

University of Ontario Institute of Technology

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)**

At UOIT we pride ourselves in providing a career-focused, technology driven education to all. We appreciate the important role we fulfill within the Ontario post-secondary education sector of being an access institution and contributing to the economic, social and individual development of the local community and all students who wish to pursue further education. The following will provide a summary of all the tremendous achievements and accomplishments that our student success, experiential, research and collaborative initiatives had this year.

In the fall of 2017, a cross-institutional student success committee was launched which serves to identify, plan, develop, implement and evaluate student success strategies collaboratively to achieve the measures of increased retention rates and program completion. The committee identified three overarching priorities:

1. **Academic Advising** - focused on a campus-wide strategy for proactive academic advising, specialized training and certification for advisors, and the integration of an early alert system.

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2. **First-year and Learner Support Programming** - ensure UOIT students have access to programming and services designed to proactively address academic and personal challenges. Developed MySuccess survey to understand incoming students' non-cognitive behaviours that link students to various supports across campus.

3. **Communication and Cultural Change** - build a culture of leadership for student success where faculty and staff work together to operationalize priorities and maintain a focus on the students they serve. An internal grant was established and awarded to five projects including one exploring how to aid students to "Learn on the Go" as many are traveling more than two hours a day.

The Experiential Learning (EL) Taskforce enhances the guiding definition of experiential learning at UOIT based on the ministry framework. From this a new series of discipline-specific EL opportunities at the university were developed. They include, but are not limited to:

- Collaborative engineering case-study library
- EL science laboratories, including self-reflective components
- Interdisciplinary health sciences projects
- Practicum opportunities for students in online-only programs.

Research is another form of experiential learning that is employed with increasing intensity from undergraduate to doctoral programs at UOIT. The university supports ambitious research that transcends traditional academic boundaries, and engages in partnerships with external stakeholders. Our collaborative approach to research and innovation is preparing students for the future and bringing fresh insights and solutions to local and global challenges. UOIT differentiates itself as a university that conducts outcome-focused interdisciplinary research and development that addresses social, environmental, health and economic challenges.

The university is poised to innovate and accelerate positive change through entrepreneurial thinking and collaboration amongst faculty, students and staff, along with local community, industry and government partners. This year UOIT has expanded its Brilliant Catalyst program that supports entre- and intrapreneurial thinking within our students. We continue to build on our strong partnership with the City of Oshawa and our TeachingCity initiative. This year we launched, with the support of RBC, the City Idea Lab – course-based program where students and city staff co-create solutions to city challenges. Each of these initiatives are working to solve current real world issues.

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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.

Utilizing the funds provided through the SMA grant, UOIT focused efforts on improving student satisfaction and engagement by facilitating the integration of supports for students across campus. We are seeing the positive results in metrics such as student retention. We have increased year 1 to year 2 retention by 3.2% over the metric year. Our focus on producing career-ready graduates is demonstrated in the increases to the high impact practices that the students are participating in. For example, the new Math Learning Centre gives them opportunities to learn outside the classroom and increases the meaningful interactions with both faculty and fellow students. Based on program changes supported by the career ready fund, we introduced 110 new co-op, work placement, or internship opportunities, 160 new peer leader opportunities and had more students attend conferences, engage in research projects and service learning experiences.

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.

UOIT's strength in innovative teaching and learning are reflected in its high-quality pedagogy, critical study of technological solutions, proactive student engagement and application of high-impact practices across the curriculum. Both industry and community partners routinely confirm the value and skills UOIT graduates bring to their organizations. UOIT is continually adding either hybrid or online section availability to students in order to enhance the flexibility in degree completion. We are now approaching a quarter of our courses having an online component. This flexibility is of great importance as we address the different learning styles of our students. This innovative design is explored further, through SMA funding, as UOIT collaborates with OCADU to develop an integrated curriculum delivery model providing enhanced science, technology, engineering, mathematics (STEM) and design learning. A three-week intensive boot camp linking these concepts is planned for summer.

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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.

UOIT has an access agenda that it is delivering on. The university actively recruits and supports underserved students, particularly those who are first in their family to go to university, with 55 per cent of UOIT's students being first-generation. We also admit students who have lower entrance marks for their chosen program than those accepted by other institutions. Our student population has one of the highest rates of Ontario Student Assistance Program (OSAP) applications and funding per student within the province, showing almost 80% of our students receive OSAP. UOIT continues to attract 30% of its incoming class through college transfer pathways, allowing students to put their previous college credentials towards a UOIT degree. UOIT continues to be amongst the top college to university pathway institutions in Ontario. Working with the colleges across the system we are not only providing access for students but graduating students that are career ready. We are also seeing that the proportion of students who have identified as having a disability increase steadily over the last five years. All of these points contribute to our access agenda, and providing meaningful education opportunities for all Ontarians.

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.

UOIT has an ambitious goal of amplifying its research excellence and impact with multidisciplinary, technology-enhanced approaches to scholarship and innovation. Faculty and student researchers continue to conduct fundamental research and seek creative solutions to challenges and engage industry and community partners at local, regional and global levels. While the measures tied to this priority area are constant, we have seen some initiatives that recognize and move forward our collaborative research agenda.

The following recent initiatives are driving research excellence and capacity, as well as partnerships:

- Automotive Centre of Excellence enhancement project saw \$28-million federal and provincial government investment to further enhance UOIT's capacity to support economic growth and competitiveness through research and development. This includes the Moving-Ground Plane initiative which retains manufacturing R&D in Ontario, creates an industry niche that attracts international companies and talent, addresses climate change and environmental priorities and supports research and innovation agendas while building on a core industry cluster;

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- Software and Informatics Research Centre received over \$13-million to create a leading hub to create scientific awareness and hands-on learning;
- Autonomous Vehicle Innovation Network (AVIN) received \$5M from Ontario Centres of Excellence to play a vital role in testing and simulating the advances of tomorrow.

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.

UOIT offers career-driven programs that provide graduates with the essential skills to gain employment. Our 6-month and 2-year employment rates are 85% and 94% respectively. Two years after graduation over 90% of our graduates, that are employed full-time, are in jobs that use skills developed during their UOIT program.

UOIT is an integral part of the Durham, Northumberland and GTA communities and continues to engage and expand on our community partnerships. Examples include:

- Futures Forum – annual conference open to the community. Futures Forum 2018 focus: energy and the environment
- OPG Open House
- Clarington Board of Trade – Energy Summit and Business Summit
- Town of Ajax – BizFest
- Town of Cobourg's Venture 13 Innovation Centre
- Region of Durham – Durham Smart Cities Forum
- STEM Outreach – Science Rendezvous, Let's Talk Science, summer/March break camps, Engineering outreach

Partnerships with external organizations – SMEs, large multinationals, community and service agencies is a priority for the university. To support and promote external partner engagement and interactions, the university has created a Partnership Office (a concierge service) and [Partners Portal](#). UOIT works with 400+ unique industry and community partners to enhance industry competitiveness, student learning and build stronger communities – as EL hosts, in collaborative research, in workforce upskilling and more.

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Attestation

University of Ontario Institute of Technology 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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University of Ontario Institute of Technology 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	80.3%	79.9%	81.0%	82.5%
34	Student Experience	Proportion of senior-year students with two High-Impact Practices (HIPs)	54.0%			56.7%
98	Student Experience	Average number of High Impact Practices (HIPs) per fourth-year student	1.8			1.8
71	Student Experience	Proportion of operating expenses on student services, net of student assistance	6.1%	6.6%	6.5%	6.6%
52	Innovation in Teaching and Learning Excellence	Graduation rate	64.3%	65.0%	60.4%	58.4%
41	Innovation in Teaching and Learning Excellence	Proportion of programs with explicit curriculum maps and articulation of learning outcomes	100.0%	100.0%	100.0%	100.0%
35	Innovation in Teaching and Learning Excellence	Composite score on NSSE question related to students' perceived gains in higher order learning outcomes	28			28.1
103	Access and Equity	Number of first generation students enrolled at institution	4,886	5,098	5,219	5,650
104	Access and Equity	Number of students with disabilities enrolled at institution	465	581	798	793
105	Access and Equity	Number of Indigenous students enrolled at institution	80	83	83	96
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	70.8%	72.3%	73.6%	77.1%
84	Access and Equity	Number of transfer applications	577	1,383		
107	Access and Equity	Number of transfer registrations	94	382		
48	Research Excellence and Impact	Number of papers per faculty member			1.2	
50	Research Excellence and Impact	Number of citations per paper			9.5	
97	Research Excellence and Impact	CIHR funding - share to total Ontario universities			0.1%	0.1%
96	Research Excellence and Impact	SSHRC funding - share to total Ontario universities			0.9%	1.0%
95	Research Excellence and Impact	NSERC funding - share to total Ontario universities			1.1%	1.1%
94	Research Excellence and Impact	Total Tri-Council funding - share to total Ontario universities			0.6%	0.6%
87	Innovation, Economic Development and Community Engagement	Of those graduates who are working full-time, what proportion are working in related jobs	89.0%	92.0%	89.0%	90.5%
1	Innovation, Economic Development and Community Engagement	Graduate employment rate 6 months	84.5%	85.6%	84.6%	84.6%
1	Innovation, Economic Development and Community Engagement	Graduate employment rate 2yr	96.2%	92.9%	94.3%	94.2%

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	Percentage of undergraduate students accessing peer support programs	To measure the percentage of undergraduate students engaging with peer supports on campus	Annual				28.0%	39.4%
2	Innovation in Teaching and Learning Excellence	Percentage of undergraduate e-learning courses (hybrid/online)	To measure the percentage of e-learning courses among all courses available	Annual			19.4%	20.5%	23.2%
3	Access and Equity	Number of college transfer registrants, as captured by UOIT	To measure the number of students that transfer to UOIT with a college background	Annual	369	592	684	652	679
4	Research Excellence and Impact (Univ)	Total sponsored Research	To measure the overall research activity through all sources at the institution.	Annual	\$10,562,000	\$9,820,000	\$9,677,000	\$10,084,000	\$11,335,000
5	Innovation in Teaching and Learning Excellence	Percentage of graduating students involved in a work integrated learning activity	To measure the percentage of the graduating student cohort that participated in a learning experience	Annual		70.7%	68.1%	54.4%	72.4%

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	6,186	6,543
		Total Eligible Student Headcount	8,404	8,488
71	Proportion of operating expenses on student services Table 6 COFO Financial Report	Total operating expenses (000s) (Cell L36)	\$147,156	\$153,843
		Student service expenses (000s) (Cell G36)	\$17,284	\$18,998
		Scholarships, bursaries (000s) (Cell G28)	\$7,690	\$8,903

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	\$201,572	\$232,637	\$117,943	\$552,152	\$184,051
		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	\$599,523	\$759,927	\$737,665	\$2,097,116	\$699,039
		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	\$2,831,007	\$3,567,414	\$3,278,912	\$9,677,332	\$3,225,777
		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	\$3,632,102	\$4,559,979	\$4,134,520	\$12,326,601	\$4,108,867
		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	3,974	3,329	3,302	2,899	1,505	15,009	
48	Number of papers per faculty member	Number of papers	264	260	300	368	385	1,577	315
		Number of faculty members					274		

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