1. The University's Distinctive Role
i. Faculty Honours and Research Output
Figure a

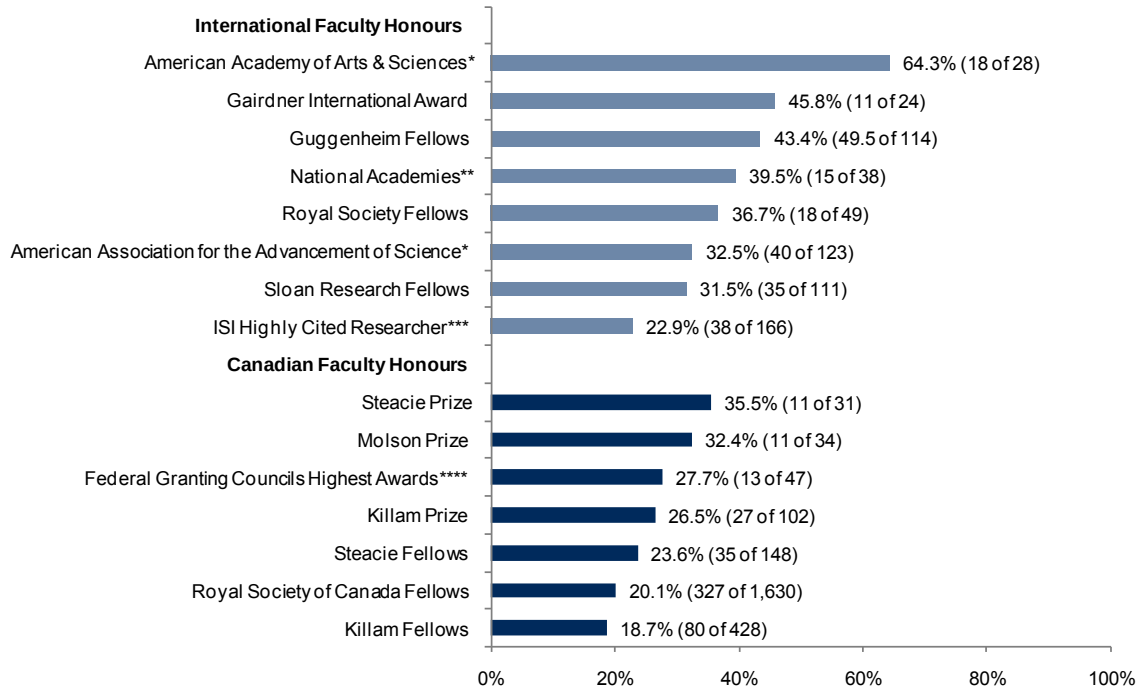
Faculty Honours

Performance Relevance:

Prestigious national and international awards, such as Guggenheim Fellowships and Steacie Prizes, celebrate a scholar's contributions to his or her field. The collective track record of the University of Toronto's faculty in receiving such awards can thus be used as a measure of the University's overall research excellence.

Figure 1-i-a
Faculty Honours by Award
University of Toronto Compared to Other Canadian Universities, 1980-2011

The chart below indicates the percentage of International Faculty Honours and Canadian Faculty Honours held by University of Toronto faculty as a percentage of the total amount of these awards held by faculty in Canada since 1980.



* Current members only
** The National Academies consists of: Institute of Medicine, National Academy of Engineering, National Academy of Sciences
*** As of Sept 2011
**** Federal Granting Councils Highest Awards: NSERC: Gerhard Hertzberg Canada Gold Medal for Science and Engineering (n=21); CIHR: Michael Smith Prize in Health Research (n=19); SSHRC: Gold Medal for Achievement in Research (n=8)

Due to timing of announcements, the following honours are updated until 2010 only:
Federal Granting Councils
American Association for the Advancement of Science
Steacie Prize

Related Website:

Office of the Vice-President, Research – Awards and Honours:
http://www.research.utoronto.ca/awards-honours/

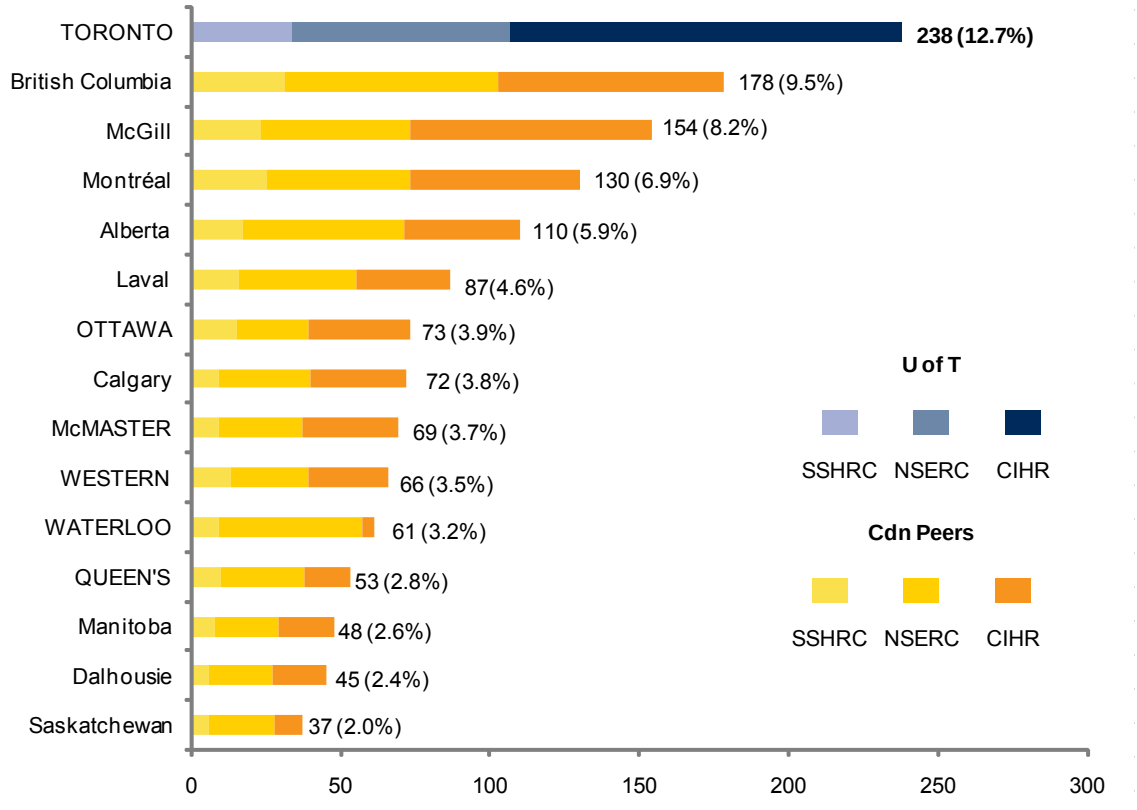
Canada Research Chairs

Performance Relevance:

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

Figure 1-i-b
Number of Canada Research Chairs,
University of Toronto Compared to Canadian Peer Universities,
2010 Re-allocation

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



Data sources: CRC website updated March 2011 (n=1,880 regular chairs).
Excludes Special Chairs.
Montréal includes Ecole Polytechnique and Ecole des Hautes Etudes Commerciales (regular chairs only)
Ontario peers are shown in capital letters.

Related Reports:

http://www.research.utoronto.ca/canada-research-chairs/

Rankings

Performance Relevance:
Rankings provide one measure of the institution's performance, particularly internationally. This year we have included the results of various research-focused rankings and international rankings, including the Newsweek Best International Schools outside U.S. ranking.

Figure 1-i-c
Research Rankings, 2011

The charts below compare the University of Toronto's ranking relative to its Canadian peer institutions in four research-focused rankings.

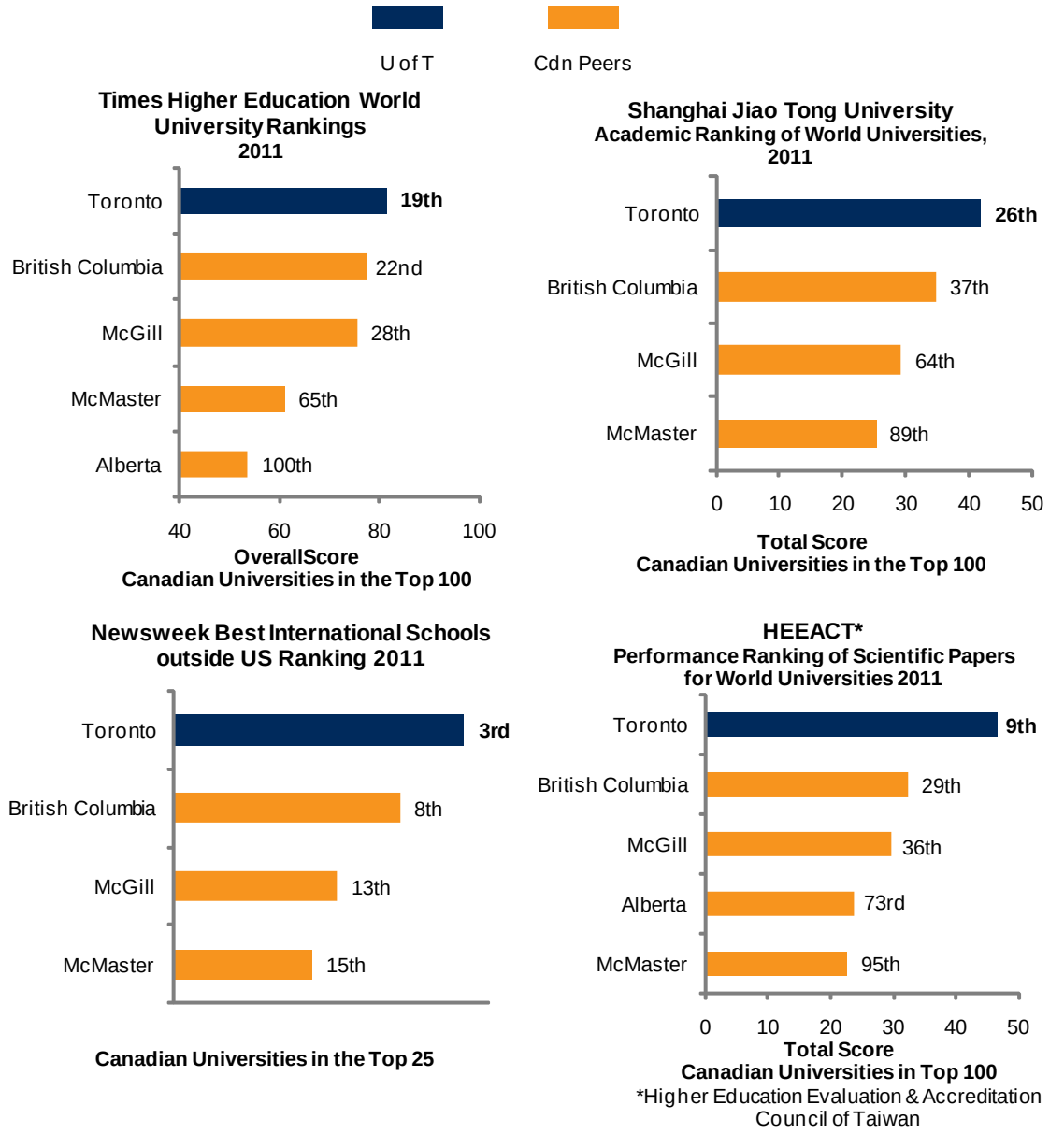


Figure 1-i-d
Comparison of International Rankings, University of Toronto and Canadian Peer Institutions Overall Rankings, Selected Sources, 2011

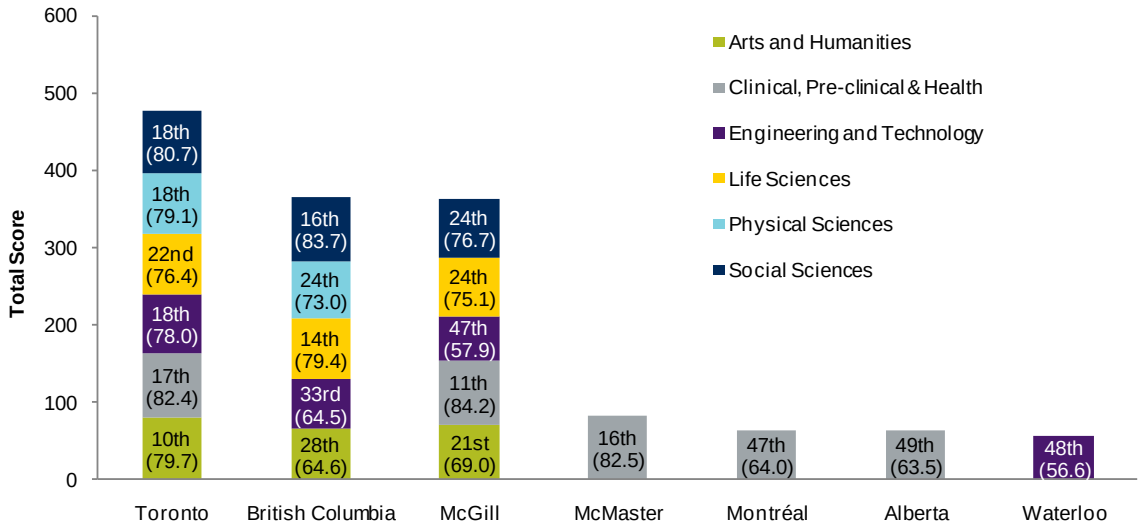
The table below compares the University of Toronto's ranking relative to its Canadian peer institutions in six international rankings.

	Times Higher Education 2011	Shanghai Jiao Tong 2011	Newsweek Top 25 outside U.S. 2011	SCImago[1] 2011	QS World University Rankings 2011	HEEACT 2011
Toronto	**19**	**26**	**3**	**3**	**23**	**9**
British Columbia	22	37	8	27	51	29
McGill	28	64	13	46	17	36
McMaster	65	89	15	118	159	95
Alberta	100	102-150	**	47	100	73
Montréal	104	102-150	**	102	137	101
Queen's	173	201-300	**	237	144	272
Ottawa	185	201-300	**	183	246=	176
Western	201-225	201-300	**	154	157	184
Waterloo	201-225	151-200	**	164	160	283
Calgary	226-250	151-200	**	107	218=	125
Dalhousie	226-250	201-300	**	267	234	279
Laval	*	201-300	**	233	316	222
Manitoba	301-350	201-300	**	266	397	326
Saskatchewan	*	201-300	**	308	*	376

*Not ranked among the top 400 institutions
** Not ranked among the top 25 outside of U.S.
[1]SCImago rankings include Higher Education institutions only.
Ordered by aggregating total/overall scores (Normalized Impact for SCImago) for each institution

Figure 1-i-e
Times Higher Education World University Rankings by Discipline, 2011

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



Only includes Canadian peers in the Top 50 for each discipline

Research Publications and Citations

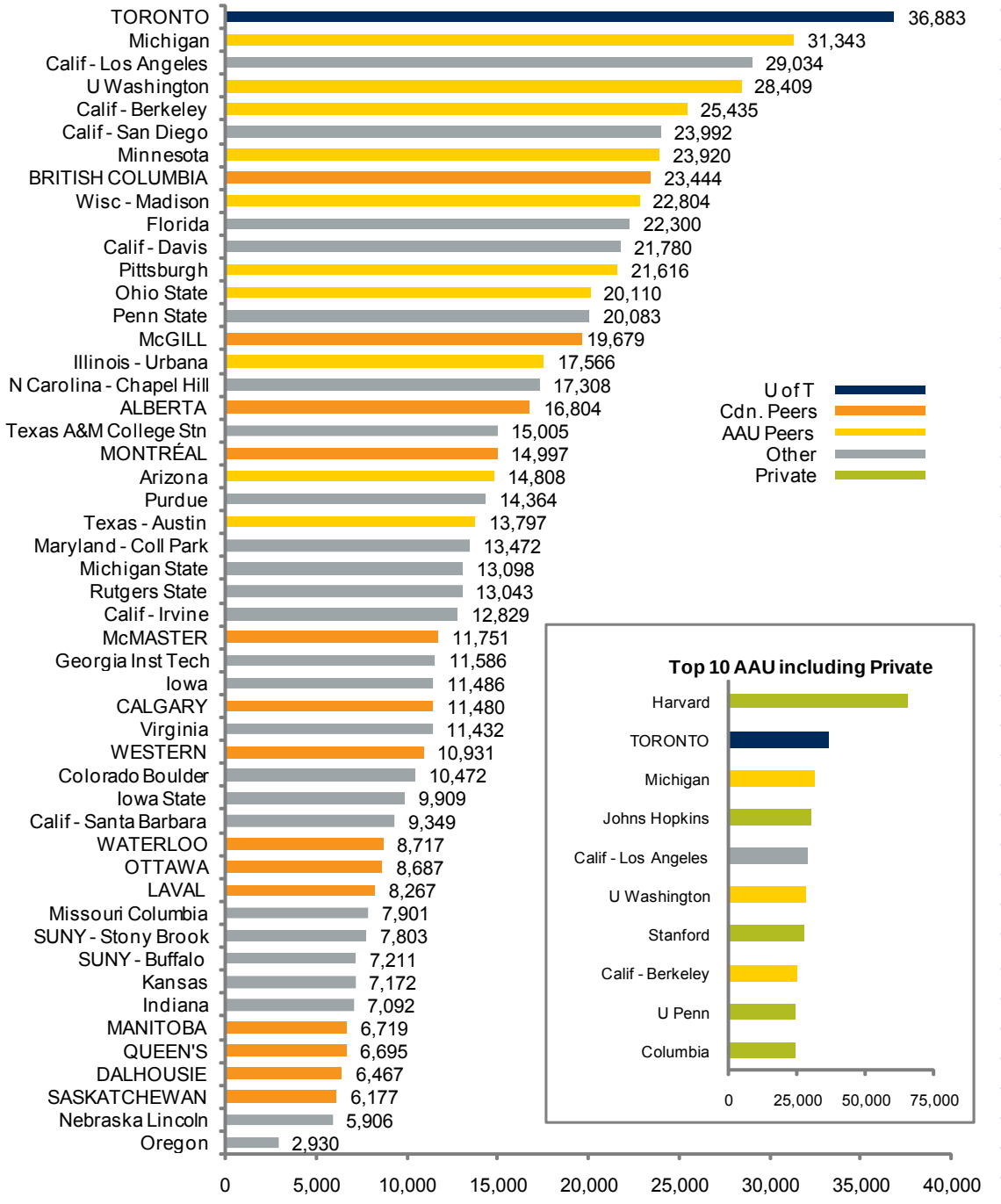
Performance Relevance:

Counts of publications and citations[1] are important indicators of scholarly impact as measured by research output and intensity. This is particularly true in scientific disciplines, where research reporting is predominantly journal-based. Comparisons with institutions both within Canada and the United States capture our research productivity in fields relative to our peers.

[1] Thomson Scientific's University Indicators is a database that tracks 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-i-f
All Science Fields, Number of Publications Indexed by Thomson ISI
AAU Public and Canadian Peer Institutions, 2006 to 2010

The chart below indicates the number of publications in the science fields by University of Toronto faculty indexed by Thomson ISI compared to AAU public institutions and our Canadian peers. The insert chart indicates the top 10 AAU (private and public) institutions.



Source: University Science Indicators 2010 Standard Edition, Thomson Reuters.
Our Canadian peer institutions are shown in capital letters.

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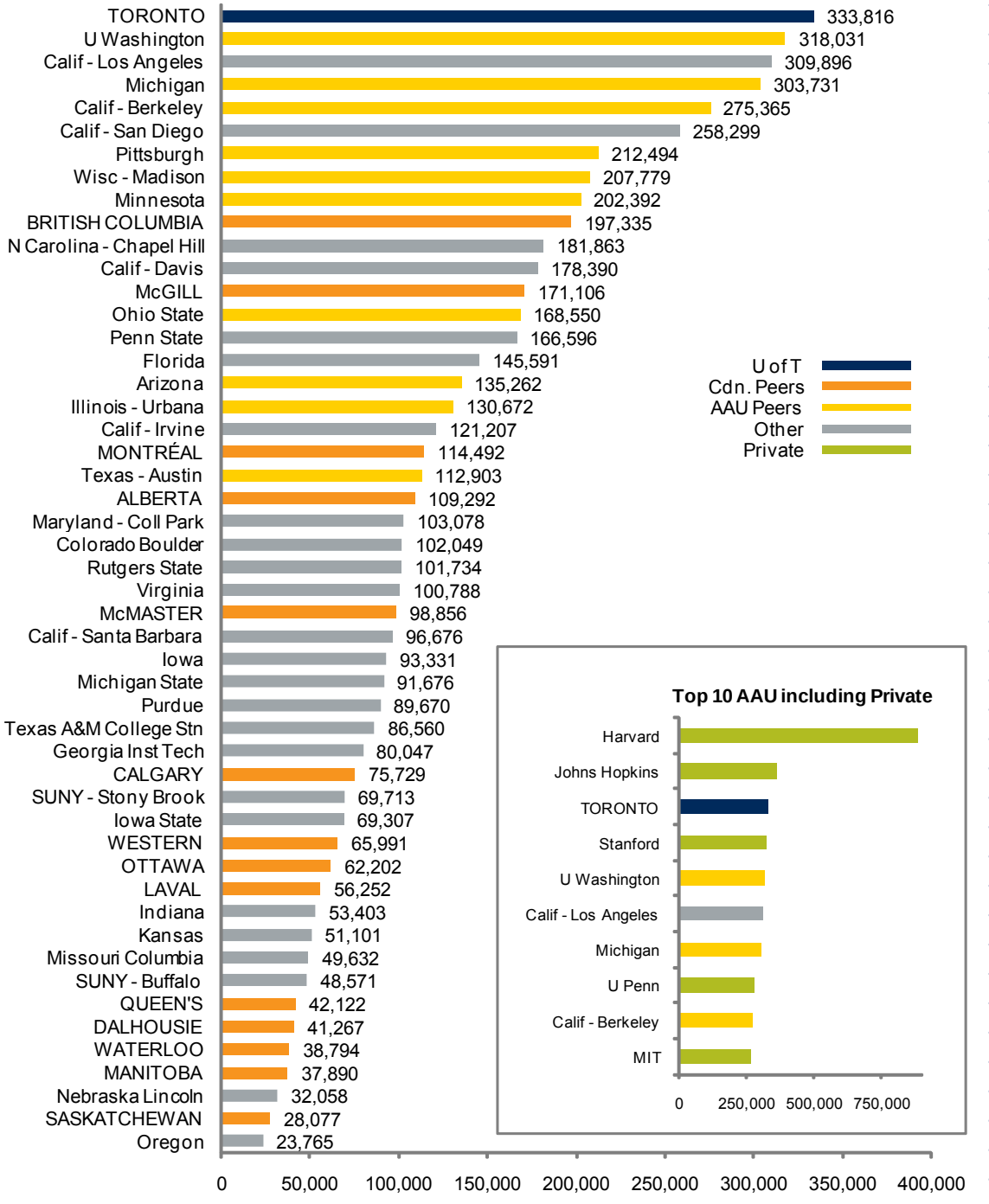
All Science Fields, Number of Citations Indexed by Thomson ISI
AAU Public and Canadian Peer Institutions, 2006 to 2010

The chart below indicates the number of citations in the science fields by University of Toronto faculty indexed by Thomson ISI compared to AAU public institutions and our Canadian peers. The insert chart indicates the top 10 AAU (private and public) institutions.



Source: University Science Indicators 2010 Standard Edition, Thomson Reuters. Our Canadian peer institutions are shown in capital letters.

Figure 1-i-h
Summary of Publication and Citation Rankings for the University of Toronto Relative to Canadian Peers, AAU Public Institutions, and All AAU Institutions, 2006 to 2010

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

		Canadian Peers		AAU Public		AAU (incl. private)	
Field	Subfield	Publications	Citations	Publications	Citations	Publications	Citations
All Fields		**1**	**1**	**1**	**1**	**2**	**3**
Health & Life Sciences		**1**	**1**	**1**	**1**	**2**	**3**
	Cardiac & Cardiovascular Systems	1	1	1	1	3	5
	Infectious Diseases	1	1	5	5	9	11
	Molecular Biology & Genetics	1	1	1	1	2	4
	Neuroscience & Behavior	1	1	2	3	4	9
	Oncology	1	1	1	1	2	3
	Rehabilitation	1	1	1	1	1	1
	Public, Environmental & Occupational Health	1	1	4	5	7	8
Engineering & Materials Science		**1**	**1**	**8**	**7**	**9**	**11**
	Cell & Tissue Engineering	1	1	1	1	3	3
	Environmental Engineering	2	1	3	1	3	1
	Nanoscience & Nanotechnology	1	1	15	10	22	15
Physical Sciences							
	Chemistry	1	1	4	11	6	17
	Computer Science	2	1	9	6	13	10
	Optics	1	1	6	7	11	16
	Space Science	1	1	11	6	18	10
Social Sciences		**1**	**1**	**2**	**5**	**3**	**7**
	Anthropology	1	1	3	12	4	15
	Criminology & Penology	1	1	2	2	2	2
	Education & Educational Research	1	1	3	10	5	13
	Economics & Business	1	1	6	8	17	20
Humanities							
	Humanities, Multidisc	1	1	1	1	4	6
	Linguistics	1	1	1	5	1	6
	Philosophy	1	1	1	7	1	12

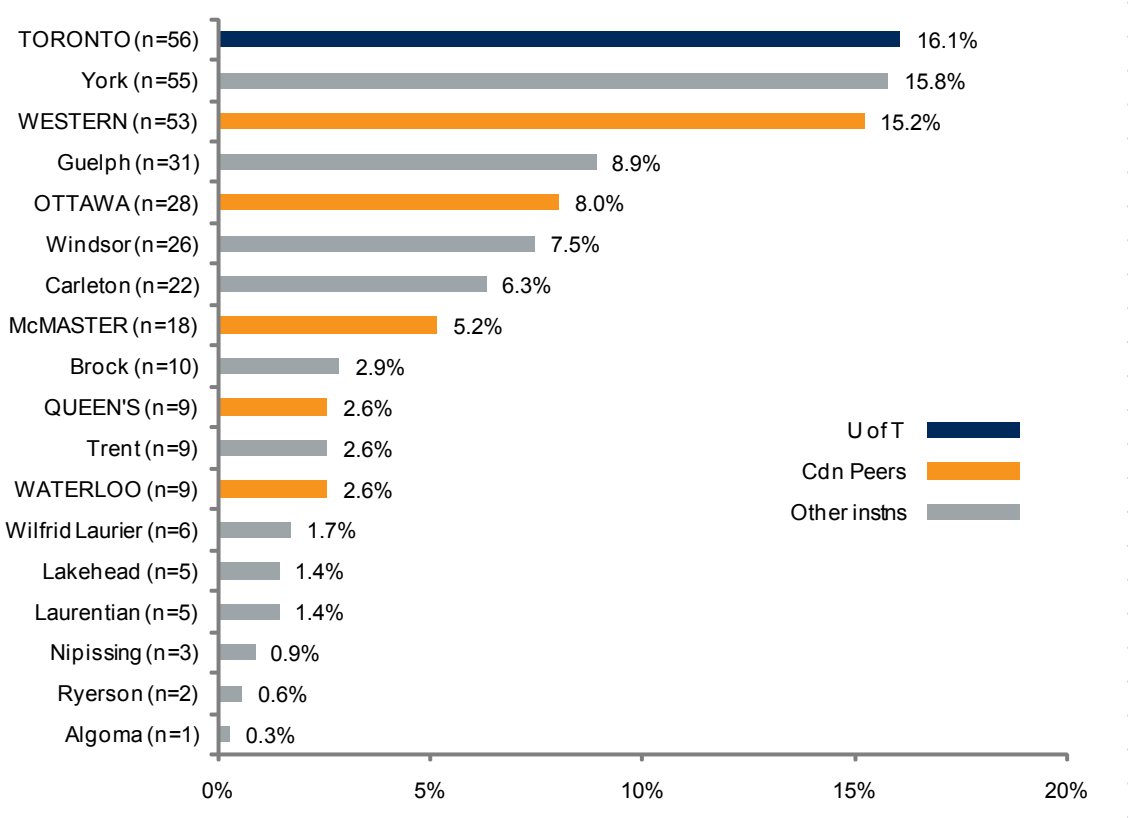
Data sources: University Science Indicators 2010 Standard and Deluxe Editions, Thomson Reuters.

Faculty Teaching Awards

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

Figure 1-i-i
Ontario Teaching Awards (OCUFA), 1973 to 2010

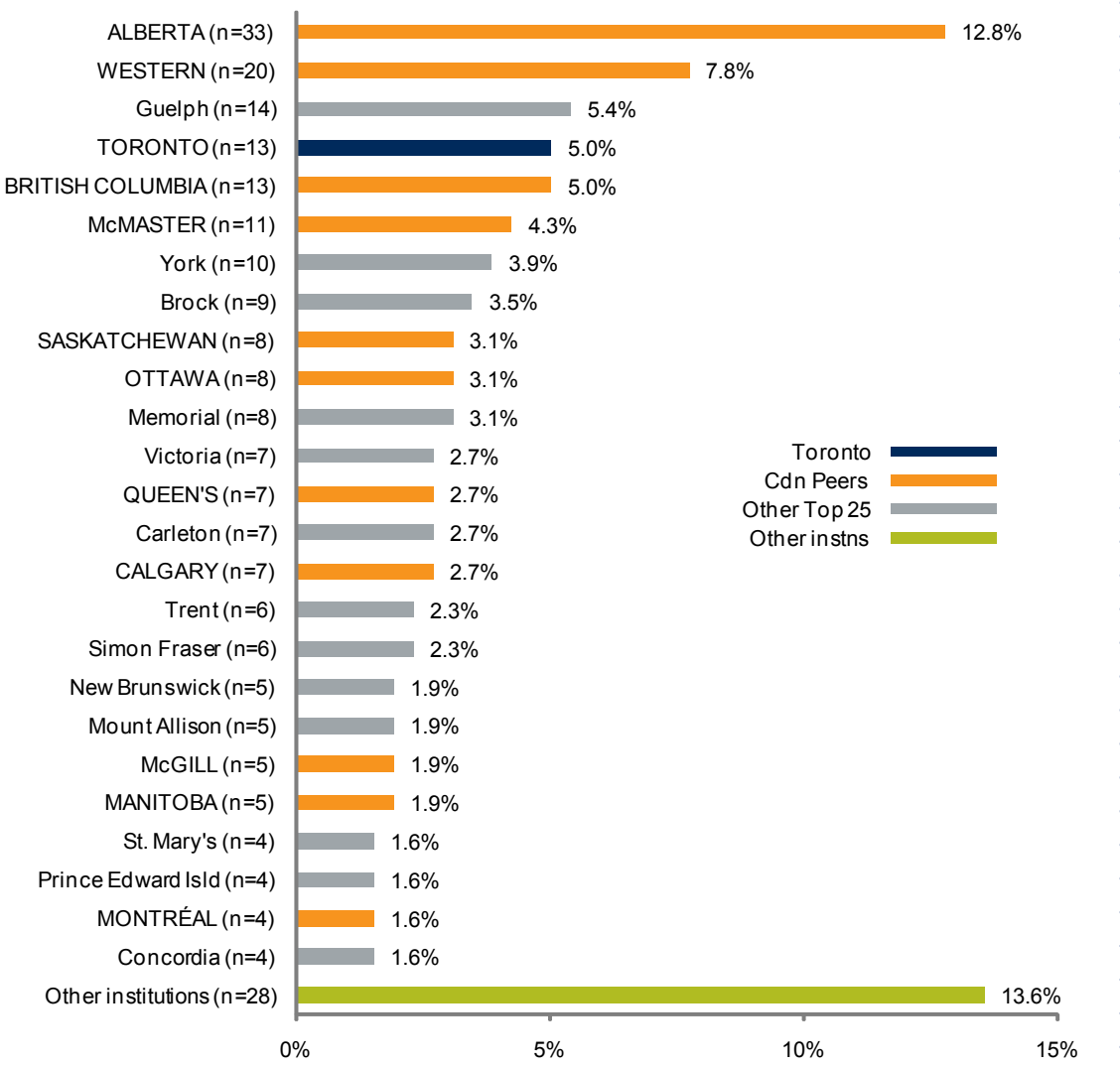
The chart below indicates the percentage of OCUFA Teaching Awards received by University of Toronto Faculty members compared to the number of Awards received provincially since the award's inception in 1973.



OCUFA Teaching Awards (n=348) as of October 2011.
Canadian peer Institutions are shown in capital letters.

Figure 1-i-j
3M Teaching Fellowship Awards Percent Share, Top 25 Institutions and Canadian Peer Institutions 1986 to 2011

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



Source: 3M Teaching Fellowships (n=258). École des Hautes Études Commerciales included under U de Montreal.
Canadian peer institutions are shown in capital letters.
Other Institutions include: LAVAL, Quebec - Trois Rivieres, Wilfrid Laurier, WATERLOO, Windsor (3 awards each); DALHOUSIE, Lakehead, Northern British Columbia, Regina, Ryerson, Winnipeg (2 awards each); King's U College, Laurentienne, Lethbridge, Mount St. Vincent, Quebec – Montreal, Sherbrooke, St. Thomas, Xavier (1 award each).

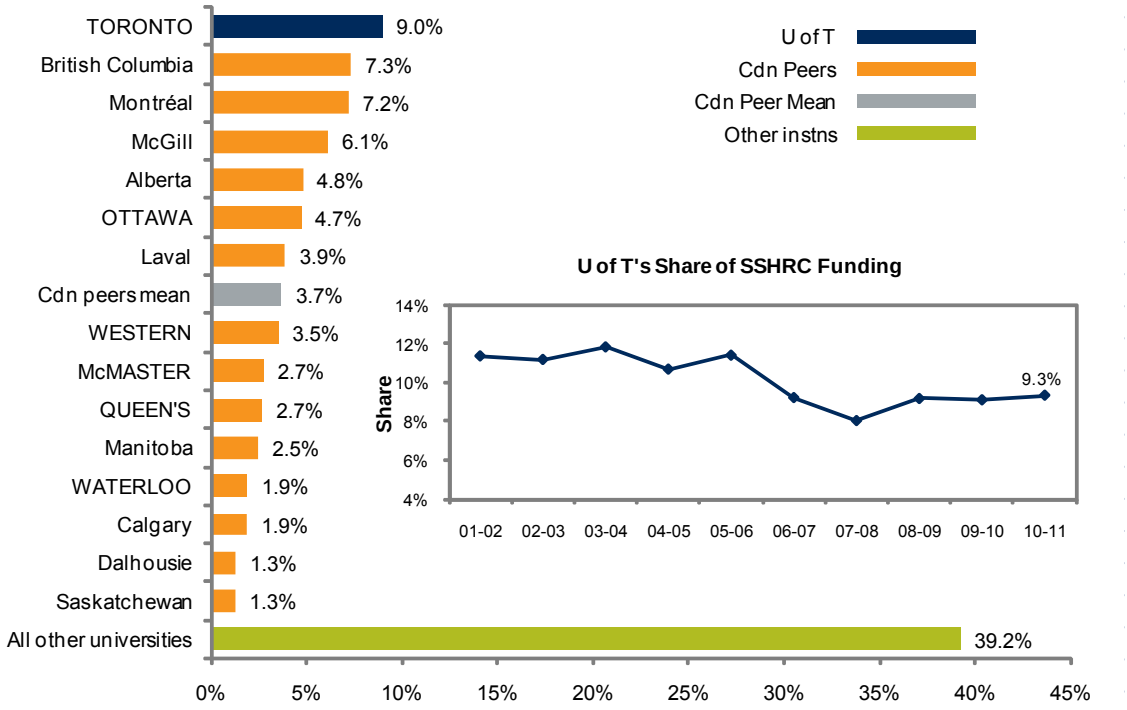
Tri-Council Funding – SSHRC, NSERC, CIHR

Performance Relevance:
The three granting councils provide over one-third of our total sponsored research funding, which is commonly considered as a proxy for research intensity. Comparisons with top performing Canadian peer institutions over time demonstrate our success in attracting research funding from the granting councils. The research yield indicator measures the share of funding received by an institution's faculty members relative to its share of eligible faculty in the respective disciplines. A research yield of 1.0 indicates that a university is receiving funding in proportion to the size of its faculty. While we are able to present research yields for both SSHRC and NSERC, problems of comparability on faculty counts at this time preclude us from presenting this measure for CIHR disciplines.

In recent years, granting council funding has taken on additional importance as the primary driver for other federal research investments; success in these programs is used to allocate Canada Research Chairs, Federal Indirect Cost support, and a portion of Canada Foundation for Innovation funding. This year, we have provided a "market share" measure which amalgamates our results across all three councils.

Figure 1-ii-a
Canadian Peer Universities vs. University of Toronto's Share of Social Sciences and Humanities Research Council (SSHRC) Funding Cumulative 5-Year Share, 2006-07 to 2010-11

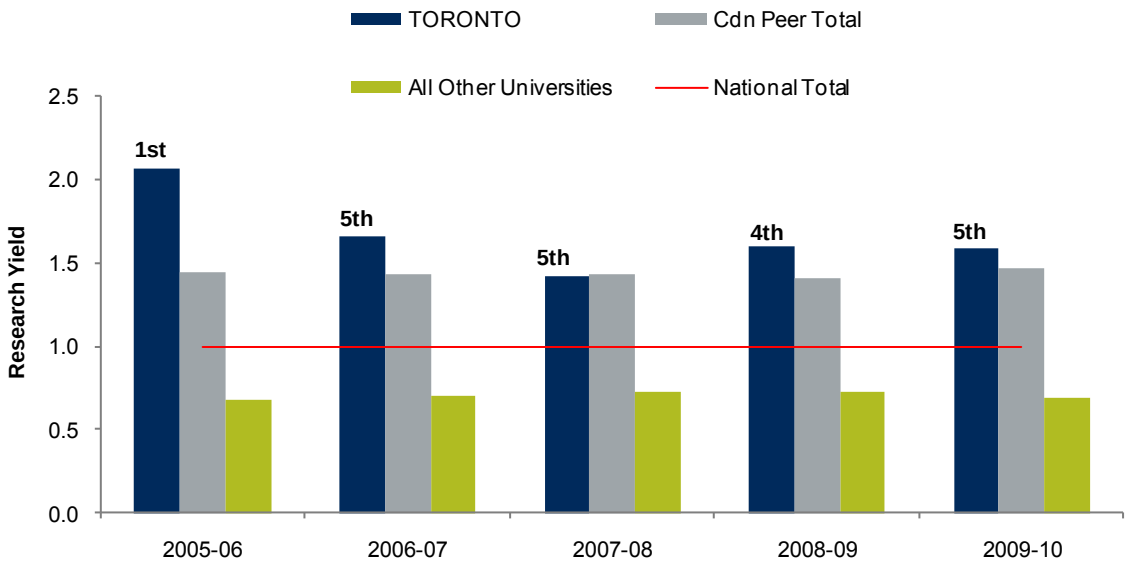
The chart below compares the University of Toronto's five-year cumulative share of SSHRC funding to our Canadian peers. The insert chart shows U of T's trend in share over the most recent ten-year period.



Source: SSHRC Payments by Program Activity Architecture, Region, Province & Institution 2006-07 to 2010-11 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 and universities, and their affiliates, are counted.
The mean for our Canadian peers excludes UofT. Ontario peers are shown in capital letters.

Figure 1-ii-b
Canadian Peer Universities vs. National Research Yield
Social Sciences and Humanities Research Council (SSHRC), 2005-06 to 2009-10

The SSHRC research yield indicator measures the share of funding received by an institution's faculty members relative to its share of eligible faculty in the Social Sciences and Humanities disciplines. A research yield of 1.0 indicates that a university is receiving funding in proportion to the size of its faculty.



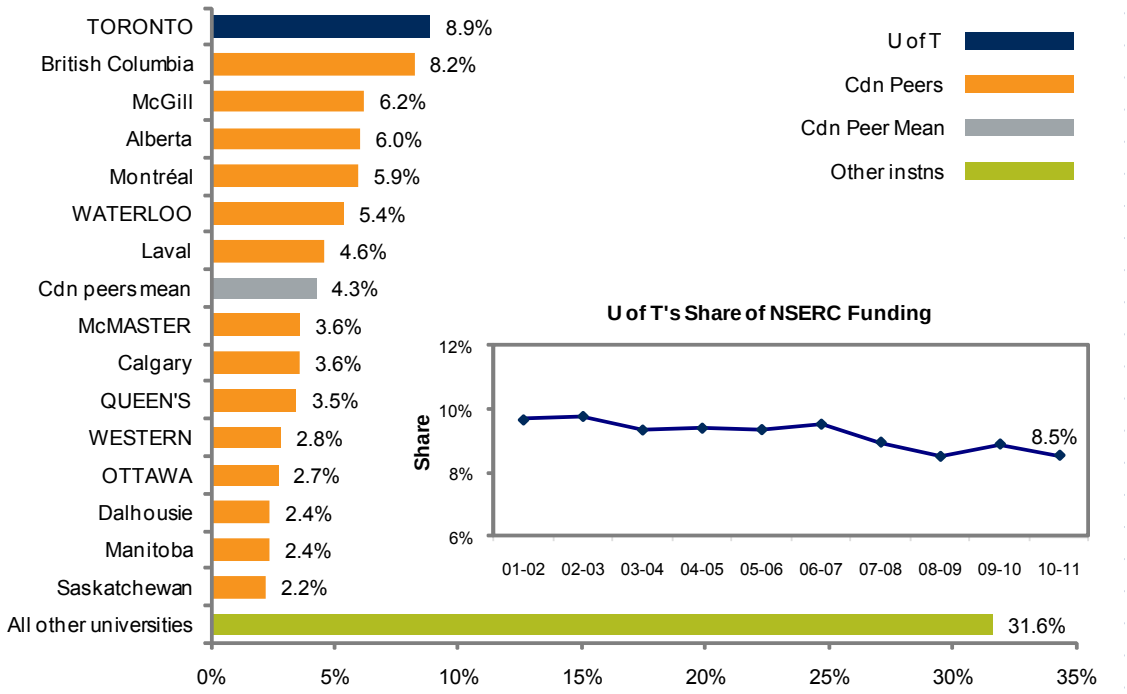
Canadian Peers with Top 5 SSHRC Research Yield

Rank	2005-06	2006-07	2007-08	2008-09	2009-10
1	**TORONTO**	McGill	McGill	McGill	McGill
2	McGill	Montréal	British Columbia	Montréal	British Columbia
3	Montréal	British Columbia	Montréal	British Columbia	Montréal
4	British Columbia	McMaster	McMaster	**TORONTO**	Laval
5	McMaster	**TORONTO**	**TORONTO**	McMaster	**TORONTO**

Faculty funding data source: SSHRC Payments by Program Cluster, Region, Province & Institution 2005-06 to 2009-10 reports. Payments for Networks of Centres of Excellence nodes, Canada Research Chairs, training programs, and communication programs, are excluded. For the National Total, only payments to Canadian colleges and universities, and their affiliates, are counted. Okanagan University College counted with UBC.
Faculty count data source: Statistics Canada UCASS 2005 to 2009 files.
Ranks: Full, Associate and Assistant Professors including those with administrative responsibilities.
Dalhousie was excluded from the Canadian peer group and counted with all other universities in 2005-06 due to missing faculty counts. Affiliated/federated institutions are included with each relevant institution.

Figure 1-ii-c
Canadian Peer Universities vs. University of Toronto's Share of Natural Sciences and Engineering Research Council (NSERC) Funding Cumulative 5-Year Share, 2006-07 to 2010-11

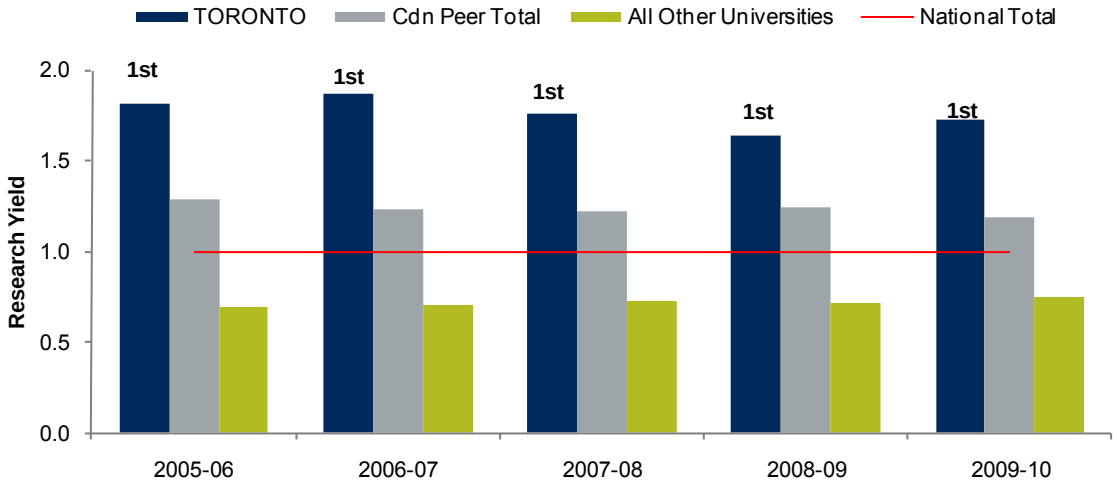
The chart below compares U of T's five-year cumulative share of NSERC funding to our Canadian peers. The insert chart shows U of T's trend in share over the most recent ten-year period.



Source: NSERC Facts & Figures 2010-11 report.
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 and universities, and their affiliates, are counted.
The mean for our Canadian peers excludes UofT. Ontario peers are shown in capital letters.

Figure 1-ii-d
Canadian Peer Universities vs. National Research Yield
Natural Sciences and Engineering Research Council (NSERC), 2005-06 to 2009-10

The NSERC research yield indicator measures the share of funding received by an institution's faculty members relative to its share of eligible faculty in the Sciences and Engineering disciplines. A research yield of 1.0 indicates that a university is receiving funding in proportion to the size of its faculty.



Canadian Peers with Top 5 NSERC Research Yield

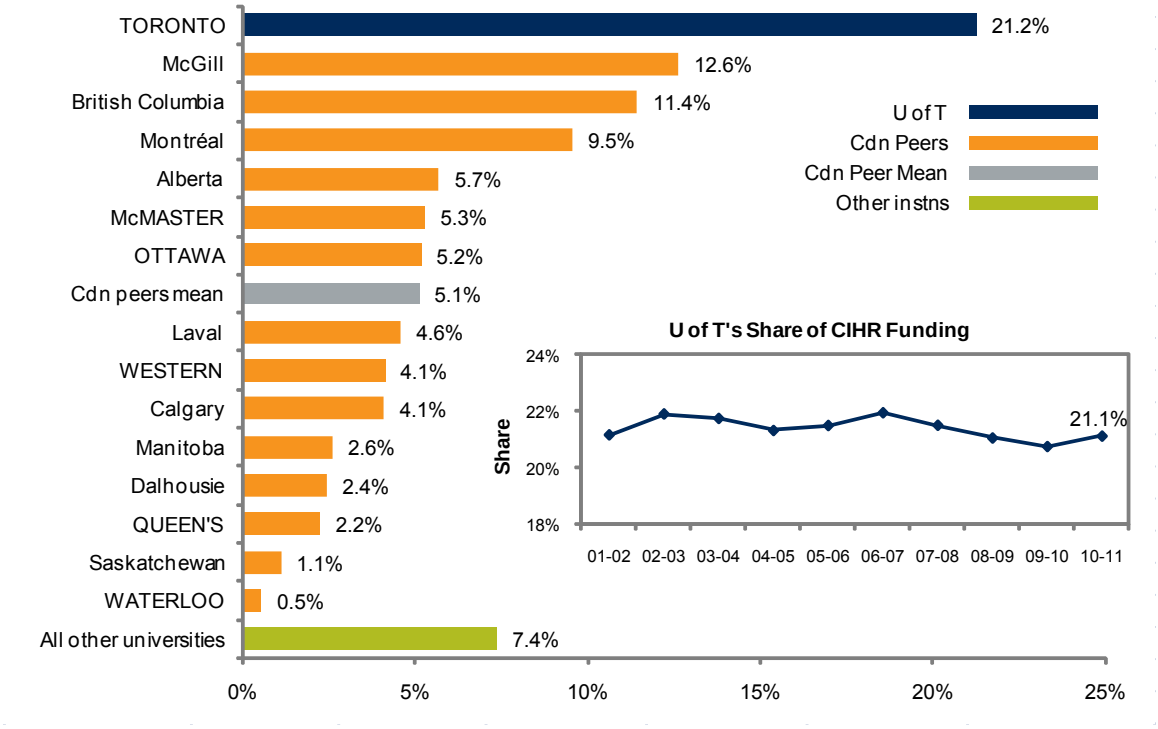
Rank	2005-06	2006-07	2007-08	2008-09	2009-10
1	**TORONTO**	**TORONTO**	**TORONTO**	**TORONTO**	**TORONTO**
2	Queen's	Queen's	Queen's	Queen's	Queen's
3	McMaster	McMaster	British Columbia	British Columbia	British Columbia
4	McGill	Ottawa	McMaster	McMaster	McGill
5	Ottawa	McGill	Ottawa	Ottawa	McMaster

Faculty funding data source: NSERC Facts & Figures 2009-10, Expenditures by University, report by program and by year. Payments for Networks of Centres of Excellence nodes, Canada Research Chairs, the Canadian Microelectronics Corporation (Queen's), the Canadian Light Source (Saskatchewan), Undergraduate Student Awards, Postgraduate Fellowships and Research Fellowships, are excluded. For the National Total, only payments to Canadian colleges and universities, and their affiliates, are counted. Okanagan University College counted with UBC.

Faculty count data source: Statistics Canada UCASS 2004 to 2009 files.
Ranks: Full, Associate and Assistant Professors including those with administrative responsibilities.
Dalhousie is excluded from the Canadian peer group and counted with all other universities in 2005-06 due to missing faculty counts. Affiliated/federated institutions are included with each relevant institution.

Figure 1-ii-e
Canadian Peer Universities vs. University of Toronto's Share of Canadian Institutes of Health Research (CIHR) Funding
Cumulative 5-Year Share, 2006-07 to 2010-11

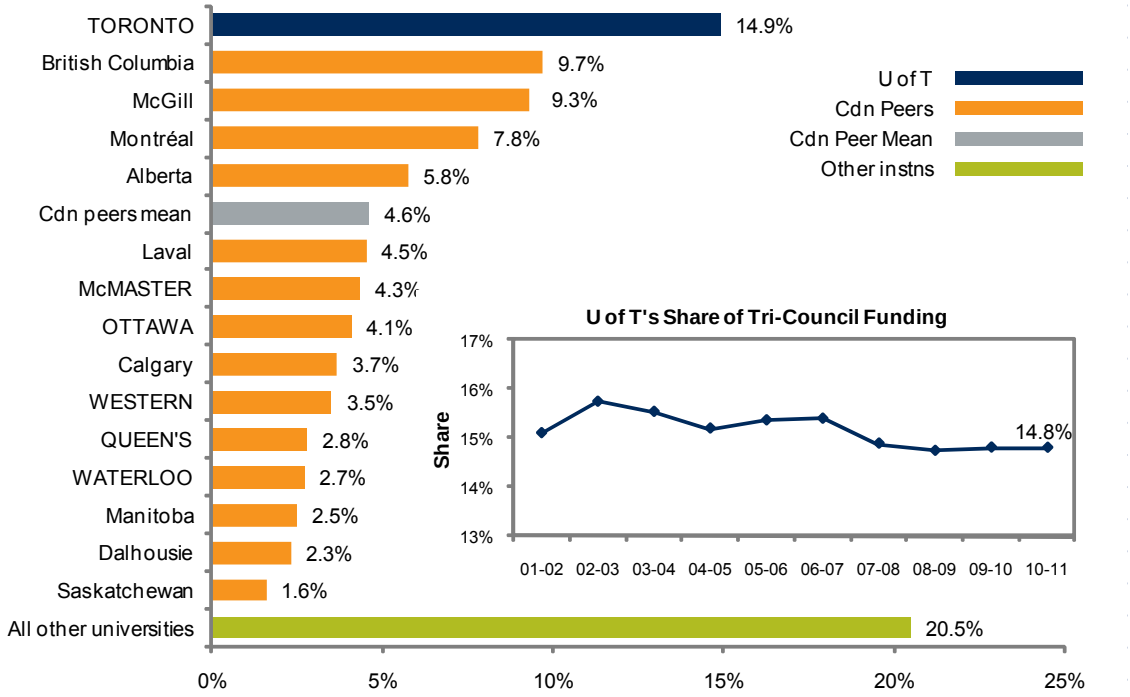
The chart below compares U of T's five-year cumulative share of CIHR funding to our Canadian peers. The insert chart shows U of T's trend in share over the most recent ten-year period.



Source: CIHR Expenditures by University and CIHR Program, 2006-07 to 2010-11 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 and universities, and their affiliates, are counted.
The mean for our Canadian peers excludes UofT. Ontario peers are shown in capital letters.

Figure 1-ii-f
Canadian Peer Universities vs. University of Toronto's Share of Funding from the Federal Granting Councils (Tri-Councils)
Cumulative 5-Year Share, 2006-07 to 2010-11

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



Source: CIHR Expenditures by University and CIHR Program, 2005-06 to 2009-10 reports, NSERC Facts & Figures 2009-10 report, and SSHRC Payments by Program Activity Architecture, Region, Province & Institution 2005-06 to 2009-10 reports. Expenditures for the Networks of Centres of Excellence nodes, the Canada Research Chairs program, the Indirect Costs Program, all training programs, the Canadian Microelectronics Corporation (NSERC funding held at Queen's), the Canadian Light Source (NSERC funding held at U. Saskatchewan), the SSHRC communications programs and the CIHR Enzyme Replacement Therapy for Fabry Disease program are excluded.
For the national total, only expenditures to Canadian colleges and universities, and their affiliates, are counted.
The mean for our Canadian peers excludes U of T. Ontario peers are shown in capital letters.

Related Reports:

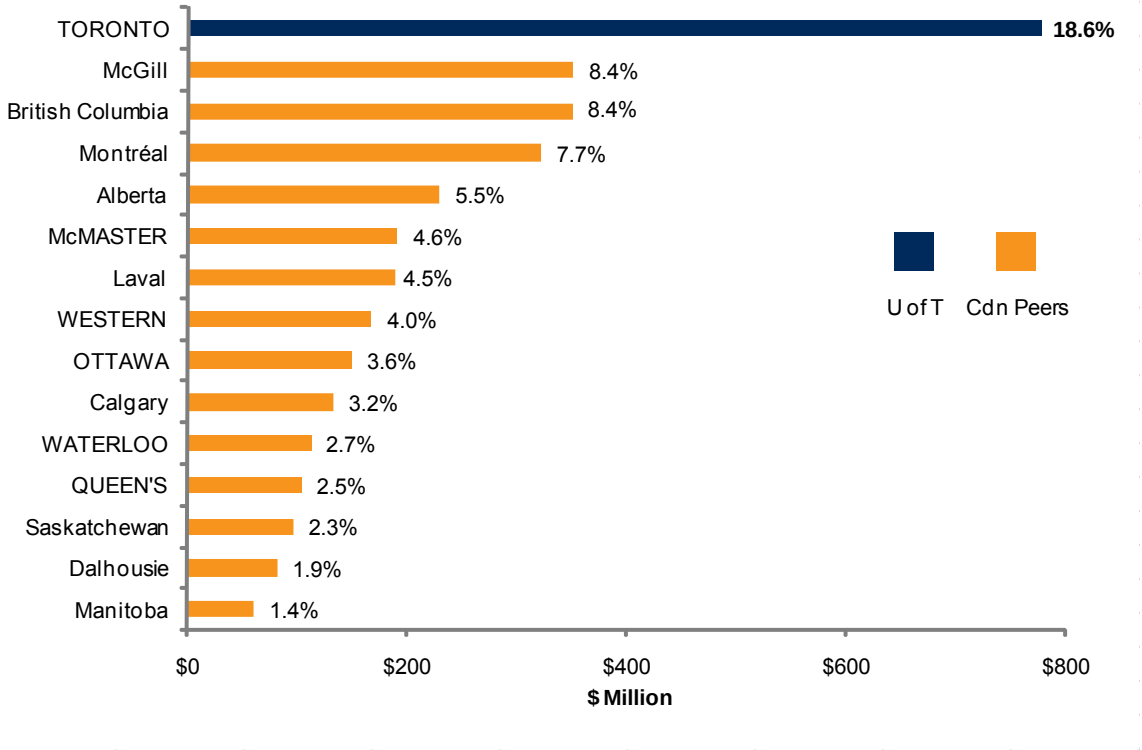
Office of the Vice-President, Research Annual Reports
http://www.research.utoronto.ca/publications/

Canada Foundation for Innovation

Performance Relevance:
Research funding from the Federal Government's Canada Foundation for Innovation (CFI) program measures the share of funding received by an institution's faculty members relative to its peers to support research infrastructure allocated on a competitive basis.

Figure 1-ii-g
Canada Foundation for Innovation (CFI)
Funding by University since Inception, 1998 to 2011

The chart below compares U of T's share of CFI funding to our Canadian peers. By way of comparison, U of T's share of granting council funding was 14.8% in 2010-11.



Data source: CFI website, September 26, 2011. National projects excluded.
Funding to partners and affiliates included with each university.

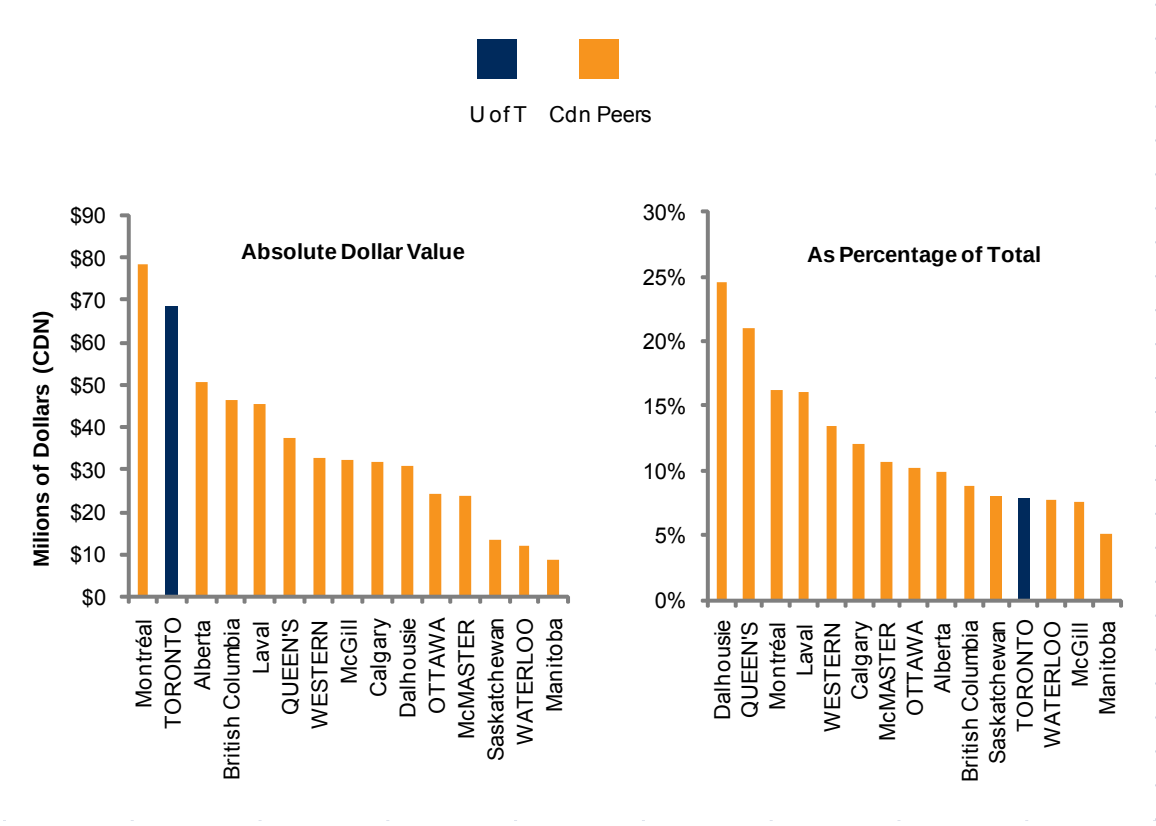
Related Reports:
Office of the Vice-President, Research Annual Reports
http://www.research.utoronto.ca/publications/

Research Funding from Industrial Sources

Performance Relevance:
The amount of research investment that originates from private industry provides an indication of the extent of the collaborative relationship between the university research community and the private sector. This partnership between industry and our faculty members results in an added benefit of contributing to our mission of training the next generation of researchers, giving them practical opportunities to create new knowledge, while at the same time helping them establish, along with faculty, strong links with industrial contacts.

Figure 1-ii-h
Funding from Industrial Sources
University of Toronto and Canadian Peers 2008-09

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



Source: CAUBO 2008-09
Toronto data corrected for 1-year lag in reporting for affiliates. McMaster: only entities consolidated were included. Partners and affiliates included with each university

New Invention Disclosures, New Licenses, New Spin-off Companies

Performance Relevance:
New insights and discoveries by University of Toronto researchers often have broad implications outside of regular academic debates. The translation of research results into products and processes with economic and social benefit is an important measure of impact beyond the University.

An initial, yet important step in the commercialization process occurs with the **invention disclosure**. The number of disclosures is an important indicator of the potential for commercialization and knowledge transfer to occur, and thus an important indicator of the prospect for social and economic benefit to be derived from university research. Indeed disclosures are the critical mass which helps drive the commercialization process.

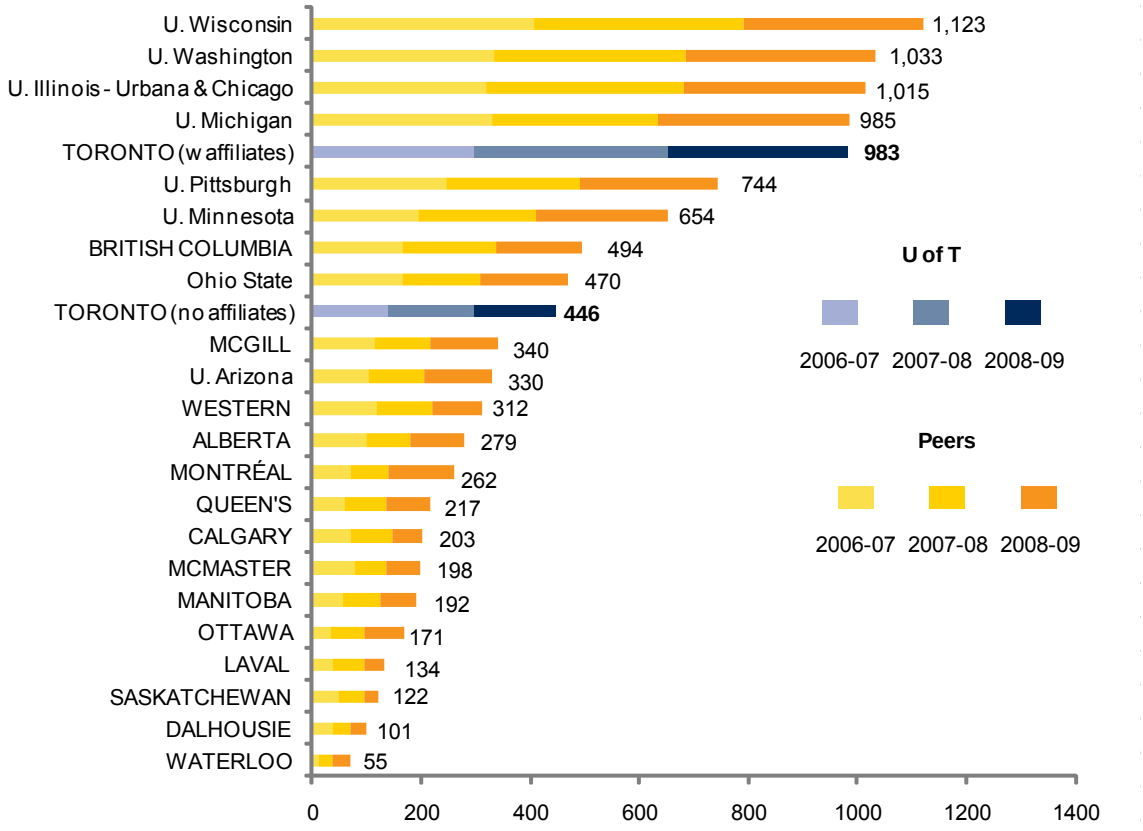
Licensing of an invention to an existing company is an important avenue of commercialization, as is the creation of a startup or spin-off company to launch the new invention. Both options are precursors of commercial impact.

The number of **new licenses** created indicates a heightened engagement between the university and private sector firms, and an increased contribution of research faculty to social and economic development.

The number of **new spin-off companies** captures a direct contribution by the University's research community to the economic development of the region.

Figure 1-iii-a
New Invention Disclosures
Canadian and US Peers, 2006-07 to 2008-09

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

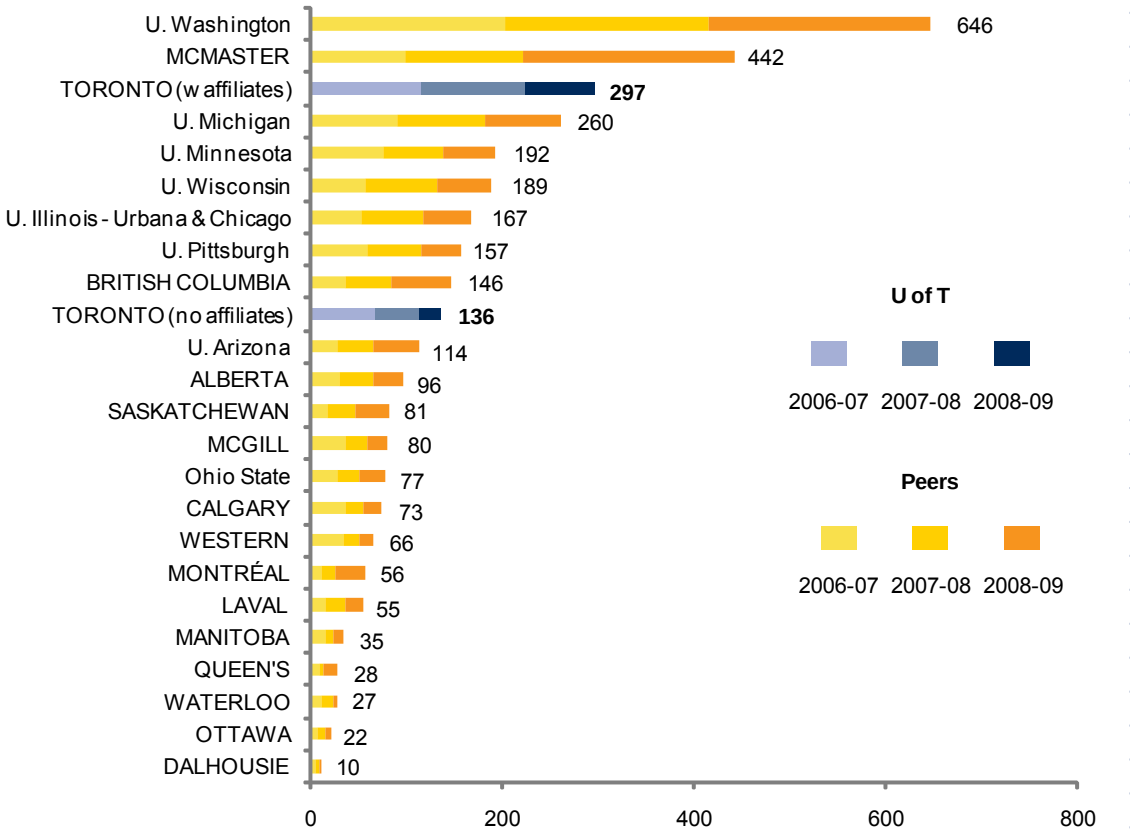


Data Source: Published AUTM Survey FY 2007, 2008, and AUTM STATT 3.0 FY2009. MaRS Innovation 2011 Summary Report on 'AUTM Compatible' Indicators FY2009.

Note: Canadian peer institutions are shown in capital letters.
Where available, University of Toronto (w 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.
Wisconsin reported as W.A.R.F./ Univ. of Wisconsin Madison.
Data for University of California at Berkeley only available as part of University of California system (not shown).
Data for University of Texas at Austin only available as part of University of Texas System (not shown).
Data for University of Illinois-Urbana Champaign, University of Michigan - Ann Arbor, and University of Minnesota-Twin Cities are only available at system level. System level data for these three peers are shown.

Figure 1-iii-b
New Licenses
Canadian and AAU Peer Institutions, 2006-07 to 2008-09

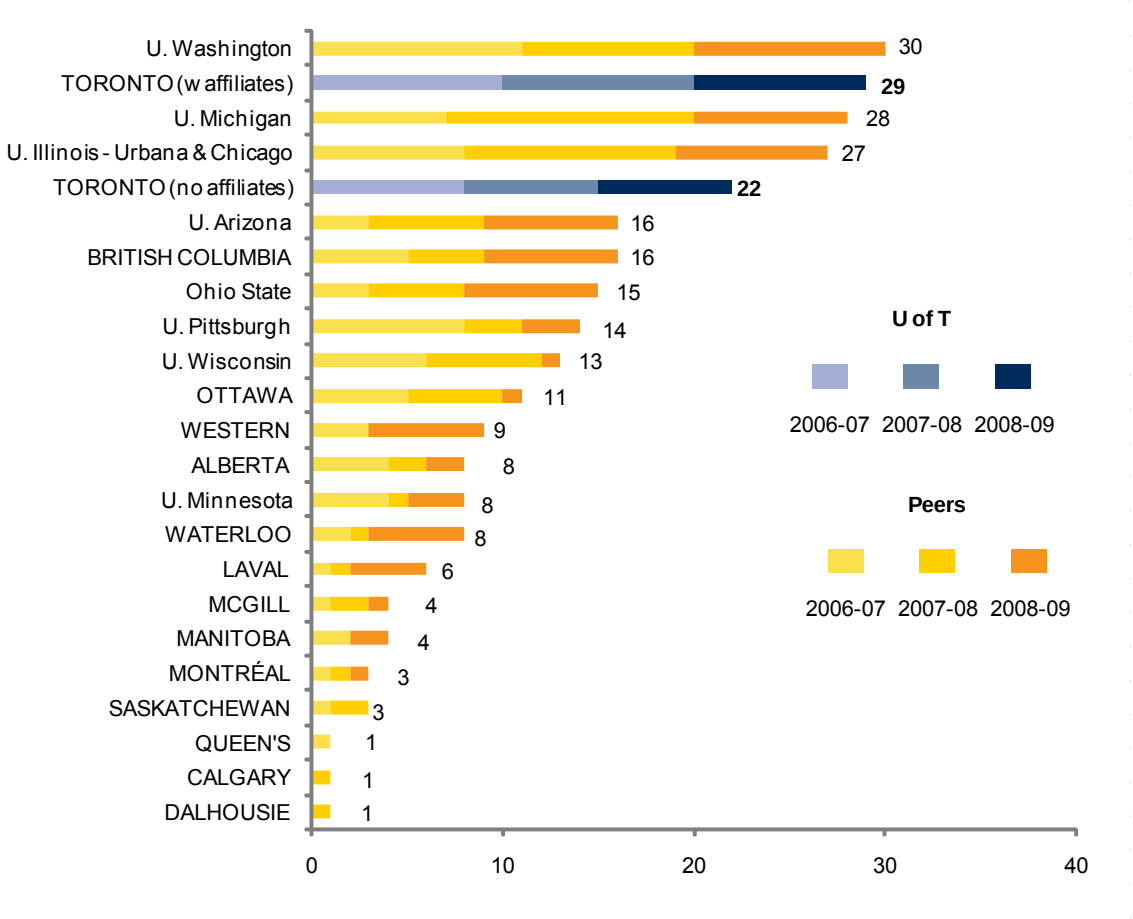
The chart below provides the three-year sum of new licenses for Canadian and AAU peer institutions.



Data Source: Published AUTM Survey FY 2007, 2008, and AUTM STATT 3.0 FY2009. MaRS Innovation 2011 Summary Report on 'AUTM Compatible' Indicators FY2009.
Note: Canadian peer institutions are shown in capital letters.
Where available, University of Toronto (w 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.
Wisconsin reported as W.A.R.F./ Univ. of Wisconsin Madison
Data for University of California at Berkeley only available as part of University of California system (not shown).
Data for University of Texas at Austin only available as part of University of Texas System (not shown).
Data for University of Illinois-Urbana Champaign, University of Michigan - Ann Arbor, and University of Minnesota-Twin Cities are only available at system level. System level data for these three peers are shown.

Figure 1-iii-c
New Spin-off Companies
Canadian and AAU Peer Institutions, 2006-07 to 2008-09

The chart below provides the three-year sum of new spin-off companies for Canadian and AAU peer institutions.



Data Source: Published AUTM Survey FY 2007, 2008, and AUTM STATT 3.0 FY2009. MaRS Innovation 2011 Summary Report on 'AUTM Compatible' Indicators FY2009.
Note: Canadian peer institutions are shown in capital letters.
Where available, University of Toronto (w 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.
Wisconsin reported as W.A.R.F./ Univ. of Wisconsin Madison
Data for University of California at Berkeley only available as part of University of California system (not shown).
Data for University of Texas at Austin only available as part of University of Texas System (not shown).
Data for University of Illinois-Urbana Champaign, University of Michigan - Ann Arbor, and University of Minnesota-Twin Cities are only available at system level. System level data for these three peers are shown.

Related website:
University of Toronto Experience Research - Commercialization
http://www.research.utoronto.ca/tag/commercialization/

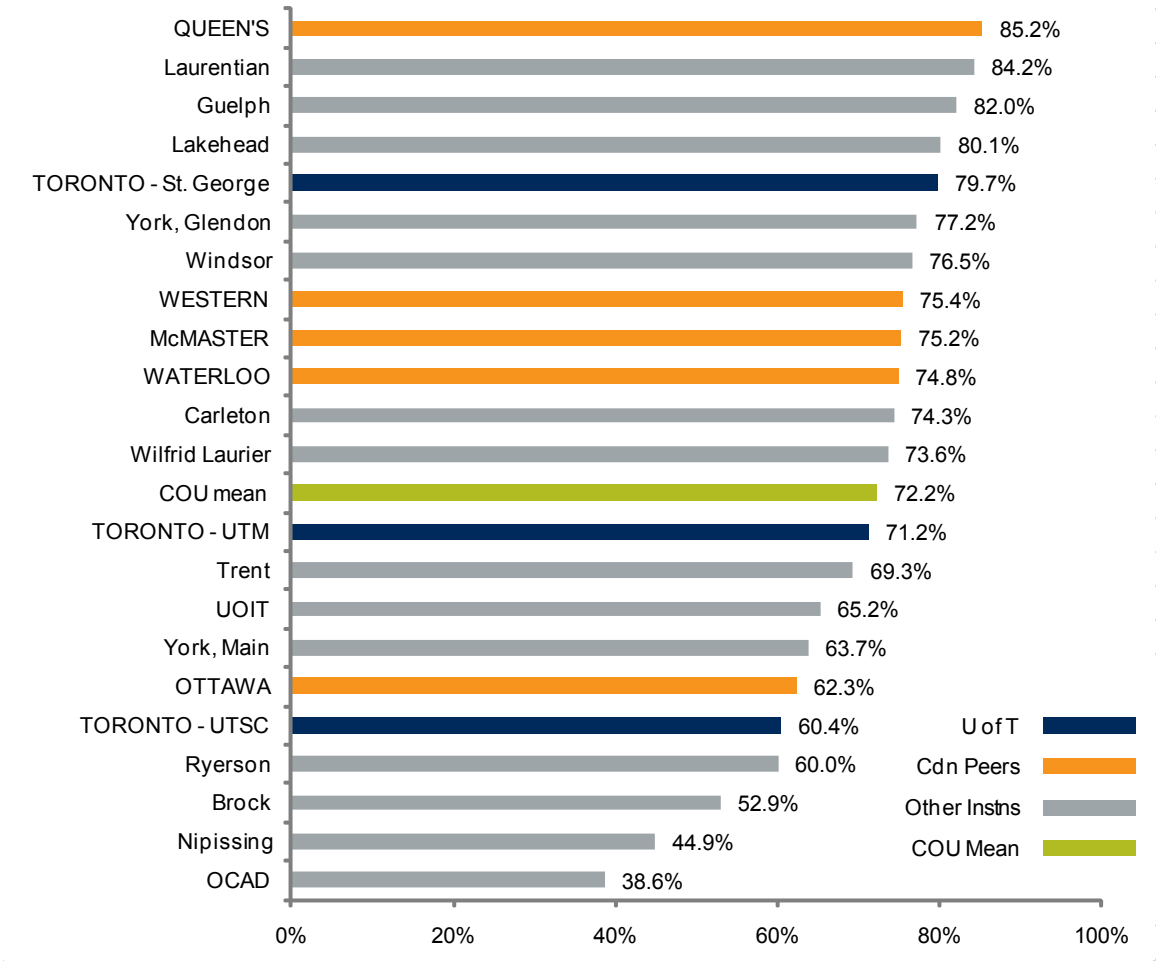
COU Space Inventory

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

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

Figure 2-i-a
Total Space Allocation, Ontario Universities
Ratio of Actual Space Inventory to COU Formula (%), 2007-08

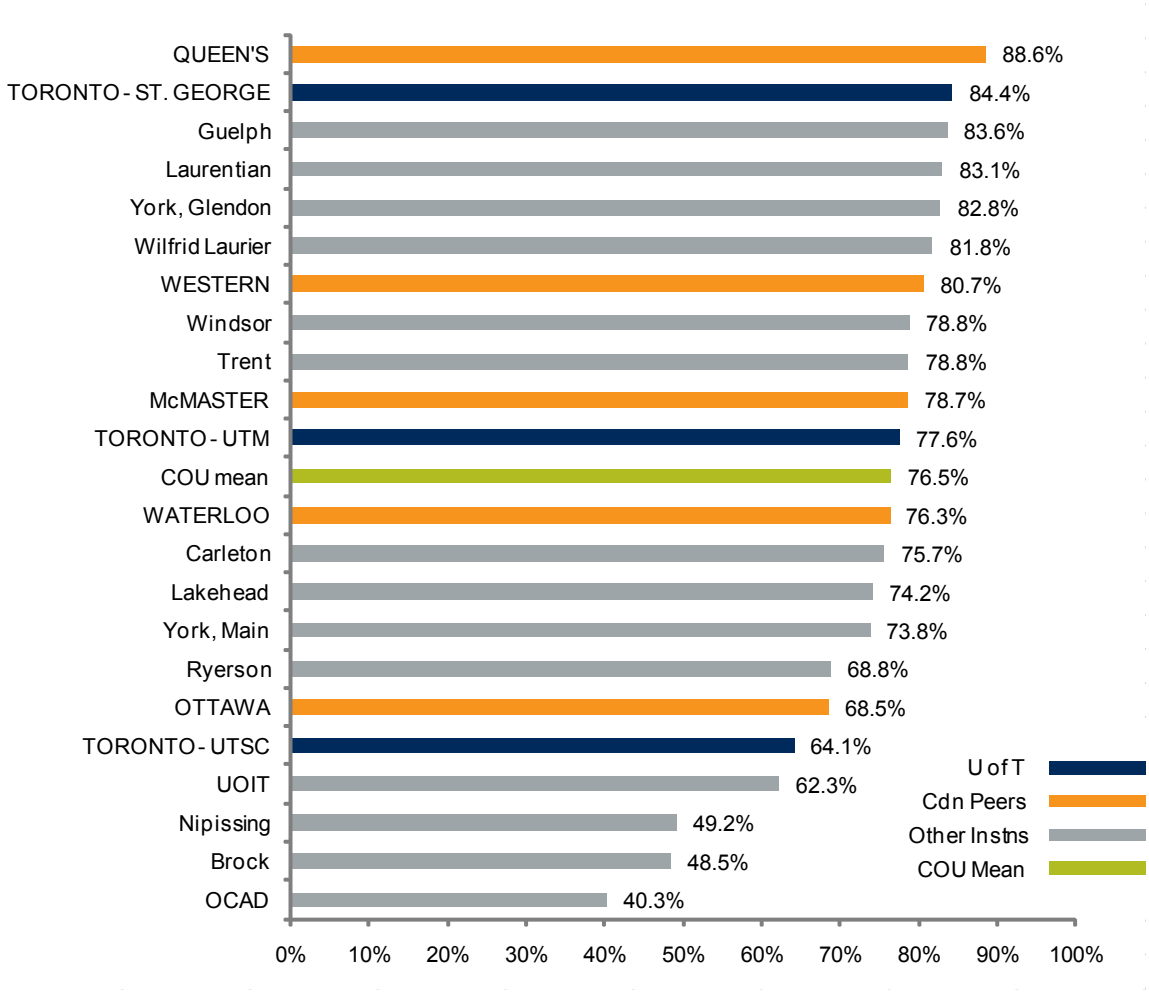
The bars below reflect a ratio between the actual total space available at each institution and the generated space (space required according to the COU standards). If a university's inventory of space matches its formula space, then that university is said to have 100% of the generated amount.



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

Figure 2-i-b
Research/Teaching Space Allocation, Ontario Universities
Ratio of Actual Space Inventory to COU Formula (%), 2007-08

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

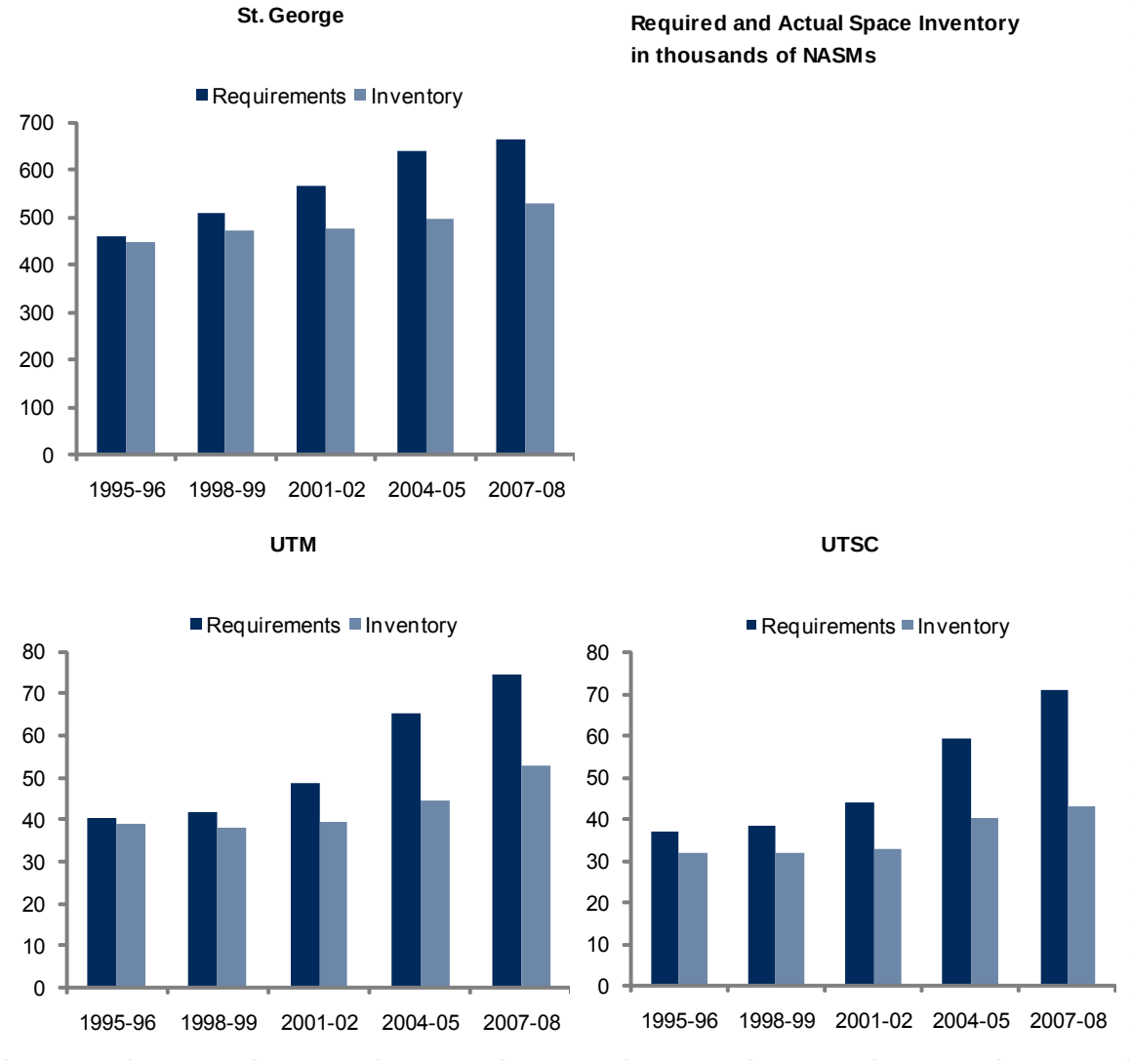


Source: COU Inventory of Physical Facilities of Ontario Universities 2007-08.
Includes classrooms, undergraduate and research labs, offices, study space and libraries.

2. Space Inventory and Deferred Maintenance
i. Space Inventory
Figures a-c

Figure 2-i-c
Total Space by Campus, 1995-96 to 2007-08

The charts below compare the total actual space inventory versus COU space requirements by campus and over time. They show the growing gap between space requirement and actual space inventory in the 3 campuses.



Related Report:
Inventory of Physical Facilities of Ontario Universities, 2007-08
http://cou.on.ca/issues-resources/student-resources/publications/reports/pdfs/inventory-of-physical-facilities-of-ontario-univer.aspx

Deferred Maintenance

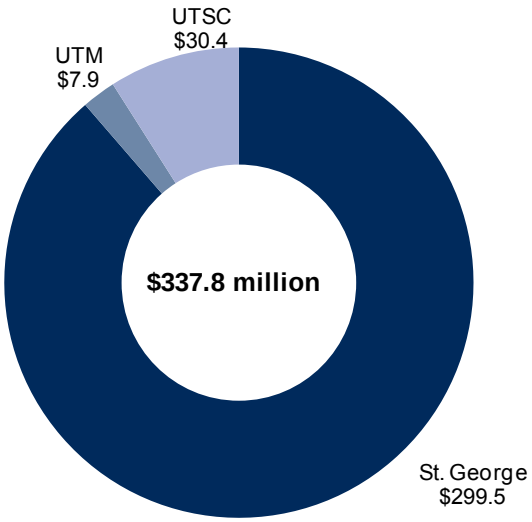
Performance Relevance:
Capital infrastructure is an important element in the university experience for faculty, staff and students. Investments made in both existing and new facilities can improve the amount and quality of space. Addressing deferred maintenance of existing facilities on an on-going basis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

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 provide a consistent way to determine, quantify and prioritize deferred maintenance liabilities. All University of Toronto buildings have been audited.

In April 2003, a report entitled *Crumbling Foundations* was presented to the Business Board which estimated our deferred maintenance liability at $276 million. Traditionally, the primary source of funding for deferred maintenance has been the Provincial Government through the Facilities Renewal Program (FRP). In addition to external funding, the University has committed significant funding from internal sources to address deferred maintenance issues.

Figure 2-ii-a
Deferred Maintenance Backlog by Campus, December 2010

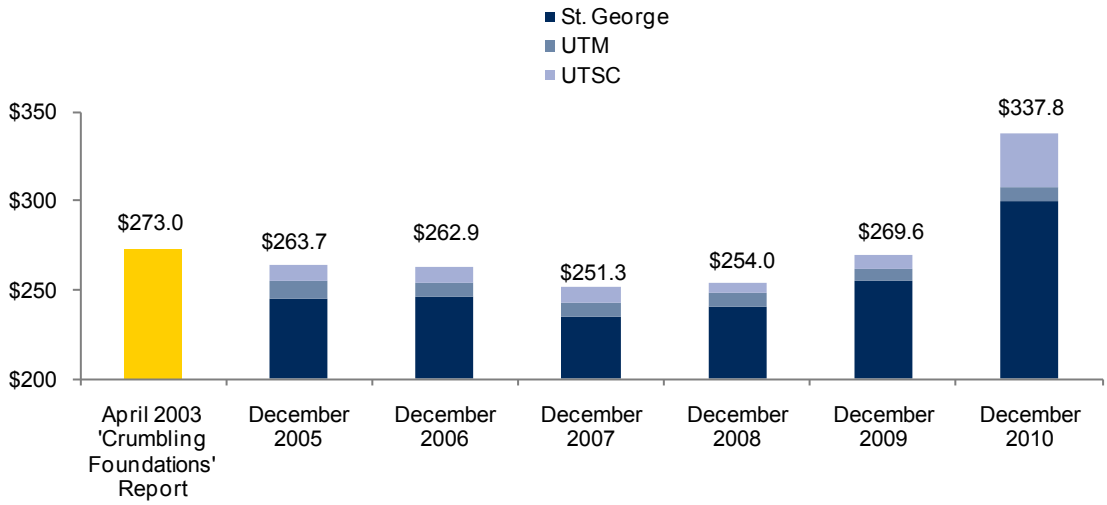
The chart below indicates the deferred maintenance backlog by campus as of December 2010.



Source: Facility Condition Index Peer Review
Note: Includes priorities that should be addressed within the next 5 years.

Figure 2-ii-b
Deferred Maintenance Backlog by Campus, 2003 to 2010

The chart below indicates the deferred maintenance backlog which needs to be addressed within the next 5 years by campus from December 2005 to December 2010 compared to the Deferred Maintenance backlog reported in the 'Crumbling Foundations' report in April 2003.



Source: Facility Condition Index Peer Review.
Includes priorities that should be addressed within the next five years.

Related Reports:

Crumbling Foundations Report. April 2003
http://www.governingcouncil.utoronto.ca/AssetFactory.aspx?did=910

Deferred Maintenance Report December 2010, Facilities and Services Department
http://www.fs.utoronto.ca/aboutus/DM_reports.htm

Ontario Universities' Facilities Condition Assessment Program as of February 2010
http://cou.on.ca/issues-resources/student-resources/publications/reports/pdfs/fcap-report-dec-2010.aspx

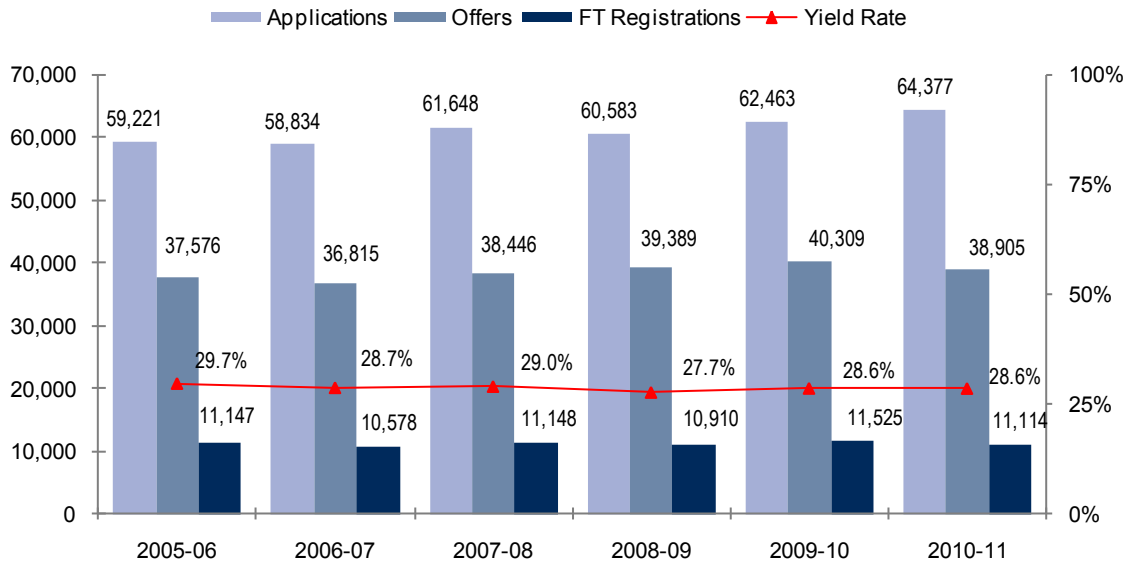
Applications, Offers, Registrations and Yield Rates

Performance Relevance:

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

Figure 3-i-a
Total Applications, Offers, Registrations and Yield Rates
Undergraduate First-Entry Programs 2005-06 to 2010-11

The line below indicates the change over time in the number of students who registered in undergraduate 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, Applied Science and Engineering, Music, Physical Education and Health. Yield rate is the number of registrations divided by number of offers.

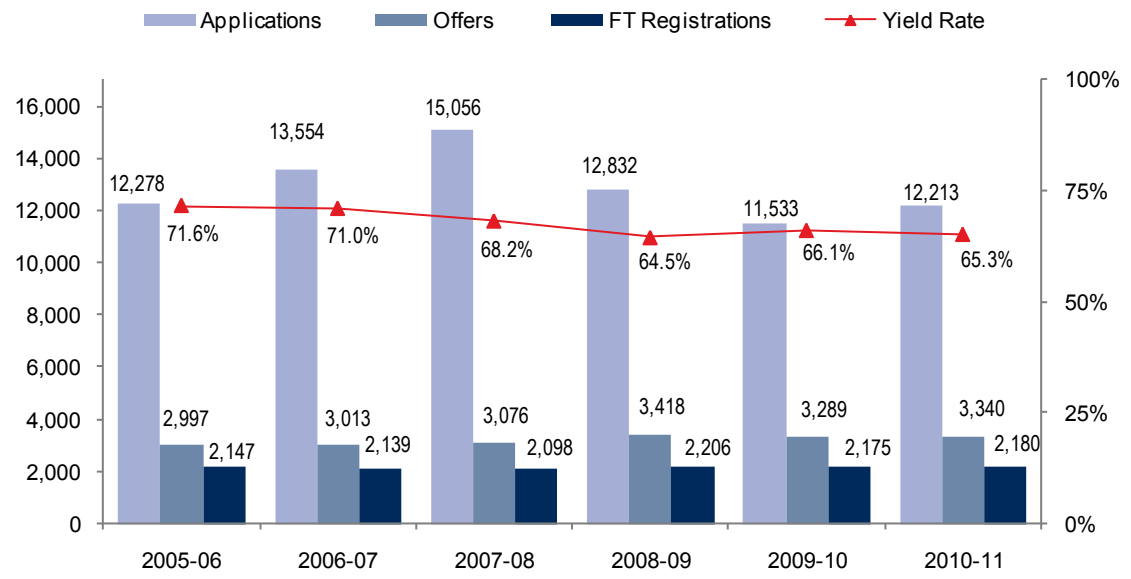
Figure 3-i-b
Total Applications, Offers, Registrations and Yield Rates
Undergraduate First-Entry Programs by Faculty 2010-11

The table below provides the faculty-level detail for 2010-11.

	Arts, Science and Commerce			Applied Science and Engineering	Music	Physical Education and Health
	St. George	UTM	UTSC			
Applications	28,018	15,279	11,881	7,386	637	1,176
Offers	14,324	10,602	10,041	3,319	172	447
FT Registrations	4,950	2,601	2,319	982	104	158
Yield Rate	34.6%	24.5%	23.1%	29.6%	60.5%	35.3%

Figure 3-i-c
Total Applications, Offers, Registrations and Yield Rates
Selected Second-Entry Professional Programs 2005-06 to 2010-11

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



Source: Faculty Registrars' offices.
Second-entry professional programs include: Dentistry, Education, Law, Medicine, Nursing, and Pharmacy.
Yield rate is the number of registrations divided by number of offers.

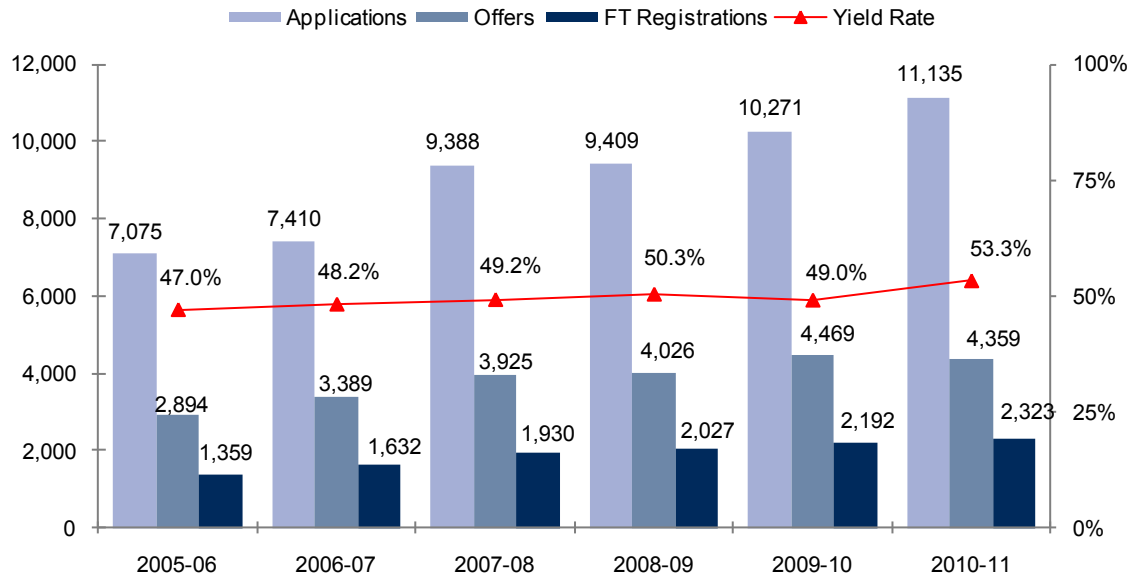
Figure 3-i-d
Total Applications, Offers, Registrations and Yield Rates
Selected Second-Entry Professional Programs by Faculty 2010-11

The table below provides the faculty-level detail for 2010-11.

	Dentistry	Education	Law	Medicine	Nursing	Pharmacy
Applications	477	4,671	2,229	3,108	662	1,066
Offers	93	2,114	285	310	237	301
FT Registrations	66	1,264	193	252	164	241
Yield Rate	71.0%	59.8%	67.7%	81.3%	69.2%	80.1%

Figure 3-i-e
Total Applications, Offers, Registrations and Yield Rates
Professional Masters Programs 2005-06 to 2010-11

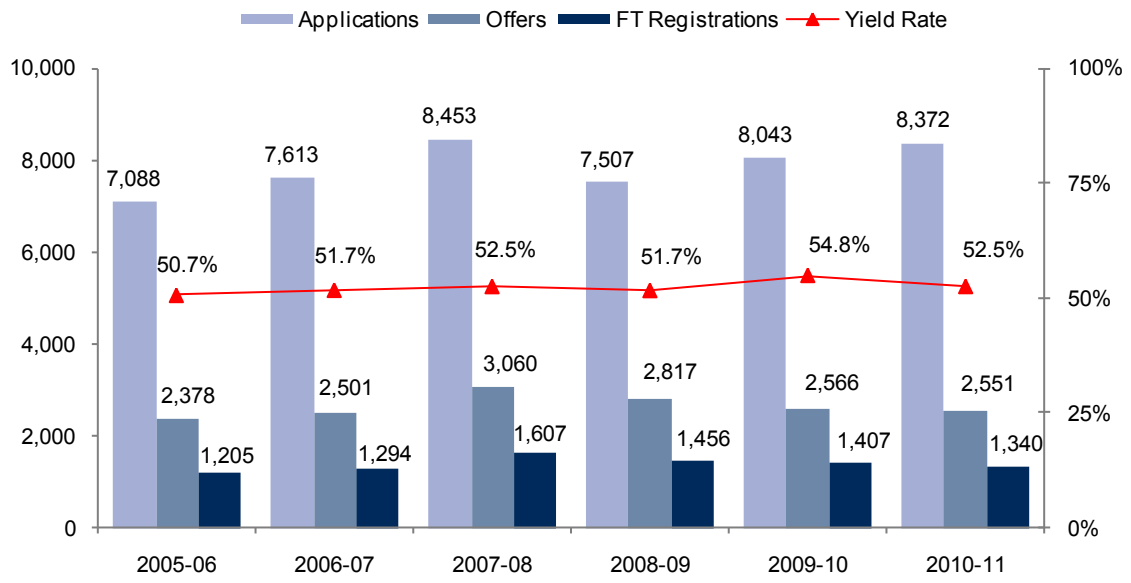
The line below indicates the change over time in the number of students who registered in Professional Masters programs as a percentage of the number of offers that were made each year.



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

Figure 3-i-f
Total Applications, Offers, Registrations and Yield Rates
SGS Doctoral-Stream Masters Programs 2005-06 to 2010-11

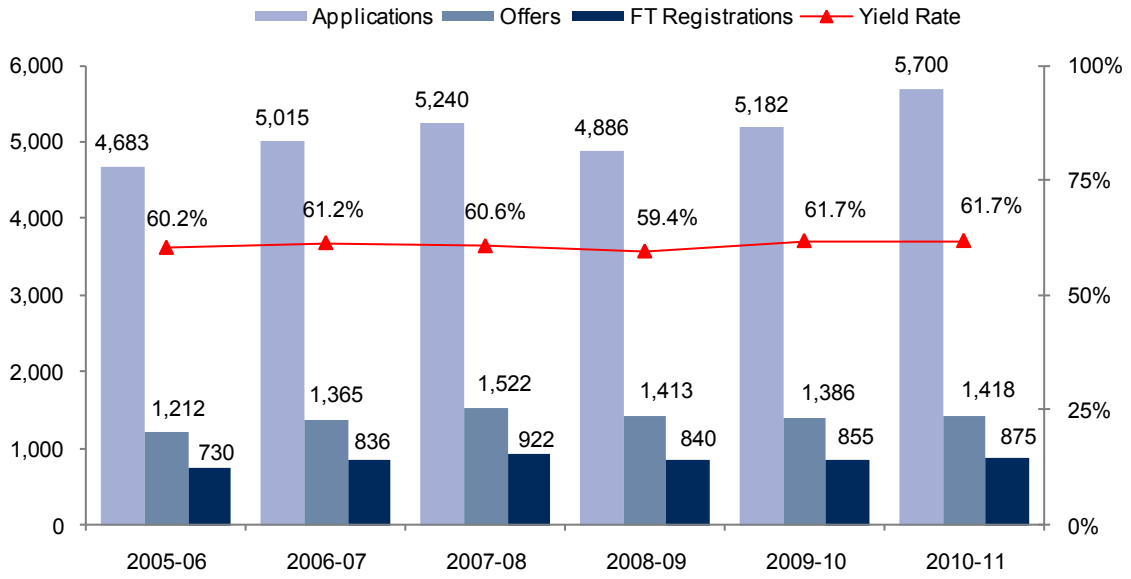
The line below indicates the change over time in the number of students who registered in doctoral stream Masters programs as a percentage of the number of offers that were made each year.



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

Figure 3-i-g
Total Applications, Offers, Registrations and Yield Rates
SGS Doctoral Programs 2005-06 to 2010-11

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



Source: School of Graduate Studies (SGS).
Doctoral programs include: MusDoc, PhD, EdD, SJD.
Yield rate is the number of registrations divided by number of offers.

Student Entering Averages

Performance Relevance:

Student entering grade averages reflect an institution's ability to attract a well-qualified student body. This year we have disaggregated this group of new undergraduates by secondary school grade ranges.

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

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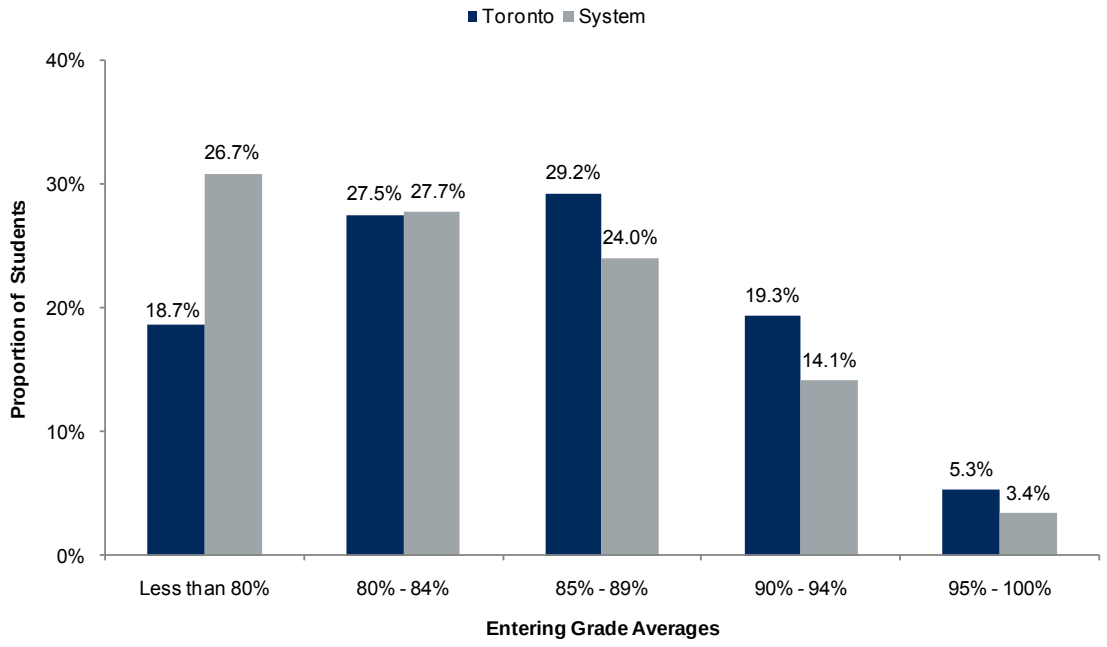
Figure 3-i-h
Distribution of Entering Grade Averages of Ontario Secondary School Students Registered at the University of Toronto Compared to Students Registered at other Ontario Universities First-Entry Programs Fall 2010

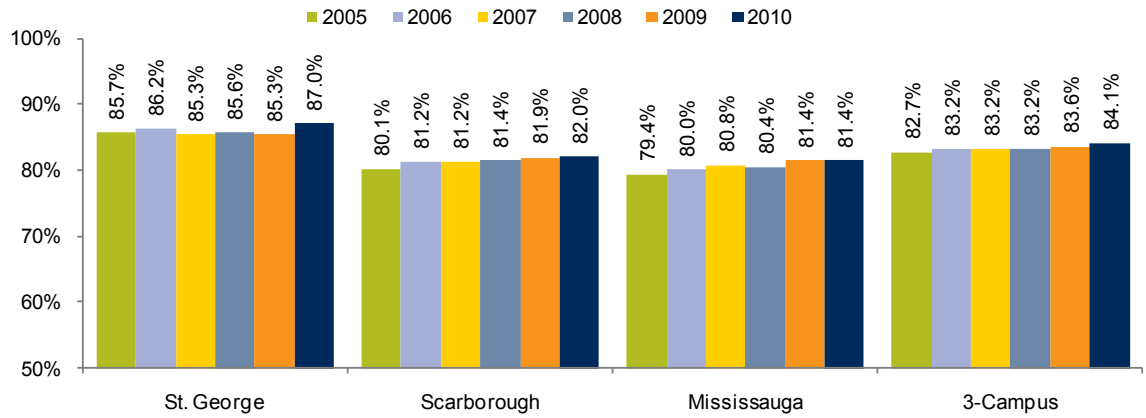
The bars below indicate the distribution of entering grade averages of Ontario Secondary School Students registered at the University of Toronto compared to those students registered at other Ontario universities.



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

Figure 3-i-i
Entering Grade Averages (Average Mark), Arts &Science by Campus, Fall 2005 to Fall 2010

The bars below indicate the average entering marks of students who enrolled in Arts and Science programs at each of the three campuses and at U of T overall in a six-year period.



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

Undergraduate Student Awards

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

Entrance scholarships and awards (awarded at the beginning of students' studies) provide a measure of success of the University in attracting excellent students. The TD Scholarship[1] is an example of an undergraduate level entrance.

Exit scholarships (awarded at the end of students' studies) demonstrate the quality of the University's performance in educating and providing students with the necessary environment to achieve excellence. Undergraduate level exit scholarships include the Commonwealth Scholarship[2], the Knox Fellowship[3], and the Rhodes Scholarship.[4]

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

Notes:
[1]TD Scholarships are awarded to individuals who have demonstrated outstanding community leadership. Twenty scholarships are awarded each year and are renewable for four years.

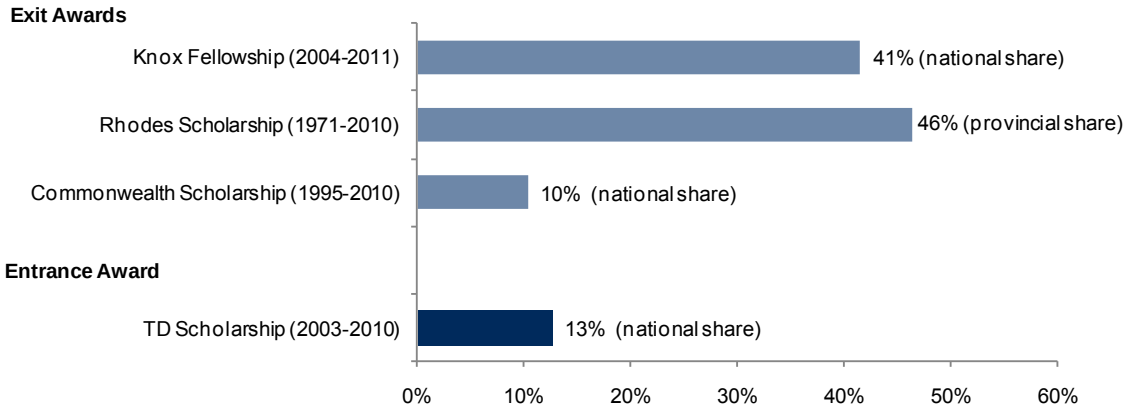
[2]Commonwealth Scholarships were established by Commonwealth Governments "to enable students of high intellectual promise to pursue studies in Commonwealth countries other than their own, so that on their return they could make a distinctive contribution in their own countries while fostering mutual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

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

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

Figure 3-i-j
Undergraduate Student Scholarship Recipients by Award
University of Toronto's Share of Total Awarded to Canadian Universities

The bars below indicate the number of entrance and exit awards received by U of T undergraduate students as a percentage of the total amount of these awards received nationally (Knox Fellowships, Commonwealth Scholarships, TD Scholarships) and provincially (Rhodes Scholarships). By way of comparison, U of T's approximate share of undergraduate students is 6% nationally and 14% provincially.



Source: AUCC for Knox and TD Awards; Admission & Awards for Rhodes Scholar; the Bureau of International Education (CBIE) for Commonwealth Scholarship.

Graduate Student Awards

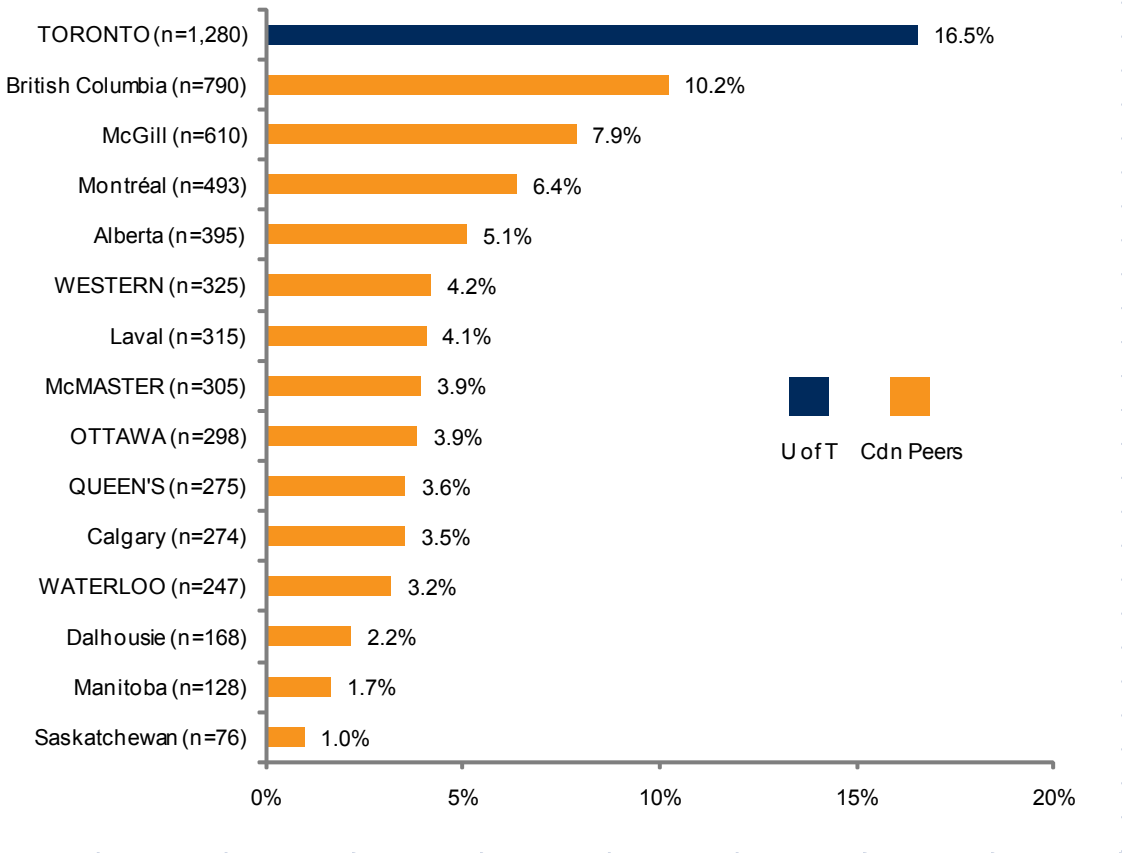
Performance Relevance:
The number of prestigious student awards received by our graduate students provides an assessment of our ability to recruit excellent students and provide an environment in which they can thrive.

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

Doctoral dissertation awards are provided in recognition of dissertation work completed while enrolled in the doctoral program. We have included Natural Sciences and Engineering Research Council (NSERC), and Canadian Association for Graduate Studies (CAGS) doctoral award recipients.

Figure 3-i-k
Scholarships from Federal Granting Councils, Percentage Share, 1996-2011

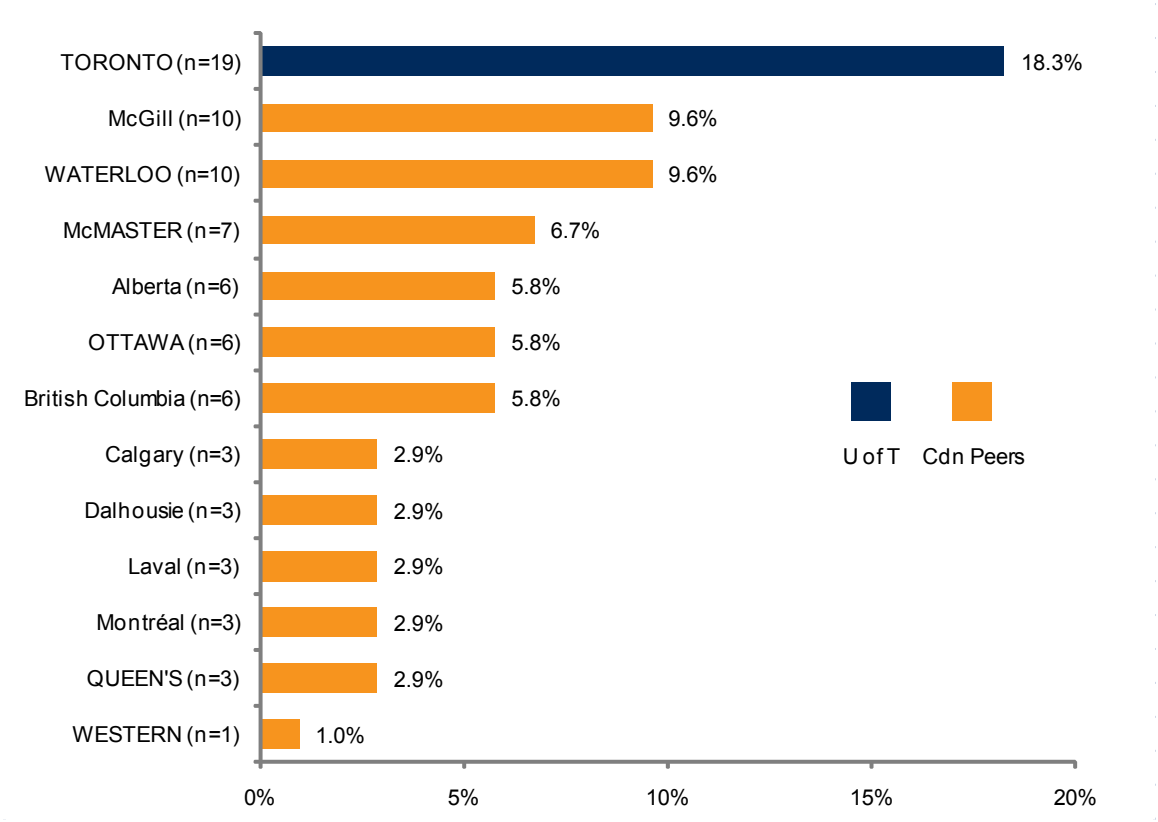
The chart below indicates the number of Doctoral Scholarships from Federal Granting Councils received by U of T doctoral students since inception as a percentage of the total amount of these awards received nationally. By way of comparison, U of T's approximate share of doctoral students is 6% nationally.



Percent share based on total cumulative counts.
Only our Canadian peer institutions are shown above.

Figure 3-i-l
Doctoral Dissertation Awards, Percentage Share, 1992-2011

The chart below indicates the number of Doctoral dissertation awards received by U of T doctoral students since inception as a percentage of the total amount of these awards received nationally. By way of comparison, U of T's approximate share of doctoral students is 6% nationally.



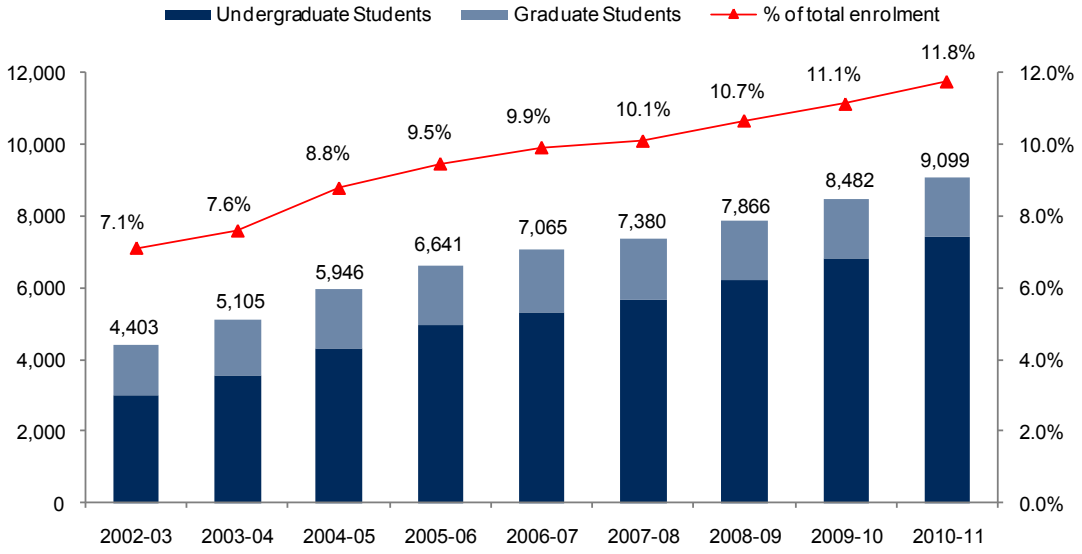
International Students

Performance Relevance:

International student enrolment over time demonstrates the effectiveness of the University's efforts to broaden its international reputation. The map provides a snapshot of these students' countries of origin.

Figure 3-i-m
Enrolment of International Students, 2002-03 to 2010-11

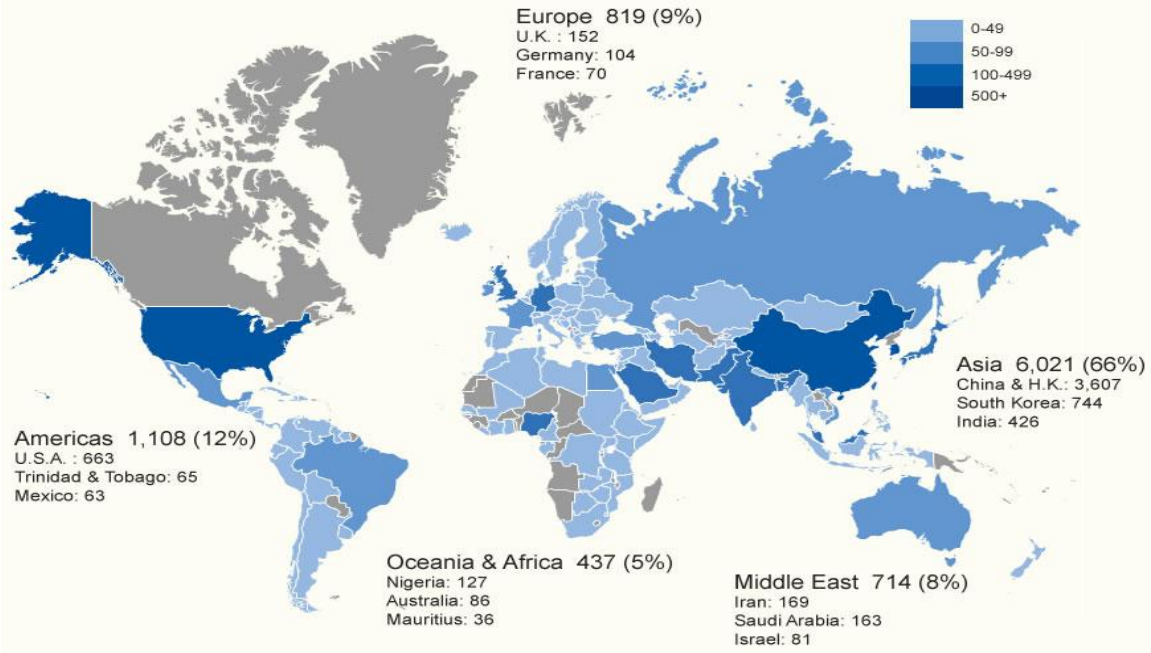
The bars in the chart below indicate the total enrolment of international students in each academic year. The line represents the proportion of international students as compared to the University's total enrolment in each academic year.



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

Figure 3-i-n
International Student Enrolment by Geographic Origin, Fall 2010

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



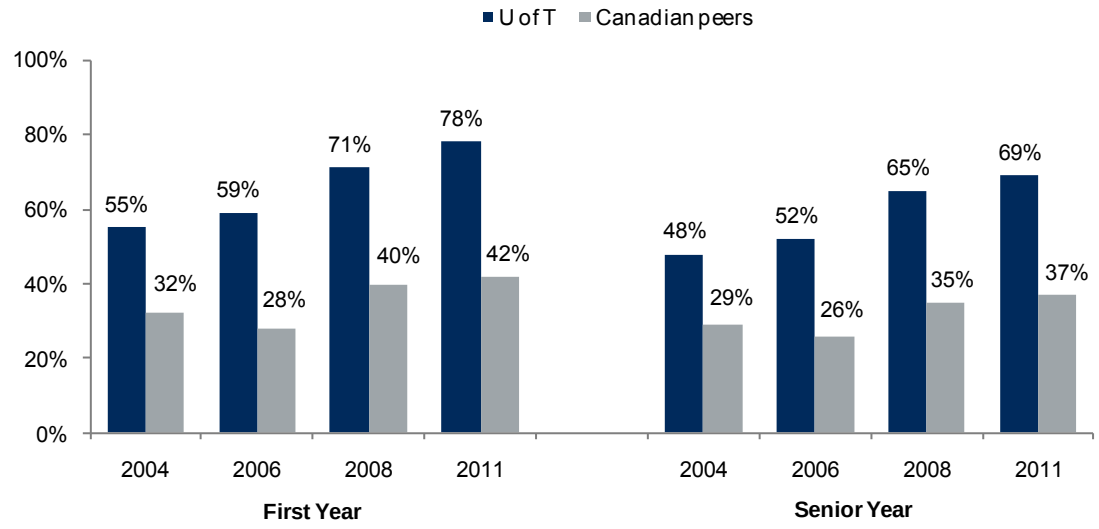
a. Diversity of Students

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

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

Figure 3-ii-a
NSSE Results: Students who reported they are…
Part of a visible minority group in Canada (2004, 2006),
Non-white (2008, 2011)

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



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

Related Report:
http://www.provost.utoronto.ca/public/reports/NSSE.htm

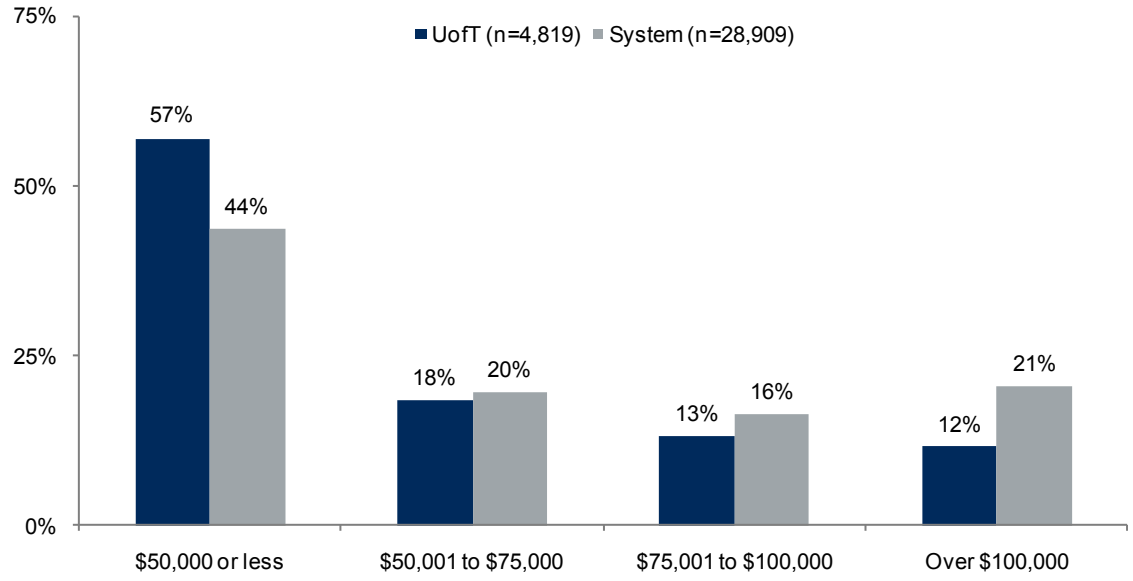
Parental Income and Student Support

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

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

Figure 3-ii-b
Parental Income of First-year Students Receiving OSAP in Direct Entry Programs at the University of Toronto Compared to All Ontario Universities, 2008-09

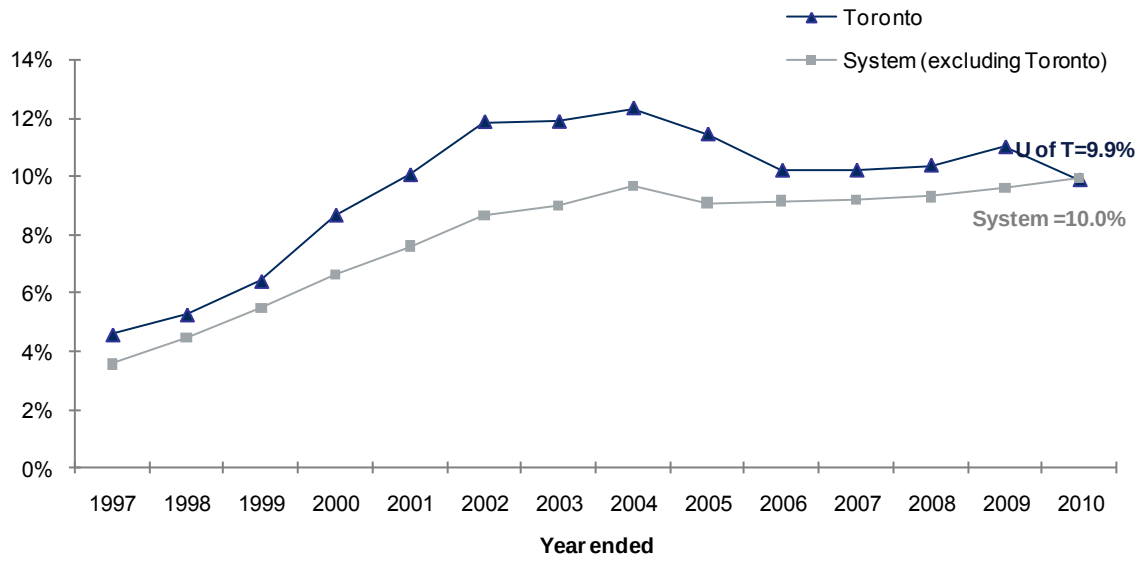
The chart below indicates the distribution of parental income of first year U of T students in direct-entry programs who received OSAP compared to first-year students in all other Ontario universities.



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

Figure 3-ii-c
Percentage of Scholarships and Bursaries to Total Operating Expenditures, 1996-97 to 2009-10

The chart below indicates the percentage of U of T's total operating expenses devoted to scholarships and bursaries compared to other Ontario Universities over a 14-year period.

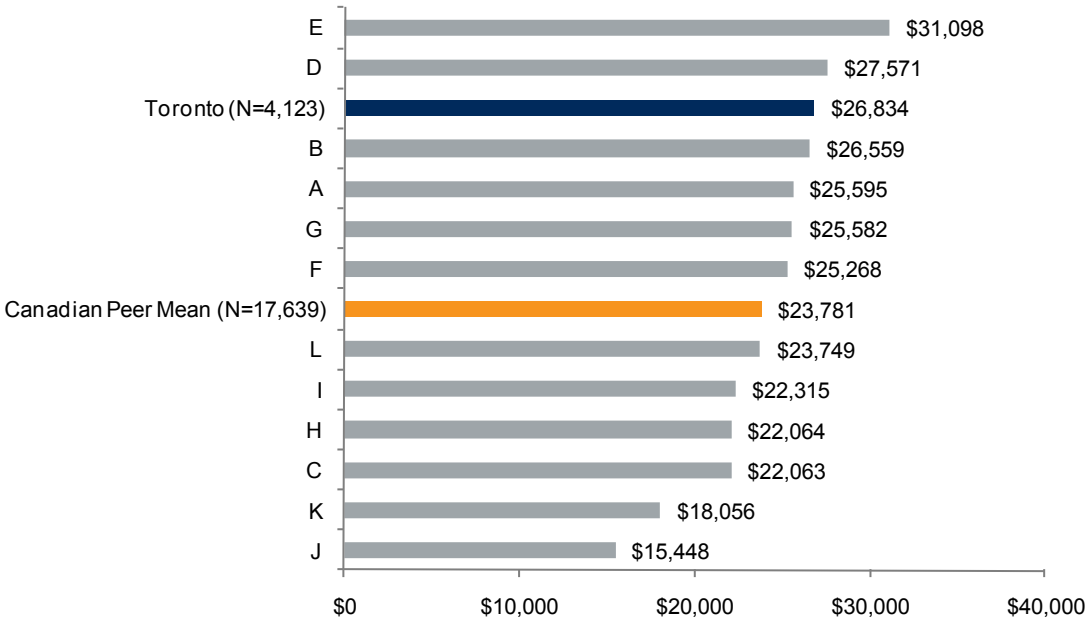


Source: Compendium of Statistical and Financial Information - Ontario Universities 1998-99, 1999-00, 2000-01, 2001-02, 2002-03, 2003-04, 2004-05, 2005-06, 2006-07, 2007-08, 2008-09 & 2009-10. Volumes I and II for 1996-97and 1997-98 Council of Ontario Universities (COU), Table 4 - Summary of Expense by Fund and Object of Expense

Scholarships and Bursaries include all payments to undergraduate and graduate students and from both internal and external sources. These payments include scholarships (OGS, OSOTF, OGSST, etc.), bursaries (UTAPS), prizes and awards. Scholarships and Bursaries for UofT and the Ontario System include student aid funded by restricted funds.

Figure 3-ii-d
Doctoral Student Support, Average Financial Support per Student, All Divisions (excl. Health Sciences), 2009-10

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



Source: U15DE.
Note: Canadian peer mean excludes UofT. Quebec data do not include direct-to-student Provincial bursary support. Montreal's data excludes Ecole Polytechnique (mostly sciences & engineering).

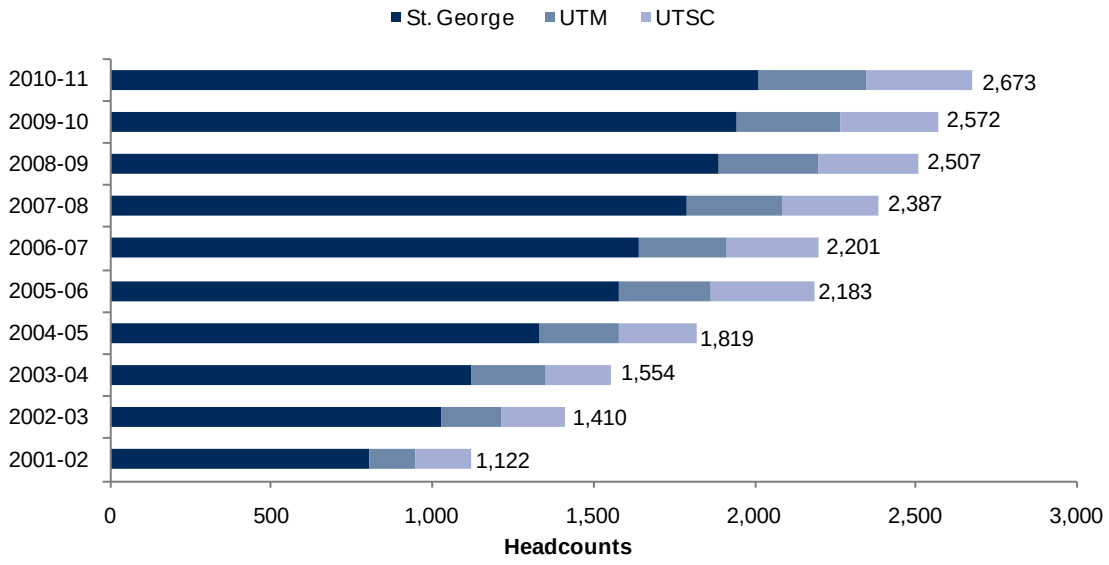
Accessibility Services

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

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

Figure 3-ii-e
Total Number of Students Registered with Accessibility Services, 2001-02 to 2010-11

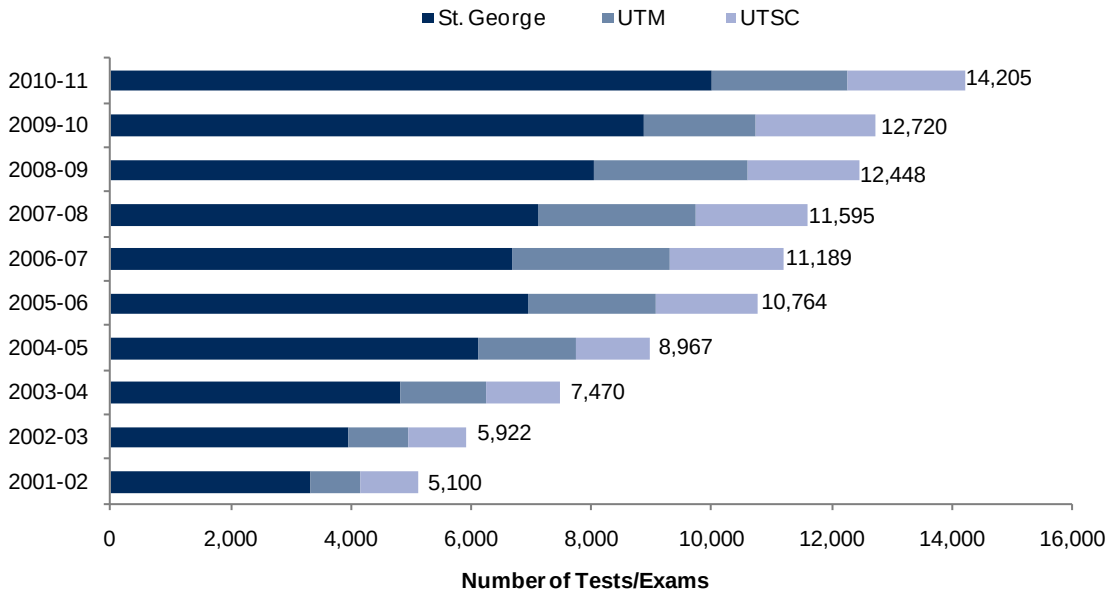
The chart below indicates the number of students registered with Accessibility Services by campus over a ten-year period.



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

Figure 3-ii-f
Total Number of Tests/Examinations Coordinated and Supervised by Accessibility Services, 2001-02 to 2010-11

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



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

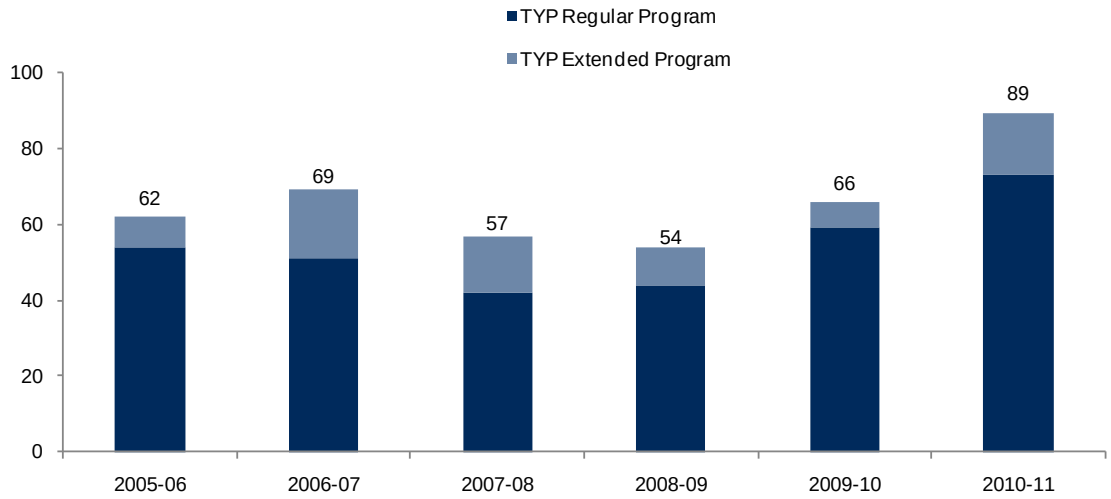
Transitional Year Program (TYP)

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

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

Figure 3-ii-g
Transitional Year Program Enrolment, 2005-06 to 2010-11

The chart below indicates the number of students enrolled in the Transitional Year Program over a six-year period.



Source: Office of Government, Institutional and Community Relations

Related web site:
http://www.utoronto.ca/typ/

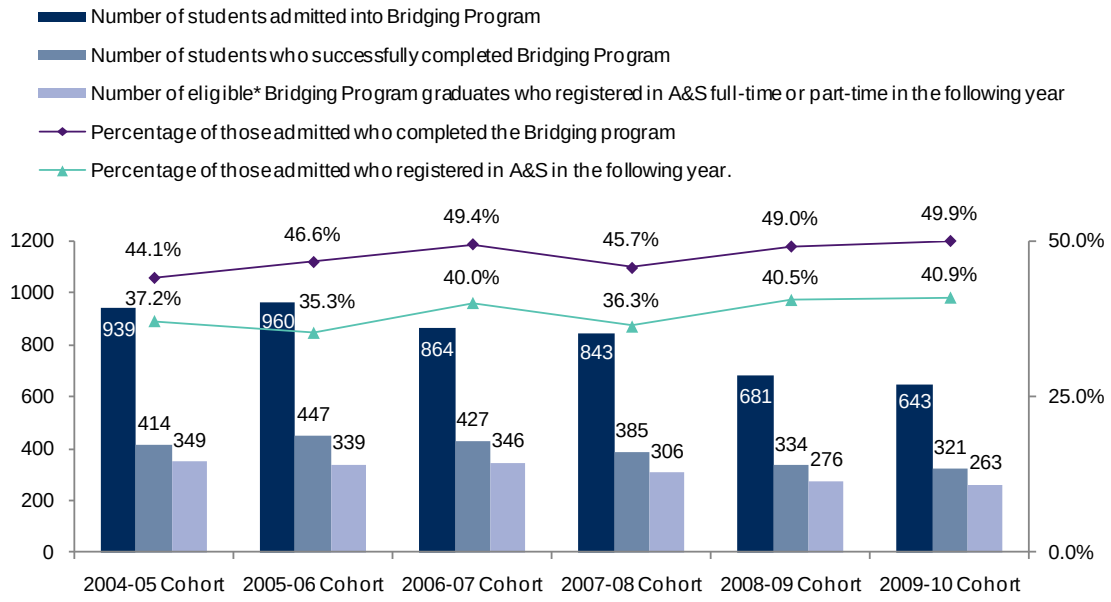
Academic Bridging Program

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

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

Figure 3-ii-h
Academic Bridging Program Enrolment

The table below indicates the number of students enrolled in the Academic Bridging Program over a six-year period. Data regarding the number and percentage of students who successfully completed the program, and the number and percentage of these students who continued on to Studies in Arts & Science are also provided.



* Students who successfully complete the Bridging Program are eligible to register in Arts & Science.

Source: Office of the Academic Bridging Program

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

Undergraduate Student Retention and Graduation

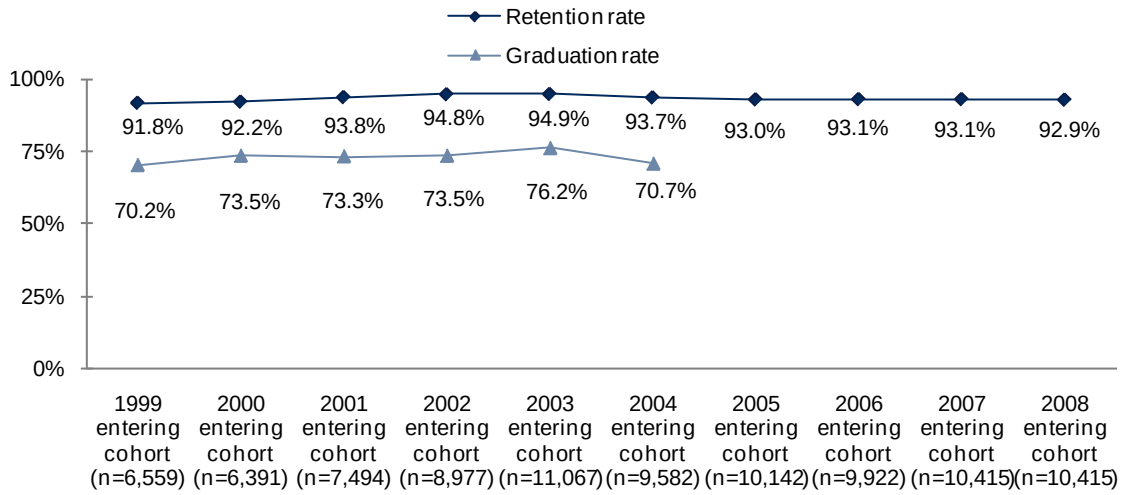
Performance Relevance:

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

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

Figure 3-iii-a
University of Toronto Retention Rate, 1999 Cohort to 2008 Cohort
and Six Year Graduation Rate 1999 Cohort to 2004 Cohort

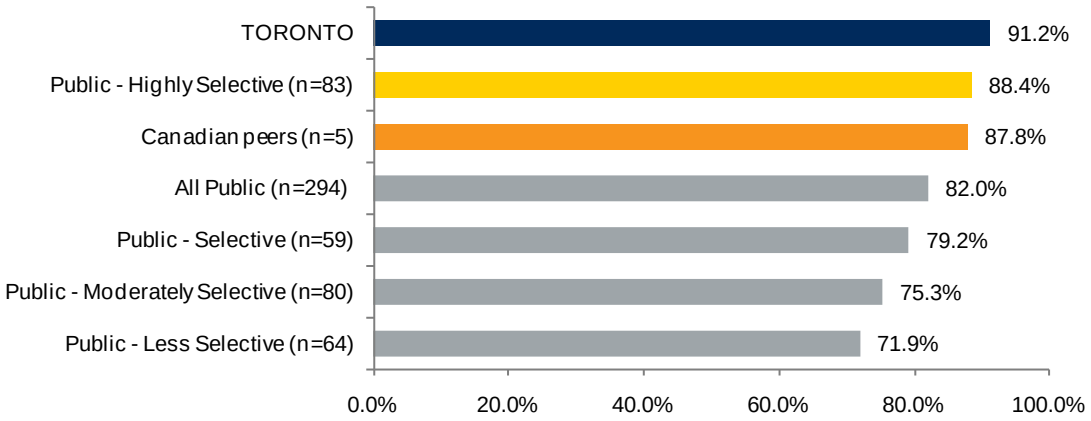
The top line in the chart below indicates the change over time in the retention rate, which is the proportion of first-time full-time first year registrants in direct entry programs continuing to the following year. The bottom line indicates the change over time in the graduation rate, which is the proportion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



Source: Consortium for Student Retention Data Exchange (CSRDE).
Retention rate = the proportion of entering registrants continuing to following year, 1999 - 2008 entering cohorts.
Graduation rate = the proportion of entering registrants in a 4-year program graduating at the end of the sixth year, 1999 - 2004 entering cohorts.
Notes: Students registered in three-year programs have been excluded, and students who continue to an undergraduate professional program are included.

Figure 3-iii-b
First Year Retention Rate
Toronto vs. Other Public Institutions by Selectivity
2009 Cohort Continuing their Studies in 2010

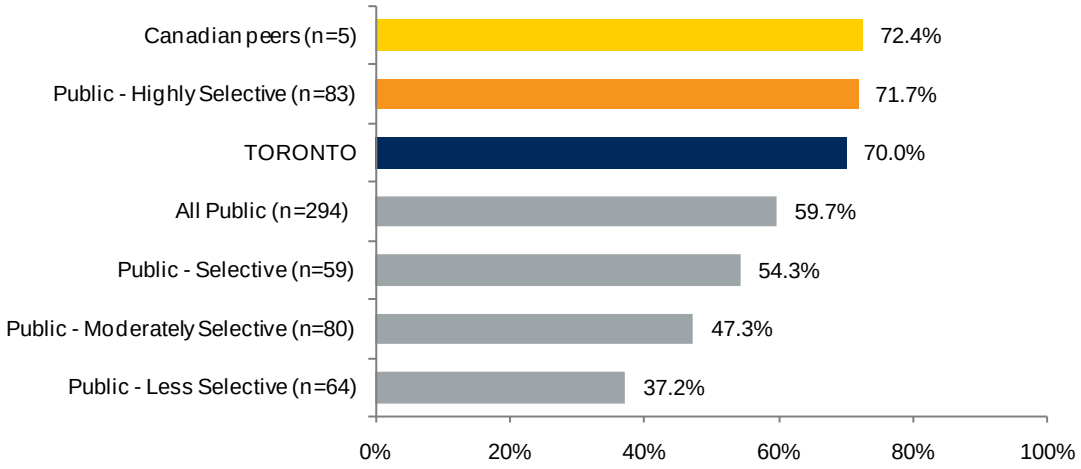
The chart below indicates the proportion of U of T's full-time, first-year students who entered into a first-entry four-year undergraduate program in 2009 and continued their studies in fall 2010, compared to the retention rate cited at highly selective public institutions and Canadian peers.



Source: CSRDE Report 2011.
The above retention is understated as it does not include students who step out for one year and then return. Approximately 2% of the entering cohort do not return in the 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. We have chosen public institutions – Highly Selective as our comparator.
The CSRDE survey is based on the premise that an institution's retention and completion rates depend largely on how selective the institution is. Therefore, CSRDE reports the retention and graduation results by four levels of selectivity defined by entering students' average SAT or ACT test scores.
Highly Selective - SAT above 1100 (maximum 1600) or ACT above 24 (maximum 36);
Selective - SAT 1045 to 1100 or ACT 22.5 to 24;
Moderately Selective - SAT 990 to 1044 or ACT 21 to 22.4;
Less Selective - SAT below 990 or ACT below 21.

Figure 3-iii-c
Six-Year Graduation Rate
Toronto vs. Other Public Institutions by Selectivity
2004 Cohort Graduating by 2010

The chart below indicates the proportion of U of T's full-time, first-year students who entered into a first-entry four-year undergraduate program in 2004 and graduated within six years by 2010, compared to the graduation rate cited at highly selective public institutions and Canadian peers.



Source: CSRDE Report 2011.
Note: Only Canadian peers who exclude 3 year degree programs in their calculations are included.

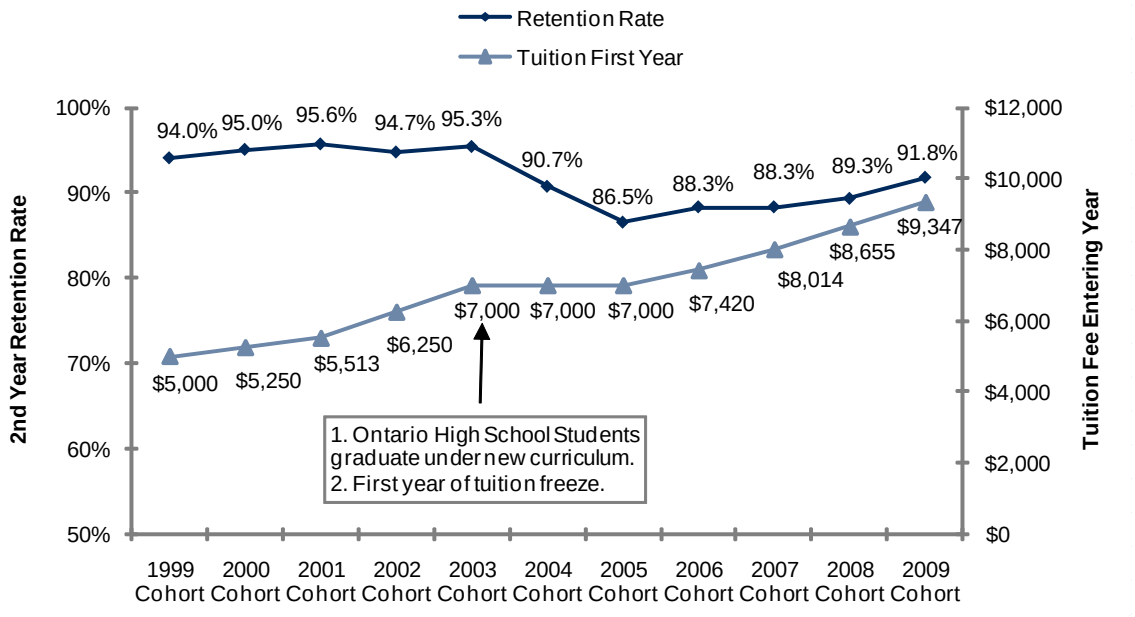
Undergraduate Student Retention and Graduation Rates Compared to Tuition Fee Levels

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 an environment in which they can succeed. We have compared retention and graduation results at the undergraduate level with changes in tuition fee levels of our students. A selection of the results is presented below.

Figure 3-iii-d
Second Year Retention Rates and Tuition Fee for Entering Cohort
University of Toronto - Applied Science and Engineering

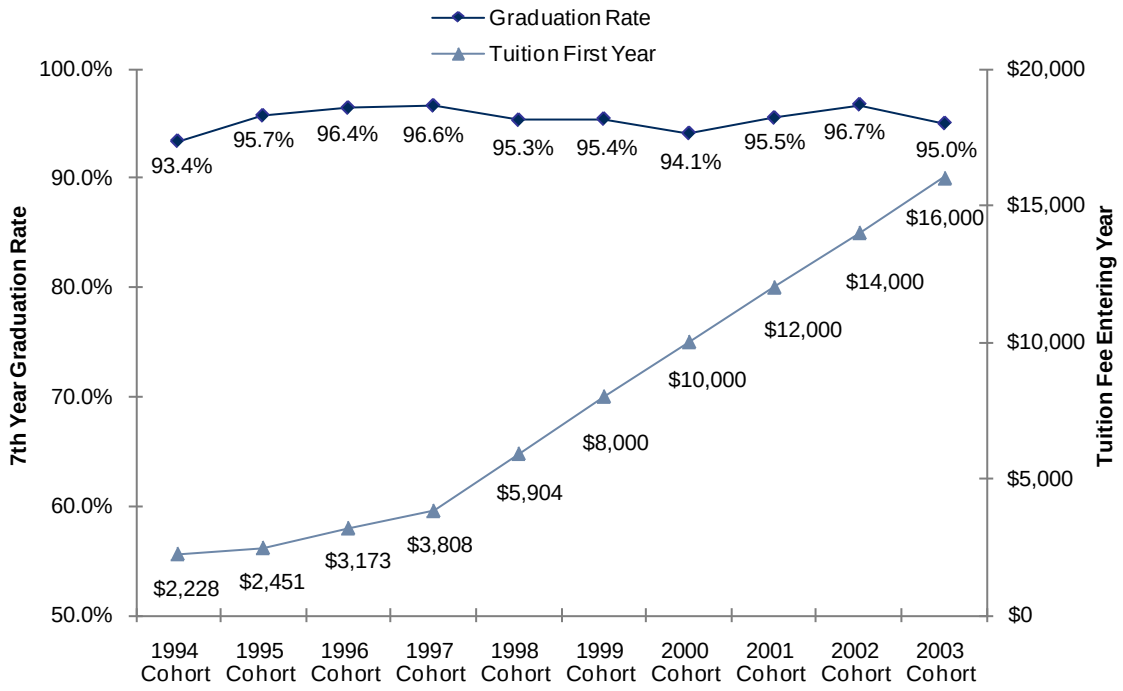
The chart below compares the second year retention rate of engineering students to the changes in tuition fee levels for the 1999 through 2009 entering cohorts. It is noteworthy that a tuition freeze existed in Ontario from 2003 to 2005. Also, the 2003 cohort was the first cohort of students from Ontario secondary schools educated under the new curriculum.



Source: CSRDE Report, University of Toronto Tuition Fee Schedules

Figure 3-iii-e
Seven Year Graduation Rates and Tuition Fee for Entering Cohort
University of Toronto – Law

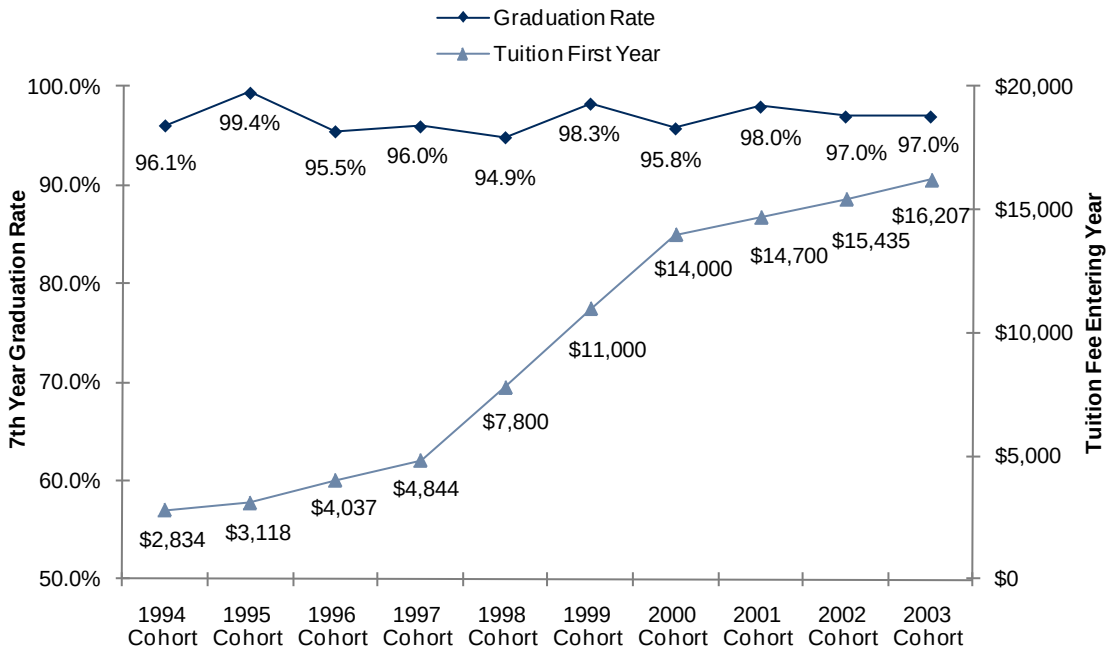
The chart below compares the 7-year graduation rate of Law students to the changes in tuition fee levels for the 1994 through 2003 entering cohorts.



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

Figure 3-iii-f
Seven Year Graduation Rates and Tuition Fee for Entering Cohort
University of Toronto – Medicine

The chart below compares the 7-year graduation rate of Medicine students to the changes in tuition fee levels for the 1994 through 2003 cohorts.



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

Graduate Time-to-Completion and Graduation

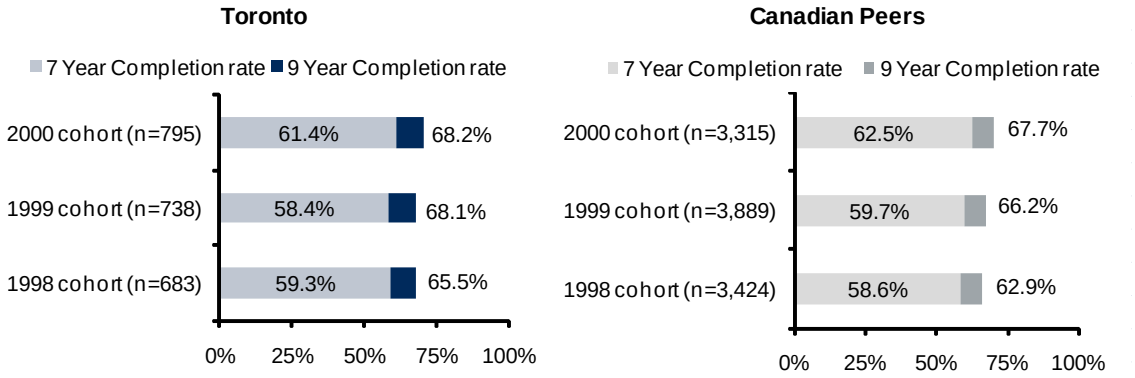
Performance Relevance:

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

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

Figure 3-iii-g
Seven-Year and Nine-Year Completion Rate
1998, 1999 and 2000 Doctoral Cohorts

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

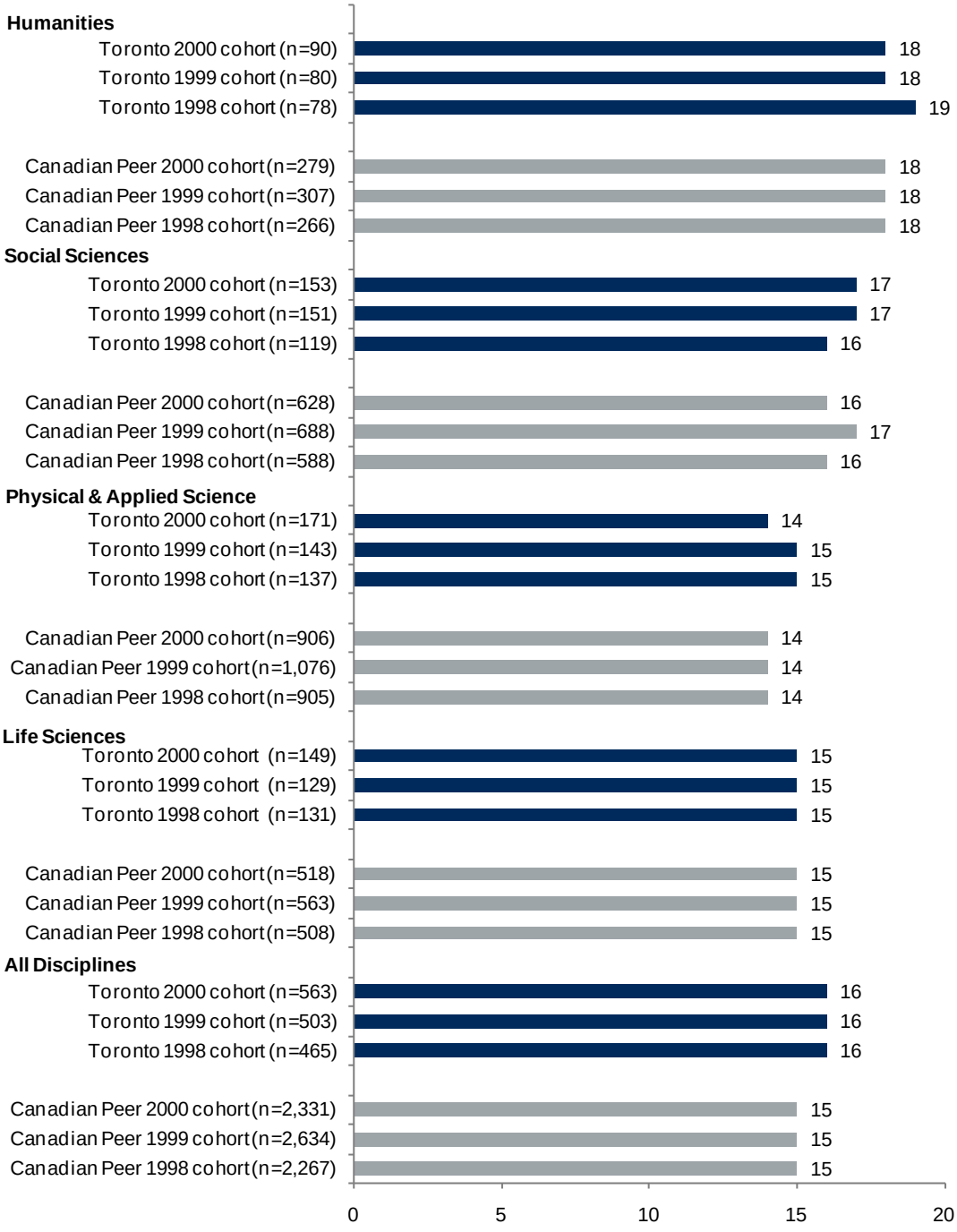


Toronto		7 Year Completion Rate	9 Year Completion Rate	Canadian Peers		7 Year Completion Rate	9 Year Completion Rate
Humanities				**Humanities**			
2000 cohort	(n=150)	44.0%	60.0%	2000 cohort	(n=467)	46.5%	59.7%
1999 cohort	(n=154)	43.5%	51.9%	1999 cohort	(n=569)	44.5%	54.0%
1998 cohort	(n=150)	41.3%	52.0%	1998 cohort	(n=535)	38.5%	49.7%
Social Sciences				**Social Sciences**			
2000 cohort	(n=232)	54.7%	65.9%	2000 cohort	(n=973)	55.5%	66.5%
1999 cohort	(n=222)	57.7%	68.0%	1999 cohort	(n=1,082)	51.8%	63.6%
1998 cohort	(n=196)	48.0%	60.7%	1998 cohort	(n=1,005)	49.0%	58.5%
Physical and Applied Sciences				**Physical and Applied Sciences**			
2000 cohort	(n=228)	69.7%	75.0%	2000 cohort	(n=1,211)	70.0%	74.8%
1999 cohort	(n=185)	67.6%	77.3%	1998 cohort	(n=1,233)	66.0%	71.7%
1998 cohort	(n=175)	73.7%	78.3%	1997 cohort	(n=1,024)	69.1%	73.4%
Life Sciences				**Life Sciences**			
2000 cohort	(n=185)	73.5%	80.5%	2000 cohort	(n=664)	70.2%	78.0%
1999 cohort	(n=177)	62.7%	72.9%	1999 cohort	(n=738)	70.2%	76.3%
1998 cohort	(n=162)	74.1%	80.9%	1998 cohort	(n=651)	70.4%	78.0%

Source: U15 DE
Canadian peer cohorts include U of T and exclude UBC, Laval, and Dalhousie.

Figure 3-iii-h
Median Number of Terms Registered to Degree for Graduates
1998, 1999 and 2000 Doctoral Cohorts

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



Source: U15DE.
Note: Canadian peer cohorts includes U of T.

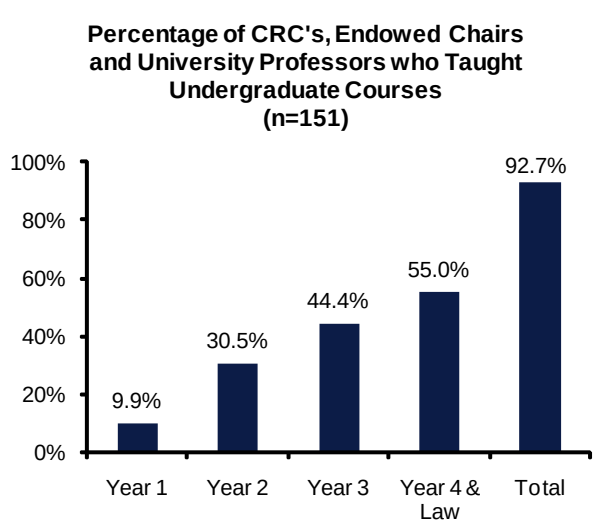
Undergraduate Instructional Engagement

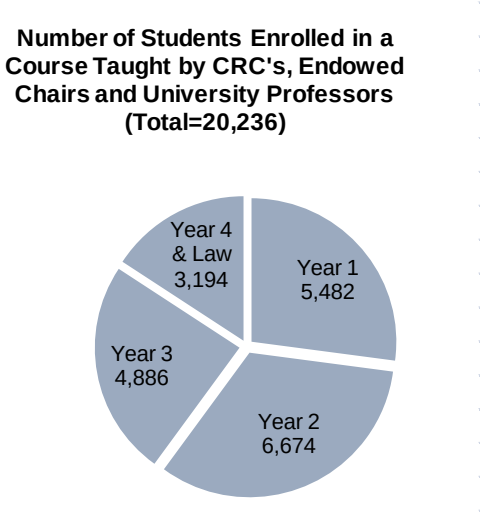
Performance Relevance:
The University of Toronto has many assets which it can tap to enrich the scope of learning opportunities for students. These include its impressive complement of some of Canada's most accomplished scholars, and its physical location in Greater Toronto, one of the country's most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

Canada Research Chairs (CRCs), University Professors, and Endowed Chairs can be taken as a proxy population of faculty who have received special distinction for their research. Building on a measure first provided in last year's report showing the engagement of this group of professors in undergraduate instruction, we expanded the list of faculties in our pilot sample to include Law and Applied Science & Engineering. As a second entry program, all Law students were considered upper year for the purpose of this analysis, and so grouped with Year 4.

Figure 3-iv-a
Undergraduate Instructional Engagement
Applied Science & Engineering, Arts & Science, Law, UTM, UTSC
2009-10

The chart on the left shows the percentage of CRCs, Endowed Chairs and University Professors who taught at least one undergraduate course in the 2009-10 academic year. The chart on the right shows the number of students who were enrolled in these courses.





Source: Government, Institutional & Community Relations.
Of the 191 CRCs, Endowed Chairs, and University Professors identified, 11 were excluded given their roles held as senior administrators (Chair or Dean), 29 were excluded as they were on leave (sabbatical/maternity/parental/unpaid/other).
Courses include full credit, as well as half credit courses (unweighted).

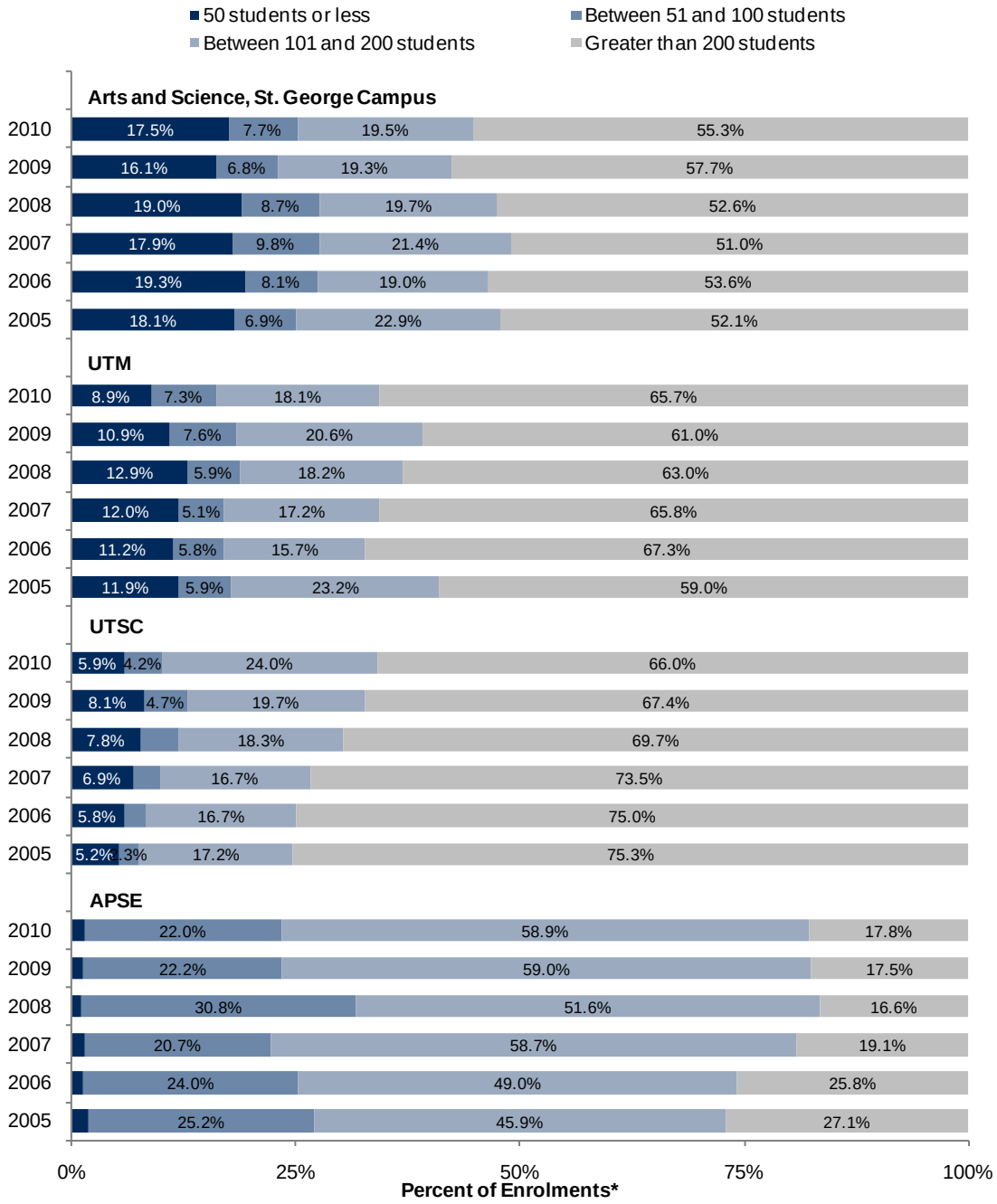
Undergraduate Class Size Experience

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

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

Figure 3-iv-b
Class Size Experience in Undergraduate First Year Courses
Fall & Winter Enrolments from 2005 to 2010

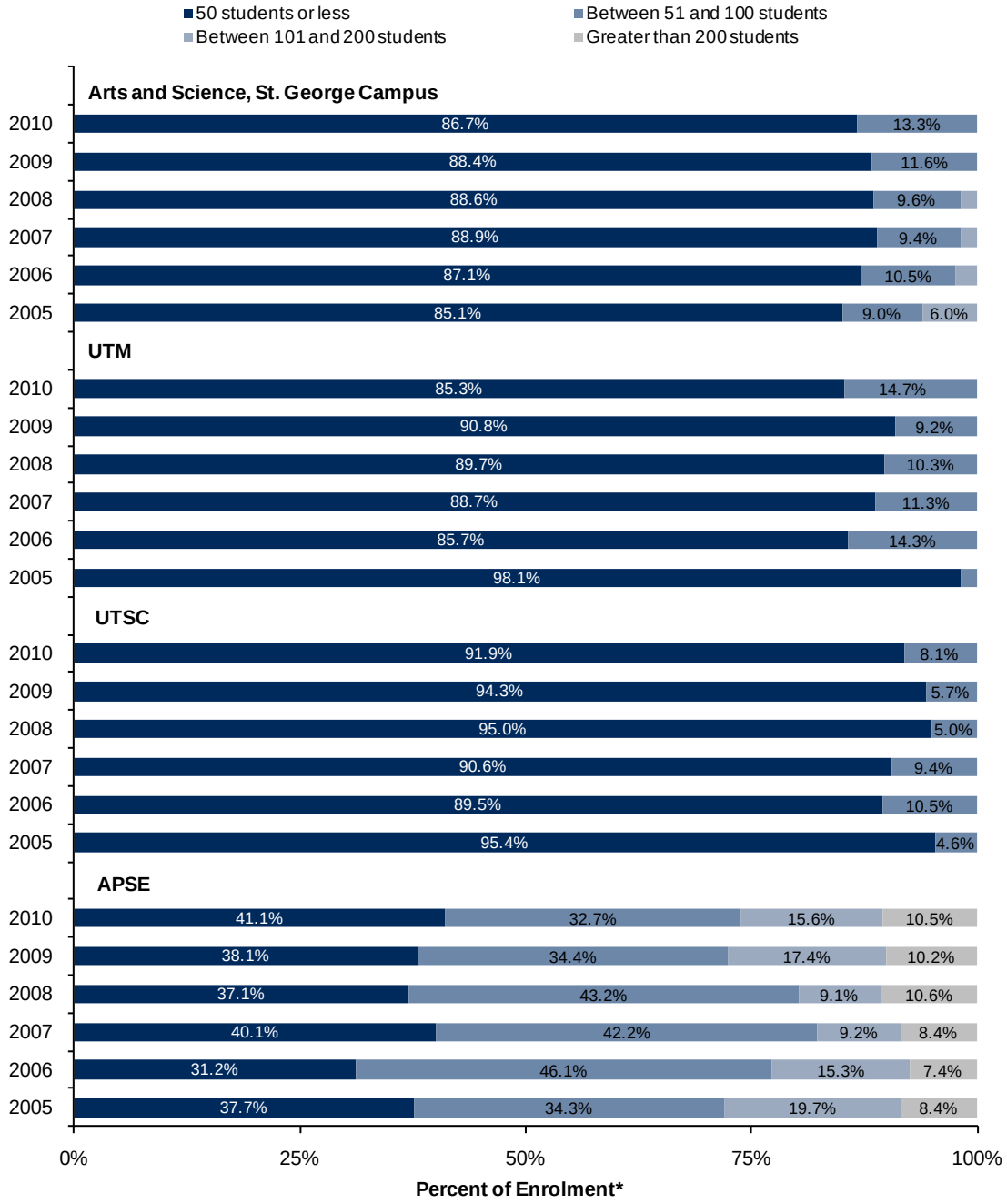
The chart below indicates the distribution of first year course enrolment according to four selected class size ranges over the last six years.



Values of 4% or less are not labeled.
* Weighted enrolment expressed in Full Course Equivalents (FCEs). Enrolment in half-credit courses is counted as 0.5 per student. Enrolment in full-credit courses is counted as 1.0 per student.

Figure 3-iv-c
Class Size Experience in Undergraduate Fourth Year Courses
Fall & Winter Enrolments from 2005 to 2010

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



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

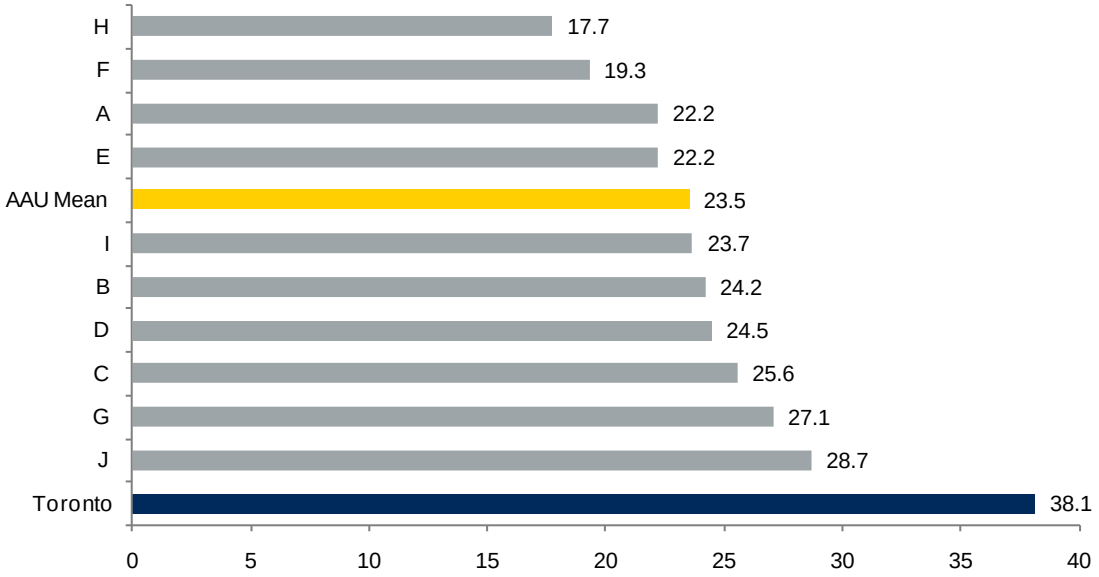
Student-Faculty Ratios – U.S. Peers

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

Student-faculty ratios at the University of Toronto have been measured against two sets of peers, our ten publicly-funded U.S. peers (University of Arizona, University of California - Berkeley, University of Illinois - Urbana Champaign, University of Michigan - Ann Arbor, University of Minnesota - Twin Cities, Ohio State University, University of Pittsburgh, University of Texas - Austin, University of Washington, and University of Wisconsin - Madison.), and our research-intensive Canadian peer universities (see 3-v-figures c-d), using two different methodologies for calculation of these measures. The resulting ratios are not comparable with each other. Specifically, the conversion factor used to convert part-time enrolment to FTEs and the exclusion of Faculty of Medicine faculty and teaching-stream faculty from the AAU methodology, restricts the appropriate comparison of this measure to AAU peers only.

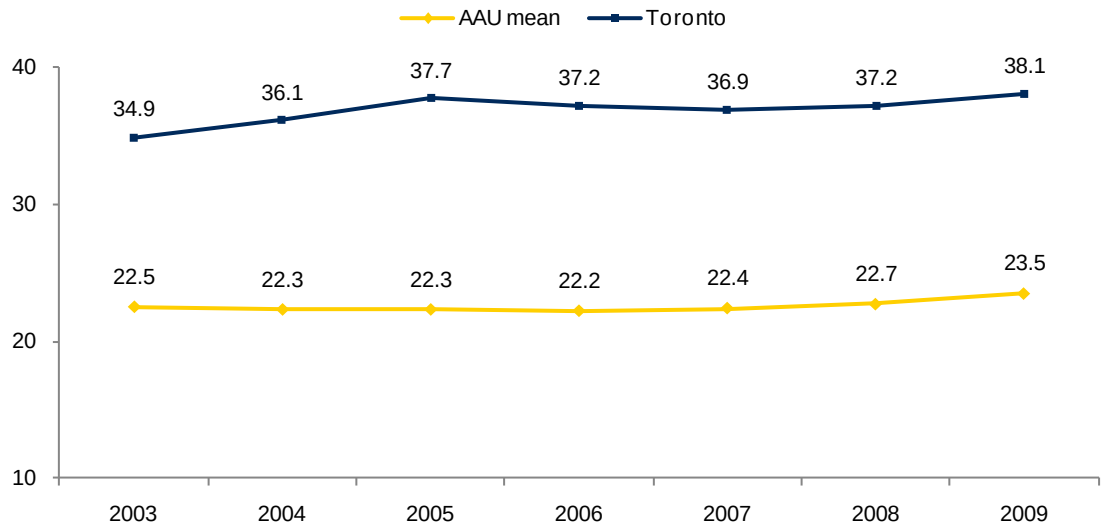
Figure 3-v-a
Student-Faculty Ratios, Fall 2009 FTE
Comparison with AAU Peers

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



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

Figure 3-v-b
Student Faculty Ratios
Fall 2003 to 2009 FTE
Comparison with Mean of AAU Peers



Source: AAUDE.
Means exclude UofT. Faculty data exclude Medicine while the student enrolment data include Medicine. Faculty data include both Tenured/Tenure Stream and Non Tenure Stream Full-time (FT) Professorial Ranks. Part-time (PT) students converted to Full-time-equivalent (FTE) by multiplying by 0.3.

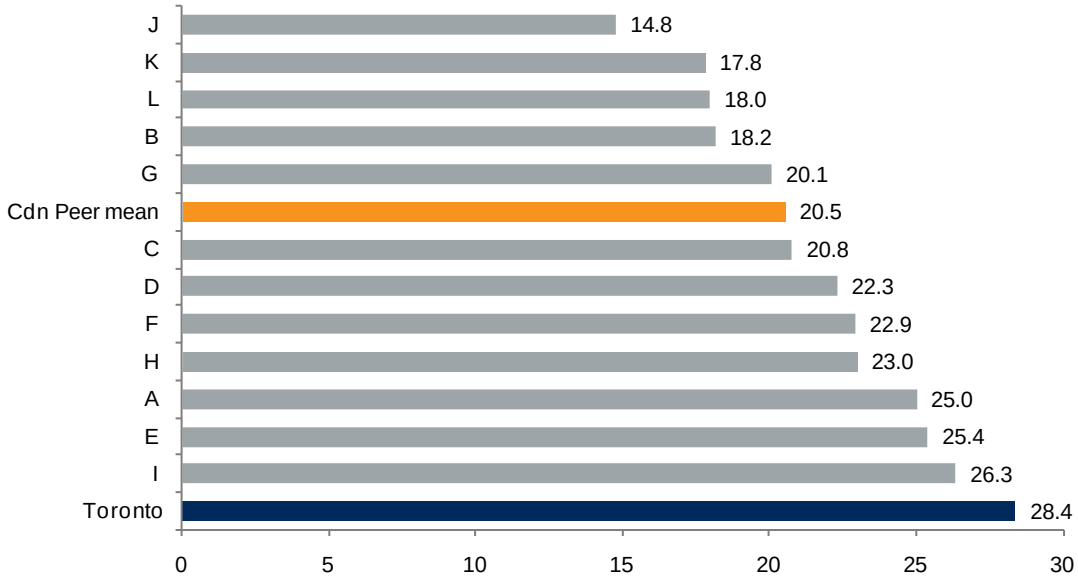
Student-Faculty Ratios – Canadian Peers

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

Student-faculty ratios at the University of Toronto have been measured against two sets of peers, our ten publicly-funded U.S. peers (see 3-v-figures a-b) and our research-intensive Canadian peer universities (University of Alberta, University of British Columbia, University of Calgary, Dalhousie University, Laval University, McGill University, McMaster University, University of Montréal, University of Ottawa, Queen's University, University of Waterloo, University of Western Ontario), using two different methodologies for calculation of these measures. Specifically, the Canadian peer methodology includes teaching-stream and faculty in Medicine, excluding Clinicians. The resulting ratios are not comparable with each other.

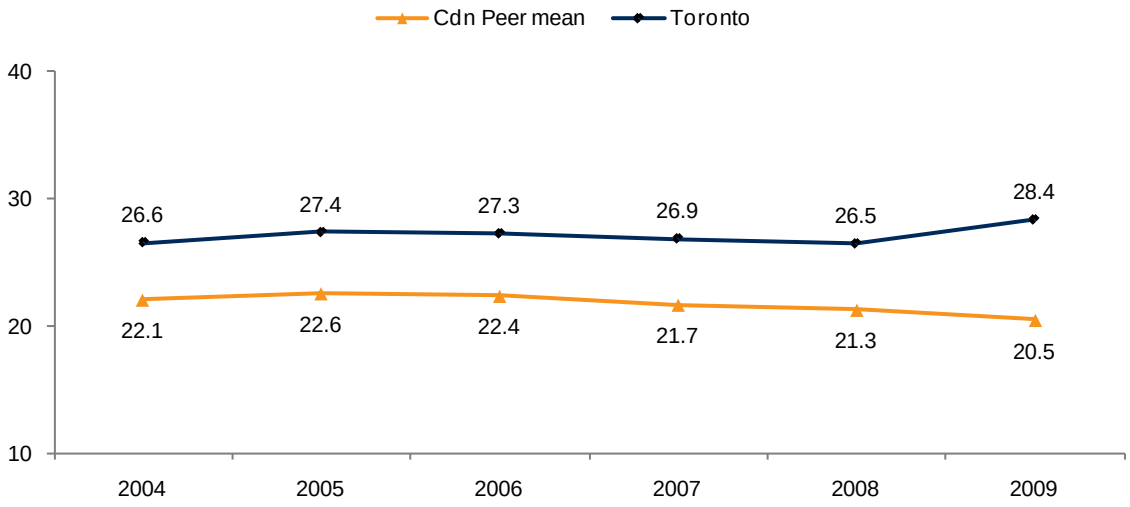
Figure 3-v-c
Student-Faculty Ratios, Fall 2009 FTE
Comparison with Canadian Peers

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



Source: U15 Data Exchange (U15DE).
The Canadian peer mean excludes UofT. Faculty counts include FT Professorial Ranks, regardless of tenure status (i.e. includes both tenure stream & non tenure stream), but excludes Clinicians. U of T 's data include teaching stream faculty with contracts of 12-months or more.
Data for University of Manitoba and University of Saskatchewan are not available at this time.

Figure 3-v-d
Student Faculty Ratios
Fall 2004 to 2009 FTE
Comparison with Mean of Canadian Peers



Source: G13 Data Exchange (G13DE)
The Canadian peer mean excludes UofT. Faculty counts include FT Professorial Ranks, regardless of tenure status (i.e. includes both tenure stream & non tenure stream), but excludes Clinicians. U of T's data include teaching stream faculty with contracts of 12-months or more.
Data for University of Manitoba and University of Saskatchewan are not available at this time.

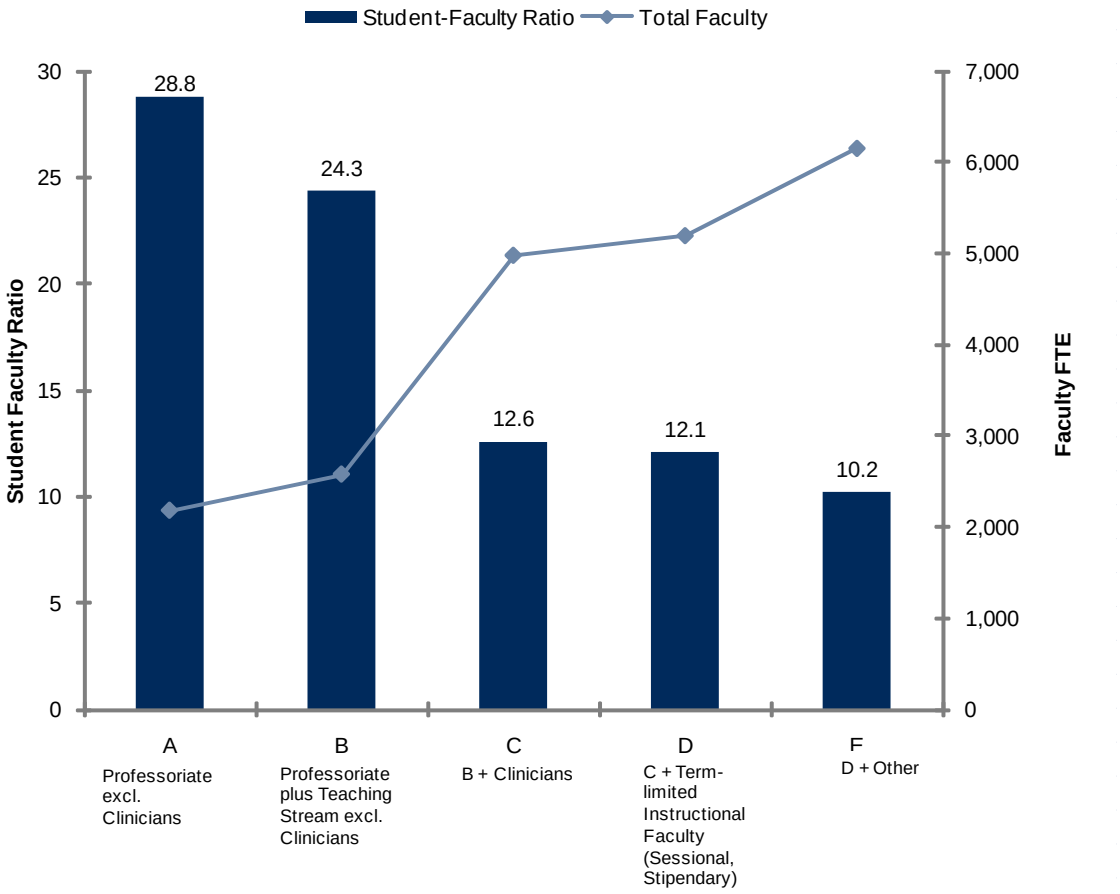
Student-Faculty Ratios – Various Faculty Inclusions

Performance Relevance:

Student-faculty ratios at the institutional level provide a general indication of the deployment or available level of resources. A significant part of the student experience is predicated on access to faculty, e.g., opportunities for interaction or feedback on academic work. Traditionally, student-faculty ratios at the University of Toronto have been measured against two sets of peers, our ten publicly-funded U.S. peers (see 3-v-figures a-b) and our research-intensive Canadian peer universities (see 3-v-figures c-d), using two different methodologies for calculation of these measures. In the past the University of Toronto has relied upon the Statistics Canada faculty survey and its classifications in presenting our faculty counts. However, these counts were developed in large part to facilitate collection of salary data. But, as indicated below there a thousands of other faculty that contribute to the teaching and research mission of the university. There are many different categories of academic appointees and many ways to count them. The range of categories is greatest for institutions with professional schools or affiliated research institutes. Faculty can be categorized by appointment status (e.g. tenure-stream, teaching-stream, short-term contract, adjunct), by rank (e.g. assistant, associate and full professors), by time commitment (full-time, part-time), by job description (e.g. research scientists, clinical faculty), or by salary source (university or affiliated institution). What these categories mean in terms of contribution to the teaching and research mission of the University also varies from one institution to the next. As we see in the charts below, our faculty counts vary dramatically depending on which definition is used.

Figure 3-v-e
Student-Faculty Ratios and FTE Faculty Counts
by Various Faculty Inclusions
Fall 2010

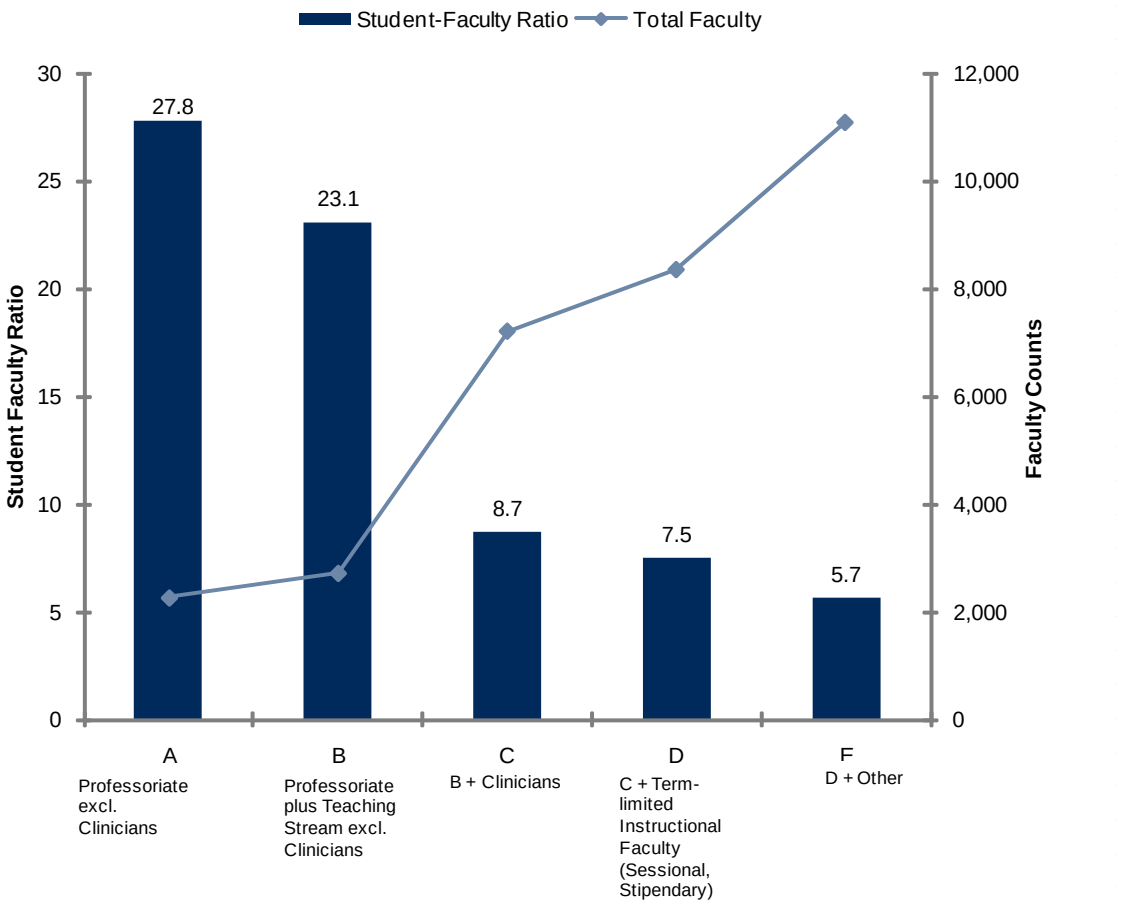
The chart below indicates the variation in student-faculty ratios depending on the definitions used.



Source: Government, Institutional & Community Relations

Figure 3-v-f
Student-Faculty Ratios and Headcount Faculty Counts
by Various Faculty Inclusions
Fall 2010

The chart below indicates the variation in student-faculty ratios depending on the definitions used.



Source: Government, Institutional & Community Relations

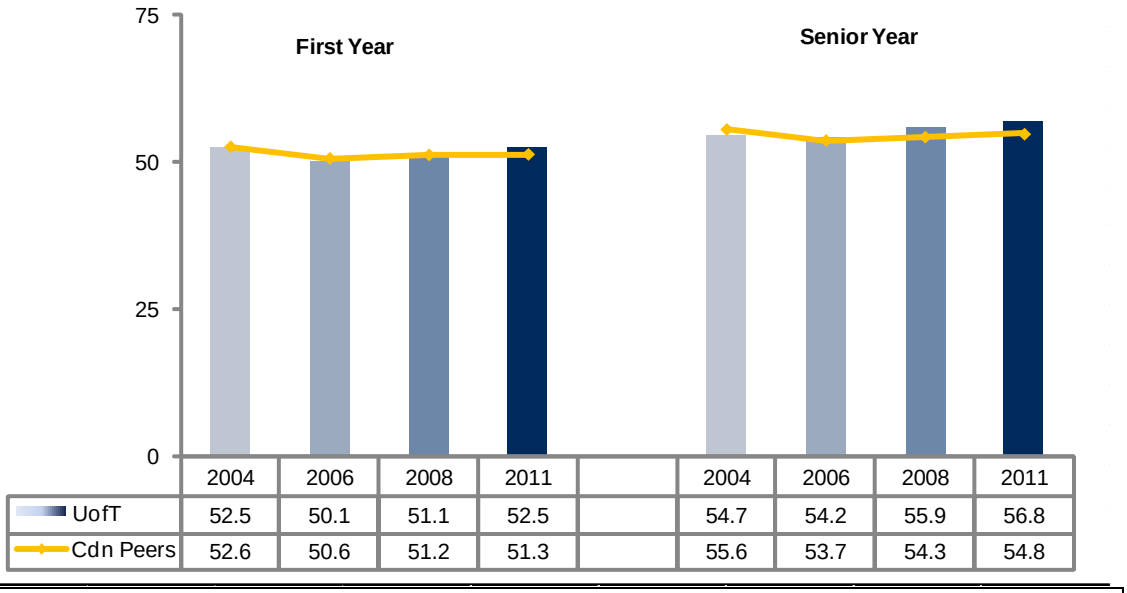
National Survey of Student Engagement (NSSE) Measures

Performance Relevance:
The National Survey of Student Engagement (NSSE) was developed by the Indiana University Center for Postsecondary Research to assess the undergraduate student experience. NSSE was identified as an appropriate tool to assist the University through a process of institutional change. The University of Toronto participated in NSSE in 2004, 2006, 2008 and 2011. In 2004, 7 Canadian peers also participated. In 2006, 2008 and 2011 all Ontario universities and several other universities across Canada participated. NSSE provides each participating institution with a Benchmark Report comparing scores on key questions with those of other participating institutions. What follows are our five benchmark scores for the 2004, 2006, 2008 and 2011 surveys as well as the benchmark scores for the aggregate of our Canadian peers:

a) Level of Academic Challenge
b) Active and Collaborative Learning
c) Student-Faculty Interaction
d) Enriching Educational Experiences
e) Supportive Campus Environment

NSSE benchmarks are made up of groups of questions on the survey and are expressed in 100-point scales. The mean of the correspondent item is calculated for each student after each item is re-scaled to range from 0 to 100. For example, the University of Toronto's benchmarks are the weighted means of students' scores. The larger the score, the more positive the underlying responses.

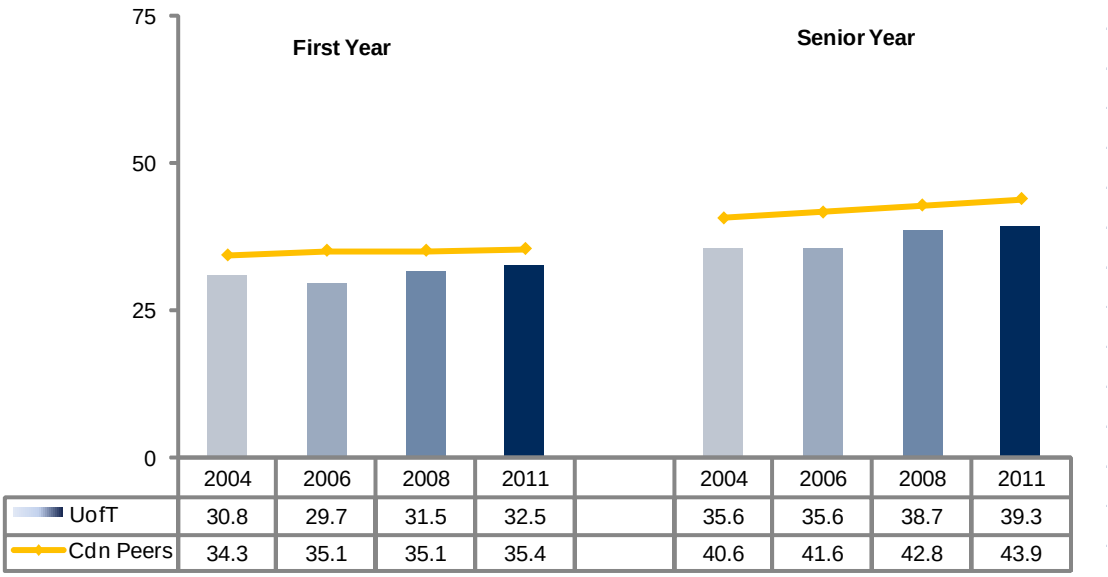
Figure 3-vi-a
Level of Academic Challenge



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

Level of Academic Challenge Survey items:
- Preparing for class (studying, reading, writing, rehearsing, etc. related to academic program)
- Number of assigned textbooks, books, or book-length packs of course readings
- Number of written papers or reports of 20 pages or more; number of written papers or reports of between 5 and 19 pages; and number of written papers or reports of fewer than 5 pages
- Coursework emphasizing analysis of the basic elements of an idea, experience or theory
- Coursework emphasizing synthesis and organizing of ideas, information, or experiences into new, more complex interpretations and relationships
- Coursework emphasizing the making of judgments about the value of information, arguments, or methods
- Coursework emphasizing application of theories or concepts to practical problems or in new situations
- Working harder than you thought you could to meet an instructor's standards or expectations
- Campus environment emphasizing time studying and on academic work

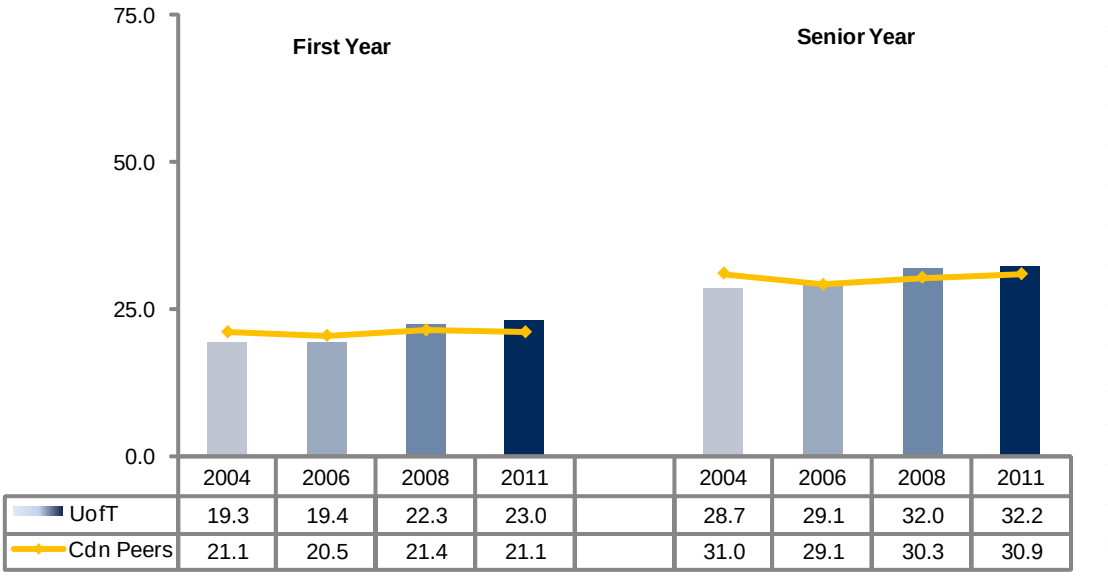
Figure 3-vi-b
Active and Collaborative Learning



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

Active and Collaborative Learning Survey items:
- Asked questions in class and contributed to class discussions
- Made a class presentation
- Worked with other students on projects during class
- Worked with classmates outside of class to prepare class assignments
- Tutored or taught other students
- Participated in a community-based project as part of regular course
- Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers etc.)

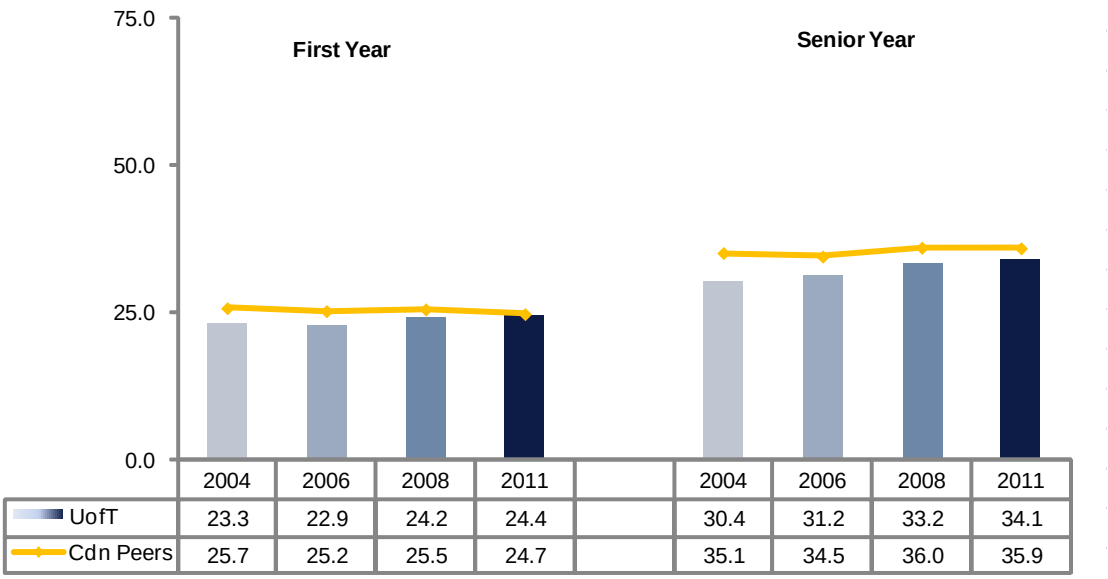
Figure 3-vi-c
Student-Faculty Interaction



	2004	2006	2008	2011		2004	2006	2008	2011
UofT	19.3	19.4	22.3	23.0		28.7	29.1	32.0	32.2
Cdn Peers	21.1	20.5	21.4	21.1		31.0	29.1	30.3	30.9

Student-Faculty Interaction Survey Items:
- Discussed grades or assignments with an instructor
- Talked about career plans with a faculty member or advisor
- Discussed ideas from your readings or classes with faculty members outside of class
- Worked with faculty members on activities other than coursework (committees, orientation, student-life activities etc.)
- Received prompt feedback from faculty on your academic performance (written or oral)
- Worked with a faculty member on a research project outside of course or program requirements

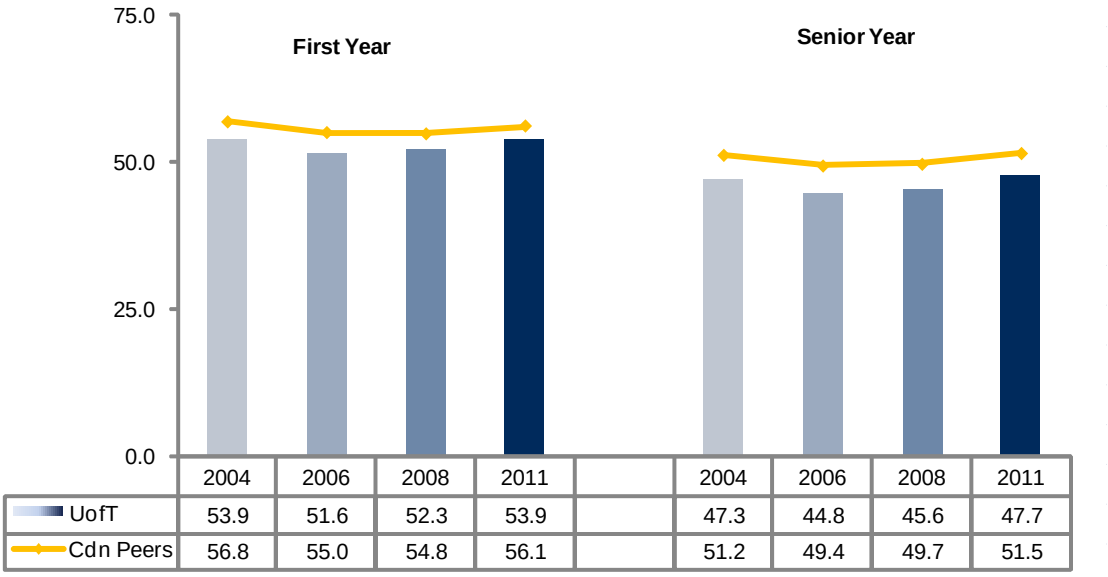
Figure 3-vi-d
Enriching Educational Experiences



	2004	2006	2008	2011		2004	2006	2008	2011
UofT	23.3	22.9	24.2	24.4		30.4	31.2	33.2	34.1
Cdn Peers	25.7	25.2	25.5	24.7		35.1	34.5	36.0	35.9

Enriching Educational Experiences Survey items:
• Participating in co-curricular activities (organizations, publications, student government, sports etc.)
• Practicum, internship, field experience, co-op experience, or clinical assignment
• Community service or volunteer work
• Foreign language coursework, and study abroad
• Independent study or self-designed major
• Culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.)
• Serious conversations with students of different religious beliefs, political opinions, or personal values
• Serious conversations with students of a different race or ethnicity
• Using electronic technology to discuss or complete an assignment
• Campus environment encouraging contact among students from different economic, social, and racial or ethnic background
• Participate in a learning community or some other formal program where groups of students take two or more classes together

Figure 3-vi-e
Supportive Campus Environnent



	2004	2006	2008	2011		2004	2006	2008	2011
UofT	53.9	51.6	52.3	53.9		47.3	44.8	45.6	47.7
Cdn Peers	56.8	55.0	54.8	56.1		51.2	49.4	49.7	51.5

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

Related Reports:
University of Toronto Reports on National Survey of Student Engagement (NSSE) Results:
http://www.provost.utoronto.ca/public/reports/NSSE.htm

Related Websites:
National Survey of Student Engagement main website:
http://nsse.iub.edu/

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

Performance Relevance:

The National Survey of Student Engagement (NSSE) serves as U of T's primary means of assessing progress in its efforts to enhance the student experience. As of 2011, NSSE will be administered every three years. During the intervening years, U of T has adopted a different and, where necessary, very localized approach to understanding some of the key issues identified by NSSE, and has implemented (and will continue to implement) a range of initiatives that improve student engagement.

In February 2010, the Vice-Provost Students, through the Council on Student Experience, convened 38 focus groups involving 367 students across U of T's three campuses. The focus groups explored the factors behind students' responses to NSSE, concentrating on both in-class experience and engagement outside the classroom. The report, *In Their Own Words: Understanding the Undergraduate Student Experience at the University of Toronto*, provides an analysis of the findings from the focus groups. Following the study, the Council is addressing key issues such as orientation and transition, student-faculty interactions, navigating the campuses, peer mentorship programs, communication, and quality of services. Some new communication initiatives have already been introduced.

Figure 3-vi-f
Key Issues Identified Through National Survey of Student Engagement (NSSE)
Focus Group Sessions

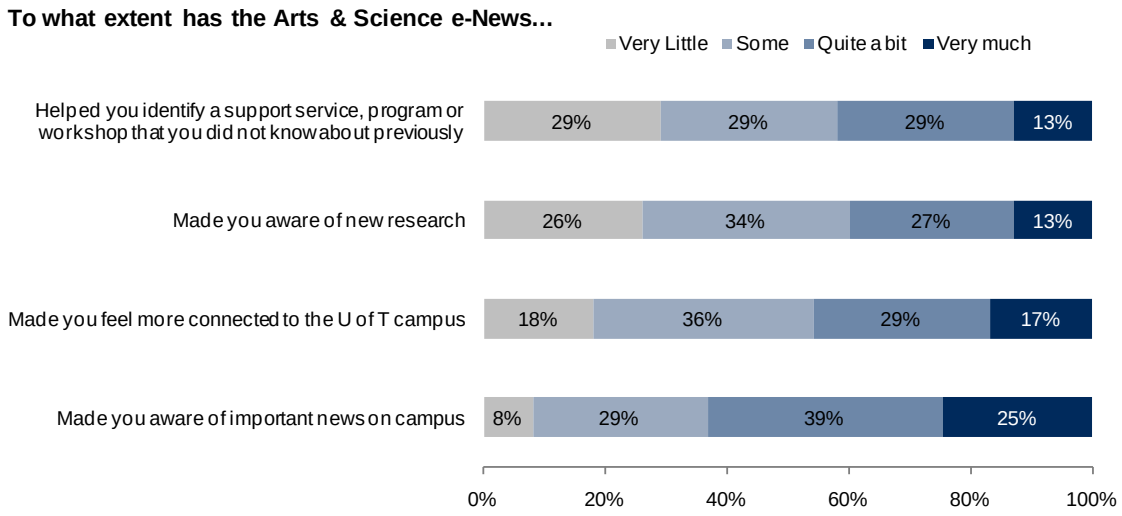
The table summarizes key issues that underlie student NSSE responses in three benchmark areas.

Student-Faculty Interaction	Supportive Campus Environment	Enriching Educational Experiences
More opportunities for informal interaction, particularly for first-year students	Increase the number, visibility and quality of mentorship programs & explore web-based tools to support them	Identify financial and transportation-related barriers to co-curricular engagement (i.e. commuting students)
Share best practices across faculties and colleges	More personalized student and registrarial services	Create more ways for students to learn about engagement activities
Explore messaging and incentives for students and faculty	Better mobility / options for students with meal cards	Emphasize career-related skills and experiences developed through co-curricular participation
Foster leadership at the departmental level	Eliminate line-ups and wait times with better access to information	
	Include more academic preparation in orientation programs	
	Create better campus way finding systems	

Source: Office of Student Life.

Figure 3-vi-g
Arts & Science e-News Survey - Selected Results, 2010

The chart indicates selected responses to the Arts & Science e-News survey.



Source: Office of Student Life.

Related reports:

'In Their Own Words' report:
http://www.viceprovoststudents.utoronto.ca/Assets/Students+Digital+Assets/Vice-Provost$!2c+Students/In+Their+Own+Words+-+Understanding+the+Undergraduate+Student+Experience+at+the+University+of+Toronto.pdf

Canadian Graduate and Professional Student Survey (CGPSS) Responses

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

In 2005 the University of Toronto, along with six of our Canadian peer institutions[1], participated in the Graduate and Professional Student Survey (GPSS) administered by MIT. All in-program graduate students in degree programs for whom an e-mail address was available were surveyed. We received 4,833 responses – a 50% response rate[2].

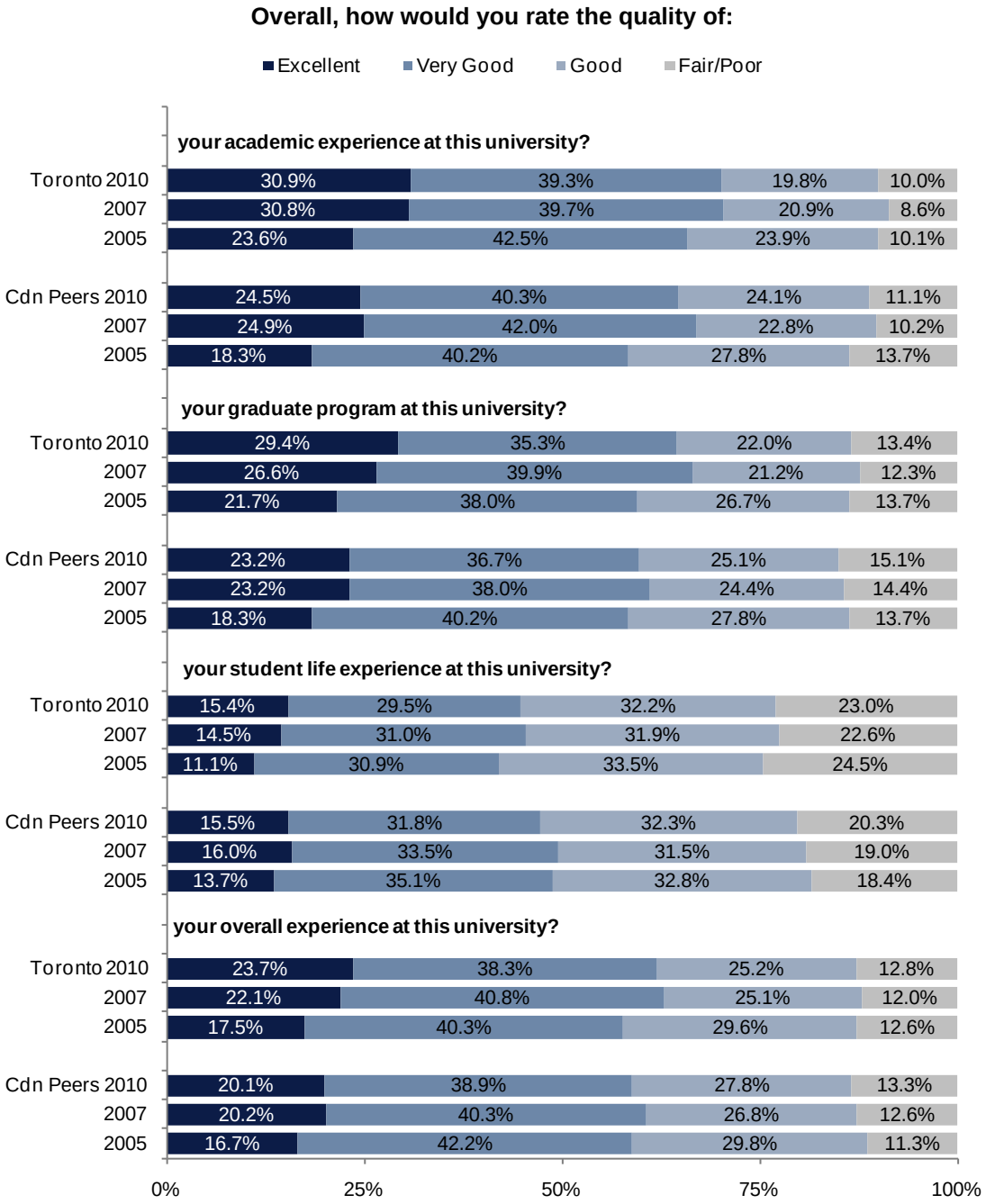
In 2007, along with our Canadian peer institutions (Alberta, British Columbia, Calgary, Dalhousie, Laval, McGill, McMaster, Montréal, Ottawa, Queen's, Waterloo, and Western) and all Ontario universities, the University of Toronto participated for the second time in the Canadian Graduate and Professional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

In 2009–10, U of T administrators worked with our Canadian peers to develop a new instrument to measure student satisfaction related to professional graduate programs. In 2010, the University participated again in this revised version of the Canadian Graduate and Professional Student Survey (CGPSS). We received 4,815 responses to our graduate surveys—an overall response rate of 36.5%. The results from the revised instrument are included in this year's report. This year, we are able to present the results overall and by type of program (Research-Oriented compared to Professional Graduate programs.)

[1] Alberta, Laval, McGill, McMaster, Waterloo, and Western.
[2] The 50% response rate includes only those students where an e-mail address was available in ROSI (82% of graduate students had a valid e-mail address and were invited to participate).

Figure 3-vi-h
CGPSS Results – Ratings of All Graduate Programs, 2005, 2007, and 2010

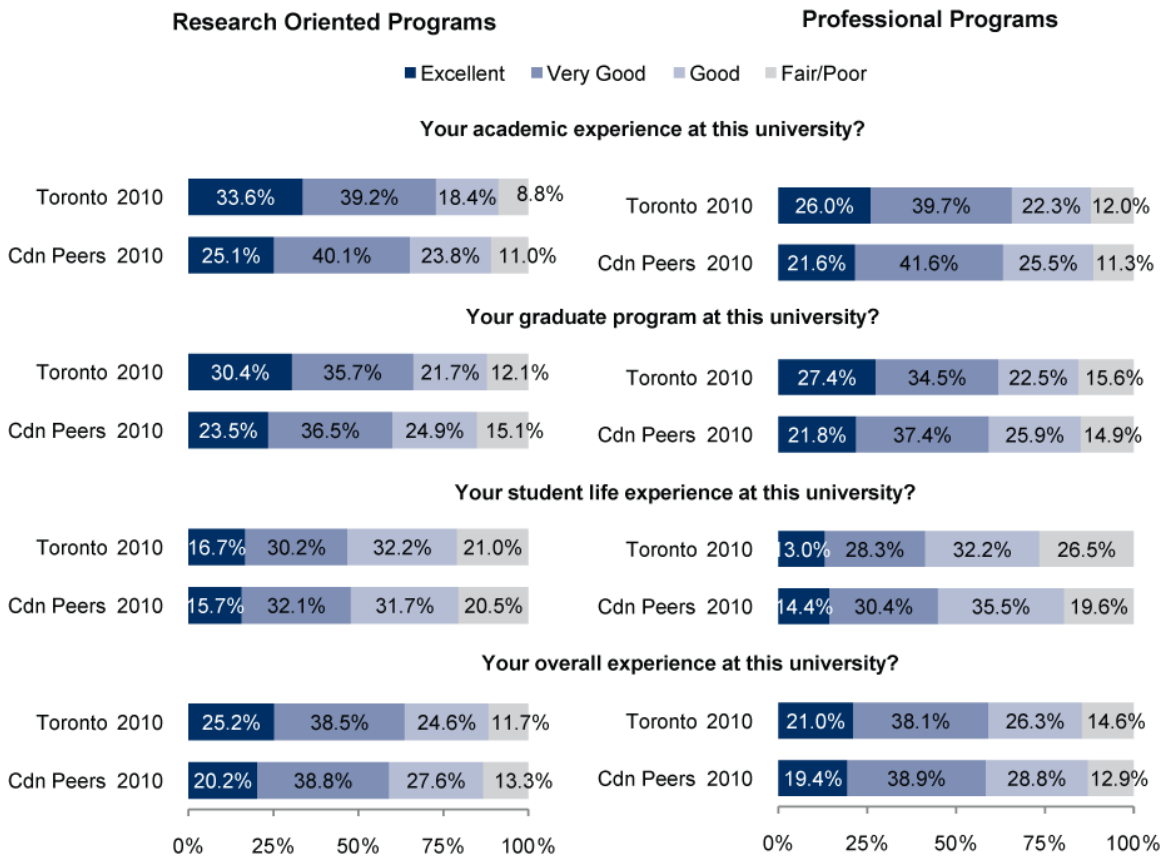
The percentages below indicate the distribution of responses by U of T students to four general satisfaction questions in the CGPSS survey compared to the responses of graduate students from the other participating Canadian peer institutions.



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

Figure 3-vi-i
CGPSS Results - Ratings of Research-Oriented and Professional Graduate Programs, 2010

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



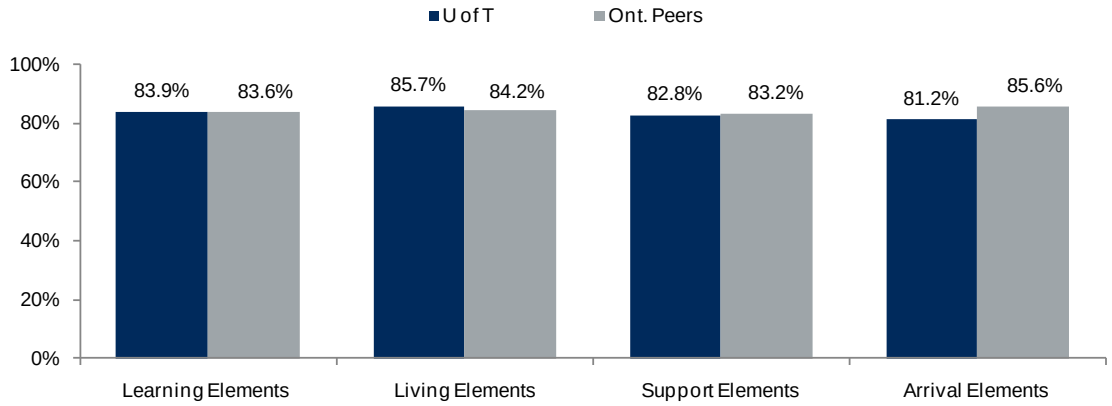
Related Report:
Report on Graduate and Professional Student Survey (GPSS) results:
http://www.provost.utoronto.ca/public/reports/GPSS.htm

I-graduate International Student 2010 Survey (Pilot) Results

Performance Relevance:

In Fall 2010, the University of Toronto and five other Ontario universities participated in the International Student Barometer Entry Wave 2010 survey conducted by the International Graduate Insight Group (i-graduate), a UK based research service, in 22 countries. The survey was administered for the first time in Canada in 2010 as a pilot study of a 3-year project initiated by the Ministry of Training, Colleges and Universities of Ontario. The survey provided international students with an opportunity to provide feedback and suggestions about their educational experiences at U of T and in Canada generally. The findings allow us to better understand international students and enhance their educational experience at the University.

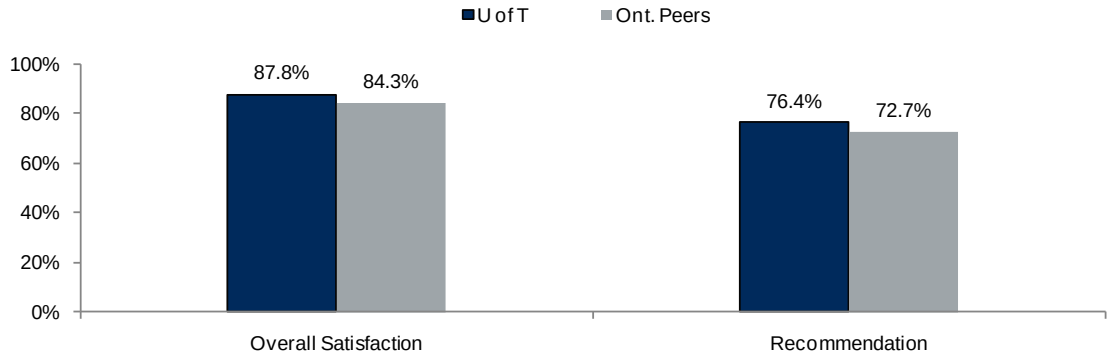
Figure 3-vi-j
I-graduate International Student 2010 Survey (Pilot) Results:
Satisfactions with the Four Areas in Student Experiences



Learning Elements: expert lectures, online library, academics' English, multicultural, quality lectures, learning support, technology, assessment, course content, virtual learning, physical library, language support, good teachers, laboratories, learning spaces, research, performance feedback, course organization, marking criteria, topic selection, employability, careers advice, work experience, managing research, and opportunities to teach.
Living Elements: safety, good place to be, sport facilities, accommodation quality, friends, internet access, eco-friendly attitude, worship facilities, host culture, transport links, social activities, good contacts, social facilities, host friends, transport links university, visa advice, financial support, living cost, accommodation cost, and earning money.
Support Elements: Faith provision, clubs/societies, IT support, Halls welfare, health centre, graduate school, international office, accommodation office, counseling, careers service, and catering.
Arrival Elements: meeting staff, finance office, registration, local orientation, friends, study sense, formal welcome university orientation, first night, internet access, bank account, accommodation office, accommodation condition, host friends social activities, and welcome.

Source: I-graduate International Student Survey, 2010 Pilot
Notes:
1. Satisfaction % are based on: very satisfied / satisfied
2. Ontario Peers includes Queen's, Ryerson, York, Waterloo, Windsor, and Toronto.

Figure 3-vi-k
I-graduate International Student 2010 Survey (Pilot) Results:
Overall Satisfaction and Recommendation of the University to Others



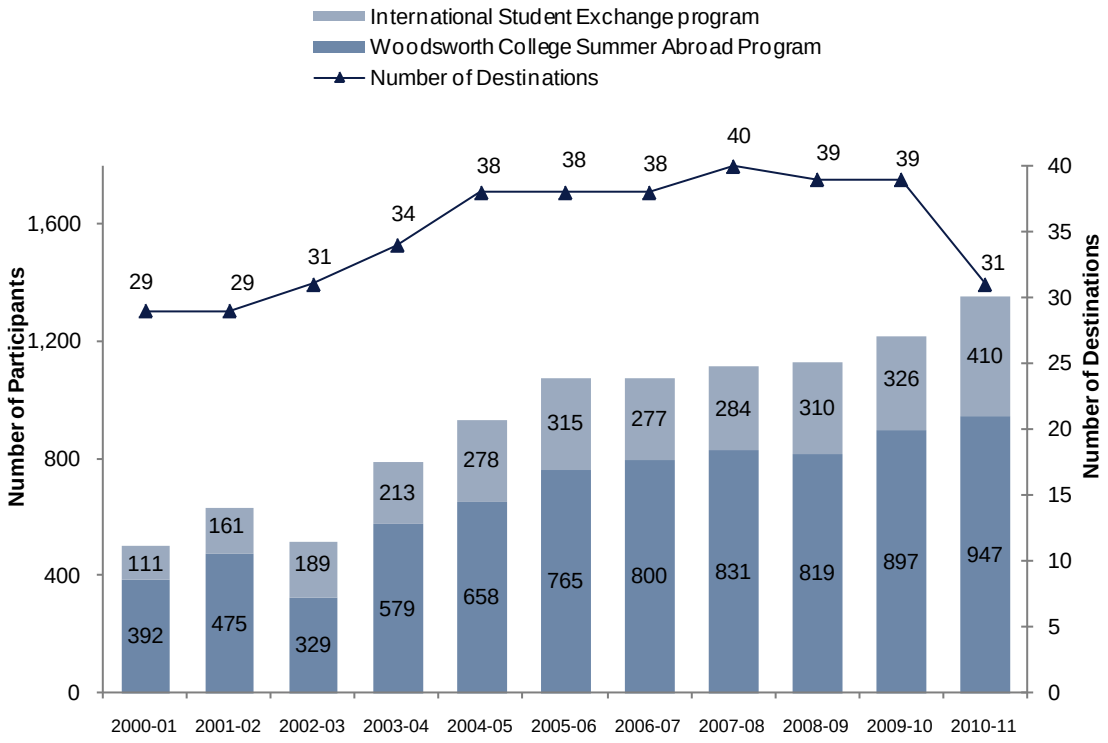
Source: I-graduate International Student Survey, 2010 Pilot
Notes:
1. Recommendation % are based on: actively encourage / would encourage others to apply for the same University.
2. Ontario Peers includes Queen's, Ryerson, York, Waterloo, Windsor, and Toronto.

International Experience

Performance Relevance:
As the world has become more globally interconnected, many universities are placing a growing emphasis on meaningful international experiences for their undergraduate students, whether through student exchange programs, study abroad programs, international work co-op placements, brief but intense courses conducted abroad, or modules taught in courses on our campuses by international visitors.

Figure 3-vii-a
Number of Participants and Number of Destinations of Study Abroad & Exchange Programs and Woodsworth College Summer Abroad Programs 2000-01 to 2010-11

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



Source: International Student Exchange Programs office and Woodsworth College.
Study Abroad & Exchange Programs managed by International Student Exchange Programs office and Woodsworth College Summer Abroad programs only. Study Abroad and Exchange Programs managed by International Student Exchange Programs includes first entry undergraduate and Law students.

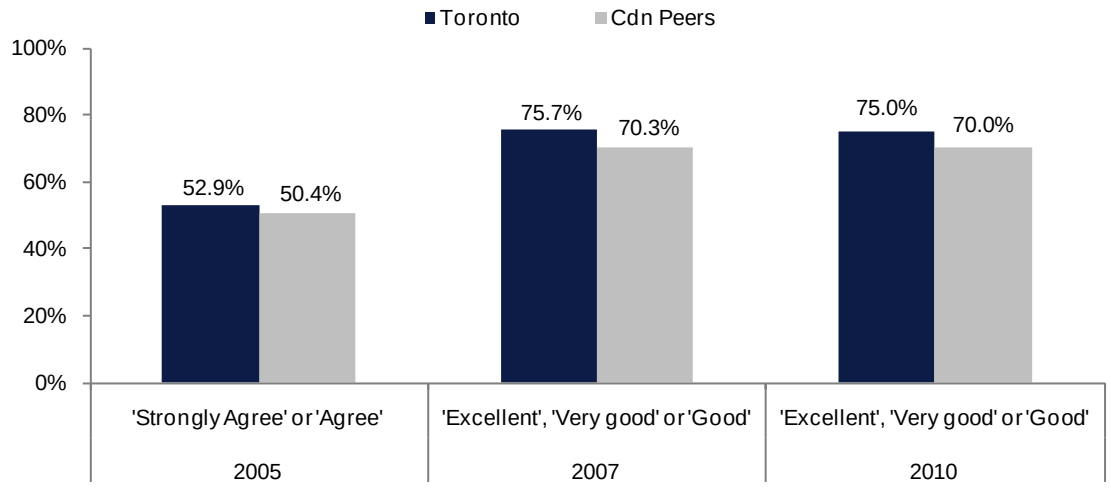
Graduate Interdisciplinary Opportunities - CGPSS Responses

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

This year, we are able to present the results overall and by type of program (Research-Oriented compared to Professional Graduate programs.)

Figure 3-vii-b
CGPSS 2005, 2007 and 2010 Results:
"The program structure provides opportunities to engage in interdisciplinary work"

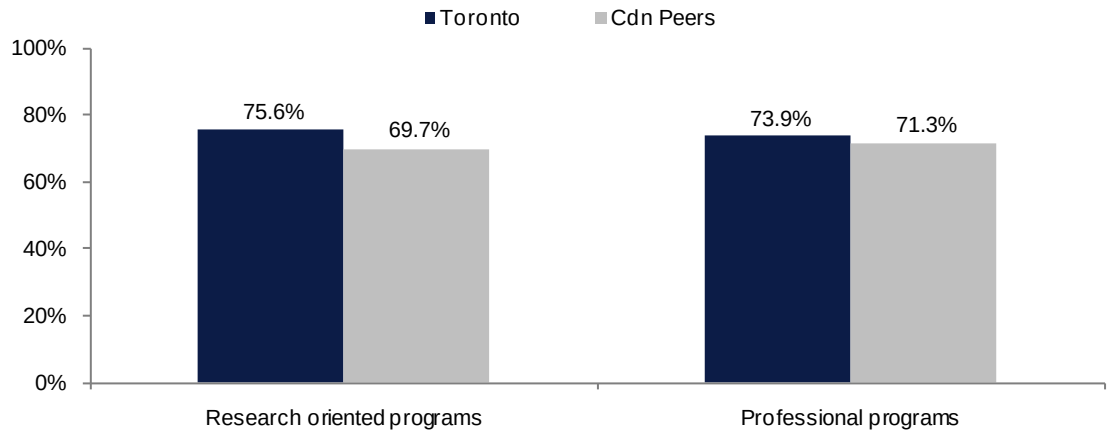
The bars below indicate graduate student responses for the 2005, 2007 and 2010 CGPSS question regarding opportunities provided to engage in interdisciplinary activity.



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

Figure 3-vii-c
CGPSS 2010 Results: Research-oriented Programs and Professional Programs
Respondents who rated 'opportunities to engage in interdisciplinary work' as 'Excellent', 'Very good' or 'Good'

The chart on the left indicates the positive responses (excellent, very good or good) by U of T students in doctoral-stream programs compared to positive responses by students in these programs at other participating Canadian peer institutions. The chart on the right indicates the positive responses by U of T students in professional master's programs compared to the responses given by other students at other participating Canadian peer institutions in the CGPSS 2010 survey.



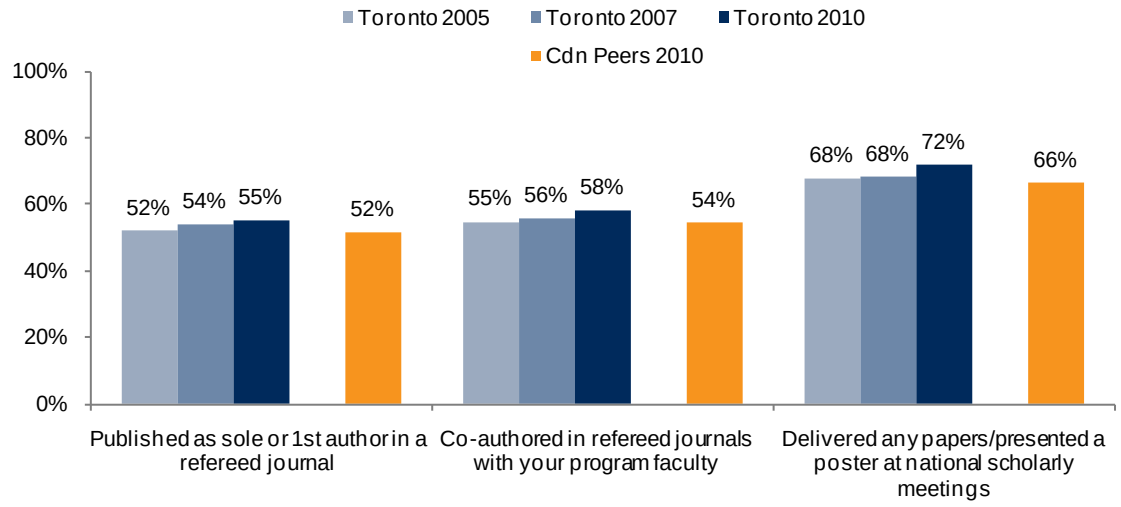
Related web site:
University of Toronto Report on results of Canadian Graduate and Professional Student Survey (CGPSS):
http://www.provost.utoronto.ca/public/reports/GPSS.htm

Graduate Publications and Presentations

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

Figure 3-vii-d
CGPSS 2005, 2007 and 2010 Results
Graduate Publications and Presentations
Respondents who answered 'Yes'

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



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

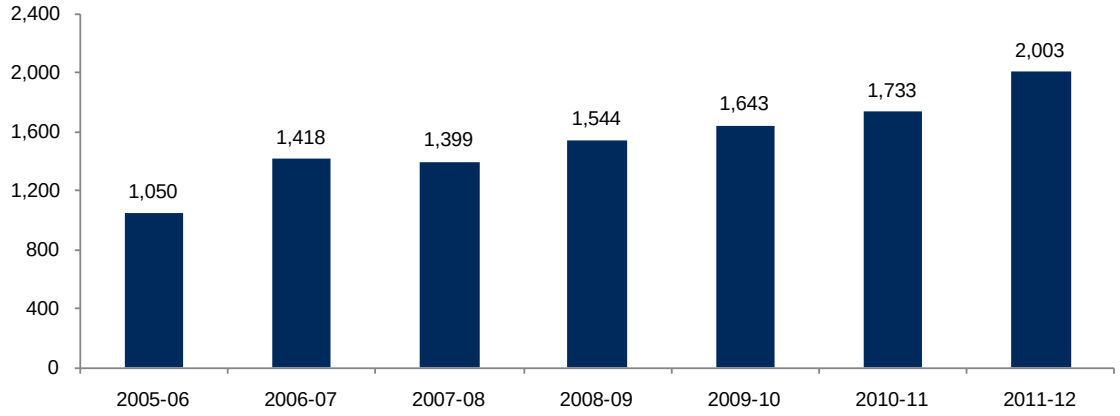
Related web site:
University of Toronto Report on results of Canadian Graduate and Professional Student Survey (CGPSS):
http://www.provost.utoronto.ca/public/reports/GPSS.htm

Service Learning Opportunities

Performance Relevance:
Service-learning provides students with practical, "experiential" learning opportunities with community partners. Students apply what they are studying in real-world settings to support identified community needs and later reflect on those experiences in the classroom. Through service-learning, students gain a deeper understanding of course content, a broader appreciation of their chosen discipline and develop a higher level of critical thinking and problem solving. In 2009–10, the Office of Student Life implemented a Service-Learning Assessment Survey that assesses the learning outcomes of students. A selection of results is presented in this year's report.

Figure 3-vii-e
Undergraduate Service-Learning Course Enrolment
Supported by the Centre for Community Partnerships (CCP), 2005-06 to 2011-12

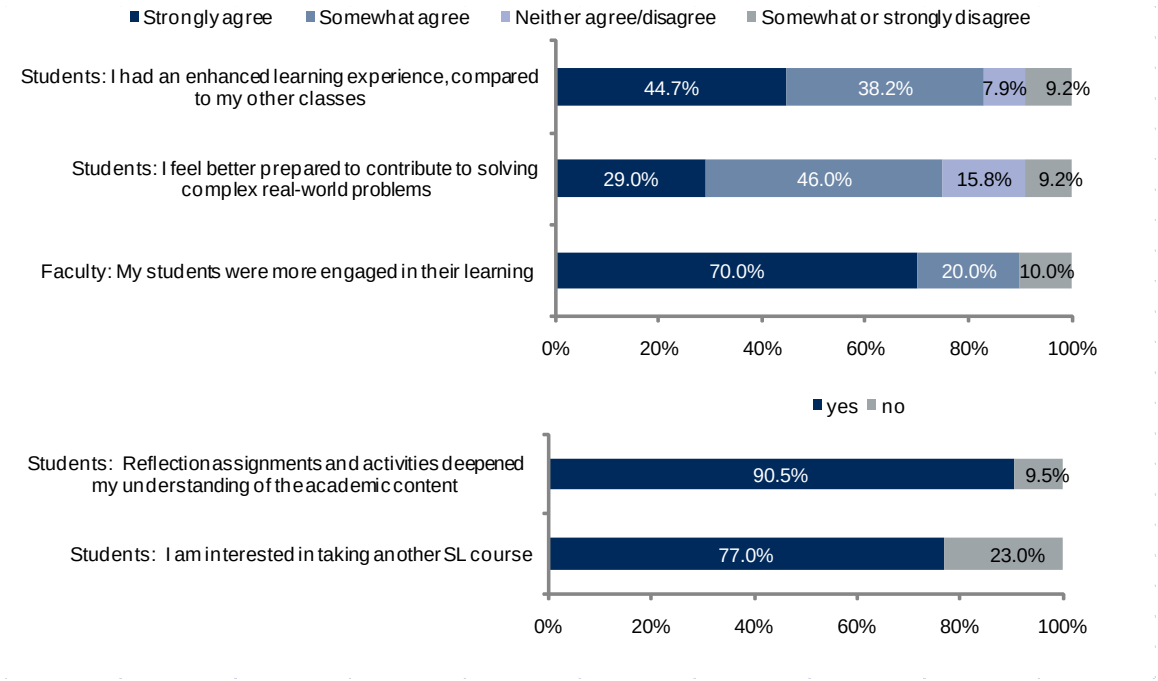
The chart below indicates the number of undergraduate students enrolled in CCP-supported service-learning courses across the three campuses from 2005-06 to 2011-12.



Source: Centre for Community Partnerships
Courses include: APS 111/112Y, HMU 210H, PHE 350Y, PHE 450Y, VIC 185H, JFI 225Y, OB/GYN Residency Program, RLG 492H, ESC 102H, SMC 218Y, POL 491Y, SCIB01H, SMC 362Y, CSC 207H, INI 235H, CSC 300H, SCI 199Y, PCL 389H, HMB 473H Ctr for Ethics, CITC02H, New College Service Learning Independent Study, SMC433Y, FRED06H, NEW342H, HMB440H, INI 300Y, PHC 1XX, EMP3673, PHM114Y, NEWXXX, EMP3413, HIS495Y, NEW232Y, TPS1803Y, WDW428H, HISXXX, WDW425H, WDW446H, UNI430Y, SMC1XXY, JPG1812H.

Figure 3-vii-f
Results of Service-Learning Assessment Survey - Selected Items, 2010-11

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



Source: Centre for Community Partnerships (CCP).

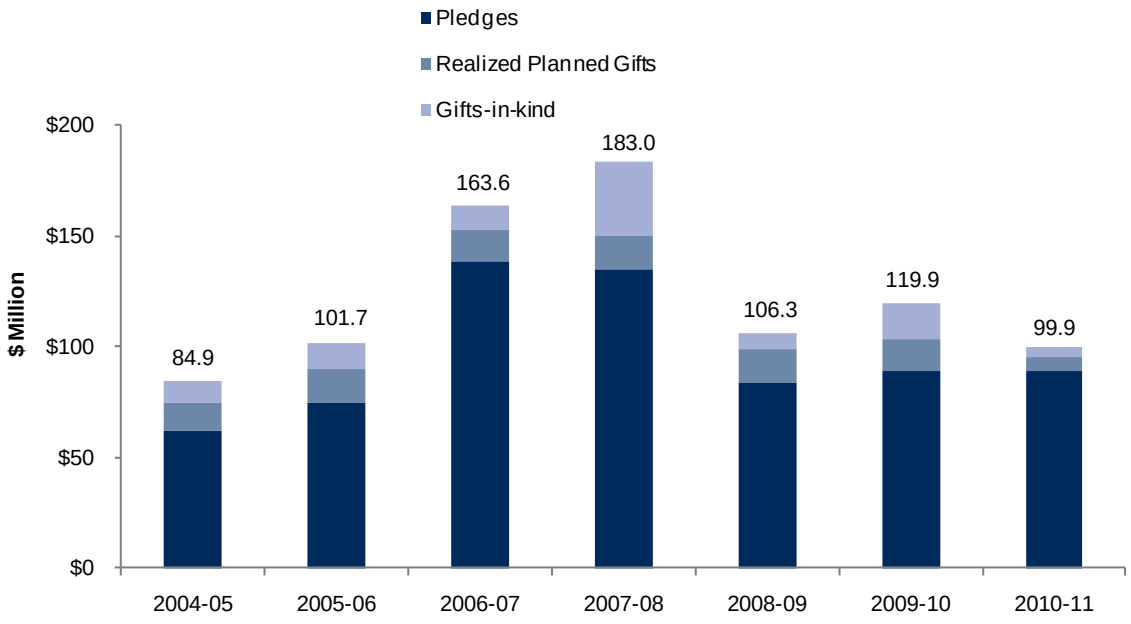
Related Website:
Centre for Community Partnerships:
http://www.ccp.utoronto.ca/

Annual Fundraising Achievement and Alumni Donors

Performance Relevance:
Through their philanthropy and engagement in the life of the University, our alumni and friends are empowering students and faculty, inspiring leadership and excellence, and creating a fertile landscape for innovative ideas and solutions to take root. With their support, we are able to recruit and retain top faculty, perform cutting-edge research and maintain our leadership across a broad spectrum of fields. We are also able to strengthen the undergraduate experience, promote campus diversity and inclusion and provide scholarships to exceptional students who might not otherwise be able to afford a university education. In this year's report we include a measure of the University's annual fundraising achievement. In addition to total funds raised, we are also providing the percentage of funds raised by donor category.

Figure 4-i-a
Annual Fund-Raising Achievement:
Gift and Pledge Total by Donation Type and Fiscal Year, 2005-06 to 2010-11

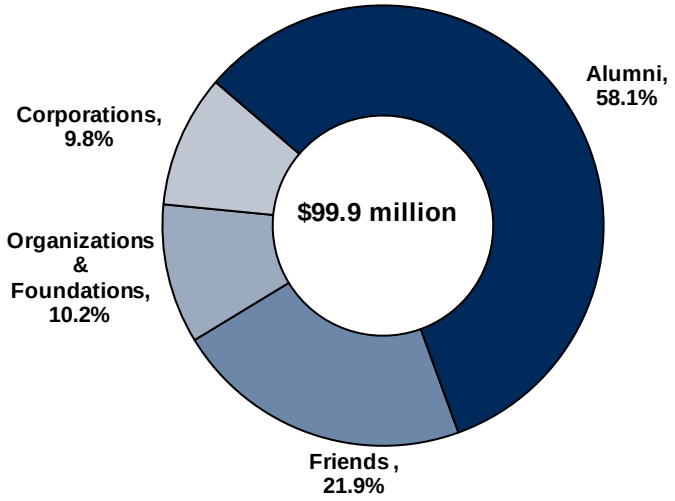
The bars below show the annual pledges and gifts, realized planned gifts and gifts-in-kind (in millions of dollars) received by U of T within a seven-year period.



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, including those received by the University of St. Michael's College, the University of Trinity College and Victoria University.

Figure 4-i-b
Annual Fundraising Achievement:
Percentage of Funds Raised by Donor Sector, 2010-11

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



Source: Division of University Advancement.

Figure 4-i-b

In 2010-11 a total of $99.9 million was raised. 58.1% was raised by alumni, 21.9% was raised by friends, 10.2% was raised by organizations and Foundations, and 9.8% was raised by corporations.

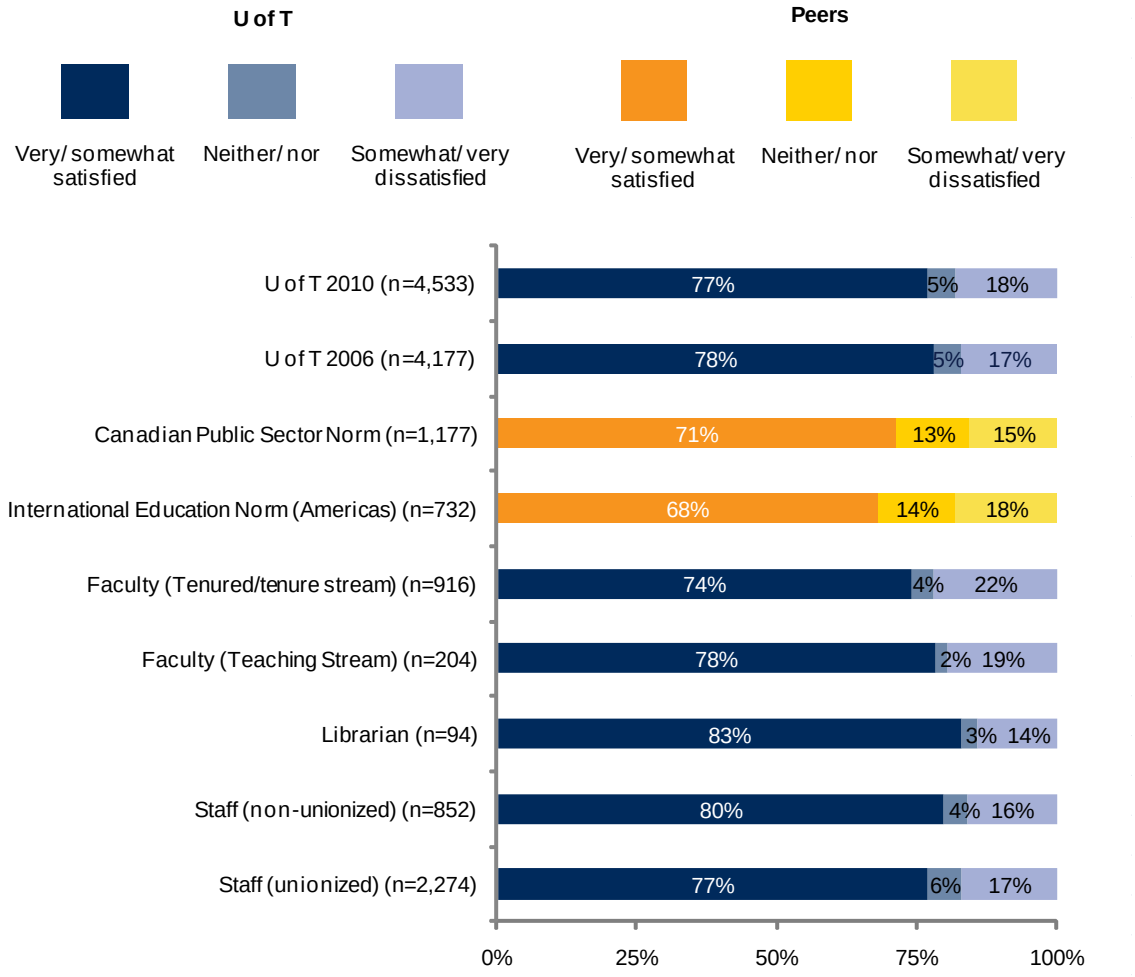
Employee Satisfaction: Faculty, Librarian and Staff Responses

Performance Relevance:

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

Figure 4-ii-a
U of T Speaking UP Faculty and Staff Experience Survey, 2010
Overall, how satisfied are you with being an employee of U of T?

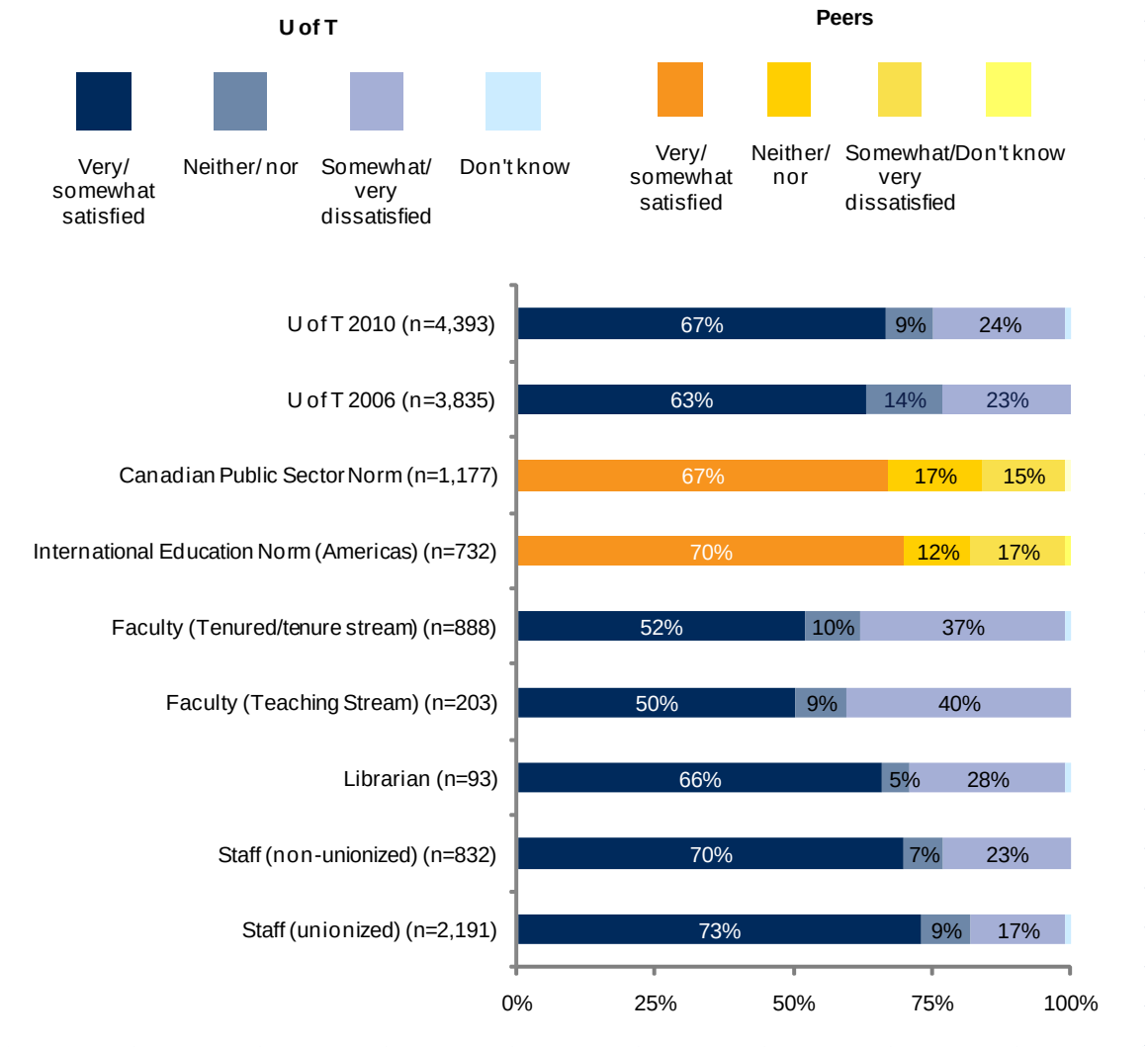
The chart below indicates the responses from total U of T faculty and staff and U of T faculty and staff by group regarding their overall satisfaction with being an employee at the U of T, compared to three benchmarks: U of T total responses in 2006, Canadian public sector norm, and International Education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



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

Figure 4-ii-b
U of T Speaking UP Faculty and Staff Experience Survey, 2010
I am satisfied with the balance between my private and professional life

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



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

Library Resources

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

Student and faculty perspectives provide some measure of the perceived quality of our library resources. LibQUAL+ survey is a national initiative designed to measure library service quality and identify best practices on an ongoing basis, led by the Canadian Association of Research Libraries. Survey respondents are asked about their perceptions and expectations of library service quality on three dimensions:

- **Affect of Service:** Customer services provided by library staff
- **Information Control:** Library resources, collections and access to resources
- **Library as Place:** Library spaces, facilities and amenities (for study, meeting, etc.)

In March of 2007, UTL implemented the LibQUAL+ survey as part of a consortium of 62 Canadian institutions and 217 institutions worldwide, including college and university libraries, health sciences libraries, community college libraries and law libraries. A total of 1,118 responses were analyzed. In March of 2010, the University of Toronto participated for a second time. A total of 934 responses were analyzed. This year we are able to report the results of LibQUAL 2010.

Figure 4-iii-a
Major North American Research Libraries

ARL RANK	2006-07 UNIVERSITY	2007-08 UNIVERSITY	2008-09 UNIVERSITY	2009-10 UNIVERSITY
1	Harvard	Harvard	Harvard	Harvard
2	Yale	Yale	Yale	Yale
3	Columbia	**Toronto (3rd)**	Columbia	**Toronto (3rd)**
4	**Toronto (4th)**	Columbia	**Toronto (4th)**	Columbia
5	California, Berkeley	California, Berkeley	Michigan	Michigan
6	Michigan	California, L.A.	California, Berkeley	New York
7	California, L.A.	Michigan	Pennsylvania State	California, Berkeley
8	Pennsylvania State	Pennsylvania State	California, L.A.	Princeton
9	Texas	Texas	Princeton	Pennsylvania State
10	Cornell	Princeton	Texas	Texas

Top 4 Canadian Universities (after Toronto)

2006-07 RANK/ UNIVERSITY	2007-08 RANK/ UNIVERSITY	2008-09 RANK/ UNIVERSITY	2009-10 RANK/ UNIVERSITY
19/Alberta	12/Alberta	16/Alberta	11/Alberta
25/British Columbia	25/British Columbia	26/British Columbia	24/British Columbia
33/Montreal	26/McGill	34/Montreal	31/Montreal
36/McGill	33/Montreal	40/McGill	37/McGill

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

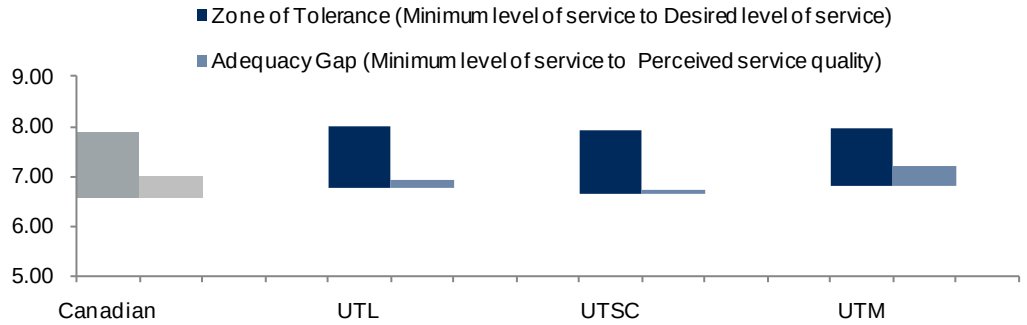
Figure 4-iii-b
LibQUAL+ survey - All Respondents, 2010

The charts below show the zones of tolerance and service adequacy gaps overall and for each dimension.
Users were asked for their judgments on three scales for each survey question:

-the **desired level of service** they would like to receive,
-the **minimum level of service** they are willing to accept, and
-the **actual level of service** they perceive to have been provided.

The Zones of Tolerance represent the range between the minimum and desired expectations for each service dimension.
The Adequacy gap represents the range between what is minimally acceptable to the user and what they perceive the service level actually is. It measures the degree to which the perceived service levels exceed the end users' minimum expectations. A positive number indicates that the perceived service level exceeds the end users' minimum expectations. A small positive adequacy gap warrants monitoring. A negative adequacy gap indicates that the minimum level of service that the end users expect is not being met.

Overall

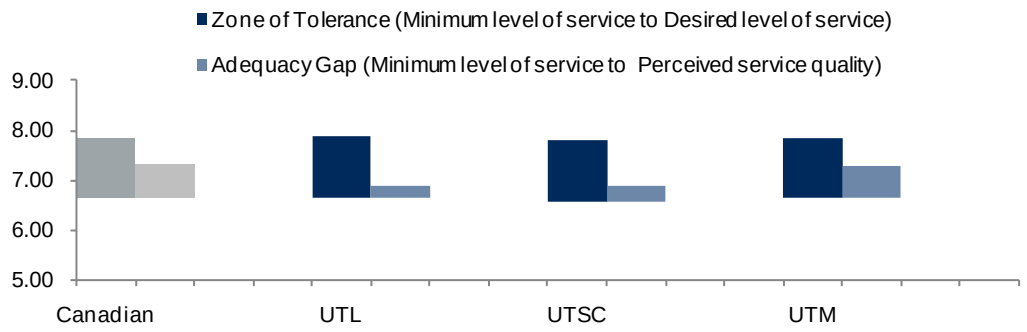


	Zone of Tolerance	Adequacy Gap
Upper Boundary	Desired level of service	Perceived service quality
Lower Boundary	Minimum level of service	Minimum level of service

Overall	Desired	Minimum	Perceived	Adequacy gap	Number of respondents
Canadian	7.89	6.55	6.99	0.44	47,907
UTL	7.99	6.77	6.94	0.17	370
UTSC	7.92	6.66	6.72	**0.06**	361
UTM	7.98	6.81	7.2	0.39	201

Canadian = All College and University respondents from Canada. Participating institutions included:
Algoma, Bishop's, brock, Carleton , Concordia, Dalhousie, Ecole de technologie superiure, HEC, Lakehead, McGill, McMaster, Memorial, Mount Allison, Mount Saint Vincent, Queen's, Ryerson, Simon Fraser, St. Francis Xavier, Moncton, Montreal, Quebec (at Chicoutimi, Montreal, Trois-Reivers, Outaouais), Alberta, University of British Columbia, UBC Okanagan, Calgary, Guelph, Monitoba, New Brunswick, UOIT, Saskatchewan, Freaser Valley, Toronto, UTM, UTSC, Victoria, Waterloo, Western, Windsor, Wilfred Laurier, York, Centennial College, Medicine Hat College, Red Deer, Saskatchewan IAST.
UTL = University of Toronto Libraries on the St. George campus
UTL sample population included 900 Faculty, 900 staff (except library staff), 900 Grads, 1,200 undergrads.
UTSC = University of Toronto Scarborough Library
UTSC sample population included all UTSC Faculty (discrete group from St. George) all UTSC grad students, all UTSC staff (except library staff), sample group of 1,200 UTSC undergrads
UTM = University of Toronto Mississauga Library
UTM sample population included all UTM Faculty (discrete group from St. George), all UTM grad students, all staff (except library staff), sample group of 1,200 UTM undergrads

Affect of Services

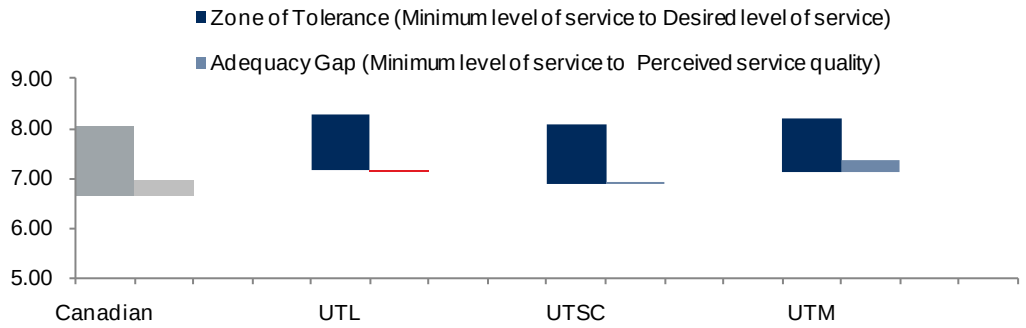


Affect of Services Survey Items:
Employees who instill confidence in users;
Giving users individual attention;
Employees who are consistently courteous;
Readiness to respond to users' questions;
Employees who have the knowledge to answer user questions;
Employees who deal with users in a caring fashion;
Employees who understand the needs of their users;
Willingness to help others;
Dependability in handling users' service problems.

	Zone of Tolerance	Adequacy Gap
Upper Boundary	Desired level of service	Perceived service quality
Lower Boundary	Minimum level of service	Minimum level of service

Affect of Services	Desired	Minimum	Perceived	Adequacy gap	Number of respondents
Canadian	7.86	6.63	7.33	0.7	47,361
UTL	7.87	6.65	6.9	0.25	369
UTSC	7.8	6.55	6.88	0.33	361
UTM	7.86	6.66	7.3	0.64	200

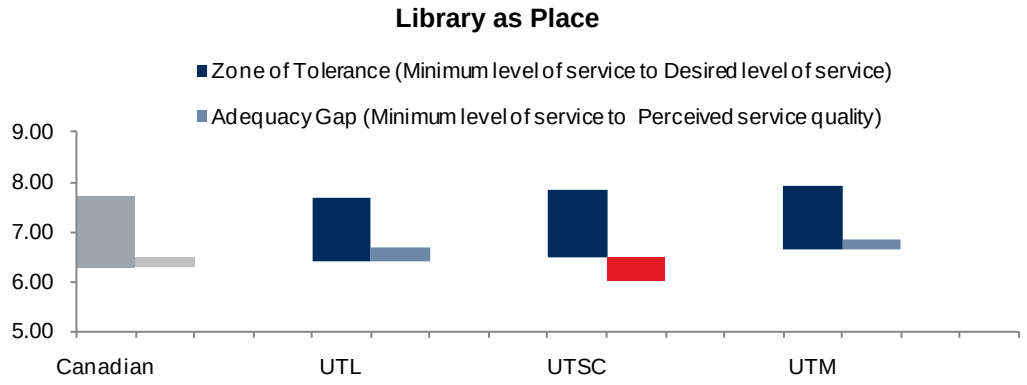
Information Control



Information Control Survey Items:
Making electronic resources accessible from my home or office;
A library Web site enabling me to locate information on my own;
The printed library materials I need for my work;
The electronic information resources I need;
Modern equipment that lets me easily access needed information;
Easy-to-use access tools that allow me to find things on my own;
Making information easily accessible for independent use;
Print and/or electronic journal collections I require from my work.

	Zone of Tolerance	Positive Adequacy Gap (light blue)	Negative Adequacy Gap (red)
Upper Boundary	Desired level of service	Perceived service quality	Minimum level of service
Lower Boundary	Minimum level of service	Minimum level of service	Perceived service quality

Information Control	Desired	Minimum	Perceived	Adequacy gap	Number of respondents
Canadian	8.03	6.66	6.98	0.32	47,829
UTL	8.29	7.16	7.13	**-0.03**	370
UTSC	8.1	6.87	6.88	**0.01**	360
UTM	8.21	7.11	7.35	0.24	201



Library as Place Survey Items:
Library space that inspires study and learning;
Quiet space for individual activities;
A comfortable and inviting location;
A getaway for study, learning, or research;
Community space for group learning and group study.

	Zone of Tolerance	Positive Adequacy Gap (light blue)	Negative Adequacy Gap (red)
Upper Boundary	Desired level of service	Perceived service quality	Minimum level of service
Lower Boundary	Minimum level of service	Minimum level of service	Perceived service quality

Library as Place	Desired	Minimum	Perceived	Adequacy gap	Number of respondents
Canadian	7.73	6.27	6.5	0.23	46,318
UTL	7.7	6.41	6.67	0.26	358
UTSC	7.85	6.49	6.01	**-0.48**	353
UTM	7.92	6.64	6.86	0.22	197

Related Reports:

University of Toronto Library Annual Statistics
http://discover.library.utoronto.ca/general-information/about-the-library/annual-statistics

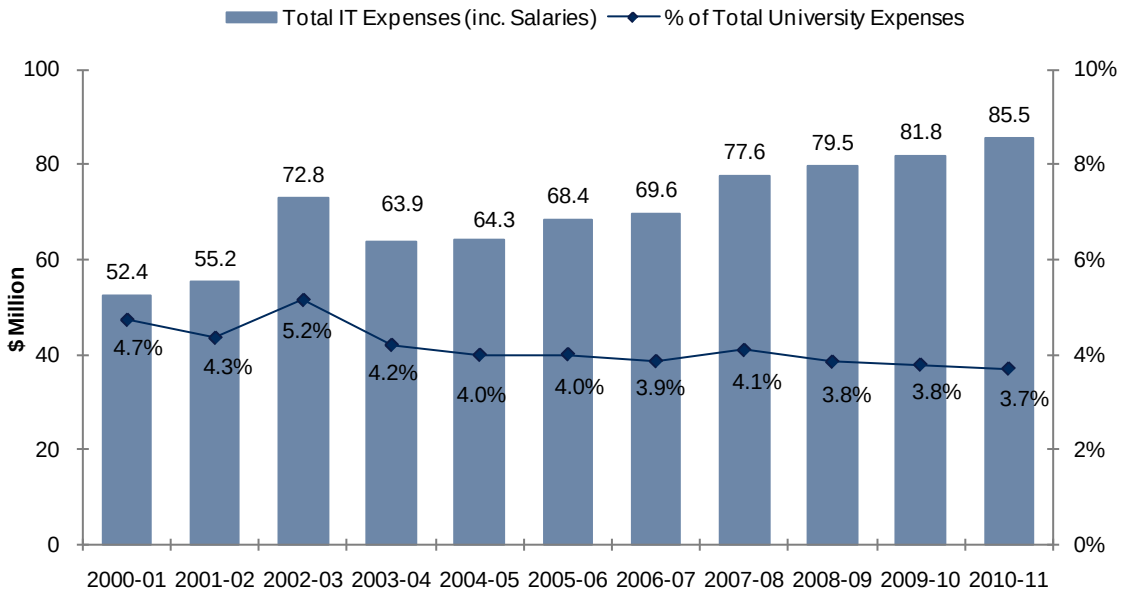
LibQUAL + Survey Results
http://discover.library.utoronto.ca/services/libqual-survey

IT Investment

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

Figure 4-iii-c
Information Technology Costs

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



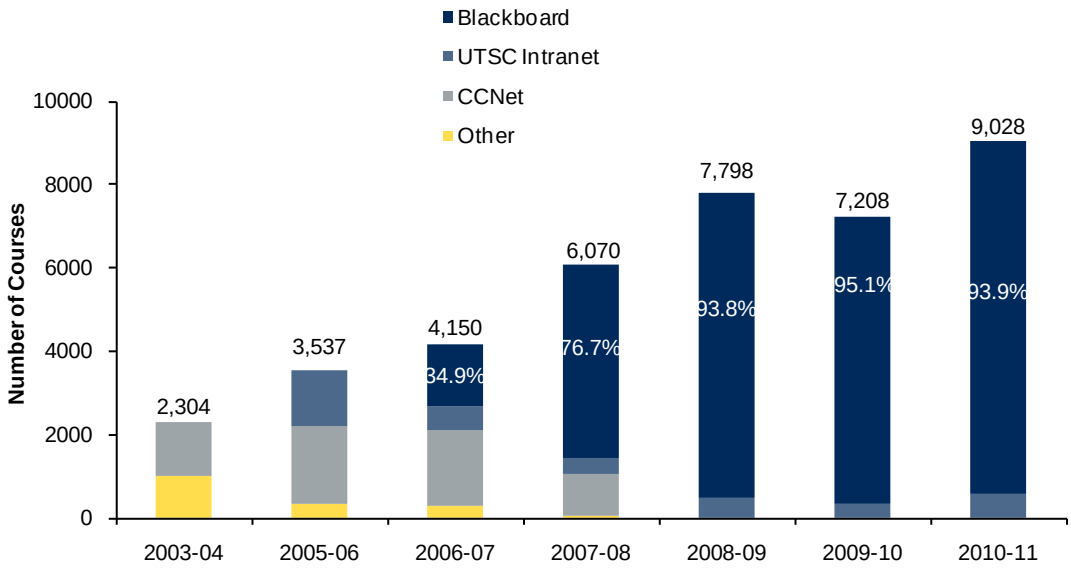
Source: AMS reported on data compiled from HRIS and FIS.

Courseware Applications

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

Figure 4-iii-d
Number of Courses Using Course Management Software

The bars below show the number of courses using courseware management for a web presence in each year. It does not include courses that were created independently by faculty members. As of June 2008 CCNet ceased to be used at the University of Toronto.



Source: I+TS, Planning, Governance, Assessment & Communications
In 2003-04 'Other' included Blackboard (old), STORM, WebCT. In 2005-06 'Other' included Blackboard (old), STORM, UTSC Intranet, WebCT. In 2006-07 'Other' included STORM, UTSC Intranet. In 2007-08 'Other' included UTSC Intranet, STORM. In 2008-09 'Other' included UTSC Intranet. As of June 2008 CCNet seized to be used at the University of Toronto.

TechQual+ 2010 Survey Results

Performance Relevance:

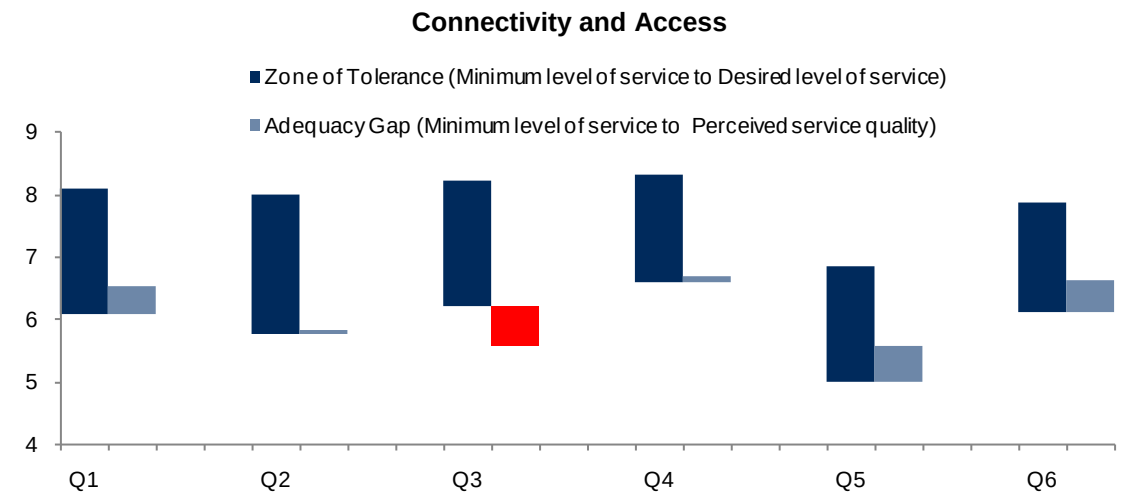
The perspectives of students, faculty and staff provide a measure of the perceived quality of our Information Technology services. TechQUAL+ survey is a tool being developed by a group of higher education institutions that is designed to gather systematic feedback from its community of end users in order to provide objective data for strategic and project planning and identify best practices. The TechQual+ core survey contains 18 items designed to measure the performance of the following three core commitments:

- **Connectivity and Access**: measures service quality of network access and the ability to access online services;
- **Technology and Technology Services**: measures service quality of technology services such as software applications or classroom technology;
- **The End User Experience**: measures service quality of training, technology support, and the end user experience.

In April 2010, the University of Toronto participated in TechQual. A total of 401 responses were analyzed. This year we are able to report the University of Toronto results of TechQUAL 2010.

Figure 4-iii-e
TechQual+ Survey – University of Toronto Results, 2010

The charts below show the zones of tolerance and service adequacy gaps for each question in the core survey, grouped within the 3 core commitments.
The Zones of Tolerance represent the range between the minimum and desired expectations for each service dimension.
The Adequacy gap represents the range between what is minimally acceptable to the user and what they perceive the service level to actually be. It measures the degree to which the perceived service levels exceed the end users' minimum expectations. A positive number indicates that the perceived service level exceeds the end users' minimum expectations. A small positive adequacy gap warrants monitoring. A negative adequacy gap indicates that the minimum level of service that the end users expect is not being met.

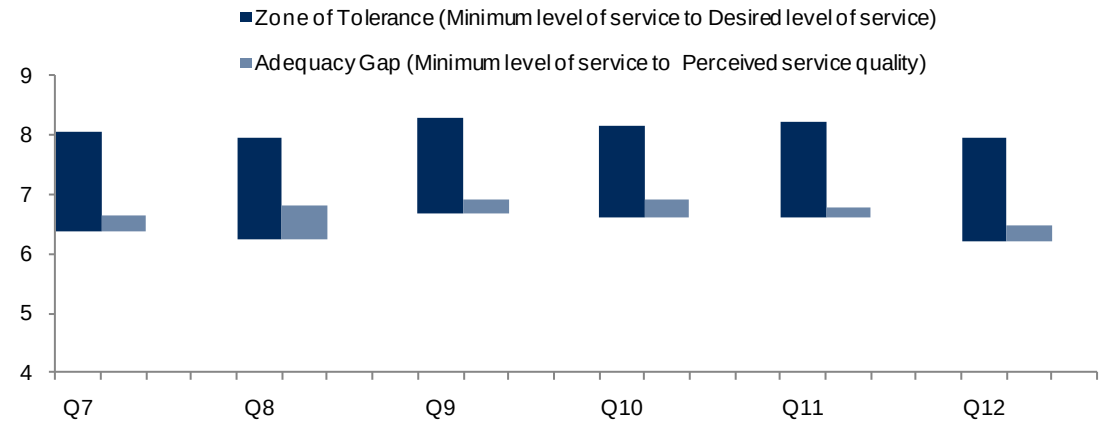


Q1 Having adequate capacity (speed, bandwidth) when using the wired network.
Q2 Having adequate capacity (speed, bandwidth) when using the wireless network.
Q3 Having Wireless network coverage in all the areas that are important to me as faculty, student or staff member.
Q4 Having a university network that is reliable, available and performs in an acceptable manner.
Q5 Having access to important university provided technology services from my mobile device.
Q6 Having access to important university provided technology services from off campus when at home or travelling.

	Zone of Tolerance	Positive Adequacy Gap (light blue)	Negative Adequacy Gap (red)
Upper Boundary	Desired level of service	Perceived service quality	Minimum level of service
Lower Boundary	Minimum level of service	Minimum level of service	Perceived service quality

	Minimum level of service	Desired level of service	Perceived service quality	Adequacy gap	Number of Respondents
Q1	6.09	8.10	6.53	0.44	353
Q2	5.79	8.01	5.83	**0.04**	357
Q3	6.21	8.22	5.57	**-0.63**	361
Q4	6.59	8.31	6.69	**0.10**	388
Q5	5.00	6.86	5.57	0.58	266
Q6	6.11	7.89	6.64	0.52	366

Technology & Technology Services

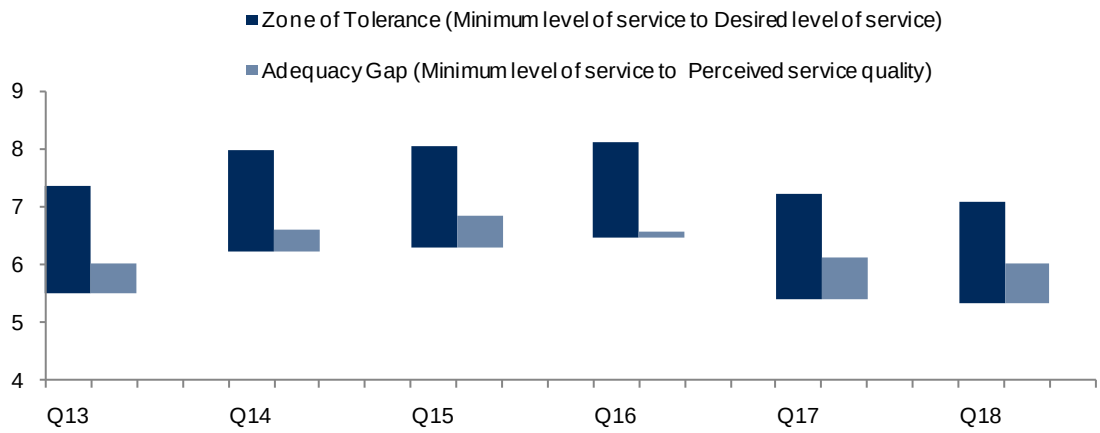


Q7 Having a university web site that provides timely and relevant information.
Q8 Having a sufficient number of online (i.e. Web based) services that are helpful to me.
Q9 Having university information systems (finances, HR, student, library, or portal) that are easy to use and helpful to me.
Q10 Access to timely and relevant information from university information systems (finances, HR, student, library, or portal) necessary to be successful in my role as a faculty, student or staff.
Q11 Having online (i.e. Web -based) services that perform or respond in an acceptable manner.
Q12 Having technology within classrooms or meeting areas that enhances the presentation of information.

	Zone of Tolerance	**Adequacy Gap**
Upper Boundary	Desired level of service	Perceived service quality
Lower Boundary	Minimum level of service	Minimum level of service

	Minimum level of service	**Desired level of service**	**Perceived service quality**	**Adequacy gap**	**Number of Respondents**
Q7	6.38	8.07	6.65	0.26	386
Q8	6.26	7.94	6.80	0.53	371
Q9	6.68	8.28	6.92	0.24	378
Q10	6.60	8.15	6.93	0.32	379
Q11	6.62	8.23	6.77	**0.15**	370
Q12	6.22	7.96	6.47	0.24	348

The End User Experience



Q13 Getting training or self-help resources that help me become more effective with technology services at my university.
Q14 Support staff who are knowledgeable and can assist me with resolving problems experiences with technology services at my university.
Q15 Support staff who are consistently courteous and ready to respond to my request for assistance with university provided technology services.
Q16 Getting timely resolution to problems I am experiencing with technology services at my university.
Q17 Opportunities to provide feedback regarding technology services at my university.
Q18 Participating in a university wide community of end users seeking to make the best use of technology resources.

	Zone of Tolerance	**Adequacy Gap**
Upper Boundary	Desired level of service	Perceived service quality
Lower Boundary	Minimum level of service	Minimum level of service

	Minimum level of service	**Desired level of service**	**Perceived service quality**	**Adequacy gap**	**Number of Respondents**
Q13	5.50	7.37	6.02	0.53	345
Q14	6.21	7.96	6.62	0.41	357
Q15	6.29	8.06	6.83	0.54	346
Q16	6.45	8.12	6.57	**0.12**	345
Q17	5.40	7.23	6.11	0.71	354
Q18	5.32	7.08	6.01	0.69	309

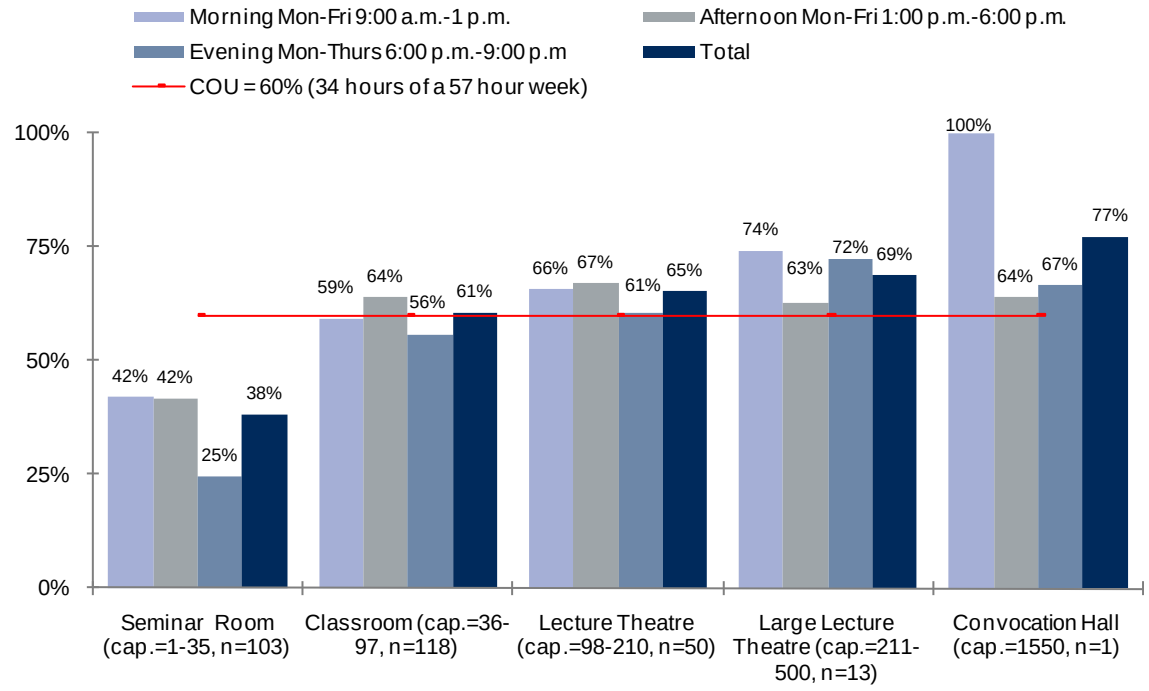
Source: I+TS, Planning, Governance, Assessment & Communications

Room Utilization

Performance Relevance:
As an indication of how efficiently we use our existing space, we are able to report on our utilization of centrally allocated classrooms on the St. George campus for a typical week compared to COU's standard room utilization rate of 60% (34 hours out of a 57 hour week).

Figure 4-iv-a
Room Utilization by Time of Day for Week of Sept 20 to 24, 2010
St. George Campus
Based on a 57 hour week, Monday - Thursday 9 a.m. to 9 p.m. and Friday 9 a.m. to 6 p.m.

The line in the chart below represents COU's standard room utilization rate of 60%. The bars indicate room utilization of centrally allocated classrooms on the St. George campus according to five types of classroom and three time slots, including the overall usage, for the week of Sept 20to 24, 2010.



Source: Office of Space Management
This data only represents the St George centrally allocated classrooms. It does not include all classrooms on the campus such as those in Law, Music, Management, Social Work, Architecture and other departmental space.

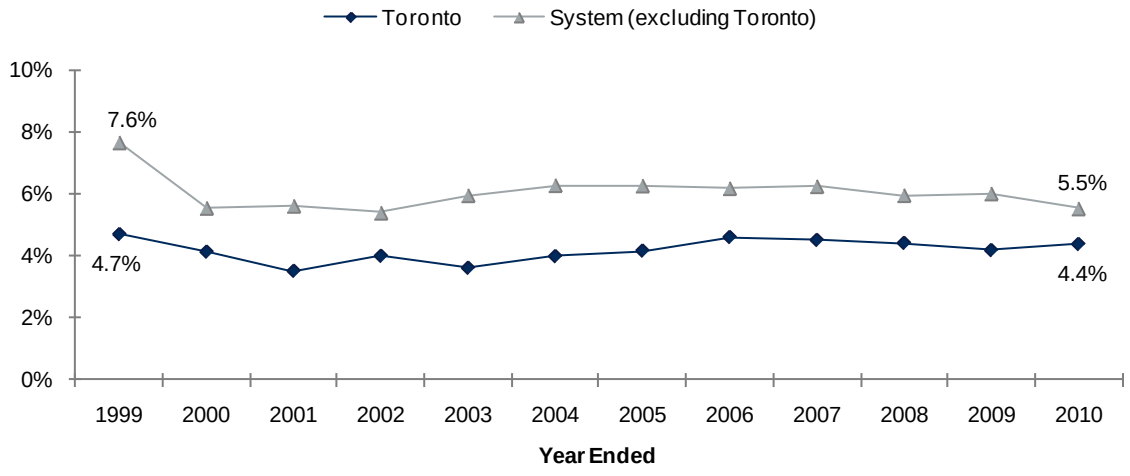
University Central Administrative Costs

Performance Relevance:

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

Figure 4-iv-b
Central Administrative Costs as a Percentage of Total Operating Expenditures, 1998-99 to 2009-10

The chart indicates U of T's central administration and general expenses as a percentage of operating expenses compared to that of the Ontario university system, for the fiscal years ending 1999 to 2010. The lower the percentage, the more an institution has been able to contain these costs.



Source: COU Financial Report of Ontario Universities, 1998-99, 1999-00, 2000-01, 2001-02, 2002-03, 2003-04, 2004-05, 2005-06, 2006-07, 2007-08, 2008-09 & 2009-10 Volume I, Table 6 - Expense Operating (excl internal and external cost recoveries).

Administration and General Expenses include: administration; planning and information costs and activities associated with the offices of the president and vice-presidents (excludes administration which is included in Academic Support and External Relations); internal audit; investment management; space planning; Governing Council Secretariat; finance and accounting (including research accounting); human resources; central purchasing, receiving and stores; institutional research; general university memberships; the administration of the occupational health and safety program, including the disposal of hazardous wastes; professional fees (legal and audit); convocations and ceremonies; insurance (except fire, boiler and pressure vessel, property and liability insurance which are reported under the physical plant function); activities in the registrar's office not included in Academic Support.

Endowment per Student

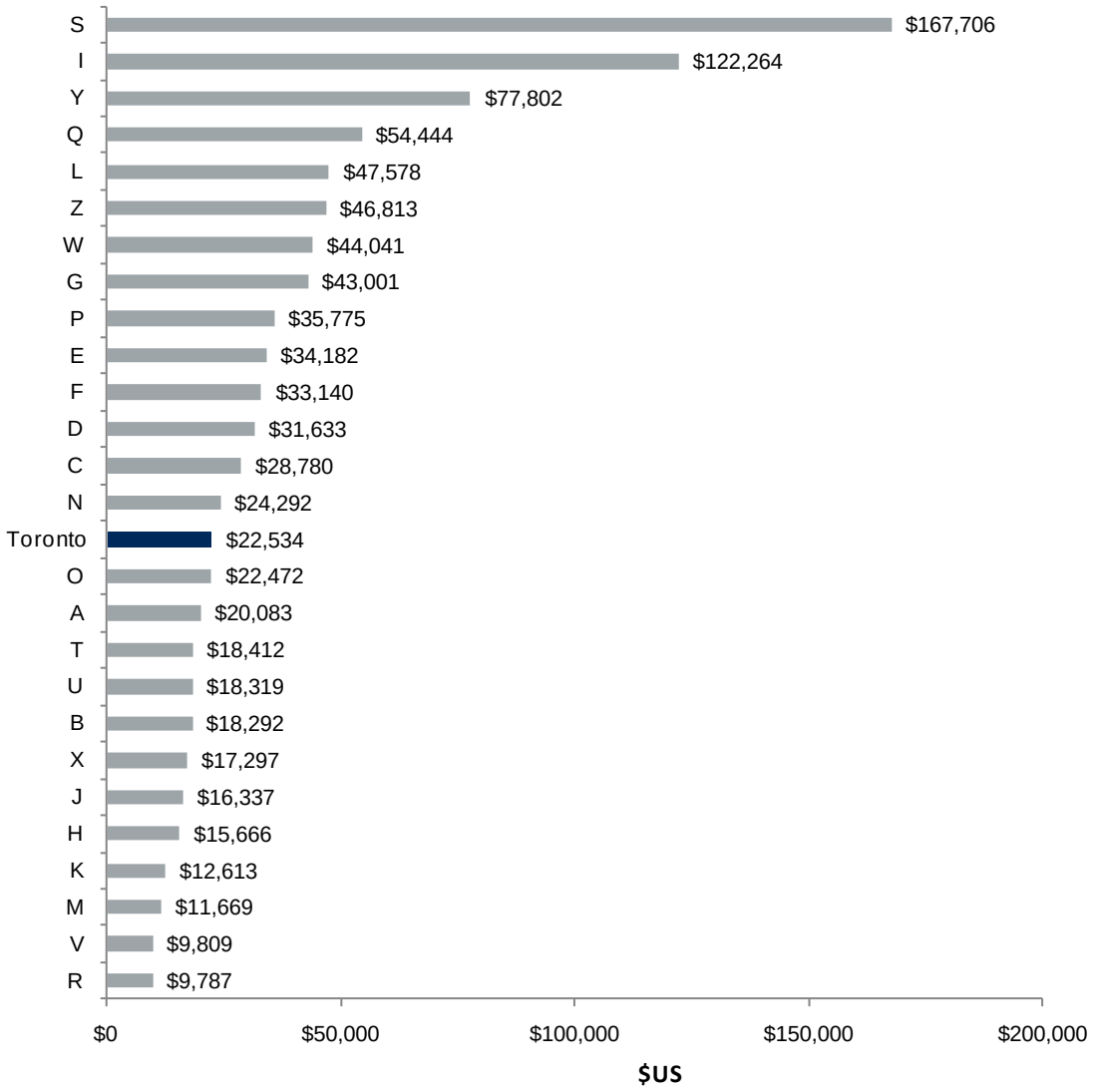
Performance Relevance:

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

Figure 4-v-a

Top 27 Endowments at AAU Public Institutions per FTE Student as at June 30, 2010 ($US)

The chart below compares U of T's endowment on a per student basis against the top public institutions in the AAU, as of June 30, 2010 (US dollars).



Source: Current Developments 2011. U of T figure converted to US dollars at an exchange rate of 0.95379 as of June 30, 2010.

Related Reports:

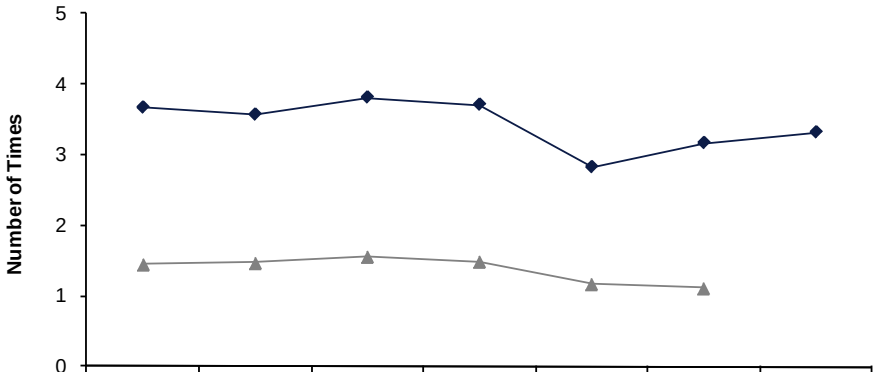
University of Toronto Endowment Reports:
http://www.finance.utoronto.ca/alerts/endowrpts.htm

Financial Health

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

Figure 4-v-b
Total Resources to Long-Term Debt

The two lines below compare U of T's median resources to long-term debt to Public US universities' median resources to long-term debt. The higher the number of times the University covers its debt, the better security for creditors and support for the University's mission.



	2005	2006	2007	2008	2009	2010	2011
U of T's total resources to debt	3.67	3.57	3.81	3.71	2.83	3.17	3.32
Median total resources to debt	1.45	1.47	1.56	1.49	1.17	1.11	

Source: Medians obtained from Moody's Investors Services "Moody's Fiscal Year 2009 Public College and University Medians" publication.

Figure 4-v-c
Credit Rating Comparison
University of Toronto with US and Canadian Peers at June 2011

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

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

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

Source: Credit rating agencies' websites and reports.

Related Reports:

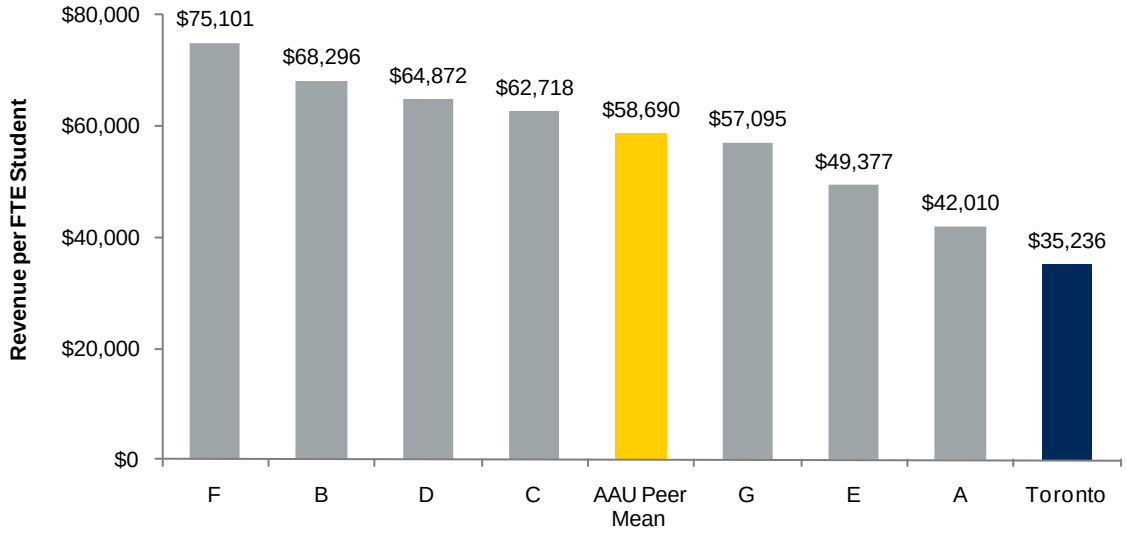
University of Toronto Financial Reports:
http://www.finance.utoronto.ca/Page799.aspx

Total Revenue per Student

Performance Relevance:
Total funding on a per student basis compared to U.S. peers provides a measure of the University's resource situation. We are able to provide comparisons with AAU public peers of total revenue per FTE student.

Figure 4-v-d
Total Revenue per FTE Student
University of Toronto vs. AAU Public Peers
(US Funds), Fiscal Year 2009-10

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



Source: AAUDE
Note: All Revenues exclude Hospital/Medical Centre Revenues. Data for Texas at Austin, Minnesota Twin Cities & U of Washington were not available.
AAU Peer Mean excludes UofT.
Toronto converted to US funds using 0.9941 April 30/10.