

BROCK 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**)

Since it opened in 1964, Brock University has grown to become a vibrant institution of more than 19,000 students, with rich academic programs and world-class research. Brock remains a proud community partner committed to improving the vitality of neighbouring communities across Niagara as well as expanding its global reach.

Brock University recently launched its strategic plan for 2018-2025 (<https://brocku.ca/vp-academic/wp-content/uploads/sites/65/Brock-University-Strategic-Plan.pdf>) that builds upon our previous SMA's goals.

Our vision in the new strategic plan is to be a dynamic, comprehensive university that makes a positive difference in the lives of individuals in our Brock community, the Niagara Region, Canada and the world through leadership, innovation and excellence in learning, teaching, research, scholarship and creativity across disciplines. The strategic plan is guided by four priorities:

- Provide a transformational and accessible academic and university experience;
- Building research capacity across the University;
- Enhancing the life and vitality of our local region and beyond; and
- Fostering a culture of inclusivity, accessibility, reconciliation and decolonization.

All priorities build upon and enhance our current SMA priorities.

Brock is committed to enabling all students to succeed and reach their full potential. This has been done through continued and increased support for retention initiatives and accessibility services. Brock has enhanced its student mental health services through the expansion of community partners and developing an externally audited comprehensive student mental health strategy.

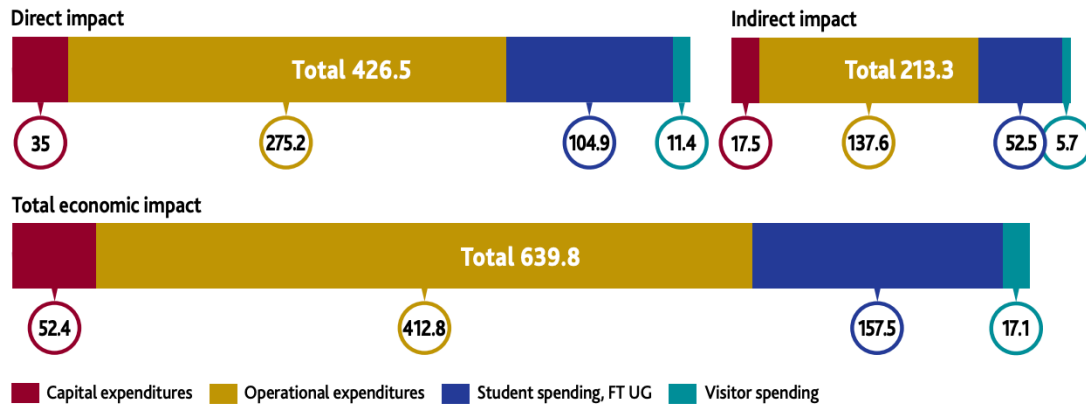
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Brock’s researchers continue to support the local economy through partnerships with key regional economic clusters such as the grape and wine industry. This impact has been valued at \$91-million and the equivalent of 307 jobs to Ontario’s economy in 2014-15 alone. Researchers continue to support other key clusters such as advanced manufacturing, agriculture, health and education. Brock researchers work directly with local public and not-for-profit organizations to assist them with fulfilling their priorities and goals that enhance the vitality of the community.

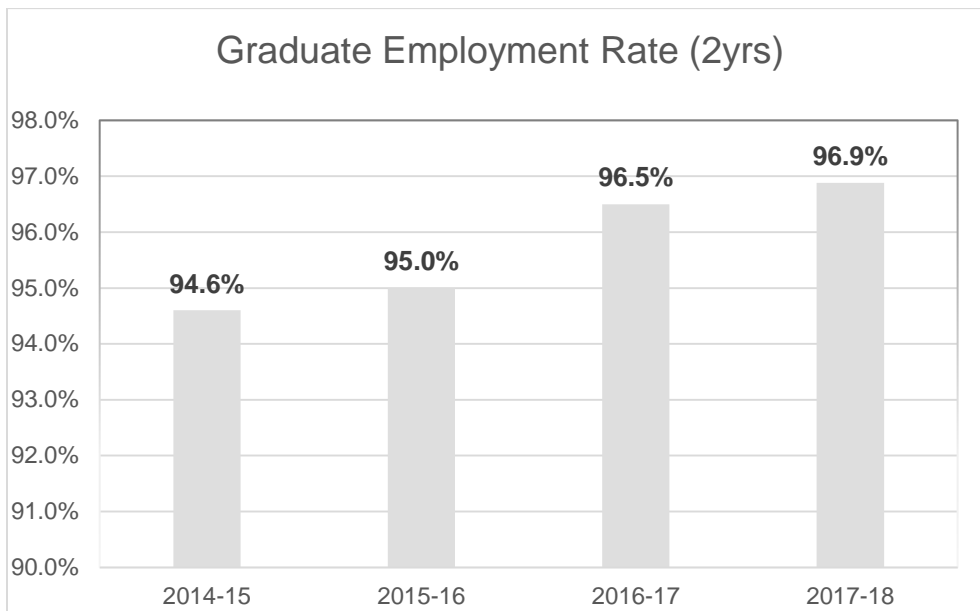
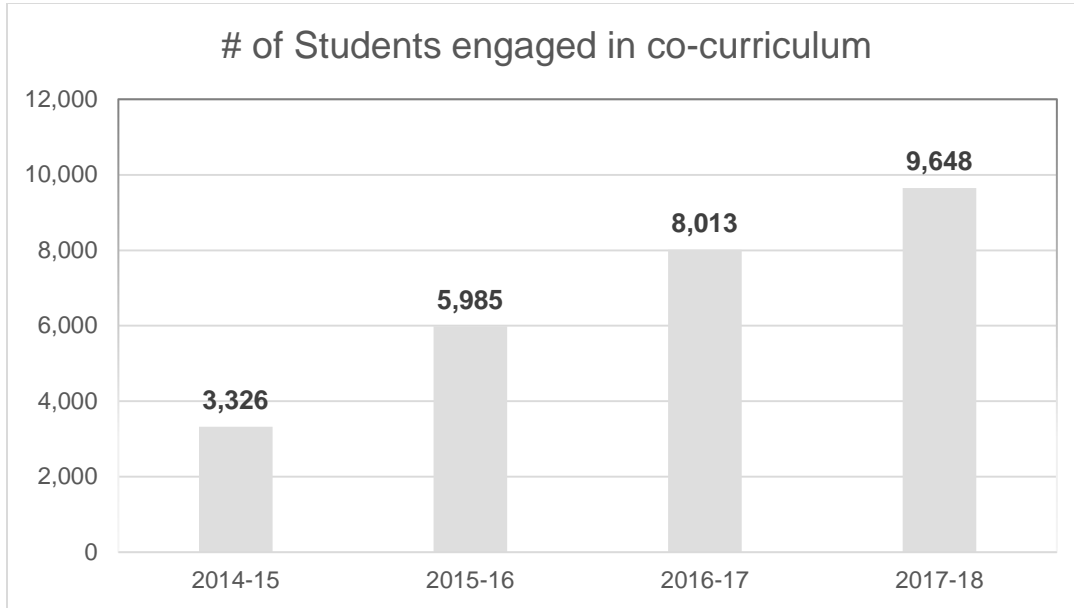
Brock’s commitments to the community were further enhanced in the new strategic plan. Brock is increasing opportunities for students to participate in curricular experiential education, currently offered to 99% of the student body. These opportunities provide Brock students the ability to translate the skills they learn in the classroom to real life situations enabling the development of a highly-skilled modern workforce. 96.9% of Brock students are able to find employment 2 years after graduating. Brock is currently in the last stage of construction of the new LINC building which will dramatically increase our capacity to support entrepreneurial activities.

Brock is working with local industry to provide customized training opportunities and support labour market needs. In the near future, a survey will be distributed to local businesses to gather their feedback on current and future employment needs. This will inform the University’s future educational and programming direction.

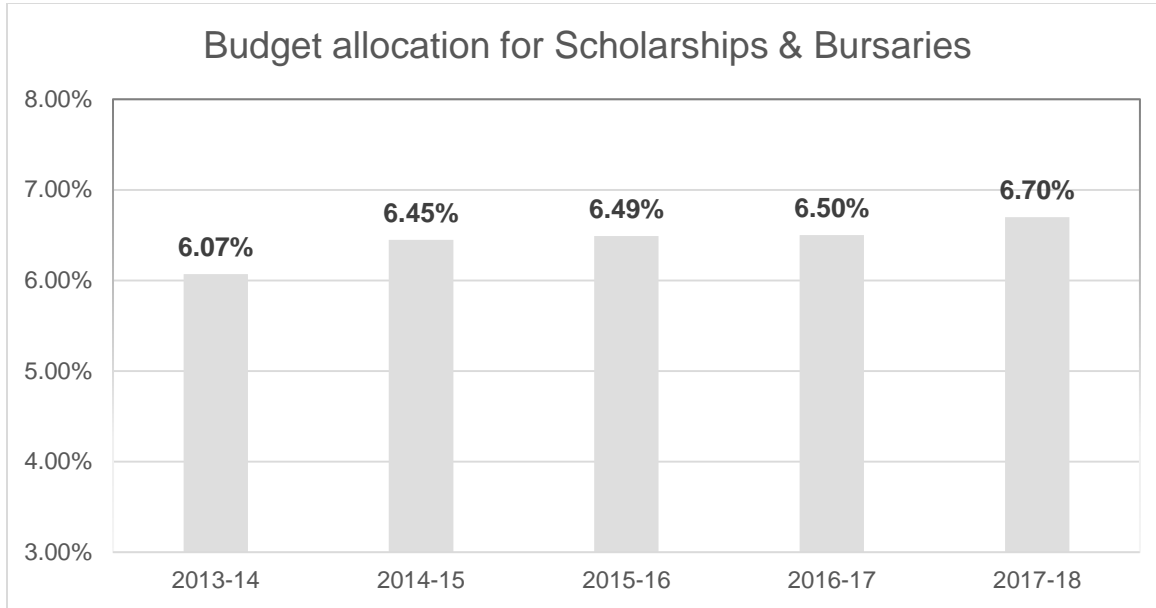
Brock’s impact in Ontario (Sudmant Model, \$ millions)



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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.

Brock University has expanded student opportunities to engage in experiential learning and high impact practices; we have introduced new student retention strategies; and we have increased student participation in the campus-wide co-curriculum. Our 2017-18 NSSE rating on the proportion of fourth year students with two or more HIPs increased by 7%, and we increased student participation in the Campus-wide Co-curriculum by 1,635. We have continued to developed credit courses in “non-traditional formats” (online, blended and Spring Summer offerings), increasing by 10 courses from our 2016-17 baseline. Brock has implemented over 50 campus-wide student retention initiatives and we anticipate that the results of this investment will ensure that we are on track to increase our Year 1 to Year 2 student retention rates toward the provincial average.

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.

Brock University is committed to high quality and innovative teaching and learning. In 2018-2019 we established a baseline (129 courses) for the measurement of curricular experiential education through a pilot project with two academic Faculties. We will expand this tracking system campus-wide in Fall/Winter of 2019-2020. As evidence of this institutional strength, in 2018 Brock University led a COU

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pilot project with six universities focused on the development of a typology and tracking system for Undergraduate Experiential Learning across the Ontario post-secondary sector. To further enhance positive student outcomes, in 2017-2018, Brock implemented a skills translation initiative designed to help students reflect upon their experiential learning outcomes and understand how these experiences translate to work-force ready skills. Brock continues to maintain our composite score on NSSE's perceived gains in higher order learning. We have increased the proportion of programs with explicit curriculum maps and we are on track to achieve our target of 98% by 2019-2020. We have maintained our NSSE score above Group 2 average with regard to the quality of interactions with students, faculty and staff. Brock is committed to increase our student graduation rate towards the provincial average.

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.

Brock University recognizes the interdependence of health, wellness and accessibility, and has implemented strategies to enhance equity and access. With an increase of students with identified disabilities, Brock has established a baseline for measurement of graduation rates of students who utilize accessibility services, as compared to the institutional average. We have expanded our community partners in support of enhanced student mental health services and developed an externally audited comprehensive student mental health strategy. Brock University ranked 1st in the recent 2018 Maclean's comprehensive category in the area of student mental health services. Brock continues to maintain our number and proportion of Indigenous and First-Generation students and has increased 5% of our share of OSAP recipients. We have maintained our number of transfer students and we continue to maintain our budget allocation for student scholarships and bursaries.

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 at Brock University continues to develop in intensity, impact, and engagement. Major investments through competitive funding include over \$1 million for the Cool Climate Oenology and Viticulture Institute's R3CL Consumer Lab, supported by the Canada Foundation for Innovation and Ontario Research Fund. Brock University's research intensity is reflected in the prestigious Ontario Early Researcher Awards that three Brock faculty members won in 2017-18, while institutional research has broad impact, including major industrial partnerships and commercialization of IP. Scholars at Brock authored public articles read worldwide approximately 400,000 times through The Conversation Canada, on research topics from the legalized cannabis business to reducing medical office waiting times. Locally, the Social Justice Research Institute facilitated a major grant from the Trillium Foundation, through the Regional Municipality of Niagara, for Brock researchers to assess regional poverty reduction initiatives. Scholars at Brock influence the region and the world, while training the next generation of research leaders. Brock graduate students held five of the top twenty-five spots nationwide in NSERC's *Science, Action!* competition, including the third-place winner, and two finalists for the SSHRC Storytellers doctoral award. This reflects both the university's recruitment of top talent, and the caliber of mentorship they receive at Brock.

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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.

Brock has taken numerous steps towards supporting this goal, including:

- Increasing and enhancing enriching opportunities for our students, alumni, faculty and staff to engage with the community by expanding our formal partnerships with local government, not-for-profits and public organizations. This has expanded knowledge mobilization and application, direct research support, student placements and services, and expanded the use of Brock’s facilities, which has led to an increased role in the social, cultural and economic development of our local region.
- Developed an economic impact analysis report (https://brocku.ca/niagara-community-observatory/wp-content/uploads/sites/117/NCO_Policy-Brief_36-THE-BROCK-EFFECT-Final.pdf) and formed a committee to look at Brock’s social and cultural impact with a report due out later this year.
- Increased resources to support indigenizing Brock and established a partnership with Oshki-Pimache-O-Education and Training Institute, based in Thunder Bay, to deliver an accredited Aboriginal Bachelor of Education (Primary/Junior) program for prospective teachers in the forty-nine communities of Nishnawbe Aski Nation and other learners.
- Continuing to work closely with local chambers to address regional economic needs. For example, developing an inventory of business needs to inform the creation of labour market programs.
- Increased our ability to support entrepreneurship, commercialization and innovation by developing the Brock LINC (Learning, Innovation, Networking and Collaboration). This 41,000-square-foot innovation centre will enhance research and commercialization, business incubation, and offer services such as a community maker space and digital scholarship lab.
- Brock continues to play a vital role in supporting the well-being of the agricultural sector in our region through industry-focused research and business support to the local grape and wine economic cluster.

Attestation

Brock 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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Completion Date:	January 25, 2019
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Brock 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	88.5%	88.9%	88.8%	87.9%
34	Student Experience	Proportion of senior-year students with two High-Impact Practices (HIPs)	53.0%			60.0%
98	Student Experience	Average number of High Impact Practices (HIPs) per fourth-year student				
71	Student Experience	Proportion of operating expenses on student services, net of student assistance	6.4%	5.9%	6.1%	6.2%
52	Innovation in Teaching and Learning Excellence	Graduation rate	70.8%	68.7%	69.9%	70.9%
41	Innovation in Teaching and Learning Excellence	Proportion of programs with explicit curriculum maps and articulation of learning outcomes	32.9%	48.2%	49.4%	63.5%
35	Innovation in Teaching and Learning Excellence	Composite score on NSSE question related to students' perceived gains in higher order learning outcomes	27.9			27.9
103	Access and Equity	Number of first generation students enrolled at institution	4,169	4,286	4,054	4,105
104	Access and Equity	Number of students with disabilities enrolled at institution	927	994	1,182	1,316
105	Access and Equity	Number of Indigenous students enrolled at institution	218	234	260	224
106	Access and Equity	Number of French-language students enrolled at institution				
36	Access and Equity	Share of OSAP recipients at an institution relative to its total number of eligible students	65.0%	64.6%	65.2%	70.5%
84	Access and Equity	Number of transfer applications	779	733	731	736
107	Access and Equity	Number of transfer registrations	114	122	112	96
48	Research Excellence and Impact	Number of papers per faculty member			0.8	
50	Research Excellence and Impact	Number of citations per paper			8.6	
97	Research Excellence and Impact	CIHR funding - share to total Ontario universities			0.1%	0.2%
96	Research Excellence and Impact	SSHRC funding - share to total Ontario universities			2.2%	2.4%
95	Research Excellence and Impact	NSERC funding - share to total Ontario universities			0.9%	1.0%
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	87.0%	88.0%	87.0%	89.2%
1	Innovation, Economic Development and Community Engagement	Graduate employment rate 6 months	91.1%	89.5%	90.8%	93.4%
1	Innovation, Economic Development and Community Engagement	Graduate employment rate 2yr	94.6%	95.0%	96.5%	96.9%

Grey-out cells: data not available

Institution-Specific Metrics

#	Priority Area	Metric Name	Objective of Metric	Frequency	2013-14	2014-15	2015-16	2016-17	2017-18
1	Student Experience	Number of courses offered in a "non-traditional" format (e.g. online, blended, accelerated, Spring-Summer offerings) from baseline in 2016-17	To measure flexible teaching and learning options for students.	Annual				723	775
2	Student Experience	Number of students engaged in co-curriculum	To measure student involvement in co-curricular experiential education opportunities	Annual		3,326	5,985	8,013	9,648
3	Innovation in Teaching and Learning Excellence	Number of courses that include an experiential learning component	To establish a baseline for measurement of curricular experiential education						Applied Health Science = 87 Mathematics and Science = 42
4	Innovation in Teaching and Learning Excellence	The quality of interactions with students, faculty, and staff	To measure student experience with relation to interactions with Brock faculty and staff	Every 3 years		25.5			24.6
5	Access and Equity	Graduation rate of students utilising accessibility services	To establish a baseline for measurement of the graduation rates of students who utilize accessibility service, as compared to the Institutional average						
6	Access and Equity	Budget allocation for scholarships and bursaries	To measure the proportion of the institution's annual budget that is being allocated to scholarships & bursaries	Annual	6.1%	6.5%	6.5%	6.5%	6.7%
7	Research Excellence and Impact (Univ)	Number of research centres, institutes, and research hubs		Annual					20
8	Research Excellence and Impact (Univ)	Number of graduate and undergraduate students supervised by faculty members in a research setting		Annual				1,322	
9	Innovation, Economic Development and Community Impact	Number of formal relationships with organisations in Niagara (including profit, not-for-profit, government, NGO)	To measure and enhance Brock's mutually beneficial initiatives as identified as formal relationships within the Niagara community	Biannual			388		
10	Innovation, Economic Development and Community Impact	Proportion of graduating students who have worked on a community service project by senior year	To measure the number of graduating students who have worked on a community service initiative	Every 3 years		62.0%			70.0%

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	9,166	9,826
		Total Eligible Student Headcount	14,068	13,947
71	Proportion of operating expenses on student services Table 6 COFO Financial Report	Total operating expenses (000s) (Cell L36)	\$253,167	\$264,008
		Student service expenses (000s) (Cell G36)	\$32,100	\$34,177
		Scholarships, bursaries (000s) (Cell G28)	\$16,549	\$17,804

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	\$377,764	\$452,318	\$657,323	\$1,487,405	\$495,802
		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	\$1,463,796	\$1,596,688	\$1,938,836	\$4,999,320	\$1,666,440
		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	\$2,721,594	\$2,519,793	\$2,797,933	\$8,039,320	\$2,679,773
		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	\$4,563,153	\$4,568,799	\$5,394,092	\$14,526,045	\$4,842,015
		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	5,424	4,738	4,695	3,585	1,782	20,224	
48	Number of papers per faculty member	Number of papers	411	425	476	522	520	2,354	471
		Number of faculty members					583		

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-demanded/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-demanded/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