

RYERSON 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)**

Mission

The special mission of Ryerson University is the advancement of applied knowledge and research to address societal need, and the provision of programs of study that provide a balance between theory and application and that prepare students for careers in professional and quasi-professional fields.

As a leading centre for applied education, Ryerson is recognized for the excellence of its teaching, the relevance of its curriculum, the success of its students in achieving their academic and career objectives, the quality of its scholarship, research and creative activity and its commitment to accessibility, lifelong learning, and involvement in the broader community. (Ryerson University Mission Statement, 1994)

Mandate

Ryerson University is a leading institution of innovation and entrepreneurship that responds to societal need through high-quality, professional, and career-related bachelor, masters, and doctoral programs, and relevant scholarly, research, and creative activities.

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Ryerson is student focused, providing an emphasis on experiential learning, creativity, entrepreneurship, adult learning, and transfer pathways from colleges and other universities. Ryerson is an inclusive, diverse learning community. In its role as a City Builder, Ryerson enhances access and civic engagement, and has a positive, transformative effect on its neighbourhood and the broader community.

Vision

Ryerson University will be a comprehensive innovation university, recognized as a national leader in high-quality professional and career-related bachelor, masters, and doctoral programs, and relevant research. It will be a global leader in interdisciplinary, entrepreneurial zone learning. Ryerson's students, graduates, and faculty will contribute significantly to Ontario's and Canada's economic, social, and cultural well-being.

Ryerson will expand its strong foundation of distinctive career-related academic programs and related scholarly, research, and creative activities, producing graduates who enable change. Ryerson will enhance its leadership in experiential learning, adult learning, and transfer pathways. As a City Builder, Ryerson will build partnerships that foster social and cultural innovation, and economic development.

The Context for 2017-18

Throughout the 2017-18 year, Ryerson continued its focus on meeting the needs of students and communities through high-quality programs and cutting-edge, impactful research. This focus has led to the introduction of new graduate programs that include Ryerson's distinctive emphasis on societal need. Significant expansion has also occurred in co-op education. Ryerson continues to demonstrate high levels of student demand, with roughly 9 applications per space in undergraduate degree programs.

Notable achievements in research for 2017-18 include the awarding of funds to establish a Canada Excellence Research Chair in Migration and Integration, new Canada Research Chairs, and the launch of a National Centre for Cybersecurity.

Ryerson continues to serve as a leader in entrepreneurial education and in fostering innovation. With ten innovation zones focused on a variety of sectors ranging from biomedical engineering to fashion, and energy to social justice, students in all programs have access to resources that help bring their ideas to life as viable ventures.

A commitment to equity and inclusion is evident at Ryerson, both in terms of outreach and access initiatives as well as ongoing support to ensure that all students can participate fully in their postsecondary experience. Access for adult learners and the provision of pathways to university study continue to be priorities.

In the report that follows, Ryerson is pleased to provide updates on success in each of the five priority areas identified in our Strategic Mandate Agreement with the Ministry of Training, Colleges and Universities.

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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.

In Fall 2017, Ryerson launched the Master of Arts in Criminology and Social Justice, which allows students to advance their understanding in the field of Criminology along with a distinctive focus on social justice issues and innovations in the justice system.

Additionally, the Master of Health Administration in Community Care was approved at Ryerson for a Fall 2018 launch. This is the first graduate program in Canada with an explicit focus on the management of home and community health care.

2017-18 also saw the opening of the REAL (Ryerson English as an Additional Language) Institute, which provides programming to enhance English language proficiency.

Building on its track record of career-relevant education, Ryerson expanded relationships with Greater Toronto-Hamilton area employers, providing a venue for an increased number of employer-hosted events in 2017-18. Magnet, an online job matching platform, continued to grow, more than doubling the number of Ryerson job seekers with a Magnet profile, and adding close to 3,000 new employer profiles.

In 2017-18, Ryerson launched GRADCentral, a comprehensive online hub of professional, teaching and career development resources and programming to complement graduate academic training and to assist graduate students in the transition to academic and industry career pathways.

In the area of student health and wellness, Ryerson developed and introduced a workshop series for students to help them develop tools to increase health-seeking behaviours.

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.

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2017-18 saw the expansion of experiential learning opportunities at Ryerson. Significant growth occurred in co-op enrolment. Further, funding made available through the Government's Career Ready Fund was used to support expanded opportunities where students are tasked with developing solutions to real-world issues posed by industry and community organizations.

Ryerson's Interpersonal Skills Teaching Centre continued to develop and deliver customized simulation experiences to help students further their professional skills. Examples include networking simulation within the Ted Rogers School of Management, patient simulations in the School of Nursing, and workplace simulations in Engineering and in Urban and Regional Planning.

Ryerson holds an annual Learning and Teaching Conference where participants learn about innovative approaches to teaching. The conference featured presentations and discussions focused on student engagement in 2017, including a keynote address from George Kuh, founder of the Center for Postsecondary Research and the National Survey of Student Engagement (NSSE) at Indiana University.

Additionally, Ryerson offers a Graduate Professional Development in Teaching Program where graduate students receive professional development to foster their teaching skills. This program has seen a 21 percent increase in fall registrations over the past two years.

In 2017-18, four open textbooks were published at Ryerson. Open textbooks are licensed to allow others to adapt or re-use content and provide a high-quality, no-cost alternative to conventional publisher material. The four textbooks, all developed with funding from eCampusOntario, include an introductory writing textbook now used by all first-year Arts undergraduates, a Nursing text on vital signs measurement, a textbook on pop-up retail, and an open textbook on digital citizenship.

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.

Ryerson's first Vice President, Equity and Community Inclusion was appointed in April 2017. The establishment of this position underscores Ryerson's commitment to inclusion and ensures ongoing strategic leadership and support for equity, inclusion and educational access across campus.

Approximately 3,000 students with disabilities registered with Ryerson's Academic Accommodations Support office in 2017-18. 90 percent of respondents to a survey agreed that their accommodations removed barriers and allowed them to participate fully in classes. In the same year, Academic Accommodations Support created a liaison role with Ryerson's Aboriginal

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Student Services in order to strengthen connections and services for Indigenous students who identify as having disabilities.

Working with the Global Alliance for Accessible Technologies and Environments, Ryerson completed an accessibility audit of the university's built environment. Priorities have been identified and the university is proceeding with projects to further enhance campus accessibility for persons with disabilities.

In early 2018, after extensive consultations, a Community Consultation Report was released as the university's response to recommendations for postsecondary institutions from the report of the Truth and Reconciliation Commission. Implementation of the next steps identified in the Community Consultation Report is underway.

Effective Fall 2017, Ryerson implemented an all-gender housing policy for student residences, the first of its kind in Canada. Incoming students in Ryerson residences are able to choose all-gender housing on their application or may choose to be paired with roommates of the same gender. Not requiring students to identify their gender coincides with the Ontario University Application Centre's removal of the mandatory gender question from the province's university applications.

Ryerson's outreach to the community continued in 2017-18, and included a number of workshops for youth that covered topics such as postsecondary education options and pathways, access, and financial support.

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.

Ryerson was pleased to host the annual Congress for the Humanities and Social Sciences in 2017-18 with record attendance of more than 10,000 delegates. A national event spanning one week, more than 5,400 scholarly papers were presented by researchers from 70 professional associations.

The university was awarded \$10 million to recruit a Canada Excellence Research Chair in Migration and Integration. Funding will allow a world-renowned researcher to lead an internationally recognized research program that will have a positive impact on the lives of migrants in Canada and abroad. Ryerson is home to faculty, institutes and programs that support and conduct research on immigration and settlement, including the Ryerson Centre for Immigration and Settlement, the Diversity Institute, and a graduate program in Immigration and Settlement Studies.

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Also in 2017-18, Ryerson was awarded two new Canada Research Chairs in the Faculty of Engineering and Architectural Science. The Chair in High Performance Computing and Sustainable Energy will contribute to the development of computing models that improve emissions systems and heating and cooling systems. The work of the Chair in Microarchitecture for Advanced Polymeric Materials is oriented toward the development of biomedical applications.

Ryerson recently launched Cybersecure Catalyst, a National Centre for Cybersecurity to promote training and certification, research and development, commercial innovation, public awareness, and policy analysis in the growing field of cybersecurity. Ryerson has 26 researchers in this field, including two Canada Research Chairs, and the university is home to the Privacy and Big Data Institute, launched in 2014.

Further, the university secured more than 8 percent of funding awarded across Canada for the SSHRC Partnership Development Grants program. These grants allow partners to design and test new approaches to research and its real-world applications, foster valuable research relationships and networks across sectors, and provide hands-on training for students and new scholars.

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.

Ryerson continues to serve as a leader in entrepreneurial education and in fostering innovation. In 2017-18, Ryerson was recognized with the Deshpande Symposium Award for top Entrepreneurial University at an annual international conference of academics, policy planners and practitioners.

Ryerson is now home to ten innovation zones that span a range of industry sectors, allowing students across all programs and fields the opportunity to learn how to create viable ventures. The Biomedical Zone's CoDevelopment Lab, for example, partners students with clinicians at St. Michael's Hospital to develop and implement solutions for clinician-identified problems. The Legal Innovation Zone partnered with the Ontario Ministry of the Attorney General to launch a competition in 2017-18 involving the use of artificial intelligence (AI) to help address legal issues. Also in 2017-18, Ryerson's Social Ventures Zone joined MaRS, the Centre for Social Innovation and the Vaughan Small Business Enterprise Centre to form one of four Ontario Network of Entrepreneurs (ONE) Social Enterprise Partnerships across the province. Social Enterprise Partnerships will serve as a source of advisory support for social enterprises in the province.

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The success of Ryerson's first zone, the DMZ, is ongoing, with the opening of an office and incubator space in New York City. The DMZ has been ranked as the top university-based incubator in the world (tied with UK's SETsquared) by UBI Global. Building on this record of achievement, Ryerson is a founding member of the Incubate Innovate Network of Canada (I-INC). I-INC began as a network of campus based incubators and accelerators and has expanded to be a Canadian platform of leading entrepreneurial and innovative universities that is focused on bridging the gap between the lab and the global marketplace.

At the end of 2017-18, Ryerson was awarded \$3.6 million from the Province for the Entrepreneurship Learning Stream program. Over a three-year period, Ryerson will provide leadership and programming in collaboration with partner organizations across the province that are working to support youth entrepreneurs.

The university has a wide range of community partnerships, including more than 40 projects underway with the City of Toronto in 2017-18. For example, an initiative called ShapeLab connects City of Toronto staff in planning and transportation with faculty and students at Ryerson to co-create solutions to city issues.

Ryerson's leadership extends to continuing education, with the university offering more than 80 certificate programs that provide students with professional knowledge and skills. Certificates are designed to meet specific labour market and societal need, and aim to provide flexible learning opportunities. Certificates provide not only professional development for those in the workplace, but in many cases, serve as a ladder into related degree programs.

Ryerson continued its partnership with First Nations Technical Institute (FNTI) to offer programs in both social work and public administration. The partnership includes an Advanced Standing Bachelor of Social Work, and programs in Public Administration and Governance.

Attestation

Ryerson 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:	Glenn Craney, Deputy Provost and Vice Provost University Planning
Telephone:	(416) 979-5033
Email:	Glenn.craney@ryerson.ca
Completion Date:	January 25, 2019
Website address for posting ministry approved report:	www.ryerson.ca/about/accountability

Ryerson 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	88.4%	88.8%	89.6%	88.4%
34	Student Experience	Proportion of senior-year students with two High-Impact Practices (HIPs)	57.0%			53.0%
98	Student Experience	Average number of High Impact Practices (HIPs) per fourth-year student	1.9			1.8
71	Student Experience	Proportion of operating expenses on student services, net of student assistance	9.3%	11.4%	12.1%	12.0%
52	Innovation in Teaching and Learning Excellence	Graduation rate	69.0%	69.4%	70.0%	71.5%
41	Innovation in Teaching and Learning Excellence	Proportion of programs with explicit curriculum maps and articulation of learning outcomes			62.5%	85.9%
35	Innovation in Teaching and Learning Excellence	Composite score on NSSE question related to students' perceived gains in higher order learning outcomes	2.8			2.8
103	Access and Equity	Number of first generation students enrolled at institution	6,383	6,784	7,310	7,435
104	Access and Equity	Number of students with disabilities enrolled at institution	1,077	1,219	2,795	3,158
105	Access and Equity	Number of Indigenous students enrolled at institution	433	452	452	407
106	Access and Equity	Number of French-language students enrolled at institution	162	178	189	182
36	Access and Equity	Share of OSAP recipients at an institution relative to its total number of eligible students	64.5%	65.1%	66.2%	70.8%
84	Access and Equity	Number of transfer applications	4,825	4,308	4,550	4,243
107	Access and Equity	Number of transfer registrations	839	857	925	864
48	Research Excellence and Impact	Number of papers per faculty member			1.1	
50	Research Excellence and Impact	Number of citations per paper			8.0	
97	Research Excellence and Impact	CIHR funding - share to total Ontario universities			2.6%	2.9%
96	Research Excellence and Impact	SSHRC funding - share to total Ontario universities			4.0%	3.8%
95	Research Excellence and Impact	NSERC funding - share to total Ontario universities			2.6%	2.6%
94	Research Excellence and Impact	Total Tri-Council funding - share to total Ontario universities			2.7%	2.8%
87	Innovation, Economic Development and Community Engagement	Of those graduates who are working full-time, what proportion are working in related jobs	92.0%	91.0%	91.0%	89.1%
1	Innovation, Economic Development and Community Engagement	Graduate employment rate 6 months	83.0%	82.8%	85.0%	85.0%
1	Innovation, Economic Development and Community Engagement	Graduate employment rate 2yr	94.0%	91.7%	93.0%	93.2%

Grey-out cells: data not available

Institution-Specific Metrics

#	Priority Area	Metric Name	Frequency	2013-14	2014-15	2015-16	2016-17	2017-18
1	Student Experience	Number of students building ePortfolios	Annual				2	1,344
2	Student Experience	Registrations in courses with experiential learning	Annual		102,091	103,590	104,736	104,442
3	Innovation in Teaching and Learning Excellence	Online learning registrations in credit courses	Annual	17,132	17,946	18,827	19,149	21,178
4	Innovation in Teaching and Learning Excellence	Registrants in teaching and learning professional development activities	Annual		1,222	1,533	1,473	1,746
5	Access and Equity	Certificates awarded	Annual		950	1,037	1,180	1,185
6	Access and Equity	Students in transitional and bridging programs	Annual		407	510	508	727
7	Research Excellence and Impact (Univ)	Invention disclosures	Annual	30	34	50	58	57
8	Research Excellence and Impact (Univ)	Number of creative outputs	Annual	119	134	141	111	137
9	Research Excellence and Impact (Univ)	Industry and other non-government funding	Annual	\$9.2M	\$10.6M	\$13.3M	\$10.7M	\$11.4M
10	Innovation, Economic Development and Community Impact	Student enrolment in innovation zones (FFTE)	Annual		564	764	988	1,179
11	Innovation, Economic Development and Community Impact	Registrations in entrepreneurship courses	Annual		4,152	4,380	5,094	5,709
12	Innovation, Economic Development and Community Impact	Number of start-ups	Annual		159	238	323	325

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	21,262	23,089
		Total Eligible Student Headcount	32,120	32,608
71	Proportion of operating expenses on student services Table 6 COFO Financial Report	Total operating expenses (000s) (Cell L36)	\$568,124	\$610,246
		Student service expenses (000s) (Cell G36)	\$96,457	\$103,091
		Scholarships, bursaries (000s) (Cell G28)	\$27,751	\$29,736

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	\$7,896,717	\$8,436,759	\$10,804,609	\$27,138,085	\$9,046,028
		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	\$2,669,737	\$2,551,277	\$2,521,695	\$7,742,709	\$2,580,903
		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	\$6,919,997	\$6,983,871	\$7,936,798	\$21,840,666	\$7,280,222
		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	\$17,486,450	\$17,971,908	\$21,263,102	\$56,721,460	\$18,907,153
		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	7,811	7,922	6,864	5,284	3,692	31,573	
48	Number of papers per faculty member	Number of papers	650	712	775	860	937	3,934	787
		Number of faculty members					733		

Appendix 2. University Metrics - Dictionary

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

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

ID	Metric Name	Description	Source	Reporting Period	Notes
94	Tri-Council funding - share to total Ontario universities	Tri-Council funding received by university (including affiliates) and percentage in total Tri-Council funding received by all Ontario universities in a given fiscal year	Research Support Program, The Tri-agency Institutional Programs Secretariat (TIPS)	Fiscal Year, 3-year rolling average, one-year slip. The 2017-18 metric value is based on the average for the period 2014-15 to 2016-17	Funding includes research grants received by universities and their affiliates from the three federal research granting agencies and funds spent by the Network of Centres of Excellence (NCE) administrative centers hosted by universities, and excludes funding for research chairs, fellowships, scholarships, awards and prizes. Full list of exclusions is available at http://www.rs-fsr.gc.ca/apply-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.rs-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