

Wilfrid Laurier 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)**

During 2017/18, Wilfrid Laurier University (Laurier) made significant progress on its three broad [SMA2 aspirations](#).

Laurier is committed to comprehensive student development, focusing not only on the academic, but personal and professional development of all of its students. Our successive three year [no. 1 Maclean's ranking](#) in student satisfaction attests to our dedication to this approach. Activities in this area during the past year are consistent with defined metrics and the changing landscape of postsecondary education in Ontario. Significant emphasis has been placed on proactive student retention strategies and developing a Circle of Care model to support physical, mental, and emotional wellness. Laurier's [Statement on Freedom of Expression](#) emphasizes free expression as an essential element of intellectual development. A new [Laurier Experience Record](#), which enables students to document and reflect upon their curricular and co-curricular learning experiences to enhance their career identification and employability, supporting their professional development.

Laurier continues to broaden and adapt its academic programming to meet the evolving needs of our students and to increase access for a greater diversity of students. The development of innovative modes of program delivery, prioritization of work-integrated and experiential learning opportunities, indigenization

Wilfrid Laurier University

Strategic Mandate Agreement Annual Report 2017-18

Part 1. Overview

of the curriculum and institution, and a focus on entrepreneurship characterizes institutional activity aligned with this aspirational area during the past year. Laurier researchers have made a tremendous impact on both local and global scales through community-embedded projects. The [Walls to Bridges](#) program gives incarcerated and non-incarcerated students the opportunity to learn together in prisons across Canada. Our longstanding [partnership with the Government of the Northwest Territories](#) has influenced the development of evidence-based environmental policy that has translated into practical applications to support ecological integrity, climate change adaptation and human health. Activities related to the partnership supported experiential learning for 95 HQP in 2018. The [Lazaridis Institute's](#) transformative SCALE-Up program is in its third year of supporting emerging Canadian technology companies in achieving global success. Through international initiatives such as the [Educator and Leadership Institute](#), Laurier is contributing to knowledge creation and dissemination with positive economic and social outcomes globally. An increase in metrics related to research attests to the productivity of our faculty, and to Laurier's maturation as a comprehensive university.

Laurier is deeply engaged with the multiple communities in which it operates. We recently celebrated the opening of the [Laurier Brantford YMCA](#), a unique decade-long collaborative project between the university and the YMCA of Hamilton-Burlington-Brantford designed to improve the well-being of community members and our students. We are currently in the process of an innovative redesign of the Market Square Mall in Brantford, a project that aims to transform the mall into a vibrant hub for student life and community engagement and innovation.

On Laurier's Waterloo campus, a highlight from the past year was the creation of a new home for the [Nadjiwan Kaandossiwin Gamik Indigenous Centre](#) through support from the Lyle S. Hallman Foundation. The enhanced space, scheduled for completion in 2019, is part of Laurier's efforts to eliminate barriers for Indigenous learners and create an environment where indigeneity is part of the core experience of all students, faculty and staff.

Our [partnership with the town of Milton](#) continued to grow and deepen during the past year. We are currently planning for an expanded presence at the Milton Education Village Innovation Centre to deliver academic and non-credit programming to support economic and community development and as part of our goal of offering sector-leading STEAM programs in Milton.

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.

Laurier's commitment to providing an unparalleled student experience is evident by our three-time no. 1 ranking (2017-19) in student satisfaction by Maclean's, as well as top ranking in several categories relevant to the student experience (Academic Advising Staff, Extracurricular Activities, Residence Living).

Wilfrid Laurier University

Strategic Mandate Agreement Annual Report 2017-18

Part 1. Overview

The Maclean's results are reinforced by NSSE, CUSC, and International Student Barometer survey results.

Our consistently high Year 1 to Year 2 retention rate has been a specific area of focus for the university. Current retention initiatives include using learning analytics to forecast student success, and integrating early intervention systems such as Early Alert and Strategies for Academic Success to identify and assist at-risk students. Laurier has led and participated in several pilot projects to identify and tag how HIPs and EL opportunities are being integrated into curricula.

Our multidisciplinary circle of care [wellness model](#) has contributed to a very high NSSE score on the institutional emphasis on overall well-being. Graduate students report very high levels of satisfaction with the relationship of their program to their professional goals, and our [ASPIRE program](#) supports career preparedness. Over 80% of students report using at least one Career Development Centre service during their academic career, attesting to emphasis on graduate employability.

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.

Priority areas for the university in this category have been the development of new experiential and work-integrated learning opportunities for students, including entrepreneurship initiatives and the expansion of accredited co-operative education. All academic programs have an [Experience Guide](#), which helps students to chart a productive pathway toward employment through their degree. A new [Laurier Experience Record](#), the first of its kind in Canada, enables students to track and reflect upon their curricular and co-curricular experiences and provides them with a validated record of their experiential learning opportunities to improve their employability. The university has developed a range of [innovation spaces](#) and [active learning classrooms](#) to support its experiential learning goals.

Our graduation rate is consistently high, exceeding 73%. Program learning outcomes and curriculum maps are integrated into quality assurance processes; the 10% increase to date puts us on track to achieve the target value by 2019-20. Students' self-reported gains in higher order learning outcomes has increased and is within the target range. NSSE scores on questions related to academic supports available is within our target range, as are our CGPSS scores on the experiential learning opportunities provided to graduate students.

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.

Wilfrid Laurier University

Strategic Mandate Agreement Annual Report 2017-18

Part 1. Overview

Institutional outcomes in indigenization and student access through innovative educational pathways and modes of delivery are noteworthy initiatives in this area. The university has hired an additional Elder-in-Residence to serve the Brantford campus and created a [Centre for Indigegogy](#), offering professional programming in Indigenous knowledge and decolonizing education. New transfer credit arrangements have been created with Conestoga, Fleming, George Brown and Sheridan colleges. New programs, such as our BA in Policing, Master of Public Safety and planned Bachelor of Public Safety have been designed with transfer and mature students in mind. Fully online programs in public safety, social work, criminology computer science provide students living at a distance or who are employed access to flexible post-secondary education.

The number of Indigenous, first generation, French language and students with disabilities and the percentage of OSAP recipients enrolled at the institution are within expected values. The percentage of mature students enrolled in undergraduate programs exceeds the expected value, and the percentage of mature graduate students is near target. Continued growth in online and part-time programming is aimed at meeting the needs of mature and non-traditional students.

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.

Laurier continues to experience remarkable growth in research excellence and impact. In 2016-17, Laurier saw an 11% increase in its share of SSHRC-funding, along with an 11% increase in total SSHRC funding compared to the previous year, well exceeding our targets. Laurier also experienced a 7% annual increase in total NSERC funding, resulting in a 9% annual increase in total Tri-Council funding overall, also well above target. Notably, in 2017 Laurier was named [the no. 1 research-growth university](#) in its category in the annual Top 50 Research Universities ranking by Re\$earch Infosource due to an impressive 23% annual increase in total sponsored research income. As a result of recent successes, graduate and undergraduate students have had the opportunity to engage in a highly stimulating research environment providing them with relevant, hands-on experience that is vital to their future success. Laurier remains committed to building on its thematic areas of differentiated research strength, while continuing to foster effective collaborations with partner stakeholder communities, leading to effective knowledge translation.

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.

Wilfrid Laurier University

Strategic Mandate Agreement Annual Report 2017-18

Part 1. Overview

Laurier is committed to being an engaged presence in our multiple communities. The dynamic initiatives of the [Schlegel Centre for Entrepreneurship & Social Innovation](#) and designation as an [Ashoka Changemaker Campus](#) have contributed to making Laurier a premier destination for entrepreneurship and social innovation education. Laurier faculty and students conduct community-based research and engagement through the [C3 Innovation Labs](#), the [Centre for Community Research, Learning and Action](#), the [Social Innovation Research Group](#), the [Manulife Centre for Community Health Research](#), the [Sun Life Financial Centre for Physically Active Communities](#), and the [Centre for Music in the Community](#).

Laurier's graduate employment rate at 6 months and 2 years is consistently above targets, attesting to the marketable skills of our graduates. We have surpassed target for the proportion of graduates who are working full-time in related jobs. The [Career-Integrated Learning](#) program integrates into courses a competency framework that enables students to identify transferable and desirable employment skills such as adaptability, resiliency, leadership and innovation.

Undergraduate placement and employment rates are well above their respective targets. Since 2016, course registrations in [entrepreneurship and innovation courses](#) have increased by 18%, far exceeding the targeted 5% increase.

Attestation

Wilfrid Laurier 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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Wilfrid Laurier 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	86.3%	88.4%	88.0%	88.0%
34	Student Experience	Proportion of senior-year students with two High-Impact Practices (HIPs)	45.2%			46.3%
98	Student Experience	Average number of High Impact Practices (HIPs) per fourth-year student	1.5			1.6
71	Student Experience	Proportion of operating expenses on student services, net of student assistance	6.6%	6.8%	6.9%	7.1%
52	Innovation in Teaching and Learning Excellence	Graduation rate	75.3%	73.5%	73.8%	73.0%
41	Innovation in Teaching and Learning Excellence	Proportion of programs with explicit curriculum maps and articulation of learning outcomes		80.3%		90.2%
35	Innovation in Teaching and Learning Excellence	Composite score on NSSE question related to students' perceived gains in higher order learning outcomes	27.8			28.1
103	Access and Equity	Number of first generation students enrolled at institution	2,430	2,416	2,608	2,655
104	Access and Equity	Number of students with disabilities enrolled at institution	1,417	1,545	1,682	1,863
105	Access and Equity	Number of Indigenous students enrolled at institution	402	387	365	381
106	Access and Equity	Number of French-language students enrolled at institution		0		0
36	Access and Equity	Share of OSAP recipients at an institution relative to its total number of eligible students	61.7%	57.3%	55.0%	57.6%
84	Access and Equity	Number of transfer applications	604	623		
107	Access and Equity	Number of transfer registrations	42	30		
48	Research Excellence and Impact	Number of papers per faculty member			0.7	
50	Research Excellence and Impact	Number of citations per paper			7.6	
97	Research Excellence and Impact	CIHR funding - share to total Ontario universities			0.2%	0.2%
96	Research Excellence and Impact	SSHRC funding - share to total Ontario universities			3.5%	3.9%
95	Research Excellence and Impact	NSERC funding - share to total Ontario universities			0.9%	0.9%
94	Research Excellence and Impact	Total Tri-Council funding - share to total Ontario universities			0.8%	0.8%
87	Innovation, Economic Development and Community Engagement	Of those graduates who are working full-time, what proportion are working in related jobs	88.0%	89.0%	88.0%	89.1%
1	Innovation, Economic Development and Community Engagement	Graduate employment rate 6 months	89.8%	89.1%	90.8%	91.8%
1	Innovation, Economic Development and Community Engagement	Graduate employment rate 2yr	94.7%	94.6%	95.1%	95.9%

Grey-out cells: data not available

Institution-Specific Metrics

#	Priority Area	Metric Name	Objective of Metric	Frequency	2014-15	2015-16	2016-17	2017-18
1	Student Experience	NSSE - Composite mean score (first year/senior year) for two questions relating to emphasis the institution places on support of overall well-being (Q14f, Q14g)	To provide an indicator of the quality of student experience	Every 3 years	5.20 (first year) and 4.8 (second year)			5.30 (first year) and 4.8 (senior year)
2	Student Experience	CGPSS - Satisfaction with relationship of program content to my research/professional goals	To measure career preparedness	Every 3 years			83.6%	
3	Student Experience	Percentage of students who used at least one Career Development Centre service	To monitor use of student services and support connected with career preparedness	Every 2 years			84.0%	81.0%
4	Innovation in Teaching and Learning Excellence	NSSE - Composite mean score (first year/senior year) for two questions relating to emphasis the institution places on academic supports (Q14b, Q14c)	To indicate the quality of undergraduate student academic supports	Every 3 years	6.1 (first year) and 5.6 (senior year)			5.9 (first year) and 5.4 (senior year)
5	Innovation in Teaching and Learning Excellence	CGPSS - Opportunities for internships, practicum, and experiential learning as part of the program	To demonstrate the variety of learning experiences offered to graduate students	Every 3 years			72.9%	
6	Access and Equity	Mature students as a percentage of all undergraduate students	To demonstrate the diversity of age of undergraduate students attending the university	Yearly			3.6%	4.4%
7	Access and Equity	Mature students as a percentage of all graduate students	To demonstrate the diversity of age of graduate students attending the university	Yearly			39.6%	38.4%
8	Research Excellence and Impact (Univ)	Number of publications with international collaborators	To provide evidence of impactful, international collaborative research	Yearly	147	163		
9	Innovation, Economic Development and Community Impact	Undergraduate student placement rate	To measure career preparedness	Yearly		98.8%	98.0%	
10	Innovation, Economic Development and Community Impact	Undergraduate student employment rate	To measure career preparedness	Yearly		98.0%	96.9%	
11	Innovation, Economic Development and Community Impact	Course registrations in courses on entrepreneurship and social innovation (graduate and undergraduate)	To demonstrate contributions to entrepreneurship and social innovation	Yearly			1,438	1,701

Grey-out cells: data not available

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	8,946	9,653
		Total Eligible Student Headcount	16,254	16,761
71	Proportion of operating expenses on student services Table 6 COFO Financial Report	Total operating expenses (000s) (Cell L36)	\$262,936	\$273,666
		Student service expenses (000s) (Cell G36)	\$33,963	\$35,782
		Scholarships, bursaries (000s) (Cell G28)	\$15,945	\$16,419

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	\$497,741	\$541,089	\$401,684	\$1,440,515	\$480,172
		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	\$2,212,939	\$2,614,267	\$3,216,896	\$8,044,103	\$2,681,368
		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	\$2,350,700	\$2,448,330	\$2,457,288	\$7,256,318	\$2,418,773
		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	\$5,061,380	\$5,603,687	\$6,075,868	\$16,740,935	\$5,580,312
		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	4,748	3,619	3,301	2,491	1,550	15,709	
48	Number of papers per faculty member	Number of papers	356	371	419	455	461	2,062	412
		Number of faculty members					578		

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 http://www.rsfr.gc.ca/apply-demande/calculations-eng.aspx
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 http://www.rsfr.gc.ca/apply-demande/calculations-eng.aspx

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 http://www.rs-fsr.gc.ca/apply-demande/calculations-eng.aspx
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 http://www.rs-fsr.gc.ca/apply-demande/calculations-eng.aspx
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