LAURENTIAN 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

Located on the Robinson-Huron Treaty of 1850 territory, Laurentian University recognizes that we are on the traditional lands of the Atikameksheng Anishnawbek and Wahnapitae First Nations. Laurentian is committed to strengthening the foundation of knowledge in higher education and research in order to offer an outstanding university experience in English and French with a comprehensive approach to Indigenous education. Together with its federated partners, Laurentian University prepares leaders who bring innovative and intelligent solutions to local and global issues.

Laurentian University has the highest proportion of first generation post-secondary attendees in Ontario. It is also unique in having both a very high proportion of students who identify as being Indigenous (15%) and who study in French language programs (19%). These proportions have increased in recent years. This creates a very diverse student body and requires the University to provide appropriate supports for those students.

The 2018-2023 Strategic Plan contains many outcomes aimed specifically at the success of these populations. The five values included in the plan are:

- The North inspires us;
- Student success is our success;
- Teaching and learning define us;
- Curiosity drives our research; and
- Relationships are our priority.

Aspirations

Laurentian University articulated these five aspirations in its 2018-2023 Strategic Plan and will seek out collaborations, investments, and accomplishments that align with the following strengths.

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Strengths	Aspirations
Indigeneity	Laurentian University will be a leader in the process of reconciliation through transformative postsecondary education and research.
Francophone Cultures and Language	Laurentian University will be a catalyst for vibrant Francophone cultures and communities across Ontario and beyond.
Interdisciplinarity	Laurentian University will create interdisciplinary knowledge to offer compelling solutions for society's complex challenges.
Mining and Environmental Sustainability	Laurentian University's expertise in mining and environmental stewardship will drive knowledge creation, economic prosperity, and ecological sustainability, locally, nationally, and internationally.
Well-being	Laurentian University will provide innovative solutions to address particular health concerns and the general well-being of the North and its populations.

Priority Areas

1. Student Experience

Institutional Approach to Improving the Student Experience

Laurentian University has undertaken a series of measures to increase the Year 1 to Year 2 retention rate, which is now at 85.1%. One of these measures is the reorganization the Centre for Academic Excellence (CAE), which includes new student and faculty engagement units that provide additional pedagogical support.

The proportion of operating expenses for student services has grown to 7%. Laurentian has surpassed its target through the creation of a Learning Commons, where students can access tutoring and writing assistance. A new Peer Navigator program also pairs incoming students with upper-year students, in order to provide peer mentoring and increase student engagement.

Laurentian has observed a decrease in the proportion of fourth-year students with two High-Impact Practices, which is now at 51.2%. In order to reach its target, Laurentian has obtained philanthropic funding to hire a Special Advisor Leadership and Experiential Learning Work and has launched an initiative to integrate classroom learning with real-world experience.

Finally, the proportion of students who asked to withdraw from the University or their program has decreased by 22%, surpassing the 5% target for 2020. Academic Advisors in the CAE met one-on-one with more students, resulting in a higher percentage of students being redirected from withdrawing.

Additional information on the student experience can be found in the Laurentian University 2018-2023 Strategic Plan where one of the five themes is "Student Success is Our Success".

2. Innovation in Teaching and Learning Excellence

In 2017-2018, the CAE provided training to 36 faculty members regarding the incorporation of learning outcomes in the curriculum. Since July 2018, an additional 11 faculty members have received formal training. All-new course instructors receive guidance from an instructional designer when developing their online courses.

Through the activities of the CAE, faculty members are receiving increased mentorship to enhance their teaching, specifically in the areas of technology-enabled learning and integrating Indigenous

perspectives. Two faculty members were selected as Teaching Fellows to provide support such as facilitating workshops and individual consultation.

Laurentian University has observed a decrease in its graduation rate, which is now at 63.7%. In support of reaching our target of 65%, Laurentian has reorganized the CAE to support increased retention, developed leadership and experiential learning opportunities and improved support services and infrastructure dedicated to students.

The composite score on the National Survey of Student Engagement questions related to student's perceived gains in higher-order learning outcomes has slightly decreased and is now at 26.5%, which is 0.4% below our target. The above-noted support for improved teaching and experiential learning is also aimed at improving performance on this parameter.

Laurentian University does not currently measure the proportion of programs with explicit curriculum maps and articulation of learning outcomes but is developing a methodology to be able to track this metric.

For more information on the present theme, see the value "Teaching and Learning Define Us" of the Laurentian University 2018-2023 Strategic Plan.

3. Access and Equity

Laurentian University's student population is uniquely diversified. As mentioned in its 2018-2023 Strategic Plan, the institution is committed to promote and foster inclusion, acceptance, and respect for diversity.

In 2017-2018, Laurentian has successfully surpassed its target for increasing the student population of the following groups:

- Francophone students (1595 full-time students)
- Indigenous students (981 full-time students)

As expected, Laurentian's first generation post-secondary attendee population is tracking toward its prediction of 3,549 full-time students by 2020. There are currently 740 students registered with the Accessibility Office, which is likely an under-representation as a much larger number of students self-declare as having a disability.

Laurentian has substantially exceeded its target for the number of programs requiring credits in courses with Indigenous content, which is now at 57 programs. This increase is attributed to the Bachelor of Arts degree requirement for six credits of Indigenous Content. This course-content requirement is also being explored by programs in other Faculties.

More information on the theme of Access and Equity can be found in the Laurentian University 2018-2023 Strategic Plan under the values "Student Success is our Success", "Teaching and Learning Define Us" and "Relationships are Our Priority".

4. Research Excellence and Impact

In 2017-2018, Laurentian University maintained its funding targets received from the Tri-Council:

- CIHR funding (0.3% share of the total to Ontario universities)
  - In terms of achievements, Laurentian was awarded a $2.1M grant from the Health Systems Research Fund for a project entitled "Evidence to Action - integrating the voices of Aboriginal Children".
- SSHRC funding (0.8% share of the total to Ontario universities).
  - Laurentian has surpassed its goal of $400,000 in annual SSHRC funding, reaching $658,925.

- NSERC funding (1.2% share of the total to Ontario universities)

  - In terms of achievements, under Environment and Conservation, Laurentian received over $1.6M from the OCE and NSERC for a project entitled "Landscape carbon accumulation through reductions in emissions (L-CARE): developing brownfield management protocols for carbon sequestration and habitat use".

Tri-Council funding has nearly doubled since 2015-2016, largely due to funding from the Canada First Research Excellence Fund for two projects, Metal Earth and Canadian Particle Astrophysics Research Centre, and other significant increases in NSERC funding, especially for Collaborative Research and Development grants. For two consecutive years, Laurentian has been ranked #1 in Canada for research income in the undergraduate university category, according to Research InfoSource.

The institution has also maintained its number of research chairs, for a total of 18.

For more information on the research excellence theme, the Laurentian University 2018-2023 Strategic Plan contains a value entitled "Curiosity Drives Our Research".

5. Innovation, Economic Development and Community Engagement

Laurentian's graduate employment rate within six months of graduation is now at 92.2%, and the employment rate within two years of graduation is now at 96.1%. Laurentian University remains in the top 5 of Ontario universities for these categories.

The proportion of Laurentian graduates who are working full-time is now at 91.5%.

Laurentian University is engaged in several community, social and health development initiatives, including with Indigenous communities. Laurentian has received funding from the Canada First Research Excellence Fund and is collaborating with more than 12 mining companies in the region and all over Canada to become a leader in metal endowment research and a world-class innovator.

Laurentian has also launched a STEM education project with Indigenous communities. The institution is dedicated to its health research collaborations with the Northern Ontario School of Medicine, Health Science North, Thunder Bay Regional Health Sciences Centre and their research institutes.

Attestation

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

Please complete the contact information below.

Institutional Contact Name:	Dr. Serge Demers Interim Vice-President, Academic and Provost
Telephone:	705.675.1151 ext. 3900
Email:	sdemers@laurentian.ca
Completion Date:	January 16, 2019
Website address for posting ministry approved report:	Laurentian.ca/policies-accountability/sma-report-back

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

ID	Priority Area	Metric Name	2014-15	2015-16	2016-17	2017-18
8	Student Experience	Year 1 to Year 2 retention rate	84.4%	84.5%	82.6%	85.1%
34	Student Experience	Proportion of senior-year students with two High-Impact Practices (HIPs)	62.3%			51.2%
98	Student Experience	Average number of High Impact Practices (HIPs) per fourth-year student	2.0			1.7
71	Student Experience	Proportion of operating expenses on student services, net of student assistance	6.3%	6.1%	7.0%	6.7%
52	Innovation in Teaching and Learning Excellence	Graduation rate	66.8%	64.9%	68.2%	63.7%
41	Innovation in Teaching and Learning Excellence	Proportion of programs with explicit curriculum maps and articulation of learning outcomes				
35	Innovation in Teaching and Learning Excellence	Composite score on NSSE question related to students' perceived gains in higher order learning outcomes	26.9			26.5
103	Access and Equity	Number of first generation students enrolled at institution	3,538	3,660	3,500	3,321
104	Access and Equity	Number of students with disabilities enrolled at institution	690	848	628	740
105	Access and Equity	Number of Indigenous students enrolled at institution	717	786	808	981
106	Access and Equity	Number of French-language students enrolled at institution	1,390	1,436	1,517	1,595
36	Access and Equity	Share of OSAP recipients at an institution relative to its total number of eligible students	62.3%	59.7%	57.1%	61.5%
84	Access and Equity	Number of transfer applications	622	746		
107	Access and Equity	Number of transfer registrations	118	104		
48	Research Excellence and Impact	Number of papers per faculty member			0.7	
50	Research Excellence and Impact	Number of citations per paper			7.4	
97	Research Excellence and Impact	CIHR funding - share to total Ontario universities			0.3%	0.3%
96	Research Excellence and Impact	SSHRC funding - share to total Ontario universities			0.7%	0.8%
95	Research Excellence and Impact	NSERC funding - share to total Ontario universities			1.2%	1.2%
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	93.0%	92.0%	92.0%	91.5%
1	Innovation, Economic Development and Community Engagement	Graduate employment rate 6 months	93.9%	91.9%	93.7%	92.2%
1	Innovation, Economic Development and Community Engagement	Graduate employment rate 2yr	97.1%	95.0%	96.1%	96.1%

Grey-out cells: data not available

Institution-Specific Metrics

#	Priority Area	Metric Name	Objective of Metric	2016-17	2017-18
1	Student Experience	Number of students asked to withdraw from the University or their program	Monitor improvements in student success.	263	206
2	Innovation in Teaching and Learning Excellence	Capacity to implement learning outcomes in the curriculum at the course, program and degree level	Increase institutional capacity to create curricula that have a consistent outcome focus from the degree to course level.	8	36
3	Access and Equity	Number of programs requiring credits in courses with Indigenous content	Assess degree of indigenization of the curriculum.	6	57
4	Research Excellence and Impact (Univ)	Number of research chairs	Increase research capacity in strategic areas.	18	18
5	Innovation, Economic Development and Community Impact	Community, social and/or health development initiatives and collaborations	Increase our community engagement in strategic areas.		

Grey-out cells: data not available

Appendix 1. Data inputs required for calculation of selected system-wide metrics

Metric ID	Metric Name	Data inputs - for calculating metrics	2016-17	2017-18
36	Share of OSAP recipients at an institution relative to its total number of eligible students	Total OSAP Award Recipients	3,845	4,009
		Total Eligible Student Headcount	6,736	6,520
71	Proportion of operating expenses on student services Table 6 COFO Financial Report	Total operating expenses (000s) (Cell L36)	$159,895	$156,124
		Student service expenses (000s) (Cell G36)	$18,087	$18,021
		Scholarships, bursaries (000s) (Cell G28)	$6,905	$7,603

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	$693,288	$778,144	$1,058,000	$2,529,432	$843,144
		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	$465,351	$572,984	$516,693	$1,555,028	$518,343
		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	$3,109,860	$3,573,074	$3,594,689	$10,277,623	$3,425,874
		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	$4,268,499	$4,924,202	$5,169,382	$14,362,083	$4,787,361
		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	2,595	2,759	2,424	1,377	996	10,151	
48	Number of papers per faculty member	Number of papers	247	275	280	270	294	1,366	273
		Number of faculty members					378		

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 (including affiliates) and funds spent by the Network of Centres of Excellence (NCE) administrative centers hosted by universities, and excludes funding for research chairs, fellowships, scholarships, awards and prizes. Full list of exclusions is available at http://www.rsf-fsr.gc.ca/apply-demande/calculations-eng.aspx
96	SSHRC funding - share to total Ontario universities	Social Sciences and Humanities Research Council (SSHRC) funding received by university (including affiliates) and percentage in total SSHRC funding received by all Ontario universities in a given fiscal year	Research Support Program, The Tri-agency Institutional Programs Secretariat (TIPS)	Fiscal Year, 3-year rolling average, one-year slip. The 2017-18 metric value is based on the average for the period 2014-15 to 2016-17	Funding includes research grants received by universities and their affiliates from SSHRC and funds spent by the Network of Centres of Excellence (NCE) administrative centers hosted by universities, and excludes funding for research chairs, fellowships, scholarships, awards and prizes. Full list of exclusions is available at http://www.rsf-fsr.gc.ca/apply-demande/calculations-eng.aspx

ID	Metric Name	Description	Source	Reporting Period	Notes
94	Tri-Council funding - share to total Ontario universities	Tri-Council funding received by university (including affiliates) and percentage in total Tri-Council funding received by all Ontario universities in a given fiscal year	Research Support Program, The Tri-agency Institutional Programs Secretariat (TIPS)	Fiscal Year, 3-year rolling average, one-year slip. The 2017-18 metric value is based on the average for the period 2014-15 to 2016-17	Funding includes research grants received by universities and their affiliates from the three federal research granting agencies and funds spent by the Network of Centres of Excellence (NCE) administrative centers hosted by universities, and excludes funding for research chairs, fellowships, scholarships, awards and prizes. Full list of exclusions is available at http://www.rsf-fsr.gc.ca/apply-demande/calculations-eng.aspx
95	NSERC funding - share to total Ontario universities	Natural Science and Engineering Research Council (NSERC) funding received by university (including affiliates) and percentage in total NSERC funding received by all Ontario universities in a given fiscal year	Research Support Fund, The Tri-agency Institutional Programs Secretariat (TIPS)	Fiscal Year, 3-year rolling average, one-year slip. The 2017-18 metric value is based on the average for the period 2014-15 to 2016-17	Funding includes NSERC research grants received by universities and their affiliates and funds spent by the Network of Centres of Excellence (NCE) administrative centers hosted by universities, and excludes funding for research chairs, fellowships, scholarships, awards and prizes. Full list of exclusions is available at http://www.rsf-fsr.gc.ca/apply-demande/calculations-eng.aspx
87	Of those graduates who are working full-time, what proportion are working in related jobs	Percentage of university graduates in the labour force employed full-time in a job related to skills developed at university, two years after graduation	Ontario University Graduate Survey (OUGS)	Academic year when the Ontario University Graduate Survey (OUGS) is administered, e.g. 2017-18 data value reflects graduates from bachelor or first professional degree programs who graduated in calendar year 2015 and responded to the 2017-18 OUGS	Metric is based on the number of respondents employed in full-time jobs closely related or somewhat related to skills developed at university, and the total number of OUGS respondents employed in full-time jobs. The labour force includes persons who were employed or unemployed but looking for work
1	Graduate employment rates	Percentage of university graduates in the labour force employed six months and two years after graduation	Ontario University Graduate Survey (OUGS)	Academic year, when Ontario University Graduate Survey (OUGS) is administered, e.g. 2017-18 data value reflects graduates from bachelor or first professional degree programs who graduated in calendar year 2015 and responded to the 2017-18 OUGS	Graduate employment rates are based on the number of respondents in the labour force who were employed part-time, full-time or were offered a job, and the total number of OUGS respondents in the labour force. The labour force includes persons who were employed or unemployed but looking for work