eCampusOntario
Strategic Plan 2018 – 2021

eCampus
Ontario

This plan describes how funding received from MAESD will be invested to deliver programs of systemic value in the Ontario post-secondary education sector in 2018–2021.

The plan is congruent with the eCampusOntario vision, mission, values and strategies outlined in our 2016–2018 strategic plan.

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Board Co-Chairs

Judith Morris
President and CEO,
Lambton College

Franco Vaccarino
President and Vice-Chancellor,
University of Guelph

In its first three years of operations, eCampusOntario has supported member institutions to explore new ways of thinking about online and technology-enabled learning in Ontario.

In the past year, this shift has been characterized by three themes: rethinking learning resources, rethinking recognition of learning and rethinking the learning experience. From this perspective, eCampusOntario has built a reputation as a thought leader for the evolution of teaching and learning through technology.

As co-chairs of the eCampusOntario Board of Directors, we have used our recent strategic planning process as an opportunity to look further down the road and imagine the advantages that the next chapter in our organizational development will bring to Ontario institutions, educators and learners. The eCampusOntario Strategic Plan 2018–2021 articulates a bold vision that aims to inspire, build and support a culture of innovation and experimentation for technology-enabled learning across the sector. At the core of this plan are our members: the 45 colleges and universities in Ontario. Moving forward, we will continue to support our members through programs and services that foster innovation, promote collaboration and celebrate new developments that serve the needs of Ontario learners and educators.

The next three years will see eCampusOntario continue to advocate for open practices and open resources. We will work to leverage knowledge and experience by building system capacity through shared services. We will invest in research and development to benefit institutions, learners and educators alike. We commit to supporting access to education by supporting you.

We look to the next phase of eCampusOntario with optimism and ambition as we continue to work alongside our colleagues in the college and university sectors to push boundaries, inspire innovation and pursue excellence.

eCampusOntario is developing capacity for innovation and building collaborative educational structures.

Message from the CEO

The eCampusOntario Strategic Plan 2018–2021 builds on successes realized during our first three years of operations and envisions a bold plan to lead technology-enabled learning innovation across the Ontario post-secondary education (PSE) sector. The plan identifies strategies and action-oriented goals that demonstrate leadership through the development of infrastructure and services to support Ontario education professionals who design, develop and deliver exemplary technology-enabled learning programs at our member institutions.

This plan was developed to guide the strategic direction and activities of eCampusOntario for the next three years, recognizing that it will need to be revisited annually to measure and report successes, and to account for emerging opportunities or new policy directions by government. The plan articulates our commitment to drive transformative innovation using technology-enabled learning opportunities that benefit Ontario's publicly assisted colleges and universities, their educators and learners.

Our focus is on developing capacity for innovation and building collaborative educational structures across Ontario's post-secondary ecosystem. We have a mission to inspire and support leadership, innovation and collaboration within member institutions.

David Porter, Ed.D.
CEO, eCampusOntario

Executive Summary

The eCampusOntario Strategic Plan for 2018–2021 is intended for our Board of Directors who represent Ontario's publicly assisted colleges and universities. It is also intended for the Ministry of Advanced Education and Skills Development (MAESD), educators and learners. This plan describes how funding received from MAESD will be targeted over the next three years. It is congruent with, and builds upon, the vision, mission and values articulated in our 2016–2018 strategic plan.

The guiding principle for eCampusOntario is to bring systemic value to the Ontario PSE community through innovative and collaborative technology-enabled programs and services. To respond to emerging challenges in the Ontario post-secondary sector, we propose to focus on three key strategies in 2018–2021, while recognizing that our Board or MAESD may wish to add new scope to the services provided by eCampusOntario to meet emergent needs in the sector.

Lead through open and collaborative practices

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Provide system-level support for online teaching and learning through communities of practice, open and reusable curriculum materials and tools, professional development resources, technology training programs, and program and course development opportunities that further the interests of our member institutions.

Build capacity through shared and collaborative services

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Research, evaluate and implement shared and collaborative services that leverage knowledge, experience and infrastructure and reduce costs among our post-secondary system partners.

Inspire innovation through investment in research and development

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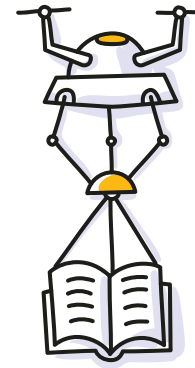
Provide leadership for learning technology research and development through funding, prototyping, testing and evaluating of innovative projects and emerging technologies that benefit institutions, learners and educators.

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eCampusOntario service activities occur in the context of emerging trends that continue to affect post-secondary education, including a renewed focus by government on skills and training programs and the imperative to prepare learners for a digital future.

We at eCampusOntario look forward to working with our Board, our member institutions and system partners, educators and learners as we plan, design and implement open and collaborative educational technology programs and services that bring systemic value to the Ontario post-secondary education sector.

Introduction: Development and Organization of Strategic Plan 2018– 2021

eCampusOntario is boldly leading an agenda for change in PSE at a time of significant disruption.

This change also brings unprecedented opportunities for leadership and collaboration. Committed to leading by example, eCampusOntario embarked on a series of programs and activities in 2016–2017 that fostered its ability to inspire, lead and harness change through technology-enabled learning. Our 2016–2017 annual report highlights this action agenda.

In January 2017, the CEO shared six planning options with the Board of Directors, seeking advice and input on how the organization would approach its next strategic plan.

The CEO and the Board of Directors participated in an exercise to solicit ideas and key themes that would convey eCampusOntario's goal to bring systemic value to member institutions through technology-enabled teaching and learning. Key ideas that emerged included:

- Testing innovative pedagogical approaches and new kinds of learning resources, and building awareness of the value of shared educational technology services.
- Exploring personalized learning and better online learning experiences through a design lab approach involving learners, educators and the private sector.
- Supporting transitions to the workforce and relationships with employers through experimentation with tools and technologies that use experiential learning and alternative learning recognition models (for example, open badging).

The Board encouraged the eCampusOntario management team to pursue a strategic approach that would address the existing needs of member institutions and push the boundaries of inspirational leadership and the pursuit of excellence.

Subsequently, the Board requested that eCampusOntario prepare a real-time, alignment-focused strategic plan for 2018-2021that would provide the organization with the scope and flexibility to lead and develop valued programs and services. The plan also needed to demonstrate a responsive and resilient approach to the environment in which eCampusOntario operates.

A number of focused research activities were initiated to support the development of the strategic plan. To that end, eCampusOntario engaged Ipsos, Canada's largest market research and public opinion polling firm, to identify Ontario learners' perceptions of online learning.

eCampusOntario also engaged two highly-regarded academic consultants to identify current trends in North America as they relate to the unique value propositions of consortia and to review innovative program models from international jurisdictions with a special focus on exemplary outcomes, access to learning, and academic and training experiences. The results of this research provided the framework on which the strategic plan was developed.
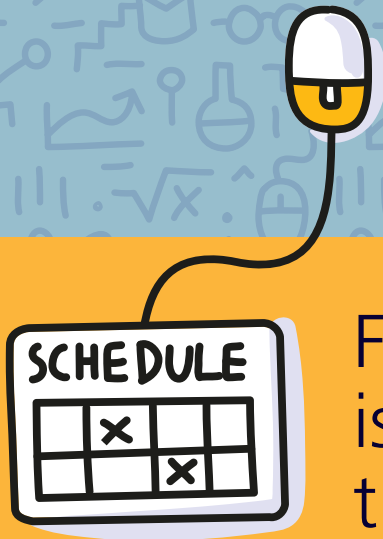
Flexible planning is essential in turbulent times.

Guided by the research and current themes in innovation and design theory, eCampusOntario set out to develop a plan that would provide the high-level direction it needed to successfully pursue its vision and mission in a climate of uncertainty and disruption. The eCampusOntario culture promotes strategic agility both internally and across its member institutions that enhances a collective ability to respond to changing market conditions without losing sight of the core vision and mission.

The Strategic Plan 2018–2021 is divided into seven sections:

1. An organizational overview of eCampusOntario along with details of how we serve our constituents.
2. A description of the current planning context, which includes trends in post-secondary education across North America and internationally.
3. The vision, mission and value statements of the consortium.
4. A framework for our strategies, including key activities.
5. Our plans for marketing and communications.
6. The outline for carrying out the goals of executive initiatives and external relations.
7. A discussion of next steps related to implementing and committing to innovation and agility throughout the period of this strategic plan.

Organizational Overview

eCampusOntario at a glance

eCampusOntario was launched in August 2015 and acts as the keystone of Ontario's online learning environment by:

- Facilitating easy discovery of Ontario's online learning opportunities.

- Promoting Ontario's unparalleled online learning advantages.

- Advancing exemplary practices for eLearning across Ontario's post-secondary education (PSE) ecosystem.

- Creating innovative eLearning solutions for members, educators, learners and stakeholders.

eCampusOntario is a not-for-profit corporation, funded by the Government of Ontario. Membership is composed of all publicly assisted colleges and universities in Ontario. eCampusOntario was created with a bold mission to widen access to post-secondary online education and training in Ontario. Initially it provided funding for the development of online programs and courses in key areas of high labour-market demand, and most recently through the development of open content such as modules, videos, presentations and learning resources, which are available to everyone in Ontario when licensed with Creative Commons. In August 2015, the eCampusOntario portal was launched as a single point of access for learners to discover over 16,000 online courses and over 800 online programs at Ontario colleges and universities. Since then, we have continued to develop the portal as a common shared service across Ontario post-secondary institution. In 2016, eCampusOntario sharpened its focus using three theme areas to guide its direction and activities: rethinking learning resources, rethinking the learning experience and rethinking recognition of learning.

Rethinking
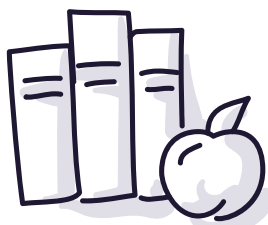
Learning Resources   Learning Experiences   Learning Recognition

Work in these areas led to some exciting developments that created momentum for the adoption, reuse and creation of open educational resources (OER) and open textbooks. Project work was also propelled through partnerships with learners on a Student Experience Design (SXD) studio and lab, and a "kickstarter" environment where students worked directly with the vendor community, leading to interesting themes for future work in virtual and augmented reality (VR/AR). As well a sandbox technologies environment was created for institutions to use and explore alternative learning recognition systems through an open badging initiative and the pilot testing of an experiential learning platform for learners, educators and employers.

By enhancing our members' capacity to advocate, innovate, educate and collaborate, eCampusOntario ensures learners benefit from an open and collaborative learning environment – one that is easy to explore, highly relevant to all stakeholders and purposefully designed to build a smarter Ontario.

Constituents served by eCampusOntario
eCampusOntario works directly with learners, educators, staff and administrators from each of its member institutions in order to foster engagement and provide services for reimagining online learning innovation in the post-secondary sector in Ontario.

Our members are:

COLLEGES	UNIVERSITIES
Algonquin College	Algoma University
Collège Boréal	Brock University
Cambrian College	Carleton University
Canadore College	University of Guelph
Centennial College	Lakehead University
Conestoga College	Laurentian University
Confederation College	McMaster University
Durham College	Nipissing University
Fanshawe College	OCAD University
Fleming College	University of Ottawa
George Brown College	Royal Military College of Canada
Georgian College	Ryerson University
Humber College	University of Toronto
La Cité collégiale	Queen's University
Loyalist College	Trent University
Lambton College	University of Ontario Institute of Technology
Mohawk College	University of Waterloo
Niagara College	Western University
Northern College	Wilfrid Laurier University
St. Clair College	University of Windsor
St. Lawrence College	York University
Sault College	
Seneca College	
Sheridan College	

Planning Context

Strategic thinking, not planning
The development of this plan was driven by a mandate to provide high-value services to members, while simultaneously inspiring innovation and risk-taking with technology-enabled learning. Recognizing that eCampusOntario is operating at a time of considerable disruption and uncertainty in post-secondary education, the CEO and the Board reviewed a variety of approaches to strategic planning.

Guided by principles of innovation and design thinking, eCampusOntario used a scenario planning approach to develop the strategic plan. We reviewed the materials collected as part of this strategic planning exercise to imagine scenarios that are plausible, challenging and useful to our members in ways that support innovation and experimentation, and that lead to successful learning experiences. We then worked together to reimagine the role of eCampusOntario for 2018–2021. We incorporated a deliberate rethinking approach, asking where we could add the most value to our members. This process was framed by the following questions:
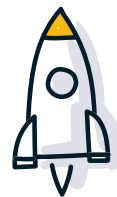
What will position eCampusOntario uniquely in the Ontario system?

What will lead to more promising opportunities in online and technology-enabled learning?

How do we increase engagement with our stakeholders?

How can we leverage innovation in all that we do?

This plan has been informed by conversations held with stakeholders and with senior staff at member institutions throughout 2016–2017. It was also prepared against the backdrop of recommendations arising from the provincial report on building the workforce of tomorrow, which supports partnership between employers, educators and government, and expansion of experiential learning opportunities in the areas of skills development.[i]

The plan has also been informed by a deep understanding of trends and opportunities in higher education in Ontario, across North America and internationally.

The strategic direction and activities of eCampusOntario through 2018–2021 is driven by our intention to create a culture focused on encouraging innovation in teaching and learning that supports successful outcomes for learners, educators, members, and partners across the Ontario post-secondary system.

Key changes in the post-secondary education sector
The current post-secondary education landscape is in flux. During the information-gathering stage of this planning process, our researchers identified the following key changes in the PSE sector.

- Institutions and educators are grappling with how to effectively respond to accelerating innovation, increasing competition, shifting learner expectations, budget constraints, workforce transformations, globalization and technological change.[ii]
- Current evolving practices and disruptive innovations in PSE include: augmented and virtual reality, authentic assessment and competency-based education, flipped classroom models, new blended and hybrid models, gamification, open education, personalized learning, learning analytics, and more.
- As the New Media Consortium indentified in its 2017 Horizon Report, institutions need to engage in a cultural transformation that rewards teaching innovation in ways that advance progressive learning approaches with student success at the centre.[iii]
- The 2017 Horizon report also declared that "online, mobile, and blended learning are foregone conclusions" and that "institutions must have robust strategies for integrating these approaches and tracking how these models are actively enriching learning outcomes."[iv]

All strategic plans need to consider the world in which the organization operates, and so it was essential that we understood this changing context when setting the plan for the next three years. Therefore, we reviewed the current environment in a number of areas. The trends listed below are those that will most directly influence eCampusOntario's direction.

Demographic and Population Trends

- Canada's post-secondary institutions are facing shifting demographics through a decline in the number of traditional high school learners and an increase in mature learners.[v]
- Ontario's population is projected to grow by 30% over the next 25 years, with the annual rate of growth to ease gradually from 1.8% to 0.8% over the projected period. All regions are expected to see a shift to an older age structure.[vi]

Economic Trends

- Workplace needs are changing rapidly and institutions are challenged to prepare learners for a workplace that does not yet exist.[vii]
- The 21st century workplace is driving change toward a future where advances in automation are rapidly disrupting and replacing many of the jobs that institutions strive to prepare learners for.[viii]
- The evolution of Industry 4.0 has implications for how PSE prepares learners for the world of work. Experts with the World Economic Forum suggest that most graduates will enter work contexts where they will face new challenges in working with knowledge, practices and jobs that do not yet exist and that continuous learning lies at the heart of thriving in the context of the Fourth Industrial Revolution.[ix]
- In this environment, demand continues to rise for skills such as adaptability, communications, complex system-thinking, problem solving and skills to self-direct life-long learning.[x]
- A 2016 strategic report commissioned by the Premier of Ontario entitled, "Building the Workforce of Tomorrow: A Shared Responsibility,"[xi] suggests that in order for Ontario to develop a highly skilled workforce, employers, educators, labour, communities and government of all levels need to rethink what it means to learn and understand how to adapt to changing workforce requirements.
- A more recent report by Canada West Foundation (2017)[xii] states that there are 400,000 employers looking for people and 1.3 million people without jobs. The impact of this mismatch is estimated at costing the Ontario economy $23.4 billion a year.
- In PSE today, there is a need for greater alignment between the skills and competencies through formal education and training that support employers' needs with assessment frameworks that extend beyond traditional credentialling systems.[xiii]

Societal and Technological Trends

- Advances in technology and learning analytics are creating opportunities to support sophisticated analysis and insight that can transform the design, delivery and instruction of content.[xiv]

- A 2016 report published in *EDUCAUSE Review* on the top 10 IT issues facing PSE institutions notes that 4 of the top 10 trends relate to academic technologies and analytics: optimizing educational technology; student success technologies; business intelligence; analytics; and eLearning and online education.[xv]

- Results from a recently commissioned market research report by Ipsos of more than 1,000 Ontarians' perceptions of online learning revealed that the access, convenience and flexibility are highly valued, as are opportunities to support career readiness, job opportunities and workplace training. Other key findings included the importance of developing interactivity, support and access to other learners to enhance the learning experience.[xvi]

Vision, Mission and Value Statements

Vision: what are we trying to achieve?

Be a centre of excellence and a global leader driving the evolution of teaching and learning through technology.

Mission: how are we going to achieve our vision?

Work with member institutions, educators and learners to promote access, open practice, collaboration and innovation in online and technology-enabled learning that will enhance learner experience, support educator development and extend Ontario's global reach.

Values: how will we approach our work?

eCampusOntario is leading the way for Ontario's post-secondary institutions to increase adoption of online and technology-enabled learning and inspire innovation in online learning practice. The work of eCampusOntario is guided by our core values.

eCampusOntario Core Values

Quality
Support and encourage exemplary practices to ensure quality in the courses, programs and services discoverable through eCampusOntario.

Research
Support and assess the impact of ongoing research that promotes quality and innovation in online and technology-enabled teaching and learning.

Innovation
Invest in promising creative development or research activity that explores emergent technology-enabled teaching and learning practices.

Accountability
Be accountable and assume accountability in the work that we do.

Collaboration
Facilitate, encourage and promote open practice and collaboration in all of our services and activities.

Relevance
Demonstrate responsiveness to technology-enabled learning opportunities and challenges in a manner that justifies ongoing support and investment by government.

Access
Invest in activity that promotes access for all learners and considers the full range of human diversity with respect to ability, language, culture, gender, age and other form of human difference.

Goals: what will guide our actions?

The long-term focus of eCampusOntario will be guided by four goals that are intended to support the overall mission and vision of the organization while ensuring alignment of the strategies, short-term objectives and performance measures with the long-term directions and focus.

Our Goals			
Learners	**Educators**	**Members**	**Organization**
Empower learners to inform their educational experience by listening to them and encouraging student-driven design practice and co-creation activity.	Empower educators to innovate by providing services and supports that encourage experimentation, open practice, authentic assessment, collaboration and learner-centred design in an online and tech-enabled environment.	Enhance member capacity and participation by leading through open and collaborative practice to increase the overall quality, reputation and competitiveness of Ontario's online and technology-enabled environment.	Build eCampusOntario's organizational capacity to meet provincial and member expectations.

Framework
for Our Strategies

At the core of this plan are three key strategies that have been chosen to focus our activities over the next three years:

STRATEGY 1:

Lead through open and collaborative practices

Provide system-level support for online teaching and learning through communities of practice, open and reusable curriculum materials and tools, professional development resources, technology training programs, and program and course development opportunities that further the interests of our member institutions.

STRATEGY 2:

Build capacity through shared and collaborative services

Research, evaluate and implement a shared and collaborative services that leverage knowledge, experience and infrastructure and reduce costs among our post-secondary system partners.

STRATEGY 3:

Inspire innovation through investment in research and development

Provide leadership for learning technology research and development through funding, prototyping, testing and evaluating innovative projects and emerging technologies that benefit institutions, learners and educators.

Lead through open and collaborative practices

OBJECTIVE

Provide system-level support for online teaching and learning through communities of practice, open and reusable curriculum materials and tools, professional development resources, technology training programs, and program development opportunities that further the interests of our member institutions.

Goal	Tactics	Activities & Metrics
Promote innovation in technology-enabled teaching and learning practice.	Provide incentives for member engagement in technology areas including virtual and augmented reality, experiential learning, and technology-based theory training for trades and apprenticeship.	• Create space and opportunities to foster innovation in technology-enabled learning practice. • Refine processes to improve support and promote exemplary practices, assessment models and innovation in online and technology-enabled teaching and learning congruent with inclusive design principles. • Increase the number of educators participating in the 21st Century Educator[xvii] (Ontario Extend) framework for training and development.

Goal	Tactics	Activities & Metrics
Establish an open technical toolkit for the design and development of online learning to promote the advancement of online pedagogy in Ontario.	Host an open technical and pedagogical toolkit that addresses specifications for online courses. Provide an Ontario Technical Toolkit (OTT) badge for use by institutions who follow the self-assessment specifications.	• Create a toolkit focus group with college and university representation. • Develop an awareness and promotion strategy to support member participation. • Track and measure uptake of toolkit and badging.
Host a provincial library of open resources and a federated infrastructure for publishing, editing and distribution of open resources.	Build out the Open Library Infrastructure (OLI) prototype created by Ryerson University and eCampusOntario.	• Expand the number of educators and member institutions using the OLI. • Develop high-value connections with other provinces and countries to collaborate on OER development projects. • Track and measure uptake of OER by individual educators and institutions.
Solicit and showcase existing and emerging pockets of innovation in technology-enabled teaching and learning to support the cross-pollination of ideas across institutions that will stimulate overall improvement in the online learning environment.	Continue to host an annual Technology-Enabled Showcase and Seminar (TESS) and establish a showcase opportunity for institutions to provide access to exemplary courses to prospective learners on the eCampusOntario website.	• Increase awareness and participation in TESS. • Solicit exemplary courses to showcase at TESS or other events.

Build capacity through shared and collaborative services

OBJECTIVE

Research, evaluate and implement shared and collaborative services that leverage knowledge, experience and infrastructure and reduce costs among our post-secondary system partners.

Goal	Tactics	Activities & Metrics
Refine and improve the functionality of the eCampusOntario program and course portal as a single source of authoritative information on online course availability and current transfer information, in partnership with the Ontario Council on Articulation and Transfer, (ONCAT), for learners applying to member institutions.	With the Portal Advisory Committee, continue to design and implement improvements to the portal workflows that help get learners registered in available courses in a streamlined and responsive manner.	• Improve features, usability and potential partners and information sources. • Deepen partnership with ONCAT and identify promising areas to collaborate (for example, identifying candidate online programs for streamlined transfer). • Collect user metrics for market research and analysis on behalf of member institutions. • Conduct an annual study on market trends and user needs.

Goal	Tactics	Activities & Metrics
Determine the top five candidate technologies for exploration as shared educational technology services. Examples might include: syllabus and content management tools; streaming video services; experiential learning tools and services; virtual and augmented reality (VR/AR) simulation building environments; online proctoring tools for assessment and evaluation.	Survey institutions on their choices for top candidate technologies that might be provided as shared services.	• Develop a survey to solicit top candidate technologies. • Design a research and development framework to support institutions to conduct short-term pilot initiatives and evaluate their success. • Pilot one to three shared education technology services with institutions and reduce costs among our post-secondary system partners.
Create a federated shared services infrastructure model for Ontario post-secondary education institutions.	Collaboratively develop systems, policies, governance processes and federated infrastructure to support shared educational technology services across Ontario post-secondary institutions in partnership with the Ontario Research and Innovation Optical Network (ORION).	• Engage institution CIOs and identify key participants to lead a provincial federated infrastructure. • Engage institution CIOs and senior administrators to develop a set of principles for data and security. • Introduce scalable federated ID validation protocols. • Track participation.

Goal	Tactics	Activities & Metrics
Implement demonstrations of shared and collaborative services for educational technology applications.	Implement federated access to Lynda.com (LinkedIn Learning) as a baseline shared service for Ontario that uses single sign-on (SSO) as its service authentication methodology. Establish Ontario Extend and 21st Century Educator as a central training and development rubric.	• Implement federated access to Lynda.com via SSO. • Increase the number of educators supported by Ontario Extend. • Develop a strategy to increase the number of institutions participating in collaborative services.
Create a provincial sandbox for educational technology applications.	Pilot new technologies and educational applications to support exploration and applied research with tech-enabled learning.	• Adopt a design-based research approach to piloting new educational technologies and educational applications. • Produce reports and recommendations for adopting or expanding shared technical services. • Increase the number and diversity of member institutions participating.

STRATEGY 3:

Inspire innovation through investment in research and development

OBJECTIVE

Provide leadership for learning technology research and development through funding, prototyping, testing and evaluating innovative projects and emerging technologies that benefit institutions, learners and educators.

Goal	Tactics	Activities & Metrics
Inspire a culture of innovation and experimentation in technology-enabled teaching and learning.	Create three Centres of Excellence at the core of eCampusOntario's work, focused on open educational practices, experiential learning, and applied research for technology-enabled learning.	• Infuse design thinking into the eCampusOntario research and development approach and demonstrate leadership through innovation and practices that benefit learners and educators. • Design professional development opportunities for staff and member institutions on the use of innovative tools and services. • Increase the number of new innovations that advance the technology-enabled learning agenda. • Develop strategies to support the creation of three Centres of Excellence.

Goal	Tactics	Activities & Metrics
Create a Centre of Excellence for Open Educational Practices.	Invest in Open Fellows to conduct research and evaluate open educational practices. Use the prototype Open Library Infrastructure (OLI) as a platform for conducting applied research on open publishing, open teaching and open pedagogy.	• Adapt the BCcampus Open Fellows[xviii] program for Ontario. • Accelerate member participation in open educational practices and the use of OLI. • Prioritize the Cape Town OER Declaration's Top 10 Directions[xix] and expand advocacy to move open education forward in Ontario. • Poll Ontario and global leaders in open learning for the most promising emerging opportunities.
Create a Centre of Excellence for Experiential Learning.	Invest in industry, employer and educator-driven research and innovation in the use of experiential learning tools, technology and services that broaden the employability attributes of Ontario graduates. Host an Ontario Open Badging Forum that will initiate a cross-sectoral dialogue to build an inclusive skills recognition system, using Open Badges as an alternative form of recognizing skills for co-curricular, work experience and other forms of experiental learning.	• Expand learner participation in the SXD Lab series. • Launch three to five new experiential learning initiatives that explore the use of tools or technologies that are scalable. • Increase the number of educators engaged in experiential learning initiatives. • Showcase initiatives at TESS.

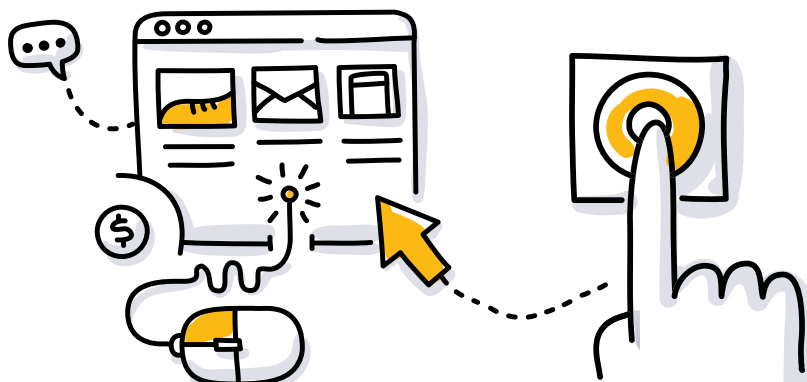| Goal	Tactics	Activities & Metrics
Create a Centre of Excellence for Applied Research in Technology-Enabled Learning.	Invest in applied research on technology-enabled learning environments, for example, the design and use of VR/AR simulation environments designed to benefit teaching and learning across all disciplines, including STEM subjects and the health professions. Invest in applied research by educators and learners in the use of analytics and mixed methods data collection to guide retention strategies in online courses and programs.	• Adopt a design-based research and development framework to guide initiative development. • Partner with college and university research units working in these areas.

Marketing and Communications

eCampusOntario will continue to play a key leadership and collaborative role within Ontario and across North America for innovative programs and services, and applied research technology-enabled learning.

Communications and stakeholder relations

Goal	Tactics	Activities & Metrics
Create evidence of eCampusOntario having a vital leadership and collaborative role across the Ontario post-secondary sector.	Create more dynamic content on our corporate website; highlight the accomplishments of our members, partners, learners, and all stakeholders.	• Develop opportunities to increase transparency and provide evidence of leadership return on investment. • Introduce an eCampusOntario Roadshow to share vision, successes, directions and initiatives in each region.
Foster global recognition of eCampusOntario as a contributor to systemic solutions through technological innovation and supporting services and shared infrastructure.	Implement communications and marketing plans specifically targeted to the key strategies.	• Increase awareness among stakeholders. • Maintain a positive brand among member institutions and partner organizations.

Goal	Tactics	Activities & Metrics
Provide opportunities for stakeholders to engage with us, including learners, especially in communicating about open practices, shared and collaborative services, and innovative applied research.	Implement communications and marketing plans specifically targeted to the key strategies.	• Host Innovation Jams to stimulate engagement and new ideas. • Provide marketing and communication packages for institutions to use on campus (for example, open education).
Maximize participation and sponsorship of events and conferences.	Publish staff presentations using social media tools and through the corporate website.	• Attend major conferences in Canada and the USA, and ensure consistent brand and messaging. • Report on the number of conferences attended, articles published and presentations delivered.
Give members a compelling reason to believe that eCampusOntario can help institutions to collaborate, share resources and find solutions that benefit everyone.	Publish key information about value propositions that accrue to members through participation in eCampusOntario programs and services.	• Seek out effective tactics for sharing insights in large, prestigious forums. • Share stories, successes and evaluations in and beyond Ontario.

Executive Initiatives and External Relations

Goal	Tactics	Activities & Metrics
Grow and sustain relationships with regional, national and international organizations and agencies including: • BCcampus, Campus Manitoba, Contact North, OntarioLearn • Canadian Network for Innovation in Education (CNIE) • Creative Commons (Global and Canada) • EDUCAUSE • OERu.org – Open Educational Resources Foundation (OERF – New Zealand) • OpenCON – Scholarly Publishing and Academic Resources Coalition – SPARCopen.org • Open Education Consortium (OEC) • OpenStax.org (Rice University, Houston, TX) • Society for Teaching and Learning in Higher Education (STLHE) • WICHE Cooperative for Educational Technologies (WCET)	Present and participate in conferences, workshops, webinars and other events.	• Enhance the national and international profile of Ontario as a leader in innovations in online and technology-enabled learning. • Increase participation, partnerships and presentations.

Goal	Tactics	Activities & Metrics
Grow and sustain relationships with student government organizations across Ontario.	Present at student government events and gatherings. Nurture relationships with incoming representatives on an annual basis. Continue to support both faculty and student advisory committees and expand focus to areas that support strategic directions.	• Develop learner engagement strategy with student government organizations. • Engage learners and educators in initiatives and strategies, that advance technology-enabled learning practices in Ontario.
Grow and sustain relationships with the Ontario government through the Ministry of Advanced Education and Skills Development (MAESD).	Ensure government representation at events. Nurture relationships with policy teams and branches.	• Develop government engagement strategy.

Next Steps: Implementing the Strategic Plan

eCampusOntario is committed to leading by example through the following steps to achieve the goals and implement the tactics, activities and metrics outlined in this plan.

We will:

1. Continually revisit and if necessary, revise, the directions, activities and results of the strategic plan to ensure it remains relevant.
2. Renew our operational plan, budget and other planning documents quarterly to ensure they all reflect the key strategic directions set out in this strategic plan.
3. Develop opportunities to work with our members and partners and ensure that this strategic plan remains agile, in alignment and responsive in a meaningful and productive manner.
4. Communicate our key strategic directions widely by issuing regular updates; engaging with staff, educators and learners at member institutions; and publishing annual progress reports.

Leading innovation in PSE is a continuous journey. eCampusOntario looks forward to experimenting, collaborating, leading, learning, planning and building new initiatives together with our members, educators and learners.

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