

# **Strategic Mandate Agreement (2014-17)**

**Between:**

**The Ministry of Training, Colleges and Universities**

**&**

**Humber College Institute of Technology and Advanced Learning**

## 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.

### HUMBER COLLEGE VISION/MANDATE

#### Vision

- Leadership in polytechnic education.

#### Mission

- Humber develops broadly educated, highly skilled, and adaptable citizens to be successful in careers that significantly contribute to the communities they serve – locally, nationally, and globally.

### PREAMBLE

This Strategic Mandate Agreement between the Ministry of Training, Colleges and Universities (the Ministry) and Humber College Institute of Technology and Advanced Learning (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.

## **HUMBER COLLEGE KEY AREAS OF DIFFERENTIATION**

- Humber offers a unique brand of polytechnic education in both apprenticeship and postsecondary education, ranging from certificates to graduate certificates, with a particular strength in the development and delivery of degrees. Humber provides pathways and collaborative partnerships to enhance student choice and mobility.
- Humber collaborates with the University of Guelph in an innovative partnership that allows students to graduate with both a diploma and a degree in four years.

## **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**

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

- Applied research:
  - Web Development and Computer and Game Programming; college-funded research through Staff Initiated Research Fund (SIRF) and Developing Activities and Ideas for Research (DAIR).
  - Research partnerships with McGill University, Stanford University, the Banff Centre, Johns Hopkins University, and the University of Michigan.
  - Multiple partnerships with the private sector.
- Entrepreneurship – Enhanced focus on entrepreneurship and support for the development of student and graduate entrepreneurs – and their businesses – through the Humber*Launch* incubator.

## 1.2 Additional Comments

- According to 2012-13 Ministry data, Humber’s graduate employment rate was 82.5%, in the lower quartile among colleges, while the full-time employment rate in a related field was 46.9%, above the sector average of 45.1%.
- Humber’s employer satisfaction rate was 94.1%, in the top quartile among colleges and above the sector average of 93.2%.

### Institutional Strategies

- To support relevance to the labour market, Humber is implementing an integrated Strategic Enrolment Management (SEM) process. A SEM Advisory Committee has been struck and work has begun to populate emerging SEM committees related to Recruitment, Retention, Data, and others.
- Humber maintains strong connections to the community as well as industry and employers through Program Advisory Committees (PACs) and partnerships with sector councils and associations. These relationships improve Humber’s understanding of the changing needs of the labour market, and inform curriculum changes and new program development to ensure graduates are prepared to succeed.

## 1.3 Metrics

Institutional Metrics	System-Wide Metrics <sup>1</sup>
<ul style="list-style-type: none"><li>• Number of students and faculty involved in applied research opportunities</li></ul>	<ul style="list-style-type: none"><li>• Graduate employment rates</li><li>• Employer satisfaction rates</li><li>• Number of graduates employed full-time in a related job</li></ul>

## 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.

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

## 2.1 Areas of Institutional Strength

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

- Sustained focus on teaching and learning excellence, including:
  - The Centre for Teaching and Learning (CTL)
  - A Teaching and Learning resource website
  - Two year mandatory Teaching Excellence Program for new faculty
  - Teaching Effectiveness Certificate
  - Teaching Innovation Fund
  - Teaching Excellence Standards – a Teaching Excellence Framework
  - Hiring, developing, and supporting faculty with both industry experience and academic credentials
- Humber’s Open Learning Centre (OLC) – provides support for students studying online.
- Humber’s Instructional Support Studio supports faculty use of educational technology.
- Commitment to quality of course delivery – prior to teaching any course 100% online, faculty take a course to ensure quality of delivery.
- Lab environments to enhance student learning (e.g., Broadcast Studio, Forensics/Crime Lab, Culinary Labs).
- Humber’s Centre for Teaching and Learning (CTL) is leading a number of system-wide initiatives to support exemplary teaching and enhance virtual communities of practice. Examples include: hosting an annual conference for part-time faculty from all Ontario colleges and leading a case studies approach/virtual hub for the system.

## 2.2 Additional Comments

- The Ministry acknowledges Humber’s extensive work to support teaching excellence.
- Humber is in the top quartile for retention rates in the sector (89.0%). Through the College’s new Strategic Enrolment Management focus, Humber plans to review its methodology for calculating retention rates, and is considering moving to a cohort model to support more robust analysis and development of improvement strategies.
- Across measures of student satisfaction, Humber College sits in the mid-range among all colleges but among the top for Greater Toronto Area colleges.
- Humber’s 2012-13 graduation rate was 63.0%, below the sector average of 64.8%.
- In 2012-13, Humber reported the following e-learning activity: 516 courses, 39 programs, 15,387 registrations.

### **Institutional Strategies**

- The new Learning Resource Commons (LRC), currently under construction at Humber’s North Campus, will physically bring together student support services such as the Registrar’s Office, counselling, advising, library services, and the health centre.
- Construction will begin in spring 2014 on a new Welcome Centre at the Lakeshore Campus. This partnership with the City of Toronto will maintain the integrity and character of the community while bringing together support services in a building designed with the student experience in mind.
- In partnership with information technology services, the Centre for Teaching and Learning (CTL) is leading the development of learning space and technology standards shaped by student and faculty needs.
- Humber’s 2014/15 Business Plan commits to developing a Humber-specific integrated advising model that will support students seamlessly from pre-enrolment to post-graduation, and improve retention and graduation rates within the context of Humber’s Strategic Enrolment Management approach to supporting the student lifecycle.

### **2.3 Metrics**

<b>Institutional Metrics</b>	<b>System-Wide Metrics</b>
<ul style="list-style-type: none"><li>• Student satisfaction teaching and learning capstone results (Q14 and Q26)</li><li>• Humber’s Student Feedback Questionnaire (SFQ) results</li></ul>	<ul style="list-style-type: none"><li>• Student Satisfaction Survey results</li><li>• Graduation rates</li><li>• Retention rates</li><li>• Number of students enrolled in a co-op program at institution</li><li>• Number of online course registrants, programs, and courses at institution</li></ul>

### **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**

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

- Innovative Transition Advising Program (TAP) for first generation students and the Humber Engagement and Learning Profile (HELP) survey of incoming students.
- International students – Connect Buddy program to help international students transition, advising and mentoring initiatives for programs with large numbers of international students, and Teaching Excellence Framework for faculty teaching international students.
- Deliver Mental Health First Aid training to all academic leaders and faculty, and continue to lead the provincial project to deliver Mental Health First Aid training for 2,700 College community members.

### **3.2 Additional Comments**

- In 2012-13, Humber enrolled 2,966 international students, or 15.6% of total enrolment, which was in the top quartile among colleges and above the sector average of 11.3%.
- In the same year, full time first generation student enrolment was 6,478, or 33.9% of total enrolment, which was above the sector average of 30.3%.
- Full time Aboriginal enrolment was 317, or 1.7% of total enrolment, which was below the sector average of 4.2%.
- Full time students with a disability numbered 2,111, or 11% of total enrolment, which was below the sector average of 15.2%.

#### **Institutional Strategies**

- Humber has a newly-developed internationalization strategy that aligns related actions, goals, and success measures through a cross-institutional and integrated approach to supporting international students, as well as providing opportunities for all students and faculty to benefit from the internationalization of the curriculum and the learning environment.
- Humber has also committed to expand the Transition & Advising Program (TAP) for first generation students, to support and serve other traditionally underrepresented groups.
- Humber has plans to expand a pilot of virtual, online proctored placement testing in 2014-15, to facilitate admissions testing and support student success.

### 3.3 Metrics

Institutional Metrics	System-Wide Metrics
<ul style="list-style-type: none"><li>• iGrad survey of international student satisfaction results</li><li>• National College Health Assessment survey results (measures students' health habits, behaviours, and perceptions)</li></ul>	<ul style="list-style-type: none"><li>• Number and proportion of Aboriginal, first generation, students with disabilities, and francophone students at an institution</li><li>• Number and proportion of international students enrolled in Ontario (as reported in annual institutional enrolment reporting)</li><li>• Proportion of an institution's enrolment that receives OSAP</li></ul>

## 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. Media
2. Creative & Performing Arts
3. Design
4. Social Services
5. Law and Security
6. Health and Wellness
7. Nursing
8. Business
9. Technology

Proposed program areas for growth include:

1. Transmedia Arts and Design
2. Community Services & Social Justice
3. Health and Wellness
4. Business
5. Technology



## 4.2 Additional Comments

- Humber’s plans to expand its total credential offerings in existing areas of program strength by over 40 programs are generally supported by student outcomes and program infrastructure in these areas.
- The Ministry notes Humber’s strength in developing and implementing degree level credentials.

## 4.3 Metrics

Institutional Metrics	System-Wide Metrics
<ul style="list-style-type: none"> <li>• Key Performance Indicator results by occupational cluster and credential (including apprenticeship) support new program development and strategic enrolment management</li> </ul>	<ul style="list-style-type: none"> <li>• Proportion of enrolment at colleges by occupational cluster and by credential</li> <li>• Institution’s system share of enrolment by occupational cluster and by credential</li> <li>• Number of apprentices in each trade</li> </ul>

## 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

Humber College focuses on improving collaboration, pathways, and student mobility in the areas of:

- Humber is working to enhance student choice and expand degrees and pathways through:
  - Humber’s innovative joint venture with the University of Guelph offers a unique integrated curriculum that leads to dual credentials in four years.
  - Partnerships with local school boards (e.g., leads School-College-Work Initiative (SCWI) planning, activities, and programs for the region).
  - Humber degrees have degree completion pathways for any Ontario college student who begins study in a related diploma program.
  - All Business/Commerce degrees use a common platform model to provide increased choice, greater flexibility, and depth of experience for students, and increased efficiency in course delivery.

- Provincial and national transfer agreements, and active international partnerships and agreements.

## 5.2 Additional Comments

- In 2012-13, 329 Humber graduates were enrolled in university studies and, in the same year, Humber maintained 20 pathways with other institutions. Humber is in the top quartile of all colleges in both of these areas.

### Institutional Strategies

- Humber will use the results of a pathways inventory and best practice review to develop a comprehensive and integrated model for assessing, improving, and building awareness of internal and external pathways.
- Humber will assess outreach activities and relationships with secondary schools, and implement identified enhancements.

## 5.3 Metrics

Institutional Metrics	System-Wide Metrics
<ul style="list-style-type: none"> <li>• Number/percentage of university graduates in college programming</li> </ul>	<ul style="list-style-type: none"> <li>• Number of college and university pathways and/or articulation agreements (college-college, college-university, university-college)</li> <li>• Number of transfer applicants and registrants</li> <li>• Number of college graduates enrolled in university programs</li> </ul>

## 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) Expanded Credentials

The Ministry has noted the College’s aspirations to expand degree-granting activity and this will be examined as part of the Ministry’s policy review of Ontario’s credential options. The Ministry has also noted the College’s desire to offer a standalone Bachelor of Science degree in Nursing; however, any decision on this issue will be made only following the tripartite work currently underway.

## **b) Institutional Types**

The Ministry recognizes that Humber's Strategic Plan outlines its desire to achieve formal designation from the Province of Ontario as a differentiated provider of postsecondary education and training, outside the existing college/university classifications. The Ministry does not have a policy classifying additional institutional types and considers this issue to be outside of the SMA process.

## **c) University of Guelph–Humber**

Both Humber and the University of Guelph have articulated their commitment to the unique partnership through the University of Guelph–Humber and their plans to expand this collaboration through new joint programming.

## **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.

Humber 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**

<b>Level</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
<b>Certificate/Diploma</b>	17,254	17,593	17,944
<b>Degree</b>	4,522	4,611	4,704
<b>Humber Total</b>	<b>21,776</b>	<b>22,204</b>	<b>22,648</b>

**Note:** The Certificate/Diploma level of Humber's baseline enrolment includes planned increases in Graduate Certificate offerings/enrolment (this is expected to increase from 1,159 in 2014-15, to 1,469 in 2015-16, and 1,715 in 2016-17).

## 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 14, 2014

Date

SIGNED for and on behalf of The  
Humber College Institute of  
Technology and Advanced Learning:

*ORIGINAL SIGNED BY*

Chris Whitaker  
Executive Head/President

April 29, 2014

Date