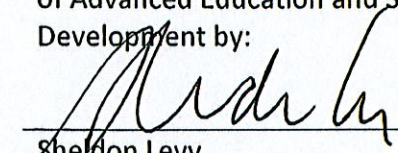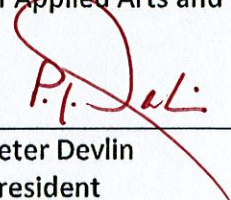# STRATEGIC MANDATE AGREEMENT

Fanshawe College of Applied Arts and Technology
and the
Ministry of Advanced Education and Skills Development
2017-2020

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

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Sheldon Levy
Deputy Minister

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Date

SIGNED for and on behalf of Fanshawe College of Applied Arts and Technology by:

_____

Peter Devlin
President

April 12, 2018
_____

Date

Ontario

FANSHAWE

Table of Contents

Preamble

This Strategic Mandate Agreement between the Ministry of Advanced Education and Skills Development and Fanshawe College outlines the role the College 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 College;
- Outlines current and future areas of program strength;
- Supports the current vision, mission, and mandate of the College and established areas of strength within the context of the College's governing legislation;
- Describes the agreed-upon elements of the new College funding model, including:
  o a College's enrolment plans and the initial midpoint levels of weighted funding units that will be funded in the corridor funding model during the period of this SMA; and,
  o differentiation areas of focus including metrics, and targets.
- Provides information on the financial sustainability of the institution; and,
- Informs Ministry decision-making and enables Ministry to align its policies and processes to further support the College'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 and Highly Skilled Workforce). 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, applied 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.

Fanshawe College Mandate, Mission and Vision

Institutional mandate, mission, and vision statements describe where an institution currently is and where it sees itself in the future.

Vision
Unlocking potential.

Mission
We provide pathways to success, an exceptional learning experience and a global outlook to meet the needs of students and employers.

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

Fanshawe aspires to be Canada's Transformative College, where Innovation Thrives.
Fanshawe is a large comprehensive college that has experienced significant enrolment growth over the past four years, fueled largely by an aggressive program development/renewal initiative focused on meeting regional, provincial, national and global labour market needs. A culture based on being bold, nimble and trusting has led to outstanding KPI results demonstrating exceptional graduate rates, employment outcomes, student satisfaction rates and employer satisfaction rates.

Fanshawe has recently become a member of Polytechnics Canada, and intends to leverage this membership to advance its research agenda.[1] We have recently declared as a strategic commitment that all Fanshawe College students will participate in a research activity as part of their education experience. We also intend to accelerate the development of degree-level programming in the future. Building on this success, Fanshawe is poised to take the next step in its evolution.

Fanshawe has traditionally fuelled the economic engine through its outstanding education programs, which produces job-ready graduates. Moving forward, we intend to further enhance our vocational programs by equipping students with the resilience and employment skills required in the future. In addition to its exceptional vocational programming, Fanshawe aspires to be a catalyst and creator of future jobs by developing and supporting innovators and entrepreneurs. It will take an ecosystem to create an innovation culture. To support Canada's innovation agenda and to build the supports for innovators and entrepreneurs to thrive in the 21st century economy, Fanshawe must pivot to the untried, the unique and the unconventional — because, that is where innovation lives.

To that end, Fanshawe proposes the creation of an Innovation Village.
The Innovation Village concept aspires to enhance innovative practices for exceptional student learning for all Fanshawe postsecondary students (one of Fanshawe's new strategic goals). The Village will augment student vocational learning outcomes with job skills of the future including the development of: sense making; adaptive thinking; social intelligence; new media literacy; computational thinking; transdisciplinary intelligence; cross cultural competency; and the ability to collaborate virtually.

Fanshawe's Innovation Village will also serve as the transformative catalyst to propel start-up businesses proposed by innovation-entrepreneurs to move from concept, to reality, to success. This vision, to realize its full potential, needs to be fostered in a like-minded culture and supported with the operational infrastructure to deliver it. Fanshawe aspires to create a comprehensive ecosystem-level solutions site that enables innovation and

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[1] *The ministry acknowledges Fanshawe College's request for a polytechnic designation. The ministry will be undertaking a review of this issue and has noted Fanshawe College's position.*

entrepreneurial activity to flourish while building economic capacity. The Village will leverage existing Fanshawe infrastructure including the Centre for Research and Innovation, LEAP Junction (our entrepreneurial support initiative) and the Canadian Centre for Product Validation (CCPV). It will accelerate time-to-market for products/services to meet consumer needs; serve as an efficient, collaborative and responsive partner to support business needs; provide original solutions to challenging client issues; and create/retain talent through our training mandate to meet labour market needs.

We aspire to create an Innovation Village that enables explosive creativity, drives economic development and realizes a future of growth and prosperity where innovation thrives.

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.

1.1 Institutional Approach to Improving Student Experience

To strengthen its competitive advantage and to attract and retain students, Fanshawe has focused on enriching the student experience through its services and facilities. Examples of some specific approaches to improving the student experience include:

- *First-year experience* – Fanshawe is developing strategies to enhance student learning and social experience from orientation through to the end of first year. These strategies are aimed, in particular, at helping Level 1[2] students progress to Level 2[3] (students are most likely to withdraw from their programs and/or dropout of Fanshawe between Level 1 and Level 2).
- *Student retention* – Fanshawe tracks student retention rates by program and demographic group (e.g., domestic versus international students, age group, credential type). This information is important, as it helps Fanshawe identify programs with low retention rates, groups of students who may be underperforming and courses that may be acting as gatekeepers. This data is informing new approaches to service and learning that will enhance students' experiences and enable them to transition successfully through their college experience.
- *Learning pathways* – The availability of learning pathways, such as articulation agreements, is important to Fanshawe, as they provide opportunities for prospective students, existing students and graduates to continue their education and support their career aspirations. For this reason, Fanshawe has been proactive in pursuing seamless educational pathways and articulations from high school to Fanshawe and between Fanshawe and other postsecondary institutions in Ontario, Canada and around the world. Fanshawe has also developed a Pathways Handbook, which provides a general overview of pathways and a protocol to guide the initiation, risk management, development, approval, communication and renewal of pathways at the college. It is a resource for academic managers, faculty, program managers, student success advisors and support staff.
- *Student services and supports* – To strengthen its competitive advantage and to attract and retain students, Fanshawe has focused on enriching the student experience through its services and facilities. To successfully do this, Fanshawe closely monitors its student satisfaction scores relative to benchmark data in student services, such as library services, food and cafeteria services, health services, career services, student residence and employment services. Fanshawe then develops strategies and action plans for continuous improvements based on these scores. Data from the Ministry of Advanced Education and Skills Development

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[2] Level 1 students are those enrolled in the first term/semester of their programs.
[3] Level 2 students are those enrolled in the second term/semester of their programs.

(MAESD)-mandated KPI Student Satisfaction Survey and the University/College Applicant Survey (UCAS) are used for this purpose.

1.2 Examples of Institutional Initiatives

- *The Head Start initiative*: Head Start is an orientation program designed for new students who are starting their first program at Fanshawe. It is a half-day program during which new students come on-campus to: complete their reason and writing (WRIT) assessments; participate in academic information sessions with students from their faculties and programs; take campus tours; obtain their student cards; meet their Student Success Advisors; and identify early with Accessibility Services, if appropriate. There is also a concurrent program for parents and supporters to help them learn more about Fanshawe and how to support their students.

- *Early Alerts:* To identify first-year students potentially at risk of not completing Level 1 or returning the following term, Fanshawe emails all students with lower than a cumulative average of 70 per cent in all grade 12 courses. This communication will encourage them to seek help from their Student Success Advisors. It will also provide them with information about available supports and services that can assist with their transition to the postsecondary environment and assist them to succeed.

  Students will also be contacted by phone if they are in one of the top 20 programs with high attrition rates and are considered low risk, according to the at risk report created for Fanshawe (i.e., obtained between 65 per cent and 70 per cent high school averages in either their math or English mark, factoring in grade inflation). The data collected from these calls will be analyzed for retention impact.

- *Retention follow-up campaign for international students:* This is a telephone campaign involving *international* students in the early weeks of the fall term to check in on their transition to Fanshawe and provide early intervention for identified issues. Attempts are made to contact all Level 1 international students. Upper-year students from the same country make these calls.

- *Student Wellness Centre*: In the fall of 2017 students at Fanshawe's London campus will have access to a *new* Students Wellness Centre. The new facility will host the Fowler Kennedy Medical Clinic, the pharmacy and three floors dedicated to fitness. The new building will also contain rooms that will host a range of wellness programming opportunities, both educational and experiential. This venue will enable Fanshawe to further nurture a culture of wellness and well-being in the student population and drive an intentional and coordinated wellness strategy for students. This plan aims to enhance student success and support efforts to improve the cumulative mental health of Fanshawe students.

1.3   Metrics and Targets

System-wide Metrics	2019-20 Target Range
Overall Student Satisfaction Rate (2016-17 baseline: 74.92%)	74.92-79.92%
Student Satisfaction with Services (Q39) (2016-17 baseline: 62.07%)	62.07-67.07%
Student Satisfaction with facilities (Q49) (2016-17 baseline: 73.75%)	73.75-78.75%

Institution-Specific Metrics	2019-20 Target Range
Retention rate of Level 1 students (2015-16 baseline: 76%)	75-80%
Proportion of operating expenditures used for student services (2016-17 baseline: 14%)	12-14%
Ratings on six reputational factors from the UCAS survey: 1. Affordable (2016 baseline: 6.34) 2. Quality (2016 baseline: 7.12) 3. Technology (2016 baseline: 7.00) 4. Career (2016 baseline: 7.30) 5. Social (2016 baseline: 6.99) 6. Teaching (2016 baseline: 7.218)	1. 6.34-8.34 2. 7.12-9.12 3. 7.0-9.0 4. 7.3-9.3 5. 6.99-8.99 6. 7.21-8.21

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.

2.1 Institutional Approach to Innovation in Teaching and Learning Excellence

Fanshawe College remains committed to continuous improvement in its pedagogy. To this end, Fanshawe has engaged in various strategic and results-oriented processes and activities to ensure it maintains high-quality standards in teaching and learning. Existing and planned contributions related to innovation in teaching and learning include:

- *Experiential learning*: Experiential learning provides students with real work experiences and augments classroom learning. For these reasons, it is an essential component of programs at Fanshawe. Students are provided with these experiences through various means, including apprenticeships, co-ops, internships, clinical and field placements, simulations and research projects. It should be noted that Fanshawe is one of the leaders in the development of co-operative education at the college level in Canada. In a recent study conducted by the Canadian Education and Research Institute for Counseling (CERIC) and the Ontario Institute for Studies in Education (OISE), Fanshawe's Career Services was identified as having the most impressive model of co-op education in postsecondary colleges across Canada. Co-op students are provided with: mandatory employment preparation workshops and guidance; support in finding appropriate work term opportunities; advice and guidance in resolving workplace issues; and access to exclusive co-op job positions. Student performance during work terms is also monitored and evaluated.
- *Entrepreneurship:* Students who may be interested in establishing or managing small or medium-sized businesses are provided with opportunities to develop their entrepreneurial skills through classroom instruction, experiential learning and other opportunities with existing community enterprises. In particular, Fanshawe supports the entrepreneurial interests of students and graduates through its LEAP Junction, which is described in Section 2.2.
- *Digital learning*: Digital learning has become an essential component of academic programming at Fanshawe. For example, in programs such as health sciences and aviation, students are exposed to high-fidelity simulations to augment their learning. In these scenarios, students are able to: assume their professional role; work as a team; learn to prioritize; think critically; make decisions; and learn from their mistakes.
Fanshawe will develop a strategy aimed at supporting more technology-enabled practices in the classroom. Technological advances have resulted in radical shifts across various sectors, blurred the boundaries across disciplines and encouraged integration across fields. Technology has also allowed for more flexibility in pedagogy and facilitated interactions between students and their colleagues and instructors inside and

outside the classroom. Technology also enables more effective learning approaches, such as experiential learning and cross-disciplinary collaborations. Fanshawe will support educators as they introduce more technology in the classroom.

- *E-learning*: In the last few years, the number of online courses and programs offered by Fanshawe has increased significantly. Fanshawe currently offers about 600 courses and 35 programs completely online. Fanshawe has been deliberate in moving in this direction and has provided the necessary resources and structures needed to support e-learning across its Schools. Fanshawe will continue to implement its e-learning strategy by ensuring that all postsecondary programs provide at least five per cent online delivery within the next few years.

2.2 Examples of Institutional Initiatives

- *Quality assurance in academic programs: Fanshawe* has developed key processes and practices aimed at enhancing quality and excellence in the classroom. These include: the Stage-Gate new program development process, which carefully considers new program proposals; a number of assessment tools that comprehensively examine the health of existing programs (e.g., the Balanced Scorecard; Annual Program Quality Assurance Self-Assessment tool); and the formal program review process, which occurs every five years. These rigorous processes are followed to ensure that: students' needs are met; program and course learning outcomes are achieved; the content of academic programs is current and relevant to meet the needs of the labour market; the delivery format is effective; and action plans influenced through our industry partners have clear recommendations and next steps for implementation. Program review results and one-year follow-up action plans are shared with Program Advisory Committees (PACs).

- *The Leap Junction*: The LEAP Junction is part of the London Campus Linked Accelerator, a joint initiative with Western University funded by the Government of Ontario under the Youth Jobs Strategy. The LEAP Junction seeks out, supports and promotes student entrepreneurial enterprise at Fanshawe. To date, the LEAP Junction has helped 56 businesses and has over 200 student entrepreneurs in the system.

- *E-learning strategy:* Fanshawe has formed an e-learning working group to promote and facilitate effective online learning/delivery across the college. The group has: conducted a college-wide e-learning needs assessment; developed recommendations and action plans based on its findings; and implemented these strategies. These include: adopting the Quality Matters Framework to ensure quality of online courses; building a more efficient and service-oriented method for administrating remote exams for online students; enhancing Fanshawe's corporate website to promote better information on online learning to prospective and current students; evaluating various online learning self-assessment tools that could be made available to students prior to enrolling in an online program; increasing emphasis on online and blended teaching and learning; and altering Fanshawe's Student Feedback Survey to create a version for online students. A team of professors and other staff at Fanshawe has been assigned roles as online teaching consultants. They are helping to select the most effective training paths for professors who wish to teach online and blended/hybrid courses.

2.3   Metrics and Targets

System-wide Metrics	2019-20 Target Range
Graduation Rate (2016-17 baseline: 65.26%)	65.26-70.26%
Number of students enrolled in an experiential learning program (WIL) (2015-16 baseline: 2691)	2,700-2,800
Total number of registrations in ministry-funded courses offered in eLearning formats (Average of three years baseline: 8,289)	8,000-9,000
Total number of ministry-funded courses offered in eLearning formats (2016 baseline: 601)	600-800
Total number of ministry-funded programs offered in eLearning formats (2016 baseline: 37)	30-40
Retention rates (Yr1 to Yr2) (2015-16 baseline: 76.86%)	75-85%
Retention rates (Yr2 to Yr3) (2015-16 baseline: 52.76%)	50-60%
Student satisfaction rate (overall) (2015-16 baseline: 161.22%)	74-92-79.92%
Student satisfaction with knowledge and skills (2016-17 baseline: 85.77%)	85.77-90.77%
Student satisfaction with learning experience (2016-17 baseline: 78.09%)	78.09-83.09%

Institution-Specific Metrics	2019-20 Target Range
Students' ratings of their professors' effectiveness in their courses on Fanshawe's Student Feedback Survey (2015-16 baseline: 4.37)	4.37-5.00
Proportion of programs with an experiential learning activity or work-integrated learning (2016 baseline: 92%)	92-95%
Proportion of programs with entrepreneurship incorporated in their curriculum (2016 baseline: 37%)	37-40%

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 did not meet admissions requirements.

3.1 Institutional Approach to Improving Access and Equity

Improving access and success for underrepresented groups and meeting the needs of its diverse student population is of utmost importance to Fanshawe. For these reasons, Fanshawe is engaging in various strategies and initiatives to meet its inclusion objectives:

- *Indigenous strategy: Indigenous Education/Truth and Reconciliation Calls to Action*
  "Reciprocity is the imperative to moving forward" and "the starting point is a commitment to becoming informed, there has to be a willingness to learn and a willingness to unlearn what has been taught to Canadians about the history of Canada" [4]. Fanshawe College is developing a new Indigenous Strategy, which will align with the Indigenous Education Protocol for College and Institutes [5]. All levels of government have been called upon to "provide the necessary funding to postsecondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms." In addition, postsecondary institutions have been encouraged to "create university and college degree and diploma programs in Aboriginal languages." To this end, Fanshawe will work with internal and external stakeholders to develop strategic plans to meet the specific needs of its Indigenous population. Fanshawe is already involved in some initiatives, including: the Indigenous Community Outreach program (in-community courses and programs delivered in Chippewa and Oneida); the Indigenous Mothers Gateway program offered through the N'Amerind Friendship Centre; and academic program partnerships between Fanshawe's Huron/Bruce regional campus and Saugeen First Nation and the Chippewas of Nawash Unceded First Nation.
- *Access programs for adults*: Facilitating access to postsecondary education is one of Fanshawe's priorities, especially among non-traditional student populations. These students are often faced with various barriers that prevent them from enrolling and/or completing postsecondary programs. These include academic, financial and cultural factors. In an effort to better serve these prospective, non-traditional students (e.g., non-direct, mature, and older immigrant students), Fanshawe has implemented focused and targeted initiatives aimed at attracting and retaining these groups.
- *Students with disabilities:* Fanshawe engages in several activities and provides various services to support the needs of students with disabilities including, but not limited to: an online note-taking service aimed at providing quality notes to these students; establishing a peer mentoring program; and partnering with apprenticeship and pre-apprenticeship programs to encourage the universal instructional approaches, through the use of online applications and teaching strategies for this population.

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[4] http://nctr.ca/assets/reports/Calls_to_Action_English2.pdf
[5] https://www.collegesinstitutes.ca/policyfocus/indigenous-learners/protocol/

- *The First-Generation Program:* This program is a wraparound service model that places a primary emphasis on the following three areas: academic; personal/social (including financial); and career services. It is believed that this framework is best suited to enhance first-generation student success and, therefore, improve graduation rates. The strategy is to proactively and assertively deliver these services to students, where appropriate, utilizing targeted communications timed to the needs of students at key points in their Fanshawe student experience.

3.2   Examples of Institutional Initiatives

- *Mature/non-direct students:* Mature students make up a high proportion of underrepresented groups at Fanshawe. To support the access and success of this group, Fanshawe has engaged in six activities: comprehensive follow-up with ineligible applicants to offer them pathways and learning alternatives; assisting applicants to meet program pre-requisites by streamlining processes for applicant upgrading in mathematics and English; enhanced community outreach to various community agencies where non-direct student referrals are likely; offering enrolment incentives (e.g., bursaries) targeted at non-direct students; review of triage processes and implementation of a best-practice model to engage applicants from first point of contact; and an immigrant community outreach initiative.

- *Prior Learning Assessment and Recognition (PLAR) research: Fanshawe* is also engaging in a funded project from the Ontario Council on Articulation and Transfer (ONCAT). The purpose of the project is to examine PLAR research and practice, with an aim to develop a set of recommendations on how postsecondary institutions in Ontario can most effectively implement and operationalize PLAR. Evaluating and recognizing skills and knowledge acquired outside classroom settings can remove barriers to education for more mature learners.

- *School-College-Work Initiative (SCWI)*: Fanshawe College has partnered with the Ministry of Education's SCWI/Dual Credit initiative since 2009-10. SCWI is principally directed at those students who are at risk of not graduating from secondary school but have the academic background to succeed in college. Over 1,300 dual credit student placements a year are offered in 13 program areas, including participating faculties and all regional campuses/sites, with an annual success rate of 91 per cent course completion. Fanshawe's School Within a College (SWAC) initiative is part of SCWI that targets some 160 underachieving and disengaged students annually, of whom 90 per cent obtain both their Ontario Secondary School Diploma and college dual credits in their final year of secondary school.

- *Adult Upgrading*: Fanshawe College partners with MAESD to offer Literacy and Basic Skills (LBS) training to non-direct students seeking success in employment and postsecondary education. For example, Fanshawe's Market Tower location (part of the downtown London campus) offers adult upgrading services for the London Campus. Students at Market Tower typically take Levels 2 and 3 LBS and then complete the Academic and Career Entrance (ACE) Certificate, which leads to college entry. Of the 553 students who successfully completed ACE between 2010 and 2016, over 50 per cent enrolled in a full-time program at Fanshawe College. This adult upgrading program also takes place in all regional campus locations.

3.3 Metrics and Targets

System-wide Metrics	2019-20 Expected Value Range
Number of students with disabilities enrolled (2015-16 baseline: 2482)	2,100-2,500
Proportion of students with disabilities enrolled (2015-16 baseline: 16.90%)	17-20%
Overall student with disabilities satisfaction rates (2016-17 baseline: 73.00%)	73-78%
Overall graduate satisfaction rates for students with disabilities (2016-17 baseline: 75.72%)	75.72-80.72%
Employment rates for students with disabilities (2016-17 baseline: 75.41%)	75.41-80.41%
Number of first-generation students enrolled (2015-16 baseline: 3,342)	3,100-3,500
Proportion of first-generation students enrolled (2015-16 baseline: 22.80%)	23-30%
Number of Indigenous students enrolled (2015-16 baseline: 227)	200-400
Proportion of Indigenous students enrolled (2015-16 baseline: 1.5%)	1.5-3.0%
Overall student satisfaction rates for Indigenous students (2016-17 baseline: 75.90%)	75.9-80.9%
Overall graduate satisfaction rates for Indigenous students (2016-17 baseline: 79.88%)	79.88-84.88%
Employment rates for Indigenous students (2016-17 baseline: 79.90%)	79.9-84.9%
Number of French-language students enrolled (2016-17 baseline: 45)	35-50
Proportion of French-language students enrolled (2016-17 baseline: 0.30%)	0.30% - 0.40%
OSAP recipients as a proportion of all eligible students (2015-16 baseline: 71.60%)	68.2-72.0%
Percentage of university graduates enrolled in college programs (2015-16 baseline: 15.99%)	11.5-16.0%
Percentage of college graduates enrolled in university programs (2015-16 baseline: 1.52%)	1.5-3.0%

Institution-Specific Metrics	2019-20 Target Range
Retention rates of Level 1 first-generation students (2015-16 baseline: 85%)	76-85%
Retention rates of Level 1 Indigenous students (2015-16 baseline: 72%)	67-72%

4.0 Applied Research Excellence and Impact

This section captures institutional strengths in producing high-quality applied research that further raises Ontario's profile as a globally recognized research and innovation hub.

Applied research projects create or improve products, services and processes. College applied research gives industry firms access to the skills and competencies of faculty and students, facilities and equipment and markets and networks through the colleges' connections to local business and communities.

4.1 Institutional Approach to Applied Research Excellence and Impact

Fanshawe has been formally involved in research for over 10 years. Its Centre for Research and Innovation has participated in over 230 research projects, engaging with other educational institutions, businesses, and industry and community partners in Southwestern Ontario and beyond.

- *Culture of research and innovation*: Fanshawe continues to build a culture of research and innovation. Research and innovation activities are important as they support experiential learning, provide opportunities for faculty and staff to engage in professional development and engage Fanshawe with its internal and external partners to address real-world needs. As a result, Fanshawe will ensure that all postsecondary students have a research or innovation experience as part of their programs within the next few years. Research and innovation activities within the curricula are occurring in several ways, including capstone projects, case studies, community solutions, dedicated research methodology courses, community consultancy and literature reviews. The methodology utilized is discipline-specific to ensure alignment with the level of credential and the goals of the program. The skills students are developing will serve them well as they enter into a knowledge-based economy.
- *Polytechnics Canada*: Fanshawe has recently joined Polytechnics Canada[6], an association that describes itself as "the voice of leading research-intensive, publicly funded polytechnics, colleges and institutes of technology… and dedicated to helping colleges and industry create jobs for tomorrow[7]." Membership in this organization is expected to lead to increased research activity in the next few years.
- *Strategic Plan*: *Fanshawe* is developing a new strategic plan for research and innovation and redefining its goals and objectives. The new plan will focus on Fanshawe's primary research clusters of Digital Creative, Health Innovations and Agricultural Sciences, including related Manufacturing.

4.2 Examples of Institutional Initiatives

- *The Canadian Centre for Product Validation (CCPV):* In 2016, Fanshawe opened CCPV, where developmental, performance and compliance testing is conducted for new or improved products in the areas of thermal, mechanical, electrical, and environmental testing. CCPV is a unique initiative among

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[6] *The ministry acknowledges Fanshawe College's request for a polytechnic designation. The ministry will be undertaking a review of this issue and has noted Fanshawe College's position.*

[7] http://www.polytechnicscanada.ca/about-us

Canadian postsecondary institutions and is poised to significantly boost the economic development of the region while supporting the federal government's new innovation agenda[8].

- *The Centre for Advanced Research and Innovation in Biotechnology:* With funding of $6.2 million from the federal and provincial governments, Fanshawe will establish and launch the Centre for Advanced Research and Innovation in Biotechnology in 2018. Students and faculty will partner with businesses to research and develop new agri-food, healthcare and renewable energy products.

- *Research and Innovation Day:* Fanshawe's Centre for Research and innovation hosts annual events to promote and celebrate the participation of students, faculty and staff in research. The Research and Innovation Day is a one-day showcase of research projects and activities undertaken by these stakeholders.

4.3   Metrics and Targets

System-wide Metrics	2019-20 Target Range
Number of externally funded applied research projects (2016-17 baseline: 8)	8-12
Number of partnerships / collaborations with community / industry firms (2016-17 baseline: 38)	38-50

Institution-Specific Metrics	2019-20 Target Range
Number of internally funded applied research projects (2016-17 baseline: 23)	15-30
Number of external funding proposals submitted to the Center for Research and Innovation (2016-17 baseline: 21)	21-40
Proportion of postsecondary programs with faculty/students involved in applied research (2016 baseline: 46%)	46-60%

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[8] http://www.ccpv.ca/en/Fact-Sheet/

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.

5.1 Institutional Approach to Innovation, Economic Development and Community Engagement

In 2016, Economic Modeling Specialists International, which undertakes economic analyses of postsecondary education, conducted a study on the impact of Fanshawe on its community. Results of the study revealed that Fanshawe has an economic impact of $1.6 billion on London and its surrounding areas, equal to 5.6 per cent of the region's Gross Regional Product. This demonstrates that Fanshawe contributes to the prosperity of its communities. Fanshawe is able to positively affect its communities by developing strategic relationships with academic, industry and community partners. These partnerships, which benefit various stakeholders — including students, academic and non-academic staff and community members — include the following:

- Fanshawe enjoys a strong working relationship through its signed partnership with the London Economic Development Corporation. Among other things, this partnership helps Fanshawe understand the economic and labour market needs of its region to ensure that its academic programs are meeting these needs. Fanshawe also works with the City of London, the London Chamber of Commerce and regional labour market sectors and communities.
- Fanshawe's Woodstock/Oxford regional campus is also a member of the Oxford Workforce Development Partnership, which "supports their community around issues of common concern by assuming a leadership role in helping in the identification and validation process of local labour market needs, issues, gaps, trends and opportunities. Most importantly, they engage local partners in a community driven process to find solutions that contribute to the improvement of local labour market conditions for Oxford County."[9]
- Fanshawe works on enhancing its relationships with PACs. It relies on these committees to ensure that its programs remain current, relevant and meet labour market needs.
- Fanshawe works to build stronger relationships with Indigenous communities. For example, in November 2016, Fanshawe renewed its relationship with the Chippewa of the Thames First Nation (COTT) to bring postsecondary education to the people of COTT.
- In its partnership with Western University, Fanshawe receives funding through Ontario's Campus-Linked Accelerators (CLAs) program. The CLAs program "provides funding to postsecondary institutions to create, improve and sustain a culture of entrepreneurship among students and youth in their regions, and to integrate these entrepreneurial activities with investors, industry, and other stakeholders in their region."[10] Fanshawe uses this funding for its LEAP Junction initiative.
- Fanshawe recognizes the importance of working closely with employers in the community to help update the skills of their current/existing workforce by offering customized and off-the-shelf training products and services. To this end, Fanshawe has acquired Hot Zone, a health and safety training company and

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[9] http://www.workinoxford.ca/oxford-workforce-development-partnership/
[10] http://www.oce-ontario.org/programs/entrepreneurship-programs/CLAs

independently operated entity, which provides: confined space training; forklift training; FIT testing; specialist high skills major training to school boards; and specialist advanced hazmat to a range of public and private companies and organizations. Fanshawe provides learning solutions to a range of organizations including: General Dynamics, London Health Sciences Centre, StarTech.com, Meridian, Libro Credit Union and Youth Opportunities Unlimited. These training and learning solutions help organizations in the region stay competitive with a relevant workforce.

- Fanshawe increasingly engages with international partners. To ensure it is managing risks associated with overseas opportunities, Fanshawe's senior leaders and its board have created an Offshore College Internationalization Opportunity framework, which sets out four key principles to consider before committing to international opportunities. As part of its global strategy, Fanshawe conducted market research and identified international regions with potential partnership opportunities. These regions will be examined further and Fanshawe will determine where best to invest in the near future.

- Fanshawe educates a significant number of international students, many of whom settle in the region after graduation, contributing to the local and regional economies.

5.2   Examples of Institutional Initiatives

- Fanshawe, through its faculties and schools, has established various partnerships with industry and community members, which provide: students with experiential learning opportunities (e.g., internships, co-ops, research projects); contributions, gifts and other resources to support academic programs; and financial assistance (e.g., bursaries and scholarships) to students. Concurrently, industry/community partners benefit from the expertise of faculty and students that work with these organizations as part of these partnerships. These partners include, but are not limited to: Copp's Buildall; Habitat for Humanity; London Home Builders Association; Siemens Canada; Brose London; Freepoint Technology; Canada Manufacturing and Exporters; Excellence in Manufacturing Consortium; London Term Technologies; Hudson Boat Works; Air Show London 2017; GM Canada; John Deere; HINO Canada; Chrysler Canada; Ford Canada; Rogers TV, Global, CTV London; Heart and Stroke; Landscape Ontario; Royal Botanical Gardens; the Toronto Fashion Incubator; and Goodwill Industries.

- The Lawrence Kinlin School of Business operates a consultant service available to owners, managers and staff of small and medium-sized businesses, not-for-profits and public organizations. The consultancy gives clients the opportunity to obtain strategic advice, research, and recommendations from top students in the third-year graduate-level business program. In turn, client cases offer real-world experiences that enrich student learning through application. Annually, about 40 major businesses and not-for-profit organizations benefit from this initiative and other projects from this School.

5.3   Metrics and Targets

System-wide Metrics	2019-20 Target Range
Number of active Program Advisory Committees (PACs) (2016-17 baseline: 99)	95-100
Number of employers engaged in PACs (2016-17 baseline: 1100)	1050-1150
Graduate employment rates (2016-17 baseline: 82.02%)	82.02-87.02%
Employer satisfaction rates (2016-17 baseline: 90.80%)	90.80-95.80%
Proportion of Graduates employed full-time (2016-17 baseline: 56.09%)	56.09-61.09%
Proportion of Graduates employed full-time in a related job (2016-17 baseline: 39.51%)	39.51-44.51%

Institution-Specific Metrics	2019-20 Target Range
The number of clients (i.e., students, youths) involved in the LEAP Junction (Campus Linked Accelerator) (2016-17 baseline: 60)	55-80
Revenue generated through CCPV annually (2016-17 baseline: $377,886)	$100,000-$500,000

Enrolment Strategy, Program Direction, Sustainability and Partnerships

6.0 Enrolment Strategy and Program Direction

Enrolment Plan

The purpose of this section is to identify institutional enrolment plans and aspirations. The enrolment projections are based on Fanshawe's plans and assumptions for the coming years.

As stated in the College Funding Formula Technical Manual, the introductory corridor midpoint in 2019-20 will be calculated based on the "three-year average, two-year slip", the average of three years of enrolment two years prior to the funding year.

6.1 Domestic Projected Funding Eligible Enrolment

Projected Eligible Full-Time Head Count

Level	Actuals 2015-16	Actuals 2016-17	Projected 2017-18	Projected 2018-19	Projected 2019-20
Ontario College Certificate	2,053	2,102	1,998	1,998	2,018
Ontario College Diploma/Advanced Diploma	9,246	9,232	9,550	9,677	9,774
Ontario College Graduate Certificate	540	622	735	789	797
Baccalaureate Degree in Applied Area of Study	327	417	424	424	428
All other funding activity in full-time equivalent (FTE); Part-time, Tuition short, Prior Learning and Assessment Recognition (PLAR)	678	669	713	749	756

6.2   International Projected Funding-Eligible Enrolment

Projected Eligible Full-Time Head Count

Level	Actuals 2015-16	Actuals 2016-17	Projected 2017-18	Projected 2018-19	Projected 2019-20
Ontario College Certificate	119	150	112	118	123
Ontario College Diploma/Advanced Diploma	924	1,073	1,388	1,457	1,530
Ontario College Graduate Certificate	540	887	1,086	1,140	1,197
Baccalaureate Degree in Applied Area of Study	36	62	65	68	72

6.3   International Strategy and Collaboration

Fanshawe College's international enrolment strategy and collaboration activities support its vision of "unlocking potential", with the added clarification specific to internationalization more generally, which continues, "through global career preparation — home and away." Enrolment of 3,800 international students from 77 countries (approximately 18 per cent of the student body, including a robust offering of English for Academic purposes) provides a diversity of people and thoughts in support of fulfilling the labour market need of Fanshawe's communities.

International goals: International enrolment growth and sustainable sources of alternative revenue feature prominently within the Board of Governors' four approved College Strategic Goals of April 2017 to March 2020. Specifically, Fanshawe College is committed to "achieve 13 per cent postsecondary international growth in 2017-18 and five per cent cumulative growth in each of the subsequent two years." In addition, less traditional international growth includes an increase in domestic and international corporate training and business development of ten per cent per year. Opportunities to learn abroad with Fanshawe's 29 active exchange partners in 16 countries across Europe, Latin America, Asia and the Caribbean are expected to further contribute to Fanshawe's attractiveness to both international and domestic students.

Risk factors considered in managing international enrolment: World events, immigration policy and visa approval rates, country and local competition, conversion rates and the physical constraints determined by enrolment are considerations regarding managed enrolment. In addition, diversity of source countries in relationship to return on investment is taken into account, as is the classroom environment for all students and faculty. KPIs and monitoring the labour market provide direction on aligning program offerings and international student needs and interests with those of the employer community. Risk-mitigation strategies are also articulated within the Global Strategy, with detailed descriptors of primary, secondary and tertiary markets. New market development and potential offerings are vetted through Fanshawe's Principles–Based Assessment Framework for Off-shore Internationalization Opportunity/s.

Fanshawe continually seeks feedback to ensure an exceptional student experience. It has participated in the I-Graduate International Student Barometer survey for the past seven years. International postsecondary students rate their perceptions in four primary categories, including learning, living, support and arrival. Survey results have consistently revealed high levels of student satisfaction, particularly in the learning category, for Fanshawe international students. Fanshawe College has ranked in the top three Ontario colleges for international student satisfaction in the learning overall category each year and was ranked second in the world (182 institutions from 18 countries) for the same category in 2016.

International strategy approval process within Fanshawe College: The Fanshawe-wide Internationalization Plan of 2014-15-2016-17 was approved by senior leadership. Fanshawe will update the Plan to include the Global Strategy that was endorsed by its College's Board of Governors (January 2017) and the Integrated Academic Priorities Plan, while attending to College Strategic Goals that are relevant to international initiatives.

Fanshawe's students and staff are supported towards institutional internationalization through Fanshawe's participation in Learning Beyond Borders. This national initiative launched by the Canadian Bureau of International Education advocate for increased numbers of Canadian postsecondary students participating in learning overseas for some portion of their education. These strategies combine to support Fanshawe's mission to provide pathways to success, an exceptional learning experience and a global outlook to meet student and employer needs.

English Language Institute (ELI): The English Language Institute (ELI) at Fanshawe College supplements Fanshawe's International strategy by providing language and cultural learning supports that are critical to the success of students who are not native speakers of English, both international and domestic. In the ELI's English for Academic Purposes (EAP) program students learn the English and academic skills needed for success in their post-secondary programs, and transition via clearly articulated pathways to their next programs of study. EAP also provides students with experiential learning opportunities outside the classroom to enhance their linguistic and cultural competence. During the three semesters of the academic year 2016-2017 a total of 625 students enrolled in EAP.

Students who are able to meet the language requirements for direct admission to their programs without having to study EAP also benefit from the services of the ELI, as special courses, customized to the particular needs of their program and occupation sector are developed and delivered. In 2016-2017, a specialized "Strategies for Communicative Success" course was designed to develop and support the research and writing skills required by international students in a health-sciences graduate certificate program.
The ELI faculty is also uniquely qualified to assist faculty across the College in meeting the demands of effectively managing multicultural classrooms. This is done in a variety of ways including giving workshops, mentoring, and real-time counselling.

6.4   Strategic Areas of Program Strength and Expansion

Program Areas of Strength

1. Horticulture
2. Information Technology
3. Building Technologies
4. Digital Media & Entertainment
5. Health Sciences
6. Personal Services & Human Services
7. Business & Management, Leadership & Entrepreneurship
8. Public Safety
9. Aerospace
10. Chemical/Biological

Program Areas of Expansion

1. Information Technology
2. Digital Media & Entertainment
3. Personal Services & Human Services
4. Business & Management, Leadership & Entrepreneurship
5. Public Safety

6.5   Apprenticeship

Fanshawe has a long and rich history with apprenticeship. In 2016-17, Fanshawe delivered full-time apprenticeship education in 15 distinct trades and part-time education in a further 12 trades. Six trades are offered in both full- and part-time options, enabling apprentices and employers to choose the option that best suits their needs.

Many of the trades have been offered for many years, including compulsory trades in the Construction and Transportation sectors. Recent years have seen a significant increase in the demand for service sector trades in the Information Technology area and Fanshawe has increased apprentice activity in these trades exponentially since 2013-14. Overall apprenticeship activity has increased on a yearly basis, with a total increase of 23 per cent across all Fanshawe apprenticeship programs since 2012-13. In addition to general apprenticeship activity, Fanshawe has been an active participant in Pre-Apprenticeship, with consistent approvals for the maximum three programs annually.

These programs have enabled Fanshawe to develop and nurture interest from groups normally struggling to access the apprenticeship system and to move a high percentage of successful pre-apprentices into full apprenticeships. For 2017-18, Fanshawe is offering two new pre-apprenticeship programs in areas with significant interest from its community partners; Parts Technician and Retail Meat Cutter. Future plans for pre-apprenticeship include trades related to labour market need and the needs of disadvantaged groups in Fanshawe's catchment areas.

Apprenticeship activity is heavily embedded at Fanshawe with nine Schools and campuses delivering apprenticeship classes in 2016-17. Apprenticeship programming also integrates with Fanshawe's non-apprenticeship programs through numerous internal and external transfer pathways. Fanshawe participates in

the Diploma-to-Apprenticeship-Pathways process initiated by MAESD in 2015, with a number of program pathways attested to in the last two years. This focus on transferable skills and credentials will be a significant strength, as students' careers in the 21st century will be considerably more varied than in previous generations. To this end, Fanshawe has voluntarily developed and launched an internal program review process specifically for apprenticeship programs. These programs will be reviewed on a rotating basis and integrated with related postsecondary programs where possible. This process will enable ongoing optimization of Fanshawe's apprenticeship programs while simultaneously allowing side-by-side consideration of pathways opportunities between its various credentials, in all directions.

Academic Schools at Fanshawe collaborate with community partners to monitor and respond to labour market changes. Fanshawe plans to continue this responsive philosophy and to enhance its collaboration with its community partners. Current labour market trends indicate growing need for licensed journey persons in various industries and trades. As manufacturing rebounds in Southwestern Ontario, there is an increased demand for licensed tradespeople in precision metal cutting, millwrighting and machining, as well as significant and growing need for welders and electricians[11]. These needs extend across Fanshawe's catchment area and the four local counties. Hospitality and tourism continues to grow in size and scope throughout the cities and municipalities surrounding Fanshawe's campuses, accompanied by a need for trained culinary personnel[12]. New TDA applications in the coming years will focus on flexible delivery of apprenticeship education demanded by the new generation of apprentices and on meeting the labour market needs of Fanshawe's diverse communities and industries.

Fanshawe plays a large role in reaching out to the communities and educating employers and potential apprentices on the benefits of apprenticeship education. These outreach activities will be grown in scope in the coming years, enabling Fanshawe to take a more proactive approach in responding to and meeting labour market needs. Additionally, Fanshawe plans to leverage existing outreach activities to high school and elementary populations to include information on apprenticeship education.

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[11] https://static1.squarespace.com/static/5c5b05dd9d41495d4f344e70/t/5cbde342652deaebaf627de9/1555948375856/MANUFACTURING-PROFILE-London.pdf

[12] http://tourismhr.ca/labour-market-information/tourism-shortages-jobs-to-fill/

6.6   Financial Sustainability

The Ministry and Fanshawe 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 Board of Governors and senior administrators of the College 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 College 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 College 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.

System-wide Metrics	Benchmark	2015-16 Actuals	2016-17 Actuals	2017-18 Projection
Annual Surplus (Deficit)	>0	$3,667,363	$7,917,309	$2,750,000
Accumulated Surplus (Deficit)	>0	$130,560,291	138,259,766	$141,000,000
Net Income to Revenue Ratio	>1.5%	1.54%	3.07%	1.0%
Net Assets to Expense Ratio	>60%	118.29%	126.05%	122%
Quick Ratio	>1	1.72	1.76	1.35
Debt Servicing Ratio	<3%	1.63%	1.51%	1.85%
Total Debt to Assets Ratio	<35%	19.46%	19.64%	19.35%

7.0 Institutional Collaborations and Partnerships

Fanshawe has numerous academic, industry and community partnerships that ensure potential and existing students have access to a range of learning opportunities. These include, but are not limited to:

- Fanshawe's English for Academic Purposes (EAP) program has an articulation agreement with Western University and all of its affiliate colleges — Brescia, Huron, and King's — whereby a student obtaining an A grade in the highest level of EAP may use that achievement as proof of language proficiency for admission to undergraduate and graduate programs at the university, obviating the need for a standardized test score from, for example, the Test of English as a Foreign Language or the International English Language Testing System.
- Fanshawe has strong industry, business and community partnerships that support its growing culture of research and innovation at the regional and national levels. Fanshawe is also active internationally and has signed research-related Memoranda of Understanding (MOUs) with two Institutes of Technology in Ireland. Fanshawe has also participated in researcher exchanges and its students have engaged in research activities in China, Costa Rica, Brazil, New Zealand, and Italy.
- Fanshawe College is one of four founding members of LARG*net, a regional network that includes K-12, higher education, municipal and medical services organizations. "LARG*net's primary role is to work with various service providers to develop a communications network which interconnects member organizations in London and the surrounding region."[13] LARG*net provides access to the eHealth Ontario Network, Canada's Advanced Research and Innovation Network (CANARIE) and the Ontario Research and Innovation Optical Network (ORION), opening further opportunities for collaboration with other higher education and other partners. The CANARIE Eduroam network, for example, allows Fanshawe students to log into the network of any higher education institution that offers Eduroam access, providing more pathways to learning. As part of its LARG*net membership, Fanshawe also enjoys a strong relationship with the City of London.
- Fanshawe enjoys a strong working relationship through its signed partnership with the London Economic Development Corporation (LEDC). This partnership has led to key initiatives and activities such as: the co-sponsorship of Fanshawe's Ignite Career Conference for students; the co-sponsorship of a pre-career professional fair and networking event for students; the sharing of Fanshawe co-op opportunities on LEDC's website; and a partnership with the London and Area Works initiative. Fanshawe is also a member of the Oxford Workforce Development Partnership.
- Fanshawe offers collaborative degrees with Western University and Brock University. These include the Bachelor of Science in Nursing degree (a partnership between Fanshawe's School of Nursing and Western's Arthur Labatt Family School of Nursing); the collaborative Bachelor of Musical Arts degree from Western's Don Wright Faculty of Music and the diploma program in Music Industry Arts from Fanshawe's School of Contemporary Media; and the collaborative Bachelor of Arts degree with a Major in Film Studies from Brock University and a graduate certificate in one of three streams: Advanced Filmmaking; Broadcast Journalism – Television News; and Visual Effects and Editing for Contemporary Media from Fanshawe College.
- Fanshawe has established a four-year partnership agreement with the Armed Forces Public Technological Institute of Peru. As part of this partnership, Fanshawe is providing an intensive leadership program in Canada to the Institute's leaders and academics, who will then take the module back to Peru and train 55 additional faculty members.

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[13] http://www.largnet.ca/about-us/

- The Lawrence Kinlin School of Business was instrumental in developing a partnership between McDonald's Canada and Ontario colleges, in which McDonald's employees who wish to pursue postsecondary education in business programs in colleges will be offered these educational opportunities. Employees (Second Assistant Managers) who have completed McDonald's Management Development Program Level 2 will be granted first-year credits in Fanshawe's business diploma program. In addition, they will be required to complete: a math assessment; business communications (WRIT) assessment; and a general education elective course. These students can also take the diploma on a part-time basis or online, providing flexibility to students who may not be able to study full-time or in a traditional classroom setting.

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 acknowledges a request by Ontario's colleges to explore how to support more flexible delivery of programming, including reviewing part-time funding levels. The ministry commits to working collaboratively with colleges to review this issue, including identifying implications for credentials.*

- *The ministry commits to continue to work collaboratively with colleges to review the eligibility criteria and allocation method for the Small, Northern and Rural Grant to help target funding to best meet sustainability challenges.*