

# STRATEGIC MANDATE AGREEMENT

University of Guelph  
Ministry of Advanced Education and Skills Development  
2017-20

SIGNED for and on behalf of the Ministry of  
Advanced Education and Skills Development  
by:



---

Sheldon Levy  
Deputy Minister

Date

SIGNED for and on behalf of the University of  
Guelph by:



---

Franco Vaccarino  
President

Oct. 6, 2017

---

Date



# Table of Contents

---

## **Section 1: Introduction**

Preamble

Institutional Vision, Mission, Mandate

Aspirations

## **Section 2: Shared Objectives and Priorities for Differentiation**

1.0 Student Experience

2.0 Innovation in Teaching and Learning Excellence

3.0 Access and Equity

4.0 Applied Research and Excellence Impact

5.0 Innovation, Economic Development and Community Engagement

## **Section 3: Strategy, Sustainability and Partnerships**

6.0 Enrolment Strategy & Program Direction

- International Strategy
- Strategic Areas of Program Strength and Expansion
- Financial Sustainability

7.0 Institutional Collaborations and Partnerships

## **Section 4: Ministry Commitments**

# Preamble

---

This Strategic Mandate Agreement between the Ministry of Advanced Education and Skills Development and University of Guelph outlines the role the University currently performs in Ontario’s postsecondary education system and how it will build on its current strengths to achieve its vision and help drive system-wide objectives and government priorities.

The Strategic Mandate Agreement (SMA):

- Identifies and explains the shared objectives and priorities between the Ontario government and the University;
- Outlines current and future areas of program strength;
- Supports the current vision, mission, and mandate of the University and established areas of strength within the context of the University’s governing legislation;
- Describes the agreed-upon elements of the new university funding model, including:
  - a University’s enrolment plans as well as their projections of their enrolments relative to their corridor midpoint and any desired changes to their corridor during the period of this SMA; and
  - differentiation areas of focus including metrics and targets.
- Provides information on the financial sustainability of the institution; and
- Informs Ministry decision-making and enables the Ministry to align its policies and processes to further support the University’s areas of strength.

The term of the SMA is from April 1, 2017 to March 31, 2020.

The agreement may be amended in the event of substantive policy or program changes that would significantly affect joint commitments made in the SMA (e.g. Major Capacity Expansion, Highly Skilled Workforce, etc.). Any such amendment would be mutually agreed to in writing, dated, and signed by both signatories.

# Ontario's Vision for Postsecondary Education

---

Ontario's colleges and universities will drive creativity, innovation, knowledge, skills development and community engagement through teaching and learning, research, and service.

Ontario's colleges and universities will put students first by providing the best possible learning experience for all qualified learners in an affordable and financially sustainable way, ensuring high quality and globally competitive outcomes for students and Ontario's economy.

## University of Guelph Vision, Mission and Mandate

---

### **Mission Statement**

The University of Guelph's reputation for innovation and excellence dates back more than 150 years to our founding colleges — the Ontario Agricultural College, the Ontario Veterinary College and the Macdonald Institute. They incorporated practical and experiential education with innovative pedagogy, a tradition that continues today. Our rich history distinguishes and shapes us, and we embrace the best of the past while looking to transform the future.

U of G has evolved into a top comprehensive university that is both learner-centered and research intensive. We promote active inquiry and collaborative creativity across a range of disciplines to develop exceptional thinkers and global citizens — the leaders of tomorrow.

We are committed to developing the whole student, providing evidenced-based learning and research environments that encourage engagement, exploration and the sharing of new ideas. Our students are equipped with the tools and skills needed to improve life and make a difference in an ever-changing world.

The mission, mandate and vision articulated in this SMA reflect the University's new Strategic Framework. Developed with input from the entire U of G community, the Framework guides planning and reaffirms shared goals. It had been 20 years since the university last updated its strategic plan.

## Aspirations

---

*The Ministry recognizes the importance of supporting institutions to evolve and acknowledges the strategic aspirations of its postsecondary education institutions. The SMA is not intended to capture all decisions and issues in the postsecondary education system, as many will be addressed through the Ministry's policies and standard processes. The Ministry will not be approving any requests for capital funding or new program approvals, for example, through the SMA process.*

## Institutional Aspirations

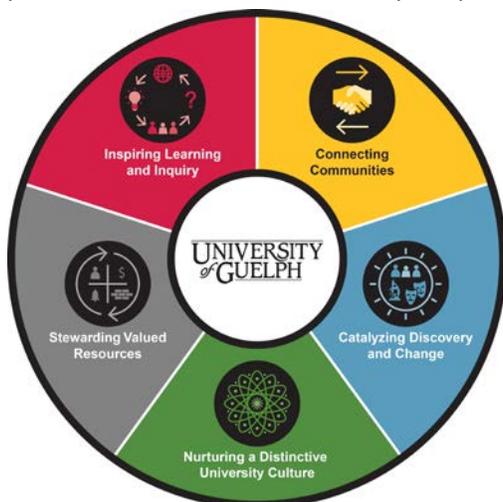
The University of Guelph has a deeply embedded, historical commitment to excellence, innovation and service. Our founding colleges were dedicated to preparing graduates for societal and community leadership. They established the University of Guelph as a forerunner to the science, technology, engineering, arts and mathematics (STEAM) educational approach, using STEAM to guide student inquiry and critical thinking. These characteristics are significant to our legacy and path forward.

Established in 1874, the Ontario Agricultural College (OAC) is Canada's largest and most renowned agricultural college, with a network of campuses, field stations and research facilities. It is a global leader in agriculture, food, environmental sciences and rural development. From the beginning, OAC exposed students to liberal arts programming, providing the foundation for our College of Arts and its range of programs. OAC's Agricultural Engineering Department, created in 1928, evolved into our College of Engineering and Physical Sciences.

The Ontario Veterinary College (OVC) has been meeting the need for veterinary education and research in Ontario for 154 years. OVC is ranked sixth in the world in veterinary science and leads in the advancement of public and animal health. With its breadth of programs and activities and biological and life sciences focus, OVC has strong ties to our College of Biological Sciences.

The Macdonald Institute was a pioneer in postsecondary education for women. It evolved into our College of Social and Applied Human Sciences, which has diverse programs in nutrition, family relations, public policy and community engagement. The management, food and hospitality, and economics programs offered at the MacDonal Institute and OAC influenced our current College of Business and Economics.

The University's commitment to improve life was re-envisioned and renewed in the *Strategic Framework: Our Path Forward*. It reinforces our commitment to championing our stature as Canada's Food University and positions us as one of the country's top research-intensive comprehensive universities.



### *Strategic Framework: Our Path Forward*

#### Five Pillars:

1. Inspiring Learning and Inquiry
2. Connecting Communities
3. Catalyzing Discovery and Change
4. Nurturing a Distinctive University Culture
5. Stewarding Valued Resources

[www.strategicrenewal.uoguelph.ca](http://www.strategicrenewal.uoguelph.ca)

Building on tradition, we are forging ahead in areas where we lead or excel. We will continue to foster creativity, innovation, skills development and community engagement.

We will invest and promote all our program areas, including distinctive areas in which we excel:

- Food, Agriculture and Environment
- Veterinary Medicine
- Health and Life Sciences
- Engineering, Physical and Computing Sciences
- Business, Management and Economics
- Arts, Culture and Creative Practice
- Justice, Governance and Partnership Engagement
- Human Services

We aim to provide the best educational experience for all qualified learners, in an affordable, sustainable way that ensures high quality and globally competitive outcomes for students and Ontario's economy.

We aspire to be a leader in experiential education and personalized learning in a technology-rich environment.

The betterment of society is at the core of our research and teaching pursuits. We have a fundamental and long-standing commitment to mobilizing knowledge into action. Our unique and strong relationships with industry and community partners are integral, especially our longstanding partnership with the Ontario Ministry of Agriculture, Food and Rural Affairs (OMAFRA). Considered an exceptional model of government-university collaboration, it has deepened industry and community connections.

# Shared Objectives and Priorities for Differentiation

---

## 1.0 Student Experience

---

*This section captures institutional strengths in improving student experience, outcomes and success. This section recognizes institutions for measuring the broader learning environment, such as continuity of learning pathways; retention; student satisfaction; co-curricular activities and records; career preparedness; and student services and supports.*

### **Institutional Approach to Improving Student Experience**

The University of Guelph is committed to providing a diverse learning and living environment that educates students for life and work in a rapidly changing world.

Our reputation for helping our undergraduate and graduate students achieve their academic goals and develop the skills and knowledge to thrive is unparalleled in Ontario. We ensure our students are engaged, supported, healthy, safe and challenged. We are committed to providing a residential campus, especially for first-year, transfer and international students. We have a legacy of community service and outreach, locally and worldwide.

Evidence shows that students are more satisfied and successful in settings that cultivate positive relationships among students, faculty and staff. The University of Guelph excels at this, exceeding other Ontario universities for quality interactions and supportive environments as measured in the National Survey of Student Engagement. Our success and dedication to providing a living and learning experience that supports positive student outcomes is underpinned by these core tenets:

1. Supporting the education and well-being of the whole person
2. Developing supportive and connected communities
3. Creating exemplary spaces for student excellence

### **Examples of Institutional Initiatives**

#### **Supporting the education and well-being of the whole person**

The University of Guelph has academic and non-academic programs in place that support students' educational, mental and physical well-being. Our student-centred approach provides unlimited opportunities to enhance

learning and development at the undergraduate and graduate levels. We develop the “whole student” through numerous strategies, initiatives and unique learning experiences, including:

- **First-year success and well-being:** First-year undergraduate students have access to a number of integrated programs that support success, engagement and well-being. This includes
- STARTonTrack, e-peer mentoring, and Bounce Back, aimed at first-year students at risk of not progressing successfully into their second year.
- **Residences as learning communities:** All first-semester students are guaranteed residence space (undergraduate, graduate, international and transfers) and more than 85 per cent of first-year students live in residence. Programs to support their learning experiences include Academic Clusters, Themed Learning Communities and Living-Learning Centres.
- **Individual and group learning support:** The Learning Commons, centrally located in our Library, offers an array of workshops, events and resources open to undergraduate and graduate students, staff and faculty, including individual support sessions and supported learning groups.

### **Developing supportive and connected communities**

We are recognized provincially and nationally for our distinctive culture and commitment to civic engagement. Opportunities for students to engage in a full continuum of quality programs and services include:

- **Project Serve:** Organized with partners and local organizations across Ontario, Canada and the US, students learn about social justice and connect with communities. Volunteer opportunities are available year round, including specific programs during Reading Week and a campus-wide service day.
- **Certificate in Civic Engagement and Global Citizenship:** Students help develop solutions to community and global issues; apply learning in real-world contexts; and reflect on the experience using e-portfolios.
- **Veterinarians Without Borders (founded at University of Guelph) and Engineers Without Borders:** Help students develop the skills to be globally-aware citizens and change leaders via opportunities abroad.
- **U of G’s Peer Helper Program:** Students are part of a team that provides support, programming and workshops, including in our Wellness Centre, Aboriginal Resource Centre and Student Accessibility Services. More than 240 students in 26 departments are Peer Helpers.

### **Creating exemplary spaces for student excellence**

The University of Guelph provides exemplary spaces — both inside and outside of the classroom — that positively contribute to students’ living and learning experience, including:

- **Entrepreneurial space:** The Centre for Business and Student Enterprise (CBaSE) provides entrepreneurial and experiential learning opportunities, including business and leadership development opportunities and consulting for local enterprises. Recently, offerings were expanded and collaborative spaces enhanced.
- **Health and wellness hub:** The new Guelph Gryphons Athletics Centre and renovated Powell Building bring together health, counselling and recreation, creating a campus hub for health and wellness. Our intramural teams involve 6,700 students; more than 9,600 members utilize the fitness centre; our 20 club teams involve 1,600 people; and we have 730 varsity athletes on 31 nationally-recognized teams.
- **Displaying excellence on and off campus:** Students completing a Masters of Fine Art routinely experience the challenge and benefit of presenting and defending their work in front of established artists, gallerists, curators and critics. They do so to gain entry to the program, as part of routine end-of-

semester critiques and Open Studios every March, at thesis defences and within biennial group exhibitions at a contemporary gallery in Toronto.

- Improving academic spaces across campuses: U of G has prioritized building renovations that improve student spaces, including:
  - McLaughlin Library: Updated study spaces, a digital scholarship centre, media studio, and Archival and Special Collections services. Our library has more than 1.5 million visits annually
  - Macdonald Hall: Technologically rich active learning classrooms and enhanced study spaces
  - University Centre: New and enhanced student learning and social spaces
  - Engineering Complex: Think-tank and design spaces enhance student collaboration

## Metrics and Targets

<b>System-Wide Metrics</b>	<b>2019-20 Target</b>
Proportion of fourth year students with two or more High-Impact Practices (HIPs) (from the National Survey of Student Engagement)	More than 50% of fourth-year students will have 2 or more HIPs (as measured by NSSE).
Year 1 to Year 2 retention (from the Consortium for Student Retention Data Exchange)	Sustain the first- to second-year retention rate at or above 90%
Proportion of operating expenditures on student services, net of student assistance (as reported in the Council of University Finance Officers data)	Increase the proportion of operating expenditures on student services, net of student assistance, up to 6 %

<b>Institution-Specific Metrics</b>	<b>2019-20 Target</b>
Maintain our commitment to a supportive learning environment	Exceed the Ontario Mean in the NSSE Engagement Indicators: Quality of Interactions and Supportive Environment
Maintain our commitment to a positive student life experience for our graduate students	Sustain a higher proportion of graduate students reporting positively on student

	life than the rest of Canada on the Canadian Graduate and Professional Student Survey
--	---

## 2.0 Innovation in Teaching and Learning Excellence

---

*This section focuses on innovative efforts including pedagogical approaches, program delivery and student services that contribute to a highly skilled workforce and ensure positive student outcomes.*

*This section captures institutional strengths in delivering high-quality learning experiences, such as experiential, entrepreneurial, personalized and digital learning, to prepare students for rewarding careers. It includes recognition of student competencies that improve employability.*

*It begins to identify indicators of quality that are currently available and within an institution's control.*

### **Institutional Approach to Innovation in Teaching and Learning Excellence**

The University of Guelph is a leader in curriculum development and the advancement of post-secondary teaching practices. Underpinning our reputation is the intersection of research and teaching; the intentional use of learner-centred technology; and the delivery of varied, flexible and empirically based teaching methods. We were the first Ontario university to develop university-wide learning outcomes and we continue to innovate in tracking and assessing those outcomes as part of a cycle of continuous improvement. We are part of the Higher Education Quality Council of Ontario Learning Outcomes Assessment Consortium.

There is a growing demand for technology-rich and mediated learning. U of G was the first university client for D2L (formally Desire2Learn) and we have enjoyed a successful and collaborative relationship with D2L since 1999. Our partnership is expanding to focus on personalized and deep learning. Under development are competency-based educational (CBE) strategies to improve success, shortened degree completion times and asynchronous course completion. Our work will focus on securing support and the development of competency-based educational strategies designed to foster deeper learning in challenging courses as well as using the CBE to deliver curriculum for entire courses in an accelerated format during the summer months.

At U of G, the balance between teaching and research is mission-critical, and we plan to promote this as a unique advantage. We will go beyond familiar practices in our teaching and learning by:

- Integrating High Impact Practices across the university

- Emphasizing quality education
- Preparing students for the workforce
- Educating engaged and informed citizens

## Examples of Institutional Initiatives

### Integrating High Impact Practices across the university

Through pedagogies that promote intentional and active learning, high impact practices, and authentic assessments, we aim to provide our students with a high impact education. Examples include:

- **Small-class experience:** Students on all our campuses have the opportunity to take high-impact, small-classes (18-30) that promote active and engaged learning. Our First-Year Seminar Program includes project-based interdisciplinary courses that promote research in action and application and the development of analytic, communication and time-management skills.
- **Access to world-class facilities:** Graduate students in Physics have an opportunity to work at the Vancouver-based TRIUMF lab, Canada's national laboratory for particle and nuclear physics and accelerator-based science.
- **Integrated design projects from first-year to capstone:** Our engineering school offers the only integrated design program in Canada. Multi-disciplinary teams of students complete a design project yearly, culminating in a final-year capstone design that is showcased externally.
- **Experiential learning opportunities across programs:** All Guelph-Humber students participate in classroom-based or workplace-based experiential learning opportunities. On the Guelph campus, there is an extensive network of work-integrated learning opportunities, including co-op, internships, practicums, research-intensive capstone courses, and industry-based design projects.
- **Writing-intensive courses:** We take pride in our range of writing-intensive courses. One example is the Creative Writing course taught by U of G professor and renowned author Lawrence Hill, who is also developing a common reading program for the entire incoming class to University of Guelph.
- **Research experience:** Undergraduate students have many opportunities to gain research experience, including working as paid research assistants via Guelph-Humber's Research Grant Fund, collaborating on projects with faculty and publishing their own work in the *Studies by Undergraduate Researchers at Guelph* publication.

### Emphasizing quality education

We are committed to high quality teaching and evidence-based learning practices. We employ a variety of learning models; connect classroom learning to the real world; use authentic assessment; and provide opportunities for students to apply their skills and knowledge. Our strategies and practices include:

- **Tracking and assessment of program learning outcomes through D2L:** In partnership with D2L and Waterloo, McMaster and Laurier universities and Mohawk College, we track and assess program learning outcomes. Data informs curricular improvement and quality assurance at U of G and are scalable to the sector.

- Curriculum mapping at the degree program level: The Bachelor of Science Degree program is undergoing a curriculum mapping exercise, allowing for the assessment of learning outcomes for all 46 majors and at the degree program level.
- Assessment of High Impact Practices across campuses: Last year, the College of Biological Science completed a review of High Impact Practices, finding that 82 per cent of students experienced at least two High Impact Practices by graduation; 38 per cent experienced three. The review has been expanded across the university.
- Support and foster a culture of Scholarship of Teaching and Learning: We support the scholarship of teaching and learning in various ways, including:
  - Our Educational Leadership in Teaching Excellence (EnLITE) program provides professional development and engagement and promotes a learner-centred approach to teaching.
  - The Inquire Certificate allows graduate students to research the scholarship of teaching and learning collaboratively.
  - Our Scholarship of Teaching and Learning (SoTL) Fund encourages and supports related research.
  - Encourage instructor innovation in pedagogy: We foster a culture of pedagogical innovation through our Learning Enhancement Fund (LEF) and annual Teaching and Learning Innovations conference.
  - Early Warning System: Along with D2L, we are part of an Early Warning System pilot that uses a game-based approach to measure learning outcomes; students at risk are identified and provided with targeted feedback.

### **Preparing students for the workforce**

Guelph has a long tradition of experiential learning as well as community engagement. In support of the *Building the Workforce of Tomorrow: A Shared Responsibility*, the report of the Premier's Highly Skilled Workforce Expert Panel, the University of Guelph established an Experiential Learning Task Force. We reviewed our present programs, identified gaps, and suggested strategies for improvement, which will be implemented during the next three years through our newly created Experiential Learning Hub. The Experiential Learning Hub will expand students' access to experiential learning that suits their learning needs and objectives and support faculty, staff and administrators in developing and offering experiential learning opportunities and programs. Examples of current ways our students are prepared for and engage in the world of work include:

- Guelph's Co-op Program: Started 35 years ago and now one of the largest in Ontario, it includes 40 per cent of programs. Students from 35 disciplines work for a range of businesses and organizations. In 2017, 1,725 work terms were completed and a U of G student was named National Co-op Student of the Year.
- Practicum and field placements: Help integrate theory and practice. Examples include practicums in Child, Youth and Family, and Adult Development; undergraduate field placements in Applied Human Nutrition; and Masters programs in Applied Nutrition and Couple and Family Therapy.
- Mitacs Accelerate Internship Program: Allows graduate students to develop skills and secure professional experience by working on-site with industry partners. One student, for example, worked with local Inuit and Agnico Eagle Mines in Baker Lake, Nunavut.

- Research Assistantship and Work Study Programs: Participants gain valuable first-hand experience in research and other work opportunities. At the graduate level, the Community Engaged Scholarship Institute’s Research Shop teams graduate students with local and regional collaborators.
- Entrepreneurship education opportunities: Our Centre for Business and Student Enterprise (CBaSE) connects undergraduate and graduate students with local businesses and nonprofits.
- Experiential learning opportunities: Plentiful across the curriculum, they include theatre students acting as patients for nutrition students; undergraduate and graduate students collaborating with investigators and doing field research at the G360 Institute for Groundwater Research; and graduate students working within NextAI, a startup factory focused on artificial intelligence, which recently received more than \$5 million in support from the Royal Bank, Magna International and others and further in-kind support from leading technology companies like Google, Microsoft and IBM.
- Professional development skills:
  - The Graduate Student Learning Initiative (GSLI) promotes professional skills development opportunities across campus through workshops, consultations and web resources.
  - MyGradSkills.ca is an online tool that provides recognized professional skills development for graduate students and postdoctoral fellows.
- Preparing students for the world of work: Our Gryph to Grad program promotes skills development and our Co-operative Education and Career Services help students with job seeking and career planning.

### **Educating engaged and informed citizens**

The University of Guelph embeds a citizenship dimension into courses across the disciplines, incorporates global perspectives in teaching and learning and offers international opportunities. Examples include:

- The Community Engaged Scholarship Institute: Trains undergraduate and graduate students and serves as a strategic hub for partnered and innovative research and projects.
- Global Learning: The Centre for International Programs offers semesters abroad, field schools and global exchange programs. Our India Field School recently won the Panorama Award for Outstanding International Education Program from the Canadian Bureau for International Education.
- Global Vets: A 20-year-old, student-run OVC program where students work in developing countries.
- Project Serve: Offers social justice themed community-engaged learning experiences.
- The Summerlee Humanitarian Scholarships: Builds student connections that lead to lasting change.

### **Metrics and Targets**

<b>System-Wide Metrics</b>	<b>2019-20 Target</b>
Composite score on National Survey of Student Engagement questions related to students’ perceived gains in higher order learning outcomes	Ensure that the composite score of fourth-year students’ perceived gains in higher order learning outcomes is above 25 (as

	defined in NSSE).
Proportion of programs with explicit curriculum maps and articulation of learning outcomes	Ensure that between 65% and 75% of our undergraduate programs have curriculum maps and articulated learning outcomes.
Graduation rate (from the Consortium for Student Retention Data Exchange)	By 2019/20 strive for a 6 year graduation rate at or above 78%.

<b>Institution-Specific Metrics</b>	<b>2019-20 Target</b>
Expand the number of co-operative education opportunities for our students	Target to have between 2,500 and 3,200 students enrolled in a co-op program
Expand the type and number of high-impact practices (10 types) in which students participate in across the various Guelph campuses	Target an average of 2.5 HIPs for undergraduate students.
Ensure all undergraduate programs have articulated learning outcomes	Target to have 100% of undergraduate programs have articulated learning outcomes.

## 3.0 Access and Equity

---

*This section recognizes institutions for their efforts in improving postsecondary education equity and access. Institutions play an important role in providing equitable and inclusive environments that make it possible for students from diverse communities to thrive and succeed.*

*Institutions will also be recognized for creating equitable access opportunities that can include multiple entrance pathways and flexible policies and programming, with the focus on students who, without interventions and support, would not otherwise participate in postsecondary education. Examples include outreach to marginalized youth, transition, bridging and access programs for adults with atypical education histories and who do not meet admission requirements.*

### **Institutional Approach to Improving Access and Equity**

The University of Guelph is committed to diversity and access. We develop and sustain partnerships and collaborations with groups and organizations – near and far – that share our values of openness, inclusivity, diversity and creating new knowledge. We have built campus environments that are vibrant and respectful, where all University members and visitors know they are valued.

Our student population is increasingly diverse. It includes more commuter students (especially from the GTA), first generation, Aboriginal, transfer and international students. The University is committed to mobilizing its research and pedagogical knowledge and resources in support of Aboriginal peoples and knowledge. We remain committed to accessibility for students from rural areas, as evidenced by our Ridgetown campus and agricultural and rural development and diploma programs. Our changing student demographic has motivated us to think differently about the how we engage students, and to generate new approaches to programs, policies and practices that support diverse groups.

We will continue to provide academic support and co-curricular engagement programs that improve access, retention and success for all qualified students from diverse communities, including the following approaches:

- Create an open, respectful and inclusive environment
- Uphold a commitment to pathways that improves access, choice and success
- Alleviate the financial impediments to education
- Encourage flexible and integrated support services that promote success

## **Examples of Institutional Initiatives**

### **Create an open, respectful and inclusive environment**

We believe it is essential to care about and respect one another, enable opportunities to work collaboratively, and support people in need – locally, regionally, nationally and internationally. Examples of our commitment include:

- Inclusion framework: *“Fostering a Culture of Inclusion at the University of Guelph: An Institutional Perspective”* was approved by Senate in 2017. It reflects the university’s commitment to inclusivity, builds awareness and aligns our practices, policies and curriculum to diversity and inclusion.
- Aboriginal initiatives: In 2015-16, we launched a comprehensive generational strategy to increase First Nations, Métis, and Inuit educational opportunities and scholarship. It includes hiring six Aboriginal faculty across six different disciplines; supporting an Artist in Residence; and creating postdoctoral fellowships, graduate studentships and undergraduate research assistantships. New entry pathways for Aboriginal students into difficult-to-access programs are underway.
- Student Mental Health Strategy: Our new Student Mental Health Strategy fosters mental health and well-being, including improved identification and referral processes and new programs. Related academic policies and procedures are under review; revisions are expected during the next three years.

### **Uphold a Commitment to Pathways that Improves Access, Choice and Success**

- Our efforts to improve access, choice and success have been enhanced through the adoption of flexible policies, procedures and pathways, as well as alternative modes of delivery. Examples include:

- Improving transfer and pathway policies: Our updated admission policy on advanced standing applications maximizes access and mobility and recognizes student learning. Transfer students from two-year diploma colleges receive up to 5.00 credits; and three-year diploma students receive 10.0 credits. U of G is also a member of the University Credit Transfer Consortium.
- Hybrid and online degree completion: The University of Guelph-Humber offers degree-completion programs in Early Childhood Studies, Family and Community Social Services, and Justice and Public Safety. Students can complete their undergraduate degree while continuing to work full-time; programs combine online courses and weekend classes. A fully online option in Childhood Studies will begin in the fall 2017.
- Diploma programs: Unique in Ontario, we provide diploma programs with the option of transferring to degree programs. Plans are underway for an applied master's in agriculture at the Ridgetown campus.
- Certificate of Indigenous Resource Management: A path of interest or for professional development, this certificate is being designed by an interdisciplinary group, including many of our new Aboriginal faculty, in consultation with our Aboriginal partners.
- English language pathways: Multiple English as second language pathways are offered, including timesaving options for guaranteed admission to Bachelor of Commerce and Bachelor of Arts degrees.
- Continuing education and professional development: Our Office of Open Learning and Educational Support offers 100 continuing education courses in 26 countries in various formats. More than 30,000 registered students take for-credit distance courses. U of G was the first Canadian institution to join Quality Matters and the first with a course carrying the Quality Matter's Certification Mark.

### **Alleviate financial impediments to education**

The University of Guelph recently enhanced its commitment to student access and success through the allocation of an additional \$1.5 million in direct student aid. Working with the U of G Student Budget Committee, the University's total spending on scholarships and bursaries for undergraduate and graduate students increased by almost seven per cent in fiscal 2016. Examples of the initiatives that support access include:

- Lincoln Alexander Chancellor's Scholarships: Enhance student diversity and are among our most prestigious entrance awards.
- Aboriginal scholarships and opportunities: As part of our comprehensive generational strategy to increase First Nations, Métis, and Inuit scholarship on campus, we:
  - Created two new annually awarded research awards for undergraduate Aboriginal students
  - Established five new Aboriginal Graduate Scholarships for graduate students in any discipline
  - Created a post-doctoral fellowship to support an Aboriginal researcher for up to two years
- Graduate Student Assistance: Support (needs- and merit-based) has increased by 28 per cent (in total dollars) since 2014-15. The Graduate Excellence Entrance Scholarship attracts the highest quality students. A recent \$20 million gift created the Arrell Food Institute that provides \$50,000 a year for six graduate students.
- Financial supports in pursuit of educational goals: Services and opportunities are provided through Work Study and Undergraduate Research Assistantship programs, student financial literacy and budgeting programming and financial aid counselling.

- The Net Tuition initiative: U of G is participating as a pilot institution in this Ministry of Advanced Education and Skills Development (MAESD) initiative.
- Open Educational Resources (OER): To help address the cost of commercial textbooks, the Library provides OER. OER are teaching and learning materials created by faculty that are freely available and openly licensed, and can be used instead of traditional course materials. OER include textbooks, streaming media, presentation slides, test banks, and syllabi.

### Flexible and integrated student supports

The university provides an array of services and programs that foster a supportive campus environment and allow all students, including those from diverse communities, to thrive and succeed. Examples include:

- START Aboriginal: A two-day, early arrival program designed to help Aboriginal students and their families transition, including learning about residences, resources and academic supports.
- The Office of Intercultural Affairs: Offers advising, social and learning opportunities, mentorship programs, and events that support inclusion and intercultural competencies.
- Transitioning to university and residence life: Our Residence Life program includes evidence-based learning communities and curriculum, innovative programs and services and events.

## Metrics and Targets

System-Wide Metrics	2019-20 Expected Value
Number and proportion of the following groups at an institution:	
Indigenous students	300 - 325
First generation students	1,800 - 2,200
Students with disabilities	1,400 - 1,700
Francophone students	200 - 240
Share of OSAP recipients at an institution relative to its total number of eligible students	56% to 62%
Number of transfer applicants and registrations, as captured by the Ontario University Application Centre.	Applications: 900 – 1,100 Registrations: 100 - 110  Note this does not include the large number of students who apply directly to U of G for transfer.

Institution-Specific Metrics	2019-20 Target
Review and refine (as needed) the academic policies and procedures to support mental wellness and health of our students by ensuring our academic policies align with our goal of fostering well-being	Review and adjust 3-7 academic policies and procedures by 2019-20
Continue to provide equitable and inclusive environments for qualified students through digital access	Increase the number of online courses to 300-315
Ensure exceptional quality in online courses through quality assurance and quality improvement processes, via Quality Matters	Continue our commitment to quality by increasing the number of online courses that are certified by Quality Matters, to between 2 and 6 by 2019-20

## 4.0 Research Excellence and Impact

---

*This section captures institutional strengths in producing high-quality research on the continuum of fundamental and applied research through activity that further raises Ontario’s profile as a globally recognized research and innovation hub. It also acknowledges that research capacity is strongly linked with graduate education.*

### **Institutional Approach to Research Excellence and Impact**

The University of Guelph is one of Canada’s top comprehensive, research intensive universities. We promote our established research strengths while exploring new scholarly opportunities in an environment that fosters excellence, partnership, diversity and inclusivity. We ensure our knowledge and discoveries shape understanding and improve life. Our guiding principles include promoting research excellence, connecting our research with the world, and catalyzing and stewarding research partnerships.

Our research is guided by the following research themes:

- Agriculture, food and the bio-economy
- Animal and human health, and well-being
- The environment
- Fundamental science and its application
- Cultural inquiry and creative practice
- Social and economic welfare

### **Examples of Institutional Initiatives**

The university's approach to knowledge sharing, innovation and research is unique. Our research solves real-world problems and results in meaningful advances in innovation, employment and the economy. Our close connection with government and the private sector, especially in health, agriculture and food, differentiates us.

Building on our historical strengths, we have grown to a \$150 million-per-year research powerhouse. U of G has been recognized as one of Canada's most innovative universities -- for the past 15 years we have had the highest research income of any Canadian comprehensive university. We have 32 Canada Research Chairs; 27 endowed and externally funded research chairs; three NSERC Industrial Research Chairs; and 27 Royal Society of Canada faculty members.

Our research and education missions are intertwined. Our undergraduate and graduate students collaborate with faculty, gaining disciplinary research experience and the skills needed for entrepreneurship and knowledge mobilization.

As a comprehensive university, U of G engages in research and scholarship across a spectrum of disciplinary pursuits, and we excel in areas that combine and integrate knowledge, techniques and approaches.

### **Agriculture, food, and the bio-economy**

U of G research is transforming understanding, practice and policy, and promoting a robust food system and economy. Food research spans all seven colleges. Sustainable food systems and food security are strategic areas. We are leaders in precision agriculture and rank globally in agricultural sciences. We have numerous platforms for conducting research with real-world applications. Examples include:

- The OMAFRA-U of G Partnership: Provides more than \$70 million per year for research in food, agriculture, veterinary medicine, environmental sustainability and the bio-economy. An Economic Impact Study of the Partnership Agreement (PA) conducted in 2012 indicated the partnership's economic impact exceeds \$1.15 billion a year for the province.
- Food from Thought: This initiative is supported by \$77 million from the Canada First Research Excellent Fund. High-tech information systems will help produce and distribute food for a growing human population while sustaining the Earth's ecosystems. More than \$12.5 million in graduate student support will help attract students -- especially at the doctoral level -- globally who are studying agri-food and biodiversity science.
- Arrell Food Institute: Renamed in 2017 with a \$40 million investment, it focuses on food security, safety and sustainability. It includes three research chairs, a scientific director and \$7.5 million for graduate student support.
- Bioproducts Discovery and Development Centre (BDDC): Conducts interdisciplinary, leading-edge research on bioproducts to substitute for non-renewable materials in manufacturing sectors (including automotive), consumer goods and services. It has partnerships with 34 Canadian and international research institutions, 27 Canadian industries and 14 Canadian governmental organizations.

### **Animal and human health and well-being**

U of G research creates a deeper understanding of health and well-being. Underpinned by the strengths of the Ontario Veterinary College, U of G is a leader in One Health, an interdisciplinary paradigm that recognizes the health of humans, animals and the environment are directly linked. In an era of emerging zoonotic diseases

(Lyme disease, Zika virus, and rabies) and other health crises, the One Health agenda needs to move beyond a concept to an operational component of the health portfolio, both nationally and globally. Our researchers are leaders in the field. Examples include:

- Lyme disease: The University recently received a \$1.4 million grant to create the G. Magnotta Lyme Disease Research Lab, intended to improve diagnostic testing and treatment to prevent long-term suffering from Lyme disease.
- One Health: Led by the OVC-based Centre for Public Health and Zoonoses,
- U of G addresses public health issues across the human-animal-environmental continuum. Due to our research expertise across our seven colleges the U of G has forged multi disciplinary partnerships with biomedical research teams, agri-food industries, the health professions, and with federal and provincial human and animal health agencies, making it uniquely positioned for national leadership in this area.
- The Institute for Comparative Cancer Investigation (ICCI): Involves 37 cancer investigators from eight U of G departments who are broadening cancer research and understanding. For example, the ICCI is collaborating in a US National Cancer Institute oncology trial for treating osteosarcoma in dogs.
- The Centre for Cardiovascular Investigations: Uses leading-edge approaches, innovation and infrastructure to investigate cardiovascular disease and train the next generation of scientists.

### **The environment**

Research on biodiversity, ecology and the environment are core areas of distinction at U of G. We emphasize soil, water and air quality, providing a foundation for preservation and sustainable management. Research is conducted against a backdrop of global change, including human population growth, urbanization and climate change, which affect practice and policy. Examples include:

- Climate Change and Indigenous Food System, Food Security and Food Safety: U of G will lead a \$6.6 million international team grant on food-related aspects of climate change intended to focus on some of the world's most at-risk populations, including people living in Canada's North.
- Biodiversity Institute of Ontario (BIO): U of G is a world leader in DNA barcoding, which is now part of the United Nations strategic plan for enhancing and protecting biodiversity. BIO includes the Centre for Biodiversity Genomics, the International Barcode of Life Network and the Global Taxonomy Initiative.
- G360 Centre for Applied Groundwater Research: A field-focused research group with collaborations in 11 countries. Principal investigators oversee more than 150 academic experts, supported by more than \$8 million per year from more than 25 multinational corporations, industry sponsors and government.
- The Saugeen Ojibway Nation—University of Guelph Partnership: Involves the Chippewas of Nawash Unceded First Nation and the Saugeen First Nation, known collectively as the Saugeen Ojibway Nation (SON) Territories. Sponsored faculty conduct research on environmental resource management issues.

### **Fundamental science and its application**

We support curiosity-driven, discovery-based explorations and apply that knowledge to real-world problems. Examples include:

- High-temperature aqueous chemistry: An NSERC/University Network of Excellence in Nuclear Engineering and a Senior Industrial Research Chair in High-Temperature Aqueous Chemistry is involved in extending the lifetimes of Canada's current heavy-water nuclear reactors, lowering reactor radiation fields, improving long-term storage of spent fuel and designing next-generation reactors.
- Mars exploration: U of G plays a critical role in Red Planet missions, creating and maintaining the analytical instruments on the Mars rovers, in collaboration with the Canadian Space Agency and NASA.
- Drug resistant pathogens: Funded by a seven-year Canadian Institutes of Health Research Foundation Grant, our researchers are studying antibiotic resistance to improve therapies.
- TRIUMF: U of G is a key player; initiative involves fundamental nuclear physics and nuclear medicine.
- Learning in machines and brains: Prof. Graham Taylor is helping Canada become a global hub for artificial intelligence. A Canadian Institute for Advanced Research (CIFAR) Azrieli Global Scholar, Taylor's AI work is supported by \$5 million from the Royal Bank, Magna International and others.

### **Cultural inquiry and creative practice**

U of G has made important discoveries in interdisciplinary areas and demonstrated leadership in the use of arts-based inquiry, techniques and responses to address societal issues. Examples include:

- Re•Vision: The Centre for Art and Social Justice: Supported in part by a \$2.5 million SSHRC Partnership Grant, social science researchers, such as Canada Research Chair, Dr. Carla Rice, are exploring ways to use the arts to advance social inclusion and justice, including dismantling stereotypes.
- Digital Haptic Lab: A design and prototyping facility that provides cutting-edge design and production tools to artists and researchers.
- The International Institute for Critical Studies in Improvisation: Supported by a \$2.5 million SSHRC Partnership Grant and involving 58 researchers from 20 institutions and 30 community partners, it uses the arts, improvisation and collaboration to bring about social change.
- Indigenous Scholarship: Supported in part by the University of Guelph's Aboriginal hiring initiative, University researchers are focusing on Indigenous peoples and their place in Canada. For examples, Professor Kim Anderson studies health and well-being of Indigenous families; Professor Brittany Luby's work examines how Anishinabek people responded to economic and environmental changes in their region; underlining the tragic consequences that mercury poisoning had on people's health, foodways and culture.

### **Social and economic welfare**

Our research examines organizational structures and institutions within communities and societies to understand how they function and to provide insights into how they might function so as to promote social justice and/or economic well-being. The University of Guelph has a deep history and prominent expertise in community-engaged research, including an extensive focus on Ontario's rural communities. Community-engaged scholarship allows researchers to collaborate with local and global populations using scholarly approaches and evidence to address the challenges and opportunities they identify. Examples include:

- Indigenous relations: Research examines social relationships in Indigenous communities, and Indigenous perspectives on land-based relationships.

- Community Engaged Scholarship Institute: Strengthens faculty and student engagement with local, national and international communities and supports engaged research and knowledge mobilization.
- Cooperator's Centre for Business & Social Entrepreneurship: Offers transformational learning experiences through applied business research and community collaborations.
- Gender Wage Gap: Funded by the Provincial Gender Wage Gap Grant Program, the group analyzes how education affects gender-based salary differences, making comparisons and policy recommendations.
- Family Health Study: The Guelph Family Health Study is developing and testing ways to help families maintain healthy behaviours over many years – habits that can significantly lower your child’s risk for chronic disease now and in the future. The study involves faculty across three colleges and extensive public and private partners.
- Compulsive and Impulsive Shopping: A consumer-behaviour research group focused on compulsive and impulsive buying.

## Metrics and Targets

*The University’s newly adopted Strategic Research Plan outlines a research vision promotes our established research strengths while exploring new scholarly opportunities in an environment that promotes excellence, partnership, diversity, and inclusivity. The principles and priorities embedded in the Plan contain success indicators that will allow the University to assess the performance of our research enterprise. The University continues to have conversations on the breadth and scope of the success indicators; once the conversations conclude, the University will have a set of comprehensive and meaningful metrics to assess our research performance on a range of principles and priorities critical to the University. In addition, it is worth noting, that the focus of the system-wide metrics identified in the table below – number of papers published per faculty and the number of citations per paper – provide a very limited measurement of the impact of Guelph’s research and scholarly outputs. The proprietary nature of the tool used for measurement (Elsevier’s Scopus), as well as, the methodological approach used to collect the data, exclude key disciplines and sub-disciplines, including those that are interdisciplinary in nature or those that produce scholarly output through conference proceedings, books, plays or other artistic performances, works of fiction, works of poetry, musical scores or artistic exhibitions. The impact of our research and scholarly outputs would be better measured by taking a broader view of knowledge mobilization.*

<b>System-Wide Metrics</b>	<b>2019-20 Target</b>
Tri-council funding (total and share by council)	Maintain sector share of Tri-Council funding among Ontario’s top comprehensive universities
Number of papers (total and per full-time faculty)	Maintain or increase overall outputs as measured by the number of papers published
Number of citations (total and per paper)	Maintain or increase

	overall impact as measured by the number of citations
--	---

Institution-Specific Metrics	2019-20 Target
Promoting research excellence: to create meaningful advances in innovation, and the economy through exceptional research and scholarly endeavors as indicated through total external funding (\$)	Total awarded funding falls between \$130 million and \$175 million.
Catalyzing and Stewarding Research Partnerships: To promote our established research strengths while exploring new opportunities in an environment that fosters excellence and partnership as indicated through total external funding awarded from industry	Total external funding from industry falls between \$12 million and \$25 million.
Connecting our Research with the World: To ensure that our knowledge and discoveries shape understanding and improve life as indicated by the number of net new disclosures.	Total net new disclosures falls between 50 and 150 net new disclosures.

## 5.0 Innovation, Economic Development and Community Engagement

*This section recognizes the unique role institutions play in contributing to their communities and to economic development, as well as to building dynamic partnerships with business, industry, community members and other colleges and universities. It focuses on regional clusters, customized training, entrepreneurial activities, jobs, community revitalization efforts, international collaborations, students, partnerships with Aboriginal Institutes and a program mix that meets needs locally, regionally and beyond.*

### **Institutional Approach to Innovation, Economic Development and Community Engagement**

An underlying principle of teaching and research at the University of Guelph is the understanding that the knowledge produced should improve life. We offer an innovative, sustainable curriculum and programs amidst challenging economic times, and are committed to developing a highly skilled workforce via successful transitions into job markets and active civic engagement.

Our deep and extensive industry partnerships enable us to translate our research knowledge into action in innovative and impactful ways. Our long-standing partnership with the Ontario Ministry of Agriculture, Food and

Rural Affairs and our strength in food across disciplines place U of G at the centre of the agri-food innovation cluster, which has the potential to address global challenges and drive economic growth.

We have a unique approach to partnerships, seeking ways to solve problems, work together to do things differently and translate knowledge into action utilizing the following approaches:

- Invention to innovation
- The Agri-food research and innovation cluster
- Connecting communities
- Translating knowledge into action through partnerships

## **Examples of Institutional Initiatives**

### **Invention to innovation**

U of G research and innovations have led to new vaccines that improve human and animal health, new crop varieties that improve farm yields, and innovative collaborations that help industry address specific challenges.

- The Catalyst Centre is our technology transfer and industrial liaison office, overseeing intellectual property management and technology commercialization activities. Through the Centre, business and industry are able to access U of G's intellectual capital and collaborate to drive innovations.
- Researchers at our Bioproducts Discovery and Development Centre worked with industry to develop a solution to the waste generated by single-serve coffee pods a 100 per cent biodegradable pod using resin from coffee beans. This product is already in stores in both Canada and the US.

### **Agri-food research and innovation cluster**

The demand for qualified food and agriculture graduates is growing. In fact, according to the new *"Planning for Tomorrow 2.0 Summary Report, 2017"* commissioned by OAC, there are currently four jobs for every OAC graduate entering Ontario's food and agriculture sector. The study also found that this gap is expected to continue to grow. Similarly, a 2017 report *"Unleashing the growth potential of key sectors"* by the Advisory Council on Economic Growth suggested that as one of Canada's largest employers and economic engines – providing 2.1 million jobs and contributing 6.7 per cent to Canada's gross domestic product – the agri-food sector has significant growth potential. The strong agri-food research and innovation cluster in Guelph helps fuel this success and the University of Guelph— Canada's Food University— is at the centre.

- Our unique OMAFRA partnership has led to research and innovations that improve health, well-being and prosperity, including Omega-3 eggs, DHA fortified milk, and new crop varieties.
- Our agri-food prowess was bolstered by recent key investments, including \$77.4 million from the Canada First Research Excellence Fund for Food from Thought and a \$20 million gift for the Arrell Food Institute.
- The agri-food sector has become a priority, globally, nationally and provincially. U of G President Franco Vaccarino accompanied the OMAFRA minister to China and India to support provincial priorities.
- We are developing a food innovation pre-proposal that will harness our expertise, strengths and partnerships, creating a hub of excellence and a pan-Canadian strategy.

### **Connecting Communities**

Our approach to education goes beyond the classroom. We are committed to creating and sustaining a culture that allows our students to have a lasting impact in our community, country and world, including:

- Our Community Engaged Scholarship Institute connects 200 students with local agencies to address community challenges, and the International Development Studies Program links students with global partners via field courses.

- Undergraduate students may earn a Certificate in Civic Engagement and Global Citizenship, which involves 120 volunteer hours and a capstone course. Professionals and graduate students may earn a Certificate in Knowledge Mobilization.
- International educational opportunities provide global experiences in an immersive environment. For example, students in our India Field School are placed in Indian and Tibetan NGOs in Dharamshala.
- Giving back through volunteerism is part of U of G’s culture. Students take part in Project Serve; spend Reading Week at the territory of the Chippewas of Nawash Unceded First Nation; Global Vets and Engineers Without Borders participants volunteer in developing countries; student athletes work in schools and with local organizations; and student residence communities adopt programs or charities.

**Translating knowledge into action through partnerships**

Translating knowledge into action is fundamental to our mission to improve life. As such, our strong connections and partnerships are deliberate and purposeful, including:

- Working with the Smithsonian Institute through the International Barcode of Life Network to build our inventory and catalogue of all species through our DNA barcoding technology.
- Assisting Maple Leaf Foods in its response to the 2008 listeria outbreak, and working with Maple Leaf and other food industry partners on programs for food safety regulations and guidelines.
- Creating the Guelph Lab with the City of Guelph to support innovation and link City initiatives to U of G teaching and research.
- Roundtable discussions with industry, government and public service partners to identify skills needed, gaps and explore opportunities for our students.

**Metrics and Targets**

<b>System-Wide Metrics</b>	<b>2019-20 Target</b>
Graduate employment rates	6 months: 87% or higher 2 year: 92% or higher
Number of graduates employed full time in a related job	90% or higher

<b>Institution-Specific Metrics</b>	<b>2019-20 Target</b>
Actively engage with partners in developing pathways for students to industry through round tables	By 2019-20 host 5-7 Industry Round Tables
Continue to support opportunities for global experiences for students	By 2019-20 increase the number of global experiences for students by a minimum of 10% (850-950)

# 6.0 Enrolment Strategy and Program Direction

---

## Enrolment Plan and Corridor Midpoints

*This section also establishes the agreed-upon corridor midpoint that will form the basis of enrolment-related funding over the course of the SMA period.*

### Corridor Midpoint

For funding purposes **64,831.94** Weighted Grant Units (WGU) will be the corridor midpoint value for the University of Guelph. This value was determined using the institution’s actual enrolment (expressed as WGUs) from the 2016-17 academic year. The University of Guelph will receive funding consistent with this level of enrolment and subject to the policies contained within the *Ontario University Funding Model Technical Manual*, May 2017, Version 1.0.

### Projected Funding-Eligible Undergraduate Enrolments

*Below is the institutions projected enrolment of funding-eligible undergraduate enrolments for the University of Guelph*

	Projected 2017-18	Projected 2018-19	Projected 2019-20
<b>Undergraduate Full-time Headcounts</b>	22,780	22,870	23,000

### Graduate Allocation – SMA 2017-2020

*Below are the allocation of funding eligible graduate and PhD spaces for the University of Guelph*

	Target 2017-18	Target 2018-19	Target 2019-20
<b>Masters</b>	1,463	1,470	1,480
<b>PhD</b>	524	536	541
<b>Total</b>	1,988	2,007	2,022

*Note – Allocation shown in FTEs*

## Projected International Enrolment

	Projected 2017-18	Projected 2018-19	Projected 2019-20
<b>Undergraduate</b> Full-time Headcounts	840	970	1,170
<b>Masters</b> Full-time Headcounts	260	280	290
<b>Doctoral</b> Full-time Headcounts	150	160	160
<b>Total Enrolment</b> Full-time Headcounts	1,250	1,400	1,620

*Note: International enrolments include all funding ineligible international students.*

### International Enrolment Strategy and Collaboration

The University of Guelph has a strong international reputation, especially in the food, veterinary and agricultural sectors where it already occupies a leadership position, as well as in our international outreach and education programs. To ensure that existing activities as well as new international initiatives align fully with the University's 2016 Strategic Framework, we recently developed an institution-wide international framework (Global@Guelph) that was endorsed by our Senate and Board of Governors and are in the process of drafting an internationalization academic plan that will be finalized and endorsed by our Senate in Fall 2017. Together, these documents will guide the University's internationalization strategy in the years to come.

The University of Guelph's internationalization strategy is founded on four key goals:

#### Internationalization and the student experience

The first step of our internationalization strategy involves increasing the access and inclusion of international students to our campus, which will enhance our capacity for research and scholarship and enrich domestic students' global understanding and exposure to diverse viewpoints and perspectives. We aim to increase our international undergraduate population from four per cent to between five and eight per cent by 2020. The University of Guelph is well positioned to increase its international student body and will be providing appropriate resources to ensure the inclusion and success of international students. We also aim to expand our domestic students' international experiential opportunities thus providing them with a better entry into a globally connected, highly skilled workforce.

#### Increasing international graduate student enrolment

Research-intensive universities recognize the need to attract and retain the best graduate students. Achieving this goal also requires the recruitment of international graduate students into programs, like those offered

within the Ontario Agricultural College, the College of Physical and Engineering Science, and the College of Business and Economics, where the capacity for graduate supervision far exceeds the current demand from domestic graduate students. Hence, we aim to increase our international graduate student numbers to 18 per cent to 20 per cent of our total graduate enrolment, which is in line with most other research-intensive universities in Canada and is slightly higher than our current international graduate student enrolment, which is slightly below 15 per cent.

### **Enhancing international collaborations with preferred partner institutions**

While the University of Guelph already has many successful international collaborations, expanding these partnerships will help support the university's contributions to scholarship and research on the big issues facing our world, and aid in mobilizing knowledge into action that changes our world.

### **Building international capacity for growth and change**

The University of Guelph is committed to providing resources to enhance global engagement, support partnerships and build capacity. In pursuing these goals, the University of Guelph has committed resources to:

- Superior English as a second language training for international students
- Specially designed pathways for international students.
- Social, academic and living environments that support international student success.
- Articulating MOU's with other countries that align with U of G's research and scholarly goals, especially our commitment to improve life both here and abroad. These MOU's will include reciprocal obligations for faculty and students.
- The adoption and focused implementation of Guelph's new Inclusion Framework, coupled with our integrated approach to supporting the education and well-being of the whole person, will help mitigate risks associated with internationalization.

## **Strategic Areas of Program Strength and Expansion**

For a complete description of the University of Guelph's Program Areas of Strength and Expansion, please visit the Appendix.

### **Program Areas of Strength**

- 1. Food, Agriculture and Environment**
- 2. Veterinary Medicine**
- 3. Health and Life Sciences**
- 4. Engineering, Physical and Computing Sciences**
- 5. Business, Management and Economics**
- 6. Arts, Culture, and Creative Practice**
- 7. Justice, Governance, and Partner Engagement**
- 8. Human Services**

The proposed areas of program strength are intended to inform program approval processes.

### **Program Areas of Expansion**

1. Food, Agriculture and Environment
2. Engineering, Physical and Computing Sciences
3. Health and Life Sciences
4. Data Sciences and Analytics
5. Justice, Governance and Partner Engagement

The proposed areas of program strength are intended to inform program approval processes

# Financial Sustainability

The Ministry and the University recognize that financial sustainability and accountability are critical to achieving institutional mandates and realizing Ontario’s vision for the postsecondary education system. To this end, it is agreed that:

It is the responsibility of the governing board and senior administrators of the University to identify, track, and address financial pressures and sustainability issues. At the same time, the Ministry has a financial stewardship role. The Ministry and the University agree to work collaboratively to achieve the common goal of financial sustainability and to ensure that Ontarians have access to a full range of affordable, high-quality postsecondary education options, now and in the future.

The University remains accountable to the Ministry with respect to effective and efficient use of provincial government resources and student resources covered by policy directives of the Ministry, or decisions impacting upon these, to maximize the value and impact of investments made in the postsecondary education system.

<b>System-wide Metrics</b>	<b>2015-16 Actuals</b>
• Net Income / (Loss) Ratio	8.01%
• Net Operating Revenues Ratio	14.54%
• Primary Reserve Ratio	173 days
• Interest Burden Ratio	1.81%
• Viability Ratio	1.61

# 7.0 Institutional Collaborations and Partnerships

---

The University of Guelph's partnerships with industry, government, NGOs and other postsecondary institutions provide opportunities for students and are welcomed and celebrated.

Initiatives at the University of Guelph-Humber and diploma programs on the Guelph and Ridgetown campuses have contributed to our reputation as a leader in student mobility and workforce preparation.

The shared services agreement between Humber College and U of G supports financial and operational efficiencies, with the goal of offering excellent student supports through a fiscally sustainable model.

We have cultivated a number of pathway options with our postsecondary partners, both at home and abroad, to enhance access and support student mobility:

- Pathways with 22 colleges in Ontario
- Multilateral pathways: 11 college diploma or advanced diploma programs lead to advanced standing in five closely aligned (i.e., high-affinity) U of G degree programs
- Bilateral Articulation Agreements: Five college diploma programs at individual Ontario colleges lead to advanced standing in three closely aligned (i.e., high-affinity) U of G degree programs

As well, U of G's college transfer policy extends admission consideration and, when appropriate, transfer credit consideration to students who have completed a general arts and science one-year certificate or one year of study in an appropriate two- and three-year community college program.

U of G has a range of agreements in place with specific domestic and international institutions, including:

- Université du Québec à Chicoutimi: Exchange for courses, transfer credit and credential completion
- St. John's-Kilmarnock School: Courses for high school students from the fifth-year Enrichment Program
- DNU (Dalian Nationalities University): 2+2 joint program in Computer Science
- SNU (Shandong Normal University): Focus on hospitality in the Bachelor of Commerce program
- Doctor of Veterinary Medicine agreements with numerous postsecondary institutions, including: Morrisville State College, Canisius College, Medaille College, Drexel University, West Chester University of Pennsylvania, University of Vermont and State University of New York Cobleskill
- The Guelph-Waterloo Centre for Graduate Work in Chemistry and Bio-Chemistry: One of Canada's most successful graduate schools, it is housed at U of G and the University of Waterloo; faculty from both institutions offer research experience and graduate supervision
- The Graduate Studies in Physics collaboration: Involving U of G, Waterloo and the Biophysics Interdepartmental Group, it enhances graduate and research programs
- The Tri-University Graduate Program with U of G, Waterloo and Wilfrid Laurier University: One of Canada's largest history graduate programs, it includes 60 faculty and serves 150 history graduate students; up to 20 doctoral students and 60 Masters students are accepted annually.

- The Biological and Pharmaceutical Chemistry program: Students spend a semester at Seneca College taking pharmaceutical-oriented courses.

During the past five years, the number of U of G students travelling abroad (field trips, field schools, exchange, semesters abroad, internships, service learning, research, etc.) has doubled. We participate in the Ontario Universities International program, which facilitates summer research opportunities in France, Germany and China.

U of G offers field schools in partnership with NGOs and other organizations that provide short-term learning opportunities abroad. They include:

- The Ethics of Community Engaged Learning in India
- Italy Field School: Gateway to the Mediterranean (focus on food, diet, and culture of food in Italy)
- Tourism and Social Entrepreneurship in Nepal
- USA Field School: Wild in the Pryors (equine studies and wild Mustangs in Montana)

# 8.0 Ministry/Government Commitments

---

- The SMA2 process has focused on implementing the first stages of the new funding model and demonstrating the ongoing commitment by all colleges and universities to student success. Future growth will only be funded through negotiated changes to an institution's funded enrolment corridor . Through the SMA2 cycle, the ministry will continue to work closely with institutions to ensure all dimensions of the funding model are implemented.
- In a memo to colleges and universities dated March 7, 2017, the ministry committed to using the SMA2 (2017-20) process as a transitional phase to commence the collaborative and joint development of performance metrics and targets, tied to funding, for SMA3 (2020-23). The ministry reiterates this commitment and reaffirms that metrics and targets included in SMA2 are not tied to funding at this time and are a beginning point for further discussions with the sector prior to their application in SMA3. Colleges and universities will have the opportunity to reset and realign metrics prior to the application of metrics in SMA3. The ministry will also engage other stakeholders as part of discussions on a broad metrics strategy.
  - The ministry commits to establishing a joint working group with each of the sectors and to begin detailed discussions in fall 2017 on metrics/targets and to seek input on the performance measurement methodology for SMA3.
- Colleges, universities and the ministry all benefit from processes that are transparent and non-duplicative. The ministry commits to work with colleges and universities to continue to streamline processes and seek opportunities to further reduce red tape (in part through increased access to other tools) , including reducing or eliminating duplicated reporting requirements.
- Through SMA2 discussions, the ministry has heard concerns about the challenges of delivering breadth in programming for Francophone and Francophile students, including the cost and funding of such delivery. Starting in fall 2017, the ministry commits to consulting institutions who have a formal mandate for bilingual and/or French-language delivery to review the delivery of French-Language programming and consider these concerns.
- In 2016, an extension of the existing tuition policy framework was announced to support a major reform in OSAP. The ministry will engage with both the college and university sectors around the next tuition policy framework, including examining the issue of tuition anomalies in certain professional programs as a result of past changes to tuition policy, and, for colleges, examining tuition levels relative to competitive college tuition frameworks in Canada.
- In recent years and during the SMA process, there has been an increased interest in the creation of a new polytechnic designation in the Ontario postsecondary education system. Starting in fall 2017, the ministry commits to undertake a review that examines whether improved benefits for students and employers are sufficient to make such a change. The ministry commits to working collaboratively with institutions across the sectors on this review.
- The ministry commits to continue to work collaboratively with universities to assess the anticipated need for additional graduate spaces related to programs that are currently under development.

- Starting in fall 2017, the ministry commits to undertake a review of the university Northern Grant working collaboratively with universities to examine whether the criteria for access and allocations of the Northern Grant represent an equitable approach.