

GUELPH 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)**

The University of Guelph (U of G)'s commitment to improve life was re-envisioned and renewed in the *Strategic Framework: Our Path Forward*. Building on tradition, we are forging ahead in areas where we lead or excel, while continuing to foster creativity, innovation, skills development and community engagement.

The U of G is Canada's Food University, with a 150-year legacy in agri-food and veterinary medicine and a reputation for innovation. The U of G is globally recognized for expertise in agriculture and food, ranking 1st in Canada and 3rd worldwide in agriculture science. In veterinary medicine, the U of G is ranked 1st in Canada and 7th globally. Our partnership through the [Ontario Agri-Food Innovation Alliance](#) and our pursuit of research excellence, places us as one of the country's top research-intensive universities and a leader in agri-food. We believe research should solve real-world problems and have meaningful societal and economic impact (e.g., recognition by broader community of the [Lyme Disease Research Lab](#) and campus visits of the [House of Commons Standing Committee on Agriculture and Agri-Food](#)).



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

At the U of G, our interdisciplinary approach to education focuses on developing the whole student, ensuring that our graduates have the experience and skills they need for success upon graduation. Demand in our programs continues to grow, allowing U of G to attract the best and the brightest students, both from home and abroad. We are committed to a culture of inclusion by providing our students with a high-quality education in an affordable and sustainable way, supported by our recent expansion of digital access on our campuses. U of G has seen a steady increase in access groups and has launched a number of new initiatives to support inclusivity and diversity on our campuses.

Evidence shows that students are more satisfied and successful in settings that cultivate positive relationships among students, faculty, and staff. The U of G excels at this, continuing to exceed most Ontario universities for quality interactions and supportive environments as measured in the National Survey of Student Engagement. U of G continues to build programs, both curricular and co-curricular, and partnerships with the local community to support students' transition to university through to graduation. A retention rate beyond 90% at U of G reflects the incredible efforts put into these programs.

U of G is known as a leader across the Province for the delivery of university-wide learning outcomes and innovative pedagogies. We are preparing to launch our Teaching and Learning plan. This strategic plan is based on broad, cross-campus collaboration and will through its implementation: advance our leadership in teaching and learning; promote access and inclusion in our teaching and learning practices; prepare our students for life beyond graduation; use spaces and technology to enhance teaching and learning; foster research and scholarship on teaching and learning; and foster life-long learning—bridging the gap beyond graduation. The plan engages the entire university community, highlights the significance of teaching and learning, celebrates outstanding instructors, and increases innovation across our campuses.

Our Teaching and Learning plan will provide strategic directions for Experiential Learning (EL) & High Impact Practices (HIPs) across the university. We will continue to measure our progress on the reach of HIPs at our campuses and expand EL opportunities within and beyond the Co-operative education program. This expansion includes newly developed courses to teach essential employability skills or “soft” skills, informed by our industry partners.

U of G has hosted roundtables with industry to ensure that we are teaching the relevant and needed skills to meet the changing needs in the labour market. Since 2016-17, U of G graduate employment rates have increased, surpassing our targets for 2019-20. We have identified a market gap within the agri-food sector, in which there are four jobs available for each graduate (see [study](#)). Partnering with industry we have created flexible and innovative EL opportunities in agri-food to begin to close this gap. Such examples underscore the fact that employment rates for U of G students remain strong, with 95 percent of graduates finding employment within two years of graduation.

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

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.

The U of G has maintained our commitment to provide our students with an exceptional supportive learning environment following three core tenets: 1) supporting the education and well-being of the whole person; 2) developing supporting and connected communities; and 3) creating exemplary spaces for student excellence. A priority for U of G remains to ensure students access HIPs; indeed we have 6% more senior-year students with two or more HIPs, (exceeding the 2019-20 target); with the average number of HIPs increasing to 1.9. The U of G has sustained an exceptional retention rate (>90%; exceeding the 2019-20 target) and ranked second for student satisfaction out of Canada's top comprehensive institutions ([Macleans' 2019 University Rankings](#)).

Several initiatives are in place at U of G to support students in balancing their academics and beyond through pre-arrival and mentorship programs like STARTStrong and Bounce Back, and a new credit course focused on health and well-being. New strategies and partnerships with our local community ensure students are supported both inside and outside the classroom (e.g., [Women in Crisis](#)), provide creative space (e.g., [10C downtown Guelph](#)) and allow us to be the first university to pilot new effective programs (e.g., [Kids Help Phone crisis text line](#)).

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.

The U of G is a leader in curriculum development and the advancement of innovative teaching practices. Since our founding, experiential learning (EL) has served as an important pedagogical strategy that engages students in learning by reflecting on doing. The U of G has increased the number of Co-operative education opportunities to over 3,300 for 2017-18, surpassing the target.

Our new Teaching and Learning plan establishes our strategic direction for EL & HIPs across the university; including new co-op programs in Food and Industry Management, and, new courses: *Career Ready: Develop Your Future*, including [community-based projects](#). To measure our progress, the institution plans to measure our progress in HIPs in 2019/20. U of G is a leader in Ontario in university-wide learning outcomes, where 97% of undergraduate programs include a set of learning outcomes. The

GUELPH UNIVERSITY

Strategic Mandate Agreement Annual Report 2017-18

Part 1. Overview

institution is currently working towards the 2019-20 target range for programs with explicit curriculum maps. This year, researchers at U of G, in partnership with HEQCO and Desire2Learn, were successful in developing an [online assessment tool](#) to assess learning outcomes at the program level. As an institution we plan to continue to use evidence to guide curricular improvements and quality assurance for our programs.

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.

At the U of G, fostering a culture of inclusion on campus is an institutional imperative. The U of G has seen a steady increase over time, and has now exceeded 2019-20 enrolment targets, of all access groups, such as first-generation and indigenous students. Furthermore, the share of OSAP recipients has also increased this year by 6%. In regard to students enrolled with disabilities, U of G significantly surpassed the target enrolment for 2019-20 due to the addition of part-time students and a change in the reporting period for AFSD. This past year, the U of G launched new initiatives to support inclusivity and equity on campus including the Aboriginal Initiatives Strategic Task Force and [Gryphon's She's Got Game](#), a new initiative that supports gender equity and women in sport. As per the adoption of the [Okanagan Charter](#), U of G has made significant progress in reviewing policies to support health and mental wellness (10 policies reviewed). The institution also understands the importance of high-quality online learning to increase access; as evidenced by surpassing the 2019-20 target of 300. To date, two online courses have been certified by Quality Matters and additional courses will be scheduled for review.

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.

Our pursuit of research excellence is grounded within a commitment to mobilize knowledge into action through our deeply embedded industry and community partnerships with the aim to improve life. As part of our Strategic Framework, in which the catalyzation of discovery and change is a priority for our path forward, U of G has seen a steady increase in the number of new disclosures for 2017-18 (7% increase), which exceeds our target range for 2019-20. Our continuing commitment to research and the mobilization of knowledge is reflected in our renewal of the brightest faculty and industry partnered chairs in important economic issues (e.g., Loblaw Companies Chair in Sustainable Food Production, Barrett Family Foundation Chair in Sustainable Food Engineering)

U of G aims to maintain these shares. As Canada's food university, as shown by the recently renewed [Ontario Agri-Food Innovation Alliance](#), we are positioned as a world leader in agri-food. Total external funding for U of G has increased above the 2019-20 target where industry specific funding has been maintained within our target range. The U of G Tri-council funding has increased in both SSHRC and NSERC shares for 2017-18.

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

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.

U of G has a unique approach to partnerships, seeking ways to solve problems, working together to do things differently and translating knowledge into action. We have a long history of successfully collaborating with industry, government, and community partners in preparing our students to apply skills and knowledge in the labour market. U of G generates \$7.1 billion to Ontario's economy and nearly 15,000 jobs as shown in our recent economic impact study at the University.

U of G graduates are successful in obtaining employment as seen by our employment rates, which exceed the targets for 2019-20. As of 2017-18, U of G has seen an increase in the proportion of graduates working full-time in a job related to their program. Through several innovative initiatives, such as our Flexible Internship Program, which partners with leaders in agri-food, and community-focused projects via the John F. Wood Centre for Business and Student Enterprise, our students graduate prepared for the workforce.

By actively engaging industry, government and public service partners in roundtable discussions, our goal is to ensure that the needs of employers are captured and embedded within our curriculum. Our industry round tables have been highly successful, working with our partners to identify skills needed, and explore opportunities for our students.

Attestation

University of Guelph 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.

Institutional Contact Name:	Karen Menard, AVP, Institutional Analysis & Research
Telephone:	(519) 824-4120, ext. 52377
Email:	kmenard@uoguelph.ca
Completion Date:	January 25, 2019
Website address for posting ministry approved report:	https://www.uoguelph.ca/vpacademic/

University of Guelph 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	91.7%	92.6%	91.4%	90.9%
34	Student Experience	Proportion of senior-year students with two High-Impact Practices (HIPs)	50.1%			55.9%
98	Student Experience	Average number of High Impact Practices (HIPs) per fourth-year student	1.7			1.9
71	Student Experience	Proportion of operating expenses on student services, net of student assistance	5.8%	5.9%	5.7%	5.7%
52	Innovation in Teaching and Learning Excellence	Graduation rate	76.5%	78.2%	78.2%	78.7%
41	Innovation in Teaching and Learning Excellence	Proportion of programs with explicit curriculum maps and articulation of learning outcomes			50.0%	60.0%
35	Innovation in Teaching and Learning Excellence	Composite score on NSSE question related to students' perceived gains in higher order learning outcomes	28.4			28.1
103	Access and Equity	Number of first generation students enrolled at institution	2,006	2,052	2,099	3,057
104	Access and Equity	Number of students with disabilities enrolled at institution	1,517	1,691	2,700	2,980
105	Access and Equity	Number of Indigenous students enrolled at institution	305	318	335	380
106	Access and Equity	Number of French-language students enrolled at institution	198	252	240	245
36	Access and Equity	Share of OSAP recipients at an institution relative to its total number of eligible students	60.5%	59.5%	59.4%	65.7%
84	Access and Equity	Number of transfer applications	979	970		
107	Access and Equity	Number of transfer registrations	105	99		
48	Research Excellence and Impact	Number of papers per faculty member			2.2	
50	Research Excellence and Impact	Number of citations per paper			11.1	
97	Research Excellence and Impact	CIHR funding - share to total Ontario universities			1.0%	0.8%
96	Research Excellence and Impact	SSHRC funding - share to total Ontario universities			3.6%	3.3%
95	Research Excellence and Impact	NSERC funding - share to total Ontario universities			5.8%	5.7%
94	Research Excellence and Impact	Total Tri-Council funding - share to total Ontario universities			3.3%	3.1%
87	Innovation, Economic Development and Community Engagement	Of those graduates who are working full-time, what proportion are working in related jobs	89.0%	90.0%	88.0%	88.9%
1	Innovation, Economic Development and Community Engagement	Graduate employment rate 6 months	90.1%	88.8%	91.1%	91.2%
1	Innovation, Economic Development and Community Engagement	Graduate employment rate 2yr	95.1%	94.0%	94.5%	94.9%

Grey-out cells: data not available

Institution-Specific Metrics

#	Priority Area	Metric Name	Objective of Metric	Frequency	2013-14	2014-15	2015-16	2016-17	2017-18
1	Student Experience	Undergraduate Student Experience - Exceptional Supportive Campus Environment	To measure our commitment to providing our undergraduate students with an exceptional supportive learning environment	Tri-Annual		Quality: 44.8% Support: 33.7%			Quality: 43.5% Support: 30.7%
2	Student Experience	Outstanding Graduate Student Experience	To measure our commitment to providing an outstanding graduate student experience	Tri-Annual		Acad: 92.4% SLife: 86.0% Overall: 91.4%	Acad: 93.1% SLife: 87.7% Overall: 92.1%	Acad: 92.7% SLife: 87.5% Overall: 91.4%	
3	Innovation in Teaching and Learning Excellence	Excellence in Experiential Education	To expand the number of co-operative education opportunities for our students	Annual		2,574	2,800	3,015	3,319
4	Innovation in Teaching and Learning Excellence	Examination and Expansion of High-Impact Practices	To expand the type and number of High-Impact Practices that degree students participate in across the various Guelph campuses The University employed a survey that explores all 10 HIPs (beyond the 6 measured by NSSE) with the purpose of better understanding the breadth and scope of HIPs as well as their effectiveness. Survey results will serve as a base for exploring the prevalence of HIPs when the survey is administered again in 2019-20.	Tri-Annual				2.2 HIPs	
5	Innovation in Teaching and Learning Excellence	Excellence in Learning Outcomes	Ensure that 100% of undergraduate programs have Learning Outcomes Our Strategic Framework challenges the University to inspire learning and inquiry through the advancement of learning outcomes. To do so, we will continue to evaluate learning outcomes through signature assessments and evaluative techniques.	Annual		0.6	0.8	1.0	1.0
6	Access and Equity	Supportive Policies and Procedures	Review and refine (as needed) academic policies and procedures to support health and mental wellness The University of Guelph is one of 10 universities in Canada to formally adopt the Okanagan Charter, which is an International Charter for Health-Promoting Universities and Colleges. The charter calls on post-secondary institutions to ensure health and well-being in all aspects of campus culture, policies and practices.						10

7	Access and Equity	Expand Technology Enabled Learning	<p>To provide equitable and inclusive environments for qualified students through digital access to courses</p> <p>As a leader in online education, the University of Guelph recognizes that to support the creation of a highly skilled workforce, we need to ensure that our programs provide students with the flexibility they require in managing their life and professional commitments with their academic commitments. Therefore, we will expand the number of online offerings thus extending access to post-secondary education to all audiences.</p>	Annual		279	281	296	308
8	Access and Equity	Exceptional Quality in Online Learning	<p>Increase the number of online courses that are certified by Quality Matters</p> <p>Quality Matters is a leader in quality assurance for online education and has received national recognition for its scalable, peer-based approach. Designed to promote student learning, QM is integral to continuous quality improvement. In fact, it is part of OpenEd's quality assurance processes and its commitment to providing a quality learning experience. After having the first Canadian course certified by Quality Matters in 2016-17, the University is committed to expanding the number of courses we submit for formal review because it will serve as an important validation that our design approaches are based on best practices and good design principles.</p>	Annual				1	2
9	Research Excellence and Impact (Univ)	Promoting Research Excellence - Total external research funding (\$) awarded	To create meaningful advances in innovation, employment, and the economy through exceptional research and scholarly endeavors	Annual	\$137.6M	\$137.5M	\$134.1M	\$147.3M	\$151.1M
10	Research Excellence and Impact (Univ)	Catalyzing and Stewarding Research Partnerships - Total external research funding (\$) awarded from industry	To promote our established research strengths while exploring new opportunities in an environment that fosters excellence and partnership	Annual	\$21.2M	\$24.3M	\$17.4M	\$18.5M	\$17.4M
11	Research Excellence and Impact (Univ)	Connecting our Research with the World - Number of net new disclosures	To ensure that our knowledge and discoveries shape understanding and improve life	Annual	192	95	32	177	190
12	Innovation, Economic Development and Community Impact	Strengthen Partnerships	To actively engage with partners in developing pathways for students to industry through industry round tables						1
13	Innovation, Economic Development and Community Impact	Foster Student Success	<p>To expand opportunities for global experiences for our students</p> <p>Participation in global experiences enhances student learning and promotes student success. At Guelph, students are able to participate in a wide-range of global experiences, including, for example, exchanges, semester abroad, and field schools.</p>	Annual		680	783	1,042	1,007

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	14,533	15,954
		Total Eligible Student Headcount	24,447	24,294
71	Proportion of operating expenses on student services Table 6 COFO Financial Report	Total operating expenses (000s) (Cell L36)	\$409,364	\$451,336
		Student service expenses (000s) (Cell G36)	\$50,673	\$56,852
		Scholarships, bursaries (000s) (Cell G28)	\$27,184	\$31,103

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	\$3,238,961	\$2,415,426	\$2,352,851	\$8,007,239	\$2,669,080
		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	\$2,070,814	\$2,249,998	\$2,388,364	\$6,709,177	\$2,236,392
		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	\$15,734,415	\$15,671,250	\$16,656,389	\$48,062,054	\$16,020,685
		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	\$21,044,190	\$20,336,675	\$21,397,604	\$62,778,469	\$20,926,156
		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	27,796	26,620	18,169	14,928	8,518	96,031	
48	Number of papers per faculty member	Number of papers	1,612	1,710	1,706	1,873	1,783	8,684	1,737
		Number of faculty members					778		

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-demanded/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-demanded/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