

Performance Indicators 2019

A summary report of the 2019 Performance Indicators for
Governance

April, 2020
Planning and Budget Office



Figures

- Figure 1: International Ranking Results (2019) _____ 4
- Figure 2: Other Ranking Results (2019) _____ 5
- Figure 3: Student Aid Expenditures _____ 9
- Figure 4: Parental Income & Student Support _____ 10
- Figure 5: Students Registered Tri-Campus Accessibility Services ____ 10
- Figure 6: International Student Enrollment _____ 11
- Figure 7: International UG Enrollment Intake (New Admits) _____ 12
- Figure 8: Graduates Participating in Experiential Learning _____ 13
- Figure 9: Students Participating in International Experiences _____ 13
- Figure 10: 2nd Year Retention & 6 Year Graduation Rate _____ 14
- Figure 11: Employment Rate 2 Years After Graduation _____ 15
- Figure 12: Tri-Agency Funding _____ 16
- Figure 13: Publications & Citations _____ 16
- Figure 14: Private Sector Research Revenue _____ 17
- Figure 15: New Start-Up Companies _____ 18
- Figure 16: Student Faculty Ratio _____ 19
- Figure 17: Course Teaching by Instructor Type _____ 19
- Figure 18: Faculty & Staff Diversity _____ 20
- Figure 19: Deferred Maintenance _____ 20
- Figure 20: Tri Campus Total Scope 1&2 eCO2 Emissions _____ 21

Table of Contents

Overview	2
Strategic Mandate Agreement & Performance Based Funding	3
International Rankings	4
Performance Indicator 2019 Highlights	7
Student Aid, Accessibility & Well-being	8
International Student Enrollment	11
Experiential Education & International Experiences	12
Graduation Rates & Graduate Employment	14
Research	14
Innovation, Commercialization & Entrepreneurship	15
Faculty Teaching & Class Sizes	17
Employment Equity	18
Infrastructure & Sustainability	18
Summary	22
Appendix	25
The Full Suite of Performance Indicators	26
Other Resources & Reports at the University	26

Overview

This summary report – a companion to the data presented in the 2019 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.

Performance Indicators for Governance has been developed heuristically since the mid 1990s and published every year since 1998. It aims to encapsulate the performance of the University across all areas of activity, with a focus on Research and Teaching.

Current and previous editions of Performance Indicators are available on the University website¹ and, since 2017, have been available via an interactive online data visualization tool (Tableau). The Performance Indicators for Governance include more than 110 interactive charts and tables and over 3,000 unique data points. 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

¹ University of Toronto Performance Indicators for Governance (<https://www.utoronto.ca/about-u-of-t/reports-and-accountability>)

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

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

Strategic Mandate Agreement and Performance-Based Funding

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 they will build on institutional strengths to drive system-wide objectives and government priorities. The

University of Toronto's Strategic Mandate Agreement confirms its leadership role in research and innovation in Ontario.

Fiscal year 2019-20 is the final year of the University's current Strategic Mandate Agreement (SMA2) with the Province³. The SMA2 introduced the concept of performance-based funding within the existing Provincial operating grant envelope, notionally allocating 10% of operating grant revenue to a differentiation envelope tied to performance in priority areas such as student experience; innovation, economic development and community engagement; research excellence and impact; access and equity; and innovative teaching. This was a welcome change for the University of Toronto and reflected the University's long-term advocacy for differentiation. In the 2019 Ontario Budget, the Government announced that an increased percentage of funding for colleges and universities will be tied to performance outcomes. Under the new plan, performance-based funding will increase to 25% of total Provincial operating grants in 2020-21 and gradually rise to 60% of operating grants by 2024-25. Funding will be conditional on achieving performance targets on a series of metrics.

The number of performance indicators will be phased in, from six in 2020-21 to ten in 2024-25. Targets will be established by the Ministry based on previous performance, taking into consideration the variability of performance in recent years. Performance metrics include six measures of graduate skills and job outcomes, and four measures of economic and community impact. They include:

- [Enrolment in Areas of Institutional Strength and Focus](#)

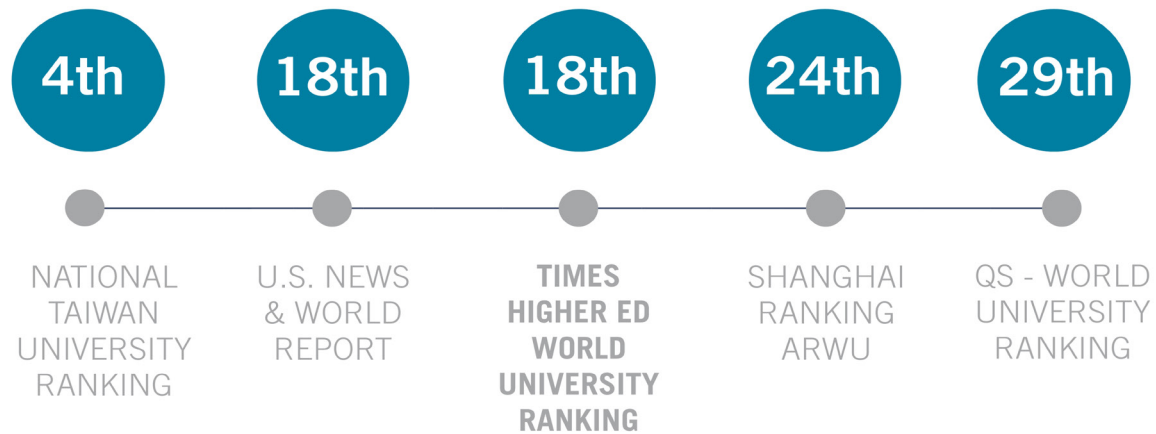
² Ontario's Differentiation Policy Framework for Postsecondary Education, November 2013 (http://www.tcu.gov.on.ca/pepg/publications/PolicyFramework_PostSec.pdf)

³ Strategic Mandate Agreement (SMA2) (<https://www.utoronto.ca/about-u-of-t/reports-and-accountability>)

Figure 1

International Ranking Results

2019



- Participation in Experiential Learning
- Student Skills and Competencies
- Graduation Rate
- Graduate Employment Rate in a Related Field
- Graduate Employment Earnings
- Research Funding and Capacity: Federal Tri-Agency
- Innovation: Research Revenue from Private Sector Sources
- Economic Impact
- Community/Local Impact

While the Government will determine the indicators and the targets, institutions can decide the distribution of total funding among the metrics, and will be measured against their own past performance, not against other institutions. Specific targets will be finalized in 2020. Where these indicators are aligned with the

University's existing academic priorities, this report attempts to align the metric definitions in Performance Indicators with those in the Strategic Mandate Agreement.

International Rankings

Rankings provide one aspect of the institution's performance and prestige and can be influential upon potential students, parents of students, faculty recruitment, donors and international partnerships.

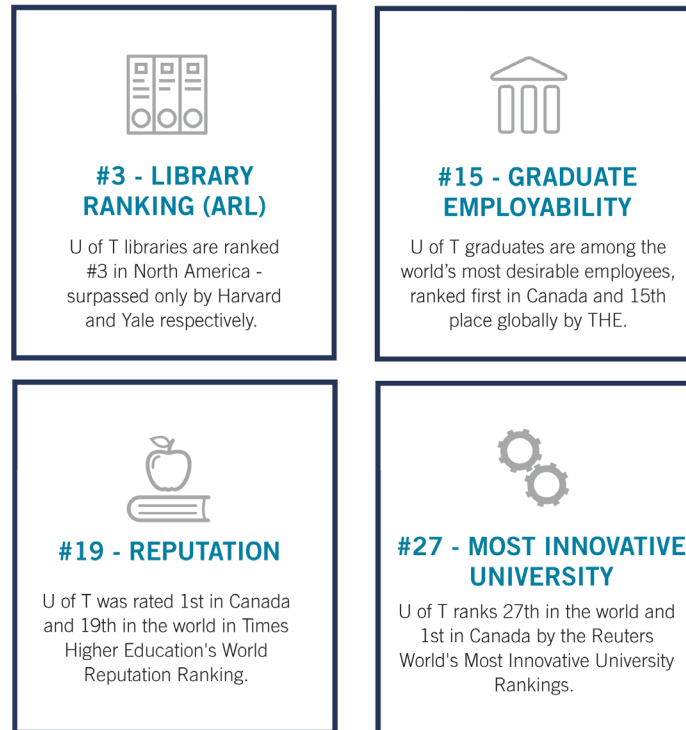
Rankings results are not only a reflection of University performance but may be impacted by external factors such as methodological changes by the rankings providers, or wholesale changes in resources and capacity in other regions – for example the investments in post-secondary education and research seen in China in recent years.

The University's ranking position held steady across most of the rankings and saw strong gains in the influential Times Higher Education World University Rankings. There are several areas of particular significance:

Figure 2

Other Ranking Results

2019



1. The University is ranked among the world's top 10 publicly-funded universities in most rankings
2. The breadth of excellence as represented by the number of subject areas for which the University is ranked among the top 50 is exceptional.
3. The University was ranked 15th and 16th by THE and QS respectively for the employability of the University's graduates.
4. The University is ranked 27th in the world and 1st in Canada in the Reuters World's Most Innovative Universities Ranking
5. The University of Toronto libraries are ranked 3rd in North America and 1st in Canada by the Association of Research Libraries (ARL)
6. The University of Toronto placed 19th in the world for Reputation by Times Higher Education



Performance Indicators 2019 Highlights

Student Aid, Accessibility & Well-being _____	8
International Student Enrollment _____	11
Experiential Education & International Experiences .	12
Graduation Rates & Graduate Employment _____	14
Research_____	14
Innovation, Commercialization & Entrepreneurship _	15
Faculty Teaching & Class Sizes _____	17
Employment Equity _____	18
Infrastructure & Sustainability_____	18

The technology and processes used to collect, store, analyse and report on institutional data have made significant advances in recent years, rapidly increasing the quantity and quality of information available to support decision making and accountability.

As new data sets become available, additional indicators focused on the University's key priorities have been added. In 2019, the Performance Indicators have been updated to include:

- a new section on employee diversity and equity;
- an analysis of Experiential Learning showing the proportion and number of graduates who participated in an experiential learning course or program during their studies. This metric will also be included in the performance-based funding framework of the third Strategic Mandate Agreement;
- an expanded report on Academic Pathways that reflects the broader array of pathways that are now available;
- a section on Sustainability that includes data on the University's CO2 emissions; and
- results of the tri-ennial Canadian Graduate and Professional Student Survey (CGPSS), updated for the first time since 2016.

The following provides additional context and analysis of some of the key findings in each section of the 2019 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 of Toronto continues to make significant investments in financial aid, including support from generous benefactors toward endowed scholarships and bursaries. The University of Toronto leads Ontario in terms of the amount of financial assistance it provides to students.

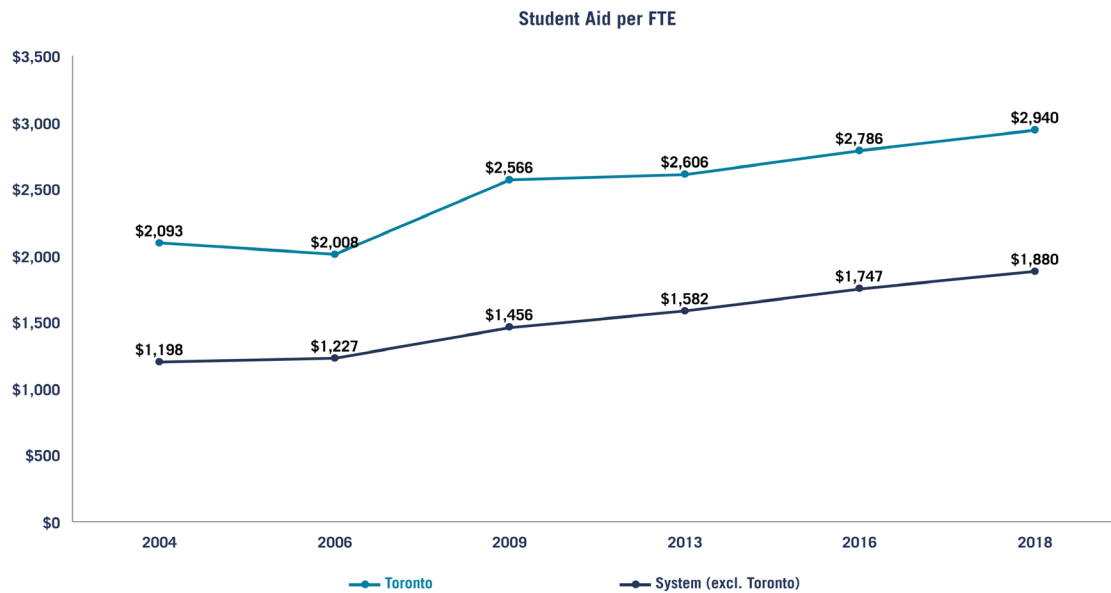
Of those students that are eligible for financial aid via the Ontario Student Assistance Program (OSAP), a large proportion of students at the University of Toronto (44%) come from families with low incomes. This is a significantly higher proportion than is typical for universities in Ontario (35%).

The number of students from the lowest parental income bracket (\$50,000 or less) increased from 3,093 in 2016-17 to 3,203 in 2018-19. Over the same period, however, changes to OSAP introduced by the provincial government resulted in an increase in financial aid for students in the highest family income bracket (over \$100,000). As a result, the relative proportion of OSAP-eligible students that are from the lowest income bracket declined from 50% to 44%. Further changes are anticipated for the 2019-20 academic year as changes to the OSAP program continue to roll out.

Figure 3

Student Aid Expenditures

UG and Graduate FTE



In addition to the University's efforts to ensure accessibility for students with varying financial circumstances, the University also operates many Access Programs for potential students to reduce or eliminate other barriers to admission and academic success. These Access Programs can take many forms:

- **Academic Completion Programs:** to provide prerequisite skills and academic credits that enable students to complete secondary school or post-secondary (typically college) education and fulfill university admission requirements
- **Transition Programs:** designed for individuals who do not meet the University's established admission requirements. They recruit, admit and support individuals and provide opportunities for direct admission.
- **Outreach & Engagement Programs:** designed to encourage the broader community to pursue post-secondary education, career and/or self-development.
- **Demographic –Specific Programs:** target and provide post-secondary education access, outreach, educational support or career and employment readiness for learners from historically

marginalized populations.

- **Job Training and Certificate Programs:** support career development, job training and preparation for employment.

The University offers a wide range of access programs across all three campuses. These are often developed locally within divisions and designed to address a specific need. Over the last year, the University has begun to create an inventory of Access and Outreach programs and is exploring ways to measure their impact. The University launched the Access Programs University Fund (APUF)⁴ in 2018 to provide financial resources to help units develop new and enhance existing programs dedicated to providing opportunities and support for students who, without intervention, would not access or succeed in post-secondary education. In 2018-19 the fund supported nine programs and awarded over \$500,000.

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.

4 Access Program University Fund (<https://www.provost.utoronto.ca/awards-funding/apuf/>)

Figure 4

Parental Income & Student Support

2018-19

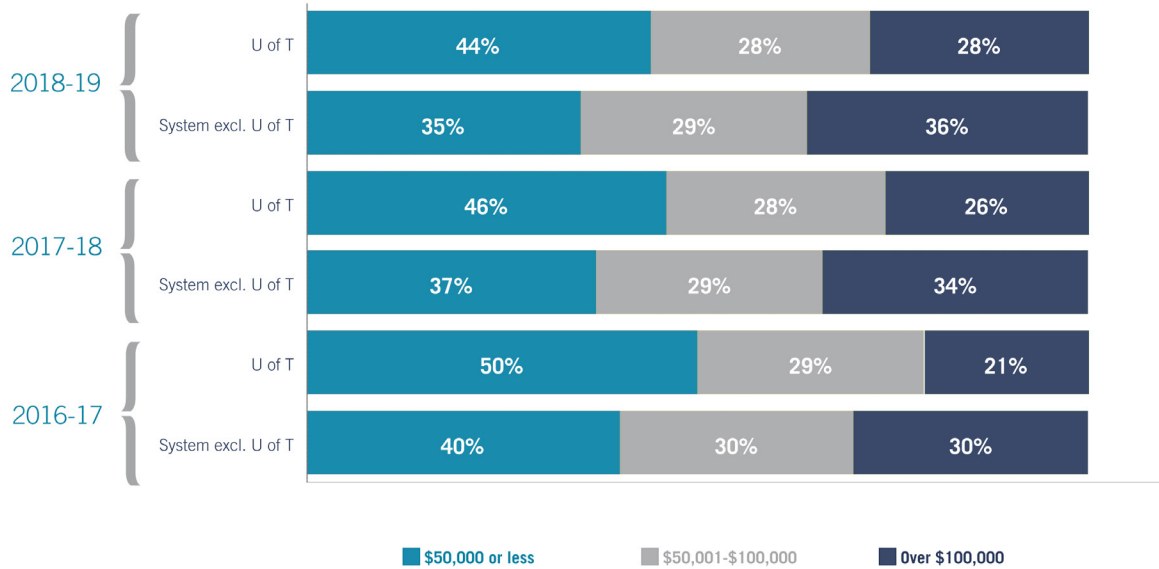


Figure 5

Students Registered with Tri Campus Accessibility Services

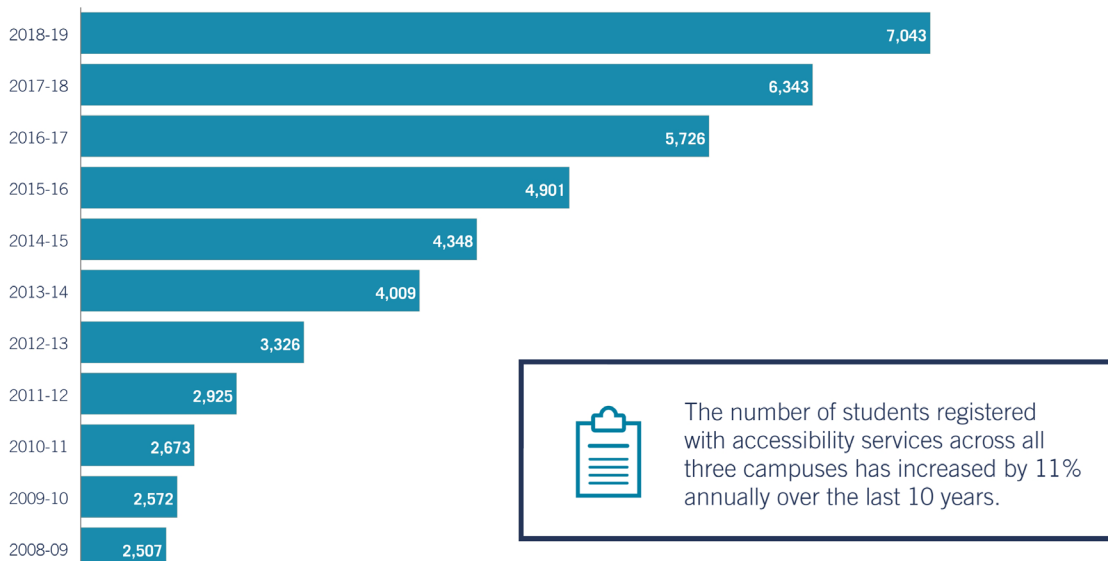
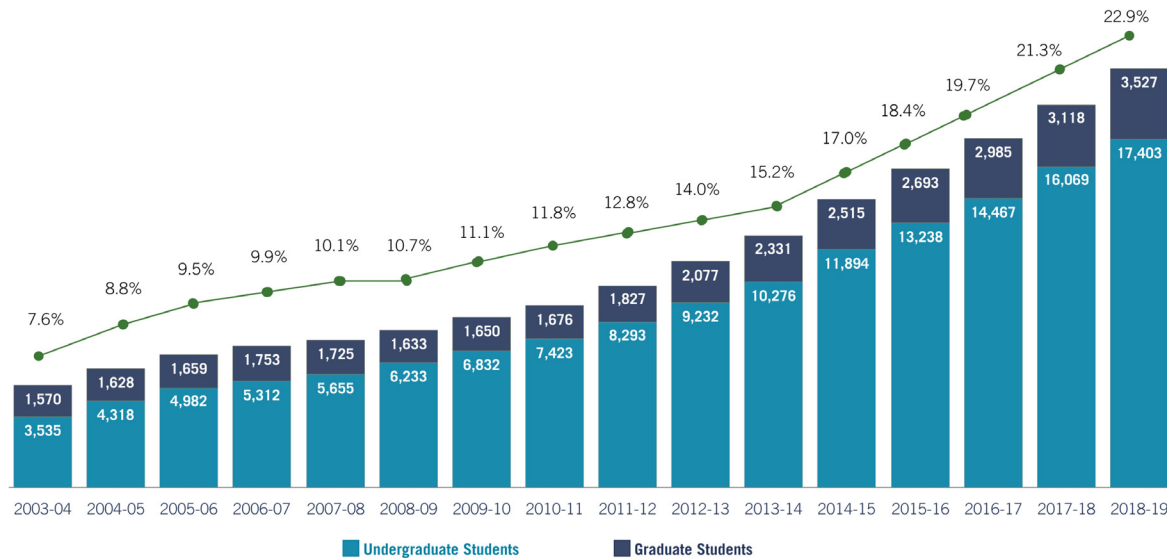


Figure 6

International Student Enrollment



The University's accessibility offices facilitate the inclusion of students with mental health conditions and physical, sensory and learning disabilities into all aspects of university life.

The number of students at the University of Toronto that register for Accessibility Services is increasing. This is a reflection of an increase in the awareness of the resources that are available to students, their willingness to use them, and also 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 Health⁵ identified 21 recommendations to impact immediate, short-term, and long-term efforts to create a caring and safe campus environment at the University of Toronto when it comes to student mental health. All of the recommendations were accepted in the University's response in January 2020⁶. The status of implementation of

these recommendations will be updated regularly and reported on the University's website⁷.

International Student Enrollment

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

The University's excellent international reputation attracts students from 161 countries and regions. The top five countries for undergraduate students are China (65%), India (5%), South Korea (3%), the United States (3%) and Hong Kong (2%). For graduate students, the top five countries are China (37%), the United States (11%), India (11%), Iran (4%) and South Korea (3%).

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

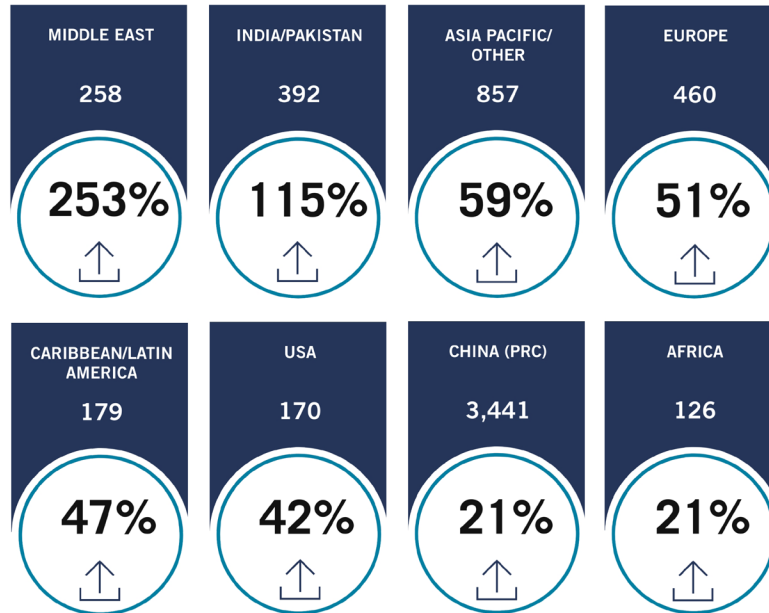
6 Administrative Response to the Presidential & Provostial Task Force on Student Mental Health: Final Report & Recommendations (December 2019) <https://www.provost.utoronto.ca/wp-content/uploads/sites/155/2020/01/Administrative-Response-to-the-Final-Report-of-the-Presidential-and-Provostial-Task-Force-on-Student-Mental-Health.pdf>

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

Figure 7

International UG Enrollment Intake (New Admits)

By Source Region
% Increase - Fall 2016 vs Fall 2019



Divisions are pursuing recruitment strategies to attract international students from a diversity of regions. Over the last three years, there has been a 69% increase in the number of students admitted from regions other than mainland China. The existing cohort of students will continue with their studies for a number of years and changes in the intake of students will continue to impact the overall enrollment statistics for several years.

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 will be measured as the proportion of graduates in undergraduate programs who have participated in at least one course with a required experiential learning component.

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 and found that over 52% of graduating students had participated in an experiential learning activity. In the future this analysis will be enhanced as more experiential learning courses are identified and as the University implements its course information system. Given the focus on experiential learning and investments in support services, the University anticipates that this proportion will increase in future years.

As the world becomes more globally interconnected, there is also a growing emphasis on meaningful international experiences for students; whether through student exchange programs, study abroad programs, international work placements, or courses conducted with international field trips. Currently, 23% of undergraduate students participate in an international experience.

The University is actively seeking to grow the number of international experiences available to both undergraduate and graduate students, including a goal to reach a 30% participation rate for undergraduates by 2022. To that end, the University has made additional financial aid resources available to ensure these opportunities are accessible to all students.

Figure 8

Graduates Participating in Experiential Learning

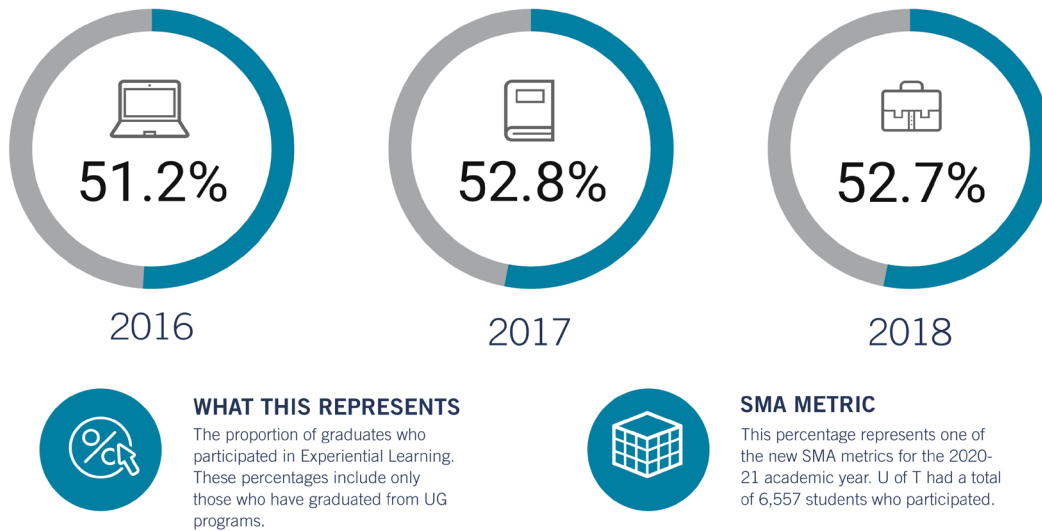


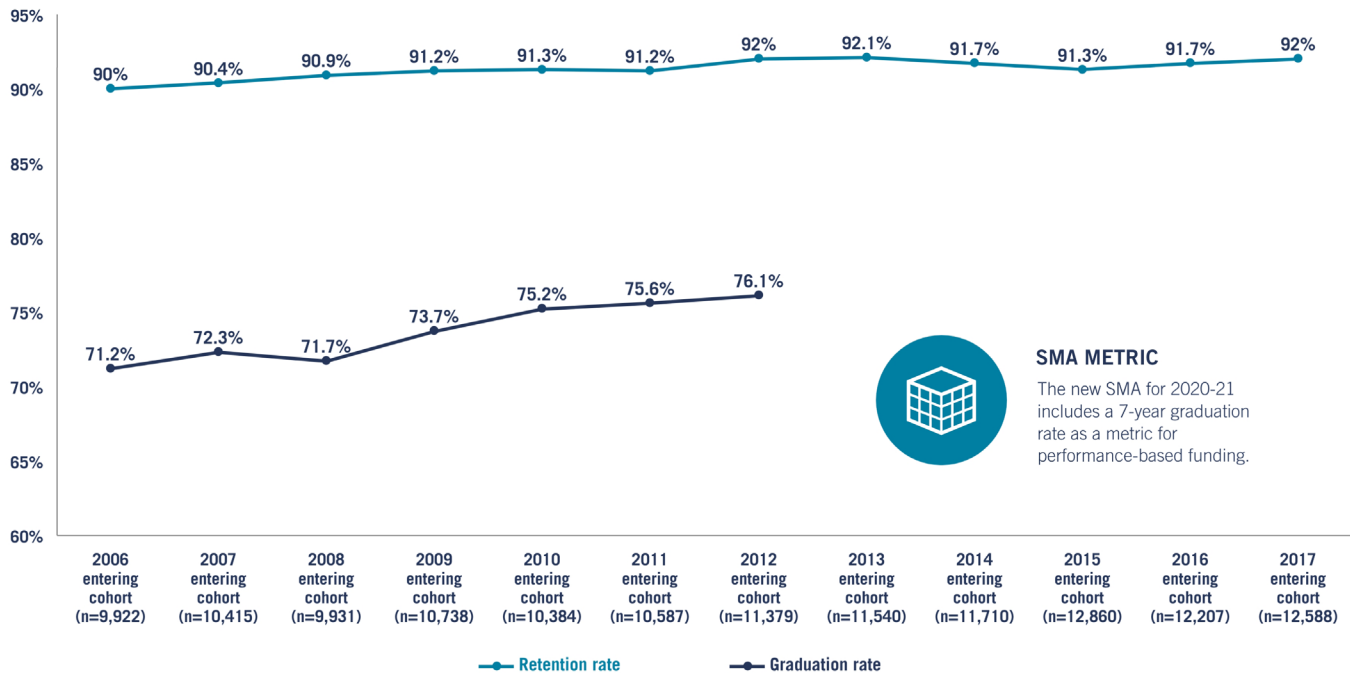
Figure 9

Students Participating in International Experiences



Figure 10

2nd Year Retention & 6 year Graduation Rate



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), both across time and in comparison to peer institutions. Graduation rates will also be one of the metrics in the provincial Strategic Mandate Agreement, however the SMA metric is based on a calculation of the proportion of students that graduate within 7 years instead of 6 as used here. The 6 year graduation rate is used for continuity and comparison with peer organizations.

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).

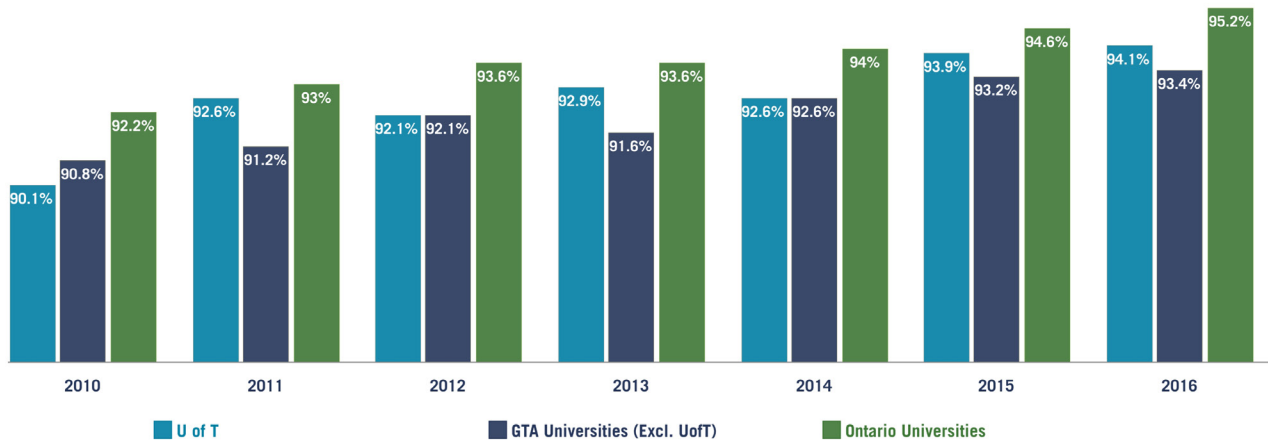
The employment rate of our graduates is an important measure of their success, but can be influenced by external factors and broader labour market trends. The employment rate of our graduates (2 years after graduation) remains well above 90% and has shown some increase in the years since the global financial crisis of 2008-09. The employment rate was previously utilized in the SMA but for the 2020 SMA the focus will be 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 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. U of T is one of only

Figure 11

Employment Rate 2 Years After Graduation



eight universities in the world to place in the top 50 across 11 subjects according to the Times Higher Education (THE) World University Subject Rankings.

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. Tri-agency grants are awarded by the three federal research agencies, CIHR, NSERC and SSHRC, based on peer-reviewed competitions and as such constitute an indicator of research excellence. Together the tri-agencies provide almost one third of the total sponsored research funding secured by the University's researchers. Additionally, tri-agency funding is the primary driver in allocation of Canada Research Chairs (CRC, Research Support Fund (RSF) and Canada Foundation for Innovation's John R. Evans Leaders Fund (CFI-JELF) funding.

The University of Toronto continues to lead Canada for tri-agency funding and has seen the volume increase from \$312M in 2017-18 to \$345M in 2018-19.

This represents 16.3% of the total tri-agency spending, up from 16.0% last year. The University's share of tri-agency funding is also a metric under the Strategic Mandate Agreement, however the specification of the analysis varies and utilizes the share of Ontario universities.

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, 2nd only to Harvard. From 2013-17 to 2014-18, the volume of published research increased from 52,886 to 54,859.

Innovation, Commercialization & Entrepreneurship

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

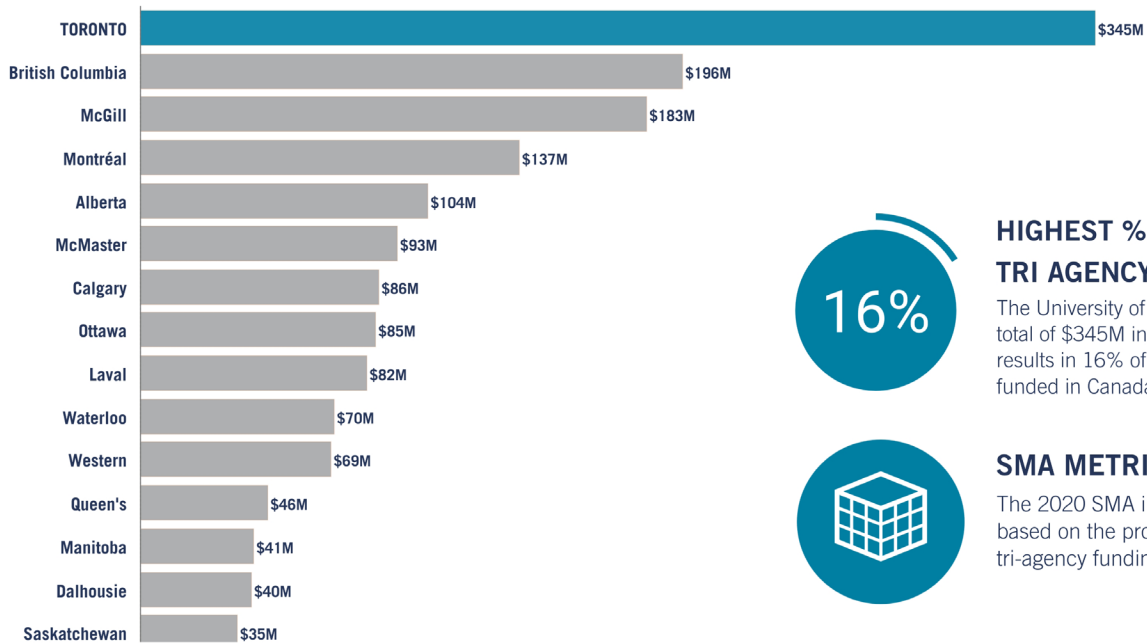
The University is a leader in generating and protecting ideas and innovations and our faculty members and students continue to create new technologies, companies, products and services that are improving lives around the world, enabling our students to invent their own careers, and creating jobs and prosperity in Canada and beyond.

University of Toronto entrepreneurs have created more

Figure 12

Tri-Agency Funding

SSHRC, NSERC & CIHR



HIGHEST % OF TOTAL TRI AGENCY FUNDING

The University of Toronto received a total of \$345M in 2018-19 which results in 16% of the total amount funded in Canada.



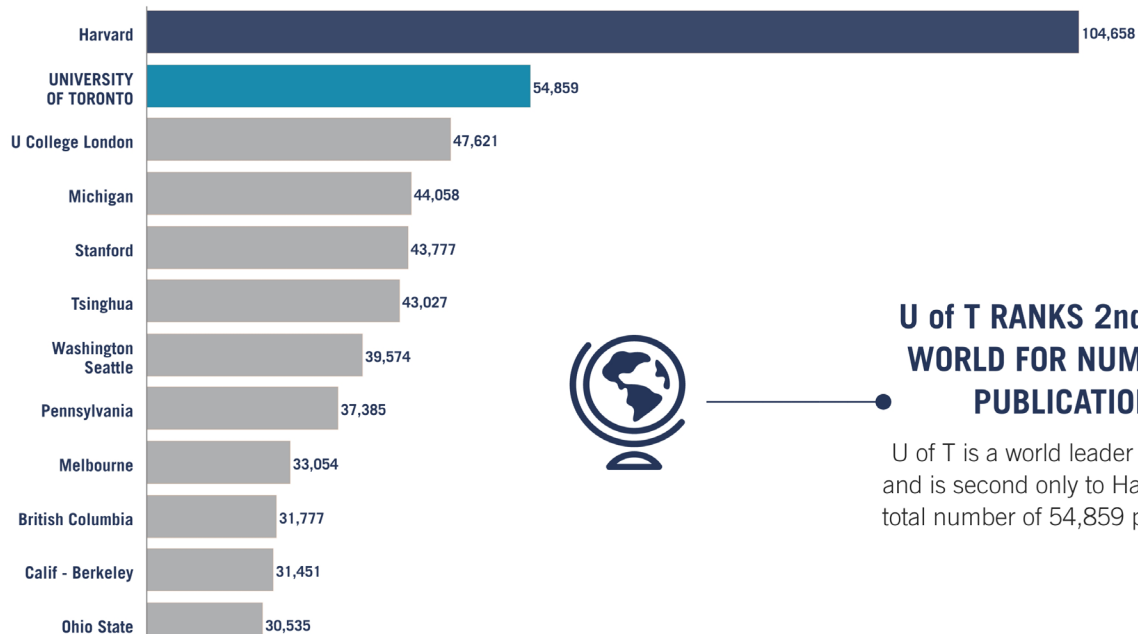
SMA METRIC

The 2020 SMA includes a metric based on the proportion of Ontario's tri-agency funding.

Figure 13

Publications & Citations

Number of Publications (2014-18), All Science Fields



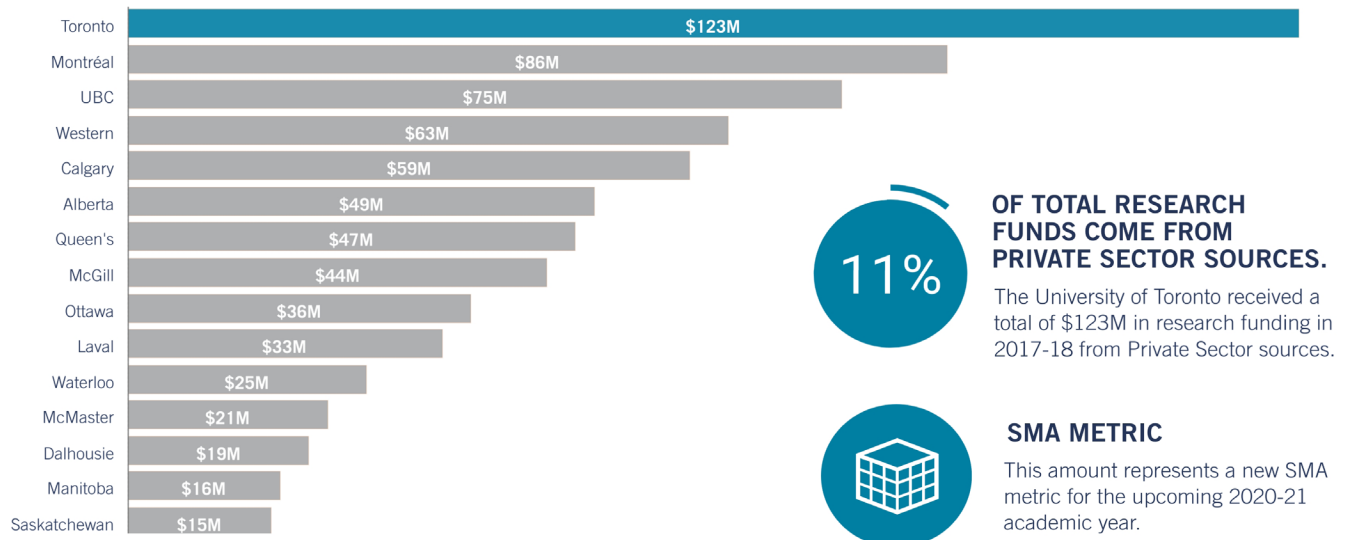
U of T RANKS 2nd IN THE WORLD FOR NUMBER OF PUBLICATIONS

U of T is a world leader in this area and is second only to Harvard with a total number of 54,859 publications.

Figure 14

Private Sector Research Revenue

2017-18



than 500 companies, securing more than \$1.5 billion in investment over the past decade. The Reuters Innovative University Rankings recently ranked the University as 27th in the world and 1st in Canada.

The University is a leader in North America for the number of new research-based start-up companies with 68 companies started in the period 2015-16 to 2017-18.

UofT 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 2018-19, the University actively supported over 300 start-up teams/companies in incubators and campus-led accelerators across all three campuses. This reflects the incredible diversity of the University's start-up environment, which supports projects and ideas from all fields, and provides a wealth of opportunities to UofT students and faculty entrepreneurs from every discipline.

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.

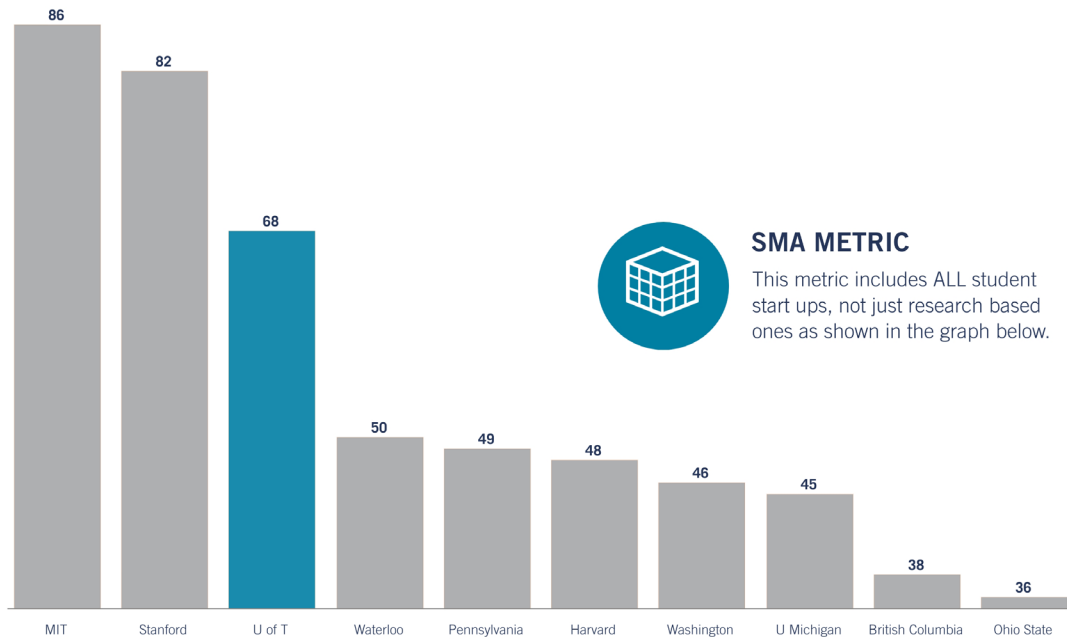
Given the University's large undergraduate population and significant focus on research-based graduate programs, it is perhaps unsurprising that U of T has more students per faculty member than the Canadian peer mean. In recent years, the gap has narrowed slightly as the average student faculty ratio has increased among peer institutions.

The student-faculty ratio at the institution-level not only reflects an average across programs, but also across years of study. The University of Toronto is committed to providing undergraduate students with the opportunity to participate in a variety of learning formats, including smaller class experiences. An assessment of the distribution of enrolment by class size and by year provides an indication of the experience of our undergraduate students as they progress through their programs, with small class learning formats concentrated in upper years.

Figure 15

New Start-Up Companies

Research Based (2015-16 to 2017-18)



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

Employment Equity

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

investments to better understand, support and grow an equitable, diverse, and inclusive community.

In 2019, following a review by an advisory group on gender pay equity, the University implemented a 1.3% salary increase for all women faculty members who are tenured or in the tenure stream⁸. In the 2020-21 budget, the Provost also expanded on previous commitments via the Diversity in Academic Hiring Fund. The allocation supported the hiring of 20 additional Black and Indigenous faculty, building on the first three phases which have provided funding to support the hiring of 80 faculty and 20 staff members from underrepresented groups.

Infrastructure & Sustainability

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

⁸ <https://www.utoronto.ca/news/u-t-implement-salary-increase-more-800-women-faculty-members>

Figure 16

Student Faculty Ratios

Compared to Canadian Peers (2012-18)

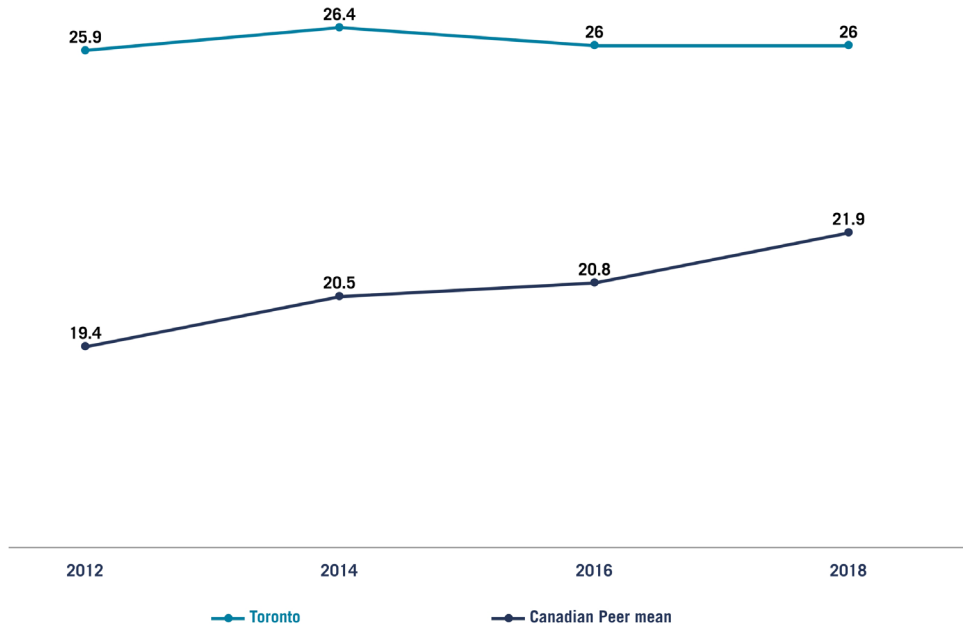


Figure 17

Course Teaching by Instructor Type

(2018-19)

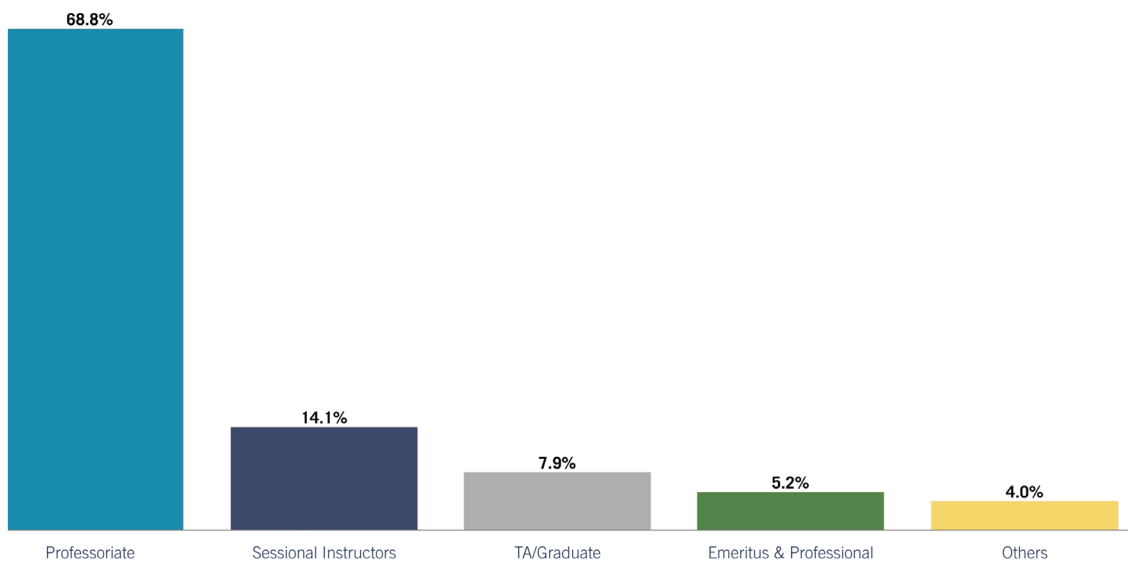


Figure 18

Faculty & Staff Diversity

Self Identified Representation - Employment Equity Survey

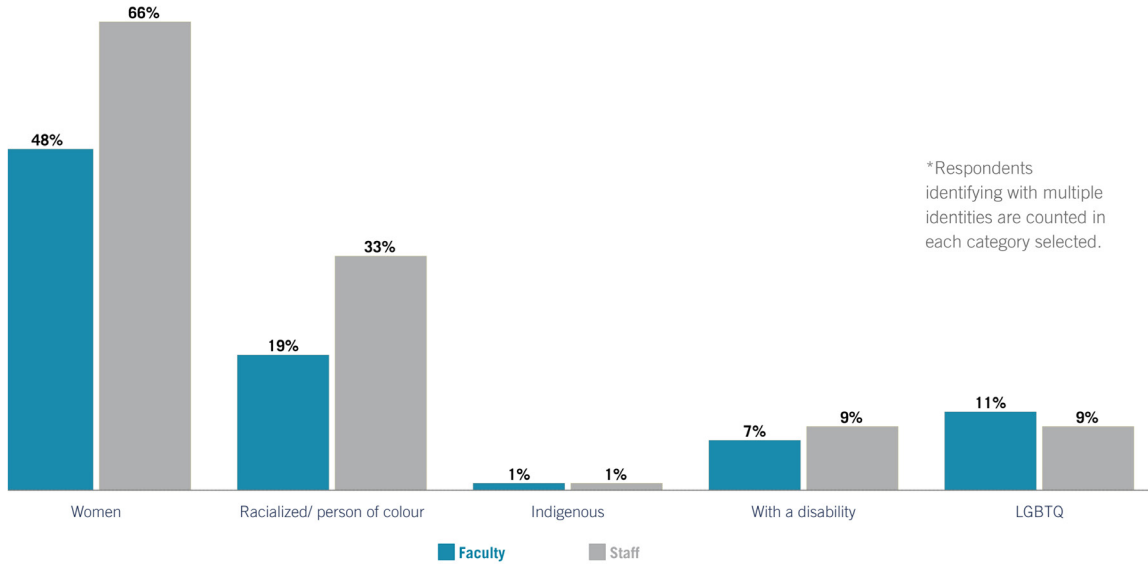


Figure 19

Deferred Maintenance

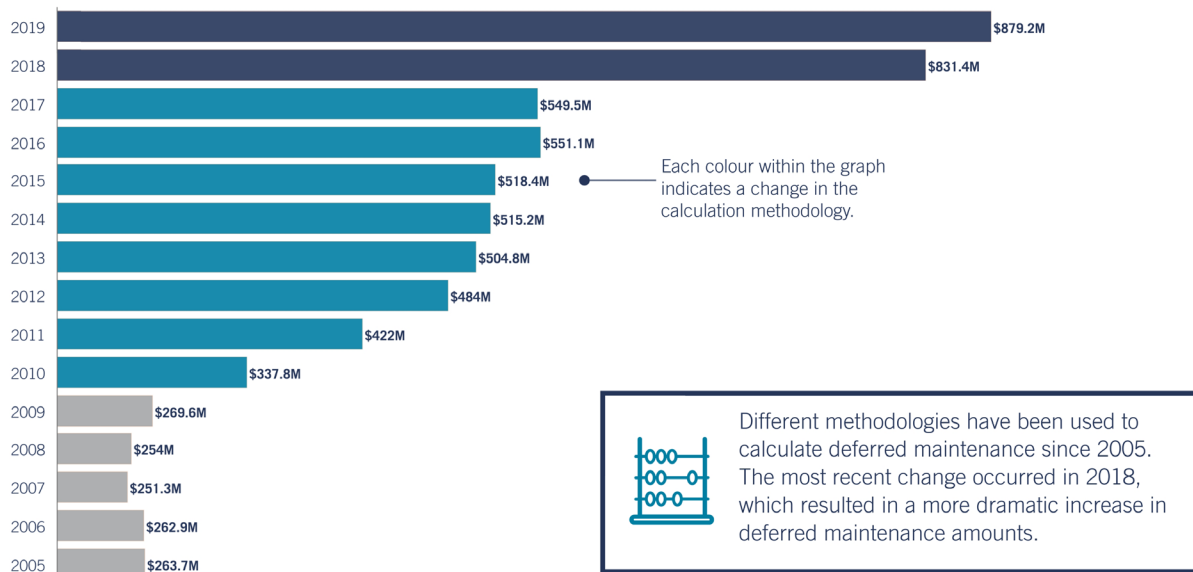
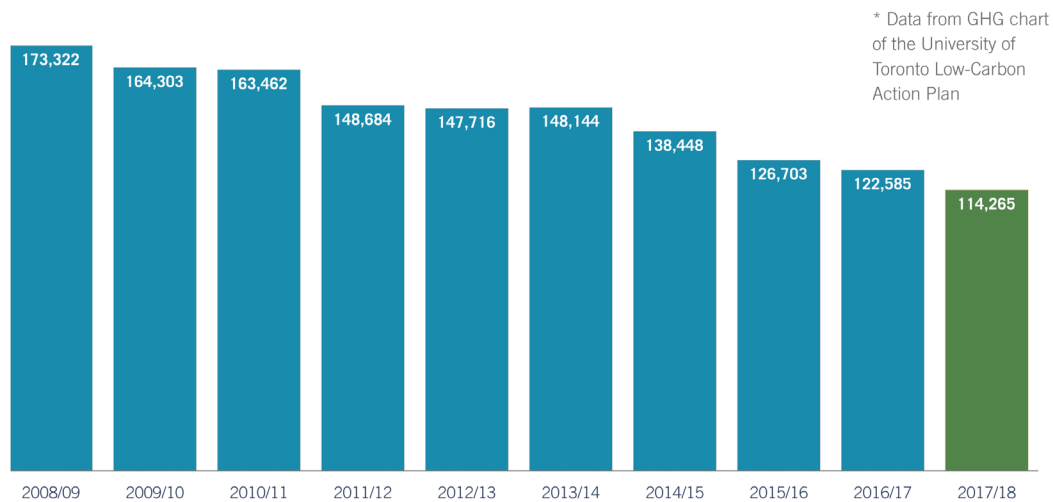


Figure 20

Tri Campus Total Scope 1 & 2 eCO₂ Emissions

Emissions in eCO₂ Tonnes



addition, ongoing maintenance of existing facilities is needed to ensure that space remains available and fit for purpose. To that end, the University participates in the Facilities Condition Assessment Program (FCAP) to audit and determine the condition of its physical infrastructure. As buildings are audited, deficiencies are identified, quantified, and assigned a priority classification. The results of these audits are used to determine the University's deferred maintenance liability.

Changes made to the methodology for calculating deferred maintenance resulted in a significant increase in the University's liability beginning in 2018⁹. The changes will be applied as each building assessment is completed, with a goal of having an updated assessment for all buildings at the end of a five-year cycle.

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 2018, the University of Toronto joined the University Climate Change Coalition (UC3), a group of leading research universities in North America committed to reducing greenhouse gas (GHG) emissions on their own campuses and in their communities. In line with this commitment, the University of Toronto set a goal to reduce GHG emissions 37% by 2030, below a 1990 baseline level. A five-year Low-Carbon Action Plan (2019-2024)¹⁰ has been developed to further implement carbon reduction strategies across U of T's three campuses—accelerating efforts towards the 2030 goal.

9 Report to the Business Board, Deferred Maintenance (2018) https://www.fs.utoronto.ca/wp-content/uploads/DM/DM_Report_2018.pdf

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

Summary

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

The 2019 report highlights the University's efforts to recruit excellent students, both domestically and globally, and its ongoing commitment to accessibility. The University continues to invest in enhancing student experiences, with 52% of students now participating in experiential learning and 23% of students participating in an international experience during their degree. These types of experiences contribute to excellent student outcomes: the University's second year retention rate (92.0%), six-year graduation rate (76.1%), and 2-year employment rate (94.1%) have all improved this year. The University of Toronto is now ranked 1st in Canada and 15th 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. Federal Government (Tri-agency) research funding has grown from \$312 million in 2017-18 to \$345 million in 2018-19, increasing to 16.3% of the national total. Tri-agency 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. 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. The University is ranked 27th in the world in the Reuters Innovative Universities Ranking. Furthermore, the University is ranked 18th in the world (and 8th among global public universities) in the prestigious Times Higher Education World University Ranking, its highest rank since 2010.

Appendix

University Reports & Resources	50
Performance Indicators: Full Suite of Reports	50
Other Resources & Reports	50

Appendix: University Reports & Resources

Full Suite of Performance Indicators

Performance Indicators reports 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

Institutional Data

- Facts & Figures
<https://data.utoronto.ca/reports/facts-and-figures/>
- Common University Data Ontario (CUDO)
<https://data.utoronto.ca/reports/cou/>
- Graduation, Employment and OSAP Loan Default Rates
<https://data.utoronto.ca/reports/osap/>
- International Rankings
<https://data.utoronto.ca/reports/international-rankings/>
- Graduate Student Funding and Career Outcomes
<https://www.sgs.utoronto.ca/about/explore-our-data/>

Student Surveys

- Results of the National Survey of Student Engagement (NSSE)

- Canadian Graduate and Professional Student Survey (CGPSS)

- National College Health Assessment

<https://www.provost.utoronto.ca/wp-content/uploads/sites/155/2018/03/Report-on-Student-Health-Well-Being.pdf>



UNIVERSITY OF
TORONTO