



MULTI-YEAR BUSINESS PLAN

2017-2020



Higher Education
Quality Council
of Ontario

INFORMING THE FUTURE OF HIGHER EDUCATION

Mandate

“To assist the Ministry of Advanced Education and Skills Development in improving all aspects of the postsecondary education sector, including improving the quality of education provided in the sector, access to postsecondary education and accountability of postsecondary educational institutions” (HEQCO Act, 2005).

Mission

HEQCO informs the future of Ontario higher education through authoritative research, effective communication of meaningful data and evidence-based options for solutions to the challenges facing Ontario’s postsecondary system.

Vision

HEQCO seeks to influence the key decisions, practices and policies that will guide Ontario’s public postsecondary system to national and international leadership, while providing Ontarians with the greatest opportunities for social mobility and economic success.

Values

Primacy of independent, high-quality research. HEQCO maintains its distinctive position in the research community as a credible, authoritative and influential agency through a foundation of independent, objective, high-quality analysis to provide the best evidence-based advice to government and postsecondary institutions. Attentive to emerging trends, HEQCO has the agility to pursue promising new avenues of research as opportunities arise.

Sustained engagement with leaders worldwide. HEQCO’s global perspective on higher education research, policy and practice brings the best ideas, research findings and insights to Ontario. Many of Ontario’s PSE challenges are shared by jurisdictions across Canada and worldwide. Through these global partnerships, we ensure that the very best thinking from around the world is made available to Ontario decision-makers as a catalyst for informed decisions, collaboration and innovation.

Accessible and meaningful communication. In bridging the gap between research knowledge and its active use in addressing pressing challenges in higher education, HEQCO contributes to the effective movement of evidence-based solutions into policy development and best practice.

An advocate for data collection and transparency. Data is the life blood of evidence-based policy decision-making, yet our work is constrained by significant and persistent data gaps at both the provincial and national level. HEQCO remains an advocate for a more transparent, open and holistic approach to higher education data, in partnership with educational institutions, organizations and governments.

Accountability is a foundational tool for system improvement. Core to its accountability mandate, HEQCO explores system design models across the globe to improve postsecondary access and quality in Ontario.

Responsive to government priorities and mandates. HEQCO ensures that evidence-based research of the highest quality informs policy decision-making and practice, in alignment with the Ministry of Advanced Education and Skills Development.

Equipped to achieve its goals. HEQCO is committed to ensuring that its organizational structure and staff capabilities maximize impact and drive toward the achievement of its vision for Ontario postsecondary education.

Environmental Scan

External Factors	Implications for HEQCO
Economic/Fiscal Situation	
The 2015 Ontario Economic Outlook and Fiscal Review projects Ontario's economy as continuing to grow at a slow to moderate pace. The challenging economic environment is resulting in continued financial restraint in the public sector.	Government agency budgets may be flat-lined or constrained and the current employee wage freeze may be extended, jeopardizing the retention of key HEQCO researchers and support staff.
Government Priorities for Higher Education	
<p>The Ontario government's priorities for higher education policy focus on ensuring an accessible, high-quality and sustainable postsecondary system. Specific initiatives include a funding formula review and differentiation framework.</p> <p>MAESD is in the process of completing a mandate review on HEQCO.</p> <p>September 2016 Mandate letter: Advanced Education and Skills Development</p>	<p>HEQCO's research continues to align with government priorities, with a focus on access, learning outcomes and system design.</p> <p>HEQCO welcomes the mandate review and will continue to cooperate fully. Based on its role, HEQCO is also in the position to propose solutions to some of the Ontario PSE sector's most vexing challenges.</p> <p>HEQCO continues to ensure its alignment with the priorities for MAESD as outlined by the Premier.</p>
Stakeholders	
Media coverage reflects growing public interest in the alignment of PSE to the labour market and the value added of a postsecondary credential, particularly given Ontario's comparatively higher tuition levels. There are also calls for greater accountability and transparency.	HEQCO's focus on learning outcomes greatly influences the way Ontario designs, delivers, evaluates, improves and funds academic programs/institutions; credentials student achievement; and designs postsecondary systems. A deeper and system-wide commitment to measurement of learning outcomes is an opportunity for the Ontario system to show worldwide leadership.

Strategic Direction 2017–2020

A high-quality postsecondary education system should provide Ontarians with the greatest opportunities for social mobility and economic success; act as a magnet to recruit the best talent to Ontario; create and support a robust economy and jobs grounded in an increasingly competitive, knowledge-based, global economy; improve opportunities for regional, economic and social development; and foster an engaged, socially-aware and civic-minded Ontario population.

Ontario requires a talented and highly educated citizenry; enhanced entrepreneurship, innovation and productivity; and discoveries, insights and new knowledge. Because of the students they educate, the discoveries and innovations they foster and the communities they support, these outputs of Ontario's colleges and universities are instrumental to the future success and prosperity of Ontario.

HEQCO's evidence-based research is focused on finding solutions to the pressing challenges facing higher education. Through sustained engagement with leaders in the sector, HEQCO continues to explore the pathways to critically important student and system outcomes. As the only organization of its kind in Canada, HEQCO is building on the vision that led to its creation in 2005.

By increasing its partnerships and affiliations with world-leading higher education and research organizations, HEQCO helps Ontario harness the best thinking available on issues relevant to postsecondary education. These global relationships also benefit the many communities of practice that have emerged through our first decade.

As part of our planning process, HEQCO has identified critical, long-term (2025) goals in access, quality and system design for the improvement of Ontario's postsecondary system. Following are the goals, supported by shorter-term strategies and tactics that must be accomplished to achieve those goals.

Our goals in access, quality and system design

HEQCO envisions an Ontario postsecondary system that offers equitable access and success for all students but especially those who are underrepresented in higher education that ensures a high-quality student experience and is more sustainable, innovative and productive.



OUR VALUES

- 1 Primacy of independent, high-quality research
- 2 Sustained engagement with leaders worldwide
- 3 Accessible and meaningful communication
- 4 An advocate for data collection and transparency
- 5 Accountability is a foundational tool for system improvement
- 6 Responsive to government priorities and mandates
- 7 Equipped to achieve its goals



ACCESS

One of HEQCO's central research priorities is to improve access to higher education for non-traditional and under-represented groups.

Strategies	<ul style="list-style-type: none"> ▶ Elevate the visibility and impact of HEQCO's work in access and retention ▶ Engage community partners across Ontario in collaborative and relevant research projects ▶ Build a data infrastructure to illustrate current challenges and identify promising solutions ▶ Identify and conduct research that anticipates emerging issues and trends in access and retention
Short-term goals	<p>By 2020</p> <ul style="list-style-type: none"> ▶ Create HEQCO Centre for Equitable Access to coordinate and manage access/retention projects ▶ Establish Community Research Networks to share and link data ▶ Strengthen relationships with the K-12 sector ▶ Create a consortium focused on uses of, and data linkages to, the OEN ▶ Develop meaningful indicators on who is and is not pursuing PSE ▶ Develop a resource base of leading institutions and organizations in access and retention
Long-term goals	<p>By 2025</p> <p>Every Ontario student has an equal opportunity to attend and succeed in postsecondary education. Participation and graduation rates for under-represented groups will equal those of the most advantaged groups currently well represented within our colleges and universities.</p>



QUALITY

The evidence is clear: a focus on learning outcomes has the potential to improve quality and modernize teaching and learning across the province.

- ▶ Elevate the visibility and impact of HEQCO's work in learning outcomes
- ▶ Adopt an international and best-practice perspective on learning outcomes
- ▶ Build a data infrastructure on PSE's value-added, with a focus on skills and competencies

By 2020

- ▶ Create a HEQCO Centre for Learning Outcomes Assessment to coordinate and manage projects
- ▶ Expand participation in LOAC
- ▶ Develop and test tools that focus on value-added and scalability
- ▶ Identify promising practices in learning outcomes assessment
- ▶ Position HEQCO as a global player in learning outcomes assessment tools and resources
- ▶ Build partnerships with international leaders in learning outcomes to inform future project development

By 2025

Every Ontario postsecondary institution annually identifies, evaluates and publicly reports the skills and competencies its students have acquired as a result of their postsecondary education.



SYSTEM DESIGN

As part of its accountability mandate, HEQCO enhances academic quality and choice across the system by promoting differentiation, outcomes-based funding and institutional sustainability.

- ▶ Support the diversity and distinctive nature of Ontario's colleges and universities
- ▶ Drive awareness of Ontario PSE institutions' academic and financial sustainability
- ▶ Build system-wide consensus on academic quality measures
- ▶ Continued focus on funding formula options

By 2020

- ▶ Develop an inventory of differentiation among Ontario PSE institutions
- ▶ Develop a performance dashboard for the Ontario postsecondary system
- ▶ Identify funding formula options that link Strategic Mandate Agreements to funding

By 2025

All Ontario PSE institutions are financially sustainable and capable of delivering on their distinctive missions.

Research Plan 2017–2018

The Research Plan forms one component of our annual strategic activities. HEQCO provides evidence-based advice to improve Ontario's postsecondary sector and our research is the foundation of this work. We conduct our work on the basis of data and evidence collected by conducting experiments, evaluating the outcome of projects and interventions, undertaking a deep analysis of data collected by others or assessment of best practices in higher education in Ontario, the rest of Canada and around the world. Following is a detailed accounting of research projects for the 2017–18 fiscal year. (See Appendix 1, which outlines our Research Plan for 2017-18.)

HEQCO Performance

Through its work, HEQCO is having an impact on key mandate areas, whether through specific government initiatives, increased institutional engagement or elevating higher education on the public agenda. Over the past year, there has been notable progress on each of these fronts.

Equitable access to postsecondary education remains a challenge for non-traditional and under-represented students such as first-generation students, students with disabilities, low-income students, indigenous students and students whose first language is not English. HEQCO's work has established that access to postsecondary education is determined by a complex set of factors that goes beyond financial considerations. For example, the level of parental education is a significant determinant of postsecondary participation. Early research in this area also indicates that a student's self-confidence and sense of belonging are as important as student support centres in determining retention and success rates. Yet, significant data gaps remain. HEQCO continues to work with its community partners to establish a data infrastructure that will shed light on the characteristics of under-represented groups. It is also working with colleges and universities to identify successful intervention strategies that influence retention and success in postsecondary.

Learning outcomes — statements that describe the knowledge, skills and competencies that students should possess upon graduating from a postsecondary institution — allow colleges and universities to document the quality and value of the academic programs they offer. HEQCO's ongoing research in this area has positioned it as a leader in learning-outcomes assessment and resulted in the following achievements:

- Identified four classes of learning outcomes that provide a language framework for discussing student skills;
- Built a community of practice;
- Fostered a discussion about defining and assessing higher-order cognitive skills;
- Developed multiple processes for creating assessment tools;
- Created assessment tools that are flexible, valid and reliable;
- Piloted standardized and non-standardized assessment tools;
- Assessed the added value of a postsecondary education in terms of student skills;
- Highlighted the alignment of student employability skills and labour market needs.

Looking more broadly at **quality and accountability**, HEQCO has identified several avenues for sustaining the quality of the Ontario system in a time of diminishing resources. These have spawned further investigation by HEQCO and, more importantly, are influencing strategic priorities within government and the sector.

Through its work in **system design**, HEQCO has intensified its examination of the benefits of and opportunities for institutional differentiation, including our latest 2016 publication, *The Differentiation of the Ontario University System: Where are we now and where should we go?* Subsequent to our recommendations, MAESD launched a differentiation framework, and is positioning differentiation as a key underpinning of its ongoing funding formula and Strategic Mandate Agreement initiatives. As part of a fundamental rethink of approaches to funding, HEQCO produced two papers and provided advice to Sue Herbert, the government's appointee on funding renewal, on the opportunities that flow by moving from an enrolment-based to an outcomes-based funding model. Consequently, a key theme of MAESD's ongoing college and university funding formula reviews is the introduction of a new performance funding component that has the potential to change the conversation from enrolment growth to quality improvements for students. In the context of looming resource constraints, HEQCO identified the need to pay closer attention to productivity and sustainability and conducted an examination of faculty productivity; the university sector subsequently began collecting system-wide data on faculty workloads and research outputs. We are in discussion with the sector about making these data available to us for further analysis. We have also initiated a series of reports on institutional sustainability, which are highly anticipated by MAESD as it tackles the challenges of creating a funding and policy environment that meets the differentiated needs of institutions, and helps change the channel from financial anxiety to student success.

We have made it clear along the way that all of these tools — funding, differentiation and productivity opportunities — are in service of enhancing student learning and the student experience. Our national performance indicator report, *Canadian Postsecondary Performance: Impact 2015*, revealed that Ontario's weakest performance was in the domain of "value to students." The focus on the student is increasingly highlighted in sector debate. As the ministry says: "The government's shared goal with all Ontario colleges and universities is to ensure quality in the postsecondary sector and provide students with ... the skills they need to actively participate in the 21st century global economy" (2015 Funding Reform Consultation Paper).

In terms of **digital impacts**, our web and social media analysis reflects not only sustained growth in dedicated followers here in Ontario, but also an emerging national and international audience, casting an international spotlight on Ontario's commitment to evidence-based policy-making and providing HEQCO with access to best practices in higher education across Canada and around the world. Such access only enhances Ontario's opportunities for leadership in postsecondary education as it benefits from broader awareness of successful initiatives beyond our provincial borders. Nearly 15% of HEQCO's web traffic is international, with significant audience growth seen in the United Kingdom, Russia and Australia. Our national audience continues to expand, with more than 20% of Canadian traffic coming from outside Ontario, led by British Columbia, Quebec and Alberta. Overall web traffic has increased from 3,000

average visits per month in 2011 to 6,200 in 2016. The number of Twitter dedicated followers has increased by more than 25% over 2015 to more than 2,600 followers.

HEQCO is making investments in the design and development of its website to make it more user friendly and accessible for visitors. Improvements in the responsive design and layout of web content will ensure that all HEQCO content is conveniently available and useable for visitors, regardless of their technology preferences and needs.

But the core audience for HEQCO is its e-subscribers to our weekly research, news and event updates, now numbering in excess of 3,000. Just over half are associated with the university sector and almost a third with the college sector. The remainder comprises government, industry/business, K-12 and media. The top five areas of interest are PSE alignment with the labour market, pathways, teaching/learning, learning outcomes and performance indicators.

Appendices 2 and 3 list HEQCO publications, events and presentations for calendar year 2016.

Financial Requirements

HEQCO spent \$5.08 million in 2015-16 (includes deferred capital and interest). It is expected that 2016–17 year-end results will show the Council to have spent its entire allocation of \$5.0 million.

Appendix 4 provides an estimate of financial resources needed for 2017–20. Almost 86% of HEQCO's budget is devoted to Research and related activities, 11% is allocated to Council governance and Executive Services, and 3% is spent on Administration.

Appendix 5 provides the Risk Assessment Reporting Tool for 2016–17 required by the Agencies and Appointments Directive and approved by HEQCO's Board of Directors.

Staff Retention and Development

HEQCO makes considerable investments in the selection, training and professional development of its interns, contract and permanent full-time staff. Given the multi-year nature of HEQCO's research, staff retention is critical to the continuity and quality of our research products. To support the retention and development of its staff, HEQCO works within existing provincial regulations regarding compensation, augmented by best practices in talent management, including mid- and year-end performance assessment; mentoring; professional development in presentation, media interview and writing skills; as well as opportunities for project management and leadership skills development.

The current full-time staff complement is 23 FTEs (see Appendix 6). With respect to human resource risks, the current employee wage freeze, if extended, could jeopardize the retention of key HEQCO researchers and support staff. However, at this time HEQCO enjoys relative stability in its staff complement, largely due to the engaging nature of our work, coupled with a comprehensive and competitive benefits package.

Appendix 1: Research Plan 2017–18

Procurements that will lead to new projects		
Access	Quality	System Design
Predictive modelling: This RFP invites proposals for a report that highlights innovative uses of predictive modelling to inform intervention initiatives aimed at increasing student retention at the postsecondary level.	Learning Outcomes Assessment Consortium (LOAC) expansion: HEQCO aims to build on the previous work of the consortium and tackle emerging challenges and opportunities in learning-outcomes assessment.	
Participation by Social Economic Status: This project will explore different ways of looking at the participation in postsecondary by socio-economic status. This work will also support our evaluation of the OSAP reforms.	Barriers to work-integrated learning (WIL) opportunities: A research project that addresses barriers, institutional-level strategies, and future recommendations regarding work-integrated learning.	
Expectations and Aspirations: Working with EQAO, we will survey high school students to better understand their expectations and aspirations for PSE. This work will also support the evaluation of the OSAP reforms.		
Projects initiated in 2016		
Access	Quality	System Design
The Impact of Food Insecurity on the Academic Success and Postsecondary Transitions of TDSB Students	Postsecondary and Workplace Skills (PAWS) Project	Sustainability Components of this Project: <ol style="list-style-type: none"> 1. Framework 2. a. University sustainability: Signal data. b. College sustainability: Signal data. 3. Compensation

		4. Workload analysis 5. Non-traditional faculty 6. The aging of faculty 7. Capstone
Data infrastructure for studying PSE access in Ontario	Gamification and the self-reporting of learned skills	College Differentiation
Long-term Education and Labour Market Impacts from the Future to Discover Project	Essential Adult Skills Initiative (EASI), an international test on literacy, numeracy and problem-solving, administered to first-year and graduating students at more than 17 colleges and universities in Ontario and Quest University in British Columbia.	
The Hamilton Community Foundation Partnership (Abacus & school board pilot project)	Learning Outcomes Assessment Consortium (LOAC): Utilizing the Aboriginal Learning Outcomes to assess the global citizenship of learners, phase one: Creation of a critical-thinking assessment tool that is culturally-relevant	
Community Research Networks	Framework for visual analytics of learning outcomes data to support institutional and program improvement	
The relationship between postsecondary participation and household income		
Opportunities and challenges in predictive modelling for student retention		
Ongoing projects initiated in previous fiscal years		
Access	Quality	System Design
ARC: An Internet-Based Prevention Program to Promote the Academic Success of Students (PASS)	LOAC: Develop rubric to assess skills in a college-wide application	
ARC: Exploring the Keys to Transformation in Post-Secondary Access and Retention: Pathways to	LOAC: Development of Analytic Rubrics for Learning Outcomes Assessment	

Meaningful Work and Lives for Youth from Underserved Neighbourhoods		
ARC: Exploring the Keys to Transformation in Post-Secondary Access and Retention: Pathways to Meaningful Work and Lives for Youth from Underserved Neighbourhoods	LOAC: E-Portfolios and Employers	
ARC: Q Success: Supporting Underrepresented Students in Transition	LOAC: Learning outcomes assessment and program improvement at Queen's University	
ARC: Social-Belonging Interventions: A Randomized Controlled Trial	LOAC: A pilot project for the development of an online learning outcome assessment strategy for the University of Guelph	
ARC: Using Future Authoring to Improve Student Outcomes	LOAC: Building Capacity to Measure Essential Employability Skills	
ARC: Using Predictive Modeling for Students At-Risk of Leaving College to Drive Early Alert & Intrusive Advising Interventions	College-University Student Movement Description and Analysis	
Providing High-Quality Postsecondary Education in the Face of Labour Disputes in the Ontario University System: Learning from the Past, Preparing for the Future	Providing high-quality work integrated learning opportunities in Ontario colleges and universities	
	Longitudinal Knowledge Retention in Traditional and Accelerated Course Formats among Freshman and Senior Undergraduates	

Appendix 2: Publications

The following research reports were published in 2016 calendar year.

Reports	
Title	Status
Understanding the Gaps in Postsecondary Education Participation Based on Income and Place of Birth: The role of high school course selection and performance	Published
What's the Story? National Media Coverage of Higher Education in Canada	Published
Labour Market Trends and Outlooks for Regulated Professions in Ontario	Published
Maximizing Opportunity, Mitigating Risk: Aligning Law, Policy and Practice to Strengthen Work-Integrated Learning in Ontario	Published
Approaches to net tuition: an environmental scan	Published
The Landscape of Learning Outcomes Assessment in Canada	Published
Understanding the Sustainability of the Ontario Postsecondary System and its Institutions: A Framework	Published
The Differentiation of the Ontario University System: Where are we now and where should we go?	Published
Measuring Resilience as an Education Outcome	Published
Transfer Pathways in Postsecondary Education: York University and Seneca College as a Case Study	Published
Understanding the STEM Path through High School and into University Programs	Published
Ontario's PhD Graduates from 2009: Where are they now?	Published
A Practical Guide for Work-integrated Learning: Effective Practices to Enhance the Educational Quality of Structured Work Experiences Offered through Colleges and Universities	Published
How Much Do Students Remember Over Time? Longitudinal Knowledge Retention in Traditional versus Accelerated Learning Environments	Published
Transitions in Postsecondary Education: StudentVu Transitions Survey Results	Published
Teaching Team-effectiveness in Large Classes	Published
TOTAL	16

The following blogs were published in 2016 calendar year.

Blogs	
Title	Status
Matthew Ross – Declining media coverage	
Harvey P. Weingarten - Postsecondary education and jobs: It's a question of skills	Published
Harvey P. Weingarten – Why so little information in a sector drowning in data?	Published
Lisa Philipps, Joseph Turcotte and Leslie Nichols – The downsides of postsecondary co-op work placements	Published
EduData – Ontario PhD Grads by Discipline	Published
EduData – The landscape of learning outcomes assessment in Canada	Published
Harvey P. Weingarten – The challenge of change: advice from Keynes	Published
Anne Krook – On mom, jobs and humanities grads	Published
Martin Hicks and Fiona Deller – An Homage to Good Data	Published
HEQCO – Hunting for Good WIL: Put quality before quantity	Published
Harvey P. Weingarten – Differentiation: Toward higher quality of teaching and research, greater institutional sustainability and clarity of student choice	Published
EduData – Ontario's 20 Unique Universities	Published
Sarah Brumwell – Resilience, transferable skills and higher ed	Published
Harvey P. Weingarten – Experiential education: Let there be evidence	Published
Nicholas Dion – Numeracy is not math	Published
EduData - Ontario's PhD Graduates from 2009, where are they now?	Published
Nicholas Dion – An ode to options	Published
Lauren Hudak and Greg Moran – Learning outcomes assessment is no second stringer	Published
Martin Hicks and Fiona Deller – Free Tuition: Neither a pig nor in a poke	Published
Greg Moran – No change for no change's sake	Published
Alex Rappaport – Please don't stop the music	Published
Jill Scott – Data collection on student learning, or why I can't paint that door	Published
Ruby Madigan and Kate Tilleczek – Listening to the voices of youth in transition	Published
HEQCO – A triumph of evidence-based decision-making	Published
Tania Sterling – When it comes to learning, K-12 and higher ed more alike than different	Published
Harvey P. Weingarten – Goals vs. strategies: A postsecondary primer	Published
Robert H. Seidman – Degree-in-three programs built on competency and assessment	Published
Peter Wolf – Learning outcomes for life: intentional, explicit and practiced	Published
TOTAL	28

Appendix 3: Events and Presentations

The following events took place in the 2016 calendar year.

Name of Event	Date	Location
<p>CUPA-MAESD-HEQCO Day</p> <p><i>Participants gathered to address the challenges facing PSE in Ontario, the National Faculty Data Pool, enrolment forecasting and management, data systems and reporting and HEQCO's current research.</i></p> <p><i>This event was sponsored by the Council on University Planning & Analysis, the Ministry of Advanced Education and Skills Development and HEQCO.</i></p>	January 14, 2016	OCAD University, Toronto, ON
<p>The Changing Professoriate at Ontario Colleges and Universities</p> <p><i>This symposium brought together experts to discuss the shifting nature of academic work and changes to the professoriate in Ontario.</i></p> <p><i>This event was sponsored by HEQCO, the Centre for the Study of Canadian and International Higher Education at OISE and the Ontario Ministry of Advanced Education and Skills Development.</i></p>	April 29, 2016	OISE, Toronto, ON
<p>Transitions: Learning across borders, sectors and silos</p> <p><i>HEQCO's 6th annual conference crossed borders, sectors and silos on the best thinking in education from K-12, PSE and beyond. This was HEQCO's largest conference to date with three streams, over 350 participants from across the country and 90 speakers.</i></p>	March 23-24, 2016	Fairmont Royal York Hotel, Toronto, ON
<p>Work-Integrated Learning in Ontario's Colleges and Universities: Where there's a WIL, there's a way - but where specifically, and how best?</p> <p><i>This symposium will explore how WIL can best prepare students for the workplace given that many students will find themselves in occupations that are not the obvious destination of their field of study. We will also examine WIL — or lack thereof — in a variety of academic programs with a special interest in how to avoid various pitfalls when developing, maintaining and assessing WIL.</i></p> <p><i>This event was sponsored by HEQCO, the Centre for the Study of Canadian and International Higher Education at OISE and the Ontario Ministry of Advanced Education and Skills Development.</i></p>	November 18, 2016	OISE, Toronto, ON

Name of Event	Date	Location
<p>CUPA-MAESD-HEQCO Day</p> <p><i>Participants gathered to address HEQCO's research agenda, the economic impact of Ontario's universities, how universities are incorporating labour market data into operations and Open SIMS.</i></p> <p><i>This event was sponsored by the Council on University Planning & Analysis, the Ministry of Advanced Education and Skills Development and HEQCO.</i></p>	December 16, 2016	OCAD University, Toronto, ON

The following presentations were given in the 2016 calendar year.

Ontario

1. Hicks, M. (January 14, 2016) *Student Differentiation*. CUPA-MTCU-HEQCO Day, Toronto, ON.
2. Jonker, L. (January 14, 2016). *Ontario's PhD Graduates from 2009 – Where are they now?* CUPA-MTCU-HEQCO Day, Toronto, ON.
3. Refling, E. (January 14, 2016) *The Postsecondary and Workplace Skills Project Overview*. CUPA-MTCU-HEQCO Day, Toronto, ON.
4. Weingarten, H. (February 2016) *Highly skilled workforce: Aligning postsecondary education and labour markets*. Presentation to the premier's Highly Skilled Workforce Expert Panel, Toronto, ON.
5. Brumwell, S. & MacFarlane, A. (February 5, 2016) *A Snapshot of HEQCO's Latest Learning Outcomes Research*. Ontario Credit Articulation & Transfer, Toronto, ON.
6. Wiggers, R., Clark, B. and Hamilton-Smith, E. (February 10, 2016) *Partnerships in Student Pathways*, Ontario Education Research Symposium (OERS), Ministry of Education, Toronto, ON.
7. Hicks, M. (February 11, 2016) *Still Worth It*. Ontario Universities Registrars' Association, Toronto, ON.
8. Hicks, M. (February 16, 2016) *Gatekeepers*. University of Toronto Registrars' Professional Development Day, Toronto, ON.
9. Wiggers, R. (February 18, 2016) *HEQCO: Who We Are and What We Do*, University of Toronto Extern Placements, HEQCO Boardroom, Toronto, ON.
10. Matthews, A. (February 22, 2016) *Presentation Tips and Tricks*. Presentation to the Policy Research Projects Meeting, Park Hyatt, Toronto, ON.
11. Jonker L. & Hicks, M. (February 26, 2016). *Ontario's PhD Graduates from 2009 – Where are they now?* Presentation to the Ontario Council on Graduate Studies (OCGS).
12. MacFarlane, A. (March 10, 2016) *The Landscape of Learning Outcomes Assessment in Canada*. Presentation to the Ministry of Training, Colleges and Universities, Toronto, ON.
13. Hicks, M. (March 24, 2016) *Putting the Liberal Arts to Work*. HEQCO Transitions Conference, Toronto, ON.
14. Deller, F. (May, 2016) *The Future of Learning*. Panelist at the Corporate State Summit, ON.

15. MacFarlane, A. (May 2016) *Do our students have the skills employers are looking for?* Presentation at Pearson EdTalks: The Battleground for Student Success, Toronto, ON.
16. MacFarlane, A. (May 2016) *The global perspective on learning outcomes*. Presentation at Humber College, Toronto, ON.
17. Weingarten, H. (May 3, 2016) *Is there a skills gap?* Presentation to the Secretary of Cabinet, Ontario government, ON.
18. MacFarlane, A. (June 2016) The current landscape of learning outcomes assessment practices in Canada. Presentation at the Society for Teaching and Learning in Higher Education (STLHE), London, ON.
19. MacFarlane, A. (June 2016) *The learning outcome assessment consortium: Sharing best practices*. Presentation at the Society for Teaching and Learning in Higher Education (STLHE), London, ON.
20. Hicks, M. (July 5, 2016) *Work Integrated Learning*. Presentation to MAESD Data Consultation Committee, Toronto, ON.
21. Weingarten, H. (July 5, 2016) *What is the skills gap and how do we fix it?* Presentation to the federal Finance Minister's Task Force on Economic Growth, Ottawa, ON.
22. Hicks, M. (August 8, 2016) *Still Worth It*. Presentation to University Liaison [recruitment] Officers, Toronto, ON.
23. Deller, F. (October, 2016) *Driving Positive Change: Increasing PSE Access*. Presentation to the Hamilton Community Foundation public talk series, Toronto, ON.
24. Deller, F. (November, 2016) *The Pathways to Postsecondary Education*. Presentation to the Ontario School Counsellors Association conference, Toronto, ON.
25. Deller, F. (November, 2016) *Moving on Up: Meeting the needs of students and employers*. Panelist at People for Education conference, Toronto, ON.
26. Deller, F. (November, 2016) *The high school to postsecondary to work continuum*. Presentation at Strategic Enrolment Management and Marketing conference, Toronto, ON.
27. Deller, F. (November, 2016) *Why student career development is critical to the future of engagement and retention*. Panelist at Strategic Enrolment Management and Marketing conference, Toronto, ON.
28. Matthews, A., Ross, M. & Tamburri, R. (November 2, 2016) *The New Normal of Effective Story-Telling*. Presentation to the Canadian Association for Co-operative Education Professional Development Conference, Waterloo, ON.
29. Hicks, M. (November 4, 2016) *Changing the Channel*. Presentation to Committee of Finance Officers, Toronto, ON.
30. Hicks, M. (November 18, 20-16) *Work Integrated Learning*. Presentation to OISE – MAESD – HEQCO Symposium, Toronto, ON.
31. Weingarten, W. (December 16, 2016) *HEQCO Update*. Presentation to CUPA – MTCU – HEQCO Day, Toronto, ON.

Within Canada

1. Weingarten, H. (March 17, 2016) *Whither liberal arts education?* Public lecture at the University of Regina, Regina, SK.
2. Weingarten, H. (October, 2016) *Quality, accountability and sustainability in postsecondary education*. Presentation to the Post-Secondary Sector Leadership Forum, Saskatoon, SK.

International

1. Weingarten, H. (March 8–9, 2016) Building world class systems of higher education: Benchmarking international experience and challenges. Roundtable workshop. Higher Education Authority of Ireland, Dublin, Ireland.
2. MacFarlane, A. (June 2016) *The current landscape of learning outcomes assessment practices*. Presentation at the Association for the Assessment of Learning in Higher Education (AALHE), Milwaukee, Wisconsin.
3. MacFarlane, A. (June 2016) *The learning outcome assessment consortium: Sharing best practices*. Presentation at the Association for the Assessment of Learning in Higher Education (AALHE), Milwaukee, Wisconsin.

Appendix 4: Financial Requirements

FINANCIAL REQUIREMENTS (in dollars)	Staff FTES	2017-18	2018-19	2019-20
Council Governance and Executive Office				
<i>Board members' retainers/per diems</i>		7.0	7.0	7.0
Executive Office – President, Chief Administration Officer, Executive Director-Policy & Partnership, and Council Support				
<i>Salaries</i>	2.6	380.6	388.2	395.9
<i>Travel and Communications</i>		16.9	17.1	17.3
<i>Services, supplies and equipment</i>		92.3	95.1	96.9
Subtotal Council Governance and Executive Office		496.8	507.4	517.1
Research Program				
<i>Research Contracts, Seminars and Workshops Data purchases, translations, communications, etc.</i>	19.4	1,758.3	1,683.5	1,616.9
<i>Salaries and benefits</i>		1,986.3	2,026.0	2,066.5
<i>Travel and communications</i>		45.7	46.1	46.6
<i>Services, supplies and equipment</i>		586.6	606.5	618.7
Subtotal Research Program		4,376.8	4,362.1	4,348.7
Administration				
Corporate Services – Finance, Contract Management, Administration and Controllershship				
<i>Salaries and benefits</i>	1.00	156.6	159.8	162.9
<i>Travel and communications</i>		0.7	0.7	0.7
<i>Services, Supplies and equipment</i>		24.6	25.5	26.1
Subtotal Administration		181.9	186.0	189.8
Total Resource Requirement	23.6	5,055.5	5,055.5	5,055.5

Notes:

1. The Budget plan for 2017–18 and beyond is based on an annual allocation of \$5.0 million. HEQCO expects to spend its entire 2016–17 allocation of \$5 million.
2. Projected expenditures are reported on the accrual basis of accounting.
3. Common expenses (rent, IT support, office supplies) are allocated to each department by percentage of headcount.
4. Budgets presented are estimates only and do not include projections to accommodate resource needs arising from Bill 127

Appendix 5: Risk Assessment Reporting Tool for 2016-17
(See separate document entitled *FINAL_Risk Assessment*
***Report 2016–17 v3.pdf*)**

Appendix 6: Current Full-Time Staff Complement



