

Performance Indicators 2021

A Summary Report of the 2021 Performance Indicators for
Governance

April 2022
Planning and Budget Office



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Overview

This summary report – a companion to the data presented in the 2021 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.

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 Performance 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 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.

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

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.

External Environment

Strategic Mandate Agreement

The Ontario post-secondary education system operates under a differentiation policy framework². 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)³ 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 Tables 1 and 2. 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.

In the context of the COVID-19 pandemic, the government has delayed the activation of performance-based funding for the first three years of the SMA3 period, and will assess the sector's readiness for activation starting in Year 4 (2023-24).

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.

The University of Toronto exceeded targets on all nine of the SMA3 performance metrics that were active in the first and second 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.

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

3 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>

Table 1

SMA3 Metrics

Economic & Community Impacts

Tri-Agency Research Funding & Capacity Proportion of total funding from federal research granting agencies received by the University of Toronto.	Research Revenue from Private Sector Sources Total research revenue attracted from private sector and not-for-profit sources.
UofT-Supported Startups The number of start-ups being actively supported by incubators and campus-led accelerators across the University of Toronto's three campuses.	Community/Local Impact of Student Enrolment Institutional enrolment share in the population of the city (cities)/town(s) in which the institution is located.

Table 2

SMA3 Metrics

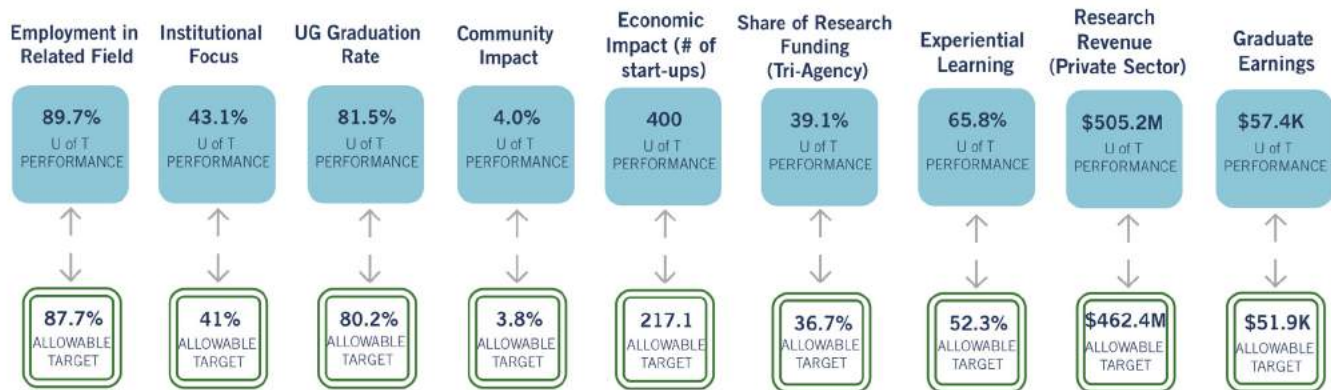
Graduate Skills & Job Outcomes

Graduate Employment Rate in a Related Field Proportion of graduates of undergraduate degree programs employed full-time who consider their jobs either "closely" or "somewhat" related to the skills they developed in their University program, two years after graduation	Institutional Strength/Focus Proportion of total full-time enrolment that is in broad arts & science disciplines, including emerging data science fields.	Graduation Rate Proportion of all new, full-time, year one undergraduate students who commenced their study in a given fall term and graduated from the University within 7 years.
Experiential Learning Proportion of graduates in undergraduate programs, who participated in at least one course with a required Experiential Learning component.	Graduate Employment Earnings Median employment earnings of University graduates, two years after graduation.	Skills & Competencies Participation in the OECD Education and Skills Online Assessment (random sample of domestic and international students).

Figure 1

SMA3 Performance

Year 2 Results (2021-22)



 The University of Toronto's performance is measured against nine difference metrics. U of T exceeded targets on all active metrics for 2021-22.

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. In 2021, the University of Toronto was the only university in Canada and one of only seven universities in the world to be ranked in the top 30 of all 11 subjects in the THE rankings.

In 2021, the University's ranking position held steady across the rankings. Thus far the impact of the pandemic is not fully reflected in the rankings, as some of the underlying data they use are retrospective in nature. Impacts are expected in future years and are challenging to predict.

Impact of COVID-19 Pandemic

The ongoing COVID-19 pandemic continues to evolve as new variants emerge, requiring flexibility in planning for operations. With the rollout of vaccines and associated relaxing of public health measures, the University moved to deliver approximately 50% of courses in person in the Fall 2021 session with plans to increase this for the start of the Winter 2022 session. However,

in response to the fast spread of the Omicron variant in December, these plans were adjusted and the increase in on-campus activity was delayed until later in the session. Experience gained throughout the pandemic has allowed faculty and staff to adapt to changing public health measures, delivering a vibrant, world-class educational experience while keeping students, staff, faculty, and librarians safe and healthy.

In the Summer of 2021, the University shifted its focus from crisis response to planning for a return to campus, focusing on providing support during the transition. In preparing for the safe return of students, staff, faculty and librarians, the University of Toronto has been taking a wide range of precautions to curtail the risk of COVID-19 transmission (refer to Figure 5 for the 12 ways U of T planned for a safe return of in-person instruction⁴). The University led the way in requiring vaccinations with over 99% of students, faculty and staff fully vaccinated as of February 2022 – a critical element to facilitate greater on-campus activity.

Wi-fi traffic gives another indication of the level of on campus activity and the number of users connected to the network. The number of users connected to Wi-fi has been increasing and reached 59% of pre-COVID-19 activity in March 2022. Note

⁴ 12 ways U of T is planning for a safe return of in-person instruction: <https://www.utoronto.ca/news/12-ways-u-t-preparing-safe-return-in-person-instruction>

Figure 2

International Ranking Results

2021



Figure 3

Other International Rankings

2021



Figure 4

Quarantine Accommodation Program

2020-present



Figure 5

12 Ways U of T Planned for a Safe Return



that the dip in usage in early Winter 2020 is related to Reading Week and not the pandemic.

Although alternative teaching formats were the primary delivery method of instruction during the pandemic, return to in-person teaching within the allowable scope of public health guidelines was one of the top priorities for the University. In-person class registrations accounted for 71% of registrations for undergraduate students and 46% of registrations for graduate students as of Winter 2022. Similarly, utilization of classroom facilities has been increasing and reached approximately 68% for lecture theatres. Utilization of smaller classrooms continue to be limited to adhere to physical distancing guidelines and ensure that distancing is maintained. Integrating students back into the University's social and education system has been the focus of the University in 2021.

Remote teaching and social distancing measures implemented across institutions worldwide have dramatically changed campus life. The inability to be on campus to participate in social activities and live in student residence has been identified as one of the top negative impacts of COVID-19 on

university students. Residence is an important part of the university experience, providing additional opportunities for students to meet and interact with peers, explore the campus environment, and be part of a community. In Fall 2021, there were 7,878 students in University residences compared to 9,139 students in Fall 2019. Housing occupancies rebounded more quickly than anticipated with high occupancy rates at most facilities, although the impact of emerging variants continues to pose some risk to short-term occupancy plans. Occupancy rates in residences across all facilities are close to pre-pandemic levels, although at a somewhat reduced capacity due to physical distancing requirements.

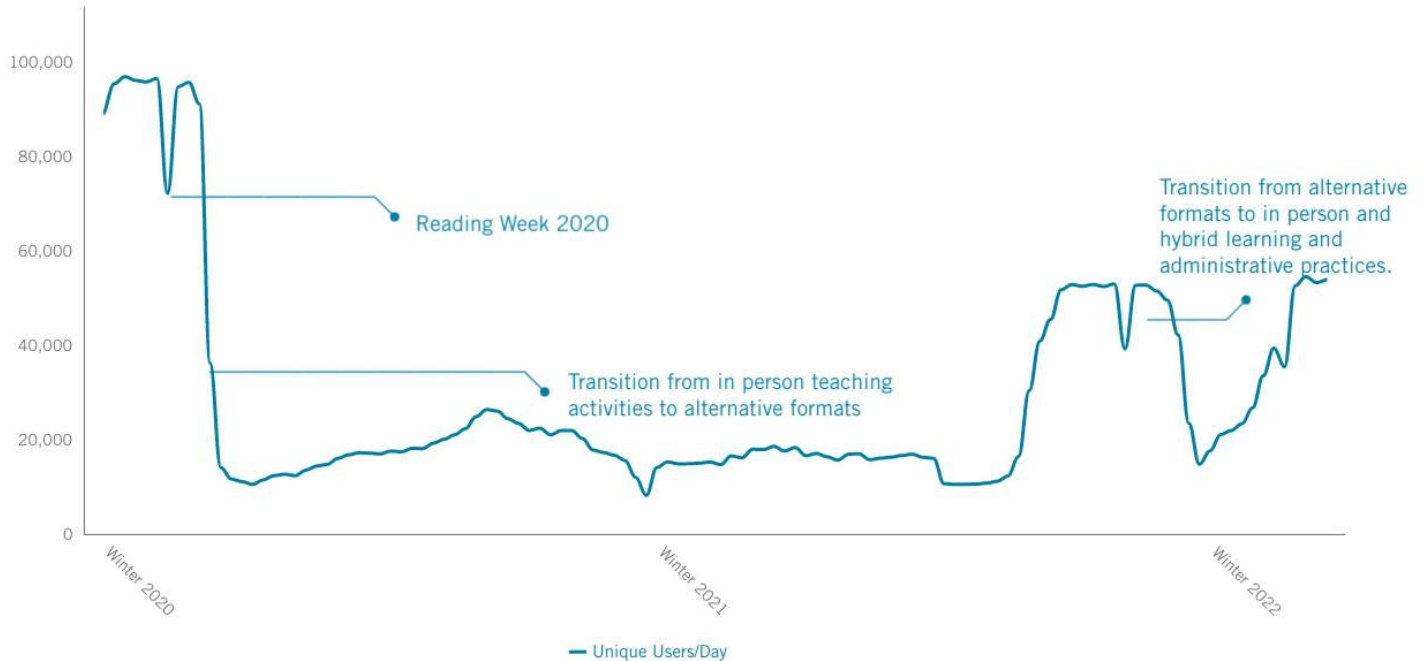
The COVID Emergency grants fund was established to assist current domestic and international students impacted by COVID-19 and those who needed immediate short-term relief due to unexpected expenses. Since March 2020, the University has provided more than \$11 million in COVID emergency grants to help over 8,000 students impacted by pandemic public health restrictions.

This includes covering costs to pay for food and shelter,

Figure 6

Unique Daily Users Connected to Wi-Fi

St. George Campus, Winter 2020 - Present



quarantining, and flights for students returning from studying abroad, and supporting international students to return home. The University Quarantine Program was also established to support international students returning to Canada and reduce the financial burden by providing accommodations, transportation, and meals. A total of 10,060 students have participated in the University Quarantine Program in 2020-21 and 2021-22.

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.

The University responded to the demand for

COVID-19 research with \$119 million in research funding between 2019 and 2022. U of T and its partner hospitals have secured more than \$114 million in COVID-19 targeted research programs since the pandemic began. This includes \$10.5 million from the Toronto sponsored COVID-19 Action Fund⁵, almost \$5 million from the Canada Foundation for Innovation COVID-19 Exceptional Opportunities Fund⁶, \$4.5 million from the federal/provincial COVID-19 Rapid Research Response programs, and more than \$1 million from the Ontario Together Fund⁷. This research involved nearly 400 principal investigators from across the TAHSN community and 650 funded research agreements.

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 a significant number of research publications already becoming available. Analysis of these results shows that the University of Toronto was ranked number 1 in Canada and 7th globally in the number of COVID-19 related publications, ahead of the University of Oxford and Johns Hopkins University.

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

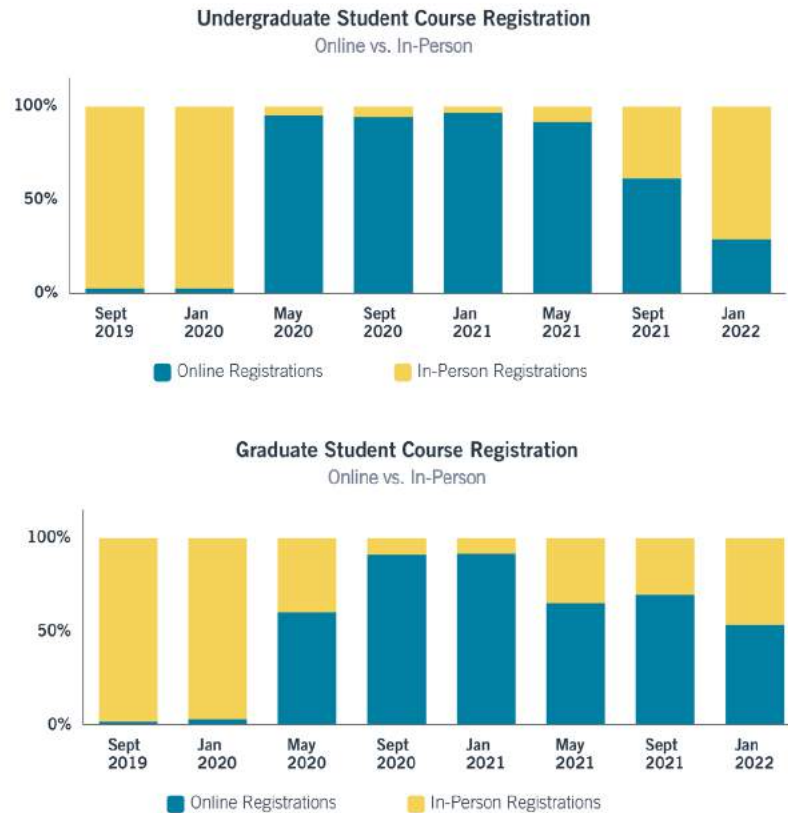
6 Exceptional Opportunities Fund (<https://www.innovation.ca/awards/exceptional-opportunities-fund-covid-19>)

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

Figure 7

In-Person & Online Course Registration

St. George, UTM & UTSC
Campuses Expressed in %



U of T researchers investigating COVID-19 produced over 1,500 publications in life sciences, physical sciences, social sciences, and humanities. Of these publications, 54% included international collaborations. These publications have garnered over 40,000 citations and received over 37,000 views.

With the unprecedented disruption of the COVID-19 pandemic, students, faculty, and staff have demonstrated adaptability and resilience as they quickly shifted to online-based learning and systems. The University community has successfully and effectively navigated through the multiple waves of the COVID-19 pandemic so far, ensuring continuity in academic and research programs in formats that are safe for faculty, staff, and students. Experience gained throughout the pandemic has allowed the University to quickly pivot as necessary to changing public health measures.

Uncertainty about the future course of the pandemic, including the emergence of new variants of the virus, will continue to pose risk. These risks, however, are significantly lower than earlier

in the pandemic. On-campus activities will gradually return to pre-pandemic levels as international travel and public health restrictions are eased. Until then, the University will continue to deliver high-quality programs in a format that is safe for faculty, staff, and students and in compliance with public health requirements.

Figure 8

Instructional Room Utilization

by capacity category, Fall 2021 & Winter 2022

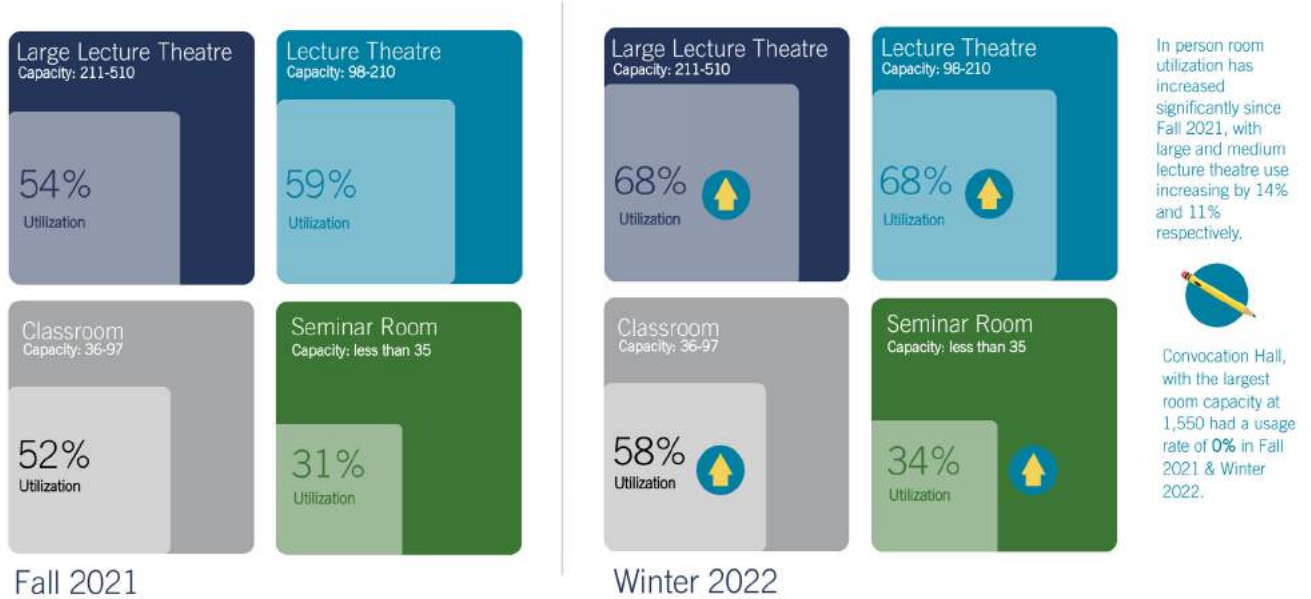
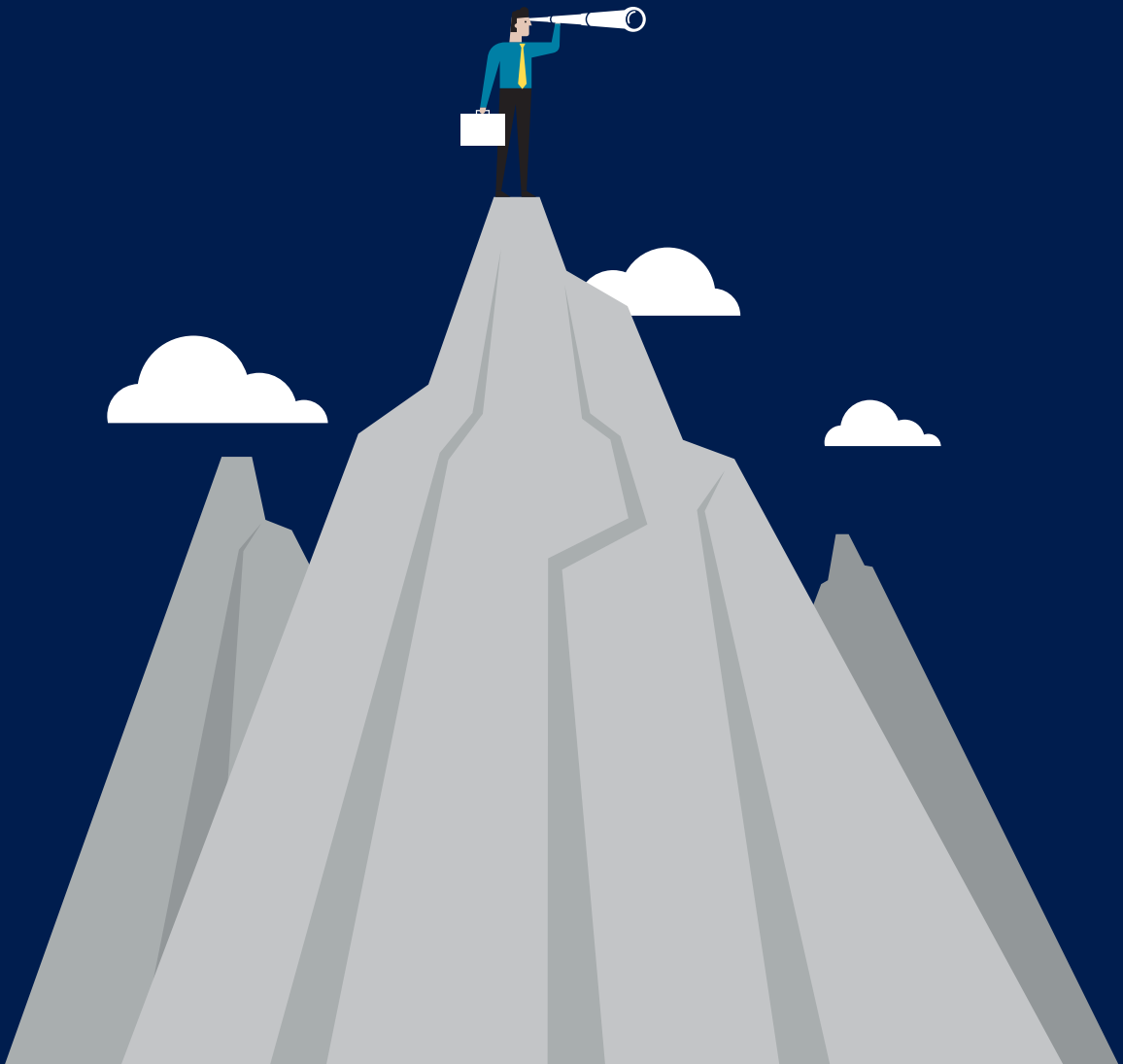


Figure 9

Residence Occupancy





Performance Indicators 2021 Highlights

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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.

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 receive 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%). Changes to the OSAP program introduced in 2019-20 reduced the overall amount of student aid payable to students (10% reduction). 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 a proportionally 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 awarded \$249 million in needs-based and merit-based financial aid in 2020-21, which represented 12% of the University's tuition and fee revenue and an average of over \$3,100 per full-time equivalent student. The University's undergraduate and graduate scholarships and bursaries expenditures per student exceeded the Ontario average (excluding U of T) by 53%.

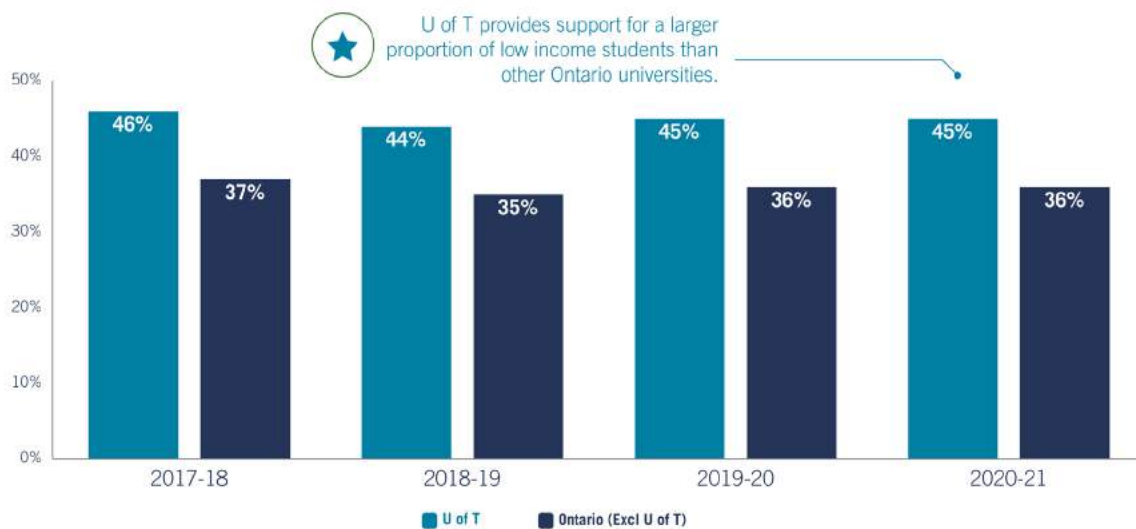
Access to a university education can be influenced by several factors, including disability. As such, efforts are made by the University of Toronto to not only attract individuals from varied backgrounds, but to also provide the support they need to successfully complete their studies.

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 12% 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 10

Parental Income & Student Support

2018-2021



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 recommendations⁸ 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 recommendations⁹.

During 2020, significant implementation steps were undertaken, and the current status these efforts are available on the University website¹⁰. Some of the initiatives are summarized below:

- “Navi: Your Mental Health Wayfinder”¹¹, is a student mental health virtual agent to help students navigate mental health supports. Since launching in September 2020, there have been 53,190 interactions in total and 20,507 conversations. Navi is consistently accessed most frequently after 3 p.m. into the early morning hours, suggesting the tool is filling a gap when most in-person services are unavailable.
- The Student Mental Health Resource website¹²—developed in consultation with students—allows students to quickly and easily find the mental health services they need. 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 92,295 visits from 42,412 unique users.

8 Presidential & Provostial Task Force on Student Mental Health (<https://www.provost.utoronto.ca/wp-content/uploads/sites/155/2020/01/Presidential-and-Provostial-Task-Force-Final-Report-and-Recommendations-Dec-2019.pdf>)

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

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

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

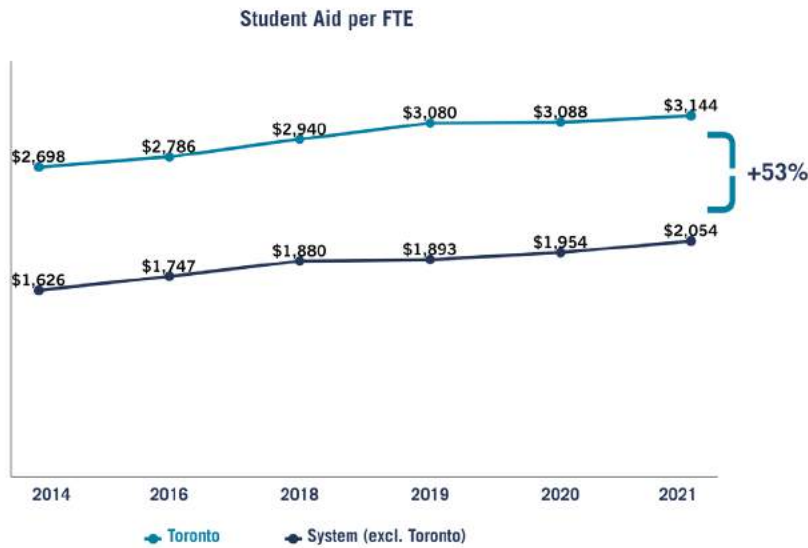
12 Student Mental Health Resources (<https://mentalhealth.utoronto.ca/>)

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

Figure 11

Student Aid Expenditures

UG and Graduate FTE



\$331
MILLION

Financial Aid Budget
2022-23

U of T'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 12

SSP Sessions & Cases

Real Time Sessions & Ongoing Cases (March 2019-Dec 2021)

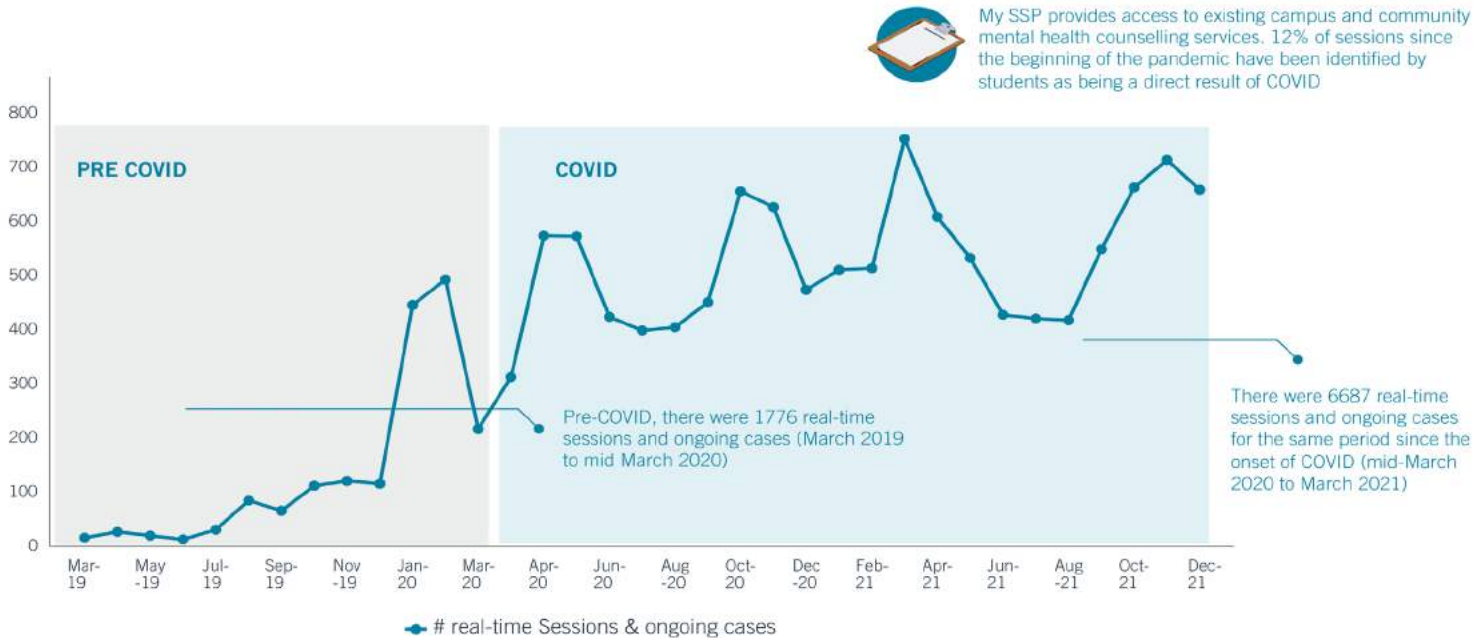
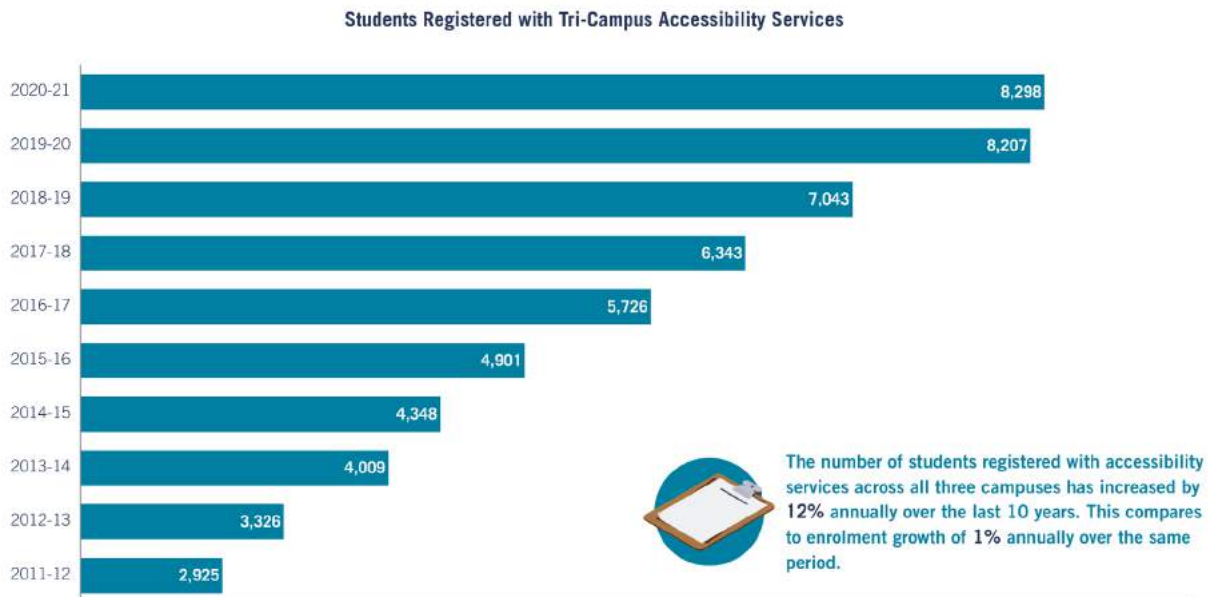


Figure 13

Students Registered with Tri Campus Accessibility Services



- The My Student Support Program, My SSP¹³, 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 in over 60 languages, with five languages (English, French, Mandarin, Cantonese, Spanish) guaranteed 24/7, while support that is scheduled in advance is available in 150 languages. Since the program launch, 30,775 hours of support have been provided to 5,176 students.
- My SSP was critical in providing access to mental health services during the COVID-19 pandemic with the number of real-time sessions and ongoing cases increasing by 277% from March 2020 to March 2021, as compared to the same period prior to the pandemic.

Mental health and the ability for students to thrive on campus are priorities for the University. Significant efforts have been made to address concerns about waitlists to meet clinicians at the Health and Wellness clinics for initial assessment

appointments and follow-up appointments. As of Winter 2022, waitlists have been eliminated through the Open Access program for intake and navigation to a variety of services and resources. The new program provides students with same-day appointments to meet with a clinician to discuss concerns, learn about resources, and develop treatment plans¹⁴.

Two mental health surveys were launched in Winter 2022 to better assess health and well-being on campus and identify priorities for intervention. The Canadian Campus Well-being survey¹⁵ was sent to 40,000 undergraduate and graduate students to support benchmarking and quality improvement. The second student mental health survey focuses on generating reliable screening estimates for a range of substance use and mental disorders, suicidal behaviors, sub-threshold symptomatology, and use of services for emotional or mental health problems. Questions about COVID-19 were also added to the survey to understand its impact on the mental health status of students. Approximately 18,000 undergraduate and graduate students will be surveyed over the course of a year, starting in February 2022. Results for both surveys will be available by Summer 2022.

¹⁴ Access to mental health support (<https://studentlife.utoronto.ca/task/find-easy-access-to-mental-health-support/>)

¹⁵ The Canadian Campus Well-being survey (<https://studentlife.utoronto.ca/service/canadian-campus-wellbeing-survey/>)

Figure 14

The Student Experience in the Research University (SERU) Surveys



The Student Experience in the Research University (SERU) Surveys

The Student Experience in the Research University (SERU) Consortium is an academic and policy research collaboration based at the Center for Studies in Higher Education at the University of California – Berkeley (CSHE) working in collaboration with a group of leading research-intensive universities. The SERU Consortium supports the administration of on-line surveys: SERU Undergraduate (ugSERU) and Graduate Surveys (gradSERU).

The University of Toronto participated for the first time in the ugSERU survey in February and March of 2021, where approximately 40,000 undergraduate students were asked to participate in the survey. The survey was launched while UofT was primarily in a remote learning mode. The survey offers a systematic environmental scan of the student experience within major research-intensive universities with focus on interactions with faculty, participation and interest in research and related high-impact learning experiences. SERU is similar to the National Survey of Student Engagement (NSSE) in that it is intended to take a broad look at the undergraduate education experience.

SERU differs from NSSE in four significant ways:

1. It is designed for all undergraduate students, not just first and final year like NSSE.
2. It includes significantly more questions about research experiences.
3. It includes questions about why students selected their major.
4. It includes questions about next steps after graduation and highest degree expectations.

The survey results indicate that institutions with more in-person classes during the COVID-19 pandemic tended to score better than the more remote institutions in several key areas of the survey. U of T had the highest proportion of students indicating remote instruction of the participating institutions. U of T students scored similar to other institutions in questions relating to access to resources for learning and access to research opportunities. U of T scored slightly higher than comparison institutions in students' feeling that the University offers a safe and secure campus and their comfort level with the overall climate for diversity and inclusiveness. The survey results also provided valuable data about students' mental health and well-being to help inform the design and development of several initiatives at the University.

The University of Toronto participated for the second time in the gradSERU survey from February to April 2021, where approximately 20,058 graduate students were asked to participate in the survey. gradSERU is a comprehensive survey designed to assess the potential relationship between graduate education experiences, program characteristics, and development outcomes of master's and doctoral students.

The detailed gradSERU results indicate that prospective graduate students are selecting U of T because of the reputation of the institution and programs, with less concern about cost or funding. However, the survey results showed that respondents are very concerned about funding compared to other institutions even though funding and finances were a low priority in their selection of the university. U of T students scored lower in specific questions relating to supervision and training

in research ethics and competencies. The survey results provided valuable data to compare the impact of the COVID-19 pandemic on different faculties and to inform resource allocations for initiatives to support those faculties more impacted by the pandemic. Some of these initiatives are already underway, including the establishment of the Centre for Graduate Mentorship and Supervision (CGMS), the Healthy Lab initiative, and the Centre for Graduate Professional Development.

The SERU results are a rich source of information about student engagement in activities that have been empirically shown to influence student learning and positive educational outcomes, and provide insight into what is working well, and not so well, in classrooms, labs, and campus life.

International Student Enrolment

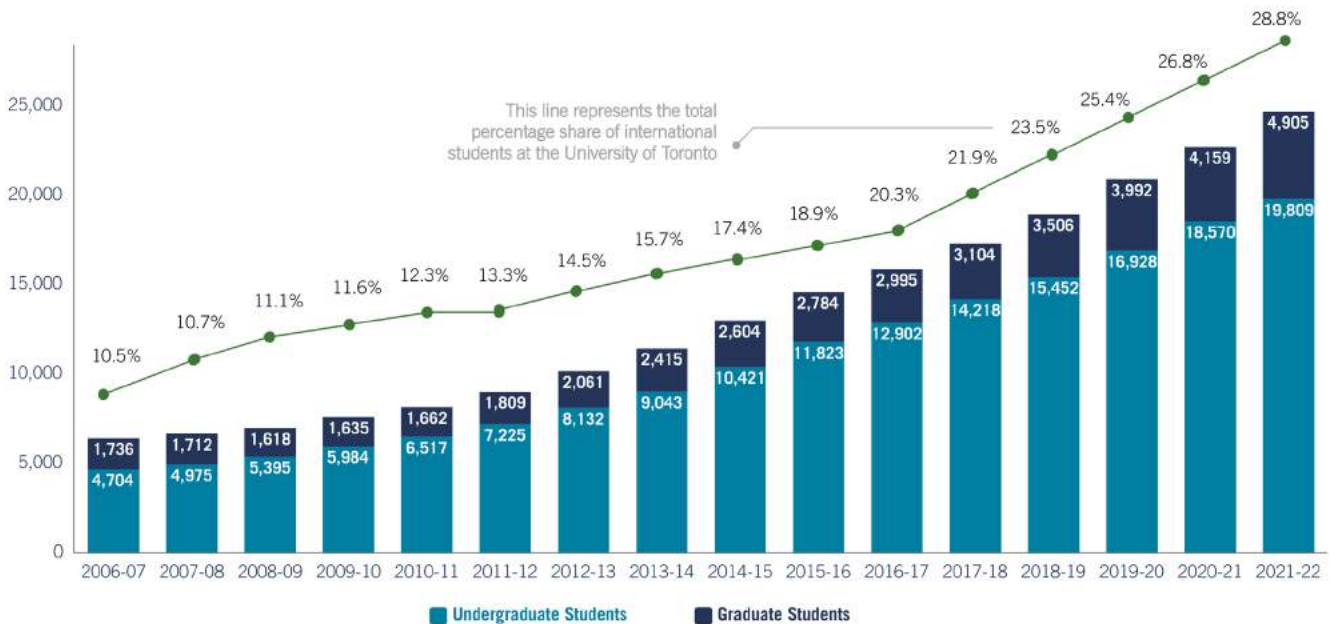
The University of Toronto aims to attract the best students from around the world. Increasing international student enrolment over time is an indicator of the effectiveness of our efforts to broaden the University's international reputation. The number of international students and the proportion of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

The University recruits students from more than 170 countries and regions and has over 150 student mobility agreements with 41 countries, including 11 dual degree programs. The COVID-19 pandemic has disrupted some of these international pathways and partnerships, but it has also provided opportunities for innovation. The global classrooms in the recent Manchester-Melbourne-Toronto alliance, for example, will create opportunities for the University students to interact with world-leading teachers and researchers on three continents and gain global experiences through virtual lectures, seminars, and practical classes.

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

Figure 15

International Student Enrolment



Divisions are pursuing recruitment strategies to attract international students from a diversity of global regions. In Fall 2021, the University welcomed new undergraduate students from 137 countries and regions from around the world (up from 118 in 2016) and increased the number of source countries with forty or more students to 14 (up from 7 in 2016). Over the last two years, the University has seen a 69% increase in new undergraduate intakes from the United States and 59% growth from India and Pakistan.

In Fall 2021, U of T's international student intake of 8,263 full-time equivalent (FTE) accounts for 32% of total intake while overall, international students (24,713 FTE) make-up 29% of total enrolment. International FTE enrolment varies significantly across academic programs, with larger numbers and proportions in first-entry undergraduate programs (32.3%) and lower proportions in second-entry professional (14.6%) and doctoral stream master's programs (11.5%).

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. 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 from undergraduate programs who have participated in at least one course with a required experiential learning component.

The University operates several Experiential Learning programs:

- 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. In 2021-22, 1,181 students are participating in the PEY, with 756 of them being Engineering students and the remainder in other divisions.

Figure 16

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.



- Across the University of Toronto, over 5,000 students participated in the Work Study program in Summer 2021 and Fall-Winter 2021-22.
- 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.
- The Arts and Science Internship Program (ASIP) was launched in Fall 2021 with 339 students currently registered. The program 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. In the future this analysis will be enhanced as the University implements its course information system. The University had a 25.7% increase in the number of undergraduate graduates with an

experiential learning component from 2019 to 2020. This is a result of efforts to introduce more experiential learning opportunities to students as well as improvements in capturing information on experiential learning in our institutional systems.

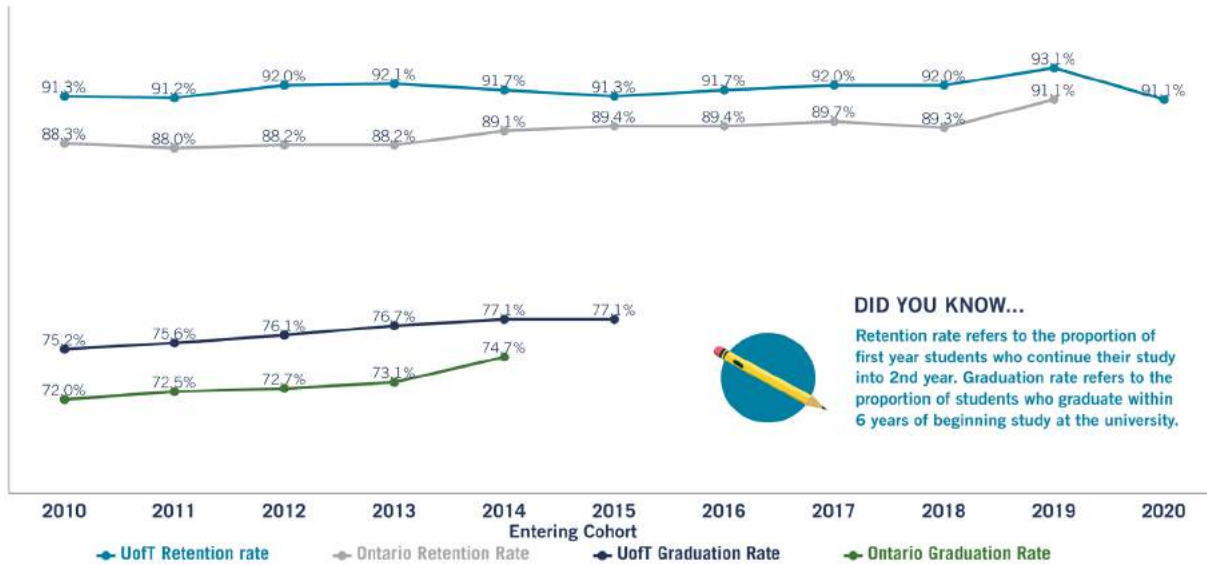
Graduation Rates & Graduate Employment

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.

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 who graduate within 7 years.

Figure 17

Retention & Graduation Rates



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

In 2021-22, some first-entry divisions experienced lower retention rates for continuing students. Divisions are investigating the reasons behind the decrease to determine if this is a temporary pandemic-related shift or if there are longer term issues to be addressed. Key data analytics initiatives led by the Office of the Vice-Provost, Innovations in Undergraduate Education such as the Student Academic Success (SAS) project has been critical in supporting the tri-campus analytics teams to develop a deeper understanding of admission and retention rates. This work supports strategic enrolment planning, program design and program review, and reduces barriers to academic success by being able to analyze the key points of students' program entries, program and degree progression, and retention.

The employment rate of our graduates is another important measure of student outcomes but it 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 overall increase trend in the years before the pandemic. While a 2% point drop was seen for 2018 graduates due to the COVID-19 pandemic, this was less severe than experienced by graduates from other universities in Ontario. 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.

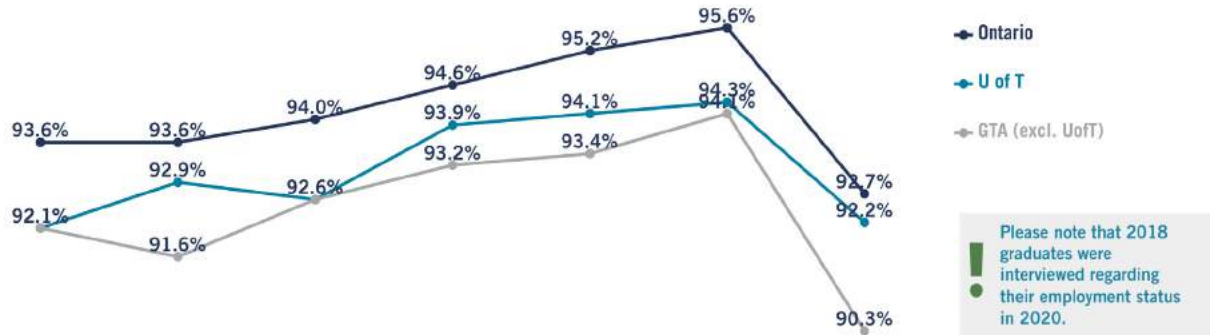
Figure 18

Employment Rate



The Employment Rate

Represents graduates in the labour market who indicate they have found employment 2 years after graduation. The 2-year employment rate for U of T graduates has decreased slightly, reaching 92.2% for 2018 graduates.



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.

This breadth and depth of excellence at the University is reflected in the results of subject rankings. In 2021, U of T is one of seven universities in the world to be ranked in the top 30 of all 11 subjects in the Times Higher Education subject rankings. U of T ranked in the top 50 for 46 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 2020-21 the total research funding exceeded \$1.45 billion, an increase of \$82 million from the previous year. The total research fund has increased an average of 5% 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 16.8% 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. Over the past five years research funding from the private sector has on average grown 7% per year. However, in 2020-21 the research funding from private sources decreased by 7% to about \$160 million due to the COVID-19 pandemic.

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 19

Research Funding

Overall University Funding (2015-16 to 2020-21)

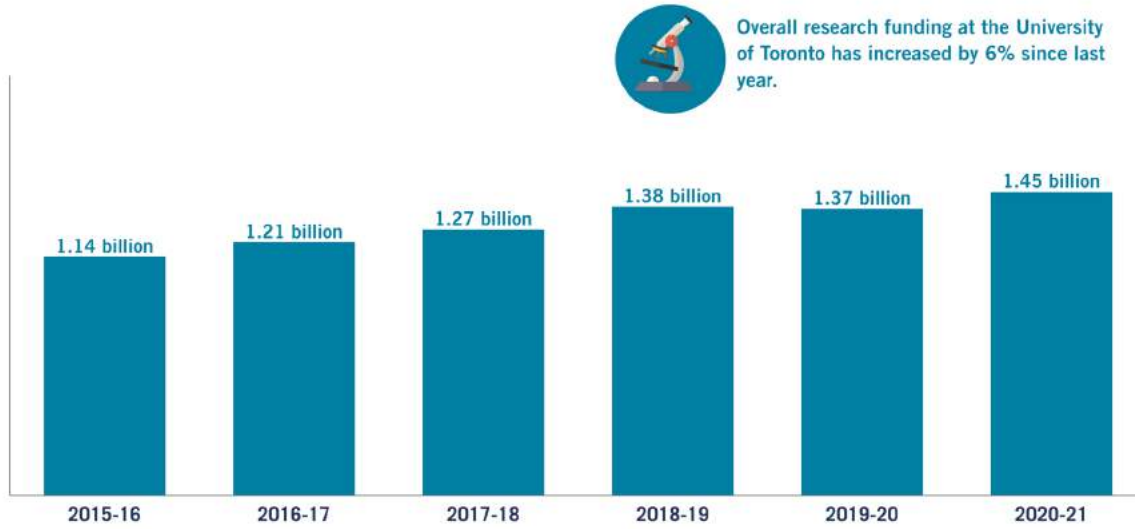


Figure 20

Total Number of Citations

Number of Citations (2016-20)

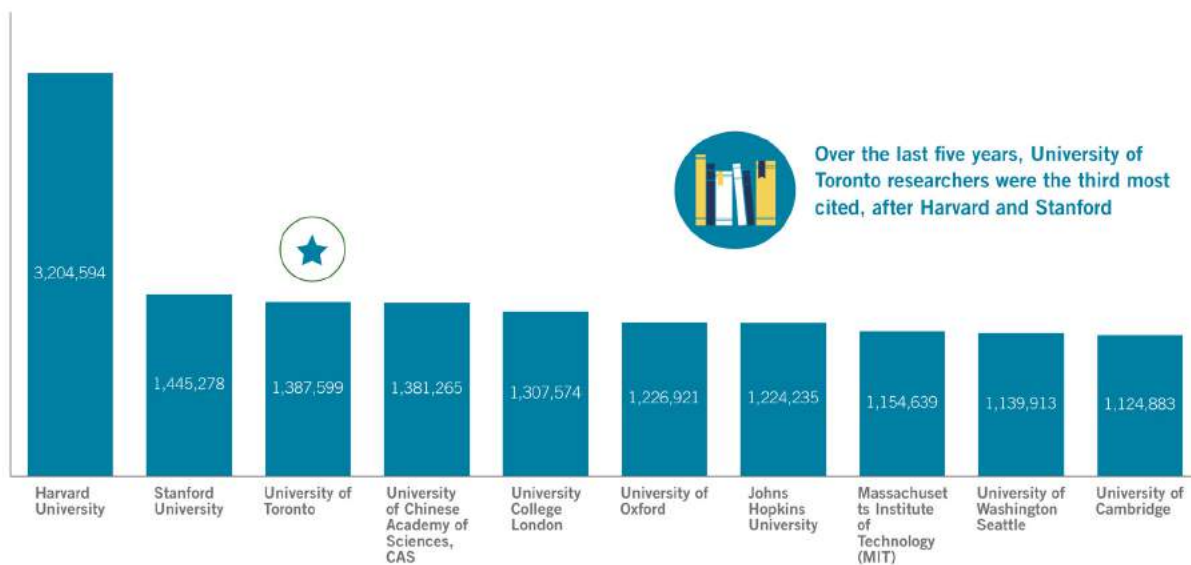
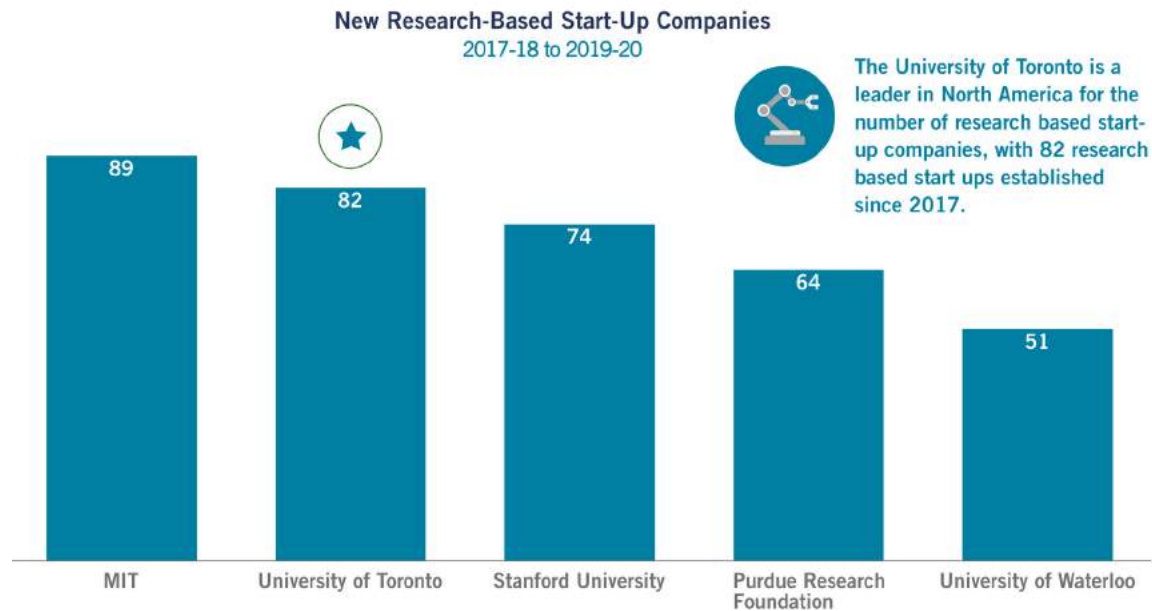


Figure 21

Research Based Start-Up Companies



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. 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 82 companies started in the period 2017-18 to 2019-20. 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 2020-21 alone, the University actively supported over 400 start-up teams in incubators and campus-led accelerators across all three campuses, which compares to 362 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 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.

Figure 22

Student Faculty Ratios

Compared to Canadian Peers (2012-20)

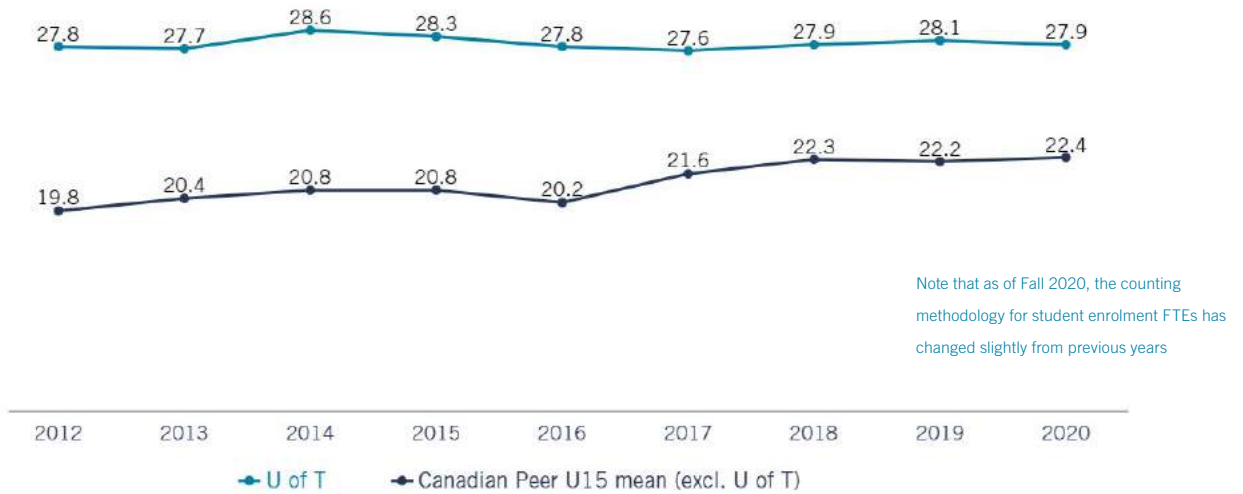
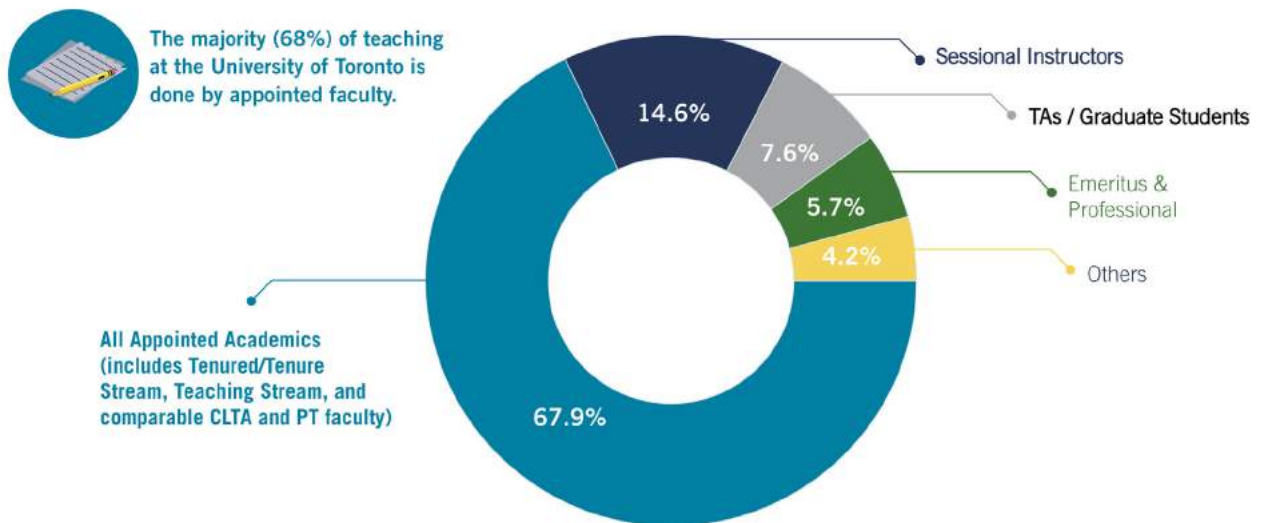


Figure 23

Course Teaching by Instructor Type

(2020-21)



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 indicates 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 2021, the University of Toronto was recognized as a top employer in Canada for the 15th consecutive year. One of the reasons for U of T's selection for the 2022 award is the institutional commitment to equity, diversity, and inclusion¹⁶.

Annually the University completes an Employment Equity Survey, and some of the results from the forthcoming 2021 report are shown below. Highlights include:

- Continued increase in staff who self-identified as Racialized or Persons of Colour, Black, Persons with Disabilities, 2SLGBQ+, and Trans.

¹⁶ UofT One of Canada's Top Employers (<https://people.utoronto.ca/news/university-of-toronto-named-one-of-canadas-best-diversity-employers-for-15th-consecutive-year/>)

Figure 24

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.



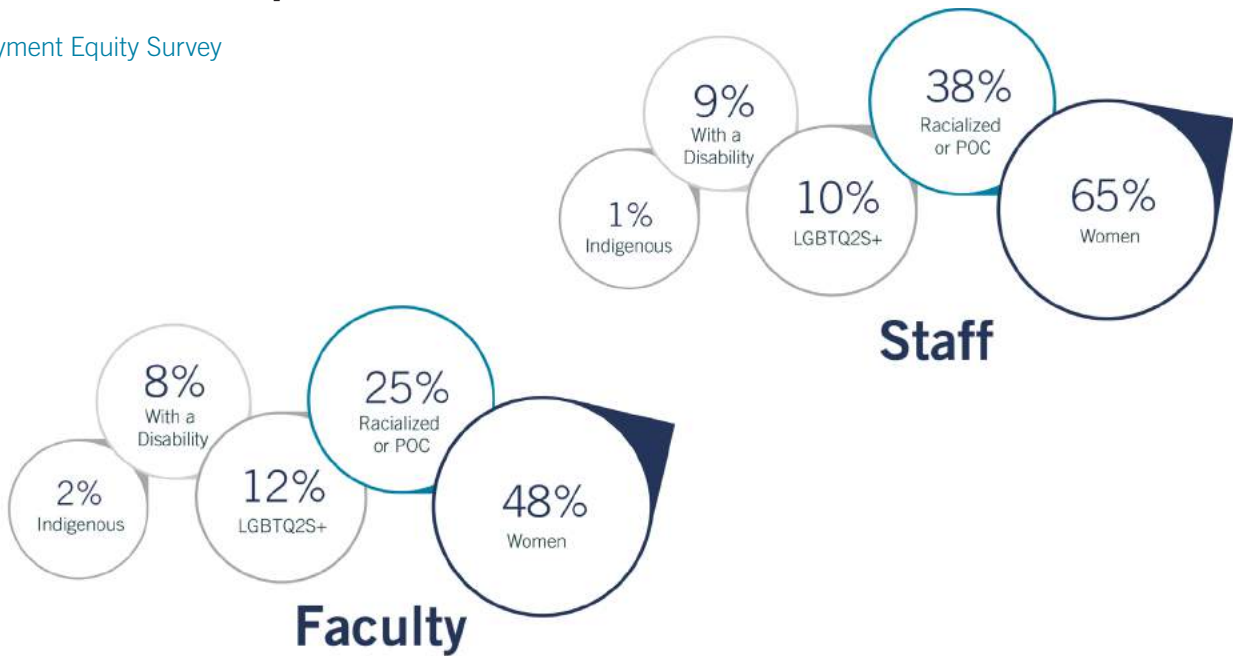
The University is allocating funding to support the hiring of 30 additional Black and Indigenous faculty, adding to the 116 faculty hired under this program in recent years.



Figure 25

Self-Identified Representation

Employment Equity Survey



- Increases in the proportion of applicants who self-identified as Racialized or Persons of Colour, Black, Persons with Disabilities, and 2SLGBQ+.
- Increases in the rate of promotions for staff who self-identified as Women, Racialized or Persons of Colour, Black, and Persons with Disabilities.
- Continued rise in the number and proportion of faculty and librarians who self-identified as Racialized or Persons of Colour.
- Continued rise in the number of Indigenous and Black faculty in appointed faculty positions.
- Significantly higher numbers of new faculty hired who self-identified as Racialized or Persons of Colour compared to last year.
- 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.
- 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.

In 2020 the University launched its first Student Equity Census¹⁷ a voluntary demographic data collection initiative which asks students questions on gender identity, sexual orientation, disability, Indigeneity, race and ethnicity, and educational attainment of parents/guardians. The data from the first year will be used to develop, assess, and maintain programs and initiatives that respond to the needs of students, improve student experiences, and strengthen student recruitment efforts, access, and student success.

Faculty & Staff Diversity

During the last two years 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:

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.

¹⁷ Student Equity Census (<https://www.vicereprovoststudents.utoronto.ca/u-of-t-student-equity-census/>)

Figure 26

Deferred Maintenance

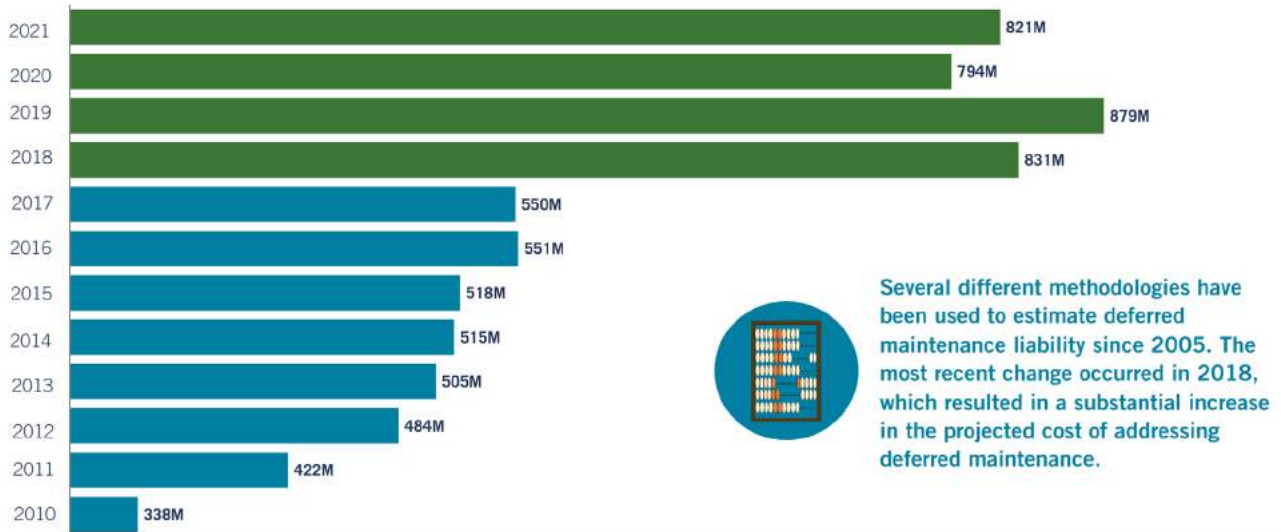


Figure 27

Tri Campus Total Scope 1 & 2 eCO2 Emissions

Total Scope 1 + 2 GHG Emissions in eCO2 Tonnes

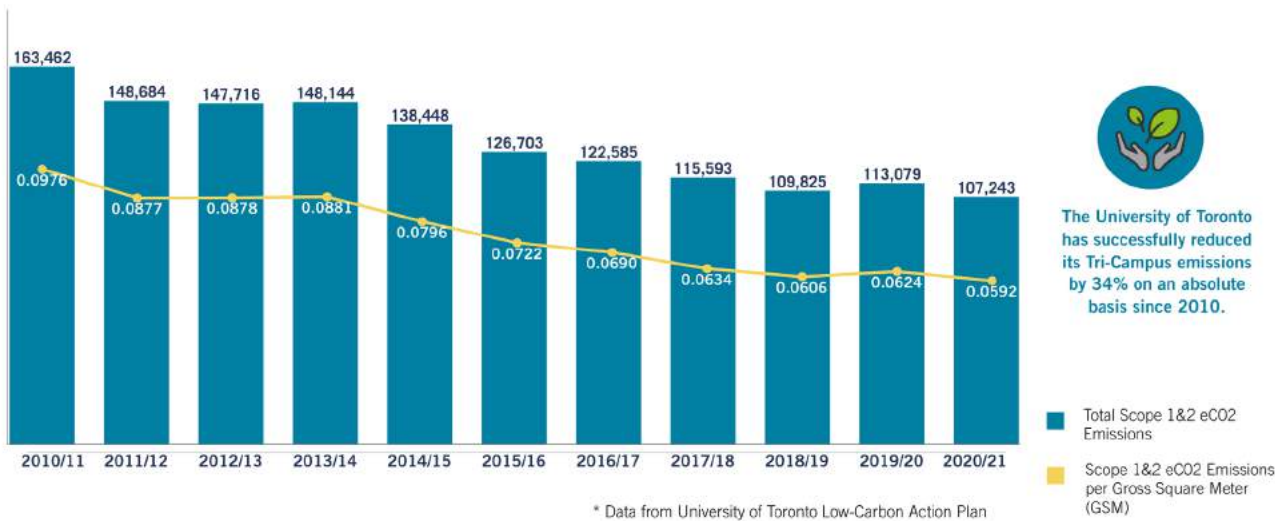
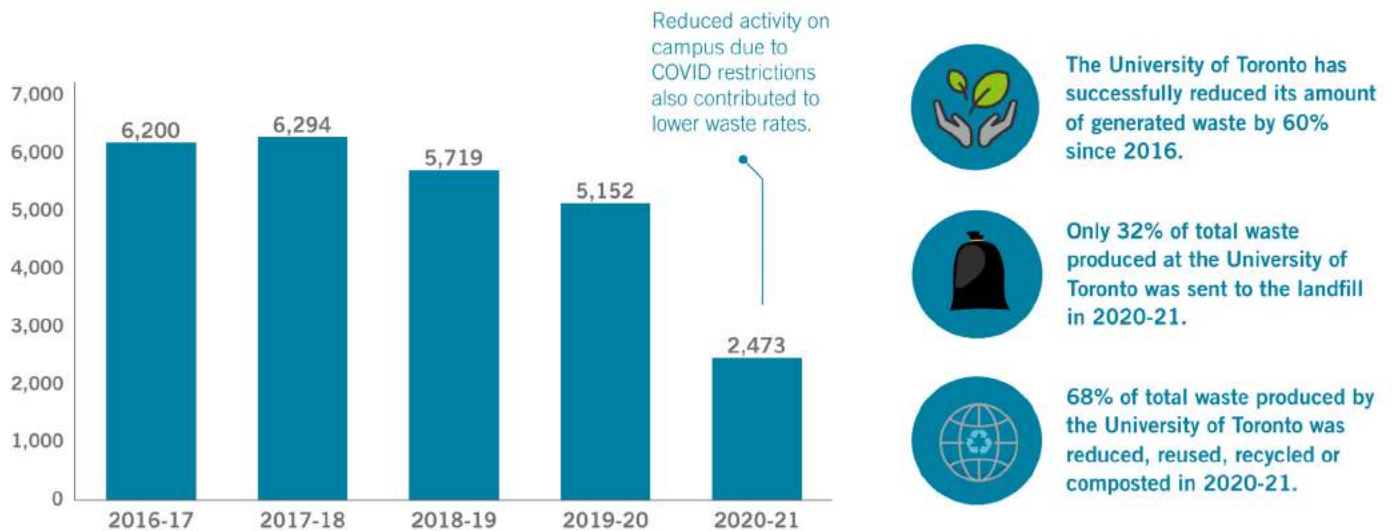


Figure 28

Waste

Waste Generated in Metric Tonnes (May to April, 2016-17 to 2020-21)



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 Report 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 8th time in 2021.

The University's five-year Low-Carbon Action Plan (2019-2024) 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.

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 2020-21, 32% of waste was disposed to landfill, 2.4% was reduced, 2.2% was reused, 31.2% was recycled, and 32.2 % was composted.

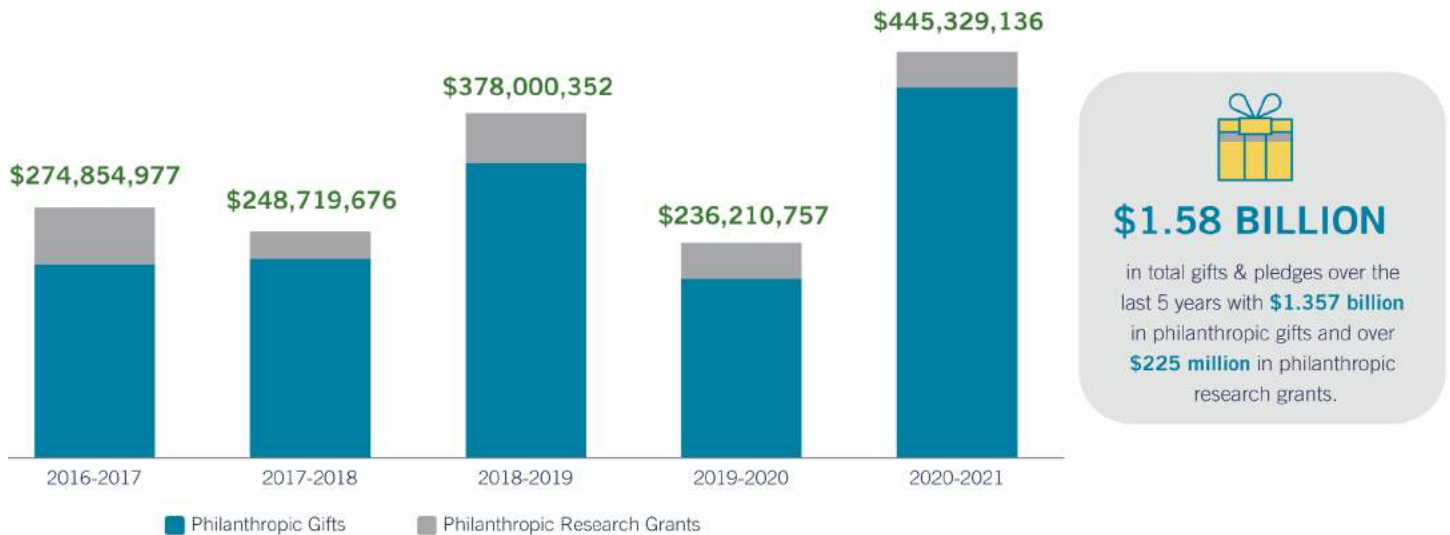
University Advancement

When the COVID-19 pandemic struck, U of T's Alumni Relations efforts shifted exclusively to online programming. In just a few weeks, the Division of University Advancement (DUA) launched the Alumni Virtual Hub — a digital platform that provides easy access to diverse content from across the University. Through the Hub and other venues, alumni took advantage of University programming like never before with 42,096 participating in lectures, courses and social events.

Figure 29

Total Gifts & Pledges

2016-2021



While people searched for credible information during a time of great uncertainty, U of T's experts were a trusted source of knowledge. Through the Alumni Hub, DUA provided information on crucial topics, including how viruses spread, how to help our most vulnerable communities, how to avoid misinformation, and how to stay healthy and connected during lockdowns and physical distancing.

Against this backdrop of upheaval and uncertainty, alumni engagement remained strong, with 57,369 alumni engaged across 141,245 engagement instances, including participation from 10,630 volunteers. Before the pandemic, our alumni who lived abroad had few ways to mentor or volunteer with the University but with new digital offerings, we are now discovering new audiences and providing innovative programming to alumni across all time zones.

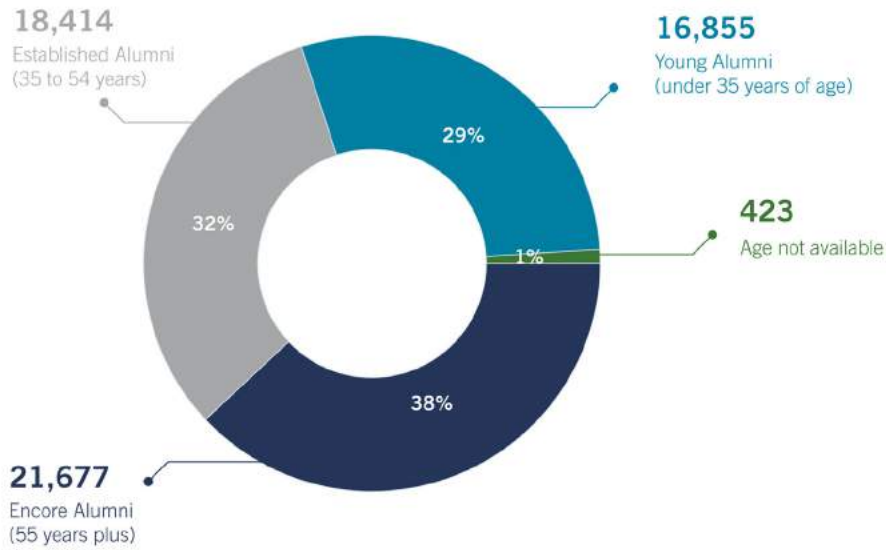
The University of Toronto is fortunate to have a large global base of supporters who are deeply invested in the University's future and our capacity to drive progress on critical global issues. In fiscal year 2020–2021, 20,281 donors from 84 countries rallied around the University of Toronto in profound ways to address the impact of a global pandemic and myriad other vital priorities. In total, U of T received more than \$445 million in gifts and grants — a record year for giving not just for U of T but for any Canadian institution.

The 2020–2021 fiscal year was marked by several historic milestones, including the extraordinarily generous \$250 million gift from the Temerty Foundation and family to the University's newly renamed Temerty Faculty of Medicine. 2021 also marked the 100th anniversary of the discovery of insulin at U of T. In response, Novo Nordisk announced a \$20 million gift to build on the University's storied history and fund new research and interventions for those suffering from diabetes and chronic disease. Donations from the broad community in response to our Toronto COVID-19 Action Fund were critical to support immediate research needs at U of T and our hospital partners, and the COVID-19 Bursary, supporting students most affected by the pandemic.

Figure 30

Total Alumni Engagement

By life-stage, university-wide



In the midst of enormous disruption and uncertainty brought about by the pandemic, the University received a record **\$445 million** in annual donations from our extraordinarily generous alumni, friends, and partner organizations.



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 2021 report highlights the University's efforts to recruit excellent students, both domestically and globally, and its ongoing commitment to accessibility. In 2021-22, the University enrolled 97,066 individual students in 85,747 full-time equivalent enrolments (FTEs) of course load activity, including 65,407 undergraduate FTEs and 20,341 graduate FTEs across all three campuses.

The University continues to focus on student experiences that contribute to excellent student outcomes: the University's average second year retention rate (91.1%), six-year graduation rate (77.1%), and 2-year employment rate (92.2%) have all been improving over time, with some decline in 2021 due to the COVID-19 pandemic. The University of Toronto is ranked 1st in Canada and 12th 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.

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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/>

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.vicereprovooststudents.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/>



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