

Strategic Mandate Agreement (2014-17)

Between:

The Ministry of Training, Colleges and Universities

&

The University of Windsor

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 OF WINDSOR'S VISION/MANDATE

Mission Statement

Enabling people to make a better world through education, scholarship, research, and engagement.

Vision Statement

The University of Windsor is a progressive, student-centred university, where the challenges of communities and of a world in transition inform the education.

PREAMBLE

This Strategic Mandate Agreement between the Ministry of Training, Colleges and Universities (the Ministry) and the University of Windsor 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 current 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 Ministry 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 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.

UNIVERSITY OF WINDSOR'S KEY AREAS OF DIFFERENTIATION

The University of Windsor supports the economic and cultural development of its region by providing its diverse student population with a comprehensive range of programs, while focusing its research activity to respond directly to regional priorities.

ALIGNMENT WITH THE DIFFERENTIATION POLICY FRAMEWORK

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

1. JOBS, INNOVATION, AND ECONOMIC DEVELOPMENT

This component highlights institutions' collaborative work with employers, community partners, and 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.

1.1 Areas of Institutional Strength

The University of Windsor supports the economic and cultural development of its community and the surrounding region. Initiatives and outcomes include:

- Creating a space for collaboration on local economic development. This includes:
 - New industrial courtyard
 - On-campus office of the Windsor Essex Economic Development Corporation
 - New Innovation Centre to link students with local companies and organizations
- Conducting research directly linked to the needs of the region. This includes:
 - Automotive technologies
 - Great Lakes
 - Wastewater management facilities
 - Low-income housing projects
 - Border challenges
- Focusing on entrepreneurial education opportunities for students through partnerships with multiple organizations and programs. This includes:
 - More than 1,000 students engaged in some form of entrepreneurial activity since 2011
 - 17 spin-off companies created last year
 - Students are working with over 300 companies across the region

- Graduates across all disciplines at the University secure employment at a rate consistent with university graduates across Ontario.
- The University has worked in partnership with the City of Windsor to begin the development of a campus location in the downtown core of the city, where programs in the arts, social work, and executive education will be centred. These programs will have a major impact on the community and help to drive the economic revitalization of the downtown Windsor core.

1.2 Metrics

Institutional Metrics	System-Wide Metrics ¹
<ul style="list-style-type: none"> • Number and type of organizations in the community that our students work with • Number of students engaged in programs that develop entrepreneurial skills 	<ul style="list-style-type: none"> • Graduate employment rates • Number of graduates employed full-time in a related job

2. TEACHING AND LEARNING

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 is not limited to, experiential learning, online learning, entrepreneurial learning, work integrated learning, and international exchange opportunities.

2.1 Areas of Institutional Strength

Windsor focuses on the undergraduate experience by providing students with mentorship opportunities and engaging in activity that enhances teaching quality, and access to open-learning and information. Initiatives and outcomes include:

Mentorship

- The two-course Fundamentals of Academic Writing (FAW) program provides peer-reviewed and mentored writing instruction to approximately 2,000 first-year students.
- The Faculty of Arts, Humanities and Social Sciences Mentorship Program provides course-based academic mentors for five of its largest first-year courses.

¹ Additional system-wide metrics focused on applied research, commercialization, entrepreneurial activity, and community impact will be developed in consultation with the sector.

Open-learning and information

- The Office of Open Learning is developing open learning programs.
- The Leddy Library is facilitating the development of:
 - Open access journals and monographs
 - Approaches to copyright issues in the digital context
 - Open access digital repositories

Teaching Quality

- Windsor’s faculty have won the second most provincial and national teaching awards across the university sector.
- The Centre for Teaching and Learning offers formal teaching improvement programs to faculty.
- Windsor is the only university in Canada that offers an internationally recognized certificate program in university teaching.

Online and Co-operative Education

- Windsor also focuses on the undergraduate experience by providing students with online learning and co-operative education opportunities.
- Windsor has 10,521 registrations in online courses and 10% of its undergraduates are engaged in co-op programs.

2.2 Metrics

Institutional Metrics	System-Wide Metrics
<ul style="list-style-type: none">• Number of students with access to mentoring programs• Change in student academic performance between first year and program completion• Number of students in co-op and other experiential learning programs	<ul style="list-style-type: none">• Student Satisfaction Survey results• Graduation rates• Retention rates• Number of students enrolled in a co-op program at institution• Number of online course registrants, programs, and courses at institution

3. STUDENT POPULATION

This component recognizes the unique institutional missions that improve access, retention, and success for underrepresented groups (Aboriginal, first generation, students with disabilities) and francophones. This component also highlights other important student groups that institutions serve that link to their institutional strength. This may include, but is not limited to, international students, mature students, or indirect entrants.

3.1 Areas of Institutional Strength

Windsor supports access for a diverse range of student populations, including: international, first generation, Aboriginal, new Canadians, and landed immigrants. Outcomes include:

- Almost 14% of its student population are international students.
- Over 10% of its student population are first generation students.
- Over 50%, of its students apply for OSAP and just under 40% receive the 30% Off Ontario Tuition Grant. As a proportion of total student enrolment, 66.3% of Windsor’s students applied for OSAP.

Supports for students include:

- Turtle Island (Windsor’s Aboriginal Centre), providing resources for First Nation students.
- The 4Winds Science, Technology, Engineering and Mathematics (STEM) program for Aboriginal youth (grades 6-8), introducing them to STEM as pathways to a university education.
- The Gateway Program, which provides high school graduates with an average between 60.0% and 69.9% alternative paths for admission to the University.
- English language training programs for international students (as required).
- Tuition rates for American students that are lower than average international student fees.

3.2 Metrics

Institutional Metrics	System-Wide Metrics
<ul style="list-style-type: none"> • Admission averages into first year • Number of students applying to and entering through the Gateway Program • Distribution of students between professional programs and general arts and sciences programs 	<ul style="list-style-type: none"> • Number and proportion of Aboriginal, first generation, students with disabilities, and francophone students at an institution • Number and proportion of international students enrolled in Ontario (as reported in annual institutional enrolment reporting) • Proportion of an institution’s enrolment that receives OSAP

4. RESEARCH AND GRADUATE EDUCATION

This component identifies the breadth and depth of institutional research activity (both basic and applied), and will identify institutional research strengths from niche to comprehensive research intensity.

4.1 Areas of Institutional Strength

Windsor engages in research activity that addresses the following four “challenges”: sustainable industry; understanding borders; viable, healthy, and safe communities; and healthy great lakes.

Sustainable Industry

- Research contributes to the sustainability of manufacturing across multiple sectors.

Great Lakes

- The Great Lakes Institute for Environmental Research addresses a number of key issues in this field and facilitates international collaboration on the topic.

Understanding Borders

- The Cross Border Institute received over \$7M in funding from the Federal Economic Development Agency for Southern Ontario to support initiatives on border logistics and security.
 - Over 35 faculties are engaged in this initiative and supporting about 30 students (undergraduate to postdoctoral research assistants).
- The Institute for Border Logistics and Security is a partnership with the City of Windsor that will see technical training and economic development capacity in a cargo terminal at the Windsor airport.
- The work on borders and security presents opportunities for education and research collaboration and partnerships with St. Clair College.

Health and Wellness

- Research partnerships with industry, government, and the public sector develop new health promotion strategies and mechanisms for knowledge mobilisation to promote health and safety for groups at risk.

Across all faculties, Windsor attracts \$25-\$30M in external research funding, with \$10M from Tri-Council Agencies.

4.2 Additional Comments

System-wide metrics reflect Windsor’s focussed activity in this area.

Institutional Strategies

- Establishing the Institute for Border Logistics and Security, in partnership with the City of Windsor and collaboration with St. Clair College.

4.3 Metrics

Institutional Metrics	System-Wide Metrics
<ul style="list-style-type: none"> • Number of graduate students engaged in community-based programs • Time to completion for each category of graduate program • Number of research funding applications submitted to Tri-Council and application success rate 	<p>Research Capacity</p> <ul style="list-style-type: none"> • Total sponsored research • Number of research chairs • Number of graduate degrees awarded • Number of graduate awards/scholarships <p>Research Focus</p> <ul style="list-style-type: none"> • Graduate degrees awarded to undergraduate degrees awarded • Graduate to undergraduate ratio • PhD degrees awarded to undergraduate degrees awarded <p>Research Impact</p> <ul style="list-style-type: none"> • Normalized Tri-Council funding (total and per full-time faculty) • Number of publications (total and per full-time faculty) • Number of citations (total and per full-time faculty) • Citation impact (normalized average citation per paper) <p>International Competitiveness</p> <ul style="list-style-type: none"> • Ratio of international to domestic graduates (used by Times Higher Education Rankings) • Aggregate of international global rankings

5. PROGRAM OFFERINGS

This component articulates the breadth of programming, enrolment, and credentials offered, along with program areas of institutional strength/specialization, including any vocationally oriented mandates. This component also recognizes institutions that provide bilingual and/or French-language programming for students.

5.1 Areas of Institutional Strength

Current program areas of strength include:

1. Business
2. Creative Arts and Media
3. Education in a Global Context
4. Engineering
5. Environment and Ecosystem Adaptation and Recovery
6. Health and Wellness from classroom and laboratory to community
7. Humanities
8. International Borders
9. Law
10. Physical and Chemical Sciences

Proposed program areas for growth include:

1. Health and Wellness
2. Law, Education, and Philosophy
3. Engineering, Science, and Computing
4. Creative Arts and Digital Media
5. Business, Political Science, and International Borders

5.2 Additional Comments

- The Ministry notes that a large number of new engineering degree programs are proposed province-wide, which will have an impact on the Ministry's review of new engineering program proposals.
- The Ministry notes that a number of new Fine and Creative Arts degree programs are proposed province-wide, which institutions may want to consider in their own planning.

5.3 Metrics

Institutional Metrics	System-Wide Metrics
	<ul style="list-style-type: none">• 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• Program enrolment

6. INSTITUTIONAL COLLABORATION TO SUPPORT STUDENT MOBILITY

This component profiles partnerships between institutions that ensure students have access to a continuum of learning opportunities in a coordinated system. This may include, but is not limited to, credit transfer pathways and collaborative or joint programs between or within sectors.

6.1 Areas of Institutional Strength

The University of Windsor develops pathways for student mobility, and supports this through:

- Establishing agreements with 11 colleges in Ontario.
- Making credit transfer opportunities viewable on the University's college transfer website.
- Membership in the Pan-Canadian Consortium on Admissions and Transfer.
- Windsor's largest collaboration is in nursing degree completion pathways with St. Clair College and Lambton College.
- Windsor's new downtown campus places the University in direct proximity with St. Clair College, allowing it to build on existing and develop new collaborations.
- New program development specifically tailored to college-university articulation.

6.2 Metrics

Institutional Metrics	System-Wide Metrics
<ul style="list-style-type: none">• Completion rates for students who transfer in from a college• Employment rates of transfer students compared with those of direct-entry students	<ul style="list-style-type: none">• Number of college and university pathways and/or articulation agreements (college-college, college-university, university-college)• Number of transfer applicants and registrants• Number of college graduates enrolled in university programs

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.

ENROLMENT GROWTH

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

Baseline Projected Eligible Full-Time Headcounts

	2014-15	2015-16	2016-17
Undergraduate	11,050	11,200	11,700

The University of Windsor's planned enrolment forecast as expressed in this baseline eligible enrolment scenario is considered reasonable and in line with Ministry expectations, based on the current and projected demographic and fiscal environments.

GRADUATE ALLOCATION

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

	2014-15	2015-16	2016-17
Masters	905.81	918.04	933.04
PhD	214.22	225.76	231.60
Total	1,120.03	1,143.80	1,164.64

Note: For a detailed breakdown of graduate space allocations, see Appendix.

FINANCIAL SUSTAINABILITY

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

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

The Ministry commits to engage with the sector in spring 2014 to finalize the financial sustainability metrics to be tracked through the course of the SMAs, building on metrics already identified during discussions that took place in the fall of 2013.

MINISTRY/GOVERNMENT COMMITMENTS

Over time, the Ministry commits to aligning many of its policy, process, and funding levers with the Differentiation Policy Framework and SMAs in order to support the strengths of institutions and implement differentiation. To this end, the Ministry will:

- 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 SMAs;
- 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 SMAs;
- Consult on the definition, development, and utilization of metrics;
- Undertake a review of Ontario's credential options; and
- Continue the work of the Nursing Tripartite Committee.

The Ministry and the University are committed to continuing to work 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.

SIGNED for and on behalf of the Ministry
of Training, Colleges and Universities by:

ORIGINAL SIGNED BY

Deborah Newman
Deputy Minister

April 7, 2014

Date

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

ORIGINAL SIGNED BY

Dr. Alan Wildeman
Executive Head

April 15, 2014

Date

APPENDIX

University of Windsor - Summary of Graduate Space Allocations to 2016-17, FTEs

	Master's	PhD	Total
<i>2013-14 Graduate Space Target</i>	864.38	232.99	1,097.37
Adjustments to Graduate Targets (pre 2015-16)	41.43	-18.77	22.66
Graduate Allocation Envelopes			
General Allocation Envelope	27.23	10.38	37.61
Priorities Envelope	-	7.00	7.00
Graduate Spaces Allocated to 2016-17, over 2013-14	68.66	-1.39	67.27
<i>2016-17 Graduate Space Target</i>	<i>933.04</i>	<i>231.60</i>	<i>1,164.64</i>

Notes:

1. Adjustments to Graduate Targets (pre 2015-16) include: (i) 2013-14 approved fungibility requests; (ii) 2014-15 final Master's allocations; (iii) resets of graduate targets, if any; and, (iv) other Ministry commitments, including further conversions.
2. General Allocation Envelope includes all metrics-based space allocations for 2015-16 and 2016-17.
3. Priorities Envelope includes: (i) Ministry and institutional priorities; and, (ii) approved spaces for identified niche programs.
 - a. The 7 PhD spaces allocated as part of the Priorities Envelope are provided to the University of Windsor as 4 spaces in 2015-16 and 3 spaces in 2016-17.

The 7 PhD spaces allocated from the Priorities Envelope are provided to the University of Windsor to support the University's niche strengths in their PhD program in Kinesiology with its community internship, and their PhD program in Nursing.