UNIVERSITY OF TORONTO

Performance Indicators for Governance

2015

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 2015 report includes 114 measures that span our teaching and research missions.

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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, 2015

The University of Toronto is the highest ranked Canadian university in the majority of the global university rankings.

University	Times Higher Education[1] 2015	Shanghai Jiao Tong 2015	NTU (formerly HEEACT) 2015	US News Best Global Universities 2016	QS World University Rankings 2015
Toronto	**19**	**25**	**3**	**16**	**34**
British Columbia	34	40	26	33	50
McGill	38	64	34	53	24
McMaster	94	96	115	145	149
Montréal	113	101-150	90	114	115
Alberta	137	101-150	81	106	96
Waterloo	179	201-300	261	244	152
Calgary	201-250	201-300	136	194	204
Ottawa	201-250	201-300	151	191	284
Western	201-250	201-300	188	236	192
Laval	201-250	201-300	217	257	324
Dalhousie	201-250	201-300	284	370	277
Queen's	251-300	201-300	301	310	206
Manitoba	351-400	301-400	291	362	551-600
Saskatchewan	401-500	301-400	392	482	451-460

Notes:

1. In the 2015 Times Higher Education rankings, U of T ranked **11th** in Research – Volume, Income & Reputation and **23rd** in Teaching – Learning Environment.

2. Ordered by aggregate scores for each institution.

A. Research and Innovation Excellence
1. Rankings

Figure A-1-b
Comparison of International Rankings,
Top 25 International Institutions
Overall Rankings, Selected Sources, 2015

The University of Toronto's ranking position compares favourably with our international peers across all major global university rankings.

Institution	Country	Times Higher Education 2015-16	Shanghai Jiaotong 2015	NTU (Formerly HEEACT) 2015	US News Best Global Universities 2016	QS World University Ranking 2015
Harvard University	USA	6	1	1	1	2
Stanford University	USA	3	2	4	4	3
Massachusetts Institute of Technology	USA	5	3	6	2	1
University of Cambridge	GBR	4	5	14	6	3
University of California, Berkeley	USA	13	4	10	3	26
University of Oxford	GBR	2	10	8	5	6
California Institute of Technology	USA	1	7	38	7	5
Columbia University	USA	15	8	13	9	22
Johns Hopkins University	USA	11	16	2	12	16
University of Chicago	USA	10	9	21	10	10
University of California, Los Angeles	USA	16	12	9	8	27
Yale University	USA	12	11	19	14	15
University College London	GBR	14	18	11	22	7
Princeton University	USA	7	6	71	13	11
University of Pennsylvania	USA	17	17	11	14	18
Imperial College London	GBR	8	23	17	18	8
University of Toronto	**CAN**	**19**	**25**	**3**	**16**	**34**
Cornell University	USA	18	13	22	21	17
University of Michigan	USA	21	22	7	17	30
ETH Zurich	CHE	9	20	36	27	9
University of Washington	USA	32	15	5	11	65
Duke University	USA	20	31	18	20	29
University of California, San Diego	USA	39	14	16	19	44
Northwestern University	USA	25	27	29	25	32
University of Tokyo	JPN	43	21	20	31	39

Notes:

1. Ordered by aggregate scores for each institution.

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Figure A-1-c
Times Higher Education World University Rankings by Discipline, 2015

The University of Toronto is the highest ranked Canadian university in each of the six discipline rankings by Times Higher Education. It is also the only Canadian institution to be ranked in the top 50 of all six disciplines.
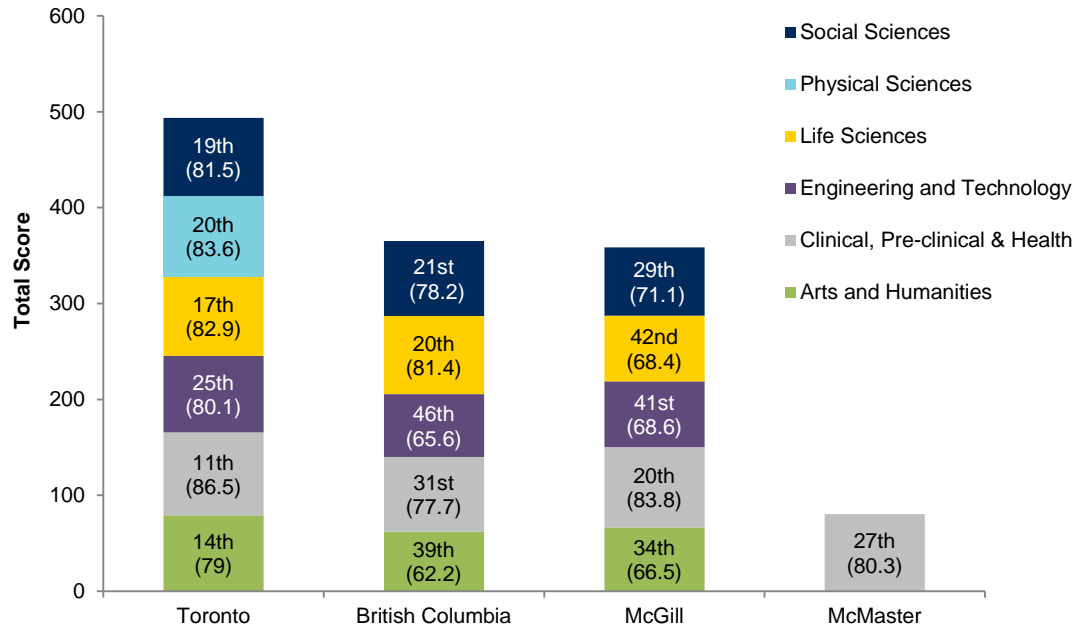
Notes:

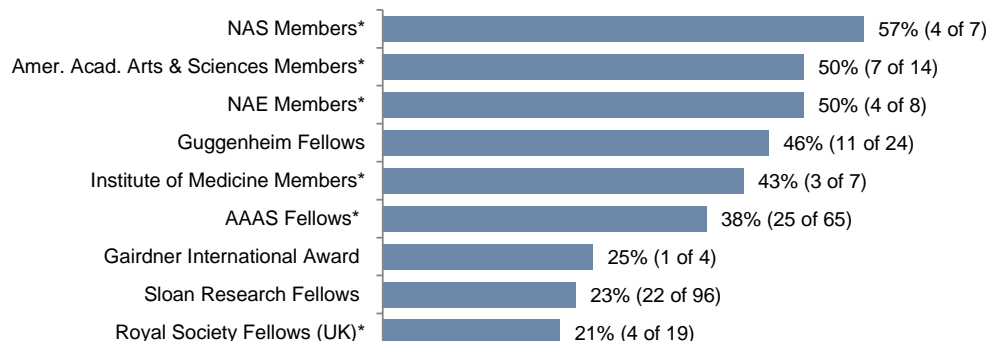1. Only includes Canadian Peers in the Top 50 for each discipline.

Faculty Honours

Performance Relevance:

Receipt of the most prestigious honours by faculty members from both national and international bodies is a key measure of faculty excellence.
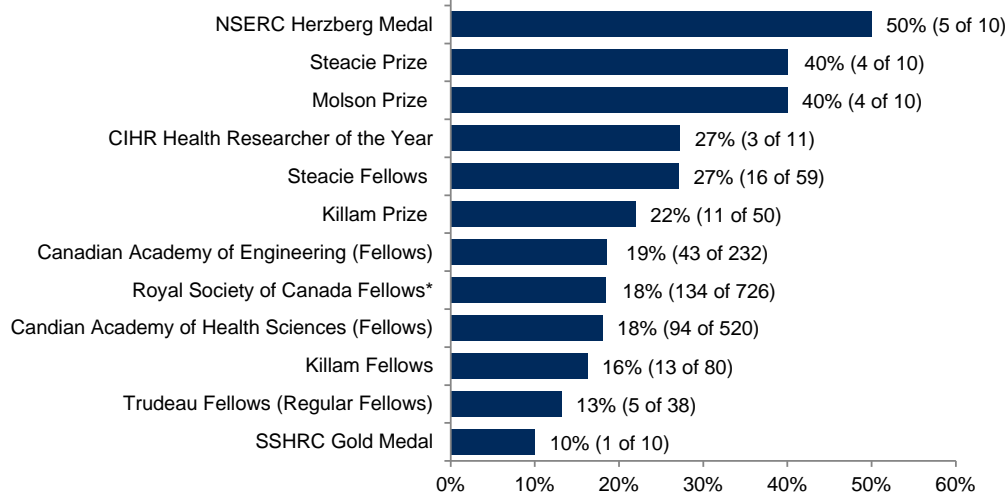
Figure A-2-a
University of Toronto Market Share of National and International Honours

Awarded to Researchers at Canadian Universities (2005-2014)

Although the University of Toronto accounts for only 7% of Canada's professorial faculty, the university amasses a dominant share of prestigious Canadian and international honours.

International Honours

Honour	Share
NAS Members*	57% (4 of 7)
Amer. Acad. Arts & Sciences Members*	50% (7 of 14)
NAE Members*	50% (4 of 8)
Guggenheim Fellows	46% (11 of 24)
Institute of Medicine Members*	43% (3 of 7)
AAAS Fellows*	38% (25 of 65)
Gairdner International Award	25% (1 of 4)
Sloan Research Fellows	23% (22 of 96)
Royal Society Fellows (UK)*	21% (4 of 19)

Canadian Honours

Honour	Share
NSERC Herzberg Medal	50% (5 of 10)
Steacie Prize	40% (4 of 10)
Molson Prize	40% (4 of 10)
CIHR Health Researcher of the Year	27% (3 of 11)
Steacie Fellows	27% (16 of 59)
Killam Prize	22% (11 of 50)
Canadian Academy of Engineering (Fellows)	19% (43 of 232)
Royal Society of Canada Fellows*	18% (134 of 726)
Candian Academy of Health Sciences (Fellows)	18% (94 of 520)
Killam Fellows	16% (13 of 80)
Trudeau Fellows (Regular Fellows)	13% (5 of 38)
SSHRC Gold Medal	10% (1 of 10)

Notes:

1. Based on UCASS for Fall 2010, U of T accounts for 7% of Canada's professorial faculty.

2. Data source: Division of the Vice-President, Research & Innovation.

3. * Fellows/Members/Foreign Associates include new awards only, not cumulative totals.

4. U of T faculty members have received the following national awards (1980 – 2014), unless otherwise stated:

NSERC Gerhard Herzberg Canada Gold Medal (since 1991)	6
Steacie Prize	13
Molson Prize (since 2002)	12
CIHR Health Researcher of the Year (since 2002)	5
Steacie Fellows**	41
Killam Prize (since 1981)**	31
Canadian Academy of Engineering (Fellows) (since 1987)**	67
Royal Society of Canada Fellows**	371
Canadian Academy of Health Sciences (Fellows) (since 2005)**	94
Killam Fellows**	84
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:

University of Toronto Prestigious Awards & Honours Program:

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

Selected Awards & Honours over the last Two Years:

http://research.utoronto.ca/keeping-the-focus/

http://www.news.utoronto.ca/categories/awards-honours

University of Toronto Royal Society of Canada Fellows:

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

Canada Research Chairs

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Performance Relevance:

The Canada Research Chairs (CRC) program was established in the year 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.

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Figure A-2-b
Number of Canada Research Chairs,
University of Toronto Compared to Canadian Peer Universities, 2015 Allocation

The University of Toronto leads Canada in terms of securing Canada Research Chairs.
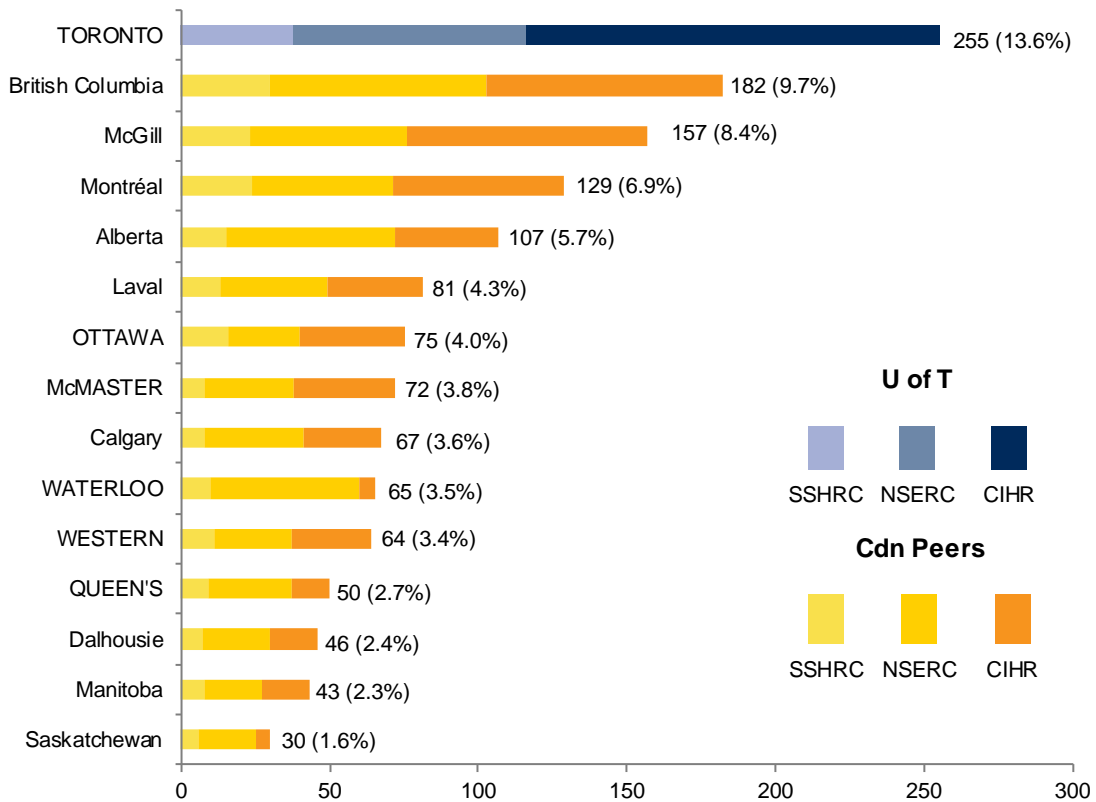
Notes:

1. Data source: CRC website updated March 2015 (n=1,800 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.

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Related Websites:

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-chaires.gc.ca/home-accueil-eng.aspx
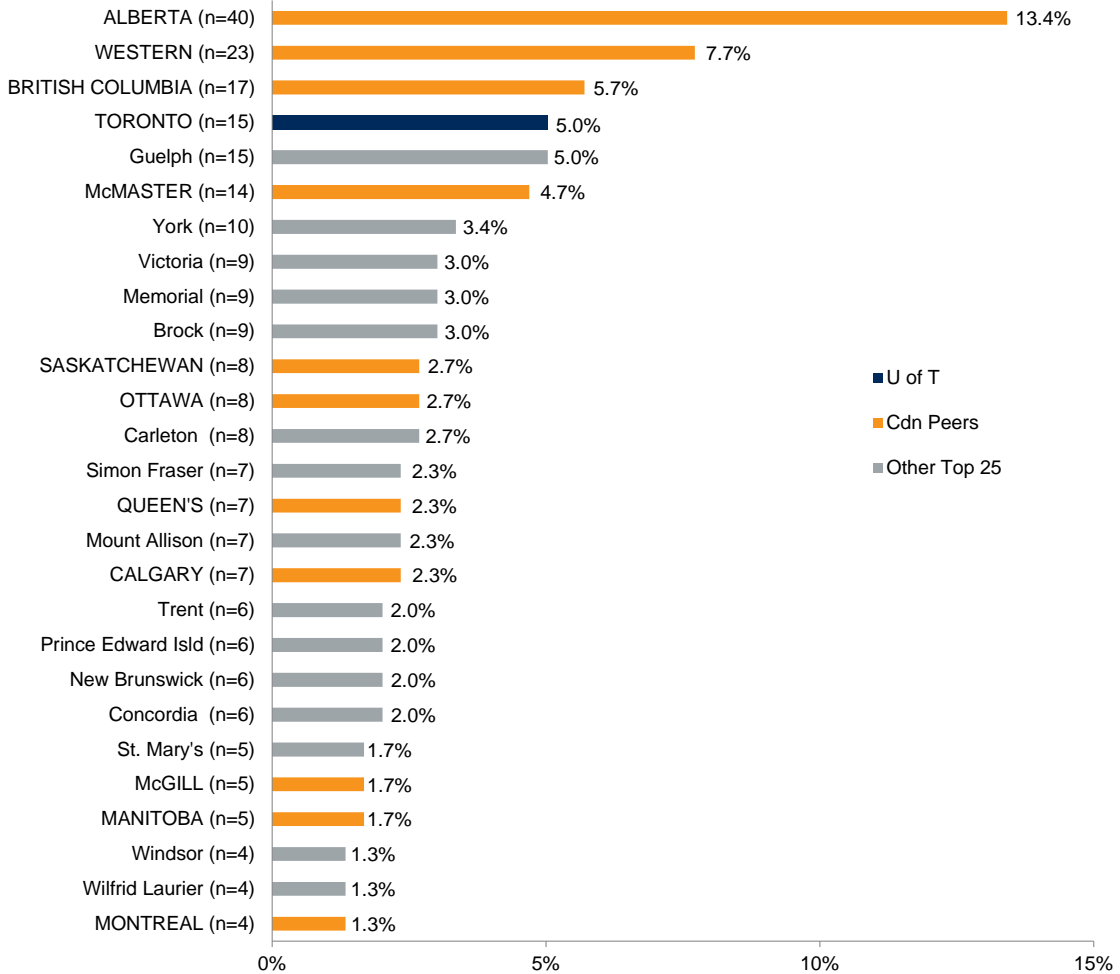
Faculty Teaching Awards

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.

Figure A-2-c
3M Teaching Fellowship Awards Percent Share,
Top 25 Institutions, 1986-2015

The University of Toronto has garnered a significant proportion of Teaching Fellowship Awards.

Institution	Percent
ALBERTA (n=40)	13.4%
WESTERN (n=23)	7.7%
BRITISH COLUMBIA (n=17)	5.7%
TORONTO (n=15)	5.0%
Guelph (n=15)	5.0%
McMASTER (n=14)	4.7%
York (n=10)	3.4%
Victoria (n=9)	3.0%
Memorial (n=9)	3.0%
Brock (n=9)	3.0%
SASKATCHEWAN (n=8)	2.7%
OTTAWA (n=8)	2.7%
Carleton (n=8)	2.7%
Simon Fraser (n=7)	2.3%
QUEEN'S (n=7)	2.3%
Mount Allison (n=7)	2.3%
CALGARY (n=7)	2.3%
Trent (n=6)	2.0%
Prince Edward Isld (n=6)	2.0%
New Brunswick (n=6)	2.0%
Concordia (n=6)	2.0%
St. Mary's (n=5)	1.7%
McGILL (n=5)	1.7%
MANITOBA (n=5)	1.7%
Windsor (n=4)	1.3%
Wilfrid Laurier (n=4)	1.3%
MONTREAL (n=4)	1.3%

Legend: U of T, Cdn Peers, Other Top 25

Notes:

1. Data source: 3M Teaching Fellowships (n=298).

2. Canadian peer institutions are shown in capital letters.

3. École des Hautes Études Commerciales is included under U de Montréal.

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

The University of Toronto has garnered more OCUFA Teaching Awards than any other university.
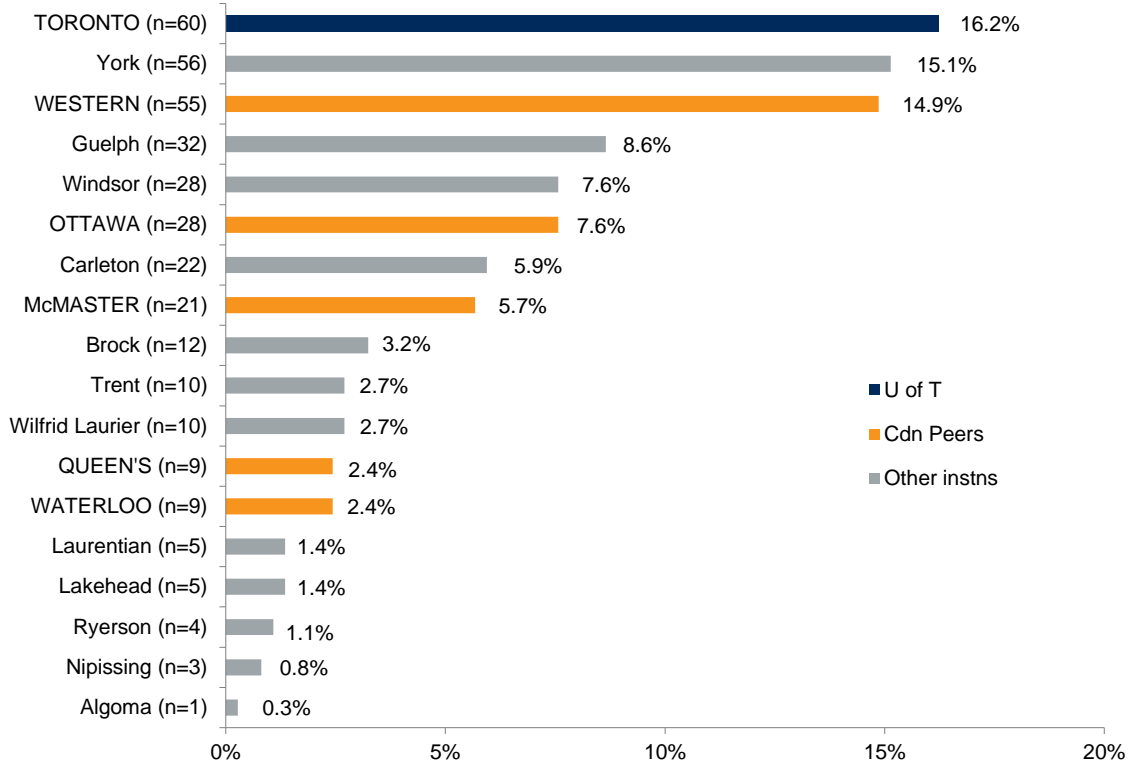
Notes:

1.   Data source: OCUFA Teaching Awards (n=370) as of September 2015.

2.   Ontario peer Institutions are shown in capital letters.

Related Website:
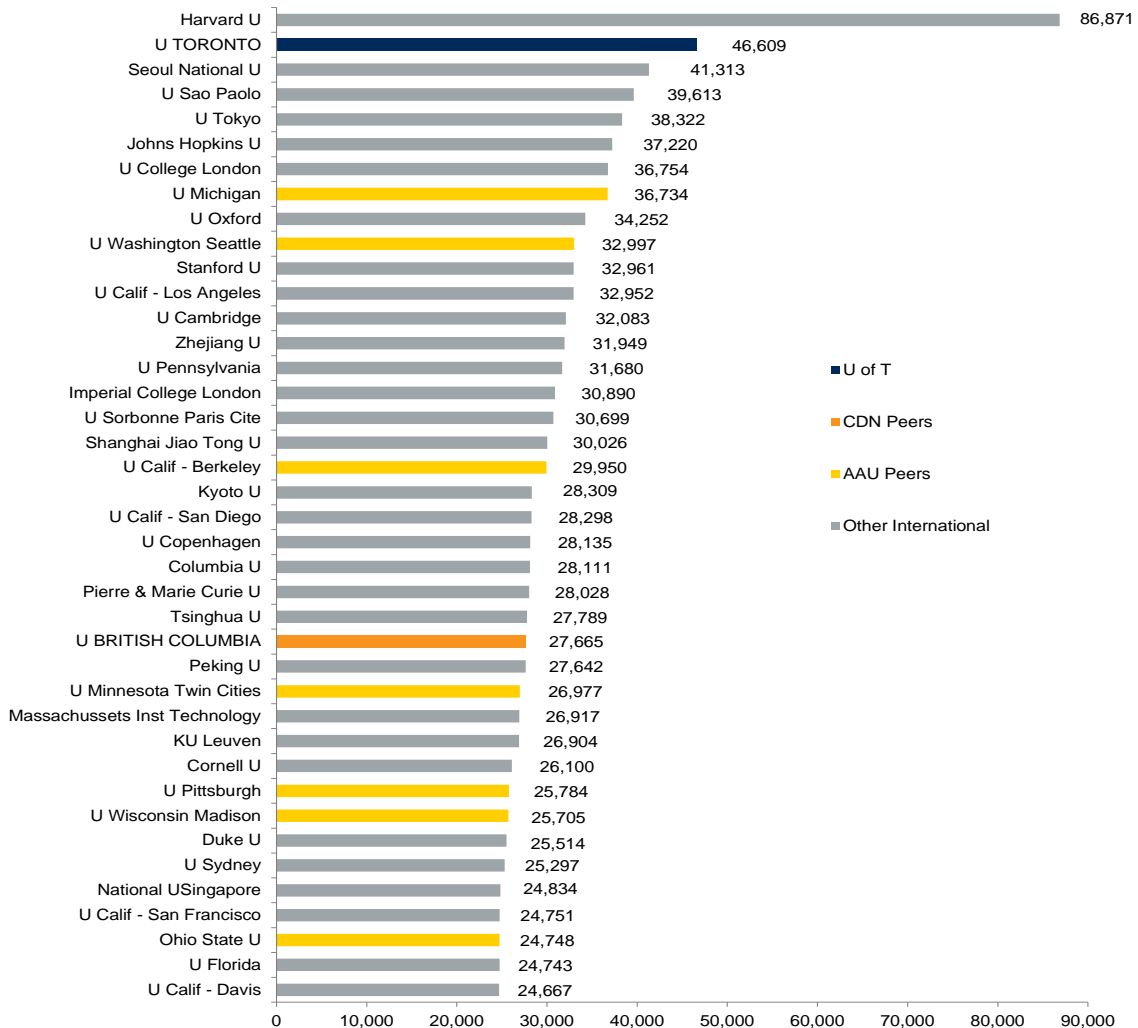
http://teaching.utoronto.ca/awards/external-awards/

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.

Figure A-3-a
Number of Publications (All Science Fields),
Top 40 Universities in the World, 2010-2014

The University of Toronto is a world leader in the volume of published research, 2nd only to Harvard.

University	Publications
Harvard U	86,871
U TORONTO	46,609
Seoul National U	41,313
U Sao Paolo	39,613
U Tokyo	38,322
Johns Hopkins U	37,220
U College London	36,754
U Michigan	36,734
U Oxford	34,252
U Washington Seattle	32,997
Stanford U	32,961
U Calif - Los Angeles	32,952
U Cambridge	32,083
Zhejiang U	31,949
U Pennsylvania	31,680
Imperial College London	30,890
U Sorbonne Paris Cite	30,699
Shanghai Jiao Tong U	30,026
U Calif - Berkeley	29,950
Kyoto U	28,309
U Calif - San Diego	28,298
U Copenhagen	28,135
Columbia U	28,111
Pierre & Marie Curie U	28,028
Tsinghua U	27,789
U BRITISH COLUMBIA	27,665
Peking U	27,642
U Minnesota Twin Cities	26,977
Massachussets Inst Technology	26,917
KU Leuven	26,904
Cornell U	26,100
U Pittsburgh	25,784
U Wisconsin Madison	25,705
Duke U	25,514
U Sydney	25,297
National USingapore	24,834
U Calif - San Francisco	24,751
Ohio State U	24,748
U Florida	24,743
U Calif - Davis	24,667

Legend:
■ U of T
■ CDN Peers
■ AAU Peers
■ Other International

Notes:

1.   Data source: University of Toronto analysis of publication and citation counts from InCites[TM], Thomson Reuters (2015). Report Created: Oct 8, 2015 Data Processed March 18, 2015 Primary data source: Web of Science®

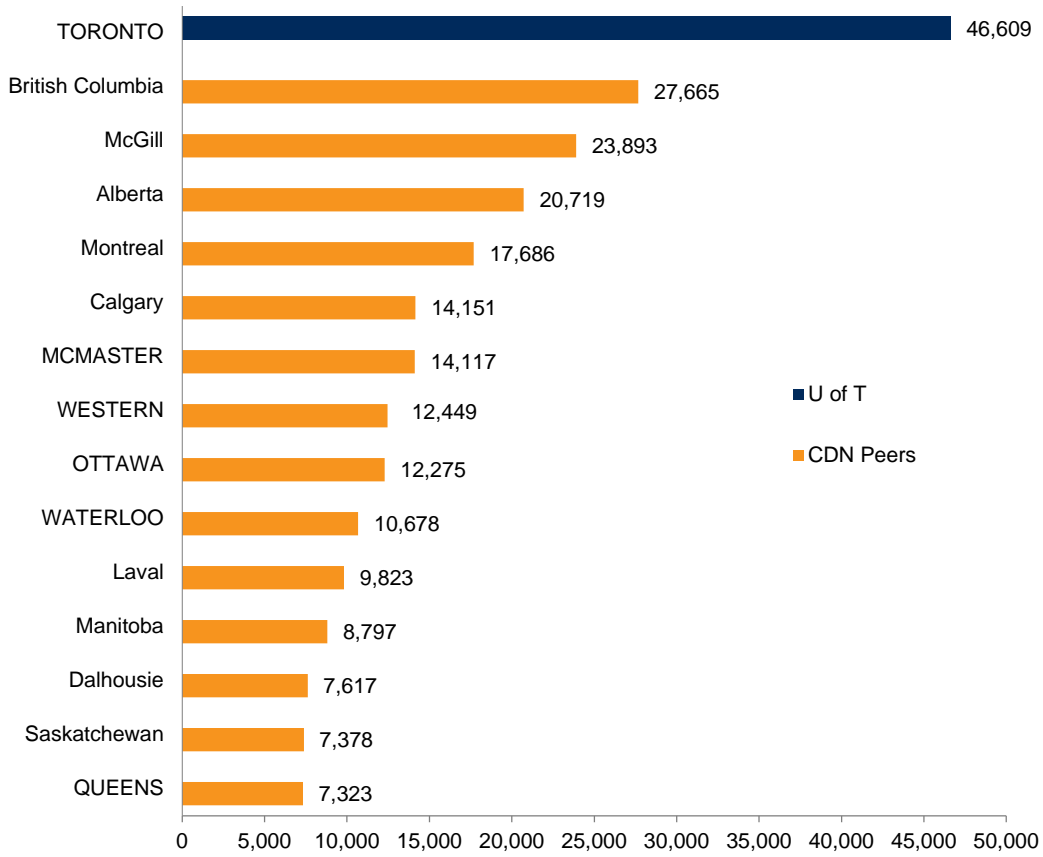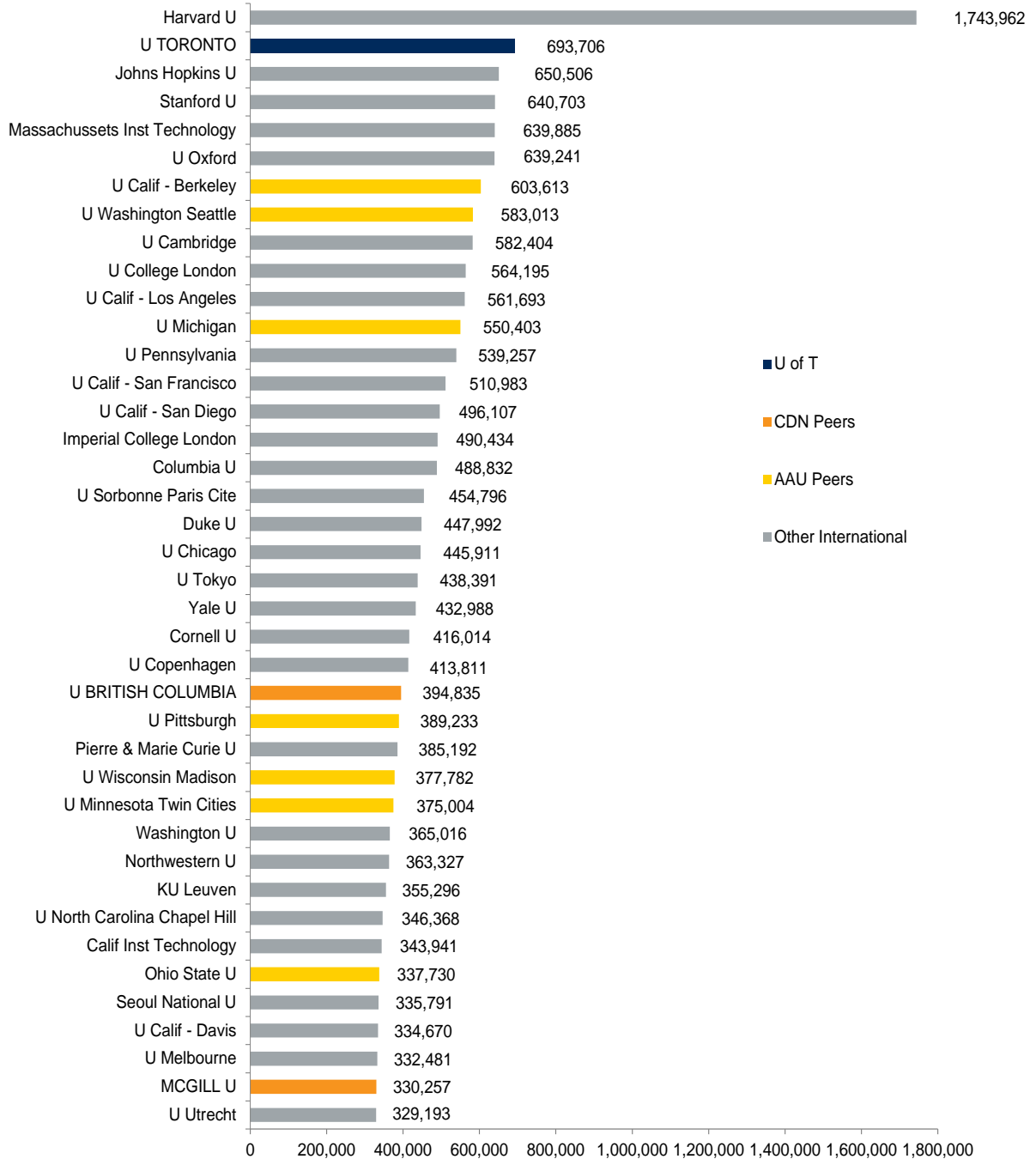2.   Canadian peer institutions are shown in capital letters.

Figure A-3-b

**Number of Publications (All Science Fields),
University of Toronto compared to Canadian Peers, 2010-2014**

University of Toronto's volume of published research is significantly higher than Canadian peers.

Notes:

1. Data source: University of Toronto analysis of publication and citation counts from InCites[TM], Thomson Reuters (2015).
    Report Created: Oct 8, 2015 Data Processed March 18, 2015 Primary data source: Web of Science®

2. Ontario peer institutions are shown in capital letters.

Figure A-3-c

**Number of Citations (All Science Fields),
Top 40 Universities in the World, 2010-2014**

The University of Toronto is one of the most highly cited universities in the world, 2nd only to Harvard.

University	Citations
Harvard U	1,743,962
U TORONTO	693,706
Johns Hopkins U	650,506
Stanford U	640,703
Massachussets Inst Technology	639,885
U Oxford	639,241
U Calif - Berkeley	603,613
U Washington Seattle	583,013
U Cambridge	582,404
U College London	564,195
U Calif - Los Angeles	561,693
U Michigan	550,403
U Pennsylvania	539,257
U Calif - San Francisco	510,983
U Calif - San Diego	496,107
Imperial College London	490,434
Columbia U	488,832
U Sorbonne Paris Cite	454,796
Duke U	447,992
U Chicago	445,911
U Tokyo	438,391
Yale U	432,988
Cornell U	416,014
U Copenhagen	413,811
U BRITISH COLUMBIA	394,835
U Pittsburgh	389,233
Pierre & Marie Curie U	385,192
U Wisconsin Madison	377,782
U Minnesota Twin Cities	375,004
Washington U	365,016
Northwestern U	363,327
KU Leuven	355,296
U North Carolina Chapel Hill	346,368
Calif Inst Technology	343,941
Ohio State U	337,730
Seoul National U	335,791
U Calif - Davis	334,670
U Melbourne	332,481
MCGILL U	330,257
U Utrecht	329,193

Legend:
- U of T
- CDN Peers
- AAU Peers
- Other International

Notes:

1. Data source: University of Toronto analysis of publication and citation counts from InCites[TM], Thomson Reuters (2015). Report Created: Oct 8, 2015 Data Processed March 18, 2015 Primary data source: Web of Science®

2. Canadian peer institutions are shown in capital letters.

Figure A-3-d
Number of Citations (All Science Fields),
University of Toronto compared to Canadian Peers, 2010-2014

The University of Toronto has been cited, a key indicator of research influence, significantly more than any Canadian peer.
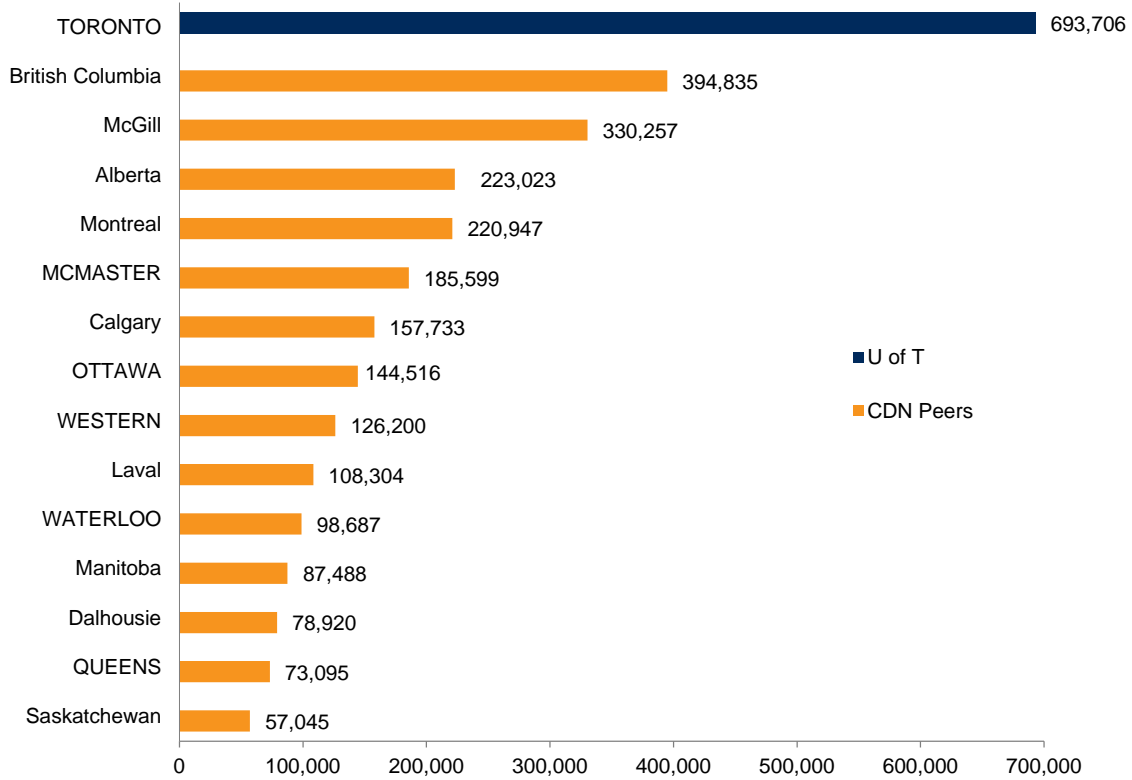
Notes:

1. Data source: University of Toronto analysis of publication and citation counts from InCites™, Thomson Reuters (2015). Report Created: Oct 8, 2015 Data Processed March 18, 2015 Primary data source: Web of Science®

2. Ontario peer institutions are shown in capital letters.

Performance Relevance:

Comparisons with institutions both within Canada and the United States show the breadth of a university's research engagement.

Figure A-3-e
Summary of Publication and Citation Ranks for the University of Toronto
Relative to Canadian Peers, AAU Public Institutions, and All AAU Institutions, 2010-2014

The University of Toronto is a leading institution in North America in many fields, reflecting the University's exceptional multidisciplinary excellence.

	Canadian Peers U15		North American Public Peers U15 & Public AAU (N=50)		North American Peers U15 and All AAU (N=75)	
	Publications	Citations	Publications	Citations	Publications	Citations
ALL FIELDS	**1**	**1**	**1**	**1**	**2**	**2**
HEALTH & LIFE SCIENCES*	**1**	**1**	**1**	**1**	**2**	**2**
Clinical Medicine*	1	1	1	1	2	2
Health Policy & Services	1	1	1	1	2	3
Medical Informatics	1	1	1	1	2	3
Nursing	1	1	2	1	3	2
Pharmacology & Pharmacy	1	1	1	1	2	2
Psychiatry	1	1	1	2	3	5
Radiology, Nuclear Medicine & Medical Imaging	1	1	1	1	2	2
Rehabilitation	1	1	1	1	1	1
Sports Sciences	1	2	2	3	3	4
ENGINEERING & MATERIALS SCIENCES*	**2**	**1**	**10**	**9**	**11**	**14**
Biomaterials	1	1	3	4	5	6
Biomedical Engineering	1	1	1	1	2	3
Cell & Tissue Engineering	1	1	2	1	4	3
Environmental Engineering	1	1	2	2	3	6
PHYSICAL SCIENCES						
Biophysics	1	1	1	2	2	4
Chemistry, Organic	1	1	1	1	1	1
Mathematical & Computational Biology	1	2	6	7	10	11
Mathematics	1	1	3	3	5	6
Space Science*	1	1	9	3	16	7
SOCIAL SCIENCES*	**1**	**1**	**1**	**2**	**2**	**3**
Anthropology	1	1	1	1	2	2
Behavioral Sciences	1	1	1	1	2	2
Criminology & Penology	1	1	3	6	3	6
Education & Educational Research	1	1	3	5	4	7
Psychology	1	1	1	3	2	6
Social Work	1	1	1	1	1	1
HUMANITIES						
Ethics	1	1	1	2	2	4
Language & Linguistics	1	1	1	1	1	1
Literature	1	1	2	2	3	2
Philosophy	1	1	1	1	1	2
Religion	1	1	1	3	2	5

Notes:

1. Data source: University of Toronto analysis of publication and citation counts from InCites[TM], Thomson Reuters (2015). Report Created: Oct 8, 2015. Data Processed March 18, 2015. Primary data source: Web of Science®

2. Unless otherwise indicated, fields are Web of Science fields. * Essential Science Indicators field.

3. North American peers are the Canadian U15 universities and the members of the Association of American Universities (AAU).

University of Toronto Performance Indicators 2015

Tri-Agency Funding – SSHRC, NSERC, CIHR

Performance Relevance:

The three federal granting agencies, SSHRC, NSERC and CIHR, provide close to a third of the University of Toronto's total sponsored research funding and are critical to the ability of the faculty to extend the boundaries of knowledge in all areas of enquiry. Comparisons with top performing Canadian peer institutions demonstrate the University's success in attracting research funding from these key sources.

Tri-agency funding takes on additional importance as the primary driver to allocate other federal research investments including the Canada Research Chairs, the Research Support Fund 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 Peers, 2014-15

The University of Toronto continues to lead in successfully securing SSHRC grants.
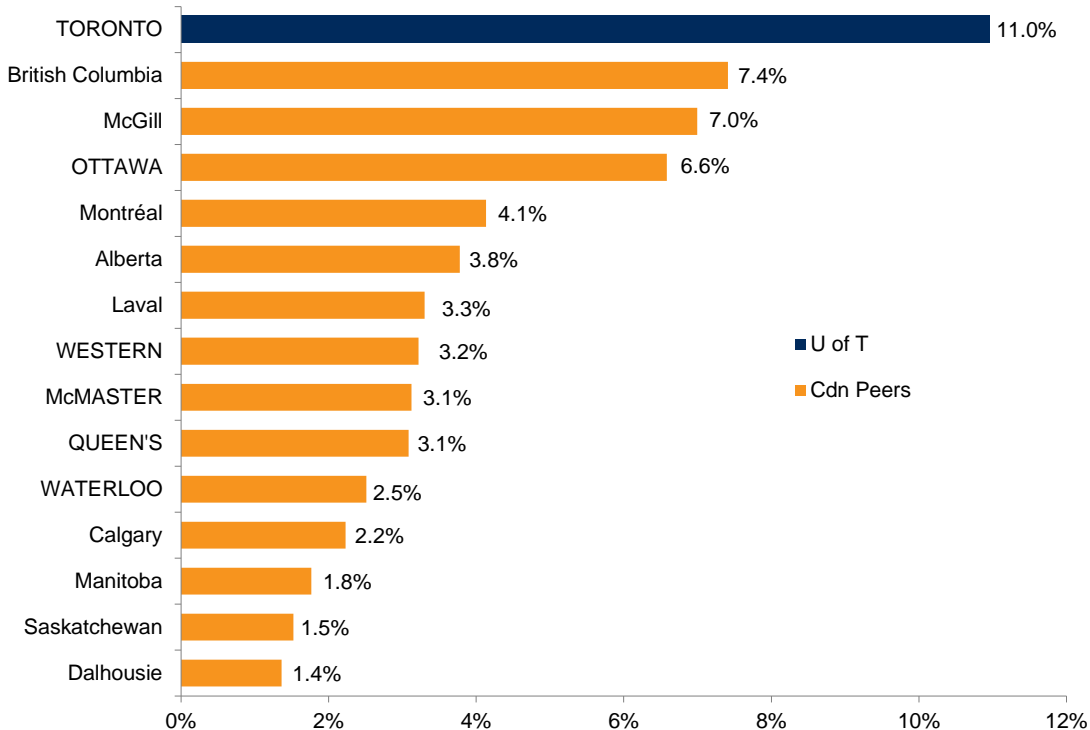
Notes:
1.   Data source: SSHRC Awards Search Engine.

2.   Funding for Networks of Centres of Excellence nodes and the Canada Research Chairs are excluded.

3.   For the national total, only funding to Canadian colleges and universities, and their affiliates, is counted.

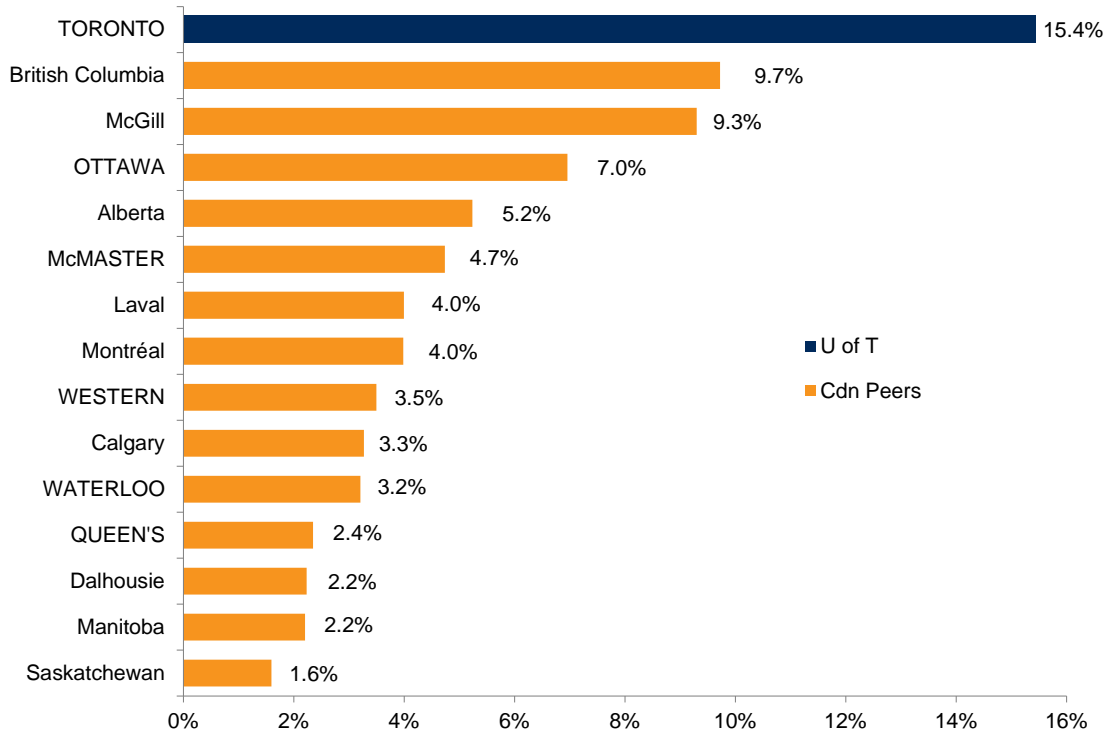4.   Ontario peers are shown in capital letters.

University of Toronto Performance Indicators 2015

Figure A-4-b
University of Toronto's Share of
Natural Sciences and Engineering Research Council (NSERC) Funding
Compared to Canadian Peers, 2014-15

The University of Toronto continues to lead in successfully securing NSERC grants.
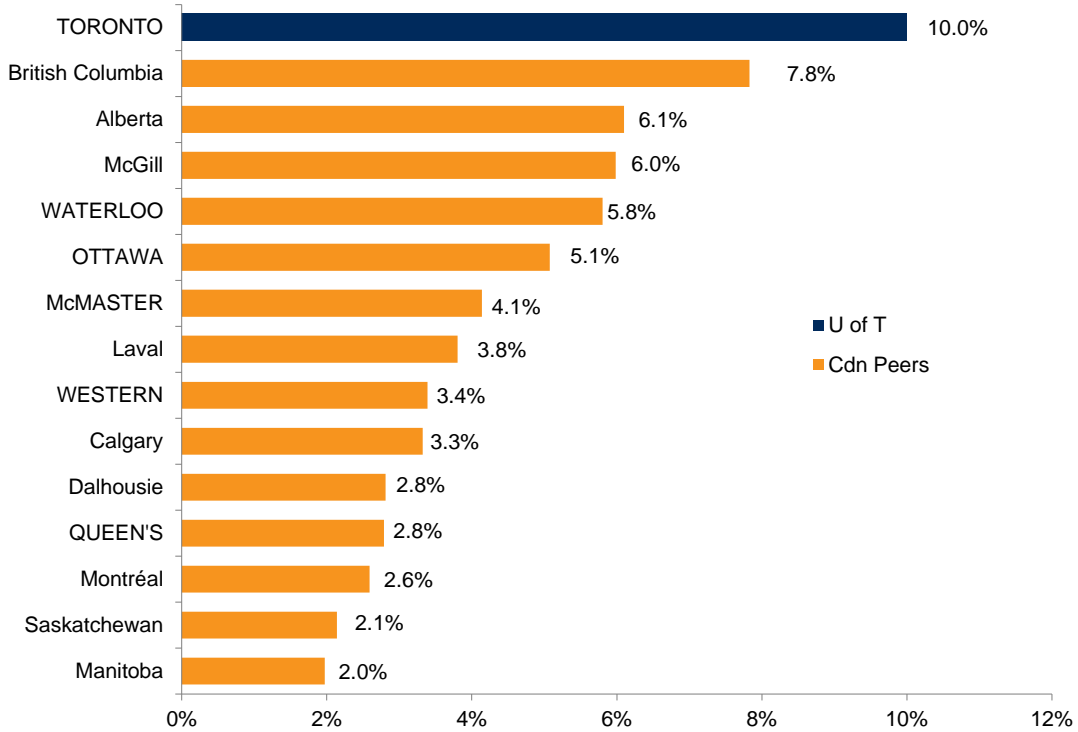
Notes:

1.   Data source: NSERC Awards Database.

2.   Funding 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 funding to Canadian colleges and universities, and their affiliates, is counted.

4.   Ontario peers are shown in capital letters.

Figure A-4-c
University of Toronto's Share of
Canadian Institutes of Health Research (CIHR) Funding
Compared to Canadian Peers, 2014-15

The University of Toronto continues to lead in successfully securing CIHR grants.
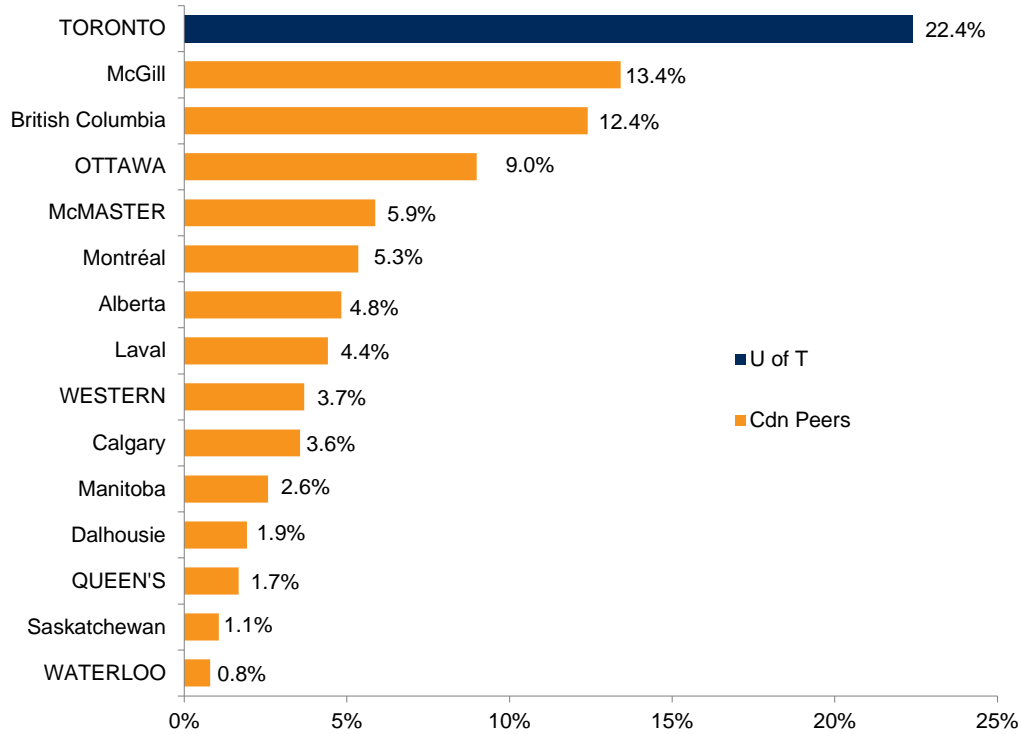
Notes:

1.   Data source: CIHR Expenditures by University and Program Category.

2.   Funding for Networks of Centres of Excellence nodes and the Canada Research Chairs are excluded.

3.   For the national total, only funding to Canadian colleges and universities, and their affiliates, is counted.

4.   Ontario peers are shown in capital letters.

Figure A-4-d
University of Toronto's Share of Funding from the Three Federal Granting Agencies (Tri-Agencies) Compared to Canadian Peers, 2014-15

The University of Toronto continues to lead in successfully securing tri-agency funding, with a 15.4% share.

University	Share
TORONTO	15.4%
British Columbia	9.7%
McGill	9.3%
OTTAWA	7.0%
Alberta	5.2%
McMASTER	4.7%
Laval	4.0%
Montréal	4.0%
WESTERN	3.5%
Calgary	3.3%
WATERLOO	3.2%
QUEEN'S	2.4%
Dalhousie	2.2%
Manitoba	2.2%
Saskatchewan	1.6%

Legend: ■ U of T ■ Cdn Peers

Notes:

1. Data source: CIHR Expenditures by University and Program Category 2014-15 report, NSERC Awards Database, and SSHRC Awards Search Engine.

2. Funding 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 funding to Canadian colleges and universities, and their affiliates, is counted.

4. Ontario peers are shown in capital letters.

Canada Foundation for Innovation

Performance Relevance:

Research funding from the Federal Government's Canada Foundation for Innovation (CFI), in partnership with provincial agencies such as the Ministry of Research and Innovation in Ontario, supports world class research facilities, enabling superior research training opportunities, and the attraction and retention of research leaders. Grants are awarded on a competitive basis through peer review.

In partnership with provincial agencies such as the Ontario Ministry of Research and Innovation, CFI has played and continues to play a crucial role in enabling the University of Toronto and partner hospitals to host world-leading facilities. These in turn help us attract and retain some of the world's most talented researchers and trainees.

Figure A-4-e
Canada Foundation for Innovation (CFI)
Funding by University, April 2010 to March 2015

The University of Toronto continues to lead in successfully securing CFI awards.
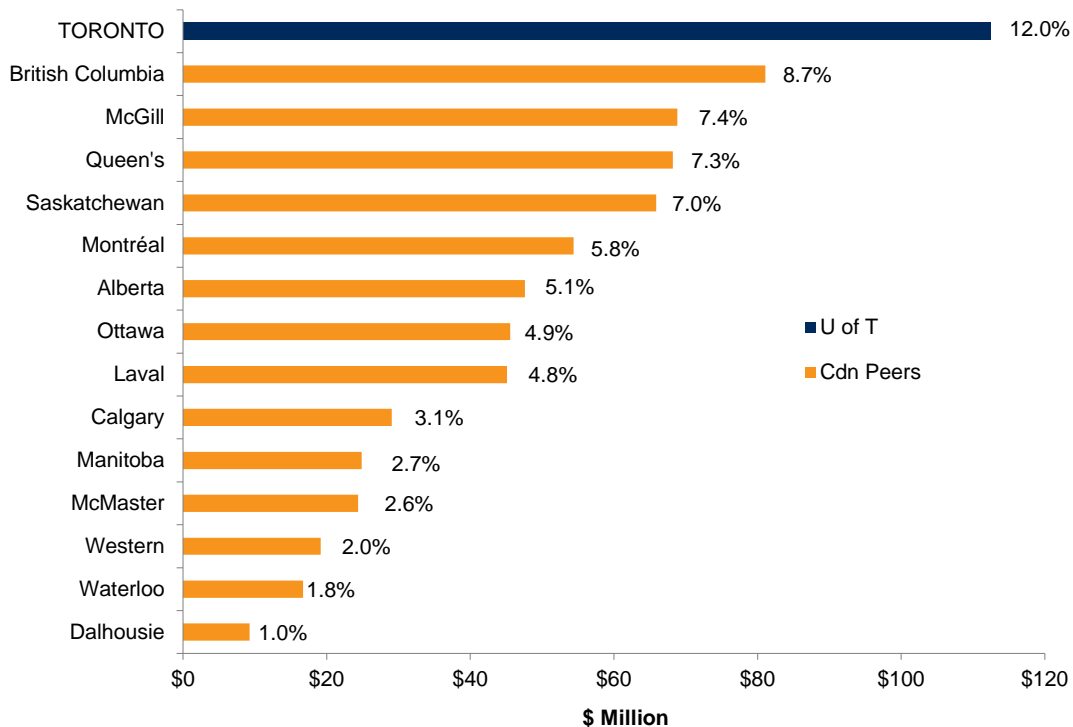
Notes:

1. Data source: CFI website, July 13, 2015.

2. National projects excluded. Funding to partners and affiliates included with each university.

Research Revenue from the Private Sector

Performance Relevance:

The level of research investment from the private sector 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 the Private Sector
University of Toronto and Canadian Peers, 2013-14

The University of Toronto leads Canadian universities in overall research support from private sector partners.
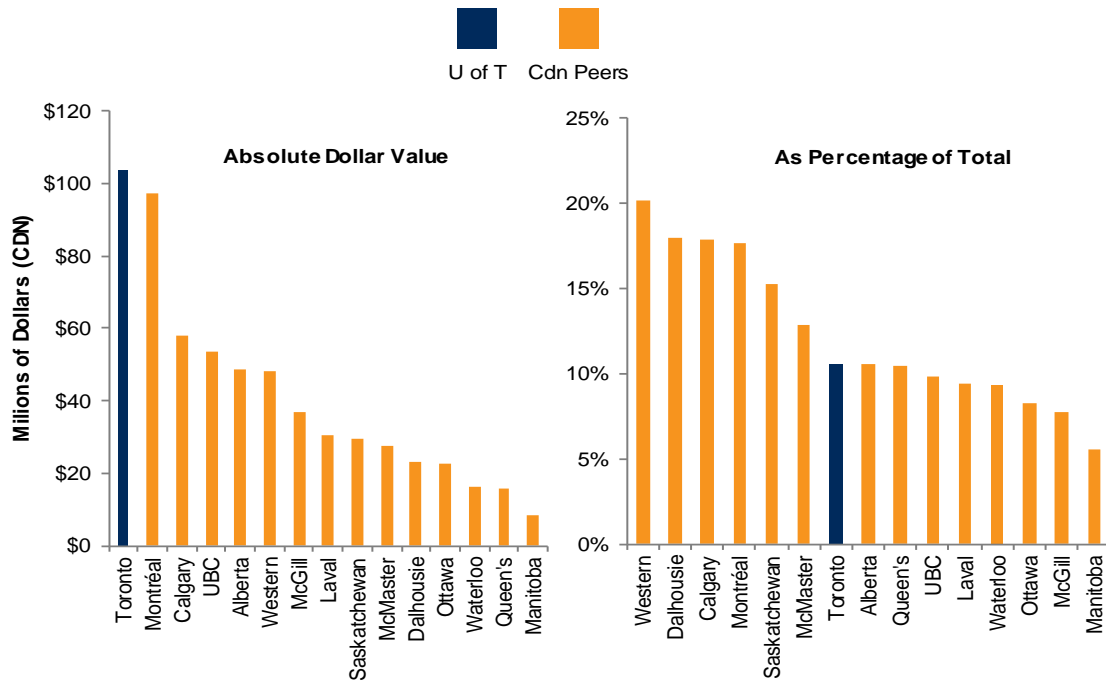
Notes:

1. Data Source: CAUBO Financial Information of Universities and Colleges 2013-14.

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.

Total Research Funding

Performance Relevance:

The University's engagement in research is supported by a wide spectrum of funding sources and partners. Total Research Funding includes the annual dollar value of grants flowing to the University of Toronto and nine fully affiliated partner hospitals. Over the past decade the University's growth in research funding has followed an upward trend that has leveled off in more recent years.

Figure A-4-g
University of Toronto Research Funds Awarded by Sector, 2013-14

More than half of the University of Toronto's research funding comes from government sources. The largest federal sources fall under the umbrella of the three granting agencies, CIHR, NSERC and SSHRC. The largest Ontario source is the Ministry of Research and Innovation.
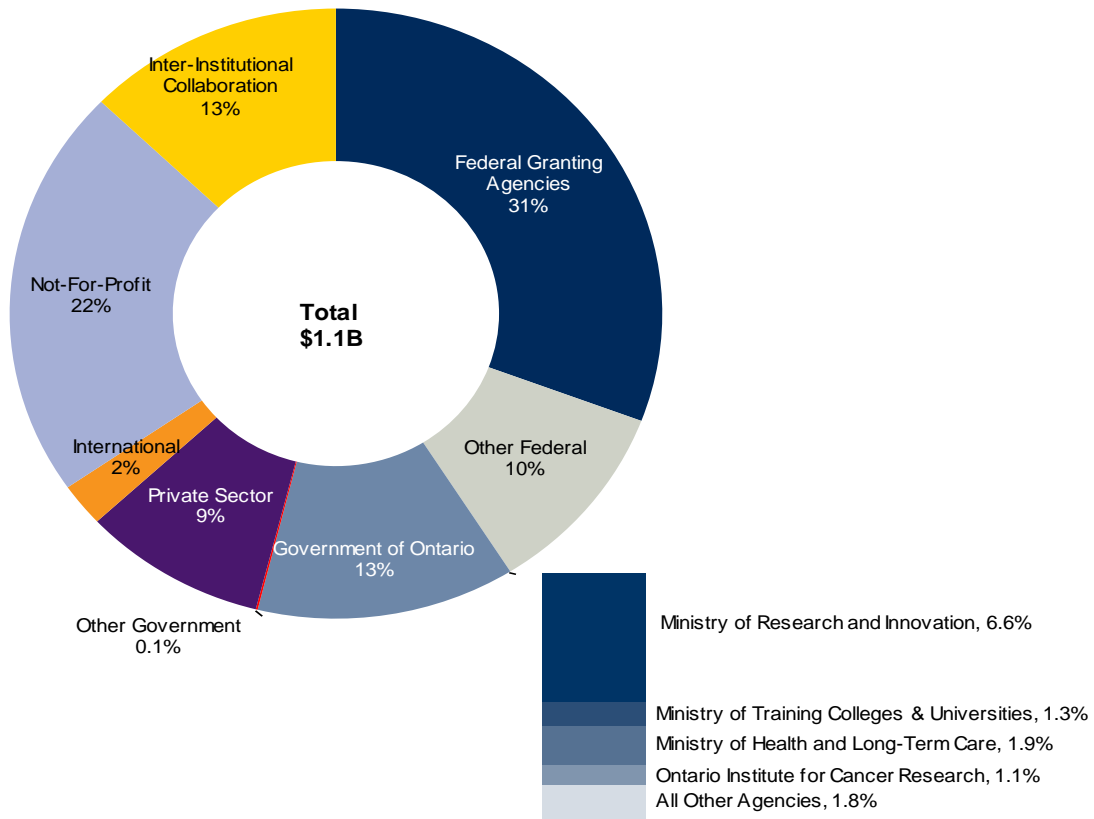
Notes:

1. Data source: Division 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 and the Canada Excellence Research Chairs programs.

4. Other Federal includes the Canada Foundation for Innovation (CFI).

5. Other government includes municipal governments and provincial governments other than Ontario.

University of Toronto Performance Indicators 2015

Figure A-4-h
Research Funds Awarded,
Time Series of Three-Year Rolling Averages,
for the periods 2005-08 to 2011-14

The recent boost in research infrastructure funding from CFI (Other Federal), with Government of Ontario and not-for-profit matches, supports world-leading facilities at the University of Toronto and partner hospitals.
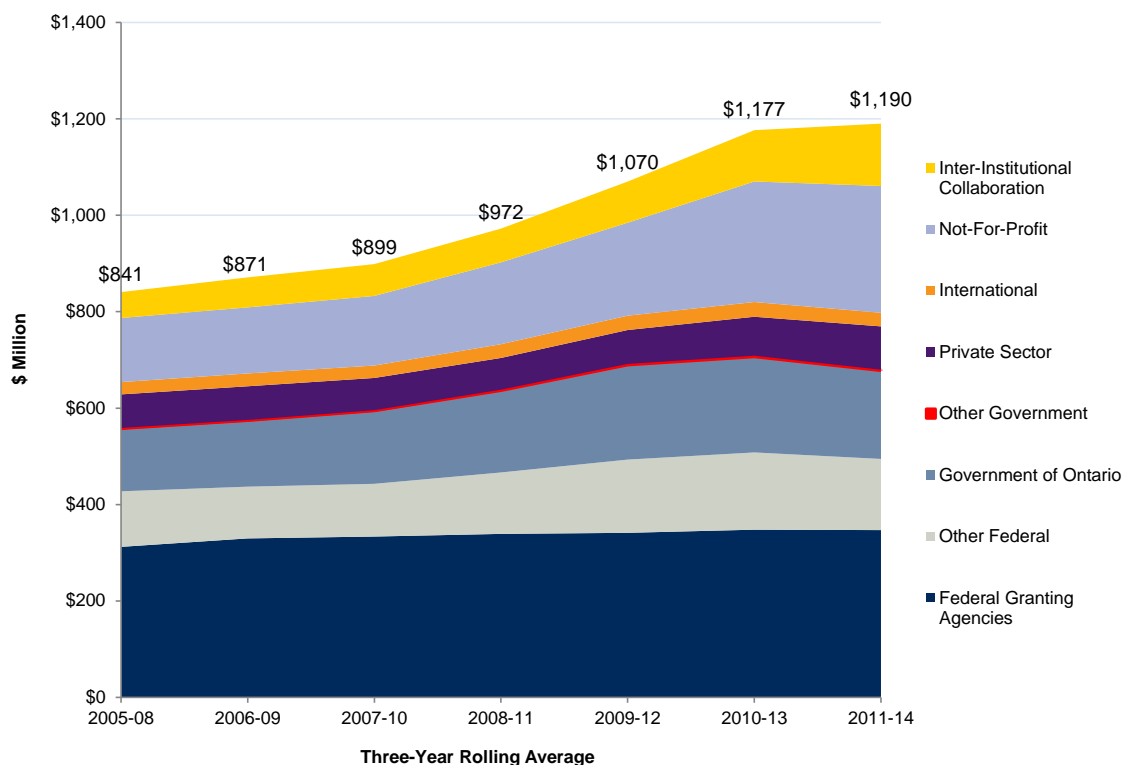
Notes:

1. Data source: Division 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 and the Canada Excellence Research Chairs programs.

4. Other Federal includes the Canada Foundation for Innovation (CFI).

5. Other government includes municipal government and provincial governments other than Ontario.

Related Reports:

Vice-President, Research and Innovation - Annual Reports
http://www.research.utoronto.ca/publications/

Innovation, Commercialization and Entrepreneurship

Performance Relevance:

The University of Toronto is a leader in generating and protecting "made-in-Canada" ideas and innovations. Our community of faculty members and students is creating new technologies, products and services that are improving lives around the world, enabling our students to invent their own careers, and creating jobs and prosperity. The University of Toronto continues to expand and enrich the campus-based programs and initiatives that encourage and support the growing number of entrepreneurial students.

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

Related Websites:

Vice-President, Research and Innovation: http://research.utoronto.ca/

Invention disclosures are submitted by members of the University of Toronto community to describe original ideas and inventions that have the potential to become products, services or technologies useful to society. While not all invention disclosures ultimately lead to a marketable technology or a company, they can nevertheless be used as a broad measure of innovation activity.

Figure A-5-a
New Invention Disclosures
Canadian and U.S. Peers, 2010-11 to 2012-13

The University of Toronto outperforms Canadian peers and compares favorably with U.S. peers for the number of New Invention Disclosures.
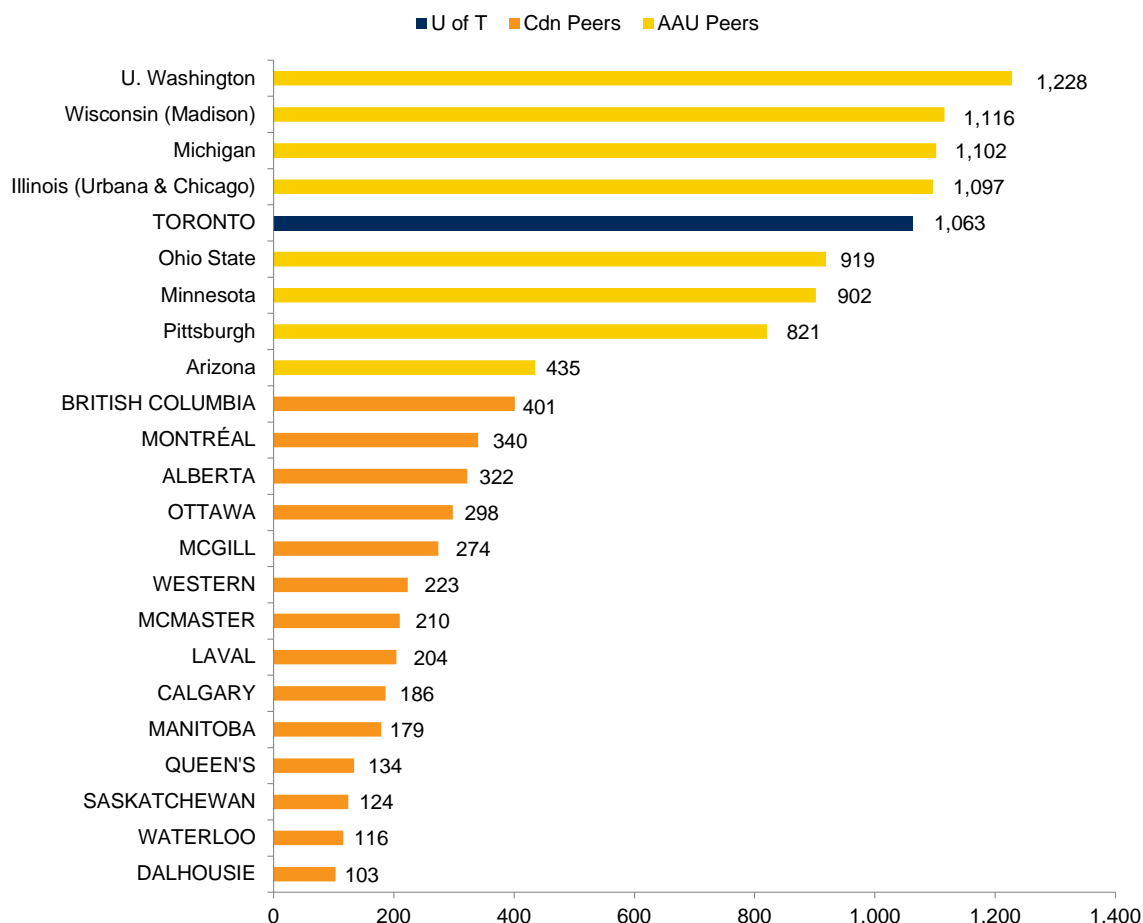
■ U of T ■ Cdn Peers ■ AAU Peers

University	Disclosures
U. Washington	1,228
Wisconsin (Madison)	1,116
Michigan	1,102
Illinois (Urbana & Chicago)	1,097
TORONTO	1,063
Ohio State	919
Minnesota	902
Pittsburgh	821
Arizona	435
BRITISH COLUMBIA	401
MONTRÉAL	340
ALBERTA	322
OTTAWA	298
MCGILL	274
WESTERN	223
MCMASTER	210
LAVAL	204
CALGARY	186
MANITOBA	179
QUEEN'S	134
SASKATCHEWAN	124
WATERLOO	116
DALHOUSIE	103

Notes:

1. Data Source: Association of University Technology Managers (AUTM).

2. Fiscal year varies by university. The University of Toronto's is May to April.

3. Where available, the University of Toronto includes partner hospitals.

4. Canadian peer institutions are shown in capital letters.

5. UC Berkeley is excluded as its data is available only as part of the University of California System.

6. University of Texas at Austin is excluded as its data is available only as part of the University of Texas System.
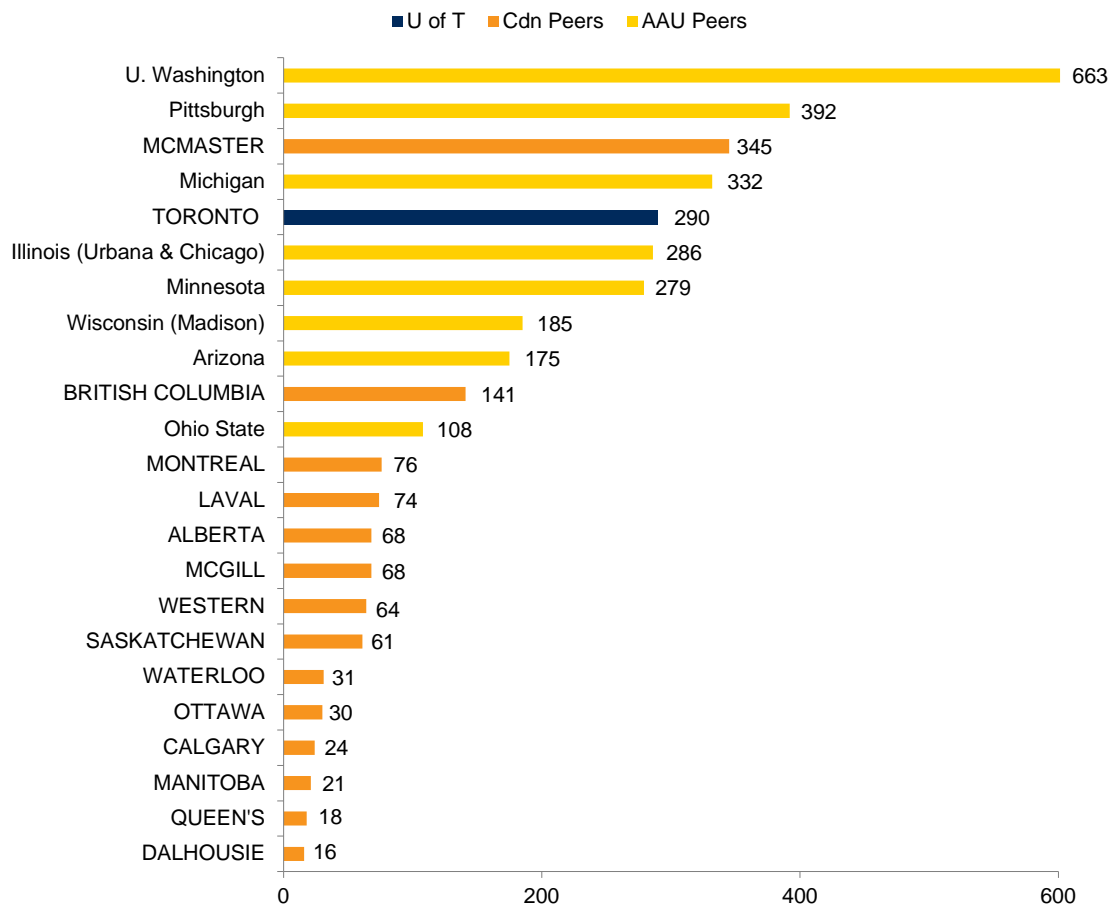
Licensing a technology, idea or process can be an important mechanism to share and transfer knowledge from the University to users who can further develop and bring the innovation to the marketplace and society.

Figure A-5-b
New Licenses
Canadian and US Peers, 2010-11 to 2012-13

The University of Toronto is a leading institution among North American peers for the number of New Licenses.


Legend: U of T — Cdn Peers — AAU Peers

Institution	Value
U. Washington	663
Pittsburgh	392
MCMASTER	345
Michigan	332
TORONTO	290
Illinois (Urbana & Chicago)	286
Minnesota	279
Wisconsin (Madison)	185
Arizona	175
BRITISH COLUMBIA	141
Ohio State	108
MONTREAL	76
LAVAL	74
ALBERTA	68
MCGILL	68
WESTERN	64
SASKATCHEWAN	61
WATERLOO	31
OTTAWA	30
CALGARY	24
MANITOBA	21
QUEEN'S	18
DALHOUSIE	16

Notes:

1. Data Source: Association of University Technology Managers (AUTM).

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 as its data is available only as part of the University of California System.

6. University of Texas at Austin is excluded as its data is available only as part of the University of Texas System.

7. The above figures include license and option agreements.

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

Figure A-5-c
New Research-based Start-up Companies
Canadian and US Peers, 2010-11 to 2012-13

The University of Toronto leads North American peers for the number of new research-based start-up companies.
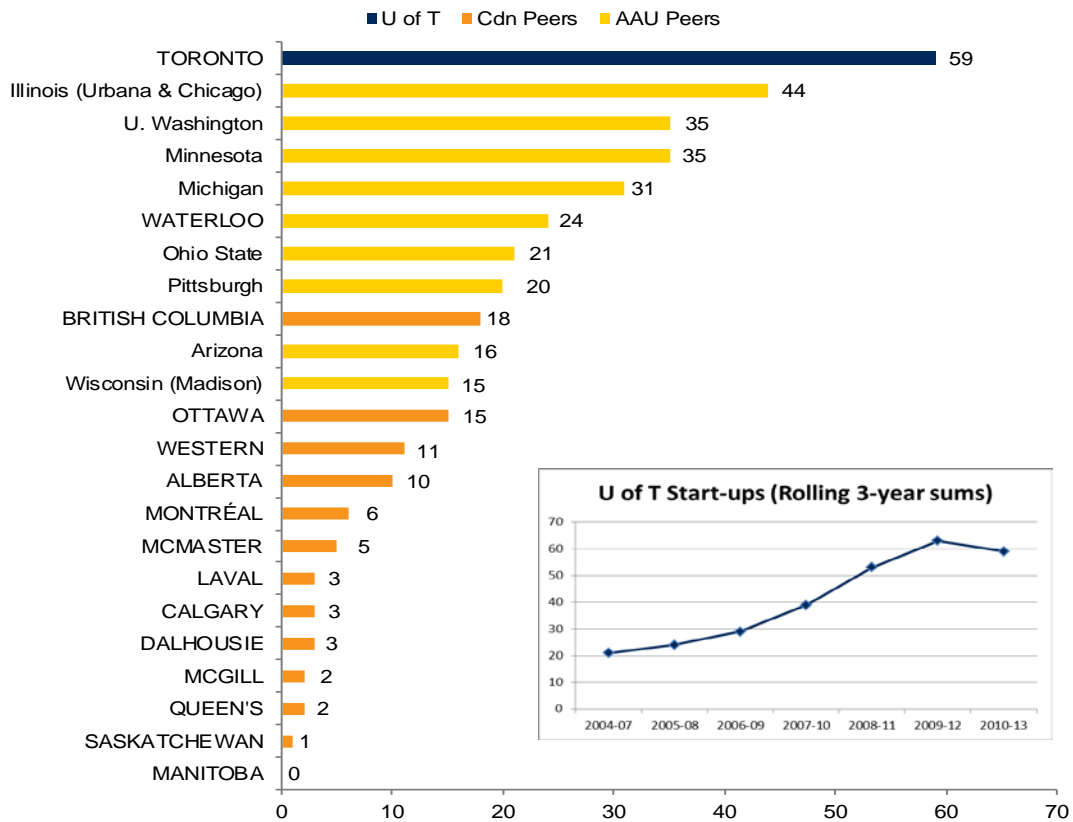
Notes:

1.   Data Source: Association of University Technology Managers (AUTM).

2.   As per the Association of University Technology Managers (AUTM), "New Research-based Start-up Companies" are defined as new companies that are dependent on licensing institutional intellectual property for their formation.

3.   Fiscal year varies by university. U of T's is May to April.

4.   Where available, U of T includes partner hospitals.

5.   Canadian peer institutions are shown in capital letters.

6.   UC Berkeley is excluded as its data is available only as part of the University of California System.

7.   University of Texas at Austin is excluded as its data is available only as part of the University of Texas System.

Entrepreneurship:

In addition to creating start-up companies based on intellectual property developed at the institution, the University of Toronto continues to expand the programs and initiatives for our student entrepreneurs. The Banting & Best Centre for Innovation & Entrepreneurship (BBCIE) was established in 2012 as the central support office for student-related entrepreneurial activity across the three campuses of the University. BBCIE helps facilitate and coordinate the growing number of support programs for entrepreneurs delivered through nine incubators and accelerators. In addition, BBCIE also oversees the Banting & Best buildings which have been repurposed to provide physical space for innovation and entrepreneurship. These buildings currently host over 20 start-up companies, five commercialization support agencies, the Impact Centre, UTEST, and the Innovation and Partnerships Office (IPO). Together, these spaces and services provide a comprehensive support system for university-based entrepreneurs and recent graduates. Recent years have also seen an increase in entrepreneurial courses and student-led clubs and initiatives. There are currently more than 68 courses and programs focused on entrepreneurship and innovation available to students across various faculties. In the 2014 academic year, almost 4,000 registrants were able to learn about and experience entrepreneurship by taking part in these University of Toronto offerings.

Figure A-5-d
Entrepreneurship Ecosystem, 2014/15

The University of Toronto is the perfect place for entrepreneurs looking to grow, collaborate and connect. With a growing ecosystem of accelerators, courses, programs, and clubs, the University of Toronto helps bring ideas to life.
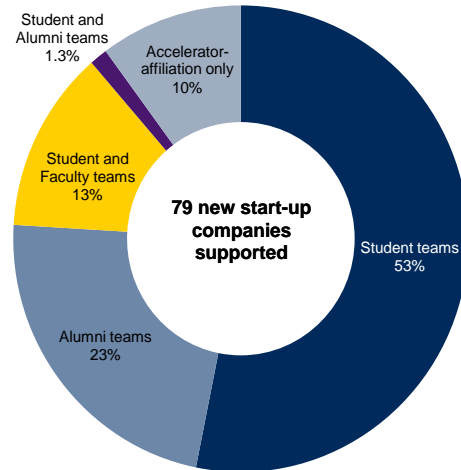
226 student-led start-up teams and **79** new start-up companies

Supported by **9** entrepreneurial hubs

$19M attracted in investment

$2.5M generated in sales.

Student and Alumni teams 1.3%
Accelerator-affiliation only 10%
Student and Faculty teams 13%
79 new start-up companies supported
Student teams 53%
Alumni teams 23%

Notes:

1. Data source: Banting & Best Centre for Innovation and Entrepreneurship (BBCIE), for April 1, 2014 to March 31, 2015.

2. As per the Association of University Technology Managers (AUTM), "New Start-up Companies" are defined as start-ups created at the university but not based on licensing institutional intellectual property. These companies are distinct from research-based startups.
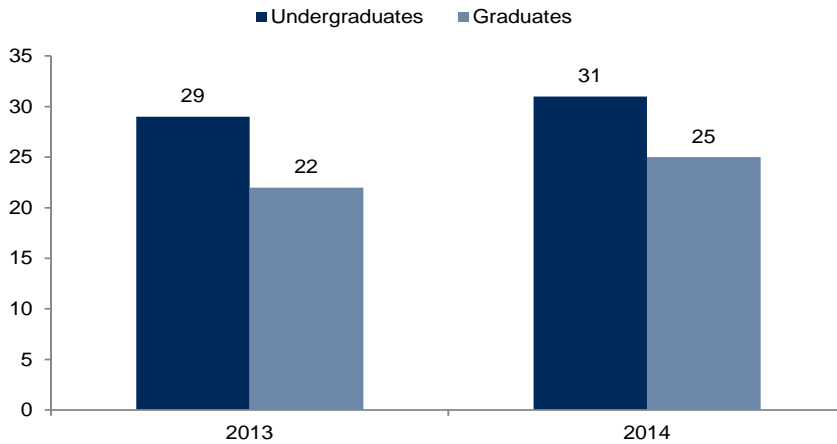
Figure A-5-e
Entrepreneurship-related Courses, 2013-2014

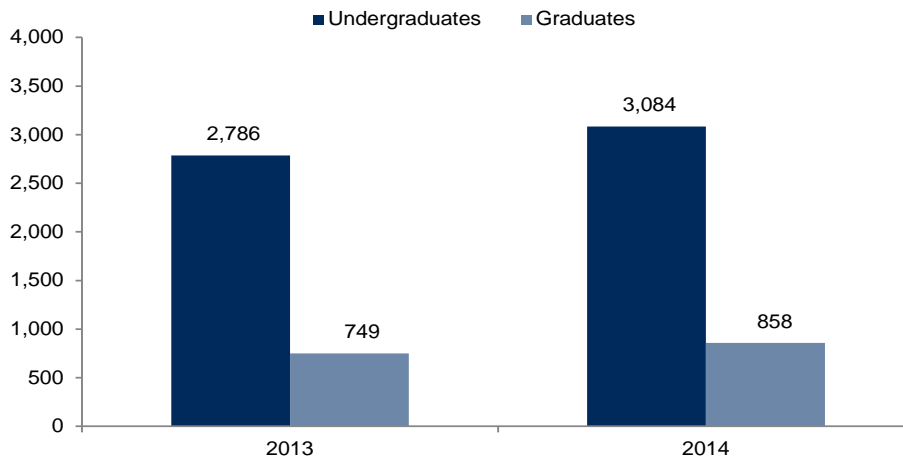The University of Toronto has developed a wide range of academic courses related to entrepreneurship for both undergraduates and graduates.

Number of Entrepreneurship-related Academic Courses

Entrepreneurship-related Academic Course Registration

Notes:

1. Data source: Banting & Best Centre for Innovation and Entrepreneurship (BBCIE) and Government, Institutional and Community Relations (GICR).

2. Courses related to entrepreneurship were identified in the course catalog by searching for a set of keywords relating to entrepreneurship and manually validating the results for relevance. The above figures include only academic courses and exclude extracurricular courses and programs.

3. Registrations represent the number of students registered in individual courses, not the number of individual students.

Related Websites:

Banting & Best Centre for Entrepreneurship & Innovation: http://entrepreneurs.utoronto.ca/
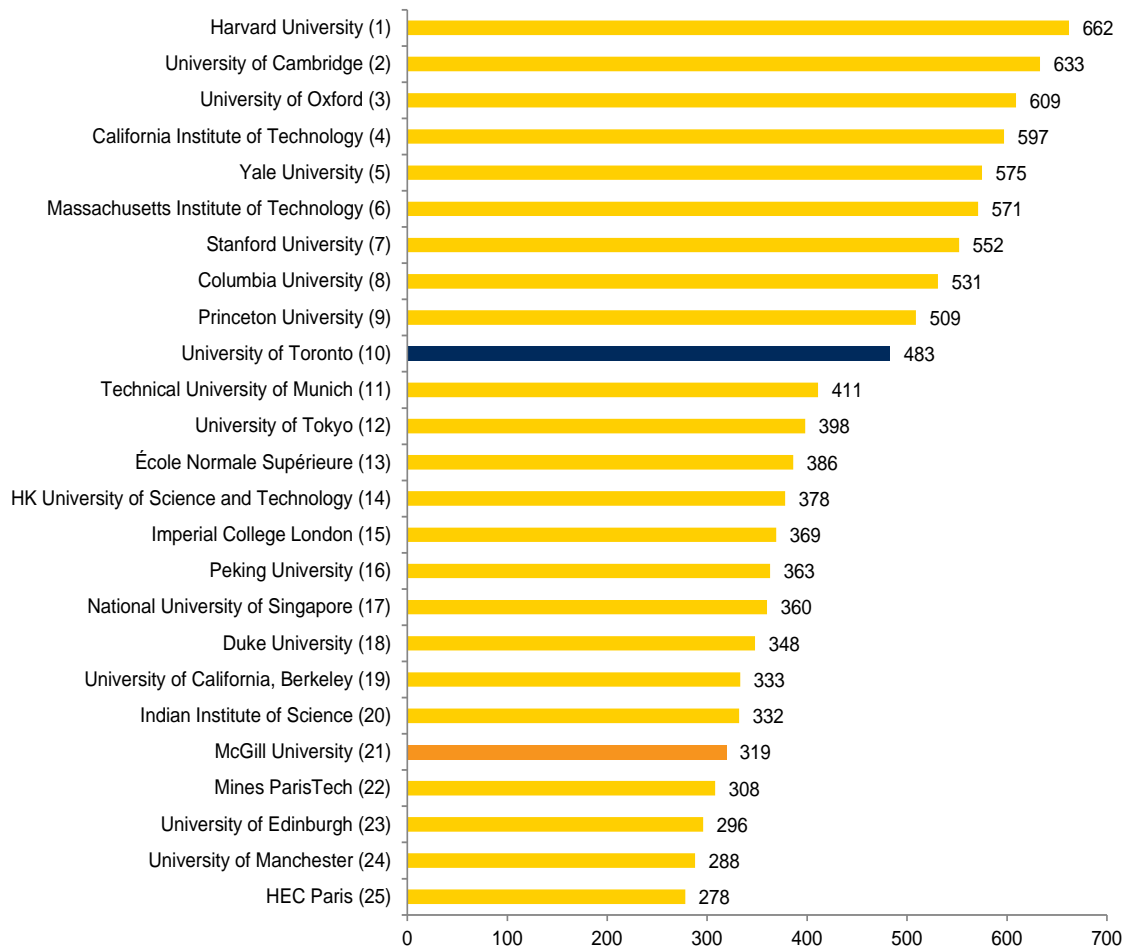
Rankings

Performance Relevance:

Rankings provide one measure of the institution's performance and are particularly useful for international comparison.

Figure B-0-a
Times Higher Education Global Employability University Ranking,

Top 25 International Institutions, 2015

The University of Toronto is the highest ranked Canadian university and 10th in the world for Employability.

Notes:

1. Data source: THE (https://www.timeshighereducation.com/carousels/global-employability-university-ranking-2015-results).

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 2014

The University of Toronto is more selective of student's Entering Grade Averages than the average of other Ontario institutions.
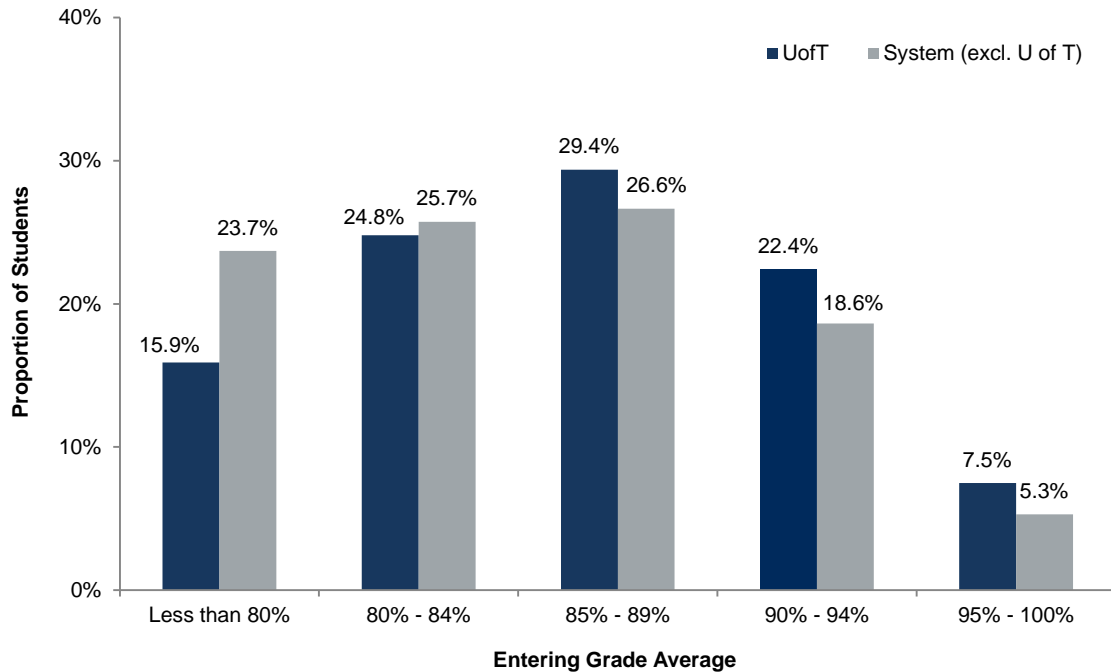
Notes:

1. Data source: COU. Based on OUAC final average marks.
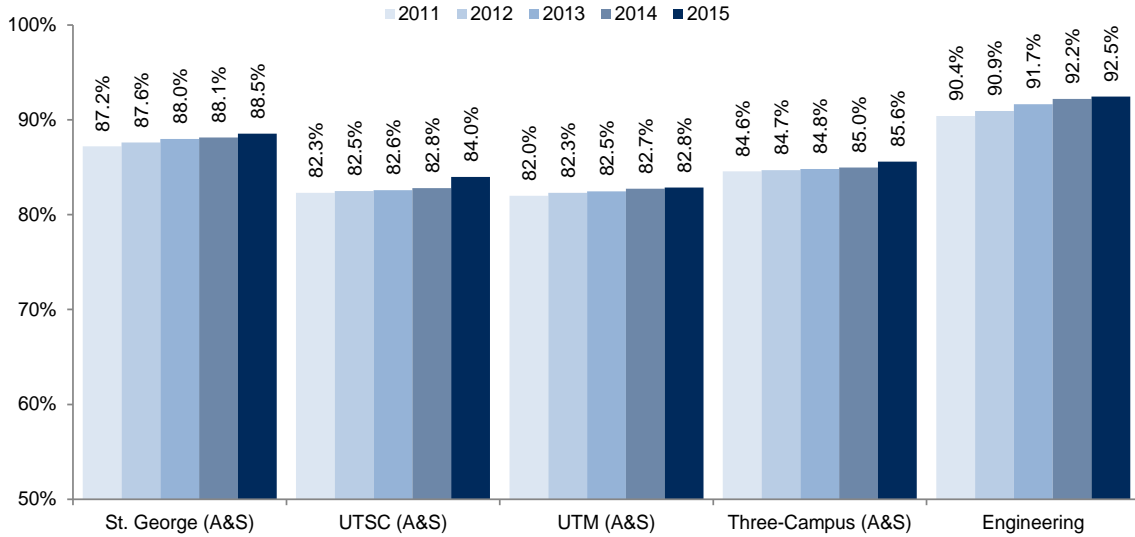
2. System excludes University of Toronto

1. Recruitment and Admissions

Figure B-1-b
Entering Grade Averages (Average Mark),
Arts & Science and Engineering by Campus, Fall 2011 to Fall 2015

Across all campuses, and within Engineering, the University of Toronto is becoming more selective of student's Entering Grade Averages.

Notes:

1. Data source: Admissions & Awards. Based on final program admission average.

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).

Figure B-1-c
Total Applications, Offers, and Registrations
Undergraduate First-Entry Programs, 2007-08 to 2014-15

For undergraduate First-Entry programs at the University of Toronto: applications, offers and registrations have seen growth. The decline in the yield rate warrants continued monitoring.
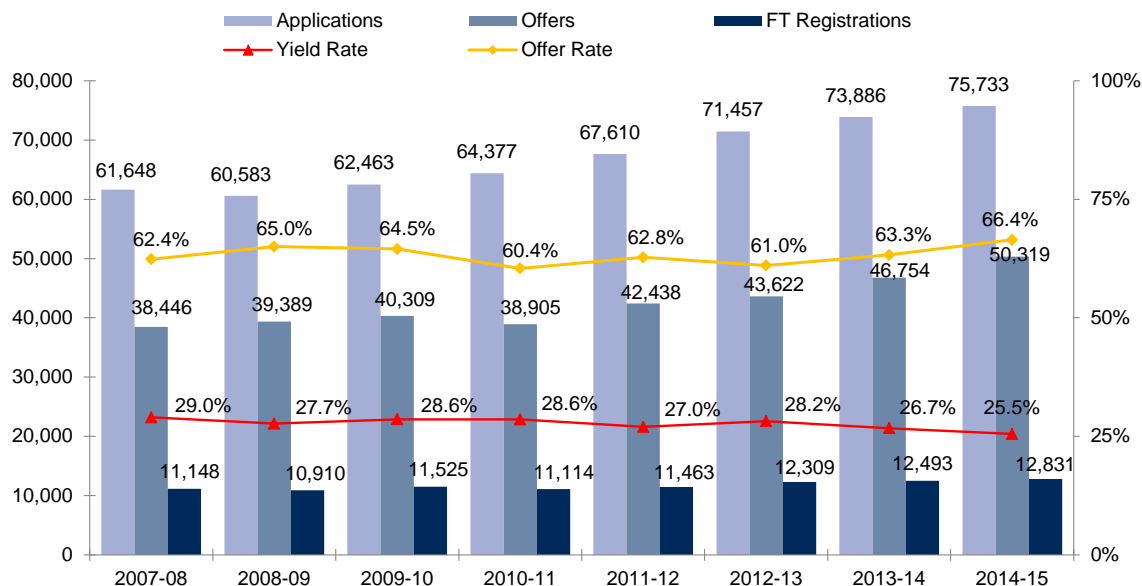
Notes:

1. Data 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
Applications, Offers, and Registrations
Undergraduate First-Entry Programs by Faculty, 2014-15

	Arts, Science and Commerce			Applied Science and Engineering	Architectural Studies	Kinesiology and Physical Education	Music
	St. George	UTM	UTSC				
Applications	30,973	17,269	13,462	10,423	1,622	1,528	456
Offers	17,731	14,714	13,191	3,121	584	794	184
FT Registrations	5,311	3,092	2,736	1,165	185	225	117

1. Recruitment and Admissions

Figure B-1-e
Total Applications, Offers, and Registrations
Second-Entry Professional Programs, 2009-10 to 2014-15

For Second-Entry Professional Programs at the University of Toronto: applications are steady but offers and registrations have shown growth. The decline in the yield rate warrants continued monitoring.

Notes:

1. Data 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.

Figure B-1-f
Applications, Offers, and Registrations
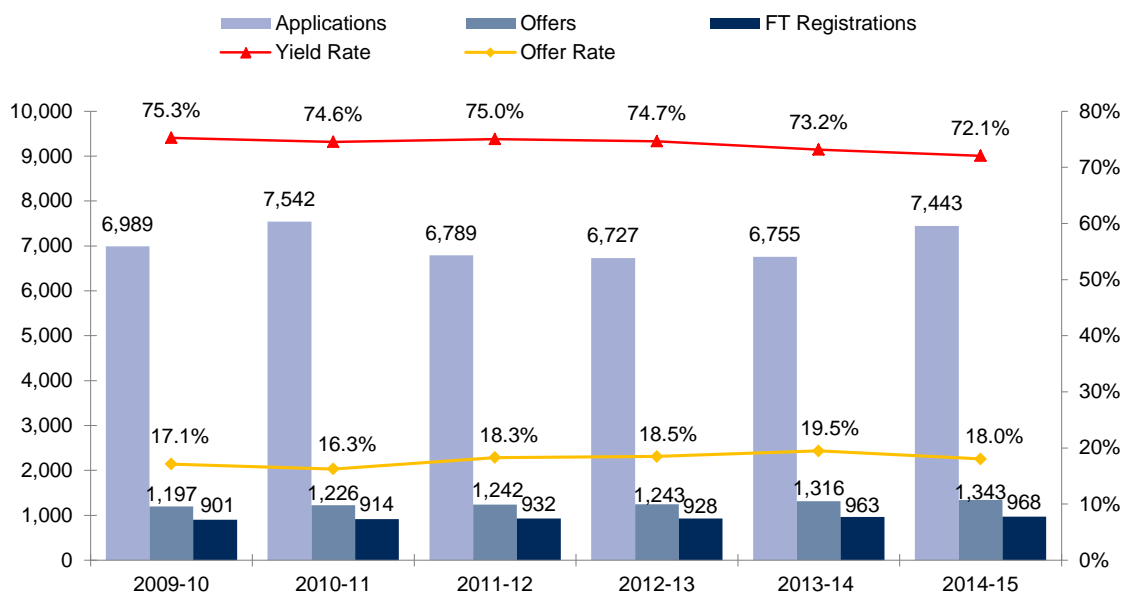**Second-Entry Professional Programs by Faculty, 2014-15**
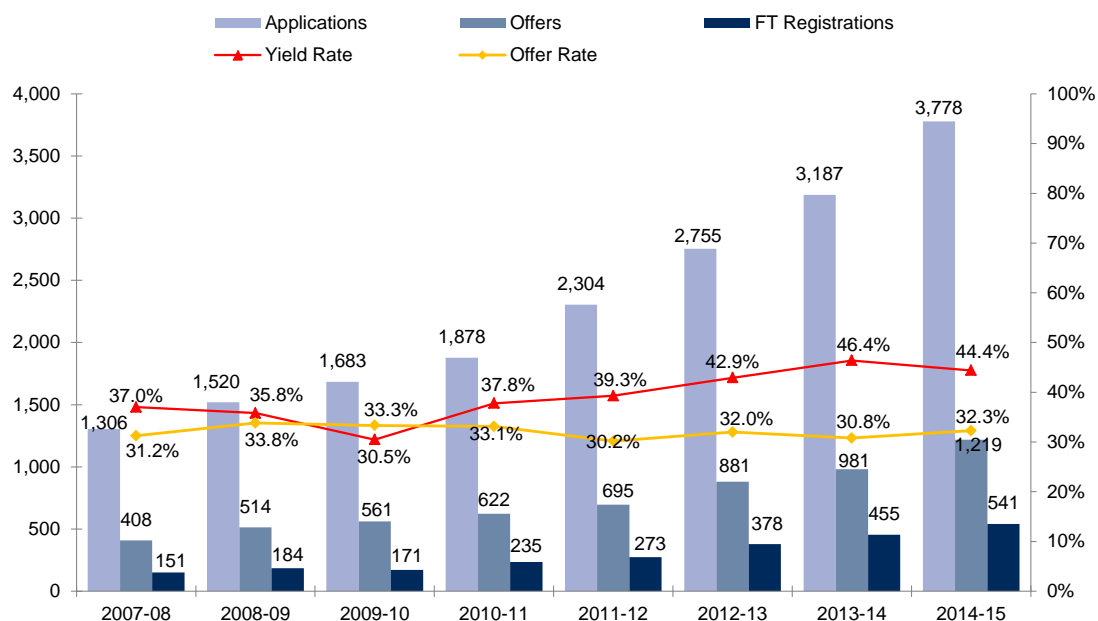
	Dentistry	Law	Medicine	Nursing	Pharmacy
Applications	538	2,000	3,463	735	707
Offers	122	341	336	271	273
FT Registrations	96	199	259	177	237

Figure B-1-g
Total Applications, Offers, Registrations – International Students
Professional Masters Programs, 2007-08 to 2014-15

For International students in Professional Masters Programs at the University of Toronto: applications, offers and registrations have shown strong growth. The offer and yield rate remain steady.
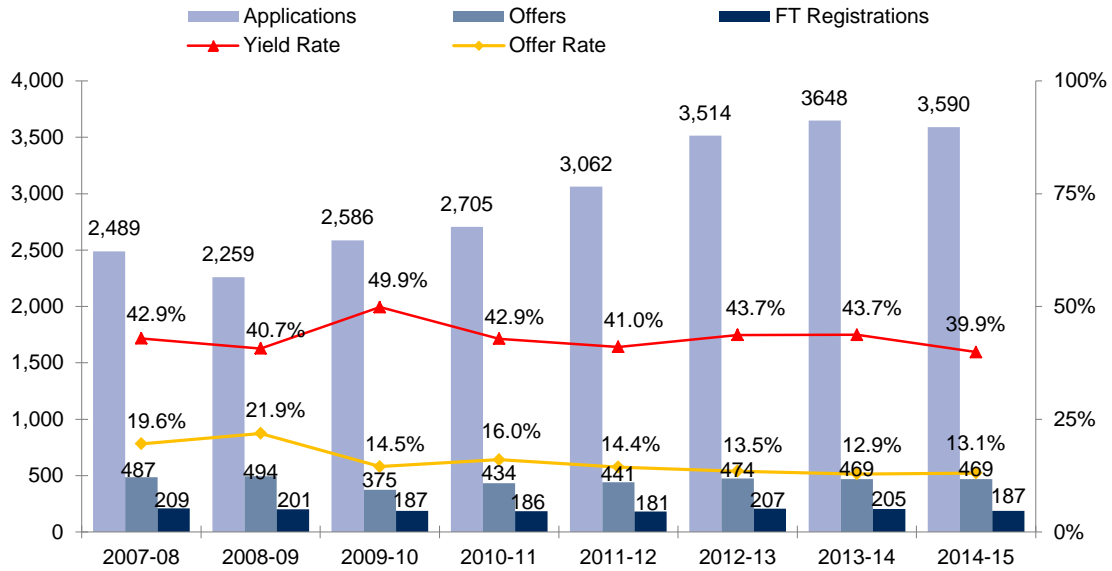

Notes:

1. Data source: School of Graduate Studies (SGS).

2. Professional Masters programs include: Master of Museum Studies; Master of Music, Performance; Master of Visual Studies; Global Professional Master of Laws; Master of Arts-Child Study and Education; Master of Architecture; Master of Business Administration; Executive Master of Business Administration; Executive Master of Business Administration (Global Option); Master of Education; Master of Education, Counseling Psychology; Master of Finance; Master of Financial Economics; Master of Global Affairs; Master of Information; Master of Industrial Relations and Human Resources; Master of Landscape Architecture; Master of Management and Professional Accounting; Master of Public Policy; Master of Studies in Law; Master of Science, Planning; Master of Science, Sustainability Management; Master of Social Work; Master of Teaching ; Master of Urban Design; Master of Urban Design Studies; Master of Engineering; Master of Engineering in Cities Engineering and Management; Master of Engineering Design and Manufacturing; Master of Environmental Science; Master of Health Science, Clinical Engineering; Master of Mathematical Finance; Master of Science in Applied Computing; Master of Biotechnology; Master of Forest Conservation; Master of Health Informatics; Master of Health Science; Master of Health Science, Public Health Sciences ; Master of Health Science, Medical Radiation Sciences; Master of Management of Innovation; Master of Nursing; Master of Public Health; Master of Science in Dentistry; Master of Science, Biomedical Communications; Master of Science, Community Health; Master of Science, Occupational Therapy; Master of Science, Physical Therapy.

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.

Figure B-1-h
Total Applications, Offers, Registrations – International Students
SGS Doctoral-Stream Masters Programs, 2007-08 to 2014-15

For International Students in Doctoral Stream Masters Programs at the University of Toronto: there is little change in recent years. The decline in the yield rate warrants continued monitoring.

Notes:

1. Data source: School of Graduate Studies (SGS).

2. Masters programs include: MA, MSc, MASc, MScF, Specialty MSc, MMus, 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.

Figure B-1-i
Total Applications, Offers, Registrations – International Students
SGS Doctoral Programs, 2007-08 to 2014-15

For International Students in Doctoral Programs at the University of Toronto: applications, offers and registrations remain steady. The decline in the yield rate warrants continued monitoring.

Notes:

1. Data source: School of Graduate Studies (SGS).

2. Doctoral Programs include: DMA, 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.

Figure B-1-j
Total Applications, Offers, Registrations – Domestic Students
Professional Masters Programs, 2007-08 to 2014-15

For Domestic Students in Professional Masters Programs at the University of Toronto: applications, offers and registrations have shown growth. The offer and yield rate remain steady.

Notes:

1.   Data source: School of Graduate Studies (SGS).

2.   Professional Masters programs include: Master of Museum Studies; Master of Music, Performance; Master of Visual Studies; Global Professional Master of Laws; Master of Arts-Child Study and Education; Master of Architecture; Master of Business Administration; Executive Master of Business Administration; Executive Master of Business Administration (Global Option); Master of Education; Master of Education, Counseling Psychology; Master of Finance; Master of Financial Economics; Master of Global Affairs; Master of Information; Master of Industrial Relations and Human Resources; Master of Landscape Architecture; Master of Management and Professional Accounting; Master of Public Policy; Master of Studies in Law; Master of Science, Planning; Master of Science, Sustainability Management; Master of Social Work; Master of Teaching ; Master of Urban Design; Master of Urban Design Studies; Master of Engineering; Master of Engineering in Cities Engineering and Management; Master of Engineering Design and Manufacturing; Master of Environmental Science; Master of Health Science, Clinical Engineering; Master of Mathematical Finance; Master of Science in Applied Computing; Master of Biotechnology; Master of Forest Conservation; Master of Health Informatics; Master of Health Science; Master of Health Science, Public Health Sciences ; Master of Health Science, Medical Radiation Sciences; Master of Management of Innovation; Master of Nursing; Master of Public Health; Master of Science in Dentistry; Master of Science, Biomedical Communications; Master of Science, Community Health; Master of Science, Occupational Therapy; Master of Science, Physical Therapy.

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.

Figure B-1-k
Total Applications, Offers, Registrations – Domestic Students
SGS Doctoral-Stream Masters Programs, 2007-08 to 2014-15

For Domestic Students in Doctoral-Stream Masters Programs at the University of Toronto:
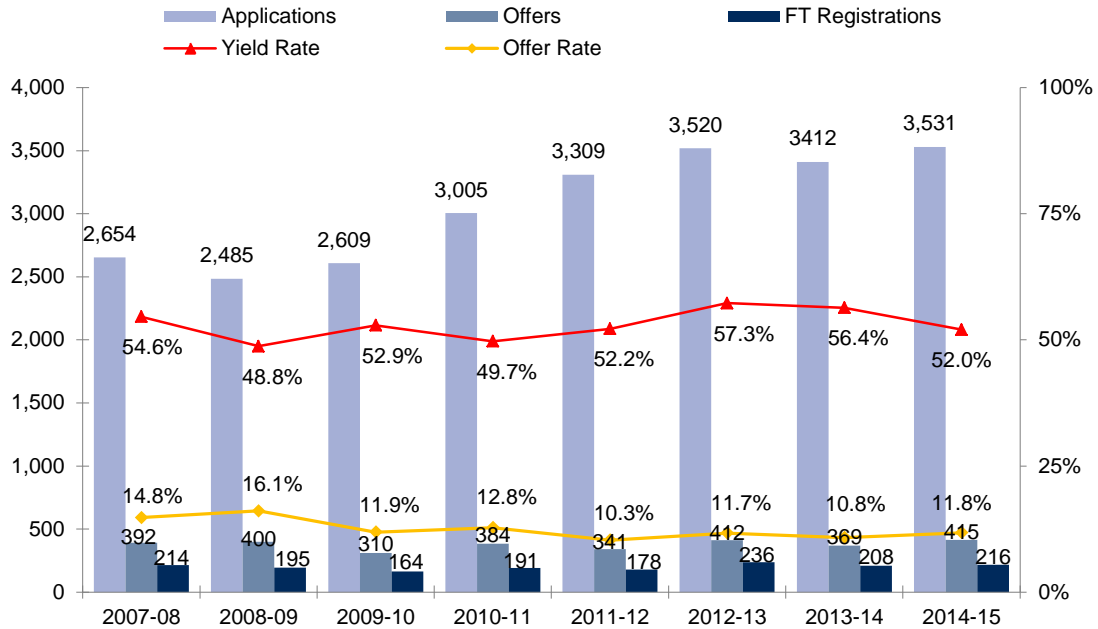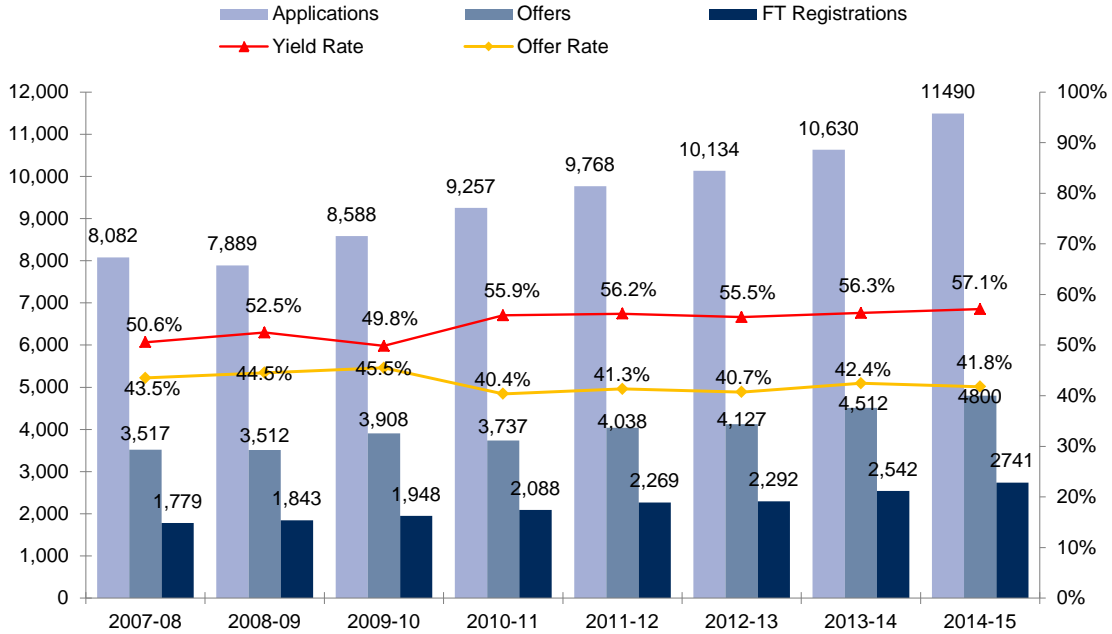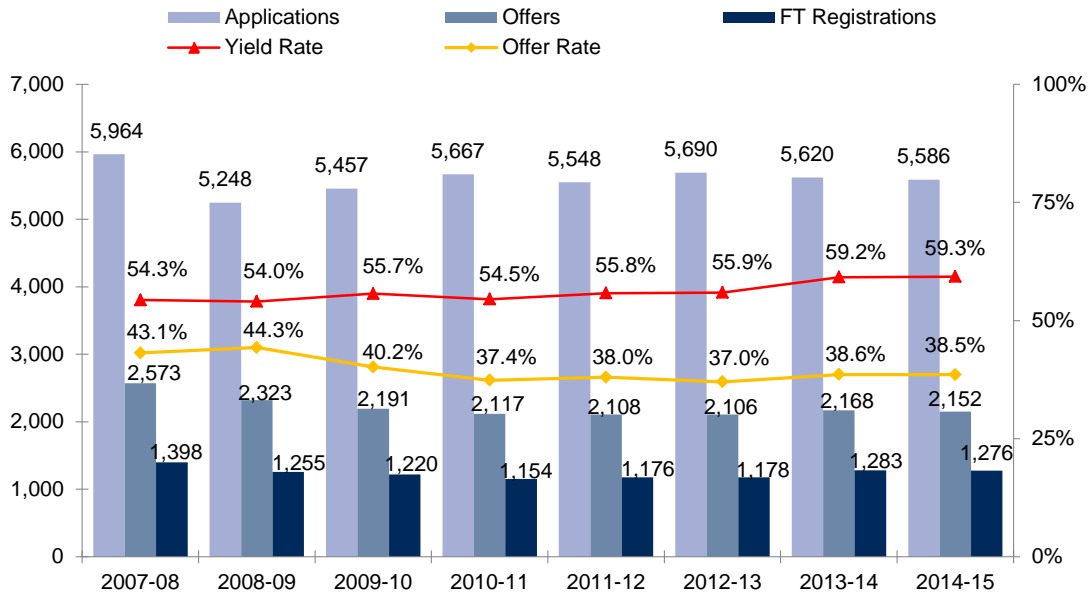applications, offers and registrations remain steady and there is an increase in the yield rate.

Notes:

1. Data source: School of Graduate Studies (SGS).

2. Masters programs include: MA, MSc, MASc, MScF, Specialty MSc, MMus, 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.

Figure B-1-I
Total Applications, Offers, Registrations – Domestic Students
SGS Doctoral Programs 2007-08 to 2014-15

For Domestic Students in Doctoral Programs at the University of Toronto: applications, offers and registrations remain steady. The yield rate and offer rate also remain steady.

Notes:

1. Data source: School of Graduate Studies (SGS).

2. Doctoral Programs include: DMA, PhD, EdD, SJD.

3. Yield rate is the number of registrations divided by number of offers.

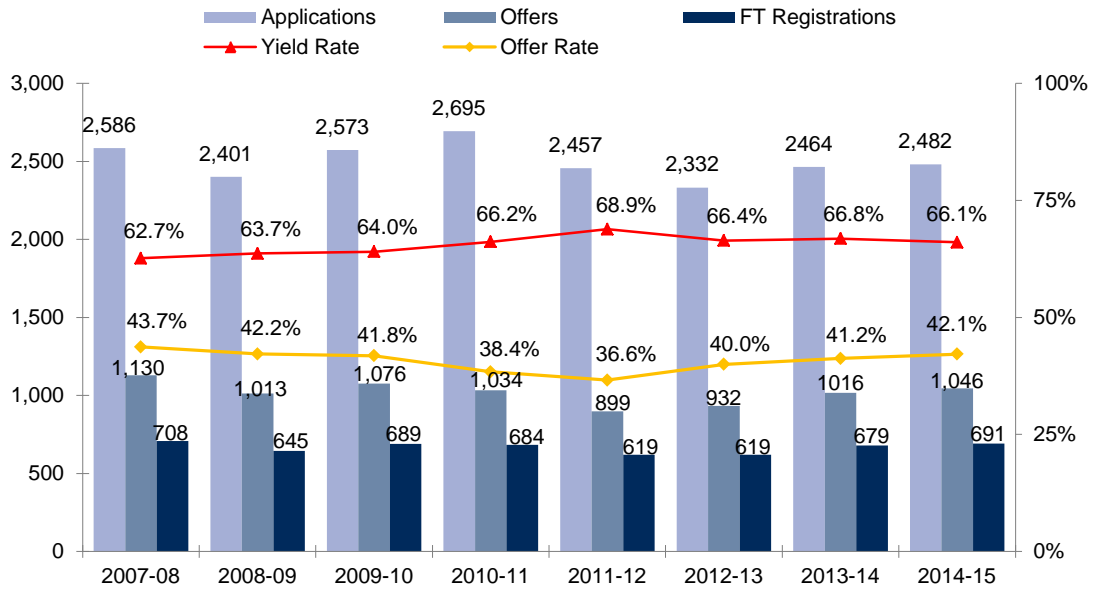4. Offer rate is the number of offers divided by number of applications.

Undergraduate Student Awards

Performance Relevance:

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

Entrance scholarships and awards (awarded at the beginning of students' studies) provide a measure of success of the University in attracting excellent students. The TD Scholarship[1] 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 Scholarship [2], the Knox Fellowship[3], and the Commonwealth Scholarship [4]. 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".

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

The University of Toronto's undergraduate students are awarded a large share of entrance and exit awards.
The share of awards is significantly larger than the University's share of undergraduate students, which is approximately 7% of the national total and 15% of the provincial total.

Exit Awards

Rhodes Scholarship (1971-2016) — 52% (provincial share[2])

Knox Fellowship (2004-2015) — 36% (national share)

Commonwealth Scholarship (1995-2014) — 10% (national share)
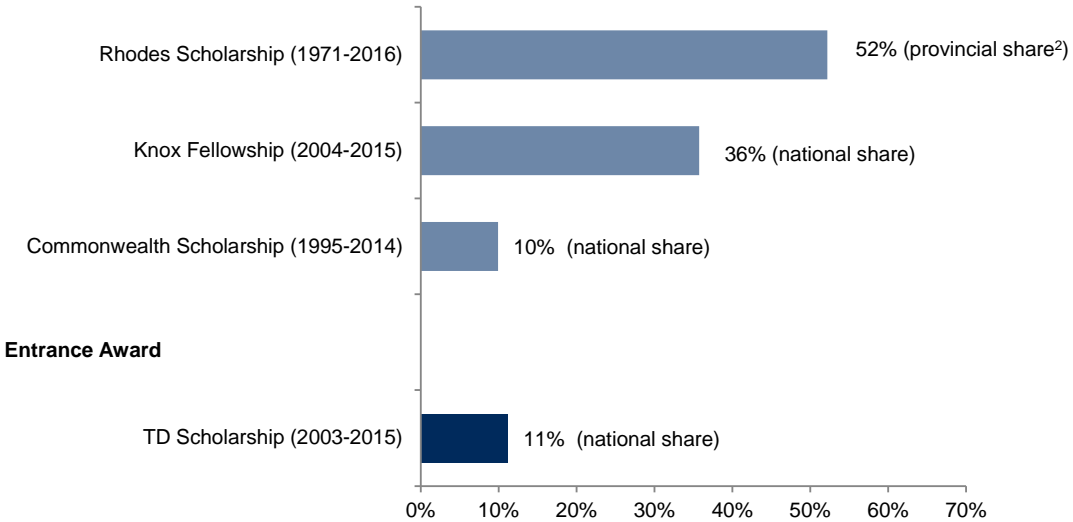
Entrance Award

TD Scholarship (2003-2015) — 11% (national share)

0% 10% 20% 30% 40% 50% 60% 70%

Notes:

1. Data source: AUCC for Knox and TD Awards; Enrolment Services for Rhodes Scholarship; the Bureau of International Education (CBIE) for Commonwealth Scholarship.
2. Rhodes Scholarship counts include those University of Toronto students who received the scholarship from outside of Ontario.

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.

Figure B-2-b
Prestigious Canadian Doctoral Scholarships,
Percentage Share, 2006-2015

The University of Toronto's doctoral students are awarded a large share of prestigious Canadian Doctoral Scholarships.
The share of scholarships is significantly larger than the University's share of doctoral students, which is approximately 12% of the national total.

Institution	Percentage Share
Toronto (n=1,780)	16.0%
UBC (n=1,212)	10.9%
McGill (n=850)	7.7%
Montréal (n=672)	6.0%
Alberta (n=523)	4.7%
Western (n=441)	4.0%
Ottawa (n=434)	3.9%
McMaster (n=416)	3.7%
Queen's (n=399)	3.6%
Laval (n=399)	3.6%
Waterloo (n=375)	3.4%
Calgary (n=369)	3.3%
Dalhousie (n=222)	2.0%
Manitoba (n=170)	1.5%
Saskatchewan (n=117)	1.1%
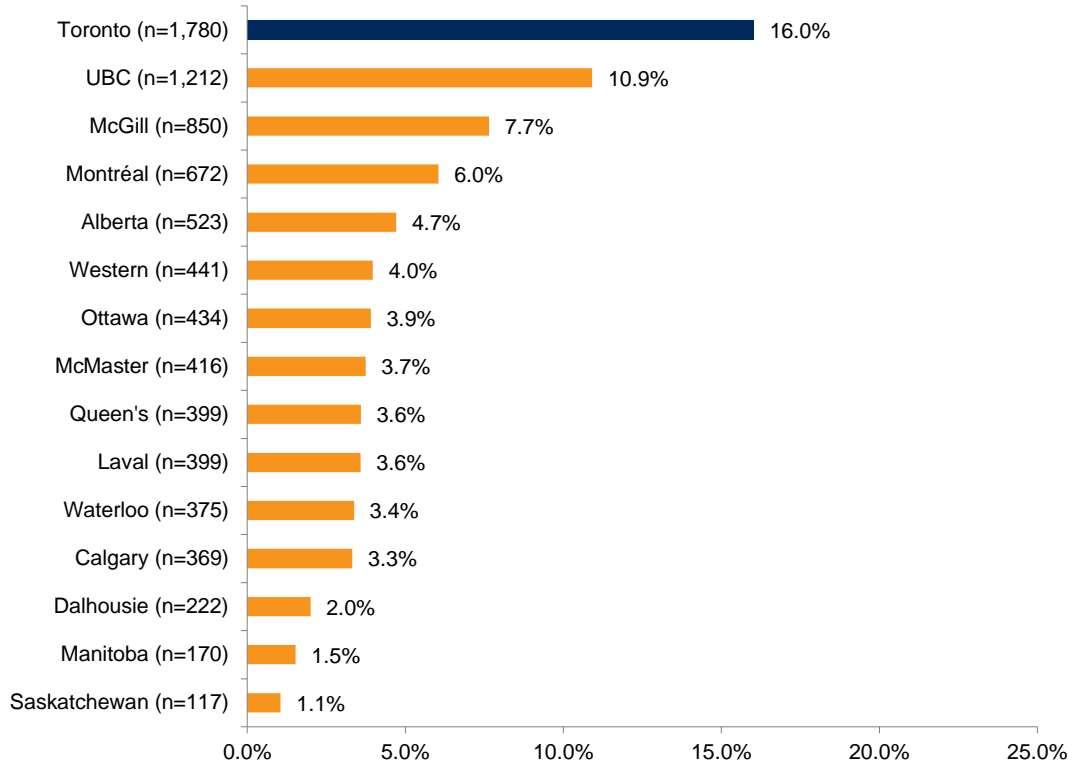
Notes:

1. Data 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.

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. peers[1], and our research-intensive Canadian peer universities[2], 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	
Student Full-time Equivalent (FTE) conversion	Undergraduate and Graduate FTE: FT = 1, PT=0.3	Undergraduate FTE is based on course load; Graduate FTE: FT=1, PT=0.3
Similarities between the two methodologies regarding Faculty Count	Includes Tenured/ Tenure Stream and Non-Tenured Stream Professorial Ranks, and teaching stream (lecturers/instructors).	
Differences between the two methodologies regarding Faculty Count	Full-time Headcounts	Faculty Full-time Equivalent (FTE)[3]
	Excludes Medicine[4]	Includes Medicine, but excludes Clinicians
Source of Faculty data	AAUP Faculty Salary Survey	U15 faculty counts project
Fall 2013 Student FTEs used to calculate S-F ratio	71,774	69,297
Fall 2013 Faculty count used to calculate S-F ratio	2,139	2,689
Fall 2013 Student Faculty Ratio	33.6	25.8

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[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 Canadian Peer methodology has changed to use faculty FTE instead of Full-time headcounts in the 2015 Performance Indicator, where the historical data in Figure B-3-b and c have been updated using the new method.

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

Figure B-3-a
Student-Faculty Ratios,
Comparison with U.S. Peers, Fall 2013

The University of Toronto's Student-Faculty Ratio is higher than US peers (using US peer methodology).

University	Ratio
A	16.1
B	16.1
C	19.3
AAU Mean	21.3
D	21.7
E	21.8
F	22.3
G	23.6
H	23.7
I	27.2
Toronto	33.6
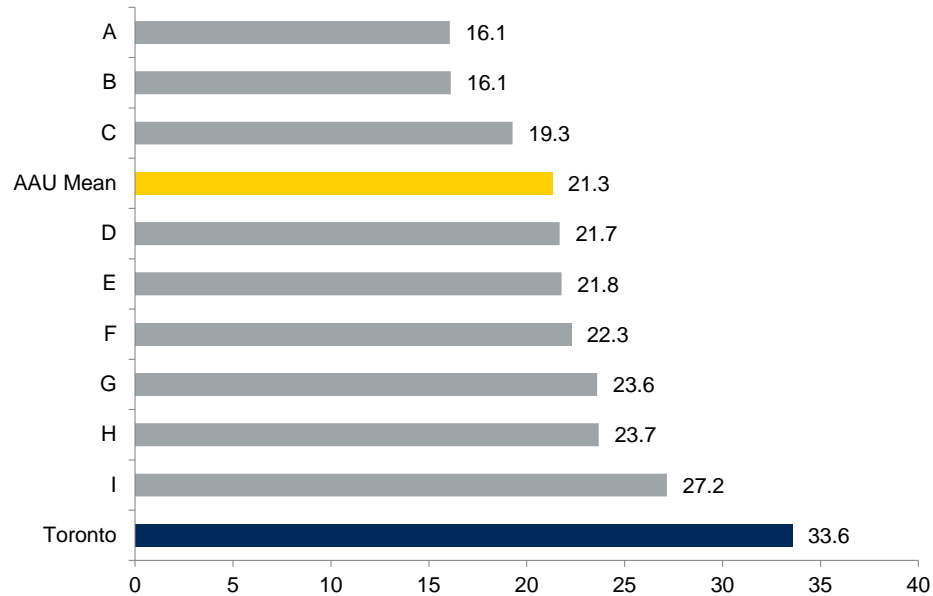
Notes:

1. For comparability with U.S. Peers, Student-Faculty Ratio is calculated using U.S. Peer Methodology (AAUDE), see "Performance Relevance" section at the start of section B-3 for details.

2. Data source: IPEDS Fall Enrolment (NCES Website) and Association of American Universities Data Exchange (AAUDE) Annual AAUP Faculty Salary Survey.

3. Data missing for the University of Washington.

4. U.S. Peers Average is a simple average and is not weighted by university size.

5. Faculty data exclude Medicine while the student enrolment data include Medicine.

6. 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.

7. Part-time students converted to Full-time-equivalent (FTE) by multiplying by 0.3.

Figure B-3-b
Student-Faculty Ratios,
Comparison with Canadian Peers, Fall 2014

The University of Toronto's Student-Faculty Ratio is higher than most Canadian peers (using Canadian peer methodology).
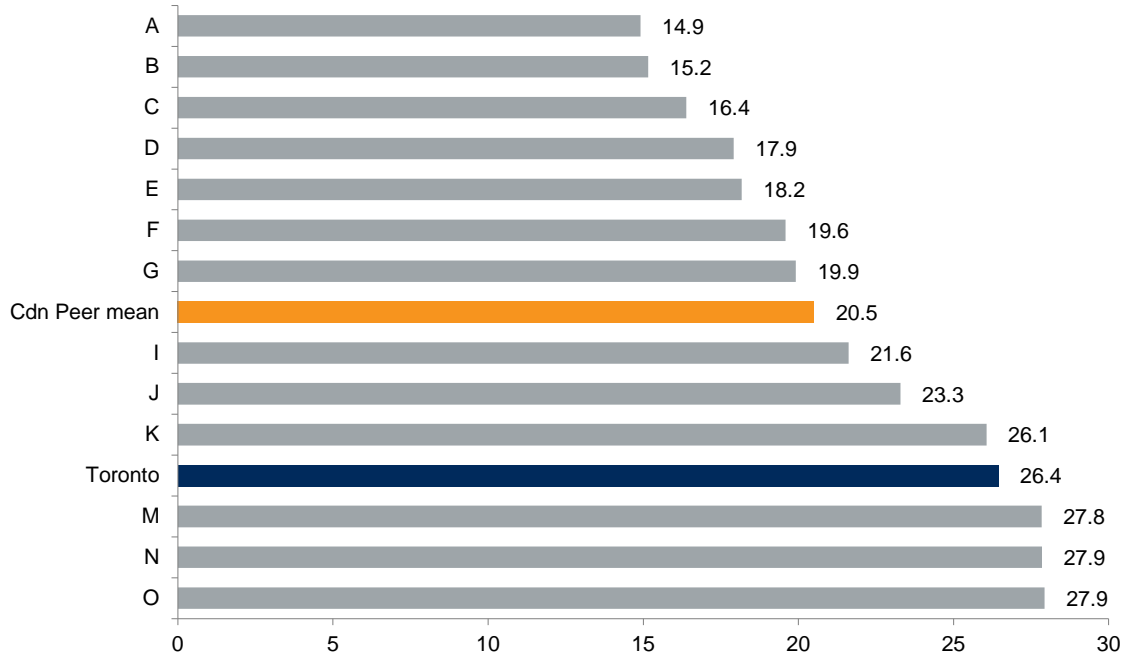
Category	Ratio
A	14.9
B	15.2
C	16.4
D	17.9
E	18.2
F	19.6
G	19.9
Cdn Peer mean	20.5
I	21.6
J	23.3
K	26.1
Toronto	26.4
M	27.8
N	27.9
O	27.9

Notes:

1. Data source: U15 Data Exchange (U15DE).

2. Faculty counts are Full-time Equivalent (FTE) of full-time and part-time Professoriate including tenure stream, non-tenure stream, and teaching stream faculty with contracts of 12-months or more.

3. Faculty counts exclude Clinicians.

4. The students include special students, certificate and diploma students.

5. Beginning with PI 2014, student enrolment excludes medical residents as clinicians are excluded from the faculty counts.

6. Canadian peer mean excludes the University of Toronto, University of Calgary and University of Manitoba.

Figure B-3-c
Student Faculty Ratios
Comparison with Mean of Canadian Peers
Fall 2011 to 2014
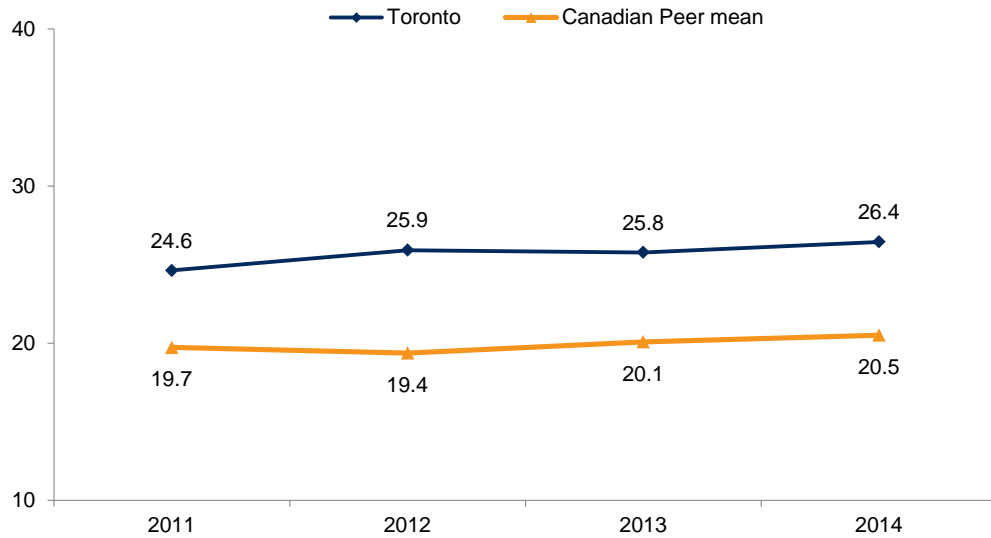
Notes:

1. Data source: U15 Data Exchange (U15DE).

2. Faculty counts are Full-time Equivalent (FTE) of full-time and part-time Professoriate including tenure stream, non-tenure stream, and teaching stream faculty with contracts of 12-months or more.

3. Faculty counts exclude Clinicians.

4. The students include special students, certificate and diploma students.

5. Canadian peer mean excludes the University of Toronto

6. Canadian peer mean 2014 excludes University of Calgary and University of Manitoba.

   Canadian peer mean 2013 excludes University of Dalhousie.

   Canadian peer mean 2012 excludes University of Montreal.

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.

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.

Figure B-3-d
Student-Faculty Ratios based on Faculty FTE
by Various Faculty Inclusions, Fall 2014

The University of Toronto utilizes many types of faculty for teaching. Student-faculty ratios vary depending on the categories of faculty that are included.
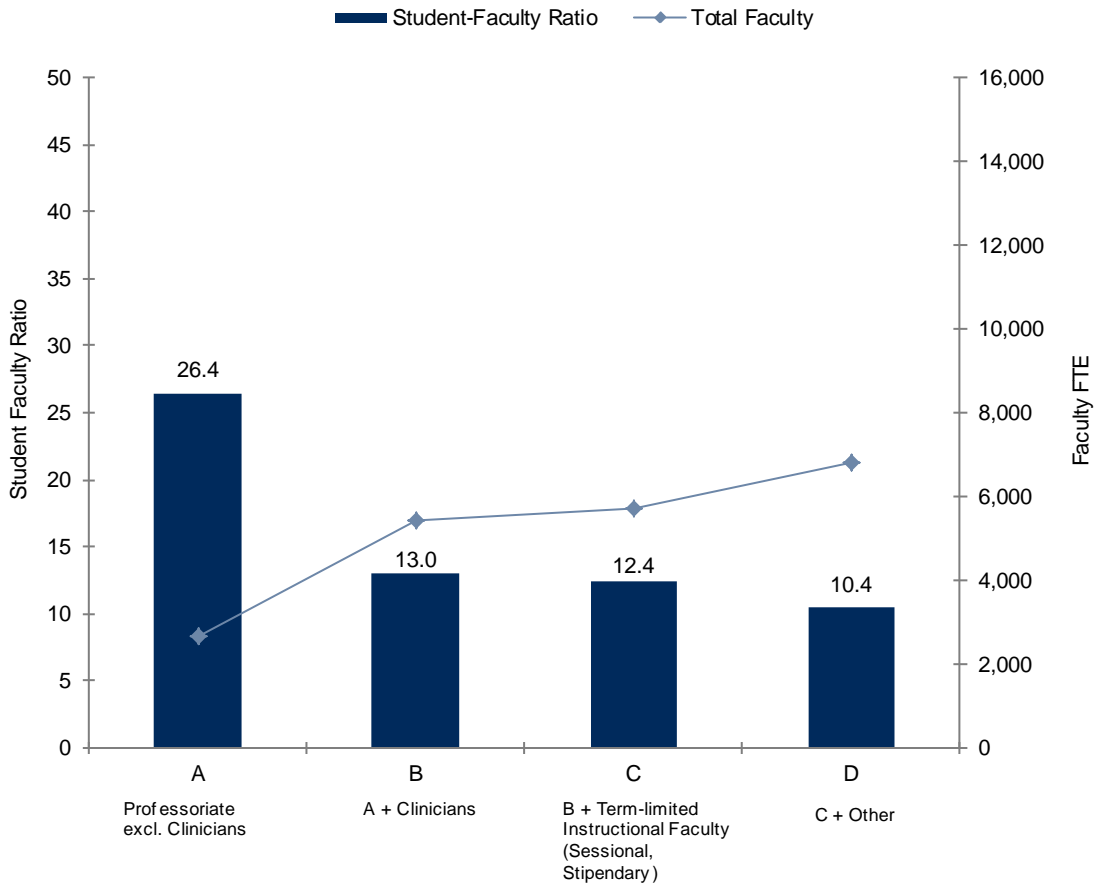
Notes:

1.   Source: Government, Institutional & Community Relations (GICR).

2.   The students include special students, certificate and diploma students, but exclude residents.

3.   In Fall 2014, there were 70,853 FTE students at the University of Toronto.

Figure B-3-e
Student-Faculty Ratios based on Faculty Headcount
by Various Faculty Inclusions, Fall 2014

The University of Toronto utilizes many types of faculty for teaching. Student faculty ratios vary depending on the categories of faculty that are included.
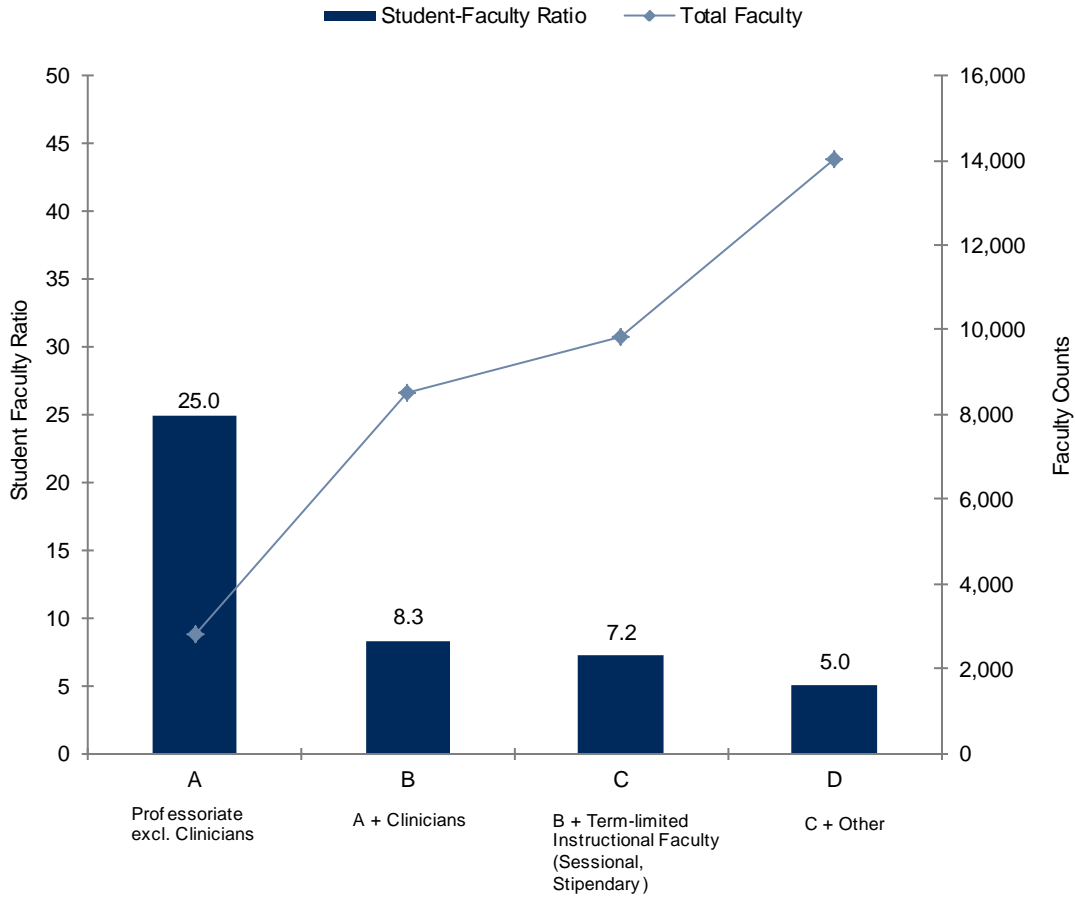
Notes:

1. Source: Government, Institutional & Community Relations (GICR).

2. The students include special students, certificate and diploma students, but exclude residents.

3. In Fall 2014, there were 70,853 FTE students at the University of Toronto.

Undergraduate Student Retention and Graduation

Performance Relevance:

The University of Toronto 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 the University's 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 for 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. Although retention and graduation statistics for the 2003 cohort are no longer reported, there are still some observable lag effects in the 2004 and 2005 cohorts.

Figure B-4-a
University of Toronto First Year Retention Rate, 2004 Cohort to 2013 Cohort;
Six-Year Graduation Rate, 2004 Cohort to 2008 Cohort

The University of Toronto's First Year Retention rate is steadily improving. However, the University's six-year graduation rate has shown a slight decline in the most recent year and warrants further monitoring.
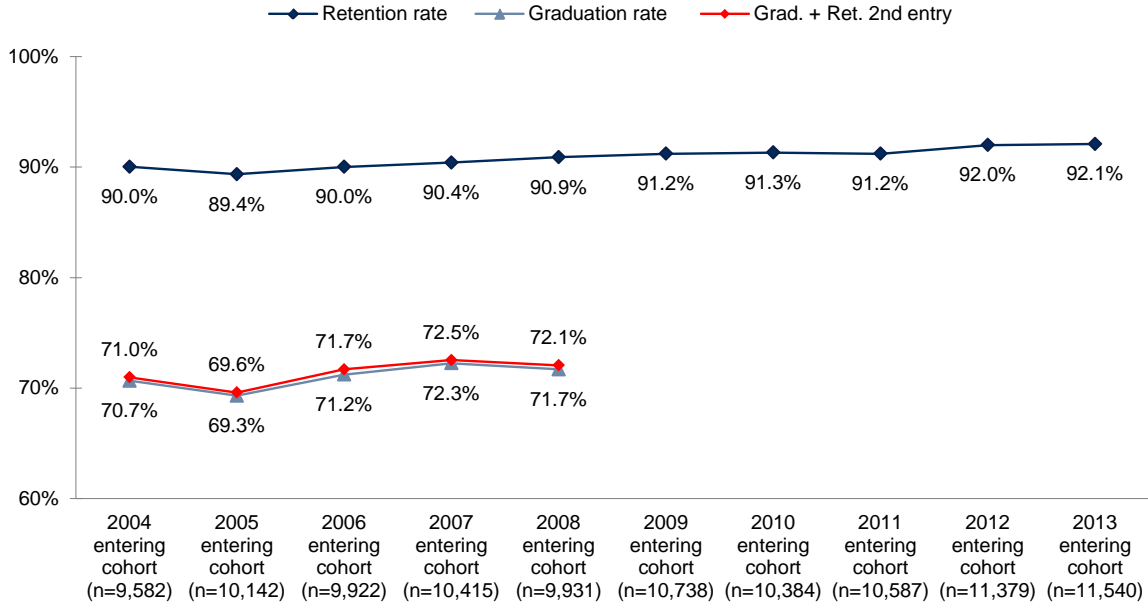
Notes:

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 in a 4-year program 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 are excluded.

4. Students who continue to an undergraduate professional program are counted as continuing instead of graduating.

Figure B-4-b
First Year Retention Rate
University of Toronto Compared to Other AAU Public Institutions by Selectivity
2013 Cohort Continuing their Studies in 2014

The University of Toronto's First Year Retention Rate compares favourably to Canadian and US peers.

Notes:

1. Data source: CSRDE Report 2015.

2. The CSRDE survey is based on the premise that an institution's retention and completion rates depend largely on how selective the institution is. Therefore, CSRDE reports the retention and graduation results by four levels of selectivity defined by entering students' average SAT or ACT test scores.
    Highly Selective: SAT above 1100 (maximum 1600) or ACT above 24 (maximum 36)
    Selective: SAT 1045 to 1100 or ACT 22.5 to 24
    Moderately Selective: SAT 990 to 1044 or ACT 21 to 22.4
    Less Selective: SAT below 990 or ACT below 21.

3. The CSRDE survey includes both public and private institutions in North America. We have chosen Public Institutions – Highly Selective as our comparator.

4. Canadian peers exclude the University of Toronto. Missing data for Alberta, Saskatchewan, and Laval.

5. The n in the brackets is the number of institutions in the group.

6. In Fall 2013, there are 11,540 first-year students who entered into a first-entry four-year undergraduate program in U of T.

Figure B-4-c
Six-Year Graduation Rate
University of Toronto vs. Other Public Institutions by Selectivity
2008 Cohort Graduating by 2014

The University of Toronto's Six-year Graduation Rate is slightly lower than Canadian peers and US *Highly Selective* public universities. However, the Graduation Rate is significantly higher than other US public universities.

Notes:

1.   Data source: CSRDE Report 2015.

2.   The CSRDE survey is based on the premise that an institution's retention and completion rates depend largely on how selective the institution is. Therefore, CSRDE reports the retention and graduation results by four levels of selectivity defined by entering students' average SAT or ACT test scores.
     Highly Selective: SAT above 1100 (maximum 1600) or ACT above 24 (maximum 36)
     Selective: SAT 1045 to 1100 or ACT 22.5 to 24
     Moderately Selective: SAT 990 to 1044 or ACT 21 to 22.4
     Less Selective: SAT below 990 or ACT below 21.

3.   The CSRDE survey includes both public and private institutions in North America. We have chosen Public Institutions – Highly Selective as our comparator.

4.   Canadian peers are limited to the four institutions (McGill, UBC, Calgary and Waterloo) that exclude 3-year degree programs in their calculations.

5.   The n in the brackets is the number of institutions in the group.

6.   In U of T, there are 7,120 students of cohort 2008 who graduated by 2014.

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 campus[1], 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.

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[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.

Figure B-5-a
First Year Foundations – The *One* Programs,
Registrations, Offers, Enrolment on St. George Campus, Fall 2015

The University of Toronto's *One* Programs at the St. George campus are a popular option for students.
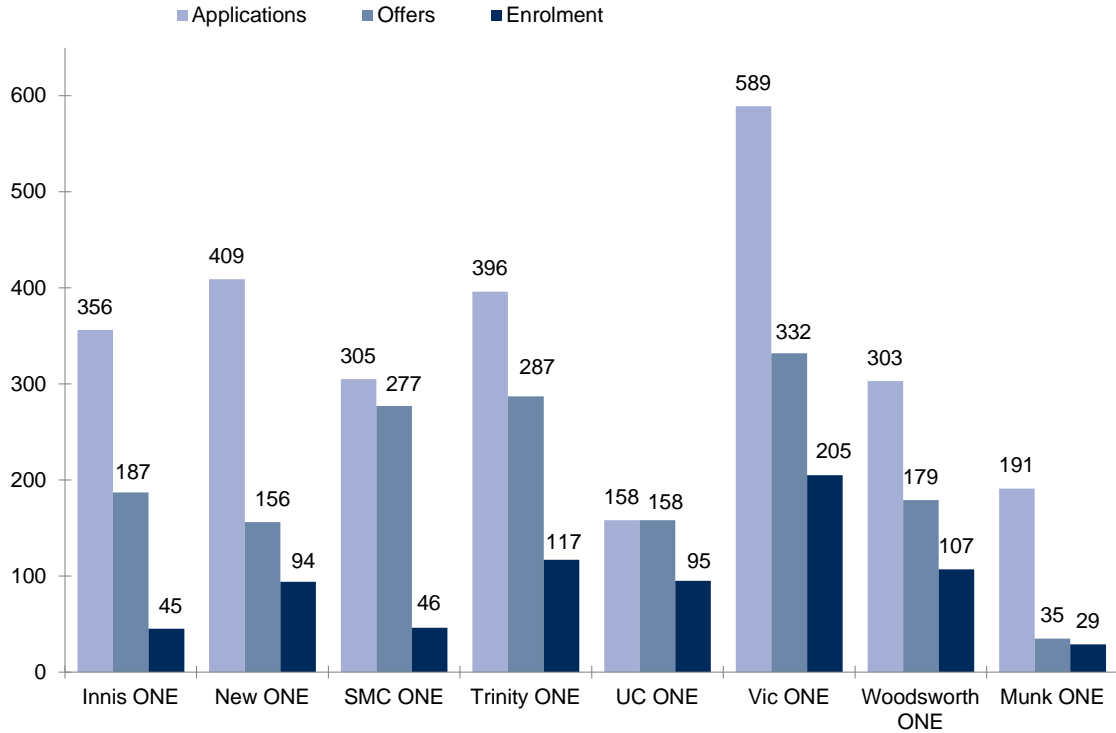
Notes:

1.   Data source: Faculty of Arts and Science

5. Undergraduate Student Experience

**Figure B-5-b
Foundational Year Programs,
Enrolment by Campus, Fall 2015**

The popularity of The *One* Programs extends to all three of the University of Toronto campuses.

Enrolment
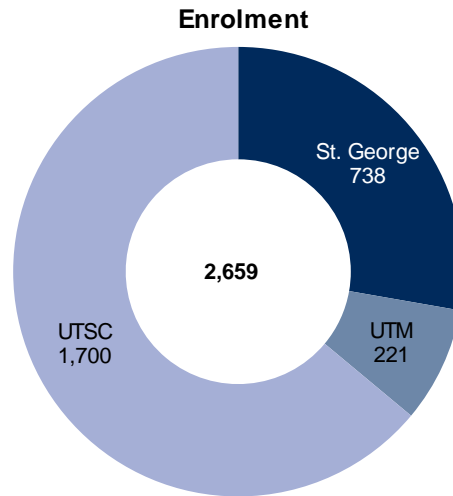
Notes:

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

Related website:

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

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, 2014-15

The University of Toronto's complement of accomplished scholars (CRCs, University Professors and Endowed Chairs) take an active role in undergraduate instruction and engagement.
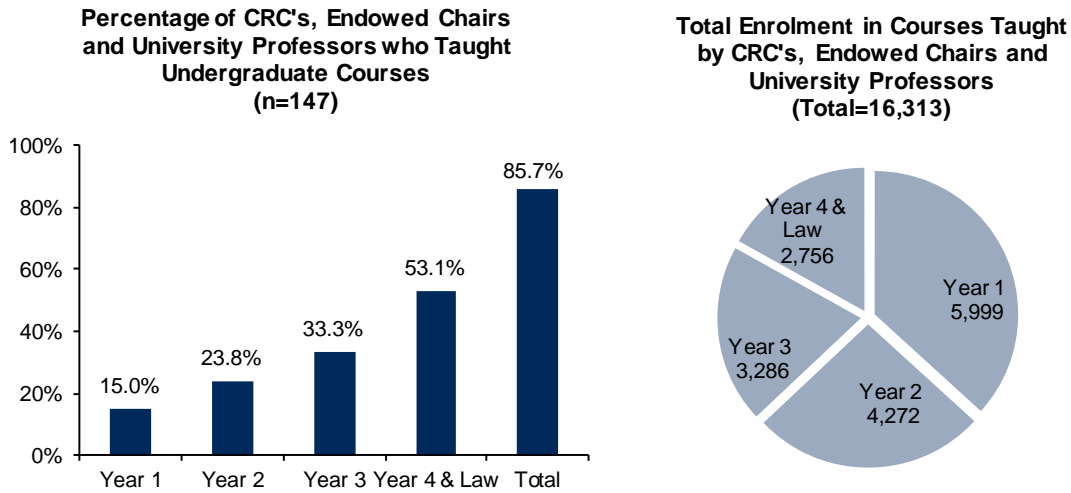
Notes:

1. Of the 186 CRCs, endowed chairs, and university professors identified, 20 were excluded given their roles held as senior administrators (Chair or Dean), 14 were excluded as they were on leave (sabbatical/ maternity/ parental/ other), 3 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 (un-weighted).

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.

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.

Figure B-5-d
Class Size Experience in Undergraduate First Year Courses
Fall & Winter Enrolments from 2007 to 2014

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.

Legend:
- 50 students or less
- Between 51 and 100 students
- Between 101 and 200 students
- Greater than 200 students

Arts and Science, St. George Campus

Year	50 or less	51–100	101–200	>200
2014	15.4%	5.7%	23.7%	55.2%
2013	14.6%	4.2%	27.8%	53.4%
2012	16.4%		24.3%	55.8%
2011	15.7%	5.7%	24.0%	54.6%
2010	17.5%	7.7%	19.5%	55.3%
2009	16.1%	6.8%	19.3%	57.7%
2008	19.0%	8.7%	19.7%	52.6%
2007	17.9%	9.8%	21.4%	51.0%

UTM

Year	50 or less	51–100	101–200	>200
2014	5.4%	9.1%	20.1%	65.4%
2013	4.8%		27.3%	64.0%
2012	6.2%		26.0%	65.1%
2011	6.5%		26.6%	63.1%
2010	8.9%	7.3%	18.1%	65.7%
2009	10.9%	7.6%	20.6%	61.0%
2008	12.9%	5.9%	18.2%	63.0%
2007	12.0%	5.1%	17.2%	65.8%

UTSC

Year	50 or less	51–100	101–200	>200
2014	5.7%	4.0%	23.2%	67.2%
2013	6.8%	6.8%	22.4%	64.1%
2012	5.0%	4.5%	20.9%	69.6%
2011	5.8%	4.4%	20.3%	69.5%
2010	5.9%	4.2%	24.0%	66.0%
2009	8.1%	4.7%	19.7%	67.4%
2008	7.8%	4.2%	18.3%	69.7%
2007	6.9%		16.7%	73.5%

Engineering

Year	50 or less	51–100	101–200	>200
2014		12.4%	60.3%	25.2%
2013		20.7%	54.0%	23.4%
2012		17.9%	55.2%	25.7%
2011		16.4%	58.4%	23.5%
2010		22.0%	58.9%	17.8%
2009		22.2%	59.0%	17.5%
2008		30.8%	51.6%	16.6%
2007		20.7%	58.7%	19.1%

Percent of Enrolments*

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.

Figure B-5-e
Class Size Experience in Undergraduate Fourth Year Courses
Fall & Winter Enrolments from 2007 to 2014

In the fourth-year, at the University of Toronto, the concentration of small class learning formats is greater.

Legend:
- 50 students or less
- Between 51 and 100 students
- Between 101 and 200 students
- Greater than 200 students

Arts and Science, St. George Campus

Year	50 students or less	Between 51 and 100 students
2014	84.8%	14.1%
2013	81.6%	18.4%
2012	82.3%	17.7%
2011	82.6%	17.4%
2010	86.7%	13.3%
2009	88.4%	11.6%
2008	88.6%	9.6%
2007	88.9%	9.4%

UTM

Year	50 students or less	Between 51 and 100 students
2014	88.2%	11.8%
2013	89.9%	10.1%
2012	82.7%	17.3%
2011	83.8%	16.2%
2010	85.3%	14.7%
2009	90.8%	9.2%
2008	89.7%	10.3%
2007	88.7%	11.3%

UTSC

Year	50 students or less	Between 51 and 100 students
2014	93.1%	6.9%
2013	91.5%	5.4%
2012	96.7%	
2011	95.1%	4.9%
2010	91.9%	8.1%
2009	94.3%	5.7%
2008	95.0%	5.0%
2007	90.6%	9.4%

Engineering

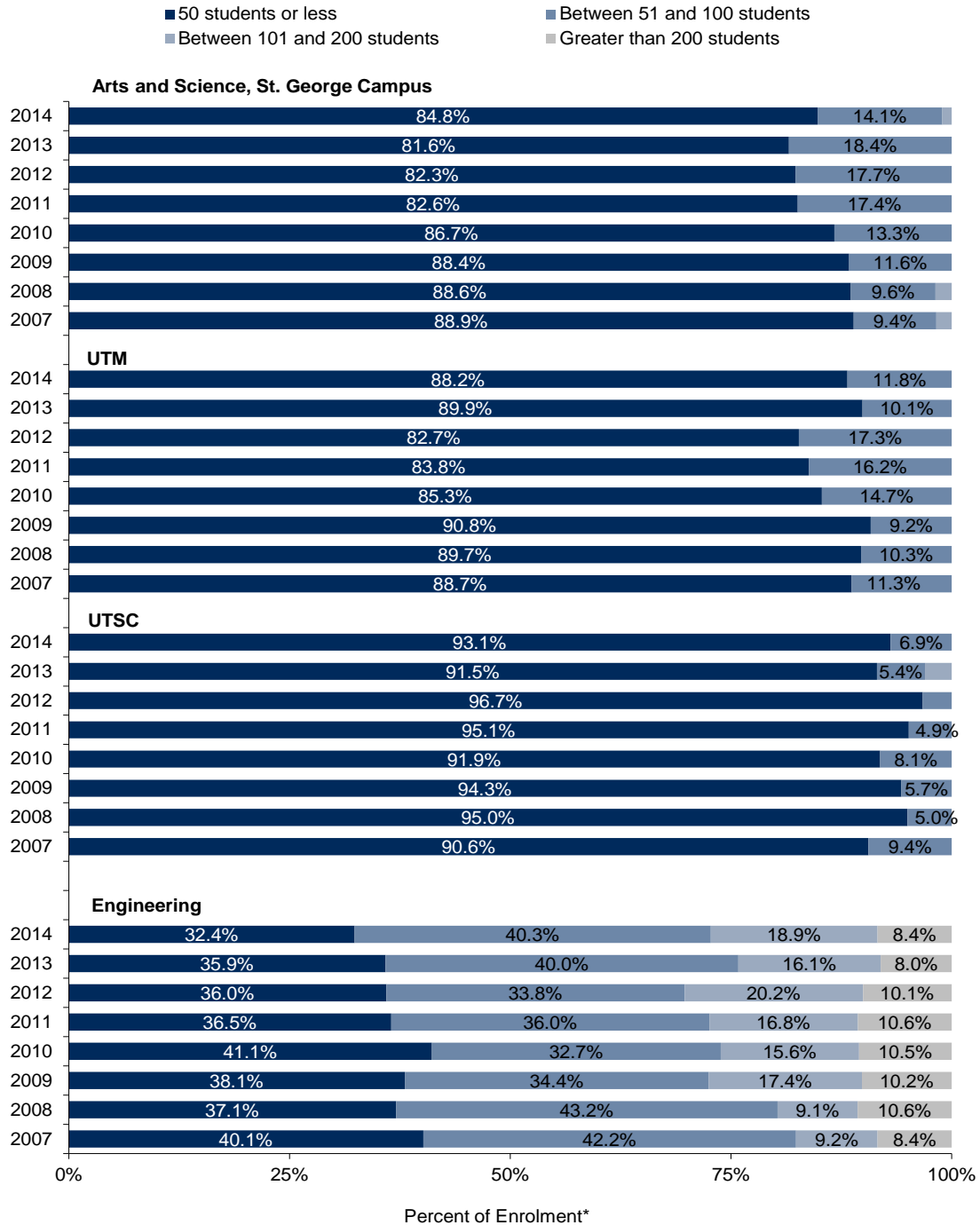| Year	50 students or less	Between 51 and 100 students	Between 101 and 200 students	Greater than 200 students
2014	32.4%	40.3%	18.9%	8.4%
2013	35.9%	40.0%	16.1%	8.0%
2012	36.0%	33.8%	20.2%	10.1%
2011	36.5%	36.0%	16.8%	10.6%
2010	41.1%	32.7%	15.6%	10.5%
2009	38.1%	34.4%	17.4%	10.2%
2008	37.1%	43.2%	9.1%	10.6%
2007	40.1%	42.2%	9.2%	8.4%

Percent of Enrolment*

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.
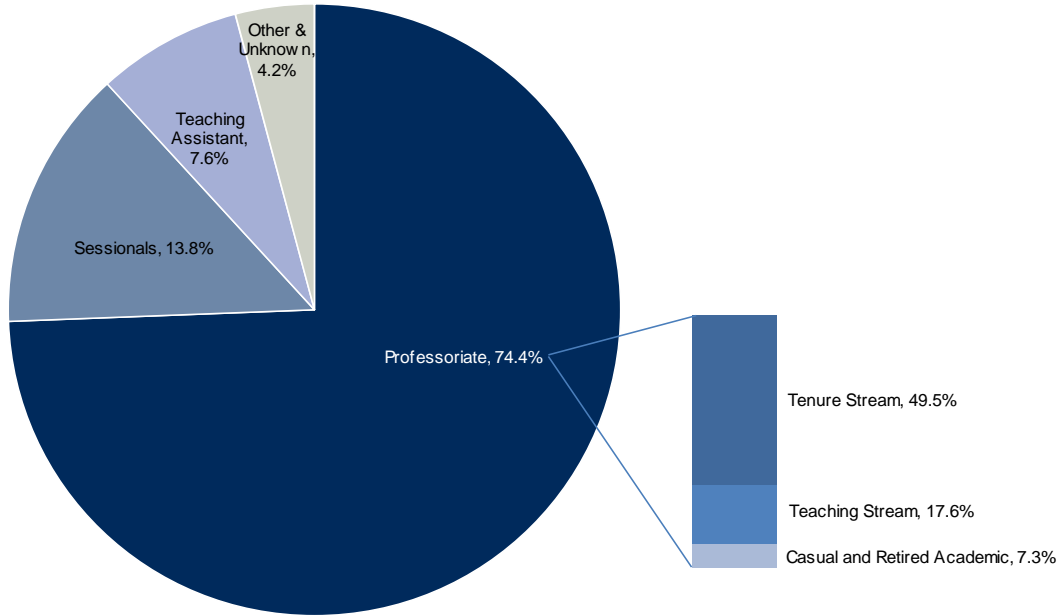
Figure B-5-f
Course Section Teaching by Instructor Type,

2011-12 to 2013-14

At the University of Toronto the majority of course sections are taught by the professoriate.

Notes:
1.   Data Source: Planning & Budget
2.   Includes both Undergraduate and Graduate courses.

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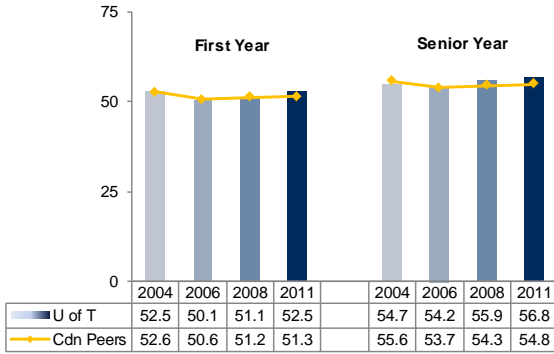
The University uses the survey results to inform policies and programs that impact our undergraduate students. Our analyses look both at our results over time and comparisons with our peer institutions.

B. Education Excellence
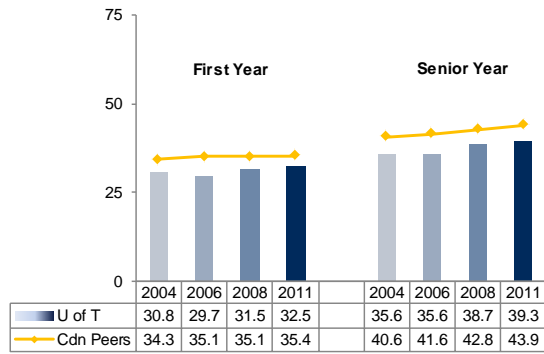**6. Undergraduate Student Experience: Survey Results**

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

The University of Toronto has shown steady improvement in the *five Benchmarks of Effective Educational Practice* as measured by NSSE*.

Figure 1. Level of Academic Challenge

First Year / Senior Year

	2004	2006	2008	2011		2004	2006	2008	2011
U of T	52.5	50.1	51.1	52.5		54.7	54.2	55.9	56.8
Cdn Peers	52.6	50.6	51.2	51.3		55.6	53.7	54.3	54.8

Figure 2. Active and Collaborative Learning

First Year / Senior Year

	2004	2006	2008	2011		2004	2006	2008	2011
U of T	30.8	29.7	31.5	32.5		35.6	35.6	38.7	39.3
Cdn Peers	34.3	35.1	35.1	35.4		40.6	41.6	42.8	43.9

Figure 3. Student-Faculty Interaction

First Year / Senior Year

	2004	2006	2008	2011		2004	2006	2008	2011
U of T	19.3	19.4	22.3	23.0		28.7	29.1	32.0	32.2
Cdn Peers	21.1	20.5	21.4	21.1		31.0	29.1	30.3	30.9
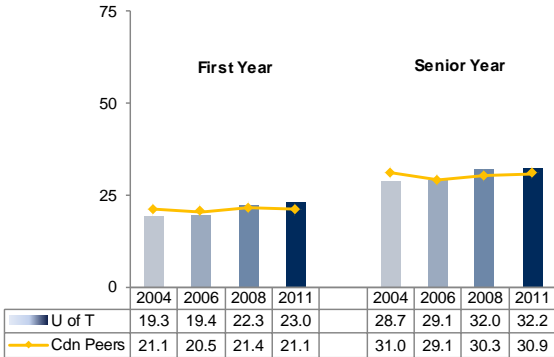
Figure 4. Enriching Educational Experiences

First Year / Senior Year

	2004	2006	2008	2011		2004	2006	2008	2011
U of T	23.3	22.9	24.2	24.4		30.4	31.2	33.2	34.1
Cdn Peers	25.7	25.2	25.5	24.7		35.1	34.5	36.0	35.9
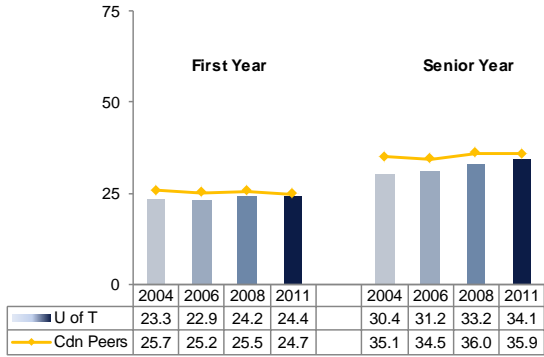
Figure 5. Supportive Campus Environment

First Year / Senior Year

	2004	2006	2008	2011		2004	2006	2008	2011
U of T	53.9	51.6	52.3	53.9		47.3	44.8	45.6	47.7
Cdn Peers	56.8	55.0	54.8	56.1		51.2	49.4	49.7	51.5
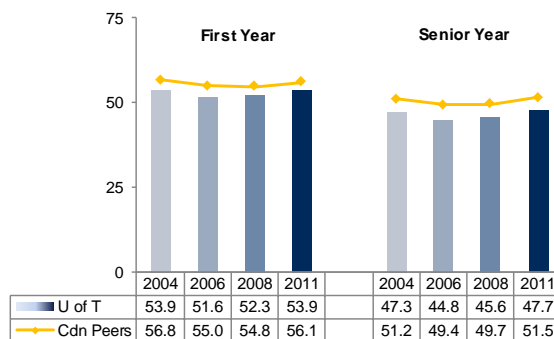
Notes:

* Since 2014, NSSE has adopted a different approach to grouping indicators. The older grouping of indicators is used here for trend comparison. See http://nsse.indiana.edu/pdf/Benchmarks%20to%20Indicators.pdf for more information on the change.

University of Toronto Performance Indicators 2015

F**igure B-6-b**
NSSE 2014 Engagement Indicators - Academic Challenge

The University of Toronto scores in NSSE for the different aspects of the theme *Academic Challenge* compare favourably with Canadian peers.

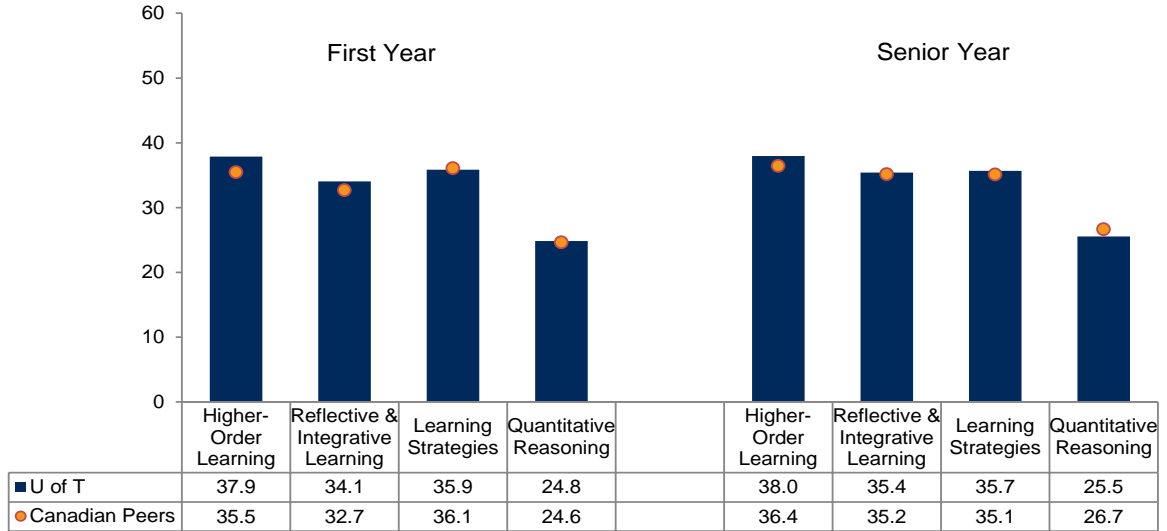|	Higher-Order Learning	Reflective & Integrative Learning	Learning Strategies	Quantitative Reasoning		Higher-Order Learning	Reflective & Integrative Learning	Learning Strategies	Quantitative Reasoning
U of T	37.9	34.1	35.9	24.8		38.0	35.4	35.7	25.5
Canadian Peers	35.5	32.7	36.1	24.6		36.4	35.2	35.1	26.7

"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
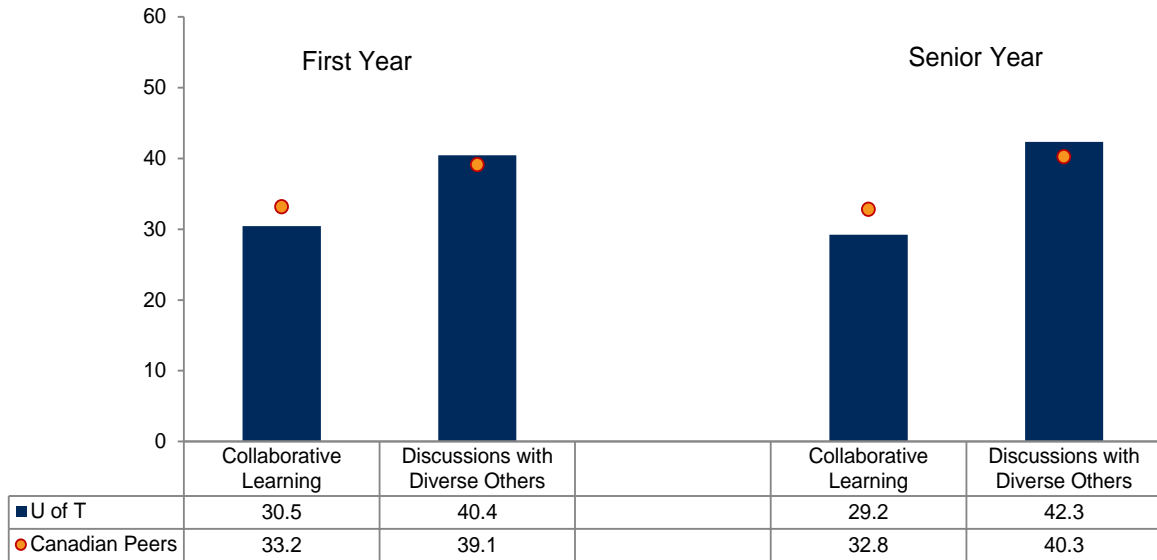- 6c. Evaluated what others have concluded from numerical information

Notes:

1. 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.

2. The dots represent the aggregate of the Canadian peer institutions' scores (excluding U of T).

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

The University of Toronto scores in NSSE for the individual questions in the theme of *Learning with Peers*: *Collaborative Learning* merits further monitoring, *Discussion with Diverse Others* exceeds Canadian peers.

	First Year			Senior Year	
	Collaborative Learning	Discussions with Diverse Others		Collaborative Learning	Discussions with Diverse Others
■ U of T	30.5	40.4		29.2	42.3
● Canadian Peers	33.2	39.1		32.8	40.3

"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
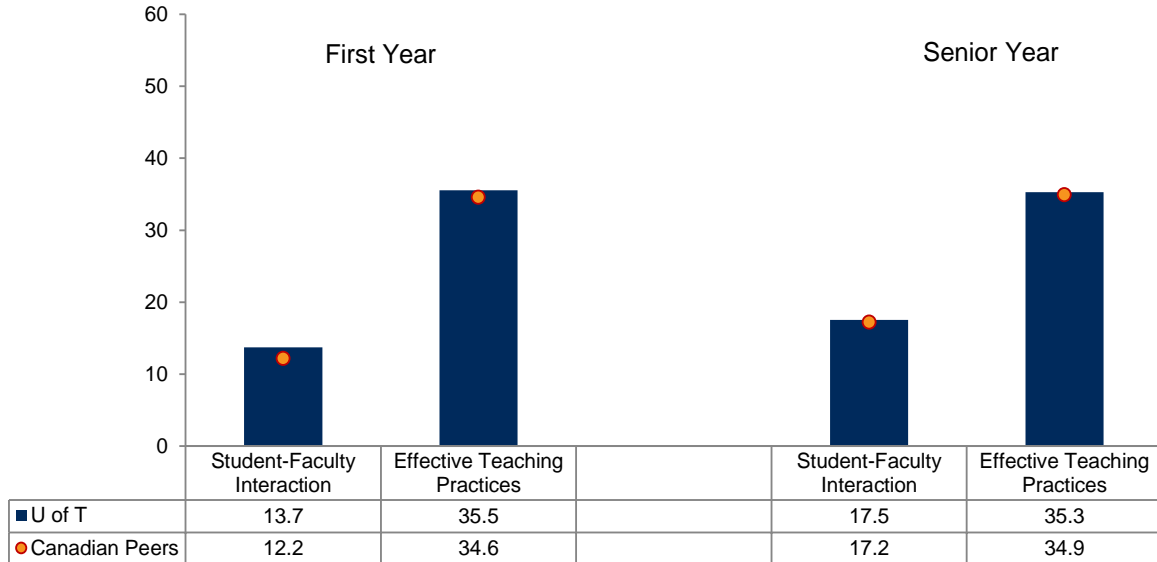 8d.   People with political views other than your own

Notes:

1. 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.

2. The dots represent the aggregate of the Canadian peer institutions' scores (excluding U of T).

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

The University of Toronto scores in NSSE for the different aspects of the theme *Experience with Faculty* compare favourably with Canadian peers.

	First Year	First Year		Senior Year	Senior Year
	Student-Faculty Interaction	Effective Teaching Practices		Student-Faculty Interaction	Effective Teaching Practices
■ U of T	13.7	35.5		17.5	35.3
● Canadian Peers	12.2	34.6		17.2	34.9

"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
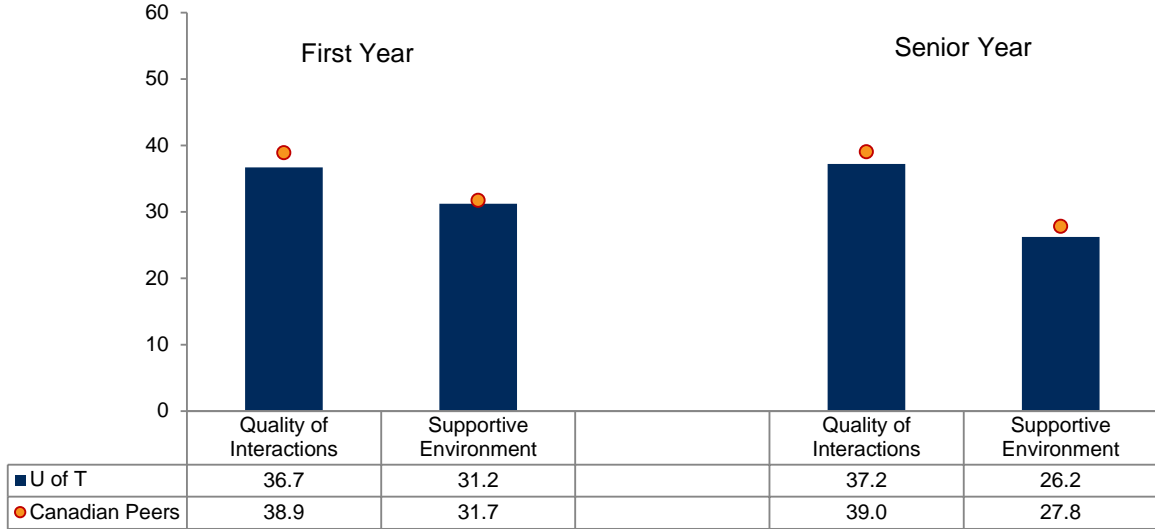- 5e. Provided prompt and detailed feedback on tests or completed assignments

Notes:

1. 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.

2. The dots represent the aggregate of the Canadian peer institutions' scores (excluding U of T).

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

The University of Toronto scores in NSSE for the different aspects of the theme of *Campus Environment* merit further monitoring.

	Quality of Interactions	Supportive Environment		Quality of Interactions	Supportive Environment
■ U of T	36.7	31.2		37.2	26.2
● Canadian Peers	38.9	31.7		39.0	27.8

"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
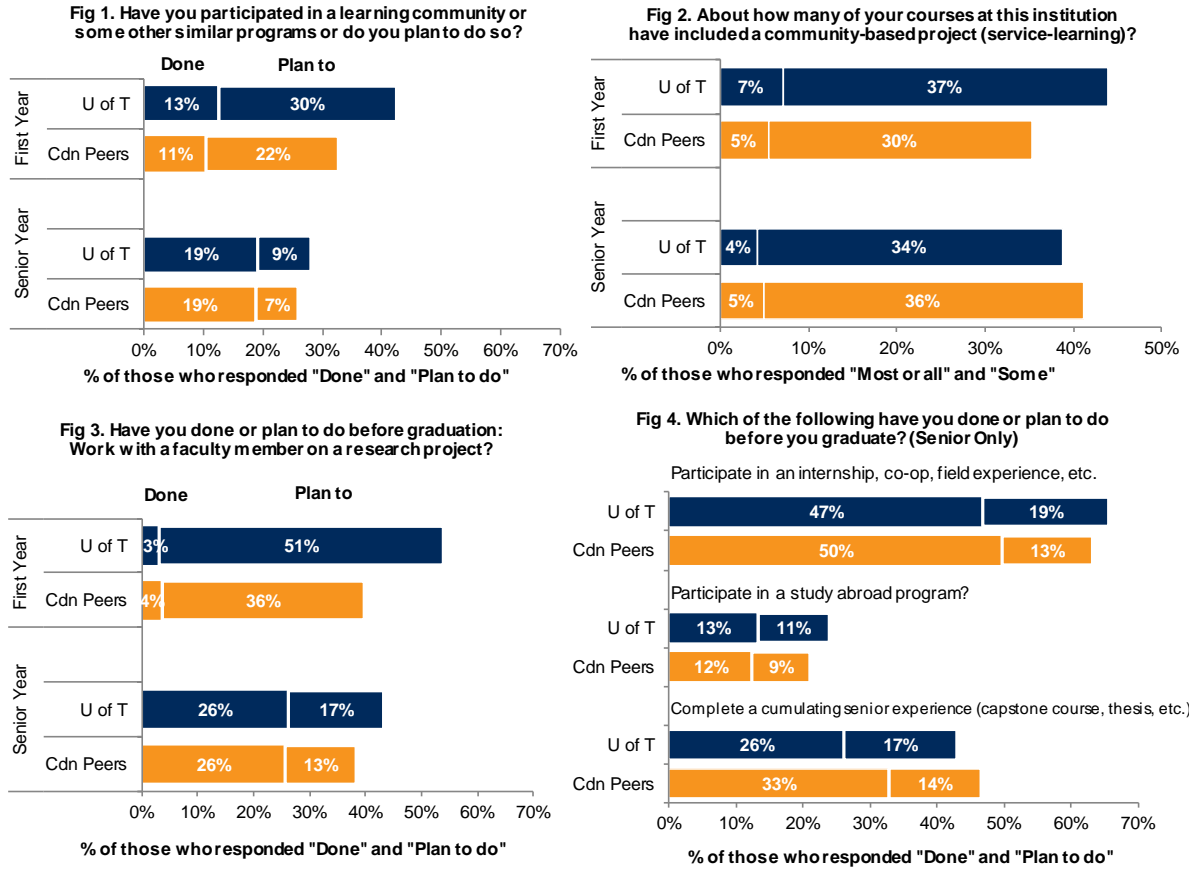

Notes:

1. 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.

2. The dots represent the aggregate of the Canadian peer institutions' scores (excluding U of T).

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

The NSSE results of student participation in High-Impact Practices at the University of Toronto are higher than Canadian Peers.

Fig 1. Have you participated in a learning community or some other similar programs or do you plan to do so?

	Done	Plan to
First Year U of T	13%	30%
First Year Cdn Peers	11%	22%
Senior Year U of T	19%	9%
Senior Year Cdn Peers	19%	7%

% of those who responded "Done" and "Plan to do"

Fig 2. About how many of your courses at this institution have included a community-based project (service-learning)?

First Year U of T	7%	37%
First Year Cdn Peers	5%	30%
Senior Year U of T	4%	34%
Senior Year Cdn Peers	5%	36%

% of those who responded "Most or all" and "Some"

Fig 3. Have you done or plan to do before graduation: Work with a faculty member on a research project?

	Done	Plan to
First Year U of T	3%	51%
First Year Cdn Peers	4%	36%
Senior Year U of T	26%	17%
Senior Year Cdn Peers	26%	13%

% of those who responded "Done" and "Plan to do"

Fig 4. Which of the following have you done or plan to do before you graduate? (Senior Only)

Participate in an internship, co-op, field experience, etc.

U of T	47%	19%
Cdn Peers	50%	13%

Participate in a study abroad program?

U of T	13%	11%
Cdn Peers	12%	9%

Complete a cumulating senior experience (capstone course, thesis, etc.)

U of T	26%	17%
Cdn Peers	33%	14%

% of those who responded "Done" and "Plan to do"

Notes:

1. 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.

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/

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

Performance Relevance:

The National Survey of Student Engagement (NSSE) serves as University of Toronto'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.

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
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 University of Toronto community.	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.	Established a Co-Curricular Record (CCR) to document learning experiences outside of the classroom and link these experiences to concrete learning competencies. Emphasized career-related skills and experiences developed through co-curricular participation.
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.	Increased student to student communications through Community Crew student bloggers, and student social media ambassadors.	Established a Mentorship Resource Centre to support mentors and inventory all mentorship opportunities available to students across the campus.
Engaged students in teaching and learning programming to inform faculty development by creating resources. 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.	Improved UHIP processes by making the student card available electronically for ease of access for students. Developed partnership between Housing and Food Services providing a "one-stop" for students.	Developed a Leadership Opportunities Inventory to encourage student leadership involvement.
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".	Convened a "communication summit" to improve all types of communications with students including email, social media, print and online communications.	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.

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.viceprovoststudents.utoronto.ca/uoftresponse.htm

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 HMB473 "Exercise and Mental Health" students participated in programs where exercise was used to manage mental illness (e.g., dementias, drug and alcohol dependence, schizophrenia), provided rehabilitation in chronic physical illness (e.g. arthritis, cancer, cardiovascular disease, diabetes), and improve lifestyle (e.g. eating-related concerns, sleep optimization, smoking cessation).
- In RLG492 "Religion in the Public Sphere" students worked with the Miles Nadal Jewish Community Centre where they assisted with the Jewish Disability Awareness and Inclusion Month and explored how religious values guide approaches to inclusion, accessible public spaces, diversity, and community engagement.
- In PCL389 "The Role of Pharmacology and Toxicology in Society" students worked with Central Toronto Community Health Centres to develop a harm reduction based educational resource, for use by marginalized people who use substances, which included information on drug interactions between specific medications and illicit substances and pharmaceuticals used for recreational purposes, and harm reduction and self-care strategies. Another group of students staffed a table at the Annual CTCHC Health Fair to share information about safer use of prescription and over-the-counter medications.
- In WGS275 "Men and Masculinities" students worked with the Boys Leadership Academy at the TDSB Elms Junior Middle School where they assisted with the program that is focused on addressing the needs of boys and striving to improve upon strategies to help boys enjoy greater levels of success than they are currently experiencing. The theme that they explored with the young men was "what it means to be a man" and talking about media stereotypes and the effect that they have on their perceptions of being a 'real man'.

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.

Figure B-7-a
Undergraduate Service-Learning Credit Course Enrolment
Supported by the Centre for Community Partnerships (CCP), 2005-06 to 2015-16

At the University of Toronto enrollment in service-learning, supported by the Centre for Community Partnerships, has shown steady growth in recent years. However, the drop in the most recent two years warrants further monitoring.
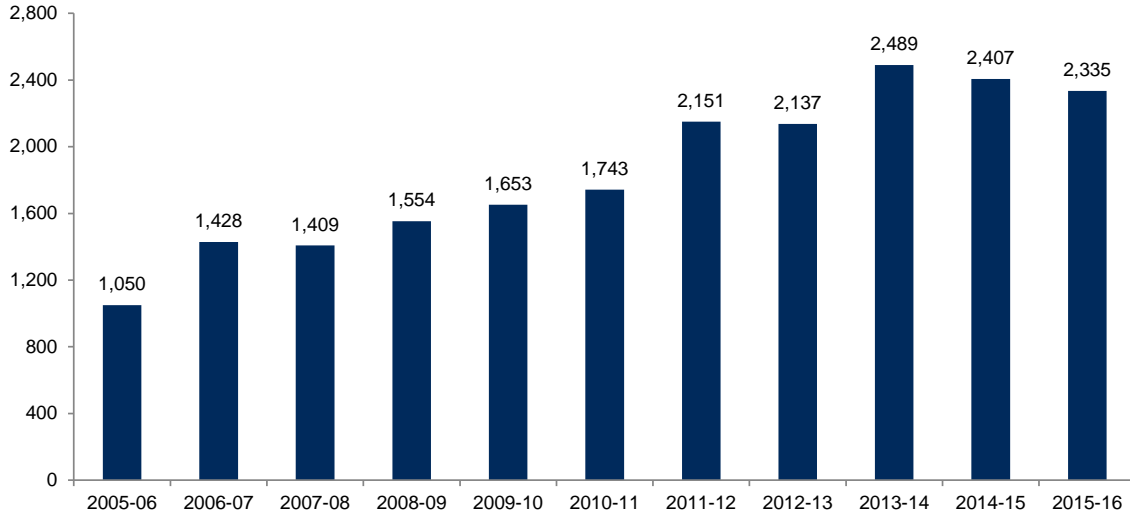
Notes:

1.   Data source: Centre for Community Partnerships

2.   The enrolment for 2015-16 is estimated. The enrolments for the years after 2006 were updated in PI 2015.

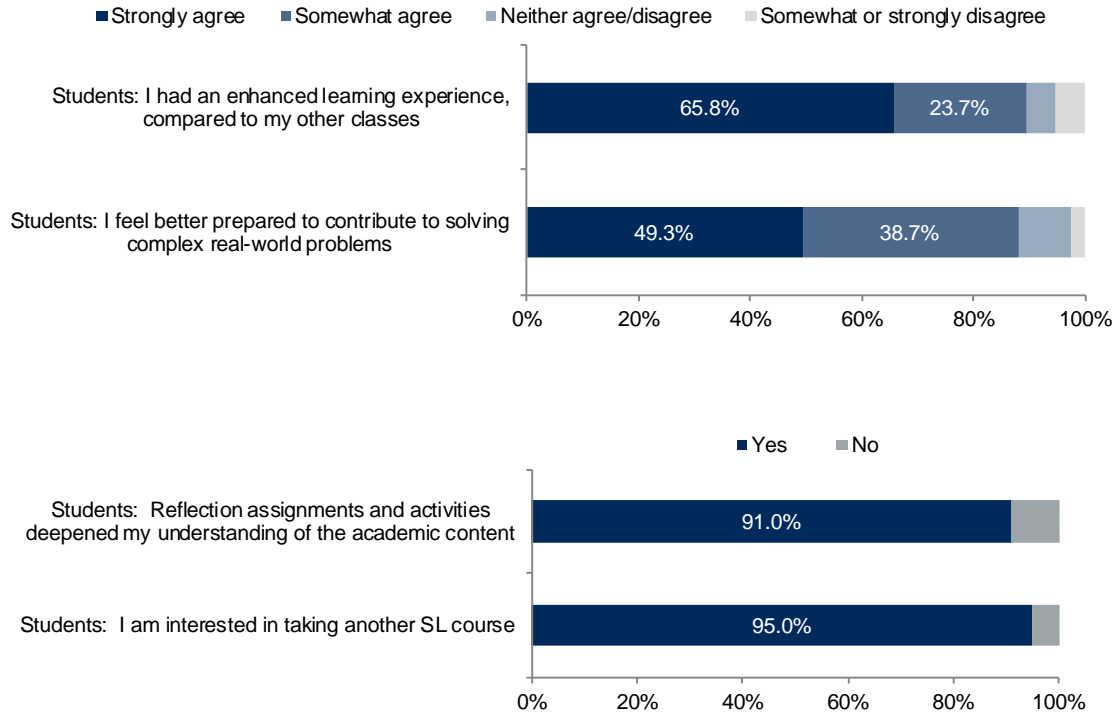3.   The Co-Curricular Record (CCR) tracks additional service learning opportunities outside of credit courses.

Figure B-7-b
Results of Service-Learning Assessment Survey - Selected Items, 2014-15

The results of the University of Toronto's *Service-Learning Assessment Survey* indicate that students reflect very positively on their experiences.

■ Strongly agree   ■ Somewhat agree   ■ Neither agree/disagree   ■ Somewhat or strongly disagree

Students: I had an enhanced learning experience, compared to my other classes — 65.8% | 23.7%

Students: I feel better prepared to contribute to solving complex real-world problems — 49.3% | 38.7%

0%   20%   40%   60%   80%   100%

■ Yes   ■ No

Students: Reflection assignments and activities deepened my understanding of the academic content — 91.0%

Students: I am interested in taking another SL course — 95.0%

0%   20%   40%   60%   80%   100%

Notes:

1.   Data source: Centre for Community Partnerships

Related Website:

Centre for Community Partnerships: http://www.ccp.utoronto.ca/

Figure B-7-c
Engagement Indicators (EI) Scores of Senior Year Students

Who Have/Not Done a Community-based Project (Service-Learning), NSSE 2014

Students that participate in Service-Learning at the University of Toronto show enhanced levels of engagement as measured in NSSE 2014.
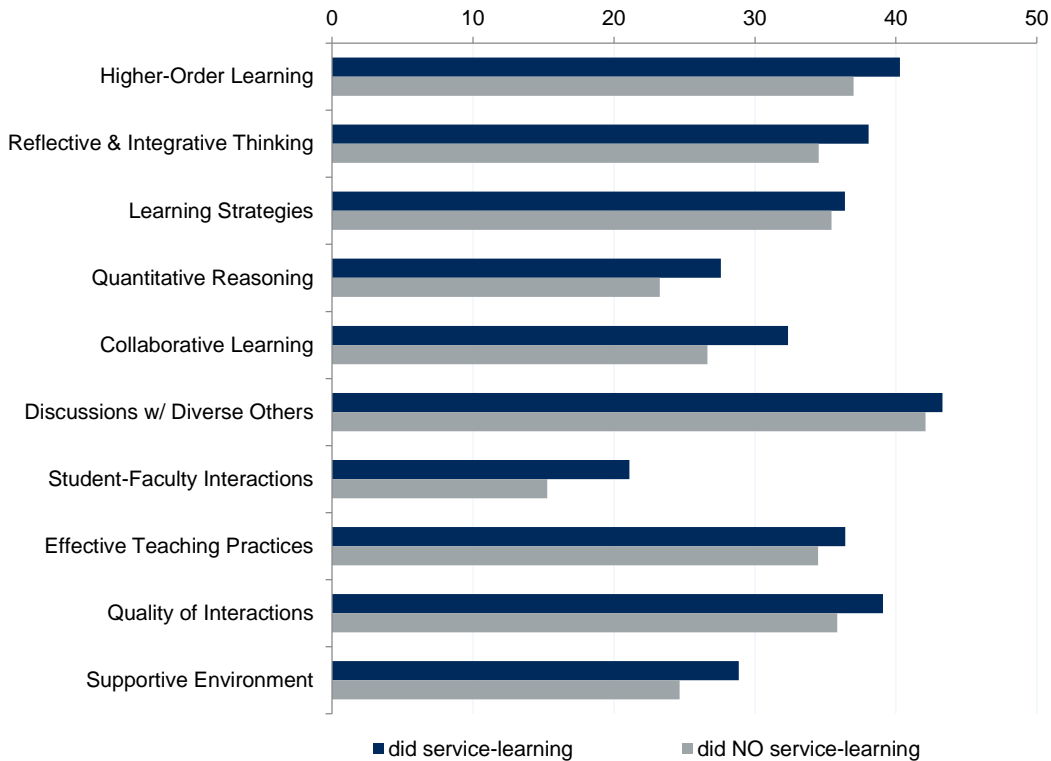
Notes:

1.   Data source: The National Survey of Student Engagement (NSSE) 2014 results

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/

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.
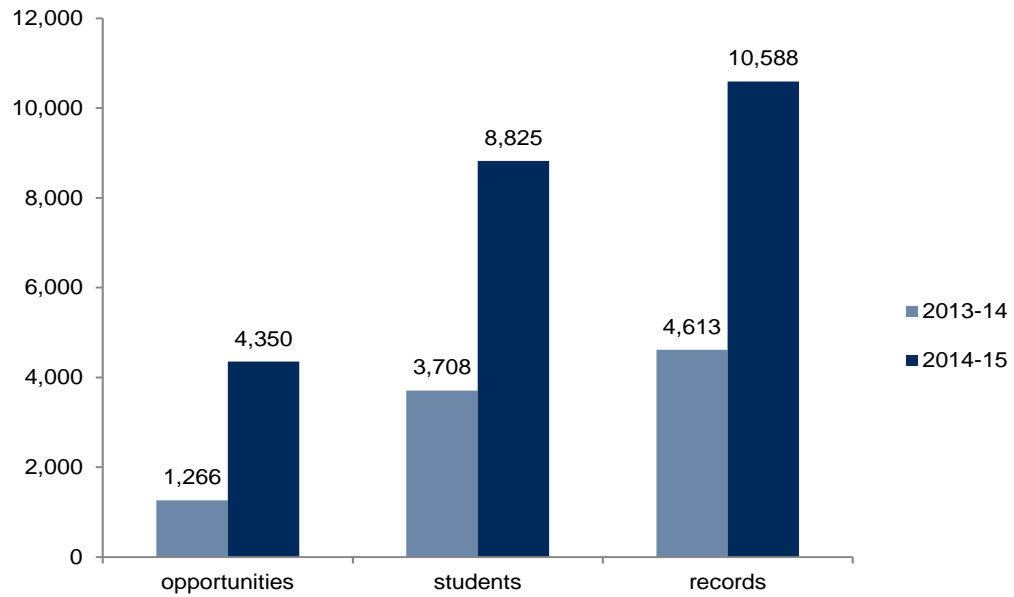
Figure B-7-d
Co-Curricular Record (CCR)

The University of Toronto has seen a large growth in the usage of the *Co-Curricular Record*.

Related Website:

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

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 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.

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

The results of the *Canadian Graduate and Professional Student Survey* show that the satisfaction rates of graduate students at the University of Toronto compare favourably with Canadian peers for most indicators.

Overall, how would you rate the quality of …
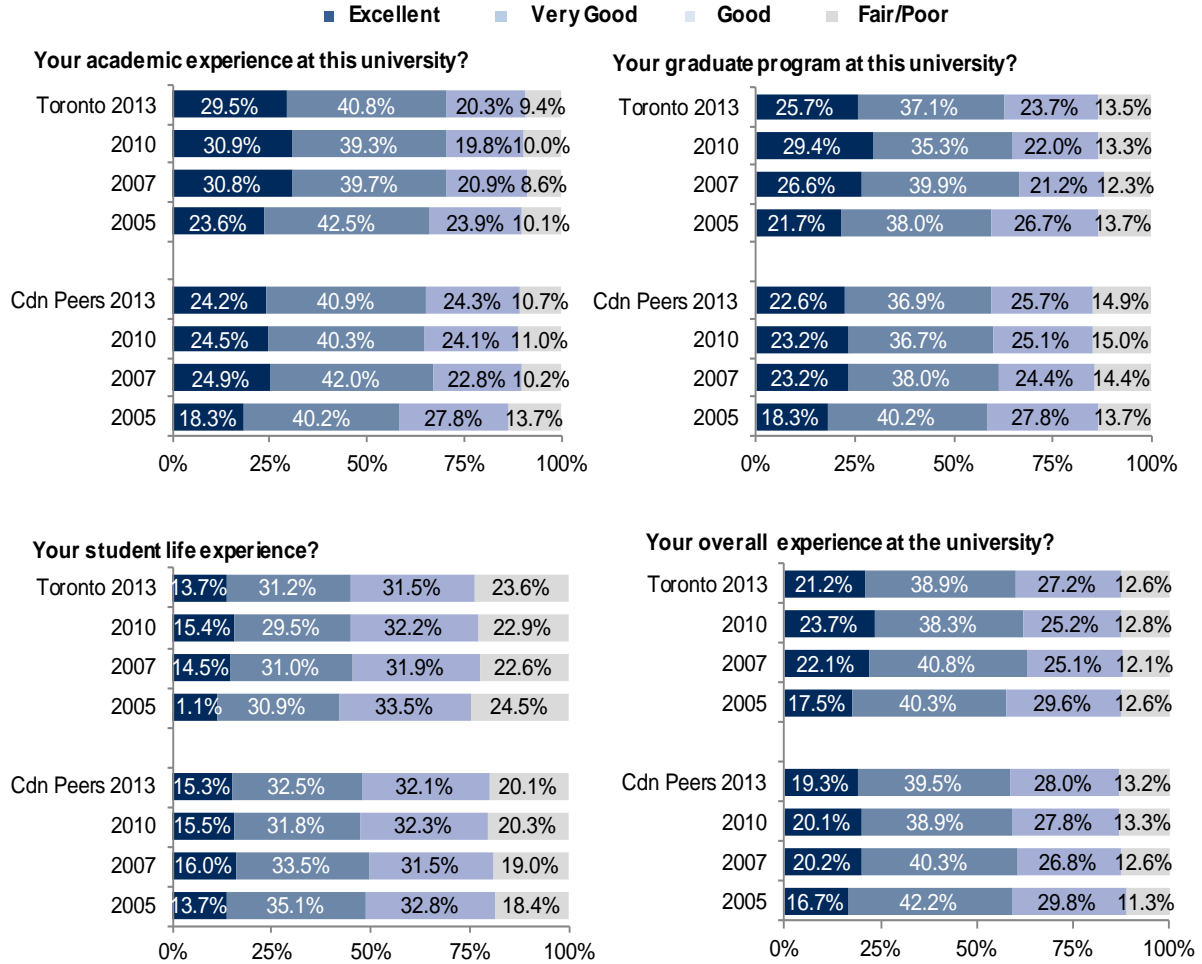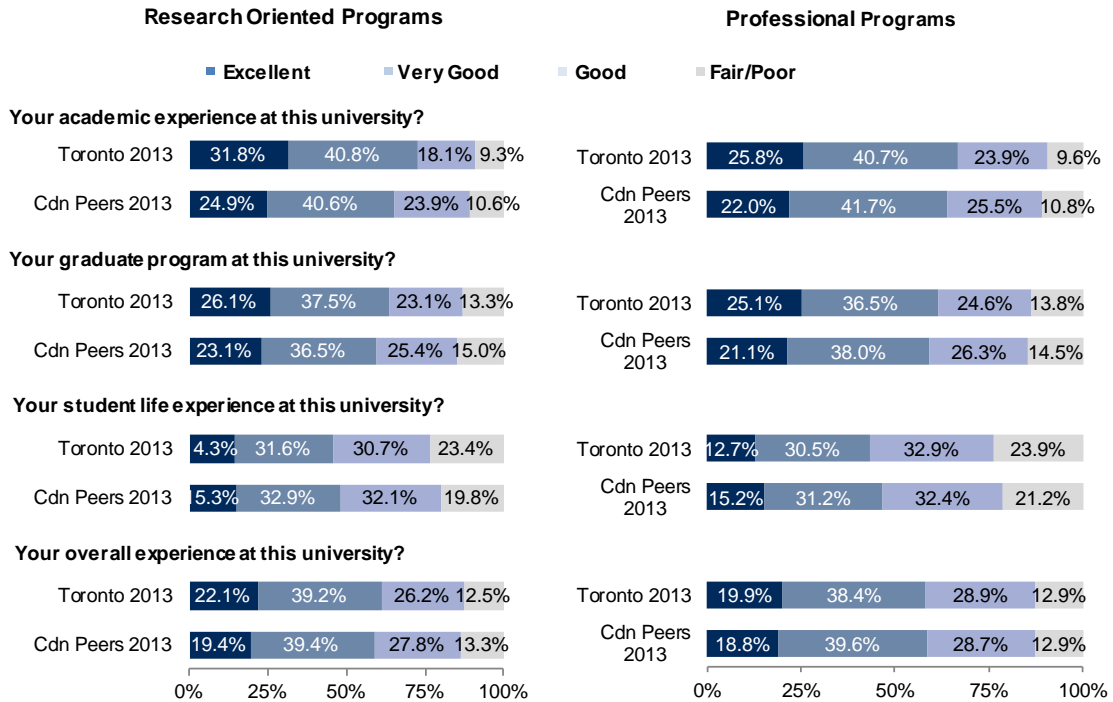

Notes:

1. Data source: CGPSS 2005, 2007, 2010 and 2013 survey results.

2. Canadian peers exclude U of T.

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

Figure B-8-b
CGPSS Results - Ratings of Research-Oriented and Professional Graduate Programs, 2013

The *Canadian Graduate and Professional Student Survey* results differentiate Research Orientated graduate programs and Professional graduate programs. The University of Toronto's results compare favourably with Canadian peers in most indicators.

Research Oriented Programs   **Professional Programs**

■ Excellent   ■ Very Good   ■ Good   ■ Fair/Poor

Your academic experience at this university?

Toronto 2013	31.8% 40.8% 18.1% 9.3%	
Cdn Peers 2013	24.9% 40.6% 23.9% 10.6%	

Toronto 2013	25.8% 40.7% 23.9% 9.6%	
Cdn Peers 2013	22.0% 41.7% 25.5% 10.8%	

Your graduate program at this university?

Toronto 2013	26.1% 37.5% 23.1% 13.3%
Cdn Peers 2013	23.1% 36.5% 25.4% 15.0%

Toronto 2013	25.1% 36.5% 24.6% 13.8%
Cdn Peers 2013	21.1% 38.0% 26.3% 14.5%

Your student life experience at this university?

Toronto 2013	14.3% 31.6% 30.7% 23.4%
Cdn Peers 2013	15.3% 32.9% 32.1% 19.8%

Toronto 2013	12.7% 30.5% 32.9% 23.9%
Cdn Peers 2013	15.2% 31.2% 32.4% 21.2%

Your overall experience at this university?

Toronto 2013	22.1% 39.2% 26.2% 12.5%
Cdn Peers 2013	19.4% 39.4% 27.8% 13.3%

Toronto 2013	19.9% 38.4% 28.9% 12.9%
Cdn Peers 2013	18.8% 39.6% 28.7% 12.9%

0%   25%   50%   75%   100%   0%   25%   50%   75%   100%

Notes:

1. Data source: CGPSS 2013 survey results.

2. Canadian peers exclude U of T.

Related Report:

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

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

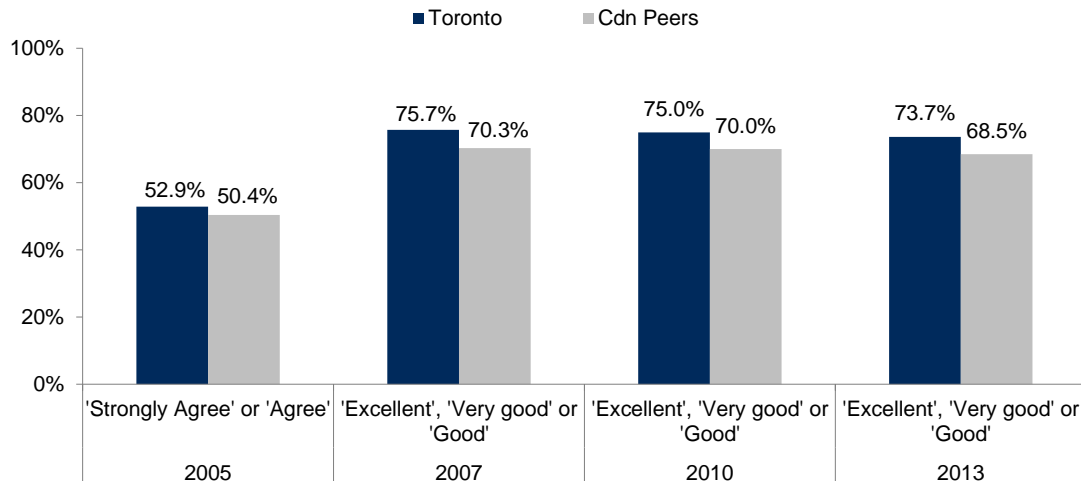# Graduate Interdisciplinary Opportunities - CGPSS Responses

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 responses to the *Canadian Graduate and Professional Student Survey* indicate that the University of Toronto's interdisciplinary engagement is higher than that of Canadian peers.

Notes:

1. Data source: CGPSS 2005, 2007, 2010 and 2013 survey responses.

2. Canadian peers exclude U of T.

3. In 2005, only six of our Canadian peers participated in CGPSS (Alberta, Laval, McGill, McMaster, Waterloo and Western). In 2007, 2010 and 2013 all Canadian peers participated.

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 responses to the *Canadian Graduate and Professional Student Survey* indicate that the University of Toronto's interdisciplinary engagement is higher than that of Canadian peers for both Research Orientated programs and Professional programs.
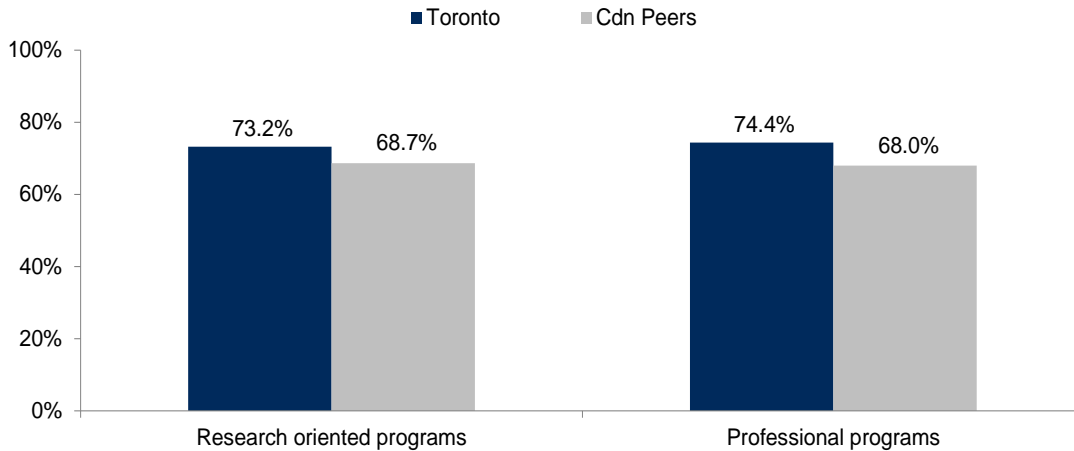
Notes:

1. Data source: CGPSS 2005, 2007, 2010 and 2013 survey responses.

2. Canadian peers exclude U of T.

3. In 2005, only six of our Canadian peers participated in CGPSS (Alberta, Laval, McGill, McMaster, Waterloo and Western). In 2007, 2010 and 2013 all Canadian peers participated.

Related web site:

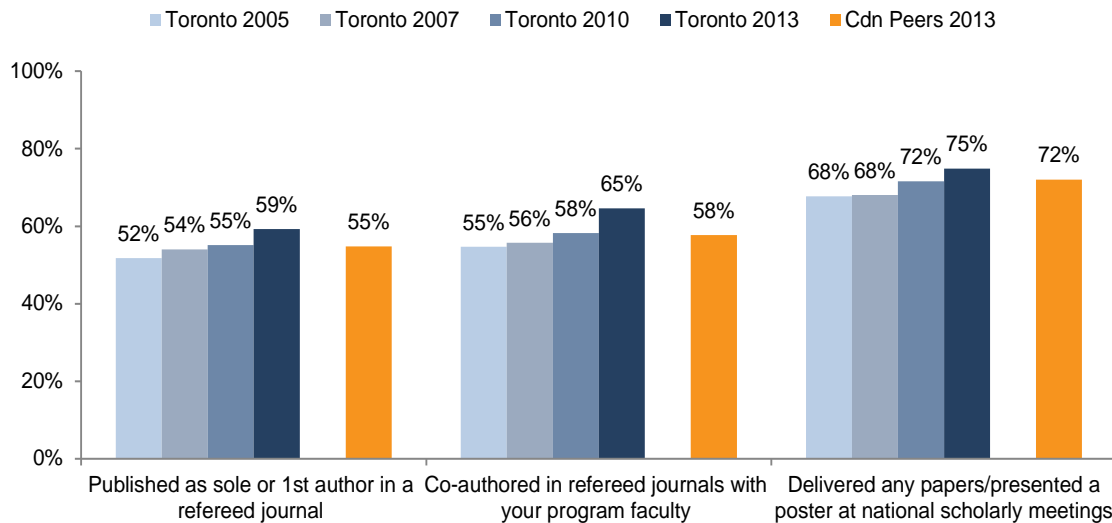University of Toronto Report on results of Canadian Graduate and Professional Student Survey (CGPSS):

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 responses to the *Canadian Graduate and Professional Student Survey* indicate that the University of Toronto's student's involvement with scholarly publications and presentations is increasing and is higher than Canadian peers.

Notes:

1. Data source: CGPSS 2005, 2007, 2010 and 2013 survey results.

2. 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

Graduate Time-to-Completion and Graduation

Performance Relevance:

The University of Toronto 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.

Figure B-10-a

Seven-Year and Nine-Year Completion Rates
2002, 2003 and 2004 Doctoral Cohorts

The proportion of doctoral students at the University of Toronto who complete their studies in a timely manner is increasing and compares favourably with Canadian peers in most fields.

All Disciplines
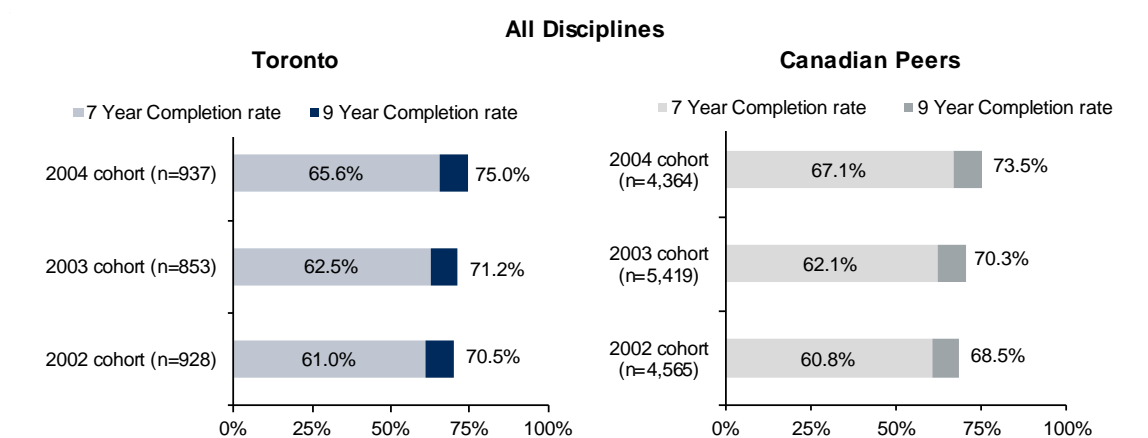
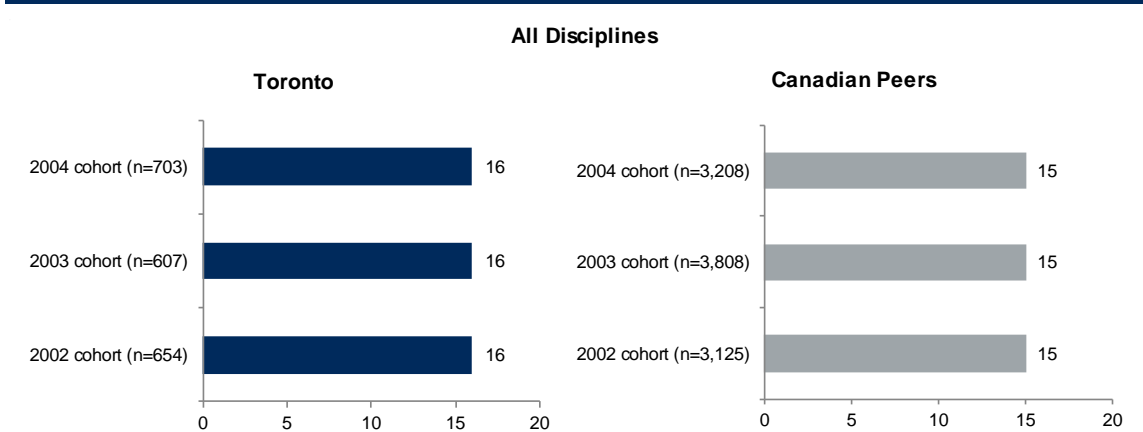| Toronto	Number of students	7 Year Completion Rate	9 Year Completion Rate	Canadian Peers	Number of students	7 Year Completion Rate	9 Year Completion Rate
Humanities				**Humanities**			
2004 cohort	170	44.1%	58.2%	2004 cohort	537	52.0%	61.3%
2003 cohort	139	42.4%	57.6%	2003 cohort	659	44.0%	55.5%
2002 cohort	145	34.5%	49.0%	2002 cohort	576	41.5%	52.1%
Social Sciences				**Social Sciences**			
2004 cohort	187	62.0%	73.3%	2004 cohort	972	60.3%	69.0%
2003 cohort	180	58.9%	68.9%	2003 cohort	1,351	51.9%	63.5%
2002 cohort	260	62.7%	72.7%	2002 cohort	1,168	54.7%	65.1%
Physical and Applied Sciences				**Physical and Applied Sciences**			
2004 cohort	312	74.7%	80.8%	2004 cohort	1,967	71.4%	76.2%
2003 cohort	308	68.2%	72.4%	2003 cohort	2,423	68.9%	74.2%
2002 cohort	308	66.6%	72.1%	2002 cohort	1,927	67.2%	71.9%
Life Sciences				**Life Sciences**			
2004 cohort	268	71.3%	80.2%	2004 cohort	888	74.1%	80.0%
2003 cohort	226	69.9%	79.6%	2003 cohort	986	71.3%	79.8%
2002 cohort	215	68.8%	80.0%	2002 cohort	894	67.3%	76.1%

Notes:

1. Data source: U15 DE.

2. Canadian peers include U of T.

3. All cohorts exclude Dalhousie and Saskatchewan. 2002 cohort also excludes UBC.

4. For the calculation of 9-year completion: 2002 Doctoral Cohort as of Winter, Summer or Fall 2011.
    2003 Doctoral Cohort as of Winter, Summer or Fall 2012.
    2004 Doctoral Cohort as of Winter, Summer or Fall 2013.

5. n in the brackets is the number of students who entered the cohort.

Figure B-10-b
Median Number of Terms Registered to Degree for Graduates
2002, 2003 and 2004 Doctoral Cohorts

Doctoral students at the University of Toronto take a comparable number of terms to complete when compared to Canadian peers.

All Disciplines

Toronto

2004 cohort (n=703)	16
2003 cohort (n=607)	16
2002 cohort (n=654)	16

Canadian Peers

2004 cohort (n=3,208)	15
2003 cohort (n=3,808)	15
2002 cohort (n=3,125)	15

Toronto	Number of graduates	Median Number of Terms	Canadian Peers	Number of graduates	Median Number of Terms
Humanities			**Humanities**		
2004 cohort	99	19	2004 cohort	329	18
2003 cohort	80	19	2003 cohort	366	18
2002 cohort	71	19	2002 cohort	300	17
Social Sciences			**Social Sciences**		
2004 cohort	137	18	2004 cohort	671	16
2003 cohort	124	17	2003 cohort	858	17
2002 cohort	189	16	2002 cohort	760	17
Physical and Applied Sciences			**Physical and Applied Sciences**		
2004 cohort	252	15	2004 cohort	1,498	14
2003 cohort	223	15	2003 cohort	1,797	15
2002 cohort	222	15	2002 cohort	1,385	15
Life Sciences			**Life Sciences**		
2004 cohort	215	15	2004 cohort	710	15
2003 cohort	180	16	2003 cohort	787	15
2002 cohort	172	16	2002 cohort	680	15

Notes:

1. Data source: U15DE.

2. Canadian peers include U of T.

3. All cohorts exclude Dalhousie and Saskatchewan. 2002 cohort also excludes UBC.

4. For the calculation of 9-year completion: 2002 Doctoral Cohort as of Winter, Summer or Fall 2011.
    2003 Doctoral Cohort as of Winter, Summer or Fall 2012.

    2004 Doctoral Cohort as of Winter, Summer or Fall 2013.

5. n in the brackets is the number of students who graduated within 9 years.

International Students

Performance Relevance:

The University of Toronto 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), 2006-07 to 2014-15

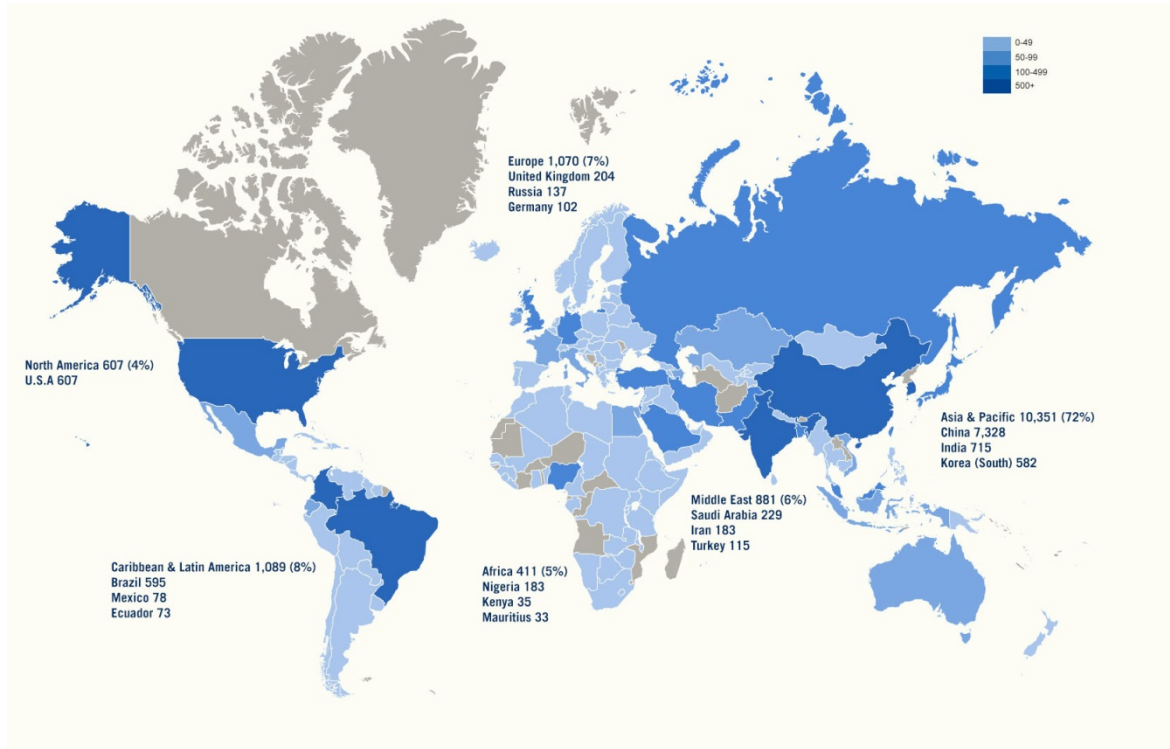International enrolment, at both undergraduate and graduate level, is increasing at the University of Toronto.
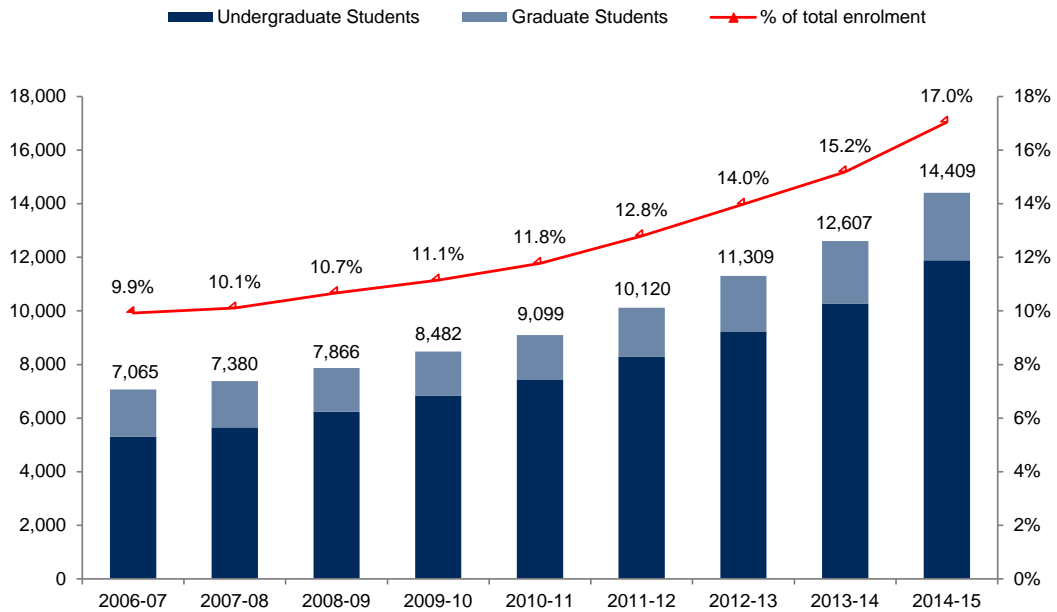
Notes:

1. Both degree and non-degree seeking students are included. Non-degree students are certificate/diploma students, special students, and residents/post-graduate medical students.

2. Includes full-time and part-time headcounts.

3. Excludes Toronto School of Theology (TST)

Figure B-11-b
International Student Enrolment by Geographic Origin (14,409), Fall 2014

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

Legend:
0-49
50-99
100-499
500+

Europe 1,070 (7%)
United Kingdom 204
Russia 137
Germany 102

North America 607 (4%)
U.S.A 607

Asia & Pacific 10,351 (72%)
China 7,328
India 715
Korea (South) 582

Middle East 881 (6%)
Saudi Arabia 229
Iran 183
Turkey 115

Caribbean & Latin America 1,089 (8%)
Brazil 595
Mexico 78
Ecuador 73

Africa 411 (5%)
Nigeria 183
Kenya 35
Mauritius 33

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 (NSSE).

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.

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 proportion of students, first and senior year, who reported that they are part of a visible minority is increasing at the University of Toronto and is higher than Canadian peer institutions.
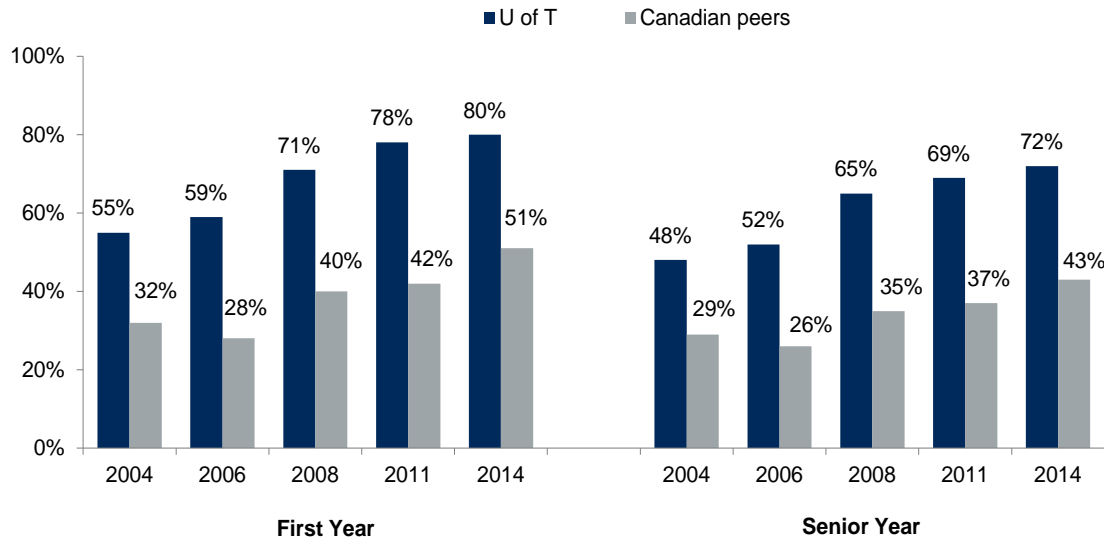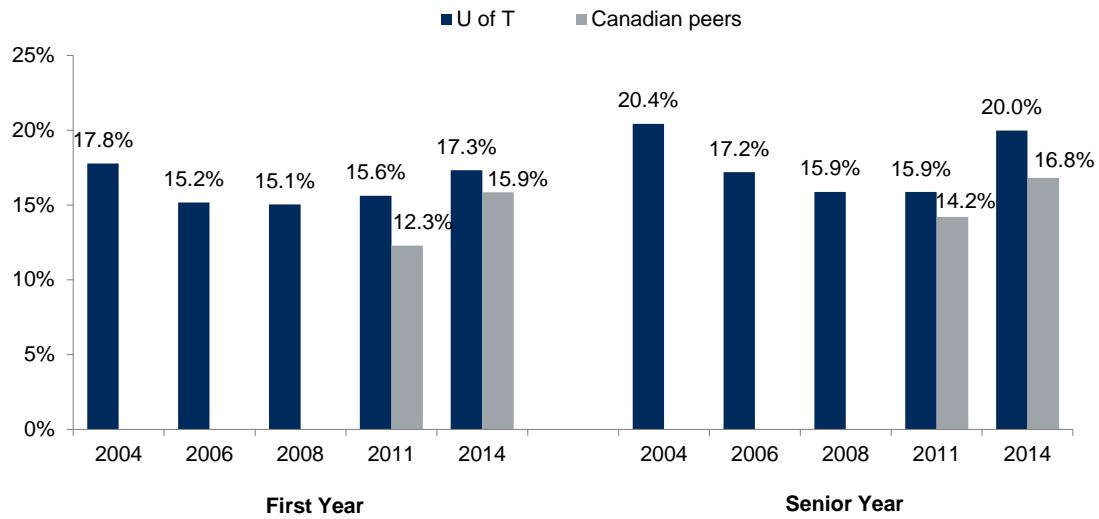

Notes:

1. The wording of the question on ethno-cultural information in the survey changed in 2008. In the previous surveys, students were asked if they were "a member of a visible minority group in Canada." In the 2008, 2011 and 2014 surveys, 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 need to be cautious.

B. Education Excellence
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 proportion of students, first and senior year, who reported that they are First-Generation students, is steady over time and higher than Canadian peer institutions.

Notes:

1.   The Canadian peer institution's data are not available for NSSE 2004, 2006 and 2008.

2.   The chart above indicates the percentage of first-year and senior-year undergraduate students in direct-entry programs who responded 'yes' to the question "Neither my father nor my mother attended college" in NSSE.
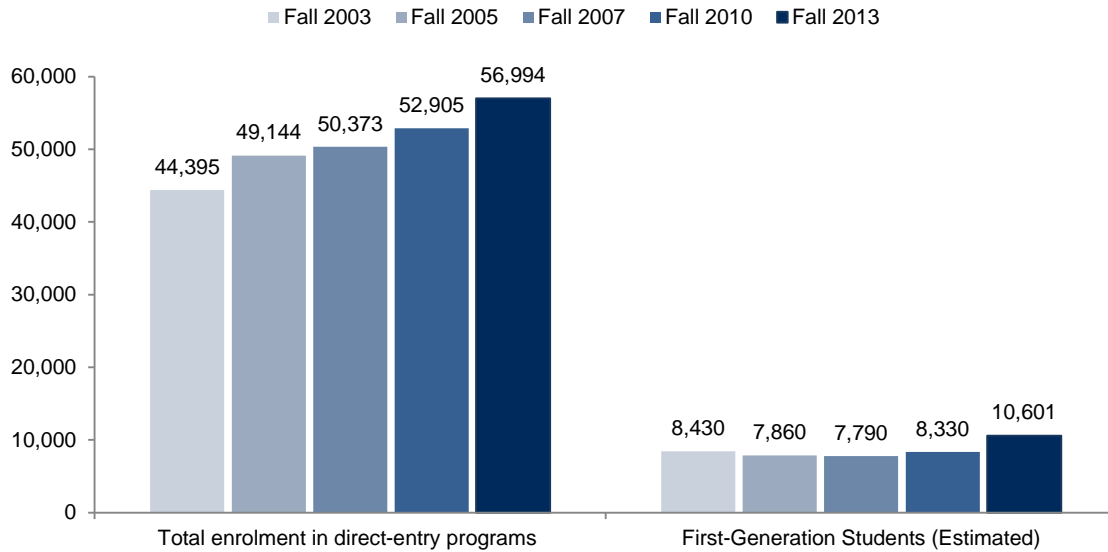
Figure B-12-c
Estimated Number of Students in Direct-Entry Undergraduate Programs
who are First-Generation Students,
Based on NSSE responses (NSSE 2004, 2006, 2008, 2011, and 2014)

The total number of First-Generation students at the University of Toronto is increasing.

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
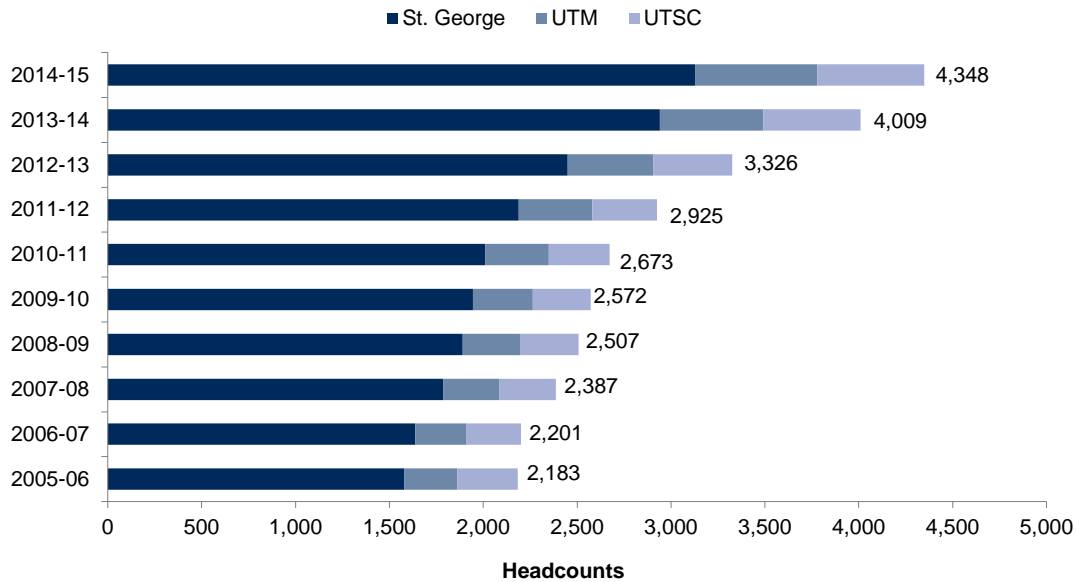
Accessibility Services

Performance Relevance:

Access to a university education can be influenced by several factors, including disability. As such, efforts are made by the University of Toronto 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,
2005-06 to 2014-15

The number of students at the University of Toronto that register for Accessibility Services is increasing.

Note:

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

Figure B-13-b
Total Number of Tests/Examinations Coordinated and Supervised by Accessibility Services, 2005-06 to 2014-15

The number of Tests/Examinations, at the University of Toronto, coordinated and supervised by Accessibility Services is increasing.

Number of Tests/Exams

Note:

1. Data source: Accessibility Services (St. George Campus), AccessAbility Resource Centre (UTM), and AccessAbility Services (UTSC).
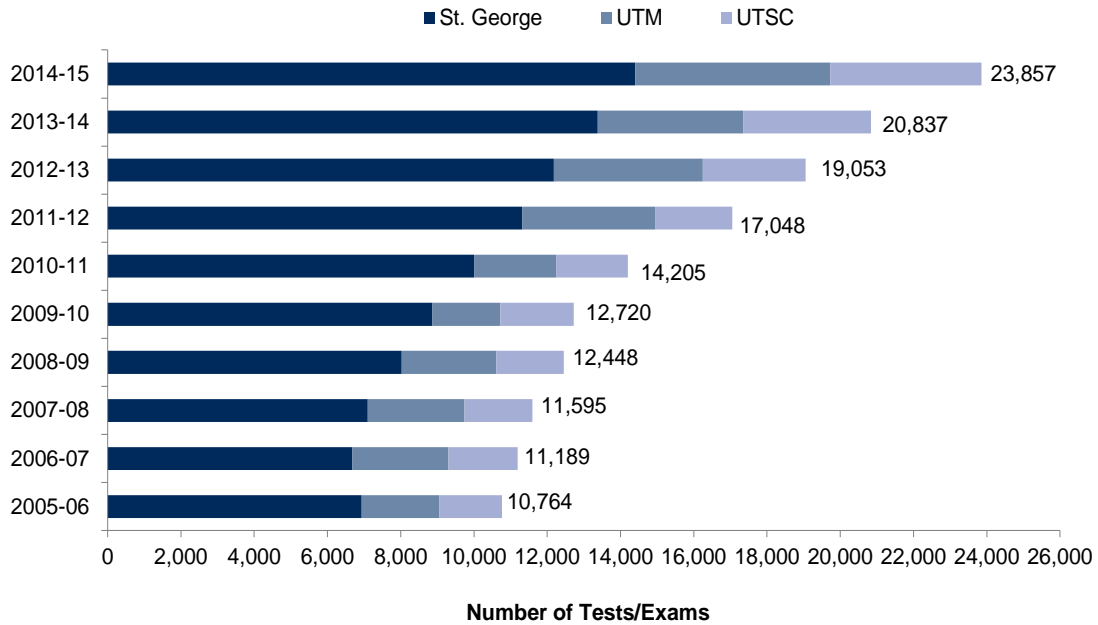
Academic Pathways

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. The University also recognizes 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, the University has 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.

Figure B-14-a
Transitional Year Program (TYP) Enrolment and Transition, 2006 to 2013 cohorts

The number of students enrolling in the Transitional Year Program at the University of Toronto is steady. However, the Transition Rate warrants further monitoring.
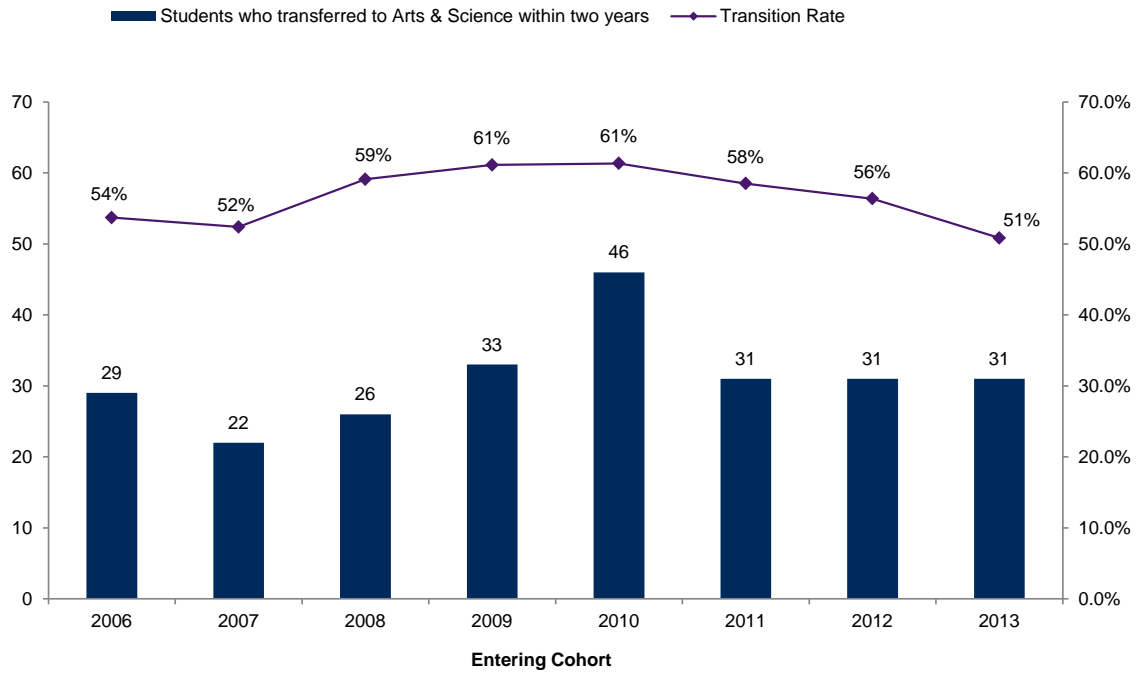
Notes:

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

Related web site:

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

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

Both the percentage of students completing the University of Toronto's Bridging Program and the percentage of those students that register in the Faculty of Arts & Science the following year are increasing.
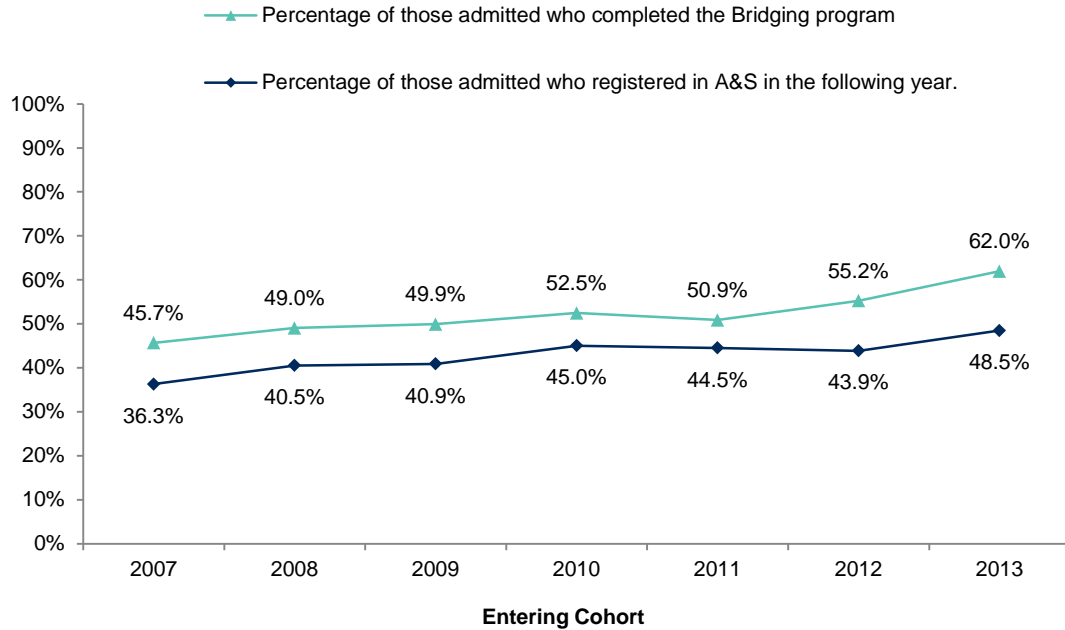
Notes:

1. Data 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/

Figure B-14-c
Facilitated Transfer Programs

The table below provides a sample of the University of Toronto's 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 the University.

U of T	College	Description
Woodsworth	George Brown	Facilitated pathway for liberal arts and science studies at George Brown College to the Faculty of Arts and Science 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.
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.
UTSC	Seneca	Facilitated pathway for students in the liberal arts programs at Seneca College to an HBA program at UTSC.
UTSC	Seneca	Facilitated pathway for students in the liberal science programs at Seneca College to an HBSc program at UTSC.
UTM	George Brown	Facilitated pathway for liberal arts and science studies at George Brown 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.
UTM	Sheridan	Facilitated pathway for general arts and science studies at Sheridan College to an HBA program at UTM.

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)	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. In accordance with the University academic calendar, the Fall/Winter IFP runs from September to April and the Summer IFP runs for 8 weeks in July and August. 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. http://www.ifp.utoronto.ca/
Green Path Program (UTSC)	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. http://webapps-new.utsc.utoronto.ca/greenpath/index.php
Facilitated Admissions International Recruitment (FAIR) – Taiwan (UTSC)	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. http://www.utsc.utoronto.ca/~fair/taiwan/english/index.html
Academic Culture and English (ACE@UTM)	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. The Summer ACE@UTM Program consists of 240 hours of Academic English Level 60 language instruction over 8 weeks in July and August. The Fall-Winter ACE@UTM Program consists of 96 hours of English Level 60 language instruction on Saturdays for 24 weeks from September to April. 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. http://www.utm.utoronto.ca/registrar/new-students-parents/academic-culture-and-english-program-ace

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.

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

For several years 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 2014-2015, 456 students who were registered in an undergraduate on-line course (CSB201, CSC108, FCS292, HMB300, MGY277, LIN204 and RLG203) 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.

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

At the University of Toronto, the number of undergraduate online courses is increasing and the number of registrations to those courses has grown rapidly. However, the number of courses and registrations for graduate courses is steady with slight decline in 2014-15.

Number of Online Courses

Online Course Registration
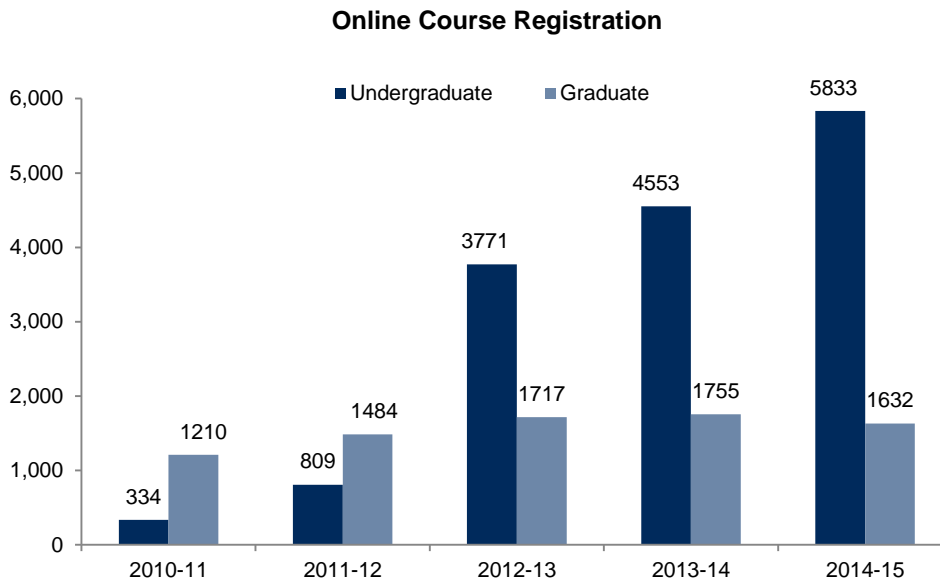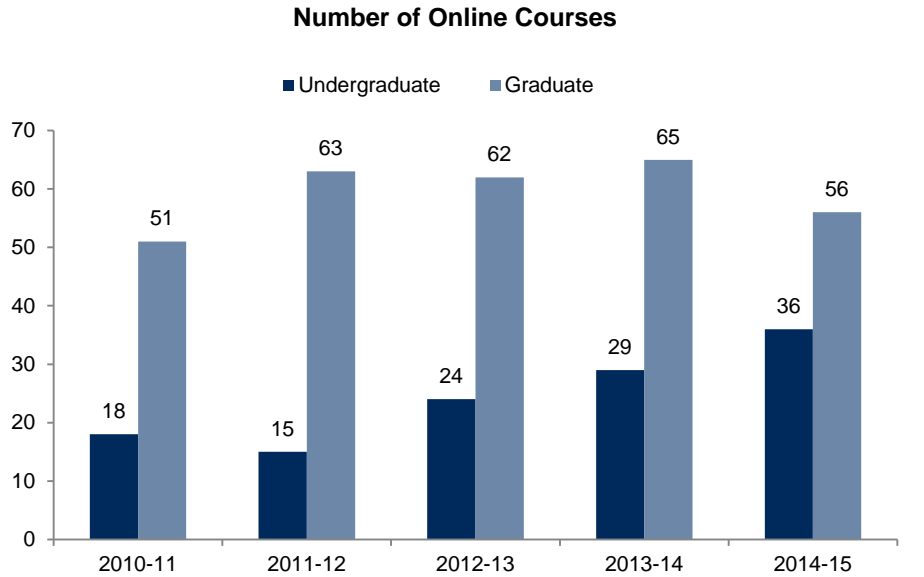
Note:

1. Data source: Office of Online Learning Strategies

2. Registrations represent the number of students registered in individual courses, not the number of individual students.

University of Toronto Performance Indicators 2015

Figure B-15-b
University of Toronto Online Learning Project Pilot Student Survey Results, 2014

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
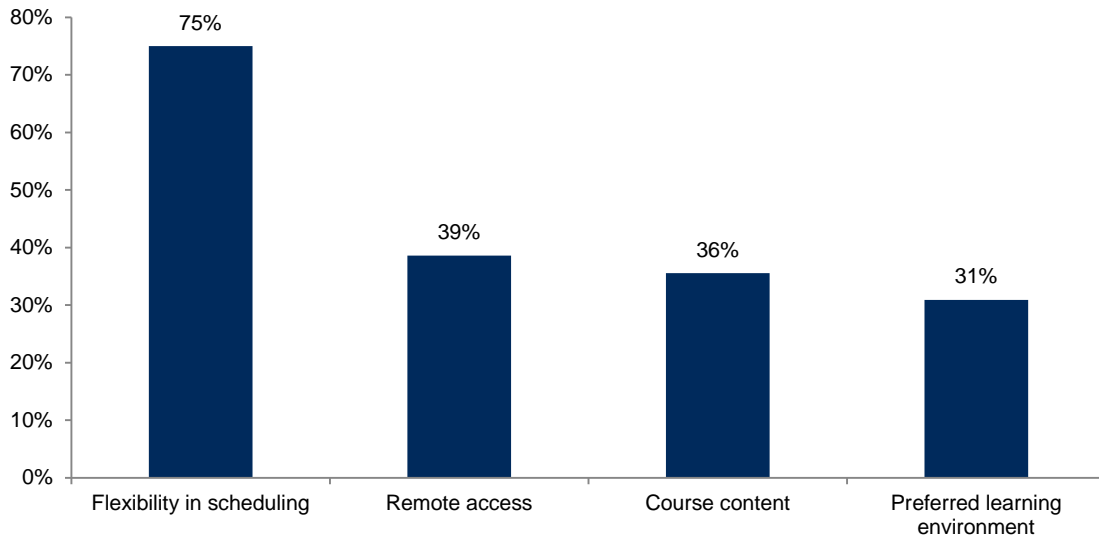
Percentage of Respondents Who Would Take a Similar Online Course Again
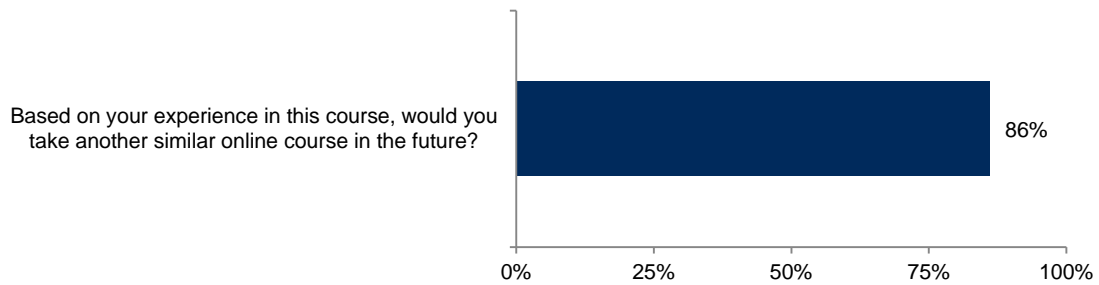
Notes:

1.   Data source: Office of Online Learning Strategies

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.).

Figure B-16-a
Undergraduate Net Tuition for OSAP Recipients by Program, 2014-15

Along with the Province of Ontario, the University of Toronto provides exceptional levels of financial support to its students. The combined result is that undergraduate students, on average, only pay 51% of their tuition.

■ Tuition and fees funded by UofT/OSAP grant/OTG

■ Tuition and fees paid by student

Program	Funded %	Paid %	Amount
Medicine MD	46%	54%	$22,385
KPE	49%	51%	$7,247
Avg Undergrad	49%	51%	
Arts & Science	54%	46%	$7,004
Avg Direct Entry	55%	45%	
Rotman Commerce	58%	42%	$15,735
Engineering	61%	39%	$14,101
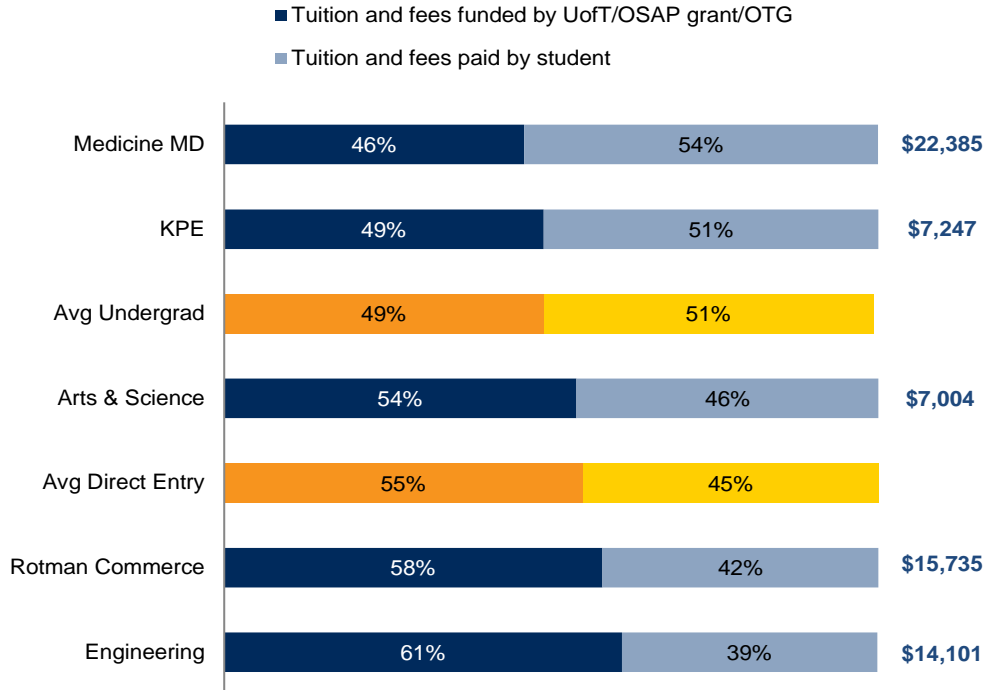
Notes:

1. Source: University of Toronto, Planning and Budget

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. Does not include students who only received Ontario Tuition Grant (OTG) support.

5. 'Average Direct Entry' includes students registered in Arts & Science; Architecture, Landscape & Design; Applied Science & Engineering; Music; Kinesiology & Physical Education; and the Transitional Year Program.

6. 'Average Undergraduate' includes students registered in 'Direct Entry Undergrad' programs + Medicine, Law, Nursing, OISE, Dentistry, Pharmacy, and Woodsworth Certificate Programs.

Figure B-16-b
Actual Student Access Guarantee (SAG) Related Expenditures
Compared to Required SAG, 2014-15

University of Toronto's provides its students with additional support far in excess of the provincial Student Access Guarantee (SAG) requirements.

Total University of Toronto SAG Expenditures (2014-15) = $58.0M

Notes:

1.   Data source: Ministry of Training, Colleges & Universities – OSAP Summary as of October 2015.

2.   Includes Toronto School of Theology (TST).

3.   For OSAP purposes, 2014-15 reflects the period 01-Sep-2014 to 31-Aug-2015.

Figure B-16-c
Average SAG Expenditure per Recipient
University of Toronto compared to Ontario Universities, 2014-15

The average Student Access Guarantee (SAG) expenditure per recipient at the University of Toronto is significantly higher than other Ontario universities.
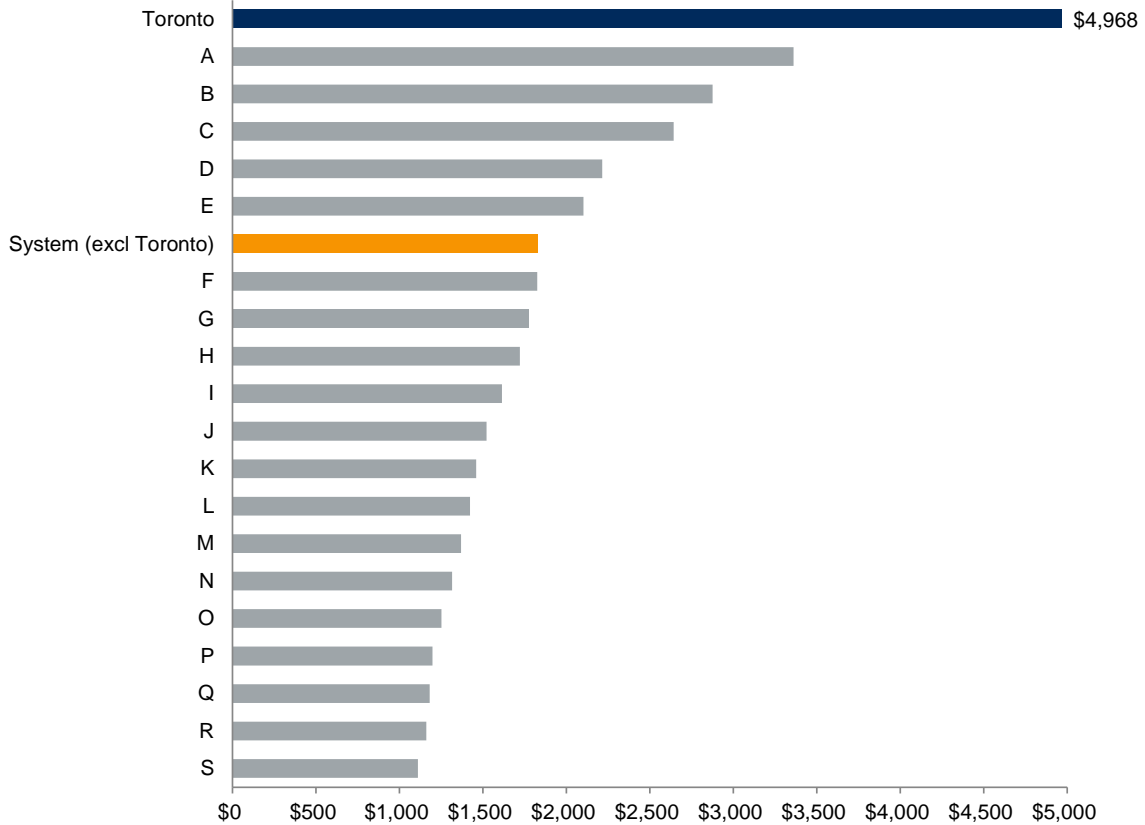
Notes:

1. Data source: Ministry of Training, Colleges & Universities – OSAP Summary as of October 2015.

2. Includes Toronto School of Theology (TST).

3. For OSAP purposes, 2014-15 reflects the period 01-Sep-2014 to 31-Aug-2015.

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 of Toronto 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, 2014-15**

The University of Toronto supports a high proportion of students from lower income families.
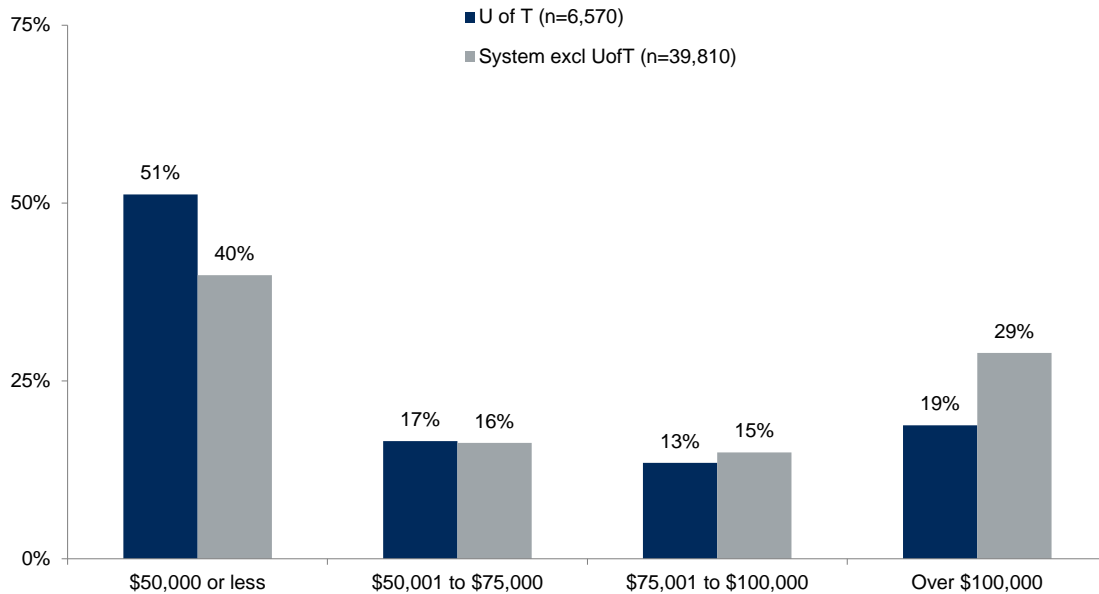
Notes:

1. Data source: Ministry of Training, Colleges and Universities (MTCU).

2. System numbers exclude the University of Toronto.

Figure B-16-e
Average Scholarships and Bursaries Expenditures per Student FTE,
2001-02 to 2013-14

The average Scholarship and Bursary expenditure per student at the University of Toronto is significantly higher than the Ontario average.
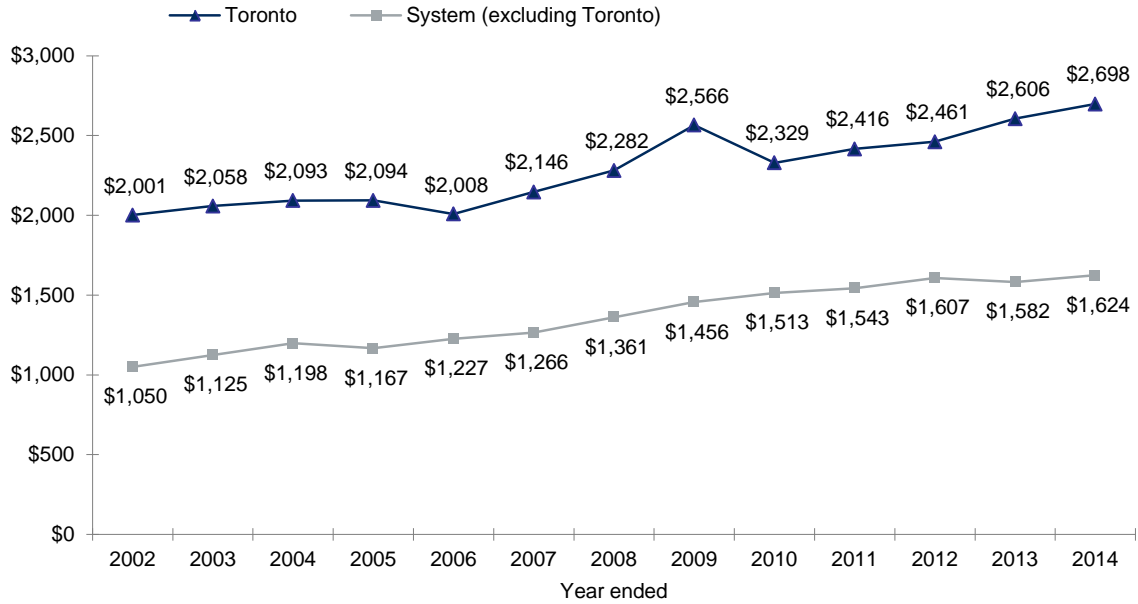
Notes:

1. Data 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. Data 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.

Figure B-16-f
Doctoral Student Support, Average Financial Support per Student,
All Divisions (excl. Health Sciences), 2013-14

The average financial support per doctoral student, at the University of Toronto, compares favourably with Canadian peer institutions.
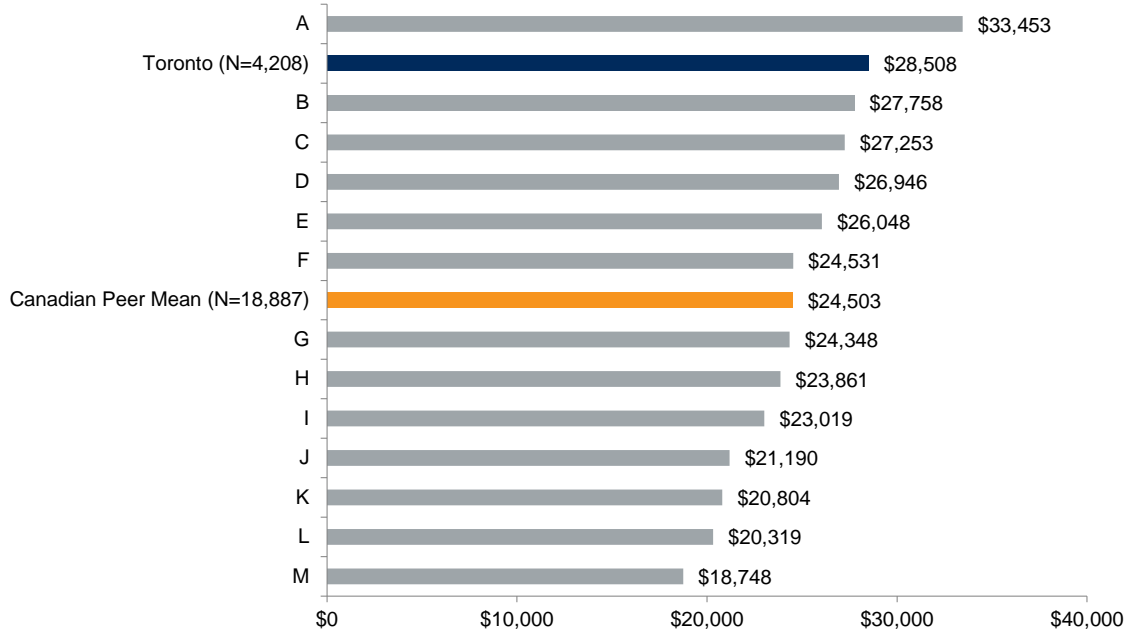
Notes:

1. Data source: U15DE.

2. Canadian peer mean excludes U of T.

3. Quebec data do not include direct-to-student Provincial bursary support.

4. Excludes Montreal.

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, 2004-05 to 2014-15)

The number of students participating in Study Abroad & Exchange Programs and Woodsworth College Summer Abroad Programs is increasing steadily.
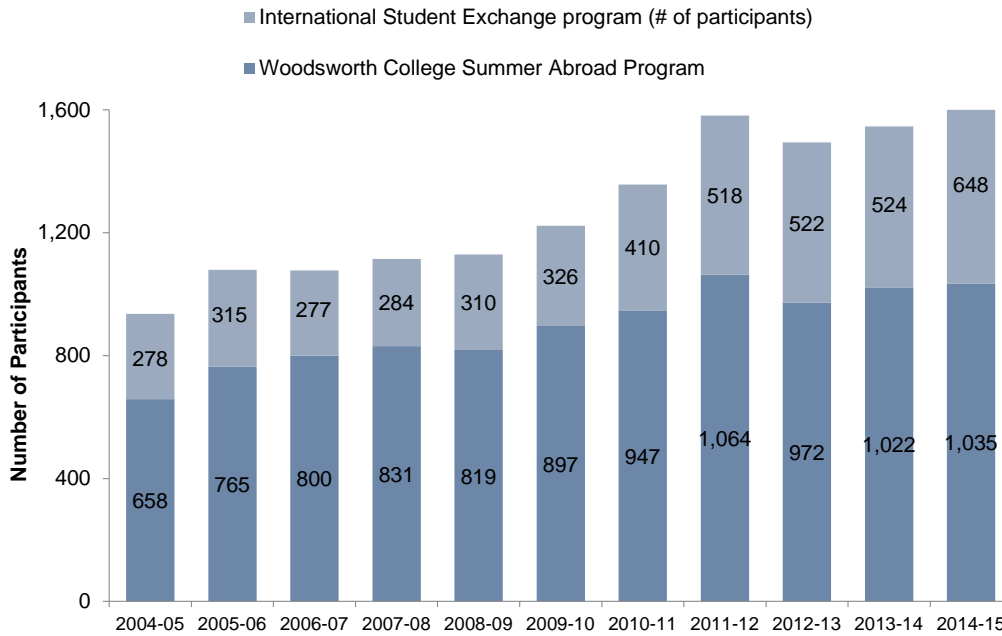
Notes:

1. Data 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.

3. Study Abroad & Exchange Programs managed by International Student Exchange Programs includes first entry undergraduate, Law students and graduate students.

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).

Figure C-1-a
University of Toronto Speaking UP Faculty and Staff Experience Survey, 2014
Overall, how satisfied are you with being an employee of U of T?

The majority of staff and faculty at the University of Toronto are satisfied. Their level of satisfaction is better than in the past and higher than similar organizations.
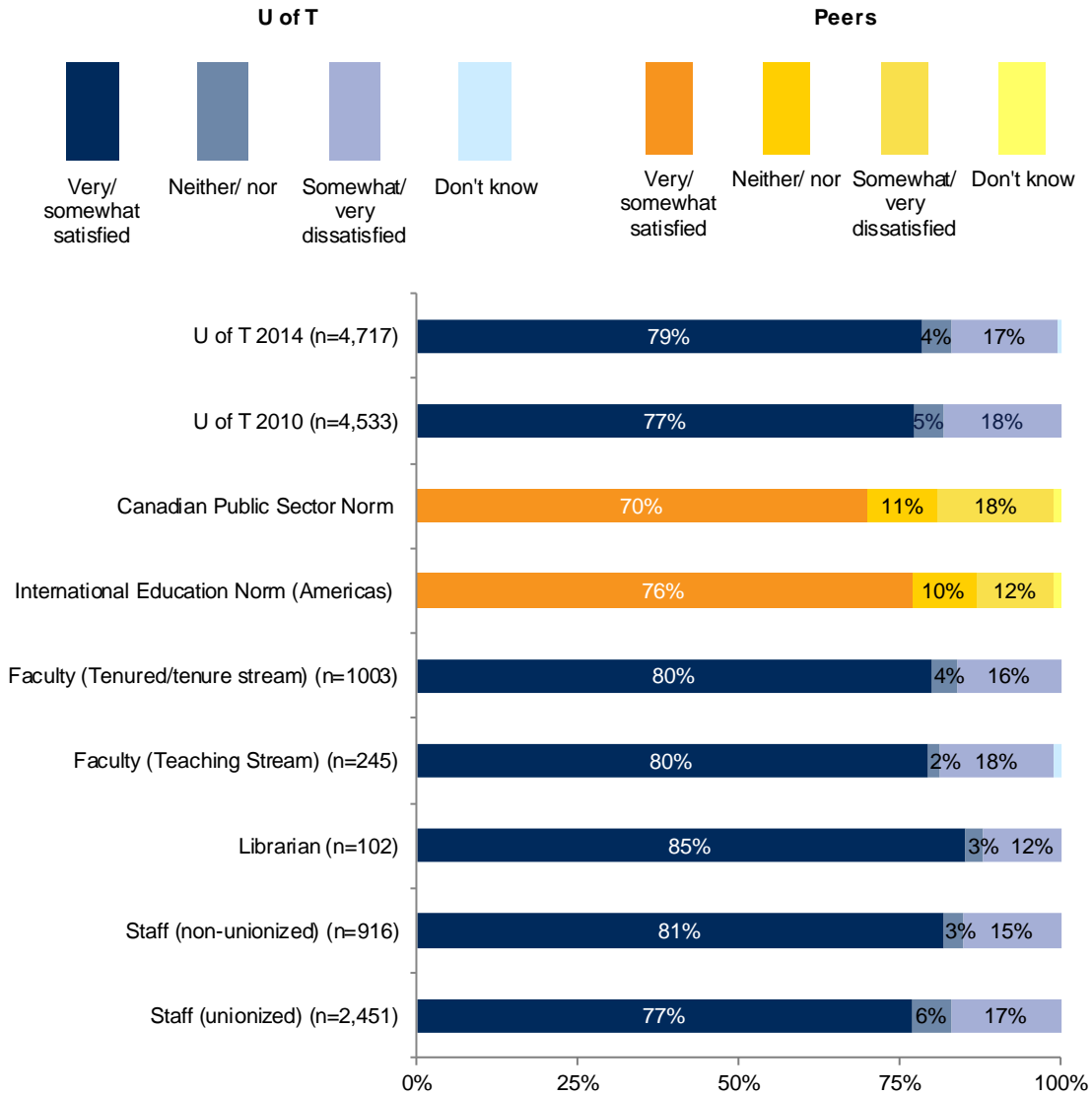
U of T

Very/ somewhat satisfied	Neither/ nor	Somewhat/ very dissatisfied	Don't know

Peers

Very/ somewhat satisfied	Neither/ nor	Somewhat/ very dissatisfied	Don't know

	Very/somewhat satisfied	Neither/nor	Somewhat/very dissatisfied
U of T 2014 (n=4,717)	79%	4%	17%
U of T 2010 (n=4,533)	77%	5%	18%
Canadian Public Sector Norm	70%	11%	18%
International Education Norm (Americas)	76%	10%	12%
Faculty (Tenured/tenure stream) (n=1003)	80%	4%	16%
Faculty (Teaching Stream) (n=245)	80%	2%	18%
Librarian (n=102)	85%	3%	12%
Staff (non-unionized) (n=916)	81%	3%	15%
Staff (unionized) (n=2,451)	77%	6%	17%

Notes:

1. Data source: UofT Faculty and Staff Experience Survey: Speaking UP, 2014.

2. Ipsos Reid provided benchmarks for selected questions.

University of Toronto Performance Indicators 2015

Figure C-1-b
U of T Speaking UP Faculty and Staff Experience Survey, 2014
I am satisfied with the balance between my private and professional life

Staff and faculty at the University of Toronto responded that they are satisfied with the balance between private and professional life. Their level of satisfaction is better than in the past and comparable to similar organizations.

U of T

| Very/ somewhat satisfied | Neither/ nor | Somewhat/ very dissatisfied | Don't know |

Peers

| Very/ somewhat satisfied | Neither/ nor | Somewhat/ very dissatisfied | Don't know |

	Very/somewhat satisfied	Neither/nor	Somewhat/very dissatisfied
U of T 2014 (n=4,691)	69%	10%	20%
U of T 2010 (n=4,393)	67%	9%	24%
Canadian Public Sector Norm	67%	18%	13%
International Education Norm (Americas)	69%	18%	12%
Faculty (Tenured/tenure stream) (n=999)	58%	12%	31%
Faculty (Teaching Stream) (n=246)	52%	12%	35%
Librarian (n=101)	60%	11%	30%
Staff (non-unionized) (n=912)	76%	7%	17%
Staff (unionized) (n=2,433)	75%	10%	15%

0%   25%   50%   75%   100%

Notes:

1.   Data source: UofT Faculty and Staff Experience Survey: Speaking UP, 2014.

2.   Ipsos Reid provided benchmarks for selected questions.

University of Toronto Performance Indicators 2015

Annual Fundraising Achievement and Alumni Donors

> **Performance Relevance:**
>
> In November 2011, the University of Toronto unveiled *Boundless*, the largest fundraising campaign in Canadian university history, with a historic $2-billion goal. By August 2015, the University has surpassed the $1.8 billion mark establishing a new benchmark in Canadian philanthropy. The University owes tremendous thanks to the many donors who have made this poss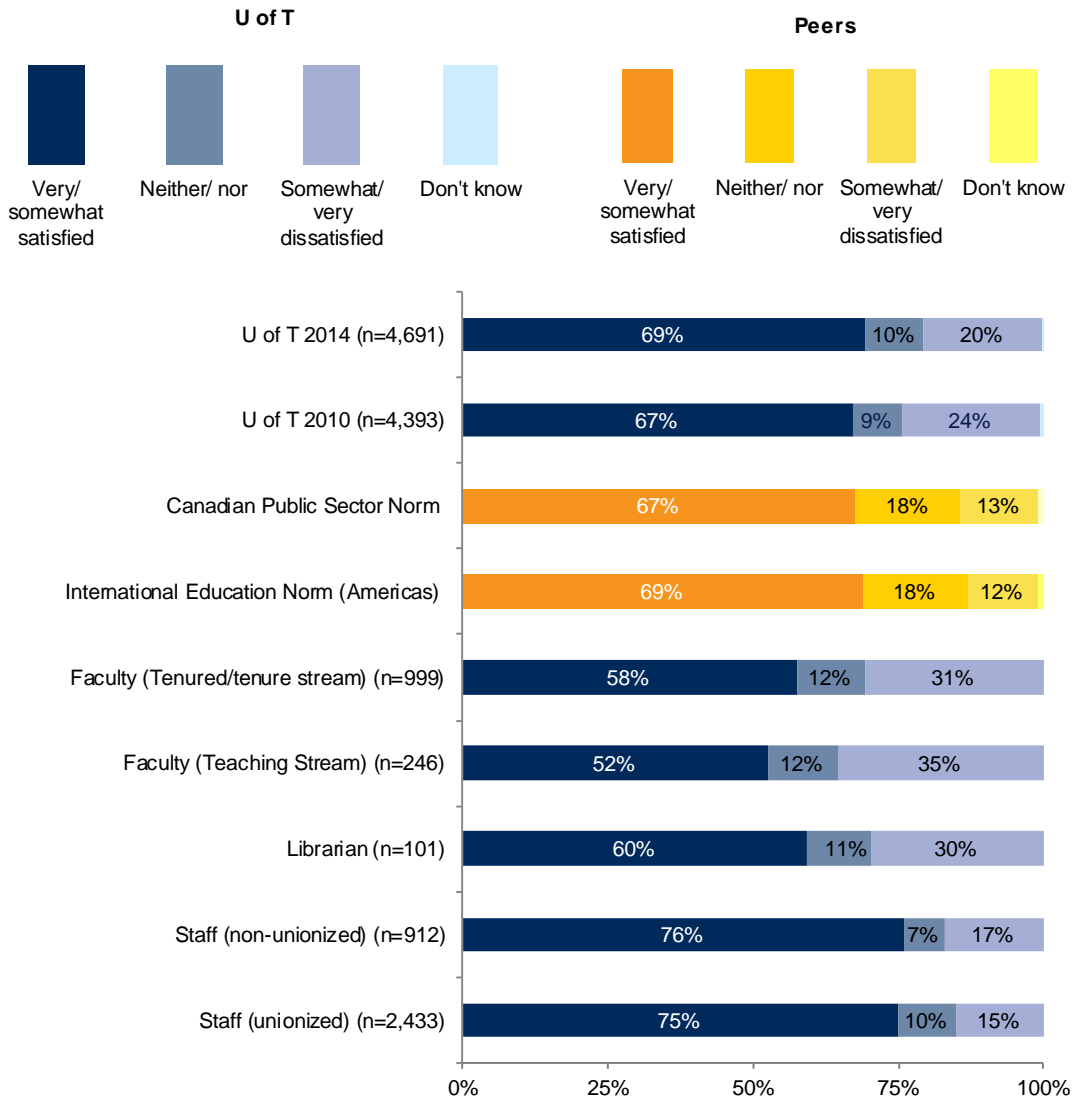ible with their generous support of our faculty, programs and students. The financial contributions of our donors have, for decades, supported the University's institutional independence and academic freedom. Through their philanthropy and engagement in the life of the University, our alumni and friends 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.

Figure C-2-a
Annual Fund-Raising Achievement:
Gifts and Grants by Fiscal Year, 2005-06 to 2014-15

The bars below show fundraising achievement including new gifts and new philanthropic research grants (in millions of dollars) received by the University of Toronto within a ten-year period.
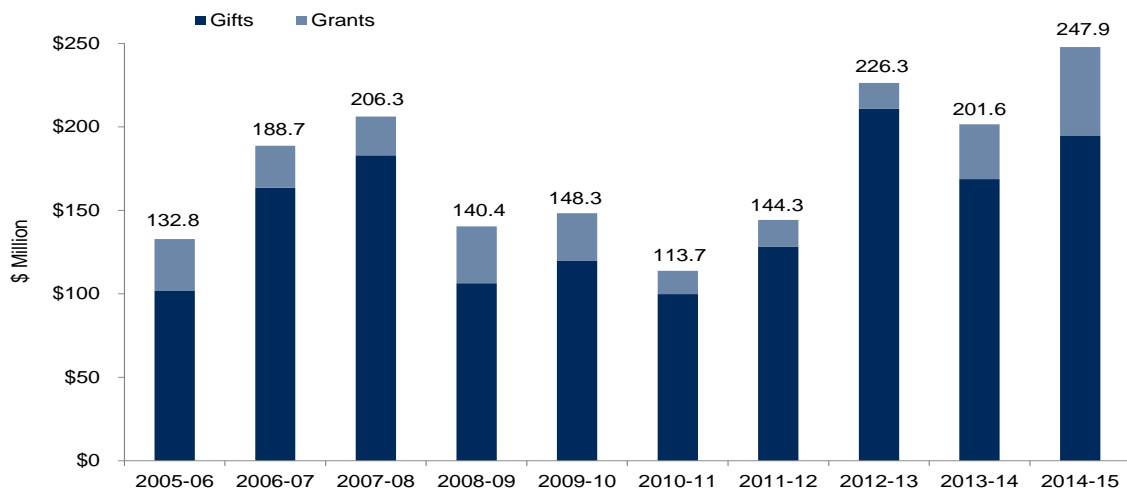
Notes:

1. Data source: Division of University Advancement

2. Gift totals include pledges and gifts (donations), realized planned gifts and gifts-in-kind (in millions of dollars) to the University of Toronto.

3. Include those received by federated universities and other affiliated institutions (the University of St. Michael's College, the University of Trinity College and Victoria University), but exclude donations to partner hospitals.

Figure C-2-b
Annual Fundraising Achievement:
Percentage of Funds Raised by Donor Sector, 2014-15

The chart below shows the distribution of total funds raised by source category. For the period May 1, 2014 to April 30, 2015, a total of $247.9 million was raised for the University, including $194.9 million in pledges and gifts (donations) and $53.0 million in philanthropic research grants (recorded as other grants revenue for restricted purposes).

Corporations, 4.7%

Alumni, 23.6%

Organizations & Foundations, 29.1%

$247.9 million

Research Grants, 21.4%

Friends, 21.2%
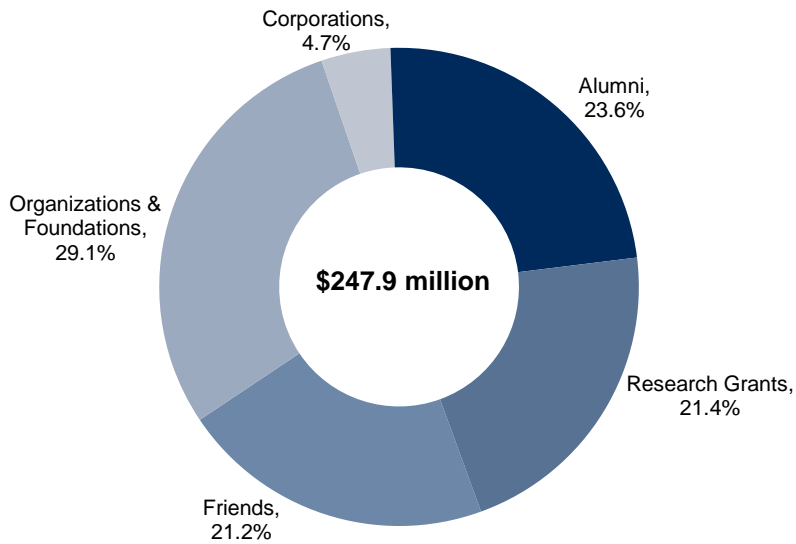
Data source: Division of University Advancement.

Figure C-2-c
BOUNDLESS Campaign Goals by Priority

Infrastructure 20%

Faculty 32%

Research & Programs 23%

$2 billion

Student Programming & Financial Aid 25%
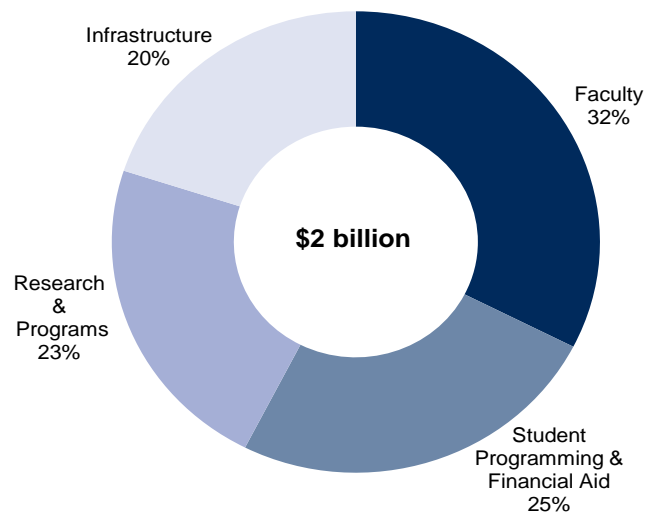
Data source: BOUNDLESS: The Campaign for the University of Toronto, p. 56

Related Website:

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

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.

Figure D-1-a
Graduate Degree-Seeking Student Enrolment Fall 2006 - Fall 2015

Graduate enrolment at the University of Toronto has shown steady increase in recent years.

Total Degree-Seeking Graduate Students

Masters - Professional Stream Programs

Masters - Doctoral Stream Programs

Doctoral Programs
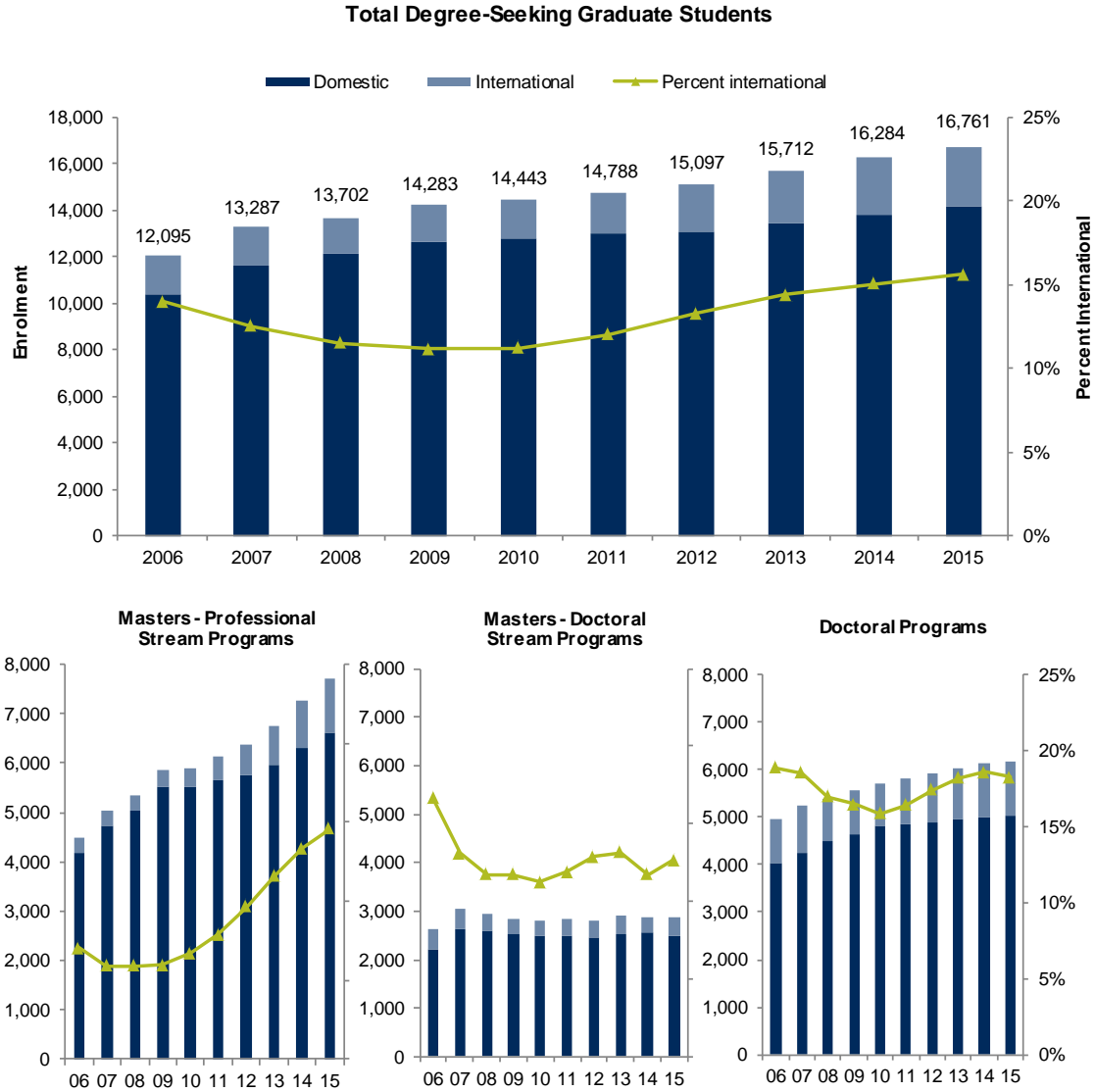
Notes:

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

University of Toronto Performance Indicators 2015

Figure D-1-b
Graduate Enrolment as a Percentage of Total Enrolment
University of Toronto Compared to Canadian Peers, Fall 2006 and Fall 2014

At the University of Toronto, the percentage of Total Enrolment that is Graduate Enrolment has increased between 2006 and 2014 at a pace that is higher than peer institutions.

Fall 2006

■ U of T ■ Cdn Peers

Montréal	25.5%
Laval	22.9%
Dalhousie	22.4%
McGill	22.1%
British Columbia	20.2%
Calgary	19.1%
Cdn Peer Mean	18.2%
TORONTO	17.3%
QUEEN'S	16.9%
WESTERN	15.2%
Alberta	15.1%
McMASTER	11.9%
WATERLOO	11.4%
OTTAWA	11.4%

Fall 2014

■ U of T ■ Cdn Peers

Montréal	26.1%
McGill	24.1%
Laval	23.3%
British Columbia	22.8%
TORONTO	20.3%
Calgary	19.8%
Cdn Peer Mean	19.4%
WESTERN	18.6%
Alberta	18.4%
QUEEN'S	17.7%
Dalhousie	17.2%
Saskatchewan	16.9%
OTTAWA	15.6%
McMASTER	15.2%
WATERLOO	13.5%
Manitoba	12.8%

Notes:

1. Data source: U15 Data Exchange.

2. Graduate enrolment to total enrolment ratio is calculated as [Graduate Enrolment FTE]/[Total Enrolment FTE].

3. FTE graduate 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. Cdn Peer mean excludes Toronto.

5. Ontario peers are shown in capital letters.

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 2014

At the University of Toronto, the percentage of Total Enrolment that is Graduate Enrolment or First Professional Enrolment has increased between 2006 and 2014 at a pace that is higher than AAU peer institutions.

Fall 2006

■ U of T   ■ AAU Peers

Michigan	34.7%
Pittsburgh	32.2%
Minnesota	29.4%
Washington	28.7%
Calif - Berkeley	28.5%
AAU Peer Mean	27.0%
Wisc - Madison	24.7%
Texas - Austin	23.8%
Illinois - Urbana	23.6%
Ohio State	22.1%
Arizona	20.5%
Toronto	20.0%

Fall 2014

■ U of T   ■ AAU Peers

Michigan	33.8%
Pittsburgh	31.5%
Washington	29.9%
Minnesota	27.9%
Wisc - Madison	26.5%
Calif - Berkeley	26.4%
AAU Peer Mean	26.1%
Toronto	24.7%
Illinois - Urbana	24.5%
Texas - Austin	22.8%
Ohio State	20.9%
Arizona	20.1%

Notes:

1.   Data 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.

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 2005 to Fall 2014

Although the University of Toronto's enrolment has increased during the period, the share of Ontario's enrolment in both Masters and Doctoral Programs has declined since 2005. However, there has been an increase in both enrolment and share for 2013 to 2014.
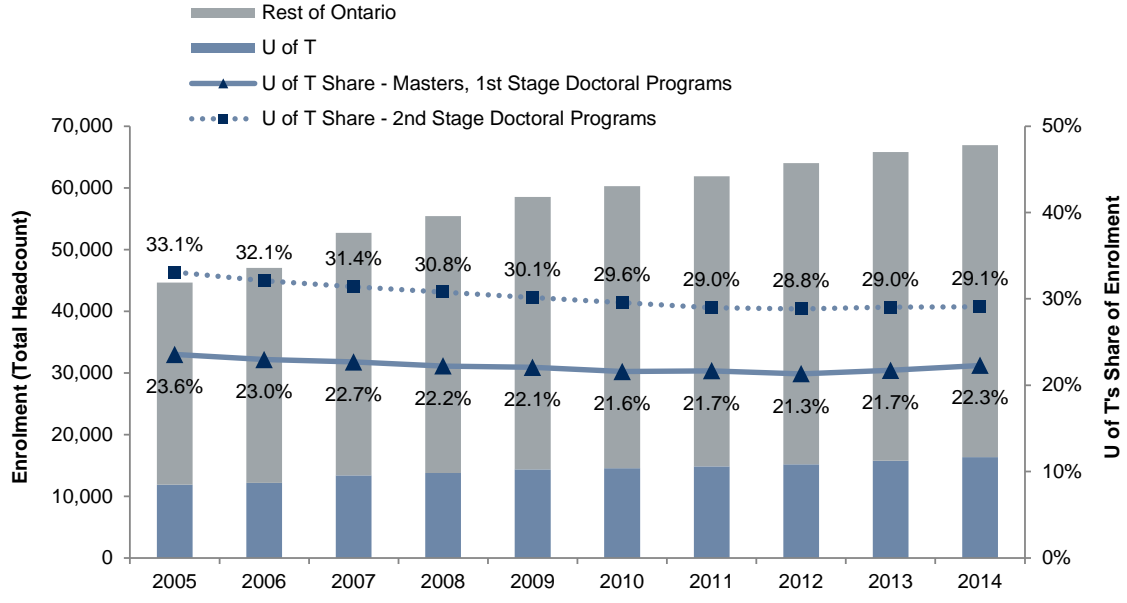
Notes:

1. Data source: MTCU Enrolment data.

2. Includes both full-time and part-time enrolment.

3. Excludes graduate diploma programs.

4. Masters, Qualifying Year Doctoral and Special students are included in "Masters, 1st Stage Doctoral" Programs.

5. U of T data excludes Toronto School of Theology.

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 presenting 2013-14 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.

Figure D-2-a
Total Space Allocation, Ontario Universities
Ratio of Actual Space Inventory to COU Formula (%), 2013-14

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. The two elements that influence this ratio are physical space and population. A higher ratio may indicate declining enrolment rather than increased space.

Legend: ■ U of T ■ Cdn Peers ■ Other Instns ■ COU Mean

Institution	Ratio
Algoma	113.5%
York, Glendon	103.3%
Laurentian	99.3%
Lakehead	91.7%
Trent	91.4%
Guelph	88.4%
QUEEN'S	88.4%
Windsor	87.7%
TORONTO St. George	85.1%
WATERLOO	84.1%
Carleton	80.9%
McMASTER	79.7%
WESTERN	79.1%
COU mean	78.6%
Wilfrid Laurier	77.0%
TORONTO - UTM	75.8%
TORONTO - UTSC	74.3%
UOIT	73.3%
York, Main	70.1%
Brock	66.7%
OTTAWA	66.5%
Ryerson	61.2%
Nipissing	58.8%
OCAD	44.3%

Notes:

1. Data Source: COU Inventory of Physical Facilities of Ontario Universities 2013-14.

2. The space factor for a number of space categories have been changed in the 2013-14 survey and therefore caution should be taken when making comparisons with the 2010-11 data, especially the generated space and %I/G figures.

3. COU mean excludes Hearst and NOSM.

Figure D-2-b
Research/Teaching Space Allocation, Ontario Universities
Ratio of Actual Space Inventory to COU Formula (%), 2013-14

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.

Legend: ■ U of T ■ Cdn Peers ■ Other Instns ■ COU Mean

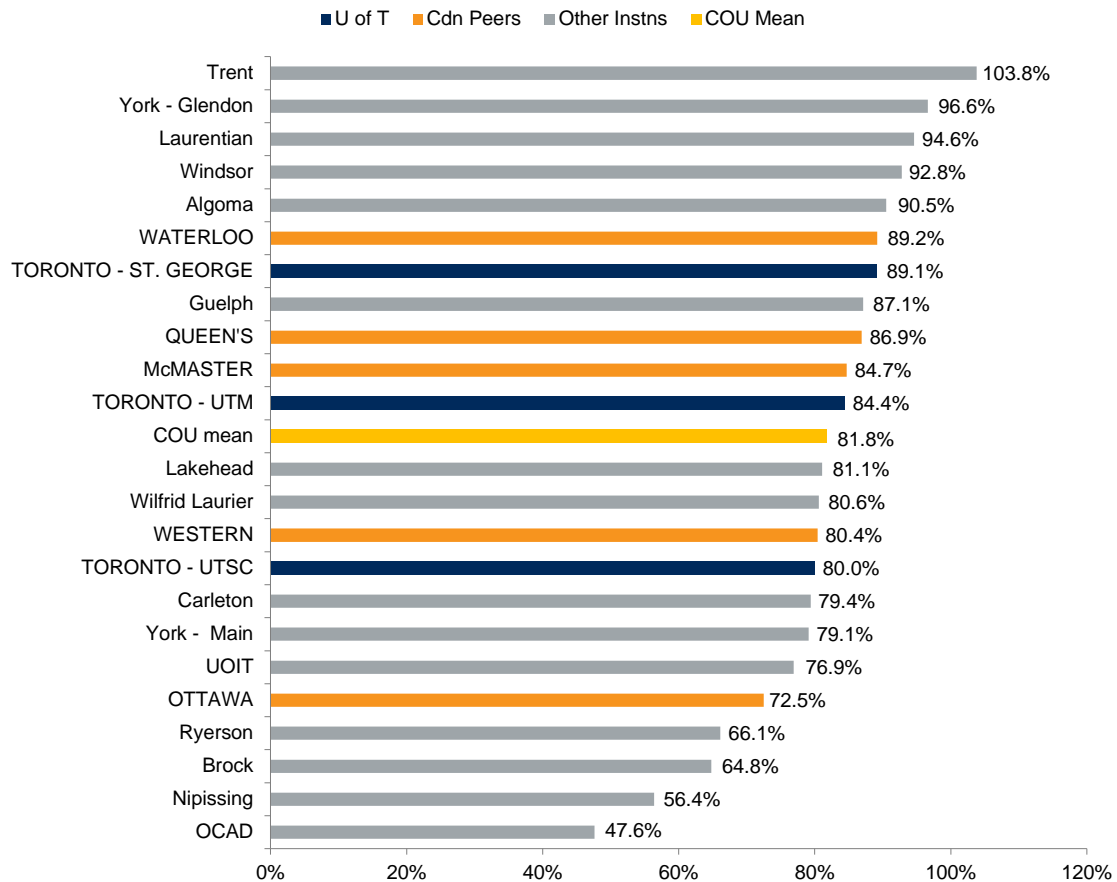| Institution	Ratio
Trent	103.8%
York - Glendon	96.6%
Laurentian	94.6%
Windsor	92.8%
Algoma	90.5%
WATERLOO	89.2%
TORONTO - ST. GEORGE	89.1%
Guelph	87.1%
QUEEN'S	86.9%
McMASTER	84.7%
TORONTO - UTM	84.4%
COU mean	81.8%
Lakehead	81.1%
Wilfrid Laurier	80.6%
WESTERN	80.4%
TORONTO - UTSC	80.0%
Carleton	79.4%
York - Main	79.1%
UOIT	76.9%
OTTAWA	72.5%
Ryerson	66.1%
Brock	64.8%
Nipissing	56.4%
OCAD	47.6%

Notes:

1. Data Source: COU Inventory of Physical Facilities of Ontario Universities 2013-14.

2. The space factor for a number of space categories have been changed in the 2013-14 survey and therefore caution should be taken when making comparisons with the 2010-11 data, especially the generated space and %I/G figures.

3. COU mean excludes Hearst and NOSM.

Figure D-2-c
Total Space by Campus, 1995-96 to 2013-14

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 all of University of Toronto's three campuses.

St. George

Required and Actual Space Inventory

in thousands of NASMs

UTM

UTSC
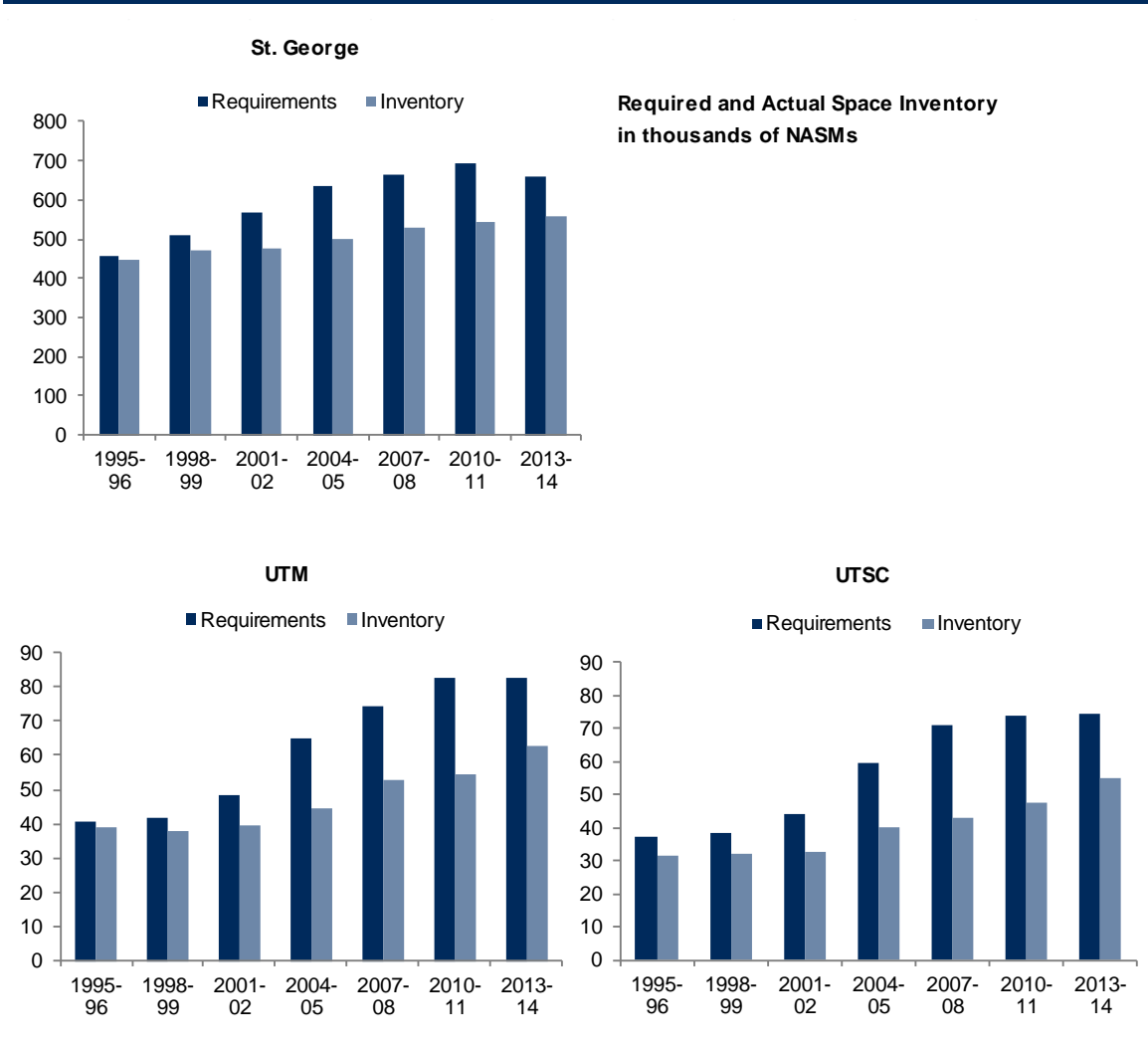
Notes:

1.   Data Source: COU Inventory of Physical Facilities of Ontario Universities.

2.   NASM = Net Assignable Square Metre

3.   The space factor for a number of space categories have been changed in the 2013-14 survey and therefore caution should be taken when making comparisons with the 2010-11 data, especially the generated space and %I/G figures.

Related Report:

Inventory of Physical Facilities of Ontario Universities, 2013-14

University of Toronto Performance Indicators 2015

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. 20 to Oct. 24 2014
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, three time slots and the overall usage, for the week of Oct 20 to Oct 24, 2014
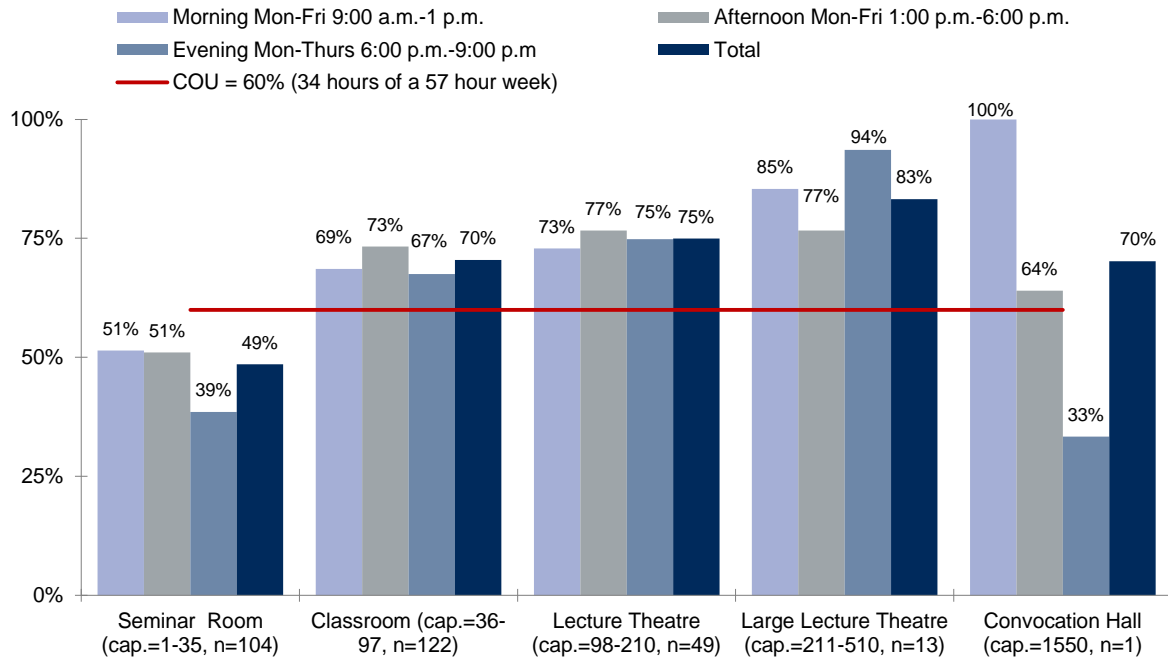
Notes:

1. Data source: Office of Space Management.

2. This data only represents the St George centrally allocated classrooms. It excludes classrooms in Law, Music, Management, Social Work, Architecture and other departmental space.

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.

Figure D-3-a
Deferred Maintenance Backlog by Campus, December 2014

The chart below indicates the deferred maintenance backlog which needs to be addressed within the next 5 years as of December 2014, by campus.
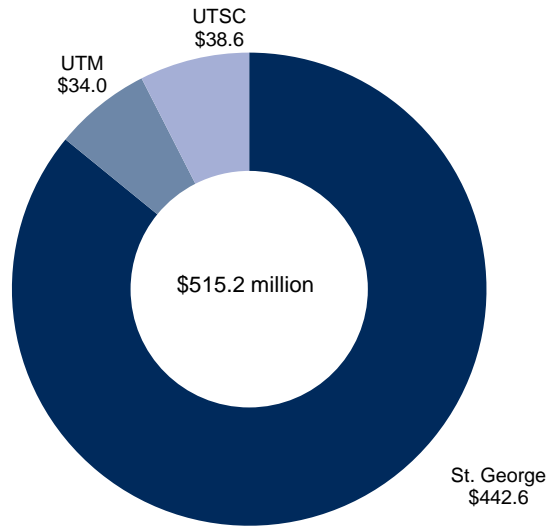
UTSC
$38.6

UTM
$34.0

$515.2 million

St. George
$442.6

Notes:

1.   Data source: Deferred Maintenance Report, Facilities and Services Department.

Figure D-3-b
Deferred Maintenance Backlog by Campus, 2005 to 2014

The chart below indicates the deferred maintenance backlog which needs to be addressed within the next 5 years by campus from December 2005 to December 2014.
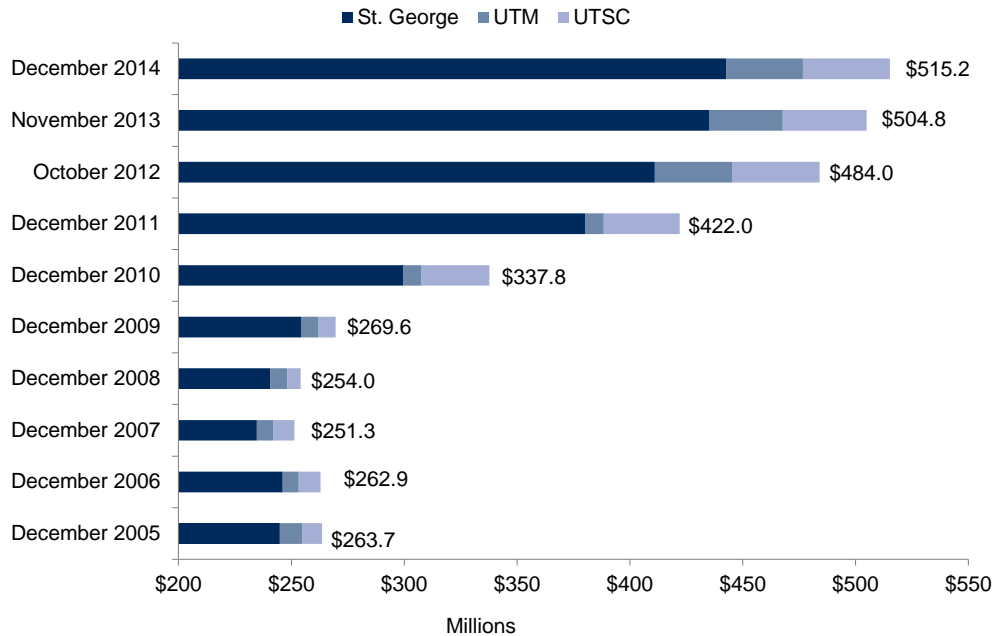
Notes:

1.   Data source: Deferred Maintenance Report, Facilities and Services Department.

Related Reports:

Deferred Maintenance Report December 2014, Facilities and Services Department

http://www.fs.utoronto.ca/wp-content/uploads/2015/11/DM-Report-2014.pdf

Ontario Universities' Facilities Condition Assessment Program as of May 2014
http://cou.on.ca/wp-content/uploads/2015/06/COU-Facilities-Condition-Assessment-Program-as-of-May-2014.pdf

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.

Figure E-1-a
Major North American Research Libraries

The University of Toronto's libraries continue to be ranked by the Association of Research Libraries as the third highest in North America and the highest in Canada.

ARL RANK	2008-09 UNIVERSITY	2009-10 UNIVERSITY	2010-11 UNIVERSITY	2011-12 UNIVERSITY	2012-13 UNIVERSITY	2013-14 UNIVERSITY
1	Harvard	Harvard	Harvard	Harvard	Harvard	Harvard
2	Yale	Yale	Yale	Yale	Yale	Yale
3	Columbia	**Toronto (3rd)**	**Toronto (3rd)**	**Toronto (3rd)**	**Toronto (3rd)**	**Toronto (3rd)**
4	**Toronto (4th)**	Columbia	Michigan	Columbia	Columbia	Columbia
5	Michigan	Michigan	Columbia	Michigan	Michigan	Michigan
6	California, Berkeley	New York	California, LA	California, Berkeley	New York	California, Berkeley
7	Pennsylvania State	California, Berkeley	New York	New York	California, Berkeley	New York
8	California, L.A.	Princeton	California, Berkeley	Pennsylvania State	Princeton	Pennsylvania State
9	Princeton	Pennsylvania State	Princeton	Princeton	Pennsylvania State	Texas
10	Texas	Texas	Pennsylvania State	Cornell	Cornell	Princeton

Top 5 Canadian Universities

2008-09 RANK/ UNIVERSITY	2009-10 RANK/ UNIVERSITY	2010-11 RANK/ UNIVERSITY	2011-12 RANK/ UNIVERSITY	2012-13 RANK/ UNIVERSITY	2013-14 RANK/ UNIVERSITY
4/Toronto	**3/Toronto**	**3/Toronto**	**3/Toronto**	**3/Toronto**	**3/Toronto**
16/Alberta	11/Alberta	11/Alberta	14/British Columbia	18/Alberta	22/British Columbia
26/British Columbia	24/British Columbia	16/British Columbia	16/Alberta	24/British Columbia	26/Alberta
34/Montreal	31/Montreal	32/McGill	28/Montreal	30/McGill	35/McGill
40/McGill	37/McGill	38/Montreal	31/McGill	35/Montreal	36/Montreal

Notes:

1.   Data 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.

University of Toronto Performance Indicators 2015

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 University of Toronto continues to invest in Information Technology to support students, faculty, and staff.
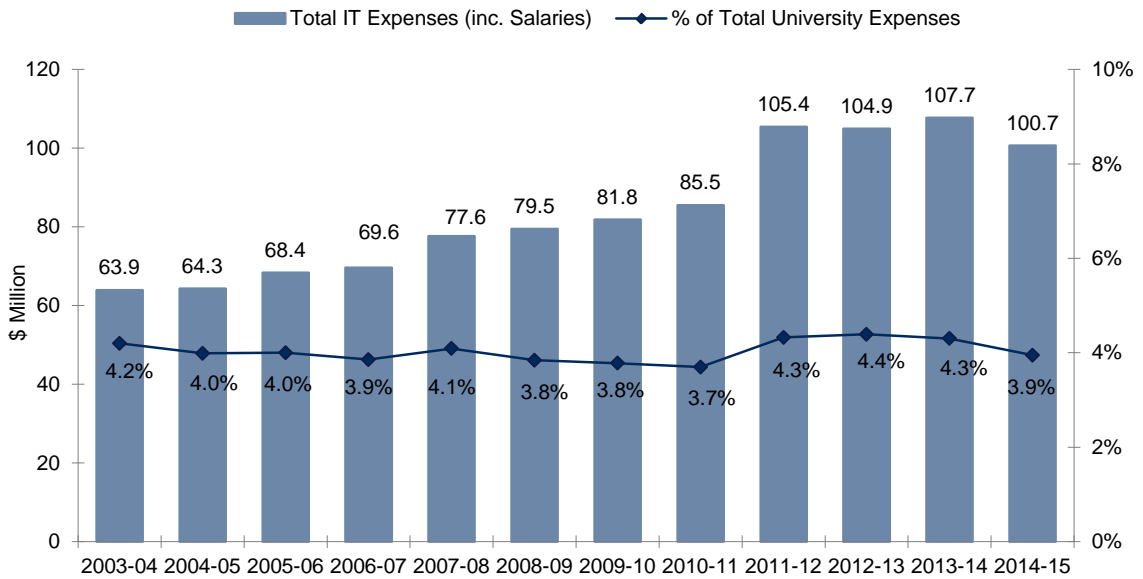
Notes:

1.   Data source: Information and Technology Services

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.

Figure E-3-a
Central Administrative Costs as a Percentage of Total Operating Expenditures,
1998-99 to 2013-14

Central Administrative Costs as a percentage of Total Operating Expenditure at the University of Toronto are declining and are lower than the average of other universities in Ontario.
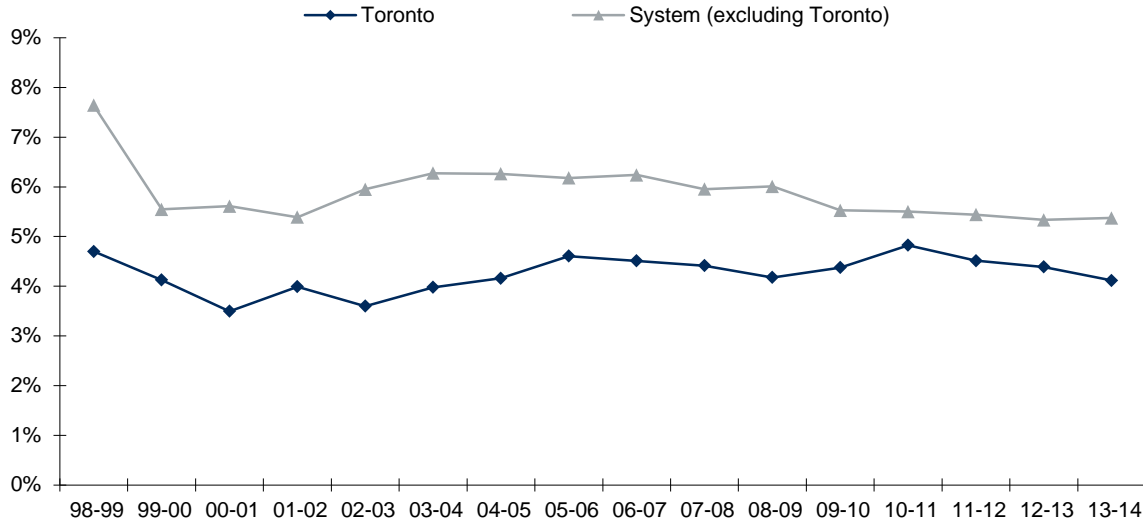
Notes:

1. Data source: COU Financial Report of Ontario Universities, Volume I, Table 6 - Expense Operating (excluding internal and external cost recoveries) 1998-99 to 2013-14.

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.

Endowment per Student

Performance Relevance:

The University of Toronto'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.

Figure E-3-b
Top Endowments at AAU Public Institutions per FTE Student
as at April 30, 2013 ($US)

The University of Toronto's Endowment per student is lower than many AAU Peer institutions.

Institution	$US
Virginia - Main	213,079
Michigan - Ann Arbor	185,879
Texas A & M U. - College Station	171,461
Pittsburgh - Pittsburgh	100,631
North Carolina at Chapel Hill	80,248
Georgia Institute of Technology - Main	77,288
The Texas at Austin	63,743
Wisconsin - Madison	60,936
Purdue U. - Main	55,060
Ohio State U. - Main	52,745
Kansas	52,414
Washington - Seattle	51,447
Minnesota - Twin Cities	48,052
Michigan State U.	45,391
Boston U.	43,924
Iowa	38,901
California - Berkeley	36,917
California - Los Angeles	34,375
Pennsylvania State U. - Main	32,655
Florida	28,599
Toronto	24,555
Oregon	24,288
Missouri - Columbia	22,448
Illinois at Urbana - Champaign	21,391
Iowa State U.	20,907
Indiana U. - Bloomington	20,689
U. at Buffalo	19,863
Arizona	15,972
California - San Diego	15,714
Rutgers U. - New Brunswick	12,376
Maryland - College Park	12,068
California - Irvine	8,945
Nebraska - Lincoln	8,271
California - Davis	7,855
Stony Brook U.	6,730
California - Santa Barbara	5,527

Legend: ■ U of T ■ AAU Peers ■ Other Institutions

University of Toronto Performance Indicators 2015

Notes:

1.   Data source: IPEDS website

2.   U of T figure converted to US dollars at an exchange rate of 0.9929 as at April 30, 2013.
      http://www.bankofcanada.ca/rates/exchange/10-year-converter/

Related Reports:

University of Toronto Endowment Reports:

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

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, for fiscal year ended on April 30th in this report. 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 2015, the actual ratio was 3.7% 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, as at April 30th in this report). 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 2015, the actual viability ratio was 1.4, which is above 0.8.

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 it to borrow to meet the needs of the University on a cost effective basis.

Figure E-3-c
Debt Burden Ratio

The Debt Burden Ratio (principal and interest divided by total expenditures) 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 University of Toronto's Debt Burden Ratio is stable and comfortably below the University's policy. It is also considerably lower than the industry threshold.
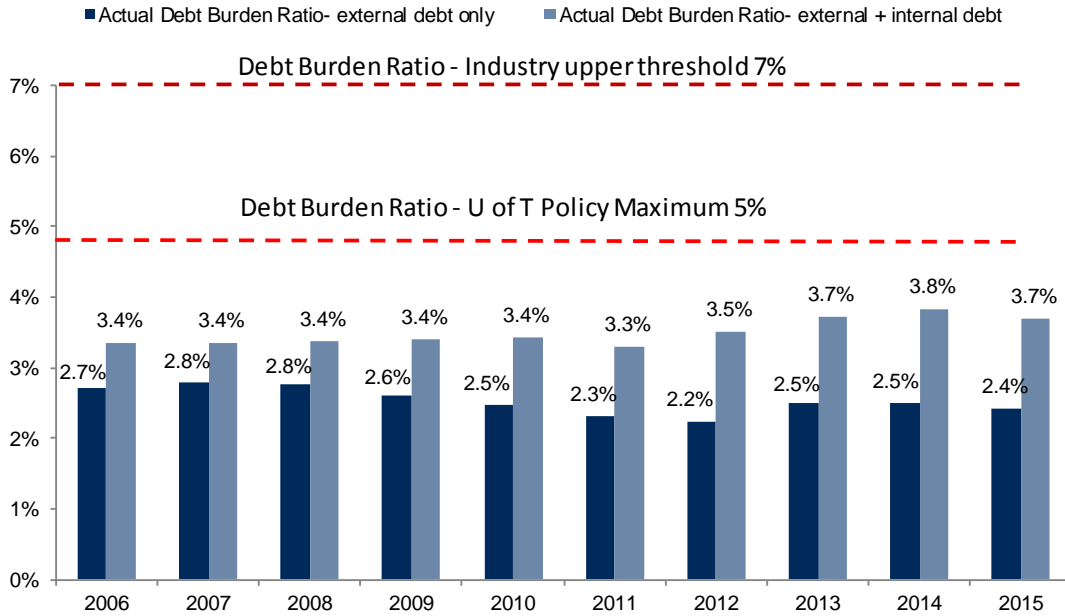
Note:

1.   Data source: Financial Services Department.

Figure E-3-d
Viability Ratio

The Viability Ratio (expendable resources divided by debt) indicates the amount of funds on hand that could be used to repay outstanding debt. A higher ratio indicates higher capacity to repay debt.

The University of Toronto's Viability Ratio is rising and well above the University's own additional monitoring rate.
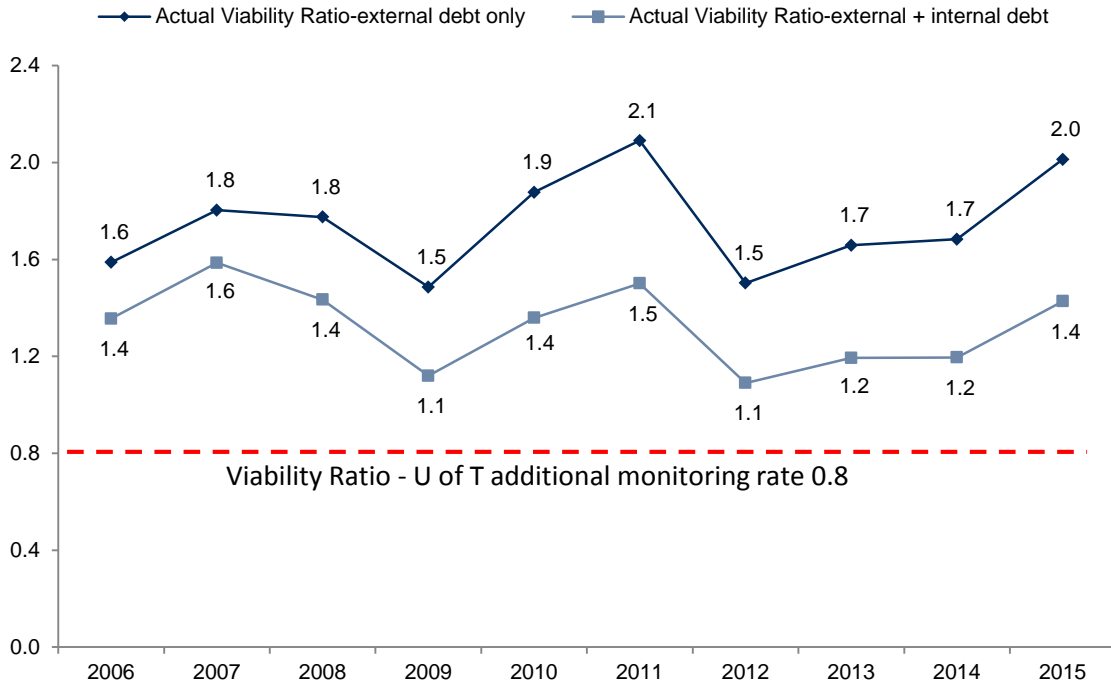
Note:

1.   Data source: Financial Services Department.

University of Toronto Performance Indicators 2015

**Figure E-3-e
Credit Rating, University of Toronto
Compared to US and Canadian Peers at June 2015**

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 the University of Toronto'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	A+	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	AA-	
University of Illinois	Aa3	AA-	

Note:

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

Related Reports:

University of Toronto Financial
Reports: http://www.finance.utoronto.ca/alerts/finreports.htm

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 nine 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 2013-14

The University of Toronto's Total Revenue per student is lower than U.S. public peer institutions.
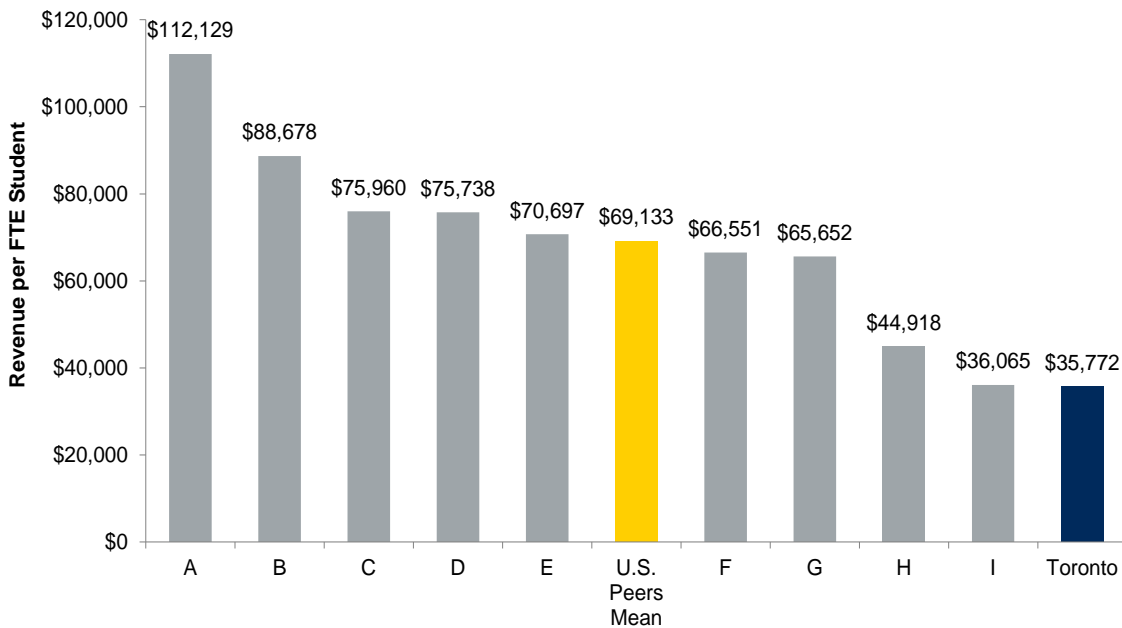
Notes:

1. Data source: AAUDE

2. All Revenues exclude Hospital/Medical Centre Revenues.

3. U.S. Peer Mean excludes U of T.

4. Missing data for Washington.

5. U of T figure converted to U.S. funds using an exchange rate of 0.9127 as at April 30th 2014.

University of Toronto Performance Indicators 2015

2015 Performance Indicators for Governance

May 30, 2016

UNIVERSITY OF
TORONTO

For detailed inquiries, please contact:
Simon Pratt, Director of Policy & Analysis, GICR
Shuping Liu, Snr. Academic Research Analyst, GICR

International Rankings

Institution	Country	Times Higher Education 2015-16	Shanghai Jiaotong (ARWU) 2015	NTU (Formerly HEEACT) 2015	U.S. News - Best Global Universities 2016	QS - World University Ranking 2015
Harvard University	USA	6	1	1	1	2
Stanford University	USA	3	2	4	4	3
Massachusetts Institute of Technology	USA	5	3	6	2	1
University of Cambridge	GBR	4	5	14	6	3
University of California, Berkeley	USA	13	4	10	3	26
University of Oxford	GBR	2	10	8	5	6
California Institute of Technology	USA	1	7	38	7	5
Columbia University	USA	15	8	13	9	22
Johns Hopkins University	USA	11	16	2	12	16
University of Chicago	USA	10	9	21	10	10
University of California, Los Angeles	USA	16	12	9	8	27
Yale University	USA	12	11	19	14	15
University College London	GBR	14	18	11	22	7
Princeton University	USA	7	6	71	13	11
University of Pennsylvania	USA	17	17	11	14	18
Imperial College London	GBR	8	23	17	18	8
University of Toronto	**CAN**	**19**	**25**	**3**	**16**	**34**
Cornell University	USA	18	13	22	21	17
University of Michigan	USA	21	22	7	17	30
ETH Zurich	CHE	9	20	36	27	9
University of Washington	USA	32	15	5	11	65
Duke University	USA	20	31	18	20	29
University of California, San Diego	USA	39	14	16	19	44
Northwestern University	USA	25	27	29	25	32
University of Tokyo	JPN	43	21	20	31	39

UNIVERSITY OF TORONTO

Research and Innovation Excellence

UNIVERSITY OF
TORONTO

Publications (all Science Fields 2009-2013)

University	Publications
Harvard U	86,871
U TORONTO	46,609
Seoul National U	41,313
U Sao Paolo	39,613
U Tokyo	38,322
Johns Hopkins U	37,220
U College London	36,754
U Michigan	36,734
U Oxford	34,252
U Washington Seattle	32,997
Stanford U	32,961
U Calif - Los Angeles	32,952
U Cambridge	32,083
Zhejiang U	31,949
U Pennsylvania	31,680
Imperial College London	30,890
U Sorbonne Paris Cite	30,699
Shanghai Jiao Tong U	30,026
U Calif - Berkeley	29,950
Kyoto U	28,309
U Calif - San Diego	28,298
U Copenhagen	28,135
Columbia U	28,111
Pierre & Marie Curie U	28,028
Tsinghua U	27,789
U BRITISH COLUMBIA	27,665
Peking U	27,642
U Minnesota Twin Cities	26,977
Massachussets Inst Technology	26,917
KU Leuven	26,904
Cornell U	26,100
U Pittsburgh	25,784
U Wisconsin Madison	25,705
Duke U	25,514
U Sydney	25,297
National USingapore	24,834
U Calif - San Francisco	24,751
Ohio State U	24,748
U Florida	24,743
U Calif - Davis	24,667

Legend:
- U of T
- CDN Peers
- AAU Peers
- Other International

A-3-b

5

Citations (all Science Fields 2009-2013)

University	Citations
Harvard U	1,743,962
U TORONTO	693,706
Johns Hopkins U	650,506
Stanford U	640,703
Massachussets Inst Technology	639,885
U Oxford	639,241
U Calif - Berkeley	603,613
U Washington Seattle	583,013
U Cambridge	582,404
U College London	564,195
U Calif - Los Angeles	561,693
U Michigan	550,403
U Pennsylvania	539,257
U Calif - San Francisco	510,983
U Calif - San Diego	496,107
Imperial College London	490,434
Columbia U	488,832
U Sorbonne Paris Cite	454,796
Duke U	447,992
U Chicago	445,911
U Tokyo	438,391
Yale U	432,988
Cornell U	416,014
U Copenhagen	413,811
U BRITISH COLUMBIA	394,835
U Pittsburgh	389,233
Pierre & Marie Curie U	385,192
U Wisconsin Madison	377,782
U Minnesota Twin Cities	375,004
Washington U	365,016
Northwestern U	363,327
KU Leuven	355,296
U North Carolina Chapel Hill	346,368
Calif Inst Technology	343,941
Ohio State U	337,730
Seoul National U	335,791
U Calif - Davis	334,670
U Melbourne	332,481
MCGILL U	330,257
U Utrecht	329,193

Legend:
- ■ U of T
- ■ CDN Peers
- ■ AAU Peers
- ■ Other International

UNIVERSITY OF TORONTO

Pub. & Citations Ranking by Subject

|	Canadian Peers U15		North American Public Peers U15 & Public AAU (N=50)		North American Peers U15 and All AAU (N=75)	
	Publications	Citations	Publications	Citations	Publications	Citations
ALL FIELDS	1	1	1	1	2	2
HEALTH & LIFE SCIENCES*	1	1	1	1	2	2
Clinical Medicine*	1	1	1	1	2	2
Health Policy & Services	1	1	1	1	2	3
Medical Informatics	1	1	1	1	2	3
Nursing	1	1	2	1	3	2
Pharmacology & Pharmacy	1	1	1	1	2	2
Psychiatry	1	1	1	2	3	5
Radiology, Nuclear Medicine & Medical Imaging	1	1	1	1	2	2
Rehabilitation	1	1	1	1	1	1
Sports Sciences	1	2	2	3	3	4
ENGINEERING & MATERIALS SCIENCES*	2	1	10	9	11	14
Biomaterials	1	1	3	4	5	6
Biomedical Engineering	1	1	1	1	2	3
Cell & Tissue Engineering	1	1	2	1	4	3
Environmental Engineering	1	1	2	2	3	6
PHYSICAL SCIENCES						
Biophysics	1	1	1	2	2	4
Chemistry, Organic	1	1	1	1	1	1
Mathematical & Computational Biology	1	2	6	7	10	11
Mathematics	1	1	3	3	5	6
Space Science*	1	1	9	3	16	7
SOCIAL SCIENCES*	1	1	1	2	2	3
Anthropology	1	1	1	1	2	2
Behavioral Sciences	1	1	1	1	2	2
Criminology & Penology	1	1	3	6	3	6
Education & Educational Research	1	1	3	5	4	7
Psychology	1	1	1	3	2	6
Social Work	1	1	1	1	1	1
HUMANITIES						
Ethics	1	1	1	2	2	4
Language & Linguistics	1	1	1	1	1	1
Literature	1	1	2	2	3	2
Philosophy	1	1	1	1	1	2
Religion	1	1	1	3	2	5

Total Research Funds Awarded
(Rolling 3 year avg.)
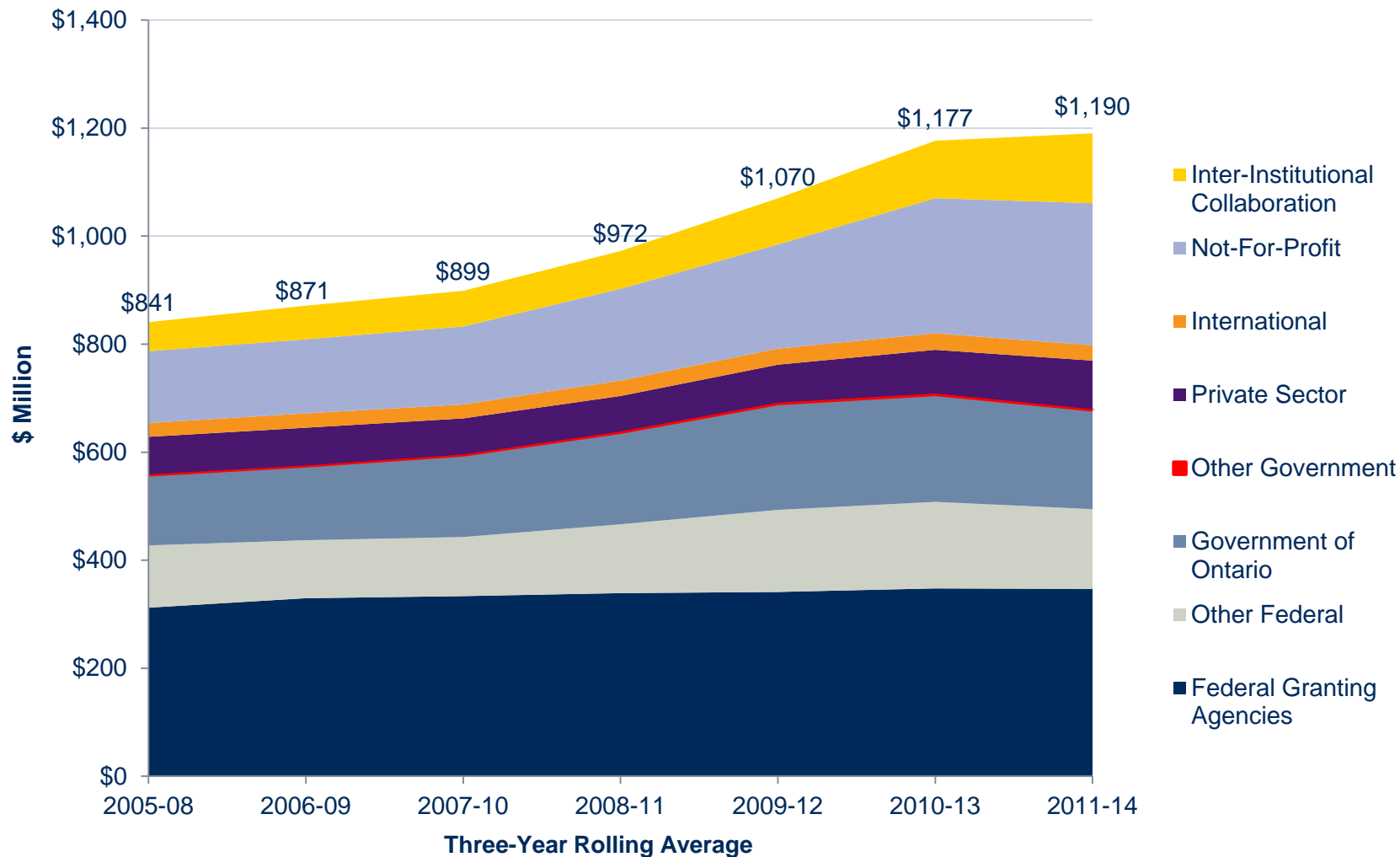
New Start-Up Companies (2010-11 to 2012-13)
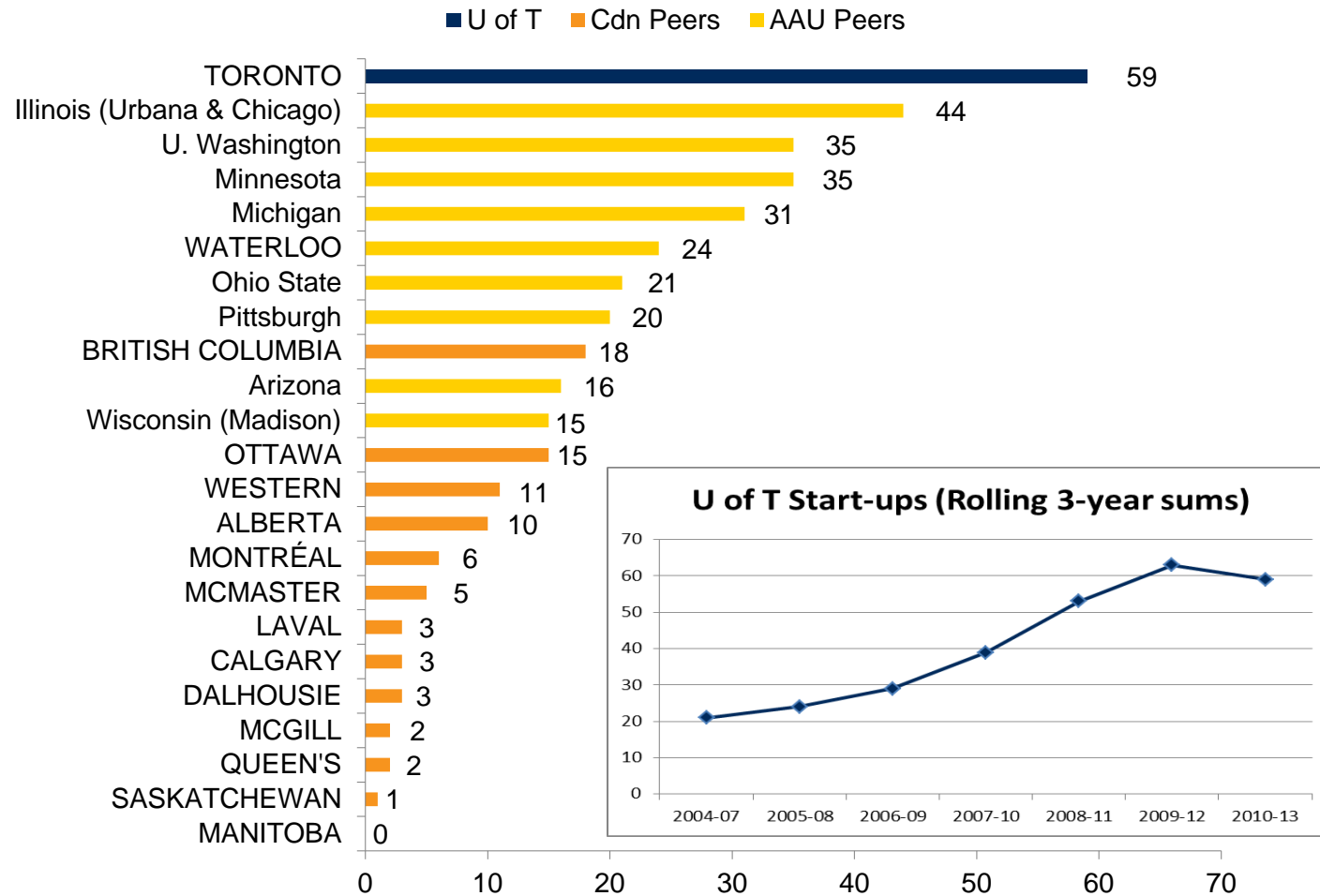
Source: AUTM Report

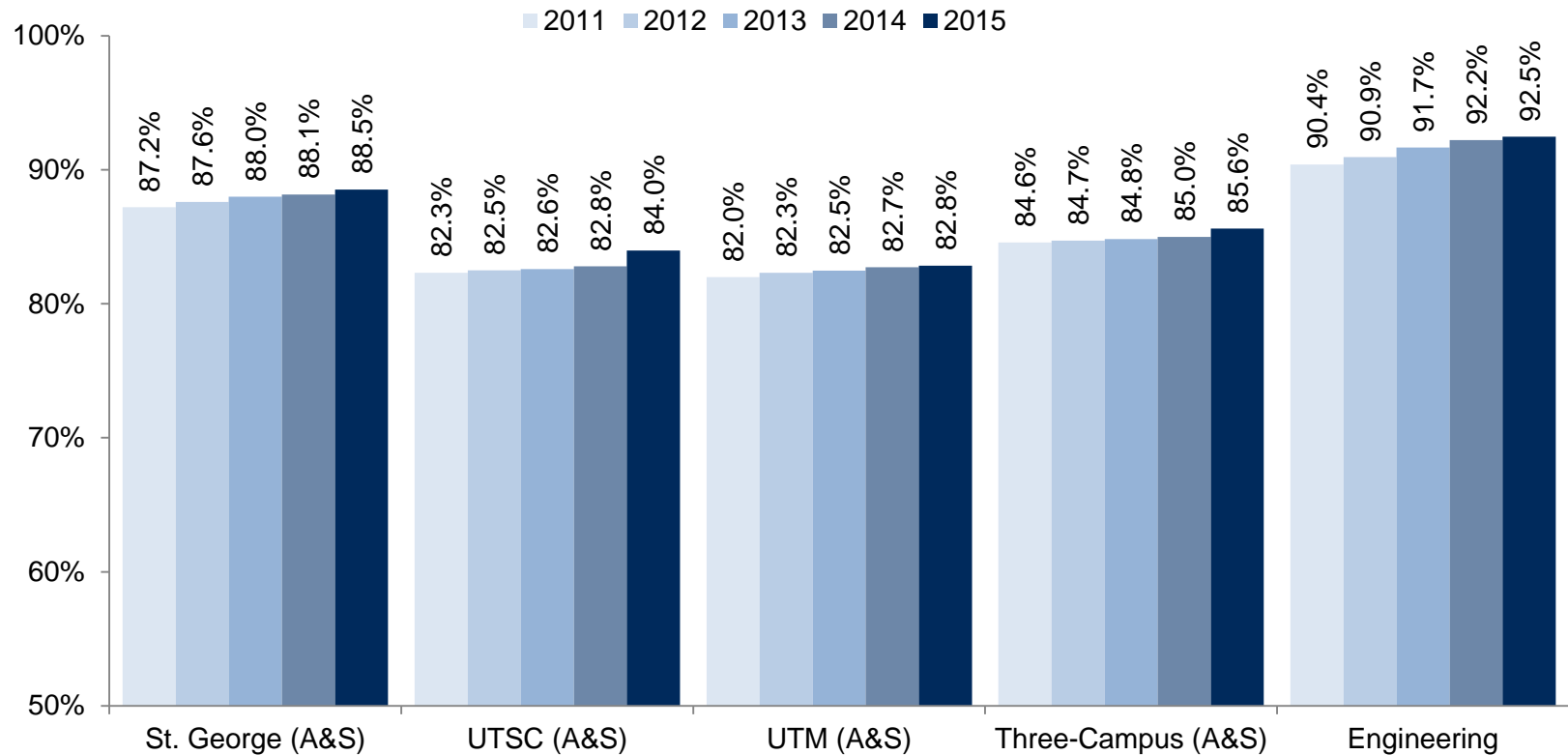# Additional reports highlight the impact on the city

Additionally, for later in 2016 a Alumni Impact survey and report is being prepared.
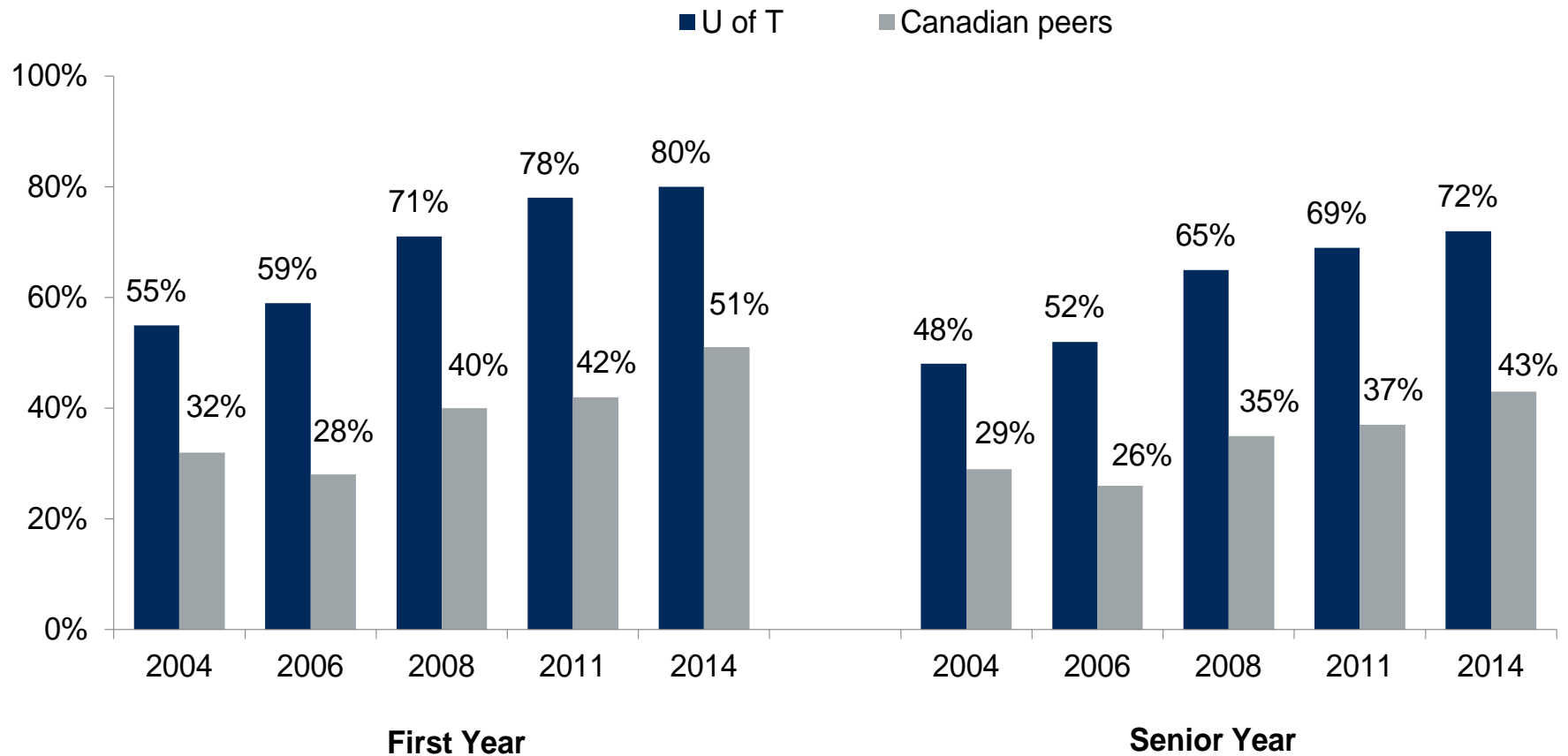
Students and Education
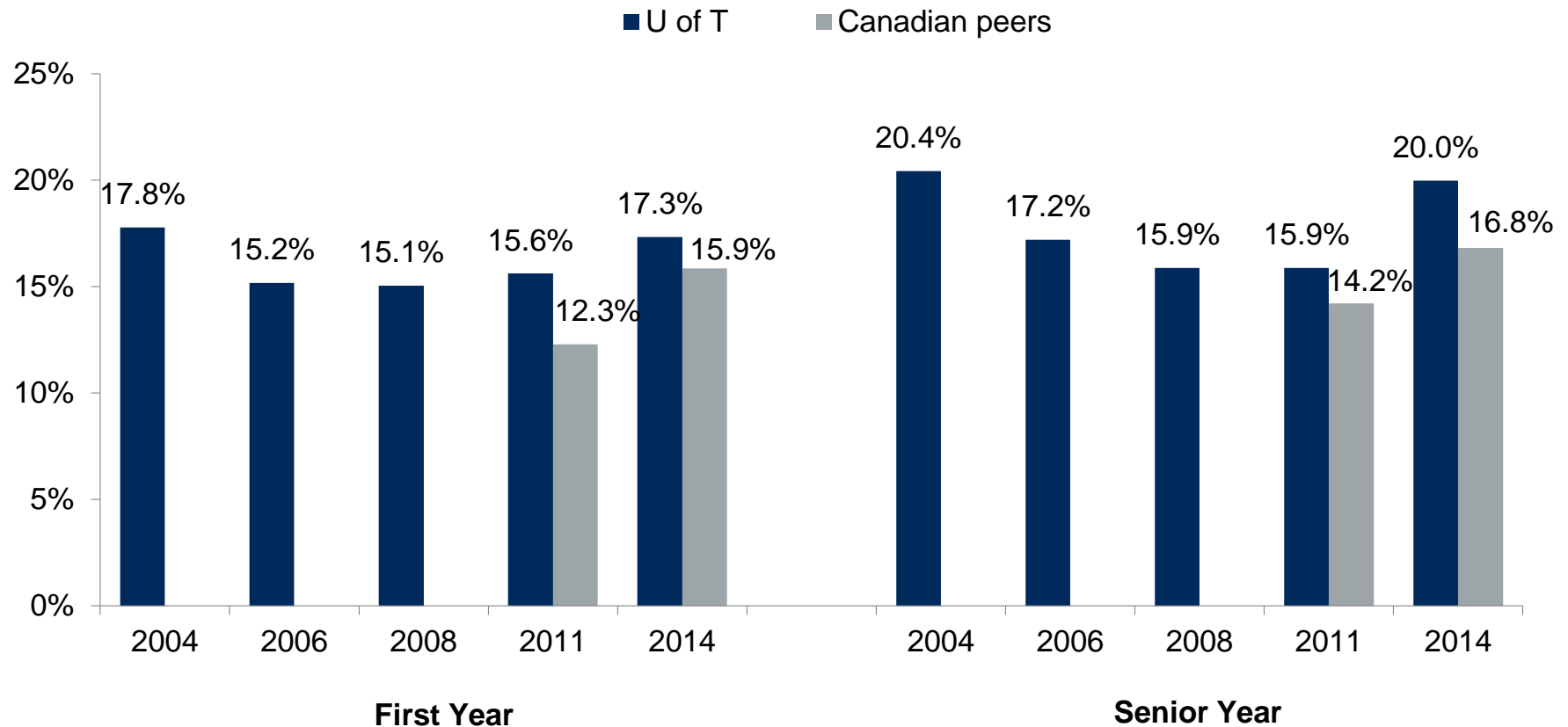
Undergraduate Entering Averages

Diversity

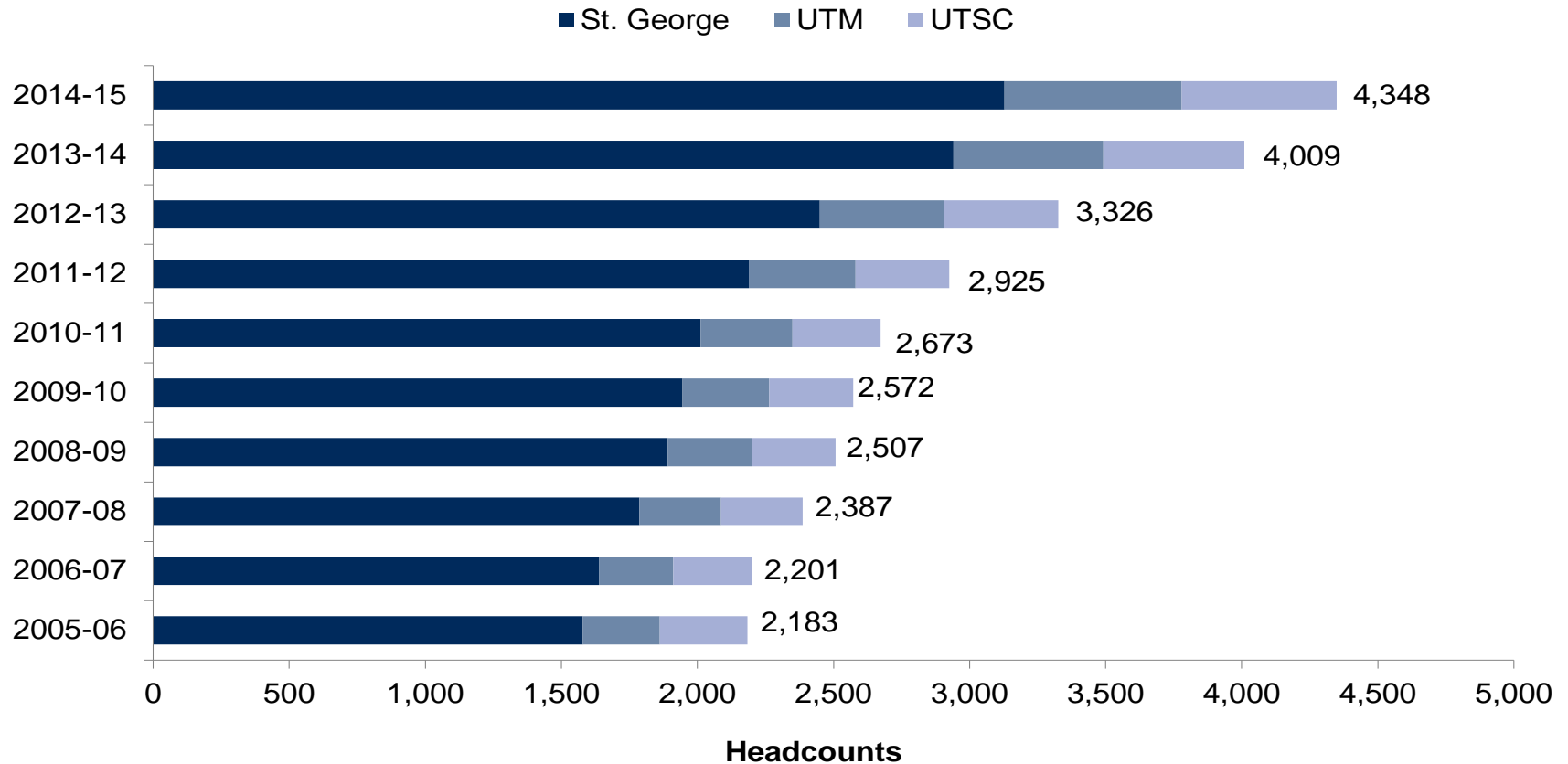NSSE Results: Students who reported they are a *racialized person* or *person of colour.*

First Generation Students

NSSE Results: Percentage of Respondents who are
First-Generation Students

Students Registered with Accessibility Services

Legend: ■ St. George ■ UTM ■ UTSC

Year	Total
2014-15	4,348
2013-14	4,009
2012-13	3,326
2011-12	2,925
2010-11	2,673
2009-10	2,572
2008-09	2,507
2007-08	2,387
2006-07	2,201
2005-06	2,183

Headcounts

UNIVERSITY OF TORONTO

UG Retention & Graduation Rates
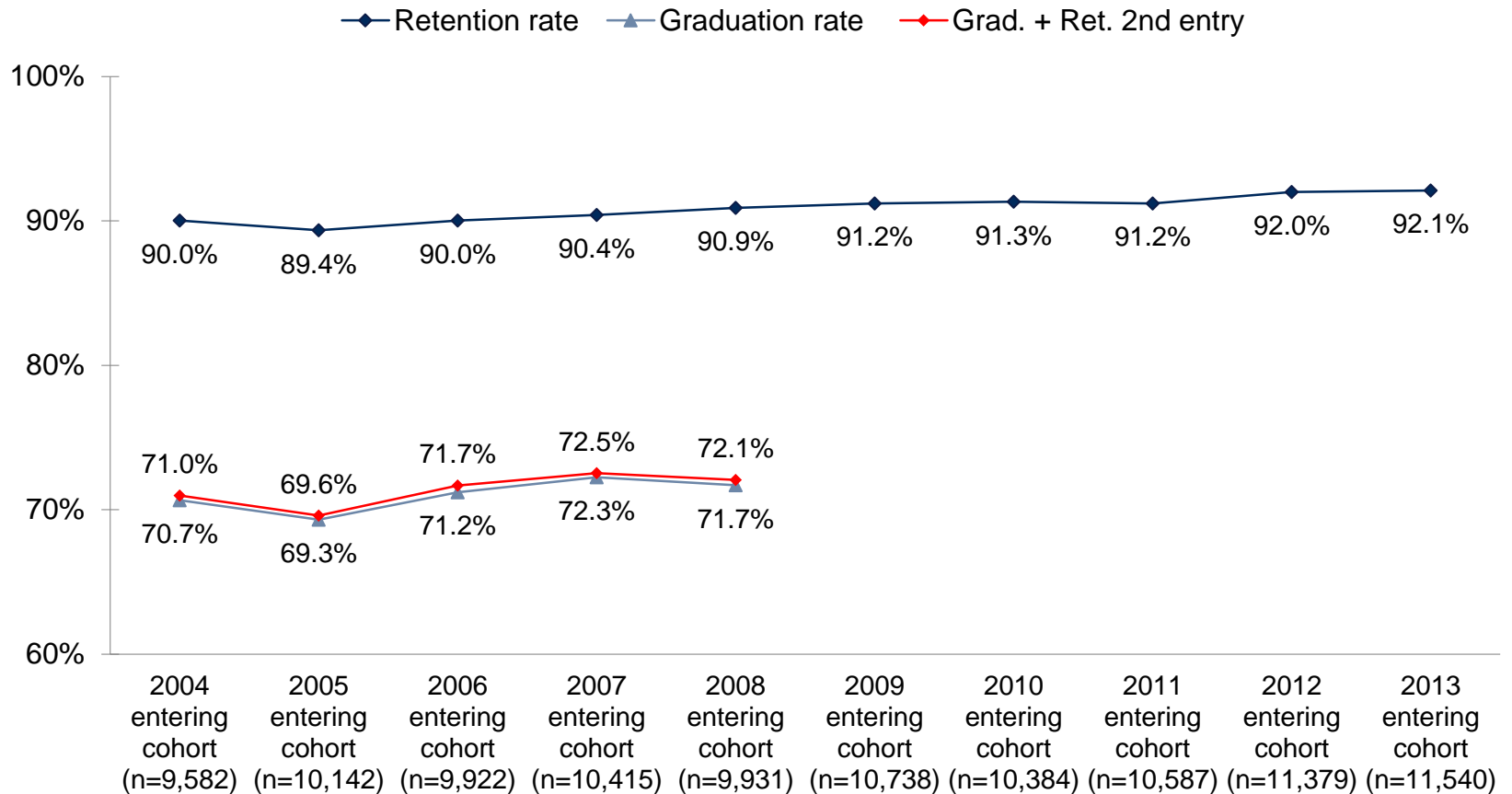
Undergraduate Retention Rate
2013 Cohort continuing their studies in 2014

Category	Retention Rate
TORONTO	92.1%
Canadian peers (n=11)	89.8%
Public - Highly Selective (n=85)	89.4%
All Public (n=270)	83.6%
Public - Selective (n=50)	79.2%
Public - Less Selective (n=63)	75.2%
Public - Moderately Selective (n=64)	75.1%

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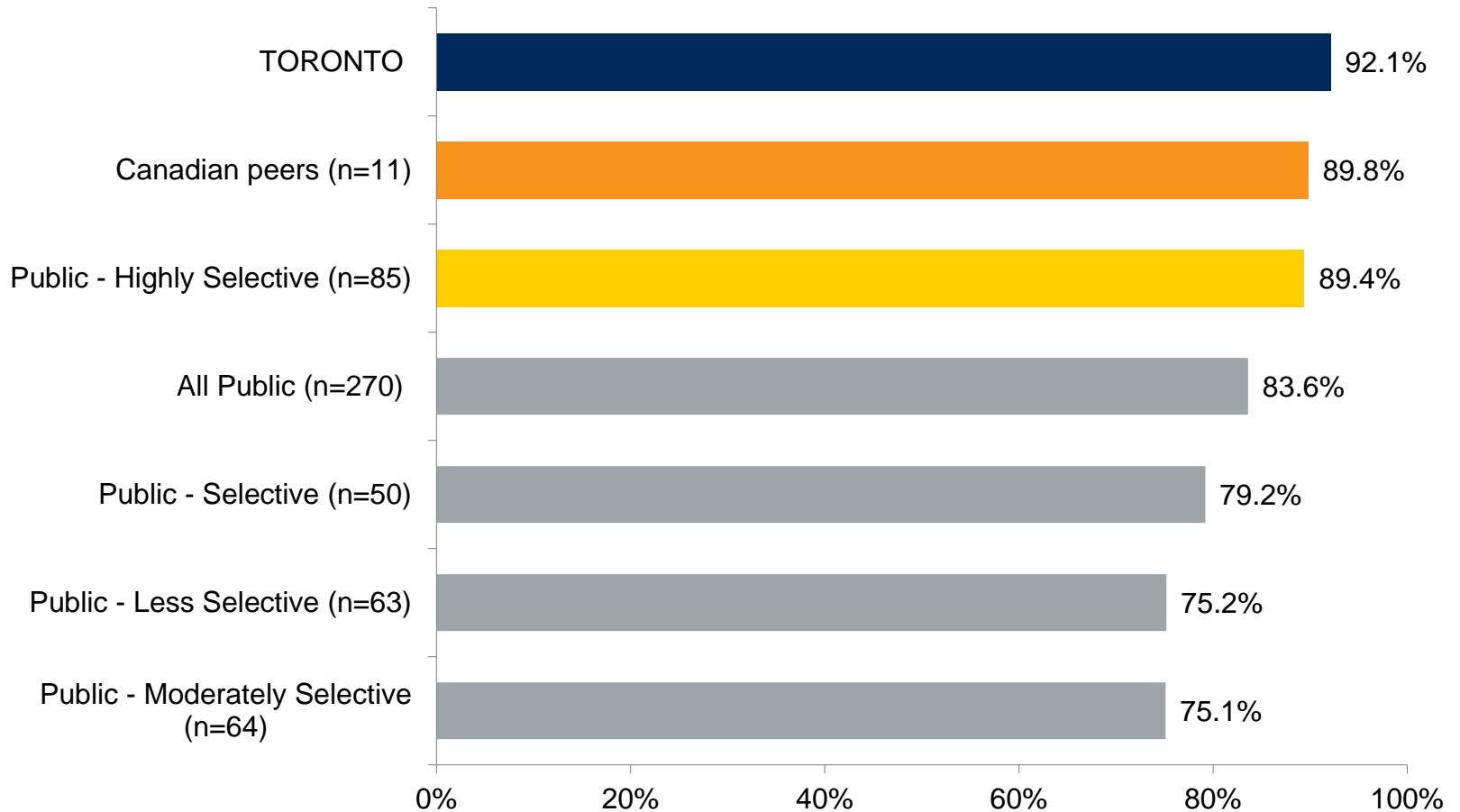
Undergraduate Six Year Graduation Rate
2008 cohort graduating by 2014

Category	Rate
Canadian peers who exclude 3-yr programs from calcn (n=4)	76.6%
Public - Highly Selective (n=84)	73.7%
TORONTO	71.7%
All Public (n=316)	62.2%
Public - Selective (n=57)	53.8%
Public - Moderately Selective (n=86)	47.6%
Public - Less Selective (n=82)	43.6%

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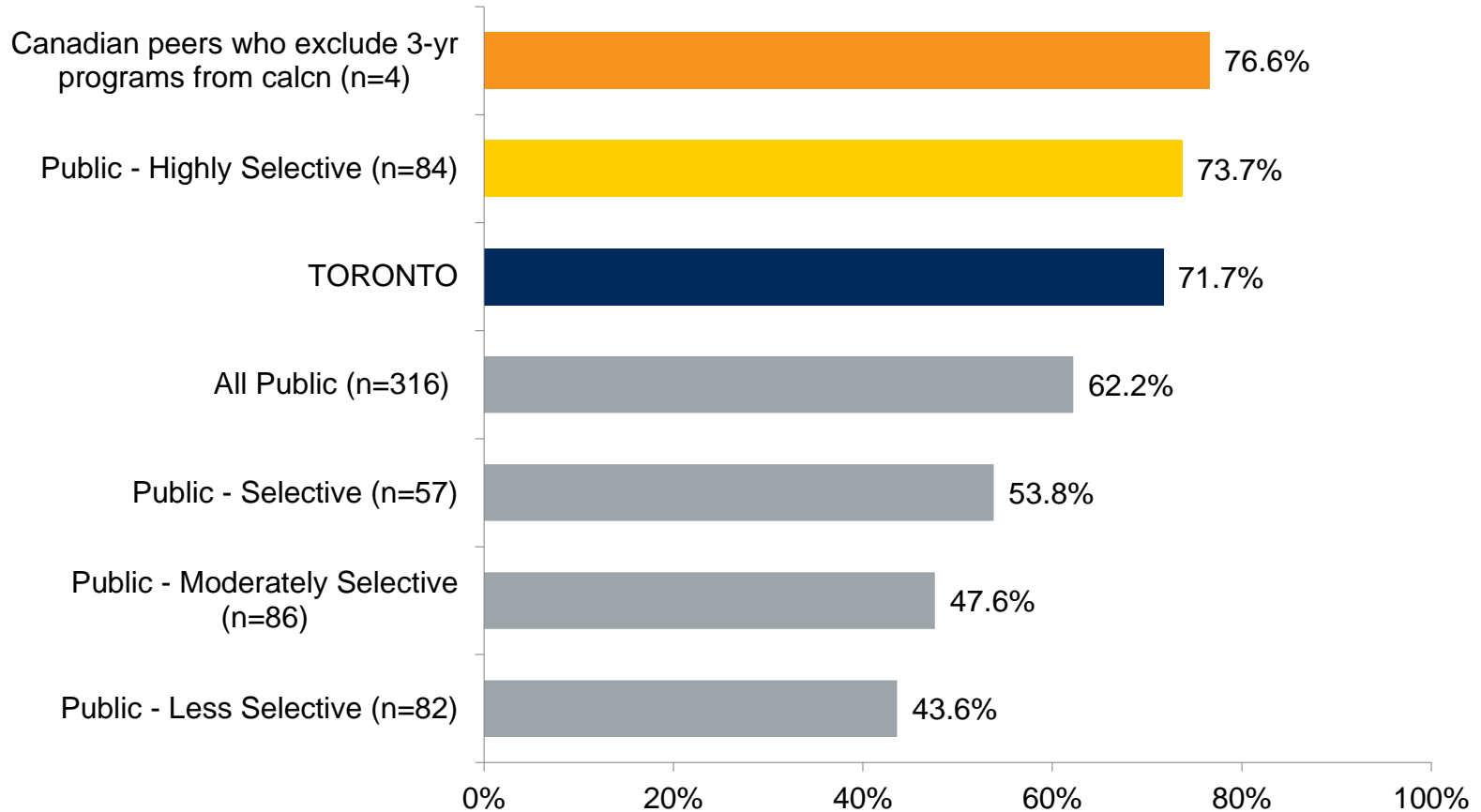
Student Financial Support (2013-14)

Average Student Access Guarantee (SAG) expenditures per recipient – Ontario universities

UNIVERSITY OF TORONTO

Course Section Teaching by Instructor Type

Other & Professional Stipendiary, 4.2%

Course Instructor & Teaching Assistant, 7.6%

Sessionals, 13.8%

Professoriate, 74.4%

Tenure Stream, 49.5%

Teaching Stream, 17.6%

Casual and Retired Academic, 7.3%

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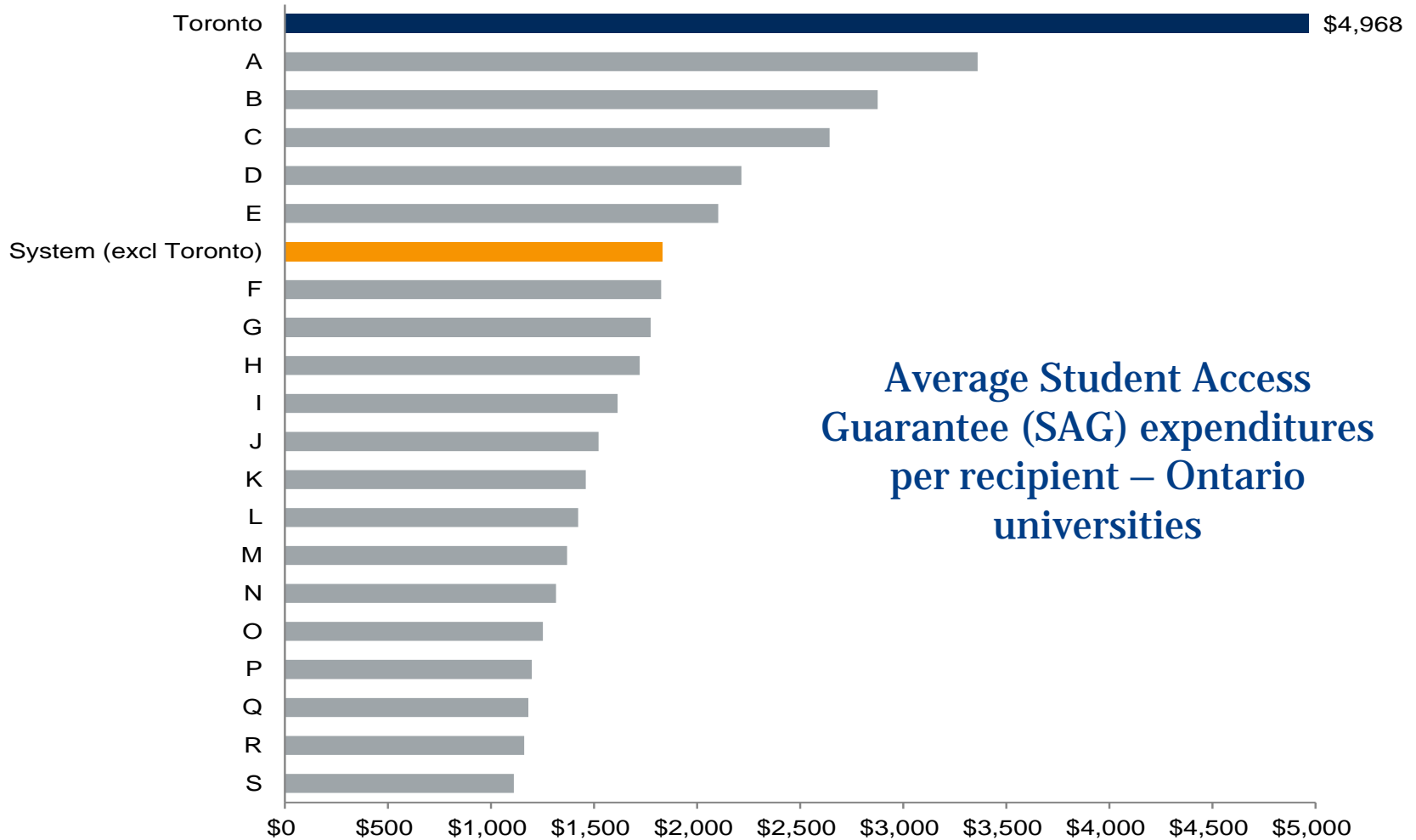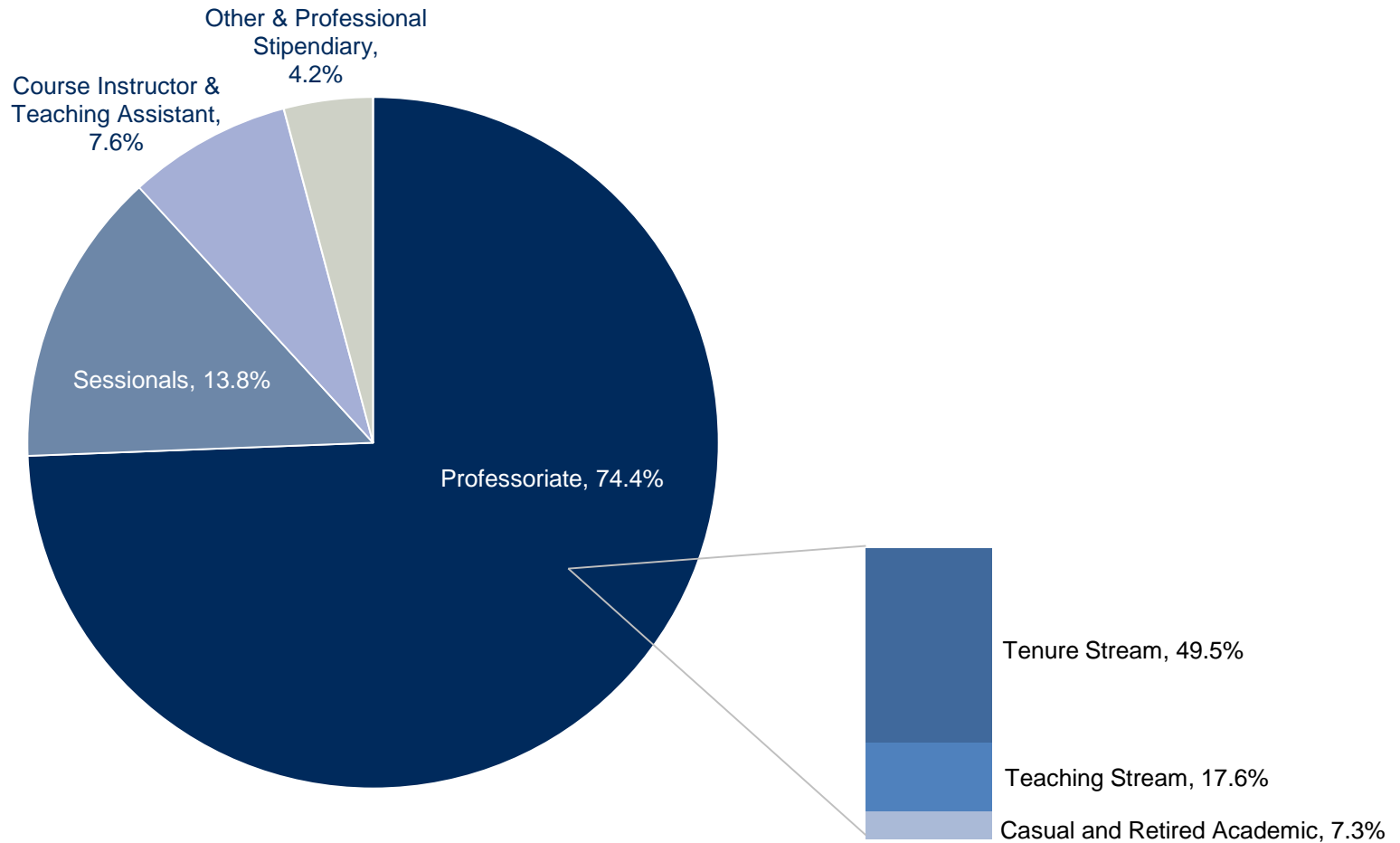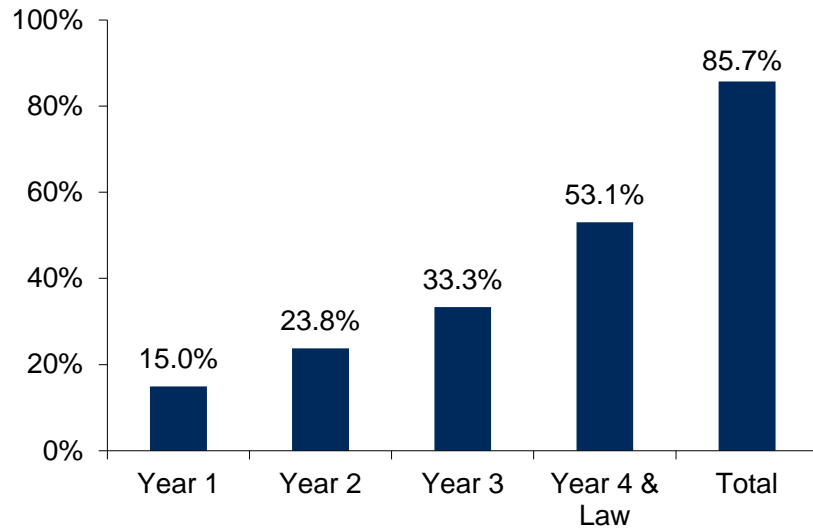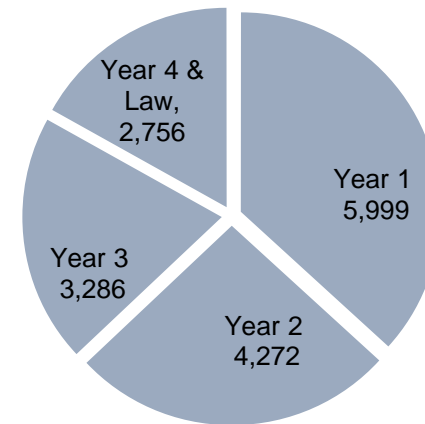
UG Instructional Engagement (2013-14)

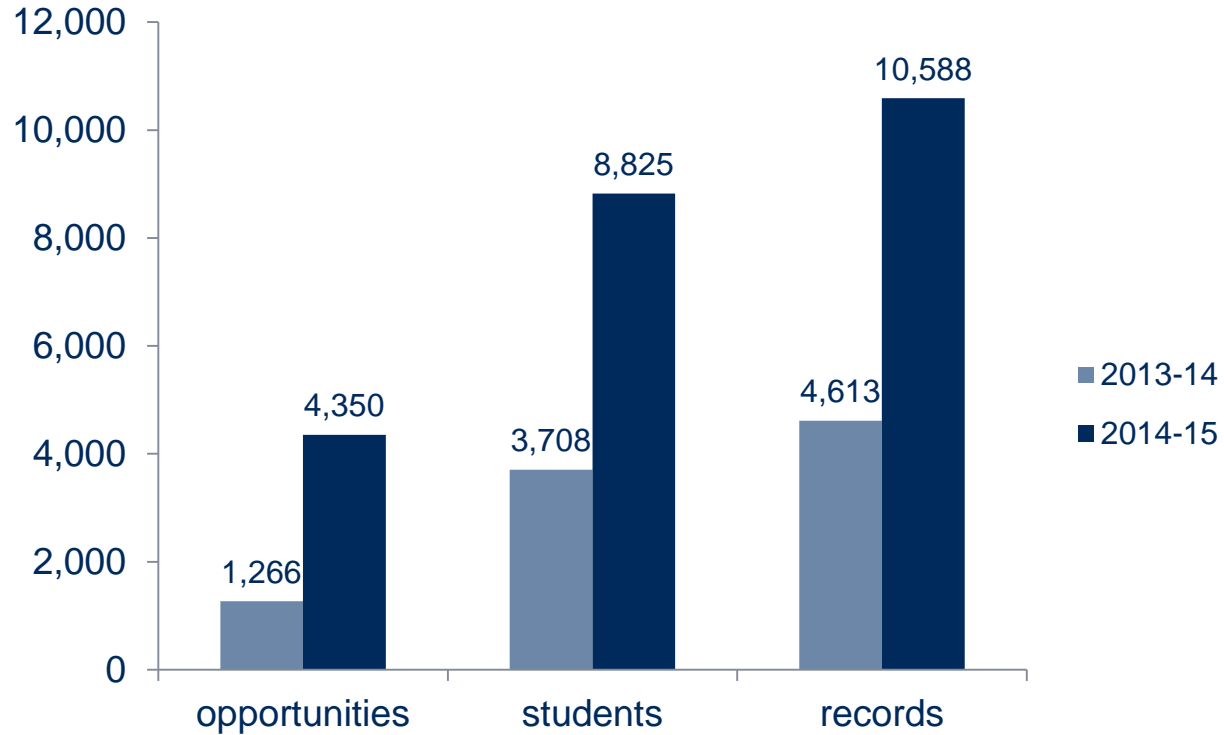Percentage of CRC's, Endowed Chairs and University Professors who Taught Undergraduate Courses
(n=147)

Total Enrolment in Courses Taught by CRC's, Endowed Chairs and University Professors
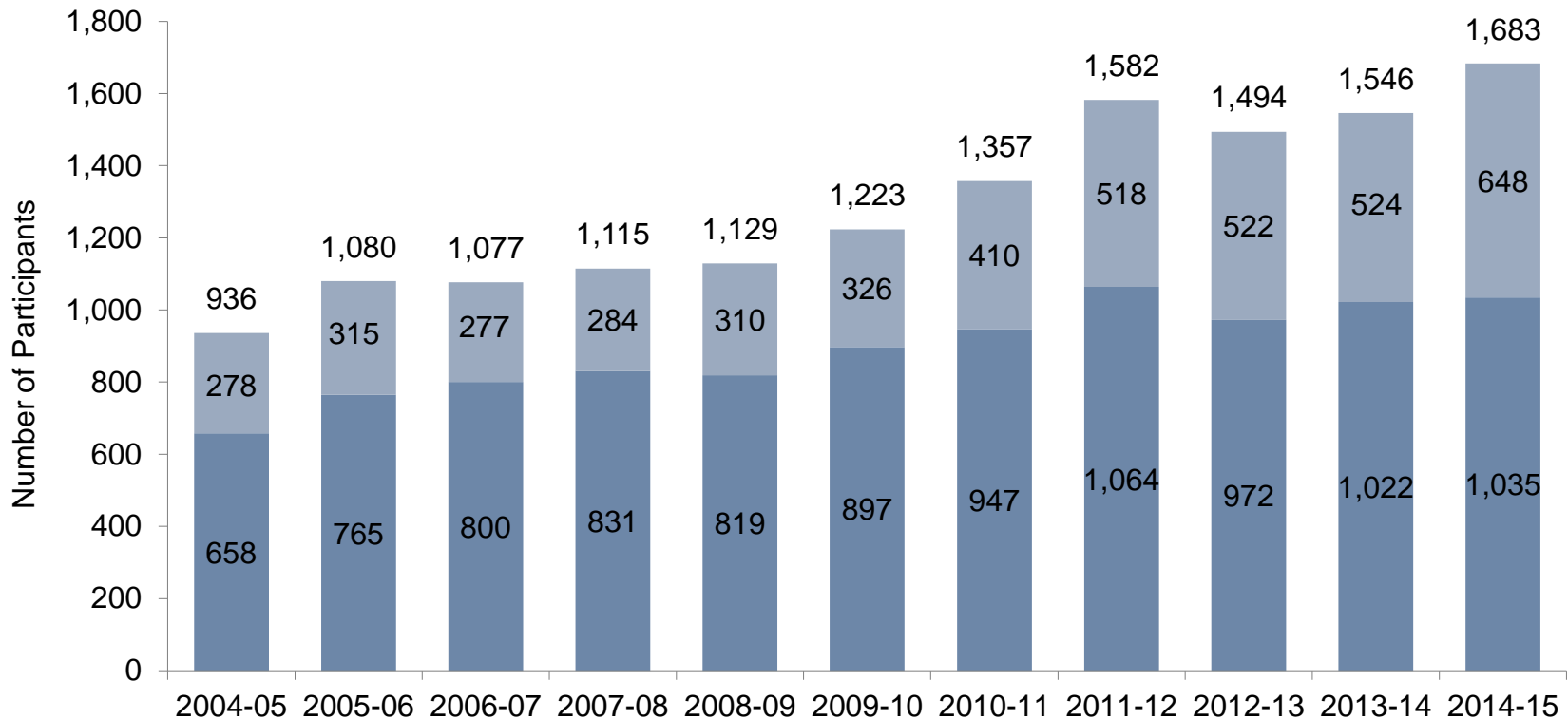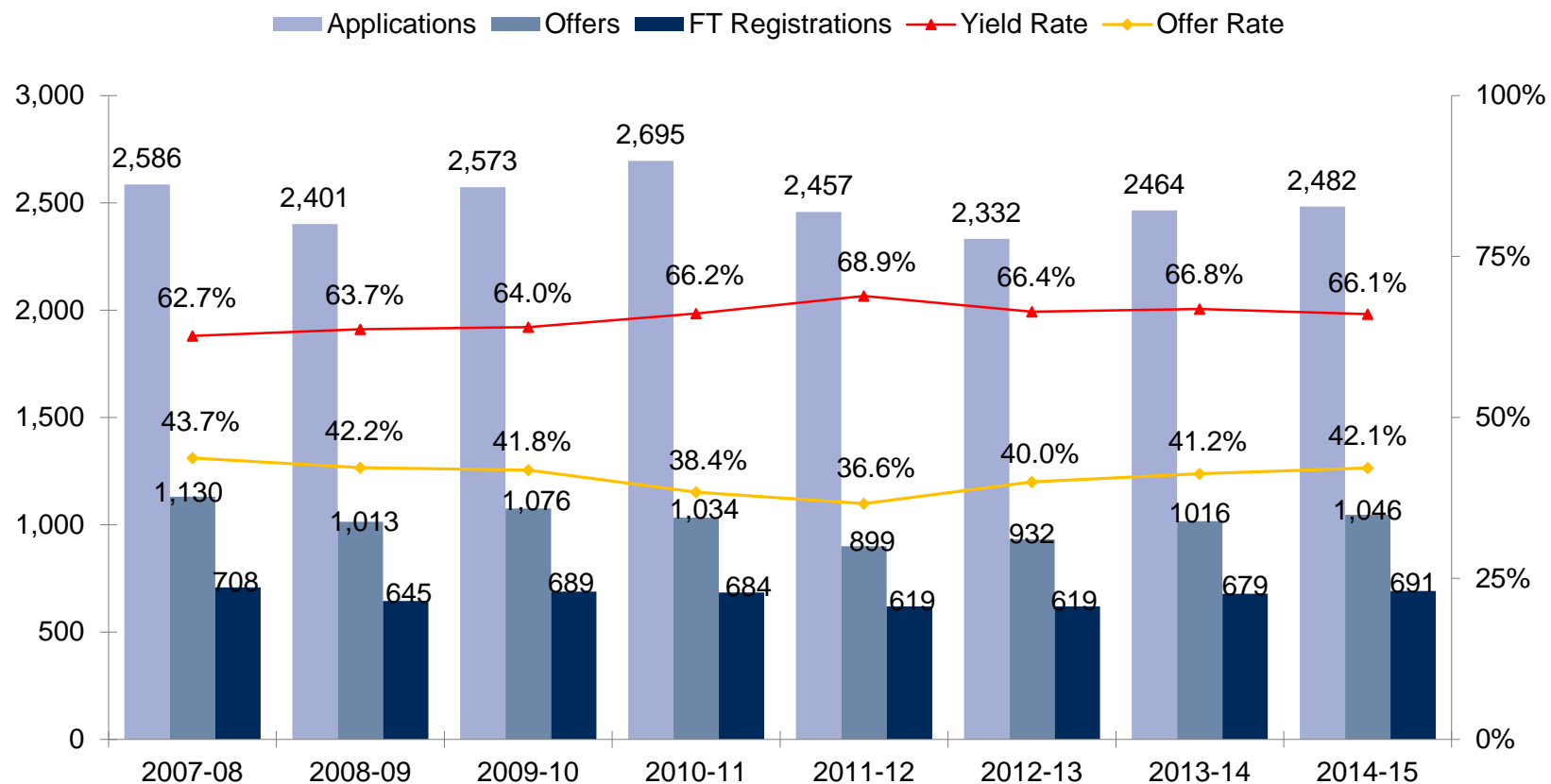(Total=16,313)

Co-Curricular Record (CCR)

Study Abroad & Exchange Programs

■ International Student Exchange program (# of participants)
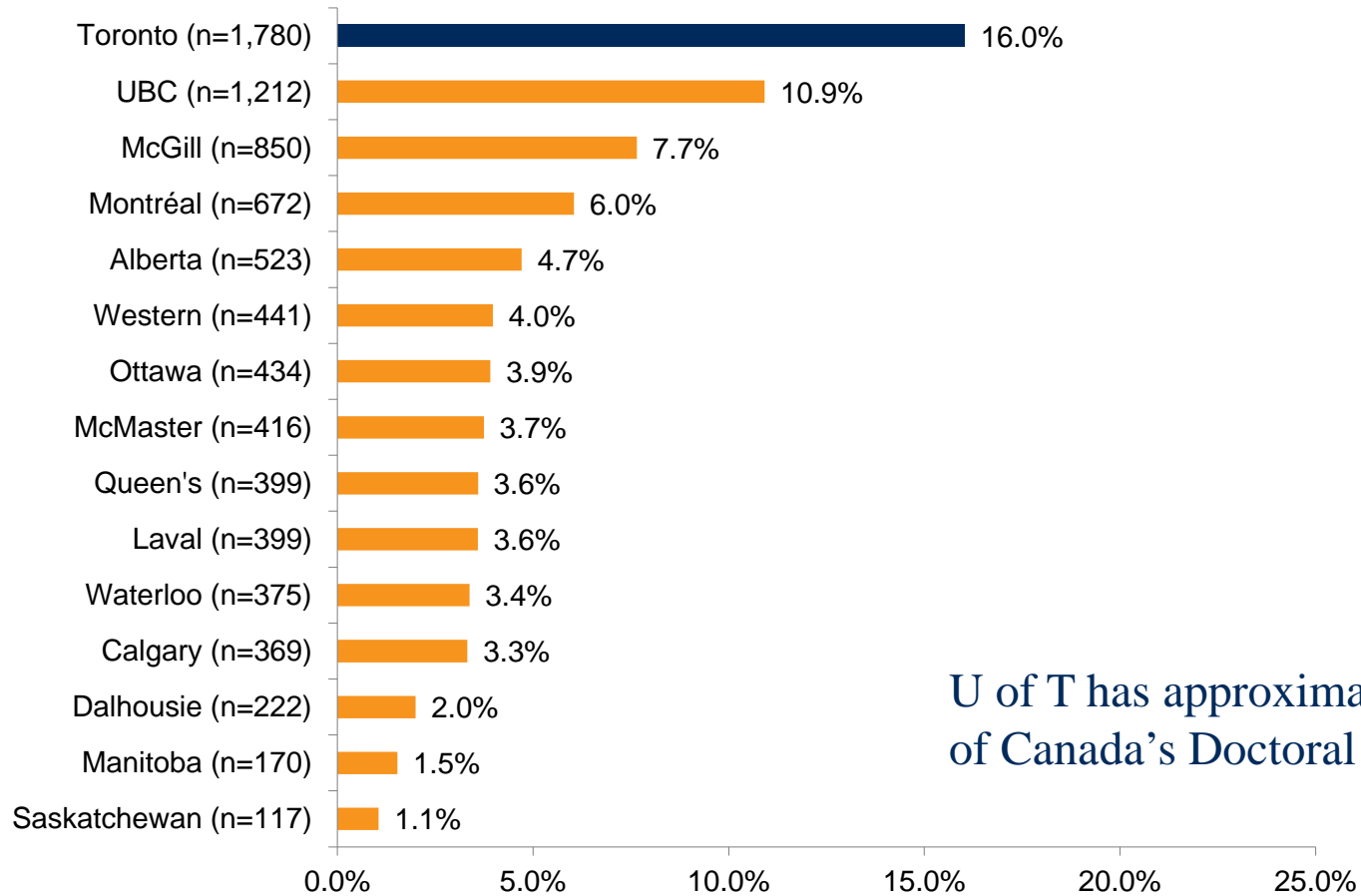■ Woodsworth College Summer Abroad Program
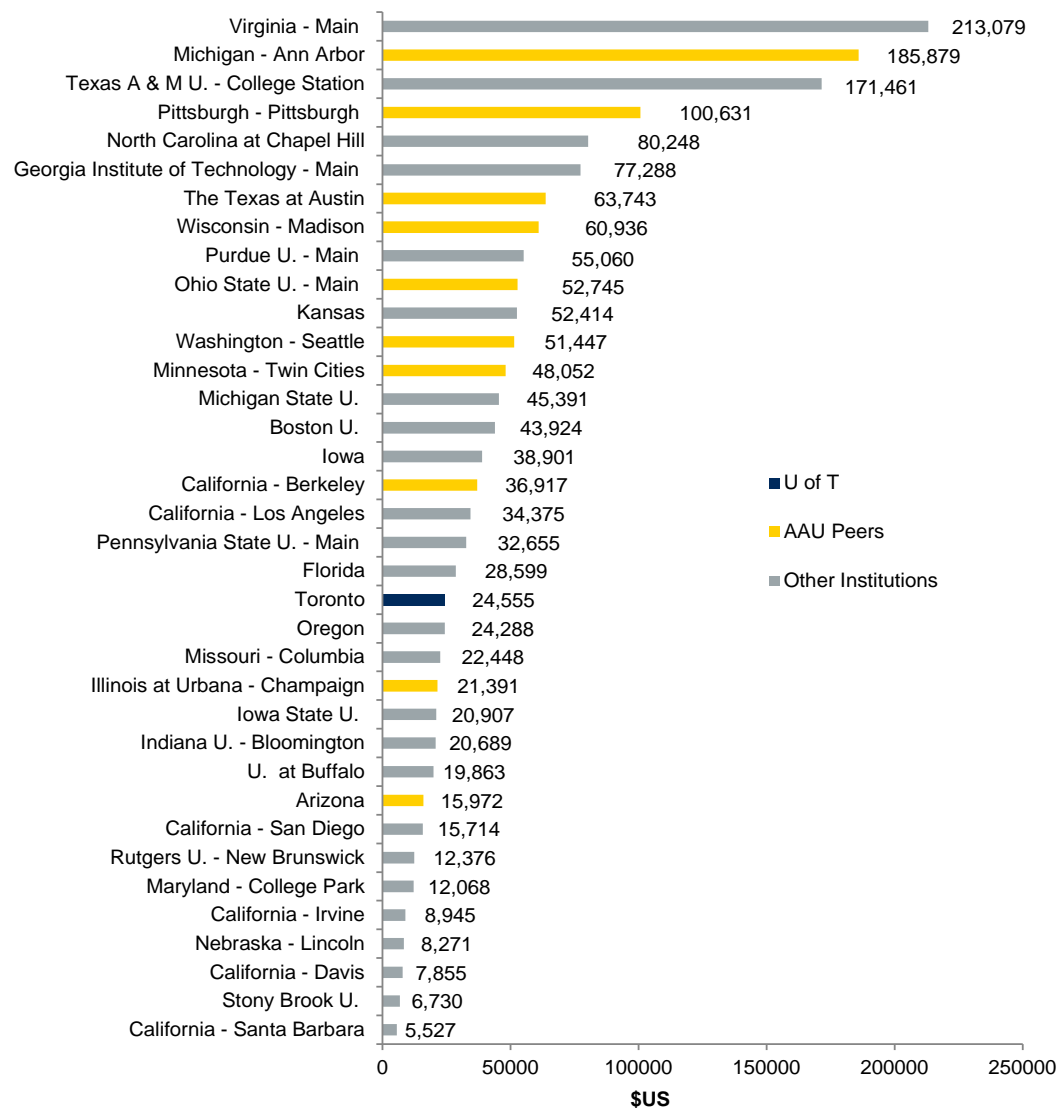
Doctoral Program Demand – Domestic

Resources

Endowment/FTE – AAU Publics (2013)

Institution	$US
Virginia - Main	213,079
Michigan - Ann Arbor	185,879
Texas A & M U. - College Station	171,461
Pittsburgh - Pittsburgh	100,631
North Carolina at Chapel Hill	80,248
Georgia Institute of Technology - Main	77,288
The Texas at Austin	63,743
Wisconsin - Madison	60,936
Purdue U. - Main	55,060
Ohio State U. - Main	52,745
Kansas	52,414
Washington - Seattle	51,447
Minnesota - Twin Cities	48,052
Michigan State U.	45,391
Boston U.	43,924
Iowa	38,901
California - Berkeley	36,917
California - Los Angeles	34,375
Pennsylvania State U. - Main	32,655
Florida	28,599
Toronto	24,555
Oregon	24,288
Missouri - Columbia	22,448
Illinois at Urbana - Champaign	21,391
Iowa State U.	20,907
Indiana U. - Bloomington	20,689
U. at Buffalo	19,863
Arizona	15,972
California - San Diego	15,714
Rutgers U. - New Brunswick	12,376
Maryland - College Park	12,068
California - Irvine	8,945
Nebraska - Lincoln	8,271
California - Davis	7,855
Stony Brook U.	6,730
California - Santa Barbara	5,527

Legend: ■ U of T ■ AAU Peers ■ Other Institutions

UNIVERSITY OF TORONTO

Total Revenue per Student (2012-13 USD)

AAU Public Peers

Chart: Revenue per FTE Student

- A: $112,129
- B: $88,678
- C: $75,960
- D: $75,738
- E: $70,697
- U.S. Peers Mean: $69,133
- F: $66,551
- G: $65,652
- H: $44,918
- I: $36,065
- Toronto: $35,772
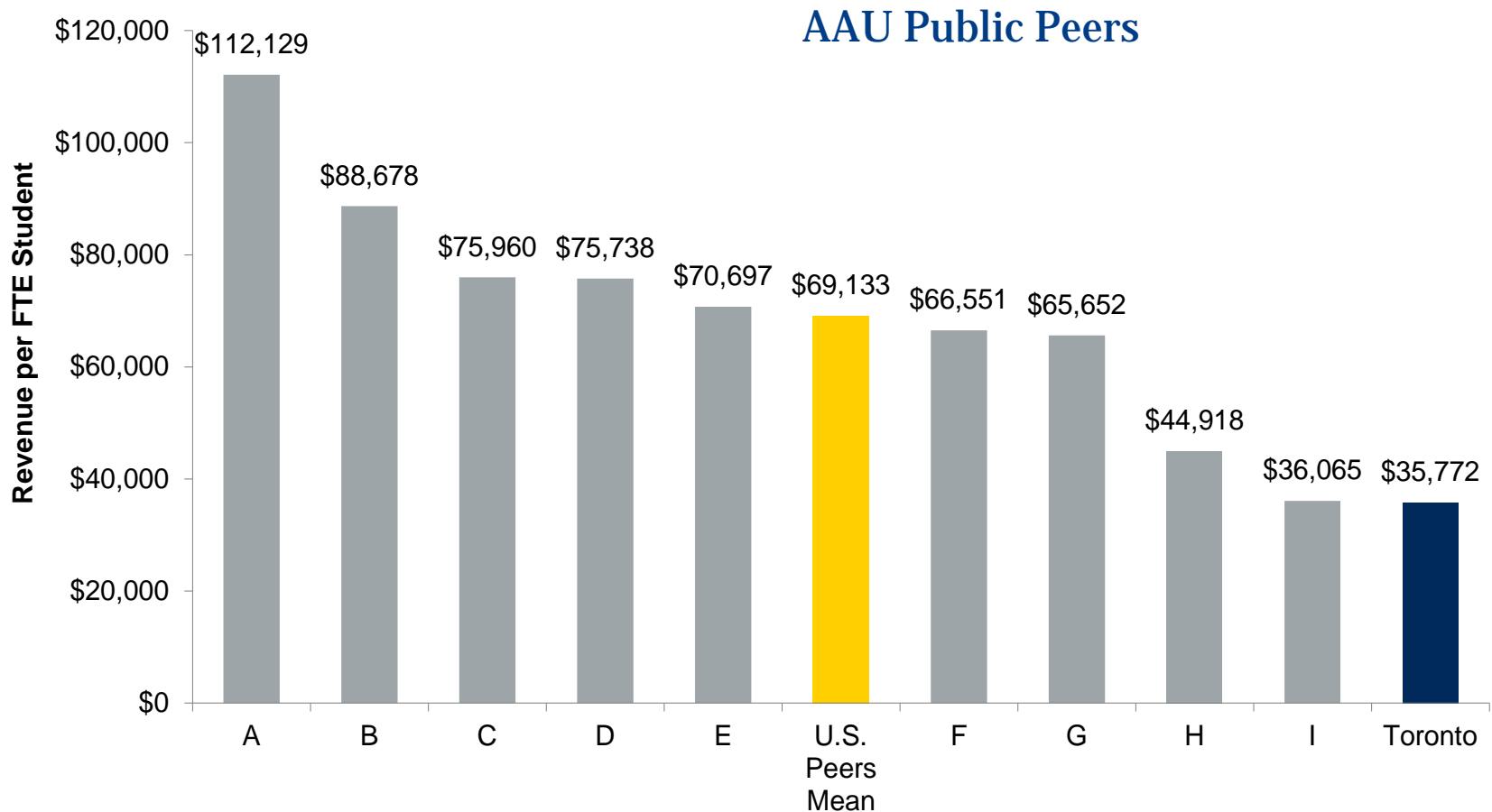
… many more indicators available in the online report

Performance Indicators for Governance

2015

UNIVERSITY OF
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Prepared by:
Government, Institutional and Community Relations
International, Government, and Institutional Relations

Indicator	
A. Research and Innovation Excellence	
1. Rankings	
A-1-a	Summary Table of International Rankings (U15)
A-1-b	Summary Table of International Rankings (Top 25)
A-1-c	THE Rankings by Discipline (U15 in Top 50)
2. Awards and Honours	
A-2-a	Faculty Honours by Award
A-2-b	Canada Research Chairs
A-2-c	Faculty Teaching Awards: 3M
A-2-d	Faculty Teaching Awards: OCUFA
3. Research Publications and Citations	
A-3-a	Number of Publications: Science Fields (Top 40)
A-3-b	Number of Publications: Science Fields (U15)
A-3-c	Number of Citations: Science Fields (Top 40)
A-3-d	Number of Citations: Science Fields (U15)
A-3-e	Summary of Ranking Citations, Selected Fields
4. Research Funding	
A-4-a	SSHRC Funding Share
A-4-b	NSERC Funding Share
A-4-c	CIHR Funding Share
A-4-d	Tri-Agency Funding Share
A-4-e	Canada Foundation for Innovation Funding Share
A-4-f	Research Funding from Industrial Sources
A-4-g	Total Research Funding Awarded by Sector
A-4-h	Total Research Funds Awarded Over Time
5. Innovation, Commercialization and Entrepreneurship	
A-5-a	New Invention Disclosures (U15 & AAU Peers)
A-5-b	New Licenses (U15 & AAU Peers)
A-5-c	New Research-based Spin-off Companies (U15 & AAU Peers)
A-5-d	Entrepreneurship Ecosystem
A-5-e	Entrepreneurship-related Courses
B. Education Excellence	
0. Rankings	
B-0-a	Times Higher Education Global Employability University Ranking
1. Recruitment and Admissions	
B-1-a	Entering Averages: Distribution of Entering Grade Averages U of T compared to Ontario
B-1-b	Entering Averages: Arts & Science and Engineering by Campus

https://www.utoronto.ca/sites/default/files/PI2015_full.pdf

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