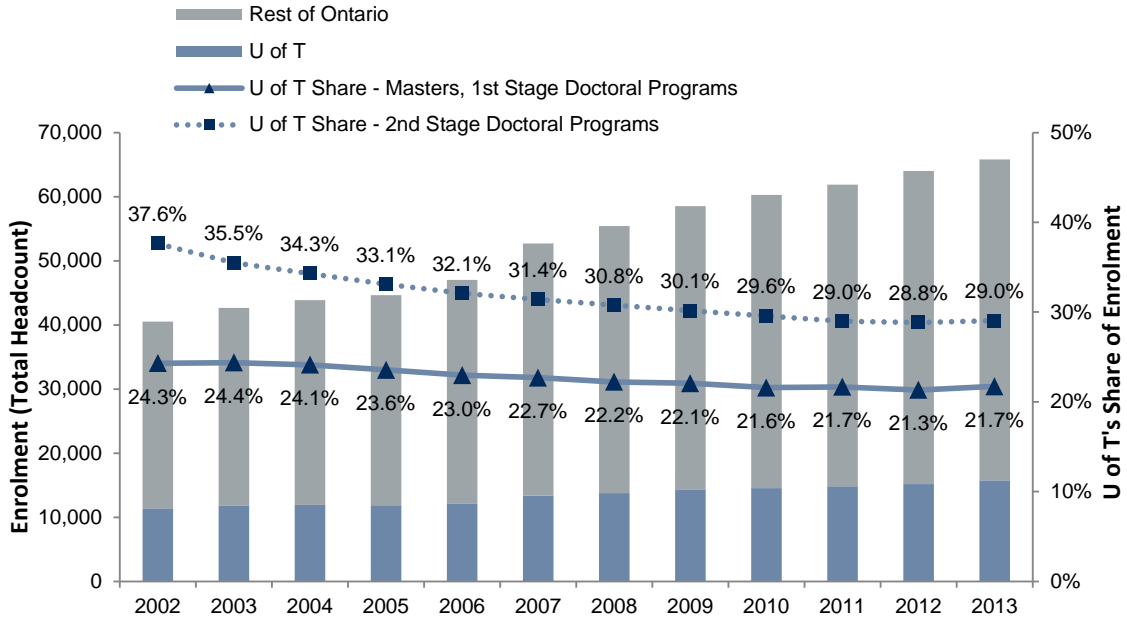
Notes:

1. Source: IPEDS website.
2. Graduate enrolment to total enrolment ratio is calculated as [Graduate Enrolment FTE]/[Total Enrolment FTE].
3. FTE graduate enrolment, First Professional enrolment and total enrolment are based on IPEDS methodology. Residents are excluded from enrolment. FTE is calculated as (Full-time Headcount * 1)+(Part-time Headcount * 0.3).
4. AAU Peer mean excludes Toronto.
5. First-professional degrees include the following 10 fields: Chiropractic (D.C. or D.C.M.), Dentistry (D.D.S. or D.M.D.), Law (L.L.B., J.D.), Medicine (M.D.), Optometry (O.D.), Osteopathic Medicine (D.O.), Pharmacy (Pharm. D.), Podiatry (D.P.M., D.P., or Pod. D.), Theology (M.Div., M.H.L., B.D., or Ordination), Veterinary Medicine (D.V.M.). The use of this term was discontinued in IPEDS as of the 2010-11 data collection (Fall 2008 data). Students enrolled in these programs are now included in graduate enrolment.

D. The Shape of our University
1. Graduate Student Enrolment Expansion

Figure D-1-d
Total Enrolment in Masters and Doctoral Programs at Ontario Universities
University of Toronto's Share of Enrolment in Masters Programs and Doctoral Programs
Fall 2002 to Fall 2013

The bars below show total enrolment in graduate degree programs at Ontario universities (including U of T) each year since 2002. The line above shows U of T's share of enrolment in 2nd stage doctoral programs for each year. The line below shows U of T's share of enrolment in Masters and 1st stage doctoral programs for each year.



Notes:

1. Source: MTCU Enrolment data.
2. Masters, Qualifying Year Doctoral and Special students are included in "Masters, 1st Stage Doctoral" Programs.
3. Total enrolment excludes graduate diploma programs.
4. U of T data excludes Toronto School of Theology.

D. The Shape of our University
2. Space

COU Space Inventory

Performance Relevance:

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

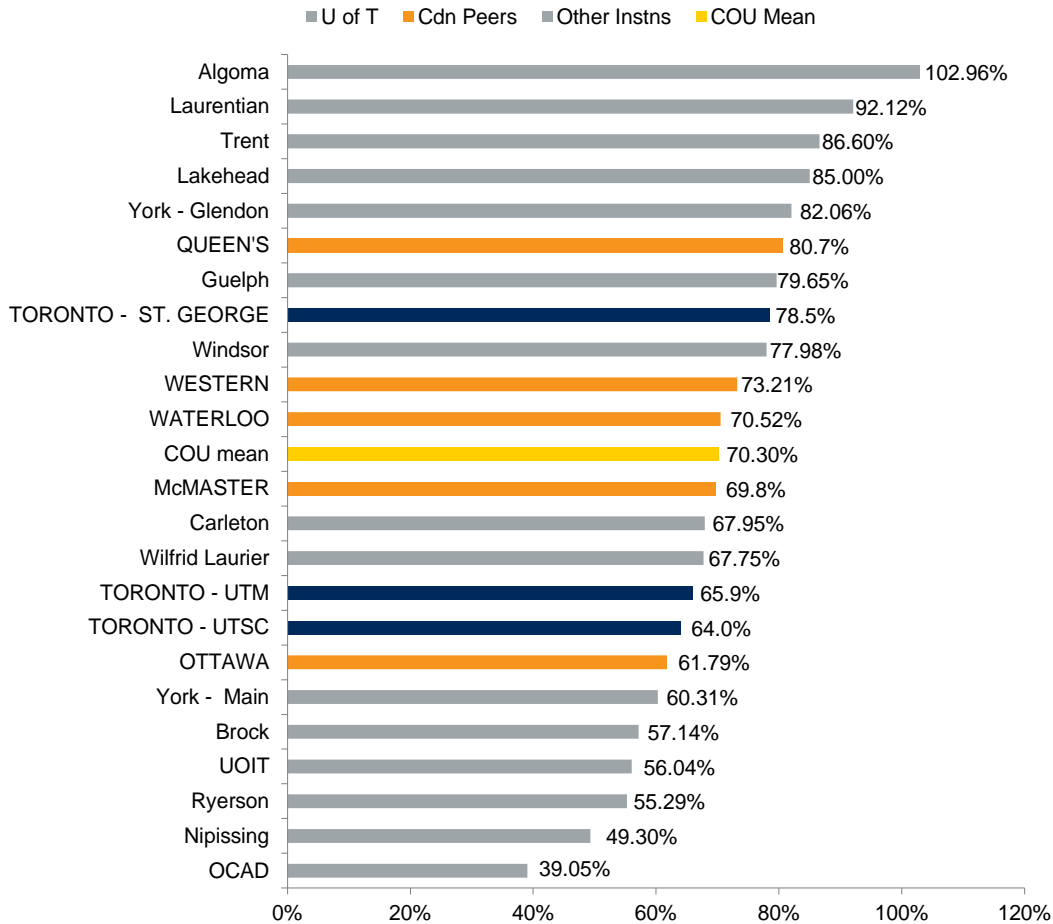
The overall inventory of space, compiled by the Council of Ontario Universities (COU) every three years, measures the extent to which the supply of available space in Ontario universities meets the institutional needs as defined by COU space standards. COU released the most recent report in March 2013, presenting 2010-11 results.

In recent years, the University has completed construction of several additional major capital projects; adding substantial new space to its inventory. We anticipate that this new space will be reflected in the next update of the COU Space Inventory Report.

D. The Shape of our University
2. Space

Figure D-2-a
Total Space Allocation, Ontario Universities
Ratio of Actual Space Inventory to COU Formula (%), 2010-11

The bars below reflect a ratio between the actual total space available at each institution and the generated space (space required according to the COU standards). If a university's inventory of space matches its formula space, then that university is said to have 100% of the generated amount.



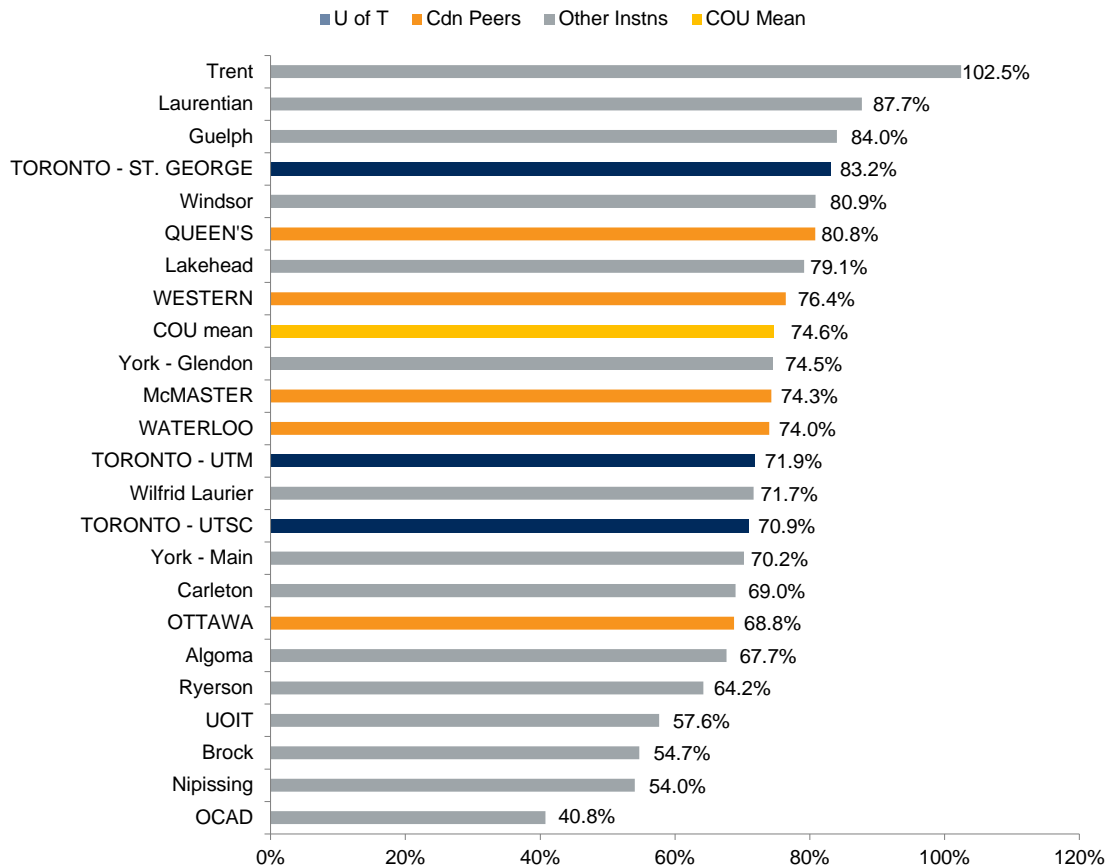
Notes:

1. Source: COU Inventory of Physical Facilities of Ontario Universities 2010-11.

D. The Shape of our University
2. Space

Figure D-2-b
Research/Teaching Space Allocation, Ontario Universities
Ratio of Actual Space Inventory to COU Formula (%), 2010-11

The bars below reflect a ratio between the actual research/teaching space available at each institution and the generated space (space required according to the COU standards). If a university's inventory of space matches its formula space, then that university is said to have 100% of the generated amount. The two elements that influence this ratio are physical space and population. A higher ratio may indicate declining enrolment rather than increased space.



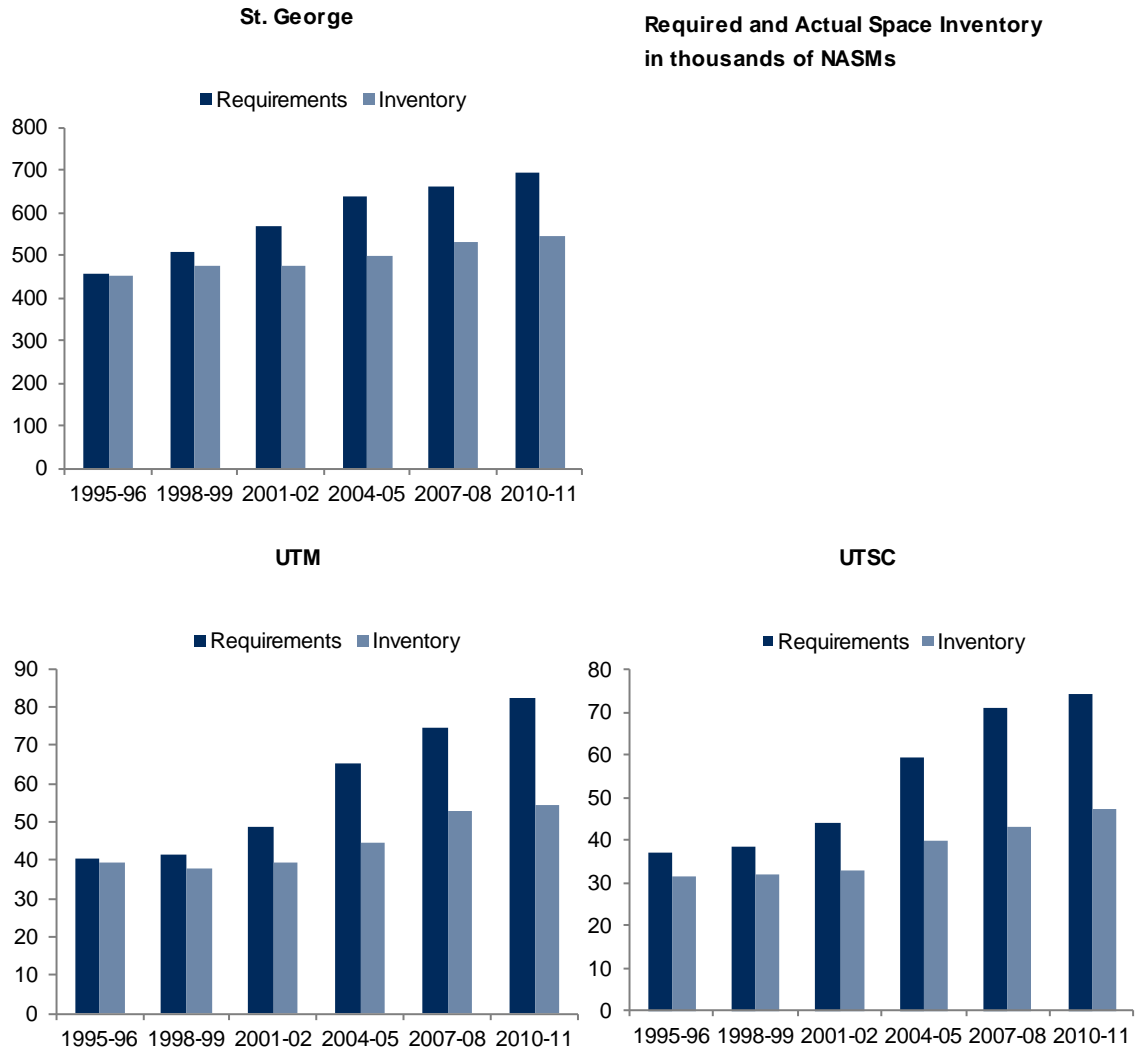
Notes:

1. Source: COU Inventory of Physical Facilities of Ontario Universities 2010-11.
2. Includes classrooms, undergraduate and research labs, offices, study space and libraries.

D. The Shape of our University
2. Space

Figure D-2-c
Total Space by Campus, 1995-96 to 2010-11

The charts below compare the total actual space inventory versus COU space requirements by campus and over time. They show the significant gap between space requirements and actual space inventory at our three campuses.



NASM = Net Assignable Square Metre

Related Report:

[Inventory of Physical Facilities of Ontario Universities, 2010-11](#)

D. The Shape of our University
2. Space

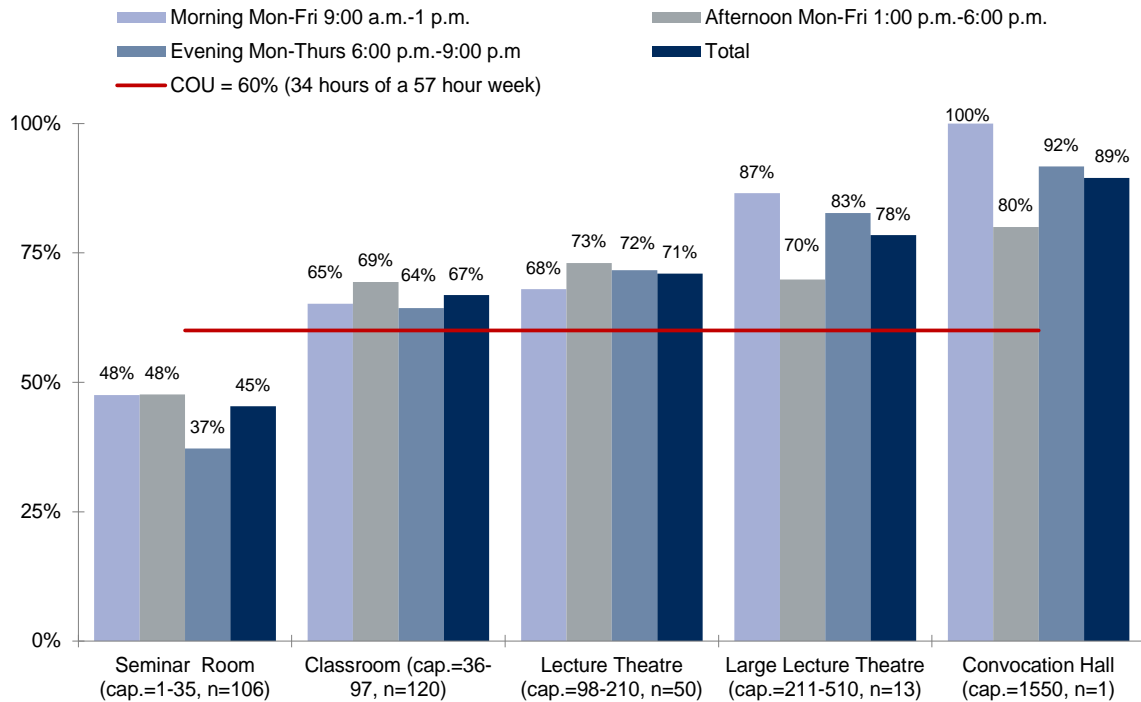
Room Utilization

Performance Relevance:

As an indication of how efficiently we use our existing space, we have reported 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 D-2-d
Room Utilization by Time of Day for Week of Oct. 7 to Oct. 11 2013
St. George Campus, Based on a 57 hour week,
Monday - Thursday 9 a.m. to 9 p.m. and Friday 9 a.m. to 6 p.m.

The line in the chart below represents COU's standard room utilization rate of 60%. The bars indicate room utilization of centrally allocated classrooms on the St. George campus according to five types of classrooms and three time slots, including the overall usage, for the week of Oct. 7 to Oct. 11 2013



Notes:

1. Source: Office of Space Management.
2. 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.

D. The Shape of our University
3. Deferred Maintenance

Deferred Maintenance

Performance Relevance:

Capital infrastructure is an important element in the university experience for faculty, staff and students. Investments made in both existing and new facilities can improve the amount and quality of space. However, addressing the maintenance of existing facilities on an on-going basis is also needed to ensure that space remains available for use. As maintenance projects are delayed because of limited funding, they add to our deferred maintenance liability.

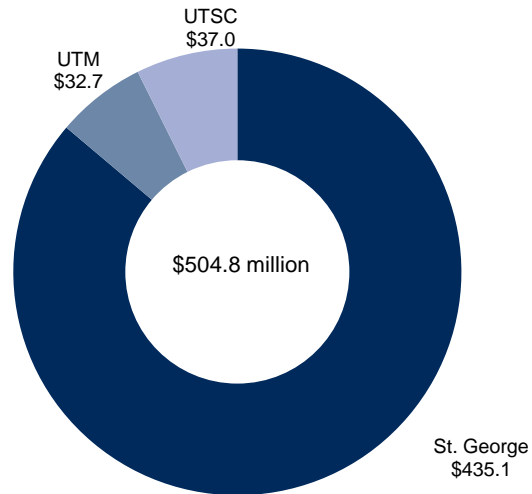
The Provincial Government's Facilities Renewal Program (FRP) provides an important source of annual funding to address maintenance projects. However, it is insufficient to meet the needs of the University. As a result, the University commits significant funding from internal sources to address its deferred maintenance backlog. In 2014, the Provincial Government announced that it will increase the funding available through the FRP program from the current \$26M (across all universities and colleges) to \$100M annually by 2019-20. This is welcome news and will ease some of the financial burden on universities.

In 1999, the COU and the Ontario Association of Physical Plant Administrators (OAPPA) developed the Facilities Condition Assessment Program (FCAP), to assess university facilities using consistent software, cost models and common audit methodology. The common software and assessment methodology provide a consistent way to determine, quantify and prioritize deferred maintenance liabilities.

D. The Shape of our University
3. Deferred Maintenance

Figure D-3-a
Deferred Maintenance Backlog by Campus, November 2013

The chart below indicates the deferred maintenance backlog which needs to be addressed within the next 5 years as of November 2013, by campus.



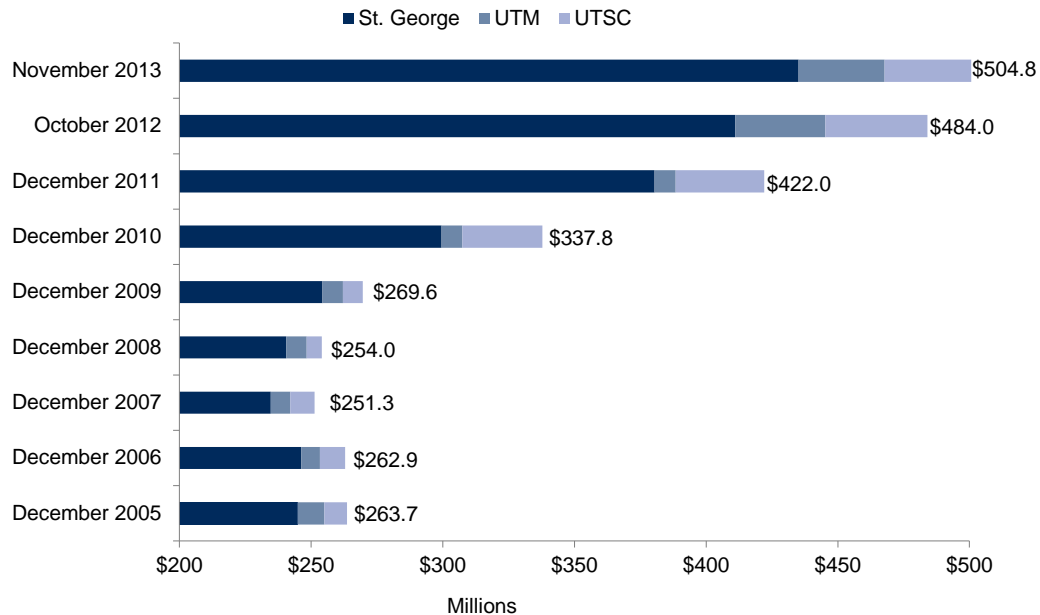
Notes:

1. Source: Deferred Maintenance Report, Facilities and Services Department.

D. The Shape of our University
3. Deferred Maintenance

Figure D-3-b
Deferred Maintenance Backlog by Campus, 2005 to 2013

The chart below indicates the deferred maintenance backlog which needs to be addressed within the next 5 years by campus from December 2005 to November 2013.



Notes:

1. Source: Deferred Maintenance Report, Facilities and Services Department.

Related Reports:

Deferred Maintenance Report December 2013, Facilities and Services Department

<http://www.sustain.fs.utoronto.ca/news/pdfs/DMReport2013.pdf>

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

Ontario Universities' Facilities Condition Assessment Program as of February 2010

<http://www.cou.on.ca/publications/reports/pdfs/fcap-report-dec-2010>

E. Resources and Funding

1. Library

Library Resources

Performance Relevance:

Library resources are central to the University's mission as a public research university. For comparative purposes the appropriate peer group for the University of Toronto is the Association of Research Libraries (ARL) whose membership comprises over 100 research university libraries in North America. ARL annually reports a ranking of its membership based on an index measured using five variables.

E. Resources and Funding
1. Library

Figure E-1-a
Major North American Research Libraries

The first table below shows the ARL Rank of U of T compared to the other top 10 ARL members. The second table below shows the ARL Rank of the Top 4 Canadian Universities (after Toronto).

ARL RANK	2008-09 UNIVERSITY	2009-10 UNIVERSITY	2010-11 UNIVERSITY	2011-12 UNIVERSITY	2012-13 UNIVERSITY
1	Harvard	Harvard	Harvard	Harvard	Harvard
2	Yale	Yale	Yale	Yale	Yale
3	Columbia	Toronto (3rd)	Toronto (3rd)	Toronto (3rd)	Toronto (3rd)
4	Toronto (4th)	Columbia	Michigan	Columbia	Columbia
5	Michigan	Michigan	Columbia	Michigan	Michigan
6	California, Berkeley	New York	California, LA	California, Berkeley	New York
7	Pennsylvania State	California, Berkeley	New York	New York	California, Berkeley
8	California, L.A.	Princeton	California, Berkeley	Pennsylvania State	Princeton
9	Princeton	Pennsylvania State	Princeton	Princeton	Pennsylvania State
10	Texas	Texas	Pennsylvania State	Cornell	Cornell

Top 4 Canadian Universities (after Toronto)

2008-09 RANK/ UNIVERSITY	2009-10 RANK/ UNIVERSITY	2010-11 RANK/ UNIVERSITY	2011-12 RANK/ UNIVERSITY	2012-13 RANK/ UNIVERSITY
16/Alberta	11/Alberta	11/Alberta	14/British Columbia	18/Alberta
26/British Columbia	24/British Columbia	16/British Columbia	16/Alberta	24/British Columbia
34/Montreal	31/Montreal	32/McGill	28/Montreal	30/McGill
40/McGill	37/McGill	38/Montreal	31/McGill	35/Montreal

Notes:

1. Source: Association of Research Libraries Statistics.
2. Variables used: total library expenditures, total library materials expenditures, salaries and wages of professional staff, and total number of professional and support staff.

E. Resources and Funding
2. IT

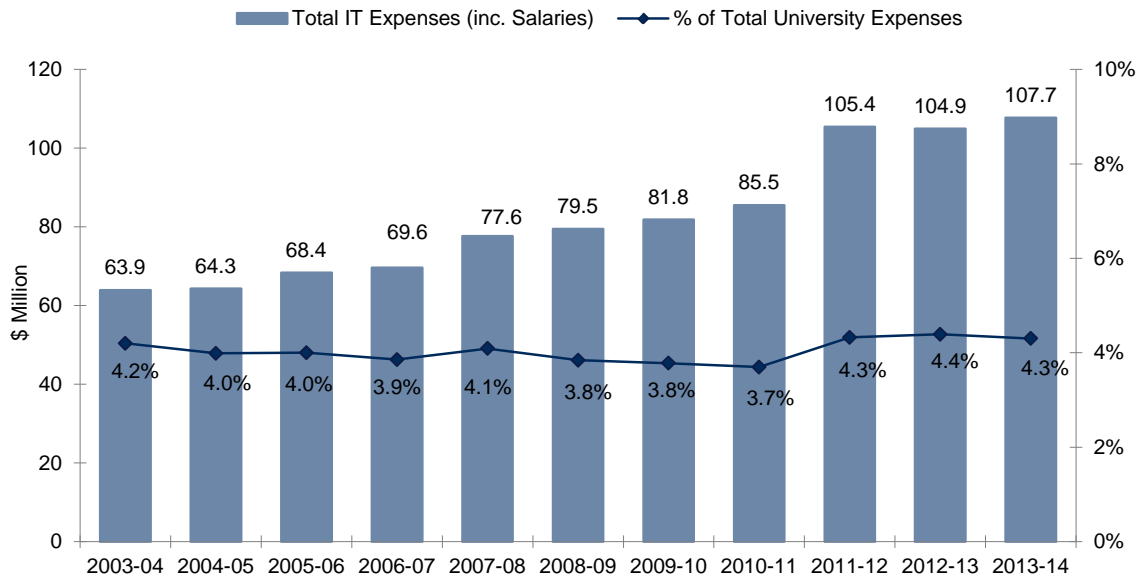
IT Investment

Performance Relevance:

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

Figure E-2-a
Information Technology Costs

The bars below represent total IT expenses, including salaries, in millions of dollars. The line represents total IT expenses including salaries, as a percentage of total University expenses.



Notes:

1. Source: Information and Technology Services

E. Resources and Funding
3. Funding and Finances

University Central Administrative Costs

Performance Relevance:

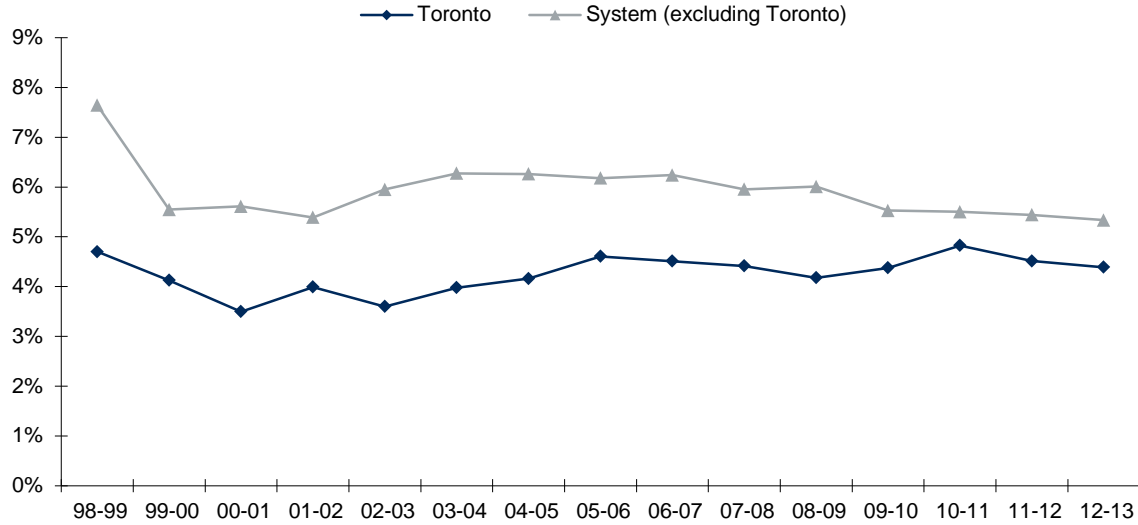
Central administrative costs are those associated with operating the University as a whole. Some of these costs are associated with activities that are undertaken to meet legislated requirements (for example, preparation of financial statements, reports to government, compliance with legislation such as the Ontario Disabilities Act and the Occupational Health & Safety Act, etc.); others are associated with governance. A requirement since 2006 is administering and ensuring compliance with 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, Governing Council, Vice-President and Provost, Vice President University Operations, Vice President Human Resources and Equity, Vice-President Research, Vice-President Advancement, Vice-President University Relations, Chief Financial Officer among other university-wide services and support costs.

The University of Toronto actively works to contain central administrative costs incurred for these essential services.

E. Resources and Funding
3. Funding and Finances

Figure E-3-a
Central Administrative Costs as a Percentage of Total Operating Expenditures,
1998-99 to 2012-13

The chart indicates U of T's central administration and general expenses as a percentage of operating expenses compared to that of the Ontario university system, for the fiscal years ending 1999 to 2013.



Notes:

1. Source: COU Financial Report of Ontario Universities, Volume I, Table 6 - Expense Operating (excluding internal and external cost recoveries) 1998-99 to 2012-13.
2. 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.

E. Resources and Funding
3. Funding and Finances

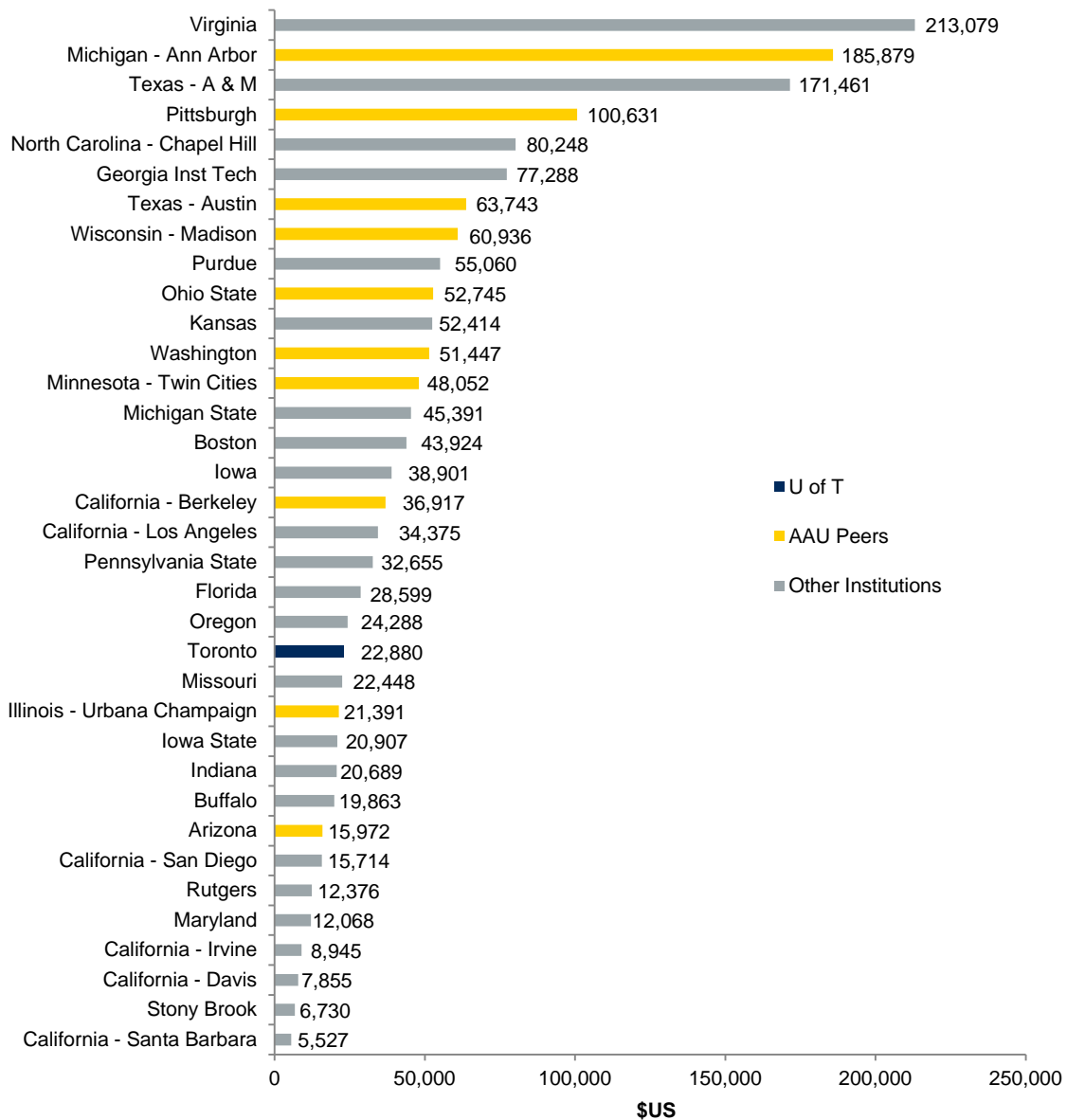
Endowment per Student

Performance Relevance:

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

Figure E-3-b
Top Endowments at AAU Public Institutions per FTE Student
as at June 30, 2012 (\$US)

The chart below compares U of T’s endowment on a per student basis against the top public institutions in the AAU, as of June 30, 2012 (US dollars).



E. Resources and Funding
3. Funding and Finances

Notes:

1. Source: IPEDS website
2. U of T figure converted to US dollars at an exchange rate of 0.9813 as of June 30, 2012.
Source: <http://www.bankofcanada.ca/rates/exchange/10-year-converter/>

Related Reports:

University of Toronto Endowment Reports:

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

E. Resources and Funding
3. Funding and Finances

Financial Health

Performance Relevance:

Information on the debt burden ratio, viability ratio and credit ratings of the University of Toronto is useful to governors to assess the University's capacity to service and repay debt. Credit ratings are good indicators of the University overall financial health, as assessed by independent credit agencies. Key credit rating criteria also include diversity of revenues and strength of student demand.

The debt burden ratio (principal + interest divided by total expenditures) is the key financial indicator in determining debt limit. It indicates how much debt the University can afford. It is expressed as the percentage of debt service cost to total expenditures. A low percentage indicates less strain on the University's budget to service debt. The maximum debt burden ratio (for total internal and external debt) has been set at 5%, so the actual debt burden ratio should be below 5%. For 2014, the actual ratio was 3.8% which is below the limit of 5%.

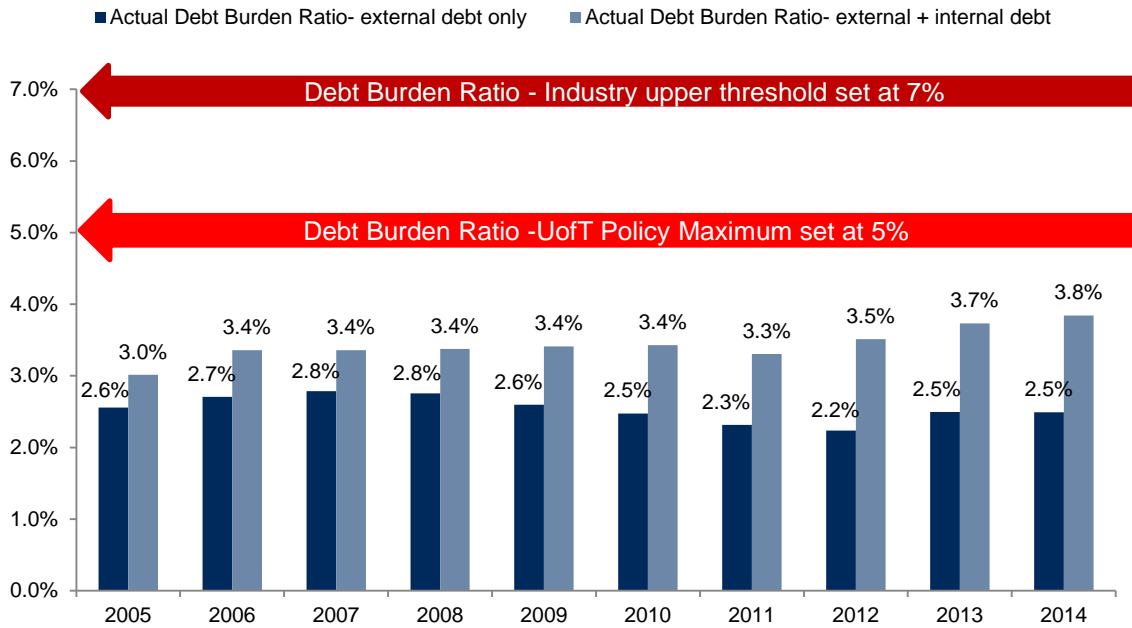
A secondary ratio that is taken into consideration in setting the maximum debt limit is the viability ratio (expendable resources divided by debt). It indicates the amount of funds on hand that could be used to repay the outstanding debt. The ratio is expressed as times coverage, and a higher ratio indicates higher capacity to repay debt. The lowest threshold for total external and internal debt is set at 0.8, so it is desirable to have an actual rate above 0.8. For 2014, the actual viability ratio was 1.2.

The University has three credit ratings – from Moody's Investors Service, from Standard and Poor's and from Dominion Bond Rating Service. The following table shows the credit rating definitions and the ratings assigned to those of our U.S. and Canadian peers. The University of Toronto is ranked at the same level as or higher than the Province and is ranked higher than several of our peers. Many factors are brought to bear in determining credit ratings at any given point in time. The University of Toronto uses credit ratings as a guide, but not a constraint, in determining borrowing levels. The goal is to maintain a credit rating at a level that will permit us to borrow to meet the needs of the University on a cost effective basis.

E. Resources and Funding
3. Funding and Finances

Figure E-3-c
Debt Burden Ratio

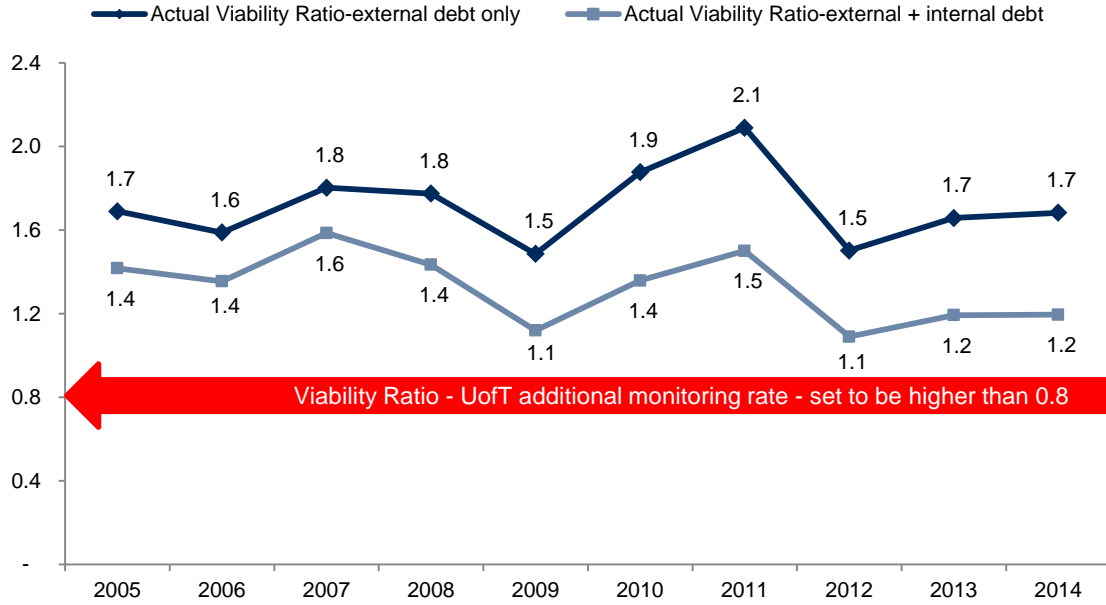
The chart below indicates the debt burden ratio (principal and interest divided by total expenditures). It is an indicator of how much debt the University can afford. A low percentage indicates less strain on the University's budget to service debt. The dark-colored bar indicates the actual debt burden ratio of external debt only. The lighter-colored bar indicates the actual debt burden ratio of external and internal debt. The maximum debt burden ratio for total internal and external debt has been set at 5% by U of T Policy. The industry upper threshold is set at 7%.



E. Resources and Funding
3. Funding and Finances

Figure E-3-d
Viability Ratio

The chart below indicates the Viability Ratio (expendable resources divided by debt). It indicates the amount of funds on hand that could be used to repay the outstanding debt. The ratio is expressed as times coverage. A higher ratio indicates higher capacity to repay debt. The dark-colored line indicates the actual viability ratio of external debt only. The lighter-colored line indicates the actual viability ratio of external and internal debt. The lowest threshold for total external and internal debt is set at 0.8.



E. Resources and Funding
3. Funding and Finances

Figure E-3-e
Credit Rating, University of Toronto
Compared to US and Canadian Peers at June 2014

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

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	Aa2	AA-	AA(low)
University of Michigan	Aaa	AAA	
University of Texas system	Aaa	AAA	
University of Washington	Aaa	AA+	
University of British Columbia	Aa1	AA+	
Queen's University		AA+	AA
University of Pittsburgh	Aa1	AA+	
University of Minnesota	Aa1	AA	
Ohio State University	Aa1	AA	
University of California	Aa2	AA	
University of Toronto	Aa2	AA	AA
University of Ottawa	Aa2		AA
University of Western Ontario		AA	
McMaster University		AA-	AA(low)
McGill University	Aa2	AA-	
University of Arizona	Aa2		
University of Illinois	Aa3	AA-	

Note:

1. Source: Credit rating agencies' websites and reports.

Related Reports:

University of Toronto Financial Reports:

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

E. Resources and Funding
3. Funding and Finances

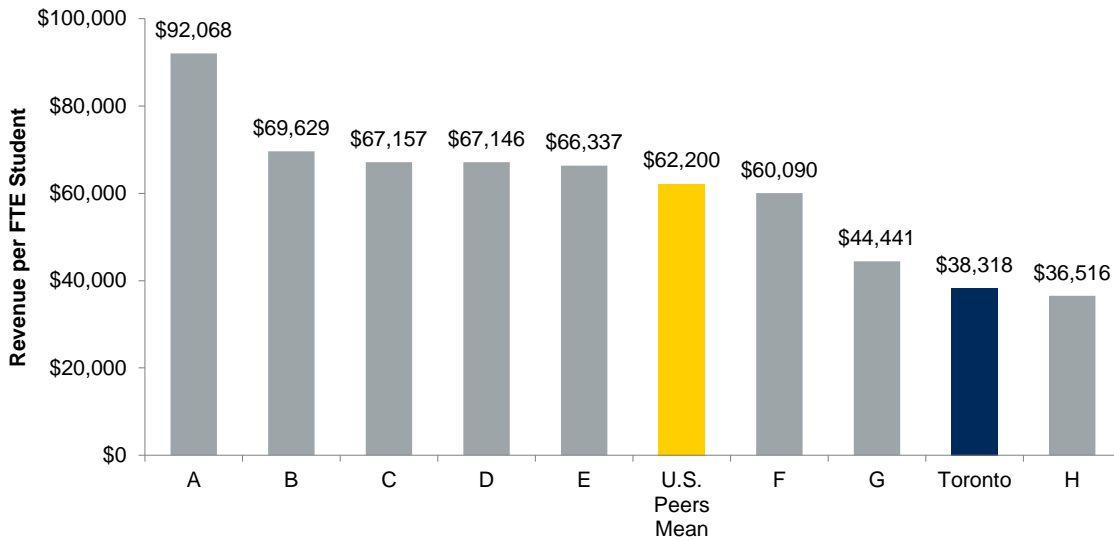
Total Revenue per FTE Student

Performance Relevance:

Total funding on a per student basis compared to U.S. peers provides a measure of the University's resource situation. We have provided comparisons with eight of our U.S. public peers.

Figure E-3-f
Total Revenue per FTE Student
University of Toronto Compared to U.S. Public Peers (US Funds),
Fiscal Year 2012-13

The bars below depict U of T's total revenue per FTE student in U.S. dollars relative to eight of our ten U.S. peers and the U.S. peers mean.



Notes:

1. Source: AAUDE
2. All Revenues exclude Hospital/Medical Centre Revenues.
3. Missing data for Pittsburgh and Washington.
4. U.S. Peer Mean excludes UofT.
5. Toronto converted to U.S. funds using 0.9929 as of April 30th 2013.