

Performance Indicators 2020

A Summary Report of the 2020 Performance Indicators for
Governance

April 2021
Planning and Budget Office



Figures

Figure 1: COVID-19 Emergency Grant - Cumulative Grant Awarded	5
Figure 2: Undergraduate and Graduate Online Course Registrations	6
Figure 3: Instructional Room Utilization by Capacity	7
Figure 4: Daily Number of Devices Connected to Wi-Fi	7
Figure 5: COVID Related Research Publications	11
Figure 6: International Rankings	11
Figure 7: Other Ranking Results	11
Figure 8: Parental Income & Student Support (OSAP)	15
Figure 9: Student Aid Expenditures (Student Aid per FTE)	16
Figure 10: Accessibility Services	16
Figure 11: NSSE Survey Results (2020 vs. 2017)	17
Figure 12: International Student Enrolment	18
Figure 13: Students Participating in International Experiences	19
Figure 14: Graduates with Experiential Learning	20
Figure 15: 2nd Year Retention & 6-year Graduation Rate	21
Figure 16: Employment Rate 2 years After Graduation	22
Figure 17: Research Funding by Sector (2019-20)	23
Figure 18: Total Number of Citations (2015-2019)	24
Figure 19: Research Based Start-up Companies	24
Figure 20: Student Faculty Ratio (2012-2019)	26
Figure 21: Course Teaching by Instructor Type	26
Figure 22: Self-Identified Ethno-Cultural Identities	28
Figure 23: Self-Identified Representation	28
Figure 24: Deferred Maintenance	30
Figure 25: Tri Campus Total Scope 1&2 eCO2 Emissions	30
Figure 26: Waste	31

Tables

Table 1: SMA Metric Performance, 2020-21	10
--	----

Table of Contents

Overview	2
Impact of COVID-19	4
External Environment	9
Strategic Mandate Agreement	9
International Rankings	9
Performance Indicator 2020 Highlights	13
Student Aid, Accessibility & Well-being	14
National Survey of Student Engagement	17
International Student Enrolment	18
Students Participating in International Experiences	19
Experiential Education	19
Graduate Rates & Graduate Employment	21
Research	22
Innovation, Commercialization & Entrepreneurship	23
Faculty Teaching & Class Size	23
Employment Equity	25
Deferred Maintenance	29
Infrastructure & Sustainability	29
Summary	33
Appendix	35
The Full Suite of Performance Indicators	36
Other Resources & Reports at the University	36

Overview

This summary report – a companion to the data presented in the 2020 Performance Indicators for Governance – is intended to provide additional insight and context to the annual update of metrics and indicators. The report describes factors in the internal and external environment that are driving changes in the University’s performance and assesses how well the performance indicators are measuring progress toward achieving the University’s strategic objectives.

Although the COVID-19 pandemic has had an impact on many aspects of the University’s operations most of the Performance Indicators are retrospective in nature and COVID-19 related impacts are yet to be made apparent. The University will continue to assess the impact of COVID-19 and will identify its lasting impact on Performance Indicators in future years. In the interim, this report provides supplementary data as an early indicator of the impact that COVID-19 has had on the teaching, research, and operations of the university.

The Performance Indicators for Governance aim to encapsulate the performance of the University across all areas of activity, with a focus on research and teaching. The Indicators include more than 110 interactive charts and tables and over 3,000 unique data points and are available on the University website¹. The data come from a wide variety of sources including:

- internal University administrative systems such as the student registration system and human resources information system;
- federal and provincial governments and other non-governmental agencies;
- data sharing agreements with the Association of American Universities Data Exchange (AAUDE) and the U15 Data Exchange;

- surveys of our students and alumni; and
- third-party sources, such as databases of research publications.

Some indicators reflect the University’s absolute size in terms of its student body, research activity, and resources, while others reflect the University’s relative performance in proportion to its size. This report aims to find an appropriate balance between size-dependent and ratio-based indicators. This report frequently provides comparator data for the University’s peer institutions. These include Canadian peers who are members of the U15 (<http://u15.ca/our-members>) and a select group of large, multidisciplinary, U.S. public institutions that are members of the Association of American Universities, namely: the University of Arizona; the University of California, Berkeley; the University of Illinois at Urbana Champaign; the University of Michigan - Ann Arbor, the University of Minnesota Twin Cities, Ohio State University, the University of Pittsburgh, the University of Texas at Austin, the University of Washington (Seattle), and the University of Wisconsin - Madison.

There is a wide array of accountability reports published by the University of Toronto, many of which provide additional information to complement the Performance Indicators for Governance (see Appendix). The Performance Indicators report forms an important resource within this framework of

¹ University of Toronto Performance Indicators for Governance (<https://data.utoronto.ca/performance-indicators/>)

accountability and transparency at the University of Toronto and aims to provide representative measures of performance across all areas of activity. In cases where other University reports rely on identical data, this report endeavours to provide consistent data and context. However, given the different publication schedules, reports may differ when different time periods are assessed.

No set of aggregate metrics and indicators can capture the complexity, diversity, and richness of the University of Toronto. Nevertheless, robust indicators give a sense of the performance of the University over time and, where appropriate, benchmark the University's performance against that of our peer institutions. The metrics and indicators in this report have been selected based on their relevance to the University's mission, academic priorities, and the ability to capture robust and consistent data. In most cases, the metrics and indicators in this report show improving performance, but there is no intent to limit the scope of the report to areas of success; areas that warrant attention are identified and used to inform future investments and allocation of resources.

Impact of COVID-19

The global COVID-19 pandemic has had an unprecedented impact on all operations of the university. The following section provides some early indicators of that impact, along with examples of how the University has responded with innovation and resourcefulness to address the challenges caused by COVID-19.

Supporting Students & Programs

Despite the significant uncertainty created by the pandemic, the University was able to successfully deliver the vast majority of academic programs in alternative formats, adapting to fast changing public health regulations as necessary. The incoming undergraduate class for Fall 2020 was 0.2% larger than that of Fall 2019, including the largest incoming cohort of international undergraduate students in the University's history.

In the spring of 2020, the University established a COVID-19 Emergency Grant to assist current domestic and international students impacted by COVID-19 and who needed immediate short-term financial relief because of unexpected expenses. The program was designed to help students cover basic expenses and continues in 2021. By the end of December 2020, the University had disbursed more than \$9 million in emergency financial assistance to more than 6,500 undergraduate and graduate students to cover unexpected costs arising from the pandemic.

Public health and travel restrictions posed unique challenges for the international mobility of the University's students. Many students who live outside Canada chose to begin their studies remotely, and the University made additional investments to ensure reliable access to online learning for students around the globe. In October, the Federal Government approved the University of Toronto's COVID-19 Readiness Plan, allowing international students enrolled at the University to enter Canada. As part of its plan, the University provided students who elected to enter the country with support and accommodation during the 14-day quarantine period. Since August 2020 over 2,400 students have registered for arrival and quarantine.

Many students who were participating in international experiences during the winter term of 2020 had to cut short their activity and return home as the pandemic progressed. While international travel has been curtailed due to the pandemic, the university has continued to foster global engagement opportunities through Global Classrooms, through which courses or parts of courses are co-taught with instructors from other regions of the world.

One of the earliest and most significant impacts of the pandemic was adapting academic programs for delivery in alternative teaching formats. In the summer of 2020, as classes shifted away from in-person teaching, many students took advantage of alternative class formats, and total undergraduate course enrolment increased by 19% relative to summer 2019.

Prior to the onset of the pandemic online course registrations had seen modest increases, however, the impact of the pandemic was transformational. In summer 2020 there were 90,835 registrations for on-line courses, increasing to more than 500,000 in the fall. This compares to just 2,030 and 9,141 for the same terms in the 2019 calendar year.

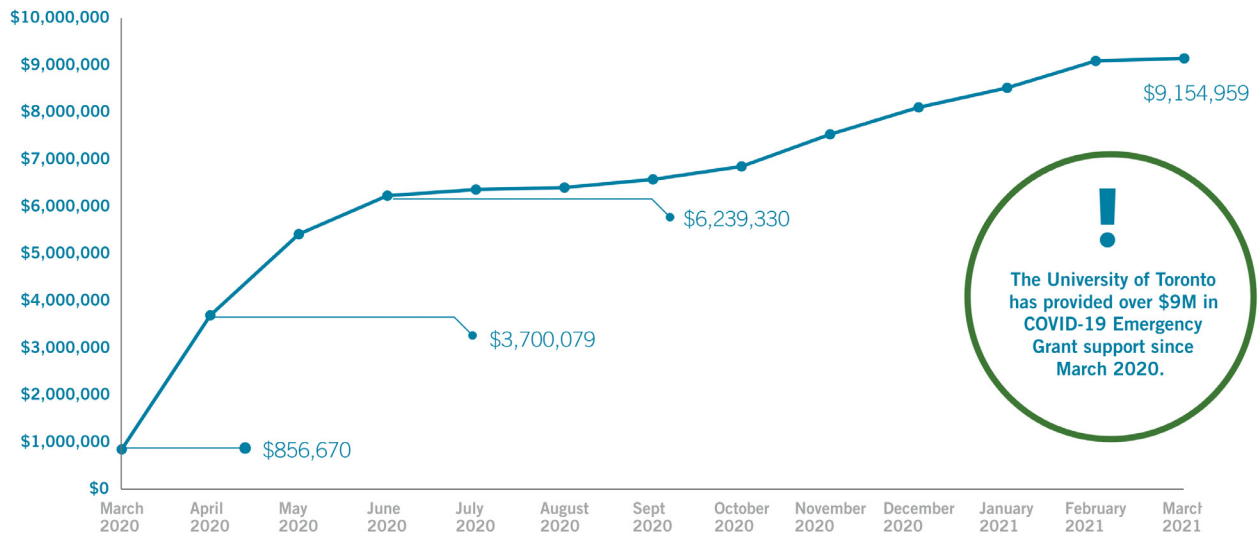
The University has an extensive network of centres of teaching and learning support that provide a variety of supports to both students and instructors. The pandemic has had an impact on the volume of requests, the nature of the support required, and the way in which support is provided.

As 2020 progressed these centres provided support to faculty members as they adapted courses for alternative delivery, including advice and strategies for teaching online. Many of the workshops that were offered were new or significantly enhanced

Figure 1

COVID-19 Emergency Grant, Cumulative Grant Awarded

2020



from previous offerings to reflect the new online tools and technology-enhanced teaching methods available. Highlights include:

- The Centre for Teaching Support and Innovation at the St. George Campus doubled the number of workshops offered in the Summer term and saw participation increase five-fold with over 1,300 attendees in the summer term alone. Online resource usage over the summer was 50% higher than the previous year. The Teacher Assistance Training Program (TPAP) saw a two-fold increase in participation in training sessions and workshops, and a three-fold increase in TA Day participation.
- The Robert Gillespie Academic Skills Centre at UTM saw a 140% increase in individual consultations, a 300% increase in participation in Teaching-Learning Collaboration workshops and facilitated Remote Teaching events for 461 attendees.
- Centre for Teaching and Learning at UTSC saw a 208% increase in individual consultations and a 242% increase in participation in Teaching and Learning Workshops. There were more than 300 participants.

Historically, the UTM and UTSC centres have also provided

direct learning support to students in face-to-face formats. Throughout the pandemic several innovative approaches were taken to transform supports into online offerings:

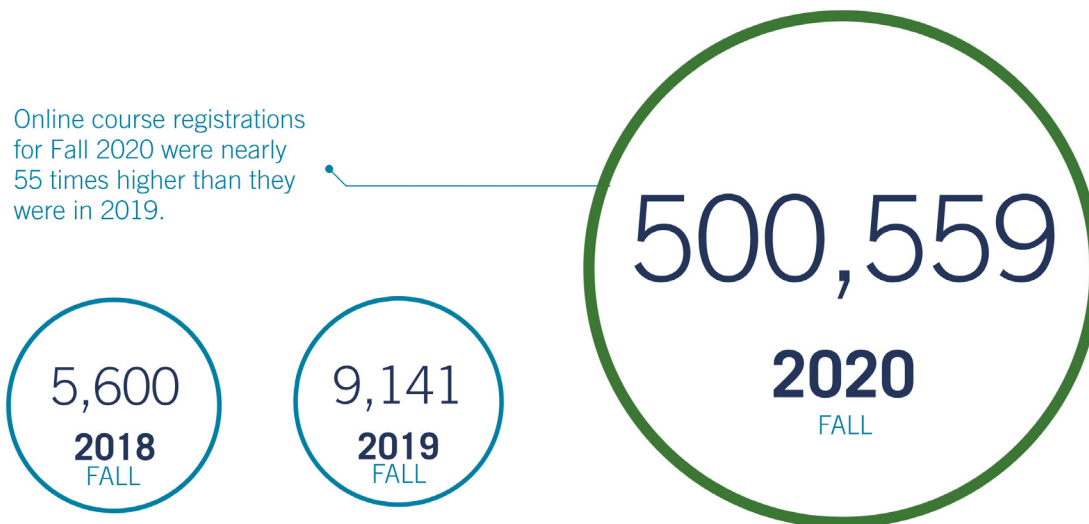
- The Robert Gillespie Academic Skills Centre offered one-on-one appointments online as a replacement for drop-in consultations. They also transitioned to online Facilitated Study Groups (FSG); a form of supplemental instruction embedded into courses that operate on a peer-to-peer learning model. Uptake of the program declined compared to the previous year, and the Centre responded by increasing in-lecture promotion, additional recruitment of facilitators, an increased focus on initial training and engagement in Blackboard Collaborate, and the addition of nine new courses to the FSG program.
- The Centre for Teaching and Learning at UTSC also transitioned Facilitated Study Groups to an online format and there was a 25% increase in participation. Despite the transition to online formats, the volume of writing support was sustained, and English Language Development support increased by 8%.

Blackboard Collaborate was the main university-provided tool used by instructors to host online meetings including lectures and office hour meetings. Usage jumped thirty-fold

Figure 2

Undergraduate & Graduate Online Course Registrations

2018-2020



from less than 3,000 sessions per month pre-pandemic to over 93,000 sessions in September. Individual instructors may have used alternative collaboration tools and the actual number of online meetings will be even higher.

The University's libraries were required to adapt to alternative service models and saw an increased uptake of virtual services. The online chat service AskChat saw usage levels double compared to the previous year, and the Information Commons Help Desk saw the number of questions it received increase by 38%. The library's MyMedia audio/video archiving and streaming service is used by many instructors to stream lecture videos. Ten times as many videos were uploaded monthly compared to pre-pandemic levels, with a peak of over 15,000 uploads in October 2020.

Usage of electronic books and journals increased by 21%, and the library launched the HathiTrust Emergency Temporary Access Service which provides digitized copies of books when a physical copy was unavailable because of pandemic restrictions. Users accessed more than 27,000 unique books with more than 49,000 individual loans using the service.

In response to the ongoing COVID-19 pandemic, the University implemented an array of new measures, protocols and procedures to deliver a world-class educational experience while keeping students, staff, faculty, and librarians safe and

healthy. The efforts of the University community in 2020 were instrumental in ensuring continuity of academic programs throughout an unprecedented global shutdown. Although levels of on-campus activity were significantly reduced, some faculty and staff remained on campus to support critical research and student services.

Although alternative teaching formats were the primary delivery method of instruction during the pandemic, in-person teaching was conducted within the allowable scope of public health guidelines. The implementation of physical distancing guidelines impacted the utilization of classroom facilities and small numbers of students were hosted in larger classrooms to ensure that distancing was maintained.

Since October 2020, any faculty, staff, or student planning to be on campus were required to complete a UCheck² COVID-19 self-assessment before each visit. In total there have been 25,726 assessments completed since implementation. Average use climbed from about 700 check-ins per day in early fall to about 3,200 check-ins per day in late November. During Toronto's second lockdown period check-ins dropped back to around 800 per day.

Wi-fi traffic gives another indication of the level of on campus activity and the number of devices connected to the network (a proxy for the number of people on campus). The number of

2 University of Toronto, UCheck COVID-19 Self-Assessment (<https://ucheck.utoronto.ca/>)

Figure 3

Instructional Room Utilization by Capacity

2018-2020



Convocation Hall, with the largest room capacity at 1,550 had a usage rate of 0% for 2020 academic year.

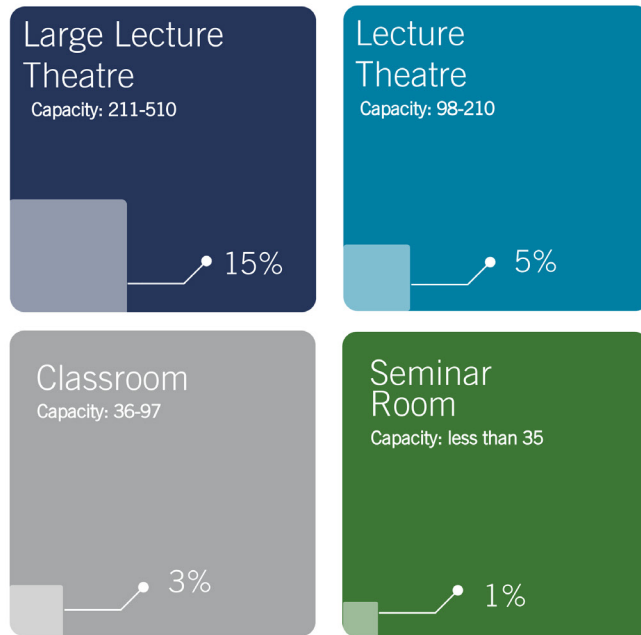
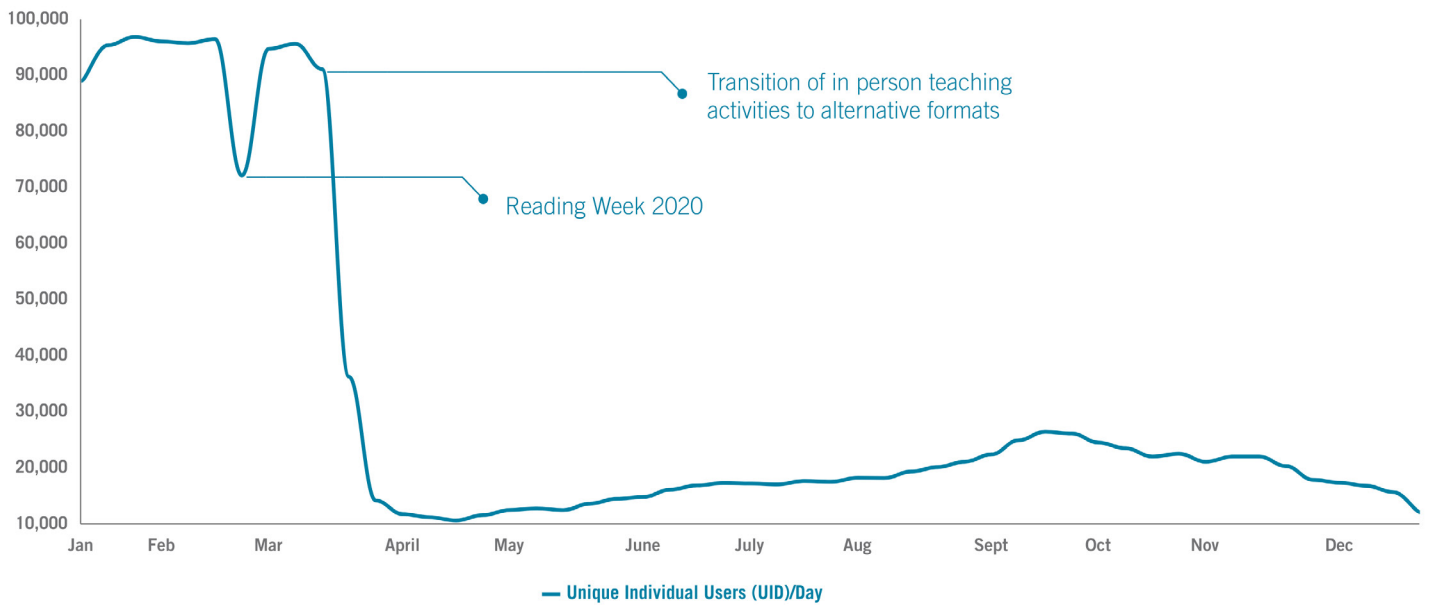


Figure 4

Daily Number of Devices Connected to Wi-Fi (St. George)



devices connected peaked in January and dropped to the low point of just 11% of that peak by mid-April 2020. Note that the dip in usage in mid-February is related to Reading Week and not the pandemic.

Research & Global Impact

The University has played a crucial role in the global research community's contribution to knowledge of the COVID-19 pandemic. Significant contributions have been made in a wide array of research areas including core clinical areas such as diagnostics, therapeutics, vaccines, and the clinical management of patients, as well as social- and policy-related research topics such as: epidemiological modeling, informing public health measures, environmental health and safety, logistics, socio-economic implications, and strategies to address mental health issues.

During the pandemic, the University's communications have played an important role in keeping students, staff, faculty, and the broader community informed and engaged. The University launched several COVID-19 web pages and two podcasts. The UTogether³ website received over one million views, the "What's Next?"⁴ podcast series attracted more than two million views and "The New Normal"⁵ podcast received over four hundred thousand views.

Many important initiatives and discoveries have been covered by the U of T News and there has been a high level of engagement with Canadian media. In 2020 there were 336 news stories relating to COVID-19 on the University website with almost 1.4 million page views. There were more than 200 reporter requests relating to the University's response to COVID-19 and pandemic experts across the University have been extensively utilized by media outlets; these factors drove coverage of the University in Canadian media up by 42% compared to the prior year.

The University's early response to the demand for research into COVID-19 was supported by more than \$42 million of COVID-19 related research funding. This includes more than \$10 million from the University of Toronto sponsored "COVID-19 Action Initiative"⁶, more than \$1 million from the "Ontario Together Fund"⁷, almost \$2.5 million from the "Canada

Foundation for Innovation COVID-19 Exceptional Opportunities Fund"⁸, and more than \$4.5 million from the Federal/Provincial COVID-19 Rapid Research Response programs.

Working with the School of Graduate Studies and the academic divisions, the Division of the Vice-President, Research & Innovation has been leading the co-ordination with university-wide units to support Research Adaptation and Recovery processes, protocols and supports for faculty members, graduate students and postdoctoral fellows.

The Centre for Research & Innovation Support (CRIS) provides a gateway to help faculty access the university's rich array of resources. Since the start of the pandemic, CRIS has been providing specialized programming and communications to support researchers as they pivot to new research methods, for example, adapting and reinventing research during the pandemic and beyond; planning for virtual research conferences; and resources for conducting COVID-19 Research.

The University looked to its many generous friends and benefactors to amplify its global research impact and support students affected by the COVID-19 pandemic. The University raised \$14.9 million from over 3,300 donors for COVID-19 fundraising appeals, the Emergency Student Bursary Fund, and the Toronto COVID-19 Action Fund. Of these donors, 59% were first-time donors to U of T.

There is typically a lag between the conduct of research and the publication of results in scholarly literature. However, the urgency of scholarly communication has resulted in significant numbers of research publications already becoming available. Analysis of these results shows that the University of Toronto is a world leader in COVID-related research and has more publications than any other university except for Harvard and the Huazhong University of Science in Technology in Wuhan, China. (Fig 5)

While the pandemic had an impact on all University activities, many of those impacts are not yet reflected in the data that appear in the annual Performance Indicators data set. The University will continue to assess the impact of COVID-19 as many of these early data are finalized and reflected in the University's performance indicators in future years.

3 UofT, UTogether Website (<https://www.utoronto.ca/utogether>)

4 "What's Next" Podcast Series, UofT (<https://www.utoronto.ca/news/u-t-launches-podcast-focusing-covid-19-public-health-challenges-and-next-steps>)

5 "The New Normal" Podcast Series, UofT (<https://www.utoronto.ca/news/new-normal-weekly-podcast-u-t-s-maydianne-andrade>)

6 UofT COVID-19 Action Initiative (<https://www.utoronto.ca/news/u-t-launches-action-fund-support-high-impact-research-battle-against-covid-19>)

7 Ontario Together Fund (<https://covid-19.ontario.ca/how-your-organization-can-help-fight-coronavirus>)

8 Exceptional Opportunities Fund (<https://www.innovation.ca/awards/exceptional-opportunities-fund-covid-19>)

External Environment

Strategic Mandate Agreement

The Ontario post-secondary education system operates under a differentiation policy framework.⁹ The framework is operationalized through a series of institutional Strategic Mandate Agreements, which specify the role of each university in the system and how each will build on institutional strengths to drive system-wide objectives and government priorities.

The University's third Strategic Mandate Agreement with the Province (SMA3)¹⁰ came into effect on April 1, 2020 and covers the period 2020-2025. With the implementation of SMA3, a significant portion of existing operating grant revenue will be re-directed to a differentiation envelope tied to performance metrics. For funding purposes, each university is measured against its own past performance, not against other institutions. Targets are established formulaically, taking into consideration past performance and the variability of results in recent years. Each target includes a range of allowable performance outcomes, with partial funding provided if performance falls below the allowable performance range.

As Canada's leading research-intensive university, performance-based funding allows the University to benchmark its strengths in areas such as innovation, research funding, and graduate employment, and have funding reflect its achievements in these areas. The Province has defined ten performance metrics for funding purposes as noted in the accompanying tables. The University has allocated its performance-based funding envelope among the ten metrics and may re-weight the metrics each year in response to changing priorities.

The following table shows results of the University's annual SMA performance evaluation for the year 2020-21. The University met all metric targets for this period.

Additional metrics of Experiential Learning, Research Revenue Attracted from Private Sources, and Graduate Employment Earnings will be activated in 2021-22, and the metric Skills and Competencies will be activated in 2022-23.

In the context of the COVID-19 pandemic, the government has confirmed that no performance-based funding will be at risk until at least 2022-23. The Ministry of Colleges and Universities (MCU) will engage in an annual review of performance outcomes and will evaluate potential COVID-19 impacts on targets for future years.

International Rankings

Rankings provide one aspect of the institution's performance and prestige and can be influential upon potential students, parents of students, faculty recruitment, donors, and international partnerships. Rankings results are not only a reflection of University performance but may be impacted by external factors such as methodological changes by the rankings providers, or wholesale changes in resources and capacity in other regions – for example the investments in post-secondary education and research seen in China in recent years.

The University is ranked #1 in Canada by all global rankings and is frequently ranked among the world's top 10 publicly funded universities. The University has exceptional breadth of excellence across all subject areas and is ranked among the top 50 universities globally in 43 subjects in the QS Subject Ranking, more than any other university in the world. The University of Toronto was the only university in Canada and one of only nine universities in the world to be ranked in the top 50 of all 11 of the THE subject rankings.

In 2020, the University's ranking position held steady across the rankings. Thus far the impact of the pandemic is not reflected in the rankings, as the underlying data they use are retrospective in nature. Impacts are expected in future years and are challenging to predict.

9 Ontario's Differentiation Policy Framework for Postsecondary Education, November 2013 http://www.tcu.gov.on.ca/pepg/publications/PolicyFramework_PostSec.pdf

10 Strategic Mandate Agreement 2020-2025: University of Toronto and the Ministry of Colleges and Universities <https://www.utoronto.ca/about-u-of-t/reports-and-accountability>

Figure 5

COVID-19 Related Research Publications

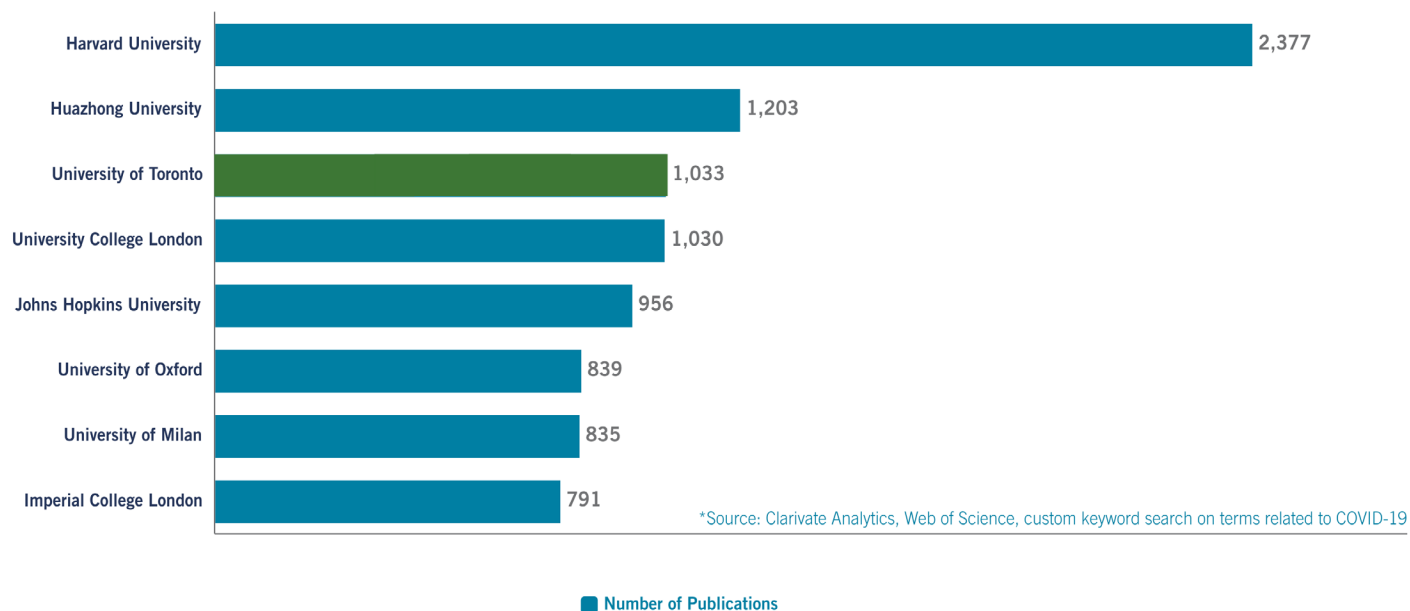


Table 1: SMA Metric Performance, 2019-20 vs 2020-21

SMA Metric Name	2019-20* Actual Performance	2020- 21 Target	2020-21* Actual performance	Target achievement
Graduate Employment Rate in a Related Field	87.31%	87.95%	88.22%	101.32%
Institutional Strength/Focus	42.54%	42.47%	42.70%	104.14%
Graduation Rate	81.11%	80.75%	80.83%	101.11%
Community/Local Impact of Student Enrolment	3.82%	3.81%	3.89%	103.28%
Economic Impact (Institution-specific)	314	294	362	196.00%
Research Funding and Capacity: Federal Tri-Agency Funding Secured	38.19%	37.86%	38.61%	106.25%

* The metrics are based on data lagging by one year for most indicators and for two years for Research Revenue Attracted from Private Sources.

Figure 6

International Ranking Results

2020

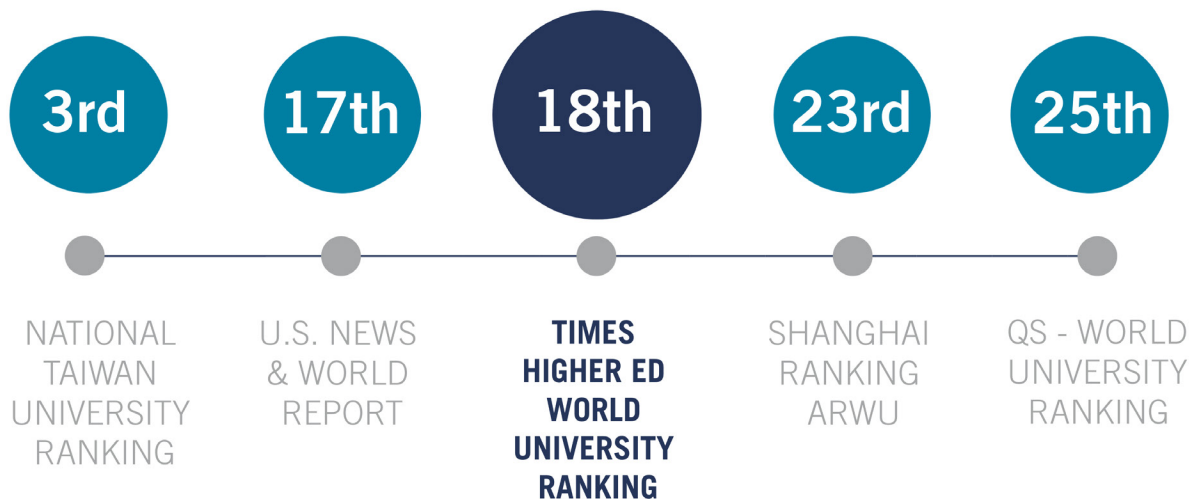


Figure 7

Other International Rankings

2020





Performance Indicators 2020 Highlights

Student Aid, Accessibility & Well-being _____	13
National Survey of Student Engagement (NSSE) ____	17
International Student Enrolment _____	18
Students Participating in International Experiences .	19
Experiential Education _____	19
Graduation Rates & Graduate Employment_____	21
Research _____	22
Innovation, Commercialization & Entrepreneurship _	23
Faculty Teaching & Class Sizes _____	23
Employment Equity_____	25
Faculty & Staff Diversity_____	27
Deferred Maintenance_____	29
Infrastructure & Sustainability_____	29

The Performance Indicators report endeavours to provide robust, timely, and relevant indicators and metrics. As such existing and new metrics are evaluated annually and added, modified, or dropped as appropriate.

Due to timing of data collection, some metrics are not updated every year.

The following provides some of the key highlights from this year's performance indicators, including results from the triennial National Survey of Student Engagement (NSSE) that was conducted in early 2020.

Student Aid, Accessibility & Well-being

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. The University continues to make significant investments in financial aid and leads Ontario in the amount of financial assistance it provides to students.

Of those students that are eligible for financial aid via the Ontario Student Assistance Program (OSAP), a large proportion of students at the University of Toronto (45%) come from families with low incomes. This is a significantly higher proportion than is typical for universities in Ontario (36%) and one percentage point higher than the previous year. Changes to OSAP eligibility introduced by the provincial government have resulted in a 10% reduction in the number of students receiving OSAP for the first time. The decline in the number of

students receiving OSAP impacted students from all parental income brackets but students in the highest impact bracket (>\$100,000) had proportionally a larger decline in the number of students receiving OSAP than other brackets.

In addition to financial support available through government loan and grant programs like the Ontario Student Assistance Program (OSAP), undergraduate and graduate students have access to a wide range of financial supports from the University of Toronto. Some are based on need, and others on measures of merit, such as academic achievement or leadership. There are supports for international and Canadian students as well as dedicated supports for students with disabilities. The university's undergraduate and graduate Scholarships and Bursaries expenditures per student exceed the Ontario average by 58%.

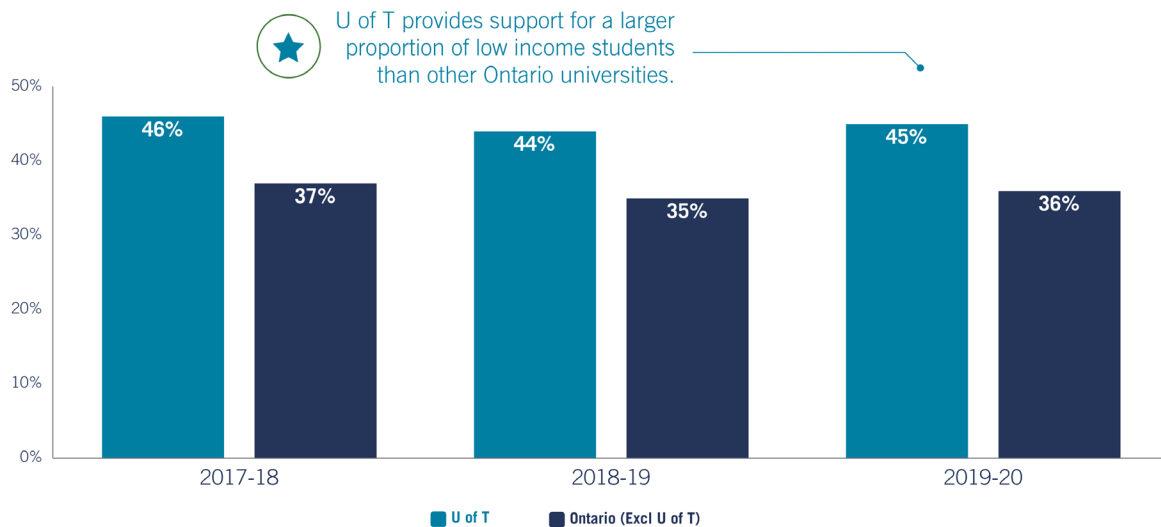
Access to a university education can be influenced by several factors, including disability. As such, efforts are made by the University of Toronto to not only attract individuals from varied backgrounds, but to also provide the support they need to successfully complete their studies.

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. Over the last decade, the number of students registered with Accessibility Services has increased by 13% per year. This is a reflection of an increase in the awareness of the resources that are available to students, their willingness to use them,

Figure 8

Parental Income & Student Support

2018-2020



and reflects the success of the University in attracting and supporting this population.

Student mental health is a priority for the University of Toronto. In May 2019 the Presidential and Provostial Task Force on Student Mental Health identified 21 recommendations to impact immediate, short-term, and long-term efforts to create a caring and safe campus environment at the University of Toronto. All recommendations were accepted in the University's response in January 2020. The University also established a new partnership with the Centre for Addiction and Mental Health (CAMH), whose expertise is helping to guide the implementation of recommendations¹¹.

During 2020 significant implementation steps were undertaken, the current status of the steps are available on the University website¹². Some of the initiatives are summarized below.

“Navi: Your Mental Health Wayfinder”¹³, is a student mental health virtual agent to help students navigate mental health supports. Since launch, in September 2020, there have been 14,745 interactions in total and 6,766 ongoing interactions.

The Student Mental Health Resource website¹⁴ – developed in consultation with students – allows students to find the mental health services they need quickly and easily as they are needed. The site also allows students to support their peers by suggesting mental health resources they have personally found valuable, with U of T clinicians and practitioners vetting and adding new resources to the site as appropriate. Since launch the service has had 21,312 visits from over 9,000 unique users.

The My Student Support Program, My SSP¹⁵, provides access to trained counsellors who can help students with issues ranging from academic stress and relationship problems to depression, loneliness and struggles navigating cultural and language barriers. On-demand support can be accessed over the phone in 35 languages, while support that is scheduled in advance is available in 146 languages. Since launch 2,100 individual students accessed the service more than 5,100 times.

11 CAMH, UofT Partnership (<https://www.utoronto.ca/news/u-t-partner-camh-overhaul-mental-health-services-students>)

12 Planning Policy on Student Mental Health <https://www.provost.utoronto.ca/planning-policy/student-mental-health/>

13 NAVI: Your Mental Health Wayfinder (<https://www.viceprovoststudents.utoronto.ca/navi/>)

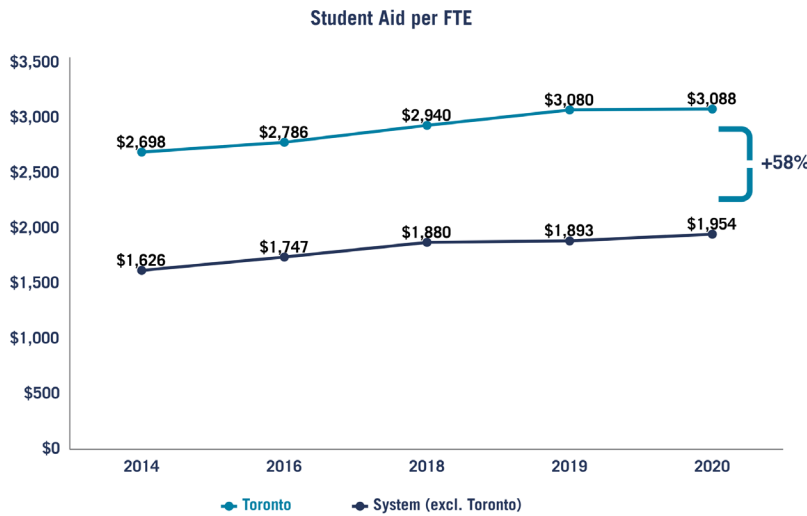
14 Student Mental Health Resources (<https://mentalhealth.utoronto.ca/>)

15 My Student Support Program (<https://studentlife.utoronto.ca/service/mysspl/>)

Figure 9

Student Aid Expenditures

UG and Graduate FTE



\$291 MILLION
Financial Aid Budget 2021-22

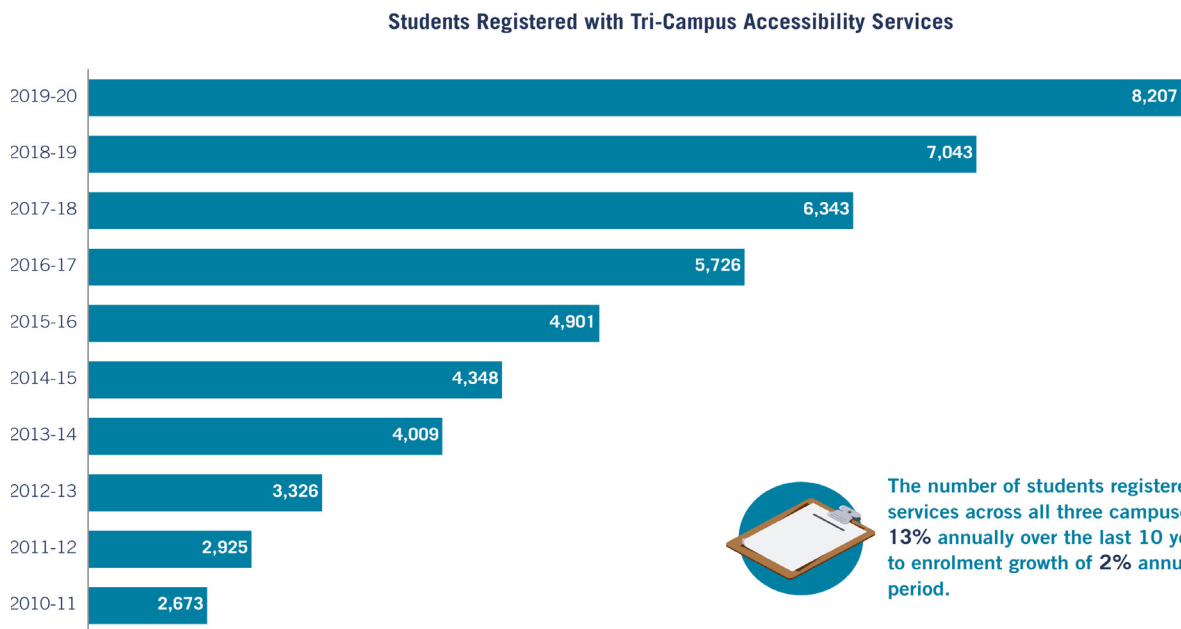
UofT's COMMITMENT TO FINANCIAL AID REMAINS

“ No student offered admission to a program at the University of Toronto should be unable to enter or complete the program due to lack of financial means. ”

*University of Toronto
Policy on Student
Financial Support (1998)*

Figure 10

Students Registered with Tri Campus Accessibility Services

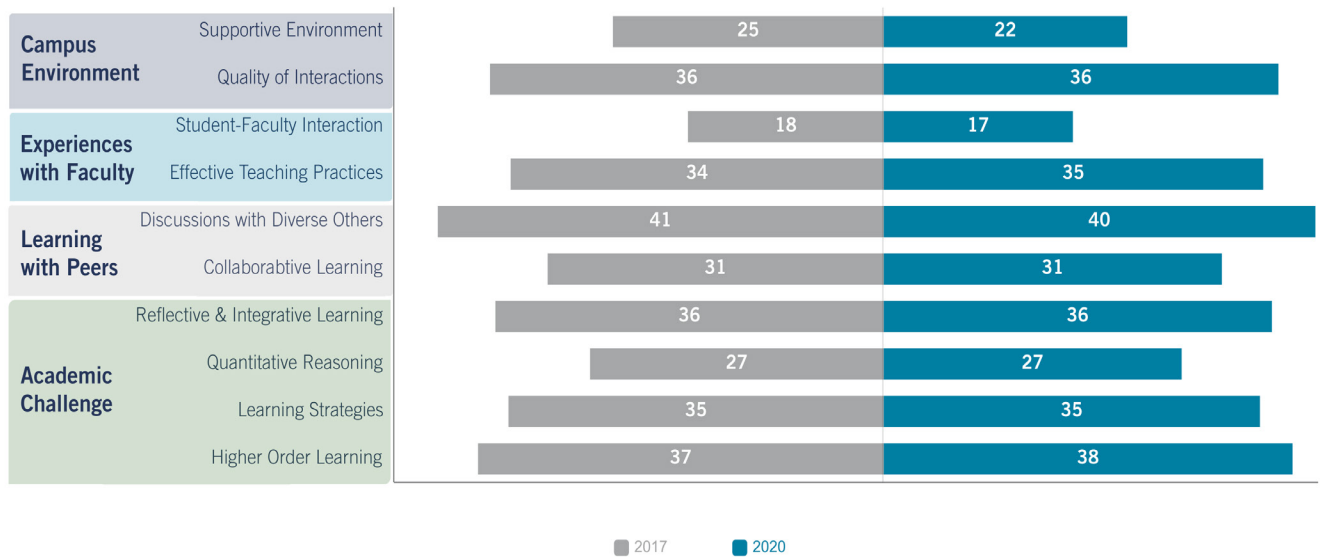


The number of students registered with accessibility services across all three campuses has increased by 13% annually over the last 10 years. This compares to enrolment growth of 2% annually over the same period.

Figure 11

NSSE Survey Results

10 Engagement Indicators (2020 vs. 2017)



National Survey of Student Engagement (NSSE)

The National Survey of Student Engagement (NSSE) is conducted once every three years on a coordinated schedule with other institutions in North America.

NSSE is not a satisfaction survey. Rather, it provides institutions with data on student participation and engagement in activities that support learning and personal development. The survey seeks to understand what types of academic, co-curricular and extra-curricular activities students participate in, along with understanding their relationships with faculty, staff, and peers.

The 2020 NSSE survey was conducted in February and March of 2020 and was in the field as the University transitioned from face-to-face to alternative formats. 76% of survey responses were received prior to that transition. Analysis of the results show that the survey responses before and after the implementation of remote teaching methods were not significantly different for most indicators. However, it is worth noting that the entire survey was administered in the context of emerging COVID-19 public health concerns

in February and March 2020, and this unprecedented event may have had some impact on student responses compared with those in 2017. The response rate for the survey was 31.5% with 10,088 responses in total. This compares to a response rate of 30.5% in 2017.

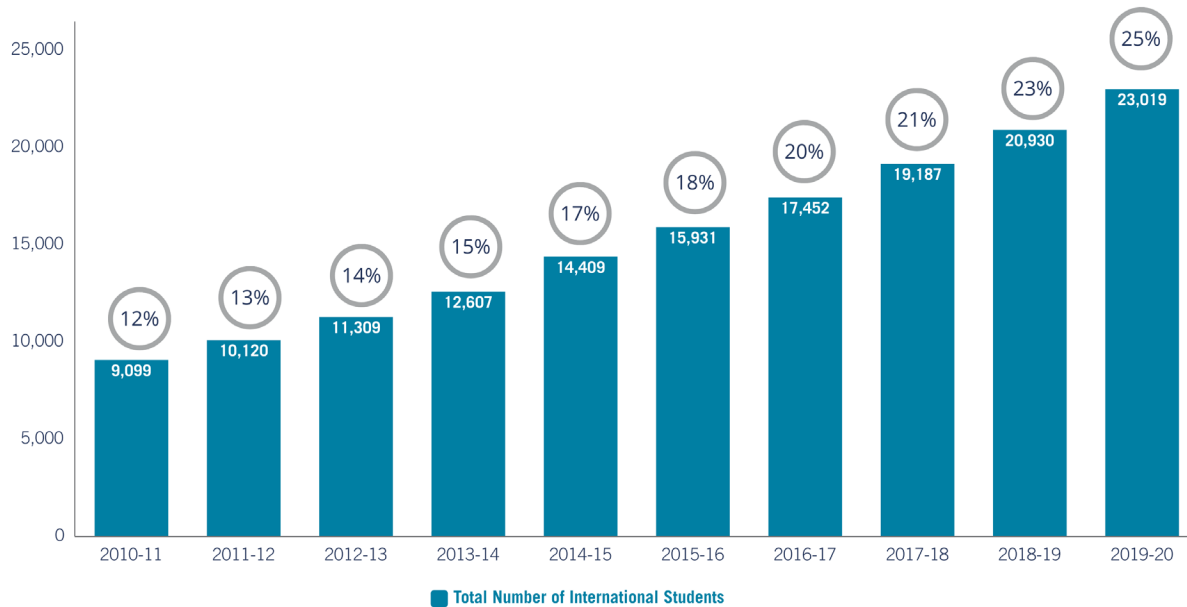
The NSSE results are a rich source of information about the way students engage with their academic and co-curricular activities. Detailed results and peer benchmarks relating to Engagement Indicators, High-impact practices, and student demographics are available in the Performance Indicators dataset and the forthcoming NSSE 2020 report.¹⁶

Engagement Indicators are summary measures that consolidate responses on related groups of survey questions examining key dimensions of student engagement and the results are highlighted in the chart above. Each engagement indicator measures practices that have positive associations with student learning and retention. The University's performance in the engagement indicators show continued improvement for most indicators. Some indicators have shown decline and warrant further attention to understand and react to the underlying causes. The University also

¹⁶ University of Toronto NSSE Results 2020 <https://www.viceprovoststudents.utoronto.ca/home/reports-consultations/>

Figure 12

International Student Enrolment



compares results to the U15 group of peer institutions. U of T compares favourably with U15 peers for almost every indicator except for the two “Campus Environment” indicators. U15 peers saw similar declines to U of T for the Supportive Environment indicators.

The detailed NSSE results indicate that U of T students scored lower in specific questions relating to support to succeed academically, providing support for overall well-being, and opportunities to be involved socially. These specific items provide insight into our strengths and areas where we are developing prioritized initiatives. Some of these initiatives are already underway for example extensive investments have been made into student mental health and well being (see examples elsewhere in this report). Additionally, during the summer of 2020, U of T launched a resiliency program in Academic Success providing a significant increase in investment of academic supports for U of T students. Further initiatives are under development, for example the Expert Panel on Undergraduate Student Educational Experience (USEE).¹⁷ These initiatives, and many more, have the potential to impact the responses in the Supportive Environment engagement indicator.

Each Engagement Indicator is calculated as the average score for the groups of survey questions that make up that indicator. The score is based on a 60-point scale which maps to the response options for each question. For example, if a question had four response options (never, sometimes, often, and very often) each response would be scored as 0, 20, 40 and 60 respectively. For more information see: <https://nsse.indiana.edu/nsse/survey-instruments/engagement-indicators.html>

International Student Enrolment

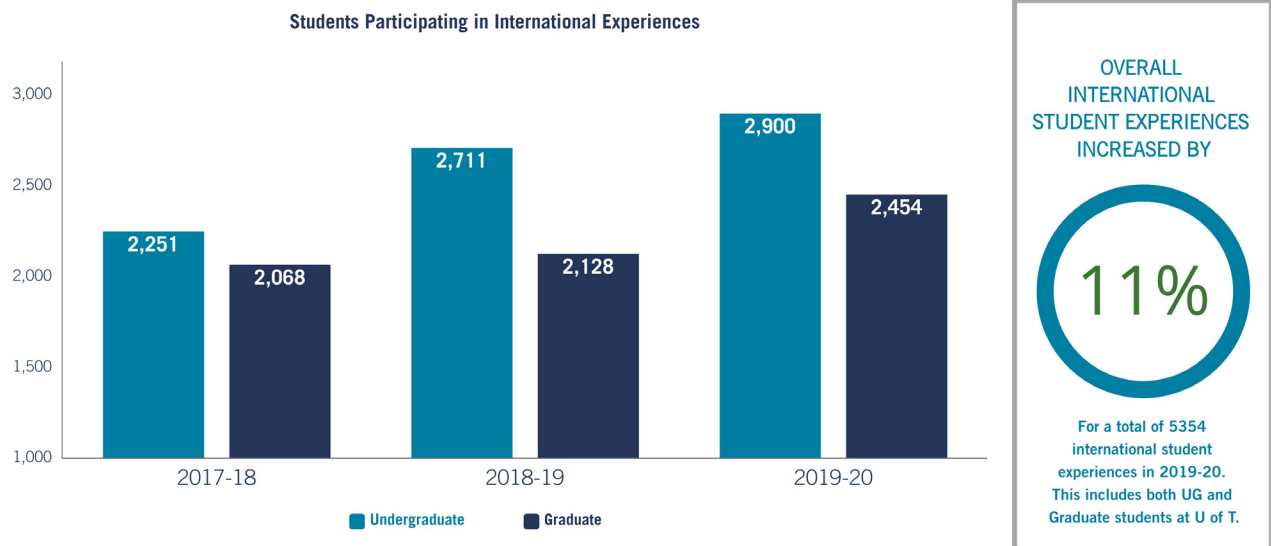
The University of Toronto aims to attract the best students from around the world. Increasing international student enrolment over time is an indicator of the effectiveness of our efforts to broaden the University’s international reputation. The number of international students and the proportion of all students that are international are continuing to rise.

The University’s excellent international reputation attracts students from 159 countries and regions. The top five

¹⁷ Expert Panel on Undergraduate Student Educational Experience (USEE) <https://www.provost.utoronto.ca/committees/expert-panel-on-undergraduate-student-educational-experience-usee/>

Figure 13

Students Participating in International Experiences



countries for undergraduate students are China (65%), India (6%), South Korea (3%), the United States (3%), and Hong Kong (2%). For graduate students, the top five countries are China (39%), India (12%), the United States (10%), Iran (5%) and South Korea (3%).

Divisions are pursuing recruitment strategies to attract international students from a diversity of global regions. Over the last three years, there has been a 52% increase in the number of students admitted from regions other than mainland China. The existing cohort of students will continue with their studies for several years and changes in the intake of students will continue to impact the overall enrolment statistics for several years.

Students Participating in International Experiences

As the world becomes more globally interconnected, there is also a growing emphasis on meaningful international experiences for students; whether through student exchange programs, study abroad programs, international work placements, or courses conducted with international field trips.

Prior to the COVID-19 outbreak, U of T was on track to have 24% of undergraduate students participating in an international experience during their program. This number was reduced to 21% as opportunities were cancelled due to the pandemic. Although the pandemic forced many students to cut short their international experiences the University continued to see growth of 11% in the number of international experiences compared to the previous year.

The University has made additional financial aid resources available to ensure these opportunities are accessible to all students, including \$2.1 million for needs-based awards to support learning abroad. As of April 2020, \$1.9 million had been committed to students. Due to COVID-19 travel restrictions, no further awards were made in 2020.

Experiential Education

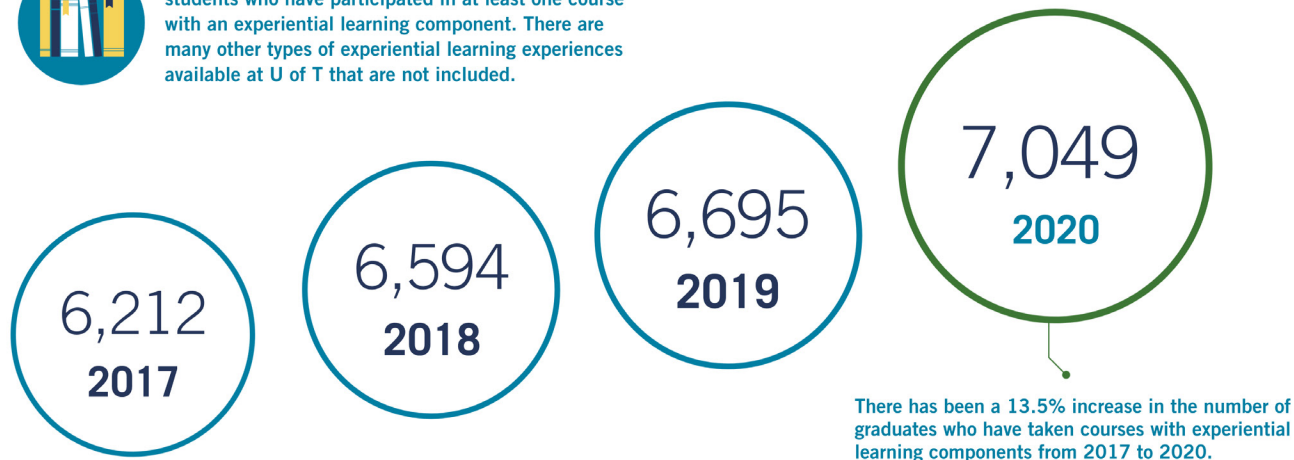
Experiential learning allows students to learn new skills, understand workplace practices, acquire new knowledge, and explore how academic experiences can help individuals contribute to the broader community and society. Expanding access to these high-impact experiential learning opportunities is a key priority for the University of Toronto.

Figure 14

Graduates with Experiential Learning



This analysis refers to the number of graduating students who have participated in at least one course with an experiential learning component. There are many other types of experiential learning experiences available at U of T that are not included.



In addition, the Province has included experiential learning as one of the metrics in the Strategic Mandate Agreement process. For purposes of the Strategic Mandate Agreement, the University's performance in experiential learning will be measured as the proportion of graduates in undergraduate programs who have participated in at least one course with a required experiential learning component.

The University operates several Experiential Learning programs:¹⁷

- The Professional Experience Year (PEY) at the Faculty of Applied Science & Engineering offers 12-16 consecutive months of full-time employment of meaningful work experience. Approximately 75% of engineering students participate in the Professional Experience Year. Many students were impacted by the COVID-19 Pandemic during 2020 but the majority continued their work experiences remotely. In 2020-21 1,082 students are participating in the PEY, 714 of them are Engineering students, the remainder are in other faculties.
- The U of T Scarborough Co-op Program has been in existence for more than 40 years and offers more

than 80 program options in the Arts, Science and Management disciplines. More than 1,500 students per year are hired locally or internationally every year. Graduates of the co-op program will have received 8-20 months of paid relevant work experiences.

- The Experiential Education Unit (EEU) at the University of Toronto Mississauga facilitates UTM academic units to offer, as a core feature of their curricula, various types of practical learning experiences which may include academic internships, practicum placements, project-based research, or domestic and international community engagement.

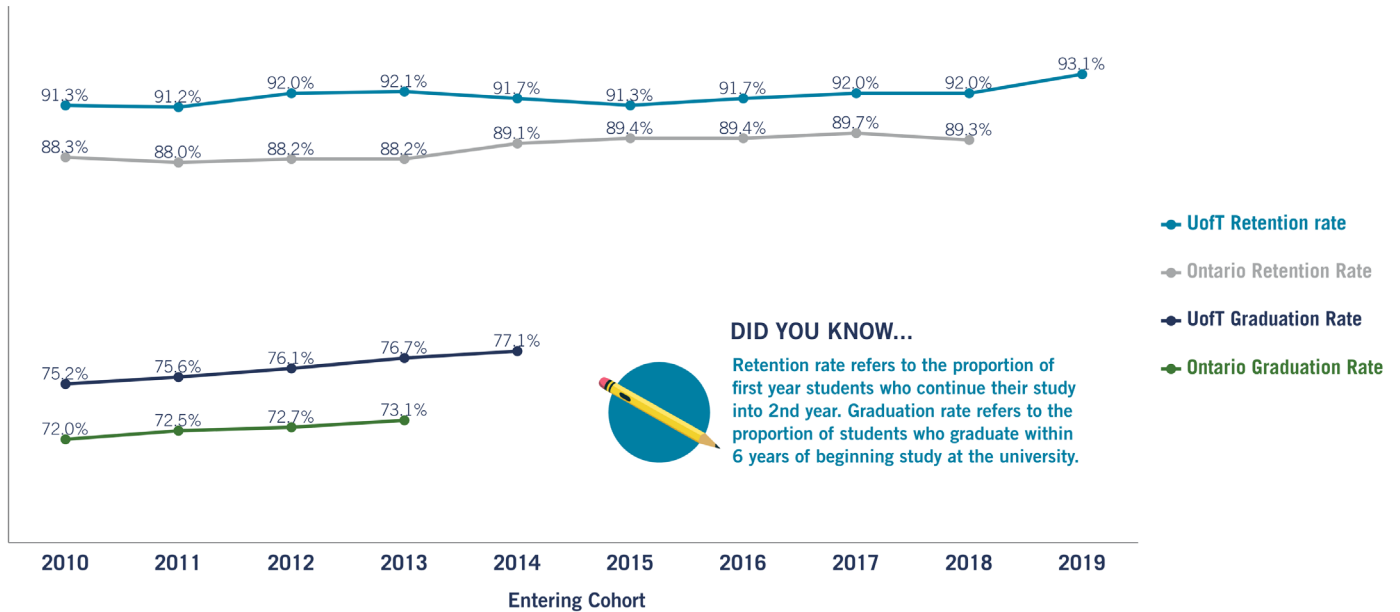
Additionally, the Arts & Science Internship Program will be launching in the fall 2021 and combines 12-20 months of paid work experience with professional development training.

In 2019 the University did a preliminary categorization of our undergraduate courses and programs to identify which of our graduates participated in experiential learning as part of their studies. The analysis was repeated in 2020 without any major changes. In the future this analysis will be enhanced as more experiential learning courses are identified and as

¹⁸ Experiential Learning Programs at the University of Toronto <https://future.utoronto.ca/academics/beyond-classes-global-co-op-experiential/>

Figure 15

2nd Year Retention & 6 year Graduation Rate



DID YOU KNOW...

Retention rate refers to the proportion of first year students who continue their study into 2nd year. Graduation rate refers to the proportion of students who graduate within 6 years of beginning study at the university.

the University implements its course information system. Given the focus on experiential learning and investments in support services, the University anticipates that this proportion will increase in future years.

The 6-year graduation rate is used in the University’s Performance Indicators for continuity and comparison with peer institutions.

Graduation Rates & Graduate Employment

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. Improving retention and graduation rates have been an institutional focus in recent years and the results reflect those efforts.

Graduation rates have continued to show significant improvement year over year, and now exceed both our U15 peers and the North American “Highly Selective” peer group (those institutions that have the highest entry requirements on the SAT and ACT tests).

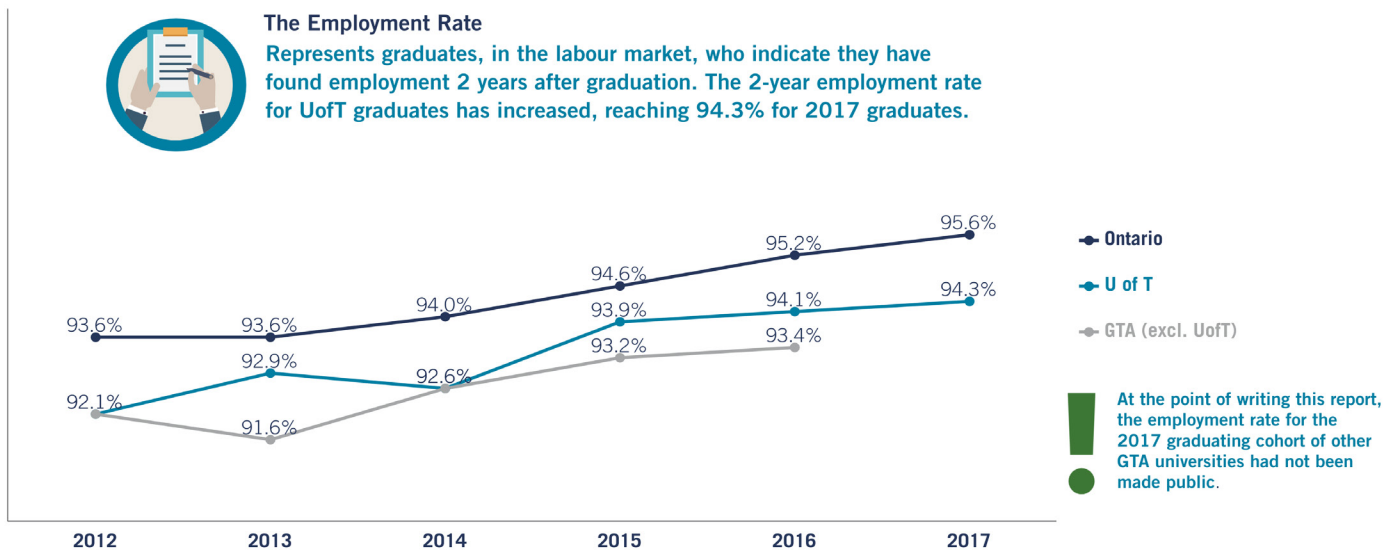
To assess the University’s performance at the undergraduate level, the Performance Indicators for Governance includes measures of retention and graduation as defined by the Consortium for Student Retention Data Exchange (CSRDE), which allows for comparison of the proportion of students who graduate within 6 years. Graduation rate is also one of the metrics in the provincial Strategic Mandate Agreement, but the SMA metric is based on a calculation of the proportion of students that graduate within 7 years.

The employment rate of our graduates is another important measure of student outcomes, but can be influenced by external factors and broader labour market trends. The employment rate of our graduates (2 years after graduation) remains well above 90% and has shown an increase in the years since the global financial crisis of 2008-09. The employment rate utilized in the SMA is focused on graduates employed in a field that is somewhat or closely related to the skills they developed in their university program.

University rankings are another measure of employability, in 2020 the University rose to 8th in the world in the Times Higher Education Global University Employability Ranking.

Figure 16

Employment Rate 2 Years After Graduation



Research

The extraordinary breadth and depth of academic excellence across U of T's three campuses and nine partner hospitals are a reflection of the excellence of the University's faculty, graduate and undergraduate students, and their partnerships with leading researchers and institutions worldwide. This critical mass of world-leading, multidisciplinary expertise in important emerging research and education fields enables a variety of cross-divisional, excellence-driven initiatives that have local, national, and global impact.

The breadth and depth of excellence at the University is represented in the results of subject rankings. U of T is the one of nine universities in the world to be ranked in the top 50 of all 11 of the Times Higher Education subject rankings. U of T ranked in the top 50 for 43 subjects in the QS subject ranking, more than any other university in the world.

The ability of the University's faculty to attract competitive research funding is a leading indicator of research performance and essential to the University's future success. In 2019-20 the total research funding exceeded \$1.37 billion a decline of 0.9% from the previous year. The total research fund has increased an average of 4% per year over the last 5 years.

More than half of the research funding comes from government sources; peer-reviewed competitive grants from the three federal research agencies, CIHR, NSERC, and SSHRC, are a particular significant indicator of research excellence and are the driver for the allocation of Canada Research Chairs, Research Support Fund and Canada Foundation for Innovation funding. U of T continues to be a leader in securing tri-agency funding and secures approximately 16% of the total funding available.

Research income from the private sector is an increasingly important funding source and one that the University is actively seeing to grow. In 2019-20 the research funding from private sources increased 25% to \$170 million. Over the past five years research funding from the private sector has on average grown 13% per year.

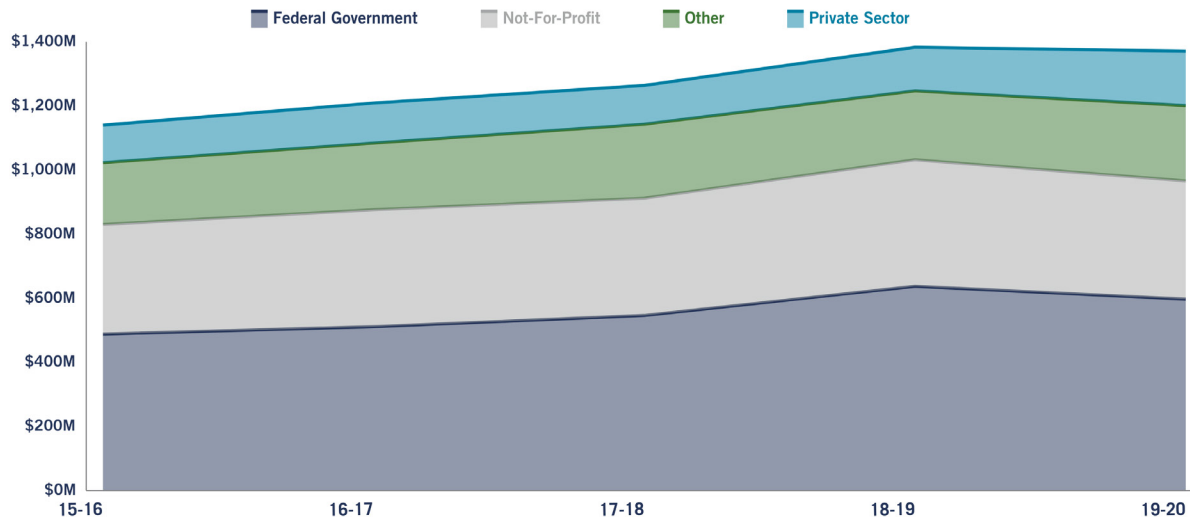
Publications and citations are important indicators of scholarly output, intensity, and impact. The University of Toronto is a world leader in the volume of published research and the count of citations to those papers. For both the volume of papers and the total number of citations the University is ranked 3rd in the world.

Figure 17

Research Funding by Sector



Private sector research funding has increased by 25% from the previous year, bringing the five year average growth rate to 13% per year.



Innovation, Commercialization & Entrepreneurship

Partnerships between industry and U of T researchers are crucial to fulfilling our research mission. They bring in funding that supports increased research and training opportunities; they expand our faculty members’ and our students’ collaborative networks; and they provide access to unique materials, data, and facilities. Working with the private sector can also help move the research results created at the University into practice, with a wide range of socioeconomic benefits in Canada and around the world.

The University is a leader in generating and protecting ideas and innovations and our faculty members and students continue 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. University of Toronto entrepreneurs have created more than 500 companies, securing more than \$1.5 billion in investment over the past decade.

The University’s entrepreneurial ecosystem supports start-ups from a variety of backgrounds, and across the full range of their lifecycles – from ideation to commercialization. The University is a leader in North America for the number of

new research-based start-up companies with 77 companies started in the period 2016-17 to 2018-19. In addition to start-up companies based on research, the University also provides support to students and faculty through incubation programs for both incorporated entities focused on innovation, as well as students and faculty working towards incorporation. In 2019-20 alone, the University actively supported over 362 start-up teams in incubators and campus-led accelerators across all three campuses, this compares to 300 teams in the previous year.

Faculty Teaching and Class Sizes

Student-faculty ratios at the institutional level provide a general indication of the faculty resources available to support student instruction. It is a broad average across all disciplines and levels of instruction, including undergraduate, professional, and research-based graduate programs. A significant part of the student experience is predicated on opportunities for interaction with faculty members for feedback on academic work and can influence the results of student surveys such as NSSE.

Given the University’s large undergraduate population and

Figure 18

Total Number of Citations

Number of Citations (2015-19)

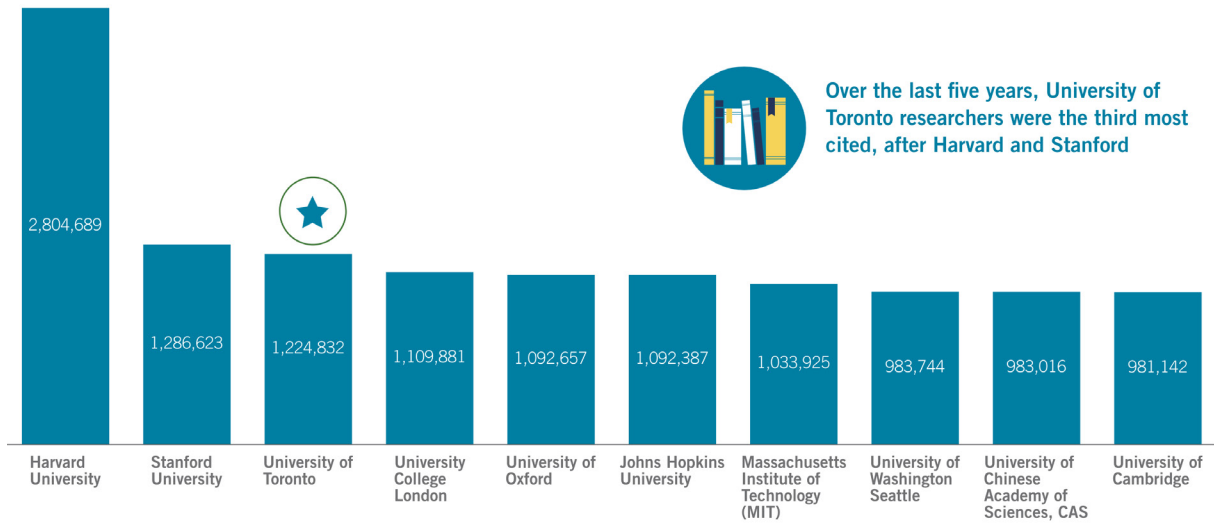
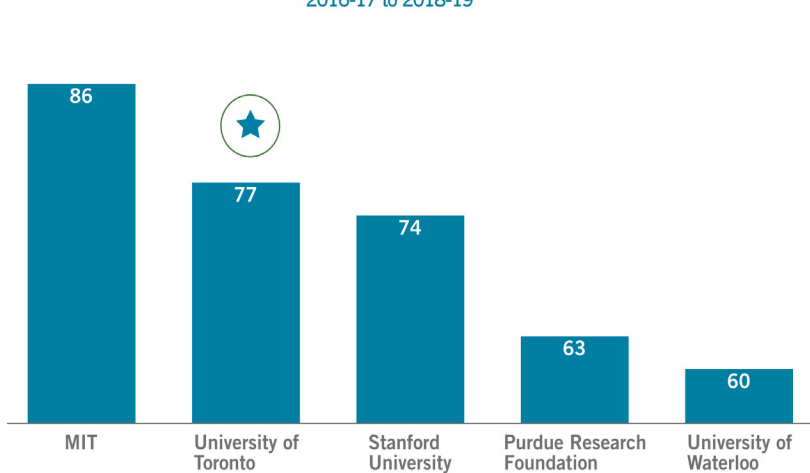


Figure 19

Research Based Start-Up Companies

New Research-Based Start-Up Companies
2016-17 to 2018-19



The University of Toronto is the leader in North America for the number of research based start-up companies, with 77 research based start ups established since 2016.



The total number of start up companies supported by the University of Toronto, including student start-ups, has increased by 81% from only 200 start ups in 2017 to 362 in 2020.

significant focus on research-based graduate programs, it is perhaps unsurprising that the University has more students per faculty member than the Canadian peer mean. In recent years, the gap has narrowed slightly as the average student faculty ratio has increased among peer institutions.

The student-faculty ratio at the institution-level not only reflects an average across programs, but also across years of study. 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 experience of our undergraduate students as they progress through their programs, with small class learning formats concentrated in upper years.

Another important measure of student engagement with faculty members is the proportion of course sections taught by instructor type. An analysis of the course sections taught at U of T reveals that the majority of courses are taught by our faculty members. Professionals (for example practicing lawyers that teach a course section to law students) are also an important part of the student experience at the University, while a minority of course sections are taught by sessional instructors, graduate students, and others.

Employment Equity

As noted in the President's Statement on Diversity & Inclusion: "Diversity, inclusion, respect, and civility are among the University of Toronto's fundamental values. Outstanding scholarship, teaching, and learning can thrive only in an environment that embraces the broadest range of people and encourages the free expression of their diverse perspectives. Indeed, these values speak to the very mission of the University." The University has made significant investments to better understand, support and grow an equitable, diverse, and inclusive community.

The University's seven Equity Offices, including the Office of Indigenous Initiatives, support the university community and provide the necessary mechanisms for reporting, responding to, and educating on discrimination and harassment. They also provide students, staff, faculty, and librarians with multiple entry points for accessing supports and resources.

In November 2020, The University of Toronto recognized as a top employer in Canada for the 14th consecutive year.¹⁹ One of the reasons for U of T's selection for the 2021 award is the institutional commitment to equity, diversity, and inclusion.

Annually the University completes its Employment

19 UofT One of Canada's Top Employers (2020) <https://hrandequity.utoronto.ca/news/the-university-of-toronto-recognized-as-a-top-employer-in-canada-for-the-14th-consecutive-year/>

Figure 20

Student Faculty Ratios

Compared to Canadian Peers (2012-19)

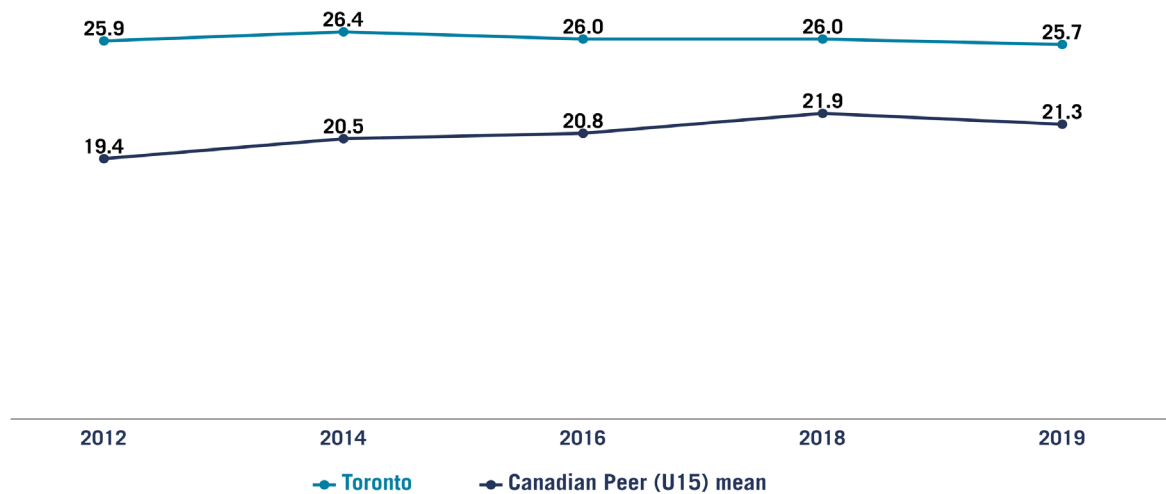
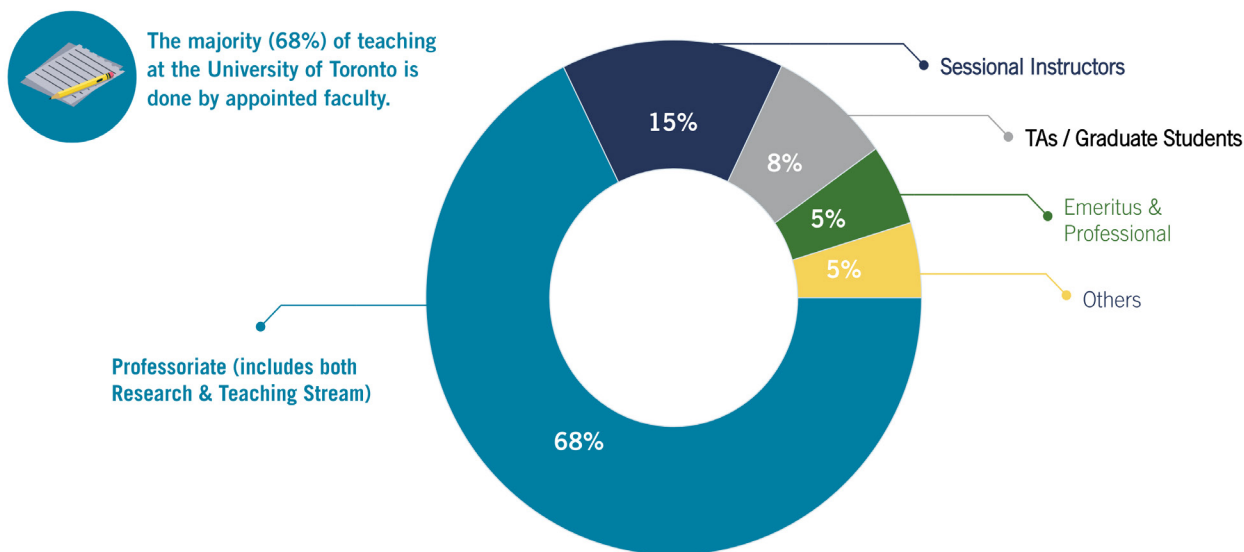


Figure 21

Course Teaching by Instructor Type

(2019-20)



Equity Survey, some of the results from the forthcoming 2020 report are shown in the charts below. Highlights include:

- the University has more employees who identify as Racialized/Persons of Colour than ever before (31.3%)
- the University has more employees who self-identify as Black (5.9%) than ever before.
- 7.2% of staff and 3.1% of faculty self-identify as black, this compares to 8% of the GTA population.
- 1.0% of staff and 1.3% of faculty self-identify as Indigenous/Aboriginal People of North America, the same percentage as the GTA population.
- 10.6% of our staff new hires, and 6.8% of our faculty new hires self-identify as Black.
- 1.7% of our staff new hires, and 3.7% of our faculty new hires self-identify as Indigenous/Aboriginal People of North America.

The University launched its first Student Equity Census²⁰ a voluntary demographic data collection initiative which asks students seven questions about their identity. The census supports the University to better understand the

demographics of the student population. The data will be used to develop, assess, and maintain programs and initiatives that respond to the needs of students and to improve student experiences, and to strengthen student recruitment efforts, access, and student success.

Faculty & Staff Diversity

During 2020 the University undertook a number of initiatives to address concerns identified in the 2019 employment equity report and other broader challenges around Equity, Diversity and Inclusion. These include:

- The appointment of a new Executive Director, Equity, Diversity, and Inclusion to provide strategic guidance across all three campuses on building a diverse culture of inclusive excellence.
- The development and implementation of new recruitment strategies that will expand and build talent pools of diverse and qualified candidates.
- The creation of new talent management opportunities to ensure diverse employees have access to professional development opportunities.

20 Student Equity Census <https://www.viceprovoststudents.utoronto.ca/u-of-t-student-equity-census/>

Figure 22

Self-Identified Ethno-cultural Identities

Employment Equity Survey



Over the last 5 years the University has made investments in the diversification of faculty hires through the University Fund. Continued efforts are needed.

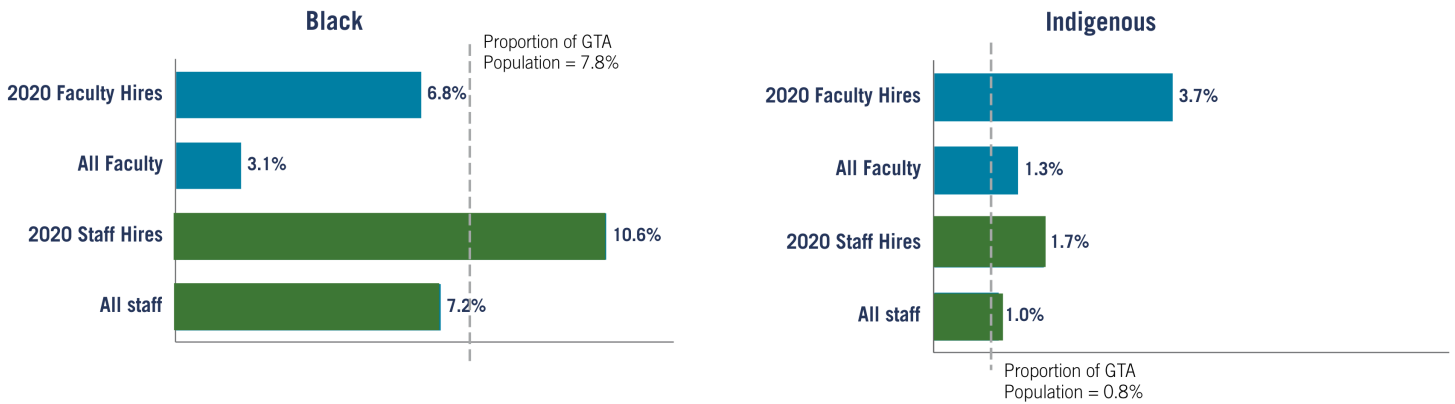
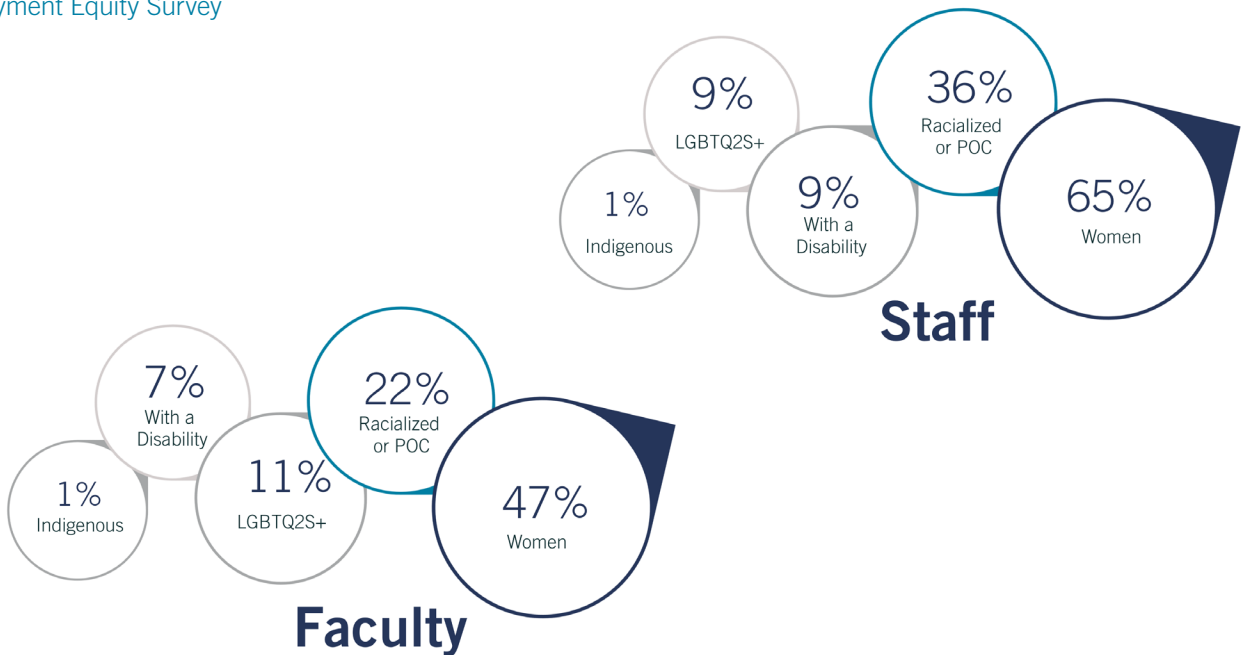


Figure 23

Self-Identified Representation

Employment Equity Survey



- An increase in educational programming delivered by our tri-campus Equity Offices on topics such as unconscious bias, the impact of equity and inclusion in our roles, cultural competency, and training on Indigenous cultures.

Deferred Maintenance

Capital infrastructure is an important element of the University experience for faculty, staff and students. The University has an ambitious capital program that aims to improve the amount and quality of space for learners and researchers. In addition, ongoing maintenance of existing facilities is needed to ensure that space remains available and fit for purpose. To that end, the University participates in the Facilities Condition Assessment Program (FCAP) to audit and determine the condition of its physical infrastructure. As buildings are audited, deficiencies are identified, quantified, and assigned a priority classification. The results of these audits are used to determine the University's deferred maintenance liability.

Changes made to the methodology for calculating deferred maintenance resulted in a significant increase in the University's liability beginning in 2018-19. The changes will be applied as each building assessment is completed, with a goal of having an updated assessment for all buildings at the end of a five-year cycle.

Infrastructure and Sustainability

Sustainability is a priority at the University of Toronto and in 2017 the President's Advisory Committee on the Environment, Climate Change and Sustainability (CECCS) was created with the mandate to advance coordination of the University's contributions and objectives on climate change and sustainability pertaining to research and innovation, academic programs, and sustainability initiatives related to our operations. In February 2021 the CECCS was extended by an additional three years, Professor John Robinson was re-appointed as the committee chair, and is joined by Ron Saporta, U of T's chief operating officer, as the committee co-chair. The Chief Operations Officer, Property Services & Sustainability Annual Report²¹ highlights the activities of the committee in 2020.

The University plays a leading role in the fight against climate change through university networks such as the University Climate Change Coalition (UC3) and the U7+ Alliance. The University was named as one of Canada's greenest employers for the 7th time in 2020.

The University's five-year Low-Carbon Action Plan (2019-2024)²² has been developed to further implement carbon reduction strategies across U of T's three campuses and aims to reduce the institution's greenhouse gas emissions by 37 per cent from 1990 levels by the year 2030 and put it on a path to becoming a "net-zero" institution.

21 Report to the Business Board, Deferred Maintenance (2020) https://www.fs.utoronto.ca/wp-content/uploads/DM/DM_Report_2020.pdf

22 University of Toronto Low Carbon Action Plan, 2019-2024 (2018) <https://www.fs.utoronto.ca/sustainability-office/publications/low-carbon-action-plan>

Figure 24

Deferred Maintenance

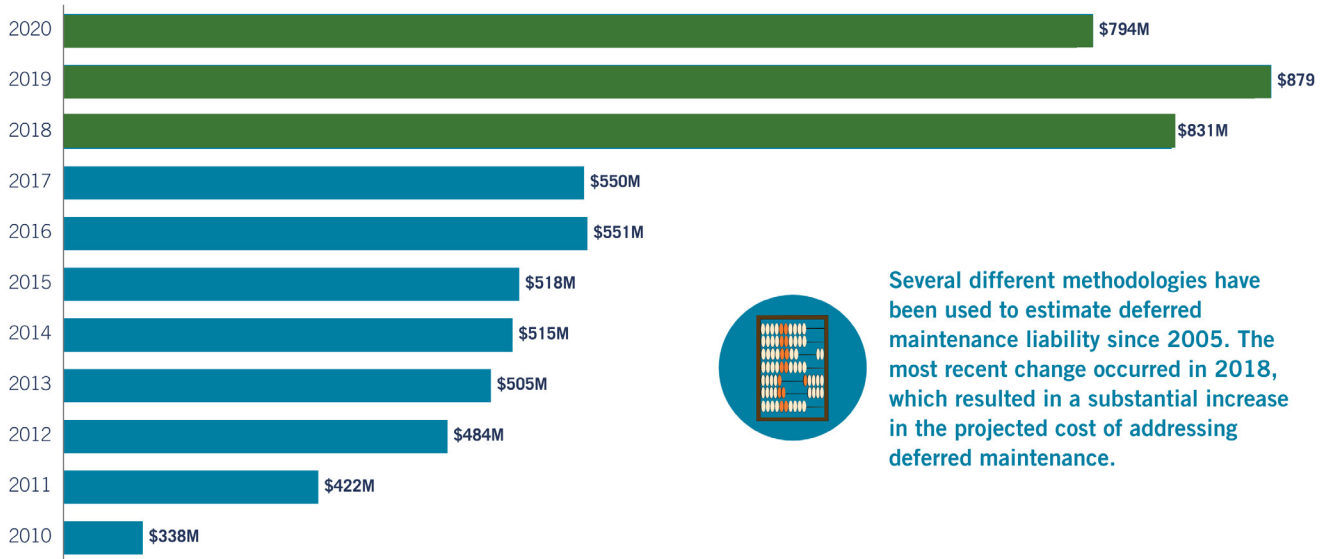


Figure 25

Tri Campus Total Scope 1 & 2 eCO2 Emissions

Total Scope 1 + 2 GHG Emissions in eCO2 Tonnes

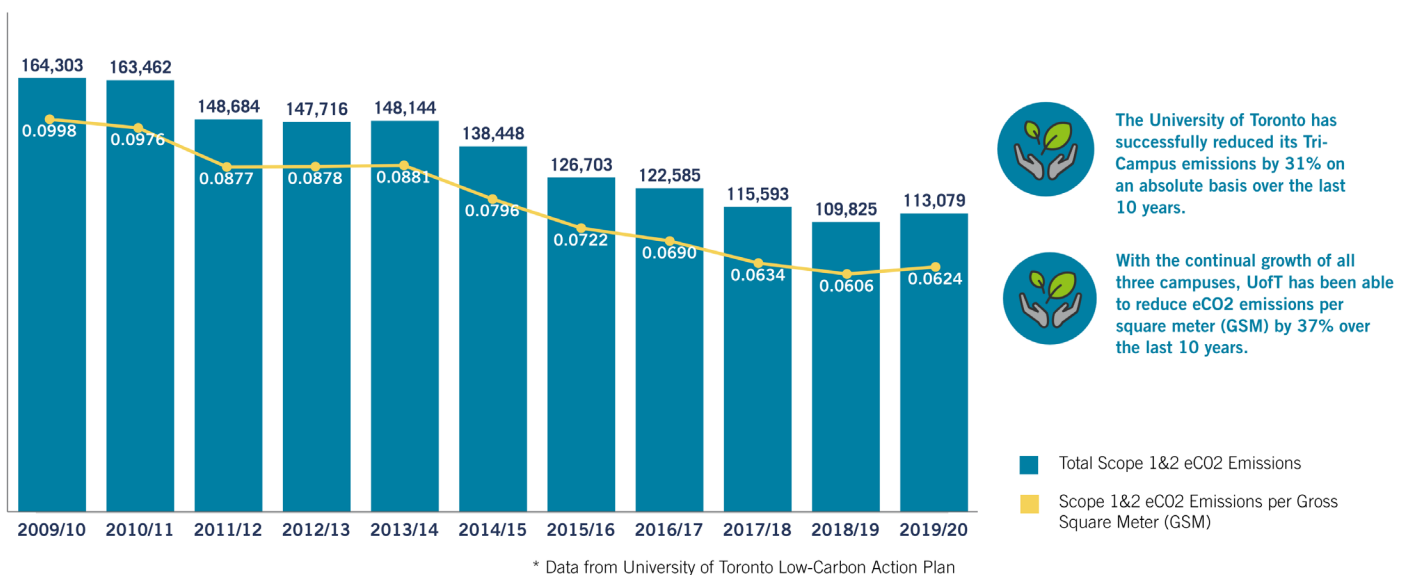
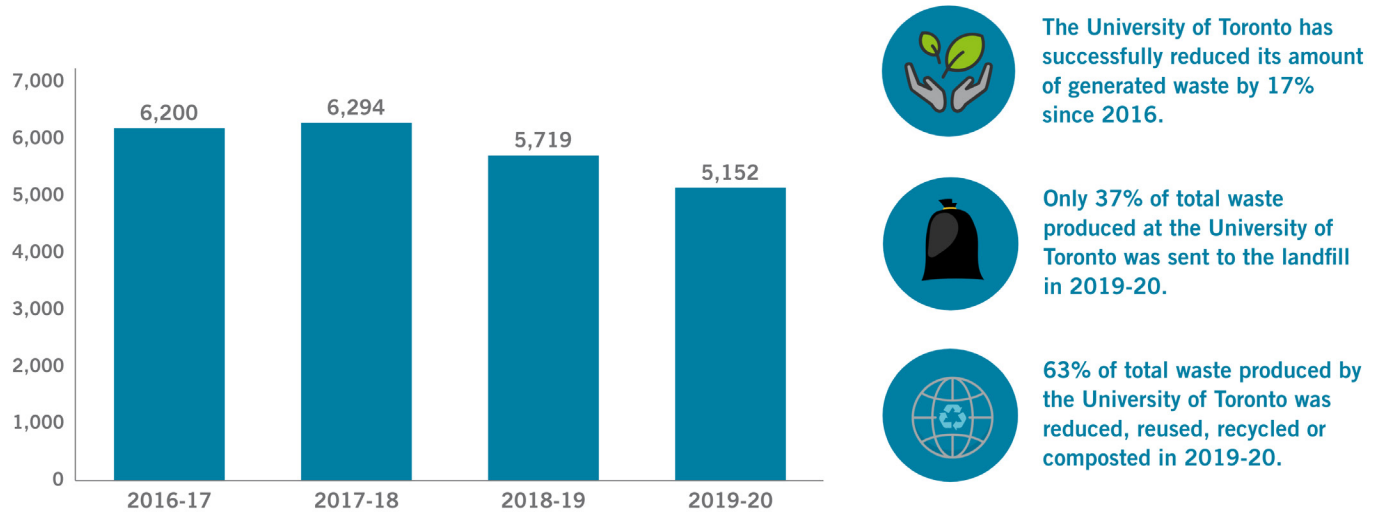


Figure 26

Waste



The University continually updates, modifies, expands, and improves on existing waste management programs and searches for ways to divert additional / new materials from landfill. Based on the total amount of waste generated and materials diverted, the waste diversion rate at U of T is approximately 63% with the provincial objective of a 60% waste diversion. In 2019-20, 37% of waste was disposed to landfill, 2.2% was reduced, 1.5% was reused, 30.5% was recycled, and 28.8% was composted.

Summary

The Performance Indicators Report continues to evolve as new, richer, and more robust data become available.

The University adapted and innovated to meet the challenges caused by the COVID-19 pandemic. While the pandemic was impactful on all University activities, many of those impacts are not yet reflected in the data that appear in the annual Performance Indicators data set.

The 2020 report highlights the University's efforts to recruit excellent students, both domestically and globally, and its ongoing commitment to accessibility.

The University continues to focus on student experiences that contribute to excellent student outcomes: the University's second year retention rate (93.1%), six-year graduation rate (77.1%), and 2-year employment rate (95.6%) have all improved this year. The University of Toronto is ranked 1st in Canada and 8th in the world for the employability of its graduates.

The research and innovation activities of the University continue to expand, in terms of both volume and impact. Faculty members at the University continue to publish more scholarly articles than almost any university in the world. The University of Toronto is also a leader in supporting research-based start-up companies and attracts more research funding from the private sector than any other university in Canada.

This depth and breadth of excellence is well-recognized globally. The continued excellence of the University and its strong reputation among the global academic community contribute to outstanding performance in major international rankings. The University is ranked 18th in the world (and 8th among global public universities) in the prestigious Times Higher Education World University Ranking.

Appendix

University Reports & Resources	36
Performance Indicators: Full Suite of Reports	36
Other Resources & Reports	36

Appendix: University Reports & Resources

Full Suite of Performance Indicators

Performance Indicators data are available at:

- <https://data.utoronto.ca/performance-indicators/>

Other Resources and Reports at the University

Reports & Accountability

<https://www.utoronto.ca/about-u-of-t/reports-and-accountability>

- Budget Report
- Enrolment Report
- Financial Statements
- Credit Ratings
- Student Aid Reports
- Deferred Maintenance Report
- Employment Equity Report
- HR & Equity Annual Reports
- VP Research and Innovation Annual Reports
- Vice-President and Chief Advancement Officer Report

- VP International Report
- Sustainability at the University of Toronto

Facts & Figures

<https://data.utoronto.ca/reports/facts-and-figures/>

Common University Data Ontario (CUDO)

<https://data.utoronto.ca/reports/cou/>

Graduation, Employment and OSAP Loan Default Rates

<https://data.utoronto.ca/reports/osap/>

International Rankings

<https://data.utoronto.ca/reports/international-rankings/>

Graduate Student Funding and Career Outcomes

<https://www.sgs.utoronto.ca/about/explore-our-data/>

Student Surveys

Results of the National Survey of Student Engagement (NSSE)

<https://www.viceprovoststudents.utoronto.ca/home/reports-consultations/>

Results of the Canadian Graduate and Professional Student Survey (CGPSS)

<https://www.sgs.utoronto.ca/about/measuring-our-performance/cgps/>

Results of the Graduate Student Experience in the Research University (gradSERU)

<https://www.sgs.utoronto.ca/about/measuring-our-performance/gradseru/>



UNIVERSITY OF
TORONTO