LAKEHEAD UNIVERSITY
Strategic Mandate Agreement Annual Report 2017-18
Part 1. Overview

Introduction

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

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

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

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

Institutional Narrative

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

As a comprehensive, research-intensive university with campuses in Northwestern Ontario and Simcoe County, Lakehead continues to be recognized nationally and internationally for excellence in teaching, learning and research, and the high caliber of Lakehead graduates.

Throughout 2017-18, Lakehead University continued to provide a unique learning experience for its diverse student body, supporting access and equity, while incorporating experiential learning into every program and championing the University's Indigenous content requirement. In 2017-18 over 81% of senior year students identified they had participated in at least one experiential learning opportunity, while every graduating student had completed courses containing at least 18 hours of Indigenous knowledge and/or Aboriginal content as part of their degree.

In 2017-18 over 94% of Lakehead graduates were employed within two years of graduating with their undergraduate degree, and almost 90% were working in their field. Further showcasing the impact of Lakehead, the University was featured as one of the top universities in Canada that prepare students for employment and saw its position in Maclean's National Reputational Ranking increase.

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For the third consecutive year, *Research Infosource* named Lakehead Canada's *Research University of the Year* in the undergraduate university category in 2017. Ron Freedman, CEO of Research Infosource Inc. noted "Lakehead University is demonstrating a consistently high level of research performance among its undergraduate university peers, both in terms of research income and publication output."

Recognizing sustained economic development in Northern Ontario and Simcoe County require a highly skilled workforce, and acknowledging both geographies have a lower participation and degree attainment rate than provincial average, throughout 2017-18 Lakehead continued to collaborate with regional partners to advance shared goals, nurturing existing alliances and forging new collaborations and relationships. In 2017-18 Lakehead expanded programming and research with Georgian College to build tomorrow's highly skilled workforce in Simcoe County while continuing to cultivate strong partnerships with Confederation College, the Northern Ontario School of Medicine, Oshki-Pimache-O-Win Education & Training Institute, Seven Generations Aboriginal Institute and other Indigenous educators to improve access to the best educational opportunities for students. Lakehead has also continued to expand its partnerships with local school boards to support increased participation in university education in Northwestern Ontario and Simcoe County. In 2017, Lakehead expanded its innovative Achievement Program through an MOU with the Thunder Bay District School Board.

In Fall 2017, Lakehead University released a new economic impact analysis report, which identified Lakehead University contributes over $1.4 billion per annum to Ontario's GDP, further illustrating the important role of Lakehead University not only within the regions of Northwestern Ontario and Simcoe County, but also provincially.

In June 2018, Lakehead University's Board of Governors approved Lakehead University's 2018-2023 Strategic Plan. The Plan took two years to develop and will provide a blueprint for the University as it focuses on implementation of the Plan over the next five years.

The overarching goal of Lakehead University's 2018-2023 Strategic Plan is to strengthen Lakehead University's vision of providing a transformative university experience grounded in exceptional scholarship and student potential while continuing to be a leader in access and equity, build local and regional partnerships and develop the highly skilled workforce required in the regions it serves.

Lakehead University's 2018-2023 Strategic Plan is built around five interrelated and interconnected strategic themes: **academic excellence, social responsibility, local and global partnerships, entrepreneurship and innovation, and capacity development**.

In September, 2018 Dr. Moira McPherson was named Lakehead University's seventh President and Vice-Chancellor.

More information on Lakehead's achievements in 2017 can be found on Lakehead University's 2017-18 Annual Report website.

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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.

Throughout 2017-18 Lakehead University continued to work with all faculty and staff to identify opportunities to improve student experience, outcomes and success through the best practice principles of Strategic Enrolment Management.

Through Lakehead's continued implementation of Strategic Enrolment Management:

- Information pertaining to student experience, experiential learning, retention, graduation rates and student survey results was shared with all academic and non-academic units.

- The Student Success and Retention Sub-Committee initiated research to better understand variables impacting specific student groups and to initiate opportunities for improved supports, including the development of an Early Alert Referral System to help identify and support "at risk".

- A holistic approach to student wellness has been initiated, which includes the development of new programming across Lakehead campuses to support students inside and outside the classroom.

- A course inventory of experiential learning was initiated, with the goal of helping to identify opportunities for increased experiential learning by program/discipline and to help faculties identify gaps between curriculum design and student articulation of experiential learning.

Lakehead University opened the doors to a "one stop service model", Student Central. This integrated student service model provides students with a centralized location to access all of their enrolment needs including academic advising, registration and financial assistance through to graduation.

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.

In spring 2018 Lakehead University opened its new Teaching Commons, a dedicated space for staff and faculty to come together to enhance teaching excellence across the University. The Teaching Commons provides the following services:

- Supporting faculty and staff with instructional resources and the integration of learning technologies for the delivery of Indigenous curriculum to both Indigenous and non-Indigenous learners. To support continued implementation of its innovative Indigenous curriculum requirement, in 2017 Lakehead University hired its first Indigenous Curriculum Specialist.

- Consulting, supporting, and assisting instructors with course design, best practices, clear objectives and related course content, effective (online) presentation, relevant multimedia, assessments (including effective online testing), and the adapting of instructional materials created for one format (e.g. face-to-face) to another format (e.g. e-learning)

- Helping instructors and students become comfortable with Lakehead's learning management system (mycourselink/D2L/Brightspace)

- Delivering the Certificate in Teaching & Learning in Higher Education -- a free, non-credit, professional-development program for graduate students that introduces pedagogical theory and practice

In summer 2018, the Teaching Commons delivered its first annual three-day Summer Institute. Twenty-six instructors from across various disciplines attended, from experienced tenured faculty to newly hired and teaching-only faculty members. The theme of the Summer Institute was active learning.

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.

Lakehead's commitment to helping students overcome barriers to access and offering every student a transformative experience is reflected in the University's unique pathways to entry, student support programs, strong retention and graduation rates and impressive employment outcomes of graduates.

An example includes Lakehead's continued commitment to opening access to students who otherwise would be inadmissible to University but demonstrate the potential for success. Through early intervention, dedicated support and mentorship, students receive ongoing support to facilitate a smooth transition to university life and studies.
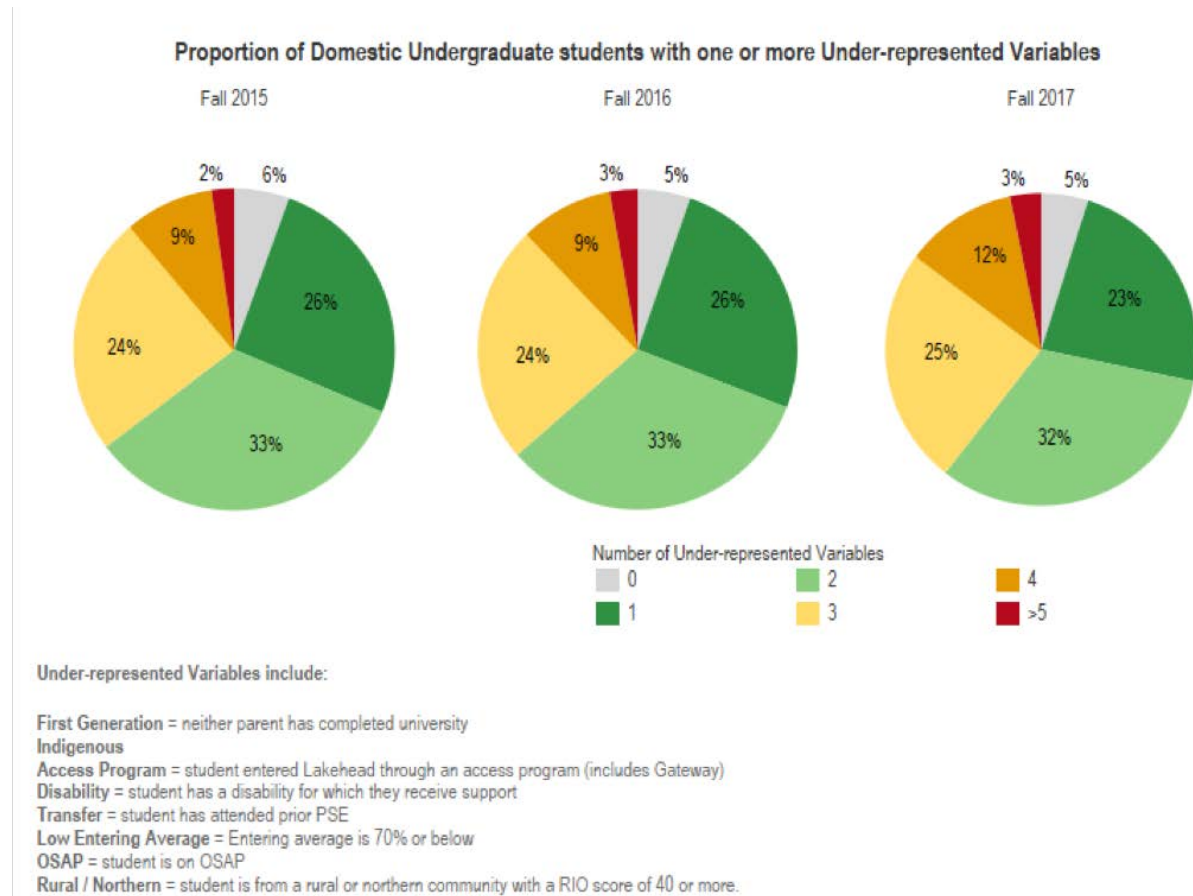
Over the past three years ~95% of Lakehead's **entire undergraduate domestic student population** had at least one under-represented student population characteristic, while over 70% of students had multiple characteristics. Over the past three years, the proportion of

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Lakehead's undergraduate domestic student population who had three or more under-represented student population characteristics increased from 35% in 2015/16 to 40%.

Proportion of Domestic Undergraduate students with one or more Under-represented Variables

Under-represented Variables include:

First Generation = neither parent has completed university
Indigenous
Access Program = student entered Lakehead through an access program (includes Gateway)
Disability = student has a disability for which they receive support
Transfer = student has attended prior PSE
Low Entering Average = Entering average is 70% or below
OSAP = student is on OSAP
Rural / Northern = student is from a rural or northern community with a RIO score of 40 or more.

Despite these challenges, Lakehead University had the 4th highest seven-year graduation rate in Ontario and students rank Lakehead University as one of the top 10 universities in Ontario that prepare them for employment, reflecting the fact that a higher proportion of Lakehead graduates are employed in their field and are using the skills developed at university, compared to the provincial average.

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.

Throughout 2017/18, Lakehead continued to advance research excellence and impact.

Examples include:

- *Research Infosource* named Lakehead Canada's *Research University of the Year* (undergraduate category) for the third consecutive year.

- Six Canadian universities formed the Canada and Latin America Research & Exchange Opportunities (CALAREO) consortium, with the Secretariat at Lakehead. CALAREO signed an MOU with CONACYT, Mexico's main research granting council, to provide joint funding opportunities.

- Ontario transferred the operating and research programming of the Thunder Bay Agricultural Research Station to Lakehead to foster innovation and expand agri-food research in Northwestern Ontario.

- Dr. Han Chen, (Natural Resources Management), received a NSERC Strategic Partnership Grant to examine the impact of climate change on Canadian western-central boreal forests.

- Dr. Cheryl Lousley (English and Interdisciplinary Studies), was named a Fulbright Canada Visiting Research Chair at the University of California, Santa Barbara.

- Lakehead and the International Institute for Sustainable Development Experimental Lakes Area (IISD-ELA) signed a five-year MOU to foster collaboration, enabling faculty and students to visit and perform research at the IISD-ELA, and students to be supervised at both institutions.

- Lakehead University-Thunder Bay Regional Health Research Institute Research Chairs were hired in Biophysics, Radiochemistry, and Smart Health Technology to increase research focus on applied medical imaging.

5. Innovation, Economic Development and Community Engagement

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

In 2017, Lakehead University launched "Lakehead Innovates," an integrated approach to promoting entrepreneurship that involves research, training, and education. This initiative includes:

- *Ingenuity*, Lakehead's first student business incubator zone
- The Centre for Innovation and Entrepreneurship Research, a Senate-approved Research Centre that promotes and supports innovation and entrepreneurship
- Partners in Innovation and Entrepreneurship, a joint program with Confederation College that promotes student entrepreneurship.

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Lakehead University has also launched an Entrepreneurship Certificate Program in Thunder Bay and Global Entrepreneurship Major in Orillia to improve the competence of individuals setting up and running their own businesses. Collectively, these initiatives have helped cultivate an entrepreneurial spirit at Lakehead University, which is reflected in metrics of increased events and start-up companies.

In 2017-2018, Lakehead's Research Centres continued to build dynamic partnerships to pursue regionally relevant projects. For example, researchers from the Centre for Education and Research on Aging & Health received $2,415,800 from the Ministry of Health and Long Term Care (MOHLTC) to help improve the capacity of Ontario First Nations communities to provide palliative care in their communities. The MOHLTC also awarded $1,963,575 to researchers from the Centre for Rural and Northern Health Research to study opioid dependence in rural, remote and northern communities.

Attestation

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

Please complete the contact information below.

Institutional Contact Name:	Dr. Heather Murchison
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Completion Date:	January 16, 2019
Website address for posting ministry approved report:	https://www.lakeheadu.ca/faculty-and-staff/ppm/accountability

Lakehead University SMA2 Annual Report 2017-18 Part 2
System-Wide Metrics

ID	Priority Area	Metric Name	2014-15	2015-16	2016-17	2017-18
8	Student Experience	Year 1 to Year 2 retention rate	81.4%	85.9%	85.1%	83.2%
34	Student Experience	Proportion of senior-year students with two High-Impact Practices (HIPs)	61.0%		53.4%	54.9%
98	Student Experience	Average number of High Impact Practices (HIPs) per fourth-year student	2.0		1.9	1.9
71	Student Experience	Proportion of operating expenses on student services, net of student assistance	10.7%	9.9%	6.0%	6.5%
52	Innovation in Teaching and Learning Excellence	Graduation rate	66.8%	69.0%	64.6%	61.9%
41	Innovation in Teaching and Learning Excellence	Proportion of programs with explicit curriculum maps and articulation of learning outcomes				100.0%
35	Innovation in Teaching and Learning Excellence	Composite score on NSSE question related to students' perceived gains in higher order learning outcomes	26.7		26.6	27.2
103	Access and Equity	Number of first generation students enrolled at institution	1,359	1,235	1,265	1,160
104	Access and Equity	Number of students with disabilities enrolled at institution	496	528	754	855
105	Access and Equity	Number of Indigenous students enrolled at institution	669	648	747	880
106	Access and Equity	Number of French-language students enrolled at institution	146	146	131	122
36	Access and Equity	Share of OSAP recipients at an institution relative to its total number of eligible students	58.3%	56.3%	59.1%	67.4%
84	Access and Equity	Number of transfer applications	492	428		
107	Access and Equity	Number of transfer registrations	125	110		
48	Research Excellence and Impact	Number of papers per faculty member			1.1	
50	Research Excellence and Impact	Number of citations per paper			10.8	
97	Research Excellence and Impact	CIHR funding - share to total Ontario universities			0.3%	0.3%
96	Research Excellence and Impact	SSHRC funding - share to total Ontario universities			1.9%	1.8%
95	Research Excellence and Impact	NSERC funding - share to total Ontario universities			0.9%	0.9%
94	Research Excellence and Impact	Total Tri-Council funding - share to total Ontario universities			0.7%	0.7%
87	Innovation, Economic Development and Community Engagement	Of those graduates who are working full-time, what proportion are working in related jobs	87.5%	90.0%	91.0%	88.8%
1	Innovation, Economic Development and Community Engagement	Graduate employment rate 6 months	89.3%	91.4%	90.0%	88.2%
1	Innovation, Economic Development and Community Engagement	Graduate employment rate 2yr	94.4%	94.2%	94.5%	94.1%

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		Institution-Specific Metrics						
#	Priority Area	Metric Name	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
1	Student Experience	NSSE Student Reported Satisfaction: Overall Experience - FIRST YEAR			2.9		2.9	2.9
2	Student Experience	NSSE Student Reported Satisfaction: Overall Experience - SENIOR YEAR			2.8		2.8	2.8
3	Student Experience	NSSE Student Reported Satisfaction: Choice - FIRST YEAR			3.1		3	3.0
4	Student Experience	NSSE Student Reported Satisfaction: Choice - SENIOR YEAR			2.8		2.8	2.8
5	Innovation in Teaching and Learning Excellence	Total number of students enrolled in an undergraduate program that includes an experiential learning component						7,473
6	Access and Equity	Proportion of self-identified Canadian Indigenous students as a proportion of the domestic student population enrolled at institution			10.8%	10.8%	11.9%	13.9%
7	Access and Equity	Proportion of students whose parents do not have a university degree enrolled at institution	57.9%	58.2%	56.9%	55.6%	54.0%	53.40%
8	Access and Equity	Number of transfer student registrations	543	568	571	577		
9	Access and Equity	Number of students in Lakehead University Gateway Program			84	100	161	106
10	Access and Equity	Number of students in Lakehead University Native Access Program			33	24	30	18
11	Access and Equity	Number of students in Lakehead University Native Nursing Entry Program			14	16	15	9
12	Access and Equity	Number of students from Northwestern Ontario enrolled at institution			3,760	3,534	3,356	2,967
13	Access and Equity	Number of students from Simcoe County enrolled at institution			1,032	985	1,062	911
14	Research Excellence and Impact	External Research Funding	$22.4M	$22.7M	$22M	$20.5M	$22.0M	$24M
15	Research Excellence and Impact	Research Intensity		70	70	65	69	73
16	Research Excellence and Impact	Research Chairs			17	17	20	22
17	Research Excellence and Impact	Research Centres			11	11	12	13
18	Research Excellence and Impact	Number of Graduate Programs: Masters			27	28	29	29
19	Research Excellence and Impact	Number of Graduate Programs: PhD			6	7	7	7
20	Innovation, Economic Development and Community Impact	Graduate Employment Rates: Masters						90.63%
21	Innovation, Economic Development and Community Impact	Graduate Employment Rates: PhD						94.23%
22	Innovation, Economic Development and Community Impact	Number of graduates from a Graduate Program employed full-time in a related job						90.85%
23	Innovation, Economic Development and Community Impact	Lakehead Innovates: Clients				3	20	21
24	Innovation, Economic Development and Community Impact	Lakehead Innovates: Events				11	21	27
25	Innovation, Economic Development and Community Impact	Lakehead Innovates: Start-ups				6	10	4
26	Innovation, Economic Development and Community Impact	Lakehead Innovates: Student Reached				1,206	2,239	2,096
27	Innovation, Economic Development and Community Impact	Lakehead Innovates: Summer Company Applicants					9	3
28	Innovation, Economic Development and Community Impact	Community Partnerships			12	12	12	16
29	Innovation, Economic Development and Community Impact	Number of new MOUs with industry partners both domestically and internationally				1	5	6

30	Innovation, Economic Development and Community Impact	Industry Partnerships - Increase collaborations as a result of MOUs					4	5
31	Innovation, Economic Development and Community Impact	Industry Partnerships - Create one new industrial Research Chair			1	0	0	0
32	Innovation, Economic Development and Community Impact	Industry Event: Number of Events	2	3	5	2	6	7
33	Innovation, Economic Development and Community Impact	Industry Event: Number of Industry Partners in attendance at industry events	69	94	183	43	99	173
34	Innovation, Economic Development and Community Impact	Industry Event: Number of faculty/researchers/students in attendance at industry events	45	64	170	85	119	227
35	Innovation, Economic Development and Community Impact	Number of Student Events/Presentations		1	4	7	3	5
36	Innovation, Economic Development and Community Impact	Number of Student Reached		100	270	420	313	468

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	3,602	3,898
		Total Eligible Student Headcount	6,092	5,781
71	Proportion of operating expenses on student services / Table 6 COFO Financial Report	Total operating expenses (000s) (Cell L36)	$134,398	$139,304
		Student service expenses (000s) (Cell G36)	$14,461	$16,687
		Scholarships, bursaries (000s) (Cell G28)	$6,397	$7,636

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	$1,111,320	$717,227	$625,340	$2,453,887	$817,962
		Total Ontario funding value	$304,962,320	$304,827,533	$337,697,915	$947,487,768	$315,829,256
96	SSHRC funding - Share to total of Ontario Universities	University funding value	$1,426,792	$970,724	$1,218,639	$3,616,156	$1,205,385
		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	$2,488,675	$2,448,100	$2,432,505	$7,369,280	$2,456,427
		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	$5,026,788	$4,136,052	$4,276,484	$13,439,323	$4,479,774
		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	4,876	4,071	4,009	3,256	1,937	18,149	
48	Number of papers per faculty member	Number of papers	307	291	370	376	334	1,678	336
		Number of faculty members					318		

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" 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