



# MULTI-YEAR BUSINESS PLAN

2015-16 to 2017-18



Higher Education  
Quality Council  
of Ontario

INFORMING THE FUTURE OF HIGHER EDUCATION

## Mandate

“To assist the Ontario Minister of Training, Colleges and Universities 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 and influences the future of Ontario higher education through evidence-based research; by engaging with the world’s leading postsecondary research and policy organizations; by convening expertise on key issues in Ontario postsecondary education; and by mobilizing knowledge clearly, consistently and effectively with all relevant audiences.

## 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

### **The 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 in higher education research, policy and practice.**

Through this sustained engagement, HEQCO brings the best ideas, research findings and insights to Ontario. By regularly convening expertise through high-level and informative gatherings on topics relevant to advancing Ontario’s postsecondary education system, 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 influencing policy and practice, HEQCO creates the context for its reports and advice as an active participant in knowledge mobilization, contributing to the effective movement of evidence-based findings into policy development and best practice.

### **Supporting productivity, creativity and excellence in HEQCO staff.**

Working within a dynamic sector that is facing significant change in design, delivery and demand, HEQCO staff members are creators of evidence-based research and convenors of expertise. HEQCO is committed to the retention and development of its staff complement through best practices in workplace management.

## Environmental Scan

External Factor	Implications for HEQCO
<p><b>1. Economic/Fiscal Situation</b></p> <ul style="list-style-type: none"> <li>a. There are extraordinary challenges facing the global economy. The European economy continues to present new challenges, while growth in the United States, Ontario’s largest trading partner, remains vulnerable to setbacks.</li> <li>b. The 2014 Ontario Economic Outlook and Fiscal Review projects Ontario’s economy as continuing to grow at a moderate pace in a still challenging global economic environment – resulting in continued financial restraint in the public sector.</li> </ul>	<p>The challenge for the province and HEQCO – and one that it is shared with many other jurisdictions around the world – is how to provide a high-quality education to more students with fewer dollars</p> <p>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.</p>
<p><b>2. Government Priorities for Higher Education</b></p> <p>The government’s priorities for higher education policy focus on ensuring an accessible, high-quality and sustainable postsecondary system and building Ontario’s integrated employment and training system. HEQCO is cited in the mandate letter for collaboration in improving the consistency and availability of institution-level and system-level outcome measures.</p>	<p>HEQCO’s research continues within the context that an effective postsecondary education system provides Ontarians with the greatest opportunities for social mobility and economic success, serves as a magnet to recruit the best talent to Ontario, and supports a robust economy with improved opportunities for regional economic and social development, while fostering an engaged, socially aware and civic-minded Ontario population.</p>
<p><b>3. Stakeholders:</b></p> <p>All universities and colleges face the challenge of constrained resources.</p>	<p>HEQCO’s work extends beyond the provincial government to include Ontario’s colleges and universities as they grapple with increased demand and limited resources; students and the public as they seek to make better and more informed choices about higher education; and employers, who depend on high-quality graduates.</p>

## Key Initiatives

### Research Priorities 2015 - 2016

HEQCO's early years featured a wide range of informative and relevant research in all three mandated areas: access, quality and accountability. To maximize HEQCO's impact, we will strategically focus and integrate much of our research over the next three years on three predominant and critical questions in higher education that dominate concern and discussion about Ontario's postsecondary system :

- **How can Ontario provide a high quality postsecondary education in a period of continued growth and diminishing resources?**
- **Are Ontario students graduating with the knowledge and skills they need to succeed in life and work?**
- **How can we improve access to higher education for groups that are underrepresented?**

Captured within these questions are HEQCO's research priorities: access, learning outcomes/labour market alignment and system design.

**Access/Retention.** Achieving high rates of postsecondary **access** and attainment is particularly critical for non-traditional and under-represented students and remains a key part of HEQCO's mandate. We have contributed significantly to that agenda by making access-related research a primary focus for much of our history. We continue to address this priority area by examining the state of recruitment and retention of under-represented groups. More specifically, to meet the imperative of increasing the representation of currently under-represented groups in postsecondary education, we will: i) explore the scope and effectiveness of outreach programs Ontario postsecondary institutions are using to engage and attract these students, ii) evaluate strategies and programs being used to increase retention, and iii) work with a consortium of institutions to amplify and disseminate best practices for increasing access.

**Learning outcomes/ Labour market alignment.** The evidence suggests that a focus on learning outcomes has the potential to modernize teaching and learning across the province. Given the magnitude of the public and private investment in postsecondary education, we should know whether Ontario postsecondary students acquire the knowledge and skills they need to succeed in life and work. Thus, we are exploring the linkages between learning outcomes and labour market alignment: Ontario needs to ensure that learning is directly relevant to labour market needs. We have identified four classes of learning outcomes: disciplinary content, basic cognitive skills, higher-order cognitive skills and transferable life skills.

Moving forward and responsive to our mandated focus on **quality**, we will continue emphasizing learning outcomes and the relationship between postsecondary education and the labour market. Projects will examine such themes as: i) measurement and credentialing of essential employability skills, ii) alignment of critical learning outcomes in K-12 and postsecondary education, iii) evaluation of the

effectiveness of work-integrated learning practices in Ontario colleges and universities, iv) amplification and dissemination of best practices with a consortium of Ontario postsecondary institutions, v) system-wide measurement of basic cognitive learning outcomes and transferable life skills, and vi) describing the labour market outcomes of graduates.

**System design.** The development and design of models of postsecondary education are explicit functions of HEQCO under its Act (S. 6). In the fulfillment of our mandated focus on **accountability**, we have produced a series of research publications that explore opportunities for greater differentiation and funding formulae that depart from the historical focus on enrolment. With our annual Canadian higher education performance indicator report as the centerpiece, we will continue to generate research and make tangible recommendations that would allow the Ontario postsecondary system to offer a better education to more students with no additional money. Other projects will include: i) articulating the benefits of an outcome-based funding formula designed for Ontario, ii) the use of sessional and part-time instructors in Ontario's colleges and universities, and iii) best practices for institutional and system design.

The relationship between our three mandated areas, the over-arching questions we ask and our research themes is shown in the research plan below.

Our commitment is to envision and describe long-term improvements that are foundational, not just incremental and marginal, and that may take up to a decade to implement fully. In our research priorities, we are aligned with the provincial government's mandate for the Ministry of Training, Colleges and Universities – to ensure an accessible, high-quality and sustainable postsecondary education system. Our future research will continue to focus on the three broad research questions below. The answers to these questions are vital to the future health, quality, reputation and competitiveness of the Ontario postsecondary system.

## Research Plan

### Access

How can we improve access to higher education for groups that are underrepresented?

Strategies to improve access and retention

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Outreach programs to increase applications

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Best practices  
*Access and Retention Consortium*

### Quality

Are Ontario students graduating with the knowledge and skills they need to be successful in life and work?

Measurement and credentialing essential employability skills

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Alignment of critical learning outcomes in K-12 and PSE

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Best practices  
*Learning Outcomes Assessment Consortium*

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Measuring critical learning outcomes

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Teaching and assessment of transferable life skills

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What happens to our graduates:  
Labour market outcomes

### Accountability

How can Ontario provide a high quality postsecondary education in a period of continued growth and diminishing resources?

Annual Canadian higher education performance indicator report

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Benefits of an outcomes-based funding formula

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Use of sessional/part-time instructors

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International students

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Best practices for institutional and system design

## Staff retention and development

HEQCO makes considerable investments in the selection, training and professional development of its intern, contract and permanent fulltime 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 will work 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; opportunities for project management and leadership skills development; public acknowledgement of exceptional achievement and restructuring of the staff matrix to improve opportunities for promotion.

## HEQCO Performance

HEQCO has developed a variety of metrics on our impact, including web analytics; social media monitoring; periodic interviews with the sector, which create a feedback loop on our work; and tracking key interactions with HEQCO such as attendance at events, responses to RFPs and applications for our internship program. Together, these and other metrics create a holistic and comprehensive understanding of HEQCO's impact as an organization.

### Web/social media:

- Web growth – per month visits average increased from 3,000 in 2011 to 6,200 in 2014 (Through Oct. 31)
- Overall annual web audience growth from 2013: 7%
- Twitter dedicated followers: 51% growth from 2013. Now at more than 1,600 followers.
- International audience: approximately 10% of all HEQCO web traffic
- Top Five traffic: Canada, United States, India, United Kingdom, France
- Blog posts: 34 (17 in 2013)

### Publications:

- 42 reports (45 in 2013)
- 34 blogs (17 in 2013)  
(See Appendix 2: HEQCO Reports and Blogs)

### Stakeholders:

- 2,630 subscribers to mailing list (up from 2,210 in 2013).

### Presentations:

- Presentations total: 70 (80 in 2013)
  - Within Ontario: 85.7% (77.5% in 2013)
  - Within Canada: 11.6% (13.75% in 2013)
  - International: 4.3% (8.75% in 2013)
- (See Appendix 3: HEQCO Presentations and Events)

### Events:

- 4 with 460 participants (10 in 2013 with 940 participants, 3 in 2012 with 370 participants)
- (See Appendix 3: HEQCO Presentations and Events)

### RFP Responses:

- Issued 8 Requests for Proposals, receiving a cumulative total of 45 submissions and awarding 9 contracts (6 RFPs in 2013 and 43 submissions in total).

### Intern applications:

- Posted 3 intern opportunities on our website and received a total of 850 applications (consistent with previous years' application numbers).

## Ahead of the curve

In an environment of continuous change, HEQCO is attuned to emerging trends that are moving on to the postsecondary agenda. **Examples of leading issues** HEQCO has identified and addressed to influence institutional practice and policy decision-making in 2014:

- **Access** (1 report; 2 blogs; 5 presentations)
- **Apprenticeship and the skilled trades** (7 blogs, conference; 2 presentations)
- **Competency-based learning** (1 research report)
- **Differentiation** (1 research report; Globe and Mail news story; 3 presentations)
- **Entrepreneurial education** (1 blog, Globe and Mail news story)
- **Labour market alignment** (4 research reports; 11 blogs; conference; Maclean's magazine story; 7 presentations)
- **Learning outcomes** (10 research reports, consortium, 6 blogs; 7 presentations)
- **Literacy/numeracy** (2 research reports, 3 blogs, Globe and Mail commentary; 1 presentation)
- **Open data; data gaps** (symposium; 1 research report; 1 blog; 2 presentations)
- **Outcomes-based funding** (1 research report; 2 blogs; 3 presentations)
- **System design** (9 research reports; conference; AUCC commentary; 9 presentations)



- **Teaching and learning** (13 research reports; 2 blogs; 6 presentations)
- **Work-integrated learning** (2 research reports; conference; 2 blogs; 8 presentations)

## Financial Requirements

HEQCO spent \$5.130 million in 2013-14. It is expected that 2014-15 year end results will show the Council to have spent its entire allocation of \$5.0 million.

Appendix 1 provides an estimate of financial resources needed for 2015-18. Almost 85% of HEQCO's budget is devoted to Research and related activities, 11% is allocated to Council governance and Executive Services, and 4.5% is spent on Administration.

Staffing is projected to remain at 23 full time equivalents.

Appendix 4 provides the Risk Assessment 2014 carried out by HEQCO as required by the Agency Establishment and Accountability Directive.

## Appendix 1: Financial Requirements

FINANCIAL REQUIREMENTS	Staff FTES	2015-16	2016-17	2017-18
<b>Council Governance and Executive Office</b>				
<i>Board members' retainers/per diems</i>		10.0	10.0	10.0
Executive Office – President, Chief Administration Officer, Executive Director-Policy & Partnership, and Council Support				
<i>Salaries</i>	3.0	445.3	458.6	472.5
<i>Travel and Communications</i>		11.8	11.9	12.0
<i>Services, supplies and equipment</i>		74	74.8	75.5
<b>Subtotal Council Governance and Executive Office</b>		<b>541.1</b>	<b>555.3</b>	<b>570.0</b>
<b>Research Program</b>				
<i>Research Contracts, Seminars and Workshops Data purchases, translations, communications, etc.</i>	19.0	1,784.6	1,701.6	1,616.3
<i>Salaries and benefits</i>		1,910.4	1,967.7	2,026.8
<i>Travel and communications</i>		52.4	52.9	53.4
<i>Services, supplies and equipment</i>		492.1	497.1	502.0
<b>Subtotal Research Program</b>		<b>4,239.5</b>	<b>4,219.3</b>	<b>4,198.5</b>
<b>Administration</b>				
Corporate Services – Finance, Contract Management, Administration and Controllershship				
<i>Salaries and benefits</i>	1.00	188.5	194.2	200.0
<i>Travel and communications</i>		1.2	1.3	1.3
<i>Services, Supplies and equipment</i>		29.6	29.9	30.2
<b>Subtotal Administration</b>		<b>219.4</b>	<b>225.44</b>	<b>231.5</b>
<b>Total Resource Requirement</b>	<b>23.0</b>	<b>5,000.0</b>	<b>5,000.0</b>	<b>5,000.0</b>

### Notes

1. The Budget plan for 2015-16 and beyond is based on an annual allocation of \$5.0 million. HEQCO expects to spend its entire 2014-15 allocation of \$5 million.
2. Projected expenditures are reported on the accrual basis of accounting.
3. Common expenses such as rent, equipment leases, IT support, and office supplies are allocated to each department by percentage of headcount.
4. Budgets presented are estimates only.

## Appendix 2: HEQCO Reports and Blogs

From January 1, 2014 to December 31, 2014

Reports	
Title	Status
An Assessment of a Blended Learning Model for Information and Geospatial Literacy	Published
Teaching Scientific Inquiry: Inquiry-based training for biology graduate teaching assistants improves undergraduate learning outcomes	Published
The Impact of the Instructional Skills Workshop on Faculty Approaches to Teaching	Published
Taking Learning Outcomes to the Gym: An Assignment-Based Approach to Developing and Assessing Learning Outcomes	Published
Teaching Loads and Research Outputs of Ontario University Faculty: Implications for Productivity and Differentiation	Published
Evaluation of the Effectiveness of an Online Program to Help Co-op Students Enhance their Employability Skills	Published
Assessing the Impact of Interactive Sampling Using Audience Response Systems	Published
Employed Adult Learners in Ontario and Canada: Engaged and Disengaged	Published
@ Issue Paper No. 18 - Social returns: Assessing the benefits of higher education	Published
AHELO: The Ontario Experience	Published
Piloting the CLA in Ontario	Published
Enhanced Learning of Manipulation Techniques using Force-Sensing Table Technology (FSTT)	Published
Evaluating Critical Thinking and Problem Solving in Large Classes: Model Eliciting Activities for Critical Thinking Development	Published
Researching Teaching and Student Outcomes in Postsecondary Education: An Introduction	Published
The Effects of a Required Faculty Development Program on Novice Faculty Self-Efficacy and Teaching	Published
Innovative Practicum Models in Teacher Education: The Benefits, Challenges and Implementation Implications of Peer Mentorship, Service Learning and International Practicum Placements	Published
Teacher Candidates' Perceptions of International Practicum Experiences	Published
Teacher Candidates' Perceptions of Participating in a Peer Mentorship Practicum Model	Published
Alternative Service Learning Placements for Teacher Candidates	Published
Productivity Implications of a Shift to Competency-Based Education: An environmental scan and review of the relevant literature	Published
Tuning: Identifying and Measuring Sector-Based Learning Outcomes in Postsecondary Education	Published
Opportunities for Non-Traditional Pathways to Postsecondary Education in Ontario: Exploring the Dual Credit and School within a College Programs	Published
Undergraduates' Understanding of Skill-based Learning Outcomes: Can e-portfolios Help?	Published
Differentiated Evaluation: An Inclusive Evaluation Strategy Aimed at Promoting Student Engagement and Student Learning in Undergraduate Classrooms	Published
Evaluating Essential Skills for Ontario's Tradespeople (ESOT) Project	Published
The "Other" University Teachers: Non-Full-Time Instructors at Ontario Universities	Published

<b>Reports</b>	
<b>Title</b>	<b>Status</b>
The State of Entrepreneurship Education in Ontario's Colleges and Universities	Published
Ontario Private Career Colleges: An Exploratory Analysis	Published
What is an internship? An inventory and analysis of "internship" opportunities available to Ontario postsecondary students	Published
The Role of Planetariums in Promoting Engagement and Learning	Published
Clinical Teaching of Interprofessional Child Development Assessment Skills in a Large Group Setting	Published
@ Issue Paper No. 19 - Emphasizing Numeracy as an Essential Skill	Published
Developing University Literacy and Promoting Academic Success across Disciplines: A Case Study of French-Language University Literacy	Published
Cooperation and Competition in Large Classrooms	Published
Community Service Learning and Community-Based Learning as Approaches to Enhancing University Service Learning	Published
Work-Integrated Learning in Ontario's Postsecondary Sector: The Pathways of Recent College and University Graduates	Published
Engaging Students to Think Critically in a Large History Class	Published
The Great Skills Divide: A Review of the Literature	Published
Bridging the Divide, Part I: What Canadian Job Ads Said	Published
Bridging the Divide, Part II: What Canadian Job Ads Produced	Published
Outcomes-Based Funding: Current Status, Promising Practices and Emerging Trends	Published
Outcomes of Doctoral Program Graduates: Pilot Test of a Strategy to Measure Outcomes Using Exit and Alumni Surveys	Published
<b>TOTAL</b>	<b>42</b>

<b>Blogs</b>	
<b>Title</b>	<b>Status</b>
Colleen M. Hanycz - Outcomes-based learning: Articulating the fruits of a liberal arts education	Published
Fiona Deller - Need to Read No. 1	Published
Harvey P. Weingarten - Learning outcomes: The game changer in higher education	Published
Fiona Deller - Need to Read No. 2	Published
Varun Vig - Pathways: From priority neighbourhood to postsecondary education	Published
Harvey P. Weingarten - Managing for Quality: Classifying Learning Outcomes	Published
Fiona Deller - Need to Read No. 3: Dystopian futures, edtech roundup and the social responsibility of universities	Published
Donna Kotsopoulos - A radical re-engineering of mathematics education	Published
Fiona Deller - Need to Read No. 4: An employer expectations gap, competency-based education is not PLAR...	Published
Fiona Deller - Need to Read: Changes x 3: SAT, teaching and learning, MOOCs	Published
Martin Hicks - The alchemist's dream	Published
Fiona Deller - Need To Read: The ROI on degrees, the Skills Gap and Student Debt	Published
Martin Hicks - Data in Quarantine	Published
Fiona Deller - Need to Read: Gender, grad employment and grants vs loans	Published
David Trick - A happy 50th birthday to Ontario's MTCU	Published
Sarah Watts-Rynard - Building the next generation of tradespeople	Published
Fiona Deller - Need to Read: Scottish apprenticeships, Australian budgets and, oh, about those lectures	Published
Ryan Whibbs - Time for a "mash up" of industry-relevant skills, theoretical training	Published
Fiona Deller - Need to Read: Access, flexibility and a little disruption	Published
Fiona Deller - Need to Read: The future of higher ed (again), MOOCs and more	Published
Anthony Mann - Closing the gap between education and employment	Published
Joe Henry - Male students in higher education: we need a conversation	Published
Barbara Endel - Accelerating Opportunity builds pathways to marketable credentials	Published
Stewart Kallio - Canadian apprenticeship completions lag far behind registrations	Published
Gail Smyth - Bring skilled trades and technologies to education discussion	Published
Fiona Deller - Need to Read: Disruption, CBE and U2	Published
Martin Hicks - Still worth it, after all these years	Published
Harvey P. Weingarten - Assessing critical skills for life and work: duelling anecdotes don't measure up	Published
Martin Hicks - Stardate 68183.1: Ontarians still do not pay the sticker price	Published
Fiona Deller - Ontario the attainment chart-topper -- except in the trades	Published
Martin Hicks - Wrenches and scalpels	Published
Harvey P. Weingarten - It's time to get serious about improving Canada's colleges and universities	Published
Carolyn Crosby - Pathways to career-ready math skills	Published
David Trick – Taking apprenticeship seriously	Published
<b>TOTAL</b>	<b>34</b>

## Appendix 3: HEQCO Presentations and Events

### Presentations by HEQCO staff from January 1, 2014 to December 31, 2014

**Ontario:** HEQCO staff gave approximately 60 presentations within Ontario in 2014.

1. Weingarten, H. (January 21, 2014) Consultation Meeting at Timmins: Northern College, Collège Boréal, Hearst University, Timmins Chamber of Commerce, Clear Logic Consulting
2. Wiggers, R. (January 22, 2014) *Public Policy in Higher Education and the Role and Impact of Research*. Brock University, Hamilton, ON.
3. Wiggers, R. (January 24, 2014) *PSE Students and the Search for Jobs After Graduation*. School of Biological Sciences and Applied Chemistry, Seneca College/York University, Toronto, ON.
4. Wiggers, R. (February 13, 2014) *Pathways to Success: Who is attending our colleges & universities? What are they seeking?* Ontario University Registrars' Association (OURA), Toronto, ON.
5. Wiggers, R. (February 14, 2014) *Public Policy in Higher Education: The role and impact of research*. M.Ed. in Higher Education Leadership, OISE/UofT, Toronto, ON.
6. Weingarten, H. (March 12, 2014) *Managing for Quality: Lessons from the Ontario Experience*, Comparative and International Education Society (CIES), ON.
7. Weingarten, H. (March 17-18, 2014) HEQCO Data Symposium, Ottawa, ON.
8. Wiggers, R. (March 19, 2014) *Learning to Work, Working to Learn: What is the relationship between a PSE credential and a job/career?* Department of Sociology, McMaster University, Hamilton, ON.
9. Wiggers, R. (March 22, 2014) *Learning to Work, Working to Learn: What is the relationship between a PSE credential and a job/career?* 7th Annual Undergraduate Research Conference, Nipissing University, North Bay, ON.
10. Wiggers, R. (March 28, 2014) *Public Policy in Higher Education: The role and impact of research*. Bertha Rosenstadt National Undergraduate Research Conference, University of Toronto, Toronto, ON.
11. Wiggers, R. (April 1, 2014) *Learning to Work, Working to Learn: What is the relationship between a PSE credential and a job/career?* Department of Interdisciplinary Studies/Health Studies, University of Toronto – Scarborough, Toronto, ON.
12. Wiggers, R. (April 8, 2014) *Postsecondary Pathways for High School Graduates: What Students, Parents and Guidance Counsellors should know about Myth vs. Reality*. University of Toronto – Scarborough, Scarborough, ON.
13. Wiggers, R. (April 16, 2014) *Ontario's Higher Education System*, Presentation to delegation from the U.S. National Defense University, HEQCO Boardroom, Toronto, ON.
14. Wiggers, R. (April 24, 2014) *Involving academics in policy research*. HEQCO/MTCU/OISE symposium, "Linking People and Knowledge: Strengthening Ontario's Higher Education Policy Research Community", OISE/University of Toronto, Toronto, ON.
15. Arnold, H., Smith, C. (April 25, 2014) *2013 CGPSS Results: Assessment Measures and Career Workshops*. Presentation to Northeastern Association of Graduate Schools (NAGS), Toronto, ON.
16. Wiggers, R. (April 28, 2014) *Teaching and Learning in a time of transition at Ontario colleges*. Common Block Development, Sir Sandford Fleming College, Peterborough, ON.

17. Wiggers, R. (May 1, 2014) *The results of five years of research on Work-Integrated Learning (WIL) at Ontario colleges and universities*. Presentation to *Opportunities and New Directions (OND) Conference*, University of Waterloo, Waterloo, ON.
18. Wiggers, R., Kustra, E., Fee, J. (May 5, 2014), *Are there unique challenges in teaching first generation students?* Presentation to *Strategic Enrolment Management (SEM) Summit*, Windsor, ON.
19. Wiggers, R. (May 8, 2014) *The Value of a Credential: What Parents, Students and Guidance Counsellors Should Know About the Job Prospects for Postsecondary Graduates*. Presentation to *Regional Dialogues 2014*, Wilfrid Laurier University, Brantford, ON.
20. Wiggers, R. (May 13, 2014) *Student Services & Student Success: Findings from Recent Research at Ontario Colleges and Universities*. Presentation to *Learning Connections: 6<sup>th</sup> Annual Tri-Campus, All-Employee PD Conference*, St. Lawrence College, Kingston, ON.
21. Hicks, M. (May 15, 2014) *Quality – Access – Cost tradeoffs*. Presentation to Council of Finance Officers of Universities of Ontario. Peterborough, ON.
22. Weingarten, H. (May 22, 2014) *What's the Real Transformation in Higher Education?: Teaching in Focus 2014 Conference: Educational Innovation & Transformation*. York University, ON.
23. Hicks, M. (May 27, 2014) *Faculty Workloads*. Canadian Society for the Study of Higher Education conference (with Linda Jonker). St. Catherine's, ON.
24. Jonker, L. (May 27, 2014) *Teaching Loads and Research Outputs of Ontario University Faculty: Implications for Productivity and Differentiation*. Presentation at the Canadian Society for the Study of Higher Education. Brock University, St. Catharines, ON.
25. Wiggers, R. (May 25, 2014) *The results of five years of research on Work-Integrated Learning (WIL) in Ontario PSE*. Presentation to the Canadian Society for Studies in Higher Education (CSSHE), Brock University, St. Catharines, ON.
26. Wiggers, R. and Henderson, J. (May 27, 2014) *Graduate enrolment expansion at Canadian universities... and the increasing reliance on graduate students as teaching assistants*. Presentation to the Canadian Society for Studies in Higher Education (CSSHE), Brock University, St. Catharines, ON.
27. Wiggers, R. (May 29, 2014) *Student Success and future research opportunities*. Presentation to the Heads of Student Affairs (HOSA) Spring Meeting 2014, Conestoga College, Kitchener, ON.
28. Wiggers, R. (June 2, 2014) *Defining and Measuring "Student Success" in Ontario Colleges*. Presentation to the College Degree Operating Group (CDOG) annual conference, George Brown College, Toronto, ON.
29. Wiggers, R. (June 5, 2014) *The Value of a Credential: What Parents, Students and Guidance Counsellors Should Know About the Job Prospects for Postsecondary Graduates*. Presentation at Guidance Counsellor Day, York University, Toronto, ON.
30. Hicks, M. (June 6, 2014) *Value of postsecondary education*. HEQCO Board. Toronto, ON.
31. Wiggers, R. (June 7, 2014) *Defining Student Success: Findings from Recent Research at Ontario Colleges and Universities*. Presentation to graduate class of Central Michigan University, Humber College, Toronto, ON.
32. Wiggers, R. (June 10, 2014) Participant in opening keynote panel. Global Internship Conference (GIC), University of Toronto, Toronto, ON.
33. Wiggers, R. (June 14, 2014) *Issues in Higher Education: Various topics relevant to Ontario Colleges and Universities*. Presentation to graduate class at Ontario Institute for Studies in Education (OISE), University of Toronto, Toronto, ON.

34. Hicks, M. (June 17, 2014) *Metrics and their use in postsecondary accountability*. Panel presentation to Council on University Planning and Analysis. Toronto, ON.
35. Weingarten, H. (June 17, 2014) Keynote speaker. Hamilton Community Foundation Annual General Meeting, ON.
36. Arnold H., Smith, C. (June 18, 2014) *2013 CGPSS Results: Assessment Measures and Career Workshops*. Presentation to Council on University Planning and Analysis (CUPA), Toronto, ON.
37. Wiggers, R. (June 18, 2014) *HEQCO Update*. Presentation to the Council on University Planning and Analysis (CUPA), Ryerson University, Toronto, ON.
38. Wiggers, R. (June 25, 2014) *The results of five years of research on Work-Integrated Learning (WIL) in Ontario PSE*. Presentation to the annual meeting of the Canadian Association for Co-Operative Education (CAFCE), Niagara Falls, ON.
39. Wiggers, R. (July 11, 2014) *Defining Student Success: Findings from Recent Research at Ontario Colleges and Universities*. Presentation to graduate class of Central Michigan University, Durham College, Oshawa, ON.
40. Wiggers, R. (September 17, 2014) *Graduating and the Search for Jobs/Careers*. Presentation to the Department of Liberal Studies, Humber College, Toronto, ON.
41. Weingarten, H. (September 23, 2014) *Challenges and Opportunities in the Ontario University System*. University of Western Ontario Board of Governors Retreat, ON.
42. Wiggers, R. (October 17, 2014) *Access and Retention Issues in Postsecondary Education*. Presentation to graduate class at Ontario Institute for Studies in Education (OISE), University of Toronto, Toronto, ON.
43. Wiggers, R. (October 21, 2014) *Pathways to Success: Some Important Messages About Life After High School*. Presentation at Postsecondary Information Session, Don Mills Collegiate Institute, Toronto, ON.
44. Wiggers, R. (October 27, 2014) Participant in closing keynote panel on “Advancing Policy Research in Ontario: The Role of OHCRIF and Other New Initiatives”, Ontario Human Capital Research and Innovation Symposium, MTCU, Toronto, ON.
45. Arnold H., Smith, C. (October 28, 2014) *CGPSS Results: Assessment Measures and Career Workshops*. Presentation to Canadian Institutional Research and Planning Association), Hamilton, ON.
46. Refling, E. & Borwein, S. (October 28, 2014). *The Great Skills Divide: What Canadian Job Ads Said and Produced*. Canadian Institutional Research and Planning Association Annual Conference, Hamilton, ON.
47. Wiggers, R. (October 28, 2014) *Combining Work & Learning in Higher Education*. Presentation to the 23<sup>rd</sup> annual conference of the Canadian Institutional Research and Planning Association (CIRPA), Hamilton, ON.
48. Hicks, M. (October 29, 2014) *Value of postsecondary education*. HEQCO Board. Toronto, ON.
49. Wiggers, R. (November 10, 2014) *What are the REAL Job Prospects for Ontario Postsecondary Graduates?* Presentation to the annual conference of the Ontario Student Counsellors Association (OSCA), Toronto, ON.
50. Weingarten H. (October 31, 2014) *Challenges and Opportunities in the Ontario University System*. University of York Board of Governors Retreat, ON.
51. Deller, F. (September 26, 2014) *Discussion of HEQCO’s Work on Learning Outcomes*, MTCU Roundtable on Learning Outcomes, MTCU, Toronto ON.



52. Weingarten, H. (November 3-4, 2014) Opening Keynote panelist. Canadian Association of Prior Learning Assessment Conference, ON.
53. Weingarten, H. (November 8, 2014) *The Dynamics of the Ontario University System*. Conference of Ontario University Board Members, Council of Ontario Universities, Toronto, ON.
54. Hudak, L. and Brumwell, S. (November 12, 2014) *Hands on: Exploring apprenticeship and the skilled trades – What we heard*. Presentation to CET Pre-Apprenticeship Program Pod, United Way, Toronto, ON.
55. Hudak, L. and Brumwell, S. (November 13, 2014) *The role of transferable skills in academic completion/retention*. Presentation to CET Retention Program Pod, George Brown College, Toronto, ON.
56. Dion, N. (November 24, 2014) *Numeracy in Ontario's College Sector*. Presentation at MTCU to a delegation of Welsh college representatives, Toronto, ON
57. Hudak, L. and Brumwell, S. (November 25, 2014) *Back to the basics: Revisiting basic cognitive skills*. Presentation to CET Academic Bridging and Transition Program Pod, Ryerson University, Toronto, ON.
58. Dion, N. (November 28, 2014) *Retention and Completion in Ontario's Apprenticeship Sector*. Garfield Weston Foundation, Toronto, ON.
59. Wiggers, R. (December 9, 2014) *Work Integrated Learning (WIL): HEQCO Study*. Presentation to the Knowledge Talk event at Employment and Social Development Canada (ESDC), Ottawa, ON.
60. Hicks, M. (January 16, 2015) *Net Tuition/Program Approvals*. Presentation/facilitation to CUPA / HEQCO / MTCU day. Toronto, ON.

**Within Canada:** HEQCO staff gave approximately 7 presentations within Canada in 2014.

1. Weingarten, H. (January 30, 2014) *A Sustainable High Quality Postsecondary System: Challenges and Opportunities for Atlantic Canada*, Council of Atlantic Ministers of Education and Training (CAMET), Fredericton, NB.
2. Wiggers, R. (August 26, 2014) *Work Integrated Learning (WIL): HEQCO Study*. Presentation to the 11<sup>th</sup> International Workshop on Higher Education Reform (HER), St. John's, NL.
3. Weingarten H. (October 21, 2014) *Global Trends in Higher Education: Implications for the University's Bargain with Government, Faculty, Students and the Public*. Canadian Association of University Business Officers (CAUBO), BC.
4. Wiggers, R. (October 24, 2014) *Learning to Teach, Teaching to Learn: Encouraging Faculty Excellence at Ontario Colleges & Universities*. Presentation to the 11<sup>th</sup> annual conference of the International Society for the Scholarship of Teaching and Learning (ISSOTL), Quebec City, PQ.
5. Wiggers, R. (October 24, 2014) *Are Postsecondary Institutions Doing Too Much or Too Little to Integrate Experiential Learning/Work-Integrated Learning?* Presentation to the 11<sup>th</sup> annual conference of the International Society for the Scholarship of Teaching and Learning (ISSOTL), Quebec City, PQ.
6. Deller, F. (November 19, 2014) *Learning outcomes and core competencies – lessons from Ontario*. Forum on Learning Outcomes and Assessment in Fraser Valley: Developments and Intersections between K-12 and Post-secondary Education, University of Fraser Valley, Abbotsford, BC.
7. Deller, F. (December 3-5, 2014) Presentation to CMEC Roundtable on Learning Outcomes, CMEC, Jasper, AB.

**International:** HEQCO staff gave several international presentations in 2014.

1. Deller, F. (April 14-28, 2014) Invited to evaluate online and blended learning models at different Aga Khan University campuses. Aga Khan University, Karachi, Pakistan and Nairobi, Kenya.
2. Wiggers, R. (September 30, 2014) *Pathways to Success: Who is Attending our Higher Education Institutions and What are they Seeking?* Presentation to the Educational Policy Institute (EPI) Retention 2014: Student Success Symposium, San Antonio, TX.
3. Wiggers, R. (October 1, 2014) *Student Services and Student Success: Recent research findings from Canadian colleges and universities.* Presentation to the Educational Policy Institute (EPI) Retention 2014: Student Success Symposium, San Antonio, TX.

## Events/Meetings from January 1, 2014 to December 31, 2014

	Name of event	Date	Location
1	<p><b>National Data Symposium</b></p> <p><i>This year's National Data Symposium examined innovative and effective uses of data in the Canadian PSE sector.</i></p>	March 17-18, 2014	Westin Ottawa, Ottawa, ON
2	<p><b>HEQCO's Policy Research Projects Symposium 2014</b></p> <p><i>An afternoon symposium showcasing recently completed research on higher education policy from our second cycle of Policy Research Projects, undertaken by teams of student researchers. HEQCO's Policy Research Projects program provides postsecondary students with opportunities to contribute to our research initiatives and participate in innovative professional development activities for emerging policy leaders.</i></p>	March 25, 2014	University of Toronto, Toronto, ON
3	<p><b>Linking People and Knowledge: Strengthening Ontario's Higher Education Policy Research Community</b> in partnership with the Higher Education Group at OISE and the Ministry of Training, Colleges and Universities (MTCU)</p> <p><i>This event focused on building a community of researchers and practitioners to advance policy-based knowledge of Ontario's postsecondary education system.</i></p>	April 24, 2014	University of Toronto Toronto, ON
4	<p><b>Hands on: Exploring apprenticeship and the skilled trades</b></p> <p><i>Fourteen sessions examined apprenticeship and the skilled trades – from the skills gap to Germany's dual-system model, from barriers for women to successful public-private partnerships. Leaders in education, government, labour and industry addressed the most pressing issues in the sector.</i></p>	November 5-6, 2014	InterContinental Toronto Centre Hotel, Toronto, ON

## **Appendix 4: HEQCO Risk Assessment Reporting Tool 2014-15**

See separate document.