SMA4 Technical Appendices

Signed Between

York University

and

Ministry of Colleges, Universities, Research Excellence and Security

Signed for and on behalf of the Ministry of Colleges, Universities, Research Excellence and Security by:

David Wai
Deputy Minister

July 2, 2025
Date

Signed for and on behalf of York University by:

Dr. Rhonda Lenton
President & Vice-Chancellor

June 27, 2025
Date

Appendix 1. Enrolment Corridor Adjustments

Corridor Ceiling: The ceiling will remain at 3% above the corridor midpoint and will be held constant for York University at 88,054.4 WGUs throughout the SMA4 cycle.

Corridor Floor: The corridor floor for SMA4 Year 1 (2025-26) will be lowered by institution's historical 5-year average STEM enrolment[1] lagged by one year and will be set for York University at 58,761 WGUs. In SMA4 Year 2 (2026-27), the corridor floor will be lowered by an updated rolling average of STEM enrolment [2] if the institution submits a domestic enrolment target and meets this target.

The corridor floor will revert to the SMA3 level in SMA Year 3 (2027-28) to Year 5 (2029-30).

York University	SMA3	SMA4				
	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
Corridor Ceiling	87,524.57	88,054.4	88,054.4	88,054.4	88,054.4	88,054.4
Corridor Midpoint	84,975.31	85,489.71	85,489.71	85,489.71	85,489.71	85,489.71
Corridor Floor	82,426.05	58,761	TBD	82,426.05	82,426.05	82,426.05
Enrolment Target (Headcount)		38,931				

Note: Institutions that do not establish domestic enrolment targets will not see their corridor floor adjusted in Year 2 (2026-27), reverting to the SMA3 corridor floor

The ministry will review the corridor and performance-based funding model prior to SMA4 Year 3 (2027-28) which may result in changes to the corridor midpoint level in 2027-28. If no changes are communicated as part of that review, the corridor midpoint, ceiling and floor will be extended through to 2029-30 as outlined above.

[1] For SMA4 Year 1 (2025-26) the relevant years for the Corridor STEM adjustment will be 2019-20 to 2023-24.
[2] For SMA4 Year 2 (2026-27) STEM enrolment rolling average will be based on 2020-21 to 2024-25.

Appendix 2. Performance-Based Funding and SMA4 Metrics

Performance-Based Funding in SMA4 is provided based on targets set for eight metrics in two priority areas:

- Student and Graduate Outcomes: 1) Graduate Employment Rate in a Related Field; 2) Graduation Rate; 3) Graduate Employment Earnings; and 4) Experiential Learning
- Community and Economic Outcomes: 5) Community/Local Impact; 6) Institutional Strength/Focus; 7) Investment and Innovation-Related; and 8) Institution-Specific.

These metrics are largely consistent with those used in SMA3, ensuring stability and predictability. They are also broad enough to recognize institutions' individual strengths and distinct mandates, as well as the role institutions play in their local communities and economies. Narratives below are intended to describe how the institution's activities and initiatives support metric performance.

Appendix 3a. Institutional Profile

The ministry recognizes the importance of supporting a differentiated system and building on institutional strengths to enhance efficiencies in the postsecondary education sector.

The Institutional Profile is intended to describe how an institution's mission and strategic goals support the priority areas of the Ontario government, as identified in this agreement.

York University's mandate is to leave no talent behind. We open doors of opportunity and social mobility by providing a broad demographic of students access to a high-quality, research-intensive university committed to the public good. Underpinning this vision are four pillars: **Access** reflects our commitment that every domestic student has the chance to pursue higher learning while attracting the brightest international minds, maximizing the **impact** in the lives of our students and ensuring Ontario's competitiveness. We strive for **excellence**, pushing the envelope of what is possible in our teaching and research. We believe in **connectedness**. We reach across boundaries and work across sectors to tackle urgent economic and social challenges.

York is the third-largest university in Canada with many programs ranked in the world's top 150 internationally and top 10 nationally (Rankings | Office of Institutional Planning and Analysis (OIPA). Over the next five years, we will continue to grow our program offerings in areas aligned with labour market demand and student interest. With a longstanding commitment to become more comprehensive, we continue to respond to areas of growing labour market demand with new programs like Biotechnology Management, Data Science, Digital Media, Engineering for Software Design, Financial Technologies, and Neuroscience and introduce new credentials to respond to emerging societal and economic needs. Markham will play a central role in shaping our future growth strategy, particularly in high-demand and digitally focused sectors.

With support from the Government of Ontario and clinical partners, York is planning a new School of Medicine designed to keep the people of Ontario healthier, longer. This medical school closes primary healthcare gaps in northern Toronto, York Region, and surrounding areas by training students to work in community-based, inter-professional teams. Leveraging AI and emerging technologies, it will deliver person-centered care, foster cross-disciplinary research, improve access and health outcomes for underserved populations.

Research intensification remains one of our top priorities. Our research income continues to exceed $100 million a year, and we are a recognized leader in multi-sector, collaborative research projects. For instance, *Connected Minds: Neural and Machine Systems for a Healthy, Just Society* is a groundbreaking initiative that explores the intersection of neuroscience, artificial intelligence, and society, addressing critical challenges such as mental health, inclusivity, and ethical AI

development. We are actively promoting the application of academic knowledge through a growing range of industry partnerships and commercialization supports.

Equally important is continued innovation in teaching and learning. Our School of Continuing Studies is developing new micro-credentials to meet emerging industry needs and help mid-career workers re-skill amid technological disruption. York University is also reimagining Arts and Sciences to offer more co-op placements and to foster 21st-century skills such as critical thinking, digital skills, communication, and teamwork.

Throughout SMA4, York University will advance its mission as a multi-campus urban university, emphasizing access to high-quality education for diverse students in a comprehensive range of in-demand programs. With three core campuses and several satellite locations within Ontario and abroad, York University is driving positive change on a large scale.

York University looks forward to working with the Government of Ontario to ensure that we continue to build the highly skilled, competitive workforce the province needs to position itself as a global leader while creating the knowledge and innovation that will support inclusive, prosperous and sustainable communities. We are committed to deepening our alignment with Ontario's strategic priorities and to playing a leading role in shaping a resilient and forward-looking postsecondary sector through 2030 and beyond.

Appendix 3b. Metric Narratives

Student and Graduate Outcomes

Metric Name: Graduate Employment Rate in a Related Field

Metric Definition: Proportion of domestic graduates employed full-time in jobs related to skills acquired in their program of study, two years after graduation
Data Source: Ontario University Graduate Survey (OUGS)
Narrative
York University is committed to ensuring graduates can articulate the relevance of their education to employers and successfully transition into their desired careers. A key priority is equipping students with the knowledge, experience, and transferable skills they need to thrive in a rapidly changing labor market. We focus on durable skills identified by employers as critical: communication, digital literacy, collaboration, ethical judgment, creativity, and problem-solving. These competencies ensure graduates are versatile and ready to succeed across multiple roles in their careers. To address Ontario's growing needs, we have expanded programs in health sciences, engineering, computer science, digital media, and business. Between 2018 and 2023, domestic STEM enrolments grew by 21%—from approximately 9,500 full-time equivalent students (FFTEs) to over 11,500. With additional grant funding reflecting

future growth plans, York can further accelerate growth by introducing and expanding STEM programs across all campuses. Over 80% of enrolments beyond the current funding corridor are projected to be in STEM disciplines, further supported by the establishment of the new School of Medicine, which will drive increased demand for STEM fields.

These initiatives reflect York's commitment to addressing high-demand fields while maintaining our strengths in the liberal arts, performing and fine arts, and professional studies such as law, business, and education. Interdisciplinarity remains a core value, ensuring STEM students gain meaningful exposure to arts and professional studies, fostering well-rounded graduates.

Experiential education is another pillar of our approach. By expanding partnerships with employers, industry, and community organizations across sectors, we are creating clear pathways from education to employment, empowering graduates to meet Ontario's evolving labor market needs.

Metric Name: Graduation Rate

Metric Definition: Proportion of domestic and international students who graduated within a certain period of time

Data Source: University Statistical Enrolment Report (USER)

Narrative

Access has been a cornerstone of York University's vision since its founding in 1959. We have worked to expand opportunities for students historically underrepresented in higher education, including those from disadvantaged socio-economic backgrounds, racialized communities, Indigenous communities, mature students, and students with disabilities.

Our commitment to access recognizes that not all students follow a traditional or expedited path to graduation. Many face financial challenges, work commitments, or family responsibilities, which can extend the time required to complete their degrees. To support these students, we offer flexible programming, academic services, and financial assistance. Over the past five years, we have awarded $181 million in scholarships and bursaries to help students succeed in their studies.

Nearly 60% of York's students receive financial aid through the Ontario Student Assistance Program (OSAP), underscoring our success in providing access to higher education for qualified students who might otherwise lack the means to attend university. To improve graduation rates, particularly for students from lower socio-economic backgrounds, York University has implemented a range of innovative supports and academic delivery options tailored to their needs. These include expanded peer mentoring through the YU START transition program, proactive academic advising, increased availability of online and blended courses to support part-time learners and working students, and targeted financial support through renewable bursaries. York has also leveraged AI innovation to support access and

student success through YU AURA (York University's Automated University Response Assistant), an award-winning no-code platform enabling staff and faculty to build custom AI tools. YU AURA enables around-the-clock support for students, helping them navigate academic and administrative systems more easily and efficiently.

Additional efforts, such as the First-Generation Student Initiative and the Black Excellence at York University (BE YU) program, are helping to address systemic barriers and close completion gaps. York remains committed to working with the Government of Ontario to align with provincial access policies and ensure programs like OSAP continue to advance equitable access to higher education. Through these collective efforts, we aim to help more students achieve their academic goals and graduate prepared for the future.

Metric Name: Graduate Employment Earnings

Metric Definition: Median employment earnings of domestic graduates, two years after graduation

Data Source: T1 Family File tax data and Postsecondary Student Information System (PSIS) (linked via Statistics Canada's Education and Labour Market Longitudinal Platform (ELMLP))

Narrative

York University is committed to supporting graduates as they transition from earning a credential to building meaningful careers. While employment outcomes depend on various economic factors and individual choices, we take every step to help students secure relevant employment and achieve their long-term goals.

Experiential learning plays a crucial role in this mission. Through co-ops, internships, service learning, and other high-impact work-integrated opportunities, students apply classroom knowledge to real-world settings, build professional networks, and gain valuable experience. Our goal is for every student, regardless of program, to participate in experiential learning during their degree.

York's new Digital Technologies program introduced in 2023 is Canada's first fully work-integrated degree program, establishing a new model to embed students directly into related employment from their first year of study. Working with industry partners, students combine 80% on-the-job learning with 20% academic study from the outset, with the help of specialized learning coaches to connect theory and practice from day one. York is now exploring ways to extend this embedded work-integrated model to other disciplines where employer partnerships and structured mentorship can enhance employability.

York's alumni network of over 385,000 worldwide is another key resource. In 2024, 350 individuals attended Level Up events on networking, entrepreneurship, personal branding, and job market insights, helping graduates' transition successfully from university to the workplace. Through these offerings and our growing global network, York continues to provide career-building support well beyond graduation.

Metric Name: Experiential Learning

Metric Definition: Proportion of domestic students who had experiential learning/work-integrated learning opportunities as part of their program of study
Data Source: Institutional Data
Narrative
Experiential education is a top priority for York University and a central component of our plan to meet the changing needs of students, Ontario, Canada and the world. High-impact and work-integrated learning supports our progress in many of the metrics identified in SMA4. By building talent pipelines for employers and community organizations, experiential education increases our community and economic impact. By connecting classroom learning with hands-on workplace experience, it also helps improve graduate employability and earning potential. Our RAY (Research at York) program allows us to create work-integrated learning opportunities through student participation in our research and creative activities. We have also created hundreds of student placements with start-up companies being supported by YSpace, our community accelerator in York Region, so that students can get early hands-on experience with an entrepreneurial venture. Given the clear benefits to our students and the communities we serve, our goal is for every student, regardless of program, to have access to high-quality experiential learning. Achieving this goal requires sustained investment in a broad continuum of work-integrated learning (WIL) opportunities that reflect the diversity of student needs, academic disciplines, and industry capacity. In addition to traditional placements and co-op models, York is expanding access to scalable and inclusive forms of WIL, such as community-based research, course-based consulting projects, and simulated work environments. For example, in a community-based research course, a local organization presents a real-world challenge to a class, and students work collaboratively to develop solutions, helping small- and medium-sized enterprises and non-profits engage with students in meaningful ways, even when they are unable to host individual placements. We are also advancing leading-edge models like our Digital Technologies program, which fully integrates academic learning with paid work in a degree-granting format. York is actively expanding this embedded approach across disciplines to ensure all students, especially those from equity-deserving groups, can gain the skills, experiences, and connections needed to thrive in today's evolving economy.

Community and Economic Outcomes

Metric Name: Institutional Strength/Focus

Metric Definition: Proportion of domestic enrolment in an institution's self-identified program area(s) of strength to the total institutional domestic enrolment

Area of Strength: Technology, health, engineering and applied sciences, and emerging fields such as physical sciences and interdisciplinary design.

Data Source: University Statistical Enrolment Report (USER)

Narrative

As York responds to the changing needs of students and the province, we anticipate building on our established strengths and pursuing continued growth in programs clustered around themes of technology, health, and entrepreneurship, across multiple disciplines.

We have identified **eight distinct areas of strength**, which are provided below based on the Classification of Instructional Programs (CIP) categories.

4: Architecture and Related Services
11: Computer and Information Sciences and Support Services
14: Engineering
15: Engineering Technologies and Engineering-Related Fields
26: Biological and Biomedical Sciences
31: Parks, Recreation, Leisure, Fitness, and Kinesiology Studies
40: Physical Sciences
51: Health Professions and Related Programs

These clusters are expected to drive significant enrolment growth in the coming years. Our new Markham Campus will further expand our capacity to meet the growing demand in these areas.

To support students aspiring to medical school or other health professions, we will broaden our offerings in health-related fields across the social sciences, humanities, and STEM disciplines. Inspired by successful programs at medical universities globally, these include Health and Society, Medical Humanities, Medical Anthropology, Health Communications, Biomedical Engineering, Business of Health, Arts Therapy & Well-being, and a variety of life and health sciences programs.

It is important to note that growth during SMA4 will not be limited to these clusters. York is well-positioned to lead innovations in emerging fields such as social sciences and humanities for the digital era, governance and management of artificial intelligence, and arts and design for the creative industries of the future. The integration of AI across programs and disciplines will be a key institutional priority, informing curriculum design, research, and skills development to ensure students are prepared for an AI-enabled future.

Metric Name: Community/Local Impact

Metric Definition: Proportion of domestic enrolment in the population of the city (cities)/town(s) in which the institution is located

Data Source: University Statistical Enrolment Report (USER)

Narrative

York University is dedicated to making a positive impact in the communities we serve. In six decades, we have grown into Ontario's second-largest university and a key anchor institution, driving economic and social development across Toronto, York Region, and Peel Region. York is a destination of choice for many students who commute from their family homes, and we take pride in graduating a significant number from our local area.

This strong connection to our surrounding communities is especially important as we look to the future. There is substantial and growing demand for postsecondary education in Ontario, including in high-growth areas such as Markham and York Region. Ministry of Finance projections indicate that the population of 18 to 24-year-olds—the age group most likely to attend PSE—is expected to increase by approximately 751,000 by 2046, driving a projected 45% growth in enrolment. At the same time, regional economic development is rapidly accelerating. Markham is emerging as a thriving hub for high-tech start-ups and multinational industry leaders. These dynamic enterprises require skilled talent to grow, and York is actively meeting this demand.

Established in 2017, YSpace serves as a hub for entrepreneurship, fostering connections between industry, community, and the University in Markham. Additionally, we host the Scholars Hub open education series in partnership with York Region Public Libraries. The new Markham Campus is inviting the community in by offering arts, entrepreneurship, and other programming to create a vibrant and ongoing conversation across the academy, industry, and civil society. York's new School of Medicine will further deepen our community impact. The school is intentionally structured to draw heavily from the local population, with an emphasis on recruiting students from underserved communities. Its mission is to train future doctors who will stay and practice in the communities from which they come, ultimately improving health outcomes and addressing persistent regional shortages in primary care.

York University's impact goes beyond supplying talent for the GTA; we play a critical role in addressing social and economic inequities through innovative education programs.

The Waaban Indigenous Teacher Education program, a partnership between York's Faculty of Education and the Toronto District School Board, prepares teachers to support First Nation, Métis, and Inuit students, families, and communities. Similarly, the Sanctuary Scholars program, offered by the Faculty of Liberal Arts & Professional Studies, provides academic bridging for students with precarious immigration status, helping them develop skills and access undergraduate degrees.

These programs reflect York's commitment to advancing equity and opening doors for vulnerable populations across the region.

Metric Name: Investment and Innovation Related – Total Sponsored Research Revenue

Metric Definition: All research activities and contract research funded from restricted sources such as government, private industry and donors.

Data Source: Council of Ontario Finance Officers (COFO) Annual Report, Table 2

Narrative

Over the past five years, we have made significant strides in advancing our research, scholarship, and creative activities, ensuring that our work not only contributes to Ontario's position as a global knowledge-economy leader but also addresses the pressing challenges of our time. We are proud to have achieved $119+ million in sponsored research revenue in 2024, a testament to our leadership in tackling global challenges through innovative, interdisciplinary research.

This success reflects the priorities outlined in our Strategic Research Plan 2023-2028: *Knowledge for the Future: From Creation and Discovery to Application*. This plan highlights our commitment to creating knowledge that drives positive change locally and globally. A signature example is *Connected Minds: Neural and Machine Systems for a Healthy and Just Society*, a $315 million federally funded project in which scholars and students from every one of York's Faculties are working with industry and community partners to develop socially responsible AI tools.

Looking to the future, we are prioritizing six areas of opportunity: digital cultures; healthy communities; Indigenous futurities; climate action; social justice; and inter- and transdisciplinary innovation. Key to this vision is the continued development of the Markham Campus, which focuses on transformative fields like AI, digital cultures, and fintech. We are expanding partnerships with industry, government, and non-profits to diversify funding, enhance knowledge mobilization, and expand entrepreneurship and commercialization. York is embedding the UN Sustainable Development Goals into our research agenda to address critical global issues.

To further advance research impact, we are increasing support for large-scale interdisciplinary projects and investing in cutting-edge infrastructure. Inclusive excellence remains central, ensuring our research ecosystem reflects and serves our diverse communities.

Through innovation, collaboration, and community engagement, we aim to surpass our current momentum in sponsored research revenue. York's Strategic Research Plan positions us as a leader in driving impactful research and fostering solutions that make a lasting difference globally.

Metric Name: Institution-Specific – Number of Start-up Ventures incubated and/or Supported by York University

Metric Definition: For-profit, non-profit, or social enterprises created by a student, faculty member, alumni, or community member that obtains mentorship,

education, or space from York University for a period of three months or equivalent.

Data Source: Institutional data

Narrative

No single data point can fully capture the broad economic benefits York brings to Ontario. These include employment, procurement, research, and innovation that support businesses, partnerships driving community economic development, and preparing students to succeed in a competitive knowledge economy. Together, these contributions enhance Ontario's prosperity, attract investors, and strengthen the provincial tax base.

York continues to advance its Anchor Institution and Community Benefits Framework, deepening connections and leveraging resources to build capacity, wealth, and economic opportunities. York was also one of the first Canadian universities to adopt a Social Procurement Policy, using its purchasing power to boost local economies. This policy creates jobs, apprenticeships, and training opportunities for individuals in nearby communities while expanding access to York's procurement for underrepresented businesses.

York prioritizes support for start-up ventures, including for-profit, non-profit, and social enterprises, as a measurable indicator of economic impact. To prepare students for technological disruption and a changing job market, York integrates entrepreneurialism and innovation into teaching and learning. This commitment aligns with our focus on experiential learning, as launching a start-up and bringing new ideas to market exemplifies high-impact educational practice.

This approach has yielded impressive results. Since 2016, start-ups supported by Innovation York have increased by 688%, from 52 to 410 in 2024–25. Our network of incubators and accelerators includes YSpace in Markham, YSpace in East Gwillimbury, the Bergeron Entrepreneurs in Science and Technology (BEST) program at the Lassonde School of Engineering, Schulich Start Ups at the Schulich School of Business, and Glendon's Entrepreneuriat et Innovation À L'international (GENIAL), extending support to the Francophone community. Over the past four years, YSpace start-ups have created 1,551 jobs, generated $262 million in revenue, and raised over $120 million in funding.

During SMA4, we aim to expand support for start-ups by strengthening entrepreneurial hubs and forming new industry partnerships to accelerate growth and innovation.

Appendix 4. STEM Accountabilities

Projections of Domestic STEM Enrolment

Below is York University's projection of domestic STEM enrolment over the SMA4 period as of June 2025.

York University	STEM Enrolment (Domestic Full-time Equivalent)					
	Preliminary	Projections				
	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
STEM	12,304	12,963	13,473	14,049	14,734	15,402

York University will strive to meet or exceed STEM enrolment as projected above.

2024-25 Corridor Recoveries One-time Suspension (if applicable)

For 2024-25, the ministry will suspend funding corridor recoveries for institutions that have fallen below their corridor floor. The funding is intended to be used to retain this level of STEM enrolment.

Accountability Requirements for Additional STEM WGUs

To ensure accountability for STEM funding, the ministry will monitor annually institutional data on STEM enrolment, number of STEM programs and STEM program graduate outcomes. The depth of report-backs required will be calibrated based on the amount of STEM funding received. Universities receiving less than $500,000 can provide higher-level report backs and may omit other elements identified below.

York University will be asked to review and add to data populated by the ministry through the SMA4 annual evaluation process, provide a narrative explanation of key trends related to STEM enrolments, programs, and labour market demand and attest on working with the ministry to develop and report on commercialization metrics through the SMA4 Annual Evaluation Process.

Institutional Data and Outcomes

To be populated by the Ministry

- STEM enrolment (count in FTEs and share of total)
- STEM programs (count and share of total)
- Employment Earnings of STEM domestic graduates two years after graduation
- Graduation Rate of STEM domestic graduates
- Graduate Employment Rate of STEM domestic graduates (two years after graduation)

To be populated by the University

- Experiential Learning in STEM programs

Narrative

Institutions will include an annual narrative with an explanation of how STEM funding supports the continued delivery or enhancement of STEM programs at the institution, such as maintaining enrolment and program offerings or providing more experiential learning (EL) opportunities. The narrative will include the following elements:

- The list and breakdown of the use of funds by expenditure categories to support STEM program costs: salaries and wages, student services, program delivery, equipment / supplies, communications, and technology / IT services. Unused funds that were not used to support STEM costs in these areas may be recovered by the ministry in the following year.
- If STEM enrolment is less than projected in a given SMA4 year or there is a reduction in STEM programming, the institution must provide an explanation and outline its plan to rebuild STEM enrolments.

Required only if allocation is above $500,000:

- Supporting information on STEM faculty/staff and STEM cost per student:
    - For example, STEM faculty and staff: number and share to total of full-time faculty and administrative staff in STEM program departments.
    - STEM program cost per student[3]: estimate of total, direct and indirect, costs per student to deliver STEM programs at the institution.

Attestation Related to Commercialization Metrics

Since 2023-24, the ministry has been requiring institutions to submit qualitative annual commercialization plans (ACPs) outlining their activities. Starting in 2025-26, reporting will shift to include a standard set of quantitative IP and commercialization metrics. To align the work being done on ACP system performance metrics with SMA4, encourage sector adoption of commercialization metrics and drive overall improvements for Commercialization and STEM programs, York University will commit annually to:

SMA4 Year 1 (2025-26) and Year 2 (2026-27): Engaging with the ministry, as called upon, to refine the ACP metrics and streamlining the list of commercialization metrics to a shortlist of common sector metrics that may be appropriate for inclusion as a performance-based funding in a future SMA cycle. Institutions will also attest to submitting their ACPs, meeting the expectation of the ministry for information and data requests and working to resolve data collection issues.

[3] Direct costs include at minimum instructional costs related to salaries, wages and benefits (for both academic and support staff such as lab technicians or teaching assistants) and other direct costs as deemed necessary (e.g., materials and supplies; furniture and equipment purchases). Indirect costs include the costs of space, student services, administration and other campus-wide costs. Methodology details will be confirmed during the SMA4 Annual Evaluation Process in further consultation with the sector.

Remaining years of SMA4: Attesting to reporting the agreed-upon commercialization metric(s) annually through the ACP.

Note that commercialization metrics will not be linked to funding in SMA4, unless an institution has chosen a commercialization metric as one of its 8 metrics tied to performance-based funding.

Failure to report on the STEM accountabilities elements as described above, may trigger a recovery of STEM funding by the ministry in the fiscal year following the Annual Evaluation process.

Appendix 5. Key Data Reporting and Attestations

For the duration of SMA4, five per cent of an institution's total operating grant will be linked to accountabilities and if any one element of the accountability requirements is not met, five per cent of total operating funding will be deducted. This deduction will operate on a slip-year such that if accountabilities are not met in 2025-26, for example, the funding reduction will take place in 2026-27.

This five per cent excludes time-limited funding and will be assessed annually as part of SMA4.

Data Reporting

York University will submit on time the following annual reports:

- Audited Enrolment Report by December 31 of each year
- Graduate Record File by February 15 of each year
- University Financial Accountability Framework: Due dates for risk rating reporting requirements following ministry memo released each year to all universities. Institutions will submit their responses within the timeline articulated in the ministry memo and the most recent financial accountability guidelines sent out to the sector.

The accountability relates to the fiscal year of submission, not the year of underlying data. For example, in SMA4 Year 1 (2025-26) the accountability will relate to the submission of audited enrolment for 2024-25 which is due on December 31, 2025.

Attestations

York University will attest annually on:

1. **Research Security**

SMA4 Year 1 (2025-26): As called upon, institution will attend meetings and collaborate with the ministry to develop the approach for institutional research security plans. Institutions will also submit disclosure of their international agreements as requested by the Ministry.

Remaining years for SMA4: Requirements for the annual attestation will be communicated to the sector each year in March in advance of the next fiscal.

2. **Efficiency Metrics**

SMA4 Year 1 (2025-26): Institutions will agree to engage with the ministry, as called upon, to develop efficiency metrics that use consistent and verifiable data and benchmarks that will help find efficiencies in the sector. The institutions also attest to

meeting expectations of information requests communicated, or to work with the ministry to resolve any issues with respect to data collection.

Remaining years for SMA4: Requirements for the annual attestation will be communicated to the sector each year in March in advance of the next fiscal.

3. **Skills and Competencies Assessment**

SMA4 Year 1 (2025-26): As called upon and in collaboration with MCURES, institution will participate in a sector Working Group related to scoping and developing an implementation approach for the skills and competencies assessment.

Remaining years for SMA4: Requirements for the annual attestation will be communicated to the sector each year in March in advance of the next fiscal.

The ministry will confirm attestation requirements through each Annual Evaluation cycle ahead of the next fiscal year.

Accountability requirements implementation will be monitored through Metric and Data Workbooks and will be confirmed by the institution during the SMA4 Annual Evaluation Process.

If an institution anticipates delays in submitting any of the reporting items, the institution must request an extension with a reason for delay and the institution's proposed new submission date by emailing the ministry contacts as listed in the technical manual, in advance of the deadline. Ministry approval of the extension is required.

Appendix 6. Projected Financial Information

Funding Envelope[4]	SMA4 Year 1 (2025-26)	SMA4 Year 2 (2026-27)	SMA4 Year 3 (2027-28)	SMA4 Year 4 (2028-29)	SMA4 Year 5 (2029-30)
1. Enrolment Envelope	$93,044,562	$93,044,562	$93,044,562	$93,044,562	$93,044,562
2. Performance-Based Grant[5]	$78,061,986	$78,061,986	$93,674,383	$109,286,780	$124,899,177
3. Differentiation Envelope (Remainder)[6]	$109,596,343	$109,596,343	$93,983,946	$78,371,549	$62,759,152
4. STEM Funding	$1,627,922	$1,627,922	$1,627,922	$1,627,922	$1,627,922
Total SMA-Related Funding (1+2+3+4)	$282,330,813	$282,330,813	$282,330,813	$282,330,813	$282,330,813

Performance-Based Grant At Risk[7]	$3,903,099	$3,903,099	$4,683,719	$5,464,339	$6,244,959
Accountability Funding At Risk[8]	$15,612,397	$15,612,397	$15,612,397	$15,612,397	$15,612,397

In addition to “SMA-related funding” the ministry also provides funding via Special Purpose Grants (SPGs) and the Postsecondary Education Sustainability Fund (PSESF).

[4]Further details on calculations are available in Ontario’s Performance-Based Funding Technical Manual. Funding data presented for SMA4 Years 1-5 are estimates based on the 2024-25 final operating grant totals. This table will be updated on the Ontario.ca Open Data portal. Updates in Years 3-5 will be based on a broader funding review, decisions on performance-based funding proportions, and metric performance. As the SMA-related funding does not include SPGs, the ministry holds these figures constant, for modelling purposes, based on the latest final operating grant totals.

[5]The Performance-Based Grant has been capped at the system-average annual proportion of 25% in SMA4 Year 1 and Year 2, with potential increase by 5% each year up to 40% in Year 5, pending a broader funding review ahead of Year 3.

[6] The Differentiation Envelope (Total) has been kept at the system-average proportion of 60% of total operating funding in SMA4 Year 1 and Year 2 (proportion for Years 3 to 5 pending broader funding review ahead of Year 3). The Differentiation Envelope (Remainder) in this table reflects Differentiation Envelope without the Performance-based Funding Grant.

[7]The total amount of performance-based grant at risk is five per cent of the total performance-based grant due to the Stop-Loss Mechanism, which caps metric losses at five per cent.

[8] Five per cent of an institution’s total operating funding would be clawed back if the institution does not meet all accountability requirements.

Appendix 7. Data, Targets, and Results

Metric	2025-26 APT	2025-26 Actual	2026-27 APT	2026-27 Actual	2027-28 APT	2027-28 Actual	2028-29 APT	2028-29 Actual	2029-30 APT	2029-30 Actual
Graduate Employment Rate in a Related Field	83.58%									
Graduation Rate	68.49%									
Graduate Employment Earnings	$54,472									
Experiential Learning	53.32%									
Community/ Local Impact	2.24%									
Institutional Strength/ Focus	32.33%									
Investment and Innovation Related	$104,985,477									
Institution-Specific	42									

Note: Data for 2025-26 APT may be updated as part of the Annual Evaluation Process, as the ministry continues working with the institutions on data validation. "2025-26 Actual" refers to the year in which the evaluation takes place and not (necessarily) the year of the data. Data for out-years will be updated on Ontario.ca and in the SMA4 Dashboard in Open SIMs every year after the completion of Annual Evaluation Process.

Appendix 8. Weighting Strategy

Metric	2025-26 Weighting (Min 5%, Max 25%)	2025-26 Notional Allocation	2026-27 Weighting (Min 5%, Max 25%)	2026-27 Notional Allocation	2027-28 Weighting (Min 5%, Max 25%)	2027-28 Notional Allocation	2028-29 Weighting (Min 5%, Max 25%)	2028-29 Notional Allocation	2029-30 Weighting (Min 5%, Max 25%)	2029-30 Notional Allocation
Graduate Employment Rate in a Related Field	5%	$3,903,099	%	$	%	$	%	$	%	$
Graduation Rate	5%	$3,903,099	%	$	%	$	%	$	%	$
Graduate Employment Earnings	5%	$3,903,099	%	$	%	$	%	$	%	$
Experiential Learning	25%	$19,515,496	%	$	%	$	%	$	%	$
Community/Local Impact	0%	$0	%	$	%	$	%	$	%	$
Institutional Strength/ Focus	20%	$15,612,397	%	$	%	$	%	$	%	$
Investment and Innovation Related	15%	$11,709,298	%	$	%	$	%	$	%	$
Institution-Specific	25%	$19,515,496	%	$	%	$	%	$	%	$

Note: This table includes weightings and notional allocations for 2025-26 only. Data for out-years will be updated on Ontario.ca every year after the completion of the Annual Evaluation Process.