Rankings

Performance Relevance:

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

Figure A-1-a
Research Rankings, 2012

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

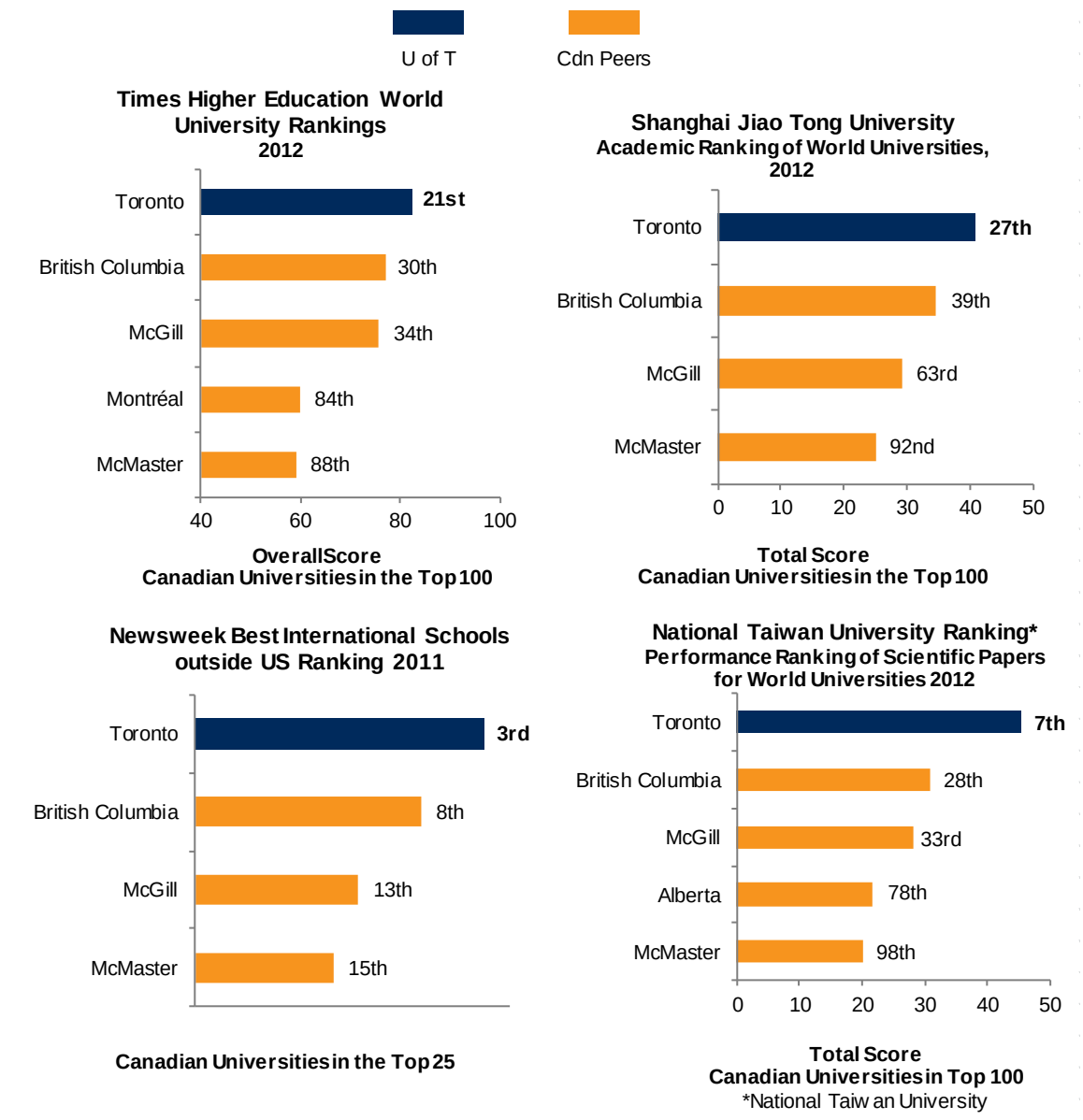


Figure A-1-b
Comparison of International Rankings, University of Toronto and Canadian Peer Institutions Overall Rankings, Selected Sources, 2012

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

University	Times Higher Education 2012	Shanghai Jiao Tong 2012	SCImago[1] 2012	QS World University Rankings 2012	NTU Ranking (formerly HEEACT) 2012
Toronto	**21**	**27**	**3**	**19**	**7**
British Columbia	30	39	25	45	28
McGill	34	63	51	18	33
McMaster	88	92	116	152	98
Alberta	121	101-150	54	108	78
Montréal	84	101-150	171	114	106
Queen's	201-225	201-300	255	175	289
Ottawa	171	201-300	184	*	199
Western	226-250	201-300	158	173	190
Waterloo	226-250	151-200	161	191	279
Calgary	226-250	201-300	112	214	148
Dalhousie	251-275	201-300	289	243	283
Laval	226-250	201-300	252	324=	225
Manitoba	301-350	201-300	286	401-450	302
Saskatchewan	*	201-300	323	393=	408

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

Figure A-1-c
Comparison of International Rankings, Top 25 International Institutions Overall Rankings, Selected Sources, 2012

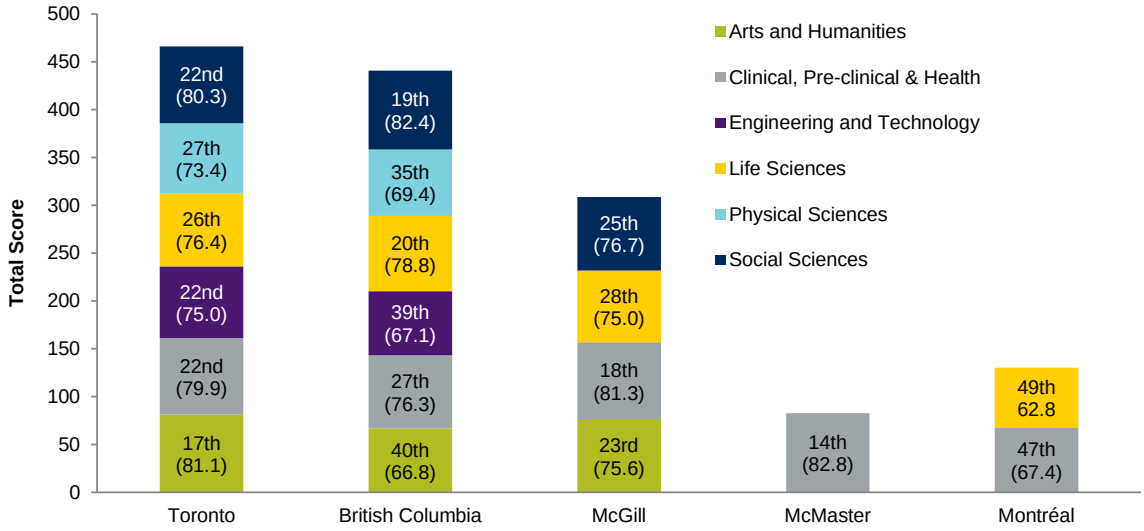
The table below compares the University of Toronto's ranking relative to institutions internationally in four international rankings.

University	Country	Times Higher Education 2012	Shanghai Jiao Tong 2012	QS World University Rankings 2012	NTU (Formerly HEEACT) 2012
Harvard University	US	4	1	3	1
Massachusetts Institute of Technology	US	5	3	1	10
Stanford University	US	2	2	15	3
University of Cambridge	UK	7	5	2	15
University of California, Berkeley	US	9	4	22	8
University of Oxford	UK	2	10	5	9
Columbia University	US	14	8	11	13
California Institute of Technology	US	1	6	10	34
Yale University	US	11	11	7	19
Johns Hopkins University	US	16	17	16	2
Princeton University	US	6	7	9	52
University of Pennsylvania	US	15	14	12	11
University of Chicago	US	10	9	8	30
University of California, Los Angeles	US	13	12	31	5
Imperial College London	UK	8	24	6	20
University College London	UK	17	21	4	16
University of Michigan	US	20	22	17	6
Cornell University	US	18	13	14	21
University of Toronto	**CA**	**21**	**27**	**19**	**7**
University of Washington	US	24	16	59	4
ETH Zürich	CH	12	23	13	49
University of Tokyo	JP	27	20	30	17
Duke University	US	23	36	20	18
Northwestern University	US	19	30	27	27
University of Wisconsin-Madison	US	31	19	38	22

Ordered by aggregating total/overall scores for each institution

Figure A-1-d
Times Higher Education World University Rankings by Discipline, 2012

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

Faculty Honours

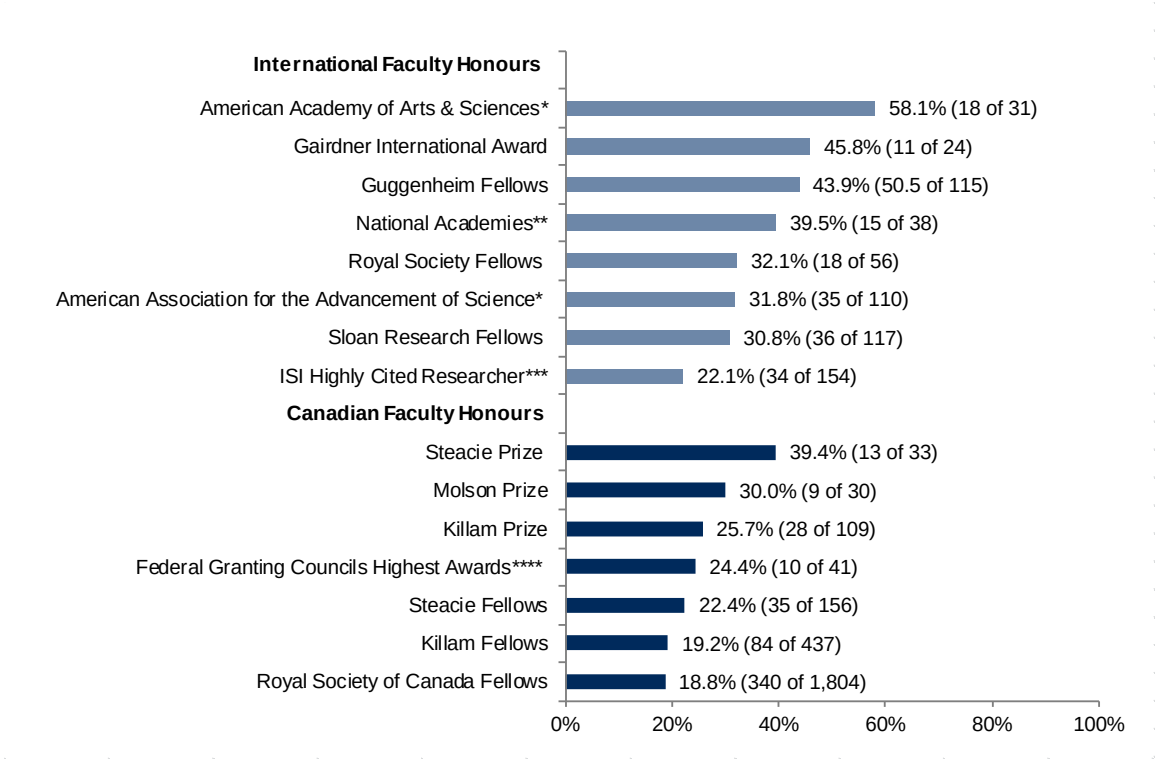
Performance Relevance:

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

A. Our Research Excellence
2. Awards and Honours
Figure a

Figure A-2-a
Faculty Honours by Award
University of Toronto
Compared to Other Canadian Universities, 1980-2012

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.



*American Academy of Arts & Science and American Association for the Advancement of Science include current members only.

** The National Academies consists of: Institute of Medicine, National Academy of Engineering, and National Academy of Sciences

*** ISI Highly Cited Research is as of Sept 2011

**** Federal Granting Councils Highest Awards:
CIHR: Health Researcher of the Year (n=12);
SSHRC: Gold Medal for Achievement in Research (n=9)
NSERC: Gerhard Hertzberg Canada Gold Medal for Science and Engineering (n=20);

Due to timing of announcements, the following honours are updated until 2011 only:
Federal Granting Councils
American Association for the Advancement of Science
Steacie Prize
Institute of Medicine

The following programs have been cancelled as of 2011:
ISI Highly Cited Researcher
CIHR Health Researcher of the Year

Source: Office of the Vice President, Research & Innovation

Related Website:

Research and Innovation:
http://www.research.utoronto.ca/awards-honours/

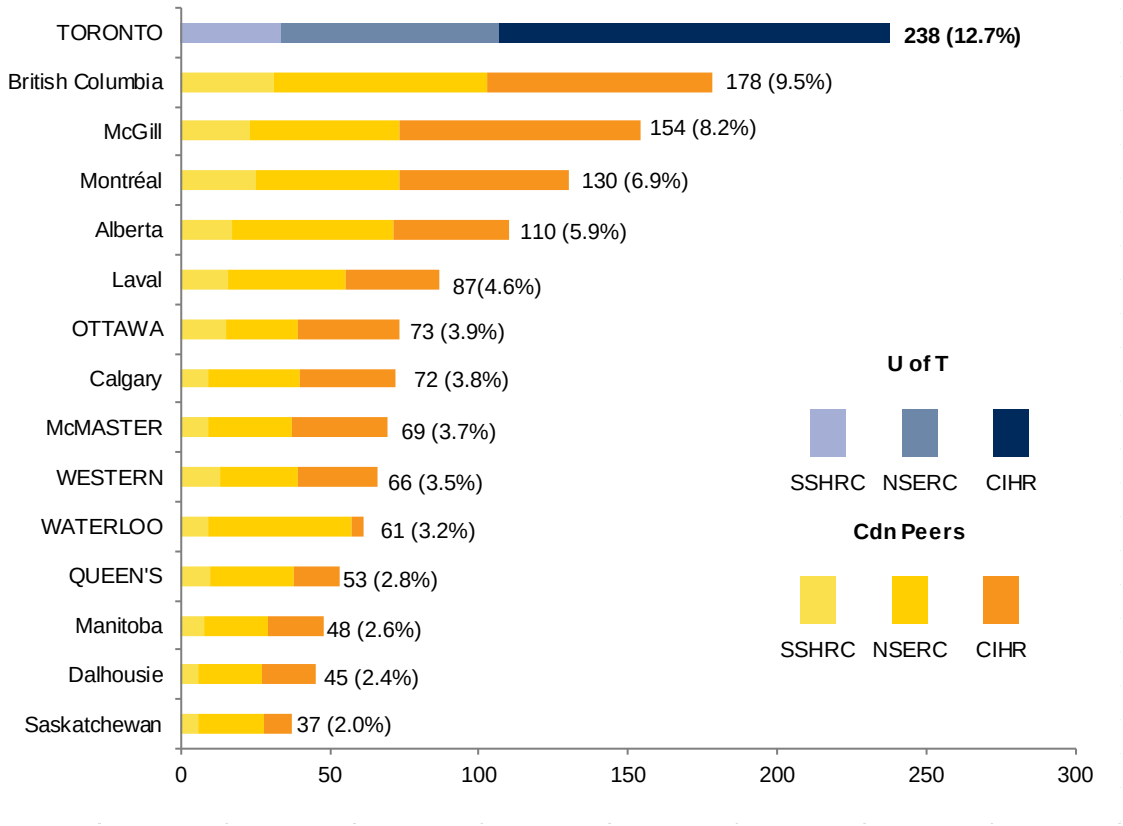
Canada Research Chairs

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 A-2-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 Website:

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

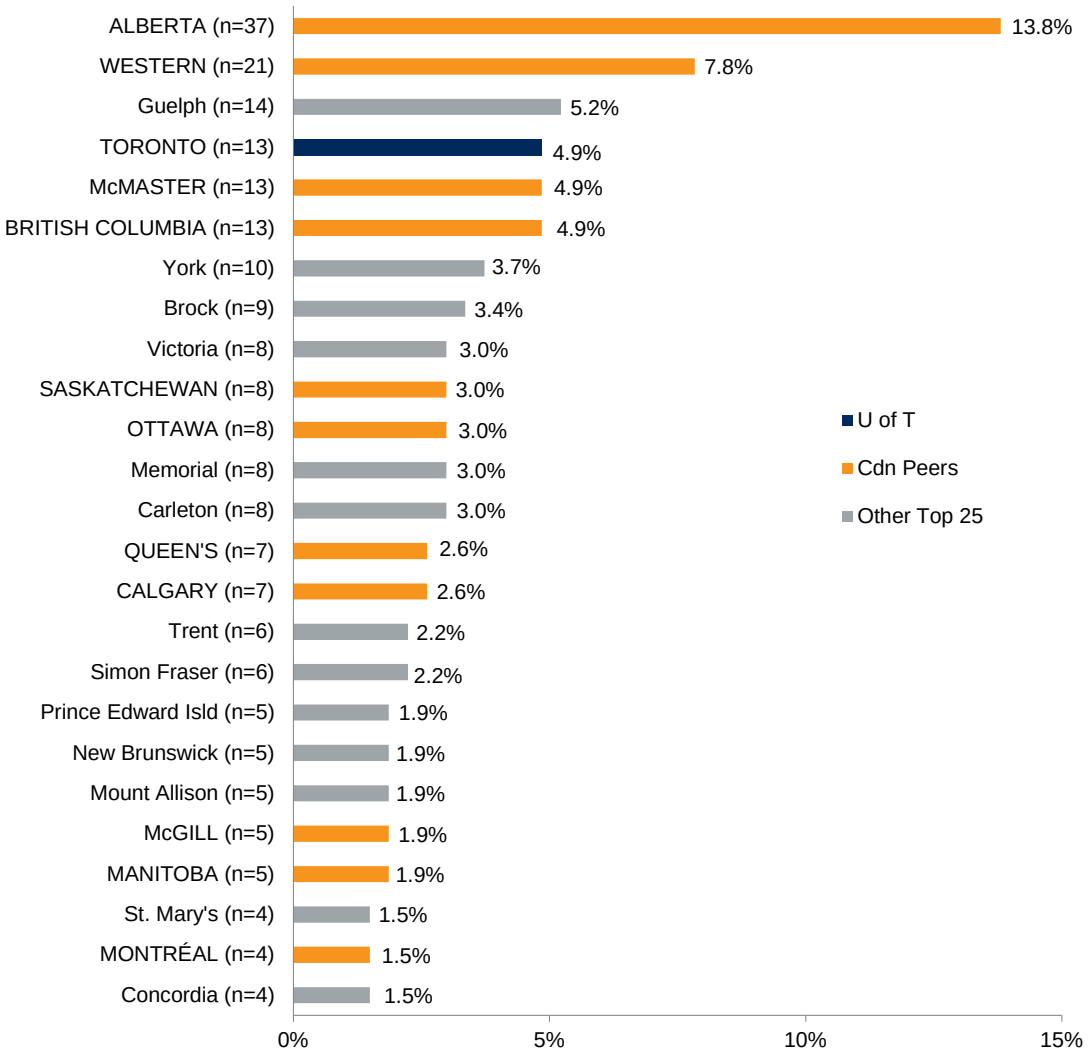
Faculty Teaching Awards

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 A-2-c
3M Teaching Fellowship Awards Percent Share, Top 25 Institutions, 1986-2012

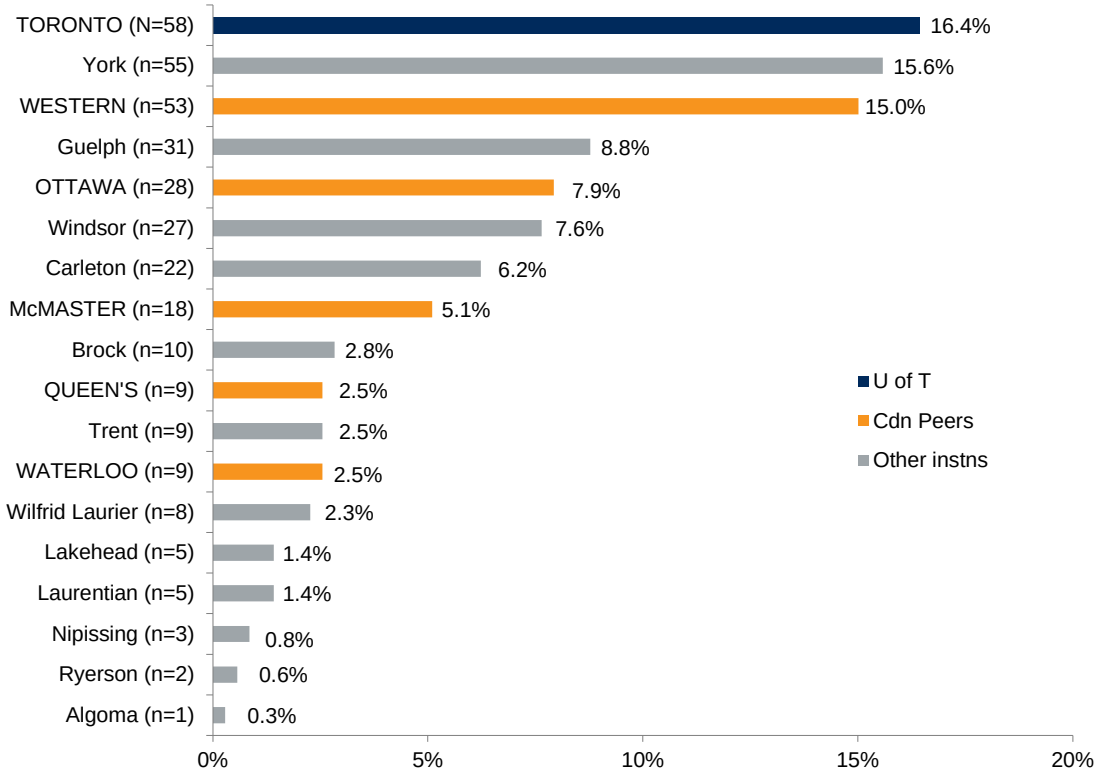
The chart below indicates the percentage of 3M Teaching Fellowship Awards received by University of Toronto Faculty members compared to the number of Awards received nationally since the award's inception in 1986.



Source: 3M Teaching Fellowships (n=268).
École des Hautes Études Commerciales included under U de Montréal.
Canadian peer institutions are shown in capital letters.

Figure A-2-d
Ontario Confederation of University Faculty Associations (OCUFA) Teaching Awards, 1973-2011

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.



Source: OCUFA Teaching Awards (n=353) as of October 2012.
Ontario peer Institutions are shown in capital letters.

Related Website:

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

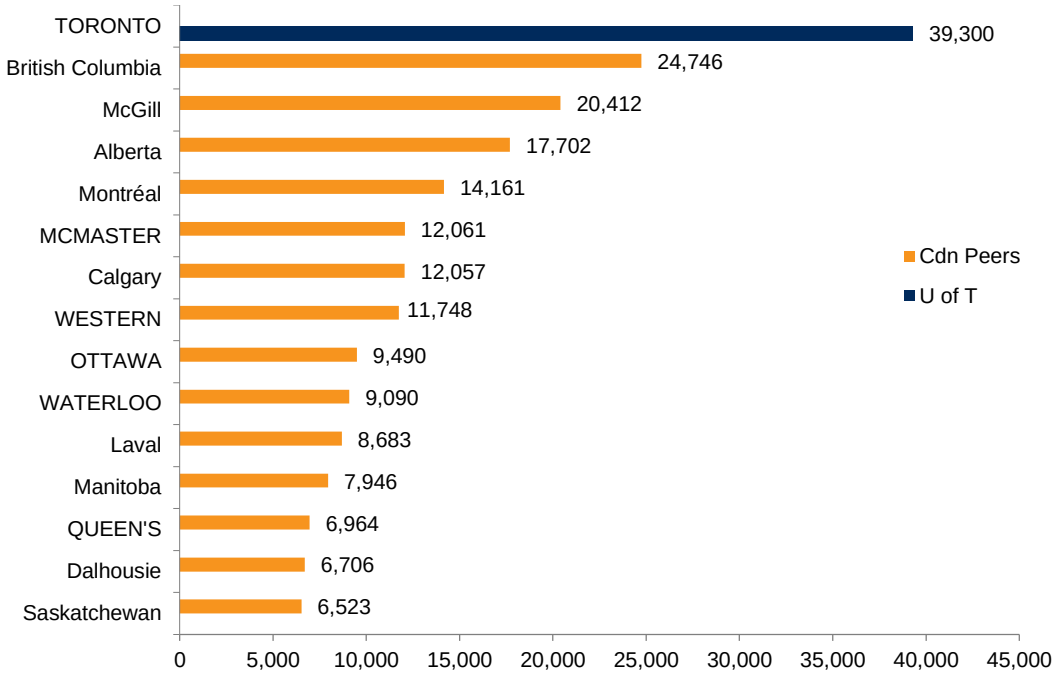
Research Publications and Citations

Performance Relevance:

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

Figure A-3-a
All Science Fields
Number of Publications Indexed by Thomson ISI
University of Toronto compared to Canadian Peer Institutions, 2007-2011

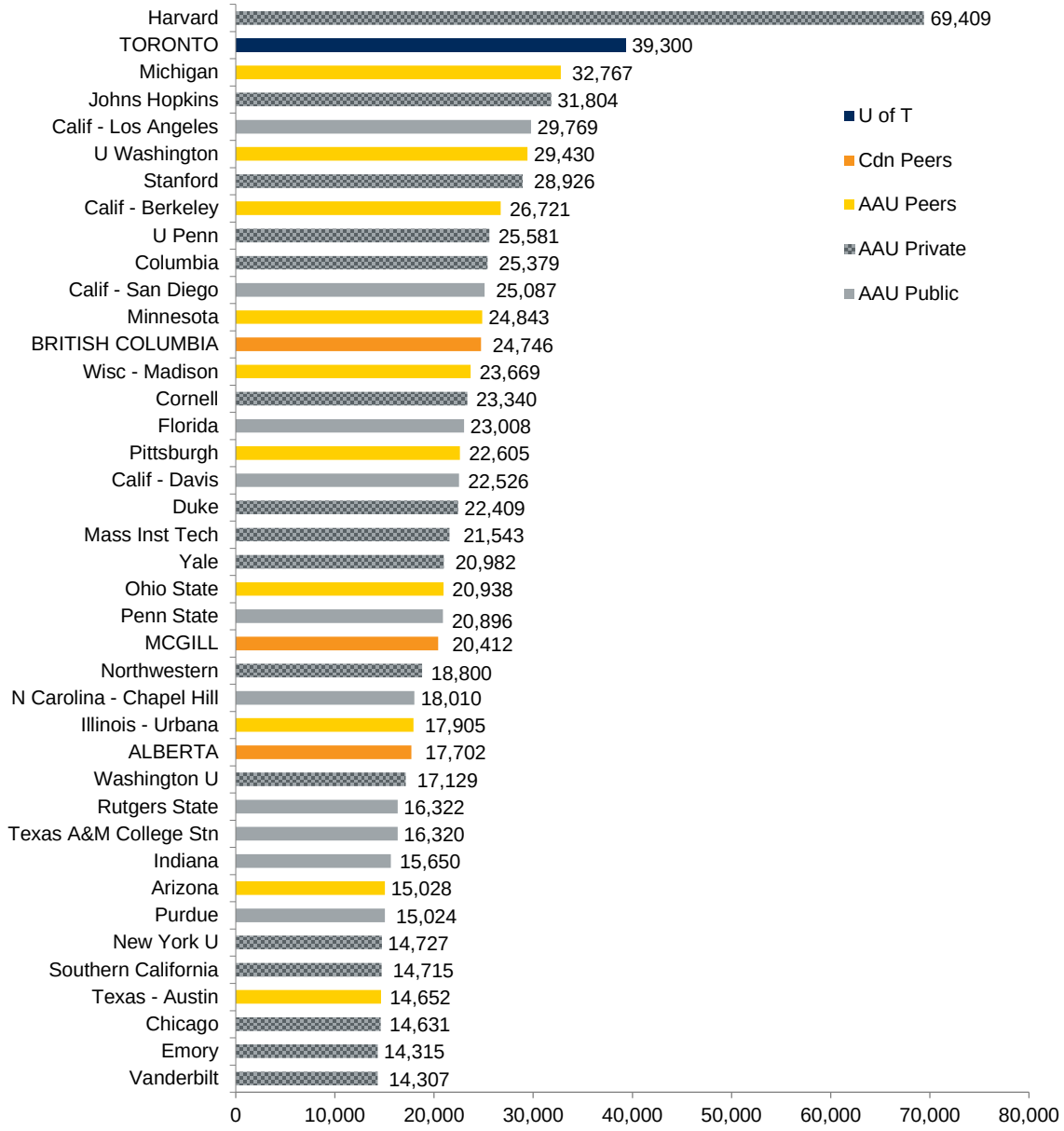
The chart below indicates the number of publications in the science fields by UofT faculty indexed by Thomson Incites compared to our Canadian peers.



InCites™, Thomson Reuters (2012). Report Created: Sep 14, 2012 Data Processed Dec 31, 2011
Data Source: Web of Science ® This data is reproduced under a license from Thomson Reuters.
Our Ontario peer institutions are shown in capital letters.

Figure A-3-b
All Science Fields,
Number of Publications Indexed by Thomson ISI,
Top 40 AAU Institutions (Public and Private) and Canadian Peer Institutions, 2007-2011

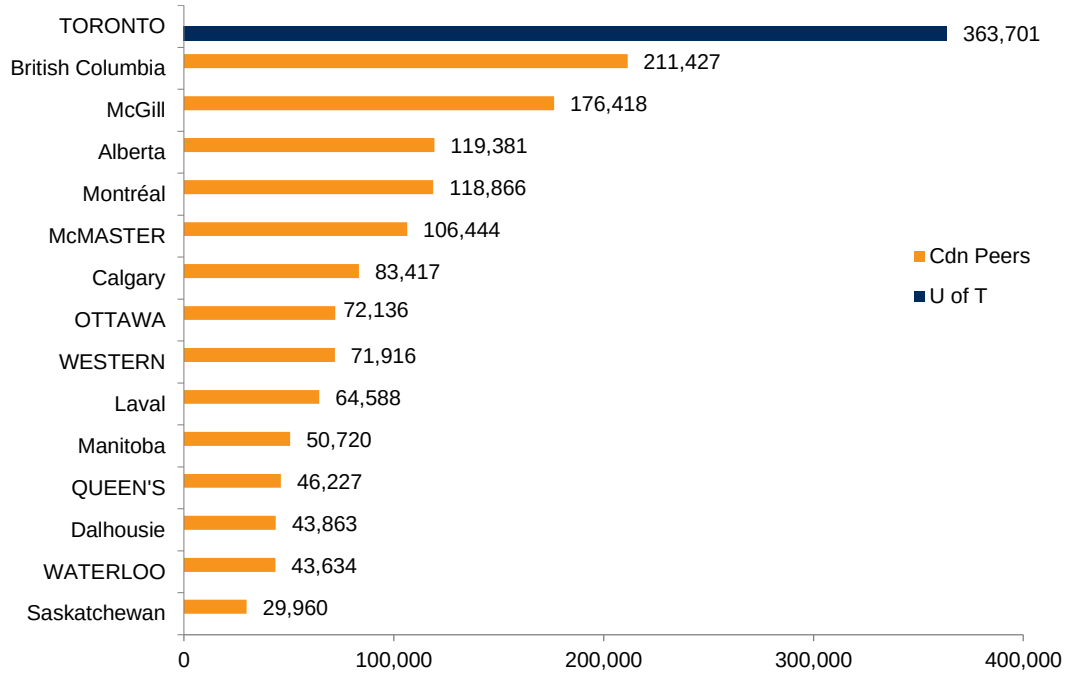
The chart below indicates the number of publications in the science fields by UofT faculty indexed by Thomson Incites compared to the top 40 AAU Institutions, both Public and Private, and Canadian peers.



InCites™, Thomson Reuters (2012). Report Created: Sep 14, 2012 Data Processed Dec 31, 2011
Data Source: Web of Science ® This data is reproduced under a license from Thomson Reuters.
Our Canadian peer institutions are shown in capital letters.

Figure A-3-c
All Science Fields
Number of Citations Indexed by Thomson ISI, University of Toronto compared to Canadian Peer Institutions, 2007-2011

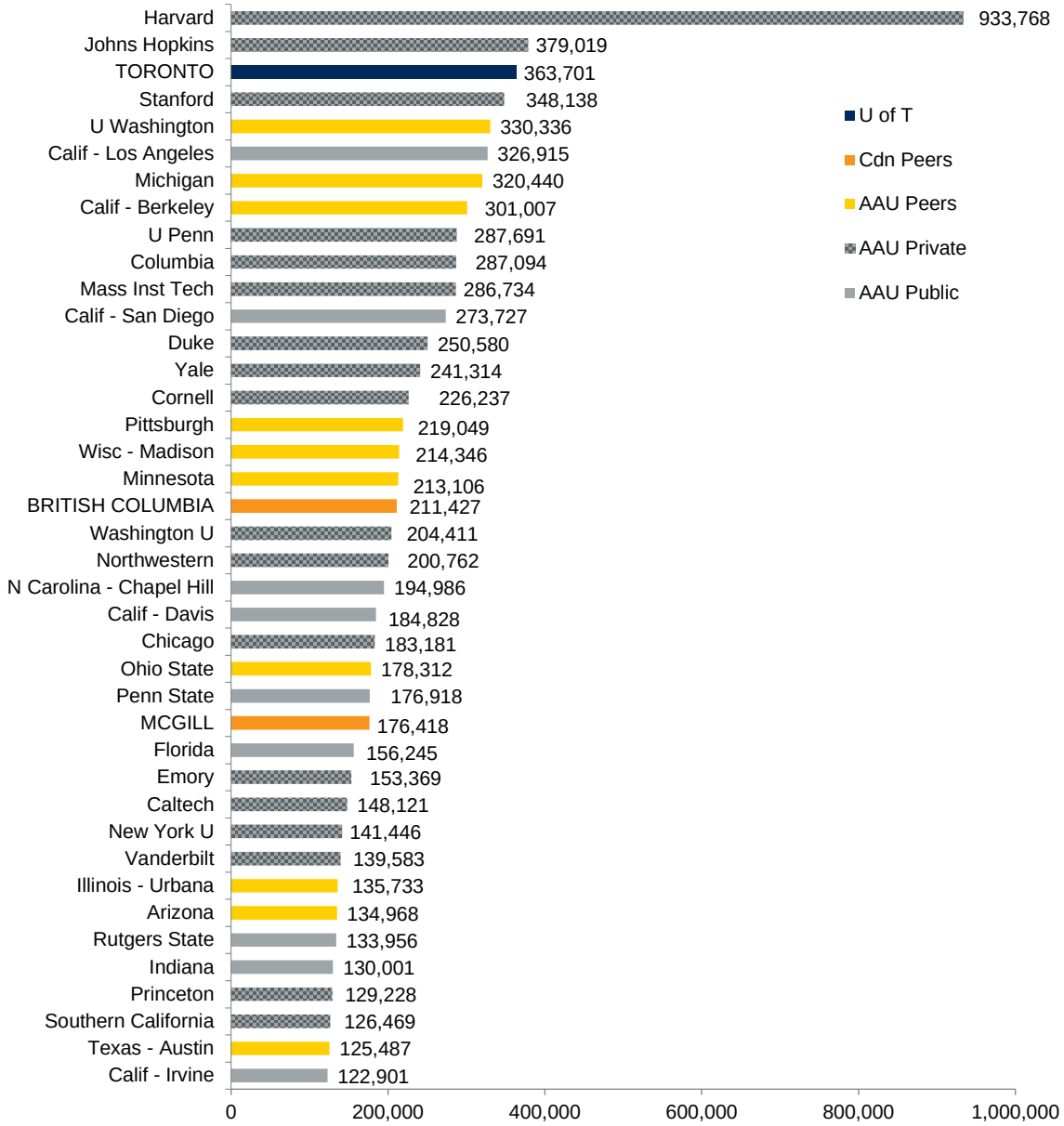
The chart below indicates the number of citations in the science fields by UofT faculty indexed by Thomson Incites compared to our Canadian peers.



InCites™, Thomson Reuters (2012). Report Created: Sep 14, 2012 Data Processed Dec 31, 2011
Data Source: Web of Science ® This data is reproduced under a license from Thomson Reuters.
Our Ontario peer institutions are shown in capital letters.

Figure A-3-d
All Science Fields,
Number of Citations Indexed by Thomson ISI,
Top 40 AAU Institutions (Public and Private) and Canadian Peer Institutions, 2007-2011

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



InCites™, Thomson Reuters (2012). Report Created: Sep 14, 2012 Data Processed Dec 31, 2011
Data Source: Web of Science ® This data is reproduced under a license from Thomson Reuters.
Our Canadian peer institutions are shown in capital letters.

Figure A-3-d
Summary of Publication and Citation Rankings for the University of Toronto Relative to Canadian Peers, AAU Public Institutions, and All AAU Institutions, 2007-2011

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

	Canadian Peers (N=15)		North American Peers** Public (N=49)		North American Peers** Public and Private (N=74)	
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**
Clinical Medicine*	1	1	1	1	2	3
Health Policy & Services	1	1	1	4	2	9
Nursing	1	1	2	3	3	4
Pediatrics	1	1	1	1	2	3
Pharmacology & Pharmacy	1	1	1	1	2	2
Rehabilitation	1	1	1	1	1	1
Rheumatology	1	1	1	1	1	2
ENGINEERING & MATERIALS SCIENCES*	**1**	**1**	**8**	**8**	**9**	**12**
Cell & Tissue Engineering	1	1	1	2	3	5
Biomedical Engineering	1	1	1	3	2	5
Materials Sciences, Biomedical	1	1	1	5	3	7
Nanoscience & Nanotechnology	1	1	13	11	19	17
PHYSICAL SCIENCES						
Acoustics	1	1	4	1	4	1
Biophysics	1	1	2	3	3	8
Chemistry*	1	1	2	9	5	13
Mathematics	**1**	**1**	**4**	**7**	**5**	**10**
SOCIAL SCIENCES*	1	1	1	5	2	6
Anthropology	1	1	3	8	4	10
Behavioral Sciences	1	1	1	1	2	2
Economics	1	1	3	3	14	14
Education & Educational Research	1	1	2	7	3	10
HUMANITIES						
Linguistics	1	1	1	2	1	2
Literature	1	1	2	4	3	6
Philosophy	1	1	1	4	1	5

InCites™, Thomson Reuters (2012).
Data Source: Web of Science ® This data is reproduced under a license from Thomson Reuters.
Unless otherwise indicated, fields are Web of Science fields.
* Essential Science Indicators field or field grouping.
** North American peers are the Canadian U15 universities and the members of the Association of American Universities (AAU).

Tri-Council Funding – SSHRC, NSERC, CIHR

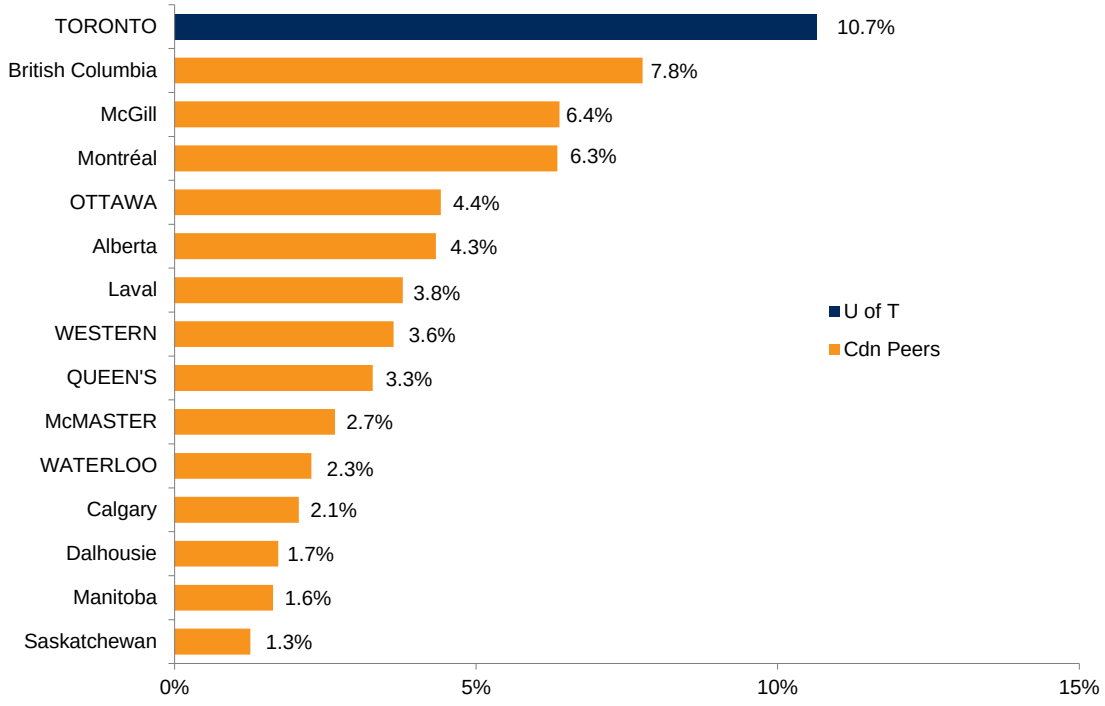
Performance Relevance:

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.

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. The "market share" measure amalgamates our results across all three councils.

Figure A-4-a
University of Toronto's Share of
Social Sciences and Humanities Research Council (SSHRC) Funding
Compared to Canadian Peer Universities, 2011-12

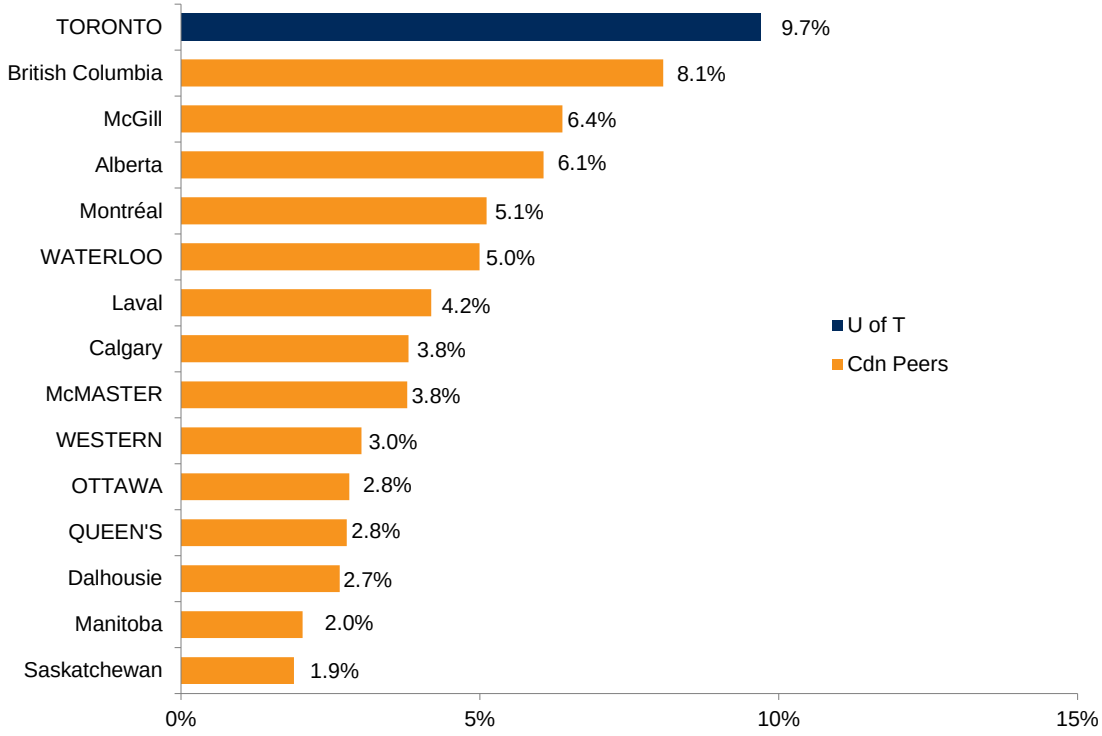
The chart below compares the University of Toronto's share of SSHRC funding to that of our Canadian peers.



Source: SSHRC Payments by Program Activity Architecture, Region, Province & Institution 2011-12 report.
Expenditures for Networks of Centres of Excellence nodes and the Canada Research Chairs are excluded.
For the national total, only expenditures to Canadian colleges and universities, and their affiliates, are counted.
Ontario peers are shown in capital letters.

Figure A-4-b
University of Toronto's Share of Natural Sciences and Engineering Research Council (NSERC) Funding Compared to Canadian Peer Universities, 2011-12

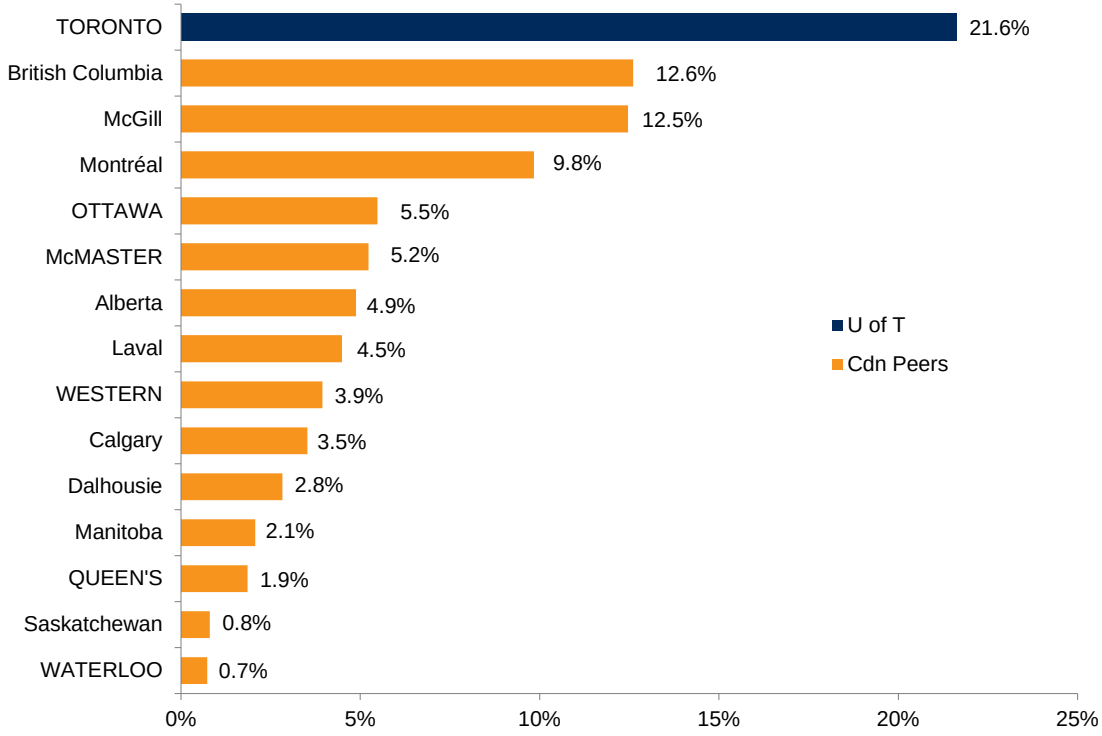
The chart below compares U of T's share of NSERC funding to that of our Canadian peers.



Source: NSERC Facts & Figures 2011-12 report.
Expenditures for Networks of Centres of Excellence nodes, Canada Research Chairs, the Canadian Microelectronics Corporation (Queen's) and the Canadian Light Source (Saskatchewan) are excluded.
For the national total, only expenditures to Canadian colleges and universities, and their affiliates, are counted.
Ontario peers are shown in capital letters.

Figure A-4-c
University of Toronto's Share of Canadian Institutes of Health Research (CIHR) Funding Compared to Canadian Peer Universities, 2011-12

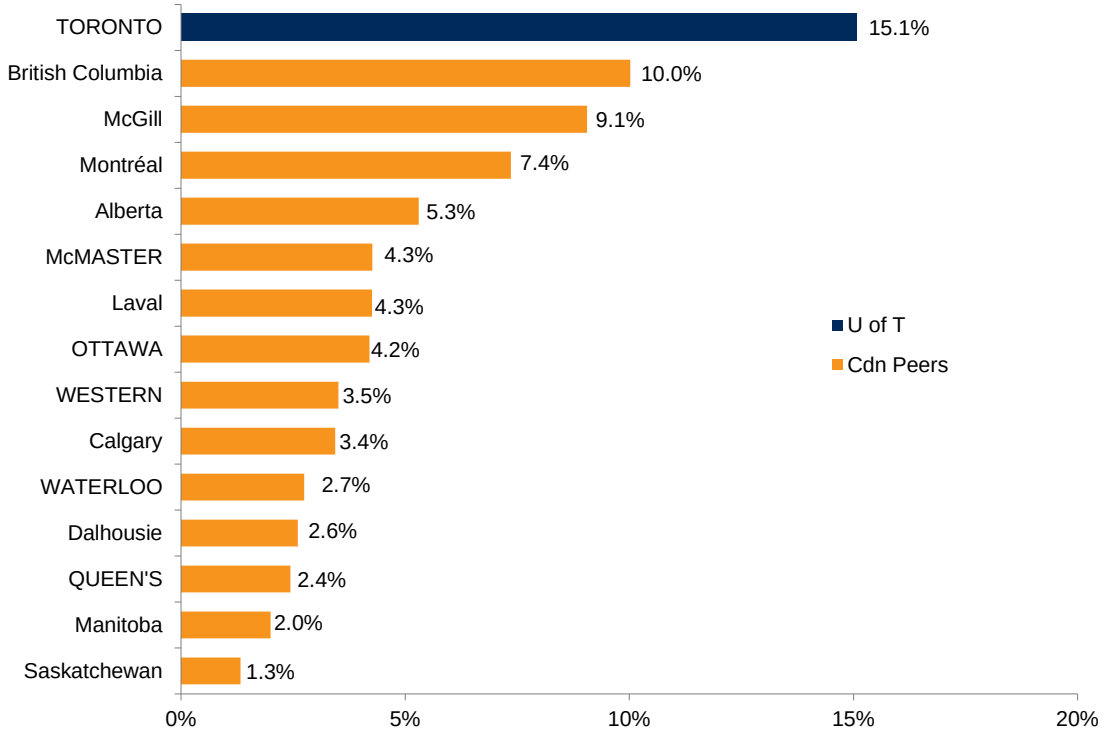
The chart below compares U of T's share of CIHR funding to that of our Canadian peers.



Source: CIHR Expenditures by University and CIHR Program, 2011-12.
Expenditures for Networks of Centres of Excellence nodes and the Canada Research Chairs are excluded.
For the national total, only expenditures to Canadian colleges and universities, and their affiliates, are counted.
Ontario peers are shown in capital letters.

Figure A-4-d
University of Toronto's Share of Funding from the Federal Granting Councils (Tri-Councils) Compared to Canadian Peer Universities, 2011-12

The chart below compares U of T's share of total tri-council funding to that of our Canadian peers.



Sources: CIHR Expenditures by University and CIHR Program, 2011-12 report, NSERC Facts & Figures 2011-12 report, and SSHRC Payments by Program Activity Architecture, Region, Province & Institution 2011-12 report.
Expenditures for the Networks of Centres of Excellence nodes, the Canada Research Chairs program, the Indirect Costs Program, the Canadian Microelectronics Corporation (NSERC funding held at Queen's) and the Canadian Light Source (NSERC funding held at U. Saskatchewan) are excluded.
For the national total, only expenditures to Canadian colleges and universities, and their affiliates, are counted.
Ontario peers are shown in capital letters.

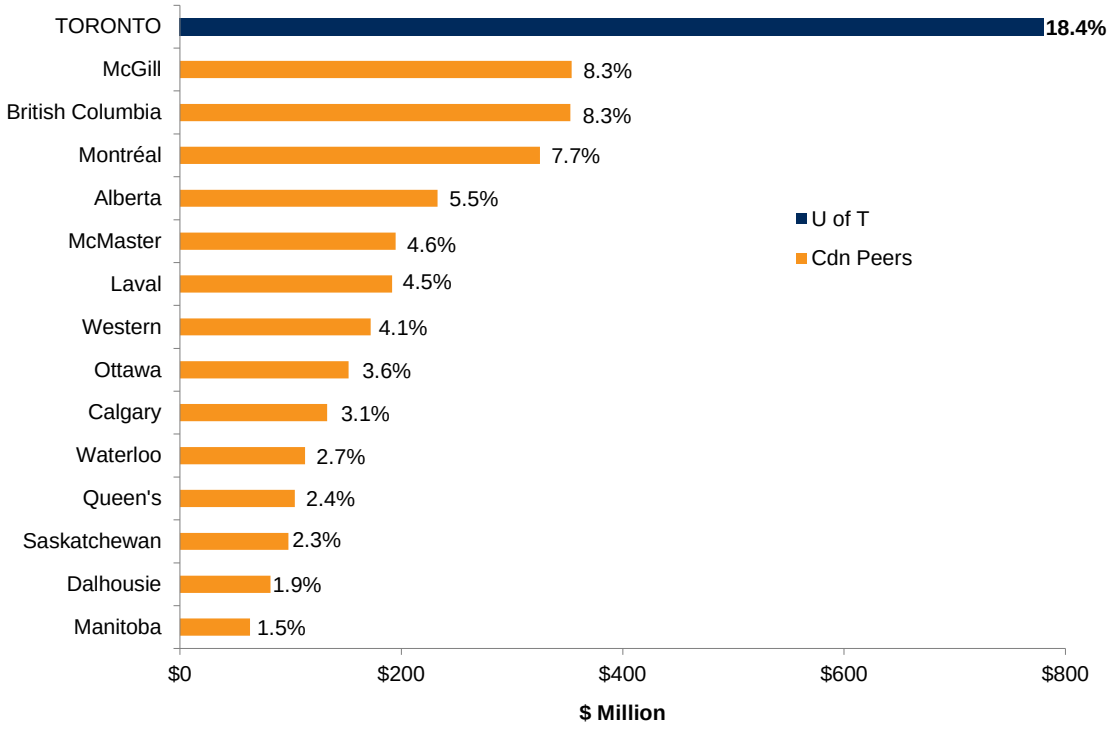
Canada Foundation for Innovation

Performance Relevance:

Research funding from the Federal Government's Canada Foundation for Innovation (CFI) 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 A-4-e
Canada Foundation for Innovation (CFI)
Funding by University since Inception, 1998 to 2012

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 15.1% in 2011-12.



Data source: CFI website, May 22, 2012. 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/

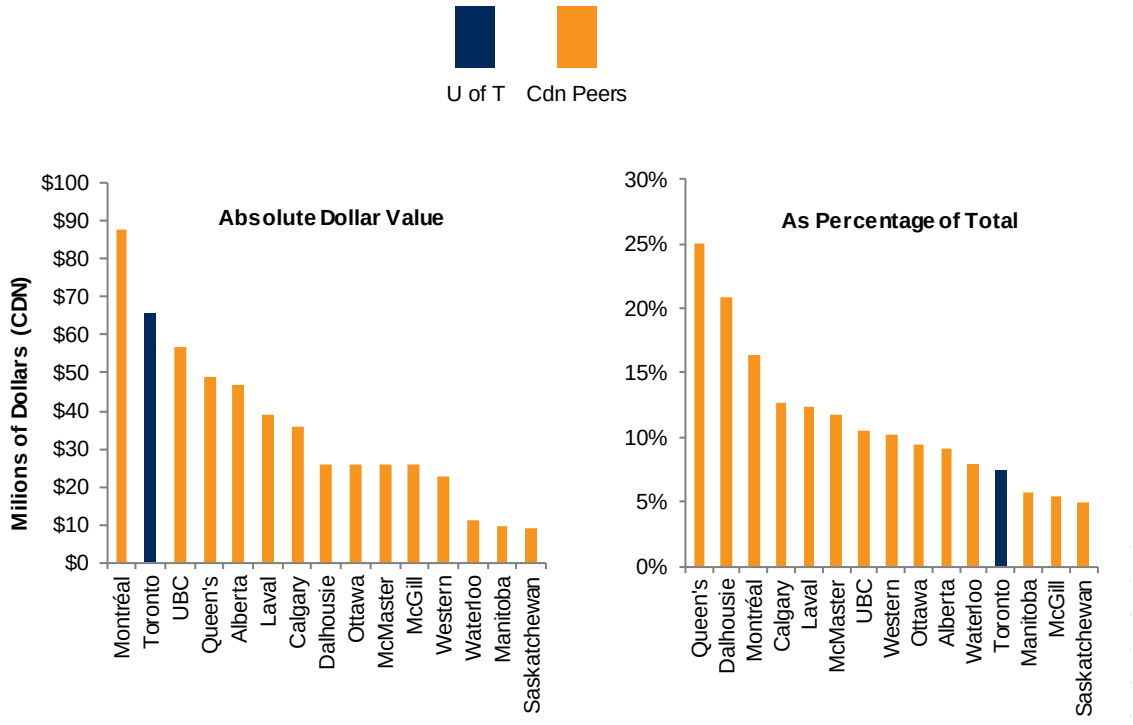
Research Funding from Industrial Sources

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 A-4-f
Research Revenue from Industrial Sources
University of Toronto and Canadian Peers 2009-10

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 2009-10
Toronto data corrected for 1-year lag in reporting for affiliates. McMaster: only entities consolidated were included.
Partners and affiliates included with each university

Related Reports:

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

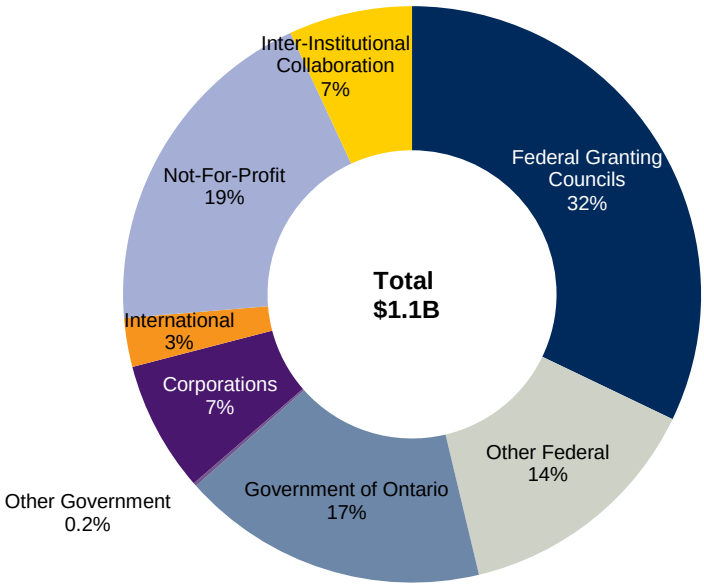
Total Research Funding

Performance Relevance:

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

Figure A-4-g
University of Toronto Research Funds Awarded by Sector, 2010-11

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

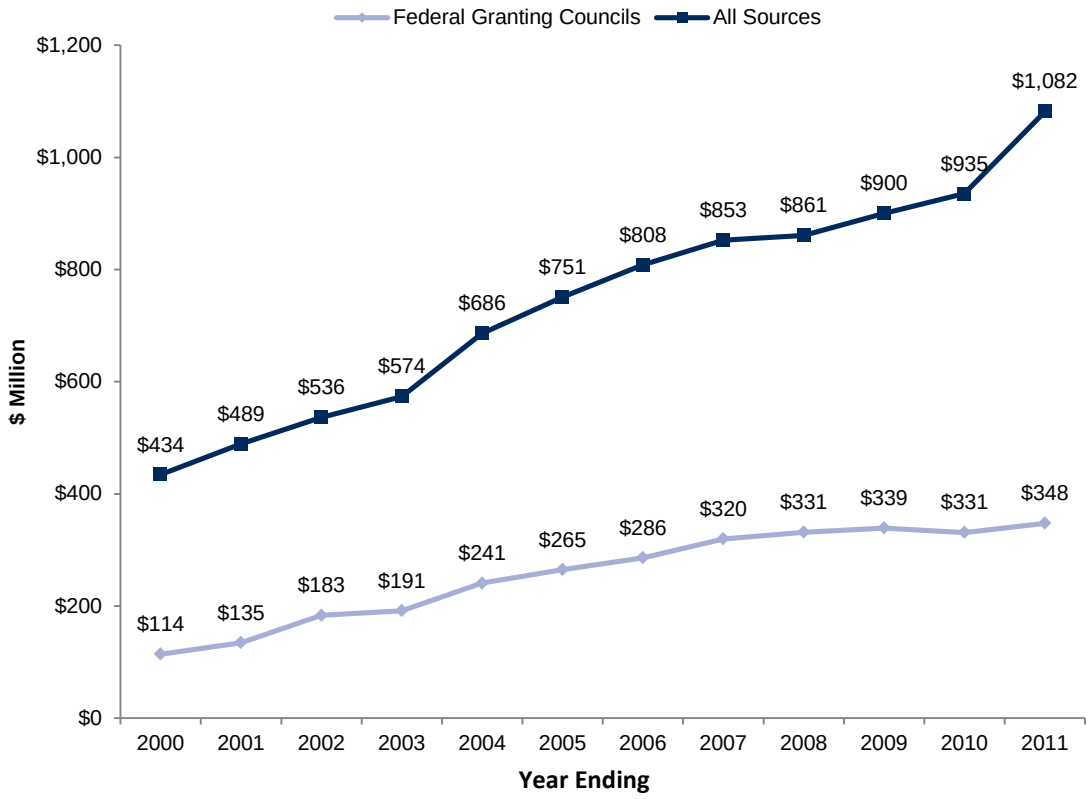


Includes University of Toronto and partner hospitals
Federal Granting Councils includes funding for the Canada Research Chairs (CIHR, NSERC and SSHRC)

Source: Office of the Vice-President, Research and Innovation

Figure A-4-h
Research Funds Awarded, 1999-00 to 2010-11

The bars below show the total research funds awarded to the U of T and its partner hospitals from all sources, and total research funds awarded from the federal granting councils (in millions of dollars) in the twelve-year period from 1999-00 to 2010-11.



Includes University of Toronto and partner hospitals.
Federal Granting Councils includes funding for the Canada Research Chairs (CIHR, NSERC and SSHRC).
All sources include Federal Granting Councils, Other Federal, Government of Ontario, Other Government, Corporations, International, Not-for-Profit, and Inter-Institutional Collaboration

Source: Office of the Vice-President, Research and Innovation

Related Reports:

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

Innovation and Commercialization

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.

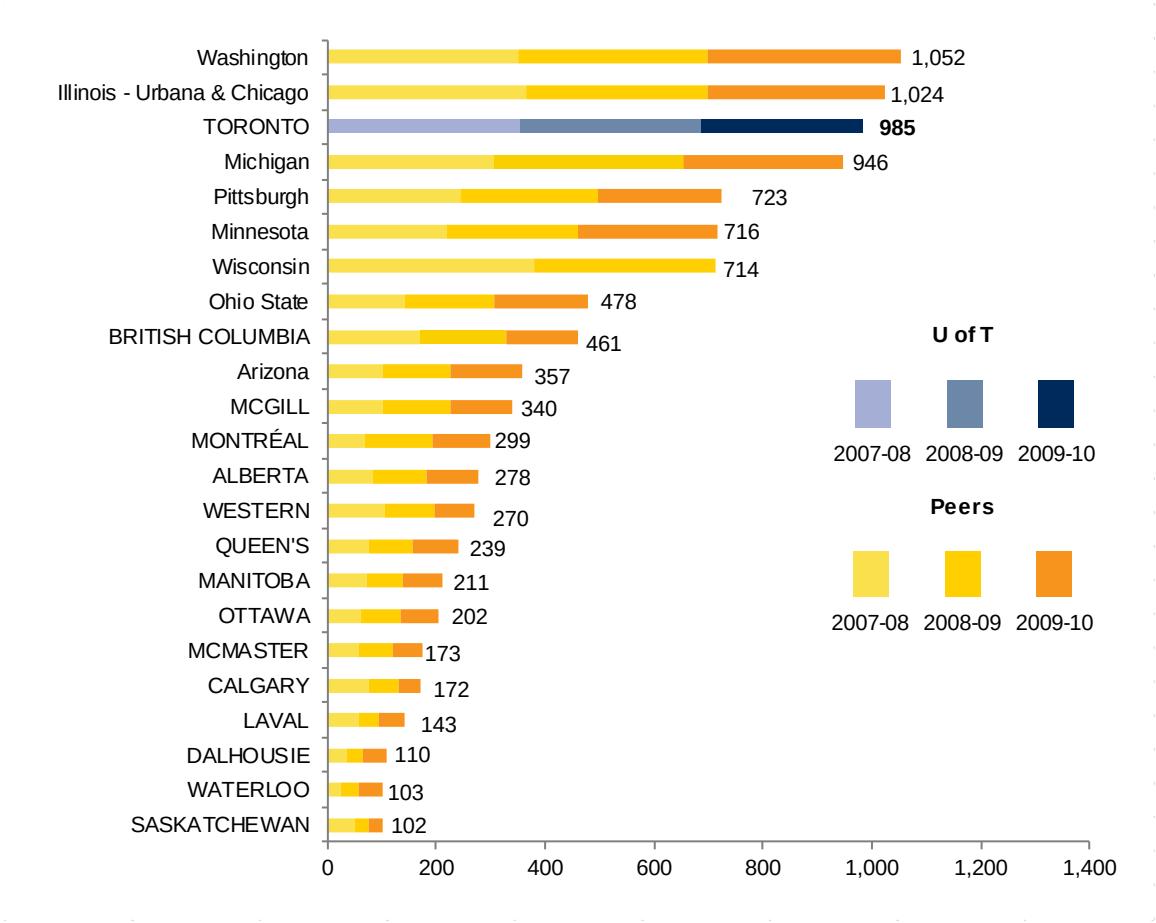
Licensing of an invention to an existing company is an important avenue of commercialization, as is the creation of a startup or spin-off company to launch the new invention. Both options are precursors of commercial impact.

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 A-5-a
New Invention Disclosures
Canadian and US Peers, 2007-08 to 2009-10

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

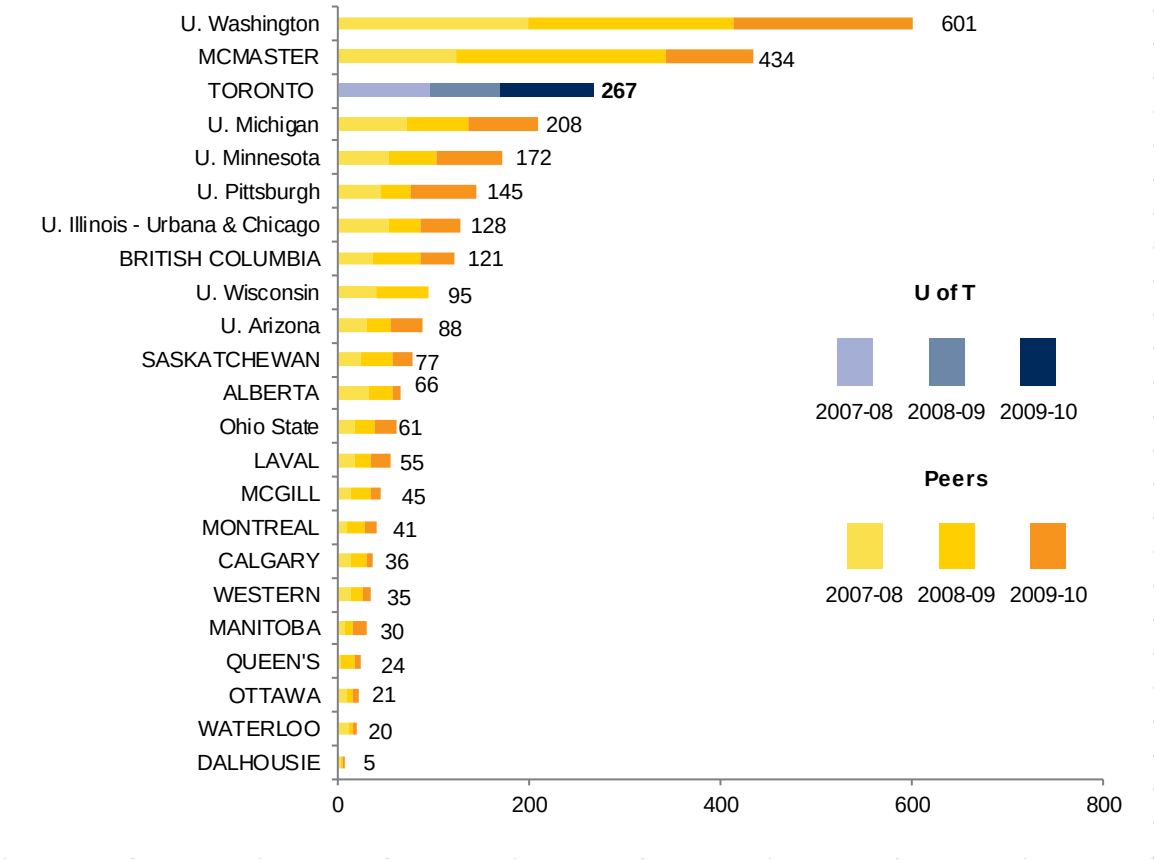


Data Source: Published AUTM Survey FY 2007, 2008, and AUTM STATT 3.0 FY2009. MaRS Innovation 2011. Summary Report on 'AUTM Compatible' Indicators FY2009.
MaRS Innovation 2011 Summary Report on 'AUTM Compatible' Indicators FY2010.
Note: Canadian peer institutions are shown in capital letters.

Where available, University of Toronto 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 A-5-b
New Licenses
Canadian and US Peers, 2007-08 to 2009-10

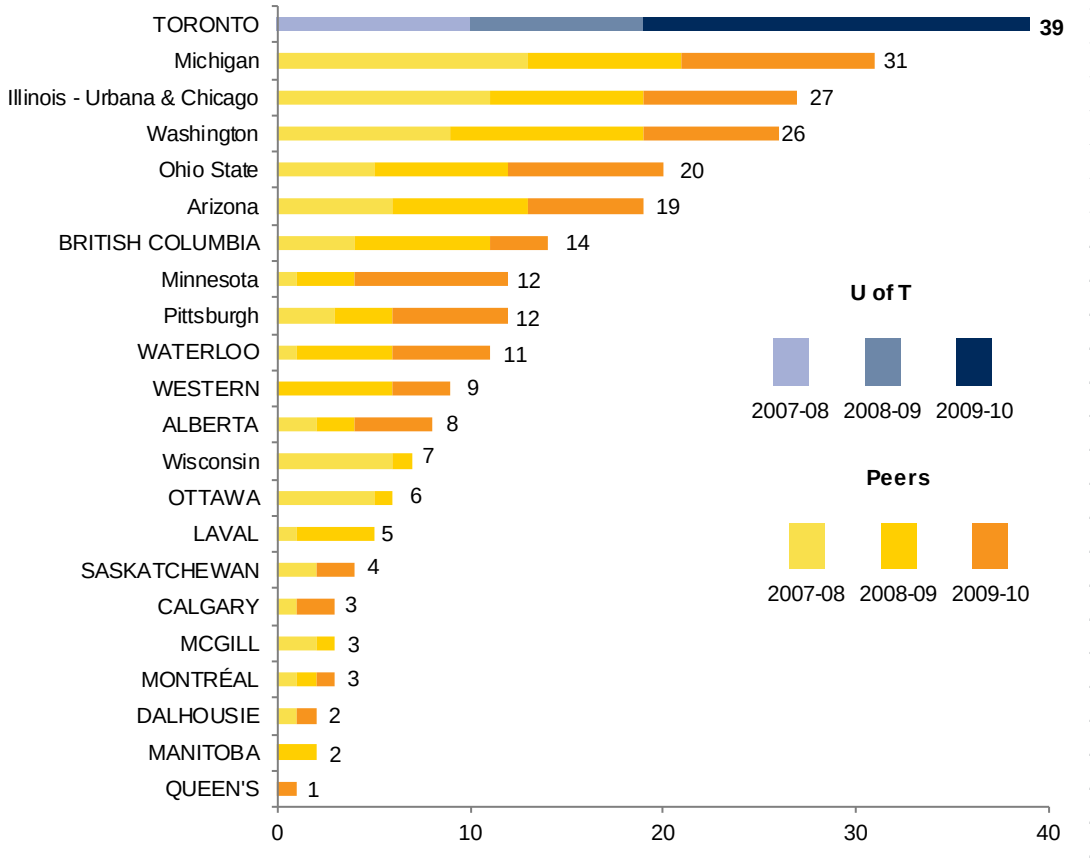
The chart below provides the three-year sum of new licenses for Canadian and AAU peer institutions.



Data Source: Published AUTM Survey FY 2007, 2008, and AUTM STATT 3.0 FY2009.
MaRS Innovation 2011 Summary Report on 'AUTM Compatible' Indicators FY2009 2010. AUTM STATT 3.1
Note: Canadian peer institutions are shown in capital letters.
Where available, University of Toronto 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 A-5-c
New Spin-off Companies
Canadian and US Peers, 2007-08 to 2009-10

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 2010. MaRS Innovation 2011 Summary.Report on 'AUTM Compatible' Indicators FY2009 2010.
Note: Canadian peer institutions are shown in capital letters.
Where available, University of Toronto 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 Reports:

Innovations and Partnerships
http://www.research.utoronto.ca/innovations-partnerships/

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

Entering Averages

Performance Relevance:

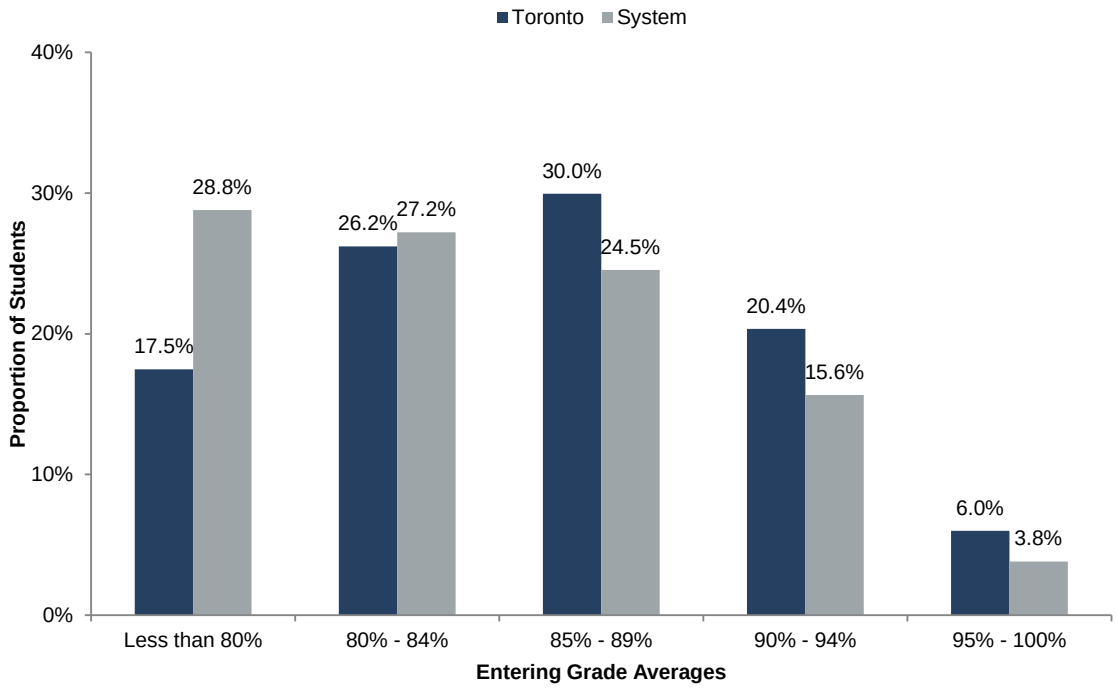
Student entering grade averages reflect an institution's ability to attract a well-qualified student body.

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

Figure B-1-a
Distribution of Entering Grade Averages of Ontario Secondary School Students Registered at the University of Toronto Compared to Students Registered at other Ontario Universities First-Entry Programs Fall 2011

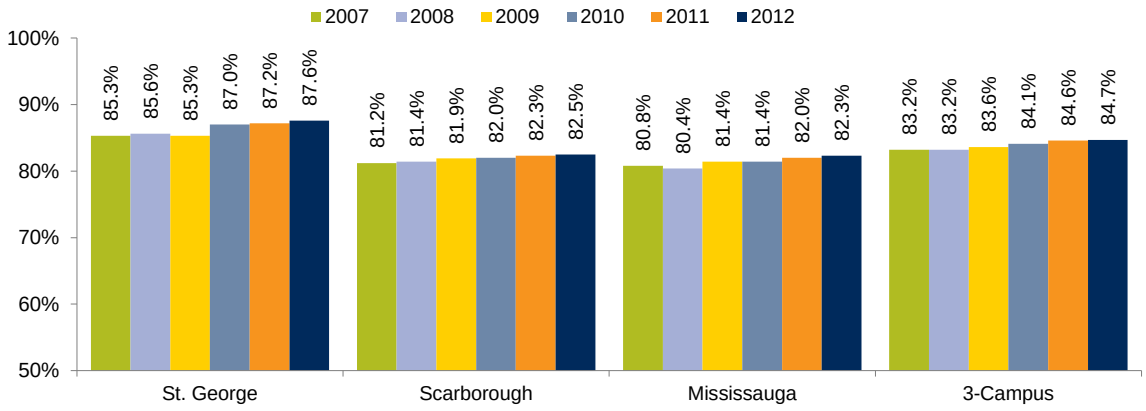
The chart below indicates the distribution of entering grade averages of Ontario Secondary School Students registered in direct-entry programs at the University of Toronto compared to those of students registered at other Ontario universities.



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

Figure B-1-b
Entering Grade Averages (Average Mark), Arts & Science by Campus, Fall 2007 to Fall 2012

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 over a six-year period.



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

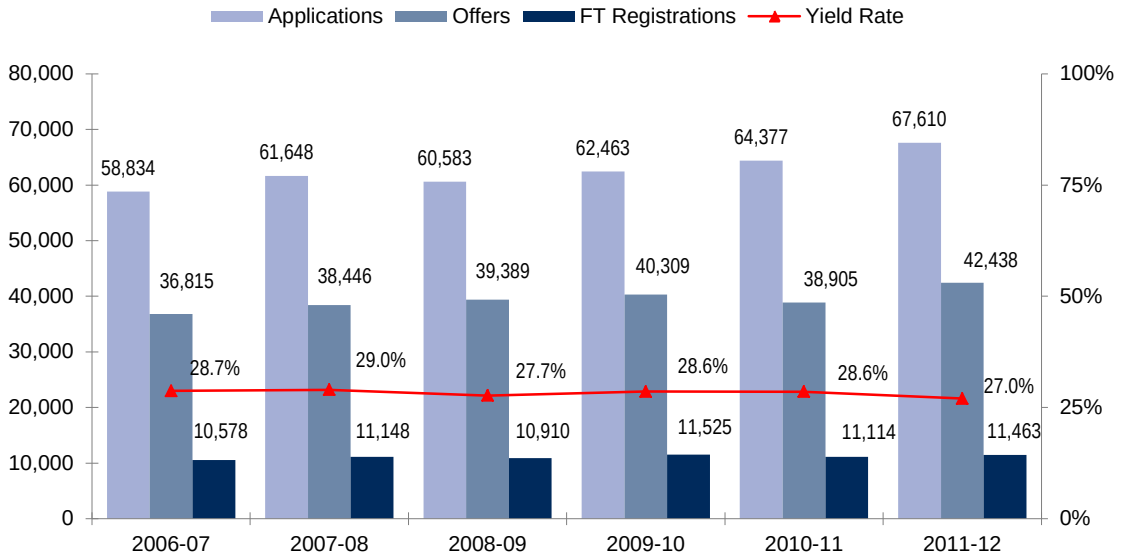
Applications, Offers, Registrations and Yield Rates

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 B-1-c
Total Applications, Offers, Registrations and Yield Rates
Undergraduate First-Entry Programs 2006-07 to 2011-12

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. Includes applicants directly from high school (OUAC 101) and all other undergraduate applicants (OUAC 105).

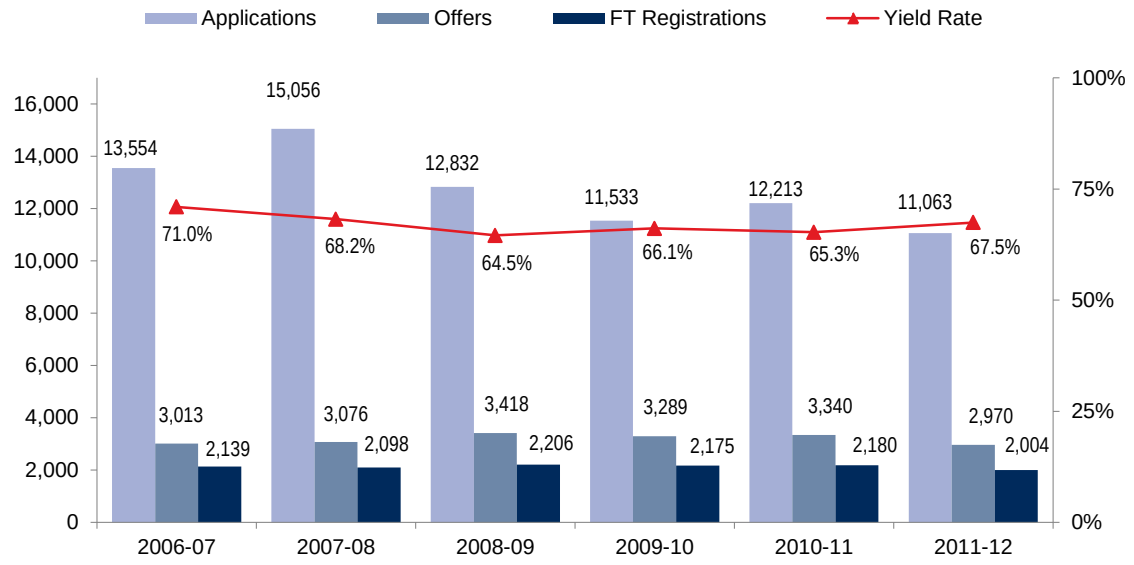
Figure B-1-d
Total Applications, Offers, Registrations and Yield Rates
Undergraduate First-Entry Programs by Faculty 2011-12

The table below provides the faculty-level detail for 2011-12.

	Arts, Science and Commerce			Applied Science and Engineering	Music	Physical Education and Health
	St. George	UTM	UTSC			
Applications	28,583	15,916	13,023	8,267	581	1,240
Offers	16,312	12,152	10,160	3,111	177	526
FT Registrations	5,185	2,536	2,490	987	91	174
Yield Rate	31.8%	20.9%	24.5%	31.7%	51.4%	33.1%

Figure B-1-e
Total Applications, Offers, Registrations and Yield Rates
Selected Second-Entry Professional Programs 2006-07 to 2011-12

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.

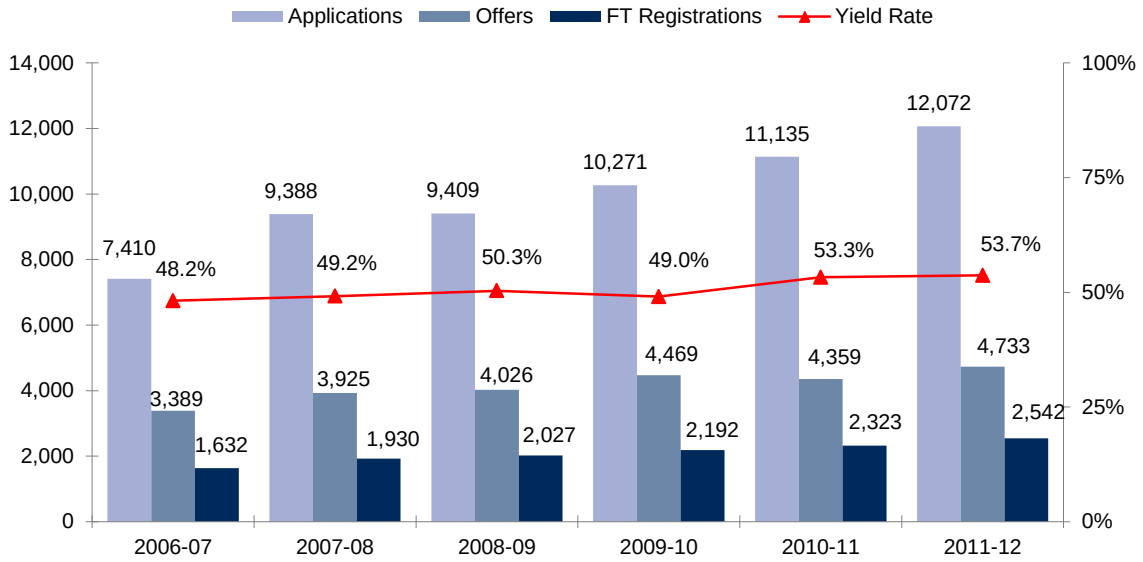
Figure B-1-f
Total Applications, Offers, Registrations and Yield Rates
Selected Second-Entry Professional Programs by Faculty 2011-12

The table below provides the faculty-level detail for 2011-12.

	Dentistry	Education	Law	Medicine	Nursing	Pharmacy
Applications	495	4,274	2,111	2,956	625	602
Offers	87	1,728	284	334	247	290
FT Registrations	66	1,069	199	262	167	241
Yield Rate	75.9%	61.9%	70.1%	78.4%	67.6%	83.1%

Figure B-1-g
Total Applications, Offers, Registrations and Yield Rates
Professional Masters Programs 2006-07 to 2011-12

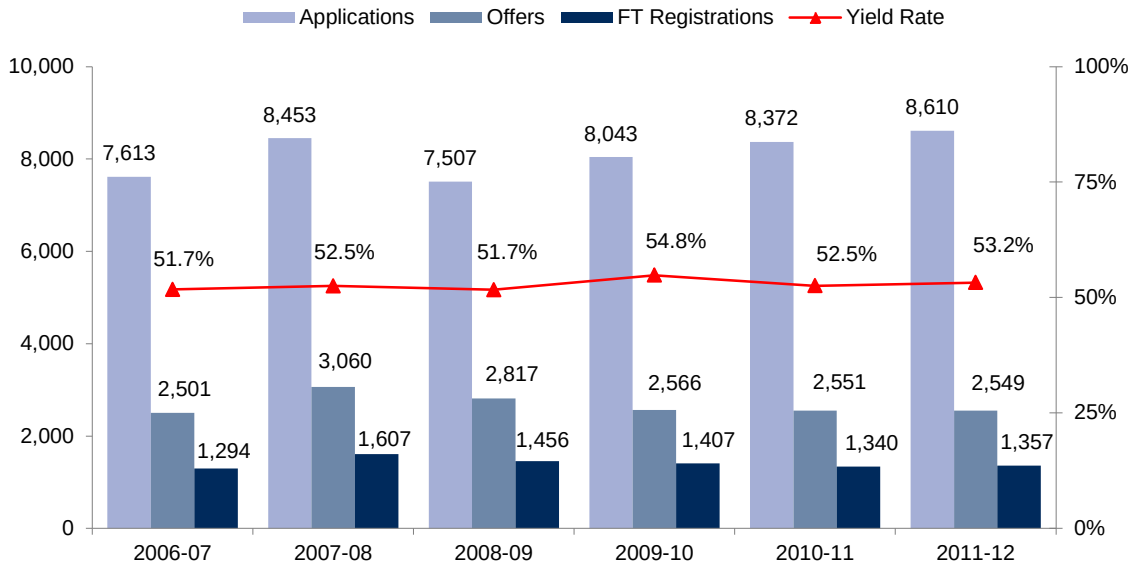
The line below indicates the change over time in the number of students who registered in Professional Masters programs as a percentage of the number of offers that were made each year.



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 B-1-h
Total Applications, Offers, Registrations and Yield Rates
SGS Doctoral-Stream Masters Programs 2006-07 to 2011-12

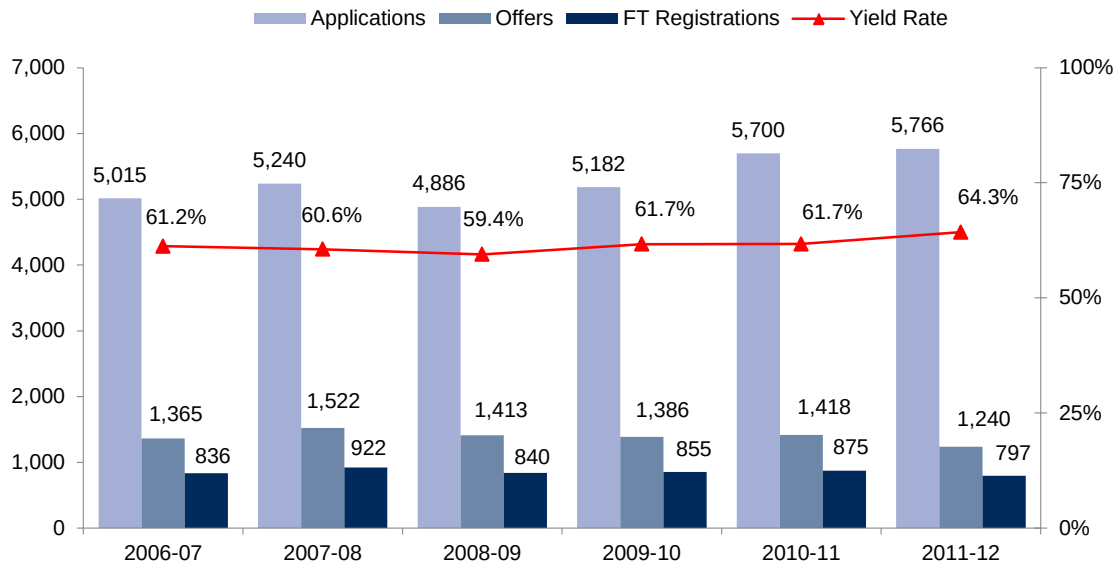
The line below indicates the change over time in the number of students who registered in doctoral stream Masters programs as a percentage of the number of offers that were made each year.



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 B-1-i
Total Applications, Offers, Registrations and Yield Rates
SGS Doctoral Programs 2006-07 to 2011-12

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.

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 is an example of an undergraduate level entrance award.

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

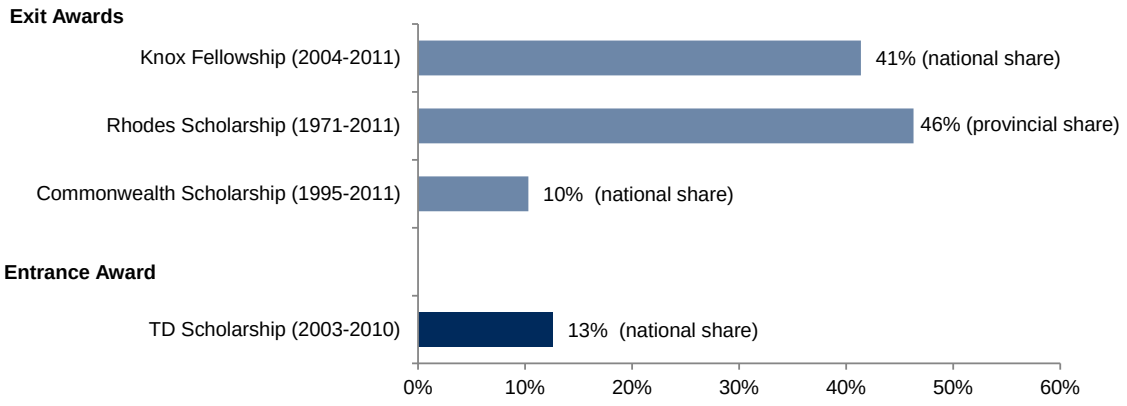
[2]Commonwealth Scholarships were established by Commonwealth governments "to enable students of high intellectual promise to pursue studies in Commonwealth countries other than their own, so that on their return they could make a distinctive contribution in their own countries while fostering mutual 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 B-2-a
Undergraduate Student Scholarship Recipients by Award
University of Toronto's Share of Total Awarded to Canadian Universities

The bars below indicate the number of entrance and exit awards received by U of T undergraduate students as a percentage of the total amount of these awards received nationally (Knox Fellowships, Commonwealth Scholarships, TD Scholarships) and provincially (Rhodes Scholarships). By way of comparison, U of T's approximate share of undergraduate students is 6% nationally and 15% 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

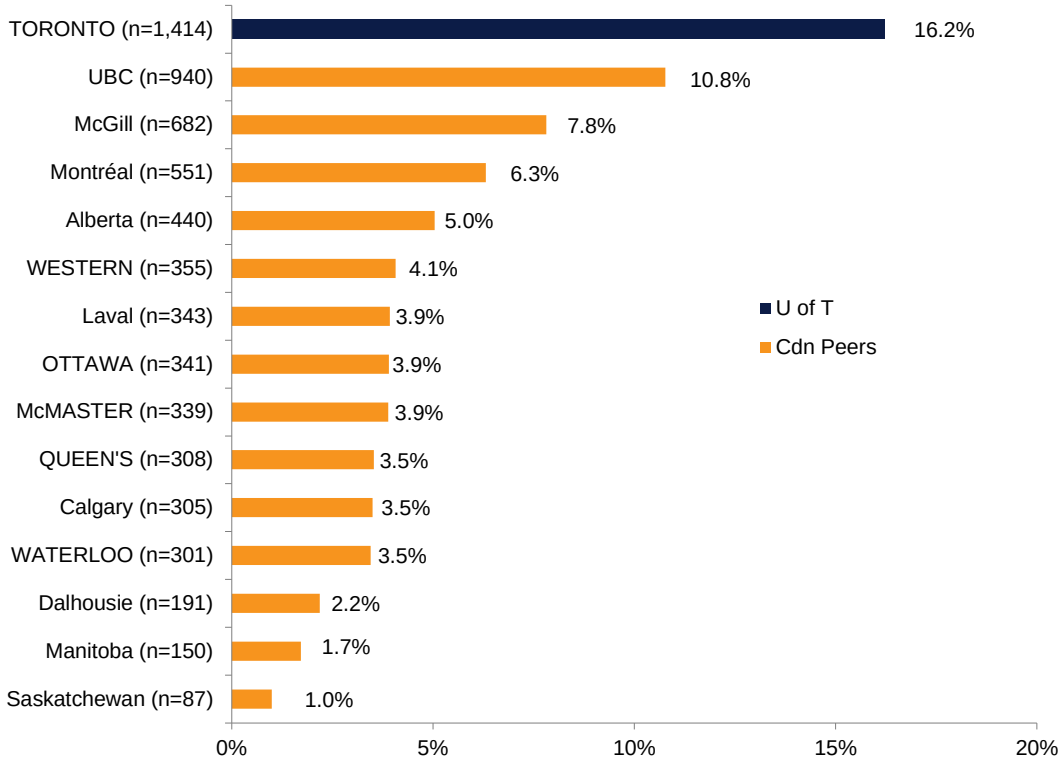
Performance Relevance:

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), as well as Vanier Canada Graduate Scholarships and Pierre Elliott Trudeau Scholarships.

Figure B-2-b
Prestigious Canadian Doctoral Scholarships, Percentage Share, 2003-2012

The chart below indicates the number of prestigious Canadian Doctoral Scholarships received by U of T doctoral students as a percentage of the total amount of these awards received nationally. By way of comparison, U of T's approximate share of doctoral students is 13% nationally.



Percent share based on total cumulative counts.
Awards counted include: Canada Graduate Scholarships - Doctoral and Vanier Scholarships from CIHR, NSERC and SSHRC; NSERC André Hamer Prize; SSHRC William E. Taylor Award; and, the Pierre Elliot Trudeau Scholarship.
Only our Canadian peer institutions are shown above.
Ontario peers are shown in capital letters.

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

Performance Relevance:

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

Student-faculty ratios at the University of Toronto have been measured against two sets of peers: our ten publicly-funded U.S. peers[1], and our research-intensive Canadian peer universities[2], using two different methodologies for calculation of these measures. The resulting ratios are not comparable with each other.

This table lists the main differences of the two methodologies:

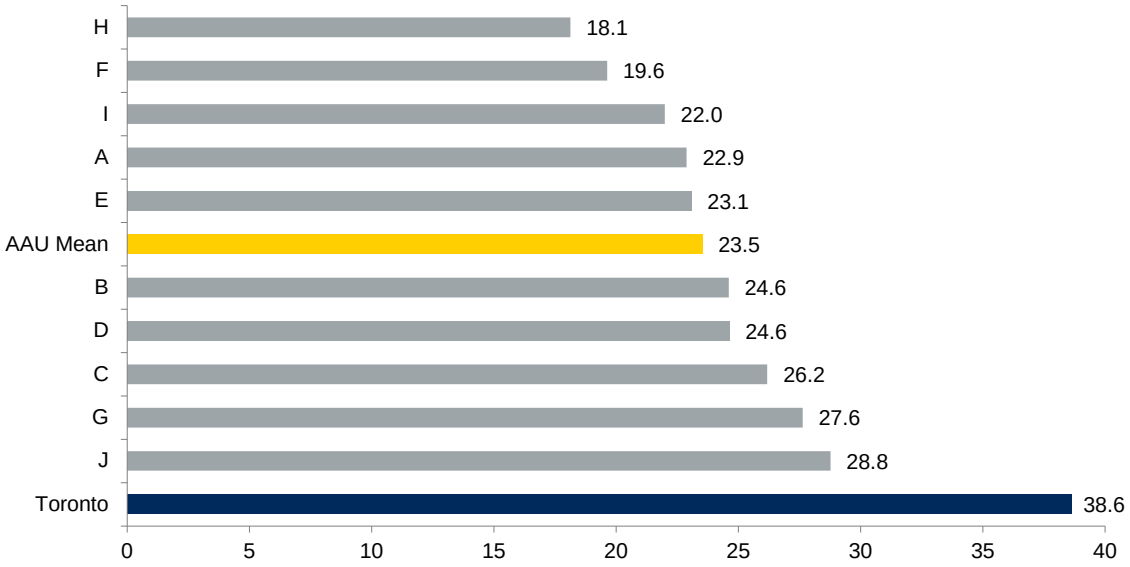
	U.S. Peer methodology	**Canadian Peer methodology**
Student Enrolment	Excludes Residents	All students including residents
Student Full-time Equivalent (FTE) conversion	UG and Grad FTE: FT = 1, PT=0.3	UG FTE is based on course load; Grad FTE: FT=1, PT=0.3
Similarities between the two methodologies regarding Faculty Count	a) Full-time Headcounts	
	b) Includes Tenured/ Tenure Stream and Non-Tenured Stream Professorial Ranks	
Differences between the two methodologies regarding Faculty Count	a) Excludes Medicine	Includes Medicine, but excludes Clinicians
	b) Excludes Teaching Stream	Includes Teaching Stream with contracts of 12 months or more
Source of Faculty data	AAUP Faculty Salary Survey	UCASS Faculty Salary Survey
Fall 2010 Student FTEs used to calculate S-F ratio	68,814	69,228
Fall 2010 Full-time Headcount used to calculate S-F ratio	1,781	2,436
Fall 2010 Student Faculty Ratio	38.6	28.4

[1] U.S. peers include University of Arizona, University of California - Berkeley, University of Illinois - Urbana Champaign, University of Michigan - Ann Arbor, University of Minnesota - Twin Cities, Ohio State University, University of Pittsburgh, University of Texas - Austin, University of Washington, and University of Wisconsin - Madison

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

Figure B-3-a
Student-Faculty Ratios, Comparison with U.S. Peers, Fall 2010

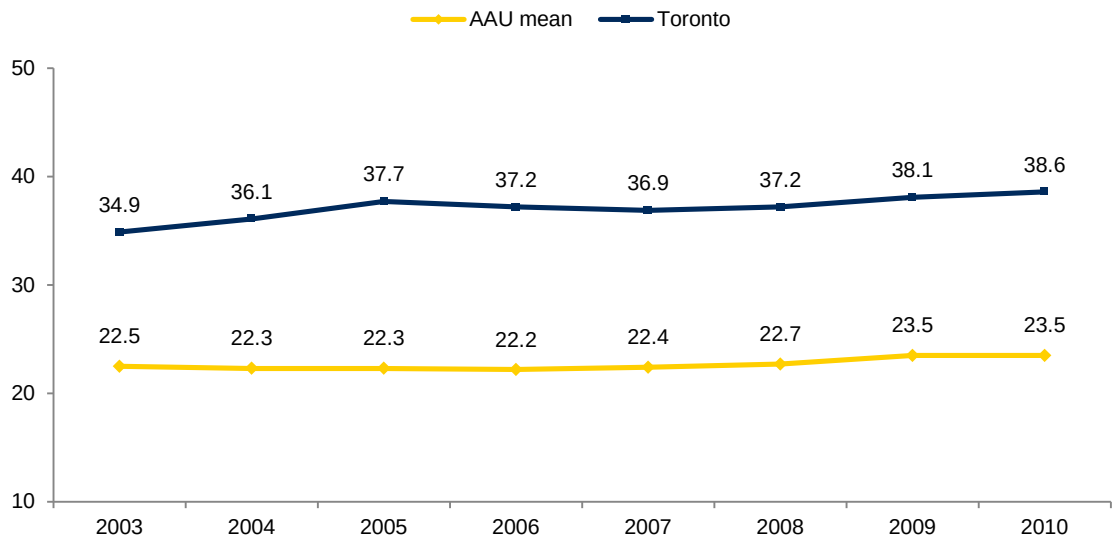
The chart below indicates the number of full-time equivalent students at U of T to every one full-time faculty member, compared to U.S. peers, and the U.S. mean.



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

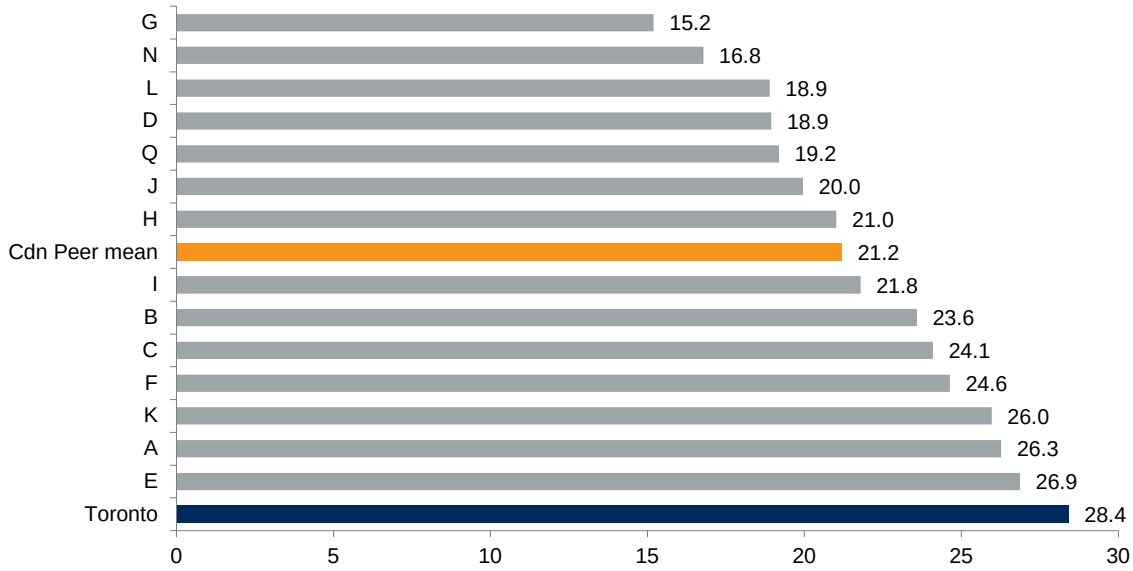


Source: Association of American Universities Data Exchange (AAUDE).

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.

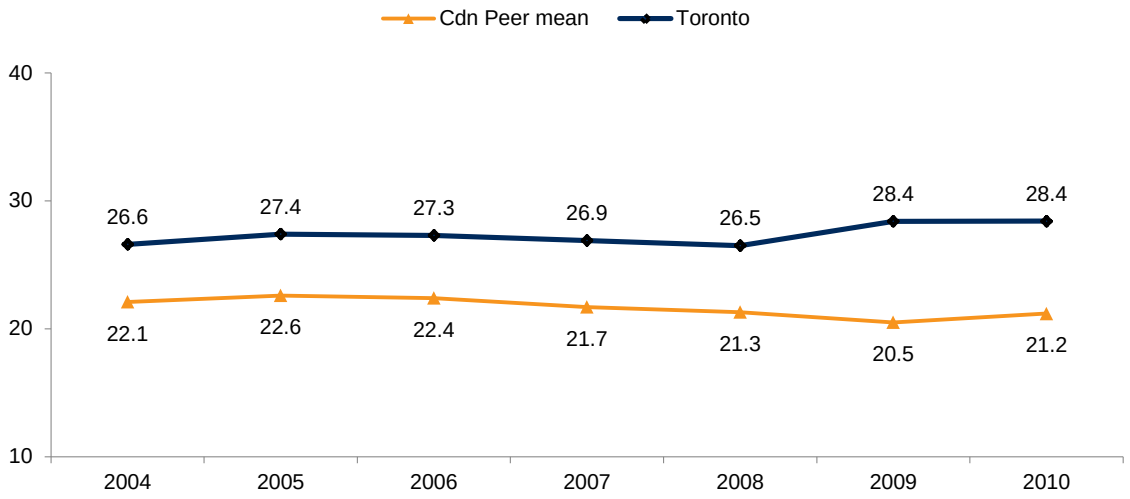
Figure B-3-c
Student-Faculty Ratios, Comparison with Canadian Peers, Fall 2010

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



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.

Figure B-3-d
Student Faculty Ratios
Comparison with Mean of Canadian Peers
Fall 2004 to 2010



Source: U15 Data Exchange (U15 DE)

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.
Canadian Peer mean 2004 excludes Alberta, Dalhousie, Manitoba, Ottawa, Saskatchewan.
Canadian Peer mean 2005-2009 excludes Manitoba, Saskatchewan.

Student-Faculty Ratios – Various Faculty Inclusions

Performance Relevance:

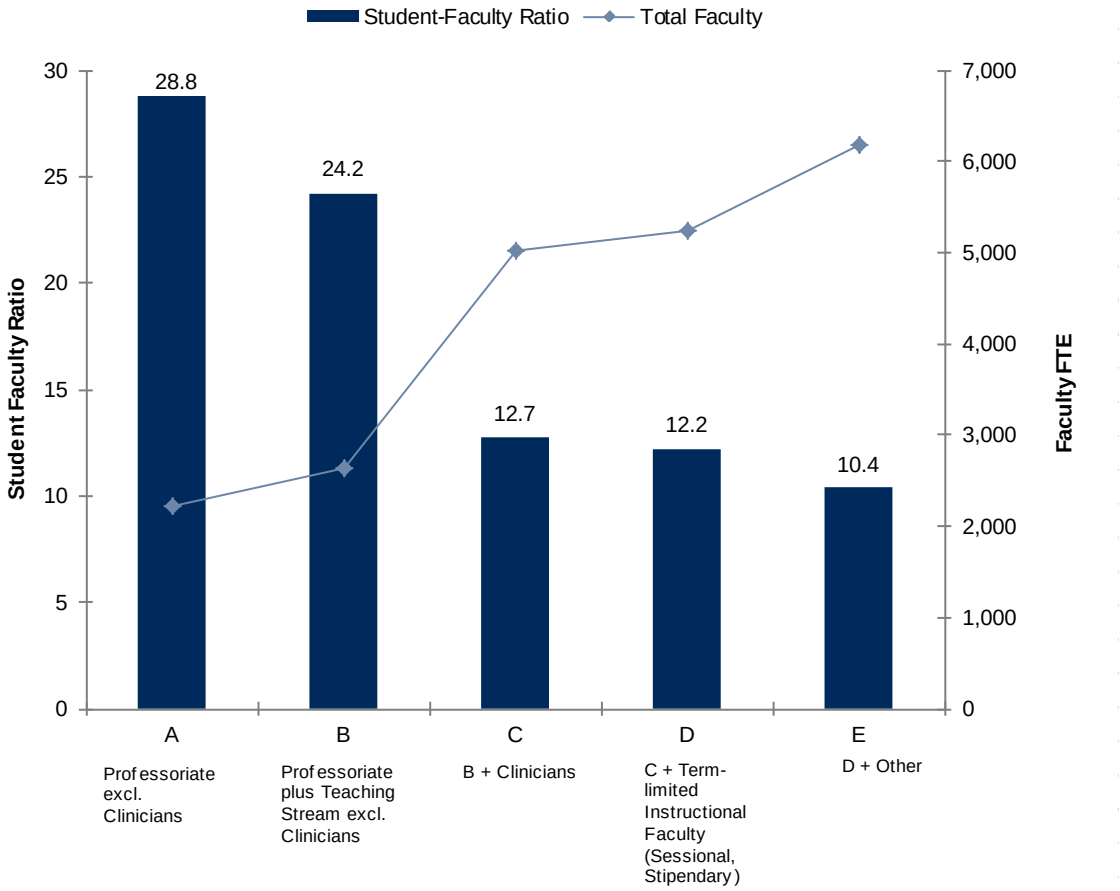
Student-faculty ratios at the institutional level provide a general indication of the deployment or available level of resources. A significant part of the student experience is predicated on access to faculty, e.g., opportunities for interaction or feedback on academic work.

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

In the past the University of Toronto has relied upon the Statistics Canada faculty survey and its classifications in presenting our faculty counts. However, these counts were developed in large part to facilitate collection of salary data. 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 B-3-e
Student-Faculty Ratios based on Faculty FTE by Various Faculty Inclusions, Fall 2011

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

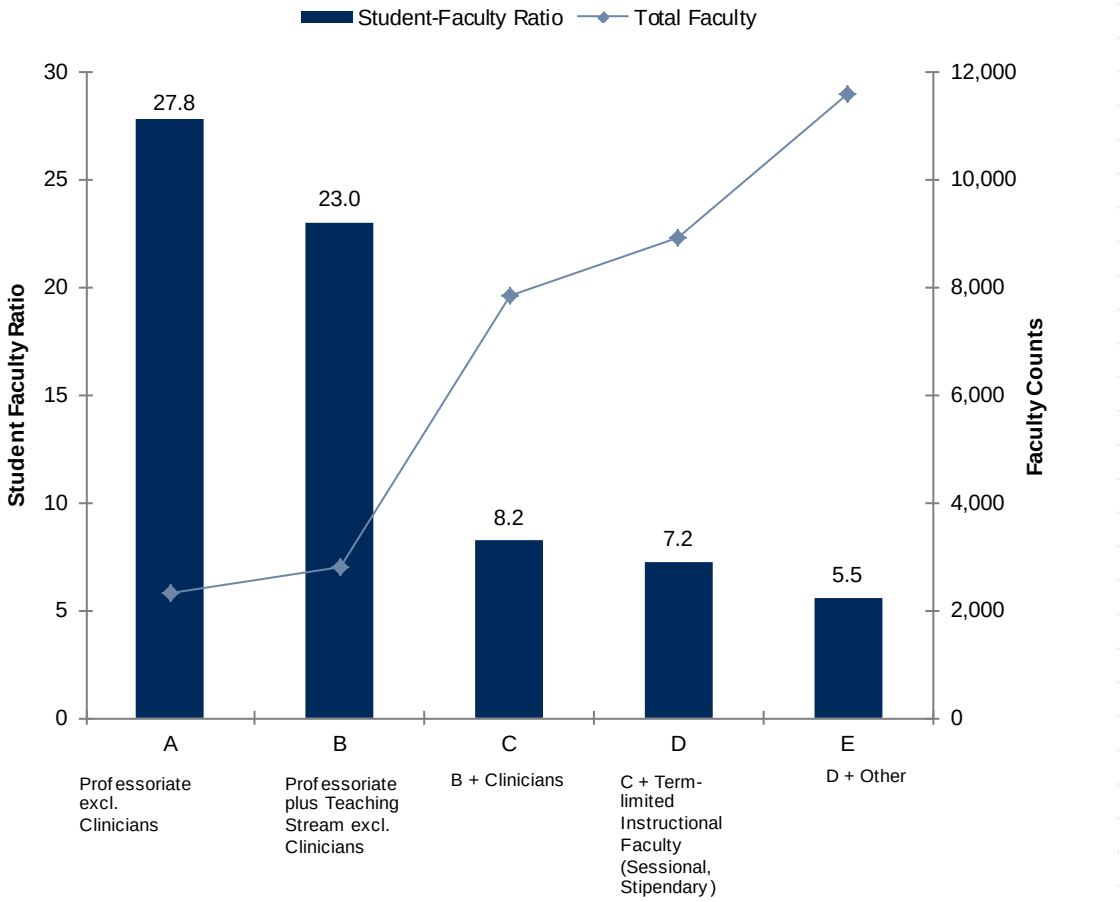


Note: Degree-seeking students exclude special students, certificate & diploma students, and residents.
In Fall 2011, there were 64,075 FTE degree-seeking students at U of T.

Source: Government, Institutional & Community Relations

Figure B-3-f
Student-Faculty Ratios based on Faculty Headcount by Various Faculty Inclusions, Fall 2011

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



Note: Degree-seeking students exclude special students, certificate & diploma students, and residents.
In Fall 2011, there were 64,075 FTE degree-seeking students at U of T.

Source: Government, Institutional & Community Relations

Undergraduate Student Retention and Graduation

Performance Relevance:

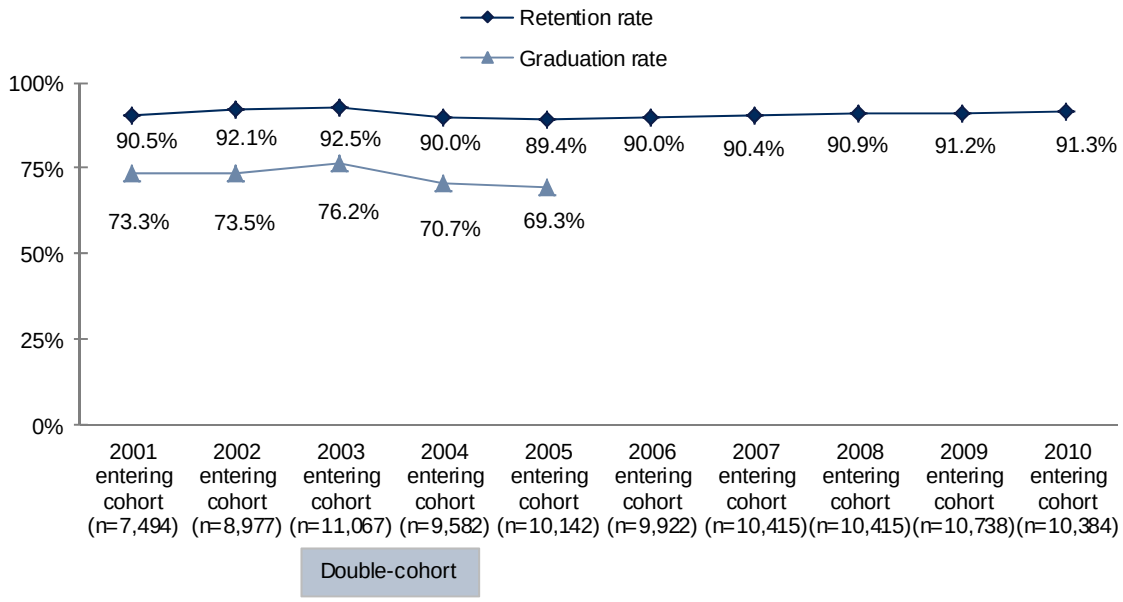
The University is committed to providing students with an environment in which they can thrive. The rate at which students continue their studies and graduate in a timely fashion reflects our success in creating these conditions, and also reflects the University's ability to attract those students best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

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

2003 was the first year of the double cohort with graduates of both the old five-year secondary school curriculum and the new four-year curriculum entering first-year university. At the University of Toronto, as with the majority of Ontario universities, the six-year graduation rate peaked with the 2003 entering cohort. This first wave of new curriculum students may have been more motivated to excel given enhanced competition for spaces. The graduation rate decreased for the 2004 and 2005 cohorts. This second wave of students would be the first to enter university directly from grade 12.

Figure B-4-a
University of Toronto Retention Rate, 2001 Cohort to 2010 Cohort
Six Year Graduation Rate, 2001 Cohort to 2005 Cohort

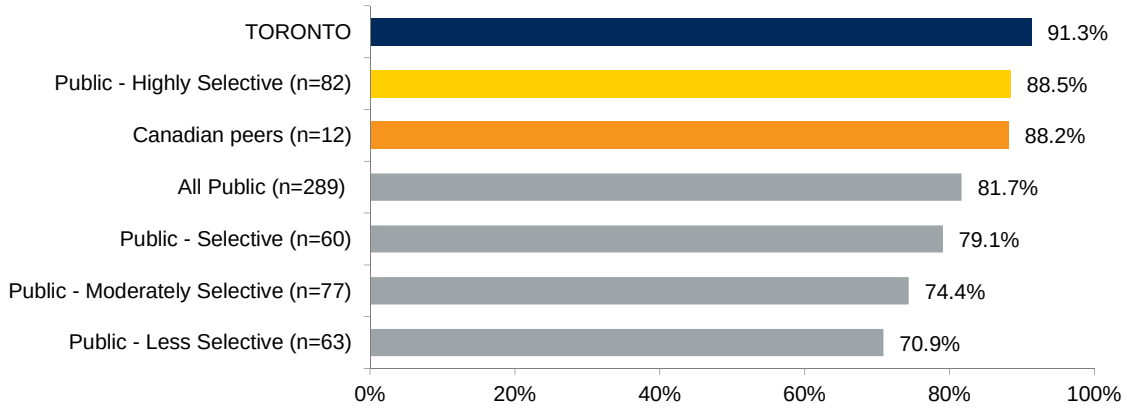
The top line in the chart below indicates the change over time in the retention rate, which is the proportion of first-time full-time first year registrants in direct entry programs continuing to the following year.
The bottom line indicates the change over time in the graduation rate, which is the proportion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



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

Figure B-4-b
First Year Retention Rate
University of Toronto Compared to Other Public Institutions by Selectivity
2010 Cohort Continuing their Studies in 2011

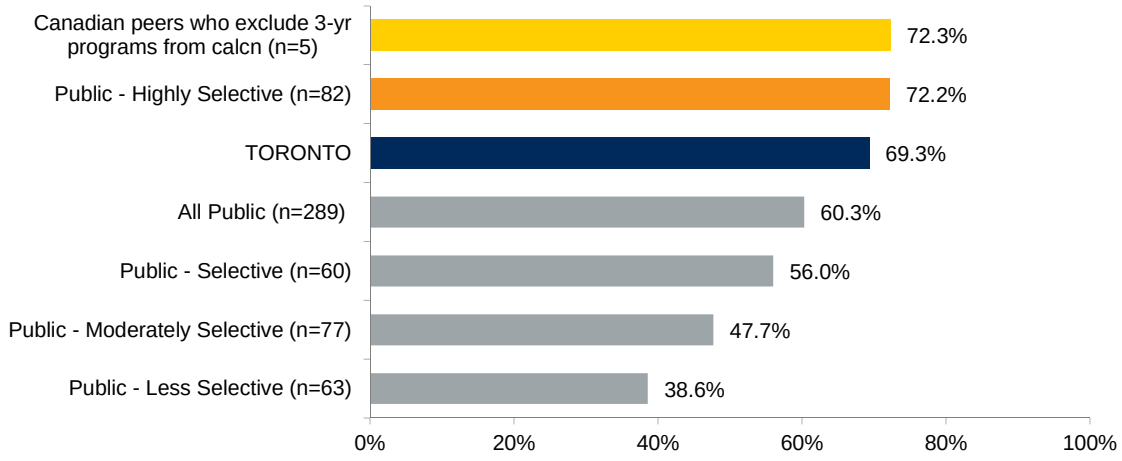
The chart below indicates the proportion of U of T's full-time, first-year students who entered into a first-entry four-year undergraduate program in 2010 and continued their studies in Fall 2011, compared to the retention rate cited at highly selective public institutions and Canadian peers.



Source: CSRDE Report 2012.
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 B-4-c
Six-Year Graduation Rate
Toronto vs. Other Public Institutions by Selectivity
2005 Cohort Graduating by 2011

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 2005 and graduated within six years by 2011, compared to the graduation rate cited at highly selective public institutions and Canadian peers.



Source: CSRDE Report 2012.

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.

First Year Foundational Programs

Performance Relevance:

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

In 2003 Victoria College introduced Vic One, which gave first year students an opportunity to experience an intense small-class learning environment. In 2005, Trinity College introduced a similar program, Trin One. In 2012, the concept of Foundational Year Programs was expanded to all seven colleges in the Faculty of Arts and Science St. George campus[1], as well as to U of T Scarborough and U of T Mississauga.

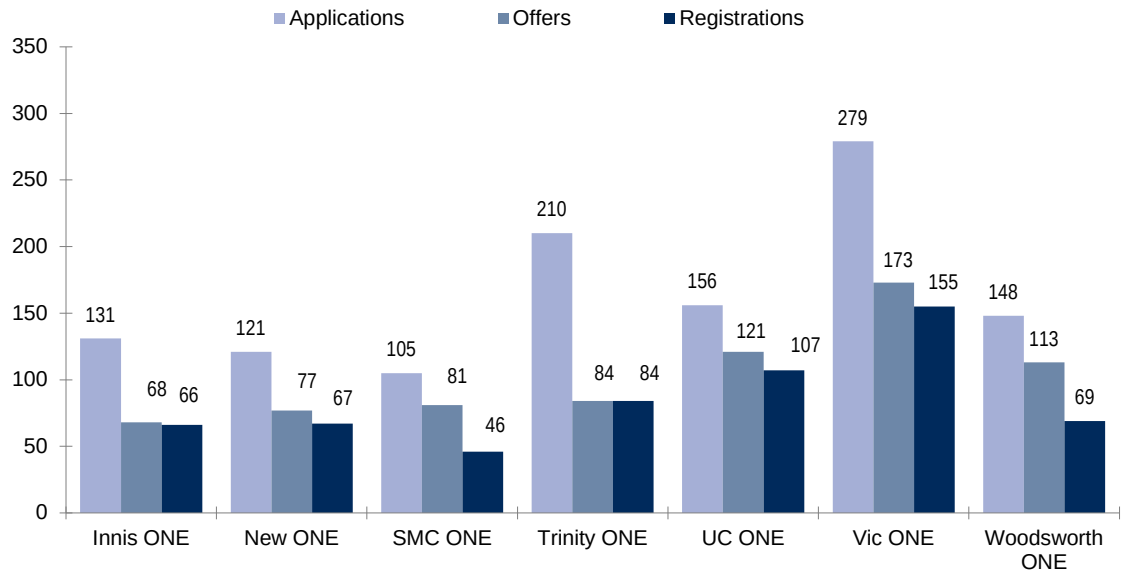
First Year Foundational Programs: College One programs typically combine one or more theme-based courses with co-curricular events (e.g. guest lectures) and experiential learning opportunities. All first-year, full-time students in the Faculty of Arts and Science, regardless of college affiliation, are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

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

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

Figure B-5-a
Foundational Year Programs,
Registrations, Offers, Enrolment on St. George Campus, Fall 2012

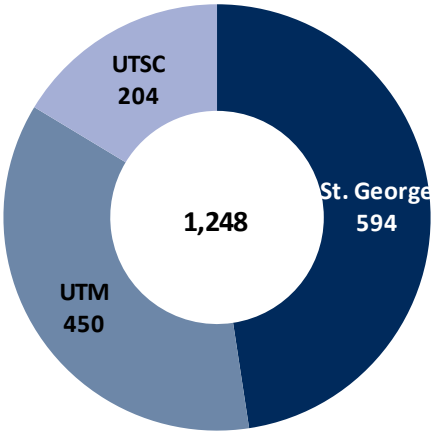
The chart below indicates the number of applications, offers and registrations to each of the College One programs on the St. George Campus.



Source: Faculty of Arts and Science

Figure B-5-b
Foundational Year Programs, Enrolment by Campus, Fall 2012

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



Source: Faculty of Arts and Science, UTM One office, UTSC Registrar's office

Related website:

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

Undergraduate Instructional Engagement

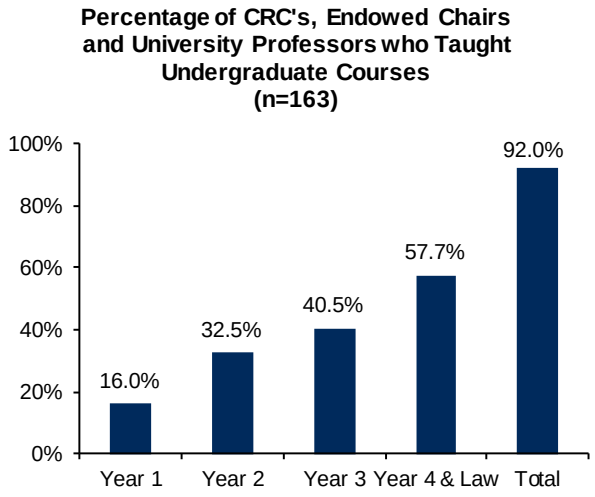
Performance Relevance:

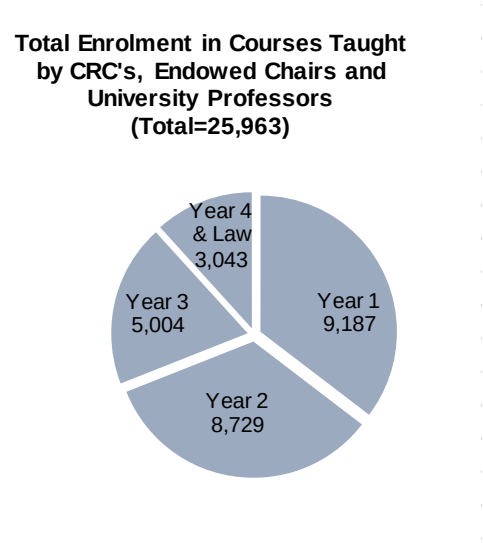
The University of Toronto has many assets which it can tap to enrich the scope of learning opportunities for students. These include its impressive complement of some of Canada's most accomplished scholars, and its physical location in Greater Toronto, one of the country's most diverse urban environments.

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

Figure B-5-c
Undergraduate Instructional Engagement
Applied Science & Engineering, Arts & Science, Law, UTM, UTSC, 2011-12

The chart on the left shows the percentage of CRCs, Endowed Chairs and University Professors who taught at least one undergraduate course in the 2011-12 academic year. The chart on the right shows the number of students who were enrolled in these courses.





Notes: of the 205 CRCs, endowed chairs, and university professors identified, 15 were excluded given their roles held as senior administrators (Chair or Dean), 27 were excluded as they were on leave (sabbatical/ maternity/ parental/ other).
Courses include full credit, as well as half credit courses (unweighted).
As a second entry program, all Law students were considered upper year for the purpose of this analysis, and so grouped with Year 4.

Undergraduate Class Size Experience

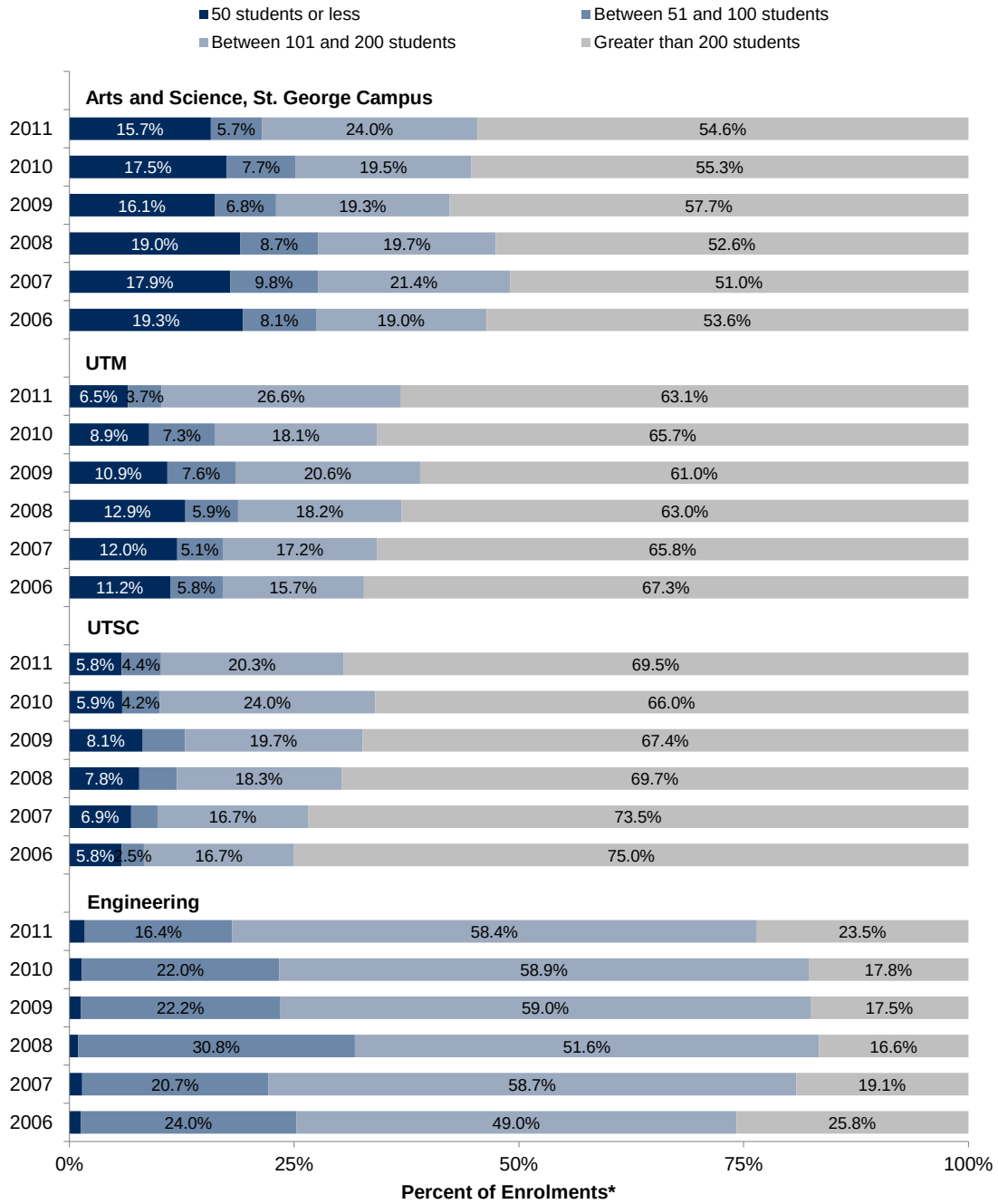
Performance Relevance:

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

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

Figure B-5-d
Class Size Experience in Undergraduate First Year Courses
Fall & Winter Enrolments from 2006 to 2011

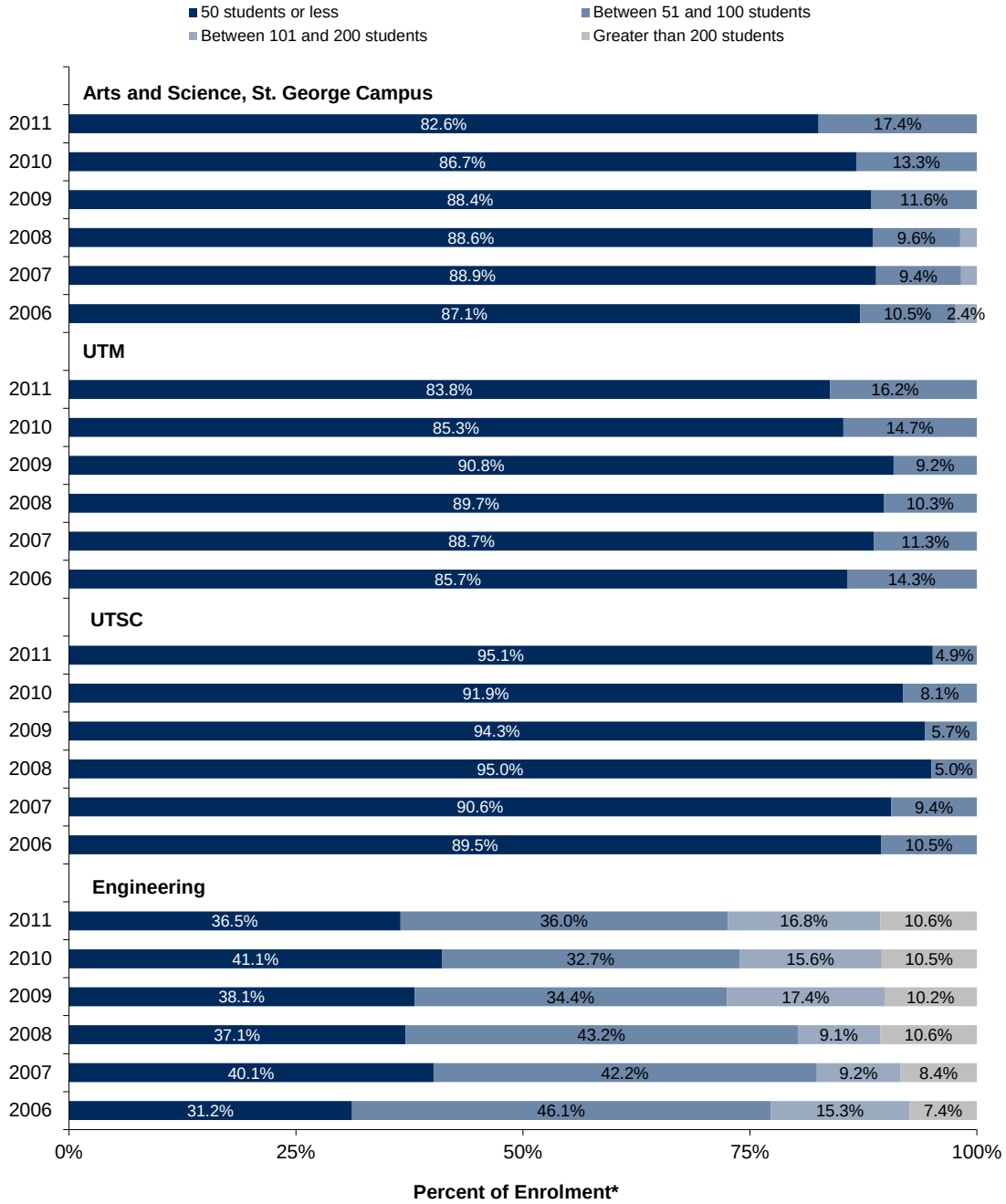
The chart below indicates the distribution of first year course enrolment according to four selected class size ranges over the last six years.



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

Figure B-5-e
Class Size Experience in Undergraduate Fourth Year Courses
Fall & Winter Enrolments from 2006 to 2011

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.

National Survey of Student Engagement (NSSE) Results

Performance Relevance:

The National Survey of Student Engagement (NSSE) was developed by the Indiana University Center for Postsecondary Research to assess the undergraduate student experience. 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.

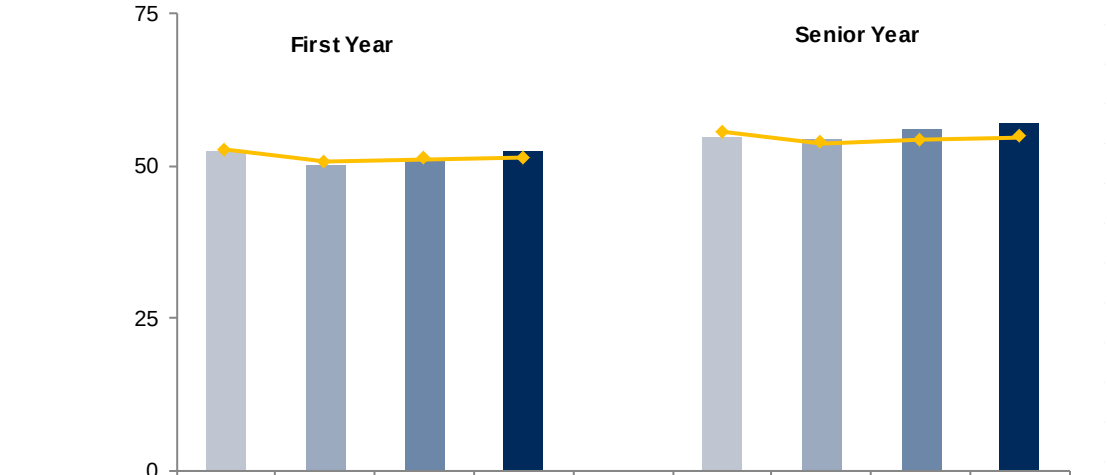
NSSE provides each participating institution with a Benchmark Report comparing scores on key questions with those of other participating institutions. What follows are our five benchmark scores for the 2004, 2006, 2008 and 2011 surveys as well as the benchmark scores for the aggregate of our Canadian 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. High benchmark scores indicate positive underlying responses.

Figure B-6-a
Level of Academic Challenge

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



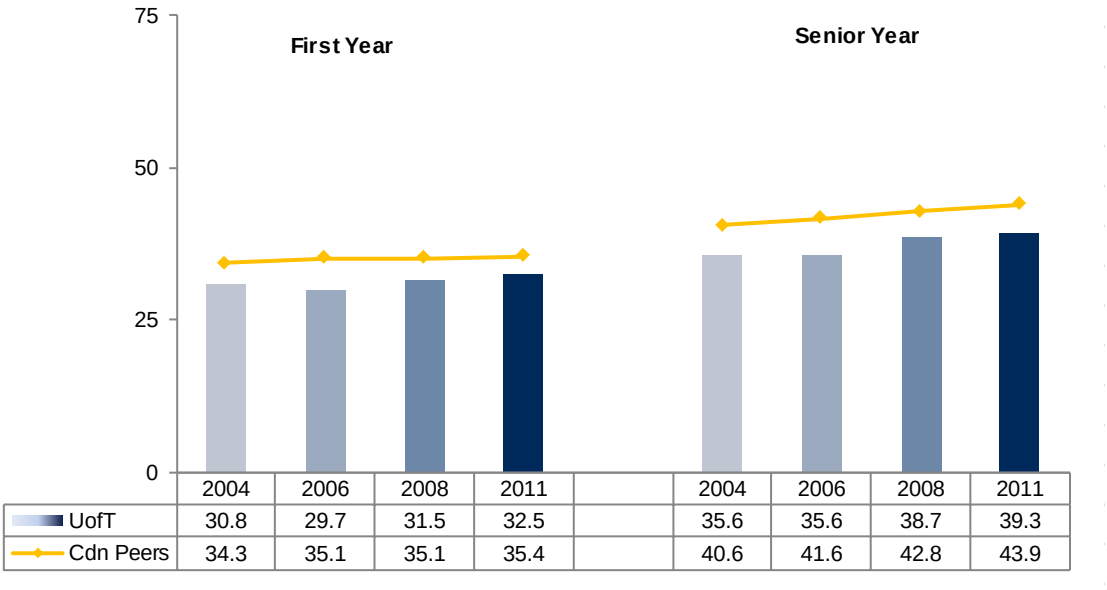
	First Year					Senior Year			
	2004	2006	2008	2011		2004	2006	2008	2011
UofT	52.5	50.1	51.1	52.5		54.7	54.2	55.9	56.8
Cdn Peers	52.6	50.6	51.2	51.3		55.6	53.7	54.3	54.8

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

The 2011 results are based on data collected through a census-administered NSSE while the results for all the other years are based on surveys using a randomly selected sample.

Figure B-6-b
Active and Collaborative Learning



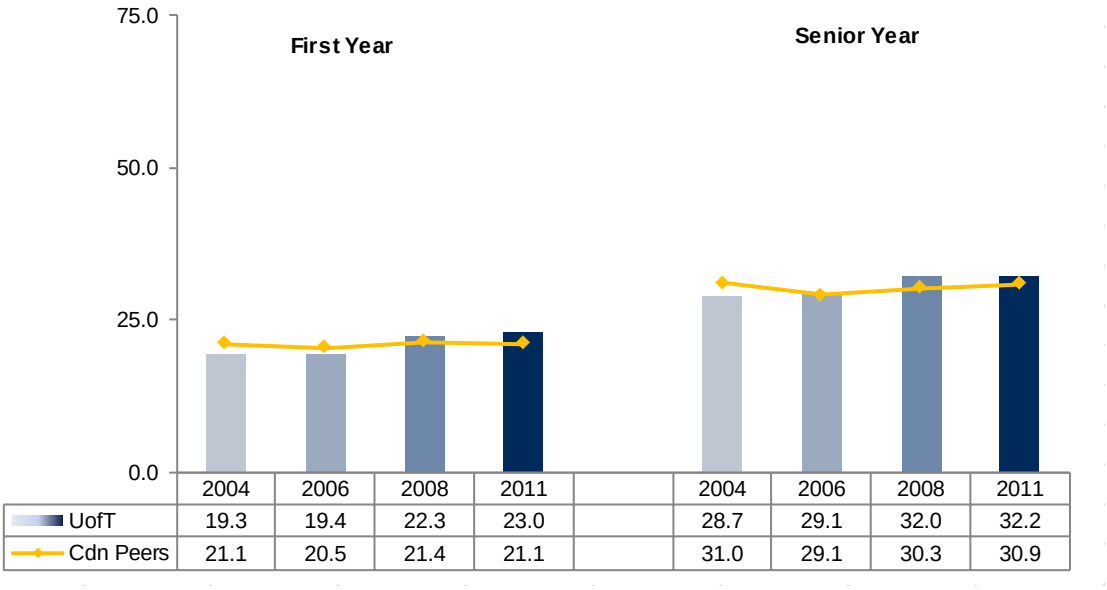
	2004	2006	2008	2011		2004	2006	2008	2011
UofT	30.8	29.7	31.5	32.5		35.6	35.6	38.7	39.3
Cdn Peers	34.3	35.1	35.1	35.4		40.6	41.6	42.8	43.9

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.)

The 2011 results are based on data collected through a census-administered NSSE while the results for all the other years are based on surveys using a randomly selected sample.

Figure B-6-c
Student-Faculty Interaction



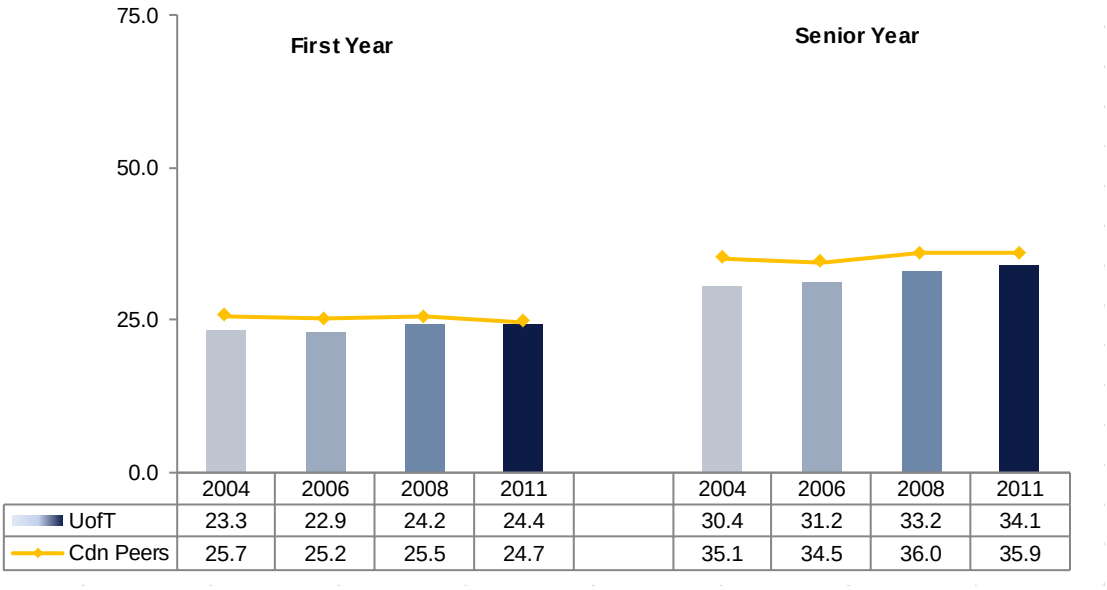
	2004	2006	2008	2011		2004	2006	2008	2011
UofT	19.3	19.4	22.3	23.0		28.7	29.1	32.0	32.2
Cdn Peers	21.1	20.5	21.4	21.1		31.0	29.1	30.3	30.9

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

The 2011 results are based on data collected through a census-administered NSSE while the results for all the other years are based on surveys using a randomly selected sample.

Figure B-6-d
Enriching Educational Experiences



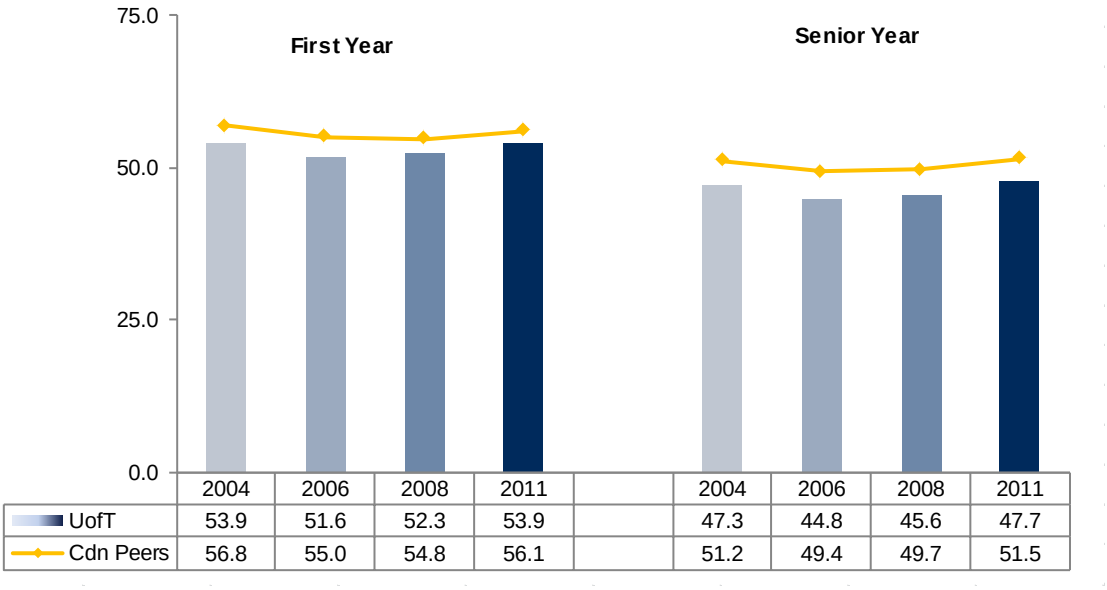
	2004	2006	2008	2011		2004	2006	2008	2011
UofT	23.3	22.9	24.2	24.4		30.4	31.2	33.2	34.1
Cdn Peers	25.7	25.2	25.5	24.7		35.1	34.5	36.0	35.9

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

The 2011 results are based on data collected through a census-administered NSSE while the results for all the other years are based on surveys using a randomly selected sample.

Figure B-6-e
Supportive Campus Environment



	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

The 2011 results are based on data collected through a census-administered NSSE while the results for all the other years are based on surveys using a randomly selected sample.

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 undertakes different strategies to understand some of the key issues identified through NSSE results. These strategies provide information to form the basis for new initiatives that enrich our students' experience.

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

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

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

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

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

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

Source: Office of Student Life

Related reports:

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

http://www.viceprovoststudents.utoronto.ca/uoftresponse.htm

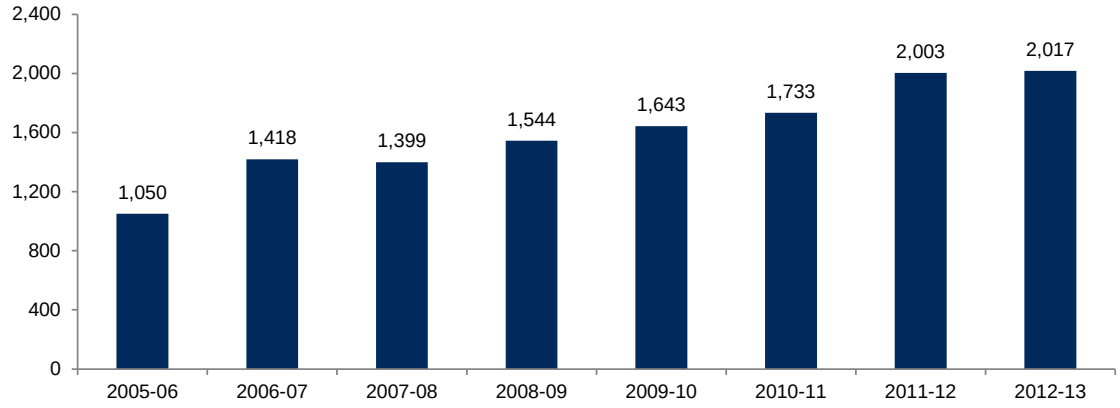
Service Learning Opportunities

Performance Relevance:

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

Figure B-7-a
Undergraduate Service-Learning Course Enrolment
Supported by the Centre for Community Partnerships (CCP), 2005-06 to 2012-13

The chart below indicates the number of undergraduate students enrolled in CCP-supported service-learning courses across the three campuses from 2005-06 to 2012-13.

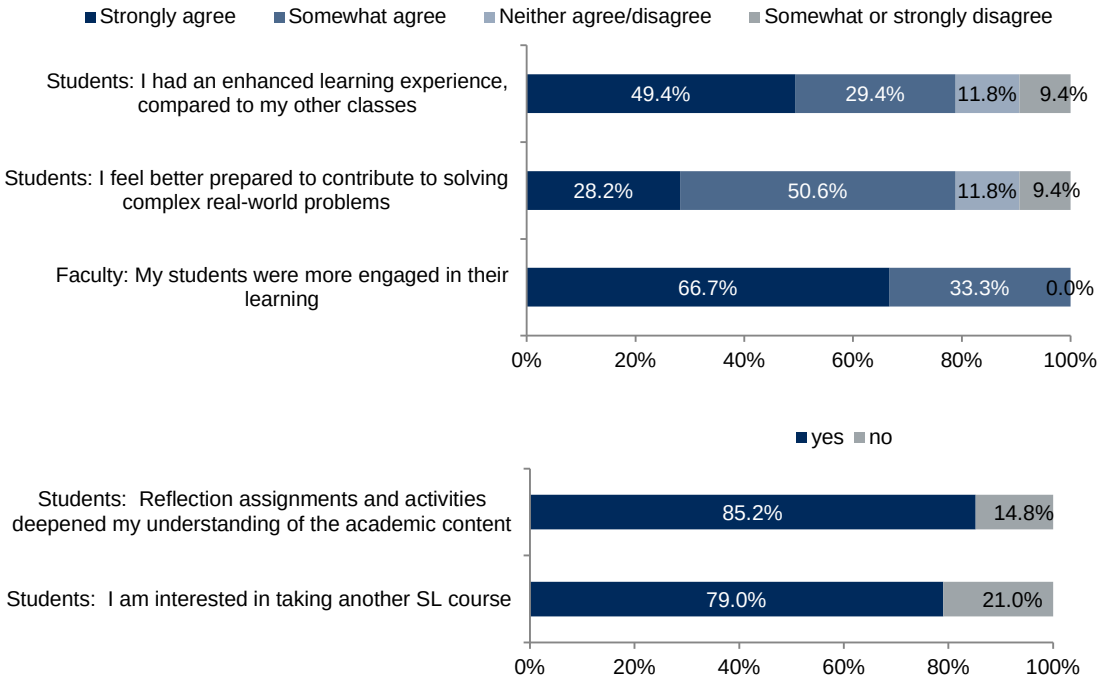


Source: Centre for Community Partnerships

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 B-7-b
Results of Service-Learning Assessment Survey - Selected Items, 2011-12

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/

Canadian Graduate and Professional Student Survey (CGPSS) Results

Performance Relevance:

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

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

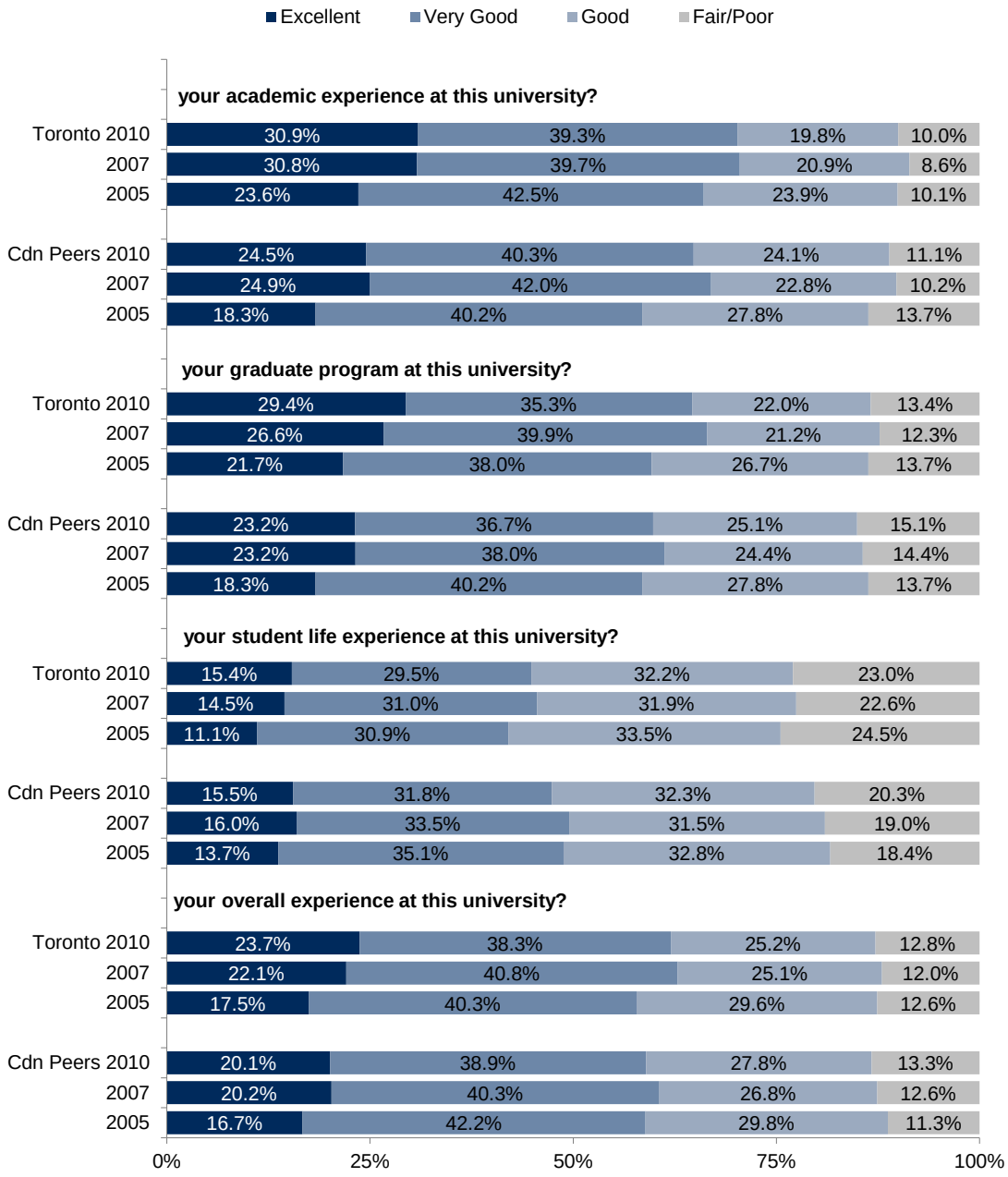
In 2007, along with our Canadian peer institutions (Alberta, British Columbia, Calgary, Dalhousie, Laval, McGill, McMaster, Montréal, Ottawa, Queen's, Waterloo, and Western) and all Ontario universities, the University of Toronto participated for the second time in the Canadian Graduate and Professional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

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

Figure B-8-a
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.

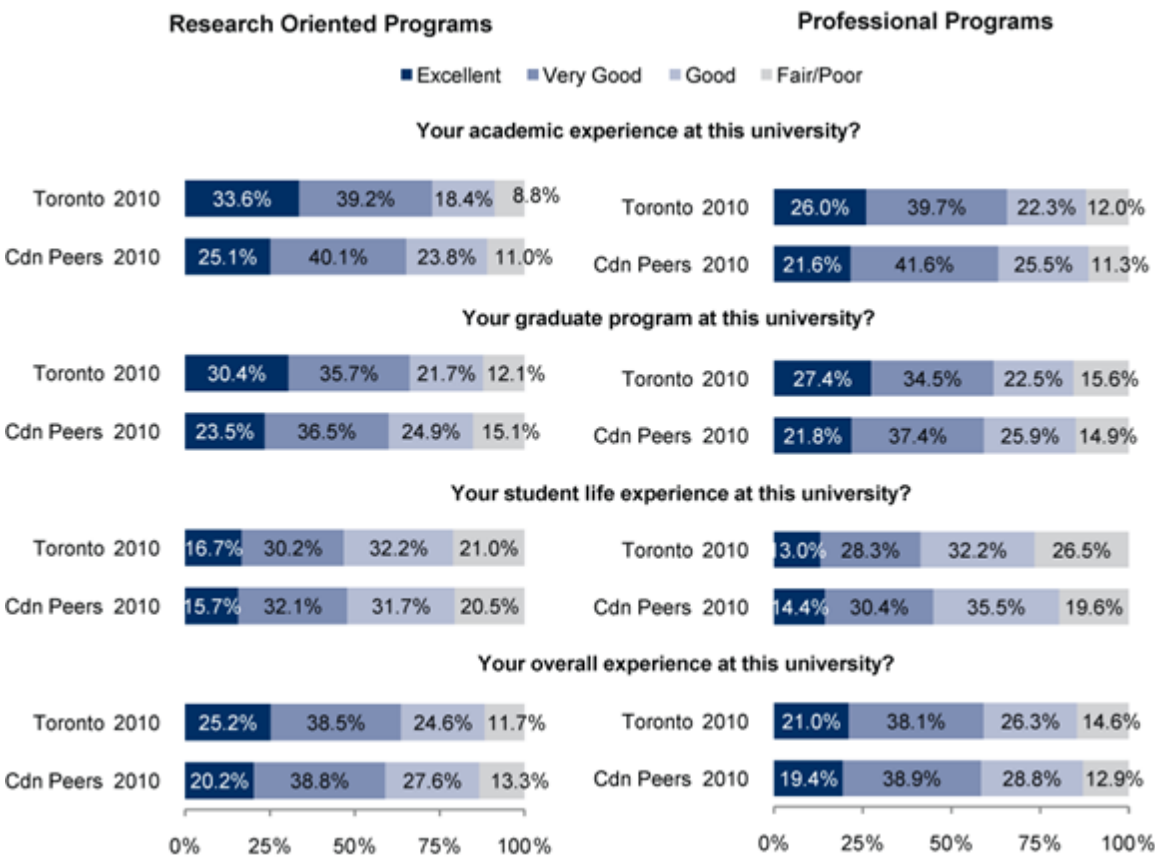
Overall, how would you rate the quality of…



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 B-8-b
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

Graduate Interdisciplinary Opportunities - CGPSS Responses

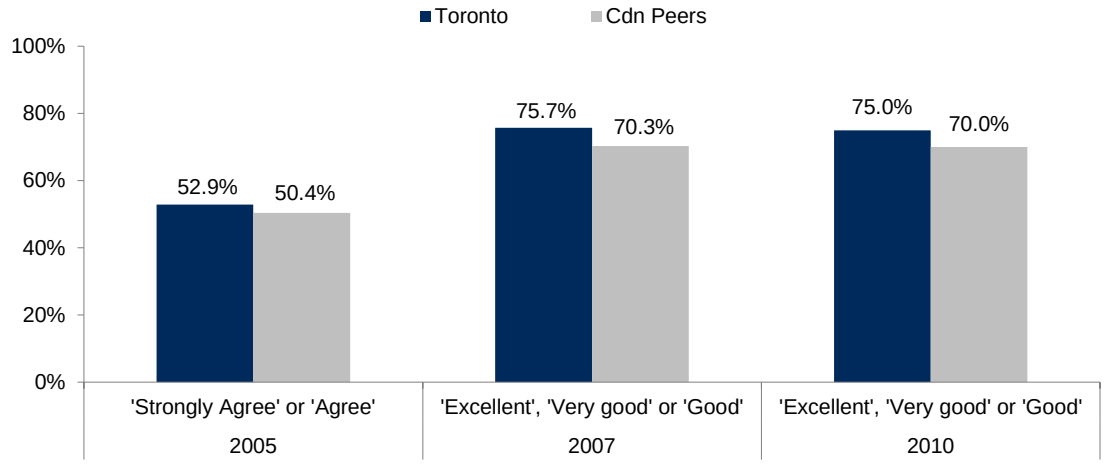
Performance Relevance:

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.

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

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

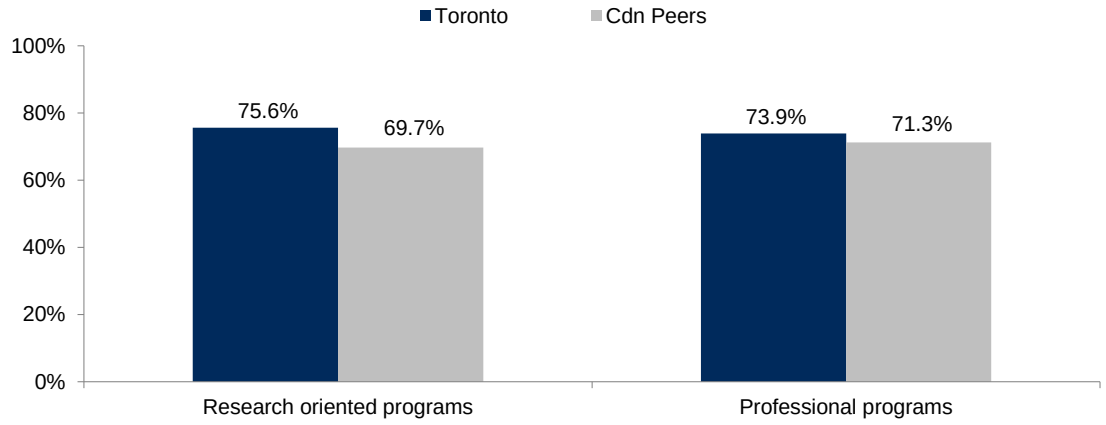
The bars below indicate graduate student responses for the 2005, 2007 and 2010 CGPSS question regarding opportunities provided to engage in interdisciplinary activity.



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 B-9-b
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

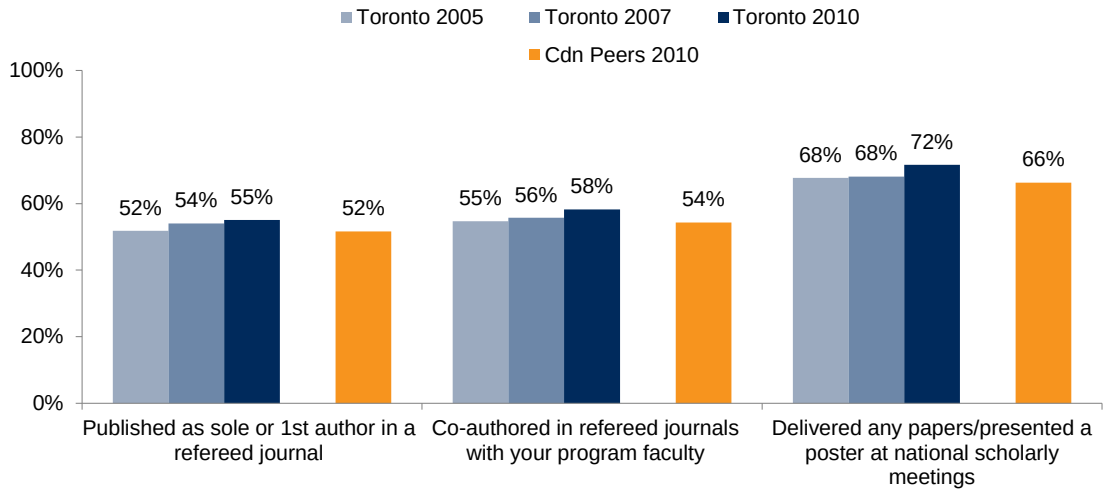
Graduate Research, Publications and Presentations - CGPSS Responses

Performance Relevance:

Survey results regarding graduate student research, publications and presentations provide an indication of the program and department support that students receive to undertake these activities. We are able to assess our improvement over time by comparing our results from the 2005, 2007 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 B-9-c
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

Graduate Time-to-Completion and Graduation

Performance Relevance:

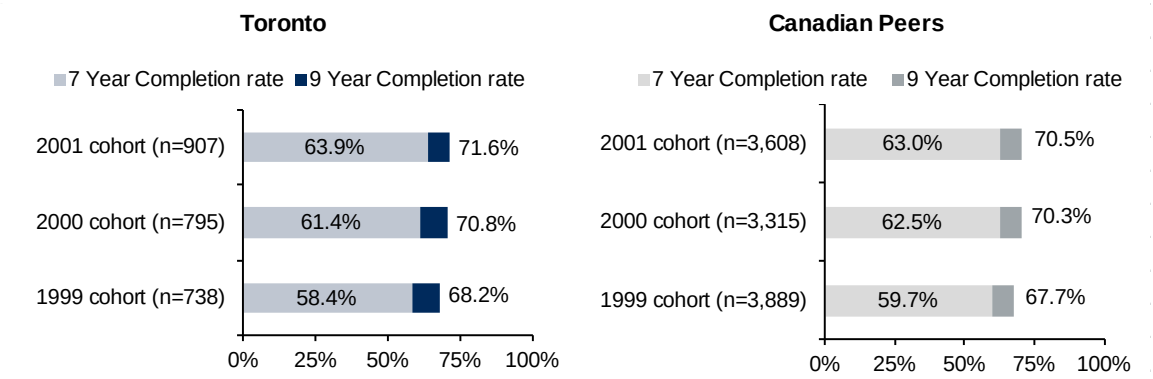
The University is committed to providing students with an environment in which they can thrive. The rate at which students continue their studies and graduate in a timely fashion reflects our success in creating these conditions, and also reflects the University's ability to attract those students best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

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

Figure B-10-a

Seven-Year and Nine-Year Completion Rate
1999, 2000 and 2001 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.



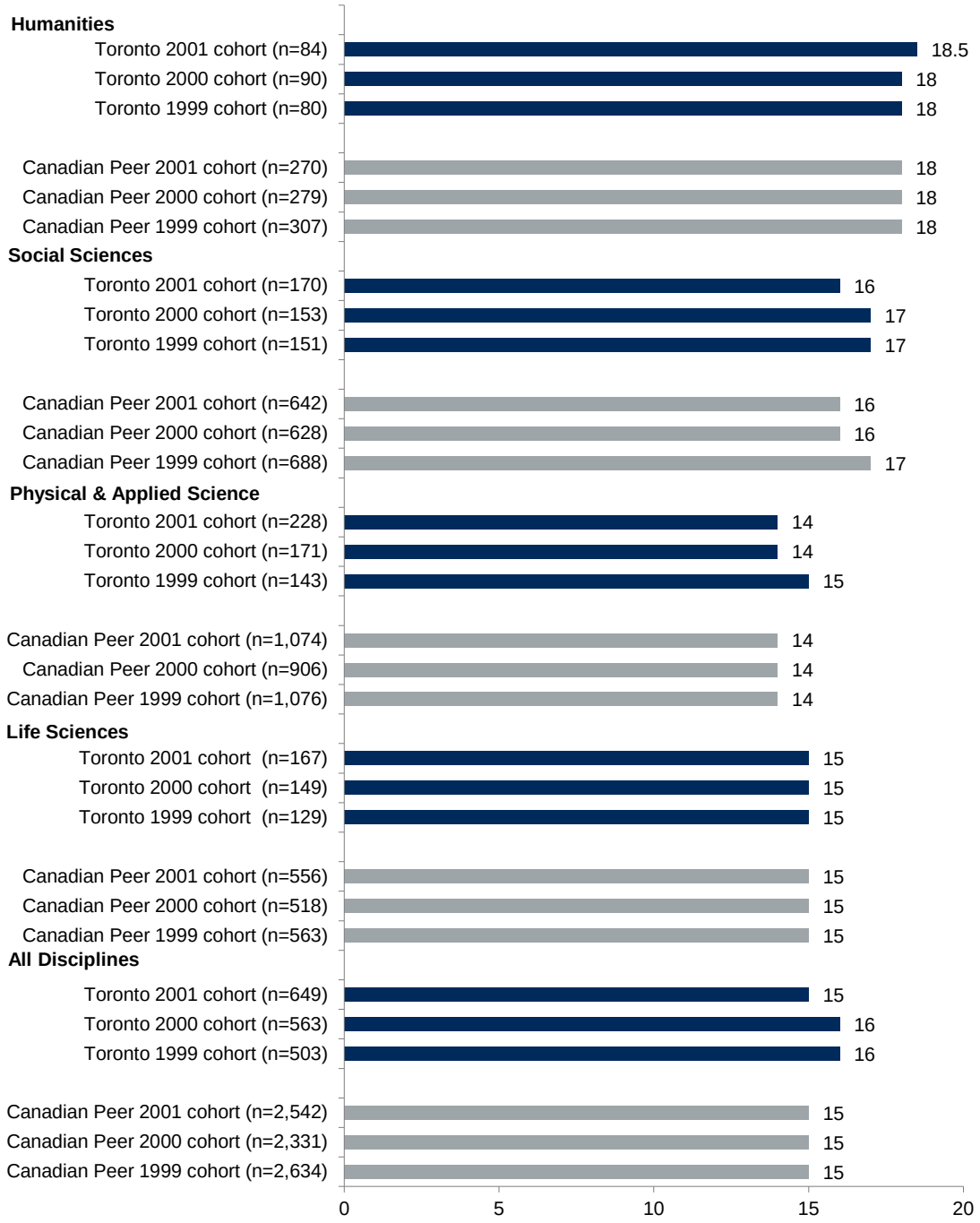
Toronto	7 Year Completion Rate	9 Year Completion Rate	Canadian Peers	7 Year Completion Rate	9 Year Completion Rate
Humanities			**Humanities**		
2001 cohort (n=153)	42.5%	54.9%	2001 cohort (n=484)	43.0%	55.8%
2000 cohort (n=150)	44.0%	60.0%	2000 cohort (n=467)	46.5%	59.7%
1999 cohort (n=154)	43.5%	51.9%	1999 cohort (n=569)	44.5%	54.0%
Social Sciences			**Social Sciences**		
2001 cohort (n=241)	61.4%	70.5%	2001 cohort (n=983)	55.0%	65.3%
2000 cohort (n=232)	54.7%	65.9%	2000 cohort (n=973)	55.5%	64.5%
1999 cohort (n=222)	57.7%	68.0%	1999 cohort (n=1,082)	51.8%	63.6%
Physical and Applied Sciences			**Physical and Applied Sciences**		
2001 cohort (n=311)	70.1%	73.3%	2001 cohort (n=1,434)	70.7%	74.9%
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%	1999 cohort (n=1,500)	66.0%	71.7%
Life Sciences			**Life Sciences**		
2001 cohort (n=202)	73.8%	82.7%	2001 cohort (n=707)	72.3%	78.6%
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%

Source: U15 DE

Canadian peer cohorts include U of T.
The 2001 cohort excludes UBC, Laval, Dalhousie and Saskatchewan.
The 2000 cohorts exclude UBC, Laval, Dalhousie, Manitoba and Saskatchewan.
The 1999 cohort excludes Dalhousie, Manitoba and Saskatchewan.

Figure B-10-b
Median Number of Terms Registered to Degree for Graduates
1999, 2000 and 2001 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.

The 2001 cohort excludes UBC, Laval, Dalhousie and Saskatchewan.
The 2000 cohorts exclude UBC, Laval, Dalhousie, Manitoba and Saskatchewan.
The 1999 cohort excludes Dalhousie, Manitoba and Saskatchewan.

International Students

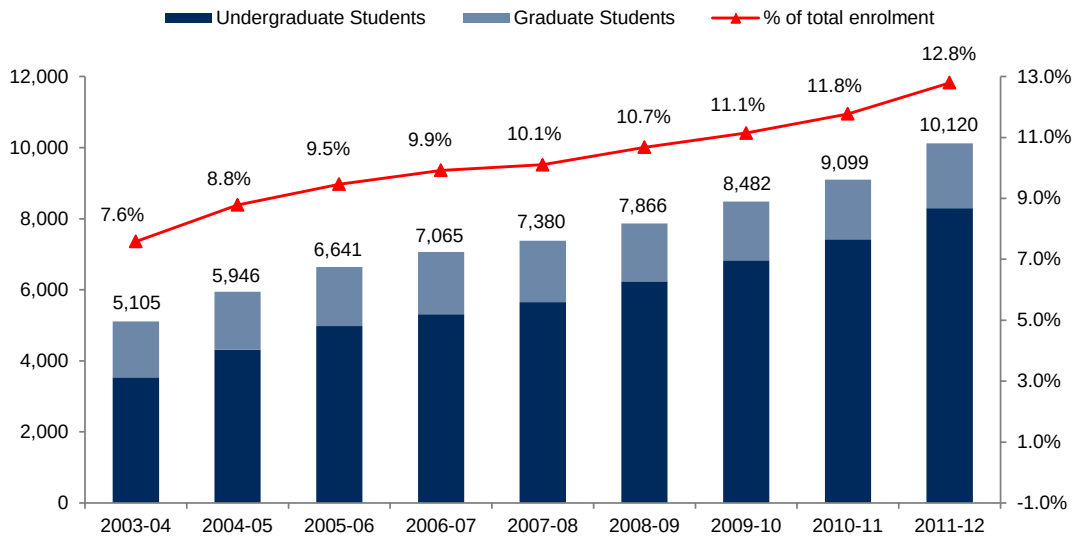
Performance Relevance:

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 B-11-a
Enrolment of International Students, 2003-04 to 2011-12

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.

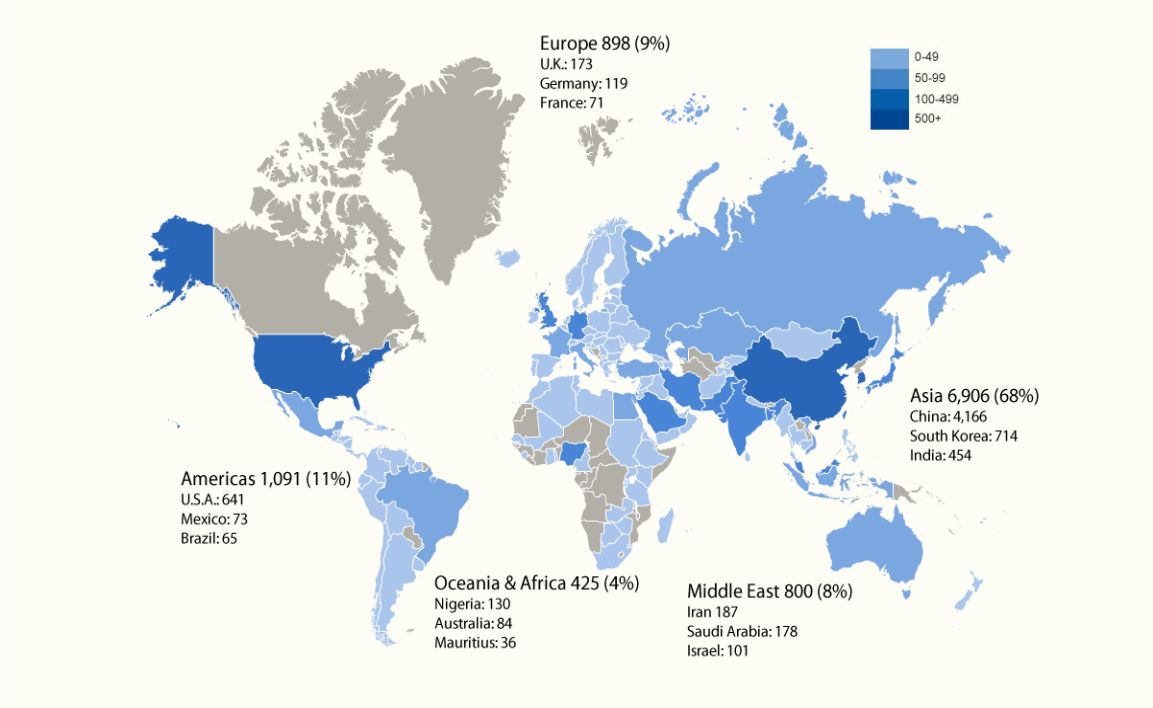


Note: Both degree and non-degree seeking students are included. Non-degree students are certificate/diploma students, special students, and residents/post-graduate medical students. Includes full-time and part-time headcounts.

Excludes Toronto School of Theology (TST)

Figure B-11-b
International Student Enrolment by Geographic Origin, Fall 2011

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



I-graduate International Student Survey Results

Performance Relevance:

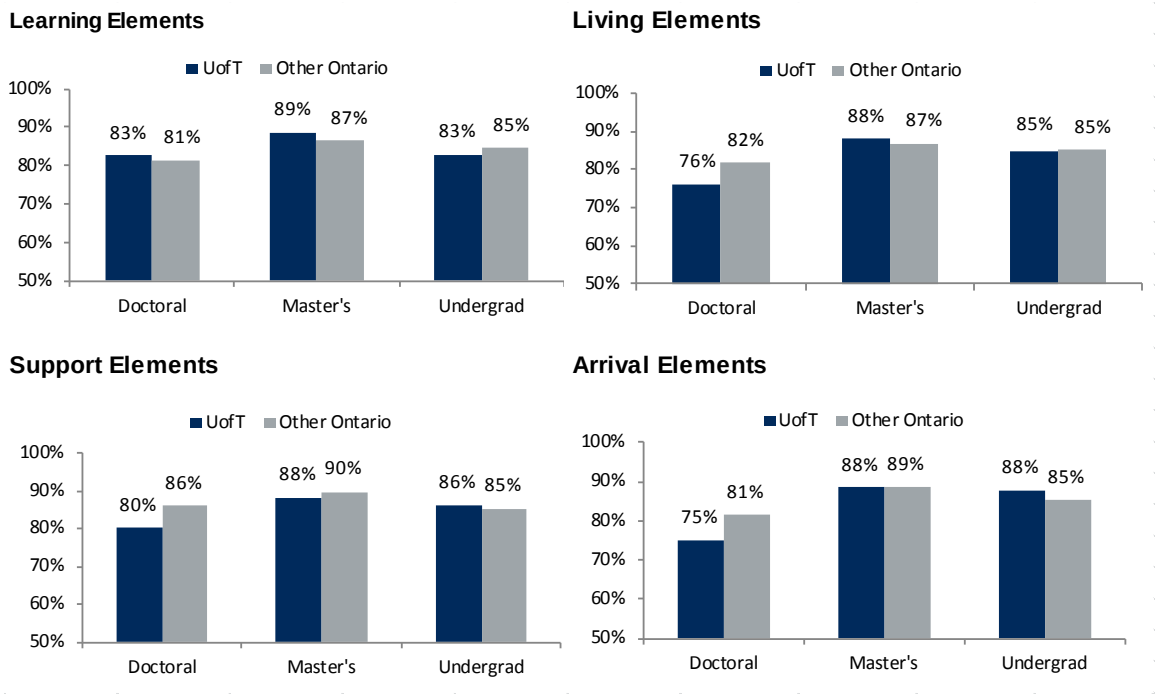
The I-graduate international student survey provides international students with an opportunity to provide feedback and suggestions about their educational experiences at the University of Toronto and in Canada generally. The findings allow us to better understand international students and enhance their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

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

The University of Toronto participated again in 2011. We are able to show the 2011 responses by degree-type.

Figure B-11-c
I-graduate International Student Survey Results, 2011
Satisfactions with the Four Areas in Student Experiences

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



Learning Elements: 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, 2011

Notes:

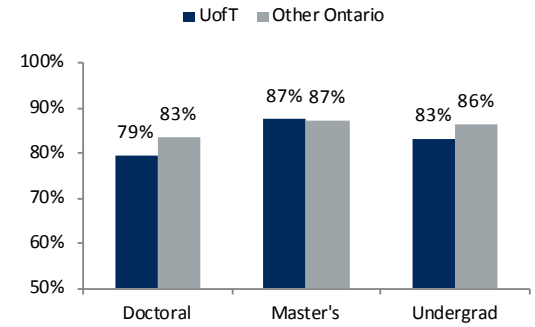
1. Satisfaction % are based on: very satisfied / satisfied

2. Other Ontario includes Carleton, Guelph, Queen's, Ryerson, UOIT, Waterloo, Windsor, Western, and York.

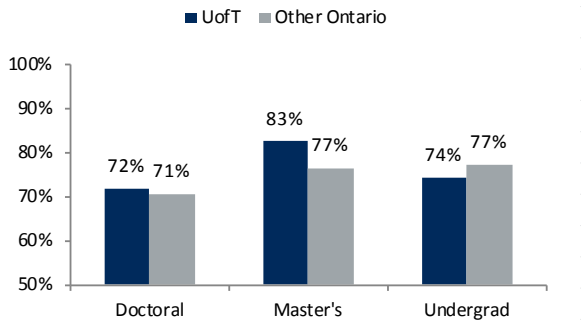
Figure B-11-d
I-graduate International Student Survey Results, 2011
Overall Satisfaction and Recommendation of the University to Others

The chart to the left shows the percentage of International Students at U of T who are satisfied or very satisfied overall compared to the percentage of International Students at other participating Ontario Universities.
The chart to the right shows the percentage of International Students at U of T who would encourage or actively encourage others to apply to the same compared to the percentage of International Students at other participating Ontario institutions.
Results in each chart are shown by degree-type.

Overall Satisfaction



Recommendation of the University to Others



Source: I-graduate International Student Survey, 2011

Notes:

1. Recommendation % are based on: actively encourage / would encourage others to apply for the same University.

2. Other Ontario includes Carleton, Guelph, Queen's, Ryerson, UOIT, Waterloo, Windsor, Western, and York.

Diversity of Students

Performance Relevance:

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

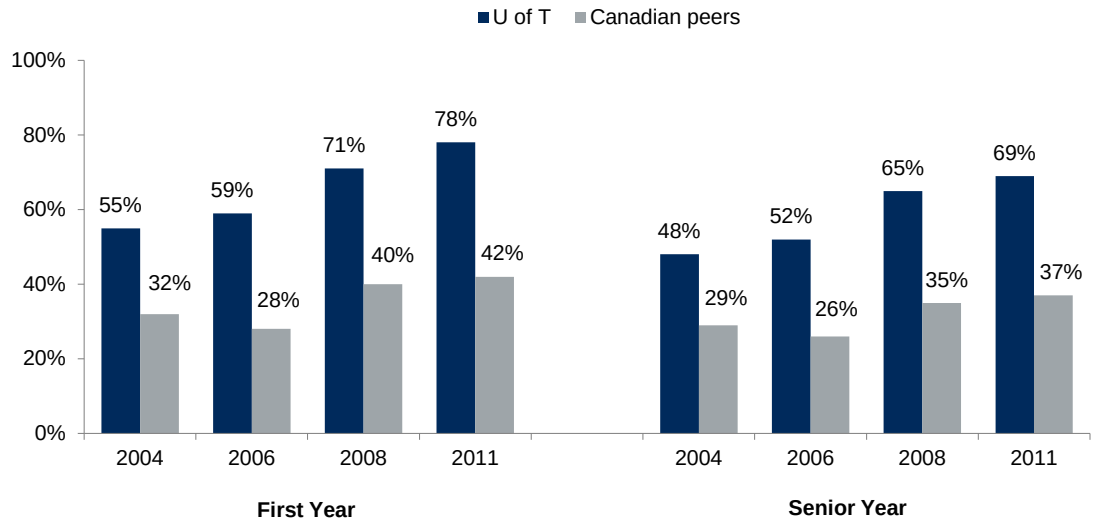
To measure the diversity of our students, we have included a measure estimating the proportion of our first-entry undergraduate program students who identify themselves as "visible minorities" (2004 and 2006) or "non-white" (2008, 2011) as part of the National Survey of Student Engagement.

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

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

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

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.

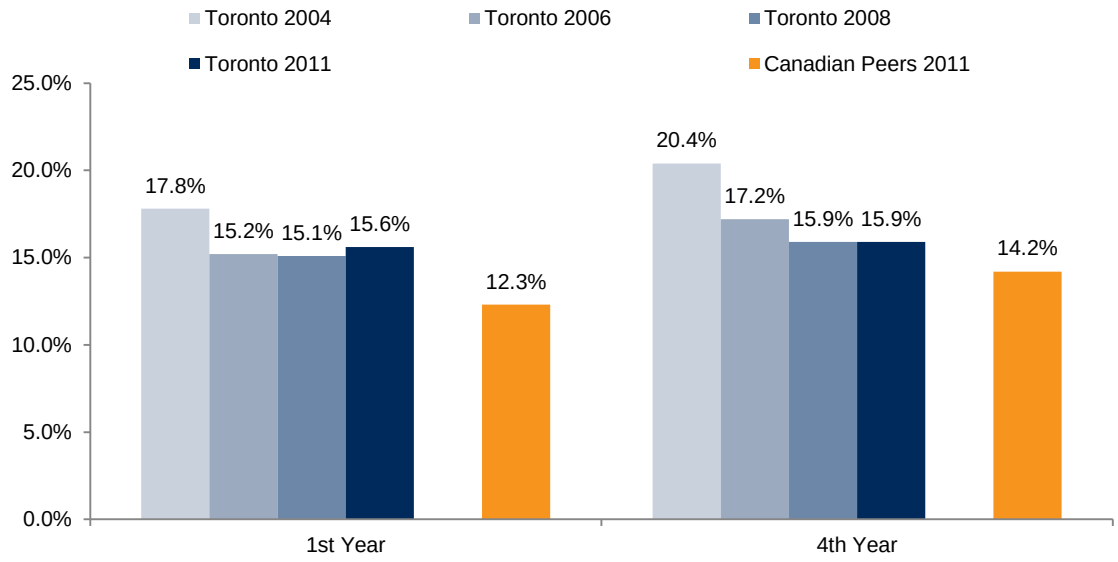


*The wording of the question on ethno-cultural information in the survey changed in 2008. In previous versions of the survey, students were asked if they were "a member of a visible minority group in Canada." In the 2008 and 2011 versions, students were asked to identify their ethno-cultural background 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.

The 2011 results are based on data collected through a census-administered NSSE while the results for all the other years are based on surveys using a randomly selected sample.

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

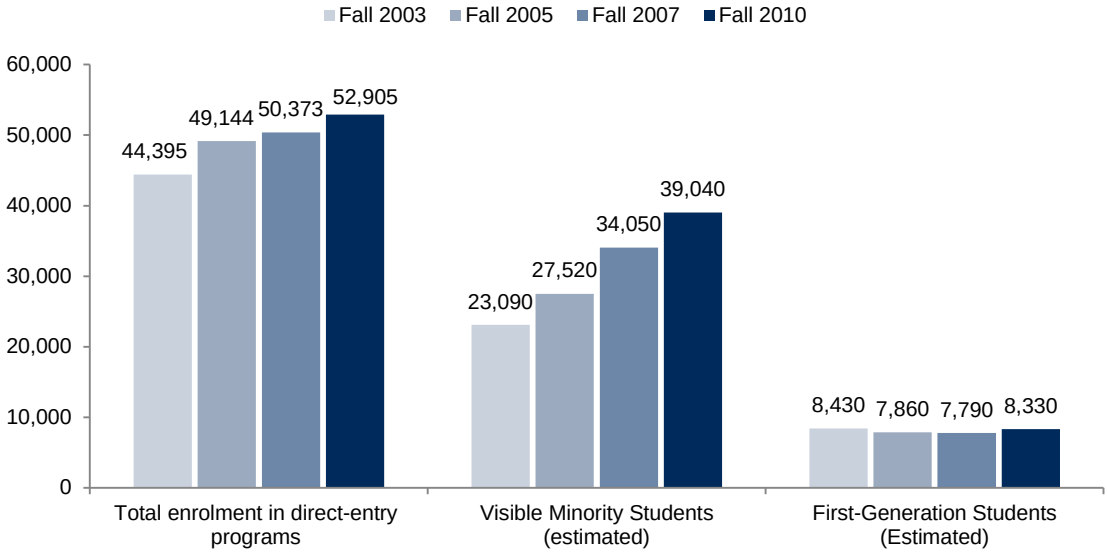
The chart below indicates the percentage of first-year and senior-year undergraduate students in direct-entry programs at U of T who responded 'yes' to the question "Neither my father nor my mother attended college" compared to the percentage of 2011 respondents at our Canadian peer institutions.



The 2011 results are based on data collected through a census-administered NSSE while the results for all the other years are based on surveys using a randomly selected sample.

Figure B-12-c
Estimated Number of Students in Direct-Entry Undergraduate Programs who are Visible Minorities, Estimated Number of Students in Direct-Entry Undergraduate Programs who are First-Generation Students, Fall 2003, Fall 2005, Fall 2007 and Fall 2010

The chart below indicates the total number of students enrolled in first-entry programs in Fall 2003, Fall 2005, Fall 2007 and Fall 2010.
It shows the estimated number of students in first-entry programs who are Visible Minorities (based NSSE responses) and who are First-Generation students (based on NSSE responses).



The number of Visible Minority Students and Number of First-Generation Students have been estimated using a rate generated from NSSE responses (NSSE 2006 results for Fall 2005 enrolment; NSSE 2008 results for Fall 2007 enrolment; NSSE 2011 results for Fall 2010 enrolment).

Related Report:

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

Accessibility Services

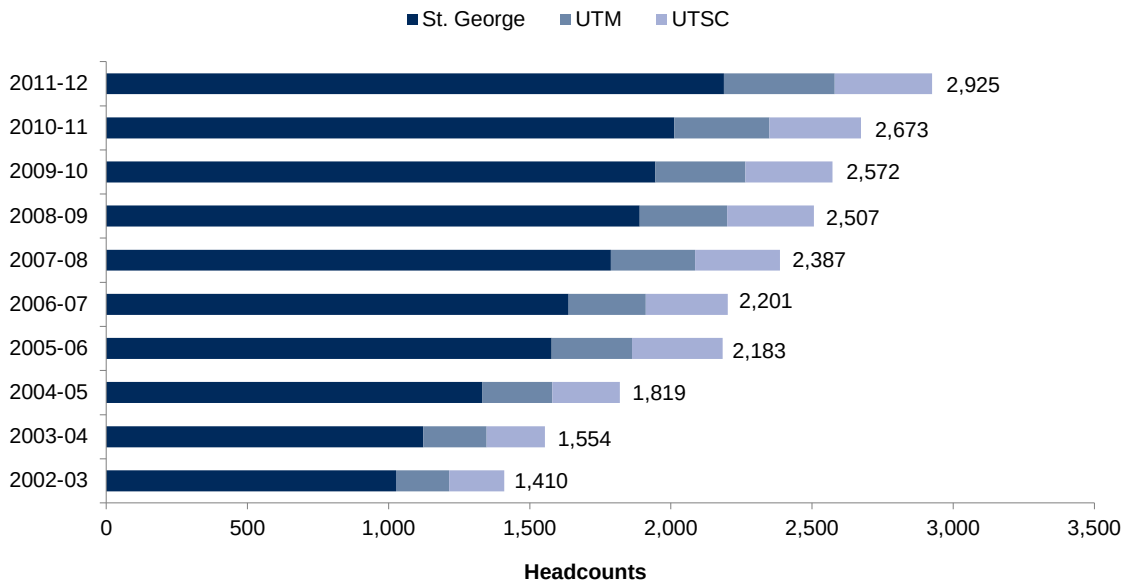
Performance Relevance:

Access to a university education can be influenced by several factors, including disability. As such, efforts are made by the University 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 B-12-d
Total Number of Students Registered with Accessibility Services, 2002-03 to 2011-12

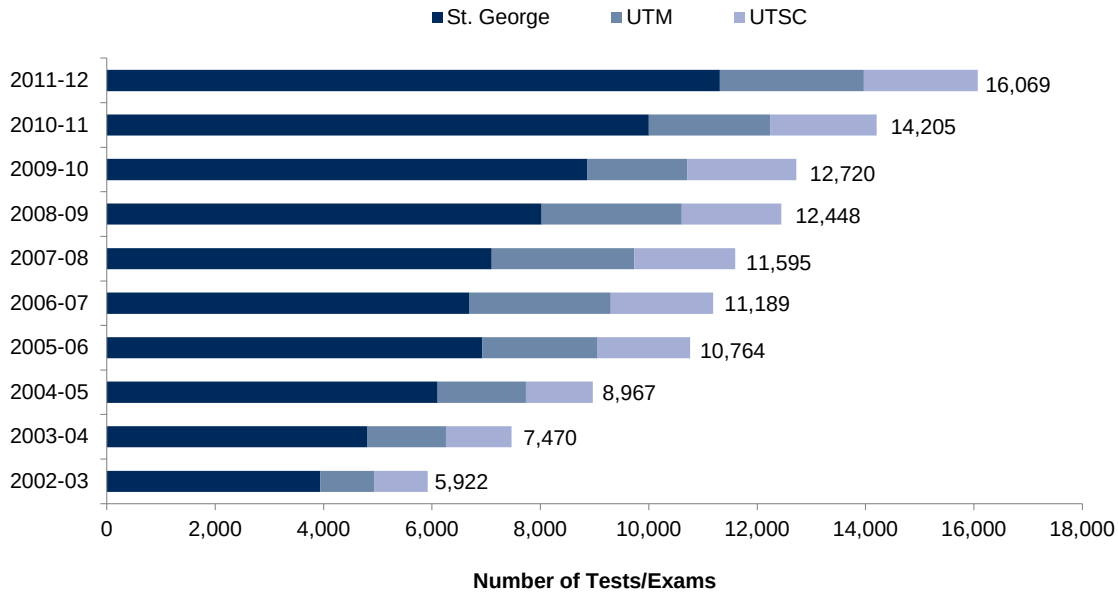
The chart below indicates the number of students registered with Accessibility Services by campus over a ten-year period.



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

Figure B-12-e
Total Number of Tests/Examinations Coordinated and Supervised by Accessibility Services, 2002-03 to 2011-12

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)

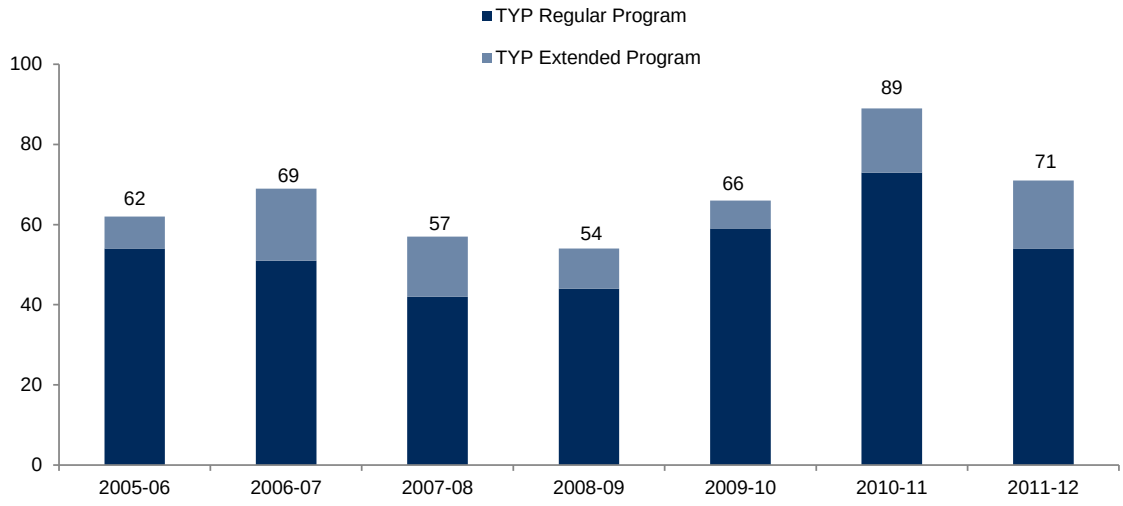
Performance Relevance:

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 B-12-f
Transitional Year Program Enrolment, 2005-06 to 2011-12

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

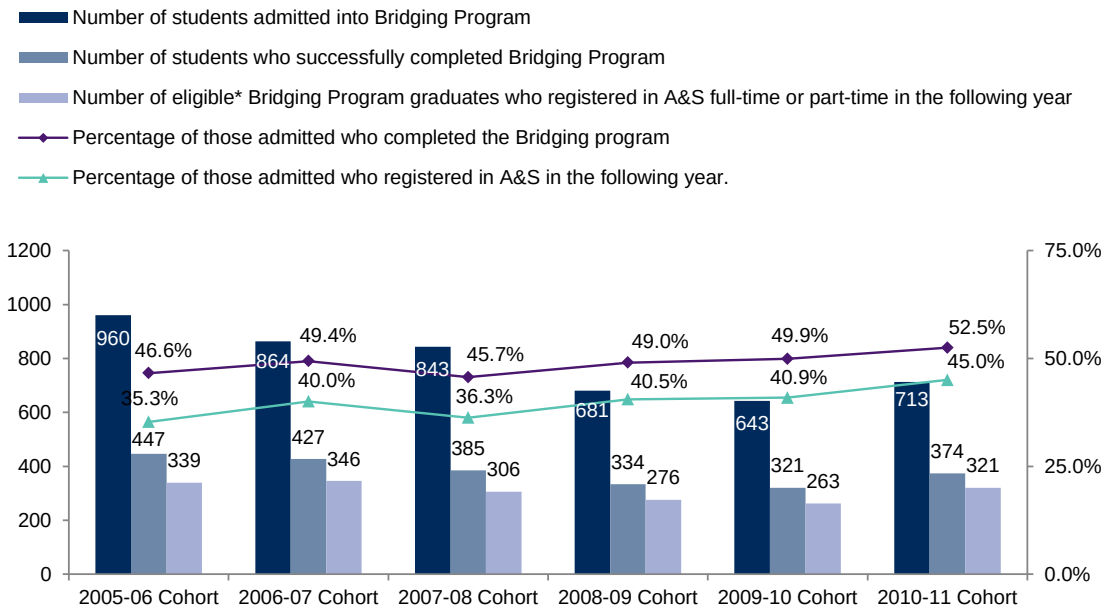
Performance Relevance:

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 B-12-g
Academic Bridging Program Enrolment

The bars in the chart below indicate the number of students enrolled in the Academic Bridging Program over a six-year period, the number of students who successfully completed the program, and the number of graduates from that program who registered in A&S the following year.
The lines indicate the percentage of those admitted who completed the Bridging program, and the percentage of those admitted who registered in A&S in the following year.



* 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/

Online Courses

Performance Relevance:

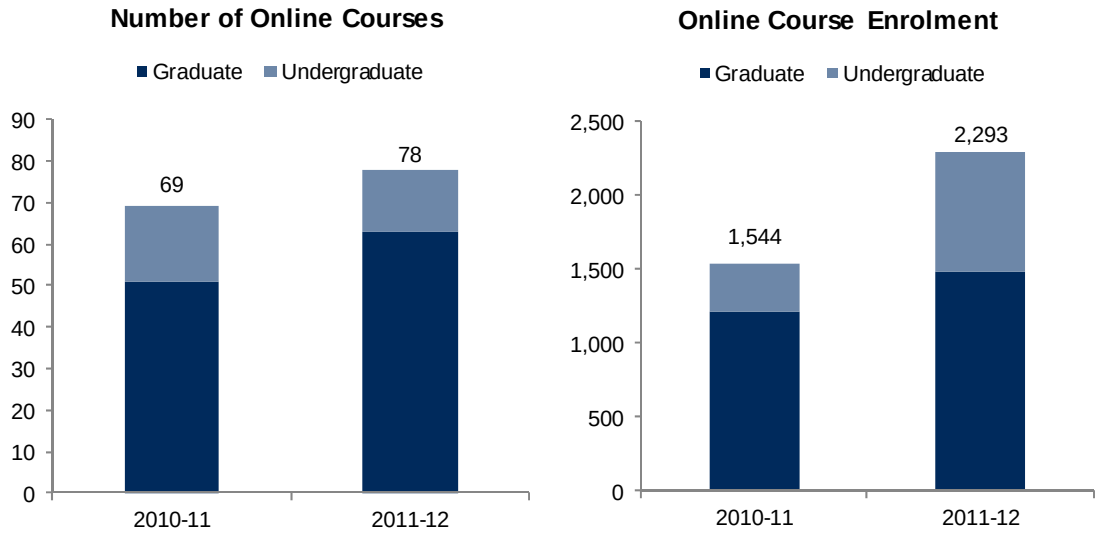
Students now live in a digital world and many would like to take advantage of the flexibility that the new technologies offer. The development of a number of online options can enhance student experience through increasing student access to courses on other campuses and other universities, allowing students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

An Online Education Working Group was established in 2010 to consider how the University of Toronto could both participate in the province-wide initiative and enhance online opportunities within the university. The Working Group examined current strengths and challenges in delivering online education at the University of Toronto and it will establish a set of recommendations for developing, creating and supporting new online courses and enhancing technology-supported courses including: a model for course development; technological infrastructure and support; faculty development; administrative resources; and institutional coordination of online course delivery.

In Nov 2011, 181 students who were registered in an undergraduate on-line course (ENV100, MIE 515, EDU3506, IDSB10H3, SLA210) responded to an online survey regarding their online course. We report the most important motivators for taking an on-line course, and the percentage of students who would take a similar on-line course again.

Figure B-12-h
Number of Online Courses Available, and Online Course Enrolment
2010-11 and 2011-12

The chart to the left indicates the number of online courses offered in 2010-11 and 2011-12. The chart to the right indicates the number of students registered in these online courses during the same period.

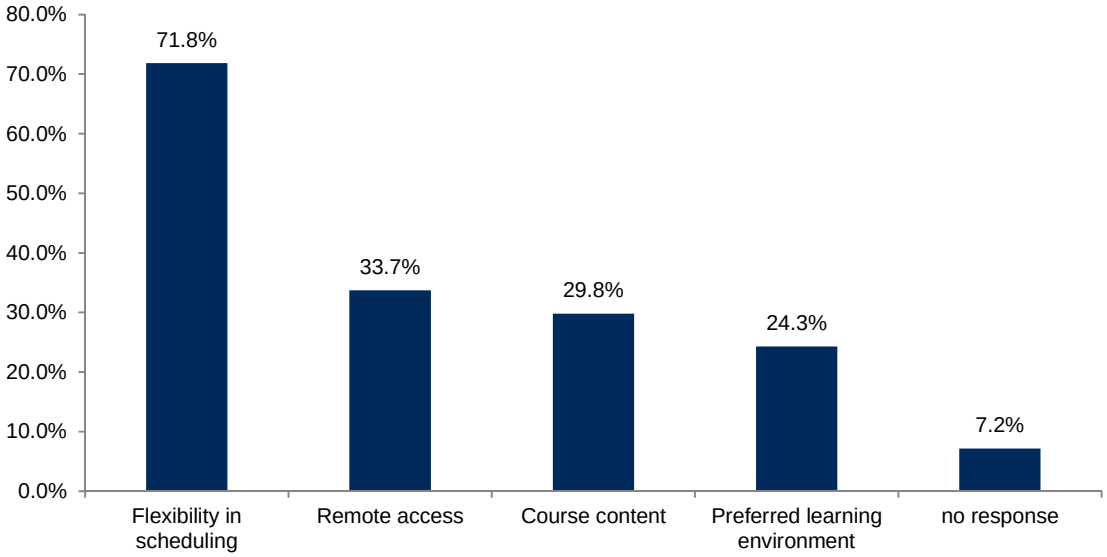


Source: Government, Institutional and Community Relations (GICR); Office of Online Learning Strategies

Figure B-12-i
University of Toronto Online Learning Project Pilot Student Survey Results, 2011

The first chart below indicates the most popular responses to the question 'what was the most important motivator to register in an online course'.
The second chart shows the percentage of respondents who responded that they would take a similar online course again.

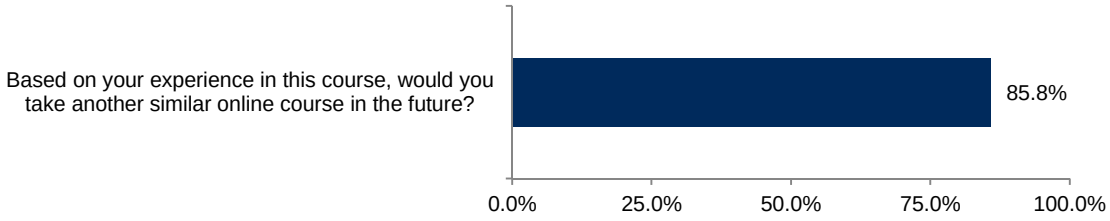
Most Important Motivator(s) to Register in an Online Course



Respondents were able to choose one or more responses.
Other responses included:

- Scheduling conflict/other scheduling issues
- Commuter/full-time employment obligations
- Interested in Instructor/Course content/learning style
- Course was mandatory or was an elective requirement
- Ability to repeat course material

Percentage of Respondents who Would Take a Similar Online Course Again



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

Net Tuition and Student Access Guarantee (SAG)

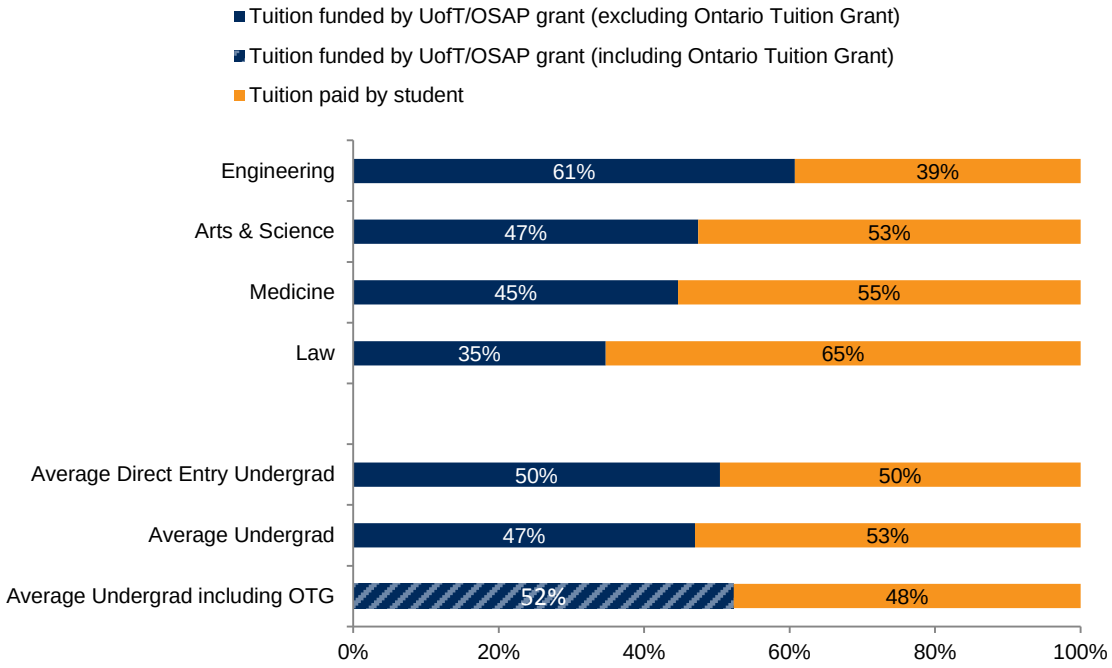
Performance Relevance:

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

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

Figure B-12-j
Undergraduate Net Tuition for OSAP Recipients by Program, 2011-12

The chart below shows the average percentage of tuition and fees paid by undergraduate domestic students receiving OSAP at UofT relative to the percentage funded by provincial and university grants in 2011-12.



The new $800/term Ontario Tuition Grant (OTG) program was introduced for the Winter, 2012 term. However, award data is only available at the aggregate level.

Includes all full-time, domestic undergraduate students receiving OSAP support.
Does not include the impact of loans, tax credits or the Ontario Student Opportunity Grant (OSOG) that caps government debt.

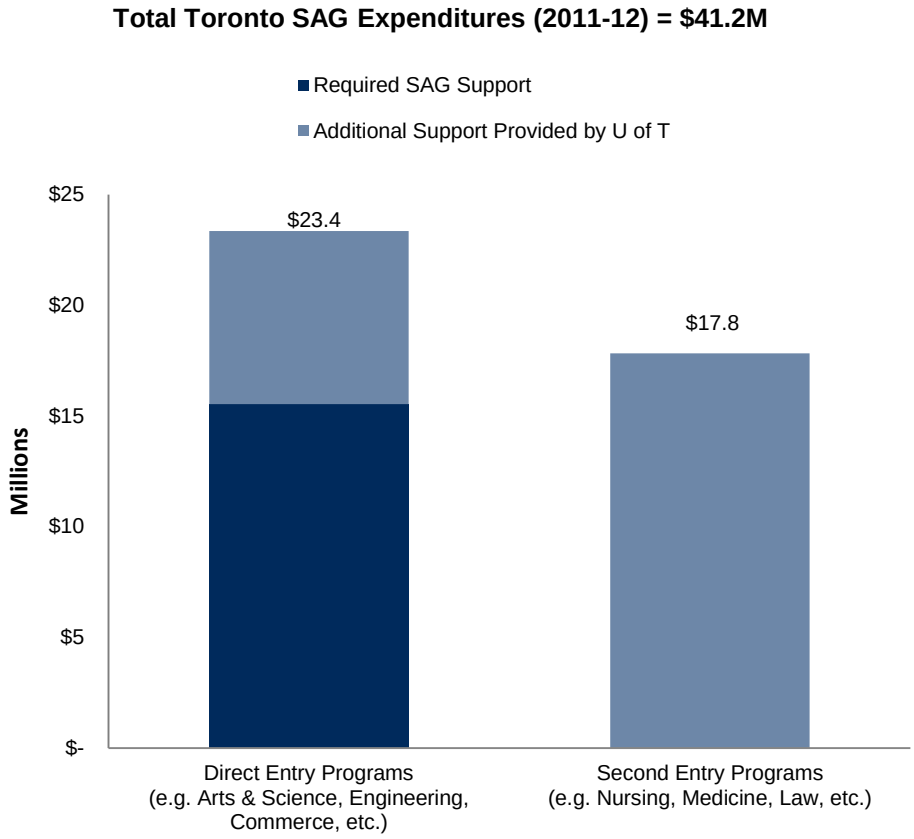
'Average Direct Entry Undergrad' includes students registered in Arts & Science, Engineering, Music, Kinesiology and Physical Education, and Transitional Year Program.

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

Source: University of Toronto

Figure B-12-k
Actual Student Access Guarantee (SAG) Related Expenditures Compared to Required SAG, 2011-12

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

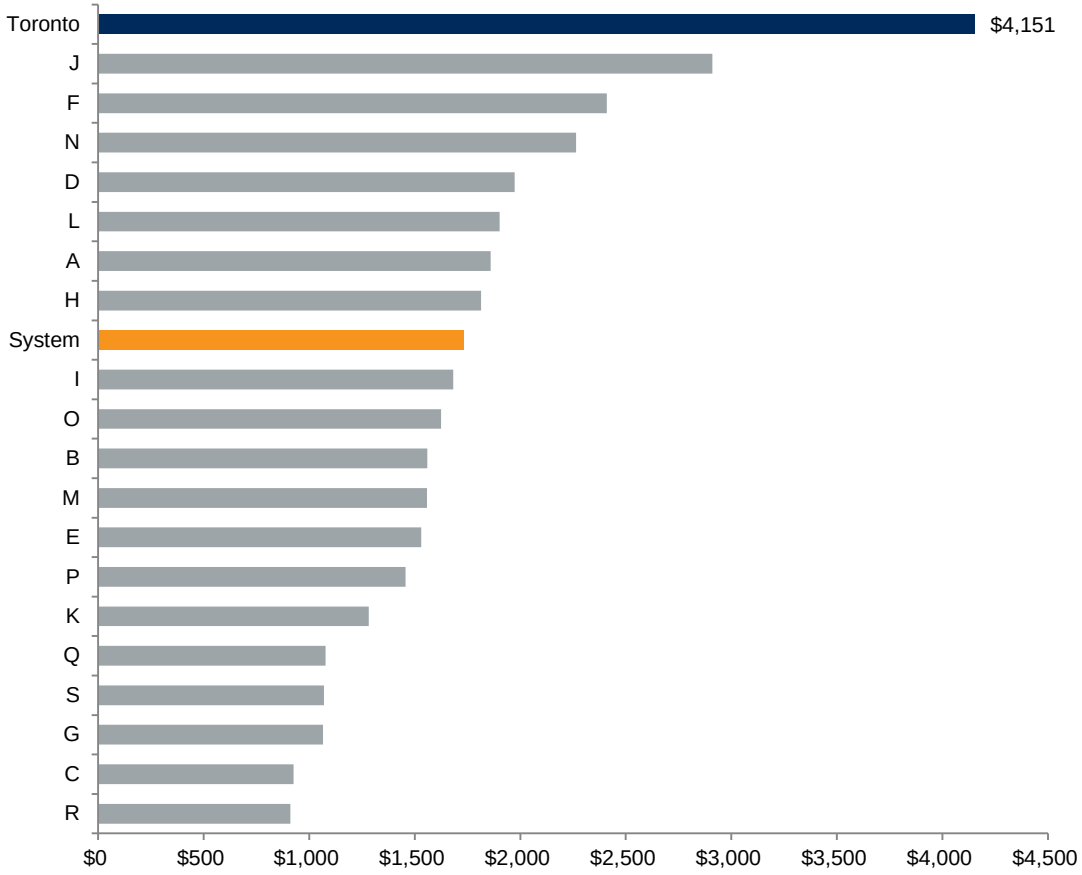


Includes Toronto School of Theology (TST).

Source: Ministry of Training, Colleges & Universities – OSAP Summary as of August 27, 2012.
Note that for OSAP purposes, 2011-12 reflects the period 01-Sep-2011 to 31-Aug-2012.

Figure B-12-l
Average SAG Expenditure per Recipient
University of Toronto compared to Ontario Universities, 2011-12

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



Toronto Includes Toronto School of Theology (TST)
System excludes Toronto.

Source: Ministry of Training, Colleges & Universities – OSAP Summary as of August 27, 2012.
Note that for OSAP purposes, 2011-12 reflects the period 01-Sep-2011 to 31-Aug-2012.

Parental Income and Student Support

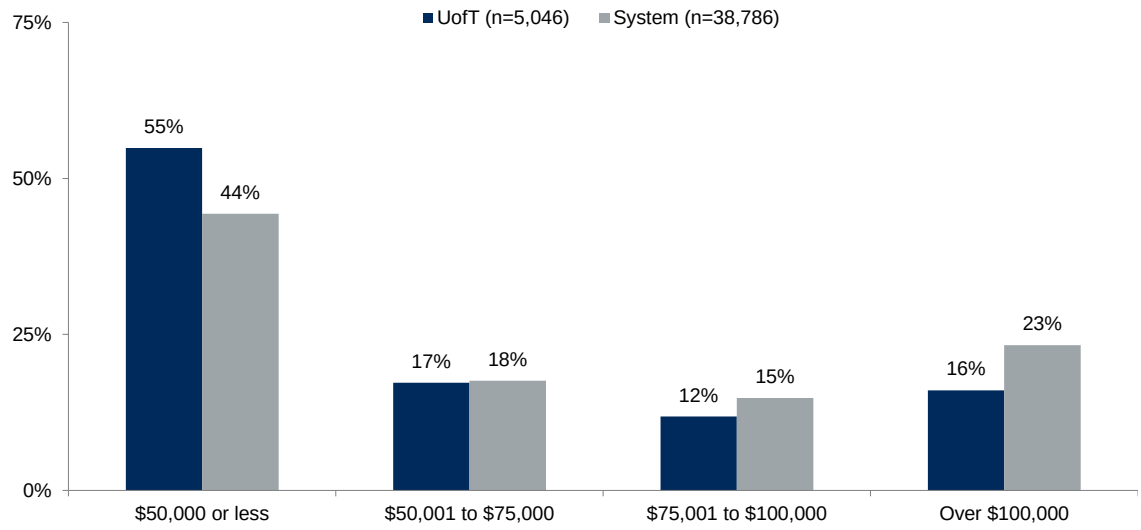
Performance Relevance:

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

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

Figure B-12-m
Parental Income of First-year Students Receiving OSAP in Direct Entry Programs at the University of Toronto Compared to All Ontario Universities, 2011-12

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.

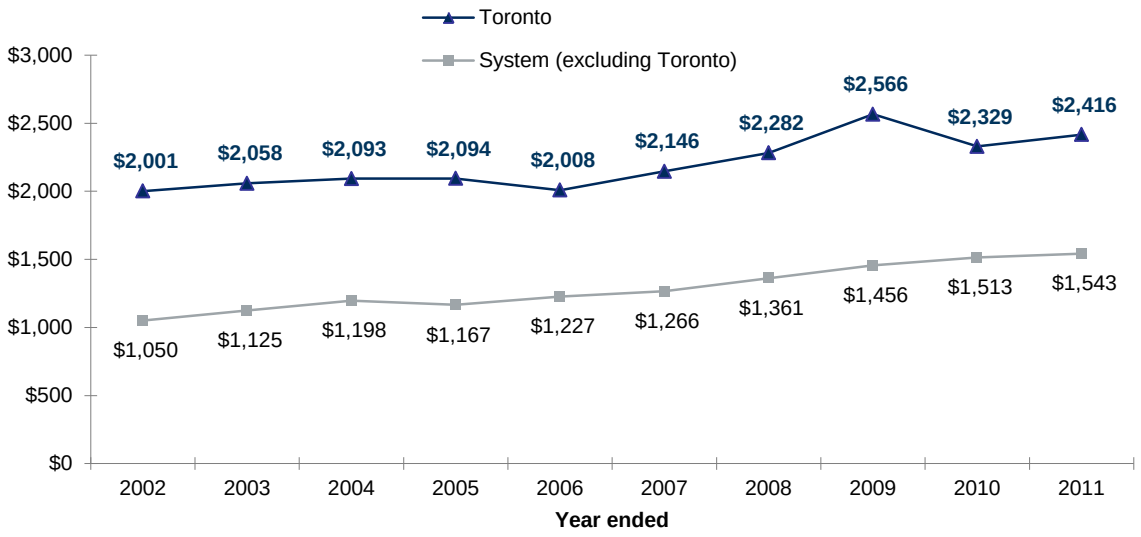


Source: Ministry of Training, Colleges and Universities (MTCU).

System numbers exclude the University of Toronto.

Figure B-12-n
Average Scholarships and Bursaries Expenditures per Student FTE, 2001-02 to 2010-11

The chart below indicates the average scholarships and bursaries expenditures per student FTE compared to other Ontario Universities over a 10-year period.

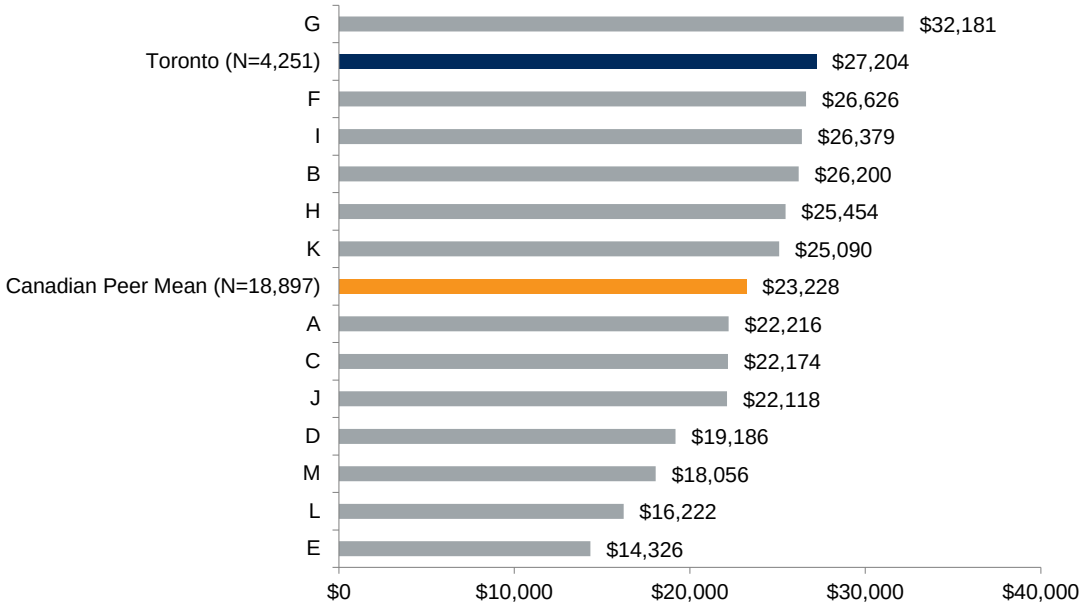


Source for financial data: Compendium of Statistical and Financial Information - Ontario Universities 1998-99, 1999-00, 2000-01, 2001-02, 2002-03, 2003-04, 2004-05, 2005-06, 2006-07, 2007-08, 2008-09, 2009-10 & 2010-11.
Volumes I and II for 1996-97and 1997-98 Council of Ontario Universities (COU), Table 4 - Summary of Expense by Fund and Object of Expense - consolidated report.
Source for Enrolment data: COU Undergraduate all terms, graduate fall and summer; includes Toronto School of Theology

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), granting council awards, prizes and awards. Scholarships and Bursaries for UofT and the Ontario System include student aid funded by restricted funds.

Figure B-12-o
Doctoral Student Support, Average Financial Support per Student, All Divisions (excl. Health Sciences), 2010-11

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



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

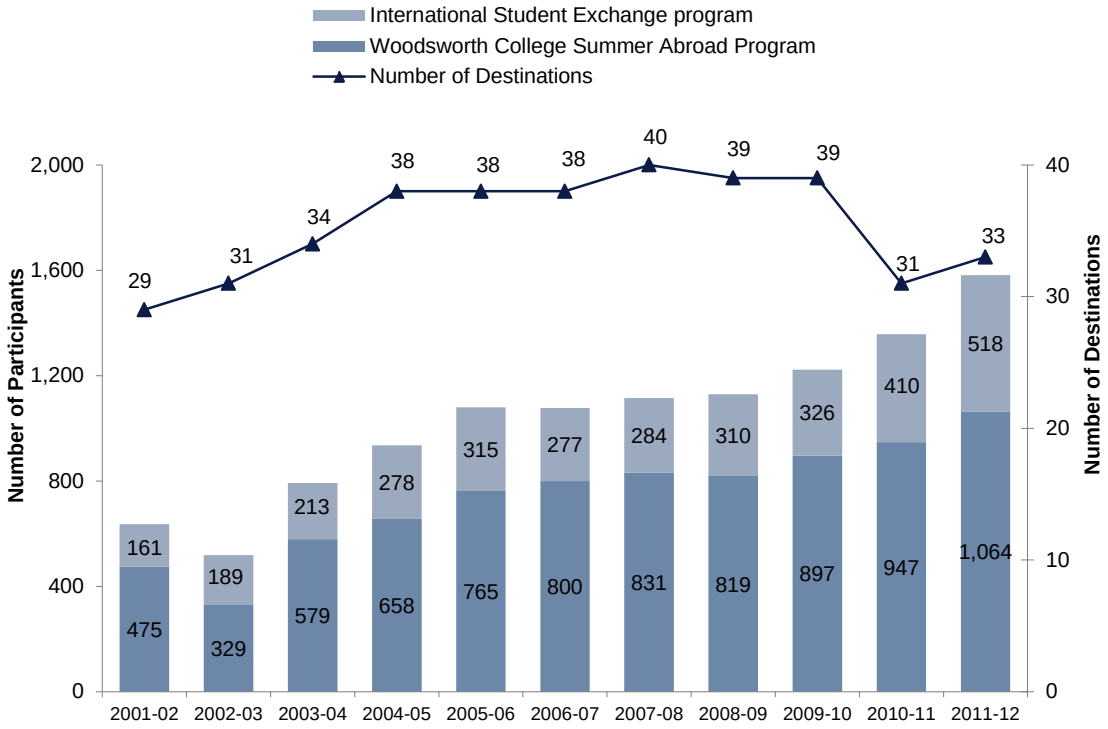
International Experience

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 B-13-a
Number of Participants and Number of Destinations of Study Abroad & Exchange Programs and Woodsworth College Summer Abroad Programs 2001-02 to 2011-12

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.

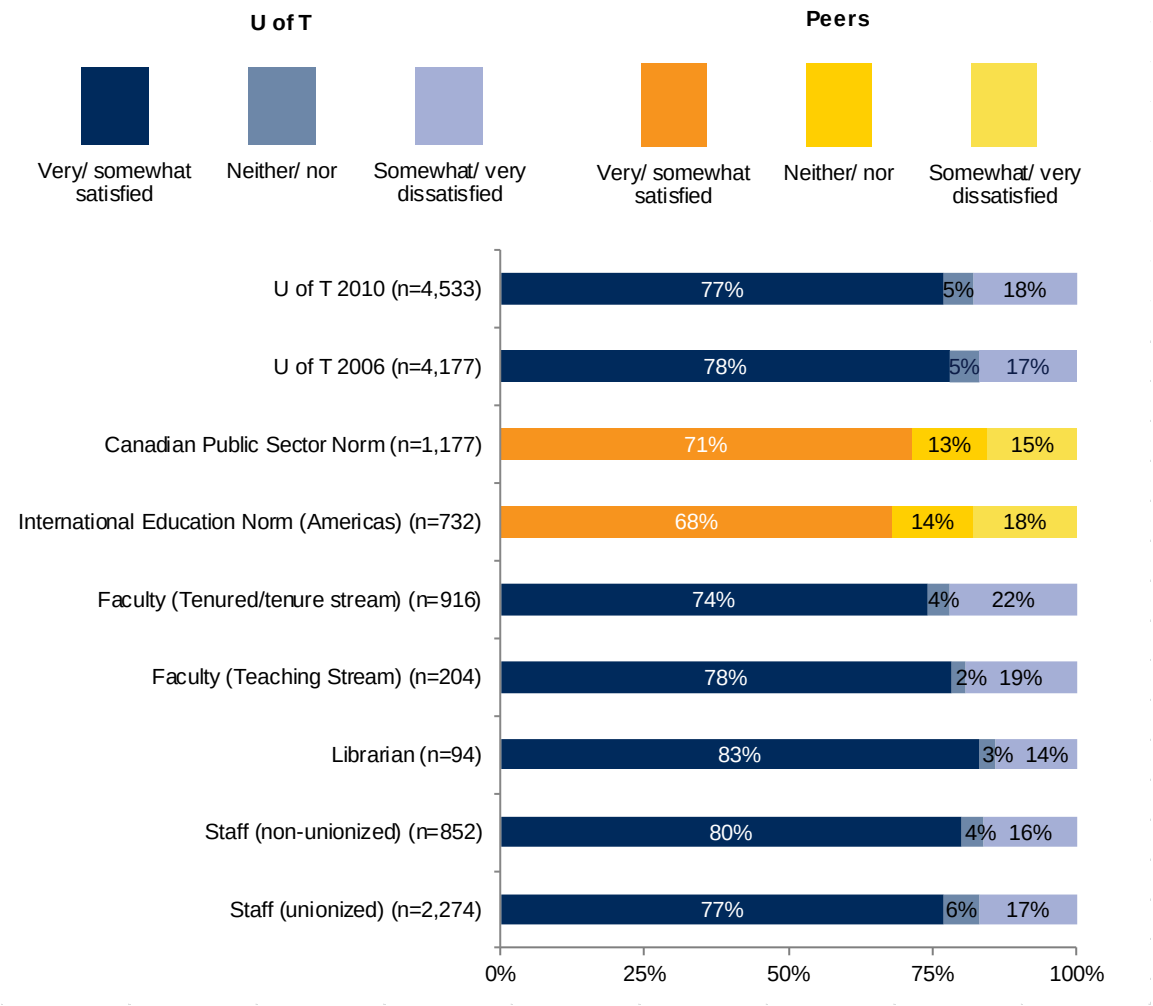
Employee Satisfaction: Faculty, Librarian and Staff Responses

Performance Relevance:

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

Figure C-1-a
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.

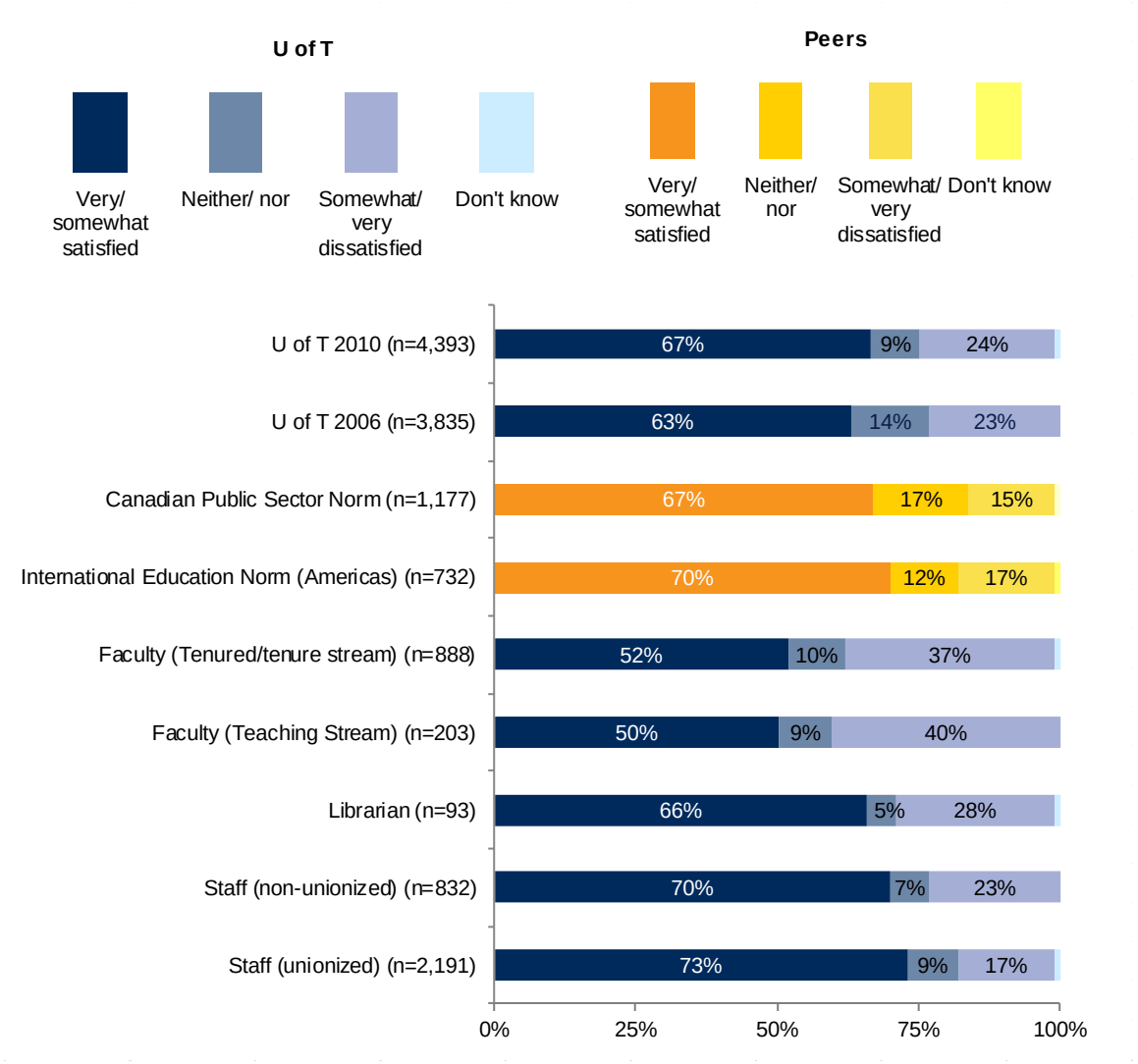


Source: UofT Faculty and Staff Experience Survey: Speaking UP, November 2010.

Note: Ipsos Reid provided benchmarks for selected questions.

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

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



Source: UofT Faculty and Staff Experience Survey: Speaking UP, November 2010.

Note: Ipsos Reid provided benchmarks for selected questions.

Annual Fundraising Achievement and Alumni Donors

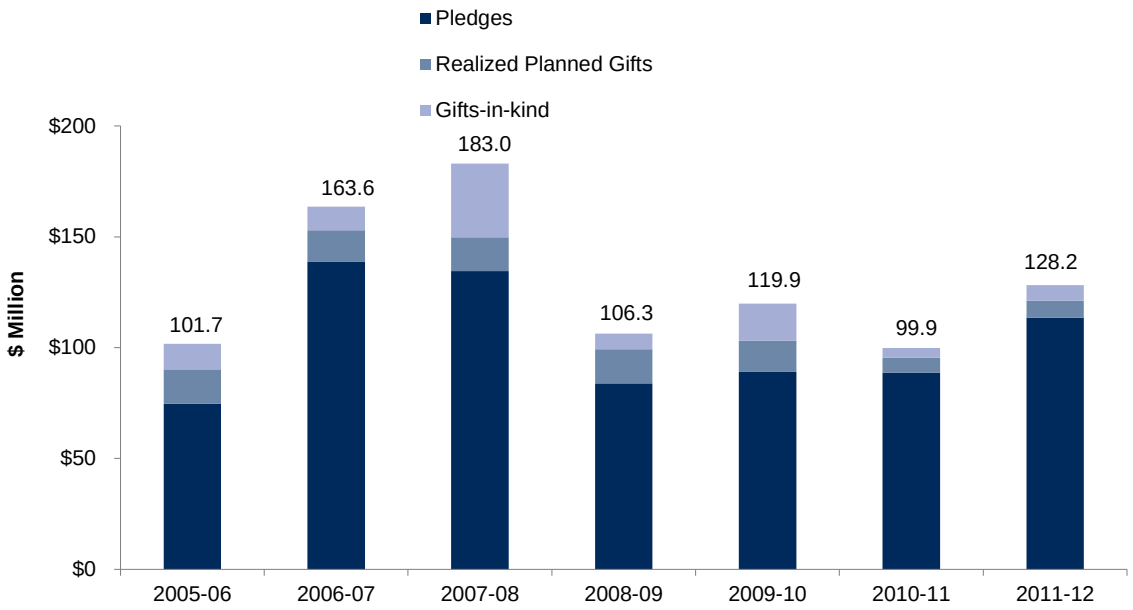
Performance Relevance:

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

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

Figure C-2-a
Annual Fund-Raising Achievement:
Gift and Pledge Total by Donation Type and Fiscal Year, 2005-06 to 2011-12

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.

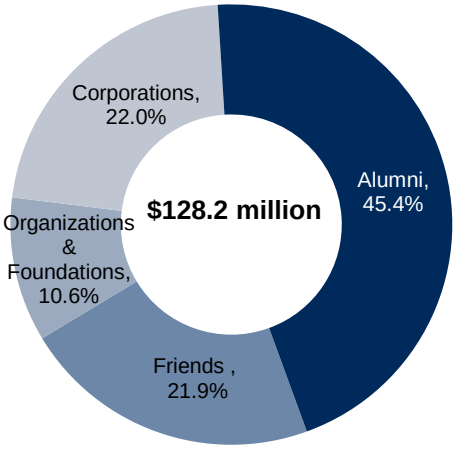


Source: Division of University Advancement

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.

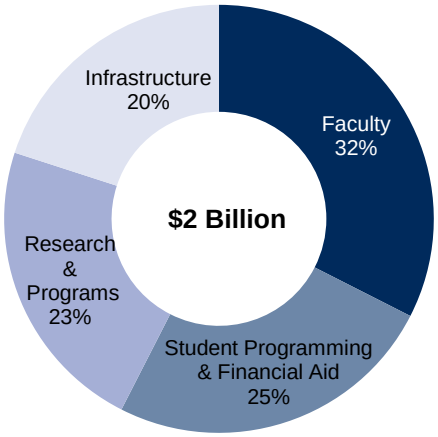
C-2-b
Annual Fundraising Achievement:
Percentage of Funds Raised by Donor Sector, 2011-12

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



Source: Division of University Advancement.

C-2-c
BOUNDLESS Campaign Goals by Priority



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

Related Website:

Boundless: The Campaign

http://boundless.utoronto.ca/

Graduate Student Enrolment Expansion

Performance Relevance:

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

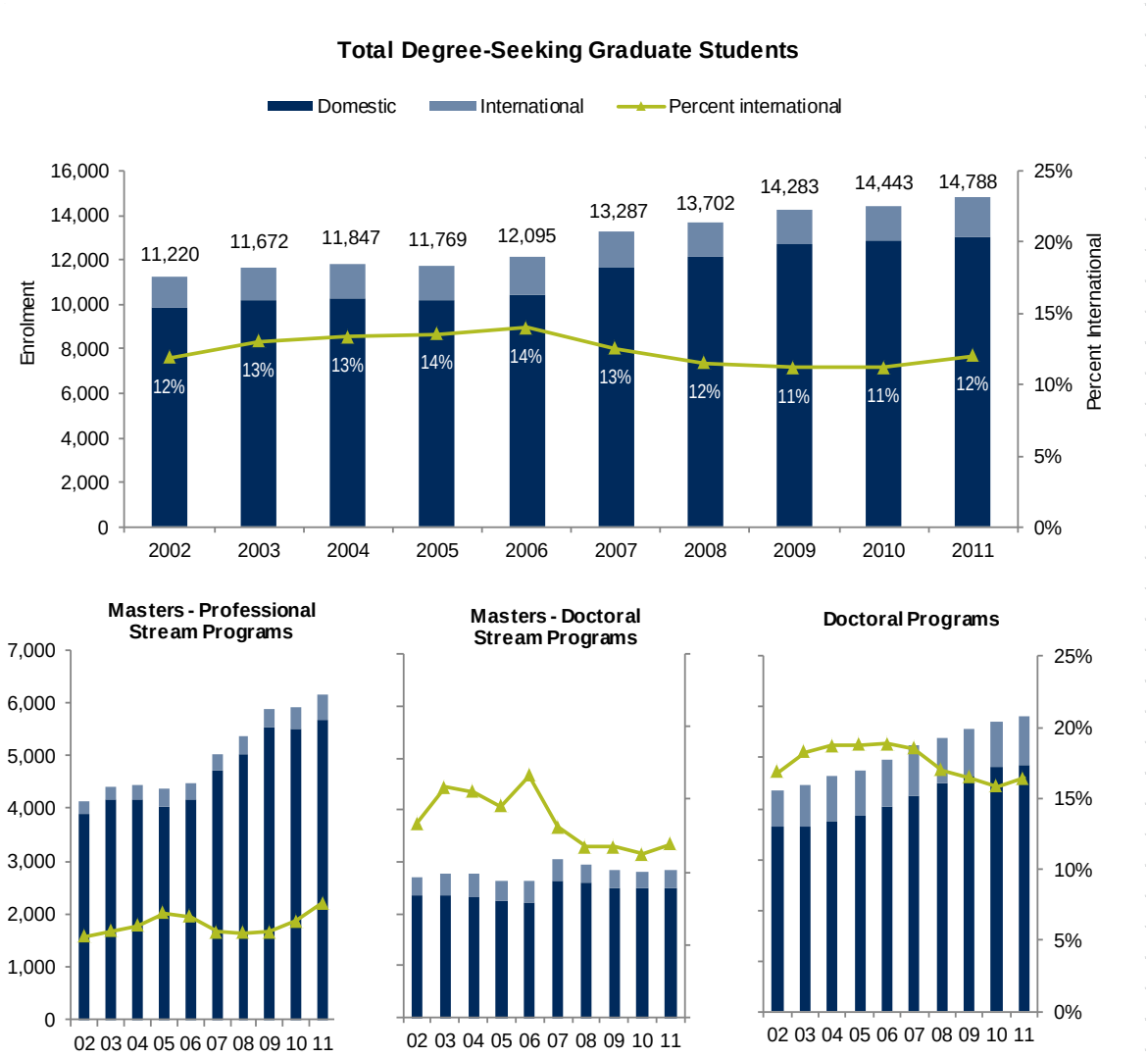
Graduate students are the life-blood of university research. Sustaining and expanding the current research effort is dependent on the availability of excellent graduate students. The percentage of graduate students in the student population is a rough indicator of the intensity of the research effort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

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

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

Figure D-1-a
Graduate Degree-Seeking Student Enrolment Fall 2002- Fall 2011

The main chart below shows growth in enrolment of graduate students in degree programs from Fall 2002 to Fall 2011. The three smaller charts below the main chart show enrolment growth of graduate students by degree type during this period.

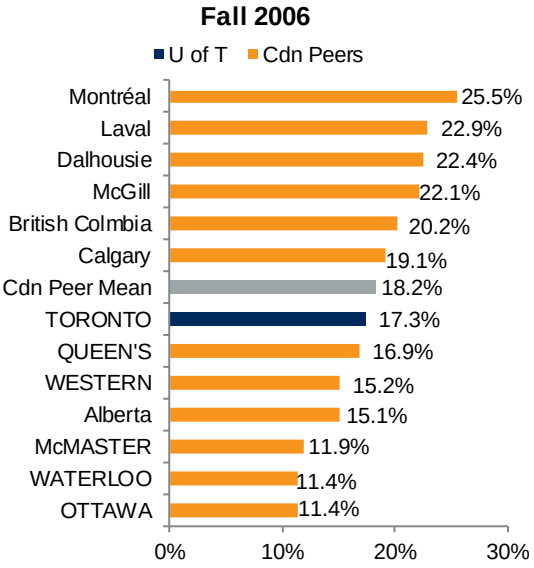


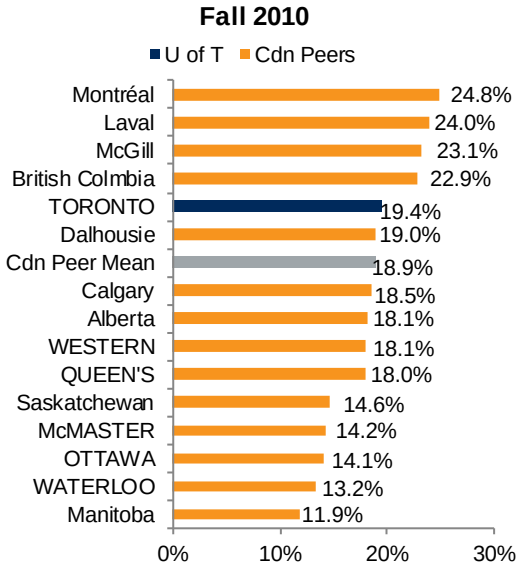
Degree-seeking students exclude special students, and students in graduate diploma programs.

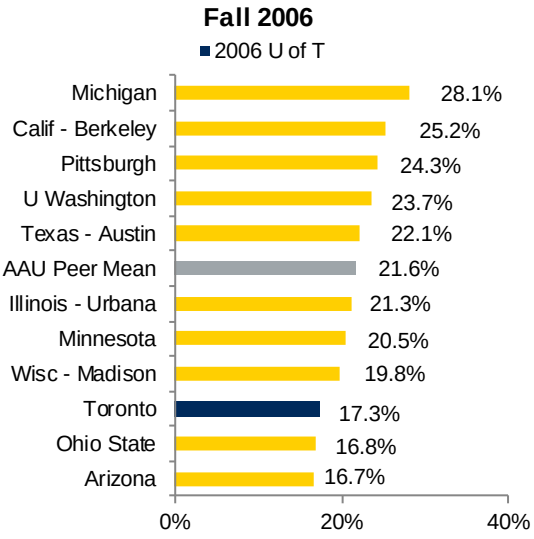
Please note that the percent international was updated in May 2014.

Figure D-1-b
Graduate Enrolment as a Percentage of Total Enrolment
University of Toronto Compared to Canadian Peers, Fall 2006 and Fall 2010 and our AAU Peers Fall 2006

The first two charts show the graduate student FTE as a percentage of total student FTE in 2006 and 2010 for University of Toronto compared to its Canadian Peers. The third chart shows the graduate student FTE as a percentage of total student FTE in 2006 for University of Toronto compared to its AAU Peers. A similar chart for Fall 2010 is not available due to changes in IPEDS reporting.







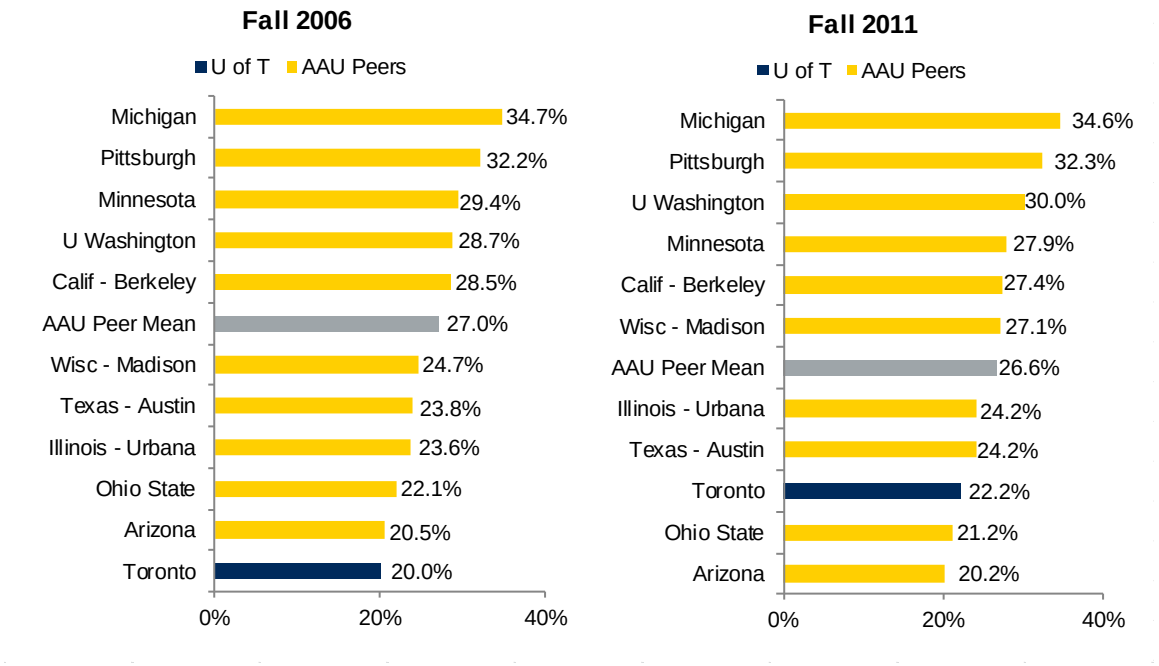
Starting in Fall 2008, IPEDS reports aggregate Graduate Enrolment and First Professional Enrolment.

As a result, we can not calculate the Graduate Enrolment to Total Enrolment Ratio for AAU Peers for Fall 2010.

Source: U15 Data Exchange, IPEDS website
Note: FTE Graduate enrolment and total enrolment is based on IPEDS methodology. Residents are excluded from total enrolment. FTE is calculated by (Full-time Headcount*1)+(Part-time Headcount*.3).
The graduate enrolment to total enrolment ratio was calculated by (Graduate Enrolment FTE)/Total Enrolment FTE).
Cdn Peer mean and AAU Peer mean exclude Toronto
Ontario peers are shown in capital letters.

Figure D-1-c
Graduate Enrolment and First Professional Enrolment as a Percentage of Total Enrolment
University of Toronto Compared to AAU Peers
2006 Compared to 2011

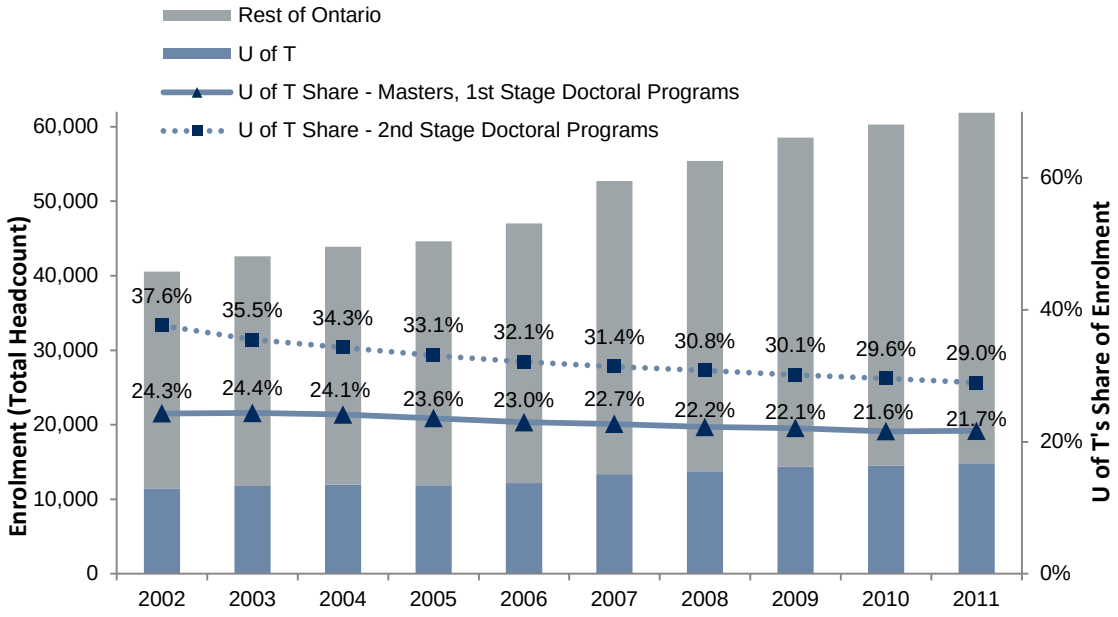
The chart to the left shows the graduate student and first professional FTE as a percentage of total student FTE in 2006 for University of Toronto compared to its AAU Peers. The chart on the right shows the graduate student and first professional FTE to total enrolment FTE ratio in 2011 for Toronto compared to its AAU peers.



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

Figure D-1-d
Total Enrolment in Masters and Doctoral Programs at Ontario Universities
University of Toronto's Share of Enrolment in Masters Programs and Doctoral Programs
Fall 2002 to Fall 2011

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



Source: MTCU Enrolment data

Masters, Qualifying Year Doctoral and Special students are included in 'Masters, 1st Stage Doctoral' Programs.
Total enrolment excludes graduate diploma programs.
U of T data excludes Toronto School of Theology.

Related Reports:

Graduate Student Enrolment Planning 2005 2015
Discussion Paper - 12 October, 2005

http://www.provost.utoronto.ca/public/reports/gsep.htm#3b_StudentMix

COU Space Inventory

Performance Relevance:

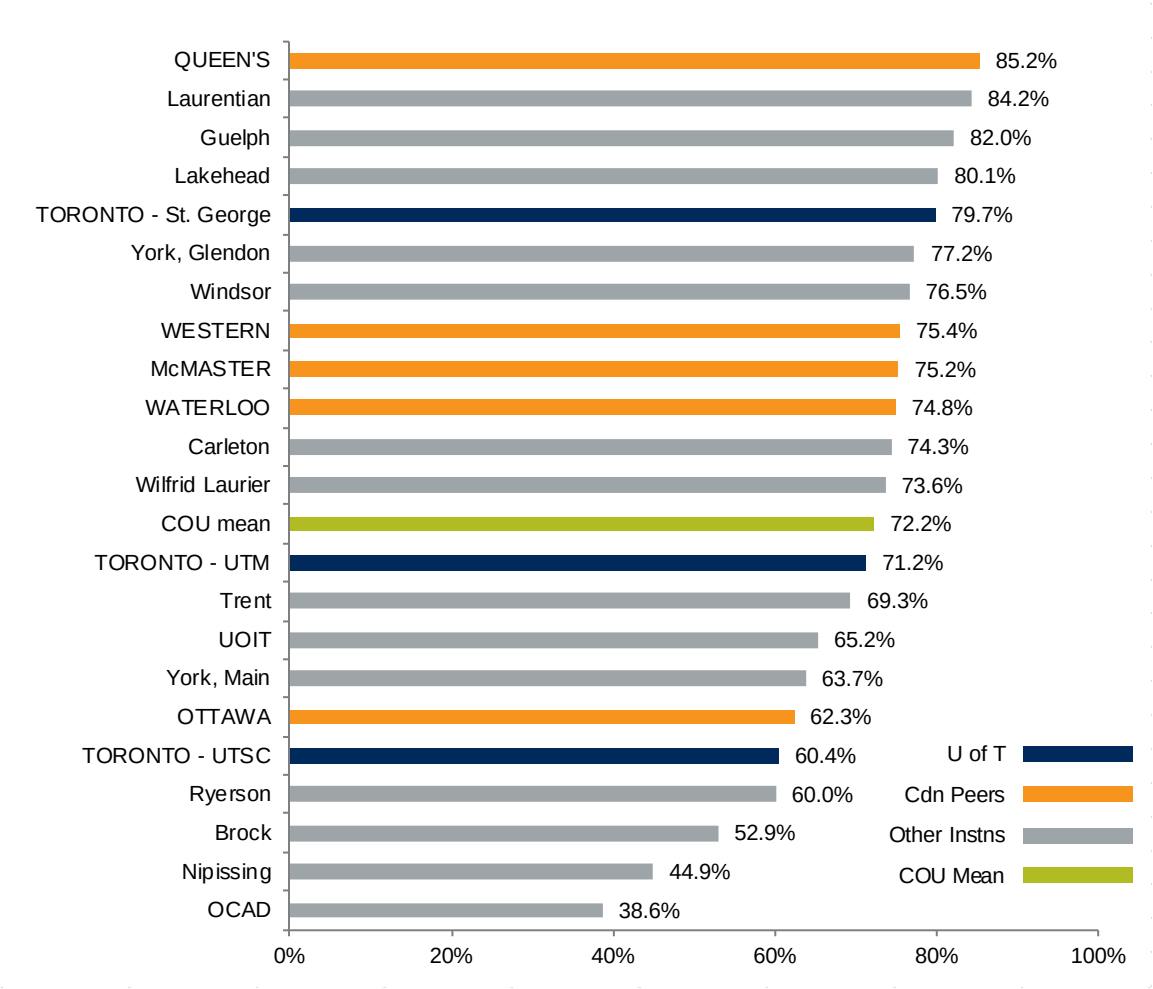
Capital infrastructure is an important element of the university experience for faculty, staff and students. New investments can improve the amount and quality of space. Aging facilities are revitalized when deferred maintenance needs are addressed.

The overall inventory of space, compiled by the Council of Ontario Universities (COU) every three years, measures the extent to which the supply of available space in Ontario universities meets the institutional needs as defined by COU space standards. COU released the most recent report in March 2010, presenting 2007-08 results.

Since 2007-08, the University has completed construction of five additional major capital projects; adding substantial new space to its inventory. We anticipate that this new space will be reflected in the next update of the COU Space Inventory Report.

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

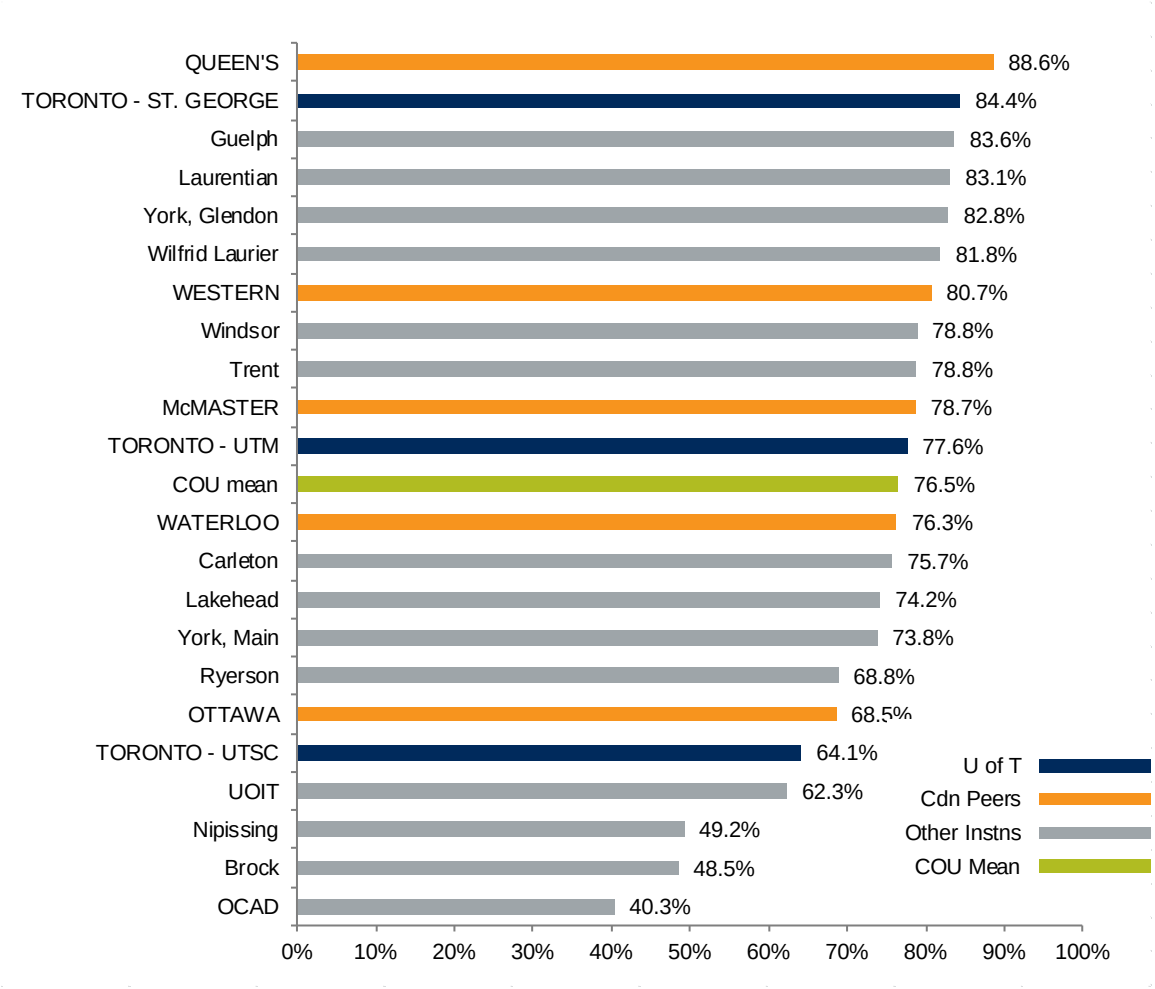
The bars below reflect a ratio between the actual total space available at each institution and the generated space (space required according to the COU standards). If a university's inventory of space matches its formula space, then that university is said to have 100% of the generated amount.



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

Figure D-2-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.

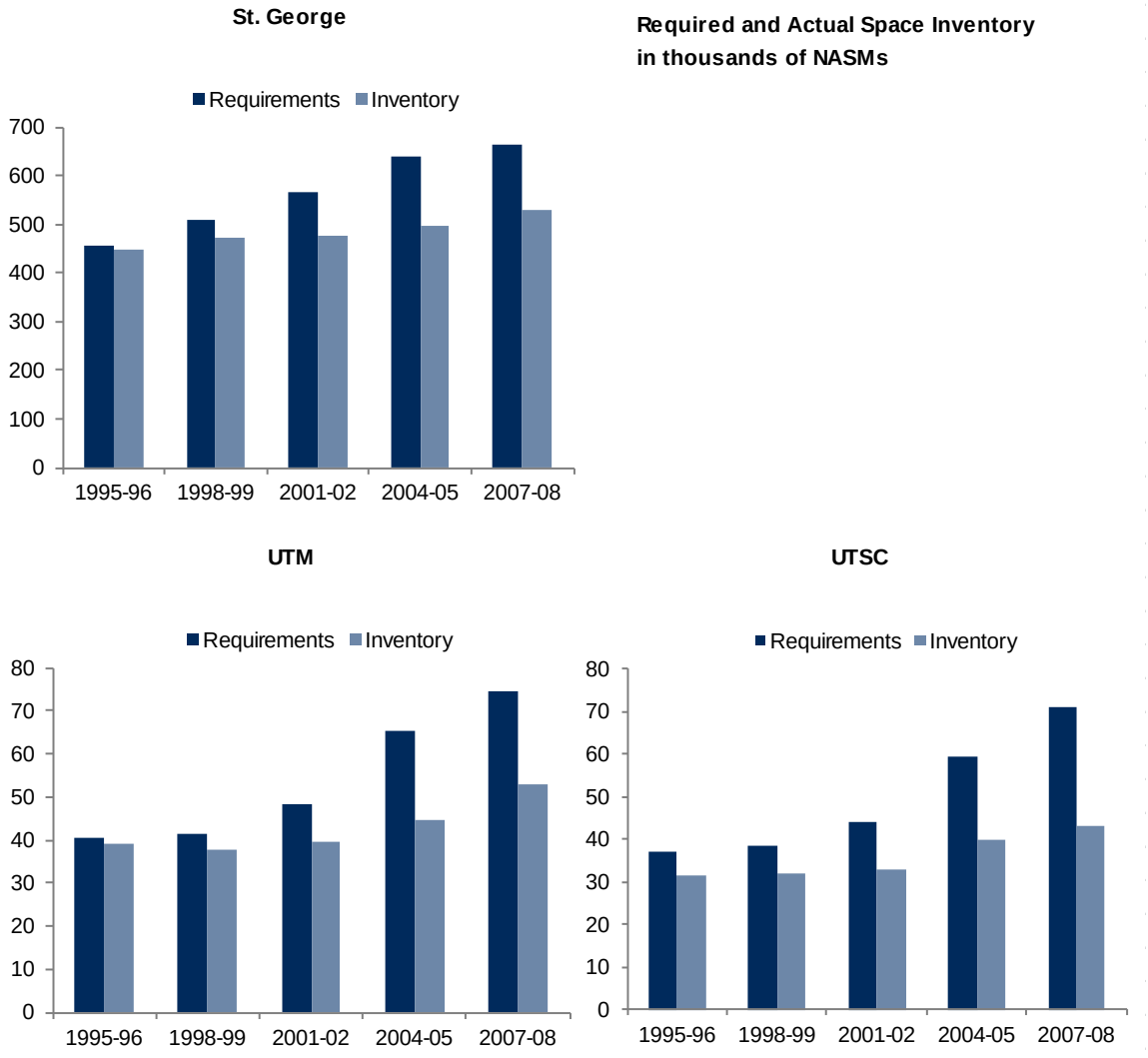


Source: COU Inventory of Physical Facilities of Ontario Universities 2007-08.

Includes classrooms, undergraduate and research labs, offices, study space and libraries.

Figure D-2-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

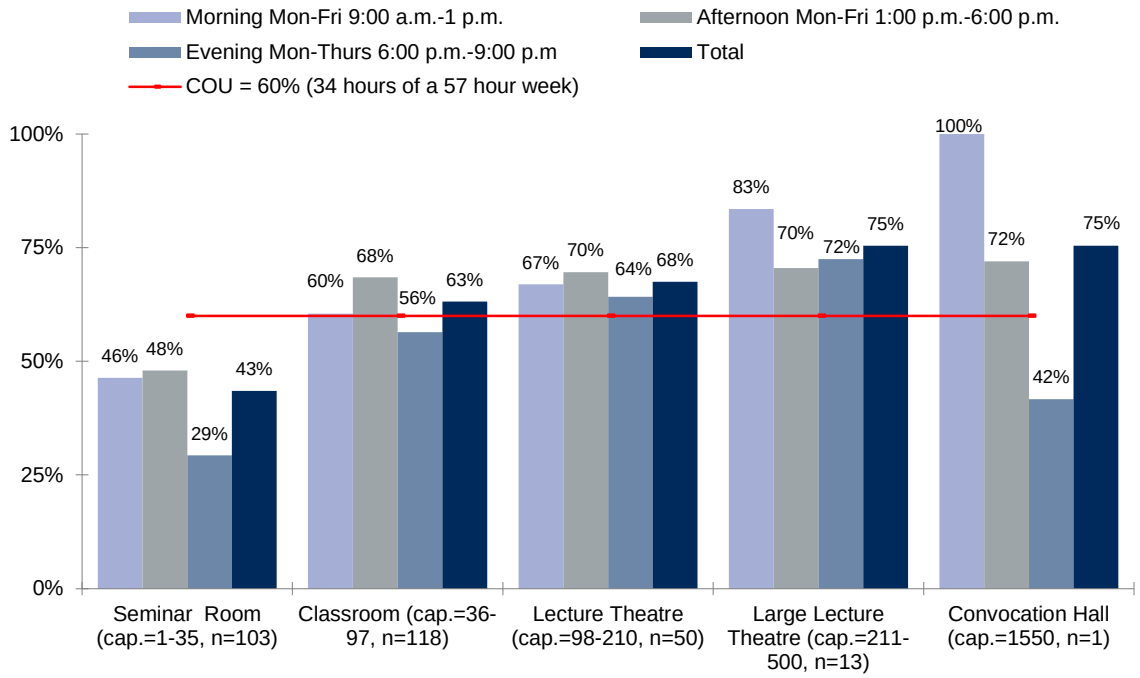
Room Utilization

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 D-2-d
Room Utilization by Time of Day for Week of Sept 19 to 23, 2011
St. George Campus, Based on a 57 hour week,
Monday - Thursday 9 a.m. to 9 p.m. and Friday 9 a.m. to 6 p.m.

The line in the chart below represents COU's standard room utilization rate of 60%. The bars indicate room utilization of centrally allocated classrooms on the St. George campus according to five types of classrooms and three time slots, including the overall usage, for the week of Sept 19 to 23, 2011.



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.

Deferred Maintenance

Performance Relevance:

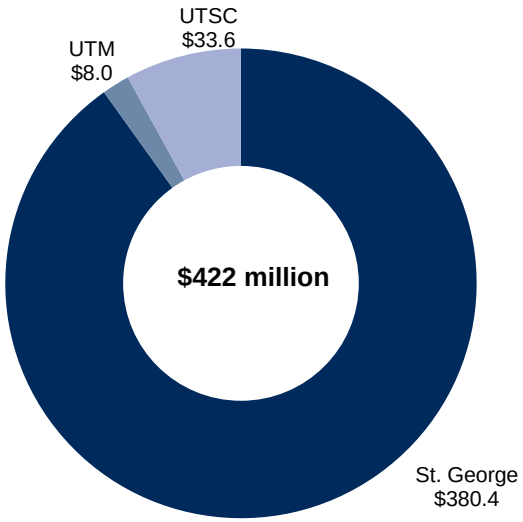
Capital infrastructure is an important element in the university experience for faculty, staff and students. Investments made in both existing and new facilities can improve the amount and quality of space. Addressing deferred maintenance of existing facilities on an on-going basis is also needed to 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 D-3-a
Deferred Maintenance Backlog by Campus, December 2011

The chart below indicates the deferred maintenance backlog by campus as of December 2011.

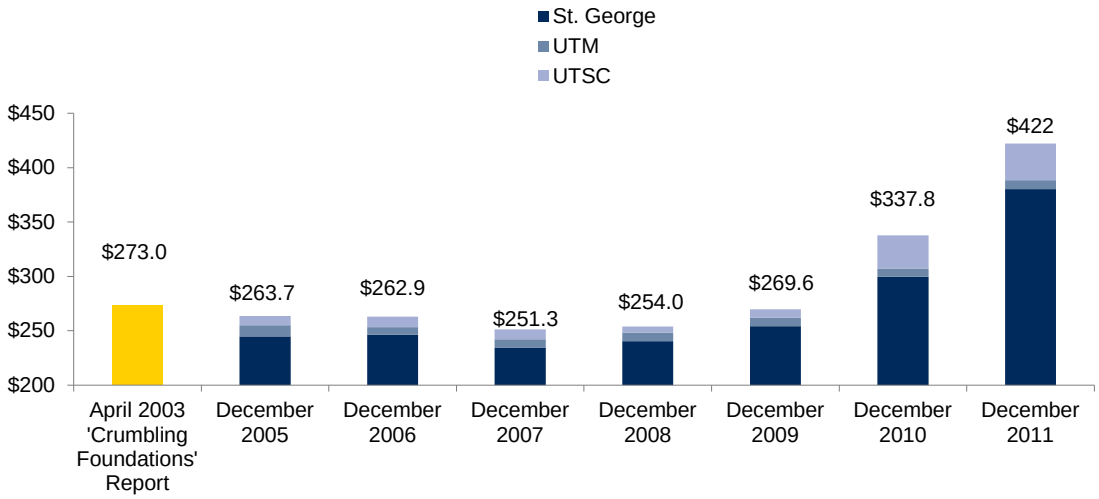


Source: Facility Condition Index Peer Review

Note: Includes priorities that should be addressed within the next 5 years.

Figure D-3-b
Deferred Maintenance Backlog by Campus, 2003 to 2011

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

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.

Student and faculty perspectives provide one measure of the perceived quality of our library resources. The 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.

Figure E-1-a
Major North American Research Libraries

The first table below shows the ARL Rank of the University of Toronto for the last four years compared to the other top 10 ARL members.
The second table below shows the ARL Rank of the Top 4 Canadian Universities (after Toronto) for the last 4 years.

ARL RANK	2007-08 UNIVERSITY	2008-09 UNIVERSITY	2009-10 UNIVERSITY	2010-11 UNIVERSITY
1	Harvard	Harvard	Harvard	Harvard
2	Yale	Yale	Yale	Yale
3	**Toronto (3rd)**	Columbia	**Toronto (3rd)**	**Toronto (3rd)**
4	Columbia	**Toronto (4th)**	Columbia	Michigan
5	California, Berkeley	Michigan	Michigan	Columbia
6	California, L.A.	California, Berkeley	New York	California, LA
7	Michigan	Pennsylvania State	California, Berkeley	New York
8	Pennsylvania State	California, L.A.	Princeton	California, Berkeley
9	Texas	Princeton	Pennsylvania State	Princeton
10	Princeton	Texas	Texas	Pennsylvania State

Top 4 Canadian Universities (after Toronto)

2007-08 RANK/ UNIVERSITY	2008-09 RANK/ UNIVERSITY	2009-10 RANK/ UNIVERSITY	2010-11 RANK/ UNIVERSITY
12/Alberta	16/Alberta	11/Alberta	11/Alberta
25/British Columbia	26/British Columbia	24/British Columbia	16/British Columbia
26/McGill	34/Montreal	31/Montreal	32/McGill
33/Montreal	40/McGill	37/McGill	38/Montreal

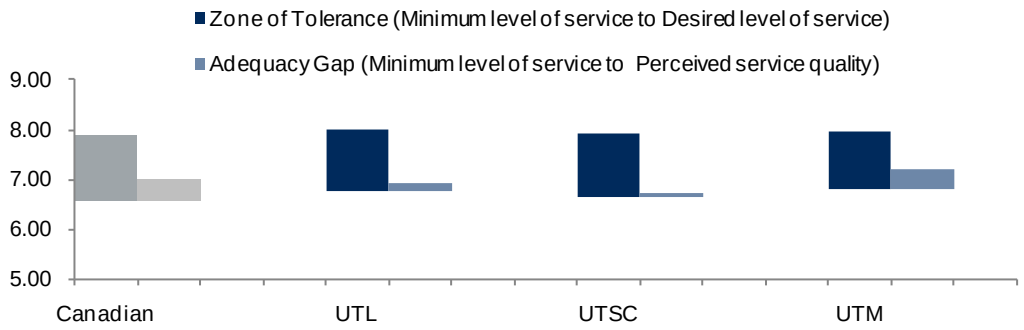
Source: Association of Research Libraries Statistics

Variables used: Total library expenditures, total library materials expenditures, salaries and wages of professional staff, and total number of professional and support staff.

Figure E-1-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



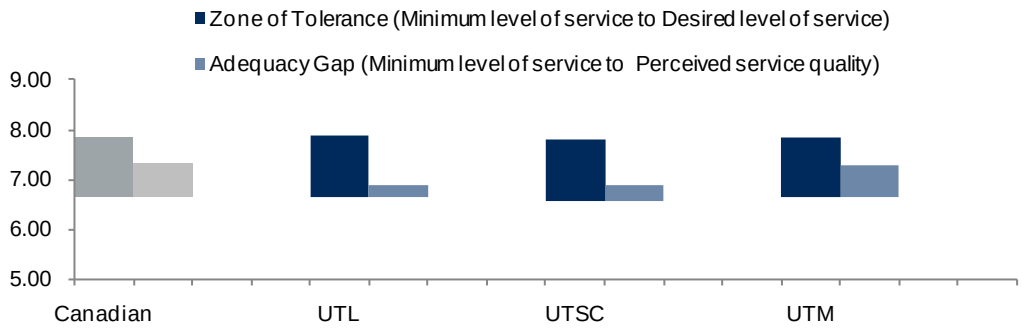
	Zone of Tolerance	Adequacy Gap
Upper Boundary	Desired level of service	Perceived service quality
Lower Boundary	Minimum level of service	Minimum level of service

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

E. Resources and Funding
1. Library
Figures a-b

Affect of Services



Affect of Services Survey Items:

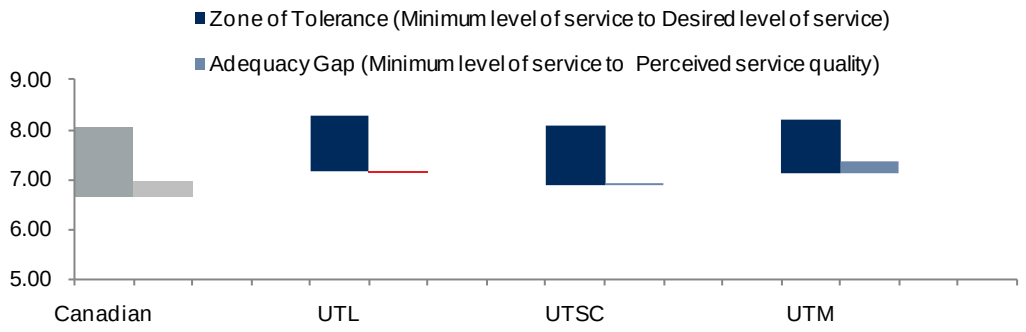
Employees who instill confidence in users;
Giving users individual attention;
Employees who are consistently courteous;
Readiness to respond to users' questions;
Employees who have the knowledge to answer user questions;
Employees who deal with users in a caring fashion;
Employees who understand the 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

E. Resources and Funding
1. Library
Figures a-b

Information Control



Information Control Survey Items:

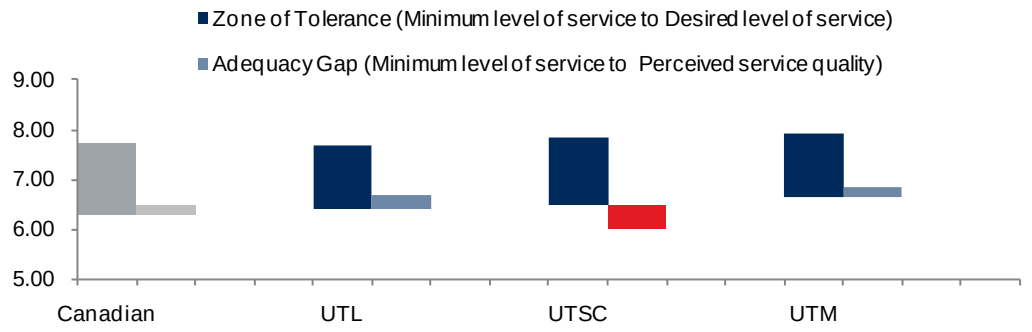
Making electronic resources accessible from my home or office;
A library Web site enabling me to locate information on my own;
The printed library materials I need for my work;
The electronic information resources I need;
Modern equipment that lets me easily access needed information;
Easy-to-use access 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

E. Resources and Funding
1. Library
Figures a-b

Library as Place



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

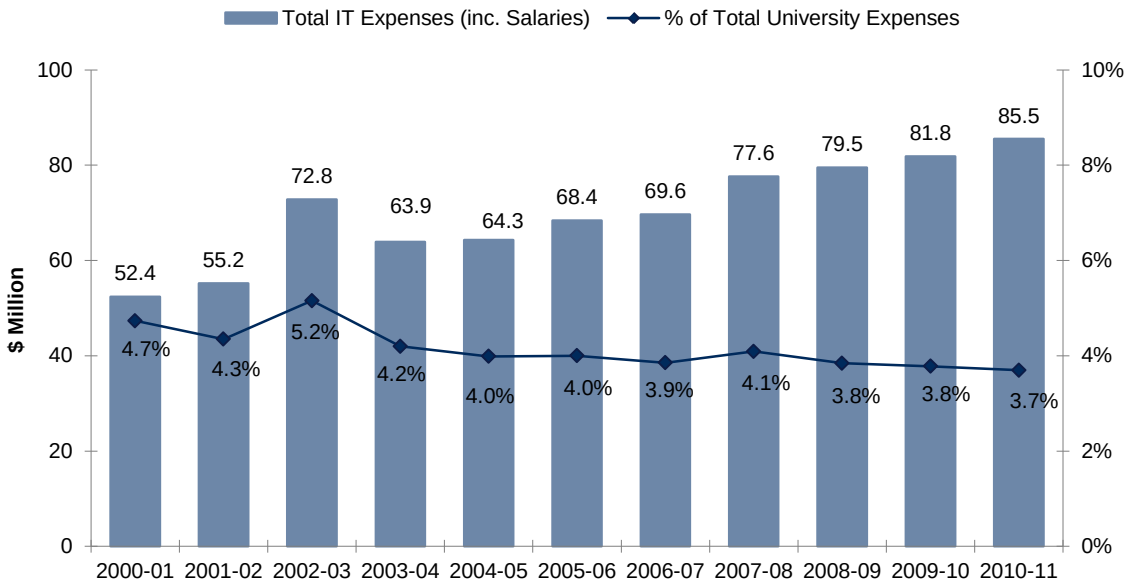
IT Investment

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

Figure E-2-a

Information Technology Costs

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



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

TechQual+ 2012 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 consortium of North American higher education institutions that have adopted a set of general IT service outcomes for assessment. The tool 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 13 items designed to measure the performance of the following three core commitments:

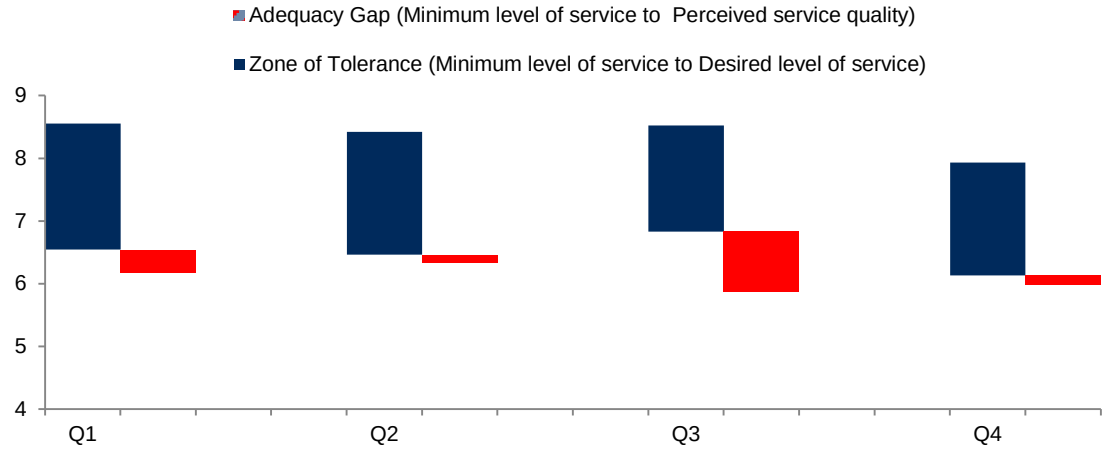
- **Connectivity and Access**: measures service quality of network access and the ability to access online services;
- **Technology and Collaboration Services**: measures service quality of technology services such as software applications or classroom technology;
- **Support and Training**: measures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

This is the second TechQual survey conducted at the University of Toronto. A total of 3,799 surveys were completed. The first survey in 2010 resulted in the prioritization of wireless improvement project and networking infrastructure support.

Figure E-2-b
TechQual+ Survey – University of Toronto Results, 2012

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.

Connectivity and Access



Connectivity and Access Questions:
Q1 Having a campus Internet service that is reliable and that operates consistently across campus.

Q2 Having a campus Internet service that is fast and that provides speedy access to Web sites and rapid downloads.

Q3 Having Wireless Internet coverage in all of the places that are important to me on campus.

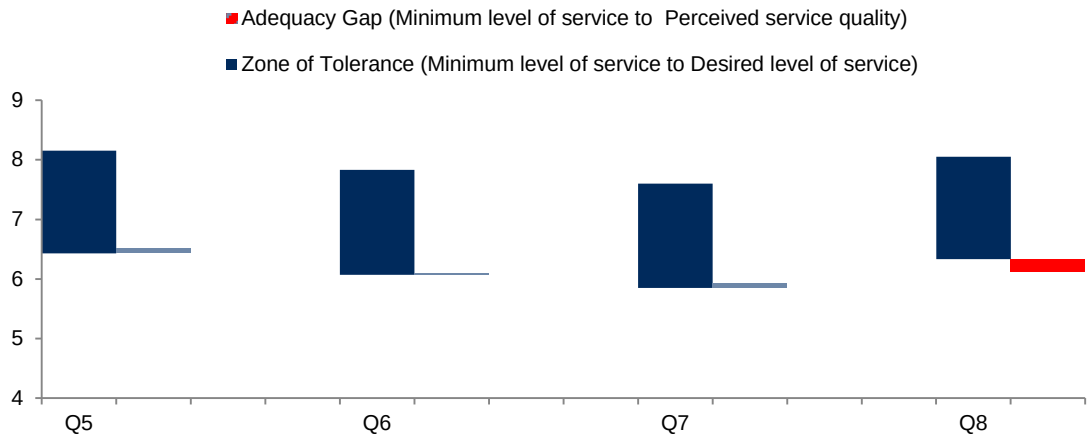
Q4 Support for accessing the campus Internet service using my tablet or other mobile device.

	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	6.54	8.55	6.18	**-0.36**	3,967
Q2	6.46	8.42	6.34	**-0.12**	3,927
Q3	6.83	8.52	5.87	**-0.96**	3,895
Q4	6.13	7.93	5.98	**-0.15**	3,488

E. Resources and Funding
2. IT
Figure b

Technology & Technology Services



Technology & technology Services Questions:

Q5 Having campus Web sites and online services that are easy to use.

Q6 Accessing important campus Web sites and online services from my tablet or other mobile devices.

Q7 Having campus technology services available that improve and enhance my collaboration with others.

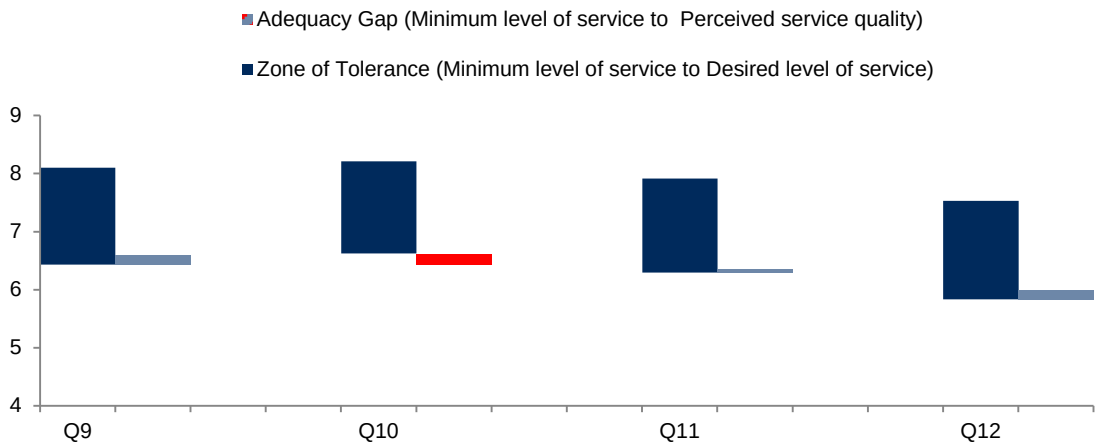
Q8 Having technology within classrooms or other meeting areas that enhances the presentation and sharing of information

	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
Q5	6.43	8.15	6.51	**0.08**	3,790
Q6	6.07	7.83	6.09	**0.02**	3,316
Q7	5.85	7.60	5.92	**0.07**	3,528
Q8	6.33	8.05	6.12	**-0.21**	3,663

E. Resources and Funding
2. IT
Figure b

Support & Training



Support & Training questions:

Q9 Technology support staff who are consistently courteous and knowledgeable, and who can assist me in resolving problems with campus technology services.

Q10 Getting timely resolution to problems that I am experiencing with campus technology services.

Q11 Receiving timely communications regarding campus technology services, explained in a relevant and easy-to-understand form.

Q12 Getting access to training or other self-help information that can enable me to become more effective in my use of campus technology services.

	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
Q9	6.43	8.10	6.59	0.16	3,403
Q10	6.62	8.21	6.43	-0.19	3,325
Q11	6.29	7.91	6.35	0.07	3,422
Q12	5.83	7.53	5.99	0.16	3,330

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

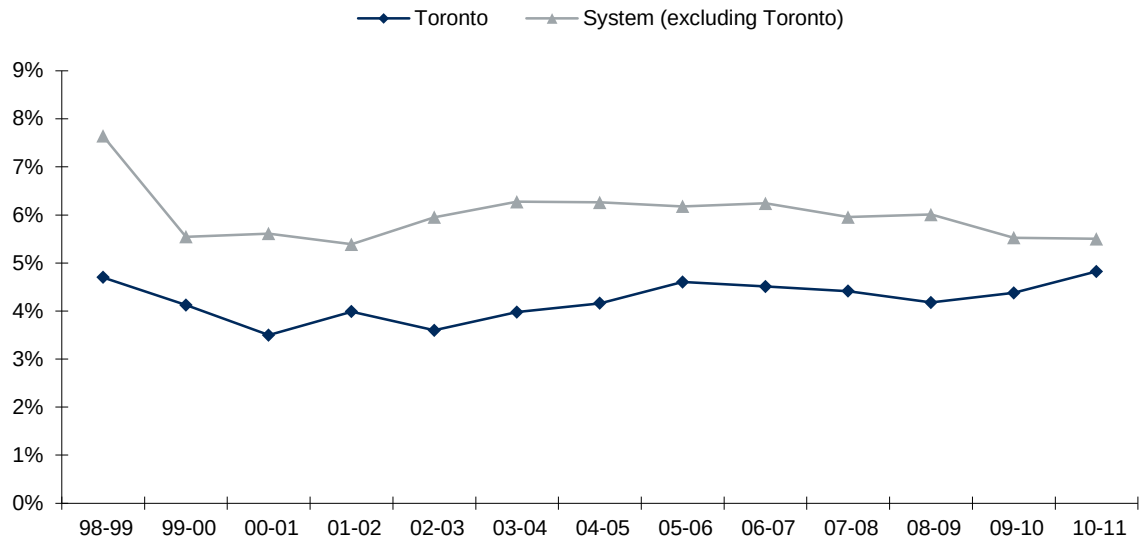
University Central Administrative Costs

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, Governing Council, Vice-President and Provost, Vice President University Operations, Vice President Human Resources and Equity, Vice-President Research, Vice-President Advancement, Vice-President University Relations, Chief Financial Officer and other institutional costs.

Figure E-3-a
Central Administrative Costs as a Percentage of Total Operating Expenditures, 1998-99 to 2010-11

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.



Source: COU Financial Report of Ontario Universities, Volume I, Table 6 - Expense Operating (excluding internal and external cost recoveries) 1998-99 to 2010-11.
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.

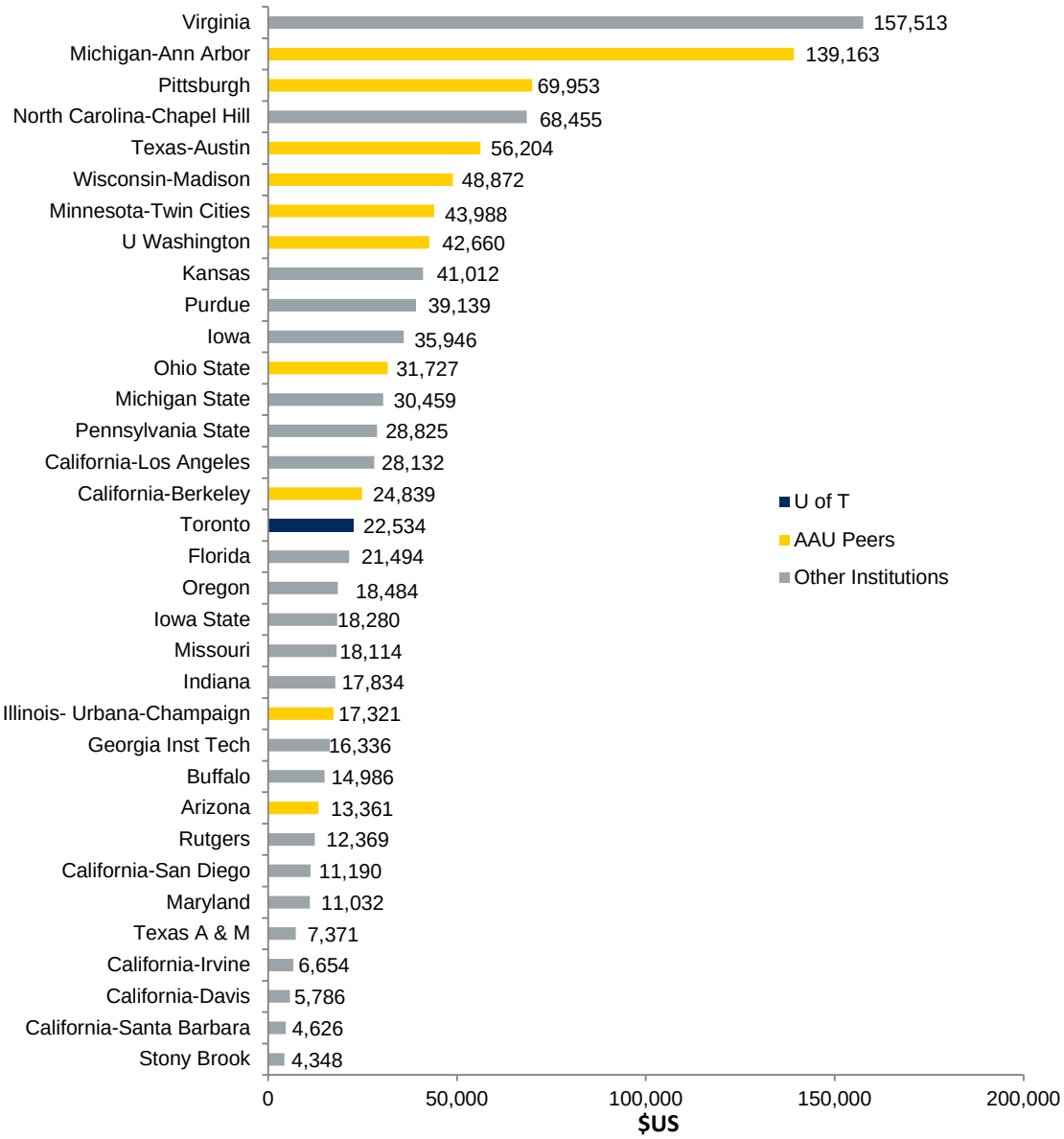
Endowment per Student

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 E-3-b
Top 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: IPEDS website
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

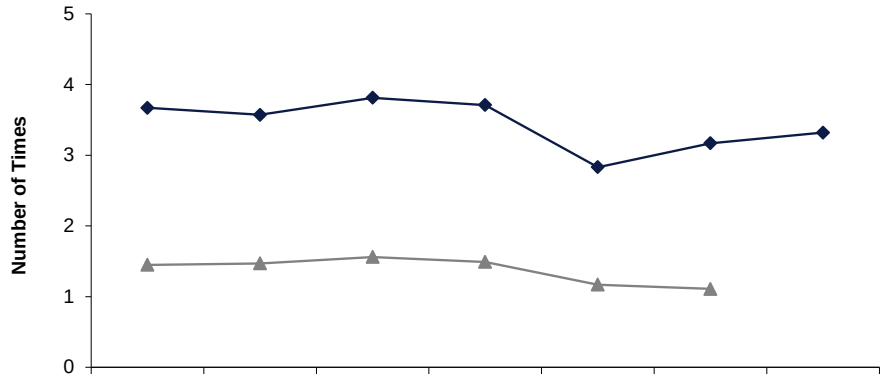
Financial Health

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 E-3-c
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 2010 Public College and University Medians" publication.

Figure E-3-d
Credit Rating, University of Toronto
Compared to US and Canadian Peers at June 2012

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

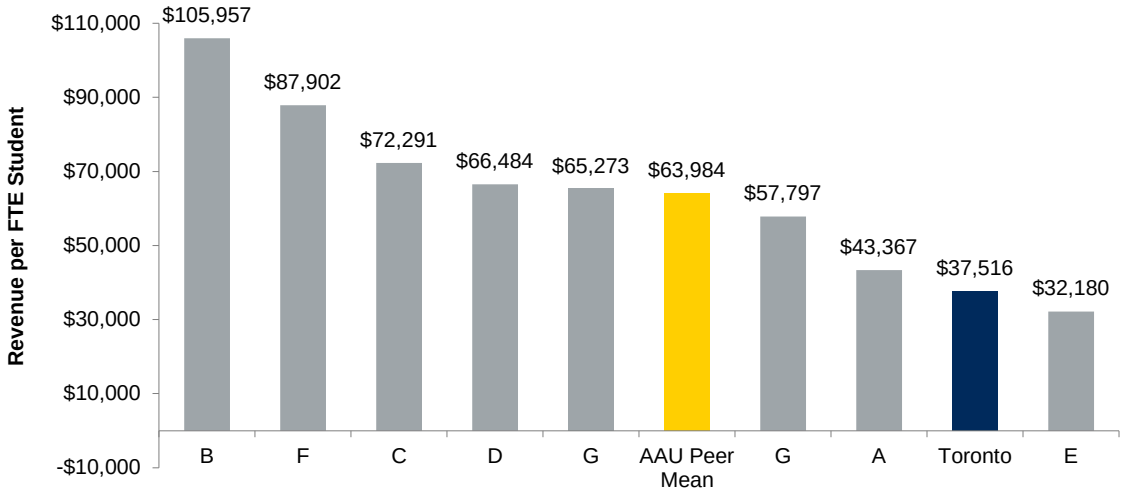
Total Revenue per Student

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 E-3-e
Total Revenue per FTE Student
University of Toronto Compared to AAU Public Peers (US Funds),
Fiscal Year 2010-11

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, & U of Washington were not available.
AAU Peer Mean excludes UofT.
Toronto converted to US funds using 0.9885 April 30, 2011.