

2020-2025 Strategic Mandate Agreement

ALGOMA UNIVERSITY
1520 QUEEN STREET EAST

Algoma
UNIVERSITY

Ontario 
MINISTRY OF COLLEGES AND UNIVERSITIES

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Signing Page

2020-2025 Strategic Mandate Agreement

Signed Between

Algoma University

And


Ministry of Colleges and Universities

SIGNED for and on behalf of the Ministry of
Colleges and Universities by:


Shelley Tapp
Deputy Minister

August 28, 2020
Date

SIGNED for and on behalf of Algoma University by:


Asima Vezina
President and Vice-Chancellor

September 2, 2020
Date

This agreement focuses on performance-based funding associated with the institution's differentiation envelope and enrolment corridor funding. Special purpose/other institutional grants are not included as part of this agreement.

The Government remains committed to SMA3 (2020-25) and implementing the performance-based funding model for colleges and universities approved as part of Budget 2019.

Given the uncertainty regarding future impacts of the COVID-19 outbreak on the SMA3 metrics, the Ministry will delay the planned activation of performance-based funding for two years --Year 1 (2020-21) and Year 2 (2021-22) of SMA3. To determine how to link SMA3 metric performance to institutions' funding beyond Year 2, each year the Ministry will engage institutions through the SMA3 Annual Evaluation process to assess SMA3 metric performance for the current year; and, evaluate potential COVID-19 impacts on the SMA3 metrics for future years. This will include a review of the performance-based funding starting point proportion. Metric data collection, evaluation, and publication will proceed through the SMA3 period as planned.

The agreement may be amended in the event of substantive economic or policy changes that would significantly affect the SMA deliverables. Any such amendment would be mutually agreed to in writing, dated, and signed by both signatories.

Introduction

Preamble

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

The Strategic Mandate Agreement (SMA):

- Outlines provincial government objectives and priority areas for the postsecondary education system
- Describes the elements of Ontario's performance-based funding mechanism, including the university's annual performance-based funding notional allocation for the five-year SMA3 period
- Establishes the corridor midpoint that will form the basis of enrolment-related funding over the five-year SMA3 period
- Supports transparency and accountability objectives, and
- Establishes allowable performance targets for 10 metrics upon which institutional performance will be assessed.

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

Ontario's Objectives

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

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

Institutional Profile

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

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

Algoma University (AU) was established on the site of the former Shingwauk Residential School in 2008, with a Special Mission to:

- 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
- cultivate cross-cultural learning between Aboriginal communities and other communities, in keeping with the history of Algoma University College and its geographic site.

In 2019 we remain Ontario's smallest university, and at the same time a multi-campus institution (Sault Ste. Marie, Timmins, Brampton). Unique to Ontario, we are teaching-oriented and focused on offering outstanding undergraduate education. We have an ambitious strategic enrolment management plan to reverse several years of declining enrolment, growing to a sustainability target of 3000 FTE students by 2024.

AU's vision (see [Strategic Plan](#)) is to offer a transformative education through a student-centred approach to teaching and learning. As an access university, AU offers multiple entry points to a university education: high school, college pathways, international credentials, certificate programs. We serve primarily the communities where we have campuses but our students come from across Ontario, Canada and the world. We are proud of the diversity of our students and of the difference they make in society after graduation.

Uniquely in Ontario, AU partners and shares a site with Shingwauk Kinooomaage Gamig, one of Ontario's Indigenous Institutes, through a Covenant with the Shingwauk Education Trust, which administers these lands set aside for education. The Children of Shingwauk Alumni Association (CSAA) continues to guide AU as the 50th anniversary of the closing (1970) of the Shingwauk Residential School nears. AU hosts the Shingwauk Residential Schools Centre, a cross-cultural research and educational project of AU and CSAA. The partners work with Survivors, educators, First Nations and others to research, collect, preserve, and display the history of the residential schools across Canada, developing/delivering projects of sharing, healing, learning, and cultural restoration. AU also partners with the Ontario Native Welfare Administrators Association and the National Aboriginal Land Managers Association to deliver certificate and degree program options created specifically for their members. The costs associated with the above partnerships are not funded by government.

Academic offerings include undergraduate arts/science programs and professional degrees; with the changes to our Act before the Ontario legislature in 2019, we plan to offer select Master's degrees during the lifetime of this Agreement. Among AU programs that are Anishinaabe-focused are Social Work, Community Economic and Social Development, Anishinaabemowin (Ojibwe language), Anishinaabe Studies. Many programs include Indigenous focus/content in concerted efforts to decolonize the curriculum, supporting our Special Mission. As we attract more international students, we see unique opportunities for cross-cultural learning among Anishinaabe, Canadian and international students, faculty and staff.

AU's significant partnership with Northern College, host of our Timmins campus, will build on existing agreements/pathways for a longer-term partnership expansion, supporting that region's employment needs and economic stability.

As we grow, we must maintain our vision and our identity. Through the SMA3 process, we are committed to the principles of transparency and accountability--we value the opportunity to demonstrate that commitment to government, to our three campus communities and to partnering Indigenous communities.

COVID-19 uncertainty alters assumptions underpinning AU's original approach to metrics/weightings. Every metric will be impacted by the pandemic for several years, due to: lower-than-planned enrolment (domestic, international), fewer experiential-learning opportunities, an uncertain job market for graduates, potential limits to research capacity (e.g., travel restrictions). The impact to our budget will be significant. Wherever possible we have revised metric weightings; we look forward to the opportunity to review them at Ministry-set intervals.

Performance-Based Funding

Notional Annual Allocation

For the 2020-2025 SMA cycle, Algoma University's annual allocation of performance-based funding has been calculated by the ministry in accordance with the university funding model and Ontario's Performance-based Funding Technical Manual. Algoma University's notional allocations will not be impacted by previous year performance, and will follow a graduated activation plan as follows:

	2020-21*	2021-22*	2022-23	2023-24	2024-25
Differentiation Envelope	\$2,602,209	\$3,114,746	\$3,627,298	\$4,139,851	\$4,396,127
Performance-based Grant	\$2,602,209	\$3,114,746	\$3,627,298	\$4,139,851	\$4,396,127

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

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

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

Institutional Weighting Strategy

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

Metric	Institutional Assigned Weightings & Notional Performance-based Funding									
	2020-21		2021-22		2022-23		2023-24		2024-25	
	Max 35%, Min 10%		Max 30%, Min 5%		Max 25%, Min 5%		Max 25%, Min 5%		Max 25%, Min 5%	
	(%)	(\$)	(%)	(\$)	(%)	(\$)	(%)	(\$)	(%)	(\$)
1. Graduate Employment Rate in a Related Field	20%	\$520,442	12%	\$373,770	7%	\$253,911	7%	\$289,790	7%	\$307,729
2. Institutional Strength/Focus	20%	\$520,442	18%	\$560,654	18%	\$652,914	18%	\$745,173	18%	\$791,303
3. Graduation Rate	15%	\$390,331	17%	\$529,507	17%	\$616,641	17%	\$703,775	17%	\$747,342
4. Community/Local Impact – Student Enrolment	15%	\$390,331	5%	\$155,737	5%	\$181,365	5%	\$206,993	5%	\$219,806
5. Economic Impact (Institution-specific)	20%	\$520,442	18%	\$560,654	18%	\$652,914	18%	\$745,173	18%	\$791,303
6. Research Funding & Capacity: Federal Tri-Agency Funding Secured	10%	\$260,221	5%	\$155,737	5%	\$181,365	5%	\$206,993	5%	\$219,806
7. Experiential Learning	--	--	5%	\$155,737	5%	\$181,365	5%	\$206,993	5%	\$219,806
8. Research Revenue Attracted from Private Sector Sources	--	--	5%	\$155,737	5%	\$181,365	5%	\$206,993	5%	\$219,806
9. Graduate Employment Earnings	--	--	15%	\$467,212	15%	\$544,095	15%	\$620,978	15%	\$659,419
10. Skills & Competencies	--	--	--	--	5%	\$181,365	5%	\$206,993	5%	\$219,806

Priority Areas and Performance Metrics

Summary

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

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

Skills & Job Outcomes

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

- Graduate Employment Rate in a Related Field
- Institutional Strength/Focus
- Graduation Rate
- Graduate Employment Earnings
- Experiential Learning
- Skills & Competencies

Economic & Community Impact

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

- Community/Local Impact of Student Enrolment
- Economic Impact (Institution-specific)
- Research Funding & Capacity: Federal Tri-Agency Funding Secured
- Research Revenue Attracted from Private Sector Sources

Productivity, Accountability & Transparency

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

- Faculty Activity
- Faculty Compensation

Skills & Job Outcomes

Performance Metrics: Narrative

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

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

For the Skills and Competencies metric being initiated for performance-based funding in 2022-23, the Ministry of Colleges and Universities will apply a ‘participation weighting’ of 5% of annual performance-based funding notional allocation for all institutions. Institutional targets will not be set for this metric in SMA3. Participation will be validated and included as part of the SMA3 Annual Evaluation process for performance-based funding.

Graduate Employment Rate in a Related Field

Proportion of graduates of undergraduate (bachelor or first professional degree) programs employed full-time who consider their jobs either “closely” or “somewhat” related to the skills they developed in their university program, two years after graduation

Metric initiated in 2020-21

Narrative

Our approach to weighting for this metric is one of some caution. AU strives to align academic programming to meet the labour market needs of the regions we serve, while recognizing that there are determinants specific to each region that may impact these outcomes.

For example, in Timmins our current focus is Social Work, where we have a joint-admissions agreement with Northern College for students entering their Social Service Worker and Child/Youth Worker diploma programs. There is a high need in Northern Ontario for social workers, who work to foster strong communities through social and mental health supports. We have recently conducted a feasibility study in the Timmins area to help identify other programs AU might offer there--the study has identified interest in business administration and computer science/information technology. We have signed 2+2 agreements with Northern College to promote seamless entry into these programs on our Sault Ste. Marie campus, but many potential students in Timmins are location-bound and could take advantage of such programs only if they were offered locally.

AU’s founding campus in Sault Ste. Marie offers all of the university’s academic programs, with robust enrolment in business administration, computer science/information technology, biology, psychology, law and justice, and environmental science programs. Each of these disciplines has strong employment potential upon graduation, and we anticipate generally good performance for this metric. Nevertheless, in both Timmins and Sault Ste. Marie, the smaller employer base, coupled with a predominant large single industry (mining in Timmins, steel in the Sault area) will make it more challenging for every graduate to find employment locally. There may be more necessity to relocate for employment, which may delay employment after graduation more than one would see in the Greater Toronto Area (GTA), for instance, where graduates might not need to relocate.

On AU’s Brampton campus, we are expanding our academic program mix to meet labour market needs identified through consultation with the City of Brampton and other local partners (Brampton Board of Trade, local employers). The primary programs delivered at our Brampton campus during the life of this agreement are:

business administration, computer science/information technology, psychology, law and justice, community economic and social development, sociology, and potentially environmental studies. Brampton is one of Canada's fastest-growing cities, and its population is on average notably younger than in Sault Ste. Marie or Timmins; we believe that there are and will continue to be significant employment opportunities in Brampton and the GTA.

At all three campuses, we continue to build strong relationships with local employers, both to create more experiential learning opportunities for AU students and to enhance employment opportunities for graduates in each community and region.

Source: Ministry of Colleges and Universities - Ontario University Graduate Survey

Institutional Strength/Focus

Biology, Computer Science, Law and Justice, Psychology

Proportion of enrolment (FFTEs, domestic and international, all terms for undergraduate students and Summer and Fall terms for graduate students) in an institution's program area(s) of strength

Metric initiated in 2020-21

Narrative

AU's identified programs of strength and focus are Biology, Computer Science, Law and Justice and Psychology, identified in the workbook by their CIP codes. Approximately 41.5% of our total FFTE students are currently enrolled in these programs. (Note: Sault Ste. Marie and Brampton campuses only--these programs are not offered in Timmins). We are confident in our weighting of this metric.

AU offers 8-month post-baccalaureate certificates in Computer Science at the two above-mentioned campuses, and those enrolments are captured in these total FFTE counts; almost all of those certificate students are international.

% of total AU enrolment (projections)

Biology	10.4%
Computer Science	18.1%
Law and Justice	4.4%
Psychology	8.6%
Total	41.5%

We anticipate that we will continue to offer the certificates during the life of this Agreement, while rebalancing student recruiting to target more degree students. That will mean overall growth in these programs of strength while AU total enrolment grows; we will achieve our targets.

AU's unique context, as set out in our Institutional Profile, is centred around our Special Mission to "cultivate cross-cultural learning between Aboriginal communities and other communities." Our small but vitally essential degree programs in Anishinaabemowin (Ojibwe language) and Anishinaabe Studies are critical to our identity as a university situated in a former residential school; we have an obligation to work to restore the language, culture and history that were forcibly taken away from the generations of Anishinaabe people who were sent to the Shingwauk School.

In addition, programs such as Social Work and Community Economic and Social Development have a strong Indigenous focus in their departmental missions, academic offerings, community-based learning, and placements/internships. They do not account for high enough percentages of enrolment to be counted in this metric, but it is important to understand that they are essential to our institutional identity.

Source: Provided by Institutions, validated by University Statistical Enrolment Report (USER)/Ministry of Colleges and Universities

Graduation Rate

Proportion of all new, full-time, year one university students of undergraduate (bachelor or first professional degree) programs who commenced their study in a given fall term and graduated from the same institution within 7 years

Metric initiated in 2020-21

Narrative

Student success and retention of admitted students are important priorities for AU within our strategic enrolment management plan. We are aware that attrition is highest from first year to second year, and that students leave university studies at different points for diverse reasons, not solely because of academic performance. Today’s university students face challenges that include health and family issues, financial concerns, changing career goals, and many others.

As an access university, AU admits students with lower entering averages than most other Ontario universities; many are first-generation students (domestic, Anishinaabe and international) and many are mature students (usually but not always via college pathways). We strive to provide appropriate supports for all our students, through a one-stop-shop integrated holistic approach to advising, counselling, health, registrarial and financial services. This is delivered by our Student Success Central operation, overseen by an experienced Manager of Student Success and Wellbeing. We have created retention programs such as Early Alert (identifying students who may be at risk academically or personally) and Bounce Back (encouraging students to re-engage with their studies, with support), which help to keep students engaged with academics despite some of the challenges noted above.

We track indicators of student engagement through the National Survey of Student Engagement (NSSE) and retention through the Registrar’s Office and the strategic enrolment management committee. A recently developed internationalization plan (2019) will assist AU with student mobility and internationalization-at-home initiatives, which we believe will result in better success and retention of international students. Academic leaders at AU are taking additional steps to promote decolonization and indigenization of the curriculum and academic programs; this is an initiative we believe will assist in the success and retention of Anishinaabe students. A broad retention-specific strategy is under development within the strategic enrolment management plan. We believe these measures will maintain and potentially strengthen our graduation rate.

Source: University Graduation Rate Data Collections

Graduate Employment Earnings

Median employment earnings of university graduates, two years after graduation

Metric initiated in 2021-22

Narrative

AU has chosen to maintain weighting for this metric as fairly stable throughout the life of the Agreement. Our rationale for this decision is based on several key factors.

Across the university, we have enhanced our employment readiness programming for students on all three campuses; some of those initiatives are described in the “Experiential Learning” narrative. We know that our graduates’ job readiness will be strengthened by greater access to work-integrated learning (WIL) opportunities such as co-op, internships, and professional placements. Greater WIL opportunities will, we believe, lead to outcomes of strong preparedness for employment, recognition by employers of graduates’ experience, and thus good prospects for earnings.

Our expansion of programming in the Sciences (specifically Biology, Environmental Science and Computer Science--see Institutional Strength and Focus metric) is already underway and will lead to good outcomes on this metric as well. Graduates’ salaries are generally somewhat higher in these fields.

As enrolment grows on our Brampton campus, we anticipate good outcomes on this metric, as salaries for university graduates tend to be higher in the GTA/Golden Horseshoe regions.

At the same time, many of our programs are very small--so even in a high-quality program with good prospects, the number of graduates in a given year might not reach the minimum for inclusion (> 20 graduates). As a multi-campus university we also recognize that our outcomes will vary by region--salaries in Northern Ontario are lower than in Southern Ontario generally, and we have factored that into our weighting strategy. (By way of illustration, 2015 Statistics Canada data show average total income for Algoma region is \$40,833 as compared to \$47,915 for all of Ontario.)

Source: Educational and Labour Market Longitudinal Platform/Statistics Canada

Experiential Learning

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

Metric initiated in 2021-22

Narrative

AU plans and expects growth in course-based Experiential Learning opportunities and in internships over the life of this Agreement. We are also conducting ongoing evaluation and enrichment of our co-op programming.

At AU co-op is not program-specific; rather, we offer co-op opportunities to students in any program. Co-ops are overseen centrally and to some extent can be tailored to the unique needs of students and partners, while maintaining core standards and expectations.

A number of programs, such as Social Work, require professional placements and these are factored into our planned outcomes.

As a small, multi-campus university, we do face some challenges in determining the best data for this metric. Our recent enrolment growth in Brampton has brought possibilities to expand experiential learning opportunities in that city, but that growth has outpaced our immediate capacity to create that expansion. Our student population in Timmins is very small, but the percentage of students on that campus who participate in EL courses is high, because they are primarily Social Work students entering the professional years of their degree. Finally, in Sault Ste. Marie there are few large companies that can partner with AU for EL workplace experiences, which makes it more challenging for us to find the opportunities for students.

We will track the number and proportion of graduates in programs who participated in at least one course with required EL components. Our ongoing growth will bring about a higher number of graduates who will be counted in this metric, but our overall enrolment projections may mean that as a proportion of AU graduates, they will not increase significantly in the early years of this Agreement. Thus, our weighting strategy is one of caution.

Source: *Institutions*

Skills & Competencies

Education and Skills Online: Random sample of students (domestic and international)

Metric initiated in 2022-23

Narrative

Algoma University will participate in the Education and Skills Online (ESO) assessment when this metric is activated.

Through the Quality Assurance framework and processes, we do already assess each program's Undergraduate Degree Level Expectations (UDLEs) framework for learning outcomes and how students achieve them. We recognize that the UDLEs for program and degree levels are a consistent indicator of skills and competencies acquired by university-level learners and would be pleased to report data from our Quality Assurance program reviews when this metric is activated.

Source: *Education and Skills Online Assessment, Organisation for Economic Co-operation and Development (OECD)*

Economic & Community Impact

Performance Metrics: Narrative

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

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

Community/Local Impact of Student Enrolment

Institutional enrolment share in the population of the city (cities)/town(s) in which the institution is located
Metric initiated in 2020-21
Narrative
<p>For this metric, AU is providing data for all three campuses. As is the case for the Experiential Learning metric, we do face some challenges as a small, multi-campus university in determining the best approach for this metric.</p> <p>Our founding campus in Sault Ste. Marie is the only university between Lakehead in Thunder Bay and Laurentian in Sudbury. We are a small university in a small city, so our impact factor at this location is modest but very significant to the city and the region, especially as we grow.</p> <p>Our Timmins campus population is extremely small--although Timmins is a much smaller city than Sault Ste. Marie, the Social Work and Community Development programs account for AU's entire student population there--and that comprises only a few dozen. In partnership with Northern College, we do anticipate adding additional programs in Timmins (primarily in a 2+2 model), and some of those will be programs of strength and focus, such as computer science.</p> <p>We are delighted that our Brampton campus is experiencing rapid enrollment growth, but it is still a small student population in the ninth largest city in Canada, and the third largest in the GTA. While we will continue to offer additional academic programs in Brampton over the life of this Agreement to serve students there, the city is one of the fastest-growing in Canada, and it is possible that Brampton's population growth rate will exceed our enrollment growth rate during these years.</p> <p>We are cautious with our weighting for this metric for the reasons provided above.</p>

Source: University Statistical Enrolment Report (USER), Ministry of Colleges and Universities, Census Data/Statistics Canada

Economic Impact (Institution-specific)

<i>International Student Enrolment</i>
Impact of Fiscal Full Time Equivalent International Enrolment
Metric initiated in 2020-21
Narrative
<p>AU will use international student enrollment by FTE for this metric, recognizing that there will be no prospect of any reallocation of funds even if, as expected, we perform well. We have placed a relatively high weight on this category.</p> <p>Universities are being tasked by the government to look for operational efficiencies and AU is supportive of government efforts to reduce red tape. In accordance with those priorities, it is unlikely that AU can add significant capacity to support data gathering. We have, therefore, concluded that the effective metric for AU here is international student FTEs, in recognition of the economic value they bring to the communities in which we operate. We will track and report on the number of enrolled international student FTEs by campus/city location.</p>

Source: Algoma University Enrolment Data Collection; Statistics Canada/Global Affairs Economic Impact Multiplier

Research Funding & Capacity: Federal Tri-Agency Funding Secured

Amount and proportion of funding received by institution from federal research granting agencies (SSHRC, NSERC, CIHR) in total Tri-Agency funding received by Ontario universities
Metric initiated in 2020-21
Narrative
<p>The Algoma University Act 2008 specifies that we are a “teaching-oriented university” providing excellent undergraduate instruction in a range of disciplines in arts, sciences and professional programs. Faculty research and scholarship are integral elements of quality undergraduate programming at AU. One signature aspect of the AU student experience is direct, hands-on involvement in faculty research projects.</p> <p>With no graduate programs at present and modest facilities (such as labs), our capacity to generate research grants is constrained. Nevertheless, recent growth in science programs such as biology and environmental science (in our recently-founded School of Life Sciences and the Environment) has led to steady funding from NSERC for faculty research. Faculty in the humanities hold two SSHRC grants.</p> <p>We have made recent investments (since 2017) into establishing and supporting an Office of Research and Innovation, and have named an Executive Lead-Research for the university. AU does not have a senior administrator dedicated to the research portfolio.</p> <p>With the passage in 2019 of Bill 132 (Schedule 5), Algoma University is granted the authority to “confer degrees and award certificates and diplomas in any and all branches of learning.” With that expanded degree-granting authority we have under development select Master’s-level programs (for example, in Biology and Computer Science). Once established, these programs will have a positive effect on our Tri-Agency funding totals.</p> <p>AU now has three Canada Research Chairs--two in Biology and one in Healing and Reconciliation--and has submitted a nomination for a fourth in 2019 (Health Sciences). These colleagues have a strong focus on research and involve undergraduate students in their research projects and labs. We anticipate that they will apply for renewals of existing grants and will be successful in at least some of their new applications over the period of this Agreement.</p>

We are proud of what AU has achieved in Tri-Agency research funding, but we must weight this metric relatively low simply as a consequence of our size, our undergraduate-only student body, and the unlikelihood of significant increases in our share of the overall Tri-Agency funding received by Ontario universities.

Source: Tri-Agency Institutional Programs Secretariat

Research Revenue Attracted from Private Sector Sources

Research revenue attracted from private sector sources

Metric initiated in 2021-22

Narrative

The data originating from COFO (calculated as a rolling 3-year trend) includes both revenue from not-for-profit organizations and donations from private-sector sources. Algoma University has built capacity and relationships with partners/funders and potential partners/funders through the Office of Research and Innovation, particularly in Sault Ste. Marie and Brampton. We have achieved significant growth at our Brampton campus since 2018, which will, we believe, bring associated opportunities for both not-for-profit and private-sector funding for research and innovation.

Our weighting strategy is one of caution, as we are still building the research and partnership infrastructure that will attract and support the funding captured in this metric.

Source: Council of Ontario Finance Officers (COFO)

Productivity, Accountability and Transparency

Reporting Metrics – Attestation

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

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

- *Faculty Activity*
- *Faculty Compensation*

Faculty Activity

Information regarding Algoma University Faculty Activity will be made publicly available in Year 3 (2022-23).

Faculty Compensation

Information regarding Algoma University Faculty Compensation will be made publicly available in Year 3 (2022-23).

Enrolment Profile

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

Corridor Midpoint

For funding purposes **1,525.00** Weighted Grant Units (WGUs) will be the corridor midpoint value for the five-year period from 2020-25 for Algoma University. Enrolment-related funding will be distributed consistent with this level of enrolment and subject to the funding framework set out in the *Ontario University Funding Formula Reform Technical Manual, May 2017, Version 1.0*. Funding eligible enrolments are defined by the *Ontario Operating Funds Distribution Manual*.

2019-20 Midpoint (A)	2019-20 Funded Graduate Growth (Master's) (B)	2019-20 Funded Graduate Growth (Doctoral) (C)	2019-20 Teacher Education Growth (D)	2020-25 SMA3 Midpoint (A+B+C+D)
1,525.00	-	-	-	1,525.00

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

Projected Funding-Eligible Enrolments

Below is Algoma University's projection of funding-eligible enrolments May 21, 2020.

	2020-21	2021-22	2022-23	2023-24	2024-25
Undergraduate FFTE	584	830	838	933	1,024
Master's FFTE					
Doctoral FFTE					
Total FFTE	584	830	838	933	1,024

Note: This table reports on Fiscal Full-Time Equivalents. These include all terms for undergraduate students and Fall and Summer terms for graduate students.

Projected International Enrolment

Below is Algoma University's projection of funding-ineligible international student enrolments May 21, 2020.

	2020-21	2021-22	2022-23	2023-24	2024-25
Undergraduate FFTE	1,155	1,220	1,383	1,446	1,571
Master's FFTE					
Doctoral FFTE					
Total FFTE	1,155	1,220	1,383	1,446	1,571

Note: This table reports on Fiscal Full-Time Equivalents. These include all terms for undergraduate students and Fall and Summer terms for graduate students.

Appendix: Historical Data, Targets and Results

The following table will be refreshed annually by the ministry to display results from SMA3 Annual Evaluation process and update Allowable Performance Targets (APT) for the current year. The SMA3 Evaluation will occur every year in the Fall-Winter and the updated appendix will be made publicly available the following Spring. Please note that greyed out fields indicate metrics that will be initiated in later years of SMA3.

It should be noted that historical data reflects pre-COVID-19 context. Actual values achieved during the SMA3 period may include COVID-19 pandemic impacts.

Algoma University													
SMA3 Metric	Historical Data			SMA3 Performance									
				2020-21		2021-22		2022-23		2023-24		2024-25	
				APT	Actual	APT	Actual	APT	Actual	APT	Actual	APT	Actual
1. Graduate Employment in a Related Field	2016-17	2017-18	2018-19	85.35%									
	87.88%	88.71%	84.48%										
2. Institutional Strength/ Focus	2016-17	2017-18	2018-19	33.04%									
	37.50%	38.24%	34.95%										
3. Graduation Rate	2016-17	2017-18	2018-19	55.04%									
	54.19%	57.79%	55.43%										
4. Community/ Local Impact of Student Enrolment	2016-17	2017-18	2018-19	1.98%									
	2.30%	2.09%	1.76%										
5. Economic Impact (Institution-specific)	2016-17	2017-18	2018-19	\$11,125,616									
	\$13,098,880	\$10,514,800	\$13,997,100										
6. Research Funding & Capacity: Federal Tri-Agency Funding Secured	2016-17	2017-18	2018-19										
	\$289,297	\$273,208	\$272,161										
7. Experiential Learning	2016-17	2017-18	2018-19										
	#	#	#										
	%	%	%										
8. Research Revenue Attracted from Private Sector Sources	2016-17	2017-18	2018-19										
	\$	\$	\$										
9. Graduate Employment Earnings	2016-17	2017-18	2018-19										
	\$	\$	\$										
10. Skills & Competencies							Survey initiated	E.g. Yes					