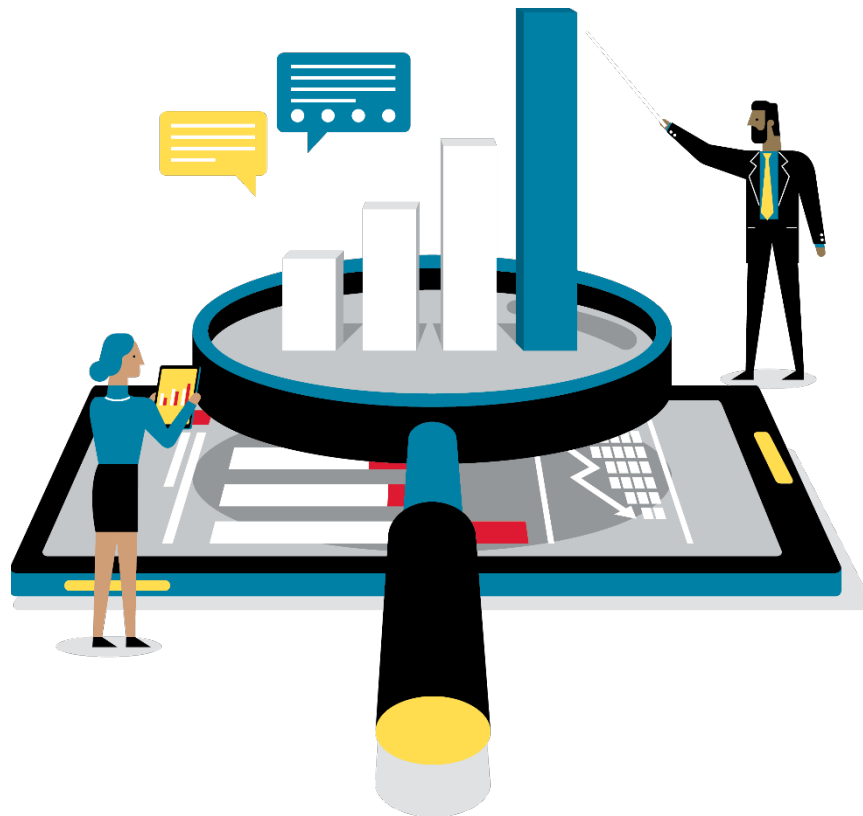




# UNIVERSITY OF TORONTO

## Performance Indicators for Governance, 2018



Prepared by:  
Planning & Budget office  
Published in April 2019

# Introduction

The University of Toronto educates more students and makes more discoveries than any other university in Canada. It is recognized as one of the foremost research-intensive universities in the world. The size and complexity of the institution leads to fantastic opportunities for our students and faculty, but also to greater challenges than faced by many of our Canadian peers. The University can proudly claim international eminence in an impressive number of academic disciplines. At the same time, our size requires that we find creative ways to provide quality facilities and to ensure that every member of our community feels connected to campus life.

The Performance Indicators for Governance report, produced annually since 1998, measures our progress towards long-term goals in a range of teaching and research areas. It is our central accountability report to governance and is designed to serve members of the wider community who wish to know more about the University's operations, achievements and challenges. The indicators included have changed over the years as we have expanded the scope of areas that we have sought to measure and have enhanced our data collection and partnerships with other institutions that allow for external benchmarking. The 2018 report includes 108 charts with over 125 different indicators and metrics that span our teaching and research missions. Enhancements for this year include a new chart looking at the employment rate of our graduates and a new chart looking at the scope and variety of paid-placements over time.

## Notes:

1. Canadian peers include University of Alberta, University of British Columbia, University of Calgary, Dalhousie University, Laval University, University of Manitoba, McGill University, McMaster University, University of Montréal, University of Ottawa, Queen's University, University of Saskatchewan, University of Waterloo, Western Ontario University

2. 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

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## World University Rankings

Rankings: U15 comparison

Rankings: Top 25 comparison

THE by subject: U15 comparison

### Performance Relevance:

Rankings provide one measure of the institution's performance, particularly internationally. This section presents the results of various research-focused rankings compared to Canadian and international peers. Additionally it compares the results of the Times Higher Education World University Rankings by subject area to Canadian peers.

### International rankings, U15 - Canadian peer institutions comparison

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

Year  
 2017  
 2018

Institution	NTU Ranking (2018)	QS - WUR (2018)	Shanghai Ranking - ARWU (2018)	THE - WUR (2018)	U.S. News - Best Global Univ. (2018)
Toronto	4	28	23	21	20
British Columbia	25	47	43	37	29
McGill	42	33	70	44	43
McMaster	112	146	86	77	130
Montréal	99	149	101-150	90	136
Alberta	88	109	101-150	132	137
Waterloo	240	163	151-200	201-250	215
Calgary	134	229	151-200	199	178
Ottawa	146	289	151-200	176	208
Western	199	214	201-300	190	276
Laval	250	402	201-300	251-300	299
Dalhousie	292	279	301-400	251-300	307
Queen's	335	239	201-300	251-300	371
Manitoba	303	601-650	301-400	401-500	397
Saskatchewan	451	461	301-400	401-500	538

#### Notes:

- The year label used on this chart refers to the year in which the ranking was published.
- Universities are ordered by aggregate scores for each institution.
- Up to date rankings information is available at: <https://data.utoronto.ca/reports/international-rankings/>
- The full names and sources of the rankings are as follows:
  - NTU Ranking - Performance Ranking of Scientific Papers for World Universities: <http://nturanking.lis.ntu.edu.tw/>
  - QS - World University Ranking: <https://www.topuniversities.com/qs-world-university-rankings>
  - ShanghaiRanking Consultancy - Academic Ranking of World Universities (ARWU): <http://www.shanghairanking.com/>
  - Times Higher Education (THE) - World University Ranking: <https://www.timeshighereducation.com/world-university-rankings>
  - U.S. News & World Report - Best Global Universities: <https://www.usnews.com/education/best-global-universities>

# World University Rankings

Rankings: U15 comparison

Rankings: Top 25 comparison

THE by subject: U15 comparison

## International Rankings, top 25 institutions.

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

Year  
 2017  
 2018

Institution	Country	NTU Ranking (2018)	QS - WUR (2018)	Shanghai Ranking - ARWU (2018)	THE - WUR (2018)	U.S. News - Best Global Univ. (2018)
Harvard University	USA	1	3	1	6	1
Stanford University	USA	2	2	2	3	3
Massachusetts Institute of Technology	USA	9	1	4	4	2
University of Cambridge*	GBR	10	6	3	2	7
University of Oxford*	GBR	5	5	7	1	5
University of California, Berkeley*	USA	14	27	5	15	4
Columbia University	USA	12	16	8	16	8
California Institute of Technology	USA	57	4	9	5	6
University of Chicago	USA	20	9	10	10	14
University College London*	GBR	8	10	17	14	21
Johns Hopkins University	USA	3	21	18	12	12
Yale University	USA	18	15	12	8	11
Princeton University	USA	85	13	6	7	9
University of Pennsylvania	USA	12	19	16	12	16
University of California, Los Angeles*	USA	11	32	11	17	13
Imperial College London*	GBR	15	8	24	9	18
Cornell University	USA	22	14	12	19	23
University of Michigan*	USA	7	20	27	20	18
University of Toronto*	CAN	4	28	23	21	20
ETH Zurich*	CHE	48	7	19	11	25
University of Washington*	USA	6	66	14	28	10
University of California, San Diego*	USA	17	41	15	30	17
Duke University	USA	19	26	26	18	22
Northwestern University	USA	24	34	25	25	24
Tsinghua University*	CHN	28	17	45	22	50

### Notes:

- \* Public institution.
- The year label used on this chart refers to the year in which the ranking was published.
- Universities are ordered by aggregate scores for each institution.
- Up to date rankings information is available at: <https://data.utoronto.ca/reports/international-rankings/>
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  - QS - World University Ranking: <https://www.topuniversities.com/qs-world-university-rankings>
  - ShanghaiRanking Consultancy - Academic Ranking of World Universities (ARWU): <http://www.shanghairanking.com/>
  - Times Higher Education (THE) - World University Ranking: <https://www.timeshighereducation.com/world-university-rankings>
  - U.S. News & World Report - Best Global Universities: <https://www.usnews.com/education/best-global-universities>

# World University Rankings

Rankings: U15 comparison

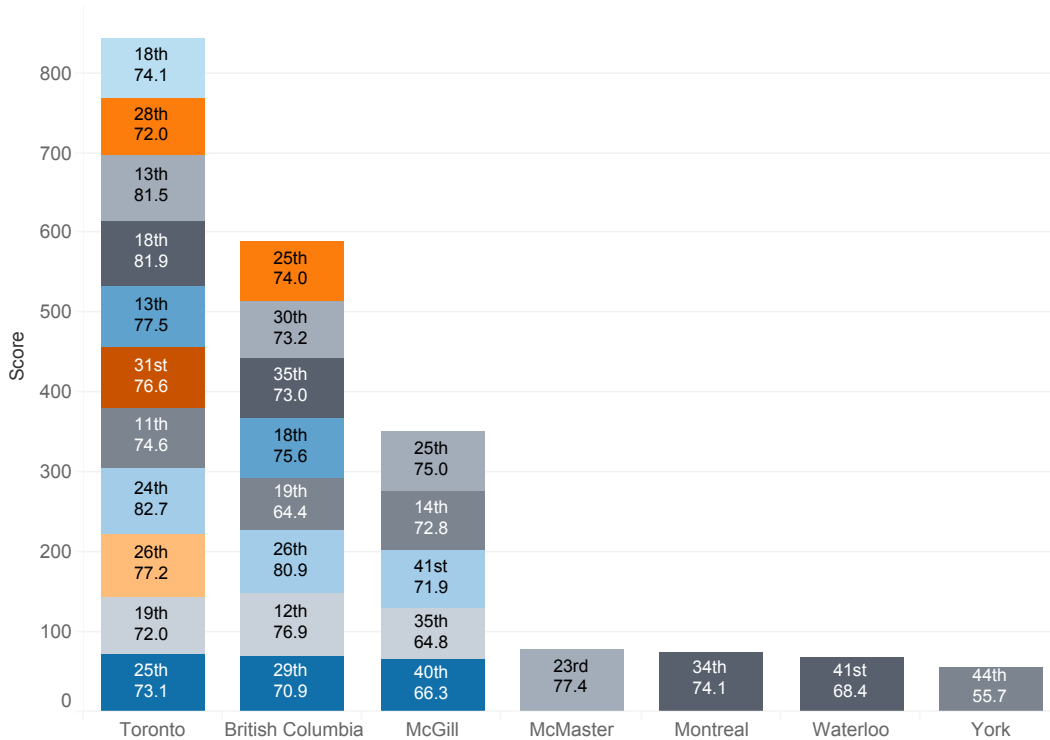
Rankings: Top 25 comparison

THE by subject: U15 comparison

## Times Higher Education World University Rankings by subject area, U15 Canadian peer institutions comparison

In 2018, the University of Toronto is the only Canadian institution, and only one of eight in the world, to be ranked in the top 50 of all 11 Times Higher Education World University Rankings subject areas.

Year  
 ○ 2017  
 ● 2018



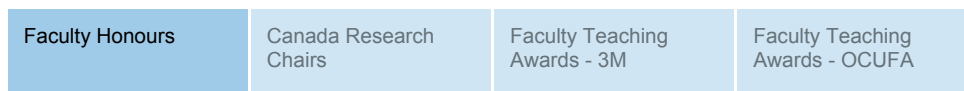
Discipline:

- Arts and Humanities
- Business & Economics
- Clinical, Pre-clinical & Health
- Computer Science
- Education
- Engineering and Technology
- Law
- Life Sciences
- Physical Sciences
- Psychology
- Social Sciences

Notes:

1. Only includes Canadian Peers in the Top 50 for each subject.
2. In 2018, U of T is one of only eight universities globally to rank in the top 50 for all 11 subjects, the others are: Columbia, Harvard, Michigan, Pennsylvania, Stanford, UCL, and UCLA

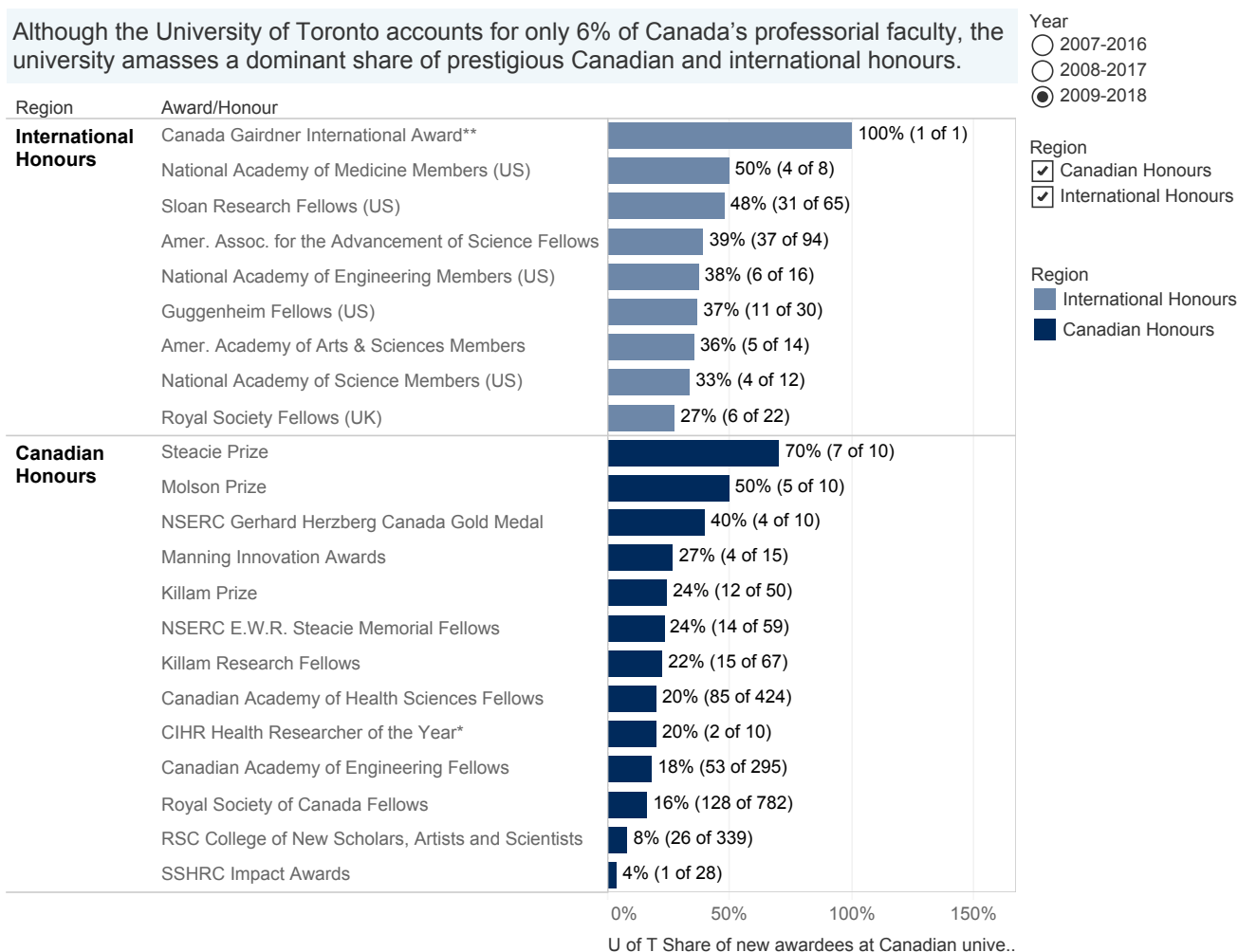
## Faculty Awards and Honours



### University of Toronto Market Share of National and International Honours Awarded to Researchers at Canadian Universities

**Performance Relevance:** Receipt of the most prestigious honours by faculty members from both national and international bodies is a key measure of faculty excellence.

Although the University of Toronto accounts for only 6% of Canada’s professorial faculty, the university amasses a dominant share of prestigious Canadian and international honours.



**Notes:**

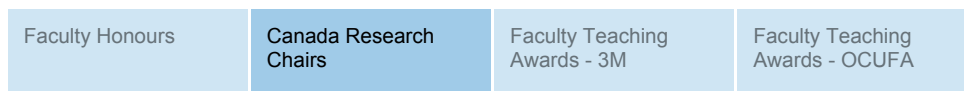
1. Based on Fall 2017 UCASS, U of T accounts for 6% of all full-time faculty members (full, associate and assistant profs) paid by Canadian universities.
2. Data source: Office of the Vice-President Research & Innovation.
3. Changes to names of prestigious honours (\*):  
CIHR Health Researcher of the Year includes the Michael Smith Prize in Health Research (renamed in 2011), the CIHR Health Researcher of the Year Prize (discontinued in 2014), and the CIHR Gold Leaf Prizes (first awarded in 2017).
4. \*\* One Gairdner International Award was awarded to a Canadian in this period. U of T holds this only award (as such, 100% of the awards).

**Related Websites:**

University of Toronto Prestigious Awards & Honours Program:  
<http://www.research.utoronto.ca/media-and-public/awards-honours/>



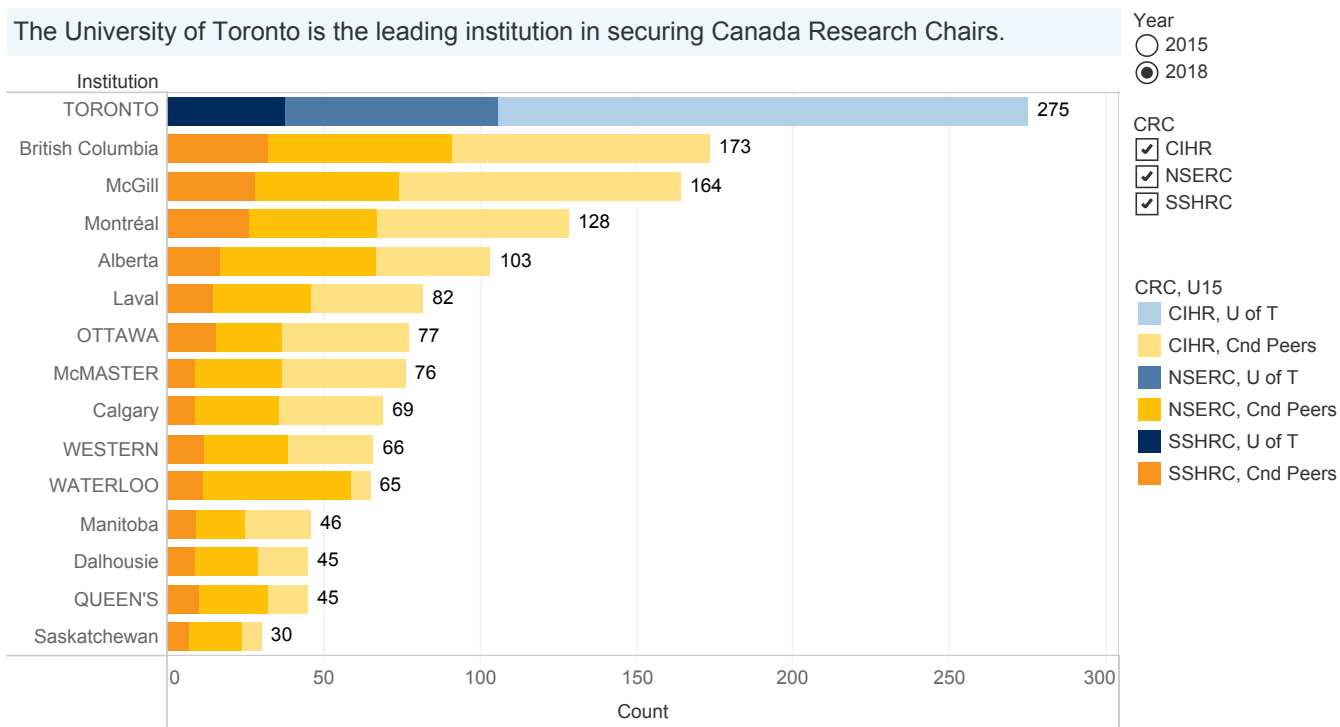
## Faculty Awards and Honours



### Number of Canada Research Chairs, University of Toronto Compared to Canadian Peer Universities

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

The University of Toronto is the leading institution in securing Canada Research Chairs.



**Notes:**

1. Data source: CRC website updated March 2018 (n=1,880 regular chairs).
2. Excludes Special Chairs.
3. Montréal includes École Polytechnique and École des Hautes Études Commerciales (regular chairs only).
4. Ontario peers are shown in capital letters.

**Related Websites:**

Program details and nomination guidelines:

<http://www.research.utoronto.ca/research-funding-opportunities/canada-research-chairs-crc-2/>

Canada Research Chairs homepage: <http://www.chairs-chaire.gc.ca/home-accueil-eng.aspx>

## Faculty Awards and Honours

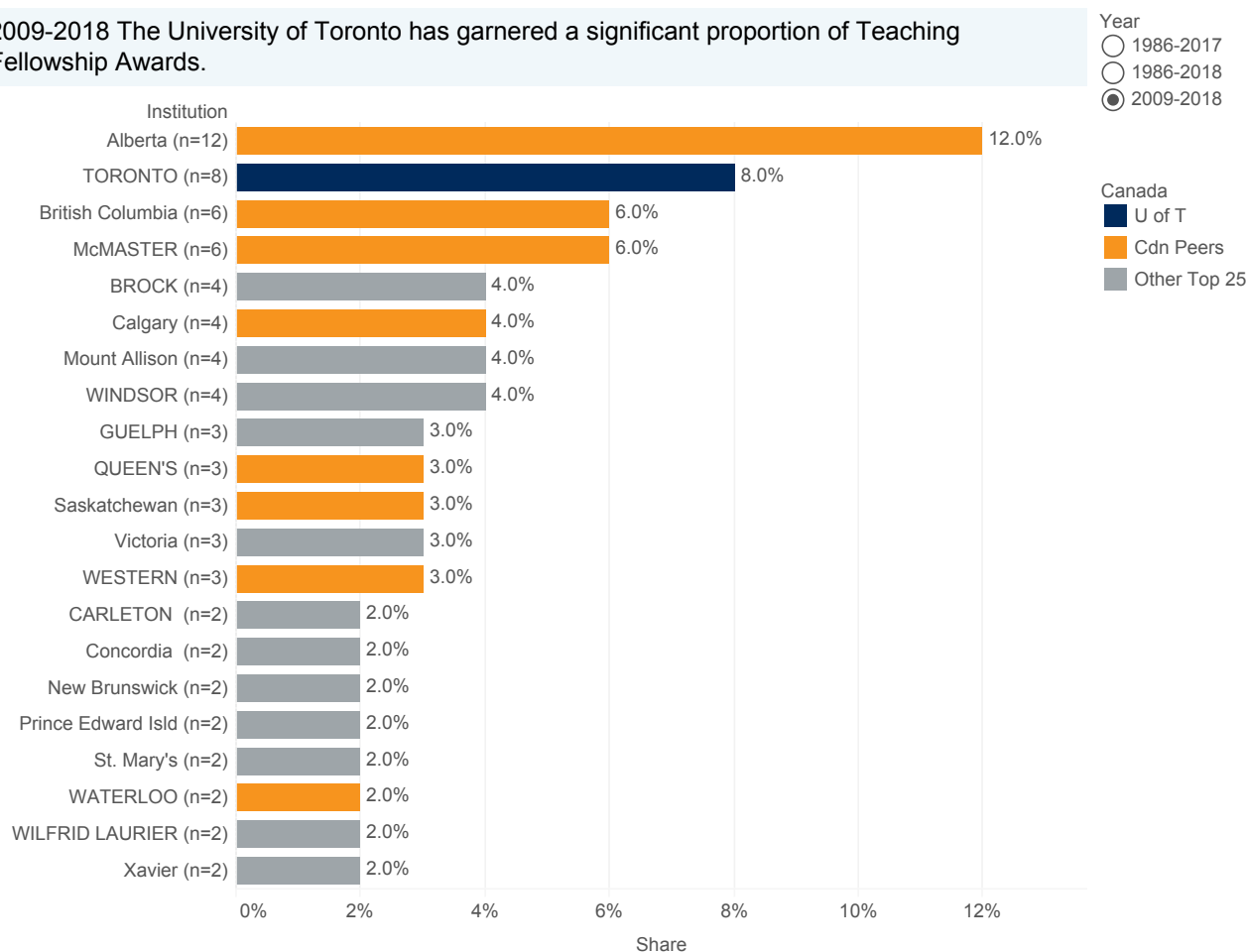


### Faculty Teaching Awards

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

### 3M - Teaching Fellowship Awards Percent Share, Top 25 Institutions

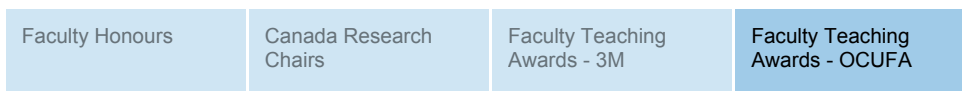
2009-2018 The University of Toronto has garnered a significant proportion of Teaching Fellowship Awards.



**Notes:**

1. Data source: 3M Teaching Fellowships (n=328 from 1986 to 2018).
2. Ontario peer institutions are shown in capital letters.
3. École des Hautes Études Commerciales is included under U de Montréal.

## Faculty Awards and Honours

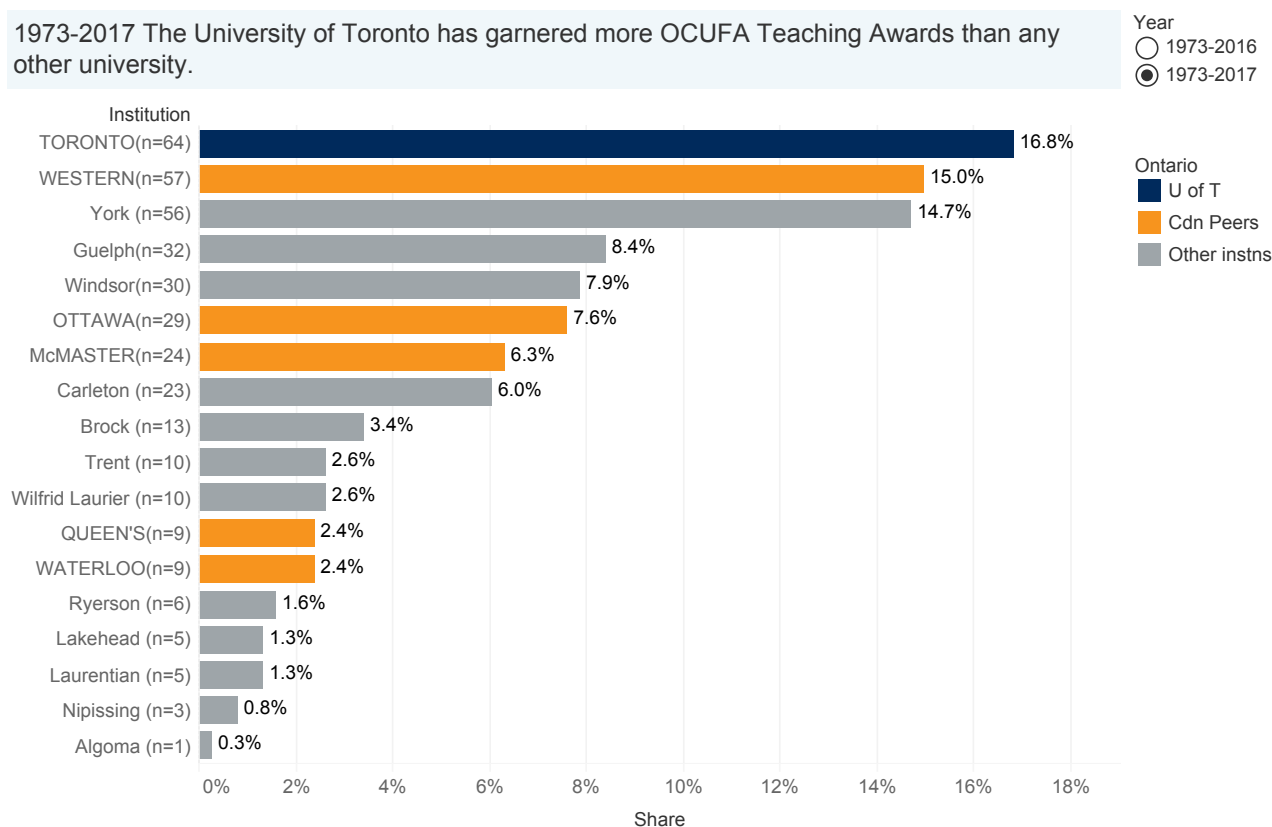


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### Ontario Confederation of University Faculty Associations (OCUFA) Teaching Awards

1973-2017 The University of Toronto has garnered more OCUFA Teaching Awards than any other university.



- Notes:
1. Data source: OCUFA Teaching Awards (n=381) as of September 2017.
  2. Canadian Peers are shown in capital letters.

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

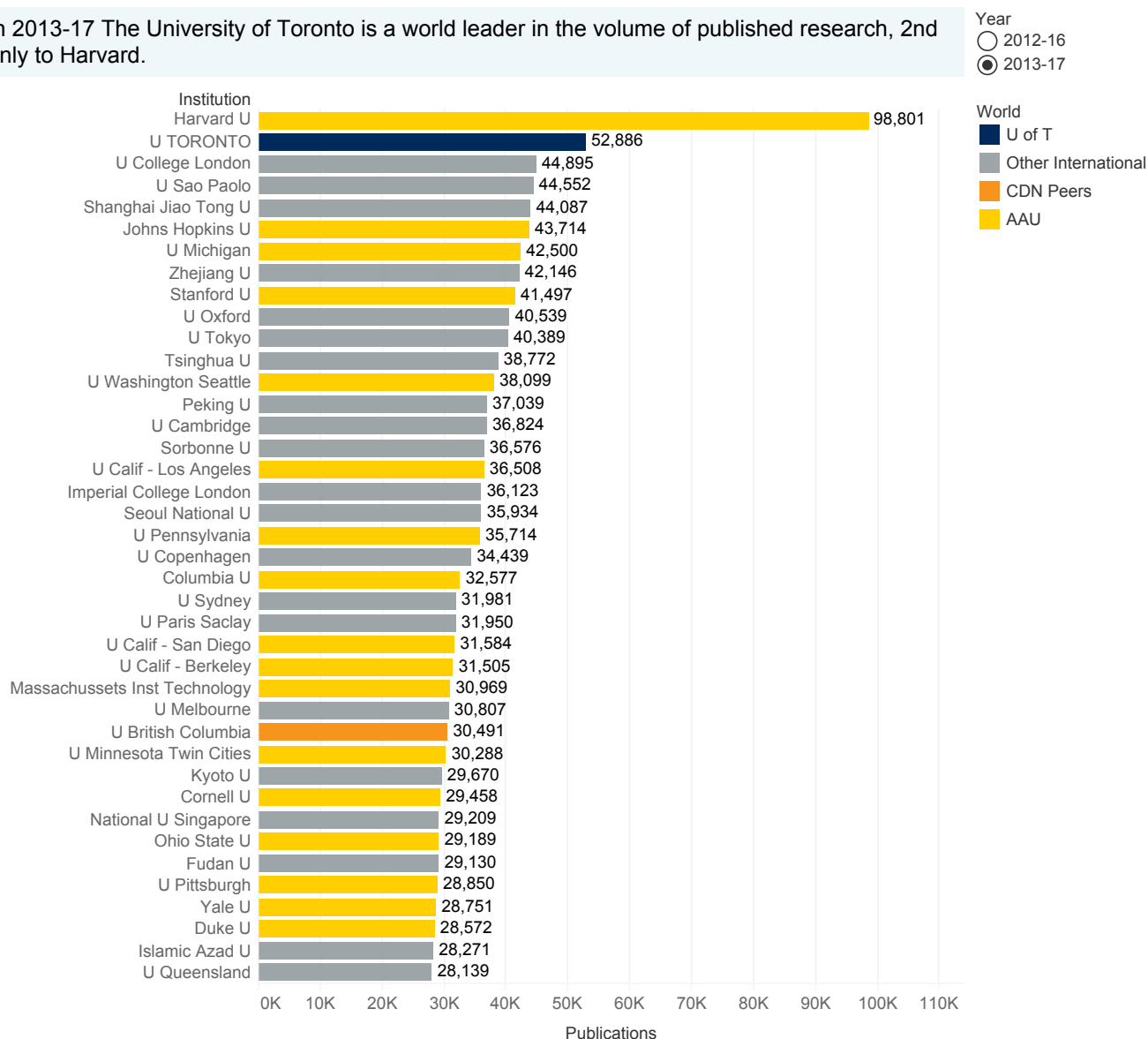
## Research Publications and Citations

**Performance Relevance:** 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 occurs predominantly in peer-reviewed journals.

Publications: Global	Publications: U15	Citations: Global	Citations: U15	Publications by Field: Global	Publications by Field:U15	Co-Authors
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### Number of Publications (All Science Fields), Top 40 Universities in the World

In 2013-17 The University of Toronto is a world leader in the volume of published research, 2nd only to Harvard.



**Notes:**

1. Data source: InCites™ dataset updated 2017-11-18 including Web of Science content indexed through 2017-09-30.
2. Limited to articles, reviews and book chapters in the science fields of the Essential Science Indicators classification schema.
3. Limited to degree-granting discreet academic institutions.

## Research Publications and Citations

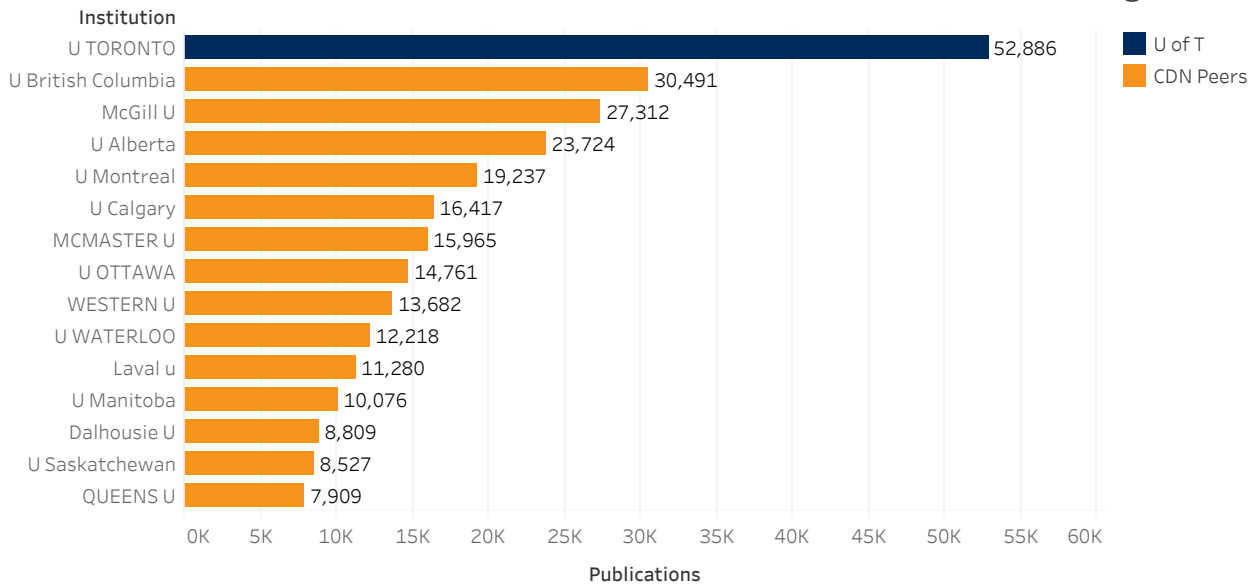
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### Number of Publications (All Science Fields), University of Toronto compared to Canadian Peers

In 2013-17 University of Toronto's volume of published research is significantly higher than Canadian peers.

Year  
 2012-16  
 2013-17



**Notes:**

1. Data source: InCites™ dataset updated 2017-11-18 including Web of Science content indexed through 2017-09-30.
2. Limited to articles, reviews and book chapters in the science fields of the Essential Science Indicators classification schema.
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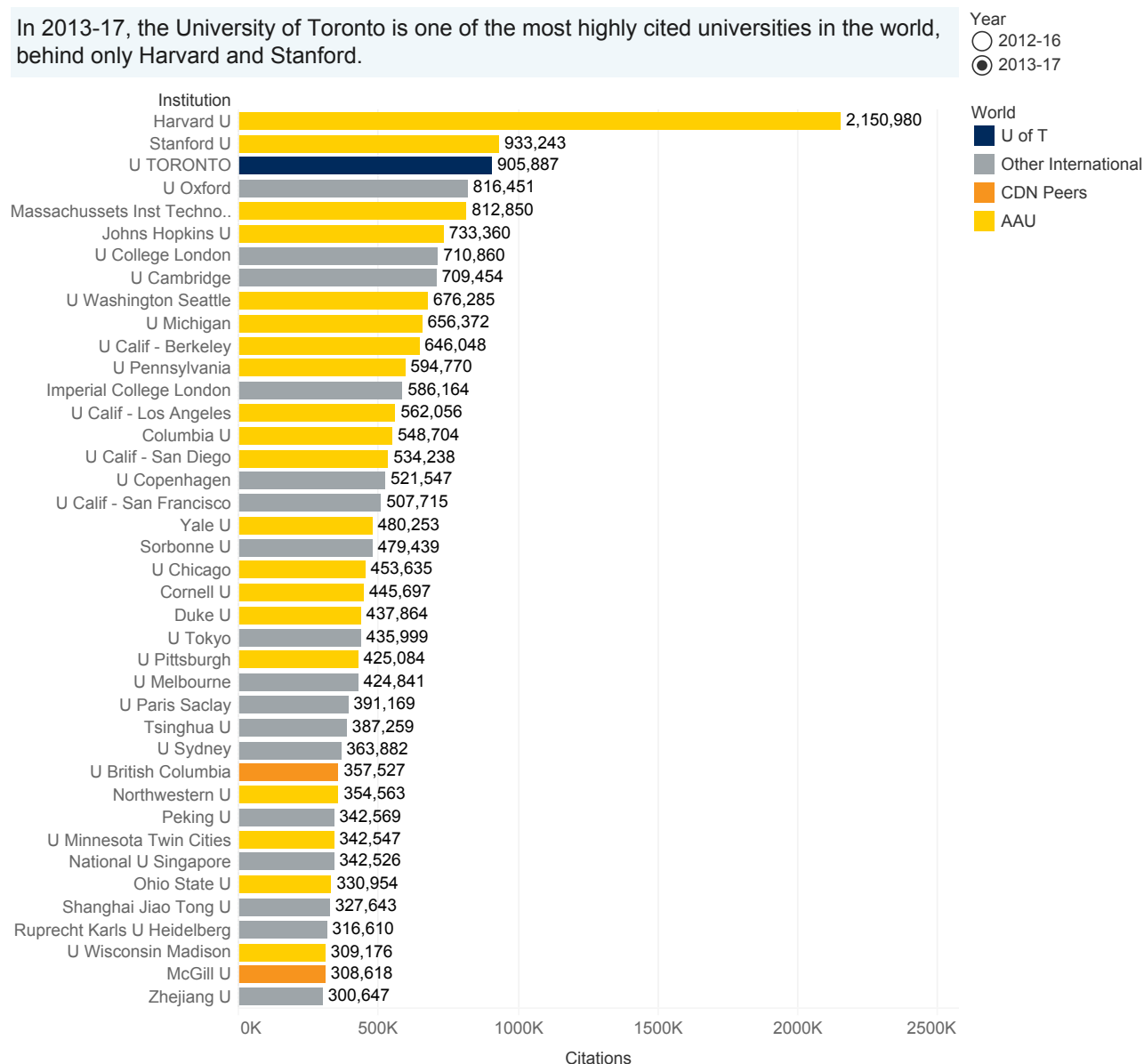
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### Number of Citations (All Science Fields), Top 40 Universities in the World

In 2013-17, the University of Toronto is one of the most highly cited universities in the world, behind only Harvard and Stanford.



#### Notes:

1. Data source: InCitesTM dataset updated 2017-11-18 including Web of Science content indexed through 2017-09-30.
2. Limited to articles, reviews and book chapters in the science fields of the Essential Science Indicators classification schema.
3. Limited to degree-granting discreet academic institutions.

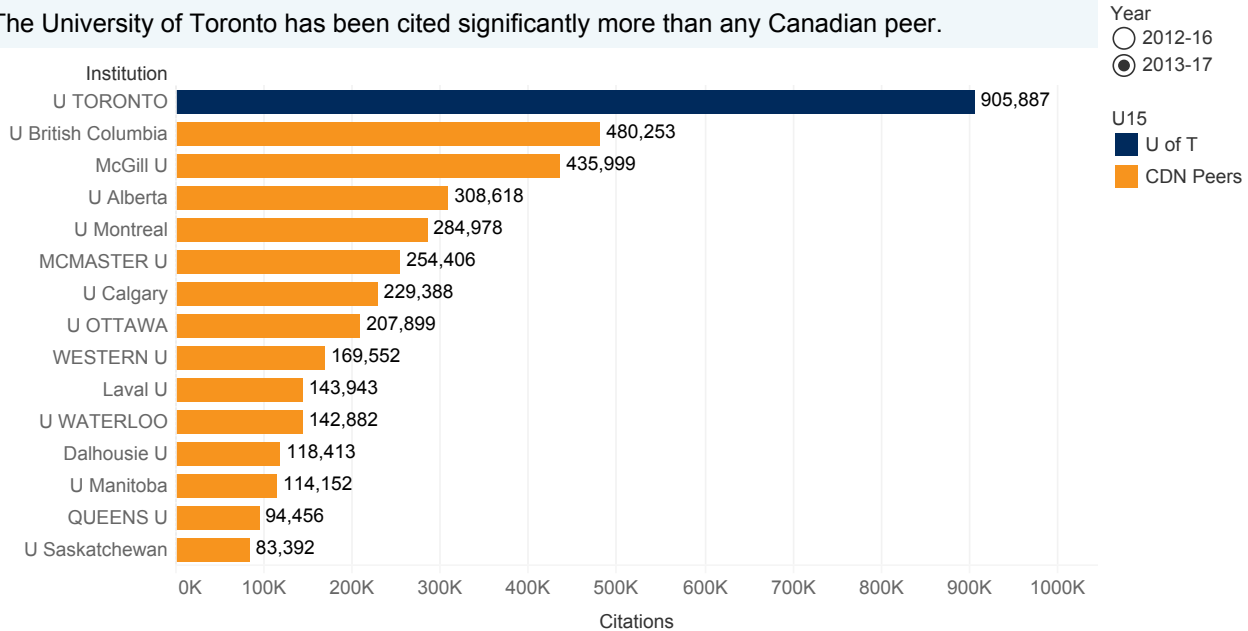
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Publications: Global	Publications: U15	Citations: Global	Citations: U15	Publications by Field: Global	Publications by Field:U15	Co-Authors
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### Number of Citations (All Science Fields), University of Toronto compared to Canadian Peers

The University of Toronto has been cited significantly more than any Canadian peer.



**Notes:**

1. Data source: InCites™ dataset updated 2017-11-18 including Web of Science content indexed through 2017-09-30.
2. Limited to articles, reviews and book chapters in the science fields of the Essential Science Indicators classification schema.
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## Research Publications and Citations

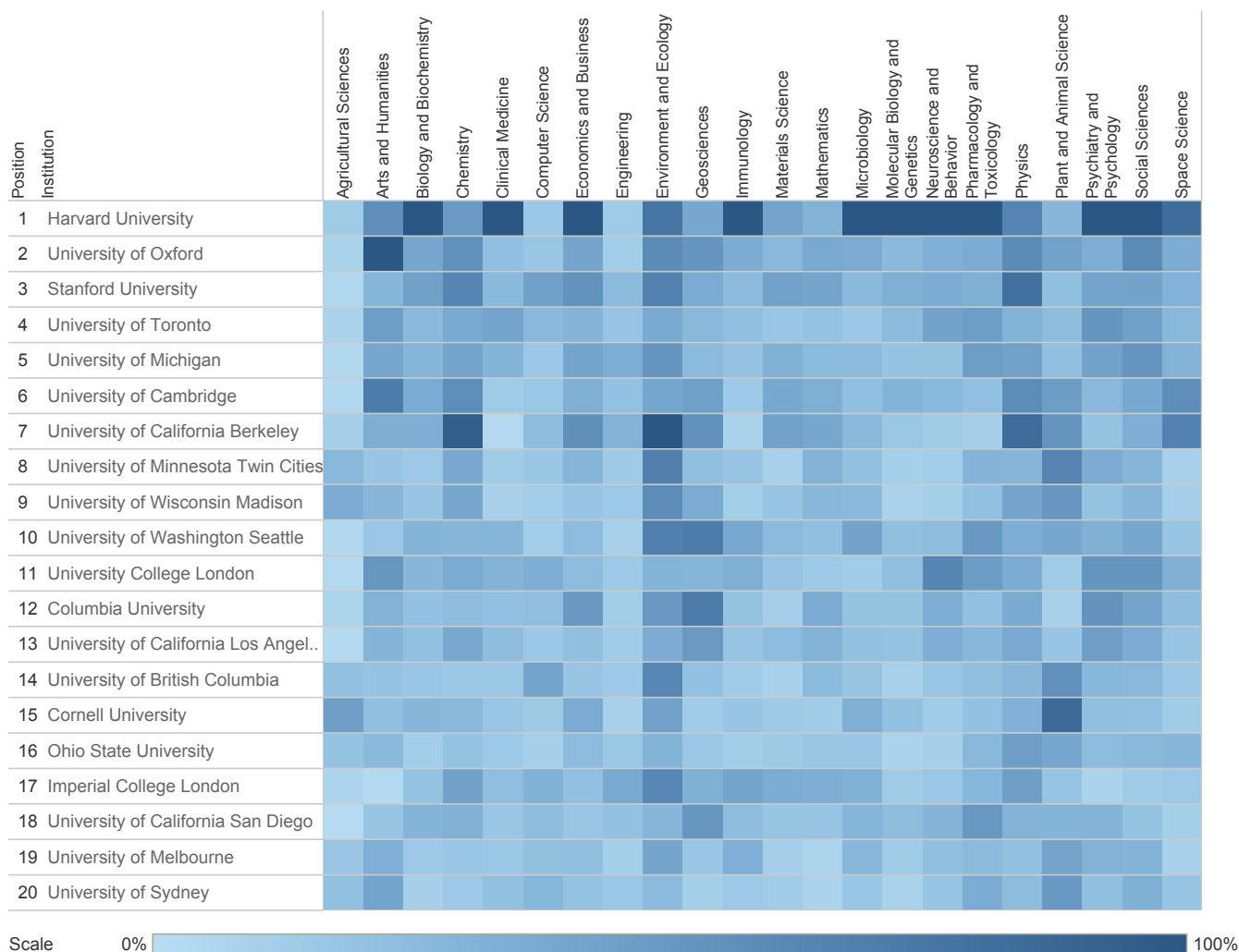
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Publications: Global	Publications: U15	Citations: Global	Citations: U15	Publications by Field: Global	Publications by Field:U15	Co-Authors
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### Heat Matrix Showing Rank on publications in the Top 10% cited

The Top 10% cited papers are the most cited compared to similar papers in the same field and year. It is a measure of high performance. The University of Toronto compares well to our international peers in the majority of fields.

Year  
 2012-16  
 2013-17



#### Notes for year 2013-17:

1. Data source: Queried from InCites (InCites dataset) updated 30 Nov 2018 with Web of Science™ content indexed through 30 Sep 2018. Analysis by the University of Toronto.
2. Vertical sorting is based on the sum of the ranks across the 22 fields (where the lowest sum represents the top institution).
3. The heat scale shading represents the university's publications in the top 10% (darker blue means a higher percentage) relative to all other universities publishing within that category (column).
4. Twenty one of the fields are from the Essential Science Indicators schema; Arts & Humanities is from the GIPP schema.
5. Document type limited to articles, review articles and book chapters with at least one author affiliated with a university.
6. Top university based on the top 10% cited in Agriculture: Wageningen University & Research; Chemistry: Nanyang Technological University; Computer Science: Tsinghua University; Engineering: Tsinghua University; Geosciences: University of Colorado Boulder; Materials Science: Nanyang Technological University; Mathematics: King Abdulaziz University; Physics: Massachusetts Institute of Technology (MIT); Plant and Animal Science: University of California Davis; Space Science: California Institute of Technology.



## Research Publications and Citations

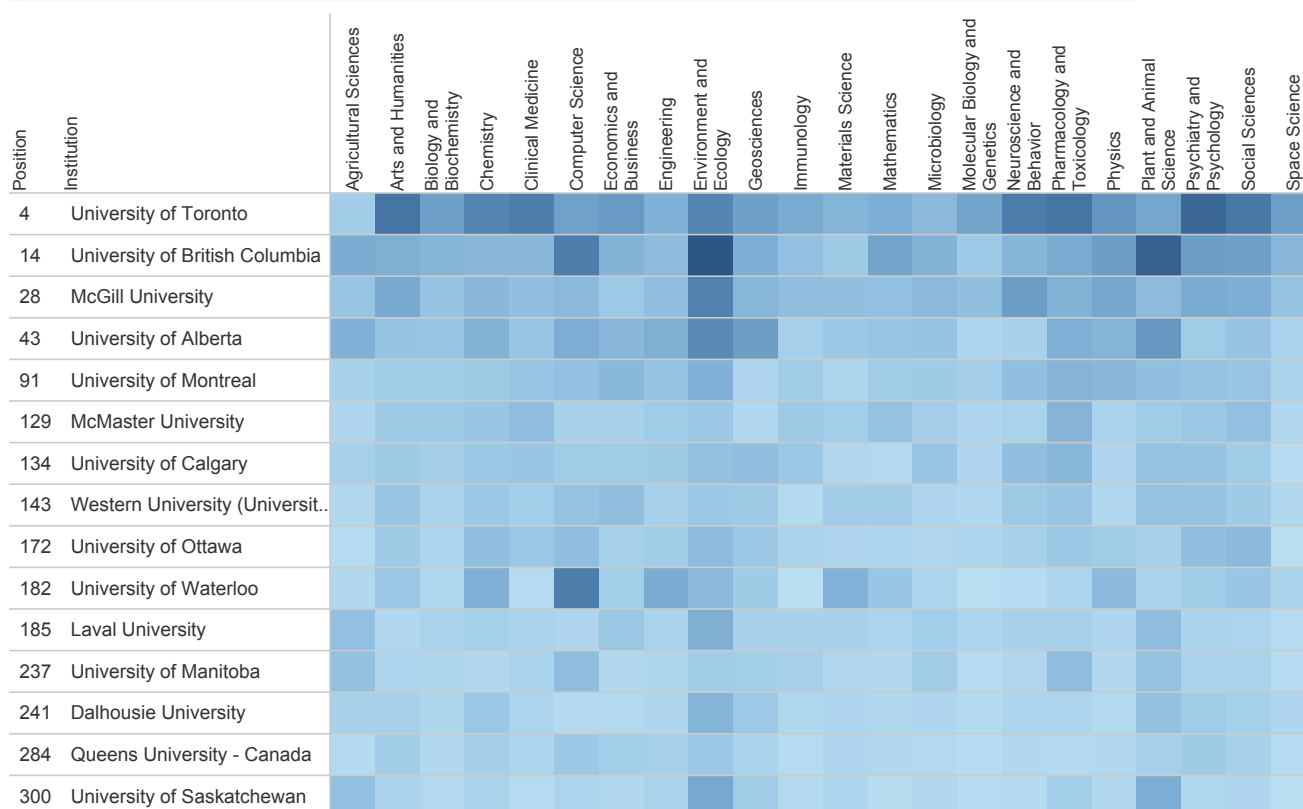
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4. Twenty one of the fields are from the Essential Science Indicators schema; Arts & Humanities is from the GIPP schema.
5. Document type limited to articles, review articles and book chapters with at least one author affiliated with a university.
6. Top university based on the top 10% cited in Agriculture: Wageningen University & Research; Chemistry: Nanyang Technological University; Computer Science: Tsinghua University; Engineering: Tsinghua University; Geosciences: University of Colorado Boulder; Materials Science: Nanyang Technological University; Mathematics: King Abdulaziz University; Physics: Massachusetts Institute of Technology (MIT); Plant and Animal Science: University of California Davis; Space Science: California Institute of Technology.

## Research Publications and Citations

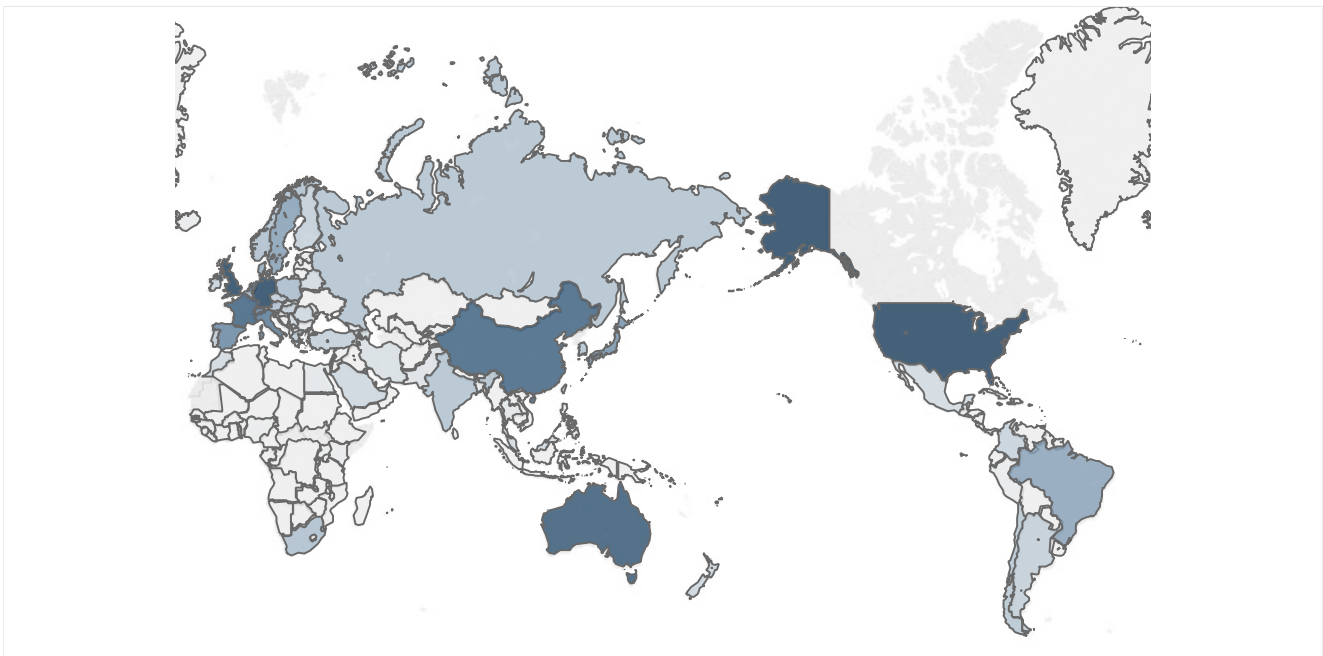
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Publications: Global	Publications: U15	Citations: Global	Citations: U15	Publications by Field: Global	Publications by Field:U15	Co-Authors
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Map showing the location of the University of Toronto's co-authors.

Location of international co-authors of papers published by scholars at the University of Toronto. Evidence of active research collaborations in all parts of the world.

Year  
 ○ 2012-2016  
 ● 2013-2017



Web of Science Documents



Notes:

1. Source: Clarivate Analytics InCites.
2. Limited to Articles, Reviews, Proceedings Papers and Book chapters.

## Research Funding

Tri-Agency Funding - SSHRC, NSERC, CIHR	CFI	Research Revenue from the Private Sector	Total Research Funding
Total Research Funding - Time Series			

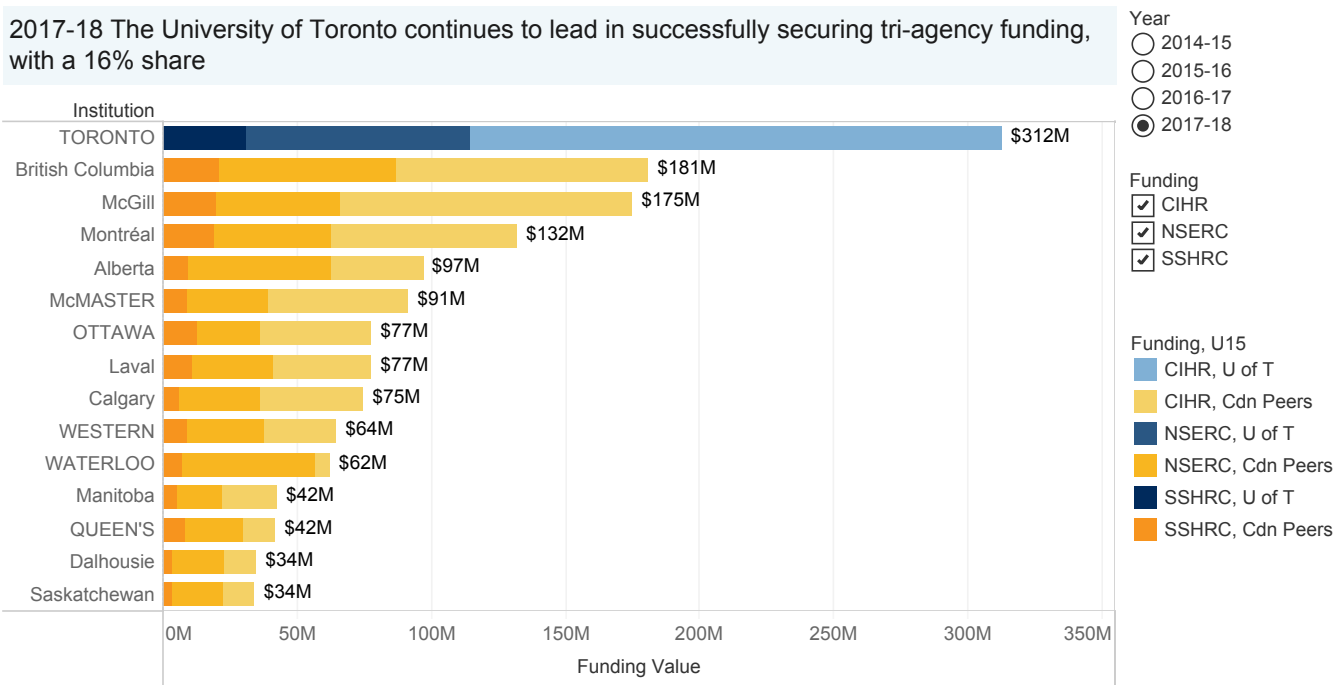
### University of Toronto's Funding from the Three Federal Granting Agencies (Tri-Agencies) Compared to Canadian Peers

#### Performance Relevance:

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

Tri-agency funding takes on additional importance as the primary driver to allocate other federal research investments including the Canada Research Chairs, the Research Support Fund, and a portion of the Canada Foundation for Innovation funding.

2017-18 The University of Toronto continues to lead in successfully securing tri-agency funding, with a 16% share



**Notes:**

1. Data source: SSHRC Awards Search Engine, NSERC Awards Database, CIHR Expenditures by University and Program Category.
2. Funding for Networks of Centres of Excellence nodes, Canada Research Chairs, Research Support Fund, Canadian Microelectronics Corporation (NSERC funding held at Queen's) and the Canadian Light Source (NSERC funding held at U. Saskatchewan) are excluded.
3. For the national total, only funding to Canadian colleges and universities and their affiliates, is counted.
4. Ontario peers are shown in capital letters.

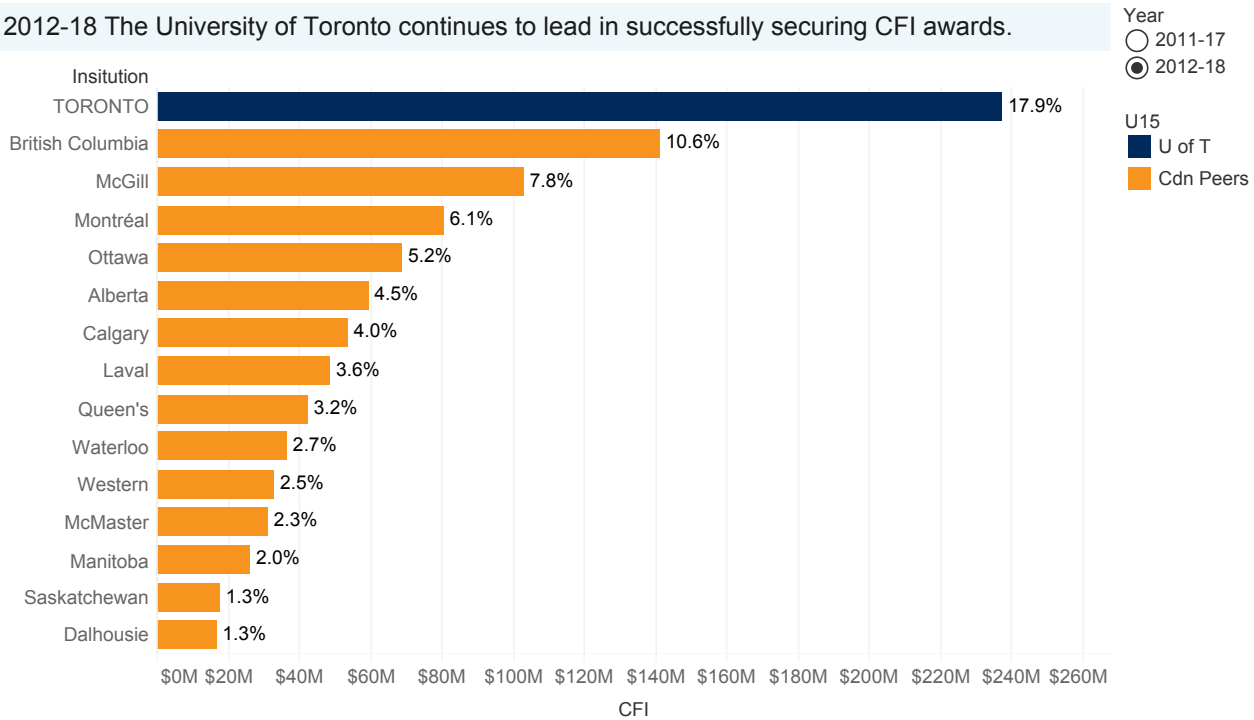
## Research Funding

Tri-Agency Funding - SSHRC, NSERC, CIHR	CFI	Research Revenue from the Private Sector	Total Research Funding	Total Research Funding - Time Series
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### Canada Foundation for Innovation (CFI) Funding by University

**Performance Relevance:** Research funding from the federal government's Canada Foundation for Innovation (CFI), in partnership with the Ontario Ministry of Research and Innovation, plays a crucial role in enabling the University of Toronto and partner hospitals to host world-leading facilities. These in turn help us attract and retain some of the world's most talented researchers and trainees. Grants are awarded on a competitive basis through peer review.

2012-18 The University of Toronto continues to lead in successfully securing CFI awards.



**Notes:**

1. Data source: CFI website, projects funded database December 2017.
2. Based on government fiscal year, April to March.
3. National projects excluded.
4. Partner hospitals and affiliates data are counted with each university.
5. Includes six years to consistently cover two cycles of the Innovation Fund.

## Research Funding

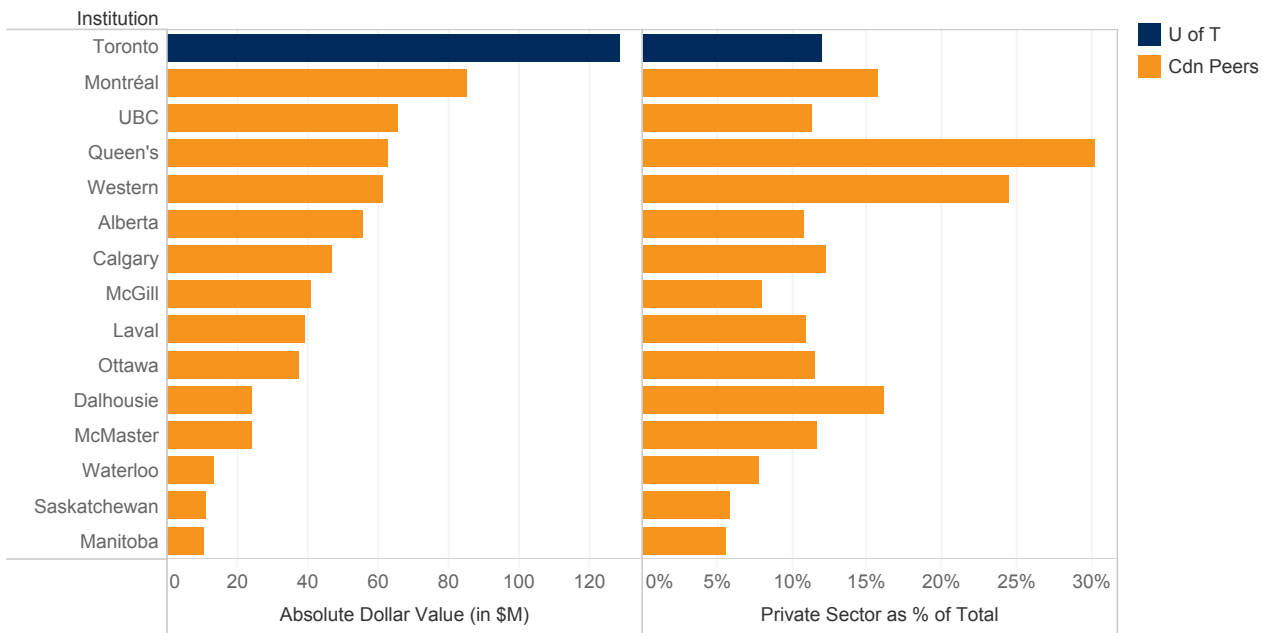
Tri-Agency Funding - SSHRC, NSERC, CIHR	CFI	Research Revenue from the Private Sector	Total Research Funding
			Total Research Funding - Time Series

### Research Revenue from the Private Sector: University of Toronto and Canadian Peers

**Performance Relevance:** The level of research investment from the private sector is an indication of the extent of the collaborative relationships between the university research community and the private sector. These partnerships turn ideas and innovations into products, services, companies and jobs. They also make tangible contributions to the university's mission of training the next generation of researchers by giving students practical opportunities to create new knowledge while helping them establish, along with faculty, strong links with industrial contacts.

2016-17 The University of Toronto leads Canadian universities in overall research support from private sector partners.

Year  
 2015-16  
 2016-17



**Notes:**

1. Data Source: CAUBO Financial Information of Universities and Colleges 2015-16.
2. Toronto data corrected for one-year lag in reporting for affiliates. McMaster: only consolidated entities were included.
3. Partners and affiliates included with each university.

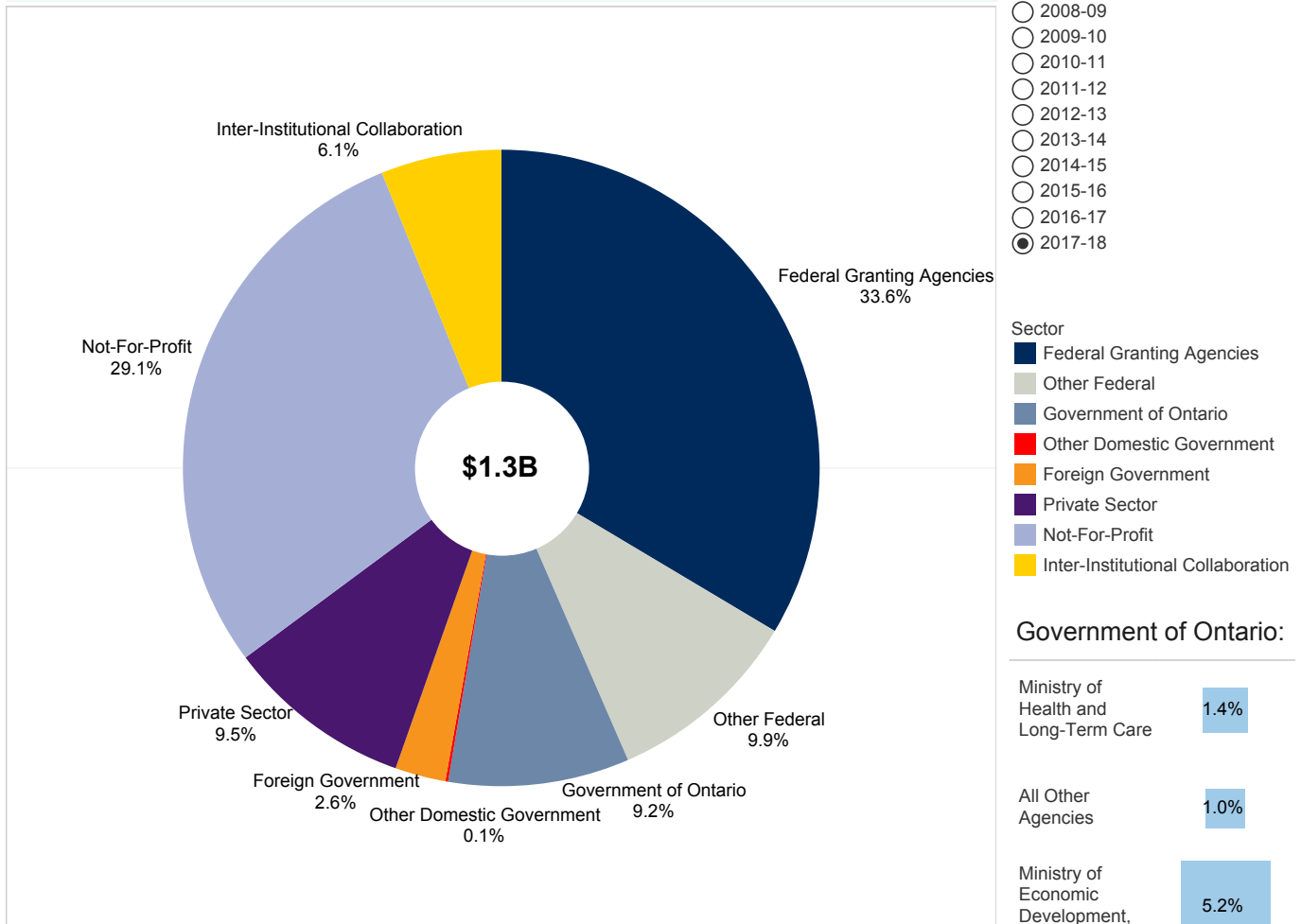
# Research Funding

Tri-Agency Funding - SSHRC, NSERC, CIHR	CFI	Research Revenue from the Private Sector	<b>Total Research Funding</b>	Total Research Funding - Time Series
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**Performance Relevance:** The University of Toronto's engagement in research is supported by a wide spectrum of funding sources and partners. Total Research Funding includes the annual dollar value of grants flowing to the University and its nine fully affiliated partner hospitals.

## University of Toronto Research Funds Awarded by Sector

2017-18 More than half of the University of Toronto's research funding comes from government sources. The largest federal sources fall under the umbrella of the three granting agencies, CIHR, NSERC and SSHRC.



**Notes:**

1. Data source: Division of the Vice-President, Research and Innovation.
2. Includes University of Toronto and partner hospitals.
3. The Federal Granting Agencies (CIHR, NSERC and SSHRC) include the Canada Research Chairs and the Canada Excellence Research Chairs programs.
4. Other Federal includes the Canada Foundation for Innovation (CFI). Other Government includes municipal governments and provincial governments other than Ontario.

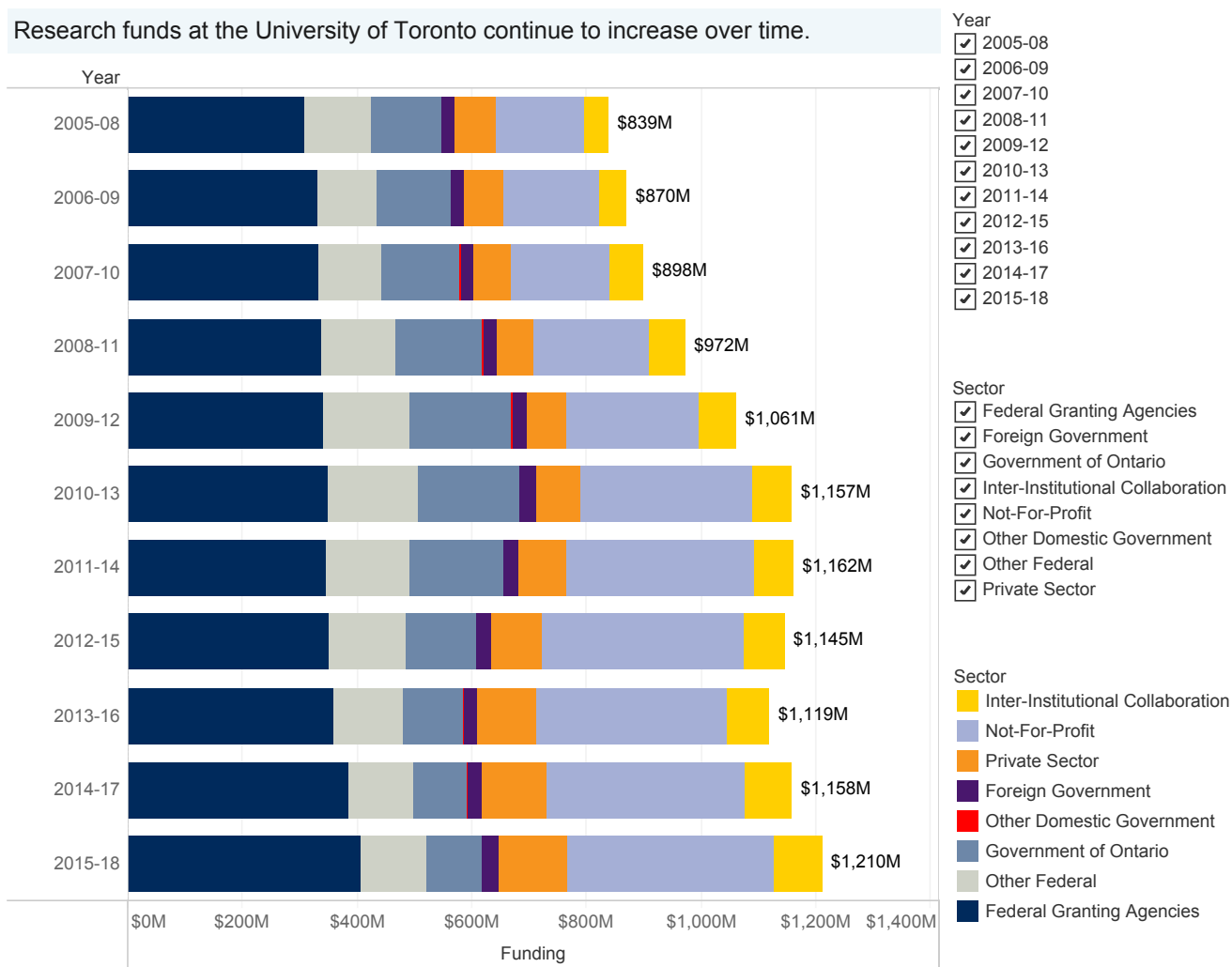
## Research Funding

Tri-Agency Funding - SSHRC, NSERC, CIHR	CFI	Research Revenue from the Private Sector	Total Research Funding	Total Research Funding - Time Series
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**Performance Relevance:** The University of Toronto's engagement in research is supported by a wide spectrum of funding sources and partners. Total Research Funding includes the annual dollar value of grants flowing to the University and its nine fully-affiliated partner hospitals. Over the past decade the University's growth in research funding has followed an upward trend that has leveled off in more recent years.

### Research Funds Awarded, Time Series of Three-Year Rolling Averages

Research funds at the University of Toronto continue to increase over time.



**Notes:**

1. Data source: Division of the Vice-President, Research and Innovation.
2. Includes University of Toronto and partner hospitals.
3. The Federal Granting Agencies (CIHR, NSERC and SSHRC) include the Canada Research Chairs (CRCs), Canada Excellence Research Chairs program (CERCs), the Canada First Research Excellence Fund (CFREF) and the Research Support Fund (RSF).
4. Other Federal includes the Canada Foundation for Innovation (CFI).
5. Other domestic government includes municipal government and provincial governments other than Ontario.

**Related Reports:**

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

## Innovation, Commercialization and Entrepreneurship

Performance Relevance	Invention Disclosures	Licenses	Start-up	Entrepreneur- ship
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### Performance Relevance:

The University of Toronto is a leader in generating and protecting “made-in-Canada” ideas and innovations. Our community of faculty members and trainees continues to create new technologies, companies, products and services that are improving lives around the world, enabling our students to invent their own careers, and creating jobs and prosperity in Canada and beyond. It is no wonder that Reuters ranked the University of Toronto as the 35th most innovative university in the world and number one in Canada.

Innovation activities are often measured using various indicators: invention disclosures, license agreements, start-up companies and engagement of the community in various entrepreneurship programs and initiatives.

In addition to these traditional technology commercialization activities, the University of Toronto continues to expand the campus-based initiatives that support our increasing numbers of entrepreneurial students. University of Toronto Entrepreneurship (UTE) recently ranked among the top five university-managed business incubators in the world. UTE supports a growing number of programs for U of T entrepreneurs delivered through incubators and accelerators located across our three campuses. For example, the Banting & Best buildings have been repurposed for innovation and entrepreneurship, notably with ONRamp’s 15,000 square feet of co-working space for hundreds of entrepreneurs and members of the innovation community at the University of Toronto and our partner universities.

Recent years have also seen an increase in entrepreneurial courses and student-led clubs and initiatives. There are currently close to 180 courses and programs focused on entrepreneurship and innovation available to students across various faculties. In the 2018 academic year, more than 11,000 registrants were able to learn about and experience entrepreneurship by taking part in these University of Toronto offerings.

### Related Websites:

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

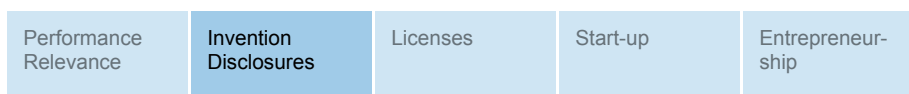
University of Toronto Entrepreneurship: <http://entrepreneurs.utoronto.ca/>

THE innovative universities ranking 2018:  
<https://www.timeshighereducation.com/student/news/most-innovative-universities-world-2018>

Top Business Incubator ranking 2017/2018:  
<https://ubi-global.com/ranking-top-business-incubator-managed-university-2017-2018/02/>



## Innovation, Commercialization and Entrepreneurship

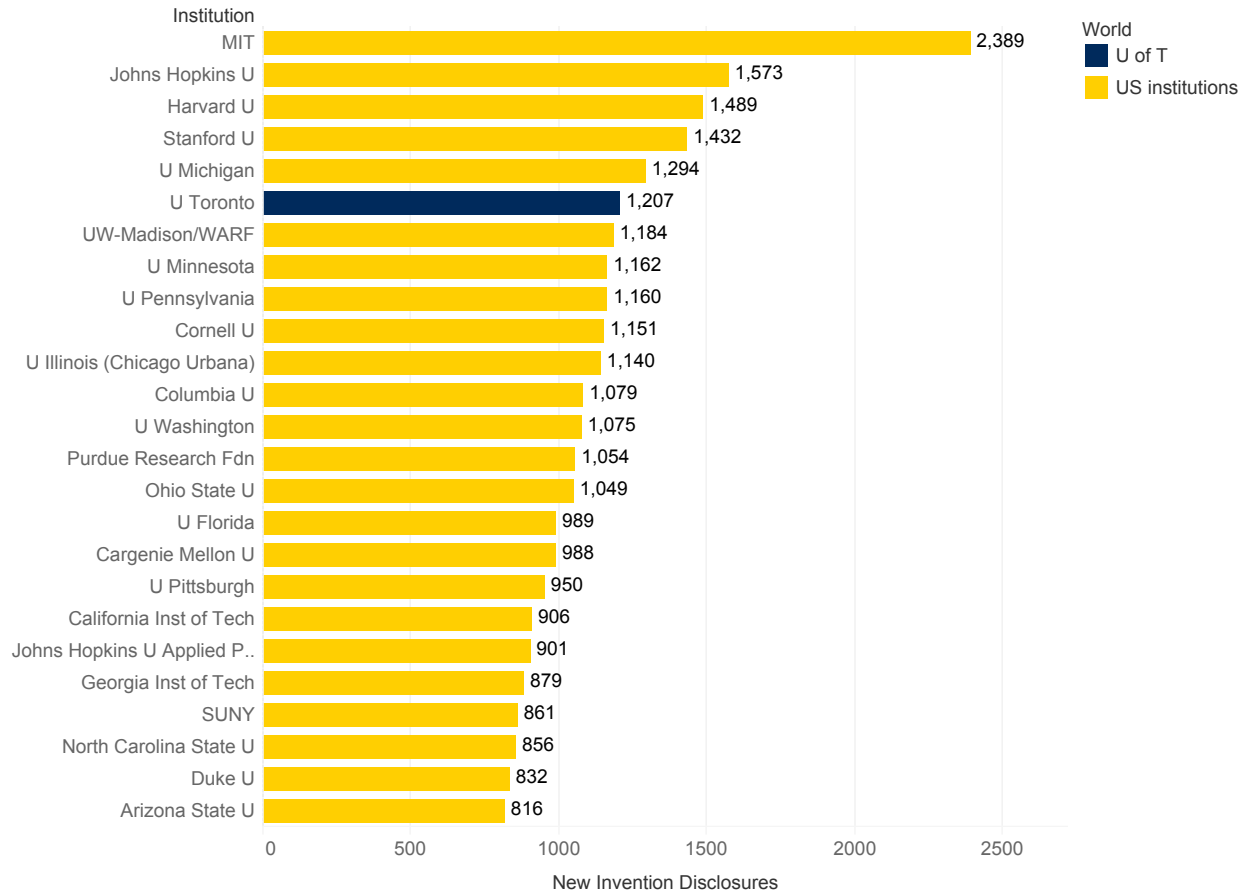


### New Invention Disclosures, Top 25 US & Canadian Institutions

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

2014-15 to 2016-17 The University of Toronto outperforms Canadian peers and compares favorably with U.S. peers for the number of New Invention Disclosures.

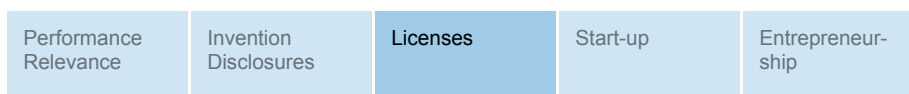
Year  
 ○ 2013-14 to 2015-16  
 ● 2014-15 to 2016-17



**Notes:**

1. Data Source: Association of University Technology Managers (AUTM).
2. Fiscal year varies by university. The University of Toronto's is May to April.
3. Where available, University of Toronto counts include partner hospitals.
4. Universities which report to AUTM as a system have been removed from the above graph (e.g. "University of California System").

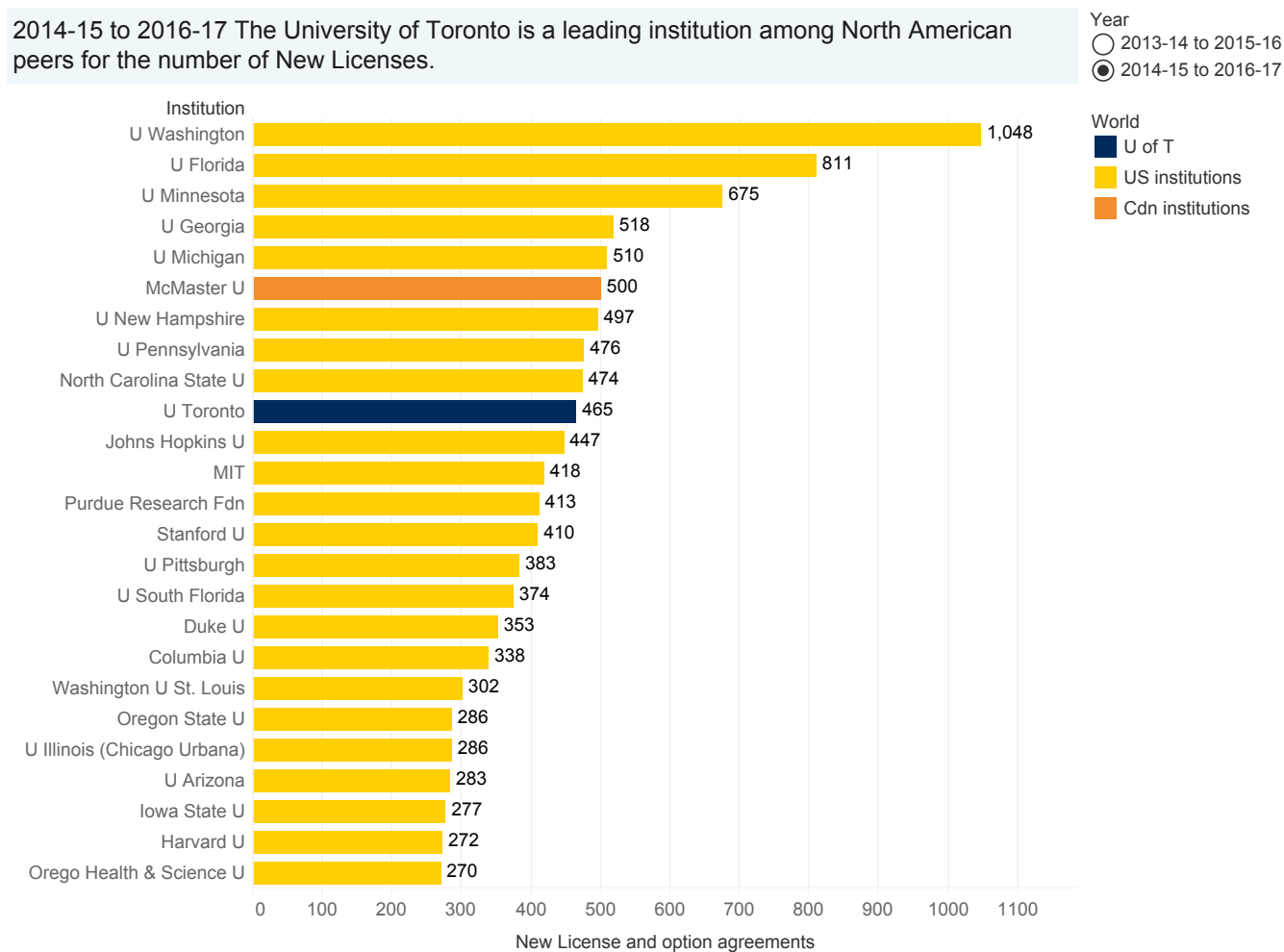
## Innovation, Commercialization and Entrepreneurship



### New Licenses, Top 25 US & Canadian Institutions

**Licensing** a technology, idea or process can be an important mechanism to share and transfer knowledge from the University to users who can further develop and bring the innovation to the marketplace and society.

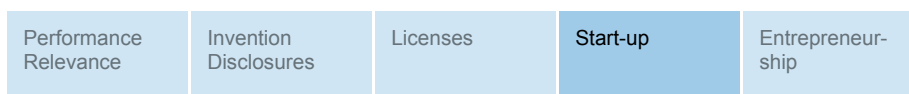
2014-15 to 2016-17 The University of Toronto is a leading institution among North American peers for the number of New Licenses.



**Notes:**

1. Data Source: Association of University Technology Managers (AUTM).
2. Fiscal year varies by university. The University of Toronto's is May to April.
3. Where available, University of Toronto counts include partner hospitals.
4. Universities which report to AUTM as a system have been removed from the above graph (e.g. "University of California System").

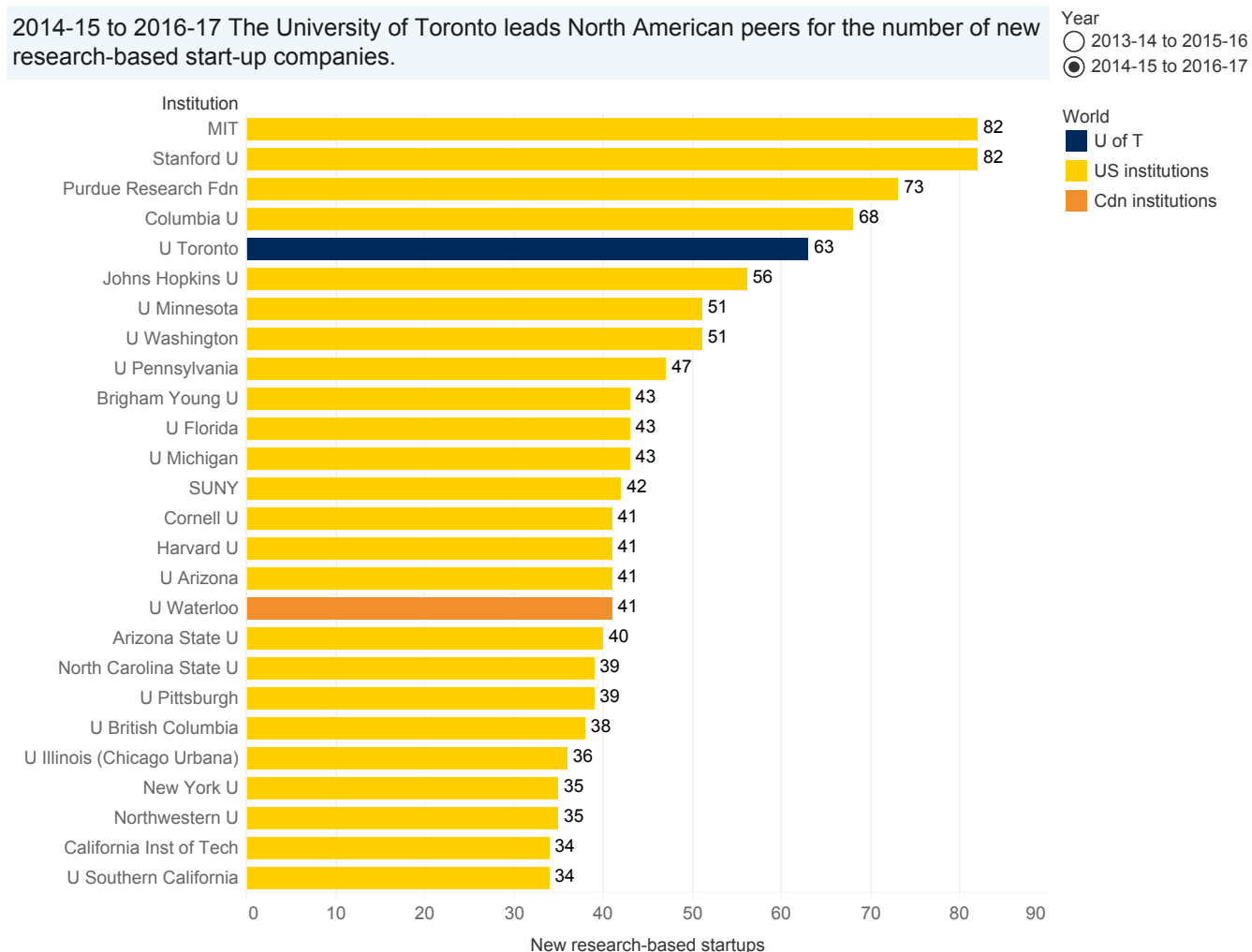
## Innovation, Commercialization and Entrepreneurship



### New Research-based Start-up Companies, Top 25 US & Canadian Institutions

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

2014-15 to 2016-17 The University of Toronto leads North American peers for the number of new research-based start-up companies.



**Notes:**

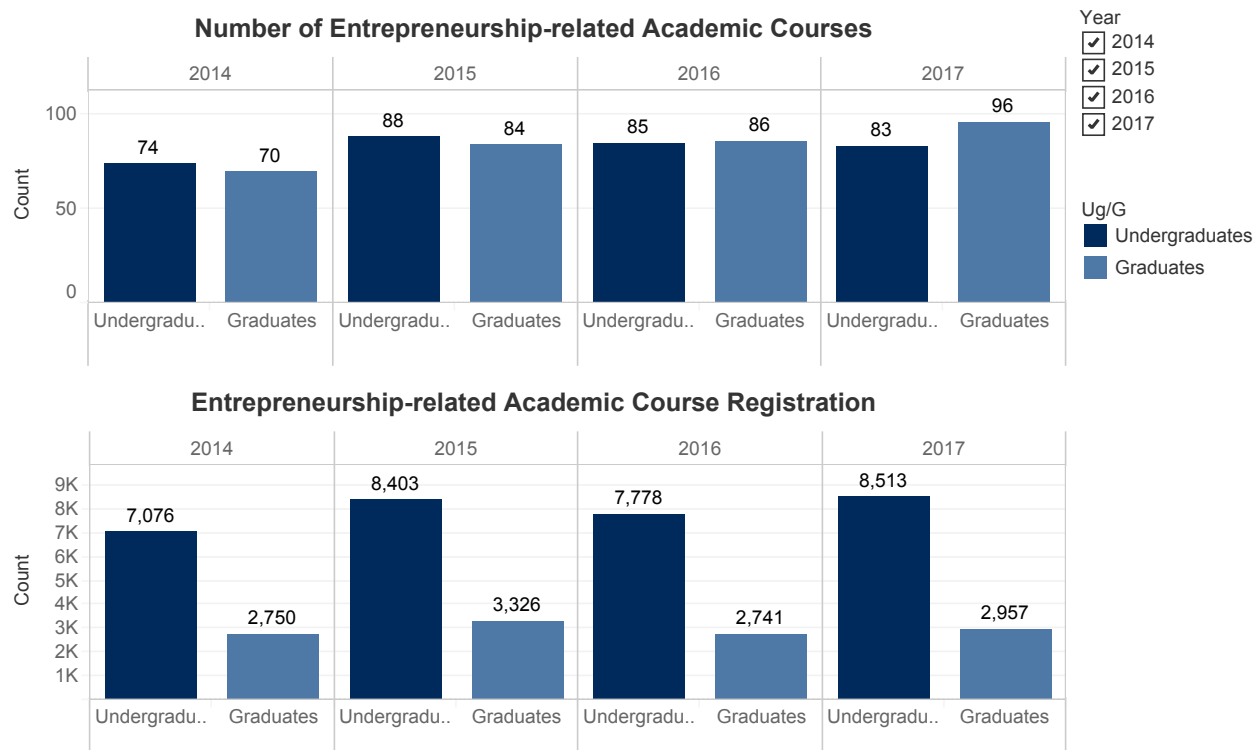
1. Data Source: Association of University Technology Managers (AUTM).
2. Fiscal year varies by university. The University of Toronto's is May to April.
3. Where available, University of Toronto counts include partner hospitals.
4. Universities which report to AUTM as a system have been removed from the above graph (e.g. "University of California System").
5. As per the Association of University Technology Managers (AUTM), "New Research-based Start-up Companies" are defined as new companies that are dependent on licensing institutional intellectual property for their formation.

## Innovation, Commercialization and Entrepreneurship

Performance Relevance	Invention Disclosures	Licenses	Start-up	Entrepreneur- ship
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### Entrepreneurship-related Courses

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



**Notes:**

1. Data source: Division of the Vice-President Research and Innovation (VPRI) and the Planning & Budget office.
2. Courses related to entrepreneurship were identified in course catalogs by searching for a set of keywords relating to entrepreneurship and manually validating the results for relevance. The above figures include only academic courses and exclude extracurricular courses and programs.
3. Registrations represent the number of students registered in individual courses, not the number of individual students.

## Recruitment and Admissions

Entering Averages: U of T vs. ON	Entering Averages in A&S and Engineering	App. /Off. /Reg. - UG First Entry	App. /Off. /Reg. - UG Second Entry	App. /Off. /Reg. - PMAS international	App. /Off. /Reg. - MA international	App. /Off. /Reg. - Doctoral international	App. /Off. /Reg. - PMAS d..
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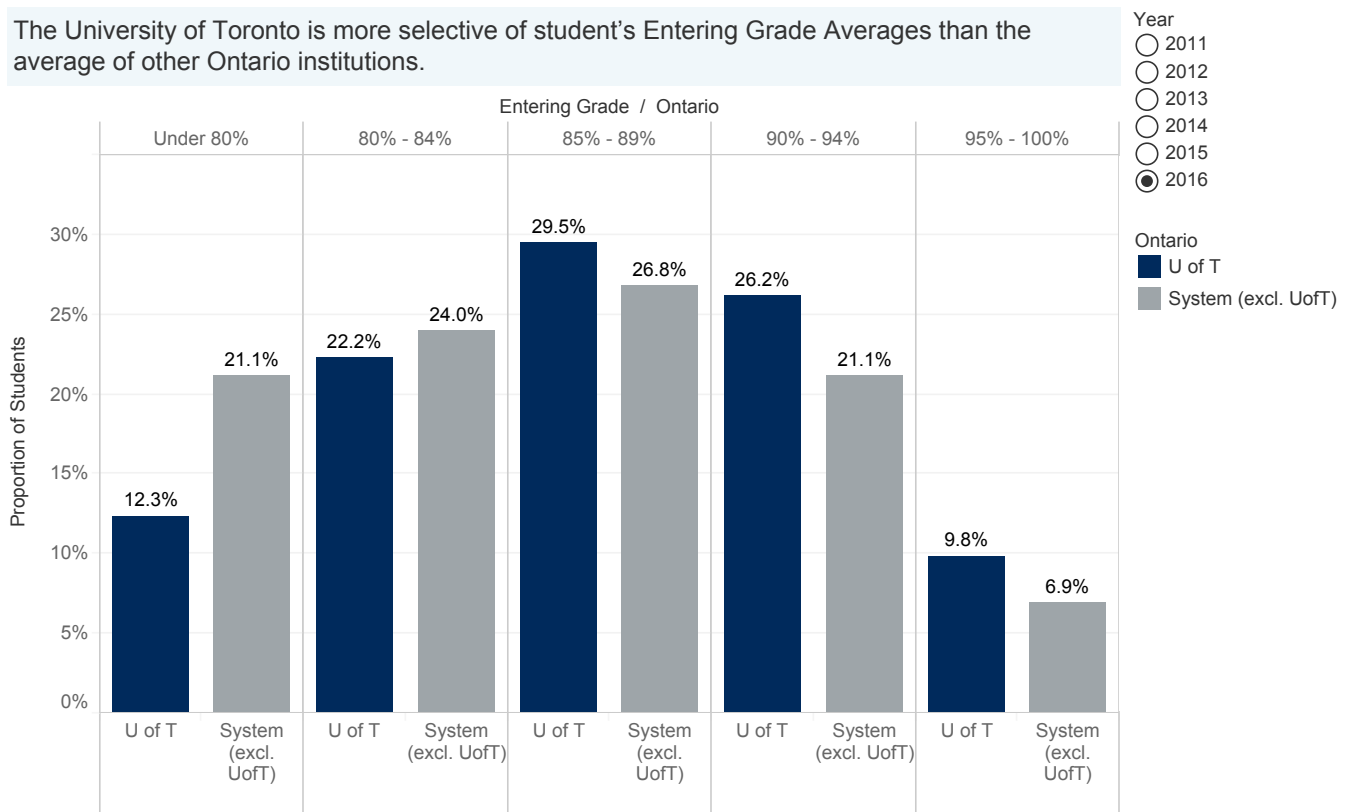
### Entering Averages

#### Performance Relevance:

Student entering grade averages reflect an institution's ability to attract a well-qualified student body. A comparison of the University of Toronto with the rest of the Ontario University system has been included. This comparison illustrates the differences in distribution of entering grade average. Comparisons over time provide an indication of an institution's ability to consistently attract high quality students. Entering averages specific to the Arts and Science programs across the three campuses indicate our ability to attract high quality students by campus.

#### 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

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



#### Notes:

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

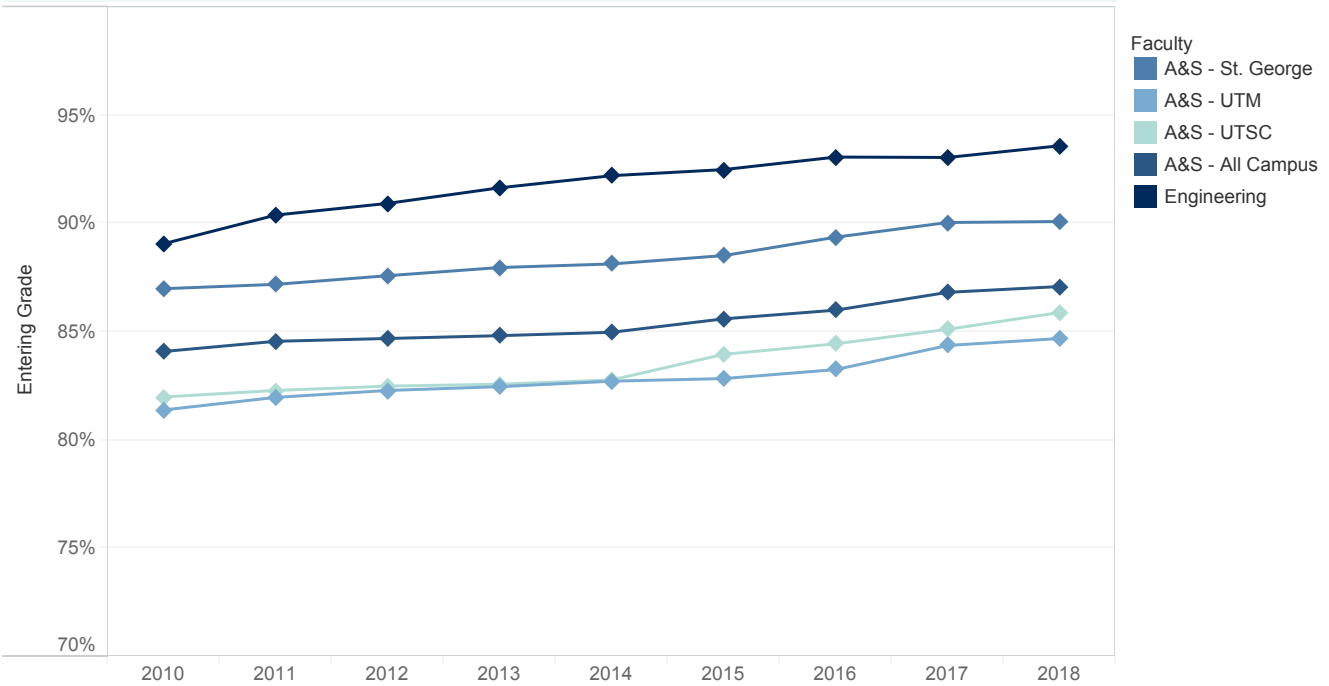
## Recruitment and Admissions

Entering Averages: U of T vs. ON	<b>Entering Averages in A&amp;S and Engineering</b>	App. /Off. /Reg. - UG First Entry	App. /Off. /Reg. - UG Second Entry	App. /Off. /Reg. - PMAS international	App. /Off. /Reg. - MA international	App. /Off. /Reg. - Doctoral international	App. /Off. /Reg. - PMAS d..
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### Entering Grade Averages (Average Mark), Arts & Science and Engineering by Campus

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

Year  
2010 to 2018



**Notes:**

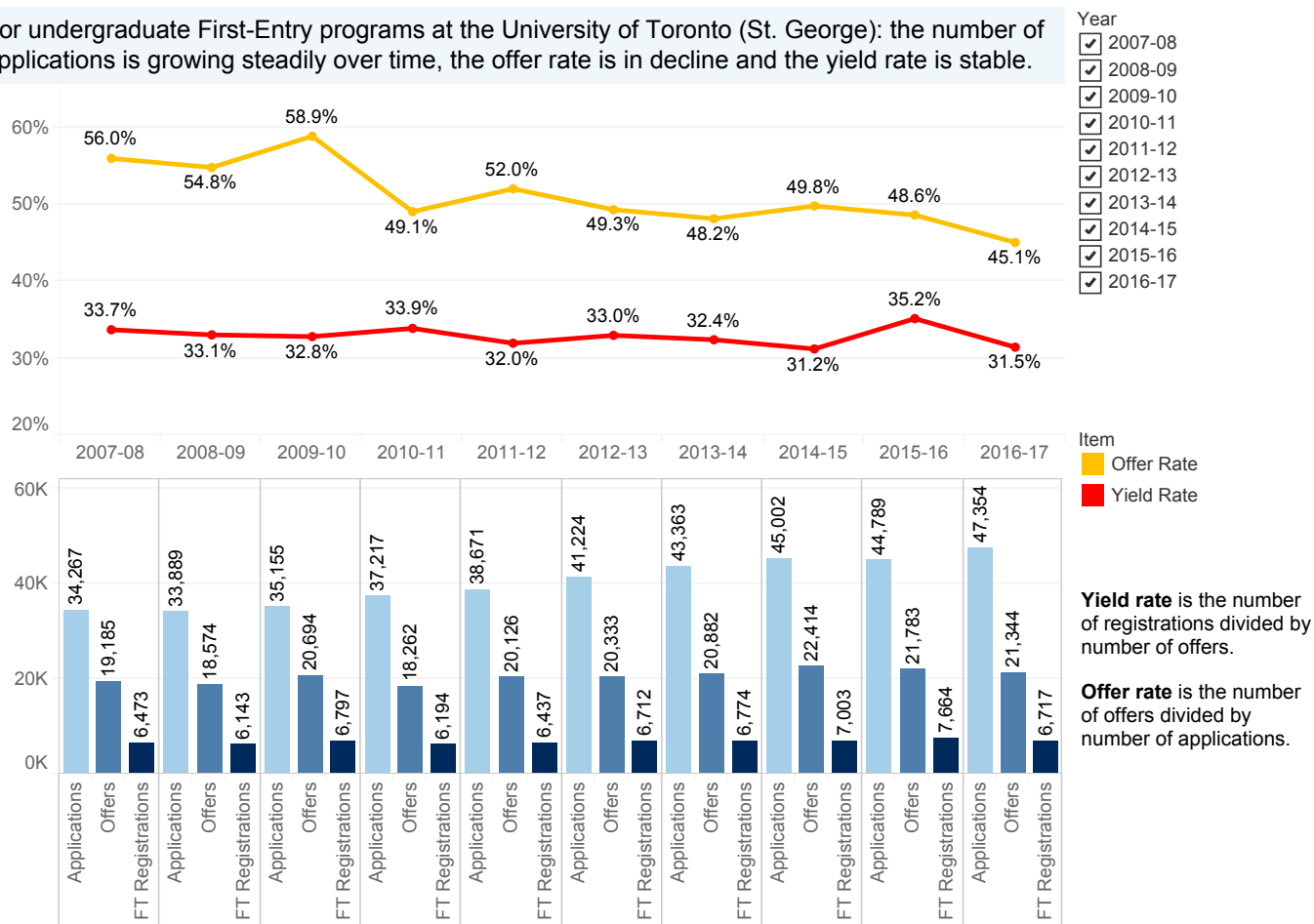
1. Data source: Admissions & Awards. Based on final program admission average.

## Recruitment and Admissions

Entering Averages: U of T vs. ON	Entering Averages in A&S and Engineering	App. /Off. /Reg. - UG First Entry	App. /Off. /Reg. - UG Second Entry	App. /Off. /Reg. - PMAS international	App. /Off. /Reg. - MA international	App. /Off. /Reg. - Doctoral international	App. /Off. /Reg. - PMAS d..
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### Total Applications, Offers, and Registrations (St. George) Undergraduate First-Entry Programs

For undergraduate First-Entry programs at the University of Toronto (St. George): the number of applications is growing steadily over time, the offer rate is in decline and the yield rate is stable.



#### Notes:

1. Data source: Ontario Universities' Application Centre (OUAC).
2. Undergraduate first-entry programs include: Arts & Science St. George campus, UTM, UTSC, Applied Science & Engineering, Architectural Studies, Kinesiology & Physical Education, and Music.
3. Includes applicants directly from high school (OUAC 101) and all other undergraduate applicants (OUAC 105) who applied through OUAC for first year full time fall entry into first-entry programs. Excludes students who applied directly to U of T, and who applied with advanced standing.
4. UTM and UTSC are not included.

**Year**  
 2016-17

### Applications, Offers, and Registrations (St. George) Undergraduate First-Entry Programs by Faculty, 2016-17

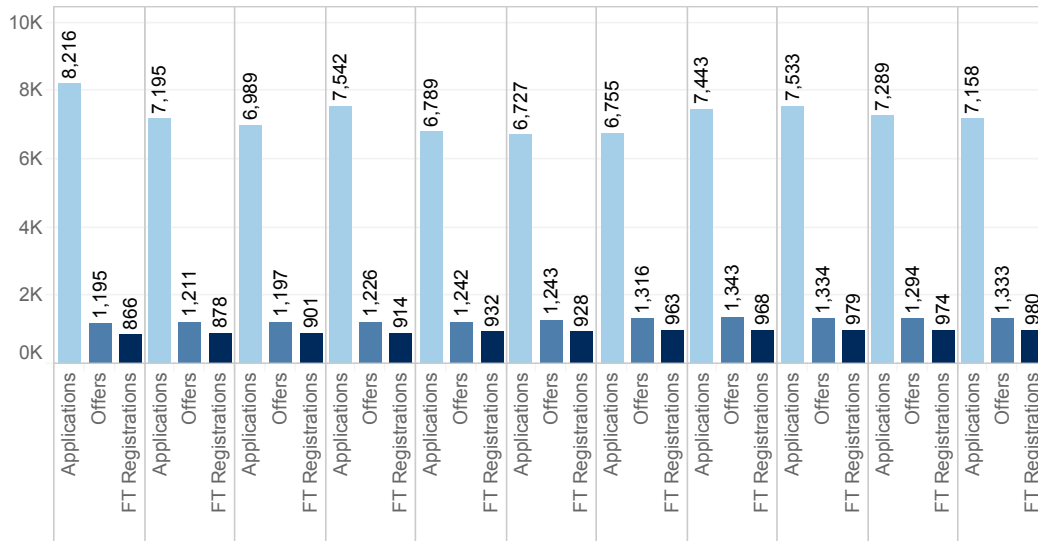
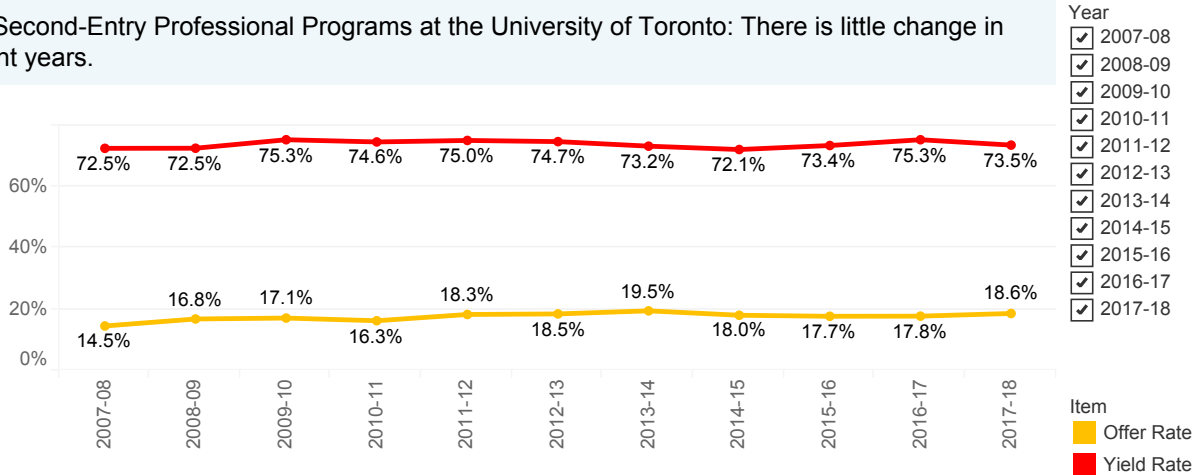
	Arts & Science - St. George	Arts & Science - UTM	Arts & Science - UTSC	Applied Science and Engineering	Architectural Studies	Kinesiology and Physical Education	Music
Applications	32,664	18,037	14,774	10,927	1,873	1,491	399
Offers	16,864	15,606	13,384	2,791	702	795	192
FT Registrations	5,126	3,255	2,929	962	273	248	108
Offer Rate	51.6%	86.5%	90.6%	25.5%	37.5%	53.3%	48.1%
Yield Rate	30.4%	20.9%	21.9%	34.5%	38.9%	31.2%	56.3%

## Recruitment and Admissions

Entering Averages: U of T vs. ON	Entering Averages in A&S and Engineering	App. /Off. /Reg. - UG First Entry	App. /Off. /Reg. - UG Second Entry	App. /Off. /Reg. - PMAS international	App. /Off. /Reg. - MA international	App. /Off. /Reg. - Doctoral international	App. /Off. /Reg. - PMAS d..
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### Total Applications, Offers, and Registrations Second-Entry Professional Programs

For Second-Entry Professional Programs at the University of Toronto: There is little change in recent years.



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

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

**Notes:**

1. Data source: Faculty admission offices.
2. Second-entry professional programs include: Dentistry, Law, Medicine, Nursing, and Pharmacy.

### Applications, Offers, and Registrations Second-Entry Professional Programs by Faculty, 2017-18

	Dentistry	Law	Medicine	Nursing	Pharmacy
Applications	569	2,199	3,167	654	569
Offers	134	354	310	261	274
FT Registrations	96	207	261	176	240
Offer Rate	23.6%	16.1%	9.8%	39.9%	48.2%
Yield Rate	71.6%	58.5%	84.2%	67.4%	87.6%

Year  
 2016-17  
 2017-18

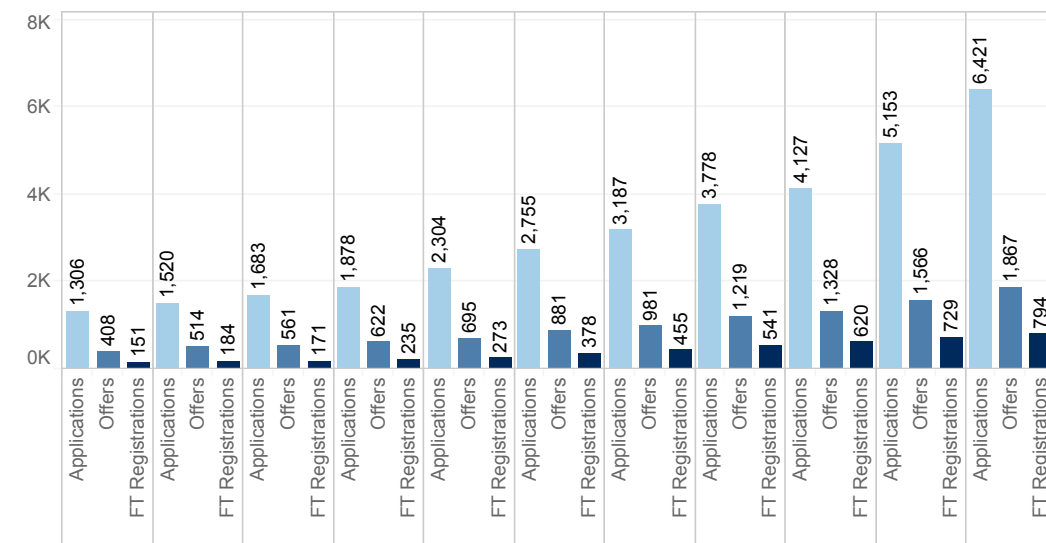
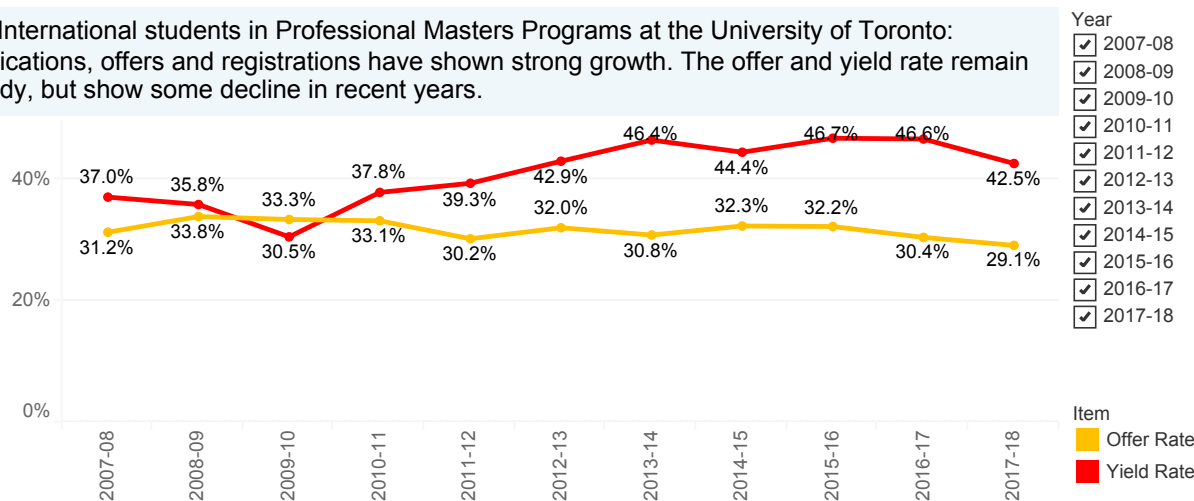


## Recruitment and Admissions

E n t e e..	Entering Averages in A&S and Engineering	App. /Off. /Reg. - UG First Entry	App. /Off. /Reg. - UG Second Entry	App. /Off. /Reg. - PMAS international	App. /Off. /Reg. - MA international	App. /Off. /Reg. - Doctoral international	App. /Off. /Reg. - PMAS domestic	App. /Off. /Reg..
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### Total Applications, Offers, Registrations – International Students, Professional Masters Programs

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



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

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

**Notes:**

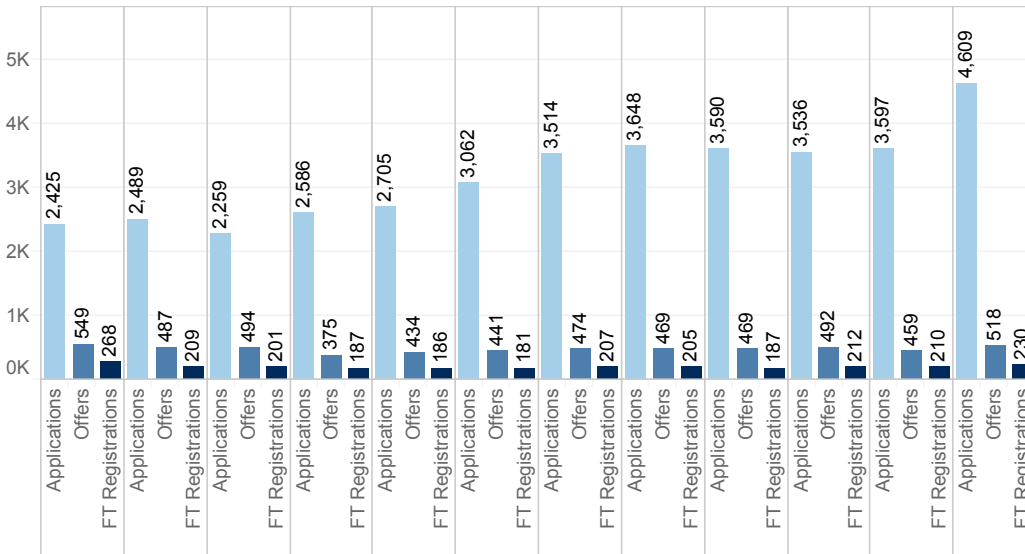
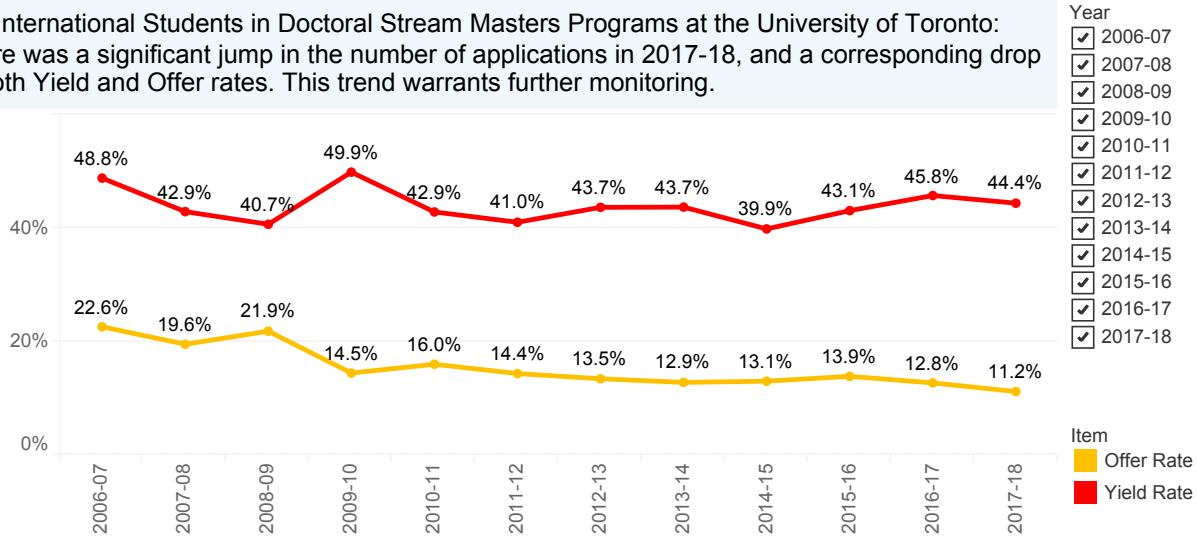
1. Data source: School of Graduate Studies (SGS).
2. Professional Masters programs include: Master of Museum Studies; Master of Music, Performance; Master of Visual Studies; Global Professional Master of Laws; Master of Arts-Child Study and Education; Master of Architecture; Master of Business Administration;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

## Recruitment and Admissions

E nt e..	App. /Off. /Reg. - UG First Entry	App. /Off. /Reg. - UG Second Entry	App. /Off. /Reg. - PMAS international	App. /Off. /Reg. - MA international	App. /Off. /Reg. - Doctoral international	App. /Off. /Reg. - PMAS domestic	App. /Off. /Reg. - MA domestic	App. /Off. / Reg..
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### Total Applications, Offers, Registrations – International Students, SGS Doctoral-Stream Masters Programs

For International Students in Doctoral Stream Masters Programs at the University of Toronto:  
There was a significant jump in the number of applications in 2017-18, and a corresponding drop in both Yield and Offer rates. This trend warrants further monitoring.



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

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

**Notes:**

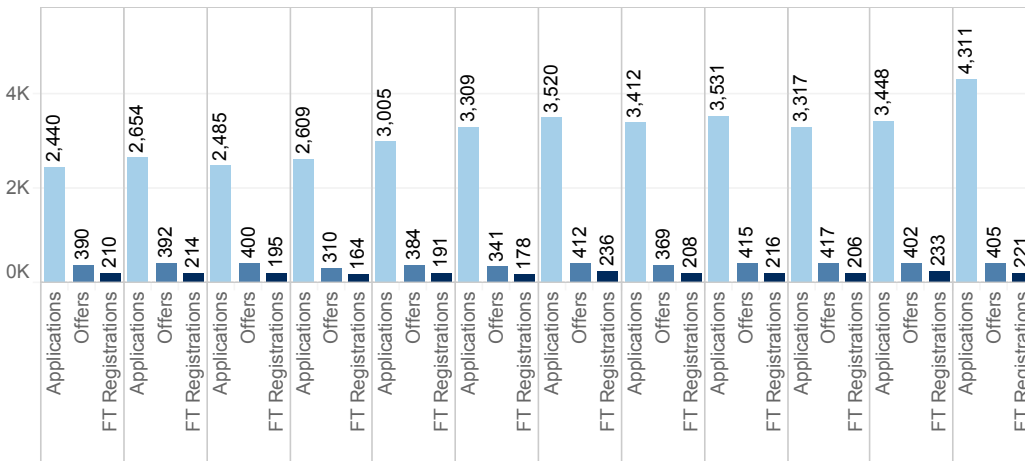
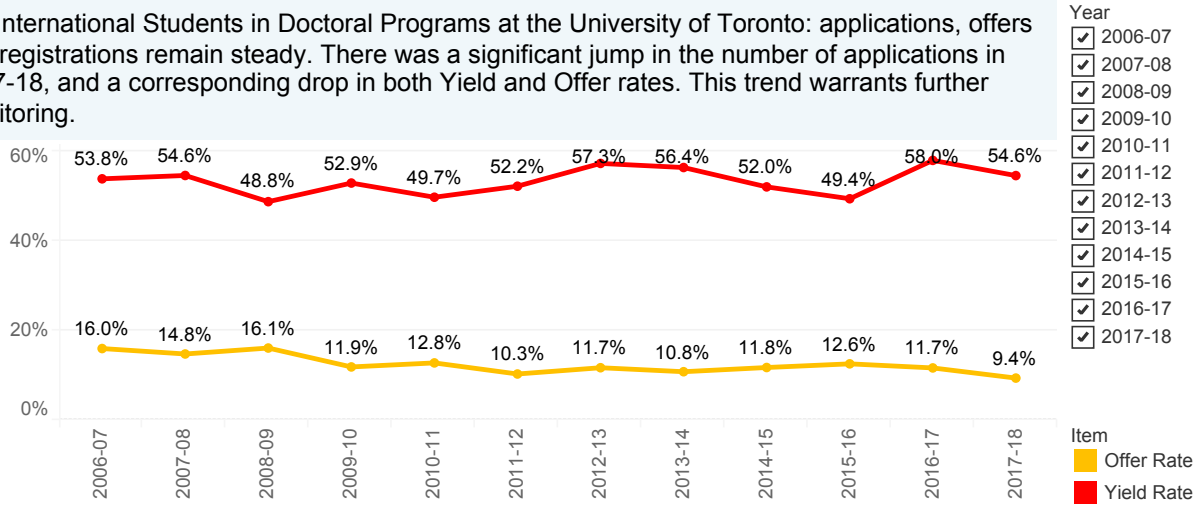
1. Data source: School of Graduate Studies (SGS).
2. Masters programs include: MA, MSc, MASc, MScF, Specialty MSc, MMus, LLM.

## Recruitment and Admissions

App. /Off. /Reg. - UG First ..	App. /Off. /Reg. - UG Second Entry	App. /Off. /Reg. - PMAS international	App. /Off. /Reg. - MA international	App. /Off. /Reg. - Doctoral international	App. /Off. /Reg. - PMAS domestic	App. /Off. /Reg. - MA domestic	App. /Off. /Reg. - Doctoral domestic
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### Total Applications, Offers, Registrations – International Students, SGS Doctoral Programs

For International Students in Doctoral Programs at the University of Toronto: applications, offers and registrations remain steady. There was a significant jump in the number of applications in 2017-18, and a corresponding drop in both Yield and Offer rates. This trend warrants further monitoring.



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

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

**Notes:**

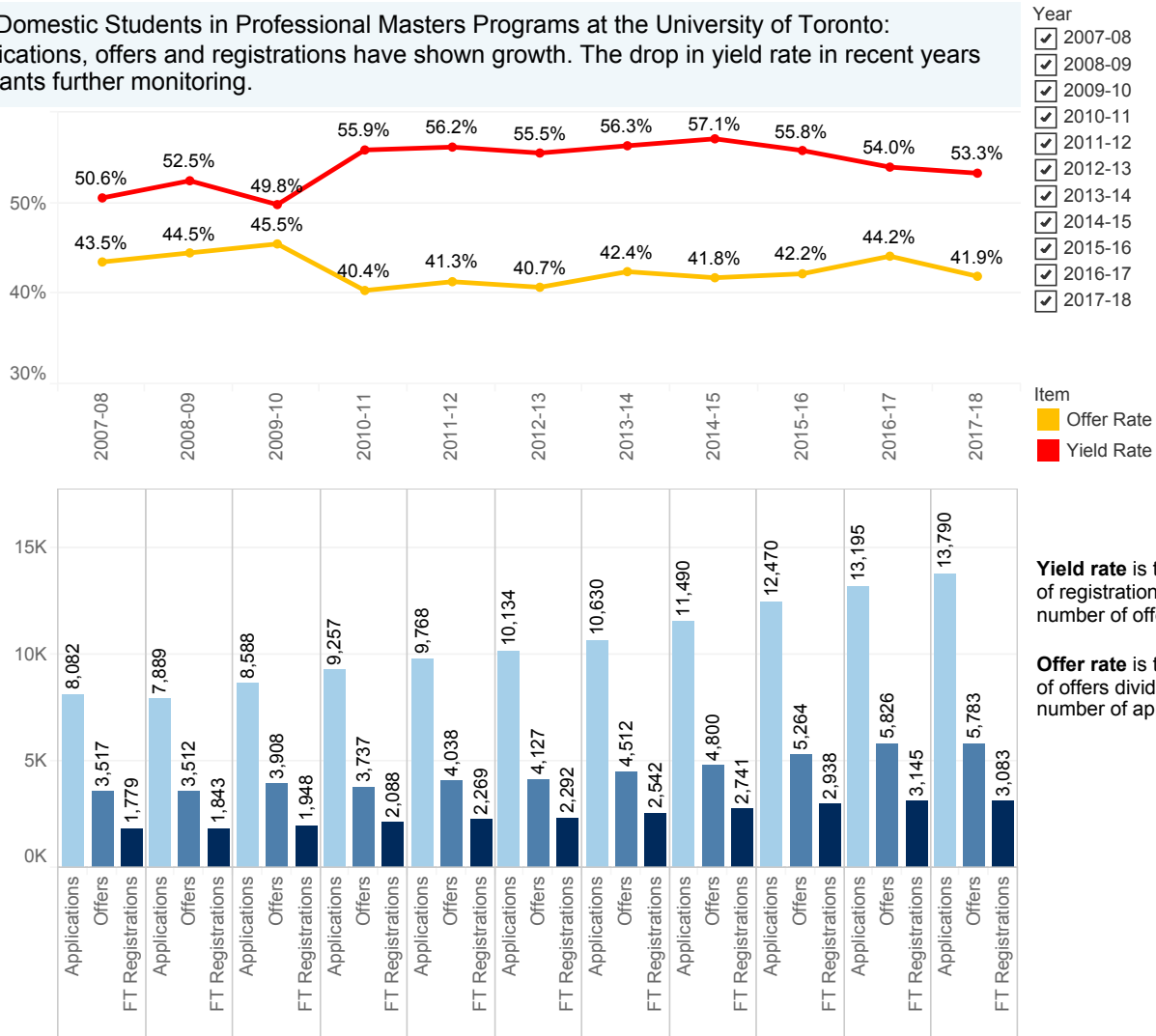
1. Data source: School of Graduate Studies (SGS).
2. Doctoral Programs include: DMA, PhD, EdD, SJD.

## Recruitment and Admissions

App. /Off. /Reg. - UG First ..	App. /Off. /Reg. - UG Second Entry	App. /Off. /Reg. - PMAS international	App. /Off. /Reg. - MA international	App. /Off. /Reg. - Doctoral international	App. /Off. /Reg. - PMAS domestic	App. /Off. /Reg. - MA domestic	App. /Off. /Reg. - Doctoral domestic
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### Total Applications, Offers, Registrations – Domestic Students, Professional Masters Programs

For Domestic Students in Professional Masters Programs at the University of Toronto: applications, offers and registrations have shown growth. The drop in yield rate in recent years warrants further monitoring.



**Notes:**

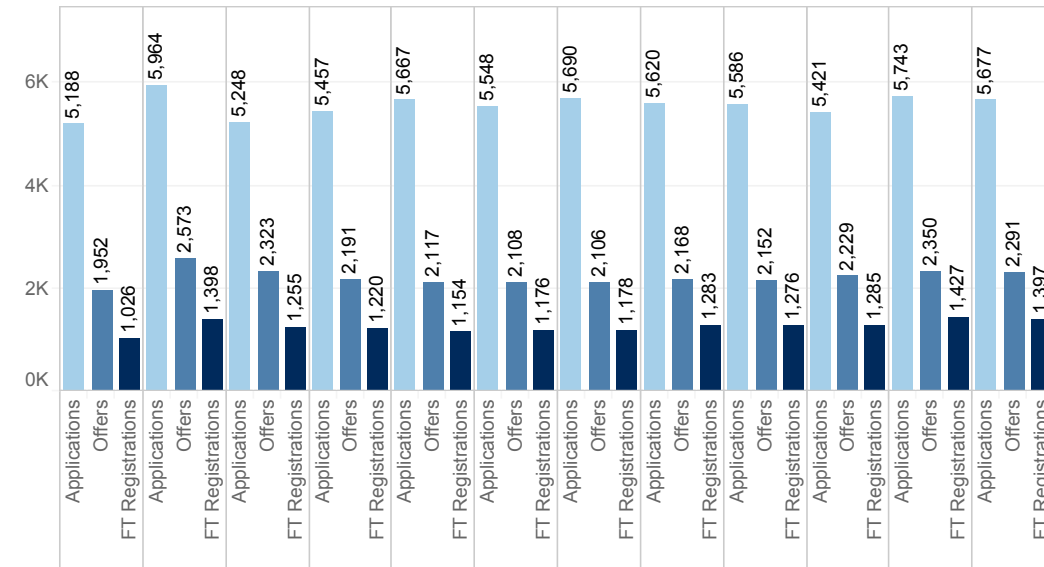
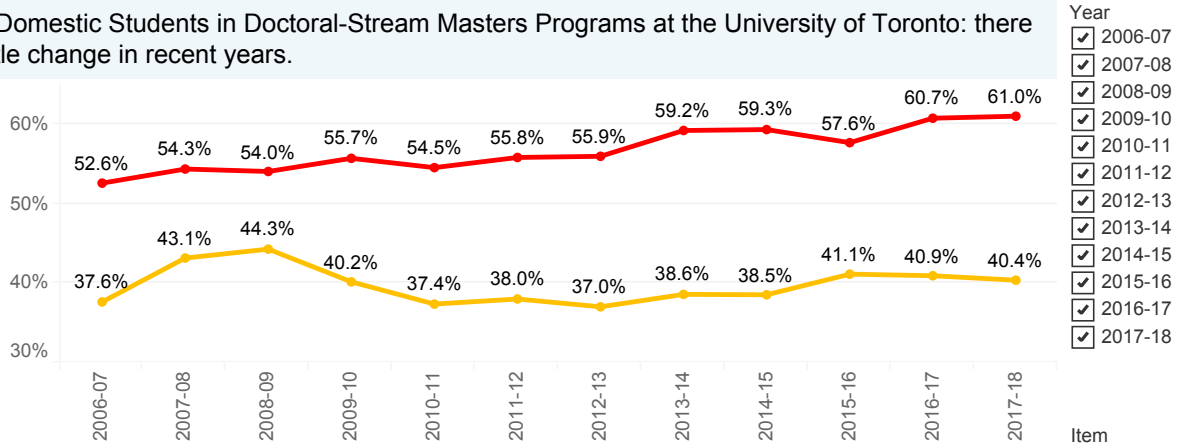
1. Data source: School of Graduate Studies (SGS).
2. Professional Masters programs include: Master of Museum Studies; Master of Music, Performance; Master of Visual Studies; Global Professional Master of Laws; Master of Arts-Child Study and Education; Master of Architecture; Master of Business Administration;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

## Recruitment and Admissions

App. /Off. /Reg. - UG First ..	App. /Off. /Reg. - UG Second Entry	App. /Off. /Reg. - PMAS international	App. /Off. /Reg. - MA international	App. /Off. /Reg. - Doctoral international	App. /Off. /Reg. - PMAS domestic	App. /Off. /Reg. - MA domestic	App. /Off. /Reg. - Doctoral domestic
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### Total Applications, Offers, Registrations – Domestic Students, SGS Doctoral-Stream Masters Programs

For Domestic Students in Doctoral-Stream Masters Programs at the University of Toronto: there is little change in recent years.



- Year
- 2006-07
  - 2007-08
  - 2008-09
  - 2009-10
  - 2010-11
  - 2011-12
  - 2012-13
  - 2013-14
  - 2014-15
  - 2015-16
  - 2016-17
  - 2017-18

- Item
- Offer Rate
  - Yield Rate

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

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

**Notes:**

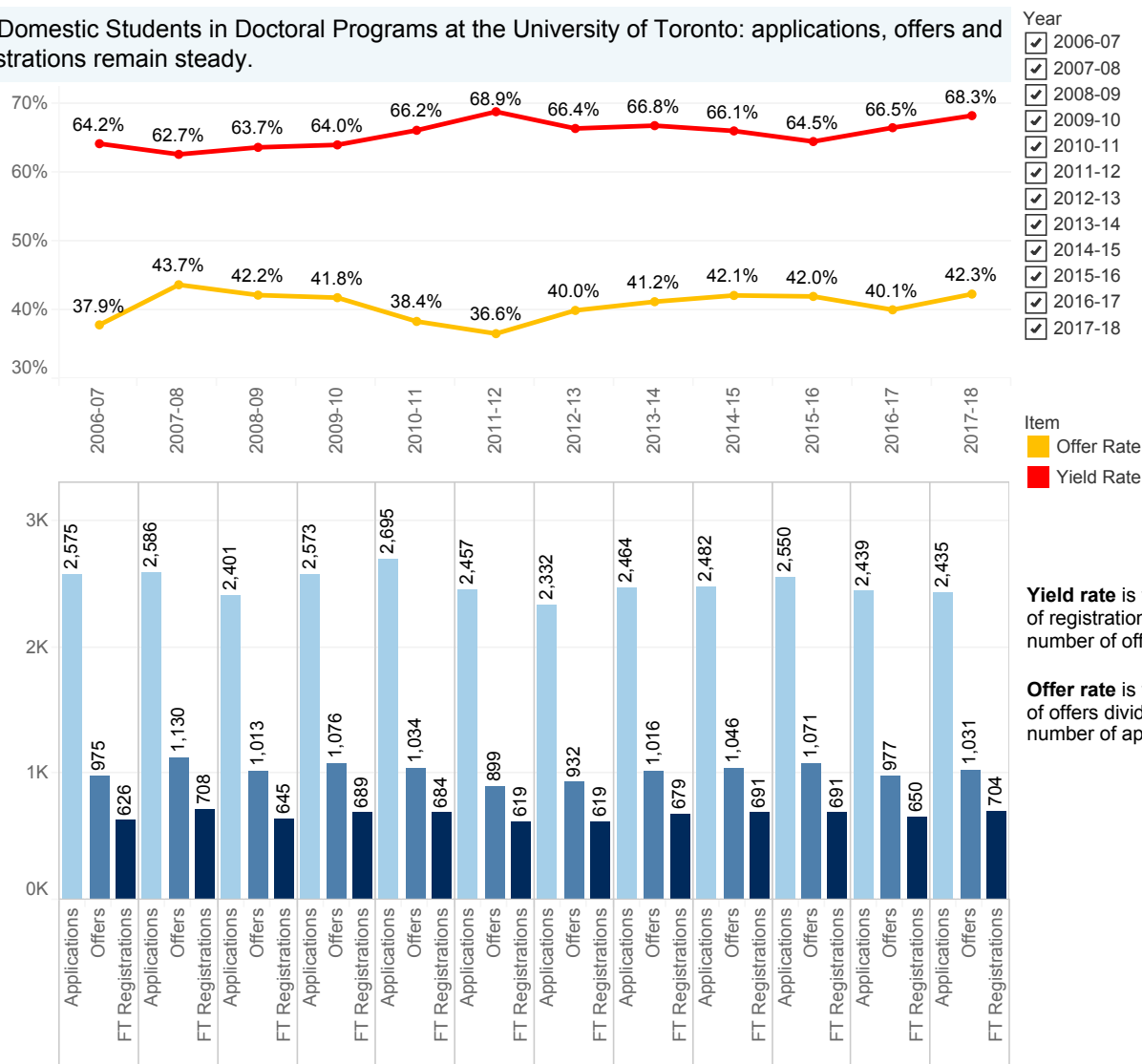
1. Data source: School of Graduate Studies (SGS).
2. Masters programs include: MA, MSc, MASc, MScF, Specialty MSc, MMus, LLM.

## Recruitment and Admissions

App. /Off. /Reg. - UG First ..	App. /Off. /Reg. - UG Second Entry	App. /Off. /Reg. - PMAS international	App. /Off. /Reg. - MA international	App. /Off. /Reg. - Doctoral international	App. /Off. /Reg. - PMAS domestic	App. /Off. /Reg. - MA domestic	App. /Off. /Reg. - Doctoral domestic
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### Total Applications, Offers, Registrations – Domestic Students, SGS Doctoral Programs

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



**Notes:**

1. Data source: School of Graduate Studies (SGS).
2. Doctoral Programs include: DMA, PhD, EdD, SJD.

## Graduate Student Enrolment

Performance Relevance	Graduate Student Enrolment - International %	Graduate Student Share - Cnd Peers	Graduate Student Share - AAU Peers	Graduate Student Share - ON
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### 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.

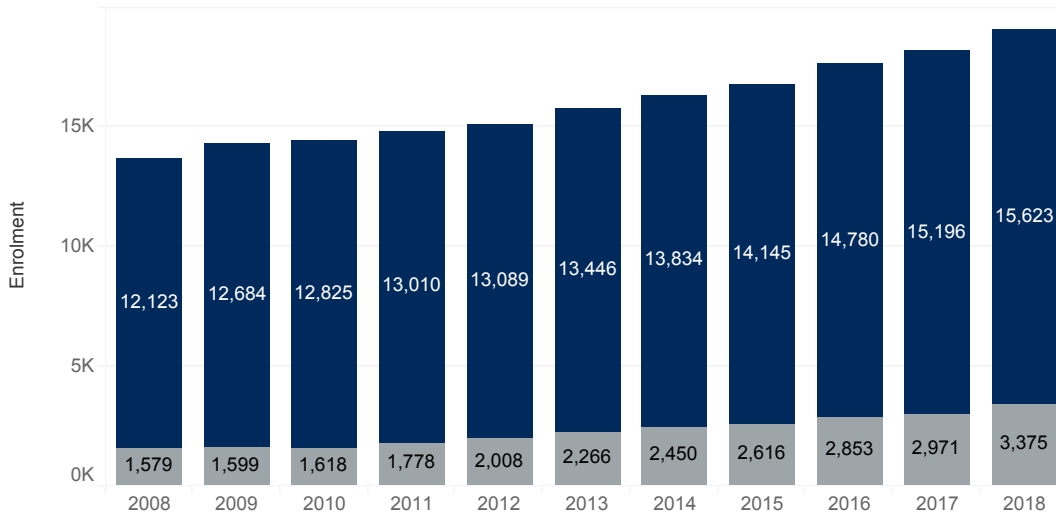
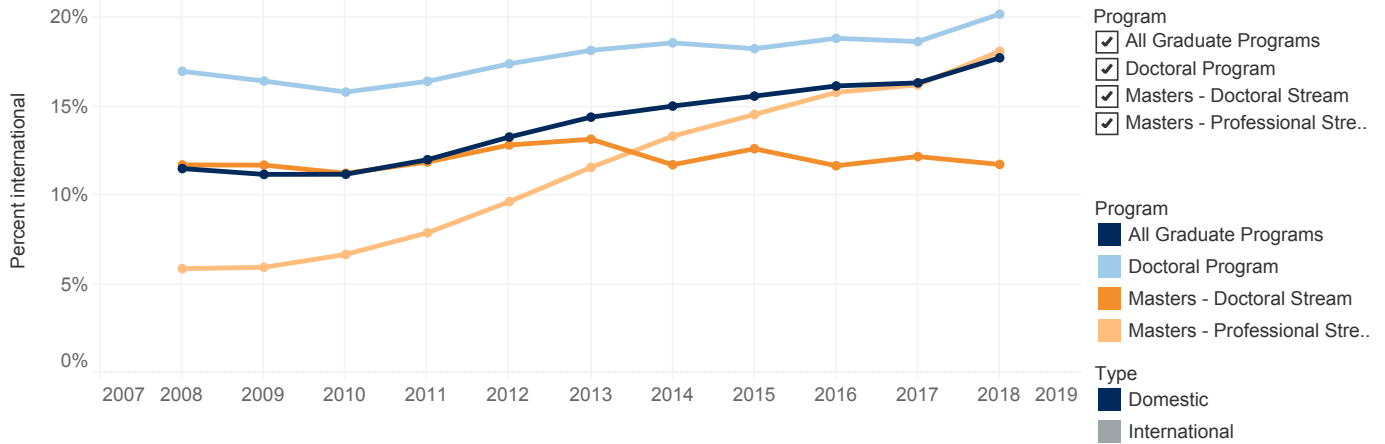
# Graduate Student Enrolment

Performance Relevance	Graduate Student Enrolment - International %	Graduate Student Share - Cnd Peers	Graduate Student Share - AAU Peers	Graduate Student Share - ON
-----------------------	--	------------------------------------	------------------------------------	-----------------------------

## Graduate Degree-Seeking Student Enrolment

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

Year  
2008 to 2018  
and Null values



**Notes:**

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

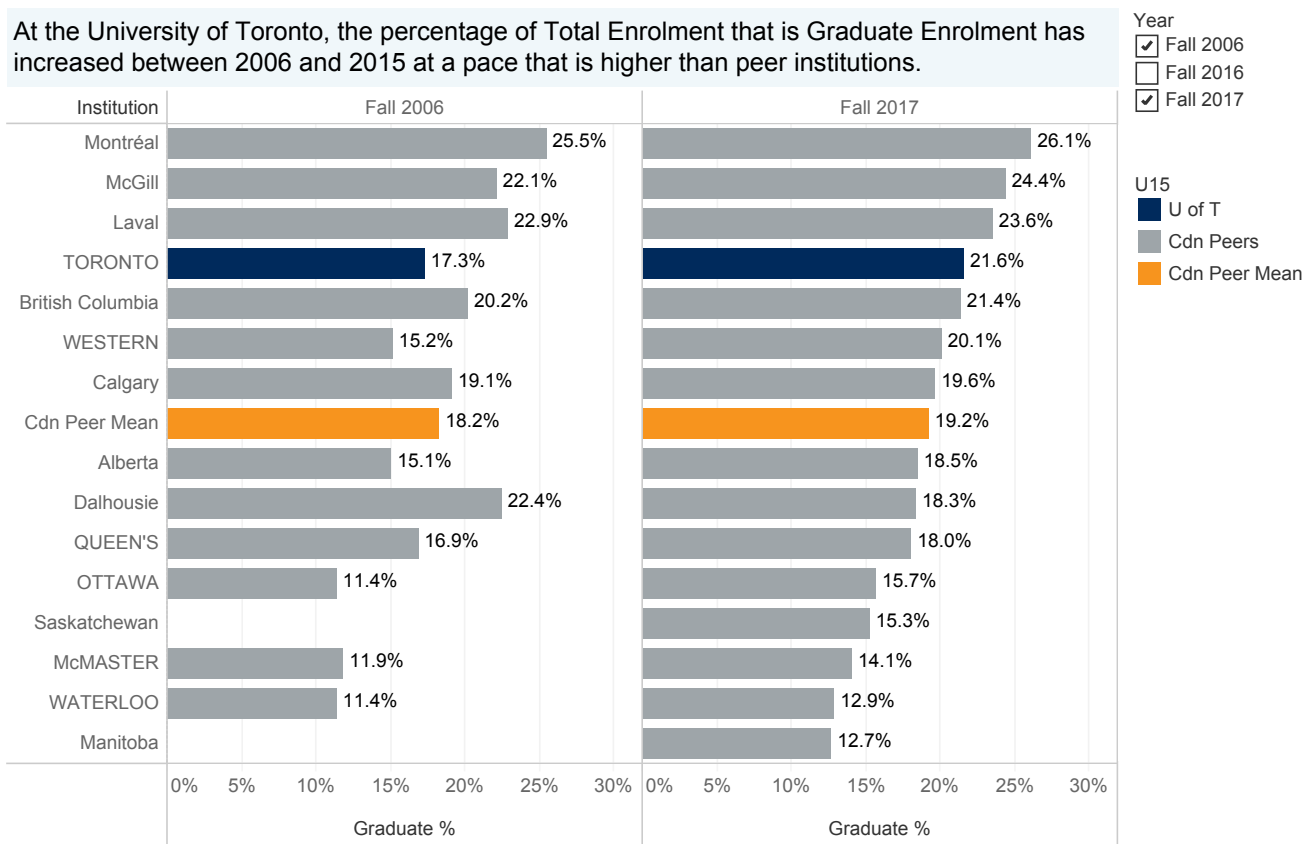


## Graduate Student Enrolment

Performance Relevance	Graduate Student Enrolment - International %	Graduate Student Share - Cnd Peers	Graduate Student Share - AAU Peers	Graduate Student Share - ON
-----------------------	--	------------------------------------	------------------------------------	-----------------------------

### Graduate Enrolment as a Percentage of Total Enrolment, University of Toronto Compared to Canadian Peers

At the University of Toronto, the percentage of Total Enrolment that is Graduate Enrolment has increased between 2006 and 2015 at a pace that is higher than peer institutions.



**Notes:**

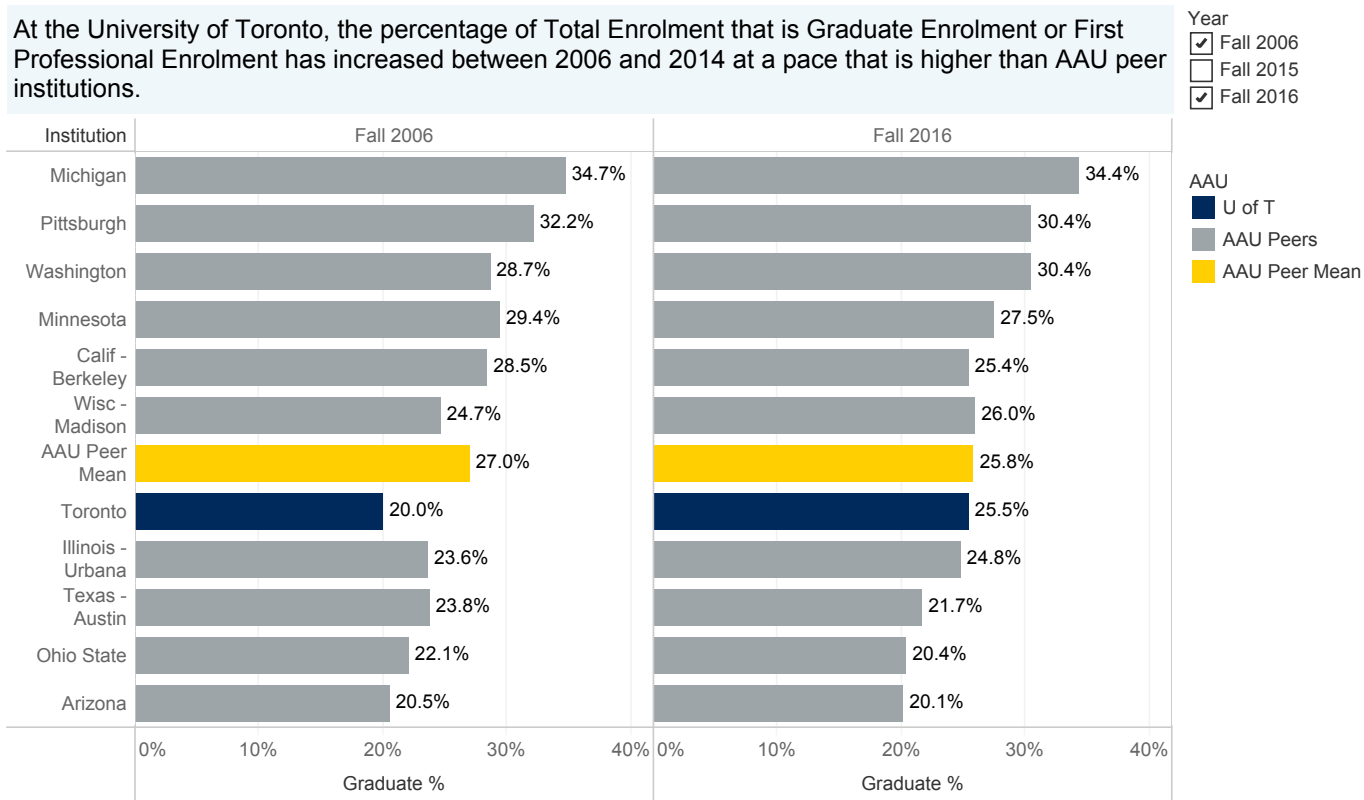
1. Data source: U15 Data Exchange.
2. Graduate enrolment to total enrolment ratio is calculated as  $[\text{Graduate Enrolment FTE}] / [\text{Total Enrolment FTE}]$ .
3. FTE graduate enrolment and total enrolment are based on IPEDS methodology. Residents are excluded from enrolment. FTE is calculated as  $(\text{Full-time Headcount} * 1) + (\text{Part-time Headcount} * 0.3)$ .
4. Cdn Peer mean excludes Toronto.
5. Ontario peers are shown in capital letters.

## Graduate Student Enrolment

Performance Relevance	Graduate Student Enrolment - International %	Graduate Student Share - Cnd Peers	Graduate Student Share - AAU Peers	Graduate Student Share - ON
-----------------------	--	------------------------------------	------------------------------------	-----------------------------

### Graduate Enrolment and First Professional Enrolment as a Percentage of Total Enrolment, University of Toronto Compared to AAU Peers

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



**Notes:**

1. Data source: IPEDS website.
2. Graduate enrolment to total enrolment ratio is calculated as  $[\text{Graduate Enrolment FTE}]/[\text{Total Enrolment FTE}]$ .
3. FTE graduate enrolment, First Professional enrolment and total enrolment are based on IPEDS methodology. Residents are excluded from enrolment. FTE is calculated as  $(\text{Full-time Headcount} * 1) + (\text{Part-time Headcount} * 0.3)$ .
4. AAU Peer mean excludes Toronto.
5. First-professional degrees include the following 10 fields: Chiropractic (D.C. or D.C.M.), Dentistry (D.D.S. or D.M.D.), Law (L.L.B., J.D.), Medicine (M.D.), Optometry (O.D.), Osteopathic Medicine (D.O.), Pharmacy (Pharm. D.), Podiatry (D.P.M., D.P., or Pod. D.), Theology (M.Div., M.H.L., B.D., or Ordination), Veterinary Medicine (D.V.M.). The use of this term was discontinued in IPEDS as of the 2010-11 data collection (Fall 2008 data). Students enrolled in these programs are now included in graduate enrolment.

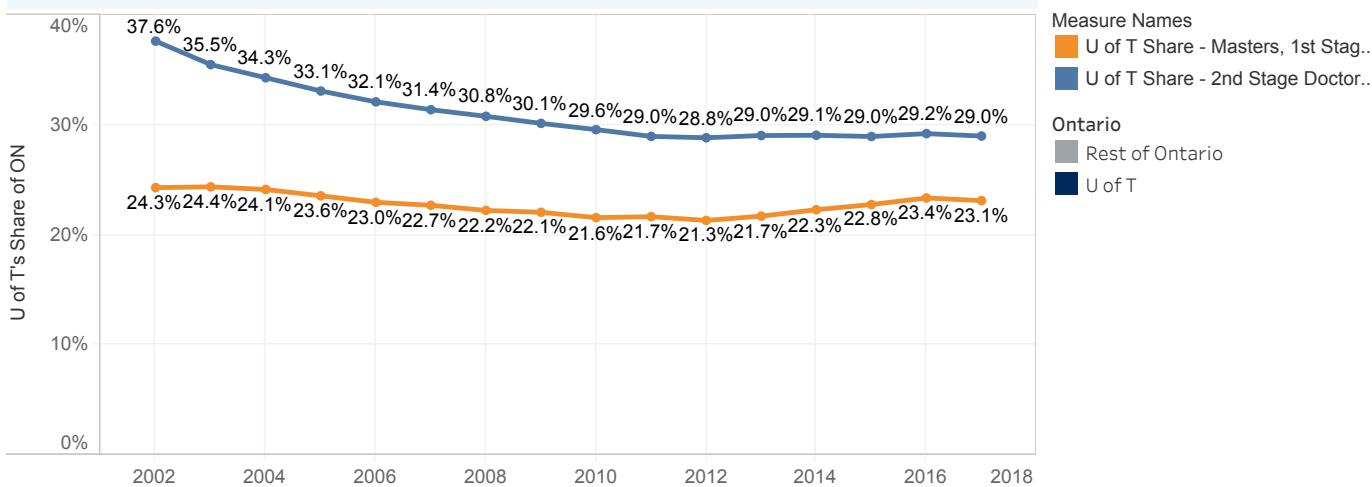
## Graduate Student Enrolment

Performance Relevance	Graduate Student Enrolment - International %	Graduate Student Share - Cnd Peers	Graduate Student Share - AAU Peers	Graduate Student Share - ON
-----------------------	--	------------------------------------	------------------------------------	-----------------------------

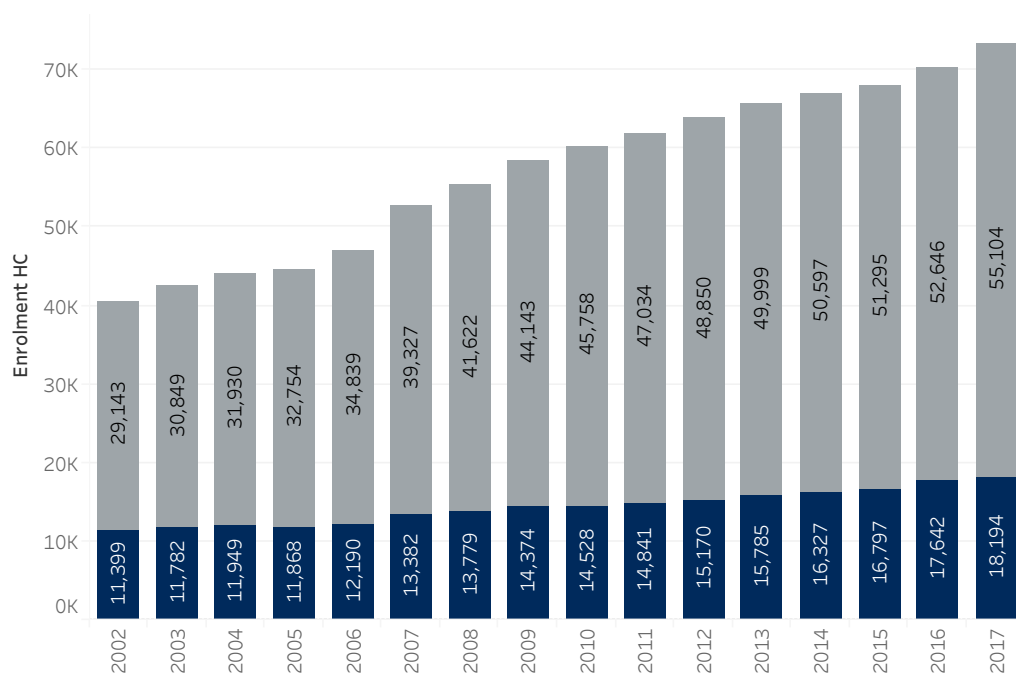
### Total Enrolment in Masters and Doctoral Programs at Ontario Universities University of Toronto's Share of Enrolment in Masters Programs and Doctoral Programs

Although the University of Toronto's enrolment has increased during the period, the share of Ontario's enrolment in both Masters and Doctoral Programs has declined since 2006, but is steady in recent years.

Year  
2002 to 2017  
and Null values



Measure Names  
■ U of T Share - Masters, 1st Stag..  
■ U of T Share - 2nd Stage Doctoral..  
 Ontario  
■ Rest of Ontario  
■ U of T



**Notes:**

1. Data source: MTCU Enrolment data.
2. Includes both full-time and part-time enrolment.
3. Excludes graduate diploma programs.
4. Masters, Qualifying Year Doctoral and Special students are included in "Masters, 1st Stage Doctoral" Programs.
5. U of T data excludes Toronto School of Theology.

## Student Awards

Undergraduate Student Awards

Doctoral Scholarships

### Undergraduate Student Awards

Year  
 2017  
 2018

#### Performance Relevance:

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

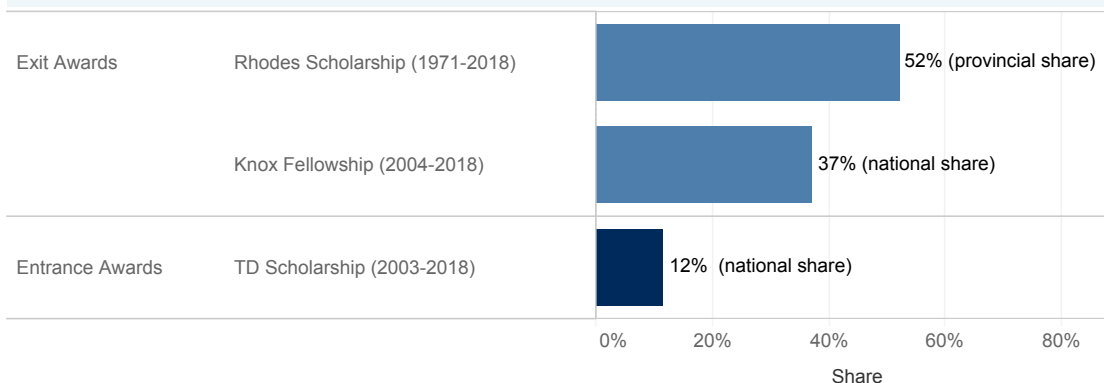
Entrance scholarships and awards (awarded at the beginning of students' studies) provide a measure of success of the University in attracting excellent students. The TD Scholarship<sup>(1)</sup> is an example of an undergraduate level entrance award.

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

#### Undergraduate Student Scholarship Recipients by Award, University of Toronto's Share o..

The University of Toronto's undergraduate students are awarded a large share of entrance and exit awards.

The share of awards is significantly larger than the University's share of undergraduate students, which is approximately 7% of the national total and 15% of the provincial total.



#### Notes:

1. TD Scholarships are awarded to individuals who have demonstrated outstanding community leadership. Twenty scholarships are awarded each year and are renewable for four years.
2. At the undergraduate level, two Rhodes Scholarships are granted to Ontario students each year, and a total of eleven are awarded to Canadian students. It should be noted that applicants can apply using their home province or that of their undergraduate university.
3. The Frank Knox Memorial Fellowship program provides funding for students from Australia, Canada, New Zealand and the UK to conduct graduate study at Harvard University. Through in-country competitions, Knox Fellowships are typically awarded to 15 newly admitted students each year, including six from the UK and the rest from Canada, Australia and NZ. Funding is guaranteed for up to two years of study at Harvard. Fellows are selected on the basis of "future promise of leadership, strength of character, keen mind, a balanced judgment and a devotion to the democratic ideal".
4. Commonwealth Scholarships were established by Commonwealth governments "to enable students of high intellectual promise to pursue studies in Commonwealth countries other than their own, so that on their return they could make a distinctive contribution in their own countries while fostering mutual understanding with the Commonwealth".

## Student Awards

Undergraduate  
Student Awards

Doctoral Scholarships

### Graduate Student Awards

Year

○ 2008-2017

● 2009-2018

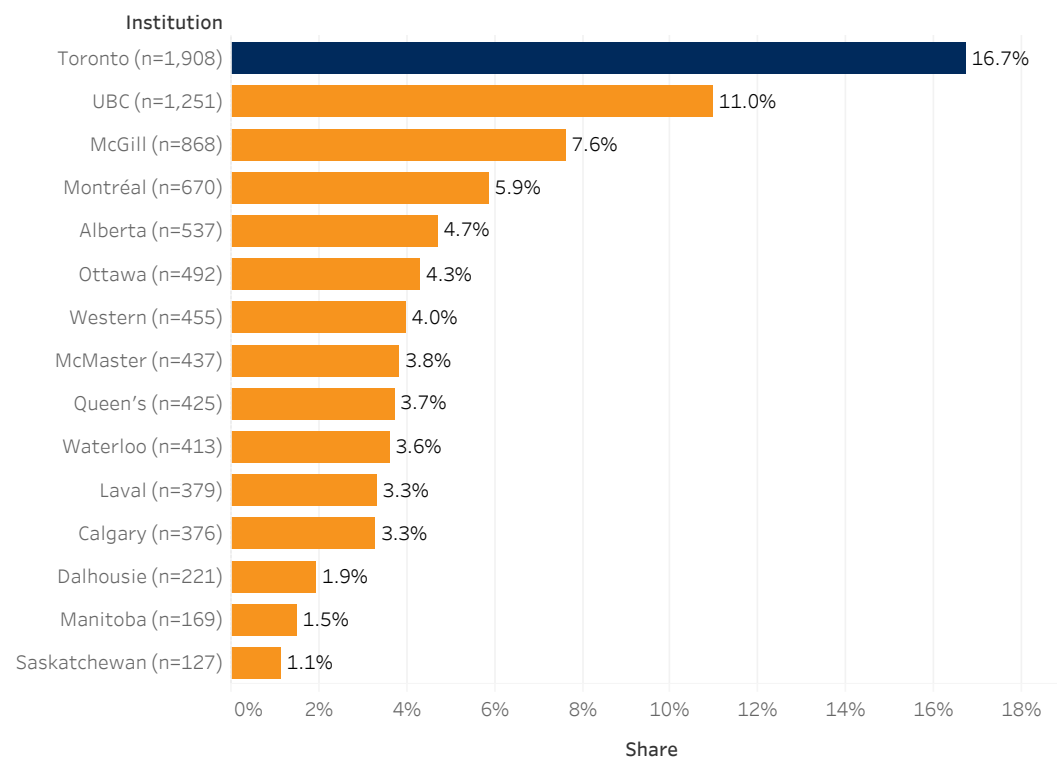
#### Performance Relevance:

The number of prestigious student awards received by our graduate students provides an assessment of the University's ability to recruit excellent students and provide an environment in which they can thrive.

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

#### Prestigious Canadian Doctoral Scholarships, Percentage Share

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



## Employability

THE Employability Ranking

QS Employability Ranking

Employment Rate

### Rankings

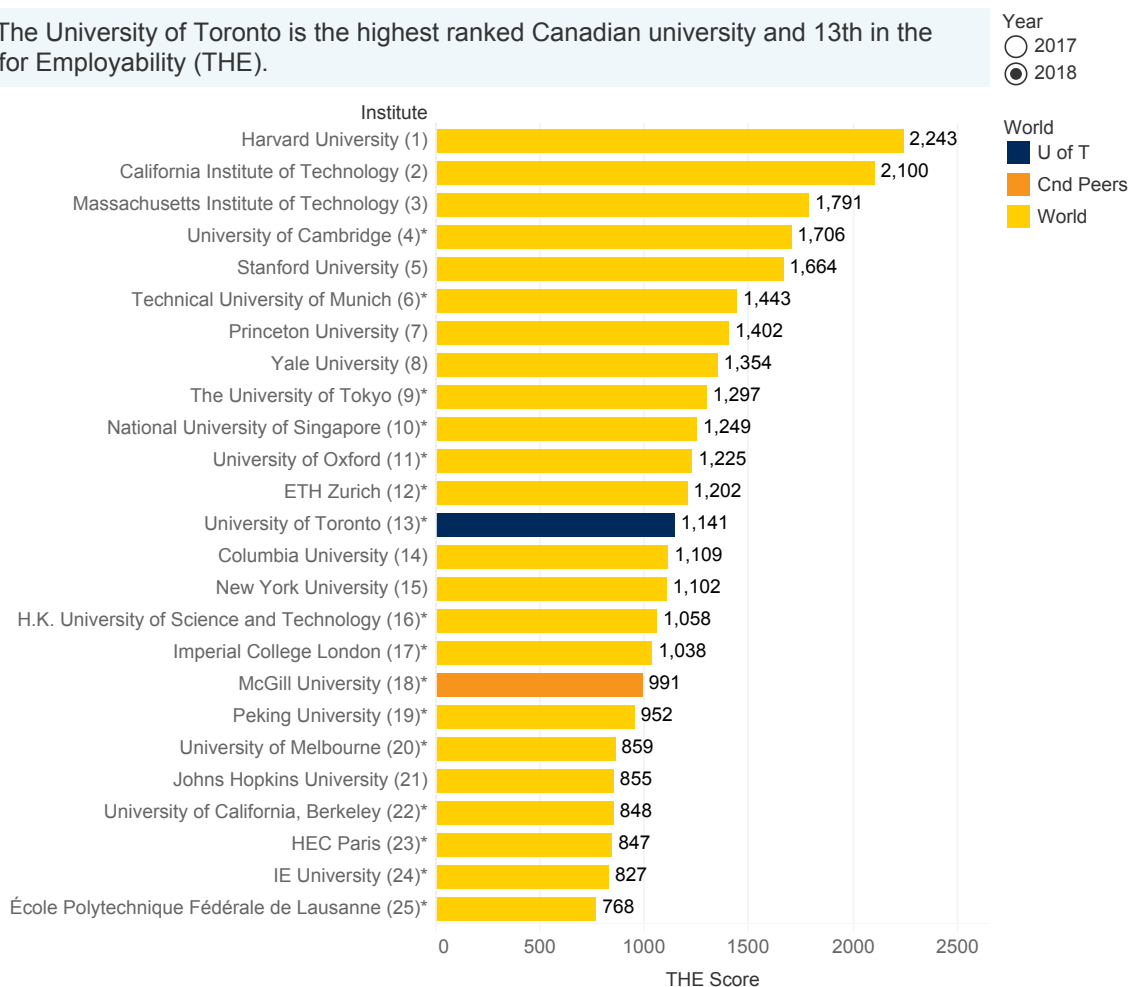
#### Performance Relevance:

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

This section speaks specifically to the employability of graduates of the University.

#### Times Higher Education Global Employability University Ranking, Top 25 International Institutions

2018 The University of Toronto is the highest ranked Canadian university and 13th in the world for Employability (THE).



**Notes:**

1. \* public institution.
2. Data source: Times Higher Education

## Employability

THE Employability Ranking

QS Employability Ranking

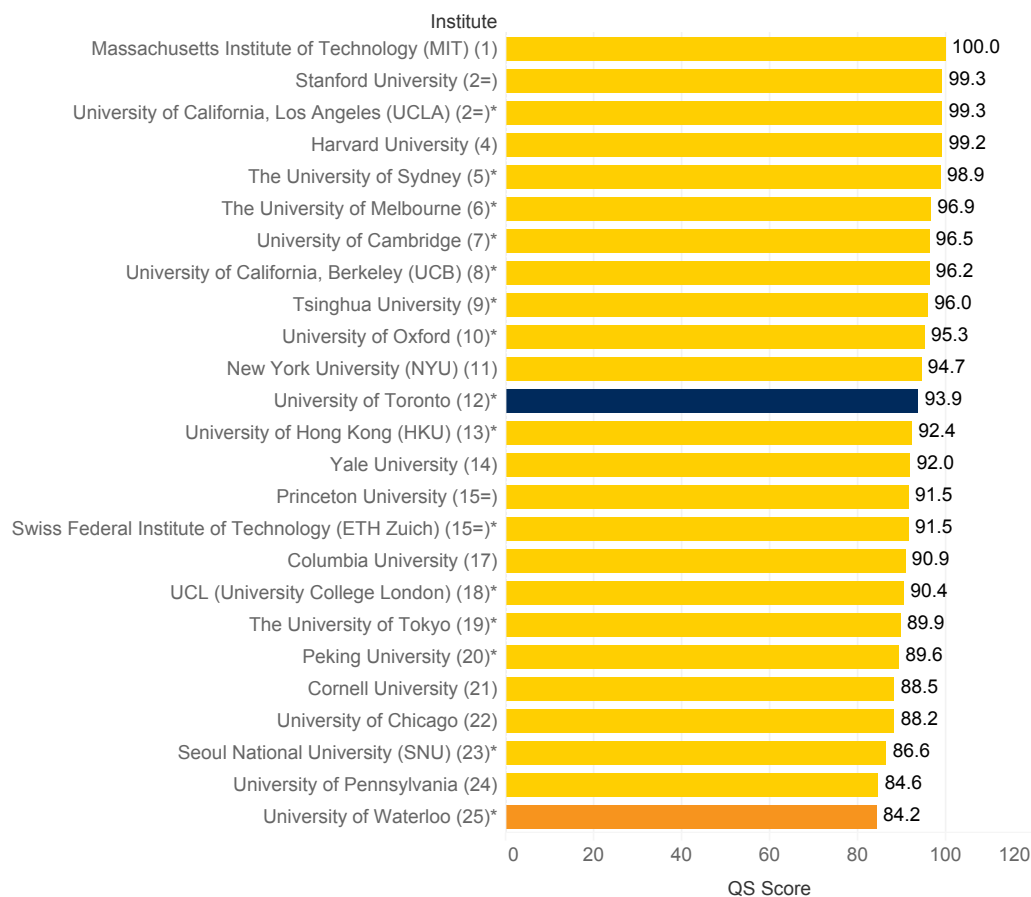
Employment Rate

### QS Graduate Employability Rankings, Top 25 International Institutions

2018 The University of Toronto is the highest ranked Canadian university and 12th in the world for Employability (QS).

Year  
 ○ 2017  
 ● 2018

World  
 ■ U of T  
 ■ Cnd Peers  
 ■ World



**Notes:**

- \* public institution.
- Data source: <https://www.topuniversities.com/university-rankings/employability-rankings/2018>

# Employability

THE Employability Ranking

QS Employability Ranking

Employment Rate

## Employment Rate

### Performance relevance

The employment rate of the University's graduates is one measure of their success. The employment rate may be impacted by external factors such as the current status of the local labour market.

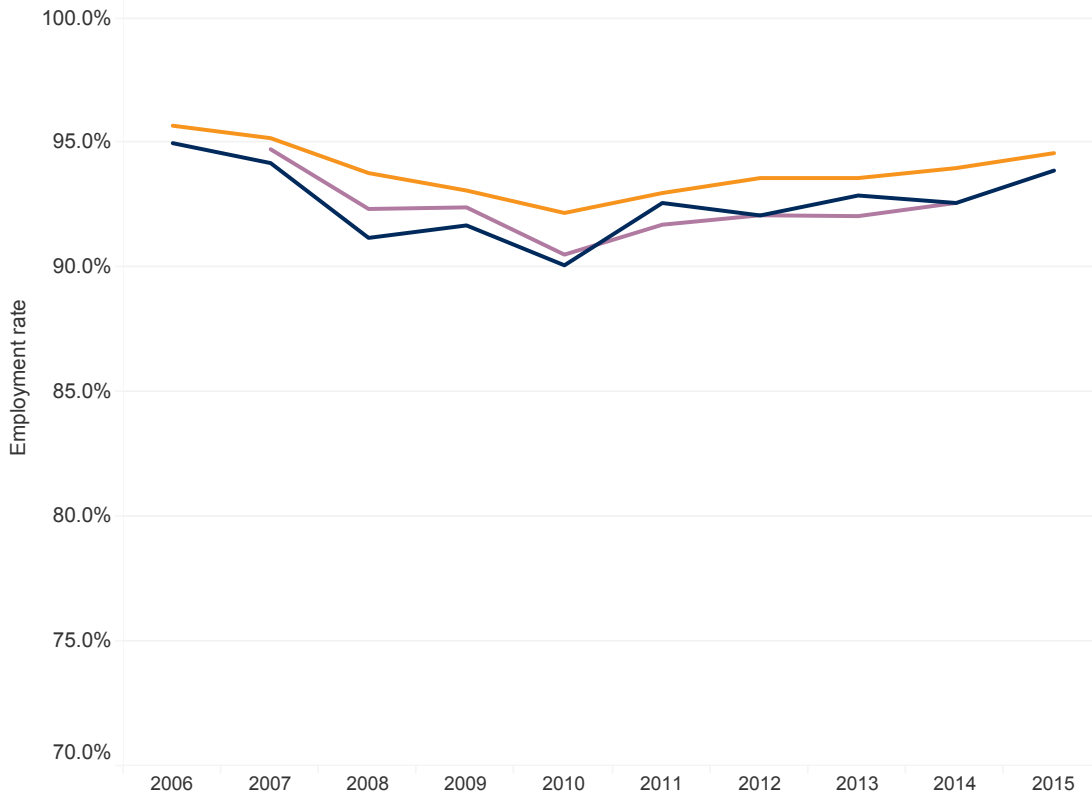
The employment rate for the University of Toronto's graduates of undergraduate programs is similar to that of other GTA institutions, but lags the Ontario average.

- Organization
- GTA (excl. UofT)
  - GTA (incl. UofT)
  - Ontario
  - U of T

- Type
- 2 years
  - 6 months

- Graduation cohort
- 2006
  - 2007
  - 2008
  - 2009
  - 2010
  - 2011
  - 2012
  - 2013
  - 2014
  - 2015

- Organization, Type
- U of T, 2 years
  - GTA (incl. UofT), 2 years
  - Ontario, 2 years



### Notes:

- 1- The "year" shown on this chart refers to the year in which the student graduated from their program.
- 2- The data comes from the Ontario University Graduate Survey, conducted by the Ministry of Training, Colleges and Universities (MTCU)
- 3- The calculation of the employment rate excludes graduates who are unable to work, for example those that are currently in full-time study.



# The International Student Experience

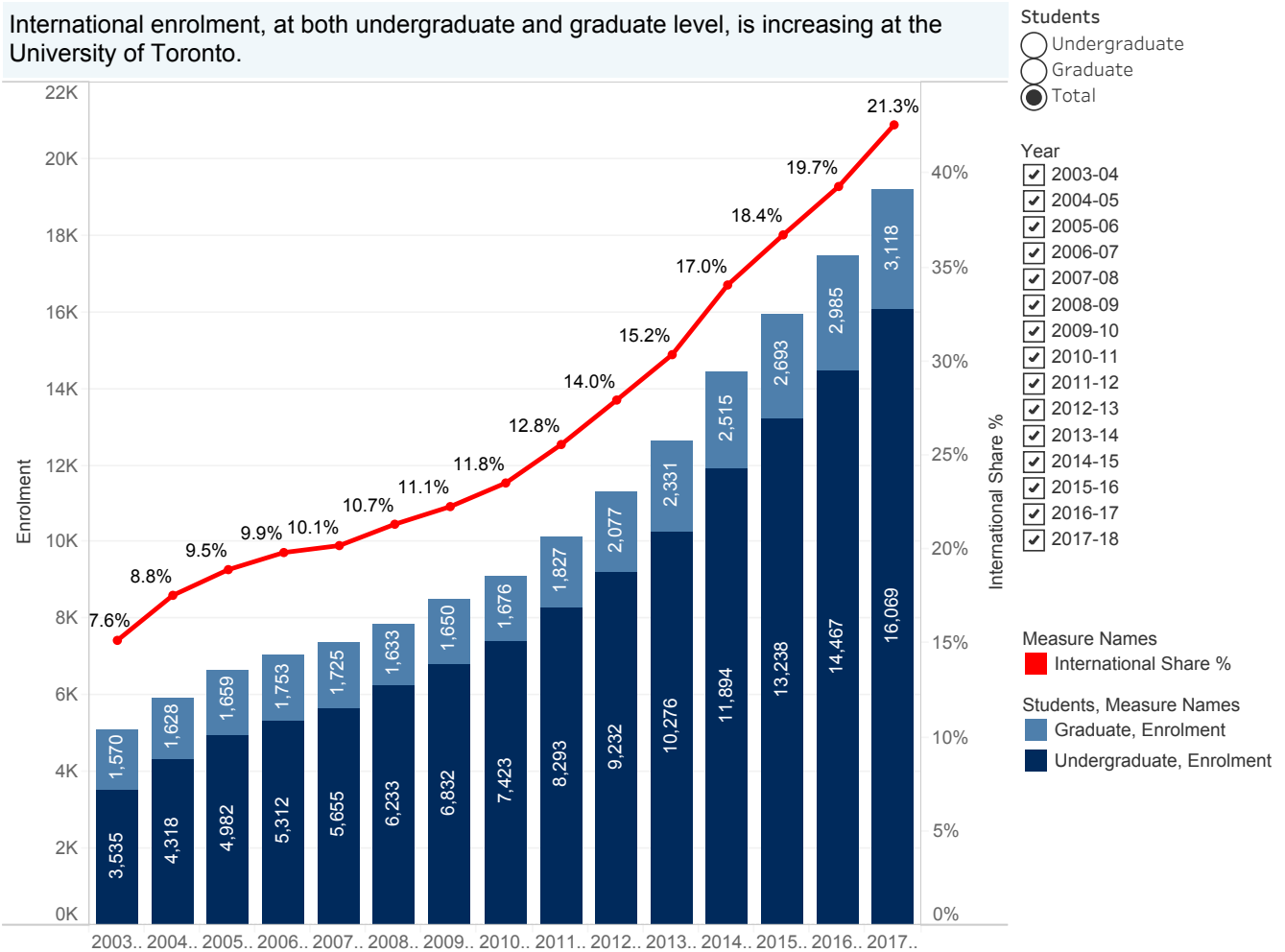
## Performance Relevance:

The University of Toronto aims to attract the best students from around the world. Increasing international student enrolment over time is an indicator of the effectiveness of our efforts to broaden the University's international reputation. The map provides a snapshot of these students' countries of origin.

International Students - time series
International Students - Map

## Enrolment of International Students (Headcount)

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



# The International Student Experience

## Performance Relevance:

The University of Toronto aims to attract the best students from around the world. Increasing international student enrolment over time is an indicator of the effectiveness of our efforts to broaden the University's international reputation. The map provides a snapshot of these students' countries of origin.

International Students - time series      International Students - Map

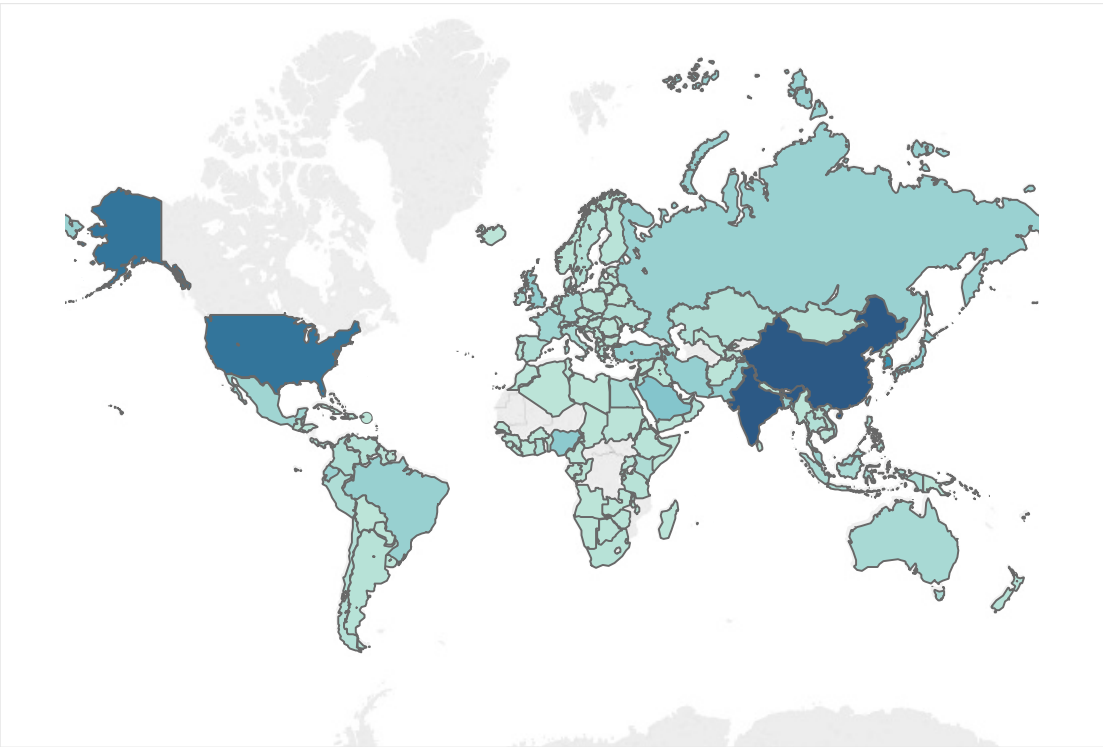
## International Student Enrolment by Geographic Origin

This map provides an overview of the University's international students' countries of origin. In 2017, there were 16,069 international undergraduate students and 3,118 international graduate students from 162 countries.

Year  
○ 2016  
● 2017

p. students  
0 ————— 1,000

Students  
○ Undergraduate  
○ Graduate  
● Total



## Student Financial Support

Performance Relevance	Net Tuition	Actual SAG Expenditures	Avg SAG per Recipient	Parental Income	Avg scholar- ships per student	Doctoral Student Support
--------------------------	-------------	----------------------------	--------------------------	--------------------	--------------------------------------	--------------------------------

### 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 the Ministry of Training, Colleges and Universities as the remaining financial support required after government support is provided. Universities often provide additional financial support beyond this minimum requirement (e.g. support for living expenses, students in second entry programs, etc.).

For more information please see the *Annual Report on Student Financial Support* produced by the Office of the Vice-Provost, Students:

<https://www.provost.utoronto.ca/planning-policy/student-access-financial-aid-reports/>

## Student Financial Support

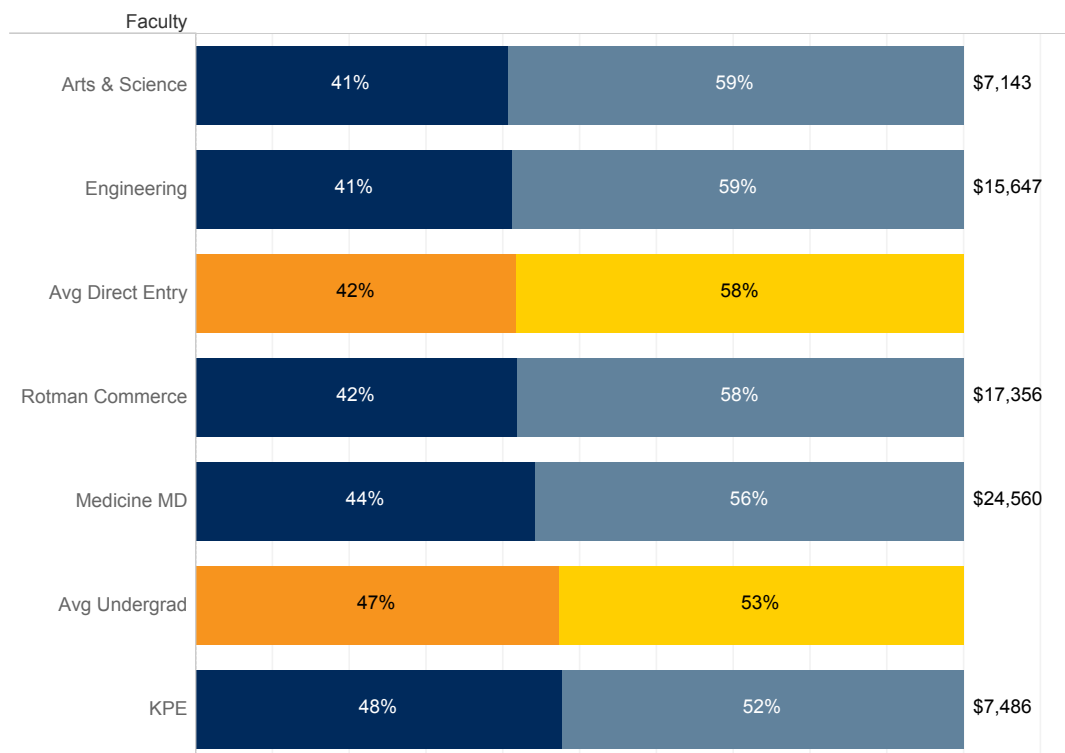
Performance Relevance	Net Tuition	Actual SAG Expenditures	Avg SAG per Recipient	Parental Income	Avg scholarships per student	Doctoral Student Support
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### Undergraduate Net Tuition for OSAP Recipients by Program

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

Year  
 2016-17

Percent Paid by U of T  
■ University, Avg  
■ University, Faculty  
■ Student, Avg  
■ Student, Faculty



**Notes:**

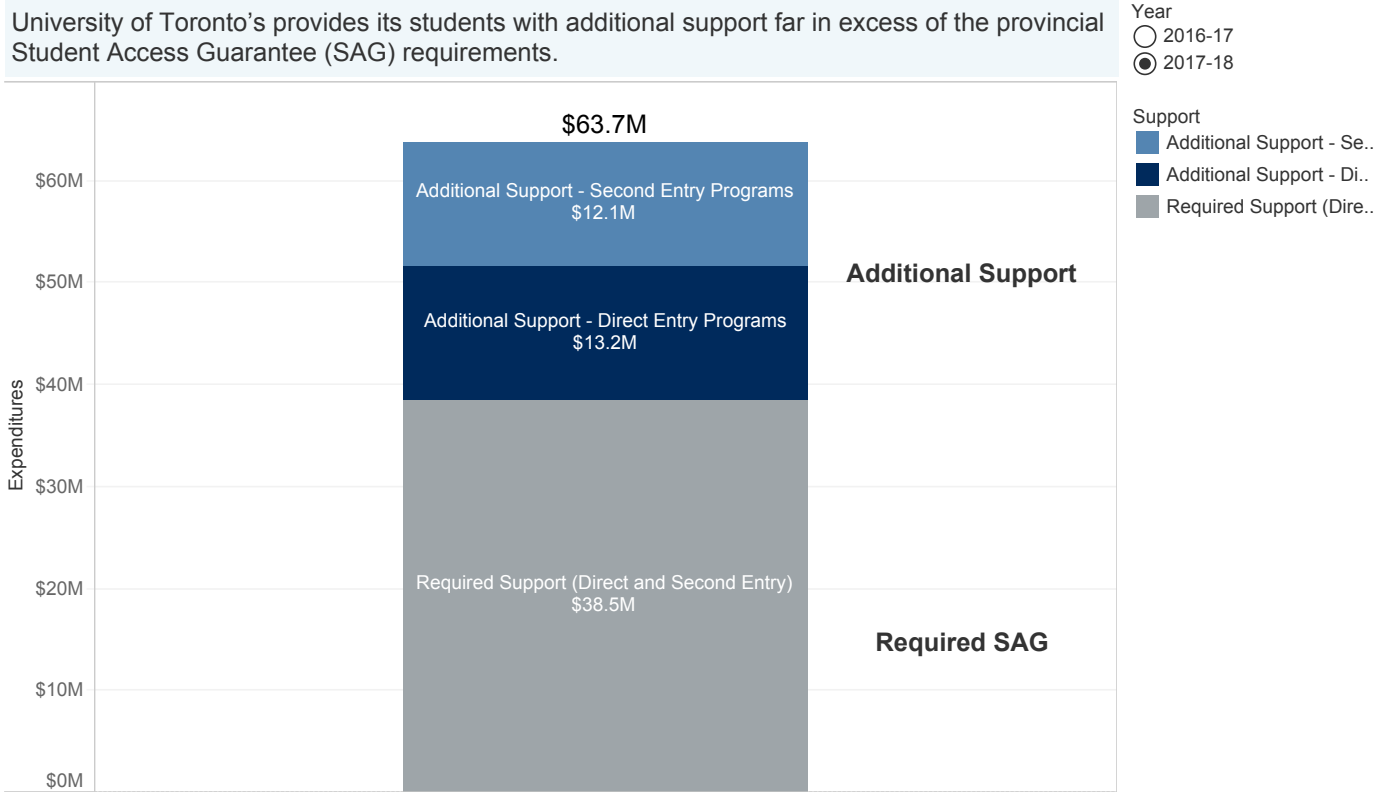
1. Source: University of Toronto, Planning and Budget
2. Includes all full-time, domestic undergraduate students receiving OSAP support.
3. Does not include the impact of loans, tax credits or the Ontario Student Opportunity Grant (OSOG) that caps government debt.
4. Does not include students who only received Ontario Tuition Grant (OTG) support.
5. 'Average Direct Entry' includes students registered in Arts & Science; Architecture, Landscape & Design; Applied Science & Engineering; Music; Kinesiology & Physical Education; and the Transitional Year Program.
6. 'Average Undergraduate' includes students registered in 'Direct Entry Undergrad' programs + Medicine, Law, Nursing, OISE, Dentistry, Pharmacy, and Woodsworth Certificate Programs.

## Student Financial Support

Performance Relevance	Net Tuition	Actual SAG Expenditures	Avg SAG per Recipient	Parental Income	Avg scholarships per student	Doctoral Student Support
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### Actual Student Access Guarantee (SAG) Related Expenditures Compared to Required SAG

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



**Notes:**

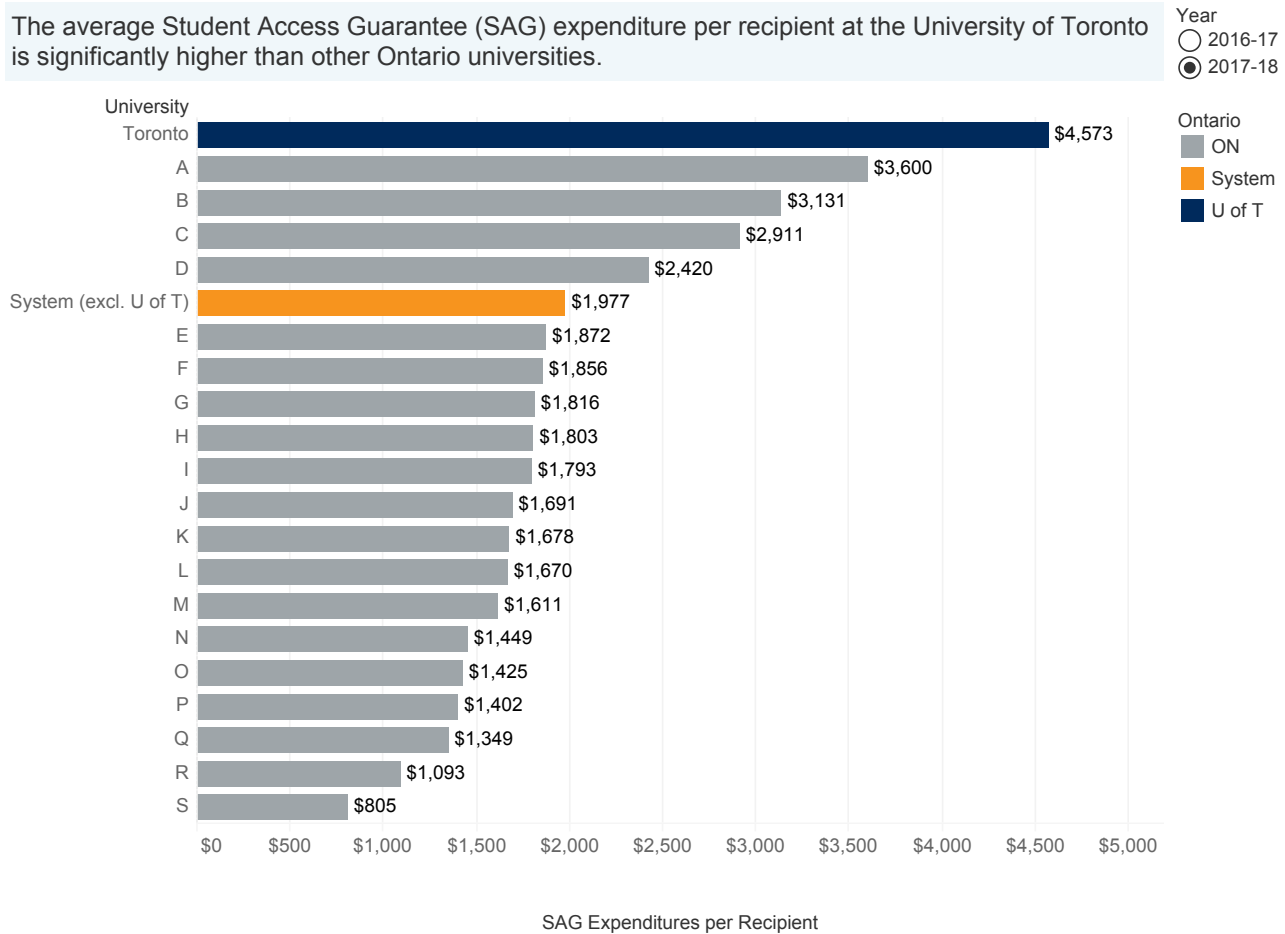
1. Data source: Ministry of Advanced Education and Skills Development – OSAP Summary as of October 2016.
2. Includes Toronto School of Theology (TST).

## Student Financial Support

Performance Relevance	Net Tuition	Actual SAG Expenditures	<b>Avg SAG per Recipient</b>	Parental Income	Avg scholarships per student	Doctoral Student Support
-----------------------	-------------	-------------------------	------------------------------	-----------------	------------------------------	--------------------------

### Average SAG Expenditure per Recipient University of Toronto compared to Ontario Universities

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



#### Notes:

1. Data source: Ministry of Advanced Education and Skills Development – OSAP Summary as of October 2016.
2. Includes Toronto School of Theology (TST).

## Student Financial Support

Performance Relevance	Net Tuition	Actual SAG Expenditures	Avg SAG per Recipient	Parental Income	Avg scholarships per student	Doctoral Student Support
-----------------------	-------------	-------------------------	-----------------------	-----------------	------------------------------	--------------------------

### Parental Income and Student Support

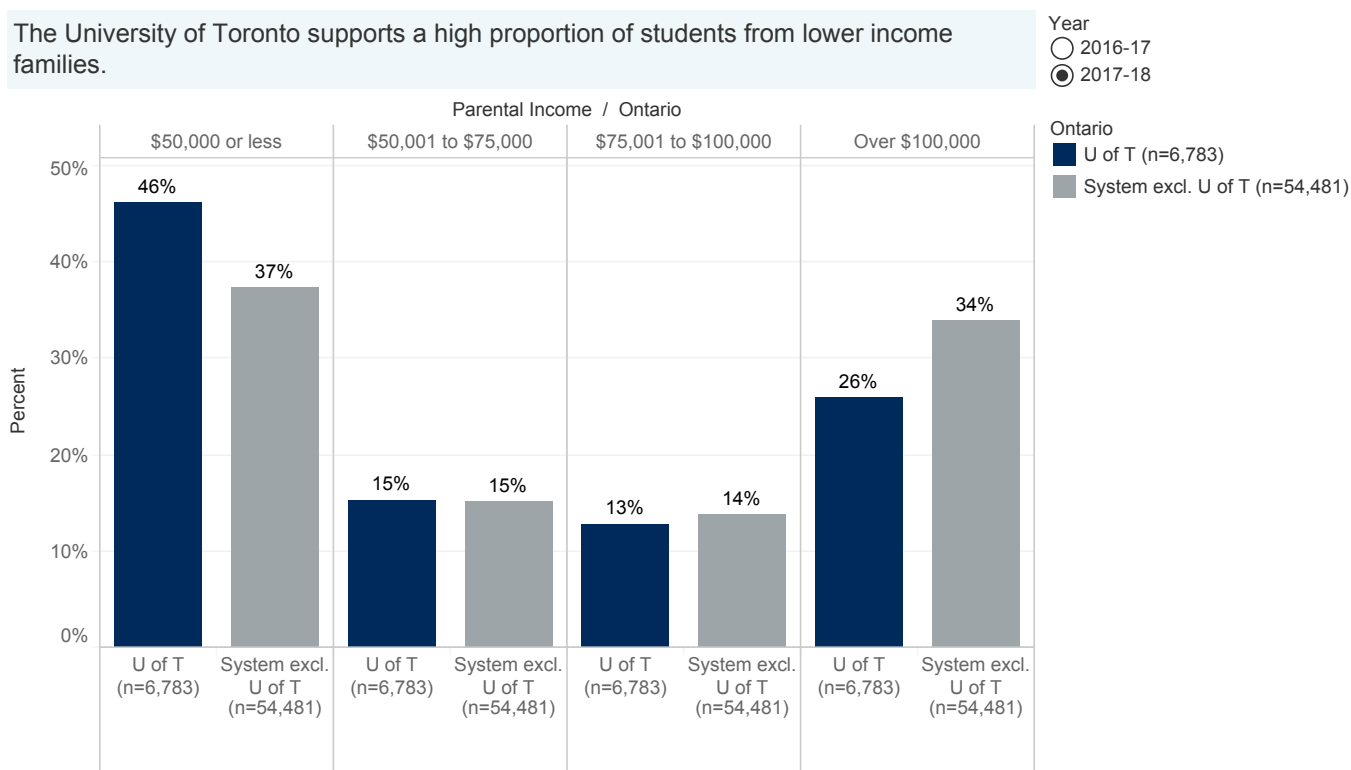
#### Performance Relevance:

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

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

#### Parental Income of First-year Students Receiving OSAP in Direct Entry Programs at the University of Toronto Compared to All Ontario Universities

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



**Notes:**

1. Data source: Ministry of Advanced Education and Skills Development (MAESD).
2. System numbers exclude the University of Toronto.

## Student Financial Support

Performance Relevance	Net Tuition	Actual SAG Expenditures	Avg SAG per Recipient	Parental Income	Avg scholarships per student	Doctoral Student Support
-----------------------	-------------	-------------------------	-----------------------	-----------------	------------------------------	--------------------------

### Average Scholarships and Bursaries Expenditures per Student FTE

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

Year  
2002 to 2017



#### Notes:

1. Data source for financial data: Annual Compendia of Statistical and Financial Information - Ontario Universities. Table 4 -Summary of Expense by Fund and Object of Expense - consolidated report; excludes partner hospitals.
2. Data source for enrolment data: COU undergraduate all term FTEs, graduate fall and summer FTEs; includes Toronto School of Theology.
3. Scholarships and Bursaries include all payments to undergraduate and graduate students from both internal and external sources. These payments include scholarships (OGS, OSOTF, OGSST, etc.), bursaries (UTAPS), granting council awards, prizes and awards. Scholarships and Bursaries for UofT and the Ontario System include student aid funded by restricted funds.

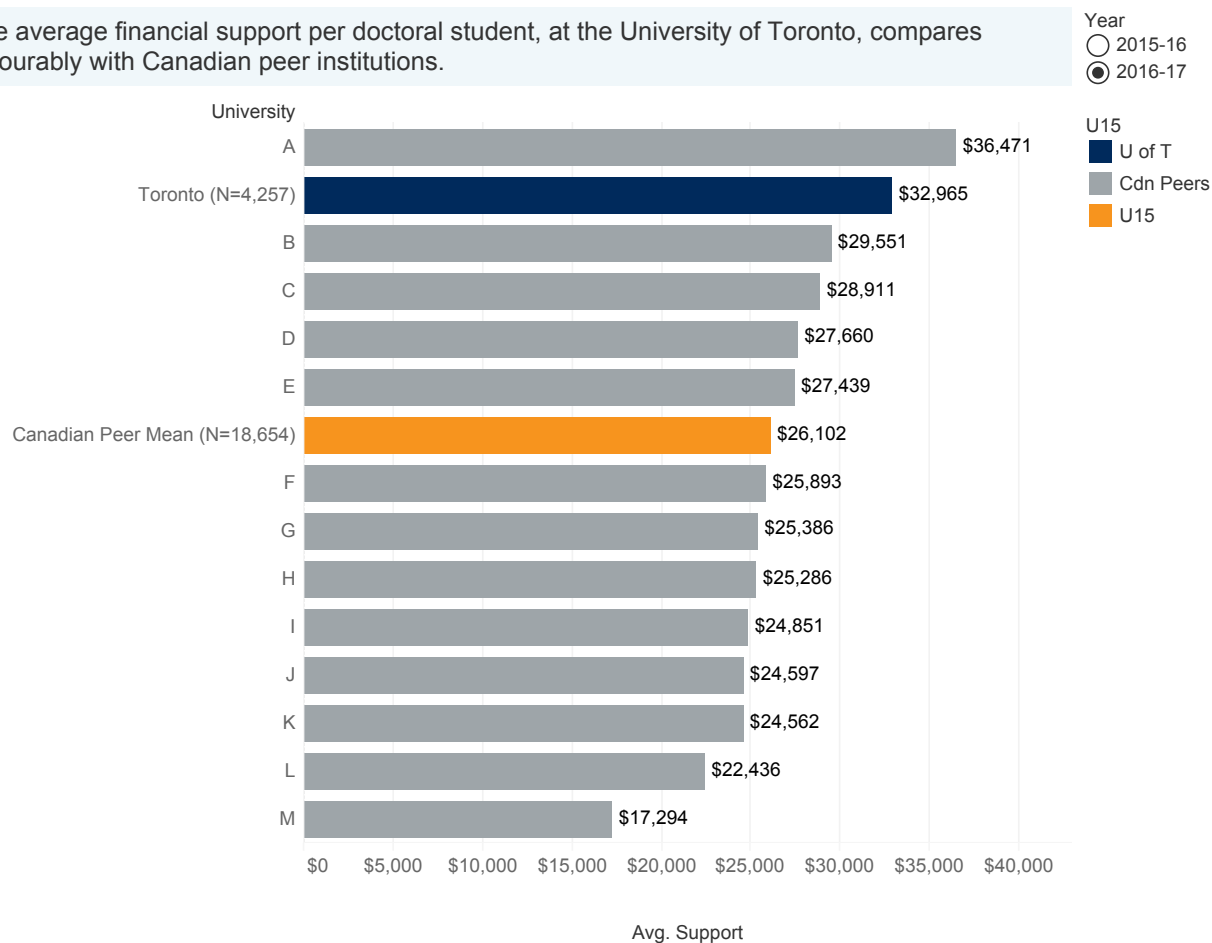


## Student Financial Support

Performance Relevance	Net Tuition	Actual SAG Expenditures	Avg SAG per Recipient	Parental Income	Avg scholarships per student	Doctoral Student Support
-----------------------	-------------	-------------------------	-----------------------	-----------------	------------------------------	--------------------------

### Doctoral Student Support, Average Financial Support per Student, All Divisions (excl. Health Sciences)

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



**Notes:**

1. Data source: U15DE.
2. Canadian peer mean excludes U of T.
3. Quebec data do not include direct-to-student Provincial bursary support.
4. Excludes Montreal.

## Diversity of Our Students

Performance Relevance	Visible Minority Students	First Generation Students %	First Generation Students enrolment
-----------------------	---------------------------	-----------------------------	-------------------------------------

### 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.

Additionally, the diversity of backgrounds of our staff and students is an asset for the University that promotes various viewpoints and perspectives. Diversity also drives many positive qualities such as creativity, innovation, and excellence.

To measure the diversity of our students, we have included a measure estimating the proportion of our first-entry undergraduate program students who identify themselves as “visible minorities” (2004 and 2006) or “non-white” (2008, 2011, 2014 and 2017) as part of the National Survey of Student Engagement (NSSE).

First Generation students are students whose parents or guardians did not complete post-secondary education. We have included the NSSE results to the question “Neither father nor mother attended college”. Based on the NSSE results, we can estimate the percentage of undergraduate students in direct-entry programs who are visible minority (non-white) and who are first-generation students.

### Related Report:

[http://www.vicprovoststudents.utoronto.ca/wp-content/uploads/NSSE\\_2017.pdf](http://www.vicprovoststudents.utoronto.ca/wp-content/uploads/NSSE_2017.pdf)

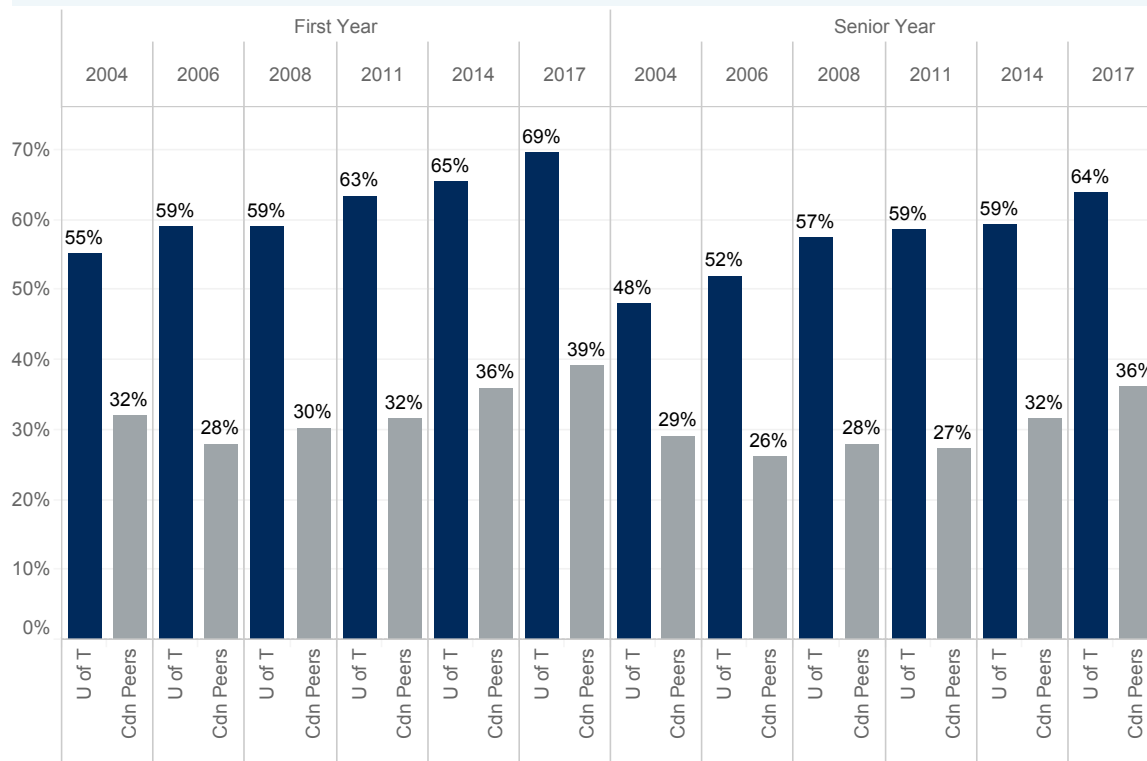
## Diversity of Our Students

Performance Relevance	Visible Minority Students	First Generation Students %	First Generation Students enrolment
--------------------------	------------------------------	--------------------------------	--

### NSSE Results: Students who reported they are part of a visible minority group in Canada (2004, 2006), Non-white (2008, 2011, 2014, 2017)

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

■ U of T  
■ Cdn Peers



**Notes:**

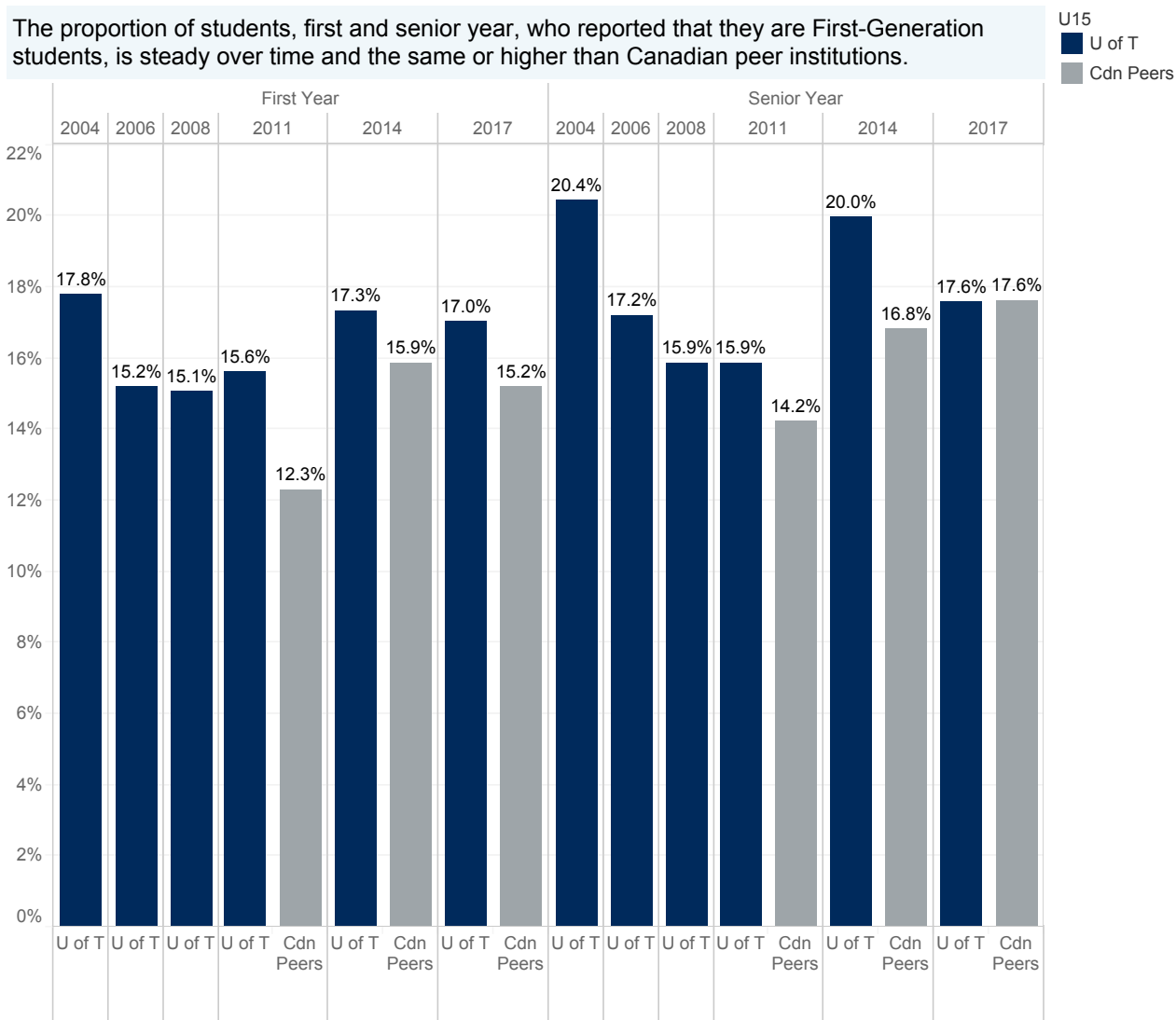
- The wording of the question on ethno-cultural information in the survey changed in 2008. In the previous surveys, students were asked if they were "a member of a visible minority group in Canada." In the 2008, 2011, 2014 and 2017 surveys, students were asked to identify their ethno-cultural background from a list provided with the option of selecting all that apply. The percentage represents students who reported belonging to at least one of the 14 non-white ethno-cultural groups listed in the survey. Therefore comparisons over time need to be cautious.
- The calculation method has changed, previously the sum of all students who reported their ethno-cultural background as something other than white was used, currently the number of students who report as white are subtracted from the total. Because students are able to choose more than one identity the results are not the same. The results for 2008 onwards have been updated.

## Diversity of Our Students

Performance Relevance	Visible Minority Students	First Generation Students %	First Generation Students enrolment
--------------------------	------------------------------	--------------------------------	--

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

The proportion of students, first and senior year, who reported that they are First-Generation students, is steady over time and the same or higher than Canadian peer institutions.



**Notes:**

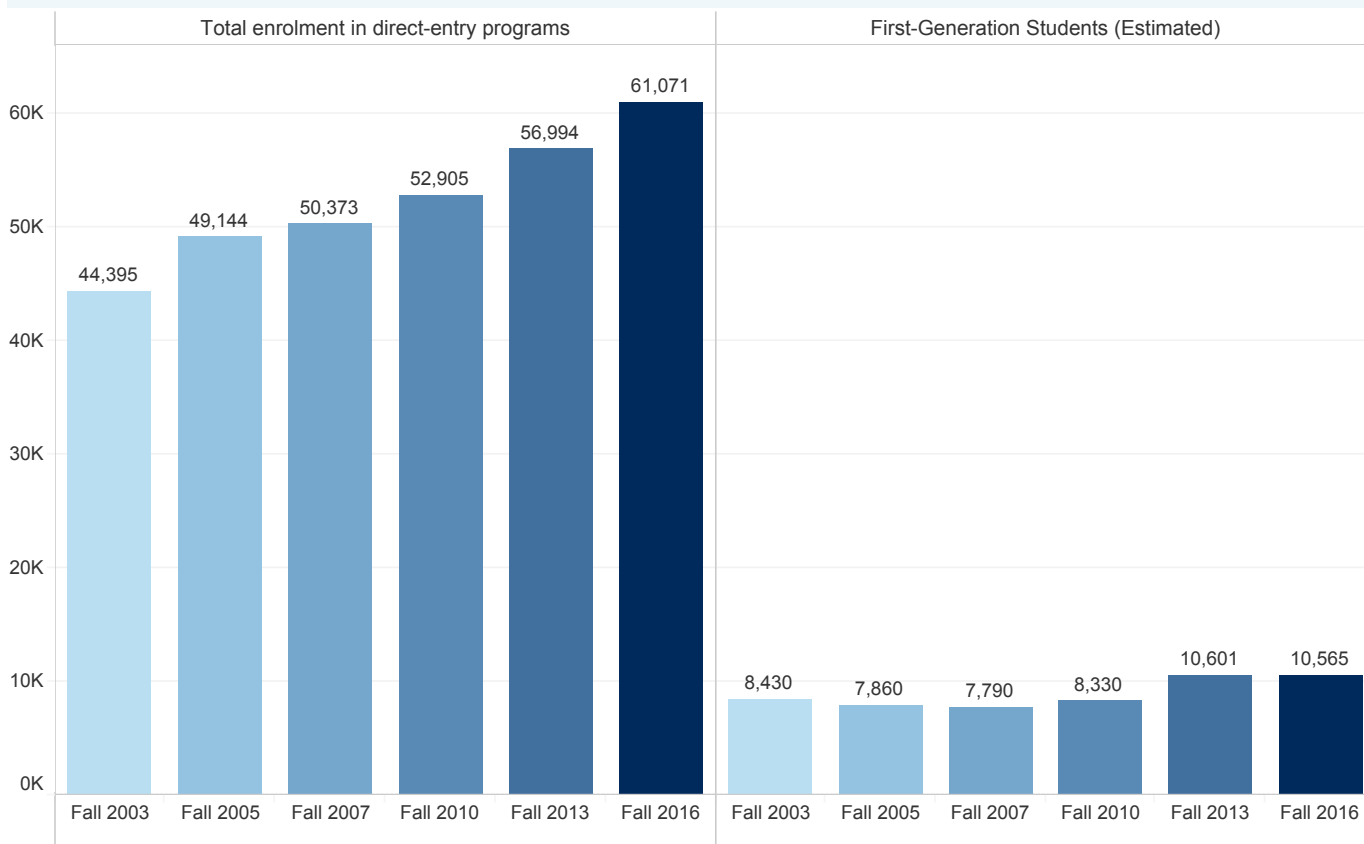
1. The Canadian peer institution's data are not available for NSSE 2004, 2006 and 2008.
2. The chart above indicates the percentage of first-year and senior-year undergraduate students in direct-entry programs who responded 'yes' to the question "Neither my father nor my mother attended college" in NSSE.

## Diversity of Our Students

Performance Relevance	Visible Minority Students	First Generation Students %	First Generation Students enrolment
--------------------------	------------------------------	--------------------------------	--

### Estimated Number of Students in Direct-Entry Undergraduate Programs who are First-Generation Students, Based on NSSE responses (NSSE 2004, 2006, 2008, 2011, 2014 and 2017)

The total number of First-Generation students at the University of Toronto is on an increasing trend, but has seen slight decline in the most recent survey.



**Notes:**

1. The numbers of First-Generation Students have been estimated using a rate generated from NSSE responses (NSSE 2006 results for Fall 2005 enrolment; NSSE 2008 results for Fall 2007 enrolment; NSSE 2011 results for Fall 2010 enrolment; NSSE 2014 results for Fall 2013 enrolment).

## Accessibility Services

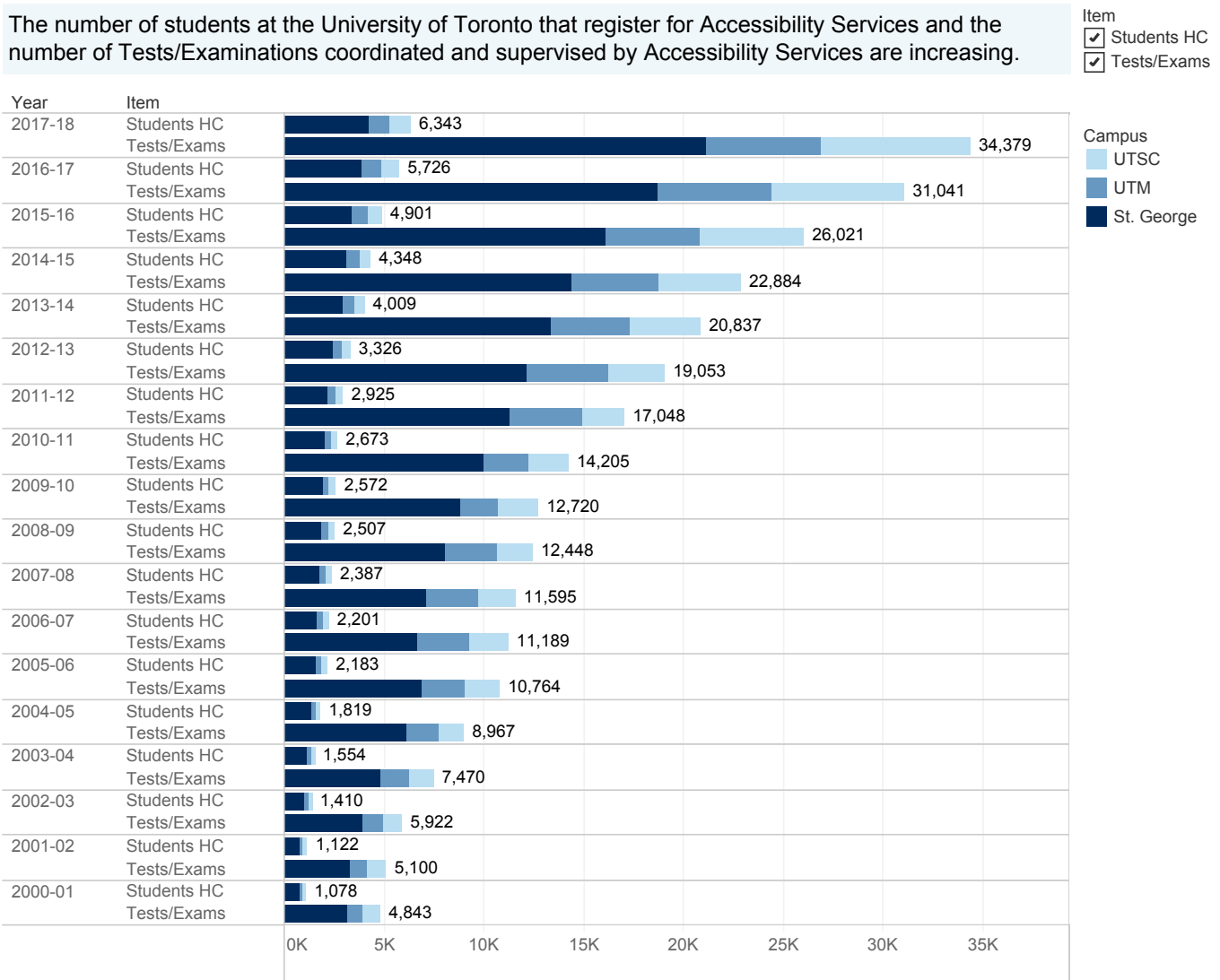
### Performance Relevance:

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

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

### Total Number of Students Registered with Accessibility Services

The number of students at the University of Toronto that register for Accessibility Services and the number of Tests/Examinations coordinated and supervised by Accessibility Services are increasing.



### Note:

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

## Online Courses

Performance Relevance	Online Courses and Enrolment	Online Course Evaluation Survey
--------------------------	---------------------------------	------------------------------------

### Performance Relevance:

Given the increasing availability of online learning options, many of our students would like to take advantage of the flexibility and rich learning environments that new technologies offer. The development of a number of online options can enhance student experience by facilitating access to courses on other campuses and other universities, allowing students to take courses when away from campus on work terms or over the summer, and allowing students from across the province, country and world to benefit from University of Toronto courses.

The Online Learning Strategies Portfolio facilitates the University of Toronto's participation in the provincial online learning arena and supports online opportunities within the university. In response to continued interest in fully online and mixed mode learning initiatives, the University of Toronto is diversifying our capacity development in this area. Provision of appropriate support to faculty in designing, developing and teaching in online environments, as well as enhancement of infrastructure across related functions such as library liaison, student success and registrarial services are key components to ensure success. While the growth of new fully online courses and corresponding registration numbers has slowed, we are seeing an increased interest in hybrid and mixed mode options.

Since the fall of 2015 an integrated Course Evaluation component has been implemented for courses flagged as 'Fully Online' in the student registration system. A customized set of three items is presented to all students in these courses. In the past academic year semester data were collected from 34 undergraduate sections and 153 graduate sections in divisions where the Course Evaluation framework is implemented. Feedback was collected from 3867 respondents across all courses, with an average response ratio of 53%. The aggregated results show an improvement that may be attributed to targeted efforts to improve faculty and student support in this domain.

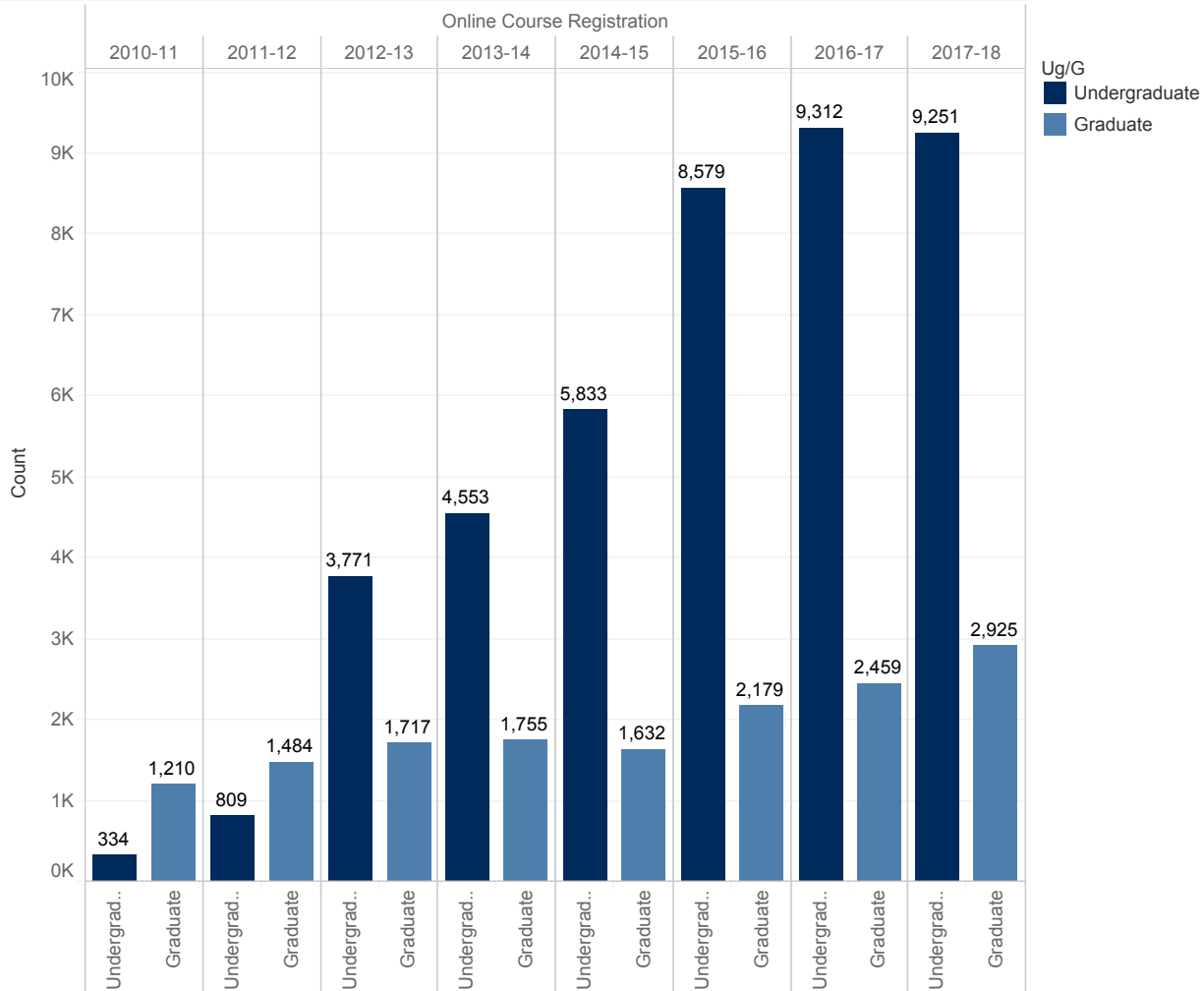
## Online Courses

Performance Relevance	Online Courses and Enrolment	Online Course Evaluation Survey
--------------------------	---------------------------------	------------------------------------

### Number of Online Courses Available, and Online Course Enrolment

At the University of Toronto, the number of online courses available is increasing and the number of registrations to those courses has grown rapidly.

Item  
 Number of Online Courses  
 Online Course Registration



**Note:**

1. Data source: Office of Online Learning Strategies
2. Registrations represent the number of students registered in individual courses, not the number of individual students.

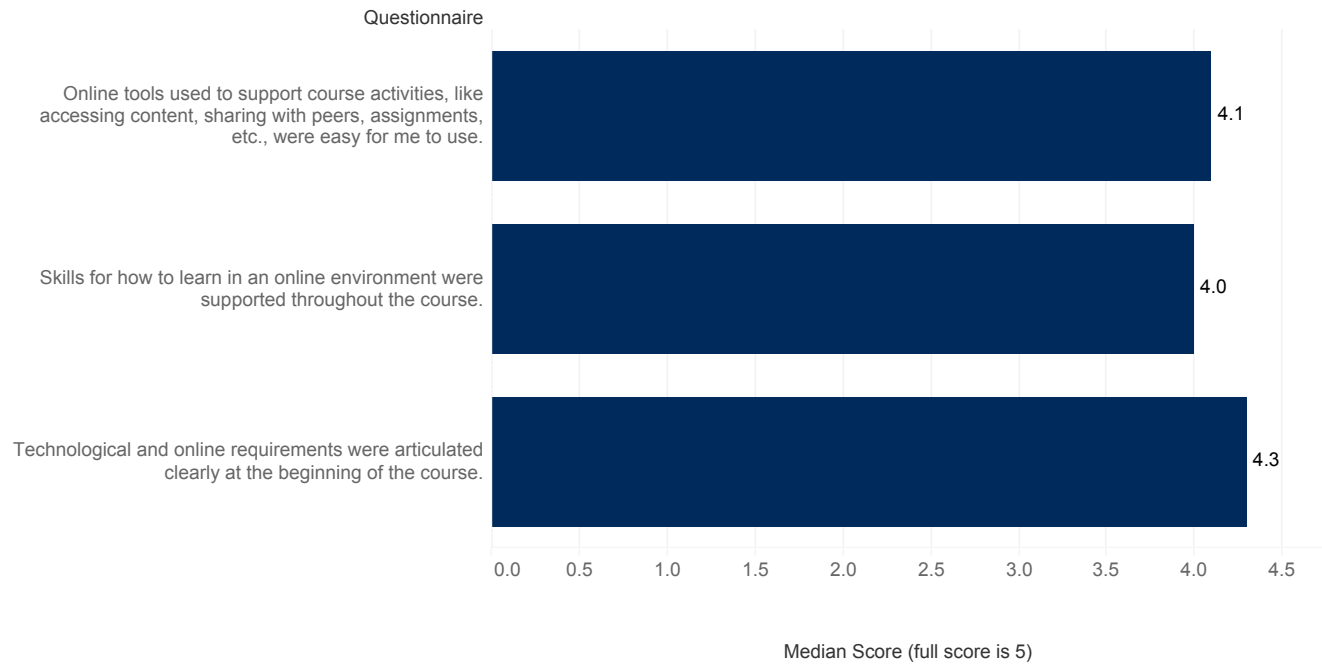


## Online Courses

Performance Relevance	Online Courses and Enrolment	Online Course Evaluation Survey
-----------------------	------------------------------	---------------------------------

### University of Toronto Online Learning Course Evaluation Survey

The below indicates the most popular responses to the question 'what was the most important motivator to register in an online course'.



Notes:

1. Data source: Office of Online Learning Strategies

## Academic Pathways

Performance Relevance	Transition Year Program (TYP)	Academic Bridging	Transfer Programs	International Pathway
--------------------------	----------------------------------	-------------------	-------------------	-----------------------

### Performance Relevance:

The University of Toronto recognizes that access to a university education can be influenced by many factors such as financial, socio-economic, family circumstances and disabilities, and that not everyone pursues university directly from secondary school. The University also recognizes that many international students face challenges related to moving far from home and beginning their university studies in English.

Given the wide range of potential barriers, the University has developed different types of access, pathway and support programs in place. We have highlighted four examples of programs that provide academic pathways into our undergraduate programs. Information on some of our other types of access and support programs can be found elsewhere in our Performance Indicators report.

**TYP:** The Transitional Year Program (TYP) is an access program for adults without the formal educational background needed to qualify for university admission. TYP offers students the opportunity to undertake an intensive, eight-month full-time course and the opportunity to earn credits towards a University of Toronto Bachelor of Arts degree.

**Academic Bridging Program:** The University of Toronto's Academic Bridging Program offers mature students the opportunity to pursue a university degree. Students enrolled take one Academic Bridging course and are provided additional support as required. Students who successfully complete the course may continue their degree in the Faculty of Arts and Science.

**Facilitated Transfer Programs:** The University of Toronto strongly believes in the need to support college students who transfer into undergraduate programs. The model is structured so that students receive intensive, personalized support before, during and after transfer from a partner college. Transfer students in these programs are markedly more successful than those transferring outside of a facilitated pathway.

**International Pathway Programs:** The University offers several programs to help prepare international students for entry into our undergraduate programs. The focus is on improving English language skills prior to entry.

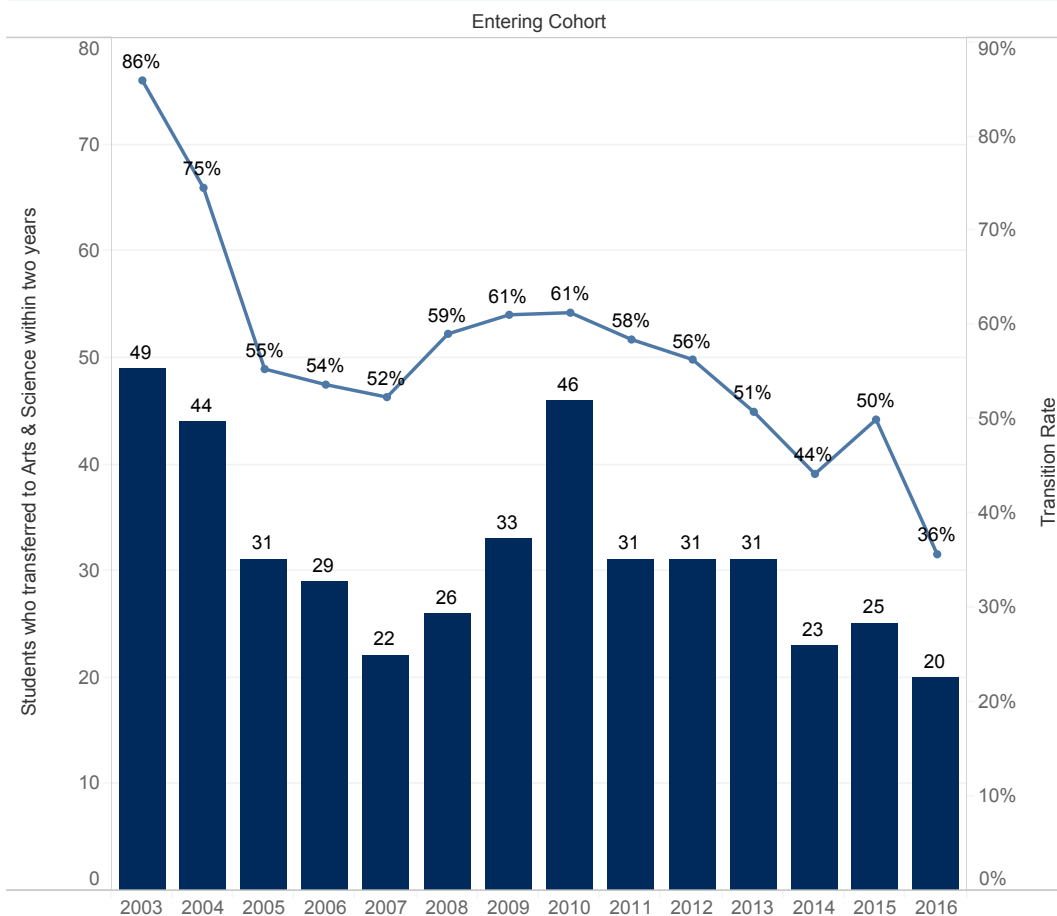
## Academic Pathways

Performance Relevance	Transition Year Program (TYP)	Academic Bridging	Transfer Programs	International Pathway
--------------------------	----------------------------------	-------------------	-------------------	-----------------------

### Transitional Year Program (TYP) Enrolment and Transition

Entering Cohort  
2003 to 2016  
and Null values

The number of Transitional Year Program students who transferred to the University of Toronto and the transition rate warrant further monitoring.



**Notes:**

1. Source: Government Relations Office (GRO)

**Related web site:**

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

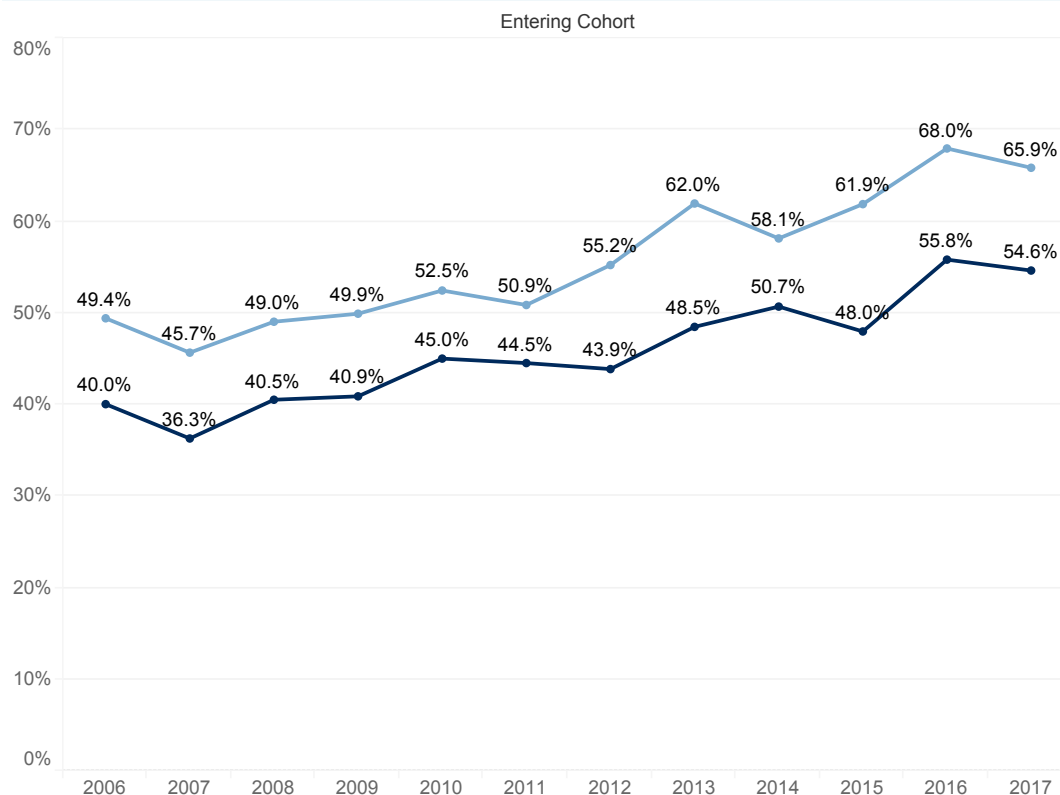
## Academic Pathways

Performance Relevance	Transition Year Program (TYP)	Academic Bridging	Transfer Programs	International Pathway
--------------------------	----------------------------------	-------------------	-------------------	-----------------------

### Academic Bridging Program Enrolment and Transition

The percentage of students completing the University of Toronto's Bridging Program is increasing steadily.

Entering Cohort  
2006 to 2017  
and Null values



**Item**

- Percentage of those admitted who completed the Bridging program
- Percentage of those admitted who registered in A&S in the following year.

**Notes:**

1. Data source: Office of the Academic Bridging Program
2. Students who successfully complete the Bridging Program are eligible to register in Arts & Science.
3. In 2015 there were 138 students who successfully completed the Bridging Program and 107 eligible students who registered in A&S

**Related website:**

[http://www.wdw.utoronto.ca/index.php/programs/academic\\_bridging/overview/](http://www.wdw.utoronto.ca/index.php/programs/academic_bridging/overview/)

## Academic Pathways

Performance Relevance	Transition Year Program (TYP)	Academic Bridging	Transfer Programs	International Pathway
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### Facilitated Transfer Programs

The table below provides a sample of the University of Toronto's Transfer Programs with Ontario Colleges of Applied Arts & Technology. These programs are structured so that students receive support before, during and after transfer to the University.

Transfer Program	College	
Facilitated pathway for general arts and science studies at Humber College to an HBA program at U of T – St. George.	Humber	Woodsworth
Facilitated pathway for general arts and science studies at Humber College to an HBA program at UTM.	Humber	UTM
Facilitated pathway for general arts and science studies at Mohawk College to an HBA program at UTM.	Mohawk	UTM
Facilitated pathway for general arts and science studies at Niagara College to an HBA program at UTM.	Niagara	UTM
Facilitated pathway for general arts and science studies at Sheridan College to an HBA program at UTM.	Sheridan	UTM
Facilitated pathway for liberal arts and science studies at George Brown College to an HBA program at UTM.	George Brown	UTM
Facilitated pathway for liberal arts and science studies at George Brown College to the Faculty of Arts and Science at U of T – St. George.	George Brown	Woodsworth
Facilitated pathway for liberal arts studies at Seneca College to an HBA in Humanities or social sciences at U of T – St. George.	Seneca	Woodsworth
Facilitated pathway for students in the liberal arts programs at Seneca College to an HBA program at UTSC.	Seneca	UTSC
Facilitated pathway for students in the liberal science programs at Seneca College to an HBSc program at UTSC.	Seneca	UTSC
The "College to University Pathway" is intended to provide select qualified students from the Liberal Arts Diploma Program at Centennial College with the option, upon completion of the Liberal Arts Diploma Program, to seamlessly continue their studies, in a degree program with advanced standing credit, at the UTSC.	Centennial	UTSC
The "Redirect Pathway" is intended for UTSC applicants who did not meet the admission requirements but do meet the admission requirements of the Liberal Arts Diploma Program at Centennial College. Through this mode, select qualifying direct entry applicants will receive a firm offer of admission to the Liberal Arts Diploma Program at Centennial College, with the option upon completion of the Liberal Arts Diploma Program to seamlessly continue their studies, in a degree program with advanced standing credit, at UTSC.	Centennial	UTSC
The "Second Chance Pathway" is intended to provide low academic performing students in degree programs at UTSC with an opportunity to academically succeed at Centennial College combined with an opportunity for eventual re-entry to UTSC.	Centennial	UTSC

## Academic Pathways

Performance Relevance	Transition Year Program (TYP)	Academic Bridging	Transfer Programs	International Pathway
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### International Pathway Programs

The table below provides a sample of International Pathway Programs offered by the University of Toronto.

Program	
International Foundation Program (IFP)	<p>The International Foundation Program (IFP) offers admission to academically qualified international students whose English fluency scores fall below the direct entry requirements. IFP is a unique offering that combines conditional acceptance to the University of Toronto with intensive English language instruction, academic cultural transition, and for credit courses. In accordance with the University academic calendar, the Fall/Winter IFP runs from September to April and the Summer IFP runs for 8 weeks in July and August. Successful completion of the IFP guarantees admission to the Faculty of Arts &amp; Science, Faculty of Applied Science &amp; Engineering, the Faculty of Architecture, Landscape &amp; Design, or the Faculty of Music with academic credit towards an undergraduate degree.  <a href="https://ifp.utoronto.ca/">https://ifp.utoronto.ca/</a></p>
Green Path Program (UTSC)	<p>The Green Path Program (UTSC) helps academically qualified students from mainland China hone their English skills and begin adjusting to Canadian culture before starting classes at U of T Scarborough in the fall term. It consists of a 12-week full-time summer program which includes a degree credit course and allows access to undergraduate programs at U of T Scarborough.  <a href="http://utsc.utoronto.ca/greenpath-china/">http://utsc.utoronto.ca/greenpath-china/</a></p>
Academic English @ UTSC	<p>The Academic English @ UTSC (AE @ UTSC) program is designed for academically qualified students who have been admitted to U of T Scarborough but who require additional English language development. The program consists of 8 weeks of Academic English Level 60 language instruction in July and August and may be a condition of an offer of admission. AE @ UTSC is specifically designed to target the development of communication, research and study skills. <a href="https://www.utsc.utoronto.ca/admissions/academic-english">https://www.utsc.utoronto.ca/admissions/academic-english</a></p>
Academic Culture & English (ACE@UTM)	<p>The Academic Culture &amp; English (ACE@UTM) program is designed for academically qualified students who have been admitted to the University of Toronto at Mississauga but who require additional English language development. The Summer ACE@UTM Program consists of 8 weeks of Academic English Level 60 language instruction in July and August. The Fall-Winter ACE@UTM Program consists of 24 weeks of English Level 60 language instruction on Saturdays from September to April. Completion of ACE@UTM may be a condition of an offer of admission. ACE@UTM is specifically designed to target the development of communication, research and study skills.  <a href="https://www.utm.utoronto.ca/ace/">https://www.utm.utoronto.ca/ace/</a></p>

## Student-Faculty Ratios

Performance Relevance	SFR - US methodology	SFR - Canadian methodology	SFR - time series	SFR - Faculty FTE	SFR - Faculty HC
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### Performance Relevance:

Student-faculty ratios at the institutional level provide an 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, and our research-intensive Canadian peer universities, 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:

Method	U.S. Peer methodology	Canadian Peer methodology
Student Enrolment	Excludes residents	Excludes residents
Student Full-time Equivalent (FTE) conversion	Undergraduate and Graduate FTE: FT = 1, PT=0.3	Undergraduate FTE is based on course load; Graduate FTE: FT=1, PT=0.3
Similarities between the two methodologies regarding Faculty Count	and Non-Tenured Stream Professorial Ranks, and teaching stream (lecturers/instructors).	Includes Tenured/ Tenure Stream and Non-Tenured Stream Professorial Ranks, and teaching stream (lecturers/instructors).
Differences between the two methodologies regarding Faculty Count 1	Full-time Headcounts	Faculty Full-time Equivalent (FTE)
Differences between the two methodologies regarding Faculty Count 2	Excludes Medicine	Includes Medicine, but excludes Clinicians
Source of Faculty data	AAUP Faculty Salary Survey	U15 faculty counts project
Fall 2016 Student FTEs used to calculate S-F ratio	80053	74975
Fall 2016 Faculty count used to calculate S-F ratio	2356	2887
Fall 2016 Student Faculty Ratio	34.0	26.0

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

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

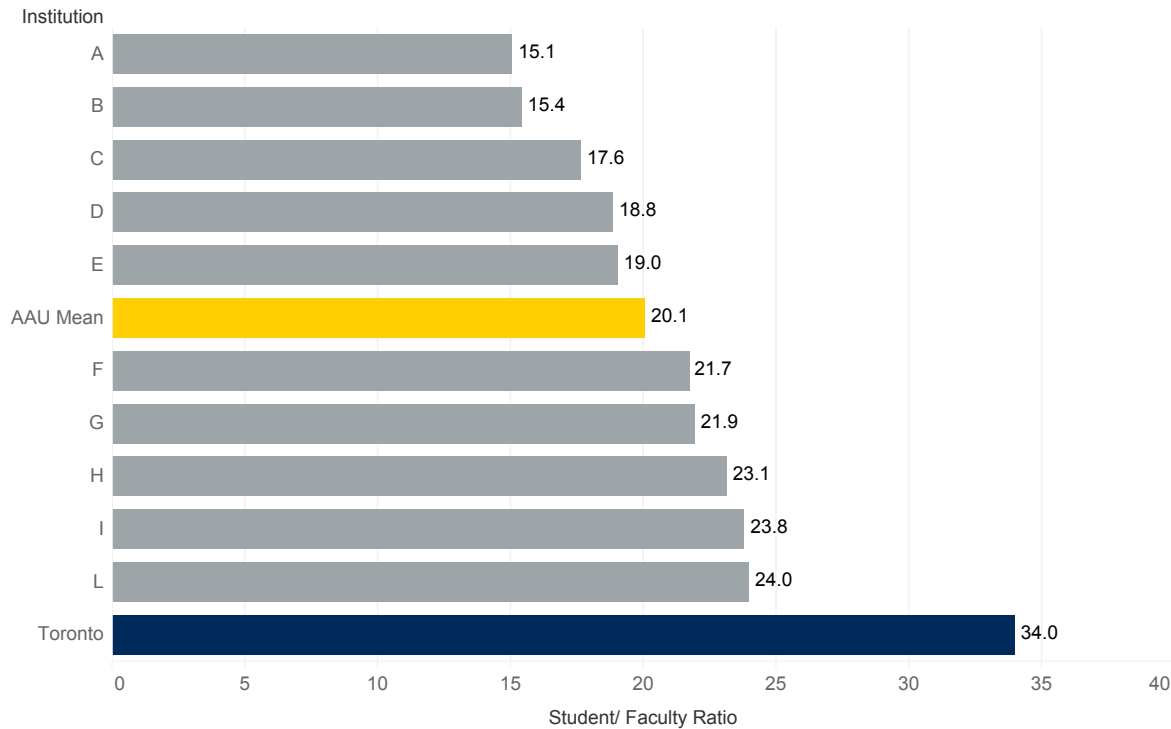
## Student-Faculty Ratios

Performance Relevance	SFR - US methodology	SFR - Canadian methodology	SFR - time series	SFR - Faculty FTE	SFR - Faculty HC
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### Student-Faculty Ratios, Comparison with U.S. Peers

2016 The University of Toronto's Student-Faculty Ratio is higher than US peers (using US peer methodology).

Year  
 ○ 2015  
 ● 2016



**Notes:**

1. For comparability with U.S. Peers, Student-Faculty Ratio is calculated using U.S. Peer Methodology (AAUDE), see "Performance Relevance" for details.
2. Data source: IPEDS Fall Enrolment (Preliminary data from NCES Website) and Association of American Universities Data Exchange (AAUDE) Annual AAUP Faculty Salary Survey.
3. U.S. Peers Average is a simple average and is not weighted by university size.
4. Faculty data exclude Medicine while the student enrolment data include Medicine.
5. Faculty counts include the following ranks: Professor, Associate Prof, Assistant Prof, Instructor, Lecturer, and FT faculty with no assigned rank. Please note that this more comprehensive definition is new for the 2014 cycle of Performance Indicators.
6. Part-time students converted to Full-time-equivalent (FTE) by multiplying by 0.3.



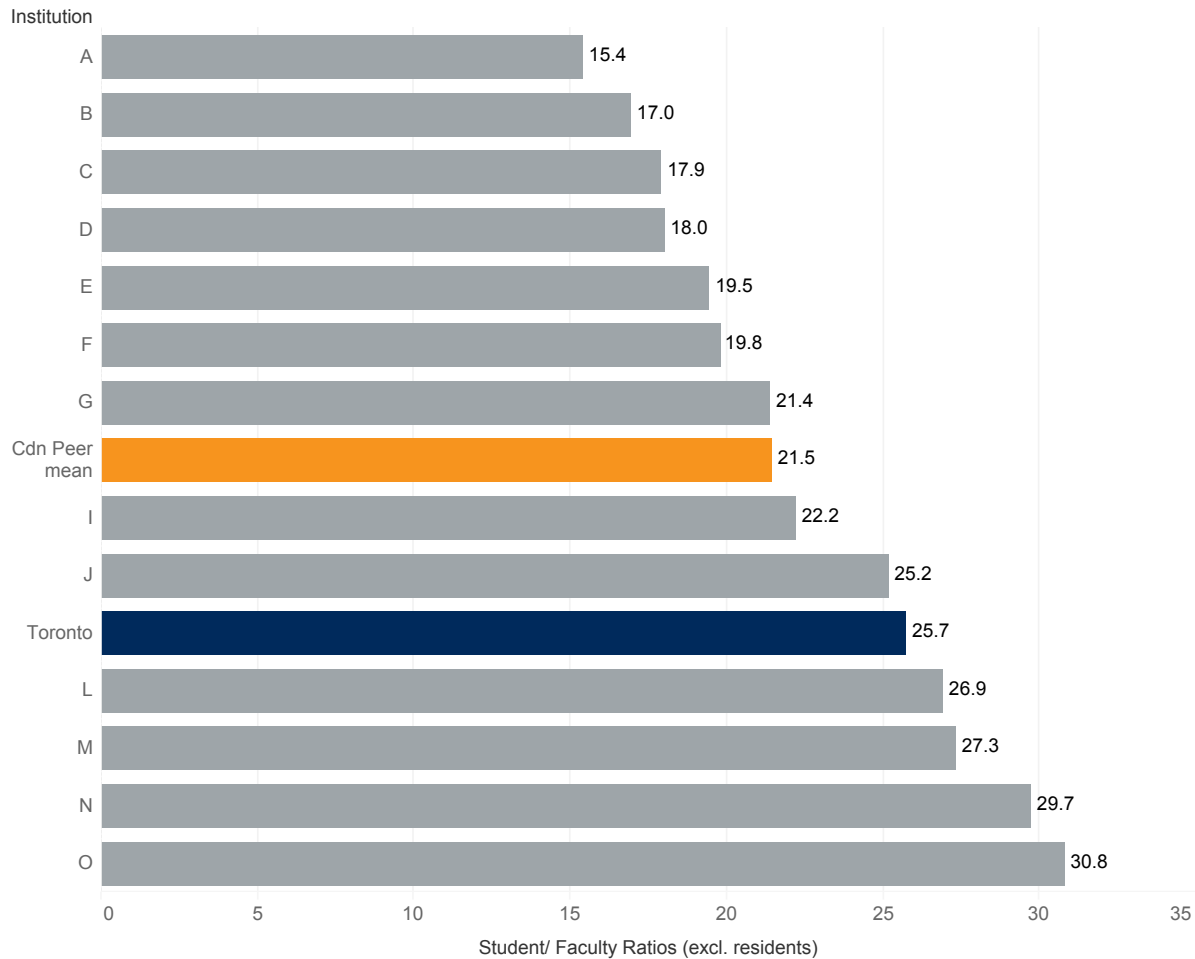
## Student-Faculty Ratios

Performance Relevance	SFR - US methodology	SFR - Canadian methodology	SFR - time series	SFR - Faculty FTE	SFR - Faculty HC
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### Student-Faculty Ratios, Comparison with Canadian Peers

2017 The University of Toronto's Student-Faculty Ratio is higher than most Canadian peers (using Canadian peer methodology).

Year  
 2016  
 2017



**Notes:**

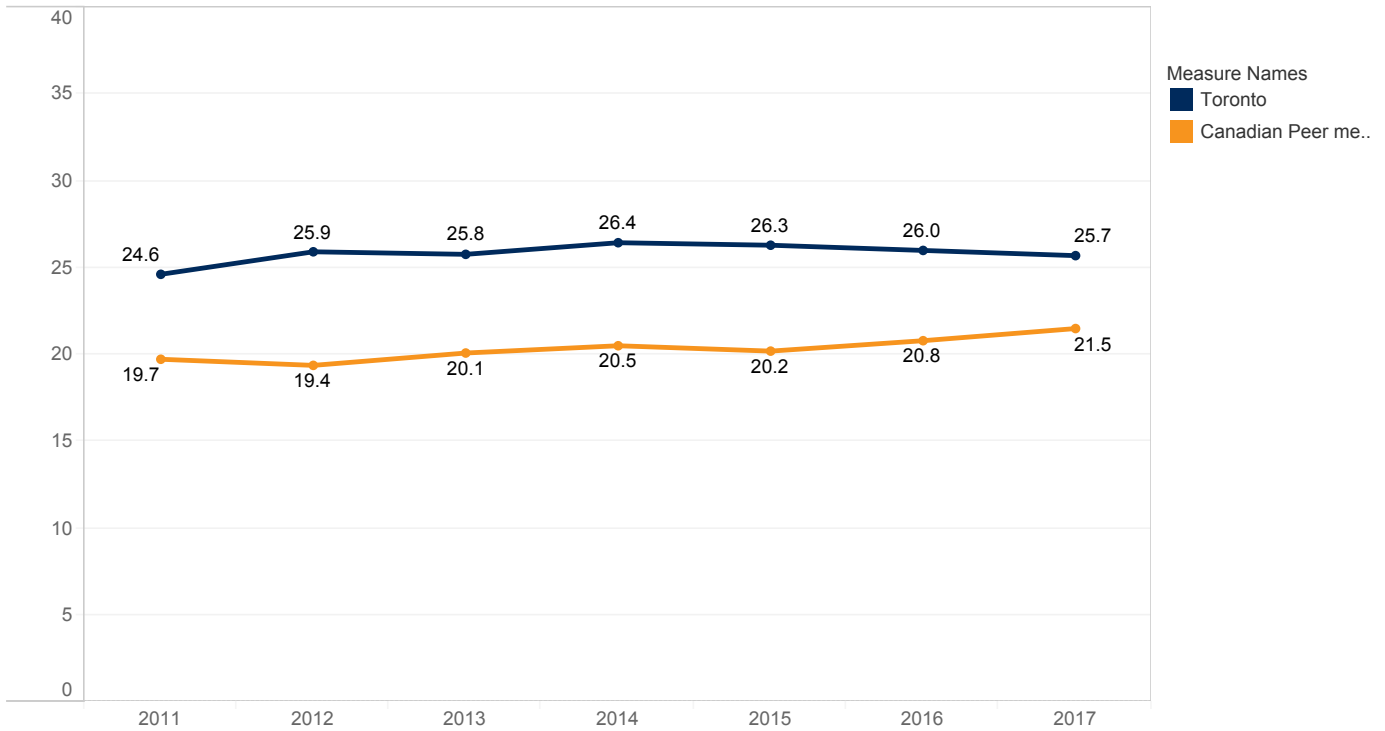
1. Data source: U15 Data Exchange (U15DE).
2. Faculty counts are Full-time Equivalent (FTE) of full-time and part-time Professoriate including tenure stream, non-tenure stream, and teaching stream faculty with contracts of 12-months or more.
3. Faculty counts exclude Clinicians.
4. The students include special students, certificate and diploma students.
5. Beginning with PI 2014, student enrolment excludes medical residents as clinicians are excluded from the faculty counts.
6. Canadian peer mean excludes the University of Toronto, University of Montreal and University of Western Ontario.

## Student-Faculty Ratios

Performance Relevance	SFR - US methodology	SFR - Canadian methodology	SFR - time series	SFR - Faculty FTE	SFR - Faculty HC
--------------------------	-------------------------	-------------------------------	-------------------	----------------------	------------------

### Student Faculty Ratios, Comparison with Mean of Canadian Peers

Year  
2011 to 2017



**Notes:**

1. Data source: U15 Data Exchange (U15DE).
2. Faculty counts are Full-time Equivalent (FTE) of full-time and part-time Professoriate including tenure stream, non-tenure stream, and teaching stream faculty with contracts of 12-months or more.
3. Faculty counts exclude Clinicians.
4. The students include special students, certificate and diploma students.
5. Canadian peer mean excludes the University of Toronto.
6. Canadian peer mean 2015 excludes University of Western Ontario and University of Montreal.  
Canadian peer mean 2014 excludes University of Western Ontario.  
Canadian peer mean 2013 excludes University of Western Ontario, University of Montreal, and University of Dalhousie.  
Canadian peer mean 2012 excludes University of Western Ontario and University of Montreal.

## Student-Faculty Ratios

Performance Relevance	SFR - US methodology	SFR - Canadian methodology	SFR - time series	SFR - Faculty FTE	SFR - Faculty HC
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### Student-Faculty Ratios – Various Faculty Inclusions

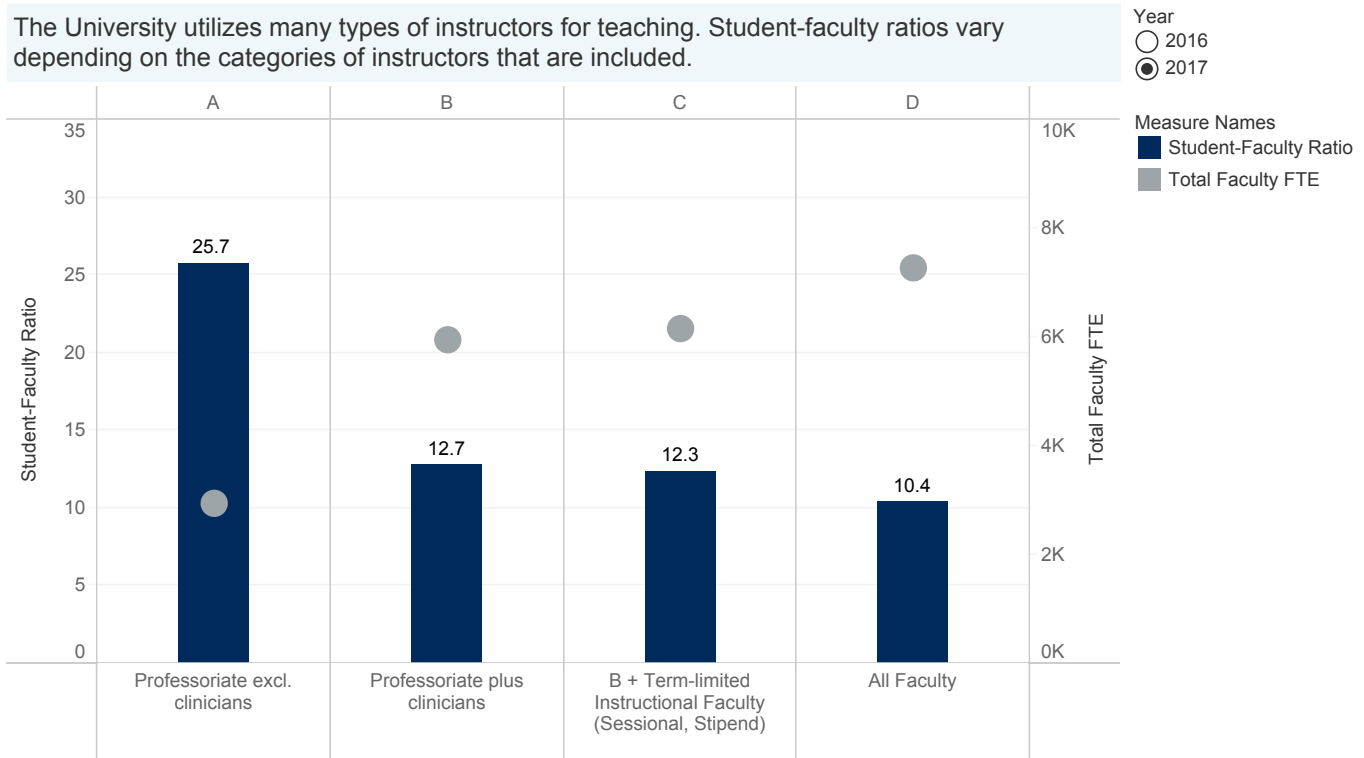
#### Performance Relevance:

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, for example, opportunities for interaction or feedback on academic work.

There are many different categories of academic appointees and many ways to count them. The range of categories is greatest for institutions with professional schools or affiliated research institutes. Faculty can be categorized by appointment status (e.g. tenure-stream, teaching-stream, short-term contract, adjunct), by rank (e.g. assistant, associate and full professors), by time commitment (full-time, part-time), by job description (e.g. research scientists, clinical faculty), or by salary source (university or affiliated institution). What these categories mean in terms of contribution to the teaching and research mission of the University also varies from one institution to the next. As we see in the charts below, our faculty counts vary dramatically depending on which definition is used.

#### Student-Faculty Ratios based on Faculty FTE by Various Faculty Inclusions

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



**Notes:**

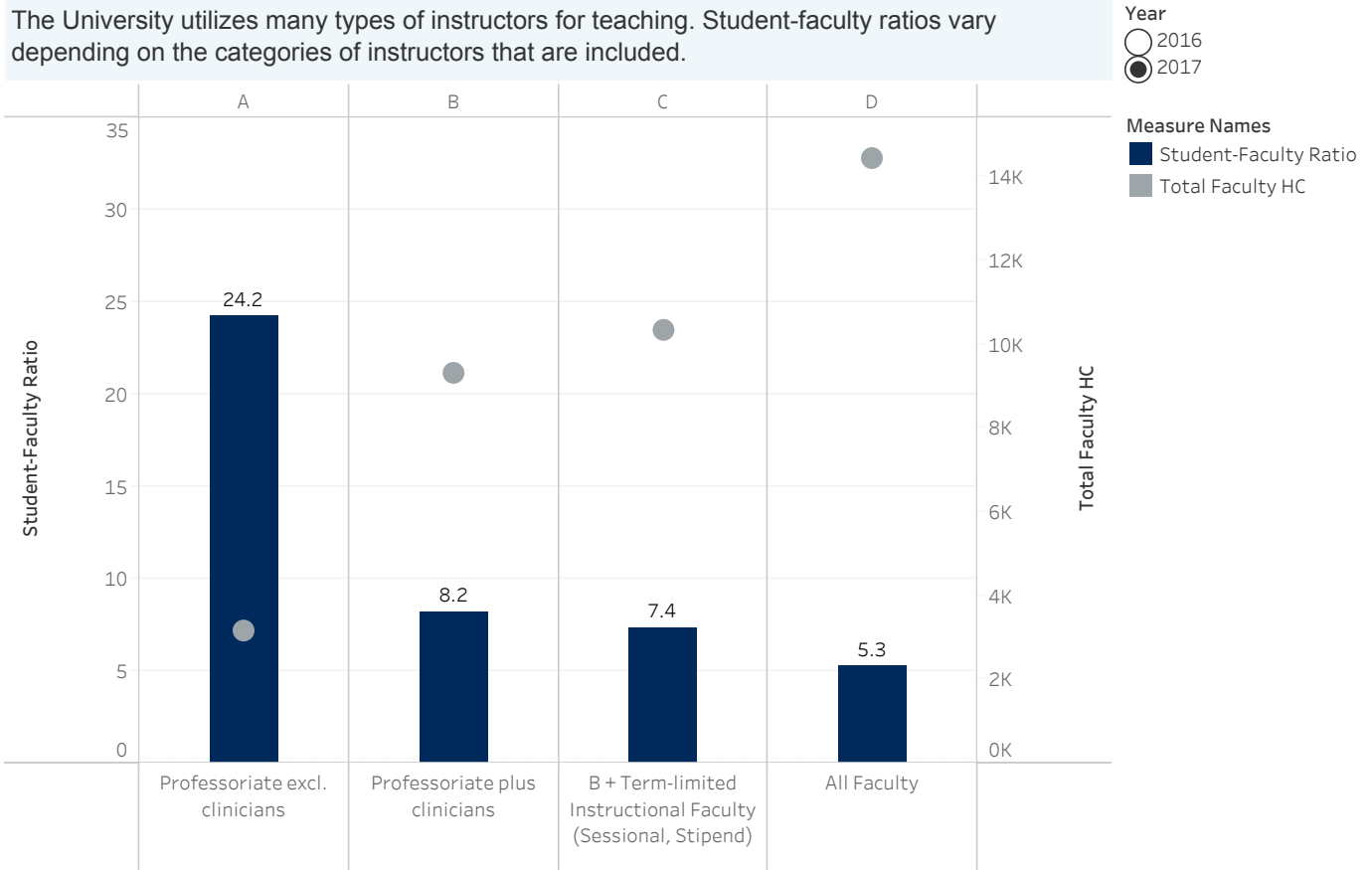
1. Source: Planning & Budget office
2. The students include special students, certificate and diploma students, but exclude residents.
3. In Fall 2016, there were 74,975 FTE students at the University of Toronto.

## Student-Faculty Ratios

Performance Relevance	SFR - US methodology	SFR - Canadian methodology	SFR - time series	SFR - Faculty FTE	SFR - Faculty HC
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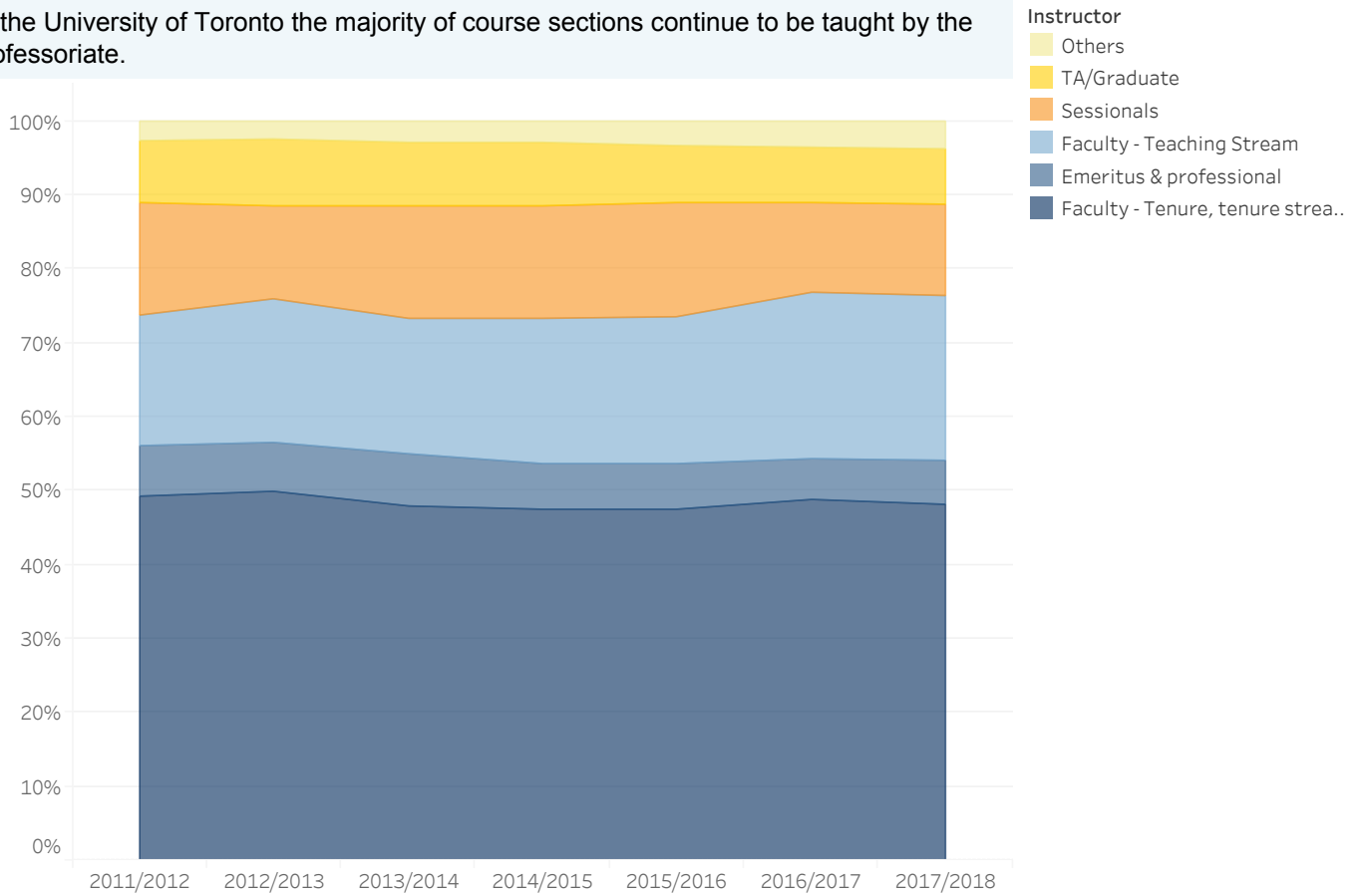
### Student-Faculty Ratios based on Faculty Headcount by Various Faculty Inclusions

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



## Course Section Teaching by Instructor Type

At the University of Toronto the majority of course sections continue to be taught by the professoriate.



**Notes:**

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

## Undergraduate Student Experience: Retention and Graduation

Performance Relevance	Retention / Graduation	Retention: U of T vs. Peers	Graduation: UofT vs. Peers
--------------------------	------------------------	--------------------------------	-------------------------------

### Performance Relevance:

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

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

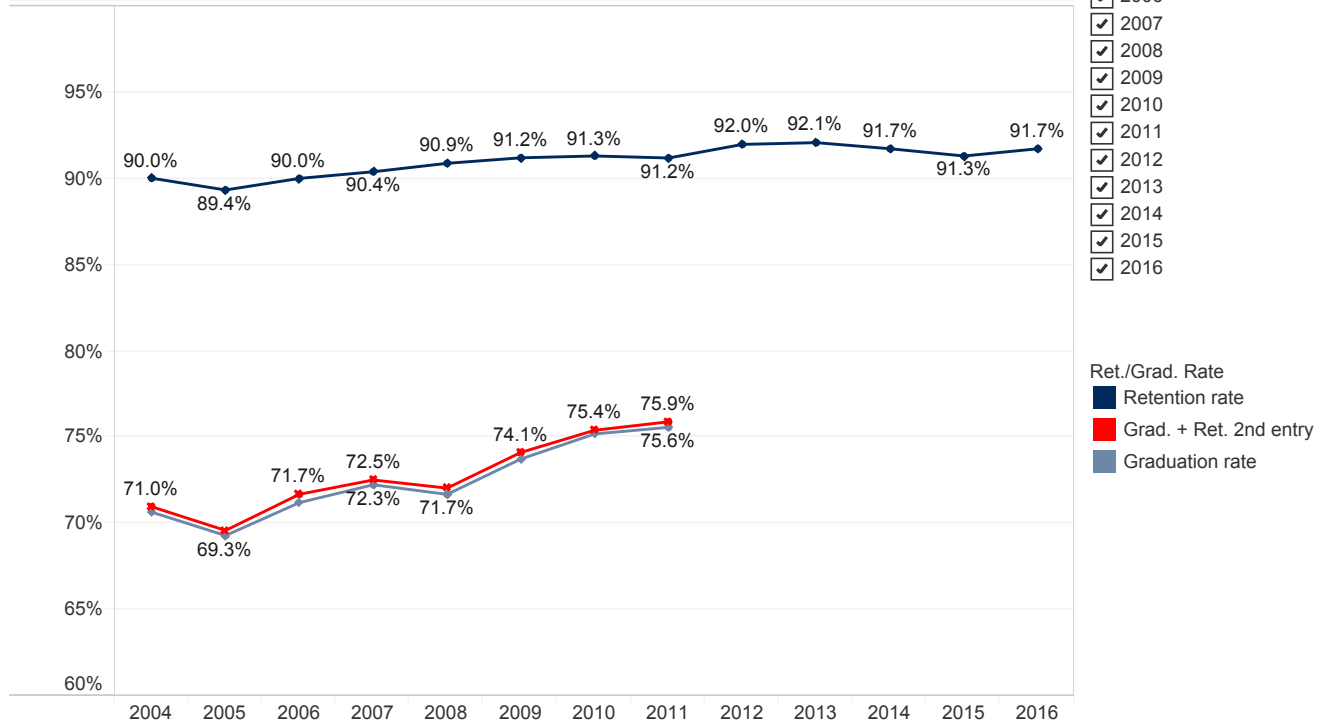
2003 was the first year of the Ontario double cohort with graduates of both the old five-year secondary school curriculum and the new four-year curriculum entering first-year university. Although retention and graduation statistics for the 2003 cohort are no longer reported, there are still some observable lag effects in the 2005 cohort.

## Undergraduate Student Experience: Retention and Graduation

Performance Relevance	<b>Retention / Graduation</b>	Retention: U of T vs. Peers	Graduation: UofT vs. Peers
--------------------------	-------------------------------	--------------------------------	-------------------------------

### University of Toronto First Year Retention Rate, Six-Year Graduation Rate

The University of Toronto's First Year Retention rate has steadily improved until the 2013 cohort, the drop for the 2014 and 2015 cohort has been reversed in 2016. The University's six-year graduation rate has shown significant improvement in recent years



**Notes:**

1. Source: Planning & Budget Office using Consortium for Student Retention Data Exchange (CSRDE) methodology.
2. Retention rate: The proportion of entering registrants in a 4-year program continuing to the following year.  
Graduation rate: The proportion of entering registrants in a 4-year program graduating at the end of the sixth year.
3. Students registered in three-year programs are excluded.
4. Students who continue to an undergraduate professional program are counted as continuing instead of graduating.

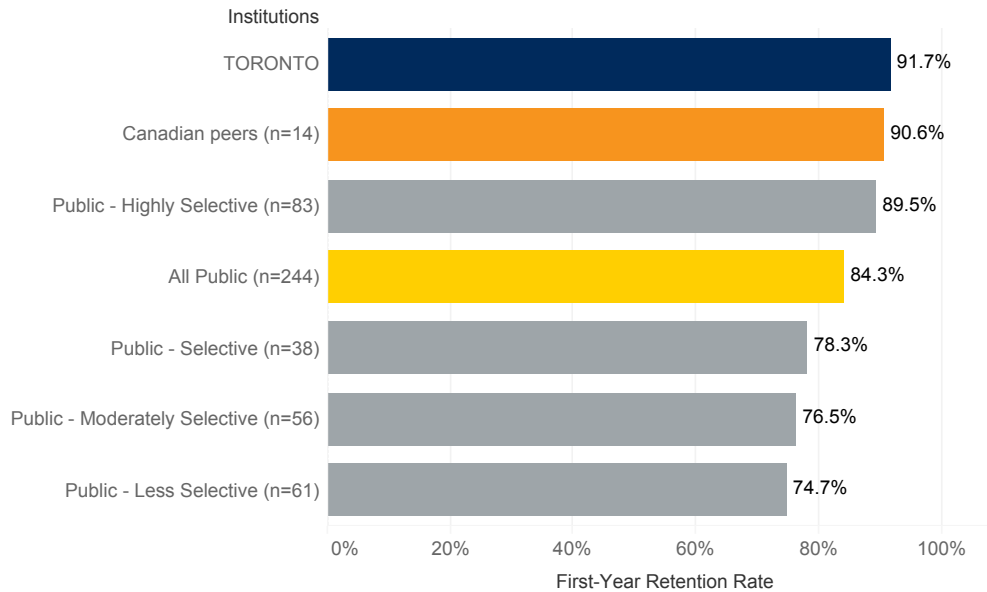
## Undergraduate Student Experience: Retention and Graduation



### First Year Retention Rate: University of Toronto Compared to Other AAU Public Institutions by Selectivity

For the 2016 cohort the University of Toronto's First Year Retention Rate exceeds all peer groups.

Entering Cohort  
 2015  
 2016



**Notes:**

1. Data source: CSRDE Report.
2. The CSRDE survey is based on the premise that an institution's retention and completion rates depend largely on how selective the institution is. Therefore, CSRDE reports the retention and graduation results by four levels of selectivity defined by entering students' average SAT or ACT test scores.  
 Highly Selective: SAT above 1100 (maximum 1600) or ACT above 24 (maximum 36)  
 Selective: SAT 1045 to 1100 or ACT 22.5 to 24  
 Moderately Selective: SAT 990 to 1044 or ACT 21 to 22.4  
 Less Selective: SAT below 990 or ACT below 21.
3. The CSRDE survey includes both public and private institutions in North America. We have chosen Public Institutions – Highly Selective as our comparator.
4. Canadian peers exclude the University of Toronto. Missing data for Alberta, Saskatchewan, and Laval.
5. The n in the brackets is the number of institutions in the group.
6. In Fall 2016, there are 12,207 first-year students who entered into a first-entry four-year undergraduate program in U of T.



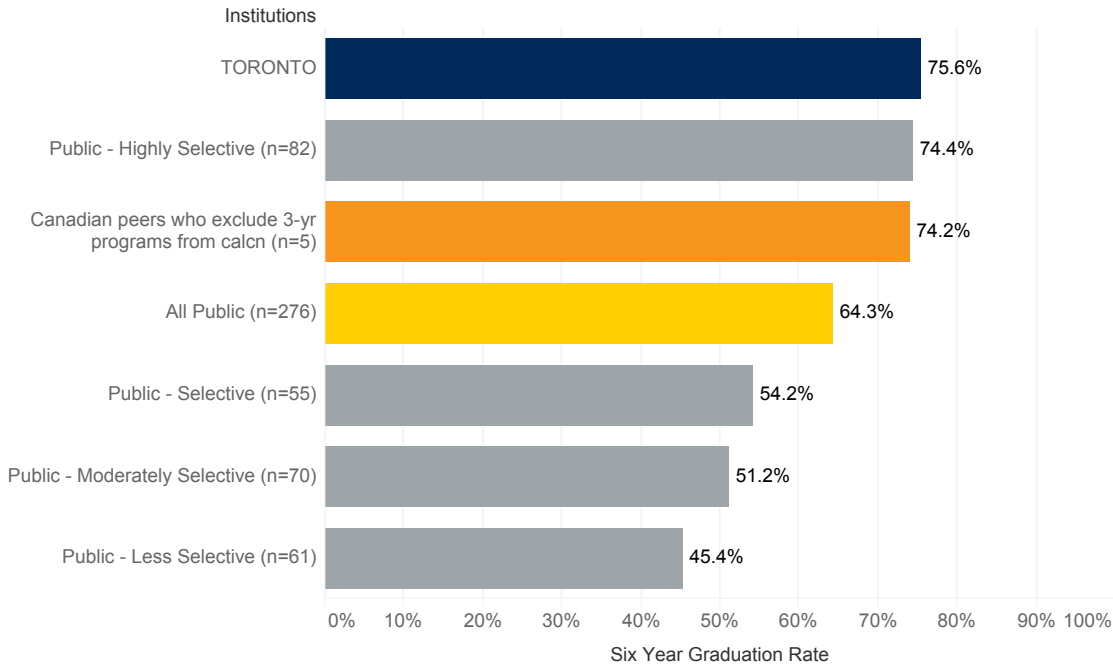
## Undergraduate Student Experience: Retention and Graduation



### Six-Year Graduation Rate: University of Toronto vs. Other Public Institutions by Selectivity

For the 2011 entering cohort, the University of Toronto's Six-year Graduation Rate has exceeded all of our peer groups.

Entering Cohort  
 2010  
 2011



**Notes:**

1. Data source: CSRDE Report.
2. The CSRDE survey is based on the premise that an institution's retention and completion rates depend largely on how selective the institution is. Therefore, CSRDE reports the retention and graduation results by four levels of selectivity defined by entering students' average SAT or ACT test scores.  
 Highly Selective: SAT above 1100 (maximum 1600) or ACT above 24 (maximum 36)  
 Selective: SAT 1045 to 1100 or ACT 22.5 to 24  
 Moderately Selective: SAT 990 to 1044 or ACT 21 to 22.4  
 Less Selective: SAT below 990 or ACT below 21.
3. The CSRDE survey includes both public and private institutions in North America. We have chosen Public Institutions – Highly Selective as our comparator.
4. Canadian peers exclude the University of Toronto. Missing data for Alberta, Saskatchewan, and Laval.
5. The n in the brackets is the number of institutions in the group.
6. In U of T, there are 8,002 students of cohort 2011 who graduated within 6 years.

## Undergraduate Class Size Experience

Class Size - Year 1
Class Size - Year 4

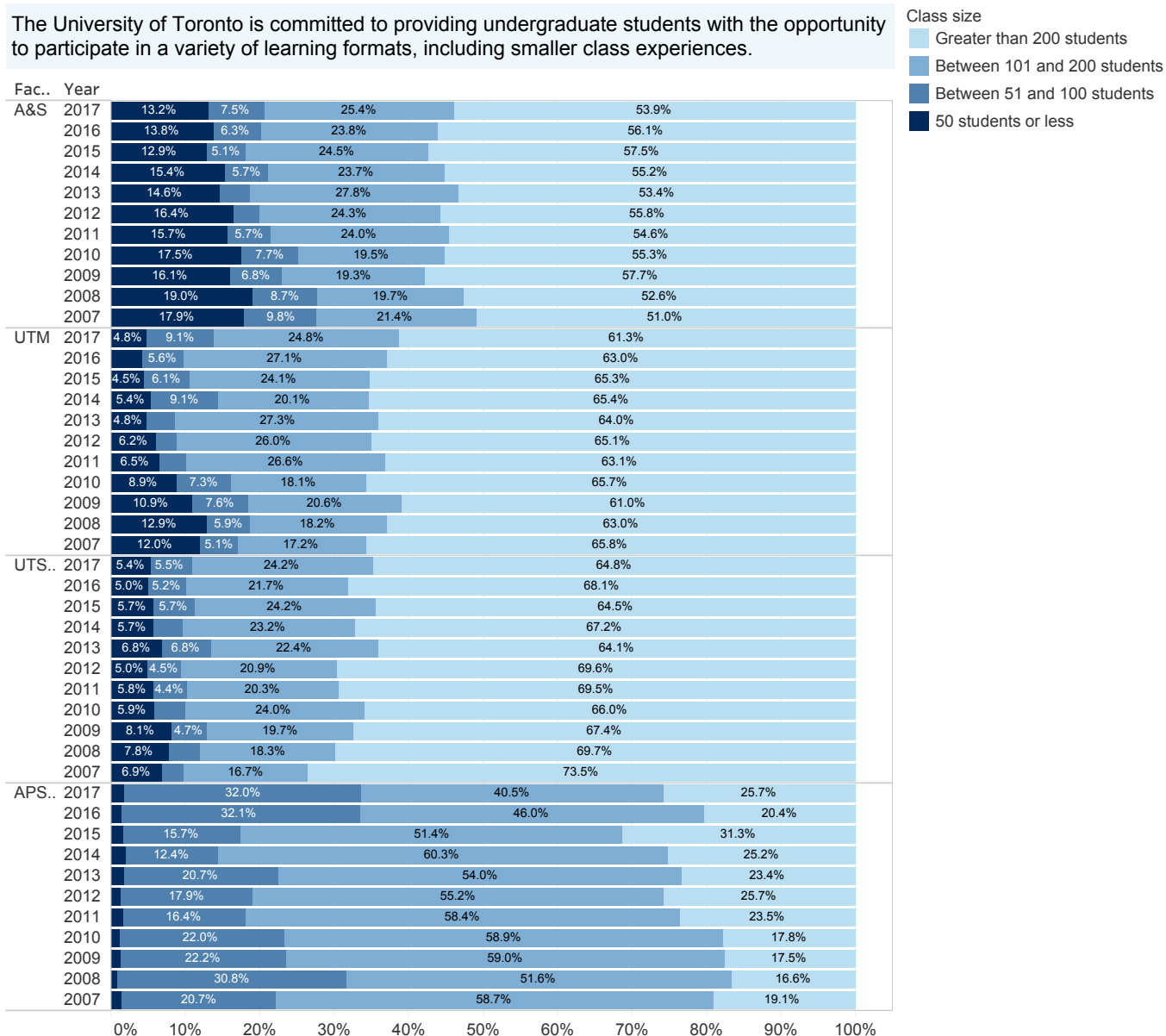
### Performance Relevance:

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.

### Class Size Experience in Undergraduate First Year Courses

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.



#### Notes:

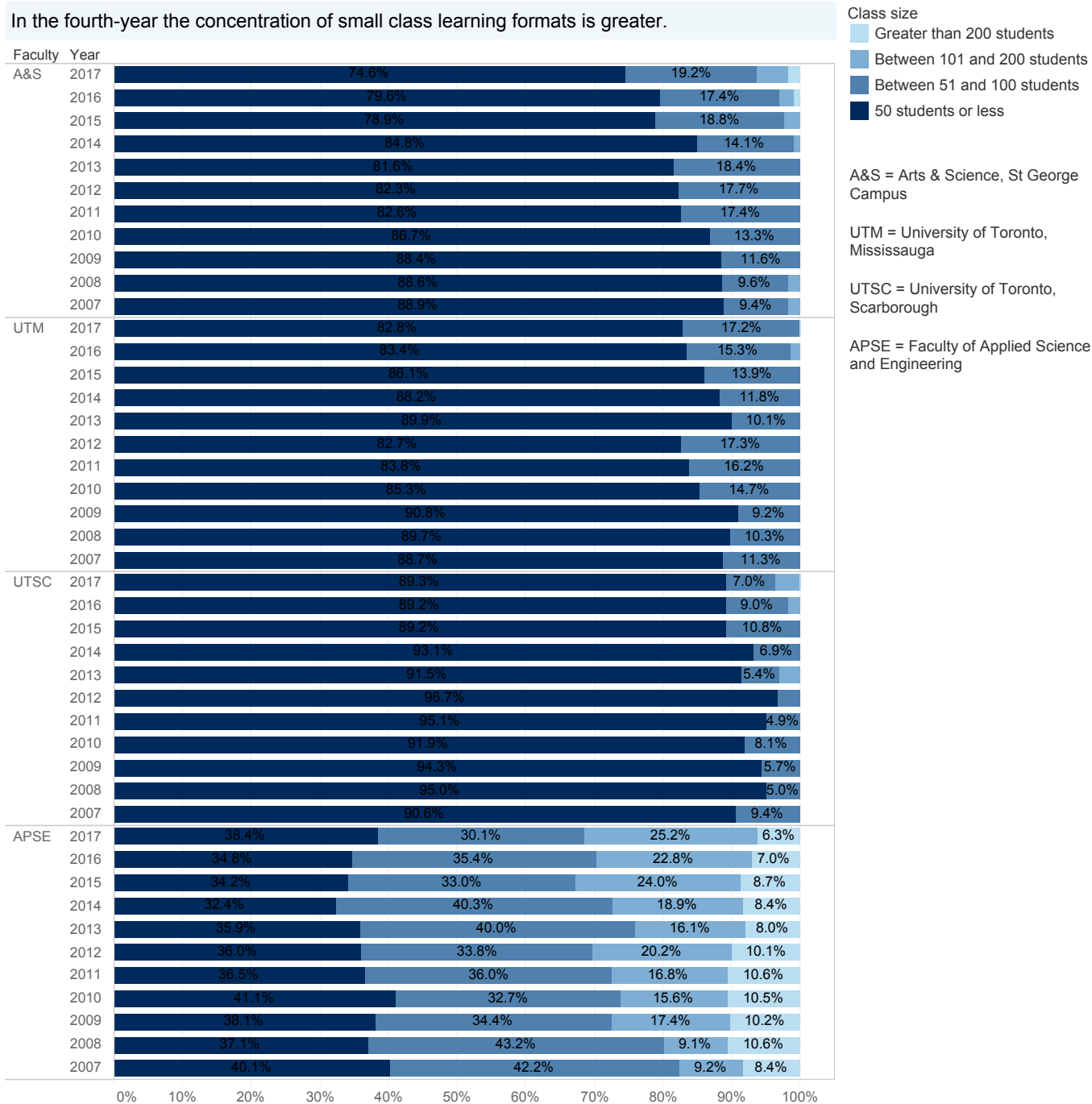
1. Source: Planning & Budget office reported on data compiled from ROSI.
2. Values of 4% or less are not labeled.
3. \* Weighted enrolment expressed in Full Course Equivalents (FCEs). Enrolment in half-credit courses is counted as 0.5 per student. Enrolment in full-credit courses is counted as 1.0 per student.

# Undergraduate Class Size Experience

Class Size - Year 1      Class Size - Year 4

## Class Size Experience in Undergraduate Fourth Year Courses

In the fourth-year the concentration of small class learning formats is greater.



**Notes:**

1. Source: Planning & Budget office reported on data compiled from ROSI.
2. Values of 4% or less are not labeled.
3. \* Weighted enrolment expressed in FCEs. Enrolment in half-credit courses is counted as 0.5 per student. Enrolment in full-credit courses is counted as 1.0 per student.

## Undergraduate Instructional Engagement

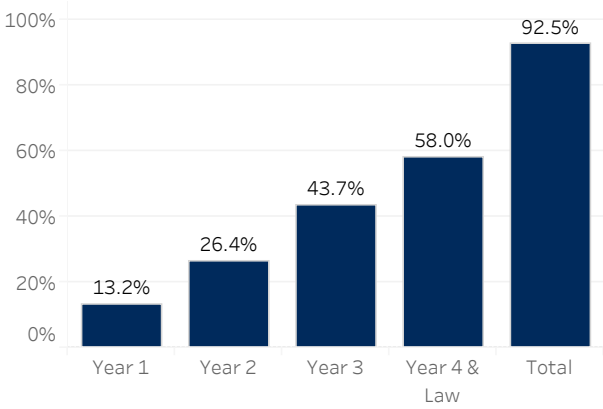
### Performance Relevance:

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.

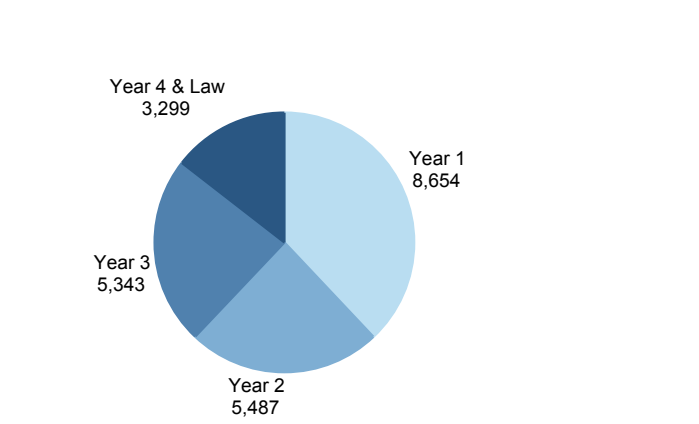
### Undergraduate Instructional Engagement, Applied Science & Engineering, Arts & Science, Law, UTM, UTSC

The University of Toronto’s complement of accomplished scholars (CRCs, University Professors and Endowed Chairs) take an active role in undergraduate instruction and engagement. Almost all of them teach undergraduate courses.

Percentage of CRC's, Endowed Chairs and University Professors who Taught Undergraduate Courses (n=174)



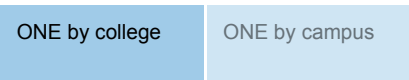
Total Enrolment in Courses Taught by CRC's, Endowed Chairs and University Professors (Total=22,783)



**Notes:**

1. In 2017-18, of the 222 CRCs, endowed chairs, and university professors identified, 7 were excluded given their roles held as senior administrators (Dean or above), 26 were excluded as they were on leave (sabbatical/ maternity/ parental/ other), 2 were excluded as no teaching is the requirement of their award(s), 13 were excluded as they taught only graduate courses.
2. Courses include full credit, as well as half credit courses (un-weighted).
3. As a second entry program, all Law students were considered upper year for the purpose of this analysis, and so grouped with Year 4.

## 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<sup>[1]</sup>, as well as to U of T Scarborough and U of T Mississauga. Munk School of Global Affairs started the Munk One program in 2013.

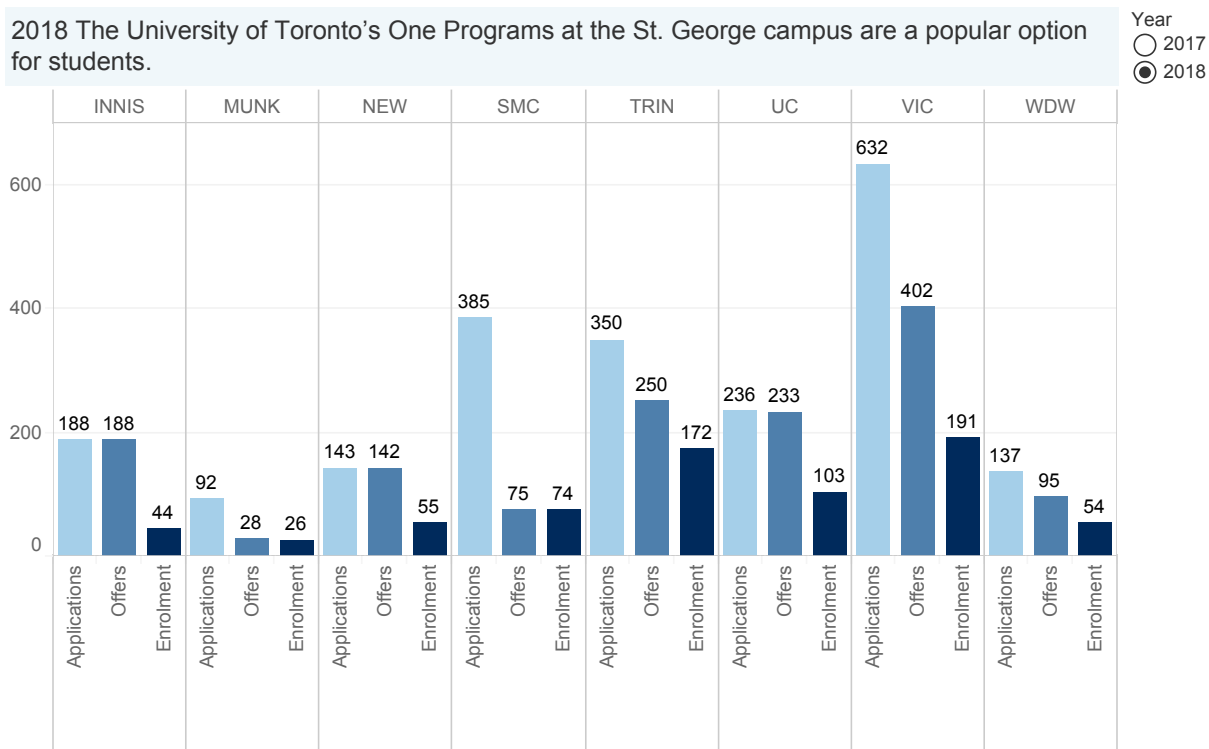
First Year Foundational Programs: College One programs typically combine one or more theme-based courses with co-curricular events (e.g. guest lectures) and experiential learning opportunities. All first-year, full-time students in the Faculty of Arts and Science, regardless of college affiliation, are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

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

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

### First Year Foundations – The *One* Programs, Registrations, Offers, Enrolment on St. George Campus

2018 The University of Toronto's *One* Programs at the St. George campus are a popular option for students.



Notes:  
1. Data source: Faculty of Arts and Science

## First Year Foundational Programs

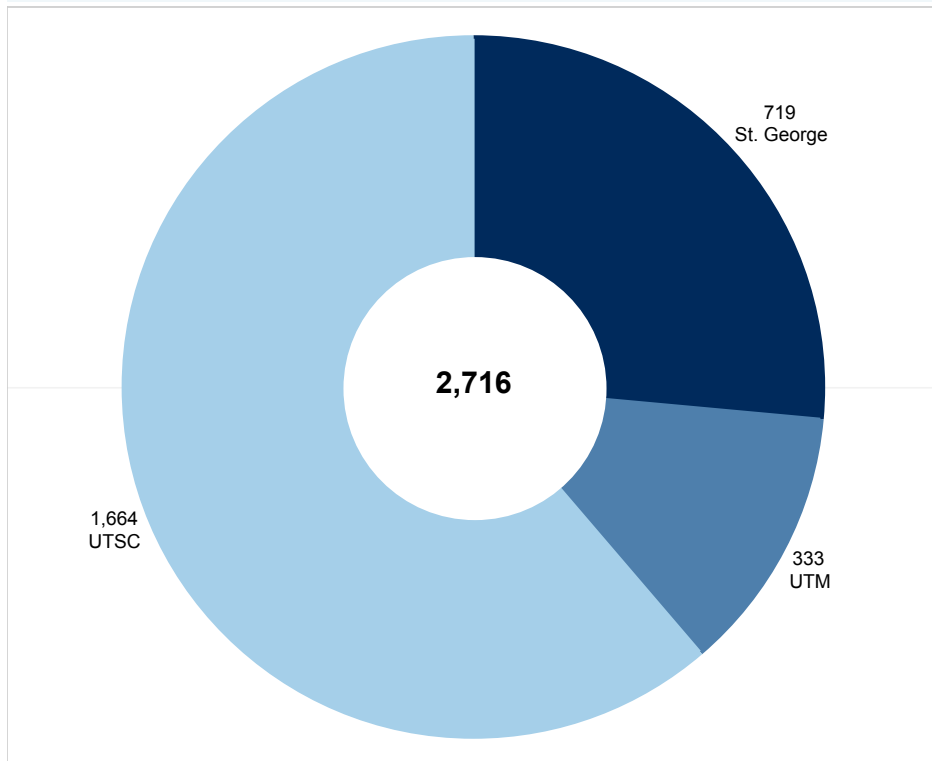
ONE by college

ONE by campus

### Foundational Year Programs, Enrolment by Campus

2018 The One Programs are active in all three campuses.

Year  
 2017  
 2018



Notes:

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

**Related website:**

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

## Undergraduate Experiential and Service Learning Opportunities

Performance Relevance	Service-Learning Course	Service-Learning Course Survey	EI by Service-Learning	CCR	Paid-placements
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### Service Learning Opportunities

#### Performance Relevance:

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

The Centre for Community Partnerships supports a wide variety of service learning opportunities for students. Four examples are provided below:

**SPA320Y “Advanced Spanish Language”** was a senior level course designed to improve students’ oral and written proficiency in Spanish, with an emphasis on vocabulary and cultural acquisition and grammar control. It sought to further develop students’ communication skills through exposure to a wide variety of styles and registers in Spanish; students reviewed complex aspects of Spanish grammar, expanded their vocabulary, and increased their reading, written, listening and oral proficiency. The community-engaged learning component provided students with the opportunity to better understand the socio-cultural dynamics of the Hispanic community in Toronto, strengthen their acquisition of written and oral Spanish skills, and act as a bridge between Canadian and Hispanic cultures. Student community engagement included such projects as helping the Hispanic Canadian Arts and Culture Association study why live Spanish music clubs are closing down in Toronto and the Greater Toronto Area, aiding in the creation of product with social enterprise ChocoSol, and teaching Spanish-speaking seniors how to utilize cellular technology to take photographs for the purpose of exhibiting and selling them.

**PCJ 362 “Peace, Conflict and Justice, From Global to Local-Applying Theories of Change”** explored academic and popular perspectives on themes such as globalization, transnationalism, cosmopolitanism, and idealized models that have been applied to: economic and social development, peacebuilding/making, insurgency/rebellion, etc. The community engagement experience helped students reflect on the idealized/generalized view of how global issues become locally-adapted and applied, and to bring their community-engagement service experience to the table to help assess some of the gaps between global and local aspirations. Students helped White Ribbon Canada with developing engagement strategies to encourage men under 25 across Canada to become active allies in ending violence against women, conducted a study of all the capacity building activities organized by the Regent Park Community Health Centre, worked with the resource center to help provide services for marginalized youth, and with marketing and outreach teams to help increase the presence of YES and help attract youth to YES programs for Youth Employment Services.

**RLG426 “Religion in the Public Sphere”** helped students explore the many ways that religion and religious diversity shape public policy, social services, and political culture. This was done through students’ participation in the everyday life of a local organization. Students interacted with and learned from people about the varied ways in which they navigate the intersections of religious diversity, culture, and public space. They were exposed to a diversity of attitudes toward religion, and how those attitudes are shaped by culture, economics, location, identity, public policy, etc. Students assisted with tagging articles related to Missing and Murdered Indigenous Women and Girls (MMIWG) on KAIROS’ MMIWG info-hub, worked with a local animator from Caritas Canada engaging volunteer members and students in the Toronto region to promote the education and advocacy campaigns of the organization, aided with the coordination of Jewish Disability Awareness and Inclusion Month for the Miles Nadal Jewish Canadian Centre, and more.

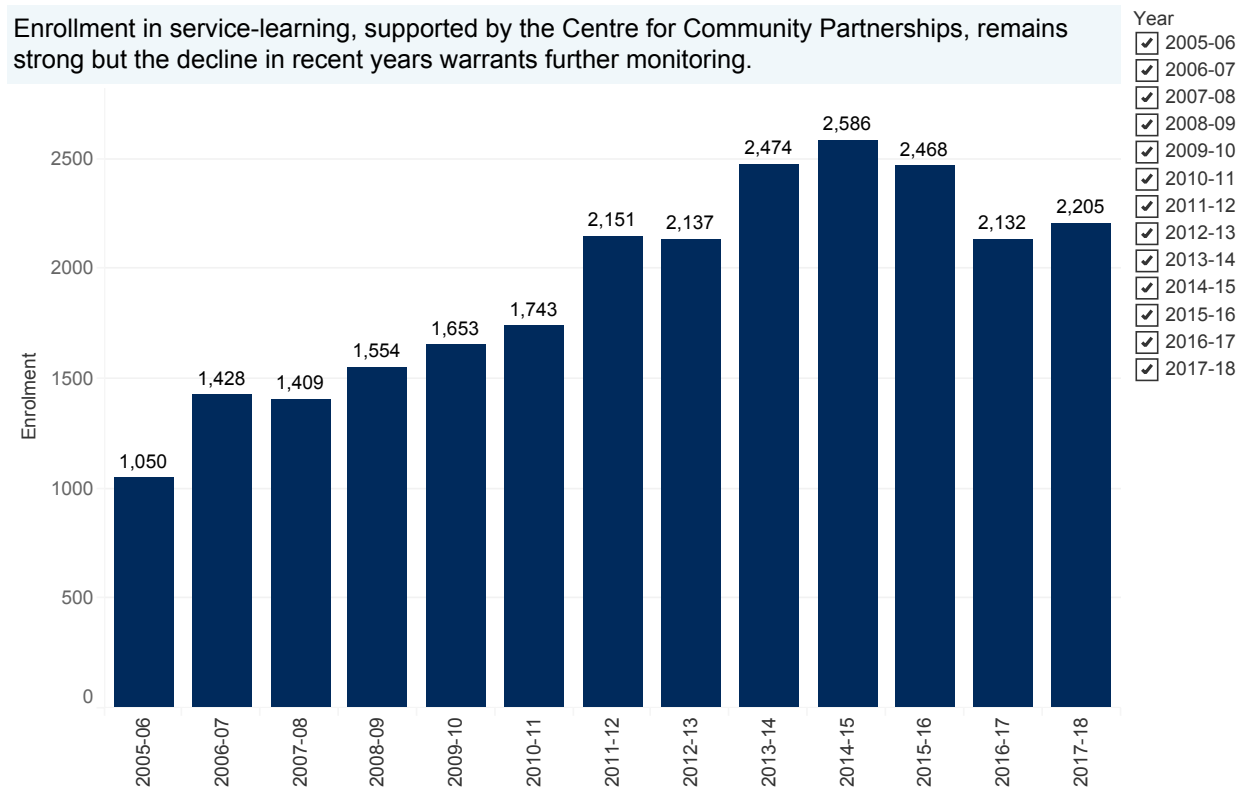
**CRI428 “Neighbourhoods and Crime”** This course examined the real and perceived association of crime with certain types of neighbourhoods. It deconstructed the notion of the ‘dangerous neighbourhood’ in political discourse and popular culture, looking at how crime is understood in this narrative and at the particular policy agendas associated with it. The course examined the relationship between particular neighbourhoods and social determinants of crime, as well as the differentiated impact of the criminal justice system on different neighbourhoods. Students engaged in community work conducting research, connecting with community agencies, supporting ongoing resident care projects for ReKai Centres, conducted research with Youth Violence Prevention and Reduction Program on youth crime trends and statistics in communities across the Greater Toronto Area to better understand statistical trends and causes of youth criminalization in specific social contexts, and supported Tropicana Community Services’ Youth Job Connection Program with network development, candidate matching, and more.

## Undergraduate Experiential and Service Learning Opportunities

Performance Relevance	Service-Learning Course	Service-Learning Course Survey	EI by Service-Learning	CCR	Paid-placements
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### Undergraduate Service-Learning Credit Course Enrolment, Supported by the Centre for Community Partnerships (CCP)

Enrollment in service-learning, supported by the Centre for Community Partnerships, remains strong but the decline in recent years warrants further monitoring.





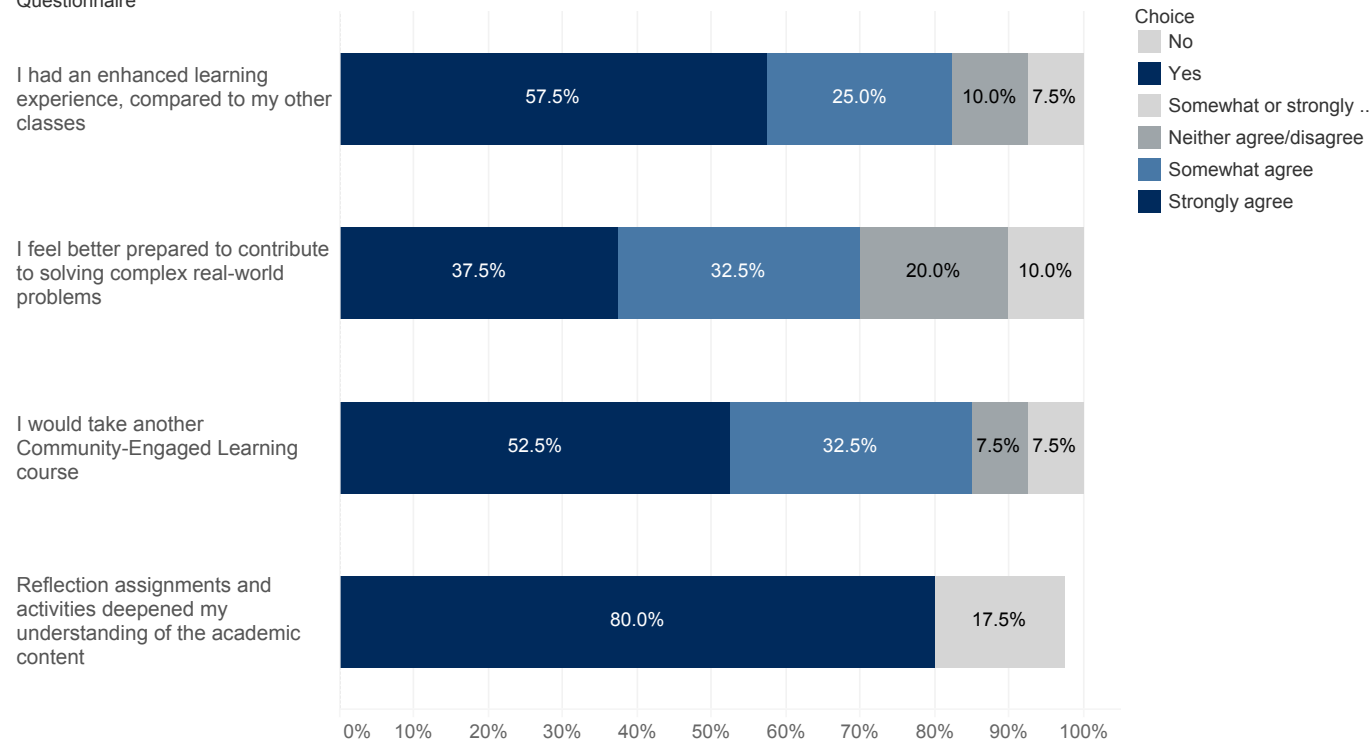
## Undergraduate Experiential and Service Learning Opportunities

Performance Relevance	Service-Learning Course	Service-Learning Course Survey	EI by Service-Learning	CCR	Paid-placements
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### Results of Service-Learning Assessment Survey - Selected Items

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

Questionnaire



#### Notes:

1. Data source: Centre for Community Partnerships

#### Related Website:

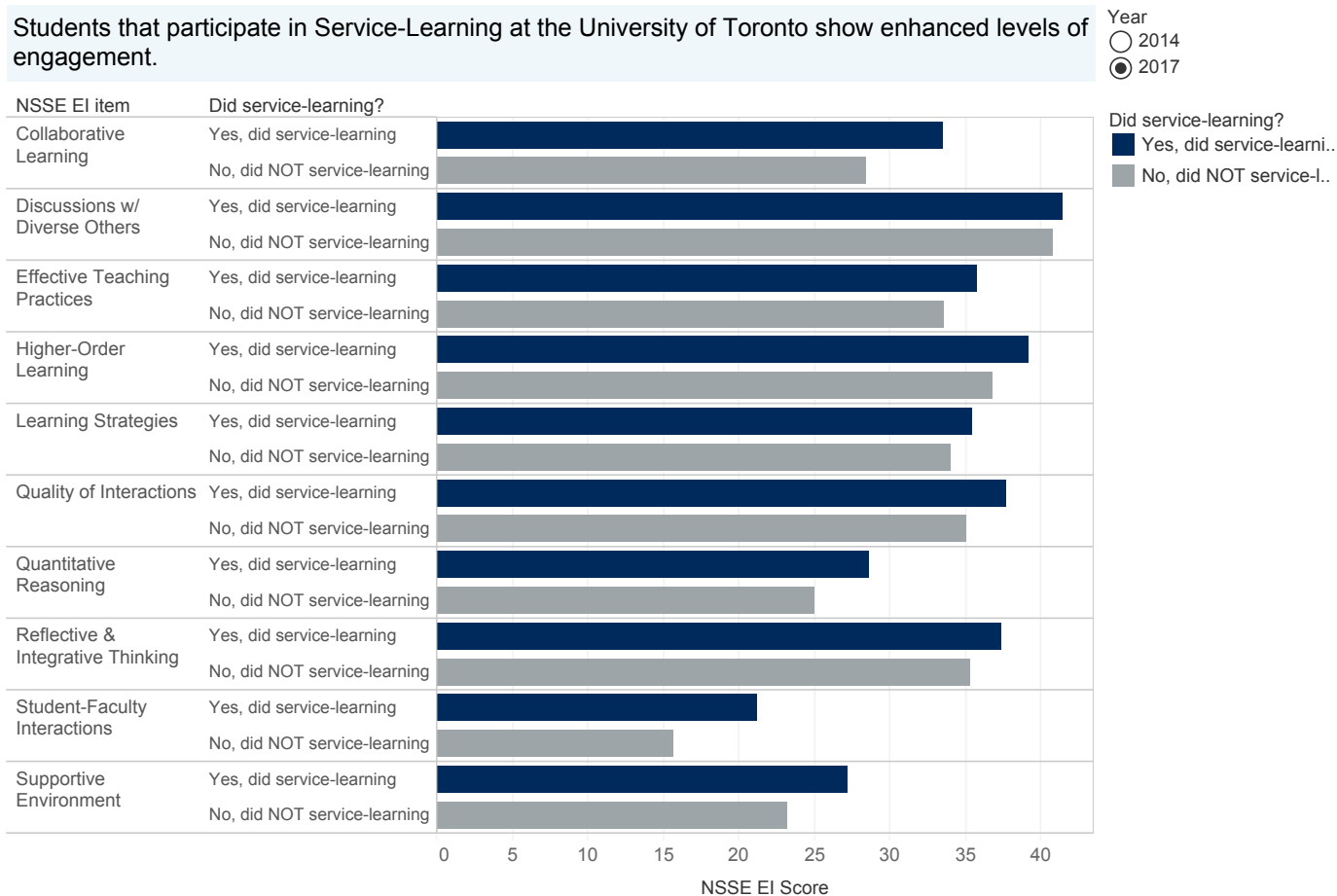
Centre for Community Partnerships: <http://www.ccp.utoronto.ca/> ..

## Undergraduate Experiential and Service Learning Opportunities

Performance Relevance	Service-Learning Course	Service-Learning Course Survey	EI by Service-Learning	CCR	Paid-placements
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### Engagement Indicators (EI) Scores of Senior Year Students Who Have/Not Done a Community-based Project (..

Students that participate in Service-Learning at the University of Toronto show enhanced levels of engagement.



**Notes:**

1. Data source: The National Survey of Student Engagement (NSSE) 2014 results
2. An updated chart based on NSSE 2017 results will be provided shortly.

**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/>

## Undergraduate Experiential and Service Learning Opportunities

Performance Relevance	Service-Learning Course	Service-Learning Course Survey	EI by Service-Learning	CCR	Paid-placements
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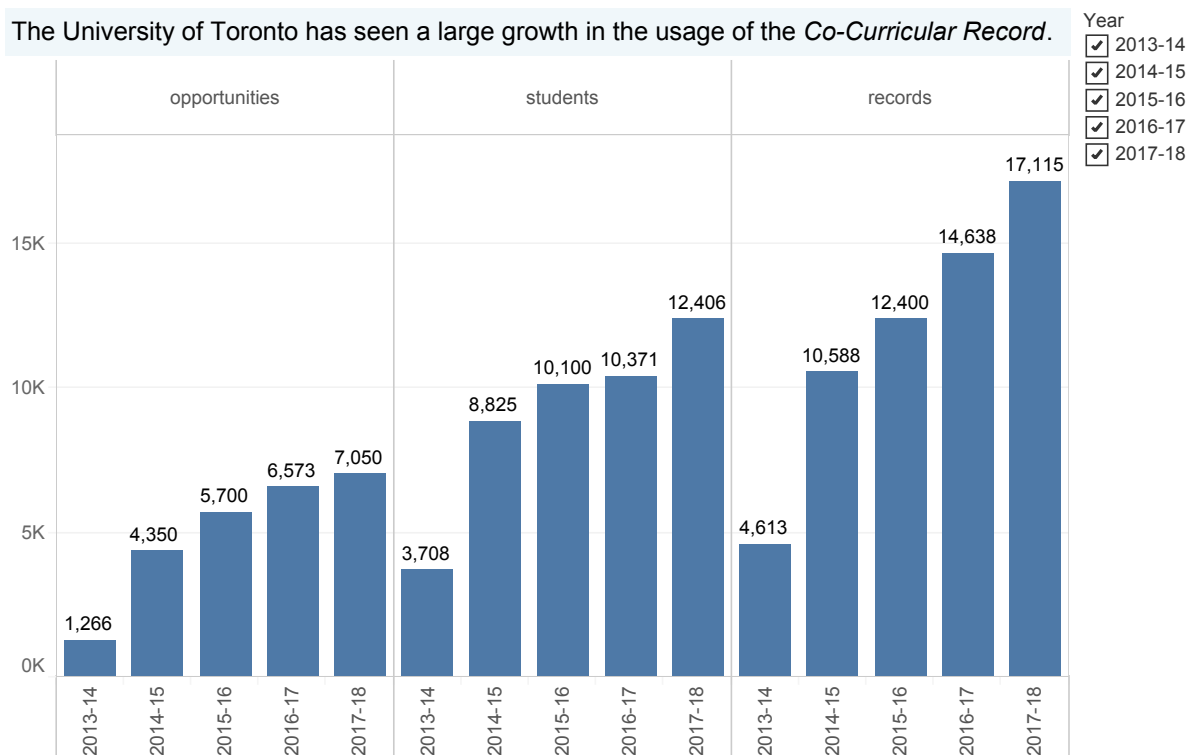
### Co-Curricular Record (CCR)

#### Performance Relevance:

Launched in September 2013, the Co-Curricular Record (CCR) is an institutional initiative, coordinated through Student Life that provides a single centralized database that help students find opportunities beyond the classroom, allowing students to track, reflect on, and market transferable skills and competencies. Students can highlight these experiences and competencies on an officially validated University of Toronto record, which they can then use to illustrate their experiences, skills, and competencies to employers, graduate and professional programs, and for awards and scholarships.

The CCR captures activities that are attached to the university, provides an opportunity for meaningful competency and skill development, and encourages active engagement. Some of these opportunities include: work study, mentorship and leadership opportunities, governance, international experiences, research opportunities, personal and professional development, course unions, clubs and organizations, university-affiliated volunteer experiences, and student life programs.

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



#### Related Website:

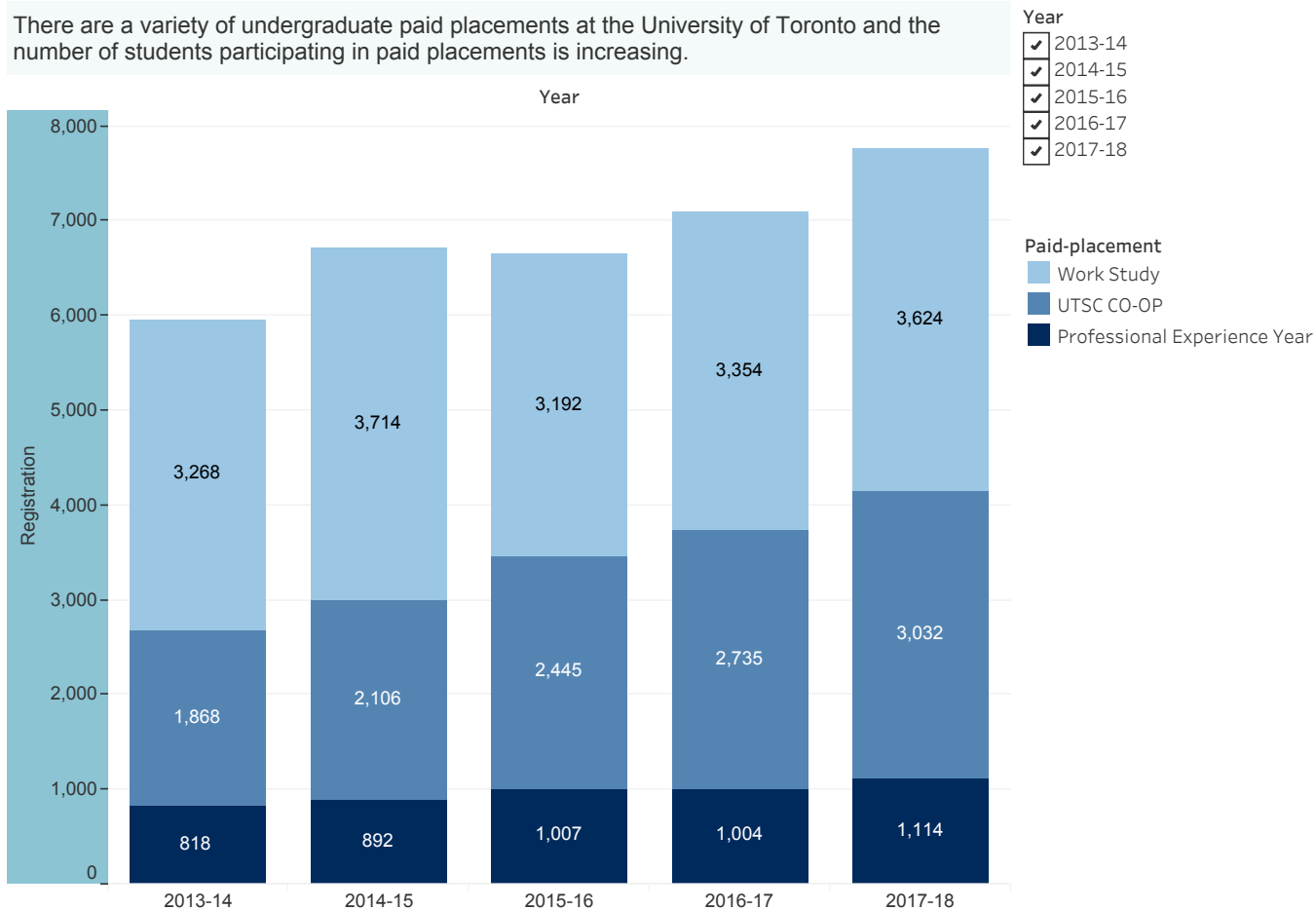
Co-Curricular Record (CCR): <https://clnx.utoronto.ca/ccr/overview.htm>

## Undergraduate Experiential and Service Learning Opportunities

Performance Relevance	Service-Learning Course	Service-Learning Course Survey	EI by Service-Learning	CCR	Paid-placements
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### Undergraduate paid placements

There are a variety of undergraduate paid placements at the University of Toronto and the number of students participating in paid placements is increasing.



Notes:

1- <https://www.studentlife.utoronto.ca/for-faculty/work-study>

2- <https://www.utsc.utoronto.ca/askcoop/>

3- <https://engineeringcareers.utoronto.ca/work-experience-programs/professional-experience-year-co-op-program-pey-co-op/>

## Branching Out

- Year
- 2011-12
  - 2012-13
  - 2013-14
  - 2014-15
  - 2015-16
  - 2016-17
  - 2017-18

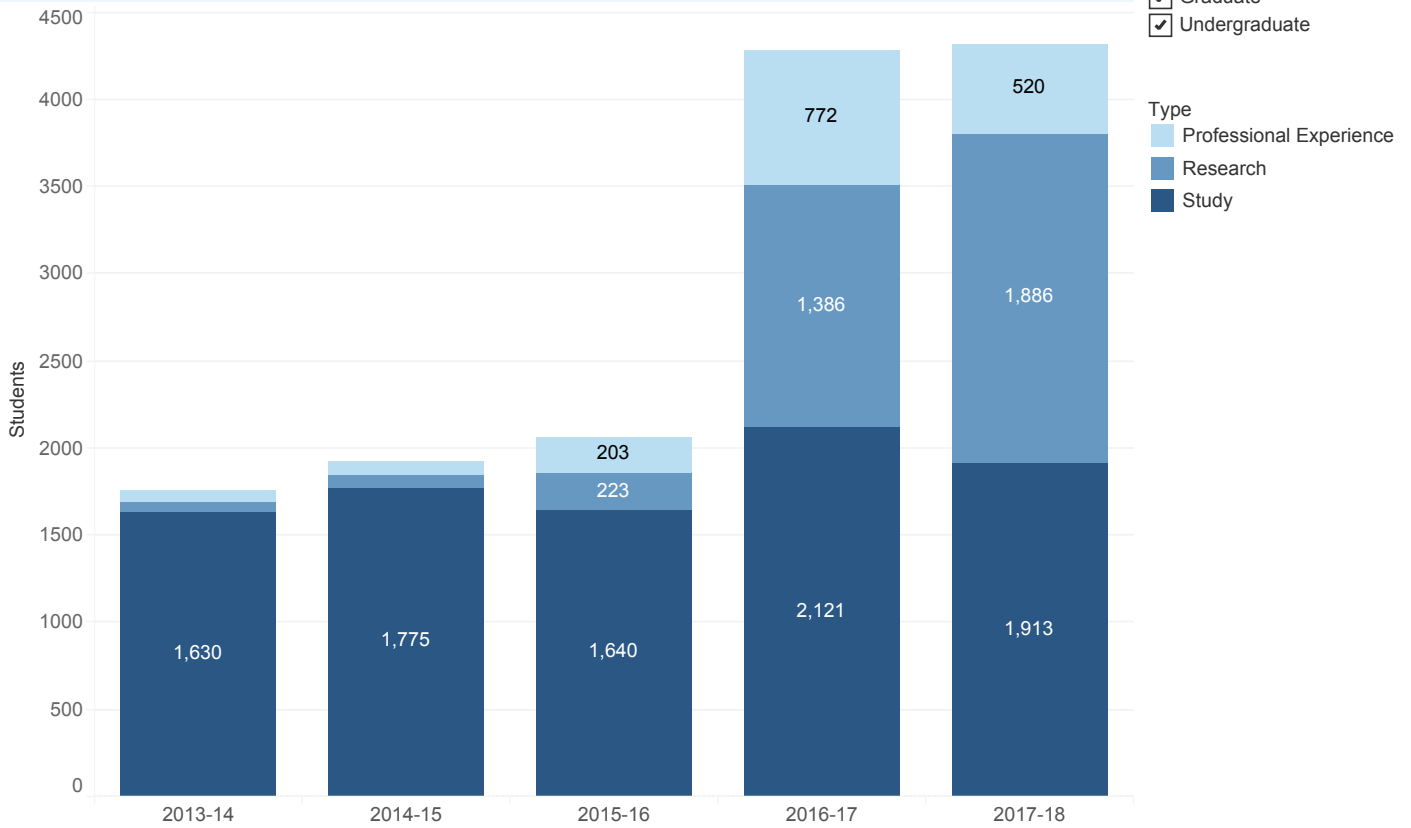
### Performance Relevance:

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

### Number of Students Participating in International Experiences

The number of students participating in international experiences is increasing in recent years.

- UG/Grad
- Graduate
  - Undergraduate
- Type
- Professional Experience
  - Research
  - Study



Note:

The capture of information on international experiences has improved significantly since 2016-17 and now includes graduate students.

## National Survey of Student Engagement (NSSE) Results

Performance Relevance	Benchmark: Historical reference	EI: Academic Challenge	EI: Learning with Peers	EI: Experiences with Faculty	EI: Campus Environment	EI: HIP
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### Performance Relevance:

The National Survey of Student Engagement (NSSE) was developed by the Indiana University Center for Postsecondary Research to assess the undergraduate student experience. The University of Toronto first participated in NSSE in 2004 to support a process of institutional change.

NSSE proved to be an invaluable tool and the University has continued to participate on a regular basis; running the survey in 2006, 2008, 2011, 2014, and 2017. Participation in NSSE has also expanded to include all Ontario universities and many other Canadian universities.

For the 2004, 2006, 2008 and 2011 surveys, NSSE provided each participating institution with a Benchmark Report comparing scores on key questions with those of other participating institutions. Figure B-6-a shows our five benchmark scores as well as the benchmark scores for the aggregate of our Canadian peers.

Beginning with the 2014 cycle, NSSE made a number of changes to the survey instrument and replaced the Benchmark scores with ten Engagement Indicators and several “High-Impact Practice” indicators:

Each **Engagement Indicator (EI)** provides a summary of student responses to a set of three to eight related NSSE questions. The ten EIs are organized in four broad themes with each EI scored on a 60-point scale. The mean of each EI is calculated for each student after responses to each survey question are converted to a 60-point scale (e.g., Never=0; Sometimes=20; Often=40; Very often=60). High EI scores indicate positive underlying responses.

NSSE has designated six undergraduate opportunities as “**High-Impact Practices**” (**HIPs**) because these opportunities are positively associated with student learning and retention (NSSE, 2014). The results of the first three HIPs presented here are for both first-year and senior students while the results of the last three HIPs are for seniors only.

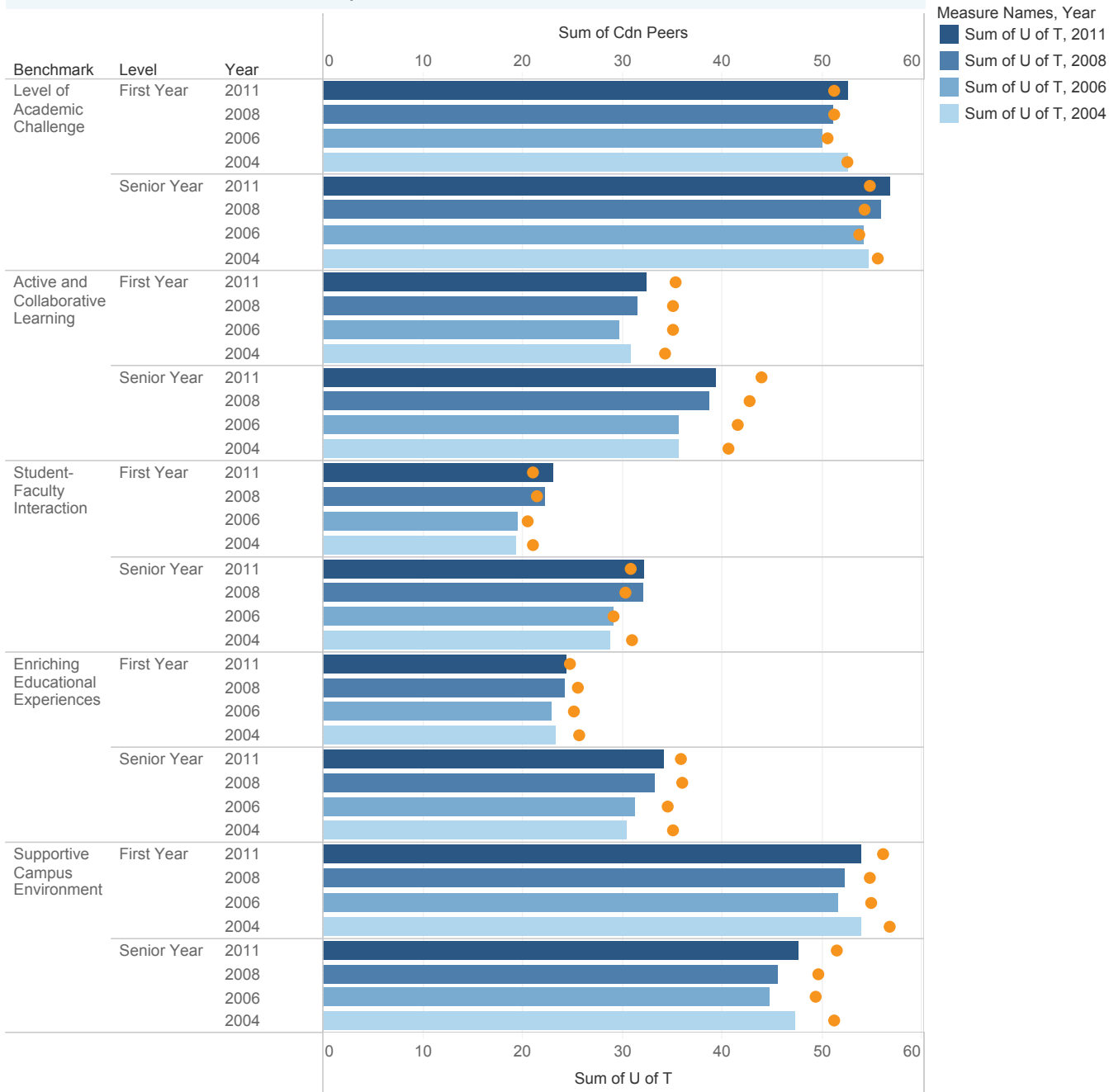
The University uses the survey results to inform policies and programs that impact our undergraduate students. Our analyses look both at our results over time and comparisons with our peer institutions.

## National Survey of Student Engagement (NSSE) Results

Performance Relevance	<b>Benchmark:</b> Historical reference	EI: Academic Challenge	EI: Learning with Peers	EI: Experiences with Faculty	EI: Campus Environment	EI: HIP
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### Historical reference - NSSE Benchmarks: 2004, 2006, 2008, 2011

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



**Notes:**

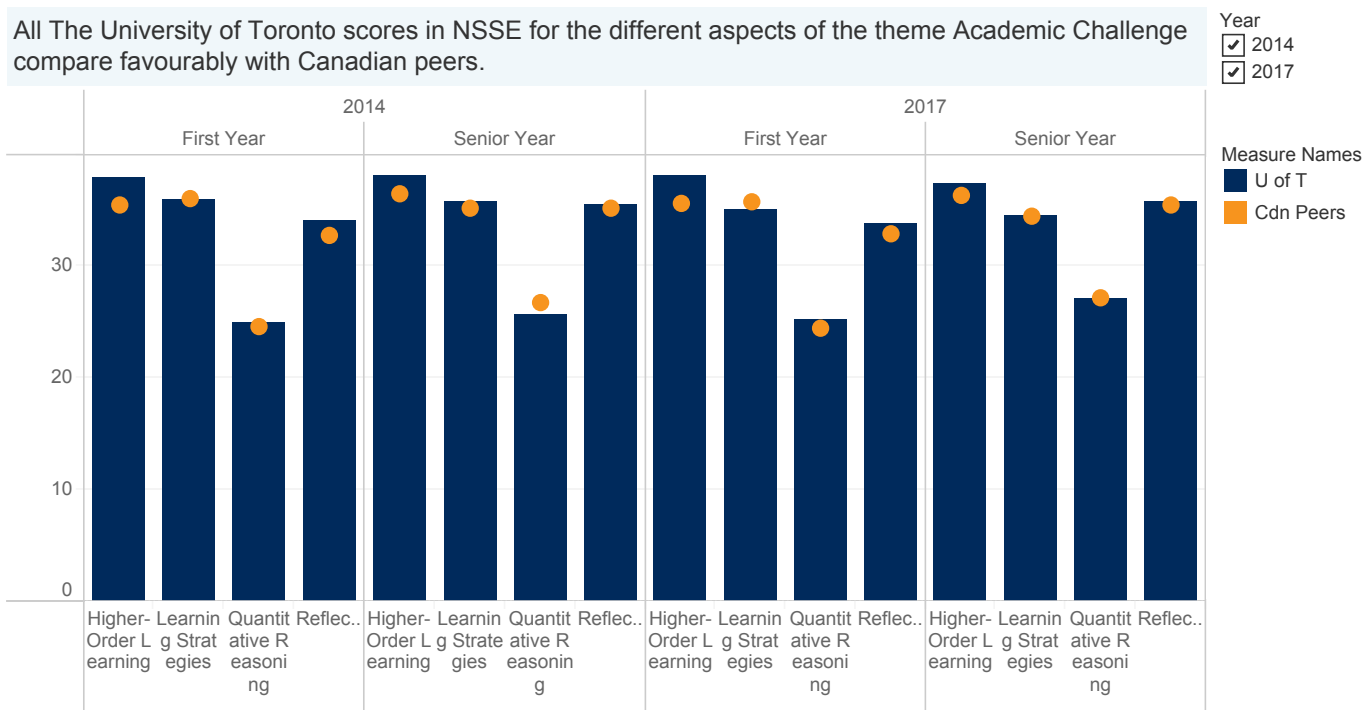
\* Since 2014, NSSE has adopted a different approach to grouping indicators. The older grouping of indicators is used here for trend comparison. See <http://nsse.indiana.edu/pdf/Benchmarks%20to%20Indicators.pdf> for more information on the change.

## National Survey of Student Engagement (NSSE) Results

Performance Relevance	Benchmark: Historical reference	EI: Academic Challenge	EI: Learning with Peers	EI: Experiences with Faculty	EI: Campus Environment	EI: HIP
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### NSSE 2017 Engagement Indicators - Academic Challenge

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



"Academic Challenge" consists of 4 engagement indicators and each indicator is based on several survey items:

#### Higher-Order Learning

Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...

- 4b. Applying facts, theories, or methods to practical problems or new situations
- 4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts
- 4d. Evaluating a point of view, decision, or information source
- 4e. Forming a new idea or understanding from various pieces of information

#### Reflective & Integrative Learning

Percentage of students who responded that they "Very often" or "Often"...

- 2a. Combined ideas from different courses when completing assignments
- 2b. Connected your learning to societal problems or issues
- 2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments
- 2d. Examined the strengths and weaknesses of your own views on a topic or issue
- 2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective
- 2f. Learned something that changed the way you understand an issue or concept
- 2g. Connected ideas from your courses to your prior experiences and knowledge

#### Learning Strategies

Percentage of students who responded that they "Very often" or "Often"...

- 9a. Identified key information from reading assignments
- 9b. Reviewed your notes after class
- 9c. Summarized what you learned in class or from course materials

#### Quantitative Reasoning

Percentage of students who responded that they "Very often" or "Often"...

- 6a. Reached conclusions based on your own analysis of numerical information
- 6b. Used numerical information to examine a real-world problem or issue
- 6c. Evaluated what others have concluded from numerical information

#### Notes:

1. The results were weighted by institution-reported sex and full-time/part-time status (and institutional size for comparison groups). High scores indicate positive underlying responses.
2. The dots represent the aggregate of the Canadian peer institutions' scores (excluding U of T).

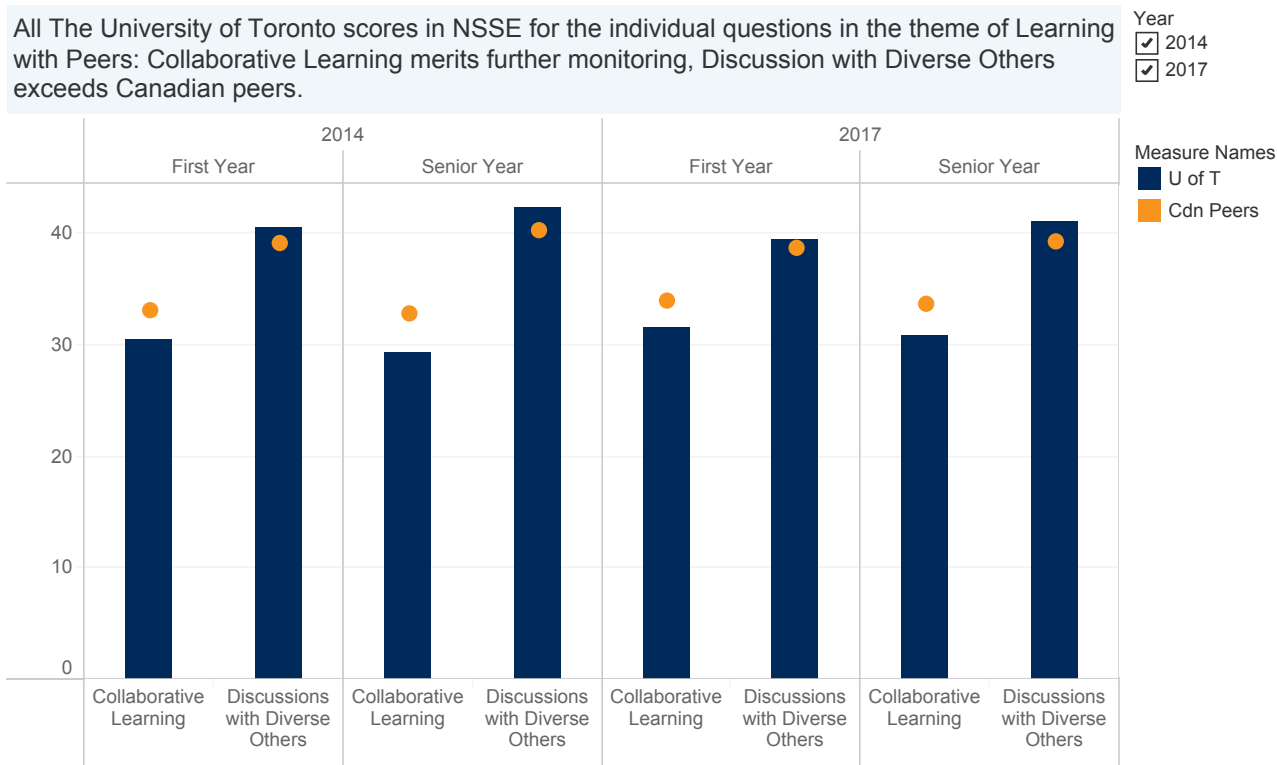


## National Survey of Student Engagement (NSSE) Results

Performance Relevance	Benchmark: Historical reference	EI: Academic Challenge	<b>EI: Learning with Peers</b>	EI: Experiences with Faculty	EI: Campus Environment	EI: HIP
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### NSSE 2017 Engagement Indicators - Learning with Peers

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



"Learning with Peers" consists of 2 engagement indicators and each indicator is based on several survey items:

#### Collaborative Learning

Percentage of students who responded that they "Very often" or "Often"...

- 1e. Asked another student to help you understand course material
- 1f. Explained course material to one or more students
- 1g. Prepared for exams by discussing or working through course material with other students
- 1h. Worked with other students on course projects or assignments

#### Discussions with Diverse Others

Percentage of students who responded that they "Very often" or "Often" had discussions with...

- 8a. People from a race or ethnicity other than your own
- 8b. People from an economic background other than your own
- 8c. People with religious beliefs other than your own
- 8d. People with political views other than your own

#### Notes:

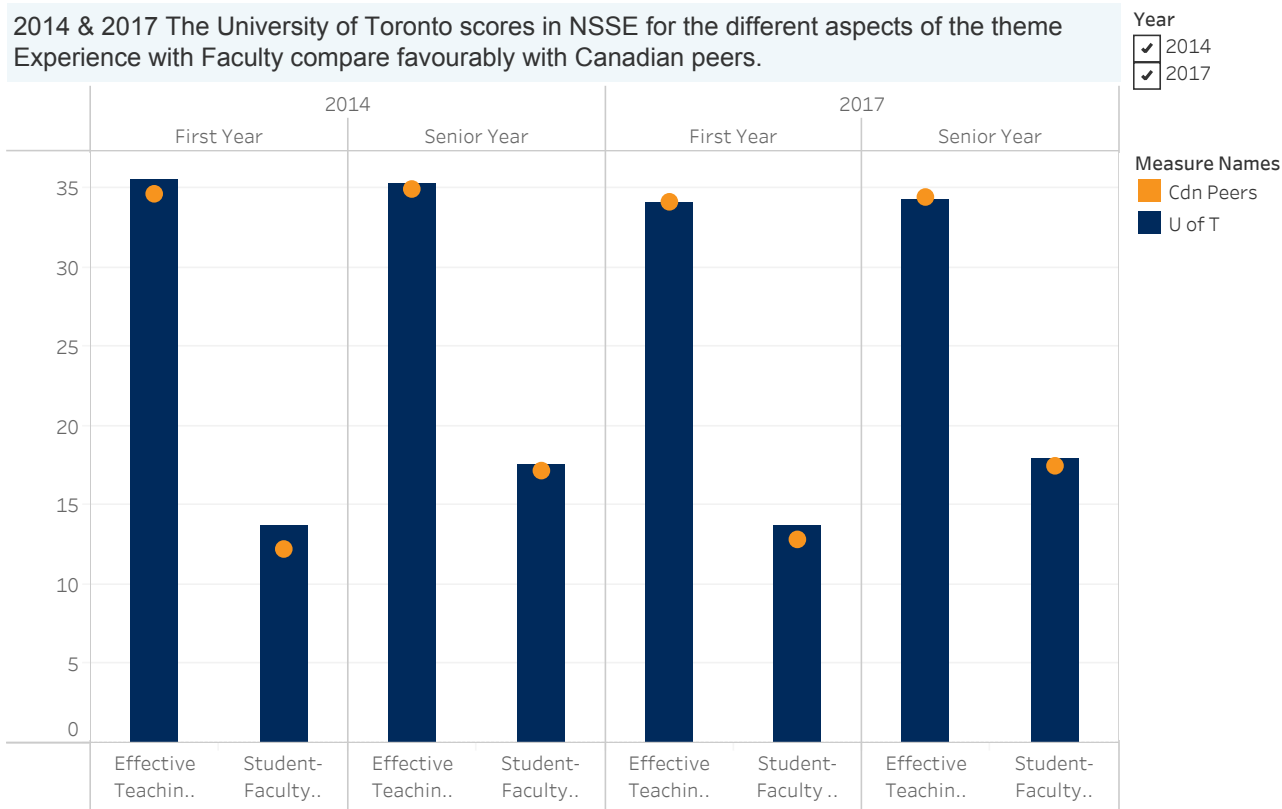
1. The results were weighted by institution-reported sex and full-time/part-time status (and institutional size for comparison groups). High scores indicate positive underlying responses.
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## National Survey of Student Engagement (NSSE) Results

Performance Relevance	Benchmark: Historical reference	EI: Academic Challenge	EI: Learning with Peers	EI: Experiences with Faculty	EI: Campus Environment	EI: HIP
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### NSSE 2017 Engagement Indicators – Experiences with Faculty

2014 & 2017 The University of Toronto scores in NSSE for the different aspects of the theme Experience with Faculty compare favourably with Canadian peers.



"Experiences with Faculty" consists of 2 engagement indicators and each indicator is based on several survey items:

#### Student-Faculty Interaction

Percentage of students who responded that they "Very often" or "Often"...

- 3a. Talked about career plans with a faculty member
- 3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)
- 3c. Discussed course topics, ideas, or concepts with a faculty member outside of class
- 3d. Discussed your academic performance with a faculty member

#### Effective Teaching Practices

Percentage responding "Very much" or "Quite a bit" about how much instructors have...

- 5a. Clearly explained course goals and requirements
- 5b. Taught course sessions in an organized way
- 5c. Used examples or illustrations to explain difficult points
- 5d. Provided feedback on a draft or work in progress
- 5e. Provided prompt and detailed feedback on tests or completed assignments

#### Notes:

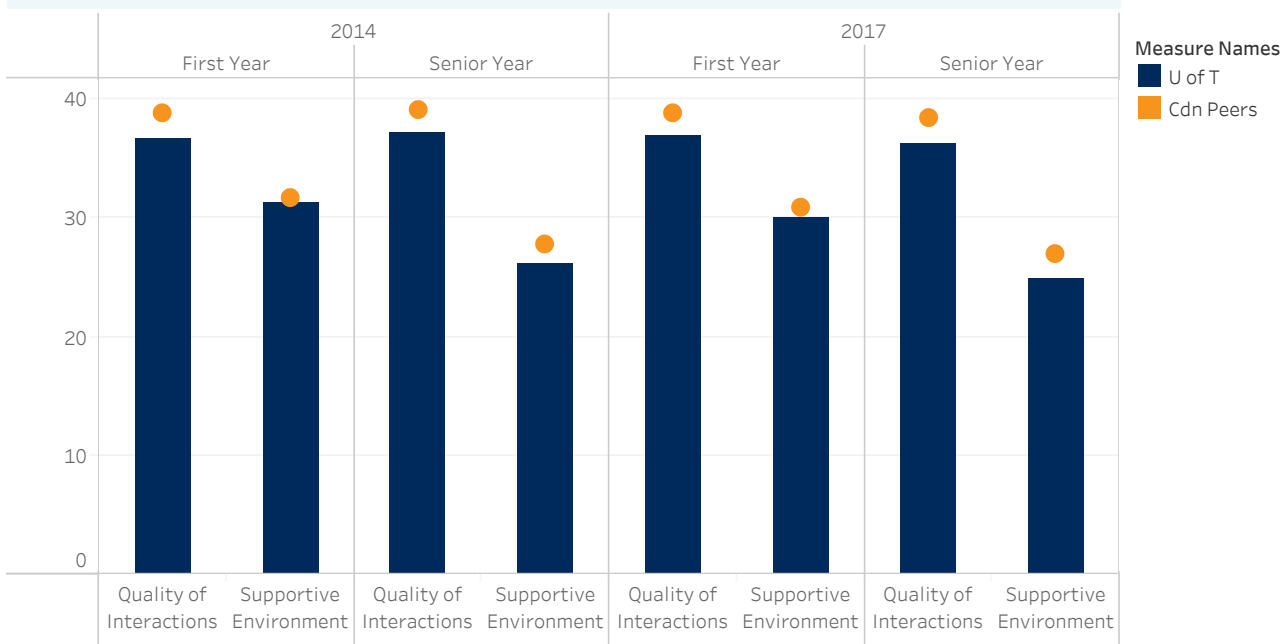
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2. The dots represent the aggregate of the Canadian peer institutions' scores (excluding U of T).

## National Survey of Student Engagement (NSSE) Results

Performance Relevance	Benchmark: Historical reference	EI: Academic Challenge	EI: Learning with Peers	EI: Experiences with Faculty	EI: Campus Environment	EI: HIP
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### NSSE 2017 Engagement Indicators – Campus Environment

2014 & 2017 The University of Toronto scores in NSSE for the different aspects of the theme of Campus Environment merit further monitoring.



"Campus environment" consists of 2 engagement indicators and each indicator is based on several survey items:

#### Quality of Interactions

Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with...

- 13a. Students
- 13b. Academic advisors
- 13c. Faculty
- 13d. Student services staff (career services, student activities, housing, etc.)
- 13e. Other administrative staff and offices (registrar, financial aid, etc.)

#### Supportive Environment

Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...

- 14b. Providing support to help students succeed academically
- 14c. Using learning support services (tutoring services, writing center, etc.)
- 14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)
- 14e. Providing opportunities to be involved socially
- 14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)
- 14g. Helping you manage your non-academic responsibilities (work, family, etc.)
- 14h. Attending campus activities and events (performing arts, athletic events, etc.)
- 14i. Attending events that address important social, economic, or political issues

#### Notes:

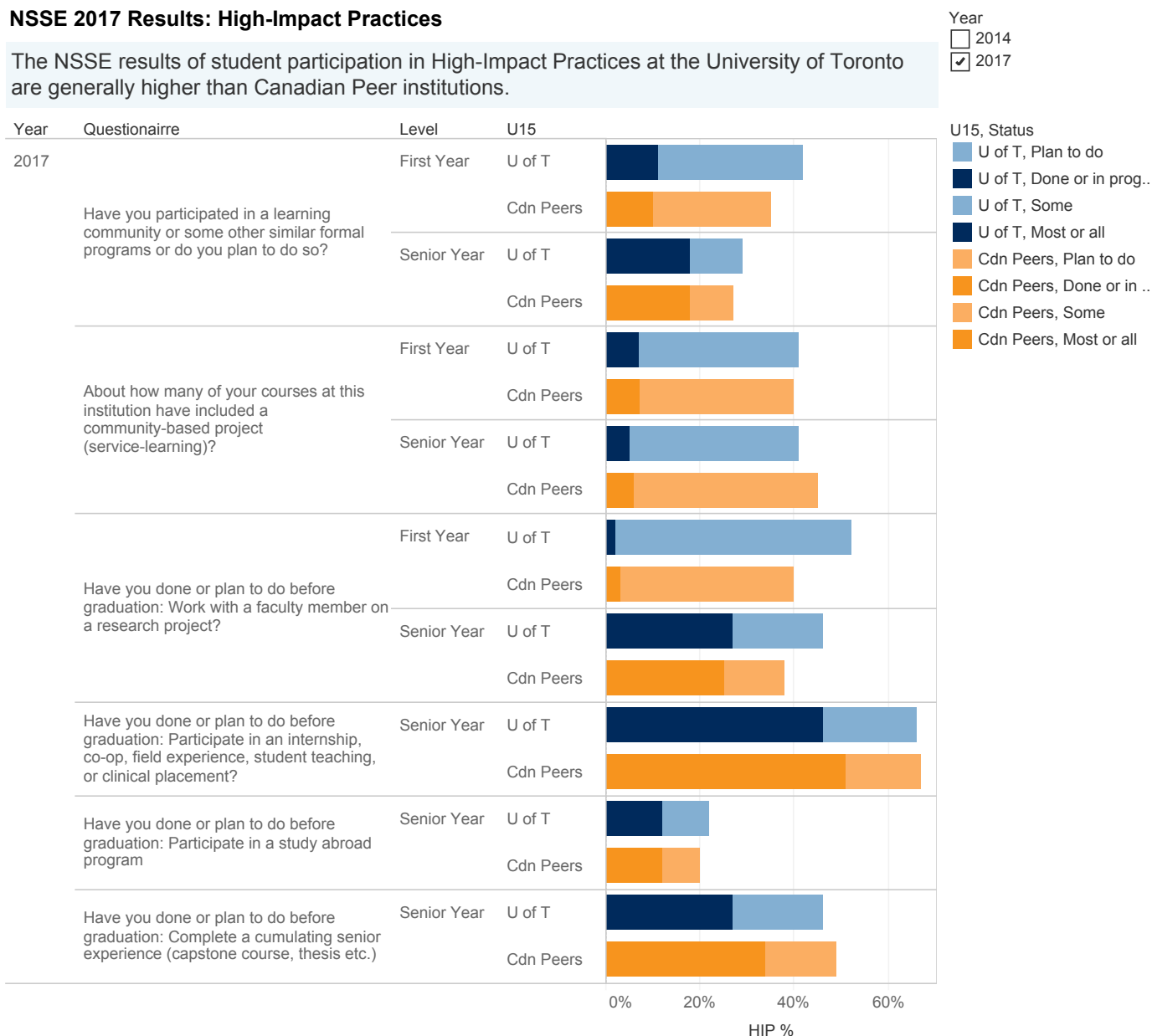
1. The results were weighted by institution-reported sex and full-time/part-time status (and institutional size for comparison groups). High scores indicate positive underlying responses.
2. The dots represent the aggregate of the Canadian peer institutions' scores (excluding U of T).

## National Survey of Student Engagement (NSSE) Results

Performance Relevance	Benchmark: Historical reference	EI: Academic Challenge	EI: Learning with Peers	EI: Experiences with Faculty	EI: Campus Environment	EI: HIP
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### NSSE 2017 Results: High-Impact Practices

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



**Notes:**

1. The results were weighted by institution-reported sex and full-time/part-time status (and institutional size for comparison groups). High scores indicate positive underlying responses.

**Related Reports:**

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

**Related Websites:**

National Survey of Student Engagement main website: <http://nsse.iub.edu/>

## Graduate Student Experience: Time to Completion and Graduation

### Performance Relevance:

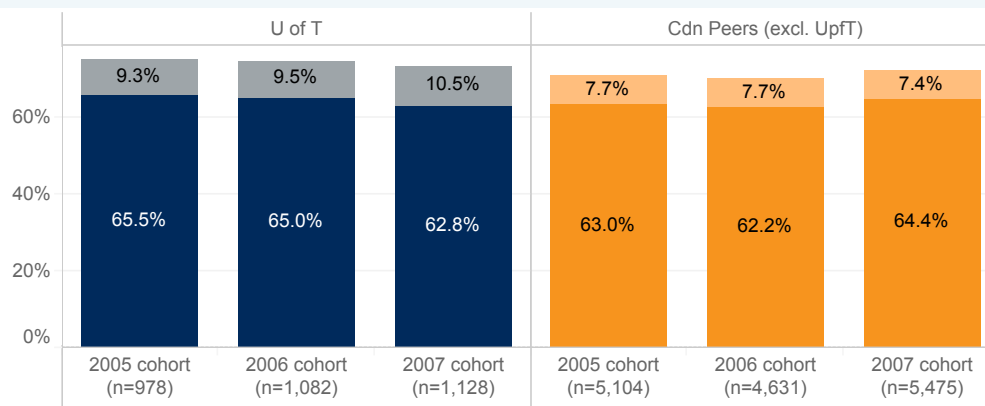
The University of Toronto is committed to providing students with an environment in which they can thrive. The rate at which students continue their studies and graduate in a timely fashion reflects our success in creating these conditions, and also reflects the University's ability to attract those students best qualified for our programs. At the graduate level, we have provided a measure of doctoral completion by discipline grouping over time.

7-year and 9-year  
Completion Rates

Terms to Completion

### Seven-Year and Nine-Year Completion Rates

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



Cohort

- 2005 cohort (n=5,104)
- 2005 cohort (n=6,082)
- 2005 cohort (n=978)
- 2006 cohort (n=1,082)
- 2006 cohort (n=4,631)
- 2006 cohort (n=5,713)
- 2007 cohort (n=1,128)
- 2007 cohort (n=5,475)
- 2007 cohort (n=6,603)

U15, Completion Year

- U of T, 9 Year Completion rate
- U of T, 7 Year Completion rate
- Cdn Peers (excl. UpfT), 9 Year ..
- Cdn Peers (excl. UpfT), 7 Year ..

Discipline	Cohort	U of T			Cdn Peers (excl. UpfT)		
		Students	7 Year Completion rate	9 Year Completion rate	Students	7 Year Completion rate	9 Year Completion rate
Humanities	2007 cohort	180	42.2%	57.2%	622	48.6%	61.1%
	2006 cohort	188	43.6%	58.5%	562	44.1%	56.2%
	2005 cohort	163	42.3%	57.7%	628	48.6%	60.4%
Social Sciences	2007 cohort	322	53.7%	65.5%	1,414	53.1%	63.6%
	2006 cohort	275	57.1%	69.8%	1,147	53.1%	64.3%
	2005 cohort	219	62.6%	72.1%	1,280	53.0%	63.1%
Physical and Applied Sciences	2007 cohort	333	74.5%	81.1%	2,353	72.6%	77.6%
	2006 cohort	291	73.5%	78.0%	2,023	69.2%	73.8%
	2005 cohort	312	71.8%	76.3%	2,217	69.0%	74.4%
Life Sciences	2007 cohort	293	72.0%	82.9%	1,086	70.4%	75.7%
	2006 cohort	328	76.2%	84.5%	899	69.5%	76.9%
	2005 cohort	284	74.3%	85.2%	979	71.9%	79.2%

#### Notes:

1. Data source: U15 DE.
2. n in the brackets is the number of students who entered the cohort.
3. Canadian peers include U of T.
4. 2005 Cohort excludes Saskatchewan.  
2004 Cohort excludes Saskatchewan, Dalhousie, Alberta and Montreal  
2003 Cohort excludes Saskatchewan and Dalhousie.
5. For the calculation of 9-year completion:  
2005 Doctoral Cohort as of Winter, Summer or Fall 2014.  
2004 Doctoral Cohort as of Winter, Summer or Fall 2013.  
2003 Doctoral Cohort as of Winter, Summer or Fall 2012.

## Graduate Student Experience: Time to Completion and Graduation

### Performance Relevance:

The University of Toronto is committed to providing students with an environment in which they can thrive. The rate at which students continue their studies and graduate in a timely fashion reflects our success in creating these conditions, and also reflects the University's ability to attract those students best qualified for our programs. At the graduate level, we have provided a measure of doctoral completion by discipline grouping over time.

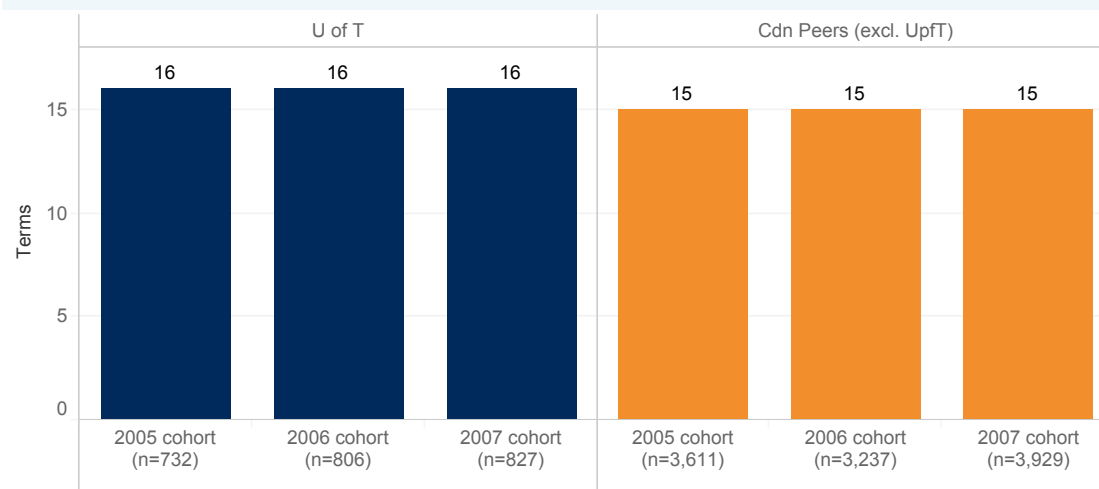
7-year and 9-year  
Completion Rates

Terms to Completion

### Median Number of Terms Registered to Degree for Graduates

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

U15  
■ U of T  
■ Cdn Peers (excl. UpfT)



Discipline	Cohort	U of T		Cdn Peers (excl. UpfT)	
		Students	Terms	Students	Terms
Humanities	2007 cohort	103	19	380	18
	2006 cohort	110	19	316	17
	2005 cohort	94	19	379	17
Life Sciences	2007 cohort	243	16	882	15
	2006 cohort	277	16	691	15
	2005 cohort	242	16	775	15
Physical and Applied Sciences	2007 cohort	270	15	1,827	15
	2006 cohort	227	15	1,492	14
	2005 cohort	238	15	1,649	14
Social Sciences	2007 cohort	211	17	900	17
	2006 cohort	192	17	738	17
	2005 cohort	158	17	808	16

#### Notes:

1. Data source: U15DE.
2. Canadian peers include U of T.
3. 2005 cohort exclude Saskatchewan;  
2004 cohort exclude Saskatchewan, Dalhousie, Alberta and Montreal;  
2003 cohort exclude Saskatchewan and Dalhousie.
4. For the calculation of 9-year completion:  
2002 Doctoral Cohort as of Winter, Summer or Fall 2011.  
2003 Doctoral Cohort as of Winter, Summer or Fall 2012.  
2004 Doctoral Cohort as of Winter, Summer or Fall 2013.
5. n in the brackets is the number of students who graduated within 9 years. For Canadian Peers, the numbers of students who graduated within 9 years have been updated in PI 2016.

# The Graduate Student Experience: Survey Results

CGPSS - all

CGPSS by program

## Canadian Graduate and Professional Student Survey (CGPSS) Results

### Performance Relevance:

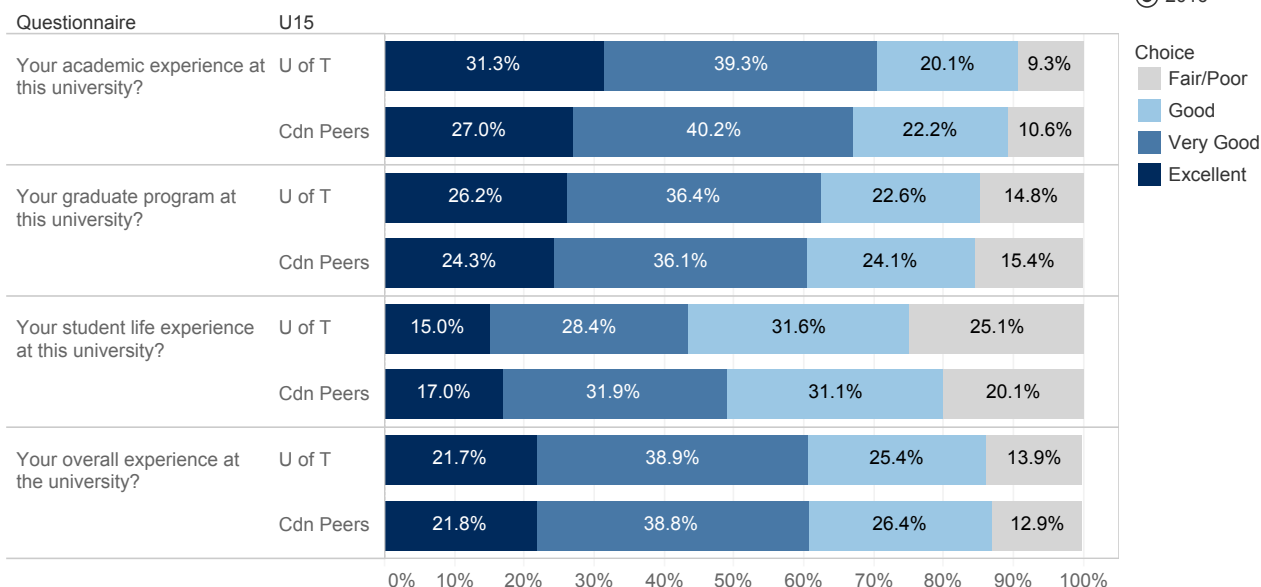
Graduate surveys like the CGPSS provide information that helps identify aspects of academic and student life that can be improved through changes in policies and practices. These results are intended to complement more objective and observable measures such as time-to-completion and graduation rates.

The University of Toronto first participated in CGPSS in 2005. The University's peer institutions and all Ontario based universities have been consistently participating in CGPSS since 2007. The survey was repeated in 2010, 2013 and 2016 and this provides a valuable resource for benchmarking our performance against peer institutions and tracking trends over time.

In 2016, the University of Toronto participated in CGPSS along with 49 other universities across Canada. The survey instrument was essentially unchanged for 2016. The University invited 15,877 students to participate and received 5,513 responses by the time when the survey closed. The response rate (34.7%) achieved this year was lower than what we achieved in 2013 but higher than the national average (32.3%).

### CGPSS Results – Ratings of All Graduate Programs

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



#### Notes:

1. Data source: CGPSS 2007, 2010, 2013 and 2016 survey results.
2. Canadian peers exclude U of T.

## The Graduate Student Experience: Survey Results

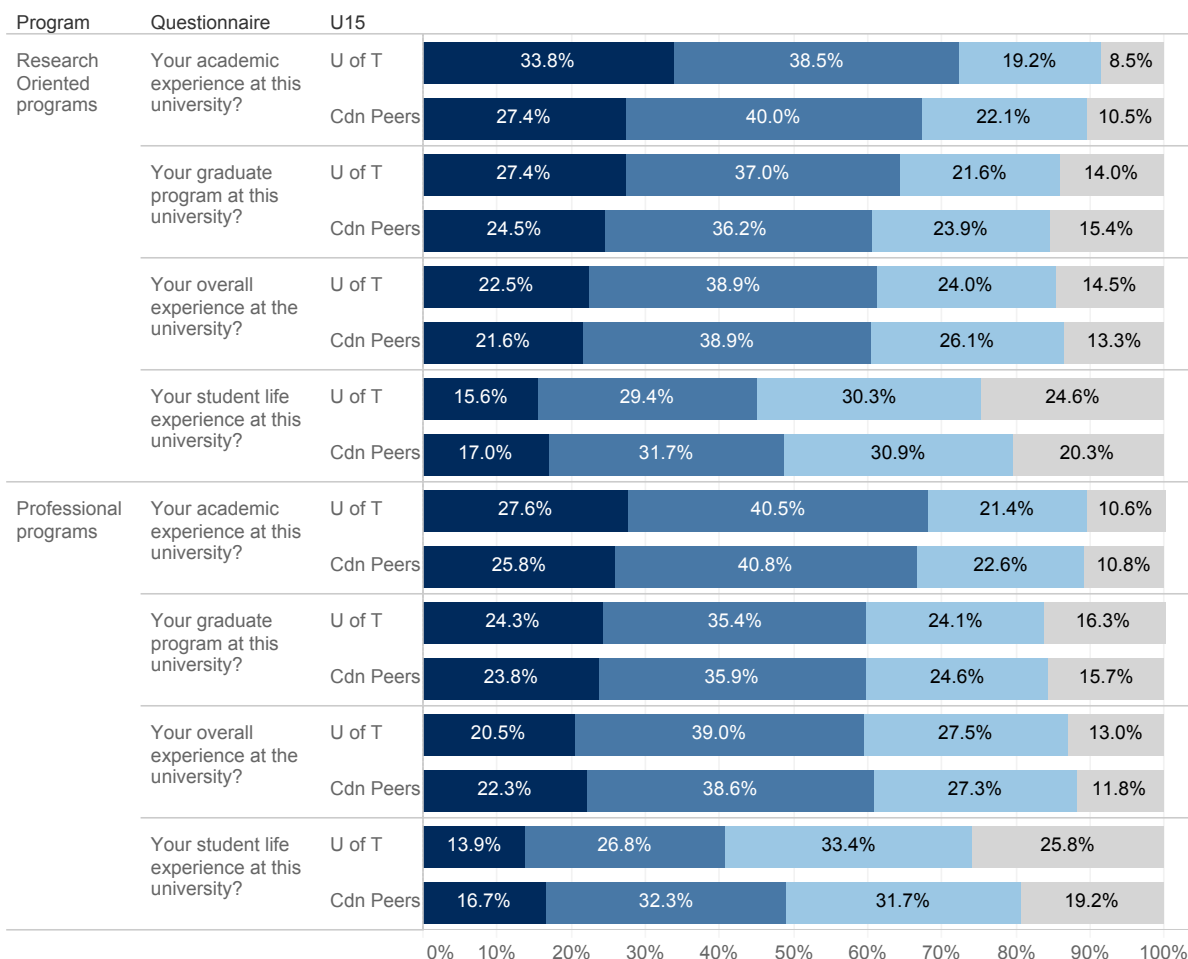
CGPSS - all

CGPSS by program

### CGPSS Results - Ratings of Research-Oriented and Professional Graduate Programs

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

Choice  
 Fair/Poor  
 Good  
 Very good  
 Excellent



#### Notes:

1. Data source: CGPSS 2016 survey results.
2. Canadian peers exclude U of T.

#### Related Report:

Report on Canadian Graduate and Professional Student Survey (CGPSS) results:  
<http://www.sgs.utoronto.ca/about/Pages/Measuring-Our-Performance.aspx>



## Faculty and Staff Satisfaction

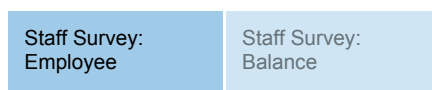
### Employee Satisfaction: Faculty, Librarian and Staff Responses

#### 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 in 2006, the second Speaking UP survey was conducted 2010 with an overall response rate of 52%, and the third survey was conducted in 2014 with a response rate of 50%.

We are able to compare responses to 2 benchmarks – Canadian Public Sector Norm, and International Education Norm (Americas).

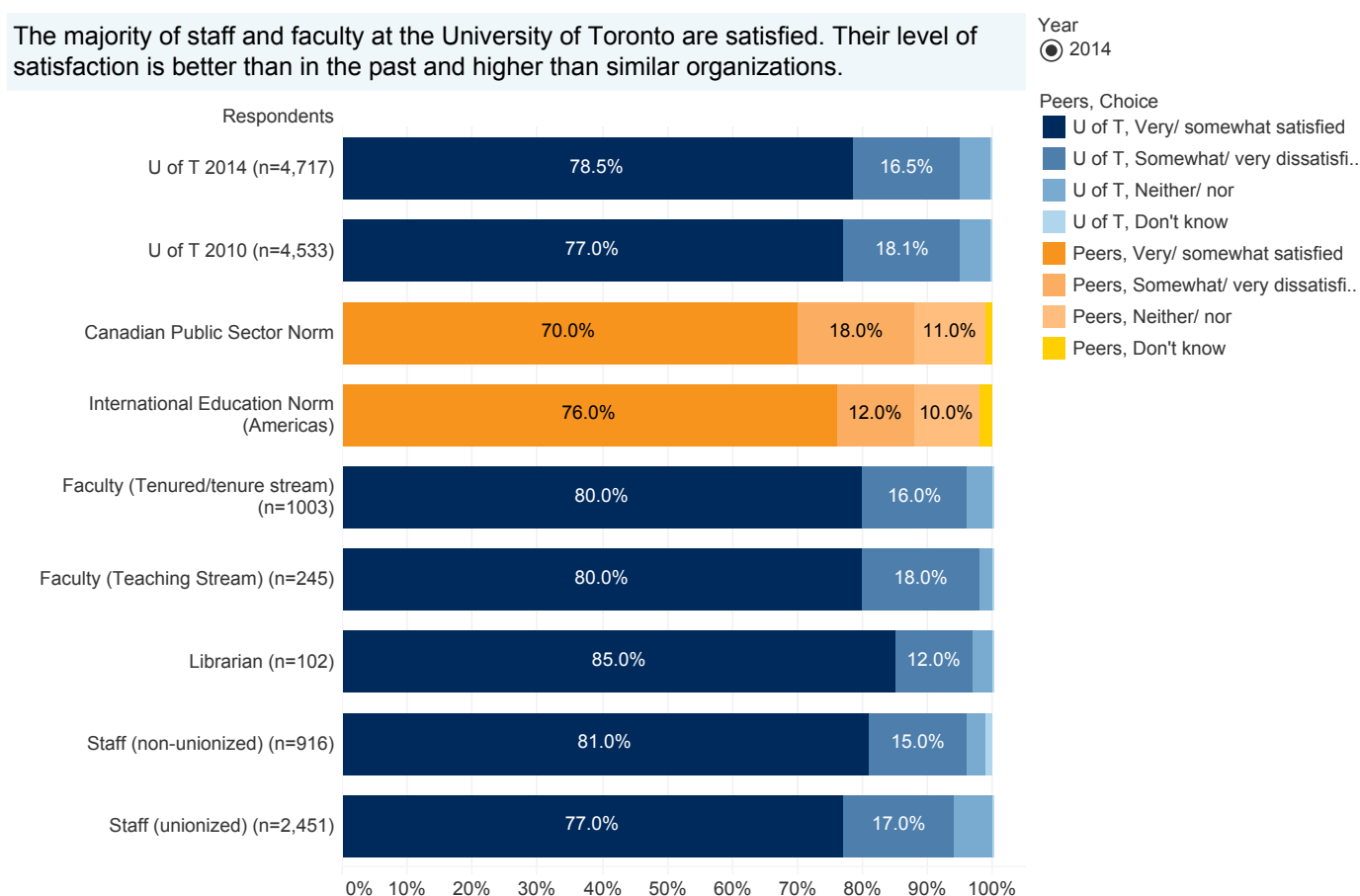
For more information see: <http://initiatives.hrandequity.utoronto.ca/speakingup/>



#### University of Toronto Speaking UP Faculty and Staff Experience Survey

##### Overall, how satisfied are you with being an employee of U of T?

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



#### Notes:

1. Data source: UofT Faculty and Staff Experience Survey: Speaking UP, 2014.
2. Ipsos Reid provided benchmarks for selected questions.

## Faculty and Staff Satisfaction

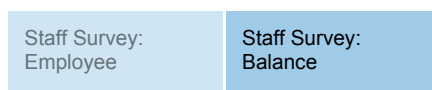
### Employee Satisfaction: Faculty, Librarian and Staff Responses

#### 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 in 2006, the second Speaking UP survey was conducted 2010 with an overall response rate of 52%, and the third survey was conducted in 2014 with a response rate of 50%.

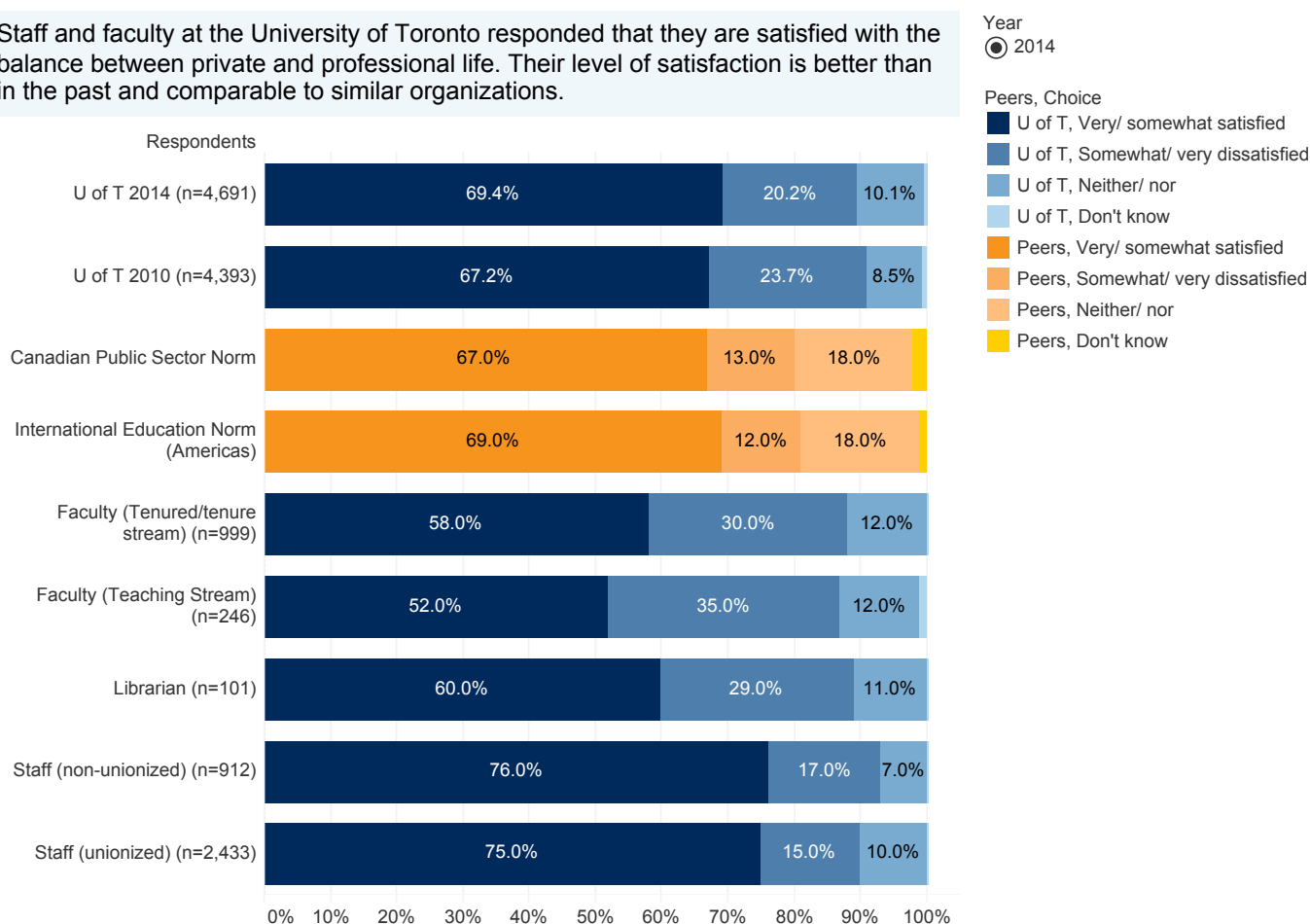
We are able to compare responses to 2 benchmarks – Canadian Public Sector Norm, and International Education Norm (Americas).

For more information see: <http://initiatives.hrandequity.utoronto.ca/speakingup/>



#### U of T Speaking UP Faculty and Staff Experience Survey, I am satisfied with the balance between my private and professional life

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



#### Notes:

1. Data source: UofT Faculty and Staff Experience Survey: Speaking UP, 2014.
2. Ipsos Reid provided benchmarks for selected questions.

## Annual Fundraising Achievement

Fundraising by Year	Fundraising by Donor	Fundraising by Priority
---------------------	----------------------	-------------------------

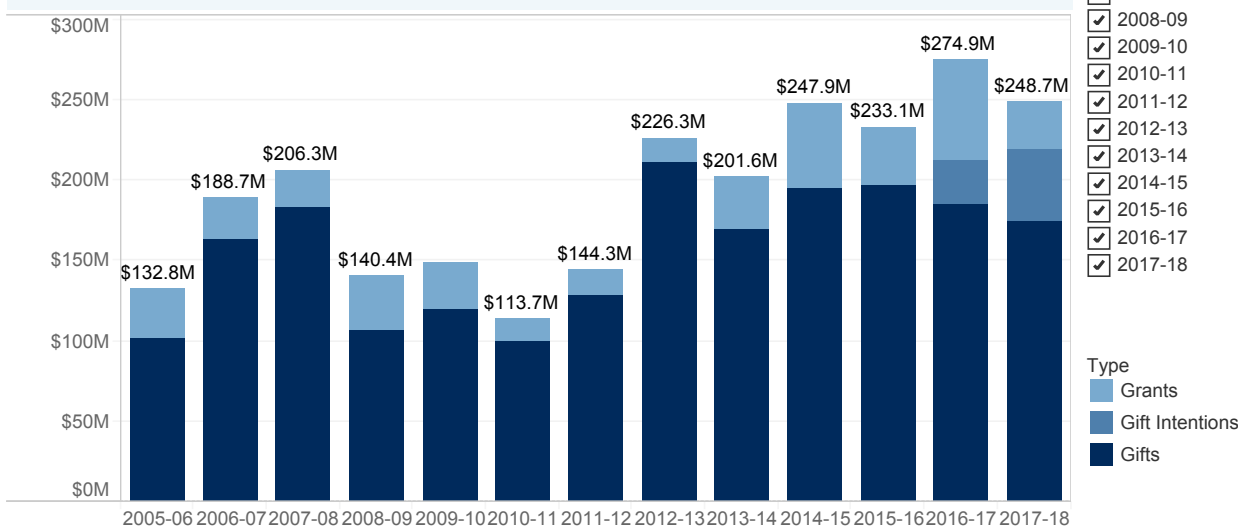
### Performance Relevance:

In November 2011, the University of Toronto unveiled *Boundless*, the largest fundraising campaign in Canadian history, with an unprecedented \$2-billion goal. In November 2016, the University announced that the *Boundless* campaign had surpassed \$2 billion in funds raised, and expanded its goal to \$2.4 billion.

By April 30, 2018 the University had raised over \$2.4 billion establishing another new benchmark in Canadian philanthropy. While the Boundless campaign continues to set new records, we approach the campaign's end in December 2018 and will ultimately post fundraising results well above the campaign's expanded goal. The University owes tremendous thanks to the many donors who have made this possible with their generous support of our faculty, programs and students. The financial contributions of our donors have, for decades, supported the University's excellence, accessibility and academic freedom. Through their philanthropy and engagement in the life of the University, our alumni and friends support the University's ability to recruit and retain top faculty, perform cutting-edge research and maintain our leadership across a broad spectrum of fields. Philanthropy and volunteerism also enables the University 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.

### Annual Fund-Raising Achievement: Gifts and Grants by Fiscal Year

The bars below show fundraising achievement including new gifts and new philanthropic research grants (in millions of dollars) received by the University of Toronto over the past years.



**Notes:**

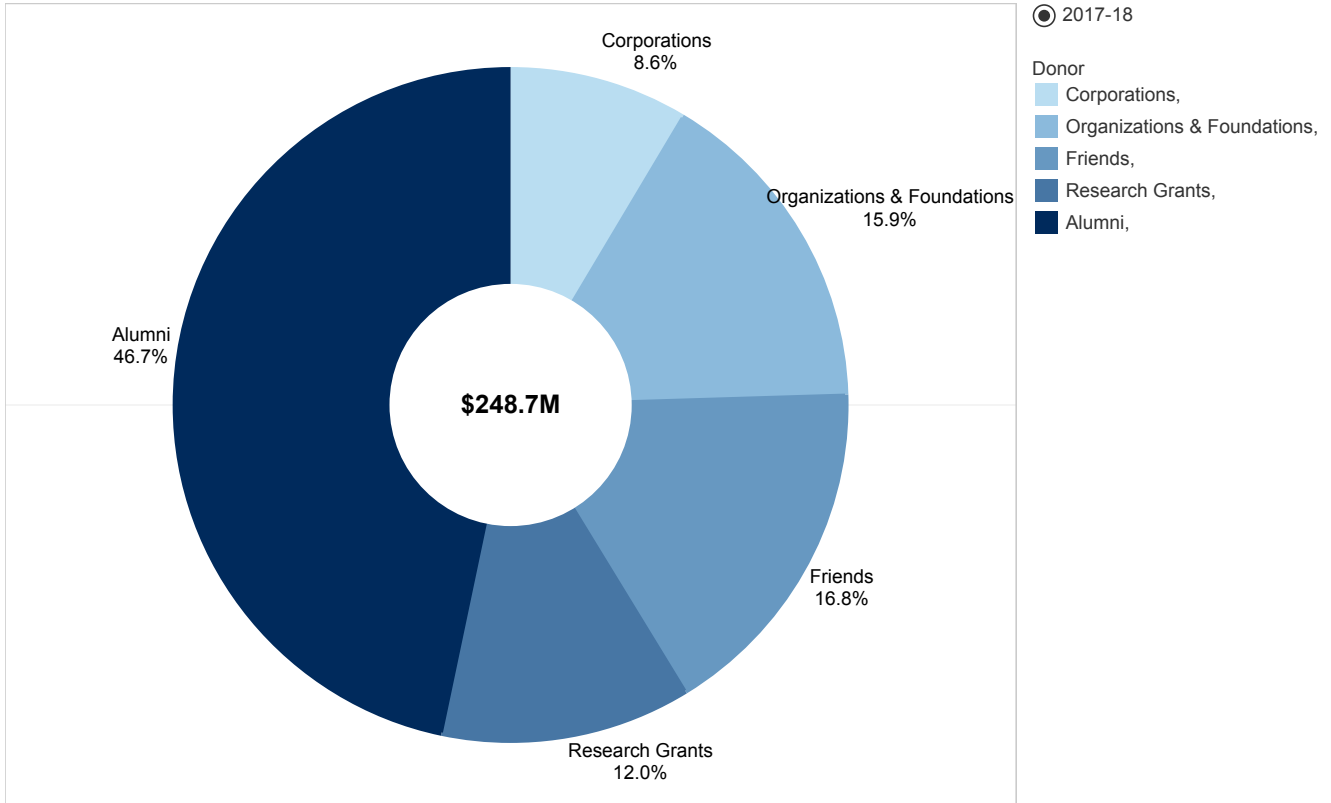
1. Data source: Division of University Advancement
2. Gift totals include pledges and gifts (donations), realized planned gifts, gift intentions, and gifts-in-kind (in millions of dollars) to the University of Toronto. Include those received by federated universities and other affiliated institutions (the University of St. Michael's College, the University of Trinity College and Victoria University), but exclude donations to partner hospitals.
3. Research Grants are contributions made through the University's Research Office that are philanthropic in nature.

# Annual Fundraising Achievement

- Fundraising by Year
- Fundraising by Donor
- Fundraising by Priority

## Annual Fundraising Achievement: Percentage of Funds Raised by Donor Type

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



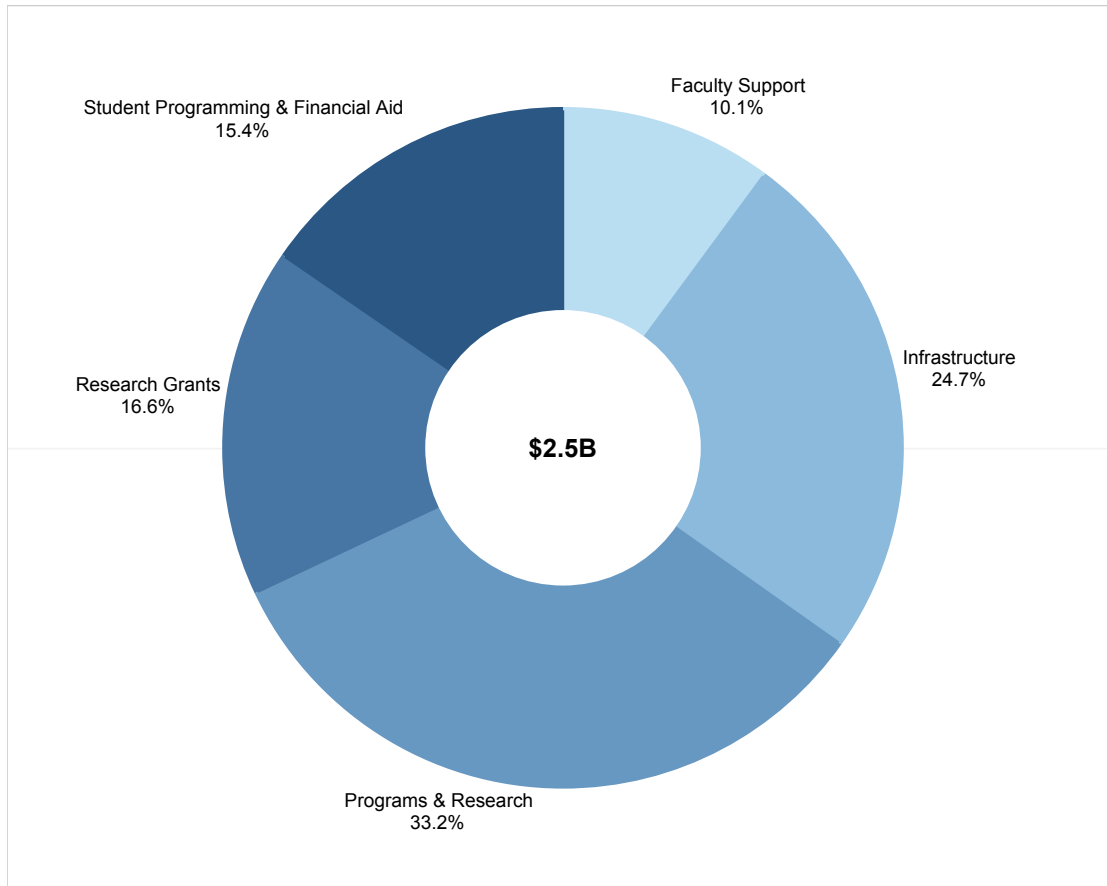
# Annual Fundraising Achievement

- Fundraising by Year
- Fundraising by Donor
- Fundraising by Priority

## BOUNDLESS Campaign Fund-Raising Achievement by Priority

Year  
 2017  
 2018

Priority  
 Faculty Support  
 Infrastructure  
 Programs & Research  
 Research Grants  
 Student Programming ..



Data source: Division of University Advancement.  
As of April 30, 2018

### Related Website:

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

## Space



### COU Space Inventory

#### Performance Relevance:

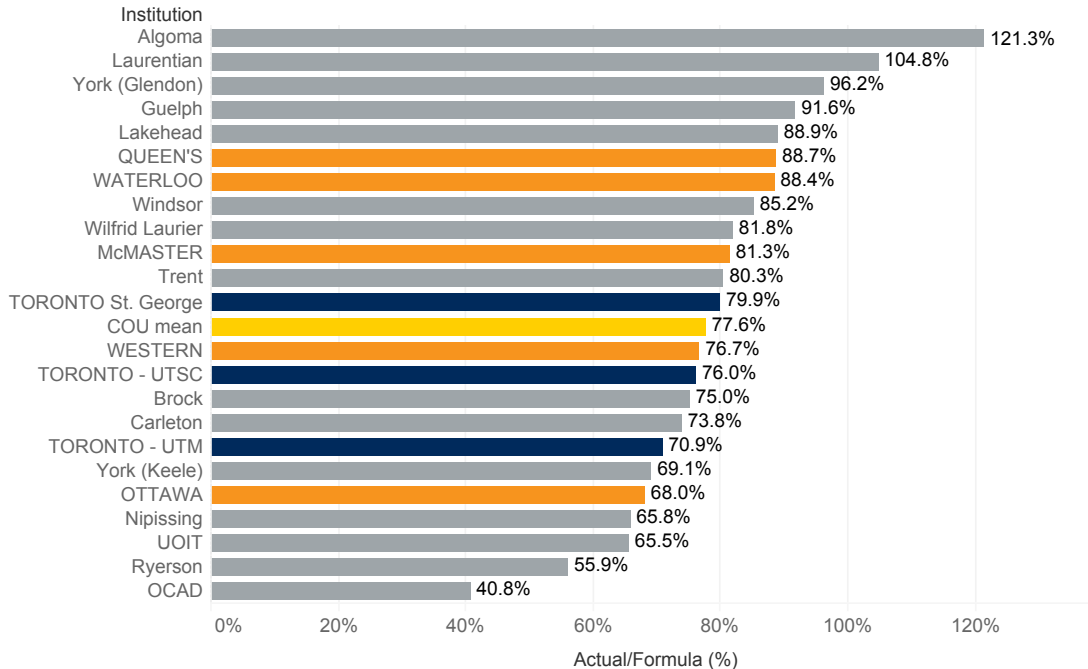
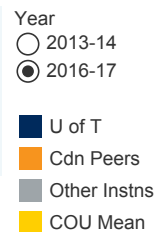
Capital infrastructure is an important element of the university experience for faculty, staff and students. New investments can improve the amount and quality of space. Aging facilities are revitalized when deferred maintenance needs are addressed.

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. In 2015, COU released the most recent report presenting 2013-14 results.

In recent years, the University has completed construction of several additional major capital projects; adding substantial new space to its inventory. We anticipate that this new space will be reflected in the next update of the COU Space Inventory Report.

#### Total Space Allocation, Ontario Universities, Ratio of Actual Space Inventory to COU Formula (%)

The bars below reflect a ratio between the actual total space available at each institution and the generated space (space required according to the COU standards). If a university's inventory of space matches its formula space, then that university is said to have 100% of the generated amount. The two elements that influence this ratio are physical space and population. A higher ratio may indicate declining enrolment rather than increased space.



**Notes:**

1. Data Source: COU Inventory of Physical Facilities of Ontario Universities 2013-14.
2. The space factor for a number of space categories have been changed in the 2013-14 survey and therefore caution should be taken when making comparisons with the 2010-11 data, especially the generated space and %I/G figures.
3. COU mean excludes Hearst and NOSM.

## Space

Total Space - ON	Research/Teaching Space - ON	Total Space - by Campus	Room Utilization
------------------	------------------------------	-------------------------	------------------

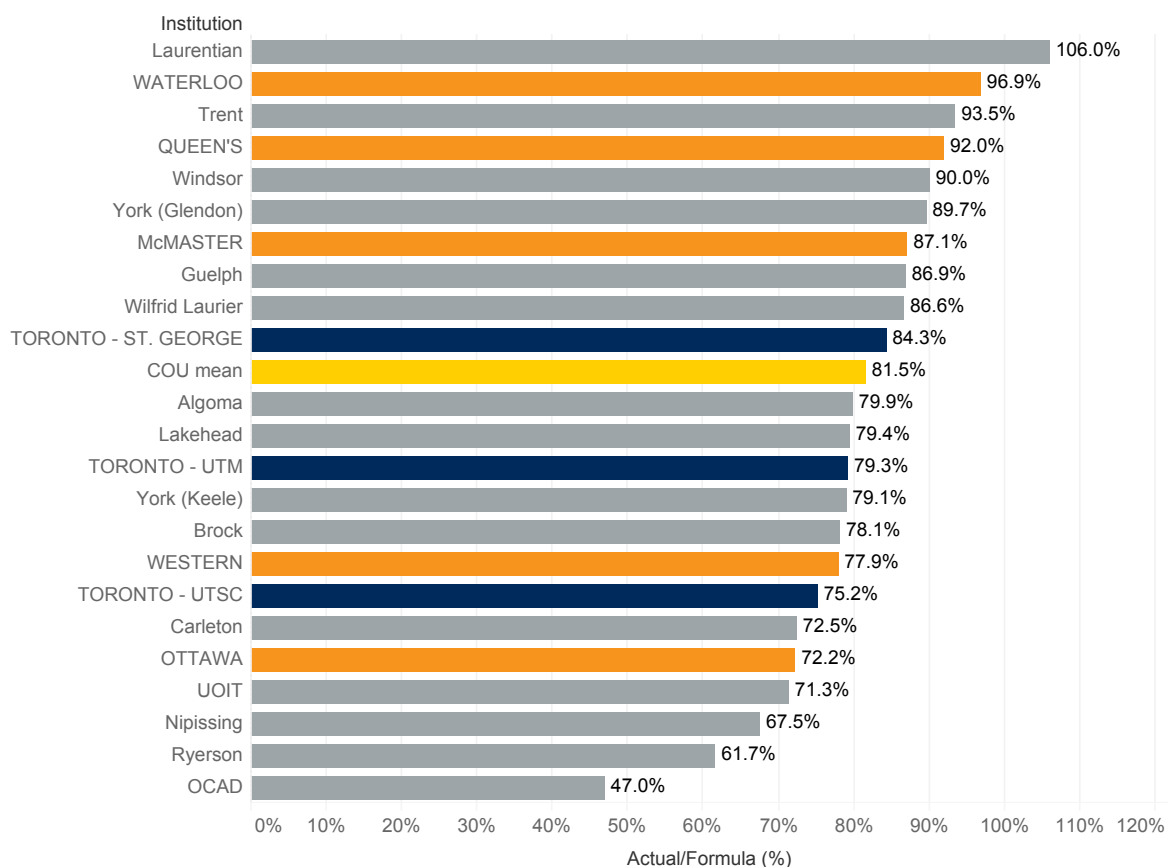
### Research/Teaching Space Allocation, Ontario Universities, Ratio of Actual Space Inventory to COU Formula (%)

The bars below reflect a ratio between the actual research/teaching space available at each institution and the generated space (space required according to the COU standards). If a university's inventory of space matches its formula space, then that university is said to have 100% of the generated amount. The two elements that influence this ratio are physical space and population. A higher ratio may indicate declining enrolment rather than increased space.

Year

○ 2013-14  
● 2016-17

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



**Notes:**

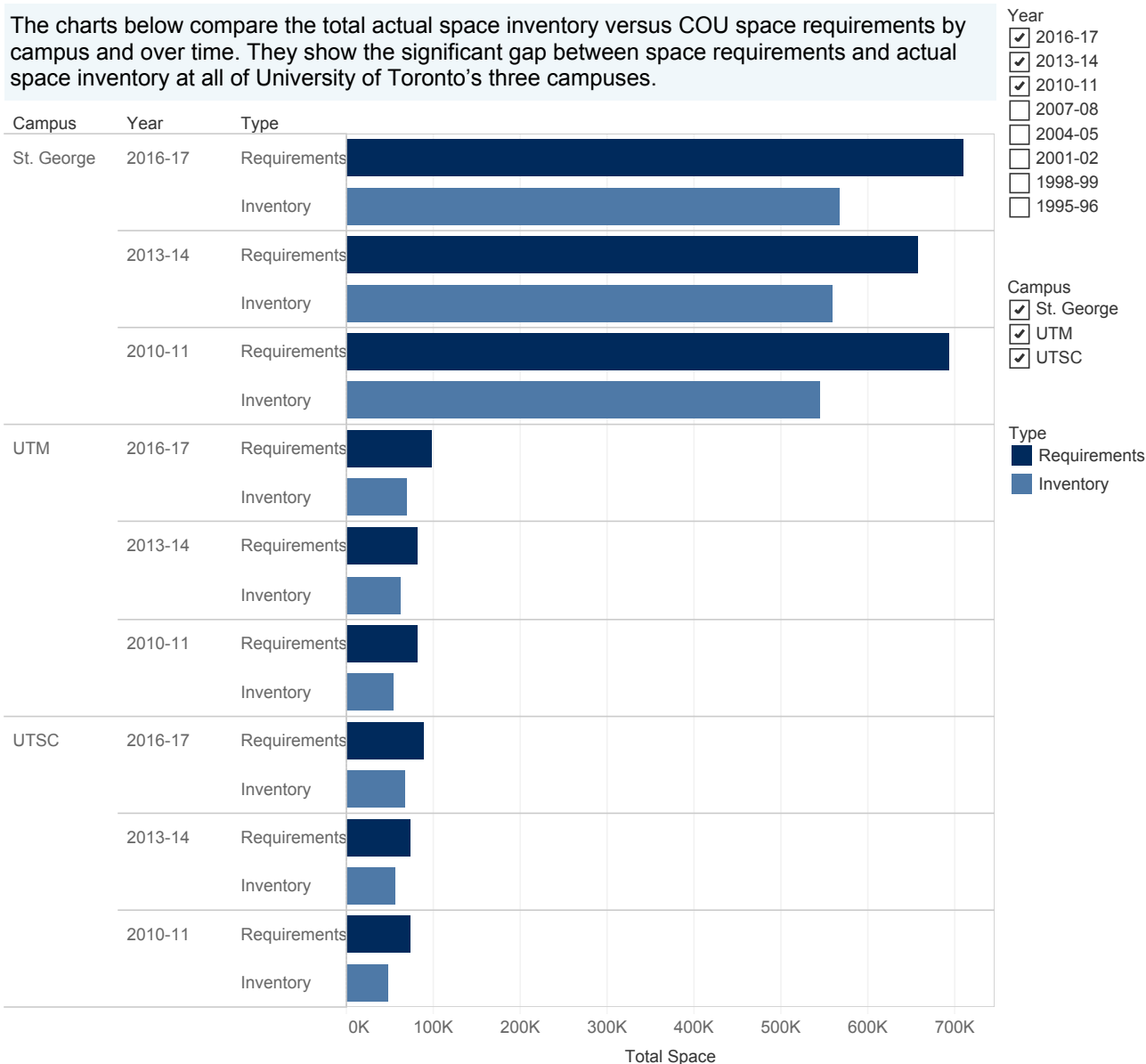
1. Data Source: COU Inventory of Physical Facilities of Ontario Universities 2013-14.
2. The space factor for a number of space categories have been changed in the 2013-14 survey and therefore caution should be taken when making comparisons with the 2010-11 data, especially the generated space and %I/G figures.
3. COU mean excludes Hearst and NOSM.

## Space



### Total Space by Campus

The charts below compare the total actual space inventory versus COU space requirements by campus and over time. They show the significant gap between space requirements and actual space inventory at all of University of Toronto's three campuses.



**Notes:**

1. Data Source: COU Inventory of Physical Facilities of Ontario Universities.
2. NASM = Net Assignable Square Metre
3. The space factor for a number of space categories have been changed in the 2013-14 survey and therefore caution should be taken when making comparisons with the 2010-11 data, especially the generated space and %I/G figures.

**Related Report:**

Inventory of Physical Facilities of Ontario Universities, 2013-14

<http://cou.on.ca/wp-content/uploads/2015/05/COU-Inventory-of-Physical-Facilities-of-Ontario-Universities-2013-14.pdf>



# Space

Total Space - ON	Research/Teaching Space - ON	Total Space - by Campus	Room Utilization
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## Room Utilization

### Performance Relevance:

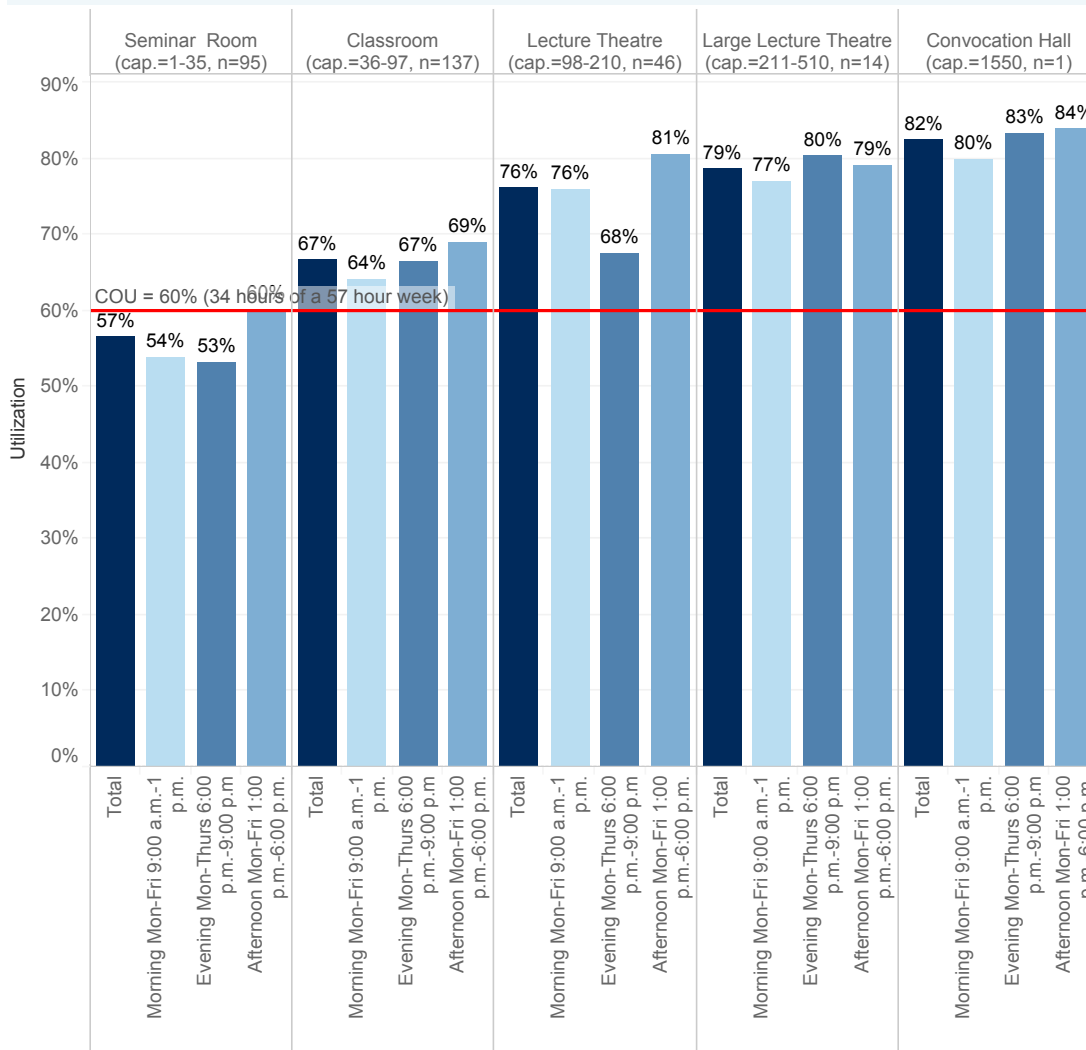
As an indication of how efficiently we use our existing space, we have reported on our utilization of centrally allocated classrooms on the St. George campus for a typical week compared to COU's standard room utilization rate of 60% (34 hours out of a 57 hour week).

*Room Utilization by Time of Day for Week of Oct 17, 2016 to Oct 21, 2016  
St. George Campus, Based on a 57 hour week,  
Monday - Thursday 9 a.m. to 9 p.m. and Friday 9 a.m. to 6 p.m.*

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

Year  
 Oct 16, 2017 to Oct 20, 2017  
 Oct 22, 2018 to Oct 26, 2018

Time  
 Total  
 Morning Mon-Fri 9:00 a.m.-1 p.m.  
 Evening Mon-Thurs 6:00 p.m.-9:00 p.m.  
 Afternoon Mon-Fri 1:00 p.m.-6:00 p.m.



### Notes:

1. Data source: Office of Space Management.
2. This data only represents the St George centrally allocated classrooms. It excludes classrooms in Law, Music, Management, Social Work, Architecture and other departmental space.

## Deferred Maintenance

### Performance Relevance:

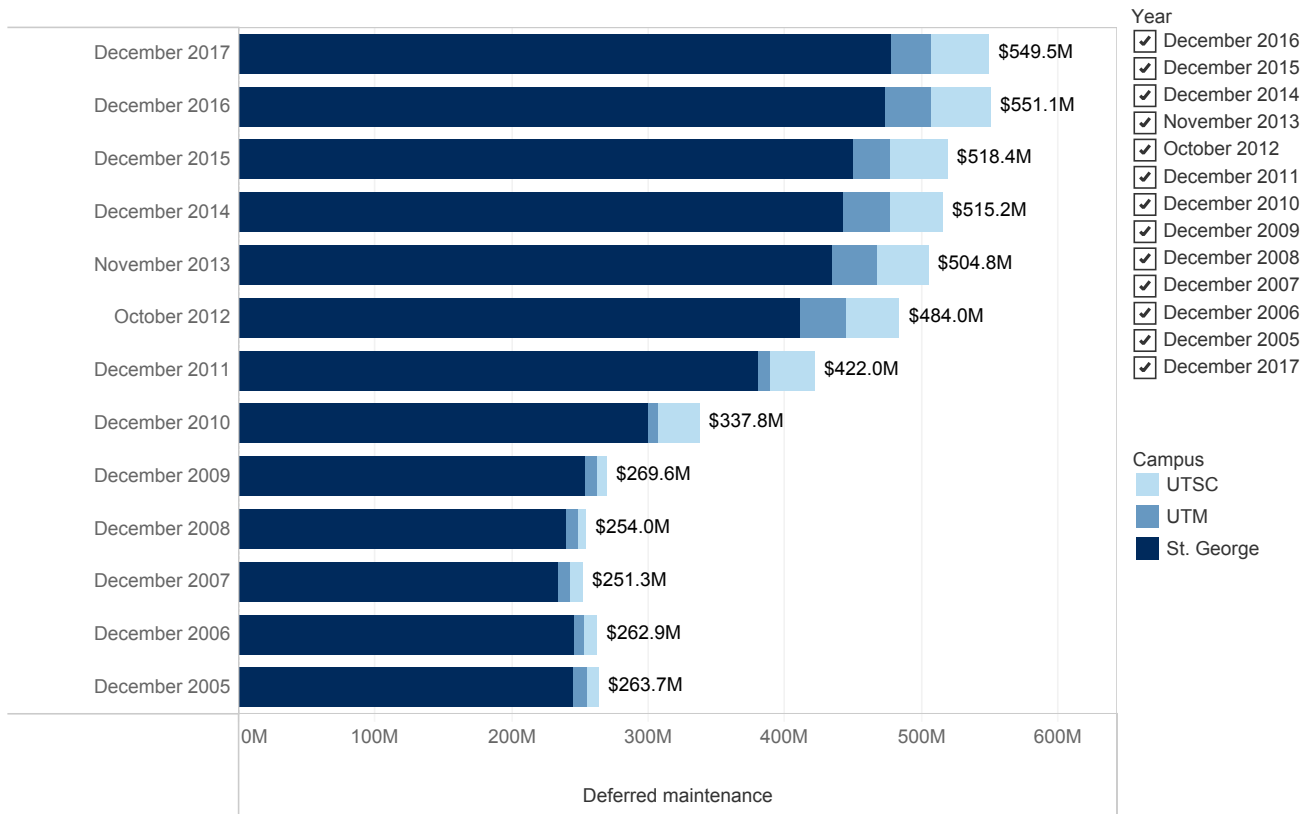
Capital infrastructure is an important element in the university experience for faculty, staff and students. Investments made in both existing and new facilities can improve the amount and quality of space. However, addressing the on-going maintenance of existing facilities is also needed to ensure that space remains available for use. As maintenance projects are delayed because of limited funding, they add to our deferred maintenance liability.

The Provincial Government’s Facilities Renewal Program (FRP) provides an important source of annual funding to address maintenance projects. However, it is insufficient to meet the needs of the University. As a result, the University commits significant funding from internal sources to address its deferred maintenance backlog. In 2014, the Provincial Government announced that it will increase the funding available through the FRP program from the current \$26M (across all universities and colleges) to \$100M annually by 2019-20. This is welcome news and will ease some of the financial burden on universities.

In 1999, the COU and the Ontario Association of Physical Plant Administrators (OAPPA) developed the Facilities Condition Assessment Program (FCAP), to assess university facilities using consistent software, cost models and common audit methodology. The common software and assessment methodology provide a consistent way to determine, quantify and prioritize deferred maintenance liabilities.

### Deferred Maintenance Backlog by Campus

The chart below indicates the deferred maintenance backlog which needs to be addressed within the next 5 years by campus.



**Notes:**

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

**Related Reports:**

Deferred Maintenance Report December 2015, Facilities and Services Department  
<http://www.fs.utoronto.ca/wp-content/uploads/2016/09/DM-Report-2015.pdf>

Ontario Universities’ Facilities Condition Assessment Program as of June 2015  
<http://cou.on.ca/papers/ontario-universities-facilities-condition-assessment-program-june-2015/>

## Library Resources

### Performance Relevance:

Library resources are central to the University's mission as a public research university. For comparative purposes the appropriate peer group for the University of Toronto is the Association of Research Libraries (ARL) whose membership comprises over 100 research university libraries in North America. ARL annually reports a ranking of its membership based on an index measured using five variables.

### Major North American Research Libraries (rank)

The University of Toronto's libraries are ranked 4th in North America and 1st in Canada by the Association of Research Libraries.

A..	2016-17	2015-16	2014-15	2013-14	2012-13	2011-12	2010-11
1	Harvard	Harvard	Harvard	Harvard	Harvard	Harvard	Harvard
2	Yale	Yale	Yale	Yale	Yale	Yale	Yale
3	Michigan	Michigan	Columbia	Toronto (3rd)	Toronto (3rd)	Toronto (3rd)	Toronto (3rd)
4	Columbia	Columbia	Toronto (4th)	Columbia	Columbia	Columbia	Michigan
5	New York	New York	Michigan	Michigan	Michigan	Michigan	Columbia
6	Toronto (6th)	Toronto (6th)	California, Berkeley	California, Berkeley	New York	California, Berkeley	California, L.A.
7	Princeton	Pennsylvania State	New York	New York	California, Berkeley	New York	New York
8	California, Berkeley	California, Berkeley	Princeton	Pennsylvania State	Princeton	Pennsylvania State	California, Berkeley
9	Pennsylvania State	Princeton	Cornell	Texas	Pennsylvania State	Princeton	Princeton
10	California, Los Angeles	California, L.A.	Pennsylvania State	Princeton	Cornell	Cornell	Pennsylvania State

- Year
- 2016-17
  - 2015-16
  - 2014-15
  - 2013-14
  - 2012-13
  - 2011-12
  - 2010-11
  - 2009-10
  - 2008-09
  - 1998-99

### Top 5 Canadian Universities (Rank/University)

or..	2016-17	2015-16	2014-15	2013-14	2012-13	2011-12	2010-11
1	6/Toronto	6/Toronto	4/Toronto	3/Toronto	3/Toronto	3/Toronto	3/Toronto
2	29/Alberta	31/Alberta	27/Alberta	22/British Columbia	18/Alberta	14/British Columbia	11/Alberta
3	37/British Columbia	35/British Columbia	31/British Columbia	26/Alberta	24/British Columbia	16/Alberta	16/British Columbia
4	40/McGill	42/McGill	43/McGill	35/McGill	30/McGill	28/Montreal	32/McGill
5	75/Calgary	63/Calgary	49/Calgary	36/Montreal	35/Montreal	31/McGill	38/Montreal

#### Notes:

1. Data source: Association of Research Libraries Statistics.
2. Variables used: total library expenditures, total library materials expenditures, salaries and wages of professional staff, and total number of professional and support staff.

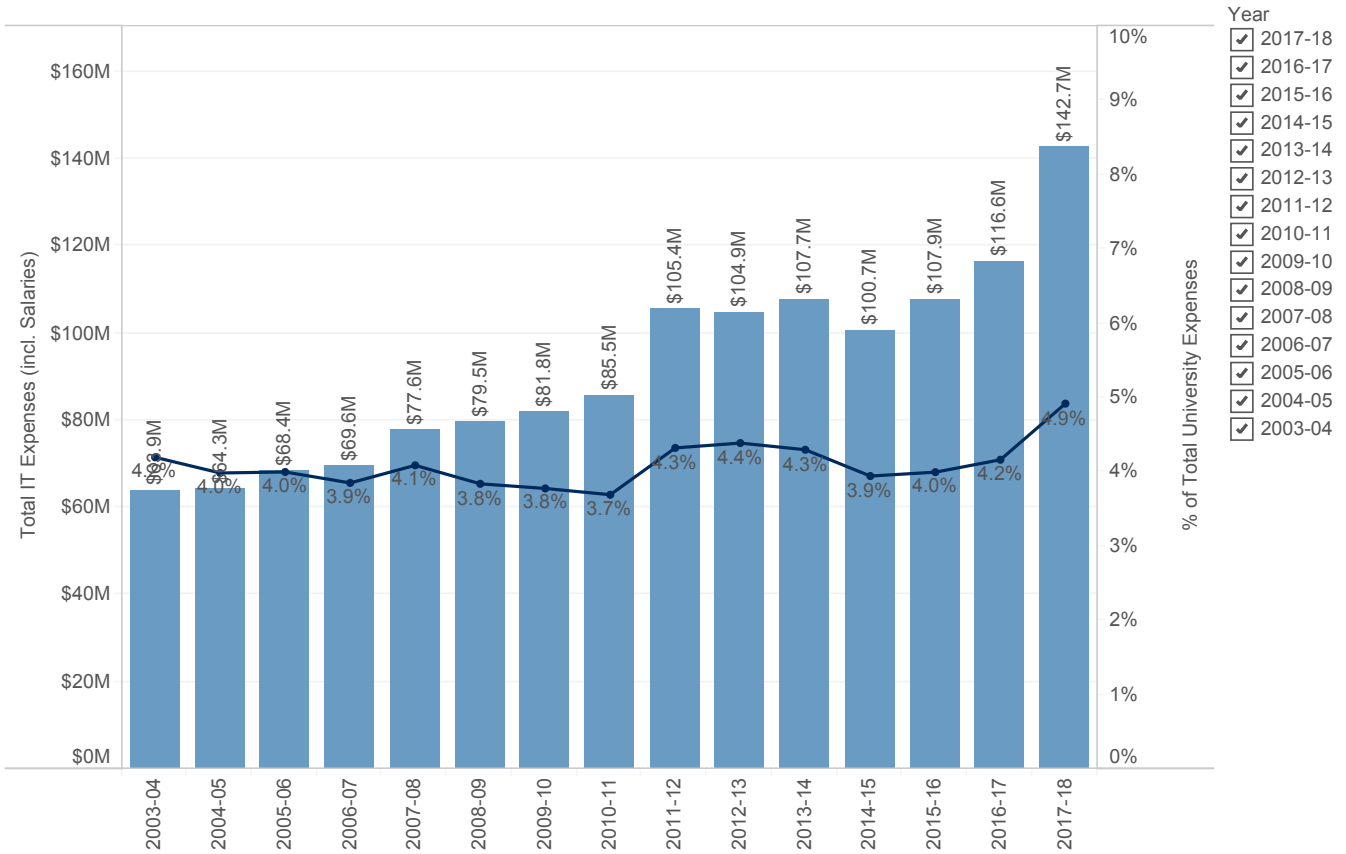
## IT Investment

### Performance Relevance:

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

### Information Technology Costs

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



**Notes:**

1. Data source: Information and Technology Services

## Funding and Finances

Central Administrative Costs PR	Central Administrative Costs	Revenue	Endowment	Financial Health PR	Debt Burden Ratio	Viability Ratio	Credit Rating
---------------------------------	------------------------------	---------	-----------	---------------------	-------------------	-----------------	---------------

### University Central Administrative Costs

#### Performance Relevance:

Central administrative costs are those associated with operating the University as a whole. Some of these costs are associated with activities that are undertaken to meet legislated requirements (for example, preparation of financial statements, reports to government, compliance with legislation such as the Ontario Disabilities Act and the Occupational Health & Safety Act, etc.); others are associated with governance. A requirement since 2006 is administering and ensuring compliance with the Freedom of Information and Personal Privacy Act (FIPPA). Other costs relate to value-added services provided by the central administrative group for the benefit of the University. These include the President's office, Governing Council, Vice-President and Provost, Vice President University Operations, Vice President Human Resources and Equity, Vice-President Research & Innovation, Vice-President Advancement, Vice-President Communications, Vice-President International, Chief Financial Officer among other university-wide services and support costs.

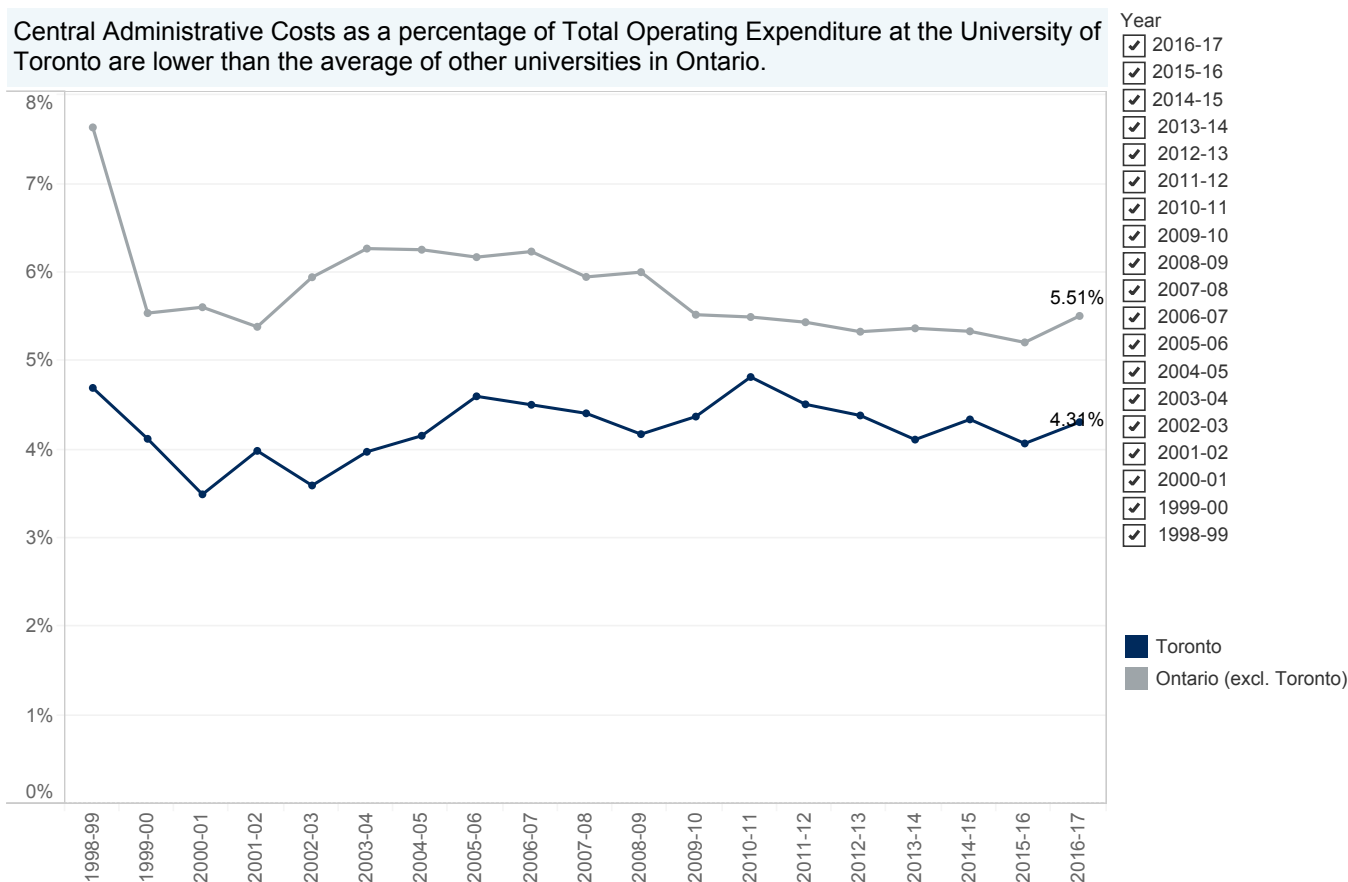
The University of Toronto actively works to contain central administrative costs incurred for these essential services.

## Funding and Finances

Central Administrative Costs PR	Central Administrative Costs	Revenue	Endowment	Financial Health PR	Debt Burden Ratio	Viability Ratio	Credit Rating
---------------------------------	------------------------------	---------	-----------	---------------------	-------------------	-----------------	---------------

### Central Administrative Costs as a Percentage of Total Operating Expenditures

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



**Notes:**

1. Data source: COU Financial Report of Ontario Universities, Volume I, Table 6 - Expense Operating (excluding internal and external cost recoveries) 1998-99 to 2014-15.
2. Administration and General Expenses include: administration; planning and information costs and activities associated with the offices of the president and vice-presidents (excludes administration which is included in Academic Support and External Relations); internal audit; investment management; space planning; Governing Council Secretariat; finance and accounting (including research accounting); human resources; central purchasing, receiving and stores; institutional research; general university memberships; the administration of the occupational health and safety program, including the disposal of hazardous wastes; professional fees (legal and audit); convocations and ceremonies; insurance (except fire, boiler and pressure vessel, property and liability insurance which are reported under the physical plant function); activities in the registrar's office not included in Academic Support.

## Funding and Finances

Central Administrative Costs PR	Central Administrative Costs	Revenue	Endowment	Financial Health PR	Debt Burden Ratio	Viability Ratio	Credit Rating
---------------------------------	------------------------------	---------	-----------	---------------------	-------------------	-----------------	---------------

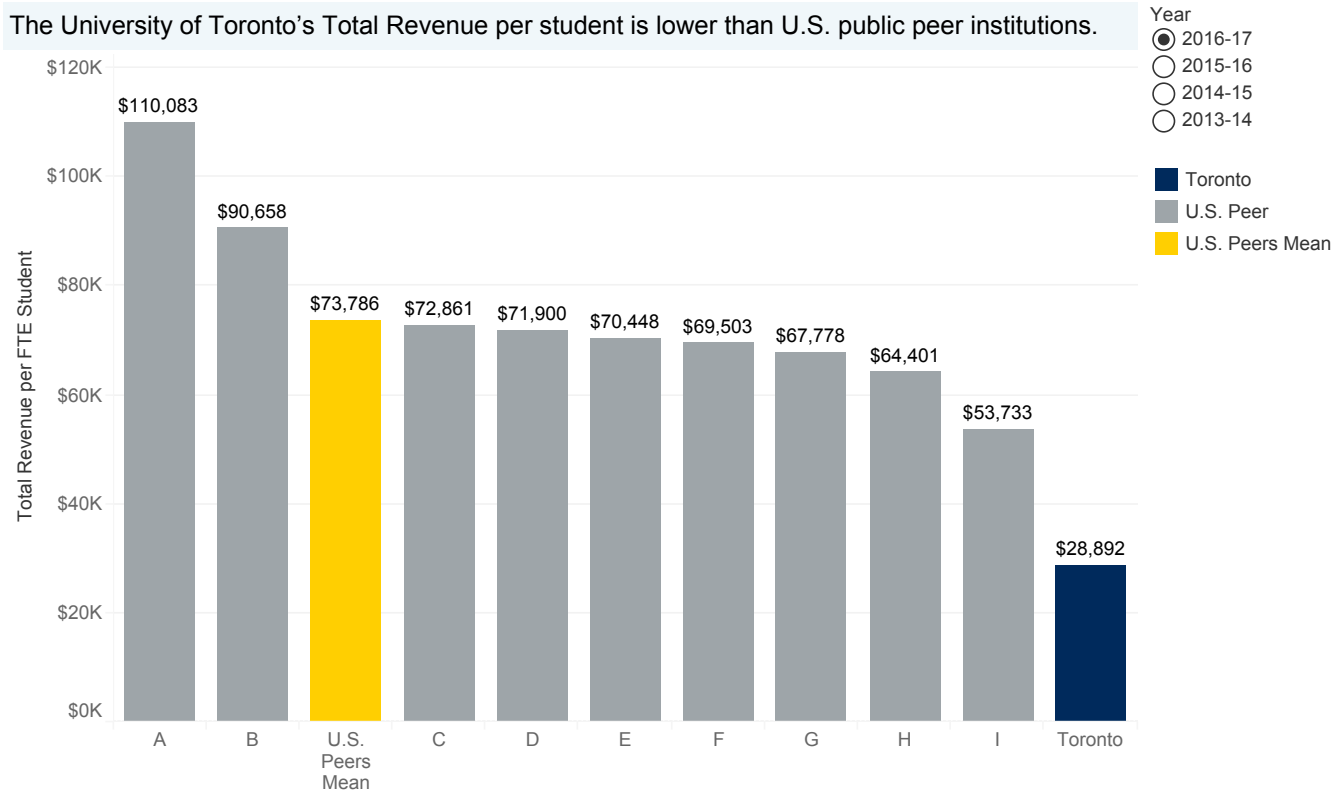
### Total Revenue per FTE Student

**Performance Relevance:**

Total funding on a per student basis compared to U.S. peers provides a measure of the University’s resource situation. We have provided comparisons with nine of our U.S. public peers.

**Total Revenue per FTE Student, University of Toronto Compared to U.S. Public Peers (US Funds)**

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



**Notes (Figure E-3-f):**

1. Data source: AAUDE
2. Each of the code A to J represents different U.S. peer institution for different year. For example, A in 2014-15 and A in 2013-14 might represent different institutions.
3. All Revenues exclude Hospital/Medical Centre Revenues.
4. U.S. Peer Mean excludes U of T.
5. Data for University of Washington is unavailable.
6. U of T figure converted to U.S. funds using an exchange rate of 0.8252 as at April 30th 2015.

## Funding and Finances

Central Administrative Costs PR	Central Administrative Costs	Revenue	Endowment	Financial Health PR	Debt Burden Ratio	Viability Ratio	Credit Rating
---------------------------------	------------------------------	---------	-----------	---------------------	-------------------	-----------------	---------------

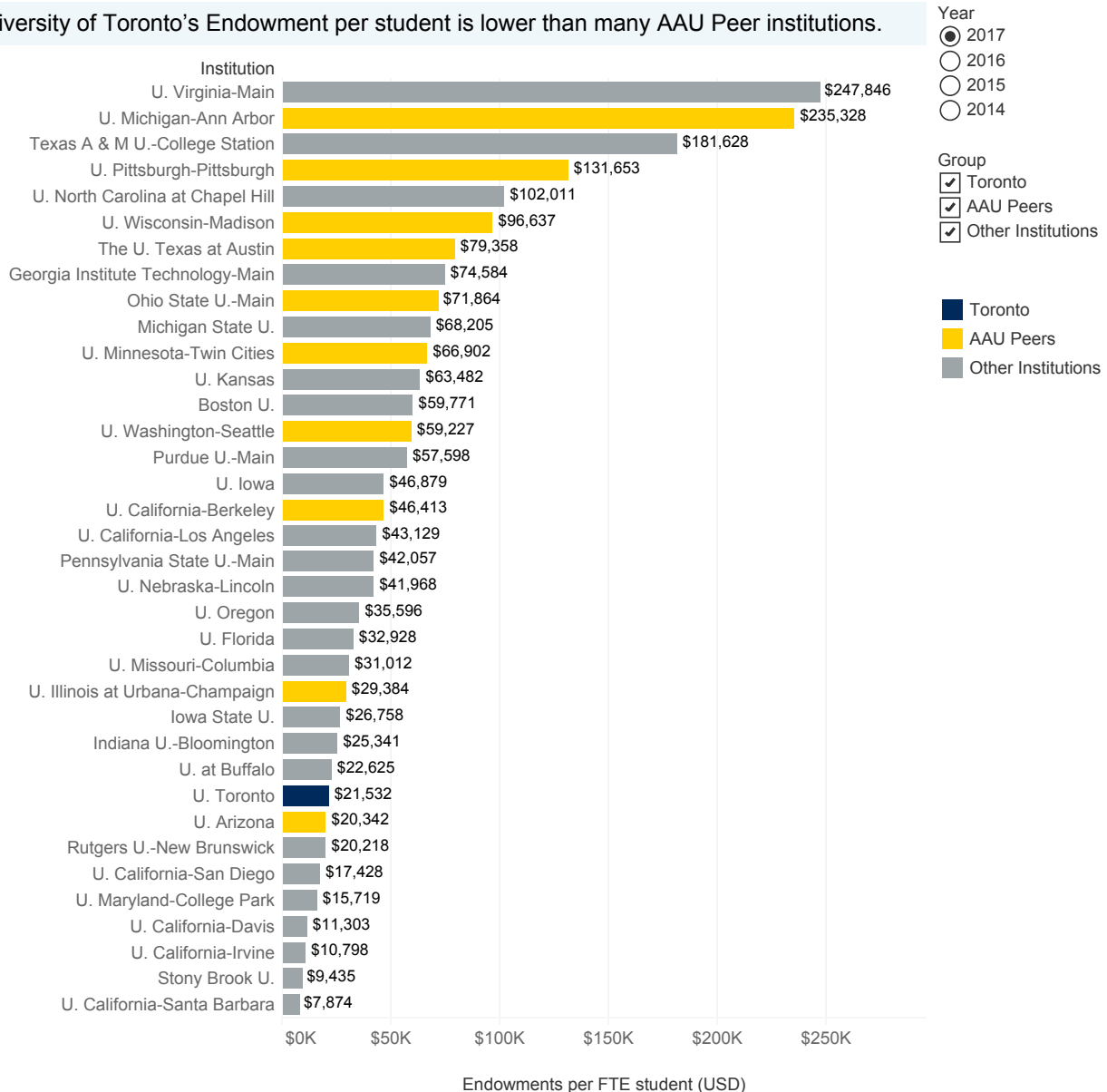
### Endowment per Student

#### Performance Relevance:

The University of Toronto's endowment provides support for scholarships, teaching, research and other educational programs now and in the future. Endowments came under pressure at many universities during the global economic crisis in 2008-09.

#### Top Endowments at AAU Public Institutions per FTE Student

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



#### Notes:

1. Data source: IPEDS website
2. U of T figure converted to US dollars at an exchange rate as at April 30, 2017.  
<http://www.bankofcanada.ca/rates/exchange/10-year-converter/>



## Funding and Finances

Central Administrative Costs PR	Central Administrative Costs	Revenue	Endowment	Financial Health PR	Debt Burden Ratio	Viability Ratio	Credit Rating
---------------------------------	------------------------------	---------	-----------	---------------------	-------------------	-----------------	---------------

### Financial Health

#### Performance Relevance:

Information on the debt burden ratio, viability ratio and credit ratings of the University of Toronto is useful to governors to assess the University's capacity to service and repay debt. Credit ratings are good indicators of the University overall financial health, as assessed by independent credit agencies. Key credit rating criteria also include diversity of revenues and strength of student demand.

The debt burden ratio (principal + interest divided by total expenditures) is the key financial indicator in determining debt limit. It indicates how much debt the University can afford. It is expressed as the percentage of debt service cost to total expenditures. A low percentage indicates less strain on the University's budget to service debt. The maximum debt burden ratio (for total internal and external debt) has been set at 5%, so the actual debt burden ratio should be below 5%. For 2018, the actual ratio was 3.4%.

A secondary ratio that is taken into consideration in setting the maximum debt limit is the viability ratio (expendable resources that includes deferred contributions, divided by debt). It indicates the amount of funds on hand that could be used to repay the outstanding debt. The ratio is expressed as times coverage, and a higher ratio indicates higher capacity to repay debt. The lowest threshold for total external and internal debt is set at 0.8, so it is desirable to have an actual rate above 0.8. For 2018, the actual viability ratio was 1.9, which is above 0.8.

The University has three credit ratings – from Moody's Investors Service, from Standard and Poor's and from Dominion Bond Rating Service. The following table shows the credit rating definitions and the ratings assigned to those of our U.S. and Canadian peers. The University of Toronto is ranked at the same level as or higher than the Province and is ranked higher than several of our peers. Many factors are brought to bear in determining credit ratings at any given point in time. The University of Toronto uses credit ratings as a guide, but not a constraint, in determining borrowing levels. The goal is to maintain a credit rating at a level that will permit it to borrow to meet the needs of the University on a cost effective basis.

## Funding and Finances

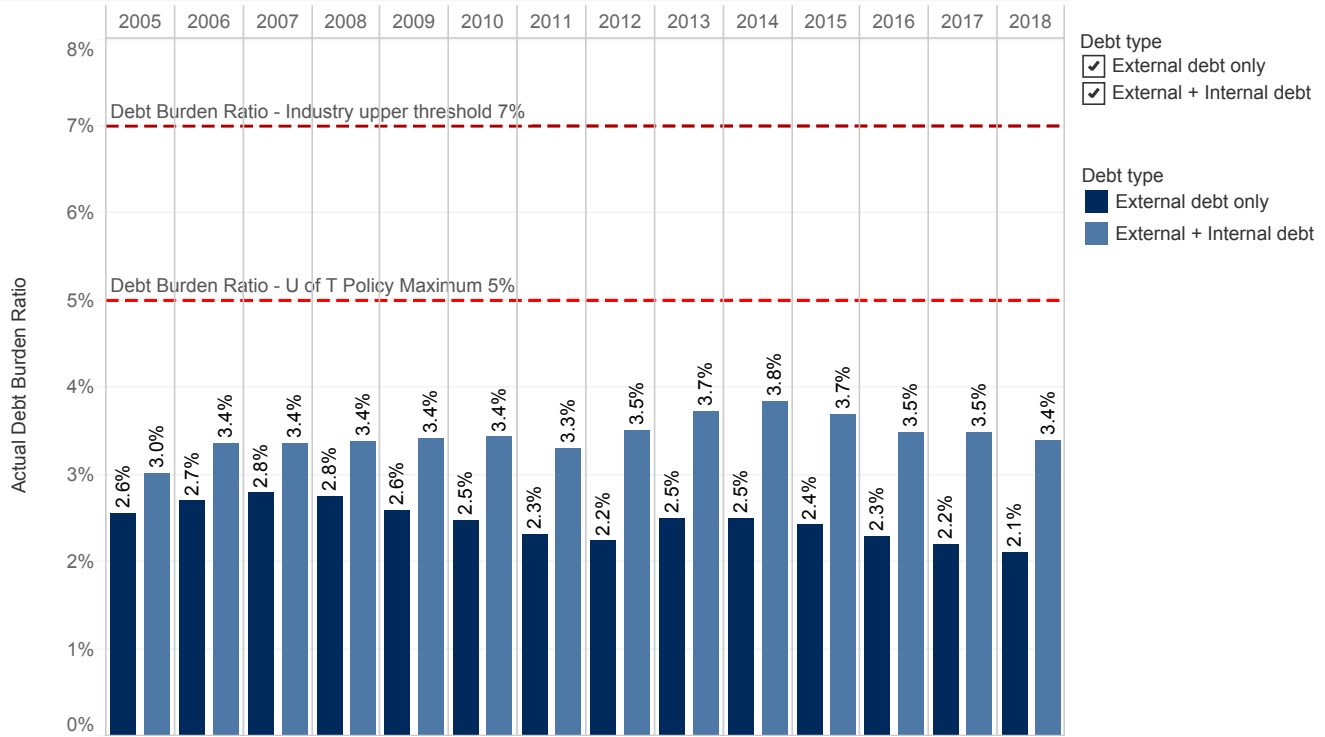
Central Administrative Costs PR	Central Administrative Costs	Revenue	Endowment	Financial Health PR	<b>Debt Burden Ratio</b>	Viability Ratio	Credit Rating
---------------------------------	------------------------------	---------	-----------	---------------------	--------------------------	-----------------	---------------

### Debt Burden Ratio

The Debt Burden Ratio (principal and interest divided by total expenditures) is an indicator of how much debt the University can afford. A low percentage indicates less strain on the University's budget to service debt.

The University of Toronto's Debt Burden Ratio is stable and comfortably below the University's policy. It is also considerably lower than the industry threshold.

Year  
All values



Note:

1. Data source: Financial Services Department.

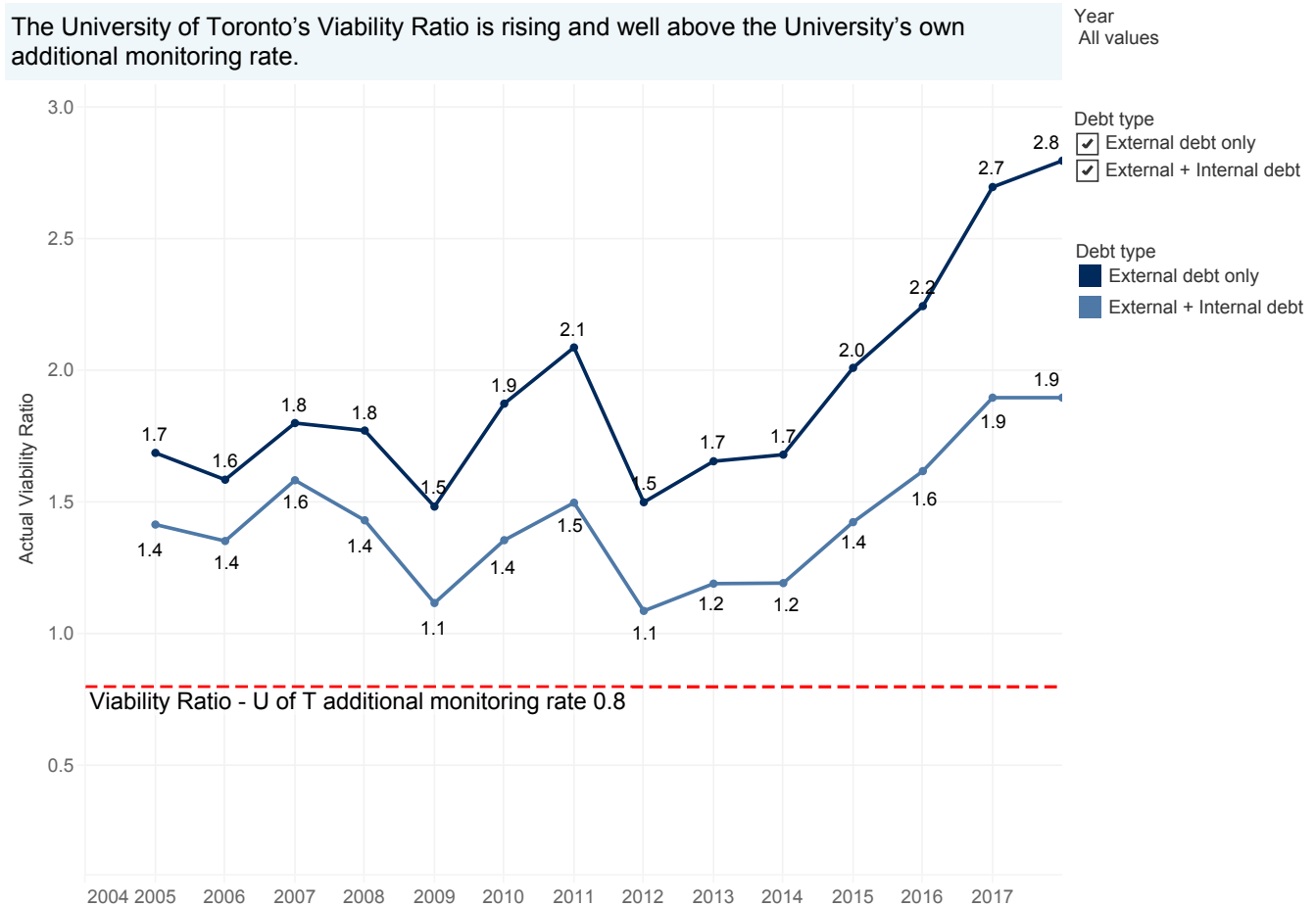
## Funding and Finances

Central Administrative Costs PR	Central Administrative Costs	Revenue	Endowment	Financial Health PR	Debt Burden Ratio	<b>Viability Ratio</b>	Credit Rating
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### Viability Ratio

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

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



**Note:**

1. Data source: Financial Services Department.

## Funding and Finances

Central Administrative Costs PR	Central Administrative Costs	Revenue	Endowment	Financial Health PR	Debt Burden Ratio	Viability Ratio	Credit Rating
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### Credit Rating, University of Toronto Compared to US and Canadian Peers

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

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

Institution	Moody's Investors Service	Standard & Poor's	Dominion Bond Rating Service	Year
University of Michigan	Aaa	Aaa		<input type="radio"/> 2017
University of Texas system	Aaa	Aaa		<input type="radio"/> 2018
University of Washington	Aaa	AA+		<input type="radio"/> 2017
University of California	Aa2	AA		<input type="radio"/> 2018
University of Illinois	A1	A-		<input type="radio"/> 2017
University of Minnesota	Aa1	AA		<input type="radio"/> 2018
University of Pittsburgh	Aa1	AA+		<input type="radio"/> 2017
Ohio State University	Aa1	AA		<input type="radio"/> 2018
University of Arizona	Aa2	AA-		<input type="radio"/> 2017
PROVINCE OF ONTARIO	Aa2	A+	AA(low)	<input type="radio"/> 2018
University of Toronto	Aa2	AA+	AA	<input type="radio"/> 2017
McMaster University		AA	AA	<input type="radio"/> 2018
Queen's University		AA+	AA	<input type="radio"/> 2017
University of Western Ontario		AA		<input type="radio"/> 2018
University of Ottawa	Aa2		AA(low)	<input type="radio"/> 2017
University of British Columbia	Aa1	AA+		<input type="radio"/> 2018
McGill University	Aa2	AA-		<input type="radio"/> 2017

**Note:**

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