

**MAJOR
CAPACITY
EXPANSION
POLICY
FRAMEWORK**



December 2013

Ministry of Training, Colleges and Universities

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Vision

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 knowledge economy.

Context

Between 2002–03 and 2012–13, the postsecondary education system in Ontario expanded substantially, with full-time enrolment growing by over 160,000, more than in any decade in the province's history. Ontario has been supporting enrolment growth across the college and university sectors through increases in operating grants, enhancements to student financial aid, and capital investments.

Ontario's postsecondary institutions have been committed partners in their efforts to accommodate these unprecedented levels of enrolment growth, and have thus contributed to expanding opportunities for students to pursue higher education in many communities across Ontario.

At 65 per cent, Ontario's level of postsecondary attainment (college, university, and apprenticeship) in 2012 was higher than that of any country in the Organisation for Economic Co-operation and Development (OECD). The Ontario government has set a postsecondary education attainment target of 70 per cent to ensure that the province continues to benefit from the competitive advantage of its highly skilled and educated workforce in the global economy.

In this context, it is essential to ensure that in future, the right spaces are created in the right places for Ontario's students. This can be done by targeting areas in which population growth is strong but local postsecondary education capacity is limited.

Population growth in Ontario has recently been – and is expected to continue to be – concentrated in a number of large urban areas. Some of the regions and communities where strong

long-term demand growth is anticipated are not currently served by local campuses. In those areas, gaps have recently begun to appear between enrolment demand growth and the capacity to accommodate continued enrolment growth. If left unaddressed, those gaps are likely to widen over time.

Projections are subject to uncertainty, and caution should always be used when considering long-term forecasts. Based on the ministry's latest assessment of demographics and long-term postsecondary education participation patterns, enrolment demand growth will moderate in the near term, but is expected to return to more rapid growth after 2020, with the potential for substantial enrolment increases over the longer term. Consistent with recent trends, long-term demand is expected to be greatest for degree-level programs.

It is anticipated that the focus of most major capacity expansions in the future will be at the undergraduate degree level. Students in rapidly growing communities have access to substantial local college facilities more than they do to local university campuses. In addition, although graduate enrolment has risen significantly in recent years, it is much lower than enrolment at the undergraduate level, and tends to be concentrated in fewer institutions.

The timing of this anticipated growth in demand provides an important opportunity. The province will have time to plan for and address postsecondary education capacity needs in areas of Ontario where communities are growing and where students need better and more affordable access to postsecondary education opportunities closer to home.

Government Priorities

The Major Capacity Expansion Policy Framework set out in this document seeks to achieve the following objectives:

- Ensuring that future large-scale capacity expansion supports long-term postsecondary education priorities, including institutional differentiation
- Managing enrolment growth strategically, in line with provincial growth planning priorities, to address regional capacity gaps in underserved areas
- Putting in place a transparent, evidence-based decision-making and implementation process

- Addressing affordability and sustainability for students, institutions, and the province by maximizing the cost-effectiveness of targeted investments
- Creating local community and regional economic benefits, leading to job creation and greater economic diversity.

Components of the Policy Framework

The components of the Major Capacity Expansion policy framework include:

- 1) a description of the kinds of initiatives that will be within the scope of the new approval and selection process;
- 2) the selection process and the criteria that will be used in evaluating proposals for approval after a call for proposals is made; and,
- 3) details on implementation and compliance.

Initial Review

Any institution considering an initiative that involves an expansion of capacity should contact the ministry in writing, using the checklist provided in Appendix A. The ministry will review initiatives proposed by institutions on a case-by-case basis to determine whether the planned expansion is subject to the new selection and approval process outlined below. The ministry will provide a response to the institution's request in writing, clearly indicating whether a proposed project or initiative will be subject to the new Major Capacity Expansion selection and approval process. Initiatives subject to the new process are not to proceed unless approved by the provincial government following a formal call for proposals.

Scope

This policy framework addresses a significant provincial interest in the need for provincial management of future large-scale expansions in postsecondary education capacity. Effective management and planning is also needed to help avoid potential conflicts that can arise between and among institutions with respect to the location of new facilities and campuses.

The new approval and selection process is primarily focused on initiatives that are designed to accommodate significant long-term increases in the number of domestic, full-time postsecondary education students. Such large-scale initiatives could include expansions at existing locations or might involve the establishment of new campuses. Initiatives could be partnerships, including university-college collaborations that would also enhance students' educational experience and student pathways.

Recognizing that a wide range and variety of potential expansion opportunities exist in Ontario's diverse and complex postsecondary education system, the ministry has avoided setting rigid parameters to define major capacity expansion. However, initiatives characterized by the following scale-related features are most likely to be subject to the new approval and selection process:

- accommodates enrolment growth of more than 1,000 full-time students in the short term, with the potential to accommodate longer-term growth of 5,000 to 10,000 over the next twenty years (i.e., long-term enrolment comparable to enrolment at substantial existing college or university campuses)
- adds new facilities (either owned or secured through long-term lease) larger than 70,000 square feet (roughly 6,500 square metres), designated primarily for academic purposes
- offers a broad range of programs, with substantial new or expanded ancillary services (or, shows clear potential for future growth in program offerings and ancillary services)
- significantly improves local student access to postsecondary education in the short term (and has the potential to do so in the longer term), particularly in geographic locations that may be experiencing or are expected to develop capacity gaps

When reviewing a planned expansion, the ministry will also take into consideration whether the initiative:

- competes with other capacity expansion initiatives in a particular geographic area or would have an impact on existing or already-planned postsecondary education facilities;
- in the case of proposed new campuses, is outside the "local area" of the institution's existing campuses, or is in a new community for the institution in terms of substantial permanent academic facilities. For the purpose of this policy, the local

area of a campus is defined as the area within the median commuter shed for Census Metropolitan Areas in Ontario, as specified by Statistics Canada (about 10 km).

Institutions making expansion proposals will be required to provide evidence of prior consultation with and support from other institutions that could be affected by the proposal, confirmation of their own Board of Governors' support for the proposal, and confirmation of significant support from the local municipality or region.

Selection and Approval

Decisions about future large-scale postsecondary education capacity expansion projects will be made on the basis of a formal, transparent competitive process that will begin with a call for proposals directed to institutions. Consideration will be given to proposals for large-scale expansion of existing campuses (main or satellite campuses) and/or for the creation of new campuses.

Calls for proposals will be directed to publicly assisted postsecondary education institutions in Ontario. Eligibility to submit a proposal will, in general, be extended to all institutions; however, the government may decide to limit eligibility as appropriate, depending on current circumstances and evolving provincial priorities.

Municipalities interested in being considered as host locations for future major capacity expansion should work in collaboration with institutions that would be prepared to submit a proposal.

Priority will be given to proposals in regions that have been experiencing sustained population and postsecondary education demand growth, and that are underserved in terms of postsecondary education opportunities.

The timing of future calls for proposals, the number of projects selected for support, and the level and timing of funding will be determined by the provincial government and will reflect a range of considerations, including the fiscal environment.

When evaluating proposals, the ministry will consider a set of criteria in the following categories, consistent with its priorities for future capacity expansion (as outlined on page 6):

- Strategic management of long-term enrolment growth and accessibility
- Differentiation, sustainability, and accountability
- Economic impact
- Quality, innovation, and competitiveness (including institutional partnership options)
- Affordability for students and the province (including substantial support from host communities)

Over time, as circumstances change and priorities evolve, the ministry may articulate additional requirements for the competitive process. For details of general evaluation criteria, refer to Appendix C. Additional templates may be provided when a call for proposals is announced.

Once the proposals have been evaluated, the ministry will make recommendations to Cabinet for funding support for the selected proposals. When one or more proposals have been selected and approved for funding, bilateral agreements will be put in place between the institution(s) selected and the ministry.

Policy Implementation and Compliance

This policy framework will be effective immediately. Institutions are encouraged to submit their expansion plans for initial review as soon as possible.

If an initiative is determined to be outside the scope of this new approval and selection process, it will still be subject to other relevant ministry approval processes, including, but not limited to, program approval and capital funding processes. It will also have to be consistent with the terms of the Strategic Mandate Agreement established between the institution and the ministry.

Failure to comply with the requirements set out in this policy framework will affect provincial funding. Specifically, new or expanded enrolment at the location of the expansion will not be recognized for funding through the college or university operating grants, and the institution will not be eligible for provincial capital funding at the location. Failure to comply could also affect future capital decisions by the provincial government with respect to other locations.

Appendix A

Contact Information and Checklist for Institutions Considering Capacity Expansion

Institutions considering capacity expansion should direct a letter describing the project or initiative, along with a completed checklist (see below), to:

MCEsubmissions@ontario.ca

The following checklist will help the ministry determine whether the planned expansion will be subject to the new approval and selection process under the Major Capacity Expansion policy framework.¹

Please complete the checklist (copy and scan the completed form or create an e-file based on the template) and include it as an attachment to your communication to the ministry outlining your institution's planned capacity expansion project.

Please provide additional information as needed in the Comments section of the checklist.

1. A planned expansion that is deemed subject to the new selection and approval process is not to proceed unless approved by the province following a formal call for proposals. A planned expansion that is deemed outside the scope of the Major Capacity Expansion approval and selection process will still be subject to other relevant ministry approval processes, including, but not limited to, program approval and capital funding processes.

Checklist for Institutions Considering Capacity Expansion

Checklist Items	Yes	No	Comments
Size			
How many full-time students would this initiative accommodate, based on current plans?			
Is there potential for substantial longer-term enrolment growth? If yes, please provide a high-level estimate of potential enrolment.	☐	☐	
How much space (in sq. ft.) will be designated for academic purposes in the proposed facility (or expansion)? Would new facilities be owned or secured through long-term lease?			
What is the credential mix of programs associated with this proposed expansion?			
What programs would be made available?			
Consultation			
Have you consulted with other institutions that could be affected by this proposal?	☐	☐	
• Which institution(s) have you consulted? Are they supportive?			
Has your institution engaged its Board of Governors with respect to this proposal? Is the board supportive?	☐	☐	
Is your proposal supported by the local municipality/region in which it would be located?	☐	☐	
• Will third-party resources (municipalities, region, other) be available to support this initiative? What is the level of support expected?			
Location/Services			
Where would the new capacity be located? (municipality, region)			
• Is this a new location/community for your institution?	☐	☐	
If proposing expansion at a new location, is the location more than 10 km from existing campus(es)?	☐	☐	
Does the planned expansion include ancillary and student services?	☐	☐	
• Please provide a list of services to be offered			

Notes

- This list is designed to provide information needed to determine whether a proposal will be deemed subject to the Major Capacity Expansion policy approval and selection process.
- Decisions will be made on a case-by-case basis. If additional information is needed, a representative of the Ministry of Training, Colleges and Universities will contact the institution. Please provide complete contact information, including name, position title, email address, and phone numbers.

Appendix B

An Outline of the Review and Approval Process for Planned Capacity Expansion Proposals

Chart 1 below outlines the steps in the assessment process that will be used to determine whether a planned capacity expansion will be deemed subject to the approval and selection process under the Major Capacity Expansion policy framework.

Chart 2 outlines the steps in the process of selecting initiatives for funding under the Major Capacity Expansion policy framework.

Chart 1: Initial Review – Is the Planned Expansion Subject to the Major Capacity Expansion Selection and Approval Process?

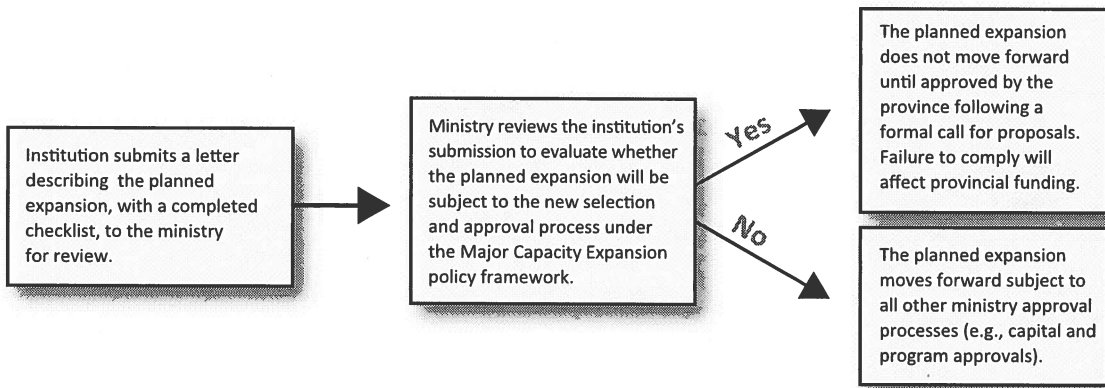
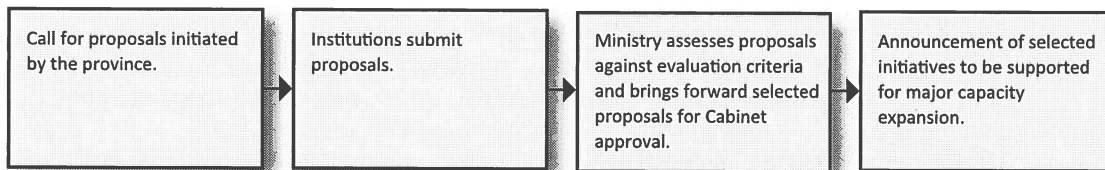


Chart 2: Selection/Approval Process for a Major Capacity Expansion Following a Call for Proposals.



Appendix C

General Evaluation Criteria for Major Capacity Expansion

Category	Evaluation Criteria
Strategic management of long-term enrolment growth and accessibility	• Significant expansion of local postsecondary education opportunities for students in underserved areas with growing demand, based on long-term demographic trends • Alignment with provincial priorities, including Growth Plan priorities and economic development initiatives • Clear potential to add substantial new capacity and support future enrolment growth in the postsecondary education sector
Differentiation, sustainability, and accountability	• Alignment with the institution's Strategic Mandate Agreement and goals and priorities of the Differentiation Policy Framework • Impact on nearby institutions • Effective and sustainable governance model, including consideration of the impact of distance from the expansion location for administration and academic experience • Focus on undergraduate programs • Range of programs offered locally and avoidance of unwarranted duplication of existing programming
Economic impact	• Demonstrated Value for Money, including AFP options, where appropriate, and limits on provincial contributions • Tangible regional economic benefits, combined with potential for province-wide benefit, based on labour force skills and economic growth • Demonstrated local economic benefits, and linkages with local industries
Quality, innovation, and competitiveness	• Innovative service delivery • Institutional partnership options, including university-college collaboration • Postsecondary education quality and student experience (including ancillary and student services)
Affordability for students and the province	• Evidence of substantial support from host community, including financial contributions and land ownership • Economies of scale • Linkages with local transportation for commuting students • Potential for leveraging private sector resources • Evidence of consideration of alternatives to expansion proposal, based on existing capacity and potential partnerships • Proven financial health of institution, with asset management plan in place • Demonstrated labour market demand

Note: These are the general criteria that will be used to guide the selection and approval of proposals submitted in response to a ministry call for proposals.

**ONTARIO'S
DIFFERENTIATION
POLICY
FRAMEWORK FOR
POSTSECONDARY
EDUCATION**

November 2013

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1. Introduction

1.1 Context for Change

Over the past decade, the Government of Ontario has increased investment in postsecondary education significantly, including increasing operating grants by 80 per cent since 2002–03. These investments helped to improve access to postsecondary education, supported significant enrolment growth at universities and colleges, and drove community and economic development. The tremendous expansion of Ontario's postsecondary education system was made possible thanks to the commitment of our postsecondary education institutions to access, and their willingness to respond to the demand.

The 2008 economic downturn and the ensuing precarious state of the global economy have made Ontario's fiscal environment challenging. Substantial new investment by the government at levels comparable to the previous decade is not feasible. Also, as enrolment growth is expected to slow in the near future so too will operating grant funding. With institutions' costs outpacing growth in revenues from operating grants and tuition, existing cost structures are under pressure. Measures that help to mitigate these pressures are needed in order to ensure the continued sustainability of our postsecondary education system.

We need to make changes to protect the gains of the last ten years, and to ensure that Ontario's postsecondary education continues to enjoy a productive and promising future. With active collaboration among government, key postsecondary stakeholders, and students, there is an opportunity to address the challenges facing the system. Central to this pursuit is the need to preserve and enhance educational quality and institutional excellence within a sustainable cost structure and to ensure postsecondary education in Ontario continues to have a strong impact on communities. This will require a careful balancing act between government stewardship and institutional leadership, and a strengthening of transparency and accountability between the government, institutions, and the public.

1.2 PSE Transformation through Differentiation

The government has opted for differentiation as a primary policy driver for the system. The government's policy of differentiation sets the foundation for broader postsecondary system transformation by publicly articulating government expectations and aligning the mandates of Ontario's colleges and universities with government priorities.

Our overriding goals for a differentiated system are to build on and help focus the well-established strengths of institutions, enable them to operate together as complementary parts of a whole, and give students affordable access to the full continuum of vocational and academic educational opportunities that are required to prosper in our contemporary world.

Over time, the government will align its policies, processes, and funding levers with Ontario's Differentiation Policy Framework to steer the system in ways that align with provincial priorities while respecting the autonomy and supporting the strengths of our institutions.

The government's goals, combined with a collaborative approach to differentiation, will help facilitate the achievement of targeted quality outcomes and enable institutions to respond to a broader range of learners whose diverse qualifications and skills are needed to support economic prosperity and build strong communities across Ontario.

2. Ontario's Postsecondary Education System

2.1 Vision

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

2.2 Government Priorities

2.2.1 Social and Economic Development

Postsecondary education is an important driver of social and economic development. The government recognizes the valuable contributions that colleges and universities make towards job creation, enhanced productivity, and the vitality of communities and regions throughout the province.

Postsecondary education also delivers significant social and economic benefits to individuals. Graduates of postsecondary education experience have improved labour market outcomes compared to those without higher education, including higher employment rates and greater earning levels over time. This is especially significant to ensuring Ontario's social development and economic prosperity.

2.2.2 High-Quality Educational Experience

The Ontario government recognizes that high-quality teaching is tied to improved student outcomes. The government sees this as a key priority and is committed to ensuring that postsecondary education in Ontario provides students with the knowledge and skills needed to succeed in their personal and career aspirations, and as engaged citizens.

2.2.3 Financial Sustainability and Accountability

The government is committed to working with colleges and universities on creating a financially sustainable, high-quality postsecondary education system in both the short and long term. This priority will help ensure that Ontarians have access to a full range of affordable, high-quality postsecondary education options, now and in the future.

2.2.4 Access for All Qualified Learners

Recognizing the value of postsecondary education to an individual and to Ontario's future, the government will continue to build on the gains it has made in increasing access to higher education for all qualified students over the past decade. This also includes an ongoing commitment to making postsecondary education accessible on the basis of ability to learn, not ability to pay.

2.2.5 World-Class Research and Innovation

Universities and colleges are engines of innovation that grow Ontario's knowledge economy through applied, commercialized, and pure research. The government is committed to supporting research and innovation to ensure that Ontario's postsecondary education system contributes to the economic success of the province.

2.2.6 Collaboration and Pathways for Students

The government is committed to supporting and improving collaboration to ensure that postsecondary education in Ontario provides a full continuum of relevant learning opportunities that can respond to the arising needs of students in their academic paths and career destinations. Innovative collaboration among institutions can provide enhanced opportunities for students, and maximize the impact of existing resources and avoid unnecessary duplication.

3. Differentiation Policy Framework

3.1 Purpose

The Differentiation Policy Framework is the foundation for the ministry's decision making and ongoing dialogue with institutions, students, and all stakeholders going forward.

3.2 Goals

The Differentiation Policy Framework provides a balanced and collaborative approach to better support the government's vision and priorities for postsecondary education, while supporting institutions in demonstrating leadership through their distinct contributions. The overarching goals for differentiation of Ontario's postsecondary education are to:

1. Support student success and access to a high-quality Ontario postsecondary education
2. Improve the global competitiveness of Ontario's postsecondary education system
3. Build on and help focus the well-established strengths of Ontario colleges and universities while avoiding unnecessary duplication
4. Maintain an efficient and financially sustainable postsecondary education system

3.3 Components of Differentiation

Ontario's Differentiation Policy Framework consists of six key components, which are outlined in the following section.

3.3.1 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, serving the needs of the economy and labour market, and promoting a culture of entrepreneurship. This may include, but is not limited to, the impacts of institutions' commercialization, innovation, and applied research activity on social and economic development.

Differentiation strengthens alignment between regional development needs and defined institutional mandates. This will advance innovative partnerships and programs that serve the distinct Ontario communities to which institutions are connected, as well as broader provincial needs. This alignment will ensure that students graduate with skills that respond to local and provincial labour market needs and contribute to social development. In areas that align with institutional capacity, these partnerships may be global in scope.

3.3.2 Teaching and Learning

This component captures institutional strengths in program delivery methods that expand learning options for students and improve their learning experience and career preparedness. This may include, but is not limited to, experiential, entrepreneurial, work-integrated, and online learning.

Institutions will focus on areas of educational strength and specialty so that *collectively* they offer the maximum choice, flexibility, and quality experience to Ontario students. This includes institutions strengthening their innovative teaching approaches, such as technology-enabled learning and experiential learning opportunities, to provide students with a twenty-first century learning experience.

3.3.3 Student Population

This component recognizes the importance of improving access, retention, and success for underrepresented groups and expanding opportunities for francophones to learn in French, as articulated in the Reaching Higher Access to Opportunity Strategy.

Institutional specialization will play a key role in increasing the postsecondary education participation and success of Aboriginal students, students with disabilities, first generation students, as

well as expanding programming opportunities for francophone students. In addition, institutions will continue to offer a learning environment that supports and is enriched by a diverse profile of learners.

3.3.4 Research and Graduate Education

This component highlights the breadth and depth of research undertaken by Ontario universities, and articulates specific university research strengths. This profiles research activity and capacity that is strongly linked to graduate education.

Future investments in graduate education will be focused to improve research capacity and performance in universities' areas of research strength, helping to build on the world-class research already underway. In time, strategic support on a broader scale will strengthen universities' global competitiveness in the creation and dissemination of knowledge, further raising Ontario's profile as a globally recognized research hub.

3.3.5 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.

Encouraging institutions to focus on areas of program strength will help to define their role in the postsecondary education system and better coordinate program offerings at a system level. This will help promote quality programming that is responsive to student needs and regional demands, and avoid unnecessary duplication.

3.3.6 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.

Greater collaboration between and within sectors will work to maximize recognition for prior learning and strengthen pathways so that students can better navigate learning options within a differentiated postsecondary education system.

3.4 Strategic Enrolment and Financial Sustainability

In addition to the six components of differentiation, Ontario's Differentiation Policy Framework identifies two key directions that help support the differentiation process.

3.4.1 Strategic Enrolment

Discussions about future enrolment levels will be part of the differentiation process and will be informed by system-level ministry enrolment projections, demographics, and recent provincial growth planning decisions that affect capacity, including capital. Working with institutions on managing enrolment growth will help to align institutions' enrolment planning with provincial priorities. Ultimately, coordinated growth and capacity planning will enhance responsiveness to shifting trends in demand and demographics, further helping to protect the quality of postsecondary education from periods of slower growth while meeting local access needs and system-level forecasts.

3.4.2 Financial Sustainability

The ministry recognizes that underlying the differentiation process is a commitment and action towards ensuring financial sustainability at the institution and system level. Institutions will be expected to provide measures of financial health, including pension plan status and compliance with the BPS Accountability Act.

Transparent reporting standards using comparable measures of financial health and administrative efficiency will enhance institutions' ability to focus investments in areas of institutional strength. Collectively, this will drive the system towards greater productivity and will ensure postsecondary education in Ontario has a secure future.

3.5 Metrics

Metrics provide the evidence-base on which to have informed discussions, and it is important to strike a balance between system-wide and institution-level metrics:

- a. Institution-specific metrics identified by individual colleges and universities.** Institution-specific metrics are optional, but help identify unique strengths. These are rooted in historical data to enable measurement of progress over time, and are linked to the institutional internal planning processes.
- b. System-wide metrics identified by the ministry.** These metrics, based on current data collected or already available to the ministry, are applicable to all institutions and form the basis for measuring progress.

The following table outlines, in detail, the approach to metrics in each component (additional information on definitions and technical details for each metric can be found in the Technical Addendum).

Differentiation Framework – Metrics

Differentiation Framework – Components	Metrics
Jobs, Innovation, and Economic Development	As part of forming an institution's profile and measuring progress in this component, the ministry will use the following system-wide metrics for all institutions: • Graduate employment rates • Employer satisfaction rates • Number of graduates employed full-time in a related job In addition, before March 31, additional system-wide metrics will be developed, in consultation with the sector focused on applied research, commercialization, entrepreneurial activity, and community impact (e.g., number of patents, number of licences, revenue from licensing, number of start-up companies and jobs created). Institutions are invited to provide up to 3 additional metrics that demonstrate economic and community impact.
Teaching and Learning	As part of forming an institution's profile and measuring progress in this component, the ministry will use the following system-wide metrics for all institutions: • National Survey of Student Engagement Results (university-specific) • Student Satisfaction Survey Results (college-specific) • 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 Institutions are invited to provide up to 3 additional metrics that identify unique strengths in program delivery, enhanced teaching quality, and student learning outcomes.
Student Population	As part of forming an institution's profile and measuring progress in this component, the ministry will use the following system-wide metrics for all institutions: • 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 Institutions are invited to provide up to 3 additional metrics related to improving access, retention, and success for these and other groups of students.

Differentiation Framework – Components	Metrics
Research and Graduate Education	As part of forming a university's profile and measuring progress in this component, the ministry will use the following sector-wide metrics for all universities: <u>Research Capacity</u> • Total sponsored research • Number of research chairs • Number of graduate degrees awarded • Number of graduate awards/scholarships <u>Research Focus</u> • Graduate degrees awarded to undergraduate degrees awarded • Graduate to undergraduate ratio • PhD degrees awarded to undergraduate degrees awarded <u>Research Impact</u> • 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) <u>International Competitiveness</u> • Ratio of international to domestic graduates [used by Times Higher Education Rankings] • Aggregate of international global rankings Universities are invited to provide up to 3 additional metrics that demonstrate their research strengths.
Program Offerings	As part of forming an institution's profile and measuring progress in this component, the ministry will use the following system-wide metrics for all institutions: • Concentration of enrolment at universities by program major and by credential • Concentration of enrolment at colleges by occupational cluster and by credential • Institution's system share of enrolment by program major or by occupational cluster and by credential • Number of apprentices in each trade (college-specific) • Pass/fail rates of apprentices in each trade (college-specific) • Funding for apprenticeship by trade (college-specific)

Differentiation Framework – Components	Metrics
Institutional Collaboration to Support Student Mobility	As part of forming an institution's profile in this component, the ministry will use the following system-wide metrics for all institutions: • Number of college and university pathways and/or articulation agreements (college-college, college-university, university-college, university-university) • Number of transfer applicants and registrants • Number of college graduates enrolled in university programs Institutions are invited to provide up to 3 additional metrics that demonstrate support for greater co-ordination and pathways.

Differentiation Framework	Metrics
Strategic Enrolment	Given the forecasted enrolment growth over the next 5–10 years, the ministry has asked institutions to provide medium-term forecasts of planned enrolment through 2018–19 to illustrate the future enrolment trajectory of an institution. These will form the basis for discussing medium-term enrolment growth per institution.
Financial Sustainability	The ministry will use the financial sustainability metrics outlined in the Deputy Minister's November 2013 Memorandum as a backdrop to the Strategic Mandate Agreement discussions. Following the conclusion of SMAs, the ministry intends to engage the sector in discussions around financial sustainability with a view to finalizing the metrics.

4. Implementation

4.1 Strategic Mandate Agreements

The Strategic Mandate Agreements (SMAs) are the mechanism through which colleges and universities articulate their unique mandates, strengths, and aspirations. They outline the relationship between the ministry and the institutions, and how each institution's mission and activities align with Ontario's vision for postsecondary education as articulated in this framework.

4.2 Policy, Processes, and Funding Levers

Ontario's differentiation and Strategic Mandate Agreement process will set the foundation for future alignment of government levers to support sustainability, a high-quality postsecondary education, and other government priorities. Over time, the ministry will align its policy, processes, and funding levers with both the framework and the SMAs to ensure coherent decision making.

4.3 Accountability

Reporting by colleges and universities to the ministry continues to be an integral part of the government's relationship with institutions. The ministry will work with the sector to phase in consolidated and streamlined reports.

The ministry will re-profile the Multi-Year Accountability Agreements (MYAAs) as the interim accountability reporting mechanism for Strategic Mandate Agreements. Elements in the report-back template will be reviewed to reduce duplication and reporting burden.

Guiding Growth in Ontario's Postsecondary Education System

Province Committed to Sustainable Growth to Meet Demand

December 20, 2013 11:30 a.m.

Ontario has introduced a plan to guide major capacity expansions at postsecondary institutions, ensuring students have access to spaces where they are needed most.

The Major Capacity Expansion Policy Framework defines criteria for where new or expanded campuses should be located. Working in collaboration with municipalities, universities' and colleges' expansion proposals will be evaluated to determine how they:

- Increase spaces in underserved areas and align with provincial growth and economic development plans
- Align with their strategic mandate agreements and their priorities under the Differentiation Policy Framework
- Demonstrate value for money and provide regional and provincial economic benefits
- Improve quality, innovation and competitiveness
- Increase affordability for both students and tax payers

Decisions about future expansions will be made on the basis of a formal, transparent and competitive process that will begin with a call for proposals directed to institutions and their municipal partners in early 2014. Municipalities interested in being considered as host locations will be expected to work in collaboration with institutions that would be prepared to submit a proposal.

Expanding the province's world-class postsecondary education system is part of the Ontario government's economic plan to invest in people, build modern infrastructure and support a dynamic and innovative business climate.

QUOTES

" We will ensure that future capacity expansion in postsecondary education will be in areas where student demand is strong and where there are gaps in access to an undergraduate degree. This will give more students the opportunity to get a high-quality education while staying close to home. Our goal is to get the right spaces in the right places."

- Brad Duguid

Minister of Training, Colleges and Universities

QUICK FACTS

- The call for proposals for new or expanded campuses will be open to all public universities and colleges in the province.
- Ontario has a higher postsecondary education attainment rate than any OECD country, providing a competitive advantage in job creation, enhanced productivity and global competitiveness.
- In the last ten years, full-time enrolment in Ontario's postsecondary system has grown by more than 160,000 — more than in any decade in the province's history.

LEARN MORE

- [Major Capacity Expansion Policy](#)
- [The Differentiation Policy Framework](#)
- ontario.ca/postsecondary

Tanya Blazina Communications Branch
Tanya.Blazina@ontario.ca
416-325-2746

Emily Hedges Minister's Office
Emily.Hedges@ontario.ca
416-326-1635

Public inquiries 416-325-2929 or
1-800-387-5514
TTY: 1-800-268-7095

Available Online
Disponible en Français

Helping More Students Pursue Postsecondary Education

Ontario Calls for Expansion Proposals from Universities

March 27, 2014 9:45 a.m.

Premier Kathleen Wynne announced today that the government is taking steps to ensure that more students can pursue undergraduate degrees close to home. The province is inviting universities to submit proposals for new or expanded campuses in underserved areas (colleges are encouraged to partner with universities to submit proposals).

This call for proposals is part of the government's commitment to provide funding for 60,000 additional postsecondary education spaces across Ontario. The government will collaborate closely with municipalities, colleges and universities to ensure that capacity is increased where it is needed the most.

The proposals will be evaluated based on their potential to:

- Increase postsecondary spaces in underserved areas
- Improve quality, innovation and competitiveness
- Demonstrate cost-effectiveness to both students and taxpayers
- Help stimulate growth and economic development in Ontario

This will help establish a formal, transparent and competitive process to evaluate decisions about future expansions.

Improving access to postsecondary education is part of the Ontario government's economic plan that is creating jobs for today and tomorrow. The comprehensive plan and its six priorities focus on Ontario's greatest strengths -- its people and strategic partnerships.

QUOTES

" We are committed to helping more students get the postsecondary education they need to succeed. We want to bridge Ontario's skills gap, and ensure that young people are equipped with all the right skills — no matter where they live."

- Kathleen Wynne

Premier of Ontario

" Expanding and creating new postsecondary campuses where they are needed most will help ensure that more students have the opportunity to get a world-class education while staying close to home. We're working closely with our postsecondary partners to make sure the right spaces are in the right places."

- Brad Duguid

Minister of Training, Colleges and Universities

" Laurier Brantford has provided immeasurable benefits to both local students and the city's downtown revitalization. This announcement signifies similar economic development partnerships between municipalities and postsecondary institutions leading to new jobs and increased prosperity for more communities across Ontario."

- Chris Friel

Mayor, City of Brantford

QUICK FACTS

- The call for proposals is open to all publicly assisted universities and all colleges of applied arts and technology in Ontario with a deadline for submissions of Sept. 26, 2014. Colleges must partner with universities to be eligible for major capacity expansion projects.
- Municipalities interested in being considered as host locations are expected to work in collaboration with institutions that are submitting a proposal.
- The province released the Major Capacity Expansion Policy Framework in December 2013 to identify priority areas for growth.
- In the last 10 years, full-time enrolment in Ontario's postsecondary system has grown by more than 160,000 — more than in any decade in the province's history.
- The province's 30% off Tuition Grant helped more than 230,000 students start college or university last year.

LEARN MORE

- [See the Major Capacity Expansion Policy Framework](#)
- [Read the Major Capacity Expansion Call for Proposals Guidelines](#)

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