QUEEN'S 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.

The ministry requests that you submit your completed 2017-18 SMA Annual Report by January 16, 2019. Please submit your institution's documents to the following ministry email: SMAreporting@ontario.ca.

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

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Institutional Narrative

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

Charts, graphics and hyperlinks are allowed and should meet accessibility standards.

Queen's University prides itself on being a 'balanced academy,' blending tradition and innovation to provide both a transformative student experience and a high quality, research-intensive environment. These complementary strengths are core aspects of the university's mission and create a distinctive environment where inquiry, discovery, and innovation thrive. Queen's attracts outstanding undergraduate and graduate students and researchers. Students are supported by a strong tradition of community that encourages a commitment to academic success and personal development through diverse curricular, co- and extra-curricular opportunities. Queen's is a member of the U15 Group of Canadian Research Universities. Our faculty and research personnel continue to produce high-quality, internationally recognized research that that has academic, government and economic impact. Queen's is also a catalyst for the region, with strong commitments to regional economic development, social innovation and the development of highly qualified personnel, and we do so collaboratively, valuing our partnerships with local governments, industries and regional colleges.

Queen's priorities and goals remain consistent with the aspirations set out in our initial Strategic Mandate Agreement: to maintain and advance the student learning experience and research prominence of the university; to broaden and develop equitable access, programming and pathways to the university; to lead and innovate in teaching and learning; and to remain a key partner in innovation, regional development and the communities of Kingston and Eastern Ontario. We employ numerous strategies both institution-wide and within faculties and professional schools, guided by the clear focus and challenging goals of the university's strategic framework. The following examples illustrate the focus and commitment of the university.

- Development of flexible, responsive and timely student service and supports, with a significant focus on health and wellness that help support Queen's high retention and graduation rates.
- Participating in HEQCO-funded outcomes development and skills assessment that demonstrate Queen's leadership in evidence-based teaching and learning practices.
- Commitment to experiential learning (EL) opportunities via an EL steering committee and expanded EL opportunities through Career Services, in partnership with faculties and schools.
- Faculty renewal, which has resulted in 79 new-faculty hires to date to support our commitment to advancing excellence in teaching and learning and research, and the training of highly qualified personnel.

- A renewed commitment to equity, diversity and inclusion, which has led to the creation of improved pathways and supports for Indigenous, first-generation and international students, resulting in increased enrolment of students from these populations.
- Intensified local, national and international engagement to enhance commercialization and innovation.
- Providing regional leadership in talent development and retention, and promoting entrepreneurship.
- Campus revitalization, including:
    - Creation of eight additional flexible, active-learning classrooms alongside the renewal of traditional classrooms.
    - Construction of Mitchell Hall, which provides increased support for student health and wellness, a home for our innovation and entrepreneurship programs, and contemporary space to enhance research into cleaner water and the evolution of disruptive technologies.
    - Expansion and renovation of the Four Directions Indigenous Student Centre to support increased enrolment, and retention of Indigenous students.

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.

Queen's Student Experience metrics are at the 2019-2020 targets, consistent with the university's commitment to a high-quality student experience. All of the metrics within this priority area exhibit a stable trend over the collection period. These results reflect the continued efforts of the University to improve upon, diversify and create new opportunities, supports and pathways to challenge our students and ensure their success. Many initiatives across Queen's focus on the changing environment in post-secondary education, and directly address key areas of critical importance such as student health and wellness. The construction of Mitchell Hall provides a central location for student health and wellness services, the Queen's University International Centre, the Faith and Spiritual Life Centre, athletics and recreation facilities, and an examination centre to support the increasing number of students writing accommodated exams. Mitchell Hall reflects Queen's commitment to providing exemplary student support. Additionally, Queen's continues to prepare students for success after graduation by expanding opportunities for experiential and work integrated learning, internships, university-to-work

coaching, and opportunities to participate in innovative research. The results of these initiatives are evidenced by our strong retention rates, high-impact practice rates and opportunities, as well as strong, high-quality academic experience ratings from both undergraduate and graduate students.

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.

Queen's metrics are within the 2019-2020 targets, except for the NSSE composite measure of students' perceived gains. These metrics, with the above exception, exhibit relative year over year stability. A possible explanation for the downward trend is the latent nature of higher-order skill development, whereby skill proficiency typically manifests significantly after instruction or learning. Queen's is confident that with the implementation of our current and planned teaching and learning initiatives, we will meet the 2019-2020 spirit of inquiry target. We continue to enhance and redevelop curriculum and programming, promoting flexible, high-quality online learning experiences that form the basis for new professional programs and certificates. Significant efforts have been made to broaden experiential learning opportunities at Queen's through Career Services' Experiential Learning Hub, in partnership with faculties and schools, and other strategies recommended by a university-wide task force. Queen's continues to build a strong educational environment to support student learning, with a renewed focus for the Centre for Teaching and Learning, the continued development of active learning spaces and the ongoing HEQCO-funded Learning Outcomes Assessment Project focusing on developing and assessing higher-order cognitive skills.

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.

Queen's metrics are all within or well above the 2019-2020 targets, and nearly all exhibit an increasing trend. Due to the timing of the report, OUAC data for 2017-2018 is not yet available for comment.

Queen's continues to work to improve access, equity, diversity and inclusion. The ongoing implementation of the recommendations of the university's Truth and Reconciliation

Commission Task Force (2017) and the Principal's Implementation Committee on Racism, Diversity and Inclusion (2017) has included new pathways for first-generation students and increased financial support for visible minority and racialized students. The university has provided an opportunity for students with Indigenous ancestry to self-identify at any time through the student information system. To date, 324 students have self-identified using this option. In response to the growth in our Indigenous community, we expanded and renovated the Four Directions Indigenous Student Centre to increase support services, student spaces and programming. Also, Student Affairs has created a Diversity and Inclusivity Coordinator position to develop and enhance student support programs that promote inclusivity and to increase the visibility of available supports for underrepresented students.

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.

Queen's metrics are all within or well above the 2019-2020 targets, and nearly all exhibit an increasing trend. An exception is the International-funded research revenue, which is currently $1.5 million below the $7 million target (using a two-year average). Queen's currently ranks 5th in Canada for research intensity and 2nd in Canada for award-winning faculty. We have ambitious plans to increase our research capacity and impact by strengthening our relationships with current partners and establishing new collaborations, as well as by hiring 200 new faculty members who share our vision of research prominence and teaching excellence. Since 2013, Queen's scholars have been granted 41 patents and have facilitated the creation of more than 120 start-ups. They have also helped to create or retain more than 1000 jobs and have supported over 3500 students. We intend to build on this success by supporting innovation and enhancing our presence in economic development in both the Kingston and Eastern Ontario regions. Through our work with collaborators, communities, governments, and industry, we will accelerate knowledge translation and exchange, creating tangible economic impact from fundamental and applied research.

5. Innovation, Economic Development and Community Engagement

This priority area recognizes the unique role institutions play in contributing to their communities and to economic development, as well as to building dynamic partnerships with business, industry, community members and other colleges and universities. It focuses on regional clusters, customized training, entrepreneurial activities, jobs, community revitalization efforts, international collaborations, students, partnerships with Indigenous Institutes and a program mix that meets needs locally, regionally and beyond.

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The spirit of innovation is thriving at Queen's. In this area, Queen's metrics are all within or well above the 2019-2020 targets. In 2017-18, Queen's provided partnership and innovation support to more than 300 faculty members and engaged with 600 organizations from industry, not-for-profits, and governments. This support included development of relationships and proposals in a variety of research areas, including autonomous vehicles, green aviation, ultra-deep mining, and Lyme disease. In 2017-18 Queen's delivered 35 acceleration programs; worked on more than 1350 agreements; and reviewed, negotiated, and signed or closed over 1050 research and research-related agreements. Mitchell Hall was completed in late 2018 and is the new home to facilities and programs such as the SparQ Studios and the Dunin-Deshpande Queen's Innovation Centre (DDQIC), which drive innovation and entrepreneurship activity in our community by providing students with the resources, mentors, and networks that will help to transform ideas into products and services. In early 2017 Queen's and the City of Kingston signed an MOU to guide the enhancement of student-led entrepreneurship within the community, to provide post-graduate internships to retain highly trained graduates and to facilitate collaboration on future community investment opportunities.

Attestation

[University Name] 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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Completion Date:	25 January 2019
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System-Wide Metrics							
ID	**Priority Area**	**Metric Name**	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**Caveats on data interpretation**
8	Student Experience	Year 1 to Year 2 retention rate	94.8%	94.8%	94.7%	94.7%	
34	Student Experience	Proportion of senior-year students with two High-Impact Practices (HIPs)	64.4%	65.5%	63.7%	63.3%	
98	Student Experience	Average number of High Impact Practices (HIPs) per fourth-year student	2.2	2.1	2.1	2.1	
71	Student Experience	Proportion of operating expenses on student services, net of student assistance	3.6%	3.1%	3.2%	3.5%	
52	Innovation in Teaching and Learning Excellence	Graduation rate	85.3%	86.3%	85.5%	85.7%	
41	Innovation in Teaching and Learning Excellence	Proportion of programs with explicit curriculum maps and articulation of learning outcomes			100.0%	100.0%	
35	Innovation in Teaching and Learning Excellence	Composite score on NSSE question related to students' perceived gains in higher order learning outcomes	28.5	28.8	28.2	24.8	
103	Access and Equity	Number of first generation students enrolled at institution	1,730	1,840	2,933	2,959	
104	Access and Equity	Number of students with disabilities enrolled at institution	1,176	1,236	1,875	2,308	Due to a change in methodology at the request of the Ministry, the 2016-17 headcount covers a 13 month time period
105	Access and Equity	Number of Indigenous students enrolled at institution	355	473	465	467	
106	Access and Equity	Number of French-language students enrolled at institution	n/a	n/a	n/a	n/a	As an English-language university, Queen's does not maintain systematic data on French-language students.
36	Access and Equity	Share of OSAP recipients at an institution relative to its total number of eligible students	37.2%	37.1%	44.3%	48.8%	
84	Access and Equity	Number of transfer applications	135	132	300	310	
107	Access and Equity	Number of transfer registrations	14	4	26	32	
48	Research Excellence and Impact	Number of papers per faculty member			2.5		
50	Research Excellence and Impact	Number of citations per paper			11.9		
97	Research Excellence and Impact	CIHR funding - share to total Ontario universities			4.2%	4.0%	
96	Research Excellence and Impact	SSHRC funding - share to total Ontario universities			5.9%	6.0%	
95	Research Excellence and Impact	NSERC funding - share to total Ontario universities			10.5%	10.1%	
94	Research Excellence and Impact	Total Tri-Council funding - share to total Ontario universities			7.0%	6.8%	

87	Innovation, Economic Development and Community Engagement	Of those graduates who are working full-time, what proportion are working in related jobs	94.0%	92.0%	93.0%	94.5%	
1	Innovation, Economic Development and Community Engagement	Graduate employment rate 6 months	91.0%	90.3%	91.0%	91.9%	
1	Innovation, Economic Development and Community Engagement	Graduate employment rate 2yr	94.8%	94.4%	94.6%	95.4%	

Institution-Specific Metrics									
#	**Priority Area**	**Metric Name**	**Frequency**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**Caveats on data interpretation**
1	Student Experience	Satisfaction #1: Proportion of fourth-year students who responded "good" or "excellent" to the NSSE question "Evaluate your entire educational experience at this institution"	Annually (likely until 2019); every three years (likely post-2019); Ontario and national comparator data available 2014 and likely for 2017 and 2020.		90.6%	91.3%	86.6%	87.6%	
2	Student Experience	Satisfaction #2: Percentage of fourth-year students who responded "probably yes" or "definitely yes" to the NSSE question "If you could start over again, would you attend the same institution?"			86.8%	86.0%	82.5%	87.1%	
3	Student Experience	Quality of the Graduate Experience: Overall rating of the quality of the academic experience ("Good" + "Very Good" + "Excellent" responses)	Annually (likely until 2019); every three years (likely post-2019); Ontario and national comparator data available 2013 and 2016, likely available for 2019.			90.6% 89.0% 84.5%	89.0% 91.6% 87.2%	84.3% 95.2% 85.2%	
4	Innovation in Teaching and Learning Excellence	Composite Engagement Score: Average engagement score across all engagement indicators and HIPs relative to the national average	2014 (available); 2017 (expected); 2020 (expected)		1.084			1.04	
4(alt)	Innovation in Teaching and Learning Excellence	Composite Engagement Score (alternative): See above. Actual average engagement score across all engagement indicators excluding HIPs	Annually (likely until 2019)		34.66	35.15	34.55	33.33	
5	Innovation in Teaching and Learning Excellence	Spirit of Inquiry: Selected dimensions of teaching and learning that demonstrate the spirit of inquiry relative to the national average	2014 (available); 2017 (expected); 2020 (expected)		106%-150%			119.50%	
5(alt)	Innovation in Teaching and Learning Excellence	Spirit of Inquiry (alternative): See above. Selected dimensions of teaching and learning that demonstrate the spirit of inquiry at Queen's over time.	Annually (likely until 2019)		3.2 3.0 33% 49% 2.7 3.5	3.1 3.0 34% 48% 2.8 3.5	3.1 2.9 31% 47% 2.7 3.5	3.09 2.89 31% 48% 2.73 3.48	
6	Access and Equity	Indigenous Student Year 1 - Year 2 Retention Rate	Annually		92.9%	94.3%	94.3%	95.8%	
7	Access and Equity	Collaborations: Number of academic and research programs delivered in collaboration with other institutions/ organisations	Annually					323	Includes domestic and international academic collaborations only
8	Access and Equity	Collaborative Enrolments: Enrolments in collaborative academic programs						819	Includes out-going exchange students only
9	Research Excellence and Impact	Faculty Awards: 5-year average of percentage of faculty members winning national awards	Annual	9.5% (2009-13)	9.9% (2010-14)	10.1% (2011-15)	9.9% (2012-16)	9.8% (2013-17)	

10	Research Excellence and Impact	Industry Research: Industry-funded research revenue and percentage of total research revenue	Annual		$30.15 million 78.9%	$18.98 million 80.4%	$60.78 million 90.3%	$47.36 million 91.3%	
11	Research Excellence and Impact	International Research: Internationally-funded research revenue and percentage of total research revenue	Annual		$8.06 million 21.1	$4.63 million 19.6	$6.55 million 9.7%	$4.51 million 8.7%	
12	Innovation, Economic Development and Community Impact	Regional Alumni #: Number of living alumni in Eastern Ontario (Kingston and Ottawa regions)	Annual					38,268	
13	Innovation, Economic Development and Community Impact	Regional Alumni %: Eastern Ontario alumni as percentage of total alumni						28.8	
14	Innovation, Economic Development and Community Impact	Disclosures: Number of annual invention disclosures	Annual		48	52	51	64	Reporting conducted on fiscal year (ending April 30, 2018)
15	Innovation, Economic Development and Community Impact	Annual Licenses/Option Agreements	Annual		5	6	9	7	Reporting conducted on fiscal year (ending April 30, 2018)
16	Innovation, Economic Development and Community Impact	Annual US Patents Issued	Annual		19	12	25	16	Reporting conducted on fiscal year (ending April 30, 2018)

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	Total OSAP Award Recipients	7,524	8,447
		Total Eligible Student Headcount	16,966	17,305
71	Proportion of operating expenses on student services Table 6 COFO Financial Report	Total operating expenses (000s) (Cell L36)	$476,678	$504,648
		Student service expenses (000s) (Cell G36)	$50,028	$54,803
		Scholarships, bursaries (000s) (Cell G28)	$34,734	$37,097

Data for metric # 71 was downloaded from the COFO website:
Queen's_University.xls at http://couprod.tgtsolutions.com:94/static-reports.aspx .
If you have any questions on COFO values for 2016-17 please contact ministry staff at SMAreporting@ontario.ca

There was a change in the calculation methodology of the OSAP metric #36 in 2017-18 reflecting students that were issued funding rather than qualified for awards. For more information please review the Dictionary.

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	$12,127,457	$12,420,167	$12,970,640	$37,518,264	$12,506,088
		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	$3,773,626	$4,278,401	$4,284,983	$12,337,010	$4,112,337
		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	$29,273,730	$27,925,011	$27,897,687	$85,096,428	$28,365,476
		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	$45,174,813	$44,623,578	$45,153,310	$134,951,701	$44,983,900
		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	35,156	28,705	23,357	17,439	10,354	115,011	
48	Number of papers per faculty member	Number of papers	1,793	1,908	1,947	1,994	2,049	9,691	1,938
		Number of faculty members					770		

Table includes 2011-15 bibliometric data, refreshed as of November 2017. For more information please review the Dictionary.

Two tables above include data elements for research funding and bibliometrics, which are for information purposes only and allow institutions to see the data elements used to calculate the values in Tab 3.

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. Universities are asked to include 2016-17 and 2017-18 data	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). Universities that participate more frequently are asked to include all available information	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). Universities that participate more frequently are asked to include all available information	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. Ministry has pre-populated the 2016-17 data available from the COFO website. Universities are asked to add the 2017-18 information.	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. Universities are asked to add 2016-17 and 2017-18 data.	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). Universities that participate more frequently are asked to include all available information	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; consistent with SMA2 workbooks	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; consistent with SMA2 workbooks	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
105	Number of Indigenous students enrolled at institution	Total number of full-time Indigenous students enrolled at institution	Enrolment data	Academic year; consistent with SMA2 workbooks	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; consistent with SMA2 workbooks	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. Institutions are asked to include the enrolment number as of November 1, 2016 and 2017 in Appendix 1. Metric will be automatically calculated in Tab 3.	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 January 2017 and then refreshed as of November 2017. Refreshed data is included in Appendix 1. Papers per faculty metric is associated with 2016-17 academic year in Tab 3. Updated 2017-18 bibliometric data (for 2012-16) not available.	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: provided by Science-Metrix as of November 2018	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 January 2017 and refreshed as of November 2017. Refreshed data is included in Appendix 1. Citations per paper metric is associated with 2016-17 academic year in Tab 3. Updated 2017-18 bibliometric data (for 2012-16) not available.	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 included in Tab 3 is based on the average for the period 2014-15 to 2016-17. Appendix 1 provides the annual information.	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.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 included in Tab 3 is based on the average for the period 2014-15 to 2016-17. Appendix 1 provides the annual information.	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

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 included in Tab 3 is based on the average for the period 2014-15 to 2016-17. Appendix 1 provides the annual information.	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 included in Tab 3 is based on the average for the period 2014-15 to 2016-17. Appendix 1 provides the annual information.	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 employed or unemployed but looking for work