Memorandum

To: Members of the Governing Council
From: Carolyn Tuohy
Re: Performance Indicators for Governance, Annual Report 2004
Date: September 15, 2004

I am pleased to attach for your information the seventh annual report on Performance Indicators for Governance. This cover memo is meant to serve as an Executive Summary of this quite comprehensive document.

INTERNATIONAL COMPARISONS*:*

Consistent with the University's mission to rank with the best public teaching and research universities in the world, we are continuing to develop indicators which allow us to our performance with peer institutions internationally. This requires that we continue to seek out and develop sources of credible and comparable data. This year we have added further internationally bench-marked indicators which will be highlighted below. Currently, available data allow us to compare ourselves with other major public research universities in North America on the following measures:

- **Research and Scholarship:**
    - This year for the first time we report comparative data from the ISI database on publications and citations by University of Toronto faculty in science disciplines relative to those in other research universities in Canada and the United States. On publication counts, the University of Toronto ranks first among public AAU and G10 universities for all (the science) fields combined, and second to Harvard when the private institutions are included.
    - On citation counts, the University of Toronto ranks second to the University of Washington overall among public universities. We rank somewhat lower when the comparisons include the private AAU members, behind Harvard, Johns Hopkins, the University of Washington and Stanford. In all science discipline groups, on both publication and citation counts, the University of Toronto ranks ahead of all other Canadian G10 universities.
    - These impressive rankings reflect both the quality of our faculty and our size, which together make the University of Toronto a strong presence in the world of science.
    - Scholarly output and impact in the humanities and social science disciplines, many of which rely to a much greater extent on books and on journals as the vehicle of dissemination, is not well captured by the ISI journal-based database. We continue to seek measures that will allow us to assess the impact of our faculty in the humanities and social sciences on a comparative basis.

- **Scholarly Awards:**
    - We continue to augment our reporting of the University's representation among recipients of a number of prestigious international and national awards in discrete categories. What is particularly striking is the extent to which UofT faculty are recognized by prestigious international agencies, acknowledging and securing the University's presence in the international academic community. We draw attention in particular to the success of newly-appointed faculty in the sciences in winning the prestigious Sloan fellowships.

- **Library resources:**
    - The University of Toronto Library ranked fourth among research libraries in North America on the composite index of the Association of Research Libraries in 2002-03, and second among public research universities.

- **Technology transfer:**
    - Although unfortunately we do not have comparable international data for levels of funding in the form of research grants, which comprise the core of the research enterprise at the University, we do have some comparative data on funding from industrial sources, new licences, and spin-off companies, through the Association of University Technology Managers (AUTM). These data show the University of Toronto to be in the upper range among North American peers, and particularly active in the formation of spin-off companies. In terms of gross revenues from commercialization (which show great year-over-year volatility), however, UofT compares less favourably to US and Canadian peers.

- **Retention rates** in first-entry undergraduate programs:
    - The University of Toronto's six-year graduation and first-year retention rates compare favorably to those of other public institutions, and exceed even the average for those in the highly selective category, according to data from the Consortium for Student Retention Data Exchange (CSRDE). However, we know that several other public research universities reported six-year graduation rates equal to or better than the University of Toronto. The overall graduation rate for the 1996 entering cohort showed an increase from the previous cohorts, but remained slightly below that of the 1994 cohort. Moreover, in the faculties of Arts and Science and Applied Science and Engineering, graduation rates showed a modest decline over these three cohorts. This will require monitoring to determine whether it marks a trend.

- **Student satisfaction:**
    - Last year for the first time we reported data regarding the opinions and reported experience of our **graduate students** with those in peer groups of public and private research universities in the United States, through our participation in a survey sponsored by the Higher Education Data Sharing (HEDS) Consortium. We report these data again this year for purposes of comprehensiveness and continuity, pending our next participation in the survey.
    - This year, we had hoped to present data on the reported experience of our undergraduate students, through our participation in the National Survey of Student Engagement (NSSE). Over 400 colleges and universities from the U.S. participated in the 2004 survey, as well as eight of the "G10" research-intensive universities in Canada.
    - Unfortunately, we have as yet received only preliminary data from the NSSE, which require further analysis and augmentation with data yet to come. The Vice-Provost, Students will be presenting a full report on the NSSE results this fall; and data from that report will be included in next year's Performance Indicators report.
    - The University's planning framework document *Stepping* UP establishes as a high priority the enhancement of the student experience, and sets out a number of specific proposals. We consider these survey data to provide an important baseline and benchmark against which to measure our progress in this important aspect of our mission.
- **Resources:**
    - As in past years, it continues to be apparent that the resources available to the University of Toronto lag well behind those of North American peer institutions. The **FTE student: faculty ratio** at the University of Toronto continued to be higher than at any of our Association of American University (AAU) peers in 2001-02.
    - After a period of substantial increase from 1997 to 2000, our **endowment per FTE student** declined with the increase in enrolment and the decline in the equity markets from 2001 to 2003. It has recovered considerably due to strong market performance in 2004, but remains well below that of a substantial number of peer institutions – the University of Toronto ranked 16th on this measure among North American public universities reporting to the National Association of College and University Business Officers in 2003.
    - This year we continue to report a measure of the University's **financial health,** using the methodology employed by Moody's Investors Service, to compare ourselves to the North American mean for public colleges and universities. Having taken on considerable up-front debt in a period of expansion, before the revenues from expansion are fully realized, the University has seen a decline in its resource:debt ratios. These liquidity ratios are coming into line with the mean for public universities.

- A high priority for future reports is to continue to increase the number of dimensions on which we can make international comparisons.

NATIONAL COMPARISONS:

Through the G10 Data Exchange, we have data allowing for comparisons with the ten largest research-intensive universities in Canada on the following dimensions, as well as a number listed above:

- **Research:**
    - The research performance of the University of Toronto continued on a strong upward trajectory. The University's share of **total federal granting council funding**, the largest in Canada, increased in each year from 1999-2000 to 2002-03.
    - With respect to **"research yield"** (the ratio of University's share of research funding to its share of national eligible faculty), the University of Toronto ranks third, behind Université de Montréal, and UBC in Social Sciences and Humanities Research Council (SSHRC) funding, and second, behind Queen's, for Natural Sciences and Engineering Research Council (NSERC) funding. Next year, we anticipate that the G10 Data Exchange will have resolved data problems as necessary to calculate a research yield measure for funding from the Canadian Institutes of Health Research (CIHR) as well.
    - The University of Toronto with its affiliated teaching hospitals ranks first in terms of funded awards by **government research infrastructure programs** at both federal and provincial levels as well as the **Canada Research Chair** program. The University's level of success in the Ontario research programs even outstrips its proportional share of the federal granting council funding within Ontario.
- **Time to completion of doctoral programs:** Data from the G10 universities show that, for the 1994 entering cohort of PhD students, UofT continued to rank close to the mean in terms of graduation rates and time-to-degree. Overall, however, we see that only about 66 percent of the 1994 doctoral cohort had graduated by 2003, and that the typical graduate took 16 terms - equivalent to just over 5 full years - to complete. Although the results vary considerably by disciplinary grouping, there is room for improvement in each area. Since these data refer to the 1994 entering cohort, admitted well before recent improvements to financial support programs and supervisory practices, we would expect to see considerable improvement for later cohorts; and we will be monitoring this area

TRENDS OVER TIME:

For a number of measures, we do not have comparative data for other institutions, but it is nonetheless important that we report on and track our own performance over time:

- In the first "shoulder year" of the double cohort – including "fast trackers" from the previous five-year curriculum – **student demand** for our programs, as measured by dramatically increasing numbers of applications, and steady or improving entering averages, continued to be strong. Acceptance, offer and yield rates have varied across programs in this very volatile period and will need to be monitored in the future.
- The number and proportion of **international students** continued to increase after a steady decline in the first half of the 1990s.
- Median **class sizes** were relatively stable between 1998-99 and 2001-02 despite enrolment increases, reflecting the recent large-scale recruitment of new faculty following a protracted period of fiscal restraint. With the advent of the double cohort, however, we have seen increases in median class sizes and a shift from the 2-15 size category to the 16-30 size category in Arts and Science. It is of great importance that we address the resource constraints that underlie this trend.

- **Employment equity:**
    - The proportion of women tenure/tenure-stream faculty appointed in the three-year period from 2000-01 to 2002-03 was close to their representation in the pool in three of the five groupings, and overall the proportion of women appointed was slightly below the pool. As in previous three-year cycles, we continue to recruit at least proportionate to the pool in the discipline grouping in which women are least numerous, and in which the greatest efforts therefore have to be made to identify and recruit outstanding women candidates, and in the grouping in which women are most numerous. Experience in other disciplinary groupings has been less consistent. As the University continues through a period of very substantial numbers of new faculty appointments, every effort must be made to ensure that we are fully tapping the pool of available talent in all disciplinary areas.
    - The proportion of members of visible minorities among tenure/tenure-stream appointments in the same three-year cycle (2000-01 to 2002-03) was 16 percent according to incomplete data based on self-reporting and 23 percent according to more comprehensive reporting by department chairs.
    - This year we also include trend data from the Employment Equity Report showing that since 1997 there has been an increase in the representation of women in the humanities, social sciences and life sciences. Women continue to be most under-represented, however, in the physical sciences. The representation of visible minorities, on the other hand, is strongest in the physical sciences, and has also increased in the social sciences.
- **Financial accessibility:**
    - According to student surveys, the proportion of students in first-entry programs reporting parental income less than $50,000 shows a significant increase between 1999 and 2003, when it stood at more than 40 percent. In second-entry professional programs which experienced large tuition increases, the proportion of students reporting parental income below $50,000, at about one-third is very similar to what it was in 1999.
    - More than one-half of students in the cohorts graduating from first-entry programs from 1997-2003 graduated with no **student loan debt,** and this proportion increased over the period. The proportion graduating with debts of more than $15,000 decreased over this period as well.
    - The **student loan default rate** of graduates of the University of Toronto (at 5.5%) was well below the mean for Ontario universities (7.1%).
- The **employment rate** of 2001 graduates of undergraduate programs at the University of Toronto was close to 96 percent two years later, according to the 2003 annual survey conducted under the auspices of the Council of Ontario Universities.

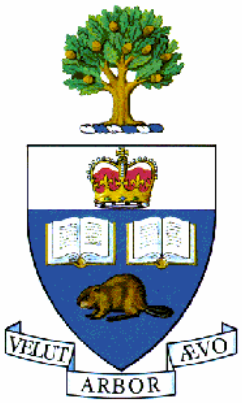
GOVERNING COUNCIL PRESENTATION:
Each year in presenting this quite comprehensive document at the annual Accountability meeting of Governing Council, I have highlighted certain themes of especially current relevance. The organization of that presentation will differ somewhat from that of this Executive Summary.

This year, I propose to highlight three such themes: one relating to our progress in realizing our mission to rank with the best teaching and research universities in the world; the second relating to our experience in accommodating the first "shoulder year" of the double cohort and the third relating to our advocacy to the Rae review of postsecondary education in Ontario. I look forward to discussing the report with you.

Performance Indicators for Governance

Annual Report

September 2004



University of Toronto

Office of the Vice-President and Provost

This report is prepared under the aegis of the Vice-President and Provost, with the participation of all central academic and administrative portfolios of the University.

Lead Responsibility:
Prof. Carolyn Tuohy, Vice-President, Government and Institutional Relations

Contributors:
Admissions & Awards: Karel Swift
Alumni & Development: Barbara Dick, Brian Dowling
Financial Services: Helen Choy, Pierre Piché
Library: Tim Neff
Planning & Budget: Michelle Broderick, Tony Di Felice, John Harris, Marlene Katman, Corinne Pask-Aubé, Pradham Prabhakar, Marny Scully
Research & Associate Provost: MayLiza Baak, José Sigouin, Meredith Strong
School of Graduate Studies: Xuelun Liang

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INTRODUCTION

The mission of the University of Toronto is to rank with the finest public teaching and research universities in the world. All of our activities, as reflected in the educational experience of students, in our teaching and research enterprise, and in the life of the academic community should be consistent with this mission. To aid in assessing our success in pursuing this mission, we undertake to report publicly, through our governors, a number of key measures of our performance.

No set of aggregate measures can capture the complexity, diversity and richness of the University of Toronto or indeed of any university. Nonetheless, we can identify certain indicators which, to the extent that they can be calculated consistently across universities and over time, can allow us to monitor our performance over time and in comparison to peer institutions. For the purposes of reporting to governance we have developed measures that are institution-wide in the sense that they relate to the University as a whole or in the sense that they are calculated consistently for all divisions of the University. In selecting measures of performance, we have identified those that relate to central dimensions of our mission; and, to the extent possible, we have selected measures that will allow for a comparison of our performance against that of other universities nationally and internationally.

To make such comparisons, we draw upon sources of data that are compiled on a consistent basis across universities. Wherever possible, we have used data sources that allow for comparisons with international peers. A number of sources allow us to compare ourselves with other major public research universities in North America, in the areas of library resources (the Association of Research Libraries, or ARL), student-faculty ratios, (the Association of American Universities Data Exchange or AAUDE), retention and graduation rates (the Consortium on Student Retention Data Exchange or CSRDE), endowment (National Association of College and University Business Officers, or NACUBO) and technology transfer (the Association of University Technology Managers or AUTM). In 2003, we presented the first results of our participation in the survey of graduate student satisfaction sponsored by the Higher Education Data Sharing (HEDS) Consortium, which allowed us to compare ourselves with leading North American universities. In Spring 2003, the University of Toronto took part in the National Survey of Student Engagement (NSSE). Preliminary results have just been received from NSSE, and will be analyzed in the coming weeks. These results will be reported this year to governance and will be included in next year's Performance Indicators Report.

For a number of measures, we are restricted to Canadian or Ontario sources for comparison. We are pleased that a very productive data exchange among Canadian research universities is continuing to develop comparable data relating to research and graduate education, and we look forward to the development of a broader set of measures through this exchange.

The framework for this report was adopted by Governing Council in December 1997 as a basis for annual reporting. This is the seventh annual report; and it allows us to continue to make some comparisons over time. Each year, in a very few cases we have re-calculated data presented in past reports as we have continued to refine our measures; and we have noted each of these cases.

For readers who wish further information on the calculation of these indicators, or a more disaggregated presentation of the data, a methodological appendix is available on request. A statistical profile of the University, *Facts and Figures,* is also available on the University of Toronto web site. In addition, there are a large number of accountability reports produced by the University annually, many of which are drawn upon for this report. The University will be establishing a web page that captures all of these reports.

STUDENT DEMAND AND RECRUITMENT

1. Offer, Yield and Acceptance Rates, by program:

a) Offer Rate: the number of offers made as a percentage of applications received
b) Yield Rate: the numbers of students who actually register as a percentage of offers made
c) Overall Acceptance Rate: the number of students who register in the program as a percentage of the number of applications received

Relevance:

Student demand is one of the factors to be taken into account in making decisions about the expansion, reduction, modification or discontinuation of programs. On a University-wide level, it is an indication of the success of our recruitment efforts and general attractiveness to students.

Assessment:

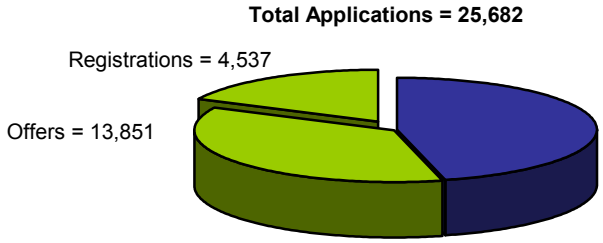
The University establishes enrolment targets for each of its undergraduate programs. In achieving these targets, we seek to attract as many as possible of those students to whom we offer admission. Hence, we wish to see high 'yield rates' – that is, registrations as a percentage of offers. In determining how many offers to make in order to meet their targets, divisions take historical experience with yield rates into account.

The data presented here are for Fall 2002, the most recent year for which we have comprehensive system-wide data through the Ontario University Application Centre. The effect of the double cohort "fast-trackers" are reflected in these numbers. Applications to first-entry undergraduate programs increased dramatically over the period 2001/02 to 2002/03. Also, as seen in the 2001 admissions data, many students are now including four, five and even more choices on their application forms. The University of Toronto received 8,064 additional applications to first-entry programs at the three campuses in 2002/03.

In undergraduate Arts and Science the number of offers increased in 2002/03 from 2001/02 on each of the three campuses, reflecting the increased number of applications as previously described. Yield rates have also increased, indicating strong student demand for program places. In this volatile and uncertain environment, it is worth noting that intake targets for Arts and Science were met or exceeded on all three campuses in each of the three years reported here.

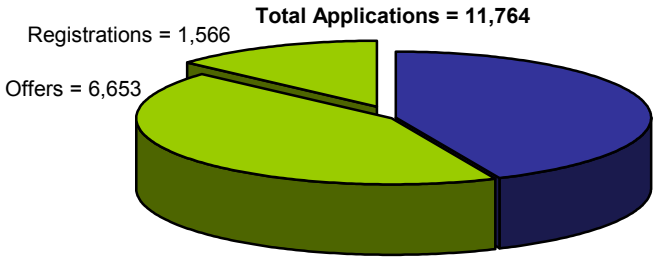
Lower student demand for programs on the Scarborough and Mississauga campuses is indicated by the relatively lower yield rates. For the Scarborough campus, offer rates are correspondingly higher in order to meet enrolment targets. As noted in previous reports, the planned expansions of enrolment on the east and west campuses is making possible a strengthening of program offerings, allowing for the building of critical mass in key areas and the development of distinctive areas of strength.

Acceptance and Yield Rates, 2002-03
Arts, Science and Commerce on St. George Campus



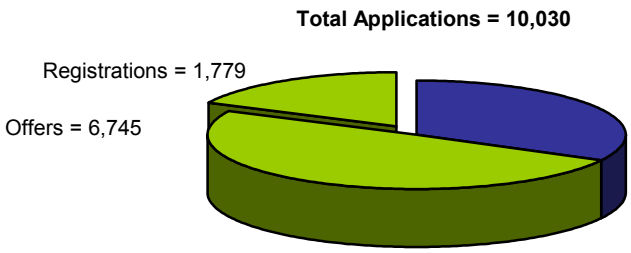
	2000-01	2001-02	2002-03
Acceptance Rate:	18.5%	18.9%	17.7%
Offer Rate:	55.4%	58.2%	53.9%
Yield Rate:	33.3%	32.4%	32.8%
Total Applications	20,551	22,084	25,682

Acceptance and Yield Rates, 2002-03
Arts, Science and Commerce on Mississauga Campus



	2000-01	2001-02	2002-03
Acceptance Rate:	12.6%	10.7%	13.3%
Offer Rate:	54.8%	52.0%	56.6%
Yield Rate:	23.0%	20.6%	23.5%
Total Applications	7,906	9,954	11,764

Acceptance and Yield Rates, 2002-03
Arts, Science and Commerce on Scarborough Campus

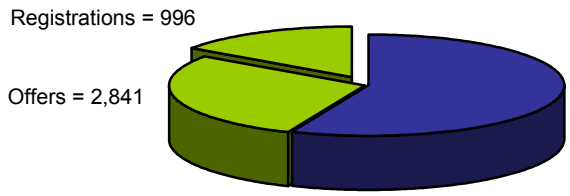


	2000-01	2001-02	2002-03
Acceptance Rate:	18.4%	17.7%	17.7%
Offer Rate:	76.9%	76.2%	67.2%
Yield Rate:	23.9%	23.2%	26.4%
Total Applications	7,470	8,069	10,030

In the Faculty of Applied Science and Engineering, applications increased in 2002/03 after slowing in the two previous cycles. Demand remains strong, although acceptance, offer and yield rates and have declined slightly as applications have increased.

Acceptance and Yield Rates, 2002-03
Engineering

Total Applications = 6,527

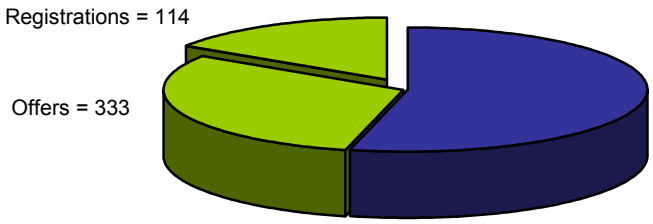


	2000-01	2001-02	2002-03
Acceptance Rate:	17.5%	17.1%	15.3%
Offer Rate:	45.8%	45.3%	43.5%
Yield Rate:	38.1%	37.6%	35.1%
Total Applications	5,471	5,922	6,527

Applications to Physical Education and Health increased steadily over the three year period, but offer rates were variable from year to year. Applications to Music increased dramatically, and both offer rates and yield rates increased, thereby reversing the declining trend seen in the previous cycle.

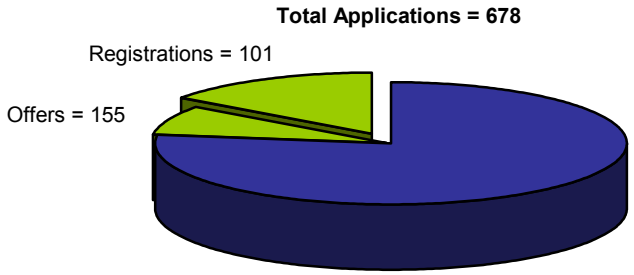
Acceptance and Yield Rates, 2002-03
Physical Education & Health

Total Applications = 722



	2000-01	2001-02	2002-03
Acceptance Rate:	15.7%	14.8%	15.8%
Offer Rate:	36.0%	43.2%	46.1%
Yield Rate:	43.6%	34.2%	34.2%
Total Applications	625	703	722

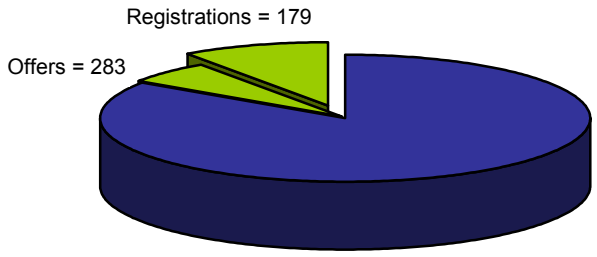
Acceptance and Yield Rates, 2002-03
Music



	2000-01	2001-02	2002-03
Acceptance Rate:	16.5%	13.2%	14.9%
Offer Rate:	24.4%	21.6%	22.9%
Yield Rate:	67.8%	61.1%	65.2%
Total Applications	599	607	678

Our second-entry programs, especially in law, medicine and other health sciences, provide examples of programs in high demand, in which applications are high relative to the number of places, offer rates are low and yield rates are high and relatively stable. This continues to be true despite recent sharp increases in tuition fees. This year we have provided separate charts for Dentistry and Pharmacy and have added a new chart for the Nursing Compressed Baccalaureate program. Pharmacy and Nursing experienced a significant increase in applications in 2002/03 due to planned program expansions. While yield rates remain strong in Medicine and Dentistry, there appears to be some relative decline in yield rates over the three year period that warrants monitoring in the future.

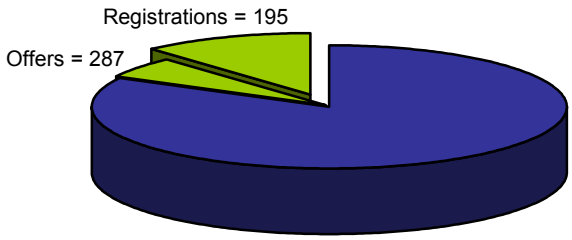
Acceptance and Yield Rates, 2002-03
Second-Entry Undergraduate, Law
Total Applications = 1,822



	2000-01	2001-02	2002-03
Acceptance Rate:	10.5%	10.8%	9.8%
Offer Rate:	17.0%	17.1%	15.5%
Yield Rate:	62.2%	63.4%	63.3%
Total Applications	1,640	1,683	1,822

Acceptance and Yield Rates, 2002-03
Second-Entry Undergraduate, Medicine
MD Program

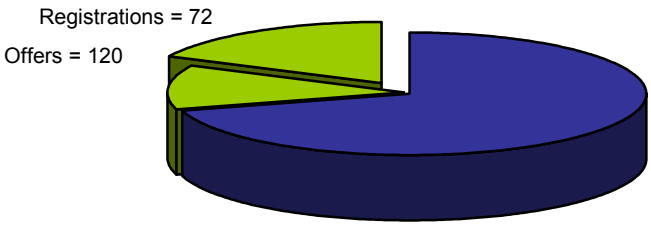
Total Applications = 1,679



	2000-01	2001-02	2002-03
Acceptance Rate:	11.0%	11.3%	11.6%
Offer Rate:	14.4%	15.4%	17.1%
Yield Rate:	76.3%	73.1%	67.9%
Total Applications	1,725	1,757	1,679

Acceptance and Yield Rates, 2002-03
Second-Entry Undergraduate, Dentistry

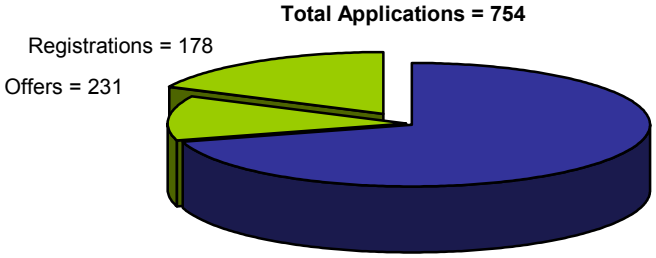
Total Applications = 406



	2000-01	2001-02	2002-03
Acceptance Rate:	15.1%	17.3%	17.7%
Offer Rate:	22.4%	27.6%	29.6%
Yield Rate:	67.3%	63.0%	60.0%
Total Applications	477	392	406

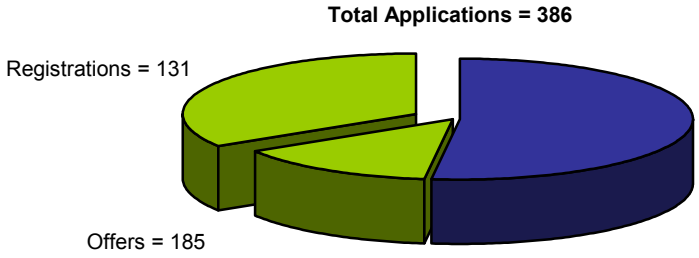
Acceptance and Yield Rates, 2002-03
Second-Entry Undergraduate, Pharmacy

Total Applications = 754



	2000-01	2001-02	2002-03
Acceptance Rate:	18.8%	26.4%	23.6%
Offer Rate:	23.7%	35.2%	30.6%
Yield Rate:	79.3%	75.0%	77.1%
Total Applications	733	681	754

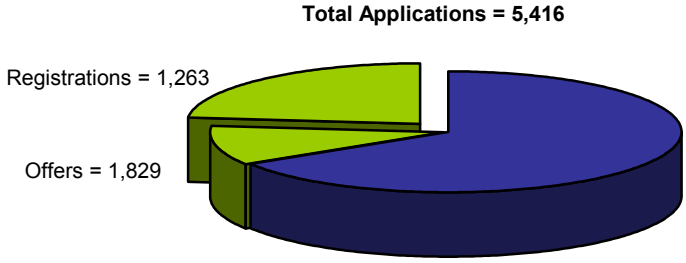
Acceptance and Yield Rates, 2002-03
Second-Entry Undergraduate, Nursing



	2000-01	2001-02	2002-03
Acceptance Rate:	29.2%	28.9%	33.9%
Offer Rate:	39.6%	47.1%	47.9%
Yield Rate:	73.8%	61.4%	70.8%
Total Applications	106	187	386

Demand for the Bachelor of Education program remains strong but extremely volatile, and appears to be highly responsive to the perceived future demand for teachers. Applications for 2002/03 increased by 16 per cent over 2001/02, but in turn were 23 per cent lower than applications for 2000/01.

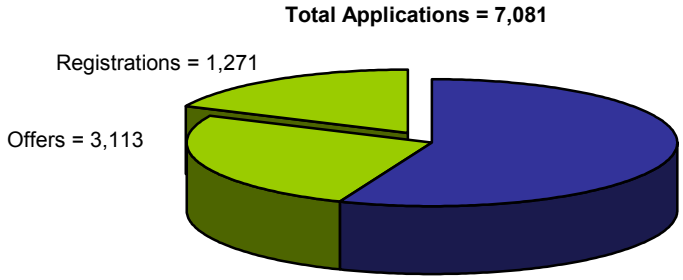
Acceptance and Yield Rates, 2002-03
Second-Entry Undergraduate, Education



	2000-01	2001-02	2002-03
Acceptance Rate:	18.8%	26.3%	23.3%
Offer Rate:	27.1%	38.6%	33.8%
Yield Rate:	69.4%	68.1%	69.1%
Total Applications	6,070	4,656	5,416

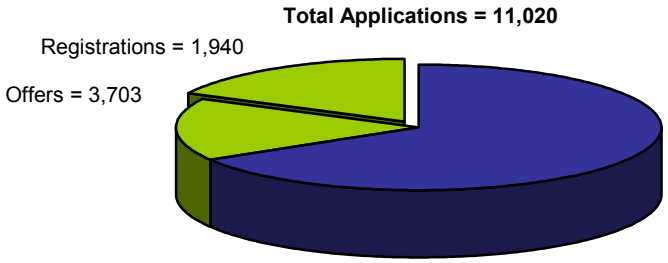
Applications increased dramatically in professional masters and doctoral-stream programs, reflecting the increased demand for graduate studies, particularly from international students in the application year directly following the events of September 11, 2001. A decline in offer rates is a result of this increase in applications; yield rates are steady and appear to be increasing. The increase in yield rates for doctoral-stream programs may be attributable in part to the increased attractiveness of UofT with the announcement and phasing in of the funding guarantee for doctoral-stream students.

Acceptance and Yield Rates, 2002-03
Professional Master's Degrees



	2000-01	2001-02	2002-03
Acceptance Rate:	16.1%	19.7%	17.9%
Offer Rate:	45.8%	51.3%	44.0%
Yield Rate:	35.2%	38.4%	40.8%
Total Applications	5,484	5,585	7,081

Acceptance and Yield Rates, 2002-03
SGS Doctoral Stream



	2000-01	2001-02	2002-03
Acceptance Rate:	21.5%	22.3%	17.6%
Offer Rate:	42.9%	43.0%	33.6%
Yield Rate:	50.2%	51.9%	52.4%
Total Applications	8,331	8,273	11,020

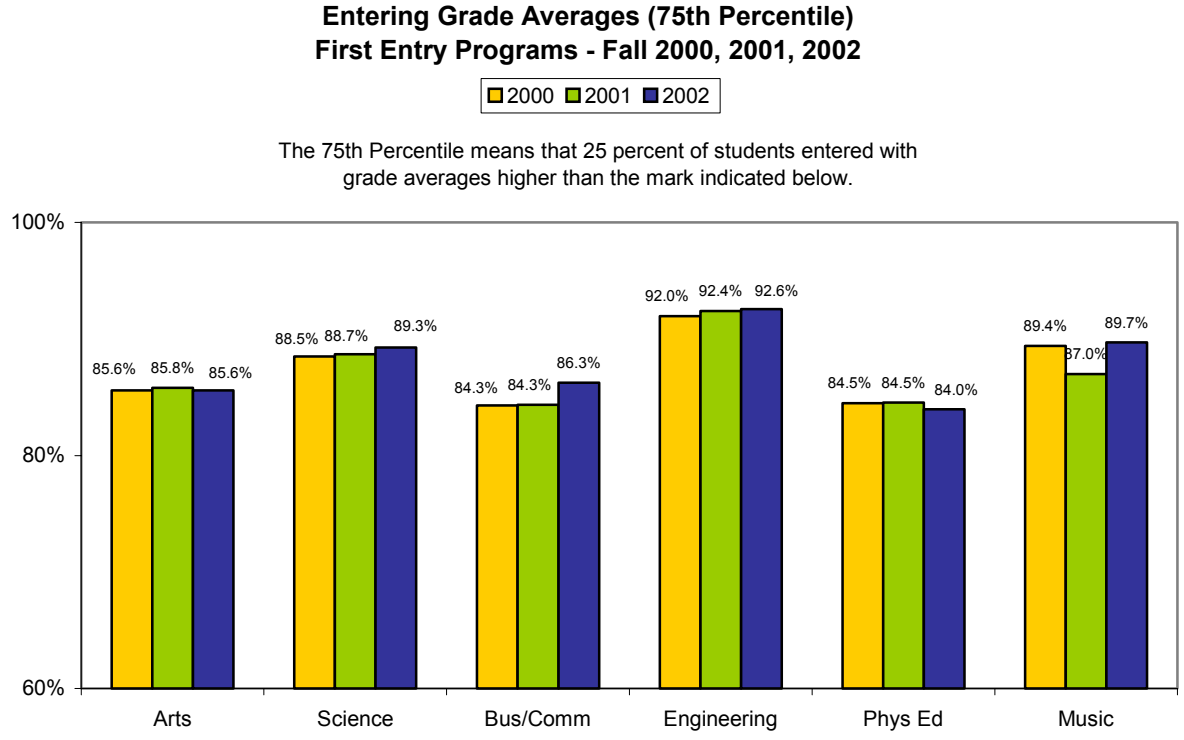
2. Distribution of entering grade averages for students entering first-entry undergraduate degree programs directly from Ontario high schools, by academic division: "six best" OAC average at the 75th and 25th percentiles

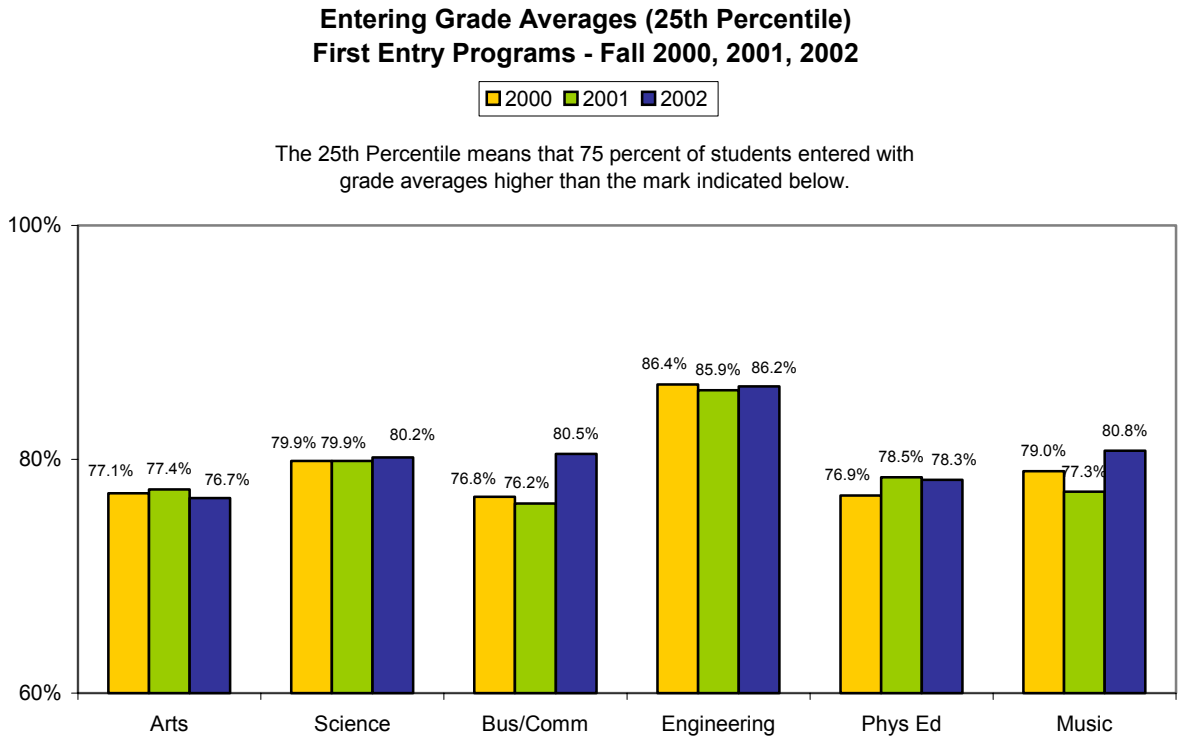
Relevance:

Entering grade averages are the most commonly used measure of the level of student preparation; and they are one indication of the degree to which we are successful in attracting well-qualified students.

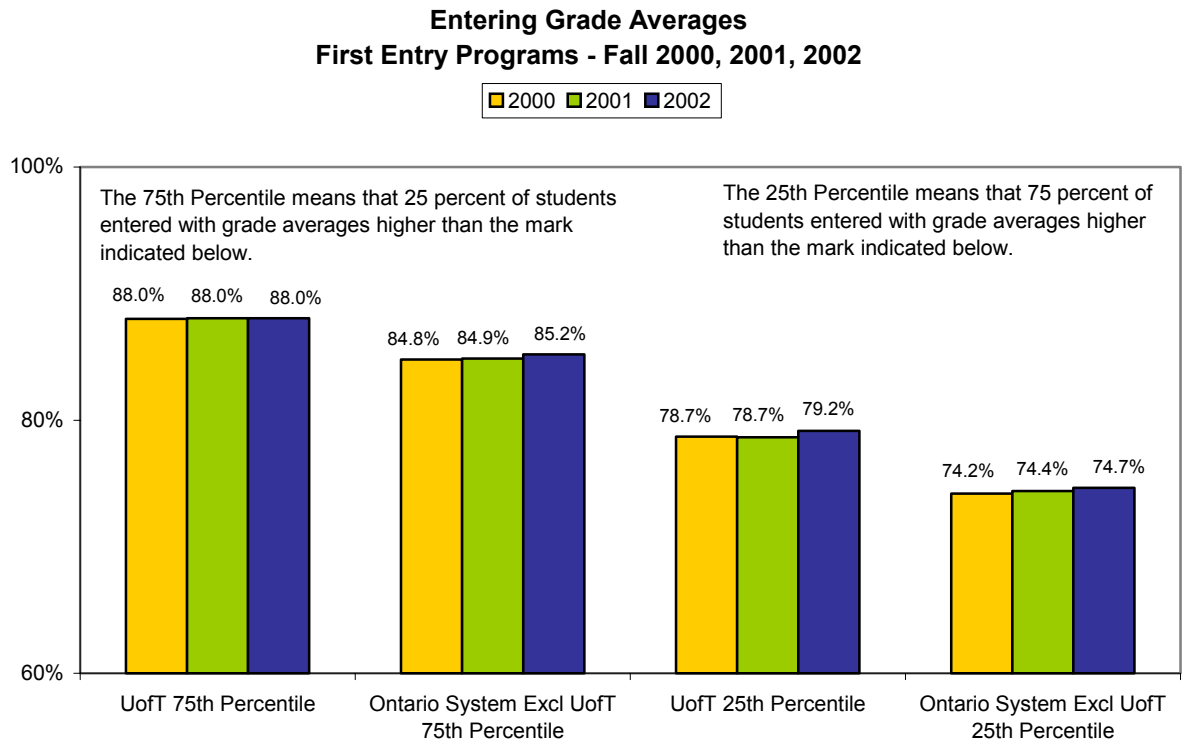
Assessment:

Entering averages remained relatively stable in Arts and Science and in Applied Science and Engineering between 2000/01 and 2002/03, at both the 75th and 25th percentiles, despite increased intake levels. After seeing a decline in both the 75th and the 25th percentile in 2001/02, Music's entering grade averages had a notable recovery. By way of interpretation, an average grade of 92.6 percent at the 75th percentile (as in the case of engineering students in the attached table) means that 25 percent of students entered with grade averages higher than 92.6 percent, and 75 percent entered with averages of 92.6 percent or lower. Similarly, the average of 85.9 percent at the 25th percentile tells us that 75 percent of students entered engineering programs with averages above 86.2 percent, and 25 percent entered with averages of 86.2 percent or lower.



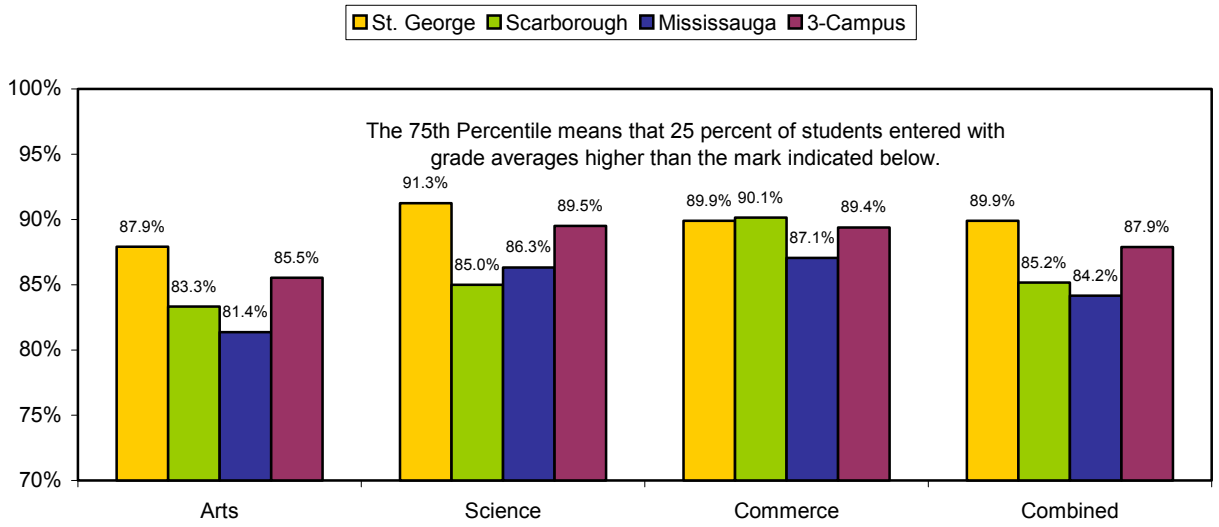


We have included a comparison of the University of Toronto with the rest of the Ontario university system minus UofT. The University of Toronto continues to outperform the rest of the system on these measures, at both the upper and the lower ends of the grade scale.

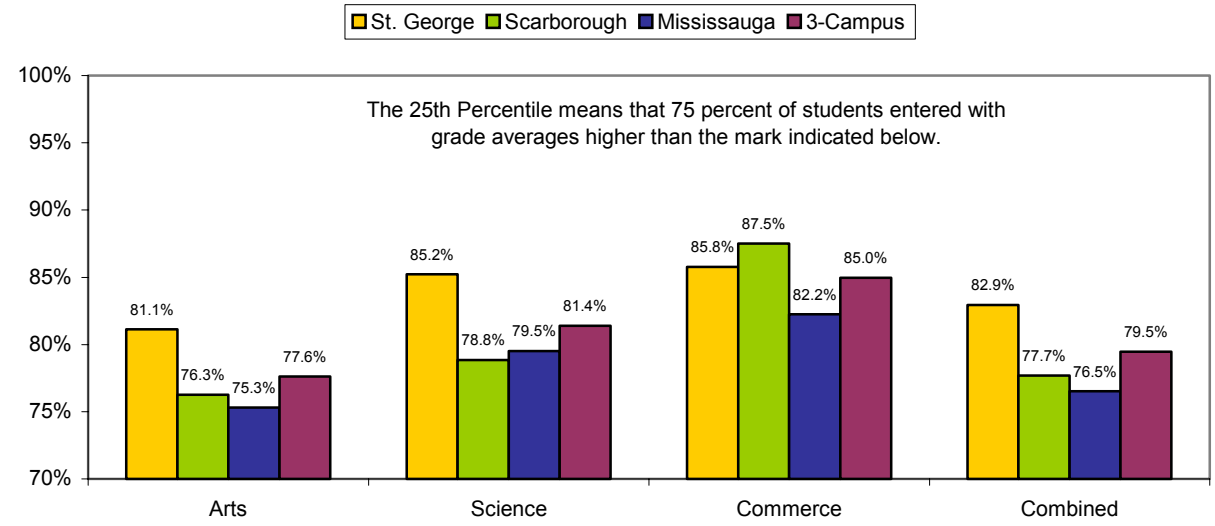


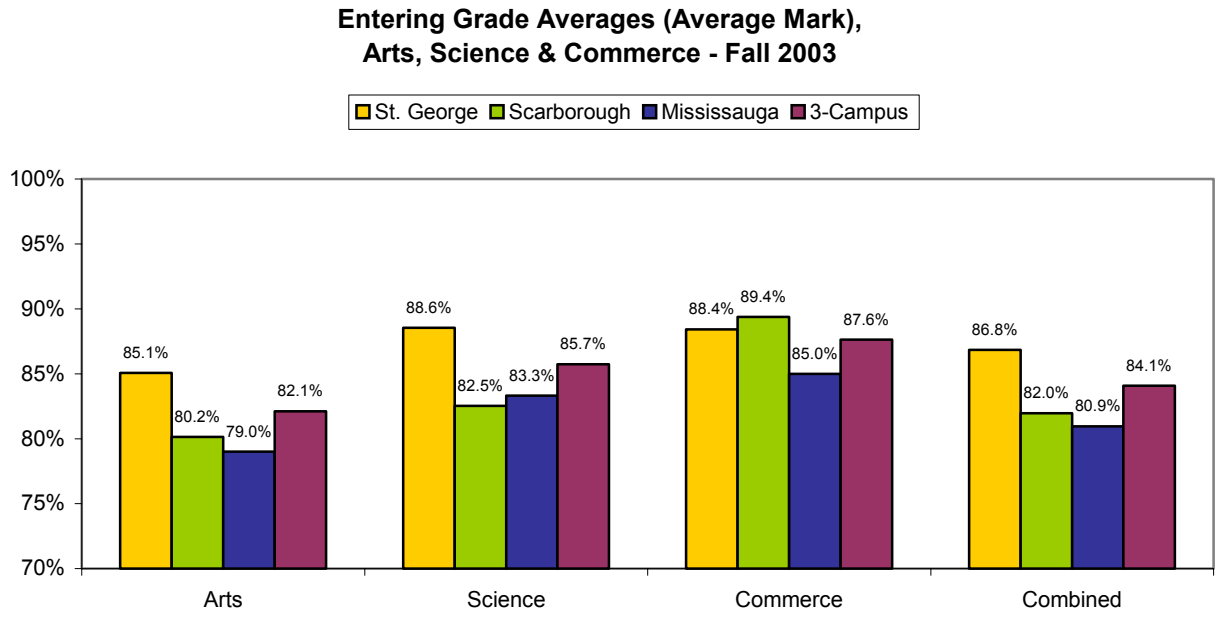
We also report entering averages of Arts, Science and Commerce on each of our three campuses separately. Unlike the charts presented above, these charts are based on internal UofT data for Fall 2003, the year of the "double cohort". Overall, entering averages increased slightly as expected given the significant increase in demand. The University's *Framework for Enrolment Expansion* establishes as a principle that expansion will proceed only to the extent that entering averages are maintained or increased. This principle has been maintained. With respect to variations by campus, weaker student demand is reflected in lower entering averages on the Scarborough and Mississauga campuses. Programmatic changes associated within enrolment expansion on these campuses appear to have improved this situation. It is worth noting that in the area of Commerce, in which the University of Toronto at Scarborough has established a distinctive Bachelor of Business Administration model different from the Bachelor of Commerce program on the other two campuses, its entering averages continue to be closer to those on St. George than in the other arts and science streams.

Entering Grade Averages (75th Percentile), Arts, Science & Commerce - Fall 2003



Entering Grade Averages (25th Percentile), Arts, Science & Commerce - Fall 2003





3. Geographic Distribution of Incoming Students:

a) Proportion of entering class with permanent home addresses in GTA, rest of Ontario, rest of Canada, international – first entry undergraduate

b) International students as proportion of entering class – first entry undergraduate, second-entry undergraduate and graduate, doctoral stream and total, 7 year trend

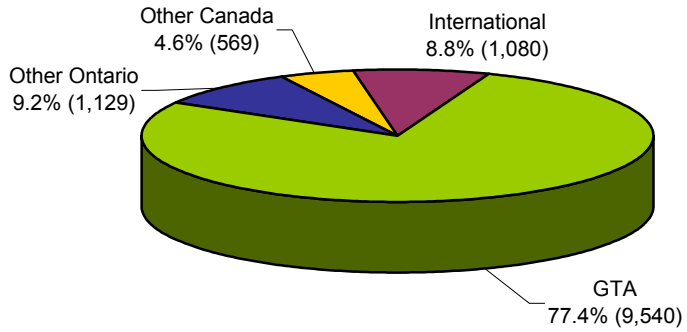
Relevance:

The geographic range from which we draw not only reflects the attractiveness of our programs, but also marks the extent to which the University community is infused with the perspectives of students drawn from the metropolitan Toronto area and from other parts of Canada and the world.

Assessment:

At the first-entry undergraduate level, the University of Toronto draws most of its students from the Greater Toronto Area. Given our responsibility and location as a major public university in a large and vibrant metropolitan area, it is appropriate that this continue to be the case. Like other major public research universities internationally, however, it is also important that we draw our student population from diverse geographic sources, including international sources. We are pleased to note a significant increase between 2001/02 and 2002/03 in the proportion of international students, from 7.5 per cent of the entering cohort to 8.8 per cent, and this at a time when overall intake is increasing and the demand from Ontario high school graduates is especially high.

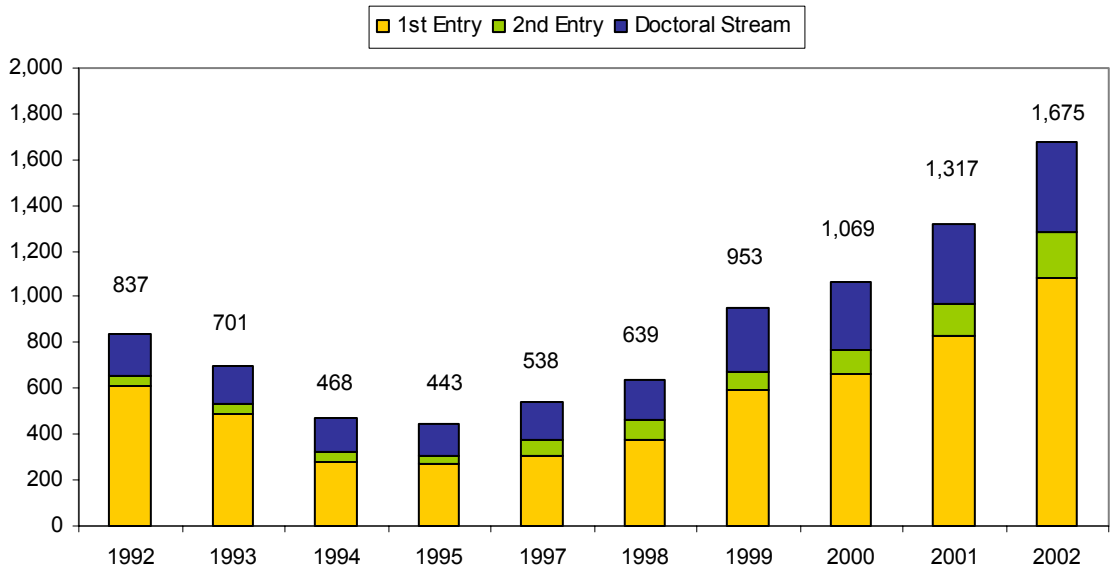
New Intake
First-Entry Undergraduate, 2002



	2000-01	2001-02	2002-03
GTA:	78.0%	78.1%	77.4%
Other Ontario:	10.0%	9.4%	9.2%
Other Canada:	5.4%	5.1%	4.6%
International:	6.5%	7.5%	8.8%

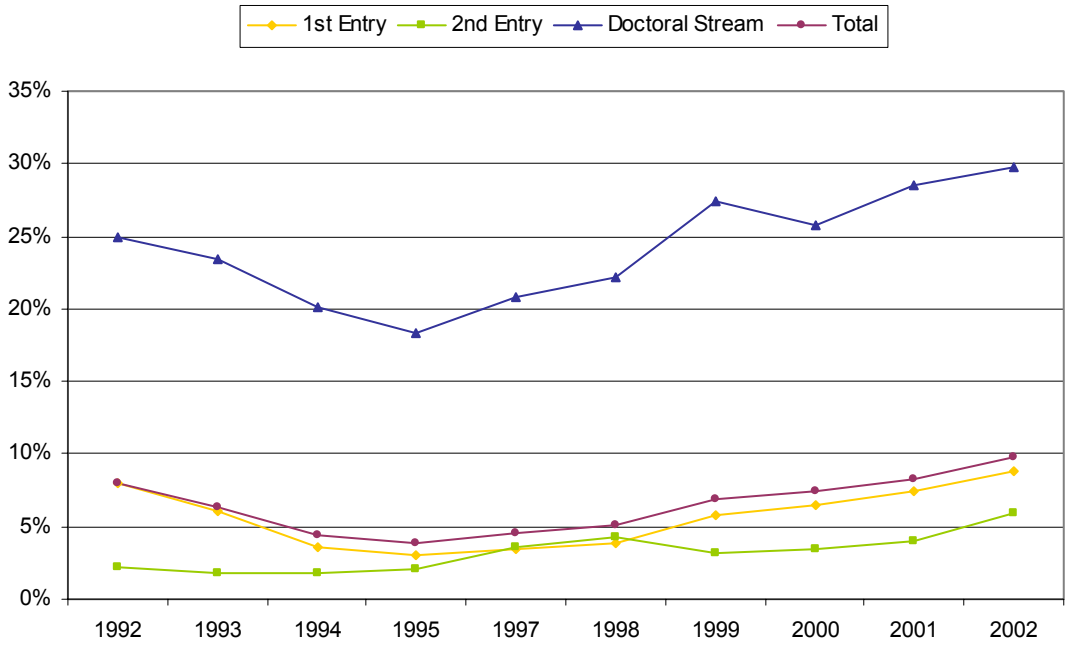
For students in second-entry professional programs (those requiring several years of undergraduate study before entry) and doctoral-stream graduate programs, permanent addresses are much less likely to reflect the location of the parental home. For such programs, we report only the proportion of international students, identified by visa status, which is a more reliable and valid measure. There was an alarming decrease in the proportional new intake of international students, particularly at the graduate level, between 1990 and 1995. The reduction of tuition fees for international students in 1996/97 following the de-regulation of differential international student fees by the provincial government helped to reverse this trend at the doctoral-stream level, and this year's report illustrates that we have not only restored international doctoral-stream intake to the peak levels of the early 1990s in absolute terms, but intake continues to increase beyond those historical peak levels.

New Intake - Direct Entry, Second Entry (Undergraduate and Masters) and Doctoral Stream
Counts of International Students, 1992 - 2002



Note: Figures exclude students enrolled in Post-Graduate Medical Education.

New Intake - Direct Entry, Second Entry (Undergraduate and Masters) and Doctoral Stream
Proportion of International Students, 1992 - 2002



Note: Figures exclude students enrolled in Post-Graduate Medical Education.

STUDENT RETENTION AND DEGREE COMPLETION

4. Retention and completion, by entering cohort of full-time students, by first-entry undergraduate program:
a) Proportion continuing to following year
b) Proportion graduating by the end of the sixth year

5. Retention and completion, first-entry undergraduate programs:
a) UofT vs. Ontario system
b) UofT vs. North American public universities by selectivity

6. Retention and time to completion, doctoral programs, by SGS division: UofT vs. Canadian research universities

Relevance:

The rate at which students continue with their studies and graduate in a timely fashion reflects not only the University's ability to attract students who are well-qualified and well-suited to their courses of study, but also, and more importantly, the University's ability to provide the context in which they can succeed.

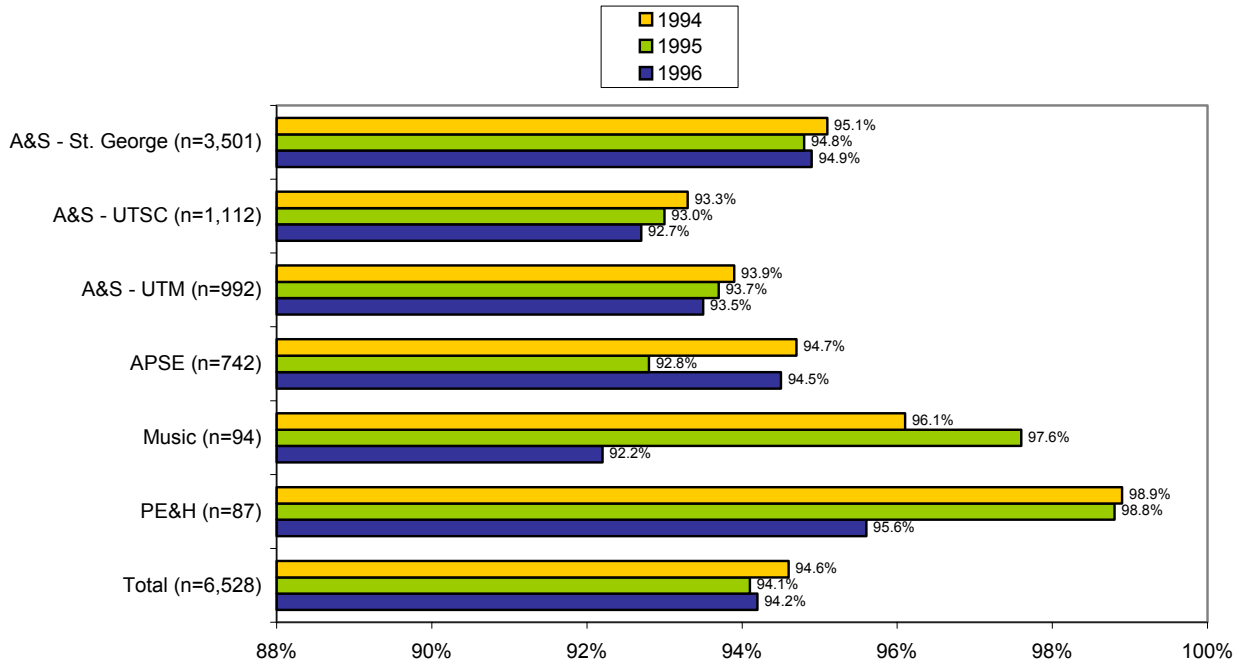
Assessment:

We report, for each cohort of students who enter full-time study, the percentage who continue into the second year of the program and the percentage who have graduated by the end of the sixth year.[1] These measures have been developed through our participation in the Consortium for Student Retention Data Exchange (CSRDE). The exchange was established in 1994 and involves over 340 public and private four-year colleges and universities in North America, including the Association of American Universities (AAU) institutions that have agreed to a consistent methodology for tracking undergraduate students through their studies.

The proportion of first-year students continuing to their second year remains high at about 94 percent overall as well as in the Arts and Science and the Applied Science and Engineering programs. The overall six-year graduation rate has increased slightly to 74.3 percent overall from the previous year, but is still slightly below the 1994 cohort.

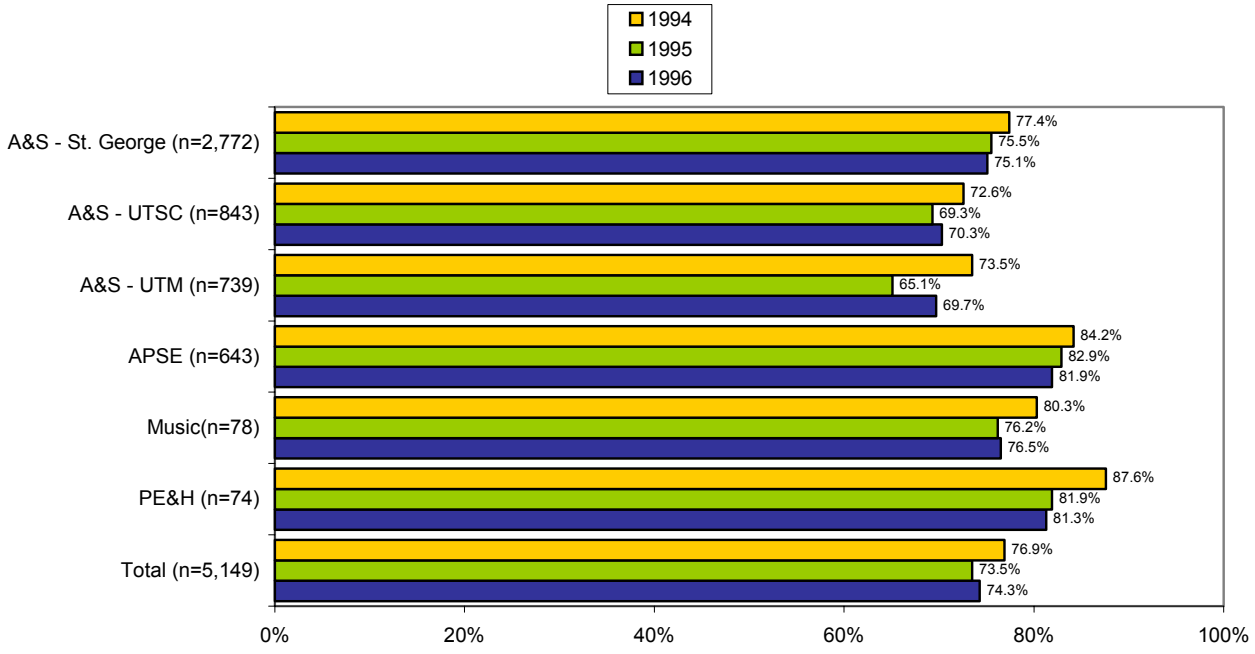
[1] Students who transfer from one first-entry program to another first-entry program are counted as members of their original intake program. Students who enter a second-entry program before completing their first-entry program are excluded from the count.

Retention Rate
Proportion of 1st Year Registrants Continuing to Following Year,
1994, 1995 & 1996 Entering Cohort*



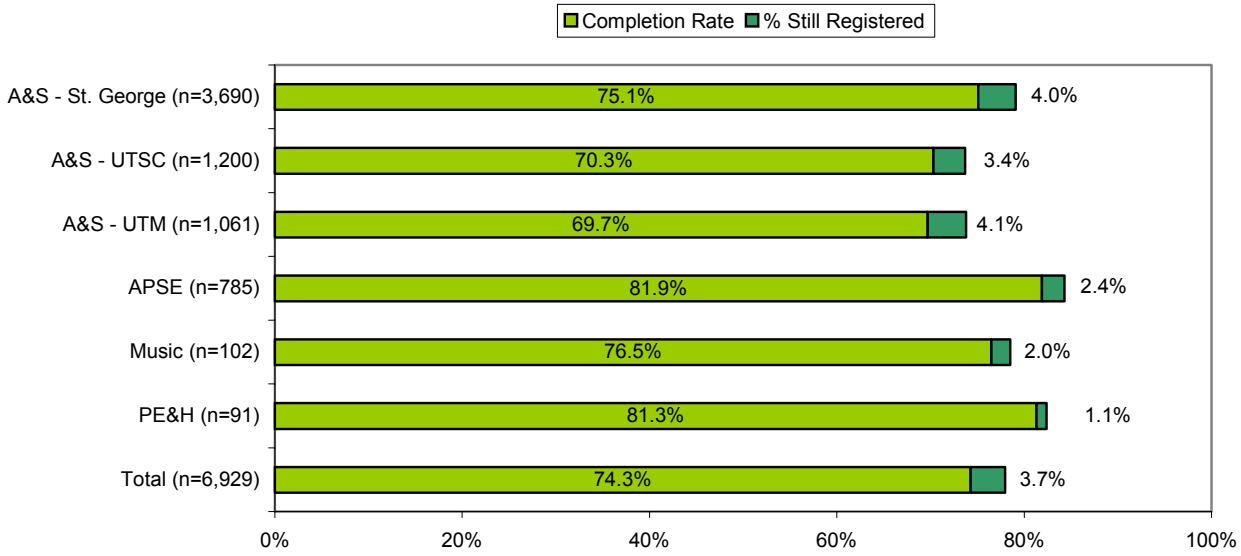
n=total students graduating by the end of 6th year, 1996 entering cohort

Graduation Rate
Proportion of 1st Year Registrants
Graduating by the End of 6th Year,
1994, 1995 & 1996 Entering Cohort*



n=total students graduating by the end of 6th year, 1996 entering cohort

Proportion of 1st Year Registrants Graduating by the End of 6th Year and Those Still Registered by the End of 7th Year
1996 Entering Cohort



We also compare our retention and completion rates with public universities reporting to the Consortium on Student Retention Data Exchange.[2] The CSRDE survey finds 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.[3] The selectivity levels are:

Highly Selective:	SAT above 1100 or ACT above 24;
Selective:	SAT 1045-1100 or ACT 22.5-24;
Moderately Selective:	SAT 990-1044 or ACT 21-22.4; and
Less Selective:	SAT below 990 or ACT below 21.

These categories are based on the distribution of average scores reported by the participating institutions and do not reflect an absolute measure of selectivity.

The University of Toronto's six-year graduation and first-year retention rates compare favorably to those of other public institutions, even those in the highly selective category. The University of Toronto's 1996 freshman cohort has a six-year graduation rate of 74 percent, compared to 68 percent for other highly selective public institutions and only 54 percent for all public institutions in the CSRDE survey. Similarly, the University of Toronto's 2001 freshman cohort has a first-year retention rate of 94 percent, compared to 87 percent for other highly selective public institutions and 79 percent for public institutions overall.

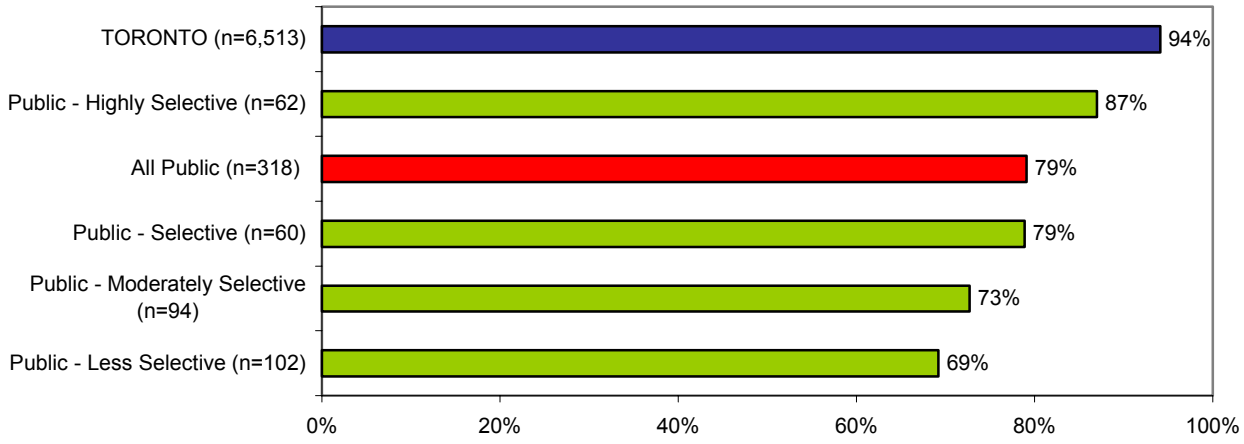
[2] Comparative data on undergraduate student retention and graduation rates at public institutions are obtained from the *2002-2003 CSRDE Report*.

[3] The SAT and ACT are standardized tests of academic ability and preparation. Most colleges and universities in the U.S. require either SAT or ACT scores as part of a student's application to enroll in an undergraduate program. The maximum composite SAT score is 1600; the maximum ACT score is 36.

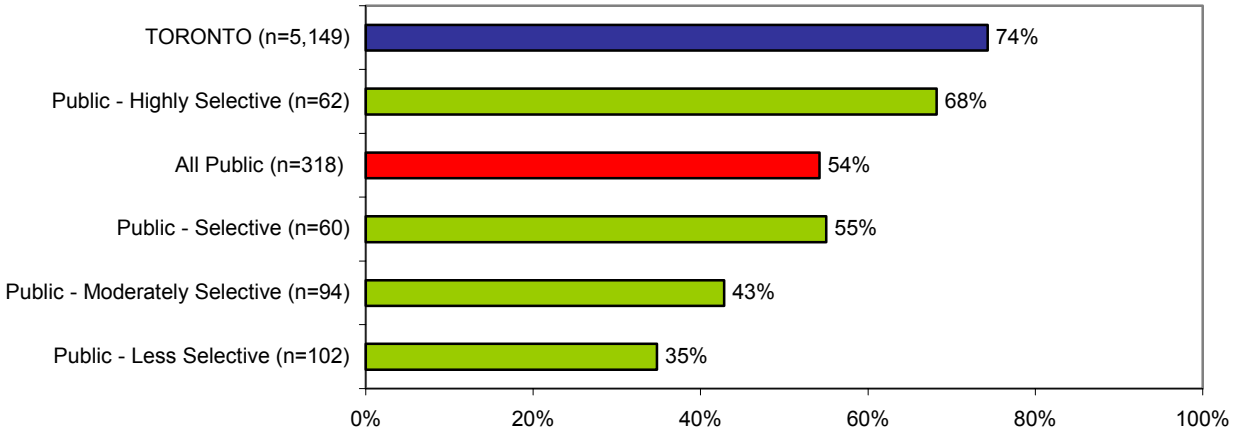
While the University of Toronto does have high rates of retention and completion, the aggregate results publicly provided by CSRDE necessarily disguise cases of comparable or better results for specific institutions. However, we know that several other public research universities reported six-year graduation rates exceeding 80 percent. Therefore, the University of Toronto is not alone in achieving high completion rates, and indeed there is room for improvement in this measure.

Finally, it should be noted that the availability of both three-year (15-credit) and four-year (20-credit) baccalaureate degrees at the University of Toronto may have tended to inflate the graduation rate to some extent, relative to our North American peers that generally grant only four-year baccalaureate degrees. Consequently, the discontinuation of the 15-credit arts and science degree on the St. George campus may lead to lower overall six-year completion rates, although other changes in curriculum and student support may compensate for this effect.

First Year Retention Rate
Toronto vs. Other Public Institutions by Selectivity
2001 Full-time, First-time Freshman Cohort

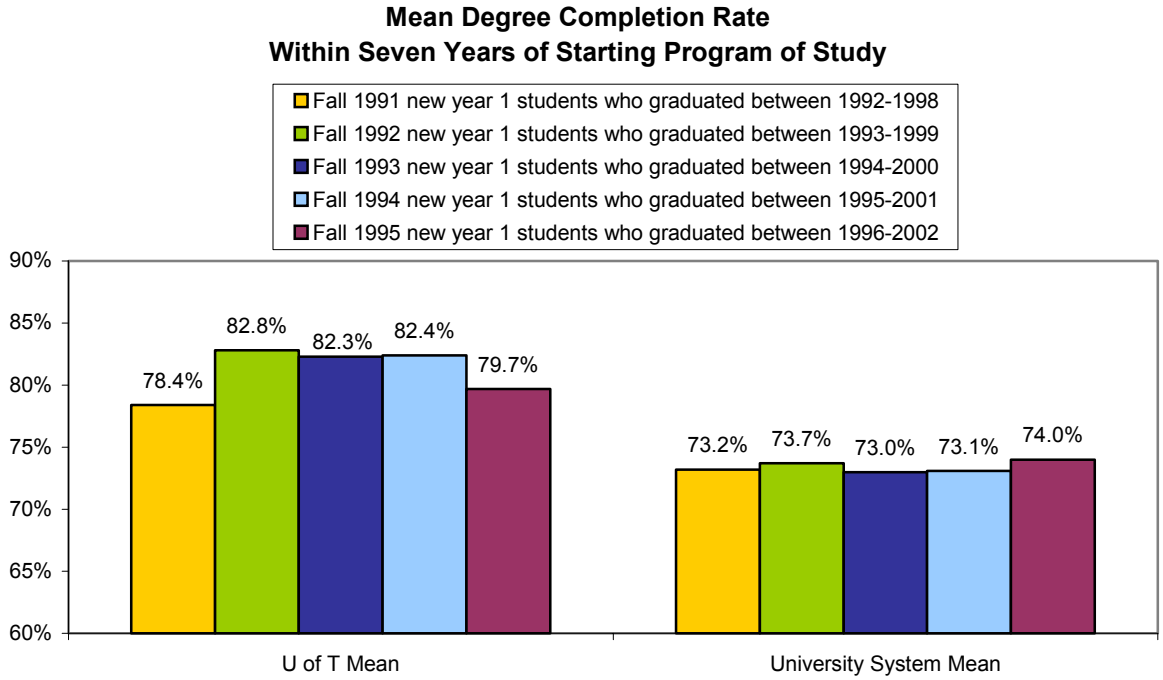


Six-Year Graduation Rate
Toronto vs. Other Public Institutions by Selectivity
1996 Cohort



In addition to our results based on the CSRDE methodology, we also report a graduation rate based on a methodology defined by the provincial government. Unlike the CSRDE methodology, the Ontario government's graduation rate reflects first- and second-entry programs, including dentistry, education, law, medicine, pharmacy, forestry and architecture. This approach tends to generate a higher graduation rate than does the CSRDE methodology due to the higher completion rates seen in professional programs compared to those in undergraduate first-entry programs. In addition, the provincial graduation rate includes students who graduated in the seventh year of study, while the CSRDE rate is limited to six years.

The results for the provincial graduation rates, which are a factor used by the Ontario government to allocate Performance-Based Funding to universities, show that the University of Toronto ranks above the provincial average. While the University showed improvement from the 1990 to the 1994 entering cohorts, the 1995 cohort showed some decline. Graduation rates at the University of Toronto are well above the mean for the Ontario system, but ranked fifth among Ontario universities. We anticipate that the substantial improvements we have made in student financial support and student advising will continue to improve graduation rates. This is an area that requires close monitoring, and improved understanding of the factors that foster student success.



Doctoral Program Completion Rates

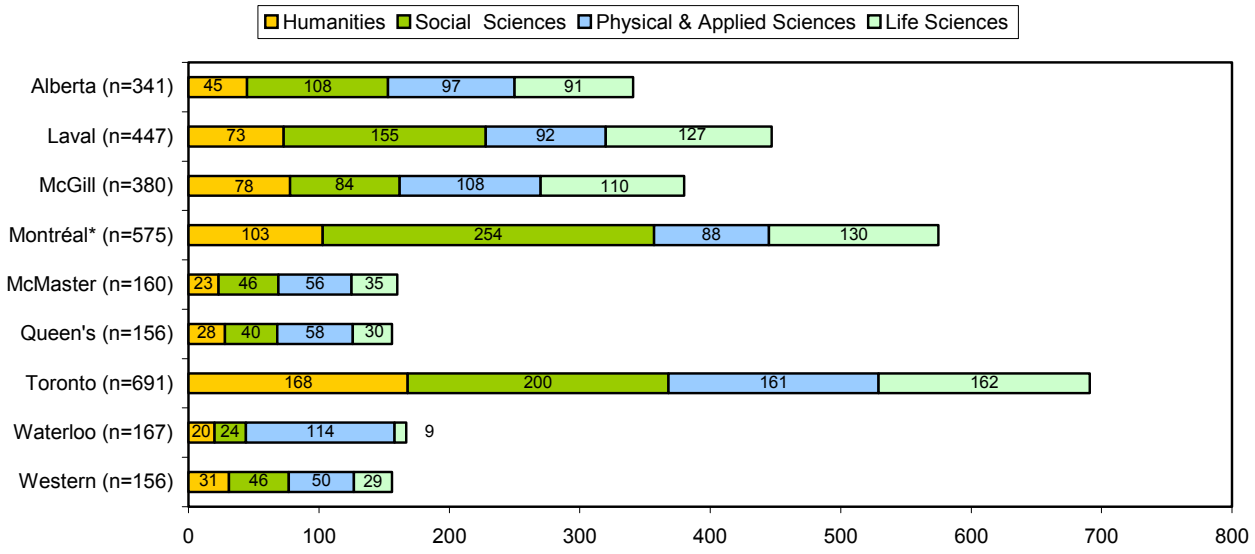
With regard to doctoral programs, the length of time to completion remains a matter of concern. Both the Task Force on Graduate Student Financial Support and the University's *Stepping Up* Academic Planning Paper have expressed the view that doctoral programs should be completed in a more timely manner. Previous *Performance Indicators for Governance* reports have expressed this concern, while emphasizing that comparative data are essential in order to determine whether completion rates at the University of Toronto are similar to those at peer universities.

To that end, earlier reports attempted to display time-to-completion data for University of Toronto doctoral programs as compared to leading U.S. doctoral programs, using the U.S. National Research Council (NRC) analysis. It has since been determined that the NRC data are not entirely comparable to the measures that we can produce for the University of Toronto and that the NRC data, based on a 1993 survey, are increasingly out-of-date. It is unlikely that the NRC study will be updated until 2005 at the earliest. Therefore, this comparison was dropped from the report in 2001, and we sought other sources of comparative data through the G10 Data Exchange time-to-completion study and through the possibility of developing an exit survey for doctorate recipients that would enable comparisons to the annual Survey of Earned Doctorates (SED) in the United States. Statistics Canada invited the University of Toronto to collaborate in a demonstration project whose ultimate goal is the creation of a Canadian equivalent to the Survey of Earned Doctorates. A successful pilot project was conducted with 2002/03 doctoral recipients at the University of Toronto, and Statistics Canada intends to expand the survey to other institutions in 2003/04. Results are reported below.

We are reporting again this year the results of time-to-completion study for doctoral programs completed by the G10 Data Exchange. The time-to-completion study is based on individual student records provided by the G10 universities and analyzed centrally at the Université de Montréal, which acts as the caretaker of the confidential student information database. All of the G10 universities participated in the 2002 and 2003 studies except for the University of British Columbia. Preliminary results for the 2004 study include all of the G10 universities except the University of British Columbia and the Université de Montréal's École Polytechnique data.

The study tracked students who began a Ph.D. program in 1994 and evaluated their status as of winter 2003, nine years after the start of their doctoral programs. While information on doctoral programs was collected at the departmental level, the results for the G10 universities are presented by institution and four academic divisions: Humanities, Social Sciences, Physical & Applied Sciences and Life Sciences. As illustrated in the chart below, each of the G10 universities supports a unique program profile in terms of enrollment levels and program mix. For the 1994 doctoral cohort, the University of Toronto had the highest enrollment among the G10 universities, and the most balanced program mix at the divisional level.

1994 Entering Doctoral Cohort
G-10 Data Exchange Universities by Division and University



*Montréal excludes the École Polytechnique.

Because the G10 Data Exchange time-to-completion study takes the approach of following a cohort of students forward through their studies, we are able to examine the outcomes of both students who have graduated and those who have withdrawn or are not actively registered. The charts on the following few pages illustrate several measures for all programs combined and for each of the four divisions, by institution. On each page, the first chart shows the percent of the 1994 doctoral cohort that graduated or was still registered as of Winter 2003; the second chart shows the median number of terms registered toward completion of the doctoral degree; and the third chart shows the median number of terms registered for withdrawn students.

The results of the time-to-completion study demonstrate that the length of time doctoral students spend in their studies remains a cause for concern across all universities. They further show that, for the 1994 entering cohort of PhD students, UofT ranks close to the mean in terms of graduation rates and time-to-degree. Overall, we see that less than 66 percent of the 1994 doctoral cohort graduated and that the typical student took 16 terms - equivalent to just over 5 full years - to complete. Although the results vary considerably by disciplinary grouping, there is room for improvement in each area.

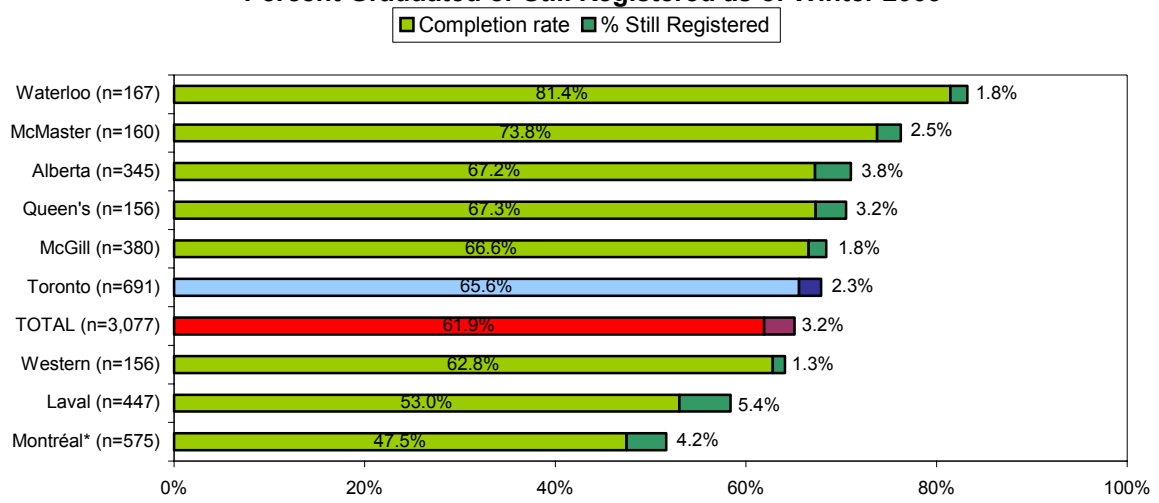
Another concern that arises from the analysis is the length of time students have pursued their studies only to lapse or withdraw without a degree. On this measure, while there has been a measurable improvement over the 1992 and 1993 cohorts, the University of Toronto continues to show unusually high numbers of terms registered for withdrawn students across divisions. To some degree, this may be due to regulations regarding registration that differ across universities. At the University of Toronto, students are required to be continuously registered until they complete their programs or for six years (whichever comes first), unless they officially withdraw. Those who have not completed their programs within six years are required to "lapse," although extensions are possible in particular circumstances. Many of these "lapsed" students in fact return to defend their theses successfully. The School of Graduate Studies, concerned about UofT's apparently anomalous times-to-withdrawal, has surveyed lapsed/withdrawn students from the 1992 and 1993 cohorts and found that just over one-quarter had officially withdrawn (after 4-6 terms on average), and about half of the remainder intended to return to complete their studies. It may then be that the issue of concern reflected in these data is as much length of time-to-completion as it is time-to-withdrawal.

It must be emphasized that these data refer to the 1994 entering cohort, admitted well before recent improvements to financial support programs and supervisory practices. We would expect to see considerable improvement for later cohorts, and will be monitoring these measures very carefully.

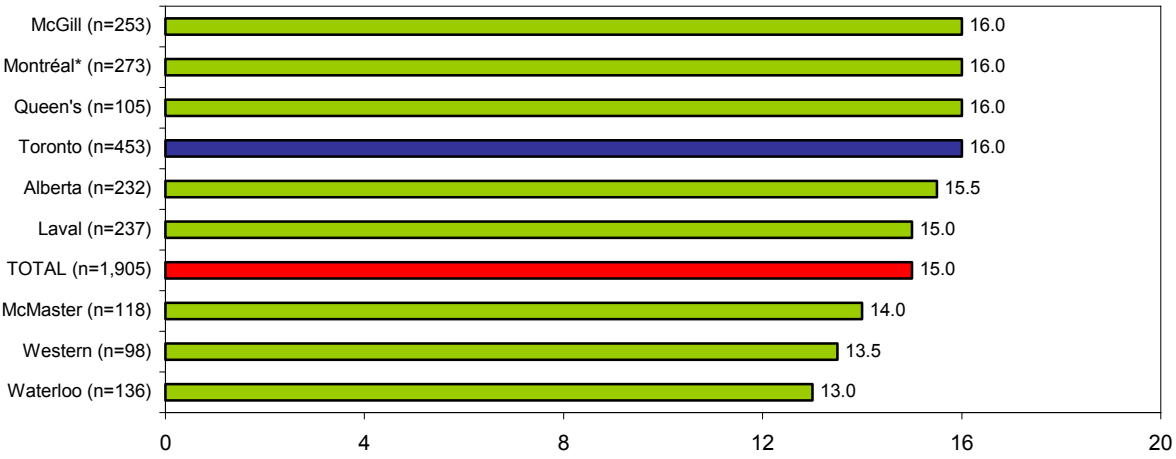
Taken together, these indicators underline the importance of providing the necessary support – financial, supervisory, and other – to doctoral students, as emphasized in *Stepping Up* and the Task Force on Graduate Student Financial Support, to facilitate the timely completion of their programs. The University achieved its objective of guaranteed minimum funding for doctoral-stream students (tuition fees plus $12,000 per year) by 2003/04. However, the Task Force report also observed that there are other factors, particularly the design of individual graduate programs, which present significant impediments to our students in the timely completion of their doctoral programs; and departments are now addressing these issues.

1994 Doctoral Cohort G-10 Data Exchange Universities
All Disciplines

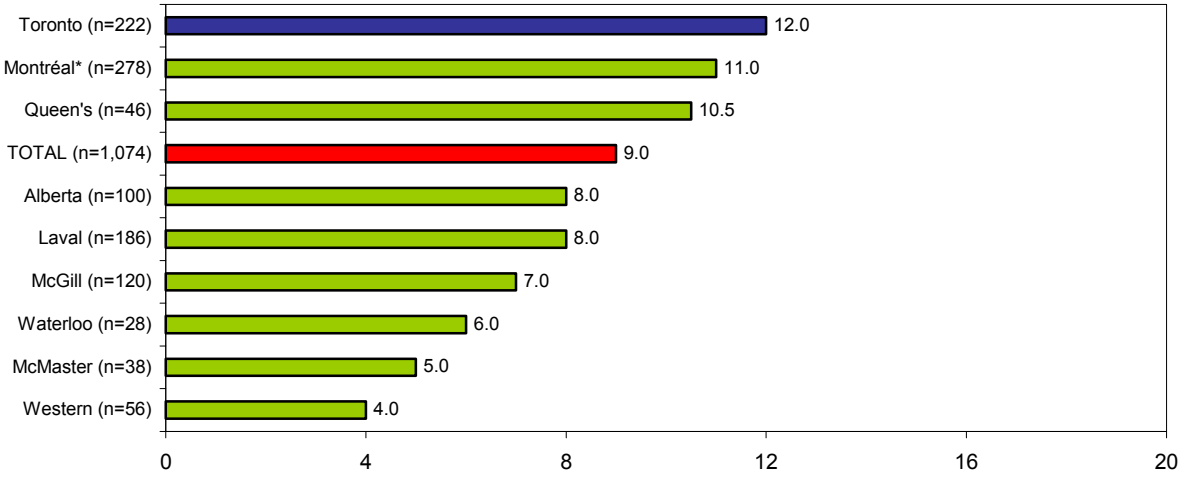
Percent Graduated or Still Registered as of Winter 2003



Median Number of Terms Registered to Degree for Graduates



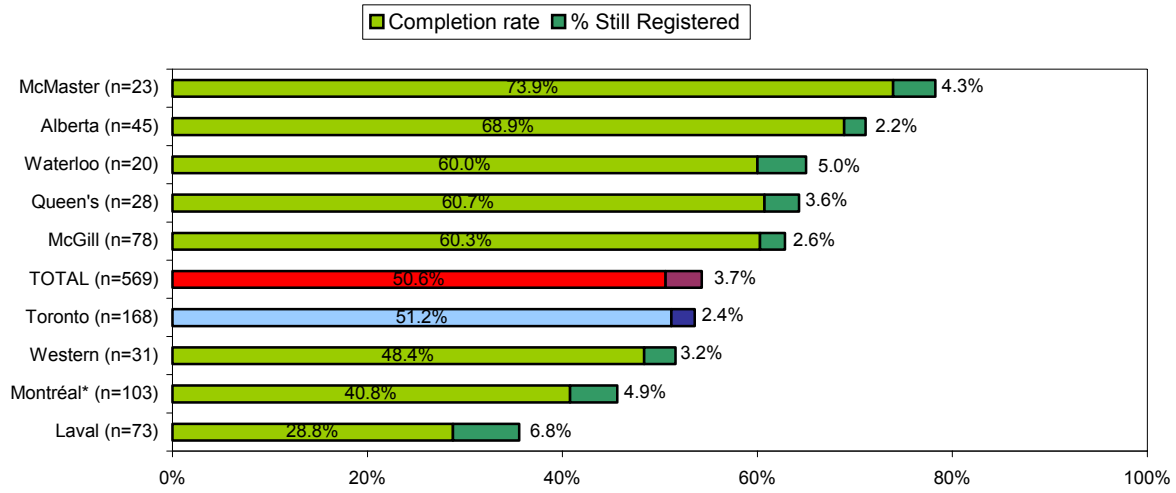
Median Number of Terms Registered for Withdrawn Students



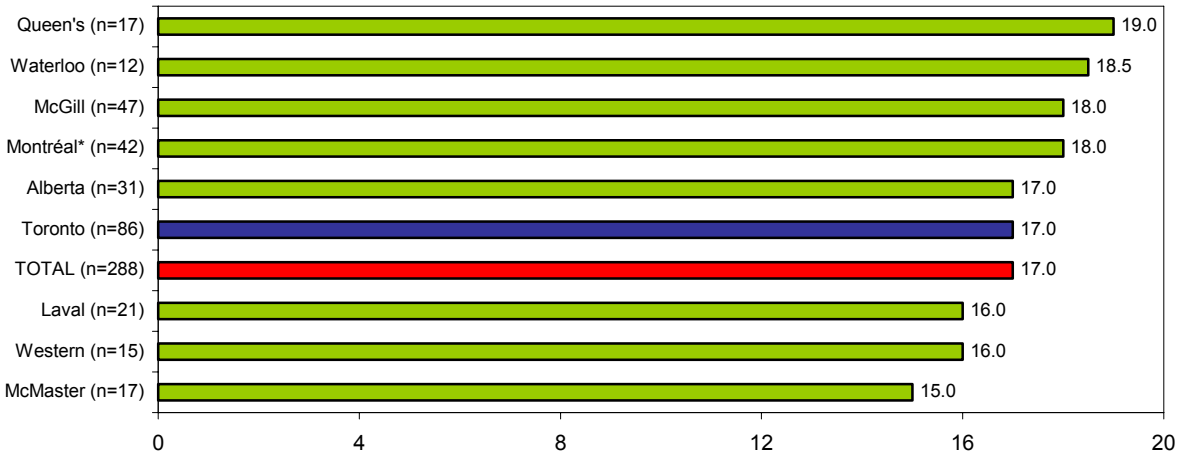
*Montréal excludes the École Polytechnique.

1994 Doctoral Cohort G-10 Data Exchange Universities
Humanities

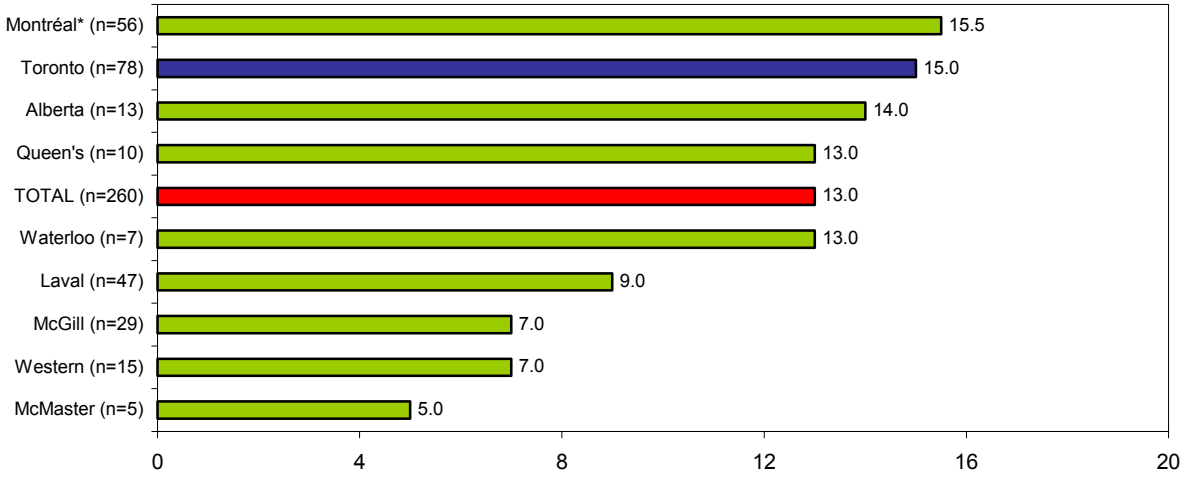
Percent Graduated or Still Registered as of Winter 2003



Median Number of Terms Registered to Degree for Graduates



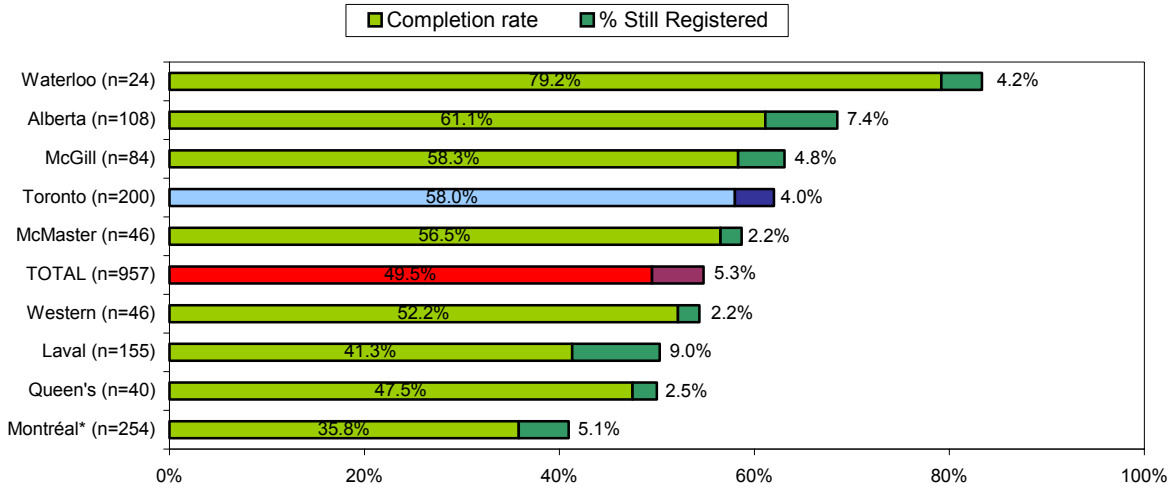
Median Number of Terms Registered for Withdrawn Students



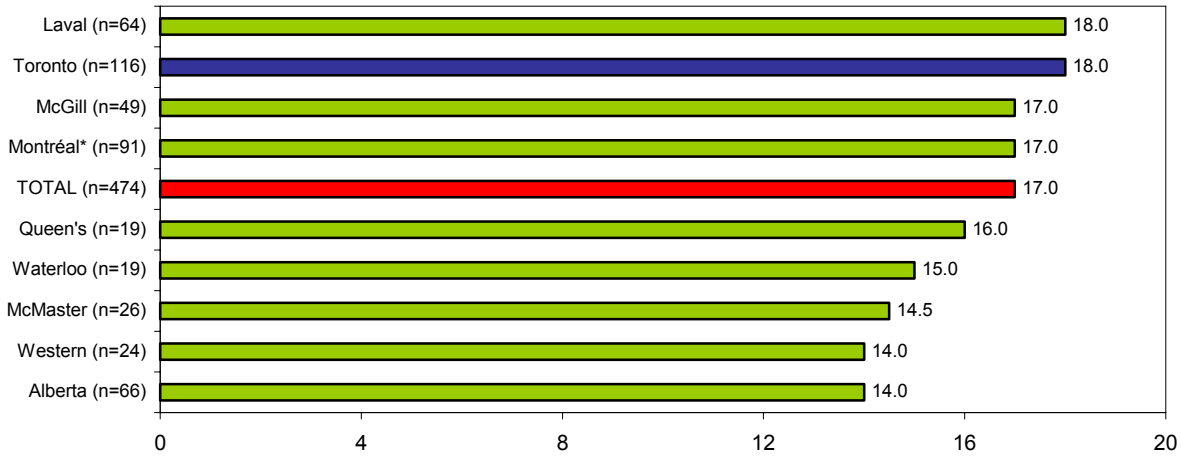
*Montréal excludes the École Polytechnique.

1994 Doctoral Cohort G-10 Data Exchange Universities
Social Sciences

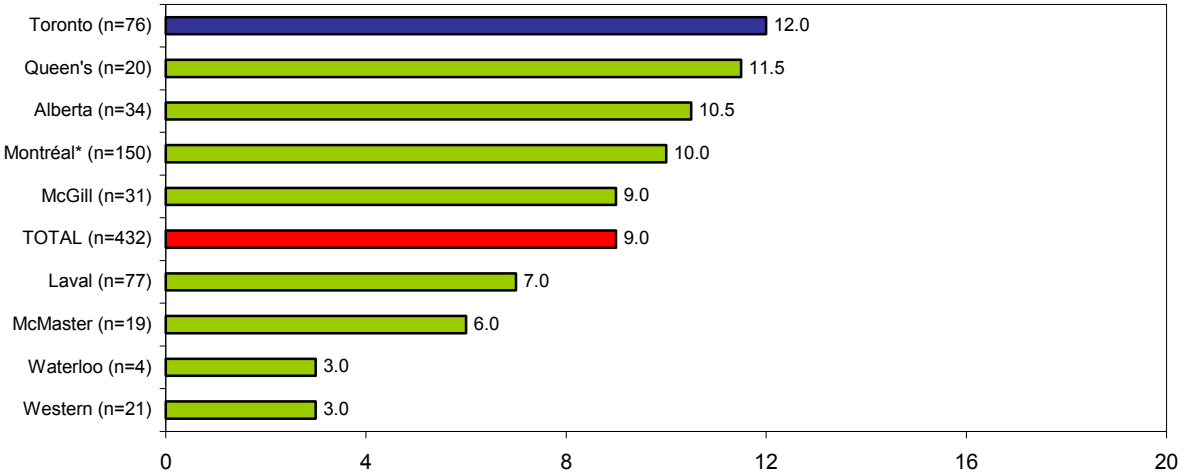
Percent Graduated or Still Registered as of Winter 2003



Median Number of Terms Registered to Degree for Graduates



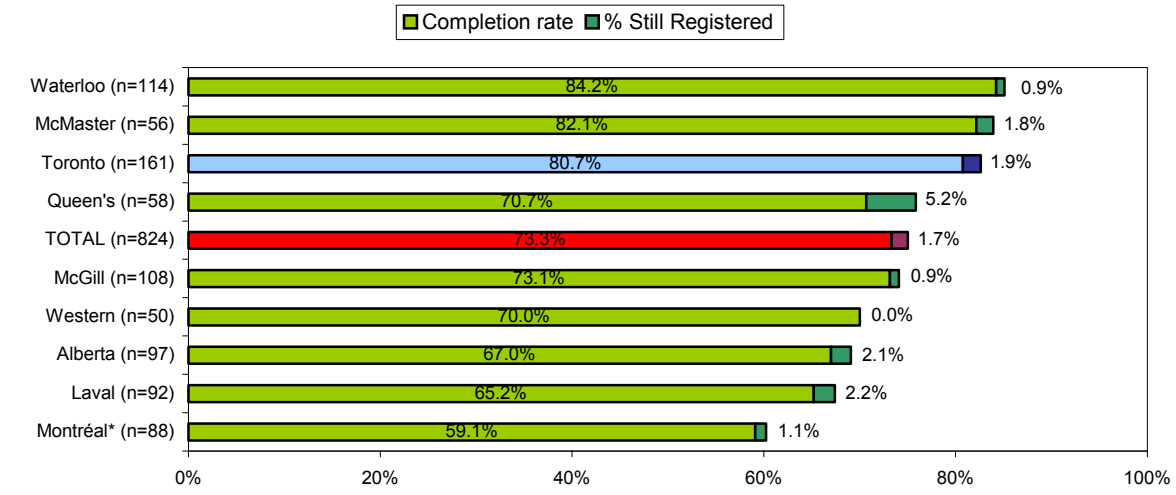
Median Number of Terms Registered for Withdrawn Students



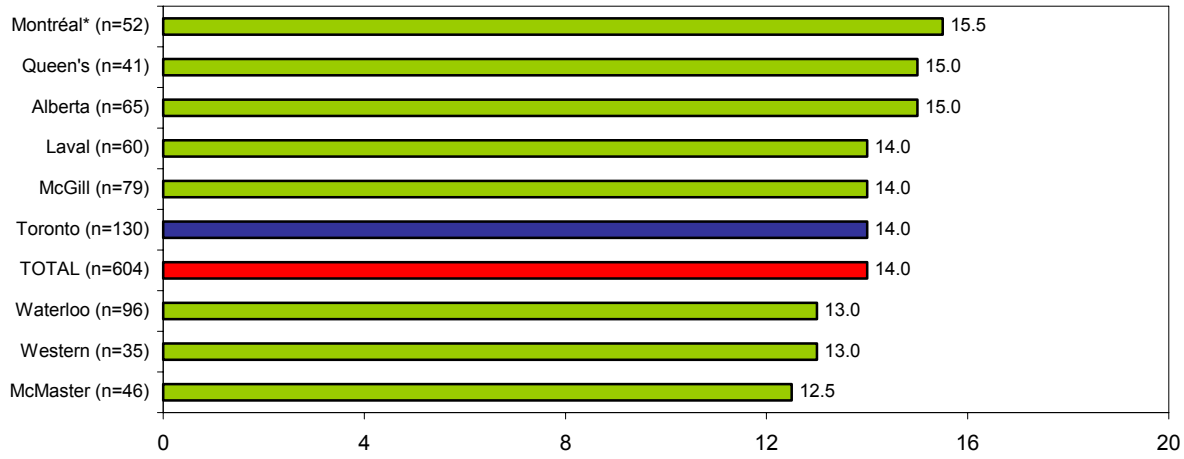
*Montréal excludes the École Polytechnique.

1994 Doctoral Cohort G-10 Data Exchange Universities
Physical and Applied Sciences

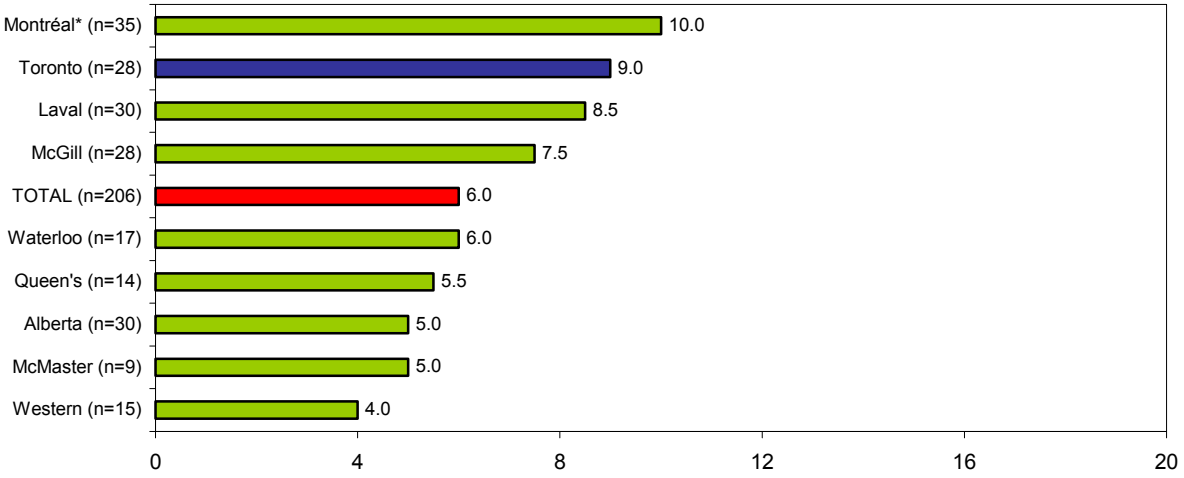
Percent Graduated or Still Registered as of Winter 2003



Median Number of Terms Registered to Degree for Graduates



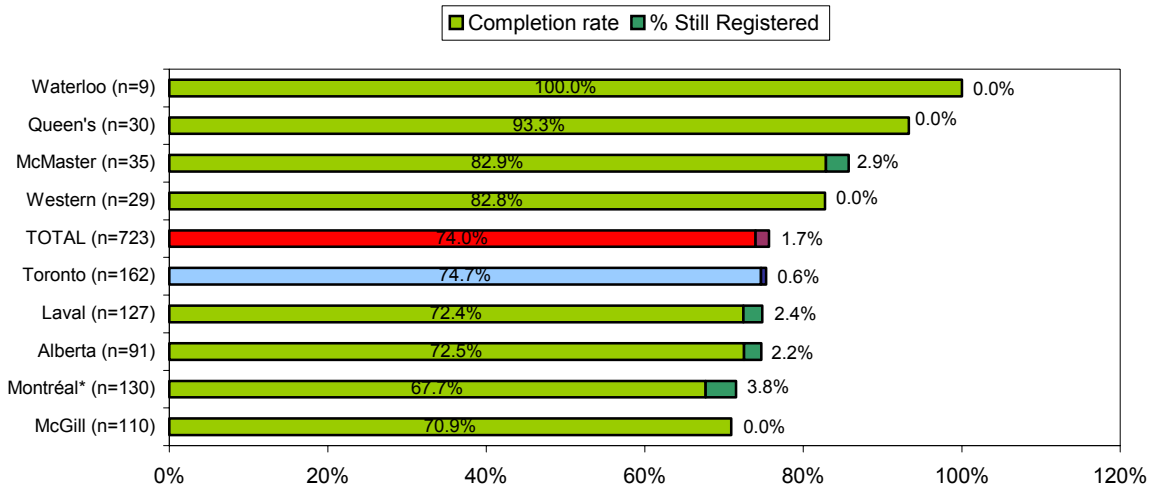
Median Number of Terms Registered for Withdrawn Students



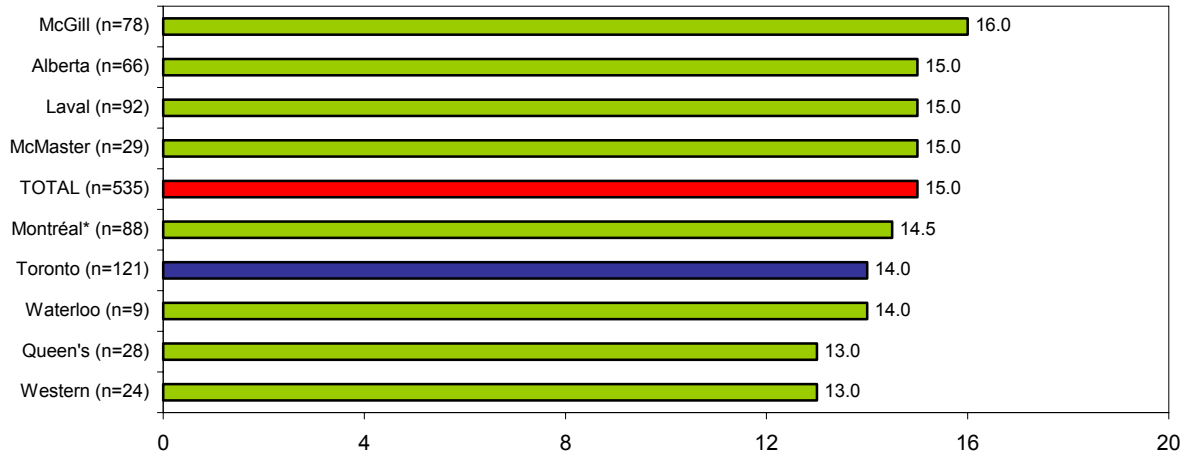
**Montréal excludes the École Polytechnique.

1994 Doctoral Cohort G-10 Data Exchange Universities
Life Sciences

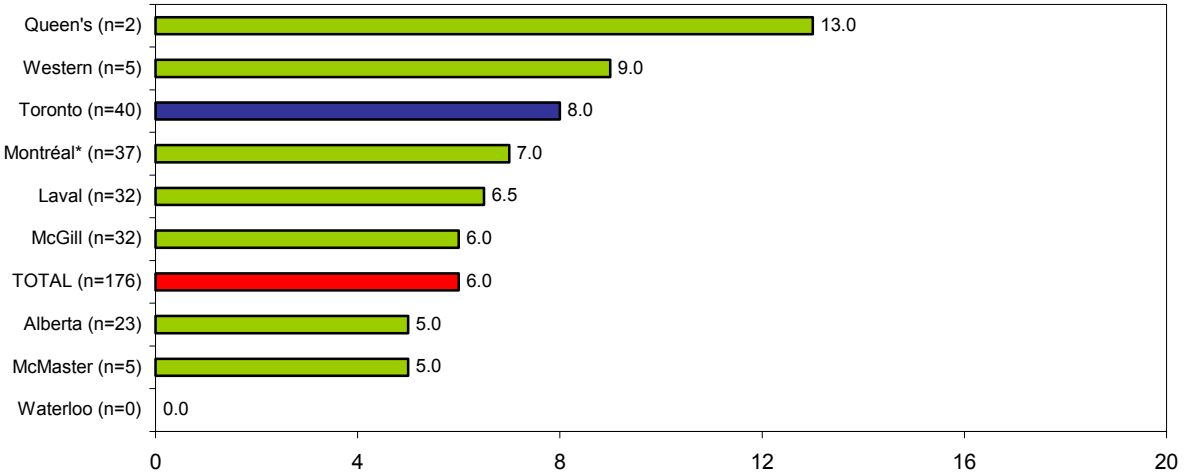
Percent Graduated or Still Registered as of Winter 2003



Median Number of Terms Registered to Degree for Graduates

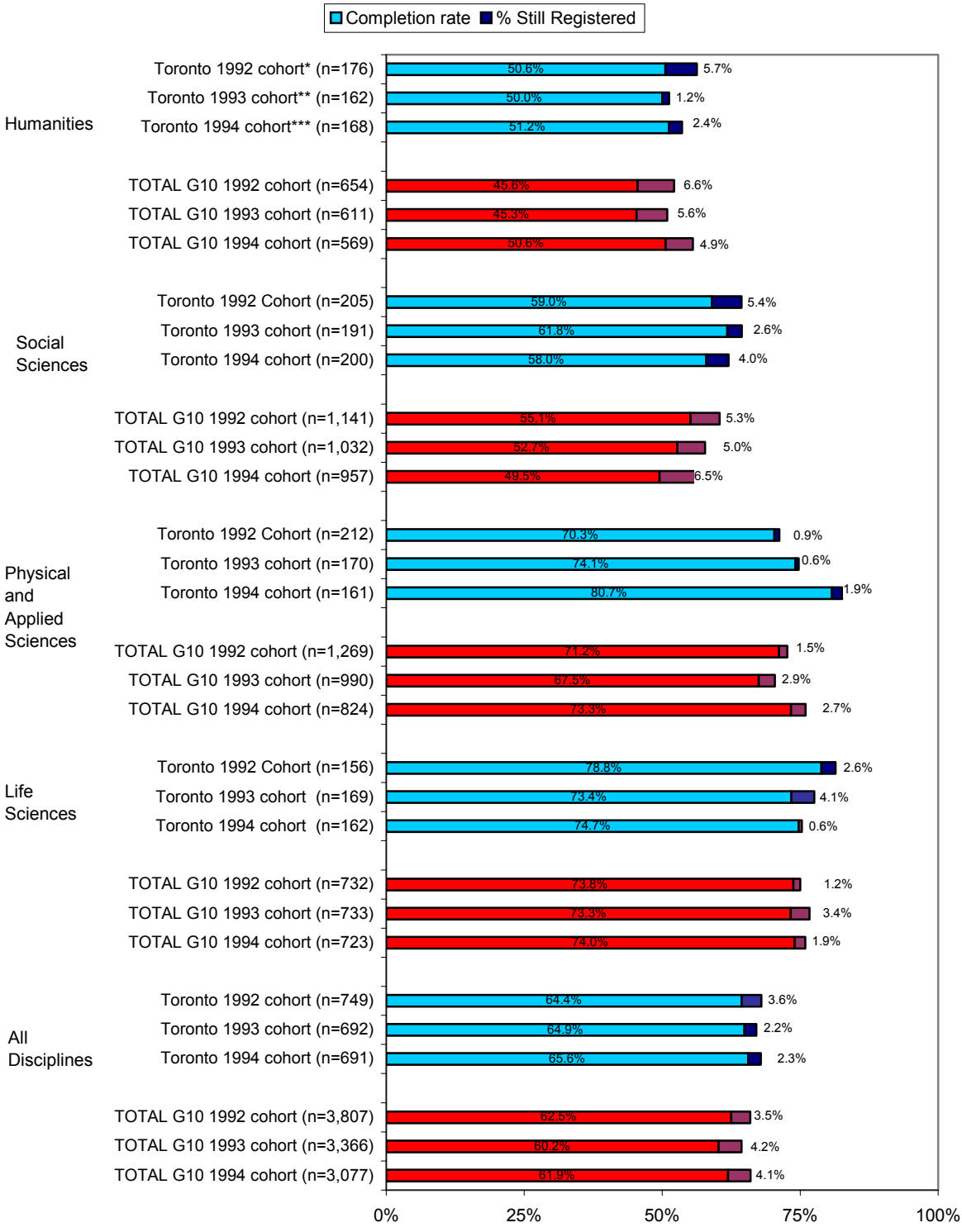


Median Number of Terms Registered for Withdrawn Students



*Montréal excludes the École Polytechnique.

Completion Rate
1992, 1993 and 1994 Doctoral Cohorts

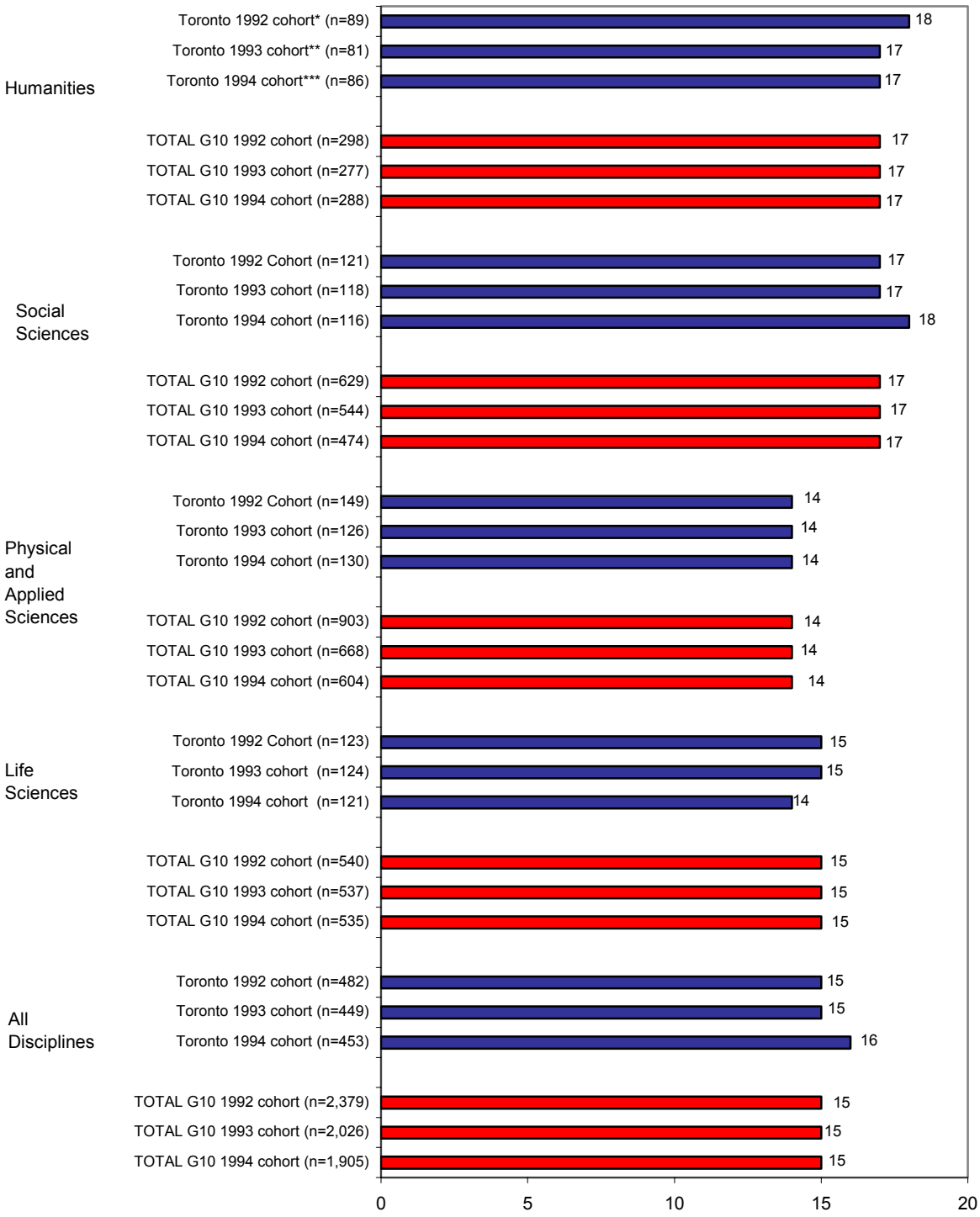


* 1992 Doctoral Cohort as of Winter 2001

** 1993 Doctoral Cohort as of Winter 2002

*** 1994 Doctoral Cohort as of Winter 2003

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

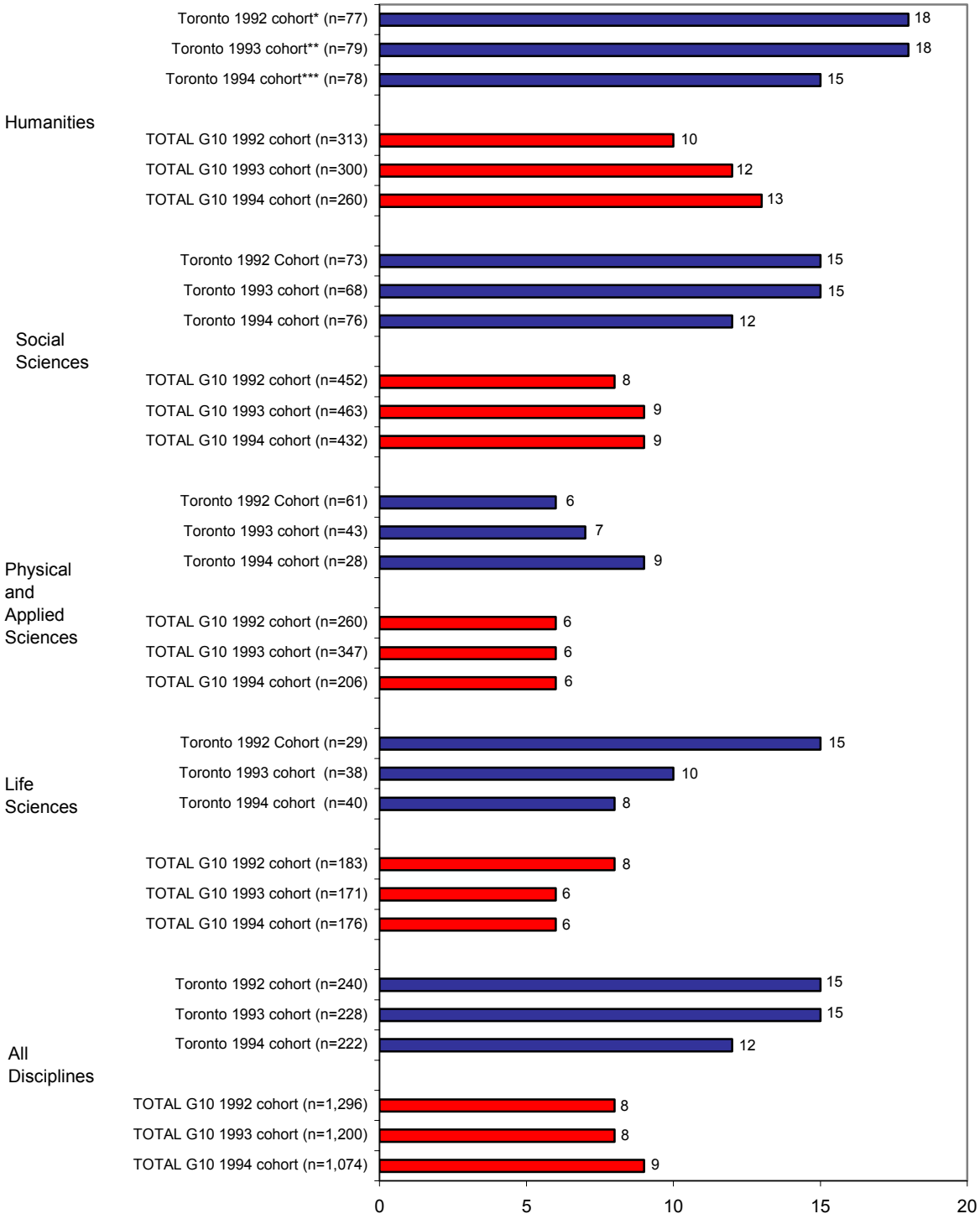


* 1992 Doctoral Cohort as of Winter 2001

** 1993 Doctoral Cohort as of Winter 2002

*** 1994 Doctoral Cohort as of Winter 2003

Median Number of Terms Registered for Withdrawn Students
1992, 1993 and 1994 Doctoral Cohorts



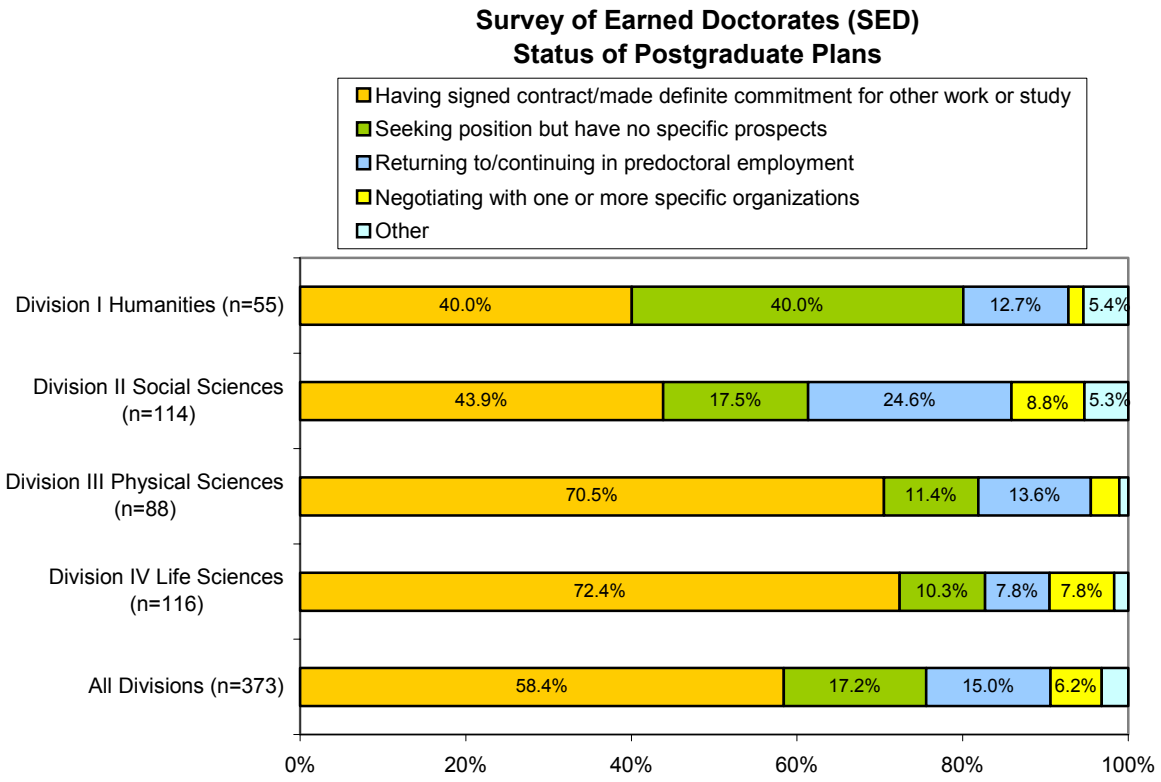
* 1992 Doctoral Cohort as of Winter 2001

** 1993 Doctoral Cohort as of Winter 2002

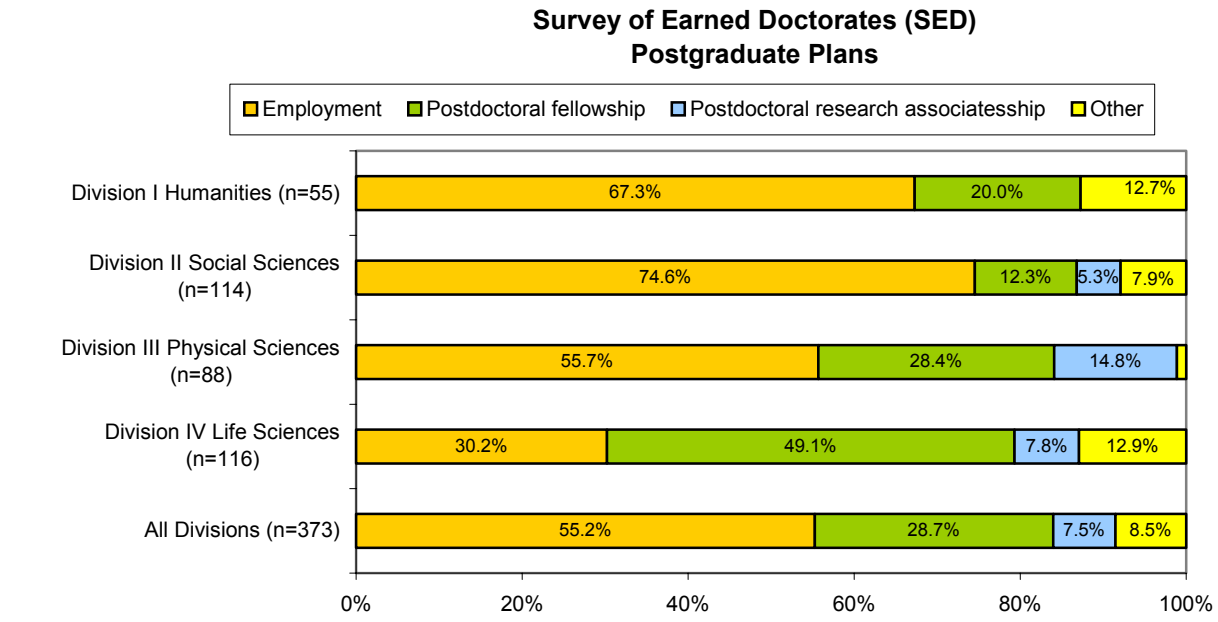
*** 1994 Doctoral Cohort as of Winter 2003

During 2002/03, Statistics Canada successfully conducted the Survey of Earned Doctorates with the 2002/03 graduating doctoral students at the University of Toronto and the Université de Montréal as a pilot project. In 2003/04, the survey was expanded to more than 40 doctorate-granting institutions across Canada. The results present in this report are based on the data collected through the pilot project. Of the 582 doctoral graduates at UofT T in 2002/03, 373, or 64.1 percent, responded to the survey. The survey collects information about the graduate's time-to-degree, academic path, funding sources, field of study and his/her immediate post-graduate plans.

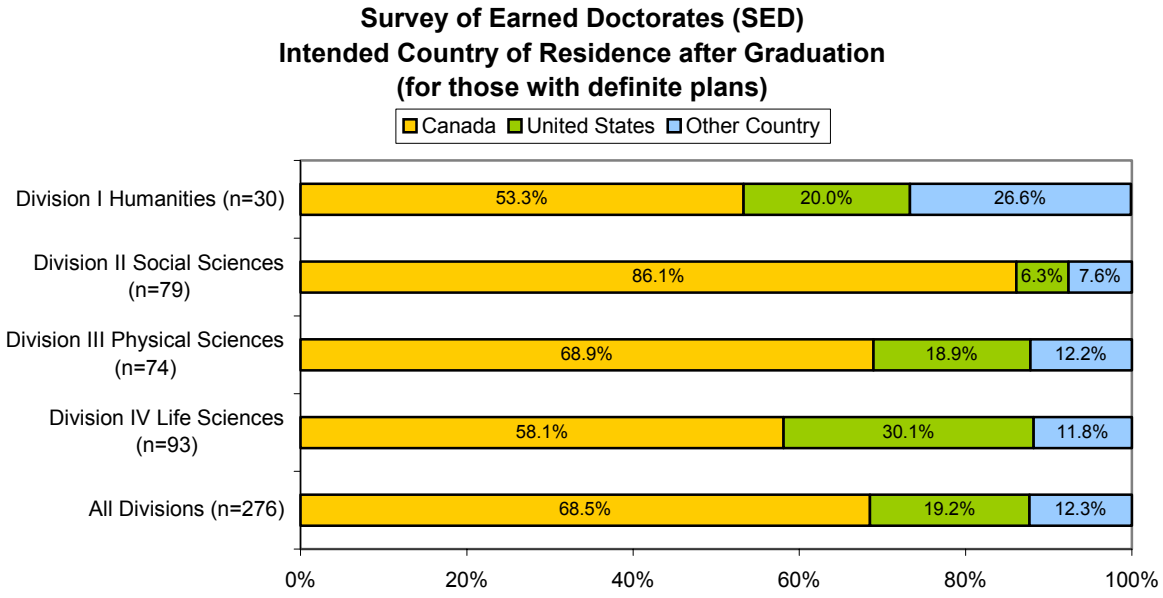
The charts included in this report present results on immediate post-graduate plans of doctoral graduates in broad discipline groupings. While variations do exist by division, the data indicate that overall 58 percent of doctoral graduates have definite work or further study plans upon graduation, and 69 percent plan to stay in Canada after graduation.



Percentages of 4.9% or less are not labeled



Percentages of 4.9% or less are not labeled



RESEARCH

7. Research Council Funding:

a) Rank in Research Council funding, Canada and Ontario
b) Research Yield: the ratio of the University of Toronto's share of SSHRC and NSERC funding received to the University of Toronto's share of eligible faculty

Relevance:

The level of peer-reviewed funding awarded to University of Toronto faculty is a central measure of the University's performance in achieving its mission to rank with the finest public research-intensive universities in the world. The major, but by no means the sole sources of peer-reviewed funding in Canada are the federal granting councils, the Social Sciences and Humanities Research Council (SSHRC), the Natural Sciences and Engineering Research Council (NSERC), and the Canadian Institutes for Health Research (CIHR).

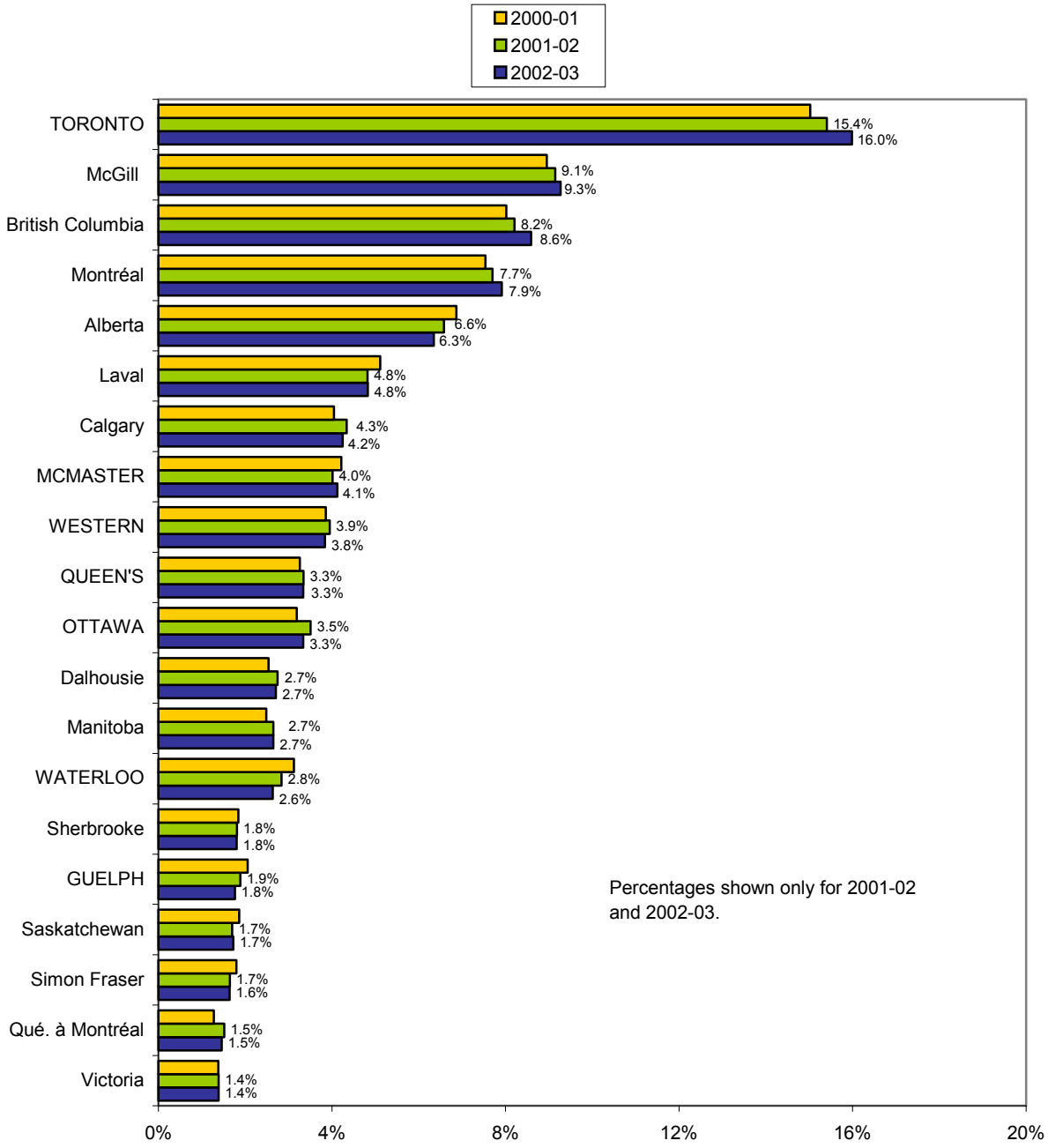
Research funding is not the only measure of research productivity; and the levels of funding necessary to conduct research vary sharply across disciplines. These cross-disciplinary differences underline the importance of comparing ourselves to peers within and not across disciplinary groupings.

Assessment:

As a goal consistent with its mission, the University of Toronto should rank first on each of these measures among Canadian universities.

Granting Council rankings are based on total funding provided by the councils, including fellowships, scholarships, conference grants, etc. They exclude funding for Networks of Centres of Excellence (NCEs), which cannot be appropriately proportioned across universities with the available data, and the Canada Research Chairs, which are themselves awarded according to granting council shares. Affiliates are counted with their respective parent institution. In 2002/03 the University of Toronto continued to rank first among Canadian universities in total funding received from each of the councils. By contrast, second ranks went to three different universities: the Université de Montréal for SSHRC, UBC for NSERC and McGill for CIHR, highlighting the consistently strong presence of the University of Toronto in all areas of the Canadian research enterprise.

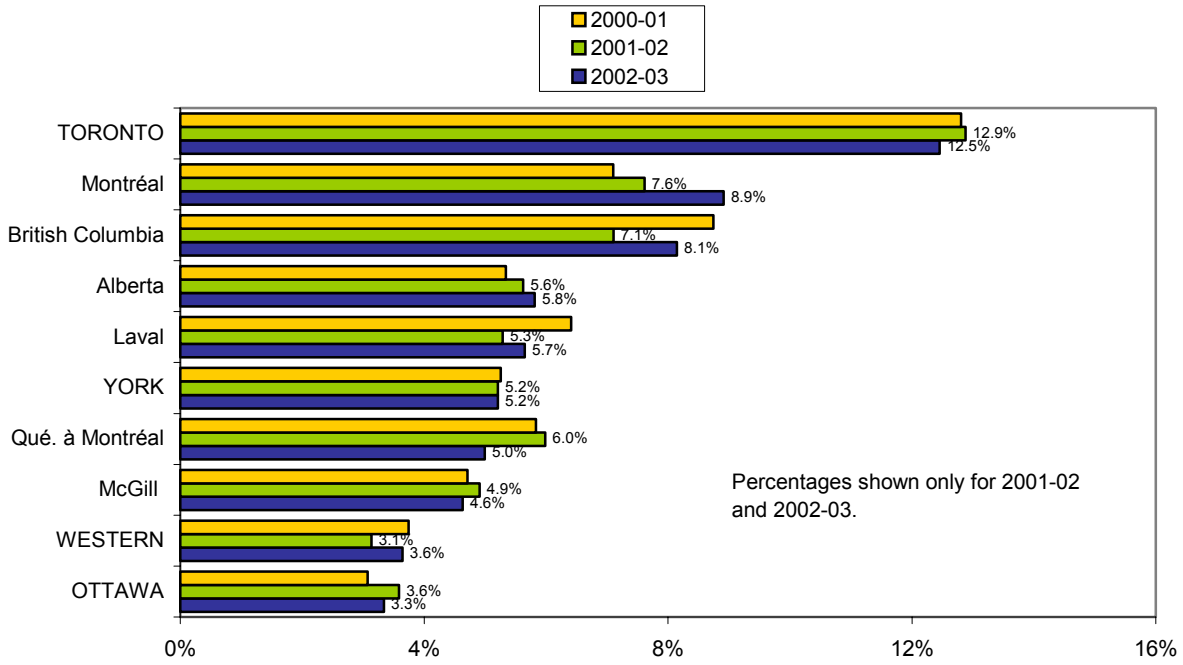
Federal Granting Council Funding to Canadian Universities
Top Twenty
2000-01, 2001-02, 2002-03



Percentages based on payments from the Federal Granting Councils to Canadian universities and colleges, excluding payments to other institutions and payments outside Canada. Excludes Networks of Centres of Excellence and Canada Research Chairs.

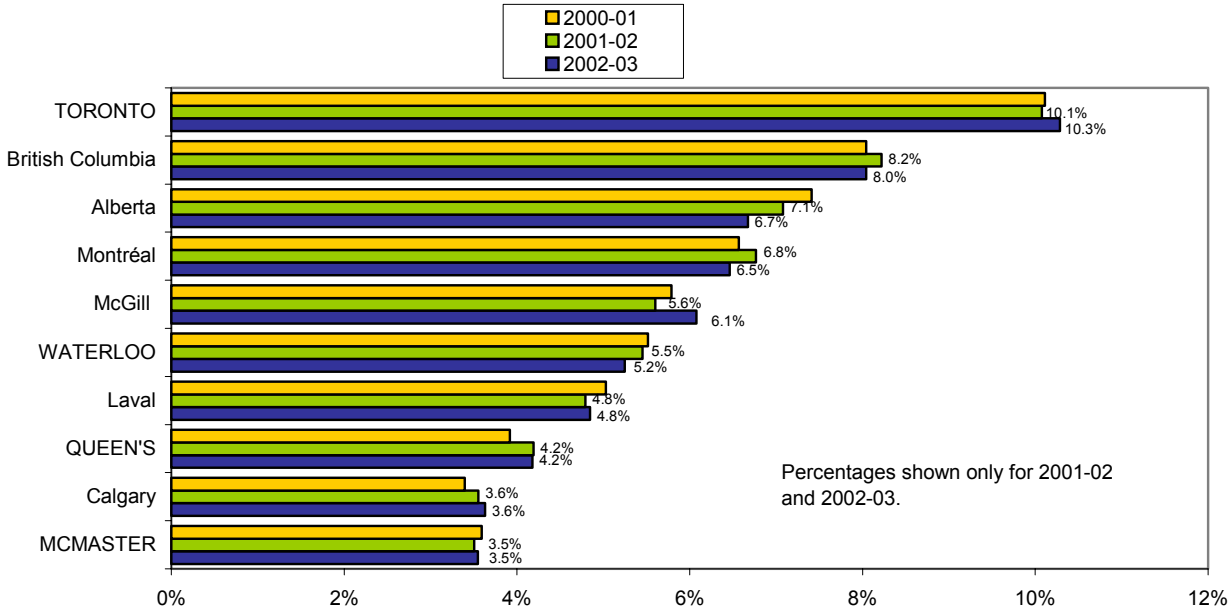
Note: Ontario Institutions are shown in capital letters.

SSHRC Funding to Canadian Universities, Top Ten, 2000-01, 2001-02, 2002-03



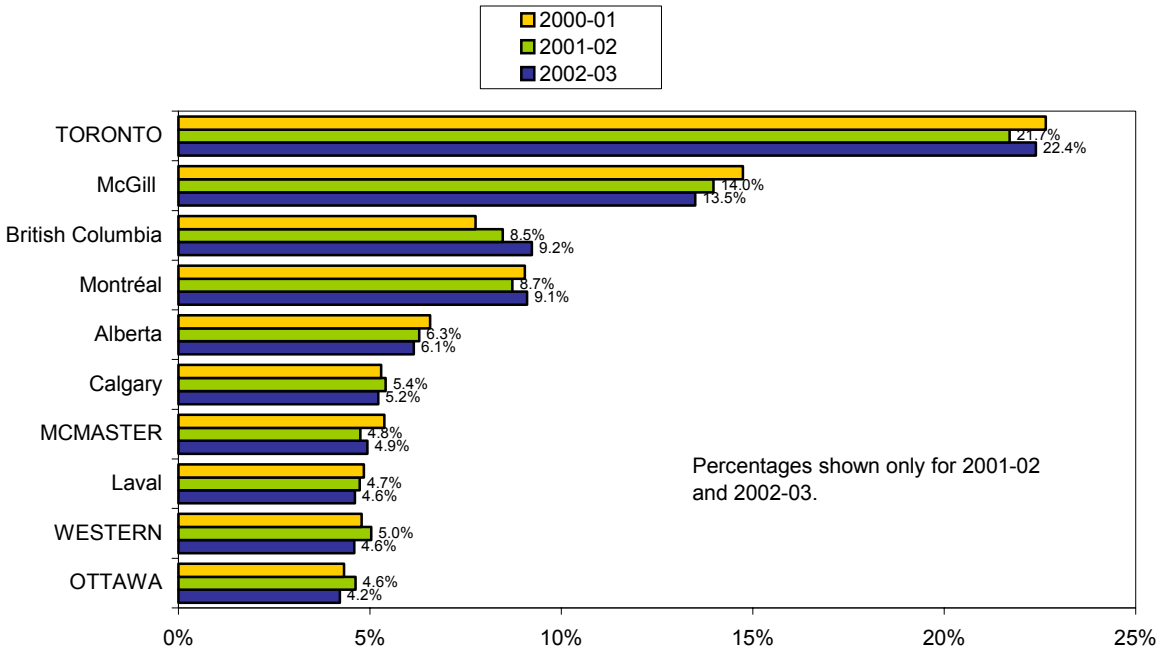
Percentages based on payments from SSHRC to Canadian universities and colleges, excluding payments to organizations other than universities and colleges, private individuals – e.g. postdoctoral fellowships – and payments outside of Canada.
Excludes Networks of Centres of Excellence and Canada Research Chairs.
Note: Ontario Institutions are shown in capital letters.

NSERC Funding to Canadian Universities, Top Ten, 2000-01, 2001-02, 2002-03



Percentages based on payments from NSERC to Canadian universities and colleges, excluding payments to other institutions and payments outside Canada.
Excludes Networks of Centres of Excellence and Canadian Research Chairs.
Note: Ontario Institutions are shown in capital letters.

CIHR/MRC Funding to Canadian Universities,
Top Ten, 2000-01, 2001-02, 2002-03



Percentages based on payments from CIHR to Canadian universities and colleges excluding organizations such as Arthritis Society, Alberta Cancer Brd. etc., "Other" and "Outside Canada".
Excludes Networks of Centres of Excellence and Canada Research Chairs.
Note: Ontario Institutions are shown in capital letters.

The Research Yield indicator measures the share of funding received by an institution's faculty members relative to its share of eligible faculty in the respective disciplines[1]. A Research Yield of 1.0 indicates that a university is receiving funding in proportion to the size of its faculty. A rating of more than 1.0 indicates success more than proportionate to the institution's size. Funding included in the Research Yield relates essentially to grants held by faculty members and excludes funding for postdoctoral fellowships, graduate and undergraduate studentships, and various other purposes. It also excludes funding from the granting councils for the Networks of Centres of Excellence (NCE's) and the Canada Research Chairs (CRC's).

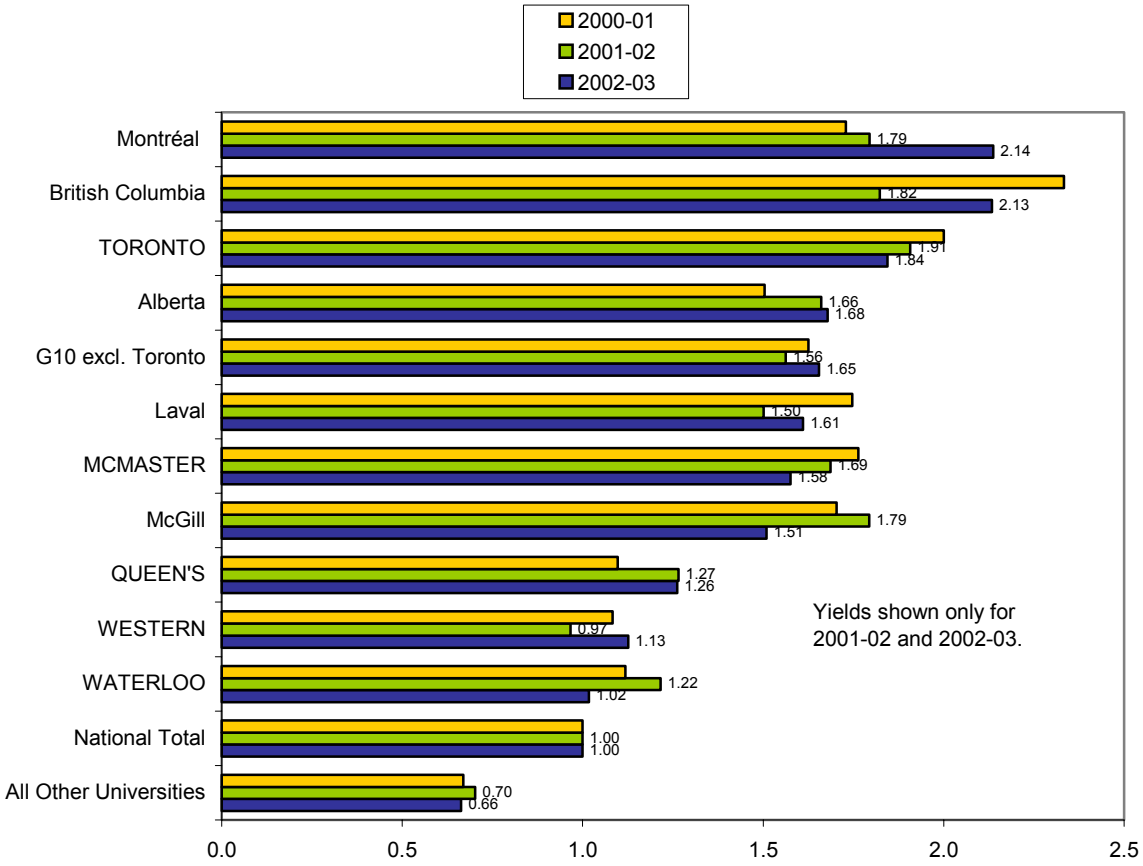
The development of a formal data exchange with Canada's nine other leading research universities enabled us to calculate the Research Yield indicator for two of the three granting councils, NSERC and SSHRC, and to include comparable institutions in our analysis.

For 2002/03, the University of Toronto obtained an SSHRC Research Yield of 1.84, ranking third behind the Université de Montréal and UBC. The University of Toronto's NSERC Research Yield of 1.71 is second only to Queen's University. It should be noted that to some extent the research yield is affected by the discipline mix of any given institution, particularly if there is a significant difference in the size of grants between discipline groups and the proportions of discipline groups between institutions. For example, a separate study focusing on the largest SSHRC program, the standard research grants program, indicated that in 2002/03 the average annual grant for the G10 in the humanities was $19,000, while its was $29,000 in the social sciences. The University of Toronto has a relatively low percentage (69%) of its grants in the social sciences compared to 79% at UBC, 77% at the University of Alberta and 75% at the Université de Montréal. Such marked differences in average size of grants and discipline mix can result in shifts in research yield in any given year, such as UofT's shift from second in 2000/01 to first in 2001/02 to third in 2002/03.

[1] An equivalent way of expressing this measure is as funding per eligible faculty member, compared to the national average.

The research yield calculations are also not limited to the SSHRC standard grants of the NSERC discovery grants. They encompass all SSHRC or NSERC programs where the grant recipient is a faculty member, and include exceptional funding for large projects which can have a significant effect on this indicator. For example, two NSERC grants supporting the Sudbury Neutrino Observatory are held at Queen's and accounted for 19% of its faculty funding in 2002/03. By comparison, the University of Toronto had three "large project" grants accounting for 7% of its faculty funding in 2002/03.

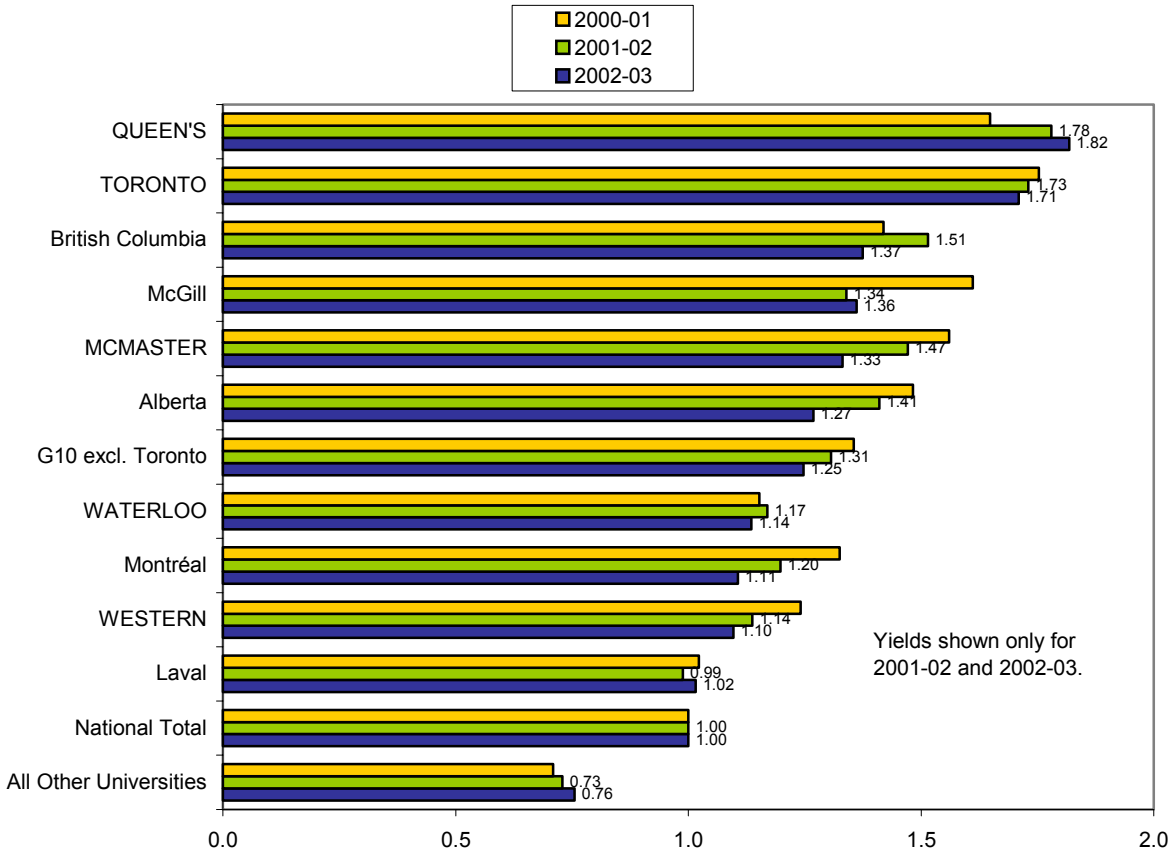
G10 Universities vs Canadian National Research Yield
SSHRC, 2000-01, 2001-02, 2002-03



Note: Ontario Institutions are shown in capital letters.
Affiliated/federated institutions are included with each relevant institution.

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

G10 Universities vs Canadian National Research Yield
NSERC, 2000-01, 2001-02, 2002-03



Note: Ontario Institutions are shown in capital letters.
Affiliated/federated institutions are included with each relevant institution.

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

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

8. Government Research Infrastructure Programs (GRIP)

a) Ontario Government Research Infrastructure Programs
b) Canada Foundation for Innovation
c) Canada Research Chairs

Relevance:

Beginning primarily in 1997/98, there has been a renewal of investment in research at both the provincial and federal levels. This renewal is due in great part to a coordinated lobbying effort by universities and related institutions, led by the University of Toronto. The federal programs include the Canada Foundation for Innovation (CFI) the Canada Research Chairs (CRC), and most recently, Genome Canada (GC). The provincial programs include the Ontario Innovation Trust (OIT), Ontario Research & Development Challenge Fund (ORDCF) and Premier's Research Excellence Awards (PREA).

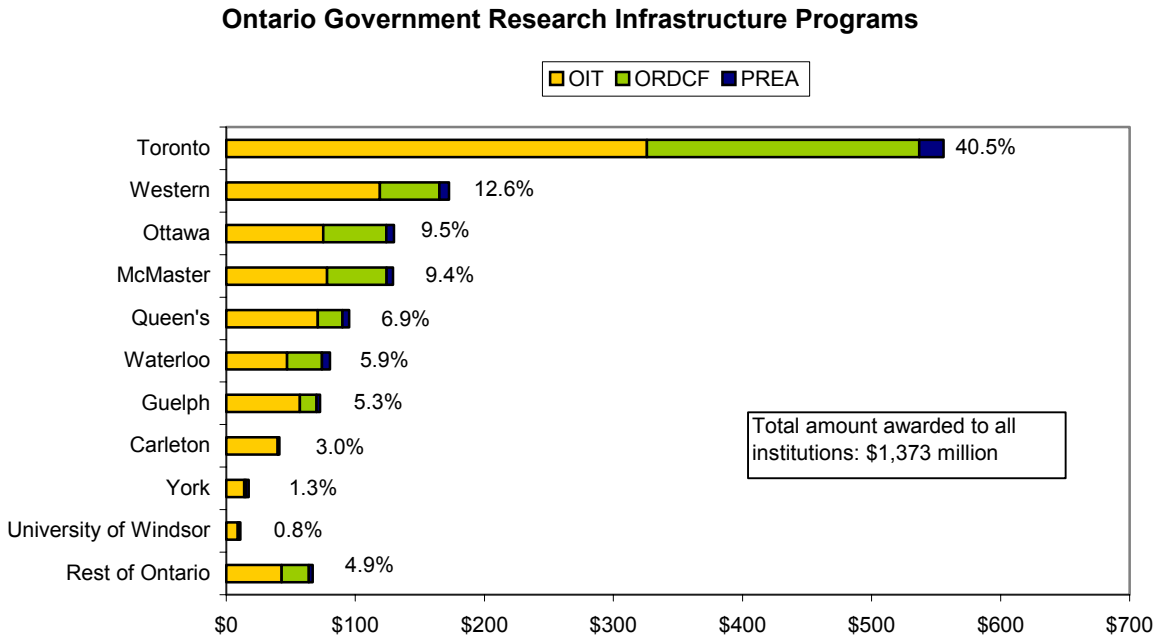
In 2003/04, the University of Toronto and its affiliated institutions exceeded the $1 billion mark in cumulative research funding obtained through the government research infrastructure programs (which we refer to collectively as GRIP).

Assessment:

ORDCF was established in 1997 to promote research excellence in the province by increasing the R&D capacity of Ontario universities and other research institutions through private and public sector partnerships. Through a partnership among five ministries of the Ontario government (originally Energy, Science and Technology; Training, Colleges & Universities; Economic Development & Trade; Finance; and Agriculture, Food and Rural Affairs), ORDCF was intended to commit over $750 million to R&D projects in Ontario over a ten year period. PREA began in 1998/99, having been announced in the May 1998 Ontario budget to help Ontario's researchers attract talented people to their research teams. Over a 10-year period, the Province will contribute a total of $85 million. Research institutions and the private sector are expected to match the provincial contribution by providing an additional $42.5 million, for a total of $127.5 million.

The OIT was established in March 1999 with a $250 million budget and is an arm's-length research body funded by the Ontario Government. Its purpose is to assist in the development of important research infrastructure projects in Ontario by providing matching funding for successful submissions to the CFI. More recently, OIT has also funded research infrastructure independent of CFI applications. In the 2000 budget, an additional $500M was allocated to OIT. In the 2002 budget a further $300 million was committed but was subsequently not transferred. An additional $80 million was recently committed, bringing the total funds to $830 million.

The chart for OIT, ORDCF and PREA reflects the awards to each of the institutions since the inception of these programs to October 2003, Dec 31, 2001 and Round 1-9, respectively.

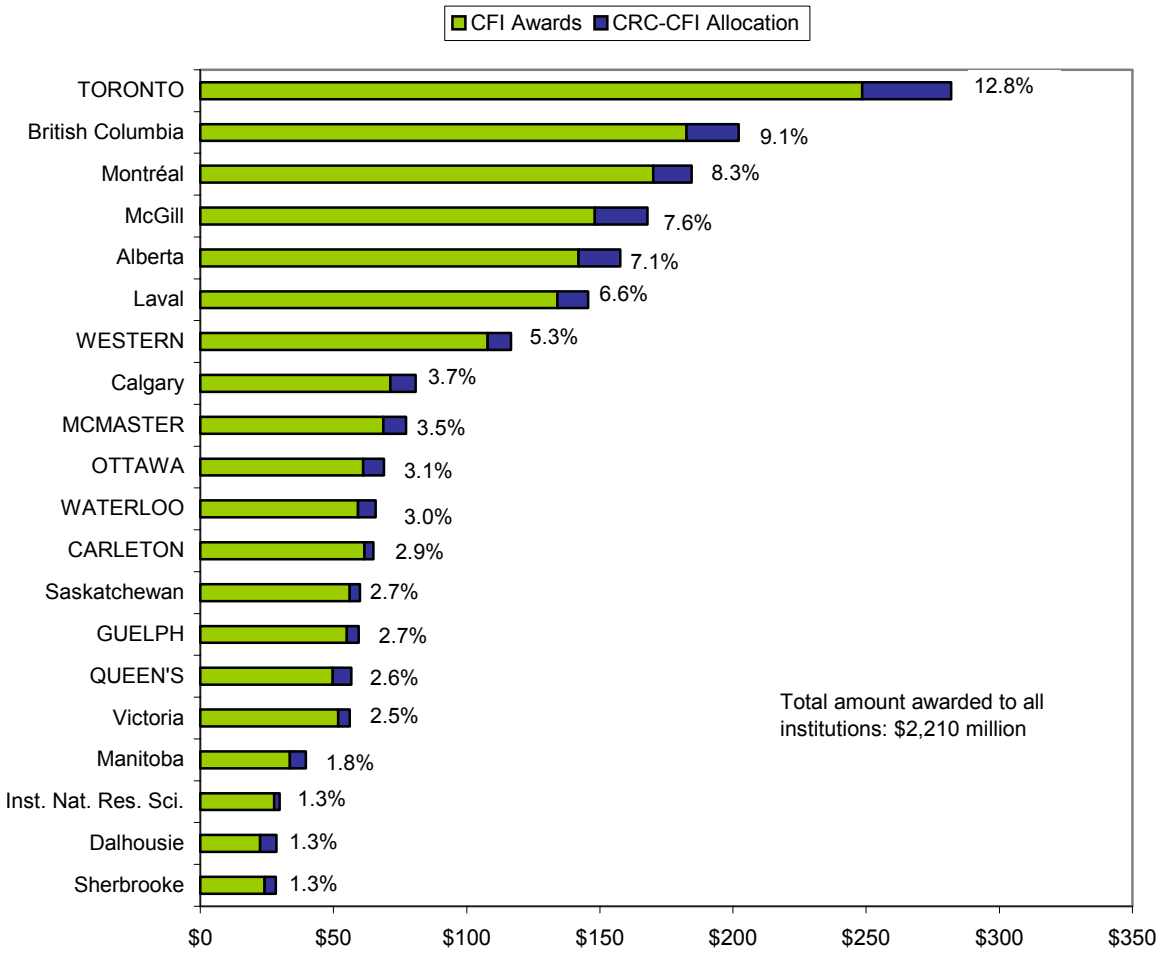


Source: OIT, ORDCF, PREA web site, ORDCF Annual Report 1998, 1999, 2000, 2001 (www.oit.on.ca; www.ontariochallengefund.com; www.ontario-canada.com/ontcan/en/rts/rts_prea.jsp).
PREA Round 1-9, estimate awards of $100,000 each.
ORDCF awards since inception to Dec 31, 2001.
OIT awards since inception to July 6, 2004.
Data limited to Colleges, Universities and their affiliates (excludes Perimeter Institute for Theoretical Physics and Explorer Research Institute)

The CFI's mandate is to increase the capability of Canadian universities, colleges, hospitals, and other not-for-profit institutions to carry out important world-class scientific research and technology development. With a federal investment of $3.15 billion (plus accrued investment income), CFI funds infrastructure projects that meet key research needs through a competitive process. In the 2003 federal budget, $500M was allocated to CFI for a Research Hospital Fund. The RHF is designed to contribute to research hospital-based projects that support innovative research and training. A first allocation from this new fund will occur later in 2004.

The chart for CFI displays awards since inception to March 2004, including the CFI funding committed to the CRC program. The CFI National Strategy Awards, which are multi-institutional awards, have been excluded.

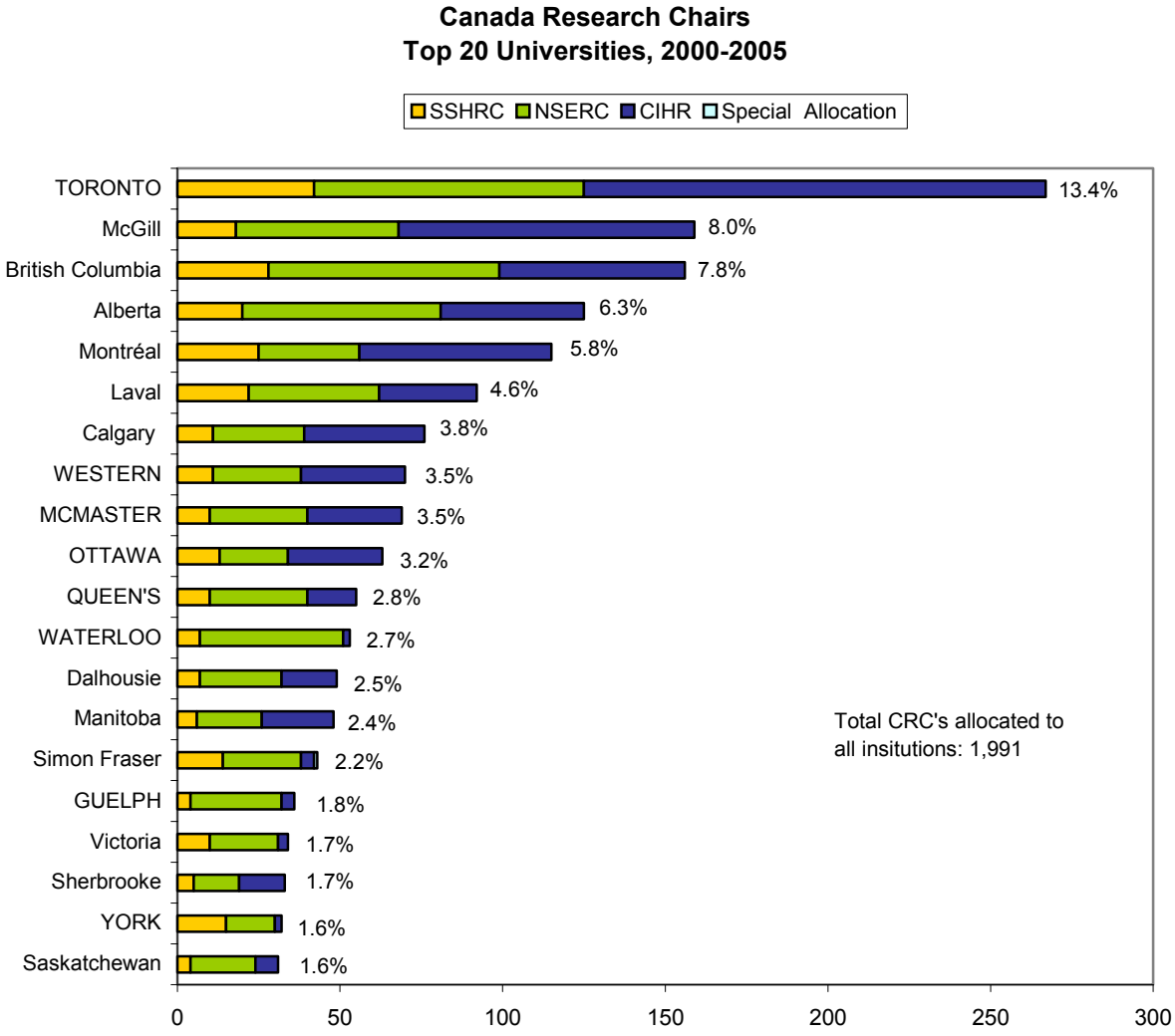
Canada Foundation for Innovation
Awards from Inception (1998) to March 2004 and Funds Allocated
Top 20 Institutions



Awards - CFI web site, awards to March 8, 2004 (www.innovation.ca);
CRC-CFI Allocation - CRC web site (www.chairs.ca)
Note: National Strategy Awards are excluded.
Affiliates counted with parent institutions.
Ontario institutions are shown in capital letters

The purpose of the CRC program is to increase Canada's research capacity by attracting and retaining excellent researchers in Canadian universities. Two thousand Canada Research Chair positions will be established at institutions across Canada by 2005. Individuals are to be recruited from both inside and outside of Canada. Of the 267 Chairs allocated to the University of Toronto, 172 have been approved to date.

The CRC chart indicates the allotment of Chairs for each granting council for each of the institutions. Affiliates are counted with their respective parent institution.



Source: CRC web site (www.chairs.gc.ca).
Note: Ontario Institutions are shown in capital letters.

Genome Canada is a not-for-profit corporation dedicated to developing and implementing a national strategy in genomics research for the benefit of Canada. The federal government has provided a total of $300 million in funding to Genome Canada to establish five research centres. In the summer of 2000 the Ontario Genomics Institute was established. In the 2003 federal budget an additional $65 million in funding was committed. To date there have been three competitions for funding. The University of Toronto has been awarded a total of $26.1 million in these competitions. The other four regional genome centres function differently from the Ontario Genomics Institute, in that expenditures for projects located at various institutions are charged directly to the centres, rather than to awards paid to institutions. For this reason, it is not possible to arrive at meaningful institutional breakdowns and comparisons.

The University of Toronto with its affiliated teaching hospitals ranks first in terms of funded awards by each of the Ontario Government Research Infrastructure Programs, as well as the two federal programs for which comparative data are available. The University's level of success in the Ontario Government Research Infrastructure Programs exceeds its proportional share of the federal granting council funding within Ontario.

9. Research Revenue

a) Total research revenue
b) Ratio of research revenue to operating revenue

Relevance:

The University's engagement in research covers a wide spectrum of funding sources and partners, which are not captured by a focus on the Canadian federal granting councils or the Government Research Infrastructure Programs. Research Revenue captures research funding across this full spectrum.

Assessment:

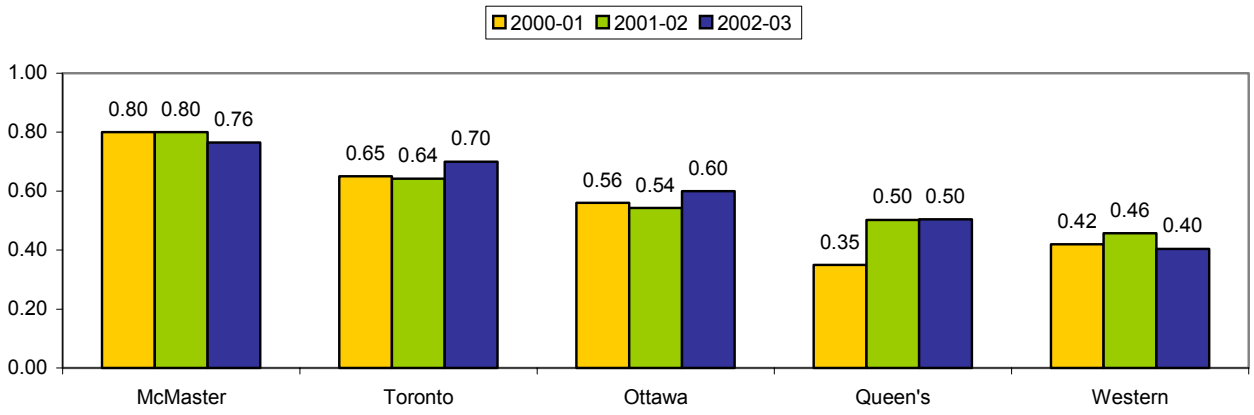
Total research revenue includes the dollar amounts of grants, contracts, donations and investment income on research funds, including funding administered through the affiliated teaching hospitals, as actually received in a given year. Affiliates are counted with their respective parent institution.

The University of Toronto's status as Canada's major research-intensive university is reflected in its high ranking on each of these measures. In 2002/03, the University continued to have the largest research revenue of any university in Canada. As for total research revenue as a proportion of operating revenue, UofT ranked second among Ontario medical-doctoral universities in 2002/03. (This measure, because it includes research funding for affiliated teaching hospitals, is relevant only to medical-doctoral universities). It should be noted that the figures in the table below differ from those in COFO-UO reports in two respects: the affiliated teaching hospital research revenue is shown here in the year it was actually received, and revenue received by the University on behalf of the hospitals is shown here as received by the affiliated teaching hospitals.

Total Research Revenues in Millions of Dollars

	2000-2001	2001-2002	2002-2003
University of Toronto	$269.6	$249.9	$291.2
Affiliated Teaching Hospitals	$215.7	$262.5	$275.1
Grand Total	**$485.2**	**$512.4**	**$566.4**

Ratio of Research Revenue to Operating Revenue
Medical-Doctoral Ontario Universities
2000-01, 2001-02, 2002-03



Source: COFO-UO Reports.
Note: McMaster research revenue includes those received directly by their affiliated hospitals starting in 2000-01.

10. Faculty Holding Scholarly Honours:

- **U of T share of the total of the following awards held by faculty at Canadian universities:**

  National:
  Gerhard Hertzberg Canada Gold Medal for Science and Engineering
  Killam Fellow
  Killam Prize
  Molson Prize
  Royal Society of Canada Fellow
  Steacie Fellow
  Steacie Prize

  International:
  American Academy of Arts and Sciences Fellow,
  National Academy of Sciences
  American Association for the Advancement of Science Fellow
  Institute for Scientific Information (ISI) Highly Cited Researcher
  Guggenheim Fellow
  Royal Society Fellow
  Sloan Research Fellow

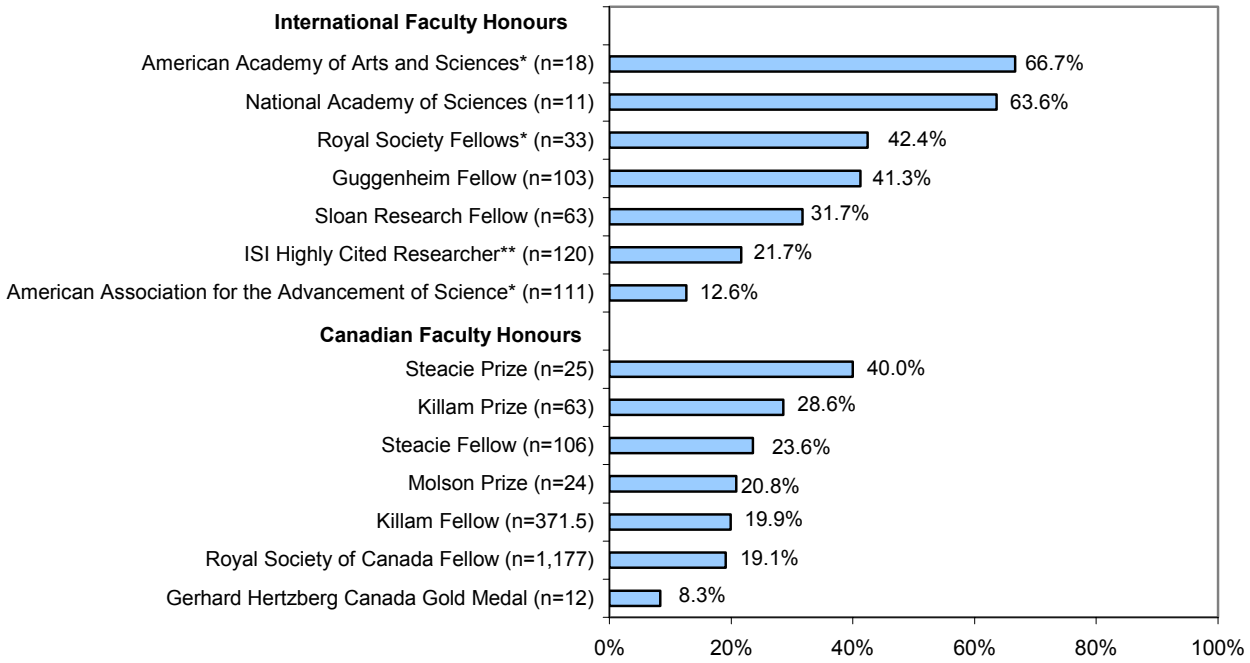
Relevance:

Research grants and contracts are, not the only measure of faculty scholarship. A number of other ways of representing scholarly performance have been developed at divisional levels as noted below, for purposes of program reviews and planning appropriate to particular disciplines. At the institutional level, at least one measure in addition to research grants and contracts is appropriate: the recognition of the scholarly excellence of faculty members through the conferring of prestigious honours. Affiliates are counted with their respective parent institution.

Assessment:

The University of Toronto should be the pre-eminent Canadian university in the receipt of these honours, from both national and international bodies; and that is the case. What is especially notable is the extent to which the University of Toronto leads in the receipt of awards from prestigious international bodies, securing a significant Canadian presence in these ranks. The University's share of awards granted by national agencies ranges from 8.3 to 40 percent; and it is even more predominant in its share of distinctions conferred by international agencies, which ranges from 12.6 to 66.7 percent. (For purposes of comparison, UofT accounts for just under 7 percent of faculty in Canadian universities, not counting clinical faculty and those based in hospital research institutes.)

Faculty Honours by Award, 1980-2004
University of Toronto Share of All
Awards Held at Canadian Universities



* For current members only
** As of 2004
Source: Award Announcements for each Program

11. Reporting of Scholarly Contribution at the Departmental and Divisional Level:

Appropriate measures of scholarly performance vary by discipline. In recognition of this fact, the Provost's guidelines for reviews of academic programs and units require that units report, as appropriate to the discipline, listings of publications, forms of peer recognition, etc., in addition to peer-reviewed research funding of faculty members. The Provost's guidelines further require that this information be addressed by external reviewers in coming to an overall assessment of the quality of scholarship represented. A summary of reviewers' reports is provided annually to the Committee on Academic Policy and Programs; and the reports themselves are filed with the Governing Council secretariat and are available for consultation. Furthermore, a number of divisions publish annual reports listing faculty publications and other forms of scholarly contribution.

While these reports cannot, by their very nature, be aggregated into an institutional summary for the purposes of this report, they provide a richer portrait of the University's scholarly activities than any single metric can provide.

12. Research Dissemination

a) **Publication counts**
b) **Citation counts**

Relevance:

Two of the key indicators of research output intensity in journal-based disciplines, predominantly in the physical and life sciences, are counts of publications and counts of citations. These measures are tracked systematically by a number of organizations and allow for comparison with institutions outside Canada. In addition to conducting these analyses for the first time at the institutional level in 2004, the University of Toronto has assumed a leadership role within the G10 and AAU data exchanges in demonstrating their usefulness.

Assessment:

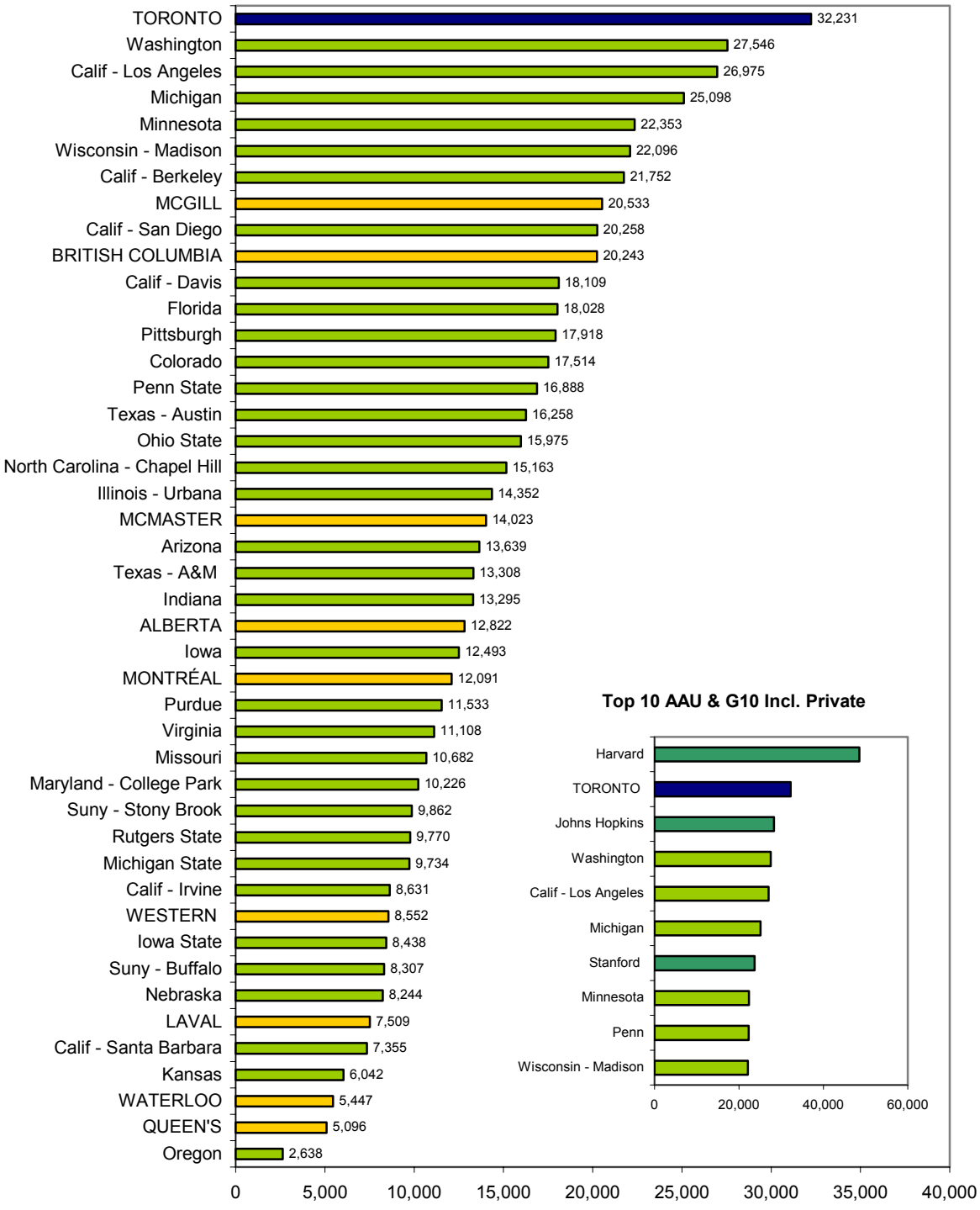
Counts of publications and citations tracked by the Institute for Scientific Information (ISI) for all public AAU and G10 universities for the period from 1998 to 2002 are presented in the graphs on the following pages. Inserts show the top ten public and private AAU and G10 universities. The analysis is limited to the health, life, computer, engineering and physical sciences, as there is a consensus that research outputs in the humanities and the social sciences are not measured fairly by this methodology.

On publication counts, the University of Toronto ranks first among public AAU and G10 universities for all (the science) fields combined, and second to Harvard when the private institutions are included. This strong performance is heavily influenced by the University's high volume of publications in the health (rank = 1st) and life (rank = 3rd) sciences, in addition to significant volumes in engineering and computer science (rank = 15^{th}) and other physical sciences (rank = 15^{th}). In the latter disciplines, the University of California at Berkeley and the University of Michigan appear in the top ranks among public institutions, and the Massachusetts Institute of Technology and the California Institute of Technology appear in the top ranks among private institutions

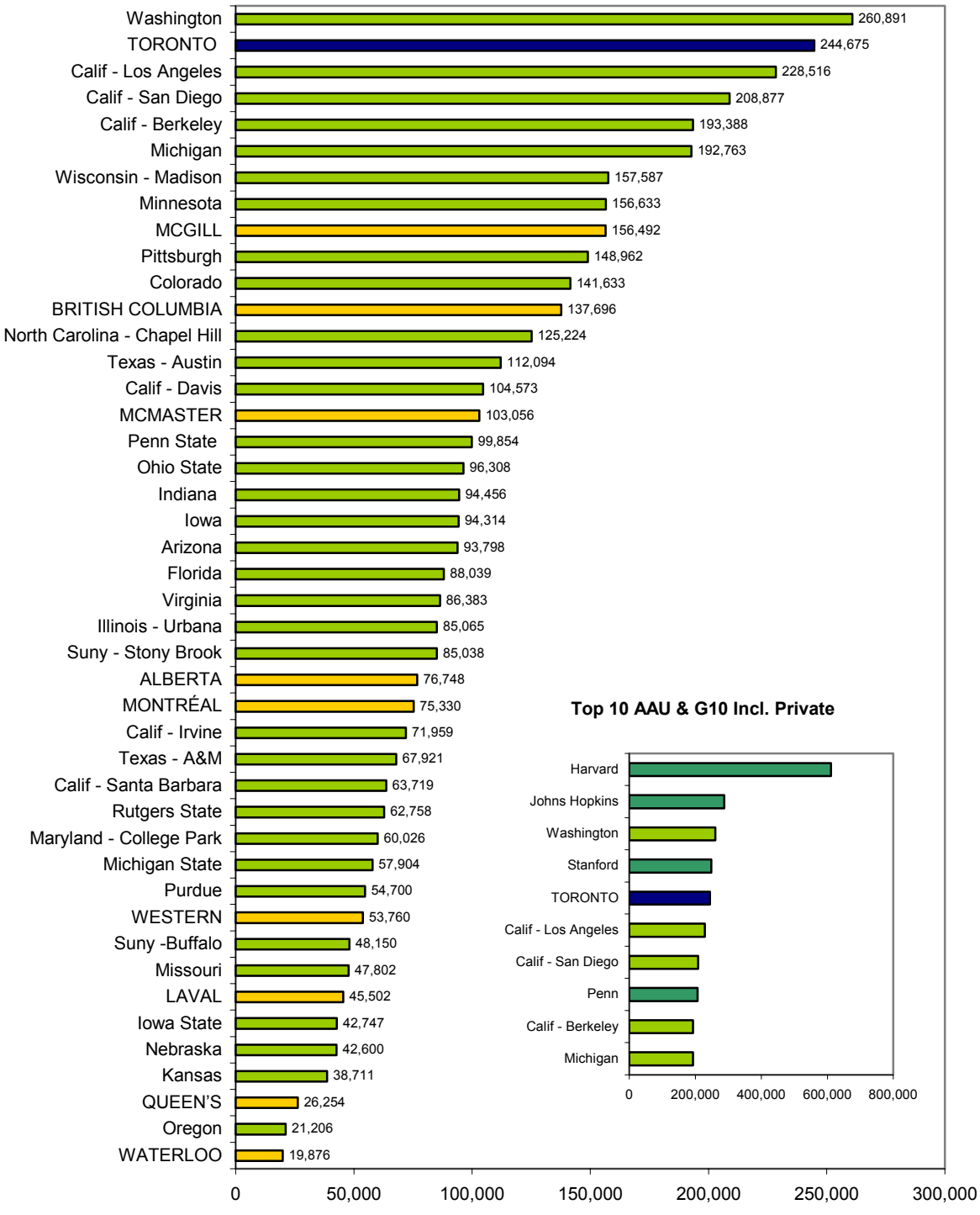
On citation counts, the University of Toronto's ranks are very similar to the ones on publication counts when compared to other public institutions, although it is surpassed in a few categories by the University of Washington. The ranks are somewhat lower when the comparisons include the private AAU members, with Johns Hopkins, Stanford, and Cornell being added to the ones already listed. In all science discipline groups, on both publication and citation counts, the University of Toronto ranks ahead of all other Canadian G10 universities. These measures of publications and citations are an indication of the strong presence of the University of Toronto in the world of science.

The databases used in this analysis are widely available and used by organizations worldwide to compare the research productivity of institutions including the University of Toronto. The University must therefore continue to develop strategies to support its members as they publish their research findings, such that their work has the impact it deserves. The University is also continuing to explore alternative methods to compare humanities and social sciences research outputs internationally; and a number of academic units are making progress in this regard in the process of academic planning.

Number of Publications Indexed by ISI
AAU and G10 Public Institutions, 1998-2002
All Science Fields



Number of Citations Indexed by ISI
AAU and G10 Public Institutions, 1998-2002
All Science Fields



13. Technology Transfer:

a) Number of New Licenses and Gross Commercialization Revenues
b) Number of New "Spin-off" Companies
c) Industrial Collaborative Funding

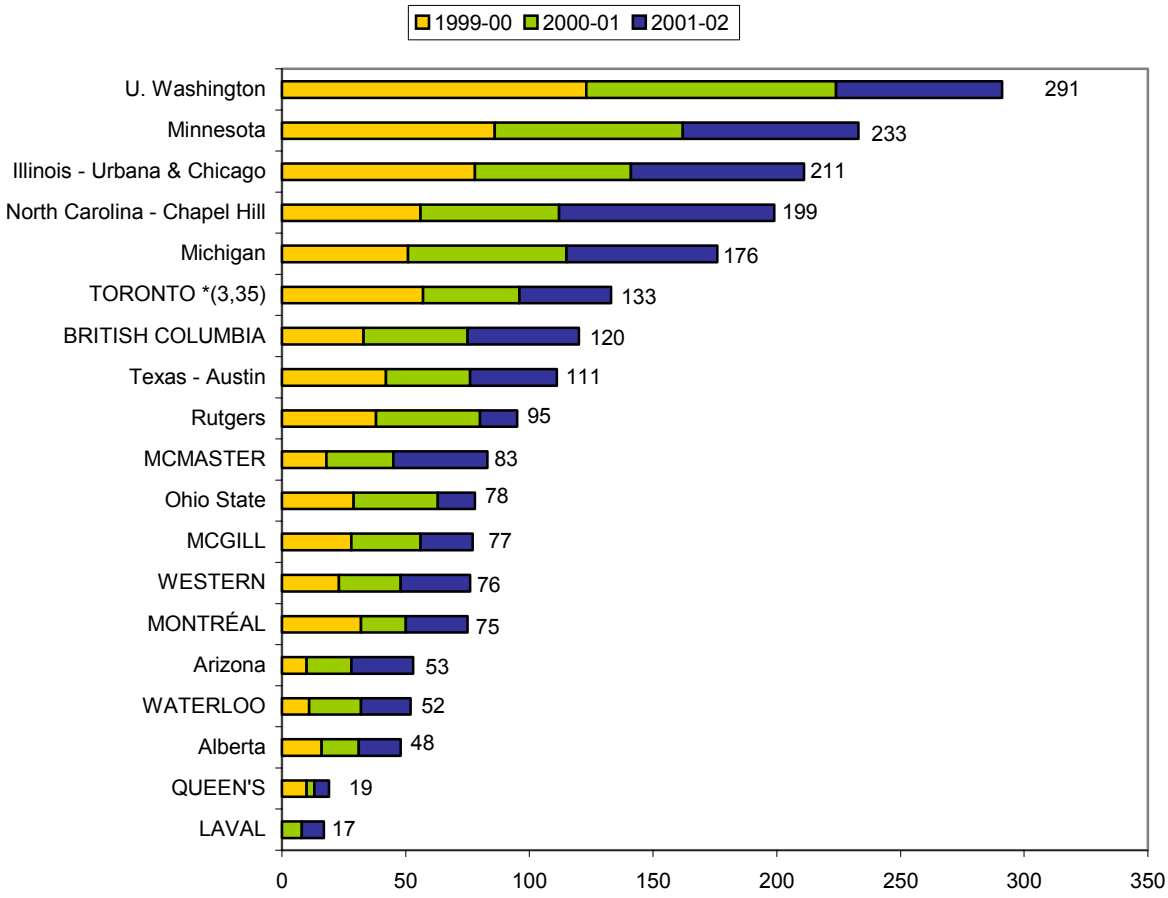
Relevance:

One important dimension of research output is its translation into applications with economic benefit. While this is done in many ways, one important mechanism is the licensing of inventions, some of which generate commercialization revenue. In addition to licensing technology to existing companies, universities also help inventors to establish new companies to commercialize their inventions. These new "spin-off" companies often go on to fund further research at the university and employ university graduates. An additional measure of technology transfer is industrial funding of research, through which companies benefit from university knowledge and expertise. The Federal government has made increased university efforts on commercialization of research results a key condition of its new Indirect Costs program.

Assessment:

The University aims to have the highest number of new licenses, the largest gross technology commercialization revenues (from licensing and sale of equity in spin-off companies) of any Canadian university and to be in the top twenty-five among North American universities. The UofT continues to lead Canadian Universities in cumulative new licenses over a three year period. In 2002, the UofT ranked third in total new licenses within Canada behind the University of British Columbia and one license below McMaster University.

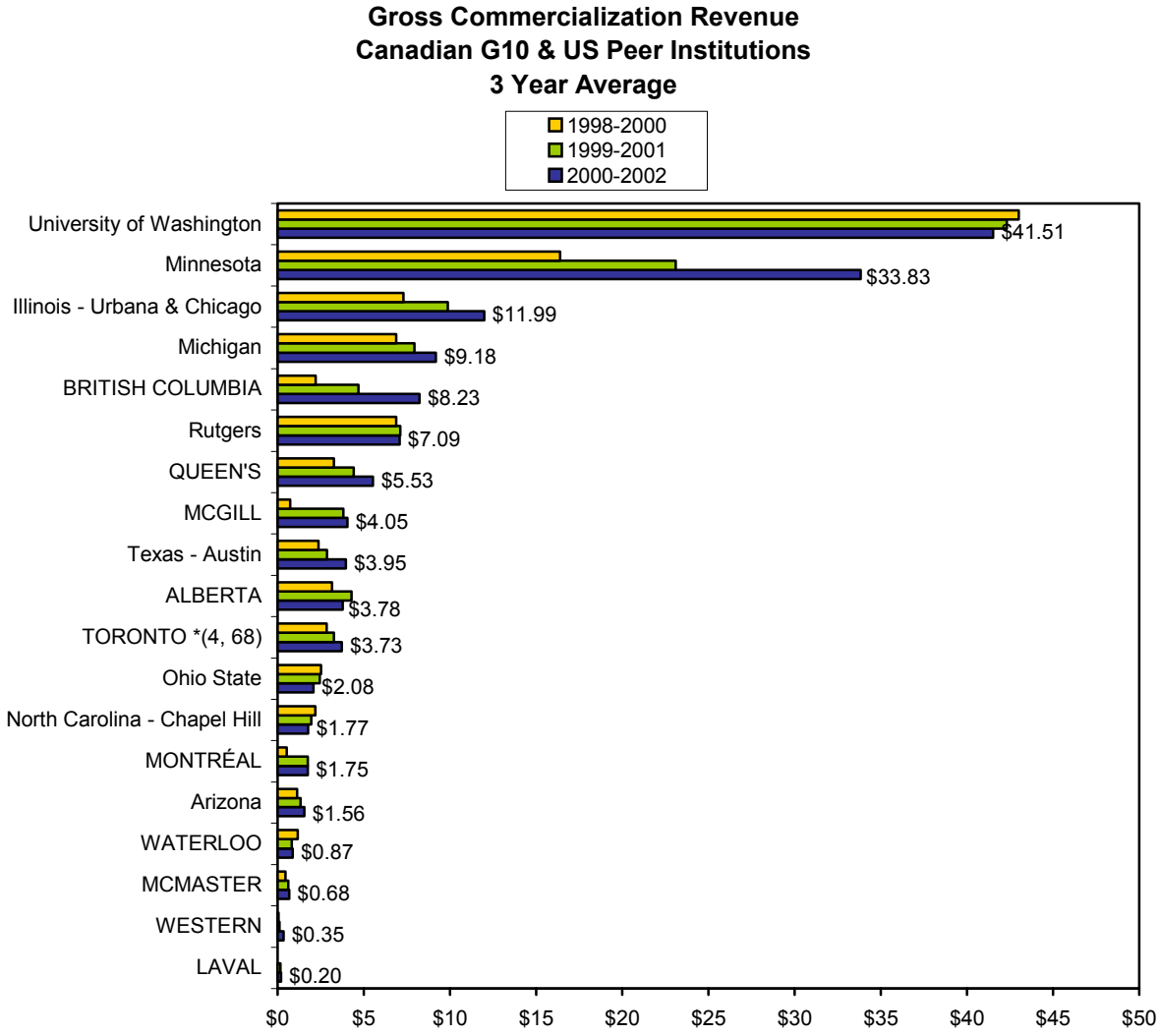
New Licenses
Canadian G-10 and US Peer Institutions 1999-00 to 2001-02



Note: G10 institutions are shown in capital letters.
(#,#) indicates rank in Canada, rank in North America, respectively, in 2002.

Source: AUTM Survey FY 2002, 2001, 2000
University of Toronto does not include affiliated hospitals except the Hospital for Sick Children and the University Health Network in 2000, 2001 and 2002, and the Bloorview MacMillan Children's Centre in 2002
University of Washington includes Washington Research Foundation
Laval data not available for 1999-2000
Data for University of California at Berkeley only available as part of University of California system (not shown)

For gross commercialization revenue, as year-over-year variations for any given university can be quite substantial, three year rolling averages have been used in the comparison below. A single successful invention can vault an institution to first position in a single year. Sale of Equity following an IPO (initial public offering) can also dramatically change a university's ranking, as can regulatory approval of a drug for sale. The rankings are based on the 2002 data only. In 2002, UofT, with only slightly higher revenues than in 2001, improved from seventh to fourth place among Canadian universities and 68th position overall.

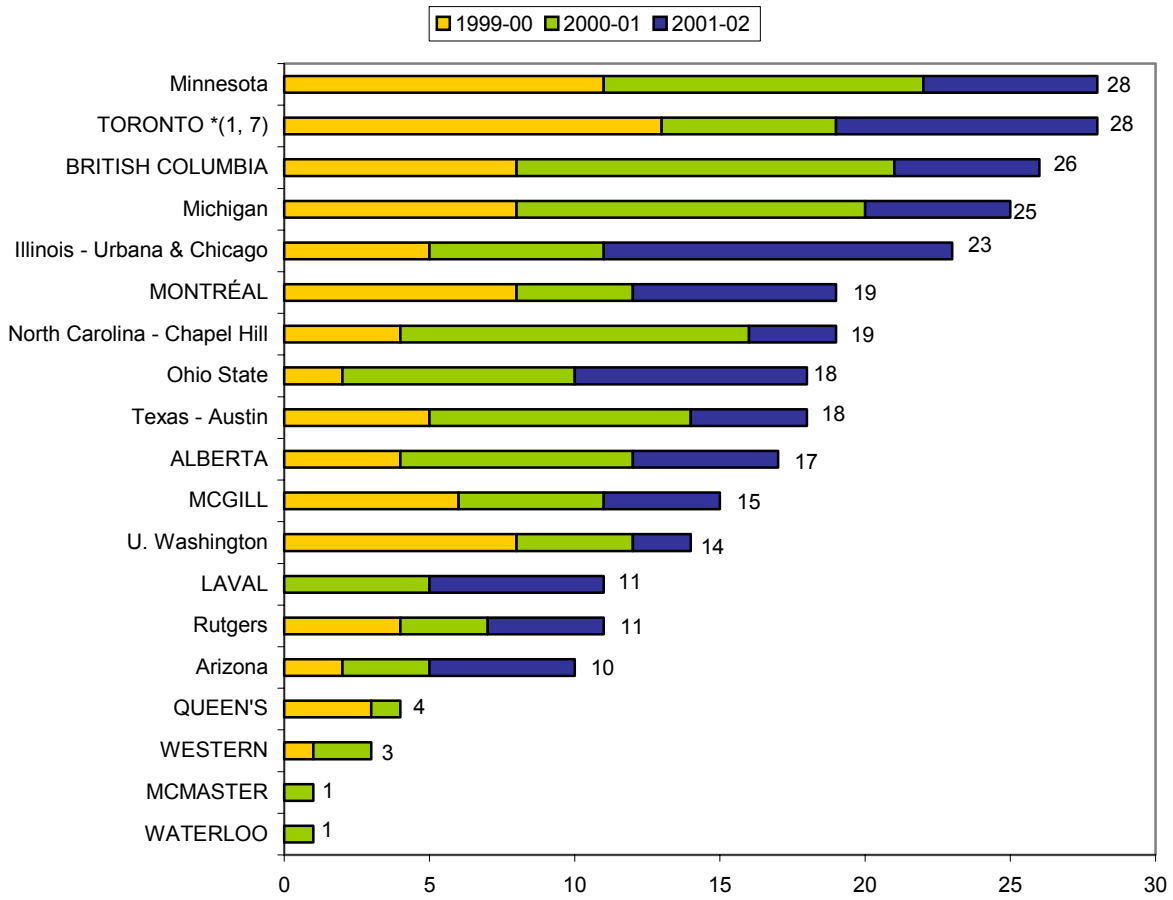


Note: G10 institutions are shown in capital letters.
Commercialization revenues include sale of equity as well as licensing.
(#, #) indicates rank in Canada, rank in North America, respectively, in 2002.

Source: AUTM Survey FY 2002, 2001, 2000, 1999, 1998
University of Toronto does not include affiliated hospitals except The Hospital for Sick Children and, and the University Health Network in 2000, 2001 and 2002, and the Bloorview MacMillan Children's Centre in 2002
University of Washington includes Washington Research Foundation
Laval data not available for 1999-2000
Data for University of California at Berkeley only available as part of University of California system (not shown)

The creation of spin-off companies is also subject to sudden variations, and is particularly affected by the availability of venture capital investment. In 2002, the University rose to the first rank in Canada, from third spank in the previous year, and seventh in North America from 18th in the previous year, in the creation of spin-off companies

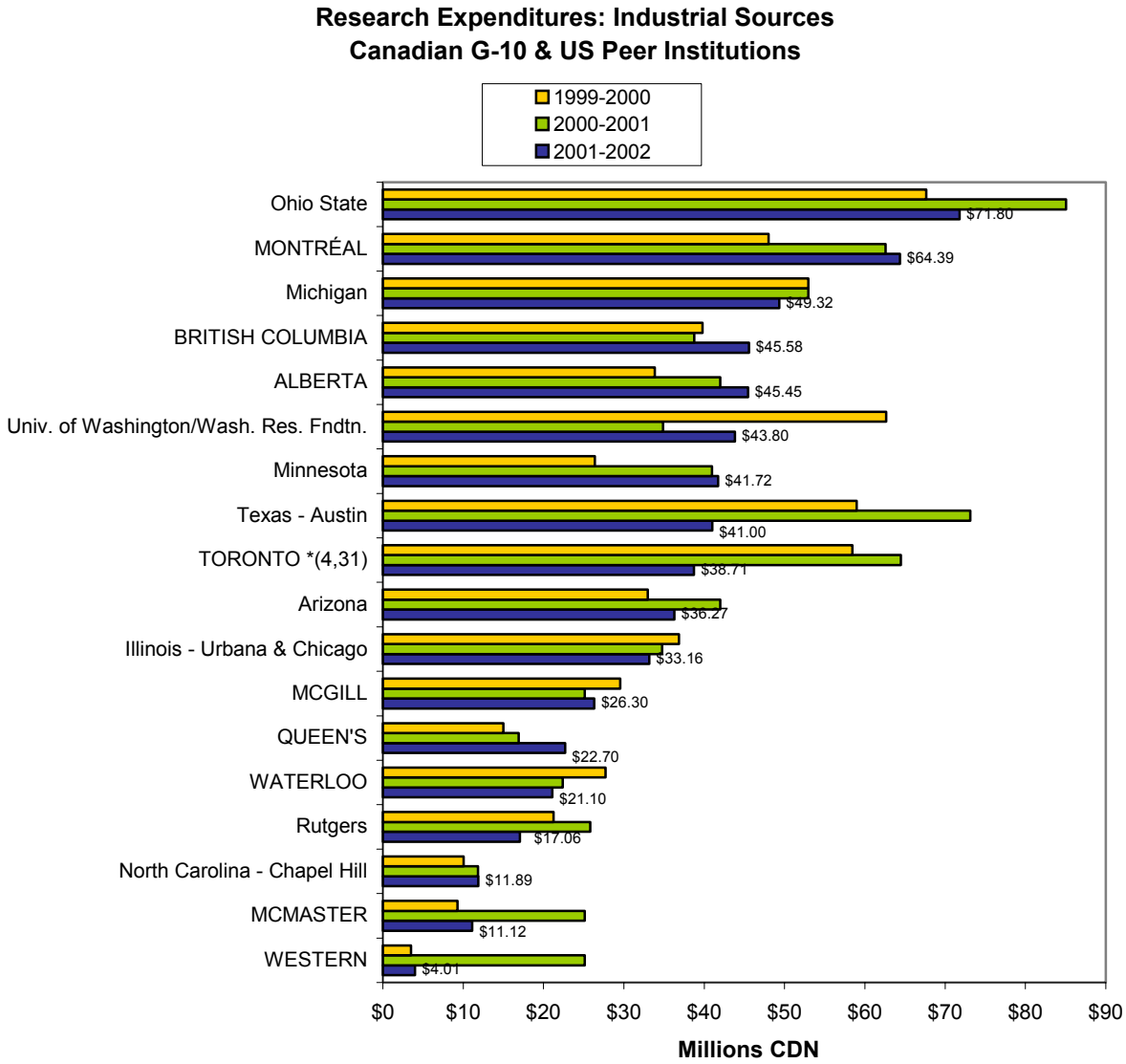
Spin-off Companies Formed at Canadian G-10 and US Peer Institutions
1999-00 to 2001-02



Note: G10 institutions are shown in capital letters.
(#, #) indicates rank in Canada, rank in North America, respectively, in 2002.

Source: AUTM Survey FY 2002, 2001, 2000.
University of Toronto does not include affiliated hospitals except The Hospital for Sick Children and, and the University Health Network in 2000, 2001 and 2002, and the Bloorview MacMillan Children's Centre in 2002
University of Washington includes Washington Research Foundation
Laval data not available for 1999-2000
Data for University of California at Berkeley only available as part of University of California system (not shown)

Another significant measure of technology transfer is industrial funding of collaborative research, under which companies benefit from the knowledge and expertise at the University. In order to increase the consistency of its reporting to AUTM, starting with 2002, the University has excluded research revenue received from industrial sources by the affiliated hospitals. The apparent declined from $64.48 million to $38.71 million is due mainly to this change. In 2001, the University dropped from first to fourth in Canada and from sixteenth to thirty-first in North America. In 2002, total industrial funding for research was $38.71 million.. In addition, as a result of industrial funding, a further $40.41 million was leveraged from government sources in 2002. This was a 59% increase from the previous year, primarily a result of the Ontario Research and Development Challenge Fund.



Note: G10 institutions are shown in capital letters.
(#, #) indicates rank in Canada, rank in North America, respectively, in 2002.

Source: AUTM Survey FY 2002, 2001, 2000.
University of Toronto does not include affiliated hospitals except The Hospital for Sick Children and, and the University Health Network in 2000, 2001 and 2002, and the Bloorview MacMillan Children's Centre in 2002
University of Washington includes Washington Research Foundation
Laval data not available for 1999-2000
Data for University of California at Berkeley only available as part of University of California system (not shown)

LIBRARY RESOURCES

14. Library resources:

a) Volumes acquired, total and per FTE enrolment
b) Volumes held, total and per FTE enrolment
c) Overall library spending, total and per FTE enrolment
d) Ranking on American Association of Research Libraries index
e) Usage of electronic resources
f) User surveys

Relevance:

Library resources are central to the University's mission as a major public research university.

Assessment:

The overall level of acquisitions, the size of the collection and the total level of spending indicate the range of material available to University of Toronto students and faculty. These measures need also to be expressed per FTE enrolment, to take account of the level of demand on these resources. For 2002/03 expenditures per student have declined slightly, as increases in library spending over 2001/02 were less than increases in student enrolment.

Library Resources Per Student, 2002-03

	Total	% Change	Per FTE Enrolment	% Change
Volumes Added (gross):	389,759	6.8%	7.64	-0.7%
Volumes held:				
Print	9,755,704			
Microfiche	5,177,061			
Total	14,932,765	2.1%	292.75	-5.0%
Total Expenditures, Net of Recoveries:	$57,987,013	1.6%	$1,136.82	-5.5%

For comparative purposes, the appropriate peer group for the University of Toronto is the Association of Research Libraries (ARL), whose membership comprises the largest (over 100) university research libraries in North America. The ARL annually reports a ranking of its membership based on an index of size.[1] It is based on the following five variables:

number of volumes held
number of volumes added (gross)
number of current serials received
total expenditures
number of professional plus non-professional staff

[1] The formula for the calculation of the index is complex, and is reported in the methodological appendix to this report. Each institution's score is expressed as the number of standard deviations by which it deviates from the ARL mean index score.

The index measures the size of a given library relative to the mean for the ARL membership. Those institutions above the mean have positive scores; those below have negative scores. The ARL sets a minimum index score for membership.

The University of Toronto ranked fourth on the ARL index in 2002/03, and second among publicly-funded universities. In 2001/02, UofT also ranked fourth on the ARL index . The University of Toronto is the only Canadian university with a positive (above the mean) index score. In terms of gross volumes added, the University of Toronto ranked second after Harvard among research university libraries in North America in 2002/03. In terms of total volumes held, UofT ranked fourth. In large part, these high rankings are attributable to the fact that the acquisitions budget of the Library has been protected for more than a decade by a formula that takes account of price inflation for books and journals.

Major North American Research Libraries

ARL INDEX*	UNIVERSITY	TOTAL VOLUMES HELD	UNIVERSITY	GROSS VOLUMES ADDED	UNIVERSITY
1	Harvard	1	Harvard	1	Harvard
2	Yale	2	Yale	2	Toronto
3	California, Berkeley	3	Illinois, Urbana	3	Yale
4	**Toronto**	**4**	Toronto	**4**	California, Berkeley
5	Michigan	5	California, Berkeley	5	Cornell
6	Illinois, Urbana	6	Texas	6	Michigan
7	California, Los Angeles	7	Michigan	7	Washington
8	Cornell	8	Columbia	8	Alberta
9	Columbia	9	California, Los Angeles	9	Illinois, Urbana
10	Texas	10	Wisconsin	10	Chicago

Top 4 Canadian Universities (after Toronto)

INDEX*	UNIVERSITY	VOLUMES HELD	UNIVERSITY	GROSS VOLUMES ADDED	UNIVERSITY
22	Alberta	17	Alberta	8	Alberta
24	British Columbia	22	British Columbia	24	British Columbia
47	Montreal	40	McGill	34	McGill
49	McGill	49	Montreal	44	Laval

*Ranked according to holdings, acquisitions, staff, and expenditures

Source: Association of Research Libraries Statistics (2002-2003)
http://www.arl.org/stats/factor.html
http://fisher.lib.virginia.edu/cgi-local/arlbin/arl.cgi

Like other major research libraries, the University of Toronto Library is in a state of rapid evolution, in which traditional collections and services continue at the core while electronic transformation proceeds on a steep trajectory. This is indeed the most striking dimension of change in our library system, and is apparent in a number of measures as discussed below. Electronic information resources increased 22% from May 2003 to May 2004.

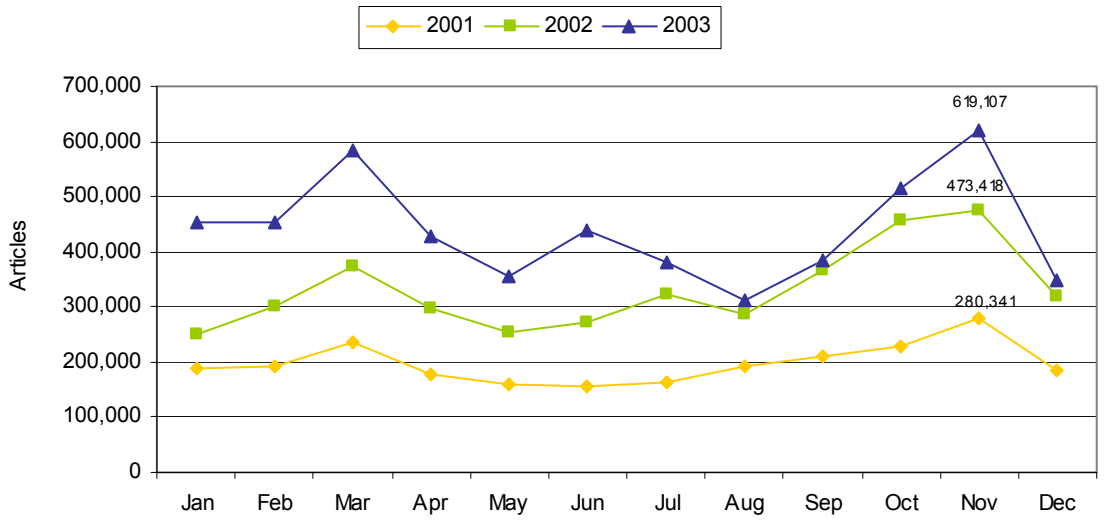
Electronic Information Resources

	Licensed*			Public**			Total		
	May 2002	May 2003	May 2004	May 2002	May 2003	May 2004	May 2002	May 2003	May 2004
e-indexes and abstracts	406	398	402	37	43	64	443	441	466
e-journals	13,439	18,571	24,708	1,850	1,849	2,197	15,289	20,420	26,905
e-reference sources	175	402	426	66	79	75	241	481	501
e-books	6,990	18,348	21,812	31	6,807	6,895	7,021	25,155	28,707
e-newspapers and news services	187	415	545	15	44	50	202	459	595
Total	21,197	38,134	47,893	1,999	8,822	9,281	23,196	46,956	57,174

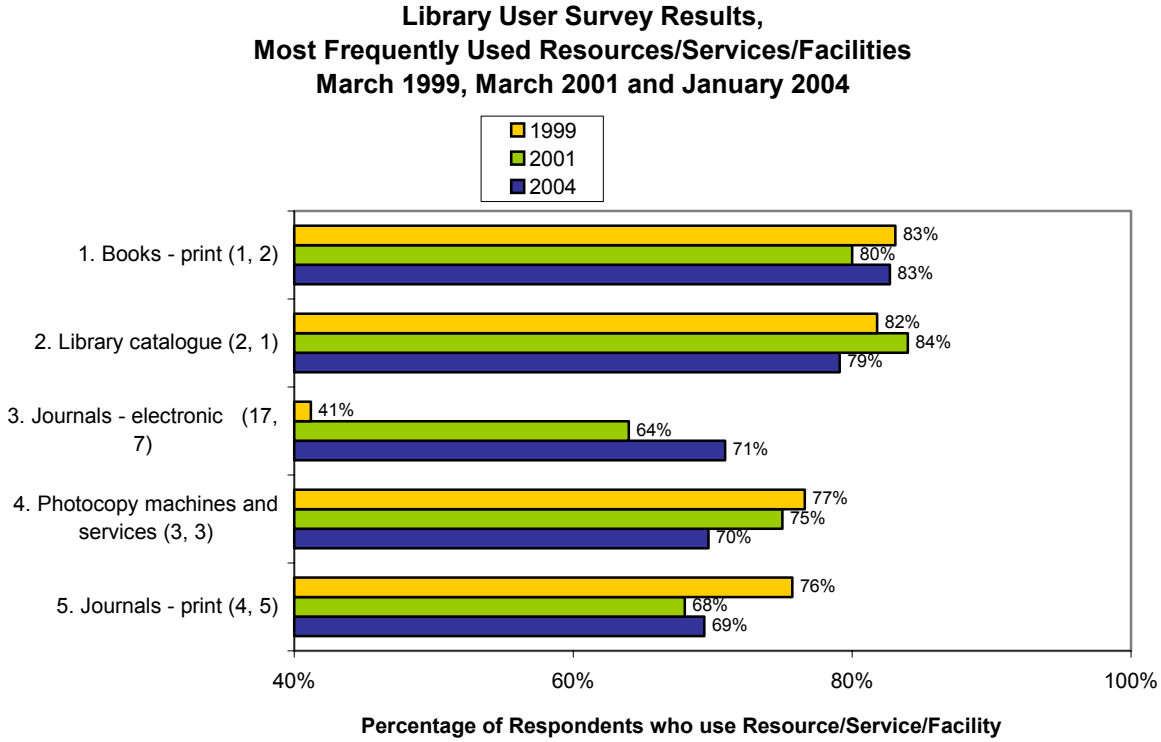
* These items have been licensed for use by the University of Toronto community
** These items are available on the internet for use by anyone
Note: For the most recent figures, see http://link.library.utoronto.ca/eir/EIRsummary.cfm

Downloading of electronic journals, while showing seasonal spikes, continues to increase by nearly 31 per cent between calendar years 2002 and 2003.

Use of Electronic Journals
2001 to 2003

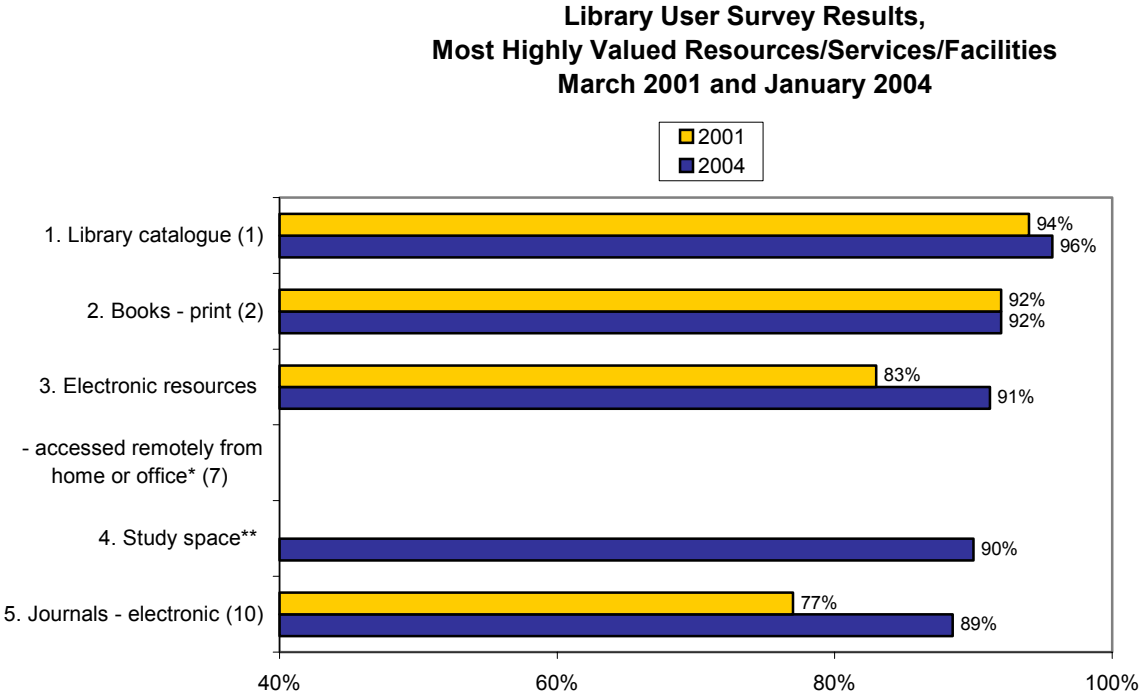


In January 2004, the library conducted its third library user survey, which continues to reveal a library in transition. In terms of usage, traditional features such as the printed book collection and bound and current journal collections continue to rank high. However, the use of electronic journals has increased dramatically from the time of the first survey in 1999 when only 41 percent of the respondents reported using electronic journals, to 2004 when over 71 percent of the respondents reported using this resource.



(#, #) indicates ranking in the 1999 and 2001 survey respectively
In 1999 there were 1,554 respondents. In 2001 there were 1,246 respondents. In 2004, there were 2,157 respondents.

Users in both the 2001 and 2004 surveys continue to highly value traditional resources, notably printed book collections and study space, as well as the electronic library catalogue and electronic resources, including journals, which they can access remotely from home or office. There has been a notable increase in user interest in electronic journals and resources since 2001.



(#) indicates ranking in the 2001 survey. The 1999 survey asked a slightly different question, so results are not comparable to the two most recent surveys.
In 2001, the category was "Library web site - access to remote electronic library resources & services"
** In 2001, study space had two categories: ' tables and open carrels' (76%) and 'closed carrels' (71%). The 2004 survey does not have this distinction, thus the two surveys for this category cannot be compared
http://www.library.utoronto.ca/services/survey/index.html

According to the 2001 and 2004 surveys, desired improvements relate mainly to physical facilities such as stack maintenance, computer workstations, study space, hours of service, food services and photocopying rather than additions to the collections as indicated by users in 1999.

Most Desired Improvements:

1999	2001	2004
1. Collection - Journals: More titles	1. Computer workstations - more with more software	1. Stack maintenance
2. Worksations - Access	2. Study space	2. Computer workstations
3. Collection - Books: More titles	3. Hours of service	3. Study space
4. Shelving	4. Photocopy & printing services	4. Electronic resources
5. Food services	5. Collection - Journals	5. Food services

CLASS SIZE

15. Distribution of class size, first entry undergraduate programs

a) Number of classes,[1] by size category, by year of program
b) Median class size, by year of program

Relevance:

The University of Toronto seeks to ensure that in their experience of instruction by research-based faculty, undergraduate students at all levels have an opportunity to participate in a variety of learning formats, ranging from individualized instruction through small seminars to lecture formats. The distribution of class sizes at each level should be assessed to ensure that a range of such opportunities is available.

Assessment:

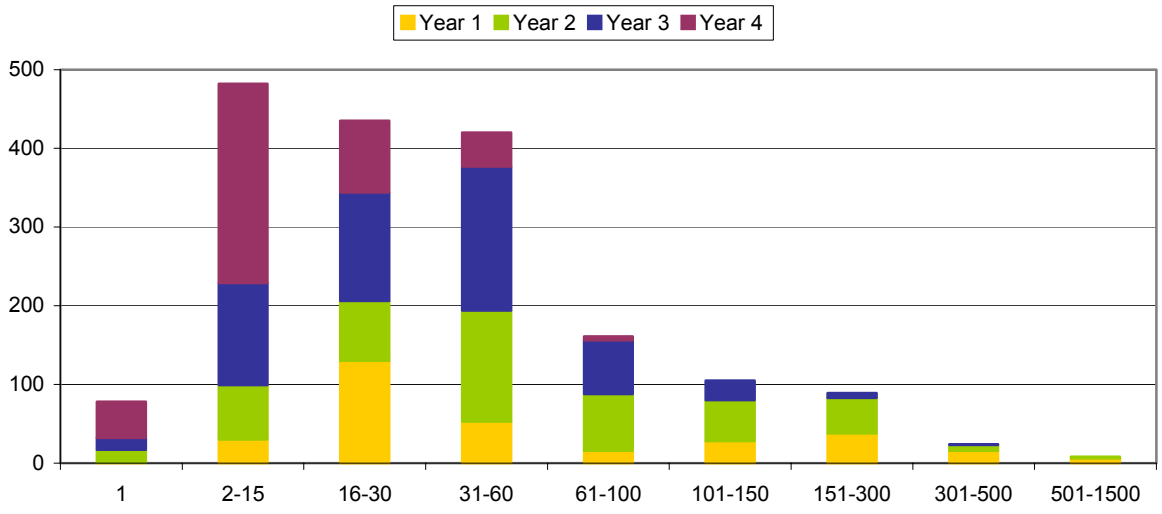
The University offers a substantial range of class sizes at each level of undergraduate instruction. We do not have comparable data for peer institutions. We can, however, make some comparisons across divisions and over time at the University of Toronto itself.

The first four charts show the overall distribution of class sizes (as indicated by the height of the bars), as well as the distribution by year (as indicated by the components of each bar). These graphs indicate that the overall distribution of class sizes differs considerably by academic division. The largest number of courses in Arts and Science on the St. George campus, for example, is in the 2-15 size category, but over half of the courses in this size category are at the fourth year level. In contrast, the largest number of courses in Applied Science and Engineering falls into the 61-100 size category, distributed across all years of the program, reflecting the more fixed engineering curriculum. In the case of the University of Toronto at Scarborough, there has been a decrease in 2002/03 in the availability of classes in the 16-30 size category and a corresponding increase in the number of classes in the 31-60 category. Similarly at the Mississauga campus, there has been a significant increase in the 31-60 classes to accommodate enrolment growth.

The tables below the graphs show median class sizes. (A median class size of 29.5 in first year St. George Arts and Science, for example, means that one half of classes had 29.5 or fewer students and half had more than 29.5 students.) Median class sizes in Arts and Science on St.George have been relatively stable in recent years despite enrolment increases, reflecting the recent large-scale recruitment of new faculty following a protracted period of fiscal restraint. The increase in median class sizes since 2000/01 at UTSC reflect the significant increases in enrolment that have occurred at the Scarborough campus. The decline in median class sizes at UTM in first year reflects the increased availability of instructors and classroom space to meet the demands of enrolment expansion.

[1] This measure records primary class meetings: that is, the principal class of each formally scheduled course, thus excluding tutorials, laboratories, studios and clinics, unless these are formally and separately scheduled as credit-bearing courses.

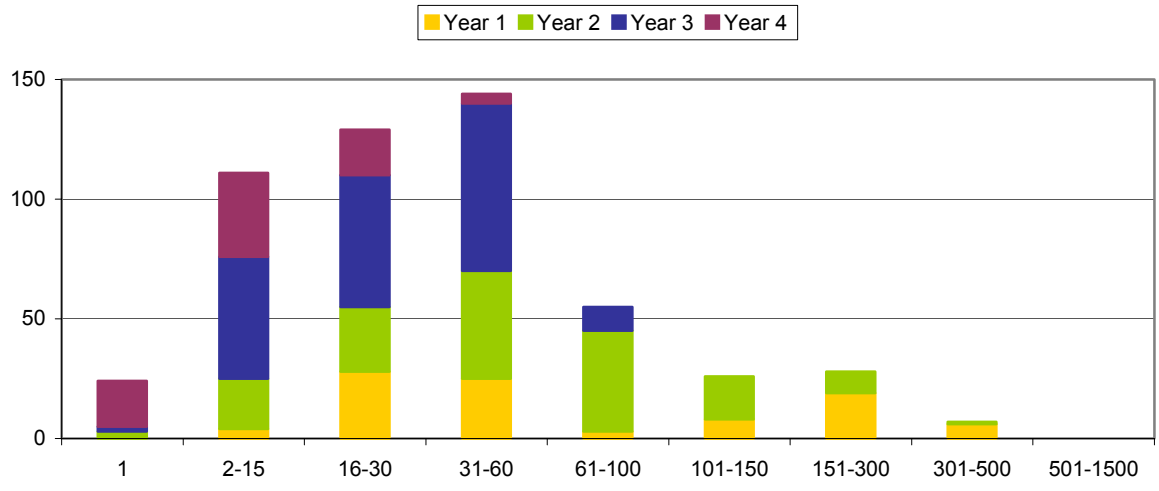
Class Size - 2002-03
Arts and Science (St. George)



Median Class Size

	Year 1	Year 2	Year 3	Year 4
2000-01	24.0	44.0	29.0	9.0
2001-02	27.0	47.0	31.0	9.0
2002-03	29.5	46.0	30.0	10.0

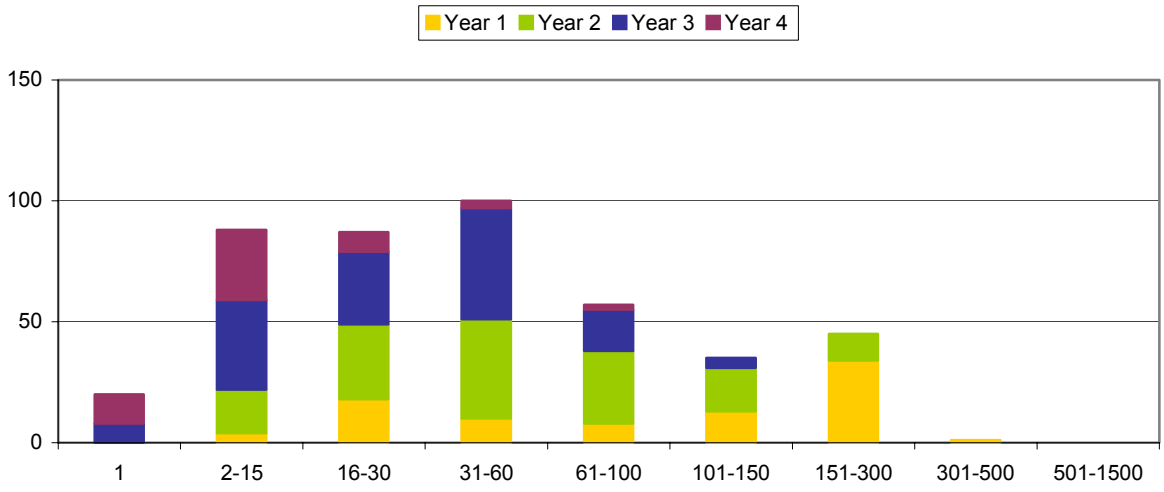
Class Size - 2002-03
UofT at Mississauga



Median Class Size

	Year 1	Year 2	Year 3	Year 4
2000-01	25.0	28.0	20.0	10.0
2001-02	55.5	46.0	25.0	9.0
2002-03	45.0	48.0	26.0	8.0

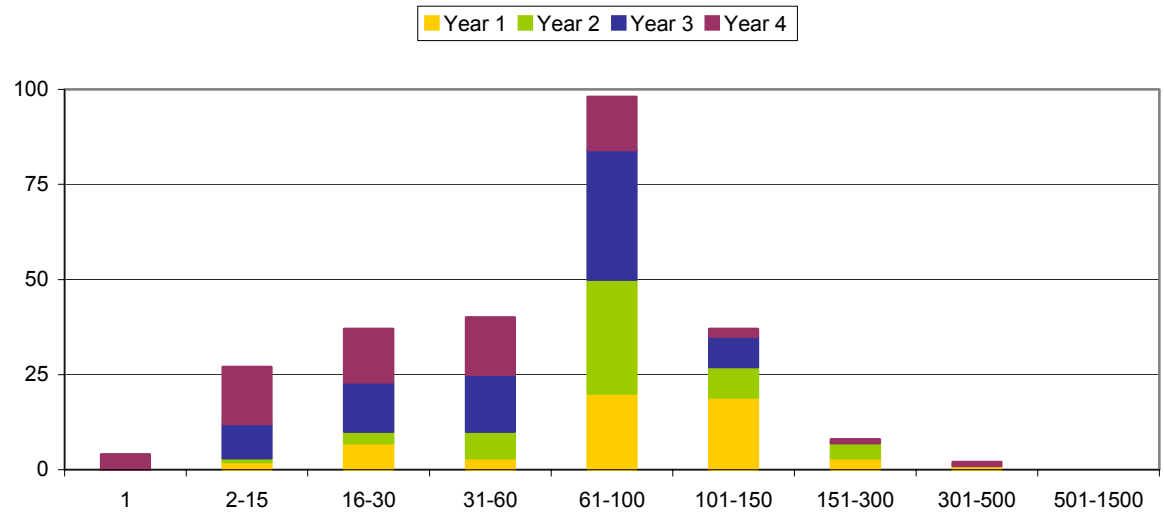
Class Size - 2002-03
UofT at Scarborough



Median Class Size

	Year 1	Year 2	Year 3	Year 4
2000-01	90.0	38.0	23.0	6.5
2001-02	103.0	36.0	22.0	5.0
2002-03	113.5	46.0	29.0	8.0

Class Size - 2002-03
Applied Science and Engineering



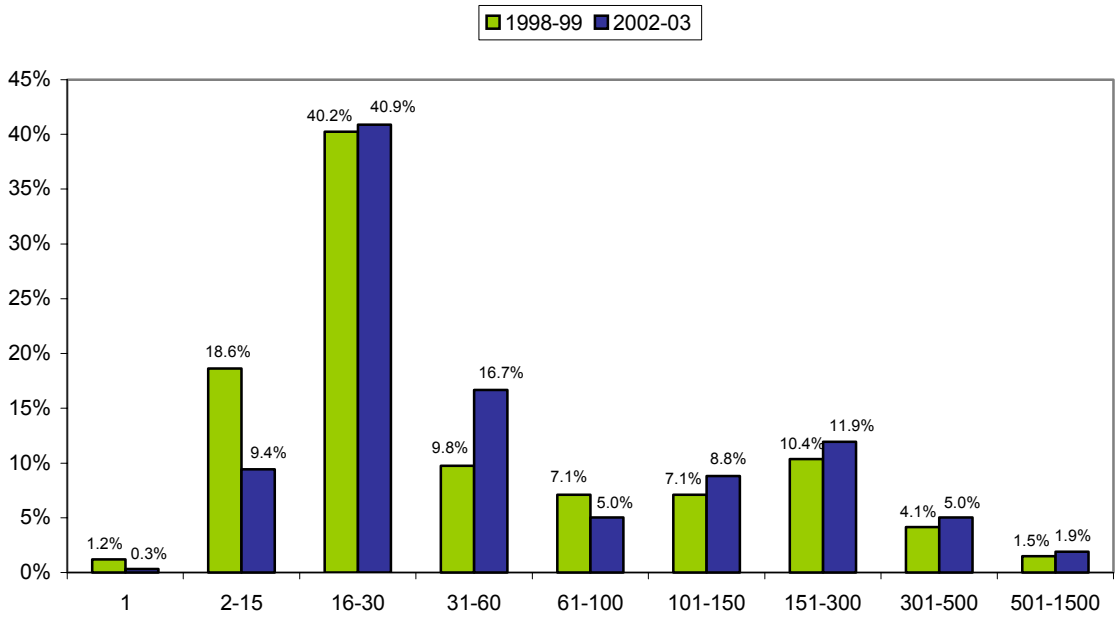
Median Class Size

	Year 1	Year 2	Year 3	Year 4
2000-01	96.0	85.0	58.5	26.0
2001-02	101.5	90.0	67.0	32.0
2002-03	96.0	93.0	66.0	31.5

With regard to first-year arts and science classes, we have noted a change in the distribution in 2002/03 as compared with five years earlier: there are relatively fewer classes in the modal category (2-15) and relatively more in the (16-30) category. The largest classes, of 500 and above, are increasing as a proportion of total class size.

Again, these changes reflect the impact of enrolment increases attributable in large part to the Ontario "fast-trackers". Further impacts on class size are anticipated for 2003/04 data (the central "double cohort year) in next year's report. But these increases in class sizes also reflect the University's ongoing resource constraints, and the fact that our faculty numbers have not expanded to keep pace with enrolment growth. As noted in a subsequent section, student: faculty ratios at the University of Toronto are much higher than those of our peers in the United States, and are the highest among Canadian research-intensive universities. Redressing this problem must be a central plank of our advocacy to government.

Arts and Science (St. George) Year 1 Class Size Distribution
1998-99 and 2002-03



AVAILABILITY OF PART-TIME INSTRUCTION

16. Availability of part-time instruction:

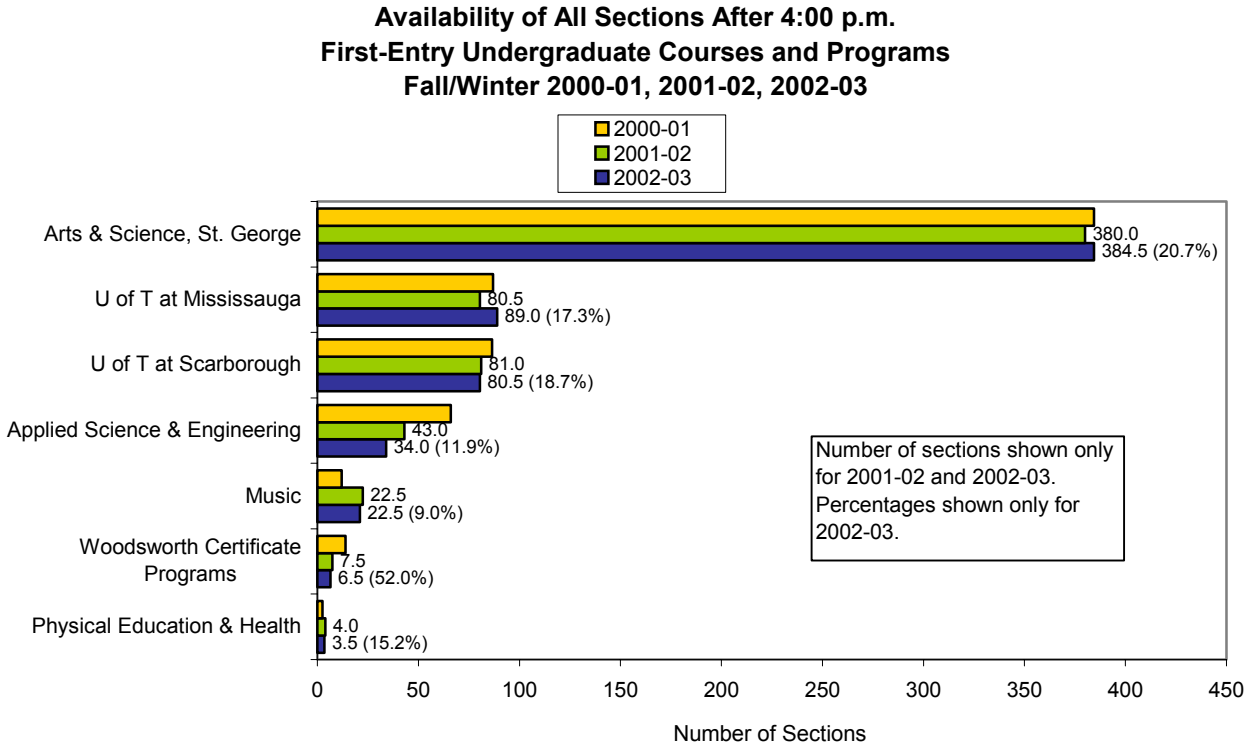
a) Scheduling of classes[1] after 4:00 p.m., first-entry undergraduate programs
b) Programs available on part-time basis
c) Part-time enrolment as proportion of total enrolment

Relevance:

The University of Toronto has a significant population of students who pursue their studies on a part-time basis, often in order to accommodate career and family responsibilities, and our offerings should facilitate access for such students.

Assessment:

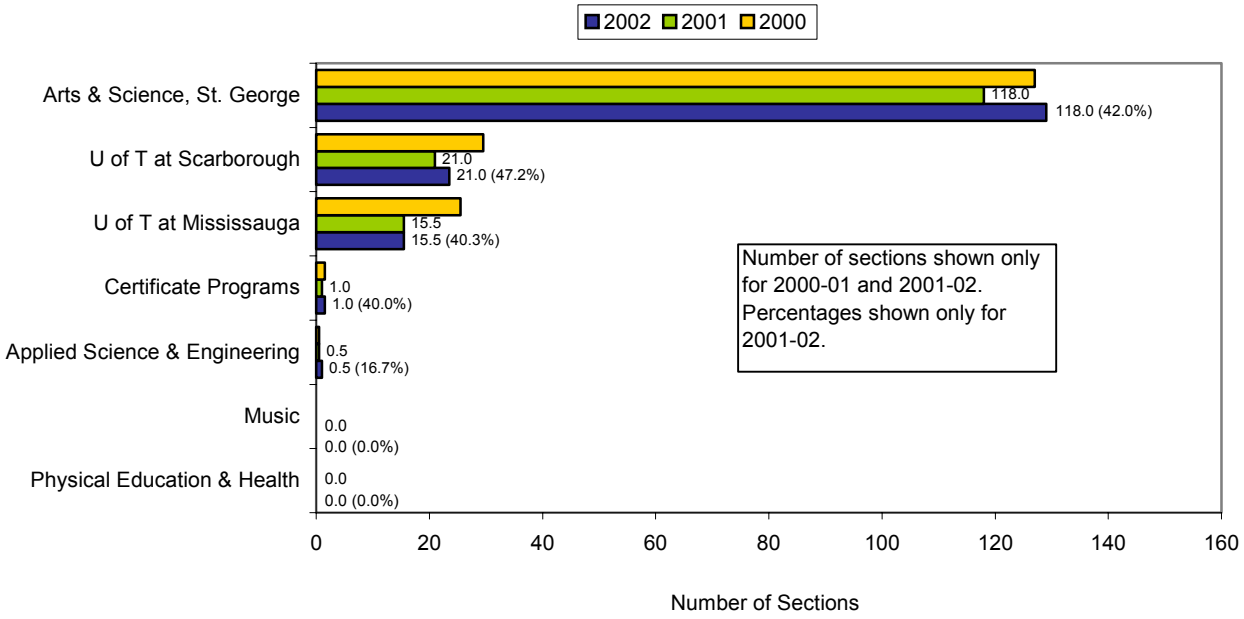
The number of sections available after 4 p.m. in the Fall/Winter session at St.George and UTM increased somewhat in 2002/03 over 2001/02 , while there has been noticeable decline in Engineering's course offerings. For the 2002 summer session, there were considerable increases in after 4 p.m. course offerings both at the St. George and UTSC. Attempts by the University of Toronto, through the office of the Vice-Provost, Space and Facilities Planning, to offer flexible scheduling and to utilize its space more effectively in order to accommodate increased enrollment appear to be producing results.



Note: The availability of Music sections after 4 p.m. for 1999/00 are not comparable to prior years since the 1999/00 data are counts of FCE sections while prior years' data are counts of instructional course weights.

[1] Again this refers to primary class meetings, excluding tutorials, laboratories, studios and clinics, unless these are formally and separately scheduled as credit-bearing courses.

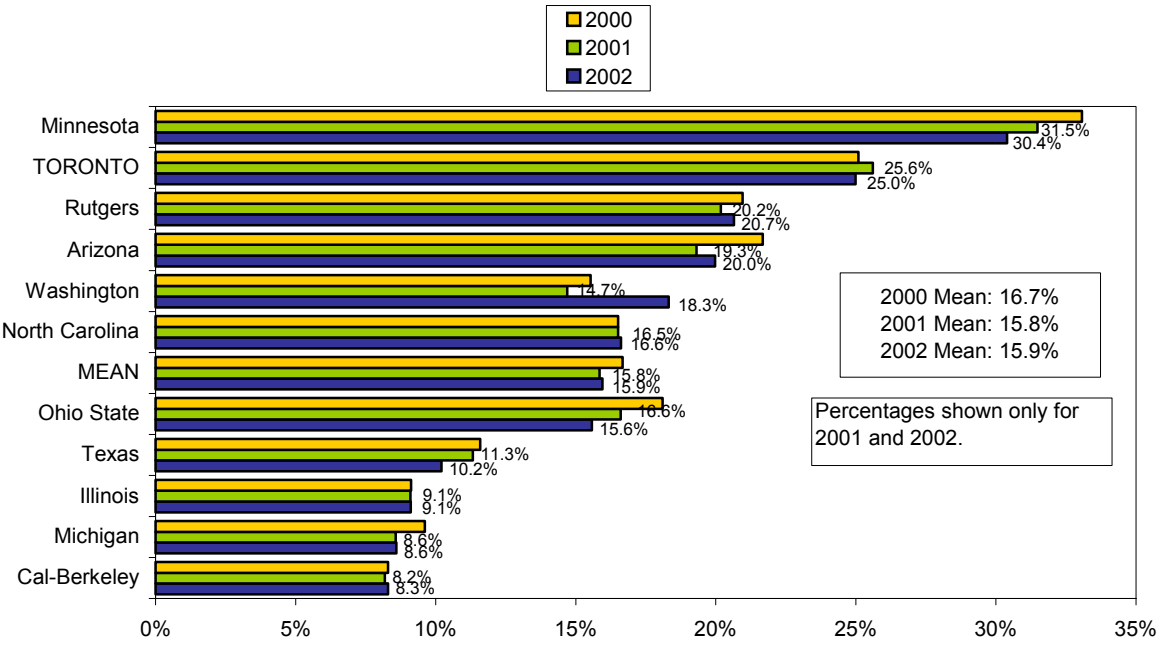
Availability of All Sections after 4:00 p.m.
First-Entry Undergraduate Courses and Programs
Summer 2000, 2001, 2002



Note: The availability of Music sections after 4 p.m. for 1999/00 are not comparable to prior years since the 1999/00 data are counts of FCE sections while prior years' data are counts of instructional course weights.

The University of Toronto makes a substantial proportion of its programs and its courses available to part-time students, and has a part-time enrolment that is high by AAU standards. Part-time enrolment at the University of Toronto remained relatively stable from 2000/01 to 2002/03.

Part-time Enrolment
AAU Fall Headcount Enrolment Peer Institutions
2000, 2001, 2002



Source: IPEDS Fall Enrolment Survey.
Note: Mean excludes UofT.

UTILIZATION OF RESOURCES:
FACULTY, ADMINISTRATIVE STAFF AND SPACE

17. Instructional Capacity:

a) Student: Faculty ratio
b) Student credit hours: FTE teaching resources

18. Administration:

a) Academic FTE per administrative FTE, by division
b) Central administrative costs as percentage of operating budget

19. Space: Actual space relative to amount necessary, as generated by COU formula

Relevance:

The level of resources that the University uses to provide its services is one indication of the efficiency with which the University conducts its activities. At the same time it is necessary to ensure that, in seeking economies, the quality of service is not compromised. Gross institution-wide performance indicators have an important but limited role in this regard. They can provide a general comparison of the University's deployment of its resources, not according to some absolute optimum but *relative to peer institutions* and they can provide indications of broad trends over time. Sharp differences across similar institutions or units and/or over time would signal the need for further analysis at the level of particular functions and activities where appropriate benchmarks can be established.

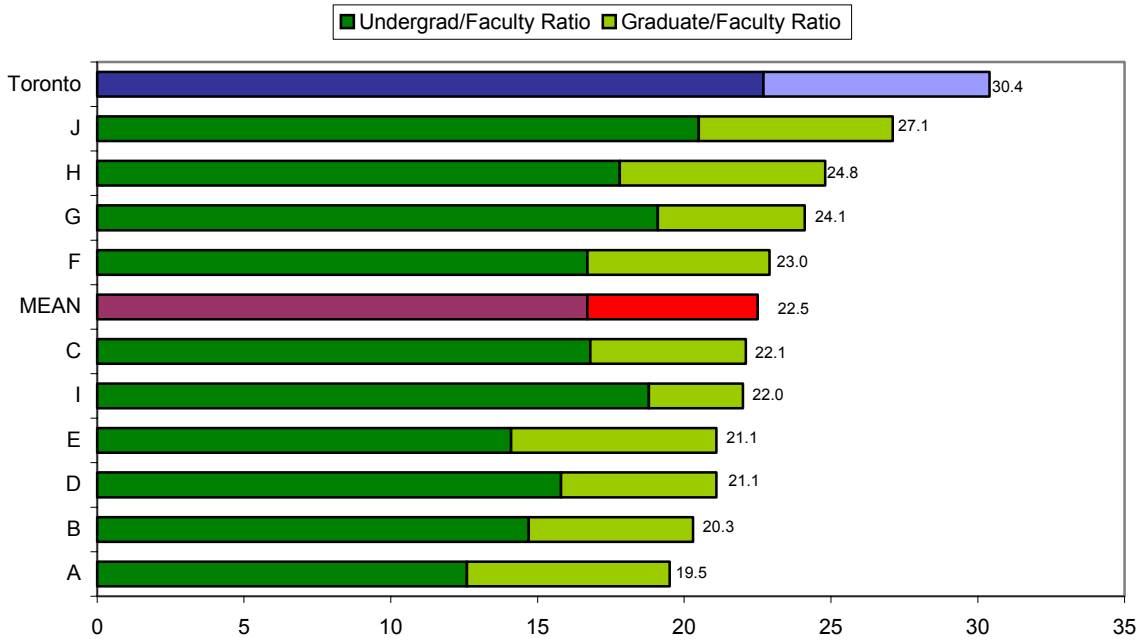
Assessment:

Instructional capacity:

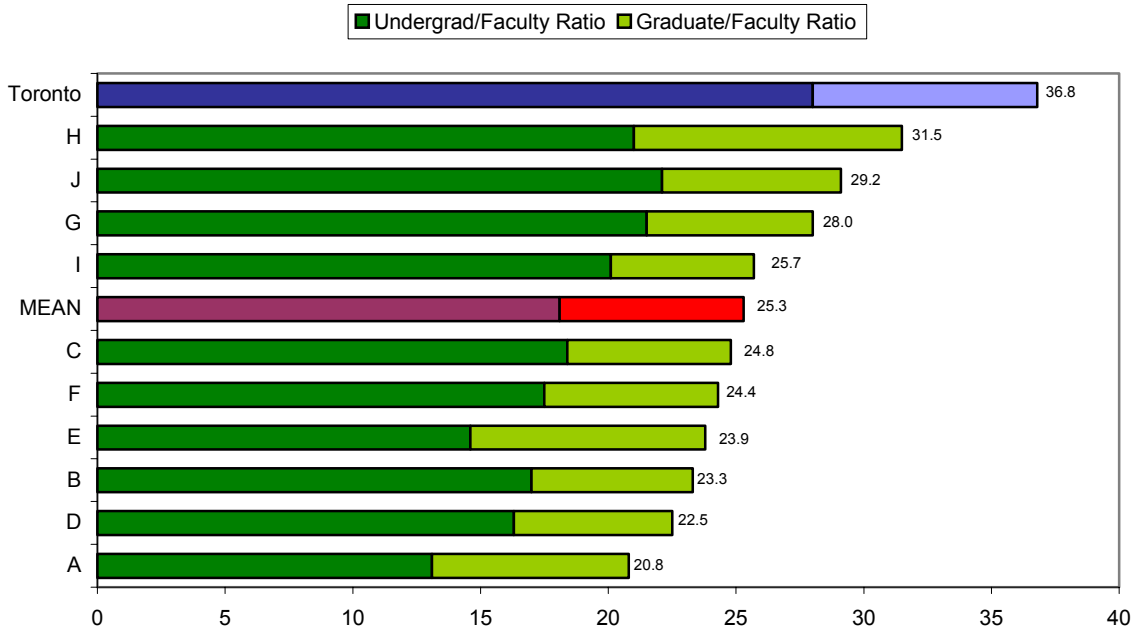
On the first of these measures, the ratio of students to full-time faculty in professorial ranks, the University of Toronto continues to rank highest among AAU peer universities in 2001, on both an FTE enrolment and a headcount basis, and steadily increased from 2000 to 2002.[1] (By agreement with the AAU we cannot identify specific institutions when publicly reporting these data. The peer institutions in this comparison are Arizona, California – Berkeley, Illinois, Michigan, Minnesota, North Carolina, Ohio State, Rutgers, Texas and Washington.) The high student: faculty ratio at UofT reflects the lower level of resources per student at UofT relative to our American peers.

[1] We do not have precise FTE enrolment data for our AAU peers. We have therefore estimated FTE enrolment according to the formula: (full-time headcount) + 0.3(part-time headcount) = FTE enrolment.

Instructional Capacity
Student: Faculty Ratio, Fall 2002 FTE
Comparison with AAU Peers

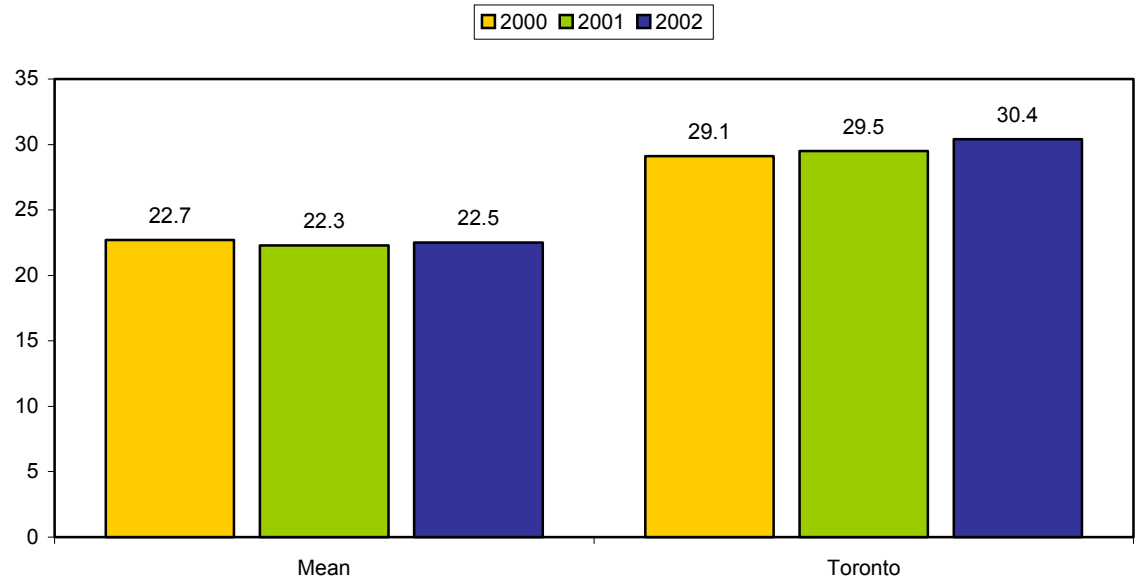


Instructional Capacity
Student: Faculty Ratio, Fall 2002 Headcount
Comparison with AAU Peers

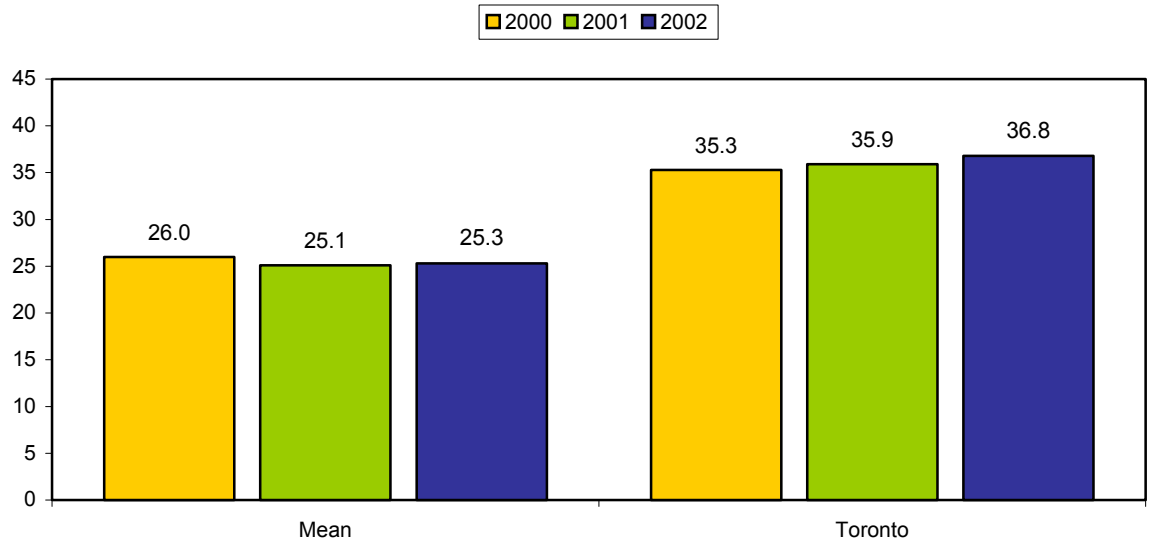


Note: Note: Universities included in these charts are Arizona, California Berkeley, Illinois, Michigan, Minnesota, North Carolina, Ohio State, Rutgers, Texas and Washington.
Mean excludes UofT.

Instructional Capacity
Student:Faculty Ratio
Fall 2000, 2001 and 2002 FTE
Comparison with Mean of AAU Peers



Instructional Capacity
Student:Faculty Ratio
Fall 2000, 2001 and 2002 Headcount
Comparison with Mean of AAU Peers

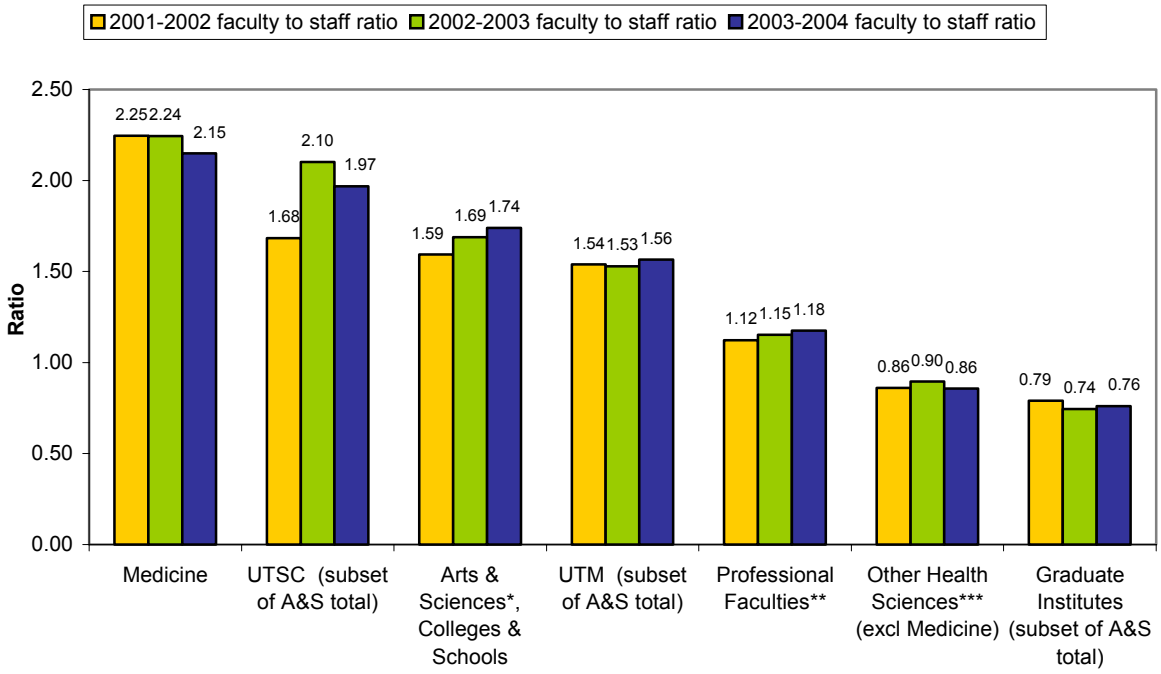


Mean excludes UofT.

Administrative Staff:

The ratio of academic to administrative staff has been relatively stable in most divisions from 2001/02 to 2003/04, with the exception of the Scarborough campus where fluctuations in recent years are a result of increases in faculty complement in 2002 and a commensurate increase in administrative staff in the following year. The decline in the Faculty of Medicine is an artifact resulting from a shift of some academic FTE to the hospital payroll.

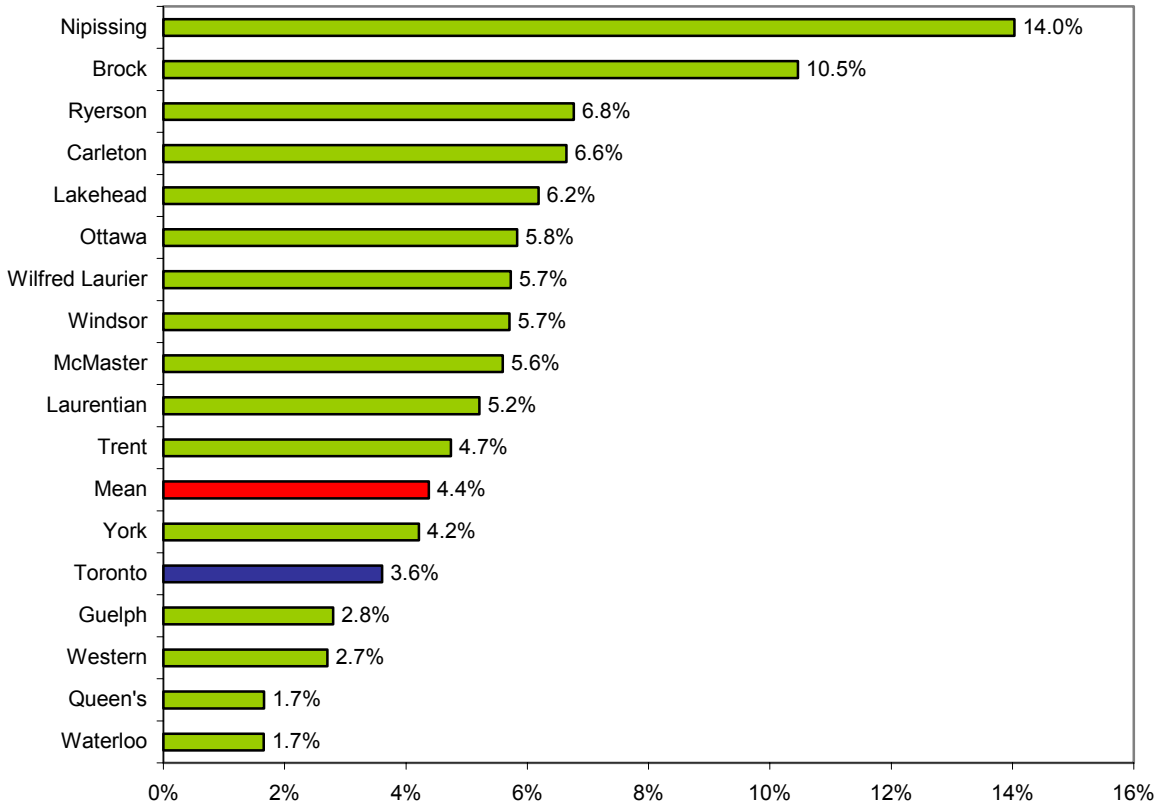
Academic: Administrative Staff Ratio by Academic Division
2001-02, 2002-03 and 2003-04



*Arts & Sciences include college programs, Munk Centre for International Studies, Transitional Year Program, University of Toronto at Mississauga, University of Toronto at Scarborough, Continuing Studies, Graduate studies, Graduate Centres and Institutes

As for central administrative costs,[2] the University of Toronto appears to be able to take advantage of economies of scale to keep these costs relatively low as a percentage of operating costs.

Central Administrative Costs as a Percentage of Operating Expenses
Ontario Universities, Fiscal Year Ended April 30, 2003

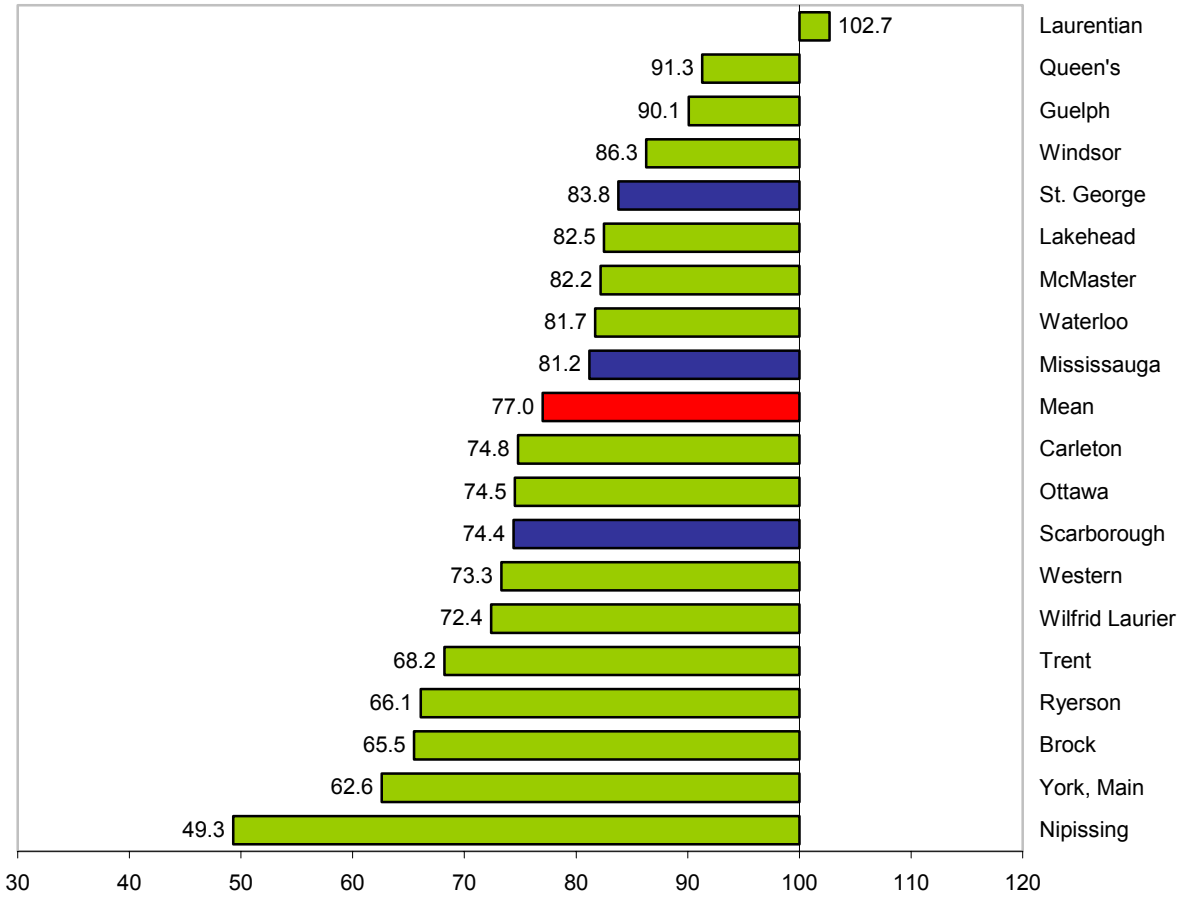


[2] This includes the administration, planning and information costs associated with the offices of the president and vice-presidents, the registrar and admissions, research administration, space management, governing council secretariat, finance and accounting, personnel, central purchasing, institutional research and general university memberships.

Space:

COU data on space utilization are compiled every three years; the most recent update occurred in 2001/02. Our space inventory is less than our "need"; but the gap is smaller at the University of Toronto than at a number of other universities in Ontario. Within the University of Toronto, the shortage is most acute on the Scarborough campus. Recent funding for new capital projects will alleviate the shortage to some extent.

Space Allocation, Ontario Universities
Actual/Formula (%)



EMPLOYMENT EQUITY

20. Proportion of women appointed to tenure-stream positions relative to pool, three-year cycle

21. Visible minorities appointed to tenure-stream positions, three-year cycle

22. Administrative staff in designated groups relative to workforce

Relevance:

Our employment equity policies state that additions to the faculty should on balance reflect the availability of women and visible minorities in the pools upon which we draw. The Vice-President, Human Resources of the University of Toronto issues an Annual Report on Employment Equity, which includes data on the composition of the faculty and staff by gender, by visible minority status and by a number of other breakdowns as part of a statistical profile. We extract data from that report here, as well as other administrative data, to monitor the effects of our employment equity policies, and to draw attention to the full report.

Assessment:

The data on which the Employment Equity Report is based are drawn from the personnel information system. Data on gender are reliable and valid. Data on visible minority status are based on self-identification in surveys, and may be somewhat less reliable and valid.

In monitoring progress in the appointment of female faculty, we compare the proportion of women among recent UofT appointments to the proportion of women among recent Canadian Ph.D.'s in the relevant disciplines. There are five disciplinary groupings defined according to the proportion of women among Canadian Ph.D. graduates from 1998 to 2000 as follows:

> **Group 1** - Women constitute 60 percent or more of recent PhDs: Drama, Education, English, Fine Art, French, , Nursing, Occupational Therapy, Physical Therapy, Psychology, Social Work, Speech Language Pathology, Visual and Performing Arts
> **Group 2** - Women constitute 45-59 percent of recent PhDs: Anthropology, Botany, Classics, Community Health (Public Health Sciences, Health Policy Management & Evaluation), Criminology, German, Italian, Linguistics, Pharmacy, Slavic Languages & Literatures, Sociology, Spanish & Portuguese
> **Group 3**- Women constitute 30-44 percent of recent PhDs: Basic Medical Sciences (Anatomy, Biochemistry, Physiology, Immunology, Genetics, Nutritional Sciences, Pharmacology, Pathology), Chemistry, East Asian Studies, Environmental Studies, Geography, History, Information Studies, Law, Management, Medical and Surgical Specialties, Medieval Studies, Music, Near & Middle Eastern Civilizations, Political Science, Study of Religion, Zoology
> **Group 4** - Women constitute 15-29 percent of recent PhDs: Architecture, Computer Science, Dentistry, Economics, Forestry, Geology, Mathematics, Philosophy, Physical Education & Health, Statistics
> **Group 5** - Women constitute less than 15 percent of recent PhDs: Astronomy, Astrophysics, Biomaterials and Biomedical Engineering, Engineering (Aerospace, Chemical, Civil, Electrical & Computer, Materials Science, Mechanical & Industrial), Physics.

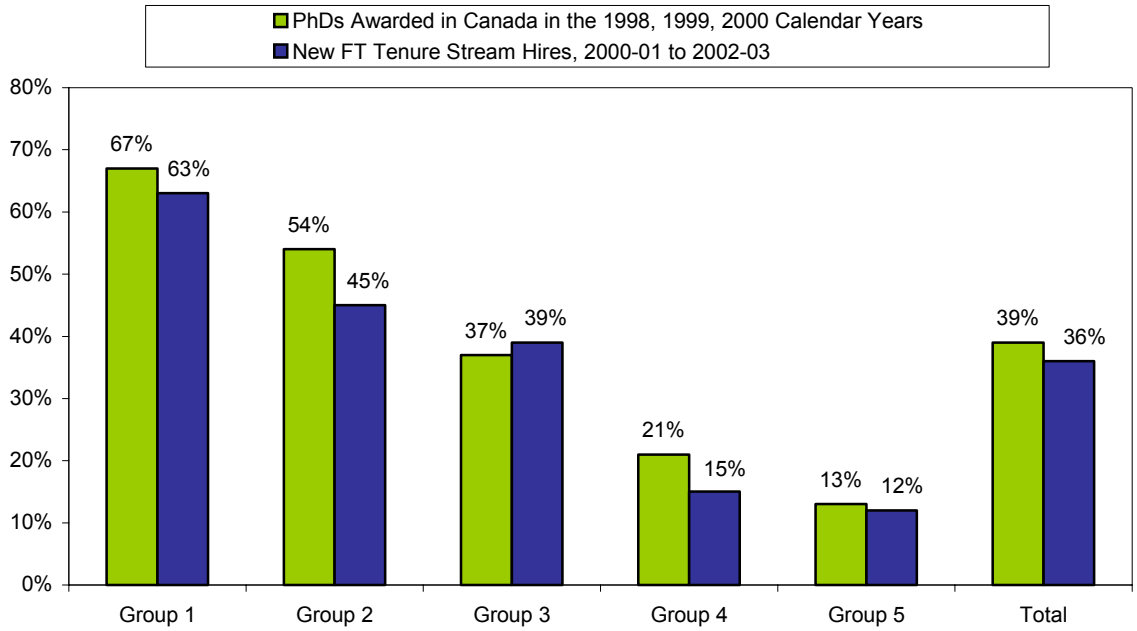
(These groupings include only those disciplines in which appointments were made at the University of Toronto during the period 2000/01 to 2002/03).

Given the relatively small numbers in any one discipline grouping, we report our performance for a three-year rolling period. Comparing the proportion of women appointed at UofT for the three years ending September 30, 2002 to the average proportion of women among recent Ph.D. graduates in each of the above

groupings, we see that the proportion of women appointed is close to their representation in the pool in three of the five groupings, and that overall the proportion of women appointed is slightly below the pool.

As in previous three-year cycles, we continue to recruit roughly proportionate to the pool in the discipline grouping #5 in which women are least numerous, and in which the greatest efforts therefore have to be made to identify and recruit outstanding women candidates, as well as in grouping #1 where women candidates are numerous. Experience in the intermediate disciplinary groupings #2-4 has been less consistent. As the University moves into a period of very substantial numbers of new faculty appointments, every effort must be made to ensure that we are fully tapping the pool of available talent in all disciplinary areas.

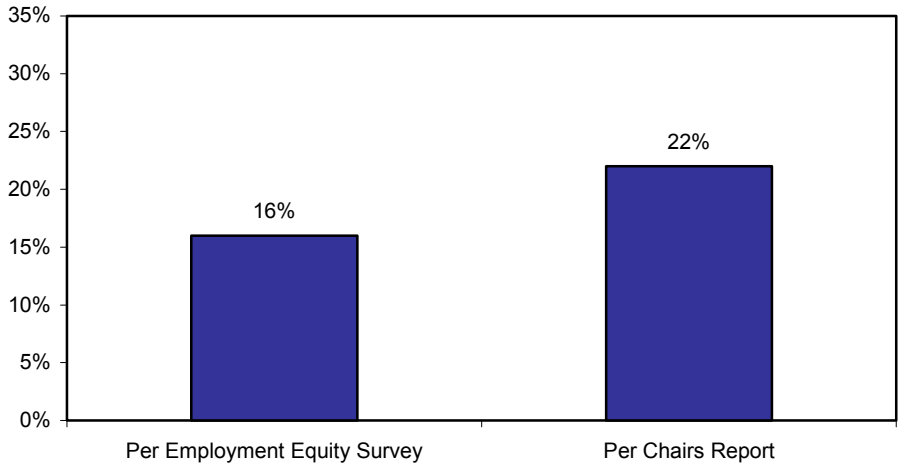
Women in Professorial Ranks, New Appointments



Unfortunately, comparable data on pools are not available for visible minorities or other designated groups. As an alternative, we track the rate of appointing visible minority faculty over time. The following charts show visible minorities as a proportion of appointments to the tenure/tenure-stream faculty for a three-year rolling period to provide a sufficient number of cases. According to data collected from newly-appointed faculty, this proportion was 16percent in the 2000/01 – 2002/03 period. These data are based on voluntary self-identification in employment equity questionnaires. As noted in the Employment Equity report for 2002/03, however, the database from which these responses are drawn is not comprehensive. For this reason, we also collect information from heads of academic units regarding each new appointment. Data from these comprehensive reports by heads of academic units puts the proportion of visible minorities at 22% for the 2000/01 – 2002/03 period. This latter figure is more in line with the estimated proportion of visible minorities among recent Ph.D. graduates in Canada (29%), as reported in the National Graduate Survey, last conducted by Statistics Canada in 1997[1]. Data from the 2001 Census indicate that 12.6 percent of Canadian University faculty and 22.5 percent of holders of Ph.D.s in Canada are members of visible minorities. Given our international recruitment, we would expect that UofT appointments of visible minorities would exceed their representation in the national pool. Taking all of these factors into account, we would expect visible minorities to constitute at least 20 percent of new tenure/tenure stream appointments, and that this proportion would increase over time.

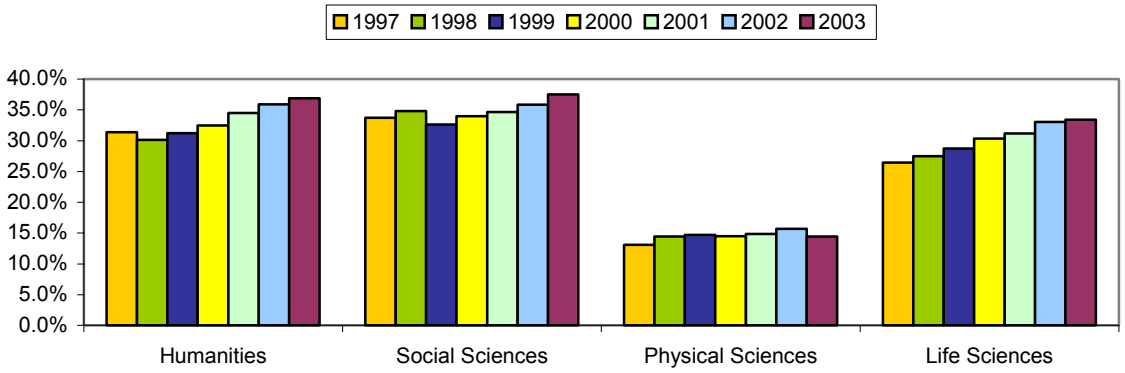
[1] The data in this survey reports on the representation of visible minorities among 1995 Canadian PhD's residing in Canada two years after graduation.

Visible Minorities as a Percentage of New Tenure/Tenure-Stream Faculty Appointments 2000-2001 to 2002-2003 Hiring Cycles



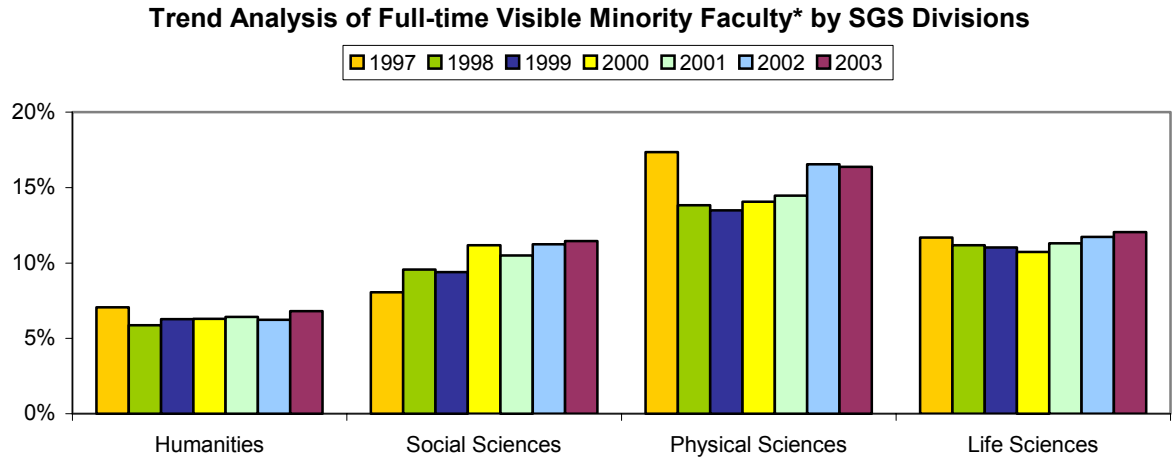
The Employment Equity report includes extensive additional data on faculty and on administrative staff. By way of illustration, the six year trend analysis below shows the distribution of female faculty as a percentage of total faculty by SGS division. Since 1999, in all divisions except Physical Sciences, there has been an increase in women faculty members. The representation of women faculty in Physical Science has been relatively stable since 1998. Across the Humanities, the representation of women is up 6 percentage points from 31.4 percent in 1997 to 36.9 percent in 2003. Likewise in the Social Sciences, women account for 37.5 percent of faculty members, compared to 34 percent in 1997. The biggest increase has been in the Life Sciences, where women faculty members now account for 33.4 percent of the population, up 7 percent from 1997. Women remain most underrepresented in the Physical Sciences (14.5% in 2003 compared to 13.1% in 1997).

Trend Analysis of Full-time Women Faculty* by SGS Divisions



* Includes tenure/tenure stream, clinical, non-tenure stream and other academics)

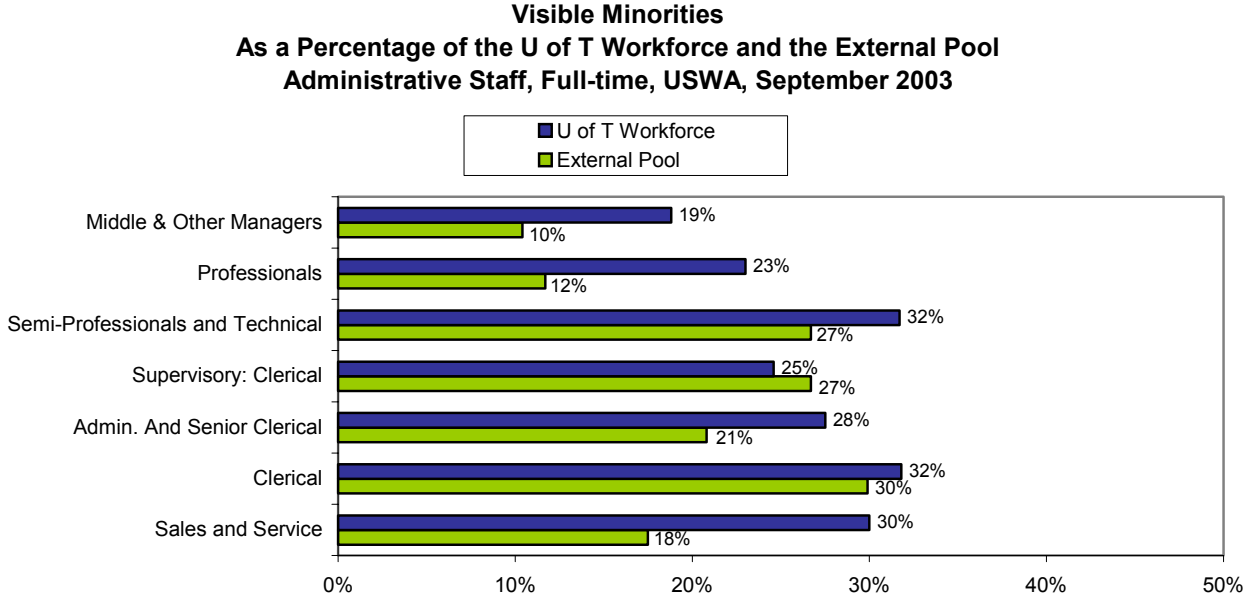
Visible minority faculty appear to be clustered in the Physical Sciences. Although there has been a high representation of visible minority faculty in the Sciences in 1997 and again in 2002 and 2003, in other years the growth year-on-year has not been much higher than either the Social Sciences or the Life Sciences.



* Includes tenure/tenure stream, clinical, non-tenure stream and other academics)

We have drawn from the Employment Equity report a similar measure for administrative staff, comparing the proportion of persons self-identifying as members of visible minorities among UofT staff in occupational categories defined by Statistics Canada with the proportion of visible minorities in the workforce in the Toronto Census Metropolitan Area (CMA). This measure comprises full-time unionized administrative staff in occupational categories in which the University of Toronto has more than 30 employees. In 2003 the representation of visible minorities in the UofT workforce continued to meet or exceed that in the available pool in all categories in all but the supervisory: clerical.

The Employment Equity report contains more comprehensive and detailed data on other occupational groups and on the representation of women, aboriginal people and persons with disabilities among administrative staff. In addition, each of the officers in the Equity Issues Advisory group issues an annual report. Taken together, these reports present an overview of equity issues at the University.



ADVANCEMENT

23. Financial Support from Alumni and Friends:

a) Private funds receipted annually
b) Ratio of private funds to operating revenue
c) The Campaign: cumulative totals
d) The Campaign: source of donations

Relevance:

The Division of University Advancement is focused on providing the private support necessary for the University of Toronto to achieve its academic priorities. The Campaign for the University of Toronto sought the support of alumni, friends and the private sector to advance these academic goals. The largest philanthropic effort to date in Canadian history, the Campaign for the University of Toronto reached the billion dollar milestone a year ahead of schedule in December of 2003 and significantly raised the base level of ongoing private support for the University. The support of alumni and the broader community is a strong indication of commitment to the University and its mission.

Assessment:

In September, 1997, the University of Toronto publicly launched a fundraising campaign to obtain private support for the priorities which emerged from its academic planning process in the mid-1990s. The initial goal of the campaign was $400 million. The most ambitious fundraising campaign in Canadian history at that point was McGill's successful $200 million appeal.

The campaign objective was raised to $575 million in May 1999, based on its early success. This campaign reached $700 million by the conclusion of the presidency of J. Robert S. Prichard in June 2000. At his installation as President in October 2000, Professor Robert Birgeneau raised the campaign goal to a minimum of $1 billion and extended the campaign by 32 months, to December 31, 2004.

As of December 31, 2003, total pledges and gifts to the Campaign were $1,010,645,065, surpassing the goal one year ahead of schedule. In a five month period between December 31, 2003 and the conclusion of the fiscal year on April 30, 2004, the achievement of the Campaign milestone, the University raised an additional $42,258,786 in gifts and pledges.

The following key achievements are worth noting:

- Almost 113,000 donors supported the Campaign
- 217 Donors made gifts of $1 million or more during the course of the Campaign
- The Campaign exceeded its parallel goal of obtaining $200 million in future gift intentions
- The majority of supporters to the Campaign were individuals – private citizens or alumni with a keen interest in the ability of the University to fulfill its academic aspirations
- The Campaign also attracted nearly $400 million in matching support from the Governments of Canada and Ontario for Campaign priorities which fulfill government objectives

The following charts include our three federated universities, (except in the ratio of private funds to operating revenue), but exclude our fully affiliated teaching hospitals.

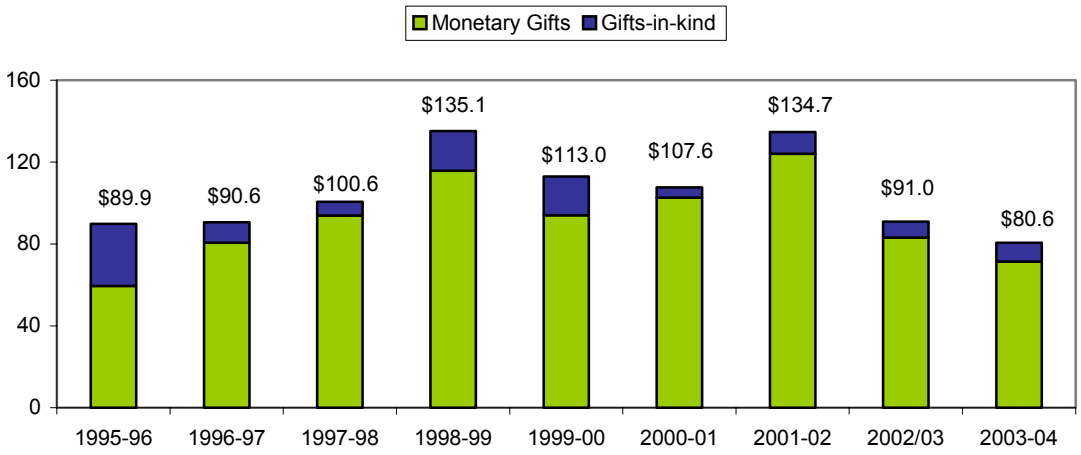
It is important to note that:

- 1998/99 saw extraordinarily high cash totals due to the fact that payments on pledges under the three year OSOTF (Ontario Student Opportunity Trust Fund) initiative were due in March 1999.

- The elevated performance for 2001/02 in the table on cash received, and for 2000/02 for the table on gifts and pledges, was skewed by two factors: an increased number of gifts due to the expiration of the matching chairs program on June 30, 2000, and the contribution of two of the largest gifts in the University of Toronto's history.

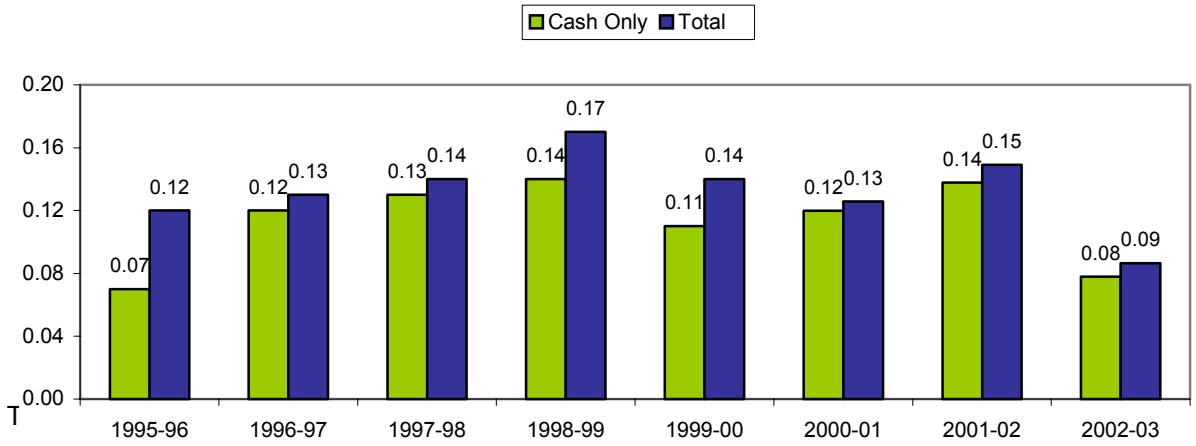
- The results for annual fundraising achievement for 2002/03 compared to 2001/02 reflect the fact that the University received a greater-than-usual number of large bequests in 2001/02.

Annual Fundraising Achievement
($Millions)



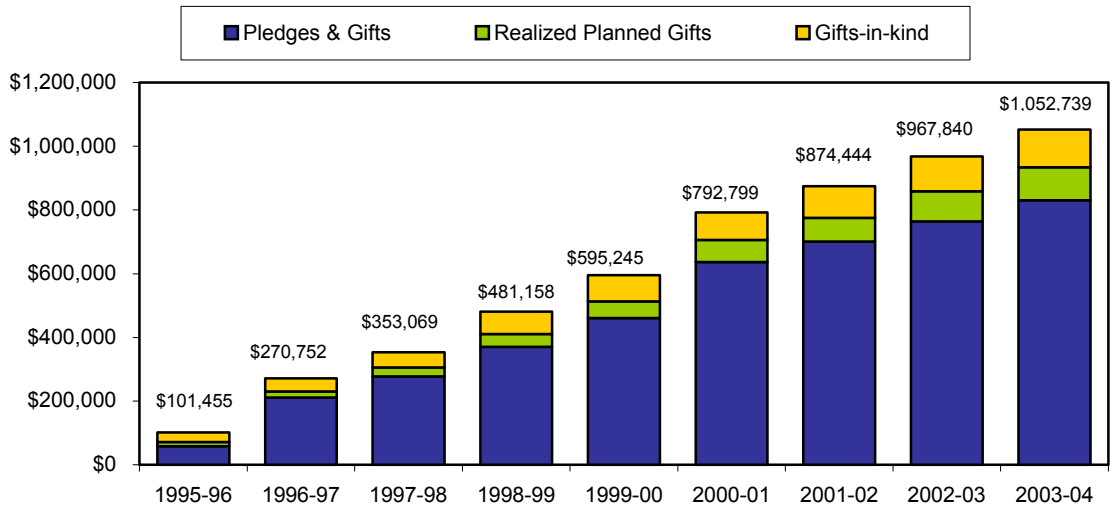
Monetary gifts are based on actual payments received (in Millions of dollars). The above donations include those receipted by the University of Toronto and those receipted directly by the University of St. Michael's College, University of Trinity College and Victoria University.

Ratio of Private Funds
Receipted Annually to Operating Revenue



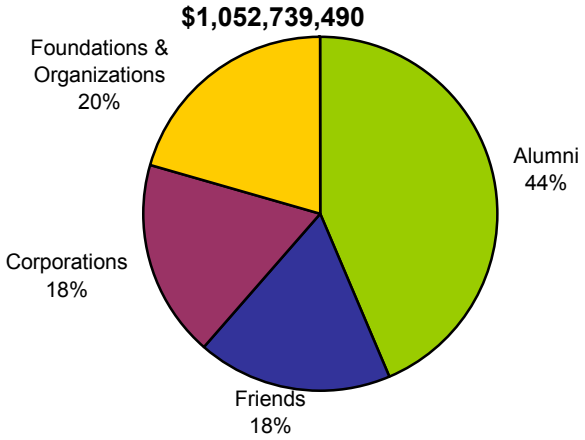
Excludes Federated Colleges Performance.

University of Toronto
Advancement Results Including Cumulative Campaign Totals
as at April 30, 2004
($ thousands)



1. 2003-04 cumulative total includes Campaign results plus results of fundraising activity from January -April 2004
2. Cumulative Campaign total as of December 31, 2003 was $1,010,645
3. The above donations include those receipted by the University of Toronto and those receipted directly by the University of St. Michael's College, University of Trinity College and Victoria University.

University of Toronto
Source of donations for the Campaign
and the Advancement Program
as at April 30, 2004



FINANCE

24. Endowment Funds:
a) Ratio of endowment to operating revenue
b) Endowment per FTE student
c) Endowment fund performance
d) Value of endowment relative to other publicly funded North American universities

25. Pension Fund Performance

Relevance:

Information on the financial performance of the University is essential to governors in their fiduciary roles. As private support for the University increases, the performance of our endowment fund assumes even greater importance. Endowment funds provide a strong base of funding for student aid and academic programs in support of our academic mission.

Assessment:

The University's endowments are invested in the long-term capital appreciation pool (LTCAP), which is managed by the University of Toronto Asset Management Corporation (UTAM), acting as agent for the University, in accordance with the University's *Statement of Investment Policies and Goals for University Funds* (www.utam.utoronto.ca).

The endowment and LTCAP have a long-term horizon so investment performance is evaluated over a multi-year period. To assess how the LTCAP return compared to the markets, it was compared to a benchmark comprising four major market indices - Canadian equities, U.S. equities, international equities and Canadian bonds. To assess how the LTCAP return met University expectations during 2003/04, it was compared to an investment return objective of a 4% real return plus the rate of inflation, as specified in the investment policy, which also sets risk tolerance at a target standard deviation of 10% or less in nominal terms over 10 year periods. UTAM has the accountability for selecting the asset mix appropriate to these expectations. For the complete picture of the investment process, refer to the UTAM Annual Report 2003 on the investments of the University of Toronto at www.utam.utoronto.ca.

Here are the annual rates of return for the one-year period ended April 30, 2004 and the annualized rates of return for the four-year period from May 1, 2000 through April 30, 2004 for LTCAP and for these two comparators:

	LTCAP Return	Market Indices Benchmark	University Policy Benchmark
One-year	22.61%	22.82%	6.64%
Four-years	1.77%	-1.9%	7.46%

The target allocation for spending is set at about 4% of market value and is expected to increase annually by the rate of inflation. The amount allocated for spending is also subject each year to additional tests to ensure that the payout is within a range of 3% to 5% of market value, reflecting the 4% real investment return objective and that the inflation-adjusted capital of the pool is preserved. For 2003/04, this results in a $6.73 per unit payout rate ($46.5 million) at April 30, 2004 which incorporates a 2% increase for inflation from the April 30, 2003 payout rate of $6.60 per unit. As with the previous spending rule, in years where investment returns are greater than the amount allocated for spending, the excess funds will continue to be reinvested and will be available to be drawn down in years when investment returns are less than the amount allocated for spending.

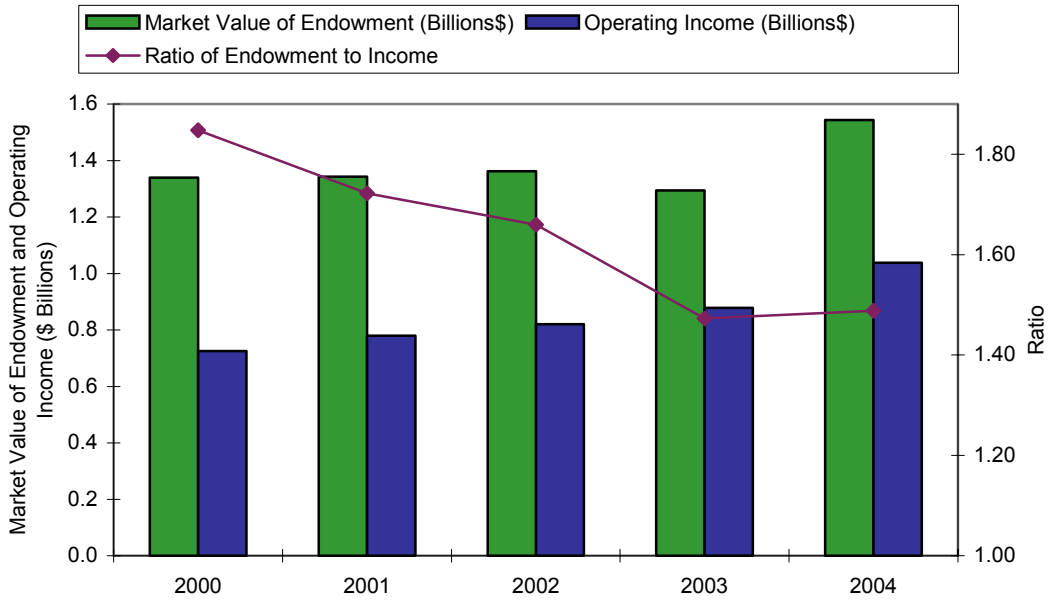
The University's endowment only had a modest growth from 2000 to 2004 as a result of significant market declines from 2000 to 2003. With a strong market performance in 2004, combined with a change in investment strategy and spending rules, the endowment had a substantial increase from 2003 to 2004. From 2000 to 2003, the endowment has declined in comparison to operating income and student enrolment but improved in 2004.

The University's endowment is expected to provide to future generations the same level of economic support for scholarships, teaching, research and other educational programs as they provide today. The endowment remains relatively small, however, especially on a per student basis, in comparison with a number of other large publicly funded universities in North America.

The pension fund has also been subjected to investment market volatility, although to a somewhat lesser extent since its asset mix has been 60% equities and 40% fixed income. During 2003/2004, its investment strategy and asset mix were evaluated and a decision was made to keep the existing asset mix.

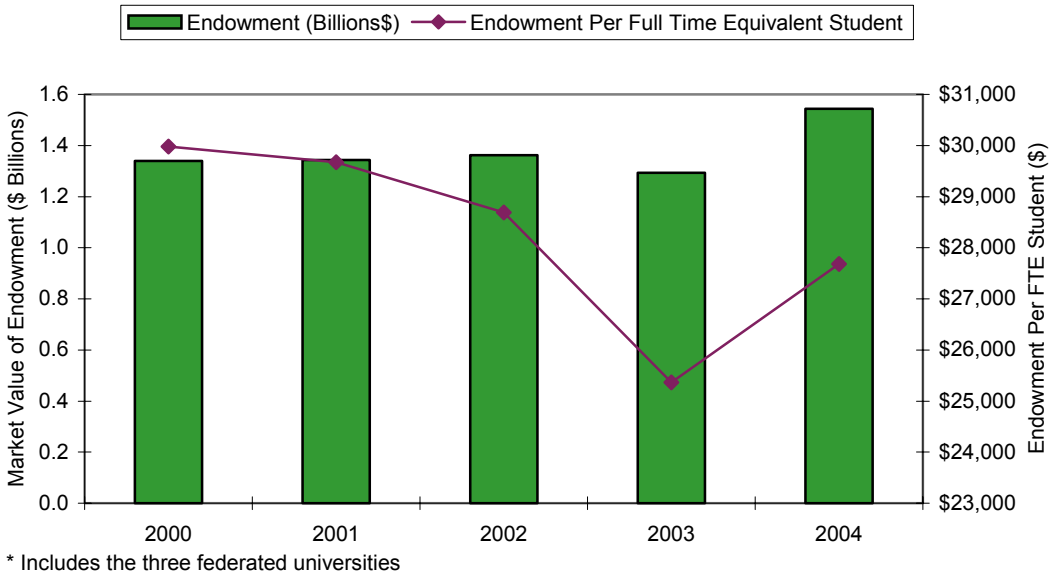
For the year ended December 31 2003, with the implementation of new investment strategies and with markets robustly positive over the last nine months, both the Endowment Fund and the Pension plans had returns that outperformed both index and peer universe benchmarks. More importantly, both funds achieved almost double the real return requirement of their corresponding liabilities.

Ratio of Endowment to Operating Income
Year Ending April 30



Endowment Per FTE Student*

Year Ending April 30 At Market



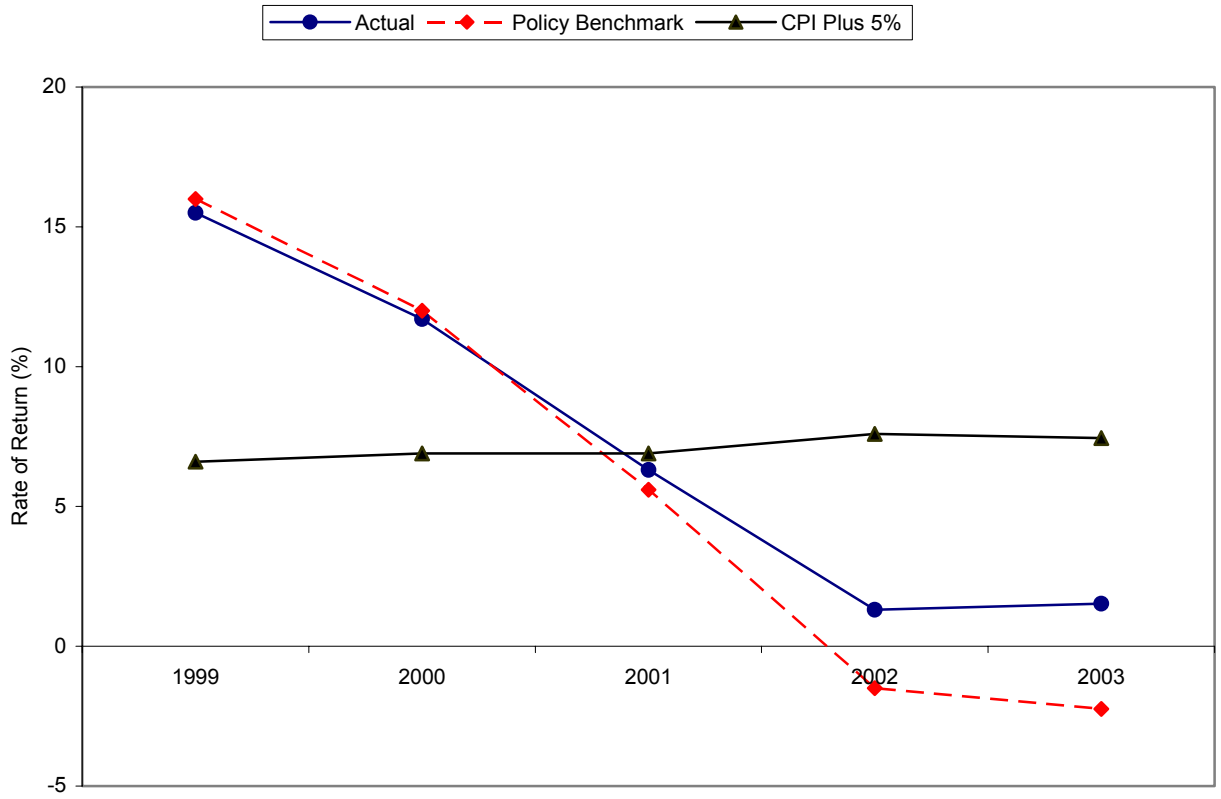
* Includes the three federated universities

Endowment Fund Performance

Calendar Year	One-Year Rate of Return (%)	*Four-Year Annualized Rates of Return (%)*		
		Endowment Fund	Policy Benchmark*	Consumer Price Index Plus 5%
2003	**15.5**	**1.5**	**-2.2**	**7.5**
2002	-9.6	1.3	-1.5	7.6
2001	-3.2	6.3	5.6	6.9
2000	5.1	11.7	12.0	6.9
1999	14.6	15.5	16.0	6.6

* The policy benchmark is a weighted composite of major capital market indices, and represents the fund's normal asset allocation to four major asset classes: Canadian equity, U.S. equity, International equity, and Canadian bonds.

Four-Year Annualized Rates of Return

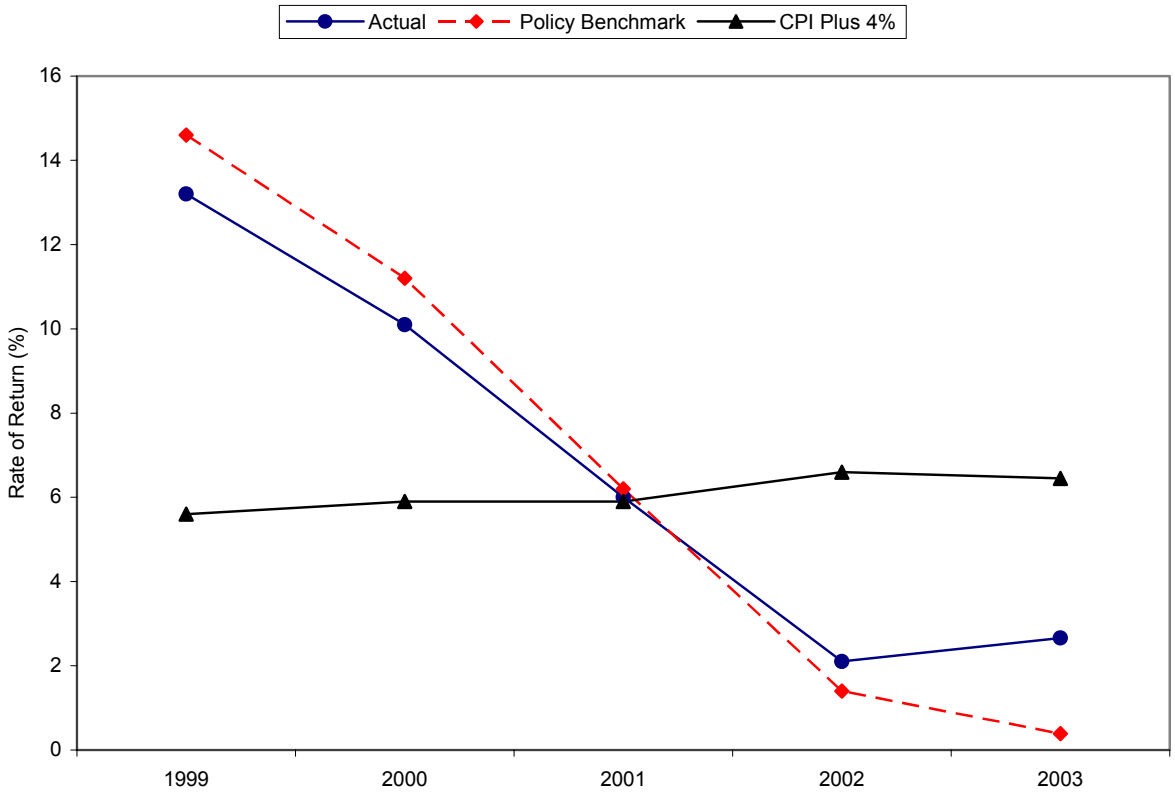


Pension Fund Performance

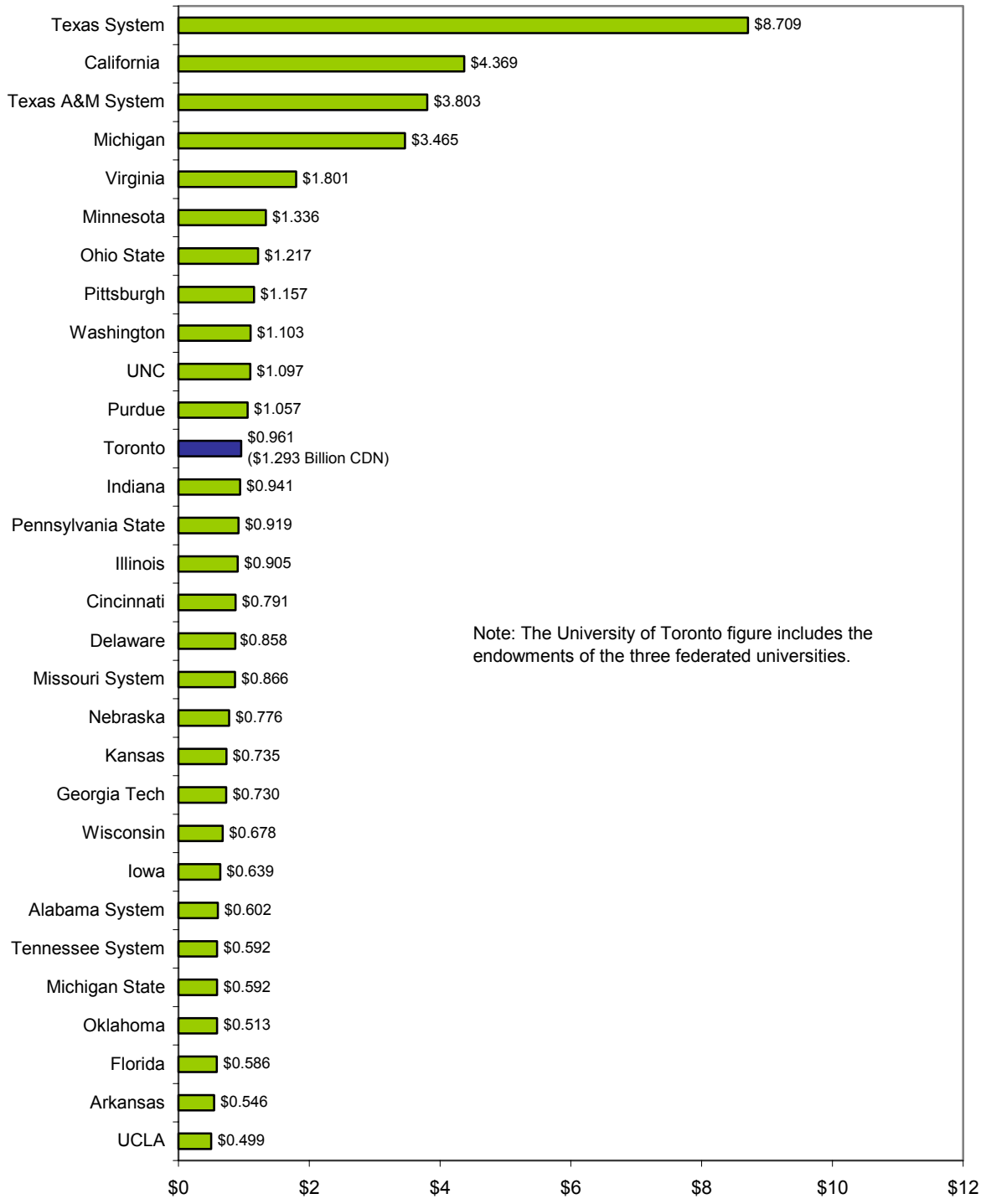
Calendar Year	One-Year Rate of Return (%)	*Four-Year Annualized Rates of Return (%)*		
		Pension Fund	Policy Benchmark*	Consumer Price Index Plus 4%
2003	**15.2**	**2.7**	**0.4**	**6.5**
2002	-7.0	2.1	1.4	6.6
2001	-1.5	6.0	6.2	5.9
2000	5.2	10.1	11.2	5.9
1999	12.9	13.2	14.6	5.6

* The policy benchmark is a weighted composite of major capital market indices, and represents the fund's normal asset allocation to four major asset classes: Canadian equity, U.S. equity, International equity, and Canadian bonds.

Four-Year Annualized Rates of Return

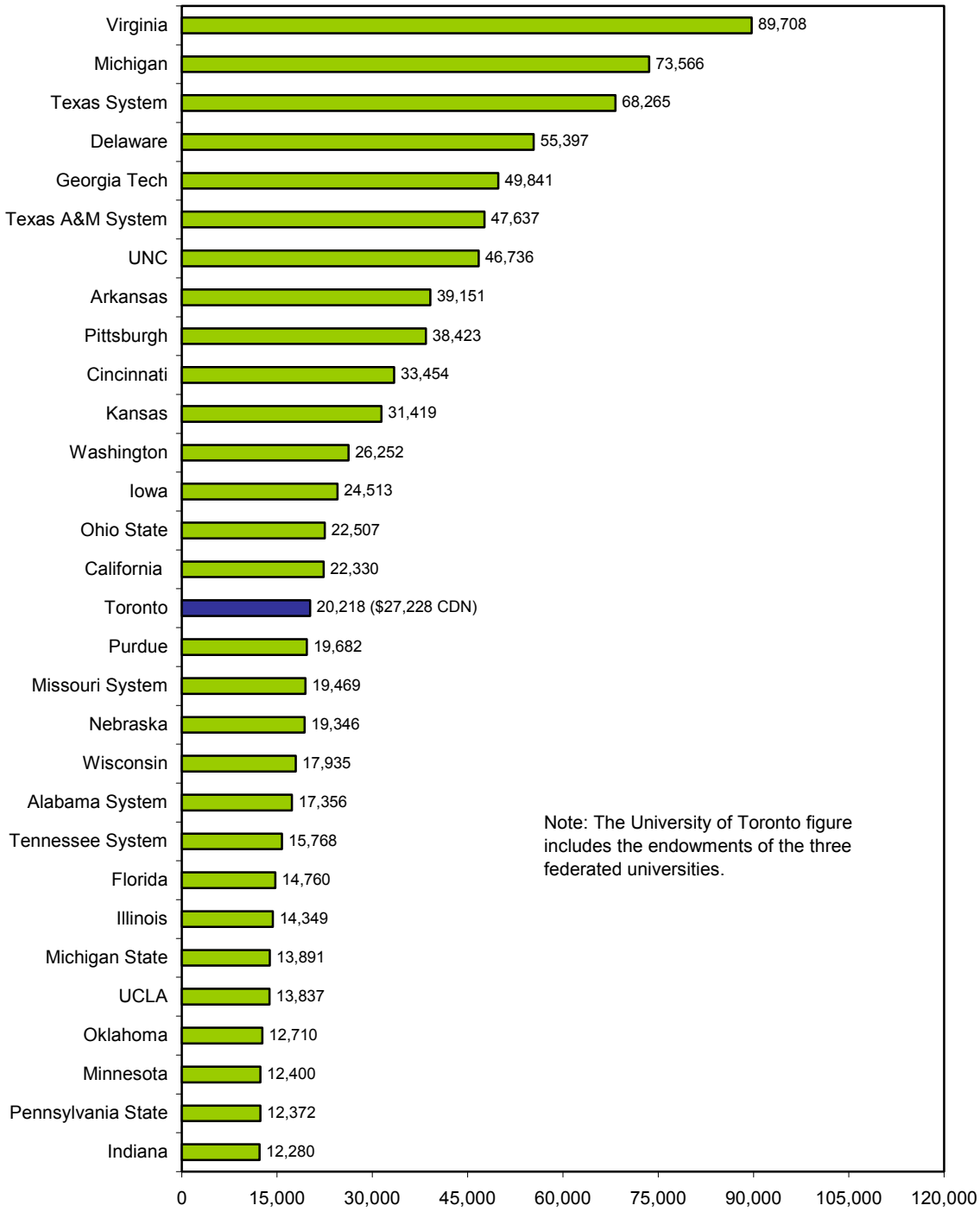


Top 30 Endowments at Public Institutions
As at June 30, 2003
(US$ Billions)



Source: 2003 NACUBO Endowment Study.
Figure for UofT has been adjusted to include the three Federated Universities.
McGill did not participate in NACUBO in 2003.

Top 30 Endowments at Public Institutions
Per Full-Time Equivalent Student
As of June 30, 2003



Source: 2003 NACUBO Endowment Study.
Figure for UofT has been adjusted to include the three Federated Universities.
McGill did not participate in NACUBO in 2003.

26. Financial Health Indicators:

a) Total resources to long-term debt
b) Credit ratings of U of T and peers

Relevance:

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

Assessment:

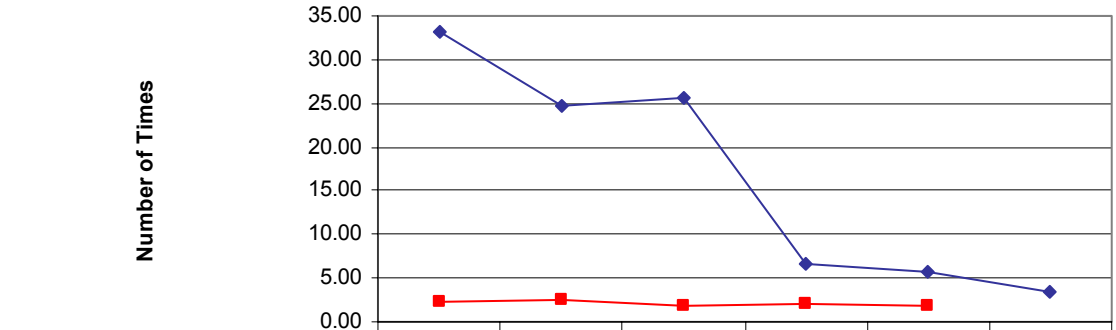
The University of Toronto's financial health is measured by the amount of financial resources available to meet its mission. These financial resources provide the University with the flexibility to meet a variety of financial challenges in the short to long-term and provide security to lenders that amounts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

The University's financial resources at April 30, 2004 included total assets of $3.03 billion less liabilities of $1.54 billion for a capital of $1.49 billion. Capital includes unrestricted deficit of $0.05 billion, committed capital of $0.06 billion, equity in capital assets of $0.19 billion and endowments of $1.29 billion.

Moody's Investors Service measures financial health using three levels of liquidity: those which are immediately available to be spent (**unrestricted resources**); those which an institution could access in the intermediate term (**expendable resources**); and, those which provide a long-term reserve base to the university (**total resources**). These indicators are reported annually to the Business Board.

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

Total Resources to Long-Term Debt



	1999	2000	2001	2002	2003	2004
U of T's total resources to debt	33.06	24.71	25.52	6.74	5.82	3.51
Median total resources to debt	2.27	2.46	1.76	1.98	1.72	

Source: Medians obtained from Moody's Investors Service "Public College and University Median" publications.

The decrease in total resources to long-term debt and expenses can be attributed to the following two factors:

- In 2001, the University was required to account for the cost of employee future benefits other than pensions. This resulted in a decrease of $129.9 million in unrestricted resources even if the University's financial statements recorded this liability over the next 15 years.

- Historically, the University borrowed funds on a project by project basis where there was a specific business plan for repayment in place. The University has recently embarked on a major capital construction program which resulted in the issuance of an unsecured debenture of $160.0 million in 2002 and an unsecured debenture of $200.0 million in 2004 for a total long-term debt outstanding of $416.8 million. An additional $150.0 million is anticipated to be borrowed in 2004/05. This additional debt will further reduce the University's immediate financial flexibility.

These two factors were partially offset by an increase in externally restricted endowments, due to the generosity of our donors combined with favourable investment performance.

The University of Toronto has three credit ratings – from Moody's Investors Service, from Standard & Poor's and from Dominion Bond Rating Service. Two of these credit ratings are ranked one level higher than the credit ratings assigned to the Province of Ontario by that credit rating agency. The following table shows the credit rating definitions and the ratings assigned to those of our US and Canadian peers that have credit ratings.

The University of Toronto ratings assigned by Moody's Investors Service is the same as those assigned to the University of North Carolina at Chapel Hill, and better than those of most of our peers.

Credit Rating Comparison
University of Toronto with US and Canadian Peers as at June 2004

The University of Toronto has three credit ratings - from Moody's Investor's Service, from Standard and Poor's, and from Dominion Bond Rating Service. All three of these credit ratings are ranked one level higher than the credit ratings assigned to the Province of Ontario by that credit rating agency. The following tables showing the credit rating definitions and the ratings assigned to those of our US and Canadian peers that have credit ratings.

Rating Definitions	Moody's Investor's Service	Standard and 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 Investor's Service	Standard and Poor's	Dominion Bond Rating Service
University of Texas system	Aaa	AAA	
University of Michigan	Aaa	AA+	
University of North Carolina - Chapel Hill	Aa1	AA+	
University of Toronto	**Aa1**	**AA**	**AA high**
Queen's University		AA+	**AA high**
University of California system	Aa2	AA-	
University of Washington	Aa2	AA	
University of Minnesota - Twin Cities	Aa2	AA	
Ohio State University	Aa2	AA	
McGill University	Aa2	AA-	
University of British Columbia	Aa2	AA-	
Rutgers University	Aa3	AA	
University of Illinois	Aa3	AA-	
University of Arizona	A1	AA-	
York University		AA-	AA low

FINANCIAL ACCESSIBILITY

27. Percentage of students whose parental income is below $50,000
a) First-entry programs
b) Second-entry programs

28. OSAP Debt load:
a) Per graduating student, first-entry programs
b) Default rates, University of Toronto program and other Ontario universities

Relevance:

The University's Policy on Student Financial Support establishes as a fundamental principle that no student offered admission to its programs will be unable to enter or to complete the program due to lack of financial means. Accordingly, and notwithstanding tuition increases over time, the proportion of students from lower-income families should be maintained and should ideally increase as a result of the operation of this policy. Because the University's guarantee builds upon the student loan programs of the government of Ontario, it is also important to monitor student debt loads.

Assessment:

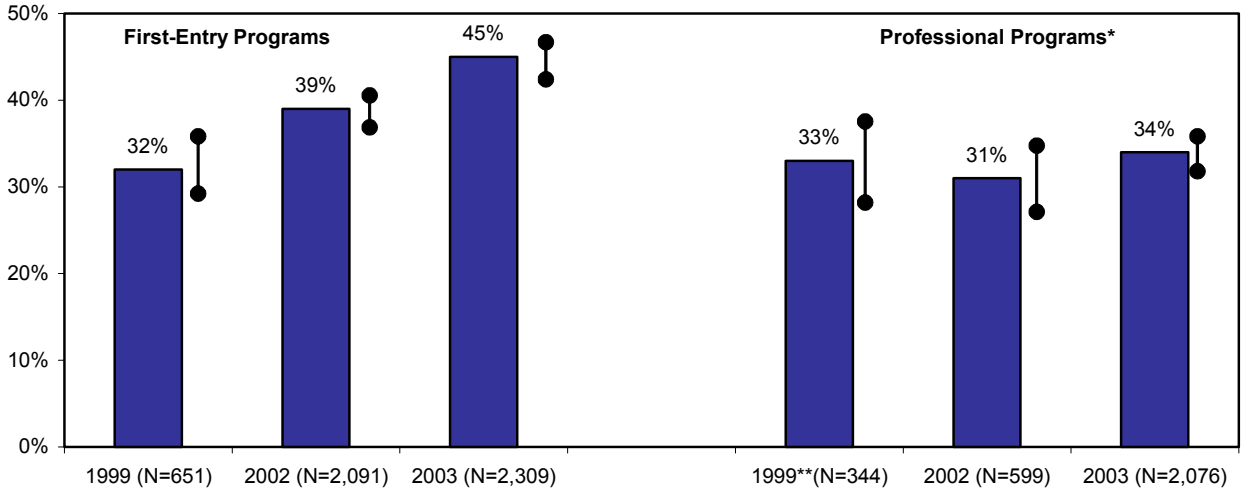
The University conducts surveys of its students which include questions relating to financial background. Surveys of students in first-entry undergraduate programs and in second-entry programs that have experienced proportionately large tuition increases (Dentistry, Law, Management, Medicine, and Pharmacy) have been conducted every year since 1999.

The proportion of students in first-entry programs from lower-income families has increased in 2003, from about 39 percent in 2002 to about 45 percent. For professional programs the proportion of students has increased slightly from about 31percent in 2002 to about 34 percent in 2003. The results are shown with 95 percent confidence intervals; the lines beside the bars on the chart show the interval into which the actual population would fall, 19 times out of 20, although this change is within the margin of error for the survey.

Over one-half of graduates of first-entry programs graduated with no student debt from 1997 (the last year before significant tuition increases were introduced) to 2003. The proportion of students with debts over $15,000 decreased between 1997 and 2003 (from about 24% to about 20%). The small proportions of students graduating with debts of more than $25,000 require monitoring; while the proportion remains low, it did increase from about 5percent in 1997 to 8percent in 2003. The University's debt-remission programs are intended to assist graduates who have difficulty in repaying debt as a result of low incomes after graduation.

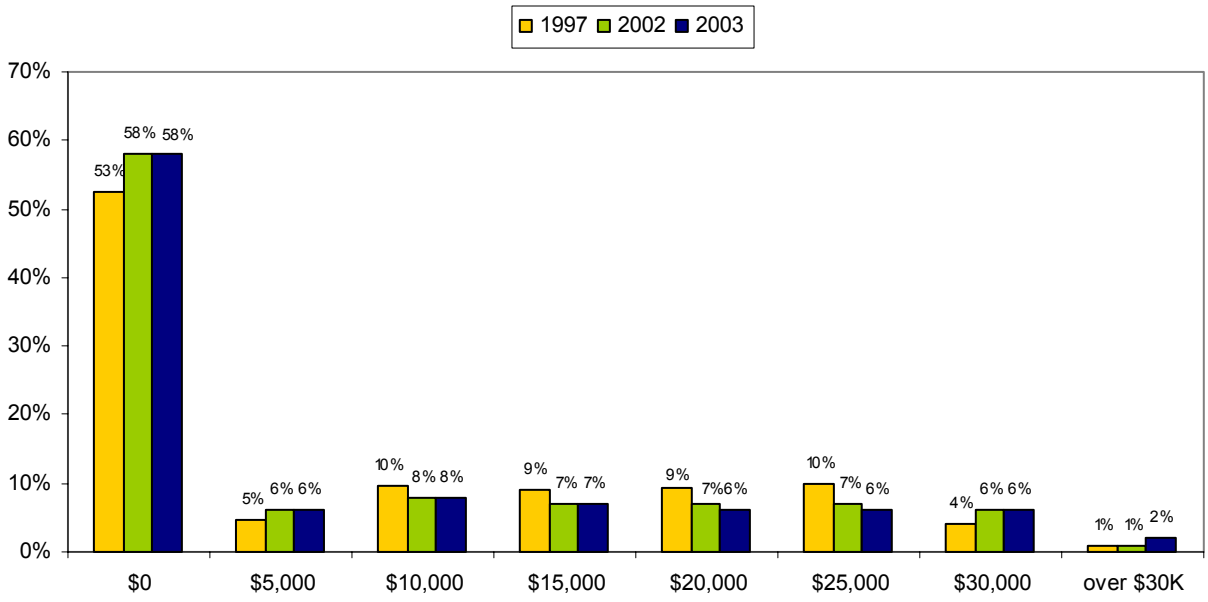
The default rate on student loans for University of Toronto graduates decreased slightly from 6.2 percent in 2002 to 5.5 percent in 2003, and remains well below the mean for Ontario universities and the provincial objective of 10 percent.

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



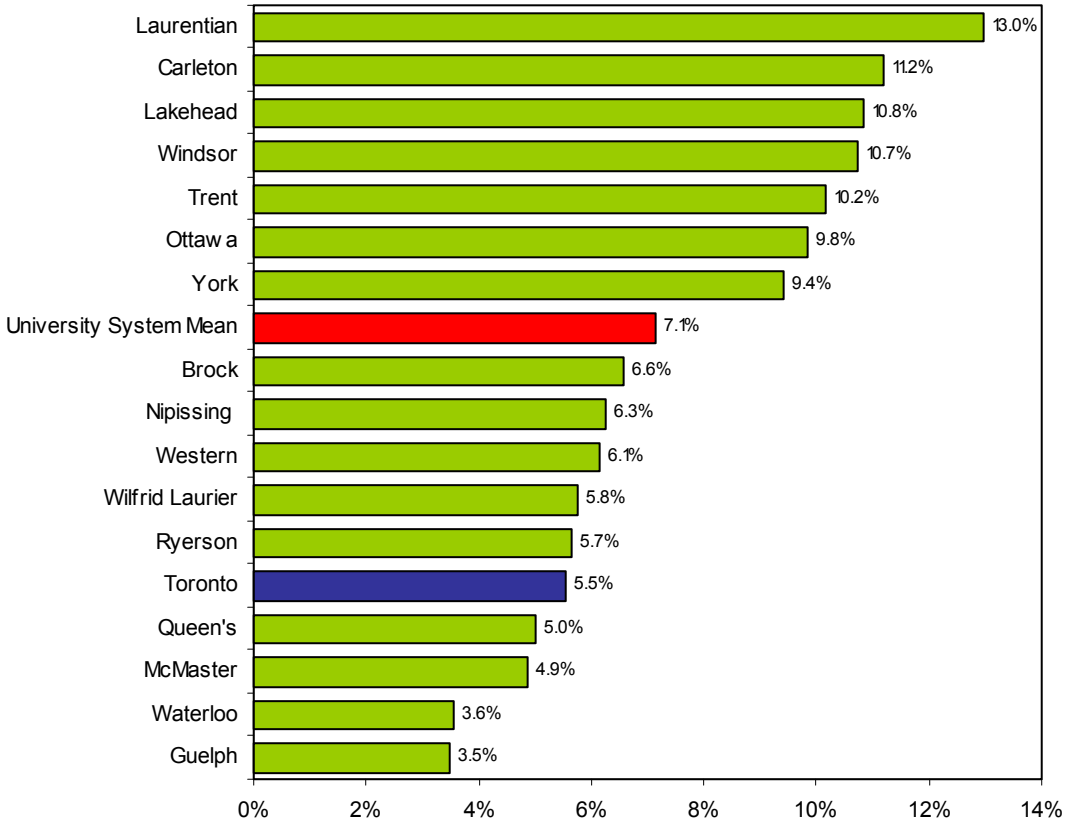
*Dentistry, Law, Management, Medicine, and Pharmacy.
**The 1999 survey was conducted on upper-year students who were not subject to the deregulated fees for these programs.

OSAP Debtload per Student
(Graduates of First Entry Programs)



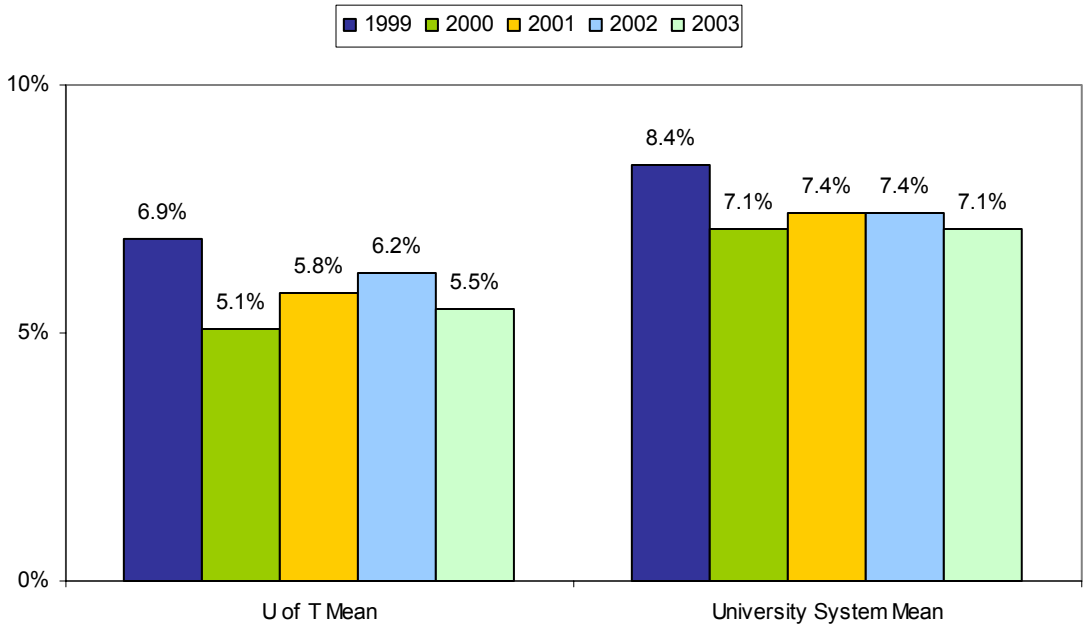
The default rate reflects the repayment status of students who were issued Ontario Student Loans in the 1991-92 academic year and completed or exited their studies in 2000-01.

Ontario Student Loan Default Rate by University, 2003



The default rate reflects the repayment status of students who were issued Ontario Student Loans in the 1999-00 academic year and completed or exited their studies in 1999-00.

Mean Student Loan Default Rate



STUDENT DIVERSITY

29. International and ethnic diversity, undergraduate students

a) Proportion of students born outside Canada
b) Proportion of visible minority students
c) Proportion of international students, ten-year history

Relevance:

The University's academic planning framework document, *Stepping Up* argues for the importance of a student body from a variety of cultural backgrounds in enriching the quality of the educational experience.

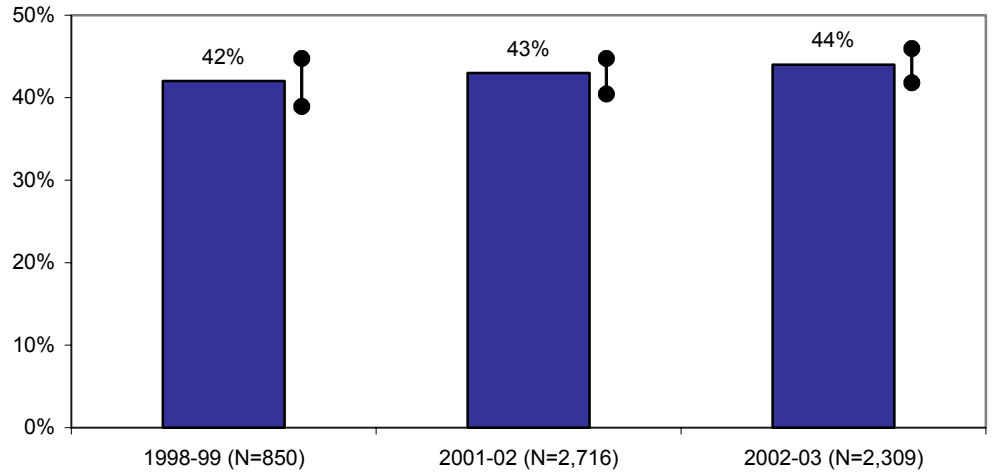
Assessment:

The annual accessibility surveys of undergraduates conducted by the Vice-Provost, Students showed 42 percent of students in 1998/1999, and 44% in 2002/03, were born outside Canada. It should be noted that the survey samples were limited to Canadian citizens and permanent residents.

Starting in 2002, respondents were asked a more refined question related to their ethno cultural background. In 2003, 45 percent of students in first-entry programs identified themselves as members of "visible minorities." Similarly, 41 percent of second-entry program respondents in Law, Medicine and Dentistry identified themselves as "visible minorities".

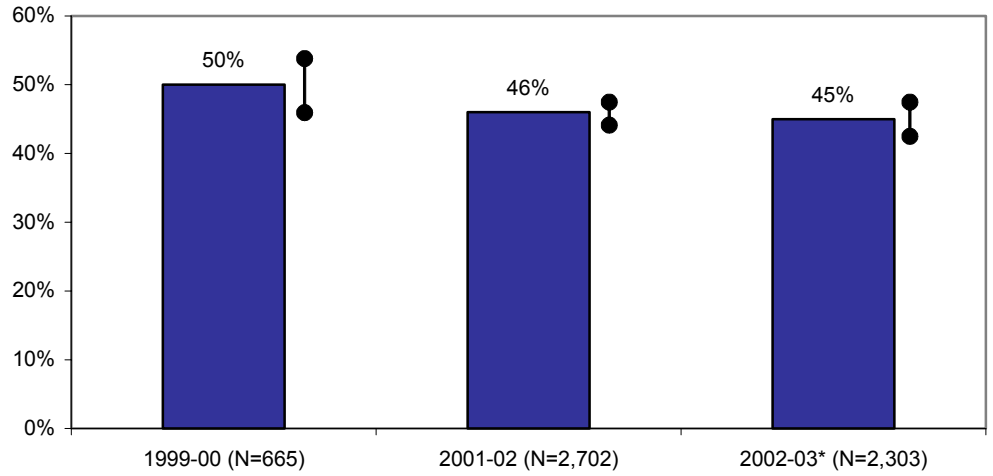
As in the case of the financial accessibility measures reported in the previous chapter, we have shown 95% confidence intervals around these proportions. It should be noted that the intervals for the three survey years overlap, so we cannot conclude the student population has changed in this respect since 1999/00.

Proportion of Students Born Outside Canada, First-Entry Programs



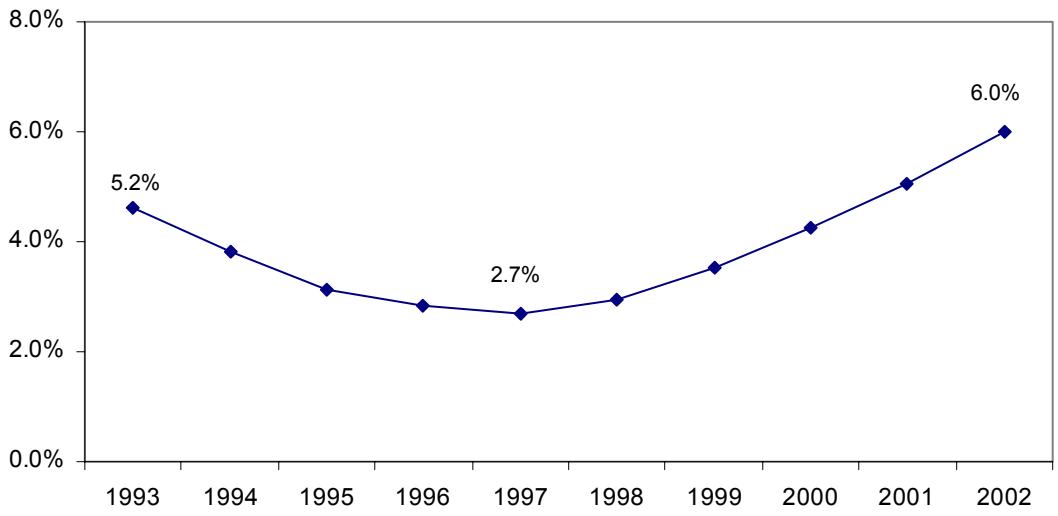
Source: Report on the Vice-Provost, Students on Student Financial Support
Note: Survey is sent to Canadian and Permanent Residents only. Excludes International students.

Proportion of Students in First-Entry Programs
In Visible Minority Categories



*Prior to 2002, the responses with respect to visible minority status were based on analysis of an open-ended question asking respondents to describe their ethno cultural background.
For 2002 and 2003, responses were based on the following question:
"As defined in the Canada Employment Equity Act, a person in Canada is a member of a visible minority if the person is other than aboriginal and is non-Caucasian in race or non-white in colour. Do you consider yourself to be a member of a visible minority in Canada according to this definition?"

International Students as a Percentage of Total Undergraduates
1993-2002



EMPLOYMENT RATES

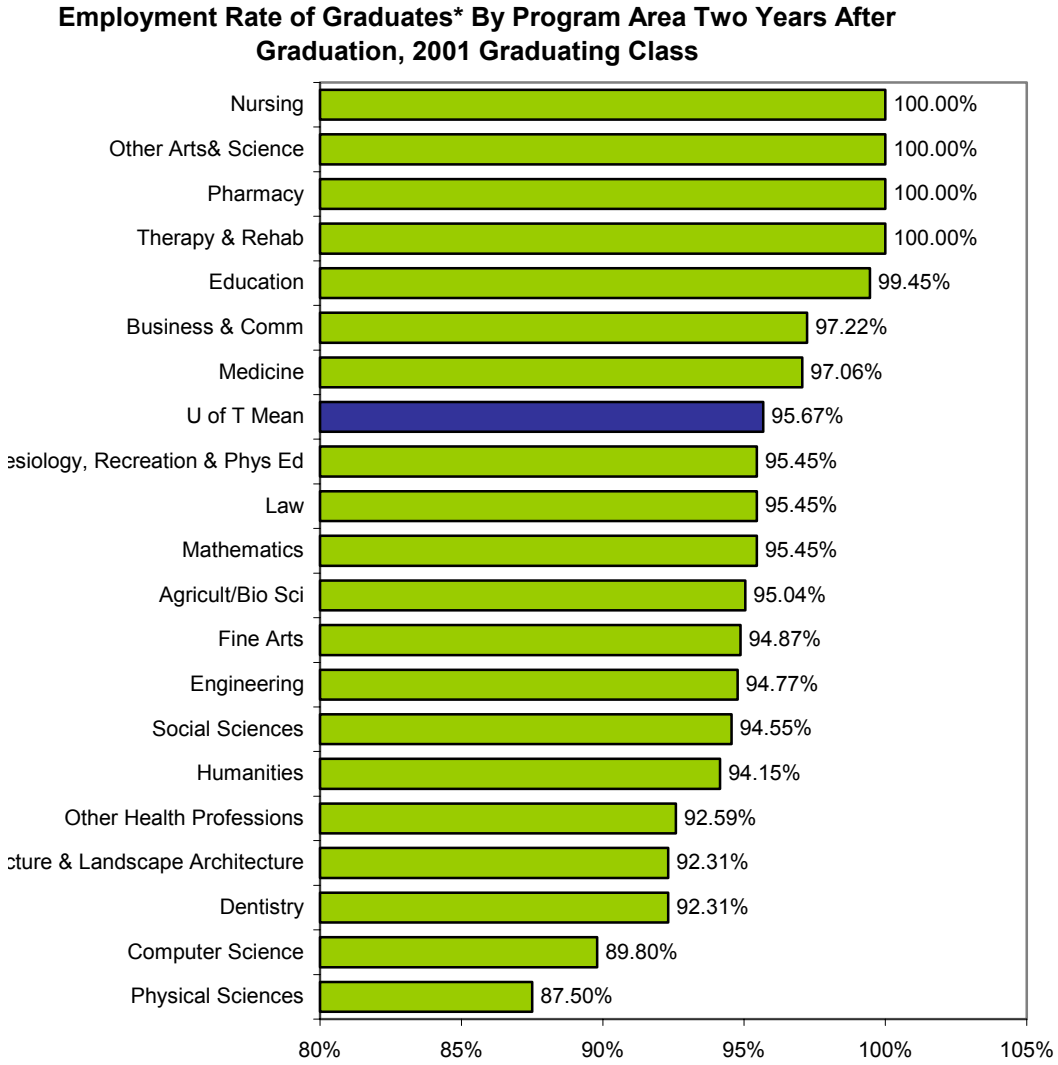
30. Employment rates of graduates, two years after graduation, by program

Relevance:

The University seeks to prepare its graduates for full engagement with society. One measure of this engagement is employment of University graduates who are members of the workforce.

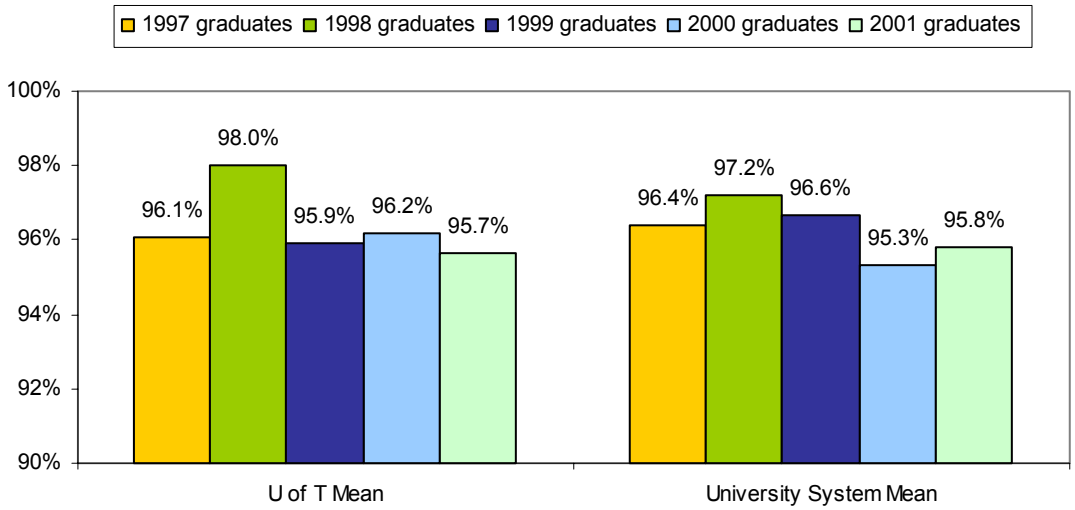
Assessment:

The University participates in the annual survey of graduates, together with other Ontario universities, under the auspices of the Council of Ontario Universities. There continues to be very little variation among Ontario universities on this measure; and the University of Toronto's employment rate remains close to the Ontario mean each year.



*Graduates of bachelors or first professional degree programs.

Mean Employment Rate of Graduates* Two Years After Graduation



*Graduates of bachelors or first professional degree programs.

STUDENT SATISFACTION

31. Graduate Students

Relevance:

The quality of the student experience is central to the mission of a major teaching and research university. Subjective measures of the satisfaction of students with the quality of their experience, gathered through surveys, can complement more objective and observable measures such as retention and graduation rates. Indeed there may well be a correlation (which we intend to investigate in subsequent studies) between student satisfaction with various dimensions of their experience and the timely completion of their degrees. Student satisfaction surveys allow institutions to identify aspects of the academic and student life that can be improved through changes in policies and practices as consistent with best practice in post-secondary education.

Assessment:

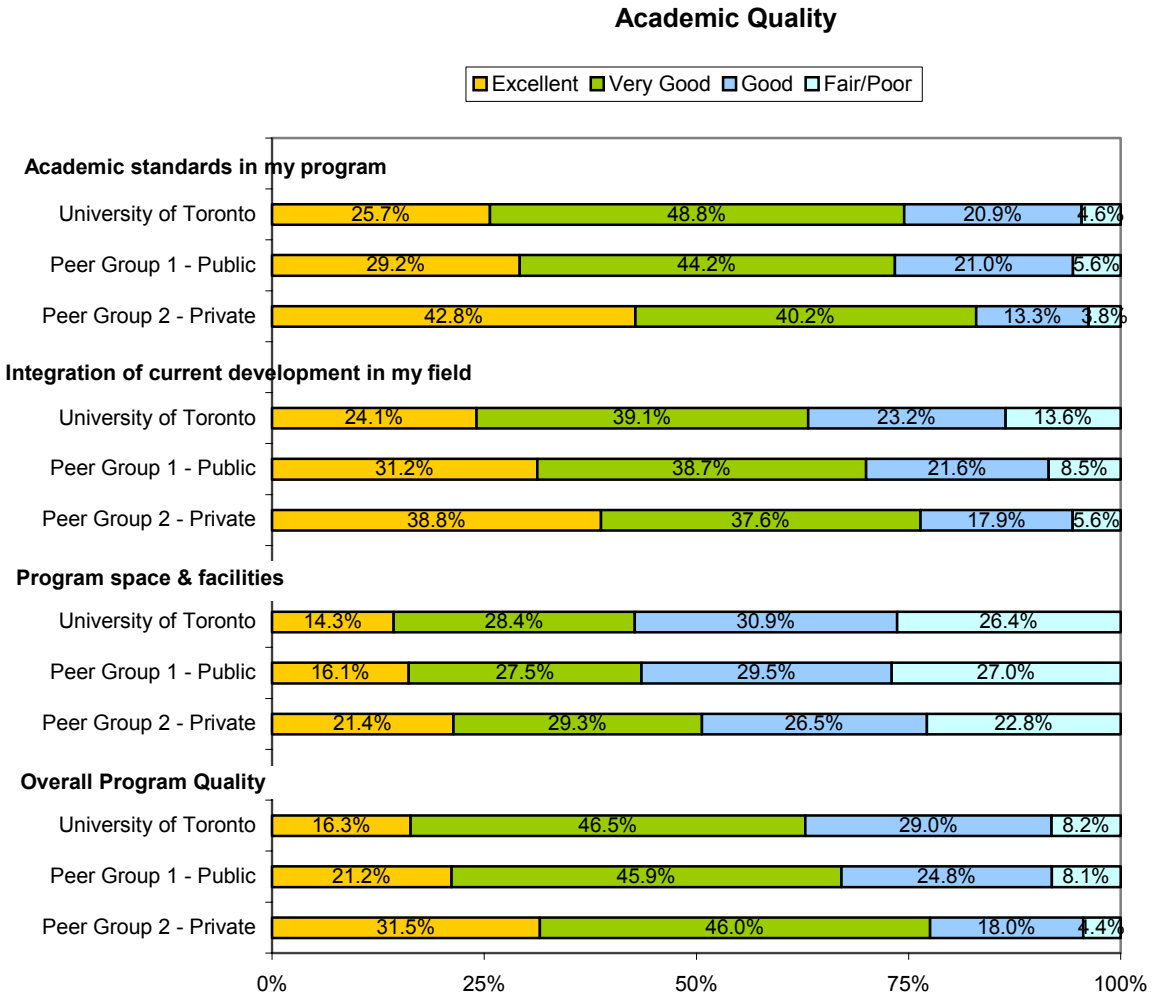
In the Spring of 2002, the School of Graduate Studies conducted the University of Toronto Graduate Student In-program Survey among its graduate students. This Survey was sponsored by the Higher Education Data Sharing (HEDS) Consortium, a not-for-profit organization based in Pennsylvania. The mission of HEDS is to assist institutions of higher learning in planning, management, and institutional research. Twenty-two institutions in the U.S., and UofT as the only Canadian institution, participated in the Survey, which included, among other institutions, Massachusetts Institute of Technology, University of California at Los Angeles, Carnegie Melon University, University of Texas at Austin, University of Kansas, Emory University, Rice University, and various other public and private universities.[1]

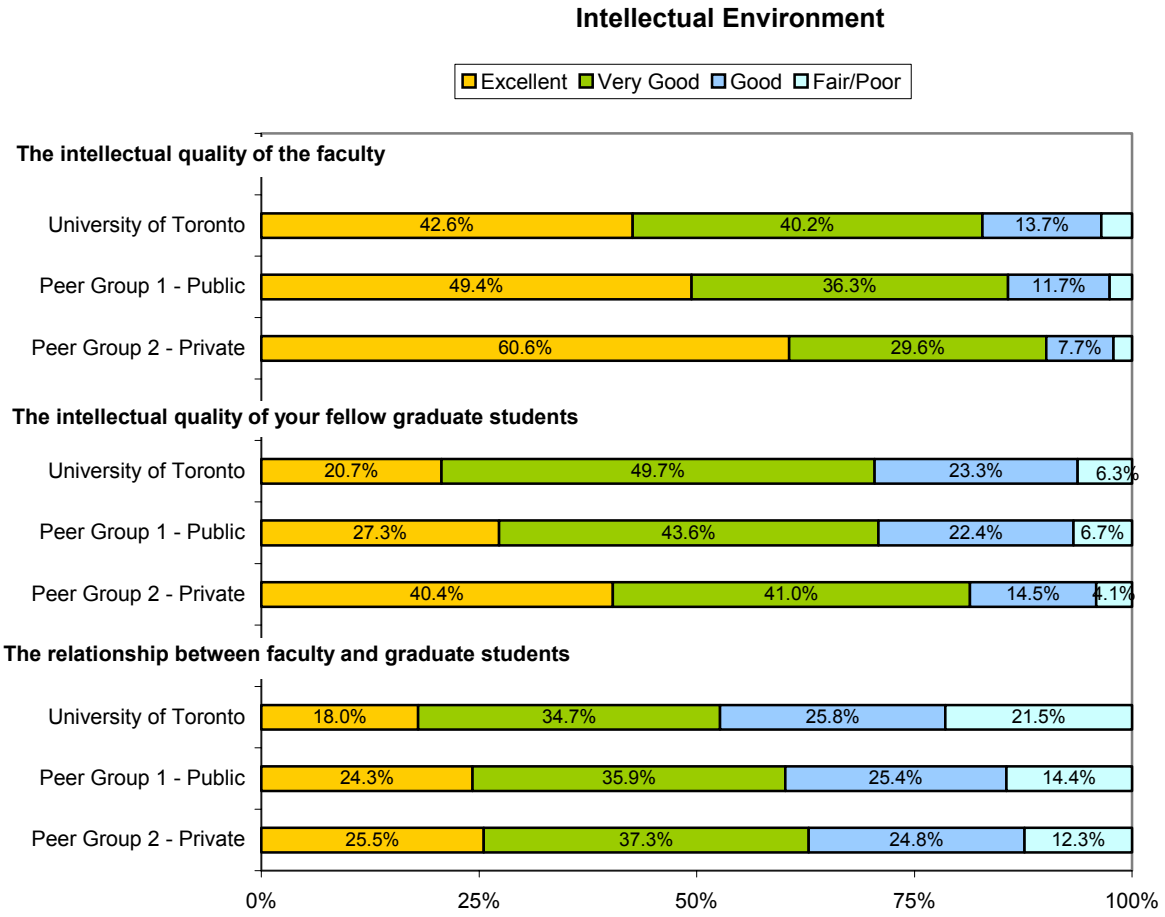
The Survey used a sample of students randomly selected from all graduate programs at the UofT. In all, 2,843 students (approximately 28%) were selected from our total graduate body (N=10,202) in 2001/02. At the end, we received 1,883 valid forms – a 66% response rate.

HEDS also provides consolidated data for two sets of research universities also participating in the survey: one comprising public universities – UCLA, UC Davis, and the University of Kansas (N = 4760) – and one comprising private universities – Carnegie Mellon, Emory, MIT and Rice (N = 4816). This provides a good basis for comparison, although it should be noted that the UofT sample contained a higher proportion of masters students (56.4%) than did the US public (38.6%) or US private (32.9%).

[1] A copy of the full report is available through the Office of Graduate Education Research, School of Graduate Studies.

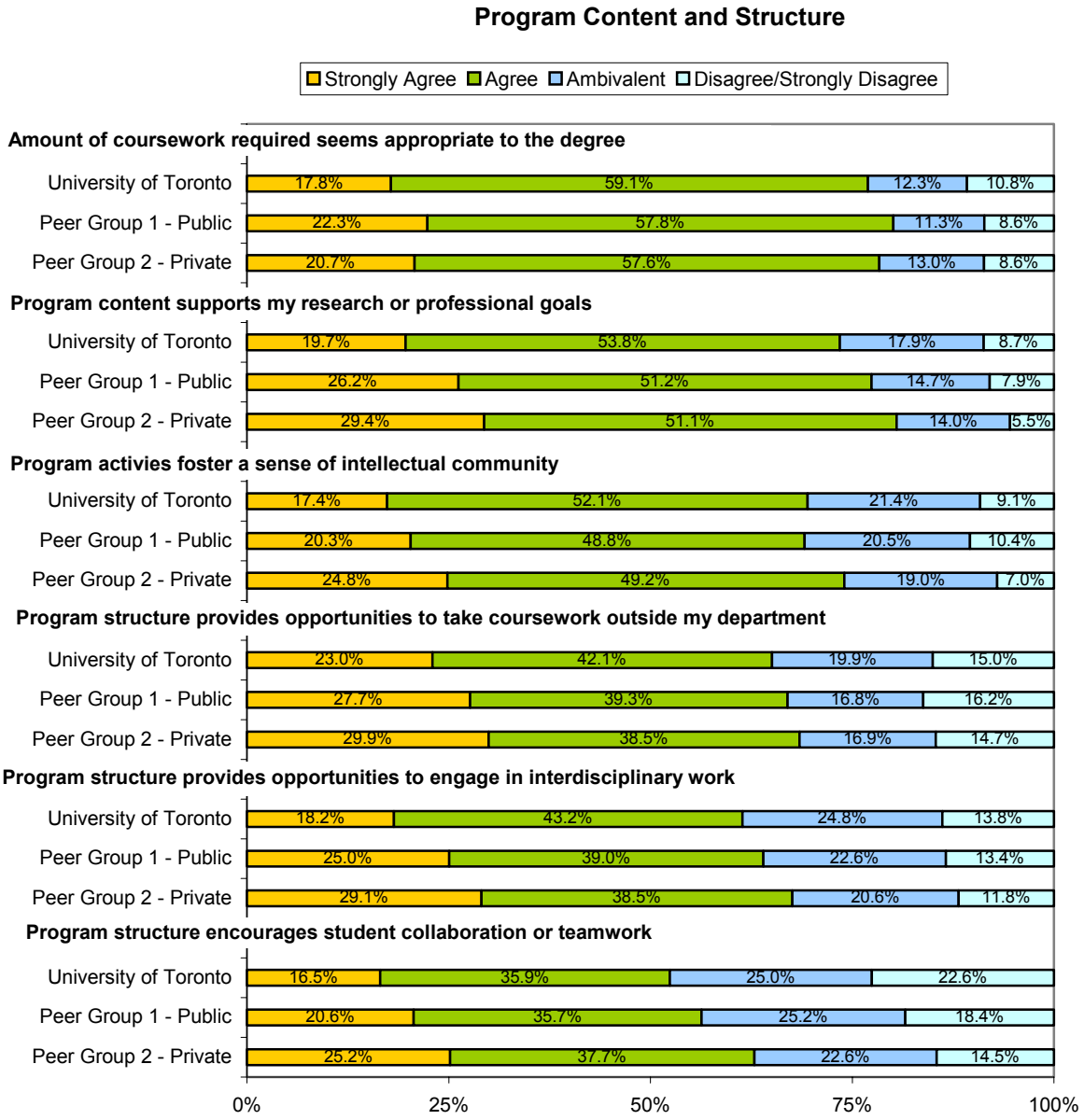
The great majority of respondents at UofT and in the peer groups felt that their experiences in their graduate programs were positive. Over 90% of students rated the overall academic quality of the program and the intellectual quality of faculty and fellow graduate students as "Excellent", "Very good", or "Good". The two aspects with which students in each group were most dissatisfied were program space and facilities, and faculty-student relationships. Roughly a quarter of each group said that their program's space and facilities were "Fair" or "Poor", while more than one in five UofT students and one in seven to eight students in the peer groups reported that faculty-student relationships in their program were "Poor" or "Fair".





Percentages of 4% or less are not labeled

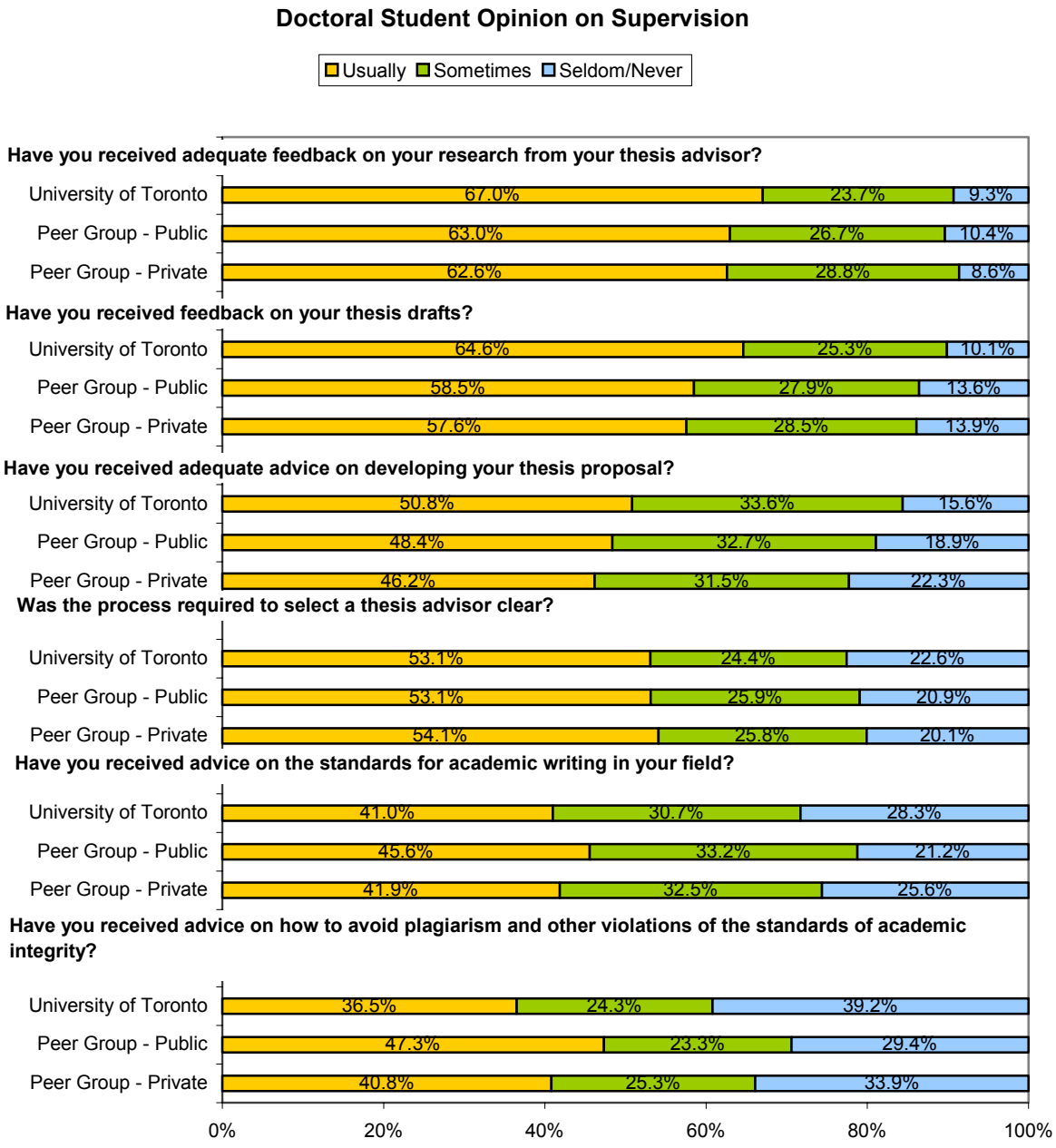
Favourable ratings fall somewhat when particular aspects of program quality are considered. About two-thirds to three-quarters of respondents feel that the amount of course work is appropriate, that their program supports their research or professional goals, or that it fosters a sense of intellectual community. Two-thirds or fewer students report that their programs provide opportunities to take courses outside their own department, pursue interdisciplinary studies or engage in collaborative work (although the extent to which they viewed these dimensions as negative was not elicited).



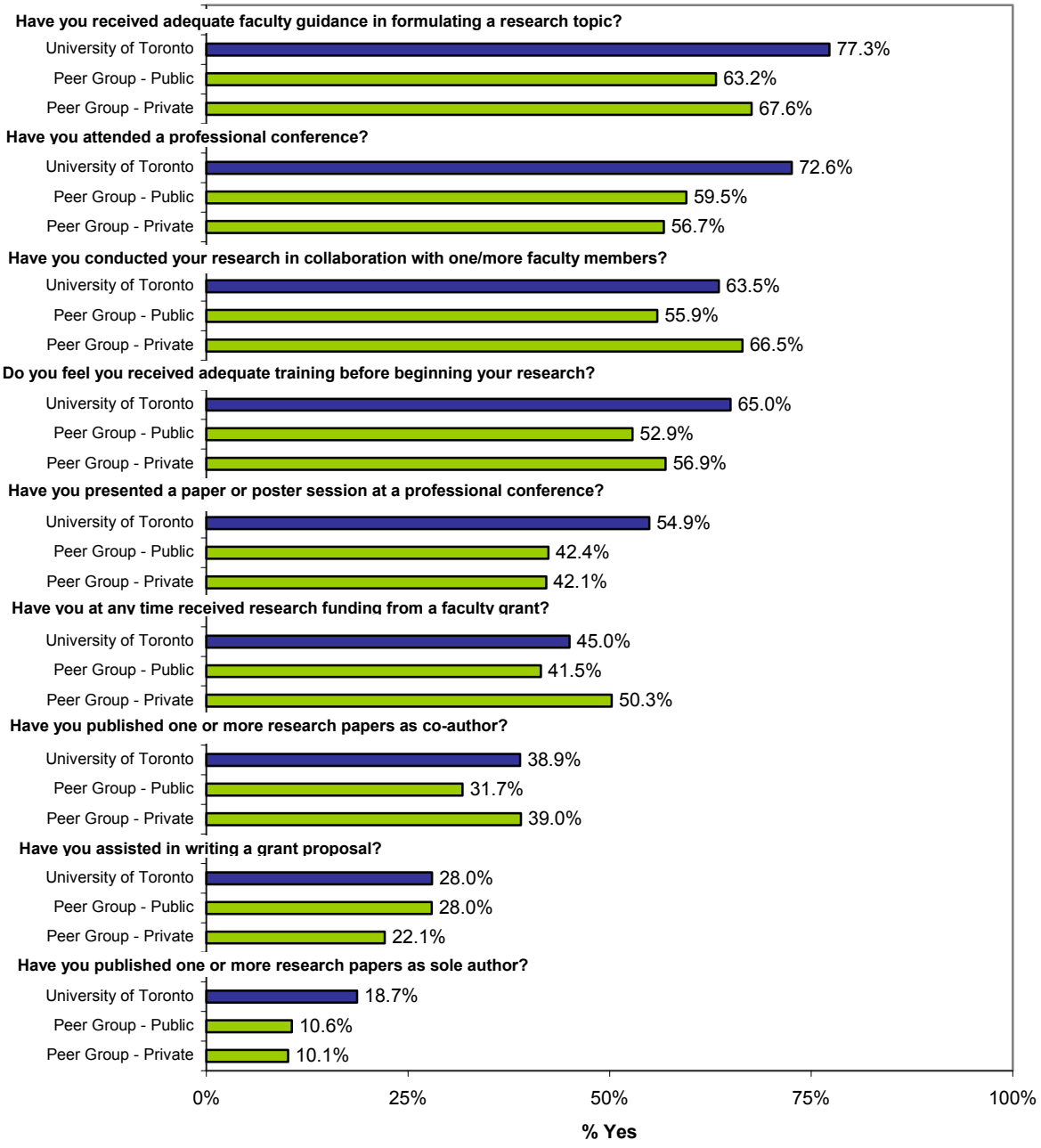
Within these overall similarities, what is also notable is the extent to which the three groups differ in their propensity to rate overall aspects of their respective programs as "excellent," or that they "strongly agree" that certain program characteristics are present. A very consistent pattern exists: UofT students are less likely to assign an "excellent" rating, or to "strongly agree" that certain positive qualities exist, than are students in the US public university group, who are in turn less likely to assign that rating than are students in US private universities.

This contrasts with student reports on specific dimensions of their programs, such as feedback from faculty advisors, and engagement in various activities related to independent research. In these categories, UofT students are generally more likely to report engagement and/or satisfaction than are their US counterparts, as indicated in the following charts.

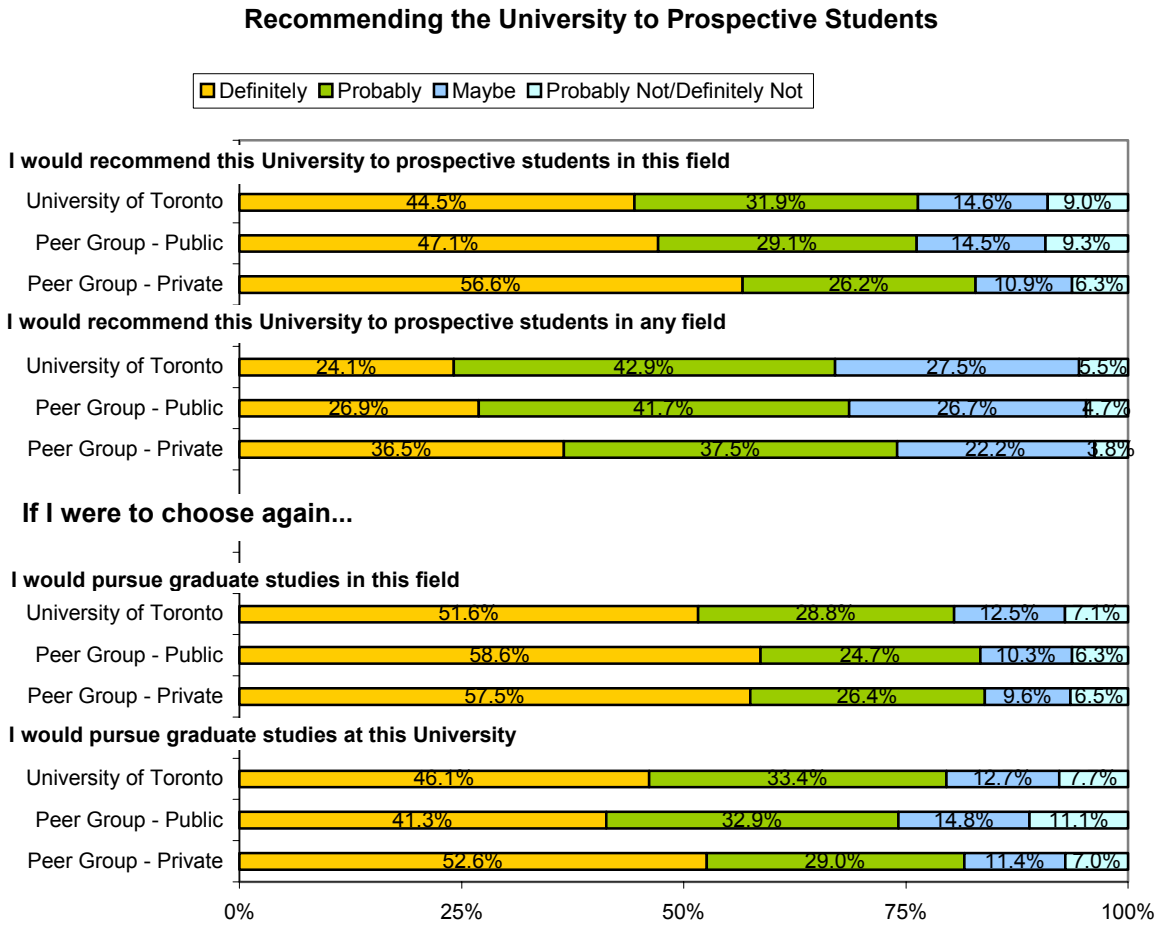
Asked whether they had conducted independent research since starting their graduate program, 61.2% of UofT respondents answered "Yes," as compared with 58.4% in the US Public group and 77.7% in the US private group. Again, it should be noted that the UofT sample contained a higher proportion of masters students (56.4% than did the US public (38.6%) or US private (32.9%). Those who did conduct independent research were further asked for details about support and assistance they received.



Of the Students who Conducted Independent Research, the Percentage who Answered "Yes" to the following Questions



Student satisfaction with programs was further investigated by questions about whether they would pursue graduate studies at UofT and in the same field if they were to choose again, and whether they would recommend the University to prospective students. A similar pattern appears as with regard to other overall measures of assessment. Two-thirds to three-quarters of students in each of the three groups of respondents said they would definitely or probably recommend their university and would themselves choose again to pursue graduate studies in their field and at their university. UofT students were generally less likely to be "definite" in this regard than were their counterparts in US public universities, who in turn were generally less likely to do so than students in US private universities.



It therefore appears that overall satisfaction with graduate programs goes beyond experience of and satisfaction with particular components such as those related to faculty advising and research experience. While some of this difference may be related to amenities associated with greater resources per student (which also increase dramatically as one moves from UofT to US public universities and then to US private universities), the overall climate of graduate student life deserves on-going attention.

32. Undergraduate Students

Relevance:

The University attaches a high priority to the enhancement of the student experience, as set out in our planning Document *Stepping UP*. In *Stepping UP Companion Paper I: Enabling Teaching and Learning and the Student Experience,* the University has identified a variety of initiatives to enhance student experience including a research opportunity program, improved co-curricular academic support, co-curricular activity in the GTA and improved student space and extra-curricular activity. Data from the National Survey of Student Engagement (NSSE) will establish an important benchmark to measure our progress on undergraduate student experience.

Assessment:

In Spring 2004, the University of Toronto took part in the National Survey of Student Engagement (NSSE). The survey is designed to obtain information from colleges and universities about undergraduate student participation in programs and activities that institutions provide for their learning and personal development. It provides an estimate of how undergraduates spend their time and what they gain from attending university Over 400 colleges and universities from the U.S. participated in the 2004 survey, as well as eight of the G10 universities in Canada. Over 4,400 University of Toronto undergraduate students in direct-entry programs received invitations to participate. Fifty three percent of these students responded. Preliminary results have just been received from NSSE, and will be analyzed in the coming weeks. These results will be reported this year to governance and will be included in next year's Performance Indicators Report.