

SMA - Strategic Mandate Agreement University Annual Report 2015-2016

Introduction

The 2014-2017 Strategic Mandate Agreements (SMAs) between individual universities and the Ministry of Advanced Education and Skills Development (the ministry) outline the role that each university currently performs in the postsecondary education system and how it will build on its current strengths to achieve its vision and help drive system-wide objectives articulated by the ministry's Differentiation Policy Framework.

The ministry and the university are committed to continuing to work together to ensure a postsecondary education system that achieves and supports accessibility, high-quality and student-centred learning experiences, social and economic development, financial sustainability and accountability.

As the ministry noted throughout the SMA process, robust metrics and reporting are crucial to achieving greater differentiation, and will lay the foundation for further transformation by providing the evidence base for future discussions and decisions.

In general, the metrics in the 2015-2016 SMA Report Back reflect the system-wide metrics in the ministry's Differentiation Policy Framework. Colleges and universities also have the opportunity to provide a narrative outlining each institution's strengths.

The ministry recognizes that many of these metrics are proxy measures and that more robust system-wide metrics will be developed in consultation with the sector. The ministry will continue to work with institutions to strengthen transparency and accountability by developing system-wide metrics. SMA Report Backs will be updated in the future as new system-wide metrics become available.

2015-2016 System Wide Indicators

1. Jobs, Innovation & Economic Development
 - a. Graduate Employment Rates
 - b. Number of graduates employed full-time in a related job
2. Teaching and Learning
 - a. Student Satisfaction
 - b. Graduation Rates
 - c. Retention Rates
 - d. Number of students enrolled in a co-op program at institution
 - e. Number of online course registrants, programs and courses at institution
3. Student Population
 - a. Number and proportion of
 1. Students with Disabilities
 2. First Generation Students
 3. Indigenous Students
 4. French-Language Students
 - b. Number and proportion of international students
 - c. Proportion of an institution's enrolment that receives OSAP
4. Research and Graduate Education
5. Program Offerings
 - a. Concentration of enrolment at universities by program specialty or major
 - b. Institution's system share of enrolment by program specialty or major
6. Institutional Collaboration to Support Student Mobility
 - a. Transfer applicants and registrants
7. Financial Sustainability

1. Jobs, Innovation & Economic Development (JIED)

This component highlights University of Guelph's collaborative work with employers, community partners and regions, or at a global level. It establishes the university's role in fostering social and economic development, and serving the needs of students, the economy and labour market.

The ministry will be consulting institutions on a proposed short list of additional system-wide JIED metrics that have been developed in collaboration with the Ministry of Research and Innovation (MRI), Ontario Centres of Excellence (OCE), and MaRS Data Catalyst.

Through consultations with institutions, the ministry will select new metrics from the short list. These will become part of future SMA Report Backs. The additional metrics will serve as a basis for a narrative on the economic and social contribution of institutions to local communities and to the province.

1a. Graduate Employment Rate

Per the KPI results reported from the graduate survey of 2013:	Percentage
The employment rate for 2013 graduates, 6 months after graduation, at University of Guelph was:	88.8
The employment rate for 2013 graduates, 2 years after graduation, at University of Guelph was:	94.0

1b. Employment in a Related Job

Per the graduate survey of 2013:	Percentage
The respondents that indicated that, 2 years after graduation, their work was closely or somewhat related to the subject matter of the program of study that the respondent completed in 2013 at University of Guelph was:	74
The respondents that indicated that, 2 years after graduation, their work was closely or somewhat related to the skills (i.e. critical thinking, analytical, communication, problem solving) that the respondent developed at University of Guelph was:	87

Additional Information

Additional survey tools, caveats and/or other information regarding the data reported above re: Graduate Employment Rates (up to 600 words approx.).

The University of Guelph looks to complementary data sources to create a nuanced picture of Guelph's graduate employment rate. In addition to examining the results from the Ontario University Graduate Survey (OUGS), a survey administered annually to graduates of undergraduate programs, the University of Guelph also explores the institution specific questions added to the Canadian Graduate and Professional Student Survey. Guelph has also been a participant in the development, for the Ontario system, of the Graduate Programs Outcomes Survey (GPOS). The goal is to administer the GPOS in Winter 2017 as a pilot to graduates of graduate programs to uncover critical information related to employment rate, employment history, overall satisfaction as well as the quality of the graduate experience.

Highlights

Please provide highlights of University of Guelph's collaborative work with employers, community partners and regions, or at a global level, to establish the university's role in fostering social and economic development, and serving the needs of students, the economy and labour market. This could include a strategy, initiative or program viewed by University of Guelph to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

As part of the Council of Ontario's Universities' Research Matters campaign, the general public voted on the top 50 life-changing breakthroughs made by Ontario's universities over the past century, and two of the top five game changing discoveries – DNA Barcoding and the Yukon Gold potato – were from the University of Guelph. This incredible distinction reflects our commitment to making discoveries, devising inventions, and providing insights that help improve people's lives and livelihoods.

The following list provides some examples of Guelph's recognized expertise in acting as a catalyst for discovery and change through innovative research, teaching, and learning.

(1) One example of how the University is addressing complex questions using our comprehensive strengths is through the Food From Thought research project. The University has received nearly \$77 million from the Canada First Research Excellence Fund, which supports world-leading research at universities and colleges, to start a digital revolution in food and agriculture. This is the largest single

federal research investment in Guelph's history. This project will use high-tech information systems to help produce enough food for a growing human population while sustaining the Earth's ecosystems. The Food From Thought research project is not only interdisciplinary in nature – it spans all of the University's seven colleges – but it also emphasizes partnerships at home and abroad with all sectors of society, including foundations, industry, and government. This interdisciplinary network will spur ingenuity and innovative entrepreneurship that will turn research into technologies and practices that will help produce enough food for a growing population while also protecting the environment.

(2) The Hub Incubator Program helps startups develop a strong business model that can be rigorously tested and intelligently scaled by providing Guelph's students and alumni with funding, dedicated office space, and access to experienced entrepreneurs. Consistent with our SMA, the Hub provided start-up funding, resources, coaching, and mentorship to 7 start-ups in 2014-15 and 9 start-ups in 2015-16. The Hub Incubator Program helps startups to expedite enterprise growth, reduce risk and time to grow, improve skill in building a business, expand network of contacts, and exercise creativity and critical thinking; thereby positively contributing to jobs, innovation, and economic development.

(3) The Gryphon LAAIR program, which is based on popular innovation pitch television shows, was created to help researchers at Guelph with potentially marketable technologies bridge the gap between research and product development. The University's Catalyst Centre oversees the program, which is funded by the OMAFRA – University of Guelph Partnership and the Growing Forward 2 (a federal-provincial-territorial initiative). The innovative research technologies profiled by Gryphon LAAIR must be intended to improve the competitiveness of the Ontario agri-food and rural economy. Participating researchers not only receive between \$25,000 and \$125,000 to support their innovations, but they also have the opportunity to hone their business skills, which will support the transfer of technology that will benefit society for years to come. Examples of the technologies that have been moved to market include a High Immune Response genetic selection tool for dairy cattle, new lines of Ontario quinoa, and a compostable coffee pod.

(4) It's important to take pride in and be inspired by our history. That is why the University is honoured to have been named Canada's top university employer, and one of the best employers overall by Forbes in their first-ever ranking, Canada's Best Employers 2016. This ranking is a tribute to the dedication and excellence of Guelph's faculty and staff, and their commitment to ensuring that the University is an outstanding place to learn and to work.

2a. Teaching and Learning - Student Satisfaction

The metrics in this component capture University of Guelph's strength 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.

2a. Student Satisfaction	Percentage
Per the 2014 National Survey of Student Engagement (NSSE), the undergraduate student satisfaction rate (total of excellent and good responses) at University of Guelph for NSSE question "How would you evaluate your entire educational experience at this institution?" for Senior Year respondents.	91.99
Per the 2014 National Survey of Student Engagement (NSSE), the undergraduate student satisfaction rate (total of definitely yes and probably yes responses) at University of Guelph for NSSE question "If you could start over again, would you go to the same institution you are now attending?" for Senior Year respondents.	90.67

Additional Information

Additional survey tools, caveats and/or other information regarding the data reported above related to measuring student satisfaction (up to 600 words approx.)

In addition to NSSE, with respect to institution-wide surveys at the undergraduate level, the University of Guelph also looks to NSSE's companion survey the Beginning College Survey of Student Engagement (BCSSE) to reflect upon student engagement in educationally purposeful activities. At the graduate level, the University of Guelph administers, along with universities from across Canada (including all of Ontario's universities), the Canadian Graduate and Professional Student Survey (CGPSS). This survey provides critical information directly from our graduate students about their participation in programs and activities designed for their learning and personal development.

It is also important to note that academic programs and student support programs from across the campus administer local surveys to assess student satisfaction and learning outcomes. With the amount of surveying being undertaken both at the institution level as well as at the academic program and student support program level it is important to be mindful of the survey burden being placed on students.

Highlights

Please provide highlights of University of Guelph's activity in 2015-2016 that contributed to maintaining or improving student satisfaction. This could include a strategy, initiative or program viewed by University of Guelph to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

The University of Guelph has a new road map that will guide institutional planning and decision-making for the months and years ahead. Guelph's new *Strategic Framework: Our Path Forward* reaffirms our common purpose and commitment to our mission as a research-intensive, learner-centred university. The Framework includes five intersecting themes: Inspiring Learning and Inquiry; Catalyzing Discovery and Change; Connecting Communities; Stewarding Valued Resources; and Nurturing a Distinctive University Culture. In the end, the themes, and the objectives and questions defined therein, will ensure that students, staff, and faculty continue to have the supports and resources necessary to thrive and succeed in all of life's endeavours.

The following list provides some examples of Guelph's steadfast commitment to a high-quality learning environment that supports the education and well-being of the whole person.

(1) The University of Guelph is honoured to be the recipient, over the last year or so, of three significant infrastructure investments. The most recent investment of \$30 million from the federal and provincial governments will benefit Guelph's research and innovation facilities. This critical investment will be used to undertake six infrastructure improvement projects across campus that will ensure that our students, staff, and faculty have access to state-of-the-art facilities, enabling research, collaboration, and innovation. Examples of the projects that will be undertaken include: a biosafety level 2 production animal research isolation unit that will improve researchers' ability to identify and prevent threatening infectious diseases; and a food innovation centre to accelerate research and innovation, foster industry partnerships and expand food manufacturing training.

(2) Lawrence Hill, one of Canada's most esteemed writers and cultural voices, has joined the University of Guelph as a professor to teach creative writing in the College of Arts. Among his ten books of fiction and non-fiction, Hill's best-known work is *The Book of Negroes*. Since its publication in Canada in 2007, it has been translated into 10 languages and published around the world. The novel received numerous accolades, including the Rogers Writers' Trust Fiction Prize, the Commonwealth Writers' Prize, and CBC's Canada Reads and its French-Canadian equivalent, *Le combat des livres*. It was also made into an award-winning TV miniseries co-written by Hill. Most recently, the acclaimed author won his second Canada Reads for his novel *The Illegal*. Hill's appointment brings boundless expertise to our students and contributes to an exemplary teaching and learning environment.

(3) Over sixty years have passed since Guelph's athletic centre, the W.F. Mitchell Centre, opened its doors. With the generous support of a student referendum, a new chapter of athletics at the University has opened. The Athletic Centre is a 25,000 square foot fitness centre. The new space features a suspended running track, varsity basketball and volleyball courts, a climbing wall and numerous multi-purpose rooms for fitness and recreation activities. The Centre will create a hub for health and wellness on campus, help make Guelph

Canada's healthiest community, and propel the University of Guelph to become a global leader in promoting healthy living for everyone.

2b. Teaching and Learning - Graduation Rates

2b. Graduation Rates	Percentage
Per the KPI results reported in 2015-2016, the graduation rate at University of Guelph is	77.5

*The graduation rate shown involves the selection of all First Year, New to the Institution, Undergraduate students from the Fall 2007 enrolment file who were seeking a Bachelors or First Professional degree, for whom an FTE value of 0.4 or greater is recorded, and who also have a valid Student ID number. This subset of year one enrolments is then matched against records of students who received a Bachelors or First Professional degree from the same institution during the period 2007 – 2014 (subsequent 7 years). For students who received two or more degrees during this 7 year period, every effort was made to use the initial degree awarded (based upon the year in which the degree was awarded).

Additional Information

Additional survey tools, caveats and/or other information regarding the data reported above related to measuring student satisfaction (up to 600 words approx.)

In addition to reviewing the graduation rate produced by the Ministry for its Key Performance Indicators, in 2015-16, the University of Guelph also examined, for internal purposes, its graduation rate at the institutional, departmental, and degree program level.

Highlights

Please provide highlights of University of Guelph's activity in 2015-2016 that contributed to maintaining or improving the graduation rate. This could include a strategy, initiative or program viewed by University of Guelph to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

It is well documented that supporting the education and well-being of the whole person has a positive impact on retention and graduation. The following list provides highlights of some of the activities that have contributed to maintaining or improving Guelph's graduation rate.

(1) During fall and winter exam periods, the Library fills up with students – studying, meeting, accessing resources, and attending workshops to help enable success. To promote emotional and physical health among students at exam time, the Learning Commons in the Library has provided students, since 2011, with opportunities to reduce stress through the Exam Stress Busters program. The Exam Stress-Buster events are offered in collaboration with other campus units, and examples include: cookies and milk, yoga, “coffee with cops” (Timbits with campus police officers), colouring contests, and make-your-own sundaes. In Winter 2016, a new event called ‘Take a Paws’ was added to the roster of Exam Stress-Buster activities for students. Students register in the ‘Take a Paws’ event, which is co-sponsored by the Ontario Veterinary College (OVC) and OVC Pet Trust, to take part in 15 minutes of interaction with trained comfort dogs in the Library. The introduction of dog therapy to the program is an effective way to provide comfort and help students de-stress during exam time.

(2) The University of Guelph-Humber's Research Grant Fund supports a high quality learning experience by providing students with opportunities to engage in undergraduate research with faculty as paid research assistants. This program allows students to learn firsthand how experts think about and solve practical problems by interacting with faculty inside and outside the classroom. As a result, faculty become role models, mentors, and guides for continuous, life-long learning and future success.

One example of a project funded by the University of Guelph-Humber's Research Grant Fund explored intersecting issues of gender, education, and success by surveying male and female university students across Ontario. Two Guelph-Humber undergraduate students worked with a faculty member as research assistants on this research project. Findings from the study suggest that, for men, education is secondary to the quest for defining and realizing one's personal passion and purpose, and that this emphasis on purpose or meaning in life for men is different for women. This research project, and others like it supported by the Research Grant Fund, provide an exceptional opportunity for engaged scholarship while also serving as a catalyst for discovery and change.

(3) The Ontario Veterinary College (OVC) provides highly specialized training in veterinary medicine and makes a unique contribution to research in areas such as animal and human health, and food security. The OVC is ranked fourth in the world among veterinary schools, and first in Canada by Quacquarelli Symonds (QS) in its annual global survey of nearly 900 universities.

The University recently received \$23 million from the provincial government to support critical infrastructure renewal at the Ontario Veterinary College. The province's investment will help build a new learning space with modern and flexible classrooms that will use computer-based case studies, patient simulators, and medical communications labs to give students hands-on, interactive learning experiences. In addition, the College will renovate its existing veterinary hospital to provide new space for advanced surgery and anesthesia. This funding will prepare students for a successful career by providing them with access to state-of-the art facilities and equipment.

2c. Teaching and Learning - Student Retention

2c. Retention Rates

Using data from University of Guelph's Institutional Consortium for Student Retention Data Exchange (CSRDE) submissions, please provide University of Guelph's achieved results:

Entering Cohort	2011 Cohort	2012 Cohort	2013 Cohort	2014 Cohort
1st to 2nd Year	92.1	92.0	91.7	92.60
1st to 3rd Year	84.2	84.9	86.20	

Highlights

Please provide highlights of University of Guelph's activity in 2015-2016 that contributed to maintaining or improving the retention rate. This could include a strategy, initiative or program viewed by University of Guelph to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

The University of Guelph's retention rate ranks among Canada's top universities. In fact, the University is pleased to note that once again our retention rate is in the top ten among Canada's universities (Macleans' 2017 University Rankings). Moreover, for Guelph's 2014 cohort, the first to second year retention rate exceeded the upper limit outlined in our SMA. The following list provides highlights of some of the activities that have contributed to our leading performance in student retention.

(1) The inquire Certificate is a non-degree program certificate in the Scholarship of Teaching and Learning (SoTL) offered by Open Learning and Educational Support (OpenEd) at the University. With attention to the authentic experience of conducting SoTL, the inquire Certificate is designed to be collaborative and inquiry based. Aimed at graduate students and instructors, the inquire program was developed to enhance a participant's ability and competency in the scholarship of teaching and learning. After completing the inquire program, participants will be able to:

- evaluate and critically reflect on strategies and approaches to scholarly teaching within their discipline and in the broader context of higher education in Canada,
- evaluate methodologies and research practices in SoTL,
- collaboratively identify, investigate and answer a question related to teaching and learning and disseminate the peer-reviewed findings, and
- use appropriate tools and techniques--including research management software, online collaboration tools and joint goal setting--to successfully manage research collaboration.

This year-long program, which involves courses and collaborative research projects, is accredited by the Staff and Educational Development Association. The University recently graduated its first cohort in the SoTL when fourteen graduate students and staff members completed the inquire Certificate program.

2) The University's relationship with the Chippewas of Nawash Unceded First Nation has been enhanced through the development of an experiential learning opportunity with the community. Project Serve - Nawash participants have the opportunity (approximately 11 participants, one student leader, and 1 team leader) to live with host families while volunteering with community services and organizations. Leading up to the experience, participants engage in discussions around First Nations culture, and explore the social and political context of the community. During the project itself, participants volunteer at places such as the Kikendaasogamig elementary school, the health centre, local radio station, and learning on the land with an Elder. For ten years, this unique learning experience has not only provided Aboriginal learners with an opportunity to explore their identity in relation to the Nawash community but it has also created an exceptional cross-cultural learning experience for non-Aboriginal students.

(3) At the University of Guelph, the Library and the Learning Commons provide a huge array of services to help students, staff, and faculty excel in their academic and research pursuits, examples include: studying; writing; maps, GIS, data analysis and surveys; research; and publishing supports.

Writing Services supports undergraduate and graduate students, and faculty with programs such as: Dissertation Boot Camp; Writing Tune-Up and Writing in the Sciences, Essay Madness, Faculty Writing Retreat, and Individual Writing Consultations. The Writing Tune-up is a two-day grammar series open to undergraduate and graduate students, faculty, and staff at the University, as well as Guelph community members. The goal of the program is to help participants improve their grammar, punctuation, and writing style. Examples of the topics covered include: avoiding sentence fragments, placing modifiers in the right spot, using commas effectively, using who and whom correctly, and using an active instead of a passive voice.

2d. Teaching and Learning - Work-Integrated Learning*

As part of the Ontario government's postsecondary education transformation agenda, the government is interested in expanding work-integrated learning (including co-operative education) to make future Ontario students more career and job ready. Co-ops, internships, work placements and other types of work-integrated, experiential or entrepreneurial learning are already available in colleges and universities, often in partnership with industry.

*DEFINITIONS:

Work-Integrated Learning (WIL) is the process where students learn from experiences in educational and practice settings and integrate those experiences for effective professional practice and employment (adapted from HEQCO, 2012).

A Co-operative Education Program is defined as one that formally integrates a student's academic studies with work experience. Usually, the student alternates periods of study with experience in career-related fields according to the following criteria (adapted from Canadian Association for Co-Operative Education, <http://www.cafce.ca/coop-defined.html>, 2012):

- Each work situation is approved by the co-operative education institution as a suitable learning situation;
- The co-operative education student is engaged in productive work rather than merely observing;
- The co-operative education student receives remuneration for the work performed;
- The co-operative education student's progress on the job is monitored by the cooperative education institution;
- The co-operative education student's performance on the job is supervised and evaluated by the student's employer;
- The time spent in periods of work experience must be at least 30 per cent of the time spent in academic study

Based on the definitions provided above, please provide WIL data for the University of Guelph in 2015-2016:

Co-operative Education Program Type	Number of programs at University of Guelph with a Co-op Stream	Number of students at University of Guelph enrolled in a Co-op program
Undergraduate	36	2,799
Graduate	2	1

Highlights

Please provide highlights of University of Guelph's activity in 2015-2016 that contributed to providing WIL opportunities for students. Along with co-op, other examples may include internships, mandatory professional practice, field experience, service learning, applied research projects, innovation incubators and other WIL opportunities. This could include a strategy, initiative or program viewed by University of Guelph to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

WIL opportunities provide learning experiences within the wider community that stimulate regional economic and social development while also providing students with a high quality learning experience that prepares them to enter the workplace upon graduation. The following list provides examples of some of the WIL opportunities that Guelph's students are engaged in.

(1) The co-op program at the University began 35 years ago in 1981. Since then, the program has increased dramatically and now covers 40% of the programs offered at Guelph. With a Fall 2015 enrollment of almost 2,800 co-op students representing more than 35 disciplines, our students are employed in a wide range of business, not-for-profit, and government organizations. The program is currently one of the largest university co-op programs in Ontario. In the past year alone, our co-op students have completed 1,725 work terms all over the world.

(2) A third-year artificial intelligence (AI) course in the School of Computer Science aims to teach students to be able to solve interesting computing problems through the use of games, puzzles, and problem-solving. In pursuit of this goal, a faculty member recently assigned students a class assignment to write chess-playing programs modelled after a version developed by the character Sheldon on The Big Bang Theory. Programming machines to play games is a longstanding tradition in AI courses, and the pop culture twist helped to engage students in a regular course assignment. After the students wrote their programs, they were pitted against each other in an online, round-robin tournament of games lasting up to two minutes each. In the end, the class computer tournament not only helped students to better understand artificial intelligence but it also provided them with a high-quality experiential learning experience that provided concrete opportunities to integrate and apply knowledge.

(3) At Guelph, the Community Engaged Scholarship Institute is an intermediary organization that both builds capacity for and does community engagement and social innovation. Established in 2009, the Institute draws on strong traditions of community engagement and socially responsive research in the College of Social and Applied Human Sciences and beyond. It works among faculty, civil society organizations, students, government, and other agencies that benefit from partnered and innovative research, and, in so doing, the Institute:

- provides internships, training, and deep opportunities for students to engage with real life issues,
- convenes content experts from civil society and the university to address complex issues,
- supports faculty in developing and delivering engaged teaching, engaged research, and knowledge mobilization,
- addresses difficult institutional issues including: faculty reward and development, obstacles to community participation, and ethics procedures, and
- collaborates with regional, national, and international networks that seek to increase the relevance of higher education institutions.

Examples of some of the partnered and innovative research and projects that have taken place include: the development, in collaboration with the United Way of Guelph Wellington Dufferin and the Learning Disabilities Association of Wellington County, of a series of five fact sheets on learning disabilities, and an exploration of the ways in which not-for-profits serving the LGBTQ+ community deliver their services and programming, meet the needs of the community, and adapt to change and difficulties.

The Institute operates as a strategic hub for engaged scholarship within the University and the broader community, and it will soon have space in a not-for-profit community event space and collaborative co-working centre in the heart of downtown Guelph. This exciting new space will bring the University's students and researchers together with the community in stimulating new collaborations in the midst of all of the action.

2e. Teaching and Learning - E-Learning

As part of the Ontario government's postsecondary education transformation agenda, the government is interested in expanding online learning and technology enabled learning opportunities for students in Ontario. University of Guelph is asked to provide information on e-learning courses, programs and registrations in 2015-2016.

Through the development of metrics under the SMAs, the ministry will be developing long-term indicators and updated definitions for online and technology-enabled learning in consultation with the sector. Indicators developed are intended for use in future SMA Report Backs.

In future years, the ministry anticipates collecting more comprehensive data that will profile a broader range of online and technology-enabled learning indicators to ensure students have access to high-quality flexible learning opportunities across the system.

eCampusOntario will be leading the development of eLearning indicators in collaboration with the sector.

Fully Online Learning* and Synchronous Conferencing*

*DEFINITIONS:

Courses:

A Fully Online Learning (asynchronous) course is a form of distance learning delivered to individuals with access to the Internet, either at home, work or through an access centre. Although courses may have a set start date and set due dates for assignments, students can otherwise access and participate in courses at times and places of their own choosing. The online component is typically over 80% of the total delivery. For example, a fully online course may include occasional face-to-face meetings, a proctored exam, etc. with the remainder of the content delivered online.

A Synchronous Conferencing course is delivered through audio and video conferencing to provide synchronous communications (i.e., at the same time) between an instructor at one site and students at other sites. Conferencing can make use of the public telephone system (ISDN), dedicated wideband networks or the Internet. A course is considered to be offered via synchronous conferencing if 80% or more of the content is delivered this way. For example, a synchronous conferencing course may have occasional face-to-face meetings, a proctored exam, etc. with the remainder of the content delivered through audio and video conferencing.

Programs:

A Fully Online Learning (asynchronous) program describes a program that offers 80% or more of its courses fully online. For example, if a program consists of 10 courses (8 delivered fully online and 2 delivered via traditional face-to-face) the program is defined as a fully online program.

A Synchronous Conferencing program describes a program that offers 80% or more of its courses via synchronous conferencing. For example, if a program consists of 10 courses (8 via synchronous conferencing and 2 via traditional face-to-face) the program is defined as a synchronous conferencing program.

e-Learning Course, Program and Registration Data for 2015-2016

Course Data	Undergraduate	Graduate
Number of ministry-funded, for-credit courses offered through fully online learning	225	31
Number of ministry-funded, for-credit courses offered through synchronous conferencing	N/A	N/A
Total Number of ministry-funded, for-credit courses offered in e-Learning format	225	31

Program Data	Undergraduate	Graduate
Number of ministry-funded, for-credit programs offered through fully online learning	8	2
Number of ministry-funded, for-credit programs offered through synchronous conferencing	N/A	N/A

Total Number of ministry-funded, for-credit programs offered in e-Learning format	8	2
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Course Registrations	Undergraduate	Graduate
Registrations in ministry-funded, for-credit courses offered through fully online learning	30,742	723
Registrations in ministry-funded, for-credit courses offered through synchronous conferencing	N/A	N/A
Total Number of Registrations in ministry-funded, for-credit courses offered in e-Learning format	30,742	723

Additional Information

Additional survey tools, caveats and/or other information regarding the data reported above re: above re: e-Learning Course, Program and Registration Data (up to 600 words approx.).

The University of Guelph is a leader in online education with over 50 years of experience in designing, developing, and offering courses that incorporate current research, reflect the highest level of scholarship, and incorporate the best practices in distance education. Notably, Guelph's Director, Open Learning and Educational Support, is the current President of the Canadian Association for University Continuing Education (CAUCE), a national organization working in the field of extending continuing education to diverse audiences.

Quality in online courses is a strategic focus of the University of Guelph. The process for ensuring quality in online courses involves both quality assurance and quality improvement, and it is firmly rooted in our longstanding commitment to developing high quality online courses. Our quality assurance practices follow a process-oriented lifecycle model; it begins at the planning stage and is carried through the design, production, delivery, and maintenance phases, and is supported by a team-based approach. The Quality Matters (QM) rubric, an evidence-based framework used to assess course design, is inter-woven into the course lifecycle and is coupled with internal quality standards to ensure courses are developed and maintained to the highest standard. Guelph has been using the QM rubric for nearly a decade, and we were the first Canadian post-secondary institution to subscribe to the organization. Furthermore, in early 2016, the online degree-credit course, Tourism Planning in the Less Developed World, was selected as Guelph's first course to be submitted to Quality Matters for official certification, and this course is now the first course in Canada to achieve a Quality Matters Certification Mark. This significant accomplishment validates the approaches that Guelph has taken in all aspects of course design. Next, after a course is offered, quality improvement begins. Courses are reassessed against the QM rubric and internal guides, and feedback from learners and instructor(s) is reviewed. At this time, necessary revisions are made to the course to enhance the quality and to ensure continuous improvement.

Online learning continues to be a popular choice for students at the University of Guelph. Students select an online course option to continue their studies through the summer semester, to provide flexibility in their schedule during the fall and winter semesters or because they prefer this mode of course delivery. The University has realized continued growth in online course enrolments and offerings, with approximately 59% of students taking at least one online course in a calendar year. Retention in online courses remains consistent at 94%. Academic participation has increased to 94% indicating broad commitment and adoption.

In addition, student mobility and access to quality online learning opportunities is facilitated through the University of Guelph's Open Learning program. Students from other institutions can register in a Guelph degree credit online course without having to enroll at the institution as a visiting student. Students can select a course of interest and register directly in the course through our Open Learning and Educational Support department. Upon successful completion of the course, students receive a degree credit that can then be transferred back to their home institution, providing more flexibility for the student and assisting in improving time to completion.

The University of Guelph is also actively participating in the Ministry's initiative to increase the number of quality online learning opportunities available to students within the Province of Ontario and to advance the profile of the Province as a leader in online education. In fact, the University received funding for 3 online course redevelopments in the 2015/16 Shared Online Course Fund.

Highlights

Please provide highlights of University of Guelph's activity in 2015-2016 that captures the strength in program delivery methods that expand e-learning options for students, and improve the student's e-learning experience and career preparedness. This could include a strategy, initiative or program viewed by University of Guelph to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

The following list provides only some examples of Guelph's leadership and expertise in program delivery methods that expand e-learning options for all students, and improve the student's e-learning experience.

(1) Guelph's Tourism Planning in the Less Developed World course was redesigned using a modular approach that guides students through course content in a stepwise fashion, where subsequent topics of tourism development expand on the material learned previously. Frequent reflective exercises encourage student engagement with content and create space for the exploration of tourism practices.

A variety of assignments are used to address the diverse ways in which students learn – online discussions, opinion writing, position paper, and case study analysis. Incorporating discussions and peer review in the first assignments allows students to engage in a

dialogue with one another and apply a “critical eye” to the work of their peers.

An innovation in this course is the development of meaningful and accessible descriptions for complex graphics, logic models, and images. The incorporation of these descriptions encourages an inclusive curriculum and allows all learners, regardless of ability, to benefit from the information. Anecdotal feedback from the instructor indicates that students used these descriptions of the complex diagrams and graphs as study aides.

(2) The History of Jazz course provides students with a historical survey of the major styles, personalities, and performances of jazz. The highlight of this course is the multiple means of representation used to convey content. Video and audio files featuring Canadian jazz musicians bring the course to life, and provide students with real and relevant examples. Videos featuring the course instructor and professional jazz musicians enhance text-based course content by demonstrating, through performance and verbal descriptions, the important jazz terms and techniques being discussed. Students also learn how to recognize the jazz styles and performance practice of individual jazz musicians they have read about by watching videos and listening to audio recordings of major figures from jazz history.

On a bi-weekly basis, students complete listening quizzes which assess their ability to aurally distinguish between historical and geographical jazz styles, and to recognize characteristic musical features and describe the historical and social significance of these features. Additionally, students engage in group discussion, intended to expand and evolve their thinking about jazz, as well as complete a final comprehensive exam.

The redevelopment of this course was funded by the Shared Online Course Fund.

(3) The University of Guelph is committed to providing safety training to all science students handling hazardous materials and to ensuring students understand good lab practices while promoting a culture of safety. To support this goal, four fully online modules on student science safety were envisioned. The online modules are mapped to face-to-face degree courses offered by the Chemistry Department. The content of the online modules relates specifically to what the students will encounter in their Chemistry courses and supplements the training that is available through Guelph's Environmental Health and Safety. Module 1 was offered in January 2016, and it was mapped to five of the University's chemistry courses. Upon successful completion of the module, students receive a digital badge which they add to their profile in the institution's learning management system.

Additional online safety modules will be developed between Summer 2016 and Fall 2016 for students entering the lab in years 2, 3, and 4.

Hybrid Learning*

A Hybrid Learning course is a course where face-to-face teaching time is reduced, but not eliminated, to allow students more time for online study. This model comes in a number of formats, however the online component is typically 50-80% of the total course delivery. In this case, a hybrid learning course may have components delivered via traditional face-to-face; however, over 50% of the course delivery should be online.

A Hybrid Learning program is one in which 80% or more of its courses are hybrid learning courses.

Hybrid Learning Highlights

Please highlight one example of University of Guelph's use of Hybrid Learning courses and/or programs.(up to 600 words approx.).

While courses and programs offered at the University of Guelph may not fit the Ministry's definition of hybrid learning, the University has many examples of intentionally integrating face-to-face time with technology supported instruction at the course and program level. The following example illustrates how face-to face time can be integrated with technology to support teaching and learning at the program level.

The Early Childhood Studies Degree Completion (ECS-DC) program focuses on the physical, social, emotional, and cognitive development of young children within the context of the family and community. The program curriculum has been designed to ensure that students are provided with the breadth and depth of knowledge necessary to be able to work confidently with and create programs for children and families. The program curriculum has also been designed to ensure that students, if interested, are able to pursue further studies, such as teacher's college, graduate programs, or specific therapeutic approaches. The program offers students the opportunity to develop the skills and knowledge required for a professional career in a leadership position in any area working with children and families in the private or public sector.

The University of Guelph and Humber College collaborated to create the ECS-DC program specifically for professionals working in the field. The program was created with the vision to support working professionals in attaining a degree while continuing their work and home responsibilities. Students in the program have an Early Childhood Education diploma and are eligible to register with the College of Early Childhood Educators. Upon graduation these students receive a Bachelors in Applied Science from the University of Guelph. Starting in the fall semester, students take 11 fully online courses and 9 hybrid courses to complete a degree in 2.5 years. Courses in the ECS-DC program are built on three pillars: reflective practice, critical thinking, and learner-centredness. Assessments across the program promote collaboration and knowledge building, as well as provide opportunities to bridge theory into practice, facilitate self-development to make learning personally meaningful and foster problem-solving. This cohort-based program has small class sizes and uses an individualized approach. The program is offered in a blended format, whereby some courses are taken fully online and others are offered in a hybrid format - an intensive online (4-week) format, bookended by weekend in-class experiences. The curriculum is integrated with a focus on university-based skills such as critical thinking and the integration of knowledge, and has a strong focus on practice. The program has grown in the last two years, increasing enrollment to 90 students a year.

3. Student Population

This component highlights University of Guelph's contributions to improve access and success for underrepresented groups (students with disabilities, First Generation, Indigenous, and French-language students).

Full-Time Students	# of Students
The total Full-Time Headcount Enrolment* at University of Guelph in 2015-2016:	26,004

*DEFINITION: Headcount is the actual enrolment for Fall 2015 as of November 1, 2015 including full-time undergraduate and graduate students both eligible and ineligible for ministry funding, as reported to the ministry for the 2015-2016 fiscal year (enrolment reported in 2015-2016 remains subject to audit and/or correction).

3a. Under-Represented Students: Students with Disabilities, First Generation, Indigenous and French-language Students

Students with Disabilities

*DEFINITION: Students with disabilities is the total number of students with disabilities (excluding apprentices) registered with the Office for Students with Disabilities and reported in Table 1 of the University of Guelph's annual report to the ministry for the Accessibility Fund for Students with Disabilities (AFSD).

Students With Disabilities	# of Students	Percentage
The total number of full-time students with disabilities at University of Guelph who registered with the Office for Students with Disabilities and received support services in 2015-2016:	1,691	
The total indicated above as a comparative % of the University of Guelph's 2015-2016 full-time enrolment headcount:		6.50

Highlights

Please provide highlights of University of Guelph's activity in 2015-2016 that captures contributions to improve access, and success for students with disabilities (up to 600 words approx.).

The University recognizes the importance of our campuses, facilities and services in not only supporting our academic and research mission but also building communities where people thrive. That's why we were so pleased to receive for the second year in a row the Access Recognition Award from the City of Guelph for identifying and removing accessibility barriers for students, visitors, and employees at the University's facilities. The following list provides highlights of some of the activities that demonstrate our commitment to supporting the education and well-being of the whole person.

(1) It is well known that post-secondary students are uniquely vulnerable to issues of mental health and wellness. The University's new Student Mental Health Framework, which was recently approved by Guelph's Board of Governors and Senate, was specifically designed to foster students' mental health and well-being by taking an integrated, proactive approach to student mental health. The Framework not only emphasizes proactive student support, including identifying students in difficulty and referring them for help, but it also focuses on the breadth of programs available as well as provides ideas and support for initiatives, and offers suggested revisions to academic policies and procedures affecting student mental health. The Framework, written by the University's Advisory Committee on Mental Health and Wellness, is intended to be a guide on best practices, policies, and procedures that will inform all decision-making in student mental health.

(2) Guelph's Student Accessibility Services (SAS) Exam Centre, which is housed in the McLaughlin Library, has twelve private rooms and three group rooms located on a quiet floor. All of the private rooms have computers with access to adaptive technology. One of the group rooms seats more than twenty students and the others seat 12 to 16 students each. In addition to the foregoing, SAS has access to a computer lab and an additional group room located in the Library that can also be used for exams. The Exam Centre provides a positive environment for writing exams that ensures greater privacy, less noise, opportunities for breaks, access to adaptive technology, and fewer distractions for exam writers. In 2015-16, 1,480 students used the Exam Centre; an approximate 16% increase over the previous year.

As well, in 2015-16, a new express registration process was developed for students who had registered with SAS in a previous semester and were returning for support relating to a mental health disability. While all students with mental health disabilities continue to be seen in-person once each semester, those who have relatively stable conditions are seen more briefly for a quick assessment, which creates greater capacity to support students with complex difficulties and who are registering for the first time.

(3) Innovative research at the University can act as a catalyst for discovery and change. A professor and holder of the Canada Research Chair in the Department of Family Relations and Applied Nutrition recently received a coveted \$2.5-million Partnership Grant to bring together academia and community to study ways to challenge misconceptions about disability and marginalized communities. This peer-reviewed project was ranked first among Canadian grant finalists and was one of only 17 such grants awarded nationwide. In addition, this professor was also awarded an Insight Grant worth nearly \$300,000 to develop policies and practices for workplace inclusion of people with episodic disabilities. The funding for both grants came from various programs administered by the Social Sciences and Humanities Research Council. With this new funding, nearly two dozen community-university partners from across Canada will explore the use of the arts in changing perceptions held by the public, policy-makers and health-care providers about people with mind/body differences.

First Generation Students

**DEFINITION: First Generation is a student whose parent(s)/guardian(s) has/have not attended a postsecondary institution. If a sibling of the student has attended a postsecondary institution, but the parent(s)/guardian(s) have not, the student is still considered a First Generation student.*

- *Parents/guardians: one or more adults, over the age of 21, who are legally responsible for the care and management of the affairs of the student.*
- *Postsecondary Attendance: have attended (but have not necessarily obtained a credential from) any institution of higher education in Ontario or elsewhere including outside Canada after high school (includes programs that lead to a postsecondary credential. e.g., degree, diploma, certificate).*

First Generation Students	# of Students	Percentage
The total number of full-time First Generation students enrolled at University of Guelph in 2015-2016:	2,052	
The total indicated above as a comparative % of the University of Guelph's 2015-2016 full-Time enrolment headcount:		7.89
The total number of part-time First Generation students enrolled at University of Guelph in 2015-2016:	313	

Highlights

Please provide highlights of University of Guelph's activity in 2015-2016 that captures contributions to improve access, and success for First Generation students (up to 600 words approx.).

The following list provides highlights of some of the activities that have contributed to improving access and success for First Generation students.

(1) Bounce Back is a support program that provides peer-based mentoring and support in the Winter semester to first year students who are experiencing difficulties that could put them at risk of not persisting through to their second year of studies. The focus of the Bounce Back program is on first year students, including First Generation students, who have an average below 60% at the end of their first semester on campus – a status that, without improvement, will result in academic probation or being required to withdraw at the end of the year. Students that participate in Bounce Back are coached on self-reflection, goal setting, accessing resources, understanding expectations, and motivation. The goal of the program is to enhance students' confidence as well as to build community and cultural capital, which serves as a foundation for academic engagement and success. In 2015-16, 94 first year students who self-identified as First Generation received less than a 60% average in the Fall semester, and the average improvement in GPA for these students was 4.9%.

(2) Student Life at the University of Guelph recently adopted learning outcomes to guide the department in developing programs, services, and new initiatives that are meaningful, impactful, and the learning outcomes are: Sense of Self, Life Skills, Communication, Intercultural Maturity, Diversity and Inclusion, Engagement in Learning, Leadership, and Civic Engagement. To determine their success in achieving these goals, Student Life engages in regular assessment activities such as focus groups, surveys, and exit interviews, and learning outcomes are at the foundation of this work. In addition, learning outcomes were also adopted to help students approach their time outside the formal classroom in an intentional way. Whether students hope to develop specific skills or gain a diverse range of experiences to market to future employers or post-graduate schools, Student Life's learning outcomes will help Guelph's students to be strategic and make the most of their co-curricular involvement.

In 2015-16, the programs grounded in the Intercultural Maturity learning outcome, which supports students in critically reflecting upon their own cultural traditions, values and biases and demonstrating an openness and confidence to navigate culturally diverse environments, were assessed, and, overall, the results indicate that:

- 84% of respondents reported engaging (through collaboration, learning, socialization) with individuals who have backgrounds different from their own, and
- 85% of respondents reported that they thought about their personal values.

(3) With the goal of meeting learners' changing needs, the University of Guelph recently developed and piloted an innovative program that focused on SMS Interaction with first year students, including First Generation students. The purpose of this pilot project was to enhance the Student Transition Office interactions with new students through the use of SMS messaging, which provided students with information critical to their transition. The project, which ran from August 2015 to January 2016, was formerly assessed, and, overall, the results indicate that:

- In the assessment of the effectiveness of Orientation programs, of those who received a text message, 79% said the information in the text message was helpful.
- In the assessment of STARTonTrack, 28% of survey respondents remembered receiving a text message from the University, and an analysis of an open ended question revealed that the links, the events, and STARTonTrack promotion were valuable to them.

Indigenous Students

* **DEFINITION:** *Indigenous* is a collective name for the original people of North America and their descendants. The Canadian Constitution, Constitution Act 1982, recognizes three groups of Aboriginal peoples - Indians (First Nation), Métis and Inuit. These are three separate peoples with unique heritages, languages, cultural practices and spiritual beliefs.

Indigenous Students	# of Students	Percentage
The total number of full-time Indigenous students enrolled at University of Guelph in 2015-2016:	318	
The total indicated above as a comparative % of the University of Guelph's 2015-2016 Enrolment Headcount:		1.22
The total number of part-time Indigenous students enrolled at University of Guelph in 2015-2016:	34	

Highlights

Please provide highlights of University of Guelph's activity in 2015-2016 that captures contributions to improve access, and success for Indigenous students (up to 600 words approx.).

The University of Guelph is committed to building connected communities that provide vibrant campuses that are inclusive and respectful. The following list provides some highlights of the various initiatives and programs undertaken to improve access and success for Indigenous students.

(1) In response to the Truth and Reconciliation Commission, in 2015-16, Guelph announced a comprehensive generational strategy to increase First Nations, Métis, and Inuit scholarship on campus.

First, the University made a commitment to increase the number of Indigenous faculty members. In response to our commitment to enhance the representation of Aboriginal people in post-secondary, the University has hired six new Aboriginal professors in the following disciplines: Family Relations and Applied Nutrition, School of Engineering, School of Environmental Design and Rural Development, History, Molecular and Cellular Biology, and Population Medicine. The success of this important initiative will help to transform the University's learning environment by fostering the creation of knowledge by Indigenous scholars and by encouraging the training of the next generation of scholars. The University also committed to and subsequently awarded a new post-doctoral fellowship for an Indigenous researcher in the amount of \$45,000 for up to two years.

To further enhance access and to improve our existing student supports for Indigenous students, in 2015-16, the University created five new graduate awards. The Aboriginal Graduate Scholarships have been established to encourage Aboriginal students to pursue graduate studies in any discipline at Guelph. Five scholarships are available annually for Aboriginal scholars – worth \$30,000 a year for up to four years for Doctoral students and \$15,000 a year for up to two years for Master's students. The University also expanded undergraduate research opportunities for Indigenous students through the establishment of two undergraduate research awards. The Aboriginal Graduate Scholarships and the undergraduate research awards for Aboriginal students were successfully awarded and collectively they will ensure that more Aboriginal students participate in university, finish their studies, and are encouraged to pursue graduate studies.

(2) In cooperation with a consortium of six universities in the Six Nations of the Grand River area, Six Nations Polytechnic facilitates the community-based Native University Program: First Year. The consortium consists of the following institutions: Brock, McMaster, Guelph, Waterloo, Western, and Wilfrid Laurier. The program provides students with the opportunity to achieve 5 credits on a full- or part-time basis while attending classes at Six Nations Polytechnic. The credits achieved with a minimum grade of 60% are transferable in to a Bachelor of Arts General program offered at the consortium university of their choice.

(3) START Aboriginal is a two-day early arrival transition program designed to help new Aboriginal students and their families learn more about life at Guelph. The program provides participants with

- an opportunity to get to know other new students and get settled into residence,

- find out about campus resources and learning opportunities,
- meet students and staff who have been there and understand the transition to campus life, and
- discover how campus life and involvement opportunities fit with academic learning.

START Aboriginal is designed to help students and their family learn more about life at Guelph, what kinds of supports are available, and the many people who are here to help. In September 2015, 18 incoming students and their families participated in START Aboriginal. The evaluation indicated that 90.9% of the participants felt that they better understood “the support programs and services available to me”, 72.7% gained a greater understanding of “my new community” and 90.9% “would recommend this program to someone with a similar experience.”

French-Language Students

* *DEFINITION: A student is considered a French-language student if the student meets at least one of the following criteria -*

- 1) *The student's mother tongue is, or includes French (the student is a francophone);*
- 2) *The student's language of correspondence with the institution is French;*
- 3) *The student was previously enrolled in a French-language education institution; or*
- 4) *The student was enrolled in a postsecondary program delivered at least partially in French.*

French-Language Students	# of Students	Percentage
The total number of full-time French-language students enrolled at University of Guelph in 2015-2016:	252	
The total indicated above as a comparative % of the University of Guelph's 2015-2016 enrolment headcount:		0.97
The total number of part-time French-language students enrolled at University of Guelph in 2015-2016:	26	

Highlights

Please provide highlights of University of Guelph's activity in 2015-2016 that captures contributions to improve access, and success for French-Language students (up to 600 words approx.).

The following list provides some highlights of the range of programs and activities offered at the University of Guelph that improve access, retention, and success for French-Language students.

(1) At the University of Guelph, French Studies in the School of Languages Literatures inspires learning and inquiry in French. This Department offers dozens of French courses taught in class and online by a diverse faculty who collectively offer a variety of educational backgrounds and specializations. Whether students are looking to perfect their knowledge of the language or to acquire basic knowledge, French Studies offers exceptional learning opportunities. Courses are offered at a variety of levels and deal with an assortment of subjects, including the French language, literature, linguistics, and translation. At Guelph, students who are looking to pursue French studies can register in a major or minor in French Studies in the Bachelor of Arts. Over the last five years, registered enrollment in French Studies at the University has consistently hovered at around 95 students per year.

(2) In addition, French Studies in the School of Languages Literatures provides its students with exceptional opportunities for experiential learning and engaged scholarship through various exchange programs both within Canada and abroad. One example of this programming includes the Nice Program.

At the University of Guelph, French Studies has the responsibility for coordinating the Nice Program. This consortium exchange program is organized by the University of Western Ontario in conjunction with the University of Windsor, Memorial University, and the University of Guelph. It is intended for French students (honours program) who wish to improve their knowledge of the French language, its literature, and its culture. Students registered in their third year spend two semesters studying abroad in France taking courses which will count towards their Bachelor of Arts in French Studies. In 2015-16, six third year Guelph students spent two semesters abroad engaged in complementary learning opportunities that not only enhanced their learning but also taught them valuable lessons about themselves and others.

(3) The University is also a partner in the ORA University Student Exchange Program. The ORA University Student Exchange Program is a collaborative initiative between 10 universities in Rhône-Alpes, 15 universities in Ontario, and the Ontario Ministry of Advanced Education and Skilled Development. ORA has been in existence for over 20 years, and the program provides international study and research opportunities at the undergraduate and graduate levels across the curriculum.

Each year, 65 university students are selected from each region to participate in the regular exchange program. The exchange (either one semester or two semesters) is an opportunity for students to pursue their studies at one of the participating universities while remaining a degree candidate at their home. French is the language of instruction, and the goal of the program is for the exchange student to have an experience which reflects the culture and daily life of the university where the student is studying. The ORA University Student Exchange Program also provides language improvement opportunities for participants through their Summer Language Program. At the University of Guelph, in 2015-16, 22 students – some staying for two semesters – participated in this exceptional learning experience that provided an enhanced opportunity for French language coursework.

Additional Information

Describe the methodology, survey tools, caveats and other information regarding the numbers reported above. (up to 600 words approx.)

In 2010/11, the University implemented a Voluntary Aboriginal Self-Declaration and a Voluntary First Generation Self-Declaration that will 'pop-up' when our undergraduate and graduate students log into our student information system. The Self-Declaration is voluntary. While this is a census of our undergraduate and graduate students, we anticipate that we will not have a 100% response rate since students do have the right to decline their participation

3b. Student Population - International Students

International Students

DEFINITION: International enrolment is the headcount of full-time university (undergraduate and graduate) students who are not Canadian citizens (includes Inuit, North American Indian and Metis) or permanent residents (i.e., student visa, other visa, non-Canadian status unknown, or non-Canadian no visa status) on November 1, 2015, who are taking part in university courses or programs normally leading to a post-secondary qualification (does not include ESL, continuing education, general interest or non-credit courses).

International Students	# of Students	Percentage
University of Guelph reported to the ministry full-time international enrolment* in 2015-2016:	1,085	
The total indicated above as a comparative % of University of Guelph's 2015-2016 full-time enrolment headcount (Funding Eligible and Ineligible):		4.17
University of Guelph's 2015-2016 part-time international enrolment is	78	

Additional Information

Describe the methodology, survey tools, caveats and other information regarding the numbers reported above (up to 600 words approx.).

Highlights

Please provide highlights of University of Guelph's activity in 2015-2016 that contributed to maintaining or improving the international student experience at University of Guelph. This could include a strategy, initiative or program viewed by University of Guelph to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

The University is committed to providing exemplary curricular and co-curricular learning opportunities for our students. The following list provides some examples of Guelph's continued commitment to internationalism.

(1) The University has won the Panorama Award for Outstanding International Education Program in the academic category from the Canadian Bureau for International Education (CBIE) for our India field school. The Award recognizes innovation and excellence in design, planning, implementation, and management of high-quality endeavours in international education.

The India Field School is unique in its educational design and collaborative relationship between academic and non-academic units. The field school consists of a 12-week, for-credit, pre-departure course which combines disciplinary learning in political science with the theory and application of intercultural competence acquisition; students then spend four weeks in India involved in intensive, community engaged, experiential learning. This combination of intercultural learning with discipline-specific content was further enhanced by engaging the students in a research project that measured the trajectory of their intercultural development over the course of the program. The result is a program that is interdisciplinary, sensitive to local host organizations, stimulating to students, and productive in its contributions to the research on teaching and learning in an intercultural context.

(2) Offered through the Office of Intercultural Affairs, the Chroma Project is a mentorship program that pairs first year students with a faculty, staff, or graduate student mentor from a similar academic and/or cultural background. Mentoring relationships are intended to promote successful academic and social transitions by helping students navigate any barriers that they might experience. The 2015-16 evaluation indicated that 80% of participants "felt better prepared to successfully complete their 1st year" and 87% "recommended joining the program" to other students. Of the students paired with Chroma mentors, 26 were international students. These students commented that "the Chroma Project matched me perfectly with my mentor, who became one of my closest friends in Guelph this year" and " ... I totally recommend first-year students to join, especially international students. Chroma Project would definitely facilitate international students' transition."

(3) Guelph's Strategic Framework reflects our commitment to advance exemplary learning opportunities as well as further international relationships. In our SMA, the University pledged to establish a baseline and increase by 2% annually the number of students participating in an international experience. In 2015-16, participation in international experiences increased by almost 18% over the previous baseline year. Participation in international experiences enhances the social, intellectual, and economic life of learners, and enriches their connections to the campus and surrounding community – both locally and globally.

(4) A new memorandum of understanding between the University and the Mexican government has been signed, which builds on a program that has already brought a first-ever cohort of 85 Mexican higher education teachers to study English on campus. The professors are from Mexican polytechnic and technical universities, and were in Guelph to participate in a four-week training program on Teaching English for Academic Purposes. This teacher training course is part of a larger initiative by the Mexican Ministry of Education

to teach technical subjects in English in its universities. In all, 200 professors visited Canada, with Guelph hosting the largest group. The rest studied at Algonquin College and Georgian College. This agreement will increase co-operation and build knowledge-sharing partnerships between the University and the participating Mexican polytechnic and technical universities.

3c. Student Population - Proportion of an institution's enrolment that receives OSAP*

**DEFINITION: Receives OSAP is the number of OSAP awards, including any student at University of Guelph who has applied for full-time OSAP assistance and qualified for assistance from any federal or Ontario OSAP loan or grant program, and any student who applied using the stand-alone 30% Off Ontario Tuition grant application and was issued a 30% Off Ontario Tuition grant.*

Proportion of an institution's enrolment that receives OSAP	# of Students	Percentage
University of Guelph's 2015-2016 number of OSAP awards	14,223	
Headcount enrolment (Funding eligible undergraduate and graduate) November 1st headcount of students with 60% Load (0.3FTE) or greater.	23,908	
Proportion of full-time students receiving OSAP		59.49

Additional Information

Describe the methodology, survey tools, caveats and other information regarding the information reported above (up to 600 words approx.).

In 2015-16, 14,223 students received OSAP at the University of Guelph. The number of students at the University of Guelph that received OSAP in 2015-16 includes students registered at the Guelph and Guelph-Humber Campuses as well as the at Kemptville Campus and the Ridgetown Campus.

4. Research and Graduate Education

University of Guelph's 2014-17 Strategic Mandate Agreement (SMA) includes information which identifies the breadth and depth of institutional research activity. The 2015-2016 SMA Report Back does not require University of Guelph to report on the system wide research and graduate education metrics included in its 2014-17 SMA.

5. Program Offerings

This component articulates the breadth of programming based on enrolment, along with program areas of institutional strength/specialization as outlined in University of Guelph's SMA.

- a. Concentration of enrolment* at universities by program specialty or major (SPEMAJ)
- b. Institution's share of system enrolment by program specialty or major (SPEMAJ).

DEFINITION: Headcount is the actual funding eligible enrolment for Fall 2015 as of November 1, 2015 including full-time undergraduate and graduate students as reported to the ministry for the 2015-2016 fiscal year

Undergraduate / Graduate Students	Percentage of System Enrolment
Undergraduate	6.59
Graduate	4.52

	# of undergraduate students in a program as a % of total # of undergraduate students across all programs at University of Guelph	# of graduate students in a program as a % of total # of graduate students across all programs at University of Guelph	University of Guelph's share of system-wide undergraduate enrolment in each PROGRAM	University of Guelph's share of system-wide graduate enrolment in each PROGRAM
1. Agricultural & Bio. Sciences	15.87	19.99	14.02	18.53
2. Architecture & Landscape Arch.	1.14	2.71	13.36	7.52
3. Business & Commerce	18.15	11.06	8.88	5.99
4. Computer Science	1.46	0.69	3.87	2.07
5. Dentistry	0.00	0.00	0.00	0.00
6. Education	0.00	0.00	0.00	0.00
7. Engineering	7.81	4.61	5.65	2.05
8. Fine & Applied Arts	1.58	1.79	2.67	2.52
9. Food Science & Nutrition	13.71	12.44	69.43	62.25
10. Forestry	0.00	0.00	0.00	0.00
11. Health Professions	0.26	2.59	0.38	1.29
12. Humanities	6.55	6.16	4.96	3.05
13. Journalism	0.00	0.00	0.00	0.00
14. Kinesiology/Recreation/Phys-Ed	6.01	0.00	9.25	0.00
15. Law	0.00	0.00	0.00	0.00
16. Mathematics	0.14	3.00	0.65	7.75
17. Medicine	0.00	0.00	0.00	0.00
18. Nursing	0.00	0.00	0.00	0.00
19. Optometry	0.00	0.00	0.00	0.00
20. Other Arts & Science	3.88	0.40	2.77	2.36

21. Other Education	0.00	0.00	0.00	0.00
22. Pharmacy	0.00	0.00	0.00	0.00
23. Physical Sciences	2.11	3.23	8.12	3.77
24. Social Sciences	19.43	23.10	5.96	4.33
25. Theology	0.00	0.00	0.00	0.00
26. Therapy & Rehabilitation	0.00	0.00	0.00	0.00
27. Veterinary Medicine	1.90	8.24	100.00	100.00

Notes:

- Other Arts & Science includes students enrolled in General Arts and Science majors not specified by other categories or unspecified.

Optional Additional Information

Caveats and/or other information regarding the numbers reported above (up to 600 words approx.).

At the University of Guelph, our students gain the skills necessary to be empowered, fully-engaged, job-ready and globally aware citizens through applied learning and engaged scholarship. After learning the theories and principles in the classroom, our students like to put their knowledge to work. To showcase what they know, students compete at competitions, going head-to-head against some of the best students, to solve complex problems in style. Inspiring examples of their quest for learning and discovery include:

- The Community Action Project, created by the Center for a Public Anthropology, invited students from across North America to write about research ethics and human subjects. This project provided students with the opportunity to write for a public audience on a topic of relevance to society. More than 4,000 students participated in the project last year, including nearly 600 from the University of Guelph. Under the project, students graded each other's papers, and the top five per cent received awards; the winners included thirty Guelph students.
- For the third consecutive year, first year business students at the University of Guelph have launched their business ideas in support of women entrepreneurs in developing countries through the Micro-Tyco challenge. Run by the WildHearts charity, the international challenge provides one dollar in seed capital to participants to start their venture and raise as much money as possible in a month. This year, ten groups of students raised more than \$4,700, and, in total, the University of Guelph has raised approximately \$25,000 in support of the cause since 2013. Through this applied learning experience, students gain valuable firsthand experience about running a business and an understanding of what it takes to make that business succeed.
- A team of University of Guelph food science students recently took part in the Research Chefs Association Student Culinology Competition. This experiential learning opportunity had student teams develop a retail frozen, single-serve, microwaveable meal costing less than \$1.25 to commercialize. With the support of all of the faculty members in the Food Science department, Guelph placed second in this international food contest. Moreover, Guelph's team will donate part of the \$1,500 prize to next year's team, which will compete in Puerto Rico.
- A team of business students from the University of Guelph-Humber recently won third place and a \$500 prize in a global consulting event at Harvard University. During the 2016 Harvard International Consulting Competition, 32 teams competed to solve a challenge faced by a business. The Guelph-Humber team was asked to propose how the largest American pharmacy company might expand worldwide. While the situations are simulations of a real-world problem, the ideas, professional judges, and spirit of competition are very real. Moreover, impressed by the skills of the Guelph-Humber students, a CEO and VP of a major American consulting company took our students to lunch, offering career advice and presentation tips.

Highlights

Please provide highlights of University of Guelph's activity in 2015-2016 that contributed to maintaining or improving programming. This could include a strategy, initiative or program viewed by University of Guelph to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

The following list provides some examples of Guelph's unwavering commitment to exceptional teaching and learning that inspires ingenious inquiry both at home and abroad.

(1) Starting in Fall 2017, the University of Guelph's Ridgetown Campus will be offering students, interested in pursuing equine studies, a new associate diploma in Equine Care and Management. In the first year of the Associate Diploma program, students will study at a first-class equine training centre: The Regional Equine and Agricultural Centre (REACH Huron). The second year of the program will be spent at the Ridgetown Campus. Students will take a wide range of courses (for example, equine care, business, communications, environmental stewardship, and nutrition) covering all aspects of working in Ontario's equine industry. To further enhance their learning experience, lectures will incorporate applied labs and projects, and, at the end of the final semester, students will complete a four-week industry work placement. As a result of the applied and engaged learning experiences, graduates of the Equine Diploma will be highly competent, and highly productive citizens who are ready to work in a variety of careers such as equine marketing and sales representative, race track manager, stable or barn manager, and feed or tack retail operator.

The Ridgetown Campus continues to exhibit a strong pattern of demand for their programs and services. The Campus currently offers four associate diploma programs in Agriculture, Horticulture, Environmental Management, and Veterinary Technology. In addition, they also offer two certificate programs: Performance Horse Handler and Veterinary Office Administration. This year approximately 650 students are registered in both the associate diploma and certificate programs offered at the Ridgetown Campus.

(2) Established in 2014, ICON is a set of transdisciplinary classrooms that aims to bring together senior undergraduate students from across the University of Guelph campus to work in teams on real-world challenges. ICON harnesses the power of collaboration and knowledge sharing in a problem-solving and project-based learning environment. Through workshops, team building activities, and fostering of knowledge translation and transfer, ICON aims to teach students valuable interpersonal, team, and communication skills, while fostering innovative ideas for today's most pressing challenges. To do so, ICON partners students and faculty at the University of Guelph, with a community group or business. The partnership introduces students to broad real-world challenges (e.g. food insecurity, green design, etc.), and provides students with access to expertise from across the campus and the community.

There are two ICON classrooms available. Offered in the fall semester, students registered in ICON I complete course requirements by participating in a transdisciplinary research opportunity beginning with the Feeding 9 Billion (F9B) Challenge. F9B Challenge is a food security initiative based out of the University of Guelph that provides insight, outreach, and education around issues of food, agriculture and hunger globally. Students will learn to work in a transdisciplinary environment, problem solve, think critically and diplomatically, while being challenged to develop solutions to local food systems issues. Following the F9B Challenge, students in ICON I will spend the rest of the semester working with instructors to evaluate and strengthen their solutions. ICON II runs in the winter semester, and students registered in this course learn about knowledge translation while working with a community partner on a broad social sustainability challenge.

6. Student Mobility

As part of the development of metrics under the SMAs, the ministry will be developing long-term indicators for credit transfer in consultation with the sector through the Credit Transfer Accountability Framework.

As part of this work, a new Credit Transfer Student Flag was introduced into 2015-16 enrolment reporting for colleges and universities. The ministry will work with the sector throughout 2016-17 on any refinements to the metric with a view to integrate this new information into the SMA report back beginning in 2017-18.

In future years, the ministry will be expecting more complete data that will profile 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, metrics related to credit transfer pathways and collaborative or joint programs between or within sectors.

Development of these metrics will be done in partnership with the sector and ONCAT.

Transfer Applicants and Registrants

Using Ontario Universities Application Centre's (OUAC) reports, please provide data for 2015.

Year	Total Applications	Total Registrations	Transfer Applications*	Transfer Registrations*
2011	33,440	5,684	980	97
2012	34,991	5,417	1,069	103
2013	37,179	5,770	1,029	89
2014	35,962	5,773	979	105
2015	35,696	5,833	970	99

*Transfers from publicly assisted colleges in Ontario.

NOTE:

- OUAC collects information on the number of transfer student applications and registrations. The ministry recognizes that:
 - the transfer data set only includes students who have applied to university through OUAC and have self-identified on applications to OUAC;
 - a significant number of transfer students apply directly to the university and, as such, are not captured in OUAC data;
 - Information only includes full-time students applying and registering in the fall to the first year of a university program.

The ministry encourages University of Guelph to augment the OUAC data with its own institutional data, particularly pertaining to college graduates entering university. Reporting this data is optional. In the space provided below, University of Guelph should report institutional data that includes data from OUAC and other sources.

Year	University of Guelph's Total Applications	University of Guelph's Total Registrations	University of Guelph's Transfer Applications*	University of Guelph's Transfer Registrations*
2012				
2013				
2014				
2015				

Additional Information

Describe the methodology, survey tools, caveats and other information regarding the numbers reported above (up to 600 words approx.).

The total number of credit transfer applications and registrations gathered from OUAC and reported in Guelph's 2015-16 SMA Annual

Report does not provide a complete picture of the important role that the University of Guelph plays in offering post-secondary students access to a continuum of learning opportunities. In 2015-16, the total number of students that transferred to and were registered at the University of Guelph from one of Ontario's universities or colleges was 1,970. This number was gathered from Guelph's upgraded credit transfer data collection processes in our student information system. The variance in the total number of credit transfer registrations gathered from OUAC and the one gathered from Guelph's student information system is attributable to differences in definitions. The total number of credit transfer registrations gathered from Guelph's student information system includes all of the full-time and part-time credit transfer students that were registered in 2015-16 at the University of Guelph in all years of study, regardless of whether or not they applied for admittance directly through the University or through OUAC, which differs from OUAC's definition. We believe that our definition provides a more complete picture of credit transfer activity and the vital role that Guelph's plays in ensuring that students have access to a wide range of educational opportunities.

Highlights

Please provide highlights of University of Guelph's activity in 2015-2016 that demonstrates University of Guelph's efforts to ensure students have access to a continuum of learning opportunities in a coordinated system. This may include, but is not limited to expansion of credit transfer pathways and collaborative or joint programs between or within sectors, changes to student supports viewed by University of Guelph to be an innovative practice, or improved timeliness of credit/credential recognition (up to 600 words approx.).

The University of Guelph is committed to undertaking credit transfer activities that enhance Ontario's publicly assisted postsecondary education system. The following list provides some examples of Guelph's continued commitment to student mobility.

(1) In 2015-16, as a pilot initiative, the University held pre-assessment events at Ontario's colleges. This pilot project involved both in-person pre-assessment visits as well as an email campaign that invited interested students to electronically submit their information for pre-assessment. The pre-assessment events – whether on-site or electronically – provided potential credit transfer applicants with significant guidance about the transfer process as well as important information about expected transfer credits.

A total of 23 prospective applicants requested a total of 26 program pre-assessments. Moreover, of the 23 students who submitted unique requests, 48% submitted applications for Fall 2016. Overall, the feedback from the colleges that were involved in this pilot initiative was very positive and supportive. In fact, feedback indicated that students appreciated the more personalized service that the pre-assessment visits offered. To ensure future success, consideration will be given to promoting the pre-assessment events as early in the cycle as possible as well as to adjusting the location of the event to focus on heavy student traffic areas. In the end, this pilot initiative supported transfer student mobility by raising awareness about transfer possibilities at the University of Guelph.

(2) In 2015-16, the University extended our capacity to record, track, and report credit transfer student data to the Guelph-Humber Campus. Focusing on the Spring/Summer 2015, Fall 2015, and Winter 2016 semesters, our student information system was updated -- for new university and college transfer students from the Ontario post-secondary system -- to include, where missing, the following credit transfer student data:

1. the previously attended institution that was the primary basis of admission,
2. the program category/grouping that was associated with the institution that was the primary basis of admission, and
3. the level of completion of the program that was the primary basis of admission.

As a result of this initiative, the level of completeness of transfer student records for the new university and college transfer students that registered at the Guelph-Humber Campus was improved by approximately 98 per cent. This data collection exercise not only enhanced the University's capacity to report on credit transfer student data but it also established a more accurate baseline of credit transfer student data across all of our campuses.

(3) To support the education and well-being of the whole person, the University of Guelph offers credit transfer students exceptional supports, resources, and programming that not only supports their transition to the University but also provides on-going support throughout their studies.

In fact, in 2015-16, an analysis of the results from a survey of transfer students found that the transfer student experience at the University was very positive, and that the supports offered to transfer students not only aided in their transition but also provided important support throughout their studies. Overall, with respect to the programming offered to support transfer students, the results indicate that:

- 85% 'agreed' or 'strongly agreed' that they were confident in their ability to be successful at the University of Guelph
- 92% 'agreed' or 'strongly agreed' that their participation in programming increased their understanding of what was expected of them academically
- 85% 'agreed' or 'strongly agreed' that they had learned valuable information about how to be successful as a student
- 94% 'agreed' or 'strongly agreed' that they felt a strong sense of commitment to completing their degree

7. Financial Sustainability

FINANCIAL HEALTH and SUSTAINABILITY METRICS

		2013-14	2014-15
Performance	Net Income / Loss Ratio (%)	10.11	9.21
	Net Operating Revenues Ratio (%)	11.27	8.78

Optional

Comments on Performance Metrics (up to 600 words approx.)

		2013-14	2014-15
Liquidity	Primary Reserve Ratio (days)	159.99	171.56

Optional

Comments on Liquidity Metric (up to 600 words approx.)

		2013-14	2014-15
Leverage	Interest Burden Ratio (%)	1.98	1.89
	Viability Ratio (%)	131.00	151.93

Optional

Comments on Leverage Metrics (up to 600 words approx.)

Additional Information

Additional comments on the overall Financial Health & Sustainability Metrics Result (up to 600 words approx.)

Highlights

Please provide one or more highlights that demonstrate University of Guelph's commitment to improved or continued financial sustainability. (up to 600 words approx.)

Fiscal 2016 reflects the continuation of the University's multi-year commitment to fiscal sustainability. Efforts in this context include both strategic capital investments and operating resource allocation measures that target balanced budgets and reserves.

On the capital side, we prepared multi-year capital plans that prioritized projects to ensure that we can continue to deliver high quality teaching and research programs; remain competitive, and attract and retain high quality faculty, staff, and students; and contribute to operational cost effectiveness and productivity. Perhaps the most recent example of this decision making framework has been a \$26 million energy retro fit program. This investment was made under contract with an external energy engineering company which included "energy – savings performance" targets that, over time, would provide a proven return in the investment through energy savings. The major component of this project is a thermal energy storage system that will reduce hydro costs by an estimated \$2.5 million per year. In recognition of the completion of this project, the University received \$5.1 million in funding from the province that will be used toward the initial investment.

Within the operating budget, most recently, we have just completed a multi-year plan that helped balance the need to fund inflationary cost increases with limited revenue options. A component of that process was the establishment of a significant portion of the operating budget in funds that are allocated to units based on certain performance metrics. Those metrics also inform spending decisions on faculty and staff complement planning that more effectively align resources with outcomes and priorities. While not a full "RCM" (Responsibility Centre Model), our processes balance incentives for the development of initiatives with the need to fund basic services and cost increases across all colleges and units. We expect to continue to evolve the resource allocation process adapting to provincial priorities especially to enhance the student experience while maintaining strong fiscal platform.

The ministry encourages University of Guelph to augment the current list of financial health and sustainability metrics with other metrics. Reporting this data is optional. University of Guelph may add up to four additional metrics in the space provided below.

OTHER FINANCIAL METRICS REPORTED by University of Guelph		2013-14	2014-15	2015-16
1	Return on Net Assets (per cent)	15.70	22.50	0.20
2	Debt Service Burden (per cent)	4.20	4.10	4.00
3	Debt Service Coverage (times)	4.60	4.30	3.90
4	Debt to FTE (whole number; no decimals)	10,900.00	10,400.00	9,665.00

Additional Information

Comments related to University of Guelph's other reported metrics (up to 600 words approx.)

Over the past several years, the University of Guelph has employed a number of key financial health indicators to track major components of the University's financial operations, and, in so doing, support ongoing efforts to ensure financial sustainability. The following list provides some examples of Guelph's financial health and sustainability metrics.

1) Return on Net Assets: For several years, the University has tracked how well we are doing at managing our fiscal performance by measuring the change in net assets from year to year. This relatively simple calculation provides a high level measure of not only performance (year over year) but when viewed over a longer term can provide an indication of overall fiscal capacity and flexibility. We have set a target of 5% per year, recognizing that there will be volatility; however, annualizing results should be positive if we are effectively managing our resources.

In 2014, the University implemented a new capital debt policy that contained a number of specific financial metrics designed to monitor the impact of capital financing on our operations. In addition to the two metrics included in this SMA (Viability and Interest Burden Ratios), the University of Guelph tracks the total impact of debt servicing on operations by including principal payments.

2) Debt Service Burden: Is the total debt service costs as a share of total operating expenses, and this is measured in the context of our operating budget – not total revenue from all sources. We believe that the "affordability" of debt is not only an important consideration in assessing debt capacity but that it should be tied to the sources of funds that support it, for example the operating budget, including ancillary operations. In tracking this metric, we have established a target of 5.5% as being the per cent that we do not wish to exceed.

There are two additional debt-related metrics, the University of Guelph would like to include mainly because they parallel metrics used by credit rating agencies.

3) Debt Service Coverage: Is the extent to which net income adjusted to removed capital related charges can cover debt service requirements. Again, the University has set a target of 1.5 times indicating that we want to target a modest cushion over time.

4) A final ratio the University uses is Debt to FTE (student). Again, this ratio is used by credited rating agencies as a simple comparator. While not particularly helpful in terms of measuring affordability or the effectiveness of leveraging debt, it has been used as a proxy for capacity by rating agencies. We currently have set a long term target of \$10,000; however, only in the context of the other metrics and the overall expected returns in the strategic use capital debt.

In addition to the above metrics, we also subscribe to credit ratings from both S&P and DBRS. Currently S&P has rated us at AA(low) and DBRS has us at an A rating with a positive trend. We regard these ratings as important to both the assessment of our financial health but also the ability to secure financing at favorable rates.

8. Attestation

By submitting this report to the ministry:	Checkbox
University of Guelph confirms that all information being submitted to the ministry as part of the 2015-2016 SMA Report Back is accurate and has received approval from University of Guelph's Executive Head.	<input checked="" type="checkbox"/>

For additional information regarding University of Guelph's 2015-2016 SMA Report Back please contact -	Information
Name:	Karen Menard
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Please indicate the address on University of Guelph's website where a PDF copy of this 2015-2016 SMA Report Back will be posted once it has been approved by the ministry	Information
Website:	http://www.uoguelph.ca/analysis_planning/accountability/