UNIVERSITY OF TORONTO

PERFORMANCE INDICATORS FOR GOVERNANCE, 2009 A SUMMARY

List of Figures

1. INTRODUCTION

The University of Toronto is respected as one of the foremost research-intensive universities in the world. It has educated hundreds of thousands of students and enjoys a global reputation in multiple fields of scholarship. The University has considerable strengths and notable achievements. Building on successes and addressing opportunities for improvement will require careful monitoring of our on-going performance.

Each year we measure our progress towards our long-term goals in a range of teaching and research areas. An annual Performance Indicator Report has been presented to Governing Council since 1998, and the University has led Ontario's post-secondary sector in providing reports of this nature as part of our accountability to governance. The indicators in these reports have changed over the years as we expanded the scope of areas measured, enhanced our data collection, and created partnerships with other institutions and agencies for external benchmarking.

In 2008 we began to align our measures against the *2030 Framework*. This year's report is organized according to the *2030 Framework* and includes analysis in several new areas:

- Research chairs and research infrastructure measures
- Research ranking discipline results
- A measure of undergraduate instructional engagement
- A measure of extra-curricular activity
- A new measure of our students' family income background
- International student survey results
- Pre-tenure faculty survey results
- Graduate student survey benchmarks

The summary document highlights several of this year's major findings:

- The University of Toronto continues to be distinct through the excellence of its faculty whose research output and strength in a broad range of fields ranks among the best in the world.
- Obtaining research funding from the three Federal granting councils continues to be competitive and requires close monitoring and further effort.
- Recent investments by the Federal and Provincial Governments in new and existing space will help improve the University's physical space needs particularly at the University of Toronto at Scarborough (UTSC) and the University of Toronto at Mississauga (UTM).
- The University continues to provide access to students from a diverse range of backgrounds and provides them with the resources needed to be successful academically.

- Our graduate students show a high level of satisfaction that exceeds our peers; however, more needs to be done to improve the engagement and satisfaction of our undergraduates.
- With the economic downturn, the University has experienced a reduction in our private support from alumni and friends compared to last year; however, the University's financial health remains strong.
- The gap in per-student funding between the University and public peer institutions is large and remains a source of serious concern for the future.

Thirty-three measures are featured in this summary document. A comprehensive inventory of our performance measures can be found at http://www.utoronto.ca/about-uoft/measuring-our-performance/performance-indicators-2009.htm.

In addition to this report, the University has published a number of other detailed accountability reports and makes available a large amount of annual performance-related data. This information includes: the Multi-year Accountability Agreement and annual Report-Back to the Government of Ontario, the Common University Data Ontario (CUDO), the National Survey on Student Engagement (NSSE) Report, and the Canadian Graduate and Professional Student Survey (CGPSS) Report.

See http://www.utoronto.ca/about-uoft/measuring-our-performance.htm.

2. THE UNIVERSITY'S DISTINCTIVE ROLE

1. Faculty Honours and Research Output

■ Performance Relevance:

Success on research chair competitions is an important measure of scholarly research excellence. Our success in the Government of Canada's Canada Research Chair program and the Ontario Public Policy Research Chairs program are examples that demonstrate our research excellence.

The Canada Research Chairs (CRC) program was established in 2000 by the Federal Government to create 2,000 research professorships in universities across Canada. Chairholders work at improving our depth of knowledge and quality of life, strengthening Canada's international competitiveness, and training the next generation of highly skilled people through student supervision, teaching, and the coordination of other researchers' work.

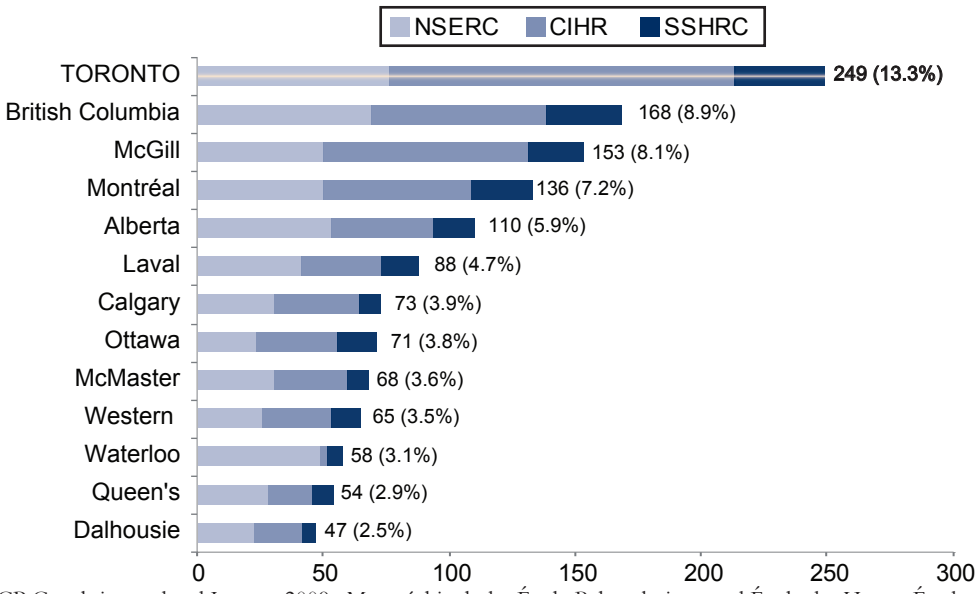
Counts of publications and citations[1] are important measures of research output and intensity, particularly in science disciplines, where research reporting is predominantly journal-based. Comparisons with institutions both within Canada and the US indicate our research productivity in the science fields relative to our peers.

Research rankings provide a further indication of our performance relative to our peers. This year we are also presenting two international research rankings: the Times Higher Education-QS World University Rankings (THE-QS); and the Higher Education & Evaluation Council of Taiwan (HEEACT) by field/discipline grouping.

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

Figure 1
Number of Canada Research Chairs, University of Toronto Compared to Canadian Peer Universities, 2008 Re-allocation

The chart below compares U of T's current CRC allocation to our Canadian peers. U of T's share of 13.3% of the CRC's compares favourably to its share of full-time faculty which is approximately 7%.



Source: CRC website, updated January 2009. Montréal includes École Polytechnique and École des Hautes Études Commerciales.

Figure 2
Summary of Rankings for the University of Toronto 2004-2008 Canadian peers (G13), AAU public institutions, and all AAU institutions

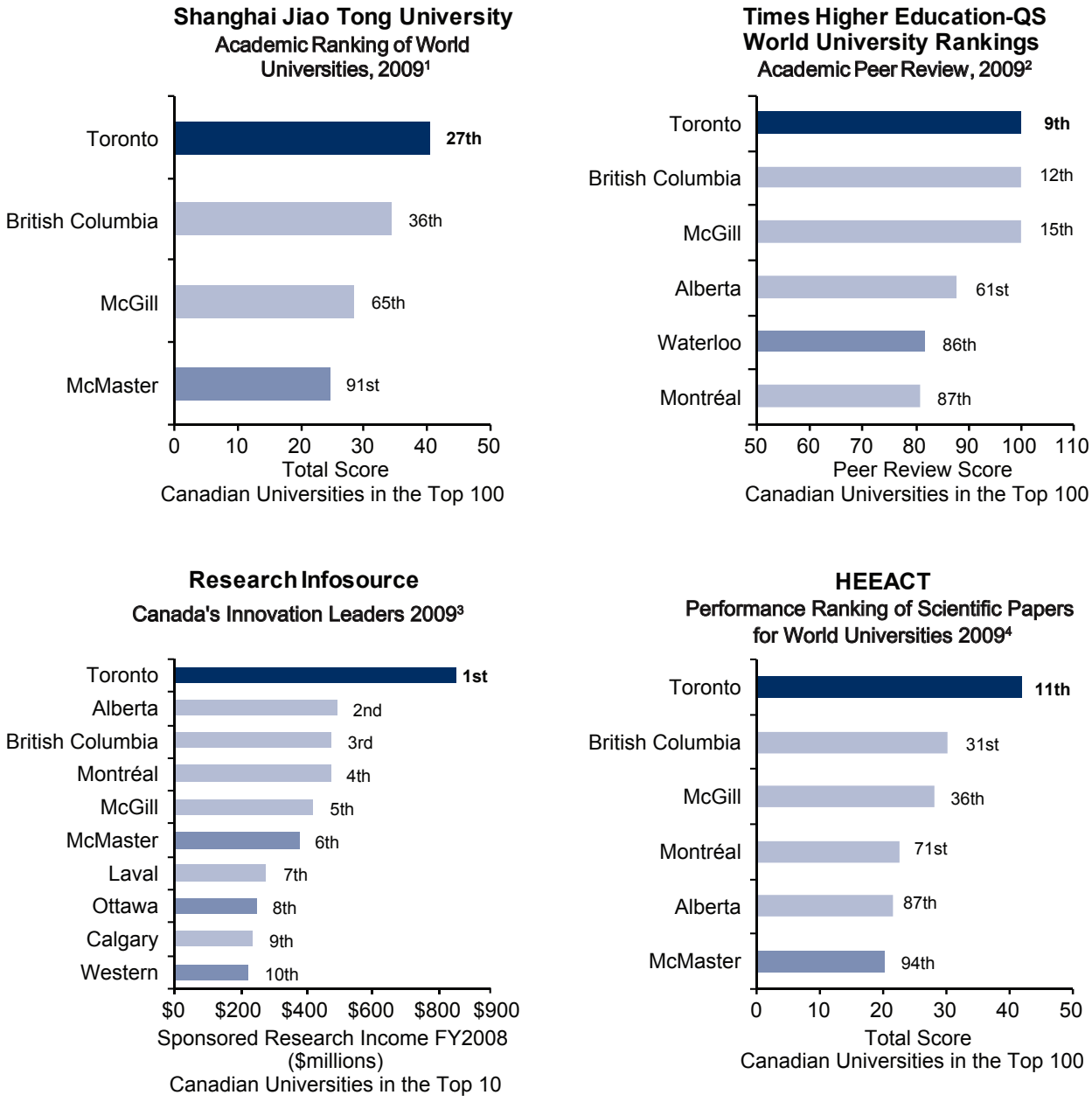
The chart below indicates the University of Toronto's position on publications and citations in a selection of fields relative to its Canadian peers, AAU Public peers, and AAU Public and Private peers.

	G13 (Canada)		AAU Publics		AAU All	
	Publications	Citations	Publications	Citations	Publications	Citations
All Fields*	1	1	1	3	2	6
All Sciences*	1	1	1	3	2	6
Health & Life Sciences*	1	1	1	1	2	3
Pediatrics	1	1	1	1	2	2
Pharmacology & Pharmacy	1	1	1	1	2	2
Oncology	1	1	1	1	2	3
Genetics & Heredity	1	1	1	2	2	6
Engineering & Materials Science**	1	1	6	8	7	12
Environmental Engineering	1	1	2	1	2	1
Biomedical Engineering	1	1	1	2	2	5
Physics, Atomic, Molecular & Chemical	1	1	3	4	7	8
Optics	1	1	3	4	8	10
Physical Chemistry	1	1	4	8	6	11
Social Sciences**	1	1	3	5	4	8
Behavioral Sciences	1	1	1	2	2	5
Criminology & Penology	1	1	2	4	2	4

AAU—Association of American Universities. Includes public and private research-intensive universities in the United States as well as U of T and McGill in Canada.
Source: Thomson Reuters, University Science Indicators (U.S. and Canada), Deluxe Edition, 2008, unless otherwise indicated by * or **; *Thomson Reuters, University Science Indicators (U.S. and Canada), Standard and Deluxe Editions, 2008, U of T grouping; **Thomson Reuters, University Science Indicators (U.S. and Canada), Standard Edition, 2008

Figure 3
Research Rankings

The charts below compare the U of T's international ranking and position relative to its Canadian peer institutions on four research-focused rankings: Shanghai Jiao Tong; Times Higher Education-QS World University Rankings (Academic Peer Review); Research Infosource (Canada only); and Higher Education & Evaluation Council of Taiwan (HEEACT).

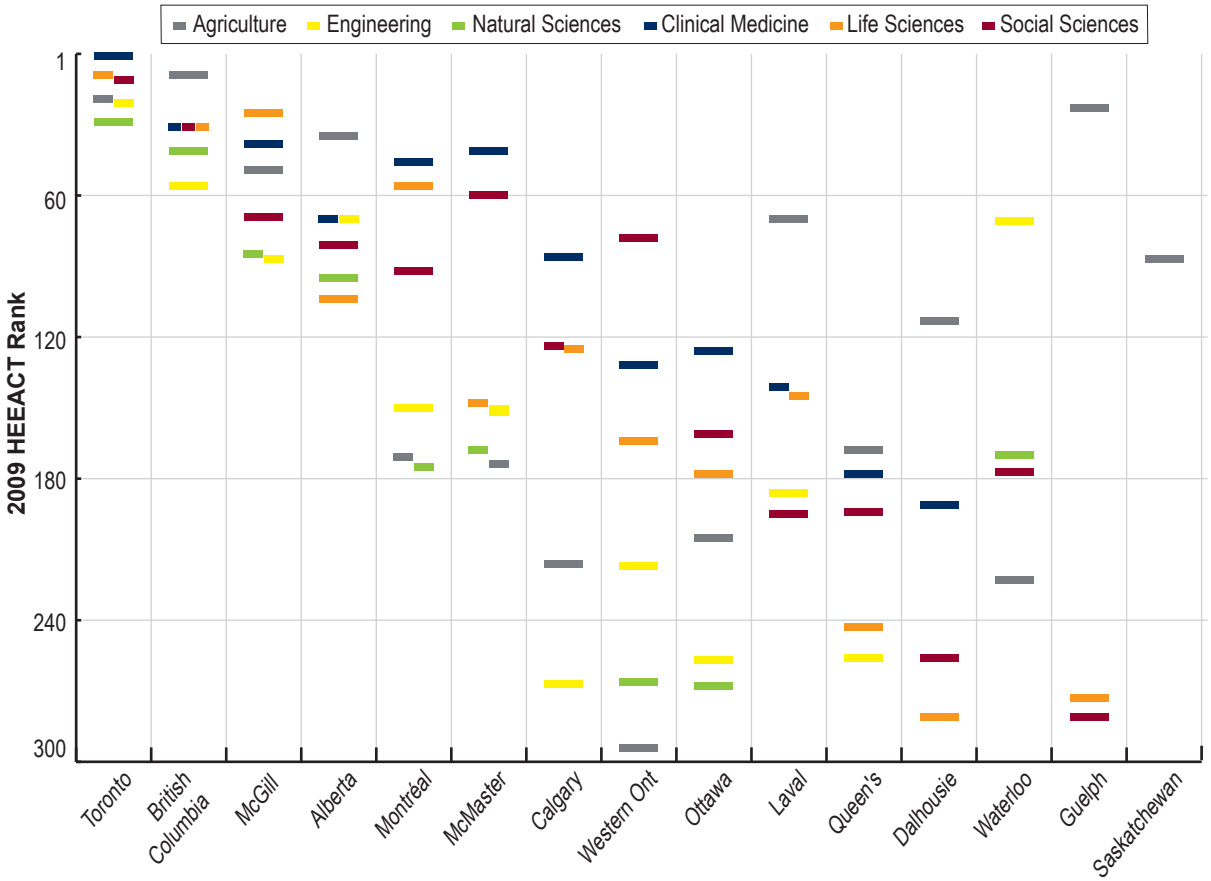


1. Shanghai Jiao Tong methodology ranks institutions based on six measures of research output, impact and quality of faculty.
2. Times Higher Education-QS World University Ranking: Academic Peer Review methodology is based on a survey of over 10,000 academics worldwide.
3. Research Infosource methodology ranks Canadian universities based on total sponsored research income as well as research output and impact.
4. HEEACT methodology ranks institutions based on eight measures of research productivity, impact and excellence.

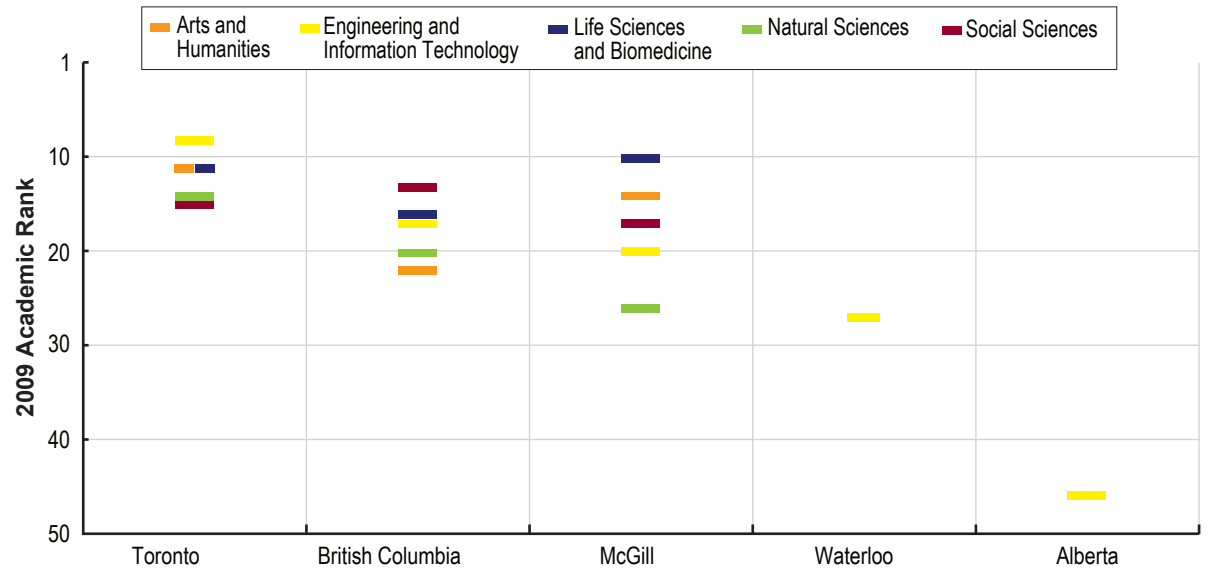
Figure 4
Research Rankings by Discipline

The charts below compare U of T's international ranking and position relative to its Canadian peer institutions by field/discipline on two research-focused rankings: Higher Education & Evaluation Council of Taiwan (HEEACT); and Times Higher Education-QS.

2009 HEEACT Publication Output and Impact Rank by Discipline



2009 Times Higher Education-QS University World Rankings: Peer Rank by Discipline



Performance Assessment

The University of Toronto's research excellence and output continues to be unparalleled in Canada. U of T faculty hold 249 (13.9%) of the prestigious Canada Research Chairs (CRC's) whereas its share of full-time faculty (excluding clinical faculty and those based in hospital research institutes, who are not reported to Statistics Canada) is estimated at just under seven percent.[2]

Using counts of publications and citation using Thomson Institute for Scientific Information (ISI) data, U of T ranks first in Canada in a wide range of fields. Furthermore, in many of these fields U of T ranks highly in North America.

Similarly, on international research rankings, U of T competes very seriously on the world stage. At the broad field level, U of T's consistent strength in the full range of disciplines clearly distinguishes it from its Canadian peers.

2. Source: Statistics Canada

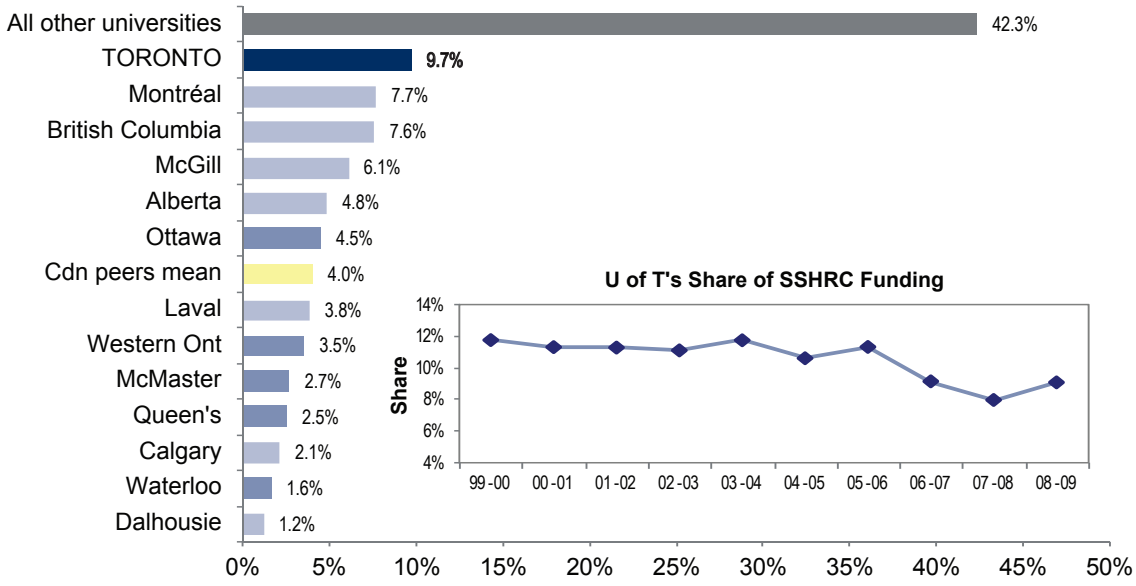
II. Research Funding

■ Performance Relevance:

Research funding from the granting councils measures the share of funding received by an institution's faculty members relative to its peers and over time. This year we are providing a similar measure -- funding to support research infrastructure allocated on a competitive basis through the Federal Government's Canada Foundation for Innovation (CFI) program.

Figure 5
Canadian Peer Universities vs. University of Toronto's Share of Social Sciences and Humanities Research Council (SSHRC) Funding
Cumulative 5-Year Share: 2004-05 to 2008-09

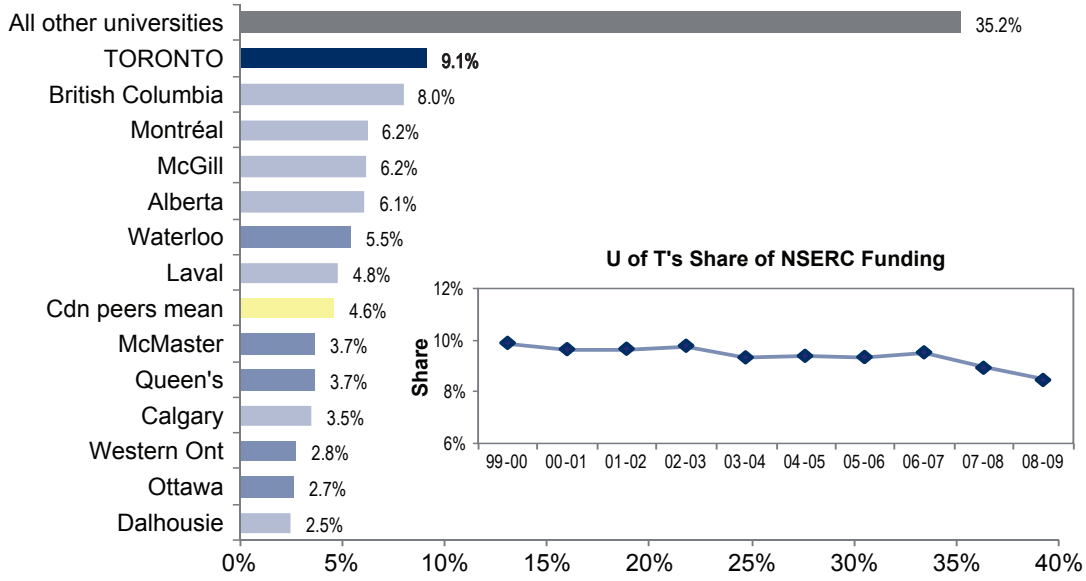
The chart below compares U of T's five-year cumulative share of SSHRC funding relative to our Canadian peers. The insert chart shows U of T's trend in share over the most recent ten-year period.



Source: SSHRC Payments by Program Activity Architecture, Region, Province & Institution 2004-05 to 2008-09 reports. Expenditures for Networks of Centres of Excellence nodes, Canada Research Chairs, training programs, and communications programs are excluded. For the national total, only expenditures to Canadian colleges, universities and their affiliates are counted. The mean for our Canadian peers excludes U of T. Ontario peers are shown in mid-blue.

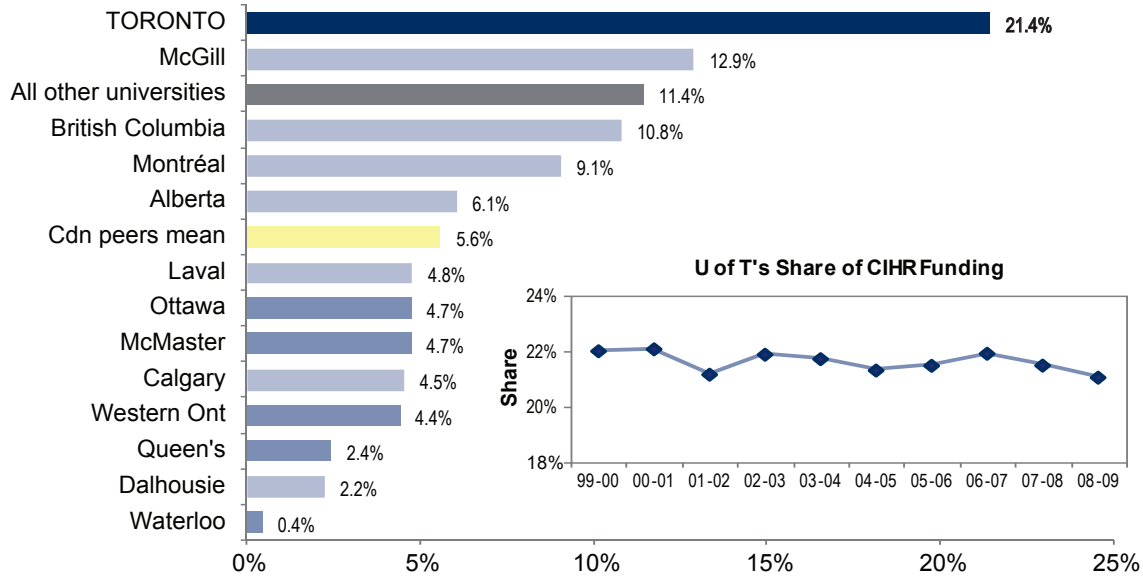
Figure 6
Canadian Peer Universities vs. University of Toronto's Share of National Sciences and Engineering Research Council (NSERC) Funding, Cumulative 5-Year Share: 2004-05 to 2008-09

The charts below compare U of T's five-year cumulative share of NSERC and CIHR funding to our Canadian peers. The insert charts show U of T's trend in share over the most recent ten-year period.



Source: NSERC Facts & Figures 2008-09 reports.
Expenditures for Networks of Centres of Excellence nodes, Canada Research Chairs, the Canadian Microelectronics Corporation (Queen's), the Canadian Light Source (U. Saskatchewan) and training programs are excluded. For the national total, only expenditures to Canadian colleges, universities and their affiliates are counted. The mean for our Canadian peers excludes U of T.

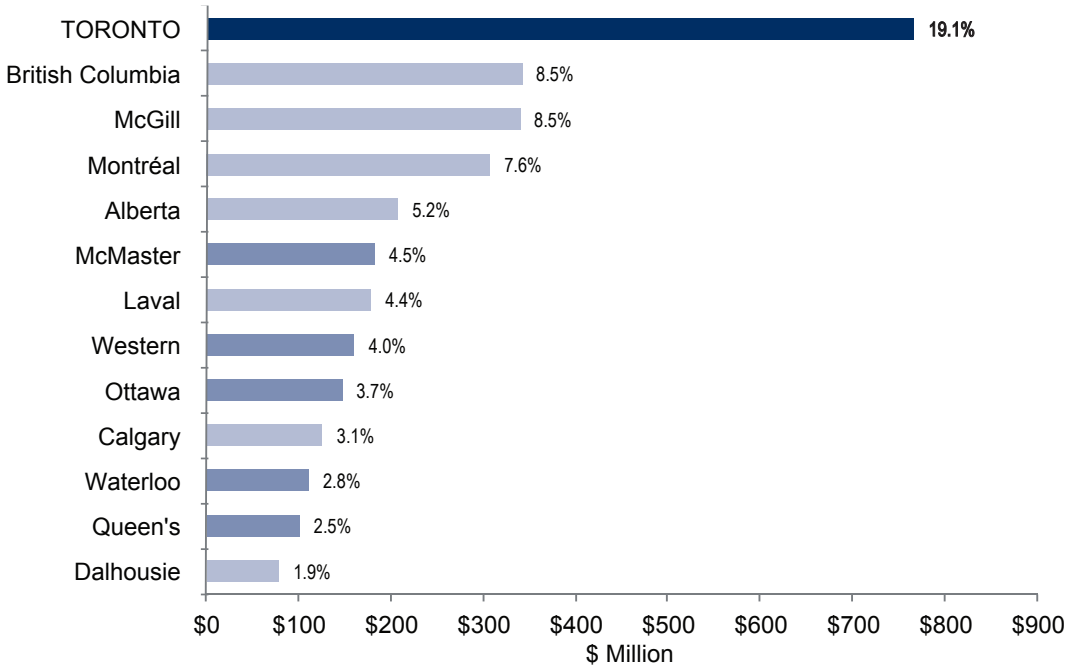
Figure 7
Canadian Peer Universities vs. University of Toronto's Share of Canadian Institutes of Health Research (CIHR) Funding, Cumulative 5-Year Share: 2004-05 to 2008-09



Source: CIHR Expenditures by University and CIHR Program, 2004-05 to 2008-09 reports.
Expenditures for Networks of Centres of Excellence nodes, Canada Research Chairs training programs and the Enzyme Replacement Therapy for Fabry Disease program are excluded. For the national total, only expenditures to Canadian colleges, universities and their affiliates are counted. The mean for our Canadian peers excludes U of T.

Figure 8
Canada Foundation for Innovation
Funding by University since Inception (1998)

The chart below indicates that U of T and partner hospitals have garnered 19.1% of CFI funding over the past decade. This proportion compares favourably to our 15.3% share of granting council funding in 2008-09.



Source: CFI website 18 June 2009. National projects excluded. Funding to partners and affiliates included with each university.

Performance Assessment:

Declines in shares of granting council funding are seen again this year. The Vice-President, Research will be addressing what underlies these declines in greater detail in his upcoming Market Share Report and has already started implementing measures to turn them around. Of note, U of T garnered 10.5% of the funding in the latest NSERC Discovery Grants competition, an increase of 2.7% over the previous year.

This year the University initiated a new excellence driven internal competition to improve the market share for CFI. The result was the best CFI performance ever for U of T with $135 million for the campuses and affiliated hospitals (20% of the awards nationally). When combined with the provincial matching funding, approximately $0.3 billion of new funding was garnered for research infrastructure at the University of Toronto in 2008-2009. Overall, since 1998 U of T has received 19.1% of the CFI awards, significantly exceeding its share of granting council funding (15.3%).

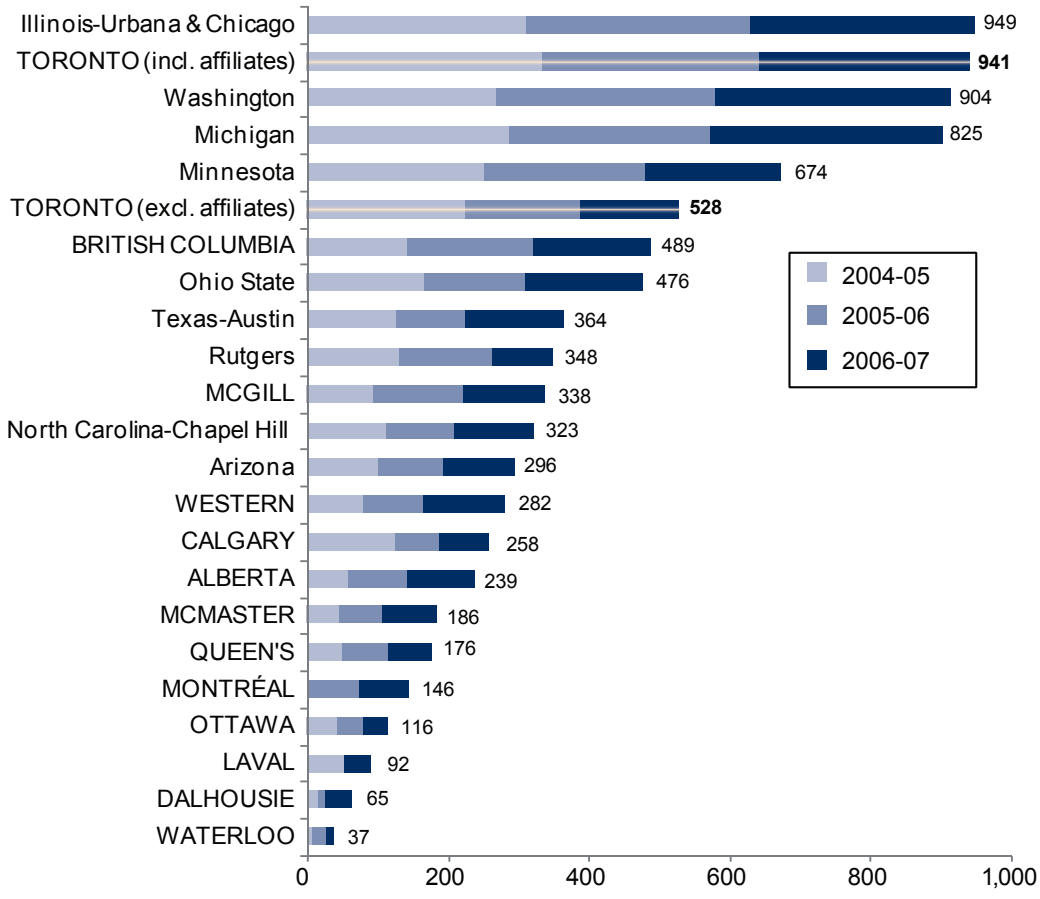
III. Commercialization and Knowledge Transfer

Performance Relevance:

The translation of research into applications with economic and social benefit is an important indication of the external impact of the University. Two important indicators of how our research can contribute to the creation of social and economic benefits are through invention disclosure activity and the creation of start-up or spin-off companies to launch the new invention. Invention disclosures give an early indication of new products with commercialization potential. The indicator 'new spin-off companies' captures a direct contribution of the University research community to the economic development of the region.

Figure 9
New Invention Disclosures

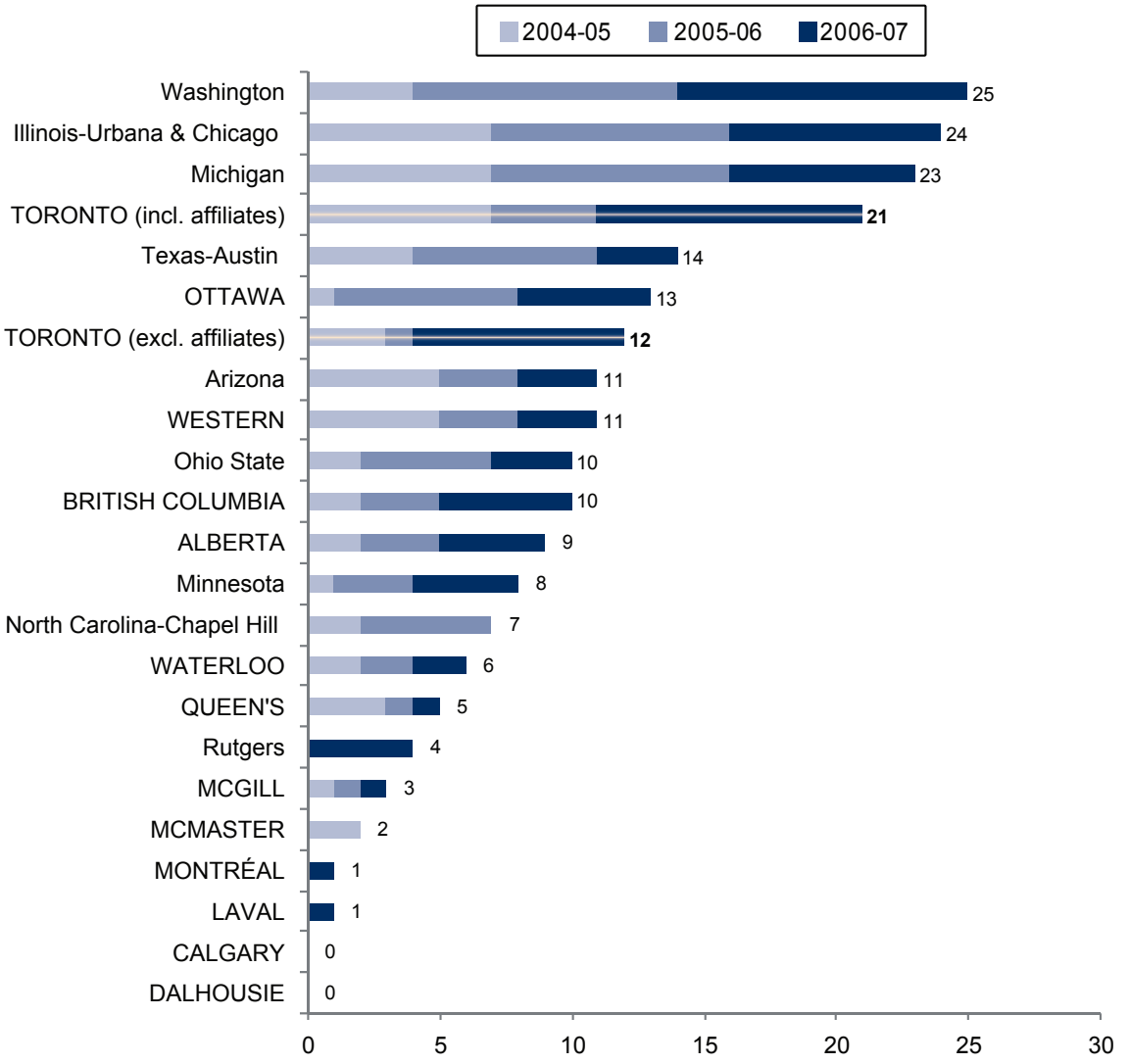
The chart below provides the three-year sum of new invention disclosures for Canadian and AAU peer institutions from 2004-05 to 2006-07.



Source: Published AUTM Survey FY 2005, 2006, and 2007.
Note: G13 institutions are shown in capital letters. Where available, "Toronto (incl. affiliates)" includes affiliate hospitals: Bloorview Kids Rehab, Centre for Addiction and Mental Health, Hospital for Sick Children, Sunnybrook Health Sciences Centre, and University Health Network. British Columbia, Dalhousie, McGill, McMaster, Montreal, Ottawa, Waterloo and Western include affiliate institutions. Washington includes Washington Research Foundation in all years. Data for University of California at Berkeley only available as part of University of California system (not shown).

Figure 10
New Spin-off Companies
Canadian and AAU Peer Institutions

The chart below provides the three-year sum of new spin-off companies for Canadian and AAU peer institutions from 2004-05 to 2006-07.



Source: Published AUTM Survey FY 2005, 2006 and 2007.
Note: G13 institutions are shown in capital letters.
Where available, "Toronto (incl. affiliates)" includes affiliate hospitals: Bloorview Kids Rehab, Centre for Addiction and Mental Health, Hospital for Sick Children, Sunnybrook Health Sciences Centre, and University Health Network.
British Columbia, Dalhousie, McGill, McMaster, Montreal, Ottawa, Waterloo and Western include affiliate institutions. Washington includes Washington Research Foundation in all years. Data for University of California at Berkeley only available as part of University of California system (not shown).

Performance Assessment:

Levels of invention disclosures and, to an even greater extent, spin-off companies suggest the University is performing well in the arena of commercialization and knowledge transfer. Collectively, these indicators help illustrate the significant economic and social contributions that U of T researchers are making outside the University. Over the most recent three year period U of T faculty, including those at our partner hospitals, brought forward 941 invention disclosures.

Over the same three-year period, 21 new spin-off companies were launched. Examples of U of T spin-off companies include:

Cast ConneX Corp. – A company created to sell a seismic-resistant joint for buildings constructed in earthquake-prone regions which was developed by a U of T graduate student in Civil Engineering.

Psiphon – A company created to market an advanced censorship circumvention service that was developed by three U of T professors. The technology combines the logic of social networking with professional censorship circumvention server pools and highly trained human networks of counter-intelligence to ensure global content providers have their content delivered to all target jurisdictions.

Sysomos Inc. – A company that originated as a Masters thesis, which specializes in real-time monitoring of the entire social media space, including blogs, social networks, message boards, and news sources to name a few. The company's focus is collecting, cleaning, aggregating and processing huge amounts of data and extracting useful knowledge.

Since 1921 over 200 (93 currently active) companies were started at the University of Toronto. While these data compare favourably to commercialization activity at our peer institutions, there is room for further growth. For this to occur the University needs to continue to develop and support sustained research partnerships with the private sector. MaRS Innovation – a commercialization partnership of 14 Toronto-based academic research institutions – and U of T's Innovation Group (located at MaRS) will continue to foster the collaboration among the university, business and capital communities.

3. SPACE INVENTORY AND DEFERRED MAINTENANCE

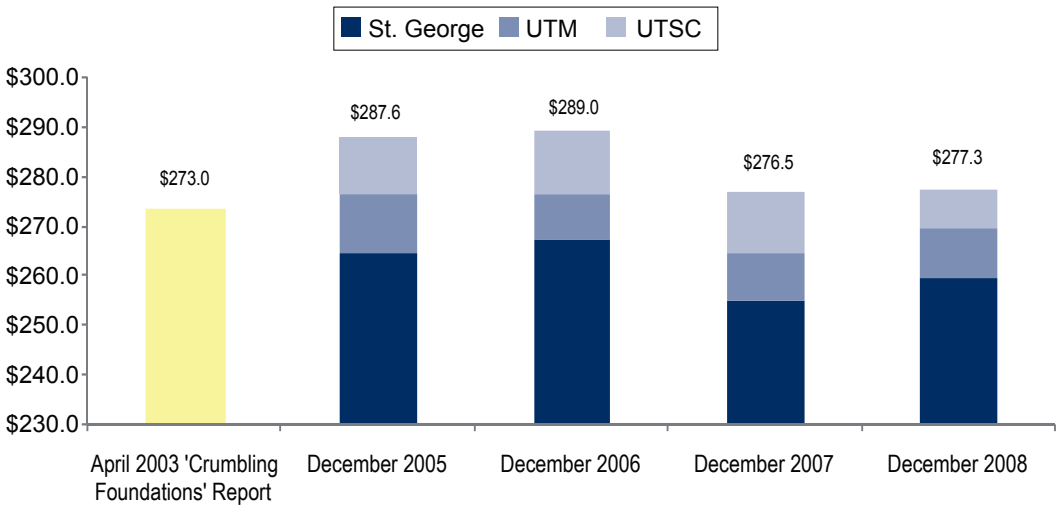
■ Performance Relevance:

Capital infrastructure is an important element in the University experience for faculty, staff and students. Investments made in both existing and new facilities can improve the amount and quality of space. Addressing deferred maintenance of existing facilities on an on-going basis is also needed to reduce the level of the deferred maintenance liability.[3]

The overall inventory of space, compiled by the Council of Ontario Universities (COU) every three years, measures the extent to which the supply of available space in the provincial system meets the institutional needs as defined by COU space standards. The most recent update of this survey occurred in 2007-08. We are presenting ratios of total space allocation for each campus.

Figure 11
Deferred Maintenance Backlog by Campus

The chart below indicates the deferred maintenance backlog by campus over the past 4 years as well as that reported in the 'Crumbling Foundations' report in April 2003.

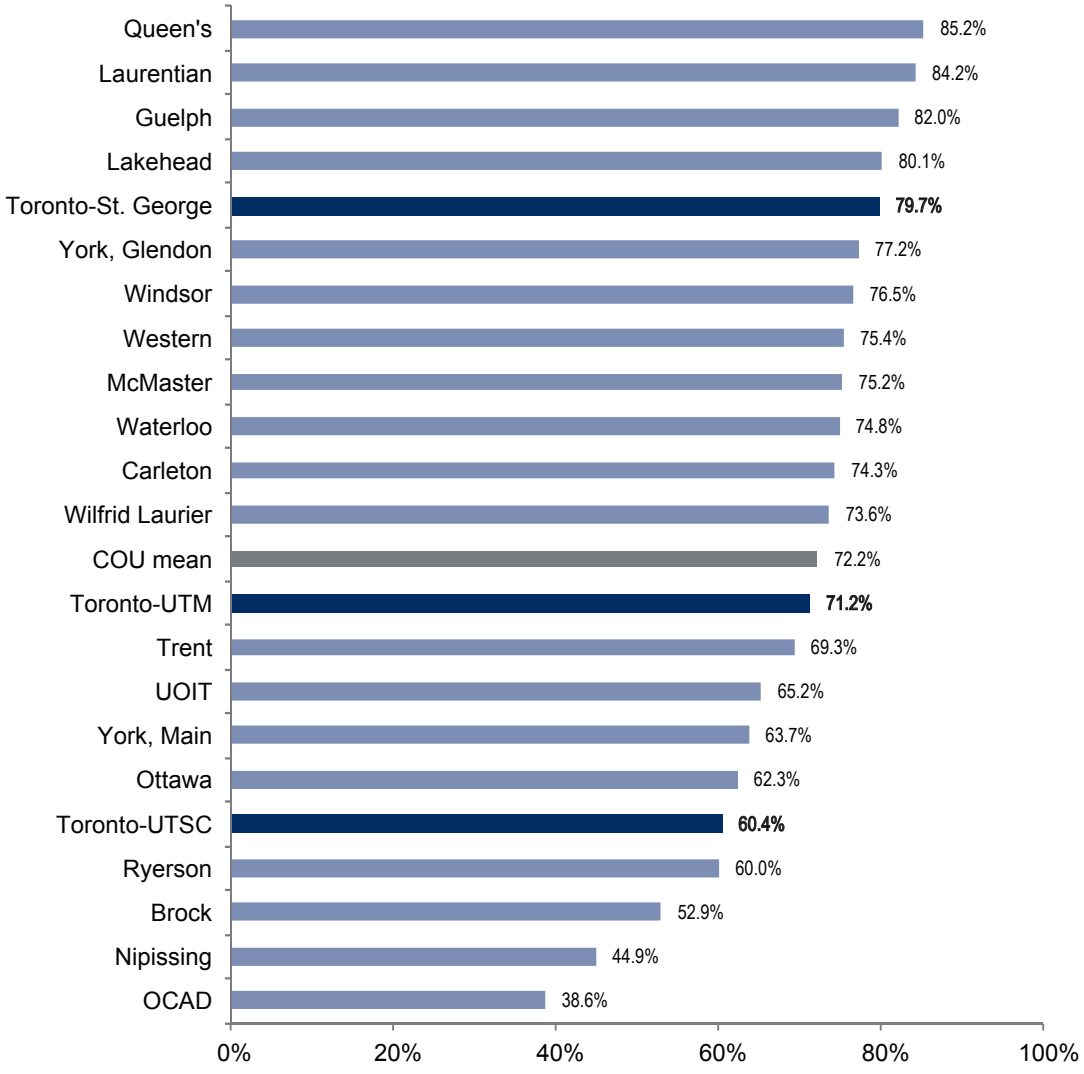


Source: Facility Condition Index Peer Review.

3. In 1999, the COU and the Ontario Association of Physical Plant Administrators (OAPPA) adopted a five-year program to assess university facilities using consistent software, cost models and common audit methodology. The common software and assessment methodology provides a consistent way to determine, quantify and prioritize deferred maintenance liabilities. All University of Toronto buildings have been audited.

Figure 12
Total Space Allocation, Ontario Universities
Ratio of Actual Space Inventory to COU Formula (%), 2007-08 Data

The percentages shown in the chart below reflect the ratio of the COU formula inventory of space versus the actual inventory of space for each institution. If a university's inventory of space matches its formula space, then that university is said to have 100% of the generated amount.



Source: COU Inventory of Physical Facilities of Ontario Universities 2007-08.

Performance Assessment:

As of December 2008, our deferred maintenance liability, with all of the buildings in the program assessed, is $277.3 million, down from its peak level of $289 million in December 2006. Traditionally, the primary source of funding for deferred maintenance has been the Provincial Government through the Facilities Renewal Program (FRP). In 2008-09, the University received $5.1 million from this fund to address deferred maintenance issues. In addition to external funding, the University has committed significant funding from internal sources. As illustrated in Figure 11, these investments in infrastructure renewal are clearly starting to make a difference, particularly on the St. George campus. Nonetheless, the backlog of deferred maintenance remains significant and the University will need to continue to address this issue for many years to come.

Through the Knowledge Infrastructure Program (KIP) the Federal and Provincial Governments allocated a combined $155 million for three capital projects —one at each of our three campuses. These projects will provide much-needed additional space at UTM and UTSC where the inventory of space is currently 71% (UTM) and 60% (UTSC) of the COU space standard. However, additional capital needs for the University still remain. The Ontario Government's overall commitment to include universities in the $60 billion, 10-year infrastructure investment plan is encouraging.

4. STUDENT RECRUITMENT AND EXPERIENCE

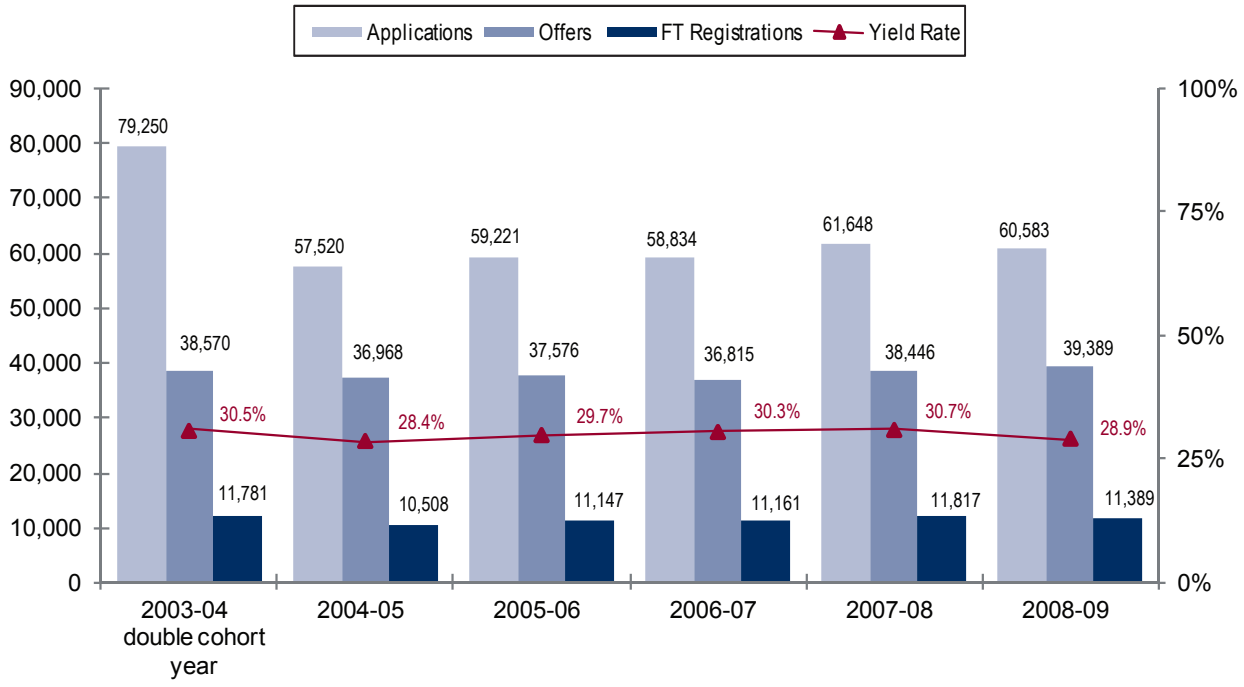
I. Student Recruitment

■ Performance Relevance:

The volume of applications and yield rates provides an indication of the success of our recruitment efforts and our attractiveness to students. Overall, entering averages of our students reflect the institution's ability to consistently attract high quality students. Entering averages specific to our Arts and Science programs across our three campuses indicate whether our ability to attract high quality students varies by campus. The number of prestigious student awards received by our graduate students provides an assessment of our ability to recruit excellent students and provide the necessary environment for them to be successful. This year we have included the new Vanier Scholarship[4] recipients in our measure of graduate student awards and scholarships.

Figure 13
Total Applications, Offers, Registrations and Yield Rates
Undergraduate First-Entry Programs 2003-04 to 2008-09

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

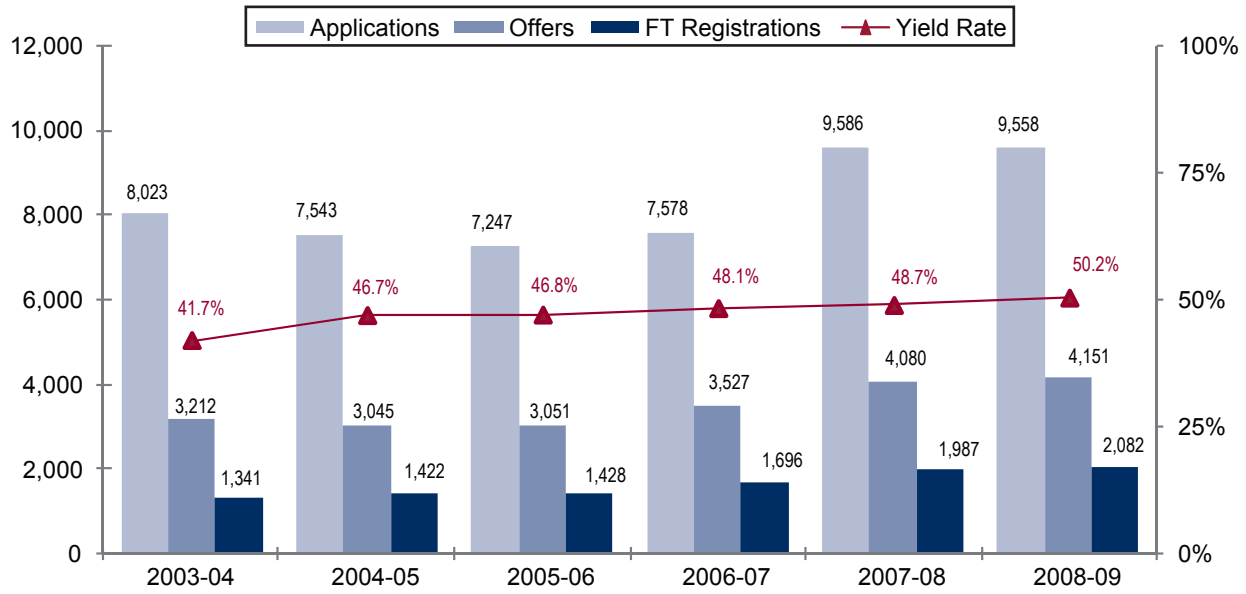


Source: Ontario Universities Application Centre (OUAC).
Undergraduate first-entry programs include: Arts & Science St. George campus, UTM, UTSC, APSE, Music, Physical Education and Health. Yield rate is the number of registrations divided by number of offers.

4. Total Vanier Scholarships Awarded: CIHR n=56; NSERC n=55; SSHRC n=55.
U of T Vanier Scholarships Awarded: CIHR n=15; NSERC n=10; SSHRC n=9.

Figure 14
Total Applications, Offers, Registrations and Yield Rates
Professional Masters Programs 2003-04 to 2008-09

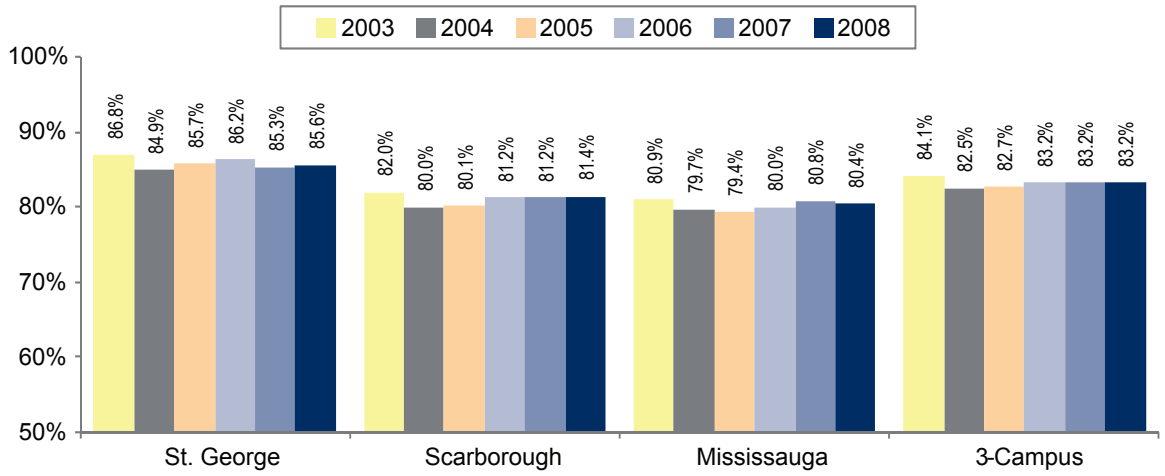
The line in the chart below indicates the change over time in the number of students who registered in graduate professional programs as a percentage of the number of offers that were made each year.



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

Figure 15
Entering Grade Averages (Average Mark): Arts & Science by Campus

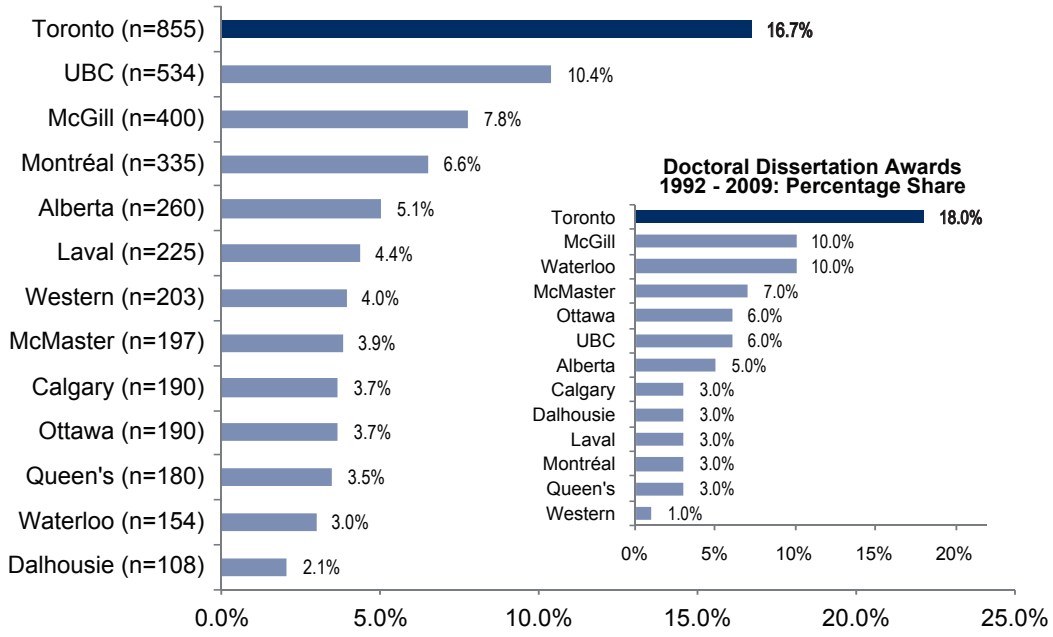
The chart below indicates the average entering marks of students in Arts and Science programs at each of the three campuses and at U of T overall from Fall 2003 to Fall 2008.



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

Figure 16
Doctoral Scholarships from Federal Granting Councils
1996 To 2009: Percentage Share

The chart below indicates U of T's share of doctoral scholarships (16.7%) and doctoral dissertation awards (18.0%).



Percent share based on total cumulative counts. Only our Canadian peer institutions are shown above.
Doctoral scholarships from federal granting councils:
- Canada Graduate Scholarships - Doctoral: CIHR n=1,093; NSERC n=1,496; SSHRC n=2,350.
- Vanier Scholarships: CIHR n=56; NSERC n=55; SSHRC n=55.
- SSHRC William E. Taylor Award n=4 in Canada (outcome not yet available for 2009).
- NSERC André Hammer Prize n=5.

Doctoral dissertation awards:
- NSERC Doctoral Prize n=72.
- CAGS/UMI n=28.

Note: Graduate scholarships are awarded at point of entry or during the period of study while dissertation awards and prizes are awarded upon completion of graduate study.

Performance Assessment:

The University has continued to maintain favourable yield rates (registrations as a percentage of offers) since 2003-04 in both undergraduate and graduate programs. For example, Figure 14 indicates the continued growth in applications as well as yield rate for U of T's graduate professional masters programs.

Since 2005-06, the University has observed an increasing demand for graduate program places, particularly those in professional masters programs. Consistent with the University's academic mission and the Ontario Government's *Reaching Higher* plan, the University will continue its significant expansion of graduate enrolment. This expansion will strengthen the research enterprise of the University and create opportunities for enhancing the student experience of both undergraduate and graduate students.

While differences in entering averages to undergraduate Arts and Science programs exist by campus, overall the University's ability to attract high quality students is stable over time.

U of T's doctoral students received 16.7% (855) of the doctoral scholarships awarded by the federal granting councils since 1996 and 18% of the doctoral awards granted since 1992. This year, the University's doctoral students won 34 (20%) of the new prestigious Vanier Scholarships. By comparison, these proportions exceed the University's share of 14% of doctoral students in Canada.

The University will continue its efforts to recruit excellent students who wish to take advantage of the quality and breadth of learning and research opportunities that can only be provided by an institution of our size and caliber.

II. Student Access and Support

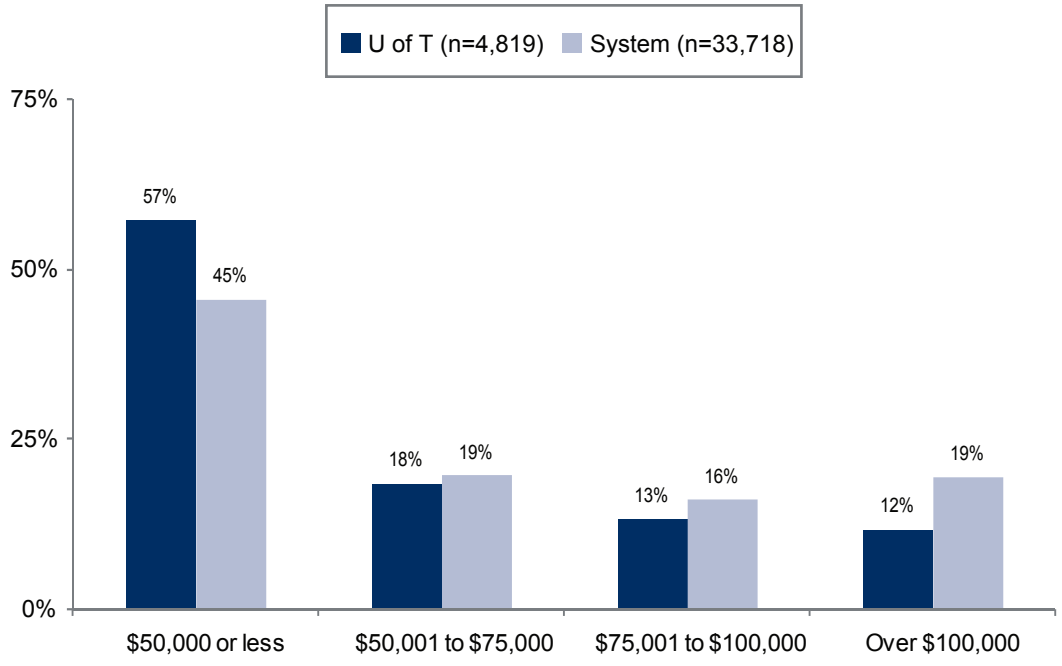
Performance Relevance:

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

This year, we are providing a new measure of financial accessibility–the average parental income of the University's Year 1, first-entry undergraduate program students receiving OSAP compared to that of the Ontario University system. Similarly, with respect to the diversity of our students, we have included a measure estimating the proportion of our first-entry undergraduate program students who identify themselves as "visible minorities" (2004 and 2006) or "non-white" (2008) as part of the National Survey of Student Engagement.

Figure 17
Parental Income of 2008-09 First Year Students Receiving OSAP in Direct Entry Programs: U of T compared to All Ontario Universities

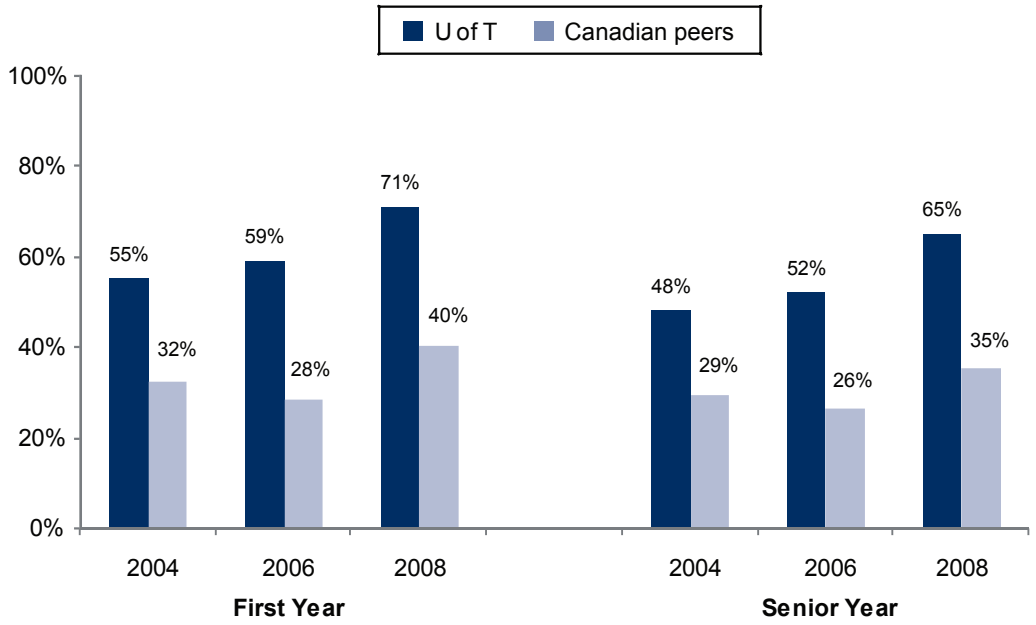
The below chart shows the distribution of parental income of first-year U of T students in direct-entry programs who received OSAP in 2008-2009 compared to all first-year students in Ontario universities enrolled in direct-entry programs who received OSAP.



Source: Ministry of Training, Colleges and Universities (MTCU)

Figure 18
NSSE results: Are you a member of a visible minority group in Canada (2004, 2006)
Student reported ethno-cultural information (2008): "Non-white"

The percentages below indicate the 2004, 2006, and 2008 responses of U of T students compared to those of our Canadian peers by first and senior year.



Source: National Survey on Student Engagement (NSSE) 2004, 2006, and 2008 survey results.

Performance Assessment:

The University continues to attract a large proportion of students from diverse backgrounds. With 71% of U of T's Year 1 first-entry students surveyed responding that they consider themselves as "non-white" and 57% of the Year 1 OSAP recipients coming from family incomes of less than $50,000, U of T can be considered one of the most accessible institutions in Canada.

III. Student Retention and Graduation

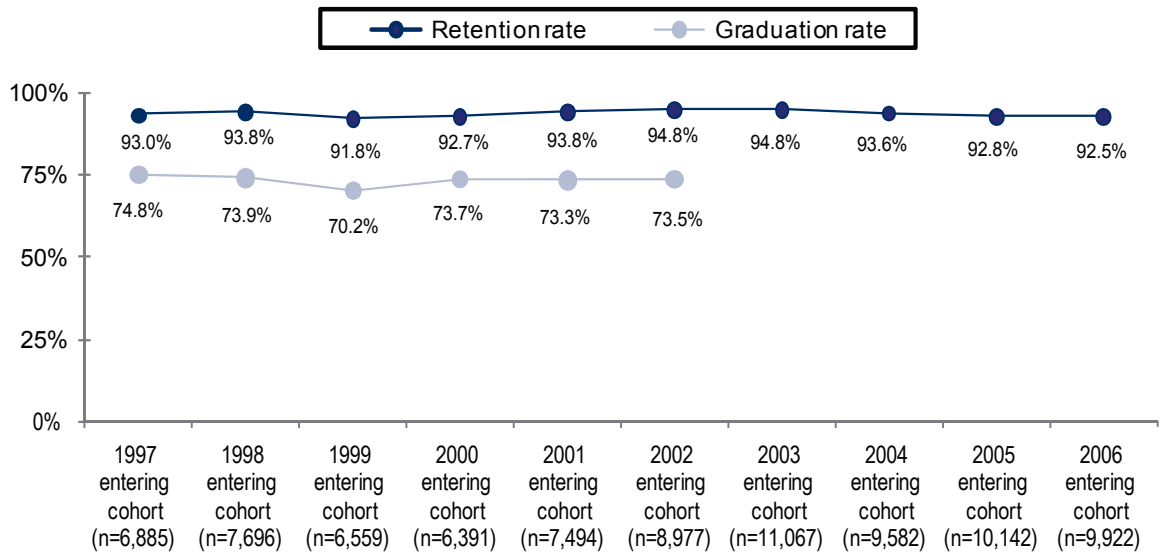
Performance Relevance:

The rate at which students continue their studies and graduate in a timely fashion reflects the University's ability to attract well-qualified students and provide the environment in which they can succeed. Accordingly, at the undergraduate level we have included measures of retention and graduation exchanged with the Consortium on Student Retention Data Exchange (CSRDE) and time-to-completion and graduation at the graduate level exchanged with the G13 Data Exchange. In addition, for this year's measures we have continued to provide the comparison of retention and graduation results in key undergraduate professional areas with changes in tuition fee levels.

At the graduate level, we have provided a measure of doctoral completion.

Figure 19
University of Toronto Retention Rate, 1997 Cohort to 2006 Cohort and Six Year Graduation Rate, 1997 Cohort to 2002 Cohort, CSRDE Study

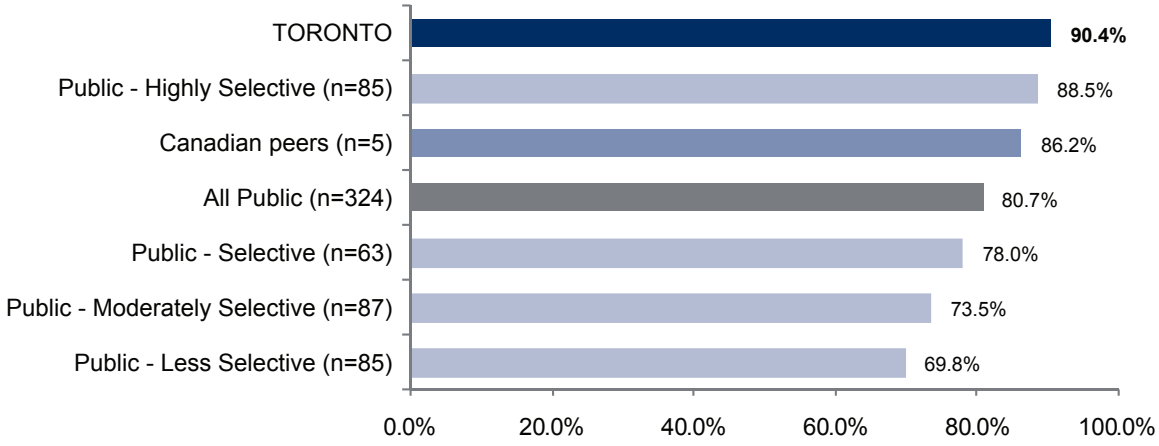
The top line in the chart below indicates the change over time in the retention rate of full-time students in direct entry programs continuing to the following year. The bottom line indicates the change over time in the graduation rate of full-time students graduating by the end of their sixth year.



Source: U of T submission to the the Consortium on Student Retention Data Exchange (CSRDE).
Retention rate = the proportion of first-time, full-time, first-year registrants continuing to following year; 1997 - 2006 entering cohorts.
Graduation rate = the proportion of first-time, full-time, first-year registrants in a 4-year program graduating at the end of the sixth year, 1997 - 2002 entering cohorts.
Notes: Starting with the 1999 cohort, students registered in three-year programs have been excluded, and students who continue to an undergraduate professional program are included.

Figure 20
First Year Retention Rate, Toronto vs. Other Public Institutions by Selectivity
2007 Full-time Cohort Continuing their Studies in 2008

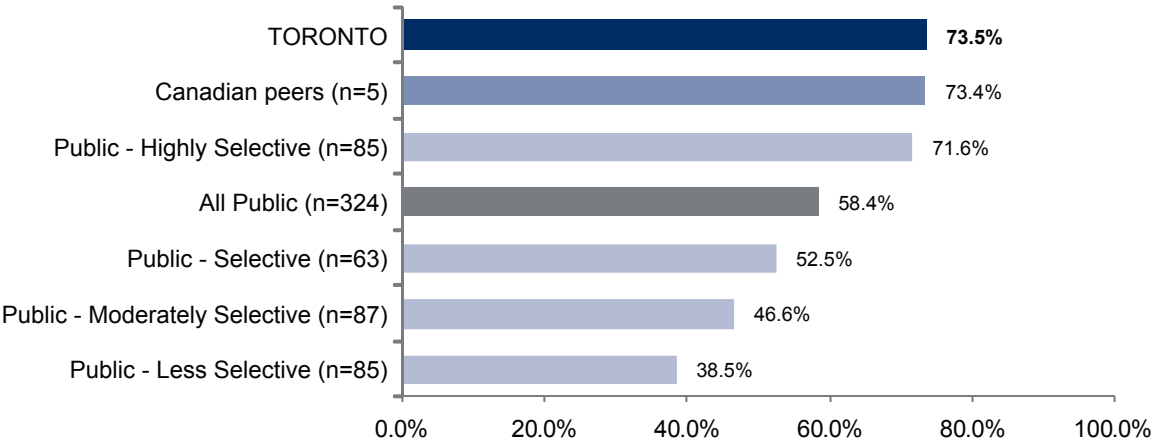
The chart below indicates that 90.4% of U of T's full-time, first-year, first-entry program students who entered in Fall 2007 continued their studies in Fall 2008. This compares to 88.5% at highly selective public institutions and 86.2% at the Canadian peer institutions.



Source: CSRDE Report 2009.
Approximately 2% of the entering cohort do not return in the second year, but do return in the third year.
Note: Only Canadian peers who exclude 3 year degree programs in their calculations are included.
The CSRDE survey includes public and private institutions in North America and is based on the premise that an institution's retention and completion rates depend largely on how selective the institution is. Therefore, CSRDE reports the retention and graduation results by four levels of selectivity defined by entering students' average SAT or ACT test scores.
Highly Selective - SAT above 1100 (maximum 1600) or ACT above 24 (maximum 36); Selective - SAT 1045 to 1100 or ACT 22.5 to 24; Moderately Selective - SAT 990 to 1044 or ACT 21 to 22.4; Less Selective - SAT below 990 or ACT below 21.

Figure 21
Six-Year Graduation Rate, Toronto vs. Other Public Institutions by Selectivity
2002 Full-time Cohort Graduating by 2008

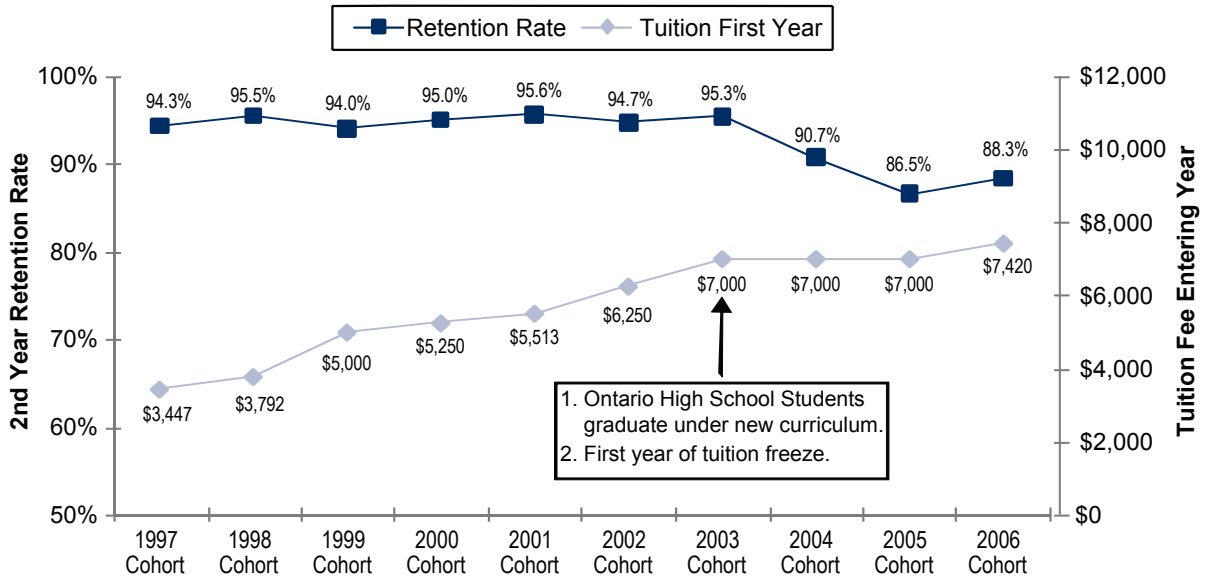
The chart below indicates that 73.5% of U of T's full-time students who entered into a first-entry program in 2002 graduated within six years, by 2008. This compares to a 71.6% at highly selective public institutions and 73.4% at Canadian peer institutions.



Source: CSRDE Report 2009.
Note: Only Canadian peers who exclude 3 year degree programs in their calculations are included.

Figure 22
Second Year Retention Rates and Tuition Fee for Entering Cohort
University of Toronto - Applied Science and Engineering

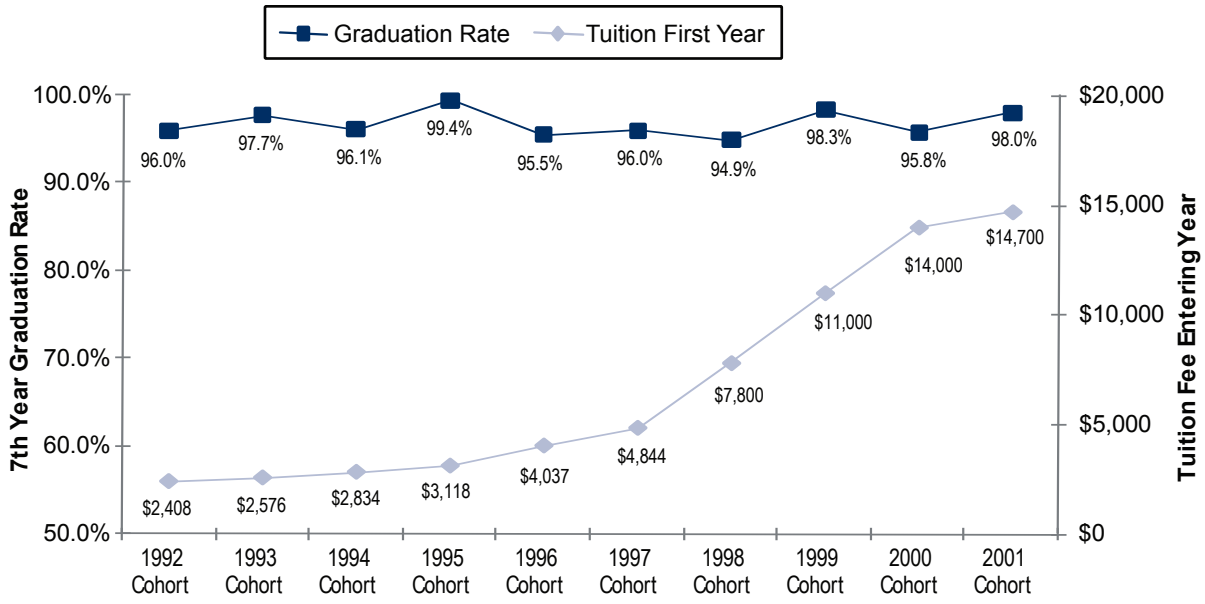
The chart below compares the year one to year two retention of Engineering students to the changes in tuition fee levels for the 1997 through 2006 cohorts.



Source: CSRDE Report, University of Toronto Tuition Fee Schedules

Figure 23
Seven-Year Graduation Rates and Tuition Fee for Entering Cohort
University of Toronto – Medicine

The chart below compares the seven-year graduation rate of Medicine students to the changes in tuition fee levels for the 1992 through 2001 cohorts.



Source: MTCU Graduation Rate, University of Toronto Tuition Fee Schedules

Figure 24
Seven and Nine-Year Completion Rate
1996, 1997 and 1998 Doctoral Cohorts

The chart below indicates the percentage of doctoral students who have graduated after seven years and nine years from when they began their program. Data is presented by discipline grouping and compared to the means of our Canadian peers.

Source: G13DE.

Note: Canadian peer cohorts includes U of T. For 9-year completion, 1996 Cohort as of Winter, Summer or Fall 2005, 1997 Cohort as of Winter, Summer or Fall 2006; 1998 Cohort as of Winter, Summer or Fall 2007.

Performance Assessment:

The proportion of first-year students continuing to their second year remains high at 92.5%. Also, the overall six-year graduation rate was 73.5% for the 2002 cohort, and continues to compare favourably to other public institutions, including those in the highly selective category and Canadian peer institutions.

Consistent with results in our previous year's report, there is no empirical evidence to suggest that retention and graduation rates of our students are impacted by changes in tuition fee levels. Specifically, as indicated by the 2006 cohort of Engineering students, retention did not drop when the tuition freeze was lifted and fee levels increased. Subsequent improvements made to both the secondary school math and science-based curriculum and enhancements to the Engineering curriculum to adapt to the weaker preparation of students are more likely the factors that influenced the 2006 cohort's retention rate.

The completion rate of U of T's doctoral students who began their studies in 1998 and graduated within seven years and nine years continues to compare favourably to the mean of our Canadian peers for all discipline groupings as well as overall (e.g. overall nine-year – 70.3% versus 64.8%).

IV. Student Experience: Student-Faculty Ratios

Performance Relevance:

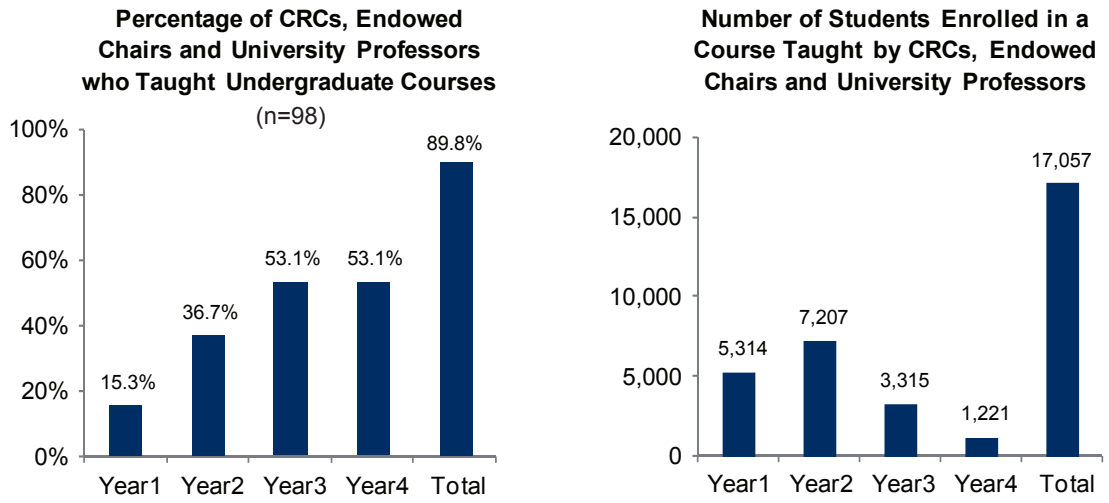
In response to input from Governors we have added two additional measures this year related to student experience. First, we have developed a new measure of undergraduate instructional engagement. As a pilot, using the number of Canada Research Chairs (CRCs), University Professors, and Endowed Chairs as a proxy population for faculty who have received special distinction for their research, we have measured the contribution of this population of faculty to undergraduate courses in three divisions: Arts and Science, UTM and UTSC. The second measure added this year is a measure of extra-curricular experience for students. Included below is a tri-campus count of intramural sport participation since 2000-01 and inter-house sport participation at our east and west campuses since 2006-07.

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

As demonstrated in our previous reports, significant variance in a student-faculty ratio can come about as a result of the definitions used for eligible faculty and students. This year we have refined our measure using a comprehensive count of faculty and continue our discussions with our Canadian peer institutions to develop comparable data.

Figure 25
Undergraduate Instructional Engagement
Arts & Science - 3 campuses, 2008-09 Academic year

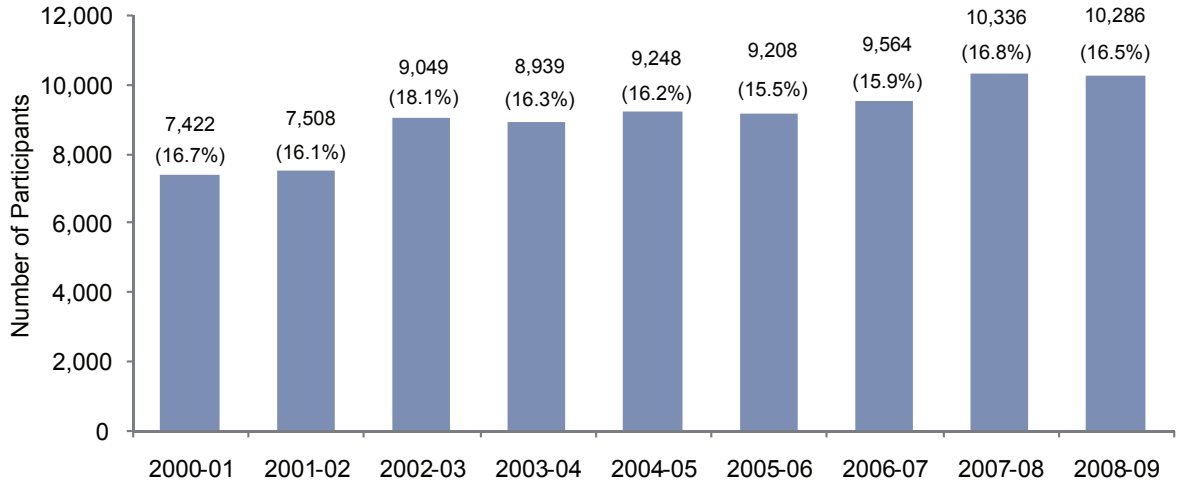
The chart on the left shows the percentage of CRCs, Endowed Chairs or University Professors who taught at least one undergraduate course in the Faculty of Arts and Science, UTM and UTSC in the 2008-09 academic year. The chart on the right shows the number of students who were enrolled in these courses.



Source: Government, Institutional & Community Relations
Notes: Of the 119 CRCs, endowed chairs and university professors identified, 7 were excluded given their roles held as senior administrators (Chair or Dean) and 14 faculty members were excluded as they were on leave (sabbatical/maternity/parental/unpaid). Courses include full credit, as well as half credit courses (unweighted).

Figure 26
Intramural Sports Participation: 2000-01 to 2008-09

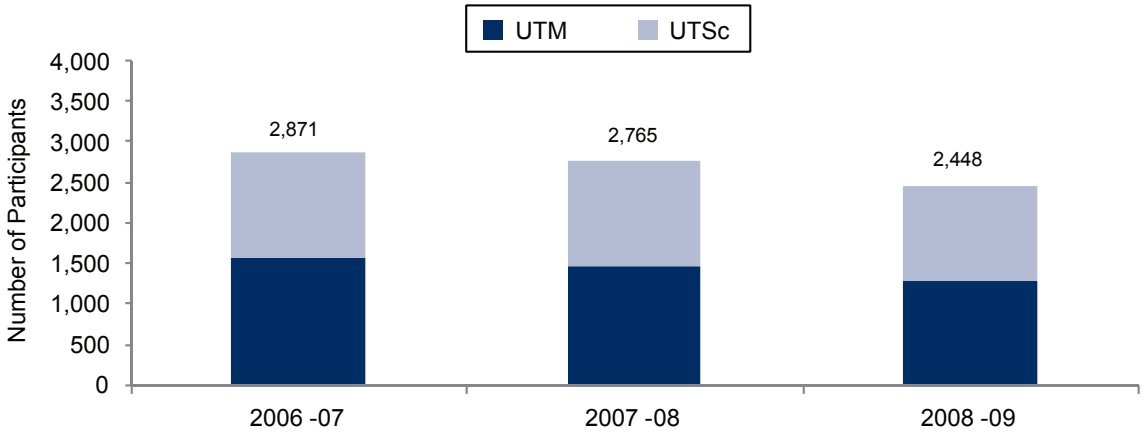
The chart below indicates the number of intramural program participants across three campuses. The percentage in the bracket indicates the participation rate based on total enrolment (FTE) of both graduate and undergraduate students of each year.



Source: the Faculty of Physical Education & Health

Inter-House Sports Participation for UTM & UTSC: 2006-07 to 2008-09

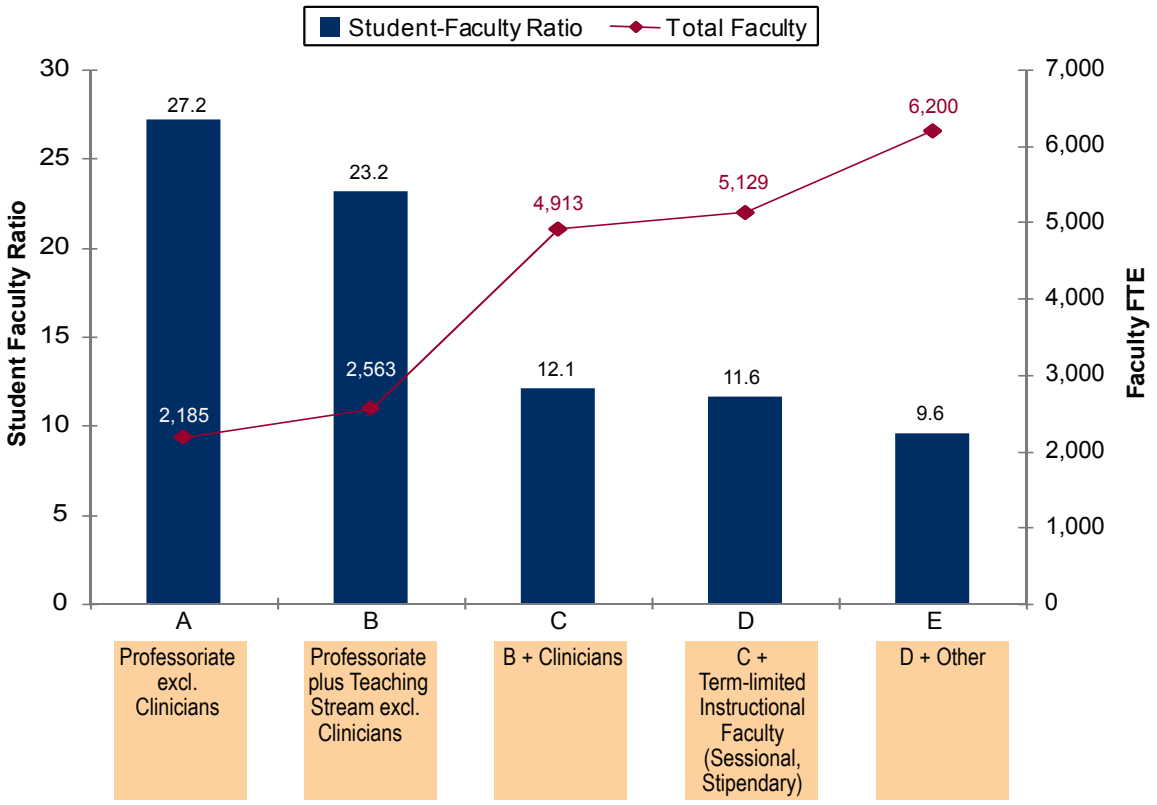
The chart below indicates the total number of inter-house sports participants at UTM and UTSC over a three year period.



Source: UTM and UTSC

Figure 27
U of T Student-Faculty Ratios and FTE Faculty Counts by Various Faculty Inclusions
Fall 2008

The chart below compares the variation in U of T's student-faculty ratios depending on the faculty definitions used. Using consistent Fall 2008 enrolment counts, the student-faculty ratios range from 27.2 to 9.6 FTE students to every FTE faculty member depending on the categories of faculty included.



Faculty counts in each category include full-time and part-time members, converted into FTE (full-time equivalent) counts.
Professoriate counts include professorial ranks, regardless of tenure status (i.e., includes both tenure stream & non-tenure stream)
Source: Government, Institutional & Community Relations

Performance Assessment:

A large proportion (89.8%) of our faculty who have received special distinction for their research in the Faculty of Arts & Science, UTM and UTSC are also fully engaged in undergraduate teaching. In total, 88 of 98 CRCs, Endowed Chairs and University Professors taught at least one undergraduate course and a total of 17,057 students were enrolled in these courses. The proportion of these faculty teaching undergraduate courses are the highest in the upper years while the absolute numbers are the lowest due to class sizes that are generally smaller in the upper years. In addition, it should be noted that these faculty are also contributing to the education of a growing number of graduate students.

Intramural sport participation across three campuses has grown by 39% (2,864 students) since 2000-01. This growth in participation approximates the growth in the number of students during this period. Inter-house sport participation is also an important opportunity for students to participate in league sports. Figure 26 indicates strong participation by students at UTM and UTSC. We will continue to refine and monitor our measures of extra-curricular experiences for our students.

The ratio of students to full-time faculty in professorial ranks at the University of Toronto has remained constant in recent years. However, it continues to be the second highest among Canadian peer universities. Total teaching and research capacity will differ from institution to institution depending on the definitions applied. Also, it is important to note that student-faculty ratios vary across Faculties. Figure 27 indicates the range of variability that results in student-faculty ratios when different categories of faculty are included and Full-Time Equivalent (FTE) adjustments have been made to the faculty counts. Using consistent student counts (as indicated above) the range of variability is 27.2:1 to 9.6:1.

We have previously noted that most of the increased funding announced in the 2005 Ontario Budget did not address quality but rather enrolment expansion at both the undergraduate and graduate levels. If enrolment is to continue to expand in the future, particularly at UTM and UTSC, additional operating funding to support growth and quality will be necessary to fund the hiring of additional faculty. We will continue to assess our progress closely over the coming years and work with our Canadian peers to develop a comprehensive and consistent counting of faculty.

v. Student Experience: Graduate and International Student Survey Results

■ Performance Relevance:

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

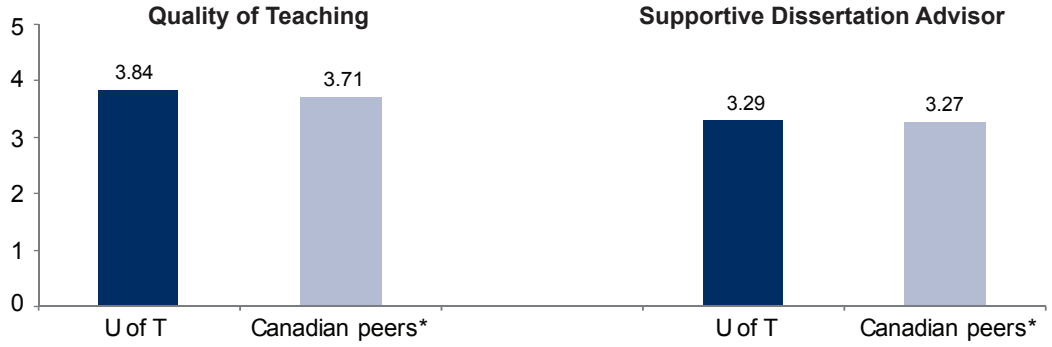
Graduate surveys like the CGPSS provide information that helps identify aspects of academic and student life that can be improved through changes in policies and practices. These results are intended to complement more objective and observable measures such as time-to-completion and graduation rates. For this year's report we are able to provide four benchmark measures developed through the G13 Data Exchange.

In 2009, the University participated in a new satisfaction survey of international students sponsored by the Canadian Bureau of International Education (CBIE). A total of 5,810 undergraduate and graduate students were surveyed. We received 2,171 responses – a 37.4% response rate. For this year's report we are able to provide a measure of our students compared to that of our Canadian peers for two general satisfaction questions.

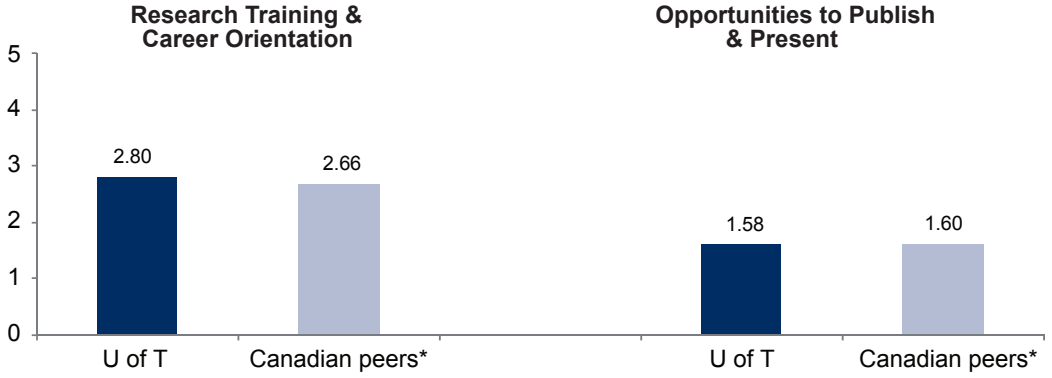
5. Alberta, British Columbia, Calgary, Dalhousie, Laval, McGill, McMaster, Montréal, Ottawa, Queen's, Waterloo, and Western.

Figure 28
Canadian Graduate and Professional Student Survey (CGPSS) Benchmarks

The charts below compare UofT's graduate student responses to those of the aggregate of the G13 peer institutions on four CGPSS benchmarks.



Quality of Teaching Survey Items:	Supportive Dissertation Advisor Survey Items: My dissertation advisor:
• The intellectual quality of the faculty • Overall quality of graduate level teaching by faculty • Quality of instruction in my courses	• Served as my advocate when necessary • Returned my work promptly • Promoted my professional development • Overall, performed the role well • Was available for regular meetings • Was very helpful to me in preparing for written qualifying exams • Was very helpful to me in preparing for the oral qualifying exam • Was very helpful to me in selecting a dissertation topic • Was very helpful to me in writing a dissertation prospectus or proposal • Was very helpful to me in writing the dissertation • Was very helpful to me in selecting the dissertation committee

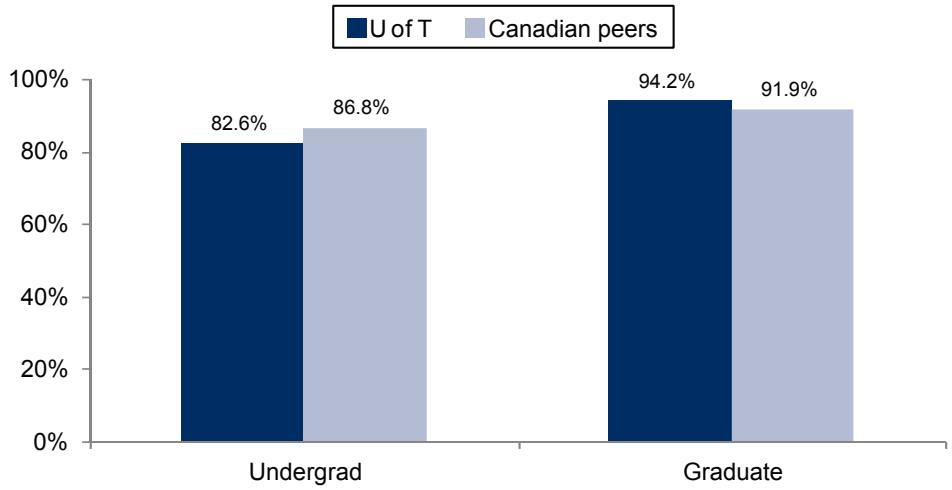


Research Training & Career Orientation Survey Items: Quality of the support/training received in:	Opportunities to Publish & Present Survey Items: The number of times you were involved in:
• Advice/workshops on the standards for academic writing in your field • Advice/workshops on writing grant proposals • Advice/workshops on publishing your work • Advice/workshops on career options within academia • Advice/workshops on career options outside academia • Advice/workshops about research positions • Advice/workshops about research ethics in human subject research • Advice/workshops about research ethics in the use of animals • Advice on intellectual property issues	• Obtained departmental funding in order to attend national/regional meetings • Attended national scholarly meetings • Delivered a paper or presented a poster at national scholarly meetings • Co-authored in refereed journals with their program faculty • Published as sole or first author in a refereed journal •

Source: G13 Data Exchange; Doctoral Students only.
* Canadian peers excludes U of T.

Figure 29
CBIE International Student Survey 2009 Results
How do you agree with 'I'm satisfied with my decision to attend the current university'? Responses of 'Strongly agree' or 'Agree'

The percentages below indicate the responses of U of T students compared to those of our Canadian peers at the undergraduate level and graduate level.



Source: G13 Data Exchange, CBIE International Student Survey 2009.
Canadian peers excludes U of T.

Performance Assessment:

U of T's graduate students responded more positively than those at Canadian peer institutions, on questions related to "Quality of Teaching", "Research Training & Career Orientation" and "Supportive Dissertation Advisor". The benchmark score "Opportunities to Publish and Present" is just slightly lower than the aggregate of the Canadian peers. It should be noted that unlike the other benchmark questions, responses to questions within this benchmark indicates a measure of occurrences rather than satisfaction. Specifically, the aggregate score indicates the average time (about 1.6 times) that doctoral students participated in the various publishing and presentation activities. Therefore, the relative benchmark score should not be compared to the others.

Over the past year, a second version of CGPSS has been developed specifically for professional masters students. Both versions of the survey will be administered to the professional masters and doctoral-stream students in Spring 2010. We will continue to monitor responses to this important survey.

U of T's international graduate students responded very positively about their satisfaction with their decision to attend U of T and more positively than those at Canadian peer institutions. Undergraduate international students have clearly responded less favourably. These results are consistent with results from our other student surveys NSSE and CGPSS.

5. ADVANCEMENT AND LONG-TERM INSTITUTIONAL RESOURCES

■ Performance Relevance:

Faculty are one of the University's most important resources. From October 2007 to January 2008, the University conducted a satisfaction survey targeted to pre-tenure faculty. The Collaborative on Academic Careers in Higher Education (COACHE) survey is an initiative to improve faculty recruitment, retention, and work/life quality by assessing faculty experiences in the areas deemed critical to junior faculty. For this year's report we are able to provide satisfaction measures compared to five public US peers institutions (Indiana, Ohio State, Arizona, Illinois and Minnesota) as well as a broader number of US institutions.

Adequate resources are necessary to ensure that the University's priority objectives are properly supported. Funding from a variety of sources helps support the University's mission. Private giving plays a transformative role in University life, providing critical support to our mission of teaching, research and public service. Thanks to the generosity of alumni and friends, the University is able to recruit and retain top faculty, support cutting-edge research and maintain our leadership across a broad spectrum of fields. Private giving also helps us strengthen the undergraduate experience, promote campus diversity and inclusion and provide scholarships to exceptional students who might not otherwise be able to afford university education. Annual fund-raising achievement demonstrates the effectiveness of the University's reach and the engagement of various communities.

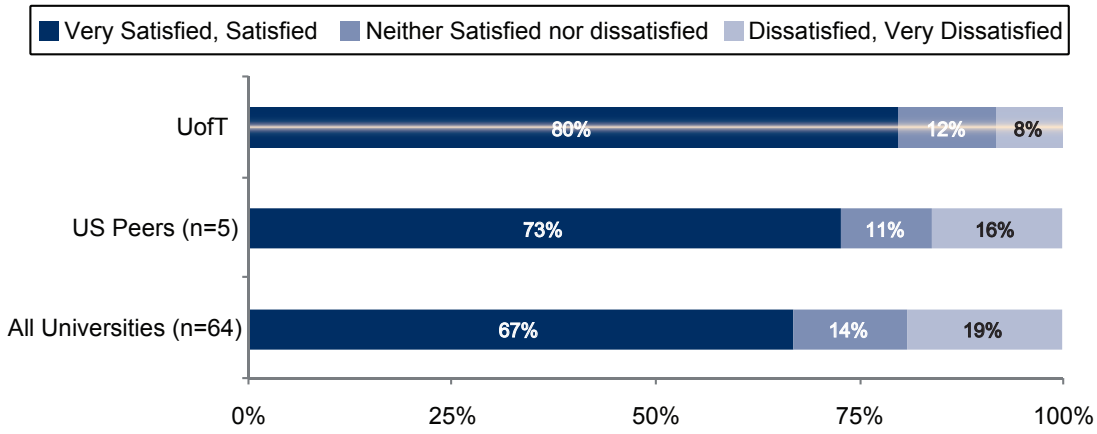
Total funding on a per student basis compared to US peers provides a measure of the University's resource situation. This year we are providing a new measure of revenue per student compiled by the Institute for Competitiveness and Property (ICP) in collaboration with the G13 Data Exchange. Data comparability issues do not make comparisons with our Canadian peers possible at this time.

Finally, this year we are also providing a measure of financial health, a comparison of bond-rating results. Information on financial health, as assessed by independent credit rating agencies, is useful for governors to help determine the capacity of the University to repay borrowing.

Figure 30
COACHE Survey Results

The percentages below indicate the level of satisfaction of U of T respondents compared to respondents from our US peers (see below for list) and respondents from all participating universities (including U of T).

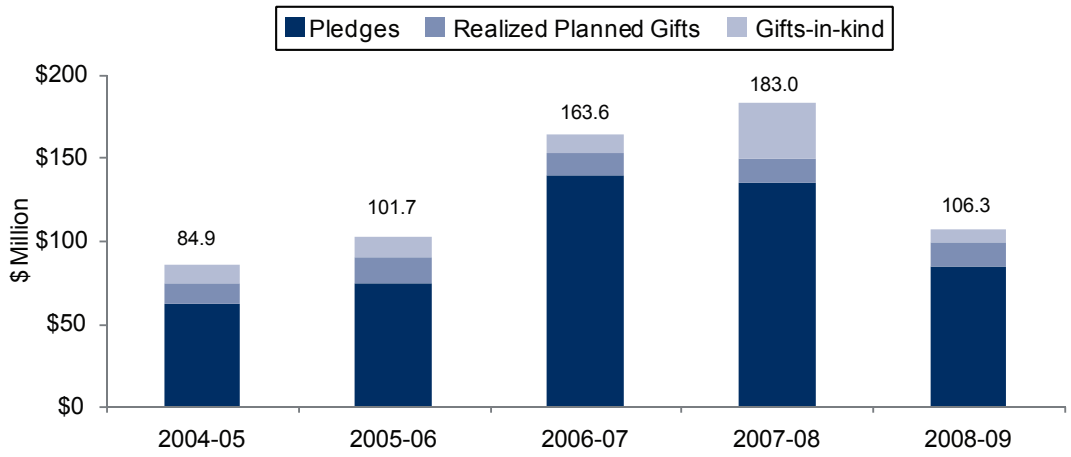
All things considered, how satisfied or dissatisfied are you with your institution as a place to work?



Source: COACHE survey responses
Notes: Survey was administered between October 2007 to January 2008. US Peers include Indiana University, Ohio State University, University of Arizona, University of Illinois at Urbana-Champaign, and University of Minnesota
Response rates: U of T - 59% (163 out of 274), US Peers - 53% (976 out of 1,825), all Universities - including U of T) - 59% (7,364 out of 12,454)

Figure 31
Annual Fund-Raising Achievement:
Total Funds Raised by Donation Type

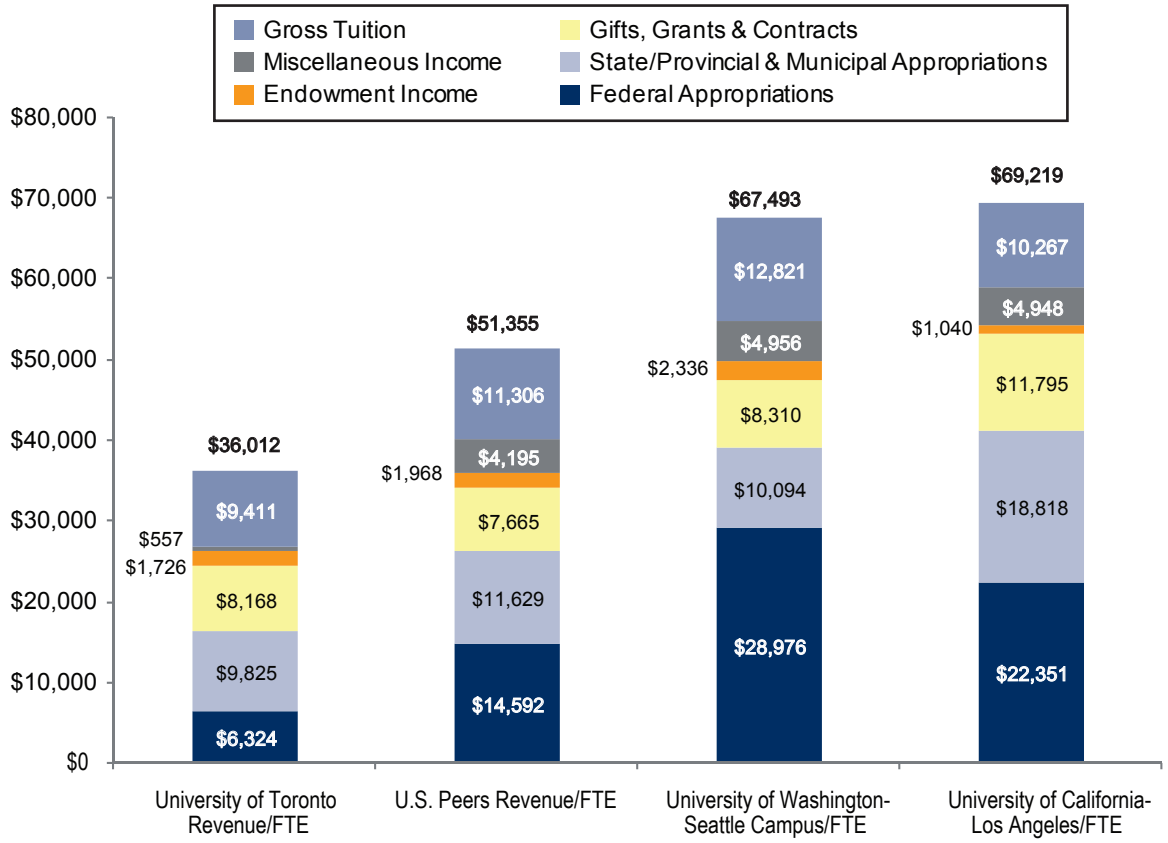
The chart below indicates the annual pledges and gifts, realized planned gifts and gifts-in-kind (in millions of dollars) received by U of T in the five-year period from 2004-05 to 2008-09.



Source: Division of University Advancement
Notes: Pledge totals are based on pledges and gifts, realized planned gifts, and gifts-in-kind (in millions of dollars) to the University of Toronto, and includes those received by the University of St. Michael's College, University of Trinity College and Victoria University.

Figure 32
Institutional Revenue per Student FTE, 2006-07

The chart below indicates the institutional revenue per Full-time Equivalent (FTE) student for the University of Toronto compared to our US peers (see notes for inclusions), University of Washington-Seattle campus, and University of California – Los Angeles.



Source: Institute for Competitiveness and Prosperity
US peers include: University of Florida, Ohio State University-Main Campus, University of Minnesota-Twin Cities, University of Washington-Seattle Campus, University of California-Los Angeles, University of Michigan-Ann Arbor, University of Wisconsin-Madison, University of Illinois at Urbana-Champaign, Michigan State University, Florida State University
"Gross Tuition"- The Integrated Postsecondary Education Data System (IPEDs) data compiled for US institutions subtracts student aid expenditures from the total tuition revenue. In order to adjust this data to make it comparable with the Canadian data this funding has been added to the US institutions' tuition to create a "Gross Tuition" figure.

Figure 33
Credit Rating Comparison
University of Toronto with US and Canadian Peers at June 2008

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

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

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

Source: Credit rating agencies' websites and reports.

Performance Assessment:

When surveyed about their overall level of satisfaction, pre-tenure faculty at the U of T responded more positively than those at US and Canadian peer institutions. Among pre-tenure faculty at all universities, those at U of T ranked in the 94th percentile on satisfaction with their institution as a place to work.

During 2008-09, the University received $106,323,931 in new commitments and gifts from 26,644 donors. The University's annual philanthropic giving totals are based on newly confirmed pledges, one-time-only gifts, realized planned gifts, gifts of securities and gifts-in-kind received during the fiscal year. This result, while significantly down from the highs of the previous year, approximates the level achieved three years ago in 2005-06. The drop is largely attributable to the financial crisis of 2008 and the attendant decline in principal gifts of $5 million or more, generally driven by appreciated assets in personal and company holdings. The performance goal for Advancement is to build alumni engagement and secure the private funds required to support the University's highest priorities.

Our total funding on a per student basis remains significantly lower than our US publicly-assisted peers. The gap in funding for those peer institutions in large urban centres, specifically UCLA and Washington, is even greater.

Through the Province's *Reaching Higher* initiative only modest gains have been made in Provincial per student funding. The difference in the level of Federal funding shows the largest gap. With funding for the institutional costs of research at less than half the level of US institutions, and salary offsets embedded alongside of direct operating costs in US research grants, the overall gap in Federal funding is not surprising.

Federal funding for the full costs of research and additional per-student funding from the Ontario Government remain the most important components of any serious effort to improve the quality of the University experience. With the recent economic down-turn and large Federal ($65 billion) and Provincial ($24.7 billion) deficits, tuition remains an important piece of the per-student funding picture. Consideration of a more flexible tuition framework with appropriate student aid support is more important than ever as a policy direction for the future. Finally, during these uncertain economic times, the University will continue to manage the operations of the University responsibly and implement cost containment measures as needed.

Despite the difficult economic circumstances of 2008-09, the financial health of the institution remains strong as assessed by external rating agencies. We will continue to monitor these ratings and those of our peer institutions through the economic recovery period.

6. CONCLUSION

Despite an on-going gap in per-student funding the University of Toronto continues to demonstrate performance at a level comparable to some of the top public universities in the world. To maintain the University's current standing of excellence, multiple revenue streams will need to be optimized. More importantly, additional investments by the Provincial government in per student grants are needed to help address quality. With these additional investments, the University can continue its extraordinary record in leading research and educating human capital that will help spur Ontario's economic recovery.

For a complete examination of our performance, we encourage you to visit our performance indicator website where the entire set of measures has been posted on-line.

http://www.utoronto.ca/about-uoft/measuring-our-performance/performance-indicators-2009.htm

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