An Overview of the Strategic Mandate Agreement Proposals Prepared by Ontario's Public Colleges and Universities

Online Learning Set to Expand and Become a Core Function

"Lifelong learning is like Venice; each island is beautiful, but the real wonder stands in the bridges."

- Walter Kugemann, MENON Network

In this quote, replace "lifelong learning" with "the postsecondary education sector" and it provides a succinct outline of the fundamental challenge facing every post-secondary sector – to nourish and enable innovation and development in institutions while at the same time strengthening and leveraging the connections between them.

In the context of the current economic downturn, this challenge is particularly acute for Ontario's post-secondary sector. The Government of Ontario has asked postsecondary educators to imagine new ways to meet the educational quality, flexibility and access needs of Ontarians.

In response to what the Ministry of Training, Colleges and Universities has outlined as a need for increasing capacity, affordability, and access through collaboration, technology, and innovation, for new and flexible approaches to learning and teaching, and for a renewed focus on productivity and sustainability, each college and university has submitted a proposed strategic mandate agreement comprising a differentiated mandate statement, an institutional vision, and three priority objectives.

Online courses and programs and the use of technology for learning are integral parts of the visions and objectives put forward by the institutions. Institutional collaboration, facilitation of credit transfer, the creation of programs and institutes focused on institutional, regional, and provincial strengths and development, and pedagogies more focused on experience, research, and entrepreneurship emerge as key themes of these proposals.

As Ontario's distance education and training network, Contact North | Contact Nord is particularly interested in the visions put forward in these documents of a post-secondary education system in which online, hybrid, and technology-enhanced learning are fully integrated. They usher in what will undoubtedly be a dynamic and fruitful sector wide conversation.

Contact North | Contact Nord is contributing to this public dialogue through this non-exhaustive analysis of the institutions' proposed priority objectives to highlight what we see as the key patterns related to educational access, flexibility, student success, and university and college cooperation – and the central role to be played by technology in the future of post-secondary education in Ontario.

The picture that emerges is full of promise.

Key features of the institutional responses to the request from MTCU for strategic mandate agreement proposals:

- goals in the mandates reflect the needs of a very diverse population and a massive geographical territory
- enhanced services and possibilities for specific populations, including Aboriginals and Francophones
- a planned rapid expansion of online and hybrid learning, as well as an increased use of technology for classroom-based learning
- a rapid deployment of emerging learning technologies, such as mobile learning, simulations and virtual worlds
- an expansion of credit transfer between and among colleges and universities, and within consortia
- pathways being opened to more rapid diploma and degree completion
- an enhanced focus on experiential learning, applied research and entrepreneurialism
- new programs and institutes to address regional and provincial needs
- an expansion of institutional collaboration and cooperation

Context

In order to maintain Ontario's position as one of the world's leading public post-secondary education systems, and in response to the challenges of increased access, higher quality and fiscal constraint, in August 2012 the Ministry of Training, Colleges and Universities requested that each post-secondary education institution in the province submit a strategic mandate agreement (SMA) proposal. Each institution was asked to provide a brief submission identifying three priority objectives, and a vision of how the institution plans to implement the objectives, using a template provided by the Ministry of Training, Colleges and Universities.

The documents submitted by each institution are available online

This first phase of the process kicks off what will most likely be a dynamic and wide-ranging sector-wide conversation during the next period fuelled by the spontaneous cross analysis of these 44 mandates that the management team of each Ontario public college and university and other stakeholder groups or associations are most likely doing to ascertain the overall directions that are emerging.

As Ontario's Distance Education & Training Network, Contact North | Contact Nord focuses its attached two summary charts on its core areas of activity – online and technology enabled learning, as well as other aspects of student access, flexibility, and support.

Contact North | Contact Nord's Board of Directors and management team are using the overall picture emerging from this cross analysis to determine how it can support colleges and university partners to achieve some of the goals outlined in their strategic mandate statements.

The charts focus on the priority objectives related to teaching and learning from each institution and the strategies to achieve them. It is important to note that some of the institutions highlighted initiatives that were already underway, while others looked exclusively to the future.

Although not comprehensive, the charts indicate a post-secondary sector with parallel and complementary objectives in areas such as the expansion of online learning and credit transfer, and clear points of differentiation in terms of specialization and the specific approaches to regional integration and service.

This overview attempts to represent the cohesion and the diversity in these strategic directions, with a particular focus on student-centred and online learning. It is impossible to convey the full scope and creativity of the proposals submitted by the institutions. We present the trends and a few examples.

Online/Blended/Technology-Enhanced Learning

Among the 21 universities submitting agreement proposals, 18 specifically mentioned plans for an increase in online and/or blended learning activities.

- Brock plans a significant expansion of online learning of 90 courses over three years.
- Ryerson highlighted its intention to develop 120 fully online courses a year for the next five years, and 75 courses for technology-enhanced delivery.
- Many universities mentioned the use of technology to re-design large first- and second-year courses, including Windsor that is looking to transform the experience with the use of online and mobile communications, e-books, and flexible approaches to course organization.
- York will focus on blended learning, but add to online and technology-enhanced options as well.

Among the 23 colleges submitting agreement proposals, 21 specifically mentioned plans for an increase in online and/or blended learning.

- Boréal is recommending the creation of a Flexible Learning Centre of Excellence to provide online and distributed delivery models, with all college programs incorporating some flexible options.
- Fanshawe is planning to implement a multi-year eLearning strategy.
- Humber has the intent to expand its online courses by 40 and online programs by two each year.
- La Cité outlines the implementation of a hybrid learning model, including learning objects, to be used throughout the college.
- Mohawk is looking to technology-enabled learning, with all programs having courses delivered in blended format by 2013, and the integration of mobile and personal devices and e-textbooks as the future strategy.

- Niagara plans an enhancement of education through the Canadian Food and Wine Institute with online resources and programs for students, professionals, and consumers.
- Northern outlines a broad proposal to redesign courses and programs, providing professional development and technological upgrades to support annual growth in online, blended, and mobile offerings.
- Seneca is looking at alternate delivery for high-demand programs with online and weekend in-class sessions.

Within the colleges, apprenticeships and trades programs received particular attention in terms of online learning. Cambrian is proposing the establishment of an eTrades initiative with online theory classes, paired with face-to-face labs, built around a modular approach for better access and completion.

Collaboration for online learning expansion is a consistent theme of the submissions.

- Centennial is considering a partnership with Athabasca University.
- Lambton wants to work with other colleges to design and launch one or two complete programs online, with one of them using a modular design.
- Sheridan is looking to lead a consortium of PSE institutions to develop a system-wide online content generator, piloting games and interactive modules for online courseware available system-wide.
- Waterloo expressed the intent to lead a consortium of regional universities to collaboratively develop online courses and resources.

In terms of technology, new ways of teaching, learning, delivery, assessment, accessing resources, and student support were outlined.

- Several institutions outlined a move to <u>mobile learning</u>, with Lambton presenting its intention of becoming a Mobile Learning College through the integration of technologies, online and hybrid courses, learning resources, and student support accessible through any device. Ontario College of Art and Design University (OCAD U) is looking to implement Mobile Test M+eLearning as a test bed and become a lead developer of mobile learning.
- <u>Open courseware</u> or open e-textbooks are part of the strategy of several institutions, with Waterloo proposing to become a lead institution for the development of open courseware in Canada and, within the framework of a proposed Ontario Institute for Digital Education, Algonquin launching an Ontario Open Education Resources Commons, open to all colleges and universities.
- Universities and colleges are both exploring or expanding the use of <u>e-portfolios</u>. La Cité, for instance, proposes to create digital portfolios from the LMS that would reflect both academic and workplace experience.
- <u>Social media</u> is particularly mentioned by Trent as a way, along with online learning, of delivering programming associated with its proposed Centre for Aging and Society.

- Durham has proposed three new apprenticeship programs supported by the development of <u>learning objects</u>.
- The use of <u>learning analytics</u> received attention in some of the proposals, with Waterloo looking at their potential to identify and better support at-risk students and Humber outlining their implementation.
- A few universities and colleges discussed the potential of <u>synchronous delivery</u>. For example, Confederation is in discussion with educational institutions in western Canada to create a national, inter-supportive network for synchronous, technology-enabled learning delivery.
- A few colleges and universities envision expansion in <u>virtual worlds</u> and simulations. Loyalist presents a proposal to become the Ontario Centre for Virtual Learning Technology.
- Toronto plans to explore the potential for offering for-credit foundational <u>Massive Open Online Courses</u> (MOOCs) to its students.

Many institutions are planning activities to strengthen pedagogical and technological support for faculty or to improve student support in learning. A Centre for Degree Completion at Centennial would integrate advanced practices in prior learning assessment and credit transfer with the use of social media, videoconferencing, and other technologies for information provision and student support. Lakehead has proposed the establishment of a Student Success Centre to provide services for students learning on-site or online.

If fully implemented as stated these proposals may usher a changed environment for students in Ontario – with a more accessible post-secondary system, using technology to extend and support all aspects of education.

Credit Transfer and Pathways

The mandate statements indicate a major thrust to improve student transfer of credits and mobility between colleges and universities and a move to establish more formal partnerships between universities, between colleges, and between universities and colleges. The aim is to remove barriers to student mobility and to accelerate the time to degree completion, without reducing quality.

Most of the universities have, or are proposing, some form of partnership arrangements with one or more Ontario colleges to facilitate credit transfer or to provide joint programs. Eleven universities specified concrete arrangements with colleges for articulated diploma-degree programs.

- Algoma for instance is partnering with five northern Anglophone colleges to deliver integrated diploma to degree programs, using online and blended learning, with joint college/university admission.
- Guelph has active partnerships with Humber, Conestoga, and Fanshawe and would like to expand this to include more college partners in work on bridge courses and foundation courses in key curricular areas.

Seven universities (Guelph, McMaster, Ottawa, Queen's, Toronto, Waterloo, and Western) have formed a consortium for mutual credit transfer. There are also several inter-university partnerships for collaborative degree programs: Algoma-Carleton; Laurentian-OCAD U; Carleton-Ottawa; University of Ontario Institute of Technology (UOIT)-Trent; Ryerson-York. In the latter case, York is piloting a program with Ryerson enabling students to take up to 24 credits at the other university.

Similarly most of the 23 colleges mentioned plans to ensure increased student mobility through joint degree programs and formal agreements for pathways with often specified Ontario universities.

- Algonquin and Carleton are putting forward the idea of a fully integrated model of college/university academic programming in sciences, technology, mathematics and other disciplines that could be scaled to the post-secondary education system in Ontario.
- Conestoga outlines the potential for wide interchangeability of courses and cross-disciplinary credentials across colleges, as well as with local universities, and the development of pathways to facilitate program and institutional change.
- Durham and UOIT are considering the creation of a college/university laddering system that would move students seamlessly from apprenticeship to PhD programs, structured around the use of outcomes-based learning models at both institutions.
- Georgian College is cooperating with Lakehead University on integrated degree/diploma credentials, student pathways and potential research initiatives.
- Seneca and Mohawk would look at credit transfer partnerships in their differentiated areas of expertise, as would Mohawk and Sheridan.
- St. Lawrence and Queen's are looking at opportunities for concurrent arts or science degrees and college diplomas.

Experiential Learning, Entrepreneurship and Applied Research

Most institutions proposed to introduce or strengthen pedagogical approaches related to experiential learning, applied research, and education for entrepreneurship, often in conjunction with online or hybrid learning.

One focus is clearly on experiential learning, which is specifically mentioned by most of the universities, and is often linked to community services, community engagement and co-op programs.

- Algoma and Brock both highlight the potential of service-based learning in the community.
- McMaster proposes to pilot an Experiential Learning Centre, featuring online and blended learning, community engagement, and mentorship.
- Ottawa plans to have 60% of students in experiential learning activities by 2016.
- Toronto aims to expand experiential opportunities in its urban science and aerospace programs.

- Trent is planning the construction of a leading edge Sustainable Community on Trent lands as a living laboratory of emerging technologies to provide experiential learning for students, and aims to collaborate on community development and research initiatives with Fleming, Durham, Algonquin, Loyalist, and UOIT.
- Western describes its expansion of experiential learning as incorporating increased study abroad, co-op placements and internships, and community service learning.

Experiential learning is a common goal for many colleges already, but in the mandate statements, several colleges specifically mentioned plans to increase experiential learning.

- Canadore wants all students to have an opportunity for experiential learning and/or applied research.
- Fleming is looking to place work-integrated learning at the centre of the curriculum so that all programs include a substantial component with accompanying standards and protocols for quality assurance.
- Georgian outlined the expansion of its experiential learning model to include internships, clinical placements, community service learning, international opportunities and applied research projects.
- Sault proposes to create a Centre for Life-Long Learning with opportunities for experiential learning in simulations and work places.

Developing entrepreneurship is also mentioned by several universities and colleges, often together with experiential learning.

- Algonquin Connects is outlined as a centralized mechanism for facilitating entrepreneurial thinking and community partnerships with work experience embedded in all programs.
- Centennial proposes to become a leading college in educating future entrepreneurs and innovators, with related learning outcomes in all programs.
- Ryerson outlines the addition of entrepreneurial zones in aerospace design, health, and social entrepreneurship, expanding the capacity of their 'zones' to 800, with 10% of graduates involved. In addition, experiential learning would be embedded as a defining component of university programs.
- The establishment of a virtual hospital to create a living lab for experiential learning and the development of best practices, as well as opportunities for applied research, is outlined by St. Lawrence.
- Windsor plans to include internship/experiential entrepreneurial experience in its joint degree-diploma program with St. Clair College.

Increasing attention to applied research for faculty and students is a goal of many colleges.

- A research and innovation strategy would be developed and integrated into all programs at Fanshawe.
- Niagara would enhance its applied research capacity, including course-based applied research in manufacturing technologies.

- Northern looks to the extension of applied research, work placements, and increased community engagement opportunities for learners.
- Universities, such as Western and Laurentian, want to increase research ties with industry that feed back into the classrooms.

Inquiry-based learning and/or learning aimed at enabling undergraduates to do research is mentioned by Lakehead and Nipissing, and Centennial wishes to strengthen its Centre of Entrepreneurship and Applied Research.

Several institutions mentioned outcome- based or competency-based learning.

- Humber wishes to launch the Ontario Centre of Excellence in Teaching and Learning Outcomes for system-wide training and faculty support.
- Wilfred Laurier is planning to undertake a 10-year study of the relative effectiveness of high-impact educational practices in achieving learning outcomes and student success.

These initiatives clearly indicate that Ontario's universities and colleges are strongly focused on developing the kind of skills needed in the 21st century.

New Programs and Institutes

Many of the universities and colleges outlined the creation of new institutes or centres making use of online learning and flexible approaches to delivery. Some of these have been mentioned above. In addition:

- Brock is looking to establish a number of trans disciplinary institutes in such areas as Advanced Bio-Manufacturing, Social Justice, and Lifespan Development.
- Carleton describes the potential of a Leadership Initiative on Regional Economic Prosperity and Sustainable Development with partners from post-secondary education, as well as the public, private, and community sectors as a model that could be scaled for application in other regions.
- Confederation would emphasize student support by establishing a Flexible Course Centre that would bring together all the supports for technology-enabled learning; this would be expanded to become the Virtual College Flexible Learning Centre.
- Durham will create a Centre for Food with student mobility, flexible learning and applied research, and a Media Incubation Center to be established with UOIT and Trent.
- Fleming will establish an Ontario Centre of Excellence in Environmental and Natural Resource Sciences, with a full slate of college specializations, pathways and degree completion opportunities and applied research.
- Guelph proposes an interdisciplinary School of Civil Society, with substantial portions of the learning taking place outside the classroom.
- Lakehead would create a Centre of Excellence in Mineral Exploration and Sustainable Mining Development and a Northern Policy Institute.

- Lambton will establish a Centre of Excellence in Energy and Bio-Technology, with industry-focused credentials, mobile hybrid and online learning, opportunities for Aboriginal students, and applied research and commercialization projects.
- McMaster will expand the mandate of its Centre for Leadership of Learning for pedagogical research and best practices.
- Ontario College of Art and Design University outlines a Centre for Information Visualization and Data Drive Design, a Strategic Innovation Lab, and an Inclusive Design Innovation Centre, all with partners from education and industry.
- Sault College will launch an Aboriginal Centre of Excellence with expanded post-secondary education offerings, transitional programming, Aboriginal curriculum content, in-community delivery, and online and distance education.
- Sheridan has proposed to establish a Centre of Excellence for Creative Innovation and a Global Business Innovation Hub, involving the not-for-profit sector, students, and faculty.

All institutions are planning to offer new programs, some of which have been mentioned above. In addition:

- Cambrian offers to lead the training needs for Ontario's mining and apprenticeship boom, including collaborative agreements for shared delivery between colleges with common trades and mining programs, including online learning for the theory components.
- Centennial College plans to develop three and four-year degree programs, with 20% of courses in online or hybrid, increasing to 50%.
- Durham College will introduce three new apprenticeship programs with technology-enabled learning objects.
- Nipissing proposes expansion across its offerings with new cross-disciplinary degrees, eight new master's and two new doctoral programs, and new and expanded continuing education and post- degree studies.
- Waterloo is to expand graduate offerings and enrolment in online graduate programs.

Many of the proposed programs highlight transferability between colleges and universities, and incorporate online learning to extend access.

New Models of Delivery and Enrollment

Every college and university has included plans for new models of program delivery, assessment, access and enrolment in their proposals. They emphasize a response to student needs for flexibility, transferability, support, and success.

Program Delivery

Several universities and colleges are looking at ways to enable students either to graduate more quickly or to enable more flexibility in graduation.

- Conestoga is experimenting with continuous intake with year-round offerings and modular delivery.
- Humber is aiming to become a polytechnic, with industry-focused three-year, four-year and master's degrees.
- Ottawa is exploring the development of three-year baccalaureate degrees.
- Queen's is introducing a graduate certificate program that requires a three-year bachelor's and work experience and allows progress to a master's program.
- Sault proposes to re-organize and compress delivery for two and three-year courses, built around learning outcomes.
- Seneca would offer students the opportunity to create truly customized learning plans with increased access to course offerings throughout the school year, and with online and hybrid delivery options.
- Waterloo is looking at a modular design for learning to allow students to assess knowledge and skills and compress time for degree completion.

Several other universities and colleges also mentioned moving to year-round teaching or adding/expanding a summer semester.

- Durham plans to introduce more compressed courses with two years of study delivered in one year, increasing year-round intake and hybrid delivery.
- Hearst is planning to offer all courses in three week intensive blocks.
- Mohawk is looking to develop opportunities for students to set their own pace by offering fast-track, slow-track, and in and out options.
- York expresses a commitment to year-round, full- and part-time learning, with enhanced summer offerings.

Assessment

Other universities and colleges are planning, or planning to expand, opportunities for prior learning assessment, e.g. McMaster, Nipissing and Ryerson universities, and Algonquin, Centennial, Loyalist and La Cité colleges.

- Canadore outlines broad possibilities with diploma and degree pathways that recognize prior learning and offer cooperative pathways with other colleges, universities, and private sector involvement.
- Loyalist outlines the extension of prior learning assessment across the college by refining a portfolio-based assessment process constructed around learning objectives and incorporating an evidence-based, self-evaluation framework.
- Ryerson is developing special entry programs for first generation students, Aboriginals, students with disabilities, and internationally educated students, and is experimenting with open entry for its digital literacy program.

Two particular populations – Aboriginal and Francophones – were of particular interest and concern for the colleges and universities.

Francophone programs

Both universities and colleges expressed a focus on increasing/improving Francophone programs, all of them planning to use online learning for this purpose as well as classroom teaching.

- Boréal proposes to be the designated institution for the development of French-language post-secondary education in Central-Southwestern Ontario.
- Hearst plans to use interactive online delivery to improve access for the Francophone community in Northern Ontario.
- La Cité would use hybrid learning to help support the social, cultural, and economic development of the Franco-Ontarian community.
- Laurentian University is planning to expand (in collaboration with local institutions) delivery of its Francophone programs into central and Southwestern Ontario.
- Northern Ontario School of Medicine is looking to improve community engagement with the Francophone community.
- Ottawa plans to have 85% of its programs in both English and French by 2020.

Aboriginal education

A number of universities and colleges are intending to offer programs for Aboriginals or on Aboriginal studies.

- Algoma is planning to use online learning to facilitate delivery of programs into remote Aboriginal communities.
- George Brown is planning to expand student access with remediation and community programs and training for urban Aboriginal youth.
- Georgian plans to offer an advanced engagement initiative focused on first-year students from underrepresented populations, including first generation Aboriginal students.
- Lambton plans to increase the number of Aboriginal students served and their success.
- Mohawk is going to offer innovative access programming for vulnerable youth and Aboriginals.
- Nipissing is planning to combine online learning with onsite delivery to remote Aboriginal communities.
- Northern plans to incorporate Aboriginal traditional knowledge in curricula for all students.

Five common elements

This brief, and by its very nature, incomplete summary indicates the range and depth of innovative strategies for teaching and learning coming from the province's public universities and colleges.

Across all these very diverse institutions, we can see five common elements emerging from the mandate statements:

1. Specific educational goals related to the needs of local communities;
2. More choice and flexibility for learners;
3. Greater co-operation and collaboration between the provincial post-secondary institutions;
4. Increased innovation in teaching and better learning outcomes as a result;
5. An expectation of greater productivity: more and better learning for each dollar invested.

Online and hybrid learning seem set to expand rapidly on an already extensive base, and perhaps more significantly, online learning is becoming a core function and competency of nearly all public post-secondary institutions in the province. Online learning is no longer something that exists on the periphery of the organization.

As well, the institutions in the province are moving rapidly to break down some of the organizational barriers that have hampered student mobility and flexibility in the past. Most of the colleges and universities are entering into formal agreements to facilitate credit transfer, to provide pathways that enable students to increase their level of education and widen their choice. Institutions are looking at ways to accelerate time to degree or diploma completion while maintaining quality, through innovative modular options, prior learning assessment, year-round programming, and several other innovative practices.

These moves towards greater flexibility in program delivery, shorter time to qualification, and more choice will inevitably lead to greater productivity gains, getting more return on the funds invested in the province's public post-secondary system.

This analysis could not capture in full the diverse nature of the goals and mandates of the institutions, which range from the very large research universities to small colleges deeply connected to their local communities. Some of the institutions serve mainly large urban or suburban populations; others serve remote and sparsely populated communities over a very large geographical area. Some focus on Francophones; others on Aboriginal education.

A commitment to change, new technology and methodologies

The overall picture that is emerging from this cross analysis of the mandate statements is that of a post-secondary sector which is signaling a commitment to change and adapt to the times, new technology and methodologies, the needs of Ontario residents, and the competition.

We already have one of the most innovative and productive systems in the world and it is in many ways poised to go to new levels and outcomes.

Appendix 1:
Summary of the Strategic Mandate Agreement Proposals
COLLEGES

	Mandate Statement	Online/ Blended / Technology-Enhanced Learning-	Credit Transfer / Pathways	Experiential Learning / Applied Research / Entrepreneurship	New Programs / Specializations/ Institutes / Credentials	New Models of Delivery / Assessment/ Access / Enrolment	Inter-institutional Collaboration	Community/ Regional Development/ Industry and Business Collaboration	Capacity Growth / National / International
Algonquin	Empowers the community it serves by providing highly flexible, engaging and accessible applied education and training built on informed program choices and smart investments in technology, pedagogy and professional development delivering the best combination of face-to-face, online and hybrid modalities.	Create an Ontario Institute for Digital Education for all PSE focused on analysis, advocacy, community building, professional development, digital textbooks and electronic resources and cost-saving collaboration Launch an Ontario Open Education Resources Commons By 2015, all full-time Algonquin students will be enrolled in mobile learning programs.	Lobby for mandated credit transfer Expand the number of transfer students by 50% over the next three years- working with Carleton University, the University of Ottawa, La Cité collégiale, Trent University and others.	Launch Algonquin Connects as centralized mechanism for facilitating entrepreneurial thinking and community partnerships with work experience embedded in all programs Applied research and innovation as part of 25% of programs Test different PLAR approaches,	Ontario Institute for Digital Education Ontario Open Education Resource Commons Advocate for Algonquin Centre for Health and Wellness	Develop an initial business model for, and serve as implementation partner for, Ontario Online Institute Core and high enrollment courses converted to competency-based learning units for students to take as courses or independently	Launch Ontario Open Education Resource Commons, allowing educators in systems to use and contribute educational resources Make Course Outline Management and Mapping System available to all Ontario Colleges to map courses for credit transfer, and streamline PLAR processes.	Work with technology companies on model for Ontario Online Institute Plan to collaborate with leading-edge technology companies, based on a shared services model	
Boréal	Postsecondary college institution and vital community development organization to produce a highly skilled, bilingual labour force fully engaged in the French-speaking community and contributing to the economic, social, and cultural vitality of the province and the country.	Create a Flexible Learning Centre of Excellence to provide online and distributed delivery models, with all college programs incorporating some flexible options Lead in use of techno-pedagogical tools in classroom	Develop pre-university and pre-college pathways Negotiate articulation agreements with provincial, national, and international universities Examine potential for all two-year programs to be articulated with a university		Be the designated institution for the development of French-language PSE in Central-Southwestern Ontario Offer two bachelor programs in Toronto with Laurentian	Adapt current offerings to align with 2+2 in collaboration with universities Develop a three-year baccalaureate strategy and adapt three-year programs to degrees. Develop 14 potential programs for labour market in Central-SW Ontario	Create a PSE Francophone milieu in Toronto in collaboration with bilingual universities	Enhance role as community development organization.	Position as flexible learning delivery agent for French-language program for ON and CA with partners

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Cambrian	To prepare learners for a quickly evolving economic, technological, and social environment through innovative delivery and programs that inspire; year-round, experiential and lifelong learning; partnerships with other organizations; and an entrepreneurial attitude, while being cost-effective, recognizing the special and unique needs of the north.	Launch eTrades initiative with online/virtual theory and face-to-face labs for apprenticeships, using modular approach Create Flex Learning options for all programs, leveraging in-house skills, Contact North and OntarioLearn, with online delivery focused on graduate certificates and third-year technology programs			Leading the training of Ontario's mining and apprenticeship boom	Collaborative approach to delivery of three-year degrees	Collaboration agreements for shared delivery between colleges with common trades/mining programs with virtual delivery of theory and in-community labs	Leverage industry relationships to increase research capacity such as a Chair in Mining and Applied Research	
Canadore	Learner-focused, educating and training individuals to compete globally; connects people, education and employment; focus on flexible, applied and experiential learning; emphasize student success; provide credentials at all levels; driver of regional economic development; innovative leader in flexible delivery.	Expand choice of flexible delivery to all programs Maximize use of educational technologies	Enhance pathways to achieve credentials, expanded internally and with other PSE institutions provincially, nationally, and internationally Develop degrees and degree pathways recognizing previous learning with model for cooperative student pathways with colleges, universities, and private sector.	All students to have opportunity for experiential learning and/or applied research	Adopt an "earn and learn" model focused on how well college delivers on industry, government, and student outcomes, instead of graduation	Collaborative and three-year degrees developed Align programs, services, and activities to meet needs of First Nations, those seeking new careers, part-time and international students	Develop collaborative degrees Shared service model with Nipissing on shared campus site.	Intertwine college and community	

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Centennial	Leaders in quality, innovative postsecondary education that is industry relevant, evidence-based, practice-focused and entrepreneurial.	Establish Centre for Degree Completion as hub for information, support for degree completion, with social media, videoconferencing, Skype, web chats for info. Exploit distance learning for degrees with online institutions worldwide	Centre for Degree Completion to integrate advanced use of PLAR and credit transfer; provide information on degree courses, pathways, PLAR, articulation agreements and credit transfer processes	Leading college in educating future entrepreneurs and innovators, with related learning outcomes in all programs Make Centre of Entrepreneurship and Applied Research and Innovative Centre more financially viable	Develop Aerospace Campus at Downsview to include experiential learning and partnerships with business, community and PSE institutions Set up the Innovation Storefront in which students from all 8 Schools work together to provide innovative solutions for local businesses	Three and four- year degree programs, with 20% of courses in online or hybrid, increasing to 50% Centre for Degree Completion to serve internationally trained immigrants	Exploring partnership with Athabasca	The Innovation Storefront to support local business Centennial Aerospace Campus	
Conestoga	World-class institution for polytechnic education; leader in applied learning and solutions-based research; will provide a full-range of programming including a college-based pre-university component and interconnected pathways to promote greater access and student success.	Accelerate technology-enabled learning and delivery with focus on simulations Increase access to online undergrad electives with Guelph Enhance support for student success with virtual online learning community	Increase interchangeability of courses and cross-disciplinary credentials across colleges and with local universities Improve pathways for program/ institutional change		Accelerate the development of industry-focused Centres of Excellence and innovation in Healthy Communities, Food Innovation, Engineering and IT, and Apprentices and Trades	Serve traditionally underserved and at-risk groups Improved access through common courses; continuous intake with year-round offerings; modular delivery	Shared space and programs, cooperation with Laurier, Waterloo, and Guelph	Enhance partnerships with industry, universities and region.	

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Confederation	Comprehensive access institution serving northwestern Ontario with nine campuses and delivery to over 60 communities through hybrid learning and networks. Enriches lives through learning and is supporting learners and their communities to take advantage of economic expansion in ways that suits students – on campus, at home, and at job sites	Expand Virtual College using technology-enabled learning in southern and eastern Ontario communities using Contact North centres Develop Flexible Course Centre with all supports for technology-enabled learning in one place; followed by Virtual College Flexible Learning Centre	Expand student pathways with Lakehead to integrate curricula for joint degree-diploma graduation	Discussions with Lakehead on applied research initiatives	Collaborate with Boréal, Northern and Fleming on environmental and natural resources programming	26 new and reconfigured programs in process or planning for next three years Collaborate with six northern colleges for delivering and sharing programs across the north	In discussion with educational institutions in western Canada to create a national, inter-supportive network for synchronous technology-enabled learning delivery Discussions with Lakehead on shared library, IT and other infrastructure and co-teaching with faculty	Integrate learning in support of social innovation, economic and community capacity and development across the northwest	
Durham	Student experience comes first. Durham College will firmly establish itself as the absolute first choice for student experience, support, mobility, and access.	Revitalize space to give access to technology in classrooms Increase hybrid programs, learning object development and share as part of partnerships with colleges	College-university laddering with UOIT to move students seamlessly from apprenticeship to PhD, based on outcomes-based learning models at both institutions All diploma and advance diploma to have path to UOIT degree and have more UOIT grads pursuing college credentials Establish 5 international articulation agreements, providing students with international experience	Expand Global Classroom to create new experiential learning opportunities for students	Establish leadership in skills training Introduce three new Apprenticeship programs with technology enabled learning objects Joint proposal with UOIT for health services centre with other partners Create Centre for Food with student mobility, flexible learning and applied research Media Incubation Center established with UOIT and Trent	Convert carefully chosen three-year diplomas to degrees, with Ontario College Quality Assurance Service designing and recommending model for system of degree approvals Introduce more compressed courses with two years of study delivered in one year, increasing year-round intake and hybrid delivery	Establish formal partnerships with Ontario colleges to share curriculum, learning objects, and other areas for efficiencies and savings	Local partnerships, including co-op terms in 15% of programs Establish Durham Learning and Business Innovation Park for jobs and access to PSE, with Trent	

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Fanshawe	Have a tangible, visible community impact locally, nationally and internationally by offering programs, services and supports with distinction; providing accessible, flexible and seamless educational pathways and transferability; and meeting the needs of communities for educated and trained workers and citizens.	Implementation of a multi-year eLearning strategy Introduce new interactive equipment/ hardware over next few years.	Leadership role in pathways for students – articulation, laddering, and bridging	Develop research and innovation strategy ensuring they are introduced in all pro-grams	Drive for differentiated status to allow for delivery of more industry-driven degree programs	Implementation of objective and measurable tools to evaluate new and existing programs Leadership role in international recruitment, student success and retention strategies, co-operative education and apprenticeship programs			
Fleming	Priority objectives highlight innovation in learning, differentiation in programming and productivity models to improve service and performance			Work-integrated learning at centre of curriculum with all programs having sub-stantial component, with standards and protocols Expansion of com-munity-based educa-tional opportunities Increased research with Trent on water/ water quality and healthy aging	Collaborate with Boréal, Northern and Confederation on environmental and natural resources programming Establish Ontario Centre of Excellence in Environmental and Natural Resource Sciences, with a full slate of college specializations, pathways and degree completion opportunities and applied research	Fleming and Trent to expand and enrich degree completion programs and pathways	College partnerships for credit transfer, research, program development and sharing	Regional responsiveness built into programs and services	

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George Brown	Focused on applied education to prepare students for future employment in key sectors of expertise linked to Toronto's economy. Students are lifelong learners to whom we offer pathways from upgrading to degrees with a strong emphasis on experiential learning.	Flexible delivery models in 25% of full-time courses over next three years – online, hybrid, web-enhanced engagement and mobile options One portal for students to manage their educational requirements and needs Leverage technology and innovation with rich learning environment for engagement	Academic partnerships for credit transfer, articulations	Experiential learning goal of field education experience in 100% of qualified programs by 2015 Applied research with industry partners	Establish Centre of Applied Design and Innovation with OCAD U Partnership of complementary faculties with Ryerson in engineering for innovation and city building	Supports three-year degrees for colleges Expand summer programming Expand student access with remediation and community programs and training for immigrants and urban Aboriginal youth Expand interprofessional education	Smarter use of existing resources across college system by using areas of existing specialization rather than expanding to new colleges Partnerships for joint programming, joint research and shared services	Revitalize downtown Toronto Applied research with industry partners Build more community partnerships to address systemic and individual barriers to education	Internationalize programs and partners Internationalize programs and partners
Georgian	Advance reputation as a college focused on entrepreneurship by cascading principles into every facet of the college. Provide all graduates with comprehensive skills to increase productivity, innovation, and sustainability in market-oriented careers.	Increase online by 10% annually to a target of 30% of all courses online by 2020 – with comprehensive professional development Establish videoconferencing and leverage technology to increase access in seven communities in college footprint	Create a one-stop approach to college, university, and college-university programs in central Ontario Cooperation with Lakehead on integrated degree/diploma credentials, student pathways and potential research initiatives	Incorporate common entrepreneurship learning outcomes in all programs Expand experiential model to include internships, clinical placements, community service learning, international opportunities and applied research projects	Launch new diploma and graduate certificates in Entrepreneurship education, with research and internship programs, business coaching and mentorship, and partner with Aboriginal communities for specialized programs and courses	Advanced engagement initiative focused on first-year students from underrepresented populations, including Aboriginals, first-generation learners, and students with disabilities	Partner with Ontario colleges to streamline transfer from apprenticeship to college and from college to college		

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Humber	Humber offers the most comprehensive range of credentials, programs and services; seamless pathways and collaborative partnerships to enhance student choice and mobility; and teaching and learning excellence; and innovative use of technology.	Every program to have at least one course available online and students in all programs have opportunity to take general education courses online or in-class Offer online degree courses to students at other colleges and universities Expand online courses developed and offered by 40 a year and online programs by two a year. Implement learning analytics software	Implement dual credit options enhance curriculum alignment and ease student mobility between colleges Be the partner of choice for college students interested in degree completion, with seamless and promoted pathway options		Launch the Ontario Centre of Excellence in Teaching and Learning Outcomes for system-wide training and faculty support Expand initiatives to support institutional and faculty understanding of the impact of teaching and "deep learning" strategies on student outcomes and success Formalize a differentiated mandate as Humber Polytechnic	Add 10 four-year degree programs Develop new industry-focused programs in all credentials, including three-year degrees and master's degrees Flexibility through online and summer session course offerings Every graduating student to complete capstone course or developmental portfolio to demonstrate key competencies	Plan to share new degree curriculum with college system Expand on collaboration with Guelph-Humber		
La Cité	Offer a customized learning process and applied training focused on student's creativity and commitment so able to participate in growth of Francophone community and region. Support the social, cultural, and economic development of the Franco-Ontarian community.	Hybrid learning model used throughout college, including learning objects		Provide a fairer and easier PLAR Create digital portfolios from LMS to reflect academic and workplace experience	Systematic, in-depth analysis of all programs of study, including interdisciplinary activities	Programs of study broken down into smaller learning units with assigned learning outcomes. Perform customized tracking of student progress	Collaboration with U of Ottawa- sharing best practice Collaboration with Algonquin for program development and service sharing		

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Lambton	Provide a breadth of programming and a full suite of credentials to three-year degrees, leading to a variety of educational pathways	Establish Mobile Learning College with integration of technologies, online learning, hybrid delivery, learning resources, student supports, accessible curriculum through any device Integrate mobile learning in whole or in part onto 100% of programs, with target of 10 hybrid programs and 30% of courses hybrid or online by 2016		ePortfolio implemented in next 3 years for experiential learning, volunteer activities, awards and achievements to complement transcript	Establish Centre of Excellence in Energy and Bio-Technology, with industry-focused credentials; mobile hybrid and online learning; opportunities for Aboriginal students; applied research and commercialization projects Set up Fire and Public Safety Centre of Excellence with new diplomas and degrees, international training and accreditation, training on First Nation sites	Propose three-year degrees with common first-year curriculum for all three-year programs	Collaboration with colleges to design and launch one or two online programs; at least one to be modularized, and develop 10 new programs for online learning		
Loyalist	Commitment to integrate key values into all operations, focusing on success of learners, staff, and community. Act with respect, integrity, transparency, commitment to excellence, innovation, responsibility/ accountability, sustainable stewardship of economic, human, and environmental resources, and responsiveness and flexibility	Become Ontario Centre for Virtual Learning Technology Create a mobile version of proprietary Virtual Learning Environment Support access and opportunity though online learning		Increase PLAR across college by refining a portfolio-based assessment process constructed around learning objectives using an evidence-based, self-evaluation framework		Move to create three-year degrees Increase the number of Aboriginal students served and their success	Partnership with Trent	Develop virtual learning modules to create a new economic cluster in region	

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Mohawk	Opening Ontario's first specialized Institute of Health and Technology, serve the western Greater Golden Horseshoe by providing apprenticeships, certificate, diploma and degree programs in health and technology, buttressed by hands-on research experience in the same fields	Lead modernization of apprenticeship certification with educational modules, blended and online delivery Technology-enabled learning with all programs delivered in blended format by 2013, with integration of mobile and personal devices, and formatted e-textbooks		Enable apprenticeships to complete portions of their workplace hours by expanding in-school component to include real-world, living lab work experiences and co-op placements Enhance applied research within health and technology	Establish Mohawk Institute of Health and Technology, with 20% growth in related programs in three years Creation of stackable programs with options for students to create their own credentials based on employer and personal needs	Convert three-year diploma to three-year degrees in specific areas of health and technology Develop opportunities for students to set own pace – fast-track, slow-track and in-and-out options Innovative access programming for vulnerable youth and Aboriginals	Collaborate with McMaster and Sheridan with offering programs in areas of specialty on each other's campuses Collaborate with Algonquin on Virtual Centre for Teaching and Learning to share curriculum and best practices		
Niagara	Provide a high-quality, research and innovation rich educational environment directly linked to our regional economy and our communities, ensuring our graduates are able to work effectively in our globally competitive, rapidly changing world	Enhancement of education through Canadian Food and Wine Institute (CFWI) though online resources and programs for students, professionals, and consumers Extend and support use of online and blended learning	Articulated pathways for students in international trade programs	Experiential learning leader through expanded "Learning enterprises" Develop the CFWI research centre Enhanced applied research including course-based applied research in manufacturing technologies	Expand the program and applied research base of the CFWI to position college as first in Canada for the culinary, food, and fermentation sciences Development of Industry Innovation Centre	Expand programs in international trade with degrees and articulated pathways		Support re-building of Niagara region advanced manufacturing through support for SME's though programs and research Develop innovative learning enterprise for business students to advise and start companies	

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Northern	Committed to academic success and well being of communities through access, engagement and choice; current and relevant signature programs; focus on applied learning; integrating innovative delivery methods and student supports	Redesigning courses and programs, providing professional development and upgrading technological infrastructure to support annual growth in programs and courses offered thorough online, blended, and mobile learning		Create more placements and applied research and increased social and engagement opportunities for learners	Explore community-based training programs and work with Aboriginal communities

Establish signature programs for each campus , and collaborative, multi-college programs | Three-year degrees in technology and health sciences

Incorporate Aboriginal Traditional Knowledge in curricula for all students

Increase number of Aboriginal learners and their support | Explore agreements with universities on mining-focused engineering programs, for access to degree

Collaboration with six northern colleges to expand access and opportunities | | |
| Sault | Focused on student preparation for opportunity , leaving with specialized skills and feeling "it was worth it to come here," with priorities of expanded partnerships and enhanced engagement; flexible learning opportunities and student success; and Aboriginal Centre of Excellence | Two and three-year course delivery to integrate elearning

Graduate more health practitioners using varied delivery models

Use high-tech, high-touch simulators in apprenticeship training | | Create a Centre for Life-Long Learning with opportunities for experiential learning in simulations and work places, short term certificates, defined pathways to PSE diplomas and web-based learning programs | Launch Aboriginal Centre of Excellence with expanded PSE offerings, transitional programming, Aboriginal curriculum content, in-community delivery, and online and distance education.

Launch Institute for Energy and Environmental Studies

Aerospace Canada International Centre of Excellence as joint Fanshawe-Sault program | Two and three-year course delivery re-organized to include compressed delivery, increased learning outcomes

Develop mobile classrooms to expand community-based academic upgrading in first- year of trades programs. | Co-locate Algoma and Sault programs from apprenticeship to graduate degrees

Algoma partner for use of space, 2+2 degrees, international recruitment, and joint degree credit courses | Expand availability of apprenticeship opportunities by attracting more employers | |
| | St Clair College – submission not yet received/posted | | | | | | | | |

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St Lawrence	Meet the learning needs of PSE students in Eastern Ontario and supports, through education and training, the economic, social, and cultural needs of the communities we serve	Set up a virtual hospital to leverage technology to improve practice and explore experiential learning in health care and allied health care practitioners in remote Aboriginal communities	Create opportunity for concurrent arts or science degree at Queen's and diploma at college Other initiatives in credit transfer and joint programming	Virtual hospital to create opportunities for applied research and a living lab for experiential learning and development of best practices	Establish Centre for Behavioral Analysis, Research & Intervention as a service delivery facility offering students opportunities for observation, participation, and placement, and a source of best practices for province		With partners in Ireland, New York State, etc, create program pathways for graduates to get baccalaureates in least time		
Seneca	Leaders in full-time and continuing education, with unique and innovative programming at campuses in Toronto and York Region. Leader in pathways, expanding student choice through flexible learning options, efficiency, academic innovation, and applied research	Create more options for course delivery so all students can study when and where works for them Alternate delivery for high-demand programs with online and weekend in-class Faculty requirement to have working knowledge of digital environment	Articulation agreement with UOIT for maximum credit transfer Pilot with UT Scarborough for students to take joint credit courses Seneca-Mohawk credit transfer partnership in differentiated areas of expertise Increase curriculum alignment and student mobility with Humber	Opportunities for experiential and cross-disciplinary learning built into every program Identify ways of providing experiential learning in programs where not usually available	New degree and graduate certification programs, with families of credentials for more student choice Embed core literacies – communication, critical thinking, etc - in all programs	Enable students to create truly customized learning plans with increased access to course offerings throughout school year and with online, hybrid and alternative delivery methods Promote multiple intakes throughout year and increase summer enrolment	Expand partnership with York to create new York-Seneca satellite campus with joint programs, more 2+2 and bridging with more integrated approach Seneca and Fleming partnering on courses and services with move of Aviation Technology program to Peterborough		

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Sheridan	Create world-class pathways to give students globally competitive education and best chance for employment. Will be provincial leader in applied research and provide top-quality undergraduate experience with an outcomes-based teaching culture that will keep class sizes small and creativity, critical thinking, and applied knowledge at the leading edge of tomorrow	Use online learning and partnerships with Laurier, Mohawk, York, Brock and U of T Mississauga to increase access, reach, and diversity Lead a consortium of PSE institutions to develop a system-wide online content generator, piloting games and interactive modules for online courseware available system wide. Hybrid delivery strategy being developed so all course offerings have an online component			Establish a Centre of Excellence for Creative Innovation Constructing Sheridan Centre for Creativity and Sustainability Create Global Business Innovation Hub, for not-for-profit sector, students and faculty	Incorporate creative thinking competencies across all programs with the study of creativity as a disciplinary subject Reduce cost of PSE degrees with instructor workload model with teaching as priority activity and applied research embedded in teaching and learning model Year-round teaching	Mohawk –Sheridan collaboration with serving students in catchments in areas of strength	Community partnerships such as Trafalgar Corridor Changes.	

APPENDIX 2:
Summary of the Strategic Mandate Agreement Proposals
UNIVERSITIES

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Algoma	Serving Northern Ontario with focus on teaching and learning and cross-cultural education, with emphasis on Aboriginal students and well-being of region	Potential use of online/ blended learning for delivering first and second year programs to Aboriginal students in home communities. Use online and blended learning in diploma-to-degree programs with five Anglophone colleges in northern Ontario	Diploma to degree programs with five northern Anglophone colleges, with online and blended learning Two new pathway agreements for seamless transition from college to university	Increase experiential learning, including service learning in community	Two new articulated diploma-degree programs with joint college/university admission	Block Plan delivery of three week intensive sequential courses First /second year at home for Aboriginal students learning in their communities Expansion of online to expand choice or if more economical	Diploma to degree programs with five northern Anglophone colleges, with online and blended learning 2+2 with Carleton for Renewable Energy Engineering stream Work with Sault College on student recruitment, library resources, joint board meetings	Expand service learning opportunities for student experience in the community	Exploring cross border delivery with Lake Superior University, Michigan, Draw international students through 2+2 agreements with foreign universities and support services
Brock	Teaching research and service; accessibility, mobility and students centred teaching and learning; research leadership; drive transformation in region	Additional online courses – 30 in 2012-13 and 60 more by 2015	Experiential, bridging courses for immigrant students, with mentorship support	Expanded community engagement with service learning	Transdisciplinary research institutes: Health and Well Being ; Advanced Bio-Manufacturing; Lifespan Development; Social Justice; and Sustainability	Doubling spring and summer offerings and enrolments Pilot initiative for accelerated degree in nursing	Accelerated nursing degree pilot with Loyalist college	Collaboration with regional business support organizations in Innovate Niagara Research centres mesh with Region's strategic industry clusters	

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Carleton	Combine academic and research programs with support services for highest quality experience for students, with commitment to innovation and community engagement	Online and hybrid delivery models and international institutional partnerships for delivery to students around the world.	Developing 40 pathways for university-college transfers			Deliver advanced diplomas and honours bachelor degree programs in four years with Algonquin.	Fully integrated model of college/ university academic programming in STEM and other disciplines with Algonquin College that can be scaled to Ontario PSE system	Leadership Initiative on Regional Economic Prosperity and Sustainable Development with PSE, public, private, and community sectors – model scalable for other regions	Establish a Global Academy as focal point for training, education, research, and engagement across boundaries
Guelph	Offers educational productivity, equitable access, innovative but sustainable programs; supporting students as learners and individuals; with four strategic areas of food, health, environment and community	Redesign large first-year courses for enhanced productivity and learning using technology Widen use of ePortfolios and learning analytics	Formed University Credit Transfer Consortium (UCTC) with six university partners with standards for foundational courses and expansion planned for upper-year and professional programs	Designated courses to reflect acquired or developed skills on transcripts and in calendars.	Create interdisciplinary, collaborative School of Civil Society with substantial learning outside the classroom Embed a global dimension in courses across the curriculum	Introduce more summer semester offerings. Enhance early intervention strategies and early student engagement More deep learning such as first-year seminars, learning communities	Partner colleges: Humber, Conestoga, Fanshawe Work with more college partners on bridge courses, and curriculum foundation courses in key areas		
Hearst	Leader in French-language PSE and a major player in development of northern Ontario	Enhance technology-enabled learning especially for part-time students	Encourage student mobility with PSE partners		New interdisciplinary program in Human Sciences, with experiential learning	Offer all courses in three-week intensive blocks Expand area of recruitment to NW, SW, and eastern Ontario	Cooperate with French-language and bilingual institutions in Ontario to improve access, including interactive online delivery	Advanced degrees and research to respond to regional need	Increase activities in French-speaking African and European countries

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Lakehead	Stresses access, flexible pathways, full range of academic and student supports, interactive, experiential learning with communities and technology-enabled applications	Tele-presence Technology Initiative to teach in remote communities

Plan to increase courses delivered by e-learning by 10% | Develop College-University Multilateral Transfer agreements initiative | Connect experts in technology with those in pedagogy to strengthen experiential and active learning, research & inquiry-based learning, and support technology-based learning | Centre of Excellence in Mineral Exploration and Sustainable Mining Development

Northern Policy Institute

Faculty of Law Community Clinic | Student Success Centre – for face-to-face and virtual academic services

Increase graduation and retention rates of first generation students | Partner colleges: Georgian, Confederation – explore ways for students to graduate with degree and diploma | Shared vision of health care training in Northwest with college and providers

Leacock Centre in Orillia for 55+ learners | |
| **Laurentian** | Bilingual education with comprehensive approach to Indigenous education that prepares students as agents of change. | . | New Centre for Academic Excellence for student support | Increased experiential learning, independent, learning, applied research, and learning experiences abroad | New M Sc. Nursing in French

Five new Master's programs in French and English

Vale Living with Lakes Centre

New graduate program and research chair in Indigenous Relations | | Explore with partners ways of meeting need of Francophones in central and SW Ontario | Proposed collaboration with City of Barrie to deliver new campus | |
| **McMaster** | Serves community and society by enabling fulfillment of human potential; creativity and critical thinking; love of learning and inquiry; and undertaking innovative research | Combine online and experiential learning developments | Explore flexible pathways, including PLAR

Continue to build credit transfer like the new UCTC with Guelph, McMaster, Ottawa, Queen's, Toronto, Waterloo and Western | Pilot of Experiential Learning Centre, with online and blended learning, community engagement and mentorship

Support for faculty to engage students in research | Introduce new graduate programs

Expand mandate of Centre for Leadership of Learning for pedagogical research and best practices | Explore benefits of student portfolio

Increase graduate enrolments for interdisciplinary programs | Build a joint strategy with colleges for PSE in community, building on each institution's strengths and scalable for province | Increased curriculum for community engagement and more opportunities for experiential and co-op learning in community | |

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Nipissing	Engage students by delivering excellent teaching and student-centred learning; complementing classroom with experiential, inquiry-based learning, research and scholarly activity. Serves a primarily northern, regional, and economic development purpose.	New programs and certificates in online and blended learning over next five years Arts and Science programs for First Nations with on-site and online learning Continue at forefront of emerging technologies	Direct entry and different pathways for mature students and college graduates Joint diploma-degree and pathways with Canadore	Enhanced opportunities for experiential learning, practical learning, and undergraduate research	Add cross-disciplinary degrees and new offerings Up to eight new Master's programs and two doctorates New and expanded certificates in Continuing Education and post-degree studies	Accelerated honours and master's degrees model Better PLAR process for mature and college students Structure flexible models so students acquire credentials to suit their time frame	Pathways agreements expanded with Canadore Establish Education Destination Centre in North Bay with Canadore and school board		Enhanced international projects
NOSM	Northern Ontario School of Medicine is leader in distributed medical and health professional education	Ensure sustainability of technology-enabled distribution education model, advancing while remaining innovative		Define and invest in a core research profile, culture, and support infrastructure, with partners	Support trends in interprofessional education and integrated clinical learning			Improve community engagement strategies with Aboriginal Francophone, rural and remote communities	Position as leader, nationally and

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OCAD University	Specialized Institution with global reach- focused on art, design, and technology with commitments to experiential and technology-enabled learning, diversity, graduate education and building a creative city.	Create a variety of fully online and blended learning course offerings

Implement Mobile Test M+eLearning as test bed and lead developer of mobile learning. | Increase student mobility and institutional collaborations

Four diploma to degree negotiations underway | Emphasize experiential and entrepreneurial learning, both credit and non-credit | New graduate programs to leverage partners including health care and universities, with 25% international enrolment

Centre for Information Visualization and Data Drive Design

Strategic Innovation Lab

Inclusive Design Innovation Centre | PhD program with research only doctorates and professional doctorates that are work/practice based

Triple graduate enrolment | Work with others to make Ontario a leading mobile learning jurisdiction

Partnership with George Brown College for Centre for Applied Design, Innovation and Research with joint programs and laddered articulation agreements

MOU with Laurentian for delivery of OCAD U's Aboriginal Visual Culture Program | Imagination Catalyst as framework for entrepreneurial and innovative activities , with MaRS Innovation, Ryerson, and commercial accelerators

Strategic and research partnerships with institutions, NGOs, and private sector | |
| Ottawa | Research-intensive university offering outstanding education and enrichment to intellectual, economic, and cultural life. Unique because of location, bilingualism and commitment to the promotion of the French culture, and excellence of scholarship | Developing strategy on technology-assisted learning to produce better outcomes, productivity, revenue, reduce costs and make French online programming more available | Part of new six university UCTC – *see Guelph and McMaster* | Expand on trend to link classroom instruction with learning opportunities that involve doing.

Plan that 60% of students in experiential learning activities by 2016 | Launch Canada's first School of Government

Accelerate growth in French immersion programs

Establish French-language pharmacy program | Explore three-session academic year and three-year degrees

Grow doctorate cohort by 50% and double number of graduate students in health, science, and engineering.

85% of courses in both English & French by 2020 | Creating joint programs with Carleton | One of Canada's five most research-intensive universities in five years by focusing on health, science and engineering

Possibility of satellite campus in SW Ontario | |

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Queen's	Research intensive university with a transformative student learning experience.		Expand credentials for undergrads so they can graduate with degree and additional credential Planning for expanded credential programs in business and communications Member of new UCTC credit transfer consortium	Building entrepreneurship and experiential learning	Introduce graduate certificate program that require a three-year bachelor's and work experience and allow progress to master's	Increase proportion of graduate students enrolled in professional programs to 50% from 30% Year round learning with graduate certificates offered in spring and summer	2011 agreement with St Lawrence College for students to graduate with arts/ science degree and diploma at same time	Working with community partners on initiatives to stimulate student innovations	
Ryerson	Centre of innovation and entrepreneurship providing students with programs that meet societal needs, with scholarly, research, and creative activities; inclusive, diverse learning community; innovative emphasis on creativity, experiential learning, continuing education, online learning and transfer pathways.	Upgrade 75 courses a year for five years for technology-enhanced course delivery Double annual creation of online courses, targeting 120 new online courses a year for five years	Access, pathways, and bridging support for first generation students, Aboriginals, , those with disabilities, and internationally educated professionals	Add entrepreneurial zones in aerospace, design, health, and social entrepreneurship, expanding to 800 zone spaces and 10% of graduates involved Embed experiential learning as a defining component of programs	Twelve new degree programs and Master's professional diplomas, and doctoral diplomas, including two new PhD programs Digital literacy opportunities across the curriculum, with open-to-all elective in digital literacy	Expanded year-round course availability, PLAR, and online delivery to improve time to completion Doctoral education beyond the thesis enabling concurrent pursuit of advanced professional education	Exploring collaborations with George Brown and Centennial Colleges in engineering and pathways and on incubator opportunities for students, research, and programs.	Create entrepreneurial zones with industry & community. Neighborhood builder through building and transformations	

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U of Toronto	Ontario's academic flagship, with academic rigor of educational offerings at all levels; innovations in digital education; contributions to Toronto region, Ontario, and Canada; strengths in research and scholarship, graduate and second-entry professional education; and strategic tri-campus differentiation of academic programs.	Explore the potential for offering for-credit foundational Massive Open Online Courses (MOOCs) to U of T students	Member of UCTC credit transfer group – *see Guelph and McMaster*	Entrepreneurship credit course to be available to all arts and science undergrads in in-person and online formats, using faculty, MaRS experts and relevant alumni Expanded experiential opportunities in urban science and aerospace	Expansion of 3+2 Undergraduate / Master's Model	Expand number of teaching-stream faculty Expand the number of international graduate students			As part of international consortium on Urban Science and Progress, students can gather experiential learning and applied research experience
Trent	Provides a distinctive liberal arts, science or professionally focused education, enhanced by global perspectives, experiential learning, and interdisciplinary approaches	Use online and social media for delivery of programming associated with proposed Centre for Aging and Society.	Expand transfer pathways and develop joint credential options with Durham, Loyalist, Algonquin, Fleming colleges and UOIT	Construction of a leading edge Sustainable Community on Trent lands as a living laboratory of emerging technologies to provide experiential learning for students Expand experiential learning anchored to community development	Create an interdisciplinary School of Environment, Sustainability and Enterprise, including numerous faculties and research centres. Would include developing new degree programs Establish a Centre for Aging and Society, with partners	Continue to expand leadership in Indigenous community development	Collaborate on community development and research initiatives with Fleming, Durham, Algonquin, Loyalist, UOIT Share applied training for allied health occupations for proposed Centre for Aging with Durham, Fleming, and UOIT Seek administrative efficiencies with Fleming, Durham, Algonquin, Loyalist, UOIT	Sustainable Community to be developed with municipal governments, private sector, and donors Experiential learning, PSE partnerships, knowledge sharing, cultural enhancement and initiatives to meet local employment needs	International partnerships as part of new School of Environment, Sustainability and Enterprise

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UOIT	Find new ways to transform and broaden opportunities for learning in and out of class; promoting student success, greater access with multiple pathways; efficiencies; innovation and quality in teaching and research	Increase online learning opportunities and digital learning tools, resources for self-learning, self-assessment and academic support Develop digital learning tool development with Durham	With Durham College, develop integrated professional education at all levels, from apprenticeship to doctoral degrees in areas of complementary strength Enhance compatibility and develop articulations agreements with all colleges in province over next 3 years	Enhance student engagement using outcomes-based learning strategies in all programs	Develop UOIT-Durham College Centre for Learning and Innovation in Health Sciences and Community Health	Intensify mentoring relationship between grad and undergrad students in research, innovation, and experiential learning Develop flexible and compressed program delivery models	Expand collaborative program delivery and development with Trent Work with Durham College and Trent University to leverage resources in region and county Link complementary facilities and learning centers with Trent	Expand network of partners and business	
Waterloo	Offer experience-based education connected with the world beyond the university walls and inspired by the entrepreneurs and visionaries who support the institution, students develop the competence and confidence to take risks and lead change.	Develop a lifelong learning success project to identify success factors in online and blended learning; student assessment of needs; provide development opportunities to address needs. Provide online resources in modular formed to fit gaps in learning outcomes Lead a regional university consortium to develop online courses and resources		Through co-operative and experiential learning programs, accelerate student opportunities for hands-on research experience	Expand graduate offerings and enrolment in online graduate programs; interdisciplinary graduate programs; and a more integrated ESL program for graduate students Expand the innovation model to three new social and science areas TBD after wide consultation Build Innovation Village, including a Discovery-to-Market complex, innovation communities, faculty research	Possible three year accelerated degrees with credit for existing foundational knowledge. Modular design of learning to allow students to assess knowledge and skills and compress time for degree completion Use learning analytics to identify and better support at-risk students	Lead a regional university consortium to enable collaborative development of online courses, re-use of courses, and sharing of services that support technology-enabled learning		

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		Lead development of open courseware in Canada			complex, and village commons				
Western	Provide the highest-quality learning environment to help, staff, and faculty achieve their full potential, driving competitiveness and prosperity.		Member of UCTC– *see Guelph and McMaster*	Expansion of experiential learning with more study abroad; increased co-op and internships; and increased community service learning. To be formally recognized as part of learning Strategically align investments in research with established areas of strength and industry focus and bring research intensity into the learning environment		Improve student to faculty interaction Increased support for faculty for innovation in curriculum New programs and more enrolments in professional graduate programs			
Willfrid Laurier	Lead the province and the nation in combining the comprehensive human development of students with outstanding intellectual developments in a liberal arts tradition; lead by example in innovation and highly efficient multi-community, multi-campus delivery of academic and professional undergraduate and graduate programs within a comprehensive university context.	Extend computer labs to non-calculus first year math courses; development of computer-assisted individual learning plans; and blended technology-assisted learning approaches to augment classroom teaching Partner with regional universities to create new online resources		Focus on integrated and engaged learning in all programs Growth in undergraduate research opportunities and strategic and collaborative research expansion		Undertake a 10-year study of the relative effectiveness of high-impact educational practices in achieving learning outcomes and student success Growth in graduate programs and enrolment		Emphasis on partnership development with community, industry, technology, and other parties Create a campus in Milton with town, regional, and key public- and private-sector organizations	

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Windsor	A key part of the community fabric with a comprehensive set of teaching and strategic research capabilities and a vibrant cluster of professional programs. Plays crucial role of driving the local economy and training graduates for careers locally, nationally, and internationally.	Transform the large classroom experience, at the first and second year levels, with use of online and mobile communications technology, open access e-books materials, flexible approaches to course organization	Work with St Clair College in areas of complementary programming to develop pathways for honours degree and college diploma in minimum time of 3.5 years	Greater emphasis on experiential learning, especially in arts, social work, and professional education at new downtown campus Include internship /experiential/ entrepreneurial experience in joint degree-diploma program	Become a recognized centre for education and research on cross border strategies, with new courses and engineering, public policy and legal research.	Pursue academic and community programming for year-round learning at the new downtown campus	Maximum efficiency of resource utilization through strategic alliances with St Clair College	Greater partnerships with business community as part of service of new downtown campus	Partnership with University of Detroit Mercy, USA
York	Comprehensive, research-intensive institution, with leadership as a fully engaged, socially responsible institution and a defining excellence in liberal arts and professional programs	Focus on blended learning, with online and technology-enhanced offerings as well	In discussion with ONCAT to enhance transfer Pilot with Ryerson for students to take up to 24 credits at opposite university Retention strategy for all students from first year to PhD	Initiate a new institutional research plan Focus on expanding models of experiential learning	Expansion in health and medicine, science, business-related and professional programs, as well as liberal arts, humanities, and social science Continue to provide only bilingual programming in Southern Ontario	Focus on student learning outcomes, with curricular mapping and support offered through Teaching Commons Commitment to year-round, full-time and part-time learning with enhanced summer offerings	Joint satellite campus proposal with Seneca	Deepen and broaden engagement with local and international partners	By 2017, approximately 10% of student will be international Increase international connections to attract more international students and provide more internationals study opportunities