CARLETON 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)**

As an innovative institution, Carleton University is committed to developing solutions to real-world problems by pushing the boundaries of knowledge and understanding. Carleton's core values include collaboration, leadership and resilience.

The 2017-20 Strategic Mandate Agreement outlined three key initiatives related to our institutional aspirations: a high technology hub; a hub for entrepreneurship and social and cultural innovation; and a regional development council to support economic, social and cultural development. Progress continues to be made in each of these areas. For instance, Carleton is a key partner in the Ontario Autonomous Vehicle Test Track, Women Entrepreneurship Knowledge Hub consortium and the Canada-India Accelerator Program; and the Eastern Ontario Task Force works collaboratively to address the economic priorities of the region, especially for those areas that are particularly disadvantaged and vulnerable.

The transition to a new President in July 2018 brings a revitalized vision for Carleton. This was followed by additional leadership changes at the university, including the appointment of a new Chancellor.

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Carleton has experienced continued growth in overall enrolment. Between Fall 2016 and 2017, full-time student enrolment increased by 3.4% (undergraduate) and 4.1% (graduate).

Student mental health remains a key priority for Carleton and we provide a wide variety of accessible resources and services that allow students to maximize and manage their mental health and well-being.

Carleton has undertaken a full review of its Sexual Violence Policy in consultation with key stakeholders and will finalize the policy in April 2019.

New collective agreements have been finalized with the Carleton University Academic Staff Association, Public Service Alliance of Canada – Postdoctoral Fellows, CUPE 910 and CUPE 2424, which represents the largest group of staff on campus.

Part of Carleton's vision is to be known nationally and internationally as a leader in collaborative and interdisciplinary teaching and learning. Carleton continues to demonstrate this through the development of multidisciplinary programs, including the MSc in Management; Bachelor of Interdisciplinary Science and Practice; Master in Migration and Diaspora Studies; and PhD in Linguistics, Language Documentation and Revitalization.

Carleton's engagement with community is firmly rooted in its history: in 1942, community leaders established Carleton to educate the population for the new, post-war economy. Carleton continues to show its commitment to its community through several initiatives including the Community First: Impacts of Community Engagement research project, which studies how community and campus partners work together to positively impact their communities.

Carleton is at the forefront of the Education City initiative, which brings Ottawa's four post-secondary institutions together to collaborate and innovate serving as a "living lab" for a collaborative model of education delivery. The project has four objectives: joint promotion of Ottawa as an education destination; joint diploma/degree programming with laddering between qualifications; a network of joint research shops to provide project-based, experiential learning; and embedding Indigenous ways of knowing into our educational initiatives – in collaboration with Indigenous communities. The David C. Onley Initiative for Employment and Enterprise Development is an Education City initiative that supports students with disabilities in their employment readiness and career aspirations.

Carleton continues to launch new initiatives, including the establishment of a $50,000 fund to support the integration of experiential learning components into academic programming, and the establishment of the Carleton University Indigenous Strategic Initiatives Committee, a broad and inclusive committee comprised of First Nations, Métis and Inuit members from local communities, as well as Carleton faculty, staff and students. The committee will revitalize Carleton's Indigenous strategy, re-energize relationships with Indigenous communities and facilitate engagement sessions to develop a set of Carleton-specific recommendations as part of an institutional response to the recommendations set by the Truth and Reconciliation Commission.

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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.

Senior leaders work on initiatives related to Retention and Graduation through a Strategic Transformation Group. Carleton is committed to offering students engaging learning experiences through a wide range of High-Impact Practices. More students are in labs and first-year seminars, which supports retention. Carleton's Bachelor of Computer Science Internship in partnership with Shopify continues to attract students and is viewed as a model for other institutions. Students participate in paid faculty-supervised research through I-CUREUS. Participation in international internships has tripled since the opportunity has been made available to all students following the success of the Bachelor of Global and International Studies program's international internship.

Carleton is dedicated to offering students a comprehensive range of academic and personal support, beginning with application and continuing throughout their university experience and after graduation. Students have access to a new Academic Status Report, which helps ensure they are on track to graduate. New initiatives connect advisors with first-year students with low averages to provide proactive support. We have increased promotion of Co-Curricular Record student opportunities. A new career curriculum specialist works with faculty to embed career-related course content. Students benefit from Mental Health and Well-Being services, including increased access to counselling support and Therapy Dogs.

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 Experiential Learning Steering Committee leads several initiatives to grow Carleton's experiential learning portfolio. Experiential learning definitions have been developed for use across Carleton. An Experiential Learning Symposium highlighted a broad selection of Carleton's experiential learning activities. Undergraduate courses are being tagged to allow Carleton's new academic calendar to identify courses with an experiential learning component.

There has been a significant increase in the number of programs with three or more experiential learning opportunities.

Faculty, contract instructors and teaching assistants are dedicated to developing their teaching skills and aptitudes, which is reflected in their participation in professional development relating to pedagogical and technological training initiatives. An increasing percentage of faculty and contract instructors participate in workshops, communities of practices, teaching symposia and teaching mentorships offered through the Educational Development Centre, such as the 30-hour Certificate in University Teaching and Preparing to Teach Certificate. Faculty are supported and encouraged to conduct scholarly research on their teaching with the goal of informing practice and disseminating Carleton's commitment to teaching excellence.

Carleton adopted a dual master's degree policy that allows any master's program to partner with a program abroad, allowing students to simultaneously complete a Master's program at two institutions in different countries.

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.

Carleton prioritizes a safe and respectful environment and is considered to be one of Canada's most accessible campuses, which is further supported by programs and services.

Carleton established the Research, Education, Accessibility and Design initiative and is working towards it being a centre of excellence in accessibility. A coordinated accessibility strategy is being developed in consultation with key stakeholders.

The David C. Onley Initiative for Employment and Enterprise Development helps students with disabilities advance their careers. Funded by the province, the two-year $5-million initiative aims to increase employability and entrepreneurship opportunities for post-secondary students with disabilities. The initiative is proceeding with job fairs, employee training and an awareness campaign. The CU Accessible Experiential Learning (CUAEL) Initiative, funded by the province, places students with disabilities in employment opportunities and provide hands-on experiences. It has established 82 placements with 45 employers. Currently, 439 students are registered in Accessible Career Transitions, which supports the employment needs of students with disabilities in collaboration with CUAEL.

In addition to the Carleton University Indigenous Strategic Initiatives Committee, Carleton launched the Carleton University Collaborative Indigenous Learning Bundles, a series of focused online Indigenous knowledge modules for faculty to deliver in their classes.

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.

Carleton exceeded Research Excellence and Impact funding targets from SSHRC, NSERC, CIHR and non-tri-council sources. Key trends include the creation of larger, multi-disciplinary and multi-sectoral teams, resulting in strong research clusters and deeper partnerships to solve societal challenges in areas such as accessibility and wellness. Carleton is a key partner in the Ontario Autonomous Vehicle Test Track with industry and government stakeholders in robotics, data science, artificial intelligence and wireless. Carleton launched Efficiency Canada in November 2018, which advocates to make Canada a global leader in energy efficiency.

Carleton is hosting four SSHRC Partnership Grants, an additional CRC Tier 1 and a Canada 150 Chair, producing high-quality research in areas such as public policy, the global refugee regime, African studies, Indigenous culture, and youth resilience and prosperity in First Nations communities.

Carleton demonstrates internationally recognized strength in sub-atomic physics and aerospace research. Prof. Manuella Vincter is at the forefront of ATLAS, one of the world's most significant scientific projects at CERN. Carleton received substantial funding for healthy ageing and human performance, data analytics, public safety, women's entrepreneurship and cybersecurity. Our new Health Sciences and ARISE buildings and the growth of their programs are expected to increase exposure to CIHR-funded opportunities.

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.

Carleton purchased the historic Dominion-Chalmers United Church building, providing Ottawa with a cultural and community hub and renewing a link with the community that had the bold vision to create Carleton.

Carleton is the lead institution on the seven-year Community First: Impacts of Community Engagement project, a collaboration among over 60 community organizations and a dozen Canadian universities. A key milestone was the launch of Community Campus Engage Canada, a national network and community of practice focused on strengthening Canadian communities.

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In addition to the award-winning Lead to Win program, Carleton continues to develop entrepreneurship programs and is a partner in the Women Entrepreneurship Knowledge Hub consortium, a $9-million project over three years. The Canada-India Accelerator Program, a $3-million project over five years, helps Canadian women scale-up their companies in untapped markets across India.

Senior leaders work on initiatives related to Community Engagement through a Strategic Transformation Group. Carleton was recently accepted to participate in the Canadian pilot of the Carnegie Classification on Community Engagement, a comprehensive assessment of university community engagement that will help to further develop our community engagement strategy.

Earlier this year, QS World University Rankings identified Carleton among the 10 best Canadian universities for graduate employability.

Attestation

Carleton 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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ID	Priority Area	Metric Name	2014-15	2015-16	2016-17	2017-18
	Carleton University SMA2 Annual Report 2017-18 Part 2 System-Wide Metrics					
8	Student Experience	Year 1 to Year 2 retention rate	87.4%	88.1%	88.2%	88.9%
34	Student Experience	Proportion of senior-year students with two High-Impact Practices (HIPs)	58.0%			54.0%
98	Student Experience	Average number of High Impact Practices (HIPs) per fourth-year student	1.9			1.8
71	Student Experience	Proportion of operating expenses on student services, net of student assistance	5.6%	5.5%	6.3%	5.7%
52	Innovation in Teaching and Learning Excellence	Graduation rate	68.9%	66.4%	65.8%	66.9%
41	Innovation in Teaching and Learning Excellence	Proportion of programs with explicit curriculum maps and articulation of learning outcomes			83.0%	90.0%
35	Innovation in Teaching and Learning Excellence	Composite score on NSSE question related to students' perceived gains in higher order learning outcomes	27.5			27.6
103	Access and Equity	Number of first generation students enrolled at institution	2,950	2,950	3,000	3,075
104	Access and Equity	Number of students with disabilities enrolled at institution	2,084	2,311	2,710	3,028
105	Access and Equity	Number of Indigenous students enrolled at institution	625	600	650	675
106	Access and Equity	Number of French-language students enrolled at institution	769	773	873	951
36	Access and Equity	Share of OSAP recipients at an institution relative to its total number of eligible students	52.0%	49.3%	55.1%	62.2%
84	Access and Equity	Number of transfer applications	920	981		
107	Access and Equity	Number of transfer registrations	104	90		
48	Research Excellence and Impact	Number of papers per faculty member			1.5	
50	Research Excellence and Impact	Number of citations per paper			11.4	
97	Research Excellence and Impact	CIHR funding - share to total Ontario universities			0.3%	0.3%
96	Research Excellence and Impact	SSHRC funding - share to total Ontario universities			5.3%	5.5%
95	Research Excellence and Impact	NSERC funding - share to total Ontario universities			4.2%	4.2%
94	Research Excellence and Impact	Total Tri-Council funding - share to total Ontario universities			2.5%	2.5%
87	Innovation, Economic Development and Community Engagement	Of those graduates who are working full-time, what proportion are working in related jobs	83.0%	86.0%	84.0%	85.6%
1	Innovation, Economic Development and Community Engagement	Graduate employment rate 6 months	87.7%	85.4%	85.0%	85.6%
1	Innovation, Economic Development and Community Engagement	Graduate employment rate 2yr	92.6%	92.1%	92.7%	93.1%

Grey-out cells: data not available

Institution-Specific Metrics

#	Priority Area	Metric Name	Frequency	2015-16	2016-17	2017-18
1	Student Experience	Students engaged in the co-curricular record			6,500	7,425
2	Student Experience	Number of First-Year Experiential Opportunities (e.g. first-year seminars, science seminars, business intro) and number of students in first-year courses with laboratories			FYSM+: 1,699 Labs: 3,625	FYSM+: 1,863 Labs: 4,002
3	Student Experience	Number of professional development opportunities for graduate students (e.g. workshops and networking events) per year			90	95
4	Innovation in Teaching and Learning Excellence	Percentage of programs with three or more experiential learning opportunities			74%	86%
5	Innovation in Teaching and Learning Excellence	Percentage of faculty and contract instructors who have participated in teaching development programs offered by the Educational Development Centre since January 2015			33.0%	37.0%
6	Innovation in Teaching and Learning Excellence	Average teaching evaluation score		4.4	4.4	4.5
7	Access and Equity	Number of students registered with the Paul Menton Centre for Students with Disabilities			2,710	3,028
8	Access and Equity	Number of non-conventional students in Enhanced Support Program and Aboriginal Enhanced Support Program			304	298
9	Research Excellence and Impact (Univ)	Total research funding excluding tri-council funding			$37M	$44M
10	Research Excellence and Impact (Univ)	Number of formal research partnerships (including industry, government, international and not-for-profit organisations)			347	396
11	Innovation, Economic Development and Community Impact	Number of companies with Carleton origin (since 1975)	Measured every three years		495	
12	Innovation, Economic Development and Community Impact	Number of students in entrepreneurship courses/programs			578	695

Grey-out cells: data not available

8

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	11,500	13,373
		Total Eligible Student Headcount	20,876	21,513
71	Proportion of operating expenses on student services

Table 6 COFO Financial Report | Total operating expenses (000s) (Cell L36) | $411,549 | $445,548 |
| | | Student service expenses (000s) (Cell G36) | $56,229 | $57,534 |
| | | Scholarships, bursaries (000s) (Cell G28) | $30,289 | $32,355 |

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	$809,799	$1,059,682	$1,172,463	$3,041,944	$1,013,981
		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	$3,283,698	$3,618,119	$4,363,413	$11,265,230	$3,755,077
		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	$11,174,358	$11,810,080	$12,815,437	$35,799,875	$11,933,292
		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	$15,267,854	$16,487,881	$18,351,313	$50,107,049	$16,702,350
		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	14,681	23,275	11,005	12,782	6,187	67,930	
48	Number of papers per faculty member	Number of papers	1,063	1,203	1,154	1,271	1,245	5,936	1,187
		Number of faculty members					774		

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 (including 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.rsf-fsr.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.rsf-fsr.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.rsf-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.rsf-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