



Ministry of Training, Colleges and Universities

INSTITUTIONAL LOGO HERE

## Strategic Mandate Agreement (2014-17)

Between:

The Ministry of Training, Colleges and Universities

and

“X” University

## Ontario's Vision for Postsecondary Education

*Ontario's colleges and universities will drive creativity, innovation, knowledge, and community engagement through teaching and research. They 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 creative economy*

## University Vision/Mandate

***To be provided by institution***

## **PREAMBLE**

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This Strategic Mandate Agreement between the Ministry of Training, Colleges and Universities (Ministry) and "X" University (the University) outlines the role the University currently performs in the postsecondary education system and how it will build on its current strengths to achieve its vision and help drive system-wide objectives articulated by the Ministry's Differentiation Policy Framework.

The Strategic Mandate Agreement (SMA):

- Identifies the University's existing institutional strengths;
- Supports the vision, mission and mandate of the University within the context of the University's governing legislation and outlines how the University's priorities align with Ontario's vision, and Differentiation Policy Framework; and,
- Informs Ministry decision making through greater alignment of its policies and processes to further support and guide the University's areas of strength.

The term of the SMA is from April 1, 2014 to March 31, 2017. The SMA proposal submitted by the University to the Ministry has been used to inform the SMA and it is appended to the agreement.

The Ministry acknowledges the University's autonomy with respect to its academic and

internal resource allocation decisions, and the University acknowledges the role of the Ministry as the Province’s steward of Ontario’s postsecondary education system.

The agreement may be amended in the event of substantive policy or program changes that would significantly affect commitments made in the SMA. Any such amendment would be mutually agreed to, dated and signed by both signatories.

**[“X” UNIVERSITY] KEY AREAS OF DIFFERENTIATION**

*A brief summary statement to be added.*

**ALIGNMENT WITH THE DIFFERENTIATION FRAMEWORK**

The following outlines areas of strength agreed upon by the University and the Ministry and the alignment with the Ministry’s Differentiation Policy Framework.

<b>Jobs, Innovation, and Economic Development</b>		
This component will highlight institutional collaborative work whether with employers, community partners, regions or at a global level to establish their role in fostering social and economic development and serving the needs of the economy and labour market.		
<b>Areas of Institutional Strength</b>	<b>Institutional Metrics</b>	<b>System Wide Metrics</b>
		<ul style="list-style-type: none"> <li>• Graduate employment rates</li> <li>• Employer satisfaction rates</li> <li>• Number of graduates employed full-time in a related job</li> <li>• <i>Additional system-wide metrics will be developed in consultation with the sector focused on applied research, commercialization, entrepreneurial activity, and community impact</i></li> </ul>
<b>Additional Comments</b>		

<b>Teaching and Learning</b>
This component will capture institutional strength in program delivery methods that expand learning options for students and improve the learning experience and career preparedness. This may include, but will not be limited to, experiential learning, online learning, entrepreneurial learning, work integrated learning and international exchange opportunities.

Areas of Institutional Strength	Institutional Metrics	System Wide Metrics
		<ul style="list-style-type: none"> <li>• Student Satisfaction Survey results</li> <li>• Graduation rates</li> <li>• Retention rates</li> <li>• Number of students enrolled in a co-op program at institution</li> <li>• Number of online course registrants, programs and courses at institution</li> </ul>
<b>Additional Comments</b>		

<b>Student Population</b>		
<p>This component will recognize the unique institutional missions that improve access, retention and success of postsecondary education for underrepresented groups (Aboriginal, First Generation, Students with Disabilities) and Francophones. This component will also highlight other important student groups that institutions serve that link to their institutional strength. This may include, but will not be limited to, international students, mature students or in-direct entrants.</p>		
Areas of Institutional Strength	Institutional Metrics	System Wide Metrics
		<ul style="list-style-type: none"> <li>• Number and proportion of Aboriginal, first generation, students with disabilities, and francophone students at an institution</li> <li>• Number and proportion of international students enrolled in Ontario (as reported in annual institutional enrolment reporting)</li> <li>• Proportion of an institution's enrolment that receives OSAP</li> </ul>
<b>Additional Comments</b>		

<b>Research</b>
<p>This component will identify the breadth and depth of institutional research activity (both basic and applied) and will identify institutional research strengths from niche to comprehensive research intensity.</p>

Areas of Institutional Strength	Institutional Metrics	System Wide Metrics
		<p>Research Capacity</p> <ul style="list-style-type: none"> <li>• Total sponsored research</li> <li>• Number of research chairs</li> <li>• Number of graduate degrees awarded</li> <li>• Number of graduate awards/scholarships</li> </ul> <p>Research Focus</p> <ul style="list-style-type: none"> <li>• Graduate degrees awarded to undergraduate degrees awarded</li> <li>• Graduate to undergraduate ratio</li> <li>• PhD degrees awarded to undergraduate degrees awarded</li> </ul> <p>Research Impact</p> <ul style="list-style-type: none"> <li>• Normalized Tri-Council funding (total and per full-time faculty)</li> <li>• Number of publications (total and per full-time faculty)</li> <li>• Number of citations (total and per full-time faculty)</li> <li>• Citation impact (normalized average citation per paper)</li> </ul> <p>International Competitiveness</p> <ul style="list-style-type: none"> <li>• Ratio of international to domestic graduates [used by Times Higher Education Rankings]</li> <li>• Aggregate of international global rankings</li> </ul>
<b>Additional Comments</b>		

**Program Offerings**  
This component will articulate the breadth of programming, enrolment and credentials offered, along

with program areas of institutional strength/specialization including any vocationally-oriented mandates. This component will also recognize institutions that provide bilingual and/or French-language programming for students.		
Areas of Institutional Strength	Institutional Metrics	System Wide Metrics
		<ul style="list-style-type: none"> <li>• Institution-specific and provincial Key Performance Indicators including Employment Rate after two years, percentage of students completing the degree and OSAP default rates for each area of strength.</li> <li>• Program enrolment.</li> </ul>
<b>Additional Comments</b>		

<b>Institutional Collaboration to Support Student Mobility</b>		
This component will profile partnerships between institutions that ensure students have access to a continuum of learning opportunities in a coordinated system. This may include, but will not be limited to, credit transfer pathways, collaborative or joint programs between or within sectors.		
Areas of Institutional Strength	Institutional Metrics	System Wide Metrics
		<ul style="list-style-type: none"> <li>• Number of college and university pathways and/or articulation agreements (college-college, college-university, university-college)</li> <li>• Number of transfer applicants and registrants</li> <li>• Number of college graduates enrolled in university programs</li> </ul>
<b>Additional Comments</b>		

**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 as they will be addressed through the Ministry’s policies and standard processes.

## **Undergraduate Growth**

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The strategic enrolment and planning exercise is in the context of a public commitment in the 2011 Budget to increase postsecondary education enrolment by 60,000 additional students over 2010-11 levels. This government has demonstrated a longstanding commitment to ensuring access to postsecondary education for all qualified students.

**[individualized tables and analysis statements to be added]**

## **Graduate Expansion**

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The Province committed to allocate 6,000 additional graduate spaces in the 2011 Budget. The allocation of the balance of the 6,000 graduate spaces are informed by institutional graduate plans, metrics identified in the differentiation framework, and government priorities. Based on these considerations the allocation for University X is provided below.

**[graduate allocation table to be inserted pending discussion with institution]**

## **Financial Sustainability**

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

- It is the responsibility of the governing board and Senior Administrators of the University to identify, track and address financial pressures and sustainability issues. At the same time, the Ministry has a financial stewardship role. The Ministry and the University agree to work collaboratively to achieve the common goal of financial sustainability and to ensure that Ontarians have access to a full range of affordable, high-quality postsecondary education options, now and in the future; and
- The University remains accountable to the Ministry with respect to effective and efficient use of resources to maximize the value and impact of investments made in the postsecondary education system.

The Ministry commits to engage with the sector in Spring 2014 to finalize financial sustainability metrics to be tracked through the course of the SMA, building on metrics already identified during discussions which took place in the Fall of 2013.

## **Ministry/Government Commitments**

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Over time, the Ministry commits to align many of its policy, process and funding levers with the Differentiation Policy Framework and SMAs to support the strengths of

institutions and implement differentiation. To this end the Ministry will commit to:

- Engage with both the college and university sectors around potential changes to the funding formula, beginning with the university sector in 2014-15.
- Update the college and university program funding approval process to improve transparency and align with institutional strengths as outlined in the SMA.
- Streamline reporting requirements across Ministry business lines with the goals of (1) creating greater consistency of reporting requirements across separate initiatives, (2) increasing automation of reporting processes, and (3) reducing the amount of data required from institutions without compromising accountability. In the interim, the Multi-Year Accountability Report Backs will be adjusted and used as the annual reporting mechanism for metrics set out in the Strategic Mandate Agreements.
- Consult on the definition, development and utilization of metrics.
- Undertake a review of Ontario's credential options.
- Continue the work of the Nursing Tripartite Committee.

The Ministry and the University are committed to continue working together to: support student access, quality and success; drive creativity, innovation, knowledge, and community engagement through teaching and research; increase the competitiveness of Ontario's postsecondary education system; focus the strengths of Ontario's institutions; and maintain a financially sustainable postsecondary education system.

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SIGNED for and on behalf of  
....by

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Deputy Minister

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Date

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SIGNED for and on behalf of...  
by

\_\_\_\_\_  
Executive Head/President

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Date