

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

The University of Windsor seeks to make a better world and to further Ontario's goals of driving creativity, innovation, knowledge, skills development and community engagement through teaching, learning, research, and service. In 2017-18, we built on our strengths to advance our unique role in the Province's post-secondary education system.

1. Student Experience

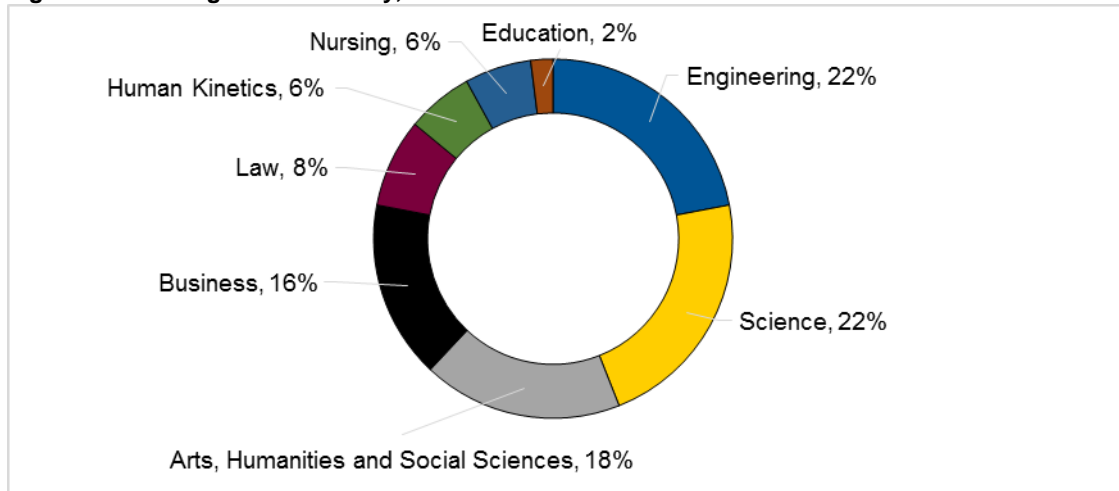
- New and effective investments in student retention, engagement, and workplace readiness:
 - Successful first-year course re-design program launched
 - Bounce-Back program successfully develops academic, mental-health and resilience skills in at-risk students (<http://www.uwindsor.ca/success/bounceback>).
 - Lancer Sport and Recreation Centre approved (<http://www.uwindsor.ca/campustransformation/345/lsrc-overview>).
 - 10% increase in first-year NSSE student report of overall experience as "good or excellent" since 2014.

- Enhanced experiential and work-integrated learning (EL&WIL):
 - 19% increase in WIL placements; re-design of work-study and co-op programs to enhance student learning
 - Two experiential learning specialists appointed to expand EL&WIL.
 - LEAD program promotes and credits HIP participation, program-relevant employment, and service learning (<http://www.uwindsor.ca/science/339/lead-scholars>).
 - Industry/clinical partners inform development Science EL&WIL credentials, e.g. regional agriculture and beverage industries, community-based cancer research clinicians (<https://windsorstar.com/news/local-news/u-of-windsor-science-students-to-help-industry-through-unique-program>; <https://www.cbc.ca/news/canada/windsor/university-of-windsor-cancer-researcher-course-1.4740001>).

2. Innovation in Teaching and Learning Excellence

- Flexible access to engaging, high-quality programs:
 - \$1 million+ curriculum development fund emphasizing regional and global labour needs, disciplinary change, and student demand
 - Three-year faculty hiring initiative aligning faculty complement with program areas of growth/strength and emerging research synergies (Fig. 1).
 - 75% increase in student use of ePortfolio to document skills.
 - Provincial leader in open-textbook adoption saving students \$350,000.
 - eCampus Ontario award: outstanding achievements in open, online, and technology-enabled teaching and learning.
 - Academic data: experiential learning tagging, online curriculum mapping, learning outcome database, and academic data visualization tools.

Figure 1: Investing in New Faculty, 2015-2018



3. Access and Equity

Windsor successfully serves a more diverse, less affluent population than many other institutions. We offer a comprehensive range of educational opportunities to communities where the transformative power of education for individuals, communities, and the economy is critical.

- Five Indigenous scholars appointed to tenure-track positions (<http://www.uwindsor.ca/indigenous-peoples/299/indigenous-faculty-profiles>).
- Mental Health Strategy: \$280,000 for preventative mental health initiatives and \$200,000 base funding to expand centrally located and faculty-embedded mental health practitioners. (<http://www.uwindsor.ca/studentexperience/322/mental-health-strategy>).
- 4,871 students received \$12.93 million in financial assistance, 80.0% (\$10.3 million) from the University. 46.4% of those funds were allocated to 2,075 domestic students with unmet financial need.

4. Research Excellence and Impact

- Real-time Aquatic Observation Network (RAEON): collaborative cutting-edge research on freshwater ecosystems using state-of-the-art technologies. \$15.9 million secured from federal,

- provincial, and other sources (<https://www.theglobeandmail.com/life/adv/article-treasure-trove-of-real-time-data-enabling-research-and-ecosystem/>).
- Enhanced Assess, Acknowledge, Act (EAAA) program:
 - reduction of almost 50% in incidents of sexual assault (<https://evidencebasedprograms.org/programs/enhanced-assess-acknowledge-act-eaaa-sexual-assault-resistance-program/>).
 - Sexual Assault Resistance Education Training Centre offered EAAA training internationally (<http://sarecentre.org/>).
 - The first-of-its-kind Canadian Centre for Alternatives to Animal Methods and Canadian Centre for the Validation of Alternative Methods developed, validated, and promoted non-animal, human biology-based testing platforms for research, education, and testing (<http://www.uwindsor.ca/ccaam/>).

5. Innovation, Economic Development and Community Engagement:

Committed to community collaboration and cross-transfer of knowledge, technology, and expertise among academia, industry, and communities.

- \$30-million Essex Centre of Research hub dedicated to academic and industry collaboration in Materials Chemistry, Health, and Medical Physics (<http://www.uwindsor.ca/campustransformation/340/new-science-facility-research/>).
- World Health Innovation Network federally identified as International Knowledge Translation Network of Centres of Excellence and member of the SCALE-AI Supercluster. Scales innovation to achieve economic growth and sustainable health care, bringing together business, healthcare, industry, government, citizen advocates, and researchers (<http://www.worldhealthinnovationnetwork.com/>).
- University's downtown campus expansion: state-of-the-art spaces for students, faculty, and the community in music, film, design and studio arts (<http://www.uwindsor.ca/campustransformation/333/downtown-campus-taking-shape/>).
- Industry-informed Continuing Education Centre offers corporate training, professional development responsive to Windsor's evolving economy.
- Students contributed over 1.25 million hours service to Windsor-Essex.

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

High-Impact Practices (HIPs):

At benchmark

56.7% of Windsor fourth-year students self-report participation in at least two HIPs, above the University's target, slightly increased from NSSE 2014 (Figure 2). First- and senior-year respondents reported higher or comparable participation in all HIPs (Table 1).

Fig 2: % Fourth Year Students with 2+ HIPs

Fig 3: Avg. Number of HIPs per Senior-Year Student

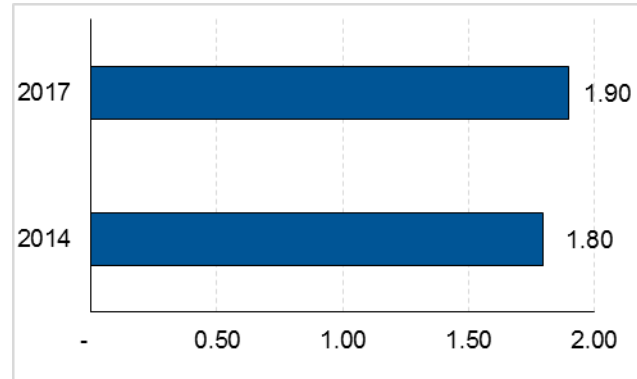
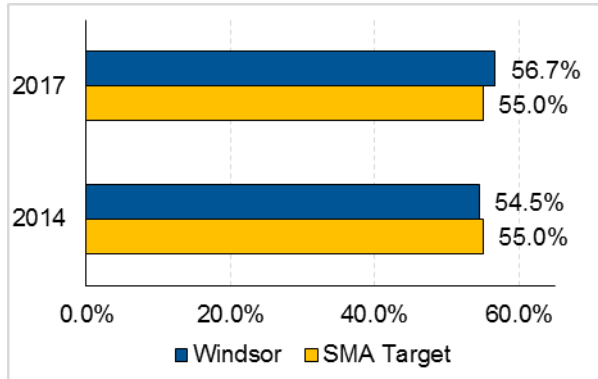


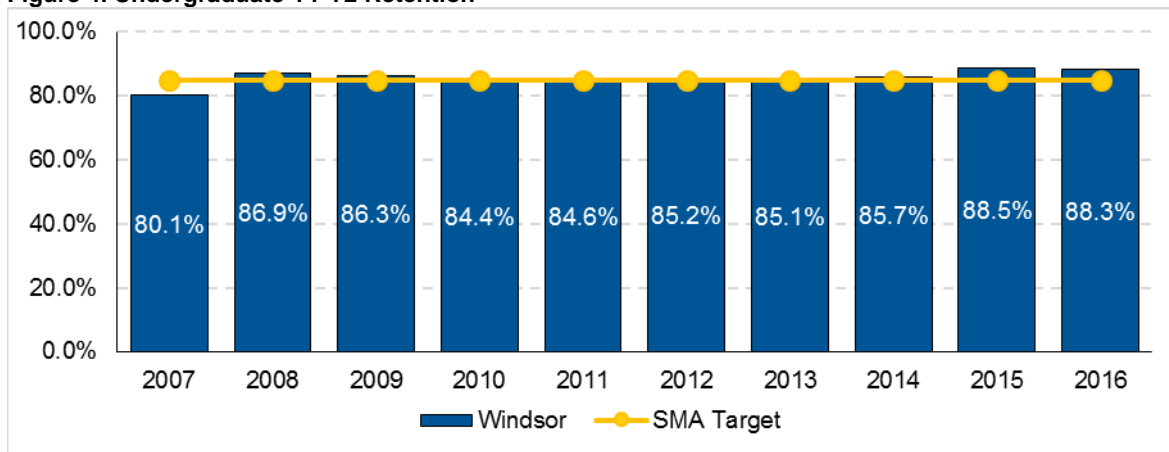
Table 1: HIP Participation, NSSE 2017 vs. 2014

% Responded: Plan to and Done, or in Progress	First Year		Senior Year	
	Windsor 2017 (%)	Variance over 2014 (%)	Windsor 2017 (%)	Variance over 2014 (%)
11a. Participate in an internship, co-op, field experience, student teaching, or clinical placement	72.9%	0.5%	63.2%	2.6%
11c. Participate in a learning community or some other formal program	38.9%	3.5%	33.9%	6.7%
11d. Participate in a study abroad program	38.2%	0.3%	17.7%	2.1%
11e. Work with a faculty member on a research project	45.2%	1.6%	38.7%	1.4%
11f. Complete a culminating senior experience (capstone course, senior project or thesis etc.)	44.5%	4.5%	49.0%	3.6%
% Responded: Most or All				
12. About how many of your courses at this institution have included a community-based project?	10.4%	2.7%	11.4%	3.1%

Y1-Y2 Retention

At benchmark.

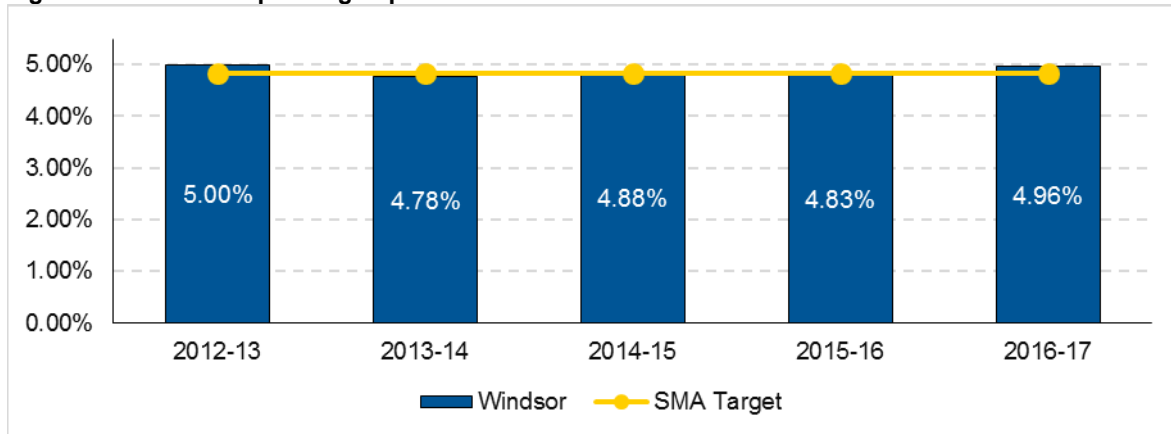
Figure 4. Undergraduate Y1-Y2 Retention



Proportion of operating expenditures on student services, net student assistance

At benchmark

Figure 5: Percent of Operating Expenditures on Student Services



Student Placements with Employers

Above benchmark

Improved tracking for more accurate data. Co-op and internship placements increased 18%.

Bystander Initiative Training

Benchmark met

Investment of \$110,000 base and \$270,000 one-time funding expanded the Bystander Initiative. In Fall 2018, 87 workshops were offered to 1,231 students, 932 in first year. Many more sessions planned for Winter 2019. The program is promoted and offered to students in all faculties.

2. Innovation in Teaching and Learning Excellence

Students' perceived gains in higher order learning outcomes (NSSE):

At benchmark

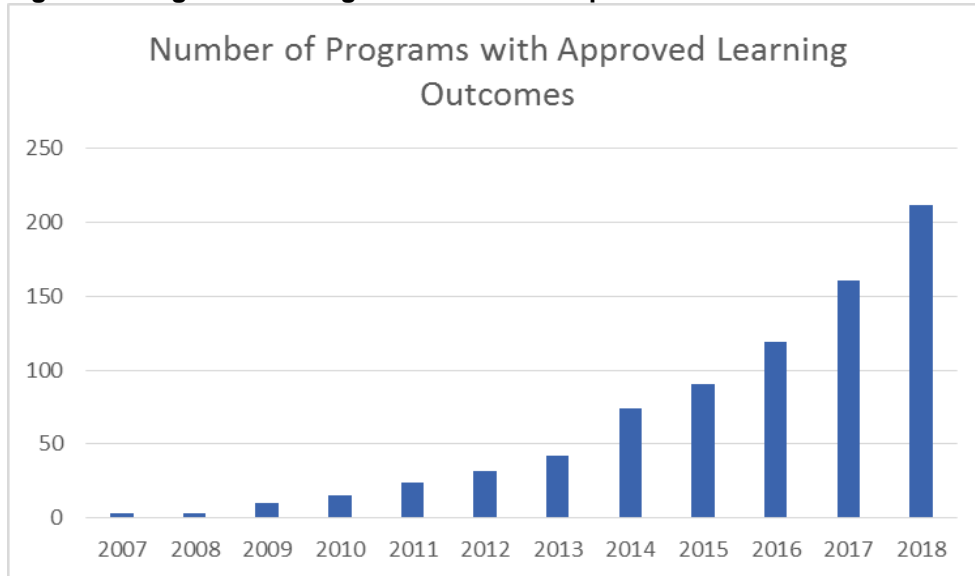
- Improvement in first-year since 2014 in all areas.
- Scores same or better than 2014 in 7 of 10 at senior level.
- Report of acquisition of work-related skills 13% higher than Ontario peers among first years and 9% higher than Ontario peers at senior level.

Proportion of programs with explicit curriculum maps and articulation of learning outcomes:

On track

- Baseline data established (9% of 276 programs had curriculum maps 2017).
- Appointment in curriculum mapping.
- Online Curriculum Mapping Aid tool (CUMA) developed.
- 78% programs have approved program learning outcomes (35% year-over-year increase).
- Curriculum maps developed or underway in 34% of programs.

Figure 6: Program Learning Outcomes Development



Graduation Rate (Six-Year):

At benchmark

Participation in Courses with e-Learning Formats:

At benchmark

- Nearly 14,000 student enrolments in e-learning courses
- Approximately 3,500 Windsor student ePortfolios,
- Open textbook adoption resulted in student savings of \$350,000.

New faculty members receive instruction on best teaching practices:

At benchmark

Year-round instruction includes face-to-face programs, mentorship, online materials, and personal contact. All new faculty received instruction in best teaching practices. An exceptional 88% of instructors attended an average of 10 sessions each throughout the year.

3. Access and Equity

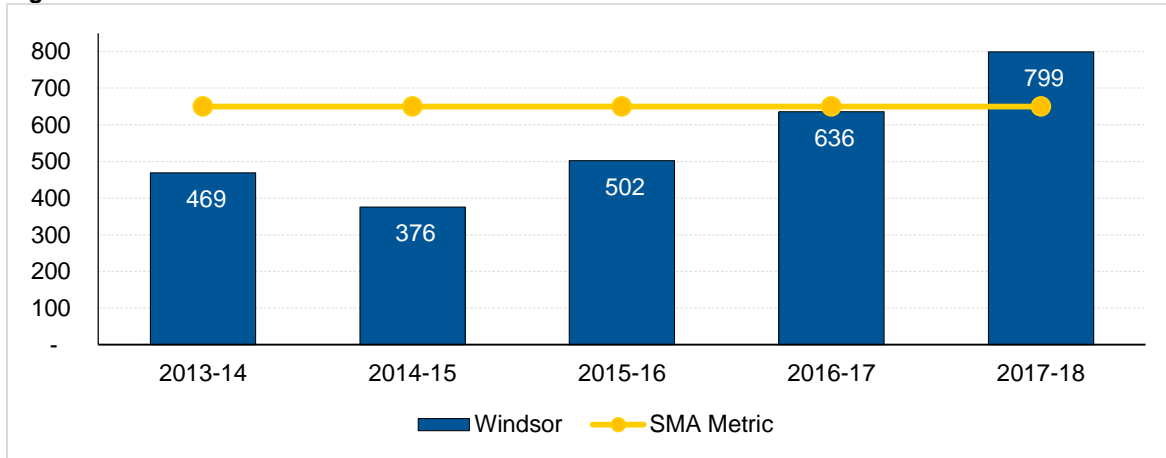
Number of Under-Represented Students Enrolled in 2017-18:

Table 2: Under-Represented Student Group Enrolment

Under-represented Student Group	(#)	(%)
First-Generation Learners	2,648	18.8%
French-Language Students	565	4.0%
Indigenous Learners	150	1.1%
Students with Disabilities	799	5.8%

Windsor has experienced significant growth in students self-identifying with disabilities (Fig. 6).

Figure 7: Number of Students with Identified Disabilities

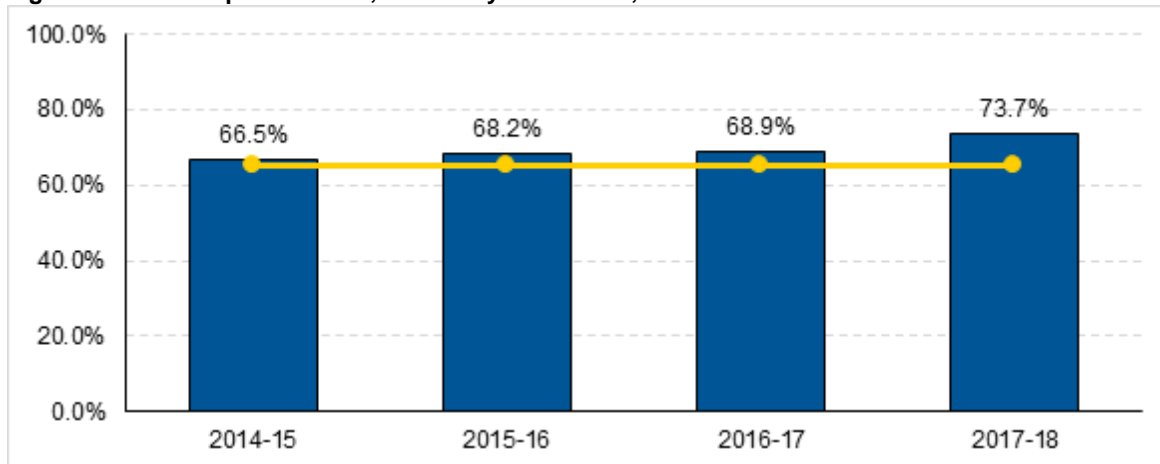


Share of OSAP recipients relative to total number of eligible students:

At benchmark

Windsor's 73.7% participation rate (Fig. 7), is among the highest of Ontario peer universities. For a fourth consecutive year, the University experienced an increase in its overall OSAP participation rate.

Fig 8: OSAP Participation Rates, University of Windsor, 2014-18



Availability of peer mentorship programs in all faculties and to all first-year students by 2020:

At benchmark

Peer mentorship programs are now available to first-year students in all first-entry faculties. The Faculty of Education is currently conducting a needs assessment with its students with the goal of establishing a program over the next year.

Bounce-Back program integrates academic, mental health and resilience skill development for at-risk students. Demonstrated reduction in student perception of distress to within normal clinical levels and overall improvement in semester average from D to C+.

4. Research Excellence and Impact

Tri-Council Metrics:

SSHRC and CIHR funding is at benchmark. NSERC reflects modest decline (0.2%), in large part due to faculty renewal (75 new faculty members). As more senior scholars retire with large NSERC grants, new colleagues acquired first NSERC grants at smaller annual values. We anticipate short-term decline until research programs mature. The conclusion of the National Centre of Excellence, AUTO21, has also been a factor. We fully anticipate NSERC funding levels to meet or exceed benchmarks in future years.

Research Stimulus Fund (RSF):

At benchmark

The RSF invests in research infrastructure and capacity. This year, RSF supported projects such as the Ford-UWindsor Industrial Research Chair and expanded research infrastructure, including matching funds for NSERC grants for a magnetic resonance imaging scanner and advanced materials particle analysis. The RSF expanded collaborative research in Social Sciences and Humanities through projects such as the Health Research Centre for the Study of Violence against Women and interdisciplinary research into racialization and the Detroit-Windsor borderlands.

Departmental research/creative activity assessment statements:

On track

Over 60% of departments have begun developing these documents. Leddy Library Institutional Analysis, the Provost's Office and Research and Innovation Services are providing support and bibliometric analytic tools.

5. Innovation, Economic Development and Community Engagement:

Graduate Employments Rates (2 Years and 6 Months After Graduation):

At benchmark

- Outcomes are consistent with employment rates at our Ontario peer institutions and have shown consistent growth over the last four years (Fig. 9 &10).
- The proportion of graduates employed full-time in jobs related to their area of student two years after graduation remains steady and within the calculated margin of error ($\pm 1.9\%$) for our target.

Fig 9. Graduate Employment Rates (6 Months)

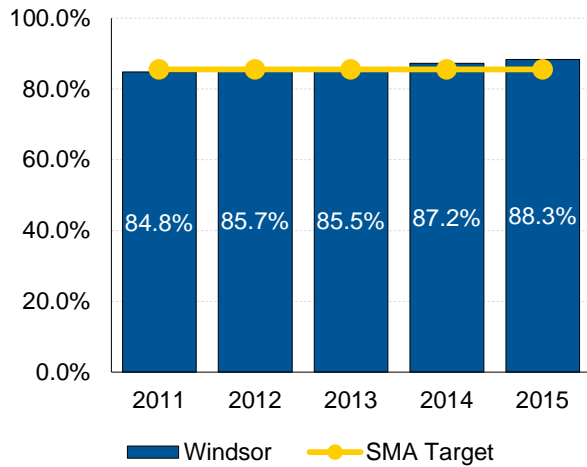
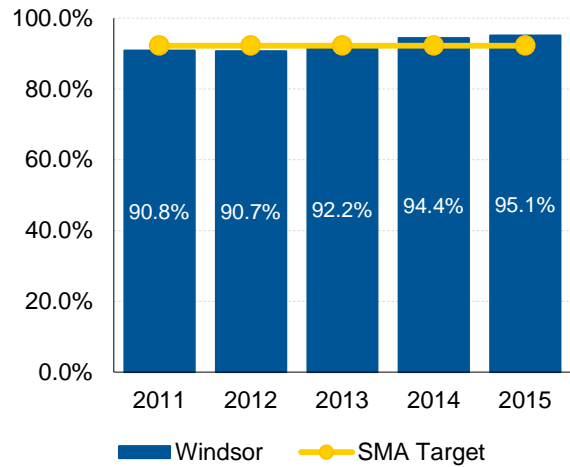


Fig 10. Graduate Employment Rates (2 Years)



Student Community Service:

Above benchmark

Students contributed more than 1.25 million hours of service to the Windsor Essex region in 2017-18. This is a conservative estimate based on student participation in formal curricular and co-curricular activities. This represents a more accurate accounting compared to 2016-17, due to improvements in coordinated tracking of experiential learning.

Attestation

The University of Windsor 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.

Institutional Contact Name:	Beverley Hamilton
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Completion Date:	January 21, 2019
Website address for posting ministry approved report:	http://www.uwindsor.ca/president/

University of Windsor 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	85.1%	85.7%	88.5%	88.3%
34	Student Experience	Proportion of senior-year students with two High-Impact Practices (HIPs)	54.5%			56.7%
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	4.9%	4.8%	5.0%	7.2%
52	Innovation in Teaching and Learning Excellence	Graduation rate	68.5%	70.6%	68.1%	67.5%
41	Innovation in Teaching and Learning Excellence	Proportion of programs with explicit curriculum maps and articulation of learning outcomes			9.0%	30.4%
35	Innovation in Teaching and Learning Excellence	Composite score on NSSE question related to students' perceived gains in higher order learning outcomes	27.1			27.2
103	Access and Equity	Number of first generation students enrolled at institution	2,105	2,644	2,559	2,648
104	Access and Equity	Number of students with disabilities enrolled at institution	376	502	636	799
105	Access and Equity	Number of Indigenous students enrolled at institution	134	122	135	150
106	Access and Equity	Number of French-language students enrolled at institution	521	483	523	565
36	Access and Equity	Share of OSAP recipients at an institution relative to its total number of eligible students	66.5%	63.6%	68.9%	73.7%
84	Access and Equity	Number of transfer applications	588	572		
107	Access and Equity	Number of transfer registrations	97	75		
48	Research Excellence and Impact	Number of papers per faculty member			1.2	
50	Research Excellence and Impact	Number of citations per paper			8.1	
97	Research Excellence and Impact	CIHR funding - share to total Ontario universities			0.2%	0.2%
96	Research Excellence and Impact	SSHRC funding - share to total Ontario universities			2.1%	2.1%
95	Research Excellence and Impact	NSERC funding - share to total Ontario universities			2.7%	2.5%
94	Research Excellence and Impact	Total Tri-Council funding - share to total Ontario universities			1.5%	1.3%
87	Innovation, Economic Development and Community Engagement	Of those graduates who are working full-time, what proportion are working in related jobs	87.0%	89.0%	90.0%	88.4%
1	Innovation, Economic Development and Community Engagement	Graduate employment rate 6 months	85.7%	85.5%	87.2%	88.3%
1	Innovation, Economic Development and Community Engagement	Graduate employment rate 2yr	90.7%	92.2%	94.4%	95.1%

Grey-out cells: data not available

Institution-Specific Metrics

#	Priority Area	Metric Name	Objective of Metric	Frequency	2016-17	2017-18
1	Student Experience	Student placements with employers as part of their academic program	Minimum of 1,000 students per year	Annual	2,548	5,305
2	Student Experience	Number of students who receive training in sexual assault prevention	By 2018 strive to have in place the ability to provide training under the Bystander Initiative is available to every incoming first year student	2018 benchmark	On track	At benchmark. See narrative.
3	Innovation in Teaching and Learning Excellence	Participation in e-courses with e-learning formats, including on-line courses	Minimum of 11,000 registrants in e-learning course formats per year	Annual	13,782	13,997
4	Innovation in Teaching and Learning Excellence	Prioritize efforts that encourage high quality teaching practices, eg. Through programs offered by the Centre for Teaching and Learning, and the U Windsor-Oakland University annual conference on teaching	To ensure that all new faculty members receive instruction on best teaching practices	Annual	Benchmarking under development	At benchmark. See narrative.
5	Access and Equity	Commit to ensuring that services in support of student achievement are inclusive of all students	Peer mentorship programs will be available in all Faculties, and by 2020 all incoming students will have access to mentorship	By 2020	On track.	On track. See narrative
6	Research Excellence and Impact (Univ)	Institutional commitments to success of Canada Research Chairs, Industrial Research Chairs, other Research chairs, institutional Research Centres and Institutes, and emerging strategic research opportunities	Provide a Research Stimulus Fund of \$500K per annum to be used to support strategic research opportunities	Annual	At benchmark	At benchmark.
7	Research Excellence and Impact (Univ)	Every academic unit will have a statement about how they assess their collective research and creative activity and will establish a mechanism for maintaining a way of measuring research intensity and impact within their own departments	All statements and mechanisms to be established by 2020	By 2020	Under development	On track. See narrative.
8	Innovation, Economic Development and Community Impact	Engagement of students in community work and partnerships that contribute to the social, cultural and economic well-being of people in Windsor-Essex	University students will contribute 300,000 hours of service annually for the betterment of the community	Annual	627,400+	1,250,337+ hours

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	7,433	8,013
		Total Eligible Student Headcount	10,789	10,866
71	Proportion of operating expenses on student services Table 6 COFO Financial Report	Total operating expenses (000s) (Cell L36)	\$258,335	\$264,781
		Student service expenses (000s) (Cell G36)	\$23,523	\$29,474
		Scholarships, bursaries (000s) (Cell G28)	\$10,722	\$10,454

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	\$840,928	\$474,907	\$407,763	\$1,723,598	\$574,533
		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	\$1,290,801	\$1,556,192	\$1,405,130	\$4,252,123	\$1,417,374
		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	\$7,084,103	\$7,336,035	\$6,280,523	\$20,700,661	\$6,900,220
		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	\$9,215,832	\$9,367,134	\$8,093,416	\$26,676,382	\$8,892,127
		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	6,573	5,931	5,155	3,403	2,133	23,195	
48	Number of papers per faculty member	Number of papers	533	614	605	590	527	2,869	574
		Number of faculty members					480		

Appendix 2. University Metrics - Dictionary

ID	Metric Name	Description	Source	Reporting Period	Notes
8	Year 1 to Year 2 retention rate	Percentage of first-time, full-time undergraduate university students who commenced their study in a given Fall term and have continued to study at the same institution in the next Fall term	Consortium for Student Retention Data Exchange (CSRDE)	Academic year, returning cohort. E.g., the 2016-17 data value reflects students who enrolled in Fall 2015 and returned to the institution in Fall 2016	Based on cohort analysis by CSRDE and reported by universities through SMA Annual Reports. Compatible with CSRDE graduation rate
34	Proportion of fourth-year students with two or more High-Impact Practices (HIPs) (1)	Percentage of students who participated in two or more of the six High Impact Practices (HIPs) as identified in NSSE - service learning, learning community, research with a faculty member, internship or field experience, study abroad and culminating senior experience	National Report on "Customizable Items Selector", National Survey of Student Engagement (NSSE)	Academic year when National Survey of Student Engagement (NSSE) is administered; e.g., data for 2014 NSSE is included under 2014-15. Most Ontario universities participate in the survey every three years and provide data only for these years (2014 and 2017)	Participation includes the percentage of students who responded "Done or in progress" for five HIPs (Q11) and at least "Some" of courses included a community-based project for service learning (Q12)
98	Average number of High Impact Practices (HIPs) per fourth-year student (1)	Average number of High-Impact Practices (HIPs) of the six HIPs identified in NSSE per respondent	National Report on "Customizable Items Selector", National Survey of Student Engagement (NSSE)	Academic year when National Survey of Student Engagement (NSSE) is administered; e.g., data for 2014 NSSE is included under 2014-15. Most Ontario universities participate in the survey every three years and provide data only for these years (2014 and 2017)	Participation includes the percentage of students who responded "Done or in progress" for five HIPs (Q11) and at least "Some" of courses included a community-based project for service learning (Q12)
71	Proportion of operating expenses on student services	Percentage of total student services expenses, excluding scholarships and bursaries, in total operating expenses in a given fiscal year (consolidated values including affiliates where applicable)	Council of Ontario Finance Officers (COFO)	Fiscal Year	Proportion of operating expenses on student services is calculated as total student services expenses (Cell G36) minus scholarships, bursaries etc. (Cell 28) divided by total operating expenses (Cell L36) as per Table 6, COFO Financial Report of Ontario Universities
52	Graduation rate	Percentage of first-time, full-time undergraduate university students who commenced their study in a given Fall term and graduated from the same institution within 6 years	Consortium for Student Retention Data Exchange (CSRDE)	Academic year, graduating cohort: e.g. 2015-16 data value reflects students who enrolled in Fall 2009 and graduated within six years, before or in calendar year 2015	Based on cohort analysis by CSRDE and reported by universities through SMA Annual Reports. Compatible with CSRDE retention rate
41	Proportion of programs with explicit curriculum maps and articulation of learning outcomes	Proportion of programs with explicit curriculum maps with articulation of learning outcomes	Institutional data	Academic year	As part of the Quality Assurance process introduced in 2010, all academic programs undergoing cyclical review are required to articulate learning outcomes in relation to undergraduate and graduate degree-level expectations. Curriculum mapping involves the articulation of learning outcomes at the course level.
35	Composite score on NSSE question related to fourth-year students perceived gains in higher order learning outcomes	Students' perceived gains in knowledge, skills and personal development	National Survey of Student Engagement (NSSE)	Academic year when National Survey of Student Engagement (NSSE) is administered; e.g., data for 2014 NSSE is included under 2014-15. Most Ontario universities participate in the survey every three years and provide data only for these years (2014 and 2017)	Skills gains are measured as a simple sum of NSSE means for ten areas (Q17a-Q17j) including effective writing and speaking, critical thinking, numerical analysis, work-related knowledge and skills, team-work, problem-solving, being an informed and active citizen, understanding people of other backgrounds
103	Number of first generation students enrolled at institution	Total number of full-time first generation students enrolled at institution	Enrolment data	Academic year	First generation student is a student whose parent(s)/guardian(s) has/have not attended a postsecondary institution. If a sibling of the student has attended a postsecondary institution, but the parent(s)/guardian(s) have not, the student is still considered a first generation student
104	Number of students with disabilities enrolled at institution	Total number of students with disabilities registered with the Office for Students with Disabilities	Table 1 of the institution's annual report to the ministry for the Accessibility Fund for Students with Disabilities (AFSD); enrolment data	Academic year	Number of students with disabilities for 2016-17 year is based on the AFSD reports. Please review and update where necessary to align with previous values

ID	Metric Name	Description	Source	Reporting Period	Notes
105	Number of Indigenous students enrolled at institution	Total number of full-time Indigenous students enrolled at institution	Enrolment data	Academic year	Indigenous is a collective name for the original people of North America and their descendants. The Canadian Constitution, Constitution Act 1982, recognizes three groups of Indigenous peoples - Indians (First Nation), Métis and Inuit. These are three separate peoples with unique heritages, language, cultural practices and spiritual beliefs
106	Number of French-language students enrolled at institution	Total number of full-time French-language students enrolled at institution	Enrolment data	Academic year	A student is considered a French-language student if he or she meets at least one of the following criteria of: The student's mother tongue is French; The principal language of correspondence with the student is French; The student was previously enrolled in a French-language education institution; The student was enrolled in a postsecondary program delivered partially in French
36	Share of OSAP recipients at an institution relative to its total number of eligible students	Full-time Ontario Student Financial Aid (OSAP) recipients at an institution as a share of its total number of full-time grant eligible enrolment	OSAP recipients: MTCU; Full-time grant eligible enrolment: Institutional data	Academic year, 2016-17 and 2017-18. OSAP academic year starts at August 1, with academic year end data available at the end of August the following year. Full-time enrolment: funding-eligible November 1st headcount of undergraduate and graduate students with 60% Load (0.3FTE) or greater	The number of OSAP awards includes any undergraduate and graduate student who has applied for full-time OSAP assistance and was issued funding. Note: In 2017-18 the definition was adjusted to reflect the number of recipients that were issued awards (rather than the number of applicants eligible for awards) and to exclude the double counting of applicants.
84	Number of transfer applications	Full-time transfer students in the fall of the first-year of a university program, who have applied to university and have identified on applications to Ontario University Applications Centre (OUAC)	Ontario University Applications Centre (OUAC) reports and reported by universities through SMA Annual Reports	Academic year of application and registration	Metric does not reflect all transfers as it excludes transfer students who apply directly to university and includes only students who applied through OUAC in the fall of the 1st year of university from publicly-assisted colleges and universities
107	Number of transfer registrations	Full-time transfer students registered in the fall of the first-year of a university program, who have applied to university and have identified on applications to Ontario University Applications Centre (OUAC)	Ontario University Applications Centre (OUAC) reports and reported by universities through SMA Annual Reports	Academic year of application and registration	Metric does not reflect all transfers as it excludes transfer students who apply directly to university and includes only students who applied through OUAC in the fall of the 1st year of university from publicly-assisted colleges and universities
48	Number of papers per full-time faculty	Number of papers divided by the number of full-time faculty at the university (including affiliates)	SCOPUS (Elsevier) data on papers; Faculty data: Common University Data Ontario (CUDO) or institutional data on faculty eligible for research funding	Papers: Calendar year, 5-year average, one year slip (2011-2015); Faculty: Full-time faculty (Fall 2015). Data was collected as of November 2017	Data includes articles, reviews, self-citations, and captures affiliated hospitals and institutions. Metric calculated by MTCU
50	Number of citations per paper	Number of citations divided by the number of papers published over a period of five years at the university (including affiliates)	SCOPUS (Elsevier) data on papers and citations	Calendar year, 5-year total, one-year slip, citations in 2011-16 on papers published in 2011-15, and papers published in 2011-15. Data collected as of November 2017	Data includes articles, reviews, self-citations, and captures affiliated hospitals and institutions. Metric calculated by MTCU
97	CIHR funding - share to total Ontario universities	Canadian Institutes of Health Research (CIHR) funding received by university (including affiliates) and percentage in total CIHR funding received by all Ontario universities in a given fiscal year	Research Support Programs, The Tri-agency Institutional Programs Secretariat (TIPS)	Fiscal Year, 3-year rolling average, one-year slip. The 2017-18 metric value is based on the average for the period 2014-15 to 2016-17	Funding includes CIHR research grants received by universities and funds spent by the Network of Centres of Excellence (NCE) administrative centers hosted by universities, and excludes funding for research chairs, fellowships, scholarships, awards and prizes. Full list of exclusions is available at http://www.rsfr.gc.ca/apply-demande/calculations-eng.aspx
96	SSHRC funding - share to total Ontario universities	Social Sciences and Humanities Research Council (SSHRC) funding received by university (including affiliates) and percentage in total SSHRC funding received by all Ontario universities in a given fiscal year	Research Support Program, The Tri-agency Institutional Programs Secretariat (TIPS)	Fiscal Year, 3-year rolling average, one-year slip. The 2017-18 metric value is based on the average for the period 2014-15 to 2016-17	Funding includes research grants received by universities and their affiliates from SSHRC and funds spent by the Network of Centres of Excellence (NCE) administrative centers hosted by universities, and excludes funding for research chairs, fellowships, scholarships, awards and prizes. Full list of exclusions is available at http://www.rsfr.gc.ca/apply-demande/calculations-eng.aspx

ID	Metric Name	Description	Source	Reporting Period	Notes
94	Tri-Council funding - share to total Ontario universities	Tri-Council funding received by university (including affiliates) and percentage in total Tri-Council funding received by all Ontario universities in a given fiscal year	Research Support Program, The Tri-agency Institutional Programs Secretariat (TIPS)	Fiscal Year, 3-year rolling average, one-year slip. The 2017-18 metric value is based on the average for the period 2014-15 to 2016-17	Funding includes research grants received by universities and their affiliates from the three federal research granting agencies and funds spent by the Network of Centres of Excellence (NCE) administrative centers hosted by universities, and excludes funding for research chairs, fellowships, scholarships, awards and prizes. Full list of exclusions is available at http://www.rs-fsr.gc.ca/apply-demande/calculations-eng.aspx
95	NSERC funding - share to total Ontario universities	Natural Science and Engineering Research Council (NSERC) funding received by university (including affiliates) and percentage in total NSERC funding received by all Ontario universities in a given fiscal year	Research Support Fund, The Tri-agency Institutional Programs Secretariat (TIPS)	Fiscal Year, 3-year rolling average, one-year slip. The 2017-18 metric value is based on the average for the period 2014-15 to 2016-17	Funding includes NSERC research grants received by universities and their affiliates and funds spent by the Network of Centres of Excellence (NCE) administrative centers hosted by universities, and excludes funding for research chairs, fellowships, scholarships, awards and prizes. Full list of exclusions is available at http://www.rs-fsr.gc.ca/apply-demande/calculations-eng.aspx
87	Of those graduates who are working full-time, what proportion are working in related jobs	Percentage of university graduates in the labour force employed full-time in a job related to skills developed at university, two years after graduation	Ontario University Graduate Survey (OUGS)	Academic year when the Ontario University Graduate Survey (OUGS) is administered, e.g. 2017-18 data value reflects graduates from bachelor or first professional degree programs who graduated in calendar year 2015 and responded to the 2017-18 OUGS	Metric is based on the number of respondents employed in full-time jobs closely related or somewhat related to skills developed at university, and the total number of OUGS respondents employed in full-time jobs. The labour force includes persons who were employed or unemployed but looking for work
1	Graduate employment rates	Percentage of university graduates in the labour force employed six months and two years after graduation	Ontario University Graduate Survey (OUGS)	Academic year, when Ontario University Graduate Survey (OUGS) is administered, e.g. 2017-18 data value reflects graduates from bachelor or first professional degree programs who graduated in calendar year 2015 and responded to the 2017-18 OUGS	Graduate employment rates are based on the number of respondents in the labour force who were employed part-time, full-time or were offered a job, and the total number of OUGS respondents in the labour force. The labour force includes persons who were employed or unemployed but looking for work