OVERVIEW

The annual Report Back continues to provide the government with a tool for publicly reporting on the performance of Ontario postsecondary institutions on the principles of access, quality and accountability.

Where possible, to help streamline the 2013-2014 Report Back process, the Ministry pre-populated University of Guelph’s 2013-2014 Report Back with data from a variety of confirmed institutional sources, including reports (e.g. Key Performance Indicators, 2012-2013 Report Backs) and data sources (e.g. Full-Time Enrolment Headcount). Data that was pre-populated by the Ministry of Training, Colleges and Universities (the Ministry) in University of Guelph’s 2013-2014 Report Back is denoted with the symbol \(^{(\ast)}\).
1) Enrolment - Headcount*

*DEFINITION: Headcount is the actual enrolment for Fall 2013 as of November 1, 2013 including full-time undergraduate and graduate students eligible for funding as reported to the Ministry for the 2013-2014 fiscal year (enrolment reported in 2013-2014 remains subject to audit and/or correction).

University of Guelph reported to the Ministry, that the total Headcount enrolment in 2013-2014 was \(22,994\) (+).

Please indicate the number of students aged 18-24 (age as of November 1, 2013) from the total Headcount enrolment reported by University of Guelph to the Ministry for 2013-2014 = \(20,038\).

Please indicate the number of students aged 25+ (age as of November 1, 2013) from the total Headcount enrolment reported by University of Guelph to the Ministry for 2013-2014 = \(1,688\).

Please indicate the number of students under the age of 18 (age as of November 1, 2013) from the total Headcount enrolment reported by University of Guelph to the Ministry in 2013-2014 = \(1,268\).

* The space below is provided for University of Guelph to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Enrolment - Headcount.

Note:
The reported total headcount is the actual enrolment for Fall 2013 as of November 1, 2013 including full-time undergraduate and graduate students eligible for funding as reported to the Ministry for the 2013-2014 fiscal year at the Guelph, Guelph-Humber, Kemptville, and Ridgetown campuses.

Please provide one or more examples, in the space provided below, of highlights from University of Guelph’s Enrolment Management Plan that University of Guelph used during 2013-2014 to manage enrolment.

As detailed in numerous documents — the University’s Integrated Plan (now in its second major five-year iteration); the Provost’s White Paper on Reimagining the Undergraduate Learning Experience; the report of the Presidential Task Force on Accessibility; the Strategic Research Plan; and the report of the Presidential Task Force on Sustainability — Guelph is working to enhance educational productivity, prepare learners for the emerging knowledge economy, ensure equitable access, and offer innovative but sustainable programs in a challenging economy, all while continuing to lead in supporting students as learners and individuals.

One of the ways the University will engage in transformative innovation is through a continued focus on enrolment management. In order to maintain total enrolment, even as growth slows in the 101 pool, we will refine and sharpen enrolment targets for applicants in the 105 pool, including transfer and international students. Only modest overall net growth is planned on the main campus, but we will need to rebalance programs under changing demographics and demand, and employ other strategies to hold enrolment at current levels. The University of Guelph-Humber, however, continues to provide opportunities to absorb a portion of the system growth projected for the GTA. Introducing a range of summer semester offerings to support the bridge program, along with proposed changes to re-emphasize a summer academic semester in many co-op programs, will help reinvigorate our summer semester and increase enrolments, especially in face-to-face classes. This expanded summer course offering will enable the University’s ESL/Open Learning program to increase international student enrolment by helping students to develop their English language skills and to prepare conditionally admitted students for success.
2) Under-Represented Students: Students with Disabilities*, First Generation** and Aboriginal***

*DEFINITION: Students with disabilities is the total number of students with disabilities (excluding apprentices) registered with the Office for Students with Disabilities and reported in Table 1 of University of Guelph’s annual report to the Ministry for the Accessibility Fund for Students with Disabilities (AFSD).

**DEFINITION: First Generation is a student whose parent(s)/guardian(s) has/have not attended a postsecondary institution. If a sibling of the student has attended a postsecondary institution, but the parent(s)/guardian(s) have not, the student is still considered a First Generation student.

Parents/Guardians: one or more adults, over the age of 21, who are legally responsible for the care and management of the affairs of the student.

Postsecondary Attendance: have attended (but not necessarily having obtained a credential from) any institution of higher education in Ontario or elsewhere including outside Canada after high school (includes programs that lead to a postsecondary credential e.g. degree, diploma, certificate).

***DEFINITION: Aboriginal is a collective name for the original people of North America and their descendants. The Canadian Constitution, Constitution Act 1982, recognizes three groups of Aboriginal peoples - Indians (First Nation), Métis and Inuit. These are three separate peoples with unique heritages, languages, cultural practices and spiritual beliefs.
**NOTE:** Please do not include International Students in the calculations below.

<table>
<thead>
<tr>
<th>Students With Disabilities</th>
<th>First Generation Students</th>
<th>Aboriginal Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please indicate the total number of Full-Time Students with Disabilities at University of Guelph who registered with the Office for Students with Disabilities and received support services in 2013-2014 = <strong>1,359</strong></td>
<td>Please indicate the total number of Full-Time First Generation Students enrolled at University of Guelph in 2013-2014 = <strong>2,151</strong></td>
<td>Please indicate the total number of Full-Time Aboriginal Students enrolled at University of Guelph in 2013-2014 = <strong>310</strong></td>
</tr>
<tr>
<td>The total indicated above as a comparative % of University of Guelph’s 2013-2014 Enrolment Headcount: (Insert Total From Above) <strong>1,359</strong> ÷ <strong>22,994</strong> (2013-2014 Enrolment Headcount) x 100 = <strong>5.9</strong>%</td>
<td>The total indicated above as a comparative % of University of Guelph’s 2013-2014 Enrolment Headcount: (Insert Total From Above) <strong>2,151</strong> ÷ <strong>22,994</strong> (2013-2014 Enrolment Headcount) x 100 = <strong>9.4</strong>%</td>
<td>The total indicated above as a comparative % of University of Guelph’s 2013-2014 Enrolment Headcount: (Insert Total From Above) <strong>310</strong> ÷ <strong>22,994</strong> (2013-2014 Enrolment Headcount) x 100 = <strong>1.3</strong>%</td>
</tr>
<tr>
<td>Please also indicate the total number of Part-Time First Generation Students enrolled at University of Guelph in 2013-2014 = <strong>347</strong></td>
<td></td>
<td>Please also indicate the total number of Part-Time Aboriginal Students enrolled at University of Guelph in 2013-2014 = <strong>55</strong></td>
</tr>
</tbody>
</table>

* The space below is provided for University of Guelph to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Students with Disabilities, First Generation and Aboriginal Students.

In 2010/11, the University implemented a Voluntary Aboriginal Self-Declaration and a Voluntary First Generation Self-Declaration that will ‘pop-up’ when our undergraduate and graduate students log into our student information system. The Self-Declaration is voluntary. While this is a census of our undergraduate and graduate students, we anticipate that we will not have a 100% response rate since students do have the right to decline their participation.
<table>
<thead>
<tr>
<th>Students With Disabilities</th>
<th>First Generation Students</th>
<th>Aboriginal Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please provide one or more highlights, in the space provided below of an activity in 2013-2014, which contributed to maintaining or improving University of Guelph’s initiatives for Students with Disabilities. A highlight could be a strategy, initiative or program viewed by University of Guelph to be an innovative practice, success story and/or key accomplishment.</td>
<td>Please provide one or more highlights, in the space provided below of an activity in 2013-2014, which contributed to maintaining or improving University of Guelph’s initiatives for First Generation Students. A highlight could be a strategy, initiative or program viewed by University of Guelph to be an innovative practice, success story and/or key accomplishment.</td>
<td>Please provide one or more highlights, in the space provided below of an activity in 2013-2014, which contributed to maintaining or improving University of Guelph’s initiatives for Aboriginal Students. A highlight could be a strategy, initiative or program viewed by University of Guelph to be an innovative practice, success story and/or key accomplishment.</td>
</tr>
</tbody>
</table>

Since 1999, in conjunction with the Department of Psychology, the University of Guelph has successfully offered a credit course for students with learning disabilities.

Based on our experience with this course, in 2013-14, we proposed to launch a similar course, as a pilot project funded by the provincial government, for first year students who are entering university with identified mental health issues and challenges. The Understanding Mental Health course was developed by the Centre for Students with Disabilities (now Student Accessibility Services [SAS]) in partnership with the Department of Psychology and the Office of Student Affairs. This credit course can be used as an elective to complete degree requirements and is being offered in the Fall semester of 2014.

Students eligible to take this course will be in their first year of study and have documented pre-existing mental health issues and challenges. The course will integrate the theory, application, and research related to various aspects of mental health, including the role of community support, nutrition and exercise, stress management, and coping strategies. The course is designed to facilitate the transition to university life both socially and academically by improving mental health/illness knowledge and understanding, enhancing academic self-efficacy in the context of mental health issues and challenges.

The Chroma Project is a mentorship program offered by the Office of Intercultural Affairs in Student Life that pairs first year, first generation students (FGS) from racially diverse backgrounds with a faculty, staff or senior graduate student. The mentorship relationship will help FGS navigate the academic or cultural barriers they experience in their first year at the University of Guelph, thereby supporting their successful academic and social transition to university life. Mentors also provide advice on career options related to their mentee’s degree program.

In 2013-14, the Chroma Project was revised to not only improve the clarity of the mentor-mentee expectations, but also include intentional group activities and social events aimed at fostering higher commitment and engagement from participants. As a result of these changes, the level of mentor-mentee engagement was much higher, as the new format fostered a sense of community among all participants, there were more frequent meetings for pairs, and the relationships formed were more meaningful.

Overall, student participants provided extremely positive qualitative feedback about their experiences in the program, confirming that the Chroma Project is meeting the objectives of promoting FGS academic success, helping them to maintain or improve their academic performance.

The Aboriginal Resource Centre (ARC) was established in 2003 through Aboriginal student, staff and community involvement with a concept of sharing our traditions. Since that time, the Centre has evolved significantly, thanks to the input of Aboriginal students, staff, Elders and community partners, to provide a centralized, inclusive and culturally supportive interaction point to all that the campus has to offer, as well as a broad range of programs and services designed to promote the retention and success of Aboriginal learners. The Centre’s staff works collaboratively with service providers, academic programs and colleagues from across campus to build or adapt successful programs to meet the needs of Aboriginal learners.

As part of a graduate student’s Master’s thesis, the ARC underwent an assessment of Aboriginal student perceptions of the space. Students expressed the importance of having this type of space on campus (Smith, 2012):

- “It’s a safe space where students can just be who they are.”
- “Searching and learning can happen in so many different ways because of the space.”
- “Places like ARC, they make it a lot easier for students to not only feel welcome at university but also stay in the program that they’re in.”

With the understanding that enhanced knowledge of Aboriginal cultures and worldviews is central to creating a welcoming and supportive environment...
| Health challenges as well as improving the awareness/practice of skills for improved well-being. In addition, students will be provided with links to University resources such as Counselling Services, the Wellness Centre, the Centre for New Students, the Learning Commons, and Health Services. The course will be of interest to students who wish to broaden their understanding of mental health and thereby enhance their abilities and strategies to successfully complete their academic studies. | Students to develop meaningful relationships on campus as well as building academic networks at the University of Guelph. | Where Aboriginal learners can thrive, careful attention is paid to delivering a diverse range of awareness-raising events, workshops and activities on campus and in the local community. As a result of positive outreach and promotion, the Centre saw a significant increase in usage. Centre visits increased from 300 in 2009/10 to 2425 in 2013/14 [708% increase]. The Centre, and our innovative approach to program and service delivery, continues to be a promising practice in the area of Aboriginal learner support. The ARC is honoured to be the 2014 recipient of the National Association of Student Personnel Administrators - Indigenous Peoples Knowledge Community’s award for Outstanding Student Support Program. Highlights from the nomination letters include: “I consider their commitment to learning, remarkable teaching ability, enthusiasm and warm-heartedness to be contributing factors in my ability to achieve academically and grow in my knowledge of Aboriginal traditions and culture heightening my spiritual growth in my life journey.” [Current Aboriginal student] “I find it nearly impossible to imagine a concern a student might have during their university career that the ARC and its staff are not somehow equipped to address, and I feel confident that the staff have enriched the experience of every student who enters the space.” [Recent Aboriginal graduate] “ARC serves as a hub that offers support to Indigenous students, as well as to the broader community in a wide range of ways. The ARC staff enhance community by building, and strengthening equitable, and inclusive relationships with members of the university, Aboriginal, and Guelph communities, including school boards, and service groups.” [Community Elder and Educator] “[...] I travel frequently to other
universities across the country. This affords me the opportunity to see similar Centres and services for Aboriginal peoples and campus communities. In these environments, I often find myself enthusiastically talking about some of the models and practices of the ARC, because I believe what they have done is exemplary and has been transformational for students, the campus community and the off-campus community in Guelph.” [Guelph Alumna, Member of the President’s Advisory Committee on Aboriginal Initiatives]

3) Participation in the Credit Transfer System

The Ministry is developing long-term indicators for credit transfer in consultation with the sector. The Ministry anticipates that as data collection systems in institutions evolve, data sets will become more complete. In future years, the Ministry will be expecting more complete data with respect to the number and type of transfer students applying to and registering for university, number of students transferring under transfer pathways, and amount of credit granted.

Using Ontario Universities Application Centre (OUAC) reports, please provide data for 2013.

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Applications</th>
<th>Total Registrations</th>
<th>Transfer Applications*</th>
<th>Transfer Registrations*</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>31695 (+)</td>
<td>5170 (+)</td>
<td>886 (+)</td>
<td>82 (+)</td>
</tr>
<tr>
<td>2010</td>
<td>33300 (+)</td>
<td>5329 (+)</td>
<td>849 (+)</td>
<td>103 (+)</td>
</tr>
<tr>
<td>2011</td>
<td>33440 (+)</td>
<td>5684 (+)</td>
<td>980 (+)</td>
<td>97 (+)</td>
</tr>
<tr>
<td>2012</td>
<td>34991 (+)</td>
<td>5417 (+)</td>
<td>1069 (+)</td>
<td>103 (+)</td>
</tr>
<tr>
<td>2013</td>
<td>37179</td>
<td>5770</td>
<td>1029</td>
<td>89</td>
</tr>
</tbody>
</table>

*Transfers from publicly assisted colleges in Ontario

**NOTE:** OUAC collects information on the number of transfer student applications and registrations. The Ministry recognizes that:
- the transfer data set only includes those students who have applied to university through OUAC and have self-identified on applications to OUAC;
- a significant number of transfer students apply directly to the university and as such, are not captured in OUAC data;
- Information only includes full-time students applying and registering in the fall to the first year of a university program.
The Ministry encourages *University of Guelph* to augment the OUAC data with its own institutional data, particularly pertaining to college graduates entering university. Reporting this data is optional. In the space provided below, *University of Guelph* should report institutional data which includes data from OUAC and other sources.

<table>
<thead>
<tr>
<th>Year</th>
<th>University of Guelph's Total Applications</th>
<th>University of Guelph's Total Registrations</th>
<th>University of Guelph's Transfer Applications</th>
<th>University of Guelph's Transfer Registrations</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>N/A(+)</td>
<td>N/A(+)</td>
<td>N/A(+)</td>
<td>N/A(+)</td>
</tr>
<tr>
<td>2013</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

*The space below is provided for *University of Guelph* to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Transfer applications and registrations - Institutional data.*
In the space provided below, please provide one or more highlights of an activity that University of Guelph used in 2013-2014, and which contributed to maintaining or improving University of Guelph’s efforts to develop and enhance credit transfer. A highlight could be a strategy, initiative or program viewed by University of Guelph to be an innovative practice, success story and/or key accomplishment.

At the University of Guelph-Humber, the Early Childhood Degree Completion program and the Kinesiology Bridging semester further enhance Ontario's credit transfer system. The University of Guelph-Humber Early Childhood Degree Completion program offers early childhood professionals the opportunity to build on their postsecondary education and workplace experience by upgrading their credentials. Earning an Honours Bachelor of Applied Science in Early Childhood from the University of Guelph can lead to career advancement, diversification, expansion of networks, or further education such as Master's programs or teachers' college. Our program is quite competitive. Transfer credit is granted for professionals with high-affinity college diplomas in Early Childhood Education, as well as a minimum of three years of workplace experience, which grants students more transfer credit than traditional programs. Offering transfer credit for workplace experience expands our reach, providing university-level opportunities to many more early childhood professionals. Program delivery is tailored to balance the demands of work, education and family. We combine online education (in fall and winter semesters) with intensive in-class study (in summer semesters). Courses provide a solid background in family-centred practice, assessment and intervention, counselling and community/program development. Students are taught by faculty from both partners—the University of Guelph and Humber College Institute of Technology & Advanced Learning. The Early Childhood Degree Completion program makes it easy for professionals to return to school and earn a university degree while working. As well, the University of Guelph-Humber Kinesiology Bridging program recognizes the postsecondary education of college graduates and offers them an opportunity to build their education and enter university at an advanced stage. The bridging semester is open to college graduates with a high-affinity degree to our Kinesiology program. All students with high-affinity degrees enter the bridge with the same 5.0 transfer credits (equivalent to one year of study). The bridging semester runs from May to August, with students completing a full-course load. Upon completion of the bridging semester, students can enter into the fall semester with third-year Kinesiology students in the Bachelor of Applied Science in Kinesiology program. Completing the bridging semester allows students to complete their degree faster than traditional transfer programs. With the maximum transfer credit granted, it takes only two years following the bridging semester to complete their honours bachelor degree. Our Kinesiology program offers two placement opportunities for transfer students to gain more industry work experience. Practicum courses provide students with unique practical training in a variety of healthcare and wellness promotion fields. Transfer students benefit from the unique facilities provided by the collaboration of the University of Guelph and Humber College Institute of Technology & Advanced Learning. For example, the hands-on education offered by the cadaver and biomechanics labs is new to the majority of Kinesiology transfer students. The independent research course enables students to gain valuable research experience in a variety of Kinesiology disciplines (e.g. physiology, fitness, behavioural aspects of health). Additional certifications that our students are prepared to pursue include Registered Kinesiologist, Certified Personal Trainer and Certified Exercise Physiologist. The Kinesiology Bridging program offers transfer students an alternative entry point (from traditional fall entry) that launches them forward into their field and places them on a university degree path that is focused, hands-on and academically challenging.
4) Class Size

Per 2013 Common University Data Ontario (CUDO) report for Fall 2012, *University of Guelph’s* undergraduate class size for first entry* programs:

<table>
<thead>
<tr>
<th>Class Size</th>
<th>First Year</th>
<th>Second Year</th>
<th>Third Year</th>
<th>Fourth Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of Classes</td>
<td>Percentage of Total Classes</td>
<td>Number of Classes</td>
<td>Percentage of Total Classes</td>
</tr>
<tr>
<td>Fewer than 30</td>
<td>114(+)</td>
<td>28.6%(+)</td>
<td>171(+)</td>
<td>28.2%(+)</td>
</tr>
<tr>
<td>30 to 60 students</td>
<td>55(+)</td>
<td>13.8%(+)</td>
<td>100(+)</td>
<td>16.5%(+)</td>
</tr>
<tr>
<td>61 to 100 students</td>
<td>40(+)</td>
<td>10.1%(+)</td>
<td>121(+)</td>
<td>20.0%(+)</td>
</tr>
<tr>
<td>101 to 250 students</td>
<td>108(+)</td>
<td>27.1%(+)</td>
<td>154(+)</td>
<td>25.4%(+)</td>
</tr>
<tr>
<td>251 or more</td>
<td>81(+)</td>
<td>20.4%(+)</td>
<td>60(+)</td>
<td>9.9%(+)</td>
</tr>
<tr>
<td>Total</td>
<td>398(+)</td>
<td>100.0%(+)</td>
<td>606(+)</td>
<td>100.0%(+)</td>
</tr>
</tbody>
</table>

* First entry programs include - arts and science, applied science, engineering. Second entry programs such as dentistry, law and medicine are not included in the above.
Please provide one or more highlights, in the space provided below, of an activity that University of Guelph used during 2013-2014, which contributed to maintaining or improving University of Guelph’s class size initiatives. This could include a strategy, initiative or program viewed by University of Guelph to be an innovative practice, success story and/or key accomplishment that University of Guelph would like to highlight.

Note:
The percentage of Guelph’s undergraduate class size, from the 2013 Common University Data Ontario (CUDO) report for Fall 2012, reflects data for the Main Campus only.

Note:
The total number of fourth year classes with less than 30 students incorporates a variety of instructional modes including formal classroom, reading, senior project and major research paper courses as well as veterinary medicine (Phase 4) rotations.

Course redesign is part of the culture of continuous improvement at the University of Guelph. Working with the National Center for Academic Transformation (NCAT) in the United States, the University is using technology to incorporate highly effective pedagogical practices in high-enrolment courses to achieve cost-savings and to improve learning.

One example of a course redesign project at Guelph that used technology to revamp instructional approaches is the entry-level math courses. This redesign project of high enrolment math courses embraced NCAT’s Supplemental Model which maintained the essential face-to-face lecture component that has proven to be pedagogically effective in courses with a theoretical and concept-driven curriculum. To date, this course redesign initiative has emphasized the redesign and authoring of interactive fill-in-the-blank lecture notes with Supplementary Practice Problems modules as well as the adoption of a web-based testing software that not only functions as a study tool but also offers weekly miniquizzes and algorithmically generated practice quizzes that provide an infinite number of practice problems to help students master concepts. The intent of the next phase of the course redesign is to focus on the development and production of online labs. This innovative technological component will be a unique experience for students providing them with the opportunity to learn on their own time and develop individual study habits and study techniques.

The course redesign of high enrolment math courses at the University of Guelph has successfully combined teaching and mobile technology, creating a personal, flexible learning environment within which each student is provided the opportunity and resources to maximize their learning and success.
5) eLearning

As part of the government's PSE Transformation agenda, the government is interested in expanding online learning and technology enabled learning opportunities for students in Ontario. University of Guelph is asked to provide information on e-learning courses, programs and registrations in 2013-2014.

**Fully Online Learning* and Synchronous Conferencing* **

*DEFINITIONS:

**Courses:**

A *Fully Online Learning (asynchronous) course* is a form of distance learning delivered to individuals with access to the Internet, either at home, work or through an access centre. Although courses may have a set start date and set due dates for assignments, students can otherwise access and participate in courses at times and places of their own choosing. The online component is typically over 80% of the total delivery. For example, a fully online course may include occasional face-to-face meetings, a proctored exam, etc. with the remainder of the content delivered online.

A *Synchronous Conferencing course* is delivered through audio and video conferencing to provide synchronous communications (i.e., at the same time) between an instructor at one site and students at other sites. Conferencing can make use of the public telephone system (ISDN), dedicated wideband networks or the Internet. A course is considered to be offered via synchronous conferencing if 80% or more of the content is delivered this way. For example, a synchronous conferencing course may have occasional face-to-face meetings, a proctored exam, etc. with the remainder of the content delivered through audio and video conferencing.

**Programs:**

A *Fully Online Learning (asynchronous) program* describes a program, which is considered to be fully online if 80% or more of its courses are fully online courses. As an example, suppose a program consisted of 10 courses where: 8 courses are delivered fully online and 2 courses are delivered via traditional face-to-face. In this case, 80% of courses in the program are fully online, and the program is defined as a fully online program.

A *Synchronous Conferencing program* describes a program, which is considered to be offered via synchronous conferencing if 80% or more of its courses are delivered via synchronous conferencing and 2 courses are delivered via traditional face-to-face. In this case, 80% of courses in the program are delivered via synchronous conferencing, and the program is defined as a synchronous conferencing program.
Course, Program and Registration Data:
Based on the definitions provided above, provide University of Guelph’s eLearning data for 2013-2014:

<table>
<thead>
<tr>
<th>COURSES DATA</th>
<th>UNDERGRADUATE</th>
<th>GRADUATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Ministry-funded, For-credit Courses Offered Through Fully Online Learning</td>
<td>207</td>
<td>40</td>
</tr>
<tr>
<td>Number of Ministry-funded, For-credit Courses Offered Through Synchronous Conferencing</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total Number of Ministry-funded, For-credit Courses Offered in eLearning format</td>
<td>207</td>
<td>40</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PROGRAMS DATA</th>
<th>UNDERGRADUATE</th>
<th>GRADUATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Ministry-funded, For-credit Programs Offered Through Fully Online Learning</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>Number of Ministry-funded, For-credit Programs Offered Through Synchronous Conferencing</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total Number of Ministry-funded, For-credit Programs Offered in eLearning Format</td>
<td>8</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COURSE REGISTRATIONS</th>
<th>UNDERGRADUATE</th>
<th>GRADUATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registrations in Ministry-funded, For-credit Courses Offered Through Fully Online Learning</td>
<td>26,729</td>
<td>1,084</td>
</tr>
<tr>
<td>Registrations in Ministry-funded, For-credit Courses Offered Through Synchronous Conferencing</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total Number of Registrations in Ministry-funded, For-credit Courses Offered in eLearning format</td>
<td>26,729</td>
<td>1,084</td>
</tr>
</tbody>
</table>
The University of Guelph extends the teaching and learning, and research expertise of the institution through the development and delivery of online programs/courses. In developing and delivering these programs, a fully supported faculty/student teaching and learning model is used.

Open Learning and Educational Support partners with faculty from across disciplines to develop and deliver courses that incorporate current research, reflect the highest levels of scholarship and incorporate Best Practices in Distance Education. The development and delivery process makes effective use of pedagogical, technical, project and financial management, multimedia, learner services and production expertise centralized within Open Learning and Educational Support.

The University of Guelph’s approach to online course development and delivery includes planning, design, development and integration, and quality review. Course designers work with faculty to design courses that are interactive and engaging and make use of effective assessment mechanisms. Courses are delivered on a learning management system and incorporate print, electronic, and other resources to augment the content. Technical support is provided to instructors and students 7 days/week. Students also have access to support services such as academic counseling, registration, assignment tracking, and exam invigilation.

Online learning continues to be a popular choice for students at the University of Guelph. Students select an online course option to continue their studies through the summer semester, to provide flexibility in their schedule during the fall and winter semesters, or because they prefer this mode of course delivery. Enrolments in online courses have increased on average by 5% each year.
Hybrid Learning*

A Hybrid Learning course is a course where face-to-face teaching time is reduced, but not eliminated, to allow students more time for online study. This model comes in a number of formats; however the online component is typically 50%-80% of the total course delivery. In this case, a hybrid learning course may have components delivered via traditional face-to-face; however, over half of the course delivery should be online.

A Hybrid Learning program is a program in which 80% or more of its courses are hybrid learning courses.

In the space provided below, please highlight one example of University of Guelph’s use of Hybrid Learning courses and/or Programs.

The Ministry’s current definition of hybrid learning excludes all of the courses that the University of Guelph would classify as hybrid.

Please provide one or more highlights, in the space provided below, of an activity that University of Guelph used during 2013-2014, which contributed to maintaining or improving eLearning opportunities at University of Guelph. This could include a strategy, initiative or program viewed by University of Guelph to be an innovative practice, success story and/or key accomplishment that University of Guelph would like to highlight.

One way the University of Guelph improved eLearning opportunities in 2013-14 was through the redesign of CIS*1000DE: Introduction to Computer Applications.

The intent of CIS*1000DE: Introduction to Computer Applications is to provide students with the fundamentals of information technology as well as the core skills of computing and information systems that are needed throughout their academic and future professional careers. Since the development of this course in 2001, demand for this course has increased and impacted the feasibility of the assignments and the overall effectiveness of the learning process. This prompted the need for the redevelopment and rethinking of the teaching and learning strategies.

The redesign of this course aims to enhance the student learning experience by diversifying learning activities and assessments, increasing the value of students’ social presence, and developing an online lab for students to practice their technical skills.
6) International Initiatives

Please provide the number of For-Credit outbound students and inbound students participating in student exchanges/study abroad/internships/international experiences that University of Guelph had in 2013-2014:

• Outbound students* = 231

*DEFINITION: Outbound students are students who pay tuition at an Ontario college/university for credit received for study/work abroad.

• Inbound students* = 224

*DEFINITION: Inbound students are international students participating in student exchanges/study abroad/internships/international experiences at an Ontario college/university to receive academic credit towards a credential granted by their home institution.

Please list, in the table below, all For-Credit, Stand-Alone campuses, partner campuses or partnerships at which University of Guelph delivers courses and/or programs abroad (outside of Canada) in 2013-2014, including city, country, programs offered, and total enrolment in each program offered at each campus:

<table>
<thead>
<tr>
<th>Campus Name</th>
<th>City/Municipality/Country</th>
<th>List all programs offered at the Campus, Partner Campus or Partnership in 2013-2014</th>
<th>2013-2014 Total Enrolment by Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Applicable</td>
<td>Not Applicable / Not Applicable</td>
<td>Not Applicable</td>
<td>0</td>
</tr>
</tbody>
</table>
Ministry of Training, Colleges and Universities

*The space below is provided for University of Guelph to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: International Initiatives.

Note:
The 2013-14 Total Enrolment by Program is zero because, in 2013-14, the University of Guelph did not deliver any courses and/or programs at For-Credit, Stand-Alone campuses, partner campuses or partnerships abroad (outside of Canada).

Please provide one or more highlights, in the space provided below, of an activity that University of Guelph used during 2013-2014, which contributed to maintaining or improving University of Guelph's international initiatives. This could include a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

University of Guelph researchers have a strong tradition of international outreach and partnerships. In 2013-14, Guelph researchers were involved in 237 research studies in 77 countries. Their efforts were supported by $25 million in funding from a wide range of sources.

In the past year, significant efforts were made to further develop collaboration particularly in East Africa. Guelph East Africa (GEA) is a University of Guelph initiative that aims to create a sustainable research and teaching program by bringing together East African community partners from academia, business, government, and NGOs. GEA will bring together multiple stakeholders interested in developing and sustaining a vital East Africa. To advance the partnership, in 2013-14, the University hosted the President of Tanzania, the East African Heads of Commissions, the Tanzanian Minister of Education as well as a delegation of Tanzanian University Chancellors.

In 2013-14, the University of Guelph Agroforestry Practices to Enhance Rural Livelihoods (APERL) wrapped up. APERL, a collaboration with Ghana’s Kwame Nkrumah University of Science and Technology, started in 2007 to help smallholder farmers from six communities escape poverty through agroforestry. Agroforestry is the practice of planting trees in between traditional crops to stop soil erosion and improve soil health, biodiversity and forest cover. Agroforestry also helps to diversify the income of African farmers -- they grow mango and citrus trees outside their houses or in between crops, so if their cassava or maize doesn’t do well that year, they can still sell mangos and oranges.

Another important internationally oriented development, in 2013-14, at the University of Guelph was the establishment of the Centre for Biodiversity Genomics: the global hub for a technology called DNA barcoding. The state-of-the-art facility more than tripled the space available for discovering, identifying, and cataloguing species from around the globe using barcoding technology. DNA barcoding allows scientists to identify animal and plant species using short, standardized regions of genetic material. It works for all life stages and allows biologists to rapidly identify species from a snippet of tissue. The Centre supports activity related to the International Barcode of Life project, the largest biodiversity genomics initiative ever undertaken, dedicated to applying DNA barcoding to real world problems, such as forensics, conservation, marketplace regulation, disease control and ecosystem monitoring.

Guelph researchers contributed significantly to global efforts to grow plants in inhospitable environments through the use of customized sealed environment chambers. With this Guelph-based technology, researchers use sophisticated instruments to measure how factors such as photosynthesis, respiration, and transpiration affect plants on a minute-by-minute basis over their entire growth period. They’re also using custom-designed LEDs, which have the power to generate light up to four times the intensity of the sun and up to nine different colours or wavelengths of LEDs. Kuwait is the location of the latest installment of the customized sealed environment chambers.

New this year is a Guelph-Brazil research initiative, designed to enhance research opportunities for Guelph faculty and graduate students through access to increased funding opportunities, access to research infrastructure and the creation of
opportunities for sharing knowledge and skills. This project is also expected to attract Brazilian students to Guelph, and to provide field research, exchange opportunities and international learning opportunities for Guelph students.

The University’s tradition of international outreach and research partnerships extends across the globe, with the goal of promoting further collaboration.
7) Work-Integrated Learning*

As part of the Government's PSE Transformation agenda, the government is interested in expanding work-integrated learning (including co-operative education) to make future Ontario students more career and job ready. Co-ops, internships, work placements and other types of work-integrated, experiential or entrepreneurial learning are already available in colleges and universities, often in partnership with industry.

*DEFINITIONS:

Work-Integrated Learning is the process where students learn from experiences in educational and practice settings and integrate those experiences for effective professional practice and employment (adapted from HEQCO, 2012).

A Co-operative Education Program is defined as one that formally integrates a student's academic studies with work experience. The usual plan is for the student to alternate periods of experience in career-related fields according to the following criteria (Canadian Association for Co-Operative Education, 2012):

- Each work situation is approved by the co-operative education institution as a suitable learning situation;
- The co-operative education student is engaged in productive work rather than merely observing;
- The co-operative education student receives remuneration for the work performed;
- The co-operative education student's progress on the job is monitored by the cooperative education institution;
- The co-operative education student's performance on the job is supervised and evaluated by the student's employer;
- The time spent in periods of work experience must be at least 30 per cent of the time spent in academic study.
Based on the definitions provided above, please provide WIL data for University of Guelph in 2013-2014:

<table>
<thead>
<tr>
<th></th>
<th>Undergraduate</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of programs at University of Guelph with a Co-op Stream</td>
<td>38</td>
<td>2</td>
</tr>
<tr>
<td>Number of students at University of Guelph enrolled in a Co-op program</td>
<td>2,236</td>
<td>1</td>
</tr>
</tbody>
</table>

Please provide one or more highlights, in the space provided below, of an activity that University of Guelph used during 2013-2014, which contributed to providing Work-Integrated Learning opportunities for students. Along with co-op, other examples of WIL include internships, mandatory professional practice, field experience, service learning, applied research projects, innovation incubators and other WIL opportunities. This could include a strategy, initiative or program viewed by University of Guelph to be an innovative practice, success story and/or key accomplishment.

Celebrating its fifth year within the College of Business and Economics at the University of Guelph, the Centre for Business and Social Entrepreneurship (CBaSE) has seen tremendous growth in entrepreneurial activities and programming. CBaSE is the portal that links entrepreneurship and innovation at the University of Guelph with the wider community and encourages applied transformational and experiential learning. What began as applied community based learning through our undergraduate business-consulting course has grown to include graduate consulting, entrepreneurial education, workshops, seminars, speaker series, support for students attending competitions and conferences, and finally the launch of our incubator, The Hub.

Located on the UofG campus, CBaSE is a 12,000 square-foot multidisciplinary co-working space where students and youth entrepreneurs can access business support and advisory services to turn their ideas into successful businesses. Committed to offering access to entrepreneurial thinking and experiential learning, CBaSE enables collaboration with the local community and offers programs which have the potential to transform student understanding of their disciplines, worldviews and abilities. From these experiences students are also given the opportunity to master disciplinary knowledge, develop essential skills and attitudes for life and career success.

CBaSE fosters an open door culture of collaboration and entrepreneurial thinking. The team promotes UofG's commitment to entrepreneurship and a thriving community by equipping students with the knowledge and tools necessary to navigate the entrepreneurial space. CBaSE also supports knowledge sharing among peers, provides access to a diverse network of mentors, and enables intellectual property protection and management.

CBaSE is a hybrid model that leverages the existing centres and programs in the region, as well as offering its own suite of programs to provide clients with services that range from new-company incubation through to time-limited accelerations programs, culminating with market-ready companies pitching to funding firms. As such, CBaSE provides a 'one-stop shop' for youth to access all available commercialization programs and services in the region. CBaSE is influenced by existing and emerging industry sectors; as a result, the expertise providing mentorship to start-ups is focused on the following sectors: Clean Tech; Engineering; Food and Agriculture; Human and Animal Health; Wellness; Social Entrepreneurship; Creative and Digital Media; and Advance Manufacturing.

CBaSE programming currently includes:

1. CBaSE Applied Community Projects are designed to provide senior undergraduate students with an opportunity to earn course credit while gaining hands on experience in the community through business consulting. Students work in interdisciplinary teams with real world businesses of all sizes across any sector to investigate and propose sustainable solutions to economic, social, and environmental issues.
2. CBaSE’s Bigger Picture Series provides institution wide exposure to topics in entrepreneurship. The current academic year will see a total of five events presenting upwards of ten entrepreneurs from the Guelph community.

3. Annually CBaSE invests $25,000 to support more than 200 business students to compete, attend and host business case competitions and conferences regionally, nationally, and globally.

4. CBaSE’s Hub Incubator Program offers UofG youth and alumni the space and support to grow or begin their enterprise. Those accepted into the program are provided with seed funding, dedicated office space, business support services and access to experienced entrepreneurs. Successful Hub participants move from the Hub to the local Regional Innovation Centre (Innovation Guelph) to access further incubation and business acceleration services.
8) Student Satisfaction

Per the 2011 National Survey of Student Engagement (NSSE), the undergraduate student satisfaction rate (total of excellent and good responses) at University of Guelph for NSSE Question “How would you evaluate your entire educational experience at this institution?” = **89.1%** for Senior Year respondents.

Per the 2011 National Survey of Student Engagement (NSSE), the undergraduate student satisfaction rate (total of definitely yes and probably yes responses) at University of Guelph for NSSE Question “If you could start over again, would you go to the same institution you are now attending?” = **86.6%** for Senior Year respondents.

Please indicate the methods, in addition to the NSSE survey, that University of Guelph used in 2013-2014 to measure student satisfaction.

In addition to NSSE, with respect to institution-wide surveys at the undergraduate level, the University of Guelph also looks to our Incoming Student Survey as well as to NSSE’s companion survey the Beginning University Survey of Student Engagement (BUSSE) to reflect upon student engagement in educationally purposeful activities. At the graduate level, the University of Guelph administers, along with universities across Canada (including all of Ontario’s universities), the Canadian Graduate and Professional Student Survey (CGPSS). This survey provides critical information directly from our graduate students about their participation in programs and activities designed for their learning and personal development. The International Student Barometer has also provided the University with incredibly useful feedback directly from international students about their experiences with and opinions about their living and learning environment.

It is also important to note that academic programs and student support programs from across the campus administer local surveys to assess student satisfaction and learning outcomes. With the amount of surveying being undertaken both at the institution level as well as at the academic program and student support program level it is important to be mindful of the survey burden being placed on students.

Please provide one or more highlights, in the space provided below, of an activity that University of Guelph used during 2013-2014, which contributed to maintaining or improving student satisfaction at University of Guelph. This could include a strategy, initiative or program viewed by University of Guelph to be an innovative practice, success story and/or key accomplishment that University of Guelph would like to highlight.

In 2012, the School of Computer Science introduced community-engaged scholarship (CES) to CIS*3750 – Systems Analysis & Design in Applications. Working with the Institute for Community Engaged Scholarship (ICES), University of Guelph, and the expertise of local not-for-profits and charities, computer science (CS) students learn how to understand, design, and implement a solution to a local community issue. Working with community partners whose expertise falls outside the CS domain, students develop problem solving and design skills, while also learning valuable knowledge translation and transfer skills by actively engaging community partners both inside and outside the classroom.

One CES focused CIS*3750 project was Farm To Fork. Students worked with local emergency food providers (EFPs), and the Guelph-Wellington Food Round Table to address food insecurity; specifically to improve the quality and quantity of healthy food donated to the emergency food system. Beyond achieving greater than 97% classroom attendance, students actively engaged EFPs outside of the classroom, and continue to develop the project long after the course has ended. Students have based their senior undergraduate theses on Farm To Fork; from beta-testing and launch, to developing a mobile app. Undergraduate students have also published two peer-reviewed papers on Farm To Fork, have presented at numerous conferences, and have raised approximately $50,000 to support Farm To Fork development.

One student wrote this about the course: “I was unaware that [CS] has the ability to make a huge difference in our community. It also reinforced the idea that not all programmers have to be pushing code out the door for the latest software patch. That you can actually make programs for free for the community that will better a large number of people’s lives indirectly.”

The project has been very well received: locally, provincially, nationally, and internationally. It has the support of the Ontario Association of Food Banks, and will be featured in an upcoming issue of the Renegade Collective – an Australian magazine that promotes “game changers”, “thought leaders”, and “rule breakers”.

University of Guelph
9) Graduation Rate

Per the KPI results reported in 2012, the graduation rate at University of Guelph = 78.6%(*)

*The graduation rate shown involves the selection of all First Year, New to the Institution, Undergraduate students from the Fall 2004 enrolment file who were seeking a Bachelors or First Professional degree, for whom an FTE value of 0.4 or greater is recorded, and who also have a valid Student ID number. This subset of Year One enrolments is then matched against records of students who received a Bachelors or First Professional degree from the same institution during the period 2005 - 2011 (subsequent 7 years). For students who received two or more degrees during this seven year period, every effort was made to use the initial degree awarded (based upon the year in which degree was awarded).

Please indicate any methods, in addition to the KPI survey results reported in 2013-2014, that University of Guelph used in 2013-2014 to measure graduation rate.

In addition to reviewing the graduation rate produced by the KPI survey results, in 2013-14, the University of Guelph also examined, for internal purposes, its graduation rate at the institutional, departmental, and degree program level.

Please provide one or more highlights, in the space provided below, of an activity that University of Guelph used during 2013-2014, which contributed to maintaining or improving University of Guelph’s graduation rate initiatives. This could be a strategy, initiative or program viewed by University of Guelph to be an innovative practice, success story and/or key accomplishment that University of Guelph would like to highlight.

The University recognizes the value of international involvement, both to the students concerned and the communities in which they live and work. The new Certificate in Civic Engagement and Global Citizenship represents the University’s most recent step in recognizing the role of international involvement in the creation of transformative learning experiences.

The value of combining a sense of self as a global citizen with the dynamic nature of civic engagement can result in a practical, informed, and hopeful approach to addressing complex local and global problems shaped by different cultures, political systems, and environments. The Certificate in Civic Engagement and Global Citizenship aims to provide students with a critical understanding and awareness of the complexity of the world and the value of their disciplines as contributing to interdisciplinary approaches to solving problems. Students will explore how the diversity of people and privilege in the world contributes to both problems and solutions while having an opportunity to reflect upon their own place and privilege. They will develop the knowledge, skills, and values required to develop a sense of themselves as empowered citizens and community members who can undertake thoughtful, respectful, and creative action for better communities at home and abroad.

The opportunity to develop and/or upgrade skills through Guelph’s certificate programs, including the Certificate in Civic Engagement and Global Citizenship, provides an important training ground for highly competent, highly productive citizens positioned for success – academically, socially, and economically.
10) Graduate Employment Rate

Per the KPI results reported in 2014 the employment rate for 2011 graduates, 6 months after graduation, at University of Guelph = 91.3% (+)

Per the KPI results reported in 2014 the employment rate for 2011 graduates, two years after graduation, at University of Guelph = 94.25% (+)

Please indicate any methods, in addition to the KPI survey results reported in 2013-2014, that University of Guelph used in 2013-2014 to measure graduate employment rate.

The University of Guelph looks to complementary data sources to create a nuanced picture of Guelph’s graduate employment rate. In addition to the graduate employment rate produced by the KPI survey results, the University of Guelph also refers to the supplemental questions that we added to the 2013 Canadian Graduate and Professional Student Survey.

Please provide one or more highlights, in the space provided below, of an activity that University of Guelph used during 2013-2014, which contributed to maintaining or improving University of Guelph’s graduate employment rate. This could be a strategy, initiative or program viewed by University of Guelph to be an innovative practice, success story and/or key accomplishment that University of Guelph would like to highlight.

The Summer Leadership & Research Program (SLRP) offers summer student researchers at the Ontario Veterinary College (OVC) a stimulating slate of events from May to August. The program, which has been offered for over 10 years, includes a Round Table series with veterinarians and scientists working in diverse and intriguing areas, field trips to cutting-edge research facilities and the Metro Toronto Zoo, attendance at scientific conferences, and professional development workshops to prepare for conference-style sessions.

One major element of the summer program is encouraging awareness of potential career paths. Networking sessions provide a perfect opportunity for SLRP participants to meet with professionals, many are OVC alumni, who have chosen interesting career paths and can provide advice on career planning. For example, SLRP participants are invited to enjoy lunch and play ‘career speed dating’ where guests are invited to host tables and student participants spend 15 minutes or more at one guest’s table and then switch to chat with the next guest.
11) Student Retention

Using data from *University of Guelph's* Institutional Consortium for Student Retention Data Exchange (CSRDE) submissions, please provide *University of Guelph's* achieved results for all years in the table below:

<table>
<thead>
<tr>
<th>Entering Cohort</th>
<th>2009 Cohort</th>
<th>2010 Cohort</th>
<th>2011 Cohort</th>
<th>2012 Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st to 2nd Year</td>
<td>91.6% (+)</td>
<td>91.7% (+)</td>
<td>92.1% (+)</td>
<td>92%</td>
</tr>
<tr>
<td>1st to 3rd Year</td>
<td>84.5% (+)</td>
<td>84.8% (+)</td>
<td>84.2%</td>
<td>N/A (+)</td>
</tr>
</tbody>
</table>
*The space below is provided for University of Guelph to describe the methodology, survey tools, caveats and other information regarding the numbers reported above re: Full-Time Student Retention Rate.

Note:  
The University of Guelph's Full-Time Student Retention Rate reported from Guelph's Institutional Consortium for Student Retention Data Exchange (CSRDE) submissions reflects data for the Main Campus only.

Please provide one or more highlights, in the space provided below, of an activity that University of Guelph used during 2013-2014, which contributed to maintaining or improving University of Guelph’s retention initiatives. This could be a strategy, initiative or program viewed by University of Guelph to be an innovative practice, success story and/or key accomplishment that University of Guelph would like to highlight.

University Inroads is a five year old program at the University of Guelph. This program invites every new student to participate in three activities during Orientation Week. To facilitate participation, students are divided in to communities within their academic program. Most communities are led by an upper year student registered in the same academic program; in situations where an upper year student from the same program is not available, the best possible match is made. Activities cover a range of learning objectives to help prepare students for the beginning of classes, including helping new students meet others in their academic program as well as helping their initial identity development as a University of Guelph student to include an academic affiliation.

This program was created in response to the assessment of Orientation Week 2008, where themes and data emerged showing:
* New students could not identify which College they were a member of.
* New students suggested they wish they had more information on how challenging the first semester of school would be.
* Orientation Volunteers did not describe having made meaningful connections with new students.
* 42% of new students described their academic transition as “Very Easy” or “Somewhat Easy” (n=1739).
* 57% of new students described Orientation as having given students “Significantly Useful Information” on how Academic Advising works.
* 53% of new students described Orientation as having given students “Significantly or Moderately Useful information” on Time Management.

To facilitate this program, the Department of Student Life, through the Centre for New Students, recruits a team of approximately 80 volunteers. This team is part of the umbrella Orientation Volunteer Team, and they participate in multiple training experiences, including in-person training in the Winter semester, online summer training, and two days of training in August. Training focuses on small group facilitation skills, appropriate telling of an academic story, increasing awareness of academic resources on campus, appreciative inquiry, and how to facilitate the icebreakers/community-builders experiences as part of Inroads.

The students who participate in this program have been provided an environment where they are likely to: build friendships with future classmates before classes start, prepare themselves to ask questions of staff members and faculty, and to assist in the creation of community identity and shared ownership for group success.

In March of 2014, this program was nominated for an award at the National Orientation Director Association Region 7 conference, where it was recognized as the most Innovative Program. This region comprises Post-Secondary institutions in Michigan, Ohio, Ontario, and Indiana.
12) Productivity and Innovation Fund (PIF)

Productivity and Innovation Fund (PIF) records indicate that University of Guelph participated in the following institutional or multi-institutional PIF projects. Please indicate one or more examples of ongoing initiatives that resulted from the project that will continue in 2014-2015, such as knowledge sharing, expanded scope or expanded number of partner institutions.

<table>
<thead>
<tr>
<th>Project Name</th>
<th>Project Number</th>
<th>Cost Savings/Cost Avoidance*</th>
<th>Ongoing Activity</th>
</tr>
</thead>
</table>

Last Updated: November 04, 2014
<table>
<thead>
<tr>
<th>Project Name</th>
<th>Project Number</th>
<th>Cost Savings/Cost Avoidance*</th>
<th>Ongoing Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transformational Teaching and Learning at the University of Guelph(^+)</td>
<td>GUEL-CPR1-I(^+)</td>
<td>0</td>
<td>Course redesign is part of the culture of continuous improvement at the University of Guelph as our Transformational Teaching and Learning Productivity and Innovation Fund (PIF) Project demonstrated. At the University of Guelph, we have made transformational learning a priority and sustaining our focus on transformational teaching and learning will continue to be a key priority. We will: • continue our partnership with the National Centre for Academic Transformation (NCAT) and extend redesign by committing to redesigning two introductory courses per year; • continue to make funds available to faculty for the enrichment of students’ learning through our Learning Enhancement Fund; • continue the strategic allocation of funds for innovative projects that have demonstrated ability to create transformational change and enhancing productivity through our own internal ‘Priority Investment Fund’ which is associated with the University’s Integrated Plan; and • building on our success with raising external support for our First Year Seminar Program, continue to provide support for innovative curriculum models, including experiential learning opportunities. While we cannot report any significant cost savings at this time, this PIF Project may offer future cost savings through reduced instructional costs, especially in terms of formal instructional time and secondarily in terms of the need for on-site facilities and classroom space. And, while it is difficult to quantify, by shifting a significant portion of course delivery and course-related interaction toward a virtual platform, the need for contact hours decreases even as the richness of the learning experience is maintained and enhanced through more varied access to the material and to interaction with peers and instructors.</td>
</tr>
<tr>
<td>Project Name</td>
<td>Project Number</td>
<td>Cost Savings/Cost Avoidance*</td>
<td>Ongoing Activity</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------</td>
<td>-------------------</td>
<td>------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Multi-institutional strategy to access and track programmatic learning outcomes^{(1)}</td>
<td>GUEL-CPR2-M^{(1)}</td>
<td>0</td>
<td>While we cannot report any significant cost savings at this time, this multi-institutional PIF project to develop the capacity of tracking and assessing programmatic learning outcomes was designed as a five-year project. And, while difficult to quantify, future cost savings is expected in several areas. • The work of this project will be sustainable and scalable to all post-secondary institutions thus allowing the system to leverage the approach and learning from this project to support a sector-wide learning outcomes assessment strategy. • Once fully implemented, each institution will have access to timely and evidenced-based data on the achievement of learning outcomes across programs. Access to the data collected through Desire2Learn will inform curriculum renewal and reduce the amount of time spent collecting, compiling, and analyzing data. • The collective work of the five institutions has increased the shared technical and pedagogical knowledge, and capacity at each institution. Learning was transferred regularly throughout the implementation and this collaborative approach continues to be an important component of this project. • The five-year multi-institutional investment allowed each institution the opportunity for savings as a result of the consortium pricing. As reported in the Proposal, the in-kind contribution of Desire2Learn was $330K, which is attributed to the savings provided for the consortium pricing. This provides an average savings of $13K per institution per year. Over the next four years, we will leverage the efficiencies and knowledge acquired from the pilot to expand this initiative to all programs within the University of Guelph.</td>
</tr>
<tr>
<td>Project Name</td>
<td>Project Number</td>
<td>Cost Savings/Cost Avoidance*</td>
<td>Ongoing Activity</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>----------------</td>
<td>------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Ontario Consortium for Graduate Professional Skills Development *(+)</td>
<td>MAC-CPR3-M *(+)</td>
<td>0</td>
<td>As a result of the Ontario Consortium for Graduate Professional Skills Development Productivity and Innovation Fund (PIF) Project, online professional development modules have been made available to graduate students. As of early October, the online professional development modules had been available for approximately four weeks and Guelph graduate students had completed 64 of 517 online modules completed by students across Ontario. The intent is that these additional professional development resources, which students have access to 24/7, in areas that include teaching, research, communications, career development, and entrepreneurship, will not only free up face-to-face time with faculty and staff across the university whom students normally consult on these topics but also free up resources that can be allocated to holding workshops. The online professional development modules have only been available for approximately four weeks; as a result, at this time, it is too early to provide a quantitative estimate of the cost savings/cost avoidance. In addition to the foregoing, the Ontario Consortium for Graduate Professional Skills Development PIF Project has resulted in other benefits, including intra-university sharing of academic, applied, and technical knowledge in the creation of these modules. In the future, a research group will be tracking the use of the modules and what students have learned from them, but those results are not yet available.</td>
</tr>
<tr>
<td>University Utility Consumption Database and Benchmarking System (UUCDBS) *(+)</td>
<td>MAC-ASDT4-M *(+)</td>
<td>Not Applicable.</td>
<td>The University of Guelph withdrew at the beginning of this Productivity and Innovation Fund (PIF) Project.</td>
</tr>
<tr>
<td>Project Name</td>
<td>Project Number</td>
<td>Cost Savings/Cost Avoidance*</td>
<td>Ongoing Activity</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>----------------</td>
<td>------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Multi-Institution Space Management Solution(+)
<p>| UOFT-ASDT3-M(-)                                  | See “Ongoing Activity” | Cost savings achieved through: - Development of one RFP rather than one for each site – saving $5,000-$10,000 for every RFP avoided. - Savings associated with vendor cost to respond to one RFP which can be as much as $50,000 per RFP response. - Collective implementation led to substantial savings considering the cost associated with this service can range between $23,000-$48,000 per institution based on market research. Highlights and Ongoing Activities: - The new multi-institution space management solution, Archibus, will provide the benefits of shared software, standardized training and support opportunities, improved opportunities for collaboration, common reporting and analytical tools, shared knowledge base, web access, and mobile technology. - There is the potential for other Ontario institutions to move to the new solution and benefit from lower incremental costs related to space management and access to the new shared knowledgebase. |</p>
<table>
<thead>
<tr>
<th>Project Name</th>
<th>Project Number</th>
<th>Cost Savings/Cost Avoidance*</th>
<th>Ongoing Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ontario Digital Library Research Cloud (+)</td>
<td>UOFT-ASDT4-M (+)</td>
<td>ODLRC per TB cost of $133 CDN as opposed to $357 US if Amazon services were used.</td>
<td>The Ontario Digital Library Cloud is a three-year project that pools resources to build a large scale shared data storage service for partner universities. To estimate cost savings, we compare per TB storage costs achieved through the ODLRC model and the per TB storage costs of commercial data storage services such as Amazon and Google. Highlights and Ongoing Activities: - The first year of this project included establishment of a project team, hiring and training of systems support staff, establishment of a governance structure, development of communication vehicles for the project, sourcing appropriate hardware, receipt and assembly of the hardware at the central data centre at the U of T, design of a network topology between the partner sites that supports traffic between storage nodes, and investigation of options for integration of the storage service with common library repository tools. - In years 2 and 3, the partners will complete the rollout of the storage hardware to all partner libraries, integrate storage service software with common repository tools, and develop a research support compute cluster to support analysis of content in the cloud.</td>
</tr>
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<tr>
<td>Teaching Culture Indicators: Enhancing Quality Teaching(+)(1)</td>
<td>WIND-CPR6-M(+)(1)</td>
<td>0</td>
<td>The Teaching Culture Indicators project included the development and piloting of a survey instrument to measure perceptions related to a culture of quality teaching among key stakeholders. The work of this project will continue with the refinement of the survey tool, the development of a survey tool for staff, the analysis of survey data, and the creation of best practices to assist institutions in encouraging practices that enhance their teaching culture and quality of teaching. While this activity did not result in direct cost savings, further development of an institutional culture that values teaching quality and improved student engagement will have an impact on student and faculty retention.</td>
</tr>
<tr>
<td>Ontario Higher Education Community Cloud Service for Data Backups(+)(1)</td>
<td>YORK-ASDT4-M(+)(1)</td>
<td>Project as a proof-of-concept. No direct cost savings were claimed.</td>
<td>Estimated costs if/when the service is implemented: $345 annual per TB secondary storage &amp; $2,585 annual per TB full backup. These estimated costs compare favourably with similar shared services in other jurisdictions. The goal of the project was to execute a proof of concept for community cloud backup leveraging and extending an existing shared arrangement between University of Guelph and York University. The project demonstrated that a service was viable at costs below commercial providers. Work has continued beyond the project to utilize the infrastructure at least one of the project partners and to bring on other partner institutions.</td>
</tr>
<tr>
<td>eTravel and Expense Solution Proposal(+)(1)</td>
<td>YORK-ASDT5-M(+)(1)</td>
<td>Not Applicable.</td>
<td>The University of Guelph withdrew at the beginning of this Productivity and Innovation Fund (PIF) Project.</td>
</tr>
</tbody>
</table>

*DEFINITION: Cost Savings/Cost Avoidance is as reported in the Productivity and Innovation Final Report, June 30, 2014.

Note: The cost savings/cost avoidance for multi-institutional projects has not been pre-populated as this information was provided to the Ministry at the project level, not by institution.
*The space below is provided for University of Guelph to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Cost Savings/Cost Avoidance.

Not Applicable.
Attestation:

University of Guelph confirms that all information being submitted to the Ministry as part of the 2013-2014 Report Back is accurate and has received approval from University of Guelph's Executive Head.

Contact:

For additional information regarding University of Guelph's 2013-2014 Report Back please contact -

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- Telephone: 1-519-824-4120 extension 56034
- Email: b.pettigrew@exec.uoguelph.ca

Please indicate the address on University of Guelph's website where a PDF copy of this 2013-2014 Report Back will be posted once it has been approved by the Ministry (the Ministry will contact the individual listed above once the 2013-2014 Report Back has been approved):

- http://www.uoguelph.ca/analysis_planning/