# Table of Contents

Part 1: University of Guelph – Proposed Mandate Statement ................................................................. 1  
Part 2: University of Guelph – Vision ...................................................................................................... 2  
Part 3: University of Guelph – Components of Differentiation ............................................................... 2  
  Component #1: Jobs, Innovation, and Economic Development ............................................................ 2  
  Component #2: Teaching and Learning .................................................................................................. 4  
  Component #3: Student Population ...................................................................................................... 5  
  Component #4: Research and Graduate Education ............................................................................. 6  
  Component #5: Program Offerings ...................................................................................................... 8  
  Component #6: Institutional Collaboration to Support Student Mobility .......................................... 10
Part 1: University of Guelph – Proposed Mandate Statement

The vision and goals stated in Ontario’s *Differentiation Policy Framework for Postsecondary Education* validate approaches pursued by the University of Guelph for several years. 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. These ongoing efforts distinguish us from other universities. Recognizing these initiatives within a government policy framework will help to strengthen our efforts.

Since its inception, Guelph has brought together expert research, education, and service in agriculture and veterinary science, including food quality and safety and human health. This statutory responsibility has evolved in the most recent Integrated Plan to an intentional concentration on four strategic areas of focus: food, health, environment, and community. Each area states an institutional priority or strength and in a sense represents an aspect of the more general notion of ‘well-being’—of organisms, of individuals, of societies and cultures, and of processes that sustain them at all scales. Guelph focuses in theory and in practice on improving well-being.

We intend to forge ahead where we already confidently lead or excel (e.g., in many life science disciplines, in support for student learning) and to change the game where conventional wisdom yields only dilemmas or zero-sum tradeoffs (using technology to escape the false dichotomy between instructional productivity and learning quality). Innovative and transformative approaches guided by our first Integrated Plan (2005-2011) increased productivity by more than 20 per cent, as measured by metrics such as undergraduate and graduate students taught per faculty member, research productivity, and demonstrated improvements in the quality of our students’ learning experience. We also significantly improved our infrastructure and physical plant, including teaching and learning facilities; extended online learning to supplement instructional processes; and raised more external funds specifically to support teaching and learning activities.

The current Integrated Plan (2012-2017)—the second reiteration of a comprehensive, ‘bottom-up,’ transparent, long-term planning process—declares the kind of university we wish to be and offers metrics to measure progress toward that goal. It is our primary means of ensuring and demonstrating accountability and return on investment: to funding agencies for their dollars, to students and families for their time and aspirations, and to Ontarians for their trust. We have developed, based on best practice examples, a suite of fiscal metrics to assess our financial sustainability in four key areas: how much flexibility we have, how well we manage and employ our debt for strategic purposes, how well our operations and assets are performing, and how well we are managing within our available resources. ¹ The Plan sets out our key priorities, as reflected in five major goals selected and honed through a vigorous, campus-wide, participatory process of reflection and self-assessment: Transformative Program Innovation, Student Success, Engagement, Knowledge Creation and Mobilization, and Institutional Sustainability.

This mandate statement, which includes the University’s response to the six “Components of Differentiation” under the Differentiation Policy Framework, is a natural derivative of these goals. Our Integrated Planning process provides the foundation of vision, preparedness, foresight, and responsible process that will help ensure that we fulfill our Strategic Mandate Agreement. It will continue to guide us in critically assessing initiatives against overall mission fulfillment as well as help us make difficult but necessary choices.

¹ We would be happy to provide these metrics, upon request. The current framework did not provide an opportunity to do so.
Part 2: University of Guelph – Vision

The University of Guelph is a research-intensive, learner-centred university. Its core value is the pursuit of truth. Its aim is to serve society and to enhance the quality of life through scholarship. In its research and teaching programs, the University is committed to a global perspective. It is animated by a spirit of free and open inquiry, collaboration, and mutual respect. It offers a wide range of excellent programs— theoretical and applied, disciplinary and interdisciplinary, undergraduate and graduate—in the arts, humanities, social sciences, life and natural sciences, and professional fields. It recognizes agriculture and veterinary medicine as areas of special and historical responsibility.

Our University puts the learner at the centre of all it does. It recognizes that research and teaching are intimately linked and that learning is a lifelong commitment. Guelph is committed to the highest standards of teaching and learning in the education and well-being of the whole person. Guelph has always considered the balance between teaching and research to be mission-critical. This fundamental element of our core vision is embodied in our two primary strategic directions: learner-centredness and research-intensiveness.

We believe that these goals are compatible and mutually reinforcing: placing the learner at the centre demands that he or she engage in discovery as a foundation for learning. Many of the other institutional characteristics that distinguish and differentiate us arise from this balance and its implications. We provide a supported learning environment not only to sustain and foster knowledge absorption and accumulation but also to promote active and participatory learning through challenge and engagement.

Our focus on students’ personal and academic growth; our continued commitment to a residential campus, especially for first-year students; our legacy of service and outreach to the community, both local and global, through a range of programming, including in regional locations across the province; our strategic directions of internationalism, lifelong and online-learning, and collaboration; all reflect our balanced approach and the importance of the teaching-research link. We will continue to value this balance and promote it as a unique advantage.

Part 3: University of Guelph – Components of Differentiation

Institutionally, Guelph has well-known attributes that clearly distinguish it from other institutions. These include the only veterinary school in Ontario (Canada’s largest and North America’s oldest); the province’s only agricultural college; and a long, successful and innovative partnership with the Ontario Ministry of Agriculture, Food and Rural Affairs supporting research and service to improve Ontarians’ health, welfare, livelihood and (again) well-being. Upon this foundation, we have built a reputation as one of the world’s pre-eminent research institutions in agri-food and life sciences.

Our scholarly rigour is balanced by a tradition of outreach and extension, derived originally from our founding institutions, which imbues the campus with a spirit of caring and community engagement. We also pioneered a unique and innovative partnership with Humber College—the University of Guelph-Humber. It has addressed a gap in post-secondary offerings and retains significant potential to help meet student demand in the next few decades. We educate students for life and work in a rapidly changing world, and enable them to contribute actively to improving their communities, province, nation and world.

Component #1: Jobs, Innovation, and Economic Development

Like all post-secondary educational institutions, the University of Guelph is a key engine of growth in the contemporary knowledge-based economy, and a training ground for highly-competent, highly-productive citizens. Our students’ employment rate is over 89% within six months of graduation, and 94% within two years. The University’s record of applied research is strong, vigorous, and effective. Our status as Canada’s most inventive university is reflected in a survey conducted by The Impact Group that ranks Guelph No. 1 this year for the number of inventions in proportion to research funding and No. 2 for the number of
inventions per faculty. The following table summarizes some other metrics that show how Guelph’s powerfully innovative community contributes to Ontario’s intellectual and economic leadership and growth:

<table>
<thead>
<tr>
<th>Metric</th>
<th>Value</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology Disclosures</td>
<td>avg. 232/yr</td>
<td>U of G accounted for 12% of all Canadian disclosures made during 2007-2012</td>
</tr>
<tr>
<td>Patents</td>
<td>avg. 34 applications/yr, 6 awards/yr; 280 active patents in portfolio</td>
<td>Most germplasm IP is protected by trade secret rather than patent, so technology transfer from U of G to industry is significantly more extensive than shown merely by patent count</td>
</tr>
<tr>
<td>Licenses &amp; Option Deals with commercial partners</td>
<td>avg. 33/yr, 213 active partners</td>
<td>Twice the national average</td>
</tr>
<tr>
<td>Royalties from Research</td>
<td>avg. $2.0M/yr, distributed among inventors, OMAF-MRA, and University</td>
<td>Royalties have a significant economic multiplier; e.g. OAC Kent Soybeans return $50K/yr in royalties, which translates to $10M/yr in farm crop revenue</td>
</tr>
<tr>
<td>Industry Liaison Program</td>
<td>117 partnerships (past four years); $11.3M contribution to U of G research budget</td>
<td>The ILP connects companies and entrepreneurs with U of G research expertise and resources to enhance their success and global reach</td>
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With the support of our partnership with OMAF-MRA we are committed to supporting strong rural communities, keeping our food safe, and developing a prosperous, environmentally sustainable agri-food sector in Ontario—now and in the future. This unique relationship has since the inception of the University been a major contributor to the economic prosperity of the province of Ontario: according to a recent economic study by Deloitte, OMAF-MRA’s $55M investment in this partnership has yielded over $1.15 billion in return to the provincial economy. The partnership has also delivered significant non-economic enhancements to the quality of life, health, well-being, and cultural opportunities of Ontarians.

But the University’s contributions to society are not reducible solely to the number of students it educates or the impact of its research and services. The University of Guelph draws upon a long tradition of outreach and extension. Teaching, learning and scholarship at Guelph are strongly driven by interest in important, real-world issues, and are used to develop innovative, real-world solutions. A long-term commitment to social justice and democracy is part of our institutional identity and our community ethos: more than half of Guelph students engage in volunteer work while on campus, and we work continually with the City of Guelph and Conestoga College to provide learning opportunities within the wider community that stimulate regional economic and social development.

The University of Guelph is fundamentally committed to empowering students as fully-engaged, job-ready, globally-aware participants with a clear appreciation of the skills they bring to the knowledge-based workplaces of the 21st Century economy. To develop ‘global literacy’, we continue to actively embed an international dimension in courses across all disciplines. To foster more skills awareness and transparency (for students and their future employers), we are developing systematic e-learning portfolios and designated courses. Together with our leadership in learning outcomes assessment, these initiatives will give the Guelph degree a more transparent, more immediately applicable quality, and heighten its value in the competitive market.

Our efforts to promote student entrepreneurship are anchored by the Centre for Business and Social Entrepreneurship (CBaSE), launched in 2009 in partnership with The Co-Operators. A new incubator facility for student entrepreneurs—‘The Hub’—will offer resource and mentoring support to foster and nurture Guelph-based start-ups, and provide a framework within which entrepreneurs can conceptualize, validate, and launch new business ventures.

Building a Better Planet requires not just exceptional contributions from future leaders but also routine contributions sparked by social responsiveness, everyday good citizenship and democratic responsibility. The new interdisciplinary, collaborative School of Civic Engagement and Development Studies will focus on active, experiential, participatory learning in areas that emphasize concrete problem-solving in areas such
as women and girls in development, the environment, global food security, health, and community resilience.

**Metrics and Assessment**

We will have achieved our goals for jobs, innovation, and economic development if, by the end of the planning cycle in 2016-17, we:

- Establish a baseline for the Hub’s inaugural year (2014) of supporting 4 businesses with start-up funding, resources, coaching, and mentorship. Increase the number of businesses supported to 10 by 2016-17.
- Establish a baseline and increase by 2% annually the number of students participating in an international experience.
- Increase the number of disclosures and patents per faculty by 20% over current levels.

**Component #2: Teaching and Learning**

Guelph is firmly established as a leader in teaching and learning innovation, and in student satisfaction. Surveys at all levels routinely show that almost 90% of Guelph students are satisfied with their learning experience, and a similar proportion would recommend Guelph to others, and choose Guelph again if they had a ‘do-over’. The University Report Card has given us the highest marks (A+ and A) for Campus Atmosphere, Student Satisfaction, Quality of Teaching & Learning, and other items of critical importance, as well as for ancillary quality-of-life measures such as Buildings & Facilities, and Environmental Commitment.

We believe that learning is something that students do primarily as a self-directed activity, and Guelph’s commitment to a Supported Learning Environment is unequalled, pervasive, and renowned. Excellent teaching means assisting learners in their quest, and supporting their efforts and achievements. The inputs—credit hours spent in classrooms, numbers of pages read or written—matter less than the outputs: learning outcomes whose tangible skills, capabilities and competencies enhance the social, intellectual and economic life of learners, and enable them to contribute to the social, intellectual and economic vibrancy of the community, nation and world. This is why experiential and community-based learning opportunities—as embodied in programs such as Project Serve, Student-Volunteer Connections, the Neighbourhood Nexus Program, and a wide variety of over 25 community-engaged learning courses—each year attract some 2,500 student participants.

And yet, faced with accelerating change—in both post-secondary education and society as a whole—we must do more to enhance our productivity and effectiveness. We must understand and embrace the challenges and opportunities of the knowledge economy and a pervasively connected world, and adapt or re-imagine techniques and methodologies appropriately. We have already allocated funding toward expanding this capacity and hope to attract additional external funding, as we have done successfully with our First-Year Seminar Program.

Guided by our 21st Century Curriculum Committee, Guelph is moving to implement new delivery models to make student learning more effective and efficient. To transform the curriculum more generally we are adapting new models and critically examining current assumptions by reducing reliance on credit hours as the basis for assessing programs; exploring block-oriented curriculum plans; and making more use of hybrid, problem/inquiry-based and other learner-centred delivery models.

Guelph already leads the system in technologically assisted delivery of distance education offerings, with 25,000 undergraduate and 1,000 graduate degree-credit active course enrolments; we even offer complete

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\(^3\) Including NSSE (undergraduates), CGPSS (graduate students), and the International Student Barometer

\(^3\) [http://www.21c.uoguelph.ca](http://www.21c.uoguelph.ca)
degree programs (9 undergrad, 4 graduate) in an all-on-line format. The University has offered co-op programs for over 30 years and currently has 37 undergraduate and 4 graduate accredited co-op program streams, with 2,000 students enrolled. We continue to develop new opportunities for our students to engage in work-integrated programs in many of our major program areas including engineering, applied human sciences, business, and agricultural sciences.

Working with the National Center for Academic Transformation (NCAT) in the United States, we are redesigning instructional approaches using technology to achieve cost-savings and to improve learning. Technology does not in itself guarantee improved teaching and learning, but NCAT’s redesign approach incorporates highly effective pedagogical practices\(^4\) in high-enrolment courses, which would be impossible to do without assistive technologies—and participating schools have used these techniques to reduce instructional costs by an average of 37 per cent. This counters the conventional wisdom that high-quality learning requires low student-faculty ratios and that large lecture presentation techniques are the only way to lower costs.

**Metrics and Assessment**

We will have achieved our goals in teaching and learning if, by the end of the planning cycle in 2016-17, we:

- Establish a baseline and increase by 7% annually the number of students involved in community-engaged learning.
- Develop or redevelop 20 on-line learning courses per year.
- Sustain our commitment to a supportive learning environment by continuing to exceed the Ontario Mean in the NSSE Engagement Indicators that comprise Campus Environment: Quality of Interactions and Supportive Environment.
- Increase the number of courses using e-learning portfolios by 25%.
- Establish a baseline and increase by 10% the number of students participating in highly effective learning practices. The proportion of the faculty providing these opportunities will also increase by 10%. Ensure that Guelph graduates have experienced at least 2 of these practices during their program of study and can demonstrate their achievement to others.
- Improve retention rates from 89% to 92% and operationalize an early warning system to identify students in academic jeopardy.

**Component #3: Student Population**

The University of Guelph has a long-standing commitment to addressing social inequities that create barriers to education, employment, and full achievement of one’s potential. Both our recruitment and support programs are designed to respond intentionally to under-represented groups. Our leadership in this area is a source of pride for the institution. However, as our student population evolves we are challenged to think differently about the way we engage students, and to generate new approaches to our policies, procedures, programs, and services. With early signs of sliding retention rates and changes in our student population—especially more commuters\(^5\) (who are more likely to be first generation students), more Aboriginal, transfer, and international students—we will continue to provide appropriate academic support programs as well as co-curricular engagement programs. Extensive research shows that early-intervention strategies are valuable and more cost-effective than trying to address poor performance after the fact. Similarly, we know that prompt student engagement coupled with early and frequent performance feedback

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\(^5\) The number of GO buses increased by more than 50% from January 2011 to September 2012.
is tremendously effective. This is why the University directs significant attention and resources to first year programming focused on early intervention and engagement.

An example of Guelph’s success is the marked increases in the enrolment, persistence, and success of Aboriginal students. Much of this is due to the development of programs that include raising awareness of the importance of higher education with elementary and secondary school students, a respectful and intentional recruitment strategy, pre-arrival transition programs, and engagement and support programs for students. Between 2009 and 2012, Aboriginal student applicants to degree programs on the main campus increased by 50 percent, and the number of incoming Aboriginal students rose by 71 percent. We recently developed a series of workshops that lead to a certificate in Aboriginal Affairs, which allows students to supplement their academic programs with a foundational knowledge of Aboriginal cultures, traditions, and worldviews. As well, we have established the President’s Advisory Committee on Aboriginal Initiatives to identify ways to embed Aboriginal knowledge and culture into the curriculum and further expand Aboriginal research on campus.

We have introduced a range of pre-arrival transition and support programs to enhance and sustain our commitment to a supportive learning environment for first generation students. For instance, we are implementing an early warning system for students who do poorly on their first midterms, which then allows us to offer targeted and personalized support programs during the remainder of the critical first semester and well into the second.

We continue to enhance our support for students with disabilities. Guelph is already known as a leader in its support for students with learning disabilities. We are now focusing on enhancing our support for students with mental health challenges. In addition to innovative education campaigns to reduce stigma, we are developing a credit course for students entering the university with diagnosed mental health issues. This course, which parallels our innovative credit course for students with learning disabilities, will help students develop the skills they need to succeed in university.

Metrics and Assessment
We will have achieved our student population goals if, by the end of the planning cycle in 2016-17, we:

- Establish a baseline and maintain and/or improve the number of contacts/visits with prospective Aboriginal students and their families.
- Increase the participation rate of eligible first generation students (FGS) in the Off Campus Connection support program from 50% to 50%. This group is known to be particularly high risk, regardless of academic standing, as they face a number of barriers to integration with campus life.
- A new credit course, Mental Health: Experience to Understanding, will be launched as a pilot project funded by the provincial government and will be assessed in terms of the effectiveness and success in meeting the course and project objectives.

Component #4: Research and Graduate Education
As a research-intensive university, Guelph has a responsibility to foster discovery, to relate and transfer new knowledge to both new and existing challenges, and to mobilize understanding to create positive impact on the world. Within a comprehensive research agenda, we have identified five key areas of strategic emphasis: Veterinary Medicine; Agri-Food Science; the Environment; Nutrition, Health, and Well-being; and Communities and Culture. These areas align with a similar focus in our program offerings and are described in more thematic detail in the next section.

The University’s mandate is to be a leader in Canada in community-engaged scholarship, working with local and global partners and focusing on responsive research, knowledge mobilization, and social impact. Investment in research enhances teaching and student learning by incorporating research techniques and discovery into the curriculum, involving students in research design and execution, and empowering the mobilization and transfer of knowledge.
Guelph is by any measure Canada’s most research-intensive ‘comprehensive’ university (a category that rather arbitrarily encompasses institutions without a human medical school), and is one of Canada’s most research-intensive universities overall. Guelph is ranked 14th in Canada for total research funding, and 9th in funding per full-time faculty. Our researchers’ activities span the province from the main campus to satellites and research stations, and attract funding from over 300 sponsors for both fundamental and applied research in a wide variety of fields. This activity provides for over 1,000 research-supported graduate student positions, and supports a global network of research partnerships (300 sponsored international research projects since 2012) with institutions and organizations in 115 countries.

The large-scale direct and indirect economic impacts of the OMAF-MRA partnership have already been quantified above; that partnership is a keystone in the network of many strategic partnerships in both the public and private sectors that centre on Guelph’s strength as a source of innovation in the emerging life-science economy. We have developed and now manage a world-class Research Park on 55 acres of facilities with a combined total of 600,000 square feet of commercial and laboratory space, occupied by 50 different companies and organizations. The services they offer employ 1,500 people across a wide range of research, management, and service industries—with primary focus on the agri-food sector, animal health, and molecular design—that tap into Guelph’s prodigious research strengths.

Our research production extends beyond the hard sciences, encompassing a broad range of disciplines in the social sciences, arts, and humanities as well. Guelph’s SSHRC funding success in 2012-13 was 12% higher than the national average for comparable institutions, and per capita CFI funding exceeded the national average by 117%. As a measure of overall depth of research capabilities, over one-third of all graduate enrolments are doctoral-level students.

Graduate students are a crucial research resource, and high-quality graduate students drive high-quality research and innovation. There are opportunities for innovative programming to attract new graduate students, especially in interdisciplinary areas like the environment, food and health, bio-economy, and bioproducts. Additional spaces will require a combination of traditional research programs as well as course-based/research-project-based Masters programs, or alternative entry-level programs like a three year honours degree and one year Masters in four years.

Success in today’s competitive research environment requires the creation of strategic mechanisms to ensure collaborative and integrated research, and we have aggressively pursued and promoted key partnerships, including Canadian Light Source, TRIUMF, the Canadian Space Agency, the Institute for Food Research (UK), and the International Bar Code of Life (iBol) project, which has research nodes in 27 countries, coordinated by a hub and primary sequencing facility in Guelph. Through both provincial and federal funding opportunities we have developed high-impact strategic networks and centres of excellence built around our identified areas of strength, such as the University of Guelph Food Institute and the Southern Ontario Water Consortium, and top quality research facilities, such as the university-supported Advanced Analytical Centre. We continue to assess existing Centres and Institutes and encourage the focused creation of new, financially-sustainable ones, which enhance our potential to attract research funding and intensify research impact.

**Metrics and Assessment**

We will have achieved our goals in research and graduate education if, by the end of the planning cycle in 2016-17, we:

- Achieve our allocated graduate growth numbers, primarily at the Masters level at both the main Campus and at the University of Guelph-Humber.
- Meet or exceed national average faculty performance in tri-council competitions on a panel-by-panel basis.

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6 CAUT Almanac, 2012.
University of Guelph

- Increase our base CRC allocation, and meet or exceed the national average for performance metrics at major grant competitions (ORF, Genome Canada, NSERC CRD's).
- Increase the number of graduate students per faculty FTE from two to at least three.
- Establish a baseline and increase by 10% the recruitment of scholarship-winning graduate students.
- Establish a baseline and increase by 15% the number of undergraduate students engaged in independent research.
- Establish a baseline and increase our knowledge mobilization capacity by having 20% of annual research outputs converted to web-posted, plain language summaries, with a 5% increase each year.

Component #5: Program Offerings

The University of Guelph distinguishes itself in the province with both its legislative obligations for education and research in veterinary and agricultural science and its historical commitment to the education of the ‘whole student’. While its unique position in the province in agri-food and life sciences gives Guelph a clear mandate, a comprehensive education with all the skills and values necessary for students to become successful and productive members of society requires strong programs across a spectrum of disciplines including the arts, humanities, and physical, biological, and social sciences.

Our commitment to broad but focused offerings is reflected in our areas of “program strengths” that not only recognize our mandated responsibilities but extend from those foundations to the engagement of students and research in the sustainability of our environment, improvement of human health, and strengthening of local and global communities. These program areas are:

1. **Veterinary Science:** As the only veterinary school in the province the University through its OVC (Ontario Veterinary College) has an innovative four-year professional DVM program (at capacity with 480 students). In addition, the OVC participates in the collaborative undergraduate Bio-medical Sciences program and offers graduate programs (currently with a total of 210 students), and clinical specialist-in-training programs, including one-year internships and clinical training for DVSs graduate students, which meets the education and research requirements for board certification in a variety of clinical specialty colleges.

2. **Agri-food Science:** With special responsibility for agricultural science in the province, Guelph delivers educational and research programs in locations across the province in the specific areas of food, animal, and plant sciences. At its core, the University has an unmatched capacity in food, which includes its longstanding commitment to environmental sustainability in agriculture and food production systems, food processing and packaging technologies, food composition, food quality and safety, nutrition and health, hospitality, supply chains management, food culture, and global food policy. The University has been instrumental in supporting both fundamental and applied food research, enabling educational leadership in food systems, and providing important service roles that support our evolving food value chain needs throughout the province of Ontario and the world. The University will continue to expand its strengths and strategic position in agri-food while also providing effective leadership in addressing new food-related challenges and opportunities throughout the world.

3. **Environment:** Our long-term existence depends on sustaining the delicate balance between the resource needs of our growing global population and nature's capacity to adapt to evolving environmental challenges. Guelph's multi-disciplinary capacity in supporting our environment has at its foundation a deeply rooted understanding of life, from single molecules to complex ecosystems, as well as the social considerations inherent in the management of these systems. The delivery of Guelph’s environmental research, teaching, and service programs involves a longstanding commitment to supporting local sustainability opportunities and innovations, while also enhancing global consciousness in the management of our natural resources. In academic units such as the School of Environmental Sciences, we have internationally recognized expertise in the life and physical sciences to address the key substrates of life—water, soil, air—and their complex interactions and interdependencies within living ecosystems. We have designed our social science, environmental engineering, sciences, and
management programs to foster the development of sustainable solutions that mitigate environmental degradation and remediate existing ecological challenges. Beyond this focus Guelph is linking these technical fields and disciplines with key notions and processes of environmental governance and policy.

4. **Nutrition, Health and Well Being**: One of the primary lessons of contemporary science and society is that the notion of ‘health’ cannot be understood adequately within a narrow silo. The University of Guelph’s founding mission was to focus on the health of plants and animals, but if only because we are what we eat, that mission has increasingly required the development of competencies and expertise in the area of human health, as well as the intricate interaction between human and non-human illness and wellness. Guelph is able to take advantage of its significant strengths in agriculture and veterinary medicine, combined with world-class expertise in basic physical, biological, and social sciences, to develop new strategies to maintain wellness across the lifespan in both people and animals. Through the Better Planet Project (BPP), the University is also moving forward with a Health for Life initiative focusing on preventative approaches to maintaining human health both on and off campus. This integrated approach is key to creating high impact outcomes from our research and also benefits for our students who help transform the wellness landscape as the next generation of health professionals.

5. **Communities and Culture**: Understanding how different cultures renew, reinvent, and re-imagine themselves and the world around them allows us not only to predict their responses to the transitions they undergo, but also to understand the human impacts of both change and stasis. Because cultural scholarship varies significantly, the need for the multiple perspectives of an interdisciplinary approach is essential. Our focus on communities manifests in a broad selection of programs in the arts, humanities and social sciences, and well-established areas of leadership in International Development and Social Justice, as well as emerging disciplines at the nexus where technology interacts with and affects communities such as Digital Media and Improvisation. And to engage effectively with communities, we believe that it is necessary to participate in research *with* communities as opposed to just research *on* or *for* communities. A core purpose in doing so is to support the development of healthy and sustainable communities that can benefit from and contribute to understanding of issues in our other areas of strategic emphasis.

6. **University of Guelph-Humber**: Our program offerings are not limited to the Guelph campus. Through the Guelph-Humber partnership, we offer a unique ‘third option’ in post-secondary education: an integrated curriculum that leads to dual credentials in four years. The University of Guelph-Humber, created in 2002, has already proven to be a distinctive success, with enrolment now exceeding 4,000 students in nine programs. To address continued demand growth in the GTA, the two institutions are preparing a joint proposal to the anticipated RFP, which envisions significantly increasing student intake from the 2014 level of 1,000/year to 2,500/year by 2020, and more than doubles the number of programs to 20. While the proposal will require new classroom and support space, unlike some alternatives, there will be no need to create all the infrastructure from scratch—library, registrarial, and student support services already exist. This expansion can initially make use of existing facilities at Humber; actual addition of physical space would not be required until 2016/17. Current priorities for new programs at Guelph-Humber will meet employer and student demand and include an MSW, expanded programming in health services and a degree-completion program in Family and Community Services.

We are also proposing a new transformative innovation in graduate education: joint graduate diploma/degree programs in a newly formed School of Graduate Studies at Guelph-Humber. By 2020, these programs will accommodate 250 students in one-year Masters programs aligned to our program strengths in the area of Community and Engagement, with proposed programming focused on aspects of civil society, health system navigation, and social justice. Program delivery will emphasize distance delivery, short residential periods, and internship activities, broadening access to students who need to maintain employment during their studies. Delivering the residential programs in the evenings, weekends, and over the summer will also intensify the use of existing facilities. These graduate programs will enhance accessibility for college undergraduate degree holders and stay true to the
Component #6: Institutional Collaboration to Support Student Mobility

Guelph is a recognized leader in student mobility and the emerging credit-transfer economy, partly due to our unique initiatives at Guelph-Humber and our diploma programs in agriculture on the main and Ridgetown campuses. Besides our successful partnerships with Humber, Conestoga and Fanshawe colleges, we are cultivating other college partners to ensure applicant pools and appropriate programming, pathways, bridge courses, and curriculum foundations in such focused areas as engineering, computing, agriculture, environment, and health professions. Along with streamlined admissions processes that support seamless credit transfer, these partnerships will help ensure applicant pools, especially in programs for which demographic data suggest there will be shortages in the direct-from-high-school enrolment pool.

As those demographic trends play out, pathways will become increasingly important as part of a coordinated, overall enrolment-management strategy. In 2012-13, the University enhanced its transfer pathways through the development of a new bi-lateral transfer agreement with Fanshawe College. This pathway has since been transformed into multi-lateral agreement that now encompasses eight Ontario colleges. As a result of this activity, as well as our active participation with ONCAT, the University of Guelph now has pathways with over 20 colleges in Ontario.

In order to maintain total enrolment even as growth slows in the 101 pool, we will need to establish enrolment targets for transfer students and other applicants in the 105 pool, including out-of-province 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 the main campus enrolment at current levels. One of our strategic areas of growth is the Guelph-Humber Program where potential exists to expand the current program with additional capital investment, but at the same time leveraging a substantial existing instructional and student-support infrastructure. In addition, Guelph and six other Ontario universities have formed the University Credit Transfer Consortium, which has set clear standards for inter-institution equivalency of foundational courses, and will integrate expanded credit-transfer processes and agreements in upper-year courses and professional programs.

Metrics and Assessment

We will have achieved our goals for institutional collaboration if, by the end of the planning cycle in 2016-17, we:

- Establish a comprehensive equivalency database to assist in the streamlining of admission processes for seamless credit transfer, by 2016-17.

- Increase the number of Ontario Community College applications through the newly established pathways programs by 25%, through work with ONCAT and setting specific internal credit transfer targets.