

Introduction

Preamble

This Strategic Mandate Agreement between the Ministry of Colleges and Universities and OCAD University is a key component of the Ontario government's accountability framework for the postsecondary education system.

The Strategic Mandate Agreement (SMA):

- outlines provincial government objectives and priority areas for the postsecondary education system
- describes the elements of Ontario's performance-based funding mechanism, including the university's annual performance-based funding notional allocation for the five-year 2020 to 2025 Strategic Mandate Agreement (SMA3) period
- establishes the corridor midpoint that will form the basis of enrolment-related funding over the five-year SMA3 period
- supports transparency and accountability objectives
- establishes allowable performance targets for 10 metrics upon which institutional performance will be assessed

This SMA is for the fiscal period from April 1, 2020 to March 31, 2025.

Ontario's objectives

SMAs are bilateral agreements between the ministry and the province's publicly-assisted colleges and universities and are a key component of the Ontario government's accountability framework for the postsecondary education system. This cycle of agreements is focused on promoting accountability through transparency and a focus on performance outcomes. The following objectives underline SMA3:

- increasing trust and accountability through transparency and improved performance outcomes in Ontario's postsecondary education system
- reducing red tape by striking an appropriate balance between accountability and reporting through streamlined processes and a reduced number of metrics
- incentivizing colleges and universities to redirect resources and invest in initiatives that result in positive economic outcomes
- encouraging alignment of postsecondary education with labour market outcomes
- incentivizing differentiation and specialization to support increased efficiencies

Institutional profile

The ministry recognizes the importance of supporting a differentiated system, and recognizing institutional specializations, as a means of enhancing efficiencies in the postsecondary education sector.

The institutional profile is intended to describe how the university's institutional mission and strategic goals support the priority areas of the Ontario government, as identified in this agreement. Institutions may also wish to include narrative related to the post-COVID-19 context for the institution.

OCAD University's institutional profile:

Founded in 1876, OCAD University is Canada's largest, most comprehensive—and Ontario's only—art, design and digital media university. OCAD University currently enrolls 4,700+ students in undergraduate and graduate programs focused on art, design, digital media and extending these fields into wider domains. OCAD University brings specialized capacity to the workforce, creating jobs, stimulating innovation and contributing to Canadian economic development. OCAD University offers students hands-on, studio-based learning connected to real work experience to prepare for their careers.

As Ontario and Canada's leading artists, designers and cultural thinkers, OCAD University alumni feed all economic sectors. OCAD University generates innovation, jobs, entrepreneurship and economic development through design-thinking, strategic foresight and exceptional art, design, digital media and research-creation skills.

Guided by four planning documents, Vision and Mission, Strategic Directions 2017–2022, Academic Plan 2017–2022: Transforming Student Experience and Strategic Research Plan 2019–2024, and while emphasizing studio-based education, OCAD University is entering an important transformation phase aligning with the Strategic Mandate Agreement (SMA3) cycle beginning 2020–21.

OCAD University sees COVID-19 as an opportunity to make programs even more innovative, comprehensive, flexible and relevant. Already deeply focused on how digital technologies, creativity, design thinking and collaborative skills development interact, OCAD U can play an essential role in rebuilding Ontario's economy.

During the next five years, OCAD University will change significantly. University-wide curricular transformation will develop more open and learner-directed education for undergraduates. This new delivery model will improve student experiences at OCAD University by letting students create programs supporting their interests and career goals. It will also make earning degrees more flexible, interdisciplinary and self-directed, so students can graduate at the pace they choose. These changes will improve students' labour market outcomes and graduation rates.

Included is the development of a micro-credentials system across curricular, co-curricular and continuing learning, enabling students to craft individualized learning journeys and communicate their skills to employers. These curricular transformations will also allow the university to build a more financially sustainable educational model.

Legislation passed in December 2019 and proclaimed in June 2020 expands OCAD University's degree-granting capabilities to offer degrees relevant to contemporary knowledge and market demand; these capabilities include a PhD and expanded science, technology, business and entrepreneurship degree offerings. These changes allow OCAD U to realign and expand existing programs fields of study to compete with leading specialized institutions and comparative programs elsewhere.

The university is transforming experiential learning and will address space needs over the next five years. OCAD U recently refurbished the George Reid House and the Rosalie Sharp Pavilion and modernized the Fabrication Centre. OCAD University needs to renovate existing space and build additional space to facilitate class size changes, fewer course sections and more international students to maximize curricular transformation impact and new ways of teaching and learning following COVID-19.

Digital infrastructure will revitalize OCAD University's campus. Tech-heavy and design-driven, OCAD U requires cutting-edge hardware and software to build its, its community's and Ontario's futures. Digital infrastructure will redefine OCAD U spaces, and how educational, research and intellectual property (IP) and services are created and disseminated to build wealth across Ontario and Canada.

Performance-based funding

Notional annual allocation

For the SMA3 cycle, OCAD University's annual allocation of performance-based funding has been calculated by the ministry in accordance with the university funding model and Ontario's Performance-based Funding Technical Manual. OCAD University's notional allocations will not be impacted by previous year performance, and will follow a graduated activation plan as follows:

Year	2020–21	2021–22	2022–23	2023–24	2024–25
Differentiation Envelope	\$7,798,095	\$10,080,065	\$12,362,104	\$14,644,142	\$15,785,161
Performance-based Grant	\$6,310,246	\$8,834,345	\$11,358,443	\$13,882,542	\$15,144,591

Notes: 1. Activation of performance-based funding will not be in place for 2020–21 and 2021–22. Thereafter, activation for the following years will be determined through the SMA3 Annual Evaluation process.

2. Further details on calculations are available in Ontario's Performance-based Funding Technical Manual. The Performance-based Grant has been capped at the system-average annual proportion and residual funding remains part of the Differentiation Envelope. Notional allocation represents the Performance-based Portion of the Differentiation Envelope capped to the system-wide average.

3. The notional allocations presented above are estimates based on 2019–20 final operating grant totals.

Institutional weighting strategy

The performance-based funding mechanism in this SMA enables institutions to assign metric weightings to reflect institutional strengths and differentiated roles in the postsecondary education system. Assigned metric weightings will impact performance-based funding on a metric-by-metric basis per the table below. Metric details are described in the following section.

Institutional assigned metric weightings and notional performance-based funding allocations

Metric	2020–21 weighting max. 35% min. 10%	2020–21 notional funding allocation	2021–22 weighting max. 30% min. 5%	2021–22 notional funding allocation	2022–23 weighting max. 25% min. 5%	2022–23 notional funding allocation	2023–24 weighting max. 25% min. 5%	2023–24 notional funding allocation	2024–25 weighting max. 25% min. 5%	2024–25 notional funding allocation
1. Graduate employment rate in a related field	10%	\$631,025	10%	\$883,434	5%	\$567,922	5%	\$694,127	5%	\$757,230
2. Institutional strength and focus	30%	\$1,893,074	25%	\$2,208,586	25%	\$2,839,611	25%	\$3,470,635	25%	\$3,786,148
3. Graduation rate	10%	\$631,025	5%	\$441,717	5%	\$567,922	5%	\$694,127	5%	\$757,230
4. Community and local impact of student enrolment	30%	\$1,893,074	25%	\$2,208,586	25%	\$2,839,611	25%	\$3,470,635	25%	\$3,786,148
5. Economic impact (institution-specific)	10%	\$631,025	10%	\$883,434	10%	\$1,135,844	10%	\$1,388,254	9%	\$1,363,013
6. Research funding and capacity: federal tri-agency funding secured	10%	\$631,025	5%	\$441,717	5%	\$567,922	5%	\$694,127	5%	\$757,230

7. Experiential learning	NA	NA	10%	\$883,434	10%	\$1,135,844	10%	\$1,388,254	10%	\$1,514,459
8. Research revenue attracted from private sector sources	NA	NA	5%	\$441,717	5%	\$567,922	5%	\$694,127	6%	\$908,675
9. Graduate employment earnings	NA	NA	5%	\$441,717	5%	\$567,922	5%	\$694,127	5%	\$757,230
10. Skills and competencies	NA	NA	NA	NA	5%	\$567,922	5%	\$694,127	5%	\$757,230

Priority areas and performance metrics

Summary

To support improved performance in key areas aligned with the Ontario government's priorities and objectives, the allowable performance targets will be set against metrics that measure institutions' effectiveness in addressing the evolving needs of the labour market, enhancing the skills and competencies of our students, and supporting a postsecondary education system that strengthens Ontario's economic competitiveness.

The combination of established targets and assigned metric weightings will be used for institutional assessment of performance through the SMA3 Annual Evaluation process.

Skills and job outcomes

This priority area seeks to measure and evaluate the university's role in supporting student and graduate outcomes and alignment with Ontario's economy. Metrics measure institutional commitment to areas of strength and specialization; students' preparation with the skills essential for employment; experiential learning opportunities; graduation; and positive labour-market outcomes for graduates, through the following performance indicators:

- graduate employment rate in a related field
- institutional strength and focus
- graduation rate
- graduate employment earnings
- experiential learning
- skills and competencies

Economic and community impact

This priority area seeks to measure and evaluate the university's role in supporting Ontario's economy. Metrics measure the attraction of federal research funding; funding from private sector sources; the positive economic impact on local economies brought by students at an institution, and the differentiated ways institutions demonstrate economic impact, through the following performance indicators:

- community and local impact of student enrolment
- economic impact (institution-specific)
- research funding and capacity: federal tri-agency funding secured
- research revenue attracted from private sector sources

Productivity, accountability and transparency

To support the Ontario Government's objective of enhanced transparency and accountability, institutions will provide reporting data in the following areas which will not be tied to performance funding:

- faculty activity
- faculty compensation

Skills and job outcomes

Performance metrics: narrative

Metrics will be initiated over three years as new data is collected and validated. For 2020–21, allowable performance targets are calculated using historical data as per the Performance-based Funding Technical Manual.

For the remainder of the SMA3 cycle, allowable performance targets will be calculated annually as per the Performance-based Funding Technical Manual using the most recent historical data available for OCAD University and included as part of the SMA3 Annual Evaluation process for performance-based funding. See appendix for details regarding historical data and annual allowable performance targets.

For the skills and competencies metric being initiated for performance-based funding in 2022–23, the Ministry of Colleges and Universities will apply a ‘participation weighting’ of five % of annual performance-based funding notional allocations for all institutions. Institutional targets will not be set for this metric in SMA3. Participation will be validated and included as part of the SMA3 Annual Evaluation process for performance-based funding.

Graduate employment rate in a related field

Definition: proportion of graduates of undergraduate (bachelor or first professional degree) programs employed full-time who consider their jobs either “closely” or “somewhat” related to the skills they developed in their university program, two years after graduation (Source: *Ministry of Colleges and Universities - Ontario University Graduate Survey*)

Metric initiated: 2020–21

OCAD University’s narrative:

Creativity and creative skills are in demand by all sectors of the economy; OCAD University continues to update its curriculum to strengthen access to business and technical skills, including those related Intellectual Property, to enable students to fill these jobs. This is needed now more than ever, as Ontario and Canada start to rebuild and recover from COVID-19.

Graduate employment is a top priority for OCAD University, which expects to positively influence new graduates’ success in the coming years. New OCAD University graduates often begin their careers as self-employed businesspeople who combine a range of contract employment opportunities to build their client base and market. Other alumni found companies requiring several years to become profitable. Because it can take several years to build a successful professional practice or business, these graduates will accept employment outside their direct field to supplement their art or design practice income. As individuals develop their careers their income will, over time, increasingly align with their education.

OCAD U alumni also translate their visual, design-thinking and creative problem-solving skills and methodologies into and throughout Ontario's economy, from automotive, to healthcare, to finance. OCAD U has defined this knowledge translation as a positive contribution to Ontario's economy and strength. However, alumni might report their current work as divergent from their field of study because it is not directly within art or design sectors.

Over the past three years, the university has transformed its approach to career development and experiential learning.

The expanded Centre for Emerging Artists & Designers (CEAD) equips graduating students with skills, tools and experiences, including mentoring, to make the most of their creative educations within a shifting economic environment. Resilience, continuous learning and the ability to mobilize networks are key to career success and underpin CEAD services and programs. The Career Launchers program offers upper-year undergraduates, graduate students and recent graduates unique opportunities, in partnership with industry, to help launch their professional creative practices. The Talent Network profiles 1,200+ job opportunities and 100+ facilitated industry connections. The Design4 program sends student teams into medium-sized enterprises (SMEs), start-ups and social enterprises to develop solutions to industry challenges. Partners in these initiatives include UHN, General Motors of Canada, IBM, MLSE, Ubisoft, Koffler Centre of the Arts, TELUS, Parks Canada, Images Festival, Deloitte, RBC, Scotiabank Digital Bank, Artscape, Umbra and dozens more.

In Spring of 2019, OCAD University introduced the OCAD U Commitment, providing new graduates one year of extended access to career services, space, networks and software tools as a bridging platform to launch their employment search and/or business ventures. Additionally, CEAD's Career Development office provides practical support, resources, direction and opportunities for early-career OCAD U graduates. The Career Development office uses its extensive experience and networks to form ambitious partnerships benefitting students and recent alumni; it facilitates connections and develops strong relationships leading to paid creative work opportunities, in myriad contexts and sectors.

Institutional strength and focus

Name: Design and digital

Definition: proportion of enrolment (Fall, full-time equivalents (FTEs), domestic and international, all terms for undergraduate students and Summer and Fall terms for graduate students) in an institution's program area(s) of strength (Source: *Provided by institutions, validated by University Statistical Enrolment Report (USER)/Ministry of Colleges and Universities*)

Metric initiated: 2020–21

OCAD University's narrative:

OCAD U is Ontario's only art, design and digital media education university. Studio-based learning—a unique model of active, collaborative, experiential learning—permeates the

institution and is a hallmark of OCAD U's recognized differentiation. No other school in Ontario offers this distinct curriculum.

OCAD U is uniquely able to support modes of creative and academic enquiry directly relevant to Ontario's economic, cultural and social well-being. Combining intellectual, academic engagement with hands-on studio and experiential learning, OCAD U provides vital opportunities for faculty, students and alumni to positively impact private and public sectors: arts and culture, design and manufacturing, digital media, entertainment, healthcare, urban planning and higher education. Through its highly specialized and technically advanced degree streams, OCAD U substantially broadens the scope and reach of university education in Ontario, complementing comprehensive universities' strengths.

In-demand digital and design programs comprise over 50% of OCAD University enrolments. These programs prepare students for jobs in areas facing significant labour market shortages, including manufacturing, automotive, finance, creative industries (like animation and game design) and technology. These fields are essential to the evolving nature of technology and the interdisciplinary labour force required, for example, to provide needed applications for machine learning systems, robotics and intelligent materials.

Designers and digital producers develop current and future systems, services and products to keep Ontario competitive. Graduates with these skills enter traditional economic sectors such as manufacturing and help businesses adopt digital tools and modernize their go-to-market strategy and products. Graduates from these disciplines found start-ups and businesses, and work in high-demand industry jobs.

OCAD U's current and future programs will strengthen the integration of business and entrepreneurial skills, as well as technology-related skills, into our curriculum. These include intellectual property for creative entrepreneurs and expanding IP learning to include copyright and trademark related to art and design courses. The current entrepreneurship and social innovation minor provides students with opportunities to augment their art and design studies with business skills; it is the foundation for a new major OCAD university is developing. Within the Faculty of Design, these skills (already included in curriculum for all programs) prepare students to start businesses in their area of study should they so choose; further, professional practice is a requirement for all students studying art. Industry advisors and partners help keep curriculum current and provide challenges for in-class projects, internships and thesis work.

Within the SMA3 period, OCAD U will launch new undergraduate and graduate degrees, and science or technology streams within degrees. These degrees and streams will build on the strengths discussed above, meeting growing student demand for science, technology, engineering and mathematics (STEM) and business curriculum. OCAD U will strengthen access to science and technology curriculum both at the institution and in partnership with Ontario Tech University.

Graduation rate

Definition: proportion of all new, full-time, year one university students of undergraduate (bachelor or first professional degree) programs who commenced their study in a given fall

term and graduated from the same institution within seven years (Source: *University Graduation Rate Data Collections*)

Metric initiated: 2020–21

OCAD University's narrative:

OCAD University's Academic Plan 2017–2022: Transforming Student Experience commits the institution to creating a supportive learning, teaching and making environment that enhances student retention, time to completion and graduation. It also emphasizes the importance of interdisciplinary knowledge and skills, flexibility, and team-based and individual learning—taught in the context of current business needs for sectors OCAD U graduates serve. OCAD University has always emphasized practical technical skills and since becoming a university, has added breadth of knowledge and contextual knowledge. However, some individual programs have retained overly rigid requirements, giving students too few options to adapt OCAD U offerings to fit their needs.

One way OCAD U is working to improve graduation rates is a new university-wide curriculum transformation initiative. This initiative increases flexibility for students, making it easier for them to successfully complete their programs and better prepare for labour market demands. Providing opportunities for students to move across programs and follow emergent interests will help OCAD U improve student experience; by reducing program-specific barriers, we will also reduce time to completion through a more flexible, interdisciplinary and self-directed education spanning programs and Faculties; this will also make it less likely students will leave OCAD U for a different post-secondary institution offering programs they want. These changes respond to the dynamic ways technology is changing art and design, global and local markets, and the needs of diverse populations. This strategy will also impact retention and overall completion rates.

Students' specific interests and foci, and affordability challenges in the Greater Toronto Area, impact OCAD University graduation rates. Surveys of OCAD U students indicate the vast majority hold at least one job, with some having two or three jobs. OCAD University students are also somewhat older than the average university student and many come from families in lower income brackets; as a result, many must work to support themselves while attending university. In fact, OCAD U students cite economic pressure as the primary reason they drop courses and extend their studies. OCAD University's Development team continues to include bursaries and scholarships as priorities in their fund-raising efforts and the university affords as many work-study opportunities as possible. On a policy level, the university works closely with the City of Toronto and the developer community to address affordable student housing.

Graduate employment earnings

Definition: median employment earnings of university graduates, two years after graduation (Source: *Educational and Labour Market Longitudinal Platform, Statistics Canada*)

Metric initiated: 2021–22

OCAD University's narrative:

OCAD University graduates work in various fields, both within and outside art and design—from city planning to publishing, illustration to exhibitions, technology to healthcare. Alumni are represented in major international public and private art collections, and have distinguished careers as critics, curators and art administrators; their work is experienced on every scale, from national advertising campaigns and city-wide public transit, to individuals' home interiors.

The university also prepares both individuals and teams to build companies, develop start-ups and establish industry partnerships across a wide range of sectors; these sectors include information and communication technologies, health sciences, nuclear and other energy sectors, automotive and advanced manufacturing, machine learning and AI applications, gallery and exhibition venues, design studios, government and cultural industries.

OCAD U's Career Launchers program offers upper-year students and new graduates opportunities to connect with industry partners, to help them start their own companies or professional creative practices. The Design4 program places teams of students in small and SMEs, start-ups and social enterprises to gain experience solving industry-specific challenges. The OCAD U Commitment provides new grads with one year of extended access to career services, space, networks and software tools as they begin their employment search and/or business ventures. The Imagination Catalyst, OCAD University's Campus Linked Accelerator, provides courses on how to start a business; this program is also offered through Ontario's incubator environment.

Self-employment among graduates is higher at OCAD University than in the rest of the university system. A low estimate, based on the Ontario University Graduates Survey, is that 11% of OCAD U graduates were self-employed two years after graduation versus 3% for the Ontario system overall. 2017 Strategic National Arts Alumni Project (SNAAP) data suggests more than 80% of OCAD U alumni are or have been self-employed, independent contractors or freelance workers at some point in their careers.

OCAD University graduates build their own companies from the ground up. Developing a new business is a time-consuming, demanding process; it may take several years to become profitable. Building up clientele within art and design sectors also requires time, including managing multiple clients and building professional reputation.

Design and digital skills are in high demand and OCAD U student talent is represented across industries. For students choosing self-employment, OCAD U offers support through programs like our Centre for Emerging Artists & Designers (CEAD). CEAD equips graduating students with the skills, tools and mentoring they need to make the most of their creative educations in our complex economic environment. Resilience, continuous learning and mobilizing networks are key to career success and underpin CEAD offerings.

Experiential learning

Definition: Number and proportion of graduates in programs, who participated in at least one course with required Experiential Learning (EL) component(s) (Source: *Institutions*)

Metric initiated: 2021–22

OCAD University's narrative:

The OCAD University student experience is unique in its strong emphasis on studio-based learning. This approach embodies experiential learning characteristics—active, iterative, process-oriented, collaborative and community- and/or industry-engaged. Studio-based education showcases OCAD U's distinct commitment to skills development combined with knowledge acquisition. Work placements, community-based learning and experiential learning elements are embedded in many OCAD U undergraduate courses and co-curricular opportunities.

OCAD U has an Experiential Learning Placement Program for third- and fourth-year undergraduate students, and graduate students. These for-credit, work- and community-integrated placements were developed in consideration of individual student skills and interests, external partnership opportunities, project quality and scope, and specific undergraduate and graduate programs requirements. Students can pursue these placements either through dedicated courses or independent channels, in both Fall/Winter and Spring/Summer semesters.

OCAD University's Centre for Emerging Artists & Designers (CEAD) recently increased capacity to create for-credit placement opportunities. Examples include 200+ students doing for-credit external placements, another 100 doing paid work with on-campus and industry partners, and hundreds more participating in other forms of EL during coursework. OCAD U welcomes industry, foundation and not-for-profit partners (like healthcare) into its classrooms and studios to provide in-class challenges. Its Imagination Catalyst provides support for students aiming to start a business, providing work spaces and curricular support.

OCAD U offers extensive co-curricular opportunities for experiential or work-integrated learning, including exhibition and curation, through the university's gallery system, career-related student monitor positions, early stage entrepreneurship training and research assistantships. OCAD U is actively developing course-based collaborations, with industry partners and donors, to expose students to unique career paths and opportunities, both nationally and internationally.

GradEx, North America's largest student exhibition, is itself a form of experiential learning. Occurring at the end of the academic year, GradEx enables graduating students to exhibit and sell their work and meet potential employers. Historically, the university has attracted employers from many industries to attend GradEx, which has yearly drawn over 45,000 guests. In response to the pandemic, GradEx will move to a digital platform, which will provide increased opportunities for students to present their work to the global professional art and design community; this digital platform will also continue providing students opportunities to network with and showcase their talent to industry and business partners. OCAD University's faculties will also continue hosting regular job fairs to provide networking opportunities for students.

OCAD University is proud of its record of undergraduate and graduate research assistance placements; its strength in applied and partnered research means student researchers develop their skills in real-world settings. The university has an excellent track record

around industry partners offering jobs to students who have worked as interns or research assistants for them.

Incorporating the Government of Ontario's framework, OCAD U recently created an Experiential Learning Framework to identify OCAD University's many experiential learning opportunities. Experiential learning is already a critical component of OCAD U educational offerings and the university will continue building more.

Skills and competencies

Definition: Education and Skills Online: Random sample of students (domestic and international) (Source: *Education and Skills Online Assessment, Organisation for Economic Co-operation and Development (OECD)*)

Metric initiated: 2022–23

OCAD University's narrative:

OCAD University will participate in the Education and Skills Online assessment.

Economic and community impact

Performance metrics: narrative

Metrics will be initiated over three years as new data is collected and validated. For 2020–21, allowable performance targets are calculated using historical data as per the Performance-based Funding Technical Manual.

For the remainder of the SMA3 cycle, allowable performance targets will be calculated annually as per the Performance-based Funding Technical Manual using the most recent historical data available for OCAD University and included as part of the SMA3 Annual Evaluation process for performance-based funding. See appendix for details regarding historical data and annual allowable performance targets.

Community and local impact of student enrolment

Definition: Institutional enrolment share in the population of the city (cities) or town (towns) in which the institution is located (Source: *University Statistical Enrolment Report (USER)*, Ministry of Colleges and Universities, Census Data, Statistics Canada)

Metric initiated: 2020–21

OCAD University's narrative:

OCAD University defines Community and Local impact in broad terms: As a city-builder working closely with its culture and design sector neighbours, OCAD U provides the larger community cultural and economic resources through its galleries and public facilities. The university undertakes research, internships and in-class projects and product development with Greater Toronto Area (GTA) businesses, including global enterprises like IBM and Google; Canadian businesses locally headquartered, like The Globe and Mail, Umbra and GestureTek; and many small and mid-size start-ups and organizations like Tapestry Opera.

During the SMA period, Continuing Studies will also grow: OCAD U intends to build in-person capacity in the downtown core and other parts of the GTA and Ontario, as well as online for dispersed learners who need to reskill and upskill. OCAD U already offers GTA professionals 10 certificate programs focusing on art and design skill acquisition and upgrading. Continuing Studies also engages in community outreach, including offering free art and design workshops at Toronto Public Library branches and design software training courses at the Redwood Shelter for its Woman on the Move program.

OCAD U's gallery system showcases works by students, faculty and internationally distinguished artists, designers and researchers. Since Onsite Gallery's grand opening in 2017, it has presented eight major exhibitions and many public engagement programs. The gallery hosted 17,000 visitors in 2019 and has become one of Toronto's most innovative spaces, where communities gather to discover new ideas and practices from Canadian and international artists, designers and curators.

In 2017, the City of Toronto signed a formal MOU with OCAD University to "acknowledge that by collaborating, they make the City a better place to live, learn, work and prosper." The City and OCAD U agreed to identify opportunities to leverage resources and talent to

meet broadly defined shared goals. Some examples of how OCAD U works with the City of Toronto include:

1. Co-authored with the University of Toronto and released in 2019, *Redefining Public Art in Toronto* provides a blueprint for a new vision of public art to place Toronto among global leaders in civic expression. One outcome of this report was the City's announcement of a Year of Public Art in 2021.
2. OCAD University led a visualization project in collaboration with City of Toronto Parks and Recreation and the Mayor's Office to inform Torontonians of trends in recreation program Fall registration.
3. During COVID-19, OCAD U is collaborating with the City of Toronto to ensure that youth from communities of colour are included in the city's relief and recovery efforts; OCAD U is also collaborating with Economic Development and Culture to bring local art and design to support community and neighbourhood revitalization.

Economic impact (institution-specific)

Name: Number of institutional partners

Definition: Count of partners with a fully executed agreement with the university which details the exchange of mutually beneficial benefits (e.g., cash, value in-kind of services or products, sponsorship, experience, access to talent, mentoring, research) with the exclusion of charitable gifts and business agreements (Source: *Institutional reporting*)

Metric initiated: 2020–21

OCAD University's narrative:

The fields of art, design and digital media generate creative professionals who are characteristically collaborative and develop approaches enabling diverse stakeholders to work together. OCAD University's reputation as a highly collaborative institution is demonstrated in its partnerships with industry, the creative sector, government and other post-secondary institutions. OCAD U partnerships fuel experiential learning, research and new and innovative approaches to teaching and learning. The university works with industries that understand the value creatives bring to problems and problem-solving, public organizations that want to tap into and enrich municipal and provincial cultural production, and philanthropic foundations that recognize artists', designers' and media makers' profound contributions. Fostering and growing partnerships is central to OCAD U's particular brand of teaching and research.

OCAD University proposes to use the Number of Institutional Partners as its institution-specific metric. This important economic impact metric is an indirect measure of the many benefits accruing from OCAD U's many partnerships; OCAD University's definition of "partnership" is outlined below. The unit of measurement for SMA3 purposes is the number of partners with an actual agreement as outlined in the definition provided; and a partner is counted only once, even if more than one agreement exists with that partner.

A partnership is defined as a contractual relationship with an organization outlined by a fully executed agreement with the university and which details the exchange of mutually advantageous benefits (e.g., cash, value in-kind of services or products, sponsorship, experience, access to talent, mentoring, research) with the exclusion of charitable gifts and business agreements.

One signature partner is Scotiabank, which is contributing \$1 million over seven years to develop a talent pipeline from OCAD University to their global digital banking division. This partnership will provide students with financial assistance and placement opportunities, as well as design career fair and speaker series sponsorship and other engagement opportunities. Another significant partner is The Globe and Mail, with which OCAD U faculty and student researchers have collaborated for a decade; this includes working with company data analytics, editorial and marketing teams to invent and design machine learning technologies powering editorial decisions, reader recommendations, and marketing and sales.

OCAD University design students and faculty actively participate in the Toronto Design Festival held each January. The Faculty of Design curates at least five design exhibitions each year; these exhibitions reflect OCAD U's ongoing partnerships with Baycrest, the Beverley School, Black Artists' Network in Dialogue and SKETCH. OCAD U's Faculty of Design and Ryerson University co-produced the Student Zone of the four-day Urbani_T Festival in June 2019 at Nathan Phillips Square.

OCAD University is fostering a special partnership with Ontario Tech University to simultaneously strengthen STEM curriculum at OCAD U, and design and creativity curriculum at Ontario Tech. This partnership will also foster new forms of curriculum delivery and research.

Over the next five years, OCAD U will continue developing partnerships and working to expand activity within its current agreements.

Research funding and capacity: federal tri-agency funding secured

Definition: Amount and proportion of funding received by institution from federal research granting agencies (Social Sciences and Humanities Research Council (SSHRC), Natural Sciences and Engineering Research Council (NSERC), Canadian Institutes of Health Research (CIHR) in total tri-agency funding received by Ontario universities (Source: *Tri-Agency Institutional Programs Secretariat*)

Metric initiated: 2020–21

OCAD University's narrative:

OCAD University prides itself on its student, faculty and staff contributions to research and innovation in Ontario. OCAD U is a leader in defining research in art, design and media practice, scholarship, and teaching and learning. The research, scholarship, art and knowledge produced at OCAD University inform and impact design, the social sciences, humanities, health, science, engineering and technology.

OCAD University has a storied history of generating internationally recognized creative and professional practice, and a growing program of robust research-creation and scholarship. OCAD University's Strategic Research Plan 2019–2024 outlines the ways the university will continue to increase institutional research capacity. Whether creating new forms of social engagement, reimagining and redefining environmental design, visualizing data or developing new forms of interaction and civic engagement, OCAD U researchers are trailblazers in numerous fields of knowledge.

OCAD University faculty members engage in a wide range of research-related activities, such as developing new designs, processes, products and services, software, public exhibitions, policy frameworks and original writing and publications in both scholarly and general readership venues. To support this work, OCAD University faculty seek funding from various sources, including arts councils, private foundations and industry-partnered research funding outside the Tri-Councils. As a specialized art and design institution, OCAD University encourages unique research activity (often described as research-creation or practice-based research) that is not easily measured through traditional research performance indicators. OCAD University's research success is expressed in metrics that focus on impact and disseminating results.

OCAD University's ability to attract Tri-Council funding is primarily through SSHRC applications, the success of which has been steadily increasing. Further, the university is hiring increasingly more STEM-focused faculty, who are eligible to apply for and are often awarded CIHR and NSERC grants. OCAD U currently holds three Canada Research Chairs, two in the sciences (engineering and health) and one in creative fields (curatorial practice). OCAD U faculty also partner with faculty from other Ontario universities. The university continues to encourage developing expanded partnerships, as well as applying for individual grants, to increase Tri-Council success.

Research revenue attracted from private sector sources

Definition: Research revenue attracted from private sector sources (Source: *Council of Ontario Finance Officers (COFO)*)

Metric initiated: 2021–22

OCAD University's narrative:

OCAD University research is not limited to individual faculty members' research, research-creation and professional practice; it also extends to partnerships with industry and not-for-profit organizations across many sectors.

Partnerships with community organizations, including not-for-profit, researchers and private sector members are essential to OCAD University. The Strategic Research Plan 2019–

2024 positions OCAD University as a place where both public and private sector partners can engage and invest in leading-edge research.

OCAD University works with corporate partners, foundations and other funding agencies to enhance both the institution's capacity and its reputation for research. OCAD U fosters profile-raising partnerships with urban developers (First Capital Realty, Lanterra Developments, Tridel), banks (RBC, Scotiabank, TD, BMO), museums (AGO, ROM, MOCA, The Power Plant, Aga Khan) and cultural industries (Tapestry Opera).

Through nationally and internationally focused donor-funded initiatives, OCAD U also showcases faculty research and supports student learning and research. In so doing, OCAD U faculty, staff, and undergraduate and graduate students pursue projects that expand the boundaries of and very definition of academic research. These partnerships with private and public funders constitute an impressive map of contemporary knowledge production, translation, technology invention and mobilization—the landmarks of cultural innovation and economic development.

The Jack Weinbaum Family Foundation funds the Global Experience Project, which brings a leading international artist to Toronto for a residency, an exhibition and collaboration with OCAD U student researchers; students later visit the artist's country to engage in learning, research and exhibition. Many foundations, like the Oak Foundation, Hewlett Foundation and Microsoft Philanthropies, fund OCAD U Inclusive Design Research Centre projects. TD's Ready Commitment Foundation support has allowed OCAD U students and faculty to execute a series of impactful conferences, publications and design prototypes for enhancing urban ecology (the management of humans, animals and plants within the urban setting).

With its strong emphasis on applied research, OCAD U has also achieved significant success through programs like Mitacs, the Ontario Centres of Excellence, Ontario Research Fund – Research Excellence, and National Research Council Industrial Research Assistance Program which funnels funding from the industry partner to the agency, then to the university or is used to trigger public funding. OCAD University expects to continue to increase funding in this area.

Productivity, accountability and transparency

Reporting metrics – attestation

This priority area of the Ontario government supports the government's goal of increasing trust and accountability through transparency and improved performance outcomes in Ontario's postsecondary education system.

These metrics are not tied to funding, and are used to measure and report on the following indicators:

- faculty activity
- faculty compensation

Faculty activity

Information regarding OCAD University faculty activity will be publicly available in Year 3 (2022–23).

Faculty compensation

Information regarding OCAD University faculty compensation will be publicly available in Year 3 (2022–23).

Enrolment profile

In addition to the performance-based funding outlined in sections above, institutions will receive enrolment-related funding through a funded corridor 'midpoint' to provide funding predictability to institutions. These enrolment corridor midpoints for universities were established as part of the 2017–20 Strategic Mandate Agreements (SMA2), and account for adjustments related to graduate expansion and teacher education achieved targets.

Corridor midpoint

For funding purposes **6,789.76** Weighted Grant Units (WGUs) will be the corridor midpoint value for the five-year period from 2020–25 for OCAD University. Enrolment-related funding will be distributed consistent with this level of enrolment and subject to the funding framework set out in the *Ontario University Funding Formula Reform Technical Manual, May 2017, Version 1.0*. Funding eligible enrolments are defined by the *Ontario Operating Funds Distribution Manual*.

Note: the midpoints presented in this table were established using final 2019–20 enrolment data.

2019–20 midpoint (A)	2019–20 funded graduate growth (master's) (B)	2019–20 funded graduate growth (doctoral) (C)	2019–20 teacher education growth (D)	2020–25 SMA3 midpoint (A+B+C+D)
6,686.88	102.88	-	-	6,789.76

Projected funding-eligible enrolment

Note: tables report on Fiscal Full-Time Equivalents (FFTE). These include all terms for undergraduate students and Fall and Summer terms for graduate students.

Below is OCAD University's projection of funding-eligible enrolments as of December 17, 2019.

Credential	2020–21	2021–22	2022–23	2023–24	2024–25
Undergraduate FFTE	2,960	2,976	3,008	3,106	3,112
Master's FFTE	197	201	201	194	187
Doctoral FFTE	-	-	-	3	6
Total FFTE	3,157	3,177	3,209	3,303	3,305

Projected international enrolment

Below is OCAD University's projection of funding-ineligible international student enrolments as of December 17, 2019.

Credential	2020–21	2021–22	2022–23	2023–24	2024–25
Undergraduate FFTE	1,004	1,150	1,310	1,482	1,744
Master's FFTE	83	91	111	138	145
Doctoral FFTE	-	-	-	2	4
Total FFTE	1,087	1,241	1,421	1,622	1,893

tri-agency funding secured													
7. Experiential learning	NA	NA	NA	-	-	-	-	-	-	-	-	-	-
8. Research revenue attracted from private sector sources	NA	NA	NA	-	-	-	-	-	-	-	-	-	-
9. Graduate employment earnings	NA	NA	NA	-	-	-	-	-	-	-	-	-	-
10. Skills and competencies	NA	NA	NA	NA	NA	NA	NA	Survey initiate d	-	-	-	-	-