

**YORK UNIVERSITY**  
**Strategic Mandate Agreement Annual Report 2017-18**  
**Part 1. Overview**

**Introduction**

The 2017-20 Strategic Mandate Agreements (SMAs) between individual universities and the Ministry of Training, Colleges and Universities outline the role universities perform in Ontario's postsecondary education system and how they will build on institutional strengths to fulfil their mandate and help support system-wide objectives and government priorities.

Each priority area in 2017-20 SMAs includes system-wide and institution-specific metrics and targets.

The SMA Annual Report is used by the ministry to track progress on metric performance on an annual basis. The SMA Annual Report is also an opportunity for institutions to provide contextual information and a narrative associated with performance in the shared priority areas. **Part 1. Overview** introduces the institutional context for metrics performance, overall and by priority area. **Part 2. Data Workbook** includes historical data and most recently available values for both system-wide and institution-specific metrics.

For more information on the Strategic Mandate Agreements, please visit the Ontario Government webpage.

**Institutional Narrative**

Provide a brief description of the overall institutional context for the 2017-18 Strategic Mandate Agreement metric results. **(max. 600 words)**

York experienced an exceptionally challenging strike in 2018. It is a testament to York's resilience, and the enduring strength of our mission, vision and values, that we have nevertheless made considerable progress on our institutional priorities and SMA commitments during this period. York's senior leadership also continues to lead efforts, in concert with our faculty, staff and students, to strengthen the conditions for successful labour negotiations with all our employee groups.

While the University performed well across all SMA priority areas, Access and Equity; Research Excellence and Impact; and Innovation, Economic Development and Community Engagement contain some of our most impressive accomplishments. This progress reflects York's goal to be Canada's leading Engaged University, simultaneously providing a diverse student population with access to a high-quality, research-intensive learning environment, while reaching out into the community to forge partnerships with the private sector, not-for-profits, and government to tackle complex societal challenges, drive economic growth, and build strong and resilient communities. Our objectives and actions are aimed at enhancing excellence in teaching and

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learning, student success, research and creative activities, and in cross-sector collaboration to deliver maximum impact.

Facilitating greater access to postsecondary education has been at the core of York's mission since its creation. We are leaders in creating and expanding alternative pathways into a university program and providing flexible study options. Our 2017-18 SMA data underscore our commitment to access, with a growing population of first generation students, steadily increasing numbers of transfer students and more students from diverse backgrounds graduating with a York degree.

The importance of increasing access to university education is underscored by labour market data. However, it is equally important that we prepare students for success in the workplace, to innovate and to transform their communities. Our achievements in experiential education speak to our impact for both students and the broader communities with whom we partner. We have exceeded our goal for increasing experiential learning opportunities, connecting more students to on-the-job training with employers looking for talent. The new YU Experience Hub works with students, faculty, staff, community groups and industry partners to expand experiential learning opportunities across the university. The Hub joins both new and well-established initiatives in the Faculty of Liberal Arts & Professional Studies, the Lassonde School of Engineering, Osgoode Hall Law School, the Schulich School of Business and our Faculty of Health. We are also supporting students and graduates as they create their own businesses and stimulate economic growth in communities across the GTA and Ontario. Between 2016-17 and 2017-18, we nearly doubled the number of entrepreneurs we supported, while the number of start-ups served by our programs has more than tripled. This unprecedented growth is the result of a cross-campus commitment to innovation, exemplified by our LaunchYU program that currently supports over 3,400 entrepreneurs - students, faculty and community members. In Spring 2017, we also opened Y-Space in Markham, designed to facilitate partnerships between York and businesses, social services and schools within York Region, a community to which we are deeply committed.

Underpinning all this work is York's core commitments to continued improvement and excellence in research, student experience and teaching and learning. As shown by our metrics in each priority area, our success in these fundamentals is the foundation for our achievements in access, experiential learning, research impact, and community engagement.

We recognize that our performance has not yet met our goals in several areas, like the uptake of both flexible learning options and High-Impact Practices in fourth year. Going forward, we will continue to improve our tracking systems and outreach to ensure we meet our objectives by the end of SMA2.

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**Priority Areas**

Provide trends and key outcomes for the 2017-18 Strategic Mandate Agreement metrics included within each of the five priority areas. **(max. 200 words per priority area).**

**1. Student Experience**

*This priority area captures institutional strengths in improving student experience, outcomes and success, and recognizes institutions for measuring the broader learning environment, such as continuity of learning pathways, retention, student satisfaction, co-curricular activities and records, career preparedness and student services and supports.*

York is committed to continuously improving the experience of our students through a tailored approach that focusses on the individual and leverages York's unique attributes. Our goal is to craft an experience that meets student expectations while anchoring the learning experience in the wider communities we serve. We do this by prioritizing high-quality and high-impact teaching, creating distinctive approaches to co-curricular learning, ensuring the continuity of learning pathways (for example, from college to university through innovative block transfer) and pioneering new ways of supporting lifelong learning and non-traditional educational paths.

In 2017-18, our focus on the student experience delivered results. The number of students who earned a combined credential increased by two per cent, exceeding our target. We anticipate increased growth in 2018-19. Work is underway to establish a new tracking system that will allow us to monitor and reduce graduate program completion times. Improvements in the overall student experience have increased our Year One to Year Two retention rates, a key metric for both York and MTCU. York is also well on its way to meeting system-wide targets for the number of students benefitting from High-Impact Practices (HIPs) by the end of SMA2.

**2. Innovation in Teaching and Learning Excellence**

*This priority area focuses on innovative efforts including pedagogical approaches, program delivery and student services that contribute to a highly skilled workforce and ensure positive student outcomes. It captures institutional strengths in delivering high-quality learning experiences such as experiential, entrepreneurial, personalized and digital learning, and student competencies that improve employability.*

Enhancing quality in teaching and student learning is a central priority of York's University Academic Plan (UAP). Students deserve the best possible experience in their university education, including flexible learning formats, opportunities for hands-on learning, and a focus on the knowledge and skills they need to pursue their career interests. We continue to focus on elevating our capacities in four strategic areas: technology-enhanced learning, experiential education and learning, internationalization of the curriculum and mapping the curriculum to student learning outcomes.

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Between 2016-17 and 2017-18, the number of students in a blended, or technology-enhanced, course increased by almost seven per cent. We exceeded our experiential learning target, with the number of students enrolled in placements, co-ops, and internships increasing by almost five per cent over the metric baseline. We are further on track to achieving our learning outcome mapping target by the end of the current SMA period.

Underlying all of this is a recognition that investing in the pedagogical skills and capacities of our faculty is paramount. We are proud to report that in 2017-18, the number of full-time faculty who engaged in a professional development activity related to teaching and learning increased **45 per cent** over the metric baseline.

### **3. Access and Equity**

*This priority area recognizes institutions for their efforts in improving postsecondary education equity and access, and for creating opportunities that can include multiple entrance pathways and flexible policies and programming, with the focus on students who, without interventions and support, might not otherwise participate in postsecondary education.*

Access is in York's DNA and we remain at the forefront of activities that increase access for diverse student groups and expand student mobility. In 2017-18, the proportion of students from diverse backgrounds graduating within six years increased by nine per cent over the 2014-15 baseline, rising to 81 per cent. York has always been a leader in welcoming students who are the first in their family to attend postsecondary education, underscored by the 2.2 per cent growth in this population in 2017-18 over our 2014 baseline.

York, through Glendon College, continues to provide access to high-quality French-language programming for francophones in Southern Ontario, including new programs in emerging areas of need. We continue to work with other institutions both locally (e.g. University of Ottawa) and internationally (Emlyon Business School, France) to expand French-language programs in efficient ways.

We are continuing to increase flexible learning options (such as flex-time programs, evening courses, and online courses) for part-time and working students. York directs a significant amount of funding towards scholarships and bursaries, increasing seven per cent in 2016-17. A new Indigenous Framework is now in place, which will enhance our ability to support staff, faculty and students from these backgrounds.

### **4. Research Excellence and Impact**

*This priority area captures institutional strengths in producing high-quality research on the continuum of fundamental and applied research through activity that further raises Ontario's profile as a globally recognized research and innovation hub. It also acknowledges that research capacity is strongly linked with graduate education.*

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Research excellence and impact are fundamental to York University, and we are at the cutting edge of new forms of scholarship that mobilize knowledge directly into social and economic benefits for communities in Ontario, across Canada, and around the world. York is a leader in both humanities and social sciences scholarship, and in important areas of applied and STEM-related research. Examples include the CFREF-supported Vision Science to Application (VISTA), our Advanced Disaster Emergency and Rapid Response Simulations (ADERSIM) program, the Dahdaleh Global Health Research Institute and the Motion Media Studio @ CineSpace. These are large, collaborative research programs that are bringing vision science innovation to market, increasing Ontario's disaster preparedness, pioneering community-engaged health research and helping to build the province's film and television industry.

Our commitment to research excellence is demonstrated by our performance in institutional and system-wide research metrics. We have met or exceeded all our SMA2 targets for 2017-18, included surpassing our Tri-Council Funding target by 16 per cent. We continue to lead Ontario in collaborative research publications with at least one international co-author, and we lead Canada in large-scale multicenter community partnered social sciences and humanities funded research.

## **5. Innovation, Economic Development and Community Engagement**

*This priority area recognizes the unique role institutions play in contributing to their communities and to economic development, as well as to building dynamic partnerships with business, industry, community members and other colleges and universities. It focuses on regional clusters, customized training, entrepreneurial activities, jobs, community revitalization efforts, international collaborations, students, partnerships with Indigenous Institutes and a program mix that meets needs locally, regionally and beyond.*

As Canada's Engaged University, York is committed to working with local and global communities to strengthen cross-sectoral collaboration in addressing complex environmental and social problems, driving inclusive economic growth, and improving social well-being. Our teaching and research priorities and objectives are aimed at maximizing the impact of all the actions we undertake. York is an anchor institution within the communities that we serve, and we are committed to leveraging our resources to deliver long-term community benefits.

This commitment is supported by many university initiatives, including a new Community of Practice for Community Engagement. LaunchYU provides support to entrepreneurs and innovators, while Y-Space Markham encourages innovation within this growing community under-served by postsecondary institutions.

York has met or exceeded all its metrics in this area of focus. We surpassed our ambitious targets for entrepreneurs engaged and startups supported by the university, increasing 84 per cent and 235 per cent over 2016-17 respectively. The number of our community-based research initiatives has increased by 28 per cent. We also exceeded our targets on metrics that are

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important to both York and the Government of Ontario – the graduate employment rate and the number of graduates employed full-time in a field related to their studies.

**Attestation**

**York University confirms that all information being submitted to the ministry as part of the 2017-18 SMA annual report is accurate and has received approval from the University President.**

Please complete the contact information below.

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**York University SMA2 Annual Report 2017-18 Part 2**  
System-Wide Metrics

ID	Priority Area	Metric Name	2014-15	2015-16	2016-17	2017-18
8	Student Experience	Year 1 to Year 2 retention rate	87.0%	85.6%	86.5%	88.2%
34	Student Experience	Proportion of senior-year students with two High-Impact Practices (HIPs)	46.1%			45.7%
98	Student Experience	Average number of High Impact Practices (HIPs) per fourth-year student	1.6			1.5
71	Student Experience	Proportion of operating expenses on student services, net of student assistance	8.4%	8.7%	5.7%	6.0%
52	Innovation in Teaching and Learning Excellence	Graduation rate	65.7%	64.2%	65.5%	64.0%
41	Innovation in Teaching and Learning Excellence	Proportion of programs with explicit curriculum maps and articulation of learning outcomes				74.0%
35	Innovation in Teaching and Learning Excellence	Composite score on NSSE question related to students' perceived gains in higher order learning outcomes	27.4			27.2
103	Access and Equity	Number of first generation students enrolled at institution	9,287	10,614	11,503	11,955
104	Access and Equity	Number of students with disabilities enrolled at institution	2,951	3,294	3,557	3,740
105	Access and Equity	Number of Indigenous students enrolled at institution	287	338	350	359
106	Access and Equity	Number of French-language students enrolled at institution	3,229	3,670	3,613	3,525
36	Access and Equity	Share of OSAP recipients at an institution relative to its total number of eligible students	67.0%	67.1%	65.8%	70.9%
84	Access and Equity	Number of transfer applications	1,949	1,964		
107	Access and Equity	Number of transfer registrations	170	156		
48	Research Excellence and Impact	Number of papers per faculty member			1.5	
50	Research Excellence and Impact	Number of citations per paper			14.7	
97	Research Excellence and Impact	CIHR funding - share to total Ontario universities			1.1%	1.2%
96	Research Excellence and Impact	SSHRC funding - share to total Ontario universities			11.4%	11.8%
95	Research Excellence and Impact	NSERC funding - share to total Ontario universities			4.0%	4.0%
94	Research Excellence and Impact	Total Tri-Council funding - share to total Ontario universities			3.4%	3.5%
87	Innovation, Economic Development and Community Engagement	Of those graduates who are working full-time, what proportion are working in related jobs	85.1%	84.3%	83.6%	83.7%
1	Innovation, Economic Development and Community Engagement	Graduate employment rate 6 months	82.4%	82.9%	84.7%	83.3%
1	Innovation, Economic Development and Community Engagement	Graduate employment rate 2yr	90.1%	91.3%	91.8%	92.9%

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**Institution-Specific Metrics**

#	Priority Area	Metric Name	Objective of Metric	Frequency	2014-15	2015-16	2016-17	2017-18
1	Student Experience	Number/% of 4th year students who have a research experience (curricular or co-curricular, e.g., RAY)	Provide research experience/exposure to undergraduate students, and to track a variety of HIP.	Annual	SU15 = 94 FW15 = 109	SU16 = 66 FW16 = 95	SU17 = 85 FW17 = 115	SU17 = 63 FW17 = 79
2	Student Experience	Number / % of graduates who have earned a combined credential (e.g., double major, certificate, interdisciplinary and transdisciplinary programs)	Demonstrate York's capacity to provide innovative options that maximize their degree learning and innovative degree options.	Annual	16.0%	16.0%	11.0%	13.0%
3	Student Experience	Graduate student (masters and doctoral) completion rates within approved requirements of program	Measures student support during graduate studies.  Focus on student success through degree persistence and completion within academic/pedagogical timeframe.	Annual				
4	Innovation in Teaching and Learning Excellence	Composite number of students participating in an experiential learning experience. In SMA2, depending on capacity to reliably track, the metric may be restricted to placements, internships, and co-op with a goal to strengthen tracking of all EL activities before SMA3	Increase engagement of students and faculty in experiential education and student success.	Annually			7,854	8,234
5	Innovation in Teaching and Learning Excellence	Composite number of students in blended courses and fully online courses	Increase engagement of students and faculty in technology-enhanced learning, specifically blended and online courses	Annually			26,904	29,410
6	Innovation in Teaching and Learning Excellence	Proportion of tenure/tenure track faculty who attend professional development activities related to teaching and learning (e.g., Teaching Commons workshops/ programs; TIF, MoodleMoot; faculty-based events within Faculties, etc.)	Continuous improvement in quality of teaching by tenured and tenure-stream teachers	Annually			220	319
7	Access and Equity	Percentage of undergraduate students taking advantage of flexible program options (e.g., part-time study)	York has many flexible study options and an ability to meet the needs of a diverse student population.  Measure proportion of students taking advantage of traditional and flexible program delivery platforms. Supports student access to University education.	Annual	61.0%	66.0%	67.0%	56.4%
8	Access and Equity	Percentage of full-time undergraduate students from diverse backgrounds (e.g., Indigenous, first generation, students with disabilities, Francophone, mature students, students with first language other than English) graduating within 6 years	Measure and support students persistence and degree completion.	Annual	74.8%	68.5%	81.25%	75.84%
9	Access and Equity	Of total students receiving OSAP, the percentage who qualify for funds equal to or above average tuition	To understand financial barriers to our students and inform student support programs needed to improve student success	Annual	67.00%	68%	67%	76%
10	Research Excellence and Impact (Univ)	Percentage of York's collaborative publications that include an international co-author	Demonstrate the international character and global leadership of York's collaborative research publications	Annual	53.1%	54.8%	56.4%	56.9%
11	Research Excellence and Impact (Univ)	Number of graduate students/ number of full-time PhD students/number of eligible Masters and PhD students	To track the number of graduate students at York in both Masters and PhD programs that support our research intensification and compare the size of our graduate student body to the Ontario system.	Annual	Number of graduate students (5915) Number of full-time PhD students (1542) Number of eligible Masters and PhD students (4312)	Number of graduate students (5903) Number of full-time PhD students (1593) Number of eligible Masters and PhD students (4332)	Number of graduate students (5766) Number of full-time PhD students (1568) Number of eligible Masters and PhD students (4232)	Number of graduate students (5778) Number of full-time PhD students (1625) Number of eligible Masters and PhD students (4181)
12	Research Excellence and Impact (Univ)	Recognition of research in print and electronic media	Demonstrate York's wide-ranging research publication media exposure - combined print and online mass media	Annual	11,818	13,782	12,672	13,072.5
13	Innovation, Economic Development and Community Impact	Entrepreneurs Engaged	Demonstrate York's commitment to supporting entrepreneurship and the scope of York's entrepreneurial community	Annual	346	1,345	1,850	3,408
14	Innovation, Economic Development and Community Impact	Community-based research initiatives	Demonstrate York's research capacity and research community engagement.	Annual	44	75	59	76
15	Innovation, Economic Development and Community Impact	Startup Companies Supported	Demonstrate York's commitment to supporting entrepreneurship and the scope of York's entrepreneurial community	Annual	20	25	85	200
16	Financial Sustainability	Pension Performance	To monitor the financial health of the Pension Plan.	Annual	\$115.9M	\$134.2M	\$19.1M	
17	Financial Sustainability	Credit Rating	To monitor the credit rating status of the University's debentures.	Annual	AA-Stable	AA-Stable	A High	A High

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**Appendix 1. Data inputs required for calculation of selected system-wide metrics**

Metric ID	Metric Name	Data inputs - for calculating metrics	2016-17	2017-18
36	Share of OSAP recipients at an institution relative to its total number of eligible students	Total OSAP Award Recipients	24,400	26,947
		Total Eligible Student Headcount	37,056	38,027
71	Proportion of operating expenses on student services  Table 6 COFO Financial Report	Total operating expenses (000s) (Cell L36)	\$781,521	\$770,495
		Student service expenses (000s) (Cell G36)	\$101,262	\$109,412
		Scholarships, bursaries (000s) (Cell G28)	\$56,887	\$63,535

Research Funding Data							
Metric ID	Metric Name	Data inputs - for calculating metrics	2014-15	2015-16	2016-17	Total (14/15 - 16/17)	3yr avg. (14/15 - 16/17)
97	CIHR funding - Share to total of Ontario Universities	University funding value	\$3,921,039	\$3,671,589	\$3,645,453	\$11,238,081	\$3,746,027
		Total Ontario funding value	\$304,962,320	\$304,827,533	\$337,697,915	\$947,487,768	\$315,829,256
96	SSHRC funding - Share to total of Ontario Universities	University funding value	\$7,670,840	\$8,074,128	\$8,411,851	\$24,156,819	\$8,052,273
		Total Ontario funding value	\$64,980,841	\$66,781,141	\$73,737,728	\$205,499,710	\$68,499,903
95	NSERC funding - Share to total of Ontario Universities	University funding value	\$10,961,084	\$10,786,652	\$11,798,059	\$33,545,795	\$11,181,932
		Total Ontario funding value	\$276,845,451	\$273,490,047	\$293,234,732	\$843,570,230	\$281,190,077
94	Tri-Council funding - Share to total of Ontario Universities	University funding value	\$22,552,963	\$22,532,369	\$23,855,363	\$68,940,695	\$22,980,232
		Total Ontario funding value	\$646,788,611	\$645,098,721	\$704,670,375	\$1,996,557,708	\$665,519,236

Bibliometrics Data (as of Nov.2017 for the time period 2011-2015)									
Metric ID	Metric Name	Data inputs - Counts for calculating metrics	2011	2012	2013	2014	2015	Total (2011-2015)	5yr avg. (2011-2015)
50	Number of citations per paper	Number of citations	35,291	40,502	27,410	22,967	17,598	143,768	
48	Number of papers per faculty member	Number of papers	1,750	2,024	2,008	1,967	2,039	9,788	1,958
		Number of faculty members					1,314		

## Appendix 2. University Metrics - Dictionary

ID	Metric Name	Description	Source	Reporting Period	Notes
8	Year 1 to Year 2 retention rate	Percentage of first-time, full-time undergraduate university students who commenced their study in a given Fall term and have continued to study at the same institution in the next Fall term	Consortium for Student Retention Data Exchange (CSRDE)	Academic year, returning cohort. E.g., the 2016-17 data value reflects students who enrolled in Fall 2015 and returned to the institution in Fall 2016	Based on cohort analysis by CSRDE and reported by universities through SMA Annual Reports. Compatible with CSRDE graduation rate
34	Proportion of fourth-year students with two or more High-Impact Practices (HIPs) (1)	Percentage of students who participated in two or more of the six High Impact Practices (HIPs) as identified in NSSE - service learning, learning community, research with a faculty member, internship or field experience, study abroad and culminating senior experience	National Report on "Customizable Items Selector", National Survey of Student Engagement (NSSE)	Academic year when National Survey of Student Engagement (NSSE) is administered; e.g., data for 2014 NSSE is included under 2014-15. Most Ontario universities participate in the survey every three years and provide data only for these years (2014 and 2017)	Participation includes the percentage of students who responded "Done or in progress" for five HIPs (Q11) and at least "Some" of courses included a community-based project for service learning (Q12)
98	Average number of High Impact Practices (HIPs) per fourth-year student (1)	Average number of High-Impact Practices (HIPs) of the six HIPs identified in NSSE per respondent	National Report on "Customizable Items Selector", National Survey of Student Engagement (NSSE)	Academic year when National Survey of Student Engagement (NSSE) is administered; e.g., data for 2014 NSSE is included under 2014-15. Most Ontario universities participate in the survey every three years and provide data only for these years (2014 and 2017)	Participation includes the percentage of students who responded "Done or in progress" for five HIPs (Q11) and at least "Some" of courses included a community-based project for service learning (Q12)
71	Proportion of operating expenses on student services	Percentage of total student services expenses, excluding scholarships and bursaries, in total operating expenses in a given fiscal year (consolidated values including affiliates where applicable)	Council of Ontario Finance Officers (COFO)	Fiscal Year	Proportion of operating expenses on student services is calculated as total student services expenses (Cell G36) minus scholarships, bursaries etc. (Cell 28) divided by total operating expenses (Cell L36) as per Table 6, COFO Financial Report of Ontario Universities
52	Graduation rate	Percentage of first-time, full-time undergraduate university students who commenced their study in a given Fall term and graduated from the same institution within 6 years	Consortium for Student Retention Data Exchange (CSRDE)	Academic year, graduating cohort: e.g. 2015-16 data value reflects students who enrolled in Fall 2009 and graduated within six years, before or in calendar year 2015	Based on cohort analysis by CSRDE and reported by universities through SMA Annual Reports. Compatible with CSRDE retention rate
41	Proportion of programs with explicit curriculum maps and articulation of learning outcomes	Proportion of programs with explicit curriculum maps with articulation of learning outcomes	Institutional data	Academic year	As part of the Quality Assurance process introduced in 2010, all academic programs undergoing cyclical review are required to articulate learning outcomes in relation to undergraduate and graduate degree-level expectations. Curriculum mapping involves the articulation of learning outcomes at the course level.
35	Composite score on NSSE question related to fourth-year students perceived gains in higher order learning outcomes	Students' perceived gains in knowledge, skills and personal development	National Survey of Student Engagement (NSSE)	Academic year when National Survey of Student Engagement (NSSE) is administered; e.g., data for 2014 NSSE is included under 2014-15. Most Ontario universities participate in the survey every three years and provide data only for these years (2014 and 2017)	Skills gains are measured as a simple sum of NSSE means for ten areas (Q17a-Q17j) including effective writing and speaking, critical thinking, numerical analysis, work-related knowledge and skills, team-work, problem-solving, being an informed and active citizen, understanding people of other backgrounds
103	Number of first generation students enrolled at institution	Total number of full-time first generation students enrolled at institution	Enrolment data	Academic year	First generation student is a student whose parent(s)/guardian(s) has/have not attended a postsecondary institution. If a sibling of the student has attended a postsecondary institution, but the parent(s)/guardian(s) have not, the student is still considered a first generation student
104	Number of students with disabilities enrolled at institution	Total number of students with disabilities registered with the Office for Students with Disabilities	Table 1 of the institution's annual report to the ministry for the Accessibility Fund for Students with Disabilities (AFSD); enrolment data	Academic year	Number of students with disabilities for 2016-17 year is based on the AFSD reports. Please review and update where necessary to align with previous values

ID	Metric Name	Description	Source	Reporting Period	Notes
105	Number of Indigenous students enrolled at institution	Total number of full-time Indigenous students enrolled at institution	Enrolment data	Academic year	Indigenous is a collective name for the original people of North America and their descendants. The Canadian Constitution, Constitution Act 1982, recognizes three groups of Indigenous peoples - Indians (First Nation), Métis and Inuit. These are three separate peoples with unique heritages, language, cultural practices and spiritual beliefs
106	Number of French-language students enrolled at institution	Total number of full-time French-language students enrolled at institution	Enrolment data	Academic year	A student is considered a French-language student if he or she meets at least one of the following criteria of: The student's mother tongue is French; The principal language of correspondence with the student is French; The student was previously enrolled in a French-language education institution; The student was enrolled in a postsecondary program delivered partially in French
36	Share of OSAP recipients at an institution relative to its total number of eligible students	Full-time Ontario Student Financial Aid (OSAP) recipients at an institution as a share of its total number of full-time grant eligible enrolment	OSAP recipients: MTCU; Full-time grant eligible enrolment: Institutional data	Academic year, 2016-17 and 2017-18. OSAP academic year starts at August 1, with academic year end data available at the end of August the following year. Full-time enrolment: funding-eligible November 1st headcount of undergraduate and graduate students with 60% Load (0.3FTE) or greater	The number of OSAP awards includes any undergraduate and graduate student who has applied for full-time OSAP assistance and was issued funding. Note: In 2017-18 the definition was adjusted to reflect the number of recipients that were issued awards (rather than the number of applicants eligible for awards) and to exclude the double counting of applicants.
84	Number of transfer applications	Full-time transfer students in the fall of the first-year of a university program, who have applied to university and have identified on applications to Ontario University Applications Centre (OUAC)	Ontario University Applications Centre (OUAC) reports and reported by universities through SMA Annual Reports	Academic year of application and registration	Metric does not reflect all transfers as it excludes transfer students who apply directly to university and includes only students who applied through OUAC in the fall of the 1st year of university from publicly-assisted colleges and universities
107	Number of transfer registrations	Full-time transfer students registered in the fall of the first-year of a university program, who have applied to university and have identified on applications to Ontario University Applications Centre (OUAC)	Ontario University Applications Centre (OUAC) reports and reported by universities through SMA Annual Reports	Academic year of application and registration	Metric does not reflect all transfers as it excludes transfer students who apply directly to university and includes only students who applied through OUAC in the fall of the 1st year of university from publicly-assisted colleges and universities
48	Number of papers per full-time faculty	Number of papers divided by the number of full-time faculty at the university (including affiliates)	SCOPUS (Elsevier) data on papers; Faculty data: Common University Data Ontario (CUDO) or institutional data on faculty eligible for research funding	Papers: Calendar year, 5-year average, one year slip (2011-2015); Faculty: Full-time faculty (Fall 2015). Data was collected as of November 2017	Data includes articles, reviews, self-citations, and captures affiliated hospitals and institutions. Metric calculated by MTCU
50	Number of citations per paper	Number of citations divided by the number of papers published over a period of five years at the university (including affiliates)	SCOPUS (Elsevier) data on papers and citations	Calendar year, 5-year total, one-year slip, citations in 2011-16 on papers published in 2011-15, and papers published in 2011-15. Data collected as of November 2017	Data includes articles, reviews, self-citations, and captures affiliated hospitals and institutions. Metric calculated by MTCU
97	CIHR funding - share to total Ontario universities	Canadian Institutes of Health Research (CIHR) funding received by university (including affiliates) and percentage in total CIHR funding received by all Ontario universities in a given fiscal year	Research Support Programs, The Tri-agency Institutional Programs Secretariat (TIPS)	Fiscal Year, 3-year rolling average, one-year slip. The 2017-18 metric value is based on the average for the period 2014-15 to 2016-17	Funding includes CIHR research grants received by universities and funds spent by the Network of Centres of Excellence (NCE) administrative centers hosted by universities, and excludes funding for research chairs, fellowships, scholarships, awards and prizes. Full list of exclusions is available at <a href="http://www.rsfr.gc.ca/apply-demande/calculations-eng.aspx">http://www.rsfr.gc.ca/apply-demande/calculations-eng.aspx</a>
96	SSHRC funding - share to total Ontario universities	Social Sciences and Humanities Research Council (SSHRC) funding received by university (including affiliates) and percentage in total SSHRC funding received by all Ontario universities in a given fiscal year	Research Support Program, The Tri-agency Institutional Programs Secretariat (TIPS)	Fiscal Year, 3-year rolling average, one-year slip. The 2017-18 metric value is based on the average for the period 2014-15 to 2016-17	Funding includes research grants received by universities and their affiliates from SSHRC and funds spent by the Network of Centres of Excellence (NCE) administrative centers hosted by universities, and excludes funding for research chairs, fellowships, scholarships, awards and prizes. Full list of exclusions is available at <a href="http://www.rsfr.gc.ca/apply-demande/calculations-eng.aspx">http://www.rsfr.gc.ca/apply-demande/calculations-eng.aspx</a>

ID	Metric Name	Description	Source	Reporting Period	Notes
94	Tri-Council funding - share to total Ontario universities	Tri-Council funding received by university (including affiliates) and percentage in total Tri-Council funding received by all Ontario universities in a given fiscal year	Research Support Program, The Tri-agency Institutional Programs Secretariat (TIPS)	Fiscal Year, 3-year rolling average, one-year slip. The 2017-18 metric value is based on the average for the period 2014-15 to 2016-17	Funding includes research grants received by universities and their affiliates from the three federal research granting agencies and funds spent by the Network of Centres of Excellence (NCE) administrative centers hosted by universities, and excludes funding for research chairs, fellowships, scholarships, awards and prizes. Full list of exclusions is available at <a href="http://www.rs-fsr.gc.ca/apply-demande/calculations-eng.aspx">http://www.rs-fsr.gc.ca/apply-demande/calculations-eng.aspx</a>
95	NSERC funding - share to total Ontario universities	Natural Science and Engineering Research Council (NSERC) funding received by university (including affiliates) and percentage in total NSERC funding received by all Ontario universities in a given fiscal year	Research Support Fund, The Tri-agency Institutional Programs Secretariat (TIPS)	Fiscal Year, 3-year rolling average, one-year slip. The 2017-18 metric value is based on the average for the period 2014-15 to 2016-17	Funding includes NSERC research grants received by universities and their affiliates and funds spent by the Network of Centres of Excellence (NCE) administrative centers hosted by universities, and excludes funding for research chairs, fellowships, scholarships, awards and prizes. Full list of exclusions is available at <a href="http://www.rs-fsr.gc.ca/apply-demande/calculations-eng.aspx">http://www.rs-fsr.gc.ca/apply-demande/calculations-eng.aspx</a>
87	Of those graduates who are working full-time, what proportion are working in related jobs	Percentage of university graduates in the labour force employed full-time in a job related to skills developed at university, two years after graduation	Ontario University Graduate Survey (OUGS)	Academic year when the Ontario University Graduate Survey (OUGS) is administered, e.g. 2017-18 data value reflects graduates from bachelor or first professional degree programs who graduated in calendar year 2015 and responded to the 2017-18 OUGS	Metric is based on the number of respondents employed in full-time jobs closely related or somewhat related to skills developed at university, and the total number of OUGS respondents employed in full-time jobs. The labour force includes persons who were employed or unemployed but looking for work
1	Graduate employment rates	Percentage of university graduates in the labour force employed six months and two years after graduation	Ontario University Graduate Survey (OUGS)	Academic year, when Ontario University Graduate Survey (OUGS) is administered, e.g. 2017-18 data value reflects graduates from bachelor or first professional degree programs who graduated in calendar year 2015 and responded to the 2017-18 OUGS	Graduate employment rates are based on the number of respondents in the labour force who were employed part-time, full-time or were offered a job, and the total number of OUGS respondents in the labour force. The labour force includes persons who were employed or unemployed but looking for work