

# HEQCO

Higher Education Quality Council of Ontario

Annual Report 2016/17



# Who We Are

Established in 2005, the Higher Education Quality Council of Ontario (HEQCO) is an agency of the Government of Ontario that brings evidence-based research to the continued improvement of the province's postsecondary education system.

## Our Mandate

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

## Our Mission

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

## Our 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.**

# Our Values

- **Primacy of independent, high-quality research:** HEQCO maintains its distinctive position in the research community as a credible, authoritative and influential agency through a foundation of independent, objective, high-quality analysis to provide the best evidence-based advice to government and postsecondary institutions. Attentive to emerging trends, HEQCO has the agility to pursue promising new avenues of research as opportunities arise.
- **Sustained engagement with leaders worldwide:** HEQCO's global perspective on higher education research, policy and practice brings the best ideas, research findings and insights to Ontario. Many of Ontario's PSE challenges are shared by jurisdictions across Canada and worldwide. Through these global partnerships, we ensure that the very best thinking from around the world is made available to Ontario decision-makers as a catalyst for informed decisions, collaboration and innovation.
- **Accessible and meaningful communication:** In bridging the gap between research knowledge and its active use in addressing pressing challenges in higher education, HEQCO contributes to the effective movement of evidence-based solutions into policy development and best practice.
- **An advocate for data collection and transparency:** Data is the lifeblood of evidence-based policy decision-making, yet our work is constrained by significant and persistent data gaps at both the provincial and national level. HEQCO remains an advocate for a more transparent, open and holistic approach to higher education data, in partnership with educational institutions, organizations and governments.
- **Accountability is a foundational tool for system improvement:** Achieving critical goals in access and quality demands monitoring and measuring to ensure that strategies are demonstrably leading to system improvement. This is the essence of accountability.
- **Responsive to government priorities and mandates:** HEQCO ensures that evidence-based research of the highest quality informs policy decision-making and practice, in alignment with the Ministry of Advanced Education and Skills Development (MAESD).
- **Equipped to achieve its goals:** HEQCO is committed to ensuring that its organizational structure and staff capabilities maximize impact and drive toward the achievement of its vision for Ontario postsecondary education.

# Chair's Message

As Chair of the Board of Directors of the Higher Education Quality Council of Ontario (HEQCO), I am privileged to have a unique vantage point on the work of this distinctive agency.

HEQCO has made great strides in helping colleges and universities document the quality and value of the academic programs they offer.

**Alastair J.S. Summerlee**  
Chair, Board of Directors

Through its research, HEQCO is having an impact on accessibility to higher education, the quality of learning and the structure of Ontario's postsecondary system.

A research focus for most of HEQCO's history, equitable access remains a challenge for non-traditional and underrepresented students such as first-generation students, students with disabilities, low-income students, Indigenous students and students whose first language is not English. HEQCO continues to work with colleges and universities to identify successful intervention strategies that influence retention and success in postsecondary, as well as work with community partners in developing a data infrastructure to inform both challenges and solutions.

HEQCO has made great strides in helping colleges and universities document the quality and value of the academic programs they offer through its research focus on learning outcomes. HEQCO's ongoing research in this area has positioned it as a leader in learning outcomes assessment, led by its groundbreaking pilot project, the Essential Adult Skills Initiative (EASI), which marks the first time in Canada that core skills, considered foundational to success in work and life, will be evaluated at the postsecondary program and institutional level.



HEQCO's ongoing work on differentiation, funding formulas, and institutional and system sustainability is particularly critical to ensuring the quality of the Ontario system in a time of diminishing resources. All are in service of enhancing student learning and the student experience. However, because HEQCO's contributions are evidence-based, our work is assisted and advanced by greater access to data. An open and transparent data environment also allows for the most informed advice, and for greater accountability to the public and government.

Within the pages of this report it becomes evident that HEQCO is embracing a more focused approach to its research activities, with fewer but more large-scale and multi-year projects. It is gratifying to witness the incremental but steady critical forward motion of HEQCO's work, conducted in alignment with the priorities of the Ministry of Advanced Education and Skills Development.

I invite you to review HEQCO's productive year and its goals for the future in this annual report, on our website and through weekly updates via our stakeholder mailing list. It is both our responsibility and our ambition to engage the broader community in our work.

**Alastair J.S. Summerlee**  
Chair, Board of Directors

# President's Message

Ontario's postsecondary education system is the foundation of a modern, knowledge-based economy. The publicly funded system is large and complex, and comprises 24 colleges and 20 universities.

As the only organization of its kind in Canada, HEQCO is building on the vision that led to its creation in 2005.

**Harvey P. Weingarten**  
President

Government and institutions have a responsibility to ensure that the system functions well and is meeting the needs of students and society. That's HEQCO's role too.

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

To a large extent, Ontario's postsecondary system functions well and is a great success. But like any large and complex ecosystem, the sector faces challenges. HEQCO's evidence-based research is focused on finding solutions to those challenges.

As the only organization of its kind in Canada, HEQCO is building on the vision that led to its creation in 2005. It has been my privilege to lead this organization since 2010 and watch it grow and evolve. We have worked hard to increase our partnerships and affiliations with world-leading higher education and research organizations, and to help Ontario harness the best thinking available on issues relevant to postsecondary education.





HEQCO envisions a postsecondary system that is more sustainable, innovative and productive and one that offers equitable access and success for all students, especially those who are underrepresented in higher education.

To achieve our vision, HEQCO has identified three critical, long-term goals, which we aim to reach by 2025: That every Ontario student will have an equitable opportunity to attend and succeed in postsecondary education and that participation and graduation rates for

underrepresented groups will equal those of the most advantaged groups in society; that every Ontario postsecondary institution will annually identify, evaluate and publicly report the skills and competencies its students have acquired; and that all Ontario postsecondary institutions will be sustainable and capable of delivering on their distinctive missions.

We believe this is our obligation to the government of Ontario, its citizens and, above all, to its students.

**Harvey P. Weingarten**  
President

# The Year in Review







(From left to right)  
**Martin Hicks**, Executive Director, Data and Statistics; **Harvey P. Weingarten**, President and CEO; and **Fiona Deller**, Senior Executive Director, Research and Policy.

**HEQCO provides evidence-based advice to the Government of Ontario to improve the province's postsecondary sector. Our research is the foundation of the work we do. We conduct our research on the basis of data and evidence collected by conducting experiments, evaluating the outcomes of projects and interventions, undertaking a deep analysis of data collected by others, and assessing best practices in Ontario, Canada and the world.**

**Our research agenda is guided by three priorities:**

- **Improving access to higher education for non-traditional and underrepresented groups of students**
- **Improving the quality of teaching and learning across the province through the assessment of learning outcomes, and ensuring that students graduate with the knowledge and skills they need to succeed in the workplace and in life**
- **Enhancing academic quality and choice by promoting differentiation among higher education institutions, outcomes-based funding, and the sustainability of institutions and the entire postsecondary system**

Over the past year, HEQCO published 16 reports spanning our three priority areas as well as 27 blogs, three podcasts, and 25 presentations by our staff. HEQCO convened three events on higher education issues on topics such as work integrated learning and the changing professoriate. HEQCO saw sustained growth in the number of dedicated followers here in Ontario, but also an emerging national and international audience. Our analysis shows that approximately 15% of our web traffic is international, with significant audience growth in the United Kingdom, Russia and Australia. Our national audience continued to expand with more

than 20% of Canadian traffic coming from outside Ontario, led by British Columbia, Quebec and Alberta. Overall, web traffic more than doubled over the past five years to 6,200 average visits per month in 2016-17. Our number of dedicated Twitter followers increased by 10% to more than 2,850. The number of subscribers to our weekly electronic news and events updates rose to more than 3,000.

# Access

**Equitable access to postsecondary education remains a challenge for non-traditional and underrepresented students including first-generation, low-income, Indigenous, those with disabilities and those whose first language is not English.**

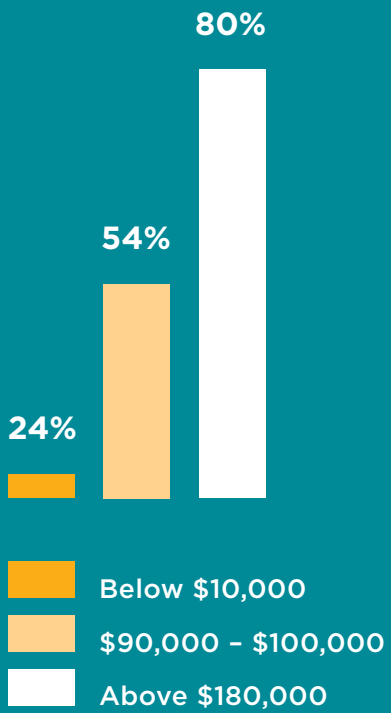
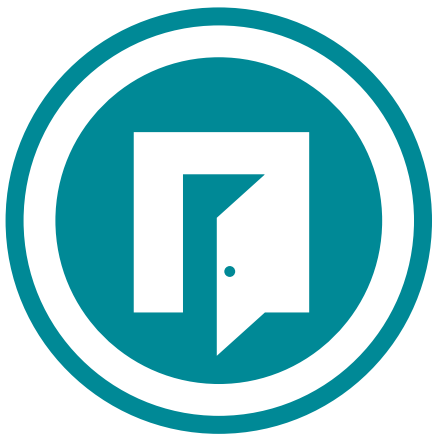
**How can we improve access to higher education for students who are under-represented?**

HEQCO's past work in this area has demonstrated that access to postsecondary education is determined by a complex set of factors that go beyond financial considerations.

To further our research in this area, in 2016-17 HEQCO launched the Centre for Equitable Access to identify opportunities to close gaps in student participation and retention, and to strengthen our relationships with our partners in the K-12 sector.

HEQCO also continued its work with the Access and Retention Consortium, a partnership with six institutions: Queen's University, University of Ottawa, University of Waterloo, Mohawk College, Centennial College and the Economic Policy Research Institute. With researchers from these institutions, HEQCO is undertaking multi-year research projects that aim to evaluate the effectiveness of various programs and interventions intended to improve access, retention and persistence among underrepresented students.





Postsecondary participation rates of 18-21 year-olds, by parental income.

Source: Statistics Canada



# Learning Outcomes

The postsecondary system is supposed to be the place where students acquire the critical skills they need to succeed in life and in the workplace. But do they?

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

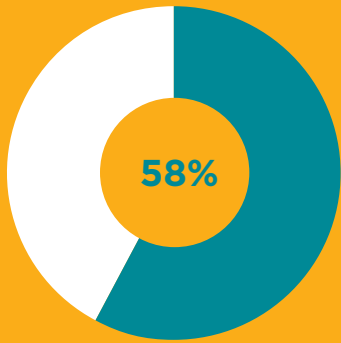
One of the largest and most ambitious research projects underway at HEQCO is the Essential Adult Skills Initiative (EASI), which aims to find out. The first phase of the pilot project was launched in 2016–17. It uses Education and Skills Online, a version of the Organization for Economic Co-operation and Development's PIAAC test, to measure the changes in literacy, numeracy and problem-solving skills in college and university students from the time they begin their programs to the time they graduate. EASI is also designed to assess the feasibility of skills measurement on a large scale in a postsecondary setting.

In the fall of 2016, HEQCO tested incoming students at 11 Ontario colleges and in the winter of 2017 we tested final-year students at those same institutions. Testing at universities, of both incoming and graduating students, will get underway in the fall of 2017.

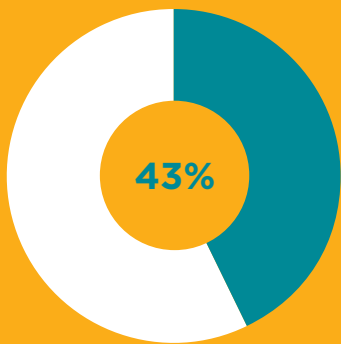
Aware of changing labour market expectations, HEQCO also launched the Postsecondary and Workplace Skills project, which aims to analyze the relationship between critical-thinking skills and labour market outcomes. The first phase of the project, launched in 2016–17, will compare the critical-thinking skills of first-year and graduating students at select institutions. In three years' time, researchers will link participants' results to their labour market outcomes, providing a snapshot of the role critical thinking plays in labour market success.

Since 2012, HEQCO and its partners in the Learning Outcomes Assessment Consortium have been developing and piloting tools and techniques to assess learning outcomes such as ePortfolios and analytic rubrics. Those projects are now coming to fruition, with several institutions reporting promising results. In 2016–17 HEQCO began the second phase of the consortium's work and launched the Centre for Learning Outcomes Assessment to coordinate and manage these and other projects.





**More than half of Canadian colleges have institutional learning outcomes.**



**More than 40% of Canadian universities have institutional learning outcomes.**

Source: HEGCO



# System Design

HEQCO continued its examination of the design of Ontario's postsecondary system and identified several avenues for sustaining its quality in a time of limited resources.

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

In 2016-17, HEQCO intensified its examination of the benefits and opportunities for institutional differentiation, including the publication of *The Differentiation of the Ontario University System: Where are we now and where should we go?* Subsequent to our recommendations, MAESD launched a differentiation framework and is positioning differentiation as a key underpinning of its ongoing funding formula and Strategic Mandate Agreement initiatives.

A key theme of MAESD's ongoing college and university funding formula review is the introduction of a new performance funding component that has the potential to shift the conversation from enrolment growth to quality improvement for students. In the context of looming financial constraints, HEQCO has highlighted the need to pay closer attention to faculty productivity and institutional sustainability.

HEQCO initiated a series of reports on institutional sustainability, two of which were published in 2016-17. *Understanding the Sustainability of the Ontario Postsecondary System and its Institutions: A Framework* laid the groundwork for examining the sustainability issues facing Ontario's postsecondary institutions. It was followed by *University Sustainability: Signal Data*, which served as a first step toward gaining a better understanding of the sustainability challenges facing the province's 20 universities so that government and institutions can work together to chart the best path forward. It also neared completion of a companion report examining the sustainability of the province's 24 publicly funded colleges.





814.1 822.5



thousands of students

2013 - 2014  
2014 - 2015

University and college enrolments in Ontario.

Source: Statistics Canada



# The Road Ahead

In the year ahead, HEQCO's research focus will remain firmly on our three priority areas: access, learning outcomes and system design.

But our research is just a stepping stone to achieving our ultimate goals:

- Ensuring that every Ontario student has an equitable opportunity to attend and succeed in postsecondary
- Ensuring that every Ontario institution consistently identifies, evaluates and reports the skills and competencies its students have acquired
- Ensuring that every postsecondary institution remains sustainable and capable of delivering on its distinctive mission

**This is our commitment.**

## Our President and Board

### Harvey P. Weingarten

#### President and Chief Executive Officer

Since joining HEQCO in 2010, Harvey P. Weingarten has expanded the agency's research capacity, increased its influence and impact with government and institutions, and has mounted a larger knowledge mobilization and solutions orientation for HEQCO. He served as president and vice-chancellor of the University of Calgary from 2001 to 2010. Under his leadership, the university increased access, invested in students, recruited world-class faculty and attracted record amounts of research revenue and philanthropic support. Dr. Weingarten was provost at McMaster University from 1996 to 2001. During a 21-year career at McMaster he served as dean of science, professor of psychology, department chair, and a teacher and mentor to many undergraduate and graduate students. His research examined the biological and psychological controls of eating and body weight. He received his B.Sc. from McGill University, and his M.Sc., MPhil and PhD from Yale University. Dr. Weingarten has served on many boards and councils including the Science, Technology and Innovation Council of Canada; Council for Aid to Education; C.D. Howe Human Capital Policy Council; Universities Canada; Canadian Language and Literacy Research Network; and Shad Valley. He writes and speaks regularly on postsecondary education, innovation and research policy, and higher education policy.



## Board of Directors

HEQCO's board of directors is responsible for setting the overall strategic direction of the council and ensuring that its activities remain firmly aligned with its mandate. To meet these responsibilities, the board works closely with management to develop and approve the organization's annual business plan and budget. Board members are appointed by the Lieutenant Governor in Council pursuant to the Higher Education Quality Council of Ontario Act, 2005. Board members draw on their distinguished backgrounds in business, academia and government to guide and support the success of HEQCO's initiatives.

### Alastair Summerlee Chair, Board of Directors

Alastair Summerlee was appointed chair of HEQCO's board of directors in October 2015. He is the former president of the University of Guelph, a position he held from 2003 to 2014. He joined the University of Guelph faculty in 1988 as a professor in biomedical sciences, was named associate dean of the Ontario Veterinary College in 1992, dean of graduate studies in 1995, associate vice-president academic in 1999 and provost and vice-president academic in 2000. As the University of Guelph's seventh president, he emphasized civic engagement and voluntarism, passions that are reflected in his current work as executive director of Fund the Food, an initiative to address hunger and poverty at home and abroad, and work in refugee camps. He also chairs the advisory board of Auburn University's Hunger Solutions Institute. He received his B.Sc. (hons) in anatomy, neurobiology and neurosciences, and his PhD in medical clinical sciences from the University of Bristol.





## Board Members

### Leslie Church

Leslie Church served on HEQCO's board from October 2015 until October 2016. She is chief of staff for Minister of Canadian Heritage Mélanie Joly. Previously, she was the head of global communications and public affairs for Google Canada. A graduate of the London School of Economics and the University of Toronto's Faculty of Law, she served as vice-chair of Ontario's Open Government Engagement Team in 2013-14, with a focus on providing recommendations on open data, access to information and civic engagement. She is a long-time advocate for higher education and has contributed to organizations including the Canadian Millennium Scholarship Foundation, University of Toronto's Faculty of Medicine and the Ontario Undergraduate Student Alliance. She was a panel member of the Government of Ontario's Rae Review of postsecondary education and served on HEQCO's 2012 Strategic Mandate Agreement expert panel.



### Cindy Dundon Hazell

Cindy Dundon Hazell, professor emeritus at Seneca College, was initially appointed to the board in January 2013 and was reappointed for a three-year term in January 2014. At Seneca she served as vice-president academic from 2001 to 2012. She joined the faculty at Seneca in 1980 and served as chair (Centre for Independent Learning), dean of continuing education, dean of business and the college's senior vice president. She has served on numerous internal and external committees, including two provincial negotiating teams for the Ontario Council of Regents. She is a past chair and treasurer of the Ontario Colleges' Coordinating Committee of Vice-Presidents Academic; past chair, Heads of Business; past chair, Heads of Continuing Education; and past chair, Vice-Presidents Academic, Polytechnics Canada. She serves as a director for the Ontario Council for Articulation and Transfer (ONCAT) Board. She holds an Honours Bachelor of Commerce and a Master of Education (higher education).



## Board Members

### Michael Hill

Michael Hill was named to the HEQCO board in June 2011 and was reappointed in October 2014 for a three-year term. He is the first president emeritus of Northern College of Applied Arts and Technology and a 30-year veteran of the Canadian community college system. He served as president of Northern College in northeastern Ontario from 1999 to 2009. Previously, he was president of Northwest Community College in British Columbia. He received his undergraduate degree in psychology from the University of Victoria and his master's in psychology from the University of Manitoba. He is working toward his doctorate in education from Uppsala University, Sweden, where he specializes in structuring and organizing educational offerings in remote and developing regions. In a career dedicated to postsecondary education, Hill was involved in the successful lobby to start a new university in northern British Columbia. In 1991, he was seconded to work with the new University of Northern British Columbia to develop a working model for the regional character of the university. He was a participant in an international group working in service to the Omega University Project in Sweden from 1992 to 1995. In 1995, he was seconded by the Government of British Columbia to serve as the interim inaugural president and CEO of Royal Roads University. He also served as an adviser to the University of the Highlands and Islands Projects in Inverness, Scotland while on sabbatical in 1997-98. In 2001, he was named to the Rural and Remote Colleges Task Force of the Association of Canadian Community Colleges, responsible for improving access to postsecondary education and training in rural and remote Canada to ensure ongoing social and economic development.





## Board Members

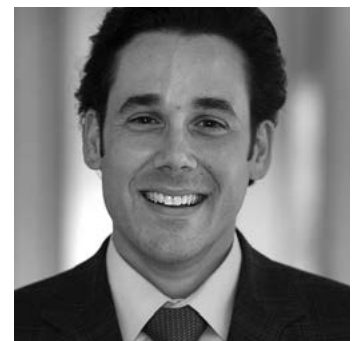
### Denis Mayer

Denis Mayer, former associate vice-president of student affairs at Laurentian University, was appointed to HEQCO's board in January 2015 and was reappointed in 2017 for a three-year term. At Laurentian, Mayer held the student affairs post from 1996 to 2013. Prior to that, he was the director of continuing education, where he was involved in distance and online learning regionally, provincially and nationally. He began his career in continuing education at Canadore College and is a former consultant for the Ministry of Culture and Recreation. He has also served as chair of the board for the Ontario Council for University Lifelong Learning, the Canadian Virtual University and the Canadian Association for Distance Education, as well as a board member of Contact North. He has received an honorary membership in the Canadian Association for Continuing University Education and the leadership award from the Canadian Network for Innovation in Education. His community service includes volunteering at the Sudbury Chamber of Commerce, United Way-Centraide, World Youth Days, Ontario Summer Games and the Canadian Games for the Physically Disabled. He recently completed a PhD in interdisciplinary studies at Laurentian, with a focus on first-generation students.



### Mark Stabile

Mark Stabile was appointed to the board in August 2013 and served a three-year term. He is founding director of the School of Public Policy and Governance at the University of Toronto and a professor of business economics and public policy at the Rotman School of Management, University of Toronto. He is also a research associate at the National Bureau of Economic Research, Cambridge, Massachusetts, and a visiting professor at the London School of Economics and Political Science. From 2003–2005 he was the senior policy adviser to the Ontario minister of finance, where he worked on health, education and tax policy. He is the recipient of the Carolyn Tuohy Impact on Public Policy Award, the John Polanyi Prize in economics and the Harry Johnson Prize from the Canadian Economics Association. His recent work focuses on the economics of child health and development, child mental health, health care financing, and tax policy and health insurance. He has advised the governments of Canada and Ontario, among others, on health care reform and programs to reduce child poverty. He is co-editor of *Exploring Social Insurance: Can a Dose of Europe Cure Canadian Health Care Finance*, published in 2008 by McGill-Queen's University Press. He serves on the advisory board for Canada 2020. Professor Stabile received his PhD from Columbia University and his BA from the University of Toronto.



# Financial Statements

Higher Education Quality Council of Ontario  
For the Year Ended March 31, 2017

## Independent Auditors' Report

To the Board of Directors of Higher Education Quality Council of Ontario

We have audited the accompanying financial statements of Higher Education Quality Council of Ontario which comprise the statement of financial position as at March 31, 2017 and the statements of operations, changes in net debt and cash flows for the year then ended and a summary of significant accounting policies and other explanatory information.

### Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with Canadian public sector accounting standards, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

### Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor

considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

### Opinion

In our opinion, the financial statements present fairly, in all material respects, the financial position of Higher Education Quality Council of Ontario as at March 31, 2017, and the results of its operations, its remeasurement gains and losses, changes in its net debt and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.

*Collins Barron Toronto LLP*

Chartered Professional Accountants

Licensed Public Accountants

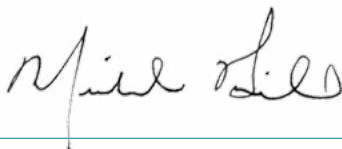
June 15, 2017


Toronto, Ontario

## Statement of Financial Position

As at March 31, 2017	2017	2016
<b>Financial Assets</b>		
Cash	\$ 1,062,337	\$ 856,181
HST receivable	91,799	59,232
Accounts receivable	25,000	-
Interest receivable	774	582
	<b>1,179,910</b>	<b>915,995</b>
<b>Liabilities</b>		
Accounts payable and accrued liabilities	1,090,142	942,417
Due to Ministry of Advanced Education and Skills Development (Note 3)	104,501	10,083
Deferred capital contributions (Note 4)	75,579	124,808
	<b>1,270,222</b>	<b>1,077,308</b>
Net Debt	<b>(90,312)</b>	<b>(161,313)</b>
<b>Non Financial Assets</b>		
Tangible capital assets (Note 5)	75,579	124,808
Prepaid expenses	14,733	36,505
	<b>90,312</b>	<b>161,313</b>
<b>Accumulated Surplus</b>	<b>\$ -</b>	<b>\$ -</b>
Commitments (Note 8)		

Approved by the Board

  
 \_\_\_\_\_  
 Director

  
 \_\_\_\_\_  
 Director

See accompanying notes

## Statement of Operations

Year Ended March 31, 2017	Budget 2017	Actual 2017	Actual 2016
<b>Revenue</b>			
Provincial funding	\$ 5,000,000	\$ 4,864,798	\$ 4,924,977
Amortization of deferred capital contributions (Note 4)	79,410	79,930	87,334
Interest income	5,743	6,743	5,337
	5,085,153	4,951,471	5,017,648
<b>Expenses (Note 6)</b>			
Governance	468,860	484,612	566,057
Research	4,458,879	4,299,710	4,292,190
Administration	157,414	167,149	159,401
	5,085,153	4,951,471	5,017,648
<b>Surplus for the year</b>	-	-	-
<b>Accumulated surplus, beginning of year</b>	-	-	-
<b>Accumulated surplus, end of year</b>	\$ -	\$ -	\$ -

## Statement of Changes in Net Debt

Year Ended March 31, 2017	Budget 2017	Actual 2017	Actual 2016
<b>Net debt, beginning of year</b>	\$ 161,313	\$ 161,313	\$ 181,822
Acquisition of tangible capital assets	-	30,701	64,940
Amortization of tangible capital assets	(79,410)	(79,930)	(87,334)
Disposition of tangible capital assets	-	71,124	11,519
Other adjustments - prepaid expenses	-	(21,772)	1,885
Writeoff of tangible capital assets	-	(71,124)	(11,519)
<b>Net debt, end of year</b>	\$ 81,903	\$ 90,312	\$ 161,313

See accompanying notes

## Statement of Cash Flows

Year Ended March 31, 2017	2017	2016
<b>Cash provided by (used in)</b>		
<b>Operating activities</b>		
Surplus for the year	\$ -	\$ -
Items not affecting cash		
Amortization of deferred capital contributions	(79,930)	(87,334)
Amortization of tangible capital assets	79,930	87,334
Net changes in non-cash working capital		
HST receivable	(32,567)	(6,238)
Interest receivable	(192)	462
Accounts receivable	(25,000)	422
Prepaid expenses	21,772	(1,885)
Accounts payable and accrued liabilities	147,725	(260,942)
Due to Ministry of Advanced Education and Skills Development	94,418	(59,199)
	<b>206,156</b>	<b>(327,380)</b>
<b>Capital activities</b>		
Acquisition of tangible capital assets	(30,701)	(64,940)
<b>Financing activities</b>		
Contributions for purchase of tangible capital assets	30,701	64,940
<b>Increase (decrease) in cash for the year</b>	<b>206,156</b>	<b>(327,380)</b>
<b>Cash, beginning of year</b>	<b>856,181</b>	<b>1,183,561</b>
<b>Cash, end of year</b>	<b>\$ 1,062,337</b>	<b>\$ 856,181</b>

See accompanying notes



## Notes To Financial Statements

### 1 The Organization

#### Formation and Status

The authority to create the Higher Education Quality Council of Ontario (the “Council”) was established in the Higher Education Quality Council of Ontario Act, 2005 (the “Act”). The Council is a Crown Agency of the Ministry of Advanced Education and Skills Development (“MAESD”) (formerly Ministry of Training, Colleges and Universities or MTCU) and is classified as an operational services agency.

The Higher Education Quality Council is a corporation without share capital and is not subject to the Corporations Act or the Corporation Information Act. The Council is subject to section 132, subsection 134(1) and section 136 of The Business Corporations Act. As an agent of the Crown, the Council is not subject to income tax.

The Council is, and exercises its powers only as an agent of the Crown. Limits on the Council’s ability to undertake certain activities are set out in both the Act and The Memorandum of Understanding between the Council and MAESD (formerly MTCU) dated December 6, 2006 and as renewed in The Memorandum of Understanding dated January 9, 2013.

#### Council Operations

The objective of the Council is to assist the Minister of Advanced Education and Skills Development in improving all aspects of the postsecondary education sector, including improving the quality of education provided in the sector, access to postsecondary education and accountability of postsecondary educational institutions.

The Council is governed by a Board of Directors who is appointed by Order-in-Council.

### 2 Summary of Significant Accounting Policies

The financial statements of the Higher Education Quality Council of Ontario are the representations of management prepared in accordance with Canadian generally accepted accounting principles established by the Public Sector Accounting Board. No statement of remeasurement gains or losses has been presented as no remeasurement gains or losses have occurred during the year.

Accounting policies followed by the Council are as follows:

### **Accrual Basis of Accounting**

Revenue and expenses are reported on the accrual basis of accounting. The accrual basis of accounting recognizes revenues in the year in which the transactions or events occurred that give rise to the revenue; expenses are recognized in the year the goods or services are acquired, a legal liability is incurred or transfers are due.

### **Government Transfer Payments**

The Council is funded solely by the Province of Ontario in accordance with budget arrangements established by the MAESD. These financial statements reflect agreed funding arrangements approved by the MAESD.

Government transfer payments from the MAESD are recognized in the financial statements in the year in which the payment is authorized and the events giving rise to the transfer occur, performance criteria are met, and reasonable estimates of the amount can be made.

### **Allocation of Expenses**

The Council engages in providing research, support and advocacy for improvement of all aspects of the postsecondary education sector. The cost of each object includes salaries and benefits, research activities, consulting contracts and other operating expenses that are directly related to providing the services. Salaries and benefits are allocated to governance, research and administration based on the activity to which they relate or benefit. Research related contracts and projects have been allocated to research. Other operating expenses have been charged to governance, research and administration based on head count at year-end.

### **Deferred Contributions**

Certain amounts, including transfer payments from the MAESD, are received pursuant to legislation, regulation or agreement and may only be used in the conduct of certain programs or in the completion of specific work. Funding is only recognized as revenue in the fiscal year the related expenses are incurred or services performed.

Any amounts received that are used to fund the acquisition of tangible capital assets are recorded as deferred capital contributions and are recognized over the useful life of the asset reflective of the provision of its services. Deferred capital contributions are amortized into revenue in accordance with the amortization policy applied to the related capital asset recorded.

**Tangible Capital Assets**

Tangible capital assets are recorded at historical cost. The cost of tangible capital assets contributed is recorded at the estimated fair value on the date of contribution. Where an estimate of fair value cannot be made, the tangible capital asset would be recognized at nominal value.

Maintenance and repair costs are recognized as an expense when incurred. Betterments or improvements that significantly increase or prolong the service life or capacity of a tangible capital asset are capitalized. Computer software licence fees are recognized as an expense when incurred.

Tangible capital assets are stated at cost less accumulated amortization. Tangible capital assets are amortized on a straight-line basis over their estimated useful lives as follows:

Computer equipment	3 years
Furniture and equipment	5 years
Leasehold improvements	life of lease

Expenditures for tangible capital assets that are less than \$1,000 are expensed as incurred.

The Council reviews the carrying amount, amortization and useful lives of its capital assets regularly. If the capital asset no longer has any long-term service potential to the Council, the excess of the net carrying amount over any residual value is recognized as an expense in the statement of operations.

**Financial Assets and Liabilities**

The Council initially measures its financial assets and liabilities at fair value. The Council subsequently measures all its financial assets and financial liabilities at amortized cost. Changes in fair value are recognized in the statement of operations.

Financial assets measured at amortized cost include cash, accounts receivable and interest receivable. Financial liabilities measured at amortized cost include accounts payable and accrued liabilities.

**Leases and Rent Expense**

Leases are accounted for as operating leases wherein rental payments are initially recorded in the statement of operations and are adjusted to a straight-line basis over the term of the related lease. The difference between the straight-line rent expense and the rental payments, as stipulated under the lease agreement, is included in accounts payable and accrued liabilities.

## Use of Estimates

The preparation of these financial statements in conformity with Canadian public sector accounting standards requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and the disclosure of contingent assets and liabilities at the date of the financial statements, and the reported amounts of revenue and expenses during the reporting period. Actual results could differ from those estimates. Estimates relate primarily to accruals for research contracts and amortization of tangible capital assets and related amortization of capital contributions, which are based on the estimated useful lives of the tangible capital assets.

## 3 Due to the Ministry of Advanced Education and Skills Development

In accordance with the Council's Memorandum of Understanding, funding received in excess of expenditures may be required to be repaid and is recorded as due to MAESD.

## 4 Deferred Capital Contributions

During the year, the Council utilized \$30,701 (2016 - \$64,940) of its MAESD funding for additional capital asset purchases. The MAESD funds used to purchase these capital assets have been included as part of deferred capital contributions and are to be amortized into revenue on the same basis as the amortization of the purchased assets.

	2017	2016
Balance, beginning of year	\$ 124,808	\$ 147,202
Contributions received	30,701	64,940
Less: amounts recognized in revenue	79,930	87,334
<b>Balance, end of year</b>	<b>\$ 75,579</b>	<b>\$ 124,808</b>

## 5 Tangible Capital Assets

<b>Cost</b>	<b>Computer Equipment</b>	<b>Leasehold Improvements</b>	<b>Furniture and Equipment</b>	<b>Total 2017</b>	<b>Total 2016</b>
Balance, beginning of the year	\$ 208,245	\$ 901,852	\$ 141,170	\$ 1,251,267	\$ 1,197,846
Additions	26,158	4,543	-	30,701	64,940
Dispositions	(71,124)	-	-	(71,124)	(11,519)
<b>Balance, end of year</b>	<b>\$ 163,279</b>	<b>\$ 906,395</b>	<b>\$ 141,170</b>	<b>\$ 1,210,844</b>	<b>\$ 1,251,267</b>

<b>Accumulated Amortization</b>	<b>Computer Equipment</b>	<b>Leasehold Improvements</b>	<b>Furniture and Equipment</b>	<b>Total 2017</b>	<b>Total 2016</b>
Balance, beginning of the year	\$ 189,814	\$ 844,447	\$ 92,198	\$ 1,126,459	\$ 1,050,644
Additions	19,537	50,822	9,571	79,930	87,334
Dispositions	(71,124)	-	-	(71,124)	(11,519)
<b>Balance, end of year</b>	<b>\$ 138,227</b>	<b>\$ 895,269</b>	<b>\$ 101,769</b>	<b>\$ 1,135,265</b>	<b>\$ 1,126,459</b>
<b>Net book value</b>	<b>\$ 25,052</b>	<b>\$ 11,126</b>	<b>\$ 39,401</b>	<b>\$ 75,579</b>	<b>\$ 124,808</b>

## 6 Expenses by Object

	<b>Governance</b>	<b>Research</b>	<b>Administration</b>	<b>Total 2017</b>	<b>Total 2016</b>
<b>Salaries and benefits</b>	\$ 386,548	\$ 2,006,679	\$ 143,868	\$ 2,537,095	\$ 2,530,692
<b>Research activities</b>	-	1,659,473	-	1,659,473	1,708,154
<b>Other operating expenses</b>	98,064	633,558	23,281	754,903	778,802
	<b>\$ 484,612</b>	<b>\$ 4,299,710</b>	<b>\$ 167,149</b>	<b>\$ 4,951,471</b>	<b>\$ 5,017,648</b>

## 7 Pension Agreements

The Council makes contributions on behalf of its staff to the Public Service Pension Plan administered by the Ontario Pension Board, which is a multi-employer plan. The plan is a defined benefit plan, which specifies the amount of the retirement benefit to be received by the employees based on the length of service and rates of pay.

The contribution rates in 2016/2017 were 6.4% of the Year's Maximum Pensionable Earnings ("YMPE") plus 9.5% on earnings above the YMPE.

Contributions in the amount of \$100,156 (2016 - \$116,097) are included in expenses in the statement of operations, and \$6,848 (2016 - \$19,982) is included in accounts payable and accrued liabilities.

## 8 Lease Obligations and Other Commitments

The Council entered into a lease of 7,670 rentable square feet of office space on the 24<sup>th</sup> floor of 1 Yonge Street, Toronto, negotiated by the Ontario Realty Corporation, for a term of five years beginning on May 15, 2007. Rentable square feet increased to 7,717 as a result of the landlord's improvements to meet requirements in the Council's lease. Rent is payable monthly.

The Council renewed the lease for an additional five years commencing May 15, 2012 and expiring on May 14, 2017. The new net rate is \$17.00 per square foot (\$15.00 per square foot for May 2007 – May 2012).

The council renewed the second lease extension (final option) from May 15, 2017 until August 31, 2020. Base rent is \$21.00 per square foot from May 2017 to 2018, and \$22.00 per square foot from May 2018 to August 2020.

Minimum lease payments under operating leases are as follows:

	Rent	Equipment
2017 – 2018	\$ 158,199	\$ 5,129
2018 – 2019	168,809	5,129
2019 – 2020	169,774	4,701
2020 – 2021	70,739	-
	<b>\$ 567,521</b>	<b>\$ 14,959</b>

The gross rent rate is \$38.32 per square foot or \$295,741 for the period from January 1, 2017 to December 31, 2017.

### Contractual Obligations

The Council has signed multi-year contracts with academic researchers where deliverables and payments are due over several years up to 2020. The amounts for research services yet to be provided are as follows:

2017 – 2018	\$ 918,199
2018 – 2019	384,243
2019 – 2020	401,503
	<b>\$ 1,703,945</b>



# Appendix

HEQCO's external research projects are developed through Requests for Proposals, Expressions of Interest, partnerships, and contracts with researchers and institutions with specific subject-matter expertise. The projects and procurements listed reflect responses to HEQCO's past calls for proposals. Please see the Requests for Proposals page of our [website](#) for the most recent and outstanding requests.

## Appendix A: Research Projects

The following projects were initiated or ongoing in 2016-17.

Projects initiated in 2016-17	
Title	Contractor
The Impact of Food Insecurity on the Academic Success and Postsecondary Transitions of TDSB Students	York University Toronto District School Board Toronto District School Board Karen Robson
Data Infrastructure for Studying PSE Access in Ontario	Kelly Gallagher-Mackay
Postsecondary and Workplace Skills (PAWS) Project	Queen's University Mohawk College
Relationship Between PSE Participation and Household Income	Prism Economics, Social Research and Demonstration Corporation
Essential Adult Skills Initiative	Algonquin College Centennial College Conestoga College Fanshawe College Fleming College George Brown College Humber College McMaster University Queen's University Quest University Ryerson University Sault College Seneca College Sheridan College St. Lawrence College Wilfrid Laurier University York University
Utilizing Indigenous Learning Outcomes to Assess the Global Citizenship of Learners	Confederation College
Mini Survey for Work Integrated Learning	Academica Group Inc.
Grade 10 Survey	Academica Group Inc.
Student Vu Five Studies Project	Academica Group Inc.

## Projects initiated in 2016-17

Title	Contractor
Examining the Effectiveness of Incentives on Student Participation in Research	Academica Group Inc.
The Hamilton Community Foundation Partnership (Abacus & school board pilot project)	Hamilton Community Foundation
Skills Gaming Project	Sheridan College
Opportunities and Challenges in Predictive Modelling	Plaid Consulting
Barriers to Work Integrated Learning	R.A. Malatest & Associates
University Differentiation	HEQCO
College Differentiation	HEQCO
Sustainability	HEQCO
Components of this Project:	
<ol style="list-style-type: none"> <li>1. Framework</li> <li>2.               <ol style="list-style-type: none"> <li>a. University sustainability: Signal data</li> <li>b. College sustainability: Signal data</li> </ol> </li> <li>3. Compensation</li> <li>4. Workload analysis</li> <li>5. Non-traditional faculty</li> <li>6. The aging of faculty</li> <li>7. Enrolment, funding and tuition (Capstone)</li> </ol>	
Higher Education Performance Measurement	HEQCO
Net Tuition	HEQCO
Work Integrated Learning	HEQCO
Competency-Based Education and Credentialing	HEQCO
Community Research Networks	HEQCO

## Projects initiated in previous years but still ongoing

Title	Contractor
ARC: An Internet-Based Prevention Program to Promote the Academic Success of Students (PASS)	University of Ottawa
ARC: Exploring the Keys to Transformation in Post-Secondary Access and Retention: Pathways to Meaningful Work and Lives for Youth from Underserved Neighbourhoods	Centennial College
ARC: Q Success: Supporting Underrepresented Students in Transition	Queen's University
ARC: Social-Belonging Interventions: A Randomized Controlled Trial	University of Waterloo
ARC: Using Future Authoring to Improve Student Outcomes	Education Policy and Research Initiative (EPRI)
ARC: Using Predictive Modelling for Students at Risk of Leaving College to Drive Early Alert & Intrusive Advising Interventions	Mohawk College
Framework for Visual Analytics of Learning Outcomes Data to Support Institutional and Program Improvement	Queen's University
LOAC: A Pilot Project for the Development of an Online Learning Outcome Assessment Strategy for the University of Guelph	University of Guelph
LOAC: Building Capacity to Measure Essential Employability Skills	George Brown College
LOAC: Develop Rubric to Assess Skills in a College-Wide Application	Humber College
LOAC: Development of Analytic Rubrics for Learning Outcomes Assessment	University of Toronto
LOAC: ePortfolios and Employers	Durham College
LOAC: Learning Outcomes Assessment and Program Improvement at Queen's University	Queen's University
LOAC: Utilizing Indigenous Learning Outcomes to Assess the Global Citizenship of Learners (phase one)	Confederation College
Phase 4: Understanding Choice, Transition and Persistence in Ontario Postsecondary Education	McMaster University
Long-Term Education and Labour Market Impacts from the Future to Discover Project	Social Research and Demonstration Corporation
College-University Student Movement Description and Analysis	York University
Providing High-Quality Work-integrated learning opportunities in Ontario Colleges and Universities	University of Toronto

## Projects initiated in previous years but still ongoing

Title	Contractor
Measuring what Matters Partnership	People for Education
MOU: Employment and Social Development Canada, Government of Canada, and HEQCO	Strategic and Service Policy, Employment and Social Development Canada
HEQCO-ONCAT Partnership	Ontario Council on Articulation and Transfer
Long-Term Education and Labour Market Outcomes	Education Policy and Research Initiative (EPRI)
Holland College Partnership	Holland College
Literacy at the Postsecondary Level	HEQCO
Postsecondary Participation by Income	HEQCO



## Appendix B: Requests for Proposals

The following procurements were administered in 2016-17.

Procurements	Description
Learning Outcomes Assessment Consortium (LOAC) Expansion	HEQCO aims to build on the previous work of the consortium and tackle emerging challenges and opportunities in learning-outcomes assessment.
Barriers to Work Integrated Learning (WIL) Opportunities	This research project addresses barriers, institutional-level strategies, and future recommendations regarding Work Integrated Learning.
Predictive Modelling	This RFP invites proposals for a report that highlights innovative uses of predictive modelling to inform intervention initiatives aimed at increasing student retention at the postsecondary level.
Postsecondary and Workplace Skills	This pilot project examines the relationship between skill levels in postsecondary education and labour market outcomes.
Data Infrastructure for Studying Postsecondary Access in Ontario	A project that uses interviews with sector experts to identify the data gaps and opportunities to understand equity of access in Ontario and other jurisdictions.
The Impact of Food Insecurity on Postsecondary Education Attainment	An exploratory analysis of the impact of eating breakfast on a regular basis during the school week on student's academic success.
Essential Adult Skills Initiative (EASI)	A multi-institutional project that measures core adult skills in postsecondary students and documents the degree to which these skills change over the course of their programs.
Utilizing the Aboriginal Learning Outcomes to Assess the Global Citizenship of Learners, Phase One: Creation of a Critical Thinking Assessment Tool that is Culturally Relevant	This project aims to create an assessment tool (rubric) that is congruent with Aboriginal understandings of critical thinking.
Long-Term Education and Labour Market Impacts from the Future to Discover Project	This project links data on students' education trajectories to individual tax records.

Procurements	Description
Skills Gaming Project	This project is a demonstration pilot that uses gamification to create a game to better understand students' perceptions of the cognitive and/or behavioural skills obtained during their postsecondary experience. Students' critical thinking, teamwork and communication skills are of particular interest — these are frequently identified as relevant to labour market success.
Participation by Socioeconomic Status	This project will explore different ways of looking at the participation in postsecondary by socioeconomic status. This work will also support our evaluation of the OSAP reforms.
Expectations and Aspirations	Working with EQAO, we will survey high school students to better understand their expectations and aspirations for PSE. This work will also support the evaluation of the OSAP reforms.

## Appendix C: Publications and Blogs

The following research reports were published in 2016-17

Title
Understanding Future Authoring to Improve Student Outcomes
Understanding the Gaps in Postsecondary Participation Based on Income and Place of Birth: The Role of High School Course Selection and Performance
Understanding the Student Experience of a University Labour Strike: Identifying Strategies to Counter Negative Impact
University Sustainability: Signal Data
What's the Story? National Media Coverage of Higher Education in Canada
Labour Market Trends and Outlooks for Regulated Professions in Ontario
Maximizing Opportunity, Mitigating Risk: Aligning Law, Policy and Practice to Strengthen Work Integrated Learning in Ontario
Approaches to Net Tuition: An Environmental Scan
The Landscape of Learning Outcomes Assessment in Canada
Understanding the Sustainability of the Ontario Postsecondary System and its Institutions: A Framework
The Differentiation of the Ontario University System: Where Are We Now and Where Should We Go?
Measuring Resilience as an Education Outcome
Transfer Pathways in Postsecondary Education: York University and Seneca College as a Case Study
Understanding the STEM Path through High School and into University Programs
Ontario's PhD Graduates from 2009: Where are They Now?
A Practical Guide for Work Integrated Learning: Effective Practices to Enhance the Educational Quality of Structured Work Experiences Offered through Colleges and Universities

The following blogs were published in 2016–17.

Title
Jackie Pichette — OSAP transformation: Just the ticket?
EduData — Students' perspectives on OSAP
HEQCO — HEQCO making progress on skills measurement: It's EASI
Zachary Rose — Seeking a non-traditional access strategy
Podcast — Hamilton Community Foundation
Toni Morgan — Wow, Harvard! But How?
Harvey P. Weingarten — FutureSkillsLab: A Step in the Right Direction
Podcast — Mehnaz Tabassum
Erin Maloney, Daniel Ansari and Jonathan Fugelsang — Outing Math Anxiety
Podcast — Omega Foundation
Harvey P. Weingarten — Plans are useless but planning is indispensable
Cassandra Cao — Machine learning on campus
EduData — Students' perspectives on Work Integrated Learning
Matthew Ross — Declining media coverage
Harvey P. Weingarten — Postsecondary education and jobs: It's a question of skills
Harvey P. Weingarten — Why so little information in a sector drowning in data?
Lisa Philipps, Joseph Turcotte and Leslie Nichols — The downsides of postsecondary co-op work placements
EduData — Ontario PhD Grads by Discipline
EduData — The landscape of learning outcomes assessment in Canada
Harvey P. Weingarten — The challenge of change: advice from Keynes
Anne Krook — On mom, jobs and humanities grads
Martin Hicks and Fiona Deller — An Homage to Good Data
HEQCO — Hunting for Good WIL: Put quality before quantity
Harvey P. Weingarten — Differentiation: Toward higher quality of teaching and research, greater institutional sustainability and clarity of student choice
EduData — Ontario's 20 Unique Universities

## Title

Sarah Brumwell — Resilience, transferable skills and higher ed

Harvey P. Weingarten — Experiential education: Let there be evidence

Nicholas Dion — Numeracy is not math

EduData — Ontario's PhD Graduates from 2009, where are they now?

Nicholas Dion — An ode to options

## Appendix D: Events and Presentations

The following events took place in 2016–17.

Name of Event	Date	Location
<p><b>The Changing Professoriate at Ontario Colleges and Universities</b></p> <p><i>This symposium brought together experts to discuss the shifting nature of academic work and changes to the professoriate in Ontario.</i></p> <p><i>This event was sponsored by HEQCO, the Centre for the Study of Canadian and International Higher Education at OISE and the Ontario Ministry of Advanced Education and Skills Development.</i></p>	April 29, 2016	OISE, Toronto, ON
<p><b>Work Integrated Learning in Ontario’s Colleges and Universities: Where there’s a WIL, there’s a way — but where specifically, and how best?</b></p> <p><i>This symposium explored how WIL can best prepare students for the workplace given that many students will find themselves in occupations that are not the obvious destination of their field of study. We also examined WIL — or lack thereof — in a variety of academic programs with a special interest in how to avoid various pitfalls when developing, maintaining and assessing WIL.</i></p> <p><i>This event was sponsored by HEQCO, the Centre for the Study of Canadian and International Higher Education at OISE and the Ontario Ministry of Advanced Education and Skills Development.</i></p>	November 18, 2016	OISE, Toronto, ON
<p><b>CUPA-MAESD-HEQCO Day</b></p> <p><i>Participants gathered to address HEQCO’s research agenda, the economic impact of Ontario’s universities, how universities are incorporating labour market data into operations and Open SIMS.</i></p> <p><i>This event was sponsored by the Council on University Planning &amp; Analysis, the Ministry of Advanced Education and Skills Development and HEQCO.</i></p>	December 16, 2016	OCAD University, Toronto, ON



The following events took place in 2016–17.

## Ontario

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

16. Hicks, M. (November 4, 2016) *Changing the Channel*. Presentation to Committee of Finance Officers, Toronto, ON.
17. Hicks, M. (November 18, 2016) *Work Integrated Learning*. Presentation to OISE – MAESD – HEQCO Symposium, Toronto, ON.
18. Hicks, M. (December 16, 2016) *HEQCO Update*. Presentation to CUPA – MAESD – HEQCO Day, Toronto, ON.
19. Weingarten, H. (Jan. 18, 2017) *Minister's Briefing on Sustainability*, Ministry of Advanced Education and Skills Development, Toronto, ON.
20. Hicks, M. (Jan. 27, 2017) *First Generation Community Practice Workshop: Access, Equity and Data*, Toronto, ON.
21. Hicks, M. & Jonker, L. (Feb. 15, 2017) Ontario University Registrars' Conference. *Approaches to Net Tuition*, Toronto, ON.
22. Hicks, M. (March 1, 2017) *Differentiation in Higher Education*, Guest lecturer at York University's PSE Diploma Program, Toronto, ON.

## Within Canada

1. Weingarten, H. (October 2016) *Quality, accountability and sustainability in postsecondary education*. Presentation to the Postsecondary Sector Leadership Forum, Saskatoon, SK.

## International

1. MacFarlane, A. (June 2016) *The current landscape of learning outcomes assessment practices*. Presentation at the Association for the Assessment of Learning in Higher Education (AALHE), Milwaukee, WI.
2. MacFarlane, A. (June 2016) *The learning outcome assessment consortium: Sharing best practices*. Presentation at the Association for the Assessment of Learning in Higher Education (AALHE), Milwaukee, WI.

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