NIPISSING 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 stated in the Nipissing University Act, "The University's special mission is to be a teaching-oriented institution that offers programs in education and in liberal arts and science and programs that specifically address the needs of northern Ontario."

Nipissing University accepts and acknowledges its role as a small, primarily undergraduate university. Our focus is student success. As a result, we have been flexible, creative and innovative since our creation, delivering education to many geographically dispersed learners, including those from Indigenous communities. We are a leader in blended and online learning. We are also committed to student mobility and offer flexible and comprehensive credit recognition for university students wishing to transfer to our institution. In addition, we have negotiated numerous successful transfer agreements with colleges in various fields including nursing and business. In 2017-18, we made adjustments to our English proficiency requirements for incoming students which should improve access for students applying from countries where the dominant language is not English, adding to the diversity on our campus.

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As you will see in our Data Workbook, Nipissing University consistently receives the highest rankings amongst its peers in terms of student satisfaction (e.g. Nipissing University's 2017 NSSE results were 7% over the provincial average for students who rated their overall experience as "Excellent" or "Good") and provides exceptional experiential learning opportunities (e.g. Nipissing University's NSSE 2017 results were 6% over the provincial average for student exposure to High-Impact practices). We are proud that our graduate employment rate remains among the top in the Province (97.1% two years after graduation, OUGS 2017) and see it as a testament to our unwavering commitment to student success.

This year, Nipissing University was ranked #2 overall nationally (and #1 in the province) in the "primarily undergraduate" category for the 2019 Maclean's University Student Satisfaction rankings. In particular, Nipissing ranked nationally as follows:

- #1 in Promoting Indigenous Visibility
- #1 in Administrative Staff
- #2 in Student Life Staff
- #1 in Mental Health Services
- #1 in Residence Life
- #1 in Steps to Prevent Sexual Violence on Campus

It is evident that students who attend Nipissing University truly do receive second-to-none services and support.

While the qualitative aspects of our priority areas are discussed in more detail below, the quantitative highlights for priority areas for 2017-18 are as follows:

Student Experience

- Our Year 1 to Year 2 retention rate improved by almost 2%, and we are within 0.5% of our 2020 target value for this metric.

Innovation in Teaching and Learning Excellence

- With respect to our composite score on the perceived gains in higher order learning outcomes, we performed better than our peers in almost every category and improved on our own 2014 NSSE performance by 3%.

Access and Equity

- For four consecutive years, we have seen continued growth in the number of first generation students, students with disabilities, and Indigenous students attending Nipissing University.

Research Excellence and Impact

- Our Tri-Council funding per Tenure/Tenure Track faculty member has doubled since 2014-15.

Innovation, Economic Development and Community Engagement

- Our 6-month and 2-year employment rates continue to rank amongst the highest in the province, and over 90% of our graduates report to be working in full time jobs related to their field of study.

In terms of focus for 2018-19, Nipissing will continue to place particular emphasis on Innovation in Teaching and Learning, Access and Equity, and Research Excellence and Impact.

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.

Nipissing University continues to place the student experience at the centre of our work, as highlighted by our results in the student experience category.

Through the 2014-2015 to 2017-2018 academic years, Nipissing continued to see the value and importance of investing in student services. These investments allowed us to develop new programs and to continue growing our core services such as mental health supports. This investment in student services is evident through the increased proportion of operating expenses from 8.4% in 2014-2015 to 9.7% in 2017-2018.

During the 2017-2018 academic year, Nipissing revamped a directed outreach campaign to all students reminding them of services available to support their success. The University also launched the Early Alert student retention portal where faculty and staff can submit student concerns. As a result, Nipissing experienced an increase in Year 1 to Year 2 retention rate from 81.5% (2014-2015) to 83.6% in 2017-2018.

Nipissing's focus on high impact practices through our experiential learning programs (e.g. an expanded iLead program; international practica; our community service learning program) resulted in the proportion of second year students with two high impact practices increasing from 54% (2014) to 60% (2017). This is further highlighted by the increase in average number of high impact practices per fourth year student from 1.75 (2014) to 1.88 (2017).

Nipissing continues to lead the province in overall NSSE results, noting a two percent increase to 83.1% of senior respondents indicating that given the chance to start over again, they would still choose Nipissing.

Nipissing is positioned to continue its success in this category in the 2018-2019 SMA though the launch of a new student success program known as the "NU Promise".

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.

Nipissing University is currently undertaking four significant initiatives to further strengthen teaching and learning excellence. The first two "Nipissing University Teaching Chairs" were appointed last year in the areas of Experiential Learning and Interdisciplinary Learning. These are two-year faculty appointments during which the Chairs are expected to champion best practices in their areas of appointment. A call for two additional chairs will go out shortly, bringing the complement to four.

In 2018, by Senate and Board decisions, the University was restructured by amalgamating two faculties and thus creating a decanal position to provide leadership in the area of teaching and learning. The Dean of Teaching is expected to be in place by the fall of 2019. The University is also developing a centre for sharing and development of pedagogy. Finally, the University is engaged in a partnership with the North Bay Chamber of Commerce to provide experiential learning opportunities for students studying in areas that conventionally do not benefit from work integrated learning. Experiential learning is increasingly a key aspect of all learning at Nipissing.

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.

Nipissing University continues to be a destination institution for students of specific, identified populations. Nipissing strives to create a community in which all students feel comfortable and safe to be themselves and to thrive academically.

Specifically, Nipissing has experienced a continuous growth in the number of first generation students enrolled at the institution from 850 in 2014-2015 to 969 students in 2017-2018.

Further, Nipissing University continues to see increases in the number of enrolled students with disabilities (reaching an all-time high of 657 students in 2017-2018), and the number of Indigenous students enrolled at the University has seen growth over all four years, as reported in the metrics workbook, to a high of 277 in 2017-2018.

We believe that these increases are a result of the continued efforts of the University to be a student-centered university that is dedicated to the individual and holistic development and success of our students.

Nipissing will continue to excel in these categories and to be a destination for students looking for a university that supports their individual success through new programs like the Indigenous Summer Institute, the NU PROMISE and the First Year Foundations program.

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.

The unique location of Nipissing University in northeastern Ontario provides an opportunity to promote high-quality research and contribute to the local physical and economic landscape. From 2013 to 2018, Nipissing has experienced a 40% increase in external research funding. This has resulted in a 34% increase in research funds allocated to graduate students. Nipissing is on trend to achieve a further 8% increase in funding for 2019-2020.

The recent success in CIHR Project and Catalyst grants mark the first time at Nipissing that faculty have held CIHR funds as Principal Investigators. The grants have resulted in Nipissing being eligible for additional CIHR funding for graduate students through the CGS-M program.

The new Strategic Research Plan (2019 to 2024) provides a framework to inform decision making and communicate research success at Nipissing. The living document highlights research achievement under the broad themes of Indigenous and Decolonial Research, Environment and Natural Resources, The Human Condition, Conflict Resolution, Inequality, and Information Technology and Mathematical Sciences. The four main pillars of identify, encourage, support, and oversee provide a focus on tangible opportunities to improve the research culture at Nipissing, and a newly established faculty mentorship program will help to improve research metrics.

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.

In 2017, KPMG LLP was engaged to undertake a study of the economic impacts of Nipissing University. KPMG assessed Nipissing's economic impacts from both quantitative and qualitative perspectives. The annual economic impact of ongoing spending related to the operations of Nipissing includes the creation of approximately 1,224 person-years of employment ("full-time equivalent" or "FTE") and an estimated $163.3 million contribution to Gross Domestic Product ("GDP") in Canada in 2016-17. Capital investments over the past five years contributed about 160 person-years of employment and had a $15.7 million contribution to GDP in Canada in 2016-17 dollars.

Bringing socioeconomic benefits in the form of intellectual capital, research and employment to a city, universities enrich the economy by developing human capital for the regional labour market. Nipissing plays a critical role in developing human capital, particularly in the North Bay region and in northern Ontario.

Nipissing has formed partnerships with organizations across Ontario in order to deliver quality undergraduate and applied professional-level programs.

Through involvement by its student body, faculty and staff members, Nipissing is active in community building in the region.

Nipissing builds and strengthens connections with Indigenous communities by actively participating in discussions facilitated and supported by the Office of Indigenous Initiatives. The Biidaaban Community Service-Learning Program places our students with not-for-profit organizations to meet community needs. A specialized focus of this program is to support First Nation, Metis and Inuit students in grades K-12 through co-curricular programming.

Attestation

Nipissing 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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	Nipissing 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	81.8%	84.5%	82.2%	83.6%
34	Student Experience	Proportion of senior-year students with two High-Impact Practices (HIPs)	54.0%			60.0%
98	Student Experience	Average number of High Impact Practices (HIPs) per fourth-year student	1.8			1.9
71	Student Experience	Proportion of operating expenses on student services, net of student assistance	8.4%	8.2%	9.8%	9.7%
52	Innovation in Teaching and Learning Excellence	Graduation rate	68.8%	69.5%	68.0%	67.1%
41	Innovation in Teaching and Learning Excellence	Proportion of programs with explicit curriculum maps and articulation of learning outcomes				95.7%
35	Innovation in Teaching and Learning Excellence	Composite score on NSSE question related to students' perceived gains in higher order learning outcomes	27.1			27.9
103	Access and Equity	Number of first generation students enrolled at institution	850	907	922	969
104	Access and Equity	Number of students with disabilities enrolled at institution	339	395	636	657
105	Access and Equity	Number of Indigenous students enrolled at institution	234	247	266	277
106	Access and Equity	Number of French-language students enrolled at institution	90	101	121	123
36	Access and Equity	Share of OSAP recipients at an institution relative to its total number of eligible students	53.3%	52.2%	50.4%	55.9%
84	Access and Equity	Number of transfer applications	562	584		
107	Access and Equity	Number of transfer registrations	212	217		
48	Research Excellence and Impact	Number of papers per faculty member			0.5	
50	Research Excellence and Impact	Number of citations per paper			5.1	
97	Research Excellence and Impact	CIHR funding - share to total Ontario universities			0.1%	0.0%
96	Research Excellence and Impact	SSHRC funding - share to total Ontario universities			0.4%	0.5%
95	Research Excellence and Impact	NSERC funding - share to total Ontario universities			0.1%	0.1%
94	Research Excellence and Impact	Total Tri-Council funding - share to total Ontario universities			0.1%	0.1%
87	Innovation, Economic Development and Community Engagement	Of those graduates who are working full-time, what proportion are working in related jobs	90.0%	92.0%	90.0%	90.2%
1	Innovation, Economic Development and Community Engagement	Graduate employment rate 6 months	91.7%	90.8%	89.8%	92.2%
1	Innovation, Economic Development and Community Engagement	Graduate employment rate 2yr	95.9%	95.7%	94.7%	97.1%

Grey-out cells: data not available

#	Priority Area	Metric Name	Objective of Metric	Frequency	2013-14	2014-15	2015-16	2016-17	2017-18
1	Student Experience	Percentage of NSSE Senior respondents with a response of "Excellent" or "Good" for question 18: How would you evaluate your entire educational experience at this institution?	Evaluate quality of student experience	Triennial		86.0%			83.4%
2	Student Experience	Percentage of NSSE senior respondents with a response of "Definitely yes" or "Probably yes" on question 19: If you could start over again, would you go to the same institution you are not attending?	Evaluate quality of student experience	Triennial		81.0%			83.1%
3	Student Experience	Percentage of CUSC Graduate Survey respondents with a response of "Very Satisfied" or "Satisfied" for question 4: How satisfied are you with your decision to attend the university"	Evaluate quality of student experience	Triennial		93.6%			87.2%
4	Innovation in Teaching and Learning Excellence	Community based learning/research initiatives and student participation	Determine percentage of undergraduate course section offerings that contained at least one experiential learning component	Annual					53%
5	Innovation in Teaching and Learning Excellence	Composite score of NSSE senior respondents on the engagement indicator: Reflective and Integrative Learning	Given the nature of our academic programming, we want to focus on this engagement indicator specifically as it best aligns with our vision, mission and values	Triennial		38.2			38.6
6	Access and Equity	Number of transfer registrations, as captured by the Ontario University Application Centre (OUAC)		Annual		212	217	0	0
7	Access and Equity	Number of students registered in an integrated college/university program		Annual	512	528	537	552	534
8	Research Excellence and Impact (Univ)	Number of graduate degrees awarded (Highly Qualified Personnel)		Annual		80	75	112	54
9	Research Excellence and Impact (Univ)	Tri-Council funding per university faculty (eligible for tri-council funding)		Annual	$2,979	$3,236	$5,512	$6,118	$6,458
10	Innovation, Economic Development and Community Impact	Number of Indigenous community partners	To qunatify the number of collaborations and partnerships with First Nations, Indigenous Institutes, Tribal Councils, and urban Indigenous service organizations	Annual	11	10	19	13	14

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	2,177	2,425
		Total Eligible Student Headcount	4,322	4,337
71	Proportion of operating expenses on student services Table 6 COFO Financial Report	Total operating expenses (000s) (Cell L36)	$70,427	$74,033
		Student service expenses (000s) (Cell G36)	$10,755	$11,269
		Scholarships, bursaries (000s) (Cell G28)	$3,874	$4,054

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	$181,035	$733	$144,735	$326,502	$108,834
		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	$234,295	$317,244	$429,280	$980,819	$326,940
		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	$320,476	$391,169	$358,477	$1,070,122	$356,707
		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	$735,806	$709,146	$932,492	$2,377,444	$792,481
		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	349	577	485	459	282	2,152	
48	Number of papers per faculty member	Number of papers	64	75	89	98	95	421	84
		Number of faculty members					177		

		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