

ALGOMA

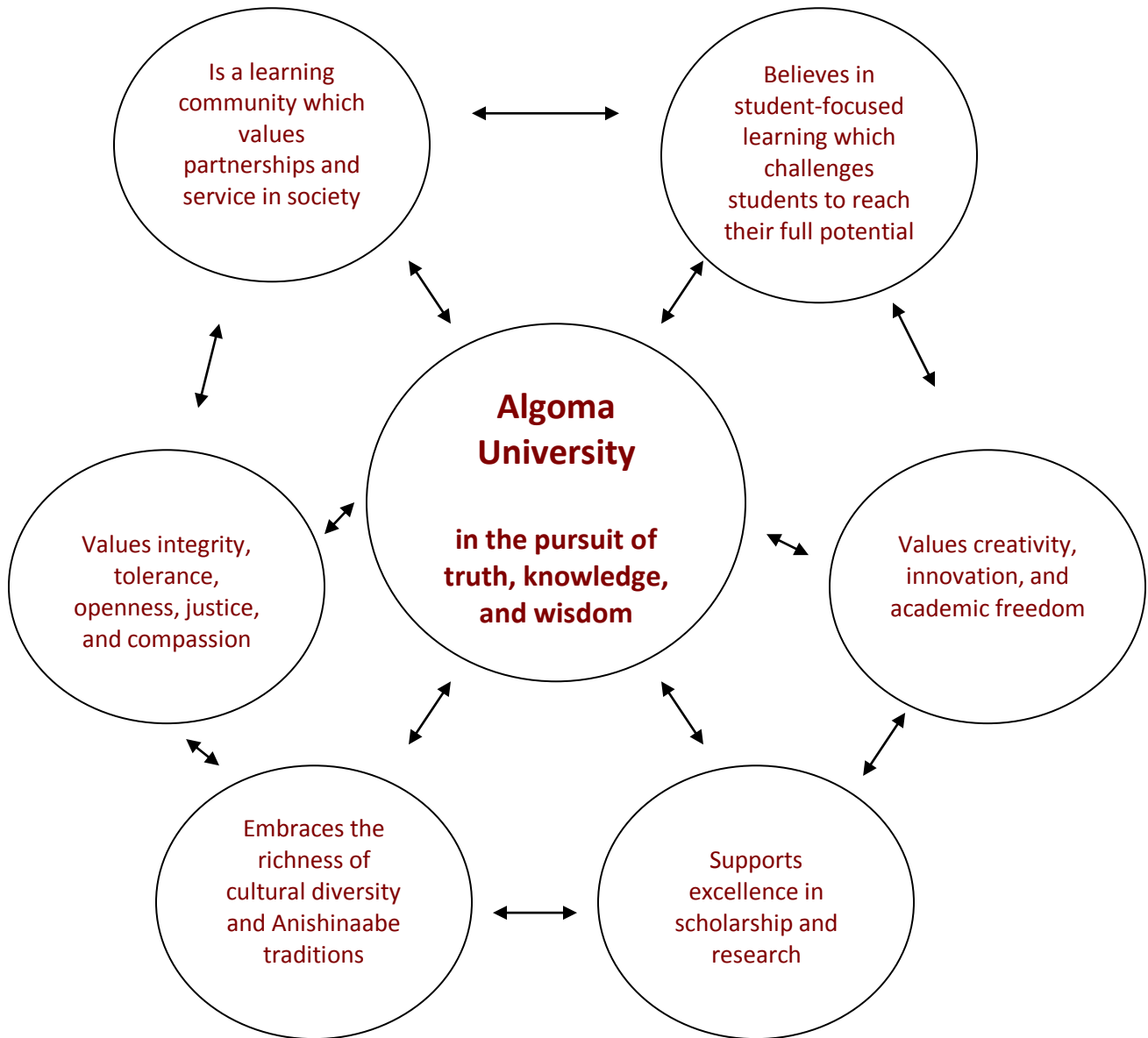
u n i v e r s i t y



Institutional Plan 2010-2015

*Approved by Algoma University Board of Governors March 11, 2010
Approved by Algoma University Senate March 5, 2010*

VALUE STATEMENT



VISION STATEMENT

Biidaabin

A new dawn

A university of international distinction enriching generations
of diverse cultures and communities.

Debwewin

Truth

STRATEGIC OBJECTIVES

1. Algoma University instills pride in its identity through growth in quality and excellence.
2. Algoma University embraces the diverse composition of its student population and celebrates its distinctive mission for Anishinaabe education and research.
3. Algoma University takes a leadership role and engages with the communities it serves.
4. Algoma University grows by implementing new academic offerings that create a distinctive university.

Approved by Senate, February 3, 2006

Approved by the Board of Governors, February 9, 2006

Bill 80: Algoma University Charter

June 18, 2008

Objects

The objects of the University are the pursuit of learning through scholarship, teaching and research within a spirit of free enquiry and expression.

Special mission

It is the special mission of the University to,

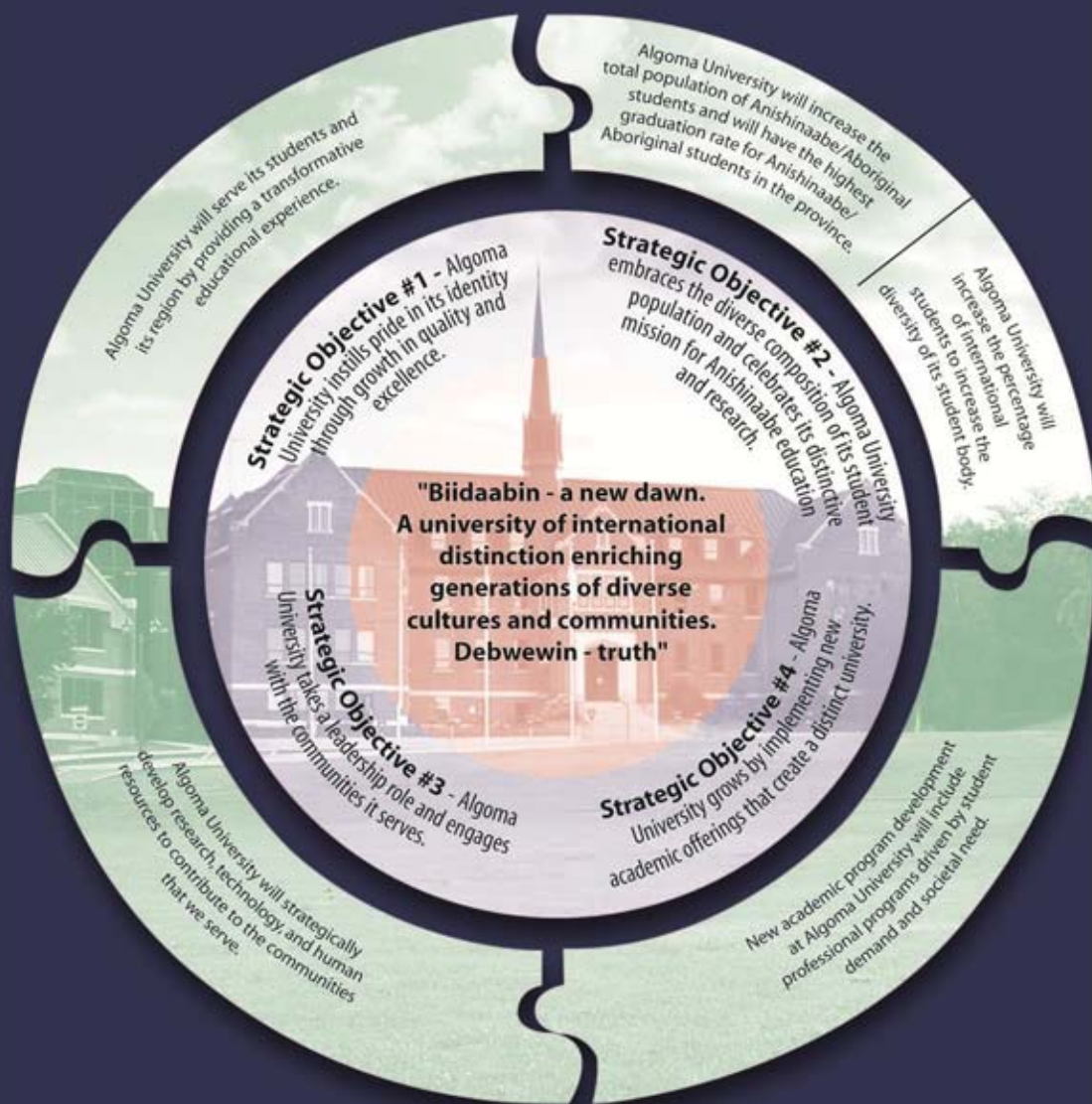
- (a) Be a teaching-oriented university that provides programs in liberal arts and sciences and professional programs, primarily at the undergraduate level, with a particular focus on the needs of northern Ontario; and
- (b) Cultivate cross-cultural learning between Aboriginal communities and other communities, in keeping with the history of Algoma University College and its geographic site.

Measurable Outcomes:

- % of applicants who make AU first choice
- Higher than Trent for MTCU KPIs (graduation rates, employment, OSAP default, retention rates)
- Meet or exceed all Ontario quality standards for university programming

Measurable Outcomes:

- 20% of student body comprised of Anishinaabe/Aboriginal students.
- Graduation rate of Anishinaabe/Aboriginal students.
- 20% of student body comprised of International students.

**Measurable Outcomes:**

- Direct economic outcome of R&D activities.
- Number of community driven initiatives.
- Number of private sector partnerships.
- Number of full-time equivalent students served at off campus locations.

Measurable Outcomes:

- Bachelor of Social Work and one other professional program developed.
- Deepening current programming to include Health Informatics, Health Administration, Geography, and Anishinaabe Studies.
- A graduate program application complete.

Elements of a Vision: a Snapshot of Algoma University in 2014/15

- A provincial leader in undergraduate liberal arts, sciences, and professional education with 1500 full-time equivalent students.
 - 20% of students are Anishinaabe.
 - 12% of students are international.
 - 25% of students are out-of-region Canadian students.
- 85% of students are retained from first into second year.
- Highest graduation rate of Anishinaabe students in the province.
- Graduation rates at Algoma will exceed the current Ontario system average of 77%.
 - Highest graduation rate in the province for Anishinaabe students.
 - Highest graduation rate in the province for First Generation students.
- Two year employment rate of graduates is 95%, reflective of the Ontario average.
- Anishinaabe students “see themselves” reflected in the academic environment in the composition of faculty and staff, and in all course curricula.
- Algoma University and Shingwauk Kinoomaage Gamig have a seamlessly integrated network of programs and services rooted in Anishinaabe culture and tradition.
- There are 35+ degree program options, including two professional programs, driven by student demand and societal needs of the region.

- Four strategic research directions drive academic program development and community partnerships:
 - Biological and Environmental Sciences
 - Information Technology
 - Community Economic and Social Development
 - Anishinaabe Governance, Culture and Health
- All undergraduate programs meet or exceed Ontario quality standards for university programming.
- Innovative delivery methods enhance access to education for remote and northern communities.
- Algoma University is recognized as a distinguished leader through its use of technology to enhance student experience and access across the disciplines.
- Varsity teams participate in Ontario University Athletics (OUA) and Canadian Interuniversity Sport.
- Vibrant research programs and institutes link educational initiatives to the community.
- Commercialization and innovation on campus contribute to the growth of a knowledge-based economy in Sault Ste. Marie.
- First major transformative fundraising campaign completed, \$6 million raised.
- A new Biosciences and Technology Convergence Centre, Fine Arts and Music Wing, Residence, and Anishinaabe Student Centre enhance the Algoma campus.

TABLE OF CONTENTS

Executive Summary	11
SECTION ONE: ALGOMA STUDENT BODY	17
Student Body	19
Recruitment	23
Registration and Accessibility	29
Student Retention and Success	31
Generations of Diverse Cultures: International Students	37
SECTION TWO: ANISHINAABE CAMPUS AND COMMUNITY LIFE.....	43
Generations of Diverse Cultures: Anishinaabe students.....	45
Covenant and Support to Shingwauk Kinoomaage Gamig.....	51
Partnering with Anishinaabe Organizations, Institutions, and Communities	55
SECTION THREE: UNDERGRADUATE ACADEMIC STUDIES.....	61
Undergraduate degree offerings	63
Quality of Instruction.....	69
Quality of Learning Environment	73
Delivery Methods	77
SECTION FOUR: STUDENT AND ACADEMIC SUPPORT SERVICES	85
Arthur A. Wishart Library.....	87
Information Technology Services.....	95
Student Life Initiatives: Academic and Social Support.....	99
Athletics	107
Residence	111
Other Ancillary Services: Food Service, Student Centre and Book Store	115
Financial Merit Awards and Financial Aid	119
SECTION FIVE: ALGOMA UNIVERSITY IN A NORTHERN ONTARIO CONTEXT	125
Research and Research Centres.....	127
Innovation through Partnership	135
External Relations.....	139
Our community	143
Algoma University Foundation	147
Capital Expansion	149
SECTION SIX: THE FINANCIAL AND GOVERNANCE OUTLOOK	155
Planning and Benchmarking	157
Governance and Institutional Identity	161
Employee Relations	163
Financial Plan	167
Financial Revenue Sources	169
Financial Expenditure Allocation.....	173
APPENDICES	177
Appendix A: Demographic Analysis.....	179
Appendix B: Excerpts from the Five Year Business Plan for an Independent Algoma University (Snowden, 2008).....	185

Appendix C: The Shingwauk Covenant	201
Glossary	203
Index	205

Executive Summary

Algoma University is the province of Ontario's nineteenth and newest university. Together with its Anishinaabe partner Shingwauk Kinoomaage Gamig, Algoma University is building on its 40 year history of delivering undergraduate programming in Sault Ste. Marie as Algoma University College by continuing to provide high-quality, accessible education to the Algoma region and beyond.

This plan provides clear direction for the current phase of Algoma University's development. Anchored by its special mission, and guided by its vision and strategic objectives, Algoma University has engaged in this pivotal development phase with pride and excitement.

The Algoma learning environment provides a high quality education and learning experience that can be transformative for students. Students engaged in the Algoma learning experience develop skills in an environment that recognizes the importance of one-on-one interaction between faculty and students, provides opportunities for 'hands-on' experiential work, and provides a level of support services consistent with a commitment to student success. Strategic deployment of new resources is enhancing program choice by strengthening Algoma's core disciplines, encouraging interdisciplinary activity, and building capacity in the sciences. An emphasis on Anishinaabe and northern perspectives in all disciplines is an integral component of the academic experience.

The City of Sault Ste. Marie welcomes this opportunity for the new Algoma University to step forward as an educational leader. Development plans stress collaboration with private and public sector partners located in Sault Ste. Marie and in the region, including community colleges and provincial and federal government agencies. The goal at Algoma is not just to pass knowledge and information from professor to student; it is to generate the next wave of sustainability and growth in the province consistent with the goals and objectives of the Northern Ontario Growth Plan.

Additional funding from the province of Ontario is enabling this institutional transformation. Algoma University is grateful for the additional resources and support that have been provided thus far by the province. Further investment is required over the planning period, as noted in the original Business Plan for an Independent Algoma (2008) and associated Capital Plan.

We find ourselves at present in the midst of a time of economic instability, and Ontario faces difficult fiscal decisions due to global financial and economic market turmoil. Universities have a leadership role to play as the province and our country seek to adjust to the economic situation. Algoma University exists to service a region of Ontario which has historically had the lowest postsecondary participation rate of any in the province. Algoma University also services a region which is historically resource-driven. During these uncertain times, Algoma looks forward to developing the region's new knowledge-based economy – by expanding outreach to provide an accessible university education to qualified students from all backgrounds, by building on core program strengths to provide a variety of quality interdisciplinary and professional programs, and by building on the creative and innovative ways in which Algoma University already partners with Anishinaabe organizations, institutions, and communities.

This growth will result in the delivery of a distinctive university education to a greater number of people from Northeastern Ontario and beyond. Many graduates will stay in Northeastern Ontario and use the skills they gain at Algoma University to become community leaders and entrepreneurs. Many will contribute to the Northern economy with a high level of experience because of the opportunities they had to be engaged in their university studies. Some will live and work in other countries, bringing their Canadian knowledge and expertise to projects, programs, and development internationally. This plan outlines how Algoma University will serve its students and its region by providing a transformative educational experience to students from diverse backgrounds who will, upon graduation, be prepared to contribute to our Northern prosperity, and to development in other nations. In this way, Algoma University will be investing in the North's most important resource during these uncertain times – its people.

In summary:

- From 2010 to 2015, Algoma University will fulfill its special mission (Bill 80) by concentrating on achieving teaching excellence with a student centric approach to learning, and by cultivating cross-cultural learning between Anishinaabe (First Nations, Métis, and Inuit) and other communities.
- Algoma University will enhance and develop quality academic programs through interdisciplinary collaboration and innovation.
- Algoma University's partnership with Shingwauk Kinoomaage Gamig will result in innovative programs and opportunities for Anishinaabe education and research.
- Algoma University's development will be informed by Anishinaabe communities' post-secondary aspirations.

- Algoma University's development will be informed by the Ontario and Canadian governments' priorities for post-secondary education, research, and innovation. In particular, Algoma is fully committed to a future that embraces the four pillars of the Northern Prosperity Plan:
 - Strengthening the North and its communities
 - Listening to and serving Northerners better
 - Competing globally
 - Providing opportunities for all
- Algoma University's development will be informed by the five theme areas of the Northern Ontario Growth Plan. In particular, Algoma is fully committed to advancing strategies that contribute to:
 - Investing in people and progress
 - Aboriginal education and skills development
 - Research and innovation
- New program development will align with Algoma's four strategic research directions, supporting an environment of innovation and collaborative learning. Algoma's four strategic research directions are:
 - Biological and environmental sciences
 - Information technology
 - Community economic and social development
 - Anishinaabe governance, culture, and health
- Additional mission-related or differentiation funding will be used to improve and extend core program offerings to ensure that students can complete four year programs in Sault Ste. Marie and to augment transfer credit and articulation opportunities. Special attention will be paid to increasing science offerings and building on the synergies and partnerships with local research expertise and facilities.
- Algoma's enrolment will grow towards a medium-term objective of approximately 1,500 students (1200 Full-Time Equivalent) and a longer term goal of 3,500 students (3000 Full-Time Equivalent).
- Consistent with a strong commitment to accountability and transparency, Algoma's success will be measured in many ways including demonstrable evidence of i) opportunity and success for Algoma students, ii) partnership and collaboration that enhances learning opportunities, and iii) Algoma's success as an economic, social and cultural catalyst for the region.

Institutional Plan 2010-2015

Section One ***Algoma Student Body***

Composition of student body

Recruitment

Accessibility and registration

Student retention and success

Generations of diverse cultures: International Students

SECTION ONE: ALGOMA STUDENT BODY

Algoma University offers a distinctive student experience which can be truly transformative. Most Algoma University students come from Northern Ontario (83%+), and are often from rural and/or isolated communities. Many students are Anishinaabe (14% of Algoma students were First Nation sponsored in 2008/09), and many are the first members of their immediate family to attend university. Algoma University students are, on average, older than students found at other Ontario universities, and many complete their degrees as part-time students (29% of Algoma students in 2008/09 were part-time).

The transformative student experience begins with a prospective student's first contact with Algoma University. We travel to rural and isolated communities across the North to educate students about their postsecondary education options. We send Anishinaabe students who are the first in their family to pursue university studies out to First Nation communities as mentors to speak about what it is like to go to university. We host activities on campus for grade school and high school age children in order to portray university studies as a postsecondary education option.

Once on campus, an Algoma University student develops a sense of place. Students have access to faculty in a way that is impossible at other universities – with class sizes at Algoma averaging between 20-30 students throughout all years of study, faculty are able to engage with students and provide the personal attention that is so important to student success. Algoma University students are adept at bringing the community to the classroom and vice versa, enhancing their ability to contextualize knowledge. In 2009, many Algoma University students participated in a community-wide “teach-in” focusing on understanding the economic crisis and its effects on northern Ontario – this example is one of many that show the level of engagement our students have with the local community.

Many Algoma University programs have an interdisciplinary focus, providing a broad-based educational experience, and allowing students to develop a more diverse skill set. Algoma University students graduate as leaders with a high level of experience because of the opportunities they have had to be engaged in their university studies. Graduates have a high level of initiative, the ability to conduct independent research, and have a developed capacity to think analytically, applying the frameworks provided to them from global and regional perspectives. Many graduates remain in Northern Ontario (85%+) and act as role models to others who are not university graduates.

This section describes how Algoma University will strategically deploy its resources over the next five years to further enrich this transformative experience for all its students.

Student Body

Since early 2000 until 2006, Algoma University experienced a 54.4% enrolment growth. Factors contributing to this significant growth included the double cohort (2003) and aggressive marketing and recruitment strategies.

During the two years that followed, the applicant demand softened due to uncertainty regarding Algoma's status as an independent university, large graduating classes (double cohort completing studies), and the reality of basic demographics in the North.

In 2009, Algoma University is once again experiencing enrolment growth of approximately 8.5%. In 2009, 1150 students were enrolled in undergraduate program studies.

Algoma University embraces the diverse composition of its student population and celebrates its distinctive mission for Anishinaabe education and research.

An overview of this student population reveals:

- 83% of students are from Northern Ontario, including 71% from Sault Ste. Marie.
- 7% of students are from the Greater Toronto Area.
- Of these students, approximately 15% are Anishinaabe students (First Nation sponsored and Métis), the majority from Garden River, Batchewana, and Wikwemikong.
- 9.2% of students are international (VISA) students, from 16 different countries.
- Close to 50% of our students are First Generation.
- The average age of our students is 22, significantly higher than the provincial average.
- Students are actively involved on-campus, although we are largely a non-residential university.
- 30% of our student body is part-time, significantly more than the Ontario norm.
- More of our student body are female than the Ontario norm.
- Students are estimated to have family incomes lower than elsewhere in the province, given that they largely come from the Algoma region and Northern Ontario, areas in which family incomes are lower than the provincial average.
- Students spend a great deal of time working during their studies.
- Students, given disparate employment opportunities in the north, are more likely to graduate with debt, later contributing to higher OSAP default rates.
- Students are more likely to choose study in undergraduate social sciences and humanities.

Taking into consideration the demographic realities of our region and of the province, we will play a proactive role in providing the educated workforce of tomorrow. Although Northern Ontario's population is shrinking, the Anishinaabe (First Nations, Métis and Inuit) population in Northern Ontario is growing quickly. Algoma University will play a positive role in encouraging the Anishinaabe population to consider attending university, whether directly from high-school, or through articulation from community college (the most common current route), or as mature students. And although northern Ontario citizens have a lower than average participation rate in post-secondary studies compared to the rest of the province, we will build a strong educational base in Sault Ste. Marie, attracting regional students, students from throughout Ontario, and international students.

Algoma University hosts many events on campus for elementary school students – examples include athletic camps, film festivals, and computer game design camps - 'normalizing' the university experience at a young age

The Five Year Vision

- In 15 years Algoma University will have an enrolment of 3,000 FTE, or approximately 3,500 students.
 - This means an average growth target of 8% per year for the next 15 years.
 - 3,000 FTE is the size at which we project financial viability with the necessary scope of services, facilities and academic programs. At 3,000 FTE, Algoma university would remain the smallest publicly-funded university in Ontario
- Taking into consideration the current composition of our student body, we will seek to provide appropriate programs and services to ensure student success. At the same time, we will introduce initiatives to increase the direct from high school population at our main campus.
 - Fewer of our students arrive at Algoma direct from high school than is the average for Ontario universities.
 - Fewer of our students are full-time than the average in Ontario universities.

Operational Plan 2010-2012

See subsequent sections of the Institutional Plan

Measurables

Table A Student Enrolment – Historical Data and Future Targets

Academic Year	Actual Enrolment (Total FTEs)*	% change in enrolment	Total FTE's from international students	BIU's **	Notes
1991/92	710		0		
1992/93	812	14.40%	0		height of the CSTE program (Algoma Steel retraining)
1993/94	777	-4.30%	0		
1994/95	728	-6.30%	0	874	
1995/96	730	0.30%	0	893	last year for CSTE flow-through
1996/97	692	-5.20%	0	869	
1997/98	622	-10.10%	0	782	
1998/99	543	-12.70%	0	675	first year Strategic Plan written
1999/00	587	8.10%	0	710	
2000/01	620	5.60%	0	732	
2001/02	655	5.60%	0	765	
2002/03	663	1.20%	20	766	
2003/04	772	16.40%	41	858	double cohort year
2004/05	842	9.10%	48	948	
2005/06	867	3%	50	1005	
2006/07	958	10.50%	55	1133	last year for double cohort flow-through
2007/08	923	-3.50%	43	1125	
2008/09	870	-6.00%	47	1060	Charter obtained June 18, 2008
2009/10	944	8.50%	58	1140	Independence-related marketing campaign
2010/11	1010	7.00%	65	1220	enhanced articulation agreements; aggressive marketing campaign GTA; OUAC presence; BBA in Brampton
2011/12	1101	9.00%	72	1330	new four year programs including BA4. GEOG, BSC4.BIOL, BSWK, B CGT; off-site delivery; Brampton expansion
2012/13	1211	10.00%	78	1445	significant new professional-type program added; health-related programming ; new international initiatives
2013/14	1320	9.00%	85	1560	Brampton expansion
2014/15	1426	8.00%			

For definitions (FTE, BIU, etc.) see Glossary

Recruitment

Student demand for post-secondary education in Ontario (college and universities) is projected to increase by 40,000 to 60,000 over the next several years. That increase is driven by the continued growth in the 18-24 year-old age cohort in south-central Ontario and is fuelled, in turn, by growing recognition of the value of postsecondary education (See Appendix A for a more detailed analysis). Employment opportunities for university graduates have increased and this trend continues to provide strong premiums. Based on evidence to date, much of the projected post-secondary growth is destined for the university sector.

Biidaabin
A new dawn
A university of
international distinction
enriching generations of
diverse cultures and
communities.
Debwewin
The truth

Capacity constraints in the greater Toronto area universities provide an opportunity for institutions in the North to capture some of the projected enrolment growth. Algoma receives very little of the application demand from the province: as reported January 2010 by the Ontario University Application Centre (OUAC), Algoma University had received only 1/10th of 1% of all 101 (high school applications) in the province. The recruitment challenge is clear: we need to be recognized in southern Ontario to capitalize on some of the quickly growing demand in that region for university education.

Northern demographics differ markedly from the south-central part of the province. In response to regional needs, Algoma will expand and strengthen its outreach programs to foster greater interest in post-secondary education from Anishinaabe and First Generation students. Algoma will also reach beyond its traditional catchment areas to build new partnerships with Anishinaabe communities. Algoma will work closely with all of its Anishinaabe partners, including Shingwauk Kinoomaage Gamig, the Shingwauk Education Trust, Batchewana First Nation, Garden River First Nation, and North Shore Tribal Council, to develop outreach programs that focus on providing greater opportunities for Anishinaabe youth, a growing part of the regional, provincial and national population.

Algoma University is taking its place amongst Ontario universities and is becoming a recognized option for a unique university experience. Ontario students considering university have found Algoma and are attracted to its strengths and diversity of programs. A dramatic increase in applications for fall 2009 was followed by another huge spike in applications for fall 2010. Importantly, Algoma is now seeing an increase in the number of high school students from outside Sault Ste. Marie making Algoma

University their first choice for a university education. Program interest is particularly pronounced in Biology, Fine Arts and Computer Games Technology programs.

The Five Year Vision

- In five years time, Algoma will have 1426 FTE, or approximately 1,715 students
- In five years, Algoma will have 20% Anishinaabe student population (by head-count)
- In five years, Algoma will have 12% international students (by head-count)
- In five years, 25% of our first-year intake will be out-of-region Canadian students.
- In five years time, Algoma will be included in publications such as Maclean's and the Globe and Mail's University Report Card. We will have developed strong brand definition to ensure good communication with new markets for prospective students. Student recruitment activity will be part of an overall opportunity for Algoma to position itself in the Ontario (and Canadian) university sector. We will "tell the Algoma story" truthfully and effectively.

Operational Plan 2010-2012

- Increase the number of 101 (direct from high-school) applications to Algoma University.
 - Implement increased outreach, improved communications, and more strategic follow-up. The strategy will focus on aggressive relationship building at the student prospect level while recruitment and marketing become more aligned and focused.
 - Maintain current percentage rate of enrolments of total number of high school graduates from Sault Ste. Marie and the Algoma district and plan for the decreasing number of high school graduates in the Algoma district due to demographic decline.
 - Build long-term relationships with "like-minded" secondary schools across Canada.
 - Establish long-term relationships through regional/Northern elementary and secondary liaison programs.
 - Engage elementary and secondary students through comprehensive specific-outreach efforts.
 - Use information and communication technology to emphasize strengths and build awareness of options available to students in Sault Ste. Marie and elsewhere.

- Target an increase in applicants who are not direct from high school (105 applicants).
 - Clearly communicate entrance and transfer policies that respond to needs of entrants.
 - Market college articulation agreements and joint programs.
 - Communicate with, and recruit regularly in the CAATS.
 - Promote seamless and effective student pathways for college students interested in a university degree.
 - Increase outreach to adult learners by introducing Prior Learning Assessment and Recognition.
 - Working with academic departments, recruit into the increasing number of courses delivered through alternative delivery methods; this will target in part the part-time student market.
- Increase the conversion rates of 101 and 105 applications
 - Work to increase the overall applicant pool and maintain the high percentage of 'first choice' applicants within the pool.
 - Continue to build on its strengths as a smaller, more personable educational environment to increase conversion rates of all applicant groups.
- Maintain emphasis on outreach to First Generation students
 - Extend liaison efforts to earlier grades to increase participation of underrepresented students.
- Maintain strong emphasis on recruitment of Anishinaabe students. See Section Two of the Institutional Plan.
 - Develop distinctive online recruitment presence.
 - Expand outreach to areas with significant Anishinaabe presence.
 - Collaborate with Shingwauk Kinooamaage Gamig to ensure good recruitment success.
 - Focus on appropriate delivery mechanisms.
 - Promote curricula with cultural relevance.
- Expand recruitment of international students. See next section.
 - Appropriate delivery mechanisms for curricula.
 - Curricula with international relevance used as recruitment tool.
- Attract GTA students.
 - Appropriate academic programs to attract their attention; of particular interest are professional programs.
 - Increase awareness of Algoma, in particular of our reputation (what people are saying relative to the values we hold and the experience we provide).

- Use our southern Ontario alumni to raise awareness of Algoma U as a post-secondary destination.
- Open a satellite campus in southern Ontario as a step to enrolment growth.

Measurables

Table A 101 Ontario University Application Centre applications: percentage of 1st choice program applications

	2006/07	2007/08	2008/09	2009/10	2011/12	2014/15
Algoma University	35%	31%	32%	24%	27%	27%
Laurentian University	23%	22%	22%	24%		
Laurier	20%	20%	20%	19%		
Nipissing	23%	22%	24%	23%		
Trent	18%	17%	17%	19%		
Lakehead	26%	26%	27%	27%		

Table B 105 Ontario University Application Centre applications: percentage of 1st choice program applications

	2006/07	2007/08	2008/09	2009/10	2011/12	2014/15
Algoma University	65%	63%	67%	50%	50%	50%
Laurentian University	45%	44%	45%	43%		
Laurier	28%	29%	28%	29%		
Nipissing	38%	39%	46%	43%		
Trent	35%	35%	36%	39%		
Lakehead	41%	43%	43%	45%		

Table C Acceptance Rates of 101 First Choice Applicants

	2006/07	2007/08	2008/09	2009/10	2011/12	2014/15
Algoma University	51%	57%	47%	44%	50%	55%
Laurentian University	43%	53%	55%	55%		
Laurier	50%	48%	46%	52%		
Nipissing	58%	59%	54%	54%		
Trent	47%	47%	52%	51%		
Lakehead	56%	58%	59%	55%		

Table D Source of first-year students, direct from high-school and other

Academic Year	101 registrants (number of first-year students direct from high school)	105 registrants (number of first-year students coming from other sources, such as college transfers, mature students, etc.)
2002/03	76	188
2003/04	177	149
2004/05	136	227
2005/06	123	218
2006/07	124	207
2007/08	132	187
2008/09	90	158
2009/10	130	169
2011/12	160	180
2014/15	233	180

Notes:

101 registrants are direct from high school – student bodies, not FTEs

105 registrants are all other new first-year students (mature, transfer, etc.) – student bodies, not FTEs

Only Canadian students (including landed immigrants) are counted in this chart.

Source: MTCU Enrolment Target Agreements

Table E New (actual) Student Intake by Region – Year 1 Students Fall Entry

Academic Year	Total New Students (fall intake)	Sault Ste. Marie and immediate region		Out-of region		International (VISA) and Out-of-province domestic students	
2002/03	264	171	65%	57	22%	36	14%
2003/04	326	234	72%	79	24%	13	4%
2004/05	363	266	73%	76	21%	21	6%
2005/06	341	231	68%	97	28%	31	9%
2006/07	331	213	64%	73	22%	45	14%
2007/08	319	216	68%	69	22%	34	11%
2008/09	315	226	72%	59	19%	30	10%
2009/10	333	238	70%	66	20%	33	10%
2011/12	383	230	60%	107	28%	46	12%
2014/15	457	230	50%	158	35%	69	15%

Algoma University admits approximately 5 out-of-province domestic students per year.

Source: Office of the Registrar

Table F Part-time and Full-time enrolment

Part Time vs Full Time Student Comparison	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2011/12	2014/15
Number of full-time students	800	850	877	795	767	836	907	1245
Number of part-time students	304	231	268	330	320	294	318	435
Total headcount of students	1104	1081	1,145	1,125	1,087	1,130	1,225	1,680

1 student registered over either one, two or three terms in an academic year counts as a unit of one.

Source: Registrar's Office

Table E CAAT and university transfer enrolment (total student population)

Academic Year	CAAT Transfer	University Transfer	Total
2001/02	60	54	114
2002/03	75	39	114
2003/04	80	37	117
2004/05	137	48	185
2005/06	159	64	223
2006/07	151	76	227
2007/08	120	68	188
2008/09	90	60	150
2009/10	110	59	169
2011/12	126	54	180
2014/15	126	54	180

Source: Registrar's Office

Registration and Accessibility

A high priority for Algoma University is ensuring that our university education is accessible to all students who could benefit. This drives consideration of location of instruction, delivery mechanisms, financial aid, types of programs, academic supports and many other facets of our operation.

Independence from Laurentian University has brought with it the opportunity to review academic policies and ensure that these correspond to the needs of students and to our regional realities. The Registrar's Office, working through Senate and with the Academic Dean's Office, is committed to making sure that Algoma's policies serve as tools for accessibility and student success.

The *Carr-Gordon Report (2001-02)*, commissioned by Sault College and Algoma University College on the recommendation of the Ministry, recommended that the two post-secondary institutions create collaborative programs to better serve their students. The Report outlined three areas for joint initiatives: Law and Security, Transportation (Aviation), and Community Health Management. Thereafter, an additional area of collaboration was identified; namely, Fine Art (Graphic Design). At present, there are 65 such joint/collaborative programs between universities and colleges in the Province of Ontario, and their success in providing access/opportunities, responding to student and societal demand is considerable. From the senior levels of administration to academic department levels, there is a renewed commitment at the two institutions to advance academic plans aimed at joint programming.

Five Year Vision

- In five years time, Algoma will have registration policies that, while remaining within the guidelines governing the Ontario university system, will also support accessibility of all students who can benefit from a university education.
- In five-years time, Algoma will have expanded Community College Articulations that :
 - (a) aid the transfer of students from sector to sector;
 - (b) facilitate the creation of joint programs between colleges and universities; and
 - (c) further the development of a more seamless continuum of postsecondary education in Ontario
- Credential recognition will be tied to quality assurance. Transferability-paths will be clear and well-understood. Quality credentials will be emphasized.

Operational Plan 2010-2012

- Facilitate student mobility.
 - Review entrance policies to respond to needs of entrants who are not direct from high school.
 - Increase number of college articulation agreements.
 - Where appropriate, establish special articulation agreements between specific college and university programs.
 - Where appropriate, establish inter-institutional partnerships to increase student mobility.
 - Be proactive and flexible in the matter of transferability in a competitive Ontario environment.
 - Establish community partnerships and establish off-site teaching locations to bring education to students.
 - Recognize that college-transfer students are generally older – and may have a higher proportion of international students.
- Ensure student accessibility.
 - Assess all admissions policies and practices.
 - Introduce Prior Learning Assessment and Recognition (PLAR), recognizing in our knowledge-society the importance of both formal and informal (non-credentialed) learning.
 - Introduce automatic admission to a 6-credit learning experience for qualified Grade XII students – to be coupled with off-site delivery to encourage students from isolated communities to consider university.
- Advance collaborative/joint academic programming with community colleges.
 - Create joint programming that capitalizes on synergies in cognate programs.
 - Build on the distinction of hands-on (college) and theoretical (university).
 - Work with MTCU's College-University Consortium Council (CUCC) and within their Ontario College-University Transfer Guide standards.
 - Follow through to completion on the collaborative B.S.W. Algoma is designing with Sault College and Northern College.
 - Establish a similar model to the above with other programs.
 - Introduce exceptional articulations for a number of current and planned academic programs: the Bachelor of Business Administration delivered in Brampton being the first.

Student Retention and Success

Algoma has quite a different ‘admissions mix’ of students from many universities. This corresponds in part to our higher percentage of Anishinaabe enrolment (Anishinaabe students tend to be slightly older and often choose part-time studies) and to a higher-than-average percentage of First Generation students.

Algoma University believes in student-focused learning which challenges students to reach their full potential.

A glimpse of the entering class from fall 2009 indicates that:

- Approximately 40 percent arrive at Algoma directly from high school;
- One-third of the entering class has a university degree or college diploma and registers at Algoma with transfer credit; and
- The remaining new students include those with some post-secondary experience, readmits, mature students, and international students.

This ‘mix’ has significant resource implications, both academic and administrative. First, approximately 60% of students require non-standard admission – that is more intervention and individual handling of applications/admissions than the bulk of admissions from high school that characterize many universities. Second, that same 60% are older and more likely to require additional services (e.g., more academic advising and support, child care). Third, the normal cost structure of academic programs (larger first-year classes and progressively smaller classes in upper years) does not apply to transfer credit students. Algoma incurs the added cost of upper year instruction for transfer credit students without the benefit of the lower cost first-year of study.

The preceding differences are important because the government funding ‘formula’ is based on “averages”. The more an institution differs from the average (e.g., size, program ‘mix’, composition of the student body) the greater the likelihood of funding inequities and the need for additional resources.

Our student body diversity requires a concerted approach with respect to building external community support as well as internal support—particularly since Sault Ste. Marie is a relatively homogenous population. This is done through partnership work, such as the Shingwauk Education Trust and the Economic Development Corporation, but also through programming linkages, such as volunteer work and refugee sponsorship programs.

Algoma University provides students with the necessary support for success—academically, recreationally, socially, culturally and spiritually. Through instruction, research, employment, volunteer placements, advising and social opportunities, students are given the guidance and support necessary for success.

Our student services emphasize the need for the university experience to address the whole student—academically, personally, socially, culturally, athletically, and spiritually—through a range of programs, events, activities, clubs, and support services. With that guiding principle, our student services seek to engage students and foster success to ensure that students are retained through to graduation.

Through our partnership with the Shingwauk Education Trust, we are supporting Anishinaabe ownership of a different (decolonized) education and support system, and the long-term goal of a relevant and focused Anishinaabe education and support system in a future “Shingwauk University”, envisioned to be an independent university functioning in tight partnership with an independent Algoma University. This is the Anishinaabe reality for the new millennium.

The Five Year Vision

- In five years, there will be a clear link between our analysis of student persistence, our programs and services, and an improvement in persistence.
- In five years, our retention from first to second year will be equal to that of Trent University.
- In five years, our graduation rate will be equal to that of Trent University

Operational Plan 2010-2012

- Analyze reasons for non-persistence.
 - Develop new measurements of performance by rethinking how we define success (part-time students typically take up to 8 years to graduate).
 - Analyze and adjust services to make studying at Algoma U more viable for part-time students through student focus groups and surveys.
 - For First Generation students, the higher rate of withdrawal is sometimes due to poor academic performance; First Generation students will require more guidance and academic support to achieve academic success.

- Improve retention from first to second year to 80% or better.
 - Retention is directly linked to engagement and student satisfaction. Indicators of student engagement include collaborative learning, student-faculty interaction, and a supportive campus environment. Encourage students to choose their program of study early on and to become fully engaged in life at Algoma U.
 - Recognize the direct link of retention to academic programs and their quality.
 - Continue program development to build four-year specialized programs.
 - Continue to offer a free, one-week transition to university program for students with special needs offered for any university-bound Sault Ste. Marie or Algoma District student who has been identified with a special need.
 - Promote on-line, distance, and blended methods of course delivery.
- Implement supportive measures for First Generation students.
 - Continue and expand a mentorship/role model program to support First Generation recruitment and retention.
- Improve graduation rate to 52%.
 - Please note that graduation rate is calculated based on the performance of students who started ten years prior to the date indicated. This means that improvements to academic programming currently underway will not result in immediate gains in graduation rates.
- Monitor post-graduation performance
 - Improve student success upon graduation, as measured by employment rates and OSAP default rates. Note that our small size leads to significant data fluctuations year over year.
- Maintain entrance average for 101 admissions at a similar level to Trent's (78%) or better.

Measurables

Table A Retention Rate, first into second year

	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2011/12	2014/15
Algoma University	56.80%	67.80%	70.80%	74.50%	74.00%	76.00%	73.10%	78.00%	80%	85%
Laurentian	85.80%	86.90%	89.40%	89.40%	86.70%	83.40%	n/a			
Laurier	87.90%	91.80%	93.30%	89.60%	n/a	88.90%	89.8%			
Nipissing	91.30%	87.50%	86.00%	86.00%	85.20%	84.50%	n/a			
Trent	92.00%	86.30%	93.20%	93.20%	85.00%	81.50%	n/a			
Lakehead	89.70%	91.60%	90.30%	90.30%	89.20%	86.70%	n/a			

Source: MacLean's Magazine

Table B Entering averages

	2003/04	04/05	2005/06	06/07	2007/08	08/09	09/10	2011/12	2014/15
Algoma University	74.70%	77.70%	77.10%	77.90%	76.80%	77.00%	78%	80%	80%
Laurentian	79.00%	79.00%	79.00%	79.40%	79.00%	n/a			
Laurier	83.60%	81.20%	81.40%	81.80%	82.20%	82.10%			
Nipissing	78.40%	79.40%	79.40%	78.70%	78.30%	n/a			
Trent	78.50%	77.80%	77.80%	77.90%	79.00%	n/a			
Lakehead	77.00%	77.10%	77.10%	78.00%	78.30%	n/a			

Source: MacLean's magazine

Table C Graduation Rates

	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2011/12	2014/15
Algoma University	36.80%	44.60%	40.00%	36.50%	40.00%	54.60%	56%	60%	78%
Laurentian	53.50%	56.10%	63.00%	65.70%	63.00%	64.60%			
Laurier	82.70%	80.30%	80.10%	78.70%	80.10%	80.40%			
Nipissing	75.00%	78.70%	83.80%	83.10%	83.80%	86.20%			
Trent	58.40%	65.50%	66.50%	64.30%	66.50%	78.00%			
Lakehead	66.70%	71.20%	74.20%	73.10%	74.20%	76.90%			
System Average	73.10%	74.00%	74.90%	75.40%	71.20%	77.00%			

Note: graduation rate refers to those students who started in first year ten years prior to the year indicated. The number of these students who finished a three-year or four-year degree at the institution where they started within six or seven years respectively constitutes the graduation rate.

Note: Part of the explanation for Algoma's low graduation rate resides in our student mix: province-wide, Social Sciences and Humanities have a graduation rate of 66%, and these programs make up the bulk of Algoma's registrations.

Source: MTCU Key Performance Indicators

Table D Post Graduation Student Success (MTCU KPIs)

	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2011/12	2014/15
6 month employment rate (for graduates 4 years previous):										
Algoma U	92.60%	91.70%	96.60%	72.70%	92.30%	72.70%	82.40%			92.00%
6 month employment rate:										
Ontario average	95.80%	95.90%	93.60%	91.90%	92.20%	91.90%	94.00%			
2 year employment rate (for graduates from 4 years previous):										
Algoma U	93.50%	79.20%	97.00%	90.50%	100.00%	90.50%	100%			95.00%
2 year employment rate: Ontario average	96.60%	96.10%	95.80%	95.90%	96.80%	95.90%	96.90%			
OSAP default rate:										
Algoma U	24.30%	14.40%	13.20%	24.20%	21.10%	6.70%	20.3%			6%
OSAP default rate:										
Ontario total	7.40%	7.50%	7.10%	7.60%	5.70%	4.30%	3.90%			

Source: MTCU Key Performance Indicators

Generations of Diverse Cultures: International Students

Algoma University attracts students from diverse backgrounds. This includes a significant and growing number of Anishinaabe students and an increasing number of international students and landed immigrants/new Canadians. Algoma University is committed to addressing the needs of under-represented students, and to creating a diverse student population through broad geographical recruitment and through international student registration and success.

International students comprise nearly 10% of our total student population. Currently our international students come from 16 different countries, and are enrolled in degree programs and in the Sault Program for English Language Learning (SPELL). Algoma participates in international outreach to promote the university to prospective international students, and liaises with government regarding work and study opportunities. International students are supported through pre-departure assistance, volunteer placements, religious/cultural specific celebrations (Diwali, Eid, Chinese New Year, for example), and the Multicultural Students' Association. They also enjoy the support of a dedicated International Student Advisor and a SPELL Program Director.

Algoma University strives to ensure the campus reflects and supports the demographic diversity of Canada, bringing a broad variety of perspectives to the student experience. Program development is mindful of "opening up" Northern Ontario to today's global realities. The inclusion of international students, with their unique and varied perspectives, enables all students to learn about themselves as contributing members of interlocking communities that stretch from Sault Ste. Marie across the globe.

Algoma University
embraces the richness of
cultural diversity and
Anishinaabe traditions

Algoma University - a
university of
international distinction
enriching generations of
diverse cultures and
communities

The Five Year Vision

- We will have 12% international enrolment in five years. (Long-term goal is 20% international students).
- The Algoma campus will have an international character.
 - Increase and promote study-abroad opportunities for current students
 - Seek inter-institutional agreements on credit recognition which would allow students in foreign countries to have recognized prior university-credit in order to complete their degree program at Algoma.

Operational Plan 2010-2012

- Increase international enrolment in degree programs to at least 7% of total students at Algoma.
 - Increase enrolment in SPELL (Sault Program for English Language Learning, or Academic Preparatory ESL), resulting in more SPELL graduates enrolled in Algoma's degree programs.
 - Expand international recruitment to diversify source countries.
 - Ensure accessibility for international students by creating additional entry pathways to degree programs.
 - Exercise restraint in fee increases and provide targeted scholarship and bursary support.
 - Provide opportunities for on-campus employment or research internships/assistantships.
 - Provide the requisite supports for the unique needs of international students (ESL supports, tutorial, community, career counseling, cultural transition supports, etc.)
 - Create admissions standards that are comparable to those of their domestic counterparts.
 - Ensure that for-profit recruiters function ethically, responsibly and honestly in their recruitment practices, so that recruitment messages are consistent with eventual student experience.
- Continue to pursue international partnerships and exchanges to provide educational opportunities for Algoma students and to enhance the diversity of the learning and cultural environment at Algoma.
 - *International (Academic) Exchange Opportunity*
 - Continue the exchange student program with the University of the Sunshine Coast and Murdoch University in Australia, the Kanda University of International Studies in Chiba, Kyoto Sangyo University in Kyoto, Japan,

Nagoya University of Foreign Studies in Nagoya, Japan, Pirkanmaa Polytechnic in Finland, Universite Lille in France, and Sookmyung Women's University, South Korea.

- Work on developing exchange agreements with other universities in new countries including Colombia, Mexico, the UK, and others.
- *International Student Recruitment – Fostering Diversity*
 - Continue to develop our summer ESL programmes by expanding our partnership with international representatives and partners to bring groups of summer students to Algoma from Japan, South Korea, Mexico, and China.
 - Continue hosting one World University Service of Canada (WUSC) student per year – WUSC students are refugees that the university sponsors for a twelve month period.
- Focus on landed immigrant training, particularly in work with southern Ontario partners.
 - Develop and expand programming offered in Brampton to assist new Canadians.
 - Develop second degree offering.

Measurables

Table A International Undergraduate Student Growth (excluding SPELL and MSc students)

	2006/07	2007/08	2008/09	2009/10	2011/12	2014/15
International Student Enrolment	72	71	60	63	75	180
% of Total Enrolment	7.5%	7.8%	6.9%	6.8%	6.8%	12.6%

Enrolment calculated on headcount: 1 individual student attending for either 1, 2 or 3 terms during the academic year counts as 1 unit. All academic years of study are included.

Table B International Student Source Country (excluding SPELL and MSc students)

	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2011/12	2014/15
China	50%	47%	22%	24%	25%	19%	30%	35%
Bangladesh/India/Pakistan/Nepal	24%	26%	19%	22%	25%	30%	25%	30%
Africa/Asia/South America	19%	19%	17%	18%	25%	22%	25%	25%
North America/Europe/Australia/Russia	8%	8%	43%	36%	35%	29%	20%	10%

Table C International Student Entry Source

	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2011/12	2014/15
Direct admission to degree programs	51%	34%	35%	21%	25%	40%	40%	40%	40%
Degree programs via SPELL	38%	33%	43%	43%	33%	35%	35%	35%	35%
Enrolled in SPELL only	10%	6%	7%	35%	41%	35%	35%	35%	35%

Table D SPELL Program Enrolment

	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2011/12	2014/15
Short-term SPELL study				45	52	39	76	90	100
Pre-degree enrolment SPELL study	33	28	38	19	28	15	24	30	35
Total SPELL enrolment	33	28	38	64	80	54	100	120	135

**Figures capture total number of registrants per semester over a 12 month period.*

Table E International Partnerships Strategic Measure

	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2011/12	2014/15
Number of students studying abroad through exchange agreements	2	5	4	3	2	3	5	8
WUSC students hosted on campus	2	0	2	2	2	2	2	2

All measured in per term units

Institutional Plan 2010-2015

Section Two

Anishinaabe Campus and Community Life

Generations of diverse cultures: Anishinaabe students

Covenant and support to Shingwauk Kinoomaage Gamig

Partnering with Anishinaabe organizations, institutions, and communities

SECTION TWO: ANISHINAABE CAMPUS AND COMMUNITY LIFE

Algoma University's campus is located on the site of the former Shingwauk Indian Residential School, a location dedicated to Anishinaabe education since 1870. An important part of Algoma University's special mission is to cultivate cross-cultural learning between Anishinaabe communities and other communities, in keeping with the history of Algoma University College and its geographic site.

At present, approximately 150 full-time and part-time Anishinaabe students study each year at Algoma University. Many of these students are the first members of their immediate family to study at the university level. Many will return to their communities and act as role models for other Anishinaabe students who might otherwise not have considered university as an option. Anishinaabe university graduates will provide Anishinaabe youth with the ability to see the value of a university degree.

Northern Ontario is home to many remote and isolated First Nation communities. Algoma University will continue to reach out to these communities to educate prospective students who wish to attend Algoma University, and also to deliver education to prospective students who are unable to leave their communities to pursue their studies.

Anishinaabe culture and traditions are integrated into some aspects of campus life at Algoma University – enriching the experience for Anishinaabe and non-Anishinaabe students alike. Pow-wows, welcome feasts, sunrise ceremonies in a traditional arbour, and sacred fires are well-attended campus events.

Algoma University will build on its partnership with Shingwauk Kinoomaage Gamig to create a centre of excellence for Anishinaabe education. Shingwauk Kinoomaage Gamig will operate side-by-side with Algoma University, sharing services and students. Programs at Shingwauk Kinoomaage Gamig will reflect the Anishinaabe worldview, and focus on the needs of Anishinaabe students and communities.

This section describes how Algoma University will strategically deploy new resources to address the needs of Northern Ontario by cultivating cross-cultural learning between Anishinaabe and other communities, and by providing specialized academic programs and support systems to address the specific needs of Anishinaabe and First Generation student.

Generations of Diverse Cultures: Anishinaabe students

Algoma University's special mission is to cultivate cross-cultural learning between Anishinaabe (First Nations, Métis and Inuit) communities and other communities, in keeping with the history of Algoma University College and its geographic site.

Algoma University is situated in Northeastern Ontario, a region that has the lowest university participation rate of any in the province. Northeastern Ontario has experienced an overall population decline over the last number of years, while the Anishinaabe population is growing quickly, though they are not traditionally university-bound. Some Anishinaabek do not proceed direct to university from secondary school. Many Anishinaabek obtain community college diplomas before proceeding to university studies.

Algoma University embraces the diverse composition of its student population and celebrates its distinctive mission for Anishinaabe education and research

Algoma University embraces the richness of cultural diversity and Anishinaabe traditions

At present, approximately 14% of the students registered on campus register with First Nations sponsorship. Of that number, the majority are either college transfer or mature students. Total Anishinaabe student enrolment is estimated to be closer to 20%.

The Five Year Vision

- In five years time, Algoma University will be a destination of first choice for a significant number of Anishinaabe students from throughout Ontario and other regions.
- We will be an institution visibly dedicated to respecting Anishinaabe culture, to cultivating cross-cultural understanding, and to providing the academic programs and student services which will enhance the success of Anishinaabe students.
 - We will have quality cultural activities and academic activities for Anishinaabe students.
 - We will have academic programs, and course content across all programs, that will be of interest and value to Anishinaabe students.
 - We will have built on a strong foundation of mutual respect and understanding to enhance Anishinaabe culture and learning.

- We will extend our special institutional mission to cultivate cross-cultural learning between the Anishinaabe peoples and the university community.
- Algoma University will have outreach programs that actively foster greater interest in post-secondary education from Anishinaabe students, many of whom will be the first members of their immediate family to consider studying at the university level.
 - Algoma University will be working closely with all of its Anishinaabe partners, including Shingwauk Kinoomaage Gamig, the Shingwauk Education Trust, the Children of Shingwauk Alumni Association, Batchewana First Nation, Garden River First Nation, and the North Shore Tribal Council, as well as new partnerships with communities and organizations, to provide greater opportunities for Anishinaabe youth and to foster post-secondary success.
- Recruitment of Anishinaabe students will move us to 20% First Nations sponsored enrolment in five years.
 - We will be mindful of the special needs of some students, such as First Generation or Anishinaabe, when recruiting.
 - We will plan joint recruitment with the Shingwauk Education Trust.
 - We will increase geographic scope of recruitment for Anishinaabe students by expanding our relationships to include non-local First Nations.

Operational Plan 2010-2012

- Measure Anishinaabe participation more accurately through event counts, prospective student tracking, and liaison with First Nation Education Counsellors.
- Recognize the challenges at the K-12 level and support the school system in its work.
 - Host events on campus including summer camps for K-12 youth and their families.
- Recognize the success of community colleges in attracting and supporting Anishinaabe students.
 - Partner with colleges to provide smooth and successful pathways for Anishinaabe students to move between college and university.
- Pay special attention to recruiting Anishinaabe First Generation students.
 - Learn to articulate, and be sure to demonstrate, to prospective Anishinaabe students that Algoma is a place that values and respects contemporary and traditional Anishinaabe ways and integrates Anishinaabe values.
 - Engage in specialized outreach efforts for families of prospective students.
 - Continue long-term recruitment initiatives aimed at elementary students to convey the message that a university education is achievable and valuable.

- Support family-oriented social events at Orientation week and during the year.
- Increase the number of graduating First Nation sponsored students, with an aim to have the percentage of First Nation graduates equivalent to the percentage of First Nation sponsored students in the student body.
 - Continue to implement supportive academic, cultural, and social services, programs, and activities for all Anishinaabe students.
 - Emulate the CESD (Community Economic and Social Development academic programme) models of peer-support networks and learning communities currently in place at Algoma in other departments.
 - Conduct one-on-one exit interviews with Anishinaabe students to determine reasons for leaving the university before graduation.
 - Develop a joint retention strategy (with Shingwauk Education Trust, Shingwauk Anishinaabe Student Association, North Shore Tribal Council, Union of Ontario Indians, etc.), with support services that help students, First Nations, and Elders.
- Improve cross-cultural understanding and relationships.
 - Develop, implement and promote a policy of diversity.
 - Contribute to the work of the Diversity Advisory Committee.
 - Implement comprehensive diversity training for all staff and faculty and support their participation in cultural events and activities.
 - Acknowledge the rich history, culture, language, and lifeways of Anishinaabe peoples, the history of our site, and support cultural activities that create a sense of belonging.
 - Build on success of annual pow-wow.
 - Continue Anishinaabe Emerging Artists' Project.
- Continue to develop a supportive environment for Anishinaabe students.
 - Acknowledge the importance of “seeing oneself reflected in the academic environment” and work diligently towards increasing the representation of Anishinaabe (First Nation, Métis, Inuit) people throughout the university (staff, faculty, etc.).
 - Develop a PhD cohort of Anishinaabe scholars present on campus.

Algoma University visits many fly-in First Nation communities in the north – educating students about their postsecondary education options

Measurables

Table A First Nation Enrolment

Academic Year	Total Student Enrolment	First Nation Sponsored Student Enrolment	% of First Nation Sponsored Students
2002/03	868	120	13.80%
2003/04	1121	145	12.90%
2004/05	1104	141	12.80%
2005/06	1081	152	14.10%
2006/07	1145	153	13.40%
2007/08	1125	145	12.80%
2008/09	1087	150	13.80%
2009/10	1,130	158	14.00%
2011/12	1,225	183	15.00%
2014/15	1,680	336	20.00%

Notes: There are Anishinaabe students enrolled at Algoma University who are not sponsored by their First Nation. These students are not required to self-declare at time of admission, so are difficult to track. Steps are being taken to better quantify our total Anishinaabe student population.

Table B First Nation Sponsored Student Success

	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2011/12	2014/15
Percentage of Algoma U graduates who are First Nation Sponsored	6.00%	6.10%	6.10%	11.30%	7.40%	8.40%	5.2%	6.5%	9%	14%

Table C First Nation Employees

	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2011/12	2014/15
Full-time faculty	2	2	1	2	3	2	1	Increase	
Part-time faculty	2	2	4	6	6	6	7	Increase	
Staff	5	5	6	5	6	6	6	Increase	
Administration	1	1	1	1	1	1	1	Increase	
Part-time staff	-	-	-	-	1	1	1	increase	

Please note this is approximate only as employees are not required to self-identify at the time of hire

Table D Disciplines at Algoma U and Anishinaabe Content (2008/2009)

Department	Total # of credits	# credits with some Anishinaabe content	% credits with some Anishinaabe content
ADMN/ECON	201	30	15%
BIOL/CHEM/PHYS/GEOL	84	0	0%
CESD	36	15	42%
COSC/ITEC/MATH	141	0	0%
ENGL/FILM/THEA/VISA/NAAC/INTA/FINA/MUSC	243	12	5%
ESPA/FREN/ITAL/ANIS/ESL	78	18	23%
GEOG	33	6	18%
HIST/PHIL	75	15	20%
JURI/POLI	108	18	17%
PSYC	123	0	0%
SOCI/SWLF/ANTR	120	120	100%
TOTAL	1242	234	20%

Anishinaabe content ranges from total course content to occasional use of Anishinaabe readings, materials, business cases, etc.

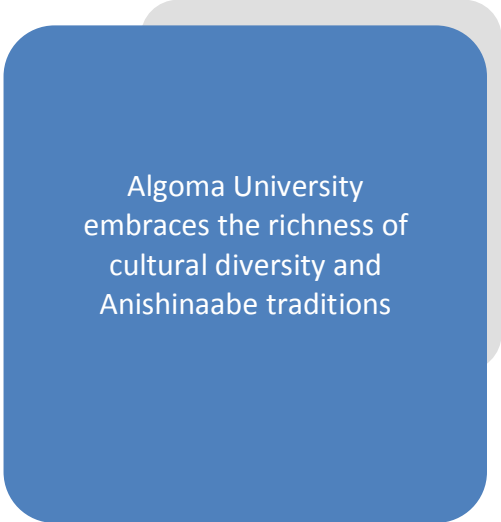
Note: at the time of printing, this data was incomplete. It is collected via survey, and not all surveys were submitted. No data was collected for 2009/10 due to unreliable data collection methods. The Department of Anishinaabe Student Success is working to prepare a systematic and reliable method of data collection to more accurately capture this data in future years.

Table E Average Number Participants in Anishinaabe Student Activity

	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2011/12	2014/15
Welcome feast/pow wow	42	125	200	200	400	450	1000	1500
Talking Circle(s)	n/a	n/a	n/a	10	12	20	50	60
Visiting Elder Program	100	240	280	97	95	100	150	160
Aboriginal Movie Night(s)	n/a	n/a	n/a	n/a	n/a	25	70	80
Annual Elders Gathering	100	67	150	80	80	90	130	140
Anishinaabe Workshops/speakers	85	80	100	215	225	240	300	400
SASA Taco Lunch	75	75	75	140	105	115	150	150
Christmas Dinner	110	100	110	75	100	110	220	230
Ceremonies	n/a	n/a	n/a	n/a	13	60	90	100

Covenant and Support to Shingwauk Kinoomaage Gamig

In 2006, Algoma University and the Shingwauk Education Trust signed the Shingwauk Covenant (refer to the appendices for the full text of the Covenant). The Covenant exemplifies the relationship between Algoma and the Anishinaabe, and opens the door to Anishinaabe control of Anishinaabe education through the creation of Shingwauk Kinoomaage Gamig. At the same time, the Covenant encourages Algoma to continue emphasizing cross-cultural (Anishinaabe/Canadian) education and practices.



Algoma University
embraces the richness of
cultural diversity and
Anishinaabe traditions

The Shingwauk Covenant is a statement of common understanding and commitment to establishing Shingwauk Kinoomaage Gamig. This sister institution, sharing services and students with Algoma University, will eventually provide to all Algoma University students the opportunity to understand and share in the Anishinaabe world-view and its relationship with the international community.

The Covenant recognizes that Anishinaabe, Canadian and international students must come to respect and understand each other's cultural differences. Together, Algoma University and Shingwauk Kinoomaage Gamig are developing an interdisciplinary Bachelor of Arts in Anishinaabe Studies. This degree option will provide students with broad-based knowledge in Anishinaabe culture and traditions, community development, history, politics, and sociology.

The Five Year Vision

- In five years time, Algoma University and Shingwauk Kinoomaage Gamig will be providing a dynamic and progressive venue for Anishinaabe students to pursue self-knowledge and a wide range of academic disciplines. Algoma University will be working in partnership with Shingwauk Kinoomaage Gamig so that students will find at the two institutions a seamlessly integrated network of programs and services.

Operational Plan 2010-2012

- Develop the Joint Working Group as an effective body for joint planning.
 - Agree on a joint Strategic Plan, including common goals and budget outlines, to move the project of two sister institutions forward.
- Develop clearly articulated joint policies and practices with Shingwauk Kinoomaage Gamig for admissions, transfers, graduation, visiting scholars, quality control, accreditation, faculty evaluation, and shared student services.
- Emphasize good relations between the sister institutions.
 - Appropriate staffing at Algoma University will nurture and develop the partnership.
 - Shingwauk Kinoomaage Gamig will positively and significantly impact on the educational experiences of Algoma University students.
- Academic
 - Establish an Honours Bachelor of Arts in Anishinaabe Studies as a fully developed degree option offered by Shingwauk Kinoomaage Gamig.
 - Support the Shingwauk Kinoomaage Gamig in its development of academic courses and programs of interest to Anishinaabe students.
 - Consult with the Shingwauk Kinoomaage Gamig as Algoma broadens its course offerings of interest to Anishinaabe students.
- Archives
 - Support the Shingwauk Education Trust in their pursuit of a National Archives and Library Centre.

Measurables

Table A Number of Algoma undergraduate credits, delivered each year by Algoma and/or Shingwauk Kinoomaage Gamig, with 100% Anishinaabe content

2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2011/12	2014/15
18	18	18	18	24	30	36	48	54

Partnering with Anishinaabe Organizations, Institutions, and Communities

Algoma University maintains strong partnerships with many Anishinaabe organizations, institutions, and communities. These partnerships give Algoma the ability to truly embrace the richness of Anishinaabe traditions, and to celebrate its distinctive mission for Anishinaabe education and research.

Shingwauk Hall, on the Algoma University campus, was first established in 1873 as the Shingwauk Indian Residential School, and operated as such until it closed in 1970. With the support of the Children of Shingwauk Alumni Association and Algoma University, the history and activities associated with Shingwauk Hall are being gathered under the auspices of the Shingwauk Project. A Visitor's Centre is located on campus, giving the public the opportunity to learn about the deep-rooted and complex history and tradition represented by the Shingwauk building and site.

Anishinaabe representation on the Algoma University's Board of Governors includes the Children of Shingwauk Alumni Association, Garden River First Nation and Batchewana First Nation. The Board of Governors is informed by the Anishinaabe People's Council, who make recommendations on Anishinaabe curriculum, resources, and activities, as well as prepare the 5-year strategic plan for Anishinaabe initiatives to inform the overall Institutional Plan.

Algoma University's Community Economic and Social Development (CESD) Program partners with Anishinaabe communities, engaging in community-based research as it prepares graduates for meaningful work in community and economic development. Its associated research institute (the Northern Ontario Research, Development, Ideas, and Knowledge (NORDIK) Institute) engages with Anishinaabe communities using collaborative methods in Northern Ontario and internationally.

Algoma University embraces the diverse composition of its student population and celebrates its distinctive mission for Anishinaabe education and research

Algoma University takes a leadership role and engages with the communities it serves

The Five Year Vision

- In five years, Algoma University will have strong partnerships with Anishinaabe communities in the region, including and engaging them in academic program development and research.
- Algoma University will have partnerships with Indigenous communities in other countries for research and collaboration.
- Algoma University will have a track record of hosting annual conferences to engage communities, to take a lead role in social and economic change in the region, and to provide discussion platforms for possible future curriculum development.

Anishinaabe Student Success Division Divisional Goals 2010 – 2015

The goals of the Anishinaabe Student Success Division are as follows and conform to Algoma University's strategic objectives:

1. *To raise and enhance Algoma University's profile among Ontario's First Nations and Métis communities.*
2. *To increase First Nations and Métis sponsored student enrolments.*
3. *To increase Anishinaabe off-site student enrolments.*
4. *To increase Anishinaabe student retention.*
5. *To increase Anishinaabe student graduation rates.*
6. *To increase achievement and success of Anishinaabe students.*
7. *To facilitate the view among all Ontario First Nations that Algoma University is a viable and appropriate option for Aboriginal postsecondary education.*

Operation Plan 2010-2012

- Develop programs and initiatives that advance Anishinaabe research and archives.
- Invite Elders to form a Council for the University.
 - Build on the expertise of the Shingwauk Education Trust.
 - Build on the expertise of the Children of Shingwauk Alumni Association.
 - Council will give high-level guidance to the university as a whole and bring expert knowledge to its development.
 - Council will identify opportunities and partnerships for the university to explore.

- The Children of Shingwauk Alumni Association, working with the University and in particular with the leadership of the University Library, and with external grants and Algoma University financial and personnel contributions, will develop the Residential School Archives to be a nationally accessible and nationally significant project and resource.
 - Continue to provide quick reference to users by telephone and in-depth research on particular topics for users (for instance, confirmation of stay in a Residential School for Settlement Agreement purposes when official government records have been destroyed by the government)
 - Continue to bring the photographic records back to the people concerned: continue to distribute books of images to communities and to visit communities to explain digital access.
 - Continue to support special projects (such as “Remember the Children: National Residential Schools Photo Identification Project”.)
 - Continue to provide tours of the Archives to individual former students, community members, Algoma U students, public and high-school students, NOGS’s, other universities, etc.
 - Continue to open the Archives as appropriate to film/news crews.
 - Continue to present on the Archives to various off-campus events, conferences, etc.
 - Continue to actively support survivor gatherings.

Measurables

Table A Development of the Shingwauk Project Archives

	2009-10	2011-12	2014-15
Holdings: images	24,900	25,500	26,000
Holdings: textual materials (in linear metres)	75 m	150 m	250 m
Holdings: sound & moving images	250	275	300
Cataloguing: images	12,500	25,500	26,000
Cataloguing: textual materials	10 m	100 m	200 m
Cataloguing: sound & moving images	250	275	300
Digitization: images	1,000	25,500	26,000
Digitization: textual materials	0	1,000	3,000
Digitization: sound & moving images	0	275	300
Digitized images	1,000	1,000	1,000
Digitized text documents			
Linear metres catalogued	10 m	10 m	10 m

Institutional Plan 2010-2015

Section Three ***Undergraduate Academic Studies***

Undergraduate degree offerings

Quality of instruction

Quality of learning environment

Delivery Methods

SECTION THREE: UNDERGRADUATE ACADEMIC STUDIES

Algoma University grows by implementing new academic offerings that create a distinctive university. For over forty years, Algoma University has offered a selection of baccalaureate-level programs in the liberal arts and sciences and professional programs in the Algoma region, a region historically underserved in terms of access to university-level programming.

Over time, Algoma University has expanded its breadth and depth of programming to its current slate of thirty degree program options. Additional mission-related funding from the province of Ontario has enabled Algoma to commence development of additional offerings that build on core program strengths and meet the unique and changing needs of the region in which we operate.

The first phase of program expansion will see Algoma build on its existing three-year programs to create new, honours baccalaureate level degrees in fields such as biology and geography. Honours programs provide students with the specialized knowledge and intellectual autonomy needed to pursue graduate study in a particular field, or to pursue employment in a variety of fields using the multitude of transferable skills and qualities developed during their four years of study.

The second phase of program expansion will see Algoma introduce new and professional degree program options. This second phase will include the introduction of a Bachelor of Social Work, a professional degree program with a longstanding student demand and societal need in the Algoma region. A second professional program will follow in the next five years.

Algoma University has aligned its policies and practices of undergraduate program development and review to meet the rigorous standards of the Postsecondary Education Quality Assessment Board (PEQAB). In the next five years, Algoma University will meet or exceed all quality standards for undergraduate programming in the province of Ontario as we continue the shift to an outcomes-based paradigm in program reviews and development. New Algoma University programs will clearly articulate degree level expectations and learning outcomes for students, improving graduates' access to university programs and employment worldwide.

This section describes how Algoma University will strategically balance the development of new higher-demand programs with the expansion of its existing programs to create a university of international distinction serving generations of diverse cultures and communities.

Undergraduate degree offerings

Algoma University is fundamentally an undergraduate learning institution, and the undergraduate degree offerings are our core business and our *raison d'être*. Our undergraduate degree offerings are related to institutional mission, academic plans and departmental plans.

The objects of the University are the pursuit of learning through scholarship, teaching and research within a spirit of free enquiry and expression. Unique to the University is its special mission to

- (a) be a teaching-oriented university that provides programs in liberal arts and sciences and professional programs, primarily at the undergraduate level, with a particular focus on the needs of northern Ontario; and
- (b) cultivate cross-cultural learning between Aboriginal communities and other communities, in keeping with the history of Algoma University College and its geographic site.

Algoma University is building on existing core programs and strengths together with identified strategic research directions. Emerging institution funding from the province is enabling Algoma to add to the faculty complement to support economic development in Northern Ontario through innovative and pertinent education, research, and outreach.

Algoma promotes interdisciplinary collaboration and innovation to develop programs which are responsive to regional needs and contribute to provincial capacity. We develop programs that leverage community-based assets and intellectual resources, as well as programs that join our resources to those of other institutions in a joint-programs format.

Academic Principles

Senate's Academic Plan provides the priorities and direction upon which the academic program development of the University originates. These priorities are based on core principles, consistent with our vision, values, mission and goals. These principles are as follows:

Algoma University values creativity, innovation, and academic freedom.

Algoma University grows by implementing new academic offerings that create a distinctive university.

- (a) Academic Quality - to provide academic programs within a learning environment that meets-or-exceeds disciplinary standards and prepares graduates for further study, employment, and community engagement.
- (b) Engaging Student Experience – to provide a supportive, engaging and meaningful student experience characterized by learning and personal development.
- (c) Institutional Appropriateness – to develop curriculum that garners recognition as a university of international distinction enriching generations of diverse cultures and communities.
- (d) Curriculum Diversity – to develop curriculum that is interdisciplinary, cross-cultural and international in scope.
- (e) Increased Opportunities/Accesss – to undertake program plans that link institutional values to community values, including health/wellness, environmental sustainability and community development; to undertake outreach and access to underrepresented groups, including first generation, indigenous and international groups; to provide innovative means to provide access and opportunities for advanced learning, including off-site, online, and video-conference delivery methods.
- (f) Responsiveness to Societal Needs – to work with community partners on integrated academic programs, as well as research initiatives that support such programs; to create curriculum that responds to societal needs by leveraging regional strengths and networked partnerships.
- (g) Community Input – to engage the community (e.g., scientific, clinical/health, commerce, indigenous, geographic, etc) in the development of curriculum that serves societal needs.
- (h) Growth and Viability – to demonstrate a commitment to secure the necessary resources to achieve our vision, capitalizing on the diversity of funding sources to create a sustainable University; to allocate program resources to support demonstrable growth and long-term viability.

From these principles emerge the University's academic priorities.

Academic Priorities

The Academic Planning and Priorities Committee of Senate makes annual recommendations to Senate for program approvals and program reviews. In doing so,

the committee makes explicit its academic priorities, program standards and commitment to continuous quality improvement.

Consistent with the institutional vision, AppCom supports academic initiatives that are characterized by a quality curriculum, an appeal to a diverse student population and a program seated within a community context that will support its graduates.

AppCom recognizes that societal and student demand will principally govern the institution's financial commitment to new academic initiatives. As such, under its authority to make recommendations for resource allocations in support of programs (new and existing), AppCom (necessarily) cannot make recommendations for resource provisions to other programs; namely, those with a paucity of student and/or societal demand.

AppCom, in its consideration of academic priorities, examines three key elements: (a) its academic principles, (b) institutional mission, and (c) MTCU criteria for evaluation. In doing so, it has established a four-category system for evaluating the status of an academic program. These four categories include: (i) develop, (ii) maintain, (iii) review, and (iv) service. These are defined as follows;

- (1) Develop – Programs identified for expansion
- (2) Maintain – Programs identified for continuance
- (3) Review – Programs identified for contraction, reconsideration or re-examination
- (4) Service – Non-programs for which courses are delivered in support of other programs

Table 1 2010 Status of Academic Programs

Develop	Maintain	Review	Service
ADMN	ENGL	ITEC	ANTR
ANIS	ECON	LIBSCI	CHMI
BIOL	FREN	MATH	ESPA
COSC	HIST	MUSC	ITAL
FINA	POLI		PHIL
GEOG	PSYC		PHYS
JURI	SOCI		
EDUC			
SWLF-CESD/SWRK			
HEALTH INFORMATICS			

The Five Year Vision

Algoma University is the only university in Canada to offer an interdisciplinary Bachelor of Arts in Community Economic and Social Development

- Over the next five years, Algoma will ensure that all its remaining three-year programs with sufficient enrolment are expanded to four-year programs and that those programs that have very recently been expanded to four-year status are adequately resourced.
- In five years time, Algoma will graduate a cohort of students from its first professional program; the Bachelor of Social Work (BSW), and will have students enrolled in a second professional program.
- In five years time, Algoma University will offer new degree programs that respond to student demand and societal need in fields relating to its four strategic directions in research.
- In five years time, Algoma University will offer a minimum of two college/university collaborative programs with its northern partners.
- In five years time, Algoma University will offer a degree program in collaboration with its Anishinaabe partner, Shingwauk Kinoomaage Gamig, that responds to the needs of Anishinaabe peoples for holistic, culture-based education at the university level.

Operational Plan 2010-2012

- Continue coordinated academic planning, with the rolling five-year academic plans designed and approved through Senate.
- Apply to PEQAB for four year degrees in Geography, Anishinaabe Studies and Computer Game Technology.
- Link resource allocation (space, personnel, library, laboratory resources, equipment, etc) to program initiatives that show growth and innovation.
 - Build on interdisciplinary strengths within the university and on regional partnerships to strengthen niche programs.
- Develop a cluster of college/university collaborative programs, including: Bachelor of Design, Bachelor of Management Science/Aviation; Bachelor of Justice Studies; Bachelor of Arts in Geography/GIS, and Bachelor of Social Work (regular and postgraduate diploma) collaborative diploma/degree.

- Expand articulation agreements with all Ontario colleges.
 - Continue academic collaboration with Sault College to create clear pathways for students between institutions.

- Further the incorporation of Anishinaabe culture, history, and perspective into the curriculum across multiple disciplines.
 - Support Shingwauk Kinoomaage Gamig and its curriculum development.
 - Hire Anishinaabe professors across the disciplines.
 - Develop decolonized curricula.
 - Continue community consultation and partnership development through the Shingwauk Education Trust.

- Respond to undergraduate demand for professional degree programs
 - Promote the BSW once ministerial consent has been obtained, and expand offerings (the first year this program will be offered only as a collaborative degree with SCAAT and Northern Colleges).
 - Plan for the eventual introduction of another professional undergraduate degree programs in areas that will bring significant enrolment, such as the Bachelor of Education (B.Ed.).
 - Work with the BBA and the BA CESD to develop them as professional-type “schools”.

Measurables

Table A Introduction of Honours Degrees

	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/2015
Business Administration	x							
CESD	x							
Finance and Economics	x							
Law and Justice	x							
Political Science	x							
Sociology		x						
Computer Science	x							
Psychology	x							
English	x							
Fine Arts	x							
History	x							
Biology				x				
Geography					x			
Social Work					x			
Anishinaabe Studies						x		
Environmental Studies						x		

Table B 2010-2015 Timetable for Academic Program Development

Year	10-11	11-12	12-13	13-14	14-15
New Areas of Course Work	SWRK [Offsite-Timmins]	Health Informatics courses			
New Degrees		BSW BA Justice Studies B.Design B.CGT	B.Ed. BA Environmental Studies	B. Mgmt.-Aviation (with CAAT)	
General to Honours Program Degree	B.Sc. Biology	B.A. (Hons.) GEOG			
New Stream in Degrees		BA (Hons) GEOG-Geomatics BBA (Health Safety) BBA (Health Admin.)	B.COSC, Informatics CESD, Community Health	BA(Hons.) SOCI - Gerontology	B.COSC – CGT Design
New Certificates	Health and Safety (with BBA)	Geomatics	Community Health Health Informatics	Gerontology Certificate	Forensic Sciences Certificate Archival Studies Certificate
Shingwauk Kinooamaage Gamig			B.A.(Hons)ANIS Studies		Archival Studies stream in Anishinaabe Studies
Graduate Studies				M.Sc. CGT	

Quality of Instruction

To successfully pursue its expanded mandate, Algoma's current human and physical capacity is being increased. Algoma is meeting the challenges of increasing enrolment with full-time faculty hires, construction of a significant new building (the BioSciences and Technology Convergence Centre), the introduction of expanded and new academic programming, and enhanced services. It is a tribute to faculty and staff that they are working tirelessly to ensure that students are provided with a quality learning experience.

With an eye to developing the best possible learning environment for students, capacity for research is also being developed. Community partnerships are being cultivated that offer students enhanced opportunity for applying their knowledge. Technology is being used to enhance flexibility in learning and to give students access to a full world of knowledge.

Quality of academic programs and instructional delivery methods are the key defining characteristics of a university. Internationally, there is increasing pressure for public accountability, and for the development of quality assurance processes and standards that facilitate student mobility and international acceptance of degrees. At present, Algoma University must submit its new program proposals to the Postsecondary Education Quality Assessment Board (PEQAB) for review and approval for Ministerial consent. Academic development and review adheres to the standardized set of evaluative criteria of MTCU and the Undergraduate Program Review Audit Committee (UPRAC) of the Council of Ontario Universities.

Algoma University will continue to integrate an outcomes-based perspective into its curriculum at all levels in order to serve its students and its region by providing a transformative educational experience that meets or exceeds all Ontario quality standards for university programming.

Algoma University values creativity, innovation, and academic freedom.

Algoma University believes in student-focused learning which challenges students to reach their full potential.

Five Year Vision

- The four year degrees will be adequately supported with full-time faculty members and technical and administrative staff.
- There will be a significant increase in the number of Anishinaabe faculty to underscore the institution's commitment "to incorporate Anishinaabe culture and learning into the Algoma curriculum and research initiatives".
- All Algoma faculty will be conversant with Anishinaabe culture and learning.
- All curriculum reform, development, and review will be undertaken in the context of program and course level outcomes and stated degree-level expectations.

Operational Plan 2010-2012

- Maintain budget priority on hiring more full-time faculty.
 - Sessional/Adjunct faculty are a valuable resource and their engagement strengthens the institution and links to the community in a number of ways. However, we will ensure that the balance between full-time and part-time faculty members (sessional/adjunct) is clearly tilted in favour of full-time appointments.
- Improve analysis and evaluation tools
 - Follow the Ontario Council of Academic Vice Presidents (OCAV) Guidelines for University Undergraduate Degree Level Expectations, and adjust to new procedures as introduced.
 - Continue cycle of external (UPRAC) audits of all academic programs.
- Academic planning within departments will consider the standards, educational goals and learning outcomes of degrees offered.
 - Evaluate the appropriateness of the admission requirements, e.g., achievement and preparation, for the learning objectives of the institution and the program.
 - Each program will have learning outcomes that are evaluated regularly.
 - Develop additional expertise in the evaluation of the mode of delivery (including distance or on-line delivery) to meet the program's learning outcomes.
 - Evaluate methods used to measure student progress.
- Maintain and improve the quality of faculty, measured in part by the percentage with PhDs.

- Create a supportive environment for faculty teaching and research.
 - Create an Academic Learning and Development Centre.
 - Create at least the start of a Research Office.
- Identify growth-areas of new knowledge, and ensure the introduction of new courses and new sequences of courses to facilitate the dissemination of that knowledge. New perspectives and novel interactions will encourage the restructuring of existing course offerings.
- Continue quality evaluation of academic programs (UPRAC, COU new guidelines, PEQAB).

Measurables

Table A % of academic programs that have been externally reviewed

	2007/08	2008/09	2009/10	2011/12	2014/15
	56%	53%	75%	90%	100%

Table B Calendar for Cyclical Academic Programme Reviews

Academic Program	Completed Reviews	Timetable for Reviews
Business Administration	2006-2007	2006-2007
CESD		2010-2011
Economics	2007-08	2007-2008
Law and Justice	Pending	2007-2008
Political Science	Pending	2007-2008
Sociology	2009-10	2009-2010
Biology		2011-2012
Computer Science	2005-2006	2005-2006
Geography	2007-08	2007-2008
Mathematics	2005-2006	2005-2006
Psychology	2007-08	2007-2008
Liberal Science	2005-2006	2006-2007
English	2009-2010	2009-2010
Fine Arts	2006-2007	2006-2007
History	2004-2005	2008-2009
Modern Languages – FRE/ITAL in conjunction with LU	2007-2008	2007-2008
Music Anishinabemowin		2011-2012 2010-2011

Table C Number of full time and part time faculty at Algoma U

	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2011/12	2014/15
Number of full-time faculty	39	35.5	37.5	39	41	44	53	58
Number of part-time faculty (measured in FTEs)	23.2	25.6	31.1	24.7	26.9	31	29	30

**FTE represents a full-time faculty equivalent*

Table D % of Full Time Professors with PhDs

	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2011/12	2014/15
Algoma University	67.00%	69.00%	76.90%	70.50%	68%	68%	80%	90%
Laurentian	83.90%	84.80%	80.80%	81.00%	n/a			
Laurier	92.10%	93.80%	88.60%	89.70%	89.70%			
Nipissing	73.60%	78.90%	71.30%	73.00%	n/a			
Trent	88.00%	88.20%	90.60%	92.60%	n/a			
Lakehead	90.60%	90.80%	84.80%	85.30%	n/a			

Includes tenure, tenure-track and limited term contracts

Source: MacLean's Magazine

Quality of Learning Environment

Algoma will offer a quality learning environment where sustained attention is given to measures that favour student learning and student success. There is broad recognition within Algoma of the critical importance of maintaining a supportive learning environment and of the necessity of measuring both student satisfaction with the learning environment and outcomes in order to evaluate and improve.

Algoma University
instills pride in its
identity through
growth in quality and
excellence.

Algoma shapes critical thinkers and readers. Algoma students are actively engaged in seeking knowledge. Team work in the classroom, opportunity for independent fourth-year research presentations, and opportunities to bring the classroom experience into the community and the community into the classroom all create a transformational educational experience.

It is expected that the Algoma graduate will have equivalent, comparable sets of skills and knowledge as from any other Ontario university. The Algoma graduate will be able to compete locally and in the global economy for employment. The Algoma graduate will be involved yet autonomous, an independent thinker, a competent performer of tasks having learned at university the “what” and the “how”.

The Five Year Vision

- We will provide a friendly, inclusive, learning environment where all take pride in learning and achievement.
- We will ensure access to high levels and quality of student experience for all with the ability and motivation to benefit.
- We will produce employable graduates who are well equipped to respond to the demands of their chosen professional or vocational careers and have the capacity for responsible citizenship.

Operational Plan 2010-2012

- Ensure new programs relate their goals, learning objectives, and learning outcomes to the curricular content, admission requirements, mode of delivery, bases of evaluation of student performance, commitment of resources and overall quality of comparable undergraduate programs.
- Expose first year students to quality teaching by increasing faculty complements and encouraging full-time faculty to teach introductory courses.
- Continue to ensure 100% of fourth-year students receive one-on-one coaching from faculty for research projects.
- Retain a leadership position in the country in student-faculty ratio (class size), but with an eye to financial viability, balancing the need for a good level of seminar-size classes at all years of study with the need for financial viability – generally, growing the number of classes with enrolments of 26-50.
- Measure student usage patterns of services and resources that support academic success: library, learning centre, etc. (See Section Four of the Institutional Plan).
- Maintain and improve the help-desk for faculty and students to increase faculty and student use of wireless, web, etc. (See Section Four of the Institutional Plan)

Table A % of First Year Classes Taught by Full Time Faculty

	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2011/12	2014/15
Algoma University	52.60%	57.20%	50.00%	55.20%	60%	50%	60%	75%

Table B Average Class Size in First and Second Year Classes

	2007/08	2008/09	2009/10	2011/12	2014/15
Algoma University	28.2	27.1	30.0	33.0	35.0
York University	69.7	72.3			
Laurier	73.1	76.0			

Table C Average Class Size in Third and Fourth Year Classes

	2007/08	2008/09	2009/10	2011/12	2014/15
Algoma University	20.8	19.4	20.2	23.0	25.0
York University	28.7	27.9			
Laurier	28.9	31.1			

Note: standard comparator universities (Nipissing, Laurentian, Trent, and Lakehead) did not report data for this category. York and Laurier were the only Ontario universities to report data for this category.

Source: MacLean's Magazine

Delivery Methods

Delivery methods refer to all modes of delivery of academic material that are different from the face-to-face classroom on campus.

Algoma will develop off-site program delivery opportunities for students, building on Algoma's innovative education offerings. Off-site program delivery will be limited to particular programs with strong local appeal, such as the Certificate in Community Economic and Social Development (CESD) delivered off-site to Anishinaabe communities, sometimes through the services of Anishinaabe educational institutes such as Kenjégewin Teg in M'Chigeeng First Nation, or like the Accelerated Second Degree in Computer Science delivered on Sheridan's Brampton campus to recent immigrants from India.

Algoma University
values creativity,
innovation, and
academic freedom

The development of innovative delivery methods will ensure diversification of the student body and inclusion of all cultures and populations, including those disadvantaged by economics and geography, through distance outreach. It will allow programs to reach out to learners where they live; this is particularly important for individuals in small Northern communities.

Distance delivery modalities have started to be modified to permit instruction to be delivered to learners in a more flexible time frame – in particular, we have arranged intensive summer courses on campus and in selected remote sites for CESD participants. Reaching learners with different learning styles can be facilitated through the use of distance-delivery technology.

Distance technology also permits enriched learning experiences for on-campus students. Guest lecturers can be brought to the classroom via videoconferencing. Courses can be taught by faculty located at other universities.

Algoma University will develop courses, joint programs, and collaborative degree offerings that will be available through innovative distance education models, referred to as 'blended learning', incorporating on-line, off-site and on-site modules. Established networks such as Contact North will be utilized in this endeavour.

Brampton campus

While Ontario's population has remained relatively stable in the last decade, there are distinct areas of accelerated growth, creating opportunities for University program delivery. One such location is the City of Brampton. With a current population of ~500,000 inhabitants, Brampton's young and diverse multicultural mosaic represents more than 175 distinct ethnic backgrounds. That diversity reflects the fact that immigration (especially South Asian) is a critical factor in the population growth. While the city hosts one post-secondary institution – namely, The Sheridan Institute of Technology & Advanced Learning (Davis Campus) – there is no existing University in Brampton. The absence of a local University, coupled with a growing population, economy and student demand for University education, results in an opportunity for the University to deliver programming to meet this need.

The notion of satellite campuses is not new in the Ontario context. The three northern Ontario universities (i.e., Lakehead, Laurentian, and Nipissing) have established campuses/programming in central and southern Ontario locations; namely, Orillia, Barrie and Brantford, respectively. This institutional strategy was designed to provide otherwise-unmet student demand for university programming in these locales. All three of these locations are growing areas without an existing University.

Algoma University – facing similar challenges of recruiting students from the only growing area in the province (i.e., GTA) – has begun a pilot project to deliver one academic program in the Brampton area. The goal of the pilot- project was to evaluate the viability of specialized university offerings in a growing city hosting many new Canadians, as well as others looking for degree-completion programs. The University sampled this market in the offering of an accelerated (one-year) second-degree program in Computer Science. Over the three-years of the pilot project, enrolment has grown, student-success is laudable, program inquiries continue to mount, and public awareness of university presence has expanded. While the present offerings take place on the Sheridan@Davis campus, an administrative office has been established and plans are underway for a more permanent facility. With respect to academic program offerings, the University is undertaking the offering of an additional degree program that has considerable student demand on our campus, in the province, and particularly to new immigrants; specifically, the Bachelor of Business Administration program. This program will be intended for graduates of Ontario CAATs, as well as University-transfer students including those having earning first-degrees in other countries. The latter group is a sizable group in the City of Brampton, given the composition of its population. The University is actively pursuing exceptional articulations with five Ontario CAATs for diploma-to-degree agreements to provide a significant and attractive option for CAAT graduates in the GTA and surrounding area to undertake degree completion.

Community-Based Delivery [First Nations Offsite]

Since 2001, Algoma University remains the only university in Canada to offer a Bachelor of Arts (Honours) in Community Economic and Social Development (CESD). This distinctive interdisciplinary program integrates several disciplines including Social Welfare, Sociology, Political Science, Geography, Economics and Business Administration. The creation of an undergraduate degree linking the economic health and social well being of smaller urban, rural, Northern and First Nation communities has responded to an important societal need, and equipped professionals with the knowledge and competencies to become innovative and effective community development practitioners. To ensure quality and effectiveness, the program is designed to prepare graduates for Certification as Community Economic Development Officers with both the Council for the Advancement of Native Development Officers (CANDO) and the Economic Developers' Association of Canada (EDAC).

More than 50% of the students registered in the CESD program are students from First Nations and/or urban Indigenous communities. While program subscription rates are modest, course subscription rates from offsite community-demand are notable. Demand for course delivery has emerged in the form of specialized requests for offsite delivery formats, in First Nations communities. This specialized delivery method uses a condensed alternate delivery format; namely, Spring Institutes and community-based delivery. The CESD program has become increasingly more successful in community-based delivery, meeting community/societal demand for educational programming in First Nation communities, in both Ontario and Atlantic Canada. CESD has been particularly effective at meeting the professional development needs of organizations, offering CANDO-accredited courses to economic development officers from First Nations in Atlantic Canada, and in working with the Ontario Association of Native Welfare Administrators to respond to their members' PD needs. Importantly, students-in and graduates-of the program are making considerable impact in their communities as well as myriad sectors of the province and beyond (e.g., community economic development, health, education, research, social services, and child welfare).

An important implication for academic program planning for alternative-location delivery is that both a planned (e.g., Brampton) and community-driven/initiated method of course/program delivery may better meet the needs of students and communities. The University needs to be flexible in its delivery methods, so as to provide access to its programming whilst ensuring that all elements of quality are ensured.

Community-Based Delivery [Northern Ontario]

Algoma University offers the first two years of a Social Work program. Upon completion of the first two years, students must transfer to another university in order to complete

the professional years three and four. Institutional data indicate that, on average, 32 students each year declare Social Work as their program of study (2003-09), even though students cannot complete the Social Work program on the Algoma University campus. Moreover, in the past five-year period, Algoma University has received 275 applications from prospective students interested in a Bachelor of Social Work program.

Market research commissioned by the University [NORDIK] has confirmed considerable CAAT graduate demand for diploma-to-degree completion. Moreover, the findings of this research revealed that there is considerable demand for social work education in Timmins and Sault Ste. Marie, including a demand for a one-year post-degree social work program. With an institutional mandate to develop programs that are responsive to regional needs and provide access/opportunity in response to student-demand, the University has undertaken the development of a Bachelor of Social Work degree program, to be offered in both Sault Ste. Marie and Timmins. This academic undertaking will serve to (i) meet the student-needs of those who cannot relocate to study at another institution due to financial restraints, family obligations, or job location, (ii) meet the societal need for a greater range of expertise capable of responding to a changing demography in the country.

In addition to student and societal need, provision of access to such programming is particularly important regionally. The regional demand for social workers is strong in northern Ontario, particularly in light of regional disparities (e.g., levels of health, education, income, crime, unemployment, etc): demand continues to outpace supply and trained social workers are extremely reluctant to relocate to northern Ontario, from southern Ontario. Moreover, retention of such ex-pats tends to be difficult, with those relocating tending to stay for brief periods and less prone to be fully-integrated in the communities that they serve. In contrast -- like other highly qualified professional personnel -- social workers who are from the north and receive their training within their communities, are more likely to spend their working lives in the north, working to improve local social and economic conditions. The same holds true for the profession of medicine, leading to geographical selection considerations for M.D. programs, such as the Northern Ontario School of Medicine.

Access -- coupled with societal/regional/student demand -- are core evaluative considerations of Academic Planning, as well as the MTCU. These are part of the university's academic principles and priorities and as such, govern program planning. As is the case for alternative-location delivery of a planned (e.g., Brampton) and ad hoc method of course/program delivery, the University has included community-based delivery of a prospective B.S.W. program, in northern Ontario; namely, Timmins. Methods of program delivery will include face-to-face delivery, video-conferenced delivery and hybrid-delivery. In the latter case, a combination of online content coupled with tutorial contact will provide an effective means of providing important access to this BSW program. Instructors will be seated in the communities that they serve, including both Sault Ste. Marie and Timmins. This initiative is made possible by inter-

institutional commitments that include the scope of services necessary for quality program deliver (e.g., space, technology, library, curriculum quality control, etc).

Our foray into northern Ontario for complete program delivery will be the first step in a more comprehensive effort to offer other programs. Student Demand and societal need will be important criteria for undertaking further program delivery in rural and remote areas. Capitalizing on technological advancements for offsite delivery will be integral to this effort and plan.

The Five Year Vision

- In five years time, 30% of faculty will have taught courses using distributive learning technologies.
- In five years time, Algoma University will meet the need for lifelong learning in education by providing high quality courses, joint programs, and collaborative degree offerings through innovative distance education models (blended learning), incorporating on-line, off-site and on-site modules.

Operational Plan 2010-2012

- Expand students' exposure to new faculty (from off-campus) via technology: web-based courses, video-conferenced courses, guest lectures via distance.
 - Promote academic computing support for faculty and students.
- Expand off-site delivery methods to bring Algoma courses to remote populations.
 - Use Contact North as a delivery partner.
 - Use K-Net as a delivery partner (An Aboriginal organization serving 27 remote First Nations in Northwestern Ontario).
 - Sustain and expand off-site delivery of the CESD program to northern, rural and Anishinaabe communities.
- Build on the trans-Atlantic delivery experience of the Masters of Science in Computer Games Technology (University of Abertay, Dundee).
- Build an Algoma reputation in Brampton.
 - Offer a few selected programs with excellent academic and student support.

Measurables

Table A Number of Algoma undergraduate credits received/delivered by/at distance

	2006/07	2007/08	2008/09	2009/10	2011/12	2014/15
Undergraduate credits delivered at Brampton campus	48	48	48	48	123	183
Undergraduate credits delivered off-site	21	27	12	45	54	93
Undergraduate credits delivered by videoconference	0	0	0	0	21	87
Undergraduate credits delivered on-line	0	3	6	12	18	36
Undergraduate credits delivered by distance (all methods: on-line, hybrid, and off-campus)	69	78	66	105	216	399

Table B Projected FTE Growth at Brampton campus

Program	06/07	07/08	08/09	09-10	10-11	11-12	12-13	13-14	14-15
Accel. COSC	11.2	24	20.8	32	30	40	40	40	40
Accel. BBA					30	50	50	50	50
BBA						30	55	80	105
BSW (1 year)						60	60	60	60
CESD							20	35	50
Total FTE	11.2	24	20.8	32	60	180	225	265	305

Operational Plan 2010-2015

Section Four ***Student and Academic Support Services***

Arthur A. Wishart Library

Information Technology Services

Student life initiatives: academic and social support

Student life initiatives: athletics

Student life initiatives: residence

Other ancillary services: food service, book store, and student centre

Financial Aid

SECTION FOUR: STUDENT AND ACADEMIC SUPPORT SERVICES

The profile of Algoma University's student body is unique in Ontario and that uniqueness is reflected in student services and support systems. From a free one-week transition to university program for students with special needs, to a pow wow during Welcome Week, Algoma University students can participate in a host of creative activities designed to foster a sense of community on campus.

The transformative experience of an Algoma University student is not limited to what they learn in their academic program. The student experience is shaped by non-academic activities – participating in athletics, joining student clubs and committees, and attending workshops are a few examples. As Algoma University becomes more successful in encouraging participation from non-traditional sources, the demand will increase for a host of student services aimed at fostering student success.

Similar to the Northern Ontario community in which it operates, Algoma University will use innovation and creativity in its operations as it attempts to offer the same breadth of services as a larger university. From Information Technology Services to the Arthur A. Wishart Library, Algoma University often partners with other institutions within and outside the community to give students the same access to collections and technology they would have at a larger institution.

This section describes how Algoma University will further develop its innovative and creative approaches to student life and student support systems over the next five years.

Arthur A. Wishart Library

The Arthur A. Wishart Library staff and resources are critical supports for delivering high quality education to Algoma University students and for ensuring student success. The scope of collections and instructional capacity of the library are areas that require constant improvements in order to meet the needs of a new, growing university.

The Library is an integral part of the overall academic experience, serving as the access hub to learning resources, and especially through providing learner-centered programs in research skills and information access. These services must be systematically built and delivered by trained staff and librarians in order to meet the goals of improving opportunity and access, improving student success rates, *and* expanding teaching and research capacity.

In order to meet the student driven objectives of the MTCU and realize the directions laid out in the *Five-Year Business Plan for an Independent Algoma* (see Appendix C), the Library must “staff up” to meet the increased human resource and expertise demands associated with university independence. These demands result from the loss of staff/librarian support from Laurentian University, Algoma’s expanded program offerings and most importantly the Library’s growing role in contributing to university student success.

The Library is also facilitating the university’s legislated mission to “cultivate cross-cultural learning between aboriginal communities and other communities, in keeping with the history of Algoma University College and its geographic site” by organizing the Shingwauk Residential School Research, Archive and Visitor Centre as a unit of the library. In partnership with the Children of Shingwauk Alumni Association and the National Residential School Survivors Society and the Aboriginal Healing Foundation, the library will organize and make the centre’s resources available online and accessible to the world. This collection is the best Residential School Archive in Canada and will be a defining special collection for the new university.

Additionally, the Library as part of an independent university now plays important provincial and national roles as a member of scholarly research networks such as the CONIFER library consortium, the Ontario Council of University Libraries (OCUL) and the Canadian Research Knowledge Network (CRKN). Algoma’s two librarians participate in strategic planning, budgeting, granting writing, administration and other activities for

Algoma University
supports excellence in
scholarship and research

Algoma University values
creativity, innovation, and
academic freedom

these networks, which benefit the university system as a whole, but require staff time away from the campus. Finally, the Library staff has also promoted its resources and services heavily to area high schools to enhance research skills at the secondary school level as well as to introduce secondary school students to university. The university continues to need additional librarians to promote services and reach out proactively to train library users.

The Five Year Vision

Think and act nationally in order to deliver excellence locally.

- The instructional, reference and promotional services will serve the expanded student body and provide excellent community access
 - Adequate staffing available for access, reference, and instruction and information literacy
 - Technology supports these functions
- Easy access to digital information will complement all current and emerging academic disciplines at Algoma University
 - Collaborative initiatives with CONIFER, OCUL, CKRN partners continue to benefit the university.
 - Additional Ontario academic libraries will have joined the Conifer consortium and lower costs and better distributed workload will have been achieved.
 - Partnerships with other academic libraries and Open Source technologies give Algoma University a world-class digital library and archives infrastructures, platforms, and processes.
- Unique archival research collections of national and regional importance will sustain primary source research and teaching opportunities at Algoma University.

Operational Plan 2010-2011

- As part of OCUL, participate in LibQUAL+ 2010. LIBQUAL is a suite of services that libraries use to solicit, track, understand, and act upon users' opinions of service quality. These services are offered to the library community by the Association of Research Libraries (ARL). The program's centerpiece is a rigorously tested Web-based survey bundled with training that helps libraries assess and improve library services, change organizational culture, and market the library.
 - Analyze LIBQUAL data and develop targeted information literacy services based on assessed needs (in person and online).

- Staffing levels will support excellent library service.
 - A professionally trained Archivist on a 3-Year contract for archival initiatives
 - An Archives Technician on a 12-month contract dedicated to processing and digitizing the large backlog of un-catalogued materials in the Residential School Archive.
 - A permanent Research & Archives Coordinator will manage the Residential School Archive for the long term, after the initial 12-month contract expires.
 - A permanent Library Technologies Specialist will assist the faculty eServices Librarian and extend and enhance the university's digital resource strategies.
 - There will be sufficient regular staff to ensure that trained personnel operate the library at all times, so that students and faculty can be knowledgeably assisted.

- Continue to develop integrated library system (catalogue) using the Evergreen Open ILS software as a full member of the CONIFER university consortium (Algoma, Laurentian, and Windsor Universities, and the Northern Ontario School of Medicine).

- Take a leadership role in strategic planning, budgeting, grant writing, administration, committees, and other activities as required by CONIFER, OCUL and CKRN
 - Contributing computer code and project management to CONIFER's ongoing development of the Evergreen ILS and its development milestones.
 - Assisting with CRKN proposals to the Canadian Foundation for Innovation;
 - Assisting with OCUL proposals to government and other funders (such as the *Geospatial Portal* and the national *Permanent Conservation of Print Collections in Canada* initiatives);

- Utilize OCUL's and CRKN's existing scholarly database programs.
 - Increase monographic collections less expensively, without using space, with current titles. Multiple users can access on and off campus.
 - Prepare the next phase of access offered by the inter-library loan network (digital delivery) that enhances student and faculty direct access to off-campus knowledge resources.

- Support Algoma's academic and research mandates
 - Focus collection development on the new 4-year degree options (Anishinaabe Studies, Biology, Fine Arts (BDesign), Geography, Sociology and Social Work) and research initiatives (Geospatial and Health Informatics, Invasive Species).
 - Increase capacity of library to manage and produce new knowledge access for researchers and students through the Institutional Repository (born digital collections) and archival collections made accessible online.

- Drive knowledge dissemination and conservation efforts of partners such as the Anglican Diocese of Algoma, Children of Shingwauk Alumni Association and the National Residential School Survivors Society and the Aboriginal Healing Foundation.

MEASURABLES

Student Success/ Service Development Indicators

Table A Staffing Complement Additions to Deliver Services

Year	2009/10	2011/12	2014/2015
Professional Librarian Positions	1. Faculty Archivist (3-year Hire)	1. 2 x Tenure-track Faculty Librarian* *4 Librarians now on staff. Base complement reached.	
Staff Positions	1. Research & Archive Center Coordinator 2. Archives Technician (12 month contract) 3. 2 x 1/2 FTE Access Services staff hires		1. 1xFTE staff

Table B Library Instruction and Outreach

User Groups	2009/10	2011/12	2014/15
Student participation in library instruction	800	939	1136
Regional high school library tour/instruction	350	432	476
External registered readers	80	96	106
Totals	1230	1467	1718

***Online library and research instruction introduced to users.*

Access Indicators

Table C Integrated Library System Migration and Development Path

	2009/10	2011/12	2014/15
Implementation	Migration to Evergreen 1.6	Migration to Evergreen 2.0	Migration to Evergreen 3.0
Resource commitment	Algoma University hires eServices Librarian to work on project 100% commitment	eServices Librarian 50% time commitment to project Algoma University hires Library Technologies Specialist to support eServices Librarian.	eServices Librarian 30% time commitment to project. Library Technologies Specialist 30% commitment to project.
Milestones	Cataloguing Batch importer/exporter Circulation Acquisitions Recalls Reserves Serials Z39.50 searching Language support SIP2 self-check Shelf-listing Bilingual support in place	Acquisitions Second Release (including EDI support) Extensive circulation enhancements Serials Recalls Reserves enhancements Paper and electronic serials prediction and check-in More language sets (Anishinaabemowin* language support at Algoma University)	Shibboleth access for users from other universities Inbound telephony Outbound telephony Inventory management Hold queues (Netflix style queues) Web-based patron self-registration Integration with Student Registration System Fulfillment

**This will be a unique contribution by Algoma University to all Evergreen using libraries.*

Table D University Archives and Residential School, Archive, and Visitor Centre Development

	2009/10	2011/12	2014/15
Implementation	Initial processing and online cataloguing of unique collections creation begins January 2010.	Migration to digital library and archives system in collaboration and with support of McMaster University Libraries' Centre for Digital Excellence, Children of Shingwauk Alumni Association, and the National Residential School Survivors Society.	Continued development of infrastructure. Build capacity in region for digitization and archiving by delivering training, outreach and support.
Resource commitment	Aboriginal Healing Foundation commits \$150,000 in funding to hire Research and Archives Coordinator and fund start-up expenditures. Algoma University hires professional Archivist on 3-year CLA contract to work on project. Algoma University hires Archives Technician on 12-month contract to work on project	Algoma University funds the Research & Archives Coordinator on a permanent basis. Algoma University funds the professional Archivist until the end of FY 2012-2013 Algoma University funds the Archives Technician until the end of January 2011.	Algoma University funds the Research & Archives Coordinator on a permanent basis.
Milestones	Funds transferred from Aboriginal Healing Foundation. Research & Archives Coordinator hired. Archives Technician hired. Initial online archives catalogue set-up. Initial processing and metadata creation. Technology, documentation, and best practice transfer between McMaster University and Algoma University initiated.	Archivist hired on 3-Year faculty CLA. Additional external funding identified and solicited. Software/Hardware infrastructure for archiving and digitization built. Best practices determined. Documentation completed. Bulk of original Residential School Archive catalogued. Digitization of original materials underway.	Regular sources of external funding continue to be accessed. Partnerships expanded. Outreach and capacity building workshops and training created and deliverable. "Branch collections" of partners undergoing digitization and hosting at Algoma University. Bulk of original materials digitized and available for access through the World Wide Web.

Table E University budget devoted to library services (target is 6.0%)*Source for comparator institutions: MacLean's Magazine*

University	2006/07	2007/08	2008/09	2009/2010	2011/12	2014/15
Laurentian	5.0	4.6	4.2	n/a	n/a	n/a
Nipissing	3.8	4.1	4.1	n/a	n/a	n/a
Trent	4.6	4.4	4.2	n/a	n/a	n/a
Wilfrid Laurier	4.5	5.3	5.1	n/a	n/a	n/a
Algoma	4.24	4.51	5.11	6.7	6.3	6.0

Table F Library Budget allocated to acquisitions as an access indicator (target is 45 %)*Source for comparator institutions: MacLean's Magazine*

University	2006/07	2007/08	2008/09	2009/2010	2011/12	2014/15
Laurentian	41.8	35	37.2	n/a	n/a	n/a
Nipissing	33.2	21	19.1	n/a	n/a	n/a
Trent	32.1	33.4	30.6	n/a	n/a	n/a
Wilfrid Laurier	35	38.6	37.2	n/a	n/a	n/a
Algoma	31.5	30.8	32.8	43.1	44	45

Table G Scholarly volumes per FTE student as an access indicator (target is 200/ FTE student)*Source for comparator institutions: MacLean's Magazine*

University	2006/07	2007/08	2008/09	2009/10	*2011/12	2014/15
Laurentian	136	129	141	n/a	n/a	n/a
Nipissing	111	95	101	n/a	n/a	n/a
Trent	117	111	117	n/a	n/a	n/a
Wilfrid Laurier	128	120	128	n/a	n/a	n/a
Algoma	120	123	130	135	175	200

Electronic monograph records loaded into library catalogue.*Table H Inter-Library Loan Requests**


User Groups	2006/07	2007/08	2008/09	2009/10	2011/12	2014/15
Faculty	237	271	285	285	350	385
Students	133	230	241	241	290	320
External registered readers	83	79	85	85	95	100
Totals	453	580	611	611	735	805

**In 2010/11 Student inter-library loan fees eliminated and web interface to inter-library loan system introduced to users.*

Information Technology Services

Information Technology Services (ITS) provides reliable, secure, innovative, cost-effective, and resourceful university-wide services, infrastructure, and support. The community that we serve includes students, faculty, researchers, staff, administration, alumni, guests, and the local community. It is a diverse community with information technology needs ranging from basic network access to sophisticated enterprise resource management systems.

Information Technology Services initiatives establish the university's commitment to technological innovation and excellence. Through centralized services and strategic aims, Algoma will create an infrastructure that meets university-wide needs and is interactive and efficient.



Algoma University
values creativity,
innovation, and
academic freedom

The Five Year Vision

- In five years time, Algoma University will be distinguished as an institution through its use of technology across all administrative and staff areas. Technology will enhance the student experience in all academic disciplines and will provide professors with a fundamental tool for excellence in instruction.

Operational Plan 2010-2012

- Conduct a departmental re-organization of job roles to better align ourselves for future growth.
 - Recruit an Academic Support Specialist to support the academic needs of faculty and students by proactively engaging them with new technology.
 - Recruit a Senior Programmer/Analyst to provide business intelligence analysis for decision makers, and to provide business continuity with respect to in-house business systems.
 - Recruit a second Junior Helpdesk Analyst to ensure adequate levels of trained personnel to provide a customer-centered service, including training and self-serve knowledge bases.

- Develop new capacities with the Student Information System (SIS).
 - Students will be able to apply, register and pay for courses on-line, as well as perform degree audits online.
 - Improve flexibility of internal records systems, with different departments using the same system to keep one unified record of student academic and financial transactions.
 - Improve our data-mining capabilities to drive intelligent business decisions.
- Run the ITS Department efficiently and reliably.
 - Develop policies covering all aspects of Information Technology Services, including network security, access control, remote access, and disaster to minimize liabilities and ensure business continuity.
 - Invest wisely in network and system infrastructure to ensure reliability and robustness to prevent loss of service.
 - Leverage our membership to the ORION network to form innovative partnerships with other universities, colleges, and research organizations.
- Encourage faculty and students to increase the use of new technology.
 - Proactively engage the university community to use our academic support systems, including classroom technologies, learning management systems, and online course delivery tools.
 - Provide the right resources to ensure access for all.
 - Increase the number of workshops and one-on-one coaching offered to staff and faculty.
 - Provide customer-centered service through the helpdesk.
- Work with the Office of the Dean to expand off-site and other distance delivery technical support services.

Measurables

Table A Staffing Complement Additions to Deliver Services

	2008/09	2009/10	2010/11	2011/12	2012/13
Staff Positions	Senior Application Developer	n/a	Senior Academic Support Specialist	Senior Programmer Analyst	Junior Helpdesk Analyst

Table B Information Technology Strategic Measurement

	2005/06	2006/07	2007/08	2008/09	2009/10	2011/12	2014/15
Amount of broadband available	9MB	9 MB	100MB	100MB	100MB	100MB	100MB
% uptime for broadband service	99.90%	99.90%	99.90%	99.90%	99.90%	99.99%	99.99%
% uptime for core business systems*	-	-	-	99.00%	99.90%	99.90%	99.99%
% of classrooms with built-in technological delivery mechanisms	57%	60%	60%	90%	90%	100%	100%
% of campus with wireless access	0%	30%	50%	100%	100%	100%	100%

*core business systems include student information, email, printing/photocopying, telecommunication, and accounting systems.

Table C Use of technology for instruction: course management system

	2006/07	2007/08	2008/09	2009/10	2011/12	2014/15
Undergraduate credits using course management system for on or off-campus instruction	84	384	507	645	900	1500

Student Life Initiatives: Academic and Social Support

Student life initiatives ensure that a student-centric approach to learning is maintained throughout the university. Student services facilitate student success by providing specific services targeted to Algoma's actual student population.

Improving opportunity goes beyond simply providing a "space" for students to encompass all of the elements that affect student success. This priority measures efforts and programming to support student satisfaction and success.

Algoma University embraces the diverse composition of its student population and celebrates its distinctive mission for Anishinaabe education and research.

Algoma University believes in student-focused learning which challenges students to reach their full potential.

The Five Year Vision

- In five years time, Algoma students will have access to student counselling that includes mental health and emotional well-being.
- Basic health services will be available on campus, and some provision for short-term child care will be accessible.
- Career counselling will be an important part of the student services milieu.
- In conjunction with Shingwauk Kinoomage Gamig, our facilities and services will fully recognize the Anishinaabe culture and heritage.
- The Algoma University community will be passionate and affirming of all its members across race, ability status, class, sex, gender or gender identity, sexual orientations and faiths.
- Students are empowered to form an integral part of the direction and planning of the university as it relates to diversity through the Diversity Advisory Committee.
- There will be a Student Multicultural Centre in operation to serve increasing numbers of international students.
- Student retention initiatives will be enhanced by a First Year Student Experience support services program.

Operational Plan 2010-2012

- Review the needs of our students to plan for programs that will help ensure their success.
 - Implement a First Generation project that identifies and support students.
 - Create a First Year Student Experience support services program (coaching/mentoring).
 - Use the National Survey of Student Engagement (NSSE) results as indicators.
 - Communicate regularly with Students' Council through committee work and meetings.
 - Run a pilot project for a University Ombudsperson.
 - Organize annual focus groups to follow up with target groups of students.
 - Continue to measure student satisfaction, using an annual questionnaire, periodic focus groups conducted by various departments, and regular meetings between Administration and Students' Council.
- Provide quality orientation experiences.
 - Develop innovative Welcome Week and orientation activities at the beginning of each term.
 - Include family-oriented events in all orientations.
 - Hold academic orientations throughout the summer and provide opportunities for students to meet support staff members and faculty.
 - Continue to offer a free one-week transition to university program for students with special needs.
 - Promote the historical significance of Algoma University and the Shingwauk site.
- Improve the type and quality of academic support services that we offer.
 - Conduct a series of ongoing academic advising training opportunities to ensure consistent practices.
 - Develop a system of identifying and supporting high risk students (after one term results).
 - Target 50% participation in early academic advising by returning students.
 - Automate student academic progress sheets to introduce more consistency into student advising and more flexibility and autonomy for students to access their own records.
 - Develop a plan to include off site Algoma University students in student services and student union.
 - Expand student exchange programs and more strategically promote student participation.
- Improve the type and quality of social life support services that we offer.
 - Host annual visioning sessions to explore opportunities and measure current offerings.

- Attend professional development focusing on engagement strategies.
 - Improve services to students with special needs by increasing computer resources and equipment.
 - Support the activities of student clubs on campus through staffing and inclusion of clubs in long-term planning.
 - Provide day-care services, probably through partnerships with community groups.
 - Creation of a Counseling and Health Centre with qualified personnel.
 - Implementation of Myers Briggs testing to help student in academic and career planning.
 - Foster student leadership through the development of a Student Leader Camp and training opportunities.
- Improve quality, relevance and frequency of events for the Anishinaabe Algoma U community and increase student participation in these events (see Part Two of this Institutional Plan).
 - Follow the annual plan outlined by the APC (Anishinaabe Peoples Council) for improvement in service and maintain an annual action plan for Anishinaabe specific activities.
 - Expand the annual pow-wow and work in collaboration with community partners on this event.
 - Combine visiting elder program with events and activities on campus
- Develop, implement and promote a policy embracing diversity.
 - The Diversity Advisory Committee will play a leadership role.
 - Continue annual comprehensive diversity training for all staff and faculty.
 - Begin preliminary planning regarding the development of a Student Multicultural Centre.
 - Expand services to include diversity training, counselling support, and other specialized support services to address the needs of our growing, diverse student population.
 - Feature student-led orientation tours of the campus that specifically identify the site as a former Indian Residential School.
 - Acknowledge the rich history and ceremonies of Anishinaabe peoples.
 - Develop an Anishinaabe awareness course and work towards having it become mandatory for all students.
 - Algoma Multi-Cultural Students Association to become an extension of students union.
- Run an effective student services department.
 - Improve communications by installing video screens in key locations in the university.
 - Increase staff complement and focus on specialized skills (Counselor, Event Coordinator, First Generation/First Year Experience Officer).

- Implement an events coordinator position for student services team to share.

Measurables

Table A Student Satisfaction Rates with University Services

	2002	2003	2004	2005	2006	2007	2008	2009
% of students participation	9%	5%	3%	0.5%	39.3%	24.5%	27.6%	28.3%
% of participants self-id as Indigenous	5%	1%	2%	23%	5.7%	16.5%	11.6%	10.4%
Majority rating per area of service based on a five-point scale of poor, fair, satisfactory, good, and excellent								
academic support	n/a	good	Good	good	good	Good	good	good
academic advising	n/a	good-excellent	Good-excellent	good-excellent	good	Good	good	good
financial aid	n/a	good	Good	satisfactory	good	satisfactory	good	good
campus activity	n/a	satisfactory	satisfactory	satisfactory-good	good	Good	good	good
registration/admissions	n/a	good	Good	good	good	Good	good	good
employment services	n/a	good	Good	satisfactory-good	satisfactory-good	Good	good	good
food services	n/a	good	satisfactory	fair	fair	Poor	poor	poor
Bookstore	n/a	good	satisfactory	satisfactory	good	Good	good	good
student clubs	n/a	satisfactory	satisfactory	satisfactory	satisfactory	Good	satisfactory	satisfactory
overall service satisfaction	n/a	good	Good	good	good	Good	good	good
Areas in need of improvement: top 5, where one is considered most in need								
course variety	3	2	2	1	1	2	2	1
Facilities	1	1	1	2	3	3	4	4
financial aid	5	4	4	5	5	4	3	3
library resources	4	3	3	3	4	5	5	5
on-campus services (incl. cafeteria)	2	5	5	4	2	1	1	2

Notes:

- This annual survey is conducted in March. It is circulated to all students.
- All numbers refer to actual students, not to FTEs
- The percentage of participants makes the survey inconclusive, but does provide a partial snapshot of perspectives.
- Participation rates after 2005 increased significantly due to the development of an on-line survey

Table B Welcome Week Attendance

	2003	2004	2005	2006	2007	2008	2009	2011	2014
Total % Participation of new direct from high school students	91.00%	92.00%	73.00%	68.00%	82.25%	78.17%	89.60%	85.00%	85.00%

Table C Academic Student Support Services

	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2011/12	2014/15
Academic Advising Program %									
Students who participate	80%	69%	49%	75%	80%	83%	85%	*70%	*70%
Learning Centre:									
Special needs: students identified	40	50	53	75	90	87	95	120	160
Tutoring: hours accessed	222	210	266	439.5	420	357	400	500	700
Writing Lab: individual appointments	372	408	380	250	260	286	325	400	700
Number of student placements in Cooperative Education	25	45	35	35	29	28	32	50	100

**In 2011/12, students will have the option to select courses online.*

Table D Average Number of Participants in Student Life Activity

	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2011/12	2014/15
Movie Nights	55	80	100	133	58	100	132	166
Student Success Workshops	15	11	11	27	28	40	65	85
Career-related workshops	n/a	9	13	36	55	50	60	70
Diversity/Int'l Dinners	50	57	150	425	553	500	600	700
Theme Events	45	300	300	310	356	375	425	550
Ski Nights	20	26	68	85	80	85	100	130
*Prof/Grad School Workshops	34	22	35	97	99	105	160	188

**Plus an additional 93 one on one visits*

Table E Number of student clubs operating on campus

2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2011/12	2014/15
20	20	27	30	35	30	40	45

Table F Average Number of Participants in International Events

	2007/08	2008/09	2009/10	2011/12	2014/15
International Orientation Program	138	180	200	225	270
Cultural Dinners	425	680	750	850	1000
Workshops and Information Sessions for International Students	49	75	100	120	150
International Movie Nights	143	90	150	180	220
Black History Month Speaker	65	150	180	200	250
Algoma Multicultural Student Association	n/a	15	30	50	70
Cross-cultural Communication Sessions	72	100	110	120	180
Summer Sporting events	73	75	90	100	140
Summer Camping Trip	15	34	30	45	60
Fall Seasonal Activities	45	43	60	80	120
Winter Seasonal Activities	20	50	60	80	120

Athletics

The Athletics and Recreation Centre (George Leach Centre) provides fitness and recreational opportunities for students and the community. The facilities enhance the student experience, provide a social outlet, and engage external partners, members and the general public through a variety of health programs and services.

Algoma University's Varsity Athletics program attracts athletes from across Canada and from the United States to campus and contributes to their student success by engaging them in special academic support programs. The varsity program also instills a sense of pride on-campus for students, alumni and the public.

Algoma University
instills pride in its
identity through growth
in quality and excellence

General athletic offerings appeal to male, female, domestic and international students, and often create a sense of community among diverse groups. Students who have active lifestyles typically achieve higher levels of academic success. As such, it is important that Algoma maintains a vibrant athletic program, thus contributing to student retention and success.

The athletic facilities also provide opportunities for recognition, hosting community, provincial, national, and international events. Athletics outreach begins as early as age six with sports camps and tournaments, establishing a relationship with potential students early. Recruitment and retention rates have increased due to varsity sports, and varsity success attracts local, provincial and national attention.

The Five Year Vision

- In five years time, there will be an expansion of the George Leach Centre facility to accommodate increased student numbers and varsity activities.
 - Conduct a feasibility study for facility expansion to include four improved change rooms, larger weight room, and class room to meet Ontario University Athletics requirements by 2013/14.
 - Move forward with proposed expansion project with the assistance of the GLC Capital Trust.
- Algoma University will join the Ontario University Athletics (OUA) and Canadian Interuniversity Sport for varsity participation.

Operational Plan 2010-2012

George Leach Centre for Athletics and Recreation (GLC)

- Develop opportunities for collaboration and partnership.
 - Grow membership and develop programs through partnerships with RYTAC, cardio rehabilitation clinics, Sault College, Titan Basketball and corporate memberships.
 - Run programs for the community such as PACE (Parents and Children Exercising).
 - Maintain links with provincial sport governing bodies (Squash Ontario, Row Ontario, Tennis Ontario, Basketball Ontario, etc).
- Increase revenue and expand programming.
 - Increase rental revenue to \$25,000 annually by hosting more large scale events and soccer or basketball partnerships.
 - Improve customer service and retention rates (measured by number of external member renewals) 3-5% each year.
 - Develop an online registration for memberships and programs.
 - Determine the feasibility of developing an academic program at the certificate or degree level.
 - Use Geographical Information Systems mapping of memberships to inform marketing initiatives.
 - Promote the Capital Trust Fund.
 - Review summer camp operation to address changing demographics and local interests.
 - Expand Physicians referral program.
 - Develop corporate training services to complement the corporate membership program.
 - Use facilities as a learning lab for biology, kinesiology, physical education, exercise science, and fitness specialists.
- Improve facilities, equipment, health and safety and professional development of staff.
 - Renew equipment regularly.
 - Develop a preventative maintenance program for GLC operation and surveillance equipment.
 - Introduce professional development plans for staff including certification in kinesiology, fitness assessments, and facility management.

Student Recreation and Varsity Programming

- Contribute to enrolment growth through athlete recruitment, retention, and academic success.
 - Strengthen recruitment plan for student athletes.
 - Develop an academic performance tracking system for student athletes.
 - Expand intramural, mature student and staff wellness programming.
- Increase Varsity revenue.
 - Increase Varsity fundraising from Foundation, gym signage, league and sport camps, and “Adopt an Athlete” program.
 - Create Elite Club level development program in the sport of Basketball
- Develop awareness and increase attendance.
 - Continue youth outreach programs to include elementary school sport competitions and leagues.
 - Improve attendance at home games with the creation of a student led Spirit Club
- Support athletes.
 - Implement an Athletic Scholarship and Bursary program for student athletes.
 - Ensure student athletes receive a minimum of \$500 financial award.
- Enhance athletic quality and performance.
 - Appear in a national championship in basketball.
 - Certify basketball coaching staff – National Coaching Certification Program level 4.
- Expand varsity offerings.
 - Include men’s and women’s outdoor soccer.
 - Move towards full time coaching positions to support all varsity initiatives

Measurables

Table A George Leach Centre Activity

	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2011/12	2014/15
Number of membership activations	1,030	1,347	1,725	*1,519	1,401	1,481	1,510	1,550	1,600
Number of visits to the George Leach Centre	34,750	44,135	56,527	58,292	71,725	73,325	76,500	78,000	80,000

**reduction in number of membership categories and the introduction of an 8month option reduced the number of time a member had to re-new , therefore less activations required for the same member*

Table B Varsity Sports Strategic Measures

	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2011/12	2014/15
Number of varsity sports teams at Algoma U that are competitive in OCAA	5	4	5	6	4	5	6	8
% of FTE who are student athletes	5.10%	4.70%	4.40%	6.10%	5.17%	6.00%	5.00%	6.00%
% of student athletes who maintain academic eligibility	97.30%	95.30%	90.20%	96.40%	97.77%	95.00%	95.00%	95.00%
Varsity fundraising revenue from non-Foundation sources	n/a	\$10,116	\$56,779	\$51,285	\$45,995	\$50,000	\$60,000	\$60,000

Residence

Residence accommodation provides a home on campus, primarily for non-local students.

Residence life embraces diversity and encourages students to engage in student life. On campus residence fosters independence, while providing a safe and supportive living environment. With academic and other support services in close proximity, higher levels of academic success are seen.

Algoma University values integrity, tolerance, openness, justice, and compassion

Residence facilities also provide an opportunity for non-student revenues in the area of guest accommodations and conference services. Youth organizations, sporting teams, professional conferences, training, and family visits occupy the residence throughout the summer.

The Five Year Vision

- In five years time, residence facilities at Algoma University will have expanded to correspond to growth in out-of-town students grows.
 - The number of beds available will also increase from the current 121 to 331 beds.
 - Residence life will form a vital component of the campus fabric.

Operational Plan 2010-2012

- Develop facilities and expand off campus housing
 - Develop short term and long term strategies for acquisition of new space.
 - Convert Windsor Park building to a downtown student residence (70 beds).
 - Relocate Algoma Conservatory of Music if feasible, for an addition of 10 beds on campus.
 - Address maintenance needs of current and acquired residences.
 - Provide a keyless operation for students.
 - Improve phone service (Voice Over Internet Protocol).
 - Provide an Anishinaabe unit and plan for Anishinaabe family units in a future new residence.

- Improve attraction and retention rates.
 - Promote residence during recruitment (promotional material, residence “guarantee”, etc.).
 - Ongoing customer service plan – include a minimum of 2 town halls per year, RA evaluations by occupants, expand role of Food Service Committee.
 - Increase number of residence events and attendance at such
 - Expand residence Don position to full time complement.
 - Develop an International Student Mentor to further assist in engaging international students living in residence.
 - Create more education platforms for students to further become independent and make good life choices.
 - Regular staff training (attendance at provincial and national Housing Conferences).
 - Approach 100% fall/winter occupancy.
- Improve residence revenue.
 - Adjust rates to fit university average and increase as operating costs rise.
 - Work with Sault College to provide housing overflow options.
 - Expand use of residences for summer conferences and military contract.
 - Research ways to reduce loan debt.

Measurables

Table A Residence Availability

	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2011/12	2014/15
FTE count, Algoma	842	867	958	923	870	944	1101	1426
Algoma: Residence beds available	111	111	111	111	111	111	191	331
% of FTE at Algoma with residence room available*	13.18%	12.80%	11.58%	12.00%	12.76%	11.76%	17.35%	23.21%

Assumes: Addition of 70 beds with conversion of Windsor Park September 2010

Addition of 10 beds with relocation of Algoma Conservatory September 2011

Addition of 140 beds with construction of next phase of campus residence September 2014

Table B Residence Occupancy

	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2011/12	2014/15
% residence beds occupied in fall/winter - Algoma	68.00%	67.40%	69.00%	70.50%	81.40%	95.40%	100%*	75%*
% residence beds occupied in fall/winter – Lakehead	85.00%	95.00%	95.00%	99.00%	n/a			
% residence beds occupied in fall/winter – Nipissing	92.60%	96.40%	98.20%	97.30%	n/a			

Assumes: Growth in number of beds as in Table A

**Note that comparator data for other universities is no longer available as COU no longer requires standard reporting on this statistic for Ontario universities.*

Table C Summer Rental Residence Revenue

	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2011/12	2014/15
Non credit revenue from summer rental	\$10,499	\$28,849	\$56,602	\$136,151	\$141,270	\$194,000	\$150,000	\$170,000

**Note – revenue in 2011/12 and 2014/15 could vary substantially depending on the size and continuance of Algoma’s contract with the Canadian Military. Actual amounts cannot be estimated at this time.*

Other Ancillary Services: Food Service, Student Centre and Book Store

Ancillary services provide students with the necessary services to supplement the educational experience and enhance student life. These areas support retention and are critical to student satisfaction.

At the cafeteria, students should have healthy, affordable meal options. The residence dormitory has no cooking facilities, and dorm residents rely on the cafeteria's meal plans. The cafeteria offers food services for conferences and university-sponsored special events. The university receives commissions from provider, which contributes to revenues.

The book store serves students and faculty with all academic needs. Gifts, amenities, casual reading, and consumables are available for purchase. The University receives commissions from provider, which contributes to revenues.

The Student Centre, or "Speak Easy", provides an attractive, functional, and safe gathering place where students can socialize, study and entertain. The student centre and cafeteria currently occupy the same space with a capacity of 253. This space is occasionally used by staff for university sponsored events and by external groups for conferencing or social gatherings. There is an annual investment from the Algoma University Students Union (AUSU) for capital upgrades and entertainment, and the University and AUSU maintain its operations.

The student centre and food services are able to serve the current enrollment and handle expansion up to about 1,500 FTE. The bookstore can handle expansion to 3,000 FTE.

The Five Year Vision

- The Student Centre and food service areas will expand to accommodate expected enrolment increase.
 - Plans will be designed to expand the student centre and food service area to accommodate enrolment increase expected in 2015 and beyond.
 - Additional space will be allocated to student centre-type functions leading up to capital expansion after 2015.

Operational Plan 2010-2012

Food Services

- Work within the current contractual obligation until 2014.
 - Implement sustainability plan for food services.
 - Develop a plan to implement food service for campus bar.
- Work for continuous quality improvement.
 - Work with the Food Services Committee on campus to ensure student needs are addressed.
 - Improve healthier food options and expand value meal menu.
 - Increase inventory of capital to expand menu.
 - Increase student satisfaction levels.
 - Extend Hours of Operation to cover holiday weekends

The Book Store

- Work within the current contractual obligations until 2010.
 - Conduct RFP and tender process for next contract term.
 - Continue to evaluate viable bookstore operations while keeping student interests a priority.
- Improve ordering process.
 - Promote the “used books/buy back” program to save students money.
 - Train faculty and students to use available
 - Co-ordinate ability to purchase text books online as part of the new Student Information System.

The Student Centre

- Work with Algoma University Student Union (AUSU) to strengthen relationships and maximize programming opportunities.
 - Increase sales with marketing plans developed by Business students and AUSU.
 - Increase the activity levels during the day with displays, club events, education platforms, and student performers.
 - Develop and promote student theme nights, events for international students and student club/committee activities.
 - Increase external use of the “Speak Easy” through targeted marketing.
 - Hire a part time Campus Centre Manager, increasing hours as necessary with growth in student numbers.

- Investigate alternative models for space on campus.
 - Look at possibility of replicating spaces such as the SASA lounge in other locations.
 - Develop a plan for increased student usage of student centre space (i.e. coffee shop, study lounge, etc.)

Measurables

Table A Food Service and Bookstore Sales

	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2011/12	2014/15
Overall Sales (Food and Vending)	\$269,544	\$318,422	\$309,064	\$345,159	\$335,274	\$600,000	\$700,000	\$850,000
Bookstore Overall Sales	0*	\$515,874	\$594,531	\$585,209	\$541,096	\$537,000	\$610,000	\$780,000
Bookstore used book sales	0*	\$3,204	\$74,866	\$67,717	\$89,890	\$85,000	\$95,000	\$105,000


**the university operated the book store*

Table B Student Centre Strategic Measure

	2007/08	2008/09	2009/10	2011/12	2014/15
Overall Sales	\$70,680	\$76,296	\$75,000	\$94,000	\$123,500
Number of Student Events	21	34	40	50	60

Financial Merit Awards and Financial Aid

Algoma University has developed dual streams to provide both financial merit awards and financial aid to students. Both programs are managed by the financial aid office, which offers information on all forms of financial awards, financial aid and on OSAP, and assistance with all financial matters for students.



Algoma University
supports excellence in
scholarship and research

Algoma uses scholarships and bursaries as a tool to attract selected categories of students. Scholarships show institutional commitment to excellence, and bursaries show institutional commitment to access.

A university's future health as a learning, teaching, and research institution rests on its ability to reward academic and research excellence, and to provide financial support to deserving students without the financial means to attend postsecondary. The Algoma University Foundation is working to increase the endowment by seeking out private support through an aggressive fundraising plan, and a regular review of its investment strategies.

The Five Year Vision

- In five years time, the university will have a healthy and growing endowment that will keep pace with student demand and university growth.

Operational Plan 2010-2012

- Continue to meet student needs: over 50% of Algoma students access financial aid of some kind (OSAP, bursaries, work study programs).
 - Help students better understand financial obligations and how to access financial aid programs.
 - Improve the services offered to students including a simplified application process, improved assistance with OSAP application process, increased emphasis on customer-service, more money-management information sessions for students, and comprehensive communication packages.
 - Continue to meet the Student Access Guarantee (SAG): mirror the policy and procedures that currently are followed under OSAP delivery.
 - Help students apply for grad school funding.

- Look at alternative ways of assisting students.
 - Together with AUSU, maintain the campus food bank by supporting fundraising activities and providing space for operations.
 - Facilitate partnerships between Chartwells and campus food bank.
- Identify barriers.
 - Initiate internal study (including student focus groups and statistical analysis) to determine current and projected unmet need for bursaries (such as childcare and housing).
 - Conduct exit interviews to determine how many students withdraw due to lack of financial resources.
- Identify the specific barriers Anishinaabe students face.
 - Run an environmental scan of financial barriers (for instance, federal government cap to Anishinaabe post-secondary funding), and compare with neighbors (for instance, Michigan provides free university tuition for First Nation students).
 - Advocate for changes to Circular E-12 (a federal government policy capping post-secondary funding for Anishinaabe students).
- Reward excellence through a comprehensive scholarship program which provides financial awards to high-performing students.
 - Introduce scholarships linked to the key research initiatives
 - Introduce scholarships linked to the special vision and mission of Algoma University, with an emphasis on increasing the percentage of student awards available to Anishinaabe students.
- Coordinate both scholarship and financial aid programs with the Algoma University Foundation
 - Awards given out in a timely fashion.
 - Excellent communication with students around upper-year scholarships and bursaries
 - Full advantage taken of opportunities to raise new resources to provide both merit scholarships and financial assistance as needed.

Measurables

Table A Financial Aid Indicator

	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2011/12	2014/15
Percentage of full time students receiving OSAP	49%	52%	58%	58%	58%	52%	53%		
scholarship & bursary dollars received by students	\$150,420	\$250,950	\$242,025	\$262,995	\$264,350	\$241,761	\$257,270	\$280,000	\$350,000
Student Access Guarantee dollars received by students	n/a	n/a	n/a	\$119,691	\$220,510	\$67,245			
OSAP default rate	14.4%	13.2%	24.2%	21.1%	12.5%	6.7%	20.3%	10%	8%
Number of students attending repayment seminars	n/a	n/a	n/a	n/a	20	26	30	40	60

Institutional Plan 2010-2015

Section Five

Algoma University in a Northern Ontario Context

Research and Research Centres

Innovation through Partnership

External Relations

Advancement

Capital Expansion

SECTION FIVE: ALGOMA UNIVERSITY IN A NORTHERN ONTARIO CONTEXT

A study by Dr. Livio Di Matteo (2007) showed that Algoma University, via its operations and associated student off-campus expenditures, has a significant economic impact on the City of Sault Ste. Marie, with an estimated total employment impact of 441 to 587 full-time jobs and a total economic expenditure impact ranging from 27.1 to 36.1 million dollars.

By providing increased access to education for students, and by fostering student success, Algoma University is developing a knowledge-based labour force in Northeastern Ontario. This workforce development function is of particular importance in today's economic climate in a region that has the lowest postsecondary participation rate of any in the province, as outlined in Appendix A.

The furtherance of the knowledge-based economy through university research contributes economically and socially to regional development. The goal at Algoma is not just to pass knowledge and information from professor to student, but also to create a culture of innovation, collaboration, and entrepreneurship in the region consistent with the goals and objectives of the Northern Ontario Growth Plan.

The regional development impacts of Algoma University are not limited to economic benefits. Having a university in a community enriches the cultural and social fabric of the community. In Sault Ste. Marie, the Algoma University campus provides a space that is respectful and welcoming to all cultures. Students are provided with opportunities to engage in local, national, and international communities. This engagement fosters active and collaborative learning, a global perspective, and student engagement both within and outside the classroom.

Regional development is in part driven by external relations activities. External relation activities link the university to the community through public awareness and strategic positioning. Advertising, marketing, and public relations strategies are aligned to support the vision and strategic objectives of the university. The external relations function positions Algoma University as the region's "university of choice", contributing to enrolment growth and thus to regional development.

This section describes how Algoma University will strategically build upon existing international relationships and research expertise, and engage in external relations activities, to drive the development of a knowledge-based economy in Northeastern Ontario.

Research and Research Centres

Research, conducted by faculty, students or staff, is the university's means of advancing knowledge and contributing to the social, economic and cultural development of its students and the wider community. Research and teaching mutually support each other, advancing and disseminating knowledge. Research also provides a basis upon which disciplinary expertise across sectors collaborate, resulting in direct economic outcomes for R&D activities.

Algoma University strives to create an environment where teaching and research are mutually enriching activities. Faculty who are supported in their research programs are more often successful in obtaining external research support, which in turn provides research/scholarly/artistic opportunities for their students. This enhances the undergraduate learning experience and also provides opportunities for graduate education.

A commitment to learning is a commitment to generating new knowledge. Generating new knowledge is at the heart of research and scholarship; its impact or import is measured within disciplines, across disciplines and across societies and borders. It is vital to create an environment in which teaching and scholarship flourish; fostering an environment where skills are developed in both our students and faculty to support an integrated approach to learning; and where resource provisions reflect the values placed on these goals.

Two plans reflect and support the work of the Senate in this regard: (i) the Institutional Academic Plan, and (ii) the Institutional Research Plan. These two plans in turn inform the Institutional Plan.

The major objectives of the University's Strategic Research Plan are to: strengthen academic programs through integration of faculty research; increase research opportunities to our undergraduate students; develop research clusters and collaborative network research opportunities; involve outside experts, industries, and policies designed to enable research activities. The achievement of the goals in the Strategic Research Plan will contribute significantly to the economic development of our region.

Algoma University
supports excellence in
scholarship and research

Algoma University instills
pride in its identity
through growth in quality
and excellence

The Five Year Vision

- Algoma University will be known as an institution that successfully engages in specialized R&D with the local and broader community.
- In five years, Algoma University will be known for quality research focused on the four strategic research directions, outlined in Algoma University's Strategic Research Plan (2008):
 1. Biological and Environmental Sciences;
 2. Information Technology including Computer Game Technology/Artificial Intelligence, Health Informatics and Geographic Information Services - GIS;
 3. Community Economic & Social Development; and,
 4. Anishinaabe Governance, Culture and Health

Operational Plan 2010-2012

Four Strategic Research Directions

- ***Biological and Environmental Sciences***
 - Construct the BioSciences and Technology Convergence Centre to facilitate leading-edge innovation in life sciences, information technology and clinical research and to incubate community level business and development interests.
 - ✓ Focus on fundamental research.
 - ✓ Design activities in the Centre to clearly support innovation from concept (education and research) to application (policy, methodologies, and commercialization).
 - ✓ Focus on partnerships and activities in the Centre that build on the cluster of unparalleled world-class knowledge in forest sustainability, natural products chemistry, invasive species, gaming and informatics that exist in Sault Ste. Marie.
 - Support the newly created Institute, ISRI or Invasive Species Research Institute.
 - ✓ Provide adequate space for activities.
 - ✓ Support the development of significant collaborative projects.
 - ✓ Support the development of a comprehensive database of knowledge on invasive species.
- ***Information Technology including Computer Game Technology/Artificial Intelligence, Health Informatics and Geographic Information Services - GIS;***
 - Support the newly created Health Informatics Institute (HII).
 - ✓ Hire a Research Chair.

- ✓ Provide adequate space for project activities.
 - Host the Sault Ste. Marie Innovation Centre Geomatics group on campus.
 - ✓ Encourage interaction with faculty and students.
 - ✓ Build on plans to work with regional businesses to increase the talent pool available for employment.
 - Build strength at Algoma University and in the community around Computer Game Technology.
 - ✓ Support industry expertise on campus to anchor Algoma Games for Health (research in game developments, particularly in serious games for health).
 - ✓ Continue leadership of *Future Play*, an Annual Learned Society Meeting in the nascent (university) discipline of Computer Games Technology with national and international participation.
 - ✓ Collaborate with Sault Ste. Marie Innovation Centre's incubator to provide meaningful counsel and mentorship to CGT students and game development.
- ***Community Economic and Social Development***
 - Continue leadership with NORDIK (Northern Ontario Research Development, Innovation and Knowledge) Institute, developing it into a Centre of Excellence for community-based research, driving regional economic growth.
 - ✓ Link the research agenda of NORDIK to an academic base (CESD).
 - ✓ Seat social and economic development studies of Sault Ste. Marie and Algoma District in the NORDIK research agenda.
 - ✓ Provide financial and administrative support to NORDIK in order to secure further funding support and partnership development with the goal of eventual self-sustaining status.
 - ✓ Encourage publication of research in peer-reviewed venues.
 - Support proposals to obtain a Canada Research Chair in a CESD-related discipline.
- ***Anishinaabe Governance, Culture and Health***
 - Assist our institutional partner, Shingwauk Kinoomaage Gamig, with their project for developing the National Chiefs' Library. This library will assemble materials, archives, art and museum artifacts that document and celebrate the importance of the history and contributions of the Past Presidents and National Chiefs of the Assembly of First Nations and its predecessor organizations.
 - Continue to collaborate with the CSAA (Children of Shingwauk Alumni Association) on their Research and Archive Project, involving the protection, custody, control, registration and management of records addressing the legacy of residential schools. See Part Two of this Institutional Plan and the Library section of this plan.
 - Develop innovative solutions to making Anishinaabe archival resources available to a global audience, through digitisation, web service technologies, etc.

- Foster the development of a Research and Archives (interdisciplinary) degree program focused on technical and theoretical training to identify, conserve, manage and employ primary sources related to Anishinaabe history and culture.
- Foster Anishinaabe capacity through institutional support in curriculum, program and research development.

Establishing a Research Culture.

- Support the work of the three Institutes
 - Establish good governance
 - ✓ Each Institute is led by a Director who holds faculty status in an academic department.
 - ✓ Adequate policies govern the Institutions
 - Ensure that the mandates and objectives are clear
 - ✓ Each Director has the following responsibilities: (a) to lead an externally-funded research program, (b) to develop a regional network of academics dedicated to the institute research specialty, and (c) to generate innovative solutions of (social, environmental and/or economic) significance.
- Expand Algoma's research administration infrastructure
 - The research portfolio will be led by the Vice-President, Academic and Research
 - An Institutional Research Director (part-time or full-time) will oversee research activities.
 - A formal Office of Research will be established under the leadership of the Vice-President, Academic and Research, which will support university research initiatives, assisting with the preparation of funding applications, and handling the accounting and administration of all grants.
- Support through faculty hiring and evaluation practices (see also Institutional Plan Section Three, "Quality of Instruction")
 - Recruit faculty with established or promising research records.
 - Codify – and elevate the standards for -- the linking of faculty tenure and promotion to a significant level of research achievement.
 - Foster development of peer review systems able to consider both research methodologies and research outcomes.
 - Incorporate regularized self-assessment of research into annual faculty reports.
- Promote and support research with the faculty
 - Continue and expand internal seed grants for assisting with grant application, thereby providing opportunity for start-up research initiatives.

- Ensure that the results of research are appropriately disseminated
- Through collaboration with partners such as the Sault Ste. Marie Innovation Centre, provide support for applications of research, where appropriate and possible, in the form of licensing, commercialization, job creation, economic development and quality of life.
- Encourage and support links with industry for the interim goal of generation of research income, in order to sustain research programs.
- Encourage and support inter-university research exchanges among faculty to assist with quality research collaborations.
- Set up appropriate university structures for technicians and student assistant/trainees.
- Continue investment in software (e.g., statistical) and hardware infrastructure for research support.
- Library Support.
 - Tie planned improvements in library resources and services (see library section) to main institutional areas of research and their needs.
 - Post all Algoma U faculty learned society presentations, peer-reviewed publications, and research reports to enhance access and impact.
 - Develop capacity within the area of Archives to support institutional research priority areas.
- Planning.
 - Refine the Institutional Strategic Research Plan to ensure the management of a coherent and impactful research strategy.
 - Develop measurement systems to assist in internal planning and evaluation, related to research.
 - Develop institutional capacity to manage large-scale research projects.
 - Develop institutional capacity to maintain a monitoring system designed to review application and dissemination of research results and to assess the “value-added” of such results.
 - Develop administrative review systems to quantify research variables.
 - Develop capacity to participate in assessment reviews required by Tri-Council Funding agencies and research partners.

Measurables

Table A Research Development Indicators (Biological and Environmental Sciences)

	2007/08	2008/09	2009/10	2011/12	2014/15
Managing Director with expertise in the sciences		X	X	X	X
Partnership Coordinator with science expertise to link university with external partners		X	X		
Research Chairs in Invasive Species			X	X	X
Honours Biology program launch			X		
Research Chair in Chemical Ecology or new Bioproducts			X	X	X

Table B Research Development Indicators (Information Technology)

	2007/08	2008/09	2009/10	2011/12	2014/15
Strategic Advisor to link Computer Games Technology program with industry	X	X	X		
Lead Future Play conference - academic conference in Computer Games Technology	X	X	X		
Research Chair in Health Informatics			X	X	X
Managing Director, Health Informatics Institute			X	X	

Table C Research Development Indicators (Community Economic and Social Development)

	2007/08	2008/09	2009/10	2011/12	2014/15
Provide release time to Research Director	X	X	X	X	X
Hire a Research Coordinator			X	X	

Table D Faculty Research Support Strategic Measure

	2005/06	2006/07	2007/08	2008/09	2009/10	2011/12	2014/15
Total research grants received by faculty	\$384,000	\$325,702	\$517,074	\$620,488	*\$312,864	\$500,000	\$900,000
Number of full time faculty accessing research grants	7	10	8	12	13	15	17
Number of Research Chairs		1	1	.5	1	3	3

**drop in grants received reflects resignation of Canada Research Chair, Dr. Jenny Cory.*

Innovation through Partnership

Algoma University must link and collaborate with public and private sector partners in order to achieve its special mission, just as northern communities must work collaboratively if they are to achieve a healthy, prosperous future for the north. The Northern Ontario Growth Plan recognizes that collective action by communities to jointly pursue regional priorities yields greater success than isolated, fragmented community actions. Algoma University has, since its inception as an affiliate college of Laurentian University, adhered to a similar philosophy with respect to partnerships and innovation.

Algoma's development has been heavily influenced and nurtured by numerous partnerships and collaborative efforts. These partnerships continue to provide substantial returns in terms of knowledge and resource sharing, collaborative programs, student success, community development, and commercialization opportunities.

To address program requirements in concert with provincial and regional needs, Algoma has embarked on a number of partnering initiatives with other postsecondary institutions within and beyond the province. A host of public and private-sector partners, in local, regional and international contexts, are helping Algoma cement its identity and its leadership role in the community.

Collaboration with other organizations extends the scope of Algoma's teaching and research activities. It also brings in external expertise to complement areas of strength. By contributing to the work of partner institutions in the region, we assist them in growing and contributing back to our region. In the end, partnership activities lead to higher enrolment and/or an enriched learning environment for Algoma students and/or additional revenues for Algoma.

Algoma University values creativity, innovation, and academic freedom

Algoma University takes a leadership role and engages with the communities it serves.

The Five Year Vision

- Algoma University will respond to provincial and federal innovation agendas through partnerships which lead to research and development.
- Algoma's commitment to the success of partnerships will drive successful university contribution to the government's Northern Prosperity Plan.

Operational Plan 2010-2012

1. Biological and Environmental Sciences

- Build on regional expertise
 - Local partnerships will continue to be cultivated with the Great Lakes Forestry Centre, the Ontario Forestry Research Institute and the Department of Fisheries and Oceans, all located proximal to campus, and hosting an outstanding resource base for the development of basic and applied science research in Biology and Chemistry disciplines.
 - ✓ We will consider complementary expertise when hiring Algoma University research chairs and faculty in cognate disciplines
 - ✓ We will consider regional potential when evaluating research directions at the university
 - We will collaborate with the newly created Centre for Invasive Species Management (funded through the Ontario Ministry of Natural Resources), created to harness local talent to address some of Ontario's most pressing economic and ecological threats in the forestry and aquatic sectors.
 - ✓ We will seek governance and communication structures that avoid undue overlap and that build complementarity with Algoma's Institute for Invasive Species Research (ISRI).
 - We will continue a close working relationship with the Sault Ste. Marie Innovation Centre, or SSMIC (which has recently folded Science Enterprise Algoma (SeA) and the Upper Lakes Environmental Research Network (ULERN) into its organization)
 - ✓ Continue collocation of SSMIC on Algoma University campus
 - ✓ Continue joint planning and initiatives in support of research spin-offs such as commercialization
 - ✓ Through SSMIC, Algoma researchers will have easier access to provincial and federal resources (for example, easier access to MARS and its programs)
 - ✓ Together with SSMIC, and as appropriate, develop regional collaborations to enable technology transfer.

2. Information Technology

The Sault Ste. Marie Innovation Centre (SSMIC) co-located on the Algoma campus is a catalyst for nurturing and leveraging innovation and technology in the Algoma region. SSMIC runs an IT Business Incubator on campus, and offers general support to students and faculty wishing to interact with private sector businesses, establish their own entrepreneurial-type ventures, participate in industry-led research, or transfer their knowledge to the private sector.

- Through the work of our partners, and in particular the Sault Ste. Marie Innovation Centre (SSMIC), ensure that university and regional IT research has access to all support needed to result where applicable in commercialization.
- Incorporate partners into structures and projects of the Health Informatics Institute
 - The Northern Ontario School of Medicine will be an active partner both on governance and in projects
 - The Northern Ontario Clinical Research Network initiative of the Northern Ontario School of Medicine will be “incubated” in the Health Informatics Institute.
- Expand our expertise in Computer Game Technology through partnerships
 - Build expertise in Serious Games for Health through partnerships such as, the University of Abertay Dundee and the Toronto Rehab Institute.
 - Continue to take a lead role in academic conference activities together with academic and industry partners like University of Ontario Institute of Technology and the International Game Development Association.
 - Continue to work with the Sault Ste. Marie Innovation Centre and other community partners to support initiatives linked with the Computer Game Technology Field. One example is ProtoLaunch, an innovative, Trillium-funded project to encourage youth to pursue careers in computer games technology.
 - Develop academic programming at Algoma with advice from an industry-based advisory committee; programming will meet articulated needs of the computer games industry in Ontario and will incorporate industrial partners into activities

3. Community Economic and Social Development

- Community development partnership capacity building.
 - Support NORDIK in its partnership building capacity with universities (current partners include University of Saskatchewan, the University of Winnipeg, York University, the Ontario Institute for Studies in Education at the University of Toronto); with accrediting bodies (current examples include the Economic Developers Association of Canada or EDAC and the Council for the Advancement of Native Development Officers or CANDO); with organizations (current examples include the Atlantic Policy Chiefs’ Secretariat, Kenjegin Teg

- Educational Institute); with First Nations (for example, Sagamok First Nation); at the international level (for example, the Indigenous Peoples of Cauca or ACIN and ASOPRICOR of Colombia).
- Provide support to NORDIK to build supportive networks with regional municipalities, First Nations, and community groups.
 - Support NORDIK's recent initiative to build a Northern Ontario Research Institute in collaboration with the other Northern Ontario universities, and university and community based research institutes, including First Nations research institute. Expand this initiative to include all universities and colleges.
 - Consolidate and expand the diverse networks of community partnerships which have been developed through CESD and NORDIK's community-based research, including encouraging cross-sectoral initiatives such as the Coalition for Algoma Passenger Trains (CAPT).

4. Anishinaabe Governance, Culture and Health

Anishinaabe partnerships are fundamental to the mission of Algoma University and are described in more detail in section two of the Institutional Plan.

Measurables

Table A Innovation Development Indicator

	2007/08	2008/09	2009/10	2011/12	2014/15
Number of students enrolled in brokered MSc in Computer Games Technology	6	6	7	0	0
Total number of attendees at computer game related workshops and conferences offered on campus	74	139	200	200	250
Total number of attendees at informal computer gaming events on campus	90	300	300	200	200

External Relations

External relations includes all activities that present information about Algoma University intended to influence the behaviour of identified constituencies and markets. External Relations is responsible for supporting the fundraising, student recruitment, employee recruitment, and partnership development functions of the university.

The Algoma University 'brand' has been defined and renewed, allowing us to claim a unique position within the post-secondary environment in Ontario.

The brand is broadly defined as "Algoma U – a student-centred, personal education". There is strong alignment with the brand, in the sense that people articulate it and feel it is accurate.

Advertising, marketing, and public relations strategies are aligned with the brand and institutional goals. Internal communications are becoming more integrated into departmental and cross-campus relationships, leveraging internal resources and resulting in broad consultation on university direction.

The Algoma University brand will be further solidified through graphic consistency (e.g. use of the logo), the level of service provided to students, the quality of faculty/student interaction, and the level of student involvement in university decision making.

Algoma University
takes a leadership role
and engages in the
communities it serves

Algoma University
values integrity,
tolerance, openness,
justice, and compassion

The Five Year Vision

- In five years, Algoma University will be positioned as a community leader and as a quality undergraduate liberal arts and science university in the province of Ontario.
 - Increase integrated communications, public relations and marketing.
 - Articulate and communicate a clear position for Algoma in the higher education landscape, to our market: applicants, students, alumni and the general public.
 - Cement position within post-secondary environment in Ontario and increase awareness of Algoma University in key constituencies.
 - Position the institution with Anishinaabe communities throughout Ontario as a "university of choice".

Operational Plan 2010-2012

- Prospective and current students will be well informed and proud of Algoma.
 - Make strong and consistent communications a university priority
 - Develop a strong and innovative online destination for prospective students and other constituencies: www.experience.algomau.ca
 - Increase strategic, awareness-building initiatives to deliver strong messages about Algoma's strengths.
 - Anishinaabe content in university publications will continue to increase.
 - All university publications will reflect and promote Algoma's diverse and multi-cultural community.
- Faculty and staff will be enabled as the organization's informal public representatives, showing a commitment to the university's vision and strategic objectives.
 - Inform staff and faculty in a timely fashion of news events; keep communication flowing with regular reports, town halls, department meetings; use newsletters and AU magazine as regular communication tools.
- Communications will reach out beyond the Algoma U community
 - Communications and marketing efforts will build successful partnerships, relationships and alliances.
 - The web will be emphasized as a prime communications and outreach tool.
- Fundraising will be well supported by Communications
 - External Relations activities directly and indirectly support the growth of the Algoma U Foundation and assist in meeting its fundraising goals.
 - Innovative relationships with the private sector support Algoma's growth. Examples are: Future Play conference and private sector partnerships promoting both the university and the computer gaming sector; also the ImaginNative film Festival, an international festival that celebrates the latest works by Indigenous peoples on the forefront of innovation in film, video, radio and new media.
- Strong monitoring and analysis systems will permit continuous improvement in results of external relations activities
 - Focus resources on communications and marketing initiatives that will have the greatest return on investment for student enrolment and fundraising.

Measurables

Table A Website Traffic Comparison – www.algomau.ca

	Jan-Dec 2007	Jan-Dec 2008	Jan – Dec 2009	Jan – Dec 2012	Jan – Dec 2015
Total number of unique visitors	197,063	370,022	382,862	450,000	650,000
Total number of pageviews	675,553	1,380,948	1,638,811	1,800,000	2,600,000

Table B Website Traffic Comparison –experience.algomau.ca

	Jan-Dec 2009	Jan-Dec 2012	Jan-Dec 2015
Total number of unique visitors	46,553	60,000	100,000
Total number of pageviews	68,996	90,000	160,000

**Table C 101 Ontario University Application Centre applications: percentage of 1st choice
program applications**

	2006/07	2007/08	2008/09	2009/10	2011/12	2014/15
Algoma University	35%	31%	32%	24%	27%	27%
Laurentian University	23%	22%	22%	24%		
Laurier	20%	20%	20%	19%		
Nipissing	23%	22%	24%	23%		
Trent	18%	17%	17%	19%		
Lakehead	26%	26%	27%	27%		

Table D 105 Ontario University Application Centre applications: percentage of 1st choice program applications

	2006/07	2007/08	2008/09	2009/10	2011/12	2014/15
Algoma University	65%	63%	67%	50%	50%	50%
Laurentian University	45%	44%	45%	43%		
Laurier	28%	29%	28%	29%		
Nipissing	38%	39%	46%	43%		
Trent	35%	35%	36%	39%		
Lakehead	41%	43%	43%	45%		

Our community

Algoma University is proud to be playing an important role in the Ontario government's commitment to providing more postsecondary opportunity and to supporting Northern Prosperity. **The Economic Impact of Algoma University College Today and Tomorrow** report prepared in 2007 by Dr. Livio Di Matteo, Professor of Economics at Lakehead University, provides a clear description of the role Algoma University is playing today and its potential future importance to the economy of Northern Ontario. As a comparison, Nipissing University, who blazed a similar path just 15 years ago, is now the 3rd largest employer in North Bay.

Algoma University values
integrity, tolerance,
openness, justice, and
compassion

Historical patterns indicate that more than 85% of Algoma's graduates live and work in Northern Ontario; the impact of the University on our community is inarguably considerable. From the standpoint of our academic programs, there has been a system-wide effort to integrate service and experiential learning into our programs in order to provide graduates with greater opportunities to secure employment in the region and beyond. Beyond the benefit to our graduates, this emphasis has made considerable impact on our economy. The growth of the University is inextricably tied to the growth of our community. Enrolment and capital infrastructure growth are projected to inject as much as \$75 million annually to the local economy. The planned growth of the institution will result in an employment impact and an economic expenditure impact projected to account for as much as 4 percent of the current value of the city's annual GDP.

The Shingwauk Covenant, signed between Algoma University College and the Shingwauk Education Trust in 2006, reflects Algoma's commitment to Anishinaabe higher education and exemplifies the concept of *A Stronger Relationship* that was pledged in the government's 2007 Speech from the Throne.

The Economic Development Corporation (EDC) of Sault Ste. Marie has recognized the value of the postsecondary sector in its 25-year Growth Plan and Economic Diversification Strategy that charts the course of the region's future. The EDC has – in its response to the Province of Ontario's Northern Growth Plan (January 2010) -- called for a doubling or tripling of college and university enrolments across northern Ontario by directing southern Ontario PSE demand north. Integral to economic growth is PSE growth, as both talent and commerce are built and fostered by a strong postsecondary regional sector.

In addition, systemic efforts to direct southern Ontario students northward provides a means for a “brain and diversity gain,” increasing the region’s talent and skills base. Algoma University is poised to play a lead role in the attraction and retention of youth in our community, reversing the youth outmigration trend the City of Sault Ste. Marie has experienced for the past decade.

The Five Year Vision

- Algoma University will be one of the top ten largest employers in Sault Ste. Marie in five years time.
- Algoma University will be a hub for flexible and innovative learning environments that respond to the unique needs of our region.
- Algoma University graduates will continue to choose to remain in the north, creating a diverse and highly skilled pool of talent within the community.

Operational Plan 2010-2012

- Create new positions based on organizational needs to support student enrolment growth.
- Continue campus capital expansions.
 - Biosciences and Technology Convergence Centre construction complete.
- Work with Sault Ste. Marie Economic Development Corporation to create a consistent measure of economic impact of Algoma University on the community to be measured annually.
- Work with other northern universities to advocate for policy change to support students from southern Ontario studying in the north.
- Develop research initiatives which respond to socio-economic needs of Northern communities and the Northern environment.
- Promote policies which support Northern research on Northern issues.

Measurables

Table A: Number of Full-Time Employees at Algoma University

	2008/09	2009/10	2011/12	2014/15
Number of full-time employees at Algoma University		121	140	170
Number of full-time employees at Sault College		341		
Number of full-time employees at Sault Area Hospital		1,006		

Table B: Economic Impact of Algoma University on Sault Ste. Marie community

	2007/08	2008/09	2009/10	2011/12	2017
Economic expenditure impact of AU on community	27.1-36.1 M				68.8-91.9 M
Economic impact of capital expansion at AU					74.6-99.5 M
% of annual GDP of City of Sault Ste. Marie attributed to AU activities					3-4%

Source: The Economic Impact of Algoma University College Today and Tomorrow by Livio Di Matteo 2007.

Algoma University Foundation

The Algoma University Foundation is the allied organization that raises funds and manages the endowment on behalf of the university. The Foundation supports the scholarship and financial aid programs, provides support for capital projects and supports special projects. The Foundation does not provide funds to support general operating funds.

This organization is led by a strong volunteer board with a commitment to the success of the university and its students.

A growing university needs a vital fundraising arm to provide ongoing and increasing funds for scholarships, bursaries, research, and capital support. Buoyed by the success of its campaign to raise funds to take advantage of the Ontario trust Fund for student Success, the Foundation has embarked on its first major comprehensive campaign with a multi-million dollar goal. The essential Elements Campaign is targeted to raise \$6 million to support capital expansions at Algoma University and to build the endowment.

The Five Year Vision

- The Foundation will provide 100% of the costs of the annual general scholarship program in five years time.
 - The annual campaign will provide unrestricted funds to support Algoma University's goals and objectives.
- In five years time, a major transformative fundraising campaign with a multi-million dollar goal will have been completed.
 - Funds will be available for scholarships and capital development.

Operating Plan 2010-2012

- Develop Alumni relations.
 - The Alumni Council will continue to foster lifelong relationships with alumni and to support fundraising goals through events, a reunion program, volunteer recruitment and leadership, and a growing alumni relations program.
- Continue to increase total Algoma U Foundation Revenue from all sources

- Develop alliances and partnerships with the private sector to support academic research.

Measurables

Table A: Annual Campaign Strategic Measure

	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2011/12	2014/15
Annual campaign results	\$76,604	\$73,200	\$63,849	\$75,316	\$80,800	\$125,000	\$130,000	\$200,000
Annual varsity campaign results	\$2,083	\$3,590	\$4,944	\$5,713	\$5,987	\$6,000	\$10,000	\$12,000
OSOTF Phase II campaign cumulative results including pledges; not including matching funds	\$227,350	\$420,570	\$561,724	\$580,658	\$602,381	Student opportunity matching funds assigned to Algoma U are committed to 2011.		

Table B: Endowment Strategic Measure

	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2011/12	2014/15
Total endowment	\$1,642,352	\$2,019,721	\$2,100,000	\$2,887,802	\$2,824,095	major comprehensive fundraising campaign to increase endowment by \$2 million		
Endowment per FTE	1,948	2,329	2,234	3,091	2,904	3,000	3,000	3,000

Table C Foundation Revenue Source

	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2011/12	2014/15
Total Foundation Revenue (excludes pledges and matched funds)	\$467,004	\$546,981	\$580,455	\$383,64	\$325,347	\$1,000,000	\$2,000,000	\$2,000,000

Capital Expansion

The physical plant sustains university operations while responding to growth, expansion and changing needs or priorities. In general, the physical facilities are in good condition and sufficient for basic support for our current program needs. Priority planning will address the appropriate expansion required to achieve our university wide strategic initiatives.

We have a 35 acre campus, which has grown from 5,500 square metres within 2 buildings, to 18,825 square metres and 12 buildings today. The university campus is comfortably located overlooking the St. Mary's River, surrounded by residential subdivisions, but within walking distance of a large municipal park area, marinas and both provincial and federal forest research facilities.

The Five Year Vision

- In five years time, enrolment growth will have enabled space inventory expansion to respond to new pressures and needs.
 - New space for science teaching, research and partnerships
 - New space for Fine Arts, Music and partnerships
 - New space for Anishinaabe students and community
 - Expansion of athletic and varsity space
 - Expansion of campus housing facilities and related food service

Operating Plan 2010-2012

- Finalize a long term capital plan in consultation with a broad spectrum of local and regional partners.
 - Develop and implement Master Planning and Site Infrastructure to address future capital expansions and campus use.
- Construct a BioSciences and Technology Convergence Centre to open for complete use September 2011.
 - The new facility will include: research space for Algoma University faculty and Research Institutes, leased space for technical innovation and knowledge convergence, teaching wet labs for biology and chemistry; dry labs; research and office space for 2 Research Chairs and faculty; and adequate support and IT space.
 - The Biosciences and Technology Convergence Centre will be designed and built to the highest standards for quality and sustainability. LEED Gold rating has been

set as this goal. The building will represent a 50% reduction in carbon footprint and will be a model for future capital additions to the campus.

- Convert the Windsor Park building into space that is usable by the university.
 - Study the feasibility of using the Windsor Park for downtown residence space and for specialized classroom space.
- If enrolment growth warrants, add a third floor to the ICT building to accommodate classroom and office space pressure.

Measurables

Table A Capital development timeline and estimated costs

	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	After 2015
Upgraded infrastructure and improved access	\$1.8 M	\$.7 M						
Music and Fine Arts Academic Wing					\$13 M			
Windsor Park Renovation – new residence			\$2 M					
Bioscience and Technology Convergence Centre			\$22 M					
Add third floor to ICT Building				\$2 M				
George Leach Centre renovation and expansion						\$3 M		
Anishinaabe Studies Centre in partnership with Shingwauk Kinoomaage Gamig						\$12 M		
New academic building								\$35 M
Residence Phase I: 140 beds					\$8 M			
Residences and cafeteria Phase 2: 140 beds and full service assembly hall								\$32 M
Biosciences and Technology Convergence Centre Phase II								\$20 M

Table B Space by Inventory Category: projected impact of three major projects

	COU standard allocation for comparison to AU 2010/11 figures	COU standard allocation for comparison to AU 2013/14 figures	2007/08 - Algoma U Actual	2010/11	2012/13	2013/14
New buildings added				Biosciences & Technology Convergence Centre**	Fine Arts/Music Wing*	Anishinaabe Studies Centre***
FTE count	1,000	1,300	934	1010	1211	1320
Classrooms (sq. m.)	1,230	1,599	1,055	1,158	1,318	1,633
Instructional labs	1,400	1,820	748	1,187	1,459	1,519
Research space	1,065	1,305	0	439	655	655
Academic offices	1,530	1,893	698	768	968	1048
Library & study space	1,780	2,274	1,240	1325	1325	1,703
Athletic & recreational	2,900	3,337	3,080	3,080	3,080	3,080
Student & central services	2,000	2,600	1,860	1,860	1,998	2,247
Central administrative	2,000	2,600	1,146	1,172	1,254	1,844
Plant maintenance	209	261	278	278	278	278

*excludes space rented on a long-term lease to the Algoma Conservatory of Music

**excludes space used by partners on a long-term basis

***includes all Shingwauk Kinomaage Gamig space as part of Algoma University's inventory

++ 186 sq. m. teaching lab renovated to Fine Arts research/creative space

Institutional Plan 2010-2015

Section Six

The Financial and Governance Outlook

Planning and Benchmarking

Governance and Institutional Identity

Employee Relations

Financial Plan

Financial Revenue Sources

Financial Expenditure Allocation

SECTION SIX: THE FINANCIAL AND GOVERNANCE OUTLOOK

Algoma University has maintained an annual institutional planning process since 1998. This process has involved all sectors of the university community and has led successful enrolment growth, a track record of balanced budgets, and significant development in academic and research capacity. Institutional planning will continue to play a key role as Algoma develops as Ontario's newest autonomous university.

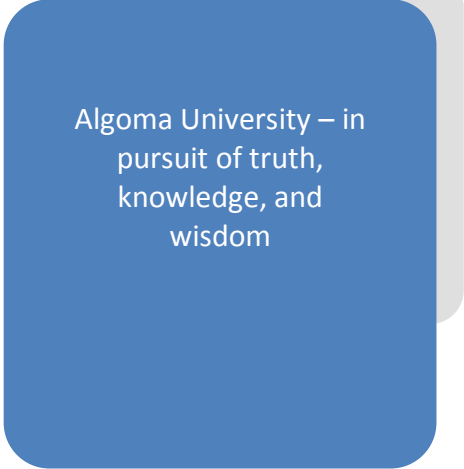
To grow successfully and to meet our special mission, Algoma University requires the resources (human and capital), the governance structures, and the financial means to fulfill our special mission as Ontario's 19th university.

Additional on-going funding in the form of a differentiation or mission-related grant is necessary. Such funding has already been received for the 2007/08, 2008/09 and 2009/10 fiscal years, and Algoma University is grateful for these additional resources from the province of Ontario. Further investment is required over the planning period, as noted in Algoma University's original Business Plan for an Independent Algoma (2008) and the associated Capital Plan.

This section clearly describes how Algoma University will align its finances, its governance and organizational structures, and its human resources to support the academic programming of Algoma as an independent university.

Planning and Benchmarking

Coordinated institutional planning maximizes the use of all resources as Algoma University pursues its institutional vision and special mission. The Algoma University Institutional Plan is Algoma's main tool for coordinating planning. It provides a summary of our current status, information on our development history, long-term goals and short-term strategies, and benchmarks to evaluate progress.



Algoma University – in
pursuit of truth,
knowledge, and
wisdom

The 2010-2015 Institutional Plan incorporates the main elements of the *Five Year Business Plan for an Independent Algoma* produced in 2008 with the help of consultant Ken Snowden and in consultation with the Ministry of Training, Colleges and Universities (MTCU). The Institutional Plan also incorporates planning that has been done in the context of the “Multi-Year Plan” and other plans provided to MTCU, including First Generation, Aboriginal Education and Training submissions, and capital planning.

- From 1998 on, Algoma has produced annually or biannually an updated Institutional Plan for internal use and for submission to the Ministry of Training, Colleges and Universities (MTCU).
- In spring 2004, Algoma conducted a benchmarking exercise using existing comparative data for Ontario and Canadian universities to develop metrics, rank university performance, and select top performers for best practice transfer. This benchmarking approach has been reflected in all institutional planning since 2004.
- The Vision Statement and Objectives were drawn up based on consultation and consensus (students, alumni, Foundation, Board, faculty and staff, Senate, external university partners) in 2005-2006. They form the basis of all institutional planning.
- Algoma students in the Community Economic and Social Development program provided a framework for institutional development to enhance recruitment and retention of First Generation students that has been used since 2006-2007 to guide improvements.
- In preparation for independent university status, Algoma University College prepared a “Five Year Business Plan for an Independent Algoma University” with the assistance of Ken Snowden and submitted this plan to the Ministry in May, 2008.

- All institutional planning is guided by an annual Five Year Academic Plan produced by Senate, and informed by Senate's Institutional Research Plan.
- Algoma participates in Ministry-led planning, including the submission of a Multi-Year Action Plan.

The Five Year Vision

- We will be an institution where strategies are aligned and lead to meaningful change
 - Common measurements, strategies and goals are all aligned with institutional priorities
 - Ongoing performance analysis leads to continuous improvement
 - Planning is implemented throughout the university in a barrier-free environment
 - Planning is informed by government priorities and by system best practices
 - Planning will result in measurable improvements to the institution's contributions to Northern Ontario's economic, social and cultural development.

Operational Plan 2010-2012

- Complete planning exercises annually. These exercises are collaborative and clearly communicated, invite staff/faculty participation/feedback, and are integrated with resource allocation and sustainability and aligned with the strategic goals.
 - Systemic practice of contribution from staff, faculty and students at all levels of the University and consultation with University stakeholders. This informs planning and prepares for strategic challenges in a changing operating environment.
 - The Institutional Plan will continue to incorporate elements from all our planning processes, with focus groups, consultation, surveys and representative planning groups ensuring community-wide Algoma University involvement in the planning process.
 - Multi Year Plan accountability targets and measurements align with Algoma University's Institutional Plan.
 - Progress is tracked against annual objectives, with gaps informing annual plans
 - Systemic use of internal and external benchmarking enables continuous improvement in processes and performance.
 - Performance reviews for administration recognize engagement and success.
 - The Board of Governors has a long-term financial strategy including long-term financial projections and capital investment plans
 - Evaluation of success of planning through the development of the university's mission and special character

Measurables

Table A Institutional Planning

	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2011/12	2014/15
Institutional Plan		X		X		X	X	x	x
Benchmarking Exercise	x		X					x	
Multi-Year Action Plan				X		X		x	
Five-Year Business Plan for an independent Algoma					x			Update	

Governance and Institutional Identity

On June 18, 2008, Algoma University was created when royal assent was given to Bill 80, our Charter. For the subsequent year, efforts were focused on ensuring that Algoma U has the governance structures requisite for success as an autonomous university.

Good governance defines Algoma's future character and communicates its values. Algoma takes its governance and accountability requirements seriously. As a post-secondary institution rooted in its region and committed to advancing through innovation and effective partnerships, it is committed to accountability and transparency in the use of public funds. Good governance and accountability are allowing Algoma University to align its institutional structures in support of its special mission and vision. This Institutional Plan will remain a most important tool in achieving such alignment.

The Five Year Vision

- Within five years, we will have earned Ministerial Consent for full undergraduate degree-granting authority.
- In five years, Algoma University will be recognized provincially and nationally as an active contributor to university bodies such as COU, AUCC, WUSC and others.

Operational Plan 2010-2012

- We will monitor governance structures to ensure that they are fully appropriate to building a firm foundation of academic programs
 - Consistent with normative standards in the province of Ontario
 - Appropriate authority residing with Senate and Senate Committees, in particular AppCom and CurrCom
- Academic Planning and Priorities Committee of Senate will continue to prepare an annual five-year Academic Plan. (See Section Three of Institutional Plan)
 - This plan takes into consideration the overall academic goals of the university, financial and enrolment statistics, program quality, and internal and external trends.
 - This plan identifies programs for expansion, continuation and contraction.

- Algoma will participate as a full and active member in the Council of Ontario Universities.
 - AU has a representative on several COU committees.
- Algoma will continue to submit new degree proposals to the Postsecondary Education Quality Assessment Board (PEQAB) until such time as Ministerial consent is given to full degree-granting powers for Algoma. (See Section Three of Institutional Plan)
- We will “live and breathe” the Covenant document signed between Algoma U and the Shingwauk Education Trust. (See Section Two of the Institutional Plan)
 - Institutional planning will be mindful at all levels of the Covenant responsibilities; Algoma’s programming, services, staffing and policies will be supportive of Anishinaabe peoples and their objectives.
- We will institute an Elders’ Council to give high-level guidance to the University and to ensure that we remain true to our values and to our mission. See Section 2 of this Institutional Plan.
- We will continuously review and update policy (university, Board, Senate) for effective governance and operation of the university.
 - We will ensure policy aligns with the special mission, vision, and strategic objectives of the university.
 - We will ensure that policies are adequately communicated to all members of the university community.

Measurables

Table A Governance Development Indicator

	2006/07	2007/08	2008/09	2009/10	2011/12	2014/15
Covenant signed with Shingwauk Education Trust	X					
Receive independent Charter			x			
Bring Board and Senate bylaws into conformity with Bill 80			x	x		
Number of up-to-date policies on university web site	36	36	45	54	70	100

Employee Relations

Algoma University recognizes that good employee relations are fundamental to the effective functioning of the university. We also recognize that the quality of life of the university's employees has an impact on student retention, diversity targets, worker and student safety, and long term sustainability of the university. Employees who are connected to their place of work understand the institution's goals and objectives and their own role in achieving them. They are more committed to helping their organization succeed.

Algoma University
instills pride in its
identity through
growth in quality
and excellence

As a small institution, we recognize that many services require strengthening; too many services are "one-deep" in staffing compliment. Team-work, new hiring and careful structuring of the work-place may be of assistance.

Employee development will be essential to success as we assess current service capacity and set priorities for new investments. Employee development is a cost effective approach to meeting the future needs of the university by developing the skills and qualifications of existing employees.

The Five Year Vision

- In five years, Algoma University will be the employer of choice in the community.
 - Measures will be in place to foster strong employee satisfaction.

Operational Plan 2010-2012

- Work with a third party consultant over the next two years to review staffing levels and current service capacity.
 - Assess current service capacity.
 - Set priorities for necessary new investments.
 - Plan for future modifications to staffing levels and position descriptions.
 - Develop a model process for succession planning.
- Involve all employees in the planning process for change and growth and celebrate employee accomplishments. Strive for "Excellent Client Service" within all facets of the university.

- Define and communicate the best practices of outstanding service to all employees including telephone query response.
- Target the goal that “Students are #1” and make them feel they are the only priority when meeting with them.
- Maintain well-defined policies and practices for employee recruitment.
 - Ensure policies and practices on hiring and selection, salary administration, and job classification are well communicated to ensure consistency in practice, fairness and legislative compliance.
 - Maintain competitive compensation levels which attract and retain high calibre of faculty and staff.
 - Initiate the implementation of a compatible payroll and HR software to ensure more timely response to hiring and personnel changes.
- Insist on an “institution of respect”.
 - Harassment Panel members participate in training sessions for implementation of the revised Human Rights Policy with a minimum of two training sessions per year and continuous updates as required.
 - Strengthen communication links to the Human Rights Policy for all sectors of the university via the website.
 - Increase collaboration with the Diversity Advisory Committee.
 - Place high priority on good labour relations and continue to use the Administration-Union Joint Consultative Committees as a basis for communication and problem-solving.
- Maintain a well-defined employee development programme that includes diversity and sensitivity training.
- Foster a healthy and safe work environment for employees.
 - Strengthen our commitment to health and safety through improved emergency protocol, increased training of management and employees, and implementation of best practices garnered from visits to other institutions.
 - Implement a cross-departmental modified work plan to encourage an earlier and successful return to work following medical leave.
 - Implement a Work Wellness program to encourage and foster wellness initiatives and behaviors across campus.
 - Improve communications about the Employee Assistance Program (EAP).
- Measure progress.
 - Effectiveness is measured through the results of an employee satisfaction survey, administered every second year.
 - The university will track employee development and other linked initiatives.

Measurables

Table A Communication

	2006/07	2007/08	2008/09	2009/10	2011/12	2014/15
Town Halls	2X/year	3X/year	4X/year	4X/year	4X/year	4X/year
Employee Appreciation Events	1X/year	2X/year	2X/year	2X/year	2X/year	2X/year
Newsletters	Monthly	Daily	Daily	Daily	Daily	Daily
"One-on-One" with Administrative Officer	Annual for some	Annual for some	Annual for all	Annual for all	2X/year for all	2X/year for all
President or Vice-President, Administrative to attend department meetings	Annual for some	Annual for some	Annual for all	Annual for all	Annual for all	Annual for all

Table B Professional Development

	2006/07	2007/08	2008/09	2009/10	2011/12	2014/15
% of non-teaching staff who have participated in the equivalent of one day/year of professional development	67%	74%	87.5%	100%	100%	100%
% of non-teaching staff who have participated in diversity training	-	51%	66%	100%	90%	90%
% of non-teaching staff who have participated in Anishinaabe culture training	-	-	64.8%	100%	90%	90%

Table C Workplace Health and Safety

	2006/07	2007/08	2008/09	2009/10	2011/12	2014/15
Average number sick days (staff)	10.8	9.3	7.5	5	5	5
Average number sick days (administration)	1.75	2.93	3.2	2	2	2
Lost time injury frequency*	0.57	1.1	1.09	0	0	0
No lost time injury frequency*	0	1.1	1.09	0	0	0

* represents the number of lost time or no lost time injuries per 100 workers

Table D Employee Satisfaction by Category

	2005/06	2009/10	2011/12	2014/15
Salary/Benefits	66.5	72.2	75	80
Career Development	64	66	75	85
Culture	66	71.6	75	85
Organizational Leadership	69.5	73.6	80	85
Communications	62.5	67.3	75	85
General Satisfaction	74.5	76.7	80	90

Note: Satisfaction is rated out of a possible score of 100, with 100 being most satisfied.

Financial Plan

Algoma University has developed annual Institutional Plans since 1998. During this time, we have used two main indicators of progress: FTE numbers and end-of-year financial position. For the last ten years, Algoma has followed the Board of Governors directive to achieve a balanced operation year-end balance, with the exception of 2004, when pension plan issues drove a deficit.

Mandate, size and geographic circumstance influence funding reality. The current universities' funding formula in Ontario was designed to support much larger institutions and the associated "economies of scale" inherent in those institutions. The appendix on Institutional Size and Geographic Circumstance chronicles the evolution of the funding formula with respect to the provision of supplementary grants for small size and geographic circumstance.

Based on this analysis, *Algoma's Five Year Plan for an Independent Algoma University* suggested that Algoma requires an investment of \$5 million over and above 2006-2007 levels of grant funding to address the realities of its expanded mandate, small size, geographical circumstance, and the unique needs generated by the diversity of Algoma students. Government commitment to that investment will lead to increased enrolment over the next five years and will ensure that the new Algoma University fulfills its mandate.

The Five Year Vision

- In five years, Algoma University will be a cost-effective institution.
- In five years, Algoma University will have maintained a positive Unallocated Operating Fund balance.

Operational Plan 2010-2012

- End each fiscal with an operating budget surplus.
 - Support diversified activities associated with an emerging institution.
 - Diversify revenue sources, including differentiation and/or mission-related funding support through MTCU.
 - Avoid cost-cutting in areas which drive growth opportunities.

Table A Financial Statements

Fiscal year	Operating statements, end of year (1)	Audited statements: statement of operations (2)	Audited Statements: Net Assets (3)	Audited Statements: unrestricted net assets (4)	Notes
89-90	(67,153)	(101,223)		(494,413)	
90-91	183,863	135,446		(358,967)	
91-92	143,529	143,925		(215,042)	
92-93	215,885	215,885		843	
93-94	29,214	29,214		30,057	
94-95	(43,625)	(43,662)		(13,605)	
95-96	107,287	64,734		29,225	
96-97	(333,594)	(357,494)		(356,236)	
97-98	(332,648)	(165,107)		(704,584)	Audited statements taking into account from now on capital amortization and depreciation
98-99	275,437	205,534	644,932	(360,011)	
99-00	147,882	17,667	471,599	(211,427)	
00-01	31,439	23,824	495,423	(499,065)	Unallocated operating funds show a change to accrual method for vacation pay
01-02	40,173	66,880	562,303	(479,716)	
02-03	46,263	53,037	615,340	(704,687)	
03-04	(565,473)	(475,602)	139,738	(1,090,038)	Valuation showed a large unfunded liability in the defined benefits pension plan
04-05	186,758	756,372	896,110	(1,231,703)	
05-06	49,208	4,066,554	4,658,986	(887,022)	Audited statements unrestricted net assets show as 2,934,978; truer value excludes Windsor Park donation of \$3,822,000
06-07	207,928	422,665	5,539,651	(454,859)	Unrestricted net assets figure excludes Windsor Park value of \$3,926,550
07-08	134,662	215,728	5,666,592	923,894	Unrestricted net assets figure excludes Windsor Park value of \$3,926,550
08-09	363,465	(2,637,392)*	3,029,200	(76,106)	Unrestricted net assets figure excludes Windsor Park value of \$1,000,000
09-10					

(xxx) brackets indicate negative values

(1) This is the end-of-year surplus or deficit, after all appropriations and payments.

(2) This is the end-of-year surplus or deficit from the audited statements, based only on cash flow.

(3) This is the total of amount invested in capital assets, debt owing on capital assets, amounts restricted for future use (reserve fund), and amounts available/owed for current use. This data is not comparative.

(4) This is the cumulative surplus/deficit position of the university.

*includes (3,359,352) write down of Windsor Park

Financial Revenue Sources

The most significant source of university revenue remains base operating grants and tuition revenue.

Algoma University recognizes the importance of diversified revenue sources and has increased its revenue from economic development funds (NOHFC and FedNor), from research activities, from fundraising and from non-credit sources.

The Ontario government has supported an independent Algoma University through “emerging institution” grants of \$1 M (2007-08), \$2.5 M (2008-09) and \$4.0M (2009-10).

The Five Year Vision

- In five years, Algoma University will have enhanced programs and services through continuing “emerging institution” funding from the Ministry of Training, Colleges and Universities.
 - Algoma will continue to be the recipient of differentiation and/or mission-related grant funding of \$5,000,000 per year, ongoing and adjusted for inflation, and this additional funding will remain in place until such time as Algoma’s enrolment reaches 2,000 FTE. At that point, the funding will be reviewed in light of institutional requirements to meet its mandate, address size and geographic concerns and the composition of the student body.

Operational Plan 2010-2012

- We will balance our budget and reach our strategic goals through significant growth in FTE numbers.
 - By 2011-12, enrolment will have reached 1,101 FTE: see Institutional Plan, Part 1, “Student Body”.
 - We will maintain tuition and ancillary fees within the mid-range for Ontario universities.
- We will continue to project operating revenue as a function of enrolment growth.
- Revenue sources will be increasingly diversified.
 - Our first capital campaign will meet revenue targets
 - We will access multiple sources of funding (federal, provincial, municipal, private sector) for new capital construction

- We will seek enhanced revenue from non-credit and off-campus academic ventures
- We will develop opportunities to enhance research funding.

Measurables

Table A Ontario University Tuition and Ancillary Fees

	2005/06	2006/07	2007/08	2008/09	2009/10
Algoma University	\$4,972	\$5,171	\$5,413	\$5,617	\$5,817
Lakehead University	\$4,671	\$4,847	\$5,098	\$5,495	\$5,728
Laurier	\$4,922	\$5,136	\$5,387	\$5,605	\$5,870
Nipissing University	\$4,745	\$4,950	\$5,241	\$5,475	\$5,767
Trent University	\$4,890	\$5,080	\$5,299	\$5,473	\$5,778

Source: MacLean's magazine

Table B International University Tuition and Ancillary Fees

	2005/06	2006/07	2007/08	2008/09	2009/10
Algoma University	\$11034	\$11559	\$11861	\$12541	\$13665
Lakehead University	\$10344	\$10970	\$13170	\$13998	\$14536
Laurier	\$12441	\$12441	\$16789	\$17487	\$18,346
Nipissing University	\$10059	\$11144	\$11678	\$12343	\$12343
Trent University	\$12330	\$12330	\$13560	\$14226	\$14226

Source: University websites and calendars

Table C Revenue Projections

	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14
Enrolment (measured in full-time equivalent students)	934	906	950	990	1100	1200	1300
Revenue Source							
Tuition, net (1)	\$4,171	\$4,171	\$4,501	\$4,825	\$5,505	\$6,171	\$6,868
Other fees (2)	\$128	\$124	\$130	\$139	\$159	\$178	\$206
Basic grant	\$3,902	\$4,002	\$4,002	\$4,002	\$4,002	\$4,002	\$4,002
Growth grant (3)	\$0	\$0	\$0	\$131	\$582	\$992	\$1,402
Extraordinary	\$907	\$1,407	\$907	\$907	\$907	\$907	\$907
"Emerging Institution" Funding	\$1,000	\$2,500	\$4,000	\$5,000	\$5,000	\$5,000	\$5,000
All other grants	\$2,105	\$2,105	\$2,105	\$2,105	\$2,105	\$2,105	\$2,105
Other income	\$0	\$92	\$95	\$98	\$101	\$104	\$107
Appropriated/deferred	-\$990	\$990					
Total Revenue	\$12,213	\$14,401	\$15,740	\$17,207	\$18,361	\$19,459	\$20,597
Total Revenue per full time equivalent student	\$13,076	\$15,895	\$16,568	\$17,381	\$16,692	\$16,216	\$15,844

Notes:

(1) tuition based on enrolment change, plus 4% increase per year - current deduction for tuition bursary included, then 25% of the tuition fee increase deducted each year to account for increases to tuition bursary

(2) Academic service and lab fee - increases by 3% per year starting 09-10

(3) Growth from 06/07 calculated at \$4,100 per incremental FTE

Table D Revenue Source

	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2011/12	2014/15
Total monies (non-research) from government granting agencies	\$4,221,340	\$345,440	\$285,930	\$151,921	\$185,000	\$490,501	\$500,000	\$700,000

**Table E Percentage Breakdown of Revenue Sources -
Comparison of Ontario Universities, 2007/08**

	Algoma University	Lakehead	Laurentian	Nipissing	Trent	Laurier
Formula grant	30	34	36	31	31	35
Other MTCU grants & contracts	31	20	27	17	17	14
Other Ont. Gvt. Grants & contracts	1	4	1	0	0	0
Federal funding	0	0	0	0	0	0.1
Municipal, other provinces, & foreign funding	0	0	0	0	0	0
Other government grants and contracts	0	0	0	0	0	0
Tuition fees	34	37	28	40	42	45
Miscellaneous fees	3	3	3	9	6	4
Donations/non-government grants/contacts/interest	0	1	2	0	1	0
Endowment	0	0	1	0	0	0
Investment income	1	1	0	1	1	1
Miscellaneous	0.9	0	2	2	1	0

Note: all figures are expressed as a percentage of total revenue

Source: COFO-UO Reporting Manual

Financial Expenditure Allocation

Algoma University has maintained a strategic approach to expenditure allocation since institutional planning began in 1998. Algoma maintained a balanced budget in the years preceding independence, made strategic spending decisions to prepare for the transition, and now is making informed investment decisions to support growth.

The expanded mandate inherent in the change in Algoma's status to autonomous university will provide considerable dividends to Sault Ste. Marie and the Algoma region. As noted previously, it is critical that appropriate resources accompany the expanded mandate. To accomplish the tasks at hand, Algoma needs additional on-going "Emerging Institution" funding. This will be spread across all the areas of the university, with particular attention being given to supporting the academic teaching function.

The Five Year Vision

- In five years time, enrolment growth will have reduced the "diseconomies" of scale reflected in Algoma's operating budget expenditures per student.
- As enrolment grows over the next five years, our operating expenditures by functional area will align more closely with the Ontario average for all institutions.

Operational Plan 2010-2012

- We will allocate financial resources to meet strategic objectives.
 - We will use benchmarking and analysis of comparator institutions to reach a good balance in fiscal allocation.
 - We will continue to seek cost-efficiencies through cost-sharing with our partners.

Measurables

Table A Ontario University Operating Budget Expenditures per weighted FTE

	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2011/12	2014/15
Algoma University	\$8,921	\$9,966	\$9,893	\$10,675	\$13,833*			
Laurentian	\$9,283	\$8,555	\$11,242	\$11,824	\$13,846			
Laurier	\$6,886	\$6,869	\$9,576	\$10,107	\$9,827			
Nipissing	\$8,068	\$7,911	\$10,486	\$9,284	\$10,172			
Trent	\$8,737	\$8,553	\$9,993	\$10,324	\$11,139			
Lakehead	\$7,770	\$7,971	\$8,836	\$9,554	\$10,999			

Source: MacLean's magazine

*the 2008/09 number is significantly higher because of additional operating expenditures related to Algoma University's transition to independent status.

Table B Ontario University Analysis of Operating Expenses by Functional Area - 2007/08

	Instruction (excluding medicine)	Academic Support	Library	External Relations	Student Services	Central Computing & Comm	Admin & General	Physical Plant
Algoma University	42	11	4	6	6	5	13	12
Laurentian	56	7	4	3	9	3	8	11
Laurier	55	6	5	4	11	3	9	9
Nipissing	60	1	4	4	9	4	11	7
Trent	55	8	4	3	12	3	5	9
Ontario Average	53	5	5	2	11	3	5	11

Table C Operating Expenses by Functional Area for Algoma University

	Instruction (excluding medicine)	Academic Support	Library	External Relations	Student Services	Central Computing & Comm	Admin & General	Physical Plant
2003/04	49.5	8.9	5.7	5	2.5	6	12.9	9.5
2004/05	46.6	7.5	4.8	7.8	2.4	4.5	15.8	10.6
2005/06	42.5	9.9	4.1	5	8.1	5.3	13	12
2006/07	42.8	11.8	4.2	4.7	7.8	5.3	11.4	12
2007/08	42	11	4	6	6	5	13	12
2008/09	40	11	4	9	6	5	12	13
2009/10	41	11	4	8	6	5	13	12
2011/12	Increase				Increase			
2014/15	Increase				Increase			

COU provides guidelines to assist institutions in apportioning their budget according to similar criteria. As per COU guidelines, the total operating budget used for these calculations does not include non-credit instruction, ancillary expenses, and capital costs. Some variation in Algoma's figures is caused by different interpretations of where to put which expenses. We are endeavoring to be as much in line with the COU guidelines now as possible.

APPENDICES

Appendix A	Demographic Analysis
Appendix B	Excerpts from the Five Year Business Plan for an Independent Algoma (Snowden, 2008)
Appendix C	The Covenant with Shingwauk Education Trust
Glossary	
Index	

Appendix A: Demographic Analysis

The Ontario Student Body

In the Ontario context, application data derived from the Ontario University Application Centre, OUAC; January 2010) reveals several telling findings:

- (a) since 2000, demand for university spaces has increased by 125,000 spaces,
- (b) since 2000, there has been a 46% increase in high school applicants (101s) to universities
- (c) in the past year, high school applications have increased at the same rate (2.7%) as non-secondary applications
- (d) in the past year, high school applications (101s) numbered 87,000 relative to non-secondary applications (105s) – 45,000
- (e) MTCU's own projections ten-years forward, estimate that 53,000 to 86,000 more university spaces will be needed by 2021 to meet student demand. This projection is based on the long-term trend towards higher postsecondary participation rates, taking into account expected changes in the population age 18 to 24.

In the Ontario context, two realities are apparent that provide immense opportunity for Algoma University. Students are demanding baccalaureate degrees that will prepare them for successful careers. Employers increasingly use the baccalaureate degree as a minimum entry requirement. In Ontario, first-year university enrolments have grown 40 per cent since 2001 – four times as fast as the growth in the number of 18 year olds in the population. The opportunities here are qualified by regional challenges. While demand for university spaces has increased and is projected to increase further, this demand is qualified by the (i) the region in which a university draws its students, and (ii) the growth of that region.

In 2007, the *Globe and Mail* reported that universities in the GTA will be especially subject to specific demands. Some universities have undertaken projections showing the growth for university spaces in the next 10 years to be as high as 40,000 to 75,000 spaces in the GTA alone. Factors contributing to that growth in demand, such as immigration, will bear on the pressures within the GTA. There is compelling evidence that recent immigrants are more likely than the Canadian-born population to (i) desire that their children earn a degree and (ii) be willing to make significant financial sacrifices for this purpose. Coupled with this contributing factor to demand, is that distance from a university bears on participation rates; for example, middle-income and low-income students are less likely than the traditional university population to be able to afford to attend out-of-town universities. All said, there is immense opportunity for the University to meet the demand for university spaces; however, there are significant challenges given our distance from the growing segment of the Ontario population.

One challenge that has recently emerged is an inter-sectoral (postsecondary) challenge posed by the Ontario community colleges. With the growth of GTA universities (Ryerson, York and Toronto) in the past decade and a cautious inclination for further growth in undergraduate expansion (relative to demand), Colleges Ontario has released a position paper to the MTCU entitled *“EXPANDING DEGREE OPPORTUNITIES TO MEET THE NEEDS OF THE NEW ECONOMY: A Proposal from Ontario’s Colleges.”* Ontario community colleges propose in this paper to expand their mission FROM the delivery of postsecondary certificate/diploma programs, apprenticeship training, contract training and continuing education TO the delivery of baccalaureate degrees undistinguishable from University degrees.

Fifteen of the current 24 colleges offer over 50 baccalaureate degrees, in the following applied areas: business, arts, technology, information sciences, health sciences, human services and music. Despite this array of applied degrees, Ontario community colleges have not had the enrolment success originally envisaged.

The new position of Ontario community colleges is that they can offer programs in major urban centres where the demand for baccalaureate education is growing, or in cities where there is no university campus. They can also build on their successful record of providing access and opportunity to under-represented groups, students less likely to attend university than college (e.g., low- and middle-income students, aboriginal students, students with disabilities).

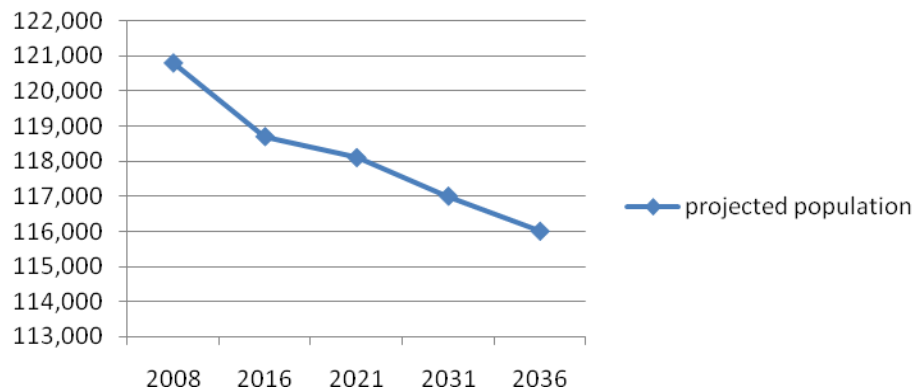
It is evident that, in the Ontario context, opportunities created by increasing student demand will be moderated by systemic factors, including inter-sector competition.

The Algoma District

The Algoma region has been experiencing a demographic decline and is projected to continue to do so over the coming years. Back in 2000, the Ministry of Finance projections for the region showed a population of 127,810 in 2000, falling to 126,310 by 2010, and to 125,750 by 2028. Updated Ministry of Finance projections released in fall 2009 show an actual Algoma region population of 120,800 in 2008, with the projected population for the region falling to 118,700 in 2016, 118,100 in 2021, and to 117,000 by 2031.

(<http://www.fin.gov.on.ca/en/economy/demographics/projections/#tables>)

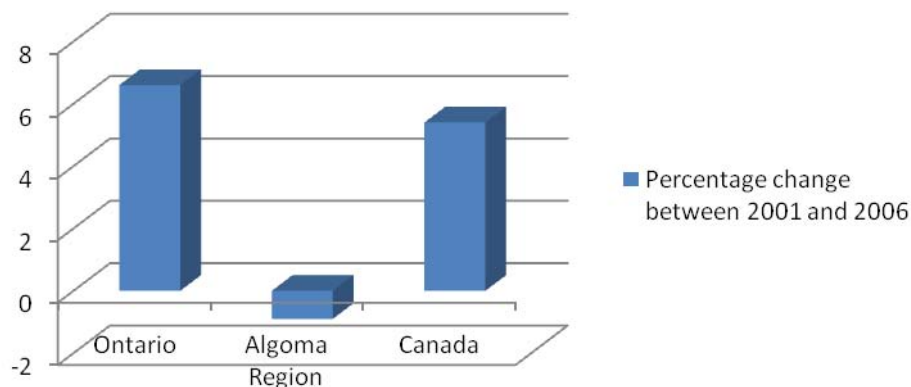
Projected Demographic Decline of Algoma Region



**based on Ministry of Finance Report "Ontario Population Projections 2008-2036"*

According to Statistics Canada, the Algoma region is the *only* region in Ontario to show a population decline in the last census period (2001-2006), although the rate of decline has slowed when compared to the previous census period (1996-2001). Between 2001-2006, the Ontario population grew by 6.6%, more than the national average of 5.4%, while the Algoma region shrunk by 0.9%.

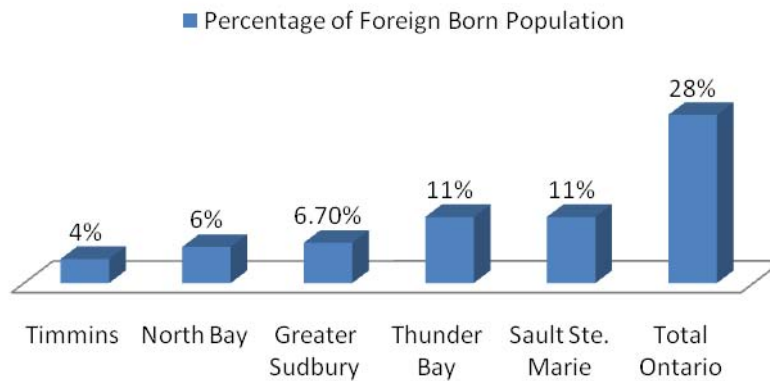
Comparison of Percentage Growth in Population From 2001 to 2006



**based on 2006 Census data – Statistics Canada*

Immigration is a growth factor for southern Ontario, and key to filling tomorrow's job market. Northern Ontario lags significantly behind southern Ontario in attracting skilled immigrants, but Sault Ste. Marie does well when compared to other northern cities.

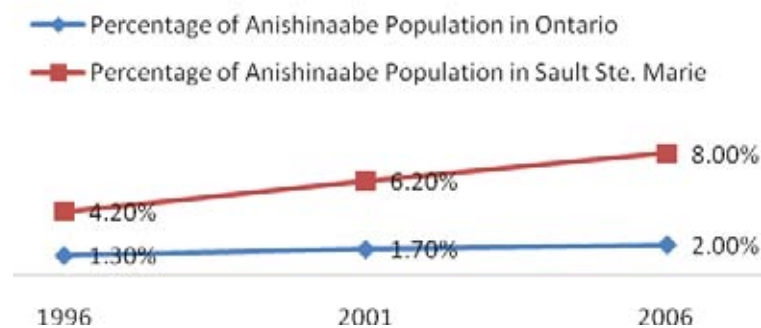
Comparison of Percentage of Foreign Born Population



**based on 2006 Census data – Statistics Canada*

The one segment of population in Northern Ontario showing real growth is the Anishinaabe (First Nation, Métis, and Inuit) population.

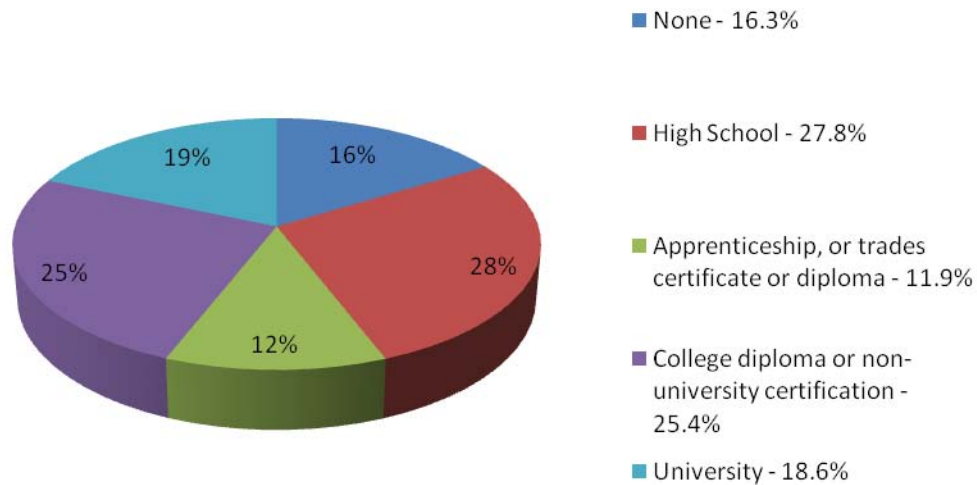
Percentage of Anishinaabe (First Nation, Métis and Inuit) Population in Sault Ste. Marie and Ontario



**Based on Census data – Statistics Canada*

The Algoma region lags behind the rest of the province in terms of undergraduate participation rates. While the provincial average for the percentage of population to complete a university degree is 30.7%, the average in the Algoma region is only 18.6%.

Percentage of Population age 25-64 by highest certificate, diploma, or degree completed - Algoma District, 2006



**Based on 2006 census data – Statistics Canada*

Approximately 70% of the current Algoma U student body is from Sault Ste. Marie and the Algoma District, a matter of some consequence for reaching enrolment targets given that the city and region have undergone population decline, due to outmigration. To be sure, the University does well in terms of attracting university-bound high school students; specifically, ~70% of these local students select Algoma University as their University of choice. In the last decade this success has been dramatic, increasing from a low of 20% in 2001/02. However, this current figure of ~70% approximates the system average (i.e., elsewhere in Ontario), signaling that enrolment growth will necessarily need to come from outside of Sault Ste. Marie and the Algoma District.

Anishinaabe (Aboriginal) students in Ontario

Of particular note is that while Anishinaabe Peoples represent approximately 2% of Ontario's population, this group represents approximately 11% of the population in the

Sault Ste. Marie and surrounding area. In Ontario, Anishinaabe population growth is estimated to increase 5 times faster than the non-Anishinaabe population (Statistics Canada, 2006). While population growth is typically associated with increased demand for postsecondary education, challenges for providing university-access remain. High-school completion rates of this group remain significantly lower than the non-Anishinaabe population; amongst those 20-24 years of age, the rate of “less than high school as the highest educational attainment” is almost three times higher in the Anishinaabe population (43%) than the non-Anishinaabe population (16%). University completion rates are one-quarter of that of the non-Anishinaabe population (*Aboriginal Peoples and Postsecondary Education in Canada*, 2006). On the other hand, non-University postsecondary completion rates (e.g., diploma, certificate) approximate the rates of the non-Anishinaabe population. Moreover, about the same proportion of Anishinaabe students who complete high school go on to complete some form of PSE, as do high school graduates of the total population; in other words, Anishinaabe high school graduates have achieved parity with respect to completing non-university PSE. Anishinaabe high school graduates are much more likely to choose non-university PSE; hence, the proportion of high school graduates going into university remains very low among this group. The method to address this issue is not to simply attract more students from non-university PSE into the university.

International Students in Ontario

At present, over 35,000 international students from 199 countries are studying in Ontario universities and colleges. Statistics Canada (2008) figures indicate that roughly half of international students studying in Canada are from Asia; China accounts for 46% of these Asian students. India, South Korea, Japan and Hong Kong also represent significant proportions of Asian students. Business & Management remains the most popular field of study for international students, followed by Engineering, Physical and Life Sciences, Social Sciences, Mathematics and Computer Science. International students are drawn by the high-quality education, the out-of-classroom experience, and the prospects for graduate school and career success (Study Ontario, 2010). Relative to other provinces and the Canadian average (.054), the proportion of international students in Ontario universities is considerable. While practices have varied, many Ontario universities have made it a priority to recruit international students, capitalizing on an immense opportunity to improve both their diversity and international profile. Concomitant support systems – with varying degrees of success – have also been developed to enhance the quality of international students’ educational and personal experience. This movement towards the internationalization of the University campus reflects a changing mosaic in our society towards internationalization. Many international students remain in Ontario and become legal Canadian citizens, contributing positively to the social and economic health of the province and a region; in this sense, the net import of their knowledge and skills is considerable. What’s more, for those who return to their native countries, graduates become ambassadors for Canadian/Ontario/regional trade and political interest abroad.

Appendix B: Excerpts from the Five Year Business Plan for an Independent Algoma University (Snowden, 2008)

I. Summary and Overview

Based on a review of “supplementary funding” practices in Ontario and of comparative information from across the country, this appendix is intended to help inform the discussion about funding requirements for the “new” Algoma University. The comparisons and measures reviewed in the Appendix point to a funding requirement in the order of \$5 million above the existing level of funding support. That additional

investment is required to ensure that Algoma University is able to meet its expanded mandate despite the absence of economies of scale and the reality of size and geography as outlined previously. In fact the amount, one might argue, should be higher because:

- a) the regulatory requirements have increased markedly since the concept of “emergent grants” was introduced;
- b) Algoma’s current size is considerably lower than other “small universities” at this point – hence its fixed costs would be proportionately higher;
- c) there is an expectation in Algoma’s expanded mandate to increase research capacity – an expectation that requires additional investment; and
- d) Algoma’s unique composition of students carries with it additional resource requirements that are quite different (and more resource intensive) from more traditional small universities.

Summary of Indicators/Measures

Emergent Grant Approach	College Sector	Smallest Northern Colleges	“Small” Universities	Smallest Universities
~70 % of BOI Depends on definition of Basic Operating Income	Small, Northern Rural Grant – avg. of colleges in the North = 53% of General Operating Grant Algoma’s Basic Grant = ~4\$ million	Boreal & Northern ~95% of General Operating Grant Algoma’s Basic Grant = ~4\$ million	Instruction & Research Spending Identified difference in expenditure	Instruction & Research Spending UNBC Brandon Bishop’s Mount Allison Total Operating Spending
Algoma ~\$4.3 – \$5.6 million	Algoma ~ \$2.1 million	Algoma ~ \$3.8 million	Algoma ~ \$3 million	Algoma ~ \$4 million (Instruction & Research) ~ \$5 million (Total Operating)

Section I examines the development of supplementary funding in the Ontario universities' funding formula and references similar practices in the Ontario college sector and in other Ontario ministries. Section II provides a comparison of funding levels at small universities across the country. Section III uses the information in the earlier sections to develop estimates of required supplementary funding that can be attributed to size and geographic circumstances.

I. A. Supplementary Funding and the Ontario Funding Formula

In the mid-1960s, the Ontario government adopted a formula approach for the allocation of resources to Ontario's universities. The formula accounted for differences in program costs by applying differential weights to student enrolments by program. "Weighted enrolments" – which were designated as Basic Income Units (BIUs) – drove the allocation of government grants to individual institutions. From their inception, BIU program weights were meant to be a proxy for differences in average program cost and were derived principally from looking at the relationship between total funding and enrolment at several established universities at the time. The objective was to produce an acceptable level of *total* funding (grants plus fees – otherwise known as Basic Operating Income or BOI) and "rough justice" in terms of program costs.¹ The formula weights adopted at that time (and largely unchanged since) reflected the existing breadth of programming in place and established, at the conceptual level, a derived *average program cost* for a mid-sized institution (in the 1960s) with a typical mix of programs. To the extent that institutional program mix and institutional size differed markedly from this norm, the greater the likelihood of funding inequities. Discussions about program mix ultimately focused on the distribution among undergraduate, graduate, and professional programs rather than discipline mix. To offset possible funding inequities for new institutions the funding regime initially recognized the impact of institutional size through the use of "emergent grants" for new institutions.

During the rapid expansion of the university system in the 1960s, a number of new universities were created and all of the existing universities embarked on major expansions. Prior to the introduction of formula financing (1967-68),

¹ "At the time it was felt that such a cost accounting approach would have presented too many difficulties and would have taken too long a time. Accordingly an alternative and much simpler approach was used. This was to find a set of weights which replicated previous grants and total operating income for a representative sample of universities. This approach would not have been practicable had Ontario not had half a dozen or more universities operating on a viable scale, with different enrolment mixes and with what were generally accepted to be equitable allocations of operating income and grants. Using the enrolment for the three fiscal years 1964-65, 1965-66, and 1966-67, it was in fact found that a relatively simple table of categories and weights replicated previous grants quite precisely. It was these categories and weights which were then recommended for the initial operating grants formula policy and which with only minor changes, have been used since 1967." Ontario, Committee on University Affairs, *Report 1968-69*, 1969, pp. 26-27.

“operating grants were determined on a “deficit” basis. Under this system budget estimates were prepared by the institutions concerned and requests were made for operating grants to balance the budget after allowing for other revenues.”²

The introduction of formula financing necessitated the adoption of a mechanism to deal with institutional situations that were clearly not intended to be addressed through the formula mechanism – thus the introduction of what were referred to as extra-formula grants for the “emerging institutions to compensate for enrolments not yet at a viable scale...”³ Extra-formula grants were also provided for major program expansion or new developments at specific institutions (e.g. new medical program at McMaster).

Emergent grants were intended to be medium-term with the expectation that the grant would decrease over time as enrolment increased and, ultimately, the recipient university would rely on its formula financing allocation. For several years in the late 1960s and early 1970s the topic of emergent grants garnered significant attention as individual universities, the provincial government and the Council of Presidents of Ontario Universities (CPUO) – the predecessor to the current Council of Ontario Universities) – grappled with the many issues surrounding the calculation and awarding of such grants including whether such funding should continue beyond an institution’s “emergent” stage.

When the Ontario Council on University Affairs (OCUA) was established in 1974, one of its first tasks was to address the issue of the extra-formula “emergent” grants. The Council spoke directly to the need for supplementary funding in its very first annual report. Although the report made reference to a number of factors, institutional size was advanced as rationale for such funding:⁴

This criterion for supplementary support is as old as the present formula. It is based on the reasonable, if not precisely, verifiable assumption that most enrolment related formulas do not recognize the minimum level of fixed costs, below which a university simply cannot operate as such.⁵

By the mid-1970s, emergent grants had been renamed “supplementary grants” in recognition of the fact that some universities (Lakehead, Laurentian, and Trent in

² Ontario, Committee on University Affairs, *Report 1967-68*, 1968, pp. 10

³ *Ibid.*, p.14

⁴ In addition to size, Council also gave credence to geographic location and special ‘mission’ as rationales for supplementary funding.

⁵ Ontario Council on University Affairs, *First Annual Report 1974-75*, 1975, p. 13.

particular) had effectively passed out of their emergent stage⁶ but still required additional targeted funding beyond what was provided by the Basic Operating Grants formula. The “northern” universities (Lakehead and Laurentian) were able to demonstrate that operating costs needed to be supplemented due to the higher cost of goods and services, travel costs and program costs associated with serving a large geographic area. In effect, the northern universities were able to make a case that spoke directly to the extraordinary costs of operating **in** the north and the result was the introduction of Northern Ontario Operation Grants in 1975-76. More than a decade later Northern Ontario Mission Grants were introduced to “address particular needs in providing mission-related university-level education **for** the north ...” (emphasis added).⁷ In its review of Northern Grants in 1988-89, OCUA acknowledged, that small program size was a major contributor to the need for additional funding. Small program size was a function both of the need to offer courses in various locations across the north and the requirement to provide sufficient breadth of programming. In the case of the latter point, Council noted that:

the argument behind this approach is that in order to offer a reasonable degree program, a minimum faculty complement is required to provide an appropriate range of course offerings regardless of the number of students enrolled.⁸

Within the Northern Grants envelope, the provision for “small program size” represents about 80% of the total allocation. Interestingly, the methodology used by OCUA to arrive at that figure was based solely on Lakehead and Laurentian’s data – that is Algoma, Hearst and Nipissing (at the time an affiliate) were not required to participate. Council, in its review addressed their exclusion in the following manner:

The special and unique qualities of Algoma, Nipissing and Hearst do not permit the same criteria and methodologies to be used in their cases.⁹

⁶ The ‘cut-off point’ was assumed to be at approximately 4,000 BIUs. The ‘emergent grants’ were based on a conceptual framework that assumed a sliding scale of additional ‘emergent grant’ calculated as a % of Basic Operating Income (from 0%-100%) based on BIU enrolment ranging from 0 to 4,000. The ‘framework’ was illustrated in graphical form in the *Report of the Committee on University Affairs, 1969-70*, p. 24. Had Algoma been treated as an “emergent” institution it appears its emergent grant would be in the order of 70% of BOI. Interestingly, the infrastructure and regulatory requirements that institutions must have in place today would be considerably greater than the levels acknowledged in the 1960s and 1970s.

⁷ Universities Branch, *The Ontario Operating Funds Distribution Manual*, July 2002, p.10.

⁸ Ontario Council on University Affairs, “Northern Grants Review,” Advisory Memorandum 88-III, p. 58.

⁹ *Ibid.*, p.56.

Notwithstanding the preceding observation, Council treated Algoma and Nipissing in a similar fashion as Lakehead and Laurentian in the actual calculation of the Northern Grant (11% of BOI for Lakehead and Laurentian and 12% for Algoma and Nipissing). Hearst, meanwhile was allowed to continue with a “fixed sum” Northern Grant.

In Trent’s case “differentiation” was heralded as the rationale for providing additional funding beyond the normal operating grant derived from BIU funding. In its advice, OCUA stated that it considered differentiation grants to be “appropriate when an institution accepts a clearly differentiated role, demonstrates its intention to pursue its strengths efficiently and effectively, and requires special funding to do so.”¹⁰ OCUA identified three factors that supported the argument for a continuation of Trent’s supplementary grant in some form:

First, Trent’s current physical plant configuration ... prevents it from increasing class sizes in order to be financially viable under program funding. Second, Trent’s small enrolment ... results in higher administrative and instructional costs per student.... Finally, ... Trent’s physical plant configuration may create other non-instructional extraordinary expenses.¹¹

OCUA reiterated the importance of the size factor once again when it noted that: “in comparison to other institutions not receiving mission-related institution specific extra-formula grants, Trent incurs a higher proportion of fixed costs on this basis.”¹²

Nipissing University successfully argued for a Differentiation Grant in 1998-99 and, in 2006-07, the Ontario College of Art and Design was awarded a Differentiation Grant for its Digital Futures Initiative.¹³ A common factor in all of the Differentiation Grants to date has been small institutional size.

Northern Ontario Grants and the Differentiation Grants represent evolutionary adjustments to the funding system above and beyond the basic operating grants formula in response, in these cases, to the realities of size and location. Government, however, has also used “Mission-Related Institution-Specific Grants” to address a range of other issues including the specific financial issues/circumstances faced by individual institutions.

¹⁰ Ontario Council on University Affairs, “The Allocation of the Government’s Operating Support for the University System in 1981-82,” Advisory Memorandum 80-VI, p. 131.

¹¹ Advisory Memorandum 80-VI, pp. 142-43.

¹² Advisory Memorandum 80-VI, p. 144. In 1988-89, OCUA reviewed the incremental costs of Trent’s differentiation (Advisory Memorandum 89-IV). As a result of the findings, the level of the differentiation grant was to have been adjusted by the same percentage change in basic funding (Advisory Memorandum 89-III).

¹³ With the demise of OCUA in the mid-1990s, the Differentiation Grants to Nipissing and OCAD were the product of successful institutional initiatives negotiated directly with government.

Algoma, for example, has been the recipient of supplementary operating grants for many years in the form of an Extraordinary Grant.

The Extraordinary Grants at Algoma (and Hearst) are clear indications that additional extra-formula funding is required to recognize the extra costs associated with small size and geographic location. The “fixed sum” approach for Hearst’s Northern Grant, one might argue, reflects the same recognition. In Algoma’s case, the Extraordinary Grant was initially intended to support a restricted mission according to a prescribed set of conditions. Accordingly, and not surprisingly, OCUA made it very clear that the Extraordinary Grant “should not be set at a level beyond minimum needs.” In defining “minimum needs” OCUA focused on the “structural deficit” at the time.¹⁴

I.B. Size and Geographic Circumstance in other Sectors

Institutional size and geographic circumstances are also acknowledged factors in other provincial government transfer payments. For example, the Ontario Municipal Partnership Fund explicitly recognizes size and geographic circumstances in various components of the funding provided to northern municipalities. Similarly, School Board Grants for Student Needs from the Ministry of Education acknowledge the higher costs associated with geographical circumstances and small size. The formulas used by the respective Ministries responsible for the preceding grants are relatively complicated and are not easily transferable to the university sector. However, their very existence adds greater legitimacy to the argument that size and geographical circumstance matter.

Within the College sector, special grants for small size, rural and northern factors contribute significant additional resources to College operations. The Northern Colleges, for example, receive supplementary funding (Small, Northern and Rural Grant) that ranges from approximately 30% (Cambrian College) to approximately 100% (Northern College) of the General Purpose Operating Grant depending on size and other factors (e.g., number of satellite campuses, distance between colleges). Sault College, for example, receives a Small, Northern and Rural Grant of approximately \$5.9 million or roughly a 45% of its General Purpose Operating Grant (2006/07 figure). The two smallest northern colleges (Boreal and Northern) receive supplementary grants that average approximately 95% of their General Purpose Operating Grant.

The point is not to identify specific figures for comparison but, rather, to highlight that supplementary funding is part and parcel of the funding regimes in other sectors and The rationale encompasses size and geographical circumstances.

¹⁴ Ontario Council on University Affairs, “Extraordinary Grant for Algoma College 1990-91,” Advisory Memorandum 90-VII.

II. Small Universities Across Canada¹⁵

Comparative data from small universities across Canada suggest a major difference between overall funding levels at Algoma and its comparators. Small universities face financial challenges as a result, in part, of a set of minimum or fixed costs that universities of any size must bear. Each university must provide a standard array of services, just as a university library must have a core set of holdings regardless of size.

How does Algoma University College compare to other small Canadian universities? Table 1 (tables are provided at the end of the appendix) summarizes operational spending in 2005-06 for twelve Canadian universities with small enrolments (average ~3,500 full-time equivalent students)¹⁶ in the categories used by the Canadian Association of University Business Officers (details included in Table 3). These institutions are characterized by their locations outside any major metropolitan centre. To allow for comparison, gross spending has been divided by Full-Time Equivalents (FTEs) imputed from total enrolments reported to the Association of Universities and Colleges of Canada (see Table 4). These data show the following:

Overall operational spending ranged from \$12,298 to \$22,787 per FTE and averaged \$15,480 (Chart 1).

The average level of spending declined slightly to \$14,876 per FTE when the figures are weighted by enrolment.

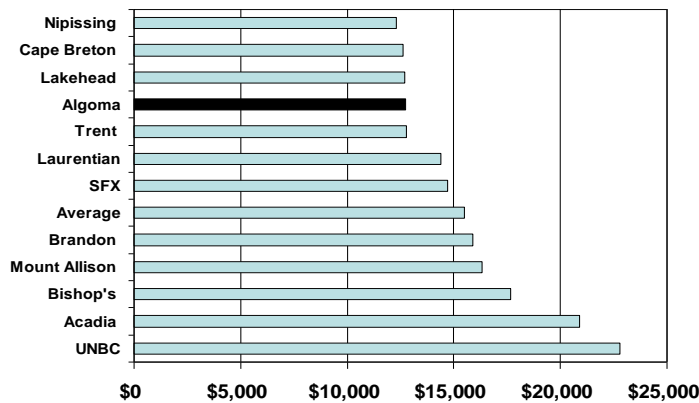
Algoma had the fourth lowest level of operational spending: \$12,752 per FTE.

The difference between Algoma's spending and the group average was \$2,728 or 21%.

¹⁵ Comparisons of revenue and expenditure data for Canadian universities have some significant limitations. Differences in provincial funding practices, program 'mix' within institutions, and organizational differences within institutions can affect the quality of the comparisons. At the same time the absence of a national system for recording enrolments on a comparable basis means that enrolment comparisons are rudimentary at best. Nevertheless, at an institutional level such comparisons can be useful to help identify major differences in funding - especially when used in conjunction with other indicators.

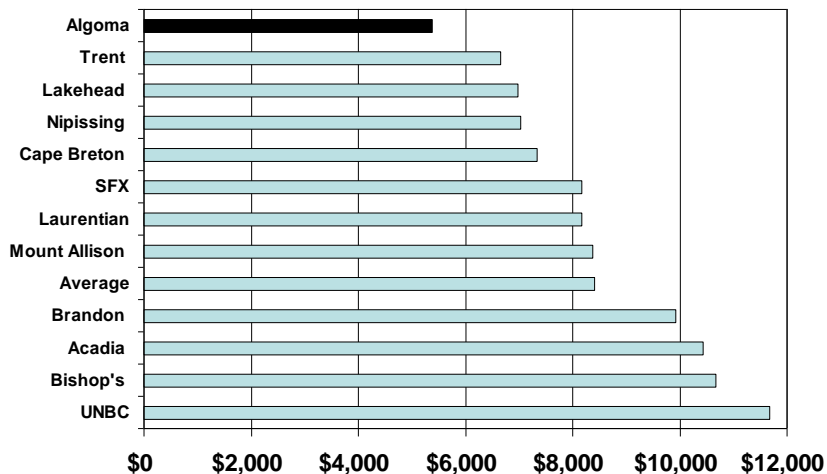
¹⁶ Data have also been included on the First Nations University of Canada in Regina since it is closest in size to Algoma. **Since these data appear anomalous, they have been omitted from the averages.**

Chart 1: Operating Expenses Per FTE



Algoma spent the least of any small university on instruction and research: \$5,379 per FTE compared to the average of \$8,402, a difference of \$3,023 or 56% as illustrated in

Chart 2: Instruction and Research Expenses Per FTE

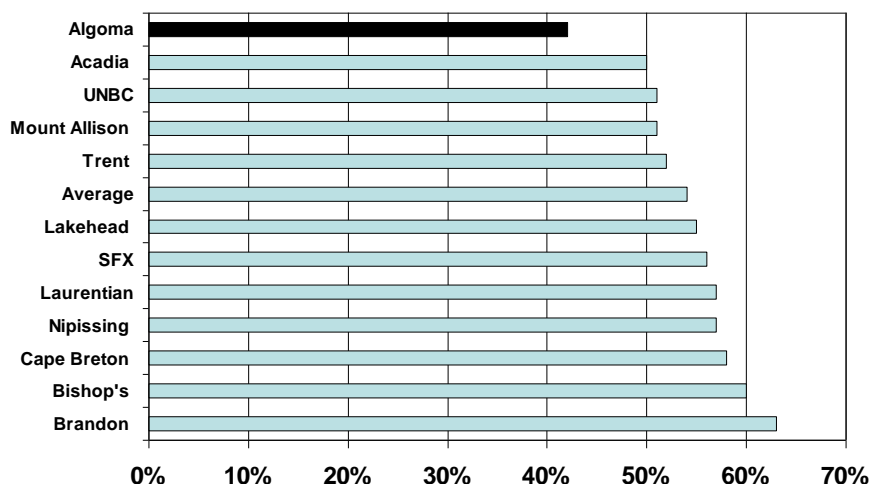


Algoma would require an additional \$3 million per annum (at 2005-06 spending levels) to meet the group average.

The shortfall in instruction and research spending is confirmed in Chart 3, which shows that Algoma spent 42.2% of its total operational budget on this category compared to 54.4% for the group average.

No other institution in that group spent less than 50% in this area and two institutions exceeded 60%.

Chart 3: Proportion of Instruction and Research Expenses



Algoma had higher than average spending in the computing, administration and external relations categories and lower than average spending in the non-credit, library, student services¹⁷ and physical plant categories.

Spending in the administration category is significantly above average, thus illustrating the absence of economies of scale.

III. The Algoma Case

The provincial government announced in May 2007 that Algoma would become a free-standing university with a mandate to “support continued growth of postsecondary opportunities in Sault Ste. Marie by offering a wider array of degree programs, expanding partnerships, increasing student recruitment, and improving teaching and research capacity.” Algoma’s enrolment has more than doubled since OCUA completed its review in the late 1980s: a review that restricted its academic scope and rationalized the provision of an extraordinary grant. Algoma has exercised prudent financial and academic management to operate within its available resources.

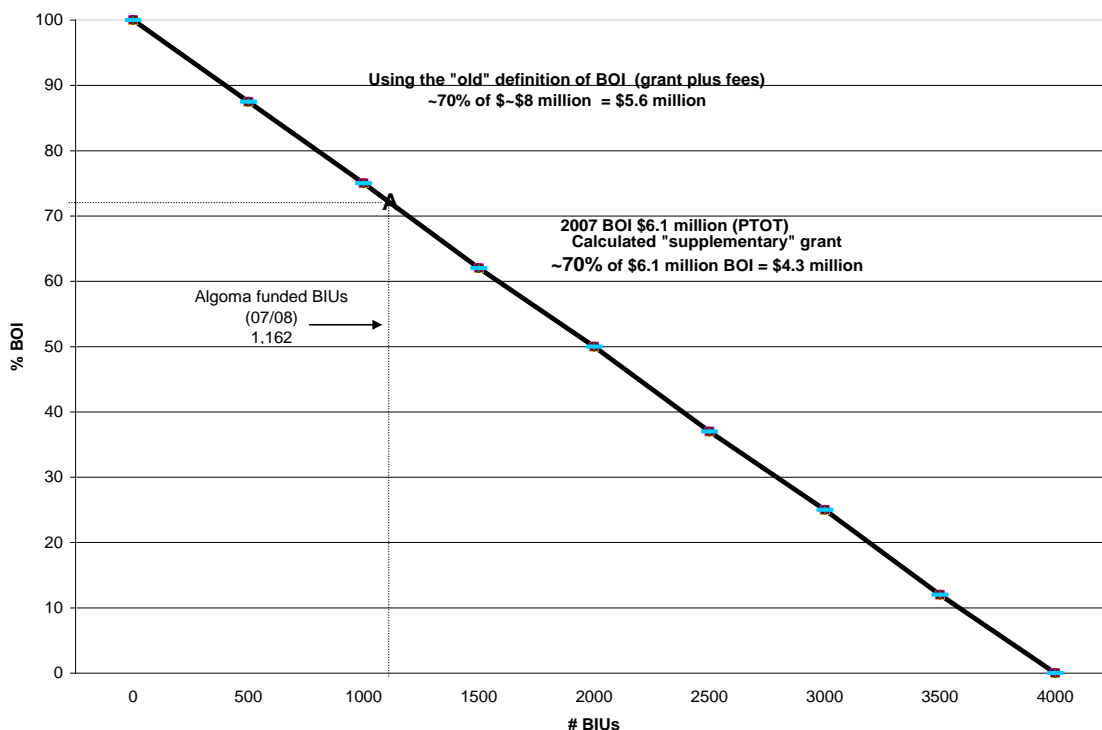
The existing funding formula does not adequately recognize the challenges associated with meeting the expanded mandate. Additional supplementary funding will be required to bring Algoma’s resource base to a level where the breadth of programs and depth of course offerings can be provided at a sustainable level and with comparable quality to other Ontario universities. If the emergent grant rationale is

¹⁷ Student financial aid figures are as reported in the Operating Fund. Algoma’s spending in that category is recorded in the Trust fund.

applied to Algoma, for example, the additional grant requirement would be in the order of 70% of Basic

Operating Income (BOI). In fact the working definition of BOI has changed since 'emergent grants' were part of the University funding regime but 70% of Algoma's basic grant plus its tuition (approximately \$4 million in grant and \$4 million in tuition) would yield a current figure of **\$5.6** million. Factoring in all of the provincial grants would generate a higher number and even using the current "working definition" of BOI the figure would be in the order of **\$4.2** million. as illustrated in Chart 4 (adapted from the methodology utilized by the Committee on University Affairs in the late 1960s and early 1970s).

Chart 4: Illustration of the Emergent Grant Formula



Comparisons with small universities in Canada suggests a gap of **at least \$3** million in the instruction and research area alone when compared to the group average and a considerably higher amount if one focused on the smallest institutions in the set (i.e. Bishops, Mount Allison, Brandon and UNBC) as illustrated in the following table which shows a funding difference of about **\$5,400 per FTE student** overall and almost **\$4,800 per FTE student** in the Instruction and Research category.

Operating Spending per FTE student – “smallest universities” (2005-06)

Institution	Instruction and Research	Non-Credit	Library	Computing	Administration	Student Services	Student Financial Aid	Physical Plant	External Relations	Total
Bishop's University	\$ 10,676	\$ 330	\$ 1,230	\$ 671	\$ 2,054	\$ 389	\$ 7	\$ 2,304	\$ -	\$ 17,663
Brandon University	\$ 9,925	\$ 240	\$ 907	\$ 452	\$ 1,575	\$ 1,020	\$ 119	\$ 1,375	\$ 262	\$ 15,873
Mount Allison University	\$ 8,374	\$ 209	\$ 994	\$ 769	\$ 1,946	\$ 814	\$ 301	\$ 2,386	\$ 527	\$ 16,321
UNBC	\$ 11,680	\$ 338	\$ 1,250	\$ 1,293	\$ 3,617	\$ 1,169	\$ 475	\$ 2,559	\$ 405	\$ 22,787
Four-University Average	\$ 10,164	\$ 279	\$ 1,095	\$ 796	\$ 2,298	\$ 848	\$ 226	\$ 2,156	\$ 298	\$ 18,161
% Distribution	56.0%	1.5%	6.0%	4.4%	12.7%	4.7%	1.2%	11.9%	1.6%	100.0%
Algoma University College	\$ 5,379	\$ 173	\$ 522	\$ 674	\$ 2,818	\$ 1,026	\$ -	\$ 1,524	\$ 636	\$ 12,752
\$ Difference	\$ 4,784	\$ 107	\$ 573	\$ 123	\$ (520)	\$ (178)	\$ 226	\$ 632	\$ (337)	\$ 5,409

The College sector employs a Small, Northern and Rural Grant to recognize size and geographic circumstance. A review of Northern Colleges suggests a supplementary grant in the order of 30% - 100% of core operating grants and Sault College's grant, for example, is almost \$6 million (2006-07 figures).

In sum, a number of comparisons and measures point to a funding requirement in the order of \$5 million above the existing level of funding support. That additional investment is required to ensure that Algoma University is able to meet its expanded mandate despite the absence of economies of scale and the reality of size and geography as outlined previously. In fact the amount, one might argue, should be higher because:

- a) the regulatory requirements have increased markedly since the concept of “emergent grants” was introduced;
- b) Algoma's current size is considerably lower than other “small universities” at this point – hence its fixed costs would be proportionately higher;
- c) there is an expectation in its expanded mandate to increase research capacity – an expectation that requires additional investment; and
- d) Algoma's unique composition of students carries with it additional resource requirements that are quite different (and more resource intensive) from more traditional small universities;

Summary of Indicators/Measures

Emergent Grant Approach	College Sector	Smallest Northern Colleges	"Small" Universities	Smallest Universities
~70 % of BOI Depends on def'n of BOI	Small, Northern Rural Grant – avg. of colleges in the North = 53% of General Operating Grant Algoma's Basic Grant = ~4\$ million	Boreal & Northern ~95% of General Operating Grant Algoma's Basic Grant = ~4\$ million	Instruction & Research Spending	Instruction & Research Spending UNBC Brandon Bishop's Mount Allison Total Operating Spending
Algoma ~\$4.3 – 5.6 million	Algoma ~ \$2.1 million	Algoma ~ \$3.8 million	Algoma ~ \$3 million	Algoma ~ \$4 million ~ \$5 million (total)

~~~~~

**Table 1: Operating Expenditures per FTE: Selected Institutions, 2005-06**

| Institution                        | Category of Spending     |            |          |           |                |                  |                       |                |                    |           |
|------------------------------------|--------------------------|------------|----------|-----------|----------------|------------------|-----------------------|----------------|--------------------|-----------|
|                                    | Instruction and Research | Non-Credit | Library  | Computing | Administration | Student Services | Student Financial Aid | Physical Plant | External Relations | Total     |
| Acadia University                  | \$ 10,438                | \$ 262     | \$ 1,037 | \$ 1,764  | \$ 2,320       | \$ 1,367         | \$ 1,029              | \$ 2,360       | \$ 313             | \$ 20,890 |
| Algoma University College          | \$ 5,379                 | \$ 173     | \$ 522   | \$ 674    | \$ 2,818       | \$ 1,026         | \$ -                  | \$ 1,524       | \$ 636             | \$ 12,752 |
| Bishop's University                | \$ 10,676                | \$ 330     | \$ 1,230 | \$ 671    | \$ 2,054       | \$ 389           | \$ 7                  | \$ 2,304       | \$ -               | \$ 17,663 |
| Brandon University                 | \$ 9,925                 | \$ 240     | \$ 907   | \$ 452    | \$ 1,575       | \$ 1,020         | \$ 119                | \$ 1,375       | \$ 262             | \$ 15,873 |
| Cape Breton University             | \$ 7,336                 | \$ -       | \$ 392   | \$ 319    | \$ 1,800       | \$ 687           | \$ 257                | \$ 1,438       | \$ 370             | \$ 12,599 |
| Lakehead University                | \$ 6,982                 | \$ 264     | \$ 615   | \$ 304    | \$ 1,536       | \$ 616           | \$ 624                | \$ 1,617       | \$ 153             | \$ 12,710 |
| Laurentian University*             | \$ 8,178                 | \$ 157     | \$ 754   | \$ 377    | \$ 1,812       | \$ 719           | \$ 957                | \$ 1,148       | \$ 300             | \$ 14,402 |
| Mount Allison University           | \$ 8,374                 | \$ 209     | \$ 994   | \$ 769    | \$ 1,946       | \$ 814           | \$ 301                | \$ 2,386       | \$ 527             | \$ 16,321 |
| Nipissing University               | \$ 7,027                 | \$ 98      | \$ 471   | \$ 626    | \$ 1,557       | \$ 631           | \$ 469                | \$ 1,044       | \$ 374             | \$ 12,298 |
| St. Francis Xavier University      | \$ 8,166                 | \$ 191     | \$ 684   | \$ 413    | \$ 1,555       | \$ 762           | \$ 613                | \$ 1,929       | \$ 389             | \$ 14,702 |
| Trent University                   | \$ 6,657                 | \$ 139     | \$ 591   | \$ 415    | \$ 1,576       | \$ 858           | \$ 881                | \$ 1,264       | \$ 384             | \$ 12,766 |
| UNBC                               | \$ 11,680                | \$ 338     | \$ 1,250 | \$ 1,293  | \$ 3,617       | \$ 1,169         | \$ 475                | \$ 2,559       | \$ 405             | \$ 22,787 |
| Average                            | \$ 8,402                 | \$ 200     | \$ 787   | \$ 673    | \$ 2,014       | \$ 838           | \$ 478                | \$ 1,746       | \$ 343             | \$ 15,480 |
| Weighted Average                   | \$ 8,137                 | \$ 192     | \$ 738   | \$ 589    | \$ 1,858       | \$ 807           | \$ 614                | \$ 1,619       | \$ 321             | \$ 14,876 |
| First Nations University of Canada | \$ 14,315                | \$ -       | \$ 1,087 | \$ 1,208  | \$ 4,900       | \$ 1,444         | \$ -                  | \$ 5,263       | \$ 663             | \$ 28,878 |

\* includes Algoma University College

**Table 2: Instruction and Research Expenditures as a Proportion of Operating Expenditures: Selected Institutions, 2005-06**

| Institution                               | %     |
|-------------------------------------------|-------|
| <b>Acadia University</b>                  | 50.0% |
| <b>Algoma University College</b>          | 42.2% |
| <b>Bishop's University</b>                | 60.4% |
| <b>Brandon University</b>                 | 62.5% |
| <b>Cape Breton University</b>             | 58.2% |
| <b>Lakehead University</b>                | 54.9% |
| <b>Laurentian University*</b>             | 56.8% |
| <b>Mount Allison University</b>           | 51.3% |
| <b>Nipissing University</b>               | 57.1% |
| <b>St. Francis Xavier University</b>      | 55.5% |
| <b>Trent University</b>                   | 52.2% |
| <b>UNBC</b>                               | 51.3% |
| <b>Average</b>                            | 54.4% |
| <b>Weighted Average</b>                   | 54.8% |
|                                           |       |
| <b>First Nations University of Canada</b> | 49.6% |

\* includes Algoma University College

**Table 3: Operating Expenditures (\$000) by Function: Selected Institutions, 2005-06**

| Institution                                     | Function        |                 |            |          |           |           |          |                |           |           |
|-------------------------------------------------|-----------------|-----------------|------------|----------|-----------|-----------|----------|----------------|-----------|-----------|
|                                                 | Total Operating | Inst & Research | Non-credit | Library  | Computing | Admin     | St. Serv | St. Assistance | Phy Plant | Ext Rel'n |
| Acadia University                               | \$ 60,685       | \$ 30,322       | \$ 762     | \$ 3,012 | \$ 5,125  | \$ 6,741  | \$ 3,970 | \$ 2,988       | \$ 6,855  | \$ 910    |
| Algoma University College                       | \$ 10,788       | \$ 4,551        | \$ 146     | \$ 442   | \$ 570    | \$ 2,384  | \$ 868   | \$ -           | \$ 1,289  | \$ 538    |
| Bishop's University                             | \$ 30,521       | \$ 18,448       | \$ 571     | \$ 2,126 | \$ 1,160  | \$ 3,549  | \$ 673   | \$ 12          | \$ 3,982  | \$ -      |
| Brandon University                              | \$ 35,874       | \$ 22,430       | \$ 543     | \$ 2,049 | \$ 1,021  | \$ 3,559  | \$ 2,305 | \$ 269         | \$ 3,107  | \$ 591    |
| First Nations University of Canada              | \$ 19,002       | \$ 9,419        | \$ -       | \$ 715   | \$ 795    | \$ 3,224  | \$ 950   | \$ -           | \$ 3,463  | \$ 436    |
| Lakehead University                             | \$ 78,801       | \$ 43,288       | \$ 1,639   | \$ 3,812 | \$ 1,882  | \$ 9,522  | \$ 3,819 | \$ 3,866       | \$ 10,023 | \$ 950    |
| Laurentian University / Université Laurentienne | \$ 88,717       | \$ 50,374       | \$ 967     | \$ 4,643 | \$ 2,325  | \$ 11,163 | \$ 4,432 | \$ 5,893       | \$ 7,070  | \$ 1,850  |
| Mount Allison University                        | \$ 31,613       | \$ 16,221       | \$ 405     | \$ 1,926 | \$ 1,489  | \$ 3,770  | \$ 1,576 | \$ 583         | \$ 4,622  | \$ 1,021  |
| Nipissing University                            | \$ 45,624       | \$ 26,070       | \$ 362     | \$ 1,746 | \$ 2,324  | \$ 5,778  | \$ 2,341 | \$ 1,740       | \$ 3,875  | \$ 1,388  |
| St. Francis Xavier University                   | \$ 57,441       | \$ 31,905       | \$ 748     | \$ 2,671 | \$ 1,615  | \$ 6,074  | \$ 2,978 | \$ 2,395       | \$ 7,535  | \$ 1,520  |
| Trent University                                | \$ 83,372       | \$ 43,479       | \$ 909     | \$ 3,862 | \$ 2,708  | \$ 10,293 | \$ 5,605 | \$ 5,754       | \$ 8,253  | \$ 2,509  |
| University College of Cape Breton               | \$ 33,172       | \$ 19,316       | \$ -       | \$ 1,032 | \$ 839    | \$ 4,740  | \$ 1,809 | \$ 676         | \$ 3,786  | \$ 974    |
| University of Northern British Columbia         | \$ 58,311       | \$ 29,890       | \$ 865     | \$ 3,198 | \$ 3,310  | \$ 9,255  | \$ 2,992 | \$ 1,216       | \$ 6,548  | \$ 1,037  |

**Table 4: Enrolments and Imputed Full-time Equivalents (FTEs):  
Selected Institutions, 2005-06**

| Institution                        | Undergraduate Heads |               | Graduate Heads |              | Imputed FTEs  |
|------------------------------------|---------------------|---------------|----------------|--------------|---------------|
|                                    | Full-Time           | Part-Time     | Full-Time      | Part-Time    |               |
| Acadia University                  | 2,960               | 130           | 140            | 250          | 2,905         |
| Algoma University College          | 880                 | 270           | -              | -            | 846           |
| Bishop's University                | 1,810               | 430           | 10             | 10           | 1,728         |
| Brandon University                 | 2,270               | 870           | 10             | 110          | 2,260         |
| Cape Breton University             | 2,650               | 640           | 120            | -            | 2,633         |
| Lakehead University                | 5,800               | 1,500         | 650            | 100          | 6,200         |
| Laurentian University              | 5,900               | 2,300         | 300            | 300          | 6,160         |
| Mount Allison University           | 2,107               | 143           | 12             | -            | 1,937         |
| Nipissing University               | 3,800               | 1,000         | -              | 300          | 3,710         |
| St. Francis Xavier University      | 4,080               | 480           | 100            | 130          | 3,907         |
| Trent University                   | 6,690               | 1,360         | 220            | 60           | 6,531         |
| UNBC                               | 2,241               | 915           | 318            | 138          | 2,559         |
| <b>Total</b>                       | <b>41,188</b>       | <b>10,038</b> | <b>1,880</b>   | <b>1,398</b> | <b>41,376</b> |
| First Nations University of Canada | 700                 | 140           | -              | -            | 658           |

**Conversion Rates:**

- 1 Full-Time Undergraduate Student = 0.9 FTE
- 1 Part-Time Undergraduate Student = 0.2 FTE
- 1 Full-Time Graduate Student = 1 FTE
- 1 Part-Time Graduate Student = 0.3 FTE

Source: AUCC

Conversion rates are based on standard conventions.

British Columbia (UNBC) to over 60% at Bishop's and Brandon. Similarly, while the 'simple average' provides a reference point<sup>18</sup> it is important to recognize that the actual spending patterns will vary. Those variations reflect differences among institutions in program 'mix', institutional priorities, organizational structure, and can be influenced by provincial funding policies and practices.

For *illustrative* purposes, Table 4 provides a spending projection for 2012/13 to illustrate the potential impact of increased funding on Algoma's spending patterns. The functional categories are not exact duplicates of the Canadian Association of University Business Officers – but are 'close enough' for illustrative purposes. The starting points (2006/07 and 2007-08) however, 'map' to existing Algoma Operating Budget statements.

---

<sup>18</sup> A three year average of expenditures by function was also calculated once the 2006-07 CAUBO figures were published. However, there was little difference between the 2005-06 figures and the three-year (2004-05, 2005-06 and 2006-07) average.

**Table 3: Operating Expenditures by Functional Area (2005-06, \$000s)**

Operating Spending by Functional Area (2005-06)

| University                                                             | Total<br>Operating | Instruction<br>& Research | Non-credit | Library  | Computing | Administration | Student<br>Services | Student<br>Assistance | Physical<br>Plant | External<br>Relations |
|------------------------------------------------------------------------|--------------------|---------------------------|------------|----------|-----------|----------------|---------------------|-----------------------|-------------------|-----------------------|
| Bishop's                                                               | \$ 30,521          | \$ 18,448                 | \$ 571     | \$ 2,126 | \$ 1,160  | \$ 3,549       | \$ 673              | \$ 12                 | \$ 3,982          |                       |
| Brandon                                                                | \$ 35,874          | \$ 22,430                 | \$ 543     | \$ 2,049 | \$ 1,021  | \$ 3,559       | \$ 2,305            | \$ 269                | \$ 3,107          | \$ 591                |
| Mount Allison                                                          | \$ 31,613          | \$ 16,221                 | \$ 405     | \$ 1,926 | \$ 1,489  | \$ 3,770       | \$ 1,576            | \$ 583                | \$ 4,622          | \$ 1,021              |
| UNBC                                                                   | \$ 58,311          | \$ 29,890                 | \$ 865     | \$ 3,198 | \$ 3,310  | \$ 9,255       | \$ 2,992            | \$ 1,216              | \$ 6,548          | \$ 1,037              |
| Simple Average                                                         | \$ 39,080          | \$ 21,747                 | \$ 596     | \$ 2,325 | \$ 1,745  | \$ 5,033       | \$ 1,887            | \$ 520                | \$ 4,565          | \$ 662                |
| % Distribution                                                         | 100.0%             | 55.6%                     | 1.5%       | 5.9%     | 4.5%      | 12.9%          | 4.8%                | 1.3%                  | 11.7%             | 1.7%                  |
| <b>Distribution of Operating Spending by Functional Area (2005-06)</b> |                    |                           |            |          |           |                |                     |                       |                   |                       |
| Bishop's                                                               | 100.0%             | 60.4%                     | 1.9%       | 7.0%     | 3.8%      | 11.6%          | 2.2%                | 0.0%                  | 13.0%             | 0.0%                  |
| Brandon                                                                | 100.0%             | 62.5%                     | 1.5%       | 5.7%     | 2.8%      | 9.9%           | 6.4%                | 0.7%                  | 8.7%              | 1.6%                  |
| Mount Allison                                                          | 100.0%             | 51.3%                     | 1.3%       | 6.1%     | 4.7%      | 11.9%          | 5.0%                | 1.8%                  | 14.6%             | 3.2%                  |
| UNBC                                                                   | 100.0%             | 51.3%                     | 1.5%       | 5.5%     | 5.7%      | 15.9%          | 5.1%                | 2.1%                  | 11.2%             | 1.8%                  |

Source: Canadian Association of University Business Officers

As noted the projection is intended to be illustrative but it clearly emphasizes the importance of more investment in academic areas, the library, and student services. The student services area is somewhat anomalous compared to the distribution in Table 3, largely due to a difference in expenditure categorization. Readers should keep in mind that the projection is also based on a **30%** increase in enrolment.

**Table 4: Algoma Operating Expenditures by Functional Area**

| Algoma Functional Areas         | Budget<br>2006/07 | %<br>Distribution | Budget<br>2007/08 | %<br>Distribution | Illustrative<br>2012/13 | %<br>Distribution |
|---------------------------------|-------------------|-------------------|-------------------|-------------------|-------------------------|-------------------|
| Academic Programs               | \$ 5,003,187      | 45.4%             | \$ 5,547,558      | 45.4%             | \$ 9,900,000            | 51.1%             |
| Library                         | \$ 497,200        | 4.5%              | \$ 549,200        | 4.5%              | \$ 1,064,000            | 5.5%              |
| Information Technology Services | \$ 629,650        | 5.7%              | \$ 700,850        | 5.7%              | \$ 950,000              | 4.9%              |
| Student Services                | \$ 1,269,650      | 11.5%             | \$ 1,476,264      | 12.1%             | \$ 2,250,000            | 11.6%             |
| Administrative Services         | \$ 1,967,150      | 17.8%             | \$ 2,032,600      | 16.6%             | \$ 2,500,000            | 12.9%             |
| Physical Plant                  | \$ 1,136,400      | 10.3%             | \$ 1,260,300      | 10.3%             | \$ 2,000,000            | 10.3%             |
| External Relations              | \$ 472,282        | 4.3%              | \$ 568,800        | 4.7%              | \$ 700,000              | 3.6%              |
| Sub-total                       | \$ 10,975,519     | 99.6%             | \$ 12,135,572     | 99.4%             | \$ 19,364,000           | 100.0%            |
| All Other (Net)                 | \$ 46,850         | 0.4%              | \$ 75,150         | 0.6%              | \$ -                    |                   |
| Total                           | \$ 11,022,369     | 100.0%            | \$ 12,210,722     | 100.0%            | \$ 19,364,000           | 100.0%            |





## Appendix C: The Shingwauk Covenant

### *The Shingwauk Covenant*

*I naw koo Ni Gay – Resolution  
Inawkoonigaywin – Mutual Resolve*

*Mee I ewe Noon Goom Aynawkooni Gay Yawng Shingwauk  
Education Trust Meenuh Wah Algoma University College O'Dawpi Nuh  
Mawng Ayzhi Beigawdiag, Ay Ki Doom UhguK Iewe Muzzi Nuhigun.*

*To wit: Today, now we Shingwauk Education Trust and Algoma  
University College understanding the covenant as it is written states our  
resolve of mutual acceptance and support of said covenant.*

*A statement of the common understanding and commitment of  
Algoma University College and the Shingwauk Education Trust*

*The Shingwauk Education Trust (SET) and Algoma University College (AUC) share a commitment to Shingwauk's Vision and its values in the spirit of mutual trust. Shingwauk foresaw a time when a great "Teaching Wigwam" would be brought into being that would bring together the best of the heritage of the Indigenous and European peoples and cooperatively provide a better future for both through education.*

*Shingwauk's Vision has as its foundation the Principle of the Two Row Wampum Belt, which illustrates two vessels, one belonging to the Anishinaabe "The Original Peoples of this part of the Earth" and the other to the European peoples.*

*This covenant speaks to the Two-Row Wampum. (The wampum is a shortened version of the Algonkian word wampumpeage, meaning "white shell bead.")*

*One purple row of beads represents the path of the Anishinaabe's canoe which contains their customs and laws. The other row represents the path of the Whiteman's vessel, the sailing ship, which contains his customs and laws. The meaning of the parallel paths is that neither boat should out pace the other, and the paths should remain separate and parallel forever, that is, as long as the grass grows, the rivers flow, the sun shines, and will be everlasting, and they shall always renew their relationship.*

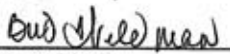
*The Anishinaabe Teachings of Equality and Respect and the reciprocal working relationship of SET and AUC are intrinsic to the covenant from its inception in perpetuity, without conditions that may be implied or imagined.*

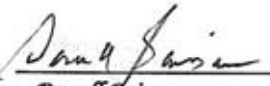
*The wampum belt teaches that we are totally interconnected to the salvation of Mother Earth and that we should work through our differences and come together in love, peace, reconciliation and unity.*

*Nee gawn i naw bi yung.... "Looking ahead, to the future" we can see and realize the tremendous work and responsibilities we will face but more so... that we will know and solve all problems... mutually for the benefit of all students of SET and AUC*

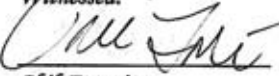
*Gawgijaywin... forever.*

*Signed:*

  
Bud Wildman  
Chair Person  
Algoma University College

  
Darrell Boissoneau  
President  
Shingwauk Education Trust

*Witnessed:*

  
Phil Fontaine  
National Chief  
Assembly of First Nations

# Glossary

|        |                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 101s   | are students coming directly from secondary school                                                                                                                                                                                                                                                                                                                                                                                      |
| 105s   | are students coming from college or university transfer or mature students                                                                                                                                                                                                                                                                                                                                                              |
| APC    | Anishinaabe People's Council                                                                                                                                                                                                                                                                                                                                                                                                            |
| APPCOM | Academic Planning Committee of Senate                                                                                                                                                                                                                                                                                                                                                                                                   |
| AUBS   | Algoma University Business Society                                                                                                                                                                                                                                                                                                                                                                                                      |
| AUSU   | Algoma University Student Union                                                                                                                                                                                                                                                                                                                                                                                                         |
| AWSP   | Algoma Work Study Program                                                                                                                                                                                                                                                                                                                                                                                                               |
| BBA    | Bachelor of Business Administration                                                                                                                                                                                                                                                                                                                                                                                                     |
| BFA    | Bachelor of Fine Arts                                                                                                                                                                                                                                                                                                                                                                                                                   |
| BIU    | Basic Income Unit. These are funding units defined by the Ministry of Training, Colleges and Universities (MTCU). Each student reported to the government for funding purposes generates a specified number of funding units (BIUs) depending on the program of registration and the level of study. To calculate, take the number of FTEs in each type of academic program and multiply them by the weighting accorded to the program: |
|        | 3-year Arts and the first year of Honours Arts 1.00                                                                                                                                                                                                                                                                                                                                                                                     |
|        | Upper-year Honours Arts 1.50                                                                                                                                                                                                                                                                                                                                                                                                            |
|        | Business Administration 1.50                                                                                                                                                                                                                                                                                                                                                                                                            |
|        | Fine/Applied Arts 1.50                                                                                                                                                                                                                                                                                                                                                                                                                  |
|        | Music 2.00                                                                                                                                                                                                                                                                                                                                                                                                                              |
|        | 3-year Science and the first year of Honours Science 1.00                                                                                                                                                                                                                                                                                                                                                                               |
|        | Upper-year Honours Science 2.00                                                                                                                                                                                                                                                                                                                                                                                                         |
|        | First-year Social Work 1.00                                                                                                                                                                                                                                                                                                                                                                                                             |
|        | Upper-year Social Work 1.50                                                                                                                                                                                                                                                                                                                                                                                                             |
| CAAT   | College of Applied Art and Technology                                                                                                                                                                                                                                                                                                                                                                                                   |
| CANDO  | Council for the Advancement of Native Development Officers                                                                                                                                                                                                                                                                                                                                                                              |
| CCAE   | Canadian Council for the Advancement of Education                                                                                                                                                                                                                                                                                                                                                                                       |
| CDC    | Community Development Corporation                                                                                                                                                                                                                                                                                                                                                                                                       |
| CESD   | Community Economic and Social Development                                                                                                                                                                                                                                                                                                                                                                                               |
| CGT    | Computer Games Technology                                                                                                                                                                                                                                                                                                                                                                                                               |
| COU    | Council of Ontario Universities                                                                                                                                                                                                                                                                                                                                                                                                         |
| CRKN   | Canadian Research Knowledge Network                                                                                                                                                                                                                                                                                                                                                                                                     |
| CSAA   | Children of Shingwauk Alumni Association                                                                                                                                                                                                                                                                                                                                                                                                |
| CSTEC  | Canadian Steel Trade Employment Congress                                                                                                                                                                                                                                                                                                                                                                                                |
| EAP    | Employee Assistance Program                                                                                                                                                                                                                                                                                                                                                                                                             |
| EDAC   | Economic Developers Association of Canada                                                                                                                                                                                                                                                                                                                                                                                               |
| EICC   | Education Invention Centre of Canada                                                                                                                                                                                                                                                                                                                                                                                                    |
| ETA    | Enrolment Target Agreement                                                                                                                                                                                                                                                                                                                                                                                                              |

|        |                                                                                                                                                                                                                                                                  |
|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FTE    | Full Time Equivalent – are the total number of 3 credit course registrations over an academic year (May to April) divided by 10. In other words, if all our students were taking a full 30 credit course load, the number of students would equal the FTE count. |
| GIS    | Geographic Information System                                                                                                                                                                                                                                    |
| GLC    | George Leach Centre                                                                                                                                                                                                                                              |
| GLFC   | Great Lakes Forestry Centre                                                                                                                                                                                                                                      |
| GPA    | Grade Point Average                                                                                                                                                                                                                                              |
| ICT    | Information Communication Technology                                                                                                                                                                                                                             |
| ITEC   | Information Technology Program                                                                                                                                                                                                                                   |
| ITS    | Information Technology Services                                                                                                                                                                                                                                  |
| JWG    | Joint Working Group                                                                                                                                                                                                                                              |
| KPI    | Key Performance Indicators                                                                                                                                                                                                                                       |
| MAP    | March Advising Program                                                                                                                                                                                                                                           |
| MTCU   | Ministry of Training, Colleges and Universities                                                                                                                                                                                                                  |
| NOBI   | Northern Ontario BioTechnology Initiative                                                                                                                                                                                                                        |
| NORDIK | Northern Ontario Research, Development, Ideas and Knowledge Institute                                                                                                                                                                                            |
| NRSSS  | National Residential School Survivors Society                                                                                                                                                                                                                    |
| NSERC  | National Sciences and Engineering Research Council of Canada                                                                                                                                                                                                     |
| OCAA   | Ontario College Athletic Association                                                                                                                                                                                                                             |
| OCAD   | Ontario College of Art and Design                                                                                                                                                                                                                                |
| OCUL   | Ontario Council of University Libraries                                                                                                                                                                                                                          |
| OFRI   | Ontario Forestry Research Institute                                                                                                                                                                                                                              |
| OISE   | Ontario Institute for Studies in Education                                                                                                                                                                                                                       |
| OSAP   | Ontario Student Assistance Program                                                                                                                                                                                                                               |
| OSOTF  | Ontario Student Opportunities Trust Fund                                                                                                                                                                                                                         |
| OUAC   | Ontario University Application Centre                                                                                                                                                                                                                            |
| OWSP   | Ontario Work Study Program                                                                                                                                                                                                                                       |
| PEQAB  | Ontario Postsecondary Educational Quality Assessment Board                                                                                                                                                                                                       |
| PIPEDA | Personal Information Protection and Electronic Documents Act                                                                                                                                                                                                     |
| SASA   | Anishinaabe Student Council Association                                                                                                                                                                                                                          |
| SPELL  | English as a Second Language – a pre-academic, university-preparatory program                                                                                                                                                                                    |
| SRS    | Student Registration System                                                                                                                                                                                                                                      |
| SSHRC  | Social Sciences and Humanities Research Council                                                                                                                                                                                                                  |
| ULERN  | Upper Lakes Environmental Research Network                                                                                                                                                                                                                       |
| WSIB   | Workplace Safety and Insurance Board                                                                                                                                                                                                                             |
| WUSC   | World University Service of Canada                                                                                                                                                                                                                               |
| YTD    | Year-to-date                                                                                                                                                                                                                                                     |

# Index

- academic and social support**, 83
- advancement, 147
- Algoma University Students Union, 115
- Anishinaabe**, 3, 11, 12, 17, 19, 20, 23, 25, 31, 32, 41, 43, 45, 46, 47, 48, 50, 51, 52, 55, 56, 61, 67, 70, 77, 89, 99, 101, 120, 129, 130, 138, 143, 150, 151, 162, 165, 203
- Anishinabe, 31, 37, 46, 47, 49, 81, 101, 120
- Arthur A. Wishart Library**, 83, 85, 87
- athletics**, 83, 85, 107, 109
- AUC Foundation, 109, 147
- basketball, 108
- Benchmarking**, 153, 157, 159
- biology, 108, 128
- book store**, 83, 115, 117
- Book Store, 115
- capital expansion, 149
- CESD**, 49, 81, 129
- Charter**, 4, 161, 162
- Composition of student body**, 15
- Delivery Methods, 77
- distance education, 77
- Diversity Advisory Committee, 47, 101
- Employee Relations**, 153, 163
- External Relations**, 123, 139, 174, 175
- financial aid, 119
- Financial Aid**, 83, 121
- Financial Expenditure**, 153, 173
- financial management, 169, 173
- Financial Revenue**, 153, 169
- First Generation, 23, 31, 32, 33, 43, 46, 157
- food service**, 83, 115, 116
- Food Service, 115, 116
- fundraising, 109, 147
- governance, 161, 162
- Information Technology Services**, 83, 85, 95, 96, 204
- innovation**, 12, 13, 63, 66, 83, 85, 95, 137, 161
- international students, 37, 38, 39
- International students**, 19, 37, 51
- Kanda University of International studies, 38
- library, 87, 131
- Murdock University, 38
- NORDIK, 55, 129, 204
- operating budget**, 167
- physical plant, 149
- Pirkanmaa Polytechnic, 39
- recruitment, 33
- Recruitment**, 15, 39, 46, 107
- research, 52, 112, 127, 128, 129, 130, 131, 135
- Research**, 55, 87, 123, 127, 129, 130, 132, 133, 151, 185, 194, 196, 197, 204
- Research Centres**, 123
- residence**, 83, 111, 112, 113, 115
- retention, 33
- Retention, 31
- Sault College, 67, 108
- Sault Ste. Marie Innovation Centre, 129
- scholarships and bursaries, 109
- science**, 203
- Shingwauk Education Trust, 52
- Shingwauk Kinooomaage Gamig, 11, 12, 51, 52, 67, 150, 151
- soccer, 108
- Speak Easy, 115, 116
- special mission, 4, 11, 12, 43, 45, 155, 157, 161, 162
- student centre**, 83, 115
- Student Centre, 115
- student life initiatives, 99
- Student Registration System, 96

**Student retention and success**, 15  
student satisfaction, 100, 103  
**tuition**, 169

Undergraduate degree offerings, 63  
**University of Abertay Dundee**, 81  
University of the Sunshine Coast, 38