TRENT 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)**

Trent University provides arts, science, and professional programs enhanced by experiential learning and a commitment to interdisciplinarity. We aim to provide an exceptional undergraduate experience and high quality Masters and PhD programs in selected areas. Notable strengths are our undergraduate programs in the arts, Nursing, Education (Teaching), and Business, and graduate programming in the Environmental Sciences, Indigenous Studies, Big Data, Financial Analytics and Cultural Studies.

For eight years in a row *Macleans* has ranked Trent the top primarily undergraduate university in Ontario (and third in Canada in 2019). In 2019, we have been ranked among the top 100 environmental universities worldwide, and number 6 in Canada (UI GreenMetric World University Rankings, 2018).

All of Trent's system-wide and institutional metrics aiming to improve student experience are tracking to meet or exceed our targets. At the same time, we have enhanced our approach to undergraduate education by reemphasizing our college system, which allows students to

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flourish as a member of a smaller community on campus. We are currently working to enhance student skills development; entrepreneurship opportunities; experiential learning; prevention and early intervention for students at risk.

All of Trent's system-wide and institutional metrics for innovation in teaching and learning excellence are tracking to meet our targets. The recent development of a Centre for Teaching and Learning has played a central role improving the quality of our instruction and research into teaching pedagogy. The expansion of our Careers and Experiential Learning unit aims to increase student participation and expand experiential learning opportunities with local communities.

Recent renovations to the university's Bata Library will support best practices and new approaches in teaching and learning. We have made a special effort to follow quality assurance processes in a way that ensures that all new programs have curriculum maps and learning outcomes. By the end of 18-19 all but 6 of our existing programs will include both, and it will be addressed in their next cyclical review as we strive for 100% compliance.

Other priorities at Trent include:
- articulation agreements with colleges and universities, both domestic and international;
- transfer credit recognition which creates more pathways to university education and recognizes previous learning;
- and a commitment to equity and diversity that welcomes all community members, making opportunities available to Indigenous students, faculty and staff; first-generation students; women; members of the LGBTQ community; and International students.

Research InfoSource ranks Trent second in Ontario in research output and first for research productivity among small universities. In research, all of the university's system-wide and institutional metrics are tracking to meet or exceed our targets. Our success obtaining research funding is especially notable for a university our size (without engineering or medical programs). We expect our research activities to be enhanced by establishing a number of research centres in the Bata Library and the establishment of a research park that will create hands-on research opportunities for students, faculty and businesses that locate in the park.

In the case of innovation, economic development and community engagement, Trent has exceeded or matched all our system wide or institutional metrics. Key metrics are graduate employment rates (at both 6 months and 2 years after graduation). The number of start-ups and jobs created have exceeded our set targets. In the future, we expect to continue to play a key role in the development of our local communities. The future development of our research park will, in particular, transform the region's economy, support further start-ups, attract new businesses, and provide jobs for future generations of students and residents.

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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.

In the 2018 NSSE survey, 81% of senior students rated their Trent experience as excellent or good; 79% of them indicated that they would definitely or probably attend again. In support of student experience, new student orientation has been expanded to include summer online coaching (with 3,586 app downloads last year; up from 2,213 the prior year). Specialized programming has been developed for incoming college, transfer and mature students. In the summer of 2018, the university launched its Bridge transition program, targeted to first-generation, Indigenous and lower entering average students who take two half-credits and receive peer coaching.

The reorganization of Trent's colleges aims to provide a range of academic and social activities and supports. In 2018, the Co-Curricular Record listed 788 unique co-curricular positions open to students, with 520 new students registering. On Trent Service Days, 55 students volunteered for five charitable organizations; 29 of them completed the Impact Leadership program (40 workshop/25 community hours).

Trent's career services have expanded from 3FTE to 5FTE in 2017-2018, with new community organization partnership initiatives, and additional faculty and student supports to expand experiential learning opportunities.

In the future, Trent aims to continue to enhance student experience in a way that is in keeping with a three-year targeted retention research project, launched in 2017. It includes a fall engagement survey that will measure retention metrics such as student self-efficacy, connectedness, and sense of purpose.

2. Innovation in Teaching and Learning Excellence (TOM PHILLIPS)

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.

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In 2017-2018, the administrative unit, 'Co-op, Careers, and Experiential Learning' was created. This unit expanded careers and experiential learning staff and services (including a labour market information analyst); implemented the Orbis Outcomes platform; developed a new communications strategy; and secured a high-profile location in Trent's new Student Centre. Co-op programs in Computing and Information Systems, and Conservation Biology have recently been launched.

To further enhance the opportunities for experiential learning, Trent made the Trent Community Research Centre an integral part of the University (completed, July 2018). The latter move will intensify the university's links to community-based research that fits with curriculum and community needs. A Centre for Entrepreneurship and Social Innovation has been established and housed in the renovated Bata Library.

The Trent 'Centre for Teaching and Learning' hosted over 40 faculty professional development sessions with 290 attendees; hosted two Distinguished Visiting Teaching Scholars, mentored five Teaching Fellows, designed and implemented a new Graduate Teaching Certificate, and facilitated 10 Scholars Table sessions to assist faculty conducting pedagogical research. The Centre now oversees Trent Online. Highlights this year include a restructuring of its operations, a move to the Bata Library, the design of a fully online graduate degree, an undergraduate online diploma in Circumpolar Studies, and an open access web resource for community based research.

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.

In 2017-2018, 66.3% of funding-eligible Trent students received OSAP. We continue to expand student on-campus work opportunities, including athletics, food services, and grounds as well as student support positions such as residence don, peer supporter, and peer educator.

Over 1,300 students in 2017-2018 were registered with a physical, mental health or learning disability. Accessibility Services focuses on a coaching and accommodations model that helps prepare students to self-advocate and develop coping strategies in preparation for the workforce. More broadly, we continue to expand peer support to help disadvantaged students succeed.

In the 2017 academic year, the academic mentorship program (Rebound) and peer counselling program hired and trained 25+ student staff, practicum students and volunteers. We launched a first-generation student mentoring program that had 45 students and 31 staff/faculty participate.

Trent trains faculty, staff, student staff and student leaders on student support topics, including mental health, suicide intervention, sexual assault response, and conflict resolution. First year students participating in orientation receive sexual violence prevention and Indigenous cultural training. This year, Housing launched a gender-inclusive policy and we continue to provide support for the LGBTQ+ community. In 2017-18, the university's First Peoples House of Learning provided support to 277 self-identified Indigenous students and Indigenous Cultural Counselling hosted 523 sessions.

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.

Trent has decades long, distinctive expertise in four key strategic areas – the environment, indigenous studies, Canada's north, and the building of healthy, sustainable communities. In the past year, these initiatives have been supported by the addition of talent, grant funding, infrastructure and new partnerships.

Faculty additions include Dr. Ian Power, School of the Environment, CRC in Environmental Geosciences and Dr. Whitney Lackenbauer, School for the Study of Canada, a Tier 1 CRC in the Canadian North. Grants include $2.4 million in NSERC Discovery Grant funding for environmental and health (aging) research. Two key investments in infrastructure are a dedicated research, collaboration and professional training space in the Bata Library transformation and the continued development of the 85 acre Cleantech Commons technology park. Clean technology start-ups and existing company R&D support are a focal point of Trent research commercialization.

Partnership developments connect on-campus research initiatives with industry application in biomaterials, water and environmental sciences, agri-food, agri-business, and others. Three research centres have been positioned in Bata (Trent Centre for Aging and Society; Indigenous Environmental Studies Institute; and the Canadian Centre for Environmental Modelling in Chemistry). All Centres have broad networks in the community and beyond.

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.

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Trent recently opened a new Entrepreneurship and Social Innovation Centre. Its first initiative will be a series of ten student workshops funded through RBC's Future Launch program. This is part of an on-going effort to be a leader in the development of our local community. In support of this, Trent has hosted, in partnership with Peterborough Kawartha Economic Development (PKED), community leaders in an effort to explore and expand internship, co-op and experiential learning opportunities throughout the region.

Trent is actively involved with PKED's new strategic plan, which recognizes Trent's new research park Cleantech Commons, as a key future economic driver. The park, a partnership between the City of Peterborough and Trent University, will soon announce its inaugural executive director to attract businesses to the park.

In Oshawa, Trent Durham has joined the regional effort to respond to the closure of General Motors. The new Masters of Management launched at the university's Oshawa campus aims to train students without a business degree in a way that will prepare them for entrepreneurship and/or leadership positions in business. It includes a work-integrated learning project.

In 2017-18, Trent hosted the third annual hackathon for local high school and university students, in partnership with industry and employers. The students created apps, programs, and hardware "hacks" to provide solutions to universal issues like mental health and environmental concerns.

Trent is also working with local First Nations communities on development, aiming to engage them in projects with shared economic value in a way that respects their heritage.

Attestation

Trent 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.

Institutional Contact Name:	Dr. Leo Groarke
Telephone:	(705) 748-1011 ext. 1090
Email:	leogroarke@trentu.ca
Completion Date:	January 16, 2019
Website address for posting ministry approved report:	https://www.trentu.ca/oipa/accountability

Trent 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	83.0%	84.5%	84.4%	83.5%
34	Student Experience	Proportion of senior-year students with two High-Impact Practices (HIPs)			56.5%	
98	Student Experience	Average number of High Impact Practices (HIPs) per fourth-year student			1.9	
71	Student Experience	Proportion of operating expenses on student services, net of student assistance	6.2%	6.5%	6.7%	7.3%
52	Innovation in Teaching and Learning Excellence	Graduation rate	62.4%	64.8%	64.6%	62.6%
41	Innovation in Teaching and Learning Excellence	Proportion of programs with explicit curriculum maps and articulation of learning outcomes		15.9%		77.3%
35	Innovation in Teaching and Learning Excellence	Composite score on NSSE question related to students' perceived gains in higher order learning outcomes	29		28.4	28.2
103	Access and Equity	Number of first generation students enrolled at institution	803	841	876	915
104	Access and Equity	Number of students with disabilities enrolled at institution	924	1,097	1,211	1,370
105	Access and Equity	Number of Indigenous students enrolled at institution	197	216	260	277
106	Access and Equity	Number of French-language students enrolled at institution				
36	Access and Equity	Share of OSAP recipients at an institution relative to its total number of eligible students	71.0%	65.4%	65.7%	71.1%
84	Access and Equity	Number of transfer applications	514	536		
107	Access and Equity	Number of transfer registrations	98	105		
48	Research Excellence and Impact	Number of papers per faculty member			1.3	
50	Research Excellence and Impact	Number of citations per paper			10.3	
97	Research Excellence and Impact	CIHR funding - share to total Ontario universities			0.1%	0.1%
96	Research Excellence and Impact	SSHRC funding - share to total Ontario universities			1.6%	1.5%
95	Research Excellence and Impact	NSERC funding - share to total Ontario universities			1.1%	1.1%
94	Research Excellence and Impact	Total Tri-Council funding - share to total Ontario universities			0.7%	0.6%
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%	88.7%
1	Innovation, Economic Development and Community Engagement	Graduate employment rate 6 months	89.5%	87.4%	90.1%	88.1%
1	Innovation, Economic Development and Community Engagement	Graduate employment rate 2yr	94.0%	95.4%	93.0%	93.4%

Grey-out cells: data not available

Institution-Specific Metrics

#	Priority Area	Metric Name	2014-15	2015-16	2016-17	2017-18
1	Student Experience	Maclean's overall ranking (primarily undergraduate)		Ontario (1)	Ontario (1)	Ontario (1)
2	Student Experience	NSSE question 18: How would you evaluate your entire educational experience at this institution (first year/seniors)	3.1/3.3		3.2/3.3	3.1/3.1
3	Student Experience	Reflective and integrated learning - senior (NSSE Engagement Indicator)	40		39.9	39.3
4	Innovation in Teaching and Learning Excellence	Teaching recognitions (award, nominations and showcases)			12	15
5	Innovation in Teaching and Learning Excellence	Teaching innovations and enhancements			345	400
6	Innovation in Teaching and Learning Excellence	Number of internships, placements, co-op placements, and experiential learning spaces				4,122.15 FTE
7	Access and Equity	Registrants/Registrations in courses with Indigenous Content				1,646
8	Access and Equity	Number of articulation agreements				62
9	Access and Equity	Count of students entering through articulation agreements/completing degrees from articulation pathways	147	158	238	293
10	Research Excellence and Impact (Univ)	Funding per university faculty			$56,300	$46,400
11	Research Excellence and Impact (Univ)	Research output			32.7	39
12	Research Excellence and Impact (Univ)	Research impact			0.2	0.2
13	Innovation, Economic Development and Community Impact	Start-up companies/jobs through start-ups			20/47	24/89
14	Innovation, Economic Development and Community Impact	Economic impact Durham			23.68m/47.36m/526 JE	
15	Innovation, Economic Development and Community Impact	Economic impact Peterborough			224.86m/449.72m/4,999 JE	

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	5,021	5,858
		Total Eligible Student Headcount	7,641	8,244
71	Proportion of operating expenses on student services

Table 6 COFO Financial Report | Total operating expenses (000s) (Cell L36) | $125,880 | $124,932 |
| | | Student service expenses (000s) (Cell G36) | $16,998 | $18,788 |
| | | Scholarships, bursaries (000s) (Cell G28) | $8,536 | $9,673 |

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	$280,560	$128,982	$124,386	$533,928	$177,976
		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	$1,105,005	$955,789	$1,046,769	$3,107,562	$1,035,854
		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	$3,256,230	$3,014,143	$2,796,688	$9,067,061	$3,022,354
		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	$4,641,795	$4,098,913	$3,967,843	$12,708,551	$4,236,184
		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	5,017	4,619	3,319	2,260	1,240	16,455	
48	Number of papers per faculty member	Number of papers	305	329	328	319	321	1,602	320
		Number of faculty members					238		

ID	Metric Name	Description	Source	Reporting Period	Notes
				Appendix 2. University Metrics - Dictionary	
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