STRATEGIC MANDATE AGREEMENT

George Brown College Institute of Technology and
Advanced Learning
and the
Ministry of Advanced Education and Skills Development
2017-2020

SIGNED for and on behalf of the Ministry
of Advanced Education and Skills
Development by:

Sheldon Levy
Deputy Minister

Date

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

Anne Sado
President

March 22, 2018

Date

Ontario

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Preamble

This Strategic Mandate Agreement between the Ministry of Advanced Education and Skills Development and George Brown College outlines the role the College currently performs in Ontario's postsecondary education system and how it will build on its current strengths to achieve its vision and help drive system-wide objectives and government priorities.

The Strategic Mandate Agreement (SMA):

- Identifies and explains the shared objectives and priorities between the Ontario government and the College;
- Outlines current and future areas of program strength;
- Supports the current vision, mission, and mandate of the College and established areas of strength within the context of the College's governing legislation;
- Describes the agreed-upon elements of the new College funding model, including:
  - a College's enrolment plans and the initial midpoint levels of weighted funding units that will be funded in the corridor funding model during the period of this SMA; and,
  - differentiation areas of focus including metrics, and targets.
- Provides information on the financial sustainability of the institution; and,
- Informs Ministry decision-making and enables Ministry to align its policies and processes to further support the College's areas of strength.

The term of the SMA is from April 1, 2017 to March 31, 2020.

The agreement may be amended in the event of substantive policy or program changes that would significantly affect joint commitments made in the SMA (e.g., Major Capacity Expansion and Highly Skilled Workforce). Any such amendment would be mutually agreed to in writing, dated, and signed by both signatories.

Ontario's Vision for Postsecondary Education

Ontario's colleges and universities will drive creativity, innovation, knowledge, skills development and community engagement through teaching and learning, applied research and service.

Ontario's colleges and universities will put students first by providing the best possible learning experience for all qualified learners in an affordable and financially sustainable way, ensuring high quality and globally competitive outcomes for students and Ontario's economy.

George Brown College Mandate, Mission and Vision

Institutional mandate, mission, and vision statements describe where an institution currently is and where it sees itself in the future.

Mission
George Brown is committed to excellence in teaching, applied learning and innovation. By understanding the path from education to employment, we will:
- Set the benchmark to which all colleges will aspire and be recognized as a key resource in shaping the future of Toronto as a leading global city.
- Build a seamless bridge between learners and employment as we develop dynamic programs and workplace-ready graduates who will be the candidates of choice for employers.
- Create a community of lifelong learners, grounded in the principles of access, diversity, mutual respect and accountability.

Mandate and Vision
George Brown College will be the leader in responding to the effects on the economy of digital and other disruptions. Priority areas for George Brown include programs that support the digital economy; programs that improve health and social outcomes; business programs; and programs that support infrastructure renewal and sustainability. We will introduce new programs and modify curricula across our divisions to ensure that graduates have the skills to develop and apply new technologies in all sectors. We will offer a range of credentials and pathways to meet the needs of industry and students. We will continue to work with our extensive network of industry, community and international partners to ensure that we are preparing workers not only for today's global workplace, but also for the workplace of the future. We will give our students the innovation literacy skills to leverage technology and develop new processes, services, and products.
Our long-term strategic plan, Strategy 2020 is built on comprehensive, evidence-based research that lays out six key pillars for achieving our aim to build a highly skilled workforce that can meet the labour market needs of Toronto and Ontario:
1. Prepare diverse learners for success.
2. Invest in high-performing partnerships.
3. Enable the innovation economy.
4. Build a sustainable business model.

5. Leverage state-of-the-art technology.
6. Build a high-performing organization.

Strategy 2020 has been an extremely successful framework, guiding tremendous growth and expansion at George Brown. Since 2003, enrolment has doubled and demand from applicants continues to be strong. We have added over 600,000 square feet of academic space, opened our first student residence, and in 2019 we will open our newest academic building on the Toronto waterfront, home to a number of programs aimed at meeting the needs of the digital economy.

George Brown understands employment, and we design all of our academic programming with that in mind—with the goal of getting people into the labour market and onto career paths. Through our program advisory committees and industry partners, in Toronto and around the world, we develop programs that provide industry with the talent they require to respond to emerging jobs in new sectors.

Aspirations

The Ministry recognizes the importance of supporting institutions to evolve and acknowledges the strategic aspirations of its postsecondary education institutions. The SMA is not intended to capture all decisions and issues in the postsecondary education system, as many will be addressed through the Ministry's policies and standard processes. The Ministry will not be approving any requests for capital funding or new program approvals, for example, through the SMA process.

Institutional Aspirations

Over the past decade, George Brown College has experienced tremendous enrolment and program growth and now serves a broad spectrum of the Ontario economy. It is woven into the social, economic and cultural fabric of Toronto, and its location in the downtown core attracts students from across the province and around the world. George Brown aspires to expand the breadth of credentials it offers, increase its learning space and be nimble in anticipating future learning needs.

Offer a Range of Credentials[1]

As a founding member of Polytechnics Canada, George Brown College embraces the polytechnic model of education: programs that combine the practical approach of an applied education and the depth of study of a degree program. Hands-on, experiential learning opportunities are integral to the curriculum, providing students with practical training for in-demand jobs. Core to the polytechnic model is working with industry to solve applied research problems and identify commercialization opportunities while offering a range of credentials to prepare the workforce to meet industry needs.

The high quality of the College's George Brown's programs has been recognized by institutions in other countries, including the Politecnico di Milano (Milan, Italy) and the Institute of Art, Design and Technology (Dún Laoghaire, Ireland). The partnership with the Institute of Art, Design and Technology offers students the opportunity to earn a Master of Arts degree with as little as four months' additional study. The College aspires to offer a range of credentials to meet the needs of the sectors it serves.

Increase Learning Space

Toronto is a hub for many Canadian and international companies. As one of the largest providers of training for skilled trades in Ontario, George Brown College aims to deepen its connection with these companies, and with the City of Toronto as a whole, to serve their employment needs. However, George Brown is constrained by a lack of physical space and its unique downtown location in Canada's most expensive city makes this issue particularly acute. One of George Brown's key aspirations is to begin construction of a new academic building, immediately north of its Health Sciences building, completing the build-out of its Waterfront Campus. George Brown aspires to build the first tall wood academic building in Ontario, carbon-neutral and net-positive. It will act as a demonstration facility to students in green and smart building technologies and provide a place where industry representatives and researchers can pilot and test new technologies and processes. The new building will be core to the George Brown's Institute for Tall Wood Buildings Research.

Anticipate and Meet Changing Learning Needs

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[1] *The ministry acknowledges George Brown College's request for a polytechnic designation. The ministry will be undertaking a review of this issue and has noted George Brown College's position.*

The rapidly changing nature of work and the impact of the digital economy require a shift in the paradigms that traditionally govern content and delivery in higher education. Young people graduating from high school today, mid-career professionals working in downtown Toronto and workers new to Canada all need skills to respond to labour market needs that are changing from month to month. George Brown College aspires to be at the forefront of this change, anticipating and meeting the evolving requirements of industry and of learners. It will design programs and pedagogies that meet the demands of the fourth industrial revolution. It aspires to be the college of choice for adult learners who are seeking flexible options to upgrade their skills or re-train for new employment opportunities.

Shared Objectives and Priorities for Differentiation

1.0 Student Experience

This section captures institutional strengths in improving student experience, outcomes and success. This section recognizes institutions for measuring the broader learning environment, such as continuity of learning pathways; retention; student satisfaction; co-curricular activities and records; career preparedness; and student services and supports.

1.1   Institutional Approach to Improving Student Experience

George Brown College's commitment to field education, applied research, industry and community partnerships, up-to-date curricula and the student experience outside the classroom serves its goal of being the college that best prepares students for the workforce. George Brown believes that a high-quality student experience — for everyone from applicants to alumni — is fundamental to preparing students for career success.

A key component of Strategy 2020, George Brown's 10-year strategic plan, is improvement of the student experience. To support the plan, George Brown conducted an extensive study to identify the best opportunities for achieving this goal. In addition to undertaking a comprehensive literature review and meeting with focus groups, it surveyed thousands of students and identified the top student-experience priorities. Key successes to date include the opening of George Brown's first student residence in the fall of 2016, the redesign of orientation, a college-wide initiative to create study and peer-to-peer learning spaces and leveraging technology to digitize the student experience. George Brown continues to implement changes based on study findings.

By making improvement of the student experience a guiding principle, George Brown has made great strides in improving student retention, satisfaction and engagement. As a result, it received its highest-ever student satisfaction key performance indicator score in 2016.

Looking Forward

Digitizing the Student Experience
George Brown will continue its commitment to exploring and adopting new digital platforms that improve the student experience. Every year it launches or significantly expands another platform. In the last four years, it has introduced digital services and mobile applications that allow students to access many college services anywhere, anytime and on any device.

By examining the student digital experience, George Brown has identified students' digital touch points and embarked on a new service-oriented culture, unifying experiences and providing a 24/7 learning and service environment. The move to anywhere/anytime education does not displace traditional interactions between faculty members and students; instead, it supplements the in-class experience and provides a more seamless approach to out-of-class components. George Brown is revamping its systems, enhancing the student mobile

experience and improving the availability of applications outside classrooms and laboratories. It will also deliver online collaborative learning tools, such as Microsoft® Office 365™.

1.2   Examples of Institutional Initiatives

Student Retention Project
In 2014, George Brown developed a college-wide, multi-activity strategy to improve student retention rates from year one to year two for multi-year programs. The strategy is built on six pillars:
1. Engage and enhance the quality of student/faculty connections college-wide.
2. Provide welcoming/accessible physical and virtual spaces for students.
3. Strengthen and embed policies that ensure flexibility, accessibility and support for all.
4. Engage staff in ongoing training initiatives focused on retention.
5. Deliver high-quality services and continually assess impact.
6. Engage students in decision-making and policy development.

The framework supports the goals of increasing retention rates, building student strengths, engaging academic areas and instituting a college-wide culture of student success. As a result of this deliberative approach, retention rates have increased by five percentage points over three years.

Specific initiatives of the student retention project include the following:
- The Centre for Business has completed several research projects that target areas of high attrition, including a retention pilot that uses online support and an evaluation system that gives students more options for earning grades (e.g., projects, assignments and case studies). The results of the pilot are very encouraging and the failure rate in one program has declined by six per cent.
- The School of Nursing has implemented new student success strategies for its Practical Nursing program, including mentoring, an early alert system, greater involvement from program coordinators, and realigning roles and responsibilities to improve overall program delivery and student advising. These strategies have been extremely successful, and retention is up 16 per cent.
- The School of Fashion Studies has focused on students in challenging courses (i.e., courses with higher-than-average failure rates), providing support from subject-specific peer tutors. The tutors are senior students who lead weekly group study sessions in subjects such as economics, accounting, apparel marketing, and textiles. In a survey to assess this effort, many students cited peer groups as a contributor to their success and ability to remain in their program.
- The School of Early Childhood has delivered tutorial classes for target courses in each year of the Early Childhood Education program and has fully used the class advisor model to create a smaller learning community.

Retention will continue to be a key priority, and the College will develop and roll out new strategies and initiatives that build on the six pillars listed above.

Student Life Co-Curricular Experience
The goal of the Student Life Co-Curricular Experience pilot project, is to give students experiences outside the classroom that will develop the seven soft skills identified by employers as the most valuable in new graduates. Incoming students use an online tool that identifies areas they should seek to strengthen. They are then matched with a coach who works with their career goals, helping them interpret the feedback and suggesting co-curricular activities to develop particular skills. Additional tools (such as videos on skills development) are also available. When students are about to graduate, they complete a second assessment and are given a

document to share with employers that articulates their strengths related to the very skills employers value most. This project is still in the pilot stage, but student feedback has been very good and the college plans a wider rollout.

Career Coach Tool
Career Coach is an online tool that allows prospective and current students to search a program of study they are interested in and see the careers for which they are suited. It will also search a career or job title and give the student relevant data on wages, employment and training requirements. In 2016, Career Coach had over 20,000 visits, giving students valuable insight into potential careers.

Peerconnect Mentorship Program
George Brown College recently transformed its Peerconnect mentorship program by adding a holistic student well-being model to its academic success and community building strategies. With three foundational pillars — study well, work well, and live well — the program uses a coaching approach to support students' learning and study skills, essential employability skills and mental health and well-being. The program offers comprehensive leadership training for peer coaches, as well as regular guidance and development from Student Success Coordinators on topics such as sexual violence prevention, mental health awareness, SafeTalk suicide prevention, self-regulation and resilience. Over 70 peer coaches support students through group workshops, individual coaching, community programming and collaboration with other services and academic areas across campuses. The program contributes to a healthy campus environment where students feel engaged, included, and equipped with the necessary skills to thrive at the George Brown and beyond.

1.3   Metrics and Targets

System-wide Metrics	2019-20 Target
Overall Student Satisfaction Rate	73.9%
Student Satisfaction with Services (Q39)	60.2%
Student Satisfaction with facilities (Q49)	73.0%

Institution-Specific Metrics	2019-20 Target
Increase retention rate	70%
Increase student satisfaction with career advising and job search assistance	53.1%

2.0 Innovation in Teaching and Learning Excellence

This section focuses on innovative efforts including pedagogical approaches, program delivery and student services that contribute to a highly skilled workforce and ensure positive student outcomes.

This section captures institutional strengths in delivering high-quality learning experiences, such as experiential, entrepreneurial, personalized and digital learning, to prepare students for rewarding careers. It includes recognition of student competencies that improve employability.

It begins to identify indicators of quality that are currently available and within an institution's control.

2.1 Institutional Approach to Innovation in Teaching and Learning Excellence

Field Education
The central pillar of George Brown College's 10-year strategic plan is an unprecedented commitment to experiential learning in the form of field education. Field education includes: co-op, paid, and unpaid placements; research projects with industry; simulations; and work in on-campus enterprises, such as the Chefs' House training restaurant. In 2010–2011, George Brown had field education opportunities in 69 per cent of eligible programs (those that prepare students for direct entry into the workforce) and made a commitment to have field education in 100 per cent of eligible programs by 2020.

It has now implemented field education in 95 per cent of eligible programs and the remainder are on track to be in place by 2020. Many students are engaged in course capstone research projects that have them working directly with industry to solve a problem.

In recent years, field experience opportunities have expanded to include innovative new opportunities, including the formation of student companies. A recent capstone project in George Brown's Game Design program involved 11 postgraduate students forming Biterblock, a video game company. As a team, the students designed the layout and game play of an entire game and hired nearly 80 undergraduate students who fulfilled their 120-hour field placement requirement and received academic credit for their work.

Institute Without Boundaries
In support of its field education goal, George Brown College has implemented a compressed and holistic form of experiential learning called a charrette, pioneered by its Institute Without Boundaries. A charrette is a collaborative learning and creation method that brings together full-time students, visiting students, faculty, industry experts and thought leaders to develop innovative solutions to complex local and global problems.

The Institute Without Boundaries works closely with international partners to explore how design can address global challenges at the local level. It has partnered with schools, governments and the private sector in Canada, Costa Rica, Chile, Ireland, Italy, and the United States on projects integrated into program curricula. Interdisciplinary teams of students have used design strategy to develop a range of tangible solutions, from affordable and sustainable housing models to civic engagement in public service delivery, to regional development in rural areas.

Professional Development for Faculty

George Brown College continues to support its faculty by providing high-quality in-class and online experiences, encouraged and promoted in a variety of ways. One of these initiatives is the recent establishment of the Teaching and Learning Exchange. To ensure that the Teaching and Learning Exchange has maximum impact, it has been created as a partnership among Organizational and Staff Development, the Office of Academic Excellence, e-Learning and Teaching, and Academic Learning Services. The goal of the Teaching and Learning Exchange is to better coordinate faculty access to services and resources by providing a central point of entry for all teaching development resources. George Brown has also introduced Engaging with e-Learning, a three-course program that provides support and training for faculty who are teaching or preparing to teach in online or hybrid environments.

George Brown provides a comprehensive one-year training program for probationary faculty. The program promotes excellence in teaching and learning via a number of sessions, including a week-long new-faculty onboarding program, outcomes-based learning, professional portfolio development, learning squares, reflective practice papers, employee retreats and various topical workshops and sessions.

George Brown College offers hybrid, blended, and online courses that make use of technology to facilitate better student-teacher and peer-to-peer engagement, along with dynamic group collaboration. It also incorporates the principles of Universal Design for Learning into its teaching methodologies and provides a supportive learning environment with individualized advising and coaching for students in many of its program areas.

Looking Forward

Field Education

The College is moving into the second phase of its commitment to field education as it seeks to increase the number of students graduating with field placement experience; expand the range of field education options to include international placements and consulting opportunities; implement a framework of standards for field education; and modify curricula to support time outside of the classroom in field placements. The College also intends to expand the use of virtual reality and simulation technologies to allow for more flexible field education experiences.

Institute Without Boundaries

The Institute first looked at the potential for design to effect change on a global scale, and then applied that thinking to a series of multi-year research projects that have grown progressively larger in scale. Its focus has moved from housing to neighbourhoods, urban centres, and regions. Together with a 2016–2017 curriculum partner, Waterfront Toronto, Institute Without Boundaries students and faculty are envisioning the future of the city's waterfront as a regional resource that connects people across the Golden Horseshoe.

Professional Development for Faculty

George Brown has developed a new three-year plan (2017–2020) to realize the full capacity of our Learning Management System. This plan promotes the effective rollout of Blackboard Analytics to build capacity among faculty and operational units to integrate use of the learning management system in teaching and learning; and integrates and harmonizes the learning management system with other data management systems.

2.2   Examples of Institutional Initiatives

Digital Learning Initiative
Aligned with George Brown's goals outlined in Strategy 2020 and its Academic Plan, the Digital Learning Initiative is a comprehensive, academically driven strategy to embrace pedagogically effective digital learning tools, methods and ecosystems. The Digital Learning Initiative has four objectives:
1. Advance George Brown College's traditional strengths in hands-on and experiential education by enhancing hybrid/blended forms of digital learning.
2. Promote a culture of innovation in flexible learning led by pedagogical effectiveness.
3. Establish an easy-to-use, accessible, and reliable e-learning ecosystem that acts as a single point of entry for students in support of learning, engagement and employment.
4. Measure and manage outcomes related to effectiveness and evaluation of innovation.

Online, Hybrid, and Blended Learning
George Brown College's highly regarded simulation software enables students to study electronics, electro-mechanics, robotics and automation via distance education. These asynchronous programs reach a diverse audience of students and minimize per-student training costs.
In the Child and Youth Care program, students participate in virtual field trips, which enable them to enhance their global perspective and see child and youth practitioners at work.
The graduate certificate program in Digital Media Marketing makes extensive use of blended learning, with in-class, hybrid, and online classes. This unique model immerses students in the online world in course content and format.

Soft Skills Course
George Brown emphasizes the development of soft skills through field education and co-curricular activities and it has also used exhaustive research with employers to develop a soft skills course. Employers rank teamwork, oral communication, customer-service orientation, efficiency/productivity (work ethic), problem-solving orientation and positive demeanour as the top soft skills they look for in business graduates. The course was developed by a cross-disciplinary team of faculty from the Centre for Business and is mandatory for all students pursuing a diploma or advanced diploma in the Centre.

Innovation in English as a Second Language Education
The School of English as Second Language has embraced innovative teaching and learning practices by taking advantage of state-of-the-art technology to design and deliver exciting learning experiences. Every course in the English for Academic Purposes program is delivered in a hybrid format, with students completing online modules individually or in small groups. Classroom experiences are also enhanced by technology. Teachers are increasingly using apps to engage students on their mobile devices. The School has replaced fixed computer labs with carts of Microsoft Surface Pros and Apple iPads, so that every classroom can become a laboratory environment.

2.3   Metrics and Targets

System-wide Metrics	2019-20 Target
Graduation Rate	67%
Number of students enrolled in an experiential learning program (WIL)	5,500
Total number of registrations in ministry-funded courses offered in eLearning formats	12,800
Total number of ministry-funded courses offered in eLearning formats	160
Total number of ministry-funded programs offered in eLearning formats	10
Retention rates (Yr1 to Yr2)	69%
Retention rates (Yr2 to Yr3)	74%
Student satisfaction rate (overall)	73.9%
Student satisfaction with knowledge and skills	84.8%
Student satisfaction with learning experience	77.6%

Institution-Specific Metrics	2019-20 Target
Increased faculty use of the learning management system	15% increase*
Increased depth of faculty use of the learning management system	20% increase*

These are new metrics. Baselines will be established in 2017-18.

3.0 Access and Equity

This section recognizes institutions for their efforts in improving postsecondary education equity and access. Institutions play an important role in providing equitable and inclusive environments that make it possible for students from diverse communities to thrive and succeed.

Institutions will also be recognized for creating equitable access opportunities that can include multiple entrance pathways and flexible policies and programming, with the focus on students who, without interventions and support, would not otherwise participate in postsecondary education. Examples include outreach to marginalized youth, transition, bridging and access programs for adults with atypical education histories and who did not meet admissions requirements.

3.1 Institutional Approach to Improving Access and Equity

George Brown College is deeply committed to expanding opportunities and improving education and employment outcomes for underrepresented groups, including Indigenous students, immigrants, older adult and non-direct learners, underprepared students, students with a history of mental health and/or addictions, students with disabilities and first-generation students (students who are the first in their family to attend college). George Brown has 2,748 students with disabilities, 5,508 first-generation students and 701 Indigenous students (this number is likely to be much higher, because many students choose not to self-identify). George Brown has strengths in preparatory and upgrading programs, American Sign Language, programming for students who are deaf and hard of hearing, and programming for newcomers, including bridging and language programs. The School of English as a Second Language, provides high-quality language training for international and immigrant students.

Supporting a Diverse Population
Through a comprehensive supported student experience — from entry advising to application, academic and personal supports, career advising and graduation — George Brown provides clear and expanding pathways for students to move from gateway programs into further postsecondary education or employment. It strives to meet the needs of all students, no matter where they start their academic journey. Student success is grounded in academic outcomes and in graduates' ability to attain their goals and become productive members of the workforce and Canadian society.

George Brown offers general education and liberal studies electives such as Introduction to Sexual Diversity Studies, Disability Discourse: The Experienced Life and Indigenous Studies to help all students gain some understanding of the experiences of marginalized people.

George Brown College launched a Universal Design for Learning initiative in 2016 to ensure the intentional design of academic programs and services to address the growing diversity and complexity of student needs. Universal Design for Learning encourages George Brown to intentionally build flexibility, options and appropriate supports into institutional systems so that all students can demonstrate achievement of the required curriculum learning outcomes while becoming "motivated, resourceful, and strategic" expert learners (CAST.org).

During the past year, George Brown has developed a review of student-facing and faculty-facing academic services using a Universal Design for Learning lens to assess barriers and identify opportunities to increase access, engagement, and inclusion. The base report from this pilot project will inform quality improvements.

George Brown has also carried out a baseline Universal Design for Learning analysis of recent academic programs to assess how well programs are providing flexibility, variety, and choice in the ways students engage with a course, receive information, and express what they know and learn.

Supporting Indigenous Students
George Brown offers a number of Indigenous Studies courses and is developing more in collaboration with Indigenous faculty. Indigenous students are supported by an Elder in Residence, designated student centres on campus, Indigenous counsellors and staff, tutoring, over $50,000 in awards and bursaries and cultural events such as the annual Pow Wow, monthly 13 Moons teachings, and Ojibwe language classes.

As part of its strategy to attract Indigenous students and support their success, George Brown has maintained a long-standing partnership with Confederation College. This relationship includes mutual sharing of course descriptions, curricula and resources, as well as consultation on program development and field education. The two colleges have collaborated in developing and delivering postsecondary programming and have worked together to support community-based education with an Indigenous non-governmental organization. The two colleges made a joint presentation at the Indigenous education conference hosted by Colleges and Institutes Canada in 2016. This partnership is also a key component of George Brown's strategic response to the Truth and Reconciliation Commission recommendations.

George Brown College has a strong partnership with Miziwe Biik Aboriginal Employment and Training. It delivers introductory courses at Miziwe Biik to provide pathways for community members to enrol in its programs. George Brown College is deeply engaged in its work with Miziwe Biik and a memorandum of understanding is currently in development to outline its continuing commitment to creating and delivering curricula. In addition, George Brown's Institute Without Boundaries will continue to act as Miziwe Biik's advocate planner for the Aboriginal Hub redevelopment in downtown Toronto.

3.2 Examples of Institutional Initiatives

Augmented Education
Developed in collaboration with the Centre for Addiction and Mental Health, the Augmented Education Program is a supportive training model that helps people with mental health and/or addictions challenges find and maintain employment in the culinary or construction industries. The program also accommodates students who struggle with a mental illness coupled with a learning disability, such as autism. This is a unique program in that it offers additional support through job coaches, who provide guidance and basic counselling; make academic accommodations; and help students manage their behaviour to be as successful as possible in the program. Augmented Education is free for participants, allowing any student to gain the necessary skills to work in their chosen career, regardless of their financial barriers. Since the program is widely accessible, the student community is very diverse, reflecting a variety of ages, sexual orientations, and cultural backgrounds.

School of Immigrant and Transitional Education
The School of Immigrant and Transitional Education offers specialized programs and services that help prepare newcomers to Canada for employment or further education. The School provides a welcoming and supportive environment that includes flexible programming, smaller classes, added supports such as advising or counselling and accommodated learning approaches to help students succeed. The School engages in projects that provide educational opportunities for underserved groups and builds community partnerships to facilitate transitions to education or the workplace for students who face barriers.

Programming for immigrant students includes workplace communications courses and professional bridging programs that facilitate entry into the Canadian workforce. The School has three programs funded by Immigration, Refugees and Citizenship Canada:

- The Occupation Specific Language Training program is a funded consortium of 14 Ontario colleges under the umbrella of Colleges Ontario. It involves close co-operation among participating schools, especially among those in the GTA.
- Planning for Canada is administered through Colleges and Institutes Canada, involving a close partnership with that organization and with other participating colleges and settlement agencies across the country. George Brown College has a close partnership with COSTI Immigrant Services, its settlement counterpart for Ontario.
- The Mentoring Partnership is funded by Immigration, Refugees and Citizenship Canada, but administered through a close partnership with the Toronto Region Immigrant Employment Council.

Assaulted Women's and Children's Counsellor/Advocate Program

The Assaulted Women's and Children's Counsellor/Advocate program is based on understanding how systems of oppression intersect with interpersonal violence. Students learn to engage with social justice and activism and they develop feminist anti-oppressive counselling and advocacy tools. The faculty in this program includes a broad range of community activists, educators, counsellors and advocates from a variety of human service, non-profit, and grassroots community organizations. As the only program of its kind in Canada, Assaulted Women's and Children's Counsellor/Advocate includes 750 hours of practical, hands-on field placement experience in the community, with optional international placement opportunities available. Faculty in the program have been working to develop online courses that reflect inclusivity. One such example is a developmental psychology course that uses digital avatars to represent children of different ages and abilities. The students work with the avatars throughout the semester to gain a better understanding of the lens through which the children experience their growth into adulthood.

Services for the Deaf and Hard of Hearing

George Brown College is a leader in access for students and staff who are deaf, deafened and hard of hearing. It is the only Ontario college that offers American Sign Language interpretation program, a Deaf and Deaf-Blind program, and Academic Upgrading for deaf students. It is also the only college that employs a full-time American Sign Language staff interpreter. George Brown plays a unique role by coordinating American Sign Language interpretation and computerized note-taking for deaf students across all colleges in the GTA.

The deaf and hard of hearing population experiences some of the lowest rates of employment in Canada. Deaf Learn Now, George Brown College's online literacy program for adults who are deaf and hard of hearing, now offers a free, deaf-friendly Workplace Hazardous Materials Information System course. The course is offered as a free, blended/flipped learning experience for deaf adults to take over five evenings. Learners participate in the online component, completing quizzes and the certification test, while being supported by deaf teachers who explain concepts more comprehensively in person. All content in the online course is written in plain English and has accompanying American Sign Language videos. Upon successful completion of the course, learners earn a Workplace Hazardous Materials Information System certificate, which can assist them in securing or maintaining employment.

3.3   Metrics and Expected Values

System-wide Metrics	2019-20 Expected Value
Number of students with disabilities enrolled	2,388
Proportion of students with disabilities enrolled	13.7%
Overall student with disabilities satisfaction rates	71.1%
Overall graduate satisfaction rates for students with disabilities	80%
Employment rates for students with disabilities	76.84%
Number of first-generation students enrolled	5,194
Proportion of first-generation students enrolled	30%
Number of Indigenous students enrolled	675
Proportion of Indigenous students enrolled	3.9%
Overall student satisfaction rates for Indigenous students	69.5%
Overall graduate satisfaction rates for Indigenous students	79.5%
Employment rates for Indigenous students	75.8%
Number of French-language students enrolled	75
Proportion of French-language students enrolled	0.4%
OSAP recipients as a proportion of all eligible students	71.7%
Percentage of university graduates enrolled in college programs	21.2%
Percentage of college graduates enrolled in university programs	2.41%

Institution-Specific Metrics	2019-20 Target
Student satisfaction with disability services	70.7%
Student satisfaction with accessibility of buildings, laboratories, and classrooms	54.5%

4.0 Applied Research Excellence and Impact

This section captures institutional strengths in producing high-quality applied research that further raises Ontario's profile as a globally recognized research and innovation hub.

Applied research projects create or improve products, services and processes. College applied research gives industry firms access to the skills and competencies of faculty and students, facilities and equipment and markets and networks through the colleges' connections to local business and communities.

4.1 Institutional Approach to Applied Research Excellence and Impact

George Brown College is very active in applied research and was Canada's top research college in 2015.[2] Since the establishment of the Office of Research and Innovation in 2007, George Brown has been awarded over $66 million in research funds from federal and provincial granting agencies and other funders. Industry and community partners also make cash and in-kind contributions to all research collaborations. Major federal and provincial funders include the Natural Sciences and Engineering Research Council of Canada (NSERC), the Social Sciences and Humanities Research Council of Canada, the Canadian Foundation for Innovation, the Federal Economic Development Agency of Southern Ontario, the National Research Council, the Ontario Centres of Excellence and the Ontario Ministry of Research, Innovation and Science.

The Office of Research and Innovation engages industry, faculty, students, and the community through participation in educationally and economically meaningful research projects and partnerships. George Brown conducts collaborative applied research and experimental development with private- and public-sector partners. It believes that applied research is an excellent way for industry to access research talent, equipment, networks and funding and also a wonderful experiential learning opportunity for students. In 2016, over 1,700 students were engaged in applied research projects. Between 2015 and 2016, George Brown saw a 12 per cent increase in the number of research projects, a 10 per cent increase in the number of faculty involved, and a 10 per cent increase in the number of research partners. In 2016, Research InfoSource ranked George Brown College the number-one research college in Canada for the number of paid student researchers, number two for the number of completed research projects and number three for the number of research partnerships.

George Brown has identified five major research themes that represent areas of proven applied research capacity. Each theme has an established network of partners and collaborators from the industrial, postsecondary, not-for-profit and public sectors, and is supported by applied research infrastructure and expertise. The major themes are interdisciplinary in nature, focusing on solving industry and community problems:

- Food and beverage innovation
- Design for the smart economy
- Sustainability and the built environment
- Community wellness, health and education
- Business/social innovation and entrepreneurship

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[2] https://researchinfosource.com/pdf/CIL%20Top%2050%20research%20colleges%202015.pdf

George Brown College has private- and public-sector partners in key areas, including life sciences, clean technology, construction, food and beverages, creative industries, manufacturing and materials, fashion and apparel, digital media and design, technology, information and communications technology and finance. Its extended network of regional and national partners includes:

- Industry, including small and medium-sized enterprises, start-up companies, and large and multinational companies
- Professional associations and sector organizations
- Universities and colleges
- Hospitals and long-term care facilities
- Players in the innovation system (i.e., Regional Innovation Centres, the Industrial Research Assistance Program, Network Centres of Excellence)
- Local incubators and accelerators (campus-linked and non-campus-linked)
- City of Toronto
- Provincial and federal governments
- Community organizations

Looking Forward

George Brown will continue to build and sustain partnerships, capacity, funding, and infrastructure for its existing research framework. It will also invest in capacity in other areas of strategic regional importance, including design; fashion/wearables; product design and development; connected cities; social innovation; inclusive/universal design; wellness; and aging in place. George Brown has plans to leverage its areas of excellence to enhance and add to its international research partnerships.

4.2 Examples of Institutional Initiatives

Food and Beverage Innovation

George Brown College's food and beverage research capacity is housed at Food Innovation and Research Studio (FIRSt) housed at the St. James Campus. This capacity serves the needs of the food and beverage industry through access to technical resources, state-of-the-art facilities and networking opportunities, enabling companies to grow and reach more customers. FIRSt accelerates new food ideas from concept to commercialization. Through FIRSt, the food and beverage industry can access George Brown expertise, technology and equipment to enhance productivity, competitiveness, and innovation; take products to market swiftly and cost-effectively; and access creative culinary faculty and student talent who benefit from the real-world, practical training provided by involvement in research and development projects.

Design for the Smart Economy

Innovation Exchange

Toronto is the largest technology hub in Canada and the third largest in North America. It is home to 15,000 technology companies that employ 168,000 people and generate $52 billion in revenue each year.[3] Digital technologies are revolutionizing how these companies develop products and serve customers. Across all sectors, there is a shift from engineering-driven to design-driven products, from product-centred to customer-centred development models and from marketing-focused to user-focused business models. Many companies face

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[3] *Invest Toronto. "Toronto's Tech Sector" (PDF). Invest Toronto. Retrieved 2015-11-18.*

technical and business model challenges in embracing this shift. Overcoming these challenges is the focus of the George Brown College's Innovation Exchange, part of the Design Centre for the Smart Economy.

The Innovation Exchange will help small and medium-sized enterprises in Toronto's technology sector adopt new approaches to designing and developing customer experiences, digital service design ecosystems, computing platforms and alternative user interfaces. George Brown College faculty and student expertise — in gaming and interactive digital media; interaction design and development; user experience and user interface design; usability testing and validation of technology; virtual effects; graphic design/branding; and information technology — will catalyze innovation in small and medium-sized enterprises. The Design Centre for the Smart Economy research vision aligns with key stages of the design process that are essential to fostering innovation and outputs that lead to successful commercialization.

Product Development Exchange
George Brown College's Product Development Exchange enables small and medium-sized enterprises to develop fully validated prototypes, integrate product design and development into their business models and develop the partnerships they need to support full-scale manufacturing and commercialization. Supporting companies through this early stage in the manufacturing value chain will significantly increase the resulting products' chances of marketplace success. The Product Development Exchange leverages its state-of-the-art equipment; multidisciplinary expertise in design (including human factors, user-centred and customer-focused design), fabrication (including advanced product design and development) and assessment (including usability, simulation and field assessments); business services oriented toward small and medium-sized enterprises (including business development and project management); extensive network; and track record of success to meet the demands of small- and medium-sized enterprises for early-stage product development.

Fashion Exchange
As one of the world's top 50 fashion schools4, the George Brown College School of Fashion has successfully graduated fashion design and apparel manufacturing professionals for close to five decades. Due to industry demand for support in addressing challenges across the apparel design and manufacturing life cycle, applied research has become a strategic focus. Since 2009, the School of Fashion has secured over $1.1 million in external funding for 14 applied research projects in collaboration with the same number of industry stakeholders, while supporting 281 students in acquiring new skills and competencies. Projects have focused on overcoming the challenges of bringing new technologies to market while acquiring new skills in technical sampling, prototype development and small-batch manufacturing.

Usability Lab
The Usability Lab supports the testing of interfaces and devices to develop new design standards in alignment with user preferences, identify errors in design and improve the design of products, services, and systems for the fourth industrial revolution. Equipment includes a variety of tablets, smartphones and wearables (i.e., a device library) to enable testing across devices and operating systems. The lab includes an integrated behavioural observation suite (usability software and usability hardware) that includes eye-tracking systems and audio-video recording to capture, record and analyze user behaviour.

Sustainability and the Built Environment
George Brown's research in sustainability and the built environment connects the Canadian construction sector to market-focused applied research that accelerates local, sustainable innovation. It helps local industry bring their ideas to market, giving Ontario's small to medium-sized enterprises a way to test, prototype and

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[4] http://wardrobetrendsfashion.com/top-100-fashion-schools-world-2016-ranking/

commercialize a variety of green technology, including building automation and sustainable energy production. Applied research in this sector fast tracks the business life cycle, developing new technologies and products that will have a lasting impact on the community.

The Building Information Modelling Lab
The George Brown College Building Information Modelling Lab creates bridging infrastructure so that small and medium-sized enterprises can consider new skills and processes, develop plans around emerging technologies and adopt the building information modelling process. Building information modelling involves creating and managing unified three-dimensional digital representations of the physical and functional characteristics of a building. The business costs of building information modelling, which include sizable investments in hardware, software, and training, are particularly prohibitive for the small or medium-sized enterprises that dominate the industry. However, when adopted early, building information modelling can be used to increase energy efficiency and improve outcomes in all phases of the building life cycle, including design, modelling, construction, maintenance and demolition.

Building Sciences and Building Envelope Labs
The Building Sciences and Building Envelope Labs provide a test site and demonstration lab for technology companies that want to refine prototypes and test innovative green building systems, materials and technologies in a realistic setting. It also supports testing to increase energy efficiency in a variety of buildings.

Business/Social Innovation and Entrepreneurship
Through George Brown's business/social innovation and entrepreneurship research, the City of Toronto has become a living laboratory for its students and partners, crossing diverse industries and needs. George Brown's approach and facilities support activities at virtually every stage, including education and training in entrepreneurship; access to entrepreneurial advice and expertise via coaching and mentoring programs; experiential training by working side-by-side with small- and medium-sized enterprises on technology development, product development and applied research projects; specialized support for emerging entrepreneurs across multiple sectors; and support for existing student-led businesses.

The School of Management has created the Consulting Hub, a collaborative learning space that brings Centre for Business students, faculty and industry professionals together in a vibrant, fast-paced environment, focusing on real-world experience, partnerships and innovative and collaborative learning. It provides consulting services for small to medium-sized businesses and not-for-profit organizations.

4.3   Metrics and Targets

System-wide Metrics	2019-20 Target
Number of externally funded applied research projects (2016-17 baseline: 112)	123
Number of partnerships / collaborations with community / industry firms (2016-17 baseline: 190)	209

Institution-Specific Metrics	2019-20 Target
Number of faculty engaged in research	Increase by 5% over 3 years*
Number of research modules completed by students	Increase by 10% over 3 years*

*These are new metrics. Baselines will be established in 2017-18.

5.0 Innovation, Economic Development and Community Engagement

This section recognizes the unique role institutions play in contributing to their communities and to economic development, as well as to building dynamic partnerships with business, industry, community members and other colleges and universities. It focuses on regional clusters, customized training, entrepreneurial activities, jobs, community revitalization efforts, international collaborations, students, partnerships with Aboriginal Institutes and a program mix that meets needs locally, regionally and beyond.

5.1 Institutional Approach to Innovation, Economic Development and Community Engagement

Innovation, economic development, and community engagement are supported by on-campus entrepreneurship and social innovation activities. The Office of Research and Innovation at George Brown College supports these initiatives by acting as a single point of contact, allowing the community at large to connect with college expertise and providing access to its network of partners in the national and regional innovation systems.

George Brown's technology and specialized research facilities support economic development by giving industry access to state-of-the-art equipment and expert advice as they develop, test and launch new products and services. Access to these services is particularly beneficial for small and medium-sized enterprises, which may not otherwise be able to engage in research and development.

George Brown contributes to the prosperity of the GTA, Ontario and Canada by leading and partnering on initiatives that enhance innovation, competitiveness, efficacy and sustainability. It undertakes extensive research with employers — including its 2015 One Thousand Employer Research Study — allowing it to understand what employers want and value, and aligns its programs and course content accordingly. In late 2016, it commissioned Burning Glass Technology to provide it with the most up-to-date information on the jobs employers were seeking to fill in the GTA and Ontario. This evidence-based approach to program and content development ensures that George Brown is aligned with the economic development needs of the sectors it serves.

Looking Forward
Plans for the future include a new Transitions and Student Support Hub, a Training Accelerator and a new Solutions Lab. The Transitions and Student Support Hub will provide broader access to student success programming for George Brown learners, particularly those from underrepresented groups. The Training Accelerator Model will advance social and economic development in Toronto by working with community and industry partners to create and deliver programs that focus on advancing students' skills and career opportunities. The new Solutions Lab will mobilize stakeholders on issues of access to education and will collaboratively examine and address barriers to postsecondary success.

5.2   Examples of Institutional Initiatives

Innovation Exchange
Set to open in 2018–2019, George Brown's new 103,000-square-foot facility at the Daniels City of the Arts development on the Toronto waterfront includes space for hands-on learning and collaboration among students and with industry partners. It will also be home to the Innovation Exchange. At the Innovation Exchange, students and businesses can team up and bring new ideas to market. Its facility and programming have been designed to meet workforce demands by providing specialized, industry-identified skills training.

The Innovation Exchange will be a living laboratory for testing commercial ideas, concepts and user functionality while giving students hands-on experience beside the industry's most innovative creators. The exchange will include 5,000 square feet of workshop space; gallery spaces; industry-college classrooms to connect students with employers; the Future Ways of Living laboratory and showcase; an immersive media lab; a virtual and augmented reality laboratory; a usability and testing laboratory; a maker space; a visualization and simulation laboratory; and a design and innovation showcase, accessible to industry and to the public.

StartGBC
Since 2014, startGBC has been the gateway to entrepreneurship at George Brown College and beyond. StartGBC fosters a culture of entrepreneurship across George Brown campuses and programs by providing online resources, collective experiences and events and individual mentoring and capacity-building for students, alumni and members of the community. It works through the Office of Research and Innovation to promote innovation literacy, equipping graduates with the ability to recognize opportunities and take effective action as entrepreneurs or intrapreneurs. Nearly 100 entrepreneurs have registered with startGBC, and thousands have attended startGBC events and programs.

StartGBC collaborates with organizations across the GTA on initiatives to advance social and economic prosperity. Through Digital Main Street, in collaboration with the City of Toronto, George Brown students act as a Digital Service Squad to increase the digital capacity of small businesses in neighbourhoods across the city. DementiaHack works with Facebook and several industry and community partners on projects to improve the lives of dementia patients, caregivers and researchers. Social Innovation Challenge, in collaboration with Social Innovator and a range of community partners and sponsors, is a competition to showcase and encourage social entrepreneurs.

Social Innovation Hub
Launched as a pilot project in 2014, the Social Innovation Hub has quickly grown into an alternative placement for students in the School of Community Services and an early-stage incubator and connector for innovative ideas, projects, and social enterprises.

The mandate of the Social Innovation Hub is to facilitate the development of the skills, attitudes, competencies, aptitudes and confidence students need to succeed as social entrepreneurs and social innovators. Students can access resources and support to develop entrepreneurial habits of mind while pursuing their innovative ideas and enterprises related to social justice.

Community Partnerships Office
Linked with partners from every sector — corporate, service, civil society, education, labour and government — the Community Partnerships Office has served over 13,000 non-traditional students since 2005, helping them to achieve educational success and delivering over 120 programs that lead to improved community health and

sustainable employment. By securing partners, projects and funding, the Community Partnerships Office helps build stronger partnerships for George Brown and pioneers experiential learning and innovation in delivery.

Fashion Exchange
The Fashion Exchange functions as a unique collaborative space in Regent Park where educators, the community and industry work together to build links between community and employment opportunities. The Fashion Exchange shows how innovative partnerships, collaborative approaches and customized training programs can improve access to postsecondary education for non-traditional students and build a knowledgeable, skilled workforce. Provided by George Brown's School of Fashion Studies, the two Fashion Exchange training programs are Apparel Fit Technician and Industrial Power Sewing. The purpose is to develop young talent, create job opportunities in the Regent Park neighbourhood and help to address fashion-industry skills shortages.

Dual Credit and School Within A College
In partnership with the Toronto District School Board, the Toronto District Catholic School Board, the Peel District School Board, the Dufferin Peel Catholic District School Board and the Ernest C. Drury School for the Deaf, George Brown College helps at-risk high school students reconnect with their education by creating innovative transitions from secondary to postsecondary institutions.

Dual Credit Program
The Dual Credit program is intended to help secondary school students complete their Ontario Secondary School Diploma and successfully transition to college and apprenticeship programs. Students take a college course and receive both secondary school and college credits upon successful completion. Since the program's inception in 2007, 3,835 students have participated at George Brown College. In the fall of 2016, the program's success rate was 90 per cent and its retention rate was 82 per cent.

School Within a College
The School Within a College program is a partnership between the Toronto District School Board, the Toronto Catholic District School Board and George Brown College. It offers grade 12 students the opportunity to earn secondary school credits and dual-credit General Education college credits on a college campus. The primary focus is to support students who have the potential to succeed in college but need an adult learning environment to complete their high school diploma and transition to postsecondary education. Since 2011, 648 students have participated in the School Within a College program and completed a total of 1,125 college courses. During that period, the overall retention rate was 94 per cent and the success rate was 87 per cent. As well, 489 students have participated in a one-month intensive summer School Within a College program.

5.3   Metrics and Targets

System-wide Metrics	2019-20 Target
Number of active Program Advisory Committees (PACs)	All programs
Number of employers engaged in PACs	1 per PAC
Graduate employment rates	80.0%
Employer satisfaction rates	92.4%
Proportion of Graduates employed full-time	58.66%
Proportion of Graduates employed full-time in a related job	44.07%

Institution-Specific Metrics	2019-20 Target
Number of repeat research partners	Increase by 5%
Number of students using digital innovation badges on LinkedIn/social media	Increase by 10%

These are new metrics. Baselines will be established in 2017-18.

Enrolment Strategy, Program Direction, Sustainability and Partnerships

6.0 Enrolment Strategy and Program Direction

Enrolment Plan

The purpose of this section is to identify institutional enrolment plans and aspirations. The enrolment projections are based on George Brown's plans and assumptions for the coming years.

As stated in the College Funding Formula Technical Manual, the introductory corridor midpoint in 2019-20 will be calculated based on the "three-year average, two-year slip", the average of three years of enrolment two years prior to the funding year.

6.1 Domestic Projected Funding Eligible Enrolment

Projected Eligible Full-Time Head Count

Level	Actuals 2015-16	Actuals 2016-17	Projected 2017-18	Projected 2018-19	Projected 2019-20
Ontario College Certificate	2,019	1,924	2,077	2,110	2,173
Ontario College Diploma/Advanced Diploma	12,530	12,084	12,225	12,127	12,491
Ontario College Graduate Certificate	1,082	1,093	1,070	1,115	1,160
Baccalaureate Degree in Applied Area of Study	939	961	1,037	1,143	1,177
All other funding activity in full-time equivalent (FTE); Part-time, Tuition short, Prior Learning and Assessment Recognition (PLAR)	3,490	3,372	3,610	3,610	3,610

6.2   International Projected Funding-Eligible Enrolment

Projected Eligible Full-Time Head Count

Level	Actuals 2015-16	Actuals 2016-17	Projected 2017-18	Projected 2018-19	Projected 2019-20
Ontario College Certificate	109	104	539	550	572
Ontario College Diploma/Advanced Diploma	2,271	2,617	2,719	2,777	2,888
Ontario College Graduate Certificate	533	531	499	519	540
Baccalaureate Degree in Applied Area of Study	129	160	147	151	157

6.3   International Strategy and Collaboration

George Brown College has one of the most diverse international student populations in Canada. It currently has students from over 100 countries and no single country accounts for more than 25 per cent of its international student population. China, India and South Korea account for less than 60 per cent of international student enrolment, with significant numbers from other countries such as Vietnam, Russia, Brazil, Ukraine and Japan. The diversity of the international student population has increased significantly over the years.

Preparing graduates to have the global and intercultural competencies that are vital to job readiness in a global economy is a key initiative for George Brown College. It is recognized by students, industry, and partners as a leader in producing graduates with the necessary competencies to succeed in the global workplace. Its ongoing commitment to fostering global competencies includes developing international academic and industry partnerships that provide inbound and outbound articulation pathways, field placements and study-abroad opportunities; faculty exchanges; a scholarship fund; and the fusion of global perspectives into curricula. George Brown also ensures that its 4,200 international students have support so that they are fully integrated into the college and the community. In May 2017, George Brown received a Gold Internationalization Award of Excellence in recognition of its projects, pathways, programs and supports for its international students.

George Brown's international vision statement has guided international strategy development for the past 10 years: "George Brown College is the leader among Canadian colleges in the provision of a life-changing, internationalized education. George Brown enjoys an international reputation for producing graduates who are globally aware, multiculturally savvy and workplace-ready. Canadian and international George Brown graduates are valued by employers around the world."

Risk Management

Risks	Risk Mitigation Strategy
Market demand volatility	Diversification of markets Regular portfolio review
Currency volatility	Competitive tuition pricing allows for absorption of currency fluctuations to some extent
Immigration rule changes	Five staff in the International Centre have undergone training, qualified for and registered as Regulated International Student Immigration Advisers and are able to provide immigration advising to students Communicate changes effectively to students, agents and partners
Global health alerts	Network with other colleges for early alerts and remedies Close connection and advice from occupational health and safety Close communication with students, applicants and agents
Application processing challenges	Re-engineered processes in harmony with the Ontario Application Service Contingency plans built with Information Technology Service Close communication links with applicants directly and through agents
Increasing expectations of students	Improved student engagement programs Targeted student support events and programs
International student preparedness	Closer engagement with applicants through in-country representatives Closer communication program with applicants Delivery of pre-departure preparation orientation
International student success	Refining roles and responsibilities for student support with the academic divisions
Student and faculty safety abroad	Rigorous contract management with academic and industry partners Leverage in-country representatives to provide local support
Talent retention	Enriched job descriptions and clearly articulated career trajectories Improvement in physical working conditions

6.4   Strategic Areas of Program Strength and Expansion

Program Areas of Strength

1. Access and immigrant education
2. Business management
3. Business marketing
4. Community health
5. Construction
6. Culinary and hospitality
7. Dental health
8. Design
9. Early childhood education
10. Information and communication technology

Program Areas of Expansion

1. Digital economy
2. Health and social outcomes
3. Business and management
4. Infrastructure renewal and sustainability

6.5   Apprenticeship

George Brown College is known and respected in the construction sector and it aspires to be the major trainer for a broad range of apprenticeships. One example of our deep connection to the construction industry is our degree program in Construction Management. This degree was the first of its kind in Ontario and developed at the request of and with support from, the Toronto Construction Association. The GTA construction boom has led to an increased number of construction projects that require apprentices. George Brown provides a comprehensive suite of support services for apprentices, including specialized math courses and counselling services on site.

To attract apprentices, George Brown College plans to engage high school students, promote apprenticeship opportunities, and deliver Ontario Youth Apprenticeship for three trades: plumber; refrigeration and air conditioning systems mechanic; and electrical: construction and maintenance. George Brown regularly provides tours of its shops for high school students at the request of teachers and it collaborates with the Community Partnership Office to organize events such as Exploring Technology in the City (Toronto District School Board) and Promoting Skilled Trades and Technology (York Region School Board).

George Brown also plans to promote apprenticeship at many events across the province. It will partner with Skills Canada to offer the Women's Career Exploration event (SKILLS) — a one-day event to promote trades and technology programs to female high school students. It will also work with the Canadian Apprenticeship Forum to deliver a one-day immigrant youth event, and with BOLT/Tridel for a one-day youth event called Day of Discovery. It will continue to promote its programs at the Ontario Colleges Information Fair.

George Brown is actively involved with the Ontario General Contractors Association and BILD, and it will host a booth at the annual Construct Canada show in December. It participates in the annual Ontario General Contractors Association Symposium and partners with Toronto Construction Association and the Ontario General Contractors Association and private companies to host events such as the League of Champions Work Safety Leadership Seminar.

6.6   Financial Sustainability

The Ministry and George Brown recognize that financial sustainability and accountability are critical to achieving institutional mandates and realizing Ontario's vision for the postsecondary education system. To this end, it is agreed that:

It is the responsibility of the Board of Governors and senior administrators of the College to identify, track, and address financial pressures and sustainability issues. At the same time, the Ministry has a financial stewardship role. The Ministry and the College agree to work collaboratively to achieve the common goal of financial sustainability and to ensure that Ontarians have access to a full range of affordable, high-quality postsecondary education options, now and in the future.

The College remains accountable to the Ministry with respect to effective and efficient use of provincial government resources and student resources covered by policy directives of the Ministry, or decisions impacting upon these, to maximize the value and impact of investments made in the postsecondary education system.

System-wide Metrics	Benchmark	2015-16 Actuals	2016-17 Actuals	2017-18 Projections
Annual Surplus (Deficit)	>0	$8,311,530	$14,940,591	$4, 588,000
Accumulated Surplus (Deficit)	>0	$181,681,928	$204,585,089	$209,173,089
Net Income to Revenue Ratio	>1.5%	2.47%	4.13%	1.29%
Net Assets to Expense Ratio	>60%	120.93%	126.40%	127.5%
Quick Ratio	>1	2.46	2.44	2.29%
Debt Servicing Ratio	<3%	1.65%	2.11%	2.45%
Total Debt to Assets Ratio	<35%	15.45%	19.54%	18.24%

7.0 Institutional Collaborations and Partnerships

Institutional Collaborations

Centre for Arts, Design and Information Technology
George Brown's Centre for Arts, Design and Information Technology has developed a partnership with the Institute of Art, Design and Technology in Dún Laoghaire, Ireland, enabling students to transfer directly into the third semester of the Institute's two-year Master's program and graduate with a Masters in Interdisciplinary Design Strategy from the two institutions.

George Brown College has also completed four articulation agreements with OCAD University in the areas of Digital Media and Fashion Studies, enabling diploma students to complete a degree. Over the next three years, George Brown will shorten the time for degree completion by further integrating these students with OCAD University. George Brown College is also working with OCADU to develop a joint degree in Digital Entertainment.

School of Early Childhood Education
George Brown College offers a consecutive diploma/degree in Early Childhood Education with Ryerson University. Students enter the Early Childhood Education diploma program, meeting degree entrance requirements, complete the diploma with George Brown College and enter directly into year three of Ryerson's four-year degree. The School also has a partnership agreement with the Atkinson Centre and the University of Toronto/OISE to ensure that research into ECE has maximum impact on policy development and practice.

Centre for Construction and Engineering Technologies
At the request of the University of Toronto Faculty of Engineering, the Centre for Construction and Engineering Technologies created the Mechanical Techniques program, specifically designed to introduce currently enrolled and recently graduated university engineering students to concepts such as: industry safety; dimensional inspection; machining practices; metal forming; welding; pneumatics/ electro-pneumatic circuits; embedded electronics; computer-aided design, computer-aided manufacturing; and computer numerical control.

Centre for Hospitality and Culinary Arts
The Centre for Hospitality and Culinary Arts has partnerships with institutions around the world, including the Shanghai Institute of Tourism in China, Dusit Thani College in Thailand and partnerships with Manipal and Chitkara universities in India. The Centre also has multiple partnerships in South and Central America and the Caribbean, including many opportunities for student field placements. Partnerships in Europe include student exchanges with Manchester Metropolitan University and the Tralee Institute; joint delivery with ALMA in Parma, Italy, of a postgraduate program in Italian cuisine and collaboration on a program in Advanced Wine and Beverage Management; joint delivery of a postgraduate program in French patisserie with ENSP/Ducasse Education; a graduate program pathway for Hospitality graduates with IMI in Switzerland; and study-abroad opportunities through CEPA in Germany.

Multidisciplinary Collaborations
Many of George Brown's other partnerships are multidisciplinary and cover multiple academic divisions, including:

- Copenhagen School of Design, Denmark: Fashion, Information Technology
- Customized Education Programs Abroad, Europe: Heritage Tourism, Hospitality Abroad, Leadership and Group Dynamics, Nordic Adventures (Activation Coordinator/Gerontology program)
- Chitkara University, India: Computer Technology, Hospitality
- Suzhou Advanced School of Early Childhood Education, China: Early Childhood Education, English as a Second Language
- Tata Institute of Social Sciences, India: Community Services, Early Childhood Education
- SENAC Hospitality, Brazil: Hospitality, Culinary Arts
- London College of Fashion, United Kingdom: Fashion

Partnerships

Digifest
George Brown is moving into its fourth year of partnering with Corus to host Digifest, Canada's premier event in digital creativity. Digifest now includes It's A Start, the longest-running pitch competition in Toronto for digital start-ups, supported by the City of Toronto, the Royal Bank of Canada, startGBC and MaRS. Ongoing partnerships have been established with both China and Italy for exchange, market promotion, and access.

School of Media Studies
The School of Media Studies has established a partnership with YouTube and Google to open the first YouTube space in Canada and the ninth in the world.

School of Computer Technology
The School of Computer Technology has been declared a Cisco Premier Academy, one of 14 in North America serving Ontario, Québec, and the Eastern Seaboard to train Cisco-certified employees and the Cisco certification trainers.

Centre for Business
The Centre for Business has aligned with the Canadian Association of Management Consultants to develop the only graduate certificate program in consulting in Ontario. Students in this program spend one semester working on client projects with coaching from members of the association. Members also support speed mentoring events twice per year for students, to facilitate their transition to the workplace.

Ministry/Government Commitments

- *The SMA2 process has focused on implementing the first stages of the new funding model and demonstrating the ongoing commitment by all colleges and universities to student success. Future growth will only be funded through negotiated changes to an institution's funded enrolment corridor. Through the SMA2 cycle, the ministry will continue to work closely with institutions to ensure all dimensions of the funding model are implemented.*

- *In a memo to colleges and universities dated March 7, 2017, the ministry committed to using the SMA2 (2017-20) process as a transitional phase to commence the collaborative and joint development of performance metrics and targets, tied to funding, for SMA3 (2020-23). The ministry reiterates this commitment and reaffirms that metrics and targets included in SMA2 are not tied to funding at this time and are a beginning point for further discussions with the sector prior to their application in SMA3. Colleges and universities will have the opportunity to reset and realign metrics prior to the application of metrics in SMA3. The ministry will also engage other stakeholders as part of discussions on a broad metrics strategy.*
    - *The ministry commits to establishing a joint working group with each of the sectors and to begin detailed discussions in fall 2017 on metrics/targets and to seek input on the performance measurement methodology for SMA3.*

- *Colleges, universities and the ministry all benefit from processes that are transparent and non-duplicative. The ministry commits to work with colleges and universities to continue to streamline processes and seek opportunities to further reduce red tape (in part through increased access to other tools), including reducing or eliminating duplicated reporting requirements.*

- *Through SMA2 discussions, the ministry has heard concerns about the challenges of delivering breadth in programming for Francophone and Francophile students, including the cost and funding of such delivery. Starting in fall 2017, the ministry commits to consulting institutions who have a formal mandate for bilingual and/or French-language delivery to review the delivery of French-Language programming and consider these concerns.*

- *In 2016, an extension of the existing tuition policy framework was announced to support a major reform in OSAP. The ministry will engage with both the college and university sectors around the next tuition policy framework, including examining the issue of tuition anomalies in certain professional programs as a result of past changes to tuition policy, and, for colleges, examining tuition levels relative to competitive college tuition frameworks in Canada.*

- *In recent years and during the SMA process, there has been an increased interest in the creation of a new polytechnic designation in the Ontario postsecondary education system. Starting in fall 2017, the ministry commits to undertake a review that examines whether improved benefits for students and employers are sufficient to make such a change. The ministry commits to working collaboratively with institutions across the sectors on this review.*

- *The ministry acknowledges a request by Ontario's colleges to explore how to support more flexible delivery of programming, including reviewing part-time funding levels. The ministry commits to working collaboratively with colleges to review this issue, including identifying implications for credentials.*

- *The ministry commits to continue to work collaboratively with colleges to review the eligibility criteria and allocation method for the Small, Northern and Rural Grant to help target funding to best meet sustainability challenges.*

Differentiation Areas of Focus

In the previous sections of the SMA template, the Ministry has asked institutions to comment on current and planned activities and initiatives in 5 priority areas: Student Experience; Innovation in Teaching and Learning; Access and Equity; Research Excellence and Impact; and Innovation, Economic Development and Community Engagement.

In addition to commenting on activities in these areas, institutions have been asked to indicate preferred institutional metrics and targets, as well as to establish institutional targets for system-wide metrics. This is part of the path from SMA2 to SMA3 and the ongoing work between the Ministry and institutions in developing and using metrics that support greater accountability and transparency for the use of differentiation funding.

Building upon the previous sections, the Ministry is asking institutions to set out a differentiation narrative. If each of the five priorities corresponded to a funding envelope, taking into account your institutional visions and mandates – and your strengths – how would you weight your priorities against those envelopes and how would you measure your progress?

In this section, the Ministry is interested in learning more about each institution's overall differentiation vision.

For George Brown College, access and equity, student experience, innovation in teaching and learning excellence, and community engagement are all fundamental priorities, regardless of associated funding. The two priority areas that best move forward the College's agenda to support the economy of the Greater Toronto Area and Ontario are applied research and innovation and economic development.

Through its work with industry and community partners, support for student entrepreneurship, and extensive work with small- and medium-sized enterprises, George Brown College is positioned to anticipate and respond to trends in a rapidly changing economy. The College is very proud of its expertise and deep industry partnerships in a wide range of areas, including green building, food innovation, advanced prototyping, health technology, and digital design. Student entrepreneurship and social innovation are rapidly growing areas of activity for the College, and further expansion is anticipated in the coming years.

Given the College's belief in the importance of both applied research and innovation and economic development to enable it to serve the needs of the economy, it would apportion 50% of any funding to these two priorities, and the remaining 50% equally apportioned to: access and equity, student experience, and innovation in teaching and learning excellence.

Other Sustainability Issues

Institutions are encouraged to state their perspectives on other sustainability issues and the opportunities to address them.

The ministry acknowledges the thoughtful and important considerations raised by institutions in this section. They include, but are not exclusive to:
- *considerations related to overall funding levels;*
- *capital and deferred maintenance;*
- *environmental sustainability challenges;*
- *other government initiatives including proposed changes to labour legislation; and*
- *a number of fiscal sustainability issues*

The ministry will continue to work with institutions in support of collaboratively addressing these issues.

Facilities Sustainability

The College has coped well with the rapid growth in enrolment needed over the last decade to satisfy student and local employer demands. The College has done this in an environment of tight capital funding, while maintaining an unblemished record of meeting the Ministry's benchmarks on all indicators of financial health. However, this record of achievement has been accomplished with two significant enablers that affect long-term sustainability.

Leased Spaces
The College has taken on a significant amount of leased space to support student demands. The College has been quite economical in space acquisition—it is one of two Ontario colleges with the lowest amount of space per full-time equivalent student. Still, its inventory of leased facilities has grown to 10% of its total portfolio, and this has created two sustainability issues: an uncertain ability to secure this space in the medium term as leases mature (given the demand for commercial leased space in downtown Toronto); and stress in the College's operating economics (total occupancy costs can approach $50 per square foot in leased space versus less than $12 in owned space, or 32% of gross academic revenue per square foot versus 8%.) Over the next five to 10 years, the College will need to develop additional owned buildings to replace the current leased space. The College is doing its best to build reserves to support this capital program, engage private donations of capital, and win capital funding support from all levels of government.

Deferred Facility Renewal
The College has had to defer some major facility renewal projects on some of its large buildings that have aging systems and outdated space-use designs. Given the lease-replacement demands identified above, the College does not expect to have sufficient internally funded capital for infrastructure renewal to address these deferred maintenance requirements; bring these buildings into better compliance with today's energy-efficiency standards (much less those of 2030); and meet the demands of today's teaching and learning methodologies. The College's facility condition index was last calculated to be close to the provincial average of 15%, or poor. The College has entered into two energy service company arrangements in recent years, using the cash flow from energy savings to fund some of the systems renewal required, but that source of funding is quite limited and cannot address the larger deferred maintenance backlog. This issue is not critical today, but collaborative answers must be found with the Ministry in the medium term.

Program Sustainability

While the College believes deeply in its access agenda, its ability to offer some niche access programs is becoming increasingly constrained because of a lack of adequate operating funding. This financial sustainability challenge is particularly acute for programs that serve marginalized populations and the deaf and hard of hearing community.

Projected Weighted Funding Units and Corridor Midpoint (2020-21)

Colleges are asked to report their projected Weighted Funding (WFUs) for 2017-18, 2018-19 and 2019-20 and provide the resulting projected midpoint. As given in the College Funding Formula Technical Manual, the midpoint is calculated based on the "three-year average, two-year slip", the average of three years of enrolment two years prior to the funding year.

In 2020-21, the 2019-20 level of WFUs are expected to be the basis of each college's initial midpoint in the corridor funding model.

	Actual Enrolment				Projected Enrolment		Projected Mid-Point Enrolment		
	2013-14	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**2018-19**	**2017-18**	**2018-19**	**2019-20**
Total Enrolment (Weighted Funding Units)	24,782	26,232	26,095	25,521	25,877	26,365	25,594	25,765	25,681