FOR INFORMATION   **PUBLIC**   **OPEN SESSION**

TO:	Governing Council
SPONSOR: **CONTACT INFO:**	Professor Cheryl Regehr, Vice-President and Provost 978-2122, provost@utoronto.ca
PRESENTER: **CONTACT INFO:**	As above
DATE:	May 6, 2021 for May 13, 2021
AGENDA ITEM:	3

ITEM IDENTIFICATION:

2020 Performance Indicators for Governance.

JURISDICTIONAL INFORMATION:

The Terms of Reference for the Executive Committee state that the Committee reviews and reports to the Governing Council on the discharge of the Council's accountability requirements, including the annual Performance Indicators report.

The Governing Council receives the annual Performance Indicators Report for information.

In 1994, the Governing Council approved in principle a recommendation of the Broadhurst Task Force on Ontario University Accountability that standard institutional performance measures should be approved by governing boards and reported on in a consistent manner.

GOVERNANCE PATH:

1. Executive Committee [for information] (May 4, 2021)
2. **Governing Council [for information] (May 13, 2021)**

PREVIOUS ACTION TAKEN:

In 1997, the Governing Council formally approved a list of institutional performance indicators relating to central dimensions of the University's mission and which, to the extent possible, allow for a comparison of performance against that of other universities. Annual reports are required, and this is the 23rd annual report.

HIGHLIGHTS:

The University of Toronto educates more students and makes more discoveries than any other university in Canada. It is recognized as one of the foremost research-intensive universities in the world. The University's size and complexity lead to fantastic opportunities for our students and faculty, but also to some unique challenges compared to many of our Canadian peers.

The *Performance Indicators for Governance* report measures our progress towards long-term goals in research, teaching, and other areas. It is our central accountability report to governance, and is designed to serve members of the wider community who wish to know more about the University's operations, achievements and challenges. The indicators and areas that we have sought to measure have changed over the years as we have enhanced our data collection and our partnerships with other institutions that allow for external benchmarking. The 2020 report includes more than 105 charts that span our operations, teaching and research missions.

Both a PDF version of the full report and a Summary Report that provides additional insight and context to the indicators are provided. This year the Summary Report also includes a supplementary section relating to the impact of the COVID-19 Pandemic on the University.

FINANCIAL IMPLICATIONS:

Not applicable.

RECOMMENDATION:

For information.

Performance Indicators for Governance 2020 – Summary Report
Performance Indicators for Governance 2020 – Full Report

Performance Indicators 2020

A Summary Report of the 2020 Performance Indicators for Governance

UNIVERSITY OF
TORONTO

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Overview

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

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

The Performance Indicators for Governance aim to encapsulate the performance of the University across all areas of activity, with a focus on research and teaching. The Indicators include more than 110 interactive charts and tables and over 3,000 unique data points and are available on the University website[1] 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

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

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

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

Impact of COVID-19

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

Supporting Students & Programs

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

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

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

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

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

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

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

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

Figure 1

COVID-19 Emergency Grant, Cumulative Grant Awarded

2020

$856,670

$3,700,079

$6,239,330

$9,154,959

The University of Toronto has provided over $9M in COVID-19 Emergency Grant support since March 2020.
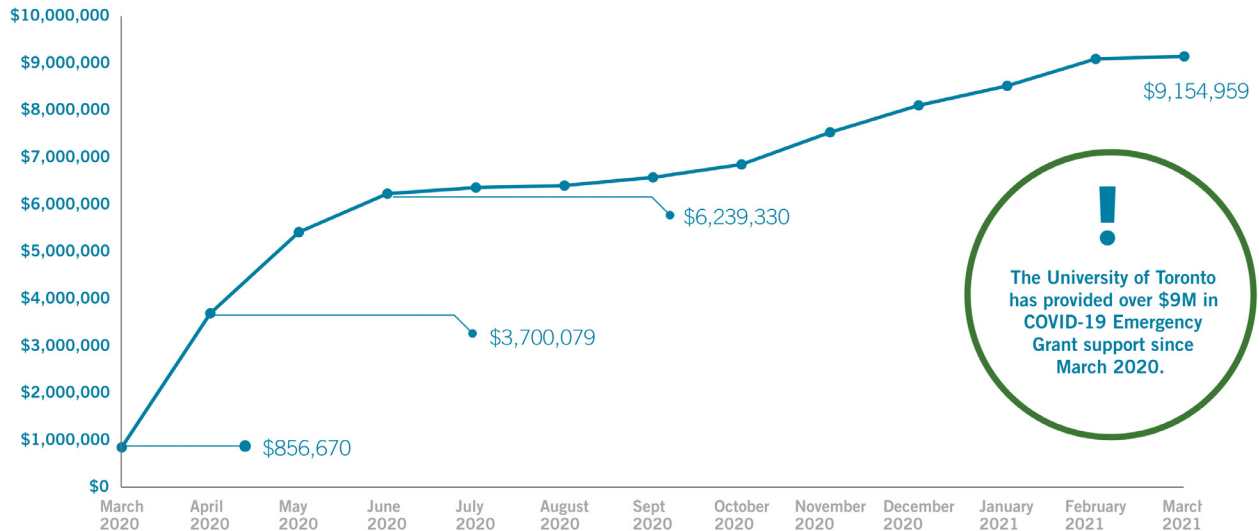
from previous offerings to reflect the new online tools and technology-enhanced teaching methods available. Highlights include:

- The Centre for Teaching Support and Innovation at the St. George Campus doubled the number of workshops offered in the Summer term and saw participation increase five-fold with over 1,300 attendees in the summer term alone. Online resource usage over the summer was 50% higher than the previous year. The Teacher Assistance Training Program (TPAP) saw a two-fold increase in participation in training sessions and workshops, and a three-fold increase in TA Day participation.

- The Robert Gillespie Academic Skills Centre at UTM saw a 140% increase in individual consultations, a 300% increase in participation in Teaching-Learning Collaboration workshops and facilitated Remote Teaching events for 461 attendees.

- Centre for Teaching and Learning at UTSC saw a 208% increase in individual consultations and a 242% increase in participation in Teaching and Learning Workshops. There were more than 300 participants.

Historically, the UTM and UTSC centres have also provided

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

- The Robert Gillespie Academic Skills Centre offered one-on-one appointments online as a replacement for drop-in consultations. They also transitioned to online Facilitated Study Groups (FSG); a form of supplemental instruction embedded into courses that operate on a peer-to-peer learning model. Uptake of the program declined compared to the previous year, and the Centre responded by increasing in-lecture promotion, additional recruitment of facilitators, an increased focus on initial training and engagement in Blackboard Collaborate, and the addition of nine new courses to the FSG program.

- The Centre for Teaching and Learning at UTSC also transitioned Facilitated Study Groups to an online format and there was a 25% increase in participation. Despite the transition to online formats, the volume of writing support was sustained, and English Language Development support increased by 8%.

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

Figure 2

Undergraduate & Graduate Online Course Registrations

2018-2020

Online course registrations for Fall 2020 were nearly 55 times higher than they were in 2019.

5,600
2018
FALL

9,141
2019
FALL

500,559
2020
FALL
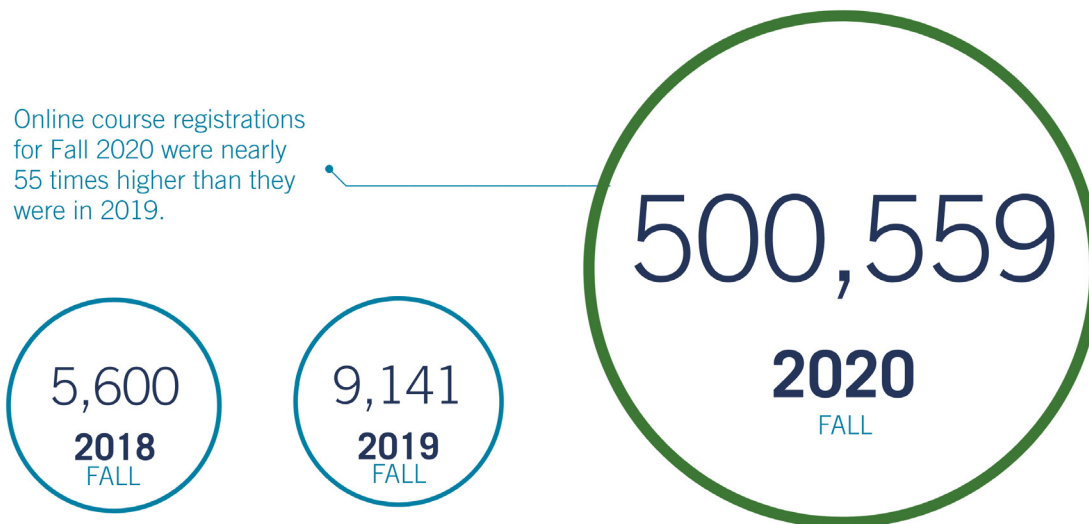
from less than 3,000 sessions per month pre-pandemic to over 93,000 sessions in September. Individual instructors may have used alternative collaboration tools and the actual number of online meetings will be even higher.

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

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

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

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

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

Since October 2020, any faculty, staff, or student planning to be on campus were required to complete a UCheck[2] COVID-19 self-assessment before each visit. In total there have been 25,726 assessments completed since implementation. Average use climbed from about 700 check-ins per day in early fall to about 3,200 check-ins per day in late November. During Toronto's second lockdown period check-ins dropped back to around 800 per day.

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

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

Figure 3

Instructional Room Utilization by Capacity

2018-2020

Large Lecture Theatre
Capacity: 211-510

15%

Lecture Theatre
Capacity: 98-210

5%

Classroom
Capacity: 36-97

3%

Seminar Room
Capacity: less than 35

1%

Convocation Hall, with the largest room capacity at 1,550 had a usage rate of 0% for 2020 academic year.
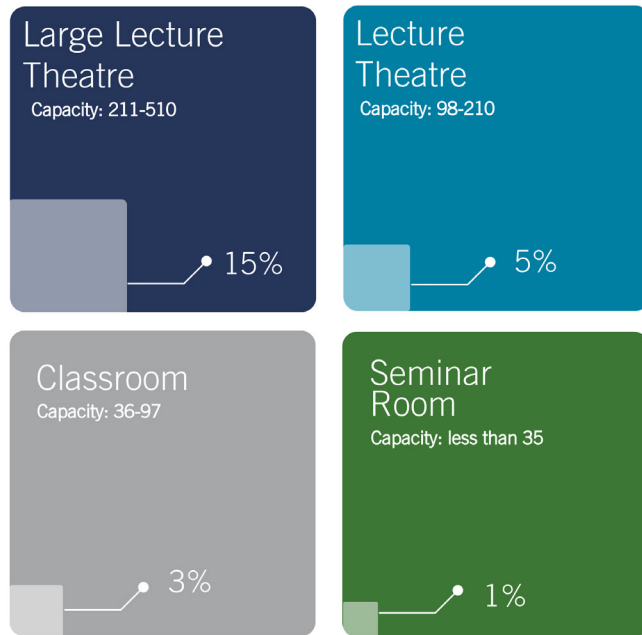
Figure 4

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

Transition of in person teaching activities to alternative formats

Reading Week 2020

— Unique Individual Users (UID)/Day
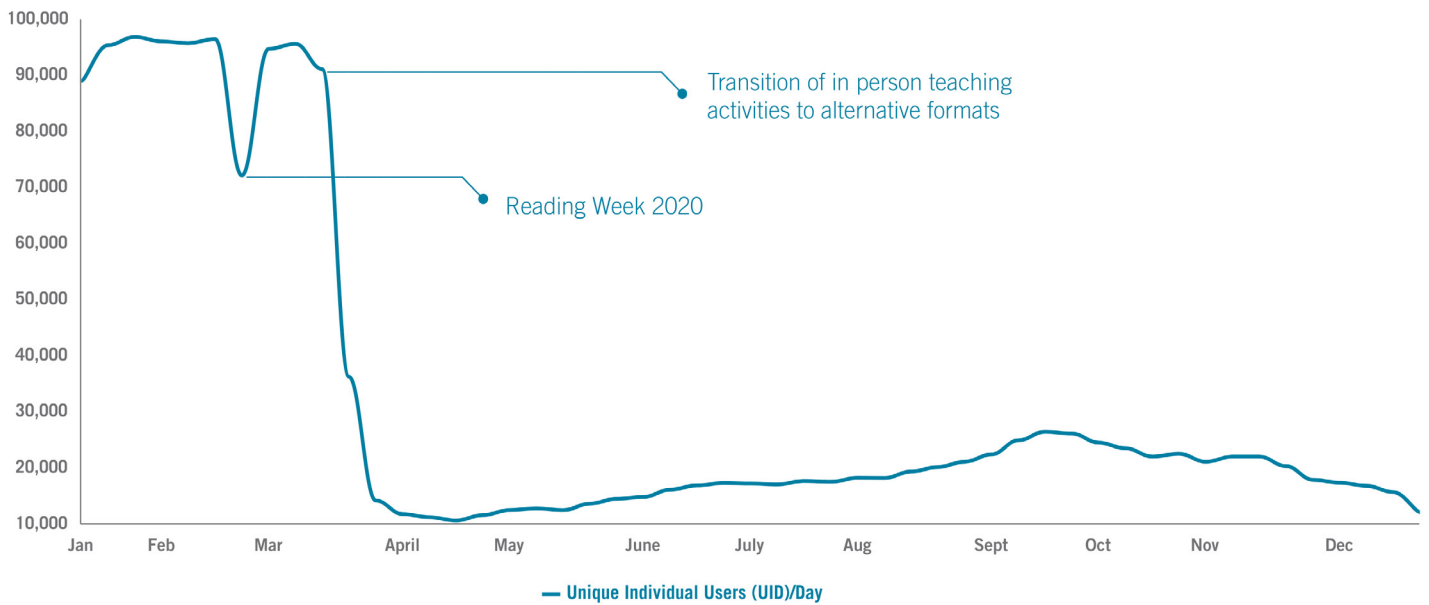
devices connected peaked in January and dropped to the low point of just 11% of that peak by mid-April 2020. Note that the dip in usage in mid-February is related to Reading Week and not the pandemic.

Research & Global Impact

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

During the pandemic, the University's communications have played an important role in keeping students, staff, faculty, and the broader community informed and engaged. The University launched several COVID-19 web pages and two podcasts. The UTogether[3] website received over one million views, the "What's Next?"[4] podcast series attracted more than two million views and "The New Normal"[5] podcast received over four hundred thousand views.

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

The University's early response to the demand for research into COVID-19 was supported by more than $42 million of COVID-19 related research funding. This includes more than $10 million from the University of Toronto sponsored "COVID-10 Action Initiative"[6], more than $1 million from the "Ontario Together Fund"[7], almost $2.5 million from the "Canada Foundation for Innovation COVID-19 Exceptional Opportunities Fund"[8] , and more than $4.5 million from the Federal/Provincial COVID-19 Rapid Research Response programs.

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

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

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

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

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

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

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

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

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

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

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

External Environment

Strategic Mandate Agreement

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

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

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

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

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

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

International Rankings

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

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

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

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

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

Figure 5

COVID-19 Related Research Publications

University	Number of Publications
Harvard University	2,377
Huazhong University	1,203
University of Toronto	1,033
University College London	1,030
Johns Hopkins University	956
University of Oxford	839
University of Milan	835
Imperial College London	791

*Source: Clarivate Analytics, Web of Science, custom keyword search on terms related to COVID-19

■ Number of Publications

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

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

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

Figure 6

International Ranking Results

2020

3rd	17th	18th	23rd	25th
NATIONAL TAIWAN UNIVERSITY RANKING	U.S. NEWS & WORLD REPORT	**TIMES HIGHER ED WORLD UNIVERSITY RANKING**	SHANGHAI RANKING ARWU	QS - WORLD UNIVERSITY RANKING
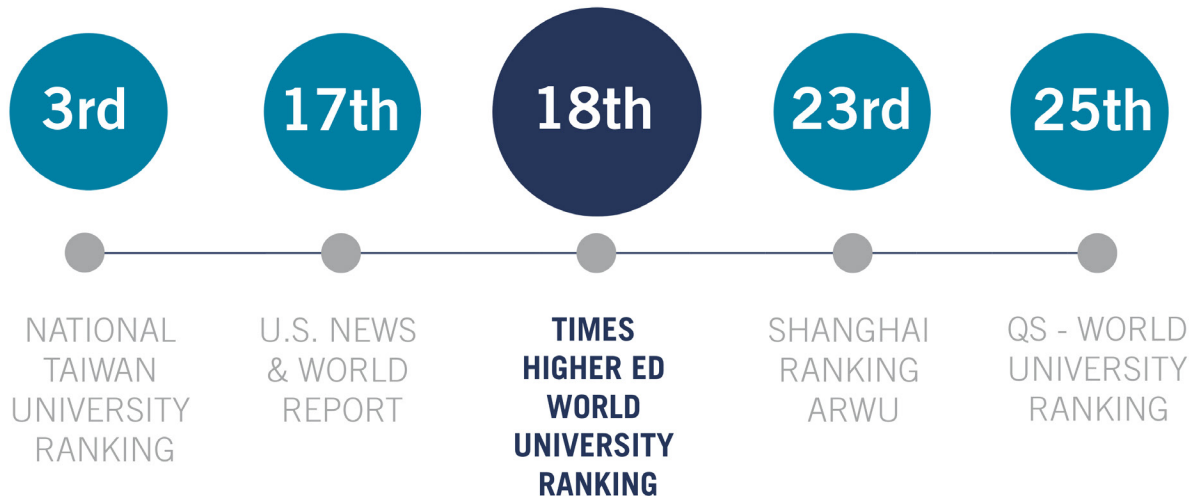
Figure 7

Other International Rankings

2020

#20 - REPUTATION

U of T was rated 1st in Canada and 20th in the world in Times Higher Education's World Reputation Ranking.

#8 - GRADUATE EMPLOYABILITY

U of T graduates are among the world's most desirable employees, ranked first in Canada and 8th place globally by THE.

#4 - LIBRARY RANKING (ARL)

U of T libraries are ranked #4 in North America

Performance Indicators 2020 Highlights

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

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

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

Student Aid, Accessibility & Well-being

Access to a university education can be influenced by several factors, including financial and socio-economic circumstances. As such, efforts are made by the University of Toronto to not only attract individuals from varied backgrounds, but to also provide the support they need to successfully complete their studies. The University continues to make significant investments in financial aid and leads Ontario in the amount of financial assistance it provides to students.

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

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

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

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

The university's accessibility offices facilitate the inclusion of students with mental health conditions and physical, sensory and learning disabilities into all aspects of university life. Over the last decade, the number of students registered with Accessibility Services has increased by 13% per year. This is a reflection of an increase in the awareness of the resources that are available to students, their willingness to use them,

Figure 8

Parental Income & Student Support

2018-2020

U of T provides support for a larger proportion of low income students than other Ontario universities.

■ U of T   ■ Ontario (Excl U of T)
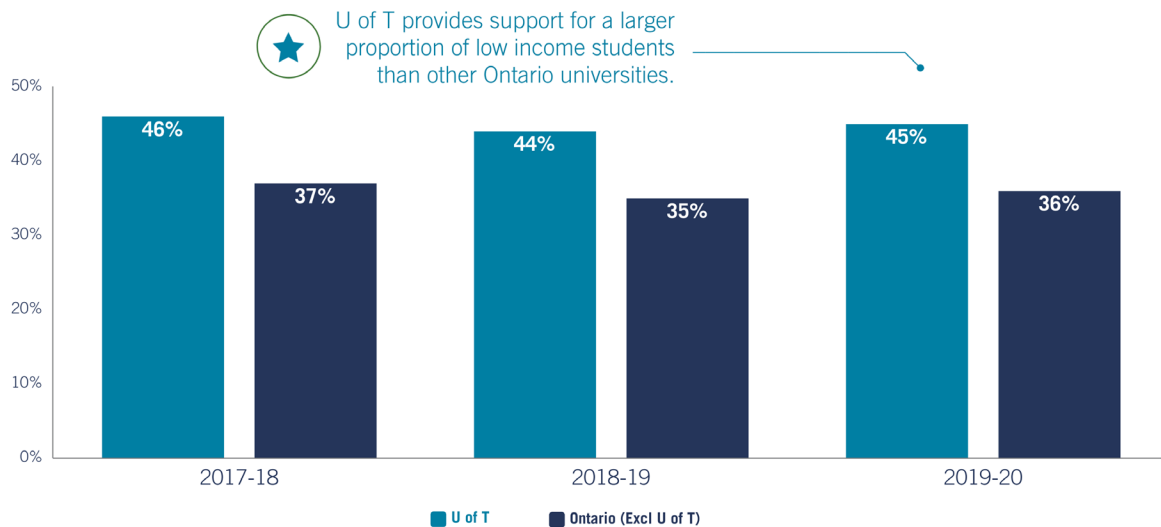
and reflects the success of the University in attracting and supporting this population.

Student mental health is a priority for the University of Toronto. In May 2019 the Presidential and Provostial Task Force on Student Mental Health identified 21 recommendations to impact immediate, short-term, and long-term efforts to create a caring and safe campus environment at the University of Toronto. All recommendations were accepted in the University's response in January 2020. The University also established a new partnership with the Centre for Addiction and Mental Health (CAMH), whose expertise is helping to guide the implementation of recommendations[11].

During 2020 significant implementation steps were undertaken, the current status of the steps are available on the University website [12]. Some of the initiatives are summarized below.

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

The Student Mental Health Resource website [14] – developed in consultation with students – allows students to find the mental health services they need quickly and easily as they are needed. The site also allows students to support their peers by suggesting mental health resources they have personally found valuable, with U of T clinicians and practitioners vetting and adding new resources to the site as appropriate. Since launch the service has had 21,312 visits from over 9,000 unique users.

The My Student Support Program, My SSP [15] , provides access to trained counsellors who can help students with issues ranging from academic stress and relationship problems to depression, loneliness and struggles navigating cultural and language barriers. On-demand support can be accessed over the phone in 35 languages, while support that is scheduled in advance is available in 146 languages. Since launch 2,100 individual students accessed the service more than 5,100 times.

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

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

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

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

15 My Student Support Program (https://studentlife.utoronto.ca/service/myssp/)

Figure 9

Student Aid Expenditures

UG and Graduate FTE

Student Aid per FTE
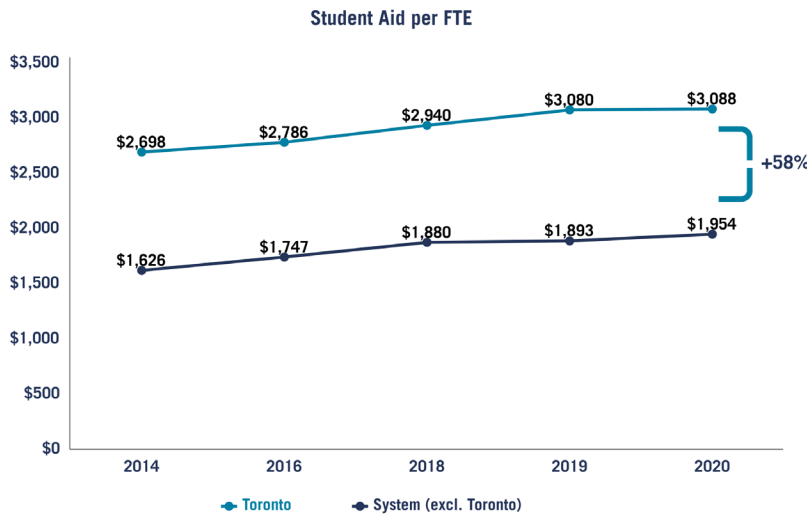
$291
MILLION
Financial Aid Budget
2021-22

UofT's COMMITMENT TO FINANCIAL AID REMAINS

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

University of Toronto Policy on Student Financial Support (1998)

Figure 10

Students Registered with Tri Campus Accessibility Services

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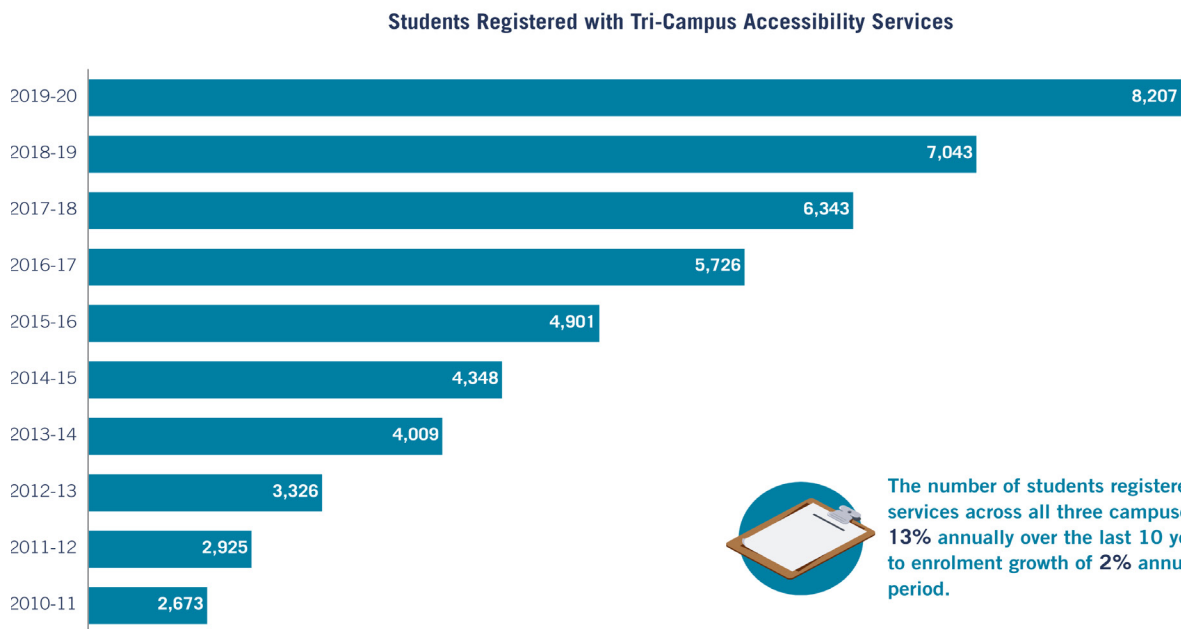
The number of students registered with accessibility services across all three campuses has increased by **13%** annually over the last 10 years. This compares to enrolment growth of **2%** annually over the same period.

Figure 11

NSSE Survey Results

10 Engagement Indicators (2020 vs. 2017)

		2017	2020
Campus Environment	Supportive Environment	25	22
	Quality of Interactions	36	36
Experiences with Faculty	Student-Faculty Interaction	18	17
	Effective Teaching Practices	34	35
Learning with Peers	Discussions with Diverse Others	41	40
	Collaborabtive Learning	31	31
Academic Challenge	Reflective & Integrative Learning	36	36
	Quantitative Reasoning	27	27
	Learning Strategies	35	35
	Higher Order Learning	37	38

■ 2017   ■ 2020

National Survey of Student Engagement (NSSE)

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

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

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

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

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

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

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

Figure 12

International Student Enrolment

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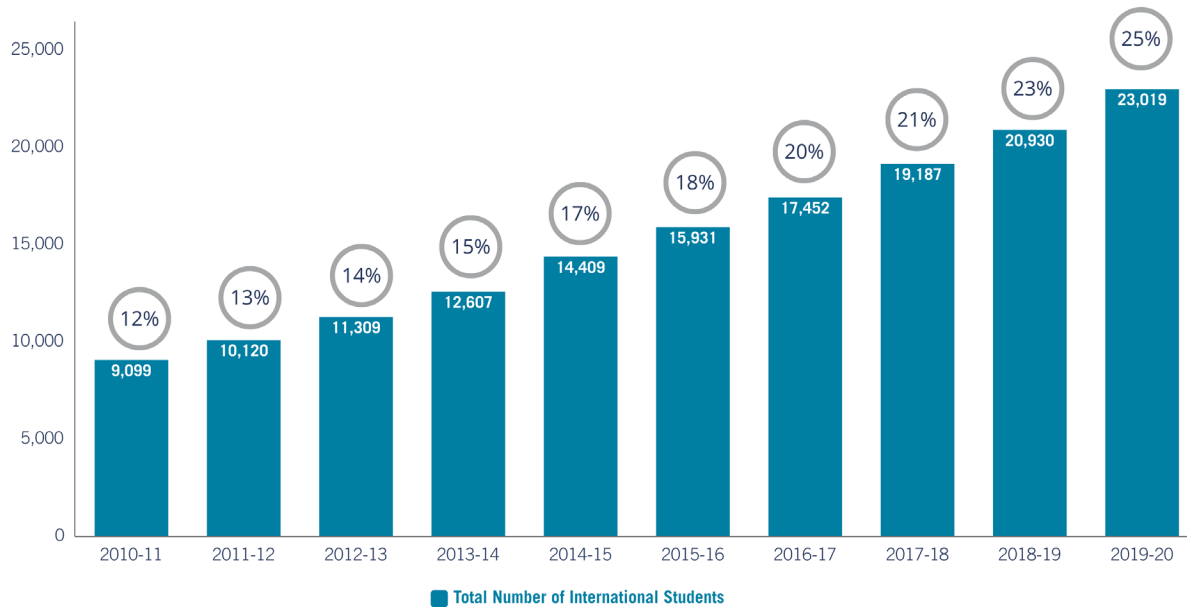
compares results to the U15 group of peer institutions. U of T compares favourably with U15 peers for almost every indicator except for the two "Campus Environment" indicators. U15 peers saw similar declines to U of T for the Supportive Environment indicators.

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

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

International Student Enrolment

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

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

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

Figure 13

Students Participating in International Experiences

Students Participating in International Experiences

OVERALL INTERNATIONAL STUDENT EXPERIENCES INCREASED BY

11%

For a total of 5354 international student experiences in 2019-20. This includes both UG and Graduate students at U of T.
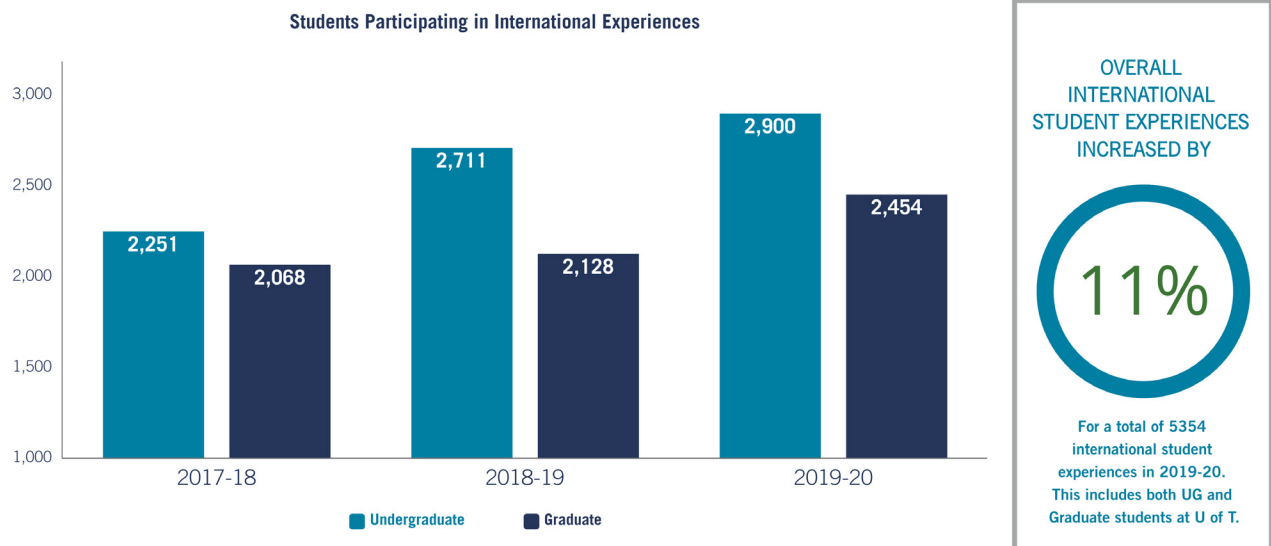
countries for undergraduate students are China (65%), India (6%), South Korea (3%), the United States (3%), and Hong Kong (2%). For graduate students, the top five countries are China (39%), India (12%), the United States (10%), Iran (5%) and South Korea (3%).

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

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

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

Students Participating in International Experiences

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

Experiential Education

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

Figure 14

Graduates with Experiential Learning

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

6,212
2017

6,594
2018

6,695
2019

7,049
2020

There has been a 13.5% increase in the number of graduates who have taken courses with experiential learning components from 2017 to 2020.
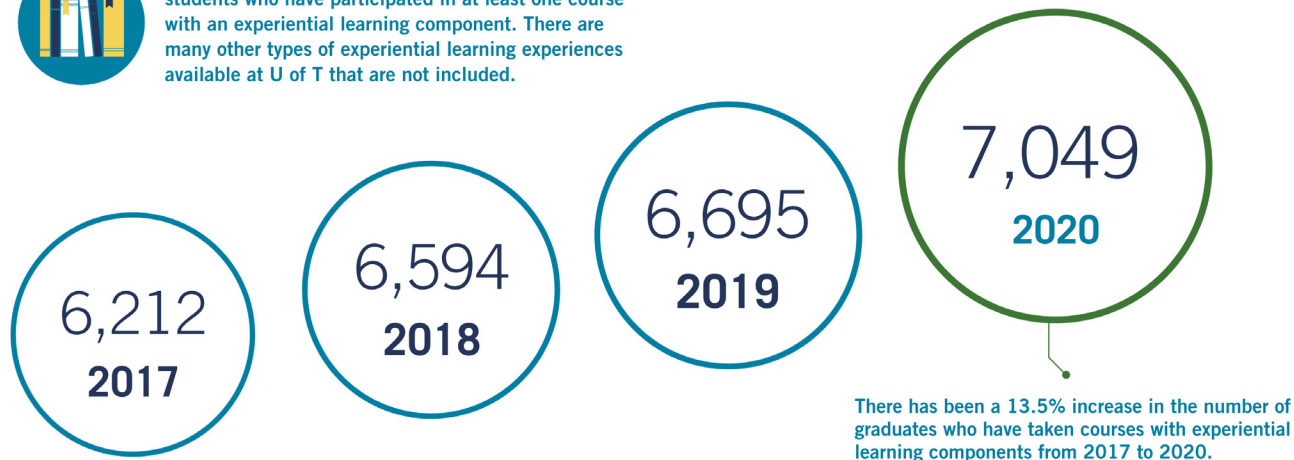
In addition, the Province has included experiential learning as one of the metrics in the Strategic Mandate Agreement process. For purposes of the Strategic Mandate Agreement, the University's performance in experiential learning will be measured as the proportion of graduates in undergraduate programs who have participated in at least one course with a required experiential learning component.

The University operates several Experiential Learning programs:[17]

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

- The U of T Scarborough Co-op Program has been in existence for more than 40 years and offers more than 80 program options in the Arts, Science and Management disciplines. More than 1,500 students per year are hired locally or internationally every year. Graduates of the co-op program will have received 8-20 months of paid relevant work experiences.

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

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

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

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

Figure 15

2nd Year Retention & 6 year Graduation Rate

DID YOU KNOW...

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

Legend:
- UofT Retention rate
- Ontario Retention Rate
- UofT Graduation Rate
- Ontario Graduation Rate

UofT Retention rate: 91.3%, 91.2%, 92.0%, 92.1%, 91.7%, 91.3%, 91.7%, 92.0%, 92.0%, 93.1%

Ontario Retention Rate: 88.3%, 88.0%, 88.2%, 88.2%, 89.1%, 89.4%, 89.4%, 89.7%, 89.3%

UofT Graduation Rate: 75.2%, 75.6%, 76.1%, 76.7%, 77.1%

Ontario Graduation Rate: 72.0%, 72.5%, 72.7%, 73.1%

Entering Cohort: 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019

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.

Graduation Rates & Graduate Employment

The University of Toronto is committed to providing students with an environment in which they can thrive. The rate at which students continue their studies and graduate in a timely fashion reflects the University's success in creating these conditions. Improving retention and graduation rates have been an institutional focus in recent years and the results reflect those efforts.

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

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

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

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

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

Figure 16

Employment Rate 2 Years After Graduation

The Employment Rate
Represents graduates, in the labour market, who indicate they have found employment 2 years after graduation. The 2-year employment rate for UofT graduates has increased, reaching 94.3% for 2017 graduates.

95.6%

95.2%

94.6%

94.0%

94.3%

94.1%

93.9%

93.6%   93.6%

93.4%

93.2%

92.9%

92.6%

92.1%

91.6%

—●— Ontario
—●— U of T
—●— GTA (excl. UofT)

At the point of writing this report, the employment rate for the 2017 graduating cohort of other GTA universities had not been made public.

| 2012 | 2013 | 2014 | 2015 | 2016 | 2017 |

Research

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

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

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

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

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

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

Figure 17

Research Funding by Sector

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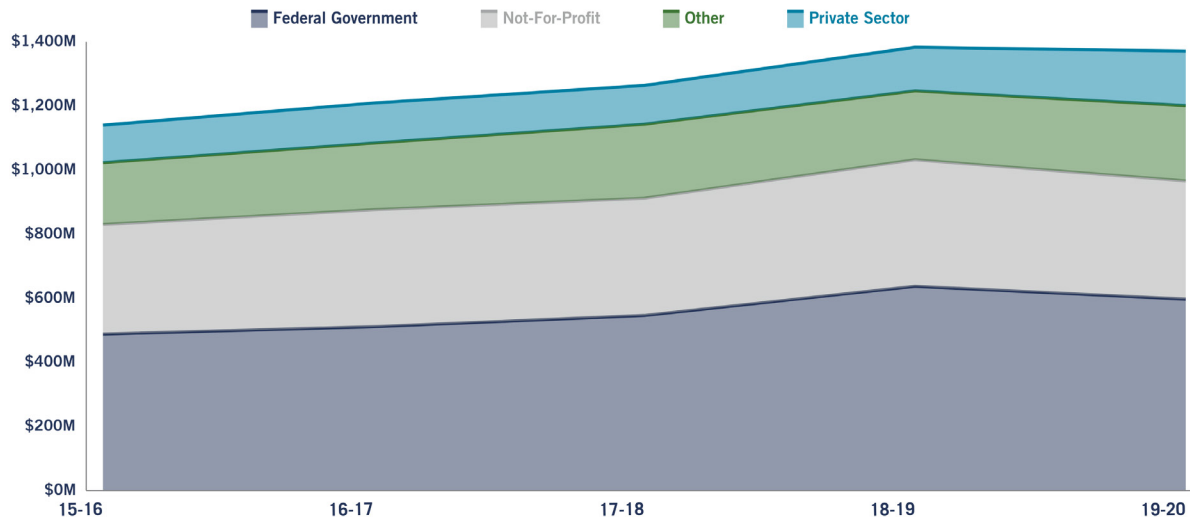
Innovation, Commercialization & Entrepreneurship

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

The University is a leader in generating and protecting ideas and innovations and our faculty members and students continue to create new technologies, companies, products, and services that are improving lives around the world, enabling our students to invent their own careers, and creating jobs and prosperity in Canada and beyond. University of Toronto entrepreneurs have created more than 500 companies, securing more than $1.5 billion in investment over the past decade.

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

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

Faculty Teaching and Class Sizes

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

Given the University's large undergraduate population and

Figure 18

Total Number of Citations

Number of Citations (2015-19)

2,804,689 (Harvard University)	Over the last five years, University of Toronto researchers were the third most cited, after Harvard and Stanford

Harvard University: 2,804,689
Stanford University: 1,286,623
University of Toronto: 1,224,832 ★
University College London: 1,109,881
University of Oxford: 1,092,657
Johns Hopkins University: 1,092,387
Massachusetts Institute of Technology (MIT): 1,033,925
University of Washington Seattle: 983,744
University of Chinese Academy of Sciences, CAS: 983,016
University of Cambridge: 981,142

Over the last five years, University of Toronto researchers were the third most cited, after Harvard and Stanford

Figure 19

Research Based Start-Up Companies

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

MIT: 86
University of Toronto: 77 ★
Stanford University: 74
Purdue Research Foundation: 63
University of Waterloo: 60
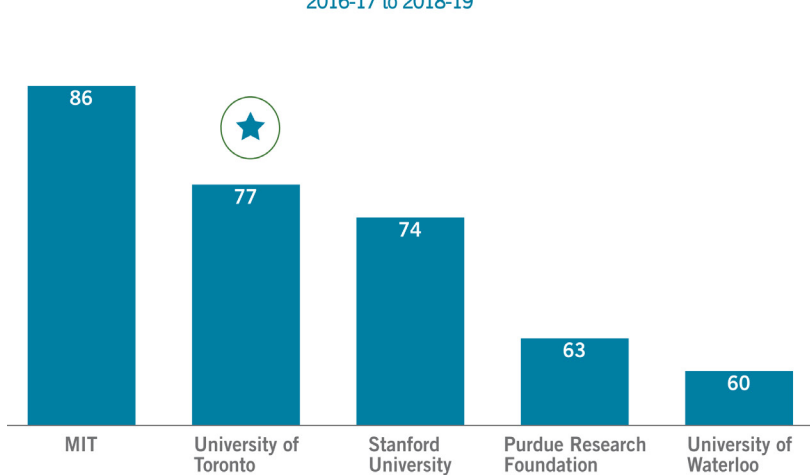
The University of Toronto is the leader in North America for the number of research based start-up companies, with 77 research based start ups established since 2016.

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

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

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

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

Employment Equity

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

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

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

Annually the University completes its Employment

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

Figure 20

Student Faculty Ratios

Compared to Canadian Peers (2012-19)

| 2012 | 2014 | 2016 | 2018 | 2019 |

Toronto: 25.9, 26.4, 26.0, 26.0, 25.7

Canadian Peer (U15) mean: 19.4, 20.5, 20.8, 21.9, 21.3

→ Toronto   → Canadian Peer (U15) mean
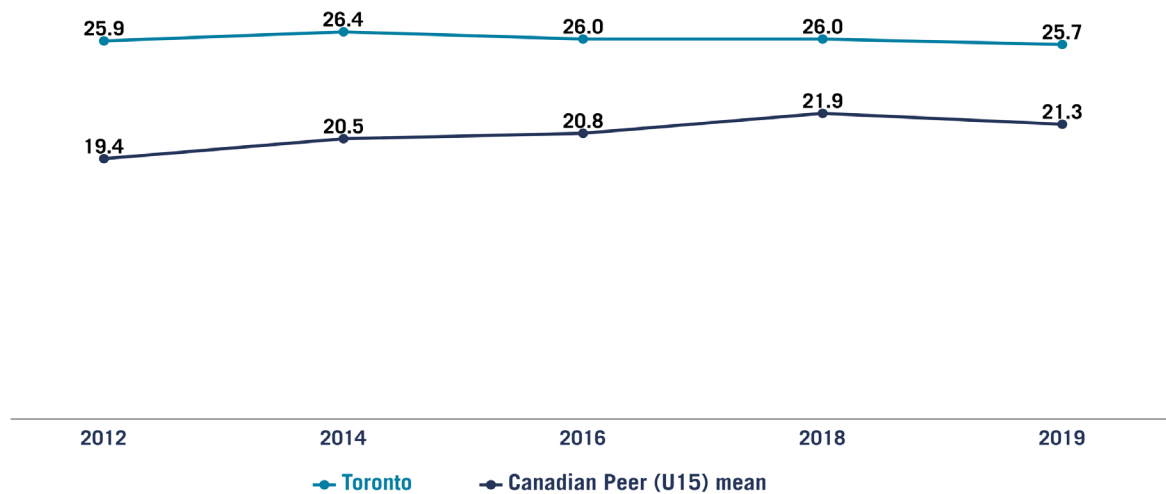
Figure 21

Course Teaching by Instructor Type

(2019-20)

The majority (68%) of teaching at the University of Toronto is done by appointed faculty.

Sessional Instructors — 15%

TAs / Graduate Students — 8%

Emeritus & Professional — 5%

Others — 5%

Professoriate (includes both Research & Teaching Stream) — 68%
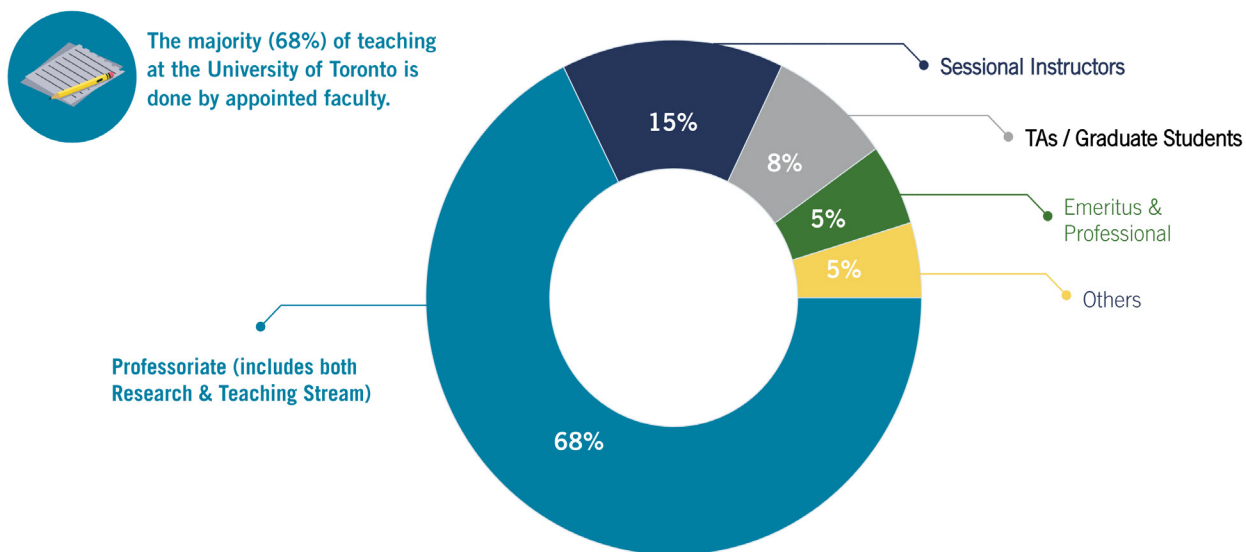
Equity Survey, some of the results from the forthcoming 2020 report are shown in the charts below. Highlights include:

- the University has more employees who identify as Racialized/Persons of Colour than ever before (31.3%)

- the University has more employees who self-identify as Black (5.9%) than ever before.

- 7.2% of staff and 3.1% of faculty self-identify as black, this compares to 8% of the GTA population.

- 1.0% of staff and 1.3% of faculty self-identify as Indigenous/Aboriginal People of North America, the same percentage as the GTA population.

- 10.6% of our staff new hires, and 6.8% of our faculty new hires self-identify as Black.

- 1.7% of our staff new hires, and 3.7% of our faculty new hires self-identify as Indigenous/Aboriginal People of North America.

The University launched its first Student Equity Census[20] a voluntary demographic data collection initiative which asks students seven questions about their identity. The census supports the University to better understand the demographics of the student population. The data will be used to develop, assess, and maintain programs and initiatives that respond to the needs of students and to improve student experiences, and to strengthen student recruitment efforts, access, and student success.

Faculty & Staff Diversity

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

- The appointment of a new Executive Director, Equity, Diversity, and Inclusion to provide strategic guidance across all three campuses on building a diverse culture of inclusive excellence.

- The development and implementation of new recruitment strategies that will expand and build talent pools of diverse and qualified candidates.

- The creation of new talent management opportunities to ensure diverse employees have access to professional development opportunities.

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

Figure 22

Self-Identified Ethno-cultural Identities

Employment Equity Survey

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

Black

2020 Faculty Hires	6.8%
All Faculty	3.1%
2020 Staff Hires	10.6%
All staff	7.2%

Proportion of GTA Population = 7.8%

Indigenous

2020 Faculty Hires	3.7%
All Faculty	1.3%
2020 Staff Hires	1.7%
All staff	1.0%

Proportion of GTA Population = 0.8%
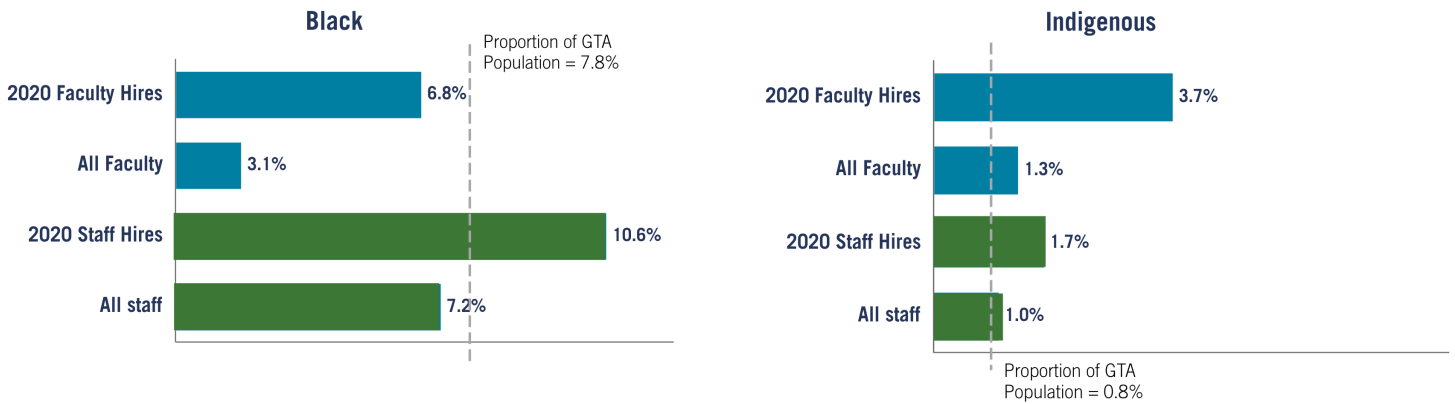
Figure 23

Self-Identified Representation
Employment Equity Survey

Staff

9% LGBTQ2S+
1% Indigenous
9% With a Disability
36% Racialized or POC
65% Women

Faculty

7% With a Disability
1% Indigenous
11% LGBTQ2S+
22% Racialized or POC
47% Women
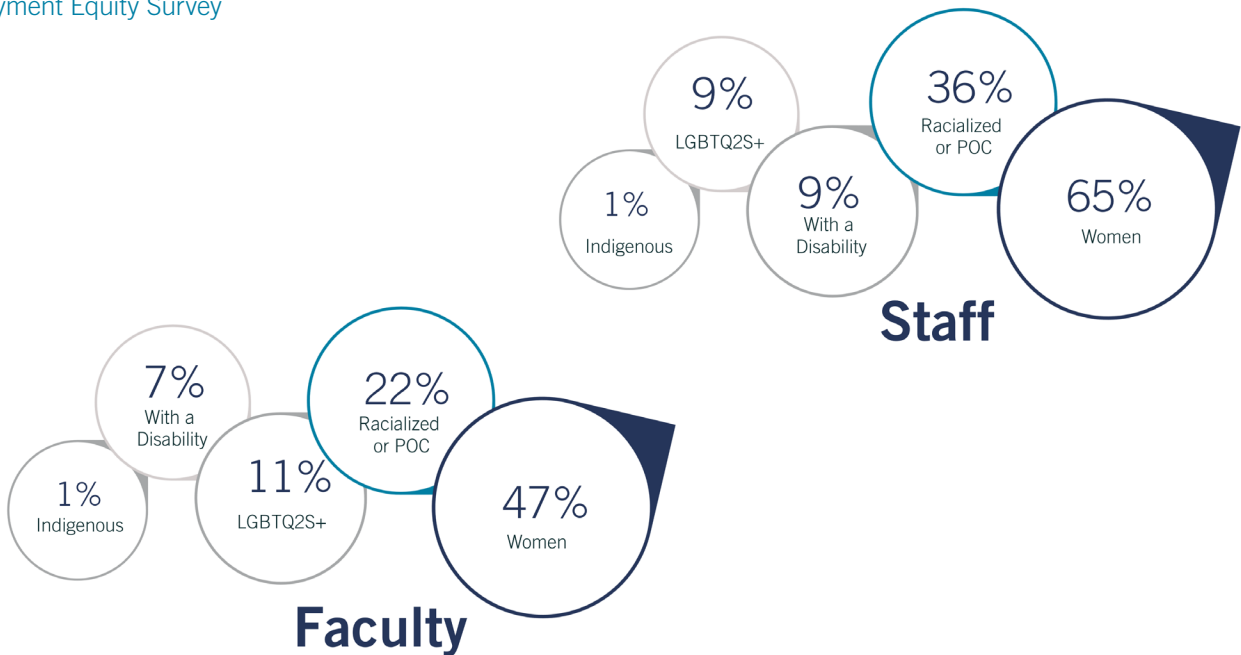
- An increase in educational programming delivered by our tri-campus Equity Offices on topics such as unconscious bias, the impact of equity and inclusion in our roles, cultural competency, and training on Indigenous cultures.

Deferred Maintenance

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

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

Infrastructure and Sustainability

Sustainability is a priority at the University of Toronto and in 2017 the President's Advisory Committee on the Environment, Climate Change and Sustainability (CECCS) was created with the mandate to advance coordination of the University's contributions and objectives on climate change and sustainability pertaining to research and innovation, academic programs, and sustainability initiatives related to our operations. In February 2021 the CECCS was extended by an additional three years, Professor John Robinson was re-appointed as the committee chair, and is joined by Ron Saporta, U of T's chief operating officer, as the committee co-chair. The Chief Operations Officer, Property Services & Sustainability Annual Report[21] highlights the activities of the committee in 2020.

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

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

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

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

Figure 24

Deferred Maintenance

Year	Value
2020	$794M
2019	$879
2018	$831M
2017	$550M
2016	$551M
2015	$518M
2014	$515M
2013	$505M
2012	$484M
2011	$422M
2010	$338M

Several different methodologies have been used to estimate deferred maintenance liability since 2005. The most recent change occurred in 2018, which resulted in a substantial increase in the projected cost of addressing deferred maintenance.
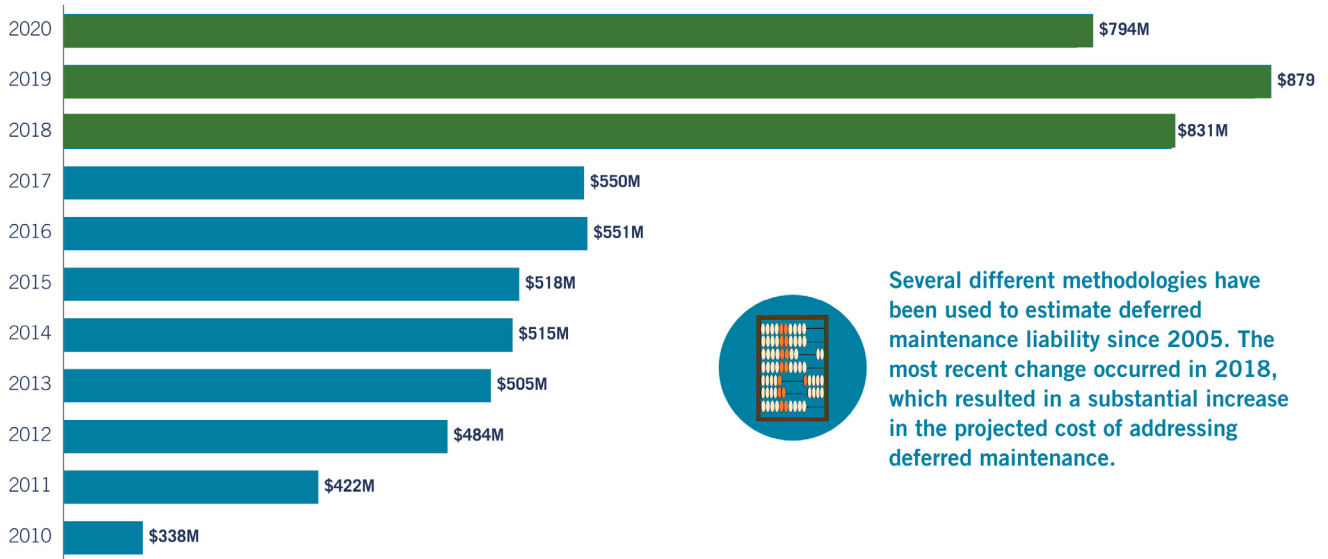
Figure 25

Tri Campus Total Scope 1 & 2 eCO2 Emissions

Total Scope 1 + 2 GHG Emissions in eCO2 Tonnes

Year	Total Scope 1&2 eCO2 Emissions	Scope 1&2 eCO2 Emissions per GSM
2009/10	164,303	0.0998
2010/11	163,462	0.0976
2011/12	148,684	0.0877
2012/13	147,716	0.0878
2013/14	148,144	0.0881
2014/15	138,448	0.0796
2015/16	126,703	0.0722
2016/17	122,585	0.0690
2017/18	115,593	0.0634
2018/19	109,825	0.0606
2019/20	113,079	0.0624

The University of Toronto has successfully reduced its Tri-Campus emissions by 31% on an absolute basis over the last 10 years.

With the continual growth of all three campuses, UofT has been able to reduce eCO2 emissions per square meter (GSM) by 37% over the last 10 years.

■ Total Scope 1&2 eCO2 Emissions

■ Scope 1&2 eCO2 Emissions per Gross Square Meter (GSM)

* Data from University of Toronto Low-Carbon Action Plan

Figure 26

Waste

The University of Toronto has successfully reduced its amount of generated waste by 17% since 2016.

Only 37% of total waste produced at the University of Toronto was sent to the landfill in 2019-20.

63% of total waste produced by the University of Toronto was reduced, reused, recycled or composted in 2019-20.

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

Summary

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

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

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

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

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

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

Appendix

Appendix:
University Reports & Resources

Full Suite of Performance Indicators

Performance Indicators data are available at:

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

Other Resources and Reports at the University

Reports & Accountability

(https://www.utoronto.ca/about-u-of-t/reports-and-accountability)

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

- VP International Report
- Sustainability at the University of Toronto

Facts & Figures

(https://data.utoronto.ca/reports/facts-and-figures/)

Common University Data Ontario (CUDO)

(https://data.utoronto.ca/reports/cou/)

Graduation, Employment and OSAP Loan Default Rates

(https://data.utoronto.ca/reports/osap/)

International Rankings

(https://data.utoronto.ca/reports/international-rankings/)

Graduate Student Funding and Career Outcomes

(https://www.sgs.utoronto.ca/about/explore-our-data/)

Student Surveys

Results of the National Survey of Student Engagement (NSSE)

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

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

https://www.sgs.utoronto.ca/about/measuring-our-performance/cgpss/

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

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

UNIVERSITY OF TORONTO

Performance Indicators for Governance, 2020
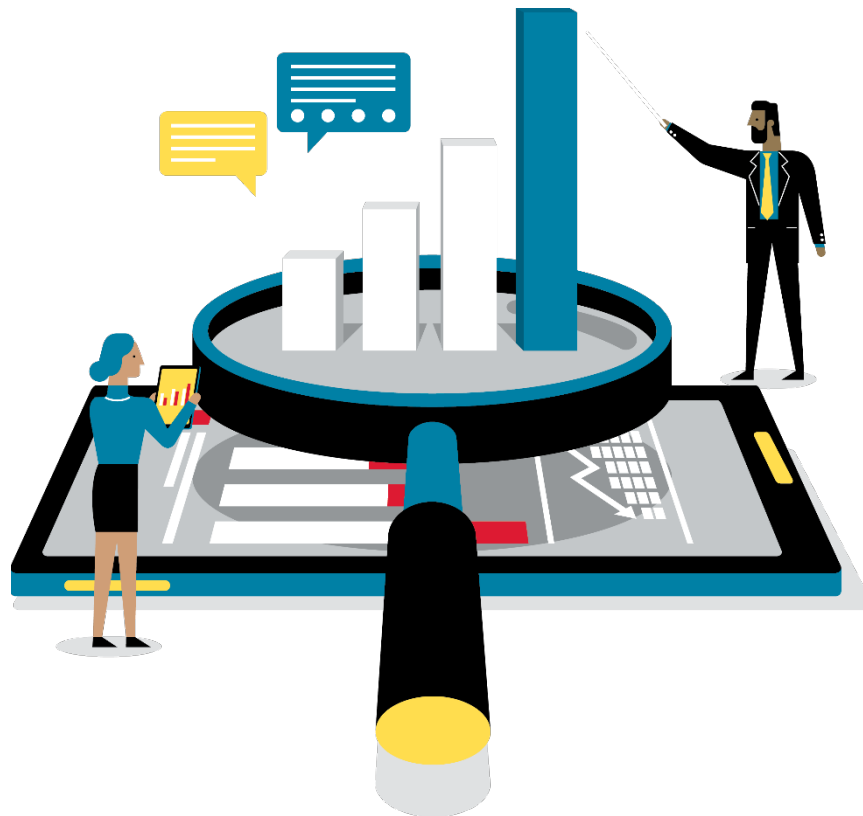
Prepared by:

Office of Institutional Research & Data Governance

Published in April 2021

Introduction

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

The Performance Indicators for Governance report, produced annually since 1998, measures our progress towards long-term goals in a range of teaching and research areas. It is our central accountability report to governance and is designed to serve members of the wider community who wish to know more about the University's operations, achievements and challenges. The indicators included have changed over the years as we have expanded the scope of areas that we have sought to measure and have enhanced our data collection and partnerships with other institutions that allow for external benchmarking. The 2020 report includes over 105 charts that span our teaching and research missions. Enhancements for this year include updated results to the National Survey of Student Engagement and an additional chart looking at waste management.

2020 was an exceptional year and the University adapted to the circumstances of the COVID-19 pandemic. The metrics and data in this report were mostly unaffected those changes and have been footnoted as appropriate. The impact of the pandemic will be felt over many years and it is anticipated that there will be more significant impacts to metrics and data used in this report in coming years. For more details of the impact of COVID-19 from a data perspective please see the companion Performance Indicators summary report.

Notes:

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

2. U.S. peers include University of Arizona, University of California - Berkeley, University of Illinois - Urbana Champaign, University of Michigan - Ann Arbor, University of Minnesota - Twin Cities, Ohio State University, University of Pittsburgh, University of Texas - Austin, University of Washington, and University of Wisconsin - Madison

Table of contents

World University Rankings

| Rankings: U15 comparison | Rankings: Top 25 comparison | THE by subject: U15 comparison |

Performance Relevance:

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

International rankings, U15 - Canadian peer institutions comparison

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

Year
- ○ 2017
- ○ 2018
- ○ 2019
- ◉ 2020

Institution	Shanghai Jiao Tong 2020	NTU (formerly HEEACT) 2020	QS World Univ. Rankings 2020	Times Higher Education 2020	US News Best Global Univ. 2020
Toronto	23	3	25=	18	17
British Columbia	38	33	45	34	31
McGill	78	49	31=	40	51
McMaster	98	120	144	69	133
Montréal	151-200	115	118	73=	140
Alberta	101-150	92	119	131=	138
Waterloo	151-200	238	166=	201-250	210
Calgary	151-200	147	246=	200	174
Ottawa	151-200	156	279=	145=	192
Western	201-300	214	203=	201-250	287
Laval	301-400	268	420=	251-300	361
Dalhousie	201-300	311	291=	251-300	325
Queen's	201-300	381	246=	251-300	419
Manitoba	301-400	308	601-650	351-400	390
Saskatchewan	301-400	467	465=	401-500	538

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

World University Rankings

Rankings: U15 comparison	Rankings: Top 25 comparison	THE by subject: U15 comparison

International Rankings, top 25 institutions.

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

Institution	Country	Times Higher Education 2020	Shanghai Jiaotong 2020	NTU (Formerly HEEACT) 2020	QS World Univ. Ranking 2020	US News Best Global Univ. 2020
Harvard University	USA	3	1	1	3	1
Stanford University	USA	2	2	2	2	3
Massachusetts Institute of Technology	USA	5	4	7	1	2
University of Cambridge *	GBR	6	3	11	7	9
University of Oxford *	GBR	1	9	6	5	5
University of California, Berkeley *	USA	7	5	16	30	4
California Institute of Technology	USA	4	8	65	4	7
Columbia University	USA	17	7	13	19	6
University of Chicago	USA	10	10	24	9	15
Princeton University	USA	9	6	86	12	11
University College London *	GBR	16	16	5	10	19
Yale University	USA	8	11	19	17	11
Johns Hopkins University	USA	12	15	4	25=	10
University of Pennsylvania	USA	13	19	10	16	14
Imperial College London *	GBR	11	25	14	8	20
ETH Zurich *	CHE	14	20	21	6	26
University of California, Los Angeles *	USA	15	13	12	36	13
Cornell University	USA	19	12	28	18	22
University of Toronto *	CAN	18	23	3	25=	17
University of Michigan-Ann Arbor *	USA	22	22	9	21	17
Tsinghua University *	CHN	20	29	17	15	28
University of Washington *	USA	29	16	8	72=	8
Northwestern University	USA	24	30	27	29	24
Duke University	USA	20	27	20	42	23
University of California, San Diego *	USA	33	18	18	54	21

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

Rankings: U15 comparison	Rankings: Top 25 comparison	THE by subject: U15 comparison

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

In 2020, the University of Toronto is the only Canadian institution, and one of only nine universities in the world, to be ranked in the top 50 of all 11 Times Higher Education World University Rankings subject areas. It demonstrates the university's depth and breadth of excellence. The other universities are Stanford, UCL, Harvard, Berkeley, Columbia, Michigan, Pennsylvania, and UCLA.

Year
○ 2017
○ 2018
○ 2019
⦿ 2020

Discipline:
- Arts and Humanities
- Business & Economics
- Clinical, Pre-clinical & He..
- Computer Science
- Education
- Engineering and Technol..
- Law
- Life Sciences
- Physical Sciences
- Psychology
- Social Sciences
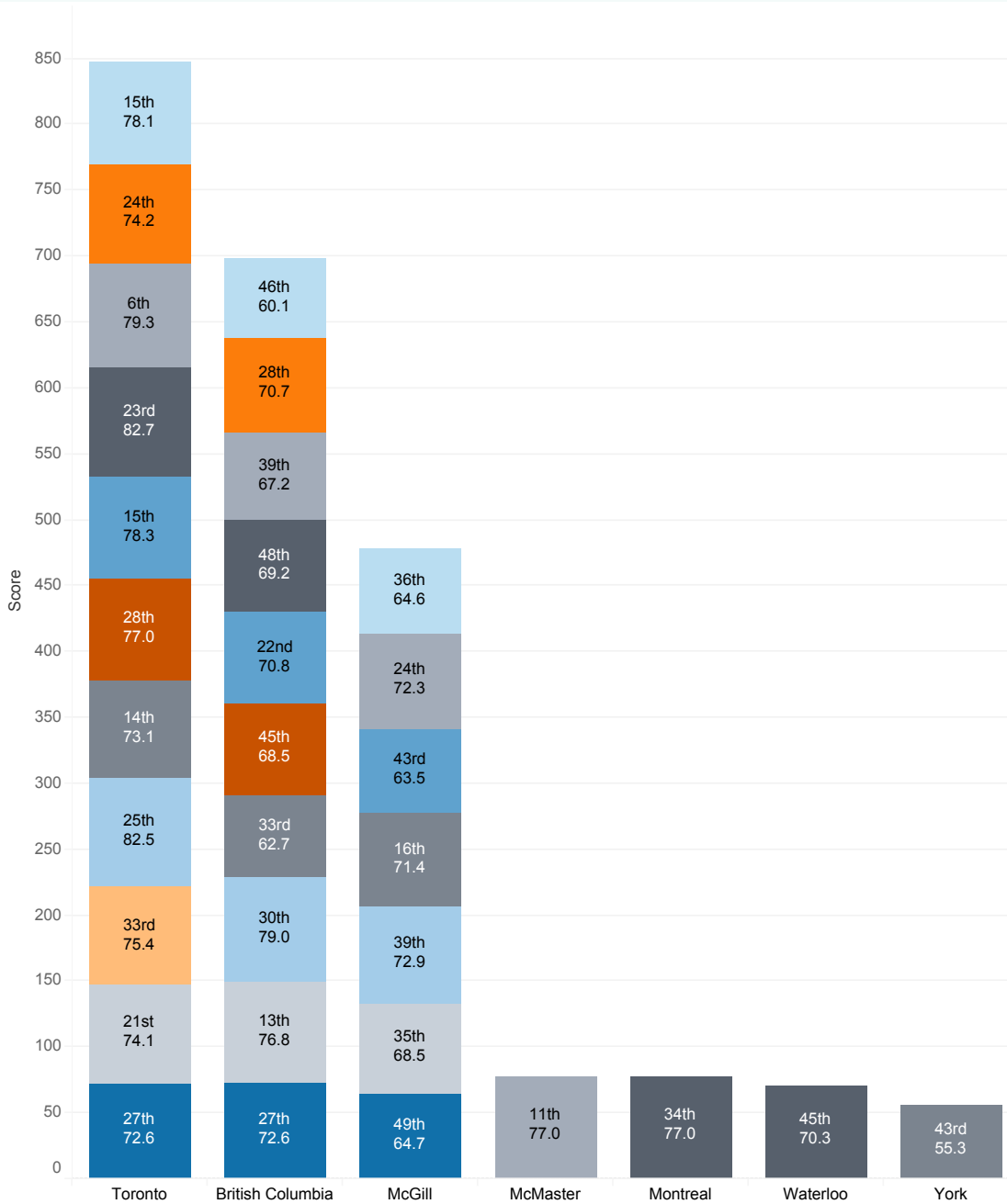
Notes:
1. Only includes Canadian Peers in the Top 50 for each subject.
2. In 2019, U of T is one of only five universities globally to rank in the top 30 for all 11 subjects, the others are: Harvard, Michigan, Stanford, and UCLA.

Faculty Awards and Honours

Faculty Honours	Canada Research Chairs	Faculty Teaching Awards - 3M	Faculty Teaching Awards - OCUFA
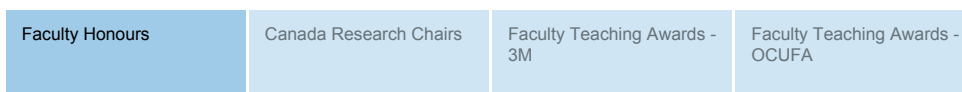
University of Toronto Market Share of National and International Honours Awarded to Researchers at Canadian Universities

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

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

Year
- ○ 2007-2016
- ○ 2008-2017
- ○ 2009-2018
- ○ 2010-2019
- ● 2011-2020

Region
- ☑ Canadian Honours
- ☑ International Honours

Region
- ■ International Honours
- ■ Canadian Honours

Region	Award/Honour	U of T Share
International Honours	Canada Gairdner International Award*	100% (1 of 1)
	National Academy of Medicine Members (US)	83% (5 of 6)
	Sloan Research Fellows (US)	45% (28 of 62)
	National Academy of Science Members (US)	44% (7 of 16)
	Royal Society Fellows (UK)	39% (9 of 23)
	Guggenheim Fellows (US)	37% (13 of 35)
	National Academy of Engineering Members (US)	35% (6 of 17)
	Amer. Assoc. for the Advancement of Science Fellows	35% (28 of 81)
	Amer. Academy of Arts & Sciences Members	29% (4 of 14)
Canadian Honours	Steacie Prize	50% (5 of 10)
	Manning Innovation Awards	33% (4 of 12)
	NSERC Prizes**	29% (26.25 of 90)
	Killam Prize	28% (14 of 50)
	Killam Research Fellows	27% (17 of 62)
	CIHR Prizes**	27% (3 of 11)
	Molson Prize	27% (3 of 11)
	Canadian Academy of Health Sciences Fellows	20% (95 of 483)
	Royal Society of Canada Medals and Awards**	19% (21 of 108)
	Royal Society of Canada Fellows	17% (134 of 789)
	Canadian Academy of Engineering Fellows	15% (42 of 274)
	RSC College of New Scholars, Artists and Scientists	8% (34 of 434)
	SSHRC Prizes**	3% (1 of 34)

U of T Share of new awardees at Canadian universities

Notes:
1. Based on Fall 2018 UCASS, U of T accounts for 6% of all full-time faculty members (full, associate and assistant profs) paid by Canadian universities.
2. Data source: Division of the Vice-President, Research & Innovation.
3. * One Gairdner International Award was awarded to a Canadian in this period. U of T holds this only award (as such, 100% of the awards).
4. **Awards included in specified award suites:
   CIHR Prizes includes the Michael Smith Prize in Health Research (renamed in 2011), the CIHR Health Researcher of the Year Prize (discontinued in 2014), and the CIHR Gold Leaf Prizes (first awarded in 2017).
   NSERC Prizes includes the Gerhard Herzberg Canada Gold Medal for Science and Engineering, the NSERC John C. Polanyi Award, the Brockhouse Canada Prize for Interdisciplinary Research in Science and Engineering, and the E.W.R. Steacie Memorial Fellowships.
   SSHRC Prizes includes the SSHRC Gold Medal, SSHRC Insight Award, SSHRC Connection Award, and SSHRC Partnership Award. Manning Innovation Awards discontinued in 2019; 2019 laureates have not been announced as of January 2020.
   Royal Society of Canada Medals and Awards includes all but the RSC's awards to postdoctoral researchers (Alice Wilson Awards).

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

Faculty Awards and Honours

Faculty Honours	Canada Research Chairs	Faculty Teaching Awards - 3M	Faculty Teaching Awards - OCUFA

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

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

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

Year
- ○ 2015
- ○ 2018
- ● 2019

CRC
- ☑ CIHR
- ☑ NSERC
- ☑ SSHRC

CRC, U15
- CIHR, U of T
- CIHR, Cnd Peers
- NSERC, U of T
- NSERC, Cnd Peers
- SSHRC, U of T
- SSHRC, Cnd Peers

Institution	Count
TORONTO	315
British Columbia	198
McGill	185
Montréal	145
Alberta	118
Laval	94
OTTAWA	89
McMASTER	88
Calgary	79
WESTERN	75
WATERLOO	74
Dalhousie	56
Manitoba	52
QUEEN'S	51
Saskatchewan	34

Notes:
1. Data source: CRC website updated March 2019 (n=2,148 regular chairs).
2. Excludes Special Chairs.
3. Montréal includes École Polytechnique and École des Hautes Études Commerciales (regular chairs only).
4. Ontario peers are shown in capital letters.

Related Websites:
Program details and nomination guidelines: http://www.research.utoronto.ca/research-funding-opportunities/canada-research-chairs-crc-2/
Canada Research Chairs homepage: http://www.chairs-chaires.gc.ca/home-accueil-eng.aspx

Faculty Awards and Honours

Faculty Honours	Canada Research Chairs	Faculty Teaching Awards - 3M	Faculty Teaching Awards - OCUFA

Faculty Teaching Awards

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

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

2011-2020 The University of Toronto has garnered a significant proportion of Teaching Fellowship Awards.

Year
○ 1986-2017
○ 1986-2018
○ 2009-2018
○ 2010-2019
◉ 2011-2020

Canada
■ U of T
■ Cdn Peers
■ Other Top 25

Institution

Institution	Share
ALBERTA (n=9)	9.0%
BRITISH COLUMBIA (n=8)	8.0%
TORONTO (n=7)	7.0%
Victoria (n=5.5)	5.5%
WESTERN (n=5)	5.0%
CALGARY (n=4)	4.0%
Guelph (n=4)	4.0%
McMASTER (n=4)	4.0%
Windsor (n=4)	4.0%
Brock (n=3)	3.0%
Carleton (n=3)	3.0%
Mount Allison (n=3)	3.0%
New Brunswick (n=3)	3.0%
Prince Edward Isld (n=3)	3.0%
Concordia (n=2)	2.0%
DALHOUSIE (n=2)	2.0%
QUEEN'S (n=2)	2.0%
SASKATCHEWAN (n=2)	2.0%
Simon Fraser (n=2)	2.0%
St. Mary's (n=2)	2.0%
Wilfrid Laurier (n=2)	2.0%
Northern British Columbia (n=1.5)	1.5%

Share

Notes:
1. Data source: 3M Teaching Fellowships (n=338 from 1986 to 2019).
2. Ontario peer institutions are shown in capital letters.
3. École des Hautes Études Commerciales is included under U de Montréal.

Faculty Awards and Honours

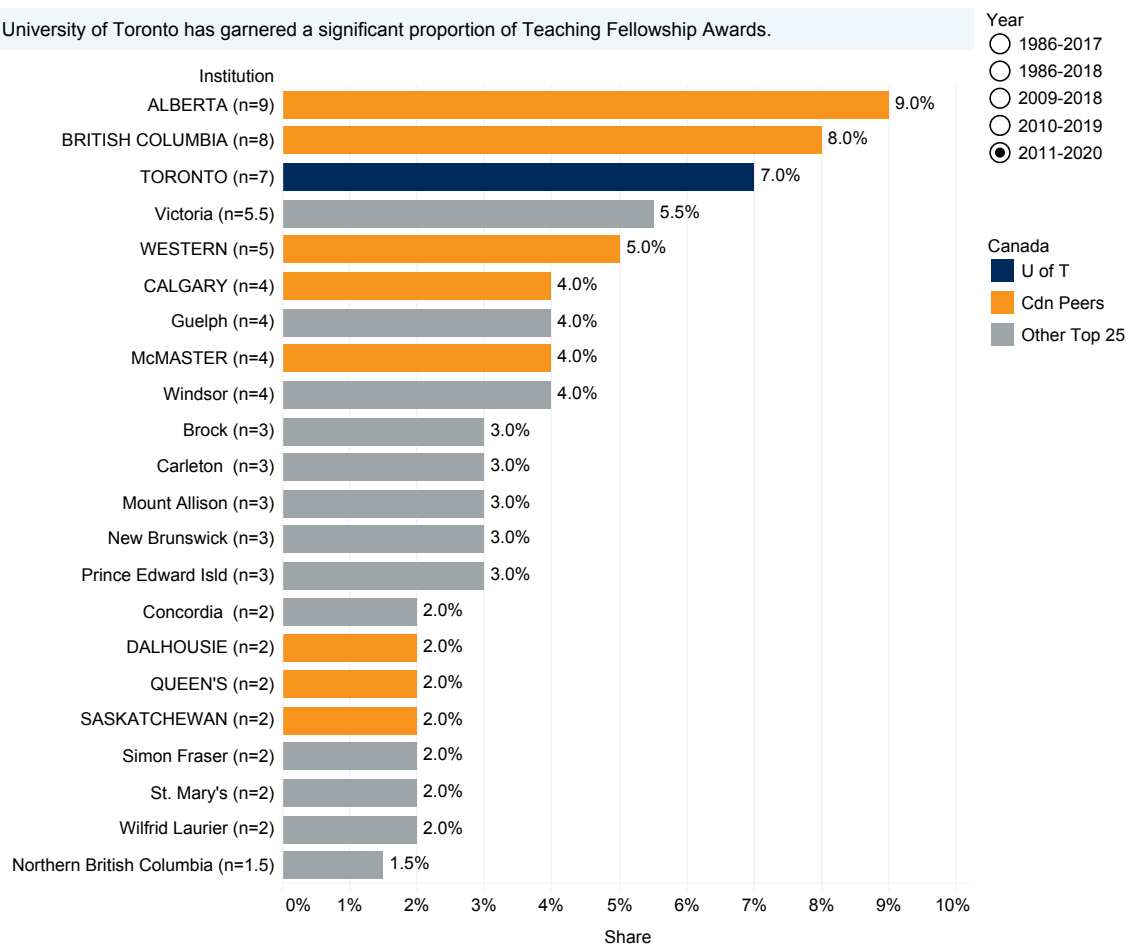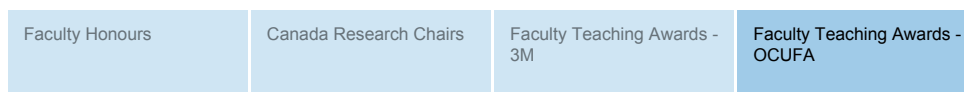| Faculty Honours	Canada Research Chairs	Faculty Teaching Awards - 3M	Faculty Teaching Awards - OCUFA

Faculty Teaching Awards

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Ontario Confederation of University Faculty Associations (OCUFA) Teaching Awards

1973-2020 The University of Toronto has garnered more OCUFA Teaching Awards than any other university.

Year
- ○ 1973-2017
- ○ 1973-2018
- ○ 1973-2019
- ◉ 1973-2020

Ontario
- ■ U of T
- ■ Cdn Peers
- ■ Other instns

Institution	Share
TORONTO (n=66)	16.7%
WESTERN (n=59)	14.9%
York (n=56)	14.2%
Guelph (n=34)	8.6%
Windsor (n=30)	7.6%
OTTAWA (n=29)	7.3%
McMASTER (n=25)	6.3%
Carleton (n=24)	6.1%
Brock (n=13)	3.3%
Trent (n=10)	2.5%
Wilfrid Laurier (n=10)	2.5%
QUEEN'S (n=9)	2.3%
WATERLOO (n=9)	2.3%
Laurentian (n=6)	1.5%
Ryerson (n=6)	1.5%
Lakehead (n=5)	1.3%
Nipissing (n=3)	0.8%
Algoma (n=1)	0.3%

Share

Notes:
1. Data source: OCUFA Teaching Awards (n=390) as of October 2019.
2. Canadian Peers are shown in capital letters.

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

Research Publications and Citations

Performance Relevance: Publications and citations are important indicators of scholarly impact as measured by research output and intensity. This is particularly true in scientific disciplines where research reporting occurs predominantly in peer-reviewed journals.

Publications: Global	Publications: U15	Citations: Global	Citations: U15	Publications by Field: Global	Publications by Field:U15	Co-Authors

Number of Publications (All Science Fields), Top 40 Universities in the World

In 2015-19, The University of Toronto is a world leader in the volume of published research.

Year
- ○ 2012-16
- ○ 2013-17
- ○ 2014-18
- ◉ 2015-19

World
- 🟨 AAU
- 🟧 CDN Peers
- ⬜ Other International
- 🟦 U of T

Institution

Institution	Publications
Harvard U	110,130
U Chinese Academy of Sciences	74,362
U TORONTO	58,288
Shanghai Jiao Tong U	54,865
Zhejiang U	51,364
U College London	50,738
U Sao Paolo	50,022
U Paris Saclay	49,951
Johns Hopkins U	48,784
Tsinghua U	48,033
Sorbonne U	47,047
Stanford U	46,830
U Michigan	46,562
U Oxford	45,726
Peking U	44,259
U Tokyo	42,885
U Washington Seattle	41,852
U Paris	41,128
Imperial College London	40,228
U Cambridge	40,213
U Pennsylvania	39,666
Seoul National U	39,607
U Calif - Los Angeles	39,472
U Copenhagen	38,291
Sun Yat Sen U	37,116
U Sydney	36,331
U Melbourne	36,070
Columbia U	35,985
Fudan U	35,748
Huazhong U Sci & Tech	35,728
U Calif - San Diego	34,744
Massachussets Inst Technology	33,945
U British Columbia	33,867
Sichuan U	33,758
Cornell U	33,227
Shandong U	32,725
Ohio State U	32,699
Xi'an Jiaotong U	32,392
Central South U	31,930
U Queensland	31,898

Publications

Notes:
1. Data source: InCitesTM
2. Limited to articles, reviews and book chapters in the science fields of the Essential Science Indicators classification schema.
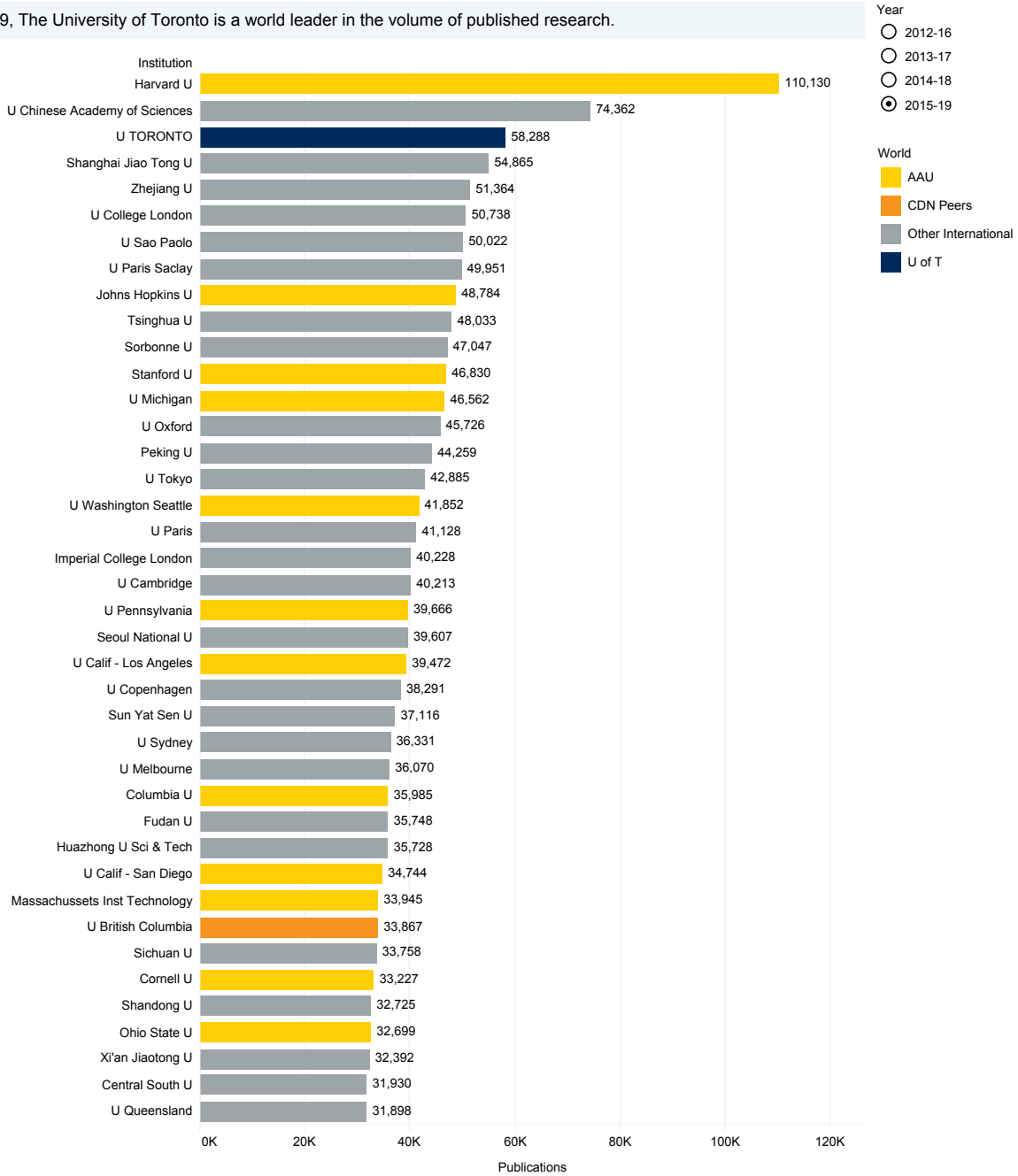3. Limited to degree-granting discreet academic institutions.

Research Publications and Citations

Performance Relevance: Publications and citations are important indicators of scholarly impact as measured by research output and intensity. This is particularly true in scientific disciplines where research reporting occurs predominantly in peer-reviewed journals.

Publications: Global	Publications: U15	Citations: Global	Citations: U15	Publications by Field: Global	Publications by Field:U15	Co-Authors

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

In 2015-19, University of Toronto's volume of published research is significantly higher than Canadian peers.

Year
- ○ 2012-16
- ○ 2013-17
- ○ 2014-18
- ● 2015-19

■ CDN Peers
■ U of T

Institution

Institution	Publications
U TORONTO	58,288
U British Columbia	33,867
McGill U	29,543
U Alberta	26,610
U Montreal	22,170
U Calgary	18,998
MCMASTER U	17,324
U OTTAWA	16,962
WESTERN U	15,075
U WATERLOO	13,571
Laval U	12,420
U Manitoba	11,216
Dalhousie U	9,814
U Saskatchewan	9,702
QUEENS U	8,889

Publications

Notes:
1. Data source: InCitesTM.
2. Limited to articles, reviews and book chapters in the science fields of the Essential Science Indicators classification schema.
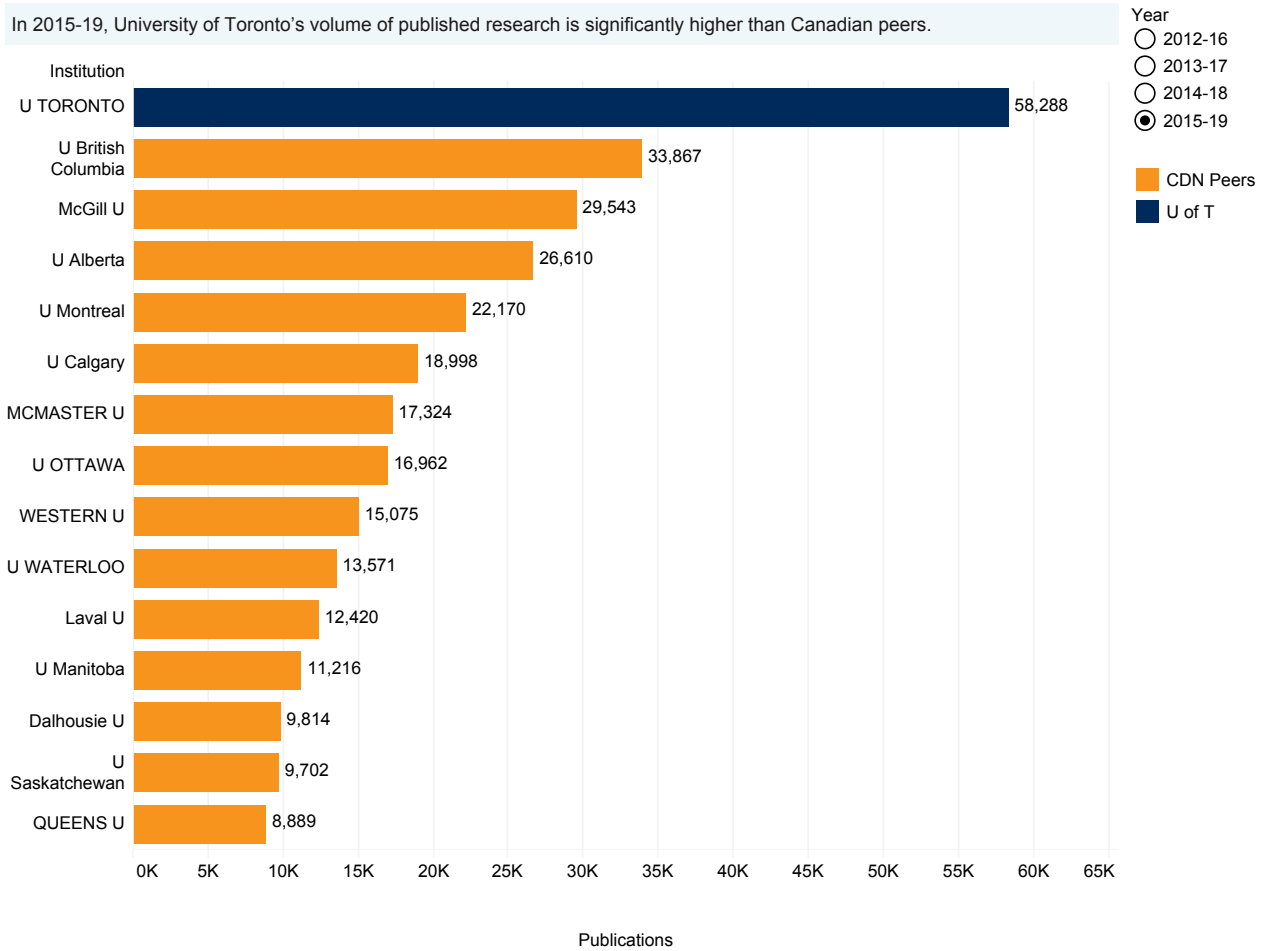3. Limited to degree-granting discreet academic institutions.
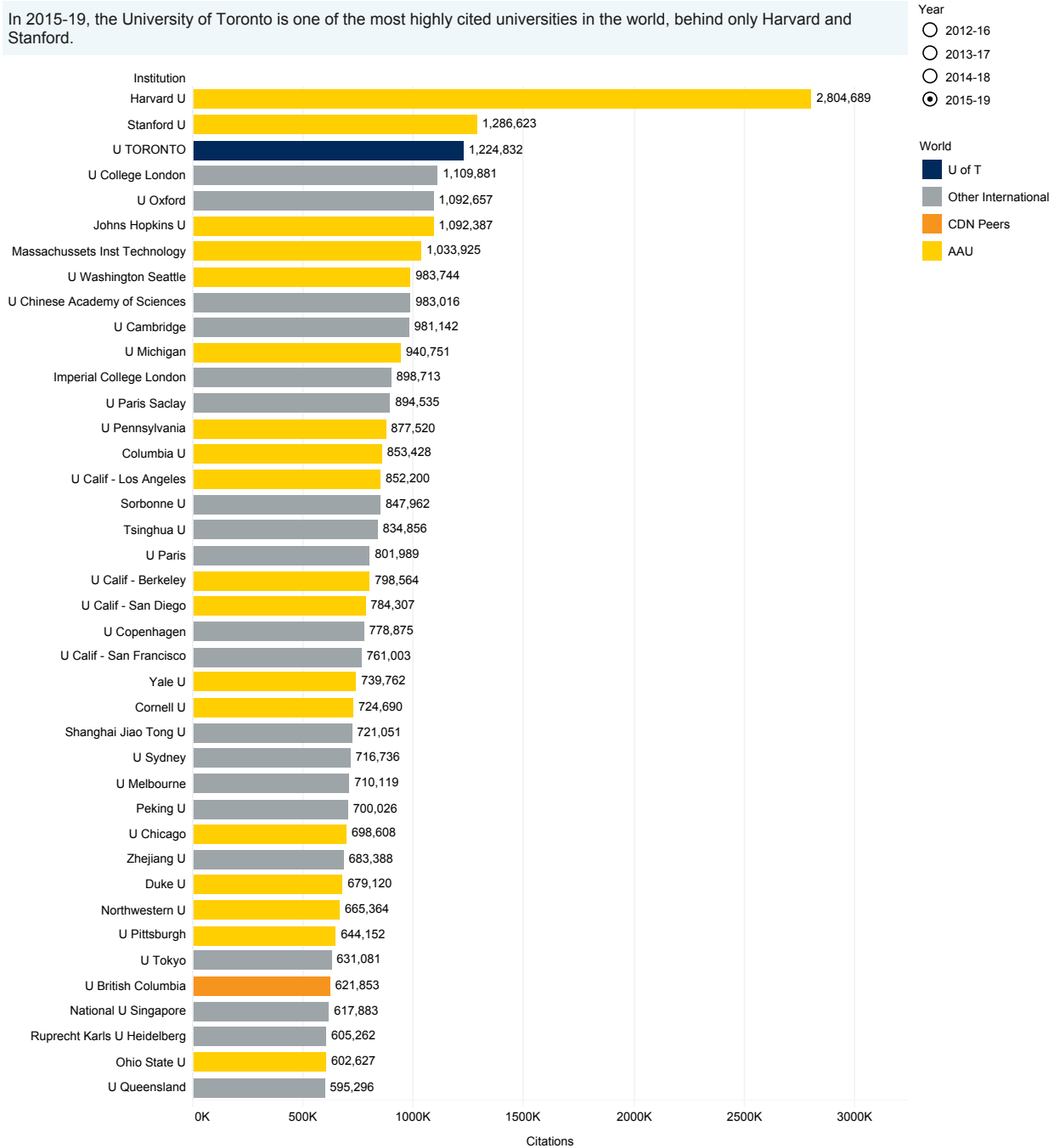4. Ontario peer institutions are shown in capital letters.

Research Publications and Citations

Performance Relevance: Publications and citations are important indicators of scholarly impact as measured by research output and intensity. This is particularly true in scientific disciplines where research reporting occurs predominantly in peer-reviewed journals.

Publications: Global	Publications: U15	Citations: Global	Citations: U15	Publications by Field: Global	Publications by Field:U15	Co-Authors

Number of Citations (All Science Fields), Top 40 Universities in the World

In 2015-19, the University of Toronto is one of the most highly cited universities in the world, behind only Harvard and Stanford.

Year
- ○ 2012-16
- ○ 2013-17
- ○ 2014-18
- ● 2015-19

World
- ■ U of T
- ■ Other International
- ■ CDN Peers
- ■ AAU

Institution	Citations
Harvard U	2,804,689
Stanford U	1,286,623
U TORONTO	1,224,832
U College London	1,109,881
U Oxford	1,092,657
Johns Hopkins U	1,092,387
Massachussets Inst Technology	1,033,925
U Washington Seattle	983,744
U Chinese Academy of Sciences	983,016
U Cambridge	981,142
U Michigan	940,751
Imperial College London	898,713
U Paris Saclay	894,535
U Pennsylvania	877,520
Columbia U	853,428
U Calif - Los Angeles	852,200
Sorbonne U	847,962
Tsinghua U	834,856
U Paris	801,989
U Calif - Berkeley	798,564
U Calif - San Diego	784,307
U Copenhagen	778,875
U Calif - San Francisco	761,003
Yale U	739,762
Cornell U	724,690
Shanghai Jiao Tong U	721,051
U Sydney	716,736
U Melbourne	710,119
Peking U	700,026
U Chicago	698,608
Zhejiang U	683,388
Duke U	679,120
Northwestern U	665,364
U Pittsburgh	644,152
U Tokyo	631,081
U British Columbia	621,853
National U Singapore	617,883
Ruprecht Karls U Heidelberg	605,262
Ohio State U	602,627
U Queensland	595,296

Citations (x-axis: 0K, 500K, 1000K, 1500K, 2000K, 2500K, 3000K)

Notes:
1. Data source: InCitesTM.
2. Limited to articles, reviews and book chapters in the science fields of the Essential Science Indicators classification schema.
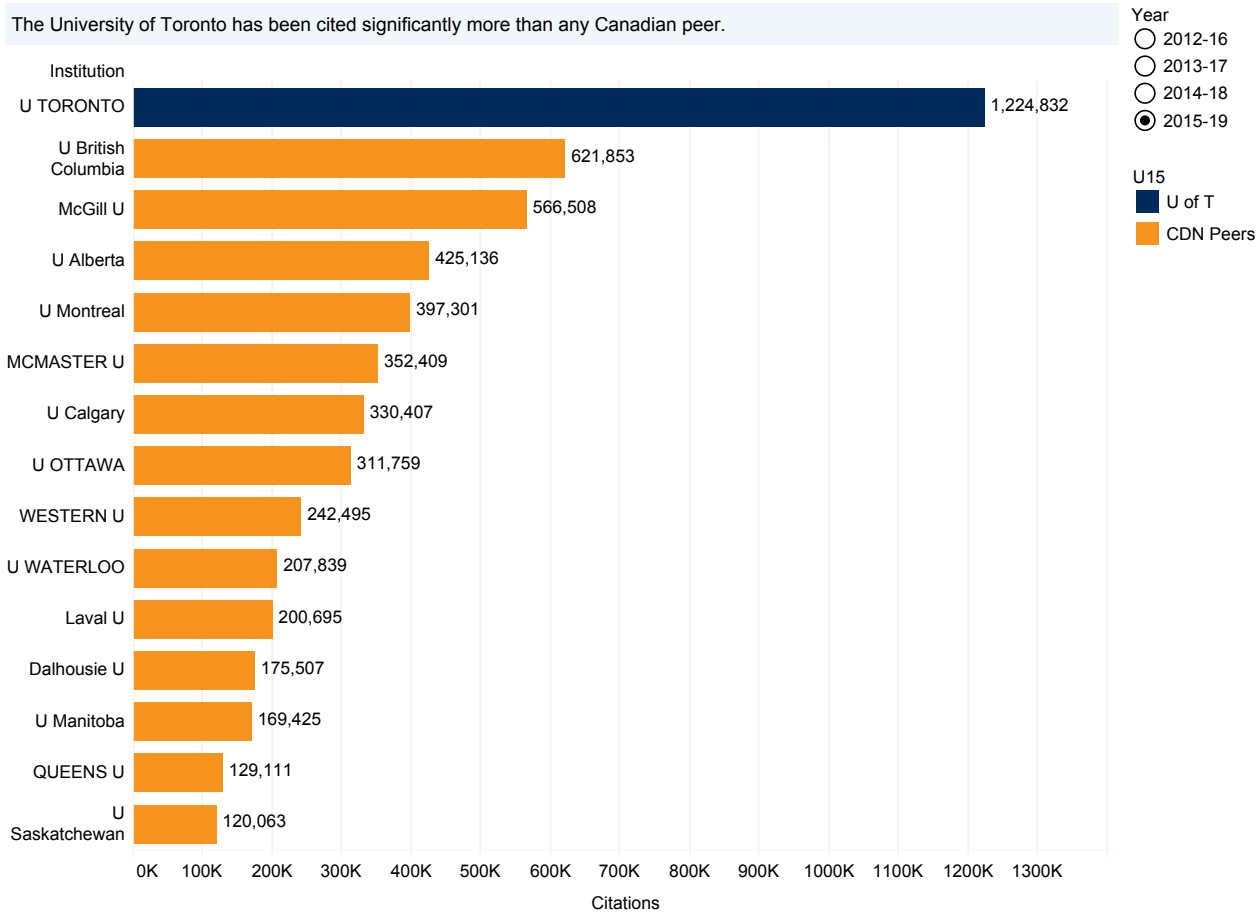3. Limited to degree-granting discreet academic institutions.

Research Publications and Citations

Performance Relevance: Publications and citations are important indicators of scholarly impact as measured by research output and intensity. This is particularly true in scientific disciplines where research reporting occurs predominantly in peer-reviewed journals.

Publications: Global	Publications: U15	Citations: Global	Citations: U15	Publications by Field: Global	Publications by Field:U15	Co-Authors

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

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

Year
- ○ 2012-16
- ○ 2013-17
- ○ 2014-18
- ● 2015-19

U15
- ■ U of T
- ■ CDN Peers

Institution

Institution	Citations
U TORONTO	1,224,832
U British Columbia	621,853
McGill U	566,508
U Alberta	425,136
U Montreal	397,301
MCMASTER U	352,409
U Calgary	330,407
U OTTAWA	311,759
WESTERN U	242,495
U WATERLOO	207,839
Laval U	200,695
Dalhousie U	175,507
U Manitoba	169,425
QUEENS U	129,111
U Saskatchewan	120,063

Citations (0K – 1300K)

Notes:
1. Data source: InCitesTM.
2. Limited to articles, reviews and book chapters in the science fields of the Essential Science Indicators classification schema.
3. Limited to degree-granting discreet academic institutions.
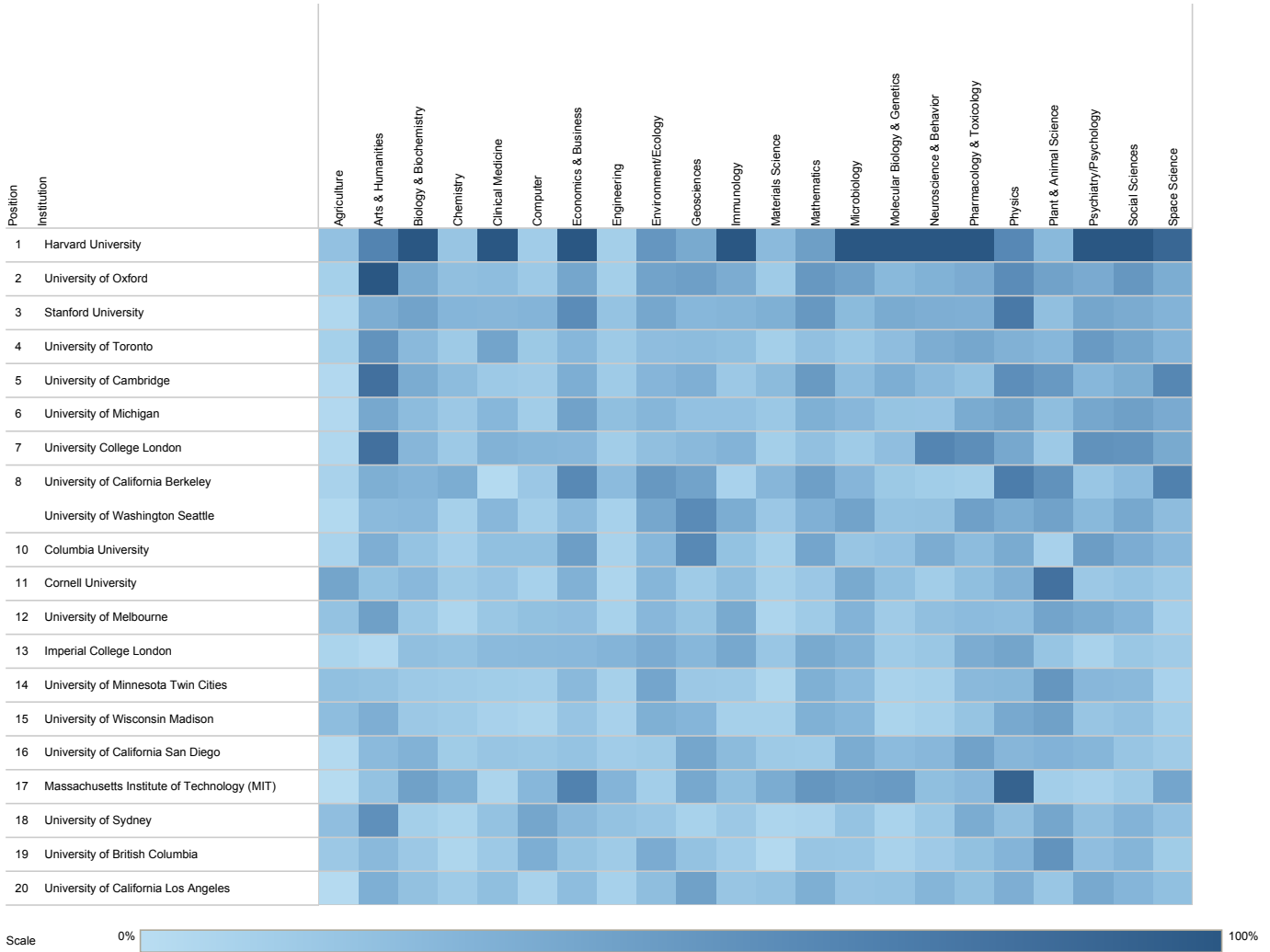4. Ontario peer institutions are shown in capital letters.

Research Publications and Citations

Performance Relevance: Publications and citations are important indicators of scholarly impact as measured by research output and intensity. This is particularly true in scientific disciplines where research reporting occurs predominantly in peer-reviewed journals.

Publications: Global	Publications: U15	Citations: Global	Citations: U15	Publications by Field: Global	Publications by Field:U15	Co-Authors

Heat Matrix Showing Rank on publications in the Top 10% cited

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

Year
- ○ 2012-16
- ○ 2013-17
- ○ 2014-18

Position	Institution
1	Harvard University
2	University of Oxford
3	Stanford University
4	University of Toronto
5	University of Cambridge
6	University of Michigan
7	University College London
8	University of California Berkeley
	University of Washington Seattle
10	Columbia University
11	Cornell University
12	University of Melbourne
13	Imperial College London
14	University of Minnesota Twin Cities
15	University of Wisconsin Madison
16	University of California San Diego
17	Massachusetts Institute of Technology (MIT)
18	University of Sydney
19	University of British Columbia
20	University of California Los Angeles

Scale 0% ▬▬▬▬▬▬▬▬▬▬▬▬▬ 100%

Notes for year 2015-19:
1. Data source: Queried from InCites dataset updated 2020-12-17 with Web of Science™ content indexed through 2020-11-30. Analysis by the University of Toronto.
2. Vertical sorting is based on the sum of the ranks across the 22 fields (where the lowest sum represents the top institution). Universities with zero publications (any citation) in a given field tie for the lowest rank for that field.
3. The heat scale shading represents the university's publications in the top 10% cited (darker blue means a higher percentage) relative to all other universities (column). All ranked universities must have met a threshold of 200 top 10% cited publications over all fields.
4. Twenty one of the fields are from the Essential Science Indicators schema; Arts & Humanities is from the GIPP schema.
5. Document type limited to articles, review articles and book chapters with at least one author affiliated with a university.
6. Universities not in top 20 that placed 1st in the following fields - Agriculture: China Agricultural University; Chemistry: University of Chinese Academy of Sciences, CAS; Computer Science: Southeast University - China; Engineering: Tsinghua University; Environment/Ecology: University of Chinese Academy of Sciences, CAS; Geosciences: China University of Geosciences; Materials Science: University of Chinese Academy of Sciences, CAS; Mathematics: King Abdulaziz University; Physics: Universite Paris Saclay; Plant and Animal Science: University of Chinese Academy of Sciences, CAS; Space Science: California Institute of Technology.
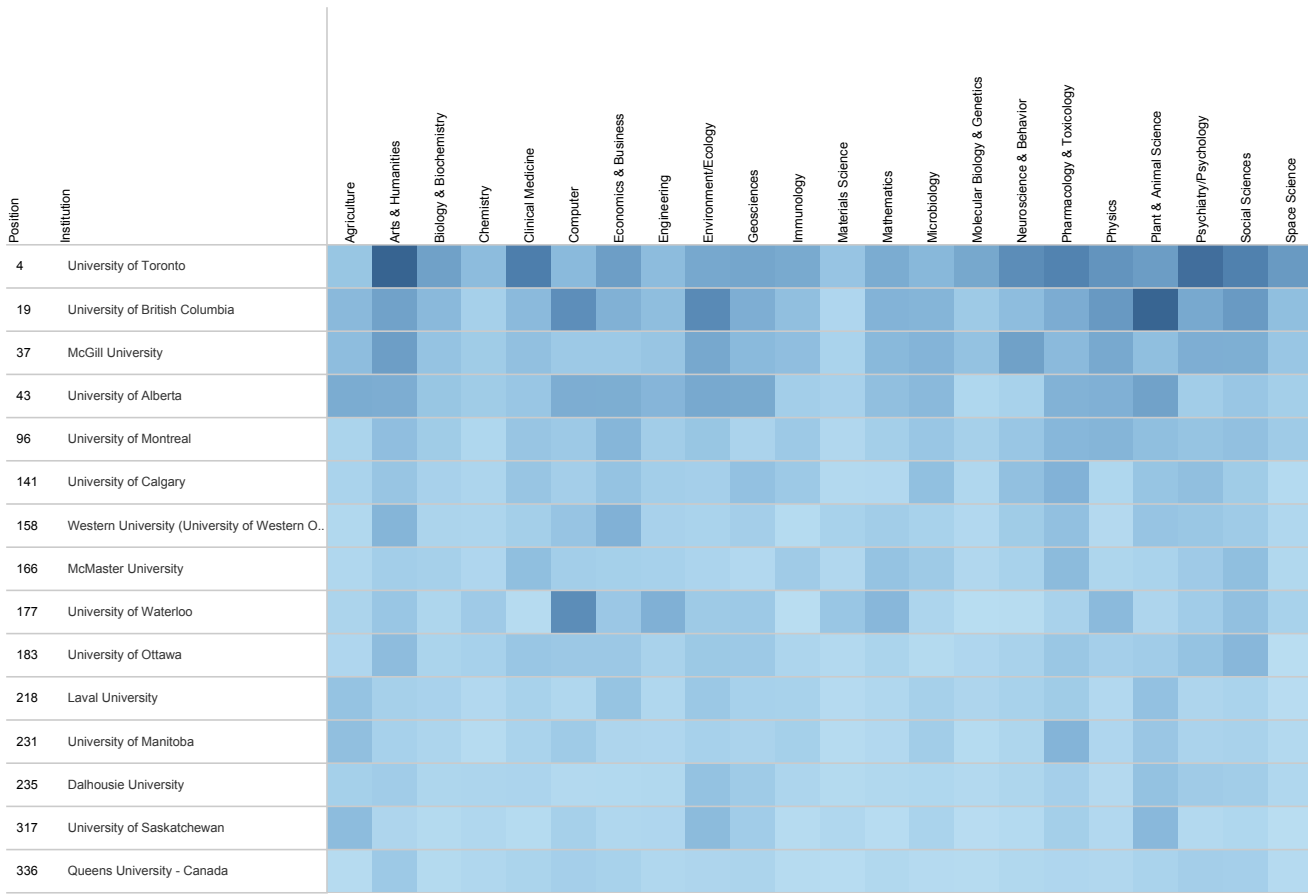
Research Publications and Citations

Performance Relevance: Publications and citations are important indicators of scholarly impact as measured by research output and intensity. This is particularly true in scientific disciplines where research reporting occurs predominantly in peer-reviewed journals.

Publications: Global	Publications: U15	Citations: Global	Citations: U15	Publications by Field: Global	Publications by Field:U15	Co-Authors

Heat Matrix Showing Rank on publications in the Top 10% cited

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

Year
- ○ 2012-16
- ○ 2013-17
- ○ 2014-18
- ⊙ 2015_19

Heat matrix with columns: Agriculture, Arts & Humanities, Biology & Biochemistry, Chemistry, Clinical Medicine, Computer, Economics & Business, Engineering, Environment/Ecology, Geosciences, Immunology, Materials Science, Mathematics, Microbiology, Molecular Biology & Genetics, Neuroscience & Behavior, Pharmacology & Toxicology, Physics, Plant & Animal Science, Psychiatry/Psychology, Social Sciences, Space Science

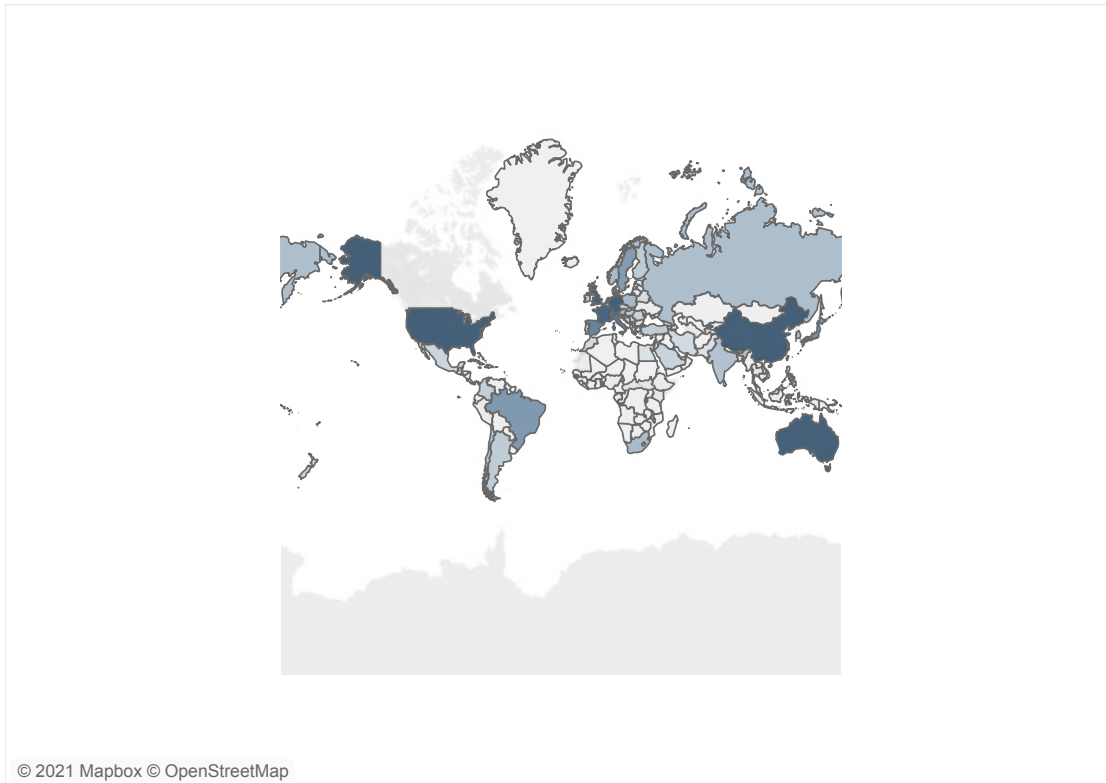| Position	Institution
4	University of Toronto
19	University of British Columbia
37	McGill University
43	University of Alberta
96	University of Montreal
141	University of Calgary
158	Western University (University of Western O..
166	McMaster University
177	University of Waterloo
183	University of Ottawa
218	Laval University
231	University of Manitoba
235	Dalhousie University
317	University of Saskatchewan
336	Queens University - Canada

Scale 0% ▬▬▬▬▬▬▬▬▬▬▬▬▬▬ 60%

Research Publications and Citations

Performance Relevance: Publications and citations are important indicators of scholarly impact as measured by research output and intensity. This is particularly true in scientific disciplines where research reporting occurs predominantly in peer-reviewed journals.

Publications: Global	Publications: U15	Citations: Global	Citations: U15	Publications by Field: Global	Publications by Field:U15	Co-Authors

Map showing the location of the University of Toronto's co-authors.

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

Year
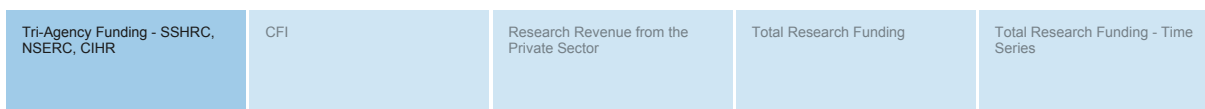- 2012-2016
- 2013-2017
- 2014-2018
- ● 2015-2019

© 2021 Mapbox © OpenStreetMap

Web of Science Documents

1 _____ 5,000

14

Research Funding

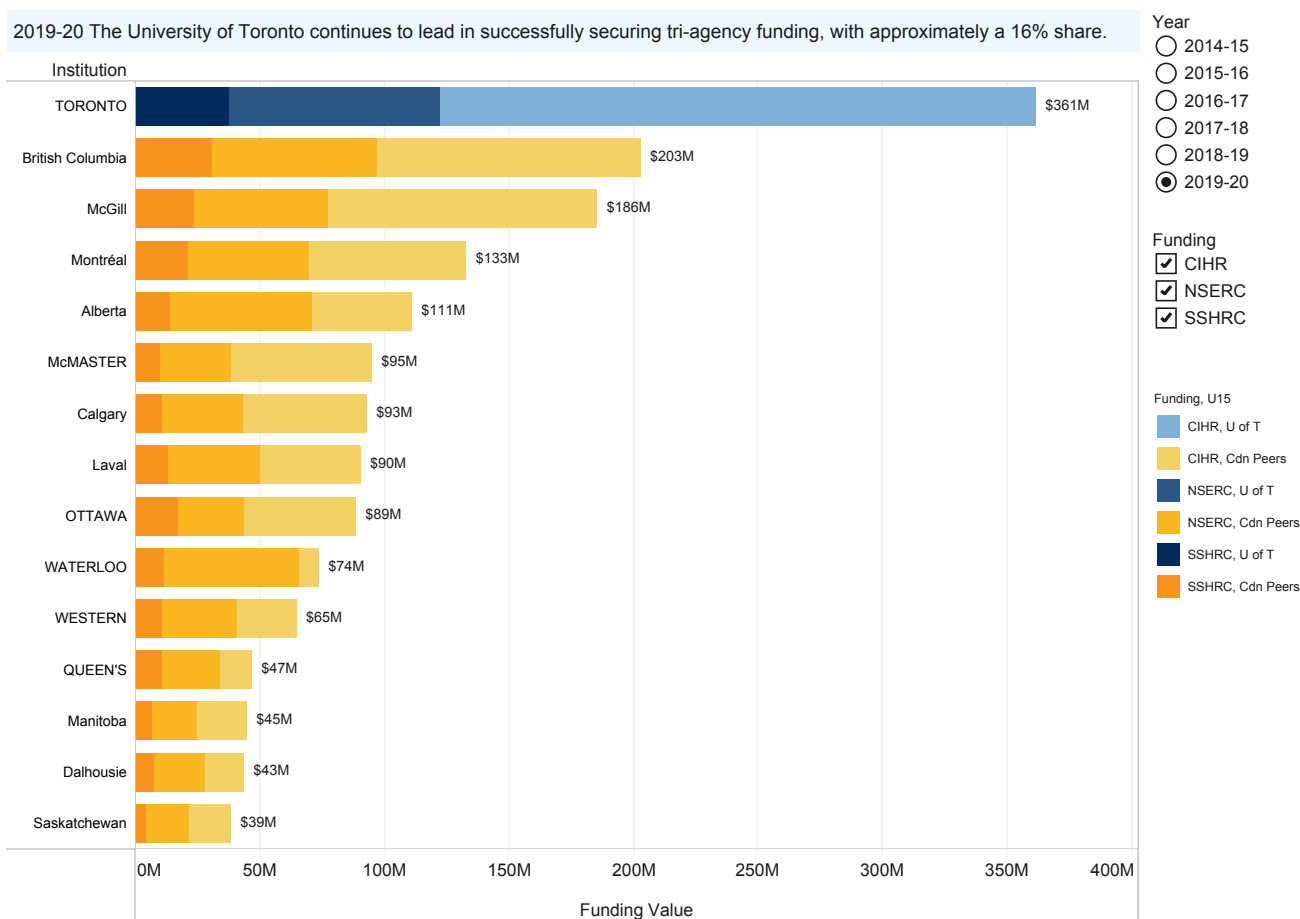| Tri-Agency Funding - SSHRC, NSERC, CIHR	CFI	Research Revenue from the Private Sector	Total Research Funding	Total Research Funding - Time Series

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

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

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

2019-20 The University of Toronto continues to lead in successfully securing tri-agency funding, with approximately a 16% share.

Year
○ 2014-15
○ 2015-16
○ 2016-17
○ 2017-18
○ 2018-19
◉ 2019-20

Funding
☑ CIHR
☑ NSERC
☑ SSHRC

Funding, U15
CIHR, U of T
CIHR, Cdn Peers
NSERC, U of T
NSERC, Cdn Peers
SSHRC, U of T
SSHRC, Cdn Peers

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

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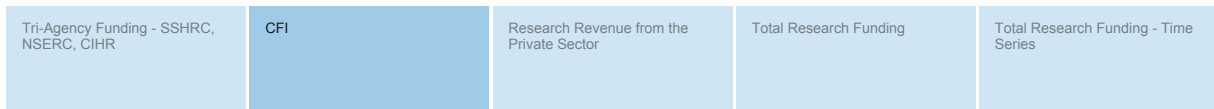
Canada Foundation for Innovation (CFI) Funding by University

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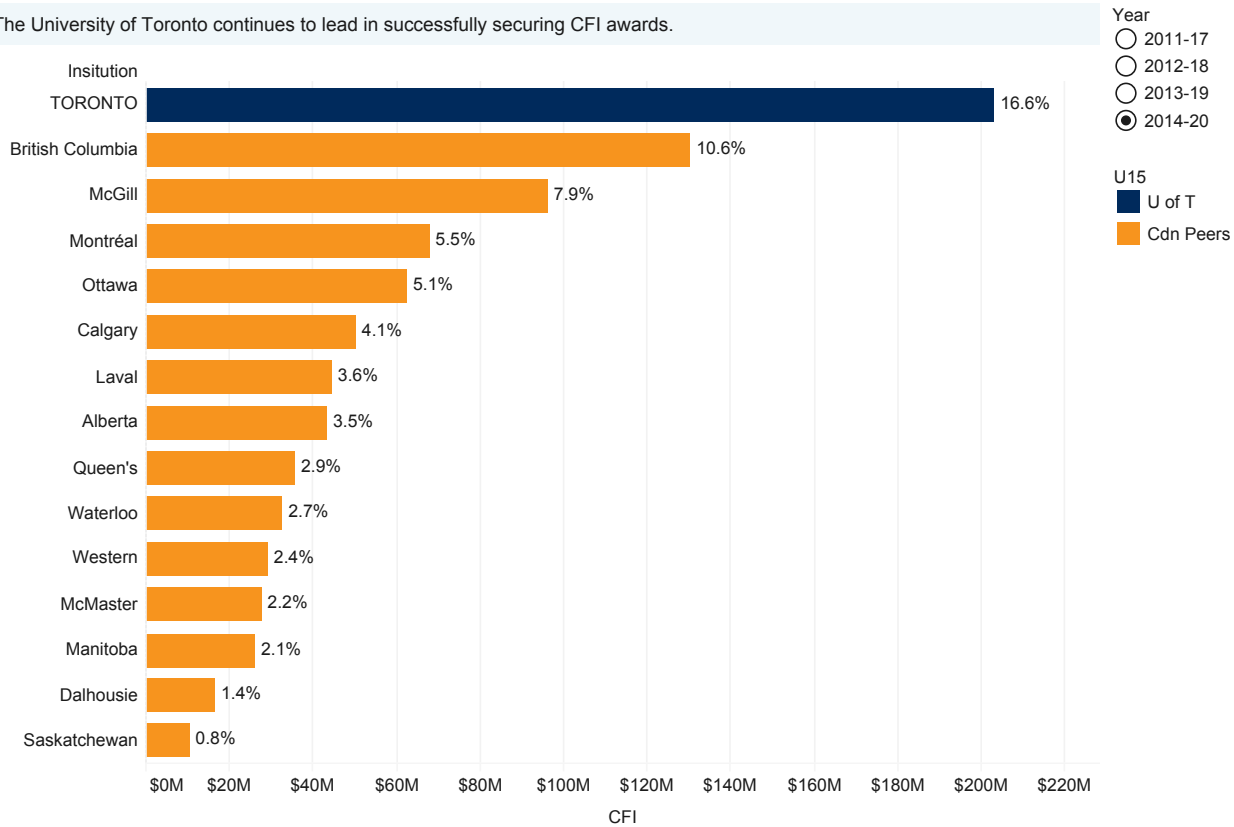some of the world's most talented researchers and trainees. Grants are awarded on a competitive basis through peer review.

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

Year
- ○ 2011-17
- ○ 2012-18
- ○ 2013-19
- ⦿ 2014-20

U15
- ■ U of T
- ■ Cdn Peers

Insitution

Institution	CFI
TORONTO	16.6%
British Columbia	10.6%
McGill	7.9%
Montréal	5.5%
Ottawa	5.1%
Calgary	4.1%
Laval	3.6%
Alberta	3.5%
Queen's	2.9%
Waterloo	2.7%
Western	2.4%
McMaster	2.2%
Manitoba	2.1%
Dalhousie	1.4%
Saskatchewan	0.8%

CFI

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

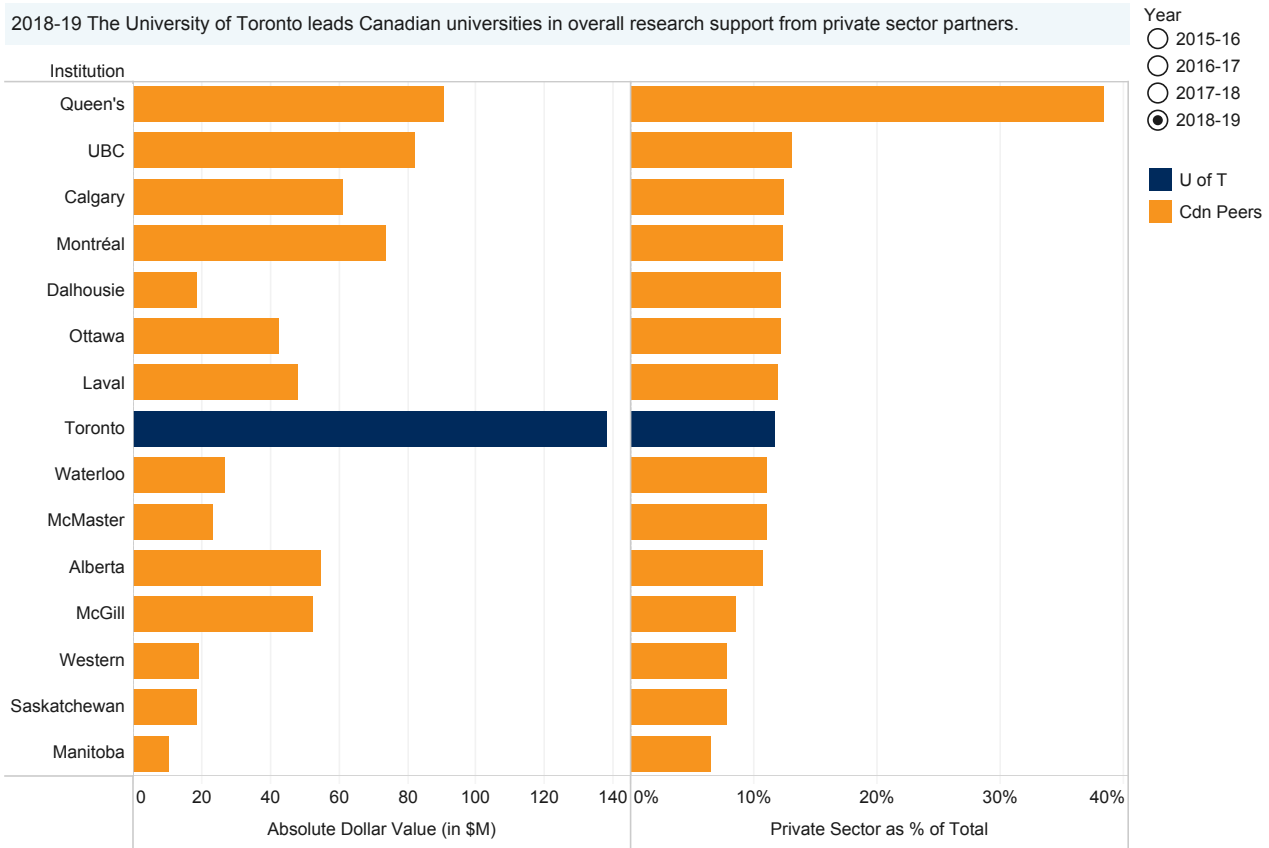| Tri-Agency Funding - SSHRC, NSERC, CIHR	CFI	Research Revenue from the Private Sector	Total Research Funding	Total Research Funding - Time Series
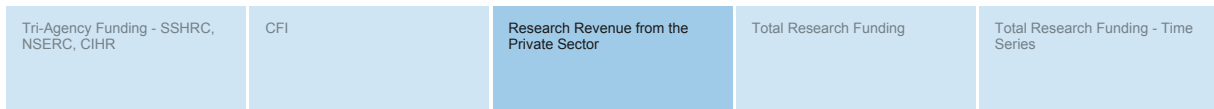
Research Revenue from the Private Sector: University of Toronto and Canadian Peers

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

2018-19 The University of Toronto leads Canadian universities in overall research support from private sector partners.

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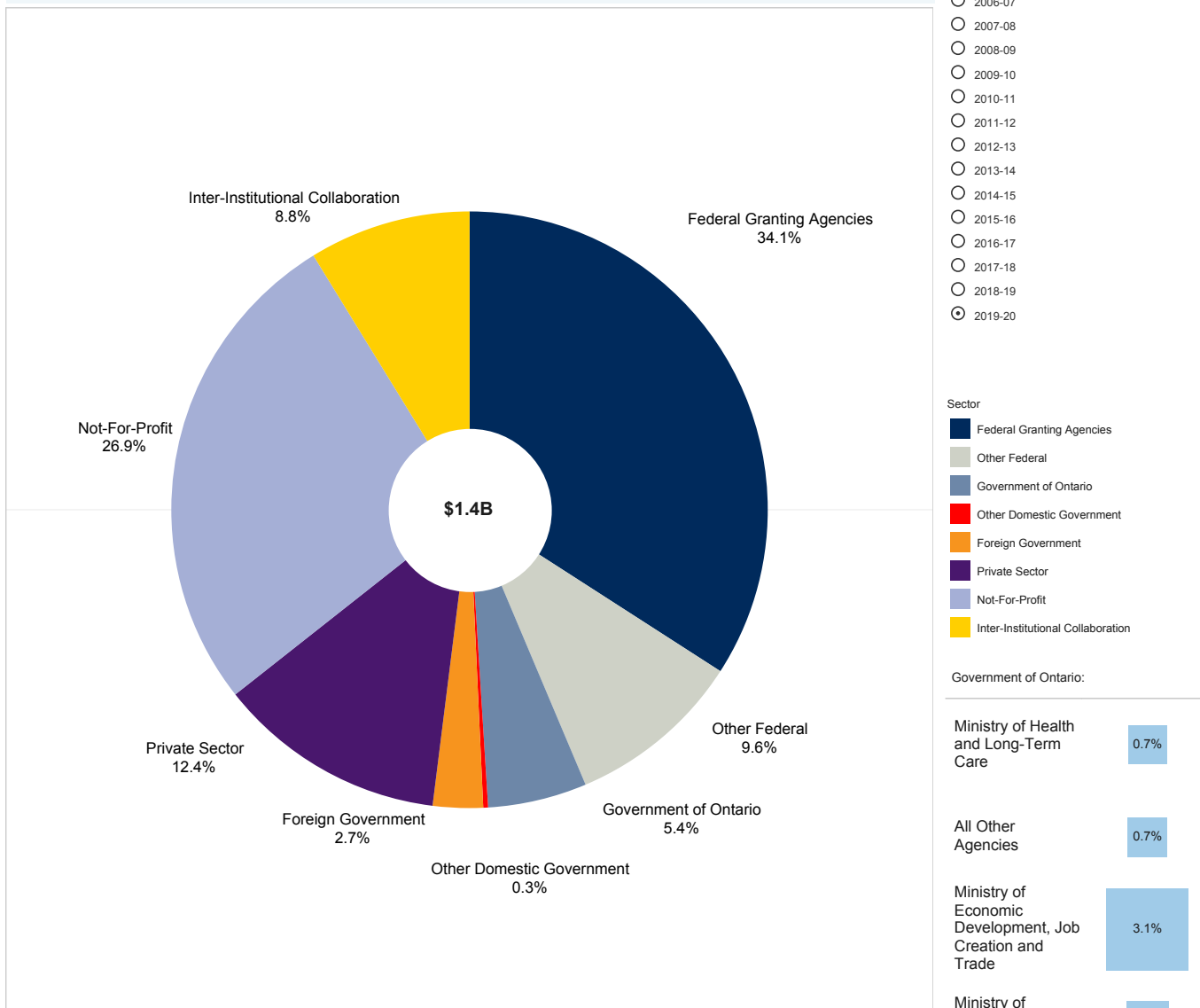3. Partners and affiliates included with each university.

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

Performance Relevance: The University of Toronto's engagement in research is supported by a wide spectrum of funding sources and partners. Total Research Funding includes the annual dollar value of grants flowing to the University and its nine fully affiliated partner hospitals.

University of Toronto Research Funds Awarded by Sector

2019-20 More than half of the University of Toronto's research funding comes from government sources. The largest federal sources fall under the umbrella of the three granting agencies, CIHR, NSERC and SSHRC.

Year
- 2005-06
- 2006-07
- 2007-08
- 2008-09
- 2009-10
- 2010-11
- 2011-12
- 2012-13
- 2013-14
- 2014-15
- 2015-16
- 2016-17
- 2017-18
- 2018-19
- (●) 2019-20

$1.4B

- Inter-Institutional Collaboration 8.8%
- Federal Granting Agencies 34.1%
- Not-For-Profit 26.9%
- Private Sector 12.4%
- Foreign Government 2.7%
- Other Domestic Government 0.3%
- Government of Ontario 5.4%
- Other Federal 9.6%

Sector
- Federal Granting Agencies
- Other Federal
- Government of Ontario
- Other Domestic Government
- Foreign Government
- Private Sector
- Not-For-Profit
- Inter-Institutional Collaboration

Government of Ontario:

Ministry of Health and Long-Term Care	0.7%
All Other Agencies	0.7%
Ministry of Economic Development, Job Creation and Trade	3.1%
Ministry of Training, Colleges and Universities	0.8%

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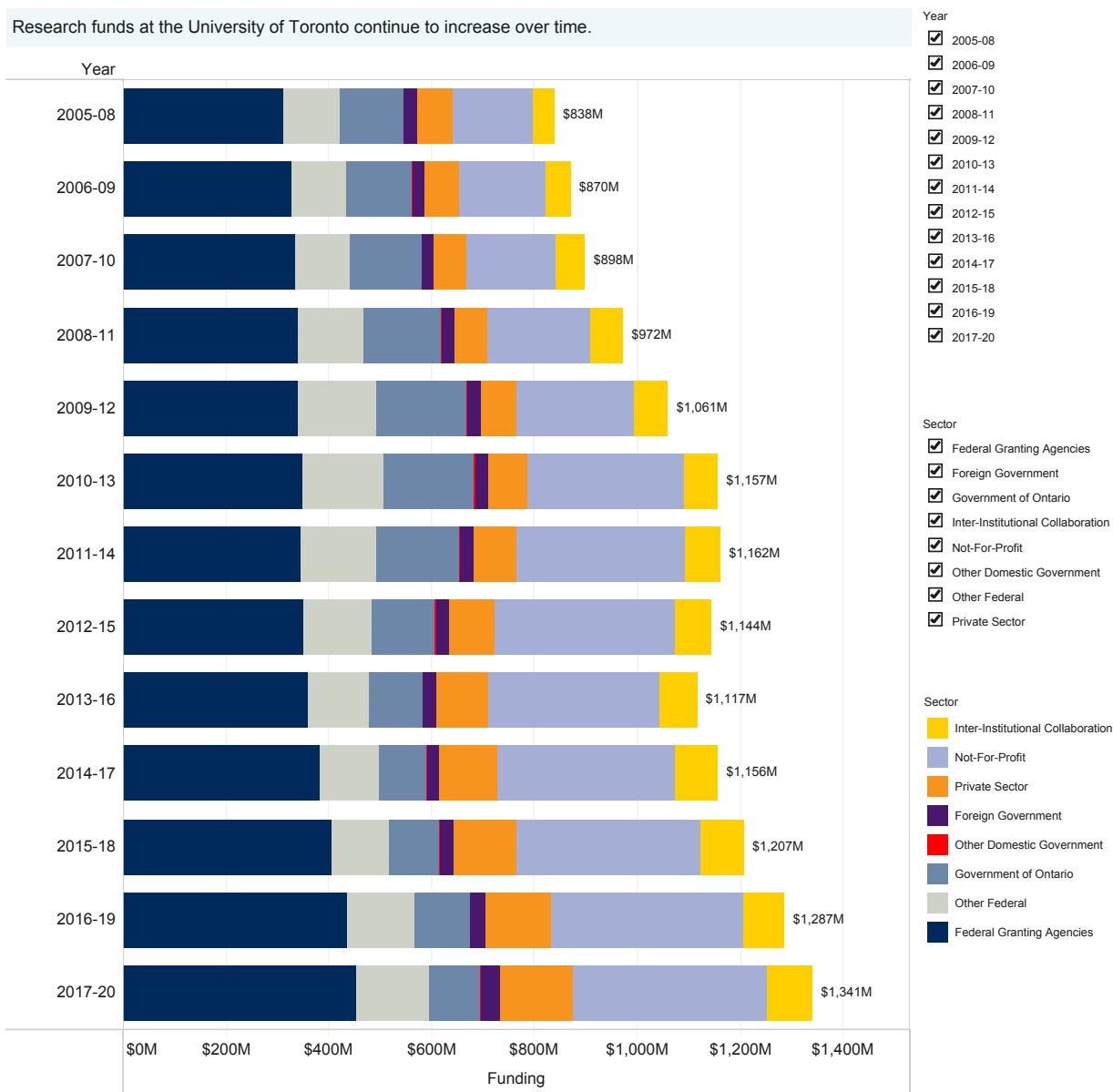
Research Funding

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

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

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

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

Year

Year	Funding
2005-08	$838M
2006-09	$870M
2007-10	$898M
2008-11	$972M
2009-12	$1,061M
2010-13	$1,157M
2011-14	$1,162M
2012-15	$1,144M
2013-16	$1,117M
2014-17	$1,156M
2015-18	$1,207M
2016-19	$1,287M
2017-20	$1,341M

Year
- ☑ 2005-08
- ☑ 2006-09
- ☑ 2007-10
- ☑ 2008-11
- ☑ 2009-12
- ☑ 2010-13
- ☑ 2011-14
- ☑ 2012-15
- ☑ 2013-16
- ☑ 2014-17
- ☑ 2015-18
- ☑ 2016-19
- ☑ 2017-20

Sector
- ☑ Federal Granting Agencies
- ☑ Foreign Government
- ☑ Government of Ontario
- ☑ Inter-Institutional Collaboration
- ☑ Not-For-Profit
- ☑ Other Domestic Government
- ☑ Other Federal
- ☑ Private Sector

Sector
- Inter-Institutional Collaboration
- Not-For-Profit
- Private Sector
- Foreign Government
- Other Domestic Government
- Government of Ontario
- Other Federal
- Federal Granting Agencies

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

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

Innovation, Commercialization and Entrepreneurship

Performance Relevance	Invention Disclosures	Licenses	Start-up	Entrepreneur-ship

Performance Relevance:

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

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

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

Recent years have also seen an increase in entrepreneurial courses and student-led clubs and initiatives. There are currently over 150 courses and programs focused on entrepreneurship and innovation available to students across various faculties. In the 2019 academic year, more than 12,000 registrants were able to learn about and experience entrepreneurship by taking part in these University of Toronto offerings.
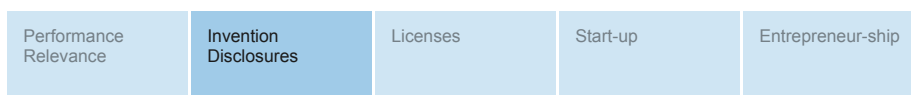
Related Websites:

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

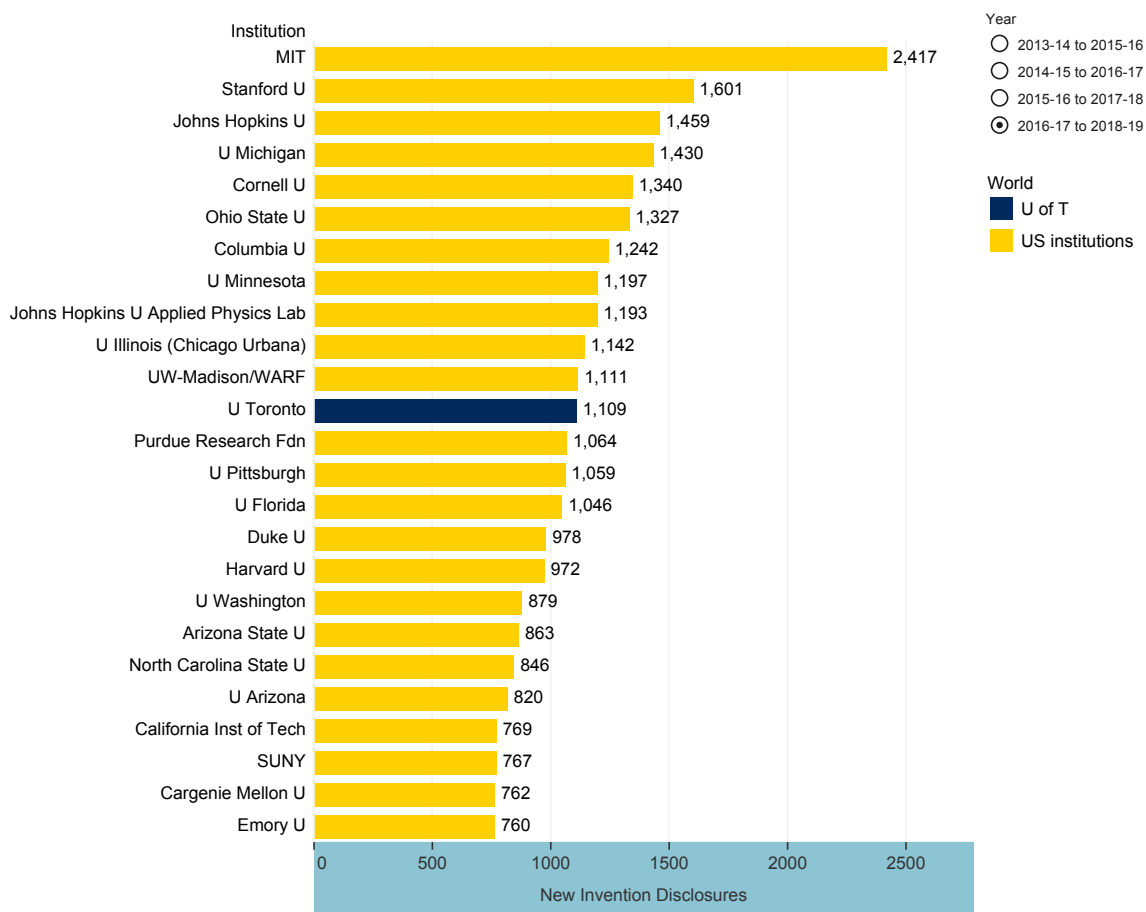University of Toronto Entrepreneurship: http://entrepreneurs.utoronto.ca/

Top Business Incubator ranking: https://ubi-global.com/

Innovation, Commercialization and Entrepreneurship

Performance Relevance	Invention Disclosures	Licenses	Start-up	Entrepreneur-ship

New Invention Disclosures, Top 25 US & Canadian Institutions

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

Institution

Institution	New Invention Disclosures
MIT	2,417
Stanford U	1,601
Johns Hopkins U	1,459
U Michigan	1,430
Cornell U	1,340
Ohio State U	1,327
Columbia U	1,242
U Minnesota	1,197
Johns Hopkins U Applied Physics Lab	1,193
U Illinois (Chicago Urbana)	1,142
UW-Madison/WARF	1,111
U Toronto	1,109
Purdue Research Fdn	1,064
U Pittsburgh	1,059
U Florida	1,046
Duke U	978
Harvard U	972
U Washington	879
Arizona State U	863
North Carolina State U	846
U Arizona	820
California Inst of Tech	769
SUNY	767
Cargenie Mellon U	762
Emory U	760

Year
- ○ 2013-14 to 2015-16
- ○ 2014-15 to 2016-17
- ○ 2015-16 to 2017-18
- ◉ 2016-17 to 2018-19

World
- ■ U of T
- ■ US institutions
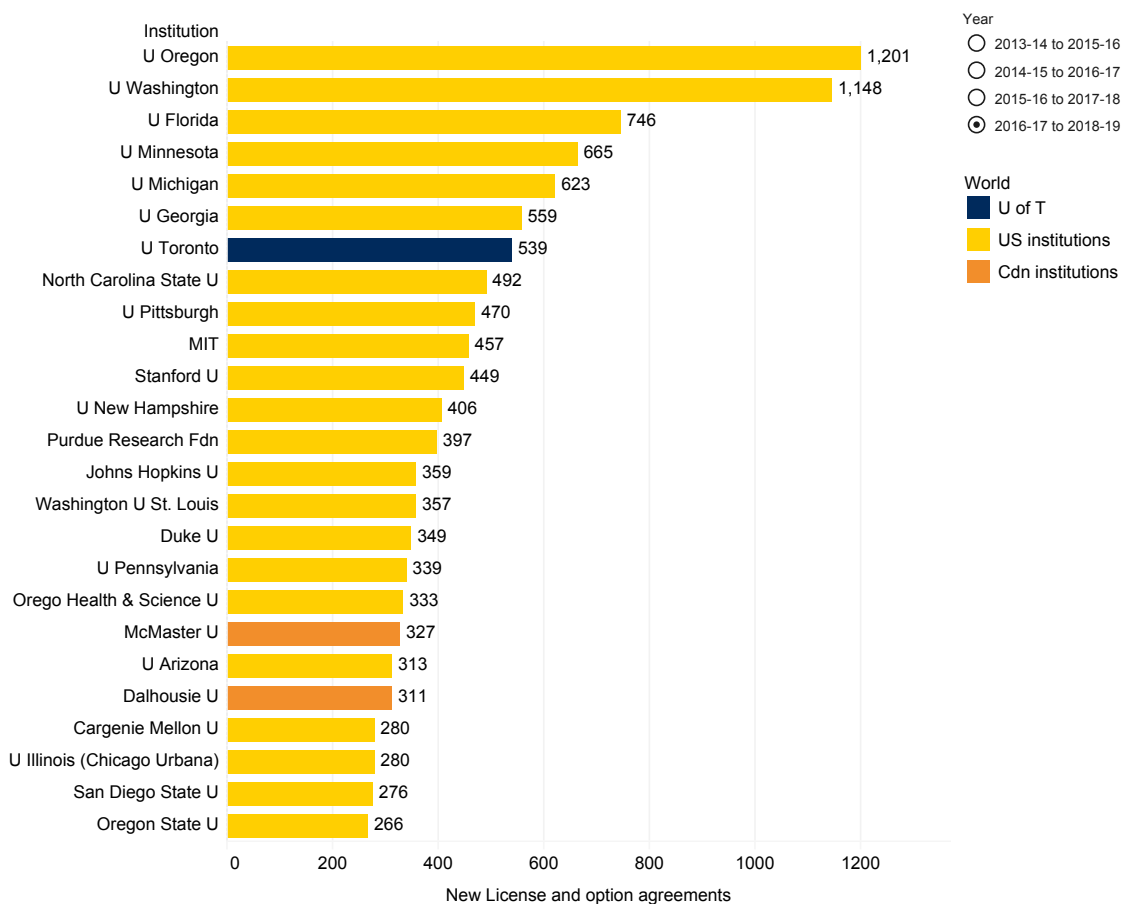
New Invention Disclosures

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

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Innovation, Commercialization and Entrepreneurship

Performance Relevance	Invention Disclosures	Licenses	Start-up	Entrepreneur-ship
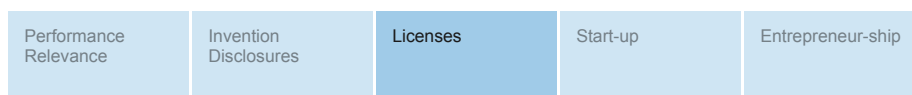
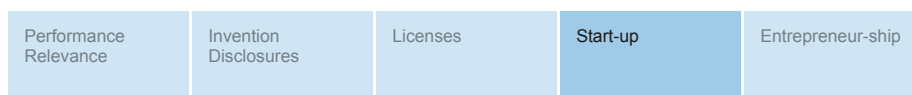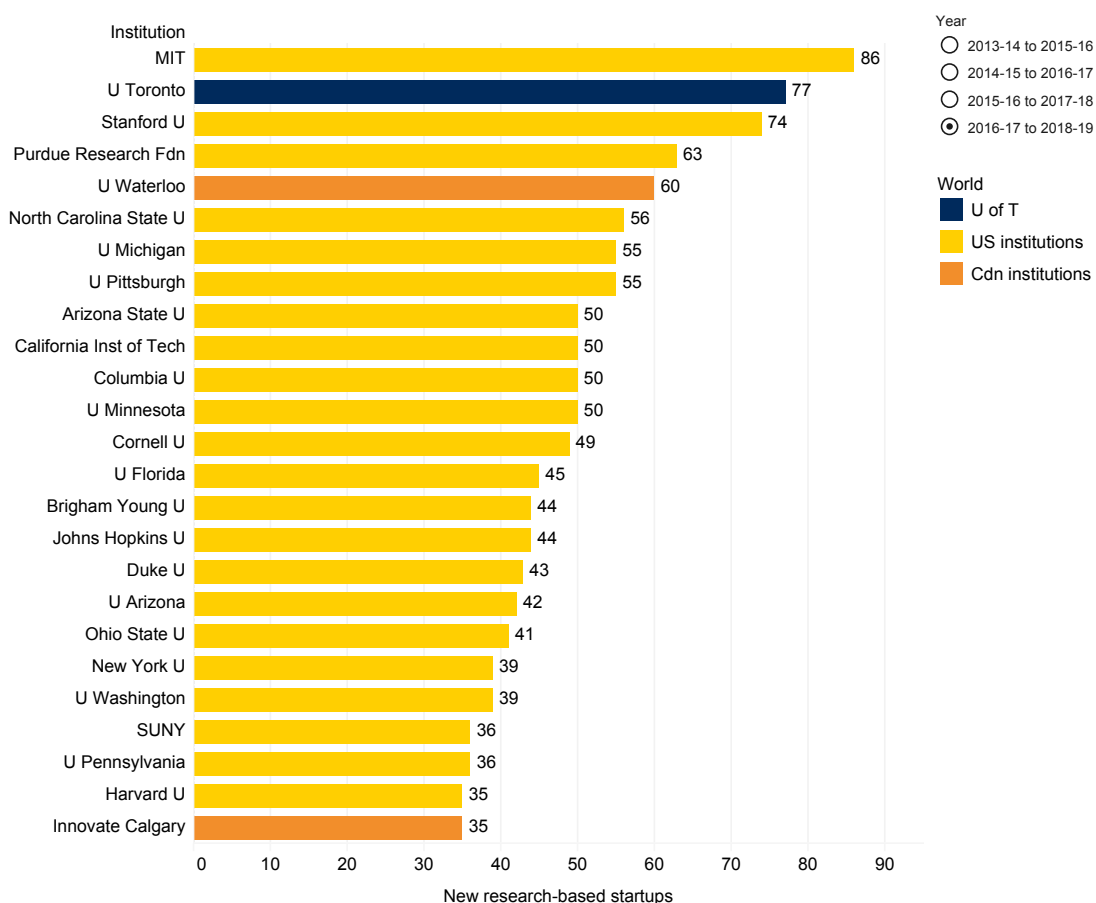**New Licenses, Top 25 US & Canadian Institutions**

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

Year
○ 2013-14 to 2015-16
○ 2014-15 to 2016-17
○ 2015-16 to 2017-18
⊙ 2016-17 to 2018-19

World
■ U of T
■ US institutions
■ Cdn institutions

Institution	New License and option agreements
U Oregon	1,201
U Washington	1,148
U Florida	746
U Minnesota	665
U Michigan	623
U Georgia	559
U Toronto	539
North Carolina State U	492
U Pittsburgh	470
MIT	457
Stanford U	449
U New Hampshire	406
Purdue Research Fdn	397
Johns Hopkins U	359
Washington U St. Louis	357
Duke U	349
U Pennsylvania	339
Orego Health & Science U	333
McMaster U	327
U Arizona	313
Dalhousie U	311
Cargenie Mellon U	280
U Illinois (Chicago Urbana)	280
San Diego State U	276
Oregon State U	266

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

Innovation, Commercialization and Entrepreneurship

Performance Relevance	Invention Disclosures	Licenses	Start-up	Entrepreneur-ship

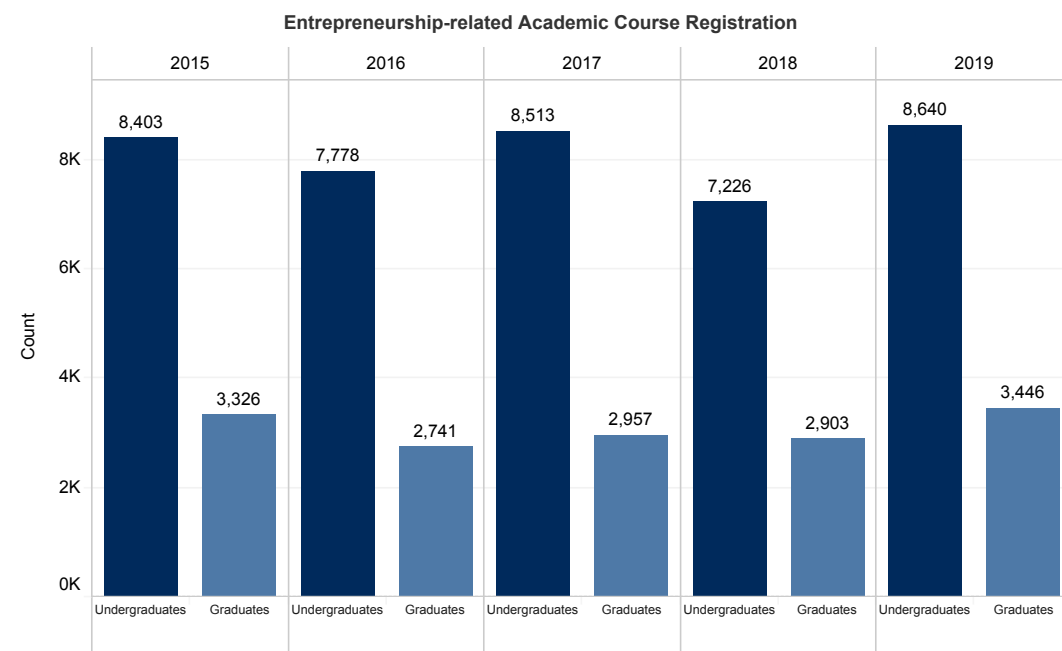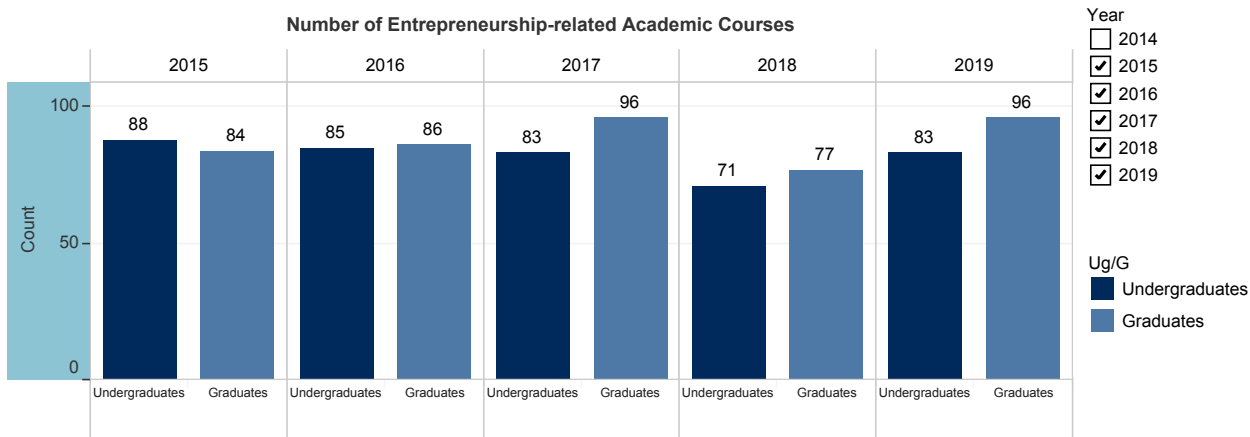**New Research-based Start-up Companies, Top 25 US & Canadian Institutions**

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

Institution

Institution	New research-based startups
MIT	86
U Toronto	77
Stanford U	74
Purdue Research Fdn	63
U Waterloo	60
North Carolina State U	56
U Michigan	55
U Pittsburgh	55
Arizona State U	50
California Inst of Tech	50
Columbia U	50
U Minnesota	50
Cornell U	49
U Florida	45
Brigham Young U	44
Johns Hopkins U	44
Duke U	43
U Arizona	42
Ohio State U	41
New York U	39
U Washington	39
SUNY	36
U Pennsylvania	36
Harvard U	35
Innovate Calgary	35

Year
- ○ 2013-14 to 2015-16
- ○ 2014-15 to 2016-17
- ○ 2015-16 to 2017-18
- ◉ 2016-17 to 2018-19

World
- ■ U of T
- ■ US institutions
- ■ Cdn institutions

New research-based startups

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

Innovation, Commercialization and Entrepreneurship

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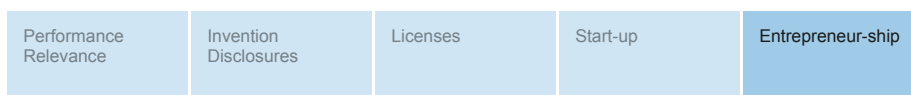
Entrepreneurship-related Courses

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

Number of Entrepreneurship-related Academic Courses

Year
- [ ] 2014
- [✔] 2015
- [✔] 2016
- [✔] 2017
- [✔] 2018
- [✔] 2019

Ug/G
- ■ Undergraduates
- ■ Graduates

Year	Undergraduates	Graduates
2015	88	84
2016	85	86
2017	83	96
2018	71	77
2019	83	96

Entrepreneurship-related Academic Course Registration

Year	Undergraduates	Graduates
2015	8,403	3,326
2016	7,778	2,741
2017	8,513	2,957
2018	7,226	2,903
2019	8,640	3,446

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

| Entering Averages in A&S and Engineering | App. /Off. /Reg. - UG First Entry | App. /Off. /Reg. - UG Second Entry | App. /Off. /Reg. - PMAS international | App. /Off. /Reg. - MA international | App. /Off. /Reg. - Doctoral international | App. /Off. /Reg. - PMAS domestic | App. /Off. /Reg. - MA domestic |

Entering Grade Averages (Average Mark), Arts & Science and Engineering by Campus

Year
2010 to 2020

Across all campuses, within Arts & Science and Engineering, the University of Toronto is becoming more selective of student's Entering Grade Averages. There was a significant improvement for 2020 which may be related to the COVID-19 pandemic.

Faculty
- A&S - St. George
- A&S - UTM
- A&S - UTSC
- A&S - All Campus
- Engineering
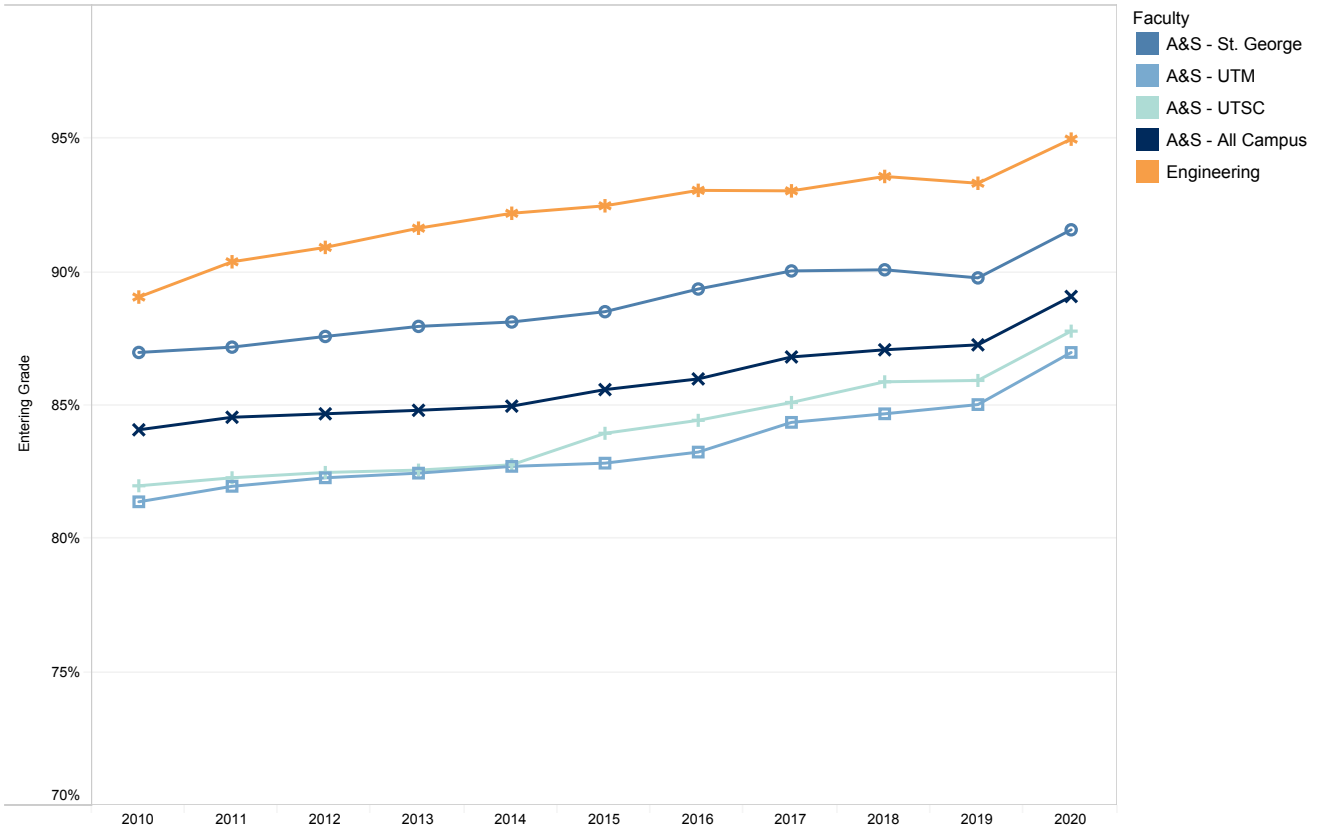
Notes:
1.   Data source: Admissions & Awards. Based on final program admission average.

Entering Averages in A&S and Engineering	App. /Off. /Reg. - UG First Entry	App. /Off. /Reg. - UG Second Entry	App. /Off. /Reg. - PMAS international	App. /Off. /Reg. - MA international	App. /Off. /Reg. - Doctoral international	App. /Off. /Reg. - PMAS domestic	App. /Off. /Reg. - MA domestic

Total Applications, Offers, and Registrations (St. George) Undergraduate First-Entry Programs

For undergraduate First-Entry programs at the University of Toronto (St. George): the number of applications is growing steadily over time but offers and registrations have declined slightly. Both yield rate and offer rate are in decline.

Year
- ☑ 2007-08
- ☑ 2008-09
- ☑ 2009-10
- ☑ 2010-11
- ☑ 2011-12
- ☑ 2012-13
- ☑ 2013-14
- ☑ 2014-15
- ☑ 2015-16
- ☑ 2016-17
- ☑ 2017-18
- ☑ 2018-19

Item
- ■ Offer Rate
- ■ Yield Rate

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

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

Year
- ○ 2016-17
- ⦿ 2017-18
- ○ 2018-19
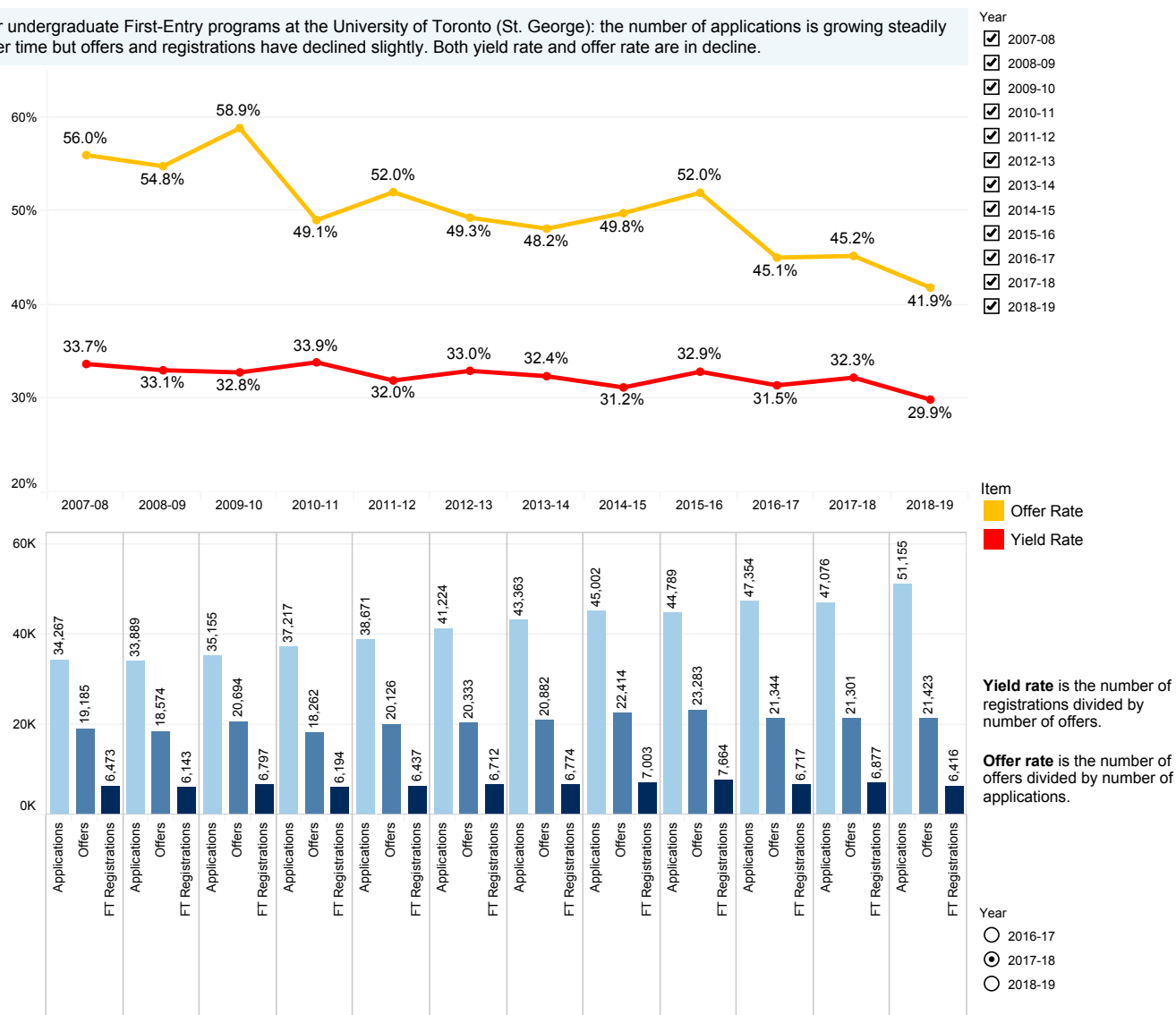
Applications, Offers, and Registrations (St. George) Undergraduate First-Entry Programs by Faculty, 2017-18
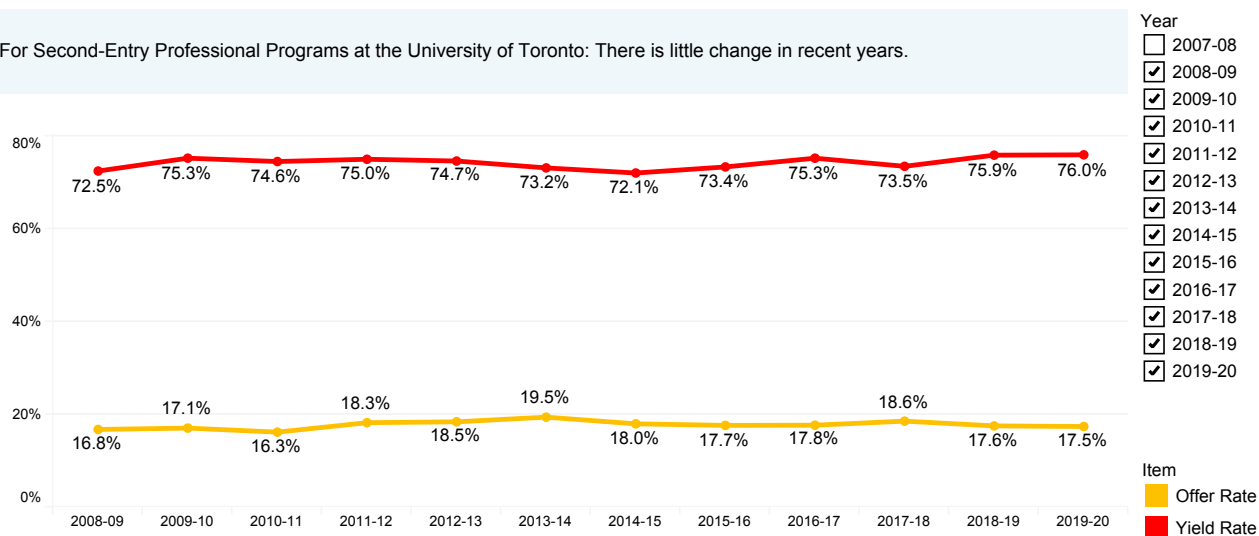
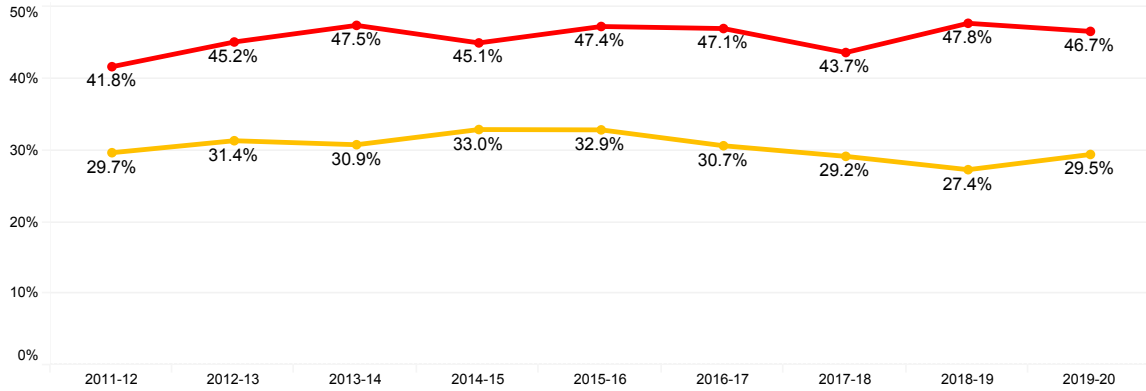|	Arts & Science - St. George	Arts & Science - UTM	Arts & Science - UTSC	Applied Science and Engineering	Architectural Studies	Kinesiology and Physical Education	Music
Applications	31,933	18,616	17,364	11,022	1,952	1,652	517
Offers	16,827	16,703	13,304	2,811	649	804	210
FT Registrations	5,263	3,272	2,951	1,004	238	247	125
Offer Rate	52.7%	89.7%	76.6%	25.5%	33.2%	48.7%	40.6%
Yield Rate	31.3%	19.6%	22.2%	35.7%	36.7%	30.7%	59.5%

Entering Averages in A&S and Engineering	App. /Off. /Reg. - UG First Entry	App. /Off. /Reg. - UG Second Entry	App. /Off. /Reg. - PMAS international	App. /Off. /Reg. - MA international	App. /Off. /Reg. - Doctoral international	App. /Off. /Reg. - PMAS domestic	App. /Off. /Reg. - MA domestic

Total Applications, Offers, and Registrations Second-Entry Professional Programs

For Second-Entry Professional Programs at the University of Toronto: There is little change in recent years.
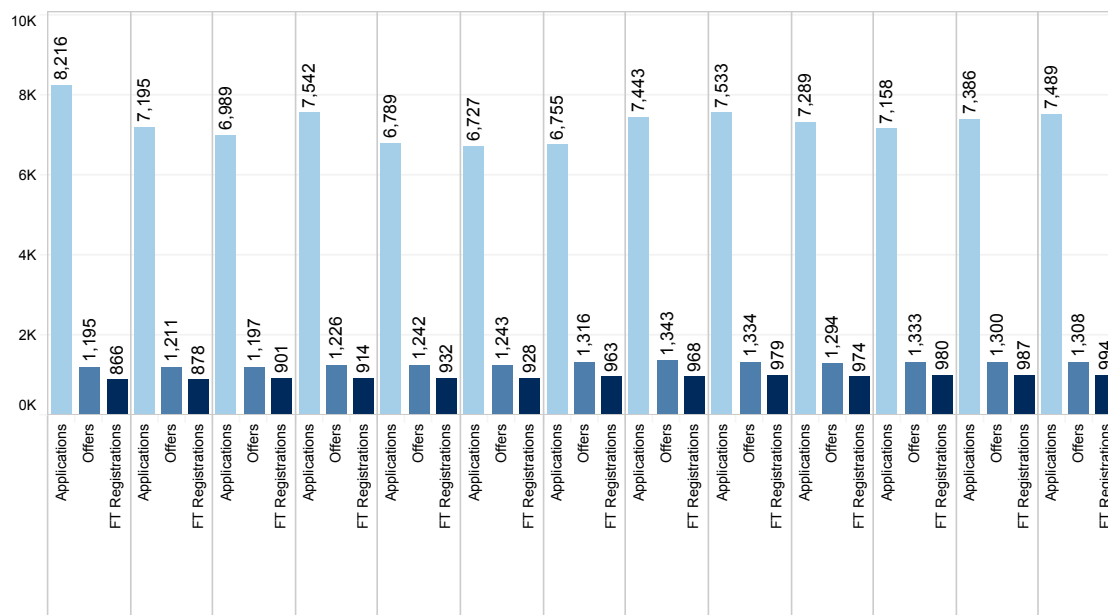
Year
- ☐ 2007-08
- ☑ 2008-09
- ☑ 2009-10
- ☑ 2010-11
- ☑ 2011-12
- ☑ 2012-13
- ☑ 2013-14
- ☑ 2014-15
- ☑ 2015-16
- ☑ 2016-17
- ☑ 2017-18
- ☑ 2018-19
- ☑ 2019-20

Item
- Offer Rate (yellow)
- Yield Rate (red)

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

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

Applications, Offers, and Registrations Second-Entry Professional Programs by Faculty, 2019-20

	Dentistry	Law	Medicine	Nursing	Pharmacy
Applications	591	2,186	3,555	665	492
Offers	124	349	307	241	287
FT Registrations	96	207	268	175	248
Offer Rate	21.0%	16.0%	8.6%	36.2%	58.3%
Yield Rate	77.4%	59.3%	87.3%	72.6%	86.4%

Year
- ○ 2016-17
- ○ 2017-18
- ○ 2018-19
- ● 2019-20

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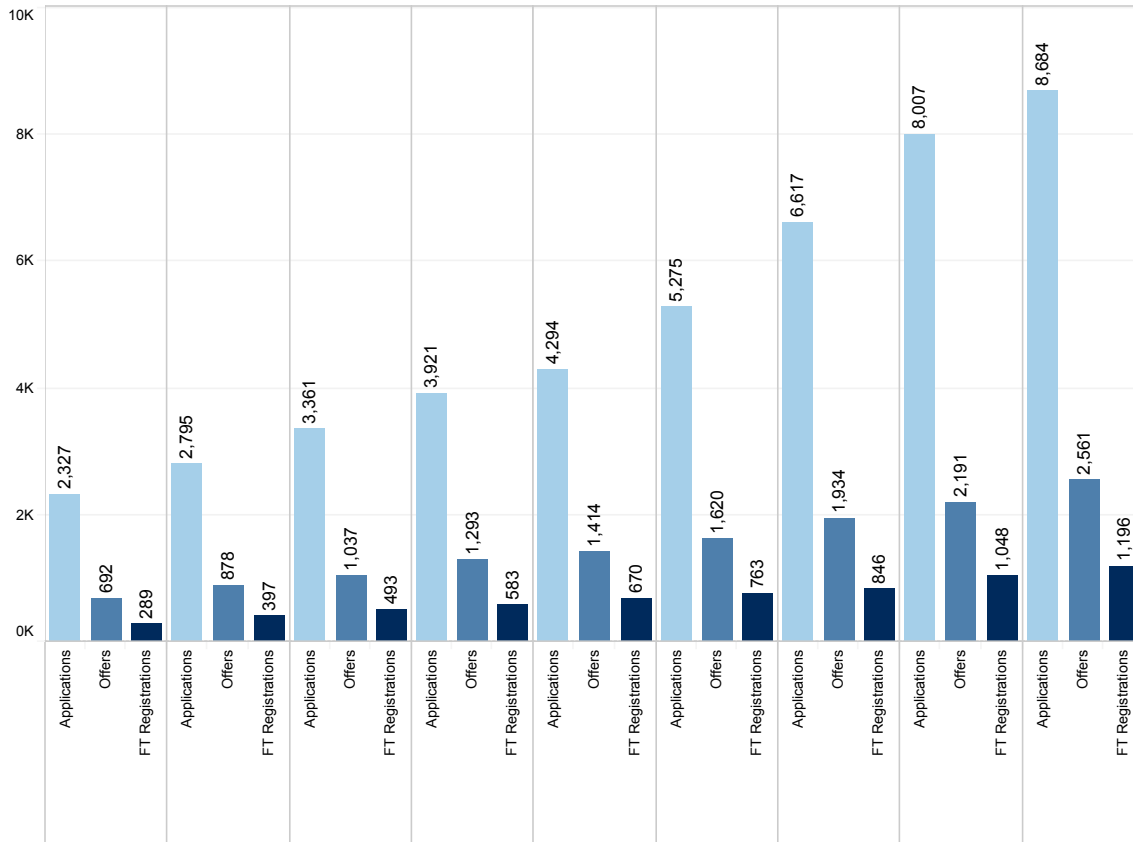| Entering Averages in A&S and Engineering	App. /Off. /Reg. - UG First Entry	App. /Off. /Reg. - UG Second Entry	App. /Off. /Reg. - PMAS international	App. /Off. /Reg. - MA international	App. /Off. /Reg. - Doctoral international	App. /Off. /Reg. - PMAS domestic	App. /Off. /Reg. - MA domestic

Total Applications, Offers, Registrations – International Students, Professional Masters Programs

For International students in Professional Masters Programs at the University of Toronto: applications, offers and registrations have shown strong growth.

Year
- ☑ 2011-12
- ☑ 2012-13
- ☑ 2013-14
- ☑ 2014-15
- ☑ 2015-16
- ☑ 2016-17
- ☑ 2017-18
- ☑ 2018-19
- ☑ 2019-20

Item
- 🟧 Offer Rate
- 🟥 Yield Rate

Yield Rate: 41.8%, 45.2%, 47.5%, 45.1%, 47.4%, 47.1%, 43.7%, 47.8%, 46.7%

Offer Rate: 29.7%, 31.4%, 30.9%, 33.0%, 32.9%, 30.7%, 29.2%, 27.4%, 29.5%

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

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

Year	Applications	Offers	FT Registrations
2011-12	2,327	692	289
2012-13	2,795	878	397
2013-14	3,361	1,037	493
2014-15	3,921	1,293	583
2015-16	4,294	1,414	670
2016-17	5,275	1,620	763
2017-18	6,617	1,934	846
2018-19	8,007	2,191	1,048
2019-20	8,684	2,561	1,196

Notes:
1. Data source: School of Graduate Studies (SGS) admission database. Until PI 2019, this PI chart included graduate students' applications/offers/FT registrations in Summer and Fall terms only. Since PI 2020, the data from 2011-12 to 2019-20 were all updated to include the total application cycle (Summer, Fall and Winter) using the new SGS admissions database.
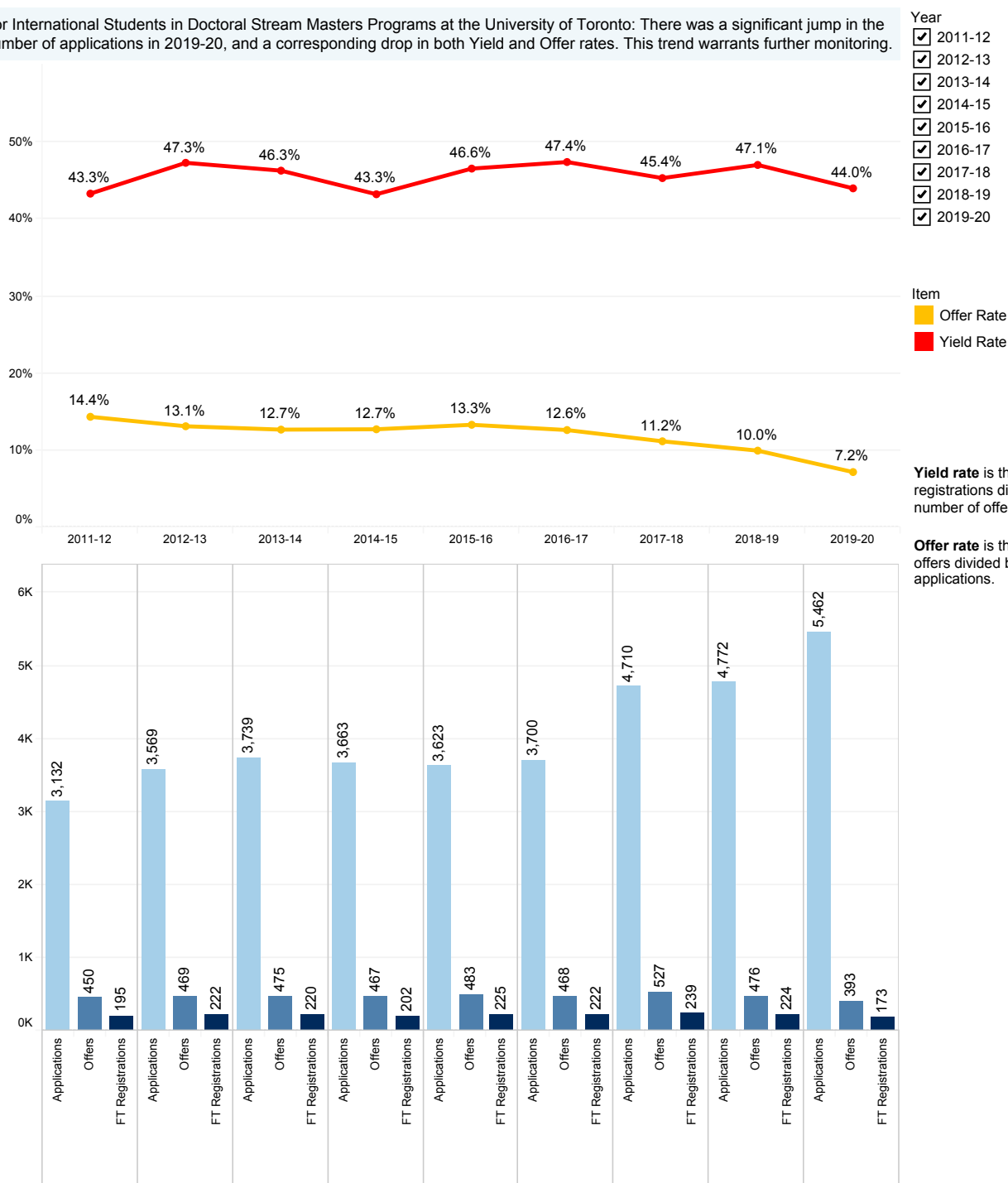2. Professional Masters programs include: Master of Museum Studies; Master of Music, Performance; Master of Visual Studies; Global Professional Master of Laws; Master of Arts-Child Study and Education; Master of Architecture; Master of Business Administration; Executive Master of Business Administration; Executive Master of Business Administration (Global Option); Master of Education; Master of Education, Counseling Psychology; Master of Finance; Master of Financial Economics; Master of Global Affairs; Master of Information; Master of Industrial Relations and Human Resources; Master of Landscape Architecture; Master of Management and Professional Accounting; Master of Public Policy; Master of Studies in Law; Master of Science, Planning; Master of Science, Sustainability Management; Master of Social Work; Master of Teaching ; Master of Urban Design; Master of Urban Design Studies; Master of Engineering; Master of Engineering in Cities Engineering and Management; Master of Engineering Design and Manufacturing; Master of Environmental Science; Master of Health Science, Clinical Engineering; Master of Mathematical Finance; Master of Science in Applied Computing; Master of Biotechnology; Master of Forest Conservation; Master of Health Informatics; Master of Health Science; Master of Health Science, Public Health Sciences ; Master of Health Science, Medical Radiation Sciences; Master of Health Sciences, Speech Language Pathology; Master of Management of Innovation; Master of Nursing; Master of Public Health; Master of Science in Dentistry; Master of Science, Biomedical Communications; Master of Science, Community Health; Master of Science, Occupational Therapy; Master of Science, Physical Therapy.

| Ent erin g A ver ag.. | App. /Off. /Reg. - UG First Entry | App. /Off. /Reg. - UG Second Entry | App. /Off. /Reg. - PMAS international | **App. /Off. /Reg. - MA international** | App. /Off. /Reg. - Doctoral international | App. /Off. /Reg. - PMAS domestic | App. /Off. /Reg. - MA domestic | App. /Off. /Reg. - Doctoral domest.. |

Total Applications, Offers, Registrations – International Students, SGS Doctoral-Stream Masters Programs

For International Students in Doctoral Stream Masters Programs at the University of Toronto: There was a significant jump in the number of applications in 2019-20, and a corresponding drop in both Yield and Offer rates. This trend warrants further monitoring.

Year
- ☑ 2011-12
- ☑ 2012-13
- ☑ 2013-14
- ☑ 2014-15
- ☑ 2015-16
- ☑ 2016-17
- ☑ 2017-18
- ☑ 2018-19
- ☑ 2019-20

Item
- Offer Rate
- Yield Rate

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

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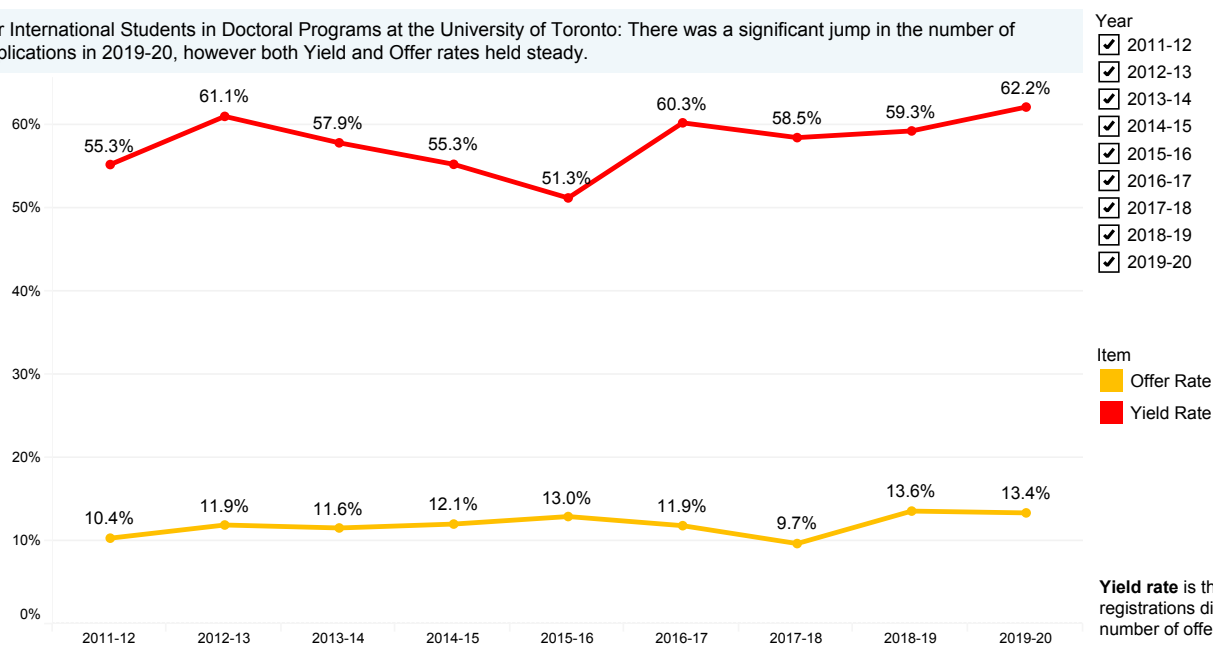

Notes:
1.   Data source: School of Graduate Studies (SGS) admission database. Until PI 2019, this PI chart included graduate students' applications/offers/FT registrations in Summer and Fall terms only. Since PI 2020, the data from 2011-12 to 2019-20 were all updated to include the total application cycle (Summer, Fall and Winter) using the new SGS admissions database.
2.   Masters programs include: MA, MSc, MASc, MScF, Specialty MSc, MMus, LLM.

| App. /Off. /Reg. - UG First Entry | App. /Off. /Reg. - UG Second Entry | App. /Off. /Reg. - PMAS international | App. /Off. /Reg. - MA international | App. /Off. /Reg. - Doctoral international | App. /Off. /Reg. - PMAS domestic | App. /Off. /Reg. - MA domestic | App. /Off. /Reg. - Doctoral domestic |

Total Applications, Offers, Registrations – International Students, SGS Doctoral Programs

For International Students in Doctoral Programs at the University of Toronto: There was a significant jump in the number of applications in 2019-20, however both Yield and Offer rates held steady.
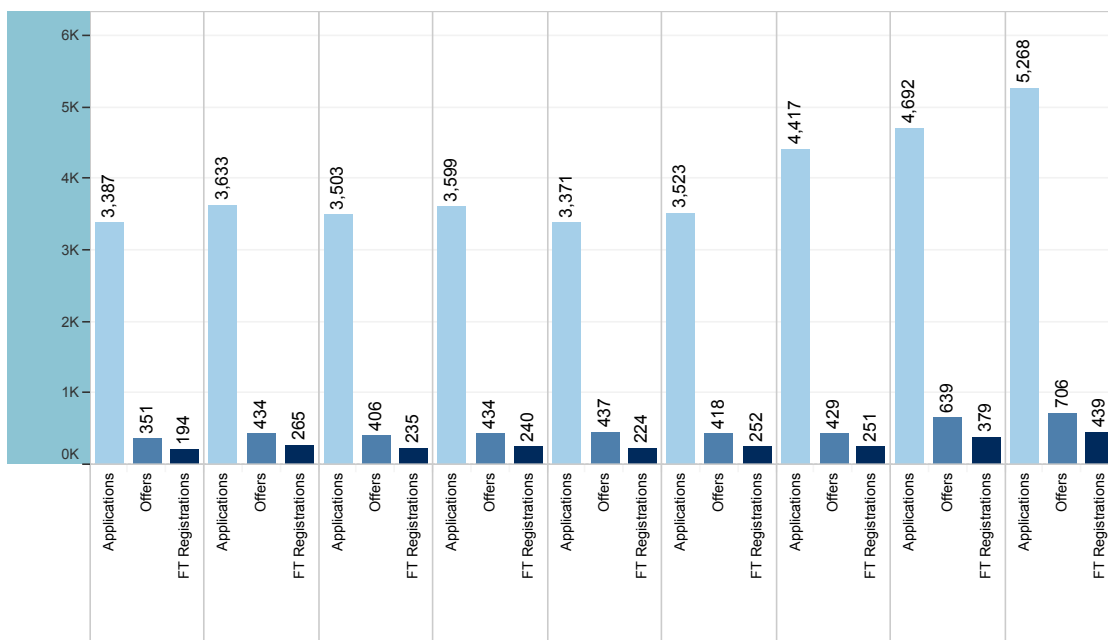
Year
- ☑ 2011-12
- ☑ 2012-13
- ☑ 2013-14
- ☑ 2014-15
- ☑ 2015-16
- ☑ 2016-17
- ☑ 2017-18
- ☑ 2018-19
- ☑ 2019-20

Item
- ■ Offer Rate
- ■ Yield Rate

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

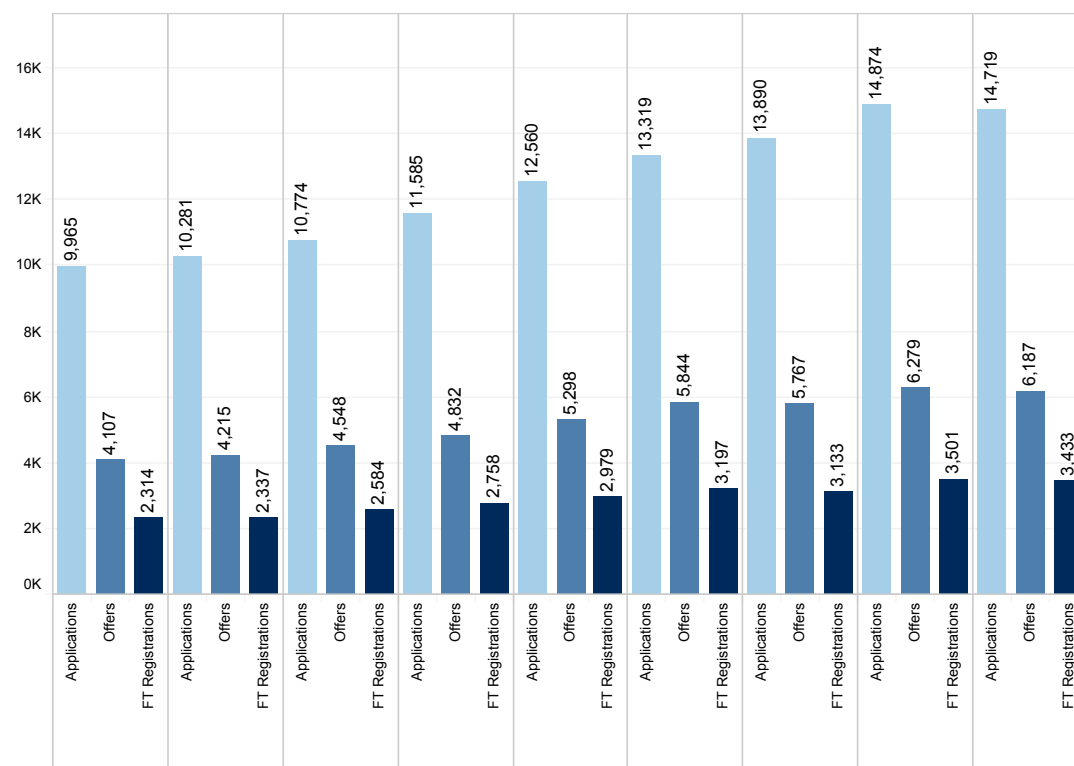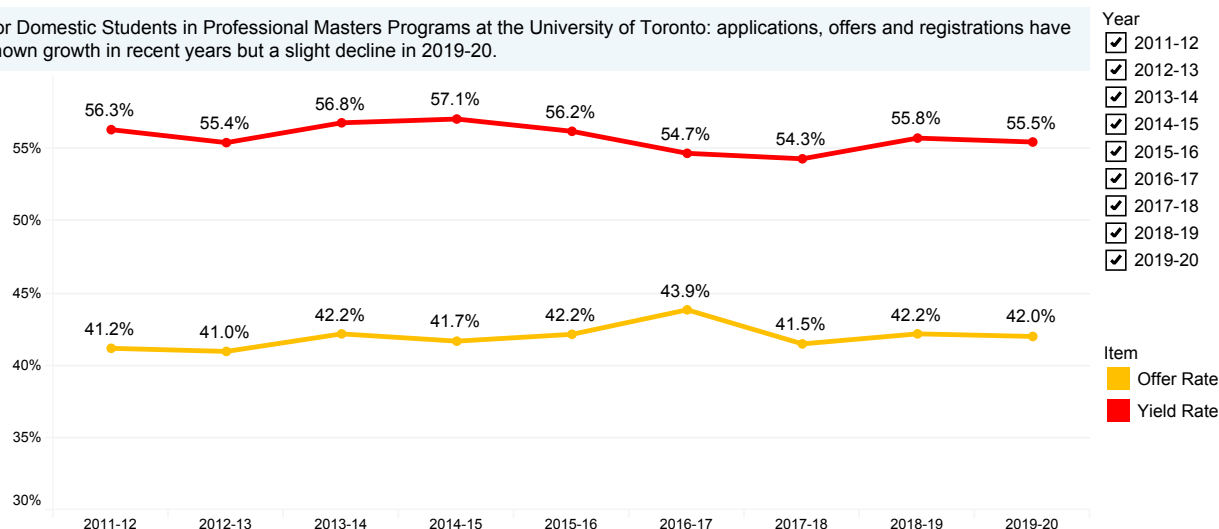**Offer rate** is the number of offers divided by number of applications.

Notes:
1. Data source: School of Graduate Studies (SGS) admission database. Until PI 2019, this PI chart included graduate students' applications/offers/FT registrations in Summer and Fall terms only. Since PI 2020, the data from 2011-12 to 2019-20 were all updated to include the total application cycle (Summer, Fall and Winter) using the new SGS admissions database.
2. Doctoral Programs include: DMA, PhD, EdD, SJD.

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App. /Off. /Reg. - UG First Entry	App. /Off. /Reg. - UG Second Entry	App. /Off. /Reg. - PMAS international	App. /Off. /Reg. - MA international	App. /Off. /Reg. - Doctoral international	App. /Off. /Reg. - PMAS domestic	App. /Off. /Reg. - MA domestic	App. /Off. /Reg. - Doctoral domestic

Total Applications, Offers, Registrations – Domestic Students, Professional Masters Programs

For Domestic Students in Professional Masters Programs at the University of Toronto: applications, offers and registrations have shown growth in recent years but a slight decline in 2019-20.

Year
- ☑ 2011-12
- ☑ 2012-13
- ☑ 2013-14
- ☑ 2014-15
- ☑ 2015-16
- ☑ 2016-17
- ☑ 2017-18
- ☑ 2018-19
- ☑ 2019-20

Item
- Offer Rate
- Yield Rate

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

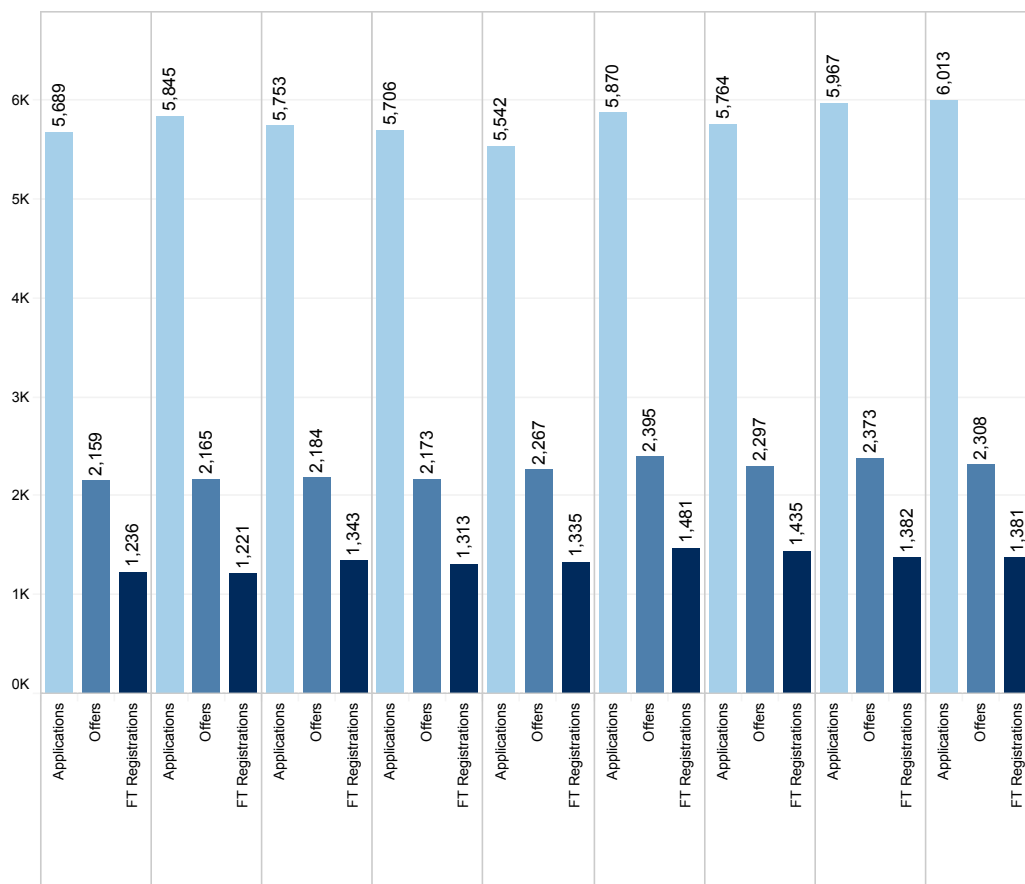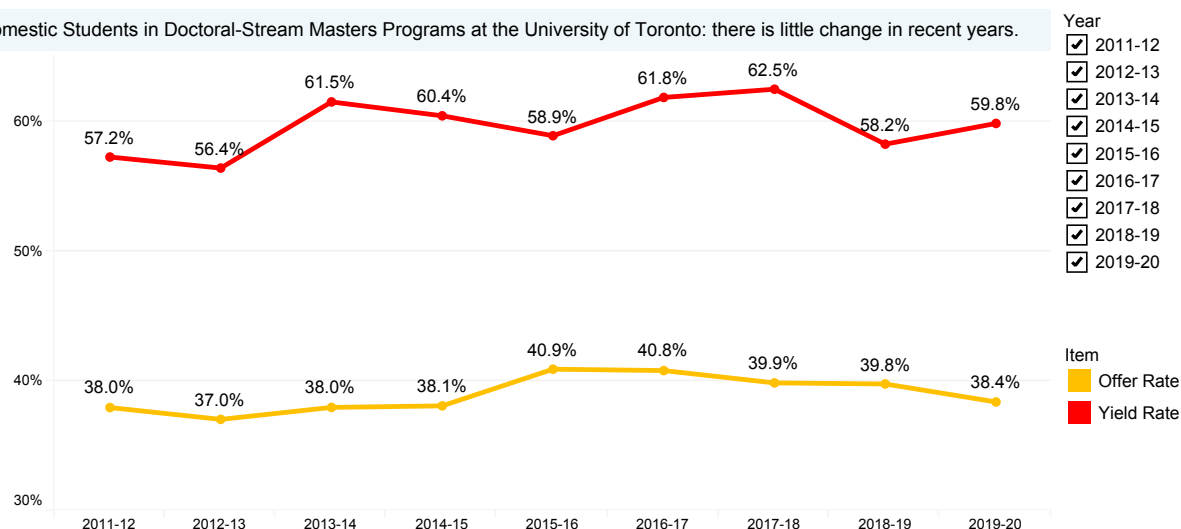**Offer rate** is the number of offers divided by number of applications.

Notes:
1. Data source: School of Graduate Studies (SGS) admission database. Until PI 2019, this PI chart included graduate students' applications/offers/FT registrations in Summer and Fall terms only. Since PI 2020, the data from 2011-12 to 2019-20 were all updated to include the total application cycle (Summer, Fall and Winter) using the new SGS admissions database.
2. Professional Masters programs include: Master of Museum Studies; Master of Music, Performance; Master of Visual Studies; Global Professional Master of Laws; Master of Arts-Child Study and Education; Master of Architecture; Master of Business Administration; Executive Master of Business Administration; Executive Master of Business Administration (Global Option); Master of Education; Master of Education, Counseling Psychology; Master of Finance; Master of Financial Economics; Master of Global Affairs; Master of Information; Master of Industrial Relations and Human Resources; Master of Landscape Architecture; Master of Management and Professional Accounting; Master of Public Policy; Master of Studies in Law; Master of Science, Planning; Master of Science, Sustainability Management; Master of Social Work; Master of Teaching; Master of Urban Design; Master of Urban Design Studies; Master of Engineering; Master of Engineering in Cities Engineering and Management; Master of Engineering Design and Manufacturing; Master of Environmental Science; Master of Health Science, Clinical Engineering; Master of Mathematical Finance; Master of Science in Applied Computing; Master of Biotechnology; Master of Forest Conservation; Master of Health Informatics; Master of Health Science; Master of Health Science, Public Health Sciences ; Master of Health Science, Medical Radiation Sciences; Master of Health Sciences, Speech Language Pathology; Master of Management of Innovation; Master of Nursing; Master of Public Health; Master of Science in Dentistry; Master of Science, Biomedical Communications; Master of Science, Community Health; Master of Science, Occupational Therapy; Master of Science, Physical Therapy.

App. /Off. /Reg. - UG First Entry	App. /Off. /Reg. - UG Second Entry	App. /Off. /Reg. - PMAS international	App. /Off. /Reg. - MA international	App. /Off. /Reg. - Doctoral international	App. /Off. /Reg. - PMAS domestic	App. /Off. /Reg. - MA domestic	App. /Off. /Reg. - Doctoral domestic

Total Applications, Offers, Registrations – Domestic Students, SGS Doctoral-Stream Masters Programs

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

Year
- ☑ 2011-12
- ☑ 2012-13
- ☑ 2013-14
- ☑ 2014-15
- ☑ 2015-16
- ☑ 2016-17
- ☑ 2017-18
- ☑ 2018-19
- ☑ 2019-20

Item
- Offer Rate
- Yield Rate

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

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

Notes:
1. Data source: School of Graduate Studies (SGS) admission database. Until PI 2019, this PI chart included graduate students' applications/offers/FT registrations in Summer and Fall terms only. Since PI 2020, the data from 2011-12 to 2019-20 were all updated to include the total application cycle (Summer, Fall and Winter) using the new SGS admissions database.
2. Masters programs include: MA, MSc, MASc, MScF, Specialty MSc, MMus, LLM.

| App. /Off. /Reg. - UG First Entry | App. /Off. /Reg. - UG Second Entry | App. /Off. /Reg. - PMAS international | App. /Off. /Reg. - MA international | App. /Off. /Reg. - Doctoral international | App. /Off. /Reg. - PMAS domestic | App. /Off. /Reg. - MA domestic | App. /Off. /Reg. - Doctoral domestic |

Total Applications, Offers, Registrations – Domestic Students, SGS Doctoral Programs

For Domestic Students in Doctoral Programs at the University of Toronto: applications, offers and registrations remain steady over time with slight growth in 2019-20.

Year
- ☑ 2011-12
- ☑ 2012-13
- ☑ 2013-14
- ☑ 2014-15
- ☑ 2015-16
- ☑ 2016-17
- ☑ 2017-18
- ☑ 2018-19
- ☑ 2019-20

Item
- Offer Rate
- Yield Rate

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

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

Yield Rate: 71.6%, 67.2%, 68.7%, 67.8%, 65.9%, 69.4%, 69.1%, 72.1%, 70.9%

Offer Rate: 37.1%, 39.5%, 42.1%, 42.4%, 42.4%, 40.7%, 43.2%, 43.1%, 43.6%

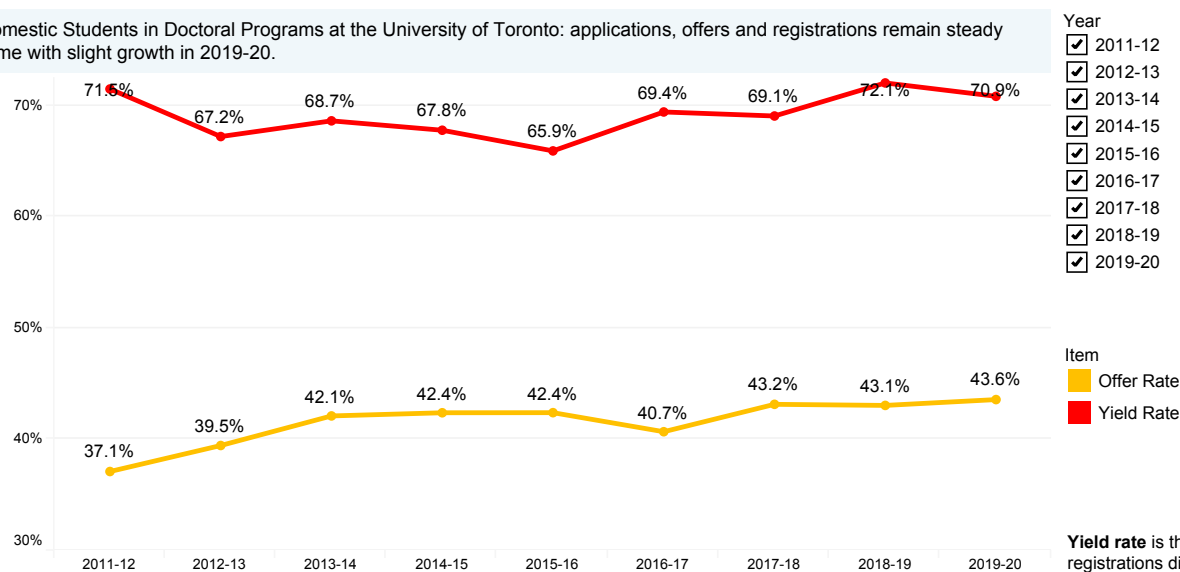| Year	Applications	Offers	FT Registrations
2011-12	2,610	969	693
2012-13	2,506	989	665
2013-14	2,590	1,091	749
2014-15	2,549	1,081	733
2015-16	2,631	1,116	736
2016-17	2,501	1,018	707
2017-18	2,488	1,074	742
2018-19	2,626	1,131	815
2019-20	2,755	1,201	851

Notes:
1. Data source: School of Graduate Studies (SGS) admission database. Until PI 2019, this PI chart included graduate students' applications/offers/FT registrations in Summer and Fall terms only. Since PI 2020, the data from 2011-12 to 2019-20 were all updated to include the total application cycle (Summer, Fall and Winter) using the new SGS admissions database.
2. Doctoral Programs include: DMA, PhD, EdD, SJD.

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Graduate Student Enrolment

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

Performance Relevance:

Graduate education is a distinctive feature of the University of Toronto and is a defining part of our vision.

Graduate students are the life-blood of university research. Sustaining and expanding the current research effort is dependent on the availability of excellent graduate students. The percentage of graduate students in the student population is a rough indicator of the intensity of the research effort at the institution.

Furthermore, graduate students are an essential component in linking research and teaching. As teaching assistants, graduate students make a valuable contribution to teaching. A larger number of graduate students increases our ability to match their skills and background to the needs of individual courses and student groups.

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

Graduate Degree-Seeking Student Enrolment

Graduate enrolment at the University of Toronto has shown steady increase in recent years. The decline in Doctoral Stream Masters programs is caused by an increased number of strudents entering Doctoral Programs directly instead of via a Masters program.

Year
2011 to 2020
and Null values

Program
☑ All Graduate Programs
☑ Doctoral Program
☑ Masters - Doctoral Stream
☑ Masters - Professional Stream

Program
- All Graduate Programs
- Doctoral Program
- Masters - Doctoral Stream
- Masters - Professional Stream

Type
- International
- Domestic
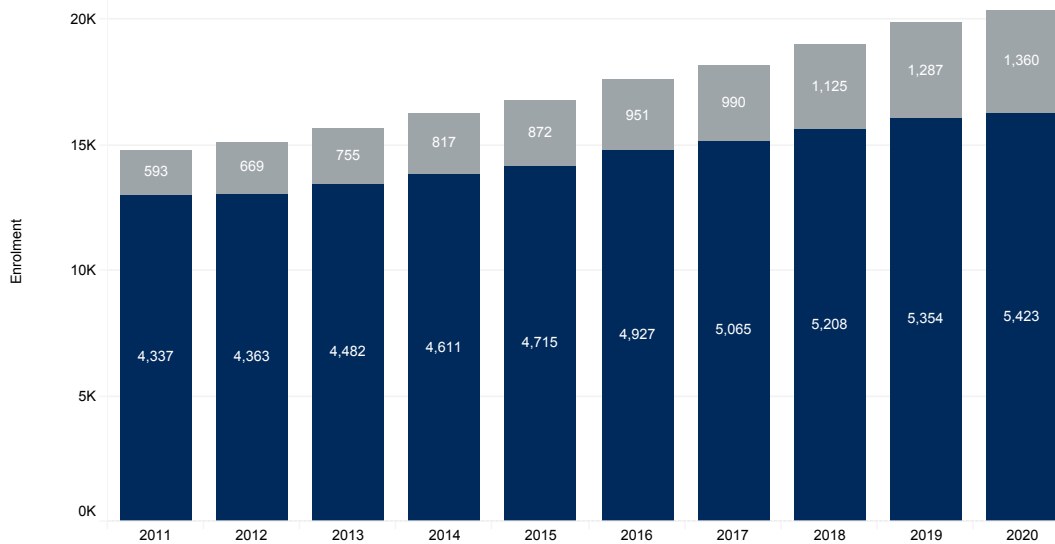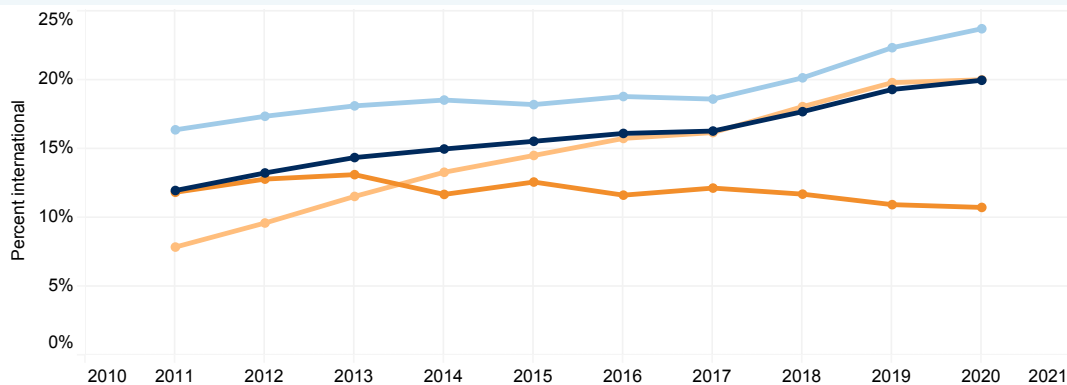
Notes:
1.   Degree-seeking students exclude special students, and students in graduate diploma programs.

Graduate Student Enrolment

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

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

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

Year
- ☑ Fall 2006
- ☐ Fall 2016
- ☐ Fall 2017
- ☐ Fall 2018
- ☑ Fall 2019

U15
- ■ U of T
- ■ Cdn Peers
- ■ Cdn Peer Mean

Institution	Fall 2006	Fall 2019
Montréal	25.5%	27.3%
McGill	22.1%	25.5%
Laval	22.9%	25.3%
TORONTO	17.3%	22.7%
British Columbia	20.2%	21.2%
WESTERN	15.2%	20.5%
Cdn Peer Mean	18.2%	19.8%
Calgary	19.1%	19.8%
Alberta	15.1%	18.9%
Dalhousie	22.4%	19.2%
QUEEN'S	16.9%	18.8%
OTTAWA	11.4%	16.7%
Saskatchewan		15.4%
McMASTER	11.9%	14.3%
WATERLOO	11.4%	14.2%
Manitoba		12.8%

Graduate %   Graduate %

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

Graduate Student Enrolment

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

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

At the University of Toronto, the percentage of Total Enrolment that is Graduate Enrolment or First Professional Enrolment has increased between 2006 and 2019 at a pace that is higher than AAU peer institutions.

Year
- ☑ Fall 2006
- ☐ Fall 2015
- ☐ Fall 2016
- ☐ Fall 2017
- ☐ Fall 2018
- ☑ Fall 2019

AAU
- ■ U of T
- ■ AAU Peers
- ■ AAU Peer Mean

Institution	Fall 2006	Fall 2019
Michigan	34.7%	34.1%
Washington	28.7%	30.9%
Pittsburgh	32.2%	28.4%
Minnesota	29.4%	27.0%
Illinois - Urbana	23.6%	28.2%
Toronto	20.0%	26.7%
AAU Peer Mean	27.0%	26.1%
Calif - Berkeley	28.5%	25.7%
Wisc - Madison	24.7%	25.2%
Texas - Austin	23.8%	21.6%
Arizona	20.5%	20.9%
Ohio State	22.1%	20.8%
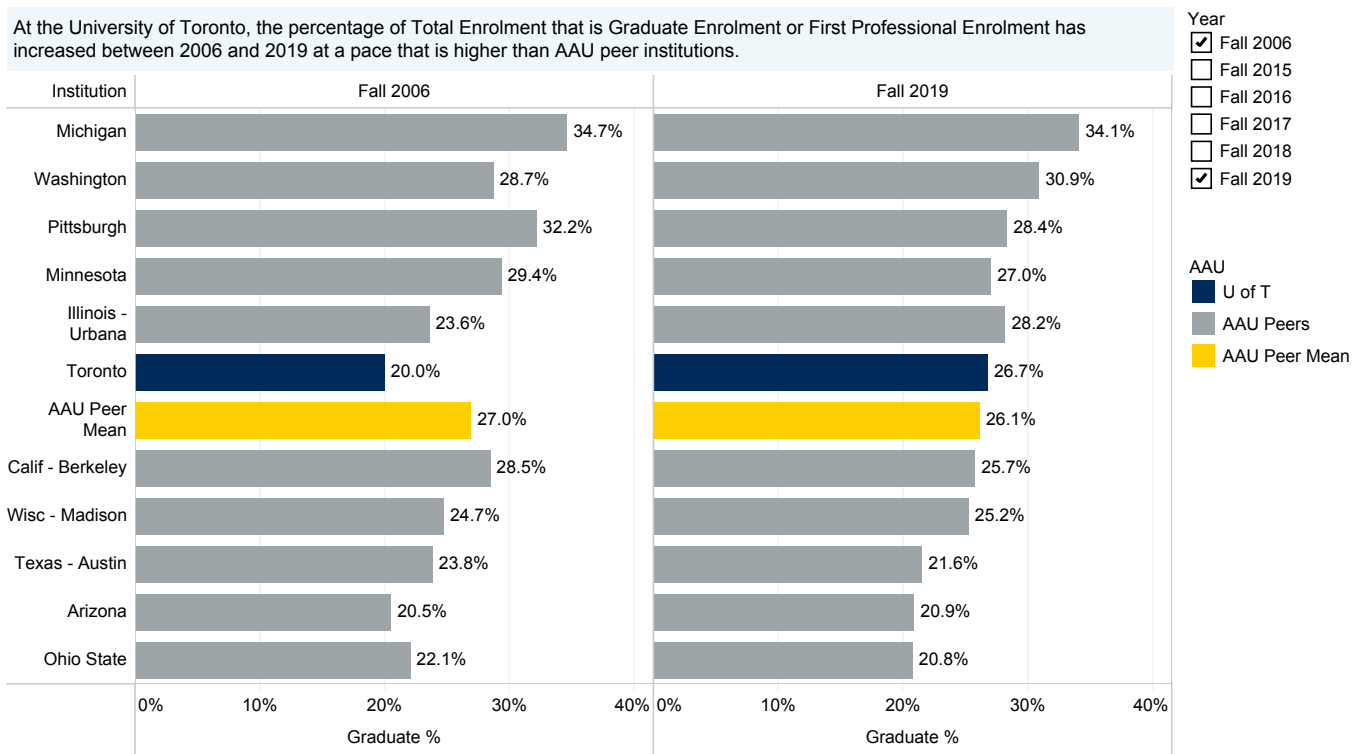
Graduate %

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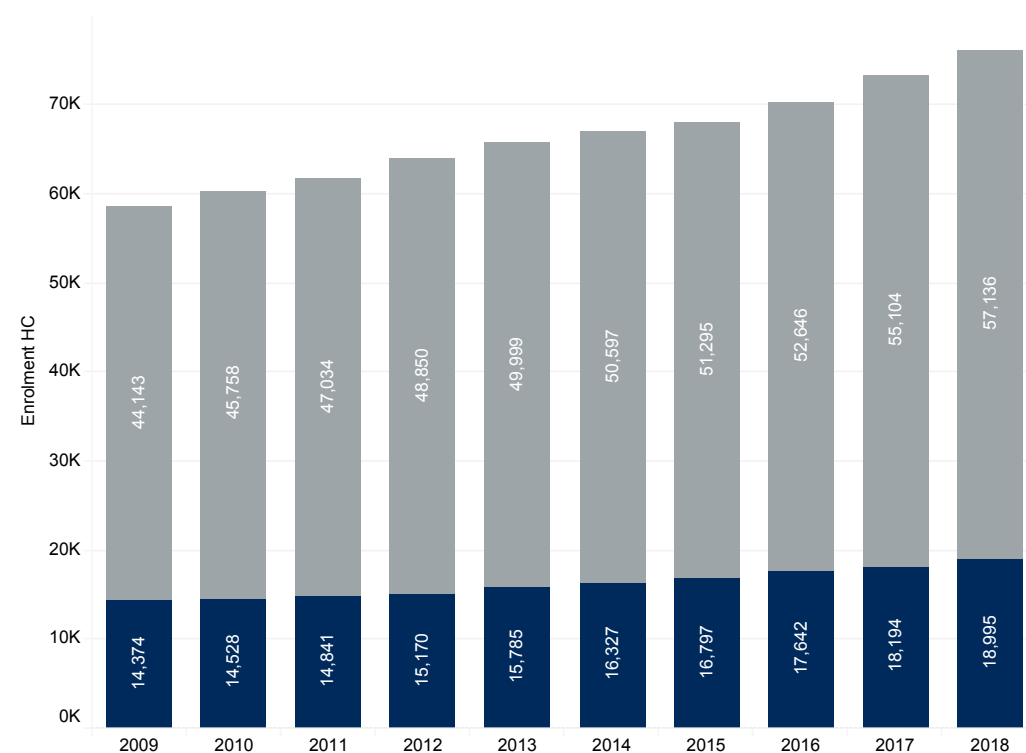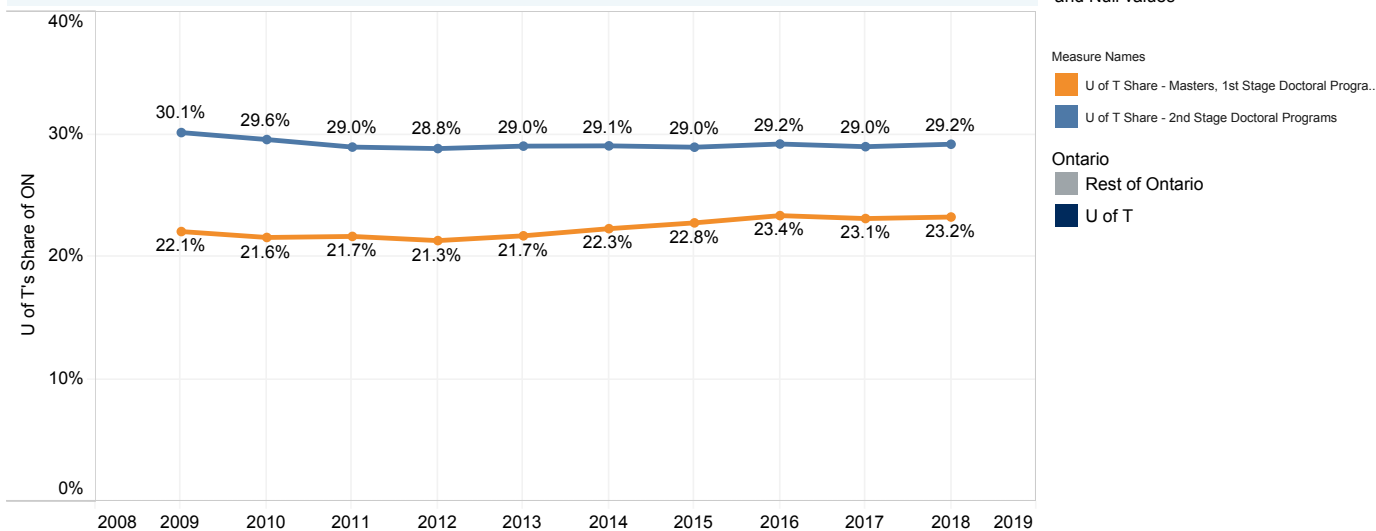
Graduate Student Enrolment

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

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

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

Year
2009 to 2018
and Null values

Measure Names
- U of T Share - Masters, 1st Stage Doctoral Progra..
- U of T Share - 2nd Stage Doctoral Programs

Ontario
- Rest of Ontario
- U of T

U of T's Share of ON

Year	2nd Stage Doctoral	Masters, 1st Stage Doctoral
2009	30.1%	22.1%
2010	29.6%	21.6%
2011	29.0%	21.7%
2012	28.8%	21.3%
2013	29.0%	21.7%
2014	29.1%	22.3%
2015	29.0%	22.8%
2016	29.2%	23.4%
2017	29.0%	23.1%
2018	29.2%	23.2%

Enrolment HC

Year	Rest of Ontario	U of T
2009	44,143	14,374
2010	45,758	14,528
2011	47,034	14,841
2012	48,850	15,170
2013	49,999	15,785
2014	50,597	16,327
2015	51,295	16,797
2016	52,646	17,642
2017	55,104	18,194
2018	57,136	18,995

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

Student Awards

Performance Relevance	Uundergraduate Student Awards	Doctoral Scholarships

Performance Relevance:

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

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

Exit scholarships (awarded at the end of students' studies) demonstrate the quality of the University's performance in educating and providing students with the necessary environment to achieve excellence. Undergraduate level exit scholarships include the Rhodes Scholarship(2), the Knox Fellowship(3), and the Commonwealth Scholarship(4). We have expressed the number of University of Toronto recipients as a percentage of the number of recipients in Canada, with one exception. Since the Rhodes program provides a fixed number of awards per province, the share is expressed at the provincial rather than national level.

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

Student Awards

Performance Relevance	Uundergraduate Student Awards	Doctoral Scholarships
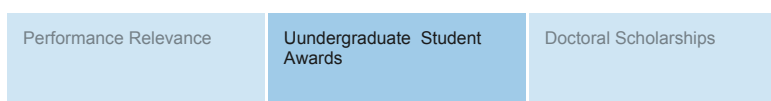
Undergraduate Student Scholarship Recipients by Award, University of Toronto's Share of Total Awarded to Canadian Universities

The University of Toronto's undergraduate students are awarded a large share of entrance and exit awards.
The share of awards is significantly larger than the University's share of undergraduate students, which is approximately 7% of the national total and 16% of the provincial total.

Year
○ 2017
○ 2018
○ 2019
◉ 2020

Exit Awards	Rhodes Scholarship (1971-2020)	52% (provincial share)
	Knox Fellowship (2004-2020)	39% (national share)
Entrance Awards	TD Scholarship (2003-2020)	11% (national share)

0% 10% 20% 30% 40% 50% 60% 70% 80%

Share

Notes:
1.   Data source: AUCC for Knox and TD Awards; Enrolment Services for Rhodes Scholarship; the Bureau of International Education (CBIE) for Commonwealth Scholarship.
2.   Rhodes Scholarship counts include those University of Toronto students who received the scholarship from outside of Ontario.
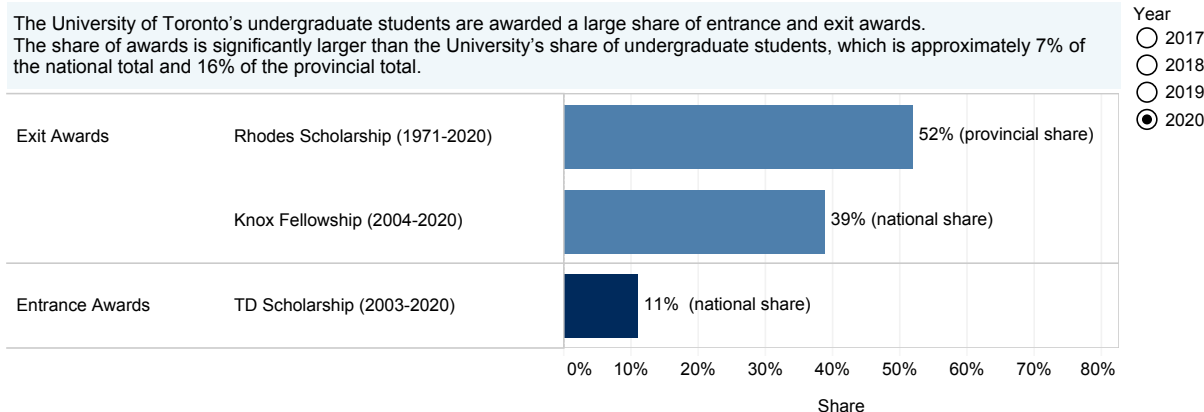
Notes:
1.   TD Scholarships are awarded to individuals who have demonstrated outstanding community leadership. Twenty scholarships are awarded each year and are renewable for four years.
2.   At the undergraduate level, two Rhodes Scholarships are granted to Ontario students each year, and a total of eleven are awarded to Canadian students. It should be noted that applicants can apply using their home province or that of their undergraduate university.
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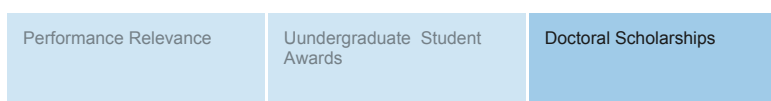
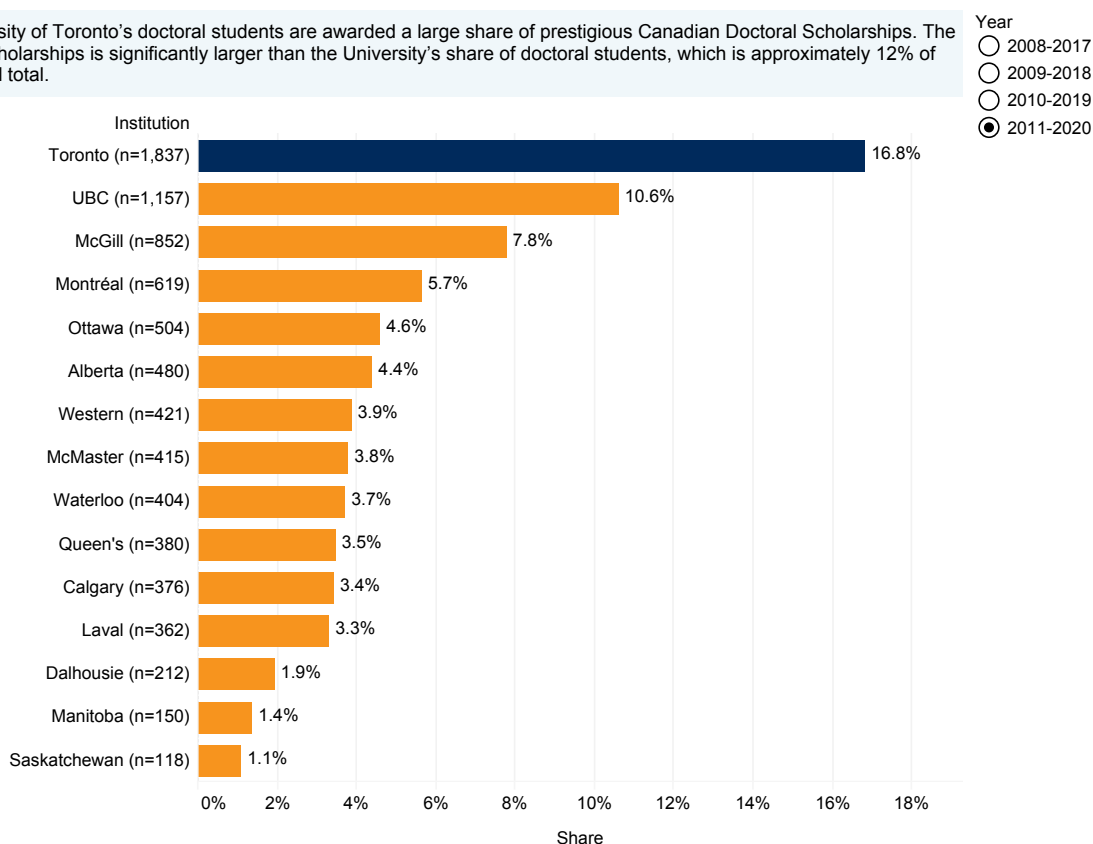| Performance Relevance	Uundergraduate Student Awards	Doctoral Scholarships

Performance Relevance:

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

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

Prestigious Canadian Doctoral Scholarships, Percentage Share

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

Year
- ○ 2008-2017
- ○ 2009-2018
- ○ 2010-2019
- ● 2011-2020

Institution

Institution	Share
Toronto (n=1,837)	16.8%
UBC (n=1,157)	10.6%
McGill (n=852)	7.8%
Montréal (n=619)	5.7%
Ottawa (n=504)	4.6%
Alberta (n=480)	4.4%
Western (n=421)	3.9%
McMaster (n=415)	3.8%
Waterloo (n=404)	3.7%
Queen's (n=380)	3.5%
Calgary (n=376)	3.4%
Laval (n=362)	3.3%
Dalhousie (n=212)	1.9%
Manitoba (n=150)	1.4%
Saskatchewan (n=118)	1.1%

Share

Notes:
1. Data source: Agency websites
2. Percent share based on total cumulative counts.
3. Awards counted in the chart include: Canada Graduate Scholarships - Doctoral and Vanier Scholarships from CIHR, NSERC and SSHRC; and, the Pierre Elliot Trudeau Scholarship.
4. Only our Canadian peer institutions are shown above.

THE Employability Ranking	QS Employability Ranking	Employment Rate

Rankings

Performance Relevance:
Rankings provide one measure of the institution's performance and are particularly useful for international comparison.
This section speaks specifically to the employability of graduates of the University.

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

In 2020, The University of Toronto is the highest ranked Canadian university and 8th in the world for Employability (THE), the highest position it has achieved in this ranking.

Year
☐ 2017
☑ 2018
☑ 2019
☑ 2020

Color
■ U of T
■ Canada
■ Others

Institution	Type	2020	2019	2018
California Institute of Technology	Private	1	2	2
Massachusetts Institute of Technology	Private	2	3	3
Harvard U.	Private	3	1	1
U. of Cambridge	Public	4	4	4
U. of Oxford	Public	5	11	11
U. of Tokyo	Public	6	7	9
Stanford U.	Private	7	5	5
U. of Toronto	Public	8	15	13
National U. of Singapore	Public	9	14	10
Yale U.	Private	10	9	8
New York U.	Private	11	16	15
Technical U. of Munich	Public	12	6	6
ETH Zurich	Public	13	12	12
Princeton U.	Private	14	8	7
Australian National U.	Public	15	29	46
Columbia U.	Private	16	13	14
Peking U.	Public	17	18	19
Imperial College London	Public	18	26	17
Johns Hopkins U.	Private	19	21	21
École Polytechnique Fédérale de Lausanne	Public	20	19	25
King's College London	Public	21	31	29
CentraleSupélec	Private	22		
McGill U.	Public	23	17	18
HEC Paris	Private	24	22	23
IE U.	Private	25	23	24

Notes:
1. Data source: Times Higher Education
2. Blank means that the institution was either not in the ranking or ranked beyond 25th in the year.

Employability

THE Employability Ranking	QS Employability Ranking	Employment Rate

QS Graduate Employability Rankings, Top 25 International Institutions

In 2019, The University of Toronto is the highest ranked Canadian university and 16th in the world for Employability (QS). The ranking was not published in 2020.

Year
☑ 2017
☑ 2018
☑ 2019

Institution	Type	Country/Region	Year		
			2019	2018	2017
Massachusetts Institute of Technology	Private	United States	1	1	5
Stanford U.	Private	United States	2	2	1
U. of California, Los Angeles	Public	United States	3	2	2
The U. of Sydney	Public	Australia	4	5	4
Harvard U.	Private	United States	5	4	3
Tsinghua U.	Public	China	6	9	10
The U. of Melbourne	Public	Australia	7	6	7
U. of Cambridge	Public	United Kingdom	8	7	6
U. of Hong Kong	Public	Hong Kong	9	13	20
U. of Oxford	Public	United Kingdom	10	10	8
New York U.	Private	United States	11	11	11
Cornell U.	Private	United States	12	21	18
Yale U.	Private	United States	13	14	18
U. of Chicago	Private	United States	14	22	21
Princeton U.	Private	United States	15	15	13
U. of Toronto	Public	Canada	16	12	15
ETH Zurich - Swiss Federal Institute of Technology	Public	Switzerland	17	15	16
Ecole Polytechnique	Public	France	18		
Peking U.	Public	China	19	20	23
U. of Pennsylvania	Private	United States	20	24	22
Columbia U.	Private	United States	21	17	12
U. College London	Public	United Kingdom	22	18	17
The U. of Tokyo	Public	Japan	23	19	14
National U. of Singapore	Public	Singapore	24		
U. of Waterloo	Public	Canada	25	25	24

Notes:
1. Data source: https://www.topuniversities.com/university-rankings/employability-rankings/2020
2. Blank means that the institution was either not in the ranking or ranked beyond 25th in the year.
3. The year indicated in this table is the year that the ranking was published, not the year designated by the publisher.
4. Because of COVID-19 related issues QS decided not to publish their Employability Ranking in 2020.

Employability

THE Employability Ranking	QS Employability Ranking	Employment Rate

Employment Rate

Performance relevance

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

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

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

Type
- ☑ 2 years
- ☐ 6 months

Graduation cohort
- ☐ 2006
- ☐ 2007
- ☑ 2008
- ☑ 2009
- ☑ 2010
- ☑ 2011
- ☑ 2012
- ☑ 2013
- ☑ 2014
- ☑ 2015
- ☑ 2016
- ☑ 2017

Organization, Type
- U of T, 2 years
- GTA (excl. UofT), 2 years
- Ontario, 2 years
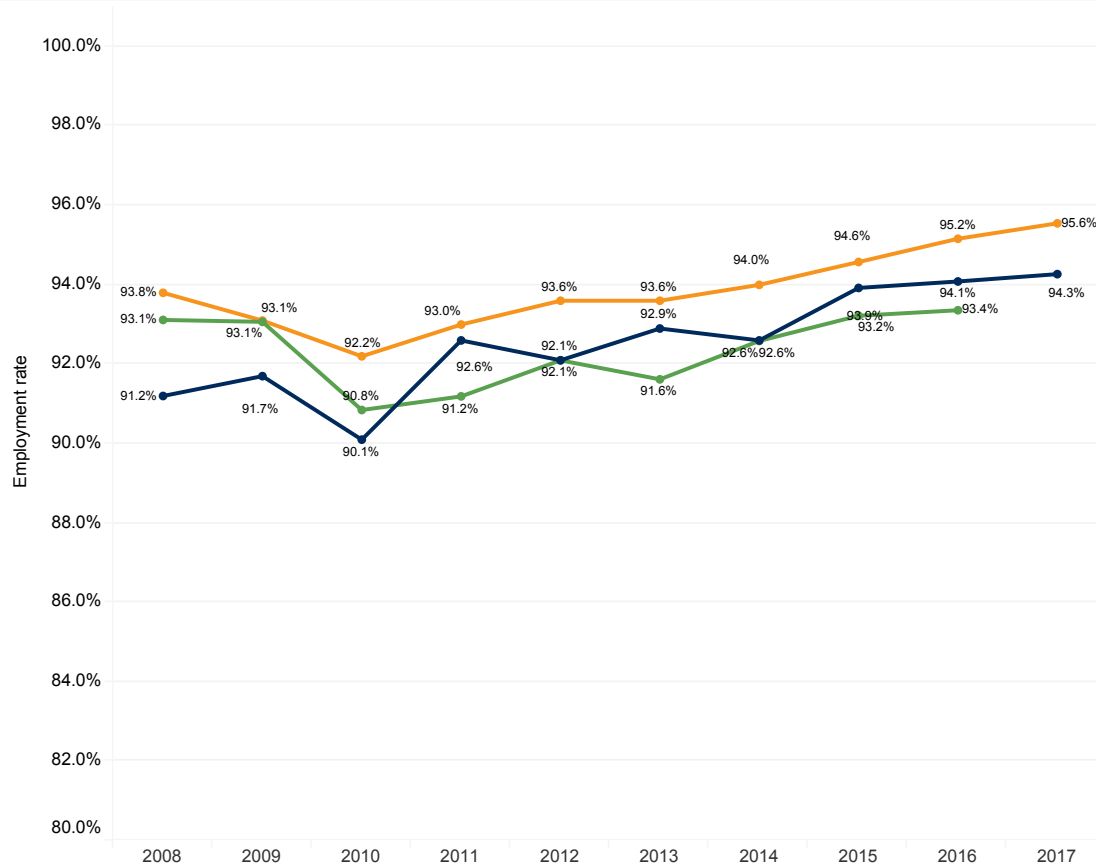
Notes:
1. The "year" shown on this chart refers to the year in which the student graduated from their program.
2. The data comes from the Ontario University Graduate Survey, conducted by the Ministry of Training, Colleges and Universities (MCU)
3. The calculation of the employment rate excludes graduates who are unable to work, for example those that are currently in full-time study.
4. As of April 2021 MCU had not publically released the employment rates of other universities and therefore the GTA employment rate is not available.

The International Student Experience

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

International Students - time series	International Students - Map

Enrolment of International Students (Headcount)

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

Year
- ☐ 2003-04
- ☐ 2004-05
- ☐ 2005-06
- ☐ 2006-07
- ☐ 2007-08
- ☐ 2008-09
- ☑ 2009-10
- ☑ 2010-11
- ☑ 2011-12
- ☑ 2012-13
- ☑ 2013-14
- ☑ 2014-15
- ☑ 2015-16
- ☑ 2016-17
- ☑ 2017-18
- ☑ 2018-19
- ☑ 2019-20
- ☑ 2020-21

Students, Measure Names
- Graduate, Enrolment
- Undergraduate, Enrolment

The International Student Experience
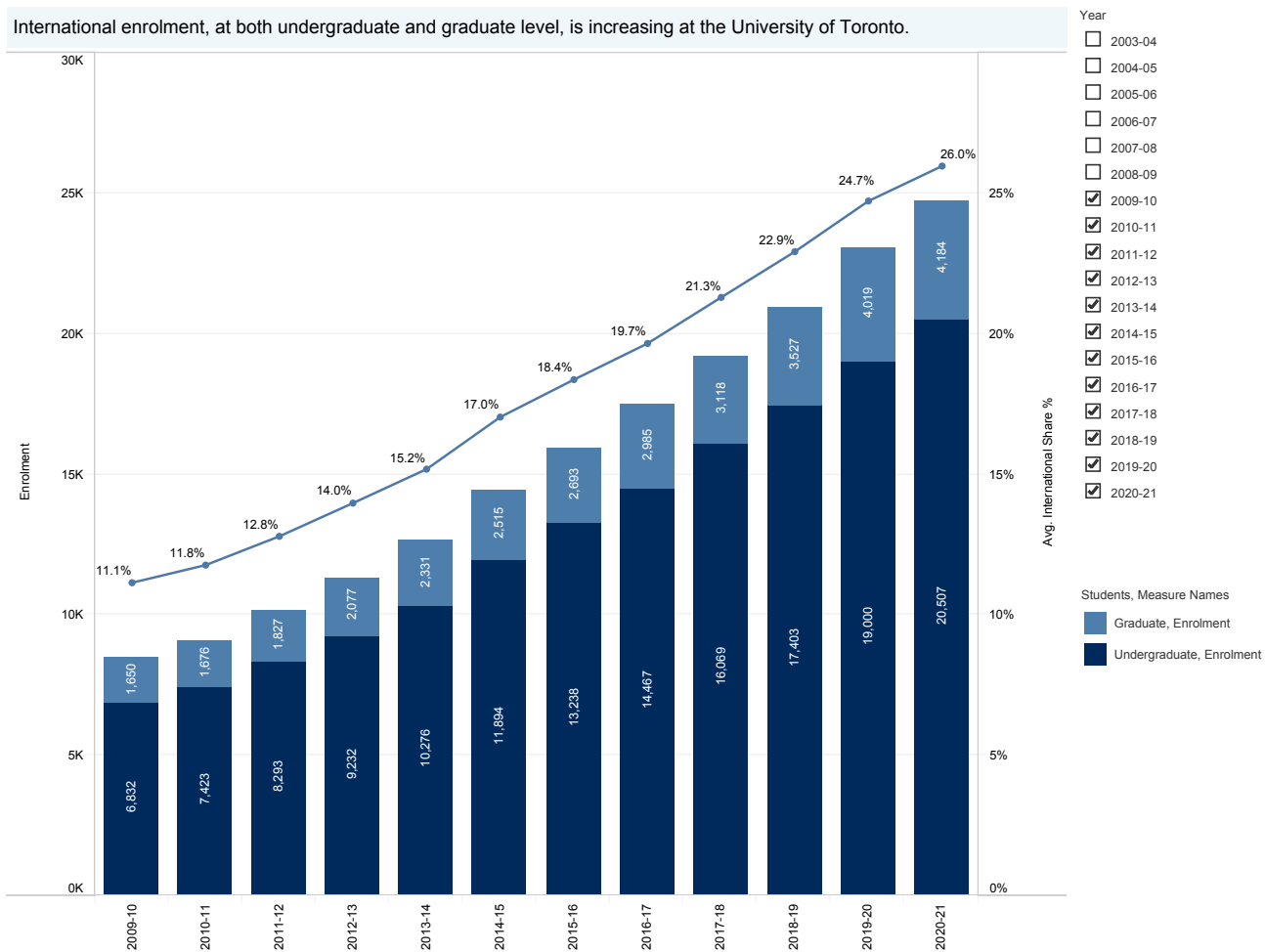
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International Students - time series	International Students - Map

International Student Enrolment by Geographic Origin

This map provides an overview of the University's international students' countries of origin. In 2020, there were 19,000 international undergraduate students and 4,019 international graduate students from 159 countries.

Year
- ○ 2016
- ○ 2017
- ○ 2018
- ○ 2019
- ● 2020

Students
- ● Total
- ○ Undergraduate
- ○ Graduate

Top 10 countries/regions:

China	15,104
India	1,720
U.S.A.	1,020
Korea (South)	688
Hong Kong	419
Taiwan	375
Iran	304
Turkey	278
Japan	226
Saudi Arabia	164

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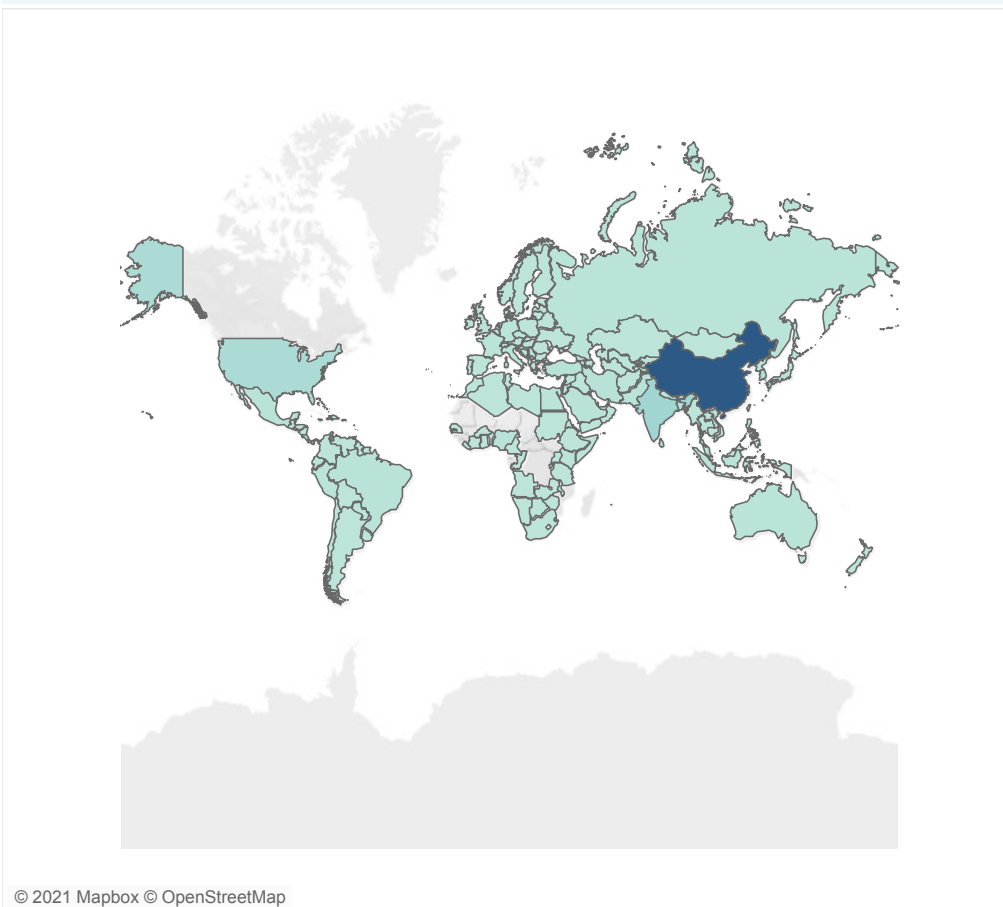
Students 1 ▬▬▬▬▬▬▬▬ 15,104

Student Financial Support

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

Net Tuition and Student Access Guarantee (SAG)

Performance Relevance:

Net Tuition is the amount that students actually pay after taking into account the contribution of both the Province, through OSAP grants, and the University, through its various grants and scholarships. With the significant Government and University investments in student financial support, net tuition is substantially lower than the full tuition cost for many students and is the appropriate measure on which affordability should be assessed.

Under the Student Access Guarantee (SAG) program, universities are required to provide financial support to cover any unmet need due to tuition and book shortfalls for students in Direct Entry undergraduate programs. Unmet need is defined by the Ministry of Advanced Education and Skills Development as the remaining financial support required after government support is provided. Universities often provide additional financial support beyond this minimum requirement (e.g. support for living expenses, students in second entry programs, etc.).

For more information please see the *2018-19 Annual Report on Student Financial Support* produced by the Office of the Vice-Provost, Students:https://governingcouncil.utoronto.ca/sites/default/files/agenda-items/2020402_GC_3i.pdf
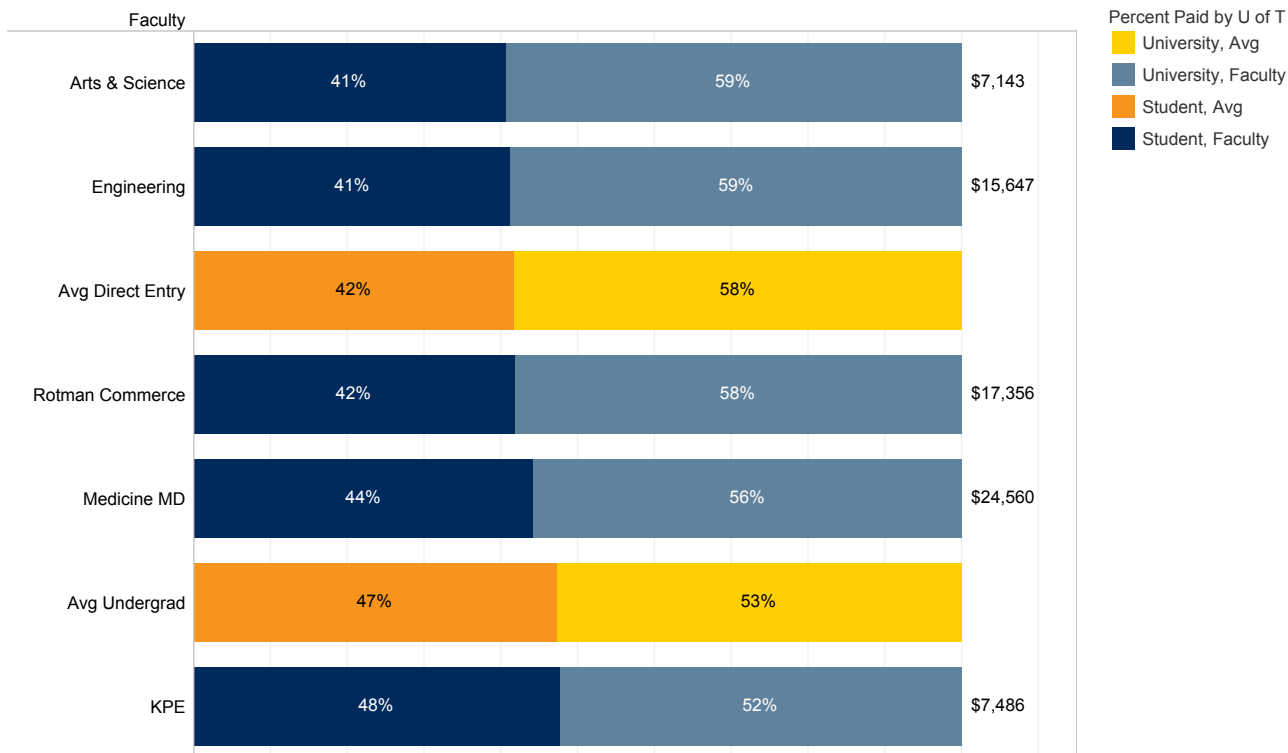
Student Financial Support

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

Undergraduate Net Tuition for OSAP Recipients by Program

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

Year
◉ 2016-17

Percent Paid by U of T
- ▨ University, Avg
- ▨ University, Faculty
- ▨ Student, Avg
- ▨ Student, Faculty

Faculty

Faculty	Student %	University %	Net Tuition
Arts & Science	41%	59%	$7,143
Engineering	41%	59%	$15,647
Avg Direct Entry	42%	58%	
Rotman Commerce	42%	58%	$17,356
Medicine MD	44%	56%	$24,560
Avg Undergrad	47%	53%	
KPE	48%	52%	$7,486

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

Student Financial Support

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

Actual Student Access Guarantee (SAG) Related Expenditures Compared to Required SAG

University of Toronto's provides its students with additional support far in excess of the provincial Student Access Guarantee (SAG) requirements.
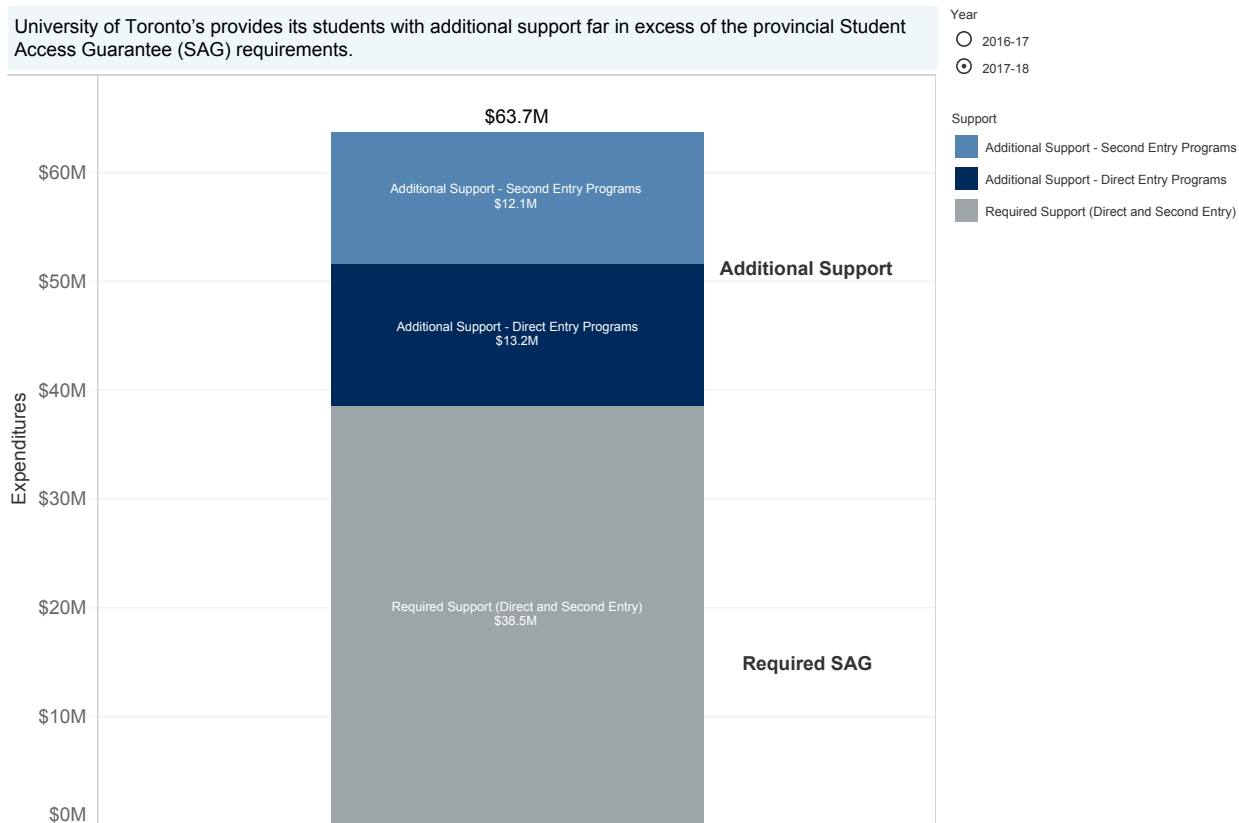
Year
○ 2016-17
⊙ 2017-18

Support
■ Additional Support - Second Entry Programs
■ Additional Support - Direct Entry Programs
■ Required Support (Direct and Second Entry)

$63.7M

Additional Support - Second Entry Programs
$12.1M

Additional Support - Direct Entry Programs
$13.2M

Additional Support

Required Support (Direct and Second Entry)
$38.5M

Required SAG

Expenditures

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

Student Financial Support

Performance Relevance	Net Tuition	Actual SAG Expenditures	Avg SAG per Recipient	Parental Income	Avg scholar-ships per student	Doctoral Student Support
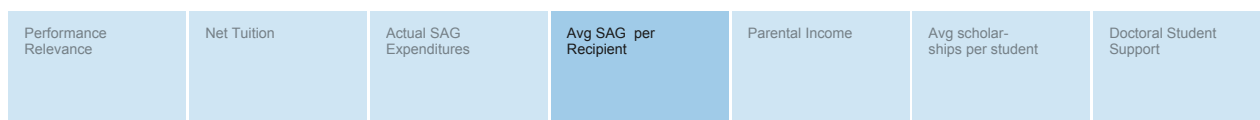
Average SAG Expenditure per Recipient University of Toronto compared to Ontario Universities

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

Year
○ 2016-17
● 2017-18

University

Ontario
■ ON
■ System
■ U of T

University	SAG Expenditures per Recipient
Toronto	$4,573
A	$3,600
B	$3,131
C	$2,911
D	$2,420
System (excl. U of T)	$1,977
E	$1,872
F	$1,856
G	$1,816
H	$1,803
I	$1,793
J	$1,691
K	$1,678
L	$1,670
M	$1,611
N	$1,449
O	$1,425
P	$1,402
Q	$1,349
R	$1,093
S	$805

SAG Expenditures per Recipient

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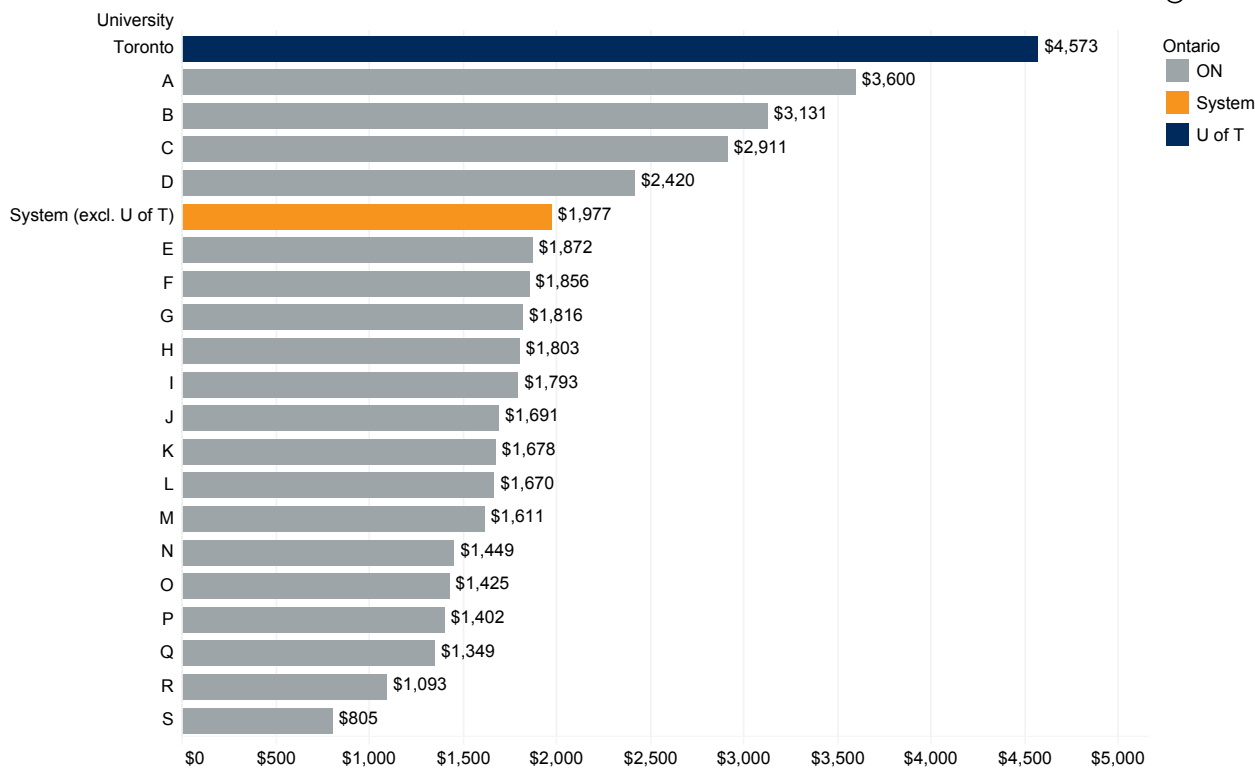2.   Includes Toronto School of Theology (TST).

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Student Financial Support

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

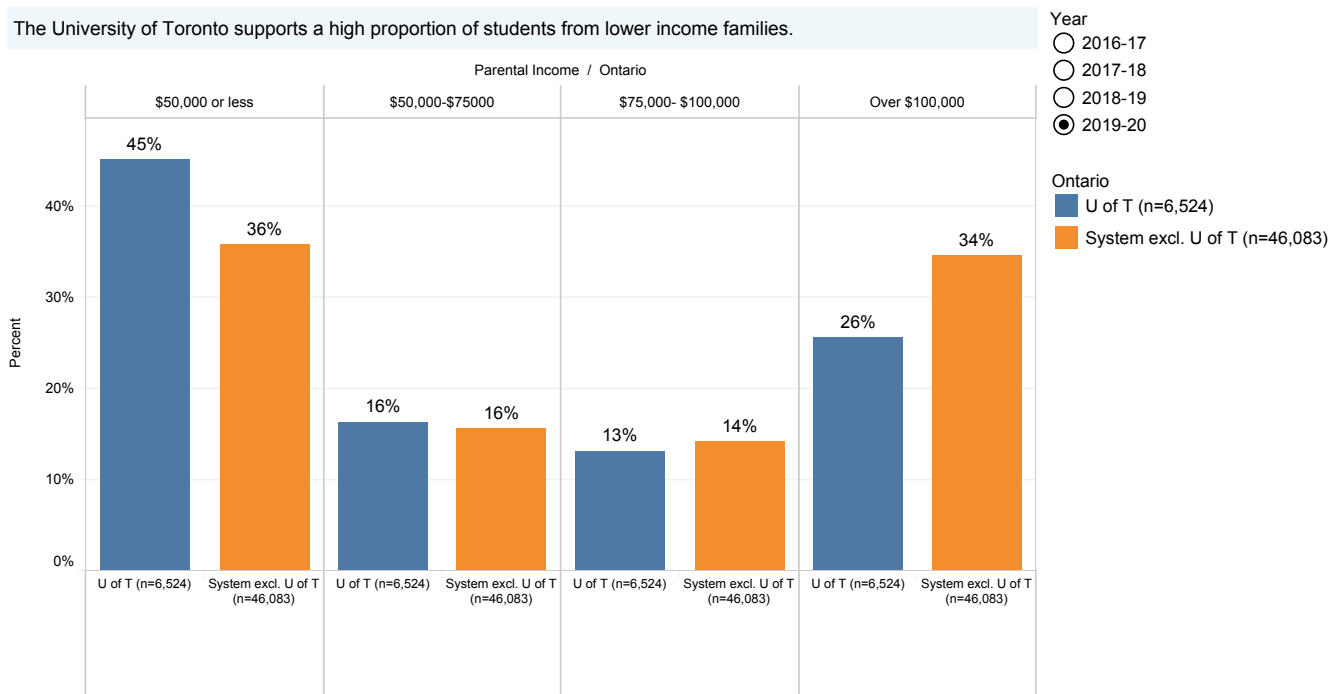**Parental Income and Student Support**

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

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

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

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

Parental Income / Ontario

Year
- 2016-17
- 2017-18
- 2018-19
- ● 2019-20

Ontario
- U of T (n=6,524)
- System excl. U of T (n=46,083)

Parental Income	U of T	System excl. U of T
$50,000 or less	45%	36%
$50,000-$75000	16%	16%
$75,000-$100,000	13%	14%
Over $100,000	26%	34%

Notes:
1. Data source: Ministry of Advanced Education and Skills Development (MAESD).
2. n is the count of year 1 students receiving OSAP in direct entry programs.
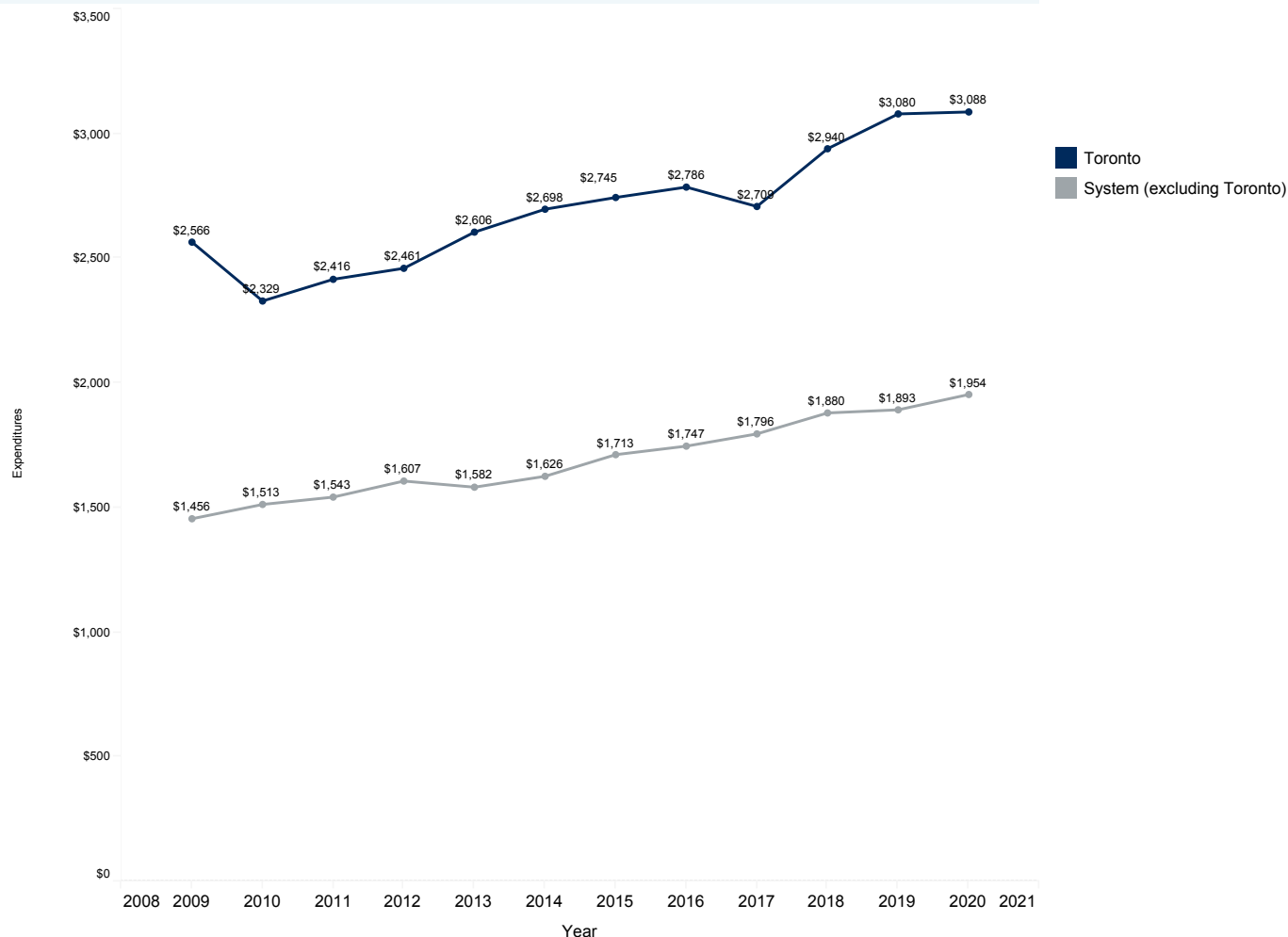3. System numbers exclude the University of Toronto.

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

Average Scholarships and Bursaries Expenditures per Student FTE

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

Year
2009 to 2020

Legend:
- Toronto
- System (excluding Toronto)

Toronto values: $2,566, $2,329, $2,416, $2,461, $2,606, $2,698, $2,745, $2,786, $2,709, $2,940, $3,080, $3,088

System (excluding Toronto) values: $1,456, $1,513, $1,543, $1,607, $1,582, $1,626, $1,713, $1,747, $1,796, $1,880, $1,893, $1,954
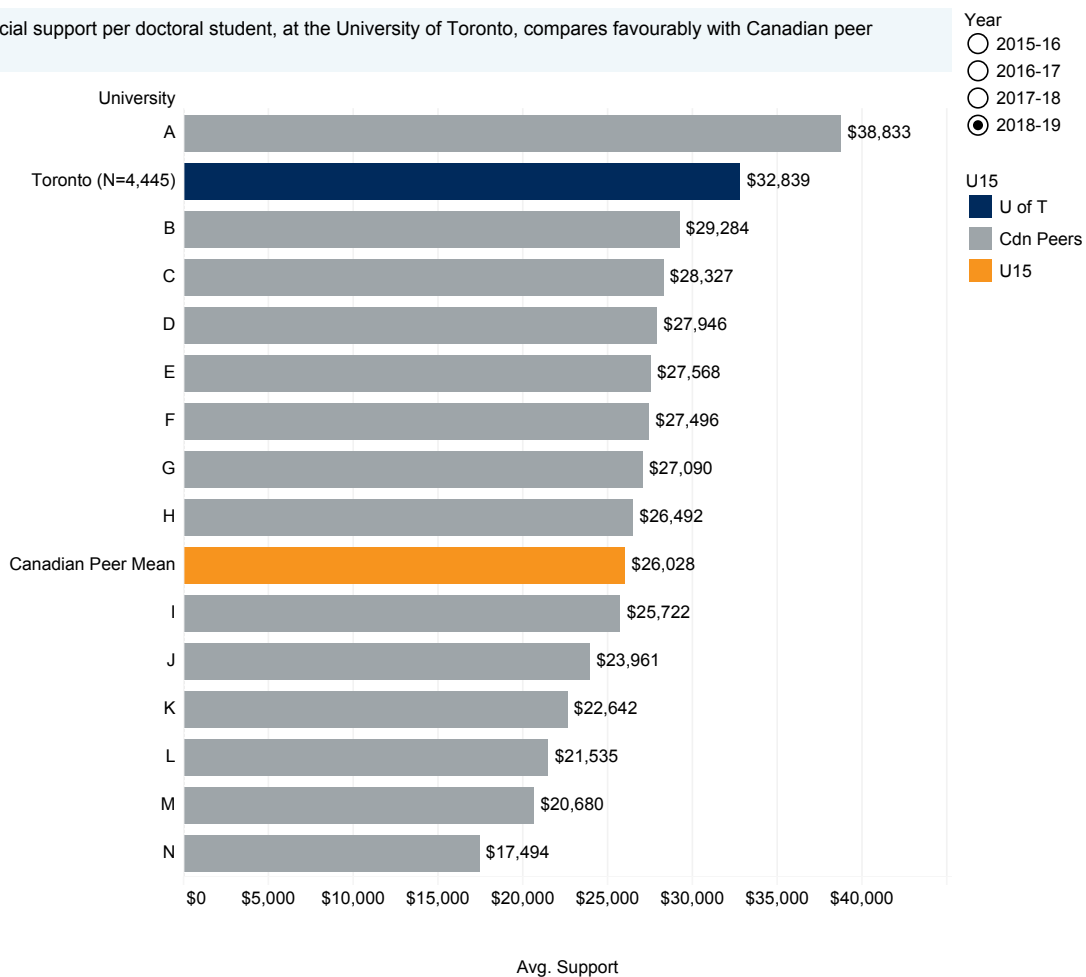
Notes:
1.   Data source for financial data: Annual Compendia of Statistical and Financial Information - Ontario Universities. Table 4 -Summary of Expense by Fund and Object of Expense - consolidated report; excludes partner hospitals.
2.   Data source for enrolment data: COU undergraduate all term FTEs, graduate fall and summer FTEs; includes Toronto School of Theology.
3.   Scholarships and Bursaries include all payments to undergraduate and graduate students from both internal and external sources. These payments include scholarships (OGS, OSOTF, OGSST, etc.), bursaries (UTAPS), granting council awards, prizes and awards. Scholarships and Bursaries for UofT and the Ontario System include student aid funded by restricted funds.

Student Financial Support

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

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

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

Year
- ○ 2015-16
- ○ 2016-17
- ○ 2017-18
- ◉ 2018-19

U15
- ■ U of T
- ■ Cdn Peers
- ■ U15

University

University	Avg. Support
A	$38,833
Toronto (N=4,445)	$32,839
B	$29,284
C	$28,327
D	$27,946
E	$27,568
F	$27,496
G	$27,090
H	$26,492
Canadian Peer Mean	$26,028
I	$25,722
J	$23,961
K	$22,642
L	$21,535
M	$20,680
N	$17,494

Avg. Support

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

Diversity of Our Students

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

Performance Relevance:

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

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

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

First Generation students are students whose parents or guardians did not complete post-secondary education. We have included the NSSE results to the question "Neither father nor mother attended college". Based on the NSSE results, we can estimate the percentage of undergraduate students in direct-entry programs who are visible minority (non-white) and who are first-generation students.
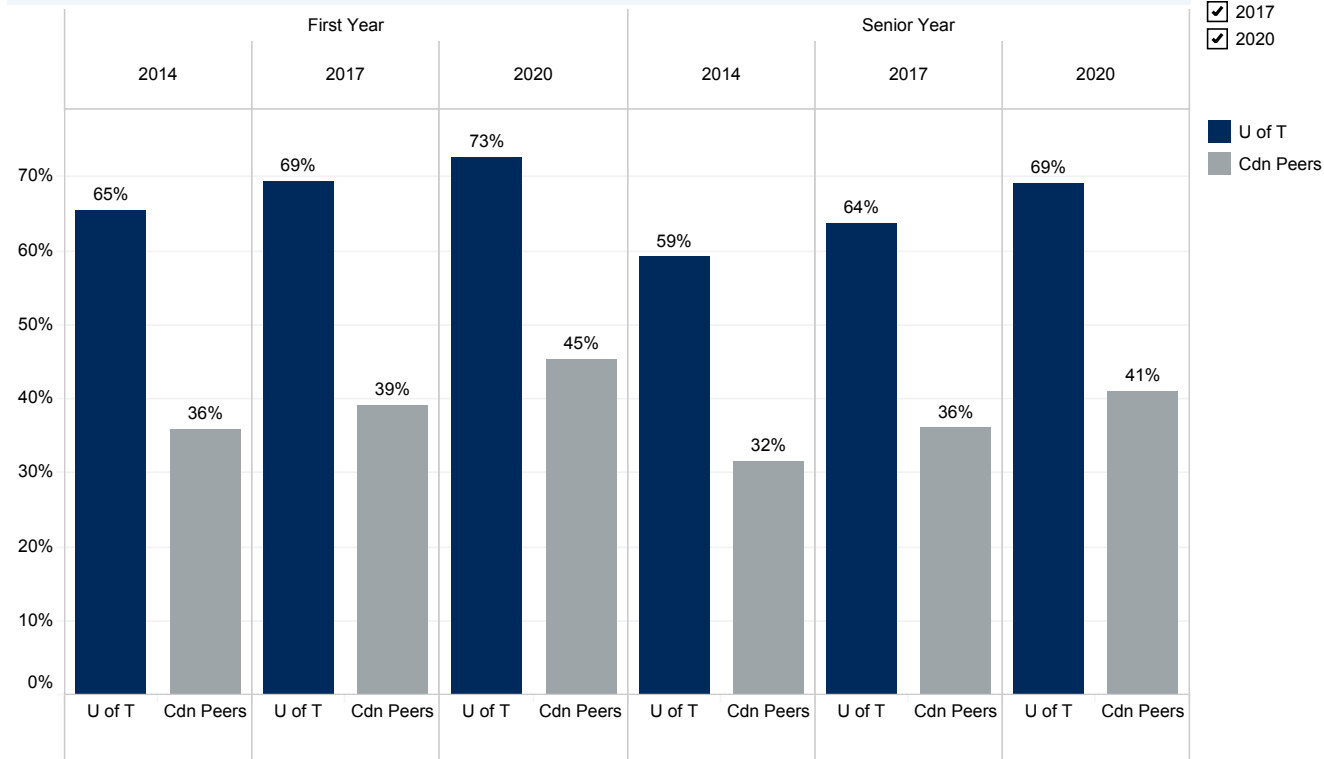
Related Reports:
https://www.viceprovoststudents.utoronto.ca/home/reports-consultations/

Diversity of Our Students

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

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

Year
- ☐ 2004
- ☐ 2006
- ☐ 2008
- ☐ 2011
- ☑ 2014
- ☑ 2017
- ☑ 2020

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

■ U of T
■ Cdn Peers

First Year

	2014	2017	2020
U of T	65%	69%	73%
Cdn Peers	36%	39%	45%

Senior Year

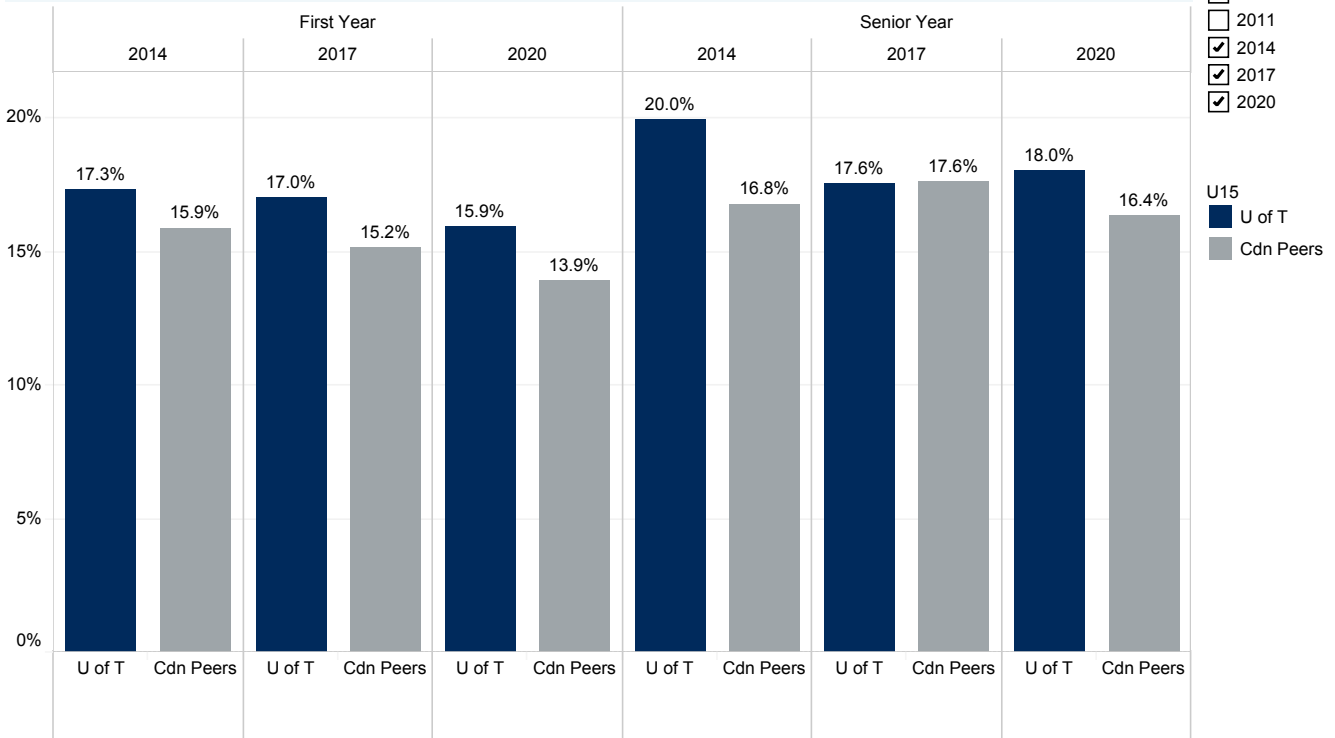|	2014	2017	2020
U of T	59%	64%	69%
Cdn Peers	32%	36%	41%

Notes:
1.   The wording of the question on ethno-cultural information in the survey changed in 2008. In the previous surveys, students were asked if they were "a member of a visible minority group in Canada." In the 2008, 2011, 2014, 2017, and 2020 surveys, students were asked to identify their ethno-cultural background from a list provided with the option of selecting all that apply. The percentage represents students who reported belonging to at least one of the 14 non-white ethno-cultural groups listed in the survey. Therefore comparisons over time need to be cautious.
2.   The calculation method has changed, previously the sum of all students who reported their ethno-cultural background as something other than white was used, currently the number of students who report as white are subtracted from the total. Because students are able to choose more than one identity the results are not the same. The results for 2008 onwards have been updated.

Diversity of Our Students

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

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

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

Year
- ☐ 2004
- ☐ 2006
- ☐ 2008
- ☐ 2011
- ☑ 2014
- ☑ 2017
- ☑ 2020

U15
- ■ U of T
- ■ Cdn Peers

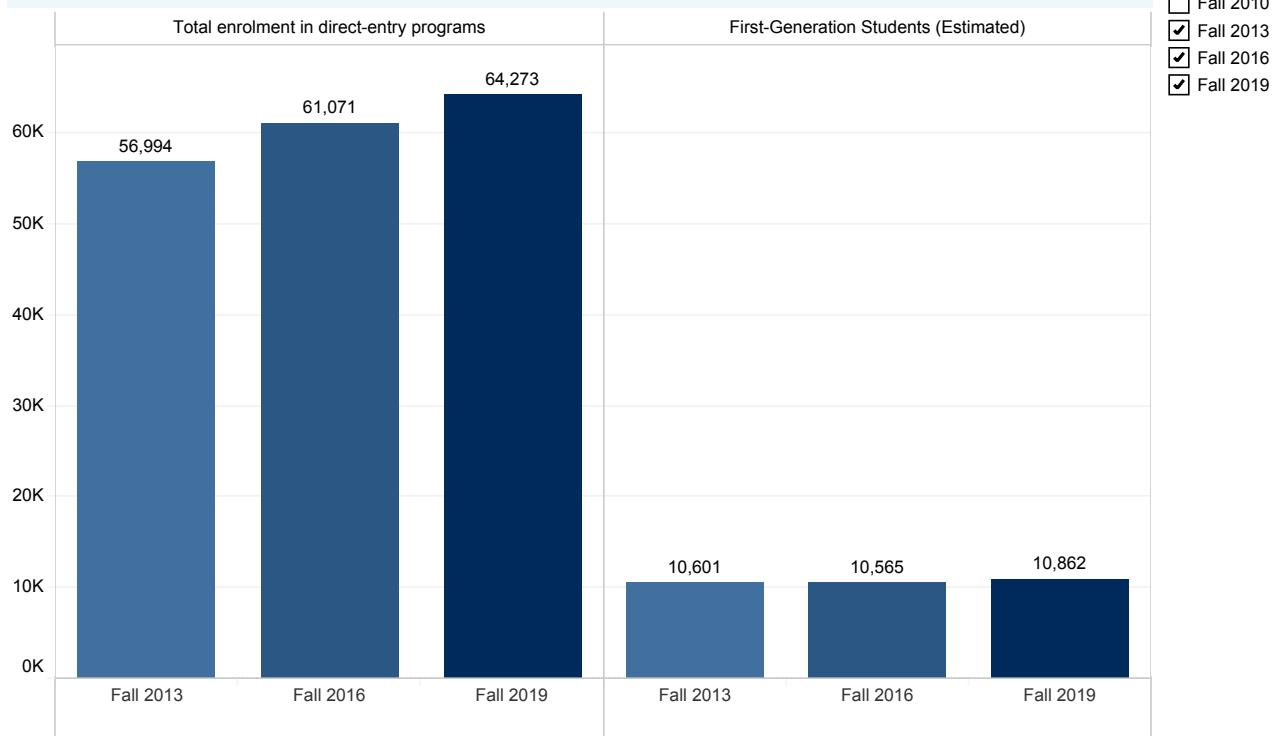|	First Year			Senior Year		
	2014	2017	2020	2014	2017	2020
U of T	17.3%	17.0%	15.9%	20.0%	17.6%	18.0%
Cdn Peers	15.9%	15.2%	13.9%	16.8%	17.6%	16.4%

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

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Diversity of Our Students

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

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

Year
☐ Fall 2003
☐ Fall 2005
☐ Fall 2007
☐ Fall 2010
☑ Fall 2013
☑ Fall 2016
☑ Fall 2019

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

| Total enrolment in direct-entry programs | | | First-Generation Students (Estimated) | | |

Total enrolment in direct-entry programs:
- Fall 2013: 56,994
- Fall 2016: 61,071
- Fall 2019: 64,273

First-Generation Students (Estimated):
- Fall 2013: 10,601
- Fall 2016: 10,565
- Fall 2019: 10,862

Notes:
1.   The numbers of First-Generation Students have been estimated using a rate generated from NSSE responses. This calculation is based on the fall enrollment for the year prior to the survey being conducted.

Student Mental Health	Accessibility Services

Student Mental Health

Performance Reference

Student mental health is a priority for the University of Toronto. In May 2019 the Presidential and Provostial Task Force on Student Mental Health identified 21 recommendations to impact immediate, short-term, and long-term efforts to create a caring and safe campus environment at the University of Toronto. All recommendations were accepted in the University's response in January 2020. The University also established a new partnership with the Centre for Addiction and Mental Health (CAMH), whose expertise is helping to guide the implementation of recommendations (https://www.utoronto.ca/news/u-t-partner-camh-overhaul-mental-health-services-students).

During 2020 significant implementation steps were undertaken, the current status of the steps are available on the University website(https://www.provost.utoronto.ca/planning-policy/student-mental-health/). Some of the initiatives are summarized below:

"Navi: Your Mental Health Wayfinder"(https://www.viceprovoststudents.utoronto.ca/navi/), is a student mental health virtual agent to help students navigate mental health supports. Since launch, in September 2020, there have been 14,745 interactions in total and 6,766 ongoing interactions.

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

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

Student Mental Health is an area tha the university is continuing to identify robust and comparable data sources suitable for inclusion in the Performance Indicators Report.

Student Well-being

| Student Mental Health	Accessibility Services

Accessibility Services

Performance Relevance:

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

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

Total Number of Students Registered with Accessibility Services

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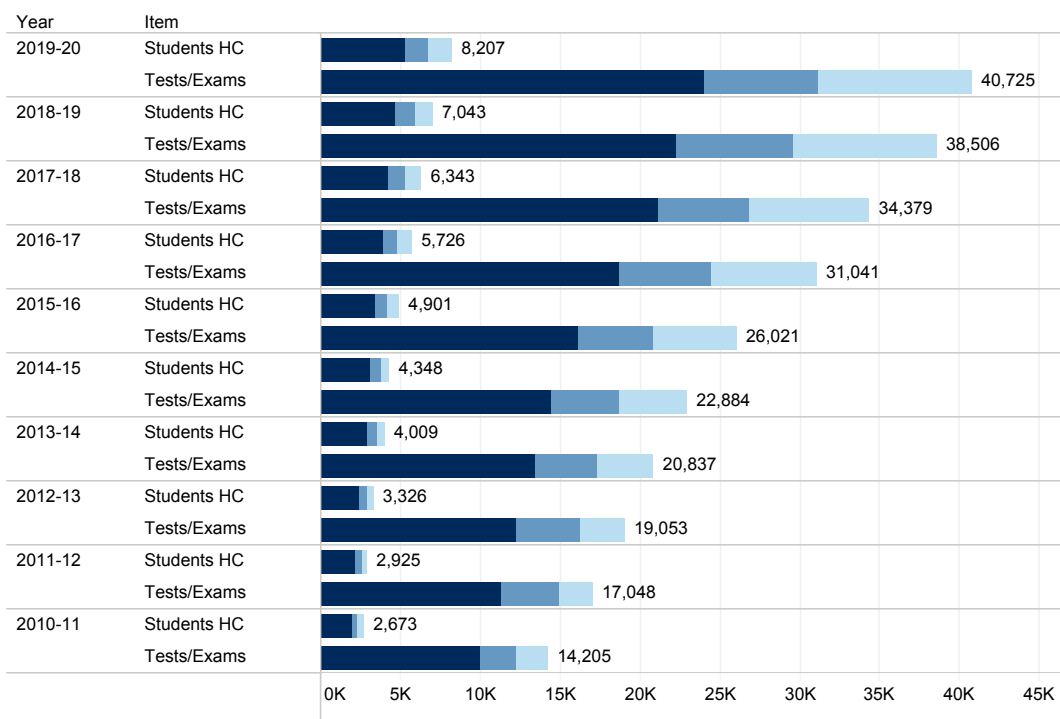
Year

- [ ] 2000-01
- [ ] 2001-02
- [ ] 2002-03
- [ ] 2003-04
- [ ] 2004-05
- [ ] 2005-06
- [ ] 2006-07
- [ ] 2007-08
- [ ] 2008-09
- [ ] 2009-10
- [x] 2010-11
- [x] 2011-12
- [x] 2012-13
- [x] 2013-14
- [x] 2014-15
- [x] 2015-16
- [x] 2016-17
- [x] 2017-18
- [x] 2018-19
- [x] 2019-20

Item
- [x] Students HC
- [x] Tests/Exams

Campus
- UTSC
- UTM
- St. George

Year	Item	Value
2019-20	Students HC	8,207
	Tests/Exams	40,725
2018-19	Students HC	7,043
	Tests/Exams	38,506
2017-18	Students HC	6,343
	Tests/Exams	34,379
2016-17	Students HC	5,726
	Tests/Exams	31,041
2015-16	Students HC	4,901
	Tests/Exams	26,021
2014-15	Students HC	4,348
	Tests/Exams	22,884
2013-14	Students HC	4,009
	Tests/Exams	20,837
2012-13	Students HC	3,326
	Tests/Exams	19,053
2011-12	Students HC	2,925
	Tests/Exams	17,048
2010-11	Students HC	2,673
	Tests/Exams	14,205

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

Online Courses

Performance Relevance	Online Courses and Enrolment	Online Course Evaluation Survey	Supplementary data for 2020-21

Performance Relevance:

As adoption of digital learning strategies increases, our students appreciate and expect the flexibility that rich interactive environments offer. The student experience is enhanced through online course access to support a modified schedule, or to accommodate learning during work terms and exchange programs. Through online and hybrid initiatives we are able to offer University of Toronto courses to students across the province, country and world. Currently the primary area of growth in online offerings is within graduate professional masters program areas.

The Online Learning Strategies portfolio facilitates the university's participation in the evolving educational landscape and supports opportunities for innovation in digital learning initiatives. We continue to diversify our capacity in this area through support to faculty in designing, developing and teaching in online environments and creation of digital curriculum resources. As well, augmentation of infrastructure across related functions such as library services, student success and registrarial services are key.

Increased interest in hybrid offerings is evident in both undergraduate and graduate offerings. A course is considered to be hybrid when at least 1/3 of face-to-face teaching time is replaced by online activities. Instruction may be offered via synchronous or asynchronous web-based learning technologies, including video, discussion, collaborative tools or self-directed learning modules. During the past academic year a new ROSI system function was introduced, with 36 hybrid courses identified as such to date.

We continue to track student satisfaction through an integrated Course Evaluation component that presents a customized set of items to students in online courses. In the past 2018-19 academic year semester data were collected from 48 undergraduate sections and 175 graduate sections in divisions where the Course Evaluation framework is implemented. Feedback was collected from 3647 respondents across all courses, with an average response ration of 47.36%. Results indicate a high level of satisfaction overall.

Note the complete data for 2019-20 in a consistent format was not available at the time of this report. Please see the companion Summary Report for more up to date information.

Online Courses

Number of Online Courses Available, and Online Course Enrolment

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

Item
- [ ] Number of Online Courses
- [x] Online Course Registration

Ug/G
- ■ Undergraduate
- ■ Graduate
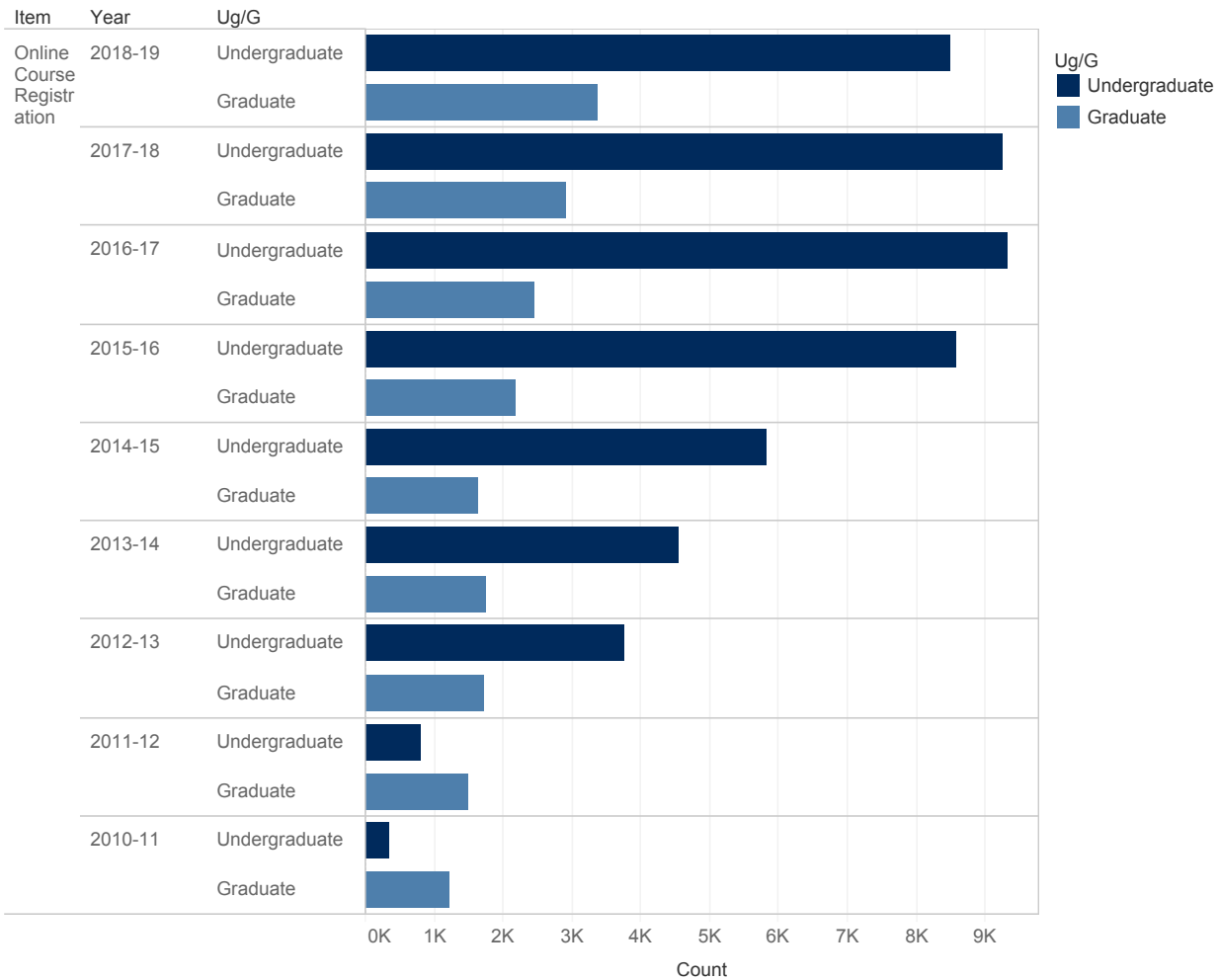
Note:
1. Data source: Office of Online Learning Strategies
2. Registrations represent the number of students registered in individual courses, not the number of individual students.

Online Courses

University of Toronto Online Learning Course Evaluation Survey

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

Year
○ 2016
○ 2017
◉ 2018
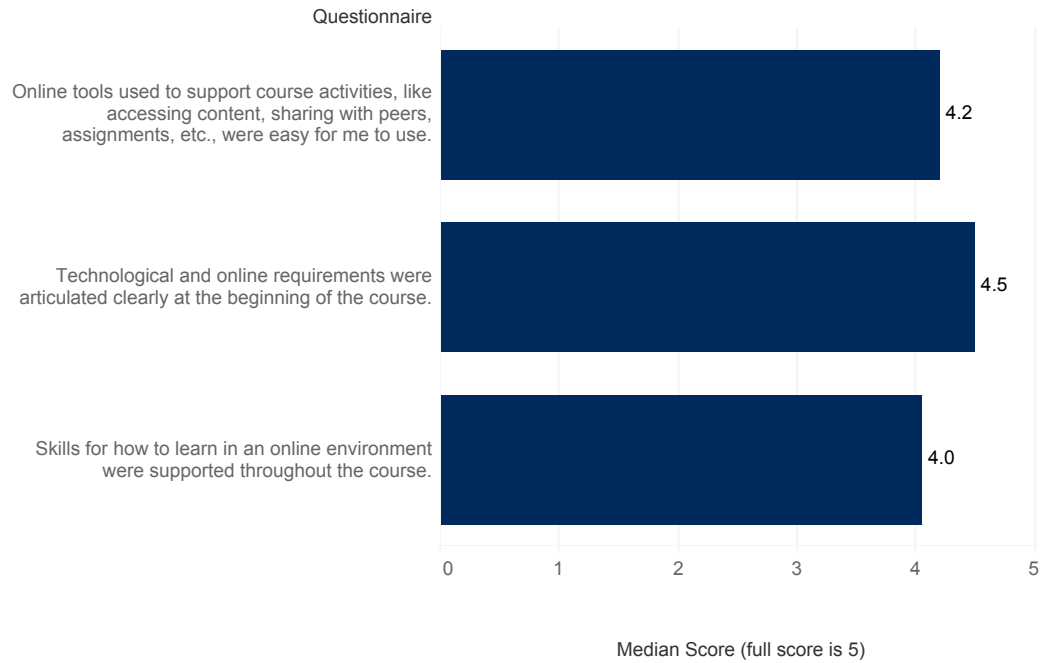
Questionnaire

Median Score (full score is 5)

Online Courses

Performance Relevance	Online Courses and Enrolment	Online Course Evaluation Survey	Supplementary data for 2020-21

Supplemental Data 2020-21

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

Prior to the onset of the pandemic online course registrations had seen modest increases, however, the impact of the pandemic was transformational. In summer 2020 there were more than 90,000 registrations for on-line courses, increasing to more than 500,000 in the fall. This compares to just over 2,000 for the prior summer and just over 9,000 for the prior fall term.

This data is inconsistent with the data displayed elsewhere in this report and is used to highlight the impact of the COVID-19 pandemic.

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Access Programs

Access Programs	APUF	International Pathway
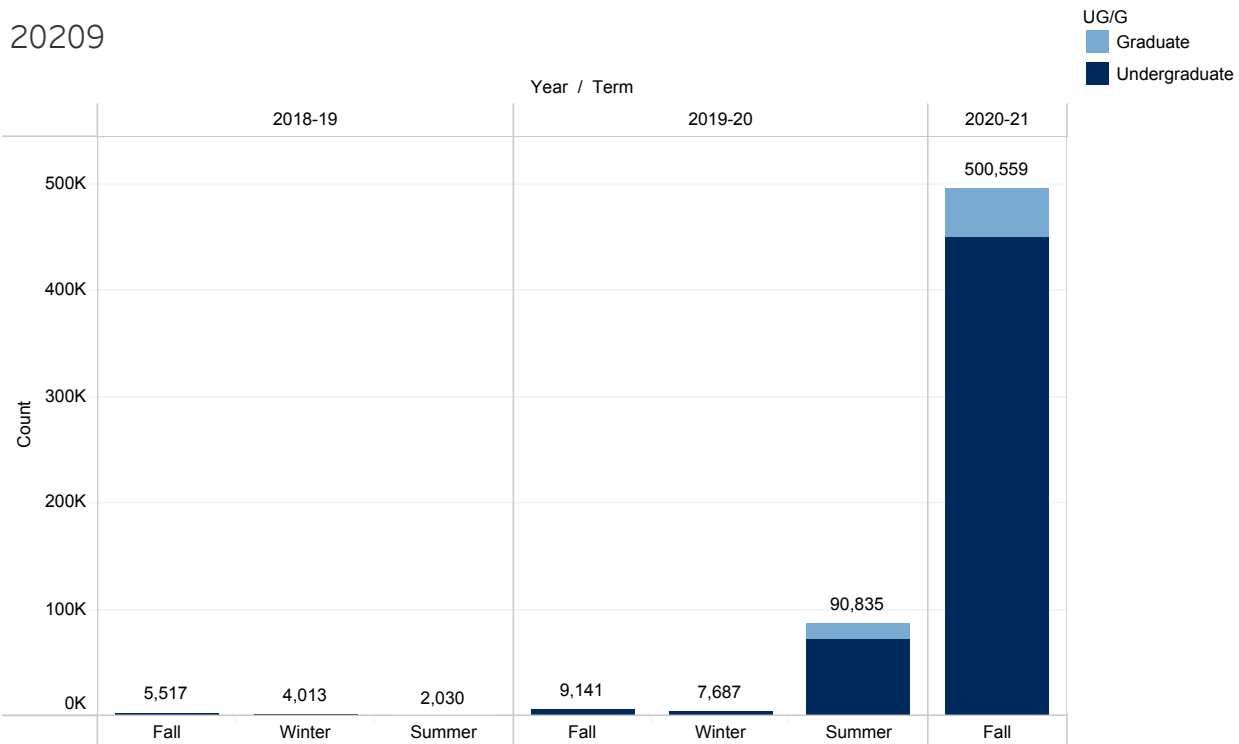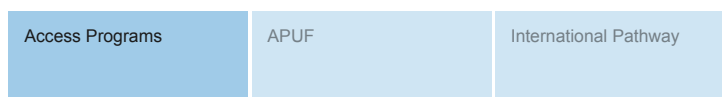
Access Programs

The University operates many Access Programs for potential students who would not enter or succeed at the University without intervention.
These Access Programs can take many forms:

Academic Completion:
Programs that provide skills and/or credits to prevent student attrition before entering university and enable students to complete secondary school or post-secondary (typically college) education.

Transition:
Programs that are designed for individuals who do not meet the University's established direct entry requirements. They recruit, admit and support individuals and provide opportunities for direct admission.

Outreach & Engagement:
Programs that are designed to encourage the broader community to pursue post-secondary education, career and/or self-development.

Demographic Specific:
Programs that 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:
Programs that support career development, job training and preparation for employment.

The University faces challenges in developing these programs, including understanding and keeping up to date with all of the program offerings across the University's faculties, there are challenges in measuring:
· The number of programs
· Their breadth and scope
· The number of participants
· Success and impact
· How under-represented communities are being served.
To this end the University is creating an inventory of Access and Outreach programs and is exploring ways to measure their progress.

Access Programs	APUF	International Pathway
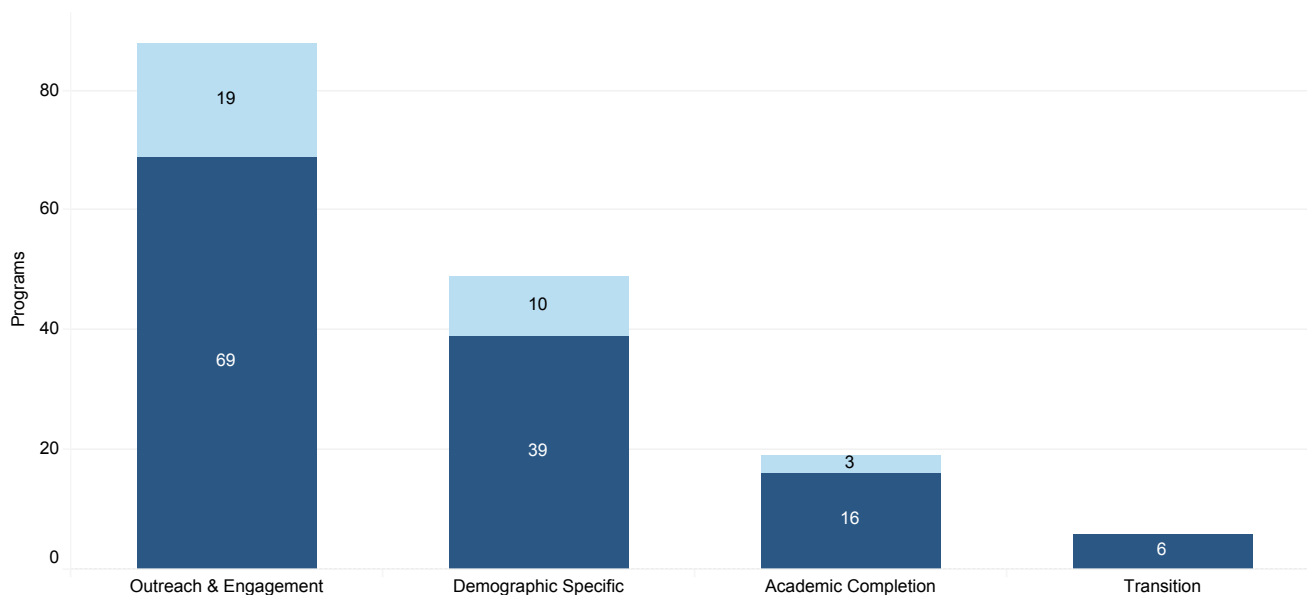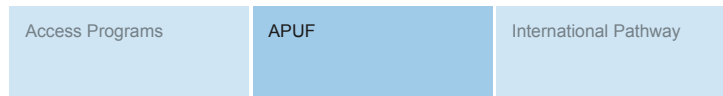
Access Programs University Fund (APUF)

The University launched the Access Programs University Fund (APUF) in 2018 and its purpose is 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.
https://www.provost.utoronto.ca/awards-funding/apuf/

Year
☑ 2019-20
☑ 2020-21

Grant Tier
Seed
Sustain/Expand/Build
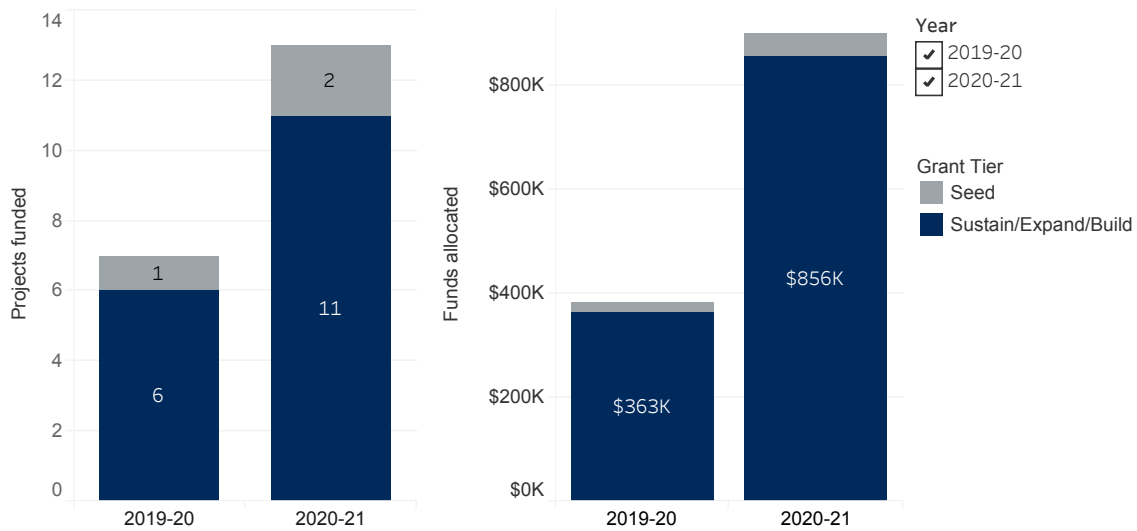
Note:
1. Data source: Office of the Vice-Provost, Students
2. Not included in the chart, additional one time only funding was provided to support the SEE U of T pilot program (Woodsworth College) in 2019 and 2020. This program was approved for an APUF Seed grant, but transitioned to donor funding support in 2020.

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Access Programs

Access Programs	APUF	International Pathway

International Pathway Programs

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

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

Student-Faculty Ratios

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

Performance Relevance:

Student-faculty ratios at the institutional level provide an indication of the deployment or available level of resources. A significant part of the student experience is predicated on access to faculty, e.g., opportunities for interaction or feedback on academic work. When compared to similar institutions and over time, these ratios can signal funding, and resource issues.

Student-faculty ratios at the University of Toronto have been measured against two sets of peers: our ten publicly-funded U.S. peers, and our research-intensive Canadian peer universities, using two different methodologies for calculation of these measures. The resulting ratios are not comparable with each other.

This table lists the main differences of the two methodologies:

Method	U.S. Peer methodology	Canadian Peer methodology
Student Enrolment	Excludes residents	Excludes residents
Student Full-time Equivalent (FTE) conversion	Undergraduate and Graduate FTE: FT = 1, PT=0.3	Undergraduate FTE is based on course load; Graduate FTE: FT=1, PT=0.3
Similarities between the two methodologies regarding Faculty Count	Includes Tenured/ Tenure Stream and Non-Tenured Stream Professorial Ranks, and teaching stream (lecturers/instructors).	Includes Tenured/ Tenure Stream and Non-Tenured Stream Professorial Ranks, and teaching stream (lecturers/instructors).
Differences between the two methodologies regarding Faculty Count 1	Full-time Headcounts	Faculty Full-time Equivalent (FTE)
Differences between the two methodologies regarding Faculty Count 2	Excludes Medicine	Includes Medicine, but excludes Clinicians
Source of Faculty data	AAUP Faculty Salary Survey	U15 faculty counts project
Fall 2018 Student FTEs used to calculate S-F ratio	82,570.10	77,296
Fall 2018 Faculty count used to calculate S-F ratio	2,454	2,972
Fall 2018 Student Faculty Ratio	33.6	26.0

Student-Faculty Ratios

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

Student-Faculty Ratios, Comparison with U.S. Peers

2018 The University of Toronto's Student-Faculty Ratio is higher than US peers (using US peer methodology).

Year
○ 2015
○ 2016
○ 2017
● 2018

Institution

Institution	Student/ Faculty Ratio
A	14.6
B	15.6
C	17.4
D	18.6
E	20.0
AAU Mean	20.2
F	21.3
G	21.4
H	23.5
I	24.0
L	25.2
Toronto	33.6

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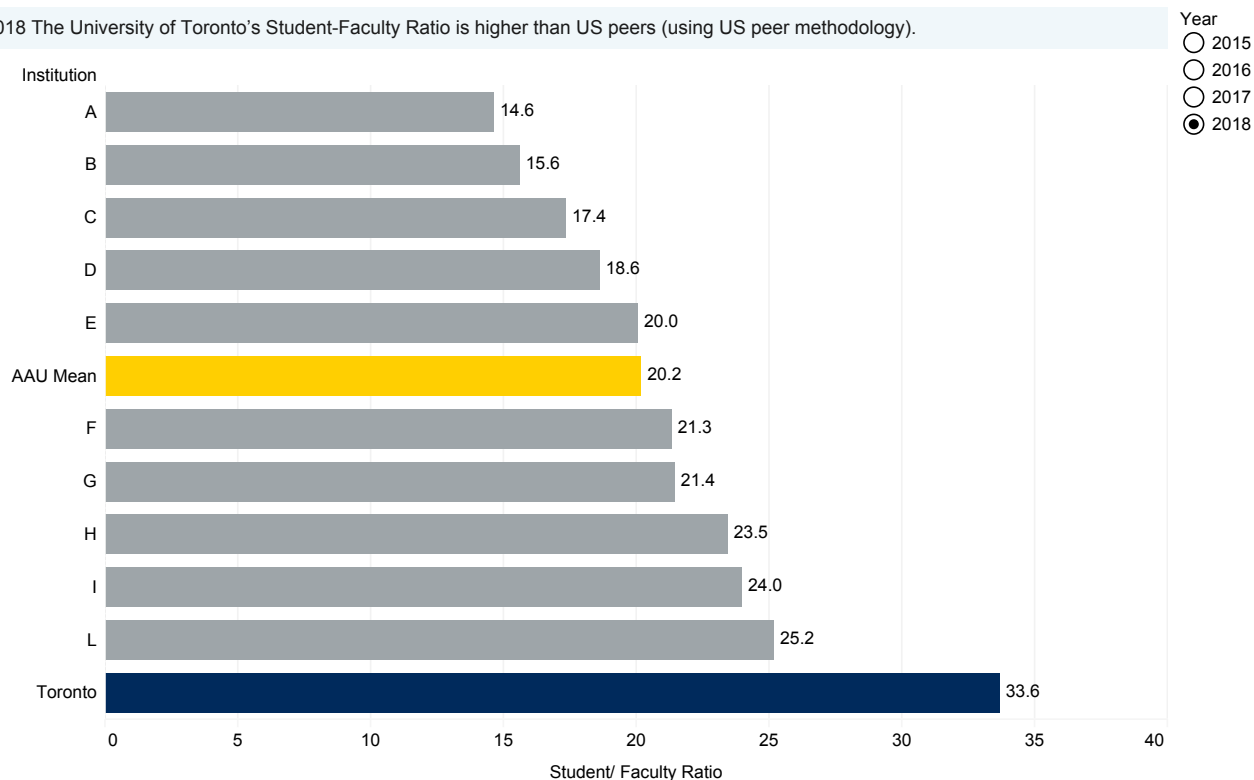
Notes:
1. For comparability with U.S. Peers, Student-Faculty Ratio is calculated using U.S. Peer Methodology (AAUDE), see "Performance Relevance" for details.
2. Data source: IPEDS Fall Enrolment (Preliminary data from NCES Website) and Association of American Universities Data Exchange (AAUDE) Annual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

Student-Faculty Ratios

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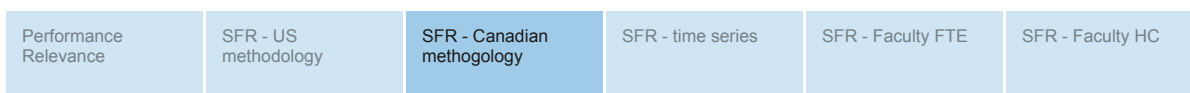
Student-Faculty Ratios, Comparison with Canadian Peers

2019 The University of Toronto's Student-Faculty Ratio is higher than most Canadian peers (using Canadian peer methodology).
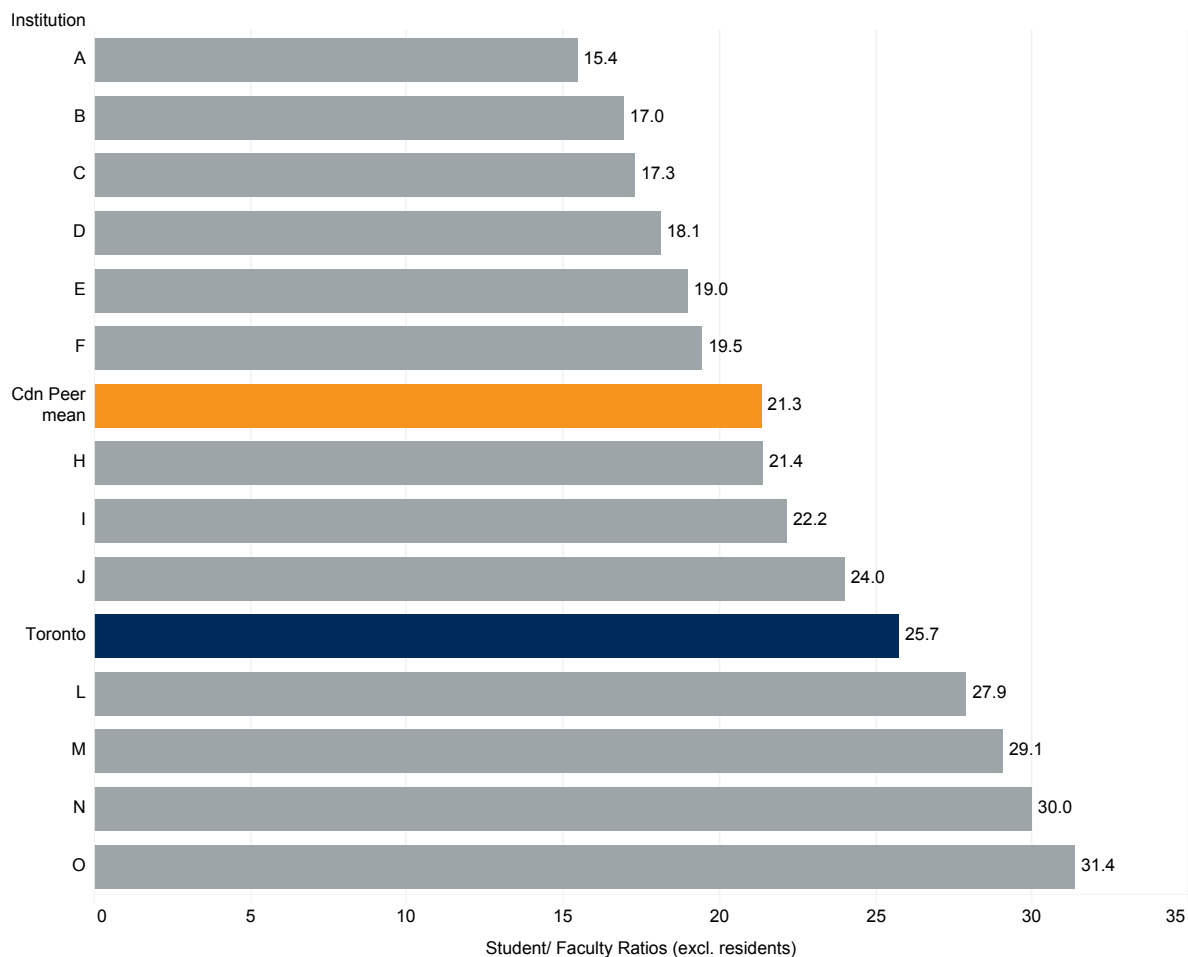
Year
- ○ 2016
- ○ 2017
- ○ 2018
- ● 2019

Institution

Institution	Student/ Faculty Ratios (excl. residents)
A	15.4
B	17.0
C	17.3
D	18.1
E	19.0
F	19.5
Cdn Peer mean	21.3
H	21.4
I	22.2
J	24.0
Toronto	25.7
L	27.9
M	29.1
N	30.0
O	31.4

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

Student-Faculty Ratios

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

Student Faculty Ratios, Comparison with Mean of Canadian Peers

Year
2011 to 2019
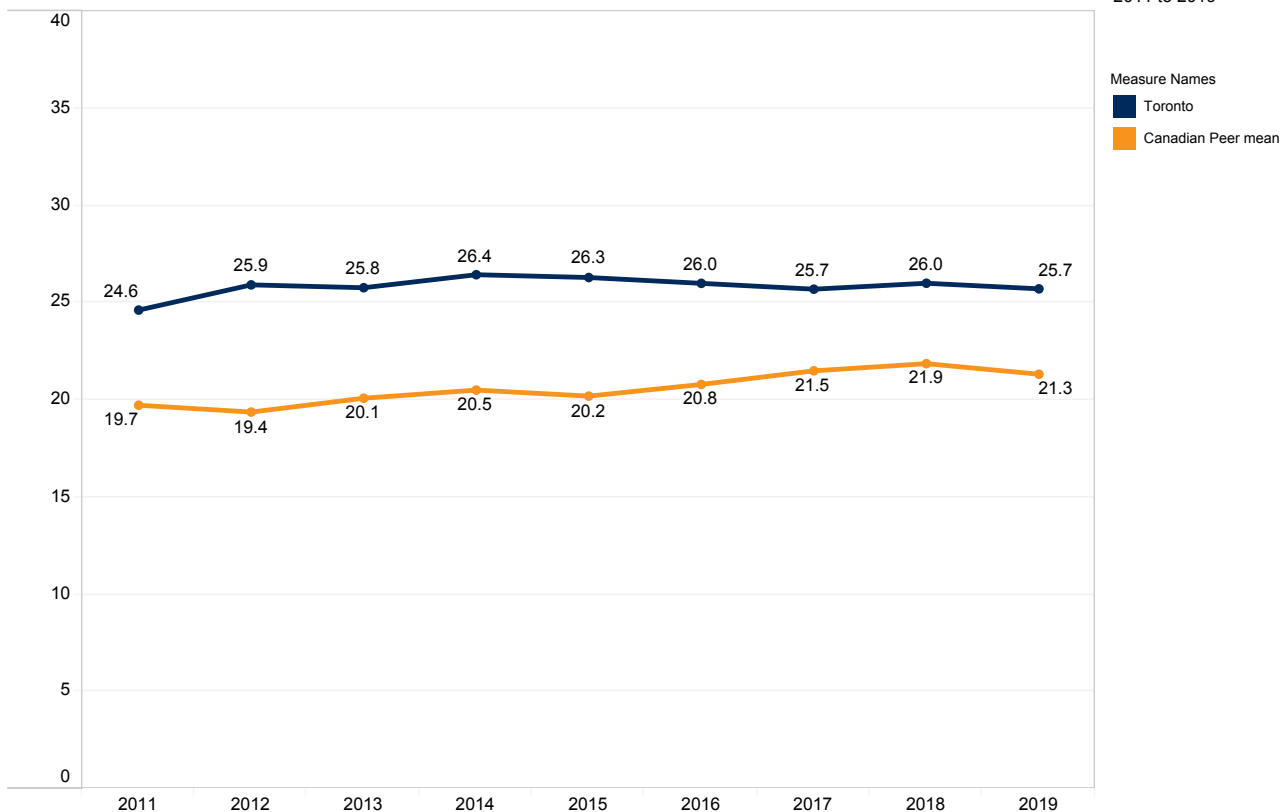
Measure Names
■ Toronto
■ Canadian Peer mean

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

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Student-Faculty Ratios

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

Student-Faculty Ratios – Various Faculty Inclusions

Performance Relevance:

Student-faculty ratios at the institutional level provide a general indication of the deployment or available level of resources. A significant part of the student experience is predicated on access to faculty, for example, opportunities for interaction or feedback on academic work.

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

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

The University utilizes many types of instructors for teaching. Student-faculty ratios vary depending on the categories of instructors that are included.
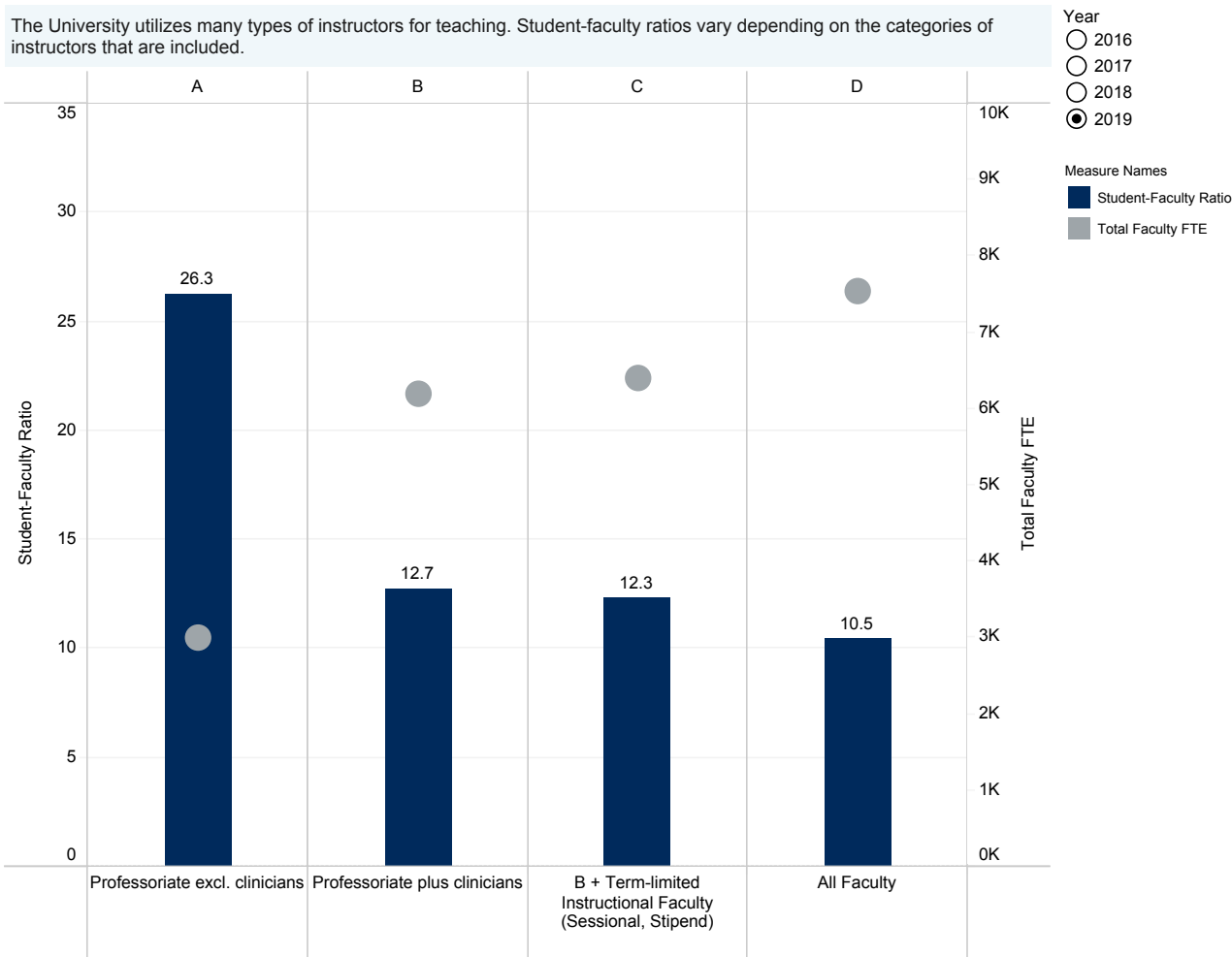
Notes:
1. Source: Planning & Budget office
2. The students include special students, certificate and diploma students, but exclude residents.

Student-Faculty Ratios

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

Student-Faculty Ratios based on Faculty Headcount by Various Faculty Inclusions

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

Year
- ○ 2016
- ○ 2017
- ○ 2018
- ● 2019

Measure Names
- ■ Student-Faculty Ratio
- ■ Total Faculty HC

	A	B	C	D
Student-Faculty Ratio	24.8	8.1	7.3	5.3
	Professoriate excl. clinicians	Professoriate plus clinicians	B + Term-limited Instructional Faculty (Sessional, Stipend)	All Faculty
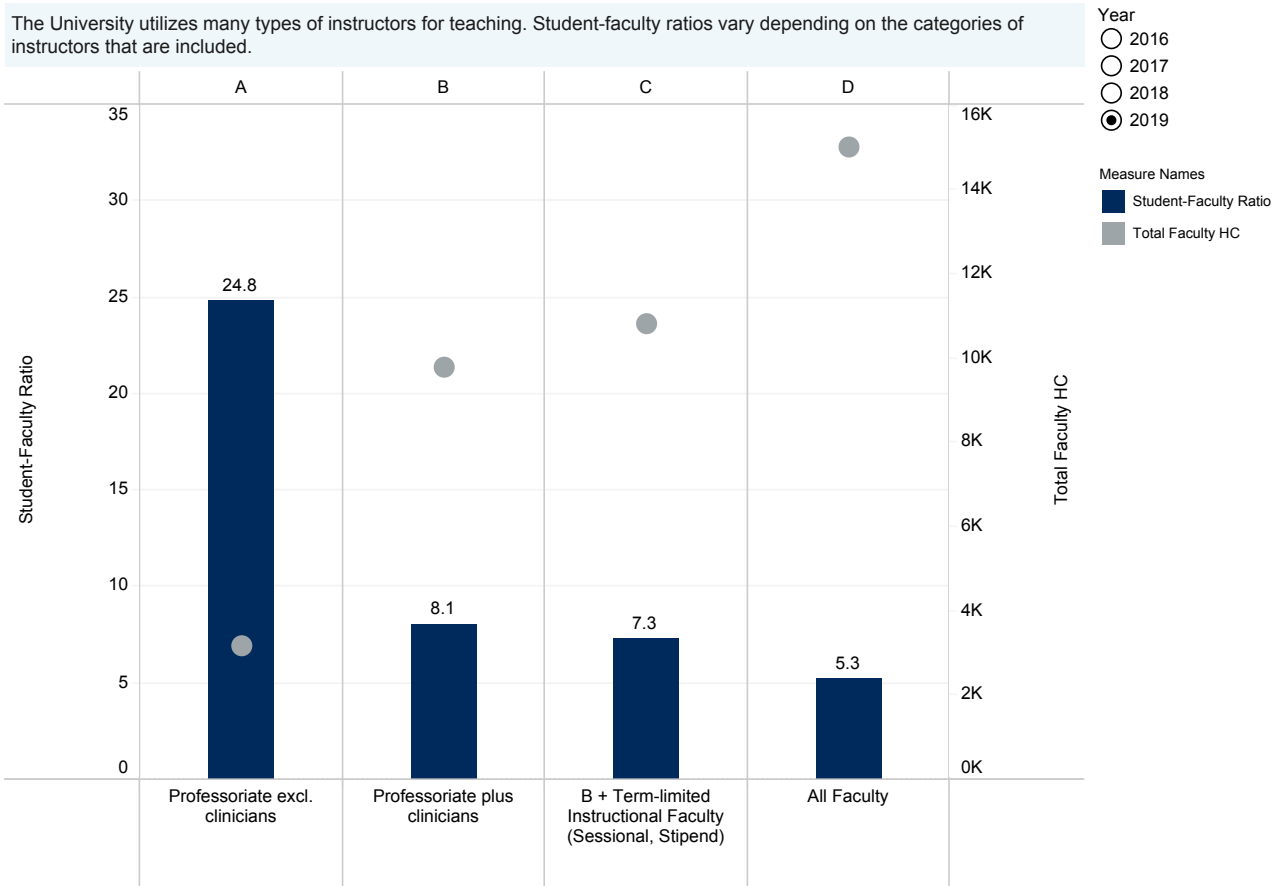
Course Section Teaching by Instructor Type

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

Instructor
- Others
- TA/Graduate
- Sessional Instructors
- Professoriate, Teaching Stream
- Emeritus & professional
- Professoriate
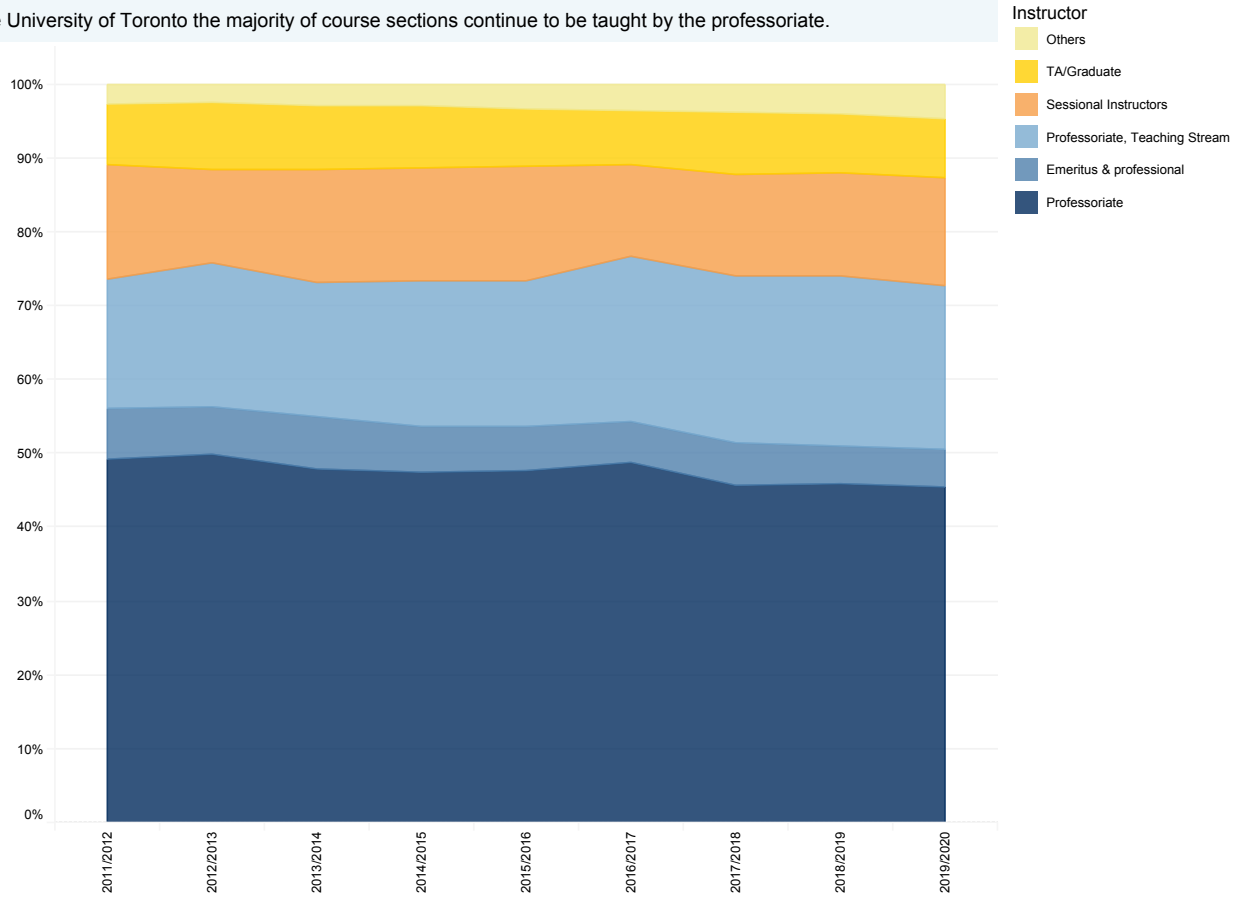
Notes:
1. Data Source: Planning & Budget office
2. Includes both Undergraduate and Graduate courses.

Undergraduate Student Experience: Retention and Graduation

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

Performance Relevance:

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

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

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

Undergraduate Student Experience: Retention and Graduation

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

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

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

Entering Cohort
- ☐ 2002
- ☐ 2003
- ☐ 2004
- ☐ 2005
- ☑ 2006
- ☑ 2007
- ☑ 2008
- ☑ 2009
- ☑ 2010
- ☑ 2011
- ☑ 2012
- ☑ 2013
- ☑ 2014
- ☑ 2015
- ☑ 2016
- ☑ 2017
- ☑ 2018
- ☑ 2019

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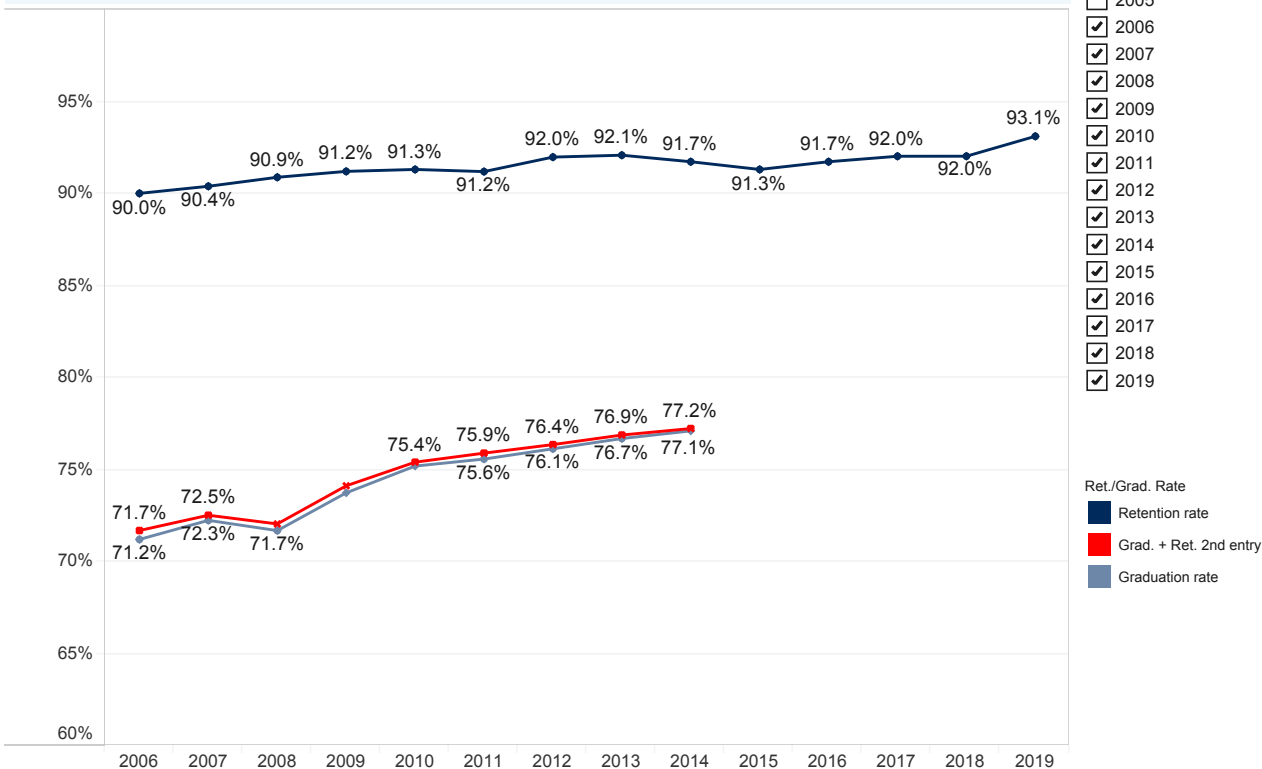
Notes:
1. Source: Planning & Budget Office using Consortium for Student Retention Data Exchange (CSRDE) methodology.
2. Retention rate: The proportion of entering registrants in a 4-year program continuing to the following year.
   Graduation rate: The proportion of entering registrants in a 4-year program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

Undergraduate Student Experience: Retention and Graduation

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

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

For the 2018 cohort the University of Toronto's First Year Retention Rate exceeds all peer groups.

Entering Cohort
- ○ 2015
- ○ 2016
- ○ 2017
- ● 2018

Institutions

Institution	Rate
TORONTO	92.0%
Canadian peers (n=14)	90.8%
Public - Highly Selective (n=74)	90.0%
All Public (n=230)	84.6%
Public - Selective (n=36)	80.3%
Public - Moderately Selective (n=40)	76.1%
Public - Less Selective (n=74)	73.8%

First-Year Retention Rate

Notes:
1. Data source: CSRDE Report.
2. The CSRDE survey is based on the premise that an institution's retention and completion rates depend largely on how selective the institution is. Therefore, CSRDE reports the retention and graduation results by four levels of selectivity defined by entering students' average SAT or ACT test scores.
   Highly Selective: SAT above 1100 (maximum 1600) or ACT above 24 (maximum 36)
   Selective: SAT 1045 to 1100 or ACT 22.5 to 24
   Moderately Selective: SAT 990 to 1044 or ACT 21 to 22.4
   Less Selective: SAT below 990 or ACT below 21.
3. The CSRDE survey includes both public and private institutions in North America. We have chosen Public Institutions – Highly Selective as our comparator.
4. Canadian peers exclude the University of Toronto. Missing data for Alberta, Saskatchewan, and Laval.
5. The n in the brackets is the number of institutions in the group.
6. In Fall 2018, there are 12,616 first-year students who entered into a first-entry four-year undergraduate program in U of T.

Undergraduate Student Experience: Retention and Graduation

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

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

For the 2013 entering cohort, the University of Toronto's Six-year Graduation Rate has exceeded all of our peer groups.

Entering Cohort
○ 2010
○ 2011
○ 2012
◉ 2013

Institutions

Canadian peers who exclude 3-yr programs from calcn (n=5)	77.9%
Public - Highly Selective (n=85)	76.9%
TORONTO	76.7%
All Public (n=270)	67.1%
Public - Selective (n=50)	58.2%
Public - Moderately Selective (n=64)	55.7%
Public - Less Selective (n=63)	48.6%

Six Year Graduation Rate

Notes:
1. Data source: CSRDE Report.
2. The CSRDE survey is based on the premise that an institution's retention and completion rates depend largely on how selective the institution is. Therefore, CSRDE reports the retention and graduation results by four levels of selectivity defined by entering students' average SAT or ACT test scores.
   Highly Selective: SAT above 1100 (maximum 1600) or ACT above 24 (maximum 36)
   Selective: SAT 1045 to 1100 or ACT 22.5 to 24
   Moderately Selective: SAT 990 to 1044 or ACT 21 to 22.4
   Less Selective: SAT below 990 or ACT below 21.
3. The CSRDE survey includes both public and private institutions in North America. We have chosen Public Institutions – Highly Selective as our comparator.
4. Canadian peers exclude the University of Toronto. Missing data for Alberta, Saskatchewan, and Laval.
5. The n in the brackets is the number of institutions in the group.
6. In U of T, there are 8,851 students of cohort 2013 who graduated within 6 years.

Undergraduate Class Size Experience

Class Size - Year 1	Class Size - Year 4

Performance Relevance:

The University of Toronto is committed to providing undergraduate students with the opportunity to participate in a variety of learning formats, including smaller class experiences. An assessment of the distribution of enrolment by class size and by year provides an indication of the class size experience our undergraduate students are receiving.

We assessed the class size experience of our students in four direct-entry program areas (Arts and Science - St. George, University of Toronto Mississauga (UTM), University of Toronto Scarborough (UTSC), and Applied Science and Engineering (APSE)), at two points in their undergraduate programs, first and fourth year.

Class Size Experience in Undergraduate First Year Courses

The University of Toronto is committed to providing undergraduate students with the opportunity to participate in a variety of learning formats, including smaller class experiences.

Class size
- Greater than 200 students
- Between 101 and 200 students
- Between 51 and 100 students
- 50 students or less

Faculty	Year	50 students or less	Between 51 and 100 students	Between 101 and 200 students	Greater than 200 students
A&S	2019	13.0%	6.2%	26.6%	54.2%
	2018	12.1%	6.7%	25.8%	55.4%
	2017	13.2%	7.5%	25.4%	53.9%
	2016	13.8%	6.3%	23.8%	56.1%
	2015	12.9%	5.1%	24.5%	57.5%
UTM	2019		9.1%	27.5%	59.3%
	2018	4.6%	8.5%	25.4%	61.4%
	2017	4.8%	9.1%	24.8%	61.3%
	2016		5.6%	27.1%	63.0%
	2015	4.5%	6.1%	24.1%	65.3%
UTSC	2019	6.0%	8.0%	22.2%	63.8%
	2018	6.2%	6.6%	27.5%	59.6%
	2017	5.4%	5.5%	24.2%	64.8%
	2016	5.0%	5.2%	21.7%	68.1%
	2015	5.7%	5.7%	24.2%	64.5%
APSE	2019		8.5%	50.6%	39.7%
	2018		21.6%	42.0%	33.7%
	2017		32.0%	40.5%	25.7%
	2016		32.1%	46.0%	20.4%
	2015		15.7%	51.4%	31.3%
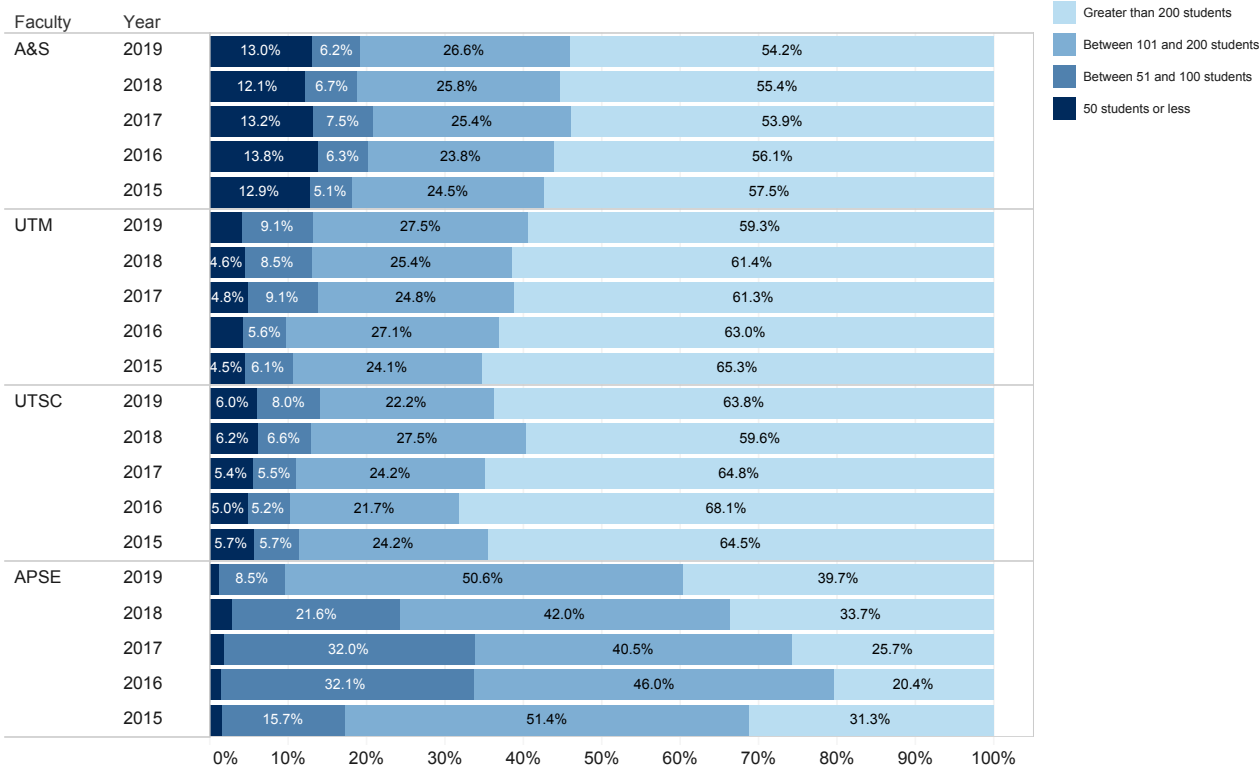
Notes:
1. Source: Planning & Budget office reported on data compiled from ROSI.
2. Values of 4% or less are not labeled.
3. * Weighted enrolment expressed in Full Course Equivalents (FCEs). Enrolment in half-credit courses is counted as 0.5 per student. Enrolment in full-credit courses is counted as 1.0 per student.

Undergraduate Class Size Experience

Class Size - Year 1	Class Size - Year 4

Class Size Experience in Undergraduate Fourth Year Courses

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

Faculty	Year				
A&S	2019	72.6%	18.4%	6.1%	
	2018	72.0%	19.3%	6.9%	
	2017	74.6%	19.2%		
	2016	79.6%	17.4%		
	2015	78.9%	18.8%		
UTM	2019	78.2%	21.8%		
	2018	85.9%	14.1%		
	2017	82.8%	17.2%		
	2016	83.4%	15.3%		
	2015	86.1%	13.9%		
UTSC	2019	86.6%	9.6%		
	2018	90.0%	8.0%		
	2017	89.3%	7.0%		
	2016	89.2%	9.0%		
	2015	89.2%	10.8%		
APSE	2019	31.9%	38.6%	22.5%	7.0%
	2018	36.7%	34.3%	17.5%	11.5%
	2017	38.4%	30.1%	25.2%	6.3%
	2016	34.8%	35.4%	22.8%	7.0%
	2015	34.2%	33.0%	24.0%	8.7%

Year
- [ ] 2007
- [ ] 2008
- [ ] 2009
- [ ] 2010
- [ ] 2011
- [ ] 2012
- [ ] 2013
- [ ] 2014
- [x] 2015
- [x] 2016
- [x] 2017
- [x] 2018
- [x] 2019

Class size
- Greater than 200 students
- Between 101 and 200 students
- Between 51 and 100 students
- 50 students or less

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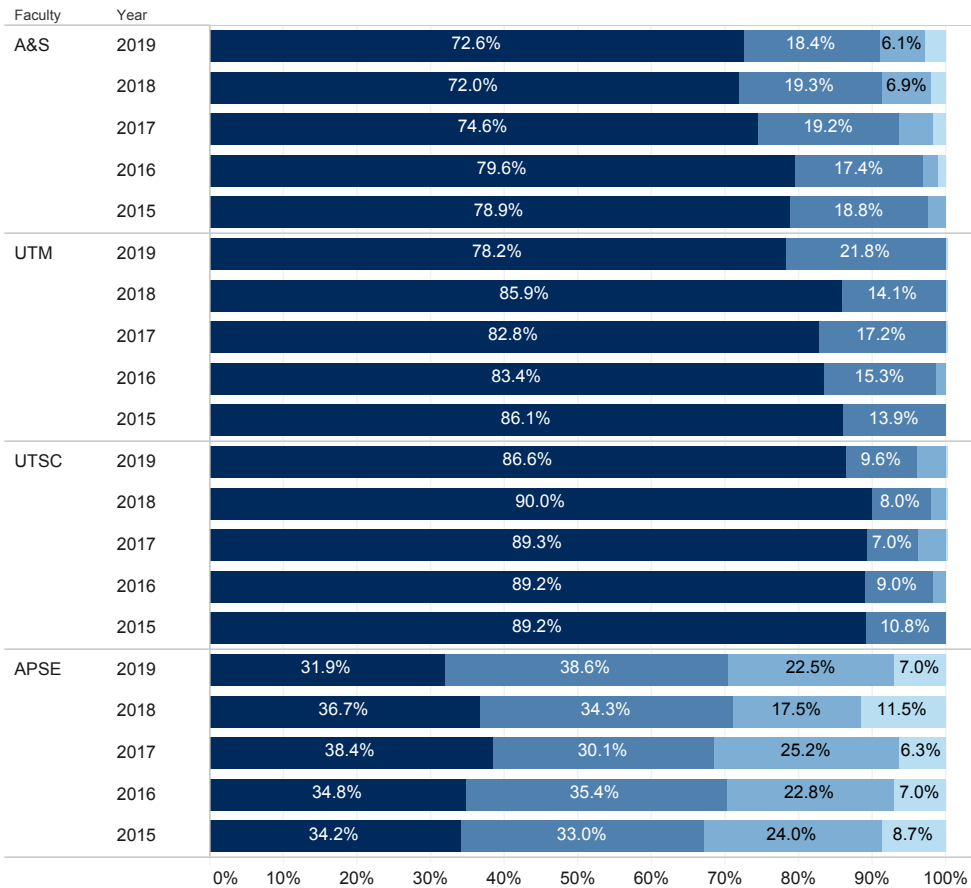
Performance Relevance:

The University of Toronto has many assets which it can tap to enrich the scope of learning opportunities for students. These include its impressive complement of some of Canada's most accomplished scholars, and its physical location in Greater Toronto, one of the country's most diverse urban environments.
Canada Research Chairs (CRCs), University Professors, and Endowed Chairs can be taken as a proxy population of faculty who have received special distinction for their research.

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

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

Percentage of CRC's, Endowed Chairs and University Professors who Taught Undergraduate Courses (n=192)
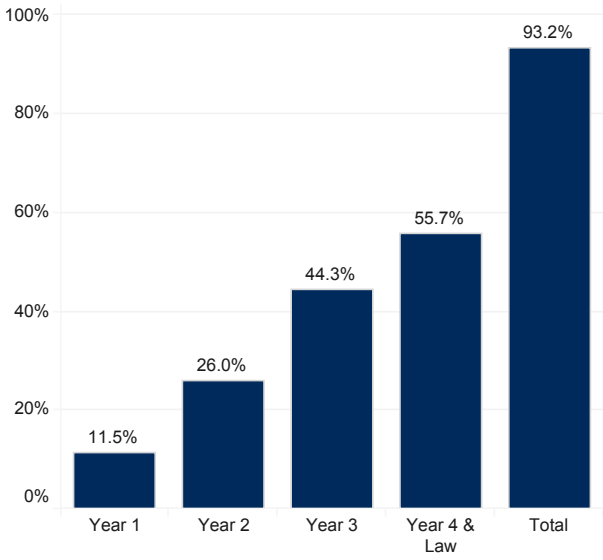
Total Enrolment in Courses Taught by CRC's, Endowed Chairs and University Professors (Total=18,817)
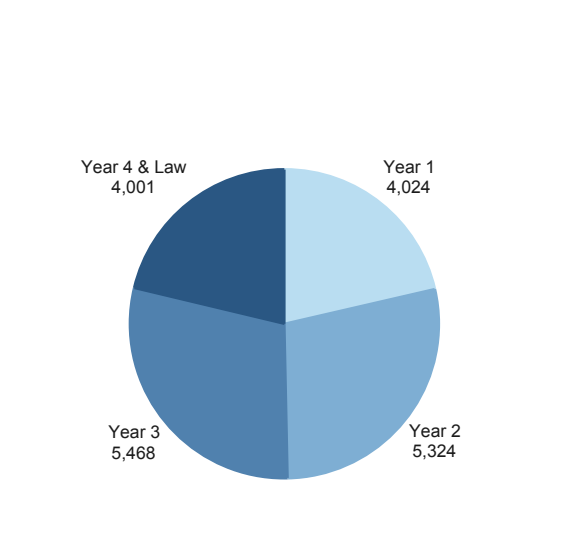
Year
○ 2016-17
○ 2017-18
○ 2018-19
◉ 2019-20

Performance Relevance:

The University is committed to improving undergraduate student engagement by offering small learning community opportunities. One initiative to achieve this commitment was to expand the First Year Foundational Year Programs for arts, science and business students.

In 2003 Victoria College introduced Vic One, which gave first year students an opportunity to experience an intense small-class learning environment. In 2005, Trinity College introduced a similar program, Trin One. In 2012, the concept of Foundational Year Programs was expanded to all seven colleges in the Faculty of Arts and Science St. George campus[1], as well as to U of T Scarborough and U of T Mississauga. Munk School of Global Affairs started the Munk One program in 2013.

First Year Foundational Programs: College One programs typically combine one or more theme-based courses with co-curricular events (e.g. guest lectures) and experiential learning opportunities. All first-year, full-time students in the Faculty of Arts and Science, regardless of college affiliation, are eligible for admission to these programs. These programs provide a structured transition from high school to university with a focus on developing critical thinking, speaking and writing skills and an atmosphere that allows students to develop close relationships with fellow classmates and instructors.

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

Foundational Year Programs, Enrolment by Campus

In 2019, the One Programs are active in all three campuses and colleges.
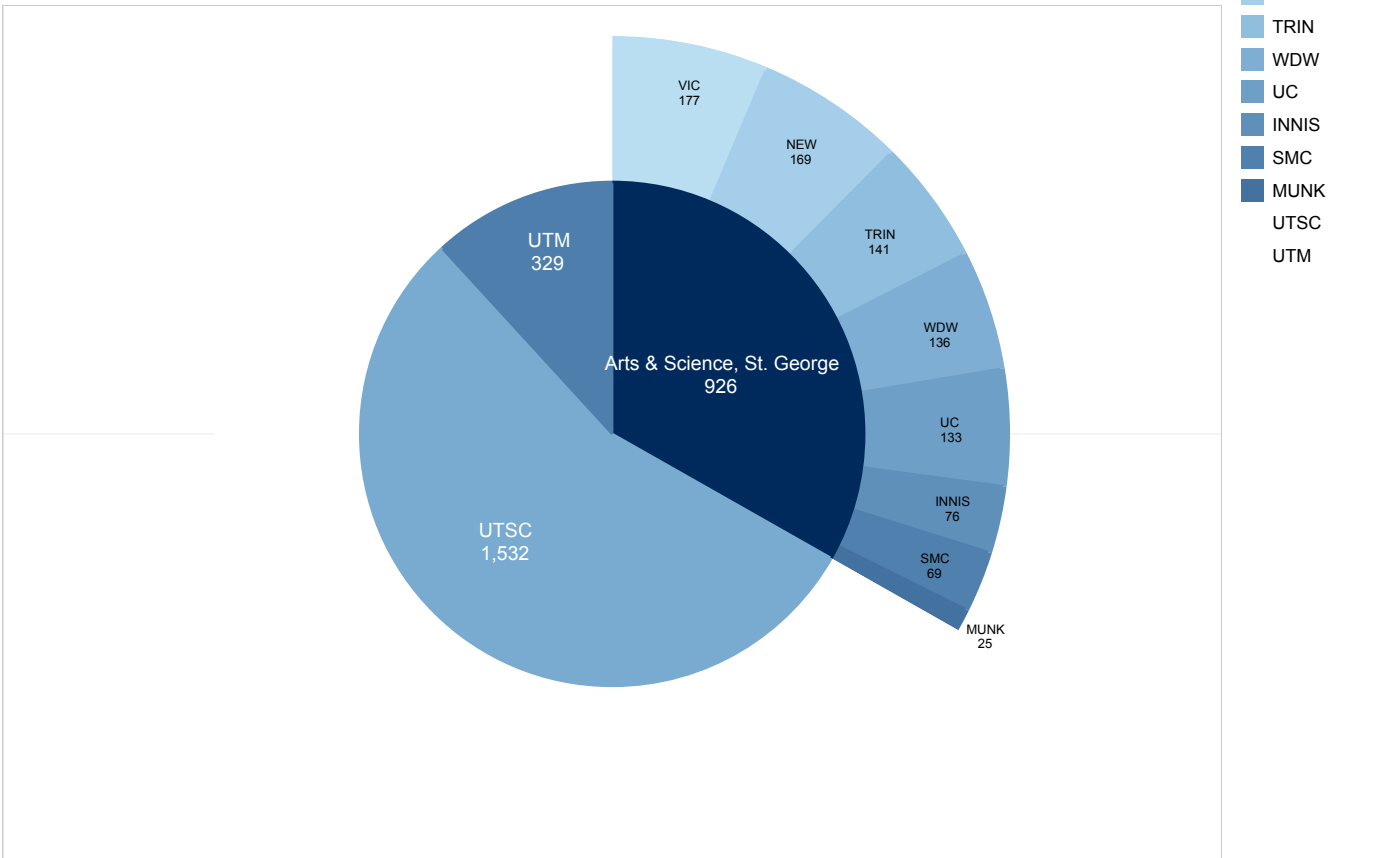
Campus / College
- VIC
- NEW
- TRIN
- WDW
- UC
- INNIS
- SMC
- MUNK
- UTSC
- UTM

VIC 177
NEW 169
TRIN 141
WDW 136
UC 133
INNIS 76
SMC 69
MUNK 25
UTM 329
UTSC 1,532
Arts & Science, St. George 926

Undergraduate Experiential and Service Learning Opportunities

Performance Relevance	Service_Learning Course	Service_Learning Course Survey	EI by Service-Learning	CCR	Graduates that participated in EL

Service Learning Opportunities

Performance Relevance:

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

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

PCL389H "The Role of Pharmacology and Toxicology in Society" was a senior level undergraduate course designed to integrate pharmacology and toxicology with social, health and political issues as they relate to drug use and addiction. Third- and fourth-year students worked with community health outreach and harm reduction organizations on initiatives dealing with drug use, substance use disorder and mental health, often in marginalized communities. Community engagement activities were designed to support development of critical thinking skills regarding evaluating associated health and social policies. Student community engagement included such activities as assisting peer workers with outreach activities (exchange kits, lunch programs), participating in peer group meetings, interacting with clientele and program participants as needed, and researching information on drugs and their interactions in order to create education and awareness materials for frontline workers and clients. Partner organizations have included the Ontario Pharmacists' Association; NaMERes, an emergency shelter primarily for Indigenous men; and Canadian Students for Sensible Drug Policy, a harm reduction organizing group.

HMB440H "Dementia" is senior level University of Toronto course for Life Science students. Students explore multidisciplinary aspects of aging and dementia (clinical, genetic, pathological, caregiving and social) with a focus on the most common cause of dementia, Alzheimer's disease. Course materials come alive as students are also provided a placement opportunity to visit a resident of a local long-term care facility, or a senior living at home in community, some with dementia. The goal is to make a friend, and to provide companionship and socialization to reduce the isolation which is so prevalent in this population. Students gain a further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility through the experience. Partner organizations included three long term care facilities, O'Neill Centre, Rekai Centre and Ina Grafton House, and Dotsa Bitove Wellness Academy, an arts and learning centre for people with dementia, their families and caregivers.

Undergraduate Experiential and Service Learning Opportunities

Performance Relevance	Service_Learning Course	Service_Learning Course Survey	EI by Service-Learning	CCR	Graduates that participated in EL

Undergraduate Service-Learning Credit Course Enrolment, Supported by the Centre for Community Partnerships (CCP)

Enrollment in service-learning, supported by the Centre for Community Partnerships, remains strong but the decline in recent years warrants further monitoring.
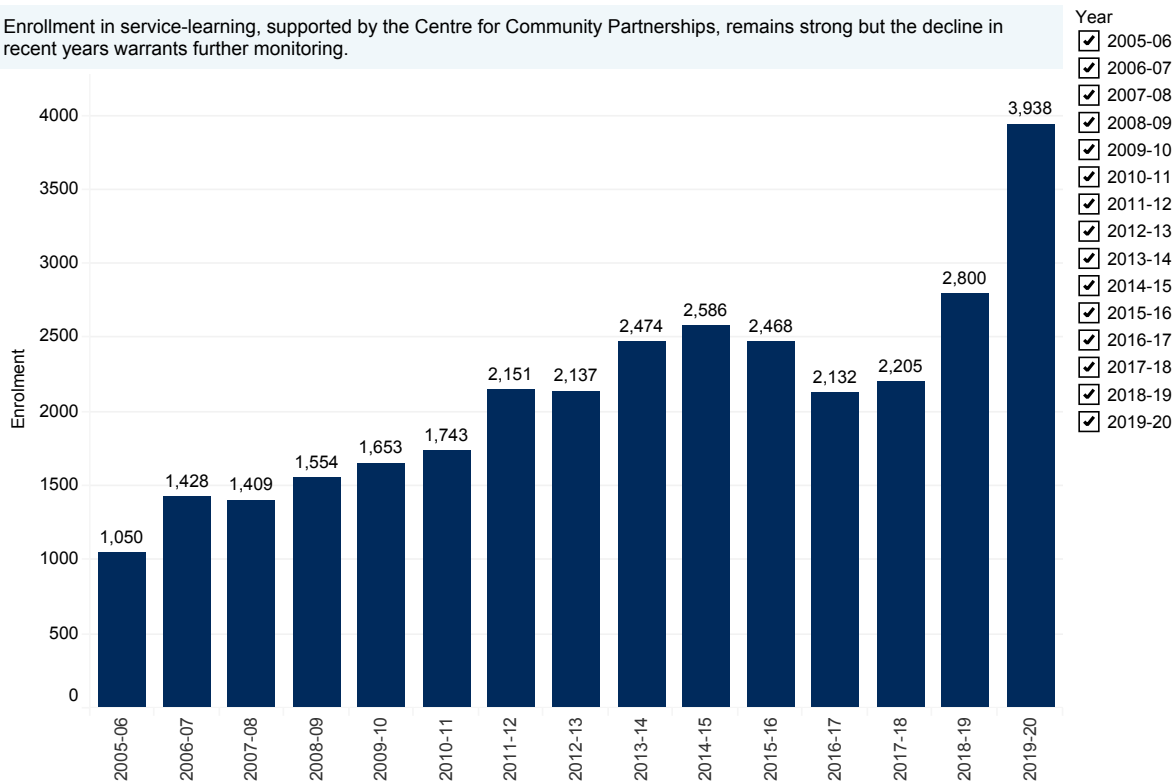
Year
- ☑ 2005-06
- ☑ 2006-07
- ☑ 2007-08
- ☑ 2008-09
- ☑ 2009-10
- ☑ 2010-11
- ☑ 2011-12
- ☑ 2012-13
- ☑ 2013-14
- ☑ 2014-15
- ☑ 2015-16
- ☑ 2016-17
- ☑ 2017-18
- ☑ 2018-19
- ☑ 2019-20

Undergraduate Experiential and Service Learning Opportunities

Performance Relevance	Service_Learning Course	Service_Learning Course Survey	EI by Service-Learning	CCR	Graduates that participated in EL

Results of Service-Learning Assessment Survey - Selected Items

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

Year
- ○ 2016-17
- ○ 2017-18
- ● 2019-20

Questionnaire

	Strongly agree	Somewhat agree	Neither agree/disagree	Somewhat or strongly dis..
I had an enhanced learning experience, compared to my other classes	57.1%	25.4%	6.4%	11.1%
I feel better prepared to contribute to solving complex real-world problems	47.6%	34.9%	7.9%	9.5%
I would take another Community-Engaged Learning course	61.9%	20.6%	9.5%	7.9%
Reflection assignments and activities deepened my understanding of the academic content	31.6%	45.6%	8.8%	14.0%

Choice
- Somewhat or strongly dis..
- Neither agree/disagree
- Somewhat agree
- Strongly agree

Notes:
1. Data source: Centre for Community Partnerships

Related Website:
Centre for Community Partnerships: http://www.ccp.utoronto.ca/

Undergraduate Experiential and Service Learning Opportunities

Performance Relevance	Service_Learning Course	Service_Learning Course Survey	EI by Service-Learning	CCR	Graduates that participated in EL

Engagement Indicators (EI) Scores of Senior Year Students Who Have/Not Done a Community-based Project (..

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

Year
○ 2014
○ 2017
● 2020

Did service-learning?
■ Yes, did service-learning
■ No, did NOT service-learning

NSSE EI item	Did service-learning?
Collaborative Learning	Yes, did service-learning
	No, did NOT service-learning
Discussions w/ Diverse Others	Yes, did service-learning
	No, did NOT service-learning
Effective Teaching Practices	Yes, did service-learning
	No, did NOT service-learning
Higher-Order Learning	Yes, did service-learning
	No, did NOT service-learning
Learning Strategies	Yes, did service-learning
	No, did NOT service-learning
Quality of Interactions	Yes, did service-learning
	No, did NOT service-learning
Quantitative Reasoning	Yes, did service-learning
	No, did NOT service-learning
Reflective & Integrative Thinking	Yes, did service-learning
	No, did NOT service-learning
Student-Faculty Interactions	Yes, did service-learning
	No, did NOT service-learning
Supportive Environment	Yes, did service-learning
	No, did NOT service-learning

NSSE EI Score

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

Related Websites:
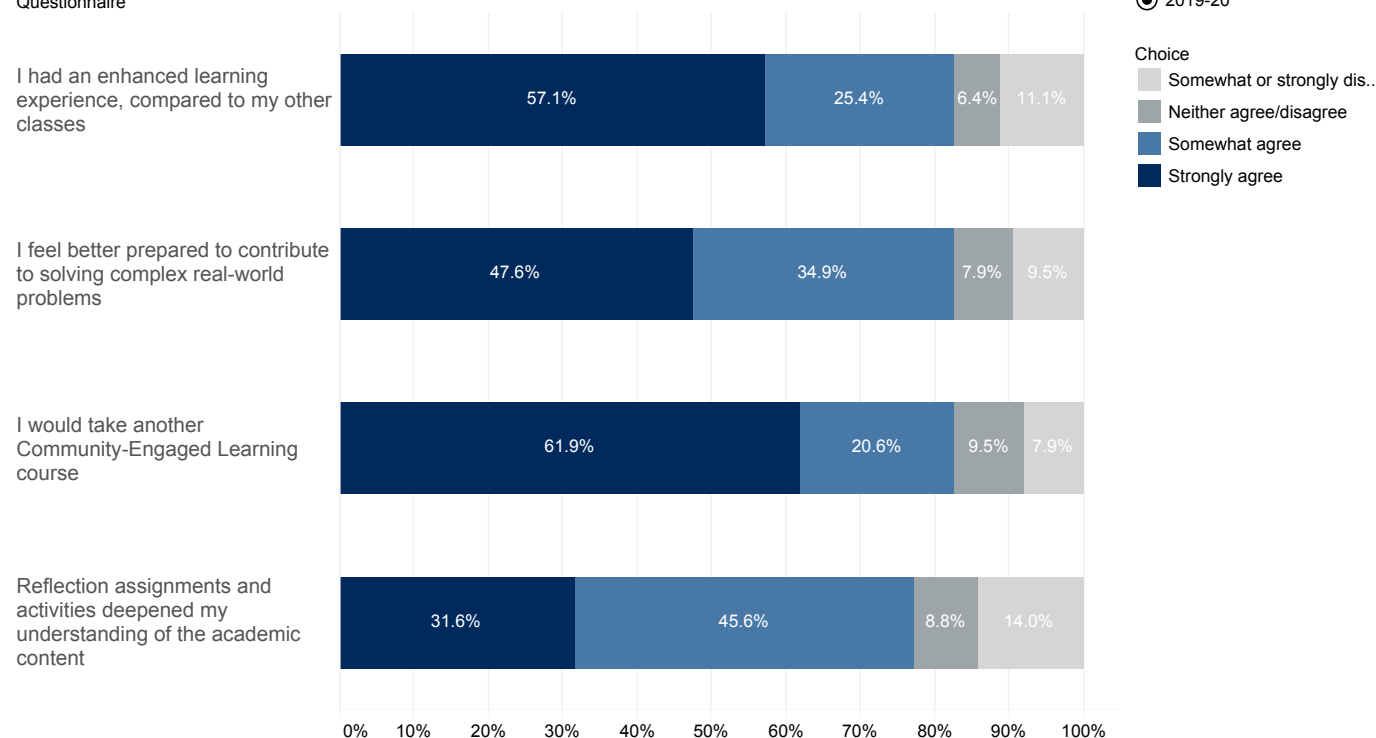National Survey of Student Engagement main website: http://nsse.iub.edu/

Undergraduate Experiential and Service Learning Opportunities

Performance Relevance	Service_Learning Course	Service_Learning Course Survey	EI by Service-Learning	CCR	Graduates that participated in EL

Co-Curricular Record (CCR)

Performance Relevance:

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

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

The University of Toronto has seen a large growth in the usage of the CCR as it was implemented. In recent years the CCR has reached steady state and continues to see moderate growth.

Year
- [ ] 2013-14
- [ ] 2014-15
- [x] 2015-16
- [x] 2016-17
- [x] 2017-18
- [x] 2018-19
- [x] 2019-20
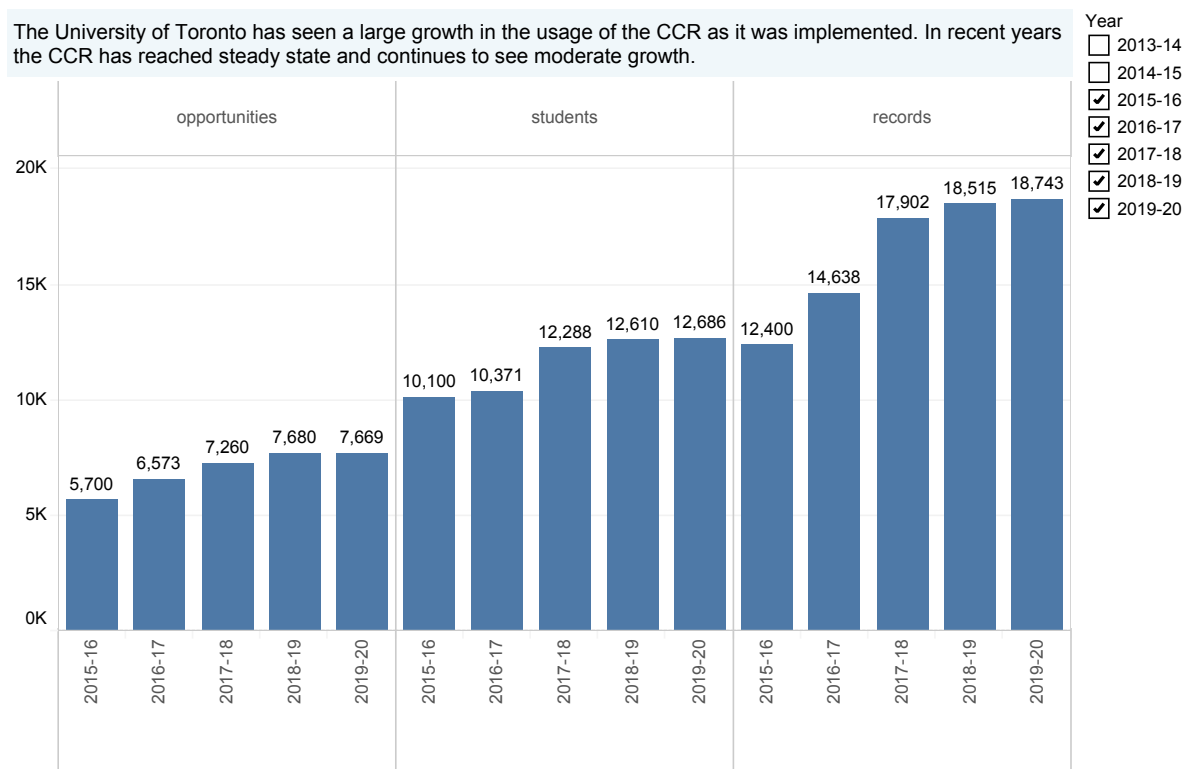
Related Website:
Co-Curricular Record (CCR): https://clnx.utoronto.ca/ccr/overview.htm

Undergraduate Experiential and Service Learning Opportunities

Performance Relevance	Service_Learning Course	Service_Learning Course Survey	El by Service-Learning	CCR	Graduates that participated in EL courses

Graduates that participated in Experiential Learning courses

As part of the 2020 Strategic Mandate Agreement the University has developed a new metric looking at the graduates of undergraduate programs to see if they participated in an Experiential Learning during their studies.

The method is a hybrid approach where students that were mandated to do Experiential Learning as part of their program were counted automatically. For other graduates: an inventory of courses that included Experiential Learning was created and each graduate was cross-referenced against this index to see if they had completed one of the courses six years prior to their graduation.

There are many types of experiential learning available at the University of Toronto, this anlysis is limited to course based experiental learning opportunities and will therefore underrepresent the full reange of experiential learnin experiences.
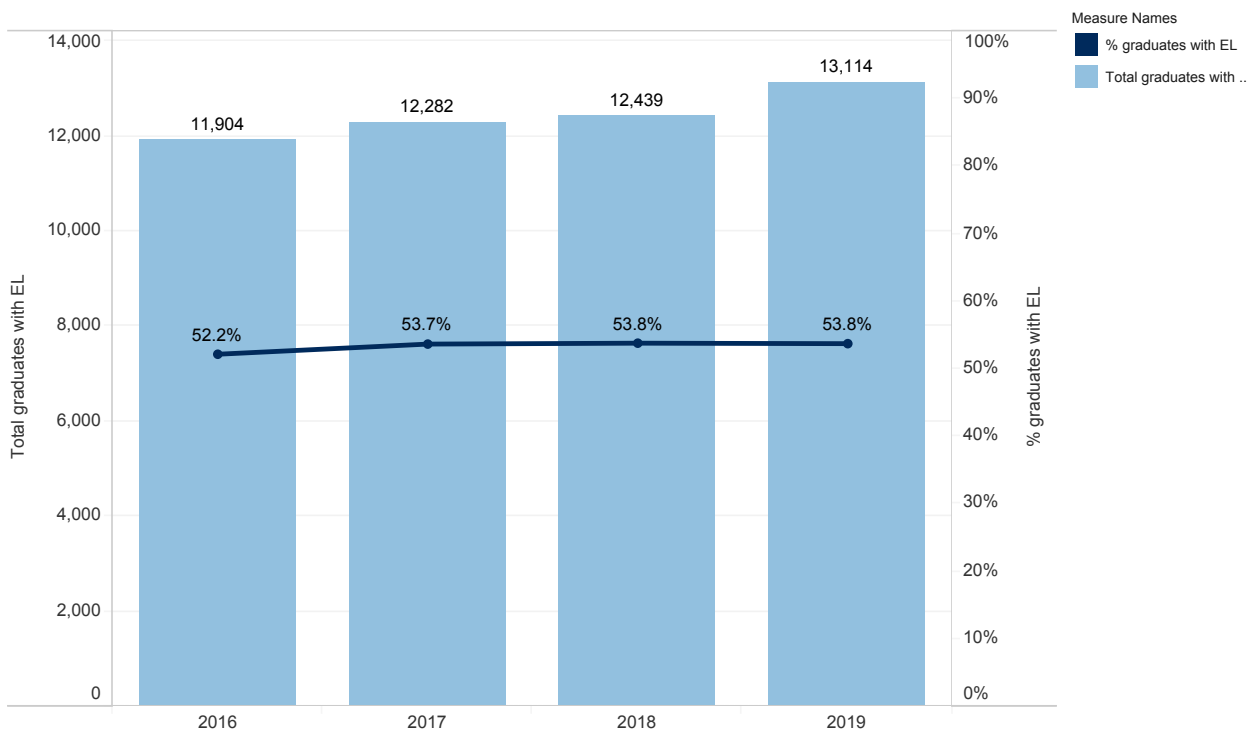
Notes:
1. Includes only graduates with undergraduate degrees, includes both first and second entry programs

Branching Out

Performance Relevance:

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

Number of Students Participating in International Experiences

Some students in the spring 2020 had to return home in response to the COVID-19 pandemic. However, the number of students participating in international experiences continued to increased compared to the previous year.

Year
☐ 2016-2017
☑ 2017-2018
☑ 2018-2019
☑ 2019-2020

Type
Research
Professional Experience
Course-based Experience

Undergraduate

Year	Research	Professional Experience	Course-based Experience	Total
2017-2018	340	249	1,662	2,251
2018-2019	667	250	1,794	2,711
2019-2020	366	247	2,287	2,900

Graduate

Year	Research	Professional Experience	Course-based Experience	Total
2017-2018	1,546	271	251	2,068
2018-2019	1,799	182	147	2,128
2019-2020	1,120	575	759	2,454

Notes:
1. Data source: Center for International Experience (CIE).

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National Survey of Student Engagement (NSSE) Results

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

Performance Relevance:

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

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

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

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

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

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

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

National Survey of Student Engagement (NSSE) Results

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

Historical reference - NSSE Benchmarks: 2004, 2006, 2008, 2011

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

Measure Names
- Sum of Cdn Peers

Measure Names, Year
- Sum of U of T, 2011
- Sum of U of T, 2008
- Sum of U of T, 2006
- Sum of U of T, 2004

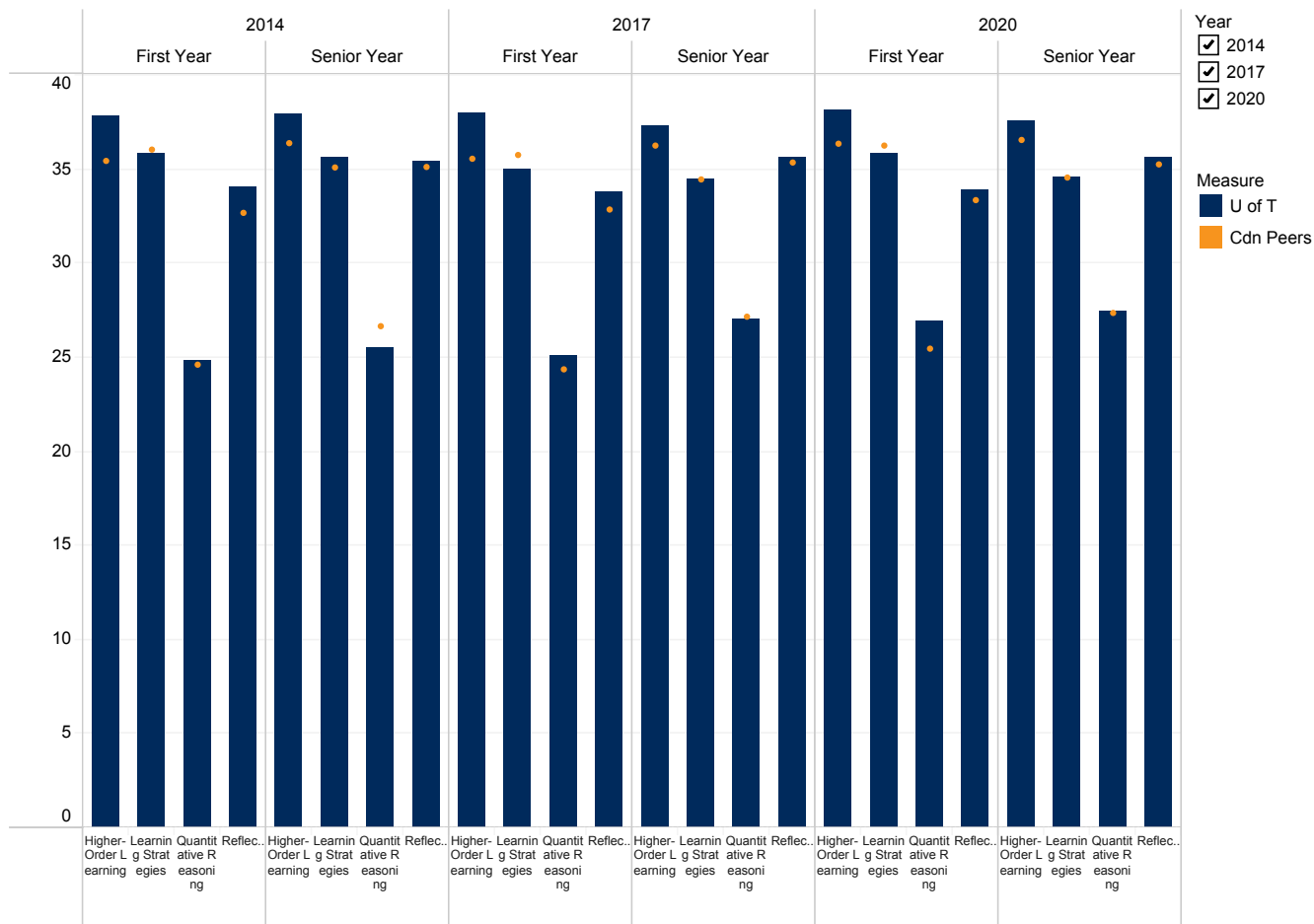| Benchmark	Level	Year
Level of Academic Challenge	First Year	2011
		2008
		2006
		2004
	Senior Year	2011
		2008
		2006
		2004
Active and Collaborative Learning	First Year	2011
		2008
		2006
		2004
	Senior Year	2011
		2008
		2006
		2004
Student-Faculty Interaction	First Year	2011
		2008
		2006
		2004
	Senior Year	2011
		2008
		2006
		2004
Enriching Educational Experiences	First Year	2011
		2008
		2006
		2004
	Senior Year	2011
		2008
		2006
		2004
Supportive Campus Environment	First Year	2011
		2008
		2006
		2004
	Senior Year	2011
		2008
		2006
		2004

Sum of U of T

Notes:
* Since 2014, NSSE has adopted a different approach to grouping indicators. The older grouping of indicators is used here for trend comparison. See http://nsse.indiana.edu/pdf/Benchmarks%20to%20Indicators.pd..

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National Survey of Student Engagement (NSSE) Results

NSSE 2017 Engagement Indicators - Academic Challenge

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

Higher-Order Learning
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized…
4b.   Applying facts, theories, or methods to practical problems or new situations
4c.   Analyzing an idea, experience, or line of reasoning in depth by examining its parts
4d.   Evaluating a point of view, decision, or information source
4e.   Forming a new idea or understanding from various pieces of information

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

Learning Strategies
Percentage of students who responded that they "Very often" or "Often"…
9a.   Identified key information from reading assignments
9b.   Reviewed your notes after class
9c.   Summarized what you learned in class or from course materials

Quantitative Reasoning
Percentage of students who responded that they "Very often" or "Often"…
6a.   Reached conclusions based on your own analysis of numerical information
6b.   Used numerical information to examine a real-world problem or issue
6c.   Evaluated what others have concluded from numerical information

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

National Survey of Student Engagement (NSSE) Results

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

NSSE 2017 Engagement Indicators - Learning with Peers
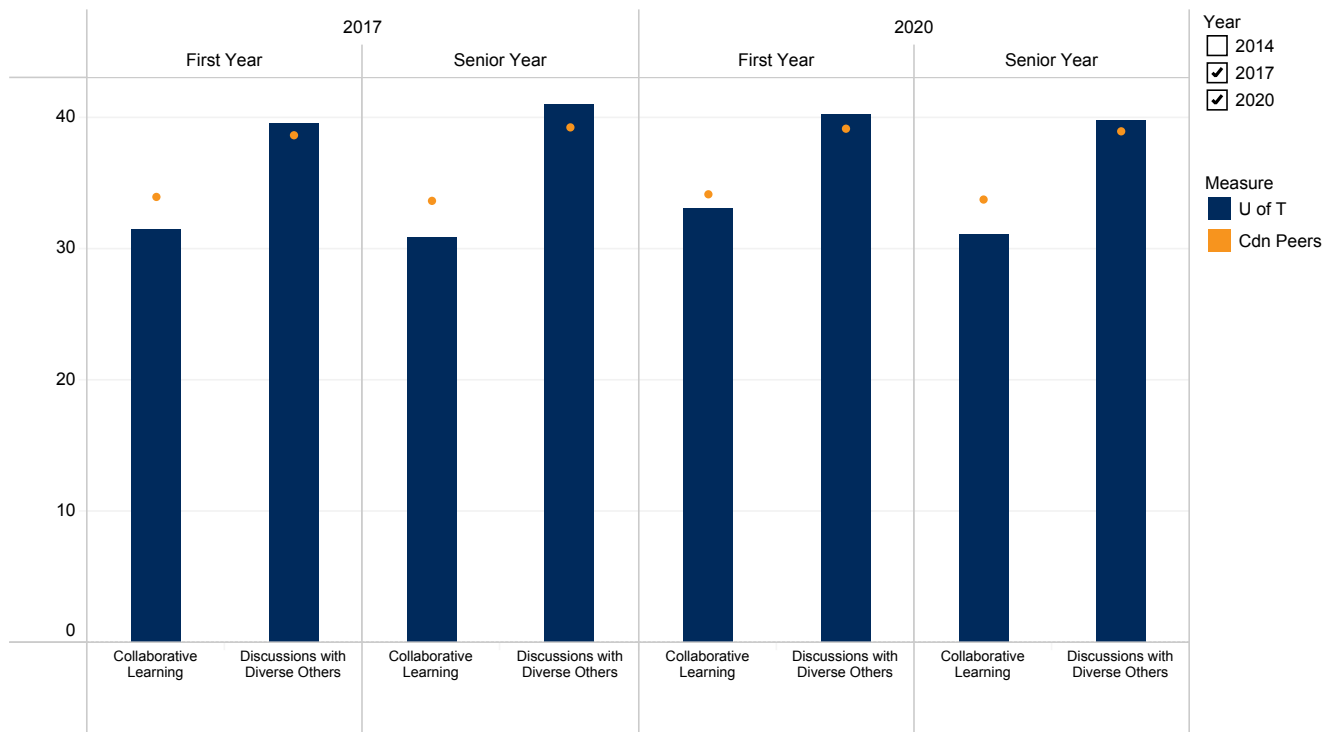
"Learning with Peers" consists of 2 engagement indicators and each indicator is based on several survey items:
Collaborative Learning
Percentage of students who responded that they "Very often" or "Often"…
1e.   Asked another student to help you understand course material
1f.   Explained course material to one or more students
1g.   Prepared for exams by discussing or working through course material with other students
1h.   Worked with other students on course projects or assignments
Discussions with Diverse Others
Percentage of students who responded that they "Very often" or "Often" had discussions with…
8a.   People from a race or ethnicity other than your own
8b.   People from an economic background other than your own
8c.   People with religious beliefs other than your own
8d.   People with political views other than your own

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

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

NSSE 2017 Engagement Indicators – Experiences with Faculty
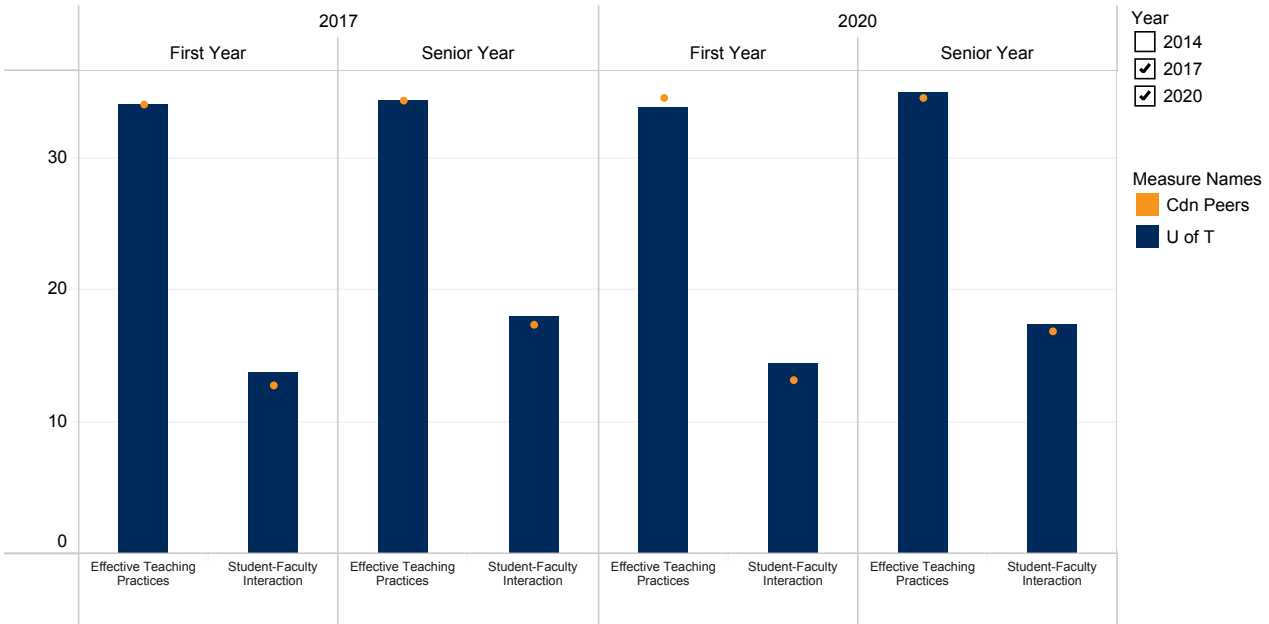
"Experiences with Faculty" consists of 2 engagement indicators and each indicator is based on several survey items:
Student-Faculty Interaction
Percentage of students who responded that they "Very often" or "Often"…
3a.   Talked about career plans with a faculty member
3b.   Worked w/faculty on activities other than coursework (committees, student groups, etc.)
3c.   Discussed course topics, ideas, or concepts with a faculty member outside of class
3d.   Discussed your academic performance with a faculty member
Effective Teaching Practices
Percentage responding "Very much" or "Quite a bit" about how much instructors have…
5a.   Clearly explained course goals and requirements
5b.   Taught course sessions in an organized way
5c.   Used examples or illustrations to explain difficult points
5d.   Provided feedback on a draft or work in progress
5e.   Provided prompt and detailed feedback on tests or completed assignments

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

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

NSSE 2017 Engagement Indicators – Campus Environment
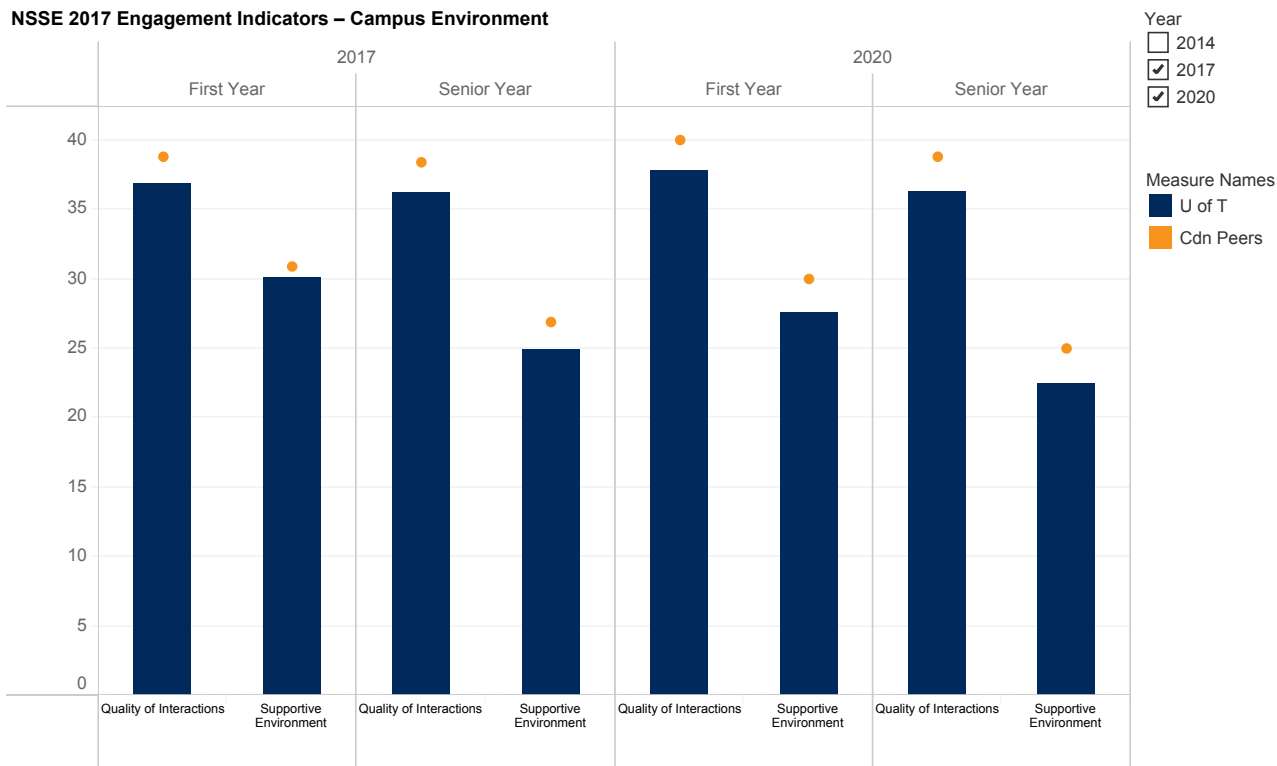
"Campus environment" consists of 2 engagement indicators and each indicator is based on several survey items:
Quality of Interactions
Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with…
13a.   Students
13b.   Academic advisors
13c.   Faculty
13d.   Student services staff (career services, student activities, housing, etc.)
13e.   Other administrative staff and offices (registrar, financial aid, etc.)
Supportive Environment
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized…
14b.   Providing support to help students succeed academically
14c.   Using learning support services (tutoring services, writing center, etc.)
14d.   Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)
14e.   Providing opportunities to be involved socially
14f.   Providing support for your overall well-being (recreation, health care, counseling, etc.)
14g.   Helping you manage your non-academic responsibilities (work, family, etc.)
14h.   Attending campus activities and events (performing arts, athletic events, etc.)
14i.   Attending events that address important social, economic, or political issues

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

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

NSSE 2017 Results: High-Impact Practices

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

Year
☐ 2014
☐ 2017
☑ 2020

Year	Questionairre	Level	U15	
2020	Have you participated in a learning community or some other similar formal programs or do you plan to do so?	First Year	U of T	
			Cdn Peers	
		Senior Year	U of T	
			Cdn Peers	
	About how many of your courses at this institution have included a community-based project (service-learning)?	First Year	U of T	
			Cdn Peers	
		Senior Year	U of T	
			Cdn Peers	
	Have you done or plan to do before graduation: Work with a faculty member on a research project?	First Year	U of T	
			Cdn Peers	
		Senior Year	U of T	
			Cdn Peers	
	Have you done or plan to do before graduation: Participate in an internship, co-op, field experience, student teaching, or clinical placement?	Senior Year	U of T	
			Cdn Peers	
	Have you done or plan to do before graduation: Participate in a study abroad program	Senior Year	U of T	
			Cdn Peers	
	Have you done or plan to do before graduation: Complete a cumulating senior experience (capstone course, thesis etc.)	Senior Year	U of T	
			Cdn Peers	

U15, Status
- U of T, Plan to do
- U of T, Done or in progress
- U of T, Some
- U of T, Most or all
- Cdn Peers, Plan to do
- Cdn Peers, Done or in progress
- Cdn Peers, Some
- Cdn Peers, Most or all

0%   50%   100%
HIP %

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

Related Reports:
University of Toronto Reports on National Survey of Student Engagement (NSSE) Results: http://www.provost.utoronto.ca/public/reports/NSSE.htm
Related Websites:
National Survey of Student Engagement main website: http://nsse.iub.edu/

Graduate Student Experience: Time to Completion and Graduation

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

7-year and 9-year Completion Rates	Terms to Completion

Seven-Year and Nine-Year Completion Rates

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

Cohort
- ☐ 2005 cohort
- ☐ 2006 cohort
- ☑ 2007 cohort
- ☑ 2008 cohort
- ☑ 2009 cohort

U15, Completion Year
- ■ U of T, 9 Year Completion rate
- ■ U of T, 7 Year Completion rate
- ■ Cdn Peers (excl. UpfT), 9 Year Co..
- ■ Cdn Peers (excl. UpfT), 7 Year Co..
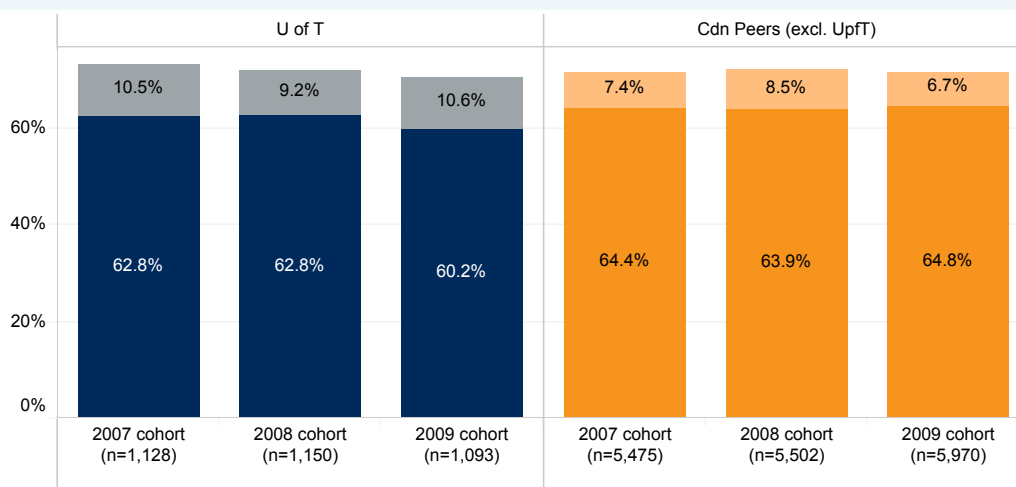
Discipline	Cohort	U of T			Cdn Peers (excl. UpfT)		
		Students	7 Year Completion rate	9 Year Completion rate	Students	7 Year Completion rate	9 Year Completion rate
Humanities	2009 cohort	172	39.0%	54.7%	654	45.9%	55.7%
	2008 cohort	186	39.8%	59.1%	675	48.6%	55.7%
	2007 cohort	180	42.2%	57.2%	622	48.6%	61.1%
Social Sciences	2009 cohort	268	50.0%	66.4%	1,527	53.4%	62.5%
	2008 cohort	281	47.3%	65.1%	1,390	55.8%	67.5%
	2007 cohort	322	53.7%	65.5%	1,414	53.1%	63.6%
Physical and Applied Sciences	2009 cohort	342	69.6%	75.4%	2,703	72.5%	77.7%
	2008 cohort	338	68.0%	74.0%	2,406	72.8%	77.5%
	2007 cohort	333	74.5%	81.1%	2,353	72.6%	77.6%
Life Sciences	2009 cohort	311	70.4%	78.5%	1,086	73.0%	78.6%
	2008 cohort	345	74.8%	82.6%	1,031	72.2%	78.4%
	2007 cohort	293	72.0%	82.9%	1,086	70.4%	75.7%

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

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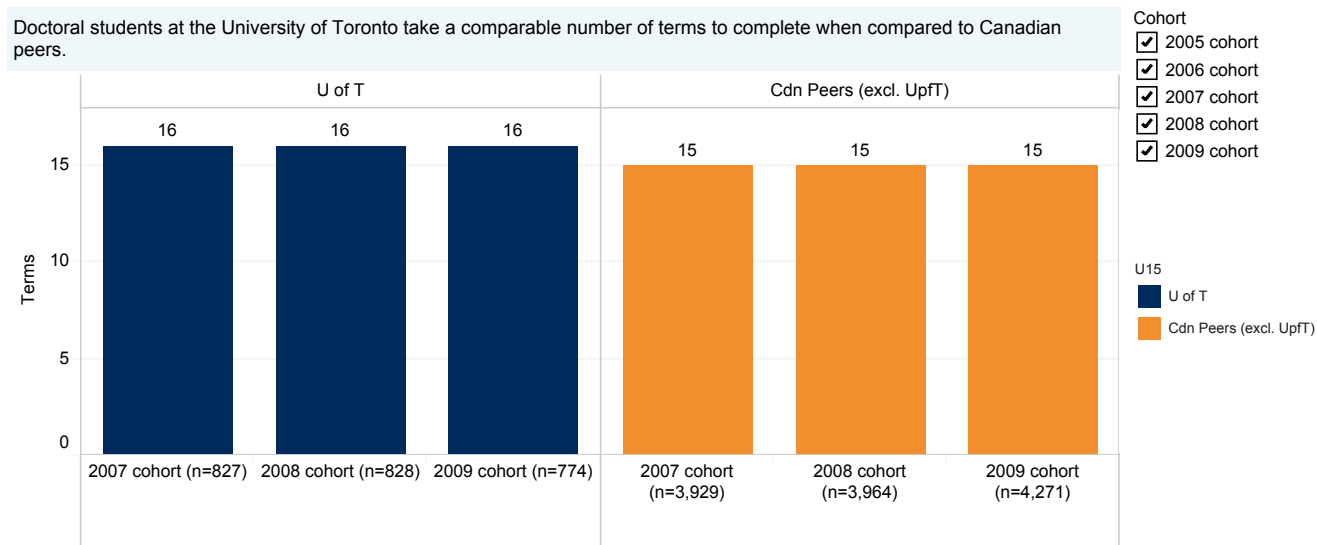
Performance Relevance:
The University of Toronto is committed to providing students with an environment in which they can thrive. The rate at which students continue their studies and graduate in a timely fashion reflects our success in creating these conditions, and also reflects the University's ability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

7-year and 9-year Completion Rates	Terms to Completion

Median Number of Terms Registered to Degree for Graduates

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

Cohort
- ☑ 2005 cohort
- ☑ 2006 cohort
- ☑ 2007 cohort
- ☑ 2008 cohort
- ☑ 2009 cohort

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

Discipline	Cohort	U of T		Cdn Peers (excl. UpfT)	
		Students	Terms	Students	Terms
Humanities	2009 cohort	94	18	358	17
	2008 cohort	110	19	375	17
	2007 cohort	103	19	380	18
Life Sciences	2009 cohort	244	16	842	16
	2008 cohort	285	16	799	15
	2007 cohort	243	16	882	15
Physical and Applied Sciences	2009 cohort	258	16	2,098	15
	2008 cohort	250	15	1,859	14
	2007 cohort	270	15	1,827	15
Social Sciences	2009 cohort	178	17	943	17
	2008 cohort	183	18	931	17
	2007 cohort	211	17	900	17

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

The Graduate Student Experience: Survey Results

CGPSS - all	CGPSS by program
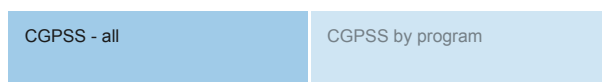
Canadian Graduate and Professional Student Survey (CGPSS) Results

Performance Relevance:

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

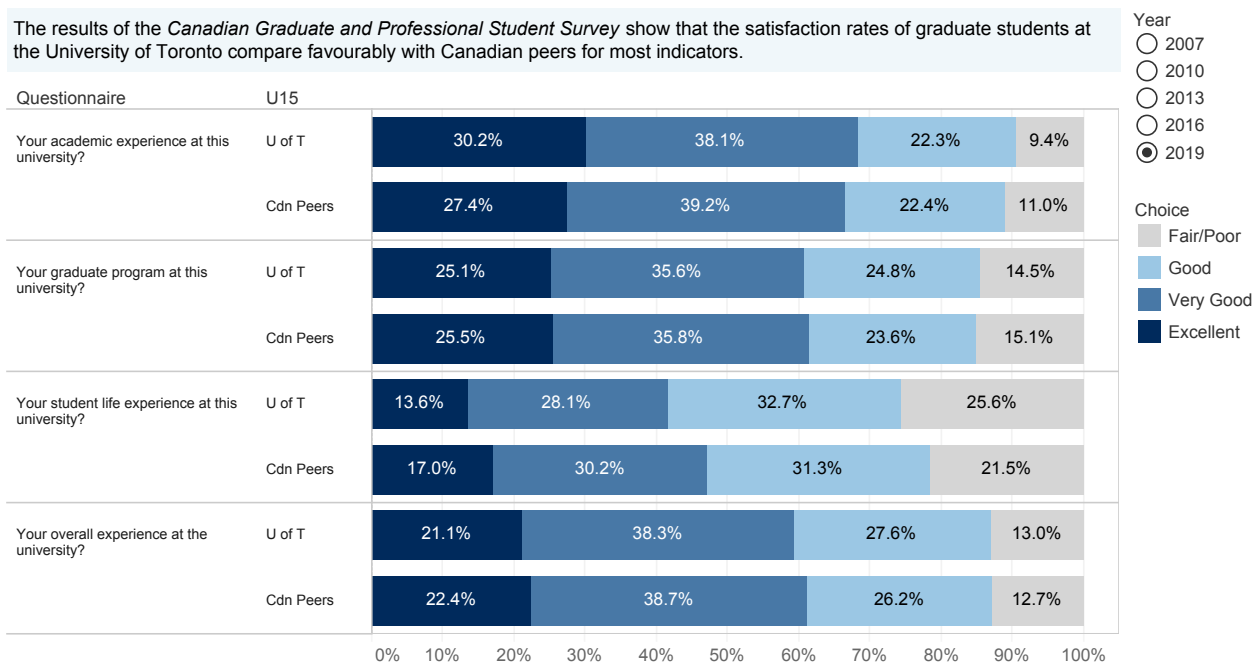The University of Toronto first participated in CGPSS in 2005. The University's peer institutions and all Ontario based universities have been consistently participating in CGPSS since 2007. The survey was repeated in 2010, 2013, 2016 and 2019 and this provides a valuable resource for benchmarking our performance against peer institutions and tracking trends over time.

In 2019, the University of Toronto participated in CGPSS along with 49 other universities across Canada. The survey instrument was slightly changed for 2019. The University invited 17,627 students to participate and received 6,041 responses by the time when the survey closed. The response rate (34.3%) achieved this year was a little lower than what we achieved in 2016 (34.7%) and the national average (34.7%).

CGPSS Results – Ratings of All Graduate Programs

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

Year
○ 2007
○ 2010
○ 2013
○ 2016
◉ 2019

Questionnaire	U15	Excellent	Very Good	Good	Fair/Poor
Your academic experience at this university?	U of T	30.2%	38.1%	22.3%	9.4%
	Cdn Peers	27.4%	39.2%	22.4%	11.0%
Your graduate program at this university?	U of T	25.1%	35.6%	24.8%	14.5%
	Cdn Peers	25.5%	35.8%	23.6%	15.1%
Your student life experience at this university?	U of T	13.6%	28.1%	32.7%	25.6%
	Cdn Peers	17.0%	30.2%	31.3%	21.5%
Your overall experience at the university?	U of T	21.1%	38.3%	27.6%	13.0%
	Cdn Peers	22.4%	38.7%	26.2%	12.7%

Choice
Fair/Poor
Good
Very Good
Excellent

Notes:
1. Data source: CGPSS 2007, 2010, 2013, 2016 and 2019 survey results.
2. Canadian peers exclude U of T.

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CGPSS - all	CGPSS by program

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

The *Canadian Graduate and Professional Student Survey* results differentiate Research Orientated graduate programs and Professional graduate programs. The University of Toronto's results compare favourably with Canadian peers in most indicators.
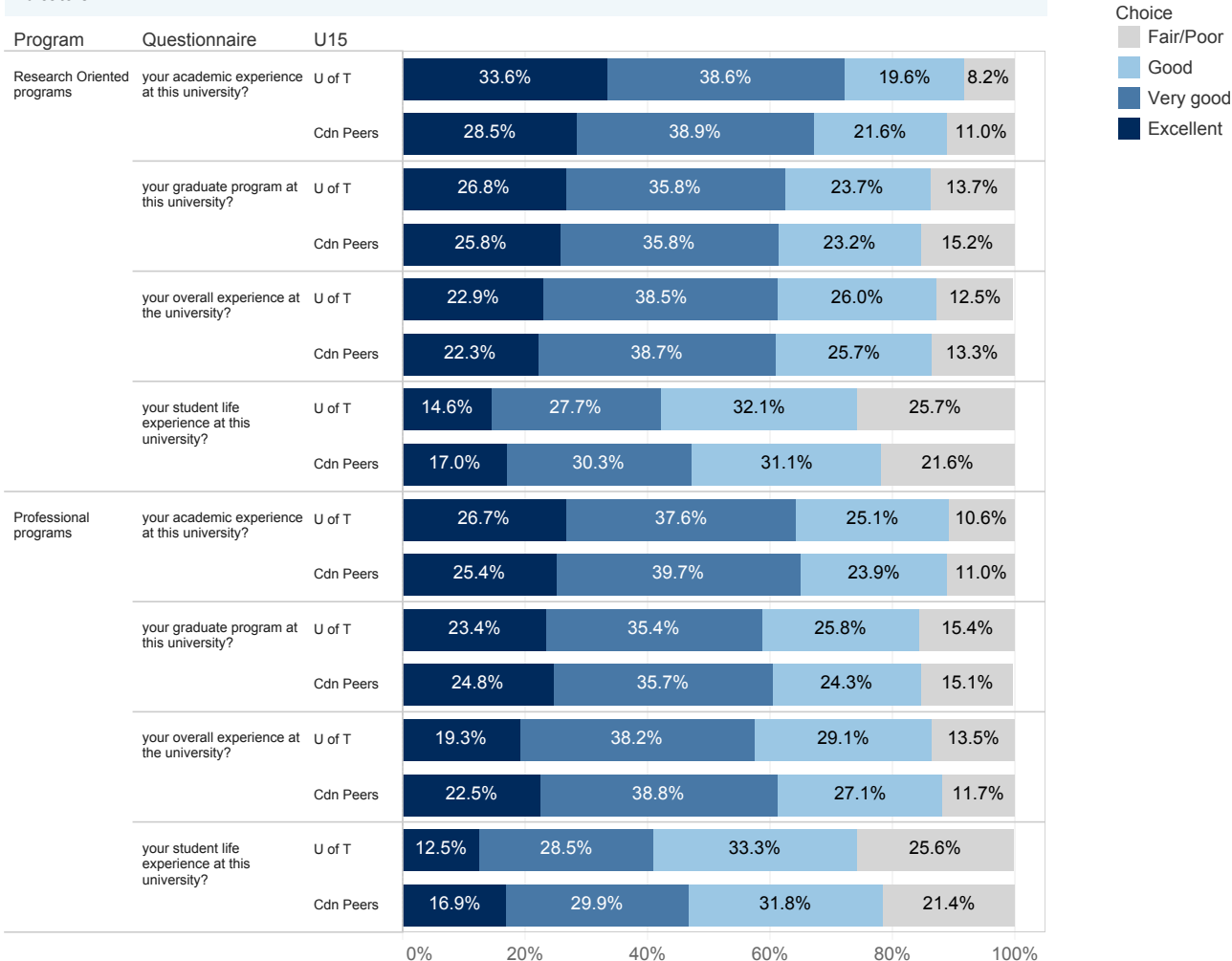
Year
○ 2016
● 2019

Choice
▢ Fair/Poor
▢ Good
▢ Very good
▢ Excellent

Program	Questionnaire	U15	Excellent	Very good	Good	Fair/Poor
Research Oriented programs	your academic experience at this university?	U of T	33.6%	38.6%	19.6%	8.2%
		Cdn Peers	28.5%	38.9%	21.6%	11.0%
	your graduate program at this university?	U of T	26.8%	35.8%	23.7%	13.7%
		Cdn Peers	25.8%	35.8%	23.2%	15.2%
	your overall experience at the university?	U of T	22.9%	38.5%	26.0%	12.5%
		Cdn Peers	22.3%	38.7%	25.7%	13.3%
	your student life experience at this university?	U of T	14.6%	27.7%	32.1%	25.7%
		Cdn Peers	17.0%	30.3%	31.1%	21.6%
Professional programs	your academic experience at this university?	U of T	26.7%	37.6%	25.1%	10.6%
		Cdn Peers	25.4%	39.7%	23.9%	11.0%
	your graduate program at this university?	U of T	23.4%	35.4%	25.8%	15.4%
		Cdn Peers	24.8%	35.7%	24.3%	15.1%
	your overall experience at the university?	U of T	19.3%	38.2%	29.1%	13.5%
		Cdn Peers	22.5%	38.8%	27.1%	11.7%
	your student life experience at this university?	U of T	12.5%	28.5%	33.3%	25.6%
		Cdn Peers	16.9%	29.9%	31.8%	21.4%

0% 20% 40% 60% 80% 100%

Notes:
1. Data source: CGPSS 2016 and 2019 survey results.
2. Canadian peers exclude U of T.

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

Performance Relevance:
Surveying our faculty and staff is an important means of measuring the experience of our employees and our ability to be an employer of choice. The first University of Toronto Faculty and Staff Experience Survey (Speaking UP) was conducted in 2006, the second Speaking UP survey was conducted 2010 with an overall response rate of 52%, and the third survey was conducted in 2014 with a response rate of 50%.
We are able to compare responses to 2 benchmarks – Canadian Public Sector Norm, and International Education Norm (Americas).
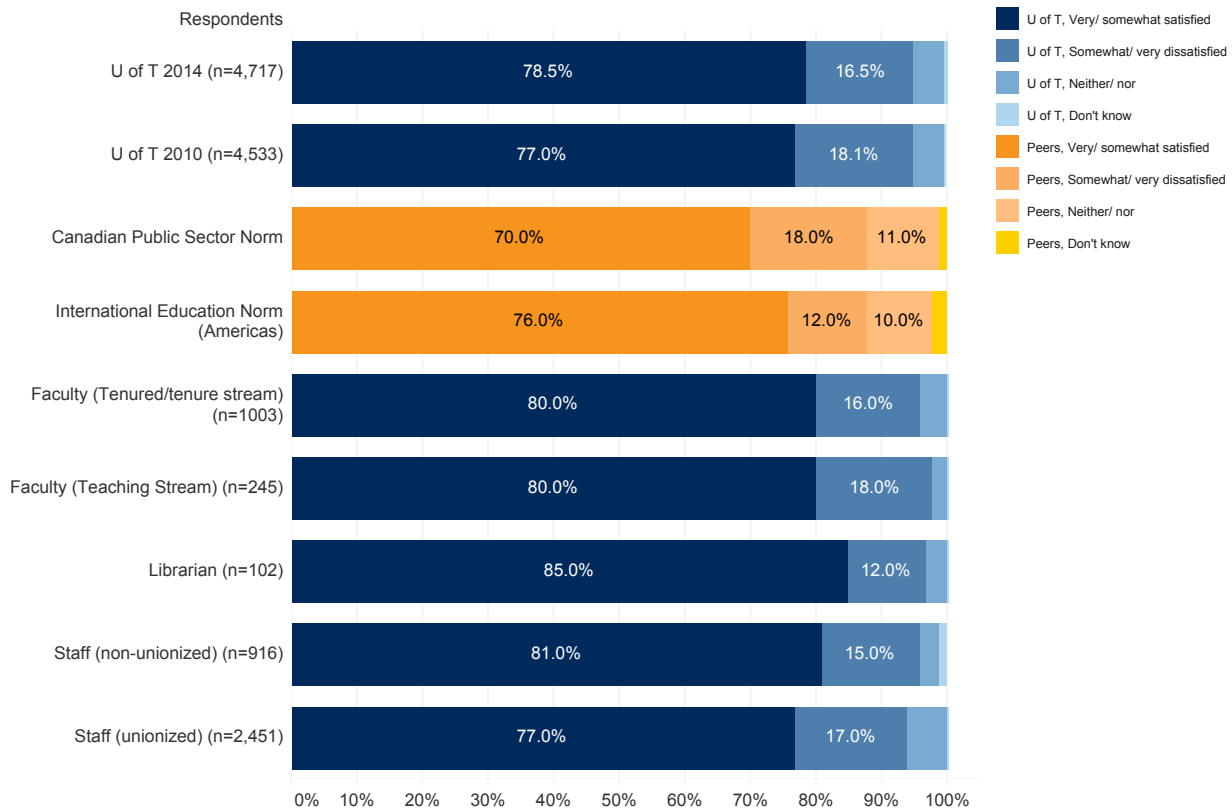For more information see: http://initiatives.hrandequity.utoronto.ca/speakingup/

Staff Survey: Employee	Staff Survey: Balance

University of Toronto Speaking UP Faculty and Staff Experience Survey
Overall, how satisfied are you with being an employee of U of T?

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

Year
◉ 2014

Peers, Choice
- U of T, Very/ somewhat satisfied
- U of T, Somewhat/ very dissatisfied
- U of T, Neither/ nor
- U of T, Don't know
- Peers, Very/ somewhat satisfied
- Peers, Somewhat/ very dissatisfied
- Peers, Neither/ nor
- Peers, Don't know

Respondents

Respondent	Very/somewhat satisfied	Somewhat/very dissatisfied	Neither/nor
U of T 2014 (n=4,717)	78.5%	16.5%	
U of T 2010 (n=4,533)	77.0%	18.1%	
Canadian Public Sector Norm	70.0%	18.0%	11.0%
International Education Norm (Americas)	76.0%	12.0%	10.0%
Faculty (Tenured/tenure stream) (n=1003)	80.0%	16.0%	
Faculty (Teaching Stream) (n=245)	80.0%	18.0%	
Librarian (n=102)	85.0%	12.0%	
Staff (non-unionized) (n=916)	81.0%	15.0%	
Staff (unionized) (n=2,451)	77.0%	17.0%	

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

Performance Relevance:
Surveying our faculty and staff is an important means of measuring the experience of our employees and our ability to be an employer of choice. The first University of Toronto Faculty and Staff Experience Survey (Speaking UP) was conducted in 2006, the second Speaking UP survey was conducted 2010 with an overall response rate of 52%, and the third survey was conducted in 2014 with a response rate of 50%.
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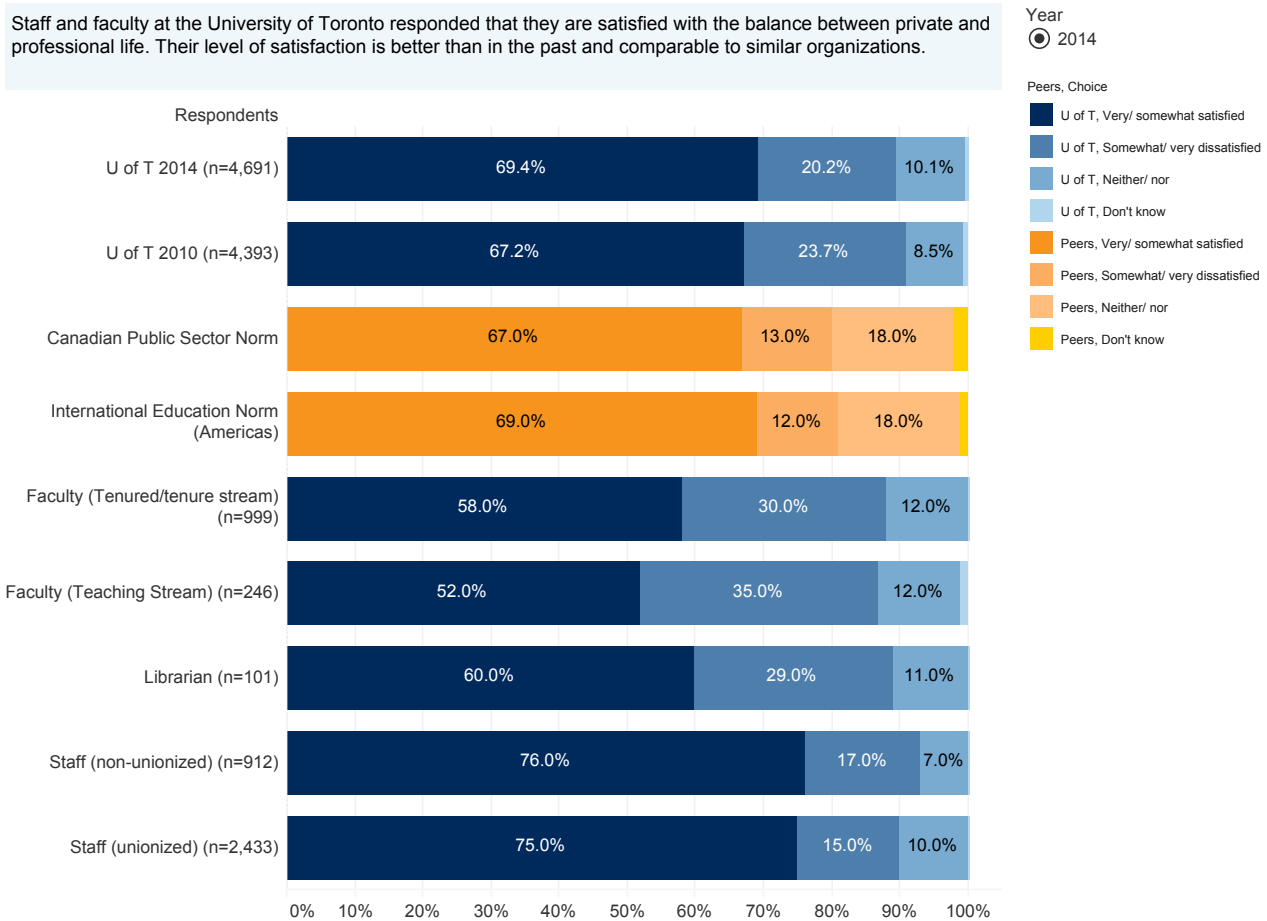For more information see: http://initiatives.hrandequity.utoronto.ca/speakingup/

Staff Survey: Employee	Staff Survey: Balance

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

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

Year
● 2014

Peers, Choice
- U of T, Very/ somewhat satisfied
- U of T, Somewhat/ very dissatisfied
- U of T, Neither/ nor
- U of T, Don't know
- Peers, Very/ somewhat satisfied
- Peers, Somewhat/ very dissatisfied
- Peers, Neither/ nor
- Peers, Don't know

Respondents

Respondents	Very/ somewhat satisfied	Somewhat/ very dissatisfied	Neither/ nor
U of T 2014 (n=4,691)	69.4%	20.2%	10.1%
U of T 2010 (n=4,393)	67.2%	23.7%	8.5%
Canadian Public Sector Norm	67.0%	13.0%	18.0%
International Education Norm (Americas)	69.0%	12.0%	18.0%
Faculty (Tenured/tenure stream) (n=999)	58.0%	30.0%	12.0%
Faculty (Teaching Stream) (n=246)	52.0%	35.0%	12.0%
Librarian (n=101)	60.0%	29.0%	11.0%
Staff (non-unionized) (n=912)	76.0%	17.0%	7.0%
Staff (unionized) (n=2,433)	75.0%	15.0%	10.0%

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

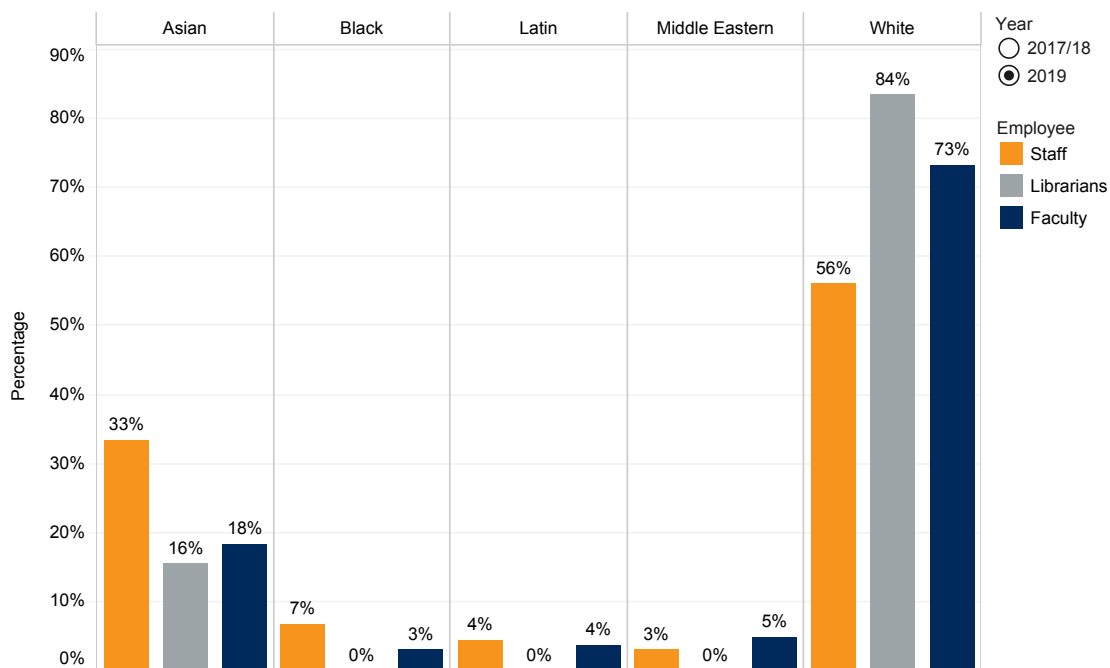**Employment Equity**

Ethno-cultural Identities	Self-identified Representation
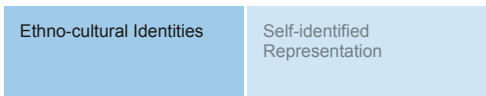
Performance Relevance:
The President's Statement on Diversity & Inclusion: "Diversity, inclusion, respect, and civility are among the University of Toronto's fundamental values. Outstanding scholarship, teaching, and learning can thrive only in an environment that embraces the broadest range of people and encourages the free expression of their diverse perspectives. Indeed, these values speak to the very mission of the University."
Our work advancing equity, diversity and inclusion across all U of T campuses allows us to better understand, support and grow our community. For more details see the Report on Employment Equity 2017 / 2018:
http://reports.hrandequity.utoronto.ca/wp-content/uploads/sites/12/2018/12/2018_Equity-report.pdf

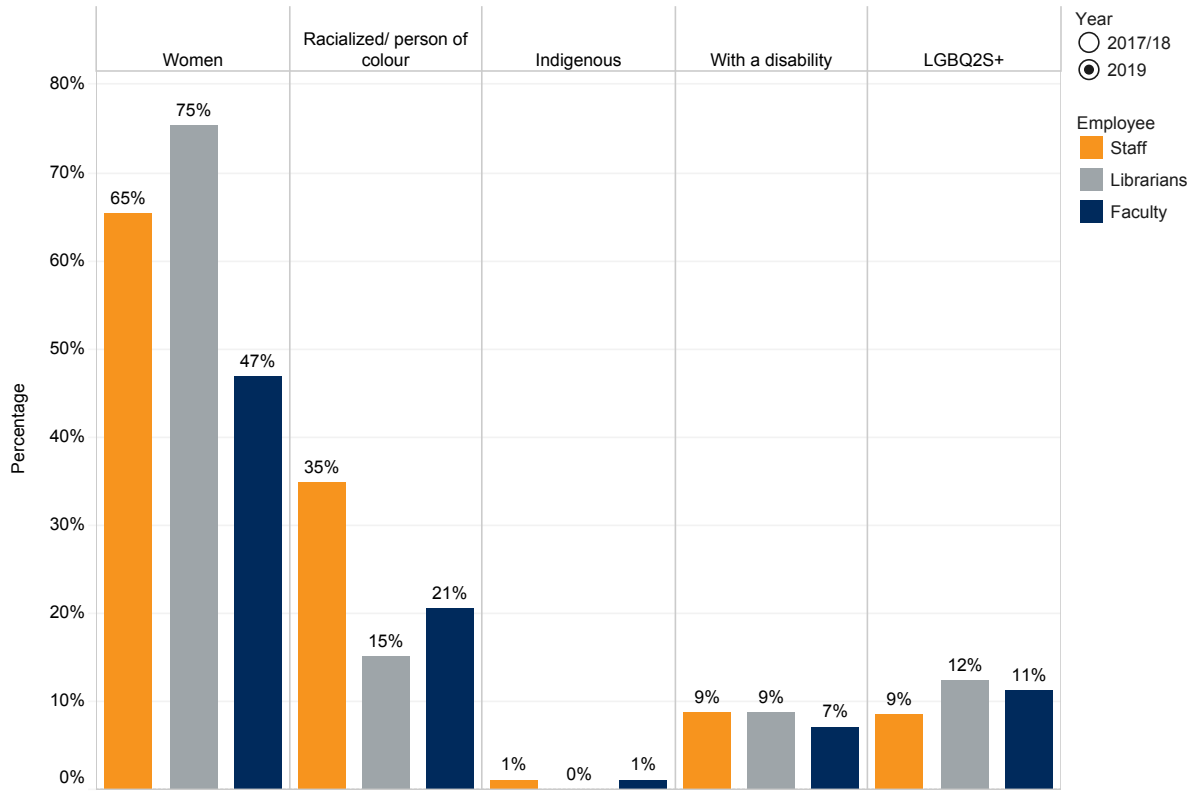**Faculty and Staff Self-identified Ethno-cultural Identities**

Notes:
1. Data source: Report on Employment Equity 2017 / 2018
http://reports.hrandequity.utoronto.ca/wp-content/uploads/sites/12/2018/12/2018_Equity-report.pdf

Employment Equity

Ethno-cultural Identities	Self-identified Representation

Faculty and Staff Self Identified Representation

Notes:
1. Data source: Report on Employment Equity 2017 / 2018
http://reports.hrandequity.utoronto.ca/wp-content/uploads/sites/12/2018/12/2018_Equity-report.pdf
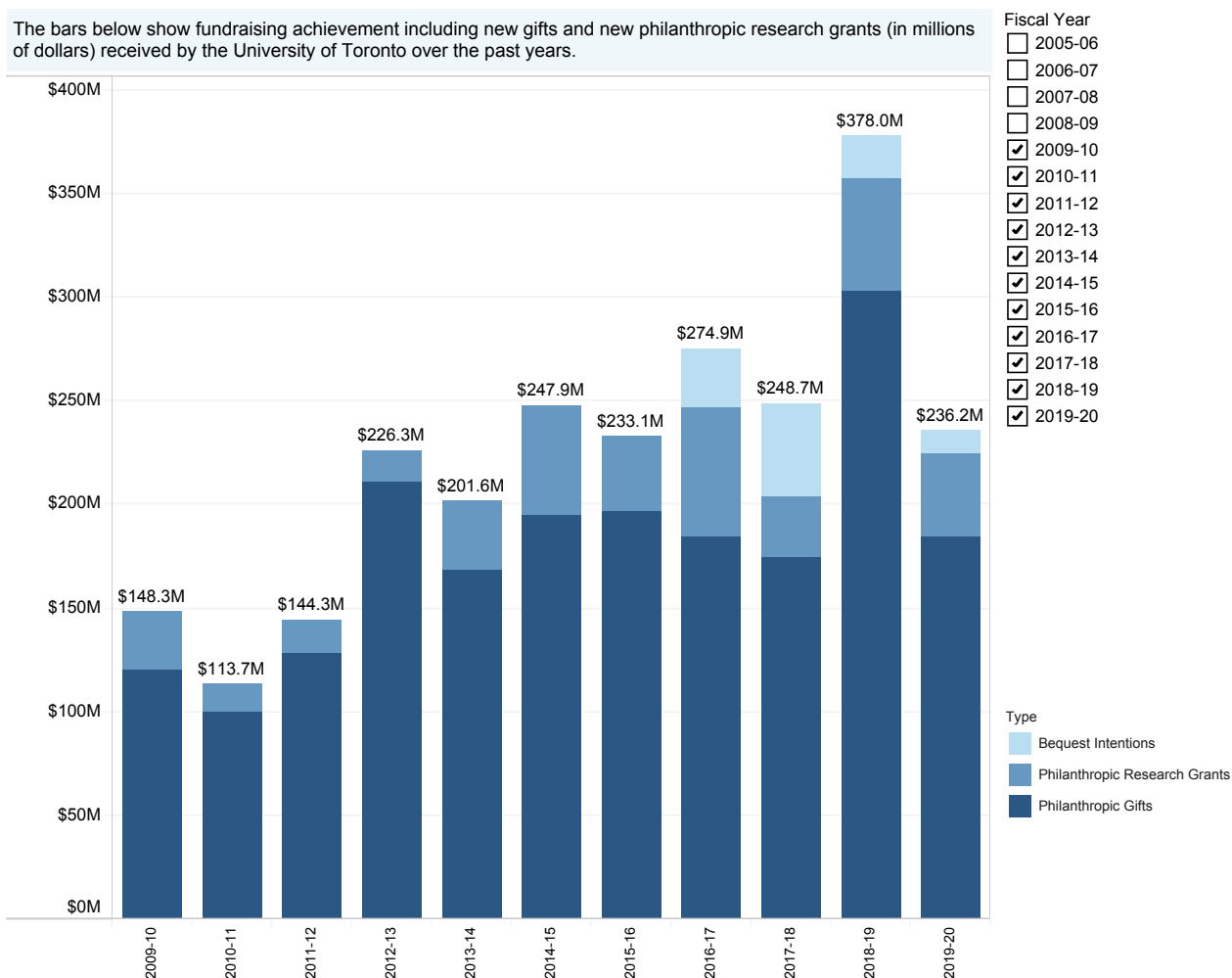
Advancement Achievement

Achievement by Year	Annual Achievement by Donor Type	Annual Achievement by Priority	Alumni Engagement

Performance Relevance:

In FY 2019–2020, U of T received $236,210,757 in philanthropic gifts ($184,510,128), philanthropic research grants ($39,690,431), and bequest intentions ($12,010,198) from individuals, foundations and corporations. This generous support from 19,915 donors is advancing research and teaching excellence across all three campuses and creating countless opportunities for students.

Annual Fundraising Achievement: Gifts and Grants by Fiscal Year

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

Fiscal Year
- ☐ 2005-06
- ☐ 2006-07
- ☐ 2007-08
- ☐ 2008-09
- ☑ 2009-10
- ☑ 2010-11
- ☑ 2011-12
- ☑ 2012-13
- ☑ 2013-14
- ☑ 2014-15
- ☑ 2015-16
- ☑ 2016-17
- ☑ 2017-18
- ☑ 2018-19
- ☑ 2019-20

Type
- Bequest Intentions
- Philanthropic Research Grants
- Philanthropic Gifts

Notes:
1. Data source: Division of University Advancement
2. Gifts include pledges and gifts (donations), realized planned gifts, and gifts-in-kind (in millions of dollars) to the University of Toronto. Include those received by federated universities and other affiliated institutions (the University of St. Michael's College, the University of Trinity College and Victoria University), but exclude donations to partner hospitals.
3. Research Grants are contributions made through the University's Research Office that are philanthropic in nature.
4. James and Louise Temerty contributed $250 million gift to U of T in 2020. It is the single largest gift in Canadian history.
https://www.utoronto.ca/news/university-toronto-receives-single-largest-gift-canadian-history-james-and-louise-temerty
5. Gerald Schwartz and Heather Reisman contributed $100 million gift to the University in 2019.
https://www.utoronto.ca/news/landmark-100-million-gift-university-toronto-gerald-schwartz-and-heather-reisman-will-power
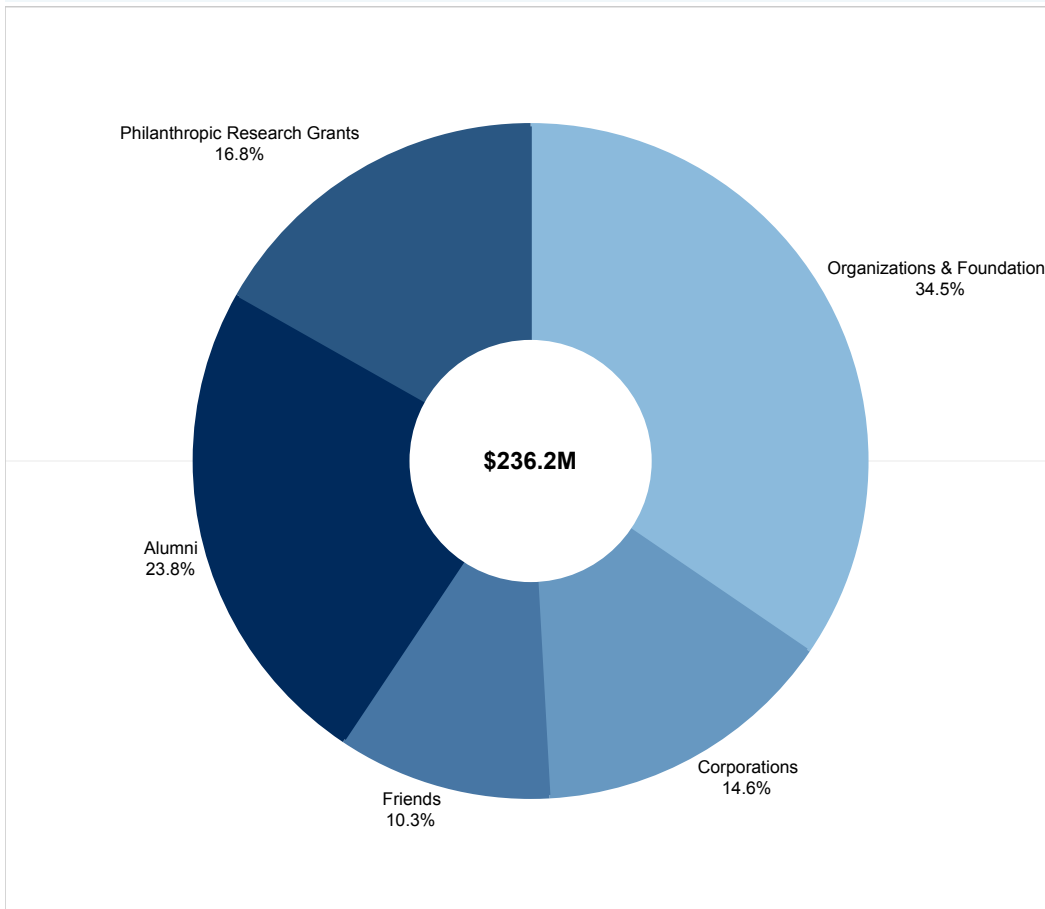
Achievement by Year	Annual Achievement by Donor Type	Annual Achievement by Priority	Alumni Engagement

Annual Fundraising Achievement: Percentage of Funds Raised by Donor Type

The chart below shows the distribution of total funds raised by source category. (By doner type)

Fiscal Year
○ 2016-17
○ 2017-18
○ 2018-19
◉ 2019-20

Donor
■ Organizations & Foundations
■ Corporations
■ Friends
■ Alumni
■ Philanthropic Research Grants

Philanthropic Research Grants
16.8%

Organizations & Foundations
34.5%

$236.2M

Alumni
23.8%

Corporations
14.6%

Friends
10.3%

Data source: Division of University Advancement.

Advancement Achievement

Annual Achievement by Priority

Fiscal Year
- ○ 2016-2017
- ○ 2017-2018
- ○ 2018-2019
- ● 2019-2020

Priority
- Bequest Intentions
- Faculty Support
- Infrastructure
- Philanthropic Research Grants
- Programs and research
- Student experience

Student experience
8.9%

Bequest intentions
5.1%

Faculty Support
7.1%

Infrastructure
10.9%

$236.2M

Philanthropic Research Grants
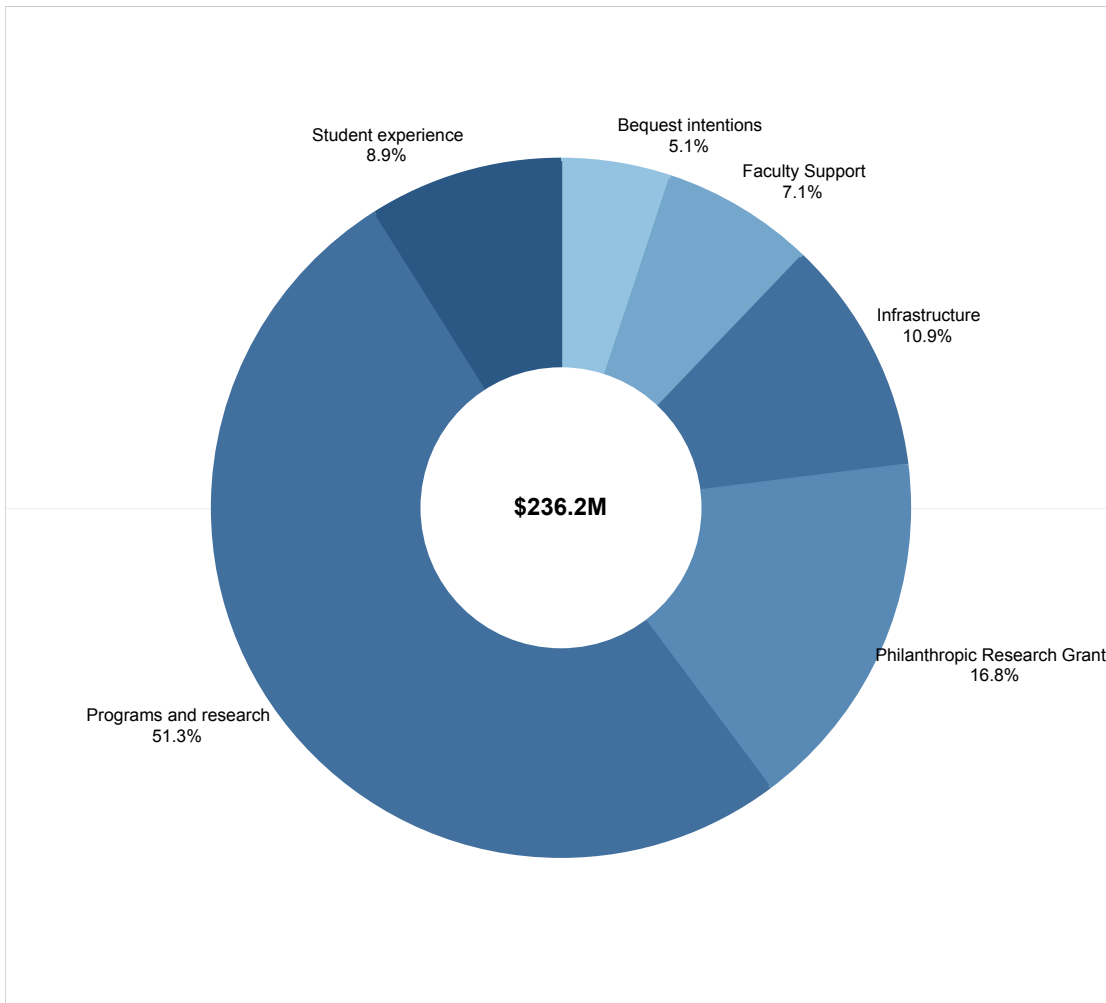16.8%

Programs and research
51.3%

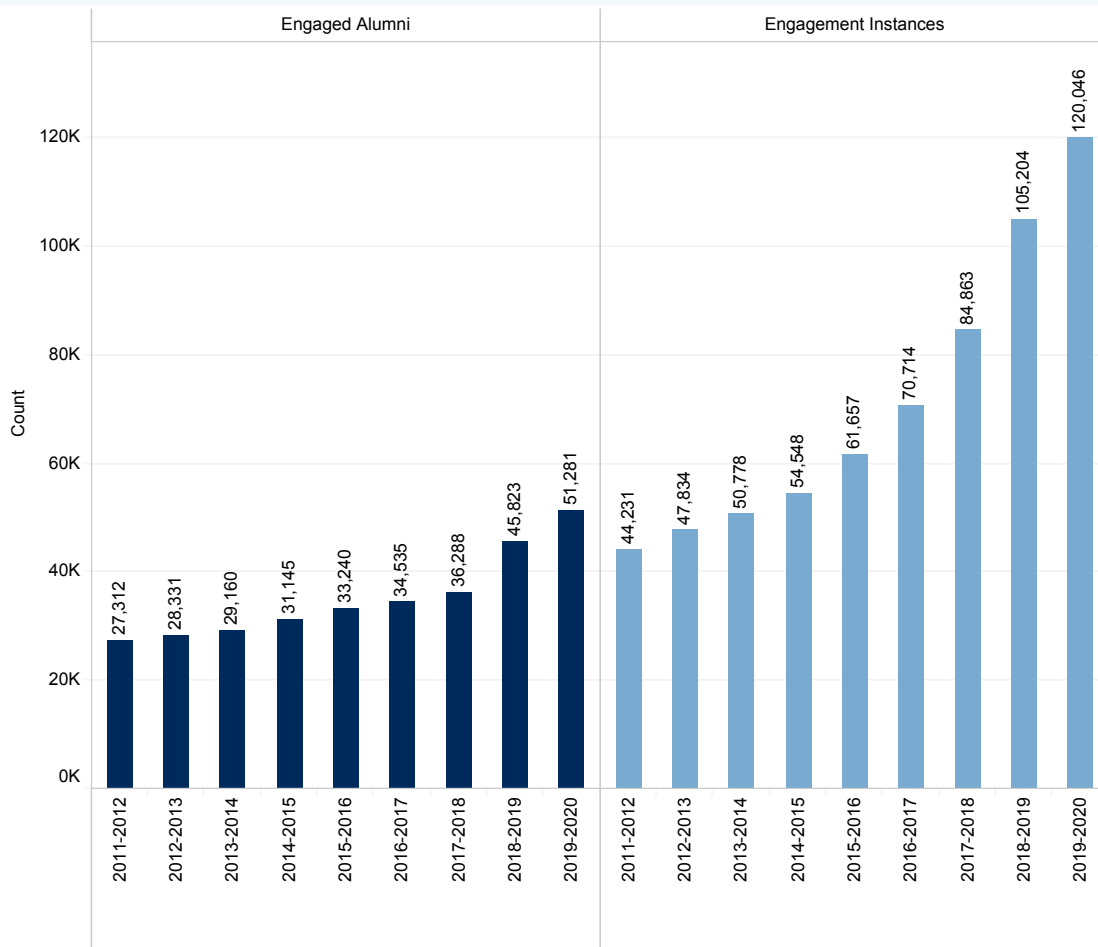Data source: Division of University Advancement.

Advancement Achievement

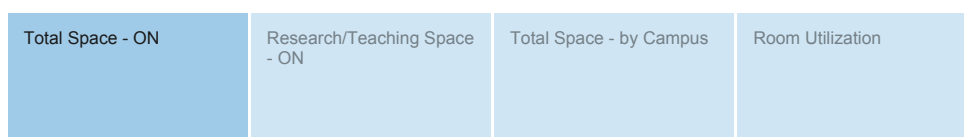| Achievement by Year	Annual Achievement by Donor Type	Annual Achievement by Priority	Alumni Engagement

Alumni Engagement

Alumni extend U of T's reach and reputation through the scale, impact and breadth of their presence around the world and enable our mission through their involvement and financial support.

Fiscal Year
- ☑ 2011-2012
- ☑ 2012-2013
- ☑ 2013-2014
- ☑ 2014-2015
- ☑ 2015-2016
- ☑ 2016-2017
- ☑ 2017-2018
- ☑ 2018-2019
- ☑ 2019-2020

Engaged Alumni

Fiscal Year	Count
2011-2012	27,312
2012-2013	28,331
2013-2014	29,160
2014-2015	31,145
2015-2016	33,240
2016-2017	34,535
2017-2018	36,288
2018-2019	45,823
2019-2020	51,281

Engagement Instances

Fiscal Year	Count
2011-2012	44,231
2012-2013	47,834
2013-2014	50,778
2014-2015	54,548
2015-2016	61,657
2016-2017	70,714
2017-2018	84,863
2018-2019	105,204
2019-2020	120,046

Space

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

COU Space Inventory

Performance Relevance:

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

The overall inventory of space, compiled by the Council of Ontario Universities (COU) every three years, measures the extent to which the supply of available space in Ontario universities meets the institutional needs as defined by COU space standards. In 2018, COU released the most recent report presenting 2016-17 results.

In recent years, the University has completed construction of several additional major capital projects; adding substantial new space to its inventory. We anticipate that this new space will be reflected in the next update of the COU Space Inventory Report.
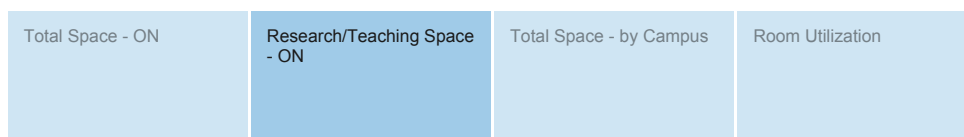
Total Space Allocation, Ontario Universities, Ratio of Actual Space Inventory to COU Formula (%)
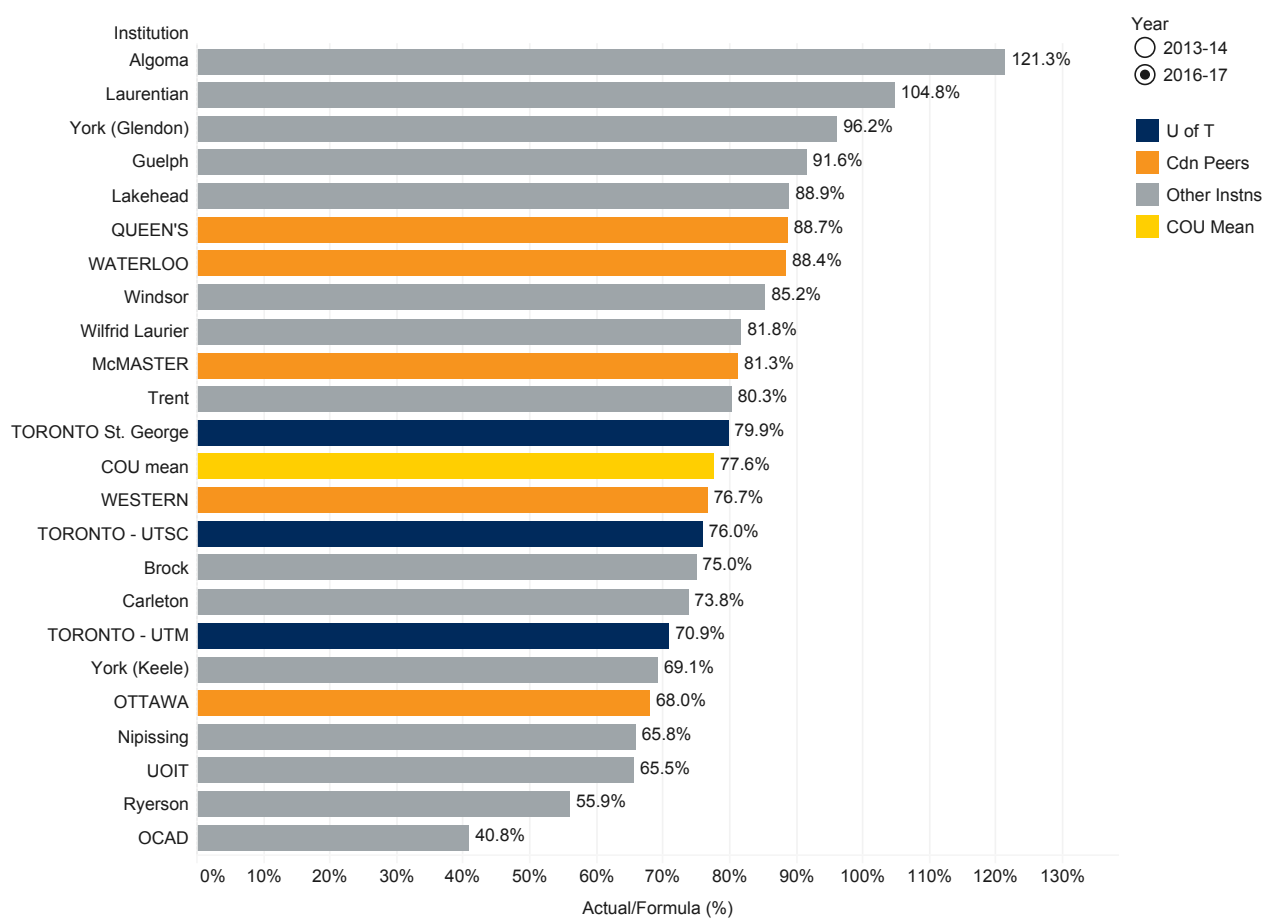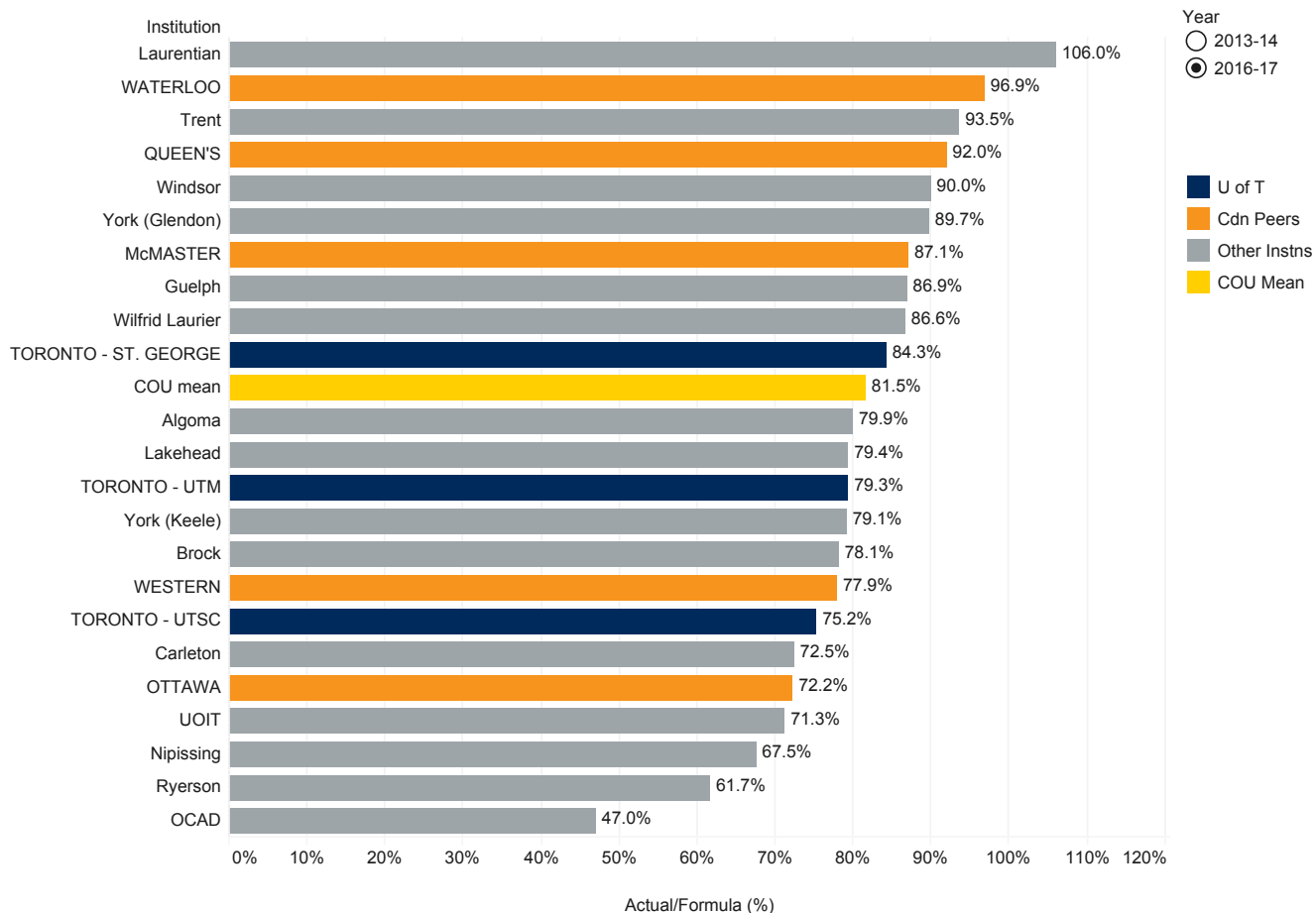

Notes:
1.   Data Source: COU Inventory of Physical Facilities of Ontario Universities.
2.   The space factor for a number of space categories have been changed in the 2013-14 survey and therefore caution should be taken when making comparisons with the 2010-11 data, especially the generated space and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

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

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

Institution

Institution	Value
Laurentian	106.0%
WATERLOO	96.9%
Trent	93.5%
QUEEN'S	92.0%
Windsor	90.0%
York (Glendon)	89.7%
McMASTER	87.1%
Guelph	86.9%
Wilfrid Laurier	86.6%
TORONTO - ST. GEORGE	84.3%
COU mean	81.5%
Algoma	79.9%
Lakehead	79.4%
TORONTO - UTM	79.3%
York (Keele)	79.1%
Brock	78.1%
WESTERN	77.9%
TORONTO - UTSC	75.2%
Carleton	72.5%
OTTAWA	72.2%
UOIT	71.3%
Nipissing	67.5%
Ryerson	61.7%
OCAD	47.0%

Year
○ 2013-14
◉ 2016-17

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

Actual/Formula (%)

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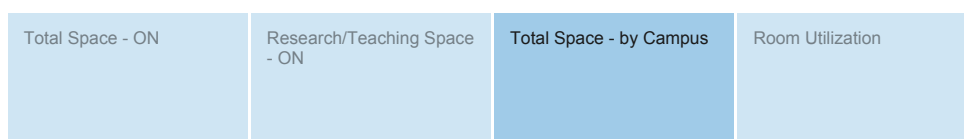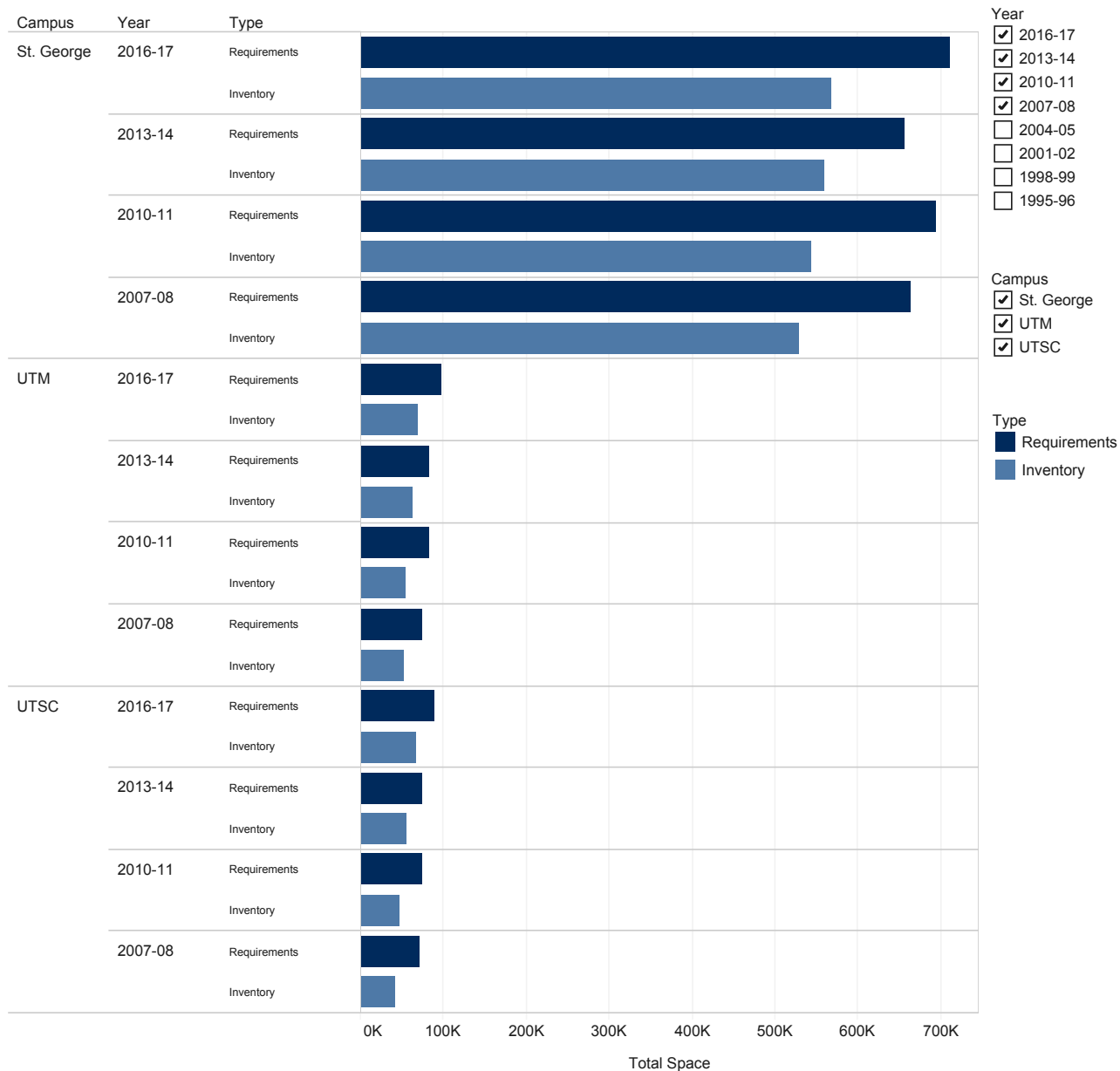3. COU mean excludes Hearst and NOSM.

Space

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

Total Space by Campus

Campus	Year	Type

Year
- ☑ 2016-17
- ☑ 2013-14
- ☑ 2010-11
- ☑ 2007-08
- ☐ 2004-05
- ☐ 2001-02
- ☐ 1998-99
- ☐ 1995-96

Campus
- ☑ St. George
- ☑ UTM
- ☑ UTSC

Type
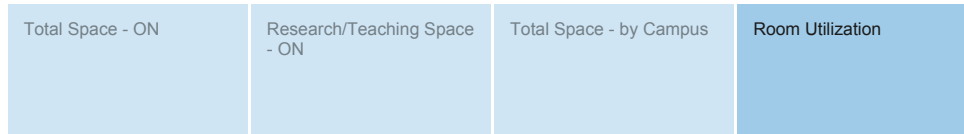- ■ Requirements
- ■ Inventory

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

Related Report:
2016-17 Inventory of Physical Facilities of Ontario Universities
https://ontariouniversities.ca/reports/2016-17-inventory-of-physical-facilities-of-ontario-universities
Inventory of Physical Facilities of Ontario Universities, 2013-14
http://cou.on.ca/wp-content/uploads/2015/05/COU-Inventory-of-Physical-Facilities-of-Ontario-Universities-2013-14.pdf

Space

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

Room Utilization

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

During the COVID-19 Pandemic the University adapted to different teaching formates, mostly online. Furthermore, the limited amount of in-person teaching that did occur was limited to larger room sizes so as to permit physical distancing protocols.

The line in the chart below represents COU's standard room utilization rate of 60%. The bars indicate room utilization of centrally allocated classrooms on the St. George campus according to five types of classrooms, three time slots and the overall usage.
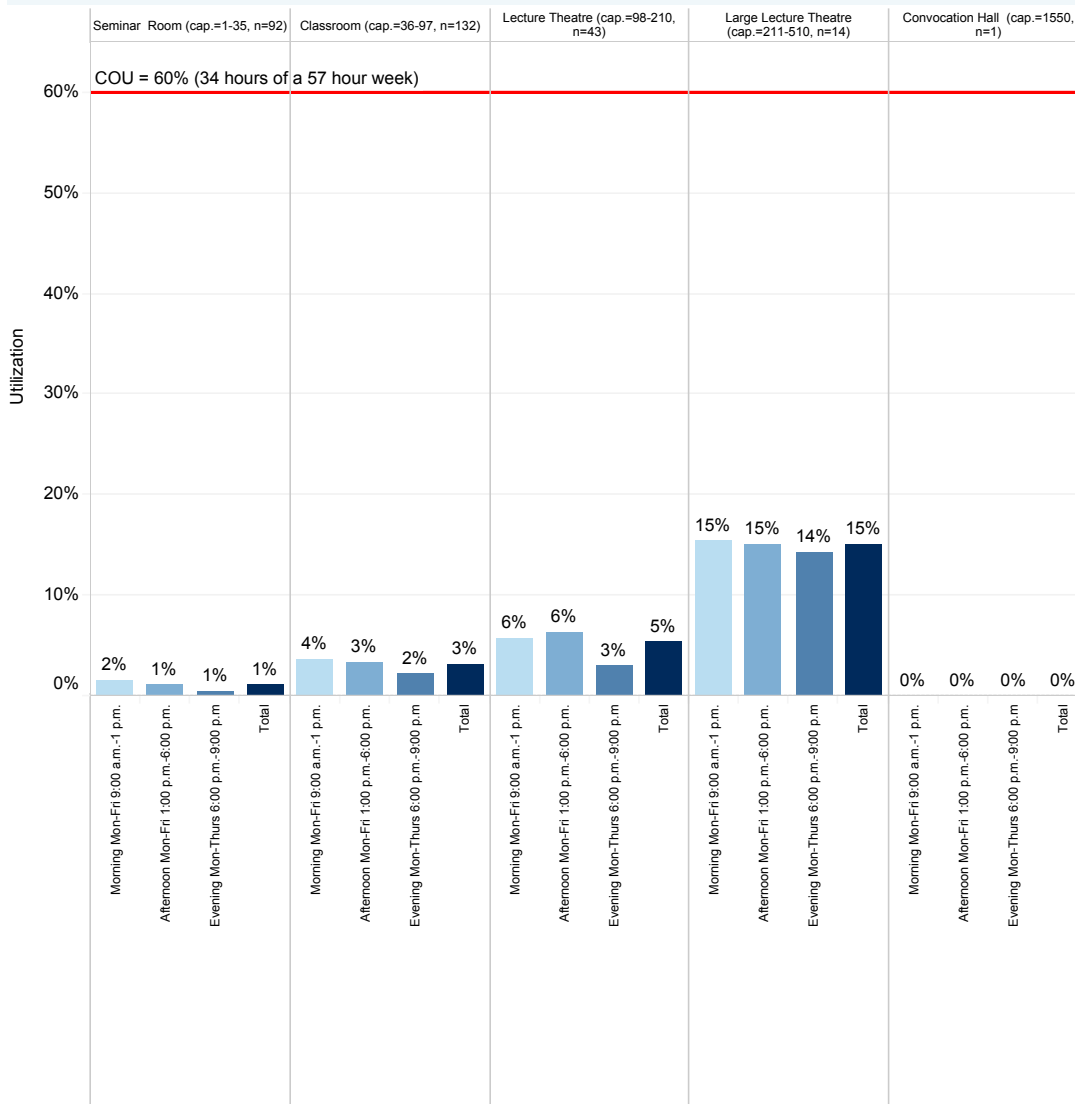
Room Utilization by Time of Day for Week of Oct. 5 to 9, 2020
St. George Campus, Based on a 57 hour week,
Monday - Thursday 9 a.m. to 9 p.m. and Friday 9 a.m. to 6 p.m.

Year
- ⦿ Oct. 5 to 9, 2020
- ○ Oct. 16 to 20, 2017
- ○ Oct. 21 to 25, 2019
- ○ Oct. 22 to 26, 2018

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

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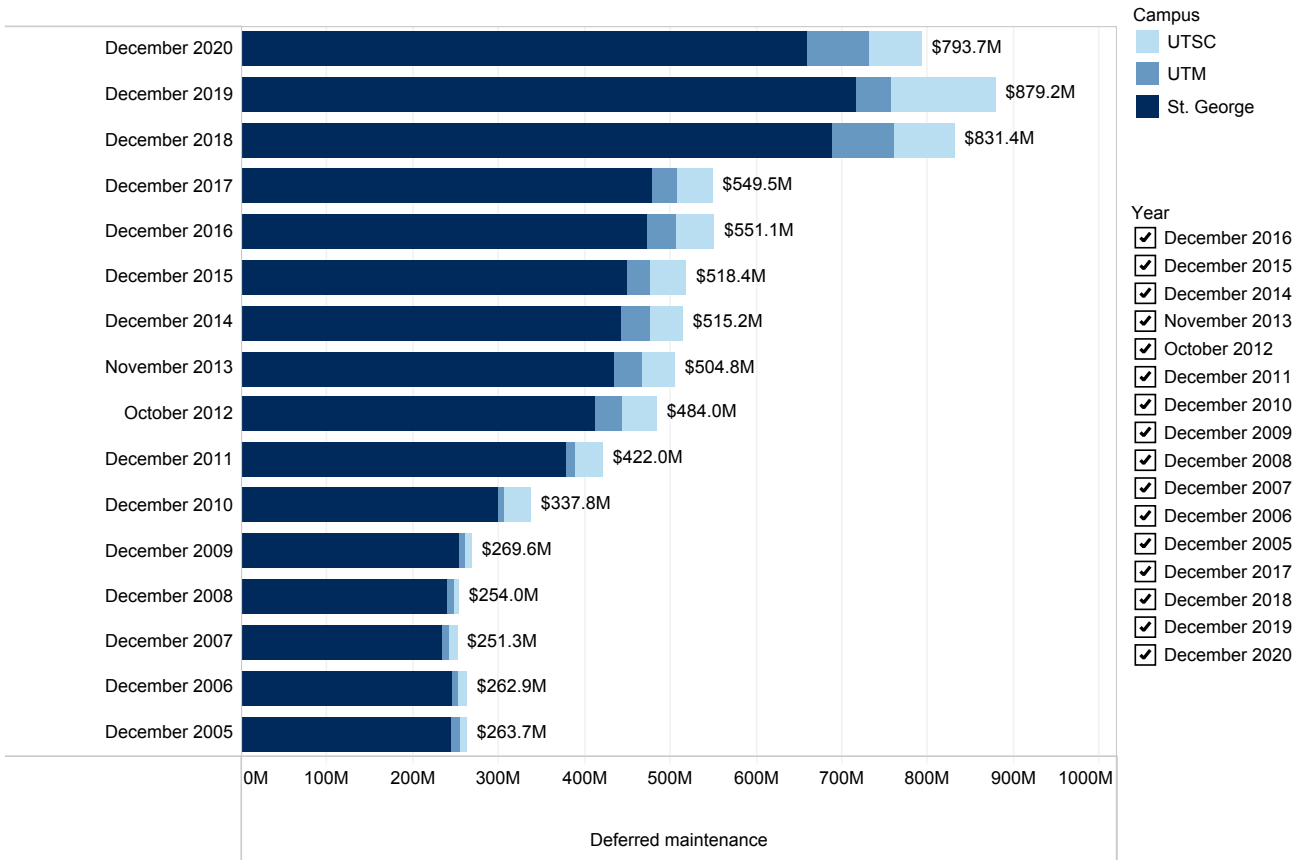
Deferred Maintenance

Performance Relevance:

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

Changes made to the methodology for calculating deferred maintenance resulted in a significant increase in the University's liability beginning in 2018. The changes will beapplied 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.

Deferred Maintenance Backlog by Campus

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

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

Related Reports:

Deferred Maintenance Reports, Facilities and Services Department
https://www.fs.utoronto.ca/deferred-maintenance/

Ontario Universities' Facilities Condition Assessment Program as of June 2015
http://cou.on.ca/papers/ontario-universities-facilities-condition-assessment-program-june-2015/
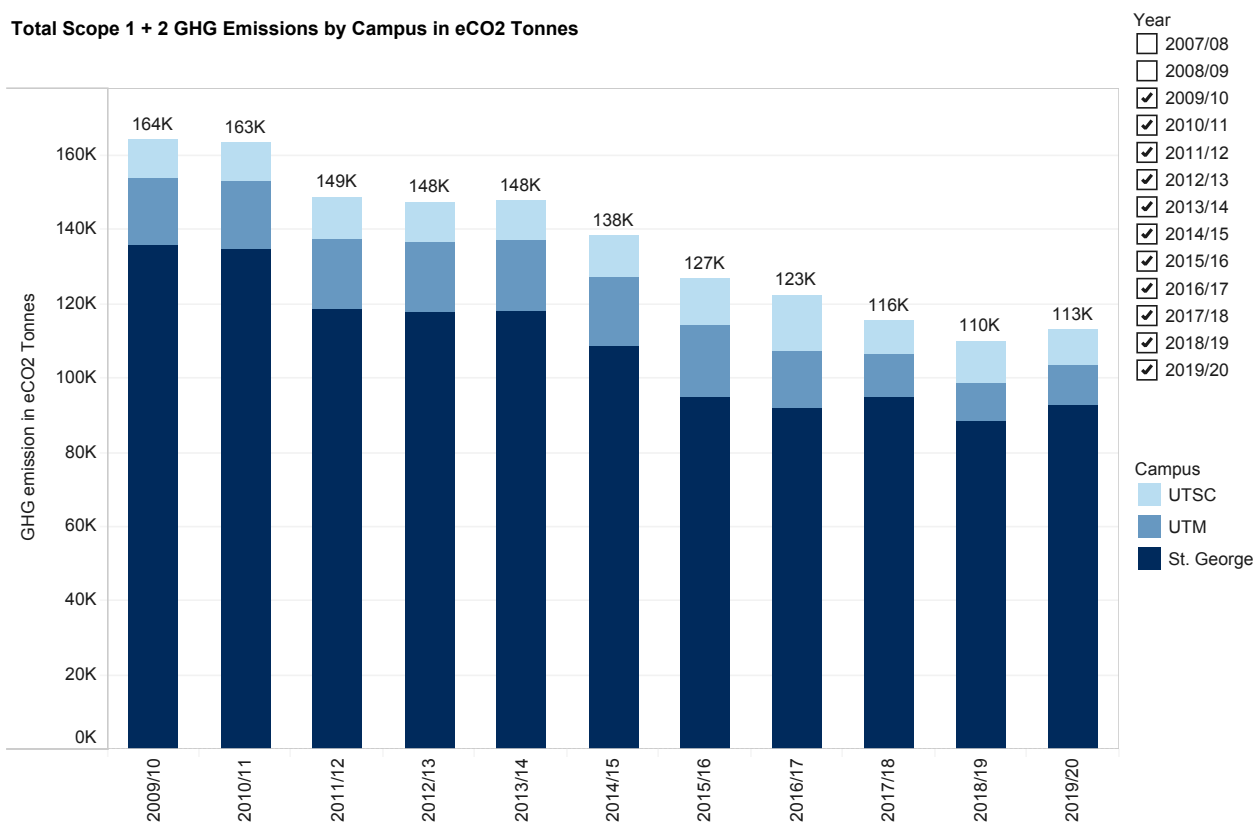
GHG Emission	Waste Generated
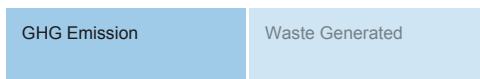
Performance Relevance:

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 per cent by 2030, below a 1990 baseline level. A five-year Low-Carbon Action Plan (2019-2024) has been developed to further implement carbon reduction strategies across U of T's three campuses—accelerating efforts as we work towards our 2030 goal. For more information see: https://www.fs.utoronto.ca/sustainability-office/publications/low-carbon-action-plan

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

Notes:
1. Data source: the University of Toronto Low-Carbon Action Plan

Sustainability

GHG Emission	Waste Generated

Waste Generated in Tonnes

Year
- ☑ 2016-17
- ☑ 2017-18
- ☑ 2018-19
- ☑ 2019-20

Waste
- ☐ Material Reduced
- ☐ Material Reused
- ☐ Material Recycled
- ☐ Material Composted
- ☐ Waste Disposed to Landfill

Waste in Tonnes

	2016-17	2017-18	2018-19	2019-20
Total	6,200	6,294	5,719	5,152
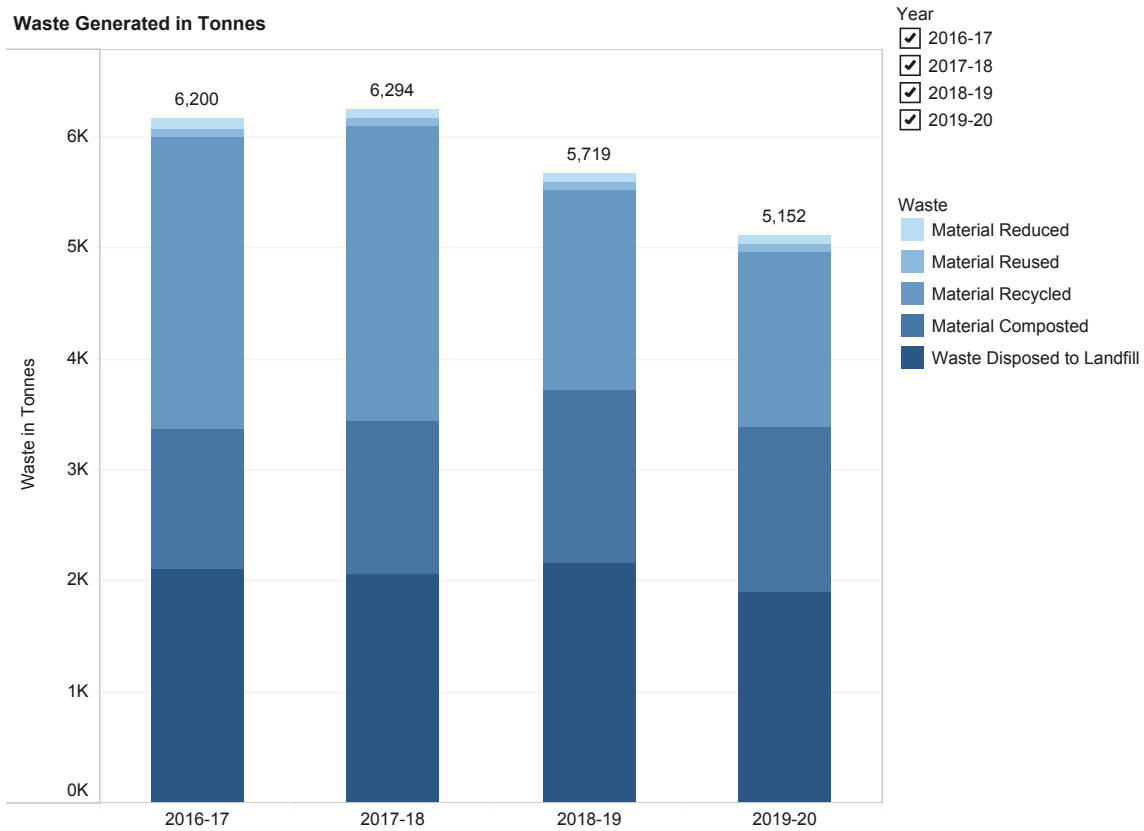
Notes:
1. Data source:
2. Year refers to financial year from May to April.

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

Major North American Research Libraries (rank)

The University of Toronto's libraries are ranked 3rd in North America and 1st in Canada by the Association of Research Libraries.

ARL	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14
1	Harvard	Harvard	Harvard	Harvard	Harvard	Harvard
2	Yale	Yale	Yale	Yale	Yale	Yale
3	Columbia	Toronto (3rd)	Michigan	Michigan	Columbia	Toronto (3rd)
4	Toronto (4th)	Columbia	Columbia	Columbia	Toronto (4th)	Columbia
5	Michigan	Michigan	New York	New York	Michigan	Michigan
6	New York	New York	Toronto (6th)	Toronto (6th)	California, Berkeley	California, Berkeley
7	Princeton	Princeton	Princeton	Pennsylvania State	New York	New York
8	California, Berkeley	California, Berkeley	California, Berkeley	California, Berkeley	Princeton	Pennsylvania State
9	Pennsylvania State	California, Los Angeles	Pennsylvania State	Princeton	Cornell	Texas
10	Pennsylvania	Pennsylvania State	California, Los Angeles	California, L.A.	Pennsylvania State	Princeton

Top 5 Canadian Universities (Rank/University)

ord..	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14
1	4/Toronto	3/Toronto	6/Toronto	6/Toronto	4/Toronto	3/Toronto
2	30/Alberta	29/Alberta	29/Alberta	31/Alberta	27/Alberta	22/British Columbia
3	40/British Columbia	33/British Columbia	37/British Columbia	35/British Columbia	31/British Columbia	26/Alberta
4	47/McGill	38/McGill	40/McGill	42/McGill	43/McGill	35/McGill
5	62/Ottawa	69/Manitoba	75/Calgary	63/Calgary	49/Calgary	36/Montreal

Year
- [x] 2018-19
- [x] 2017-18
- [x] 2016-17
- [x] 2015-16
- [x] 2014-15
- [x] 2013-14
- [ ] 2012-13
- [ ] 2011-12
- [ ] 2010-11
- [ ] 2009-10
- [ ] 2008-09
- [ ] 1998-99

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

IT Investment

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

Information Technology Costs

IT investment continues to increase over time.

Year
- [x] 2019-20
- [x] 2018-19
- [x] 2017-18
- [x] 2016-17
- [x] 2015-16
- [x] 2014-15
- [x] 2013-14
- [x] 2012-13
- [x] 2011-12
- [x] 2010-11
- [x] 2009-10
- [x] 2008-09
- [x] 2007-08
- [x] 2006-07
- [x] 2005-06
- [x] 2004-05
- [x] 2003-04
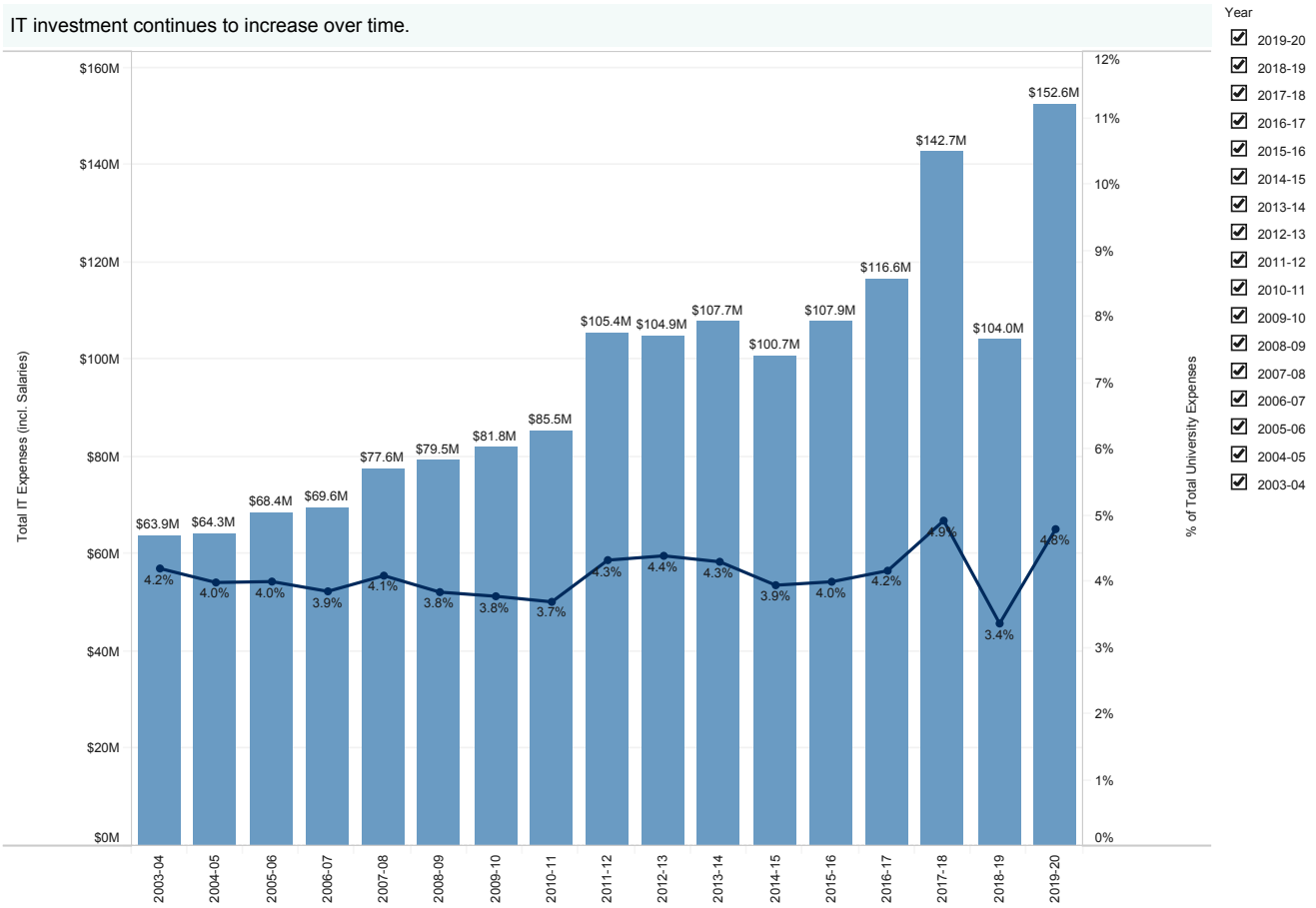
Notes:
1. Data source: Information and Technology Services

Funding and Finances

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

University Central Administrative Costs

Performance Relevance:

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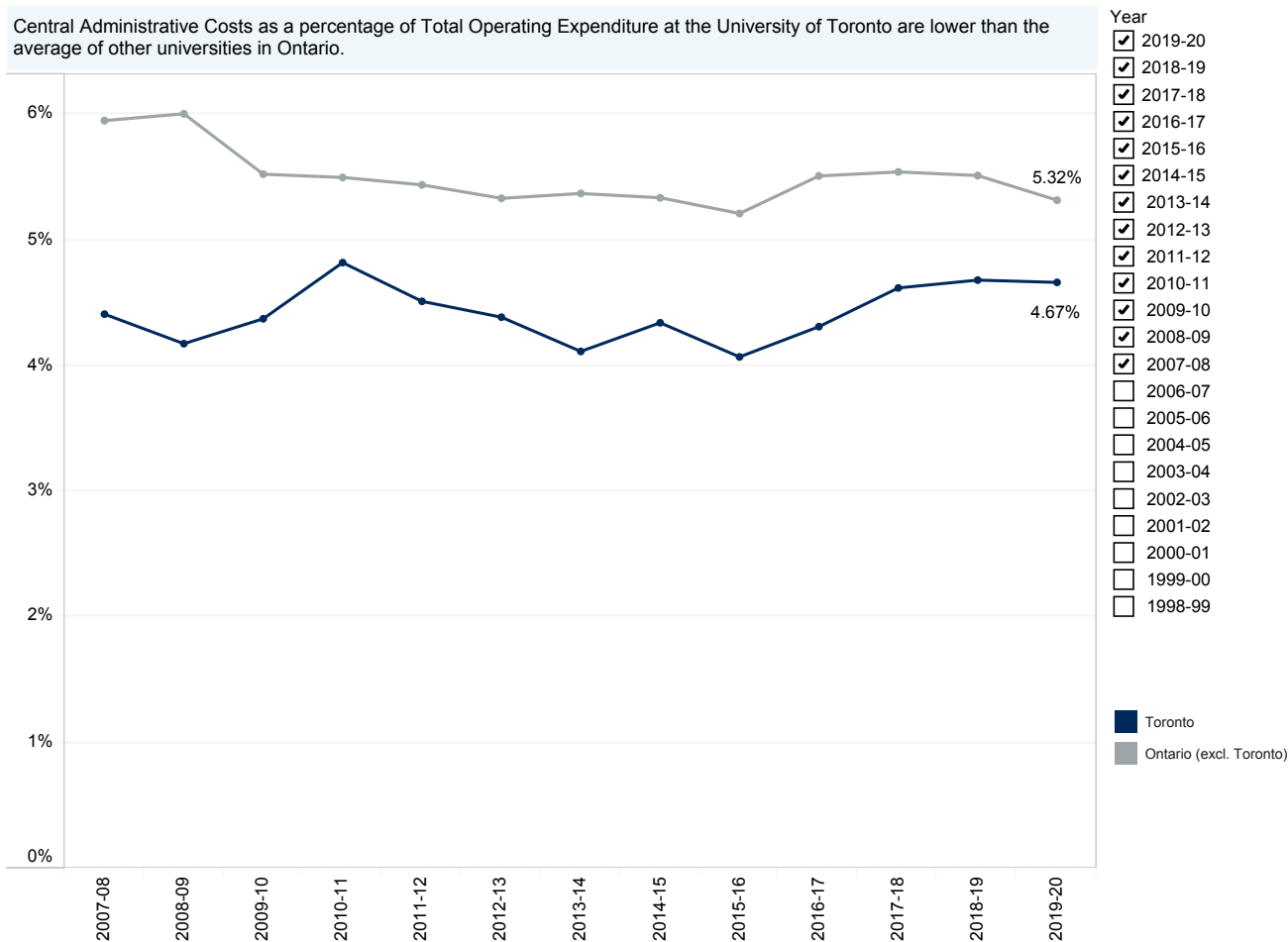
The University of Toronto actively works to contain central administrative costs incurred for these essential services.

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

Central Administrative Costs as a Percentage of Total Operating Expenditures

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

Year
- ☑ 2019-20
- ☑ 2018-19
- ☑ 2017-18
- ☑ 2016-17
- ☑ 2015-16
- ☑ 2014-15
- ☑ 2013-14
- ☑ 2012-13
- ☑ 2011-12
- ☑ 2010-11
- ☑ 2009-10
- ☑ 2008-09
- ☑ 2007-08
- ☐ 2006-07
- ☐ 2005-06
- ☐ 2004-05
- ☐ 2003-04
- ☐ 2002-03
- ☐ 2001-02
- ☐ 2000-01
- ☐ 1999-00
- ☐ 1998-99

■ Toronto
■ Ontario (excl. Toronto)

Notes:
1.   Data source: COU Financial Report of Ontario Universities, Volume I, Table 6 - Expense Operating (excluding internal and external cost recoveries) 1998-99 to 2018-19.
2.   Administration and General Expenses include: administration; planning and information costs and activities associated with the offices of the president and vice-presidents (excludes administration which is included in Academic Support and External Relations); internal audit; investment management; space planning; Governing Council Secretariat; finance and accounting (including research accounting); human resources; central purchasing, receiving and stores; institutional research; general university memberships; the administration of the occupational health and safety program, including the disposal of hazardous wastes; professional fees (legal and audit); convocations and ceremonies; insurance (except fire, boiler and pressure vessel, property and liability insurance which are reported under the physical plant function); activities in the registrar's office not included in Academic Support.
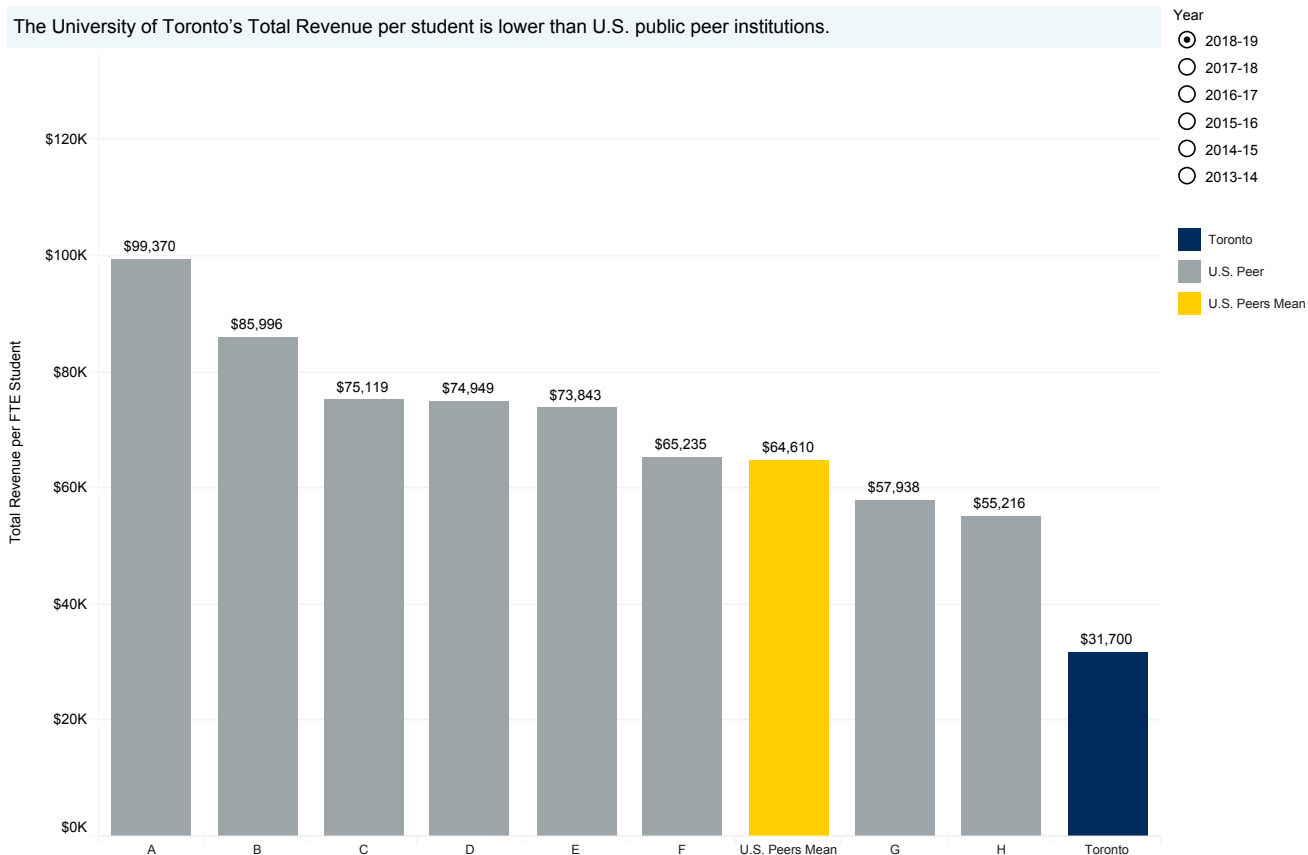
Funding and Finances

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

Total Revenue per FTE Student

Performance Relevance:

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

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

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

Year
- ◉ 2018-19
- ○ 2017-18
- ○ 2016-17
- ○ 2015-16
- ○ 2014-15
- ○ 2013-14

■ Toronto
■ U.S. Peer
■ U.S. Peers Mean

Chart: Total Revenue per FTE Student

Category	Value
A	$99,370
B	$85,996
C	$75,119
D	$74,949
E	$73,843
F	$65,235
U.S. Peers Mean	$64,610
G	$57,938
H	$55,216
Toronto	$31,700

Notes:
1. Data source: AAUDE
2. Each of the code A to J represents different U.S. peer institution for different year. For example, A in 2014-15 and A in 2013-14 might represent different institutions.
3. All Revenues exclude Hospital/Medical Centre Revenues.
4. U.S. Peer Mean excludes U of T.
5. Data for University of Washington is unavailable.
6. 2017-18 U of T figure converted to U.S. funds using an exchange rate of 0.7791 as at April 30th 2018.

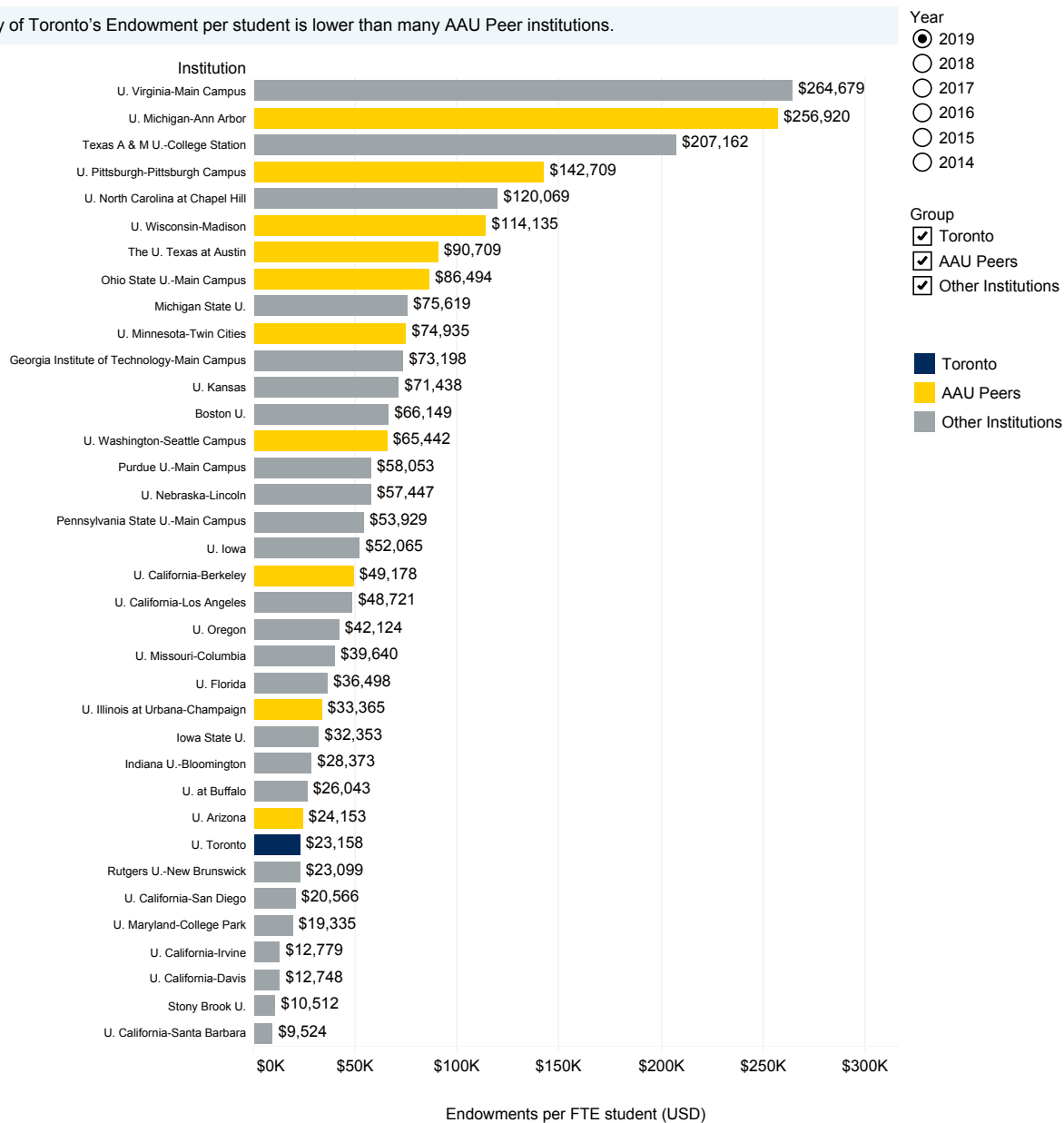| Central Administrative Costs PR	Central Administrative Costs	Revenue	Endowment	Financial Health PR	Debt Burden Ratio	Viability Ratio	Credit Rating

Endowment per Student

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

Top Endowments at AAU Public Institutions per FTE Student

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

Institution

Institution	Value
U. Virginia-Main Campus	$264,679
U. Michigan-Ann Arbor	$256,920
Texas A & M U.-College Station	$207,162
U. Pittsburgh-Pittsburgh Campus	$142,709
U. North Carolina at Chapel Hill	$120,069
U. Wisconsin-Madison	$114,135
The U. Texas at Austin	$90,709
Ohio State U.-Main Campus	$86,494
Michigan State U.	$75,619
U. Minnesota-Twin Cities	$74,935
Georgia Institute of Technology-Main Campus	$73,198
U. Kansas	$71,438
Boston U.	$66,149
U. Washington-Seattle Campus	$65,442
Purdue U.-Main Campus	$58,053
U. Nebraska-Lincoln	$57,447
Pennsylvania State U.-Main Campus	$53,929
U. Iowa	$52,065
U. California-Berkeley	$49,178
U. California-Los Angeles	$48,721
U. Oregon	$42,124
U. Missouri-Columbia	$39,640
U. Florida	$36,498
U. Illinois at Urbana-Champaign	$33,365
Iowa State U.	$32,353
Indiana U.-Bloomington	$28,373
U. at Buffalo	$26,043
U. Arizona	$24,153
U. Toronto	$23,158
Rutgers U.-New Brunswick	$23,099
U. California-San Diego	$20,566
U. Maryland-College Park	$19,335
U. California-Irvine	$12,779
U. California-Davis	$12,748
Stony Brook U.	$10,512
U. California-Santa Barbara	$9,524

Endowments per FTE student (USD)

Year
- 2019
- 2018
- 2017
- 2016
- 2015
- 2014

Group
- [✓] Toronto
- [✓] AAU Peers
- [✓] Other Institutions

- Toronto
- AAU Peers
- Other Institutions

Notes:
1. Data source: IPEDS website
2. U of T figure converted to US dollars at an exchange rate as at April 30, 2019.
http://www.bankofcanada.ca/rates/exchange/10-year-converter/

Funding and Finances

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

Financial Health

Performance Relevance:

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

The debt burden ratio (principal + interest divided by total expenditures) is the key financial indicator in determining debt limit. It indicates how much debt the University can afford. It is expressed as the percentage of debt service cost to total expenditures. A low percentage indicates less strain on the University's budget to service debt. The maximum debt burden ratio (for total internal and external debt) has been set at 5%, so the actual debt burden ratio should be below 5%. For 2019, the actual ratio was 3.3%.

A secondary ratio that is taken into consideration in setting the maximum debt limit is the viability ratio (expendable resources that includes deferred contributions, divided by debt). It indicates the amount of funds on hand that could be used to repay the outstanding debt. The ratio is expressed as times coverage, and a higher ratio indicates higher capacity to repay debt. The lowest threshold for total external and internal debt is set at 0.8, so it is desirable to have an actual rate above 0.8. For 2019, the actual viability ratio was 2.2, which is above 0.8.

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

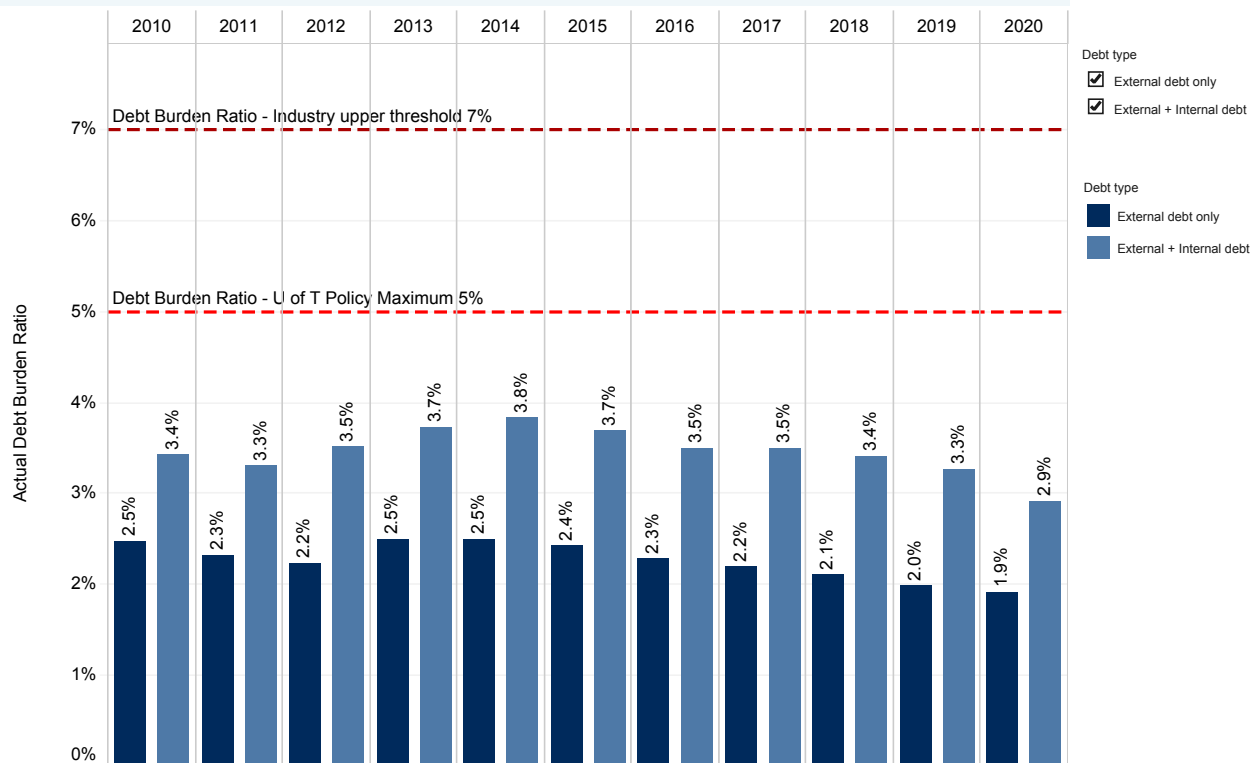| Central Administrative Costs PR	Central Administrative Costs	Revenue	Endowment	Financial Health PR	Debt Burden Ratio	Viability Ratio	Credit Rating

Debt Burden Ratio

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

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

Year
2010 to 2020
and Null values

Debt type
☑ External debt only
☑ External + Internal debt

Debt type
■ External debt only
■ External + Internal debt

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
External debt only	2.5%	2.3%	2.2%	2.5%	2.5%	2.4%	2.3%	2.2%	2.1%	2.0%	1.9%
External + Internal debt	3.4%	3.3%	3.5%	3.7%	3.8%	3.7%	3.5%	3.5%	3.4%	3.3%	2.9%

Debt Burden Ratio - Industry upper threshold 7%

Debt Burden Ratio - U of T Policy Maximum 5%

Actual Debt Burden Ratio

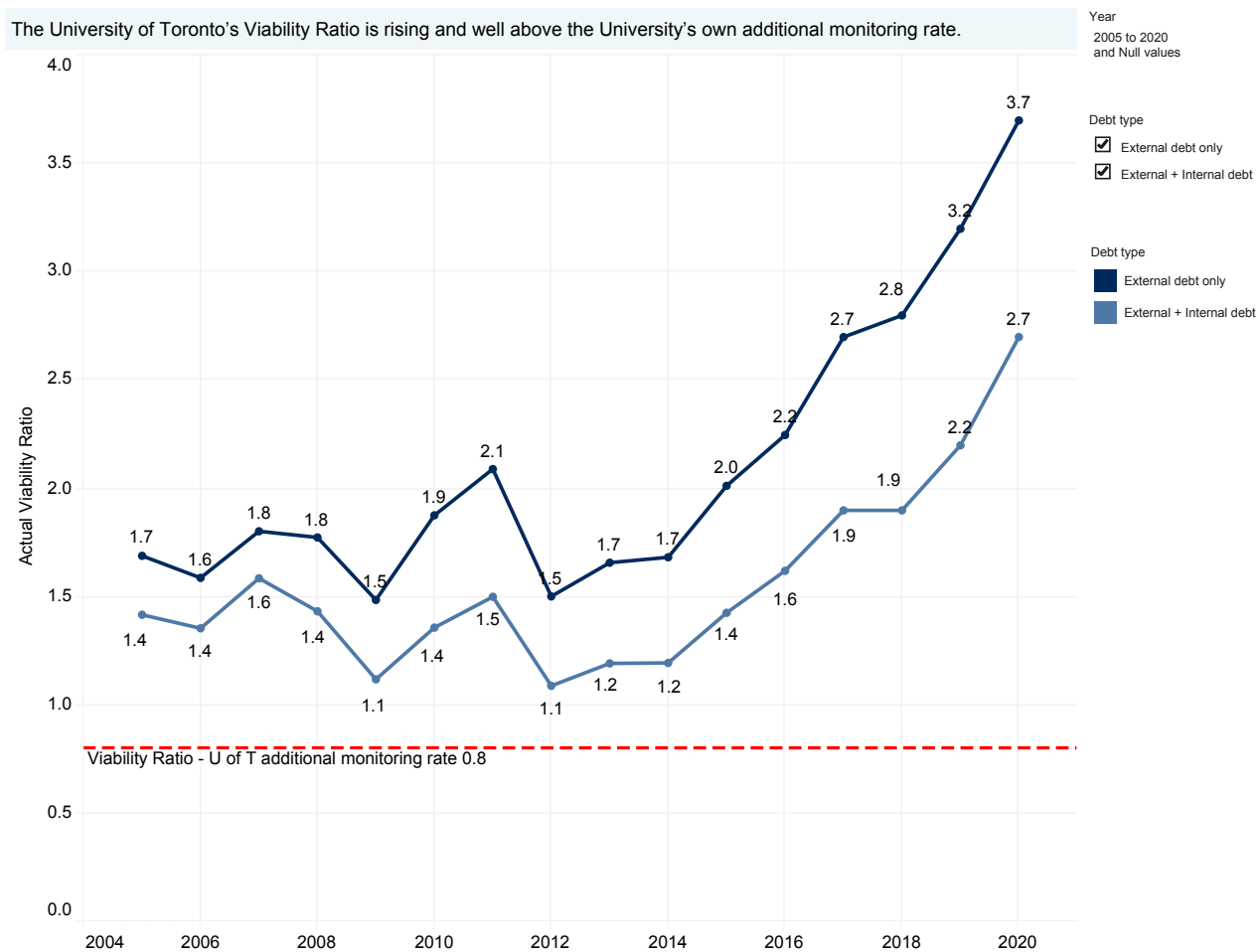Note:
1.   Data source: Financial Services Department.

Funding and Finances

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

Viability Ratio

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

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

Year
2005 to 2020
and Null values

Debt type
☑ External debt only
☑ External + Internal debt

Debt type
■ External debt only
■ External + Internal debt

Note:
1. Data source: Financial Services Department.

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

Credit Rating, University of Toronto Compared to US and Canadian Peers

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

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

Institution	Moody's Investors Service	Standard & Poor's	Dominion Bond Rating Service	Year
University of Michigan	Aaa	Aaa		◯ 2017
University of Texas system	Aaa	Aaa		◯ 2018
University of Washington	Aaa	AA+		◯ 2019
University of California	Aa2	AA		⦿ 2020
University of Illinois	A1	A-		
University of Minnesota	Aa1	AA		
University of Pittsburgh	Aa1	AA+		
Ohio State University	Aa1	AA		
University of Arizona	Aa2	AA-		
PROVINCE OF ONTARIO	Aa3	A+	AA(low)	
University of Toronto	Aa1	AA+	AA	
McMaster University		AA	AA	
Queen's University		AA+	AA	
University of Western Ontario		AA		
University of Ottawa	Aa2		AA(low)	
University of British Columbia	Aa1	AA+		
McGill University	Aa2	AA-		

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

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