

# OCAD 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)**

Celebrating its 143<sup>rd</sup> year, OCAD University is Ontario's only and Canada's most comprehensive art, design and technology university. OCAD University currently enrolls approximately 4,500 students in 18 undergraduate and seven graduate programs focused on art, design, digital media, and the application of these fields into wider domains. OCAD University offers traditional studio-based learning, comparable to real-world experience that helps students prepare for their future careers.

Undergraduate programs in Design – Industrial Design, Environmental Design, Graphic Design, Advertising, Illustration, Material Art and Design – prepare students to enter the workforce in their respective fields, across a wide range of Ontario industries. The Digital Futures Undergraduate and Graduate programs are specific to the technology sector and see students graduating with deep skills in coding, hardware and software development, and business. The Strategic Foresight and Innovation Master's program is unique in the postsecondary education sector and draws students who learn to apply design and business skills to real world problems.

OCAD University is experiencing an exciting time of campus redevelopment and growth. During the SMA2 period, a major capital project will renovate up to 95,000 sq. ft. and build 50,000 sq. ft. of new space. Currently, OCAD University has less than half the space (41%) it requires to

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properly serve its students, the lowest amount of all Ontario universities and substantially below the Ontario average of 78%. This project will alleviate space constraints and modernize art and design education to respond to a changing labour market, and substantially improve the student experience.

SMA2 informed OCAD University's five-year academic plan, *OCAD University: A Transformative Student Experience (2017-2022)*, and its *Strategic Directions, 2017-2022*, which set the context for the university's strategic aspirations in areas of student experience, teaching and learning, research and innovation as well as in institutional leadership, community development, finances and fundraising.

During the first year of the SMA2 period, OCAD University has seen success in many of its target metrics.

To ensure continued success, OCAD University's Centre for Emerging Artists and Designers (CEAD) supports early career advancement of all OCAD U students and recent alumni. The centre works closely with industry and community organizations to provide a wide range of experiential learning and mentorship opportunities, develops students' employability skills, and helps them build their professional practice. The 2017/18 year saw the CEAD expand its staffing and programs and move into a new purpose built Experiential Learning Centre in the newly refurbished Rosalie Sharp Pavilion – a component of the Creative City Campus - that includes space for workspace for students to develop projects and initiate business ideas.

Another institutional priority for the SMA2 period is a multi-layered partnership with University of Ontario Institute of Technology (UOIT). Students will have access to courses at the partner institution, increasing their choices and building OCAD University's student competencies in science and technology, and for UOIT students, their exposure to design, art and cultural industries. Additionally, faculty from both institutions are working together to combine their respective expertise to develop new curricular and research capacities. This collaboration will provide powerful new learning experiences for students and will bring together two institutions that complement each other in important ways.

In a highly constrained fiscal environment, with significant impacts from the 10% tuition cut (approximately \$3.5 million), OCAD University will continue to work very hard during the rest of the SMA2 period to maintain precisely what distinguishes it as a flagship art, design and technology teaching, learning, professional practice and research institution—an institution that represents the epitome of STEAM+D. Even with this tight fiscal management, it is anticipated that implementing cuts during SMA2 will undermine OCAD University's success and impact.

**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*

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*continuity of learning pathways, retention, student satisfaction, co-curricular activities and records, career preparedness and student services and supports.*

By applying a consistent, focused and well-integrated system of identifying and referring students at risk, OCAD University has been able to realize improvements in Year 1 to 2 retention. The University's Student Advising Centre serves as a central hub to reach students in the critical week 5-6 of their first semester and coordinates referrals to core services and supports. At the same time, attendance tracking by faculty allows for early identification of under-engaged students and referral to supports to help with motivation, wellness counselling, accommodations or learning strategies. In 2017-18, the University also grew its bursary program to ensure student financial barriers did not negatively affect student persistence.

The fourth year thesis program, common throughout most of OCAD University's undergraduate programs, is the most commonly identified High Impact Practice (HIP). Recent investments in experiential learning (internships and course-based placements) will positively influence the HIP outcomes in 2018-19 and beyond.

## 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.*

Almost all metrics in this category are tracking at or ahead of the goals established in OCAD U's Strategic Mandate Agreement. An improved graduation rate of 65.6% indicates better student retention. Other recent changes and investments stand to propel further improvements to indicators in this area. Most notably, an Experiential Learning Task Force has completed its work and will move to implementation of innovative new ways of scaling up industry and community-based learning experiences.

OCAD University's three-year partnership with the University of Ontario Institute of Technology (UOIT) will capitalize on the strengths of each institution to create learning experiences that interconnect science, technology, engineering, arts, mathematics and design (STEAM+D). Academic leadership of each institution have created a governance model for the partnership, identified academic and administrative projects to achieve joint goals, some of which will be pilot tested in summer 2019.

Since 2016, OCAD U has embedded curriculum mapping in both Cyclical Program Review and the New Program Proposal processes as part of OCAD U's Institutional Quality Assurance Process (IQAP). Curriculum mapping ensures that the revision of existing course curricula, and the development of curricula for new programs, are well aligned with program learning outcomes and OCAD University's Degree-Level Expectations.

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### **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.*

Advancing equity, diversity and inclusive design are key priorities identified in the OCAD University Academic Plan 2017-2022. To this end, the University has invested in community outreach through the Admissions & Recruitment office with the aim of developing authentic and reciprocal relationships with equity-seeking communities and has initiated the Black Youth Design Initiative, which specifically seeks to increase the participation of the Black community in design education and professional practice.

Indigenous community outreach and student recruitment and success continues to be a focus of the Indigenous Student Centre, which the University's Creative City Campus capital project identifies as a priority. With support from the Ontario Council on Articulation and Transfer (ONCAT), OCAD University has undertaken a comprehensive approach to developing pathways for Indigenous learners, with attention to articulation with Indigenous institutions, colleges, universities and recognition of prior learning outside of the formal education system. The hiring of a new Education Developer for Indigenous Learning through our Faculty & Curriculum Development Centre, will ensure Indigenous knowledge and pedagogical principles are foregrounded as we advance the systematic curriculum development called for in the Academic Plan.

### **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.*

Research activity and funded research continues to grow at OCAD University. Research at OCADU is more typically within the applied research and experimental development part of the research spectrum (as defined by the OECD's Frascati Manual), and our research and research-creation lead to more innovative outputs due to the nature of the disciplines we represent, spanning the fields of art, design and media, usually in collaboration with industry or institutional (healthcare for example) partners.

On 26 November 2018 the OCAD University Senate approved a new Strategic Research Plan after extensive consultations with the university community over the past two years. Our new Plan focuses on growth in research and research-creation and fostering responsiveness to the University's commitment to decolonization.

Our new system for tracking activities, outputs and outcomes has been launched, which will greatly enhance our ability to report on the research impact. This coincides with the

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development and imminent launch of the new federal draft Canadian Research and Development Classification that will account for extant and emergent disciplines, particularly those in design, that are globally recognized as being integral to realizing the benefits of research investment.

**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.*

OCAD University is highly focused on the success of undergraduate and graduate students post-graduation, whether that be through traditional employment routes, self-employment, business development or further education. We have already realized small gains in employment outcomes through campus wide efforts coordinated through our Centre for Emerging Artists and Designers, our Gallery System, our campus-linked accelerator The Imagination Catalyst and an array of interventions.

2017-18 saw the first of several investments in experiential learning and expansion of the CEAD as well as continued growth in opportunities for students and new graduates to develop requisite business skills. In early 2018, the CEAD moved into its new purpose-built facility within the larger Experiential Learning Centre and will host early stage entrepreneurship supports, including micro-courses, mentorship and hot desking/meeting spaces for new freelancers and start-ups. The University anticipates continued improvement in all metrics associated with the Innovation, Economic Development and Community Engagement area assuming funding of these initiatives remains consistent.

**Attestation**

**OCAD 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.

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**OCAD 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	84.9%	82.9%	88.9%	92.3%
34	Student Experience	Proportion of senior-year students with two High-Impact Practices (HIPs)	54.7%			48.4%
98	Student Experience	Average number of High Impact Practices (HIPs) per fourth-year student	1.8			1.7
71	Student Experience	Proportion of operating expenses on student services, net of student assistance	7.0%	7.0%	7.0%	7.5%
52	Innovation in Teaching and Learning Excellence	Graduation rate	61.0%	65.5%	61.4%	65.6%
41	Innovation in Teaching and Learning Excellence	Proportion of programs with explicit curriculum maps and articulation of learning outcomes			17.0%	52.0%
35	Innovation in Teaching and Learning Excellence	Composite score on NSSE question related to students' perceived gains in higher order learning outcomes	24.7			25.2
103	Access and Equity	Number of first generation students enrolled at institution	516	491	426	379
104	Access and Equity	Number of students with disabilities enrolled at institution	284	297	388	412
105	Access and Equity	Number of Indigenous students enrolled at institution	70	60	48	32
106	Access and Equity	Number of French-language students enrolled at institution	32	34	33	37
36	Access and Equity	Share of OSAP recipients at an institution relative to its total number of eligible students	68.8%	60.1%	58.8%	63.2%
84	Access and Equity	Number of transfer applications	143	126		
107	Access and Equity	Number of transfer registrations	68	78		
48	Research Excellence and Impact	Number of papers per faculty member			0.1	
50	Research Excellence and Impact	Number of citations per paper			4.5	
97	Research Excellence and Impact	CIHR funding - share to total Ontario universities			0.0%	0.0%
96	Research Excellence and Impact	SSHRC funding - share to total Ontario universities			0.6%	0.6%
95	Research Excellence and Impact	NSERC funding - share to total Ontario universities			0.0%	0.0%
94	Research Excellence and Impact	Total Tri-Council funding - share to total Ontario universities			0.1%	0.1%
87	Innovation, Economic Development and Community Engagement	Of those graduates who are working full-time, what proportion are working in related jobs	84.0%	84.0%	82.0%	81.0%
1	Innovation, Economic Development and Community Engagement	Graduate employment rate 6 months	79.2%	78.9%	85.5%	81.6%
1	Innovation, Economic Development and Community Engagement	Graduate employment rate 2yr	89.7%	91.1%	93.1%	93.4%

Grey-out cells: data not available

### Institution-Specific Metrics

#	Priority Area	Metric Name	Objective of Metric	Frequency	2014-15	2015-16	2016-17	2017-18
1	Student Experience	Year 1 retention (in year)	To measure attrition within the academic year	Annual			86.0%	86.0%
2	Innovation in Teaching and Learning Excellence	Number of students participating in experiential learning	Develop a baseline that tracks participation in a broad set of experiential learning opportunities at OCAD U	Annual				211
3	Innovation in Teaching and Learning Excellence	Proportion of students in STEM courses	To track participation in STEM courses	Annual			24.0%	20.0%
4	Innovation in Teaching and Learning Excellence	Post-graduation employment opportunities	To track post-graduation employment opportunities for OCAD U graduates	Annual	1,012	1,095	1,207	1,385
5	Access and Equity	Number of institutional pathways	To track number of formal articulation agreements	Annual			33	33
6	Research Excellence and Impact (Univ)	Total sponsored research per full-time faculty	To track average research funding per full-time faculty	Annual		\$32,662	\$33,134	\$39,372
7	Research Excellence and Impact (Univ)	Implement research and research creation output and impact index specific to OCAD University (e.g., publications, exhibitions, designs, curatorial practices)	Determine baseline and track year over year increase	Annual				
8	Innovation, Economic Development and Community Engagement	Number of industry partnerships	Establish an institutional definition of partnerships, baseline, tracking mechanism and year-over-year growth goal for partnerships on which to report by end of SMA2	Annual				
9	Innovation, Economic Development and Community Engagement	Percentage of OCAD U graduates reporting that OCAD U helped them acquire or develop business and financial management skills	To track progress in providing OCAD U graduates with business and financial management skills	At end of SMA cycle		11.0%		13.0%

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	2,029	2,157
		Total Eligible Student Headcount	3,452	3,412
71	Proportion of operating expenses on student services  Table 6 COFO Financial Report	Total operating expenses (000s) (Cell L36)	\$70,294	\$71,987
		Student service expenses (000s) (Cell G36)	\$7,298	\$7,856
		Scholarships, bursaries (000s) (Cell G28)	\$2,371	\$2,483

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	\$0	\$0	\$13,200	\$13,200	\$4,400
		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	\$432,657	\$390,767	\$374,282	\$1,197,706	\$399,235
		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	\$202,247	\$58,333	\$66,667	\$327,247	\$109,082
		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	\$634,904	\$449,100	\$454,149	\$1,538,153	\$512,718
		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	19	27	26	82	93	247	
48	Number of papers per faculty member	Number of papers	6	10	11	8	20	55	11
		Number of faculty members					158		



## Appendix 2. University Metrics - Dictionary

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

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

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 <a href="http://www.rs-fsr.gc.ca/apply-demanded/calculations-eng.aspx">http://www.rs-fsr.gc.ca/apply-demanded/calculations-eng.aspx</a>
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 <a href="http://www.rs-fsr.gc.ca/apply-demanded/calculations-eng.aspx">http://www.rs-fsr.gc.ca/apply-demanded/calculations-eng.aspx</a>
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