University of Ottawa
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 Ottawa is a community of close to 48,000, including students and staff, in the heart of Ottawa. As the world's largest bilingual (French-English), research-intensive university, we have well-developed local, provincial and global partnerships. We leverage our unique location, linguistic and academic diversity to deliver valuable and unique-to-Ottawa experiential learning opportunities for our students, improving employability skills and delivering value to the province.

Our distinctive legislative mandate of expanding "bilingualism and biculturalism and to preserve and develop French culture in Ontario" is a cornerstone of our differentiation.   Our commitment to the Franco-Ontarian community in all corners of the province is firm. Officially designated under Ontario's *French Language Services Act*, our campus lives and learns in Canada's two official languages. We are at the crossroads of languages and ideas and welcome various Francophone and bilingual communities with open arms.   All undergraduate programs in all faculties (with the exception of certain programs in Science and Engineering) are offered in French.   Some programming is offered solely in French (i.e.: nutrition; social work), in order to meet needs identified by the community. uOttawa also offers professional progams in French, such as law, business, education, medicine, nursing, nutrition and other health professions. uOttawa graduates have helped to create a vibrant and resilient francophone community and

economic wealth for the province. We remain committed to ensuring Ontario's francophone community has access to high quality academic programs in high economic priority areas that lead to good paying jobs and help grow Ontario's economy.

The University of Ottawa drives economic growth through community engagement and partnerships. We maintain robust and active relationships with our local economic development agencies, such as the Ottawa Board of Trade and Invest Ottawa, as well as with the federal government (our region's largest employer) and the health care sector. The University and its students are active participants in City-life.

In 2016, the Conference Board of Canada found that the University of Ottawa generated and currently supports 29,500 jobs across Canada, including almost 24,000 in our region. This study also found that the University of Ottawa contributes more than $6.8 billion to the combined Ottawa-Gatineau, Ontario and Canadian economies each year. We continue to build on this economic momentum.

A new partnership with our local high-tech community signals that we are keen to intensify our practical contributions to local industry and to continue to make significant contributions to Ontario's economic growth: we are open for business.

uOttawa nurtures entrepreneurs. For example, two graduates of uOttawa's Start Up Garage recently commercialized a product, the Growcer, which improves food security in the North, provides jobs and new opportunities for Northern and remote communities. Skills incubated during a three-month entrepreneurial boot-camp helped get this enterprise off the ground. The product received funding offers during a recent episode of Dragons Den.

In 2018, three new academic facilities were opened: LabO, The Learning Crossroads and the STEM Complex. These state of the art facilities provide modern learning opportunities.   The STEM Complex doubles our space for experiential learning, entrepreneurship and research. Labs and team spaces are designed so that students gain valuable hands-on, job ready skills experience moving their ideas through each stage of the process: from idea to prototype building, testing and improving to market.

Algonquin College, Carleton University, La Cité and the University of Ottawa are collaborating on a new initiative called *Education City*, to identify and share resources, develop more integrated "stackable" academic programs (and provide more choice to students) and work collectively with our local community to find solutions to challenges faced by businesses, non-profits and governments. The prime objective of this pilot project is to improve employability skills for students.

uOttawa's campus community is increasingly multi-cultural and multi-lingual. International student enrolment stands at 17%. The internationalization of our campus creates a living lab of cultures, diversity and languages, imparting skills such as tolerance and cultural understanding to our students ensuring they are well-prepared for today's interconnected world.

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Priority Areas

Provide trends and key outcomes for the 2017-18 Strategic Mandate Agreement metrics included within each of the five priority areas. **(max. 200 words per priority area)**.

1. Student Experience

This priority area captures institutional strengths in improving student experience, outcomes and success, and recognizes institutions for measuring the broader learning environment, such as continuity of learning pathways, retention, student satisfaction, co-curricular activities and records, career preparedness and student services and supports.

uOttawa has tapered enrolment growth in order to improve student readiness and the quality of the student experience. In an unwavering commitment to shaping our institutional culture, uOttawa remains firmly committed to a full range of cultural diversities found on its campuses. uOttawa continues to place an emphasis on the broader learning environment. In efforts to bolster student success and the student experience, in 2017-18 uOttawa progressed on implementing a Strategic Enrolment Management (SEM) plan, which focuses deeply on student retention initiatives, recruitment strategies (international and domestic, undergraduate and graduate) and curriculum alignment on student and job market needs.

uOttawa is a student-centered, bilingual, research-intensive university that continually strives to improve the student experience. We provide students with the opportunity to develop second-language competence and ensure that students are able to complete almost all undergraduate programs in the official language of their choice. Second-language skills are a highly marketable and a significant asset to employers

Many students are enrolled in programs leading directly to professional designation such as Medicine, Psychology, Nursing and other health professions, Management, Education, Social Work, Engineering and Law. These programs must meet the requirements of external accreditation authorities, which oversee the curriculum to ensure development of the competencies and skills required to deal with complex professional tasks.

We continue to observe more students participating in high impact practices. High-Impact Practices (HIPs) represent enriching educational experiences that can be life-changing. They typically demand considerable time and effort, facilitate learning outside of the classroom, require meaningful interactions with faculty and other students, encourage collaboration with diverse others, and provide frequent and substantive feedback.

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The Student Academic Success Service continues to see ever-growing demand for counselling services and fulfills accessibility and accommodation needs, in both languages. Faculties are increasingly active in academic advising and mentorship. Faculty members also have more opportunities to train in teaching strategies supporting active learning, thanks to the faculty development programs offered by our Teaching and Learning Support Service (TLSS).

In addition to the examples provided in this section, uOttawa has also submitted progress on 32 SMA performance indicators to MTCU.

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 Ottawa seeks to offer every student real and enriching opportunities for experiential learning, improving student employability skills and their readiness for the labour market. Experiential learning at uOttawa applies to activities that result in academic credit (such as CO-OP) and can also encompass work in a community organization, a student association, or a department or service. Many professional program offerings embed traditional experiential learning in the curriculum, such as practicum and internships. uOttawa continues to leverage its unique location adjacent to the federal government and national institutions to maximize hands-on learning opportunities.

The TLSS promotes continued professional development for all professors (including part-time faculty) and teaching assistants to improve their pedagogical skills and inclusion of technology in the classroom. Approaches that promote active learning are promoted, including case-based learning, team learning and self-directed learning.

Some highlights of action under this priority area in 2017/18 include:

- The Undergraduate Research Opportunity Program provided more than 300 undergraduate students with unique opportunities to explore cutting-edge research through research project conducted by a faculty member.
- uOttawa's CO-OP program is the second largest in Ontario. CO-OP is available to undergraduate and Master's students in six faculties (Arts, Engineering, Law, Science, Social Science & Management), with a placement rate of 97.1% in 2018. Approximately 3400 students obtained crucial on-the-job skills in

placements with 607 organizations, within the National Capital Region, across Canada and internationally.

uOttawa students continue to show improvement in higher order learning outcomes, which include:

- Applying facts, theories, or methods to practical problems or new situations;
- Analyzing an idea, experience, or line of reasoning in depth by examining its parts;
- Evaluating a point of view, decision, or information source;
- Forming a new idea or understanding from various pieces of information

In addition to the examples provided in this section, uOttawa has also submitted progress on 32 SMA performance indicators to MTCU.

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.

uOttawa is the only Ontario university with a legislated mandate to "further bilingualism and biculturalism and to preserve and develop French culture in Ontario." uOttawa has worked closely with the Franco-Ontarian community to develop needed programs, such as Social Work, Occupational Therapy, Physiotherapy, Nutrition and Nursing, and has delivered local versions of the BEd program in Toronto and Windsor to strengthen these communities. uOttawa remains committed to ensuring Ontario's Francophone community has access to high quality academic programs in areas of high economic growth and good, high-paying jobs.

The University of Ottawa is also committed to actively improving access and equity with respect to underrepresented groups, such as first-generation students, students with disabilities (with particular attention to mental health issues), Indigenous students, new Canadians, refugees and students receiving support from the Ontario Student Assistance Program (OSAP).

The University of Ottawa is also increasing its efforts to develop an institutional Indigenous culture on the campus and to develop an Indigenous agenda for the years covered by SMA2. The university considers this to be of particular importance, given its location in the national capital and with a large Indigenous student population. The

existing program in Aboriginal Studies and the Institute of Canadian and Indigenous Studies provides a base on which uOttawa plans to build. The university is now in the process of hiring 3 new professors to broaden its teaching and research strengths in Indigenous-related issues.

In addition to the examples provided in this section, uOttawa has also submitted progress on 32 SMA performance indicators to MTCU.

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.

uOttawa continues to intensify its research activities across all fields and significantly upgrade its research infrastructure and expand extensive local, national and international collaborations. The completion of the new STEM building, which includes new cutting-edge laboratory and research space as well as an openness to industrial partnerships, as well as partnerhips with national research laboratories creates a unique-to-uOttawa research ecosystem and solidifies uOttawa as a leading research partner. Research advances knowledge and contributesing to societal prioritiesanddirectly contributes to innovative teaching and job preparedness. uOttawa continues to create opportunities for undergraduate students to participate in research. For example, in addition to the numerous programs featuring a research project or rotation, an innovative, research-intensive undergraduate program in biomedical sciences was launched in 2017-18. After the first two years, the students will complete their degree through various lab-based rotations and hands-on learning practices.

The University of Ottawa also strongly values interdisciplinarity and has brought together, groups of researchers from various disciplines and faculties around specific themes. Such clusters have contributed to enhanced visibility and international connectivity, further attracting the best minds and offering exceptional learning space for students. Specifically, uOttawa created the:
- Brain and Mind Institute
- Institute of the Environment;
- Institute for Science, Society and Policy;
- Centres for Advanced Photonics;
- Advanced Materials:
- Health Law, Ethics and Policy.

In 2017/18 independent ranking bodies (i.e. Research Infosource, QS World University and the Times Higher Education) consistently placed uOttawa among the top three Ontario universities, among Canada's top 10 research universities and among the top two per cent of the world's universities. According to these international rankings,

uOttawa ranks even more prominently in several subject areas. Our performance in these rankings is consistently bolstered by our research intensity and research impact.

In addition to the examples provided in this section, uOttawa has also submitted progress on 32 SMA performance indicators to MTCU.

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.

uOttawa continues to play a strong role in contributing to our community, including economic development in the region. We are actively building dynamic partnerships with business, industry, community members and other colleges and universities.

In November 2018, uOttawa launched a partnership with Kanata North, Canada's largest research and technology park, which capitalizes on our strengths in engineering, business and health care technologies, to help maintain and accelerate the ability of Kanata North industries to innovate and succeed.

This partnership transforms the way uOttawa interacts with industry: we work closely with the Kanata North Business Association and advisors from the industry, to deliver targeted training which meets the specific needs of local industry, such as: intellectual property and patent law and advice; business skills upgrading; technology, artificial intelligence and innovative systems; cybersecurity; and research and development. We are co-creating programming with local industry experts and entrepreneurs to ensure that the programming delivered is timely, relevant, and effective and develops the skills to meet marketplace needs. It will also ensure the transfer of knowledge generated at the University to industry for immediate application, increasing the competitiveness of our companies and helping our economy grow.

The initiative will provide new work-integrated learning opportunities. Coupled with on campus activities, our graduates will have the job-ready skills required for local industry and can begin contributing to their employer's success from day 1.

Our Professional Development Institute works closely with our federal partners to deliver customized training to meet their needs and strengthen employee skills. A new division will begin soon offering training to private enterprises that will help us strengthening our partnerships with the private sector.

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uOttawa has observed improvements in graduate employment rates, and graduates working in jobs related to their field.

Attestation

The University of Ottawa confirms that all information being submitted to the ministry as part of the 2017-18 SMA annual report is accurate and has received approval from the University President.

Please complete the contact information below.

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ID	Priority Area	Metric Name	2014-15	2015-16	2016-17	2017-18
	University of Ottawa SMA2 Annual Report 2017-18 Part 2 System-Wide Metrics					
8	Student Experience	Year 1 to Year 2 retention rate	88.7%	89.0%	89.5%	88.9%
34	Student Experience	Proportion of senior-year students with two High-Impact Practices (HIPs)	47.0%	47.0%	47.0%	49.4%
98	Student Experience	Average number of High Impact Practices (HIPs) per fourth-year student	1.6	1.6	1.6	1.6
71	Student Experience	Proportion of operating expenses on student services, net of student assistance	4.1%	3.2%	4.7%	4.9%
52	Innovation in Teaching and Learning Excellence	Graduation rate	67.2%	66.1%	65.9%	66.1%
41	Innovation in Teaching and Learning Excellence	Proportion of programs with explicit curriculum maps and articulation of learning outcomes	5.0%	5.0%	10.0%	15.0%
35	Innovation in Teaching and Learning Excellence	Composite score on NSSE question related to students' perceived gains in higher order learning outcomes	25.9	25.9	25.9	26.9
103	Access and Equity	Number of first generation students enrolled at institution	3,394	3,719	5,270	5,587
104	Access and Equity	Number of students with disabilities enrolled at institution	1,765	2,033	2,254	2,474
105	Access and Equity	Number of Indigenous students enrolled at institution	808	942	792	867
106	Access and Equity	Number of French-language students enrolled at institution	13,295	15,916	16,272	16,446
36	Access and Equity	Share of OSAP recipients at an institution relative to its total number of eligible students	44.6%	44.5%	43.9%	49.1%
84	Access and Equity	Number of transfer applications	1,569	1,626		
107	Access and Equity	Number of transfer registrations	177	157		
48	Research Excellence and Impact	Number of papers per faculty member			2.7	
50	Research Excellence and Impact	Number of citations per paper			14.1	
97	Research Excellence and Impact	CIHR funding - share to total Ontario universities			13.4%	13.3%
96	Research Excellence and Impact	SSHRC funding - share to total Ontario universities			10.1%	10.3%
95	Research Excellence and Impact	NSERC funding - share to total Ontario universities			6.9%	6.9%
94	Research Excellence and Impact	Total Tri-Council funding - share to total Ontario universities			10.3%	10.3%
87	Innovation, Economic Development and Community Engagement	Of those graduates who are working full-time, what proportion are working in related jobs	88.0%	88.0%	89.0%	90.8%
1	Innovation, Economic Development and Community Engagement	Graduate employment rate 6 months	89.9%	88.8%	88.8%	90.0%
1	Innovation, Economic Development and Community Engagement	Graduate employment rate 2yr	94.0%	93.9%	93.9%	95.4%

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	Learning space per student FTEs (m2/FTEs)	To monitor sufficient availability of learning spaces	Annual			3.3	3.4	3.6	3.6
2	Student Experience	Number of co-op work term placements (2)	To monitor engagement in specific work integrated learning activities	Annual					3,111	3,221
3	Innovation in Teaching and Learning Excellence	Number of student visits at innovative learning spaces (e.g., MakerSpace, learning centre, simulation labs, Finance Research and Learning Lab, etc.)	To monitor involvement and participation in the new learning and collaborative spaces created wiithin the university	Annual					44,051	86,094
4	Access and Equity	Number of undergraduate programs delivered entirely in French	To ensure the language of the programs fulfil the needs of the student community	Annual				835	964	991
5	Access and Equity	Percentage of undergraduate courses taught in both French and English	To monitor the balance between the two official languages of instruction	Annual				70.0%	68.0%	70.0%
6	Research Excellence and Impact (Univ)	PhD. Admissions	To observe the number of doctorate students, due to their role wiithuin the research mission.	Annual		244	230	268	288	306
7	Research Excellence and Impact (Univ)	Research intensity in dollars per faculty member	To measure input to the research process per research-eligible and research-active faculty member	Annual	3rd in Ontario	231.9	214.9	264.4	264.4	246.8
8	Innovation, Economic Development and Community Impact	Number of students involved in entrepreneurship courses	To measure exposure to entrepreneurship activities	Annual				742	813	1,157
9	Innovation, Economic Development and Community Impact	Annual economic impact	To measure the direct and indirect economic and social contribution of the University to the local, regional and Canadian economy.	Triennial					$6.8–$7.4 billion annually	$6.8–$7.4 billion annually

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	13,980	15,321
		Total Eligible Student Headcount	31,873	31,195
71	Proportion of operating expenses on student services Table 6 COFO Financial Report	Total operating expenses (000s) (Cell L36)	$787,716	$765,723
		Student service expenses (000s) (Cell G36)	$101,275	$98,599
		Scholarships, bursaries (000s) (Cell G28)	$64,364	$61,234

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	$39,729,385	$41,971,440	$44,098,664	$125,799,489	$41,933,163
		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	$6,493,592	$6,696,959	$7,963,759	$21,154,310	$7,051,437
		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	$18,443,043	$18,983,462	$20,681,231	$58,107,736	$19,369,245
		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	$64,666,021	$67,651,860	$72,743,654	$205,061,535	$68,353,845
		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	67,843	65,910	48,759	39,158	26,367	248,037	
48	Number of papers per faculty member	Number of papers	2,899	3,347	3,522	3,871	3,917	17,556	3,511
		Number of faculty members					1,281		

				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