

WATERLOO UNIVERSITY

Strategic Mandate Agreement Annual Report 2017-18

Part 1. Overview

Introduction

The 2017-20 Strategic Mandate Agreements (SMAs) between individual universities and the Ministry of Training, Colleges and Universities outline the role universities perform in Ontario's postsecondary education system and how they will build on institutional strengths to fulfil their mandate and help support system-wide objectives and government priorities.

Each priority area in 2017-20 SMAs includes system-wide and institution-specific metrics and targets.

The SMA Annual Report is used by the ministry to track progress on metric performance on an annual basis. The SMA Annual Report is also an opportunity for institutions to provide contextual information and a narrative associated with performance in the shared priority areas. **Part 1. Overview** introduces the institutional context for metrics performance, overall and by priority area. **Part 2. Data Workbook** includes historical data and most recently available values for both system-wide and institution-specific metrics.

For more information on the Strategic Mandate Agreements, please visit the Ontario Government webpage.

Institutional Narrative

Provide a brief description of the overall institutional context for the 2017-18 Strategic Mandate Agreement metric results. **(max. 600 words)**

The University of Waterloo strives to be one of the top innovation universities in the world. The world's greatest challenges require a bold and unconventional approach and Waterloo is fundamentally unconventional. Through imagination and inspiration, the University pursues impact that will advance the human condition. Over the past year, Waterloo has advanced these key institutional pillars reflected through:

- Recognition of Waterloo's excellence in experiential education with the world's largest postsecondary co-operative education program of its kind (Co-operative Education and Work Integrated Learning Canada; World Association for Co-operative Education).
- Continued recognition as Canada's most innovative university for over 25 years (Maclean's National University Reputational Ranking).
- Acknowledgement of Waterloo's extraordinary research with Waterloo's first female Nobel prize winner in Physics (Donna Strickland).
- Continued attraction and retention of bright and motivated students who come to the university for its' excellent academic programs, co-operative education opportunities and entrepreneurial spirit.

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- Continued graduation of workplace-ready students, with up to two years of workplace experience. Compared to the provincial average, Waterloo co-op graduates are more likely than other university graduates to be employed six months and two years after graduation (Ontario University Graduate Survey). They earn more than their university-educated peers and are much more likely to be hired in positions related to their field of study (Ontario University Graduate Survey).

The University of Waterloo made significant progress on achieving its institutional goals as outlined in its 2013-2018 Strategic Plan by building on its established success in experiential and entrepreneurial approaches to education, research and connection to industry and society. Between 2013-2018, Waterloo has:

- Maintained one of the highest year one-to-two retention rates within the U15 (93.9%) in 2016. This is a testament to the institutions' efforts in providing a robust and varied student experience.
- Increased enrolment in co-op programs by 17.1% to over 21K students in 2017/18, demonstrating increasing demand for the learning experience Waterloo offers.
- Supported student and recent alumni ventures in obtaining over \$960M in investment funding, showcasing Waterloo's contribution to building partnerships with business and industry.
- Increased total sponsored research funding by 24% to \$224.3M, highlighting Waterloo's strength in producing high quality research.
- Fostered a welcoming environment where students can access postsecondary education by providing over 10,000 university participants with training in equity, diversity and inclusivity.

With the completion of the 2013-2018 Strategic Plan in spring 2018, Waterloo embarked on an evidence-based, consultative and engaging planning process to chart a path for its 2020-2025 Strategic Plan. This comprehensive and robust plan will identify an updated vision and strategic goals and objectives for the institution. This process will ensure that Waterloo continues to differentiate itself from its peers in preparing highly qualified, skilled graduates ready to enter the workforce and solve the world's challenges, propelling innovation and job creation both at home and around the world.

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.

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The University of Waterloo is continually improving the student experience and optimizing student success. In 2017-2018 Waterloo increased efforts to understand the student experience; made critical service, space and physical plant improvements; and identified new and vital student supports, building a better experience and a stronger sense of community connection for students.

The new Student Services Centre (“the Centre”) is a “one-stop” student services hub, centralizing core student services in a welcoming space through self-serve and staffed services that are fully integrated with web-based services. Initiated in 2016 and with the physical space opened in December 2018, the real advantage of the Centre is the student-focused, integrated and robust student service delivery system with numerous opportunities for further service integration.

The President’s Advisory Committee on Student Mental Health was created in 2017 to address student mental health within the larger societal context. Students, faculty, and university administration came together to discuss and identify vital issues and necessary improvements in student mental health and supports. The Committee’s report, released in 2018, has 36 recommendations for action in five areas: academic, mental health experts, student services, student experience, and community partners. Implementation has begun in earnest in collaboration with student leaders.

2. Innovation in Teaching and Learning Excellence

This priority area focuses on innovative efforts including pedagogical approaches, program delivery and student services that contribute to a highly skilled workforce and ensure positive student outcomes. It captures institutional strengths in delivering high-quality learning experiences such as experiential, entrepreneurial, personalized and digital learning, and student competencies that improve employability.

The University of Waterloo offers one of the world’s largest and most comprehensive co-operative education programs. Almost three-quarters (72.5%) of incoming undergraduate students at Waterloo are enrolled in co-op. Co-op students enjoy a 98.5% employment rate. Waterloo connects with over 7,000 active employers globally. In 2017-18 Waterloo introduced the EDGE certificate, offering non co-op students extraordinary experiential programming. These work experience and skills development opportunities ensure that Waterloo graduates are uniquely prepared to tackle the challenges of the 21st century.

Waterloo develops resources to support teaching and learning with an emphasis on communication skills and incentives for teaching excellence. Waterloo’s Centre for Teaching Excellence (CTE) underwent an external review in 2017, which confirmed its quality and value and identified areas for enhancement. The National Educational Developers Caucus accredited CTE’s graduate student’s Fundamentals of University Teaching Program, validating its design and rigour.

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Waterloo also demonstrates national leadership in high quality online programming through the Centre of Extended Learning (CEL). CEL supports accessibility by making student resources available digitally, providing substantive cost savings for students. This included making materials for a large first-year chemistry course available for free online, and adopting a free open textbook in the Psychology 101 online course.

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.

Waterloo is committed to creating an equitable and engaging place to live, work and study. In 2018 Waterloo began a series of consultations on equity-related topics including sexual and gender diversity, racialized students and other marginalized groups. This process will continue, ensuring that student voices are heard and addressed. Waterloo has also begun work on the university's Indigenization strategy. Since 2013 over 10,000 faculty, students and staff have attended equity workshops. Waterloo is also implementing a multi-year Accessibility Plan to improve the University's accessibility for persons with disabilities in accordance with the Accessibility for Ontarians with Disabilities Act standards.

Data sources used for several access and equity metrics (including first generation students and Indigenous status) are optional self-identification questions posed to students. Data collected on a basis of voluntary self-declarations are not ideal, providing inconsistent and unreliable results, and should be used with caution. This is illustrated by Waterloo's first generation students' data. In 2015-16, Waterloo had 2,534 first generation students, in 2016-17 1,603, and in 2017-18 2,321. This wide fluctuation is less likely to indicate real changes in the makeup of Waterloo's student body, and more likely the result of volatile data sources with a wide margin of error.

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.

At Waterloo, curiosity is fueled by a passion to inform – and transform – the world. Through its research, the University pushes the frontiers of knowledge in all of its fields of endeavor and makes a vital difference on a global scale. In 2018 this was recognized through Waterloo professor Donna Strickland's award of the Nobel Prize in Physics. Waterloo has been named the top research university of the year in the comprehensive category by Research InfoSource every year since 2013 and has been #1 in SSHRC funding per faculty member in four out of five years between 2013-2017 according to Maclean's. In 2017/18, approximately 30% of Waterloo's

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research funding was attributable to industry partnerships. The university also exceeded its strategic objective for total sponsored research funding in 2018, increasing 24.0% since 2013 to \$224.3M.

Waterloo's research impact can also be seen in the startup arena. This includes a cumulative investment over the last year of \$39.8M in WatCo startups; four new startups created in the past year based on Waterloo faculty member intellectual property; and the Accelerator Centre Jumpstart program which spawned 53 new companies since 2012, with more than \$195M in follow-on investment, and created more than 350 new jobs.

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.

The University of Waterloo has a uniquely entrepreneurial spirit. Students and faculty are immersed in an ecosystem, bringing world-changing ideas to the global marketplace. Waterloo nurtures, leverages and optimizes this ecosystem by supporting startups, increasing student engagement, and expanding exposure to entrepreneurial activity. Waterloo's leadership in creating global technological leaders and start up founders was recognized by PitchBook (21st in the world in 2018 for universities producing entrepreneurs), and Startup Genome, which identified the University as an anchor in the Waterloo-Toronto corridor.

Waterloo's Velocity Program, Canada's most productive incubator, offers coaching, mentoring, and physical space and engages over 3,000 students each term through its events. Velocity companies have created more than 2,200 jobs and raised more than \$800M in private investment. Velocity has supported 28 high-potential startups in Waterloo Region get access to world renowned accelerators.

Waterloo's Accelerator Centre (AC), an award-winning startup accelerator, has worked with over 500 companies in its 12 year history. AC programming graduates have a combined 84 per cent success rate after five years, with significant economic impact. AC clients and graduate companies have generated more than \$3B in corporate value, created 3,000 jobs (including 800 co-op placements) and received more than \$600M in funding.

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Attestation

The University of Waterloo 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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University of Waterloo 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	92.3%	93.2%	93.6%	93.9%
34	Student Experience	Proportion of senior-year students with two High-Impact Practices (HIPs)	55.0%			61.0%
98	Student Experience	Average number of High Impact Practices (HIPs) per fourth-year student	1.9			2.0
71	Student Experience	Proportion of operating expenses on student services, net of student assistance	3.9%	4.0%	4.7%	4.9%
52	Innovation in Teaching and Learning Excellence	Graduation rate	79.5%	80.8%	80.7%	80.6%
41	Innovation in Teaching and Learning Excellence	Proportion of programs with explicit curriculum maps and articulation of learning outcomes				56.0%
35	Innovation in Teaching and Learning Excellence	Composite score on NSSE question related to students' perceived gains in higher order learning outcomes				35.4
103	Access and Equity	Number of first generation students enrolled at institution	2,928	4,038	3,487	3,158
104	Access and Equity	Number of students with disabilities enrolled at institution	2,228	2,534	1,603	2,321
105	Access and Equity	Number of Indigenous students enrolled at institution	97	135	158	149
106	Access and Equity	Number of French-language students enrolled at institution	183	280	282	274
36	Access and Equity	Share of OSAP recipients at an institution relative to its total number of eligible students	69.3%	68.4%	68.4%	74.9%
84	Access and Equity	Number of transfer applications	437	407		
107	Access and Equity	Number of transfer registrations	34	61		
48	Research Excellence and Impact	Number of papers per faculty member			2.2	
50	Research Excellence and Impact	Number of citations per paper			11.8	
97	Research Excellence and Impact	CIHR funding - share to total Ontario universities			1.8%	1.9%
96	Research Excellence and Impact	SSHRC funding - share to total Ontario universities			7.8%	7.8%
95	Research Excellence and Impact	NSERC funding - share to total Ontario universities			15.3%	15.5%
94	Research Excellence and Impact	Total Tri-Council funding - share to total Ontario universities			8.2%	8.3%
87	Innovation, Economic Development and Community Engagement	Of those graduates who are working full-time, what proportion are working in related jobs	93.5%	92.9%	91.7%	92.5%
1	Innovation, Economic Development and Community Engagement	Graduate employment rate 6 months	87.2%	87.1%	86.5%	89.6%
1	Innovation, Economic Development and Community Engagement	Graduate employment rate 2yr	94.1%	95.3%	95.9%	95.3%

Grey-out cells: data not available

Institution-Specific Metrics

#	Priority Area	Metric Name	Objective of Metric	Frequency	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
1	Student Experience	Proportion of operating expenditures on student scholarships and bursaries	Measures Waterloo's commitment to supporting our students financially, recognizing academic achievement and addressing financial need.	Annual				16.4%	16.9%	15.8%
2	Student Experience	Number of student international experiences	Measures Waterloo's commitment to internationalization	Annual			2,977	3,327	3,614	3,980
3	Student Experience	Percentage of graduate students who would recommend Waterloo		Every Three Years					77.5%	
4	Innovation in Teaching and Learning Excellence	Percentage of undergraduate students enrolled in co-op programs	Maintain Waterloo's leading role in co-operative education internationally	Annual			65.0%	66.3%	67.1%	67.7%
5	Innovation in Teaching and Learning Excellence	Total annual earnings by co-op students		Annual			\$206.3 M	\$225.9 M	\$240.5 M	\$261.4 M
6	Innovation in Teaching and Learning Excellence	Percentage of students rated between 'very good' and 'outstanding' in work term performances		Annual			91.3%	91.9%	92.8%	93.4%
7	Access and Equity	Percentage of undergraduate courses offered in more than one term, or in more than one mode	Measures flexibility and range of course options available to students	Annual			31.1%	31.6%	31.2%	32.0%
8	Access and Equity	Average OSAP debt of graduating Waterloo students		Annual			18,427	19,075	20,075	21,528
9	Access and Equity	Female participation in undergraduate Engineering and Mathematics programs		Annual			28.1%	29.6%	31.3%	32.5%
10	Research Excellence and Impact (Univ)	Proportion of publications with international co-authors		Annual	38.3%	42.6%	46.4%	48.6%		
11	Research Excellence and Impact (Univ)	Industry-leveraged funding dollars		Annual			\$56.2M	\$54.8M	\$62.3M	\$66.1M
12	Innovation, Economic Development and Community Impact	Number of current student and recent-alumni created ventures assisted by UW entrepreneurship programs		Annual			173	161	210	229
13	Innovation, Economic Development and Community Impact	Survival rates of Velocity ventures		Annual			90.7%	87.0%	89.0%	91.0%
14	Innovation, Economic Development and Community Impact	Investment in current student and recent alumni-led ventures		Annual			\$188,800,000	\$265,900,000	\$200,500,000	\$204,700,000

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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	15,586	17,328
		Total Eligible Student Headcount	22,794	23,135
71	Proportion of operating expenses on student services Table 6 COFO Financial Report	Total operating expenses (000s) (Cell L36)	\$675,827	\$731,033
		Student service expenses (000s) (Cell G36)	\$88,715	\$105,693
		Scholarships, bursaries (000s) (Cell G28)	\$57,220	\$69,561

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	\$5,769,473	\$5,289,421	\$6,574,025	\$17,632,919	\$5,877,640
		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	\$5,323,348	\$5,259,568	\$5,446,017	\$16,028,933	\$5,342,978
		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	\$43,872,037	\$41,208,738	\$45,982,492	\$131,063,268	\$43,687,756
		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	\$54,964,858	\$51,757,727	\$58,002,534	\$164,725,119	\$54,908,373
		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	42,840	43,441	32,862	25,355	16,212	160,710	
48	Number of papers per faculty member	Number of papers	2,321	2,508	2,721	2,983	3,092	13,625	2,725
		Number of faculty members					1,239		

Appendix 2. University Metrics - Dictionary

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

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

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