

Performance Indicators 2022

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Planning and Budget Office



UNIVERSITY OF
TORONTO

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Overview

This summary report is intended to provide 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 data for the Performance Indicators come from a wide variety of sources including:

- [internal University administrative systems such as the student information 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 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 1). 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 endeavors 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 fully 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 framework¹. 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)² came into effect on April 1, 2020 and covers the period 2020-25. 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 Government 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. To date, nine metrics have been activated with the Skills and Competencies metric planned for activation in 2023-24.

In the context of the COVID-19 pandemic, the Government delayed the activation of performance-based funding for the first three years of the SMA3 period and plans to activate the framework in Year 4 (2023-24). Under the framework, there is a significant delay in many of the metrics between the evaluation year (e.g., 2023) and the years of data used for evaluation (e.g., 2019, 2020, and 2021). Due to this lag, the impact of the pandemic on some metrics may not be known until the later years of the SMA3 period and could continue beyond.

However, the University of Toronto has not seen any material downside impacts of the pandemic on our results to date and has exceeded targets on all nine of the SMA3 performance metrics that were active in the first three years (Figure 1). Given our strong performance, we do not anticipate any reductions to funding if/when the performance-based framework is activated.

¹ Ontario Ministry of Training, Colleges and Universities. Ontario's postsecondary education policy framework. Retrieved from tcu.gov.on.ca/pepg/publications/PolicyFramework_PostSec.pdf

² Strategic Mandate Agreement 2020-2025: University of Toronto and the Ministry of Colleges and Universities. Retrieved from utoronto.ca/about-u-of-t/reports-and-accountability

Table 1

SMA3 Metrics for Economic and Community Impact

Tri-Agency Research Funding & Capacity Proportion of total funding from federal research granting agencies received by U of T.	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 U of T's three campuses.	Community/Local Impact of Student Enrolment Institutional enrolment compared to the populations of the cities of Toronto and Mississauga.

Table 2

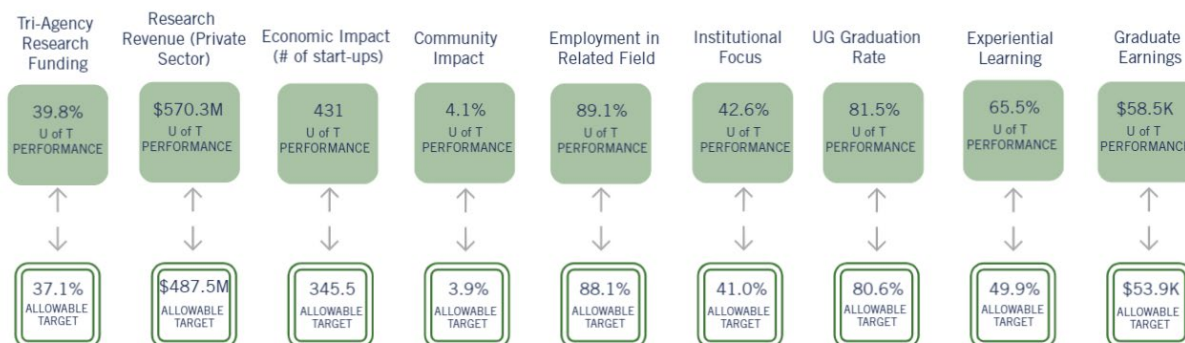
SMA3 Metrics for Graduate Skills and Job Outcomes


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 and publication of results of the NSSE Higher Order Learning Engagement Indicator for senior undergraduate students.

Figure 1

SMA3 Performance

Year 3 Results (2022-23)



 The University of Toronto's performance is measured against nine different metrics. U of T exceeded targets on all active metrics for 2022-23.

International Rankings

Rankings provide one aspect of the institution's performance and prestige, and can be influential for potential students, their parents, faculty recruitment, donors, and international partnerships. Rankings results are not only a reflection of the University's performance but may be impacted by external factors such as methodological changes by the rankings providers or changes in resources and capacity in other regions.

The University of Toronto is consistently ranked as one of the top universities in Canada and the world, with a reputation for academic excellence and research strength. Below are some key highlights of the University of Toronto Rankings profile:

- The University of Toronto is consistently ranked among the top universities in the world by major international rankings such as QS World University Rankings, Times Higher Education World University Rankings, and Shanghai Academic Ranking of World Universities (Figures 2 and 3).
- The University is ranked #1 in Canada and 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 is known for its research strength and is one of Canada's leading research-intensive universities. It is ranked among the top 10 research universities in Canada and is a member of the U15 Group of Canadian Research Universities.

The University of Toronto has been ranked second in the world and first in Canada in the inaugural QS World University Rankings: Sustainability, which assesses universities for their environmental and social impact. The new ranking, released in 2022, placed University of Toronto second out of 700 post-secondary institutions around the world. Only the University of California, Berkeley ranked higher.

Leading ranking organizations are monitoring higher education disruptions caused by the COVID-19 pandemic to better assess next steps for ranking methodologies. Major global rankings rely on data collected over two, three or more years and it will take time before we see the changes. 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 to materialize in future years and are challenging to predict.

Figure 2

International Ranking Results

2022

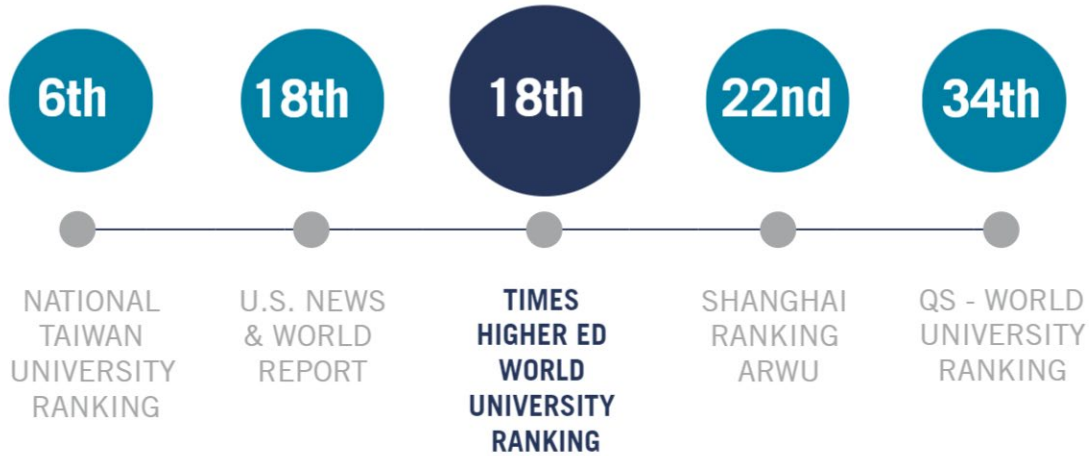
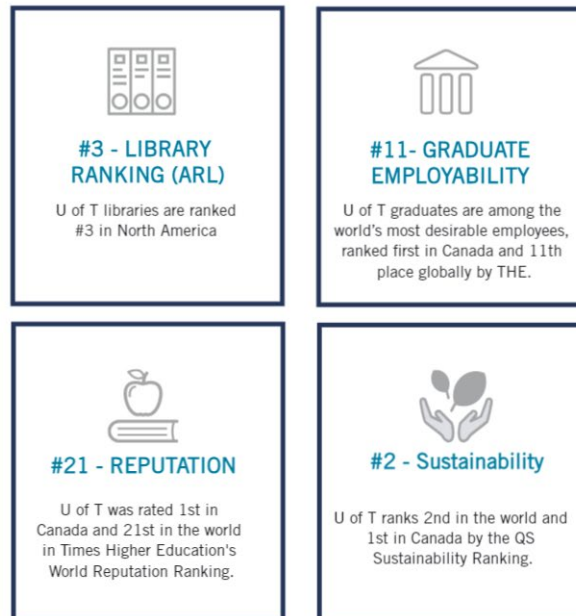


Figure 3

Other Ranking Results

2022



Moving Forward from the Pandemic

Despite the challenges posed by the COVID-19 global pandemic, the University has effectively managed the situation and achieved its largest enrolment ever this year with over 97,000 students joining us in-person across our three campuses, many for the first time in their academic careers. Our faculty, librarians, and staff demonstrated tireless efforts to ensure the smooth operation of our academic and research programs throughout the pandemic, and our students displayed remarkable resilience and adapted swiftly to the changes necessitated by public health protocols.

As is often the case with historic events, the pandemic has led to innovations that will benefit all as we move forward. In March 2022, the Provost established the new University Resilience Project Team (RPT) to expand on the knowledge and experience acquired during the past two years, leverage the advancements made during the pandemic, and establish approaches for institutional resiliency in the long run. Throughout this year, the team has consulted stakeholders from all divisions across our three campuses and has developed recommendations across themes of Navigation, Engagement, and Future Proofing.

Prior to the pandemic the University offered about 160 undergraduate and graduate courses online. During the pandemic, in response to public health requirements, the University community quickly shifted over 10,000 courses online with student registration shown on Figure 4. While the University of Toronto will continue as an in-person institution, we also recognize that there are benefits and demand for a selection of

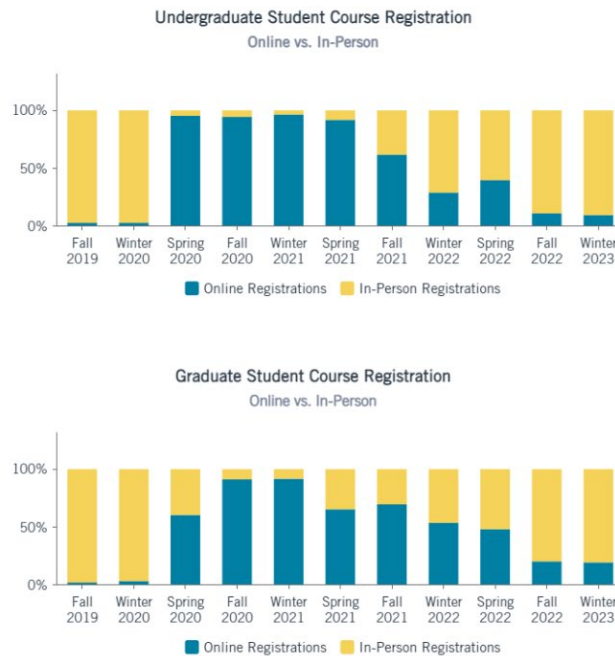
online courses going forward. To support high quality programming for students, the University has implemented an “Online by Design” strategy that will support online course development from the ground up, with support from instructional technologists to help faculty make the most of tools available for online modes of delivery.

Pivoting from fully online service delivery, many student services from all three campuses have shifted to a hybrid delivery model to support more students. Services like primary health care, individual and group counselling, academic advising, career education, leadership development, and recreation have adapted to a mix of video, telephone, and in-person programming to reach more students. For example, during the Fall of 2022, 25% of all UTSC Health Care appointments were held virtually. Hybrid appointment options have also dramatically reduced no-show rates for many appointment types ranging from connecting with Learning Strategists to residence conduct meetings.

Despite the successes of hybrid delivery, in-person programming continues to be vital to the student experience. Programs like Let’s Hike T.O., Trans Positive Swim, Hart House recreation, and MoveU have seen great successes as well as expansions of existing services such as UTSC Athletics & Recreation extending their Outdoor Recreation offerings and conducting programming for residences. While continuing to offer virtual services, in-person events such as fairs, conferences, and workshops have returned to increased engagement. Continuing to invest in community-building and building upon in-person services will be a key priority for the University moving forward.

Figure 4

In-Person & Online Course Registration





Performance Indicators 2022 Highlights

The Performance Indicators report endeavors to provide robust, timely, and relevant indicators and metrics. As such, new and existing 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 Financial 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 the students that receive financial aid via the Ontario Student Assistance Program (OSAP), a large proportion of students at the University of Toronto (44% average for last five years) come from families with low incomes (Figure 5). This is a significantly higher proportion than is typical for universities in Ontario (35% average for last five years). The decrease in OSAP support for students from lower income families in 2021-22 was driven by the COVID-19 pandemic and the support students and families were able to access. In 2021-22, there was a lot of remote learning and many students received Canada Emergency Response Benefit (CERB) and that may have affected their decision to study or to apply/qualify for OSAP.

In addition to financial support available through government loan and grant programs like 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. In 2021-22, the University provided \$284 million in needs- based and merit-based financial aid,

which represented 13% of the University's tuition and fee revenue and an average of \$3,481 per full-time equivalent student (Figure 6). The University's undergraduate and graduate scholarships and bursaries expenditures per student exceeded the Ontario average (excluding University of Toronto) by more than 60%.

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 (Figure 7). This reflects an increase in the awareness of the resources that are available to students, their willingness to use them, and reflects the success of the University in attracting and supporting this population.

In 2020-21, Accessibility Services made it a priority to investigate the effects of technology on both online and in-person learning experiences, as reflected in their Student Experience Survey. Through the survey, data was collected to better comprehend the impact of technology on students with disabilities, and to identify specific barriers which may not be addressed by universal design principles in online learning. The results of the survey highlighted that 45% of students reported experiencing an increase in disability-related obstacles in their academic pursuits as a result of the shift to online learning. These findings provided insight into the preferences, benefits, and drawbacks for students, and informed Accessibility Services offices on new initiatives, such as a program designed to facilitate students' transitions between different learning modalities.

Figure 5

Parental Income & Student Support

Proportion of Students with Household Incomes \$50,000 and below

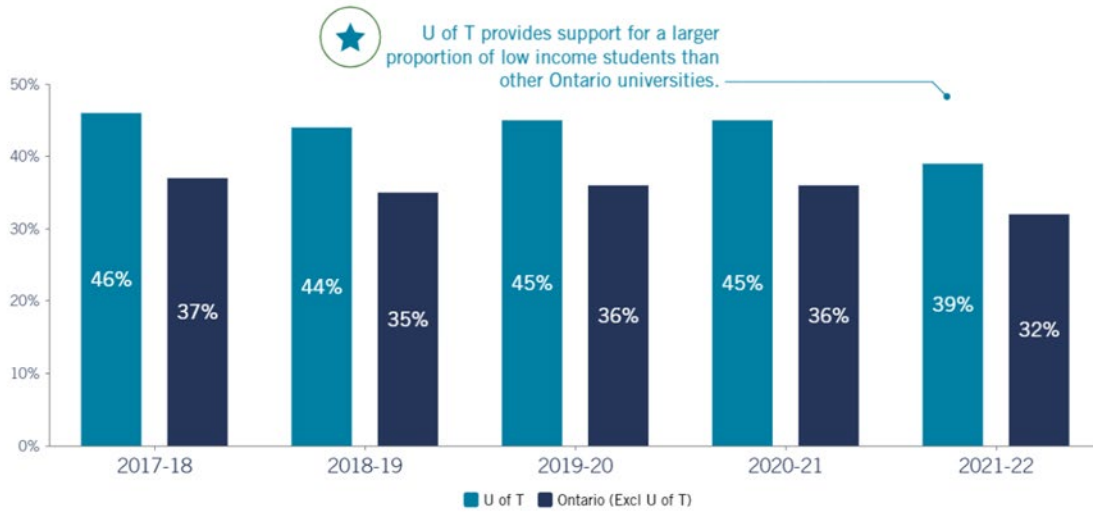


Figure 6

Student Aid Expenditures

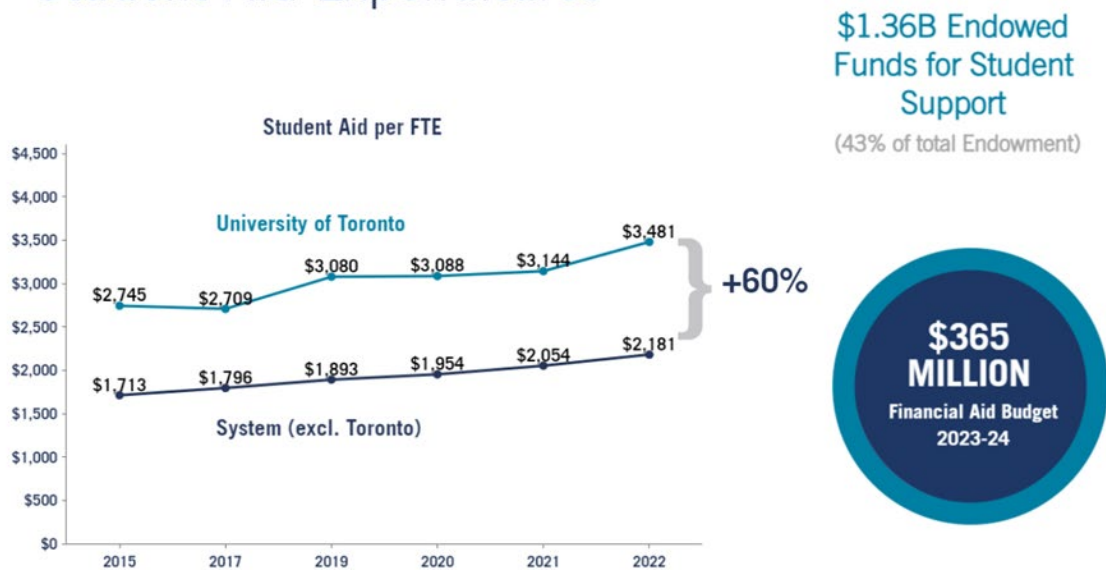
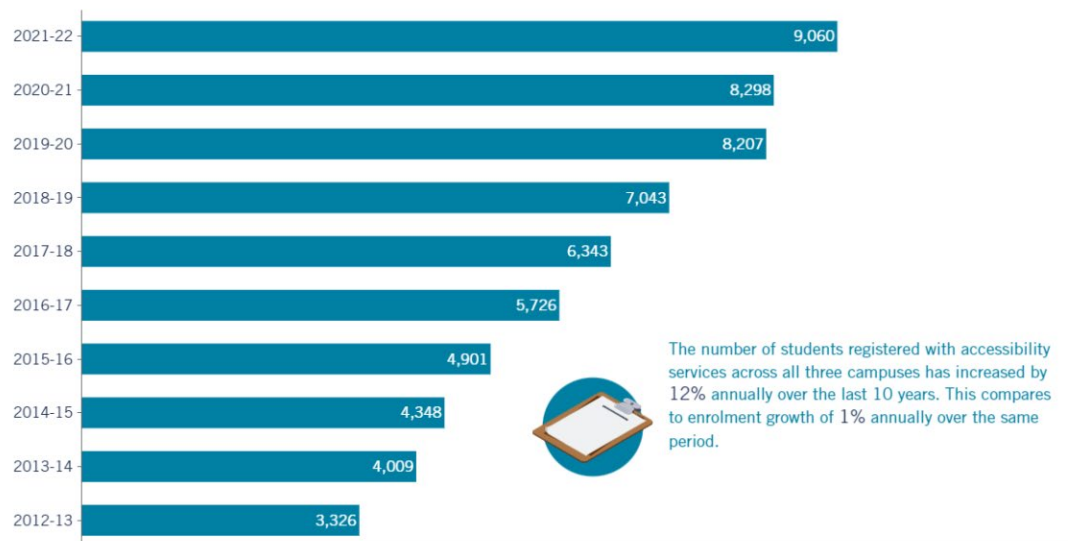


Figure 7

Students Registered with Accessibility Services

St. George, UTM & UTSC Campuses



Supporting the mental health needs of our students is a significant priority for the University of Toronto. In May 2019, the Presidential and Provostial Task Force on Student Mental Health identified 21 recommendations³ 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 is continuing to implement changes to increase the capacity to meet student mental health needs. University of Toronto's much-improved continuum of mental health supports to both domestic and international students has led to more than two-fold increase in mental health service interactions and visits (e.g., NAVI, My SSP, etc.) since 2019-20, trending towards 92,000 interactions/visits across in-person and internet-based service models in 2022-23. 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 recommendations⁴. In the first four months of this service, University of Toronto and CAMH collaborated to identify and serve over 100 students seen in the Emergency Department and Inpatient Units.

During 2020, significant implementation steps based on the Presidential and Provostial Task Force recommendations were undertaken, and the current status of these efforts is available on the University website⁵. Some of the initiatives are summarized below:

- **Navi: Your Mental Health Wayfinder⁶**, is a student mental health virtual agent to help students navigate mental health supports. Since its launch in September 2020 until January 2023, there have been 89,700 interactions and 30,770 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 website⁷** – developed in consultation with students – allows students to find the mental health services they need quickly and easily. Since launch the service has had 138,063 visits from 67,298 unique users.

³ Presidential & Provostial Task Force on Student Mental Health. Retrieved from provost.utoronto.ca/wp-content/uploads/sites/155/2020/01/Presidential-and-Provostial-Task-Force-Final-Report-and-Recommendations-Dec-2019.pdf

⁴ CAMH, UofT Partnership. Retrieved from utoronto.ca/news/u-t-partner-camh-overhaul-mental-health-services-students

⁵ Planning Policy on Student Mental Health. Retrieved from provost.utoronto.ca/planning-policy/student-mental-health/

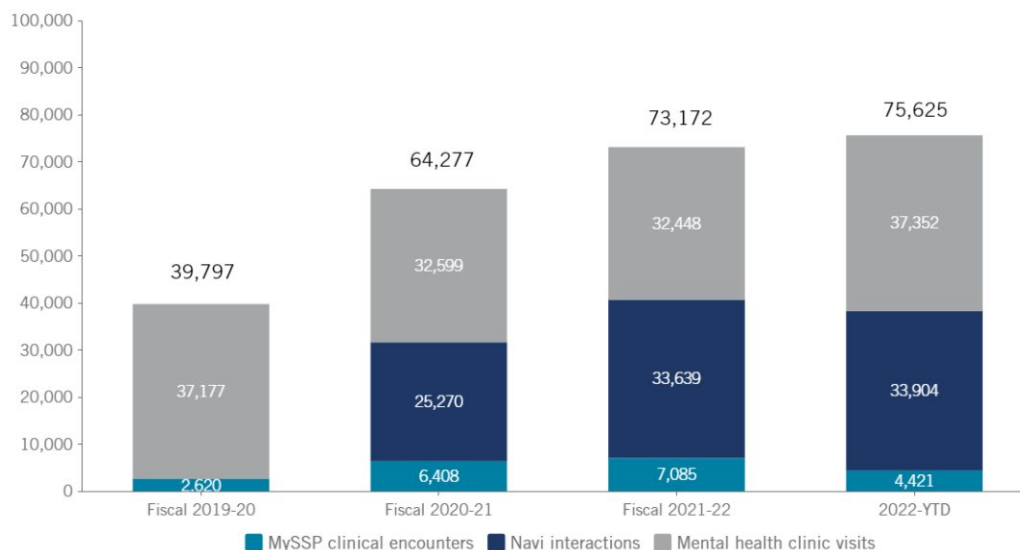
⁶ NAVI: Your Mental Health Wayfinder. Retrieved from viceprovoststudents.utoronto.ca/navi/

⁷ Student Mental Health Resources. Retrieved from mentalhealth.utoronto.ca/

Figure 8

Mental Health Interactions

May 2019 - YTD



- The My Student Support Program, My SSP⁸, 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 until December 2022, 47,615 hours of support have been provided to 7,692 students.
- Post pandemic, Health Centres mental health service have exceeded pre-pandemic levels; from 37,177 to 37,352 interactions (Figure 8) and projected to be 44,822 by year end. The combined support provided from My SSP, Navi and Health Centres more than doubled mental health capacity since 2019.

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 plans⁹.

Mental health surveys (e.g., the Canadian Campus Well Being Survey) are being utilized to better assess health and well-being on campus and identify priorities for intervention. The University is also participating in the World Mental Health International College Student (WMH-ICS)¹⁰ initiative which aims to screen for mental health and substance use problems among postsecondary students on a global scale as well as to develop and evaluate evidence-based preventive and ameliorative interventions. More than 20,000 undergraduate and graduate students will be surveyed over the course of 2 years, starting in February 2022.

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

⁸ My Student Support Program. Retrieved from mentalhealth.utoronto.ca/my-student-support-program/

⁹ Access to mental health support. Retrieved from studentlife.utoronto.ca/task/find-easy-access-to-mental-health-support/

¹⁰ Student e-Mental Health Project. Retrieved from dlsph.utoronto.ca/student-e-mental-health-project/

Student Surveys

Large, institution-wide student surveys are critical tools used to gather insight into students' perceptions of the quality of teaching, academic support, campus life, and other key factors that contribute to their overall satisfaction with their university experience and wellbeing. Conducting regular surveys allows for the identification of key areas of improvement, address student trends, and make data-driven decisions to enhance the student experience. There are several large surveys in which the University of Toronto takes part on a cyclical basis, each serving to measure specific aspects of the institution's performance and improve the quality of our services for our students.

National Survey of Student Engagement (NSSE)¹¹

The NSSE survey is a national survey that assesses the extent to which students engage in educational practices associated with high levels of learning and development. The survey is run every three years and asks questions related to five key areas: academic challenge, learning with peers, experiences with faculty, campus environment, and civic engagement. The survey is administered to first-year and senior students at participating institutions, and the results are used by institutions to make informed decisions on how to improve student learning and engagement. The most recent survey was conducted in 2020, and a new survey was recently launched in March of 2023.

Canadian Campus Wellbeing Survey (CCWS)¹²

CCWS is a national survey conducted every three years, last run in 2022 and sent to 38,000 undergraduate and graduate students. The survey is designed to gather information on the current state of health and wellbeing of post-secondary students in Canada to give institutions insights to build healthier and more supportive environments for students. CCWS is comprised of approximately 200 questions ranging from topics on mental health assets and deficits, health behaviours, food security and substance use to campus climate and obstacles to success.

Canadian Graduate and Professional Student Survey (CGPSS)¹³

CGPSS is a national survey conducted every three years by the Canadian Association for Graduate Studies (CAGS) to collect information on the experiences and satisfaction of graduate and professional students in Canada. The most recent survey was conducted in 2022, and the results provide valuable insights into the challenges and opportunities facing graduate and professional students. The survey covers a wide range of topics,

including program satisfaction, funding, supervision, and career preparation to better understand the needs of students and to improve the quality of graduate education in Canada.

Multi-Institutional Study of Leadership (MSL)¹⁴

The MSL is a national research project designed to investigate how leadership development programs on college campuses impact students' leadership skills, attitudes, and behaviors at over 300 institutions across North America. The goal of the MSL is to provide colleges and universities with the information needed to develop effective leadership programs that meet the needs of their students. The study examines the impact of a variety of leadership and high-impact experiences, including coursework, extracurricular activities, global experiences, personal growth, and service learning. The MSL is conducted every three years, with most recent survey in 2021.

Student Experience in the Research University (SERU)¹⁵

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 surveys aim to collect data on a wide range of topics, including student demographics, academic experiences, social experiences, and satisfaction with university services. The University of Toronto participated in ugSERU for the first time in early 2021, where 40,000 undergraduate students were asked to participate in the survey.

By rotating the surveys, universities can track changes in student opinions and attitudes over time while ensuring that students are not burdened with the same set of questions every year. This approach ensures that each survey focuses on specific areas of concern, giving the university a more complete understanding of student needs and experiences.

¹¹ Results of the National Survey of Student Engagement 2020. Retrieved from viceprovoststudents.utoronto.ca/wp-content/uploads/NSSE-2020-Report.pdf

¹² The Canadian Campus Well-being survey. Retrieved from studentlife.utoronto.ca/service/canadian-campus-wellbeing-survey/

¹³ Results of the Canadian Graduate and Professional Student Survey. Retrieved from sgs.utoronto.ca/about/measuring-our-performance/cgps/

¹⁴ Multi-Institutional Study of Leadership. Retrieved from studentlife.utoronto.ca/service/multi-institutional-study-of-leadership/
¹⁵ Graduate Student Experience in the Research University. Retrieved from sgs.utoronto.ca/about/measuring-our-performance/gradseru/

Canadian Campus Wellbeing Survey Results

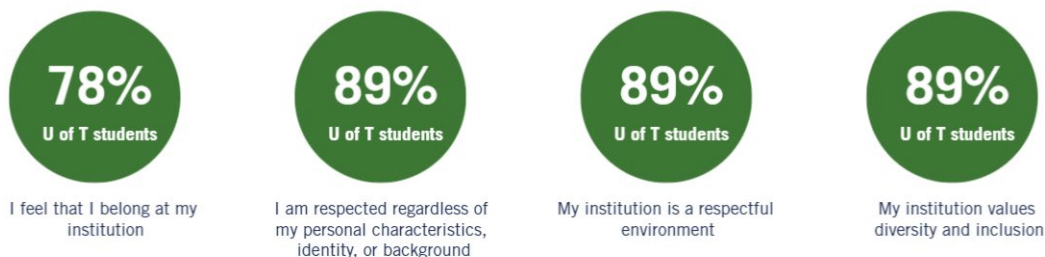
The first full execution of CCWS was completed in Winter 2022 following a pilot run of the study in Winter 2020. This past year, the survey gathered responses from approximately 6,200 students at University of Toronto (16% response rate) on questions of mental health assets and deficits, substance use, food security, health behaviours, and student experience. Some highlights from this most recent CCWS are below:

- Coming out of the COVID-19 pandemic, the CCWS asked students if the shift to online classes impacted their success; 61% of University of Toronto students and 64% of their U15 peers responded that the shift was an obstacle.
- University of Toronto students responded very similarly to other U15 students, on their awareness of mental health outreach efforts such as events, campaigns, and educational programs, with 56% of University of Toronto and U15 students responding that they knew of such resources.
- Likewise, 16% of University of Toronto students and U15 peers responded that they use campus health services for their primary care.
- University of Toronto students feel positively about the campus climate with 89% responding that they agreed that they felt respected regardless of personal characteristics, identity, or background, that they felt University of Toronto was a respectful environment, and that University of Toronto values diversity and inclusion (Figure 9). Nearly 80% of respondents said they felt that they belong at University of Toronto. Ninety one percent of students responded that they felt safe on campus during the day.

Figure 9

Canadian Campus Wellbeing Survey

Winter 2022



This is the percentage of U of T students who responded "Somewhat agree", "Agree", or "Strongly agree" to the selected statements about campus climate in the 2022 CCWS survey.

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 University has had tremendous success in recruiting exceptional students from China, and we will continue to build on this success where we have deep and long-standing connections. The University is committed to diversifying the regional and socioeconomic backgrounds of our student body through active recruitment in diverse global regions; development of partnerships and scholarship programs with governments, charities, and schools around the world; and the significant investment in the International Scholars program.

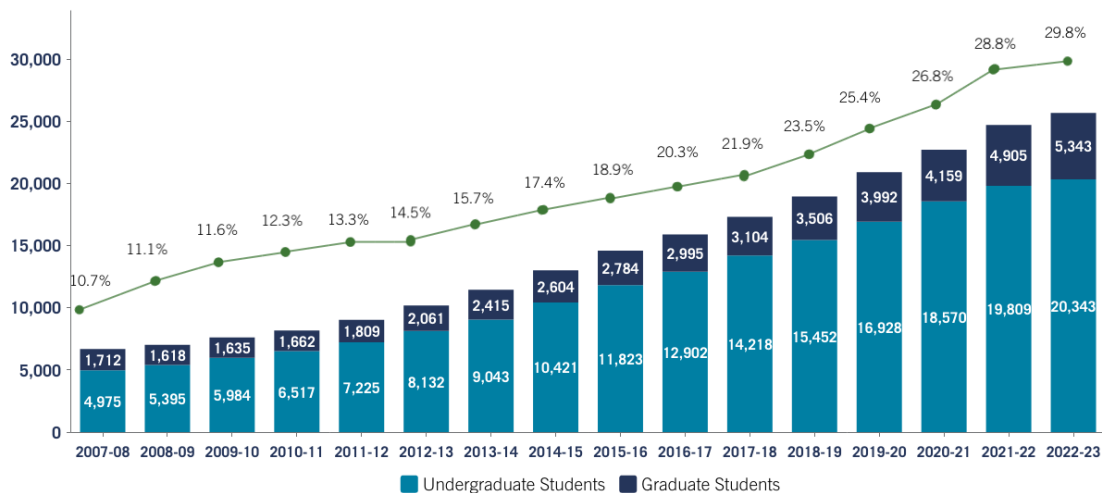
Divisions are pursuing recruitment strategies to attract international students from a diverse set of global regions. In Fall 2022, the University welcomed new undergraduate students from 135 countries and regions from around the world (up from 118 in 2016) and increased the number of source countries with forty or more students to 14 (up from 7 in 2016). For example, since 2019, new intakes from India and Pakistan and from the Caribbean/Latin America have grown by over 50%, and new students from the Middle East have grown by around 40%.

In Fall 2022, University of Toronto's international students made up 29.8% of total FTE enrolment (Figure 10) and 32.6% of our Fall 2022 undergraduate intake. International FTE enrolment varies significantly across academic programs, with larger numbers and proportions in first-entry undergraduate programs (32.9%) and lower proportions in second-entry professional (16.1%) and doctoral stream master's programs (12.4%).

Figure 10

International Student Enrolment

2007-08 to 2022-23 (FTEs)



Experiential Education & International Experiences

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 is 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 significant Experiential Learning programs such as:

- The Professional Experience Year (PEY) co-op program in the Faculty of Applied Science & Engineering offers 12-16 consecutive months of full-time employment of meaningful work experience. In 2022-23, 1,363 students are participating in the PEY, with 894 of them being Engineering students. Approximately 78% of third year engineering students participated in PEY Co-op work terms in 2022-23.
- The University of Toronto Scarborough (UTSC) has long offered co-op options across a wide variety of their academic programs. In total 3,943 students were registered in co-op programs in 2022-23, with 716 students out on work placement in Fall 2022.
- 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. Over 900 students participated in the Academic internship courses and Research Opportunity Program in Summer 2022 and Fall-Winter 2022-23.
- The Arts and Science Internship Program (ASIP) was launched in Fall 2021 with 695 students currently registered. The program combines 12-20 months of paid work experience with professional development training.

Figure 11

Experiential Learning

Total Number of Graduating Students 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 2022 and Fall-Winter 2022-23.

In addition to these formal programs, the University offers many individual courses with experiential learning opportunities. In 2019, the University conducted a preliminary categorization of undergraduate courses and programs to identify which of our graduates participated in experiential learning as part of their studies.

This analysis will be further enhanced as the University implements its course information system. In 2021, The University had 9,305 undergraduate graduates with an experiential learning component (Figure 11). 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.

As the world becomes more globally interconnected, there is 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. While some of these international pathways and partnerships were disrupted by pandemic-related travel restrictions, learning abroad activities have largely returned to pre-pandemic levels as of Fall 2022.

In addition, the University continues to build on partnership innovations developed over the past few years so that students can go Global-at-Home, including the development of more than 70 global classrooms that allow students to access global learning through curricular and co-curricular experiences, foster international experiences, and create pathways to international exchange.

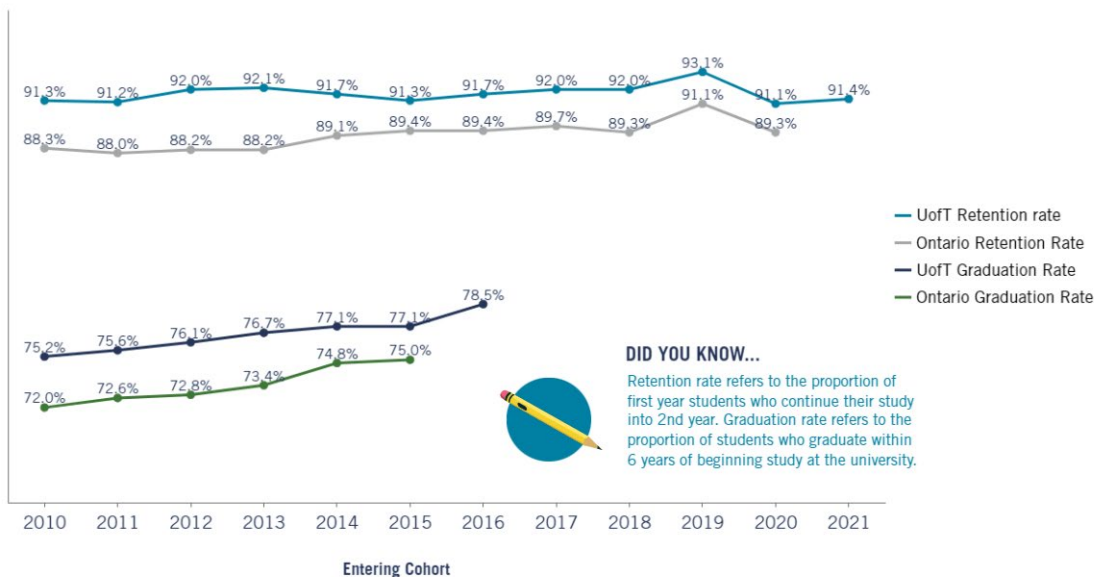
Graduation Rates & Graduate Employment

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 has been an institutional focus in recent years and the results reflect the success of those efforts.

To assess the University's performance at the undergraduate level, the Performance Indicators include 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. The 6-year graduation rate is used in the University's Performance Indicators for continuity

Figure 12

Retention & Graduation Rates



and comparison with peer institutions. For entering cohort in 2016 the graduation rate reached 78.5%. Graduation rates have continued to show significant improvement year over year, and University of Toronto continue to exceed Ontario graduation rate.

During the COVID-19 pandemic some first-entry divisions observed lower retention rates for continuing students compared to the last ten years. However, the most recent data shows that rates appear to be rebounding, a positive sign that this may have been a temporary pandemic-related shift (Figure 12). Divisions will continue to closely monitor this metric going forward. Key data analytics initiatives led by the Office of the Vice-Provost, Innovations in Undergraduate Education such as the Student Academic Success (SAS) project have been critical to developing a deeper understanding of admission and retention rates. This work supports strategic enrolment planning, program design and program review, while reducing barriers to academic success by being able to analyze the key points of students' program entries, program and degree progression, and retention.

In 2020 the University launched its first Student Equity Census¹⁶, 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 collected will be used to develop, assess, and maintain programs and initiatives that respond to the needs of our students, improve student

experiences, and strengthen student recruitment efforts, access, and student success. Through connections with other student-related data such as retention and graduation outcome data, we will be able to understand and improve the holistic experience of our students more effectively.

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 above 90% and comparable to the Ontario average employment rate and slightly higher than the rate at other GTA universities (Figure 13). 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.

Research

The extraordinary breadth and depth of academic excellence across University of Toronto's three campuses and fourteen fully affiliated hospitals reflect the excellence of the University's faculty, graduate and undergraduate students as well as 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.

Figure 13

Employment Rate



¹⁶ U of T Student Equity Census. Retrieved from viceprovoststudents.utoronto.ca/u-of-t-student-equity-census/

This breadth and depth of excellence at the University is reflected in the results of subject rankings. In 2022, University of Toronto is one of six universities in the world to be ranked in the top 30 of all 11 subjects in the Times Higher Education subject rankings. University of Toronto is 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 2021-22, total research funding exceeded \$1.4 billion and has increased at an average of 3% per year over the last 5 years (Figure 14).

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) which are a 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. The University of Toronto continues to be a leader in securing tri-agency funding and secures 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 seeking to grow. Over the past five years, research funding from the private sector has grown 7% on average per year. In 2021-22, the research funding from private sources increased by 8% to about \$170 million. 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 (Figure 15). For both the volume of papers and the total number of citations the University is ranked in the top 5 in the world.

Figure 14

Research Funding

Overall University Funding 2017-18 to 2021-22

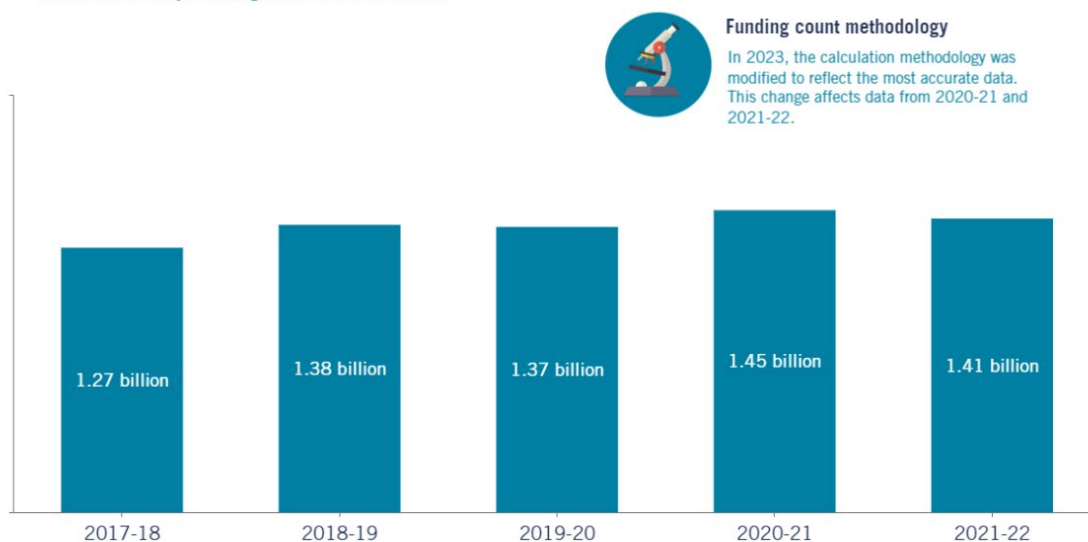
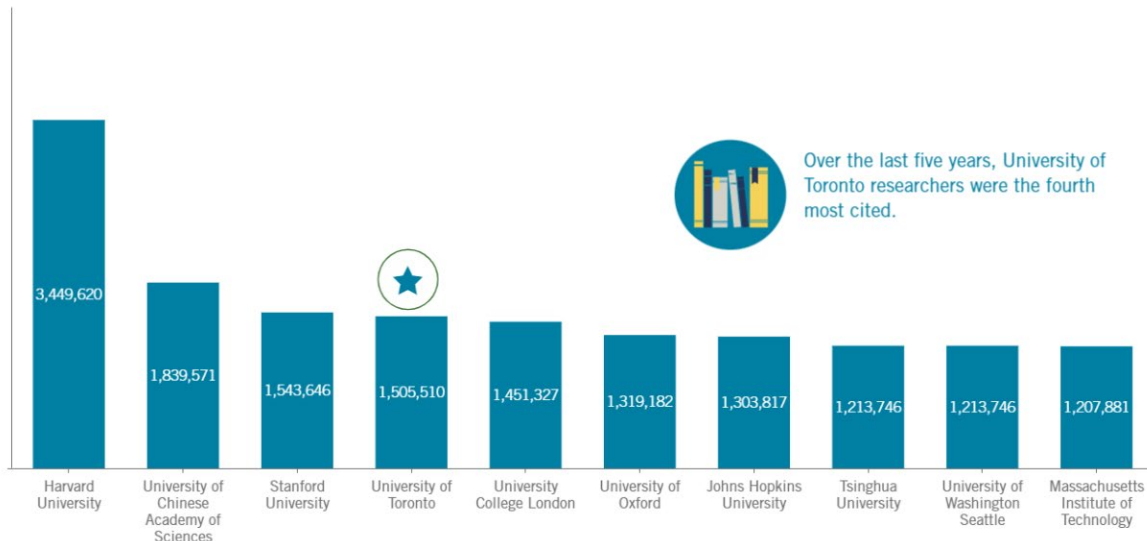


Figure 15

Research Citations

2017-18 - 2021-22



Innovation, Commercialization & Entrepreneurship

Partnerships between industry and University of Toronto 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 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, 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 decade¹⁷.

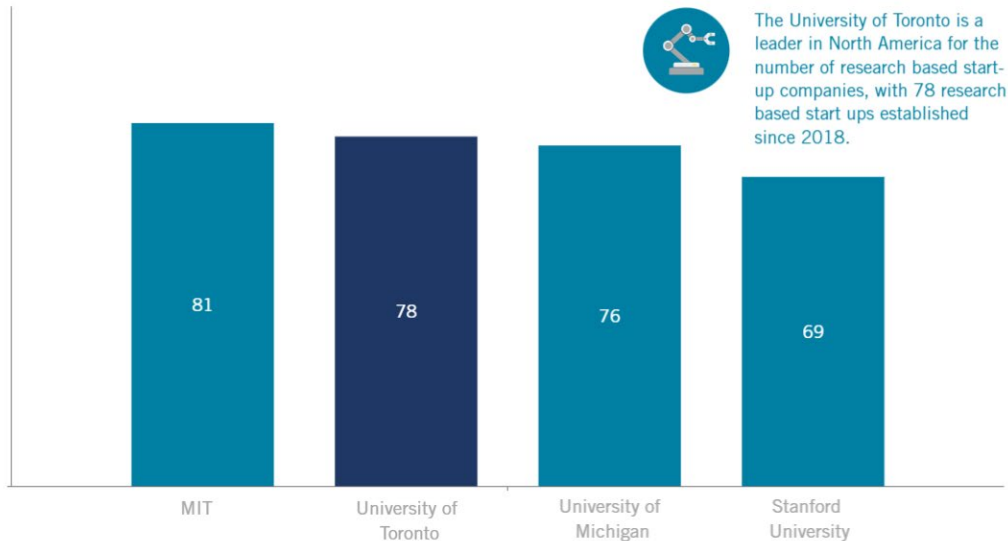
The University's entrepreneurial ecosystem supports start-ups from a variety of backgrounds, spanning the full range of their lifecycles from ideation to commercialization. The University is a leader in North America for the number of new research-based start-up companies, with 78 companies started in the period 2018-19 to 2020-21 (Figure 16). 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 2021-22 alone, the University actively supported over 430 start-up teams in incubators and campus-led accelerators across all three campuses, which compares to 400 teams in the previous year.

¹⁷ Innovation at U of T. Retrieved from utoronto.ca/entrepreneurs

Figure 16

New ResearchBased Start-Up Companies

2018-2021



Faculty Teaching and Class Sizes

Student-faculty ratios at the institutional level provide one measure of the faculty resources available to support student instruction (Figure 17). 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.

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. In Fall 2020, the University of Toronto offered courses with a class size of fewer than 30 students, accounting for 58% of its overall classes. Additionally, a mere 3% of classes

had a student count exceeding 250, indicating a relatively small proportion of large classes.

Another important measure of student engagement with faculty members is the proportion of course sections taught by instructor type (Figure 18). An analysis of the course sections taught at University of Toronto indicates that most 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.

The University of Toronto has many assets which it can tap to enrich the scope of learning opportunities for students. These include its impressive complement of some of Canada's most accomplished scholars, and its physical location in the Greater Toronto Area, one of the country's most diverse urban environments. Canada Research Chairs (CRCs), University Professors, and Endowed Chairs can be taken as a proxy population of faculty who have received special distinction for their research. The University of Toronto's complement of accomplished scholars (CRCs, University Professors and Endowed Chairs) take an active role in undergraduate instruction and engagement. In 2021-22, the total enrolment in undergraduate courses taught by CRCs, University Professors and Endowed Chairs reached 20,279.

Figure 17

Student Faculty Ratio

Compared to Canadian U15 Peers 2012-2021

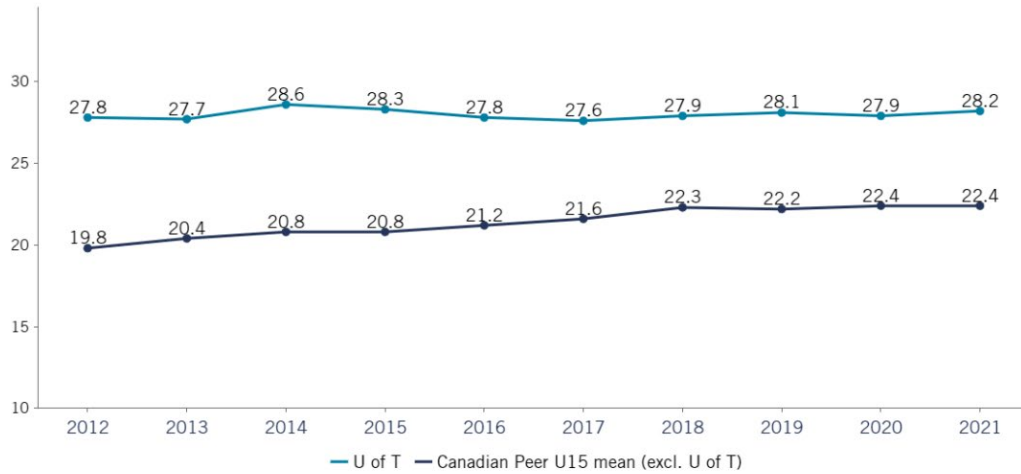


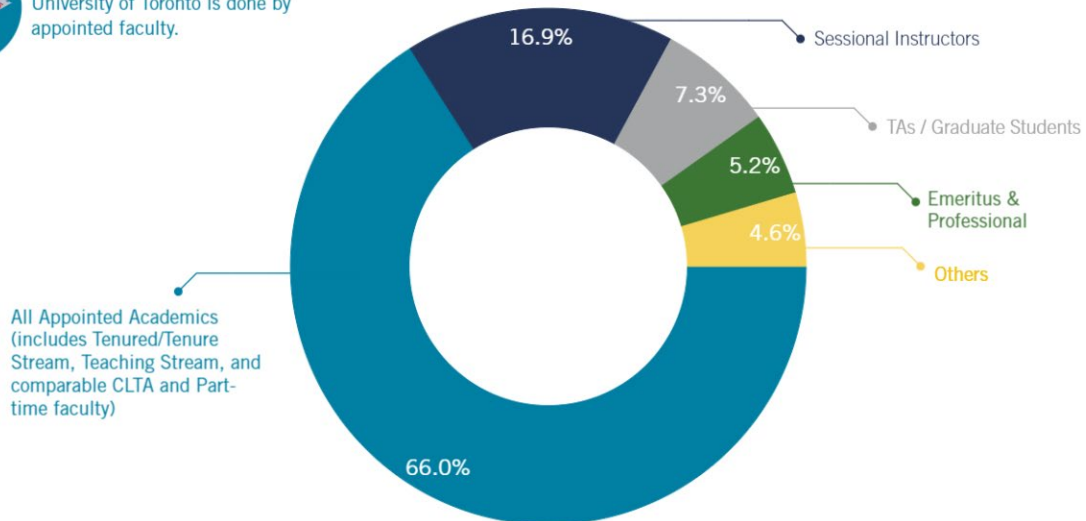
Figure 18

Course Teaching by Instructor Type

2021-2022



The majority of teaching at the University of Toronto is done by appointed faculty.



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 January 2023, the University of Toronto was recognized by Forbes as one of Canada’s best employers for 2023¹⁸. One of the reasons for University of Toronto’s selection for the 2023 award is the institutional commitment to equity, diversity, and inclusion.

For the 16th consecutive year, the University of Toronto has also been recognized as one of Canada’s Best Diversity Employers¹⁹.

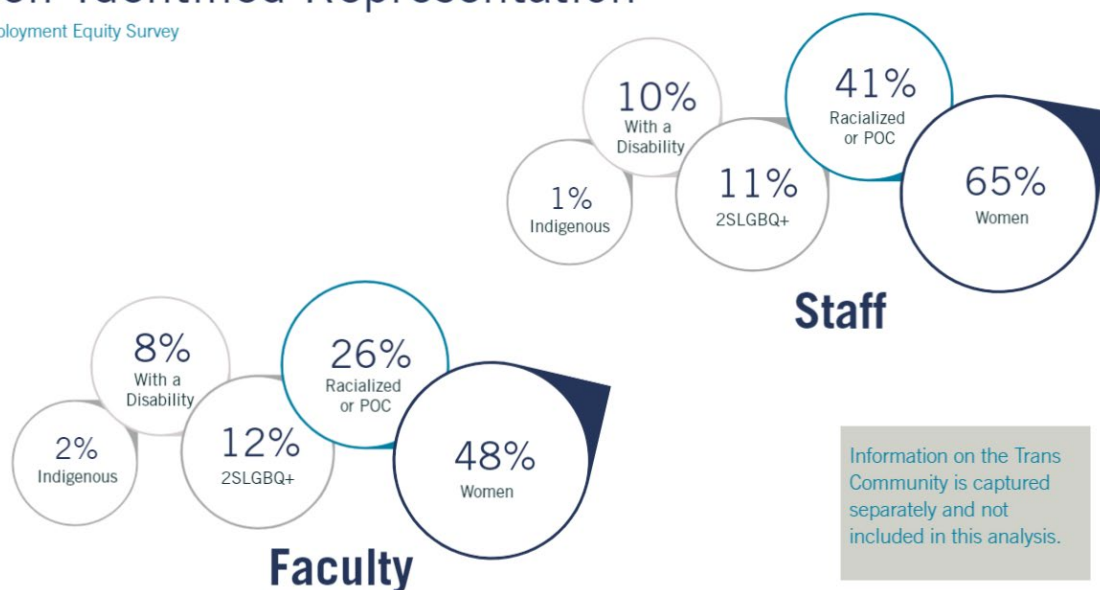
The University conducts an annual Employment Equity Survey, and some of the results from the forthcoming 2022 report are shown below. Highlights include:

- Across the tri-campus, we observed a continued increase across the total University of Toronto community of faculty members, librarians, and staff who self-identified as Racialized or Persons of Colour, 2SLGBQ+, and Persons with Disabilities (Figure 19). A similar increase was observed for Trans.
- Within the faculty community among new hires, we observed increases in the percentage who self-identified as Women, 2SLGBQ+, and Persons with Disabilities.
- For faculty members promoted to professor or professor, teaching stream, there was an increase in the percentage who self-identified as Racialized or Persons of Colour, Women, 2SLGBQ+, and Persons with Disabilities.

Figure 19

Self-Identified Representation

Employment Equity Survey



¹⁸ Canada’s Best Employers for 2023. Retrieved from utoronto.ca/celebrates/university-toronto-named-one-canada-s-best-employers-2023

¹⁹ Canada’s Best Diversity Employers for 2023. Retrieved from utoronto.ca/celebrates/university-toronto-recognized-one-canada-s-best-diversity-employers-2023

- Within the librarian community, we observed an increase of new hires who self-identified as Racialized or Persons of Colour and in the number of promotions for librarians who self-identified as Men.
- We observed noteworthy increases for staff new hires who self-identified as Racialized or Persons of Colour, 2SLGBQ+, and Persons with Disabilities.
- The rates of promotions increased for staff who self-identified as Indigenous or Aboriginal People of North America, Racialized or Persons of Colour, and 2SLGBQ+.

- Revising the Employment Equity Survey using terminology consistent with the Student Equity Census, to be released in early 2023. This new language attempts to more accurately reflect the broad range of identities within our community. It also attempts to address structural barriers that the Survey's current questions may reinforce.
- Including our 2022 employment equity data in the annual Equity, Diversity & Inclusion Report. In sharing our demographic data in this wider context, we aim to provide a more comprehensive picture of our efforts to nurture a tri-campus community enriched by a diversity of thought, lived experience, and identities.

Faculty and Staff Diversity

During the last year the University undertook several initiatives to address concerns identified in 2021 employment equity data and other broader challenges around Equity, Diversity, and Inclusion. These include:

- [Releasing an online dashboard with the 2021 Equity Report to share data in a more transparent and dynamic way with our internal and external communities.](#)
- [Actively working through methods of collecting and analyzing data, engaging deeply on this topic with the Inter-Institutional Forum of the Scarborough Charter and Statistics Canada, and seeking ongoing opportunities to do so.](#)

Strengthening the University's commitment to equity, diversity and inclusion continues to be a significant budget priority. The Provost is allocating funding from the University Fund (UF) to support the hiring of 30 additional Black & Indigenous faculty, bringing the total number of faculty positions supported under this program to 190 (program started in 2016-17). New EDI-focused roles in People Strategy, Equity & Culture and Advancement will increase our supports for critical initiatives and bring this important lens to alumni and fundraising activities.

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.

For the most recent year, the University's deferred maintenance liability increased significantly to \$961 million (Figure 20). This is primarily due to the current high inflation environment on construction costs. As the liability reflects the cost to address all of the deferred maintenance needs, it increases with the estimated cost of performing that work. The University continues to prioritize investments from its operating budget to address the most critical deferred maintenance needs across the three campuses.

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, University of Toronto'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 9th time in 2022. The University's five-year Low-

Figure 20

Deferred Maintenance

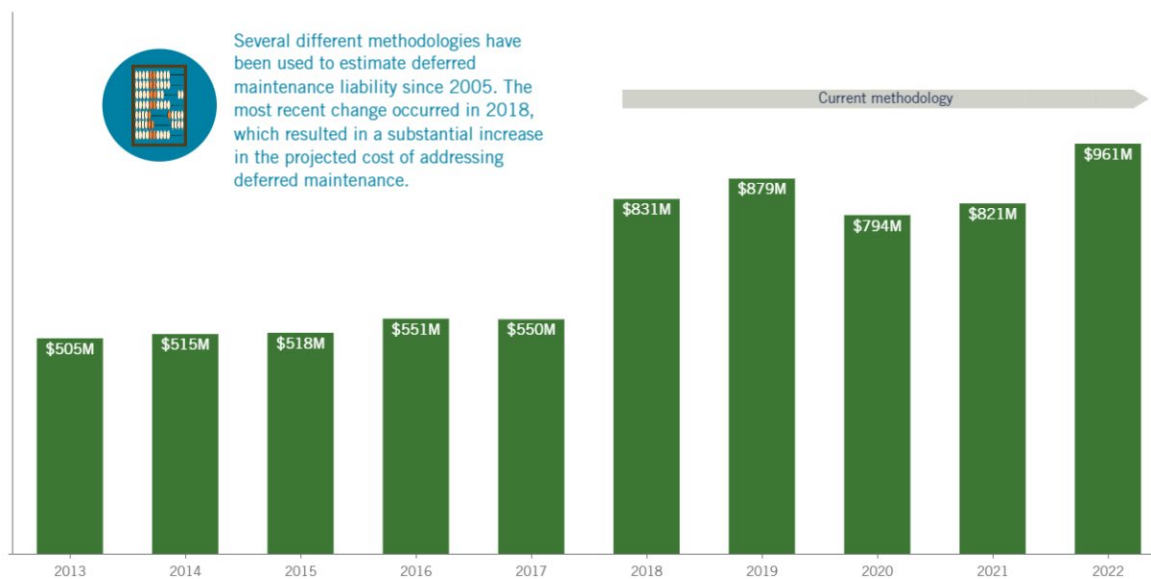


Figure 21

Tri-Campus Total Scope 1+2 eCO2 Emissions

Total Scope 1 + 2 GHG Emissions by Campus in eCO2 Tonnes

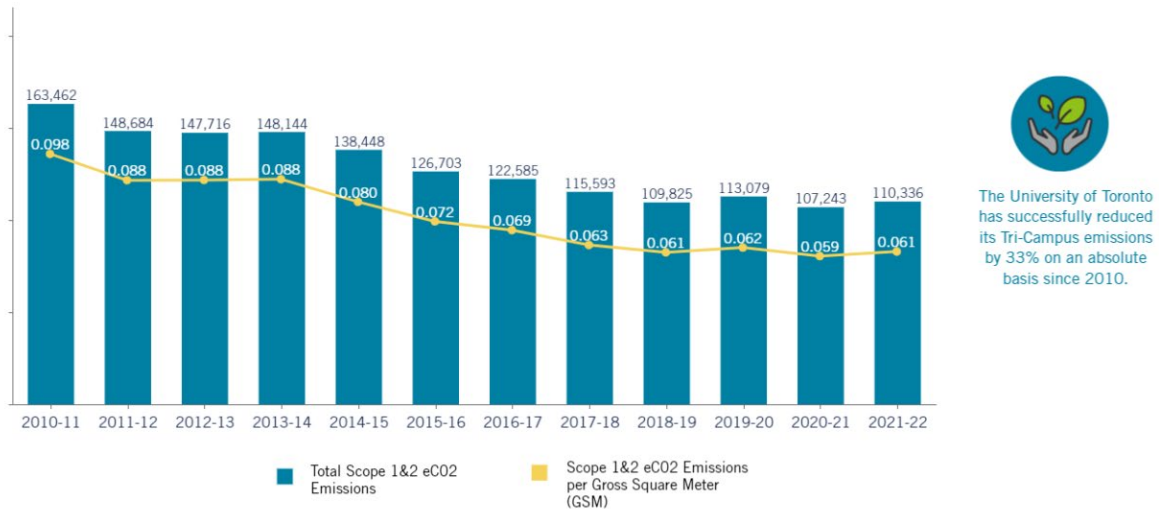
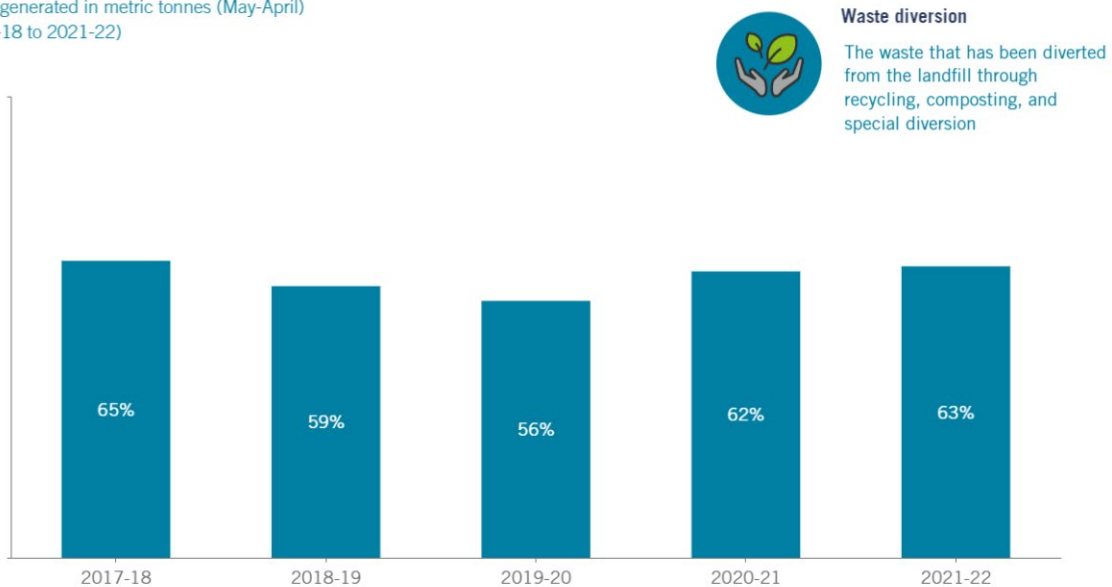


Figure 22

Waste Diversion

Waste generated in metric tonnes (May-April) (2017-18 to 2021-22)



Carbon Action Plan (2019- 2024)²⁰ has been developed to further implement carbon reduction strategies across University of Toronto’s three campuses and aims to reduce the institution’s greenhouse gas emissions by 37% from 1990 levels by the year 2030 and put it on a path to becoming a “net-zero” institution (Figure 21).

The University continually updates, modifies, expands, and improves on existing waste management programs and searches for ways to divert additional/new materials from landfill (Figure 22). Based on the total amount of waste generated and materials diverted, the waste diversion rate at University of Toronto is approximately 63% with the provincial objective of a 60% waste diversion.

Financial Sustainability

The financial health of universities and colleges is critical to ensuring a stable and sustainable postsecondary education sector in Ontario. Unfortunately, the Government’s 2019-20 decision to reduce domestic fees by 10% and freeze them is putting pressure on many institutional budgets and was a contributing factor to the financial crisis at Laurentian University. However, even with these pressures, the University of Toronto continues to be in a very strong financial position. Demand for our programs is robust with deep pools of domestic and international applicants.

Our high international rankings and strong global connections help us to attract excellent international students from across the world, which has helped us manage through the constraints on revenues from domestic enrolment.

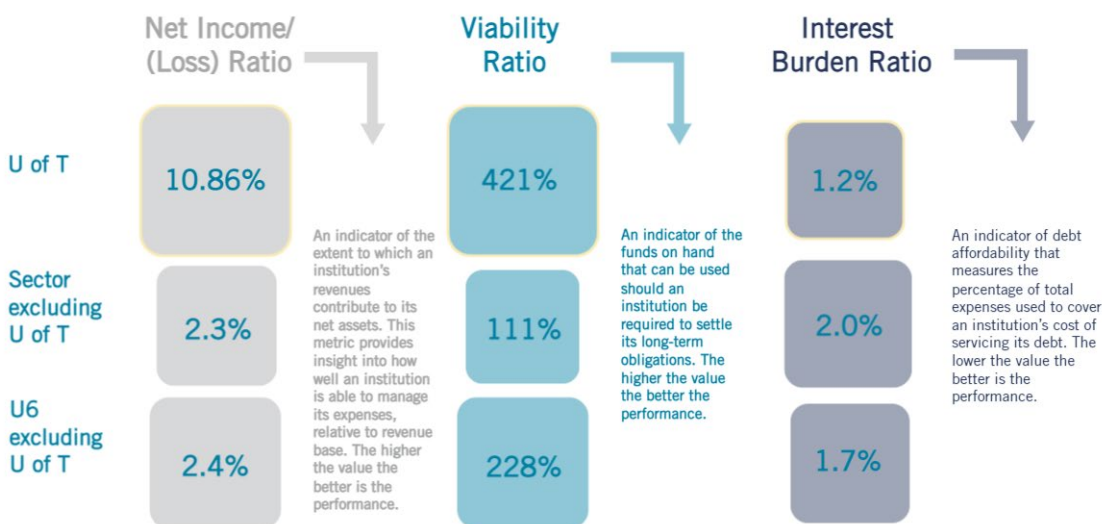
As part of the Strategic Mandate Agreements, the Ministry of Colleges and Universities approved five financial metrics that are based on publicly reported data from Ontario universities. Taken together, they are intended to provide a broad view of financial health of universities considering income and expenses (Net Income; Net Operating Revenues Ratio), available reserves (Primary Reserve Ratio), and debt burden (Viability Ratio; Interest Burden Ratio). On all five of these metrics, the University exceeds both the sector average and the average of the other U6 research-intensive universities in Ontario (Figure 23).

Credit Ratings provide another indicator of financial health and are significant as they are forward looking, considering both historical performance and future opportunities and risks. The University of Toronto continues to maintain excellent credit ratings, absolutely and in comparison to our peers and is rated above the Province of Ontario (Figure 24).

Figure 23

Financial Ratios

2021-22



²⁰ Low-Carbon Action Plan. Retrieved from toronto.ca/legdocs/mmis/2020/ec/bgrd/backgroundfile-141837.pdf

Figure 24

University Credit Ratings

December 2022



The University has three credit ratings – from Moody's Investors Service, from Standard and Poor's Global and from Dominion Bond Rating Service Morningstar. When compared to the credit rating of the province, the University of Toronto has substantially higher ratings with all three credit evaluation institutions.

University Advancement

This past year, the University of Toronto launched Defy Gravity, the largest university fundraising and alumni engagement campaign in Canadian history. The campaign seeks to elevate University of Toronto’s position as one of the world’s leading public universities and bolster our capacity to find innovative solutions to the world’s most pressing challenges from pandemic recovery to social inequality to climate change.

Fiscal 2021–22 was a momentous year for fundraising at University of Toronto despite the challenges presented by the ongoing pandemic. The University received \$409.8 million in philanthropic gifts and grants —the second highest total in our history and the second consecutive year with annual fundraising results exceeding \$400 million (Figure 25). With more than 19,000 donors contributing to University of Toronto this past year, their generous support is creating countless opportunities for students and researchers across our three campuses and beyond.

Even though the pandemic continued to limit public gatherings and events, University of Toronto alumni still managed to support and connect with the University in large numbers this past year. Indeed, 58,768 alumni engaged with the University more than 125,000 times, largely through digital events and activities (Figure 26).

The Virtual Hub for University of Toronto Alumni was a primary conduit for engagement, offering a broad range of content, including fascinating lectures from University of Toronto experts, online courses, podcasts, videos, virtual book clubs, quiz nights, musical performances, wellness tips, and much more.

Working in this digital environment has provided Alumni Relations with many opportunities to innovate and experiment with alumni programming. Alumni Reunion 2022, for example, was a hybrid event with a mix of in-person events and virtual programming. The virtual events allowed graduates from around the world to join in the festivities and enjoy the company of their fellow alumni without having to leave home. The in-person events allowed local alumni to reconnect with their campuses and their communities after two years of lockdowns and other restrictions.

Figure 25

Total Gifts & Pledges

2017-2022

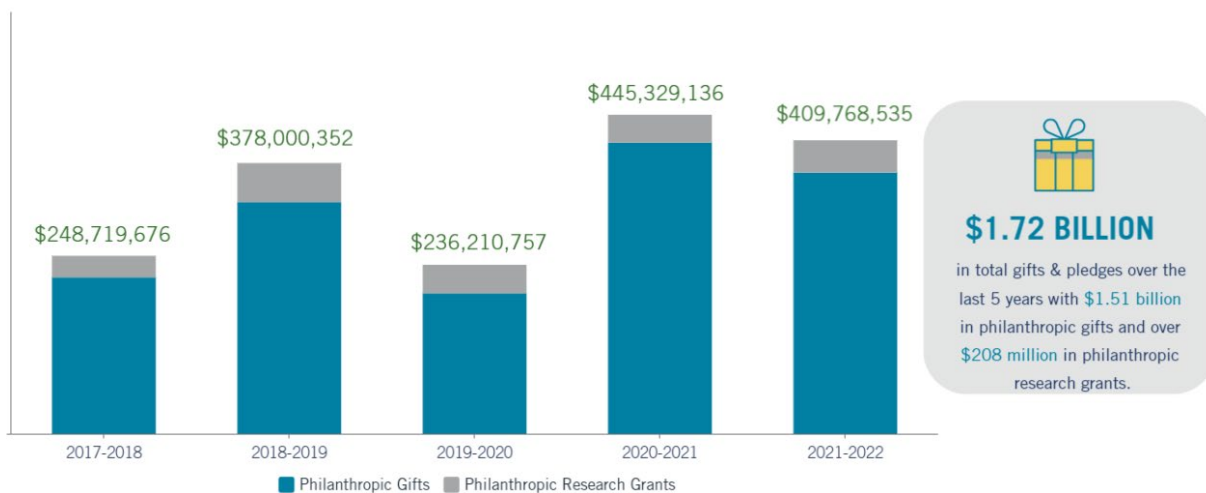


Figure 26

Total Alumni Engagement

By life-stage, University-wide

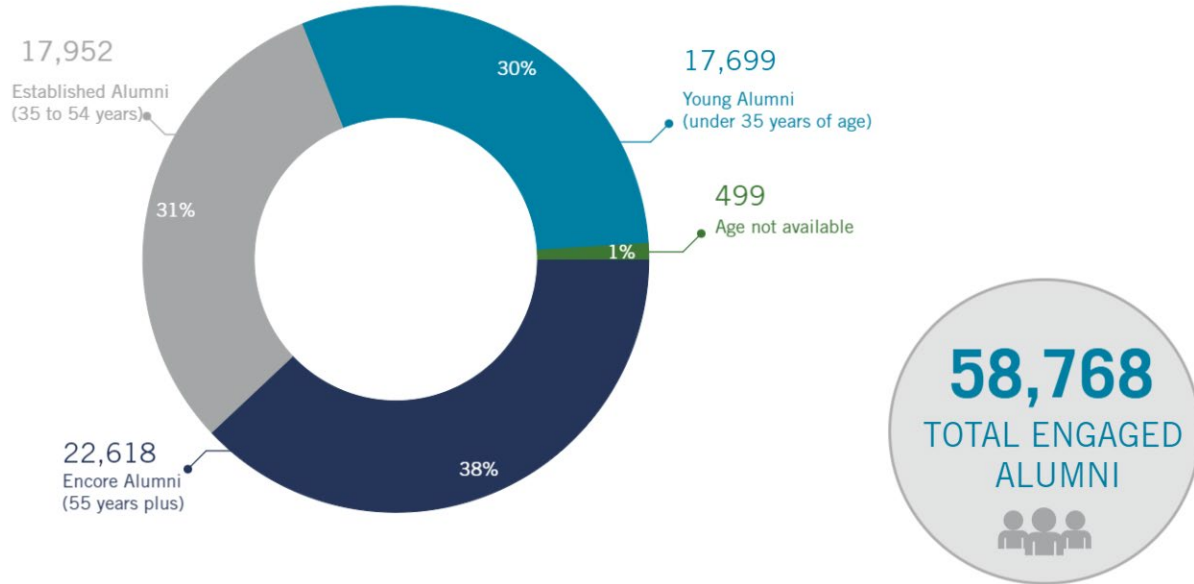
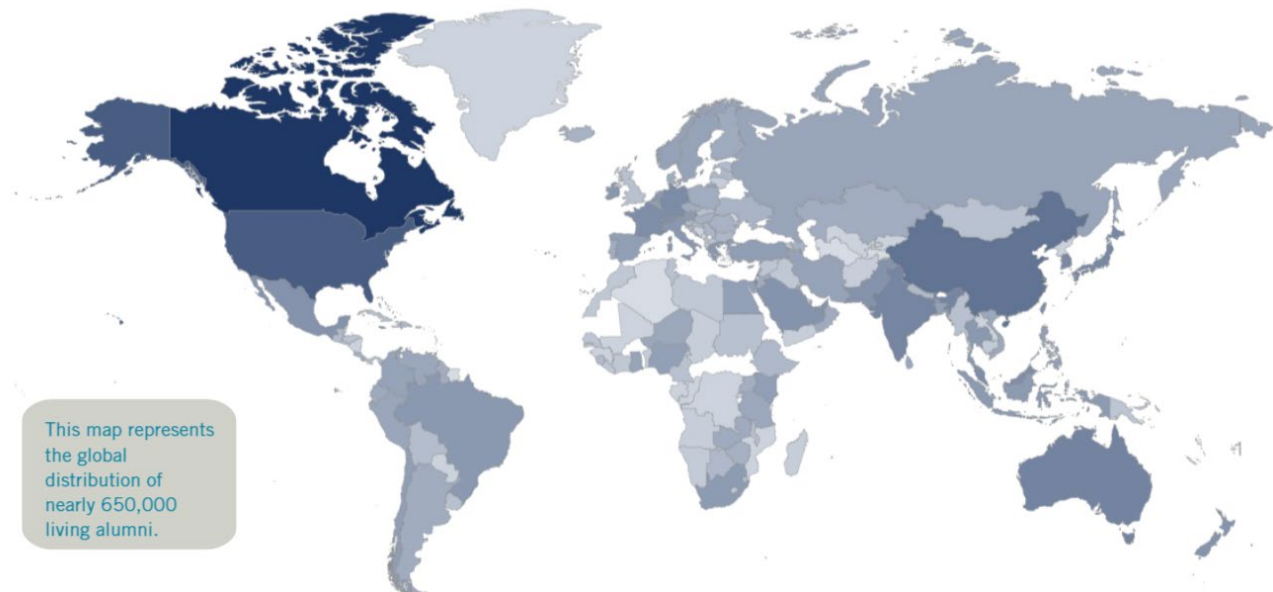


Figure 27

Alumni Around the World

Living alumni by country



Summary

The 2022 Performance Indicators report highlights the University's efforts to recruit excellent students, both domestically and globally, and its ongoing commitment to accessibility. In 2022-23, the University enrolled 97,678 individual students in 86,297 full-time equivalent enrolments (FTEs) of courseload activity, including 65,771 undergraduate FTEs and 20,526 graduate FTEs across all three campuses.

The University continues to invest in enhancing student experiences, with 65.5% of 2021 graduates have had experiential learning during their study at University of Toronto. These types of experiences contribute to better student outcomes such as improved retention and engagement and increased career readiness. Currently, the University's second year retention rate (91.4%), six-year graduation rate (78.5%), and 2-year employment rate (92.9%). The University of Toronto is now ranked 1st in Canada and 11th 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. Research funding has grown from \$1.27 billion in 2017-18 to \$1.41 billion in 2021-22. Research funding is a leading indicator of research performance and is used to determine allocations of salary support for Canada Research Chairs (CRC), support for indirect operating costs via the Research Support Fund (RSF), and infrastructure funding from the Canada Foundation for Innovation (CFI).

Faculty members at the University continue to publish more scholarly articles than any university in the world except for Harvard, University of Chinese Academy of Sciences, Shanghai Jiao Tong University and Zhejiang University. The University of Toronto is among the top 10 research organizations most often cited by the world's most innovative companies and institutions, according to Clarivate²¹. The University of Toronto is also a leader in supporting research-based start-up companies, and attracts more research revenue 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. In 2022, the University of Toronto has been ranked among the top 20 universities in the world – and among the top two public institutions in North America – in the prestigious Times Higher Education World University Rankings.

This report continues to evolve as new, richer, and more robust data become available and new strategic issues emerge.

²¹ Most Cited Research Organizations. Retrieved from defygravitycampaign.utoronto.ca/news-and-stories/global-innovators-ranking/

Appendix 1

University Reports & Resources

Reports & Accountability

- Alumni Report
- Annual Financial Report
- AODA Reports
- CECCS Annual Report
- Deferred Maintenance Report
- Employment Equity Report
- Enrolment Report
- Equity, Diversity & Inclusion Annual Report
- Libraries Annual Report
- Operating Budget Report
- Research Annual Report
- Student Life By The Numbers
- Student Aid Report
- Sustainability Annual Report
- Tuition Fee Report

Facts & Figures

data.utoronto.ca/reports/facts-and-figures/

Student Surveys Reports

Results of the National Survey of Student Engagement (NSSE)

viceprovoststudents.utoronto.ca/wp-content/uploads/NSSE-2020-Report.pdf

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

sgs.utoronto.ca/about/measuring-our-performance/cgpss/

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

sgs.utoronto.ca/about/measuring-our-performance/gradseru/