

Strategic Mandate Agreement (2014-17)

Between:

The Ministry of Training, Colleges and Universities

&

George Brown College of Applied Arts and Technology



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.

GEORGE BROWN COLLEGE VISION/MANDATE

Vision

George Brown is committed to excellence in teaching, applied learning, and innovation. By understanding the path from education to employment, we will:

- Set the benchmark to which all colleges will aspire and be recognized as a key resource in shaping the future of Toronto as a leading global city.
- Build a seamless bridge between learners and employment as we develop dynamic programs and workplace-ready graduates who will be the candidates of choice for employers.
- Create a community of lifelong learners, grounded in the principles of access, diversity, mutual respect, and accountability.

PREAMBLE

This Strategic Mandate Agreement between the Ministry of Training, Colleges and Universities (the Ministry) and George Brown College of Applied Arts and Technology (the College) outlines the role the College 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 College's existing institutional strengths;
- Supports the current vision, mission, and mandate of the College within the context of the *Ontario Colleges of Applied Arts and Technology Act, 2002*, and outlines how the College'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 College's areas of strength.

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

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 in writing, dated, and signed by both signatories.

GEORGE BROWN COLLEGE KEY AREAS OF DIFFERENTIATION

George Brown is a comprehensive college in the heart of downtown Toronto, serving the needs of diverse learners and employers. The College plays an integral role in quickly and effectively responding to the labour market and applied research needs of the key sectors driving the city and the province's economy. The College has a successful record of identifying emerging needs in the economy, and developing programs and research projects to both accelerate growth in these areas and prepare students for in-demand employment. George Brown is also a strong community partner and supports the social health of many of Toronto's diverse communities. The College views students as lifelong learners and offers pathways from upgrading to degrees, with a strong emphasis on experiential learning.

ALIGNMENT WITH THE DIFFERENTIATION POLICY FRAMEWORK

The following outlines areas of strength agreed upon by the College 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

George Brown College focuses on jobs, innovation, and economic development in the areas of:

- Serving the labour market and economic development needs of Toronto.
- Embedding applied research through a number of centres, including:
 - The Green Building Centre.
 - The Health Technology, Entrepreneurship and Commercialization Hub (HealthTech).
 - The Food Innovation and Research Studio (FIRSt).
 - The Centre for Arts and Design, a digital media and gaming incubator.
- Working with industry and community to reach its goals, including partnership with organizations such as: the Toronto Construction Association; the Building Industry

and Land Development Association; Scotiabank; Cisco; and St. Michael’s Hospital, to name a few examples.

1.2 Additional Comments

- The Ministry acknowledges George Brown’s strong focus on applied research and industry partnerships.
- 2012-13 Ministry data indicates that George Brown’s employment rate in a related field (46.1%) is above the sector average (45.1%) and the overall college employment rate (80.9%) is below the sector average (83.1%).

Institutional Strategies

- Specific strategies to continually improve graduate employment include:
 - Increase in applied research projects as experiential learning opportunities;
 - Commitment to 100% field education in eligible programs; (Both strategies noted above are key to George Brown College’s overall commitment to soft skills development)
 - Online and mobile support for students during experiential learning placements using an ePortfolio;
 - Career services support;
 - Career advising; and
 - Development of an employer engagement strategy to better understand employer needs and deepen employer partnerships.
- The Ministry notes George Brown’s intent to develop the Design Centre for the Smart Economy in partnership with OCAD University as an interdisciplinary design school that leverages strengths in applied research and commercialization capacity.

1.3 Metrics

Institutional Metrics	System-Wide Metrics ¹
<ul style="list-style-type: none"> • Number of applied research projects • Applied research funding • Number of companies/students/faculty engaged in applied research 	<ul style="list-style-type: none"> • Graduate employment rates • Employer satisfaction rates • Number of graduates employed full-time in a related job

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

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 learning, online learning, entrepreneurial learning, work integrated learning, and international exchange opportunities.

2.1 Areas of Institutional Strength

George Brown College offers programs through a number of delivery methods, including:

- Experiential and work-integrated learning, including:
 - Interprofessional education model in community health programs.
 - Nine Early Child Education lab schools in the Greater Toronto Area (GTA).
- Co-op programs and applied research projects offer pathways to employment.
- Growth in flexible learning models and alternative formats, including online, evening and weekend classes.
- Academic programming that integrates classroom learning with industry placements.
- Support for development of faculty as “dual professionals”.
- Staff development team dedicated to faculty development, including workshops, train-the-trainer sessions, annual development retreat, peer class visits, and teaching squares.
- Faculty training on integrating various technologies into content development, delivery, and evaluation (e.g., use of Learning Management System, online/hybrid course development).
- International opportunities for faculty and students, including study abroad placements.

2.2 Additional Comments

- The Ministry notes that in 2012-13 the College had 2,635 students enrolled in a program with a cooperative education component, which is the highest in the GTA.
- Ministry data indicates that the College is in the lowest quartile for retention rates from first to second year (64.1%).
- 2012-13 Ministry data indicates that George Brown’s Graduation rate (66.6%) is above the sector average (64.8 %).

Institutional Strategies

- The Ministry notes George Brown’s commitment to ensuring there is a field placement in 100% of qualified programs by 2020.

- George Brown has established a retention strategy committee that is using evidence to support a more coordinated college-wide effort to improve retention rates, particularly between first and second year.
- Student engagement is a major focus for student retention efforts at George Brown College. The Department of Student Services and Campus Life is responding to the needs of the large commuter student population at the College through various student engagement initiatives. These include implementing an expanded Student Leadership program, a more engaging Orientation program for new students and welcome back programming for returning students, greater emphasis on student clubs, increased cultural events, and strengthened collaborations with the Student Association.
- George Brown is developing a Digital Learning Strategy as it considers the use and implementation of eLearning, including hybrid, online, and flipped classrooms across its program areas. With support from the Ministry, the College is investing in online and mobile content to support students during their experiential learning components, including the development of an ePortfolio.

2.3 Metrics

Institutional Metrics	System-Wide Metrics
<ul style="list-style-type: none"> • Number of eligible (or vocational) programs with a field placement component, including co-op • Number of students in international study/work placements 	<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

George Brown College focuses on improving access and success for underrepresented groups in the areas of:

- Deaf students – through the Deaf Learn Now program.
- People with mental illness and/or addictions through a partnership for programming and research with the Centre for Addiction and Mental Health.
- Aboriginal students - supported by an Elder-in-Residence, designated student centres, Aboriginally-focused course content, Aboriginal counsellor and staff, tutoring, awards, bursaries, and cultural events.
- First-generation students.
- Immigrants - English for Academic Purposes for ESL students, specialized language instruction for immigrants who are pursuing education in a range of areas including: nursing, business and construction.
- Dual credit with high schools and “School within a College.”
- Partnership with all Pathways to Education sites.
- Academic upgrading programs.

3.2 Additional Comments

- The Ministry notes George Brown’s strength in serving underrepresented groups within the GTA.
- In a provincial context, according to 2012-13 data the College had:
 - 626 full-time Aboriginal students, which is on par with the sector average (4.2%).
 - 4,908 full-time first-generation students (33.1% of the College’s total enrolment), which is above the sector average (30.3%).
 - 1,968 students with disabilities (13.3% of the College’s total enrolment), which is below the sector average (15.2%).

3.3 Metrics

Institutional Metrics	System-Wide Metrics
<ul style="list-style-type: none"> • Number of deaf, deafened, and hard of hearing students • Number of deaf, deafened, and hard of hearing students in the GTA supported by College 	<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. 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.

4.1 Areas of Institutional Strength

Current program areas of strength include:

1. Culinary and Hospitality
2. Design
3. Construction
4. Community Health
5. Business Management
6. Business Marketing
7. Dental
8. Information and Communication
9. Technology
10. Access and Immigrant Education
11. Early Childhood Education

Proposed program areas for growth include:

1. Culinary and Hospitality - Hospitality Management
2. Design - Art and Design
3. Construction
4. Community Health
5. Business Management

4.2 Additional Comments

- The Ministry notes that George Brown plans to expand in its areas of strength by 25 programs; these are generally supported by outcomes and program infrastructure.
- The Ministry notes George Brown's plans to develop and implement a suite of degree programs, which will increase student pathways.

4.3 Metrics

Institutional Metrics	System-Wide Metrics
	<ul style="list-style-type: none">• Proportion of enrolment at colleges by occupational cluster and by credential• Institution's system share of enrolment by occupational cluster and by credential• Number of apprentices in each trade

5. 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.

5.1 Areas of Institutional Strength

George Brown College focuses on improving collaboration, pathways, and student mobility. Collaboration to support student mobility is a strength at George Brown:

- Through the Ontario Council on Articulation and Transfer (ONCAT), leading or co-leading the college-to-college business articulations in accounting, human resources, and marketing, and the technology construction technician to technologist.
- Articulation agreements with approximately 40 institutions nationally, internationally, and within Ontario, including Ryerson University, Lakehead University, York University, University of Waterloo, Trent University and the University of Toronto.
- Academic partnerships worldwide include: Culinary partners in Italy, France and India; Hospitality and Construction partners in China; Game Design partners in India; a Fashion partner in England; and Design, Architecture and Information Technology partnerships in Denmark.

5.2 Additional Comments

- 2012-13 Ministry data indicates that George Brown has a high number of college graduates (252) enrolled in university programs in comparison with other Ontario colleges.

Institutional Strategies

- George Brown is in discussion with a number of Ontario institutions to develop more articulation agreements and joint degrees.
- The College, Carleton University and OCAD University are committed to the development of articulation agreements and joint programs.

5.3 Metrics

Institutional Metrics	System-Wide Metrics
<ul style="list-style-type: none">• Number of university graduates or those with some university credits enrolled at college• Number of Dual Credit 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.

a) Capital Expansion

The Ministry notes the College's plans for phase two of the Waterfront Campus Design Centre for the Smart Economy and ongoing development of student housing. Requests for capital project funding are outside the scope of the SMA process. However, future capital projects should be aligned with the College's areas of strength highlighted in its SMA. Decisions regarding approval and/or funding for capital projects will be made within the context of the Ministry's long-term capital planning process and the Major Capacity Expansion Policy Framework, released December 20th, 2013.

b) Apprenticeship Delivery

The Ministry acknowledges the College's proposal to implement new delivery models as part of its commitment to apprenticeship and the skilled trades. The Ministry is currently undertaking efforts to modernize Ontario's apprenticeship administration and any decisions will be made within this context.

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 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.

George Brown College’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.

Baseline Projected Eligible Full-Time Headcounts

Level	2014-15	2015-16	2016-17
Certificate/Diploma	16,322	17,131	18,019
Degree	1,225	1,382	1,443
George Brown Total	17,547	18,459	19,462

FINANCIAL SUSTAINABILITY

The Ministry and the College 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 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; and
- The College 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 and the College agree to use the following metrics to assess the financial health and sustainability of the institution:

1. Annual Surplus/Deficit
2. Accumulated Surplus/Deficit
3. Net Assets to Expense Ratio
4. Debt Servicing Ratio
5. Quick Ratio
6. Debt to Asset Ratio
7. Net Income to Revenue Ratio

MINISTRY/GOVERNMENT COMMITMENTS

Over time, the Ministry commits to align 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 College 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 15, 2014

Date

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

ORIGINAL SIGNED BY

Anne Sado
President

April 17, 2014

Date